

Addressing Secondary Trauma in the K-12 Workforce: Tiering it Out

Applying an MTSS Model to Adult Wellbeing

AUGUST 4, 2023



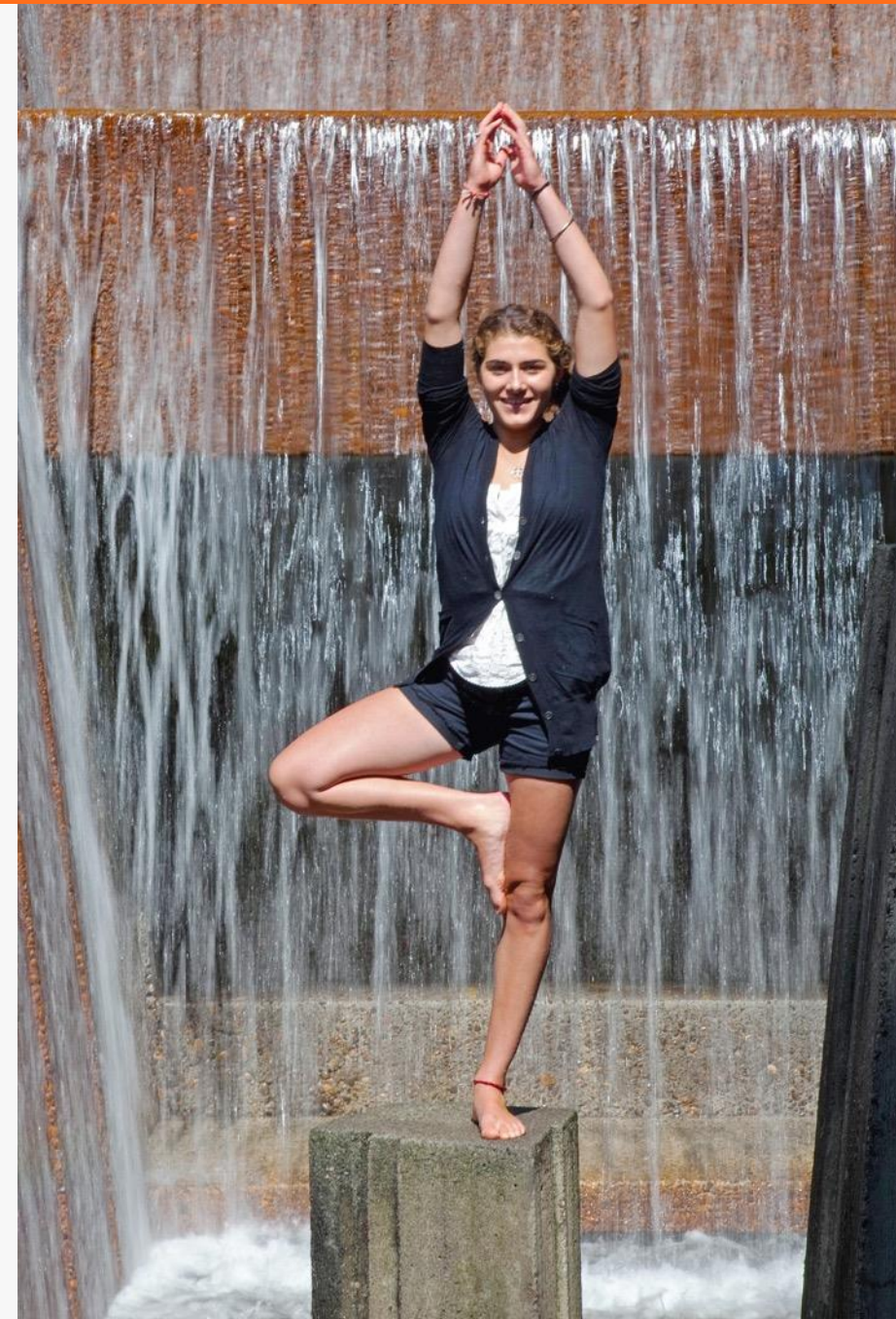
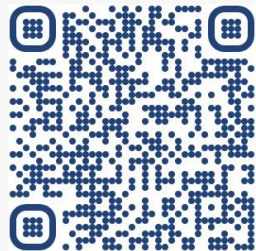
After today's session you will...

- 1 Learn key requirements of 2021 SHB1363 Addressing Secondary Traumatic Stress of in the K12 Workforce
- 2 Be able identify at least three resources you can use to improve compliance with the legislation
- 3 Describe how a MTSS framework can be applied to staff wellbeing
- 4 Identify at least three ways you can start to apply MTSS to staff wellbeing in your district or school

Addressing Secondary Traumatic Stress in K12 Workforce

BACKGROUND ON STS

In 2021, the Washington State Legislature passed SHB1363: Addressing Secondary Traumatic Stress in the K-12 Workforce. [WSSDA](#) created a [policy and procedure](#) to assist districts with supporting staff's health and well-being while reducing secondary traumatic stress.



