

A black and white photograph showing several hands of different skin tones holding small, colorful globes of the Earth. The hands are arranged in a circle, with the globes held in the palms, symbolizing global unity and care for the planet.

TRAILS

Traumasensitive Assessment and Support for Refugee Students in Inclusive Classrooms in Germany

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The logo for the Association for Positive Behavior Support (APBS), featuring the letters 'APBS' in a serif font with a blue swoosh underneath.

APBS

MARCH 29 - APRIL 1, 2023
JACKSONVILLE, FL



20th INTERNATIONAL CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The
**Expanding
World of PBS:**

SCIENCE, VALUES, AND VISION

Learning Objectives

- To know about a large German research project focusing on traumasensitive PBIS methods for students with refugee background in inclusive classroom
- To learn about empirical results of a qualitative interview study with teachers, students, and parents on needs and challenges in trauma-sensitive work in German schools
- To learn about innovative methods to develop a participative empirical study to implement and evaluate teacher training plus a TIER 1/2 intervention for students on a bottom-up basis.
- To be informed about specific techniques for trauma sensitive assessment and support of refugee students in inclusive classrooms based on PBIS principles

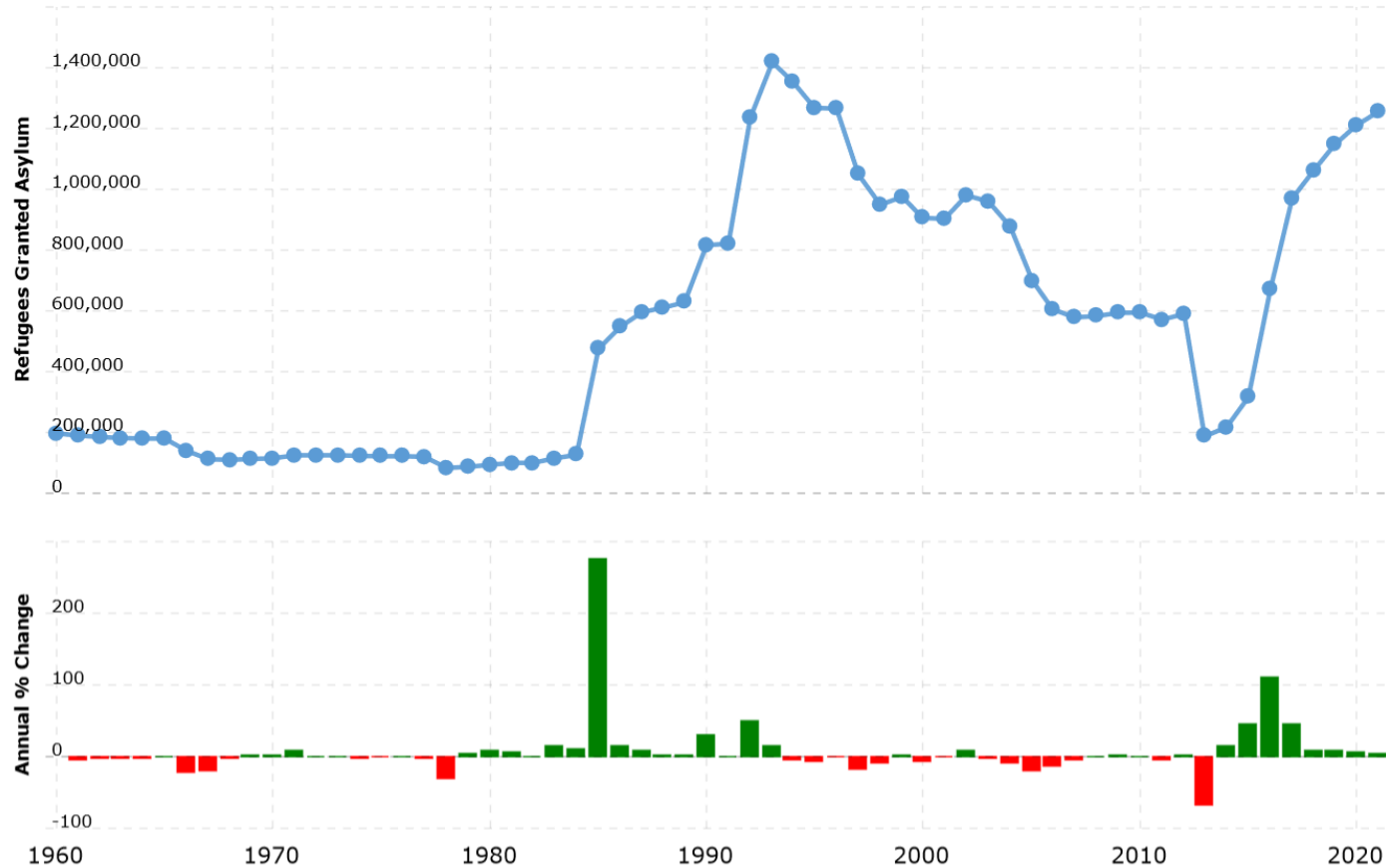
Agenda

- Project Background and Goals
- Part 1: Analysis of Students‘, Parents‘, and Teachers‘ Needs
- Part 2: Development and Evaluation of Assessment and Support Tools
(Tier 1 & Tier 2)
- Discussion

