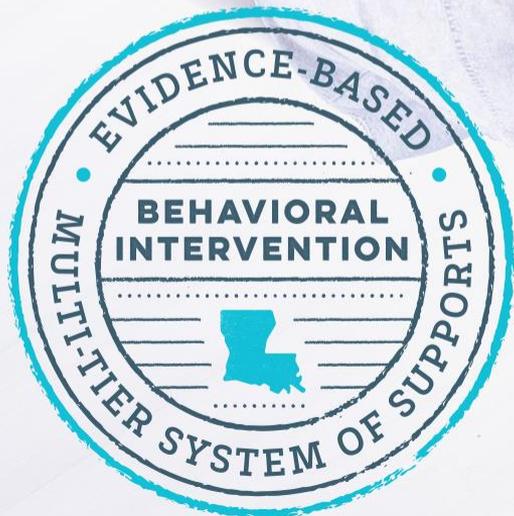


2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 **DEPARTMENT of
EDUCATION**
Louisiana Believes

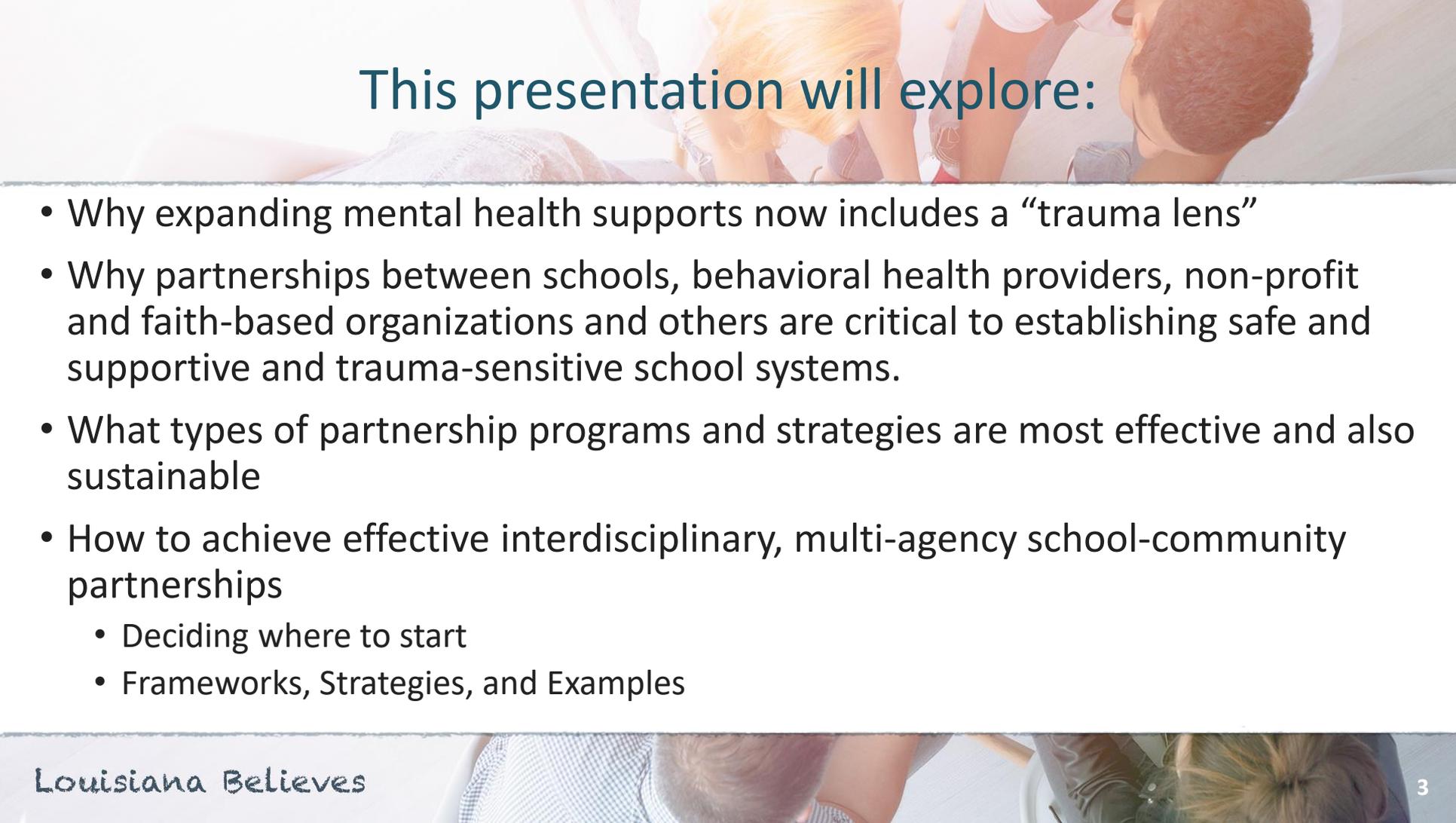


Planning Effective Community Partnerships For Expanded Mental Health Supports

Toni Bankston, LCSW

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Faculty, The Center For Mind-Body Medicine