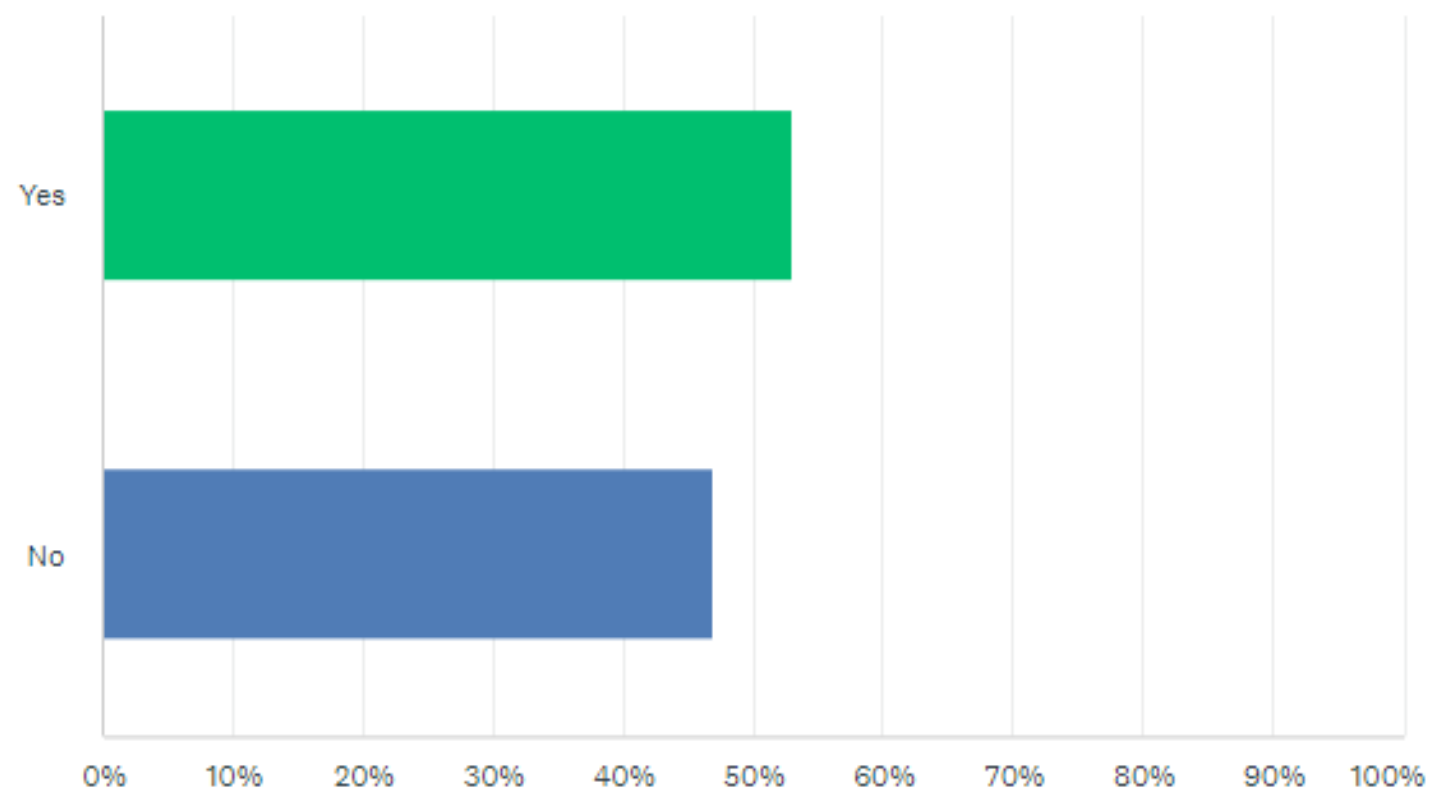
Menti Poll?

- Are you aware of the 2021 SHB 1363 Legislation?

Are you aware of SHB 1363 legislation and Policy 5515?



Answered: 117 Skipped: 0



Secondary Traumatic Stress



- The Association of Supervision and Curriculum Development defines Secondary Traumatic Stress (STS) as “...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone’s painful experiences can create very real symptoms in caregivers, including teachers.”
- –June edition of WSSDA’s Policy & Legal News

How does secondary trauma affect us?

- **Physical**

- Headaches
- Tense Muscles
- Fatigue/Trouble with sleep
- Nightmares
- Stomach Problems
- Feeling Jittery
- Frequent Illness

- **Emotional Impact**

- Helplessness
- Hopelessness
- Overwhelm
- Depression
- Worry
- Anger
- Numb
- Safety Concerns
- Hypervigilance

