



METRO NASHVILLE
PUBLIC SCHOOLS

Every Student Known: A Scalable Advocacy Center Model in Action for Whole-School Wellness, Belonging, and School Success

Mary Crnobori, PhD

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Courtney Jenkins, MMFT

Metro Nashville Public Schools

Trauma-Informed Schools Team



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Meet Your Presenters!



Mary Crnabori, PhD
District Coordinator of Trauma-
Informed Schools & Advocacy Centers



Christine Croom, MS
Trauma-Informed Specialist



Courtney Jenkins, MMFT
Trauma-Informed Specialist



DISTRICT DEMOGRAPHICS

**79,000+
STUDENTS**

154+ Schools

- 70 Elementary Schools
- 31 Middle Schools
- 26 Charter Schools
- 20 High Schools
- 4 Early Learning Centers
- 3 Exceptional Education Schools
- + Academies, Alternative Learning Centers, & More



- Black: 38.28%
- Hispanic/Latino: 34.05%
- White: 23.48%
- Asian: 3.72%
- American Indian/Alaska Native: 0.29%
- Native Hawaiian/Other Pacific Islander: 0.19%

31% Multi-Lingual / English Learners

69% Economically Disadvantaged

Our students represent 140+ different countries





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Metro Nashville Public Schools: Where Every Student is Known!

What does Every Student Known Mean?



EVERY STUDENT
KNOWN



MNPS Trauma-Informed Schools and Advocacy Centers Team:

Who We Are

Dr. Mary Crnobori, Coordinator of Trauma-Informed Schools
Sarah Cermak, Manager of Advocacy Centers

Trauma-Informed Specialists:

Diana Fisher
Courtney Jenkins
Eli Foster
Jessica Bell
Christine Croom
Aaron Armstrong

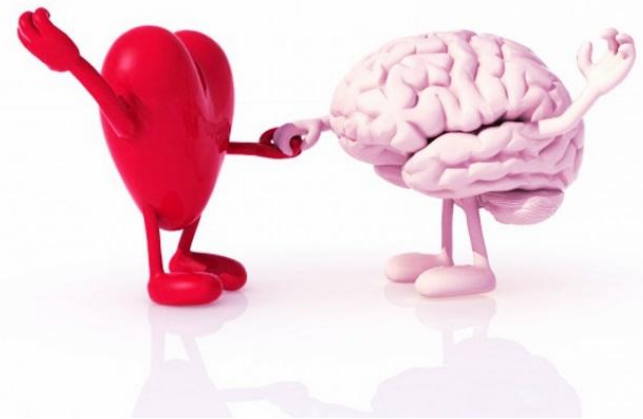
Ian Lincoln (Handle With Care School Social Worker)

74 School-based Advocacy Center Coaches

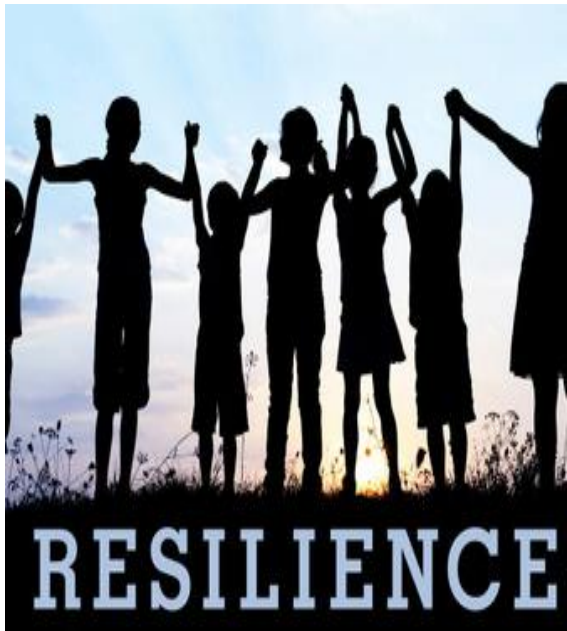


MNPS Trauma-Informed Schools Team

Our mission is to prevent and mitigate the impacts of childhood adversity and trauma while promoting healthy development, learning, positive childhood experiences, and school success for ALL.



Trauma-Informed Schools Focus On...



- Feeling **Safe**
 - Physically, relationally, emotionally, behaviorally, academically
- Staying **Regulated**
 - Via embedded opportunities to reduce stress and learn to manage emotions
- Being **Connected**
 - Relationship-rich environments that foster belonging
- **Learning**
 - Integrated, equitable, ambitious, and fun

Adapted from the Attachment and Trauma Network (2016)

7

Positive Childhood Experiences (PCEs)



feeling able to talk to your family about feelings



feeling your family stood by you during difficult times



enjoying participation in community traditions



feeling safe and protected by an adult in your home



have at least two non-parent adults who took genuine interest in you



feeling a sense of belonging in high school



feeling supported by friends



mezzosolutions.com

Trauma-Informed Schools Team Services

TRAINING and PD	SUPPORT	Advocacy Centers	Handle with Care
Readily available professional development about positive and adverse childhood experiences, framework of trauma-informed school practices, and strategies to support wellness for whole-school faculties, MNPS teams/departments, and community partners	Supports and resources for school-wide implementation of trauma-informed school practices including: • Consultation and support upon request for individual student, class-wide, and school-wide implementation • Elementary resources • Peace Corner Toolkits for every classroom! • Digital curricula for school-wide SEL skill building and practice • Ripple Effects for Kids • Bouncy Ready to Learn • Move This World • Quaver Ready • Everyday Speech	Full implementation support for 74 Advocacy Centers in all MNPS Elementary Schools and Early Learning Centers • Hiring and onboarding • Training and ongoing professional development, including bimonthly Advocacy Coaches Meetings • Educational materials and programming • Structured model of individual and small-group coaching for all Advocacy Center Coaches	• Time-sensitive notifications when students experience a disruptive and potentially traumatic event outside of school • Notifications include trauma-responsive recommendations and offering of consultative supports (including collaborative referral system) for school staff to support affected student(s)