This presentation will explore:

- Why expanding mental health supports now includes a “trauma lens”
- Why partnerships between schools, behavioral health providers, non-profit and faith-based organizations and others are critical to establishing safe and supportive and trauma-sensitive school systems.
- What types of partnership programs and strategies are most effective and also sustainable
- How to achieve effective interdisciplinary, multi-agency school-community partnerships
 - Deciding where to start
 - Frameworks, Strategies, and Examples

Students Present with “Layers” and often Complex needs



Louisiana Believes



The School Justice Partnership

“Few events outside the classroom have as profound an impact on multiple domains of student development as traumatic life experiences”

A top-down view of a diverse group of people sitting in a circle on a light-colored wooden floor. They are all holding hands, creating a circle of support. The people are dressed in casual, contemporary clothing. The lighting is bright and even, creating a warm and positive atmosphere. A semi-transparent white horizontal band is overlaid across the middle of the image, containing the title text.

Trauma Prevalence and the Need for a Trauma Lens



Fundamental Principles

- There is no “one-size-fits-all” response to childhood trauma-requires a multi-faceted approach in different milieu
- Trauma (and chronic toxic stress) has a profound impact on child development, including the very architecture of the brain, and disrupts emotional and physical health across the lifespan
- Not all children develop PTSD- or other diagnosable conditions- or need formal treatment to heal from trauma;however, they have needs that need to be addressed



Fundamental Principles

- Trauma is prevalent- not an oddity and often occurs in clusters in childhood
- Children and Teens are particularly vulnerable to trauma
- Early Intervention after a trauma has occurred is key as well as promoting safety
- Every child's response to trauma is different, depending on different factors
- Trauma-sensitivity: adjusting interventions with child, working with family and adjusting child's environment (including schools) so that (a feeling of) safety is paramount

Adverse Childhood Experiences Study



ACE Interface © 2014

How prevalent are traumatic experiences?

Helping Traumatized Children Learn
safe and supportive school environments

How Prevalent is Traumatic Experience?



Trauma and Learning Policy Initiative
Massachusetts Advocates for Children
and Harvard Law School

Adverse Childhood Experiences ARE COMMON

Household Dysfunction

Substance Abuse	27%
Parental Sep/Divorce	23%
Mental Illness	17%
Battered Mothers	13%
Criminal Behavior	6%

