



Research Consortium

UCLA Center for the Transformation of Schools



The MONARCH Room® Model: **Implementation Findings From Trauma Sensory Processing Rooms in Schools**

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EXECUTIVE SUMMARY

Trauma-informed teaching involves many components that help students who have a history of trauma succeed academically. Research has shown repeatedly that students with underlying histories of trauma receive higher rates of suspensions, detentions, and disciplinary referrals. However, most educators are not trained to address the needs of these students. Unfortunately, trauma is perhaps most prevalent in students with foster care involvement, who, compared to the general population, are significantly more likely to have experienced a traumatic event, with half reporting exposure to four or more types of traumatic events. Educators need information about how trauma impacts brain development, behavior, and learning while in school. The MONARCH Room® intervention is centered on trauma-informed approaches to disciplinary strategies. It provides an alternative to traditional school discipline policies in an effort to increase the time students are in the classroom and learning.

The MONARCH Room® research team collaborated with Comprehensive Coordinated Early Intervening Services (CCEIS) to implement the MONARCH Room® intervention in 12 selected Los Angeles Unified School District (LAUSD) middle and high schools. The initiative aimed to enhance trauma-informed care through a structured training program for school staff, referred to as “Champions” who completed a baseline survey to assess their understanding of trauma-informed practices. Additional surveys and focus groups were conducted to gather insights on the implementation challenges and successes of the MONARCH Room® model.

KEY FINDINGS

Results from the surveys and focus groups conducted in September 2023 and February 2024 revealed both challenges and successes in implementing the MONARCH Room® model. The Champions reported favorable attitudes toward trauma-informed care. However, there were variations in these attitudes over time. Focus groups revealed several key themes: student behavior and environmental barriers within the schools, the need for more support of Black and foster-involved students, and a strong desire for more accessible training materials on trauma-informed practices.

CHALLENGES IN IMPLEMENTING THE MONARCH ROOM® MODEL

1. **Staff Training:** One of the significant challenges was the inability to facilitate comprehensive staff training on the core tenets of the MONARCH Room® model and the proper use of the MONARCH Room®. Champions expressed concerns about getting everyone on the same page regarding the model’s implementation, especially as schools were at different stages in the process. Scheduling training sessions on the professional development calendar proved difficult, as many schools had their calendars booked by the start of the school year, limiting opportunities for training.

2. **Securing and Setting Up the Space:** Champions encountered barriers in securing a dedicated space for the MONARCH Room® that was central and accessible to all staff and students. Some schools struggled to set up the room as initially planned, and even those that managed to secure a space faced challenges in fully decorating and supplying it to make it welcoming for students.
3. **Conflicting Staff Responsibilities:** Many Champions reported being pulled in multiple directions due to their existing responsibilities, making it challenging to dedicate time to the MONARCH Room® model's implementation. This included juggling their roles with other initiatives and finding time for the Champion team to meet and collaborate effectively.
4. **Mixed Reactions From Teachers:** The Champions noted that reactions from teachers were mixed, with some being overwhelmed by the addition of another initiative. While some teachers were open to the model, others were apprehensive and resistant, which complicated the overall acceptance and integration of the MONARCH Room® model within the school culture.
5. **Funding Issues:** Securing and sustaining funding for the MONARCH Room® and its resources were a persistent concern. Champions highlighted the need for

additional funding to maintain the physical space and to compensate staff for their involvement in training and supervision of the room.

These challenges collectively hindered the effective implementation of the MONARCH Room® model, despite the Champions' commitment to improving student outcomes through trauma-informed practices.

To overcome the challenges faced in implementing the MONARCH Room® model, Champions can employ several strategies:

1. **Enhanced Staff Training:** Champions should prioritize comprehensive training sessions for all staff members, including teachers, cafeteria staff, and campus aides. This can be achieved by creating easily digestible training materials that summarize key concepts of the MONARCH Room® model, making it more accessible for staff to understand and implement in their daily routines. Additionally, scheduling training sessions during less busy times on the professional development calendar can help ensure higher attendance and engagement.
2. **Clear Communication and Protocols:** Establishing clear protocols for the use of the MONARCH Room® is essential. Champions can create visual aids, such as



Crenshaw High School MONARCH Room®

posters, that outline the expectations for both students and staff regarding the room's usage. This will help prevent misuse and ensure that everyone understands the intended purpose of the space.

3. **Dedicated Time for Collaboration:** Champions should carve out dedicated time for their team to meet and discuss implementation strategies. This could involve scheduling regular check-ins or collaborative planning sessions to ensure that all team members are aligned and can share their experiences and insights.
4. **Addressing Funding Issues:** To tackle funding challenges, Champions can advocate for additional resources by presenting data on the positive impacts of the MONARCH Room® model on student behavior and engagement. They can also explore alternative funding sources, such as grants or community partnerships, to support the ongoing needs of the program.
5. **Building Staff Buy-In:** Engaging staff in discussions about the benefits of the MONARCH Room® model can help build buy-in. Sharing success stories and data on improved student outcomes can motivate staff to embrace the model rather than view it as just another initiative.
6. **Fostering a Supportive Environment:** Encouraging a culture of collaboration and support among staff can help alleviate feelings of being overwhelmed. Champions can promote teamwork by recognizing and celebrating small successes, which can foster a more positive attitude toward the implementation of the MONARCH Room® model.

By employing these strategies, Champions can better navigate the challenges of implementing the MONARCH Room® model and create a more supportive environment for staff and students.

SUCCESSES IN IMPLEMENTING THE MONARCH ROOM® MODEL

Parallel to these challenges were also notable successes since its implementation in several schools:

1. **Improved Student Self-Regulation:** Many students who have used the MONARCH Room® have shown an enhanced ability to self-regulate their emotions. Reports indicate that after spending time in the room, students often return to class feeling more at ease and ready to engage without major disruptions.

2. **Reduction in Disciplinary Referrals:** Some schools have observed a decrease in the number of disciplinary referrals since the MONARCH Room® has been in use. This suggests that the room has been effective in providing students with a safe space to process their emotions and manage conflicts without resorting to physical altercations.
3. **Shift From Punitive Approaches:** The implementation of the MONARCH Room® model has facilitated a cultural shift among staff from punitive disciplinary practices to a more supportive and proactive approach. Champions have noted that staff are beginning to identify triggers in students and are working to mitigate misbehavior before it escalates.
4. **Increased Collaboration Among Staff:** The process of implementing the MONARCH Room® model has fostered greater collaboration and unity among the Champion teams. Staff members have reported a sense of teamwork and support, which has contributed to a more positive school environment.
5. **Positive Staff Reactions:** While initial reactions from teachers were mixed, many have become more accepting of the MONARCH Room® model over time. Training and increased understanding of the model's purpose have led to a more open mindset among staff.
6. **Individual Attention for Students:** The MONARCH Room® has also served as a space for students to receive individual attention when they are struggling in class. This personalized support has been beneficial for students who need extra help.

Overall, the MONARCH Room® intervention has shown promise in fostering a trauma-informed educational environment, but continued efforts are necessary to address the challenges faced by Champions and enhance the program's effectiveness. Despite challenges, the implementation of the MONARCH Room® model fostered staff collaboration and improved student self-regulation. Some schools reported a reduction in disciplinary referrals, indicating a shift from punitive approaches to more supportive practices.

INTRODUCTION

The MONARCH Room® (Multifaceted Approach Offering New Beginnings Aimed at Recovery, Change, and Hope), named after the mascot of the school that developed the model and as an acronym that reflects the true spirit of the model, is a sensory integration and de-escalation room situated within the school and facilitated by behavioral interventionists and paraprofessionals and is designed to be an alternative to exclusionary school discipline strategies that are often counterproductive.

Based on the principles of cognitive processing and sensory integration therapy, the MONARCH Room® provides opportunities for student exposure to sensory stimulation that is conducted in a structured, repetitive way. The theory behind the model is that the students' brains will adapt and allow them to process and react to sensations (i.e., trauma triggers) in a more efficient and socially desirable way. It is designed to be a nonpunitive safe place where students who become dysregulated in class can self-select to use the MONARCH Room® to process a trauma trigger when it manifests. In the MONARCH Room®, students can explore which sensory stimulation techniques best help them regulate, with support from MONARCH Room® facilitators. The self-discovery process is carefully documented, and MONARCH Room® visits are tracked and monitored. On average, students spend about 15 minutes in the MONARCH Room® before returning to class. Additionally, the MONARCH Room®'s sensory tools are used within all classrooms via a "sensory box"; thus, students are encouraged to use tools outside the MONARCH Room® as well, thereby increasing instructional exposure and learning time.

In May 2023, the MONARCH Room® research team organized meetings in partnership with Comprehensive Coordinated Early Intervening Services (CCEIS) with 12 Los Angeles Unified School District (LAUSD) middle and high schools selected to participate in the MONARCH



Calming Corner in a Westchester Enriched Sciences Magnets (WESM) special education classroom

Room® intervention. It is worth noting that this project was dually funded by a California Multi-Tiered System of Support (CA MTSS) grant through the UCLA's School of Education & Information Studies and CCEIS. In May 2023, the MONARCH Room® research team organized meetings in partnership with Comprehensive Coordinated Early Intervening Services (CCEIS) with 12 Los Angeles Unified School District (LAUSD) middle and high schools selected to participate in the MONARCH Room® intervention. It is worth noting that this project was dually funded by a California Multi-Tiered System of Support (CA MTSS) grant through the UCLA School of Education & Information Studies and CCEIS. The MONARCH Room® model aligns with CA MTSS' framework on certain key areas, specifically the importance of integrating behavioral and social-emotional learning as an essential system of support for students. Like MTSS, the MONARCH Room® model presents teachers and staff with the opportunity to create systematic change within the school through establishing an alternative way to view students' behavior through a trauma informed lens. Further, the MONARCH Room® model like MTSS' framework, also works to establish systems of supports rooted in trauma-informed evidence-based practices to not only identify but to meet the underlying needs of students in a less punitive and more student-centered approach. CCEIS helps oversee and implement various student supports and interventions within LAUSD. In this capacity, it serves as an intermediary between the MONARCH Room® research team, district administrators, and school teachers and staff. During these visits, school staff selected to implement their school's MONARCH Room® (hereafter referred to as "Champions") took a baseline administrative survey ($n = 72$) to learn more about their personal and schoolwide approaches to trauma-informed care and understanding of the MONARCH Room® model. An additional group of the Champions ($n = 44$) took the same survey in either September or October 2023 before participating

in the intensive on-site or virtual (makeup) MONARCH Room® model training. Following the on-site training in September 2023, a subgroup of the Champions (n = 18) participated in a focus group to better understand the challenges and barriers related to student behaviors, fostering school engagement and climate, and supporting the needs of Black and foster youth. In February 2024, evaluators conducted a second series of focus groups with 44 Champions from 11 schools to better understand the successes and barriers to the implementation of the MONARCH Room® model.

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This final report revisits some of the key information detailed in the December 2023 report, including an overview of the MONARCH Room® intervention and training curriculum, quantitative and qualitative instruments used at baseline, and baseline survey results and focus group findings. The survey results now include the responses of three additional Champions who completed the baseline surveys in February 2024. Additionally, this final report explains our new findings stemming from the focus groups conducted during the February 2024 site visits.



Edison Middle School MONARCH Room®

ABOUT THE MONARCH ROOM® INTERVENTION

We conducted three exploratory interviews with California high school graduates with FCE to ground our case study in their experiences. Interviews explored students' high school experiences, unaddressed needs, and recommendations for schools supporting high school students with FCE.