Project Background & Goals

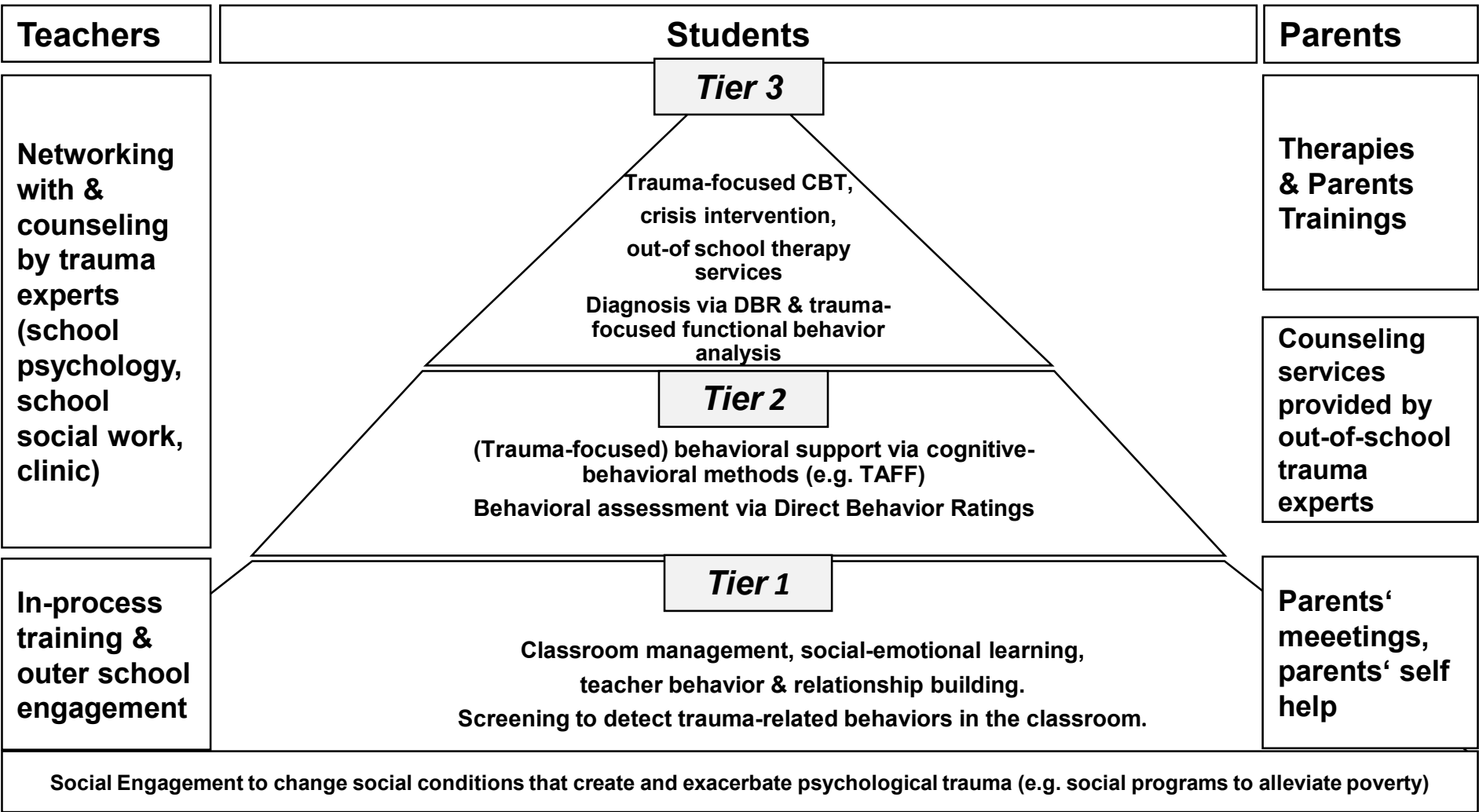


Socio-cultural background: Asylum seekers in Germany



Introduction

- About 43% of the asylum seekers in Germany are minors and have an increased risk of traumatization due to the confrontation with war and crisis (BAMF, 2022; Pine et al., 2005)
- Teachers are exposed to trauma related stressors emanating from students in the school context, which may pose a risk for secondary traumatization in teachers (Fleckmann et al., 2022)
 - Schools must be prepared for the inclusion of students with refugee experience
 - So far, however, there is a lack of evidence-based concepts for assessment and intervention in this context in Germany



TRAILS - Project Overview (January 2022 – December 2024)