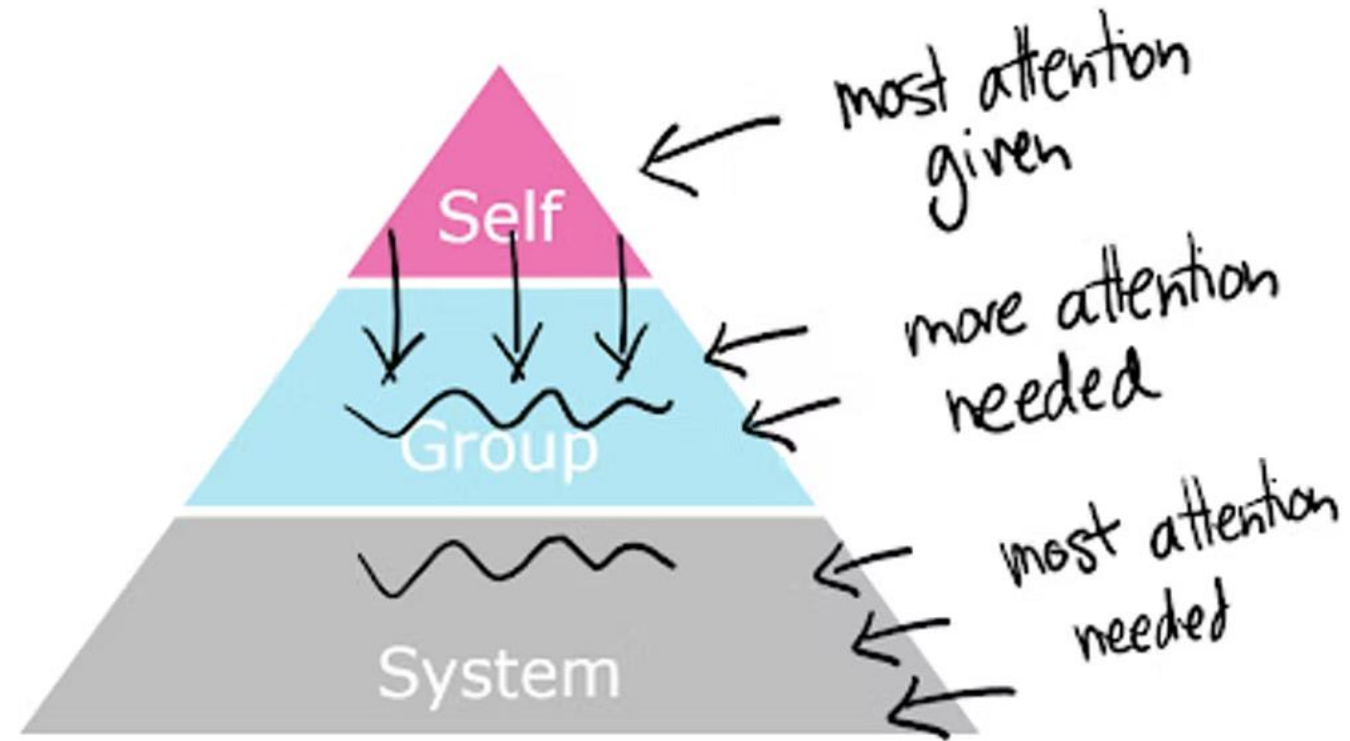
- **Cognitive**

- Negative bias/pessimism
- All-or-nothing thinking
- Loss of perspective and critical thinking skills
- Threat focus - see student, peers, and supervisors as the enemy
- Decreased self-monitoring
- Intrusive thoughts

- **Social Impact**

- Reduction in collaboration
- Withdrawal/loss of social support
- Easily angered/Irritable
- Isolation
- Difficulty trusting - worry about getting close to others
- Avoidance

Staff wellbeing: The "before" or status quo



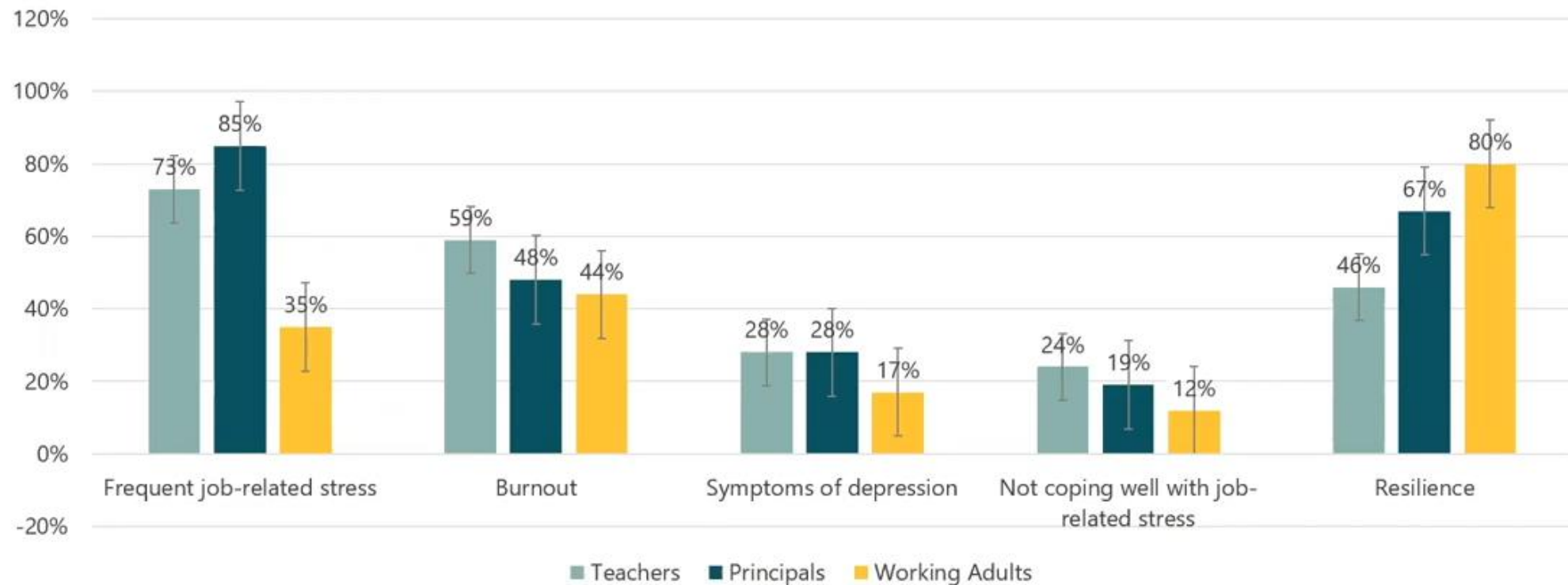
bts spark 

Sean Slade, 2021.

According to a new survey, teachers are twice as likely to experience job-related stress compared to other working adults.



Well-being of Teachers, Principals, and Working Adults in January 2022



Legislative Requirements

Establish a district-wide workforce mental health committee which is directed to:

- ☐ Share STS, stress management, and other mental health resources from OSPI, ESD and SEBB (HCA)
- ☐ Share links to STS self-assessment tools and associated resources
- ☐ Report to district school board annually on district workforce mental health committee activities
- ☐ Conduct regular assessments of district and school level implementation inclusive of input from workforce
- ☐ Provide appropriate resources and training
- ☐ Adopt, or amend if necessary, policies and procedures that, at a minimum, incorporate all the elements.
- ☐ Districts must periodically review their policies and procedures for consistency with updated versions of the model policy and procedure.