The MONARCH Room® intervention uses a three-tiered approach to address trauma and improve academic and social outcomes of students exposed to complex trauma:

1. **Professional Development for Champions**
2. **MONARCH Room® Implementation**
3. **Trauma-Informed Social and Emotional Learning (SEL) Coaching and Consultation**

Professional Development training was structured around an adapted version of *The Heart of Learning and Teaching Training* (Wolpow et al., 2009). The principles of compassionate teaching require teachers, staff, and administration to create trauma-informed environments where all students are empowered and given unconditional positive regard. Teachers and staff are taught such tools as to refrain from assuming and instead to observe and ask questions, among others. Throughout these interactions, effective communication is modeled, and students are guided on how to engage in helpful participation. This and much more serve as the foundation for successful growth and development in youth. To accomplish this, Champions were trained on seven modules:

1. *Getting Started: The What and Who of Trauma*: This module reviewed the characteristics of high-risk youth populations, the ways in which academic achievement is impacted, and policies that support youth. Trauma and its types are defined.
2. *The Nature and Impact of Trauma*: In this module, the impact of childhood trauma on youth functioning

is explored. The prevalence and types of adverse childhood events are presented. In addition, a review of attachment and emotion regulation, trauma symptoms, and impact of trauma on academic performance are described.

3. *Neurobiology of Trauma*: This module reviews how trauma impacts neurobiology. A review of how trauma affects brain development, regulation, and emotional development is provided.
4. *Responding to the Traumatized Brain*: This module includes cognitive, physical, and behavioral responses to trauma. The impact of behavioral responses to trauma on learning is reviewed. The process of self-regulation is defined and how this process is impacted by trauma is explored. Techniques to address trauma in the classroom are presented.
5. *Social and Emotional Learning*: This module reviews the five social and emotional core competencies as identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-management, self-awareness, social awareness, relationship building, and responsible decision-making. How these SELs can be practiced and encouraged in the classroom is reviewed.
6. *Creating a Trauma-Sensitive School Culture*: This module presents the current trends of the "school to prison pipeline." A review of school culture and its impact on the student are explored. Techniques the school can adopt to become trauma-sensitive are presented. Discussion of discipline and the need for alternatives such as a MONARCH Room® occurs. Further explanation of how to implement the MONARCH Room® intervention, as well as tools to assist youth in identifying triggers and reaching self-regulation, is discussed.
7. *Self-Care*: In this module, compassion fatigue, burnout, and vicarious (secondary) trauma are defined, and the importance of self-care and self-care planning for teachers and other school staff is discussed.

For Champions who could not attend the initial three-day training, a one-day virtual training using a truncated version of these modules was offered.

After the initial training, Champions attended virtual coaching sessions to receive direct feedback related to the implementation of the MONARCH Room® model in their classrooms and the dedicated MONARCH Room®.

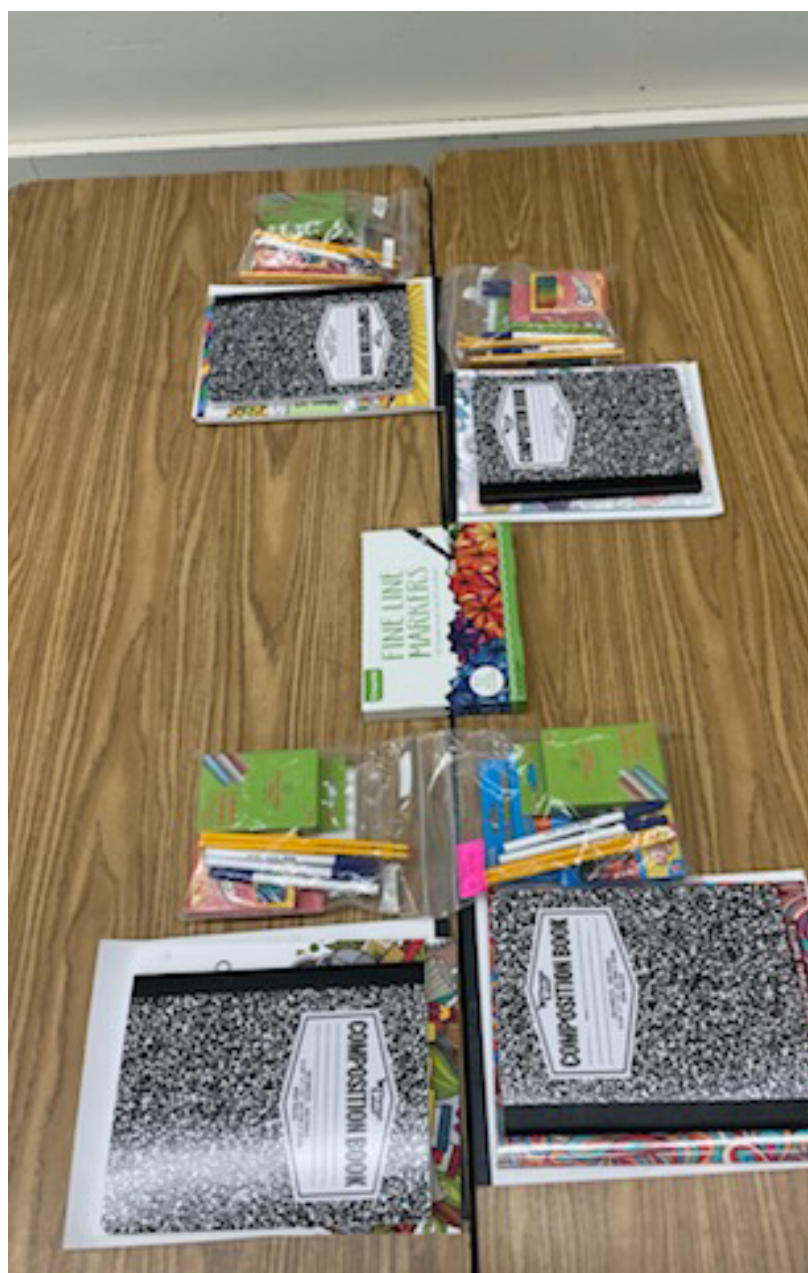
Embedded within the professional development training (i.e., Module 6), school staff were trained on how to develop and implement a MONARCH Room® at their schools.

Trauma-Informed Social and Emotional Learning (SEL)

is a skill development curriculum designed to support students in improving their academic and behavioral outcomes. To promote SEL skills in students, it is critical that teachers and staff self-assess their own skills and are given the support they need to model effective social and emotional skills. All teachers and staff then engage students in the development of six primary SEL soft skills:

1. Ownership
2. Organization and planning
3. Motivation
4. Teamwork
5. Helping others
6. Respect

During the MONARCH Room® training, Champions were provided with a sample SEL curriculum based on CASEL's Fundamentals of SEL that they could use in their schools. Many of the schools identified several other training curricula they were already using. Each school could adopt the provided SEL training or maintain their existing SEL training.



Gompers Middle School MONARCH Room®

METHODS

All Champions (n = 116) were asked to complete a battery of surveys to assess their baseline understanding of the MONARCH Room® model, previous experience working with trauma-exposed youth, perceptions of systemic support for trauma-informed care in educational settings, and their attitudes toward trauma-informed care. Champions completed baseline surveys at one of three time points: in May 2023 (n = 72) during the initial MONARCH Room® orientations, immediately before the MONARCH Room® training held in September or October 2023 (n = 41), or during the site visits in February 2024 (n = 3). Champions who participated in the focus groups (n = 18; see Measures for more information) also completed a second set of surveys that measured their experiences working with vulnerable student populations, school climate, and attitudes toward punishment. All Champions completed an additional demographic survey.

SURVEYS

Training Evaluation. The Training Evaluation Scale (TES) is an 18-item measure assessing respondents' understanding of the MONARCH Room® model, the training content, and their perceptions of their school's preparation to implement it. Respondents rated their agreement with statements (e.g., The MONARCH Room® fits in with our established school culture; I understand my role in the implementation of the trauma-informed intervention) on a six-point scale ranging from strongly disagree (1) to strongly agree (6). Although this scale was not previously validated, it showed excellent internal consistency in the current sample ($\alpha = 0.90$). Individual scores were summed and averaged, with higher scores indicating a greater understanding of the intervention and more favorable perceptions of training content.

Administrative Support. The School Administration Support Scale (SASS) is a seven-item measure evaluating respondents' perceptions of their school administration's support for trauma-informed teaching at their school site. Champions rated their agreement with statements (e.g., The administration provides professional development opportunities to become trauma-informed) on a six-point scale ranging from strongly disagree (1) to strongly agree (6). While not previously validated, the scale showed excellent internal consistency ($\alpha = 0.95$). Individual scores

were summed and averaged, with higher scores indicating greater perceived administrative support for trauma-informed teaching.

Attitudes Related to Trauma-Informed Care. The Attitudes Related to Trauma-Informed Care Scale (ARTIC-45) is a validated, 45-item measure evaluating respondent attitudes toward trauma-informed care in educational settings (Baker et al., 2016). Respondents used a seven-point, bipolar Likert scale to indicate the extent to which they agreed with opposed attitude descriptors regarding trauma-informed care (e.g., Many students just don't want to change or learn versus All students want to change or learn). In addition to an overall scale score, the ARTIC-45 includes seven subscales: (1) Underlying Causes of Problem Behavior and Symptoms, (2) Responses to Problem Behavior and Symptoms, (3) On-the-Job Behavior, (4) Self-Efficacy at Work, (5) Reactions to the Work, (6) Personal Support of Trauma-Informed Care, and (7) System Support for Trauma-Informed Care. The ARTIC-45 and its corresponding subscales have been extensively validated and have previously shown acceptable to excellent internal consistency in education and health care settings (Baker et al., 2020; Baker et al., 2016). Internal consistency in the current sample ranged from good to excellent across the overall scale and seven subscales ($\alpha = 0.88$ to 0.97). Individual scores were summed and averaged, with higher scores indicating more favorable attitudes toward trauma-informed care.

Organizational Readiness for Change. Champions' perceptions of their school's readiness to implement the MONARCH Room® model were assessed using the validated, 10-item Organizational Readiness for Implementing Change Scale (ORIC; Shea et al., 2014). Respondents indicated their agreement with statements (e.g., People who work here are determined to implement this change) using a five-point scale ranging from disagree (1) to agree (5). In addition to the overall scale score, the ORIC contains two subscales: Commitment to Change and Commitment Efficacy. The ORIC has been validated in various health care and educational settings (Blaine et al., 2017; Shea et al., 2014). In the current sample, internal consistency was excellent for the overall scale and both subscales ($\alpha \geq 0.96$). Scores were summed and averaged, with higher scores indicating greater perceived organizational readiness to implement change.

School Climate. Focus group participants rated their school's climate using Panorama Education's School Climate-Teacher Scale (*Panorama Education, n.d.*). This validated, nine-item measure prompts respondents with questions (e.g., On most days, how enthusiastic are the students about being at school?), answered on a five-point scale ranging from not at all (1) to extremely (5). The Panorama Scale has been previously validated in school samples (*Panorama Education, 2020*). The current sample showed acceptable internal consistency ($\alpha = 0.75$). Scores were summed and averaged, with higher scores indicating a more positive perceived school climate.

Attitudes Toward Punishment. Focus group participants rated their attitudes toward punishment using adapted versions of the validated Wrongdoing Deserves Punishment (WDP) and Punishment Can Prevent Future Crime (PCPFC) Scales (*Ahlin et al., 2017; Huang et al., 2012*). Originally designed to assess attitudes surrounding criminal punishment, these scales were adapted to assess attitudes toward common punishments (e.g., suspension, expulsion) in response to student misbehavior. The two-item WDP Scale measures respondents' perceptions of punishment as an appropriate response to student misbehavior. The four-item PCPFC Scale evaluates respondents' perceptions of punishment as a deterrent for future misbehavior. The WDP ($\alpha = 0.90$) and PCPFC ($\alpha = 0.74$) showed excellent and acceptable internal consistency, respectively.

Demographics. The demographic survey collected information on Champions' gender, race, ethnicity, current role, length of time in current role, and current school site. Champions also reported their previous exposure and knowledge of trauma-informed care and social and emotional learning, their ability to identify youth in foster

care, and the frequency at which students engaged with Ripple Effects (a digital suite of programs to personalize social emotional skill building and promote positive behavioral and mental health) in their schools. Focus group participants also answered a series of dichotomous yes/no questions detailing their professional and training experiences with students in foster care, Black and other students of color, and students who have been exposed to trauma.