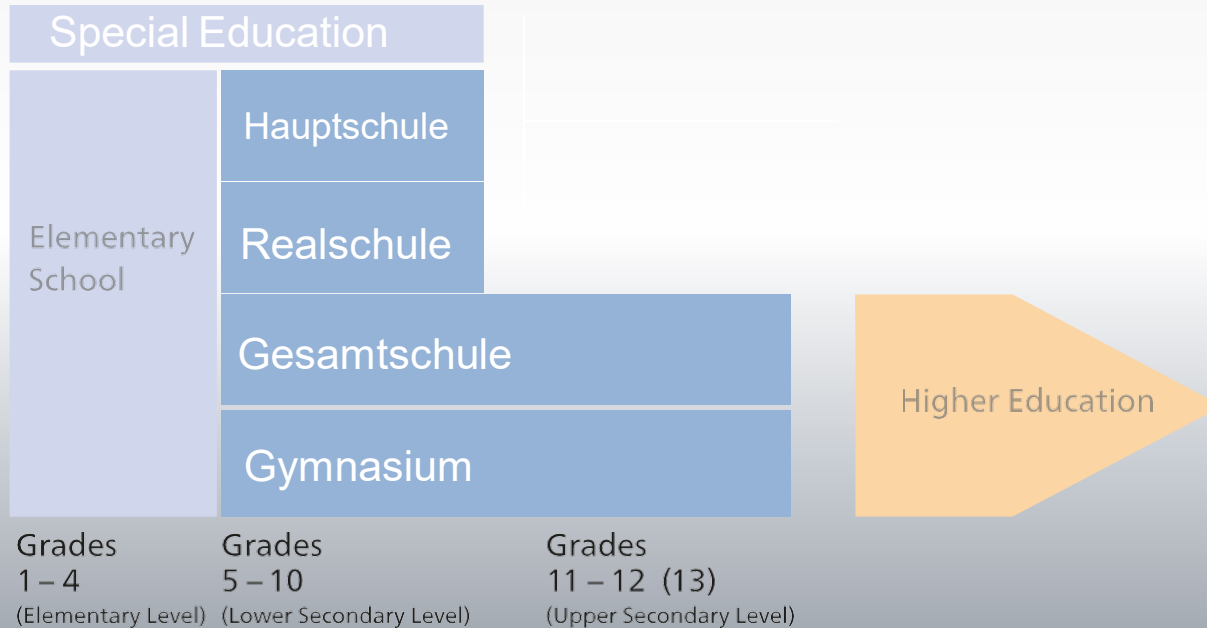
Development, implementation and evaluation of an integrated, multi-tiered system for the assessment and intervention of trauma-affected students with refugee backgrounds in inclusive school at lower secondary level (class 5-8) in Germany

Needs Analysis



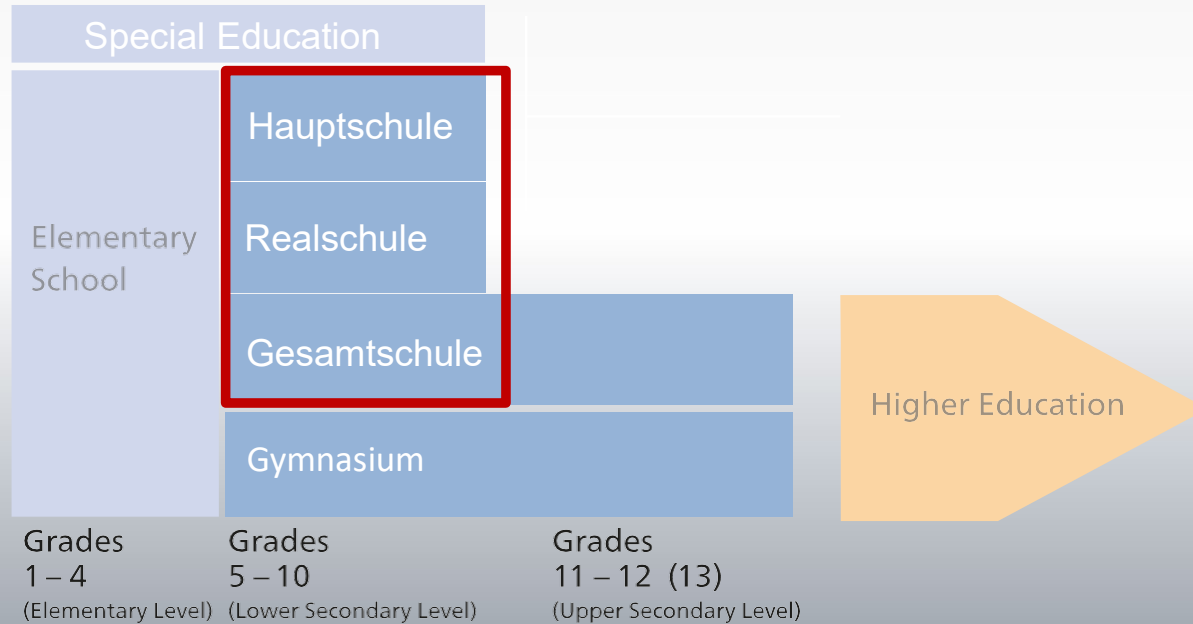
Phase 1: Needs analysis – Research question

What are the experiences and needs of teachers, students and parents with regard to trauma-sensitive assessment and intervention in inclusive schools (classes 5-8) in Germany?