Neglect

Emotional	15%
Physical	10%

Abuse

Emotional	11%
Physical	28%
Sexual	21%

5

2

3

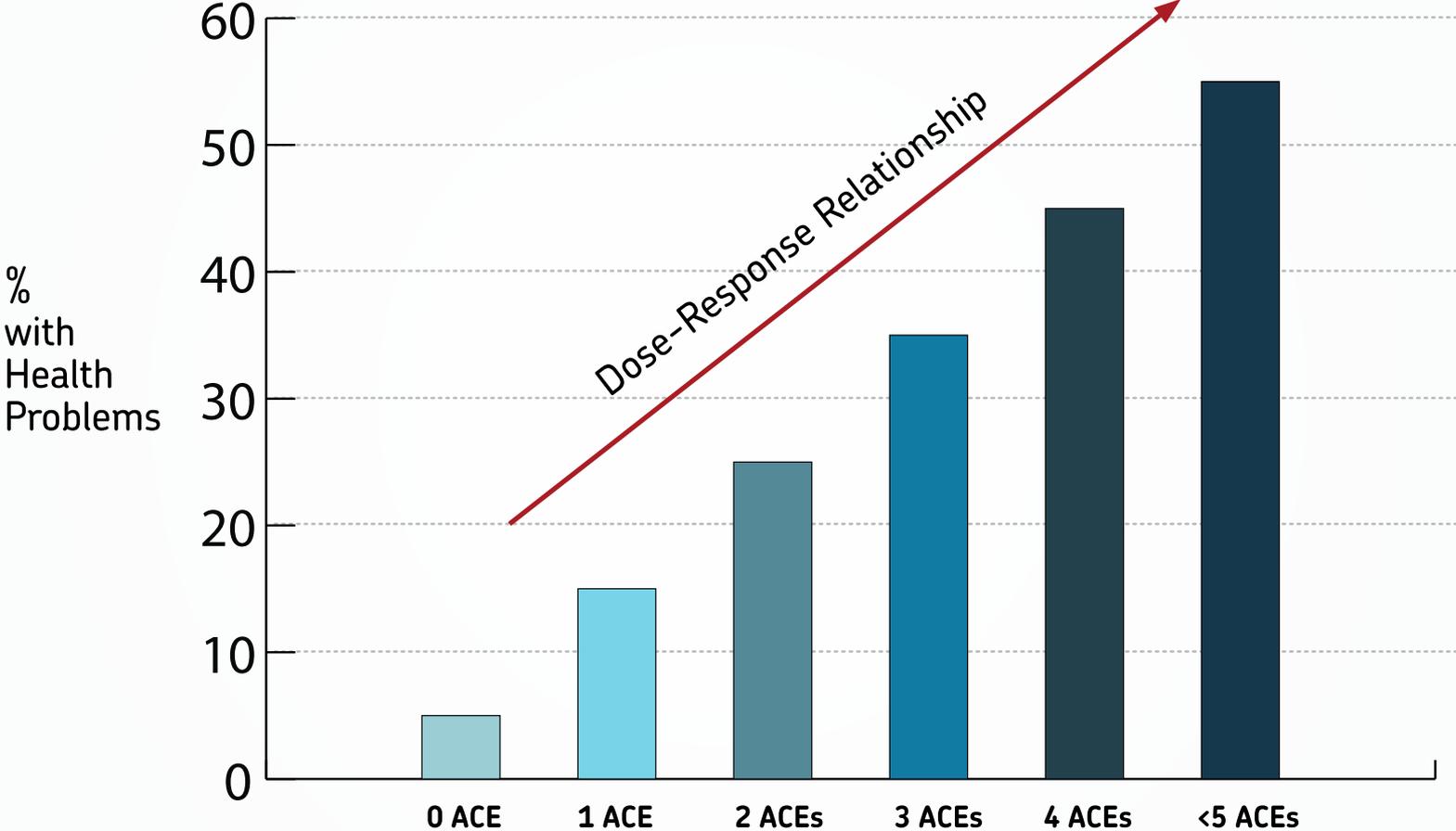
TOTAL 10 ACEs

ACEs are Highly Interrelated:

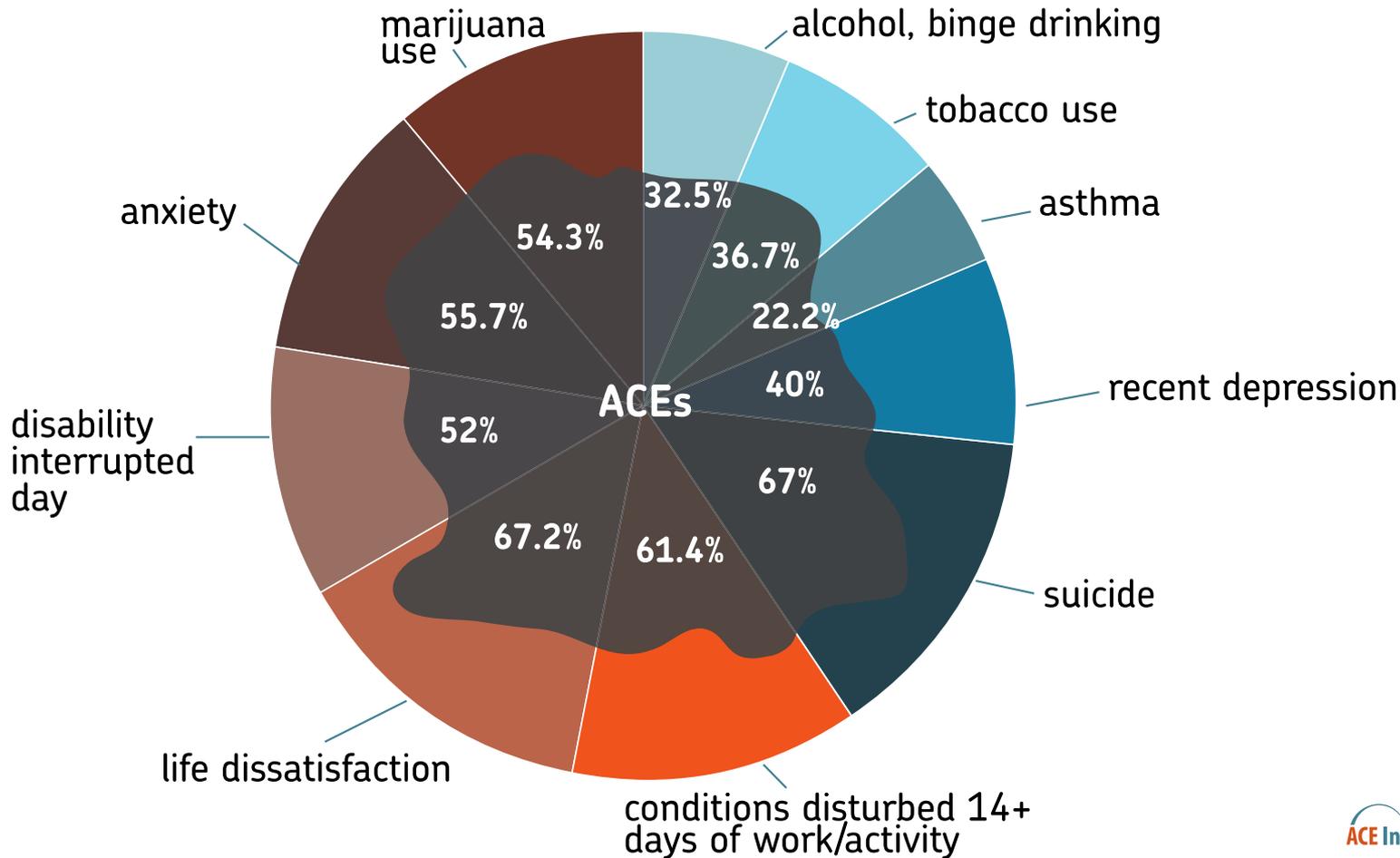
Where One ACE Occurs,
There are Usually Others



ACE Score and Health Problems



Population Attributable Risk



A top-down view of a diverse group of people sitting in a circle on a light-colored wooden floor. They are all holding hands, creating a sense of unity and support. The people are dressed in casual, contemporary clothing. The lighting is bright and even, highlighting the textures of their clothes and the wood of the floor. A semi-transparent white banner is overlaid across the center of the image, containing the title text.