RECOMMENDED TRAUMA-INFORMED SCHOOL PRACTICES

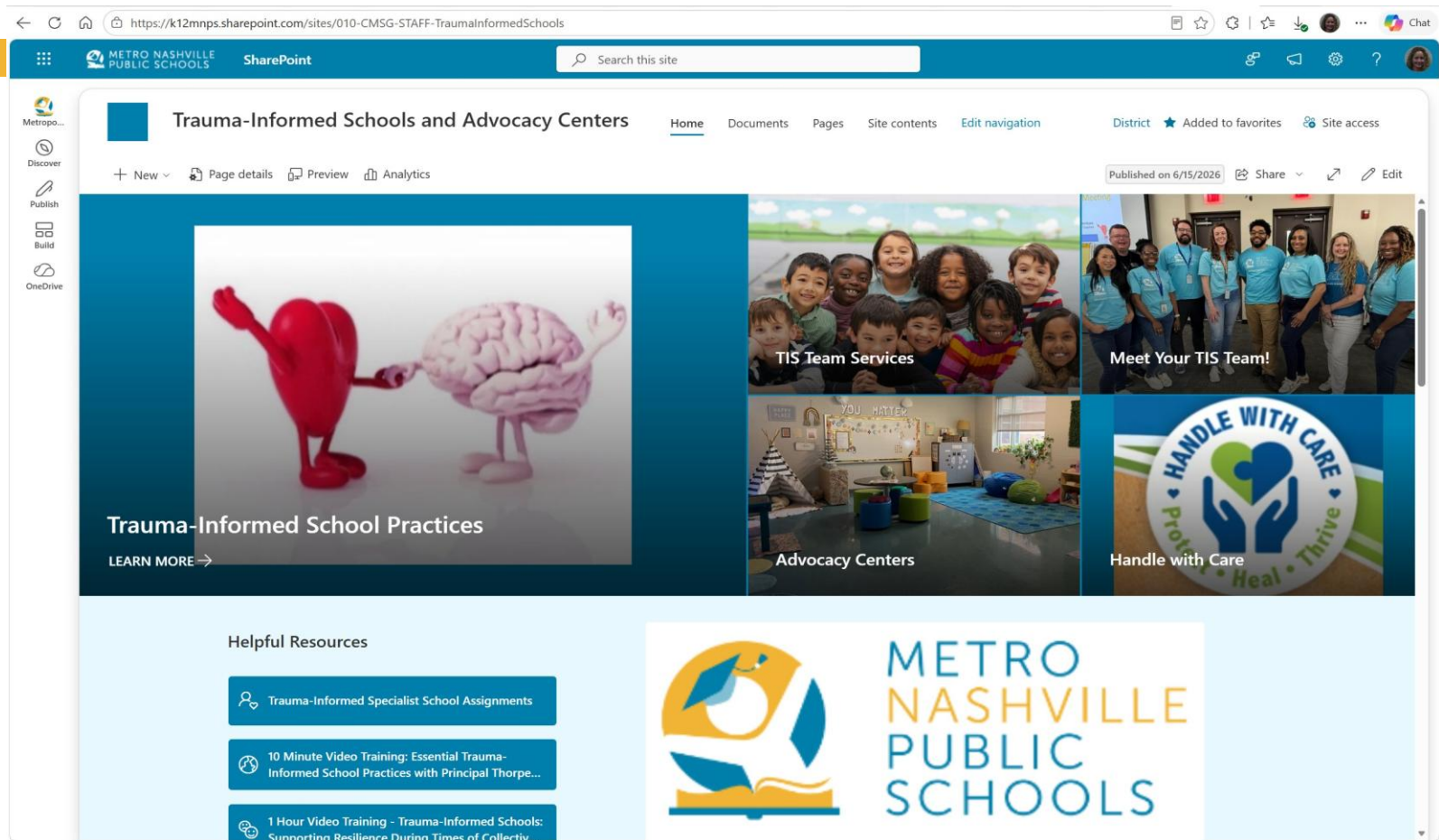
1. Mindset Shift that Prioritizes Safe, Stable, Nurturing Relationships and Environments as the Essential Foundation for Learning
2. Strategies & Supports for Promoting Educator Wellness and Collective Care
3. Low Stress Physical Spaces and Environments
4. Support Belongingness through Student Voice, Choice, and Leadership
5. Explicitly Teach Regulation and Integrate Mindfulness-based Brain Breaks into the Daily Schedule
6. Regulation Spaces in Every Classroom and a Regulation Room whenever possible
7. Responding to Symptoms of Stress and Dysregulation vs. Reacting to Problem Behavior



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Trauma-Informed Schools and Advocacy Centers SharePoint





MNPS Advocacy Centers



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New Unifying Umbrella Term Connecting Elementary Advocacy Centers and Middle/High Peace Centers



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STUDENT SUCCESS CENTERS

Meet Our Amazing Teams!



Advocacy Center Overview



- The Advocacy Center is a comprehensive framework of tier I and tier II supports and includes fully staffed regulation space in every MNPS elementary school (n=70) and early learning center (n=4).
- The Advocacy Center framework of services include impactful interventions from a caring and dedicated Advocacy Coach
 - **Preventative supports - for proactive skill building**
 - Individual Students
 - Small-groups and whole classrooms
 - **Responsive supports - short-term and on-the-spot when needed**
 - **Adult Wellness Supports**

The Advocacy Coach



- The Advocacy Coach is an emotional regulation coach who helps students learn to self-manage and regulate their emotions and behavior by building skills that help them handle uncomfortable big feelings or stressors and successfully navigate life's ups and downs.
- Students learn and practice important social emotional and behavioral skills, such as self-awareness, social awareness and relationship skills, self-regulation, and strategies that promote well-being.

Advocacy Centers

- *Goals and Desired Outcomes:*
- Prevent and respond effectively to student emotional or behavioral dysregulation during the school day.
- Support both whole-class learning and individual social-emotional and behavioral needs.
- Reduce the spread of stress and enhance learning within classrooms.
- Minimize the need for punitive disciplinary actions whenever possible.
- Promote staff wellness and a culture of collective care, helping adults remain regulated and supportive with students and each other.

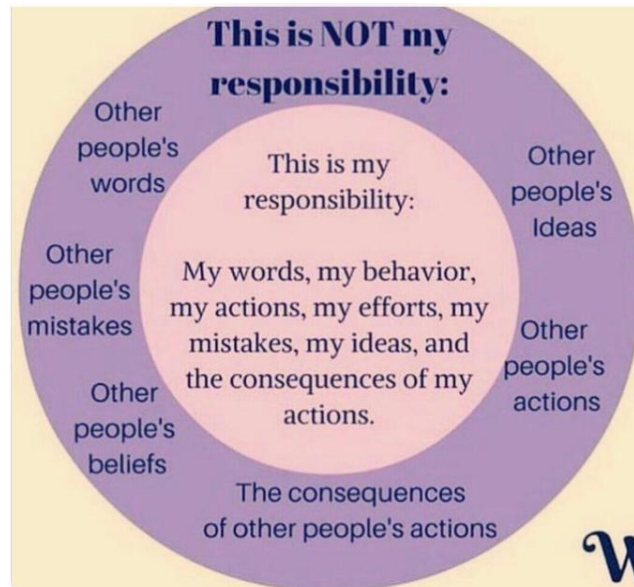
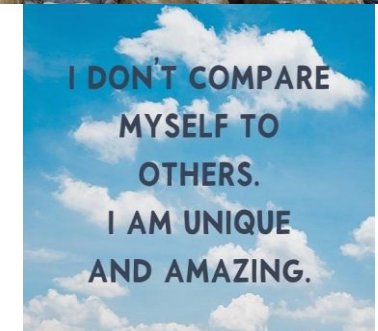
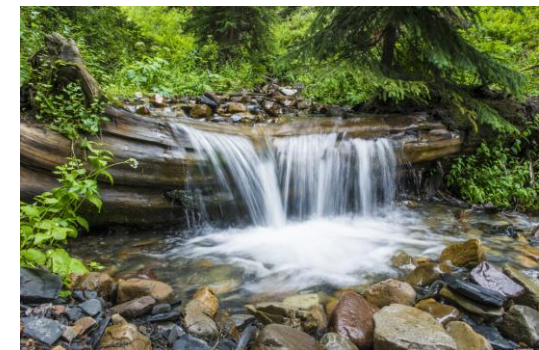