Phase 1: Needs analysis – Research question

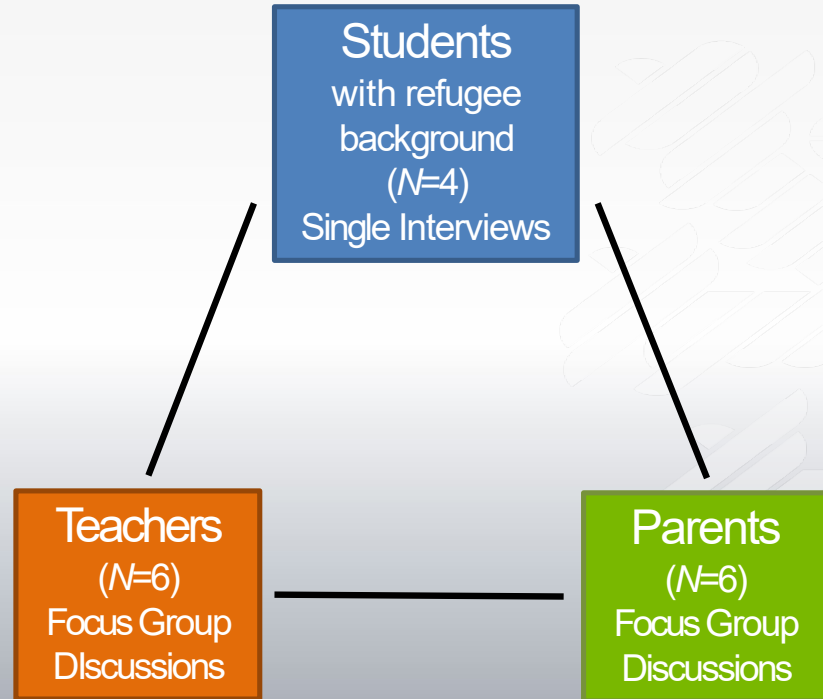
What are the experiences and needs of teachers, students and parents with regard to trauma- sensitive assessment and intervention in inclusive schools (classes 5-8) in Germany?



Phase 1: Needs analysis – Methods and Participants

Methods:

- Semi-structured interviews and Focus Group Discussions
- Structured content analysis according to Kuckartz (1986)



Needs analysis – Students

Behavior of teachers	Behavior of other students	Infrastructural issues
<p><u>In case of emotional problems:</u></p> <ul style="list-style-type: none">• Responsibility• Access to trusted teachers• Support for problemsolving• Taking time• Accurate assessment of problematic situations• Consistent help offers <p><u>Teacher behavior in general:</u></p> <ul style="list-style-type: none">• Trust in students• Taking students seriously• Kindness and patience• Reasonable reactions• Willingness to help• Sensitivity	<p><u>In case of emotional problems:</u></p> <ul style="list-style-type: none">• Presence• Ability to talk• Ability to deal with aggressive or refusing behavior• Contacting students that have problems• Finding solutions together constructively• Leave space if needed• An open ear	<ul style="list-style-type: none">• Places to be alone• Silent places

Needs analysis – Parents

Behavior of teachers	Professional collaborations	Infrastructural issues
<ul style="list-style-type: none">• Be more considerate about traumatic experiences in refugee students• Overcoming language related barriers• Making the integration process easier for refugee students• Preventing secondary traumatization in other students• Addressing difficulties	<ul style="list-style-type: none">• Improvement of parents-teachers cooperation• Improvement of teachers-refugee students collaboration	<ul style="list-style-type: none">• Improvement of personell and professional ressources in schools

Needs analysis – Teachers

Trauma related knowledge and competencies	Interpersonal und professional collaborations	Infrastructural issues
<ul style="list-style-type: none">• Trauma-related knowledge and skills to identify and support traumatization in students with refugee background• Ability to recognize unhelpful teacher behaviors• Ability to teach students with German as second language• Knowledge about self-care strategies for teachers	<ul style="list-style-type: none">• Improvement of the teacher-parent cooperation• Improvement of the collegial and multi-professional cooperation	<ul style="list-style-type: none">• Improving resources (time, space & staff)• More frequent opportunities for student- teacher conversations• A more flexible school system• Easy access to school psychologists and trauma therapists

Summary

- Common categories between the interview groups (e.g. more time, space and flexibility in school)
- Across all groups, there is indication that teachers need greater trauma-related knowledge and skills for dealing with traumatized students with refugee background