Our Thought Partnership Team

Melissa Carpenter

ALLIANCE FOR A
HEALTHIER
GENERATION PROGRAM
MANAGER

Julee Christianson

OSPI HEALTHY
SCHOOLS WASHINGTON
PROGRAM SUPERVISOR

Ella DeVerse

OSPI SCHOOL SAFETY
CENTER SUPERVISOR

Mona Johnson

ESD 114 EXECUTIVE
DIRECTOR SYSTEM
PATHWAYS

Jill Patnode

KAISER PERMANENTE
COMMUNITY
HEALTH PROGRAM
MANAGER

Bridget Underdahl

PROJECT AWARE
PROGRAM SUPERVISOR

Jaclyn Vizzare

KAISER PERMANENTE
WORKFORCE HEALTH
CONSULTANT

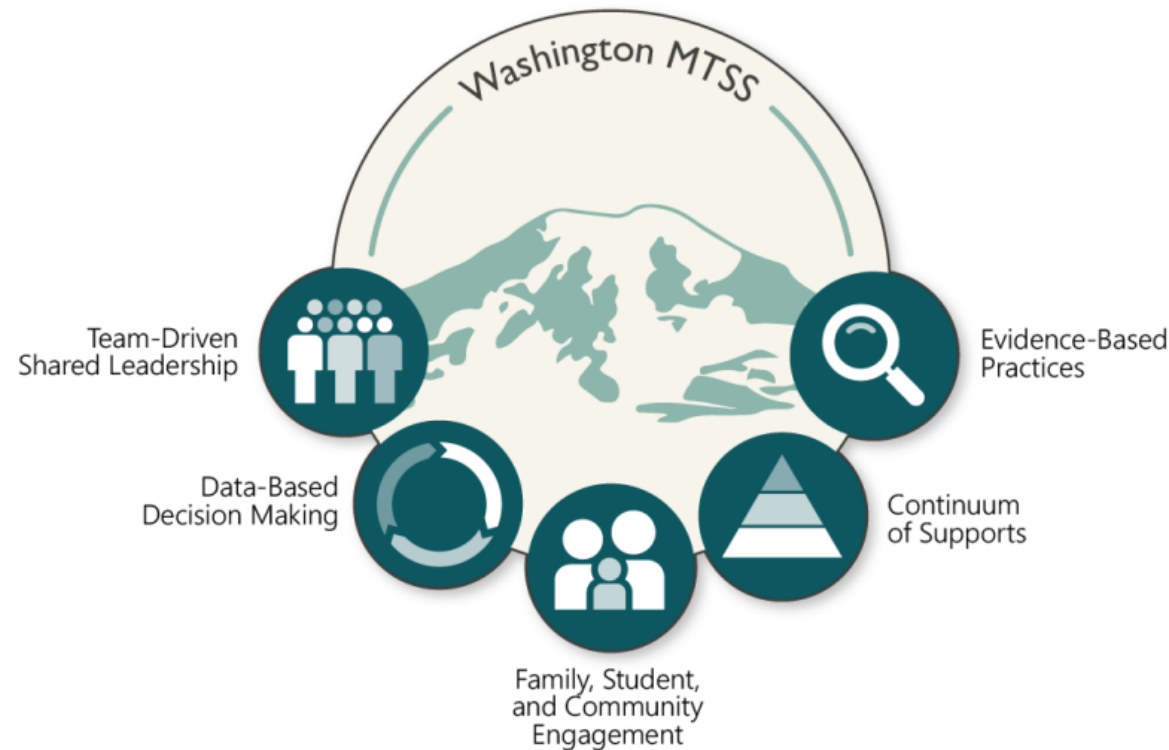
Bethany Younkers

ALLIANCE FOR A
HEALTHIER
GENERATION
NATIONAL CONTENT
ADVISOR.
IMPLEMENTATION
SCIENCE AND MTSS

Applying MTSS to Adult Wellbeing

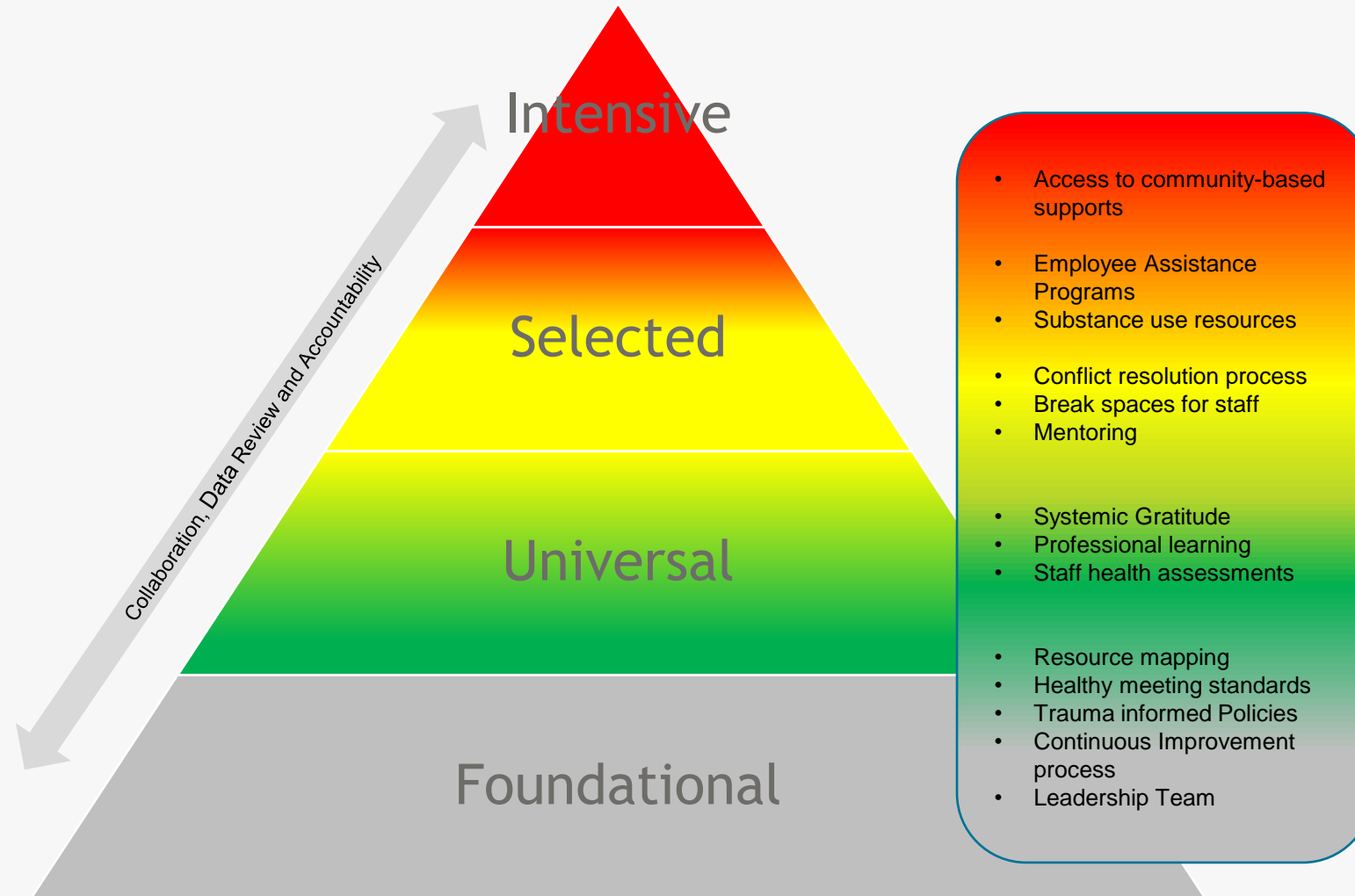
Multi-Tiered System of Supports (MTSS)