Calming Visuals

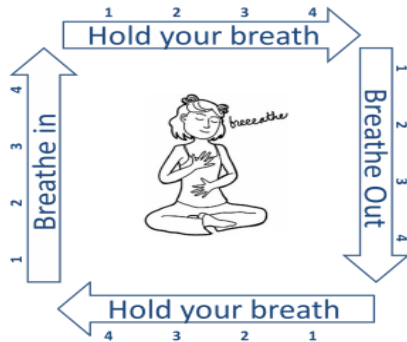
- Breathing Strategies
- Yoga and Movement
- Emotional Vocabulary
- Positive Affirmations
- Growth Mindset
- Plants and Nature Elements



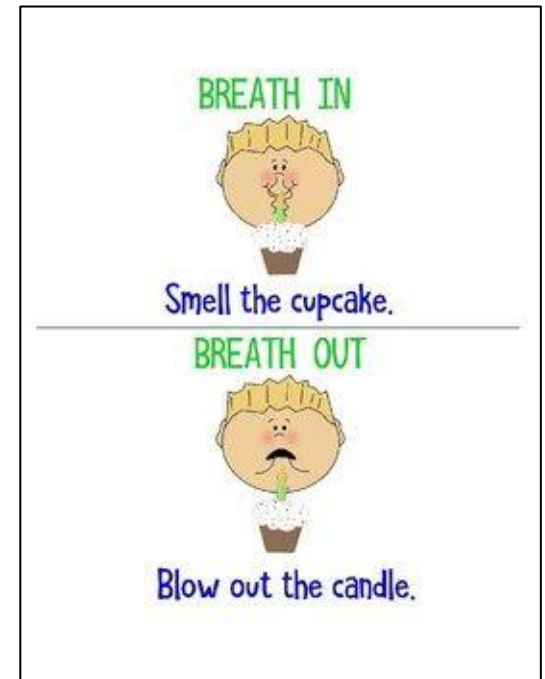
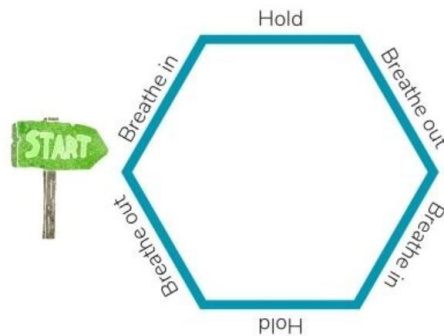
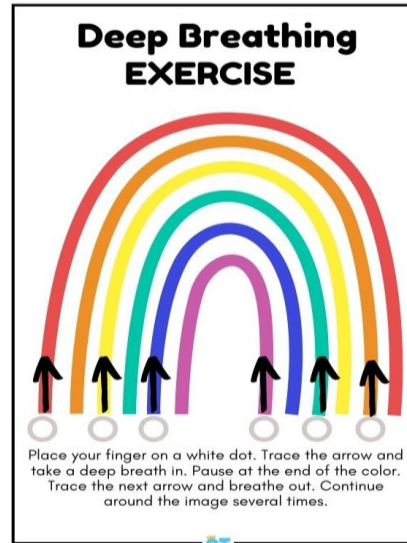
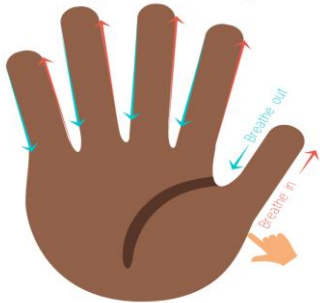
Fear	Dislike	Rejected	Alienated Inadequate Jilted	Happy	Joyful	Liberated Ecstatic Elated	Anger	Hurt	Embarrassed Devastated Crushed	Disgust	Disapproval	Judgmental Loathing Contempt
		Submissive	Insignificant Inert Passive		Interested	Amused Inquisitive Attentive		Threatened	Exposed Jealous Vulnerable		Disappointed	Repugnant Revolted Disillusioned
			Insecure		Inferior Apprehensive Unsure	Proud		Important Confident Delighted	Hateful		Resentful Violated bitter	Awful
	Anxious	Nervous Overwhelmed Distressed		Accepted	Respected Fulfilled Welcomed	Mad	Furious Enraged Snapped	Avoidance	Aversion Hesitant Timid			
		Scared	Righteously Terrified Panicky	Powerful	Provocative Courageous Dynamic	Aggressive	Provoked Hostile Contentious	Guilty	Remorseful Ashamed Responsible			
	Worried		Tense Distracted Uneasy	Peaceful	Hopeful Loving Gentle	Frustrated	Infuriated Irritated Concerned	Abandoned	Ignored Victimized Forgotten			
Surprise		Dislike	Startled	Shocked Dismayed Horried	Happy	Intimate	Playful Sensory Cozy	Anger	Distant	Withdrawn Suspicious Standoffish	Sad	Despair
	Confused		Disconcerted Perplexed Stunned	Optimistic		Inspired Open Cheerful	Critical		Skeptical Sarcastic Scolding	Depressed		Dragged Empty Somber
			Amazed	Astonished Awe Dumbfounded		Arrogant	Pretentious Bossy Cocky		Indignant	Annoyed Livid Incensed		Lonely
	Excited	Eager Energetic Enthusiastic		Appreciative	Indebted Pleased Grateful	Offended	Insulted Riled Slighted	Bored	Apathetic Indifferent Disinterested			