FOCUS GROUP INTERVIEWS

The focus group interviews were conducted on the third day of the on-site training. Participants included restorative justice staff, school climate advocates, school counselors/social workers, school principals/assistant principals, systems of support advisors, and teachers (see Table 4 for more information). The interview protocol consisted of 11 questions that gathered information on the types of student behaviors they find the most challenging to work with; current barriers to student school engagement/connectedness; strategies to reduce the use of suspension and expulsion; community partnerships and collaborations support for Black and/or foster care youth; and the impact of teacher/staff.

Due to the large number of teachers and staff, the participants were split into two groups to provide time for all participants to contribute. Each focus group was led by two evaluators, who took notes and recorded the discussion. The recordings were transcribed and coded for similar themes across the groups and the questions. While less than half (44%, $n = 18$) of the participants from the in-person training in September took part in the focus group, the sample was representative of the various schools and roles that took part in this training.



Westchester Enriched Sciences Magnets (WESM) MONARCH Room®

BASELINE SURVEY RESULTS

DEMOGRAPHICS

Table 1 shows Champions' demographic characteristics. About 45% of respondents were nonteaching staff (counselors, school social workers), and 26% were teachers. Administrators (assistant principals, deans) made up 22% of the sample. Two-thirds of Champions had been in their role for two years or less. Most of the sample identified as women (67%), and most Champions

were Black (47%) or white (27%). About 16% were Latinx. Many respondents (70%) had been previously exposed to trauma-informed curricula in the past. However, respondents who took the survey in May were significantly more likely to report this than those who completed it at later time points ($p = 0.02$). Among respondents with prior trauma training, over half reported receiving it through in-service training provided by CCEIS. Nearly the entire sample had been exposed to social and emotional learning, with three-quarters of respondents reporting exposure through in-service training with CCEIS. May survey respondents reported significantly less time since their last social and emotional learning training ($p = 0.005$).



Webster Middle School MONARCH Room®

Table 1. MONARCH Room® Champion Demographics

Variable	N	Overall, N = 116 ¹	Month of Survey Completion		p-value ²
			May, N = 72 ¹	Later time point, N = 44 ¹	
Current Role	116				0.10
Administration		22% (25)	25% (18)	16% (7)	
Nonteaching staff		45% (52)	47% (34)	41% (18)	
Other		7.8% (9)	9.7% (7)	4.5% (2)	
Teacher		26% (30)	18% (13)	39% (17)	
Years in Current Role	116				0.58
Less than one year		26% (30)	22% (16)	32% (14)	
1 to 2 years		40% (46)	44% (32)	32% (14)	
3 to 4 years		14% (16)	13% (9)	16% (7)	
5 to 9 years		11% (13)	13% (9)	9.1% (4)	
10 or more years		9.5% (11)	8.3% (6)	11% (5)	
Gender	116				0.14
Woman		67% (78)	72% (52)	59% (26)	
Man		28% (33)	26% (19)	32% (14)	
Nonbinary		2.6% (3)	1.4% (1)	4.5% (2)	
Did not answer		1.7% (2)	0% (0)	4.5% (2)	
Race	116				0.31
Asian or Asian American		2.6% (3)	1.4% (1)	4.5% (2)	
Black or African American		47% (54)	49% (35)	43% (19)	
Mixed Race		6.0% (7)	2.8% (2)	11% (5)	
Other		18% (21)	19% (14)	16% (7)	
White		27% (31)	28% (20)	25% (11)	
Ethnicity (Latinx)	116	16% (18)	17% (12)	14% (6)	0.66
Previous Exposure to Trauma-Informed Curricula	116	70% (81)	78% (56)	57% (25)	0.017
Previous Trauma Training	116				0.12
Yes, through in-service training with current employer		56% (65)	63% (45)	45% (20)	
Yes, through pre-service training		22% (25)	21% (15)	23% (10)	
No prior exposure to trauma-informed training		22% (26)	17% (12)	32% (14)	
Time Since Last Trauma Training	87				0.10
Six months or less		55% (48)	63% (37)	39% (11)	
7 to 12 months		21% (18)	19% (11)	25% (7)	
More than 12 months		24% (21)	19% (11)	36% (10)	
Missing		29	13	16	
Previous Exposure to Social-Emotional Learning	116				0.42
Previous Training in Social-Emotional Learning	116				0.15
Yes, through in-service training with current employer		77% (89)	82% (59)	68% (30)	
Yes, through pre-service training		15% (17)	9.7% (7)	23% (10)	
No prior exposure		8.6% (10)	8.3% (6)	9.1% (4)	
Time Since Last Social-Emotional Learning Training					0.005
Six months or less		66% (65)	69% (43)	61% (22)	
7 to 12 months		15% (15)	21% (13)	5.6% (2)	
More than 12 months		18% (18)	9.7% (6)	33% (12)	
Missing		18	10	8	

Notes. ¹% (n); ²Fisher's exact test; Pearson's Chi-squared test. The current table displays completed baseline data that has been updated with three cases from February 2024.

SCHOOL CHARACTERISTICS

Table 2 reports school characteristics. Two-thirds of Champions were from middle schools, with the remainder working in high schools. Just over a third of Champions said their school implemented Ripple Effects. Respondents in May were significantly more likely to report this than respondents from later time points ($p = 0.02$). Nearly two-thirds of respondents said they could identify students in foster care.

Table 2. School Characteristics

Variable	N	Overall, N = 116 ¹	Month of Survey Completion		p-value ²
			May, N = 72 ¹	Later time point, N = 44 ¹	
School	116				
Boys Academic Leadership Academy		5.2% (6)	4.2% (3)	6.8% (3)	
Crenshaw High School		10% (12)	9.7% (7)	11% (5)	
Susan Miller Dorsey Senior High		6.0% (7)	5.6% (4)	6.8% (3)	
Thomas Alva Edison Middle School		6.9% (8)	6.9% (5)	6.8% (3)	
Samuel Gompers Middle School		12% (14)	9.7% (7)	16% (7)	
Hamilton High School		6.9% (8)	5.6% (4)	9.1% (4)	
Bret Harte Preparatory Middle School		8.6% (10)	13% (9)	2.3% (1)	
Marina Del Rey Middle School		4.3% (5)	5.6% (4)	2.3% (1)	
Edwin Markham Middle School		4.3% (5)	6.9% (5)	0% (0)	
Palms Middle School		12% (14)	18% (13)	2.3% (1)	
Daniel Webster Middle School		14% (16)	9.7% (7)	20% (9)	
Westchester Enriched Sciences Magnets		9.5% (11)	5.6% (4)	16% (7)	
School Level	116				0.14
Middle School		63% (73)	68% (49)	55% (24)	
High School		37% (43)	32% (23)	45% (20)	
Implementation of Ripple Effects	115	37% (43)	46% (33)	23% (10)	0.015
Frequency of Ripple Effects Implementation	43				0.063
Sometimes or less		63% (27)	55% (18)	90% (9)	
Often or Always		37% (16)	45% (15)	10% (1)	
Ability to Identify Students in Foster Care	116	64% (74)	67% (48)	59% (26)	0.41

Notes. ¹% (n); ²Fisher's exact test; Pearson's Chi-squared test. Table reflects completed baseline numbers.

SURVEYS

Table 3 shows descriptive statistics for the surveys. Respondents reported moderate to high (mean = 4.6; maximum scale score = 6) understanding of the MONARCH Room® model and training. Champions who completed the survey in May had higher training evaluation scores than respondents from later time points ($p < 0.001$). Champions reported moderate school administration support for trauma-informed care (mean = 3.9; maximum scale score = 6). Respondents reported moderately favorable attitudes toward trauma-informed care across the ARTIC-45 scale and subscales (scale means ranged from 4.8 to 5.5;

maximum scale score = 7). May respondents reported significantly more favorable attitudes to trauma-informed care than respondents from later time points, as indicated by the overall ARTIC-45 scores ($p = 0.02$), the Underlying Causes subscale score ($p = 0.01$), the On-the-Job Behavior subscale ($p = 0.03$), and the Personal Support subscale ($p = 0.048$). No other differences were significant at the $p < 0.05$ level. Finally, Champions perceived moderate levels of organizational readiness for implementing the changes associated with the MONARCH Room® Model (scale means ranged from 3.4 to 3.6; maximum scale score = 5).

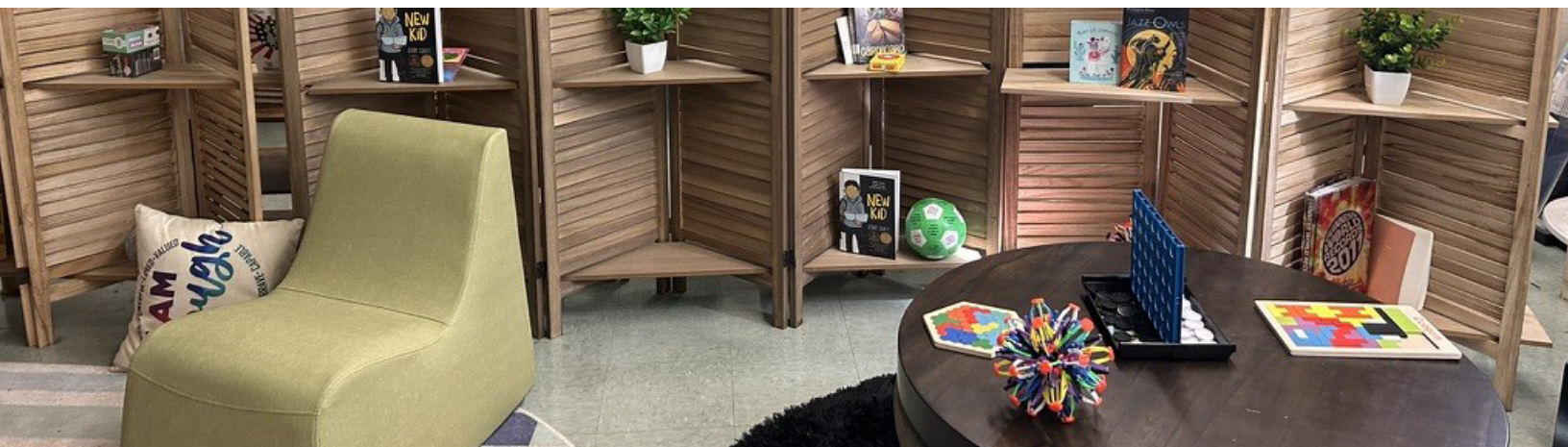
Table 3. Descriptive Statistics: Surveys

Variable	N	Overall, N = 116 ¹	Month of Survey Completion		
			May, N = 72 ¹	Later time point, N = 44 ¹	p-value ²
Training Evaluation Scale	114	4.6 (0.9)	4.9 (0.7)	3.9 (1.0)	<0.001
School Administration Support Scale	106	3.9 (1.1)	4.1 (1.1)	3.7 (1.1)	0.13
ARTIC-45: Total Scale	102	5.2 (0.7)	5.4 (0.6)	5.0 (0.9)	0.020
Underlying Causes Subscale	104	5.2 (0.8)	5.3 (0.7)	4.9 (0.8)	0.011
Responses to Problem Behavior Subscale	104	5.3 (0.9)	5.4 (0.8)	5.1 (0.9)	0.082
On-the-Job Behavior Subscale	105	5.5 (0.9)	5.6 (0.8)	5.2 (1.1)	0.034
Self-Efficacy at Work Subscale	105	5.4 (1.0)	5.5 (0.9)	5.1 (1.1)	0.051
Reactions to the Work Subscale	105	5.3 (0.8)	5.4 (0.7)	5.1 (0.9)	0.11
Personal Support Subscale	83	5.2 (1.1)	5.3 (1.0)	4.8 (1.3)	0.048
System Support Subscale	85	4.8 (1.2)	4.8 (1.2)	4.6 (1.3)	0.38
ORIC: Total Scale	105	3.5 (0.9)	3.6 (0.9)	3.4 (1.0)	0.24
Change Commitment Subscale	105	3.6 (1.0)	3.7 (0.9)	3.4 (1.0)	0.14
Change Efficacy Subscale	105	3.4 (0.9)	3.5 (0.9)	3.3 (1.0)	0.31

Notes. ARTIC: Attitudes Related to Trauma-Informed Care; ORIC: Organizational Readiness for Implementing Change; Possible Scale Ranges: Training Evaluation Scale (1-6), School Administration Support Scale (1-6), ARTIC-45 (1-7), ORIC (1-5). Table reflects updated baseline numbers. Results have not changed significantly from December 2023 baseline report.

