## The Impact of COVID-19 on Trauma-Informed School Intervention Research

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Boolean search string (completed in PsycInfo and PubMed)

("traumatic stressors" OR trauma OR "complex trauma" OR PTSD OR "post-traumatic stress disorder") AND ("trauma-informed") AND (school\*) AND (child\*) AND (treatment\* OR prevention\* OR intervention\*) NOT (adult\*) NOT ("systematic review" OR review OR "meta-analysis") NOT (residential OR inpatient)

Yield of 231 results, 4 were included in systematic review based on exclusion criteria below;

- 1. Not peer-reviewed academic journal article (n = 83)
- 2. Publication date before 2015 (n = 6)
- 3. Duplicate between or within database/s (n = 10)
- 4. Not psychological trauma TBI (n = 1)
- 5. Systematic review, meta-analysis or other review (n = 2)
- 6. Outside of the US (n = 10)
- 7. No intervention studied (n = 25)
- 8. Intervention not implemented in K-12 school (n = 59)
- 9. Not trauma-informed care intervention (n = 11)
- 10. No quantitative measurement of student outcomes (n = 16)
- 11. Not a MTSS trauma-informed intervention (n = 4)

\*An additional 3 were supplemented in the review from an earlier exploratory search conducted through PsycInfo and PubMed

## **Interventions Included in the Review**

Dorado et al. (2016): Healthy Environments and Response to Trauma in Schools

Báez et al. (2019): Wediko Community School Partnership

Hutchinson (2020): Aspire Connect Thrive

Tabone et al. (2020): Trauma-Informed Elementary Schools

Holmes et al. (2015): Head Start Trauma Start

Shamblin et al. (2016): Project LAUNCH

von der Embse et al. (2019): Positive Behavioral Intervention and Supports



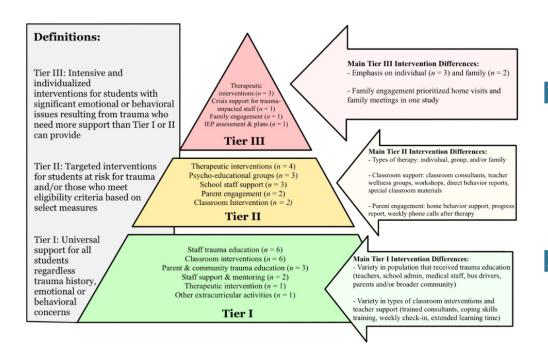
# The Impact of COVID-19 on Trauma-Informed School Intervention Research



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#### Introduction

- COVID-19 has increased childhood stress through disruption in routines, increased familial tension and higher risk of child maltreatment and abuse (Cuartas, 2020) (Bryant et al., 2020)
- In the US, more than <sup>1</sup>/<sub>3</sub> of children have experienced at least one significant trauma by age 16 and more than <sup>1</sup>/<sub>3</sub> are exposed to multiple traumatic events (Tabone et al., 2022)
- Childhood trauma can lead to mental health issues, substance use, and behavioral challenges interfering with academic success (Tabone et al., 2022)
- Multi-tiered system of support (MTSS) is a framework for trauma-informed interventions in schools that provides universal design and individualized support needs to recognize and respond to the impact of trauma (Berger, 2019) (SAMHSA 2014)
- High rates of childhood trauma have become a public health issue and in the aftermath of COVID-19, it is necessary to investigate and evaluate the types of MTSS trauma-informed interventions in school settings



#### Methodology

- Database search in PsycInfo and PubMed to find studies that fit the criteria of trauma-informed school interventions with children (see boolean search string and exclusion criteria for more details)
- Yield of 231 results, 4 were included in systematic review based on set of 11 exclusion criteria and an additional 3 were supplemented in the review from an earlier exploratory search conducted through PsycInfo and PubMed

#### Results

- 42.9% of the interventions were designed as a 3-tiered MTSS, 50% implemented them only at Tier I & II, and 14% only included Tier II & III
- The intervention (Hoover et al. 2018) implemented at Tier II & Tier III showed the most significant reduction in PTSD symptoms (42% reduction) and problem severity (25% reduction)
- Interventions (*n* = 3) measuring behavioral problems found significant decrease in challenging classroom behaviors, physical altercations and/or suspensions
- There was a lack of consistency with measures used to assess student academic, social, emotional and behavioral outcomes

### **Discussion & Future Directions**

- This review highlights the lack of literature and efficacy studies conducted on MTSS traumainformed school interventions
- Services provided at each tier lack consistency between programs, which raises concerns about the standardization of the MTSS model
- There is a **lack of consistency between terminology and measures** used in the literature, especially across multiple disciplines such as psychology, education and public health, which limits **future research for meta-analyses and quantitative comparisons** on student outcomes

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