Breathing Strategies



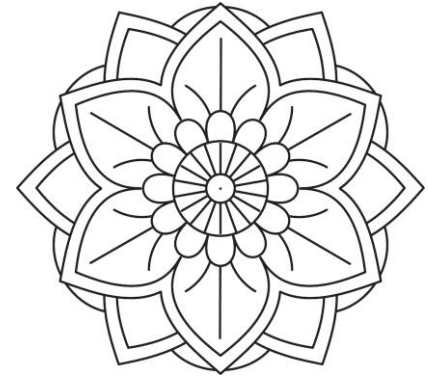
5 Finger Breathing



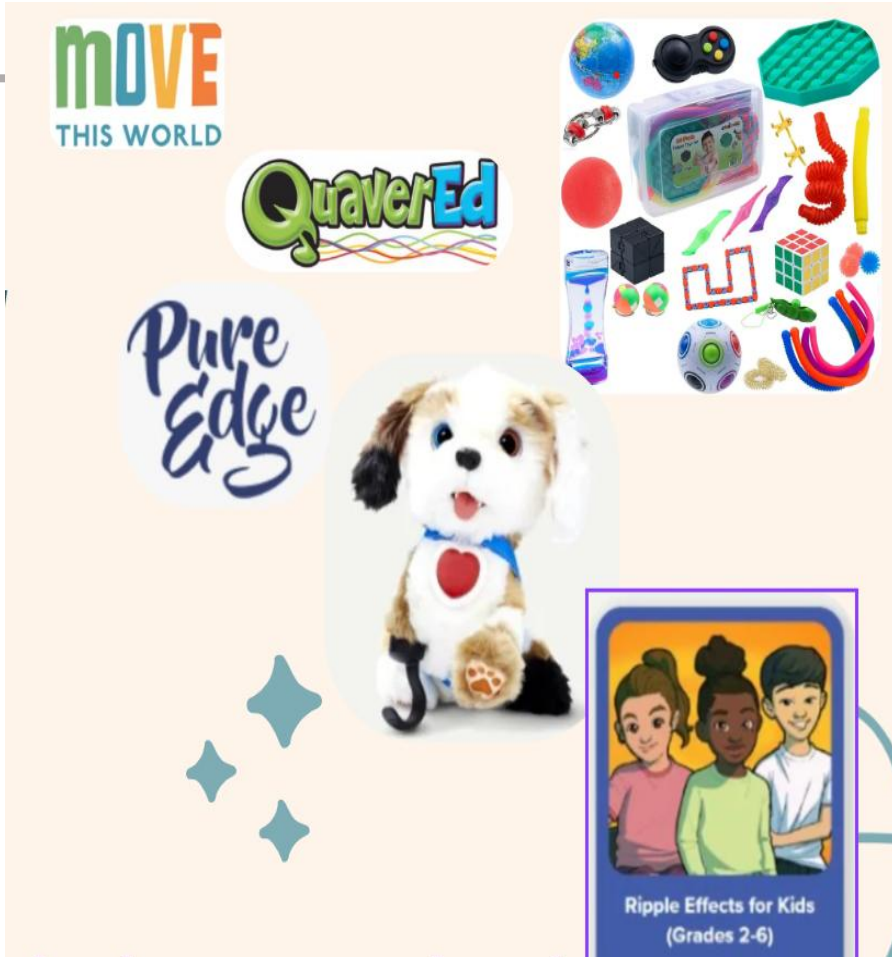
Free Printables:
copingskillsforkids.com

Calming Materials to Support Regulation and Connection

- Regulation Tools (Fidgets)
- Books that support calming strategies, belongingness, and resilience
- Mindful coloring books or blank paper with coloring utensil
- Timers
- Glitter/Calming Jar
- Journal or emotional reflection sheets
- Regulation snacks and water
- Headphones with calming music or noise cancelling headphones



Our Partnerships for Programming



Advocacy Center Preventative Supports

- Advocacy Center Coaches can also provide preventative supports for individual students, small groups, and whole classrooms, including:
 - **Individual Students -**
 - Scheduled or non-scheduled student breaks (for skill building)
 - Ongoing student check-ons
 - Check-in/Check-out
 - Participation in key meetings (MTSS-B, S-Team, IEP, meetings with families or teacher teams)
 - **Small Groups or Whole Classrooms -**
 - Lunch Bunch/Mentoring groups
 - Facilitating/Leading mindfulness-based brain breaks for targeted skill building and practice



Preventative Supports



School Year	# of Preventative /Proactive Supports Provided
2021-2022	6,298
2022-2023	26,308
2023-2024	36,262
2024-2025	48,788
2025-2026	40,784



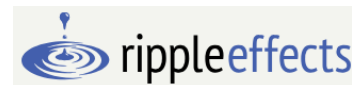
Advocacy Center Supports Intentionally Support Belongingness, Inclusivity, and Family Engagement

Advocacy Center - Responsive Supports

Advocacy Center Coaches can provide **on-the-spot, responsive support (i.e., a RESET or RESET + Accountability Action)** when students become emotionally or behaviorally dysregulated.

The **4-step structured intervention procedure** includes:

- 1) **Mindfulness-based regulation strategy** to support emotions and behavior (e.g., menu of calming strategies like breathing (including ***Bouncy the breathing dog***), movement, yoga, or grounding activities)
- 2) **Individualized connection and reflection** with a caring adult
 - This time includes skill building (e.g., ***Ripple Effects lessons designed to target and teach specific skills*** based on presenting issue/need
- 3) **Accountability action** to restore harm (*only when needed*)
 - **Note less than 20% of responsive supports warranted an accountability action in SY 23-24*
- 4) **Re-entry support** for a successful transition back to the regular classroom
 - This step includes communication with the teacher or stakeholders (as possible/necessary)



STUDENT SUCCESS CENTER ENTRY TICKET

Student Name: _____ Grade: _____

Date: _____ Time: _____ Referring Person: _____

"This student needs..." Circle one:	Interventions Attempted
RESET for Emotional Dysregulation (De-escalation/stress reduction, reflection conversation, re-entry support) RESET + ACCOUNTABILITY ACTION for Emotional Dysregulation and Challenging Behavior (All RESET steps above + accountability action)	Mark all interventions you have tried: MUST ATTEMPT AT LEAST TWO
"This student is feeling ..." (check all that apply): ☐ Angry/Mad ☐ Overwhelmed ☐ Frustrated/Upset ☐ Anxious/nervous ☐ Happy	☐ Individual check-in student ☐ Peace Corner ☐ Breathing exercises (starfish, square, etc.) ☐ Other calming activity (fidget tool, drawing, music, apps) ☐ Buddy teacher
☐ Challenging Behavior Describe: _____ _____ _____	☐ Take 5/Time out ☐ Behavior reflection ☐ Caregiver phone call w/student ☐ Creative expression (e.g., journaling, drawing) ☐ Behavior/PBIS strategies ☐ Other _____

Briefly describe why the student needs to visit the Student Success Center. What should we know?