¹Mean (SD)

²Welch Two Sample t-test



Palms Middle School "Palms CALMS" MONARCH Room®

INITIAL FOCUS GROUP FINDINGS: SEPTEMBER 2023

DEMOGRAPHICS

Tables 4 and 5 report focus group participant demographics and work experience. Participants came from six schools, were evenly spread by role, and in their current role for 2.7 years, on average. Participants estimated that most students at their schools had experienced trauma (84.3%). Although most participants reported work experience with trauma-exposed (94%;

Table 5), foster (89%), and Black (72%) youth, only a third or less had received any pre-service training about working with these special student populations. Over half reported receiving in-service training related to creating trauma-informed schools (56%) and supporting foster youth or students of color (61%).

Table 6 shows focus group participants' responses to the School Climate, Wrongdoing Deserves Punishment, and Punishment Can Prevent Future Misbehavior Scales. Participants reported moderately positive school climates (mean = 3.3; maximum scale score = 5). Endorsed attitudes toward punishment were low, with the WDP and PCPFC Scales having mean scores of 2.5 and 1.9, respectively (maximum scale ranges = 5).

Table 4. Focus Group Demographics

Variable	N=18 ¹
School	
Bret Harte Preparatory Middle School	28% (5)
Daniel Webster Middle School	17% (3)
Edwin Markham Middle School	5.6% (1)
Samuel Compers Middle School	11% (2)
Thomas Alva Edison Middle School	11% (2)
Westchester Enriched Sciences Magnets	28% (5)
Current Role	
Restorative Justice Staff	11% (2)
School Climate Advocate	11% (2)
School Counselor/Social Worker	22% (4)
School Principal/Assistant Principal	11% (2)
Systems of Support Advisor	17% (3)
Teacher	28% (5)
Years in Current Role	2.7 (2.6)
Race and/or Ethnicity	
Asian	5.6% (1)
Black	33% (6)
Latinx	28% (5)
Mixed Race	5.6% (1)
Native Hawaiian or Other Pacific Islander	5.6% (1)
White	22% (4)
Gender	
Man	33% (6)
Nonbinary	5.6% (1)
Woman	61% (11)
Average Student Enrollment	574.9 (156.5)
Estimated Percent of Students Exposed to Trauma	84.3% (15.4)

¹% (n); Mean (SD)

Table 5. Focus Group Participants' Prior Training and Experience With Special Student Populations

Experience	N=18 ¹
Previous Work Experience	
Trauma-Exposed Youth	94% (17)
Students in Foster Care	89% (16)
Black Students	72% (13)
Pre-service Training	
Trauma-Exposed Youth	28% (5)
Students in Foster Care	28% (5)
Black Students	33% (6)
In-service Training	
Creating Trauma-Informed Schools	56% (10)
Supporting Foster Youth and/or Students of Color	61% (11)

¹% (n)

Table 6. Focus Group Survey Responses

Variable	N=18 ¹
School Climate Scale	3.3 (0.5)
Wrongdoing Deserves Punishment Scale	2.5 (0.9)
Punishment Can Prevent Future Misbehavior Scale	1.9 (0.6)

Note. Possible scale ranges for all scales are 1-5.

¹Mean (SD)

FINDINGS

Finding 1: Teachers and staff reported challenges with student behavior and environmental barriers to engagement.

Teachers and staff repeatedly reported issues with bullying, fighting/violent behaviors, and overall defiant behaviors as contributing to the challenges they experience when working with students. An area of particular concern that arose in both focus groups was the rise of online bullying and sexual harassment. The staff reported that this is concerning, as in the past bullying would typically end at the close of the school day. However, with the onset of social media, students are now connected to one another 24 hours a day, allowing bullying to continue. However, when teachers and staff were asked about barriers to school engagement and connectedness, the overwhelming response focused on structural and logistical issues within the school facility rather than students' behaviors. For instance, participants reported: *"The environment is not conducive to trauma-informed teaching or learning. At my school we have floor rot, no window screens. We try to distract students from this, but it would be helpful for the district to invest in this space."* And: *"We have mouse traps in our school, which contributes to the unwelcoming environment of the classroom."* Others reported that having to share the facility with charter schools creates competition and tension among schools and students, as students perceive the different or sometimes preferential treatment for charter school students.

Finding 2: Teachers and staff showed a commitment to improving educational Outcomes for Black and/or foster-involved students.

Teachers and staff provided a range of responses on how they are working to support Black and/or foster-involved students. First, they discussed the need to pay attention to the overall mental wellness of both students and staff. This included activities such as welcoming students every morning, greeting them with eye contact, playing soothing instrumental music, or having music-centered events during the lunch period throughout the week. Staff from one school mentioned starting an early morning yoga session to help prepare the teachers and staff for the day. Second, programs such as Becoming a Man (BAM) and Black Student Union were also listed, along with the use of Restorative Justice rooms and healing circles,

which allow students to be held accountable for negative behavior without the fear of overly punitive consequences. For instance, one school noted that it does not suspend students for marijuana use but rather holds a conversation around how school personnel can address the underlying factors driving the student's substance use. Additionally, in attempts to address the practical needs of the students, one participant mentioned that in their school: *"We try to do a lot of different things to provide to that population as well as all the kids, so we have [things] like food drives, shoe drives, clothing; like now we have racks for clothing. Families can come get clothes."* Finally, teachers also talked about being mindful in accommodating students who may have to miss or be pulled from class for mandated therapy, court hearings, or other child welfare-related commitments. They described creating a system of checks and balances in which if the student is mandated for therapy they work with the school psychologist to avoid having students miss the same class period throughout the week or pulling students from classes that are especially challenging for students.

Finding 3: Teachers and staff need additional training and resources to successfully implement the MONARCH Room® model.

Teachers and staff were asked what additional training and support they would like to see provided about the MONARCH Room® model. Across both focus groups, a common theme was a desire for informative but easily digestible materials to share with other teachers and staff: *"It would be nice to have things that we can share with our teachers, not like this [big] manual... but maybe [something] quick ... something that summarizes like a page or several pages for our teachers to have to refer to in their classes that they can see."* The groups also requested additional training on trauma-informed teaching and the neurobiology of trauma, as it would *"go a long way in getting buy-in [to the model]."* Lastly, they expressed eagerness in seeing the outcome data from the MONARCH Room® model being implemented in their schools. One staff member expressed concern that some teachers and staff no longer view some students as children due to their behavior, adding *"I think when the data starts showing, and they see the names [and the] faces [of the students in the data] is when they're gonna realize these are our children."*

FOLLOW-UP SITE VISIT FOCUS GROUP FINDINGS: FEBRUARY 2024

In February 2024, the University of Washington and MONARCH Room® research teams conducted a follow-up site visit in partnership with CCEIS and met with 11 of the 12 LAUSD middle and high schools selected to participate in the implementation of the MONARCH Room® intervention.

One site declined to participate in the follow-up visit. During these visits at each school, the Champions (n= 44) participated in a focus group to better understand the challenges, barriers, and successes related to their implementation of the MONARCH Room® model within their schools. The following report details the qualitative results of the focus groups, highlighting major themes and trends across the schools. These findings shed light on the progress made with the model but also highlight the many barriers that the Champions are working to overcome to sustain the MONARCH Room® model.



Markham Middle School Zen Zone in a Classroom

Table 7. Focus Group Demographics: Site Visit February 2024

Variable	N=44 ¹
School	
Boys Academic Leadership Academy	6.8% (3)
Bret Harte Preparatory Middle School	11% (5)
Crenshaw High School	6.8% (3)
Daniel Webster Middle School	4.5% (2)
Edwin Markham Middle School	9.1% (4)
Marina Del Rey Middle School	9.1% (4)
Palms Middle School	18% (8)
Samuel Gompers Middle School	9.1% (4)
Susan Miller Dorsey Senior High School	6.8% (3)
Thomas Alva Edison Middle School	11% (5)
Westchester Enriched Sciences Magnets	6.8% (3)
Current Role	
Dean of Students	2.3% (1)
Magnet Coordinator	2.3% (1)
Other	2.3% (1)
Restorative Justice Staff	4.5% (2)
School Climate Advocate	9.1% (4)
School Counselor/Social Worker	25% (11)
School Principal/Assistant Principal	23% (10)
Systems of Support Advisor	23% (10)
Teacher	9.1% (4)
Years in Current Role	
< 2 years	32% (14)
2 - 3 years	43% (19)
4 - 5 years	14% (6)
5+ years	11% (5)
Race and/or Ethnicity	
Asian	2.6% (1)
Black	59% (23)
Latinx	26% (10)
Mixed Race	2.6% (1)
White	10% (4)
Gender	
Man	23% (10)
Woman	77% (33)
Baseline Focus Group Participant	69% (29)
Average Student Enrollment	661.0 (322.7)
Estimated Percent of Students Exposed to Trauma	70.0 (27.8)

Note. Respondents could indicate all options that apply on questions pertaining to role, race and ethnicity, and school. As such, category sums may exceed 100%; ¹% (n); Mean (SD)

Table 8. February 2024 Site Visit Coding Themes

Coding Themes	N
What challenges have you experienced in your school's implementation of the MONARCH Room® model?	
Training the staff	N=15
Figuring out logistics	N=14
Creating a structure for how/what the room should be used	N=11
Subtheme: The room being misused by student and staff	N=11
Securing and setting up the space	N=8
What has gone well about your school's implementation of the MONARCH Room® model?	
Provided a space for de-escalation and reflection	N=22
Helping staff to identify triggers and be more proactive/shift from old mindsets	N=12
Unified the core Champion staff	N=10
How have students reacted to the MONARCH Room®?	
Students feel they are better able to self-regulate	N=9
Students are excited/anticipatory	N=8
Have you noticed a difference in suspension rates since the start of the school year?	
There is a difference in rates from the previous school year	N=8
There is no difference in the number of suspensions	N=2
If so, what do you think has contributed to this change?	
More accurate tracking and shift in admin staff	N=8
A discipline-based mindset among staff	N=8
Becoming more strict on behaviors that are not allowed on campus	N=3
What have been the staff's reactions to the MONARCH Room® and model?	
Staff feel overwhelmed with another "thing" added to their plate	N=8
There is still a need for systemwide training	N=8
Staff are warming to the model	N=3
To what extent have staff adopted the MONARCH Room® model in their day-to-day work with students?	
The MONARCH Room® is not at top of mind for staff as yet	N=6
From your perspective, what additional support and resources do you need to ensure your school's implementation of the MONARCH Room® model is successful?	
Funding to complete and sustain the physical space	N=19
Staffing of the room	N=11
Professional development time to train staff	N=7
Subtheme: Time to fully dedicate to the implementation	N=8
Have staff been able to incorporate more self-care into their school day?	
Examples of self-care practices	N=15
Modeling self-care for the students and staff	N=6
Staff use the MONARCH Room® for themselves	N=4
What barriers exist to weaving in more self-care during school hours?	
Time to actually practice self-care	N=14
No one to cover for teachers when they need to take a break	N=3

During the second site visit, the focus groups were aimed at assessing the strides each school had made since the initial site visit as they worked to fully implement the MONARCH Room® model. Several themes emerged as staff from each school discussed barriers and successes

they had faced during model implementation, staff perceptions, and the Champions' perception of the nascent impact the MONARCH Room® model had had on students' attitudes and behaviors.

