**Appendix A**

***Multi-Tier Program Content and Implementation***

**Program Implementation Planning Phase:**

Prior to the training and implementation of the TIBS program, the program facilitators met with the school leaders to determine the suitability of the program to the school’s needs (Figure 1). In addition to developing plans for the implementation of the program, members of the school staff and key partners of the school community (parents, local health and social services, and community elders) were provided access to a brief asynchronous online course (Course: Trauma Aware Educator; 10 modules, taking on average 90 minutes to complete) to introduce concepts of trauma-informed care. The ten topics corresponded to questions about the impact of childhood trauma on children:

* Topic 1: What is childhood trauma?
* Topic 2: What are the types of childhood trauma?
* Topic 3: How does childhood trauma impact the brain?
* Topic 4: How does childhood trauma impact relationships?
* Topic 5: How does childhood trauma impact memory?
* Topic 6: How does childhood trauma impact emotions?
* Topic 7: How does childhood trauma impact the body?
* Topic 8: How does childhood trauma impact behavior?
* Topic 9: How does childhood trauma impact communication?
* Topic 10: How does childhood trauma impact learning?

**Tier I Supports Implementation Phase**:

The Tier I support implementation phase utilized a blended learning approach, with school staff trained in an asynchronous online course (Course: Trauma-Informed Education), as well as an in-person training focused on a ‘6C’ framework of whole-of-school practices. The training consisted of six modules with content relating to the six modules of the training were:

Module 1: Care: Social, cultural, and historical determinants of educational achievement and meeting the basic needs of students in schools; Review of school-wide practices that promote cultural safety, positive school climate and school belonging.

Module 2: Calm: the impact of traumatic stress on emotion regulation and examples of cultural rituals and routines that regulate levels of arousal.

Module 3: Connect: Information relating to the impact of traumatic stress on attachment and strategies to build trust, social skills and connectedness to community, land and culture.

Module 4: Challenge: Overview of the impact of traumatic stress on communication and strategies for providing instruction and feedback; culturally sensitive verbal and non-verbal communication skills.

Module 5: Collaborate: The influence of traumatic stress on school systems and strategies to mitigate secondary stress and promote self-care and teamwork;

Module 6: Culture: Information on best practices for community building with First Nations communities, and opportunities for the involvement of cultural brokers, parents and local elders in school activities and decision making (Module: Culture). Examples of culturally responsive practice elements included in the training following consultations with local First Nations cultural brokers included:

* Highlighting the impact of power differentials in the engagement of First Nations students in institutions perceived as being governed by those who are non-Indigenous.
* Understanding language and practices used to “problematize” First Nations individuals – both in the past and the present.
* Identifying how the legacy of colonization is maintained through institutions through hegemonic practice and oppressive policies.
* Recognizing First Nations families’ ways of learning
* Stories that affirm First Nations students and their families as holders of expert knowledge about their lives and experiences, within and outside of educational systems.
* Practices that promote cultural safety for First Nations students and families that require a critical reflection of knowledge, skills, and attitudes to provide an experience of school as a safe, accessible and responsive environment that is free of racism.

A plan for Tier I supports was developed collaboratively with the school staff and leadership, through a guided analytic process – structured activities that enable staff to apply the concepts and principles discussed in the training to their school context. Given the complex needs of students, and the myriad of factors impacting feasible practices in the school, the analytic process offers educators and key stakeholders the opportunity to provide input and co-design activities and practices that best “fit” the barriers and opportunities in the school context. This guided analytic process and co-design of interventions are utilized across all three tiers of student support. Examples of Tier I activities and practices include:

* Whole school assembly called “morning muster” occurring each day celebrating student achievements;
* Promoting physiological and emotional regulation through song, drama, dance, and cultural celebrations and
* The school bell sound was replaced with songs performed by local Indigenous elders.

**Tier II Supports Implementation Phase**:

Training in Tier II supports was facilitated through in-person and synchronous online workshops that focus on curriculum modification and pedagogical practices within classrooms (Figure 1). Building on Tier I practices, educators in the Trauma-Informed Educator training consisted of five modules:

Module 1: Understand and Empathies: Guidance regarding strategies for screening for the strengths, interests, preferences, and cultural context of students,

Module 2: Connect and Validate: Understanding attachment styles and ways of building trust with students,

Module 3: Prevent and contain: Methods for providing opportunities to students with safe and predictable routines that regulate physiological arousal, and

Module 4: Teach and Reinforce: Processes of modifying the curriculum to match the differentiated learning and social and emotional needs of students.

Module 5: Survive and Thrive: An introduction to self-reflective practice, deliberate practice and ways of optimizing coaching and mentorship opportunities; protective group processes to promote cohesion and support in times of stress and uncertainty.

To support planning, educators were provided with electronic resource ‘toolkits’ on a variety of topics, including:

* Social emotional learning activities that incorporate content in lesson plans relating to the culturally and linguistically diversity of students in the class;
* Strategies to manage multi-sensory aspects of the classroom environment (classroom acoustics),
* Processes to incorporate movement into classroom routines and
* Strategies for promoting engagement and academic accommodations

The workshops included educators working with members of the school leadership team to design class curriculum plans – that were reviewed by the program facilitators and school leadership team every term.

**Tier III Supports Implementation Phase**:

Tier III supports focused on working with the school support staff in developing skills in trauma-informed functional behavioral assessment (FBA), the development of individual education plans and guidance on implementing TIBS support practices for students who require additional supports (Figure 1). Conducted over two days, school-based support staff are trained to gather behavioral data and generate hypotheses that incorporate key contextual elements (setting events) and contingencies (motivating operations) to develop specific interventions across various settings in the school. Wrap-around support sessions were facilitated via synchronous online sessions with the classroom teacher, a member of the school leadership team, the school’s First Nations cultural broker, and any other significant support staff for the student. The 90-minute sessions focused on emerging concerns for the student, debriefing from critical incidences involving risk of harm to self or others by students, and reviewing individualized education support plans through the guided analytic process. Following coaching sessions, facilitators provided follow-up contact with those participants via email and telephone calls for further support if required. Examples of culturally responsive practices in this tier of support include:

* School’s First Nations cultural broker checking in at children’s homes each morning and driving them to school in the school bus,
* Being a support person for student’s families at school & stakeholder meetings, and advocating for their needs in other forums and settings,
* Cultural broker to attempt to contact and check in on the welfare of families, or obtain information through community contacts, if the student has failed to attend school.
* Obtaining consent to provide child/family specific information to teachers to support a strengths-based perspective and reduce the possible misinterpretation of behaviors.

**Implementation Progress and Fidelity**

To ensure the successful implementation of the TIBS practice, program facilitators met regularly with the school leadership team. These meetings provided the team an opportunity to review procedures and practices in the context of emerging needs and competing demands. The meetings also provided an opportunity for the leadership team to consolidate key learnings and receive support for the practical and emotional challenges of supporting students at the school.