(cont. on back if needed)

Entry/Exit Ticket

STUDENT SUCCESS CENTER EXIT TICKET

"Student worked on..." (check one)	Suggested Interventions
☐ RESET for Dysregulation I worked on this/these calming skill(s) today: _____ _____	The student wanted his/her teacher to know: _____ _____
☐ RESET + ACCOUNTABILITY ACTION for Emotional and Behavioral Dysregulation I worked on this/these calming skill(s) and accountability action(s) today: _____ _____	The following interventions are suggested to support the student's return and/or while in class: _____ _____
Student arrived at a level... Student exited at a level...	Follow-up needed: YES NO
1 2 3 4 5 1 2 3 4 5	Type of follow-up needed (e.g., collaborative referral, family communication)



5	
4	
3	
2	
1	

Point to the color and emoji that best reflects the level of regulation and intensity of your current emotions.
Now, describe your feeling in words.



Advocacy Center Student Sign-In

What's your name?	Time in	How are you feeling? (circle)	Time out	How are you feeling? (circle)
		1 2 3 4 5 		1 2 3 4 5
		1 2 3 4 5 		1 2 3 4 5
		1 2 3 4 5 		1 2 3 4 5
		1 2 3 4 5 		1 2 3 4 5
		1 2 3 4 5 		1 2 3 4 5



Meet Bouncy!

Responsive Supports



School Year	# of Responsive Supports Provided
2021-2022	11,713
2022-2023	12,731
2023-2024	9,678
2024-2025	12,051
2025-2026	11,155



Advocacy Center - Adult Wellness Supports

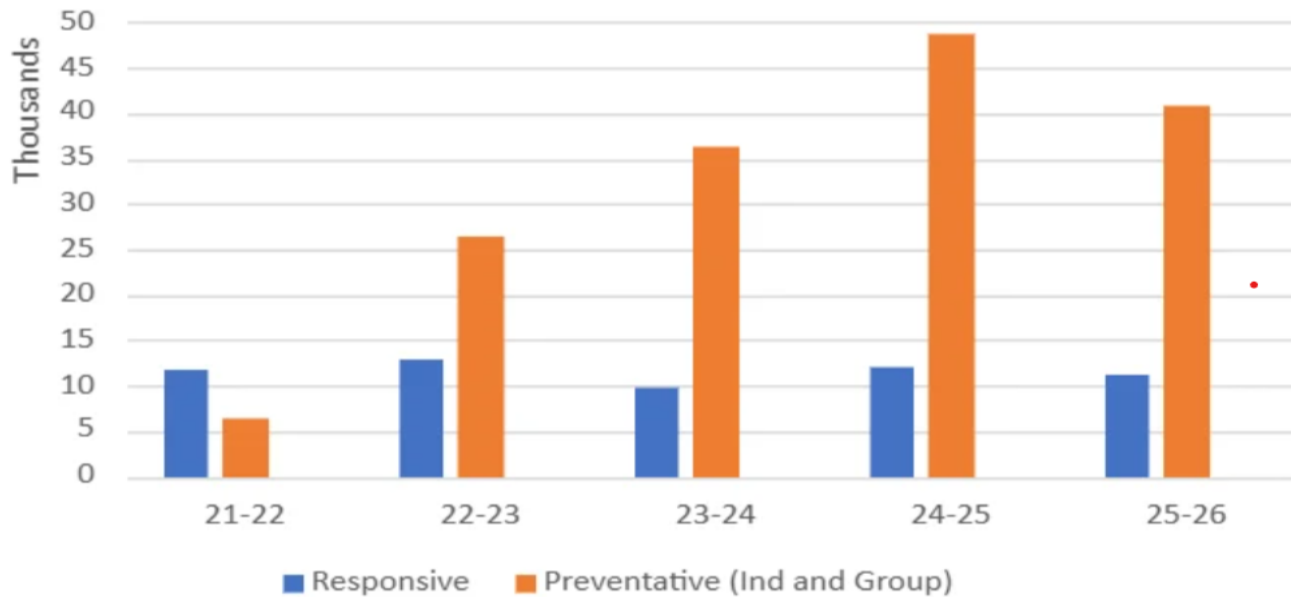
- Advocacy Center Coaches also provide adult wellness support to school staff, including:
 - Pushing in to cover class for 5-10 minute teacher breaks
 - Teacher appreciation/incentives (e.g., open houses, pick-me-ups like treats or affirmations)
 - Adult regulation break in Advocacy Center
 - Supportive check-in
 - Tap-in/Tap-out (if a staff member becomes dysregulated)