➔ Impact on TRAILS-Methods:

a) Assessment Tools

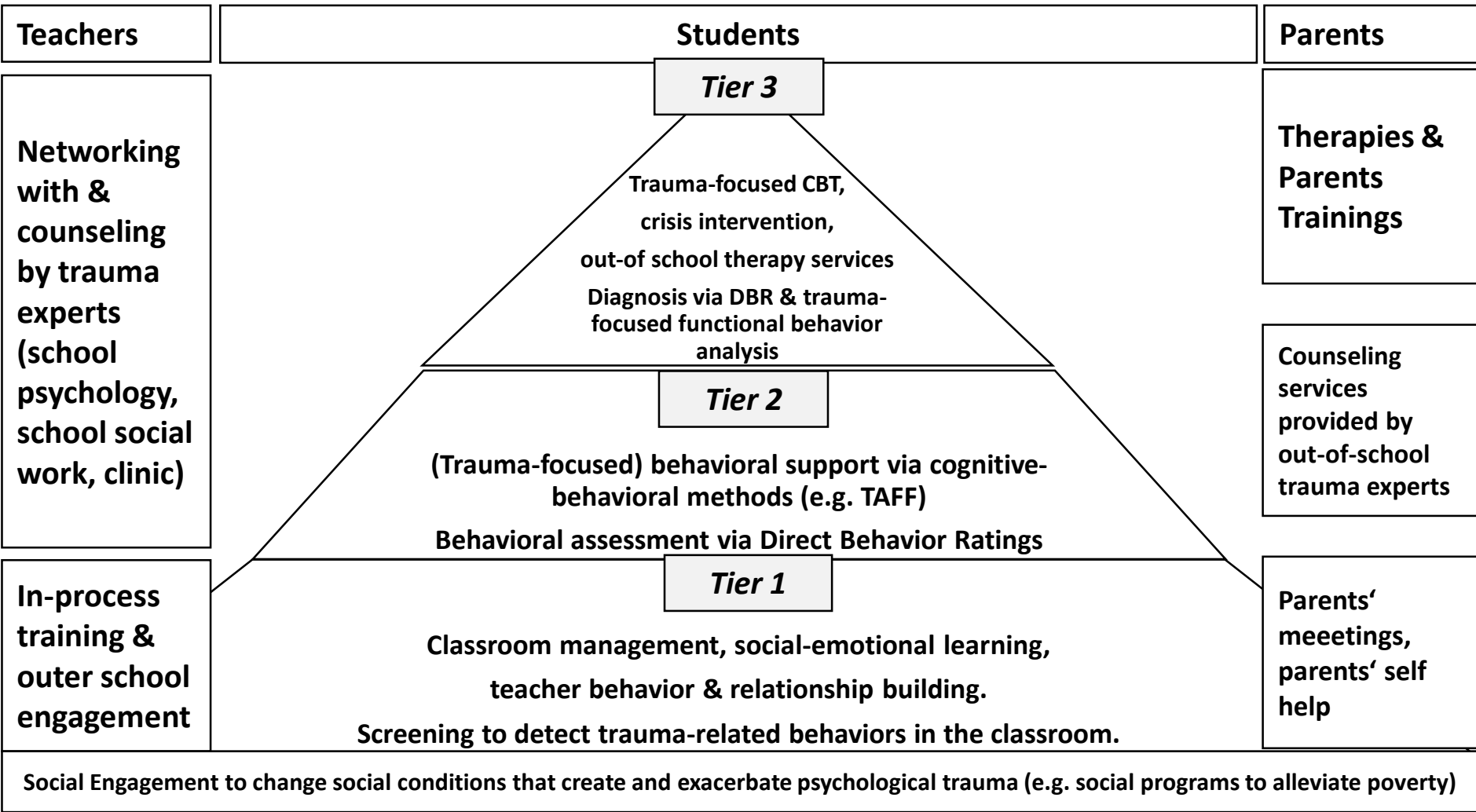
b) Intervention

Questions & Discussion



Development and Evaluation of Assessment and Intervention on Tiers 1 & 2





Tier 1:

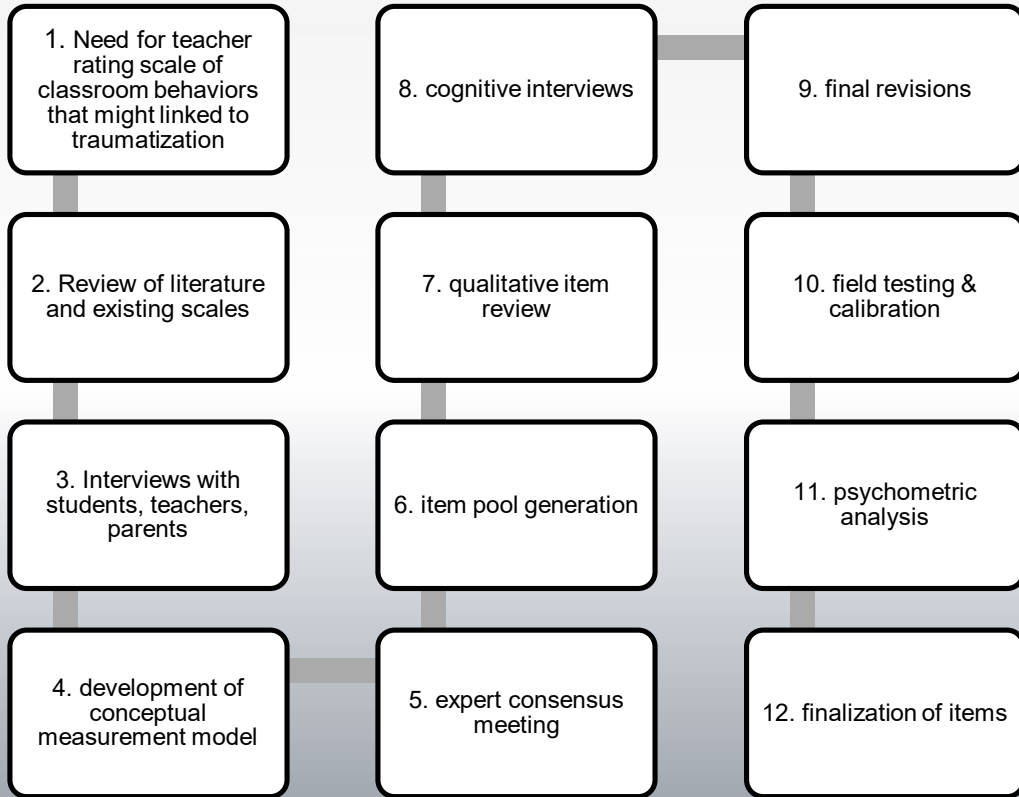
- ➔ Universal Screening
- ➔ Cultural Responsive Classroom Management

Tier 2:

- ➔ CBT-based intervention („TAFF“)
- ➔ Direct Behavior Ratings - MIS



Tier 1: Universal Screening



Please rate how often the items below occur in your student using the following Likert scale:

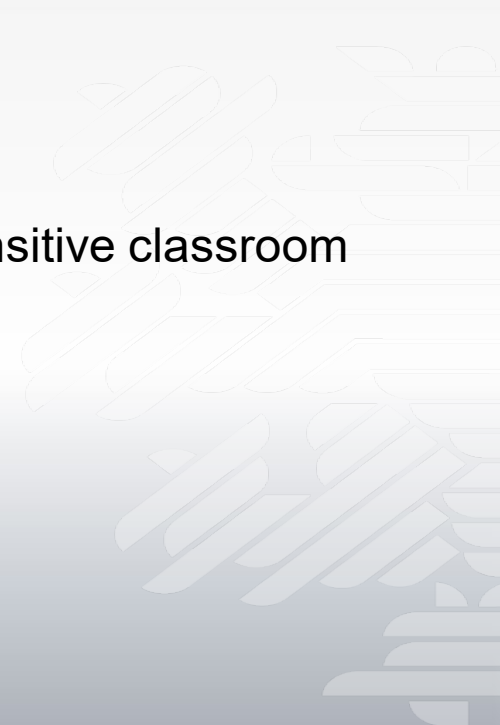
- 0 = never
- 1 = rarely
- 2 = often
- 3 = almost always

		0	1	2	3
1	Expresses concern/fear of being separated from caregivers.				
2	Is quickly emotionally overwhelmed.				
3	Learns with great difficulty.				
4	Overly anxious.				
5	Reports sleep disturbances or nightmares.				
6	Works on tasks independently and incompletely.				
7	Easily out of socket/ is quickly annoyed.				
8	Has learning deficits.				
9	Spends a lot of time alone.				
10	Has conflicts with peers.				
11	Has conflicts with teachers.				

Approx. 40 items
Refers to emotional, behavioral, cognitive, and physical dispositions

Tier 1: Cultural Responsive Classroom Management

- Recognize own ethnocentrism and possible prejudices
- Know the cultural background of the students
- Know the social, economic and political context
- Demonstrate competencies and readiness for culturally sensitive classroom management
- Build caring communities in the classroom



Tier 1:

- ➔ Universal Screening
- ➔ Cultural Responsive Classroom Management

Tier 2:

- ➔ CBT-based intervention („TAFF“)
- ➔ Direct Behavior Ratings - MIS



Tier 2: CBT-based intervention

Cognitive Behavioral Intervention for Trauma in Schools (CBITS; Jaycox et al., 2012)

- Sound theoretical foundation
- Empirical evidence for effectiveness

Support for Students Exposed to Trauma (SSET; Jaycox et al., 2009)

- Usable in schools
- **SAFE: Sequenced – Active – Focused – Explicit** (Durlak et al., 2011)