Resilience and Post-Traumatic Growth

Core Protective Systems

Capabilities

Attachment
&
Belonging

Community
Culture
Spirituality

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

Ann Masten, 2009



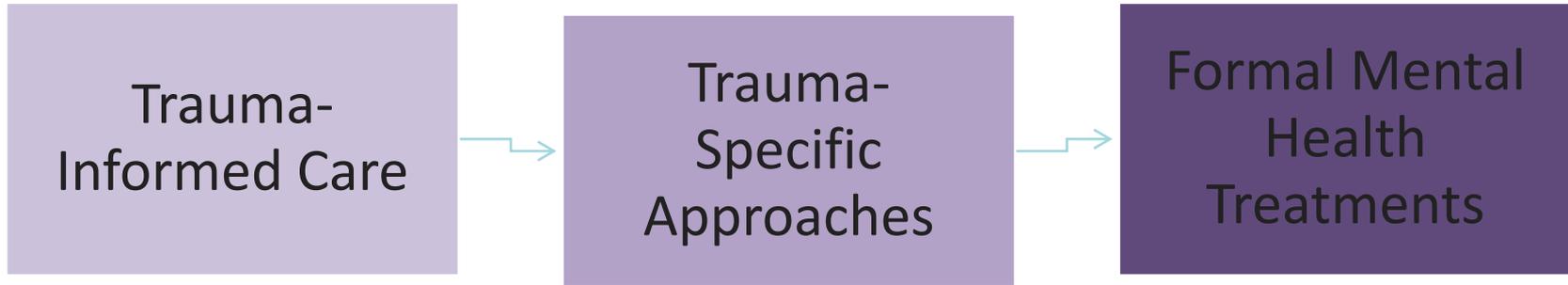
Factors That Promote Resilience

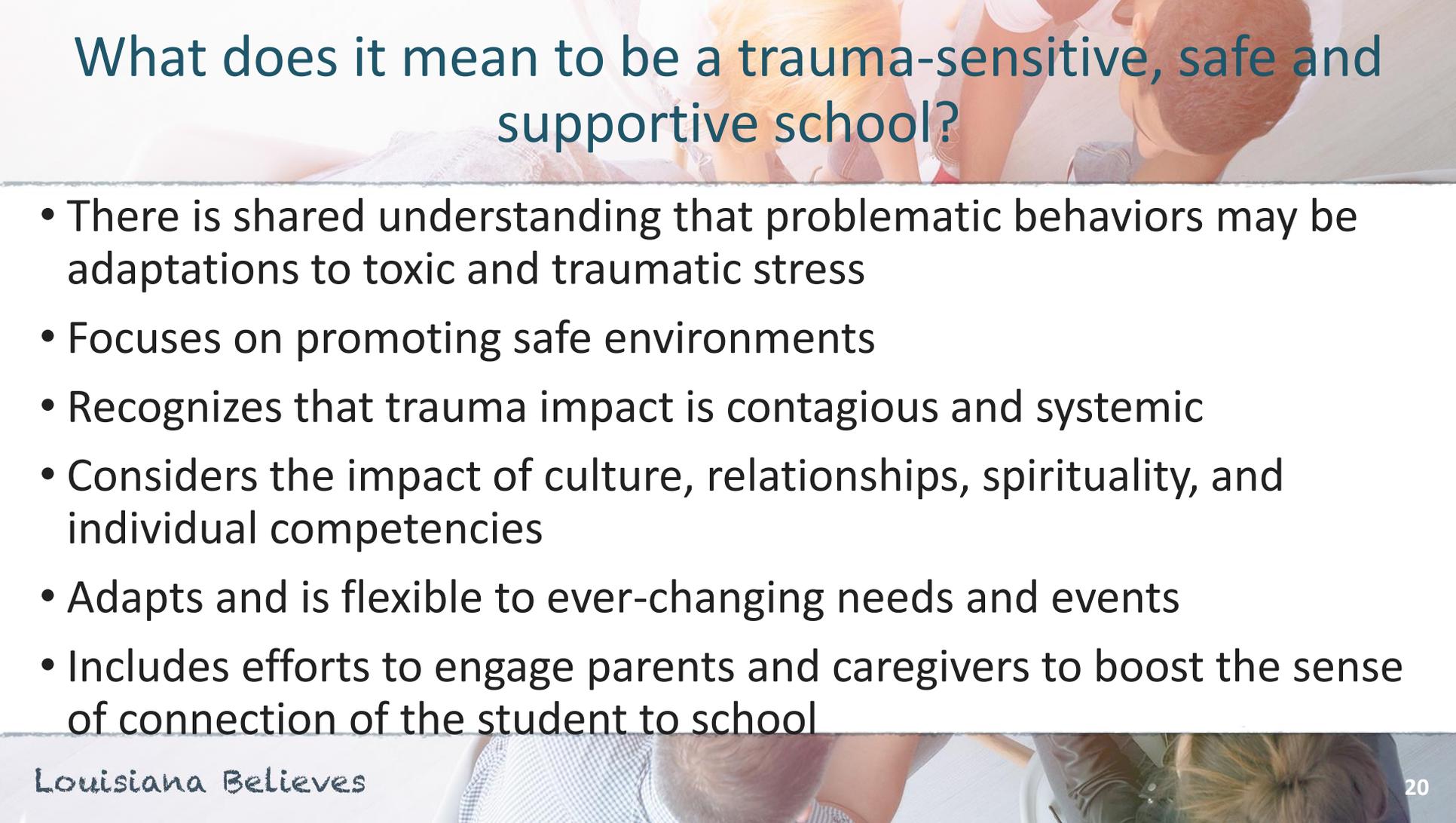
- Problem-solving and stress management skills
- Connection with healthy support systems (e.g., family, faith-community, clubs, etc.)
- Finding meaning and hope in difficult situations
- Family modeling a healthy response to stressful life events
- Preserved feeling of control
- **Responsiveness from a support system when experiencing trauma**
- **Access to mental health resources**
- **School connectedness**
- **Environments that are safe, engaging, and supportive**

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of support. The group includes individuals of various ethnicities and ages. The lighting is bright and even, creating a warm and positive atmosphere. The text is overlaid on a semi-transparent white band across the center of the image.