Adult Wellness Supports



School	Total # of Adult Wellness Supports
2024-2025	6,103
2025-2026	9,284

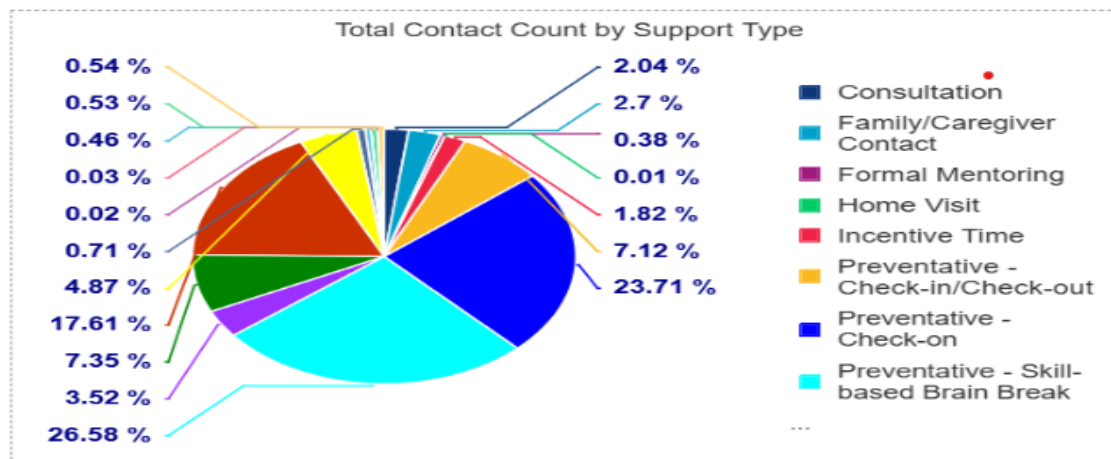
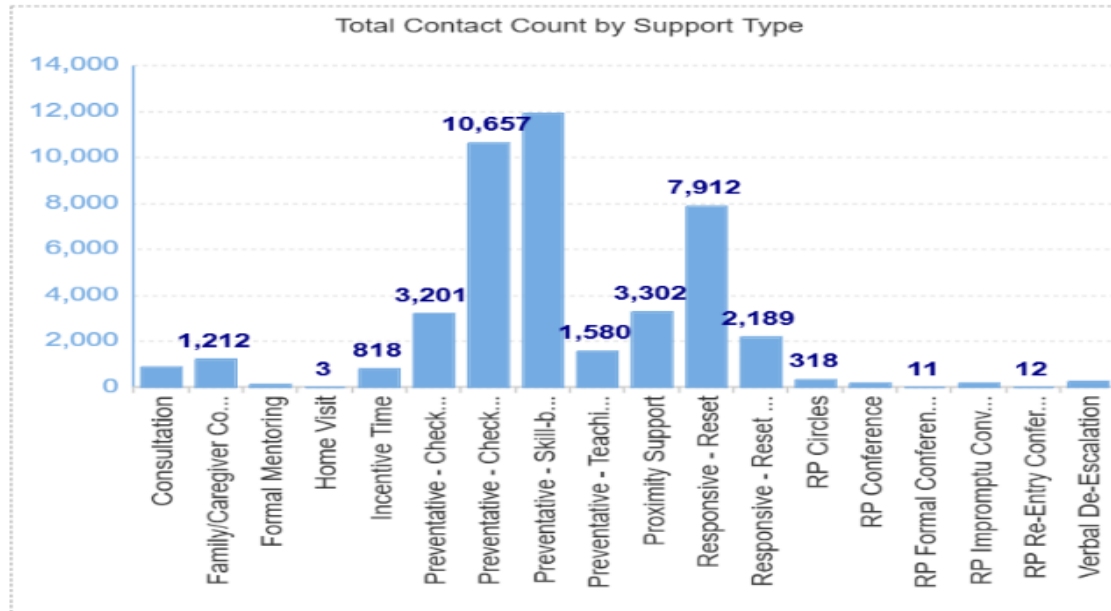
Advocacy Center Supports



District-wide Advocacy Center Data 2021-2026

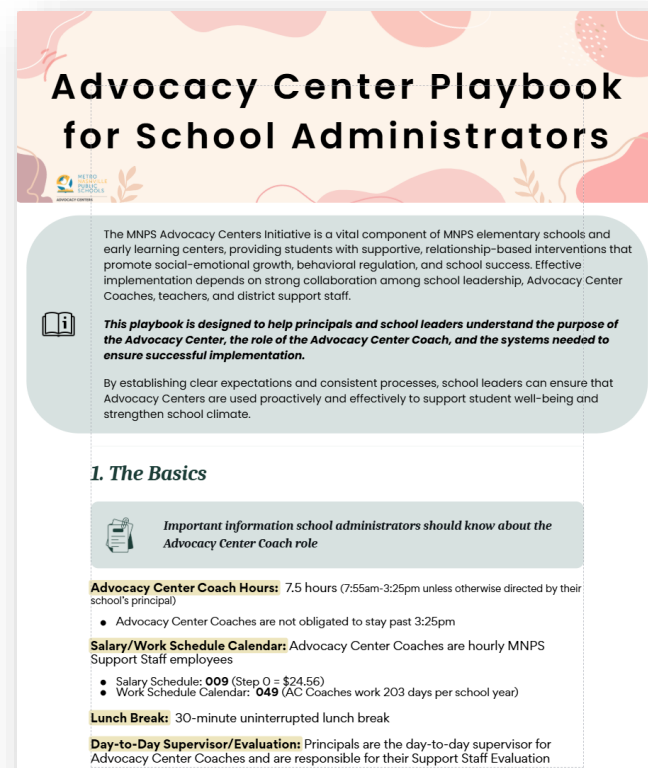
	Responsive	Preventative	Adult Wellness	TOTAL
21-22 (EOY)	11,713	6,298		18,011
22-23 (EOY)	12,731	26,308		39,039
23-24 (EOY)	9,678	36,262		45,940
24-25 (EOY)	12,051	48,788	6,103	66,942
25-26 (EOY)	11,155	40,784	9,284	61,223

District-wide Advocacy Center Services by Support Type (SY 2025-26)



Advocacy Center Playbook for School Administrators

- The success of the **MNPS Advocacy Centers Initiative** relies on strong collaboration among Advocacy Coaches, school leaders, teachers, and district support staff.
- **By establishing clear expectations and consistent processes, district and school leaders can ensure that Advocacy Centers are used proactively and effectively to support student well-being and strengthen school climate.**
 - We recently designed an Advocacy Center **Playbook for School Administrators** to help them understand the purpose of the Advocacy Center, the role of the Advocacy Coach, and the systems needed to ensure successful implementation.



Structured Coaching and Feedback Model for Advocacy Centers

Elements of the Advocacy Center Coaching & Feedback Process 2026-2027

TIS should follow the appropriate coaching plan for each of your Advocacy Center Coaches, based on their individual level of coaching support. Expectations for each level of coaching support can be found below:

- **Two-phased coaching process**
 - Includes **Standard and Intensive** Phases:
 - **Standard Support Phase** – Includes a *bi-monthly* schedule for individual coaching sessions and *bi-monthly* site visits
 - Individual Coaching: Utilize the coaching agenda guide
 - **September/October, November/December, January/February, March/April**
 - Site Visit: Utilize the implementation fidelity checklist
 - **September/October, March/April**
 - **Intensive Support Phase** – If there are ongoing concerns (e.g., skill level, documentation/data, professionalism) and it is determined that an AC Coach needs to be placed on the Intensive Support Coaching Phase, the AC Coach will receive more individualized support. This includes a *monthly* coaching schedule.
 - The individualized support phase will involve additional individual coaching and feedback sessions and formal site visits to the AC, observations, meetings/check-ins with administrators, shadowing/mentoring, etc.
 - Individual Coaching:
 - **August, September, October, November, December, January, February, March, April, May**
 - Site Visit Utilize the implementation fidelity checklist:
 - **September/October, March/April** (plus additional site visits as determined by TIS)
- ****New Advocacy Center Coaches**** – All newly hired Advocacy Center Coaches will receive more intensive support for their first semester (16 weeks/4 months) in the form of monthly coaching and feedback sessions, site visits, and onboarding support.