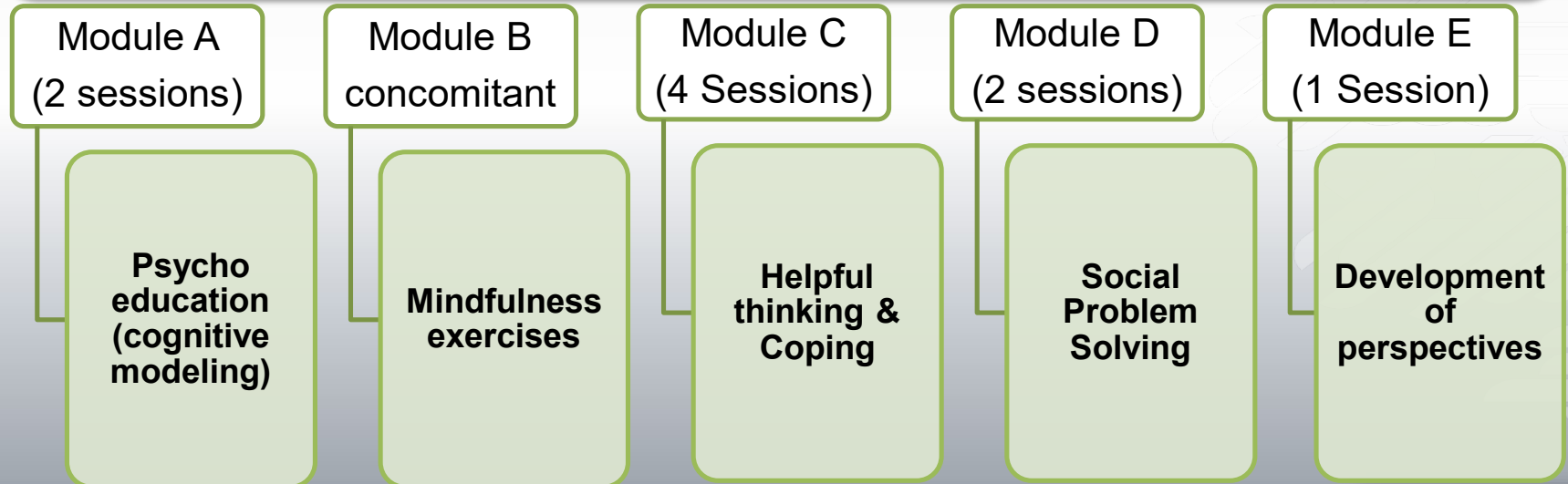
Traumasesibles Unterstützungs- und Förderkonzept für Kinder- und Jugendliche mit Fluchthintergrund (TAFF; Linderkamp & Casale, 2022)

Trauma-sensitive support and intervention for children and adolescents with a refugee background

Tier 2: CBT-based intervention

Traumasesibles Unterstützungs- und Förderkonzept für Kinder- und Jugendliche mit Fluchthintergrund (TAFF; Linderkamp & Casale, 2022)

Trauma-sensitive support and intervention for children and adolescents with a refugee background



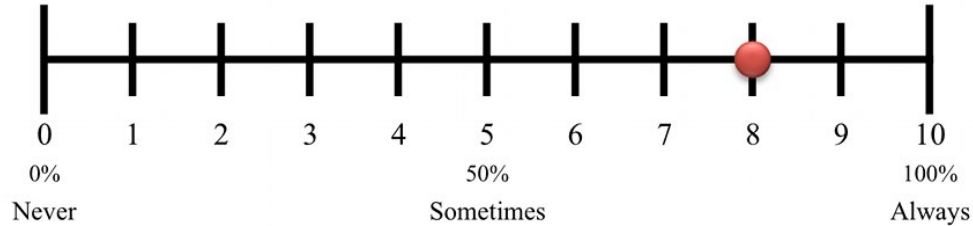
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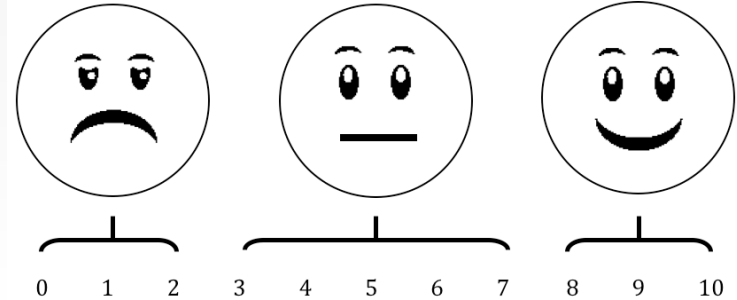
- 10 sessions
- 90 minutes each
- Sequential rituals:
 - (1) Welcoming
 - (2) Emotional barometer (“smileys” to recognize own emotions)
 - (3) Contents of today's session
 - (4) Short meditation/ mindfulness exercise
 - (5) Practice and reflection
 - (6) Short meditation/ mindfulness exercise & farewell

Tier 2: Direct Behavior Ratings - MIS

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.