“MTSS aims to ensure every student [*for COP purposes--staff member*] benefits from a nurturing environment and equitable access to supports that are culturally and linguistically responsive, universally designed, and differentiated to match their needs.” ¹



¹Washington's Multi-Tiered System of Supports Framework (2020). Washington Office of Superintendent of Public Instruction. p.4. Italics added by Jill Patnode to emphasize COP application of framework to adults.

MTSS Framework applied to Workforce Wellbeing-DRAFT



Tiers	Definition
Foundational	Policy that promotes and sustains a positive work culture and support employee wellness
Universal	Practices that support positive work culture and employee wellness for ALL staff
Selected	Practices that support positive work culture and employee wellness for individuals/groups experiencing stress that is somewhat interfering with work or for groups with a known risk of experiencing increased stress at work.
Intensive	Practices that support positive work culture and employee wellness for individuals/groups experiencing acute stress that is significantly interfering with work.
Collaboration, Data Review & Accountability	Co-planning between administration and non-administrative staff. Regular data review of employee experience and impact of staff wellbeing initiatives and interventions.

MTSS for Staff Wellbeing Content, Cohort and Lessons Learned

Our Inaugural Community of Practice Member Districts

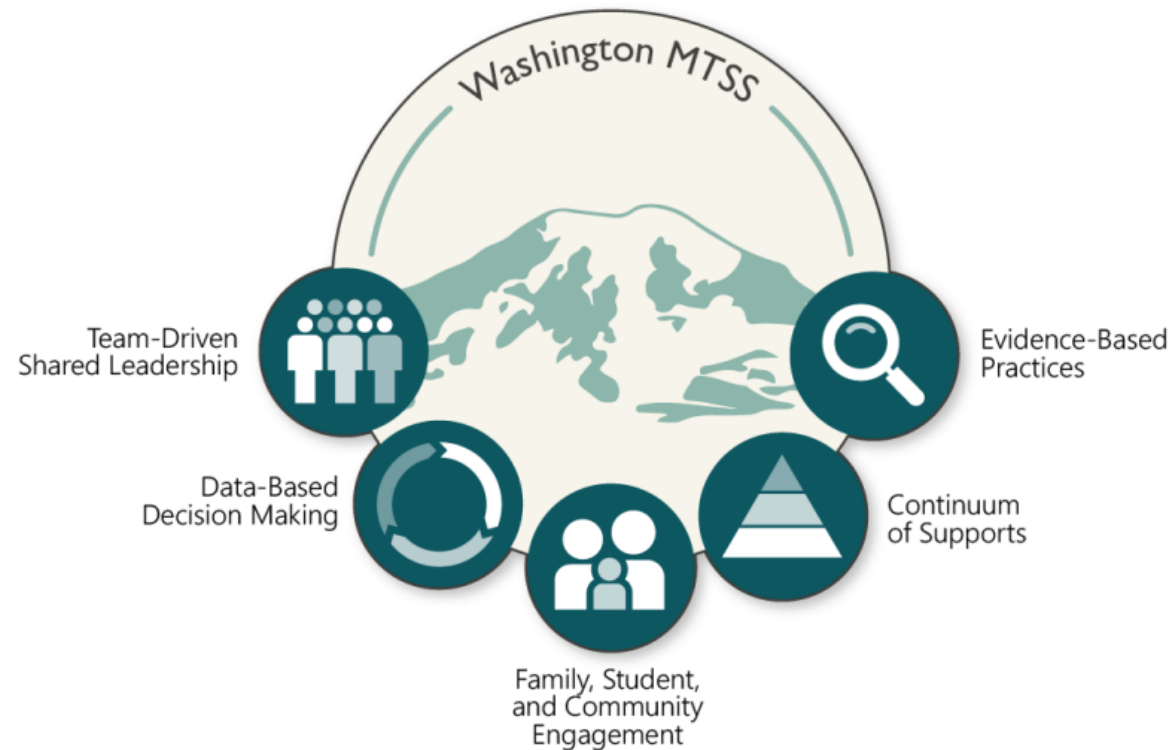


MTSS for Adult Wellbeing COP Objectives:

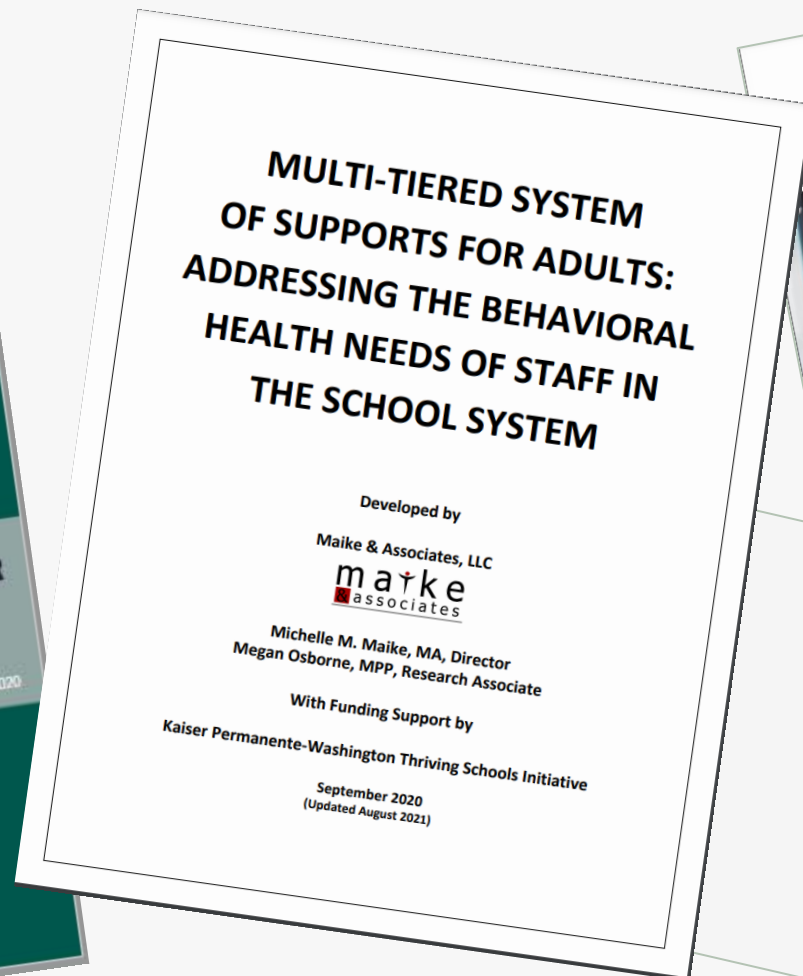
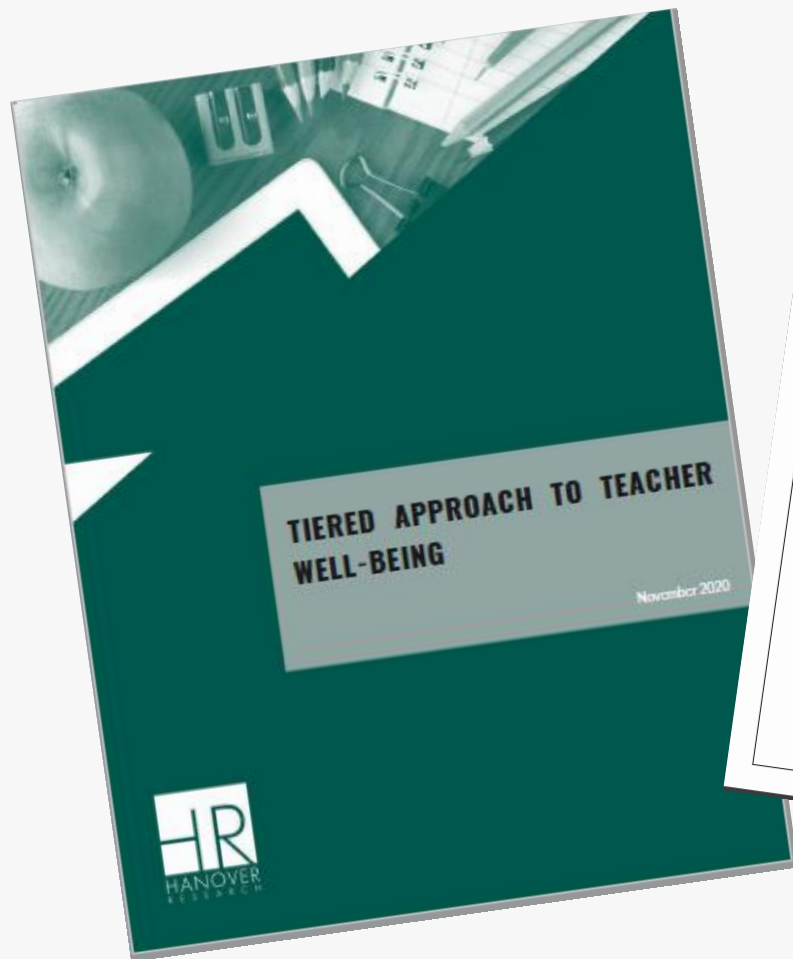
1. Understand evidence-based components necessary to develop positive workplace wellness within the context of MTSS.
2. Develop an action plan to improve staff wellbeing in your district through the implementation of a multi-tiered system of supports framework.
3. Support district level compliance with 2021 SHB 1363: Addressing Secondary Traumatic Stress in the K-12 Workforce.
4. Develop a peer network of district workforce wellbeing teams.
5. Increase team capacity to implement staff well-being best practices / improvements to support staff well-being.

Multi-Tiered System of Supports (MTSS)

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The 6-Step Process in Our CoP



- Session 1: Creating Shared Understanding & Setting Purpose



- Session 2: Integrating Data into Planning



- Session 3: Turning Ideas into Actions & Identifying Barriers



- Session 4: Resource Mapping















- Session 5: Implementation and peer problem solving



- Session 6 Implementation, Celebration and Planning for 23-24

Assessment Questions grouped by Topic

Washington Compliance Policy 5515 Checklist		4/8 Answered	▼
Staff Well-Being Best Practices		4/12 Answered	^
SWBP-1	District coordination team for staff well-being	 Fully in place	View
SWBP-2	Trauma-informed approach for district policies on staff well-being	 Unanswered	Answer
SWBP-3	District continuous improvement process to advance staff well-being	 Fully in place	View
SWBP-4	District-level professional learning on staff well-being	 Partially in place	View
SWBP-5	District-level professional learning on positive work culture	 Unanswered	Answer
SWBP-6	District resource mapping to support staff well-being	 Unanswered	Answer
SWBP-7	District partnerships to support positive working conditions	 Unanswered	Answer
SWBP-8	Gathering input on district staff well-being policies	 Unanswered	Answer
SWBP-9	District accountability measures to address staff disparities	 Unanswered	Answer
SWBP-10	Employee Assistance Program (EAP)	 Unanswered	Answer
SWBP-11	Opportunities for staff gratitude provided by district	 Mostly in place	View
SWBP-12	Space in district for staff breaks	 Unanswered	Answer