CHALLENGES WITH THE IMPLEMENTATION OF THE MONARCH ROOM® MODEL

Staff training

The Champions spoke about their inability to facilitate staff training on the core tenets of the MONARCH Room® model and the proper intended use of the MONARCH Room® within the school. As the schools are at different stages of the implementation process, responses varied around the need for training new Champions as well as the remaining staff and administrators at their schools. Some of the Champions in the focus group commented that one of their biggest challenges had been *“figuring out how to get everyone on the same page in terms of how to use the MONARCH Room® model,”* along with making a concerted effort *“to ensure teachers have the foundation and the background knowledge and are willing to implement and reinforce.”* However, the limited movement seen with the uptake of training the staff was related to figuring out the right time to begin training. This was due in part to their progress in setting up the MONARCH Room®, or finding time on the staff’s professional development (PD) calendar to schedule the training. One staff member remarked that, *“Not knowing when to come in to start [training the school staff] on what’s happening.... When [should we] start that process, [is it] when the [MONARCH] Room® is set up?”* The issue of scheduling trainings on the PD calendar overshadowed the need for the trainings themselves. Several Champions across the schools mentioned that they were concerned about training their staff and the rollout specifically because their professional development calendar had been booked since August. One mentioned that *“We might find some time, but I don’t know that there’s an hour here and an hour there for professional development.”* And that they *“[had] tried to do the teacher trainings and we made announcements about it, talked about it in PDs, and it was like pulling teeth.”*

Securing and setting up the space

Another issue that came up during the discussion was the barriers Champions faced in their attempts to secure and set up a space that was central to the school. Creating a schedule for staff coverage and how the room should be used also presented challenges. One school in particular mentioned that they did not have the ability *“to set up the MONARCH Room® as we originally had started to plan”* and that *“finding a dedicated space that was*

central enough to everyone that needs to utilize this on the campus was one of the difficult tasks.” And for those staff who were able to secure a space, there were still issues with fully decorating and supplying items they felt were needed to make the space more welcoming to the students. They mentioned things like, *“We just put in a request to the assistant principal for items including decorations, posters, furniture for this room”; “We wrote down some things obviously, that we would want to get to finish building out the room and make it aesthetically the way we wanted it,”* and *“I would love [it] if someone can come in and make this look less sterile, like with [paint], but I don’t know if that’s possible.”* But for those who were able to secure space and set up a MONARCH Room®, the next challenge was creating a consistent schedule of teachers and staff who would supervise the room, and rules for how the room would operate.

Conflicting staff responsibilities

Part of securing and setting up the space includes finding time for the Champion team to meet. Champions mentioned that they were *“being pulled left and right, [and] it’s just been really tough figuring out those logistics [of meeting together as a team].”* This was true for several staff members who indicated that creating a dedicated team had been a challenge, with one saying, *“The team members have a multitude of tasks and things that they’re required to do. And we’re kind of pulling from the same pool of Positive Behavioral Interventions and Supports (PBIS) [staff] and mental health [staff] and social workers [to help implement the model].”* This theme came up repeatedly. The Champions mentioned juggling the requirements of their assigned roles within the school and other initiatives with all that is needed to get the MONARCH Room® model off the ground. Said one:

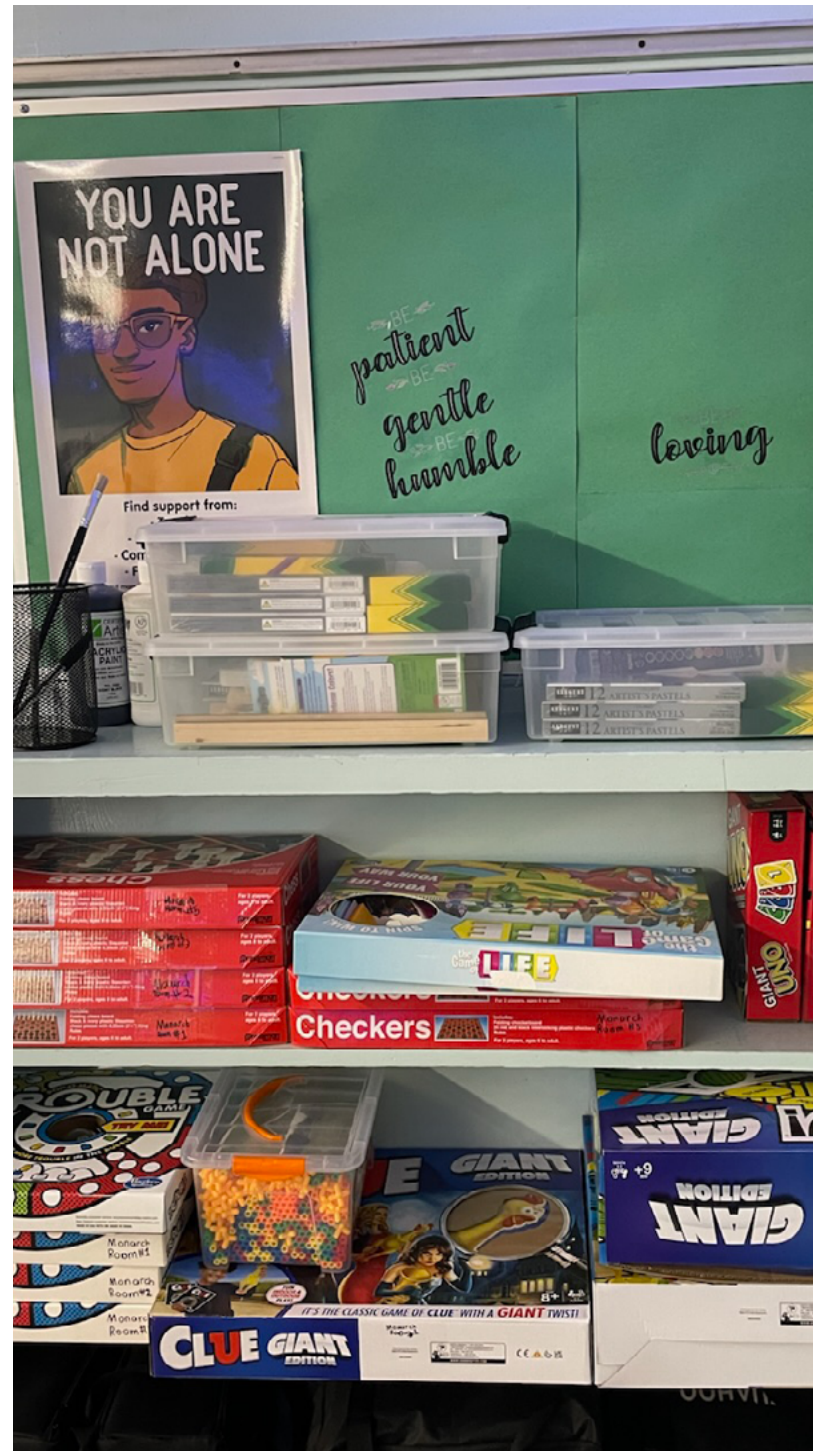
“I need to make more time for us to meet together as a whole group. I don’t think we’ve even met together as a whole group, those of us who went to the in-person training and those of us who went to the virtual training. We just haven’t had the time to do that. And so I need to make the time for that, and I need to schedule it so that everyone is able to have a voice in how we want to move forward.”

Creating a structure for how the room should be used

As most of the schools moved from securing and setting up the physical space, they were now working to solidify the structure of the room and how it would be governed.

As one mentioned, “When I say structure, I specifically mean protocols.... How often can a student visit a room in a given week before we refer [them] to counseling? How many students [should be allowed in the room] at a time, trying to coordinate with teachers about how they would send a student [to the room], how we would send them back to class? Would it be with an escort, [or] do we trust the kid on their own [to return to class]?” As some of the schools are actively using the room, it has become increasingly important for them to “outline what the MONARCH Room® is for.... And then we need to train the students. What it’s for, how it’s used, you know, the proper usage of it, that [it] is not punitive, just give them all that background. So they understand the space.”

To help cement these principles, one school whose MONARCH Room® is in use created posters: “We have some MONARCH Room® expectations over there on a poster, but we’re [going to] add another poster that talks about protocols for before you arrive, and then after leaving the room, just so that all students know they have to go directly back to class when they leave here.” Some Champion teams also spent time working to ensure that the teachers knew the process: “We spent time sort of back-loading the process... to make sure that the teachers understood how to use the system, and the students understood the expectations of what they were gonna get once the system was in place.” While some Champion teams have somewhat shifted their attention to setting up the physical space, they reported that the next “challenge {would} be how to really implement [the model] with fidelity” schoolwide. It is worth mentioning here that the need to create these structures is to also prevent misuse of the room. And while some Champions expressed concerns about the students misusing the room, the majority of the comments were around ensuring that the teachers were aware of the proper usage of the room. One Champion commented: “I also feel like some staff don’t really know how to navigate with their students through the room. I feel like at times some teachers will kind of just pass on students just so they could kind of get them out of their way.” Another stated: “But sometimes some of the teachers, they know the student, or they kinda get tired of the same student, so they just send them over here [to the MONARCH Room®].”



Webster Middle School MONARCH Room®

SUCCESSES WITH THE IMPLEMENTATION OF THE MONARCH ROOM® MODEL

While there have been some challenges with the schools' implementation of the model, there have also been many successes and changes that the Champions have seen in both the students and staff. As one Champion mentioned, *"What has worked is when we are together, we can get things accomplished."*

Encouraged staff unification and collaboration

The participants reported that in the process of working to implement the model, they have seen a more unified core Champion team: *"I think we're great as a team because we all pitch in if we know that one of us are unable to go to the room, another person will step in, or if there's a crisis or something going on, everybody's jumping in. So, I think we provide great support to one another as well."* Staff from one school that has had a challenging time with implementing the MONARCH Room® model remarked that *"We've stayed positive. I mean, there's never been a point, I think, that I have felt it's never going to happen. I feel, like, just the general feeling of individuals is that this is needed. And there's a willingness to go beyond what's our normal practice to make sure it happens."* Another Champion remarked that *"The core [Champion] team is on the same page, and so when we do have to drag folks along, it will be all of us dragging together."* And even though they are actively recruiting more staff to the Champion team, the hope is that once they see all that has been accomplished, it will be motivation for them to join: *"Hopefully, the staff that comes in there, they'll catch wind of what we're doing and that could make our whole staff team even stronger."* And despite the limited time staff have due to other responsibilities that come along with their particular roles, *"Everyone here is giving their time because they believe in the work that we're doing."* Overall, the Champions expressed a great deal of gratitude for their team: *"It's the people that make the difference; I mean, I can't say it enough about the people."*

Provided a space for de-escalation and reflection for the student

Champion teams have also reported on the many ways that the MONARCH Room® has benefited students. Some schools have reported a reduction in the number of disciplinary referrals since the room has been in use, and an increase in some students' ability to self-regulate and de-escalate from tense situations: *"It provides a space where if they are having a bad day... they know they can*



Gompers Middle School Calming Corner in a classroom

come in here... an area or a space where students can talk problems out versus getting physical... and then they realize it's not as big as they thought it was." The Champions have credited the MONARCH Room® for helping to create a safe space for students to process their emotions and new ways of handling conflict: *"I credit the MONARCH Room® for stopping, at least since the semester began, four fights.... There have been some students who have been heated and they would have thrown hands, but they came here [to the MONARCH Room®] instead."* The MONARCH Room® has also been a place for the staff to help properly assess the student's current emotional state and determine what course of action is best. One school has also seen the room as a space for students to get individual attention: *"When they're struggling in class, they ask to come in here for more personal attention."*

Created shifts from punitive culture and approaches to discipline

Champions have also indicated that implementing the model has helped staff to identify triggers in students and to shift from old mindsets: *"And now, I've gone from being reactive... to now we're starting to get more proactive."* Champions from a few schools indicated that they are actively working to shift from waiting to react to students' misbehavior and creating ways to put measures in place that will help to mitigate the behavior from repeating. Champions stress that *"This is a different generation, and they think differently, and we have to deal with things differently because what was working before no longer works. So moving away from, you know, that punitive mindset or you know, consequences.... I think we're kind of trying to shift that culture.... It's not so disciplinarian now, it's more looking at the whole child and what's going on."* Champions have stated that the MONARCH Room® model has been instrumental in making that shift.



Gompers Middle School Calming Corner in a classroom

STUDENT AND STAFF REACTIONS TO THE MONARCH ROOM® MODEL

We wanted to get an understanding of the Champion teams' perceptions on how both the students and staff have reacted to the implementation of the MONARCH Room® model.