Circle the number that best represents the student's behavior:

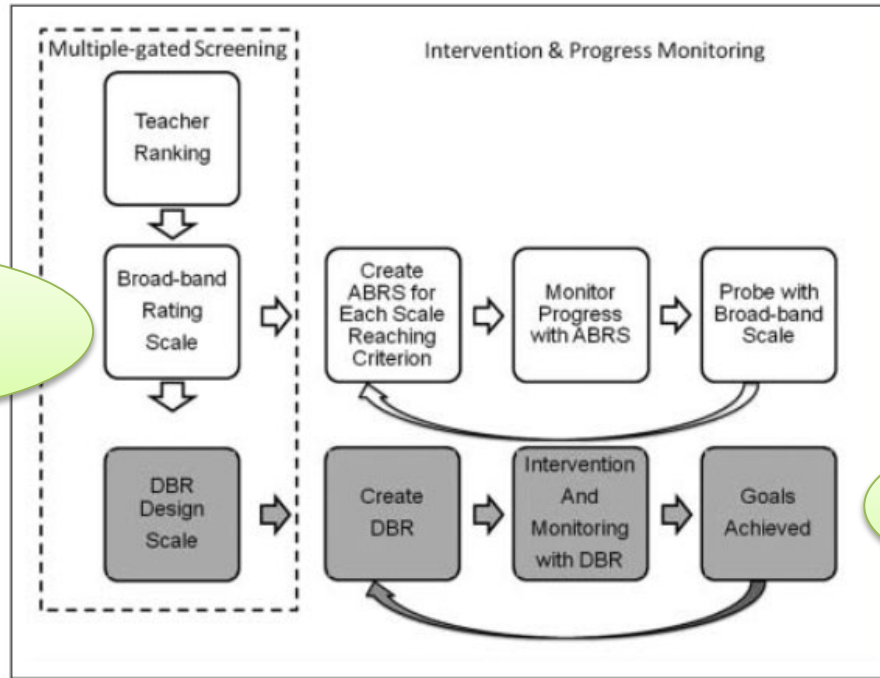


Figures used from: www.directbehaviorrating.com

- Hybrid of systematic-direct observation and behavior rating scales
- Rating of
 - ➔ A specific behavior
 - ➔ In a specific situation
 - ➔ Immediately after the behavior occurred

Tier 2: Direct Behavior Ratings - MIS

TRAILS-
Screening



TRAILS-
DBR

Figure 1. Adaptive Model of Behavioral Assessment
ABRS = abbreviated behavior rating scales; DBR = direct behavior rating.

Volpe et al., 2010, p. 242

Tier 2: Direct Behavior Ratings - MIS

Please rate how often the items below occur in your student using the following Likert scale:

0 = never

1 = rarely

2 = often

3 = almost always

		0	1	2	3
1	Expresses concern/fear of being separated from caregivers.	X			
2	Is quickly emotionally overwhelmed.			X	
3	Learns with great difficulty.		X		
4	Overly anxious.			X	
5	Reports sleep disturbances or nightmares.	X			
6	Works on tasks independently and incompletely.		X		
7	Easily out of socket/ is quickly annoyed.				X
8	Has learning deficits.		X		
9	Spends a lot of time alone.			X	
10	Has conflicts with peers.				X
11	Has conflicts with teachers.				X

How often did the student show the following behaviors in group phases?

1. Easily out of socket/ is quickly annoyed

0	1	2	3	4	5
never	rarely	sometimes	often	very often	almost always

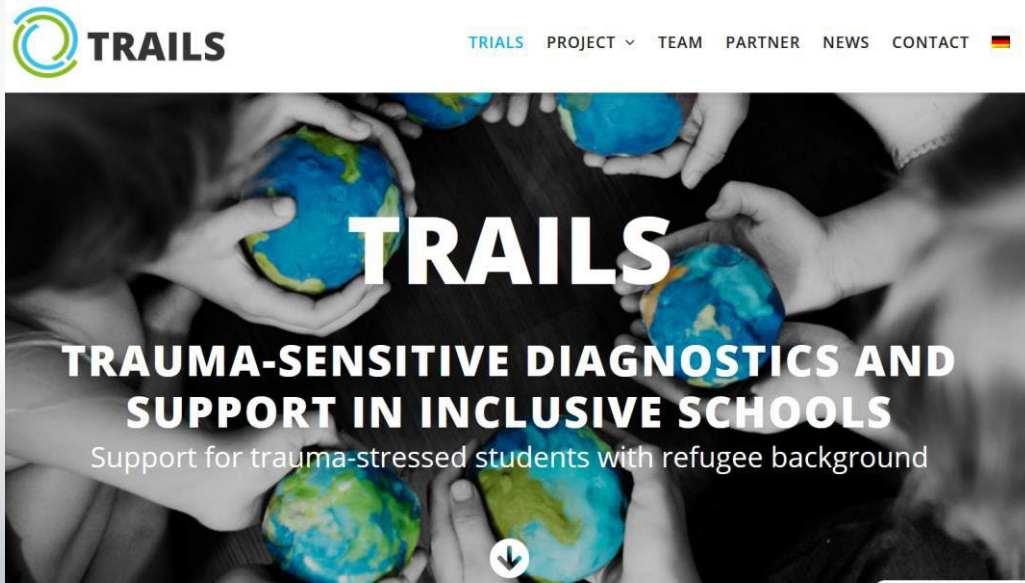
2. Has conflicts with peers

0	1	2	3	4	5
never	rarely	sometimes	often	very often	almost always

3. Has conflicts with teachers

0	1	2	3	4	5
never	rarely	sometimes	often	very often	almost always

Questions & Discussion



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