Coaching and Feedback Agreement

This agreement is between Trauma-Informed Specialist _____ [name] and Advocacy Coach _____ [name] at _____ [school] and will last for the duration of the **2026-2027 school year**. The frequency of site visits and individual coaching sessions will be determined by your Trauma-Informed Specialist and communicated to you individually. In addition to individual coaching sessions, all Advocacy Center Coaches will also attend semi-monthly whole group and small group coaching sessions, in-person. Coaching sessions will **not** be used for evaluation purposes but are intended to strengthen and refine the Advocacy Center supports led by the Advocacy Coach.

The **Trauma-Informed Specialist** will commit to:

- Conducting individual coaching sessions and site visits (frequency of coaching sessions determined by your Trauma-Informed Specialist). These sessions will involve completing the implementation checklist, reviewing data/documentation, problem-solving, and support with professional growth and development.
- Individual coaching will include:
 - Supplying feedback from site visits promptly
 - Supporting areas of refinement when necessary

The Trauma-Informed Specialist serves as an accountability and thought partner, offering feedback that encourages reflection and supports the Advocacy Center Coach's ongoing learning. This process is:

- Intentional, requiring time, preparation, and thoughtful engagement
- Rooted in trust, collaboration, honesty, and care
- Strengths-based, highlighting what is working well and building upon it
- Constructive, bringing forward concerns and opportunities for growth with curiosity and respect
- Shared in a way that is respectful and non-threatening, and received with openness and a willingness to reflect

The **Advocacy Coach** will commit to:

- ☐ **Being an active participant in the process by being on time and available during scheduled session** (or communicating with the Trauma-Informed Specialist when scheduling conflicts arise)
- ☐ **Between sessions, actively working on next steps established during coaching sessions**
- ☐ **Keeping an open mind to receive coaching and feedback**
- ☐ **Communicating with the Trauma-Informed Specialist** (or Advocacy Centers Manager or Trauma-Informed Schools Coordinator) when help or clarification is needed
- ☐ **Keeping the Data Tracking Log and ESK Support & Contact Log data current, with all updated by close of business each Friday** (AC Coach should communicate with TIS if they cannot meet this expectation)

This document serves as a commitment to the above collaborative agreement between the Advocacy Coach and Trauma-Informed Specialist to ensure effective implementation and best practices for the 2026-2027 school year.

Please note:

Recommendations and guidelines between the Trauma-Informed Specialist and Coach are specific to your school's Advocacy Center and school's needs and may not be applicable to other Advocacy Centers.

If a pattern of behavior emerges that does not meet the expectations of this agreement, the Trauma-Informed Specialist will notify the Advocacy Centers Manager or Trauma-Informed Schools Coordinator, who will work with you and your Principal to develop an action or improvement plan.

Signature of Advocacy Coach / Date

Signature of Trauma-Informed Specialist/Date

Print Name (AC Coach)

Print Name (TIS)

Coaching Agenda for Advocacy Coaches

Advocacy Center – Individualized Coaching and Feedback Session Agenda [26-27] (2nd Coaching Session)

Advocacy Coach Name		School		Date			
Agenda Item		Notes					
Positive experience(s) or wins since the last Coaching and Feedback meeting* Examples: Successful AC interventions, students showing improvement, teachers feeling supported, family engagement, etc.							
Documentation Check-in* - Advocacy Center Coach – Activity Log - AC Coach and TIS should pull up their data tracking log to review (group/class preventative supports, adult wellness, and additional supports) - ESK-SIMS - AC Coach and TIS should pull up ESK-SIMS Support and Contact Log and spot-check (individual responsive and preventative supports and family communication/support)							
Adult Wellness Support <table border="1" style="width: 100%;"> <tr> <td>26-27 SY Goal: # of Adult Wellness Supports AC Coach will work to provide</td> <td></td> </tr> </table> Future Coaching Sessions - TIS should include a general check-in question around Adult Wellness supports and check progress towards 26-27 SY goal at every coaching session*		26-27 SY Goal: # of Adult Wellness Supports AC Coach will work to provide					
26-27 SY Goal: # of Adult Wellness Supports AC Coach will work to provide							
Advocacy Center Interventions and Professional Growth (Example Discussion Prompts): - What AC-related skills would you like to develop this year? - What Advocacy Center-related skill(s)/content have you been teaching to <u>individual</u>, <u>small group</u>, or <u>whole classes</u>? - What Advocacy Center materials/tools are you using when working with individual students, small groups, and whole classrooms? - Are there any parts of the RESET or RESET and Accountability Action interventions that you need more implementation support with?							
Family Engagement/Communication							

Future Coaching Sessions - TIS should include a general check-in question around caregiver communication at every coaching session					
School relationships/communication with school administration and teams Future Coaching Sessions - TIS should include a general check-in question around school relationships/communication at each coaching session					
Challenging experience(s) since the last Coaching and Feedback session* Examples: Challenges implementing interventions, issues keeping up with or entering data, individual student concerns, conflict with staff or administrators, ethical dilemmas, concerns around school culture and practices, as it relates to the AC, ACC is pulled away from fulfilling their job duties, etc.					
Self-Care Check-In* - Ways I participated in self-care at work - Ways I participated in self-care outside of work One a scale of 1-5 (1 = Low Priority to 5 = High Priority), how do you feel like you have been able to prioritize and focus on your self-care since our last Coaching and Feedback meeting?					
Space for Additional Notes:					
Next Steps/Things to work on before the next Coaching and Feedback meeting:* - What I (AC Coach) will work on: - Do I need to seek out anyone for support <u>in order</u> to accomplish these next steps? [TIS should email next steps/things to work on to AC Coach after coaching session]					
Trauma-Informed Specialist: I checked in with the school administrator today.* <table border="1" style="width: 100%;"> <tr> <td>Yes</td> </tr> <tr> <td>No</td> </tr> <tr> <td>Attempted but not available</td> </tr> </table>		Yes	No	Attempted but not available	Trauma-Informed Specialist: Next Steps
Yes					
No					
Attempted but not available					

This document will only be shared with your assigned Trauma-Informed Specialist

Advocacy Center Fidelity Checklist for Coaching and Program Evaluation

Advocacy Center Fidelity Checklist

This tool is designed to be used only for monitoring the implementation of Advocacy Center model within a school building, in order to provide coaching and feedback to Advocacy Center coach staff. This tool should not be used as a formal evaluation.