Improved ability of students to self-regulate

Champion teams from a couple of schools indicated that some students who have used the MONARCH Room® have become better able to self-regulate without the help of the staff in the room: *"And after those 10 minutes are done, I'll see that their appearance is different. And then you see how they already feel more at ease, and they're ready to go back to class."* And it *"seems like most kids who leave here leave in a good place, or a regulated place enough, that they can go back to class without any major disruptions."* Some Champions reported that they are seeing a dip in some of their "frequent flyers" — students who use the room repeatedly. When they ask those students why they have not been to the room lately, the students report that *"they feel like sometimes that they don't need the room.... They kinda know how to control themselves"* and instead *"They just needed time to themselves."*

Mixed reactions from teachers

When it comes to teachers, Champions reported that reactions have been mixed: *"Most teachers are able to take care of whatever is going on in the classroom.... There's a small percentage (~10%) that will send their kids here [to the MONARCH Room®]."* They also report that

at times, the staff feel overwhelmed with another "thing" added to their plate: *"There's always that begrudging, 'Oh, God, not another one.'"* *"They're curious because, from like that sense of being here for a while, they're always apprehensive. Like, 'Another new thing. Every couple of years we do something new.'"* However, Champions have also seen staff warming to the model over time: *"So I have trained about 18 of the teachers and staff. And once I've trained them, then they understand and then they're more accepting and more open to the opportunity"* and *"they're still open.... If you don't feel successful and it doesn't work, try something else.... So they're open. So they're curious. They don't have a closed mindset of 'We're not doing this.'"* One Champion reported that they are starting to see teachers recognize not just the purpose of the MONARCH Room® model but also its utility: *"It [was] one of those things where you just kinda grit your teeth and bear it, but now it's, you know, it's more accepted. You know, now it's being met with more open arms."*

A need for additional training

Despite the staff showing increased interest in the model, Champion teams suggested that there is still a need to complete a systemwide training of the MONARCH Room® model: *"We haven't done the full training with them yet, so I think that maybe after they have all of the knowledge and information that we have, enough of the training, maybe they may be more open to it."* And Champions also stress the importance of extending training not just for teaching staff, but schoolwide: *"I find it even with Campus Aid.... It could be [those who work] in the cafeteria, it could be, you know, care professionals who are in the instructional environment."* This would also be helpful in supporting the instructional staff as they integrated the model into their day-to-day activities. One Champion mentioned that *"The one thing that's hard to gauge is how many kids maybe could use this room, but the teacher is not necessarily completely familiar or aware, [not] thinking in the moment, like, 'Oh, maybe MONARCH Room® room is the best place for you at this time.'"* They believe that once the procedures of the room have been clarified, and staff have all been trained, the more likely teachers will be to recommend students. One Champion team felt like *"Every time we mention [the MONARCH Room® model] to the teachers, some of them are surprised. Like they've heard of it, but 'Oh, I forgot about that.'"* As such, it has been important for them to *"remind staff and students that it's available. They may forget."*

DIFFERENCE IN SUSPENSION RATES

The research team was interested in whether Champion teams noticed a difference in the suspension rates from the previous school year and, if so, what may have caused that change. Some Champion teams from various schools mentioned that they did not see a change in the suspension rates. However, several schools did report a change:

"I'll be honest with you, suspension rates have gone up.... The district has said [they are] more serious offenses; we've had quite a few in the first five weeks of the semester. The MONARCH Room® may have been able to help them [suspended students] a little bit. I'm not gonna say that it would have been able to prevent their behavior that they exhibited because they typically do the stuff [to get suspended] after school."

Other Champions mentioned that in the last school year "[Suspensions] were much higher. Much, much higher" and "from last school year, 2022-23 school year, only three school suspensions were documented. And — I wasn't here last year — but I'm assuming it's higher than that."

Said one Champion: "I think, in terms of suspensions, it's been going up. But it's been going up because I feel like last year they weren't doing it at all." And when asked to explain what they meant by "they weren't doing it at all," they mentioned that they felt there has been more accurate tracking of these rates, which is due directly in part to shifts in administrative staff: "It's like a fresh set of eyes and a different perspective and so more things are being caught. I don't think that [suspensions are] happening more. I think it's the same.... It's being documented probably more."

For instance, as one Champion said, "[In the past,] usually when there's an issue, we might have a 'cool-down day' where a student is out [of school], but it's not an official suspension in the system." Another school mentioned that, "It says there were no suspensions logged. Now, I know for a fact there's been at least a couple of [students] suspended last semester." Said another, "If there's an official suspension in our system, [and] it's something more egregious that happened, we have to put it in as a suspension."

One Champion team mentioned that better documentation would help pinpoint important issues:

"We're trying to be better about our documentation, which is the (disciplinary) referrals. And so, yes, they have

gone up. Last year, they weren't putting in any referrals.... So, yes, this year we are going to see some increases in suspension and discipline referrals because we're making a targeted effort to make sure those are documented in the system that allows us to also see what some of our key issues are."

Despite the apparent increase in rates of suspensions for some schools due in part to more accurate tracking or administrative changes, some Champions still saw a shift in how disciplinary matters were being handled: "But before, I think they came into a situation and went, 'Ooh.' And just reacted [with] the instinctual things to do from the past; suspend, suspend, suspend. Discipline, discipline, discipline.... I think that was the mindset." However, Champions from several schools mentioned: "We [had to] put in place a lot of different systems for intervention, and positive behavior support and restorative justice [that] was not there.... I know these contribute to why our discipline, even our referral [rate] is way lower than last year's data." Congruently, another Champion said: "We also have an increase in interventions that we've used because as we've made the discipline progressive, you know, we've put in interventions that involve seeing the psychiatric social worker (PSW), seeing our restorative justice teacher, and having a restorative session with whoever you had a fight with or an argument with" and "[Instead of out-of-school suspension] it will be more in-[school] suspensions."



Gompers Middle School MONARCH Room®

STAFF SELF-CARE

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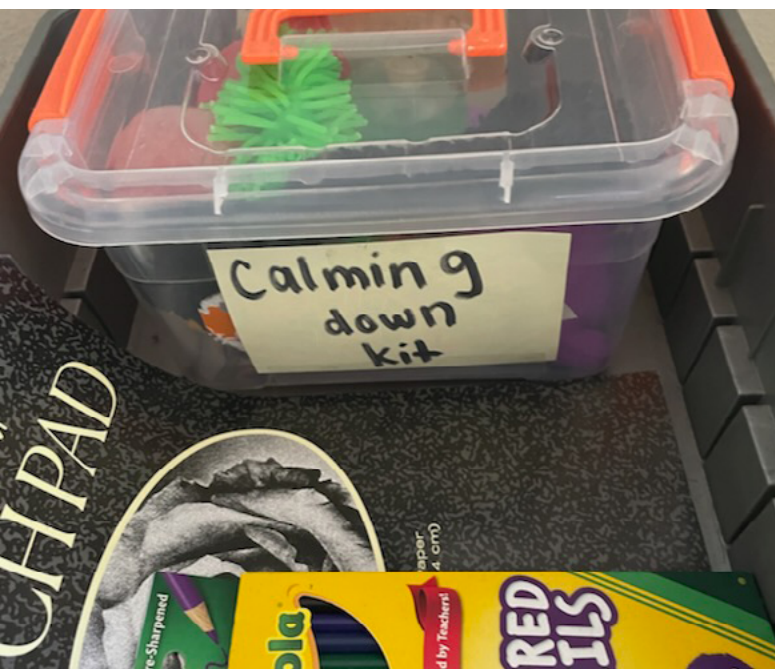
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Gompers Middle School Calming Corner in a classroom

RECOMMENDATIONS

The Champion teams were asked what additional support and resources they need to ensure the successful implementation of the MONARCH Room® model.

Recommendation 1: Provide educators and staff with more time to fully dedicate to the implementation.

Having limited time in their existing schedules to take on new tasks or projects was a repeated theme throughout the focus group discussion. While the Champion teams expressed interest in the MONARCH Room® model and enthusiasm around its ability to positively impact students, they also said they were stretched thin for time to fully implement it: *"[I want more] dedicated time to really put energy and focus because I believe in this. But you know... I'm also a SPED (Special Education) person and [a] counselor.... But I would love to, not just for me, for my team as a whole or the school as a whole, to have more time to immerse themselves in this."* Another Champion remarked that: *"We have so many things or so many other programs ... that the district is making us do, trying to carve the time out to get it done.... It's frustrating, 'cause we realize the importance of the program. But there's also other priorities [we] have to balance and juggle."* And some staff are willing to show up on weekends or evenings for additional training, but it is not ideal: *"And it'd be nice to have more dedicated time during the school day for this. I know for some of my teachers, [coming] after school, or Saturdays, they just can't. It's hard for me to carve out that time when the district has other priorities."*

Recommendation 2: Increase funding to complete and sustain the physical space.

Securing and sustaining additional funding has been a persistent point of contention. One Champion mentioned *"FUNDING, in capital letters"* as they had plans for revamping the space with additional funds but *"[the staff] received an email from [their] union saying that there's a shortfall that's coming down the pipes. So [we] don't know what's gonna be here next year."* They also mentioned specific areas where funding, or lack thereof, has had direct impacts on impeding their progress of model implementation: *"I think the only thing that I can think of is... an iPad or something digital to be able to*

capture that data of the students that are coming into the MONARCH Room®." And, *"We were heading in a good direction. And then the funding was pulled very late. So, there's a huge need to staff [a second MONARCH Room® in the sixth grade portion of campus], particularly in the afternoons, fifth and sixth period."* Further, a subtheme of the overarching funding issue is that of staffing the room and staff compensation, both for attending training outside traditional work hours, but also for taking on these additional tasks during their already busy school day. One staff member mentioned: *"I think one thing will be a funding source, because I'm pretty sure our teachers will be more inclined to give up their conference period if they knew that they would be compensated."* One Champion raised the issue of needing to have certificated staff supervising the MONARCH Room®: *"I know we're not certified. So, does that mean we can't be alone with the students? Like for example, in the MONARCH Room®?"*

These concerns were echoed by staff at another school: *"I think one of the other challenges is that a certificated staff has to be in here."* While the need for certificated staff for the MONARCH Room® is of budding concern for staff at a couple of schools, that has not hindered the provision of coverage for the room by staff who are available to do so. It is worth noting here that at one school, only one teacher was identified as "certificated staff" and received extra compensation for taking on the additional task of providing coverage for their MONARCH Room®. Lastly, as some of the MONARCH Rooms® were still being developed, some of the teachers took on the task of implementing smaller calming spaces in their classrooms. Several also reported funding as an issue as they require additional resources to update and sustain these spaces: *"I think we need resources for our small calming places in the classrooms because I feel like the MONARCH Room® is set up and we have supplies and the resources, but now getting [the resources] into the classroom is the challenge."* Another mentioned the desire to replace items that have been worn down with repeated use: *"I think it's maintaining. Like, the beanbags get used over time, there's tears in them, there's rips in the classroom, like, stuff gets knocked back and forth."* And some have reported making requests for funding that has seemingly fallen further on the district's list of priorities: *"So there was an issue with the money. They didn't get their money to pay [for calming corners/mini-MONARCH Rooms® in classrooms]."*

What has been evident throughout these focus groups is the schools' commitment to model implementation

despite the many challenges they have endured with securing and setting up a space, the training of staff, room coverage and supervision, and unreliable and inconsistent funding. One Champion stated that: “And, see, I don’t want to present this as an opportunity or an option [this

is necessary]. Our students’ needs are very present!” And while some schools still have a way to go regarding full implementation, this has been the prevailing attitude of the majority of the MONARCH Room® Champion teams across LAUSD.