Session 1: Kick-off, overview and shared understanding



Identify foundational components of MTSS for cultivating staff well-being



Build a strong, sustainable and impactful workforce wellness team



Integrate components of a continuous improvement process

Addressing Secondary Trauma in the K-12 Workforce

A wellness leadership team at schools and districts:

- Helps implement resilience policies and priorities
- Creates and supports a shared resilience mission and vision
- Guides the school and district through the process of planning, implementation, and beyond
- Communicates progress to the school and district community
- Compliance with 2021 SHB 1363: Addressing Secondary Trauma in the K-12 Workforce legislation

Source: <https://business.kaiserpermanente.org/thrive/resource-center/wellness-committee-toolkit>

To Ensure Success of Workforce Wellness Teams



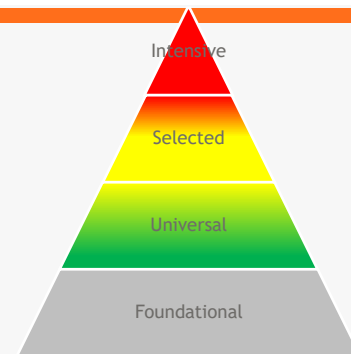
Define Collective
Purpose and Goals



Develop Team
Agreements



Plan for
Inclusive
Communication
Strategies



Session 2: Integrating data into planning



Identify district workforce wellbeing needs using the Workforce Secondary Traumatic Stress Assessment



Apply and practice data-based decisions to inform sustainability and continuous improvement

Workforce Secondary Traumatic Stress Assessment

In partnership with








Washington Office of Superintendent of
PUBLIC INSTRUCTION

A healthier district starts here!

Workforce Secondary Traumatic Stress Assessment helps Washington's district-wide Workforce Mental Health Committees to regularly assess policy implementation and staff well-being practices to support a positive workplace climate and reduce secondary traumatic stress.

GET STARTED

Other Steps

-  [Go to Action Plan](#)
-  [Download Guide](#)
-  [Explore Glossary](#)
-  [View Report](#)
-  [Invite a Team Member](#)

Assessment Questions grouped by Topic

Washington Compliance Policy 5515 Checklist

0/8 Answered



Staff Well-Being Best Practices

0/12 Answered



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Staff Well-Being Data is more than surveys....

- 1 Staff surveys
- 2 Retention and turnover data
- 3 Staff absenteeism
- 4 Meeting or activity attendance
- 5 SmartHealth utilization
- 6 EAP utilization
- 7 Staff meetings dialogue
- 8 Other...

Participation Prompt: What data (quantitative or qualitative) is your district using to assess staff well-being?



Session 3: Turning ideas into actions and identifying barriers



Identifying foundational staff well-being policies and practices



Using MTSS to build a supportive culture of staff-wellness



Developing SMARTIE Goals and an Action Plan

Turning ideas into action



WELLNESS DEPARTMENT REPRESENTATION



- Classroom teachers
- Specialists
- Educational Staff Associates
- Assistant Principal
- Principal
- Elementary school level
- Middle school level
- High school level
- Human Resources
- Curriculum
- Assessment
- Instruction (Student Health Outreach & Physical Education and Health Literacy)
- Department for Racial Equity Advancement
- Operations
- Coordinated School Health



DISTRICT LEADERSHIP TEAM



- Reviewed eight data sets pertaining to staff culture, climate, & wellness
- Analyzed four documents pertaining to staff culture, climate, & wellness
- Designed & implemented five strategies to address root cause analysis.



EMPLOYEE MENTAL HEALTH COMMITTEE



[Dashboard](#)[My Organizations](#)[KP Ocean District](#)[Assessments](#)[Thriving Schools ...](#)[Healthy Districts...](#)[RISE Index: Distri...](#)[Action Plan](#)[Reports](#)[Wellness Policy
Builder](#)[Team](#)[Resources](#)

ACCOUNT > KP OCEAN DISTRICT > ACTION PLAN

Action Plan ?

Introducing the Action Plan

The Action Plan is a collaborative to-do list that helps you and your Wellness Team plan and prioritize healthy changes for your organization this year.



How do I use the Action Plan?

Use your Action Plan to outline the tasks, dates, and resources that you and your Wellness Team will use to meet your goals.

[Learn more about using the Action Plan](#)

To work on ?

[+ Add item](#)SEH-D12 TSIA

Policy on supportive disciplinary practices

Unanswered

This year's goals ?

[+ Add item](#)DWB-6 RISESWB-D4 TSIADistrict-level professional learning on
staff well-being

Not in place

Done ?

[+ Add item](#)PEA-D12 RISEPEA-D12 RISEDistrict-level professional learning on
physical activity

Fully in place

Priority Staff Well-Being Changes



Add 2 to 5 changes to this
year's goals

Session 4: Turning ideas into actions and discussion of barriers



Designing universal prevention activities at all levels



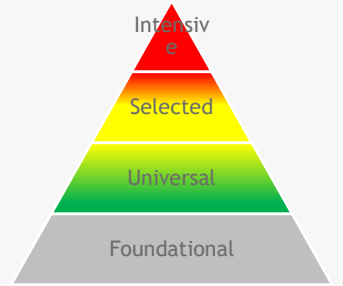
Identify Resources to Support Staff Well-Being



Create a Resource Map



Connect and leverage existing health promotion work and identify funding



ADAPTED FROM MAIKE AND ASSOCIATES’ ENVIRONMENTAL SCAN RESOURCE TEMPLATE (STAFF VERSION)

STAFF MENTAL HEALTH & WELL-BEING SERVICES AND SUPPORTS

Universal strategies (Tier 1 – ALL)- Mental health and wellness-related activities that are designed to meet the needs of ALL school staff regardless of whether they are at risk for mental health-related problems. Tier 1 activities include promotion of positive social, emotional, and behavioral skills and well-being. These activities might also include efforts to support positive school climate and staff well-being. For the following, please complete these questions for the **CURRENT SCHOOL YEAR.**