Fidelity Checklist Items by Category		School Name: _____
		Date Completed: _____
Physical Space	Please mark one for each item	Notes
There is a sign outside the room that introduces the Advocacy Center and the coach in a clear and welcoming manner.	Yes ☐ No ☐ Not observed ☐ N/A ☐	Guidelines for TIS Feedback for Coach 1. Avoid being subjective throughout the fidelity check. 2. Please keep in mind that everyone's physical space may look different (size, storage space, location, etc.) Take these things into consideration when checking physical space. 3. When providing feedback and recommendations, focus on a strengths based/growth minded perspective. 4. When completing the fidelity check, avoid holding the AC accountable for things outside of their control (colleagues' behavior, school wide systems, etc.). 5. If you are unclear about physical space, interventions, or data ask the coach questions before providing them with feedback.
There are posters/visuals in the hall, outside the Advocacy Center that help students to know the center is a safe and welcoming space for all students.	Yes ☐ No ☐ Not observed ☐ N/A ☐	
There are posters/visuals inside the Advocacy Center that help students to know the center is a safe and welcoming space for all students.	Yes ☐ No ☐ Not observed ☐ N/A ☐	
Appropriate visuals are posted inside the Advocacy Center which assist students in understanding and naming emotions (e.g., the hand model of the brain, emoji posters, zones of regulation).	Yes ☐ No ☐ Not observed ☐ N/A ☐	
Advocacy Center materials (e.g., fidget tools, books, yoga mats) are organized and have a designated location.	Yes ☐ No ☐ Not observed ☐ N/A ☐	
Most materials visible in the room are related to the Advocacy Center (non-AC materials like textbooks, math manipulatives, etc., are not present).	Yes ☐ No ☐ Not observed ☐ N/A ☐	
There is soft lighting in the room, either via lamp lights or light covers.	Yes ☐ No ☐ Not observed ☐ N/A ☐	
Efforts have been made to reduce loud noise and/or play calming music or sounds (e.g. Bluetooth speakers, sound machine, projector/smartboard).	Yes ☐ No ☐ Not observed ☐ N/A ☐	

Intervention Procedures	Please mark one for each item	Notes	Guidelines for TIS Feedback for Coach
If observed: Reset Intervention: Coach follows handbook procedures for regulation step with each child who enters the center, before attempting to relate or re-direct.	Yes ☐ No ☐ Not observed ☐ N/A ☐		1. Avoid being subjective throughout the fidelity check. 2. Please keep in mind that everyone's physical space may look different (size, storage space, location, etc.) Take these things into consideration when checking physical space. 3. When providing feedback and recommendations, focus on a strengths based/growth minded perspective. 4. When completing the fidelity check, avoid holding the AC accountable for things outside of their control (colleagues' behavior, school wide systems, etc.). 5. If you are unclear about physical space, interventions, or data ask the coach questions before providing them with feedback.
If observed: Coach follows handbook procedures for connecting and reflecting with every student who enters the center following a reset.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
If observed: Coach follows handbook procedures for helping students to re-enter the classroom after Reset or Reset and Accountability Action.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
If observed: Coach follows handbook procedures for providing accountability actions when necessary (no more than once per day, per student), without using punitive discipline.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
If observed: Coach has quick access to and uses materials such as breathing and grounding cards, yoga cards, reflection sheets, and/or other comparable materials to support student regulation and accountability.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
If observed: Coach remains calm, using a regulated tone of voice with students, and gives appropriate space when students request or demonstrate a need for it.	Yes ☐ No ☐ Not observed ☐ N/A ☐		

Data Monitoring	Please mark one for each item	Notes	Guidelines for TIS Feedback for Coach
There is a structured referral/communication system used school-wide for Advocacy Center referrals.	Yes ☐ No ☐ Not observed ☐ N/A ☐		1. Avoid being subjective throughout the fidelity check. 2. Please keep in mind that everyone's physical space may look different (size, storage space, location, etc.) Take these things into consideration when checking physical space. 3. When providing feedback and recommendations, focus on a strengths based/growth minded perspective. 4. When completing the fidelity check, avoid holding the AC accountable for things outside of their control (colleagues' behavior, school wide systems, etc.). 5. If you are unclear about physical space, interventions, or data ask the coach questions before providing them with feedback.
Coach has a sign-in/sign-out sheet visible in Advocacy Center and ensures that each student signs into the Advocacy Center, identifying their level of regulation at entry and signs out, identifying their level of regulation at exit before they leave. Note: AC Coaches may provide writing assistance to those students who may need it.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
Coach enters all individual student data (responsive, preventative) and family support documentation into ESK/SIMS weekly and has their ESK/SIMS documentation up-to-date by the end of each week.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
Coach enters all small group, whole class, and adult wellness data into their Data Tracking Log weekly and has their Data Tracking Log up-to-date by the end of each week.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
Coach has a system in place for storing all Advocacy Center-related documentation (e.g., entry/exit tickets, older sign-in sheets, and any student-related notes) that are confidential and unable to be accessed or seen by students who enter the center.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
Coach attends MTSS-B meetings.	Yes ☐ No ☐ Not observed ☐ N/A ☐		
Coach brings their Advocacy Center data and actively participates in MTSS-B meetings.	Yes ☐ No ☐ Not observed ☐ N/A ☐		

Please Welcome Our Panelists!

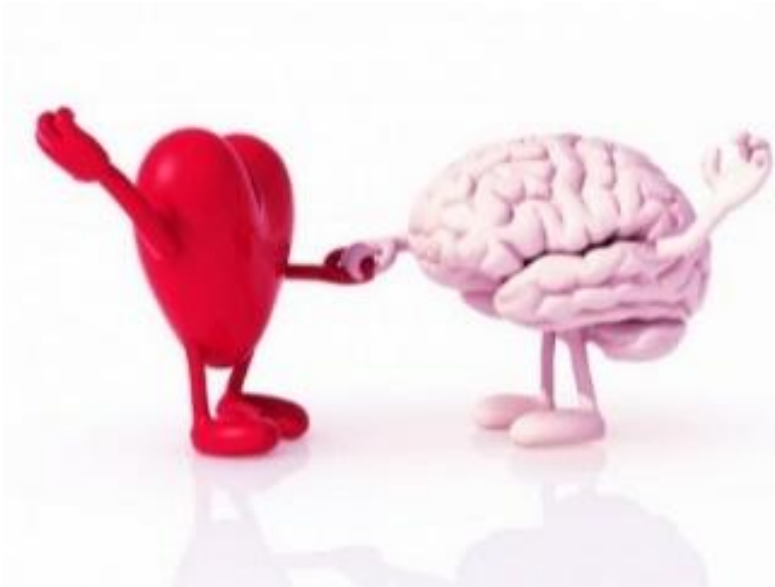
- Diana Fisher, Trauma-Informed Specialist
- Sarah Cermak, District Manager of Advocacy Centers
- Ian Lincoln, Handle with Care and School Social Worker

How does the Advocacy Center
model support classroom and
whole-school success?

What trends have emerged from our Advocacy Center evaluation data, including how implementation varies across our 74 centers?

What stressors or adverse experiences do Nashville students face that Advocacy Centers can help address?

Stay in Touch!



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