Gompers Middle School MONARCH Room®

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APPENDIX A: CCEIS PROCESS TOOL

Please create a participant ID by entering the following information: first name initial, last name initial, birth month, birth year, and first letter of your mother's first name (Example: LV-10-1980-M). Participant ID: _____

1. What is your gender identity?					
Agender	<input type="checkbox"/>	Man	<input type="checkbox"/>	Nonbinary	<input type="checkbox"/>
Trans Man	<input type="checkbox"/>	Trans Woman	<input type="checkbox"/>	Woman	<input type="checkbox"/>
Additional gender category or multiple (please specify):					
2. What race/ethnicity do you identify with? Select all that apply.					
African American or Black	<input type="checkbox"/>	American Indian or Alaskan Native	<input type="checkbox"/>	Asian or Asian American	<input type="checkbox"/>
White	<input type="checkbox"/>	Race not listed or multiple (please specify):			
3. What best identifies the role you are currently in?					
Teacher	<input type="checkbox"/>	Staff	<input type="checkbox"/>	Administration	<input type="checkbox"/>
Other (please specify):					
4. How long have you been in your current position?					
Less than 1 year	<input type="checkbox"/>	1 to 2 years	<input type="checkbox"/>	3 to 4 years	<input type="checkbox"/>
5 to 6 years	<input type="checkbox"/>	7 to 8 years	<input type="checkbox"/>	9 to 10 years	<input type="checkbox"/>
10 to 11 years	<input type="checkbox"/>	12 to 13 years	<input type="checkbox"/>	14 to 15 years	<input type="checkbox"/>
Over 15 years	<input type="checkbox"/>				
5. Please indicate the school that you work in.					
Marina Del Rey Middle School	<input type="checkbox"/>	Webster Middle School	<input type="checkbox"/>	Westchester Enriched Sciences Magnets	<input type="checkbox"/>
				Gompers Middle School	<input type="checkbox"/>
Palms Middle School	<input type="checkbox"/>	Hamilton High School	<input type="checkbox"/>	Boys Academic Leadership Academy	<input type="checkbox"/>
				Crenshaw High School	<input type="checkbox"/>

Edison Middle School	<input type="checkbox"/>	Dorsey High School	<input type="checkbox"/>	Markam Middle School	<input type="checkbox"/>	Harte Middle School	<input type="checkbox"/>
6. I work in a:				Middle School	<input type="checkbox"/>	High School	<input type="checkbox"/>
7. Have you been exposed to trauma-informed curricula?				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8. Have you ever been exposed to trauma training in the past?							
<input type="checkbox"/> Yes, through in-service training (through current employer)							
<input type="checkbox"/> Yes, through pre-service training (university based training/pre-employment training)							
<input type="checkbox"/> I have had no exposure to trauma-informed training							
9. If yes to question 8, how long ago was this training (in months)?							
10. Have you ever been exposed to social emotional learning in the past?				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11. Were you exposed to social emotional learning training?							
<input type="checkbox"/> Yes, through in-service training (through current employer)							
<input type="checkbox"/> Yes, through pre-service training (university based training/pre-employment training)							
<input type="checkbox"/> I have had no exposure to social emotional training							
11b) If yes to question 11, how long ago was the social emotional training (in months)?							
12. We are implementing Ripple Effects social emotional learning program in our school.				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
12b) If yes to question 12, what is the frequency of exposure to Ripple Effects for students?							
Never	<input type="checkbox"/>	Rarely	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Always	<input type="checkbox"/>
13. Are you clearly able to identify youth who are enrolled in your school/classroom that have foster care experience?				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
13b) If yes to 13, what process do you use to identify youth with foster care experience?							

Instructions: Please fill in the bubble indicating your level of agreement with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
14) The Monarch room fits in with our established school culture.	1	2	3	4	5	6
15) I understand the purpose of the Monarch room.	1	2	3	4	5	6
16) I understand the Monarch room model.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
17) I know the timeline for this intervention.	1	2	3	4	5	6
18) I understand my role in the implementation of the trauma-informed intervention.	1	2	3	4	5	6
19) I am confident in my ability to implement the components of the trauma-informed intervention.	1	2	3	4	5	6
20) I received the right amount of information from this presentation to be successful in my role in the trauma-informed intervention.	1	2	3	4	5	6
21) I understand my role in the implementation of the social emotional skills intervention.	1	2	3	4	5	6
22) I am confident in my ability to implement the components of social emotional learning.	1	2	3	4	5	6
23) I received the right amount of information from this presentation to be successful in	1	2	3	4	5	6

~

my role in social emotional skills intervention.

24) This presentation was organized and well-coordinated.	1	2	3	4	5	6
25) The length of the presentation was optimal to get the information.	1	2	3	4	5	6
26) This presentation was a good use of my time.	1	2	3	4	5	6
27) I am willing to do the homework assignments/readings associated with this intervention.	1	2	3	4	5	6
28) I understand the importance of the homework assignments/readings associated with this intervention.	1	2	3	4	5	6

Instructions: Please fill in the bubble indicating your level of agreement with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Not Sure
29) Our teachers and staff are committed to this intervention.	1	2	3	4	5	6	7
30) Our school has the space for a dedicated Monarch room.	1	2	3	4	5	6	7
31) Our school has the staff needed to run the Monarch room.	1	2	3	4	5	6	7

Please answer the following open-ended questions.

32) What challenges or issues do you experience regarding teaching?

33) What concerns do you have about implementing this intervention?

34) What were you hoping to hear about that we didn't cover?

35) What topics would you like to have a deeper understanding of in the August training?

35) What are some things that would help you prepare for the August training?

Thank you for completing the survey!

APPENDIX B: BASELINE SURVEY

Please create a participant ID by entering the following information: first name initial, last name initial, birth month, birth year, and first letter of your mother's first name (Example: LV-10-1980-M). Participant ID: _____

Please select your level of agreement with the following statements.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. The administration provides professional development opportunities to become trauma informed.	1	2	3	4	5	6
2. The administration provides resources for sensory boxes in each classroom.	1	2	3	4	5	6
3. School policy and procedures reflect trauma-informed perspectives (example: power and control vs. flexibility, rewards and punishments vs. effective relationship-building, and the need to change behavior vs. understanding the reason(s) beneath exhibited behavior).	1	2	3	4	5	6
4. The administration provides structured communication feedback loops to provide opportunity for teachers and staff to support colleagues in sharing their successes and challenges with trauma-informed implementations.	1	2	3	4	5	6
5. The administration is responsive to additional staff/supports teachers and staff may need with trauma-informed implementations.	1	2	3	4	5	6
6. The administration supports teacher and staff self-care during the school day.	1	2	3	4	5	6

7. School district provides resources to administration for trauma-informed intervention	1	2	3	4	5	6
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For each item, select the circle along the dimension between the two options that best represents your personal belief during the past two months at your job.

I believe that...	1	2	3	4	5	6	7	
1. Students' learning and behavior problems are rooted in their behavioral or mental health condition.	1	2	3	4	5	6	7	Students' learning and behavior problems are rooted in their history of difficult life events.
2. Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	1	2	3	4	5	6	7	Rules and consequences are the best approach when working with people with trauma histories.
3. Being very upset is normal for many of the students I serve.	1	2	3	4	5	6	7	It reflects badly on me if my students are very upset.
4. I don't have what it takes to help my students.	1	2	3	4	5	6	7	I have what it takes to help my students.
5. It's best not to tell others if I have strong feelings about the work because they will think I am not cut out for this job.	1	2	3	4	5	6	7	It's best if I talk with others about my strong feelings about the work so I don't have to hold it alone.
6. The students were raised this way, so there's not much I can do about it now.	1	2	3	4	5	6	7	The students were raised this way, so they don't yet know how to do what I'm asking them to do.
7. Students need to experience real life consequences in order to function in the real world.	1	2	3	4	5	6	7	Students need to experience healing relationships in order to function in the real world.
8. If students say or do disrespectful things to me, it makes me look like a fool in front of others.	1	2	3	4	5	6	7	If students say or do disrespectful things to me, it doesn't reflect badly on me.
9. I have the skills to help my students.	1	2	3	4	5	6	7	I do not have the skills to help my students.

10. The best way to deal with feeling burnt out at work is to seek support.	1	2	3	4	5	6	7	The best way to deal with feeling burnt out at work is not to dwell on it and it will pass.
11. Many students just don't want to change or learn.	1	2	3	4	5	6	7	All students want to change or learn.
12. Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	1	2	3	4	5	6	7	Students need to be held accountable for their actions.
13. I realize that students may not be able to apologize to me after they act out.	1	2	3	4	5	6	7	If students don't apologize to me after they act out, I look like a fool in front of others.
14. Each day is uniquely stressful in this job.	1	2	3	4	5	6	7	Each day is new and interesting in this job.
15. The fact that I'm impacted by my work means that I care.	1	2	3	4	5	6	7	Sometimes I think I'm too sensitive to do this kind of work.

I believe that...	1	2	3	4	5	6	7	
16. Students have had to learn how to trick or mislead others to get their needs met.	1	2	3	4	5	6	7	Students are manipulative so you need to always question what they say.
17. Helping a student feel safe and cared about is the best way to eliminate undesirable behaviors.	1	2	3	4	5	6	7	Administering punitive consequences is the best way to eliminate undesirable behaviors.
18. When I make mistakes with students, it is best to move on and pretend it didn't happen.	1	2	3	4	5	6	7	When I make mistakes with students, it is best to own up to my mistakes.
19. The ups and downs are part of the work so I don't take it personally.	1	2	3	4	5	6	7	The unpredictability and intensity of work makes me think I'm not fit for this job.
20. The most effective helpers find ways to toughen up – to screen out the pain – and not care so much about the work.	1	2	3	4	5	6	7	The most effective helpers allow themselves to be affected by the work – to feel and manage the pain – and to keep caring about the work.
21. Students could act better if they really wanted to.	1	2	3	4	5	6	7	Students are doing the best they can with the skills they have.

22. It's best to treat students with respect and kindness from the start so they know I care.	1	2	3	4	5	6	7	It's best to be very strict at first so students learn they can't take advantage of me.
23. Healthy relationships with students are the way to good student outcomes.	1	2	3	4	5	6	7	People will think I have poor boundaries if I build relationships with my students.
24. I feel able to do my best each day to help my students.	1	2	3	4	5	6	7	I'm just not up to helping my students anymore.
25. It is because I am good at my job that the work is affecting me so much.	1	2	3	4	5	6	7	If I were better at my job, the work wouldn't affect me so much.
26. Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	1	2	3	4	5	6	7	Students do the right thing one day but not the next. This shows that they could control their behavior if they really wanted to.
27. When managing a crisis, enforcement of rules is the most important thing.	1	2	3	4	5	6	7	When managing a crisis, flexibility is the most important thing.
28. If I don't control students' behavior, bad things will happen to property.	1	2	3	4	5	6	7	As long as everyone is safe, it is OK for students to become really upset, even if they cause some property damage.
29. I dread going to my job because it's just too hard and intense.	1	2	3	4	5	6	7	Even when my job is hard and intense, I know it's part of the work and it's OK.
30. How I am doing personally is unrelated to whether I can help my students.	1	2	3	4	5	6	7	I have to take care of myself personally in order to take care of my students.

I believe that...	1	2	3	4	5	6	7	
31. If things aren't going well, it is because the students are not doing what they need to do.	1	2	3	4	5	6	7	If things aren't going well, it is because I need to shift what I'm doing.
32. I am most effective as a helper when I focus on a student's strengths.	1	2	3	4	5	6	7	I am most effective as a helper when I focus on a student's problem behaviors.
33. Being upset doesn't mean that students will hurt others.	1	2	3	4	5	6	7	If I don't control students' behavior, other students will get hurt.
34. If I told my colleagues how hard my job is, they would support me.	1	2	3	4	5	6	7	If I told my colleagues how hard my job is, they would think I wasn't cut out for the job.

35. When I feel myself "taking my work home," it's best to bring it up with my colleagues and/or supervisor(s).	1	2	3	4	5	6	7	When I feel myself "taking my work home," it's best to keep it to myself.
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Note: Some of the following items pertain to people working at organizations that have ALREADY implemented trauma-informed care to some degree. If you do NOT work at such an organization, use the "N/A" option for any items that are not applicable to you.