<div><div>Tier 1 Staff Well-being (All):</div><div>Programs/services/supports offered in your district focused on staff wellness for ALL staff (e.g., District/school wellness committees; Professional learning on combating impacts of compassion fatigue and burnout; Professional learning opportunities on planning, implementing, or reflecting on their own well-being. Staff opportunities to build and maintain relationships; Opportunities for staff to recognize accomplishments and display gratitude; Space(s) for staff to relax or decompress)</div></div>			
	What policies and practices are in place to support/administer these activities and/or supports?	How are these programs/services/supports currently delivered?	Projected timeline and individuals who will support next step action(s)?
Professional learning on Secondary Traumatic Stress	2021 SHB 1363 WSSDA 5515 Policy		
Opportunities for staff to recognize accomplishments and display gratitude			
Spaces for staff to relax of decompress			
Share STS, stress management, and other mental health resources	2021 SHB 1363 WSSDA 5515 Policy		

Low to no-cost resources



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Julee Christianson

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GENERATION**



WASHINGTON STATE

ASCD®

LEARN. TEACH. LEAD.



Washington State ASCD is a community of all educators committed to promoting promising practices to ensure ALL students are safe, healthy, engaged, supported, and challenged.

Washington State
Health Care Authority

WASHINGTON WELLNESS

Smart[]Health



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 5: Implementation and peer problem solving



Using MTSS to address staff self-care and promote awareness



Taking Action: Establishing a Problem-Solving Protocol



Addressing barriers around justice, equity, diversity, and inclusion

Take Action Worksheet

TRACK PROGRESS AND GAPS

- ☐ **STEP 1:** Review collected and tracked data for each goal. Ensure your efforts are having the intended impact and see if goals are on track.
- ☐ **STEP 2:** Each team member or group will share out progress on goals, identifying each goal's status below:

Green Goals On track	Yellow Goals Not started yet	Red Goals Not on track

- ☐ **STEP 3:** Identify obstacles to implement tasks and barriers to reaching measurable goals. *(Reflect on circle of control and influence)*

Identified Challenges, Barriers, Obstacles

BRAINSTORM SOLUTIONS

- ☐ Choose between the **Problem-Solving Protocol** or the **Help or Hinder activities** below to help with identifying some solutions to any barriers we are facing.

**You may want to meet more than once during Step 5: Take Action, depending on how much effort and/or how many actions are required to achieve your goals. You can use one activity for one meeting and save the other for a future meeting.*

Common Challenges

- *We are a group of staff that aren't all at the district office. Competing needs for time to work on these wellness projects has actually slowed down the work*

- *Finding time to meet as a whole group. Not getting together as a whole district.*

- Funding

- Initiative fatigue and staff disengagement

Session 6: Implementation, celebration and planning for 2023-24



Identify keys to building sustainability and
accountability



Evaluate program success



Celebrate Success

Success Stories

Thoughtful time with
HR Wellness
Coordinator with
thoughtful planning
for district leaders

We have created
teams/committees this year.
We have collaborated
closely with WA State EAP,
Healthier Generation (HG),
Space Between Seattle and
U CCFW.

Our wellness team has
been very involved and
has bought into the
importance of our work.
They have used the HG
website to find best
practices

We will have an EAP
for our organization
beginning this
summer!

Conducted a monthly
virtual staff wellbeing
book study with 12-
122 participants each
session

We conducted a
1xmonth onsite staff
wellbeing/mindfulness
class and this will
continue next year

Created a monthly
workgroup and 5 goals
around
staff/organizational
wellbeing and will
implement at a deeper
level in 23-24

We have a goal and a
team for next year!!!!

Questions?

Thank you!



2023-24 Kaiser Permanente Way to Wellbeing Workshop Series for Educational Professionals

Enroll on PD Enroller and available for SMART Health points



August 2023

**Creating Workforce
Wellness Committees*
(8/23/23)**

September 2023

**Creating a Culture of
Wellbeing (repeat - 9/20/23)**

October 2023

Stress Management

November 2023

**Preventing Secondary*
Trauma**

January 2024

Healthy Habits

February 2024

**Creating a Culture of
Wellbeing (repeat – 2/21/21)**

March 2024

Active Living

April 2024

**Creating a Culture of
Wellbeing (repeat – 4/17/24)**

May 2024

Mental Health

June 2024

**Creating a Culture of
Wellbeing (repeat – 6/12/24)**

*co-presented with Healthier Generation

Resources

Kaiser Permanente Resources

- kp.org/selfcare
- kp.org/selfcareapps
- kp.org/wellnesscoach
- kp.org/foodforhealth
- kp.org/mentalhealth
- findyourwords.org/
- business.kp.org/coronavirus


Workforce Wellness Committee Toolkits


- [Wellness Committee Toolkit](#)
- [AHG - Reducing STS in K-12 workforce](#)
- [WA State Health Care Authority](#)

Employee Assistance Program (EAP) Resources

- Reach out to your EAP vendor to see what virtual resources are available for you and your employees.
- Ask about information, management consultations, and resources regarding COVID-19.
- To coordinate care, your EAP provider may contact Kaiser Permanente at 888-677-9993.

Reducing Secondary Traumatic Stress in the K-12 Workforce

 ALLIANCE FOR A HEALTHIER GENERATION



Reducing Secondary Traumatic Stress in the K-12 Workforce

School staff and teachers tend to experience Secondary Traumatic Stress more than other professions. Districts and schools can reduce staff turnover and increase job satisfaction by implementing policy and professional learning.

In 2021, the Washington State Legislature passed SHB1363: Addressing Secondary Traumatic Stress in the K-12 Workforce. WSSDA created a **policy and procedure** to assist districts with supporting staff's health and well-being while reducing secondary traumatic stress.

To aid districts' implementation of this policy and procedure, OSPI and the Alliance for a Healthier Generation partnered to provide **free resources** and an **online assessment**.

ACCESS THE TOOLS YOU NEED TO IMPLEMENT WSSDA'S POLICY AND PROCEDURE 5515:



<https://www.healthiergeneration.org/staff-well-being-wa>