I believe that...	1	2	3	4	5	6	7	N/A	
36. Students react positively to the trauma-informed care approach.	1	2	3	4	5	6	7	n	Students react negatively to the trauma-informed care approach.
37. I do not have enough support to implement trauma-informed care.	1	2	3	4	5	6	7	n	I have enough support to implement trauma-informed care.
38. The trauma-informed care approach takes too much time.	1	2	3	4	5	6	7	n	The trauma-informed care approach saves time in the long run.
39. When I feel like I can't handle this alone, I can go to my colleagues and/or supervisor(s) for help.	1	2	3	4	5	6	7	n	There is not much support from my colleagues and/or supervisor(s) for my work.
40. The trauma-informed care approach is effective.	1	2	3	4	5	6	7	n	The trauma-informed care approach is not effective.
41. I have the support I need to work in a trauma-informed way.	1	2	3	4	5	6	7	n	The program talks about trauma-informed care, but it is really business as usual.
42. I am able to carry out all my responsibilities with respect to the trauma-informed care approach.	1	2	3	4	5	6	7	n	I am not able to carry out all my responsibilities with respect to the trauma-informed care approach.

I believe that...	1	2	3	4	5	6	7	N/A	
43. There is not much support from the administration for my work.	1	2	3	4	5	6	7	n	There is clear indication that the administration supports my work.

44. I cannot manage all that the trauma-informed care approach requires.	1	2	3	4	5	6	7	n	I can manage all that the trauma-informed care approach requires.
45. Everyone is committed to working in a trauma-informed way long term.	1	2	3	4	5	6	7	n	This emphasis on working in a trauma-informed way is just a passing phase.

Please select your level of agreement with the following statements.	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree
46. People who work here feel confident that the school can get people invested in implementing this change.	1	2	3	4	5
47. People who work at this school are committed to implementing this change.	1	2	3	4	5
48. People who work at this school feel confident that they can keep track of progress in implementing this change.	1	2	3	4	5
49. People who work at this school will do whatever it takes to implement this change.	1	2	3	4	5
50. People who work at this school feel confident that the organization can support people as they adjust to this change.	1	2	3	4	5
51. People who work at this school want to implement this change.	1	2	3	4	5
52. People who work at this school feel confident that they can keep the momentum going in implementing this change.	1	2	3	4	5
53. People who work here feel confident that they can handle the challenges that might arise in implementing this change.	1	2	3	4	5

Please select your level of agreement with the following statements.	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree
54. People who work here are determined to implement this change.	1	2	3	4	5
55. People who work here feel confident that they can	1	2	3	4	5

coordinate tasks so that implementation goes smoothly.					
56. People who work here are motivated to implement this change.	1	2	3	4	5
57. People who work here feel confident that they can manage the politics of implementing this change.	1	2	3	4	5

Thank you for completing this survey!

APPENDIX C: FOCUS GROUP DEMOGRAPHIC SURVEY

CCEIS Demographics Survey

Dear School Administrator, teacher, or student support staff,

You are invited to take the demographic survey that is being conducted by the West Rose Consulting. West Rose Consulting is a curriculum and research firm specializing in trauma-informed teaching interventions. Specifically, we are the developers of the Monarch Room®, a trauma-informed teaching model based on race equity and sensory integration theory. You are being invited to participate because you have at least one year of practice experience at one of the 12 schools selected by CCEIS to participate in implementing the MONARCH model in your school over this academic year. This survey is part of a contract funded by the school district that is aimed at providing additional support for teachers and school staff to support students who have been exposed to trauma.

Your responses to the survey will be anonymous and will only be seen by the research staff and will be combined with other participant responses. When the study team is finished combining all the responses, the surveys will be stored in a locked filing cabinet. To keep the survey anonymous, please do not type/write any names. Taking this survey is completely voluntary. You may skip any questions you do not wish to answer.

We anticipate that this survey will have minimal risk, meaning that the risks of participating in this survey are not greater than the risks encountered in daily life. As a participant in this research study, there may be no direct benefit for you. However, the goal of this project is to understand better what your current skill and comfort level is in working with traumatized students, and how we can tailor the MONARCH room training and program intervention to best support you in your efforts to successfully serve this student population. We hope the information from this study may improve CCEIS's ability to support schools to increase school connectedness and reduce suspension/expulsion rates of students with trauma backgrounds.

The survey should take about 5 minutes to complete. The survey will consist of demographic questions, such as questions about your current role in your school, identify current practices related to working with traumatized students in your school, and identify additional training/coaching opportunities to guide you in gaining skills and interventions that will increase your ability to address student behavior and increase school connectedness among students who have been exposed to trauma. After you complete this demographic survey, you will immediately participate in a focus group that will take approximately 55 minutes. After completion of the focus group, you are eligible to receive a \$75 gift card to compensate you for your time today in addition to the staff salary you will be receiving from the district for attending today's training session.

If you have any questions about this project or what we are asking of you, please reach out to the principal investigator, Dr. Angelique Day, at ew6080@gmail.com or call 1-989-430-2981.

Sincerely,

Angelique Day, MSW, PhD

- 1. What is the name of the school where you currently work?** *[Note: This information is to make sure all 12 schools have the opportunity to share their thoughts on barriers and opportunities on how the Monarch Room® can be successfully implemented in their schools.] School level data will not be shared outside the research team].*

[Write your school name here.]

- 0. How many total students are currently enrolled in your district?**

[Write the number here]

- 0. About what percentage of this student population do you estimate have been trauma exposed?**

[Write the estimated percentage here.]

- 4) What is your role in your current school in which you are employed?** *[Check all that apply]*

- ☐ Teaching staff - not special education
- ☐ Teaching staff - special education certified
- ☐ School counselor/social worker
- ☐ School principal/assistant principal
- ☐ Restorative justice staff
- ☐ Attendance staff
- ☐ Prefer not to say
- ☐ Other role/title: _____

5) How long have you been employed in your current role?

- ☐ Less than 1 year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years
- ☐ 7 years
- ☐ 8 years
- ☐ 9 years
- ☐ 10 or more years

6) Before you began working in this role, did your employer offer you any pre-service training on the impact of trauma on student learning and engagement?

- ☐ Yes
- ☐ No

7) Before you began working in this role, did your employer offer you any pre-service training on how to engage/support students with foster care backgrounds with their education goals?

- ☐ Yes
- ☐ No

8) Before you began working in this role, did your employer offer you any pre-service training on how to engage/support Black students with their education goals?

- ☐ Yes
- ☐ No

9) Before you began working in this role, did you have any previous work experience working with youth who have been exposed to trauma?

☐ Yes

☐ No

10) Before you began working in this role, did you have any previous experience working with students who have been placed in foster care?

☐ Yes

☐ No

11) Before you began working in this role, did you have any previous experience working with Black students/engaging with Black culture?

☐ Yes

☐ No

12) Outside of the Monarch Room® training you have been exposed to this week, has your current employer offered you any in-service training on how to create a trauma-informed school?

☐ Yes

☐ No

If yes, please describe the training topics that were offered:

13) Outside of the Monarch Room® training you have been exposed to this week, has your current employer offered you any in-service training on special populations (specifically, how to work with foster youth and/or students from different racial/cultural backgrounds)?

☐ Yes

☐ No

If yes, please describe the training topics that were offered:

14) Are you clearly able to identify who the students from foster care are in your school?

☐ Yes

☐ No

If yes, please describe the process(es) you use to identify these students [i.e., school intake paperwork, school assessments, school records, interviews/conversations with students/CW agency]:

15) Do you have a formal process for conducting assessments to determine needs of students who have shown signs of trauma exposure in your school?

☐ Yes

☐ No

If yes, please describe the process(es) you use to conduct these assessments

16) How would you describe your gender identity?

- ☐ Male
- ☐ Female
- ☐ Nonbinary
- ☐ Transgender Female
- ☐ Transgender Male
- ☐ Prefer not to say
- ☐ Other: _____

17) How would you describe your Race/Ethnicity? *[Check all that apply.]*

- ☐ Black or African American
- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Hispanic/Latinx
- ☐ White/Caucasian
- ☐ Mixed Race
- ☐ Other: _____

18) Do you identify as Hispanic and/or Latinx?

- ☐ Yes
- ☐ No

0. **Select the most accurate statement for each question below.** *[Please select only one answer.]*

1. **On most days, how enthusiastic are students about being at school?**

- Not at all enthusiastic
- Slightly enthusiastic
- Somewhat enthusiastic
- Quite enthusiastic
- Extremely enthusiastic

b. To what extent are teachers trusted to teach in the way they think is best?

- Not at all trusted
- Slightly trusted
- Somewhat trusted
- Quite trusted
- Extremely trusted

c. How respectful are relationships between students and teachers?

- Not at all respectful
- Slightly respectful
- Somewhat respectful
- Quite respectful
- Extremely respectful

d. How optimistic are you that your school will improve in the future?

- Not at all optimistic
- Slightly optimistic
- Somewhat optimistic
- Quite optimistic
- Extremely optimistic

e. How often do you see students helping each other without being prompted?

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost all the time

f. How supportive are students in their interactions with each other?

- Not at all supportive
- Slightly supportive
- Somewhat supportive
- Quite supportive
- Extremely supportive

g. When new initiatives to improve teaching/learning are presented at your school, how supportive are your colleagues?

- Not at all supportive
- Slightly supportive
- Somewhat supportive
- Quite supportive
- Extremely supportive

h. A “safe space” is a climate that allows students to feel secure enough to take risks, honestly express their views and share and explore their knowledge, attitudes and behaviors. How supportive is your school in creating “safe spaces”?

- Not at all supportive
- Slightly supportive
- Somewhat supportive
- Quite supportive
- Extremely supportive

How positive are the attitudes of your colleagues in working with students from trauma backgrounds?

- Not at all positive
- Slightly positive
- Somewhat positive
- Quite positive
- Extremely positive

j. Overall, how positive is the working environment at your school?

- Not at all positive
- Slightly positive
- Somewhat positive
- Quite positive
- Extremely positive

0. Select the most accurate statement for each question below. *[Please select only one answer.]*

1. Suspension and expulsion reduce student misbehavior.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

b. Students will only stop misbehaving if they are punished.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

c. Suspension and expulsion are necessary tactics to prevent students from misbehaving in the future.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

d. Students who misbehave should be suspended or expelled to protect their classmates.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

e. Any student who breaks the school rules should be punished.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

f. If a student does something wrong, they should be punished for it.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX D: FOCUS GROUP QUESTIONS

1. What student behaviors do you find the most challenging to work with, and why?
2. Which strategies, programming, and supports do you feel have been most effective in supporting Black students and/or those who have foster care experience in increasing school engagement/school connectedness? How do you know they are working?
3. What are current barriers to student school engagement/connectedness?
4. What types of additional training/supports would you like to see provided through the booster trainings/coaching sessions that will be provided this year through the MONARCH project?
5. How do you accommodate students that might have to miss class or extracurriculars due to mandated therapy, court hearings, or other child welfare/probation-related commitments?
6. What strategies have you been employing to reduce the use of suspension and expulsion as a strategy to reduce behavioral issues you have observed in your district?
7. CCEIS has a goal this year to focus on improving the educational outcomes for Black students. What is your school doing to support this unique population of students?
8. Your district has the largest percentage of foster care youth enrolled than any other school district in the United States. What has your school/the district done to support this unique population of students at LAUSD?
9. Is there anything I did not ask you about today that you feel is important to share related to ways your school, district, or county supports Black students and/or students with foster care experience?

Other questions if time allows:

10. What community partnerships and collaborations support you in working with Black and/or foster care youth in your district? Who is involved in this work with you?
11. What community partnerships and collaborations support you in working with Black and/or foster care youth in your district? Who is involved in this work with you?

APPENDIX E: FOCUS GROUP QUESTIONS- FEBRUARY SITE VISIT

1. What challenges have you experienced in your school's implementation of the MONARCH model?
2. What has gone well about your school's implementation of the MONARCH model?
3. How have students reacted to the MONARCH room?
4. Have you noticed a difference in suspension rates since the start of the school year?
 - a. If so, what do you think has contributed to this change?
5. What have been the staff's reactions to the MONARCH room and model?
 - a. To what extent have staff adopted the MONARCH model in their day-to-day work with students?
6. From your perspective, what additional support and resources do you need to ensure your school's implementation of the MONARCH model is successful?
7. Have staff been able to incorporate more self-care into their school day?
 - a. What barriers exist to weaving in more self-care during school hours?