Safe, Supportive, Trauma-Sensitive Whole-School Approaches

Trauma-Informed Care vs. Trauma-Specific Responses

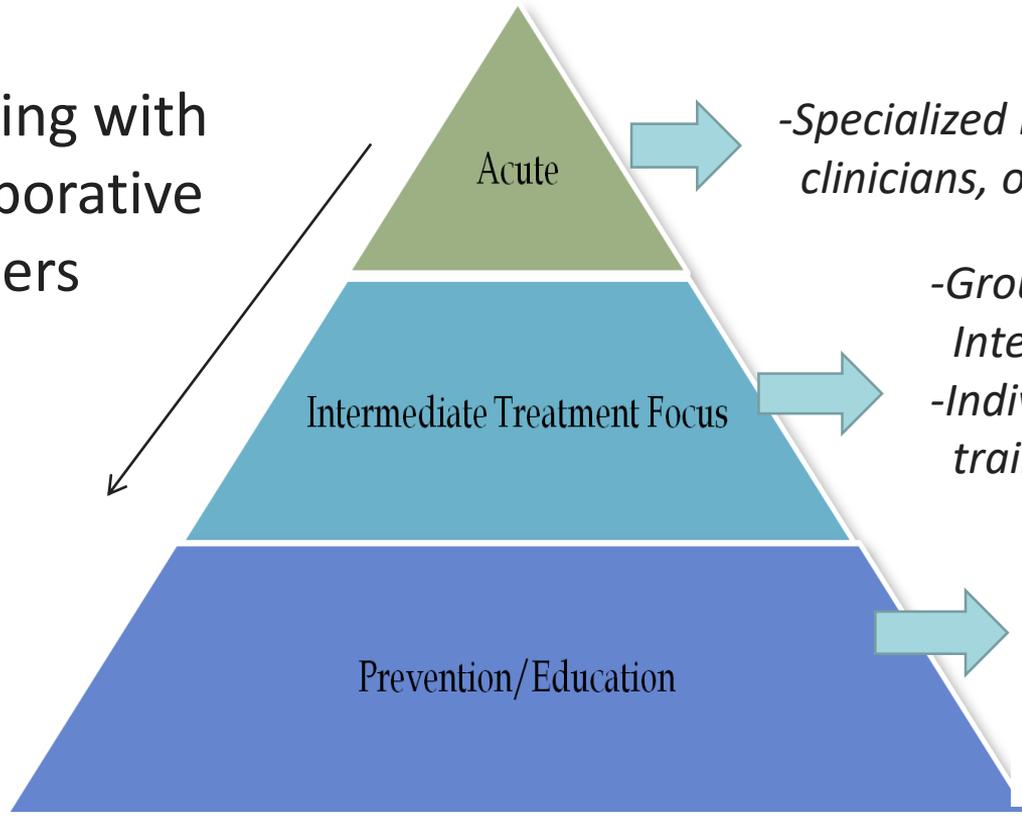


The background of the slide features a soft-focus photograph of children in a classroom. In the upper portion, a young girl with blonde hair is seen from behind, looking towards the right. To her right, the back of a boy's head and shoulders is visible. The lower portion of the image shows the tops of heads of other children, including a girl with blonde hair in a ponytail on the right and a boy with dark hair on the left. The overall lighting is warm and natural, suggesting an indoor classroom environment.

What does it mean to be a trauma-sensitive, safe and supportive school?

- There is shared understanding that problematic behaviors may be adaptations to toxic and traumatic stress
- Focuses on promoting safe environments
- Recognizes that trauma impact is contagious and systemic
- Considers the impact of culture, relationships, spirituality, and individual competencies
- Adapts and is flexible to ever-changing needs and events
- Includes efforts to engage parents and caregivers to boost the sense of connection of the student to school

Working with Collaborative partners



Acute

-Specialized EBT's provided by school-based clinicians, or collaborative partners

Intermediate Treatment Focus

*-Groups for children with more Intense intervention need
-Individual sessions by a trauma-trained clinician*

Prevention/Education

*-Screening
-Class wide MBM interventions
-Executive and Teacher Training
-Professional Development*

Multi-Tier Trauma Informed Approach



Potential Benefits of Effective Partnerships for Schools

- Social and emotional development of youth
- Reduced duplication of service
- Improvement in School Climates
- Parent and family engagement
- Increased Community trust in schools
- Reduction in Student transience
- Academic achievement (e.g., in reading and math), opportunities for learning, and related indicators of educational success (attendance, student turnover)

Source: Ohio Community Collaboration Model for School Improvement, <https://education.ohio.gov/getattachment/Topics/Other-Resources/Family-and-Community-Engagement/Models-for-Family-and-Community-Engagement/Community-Partnerships.pdf.aspx>

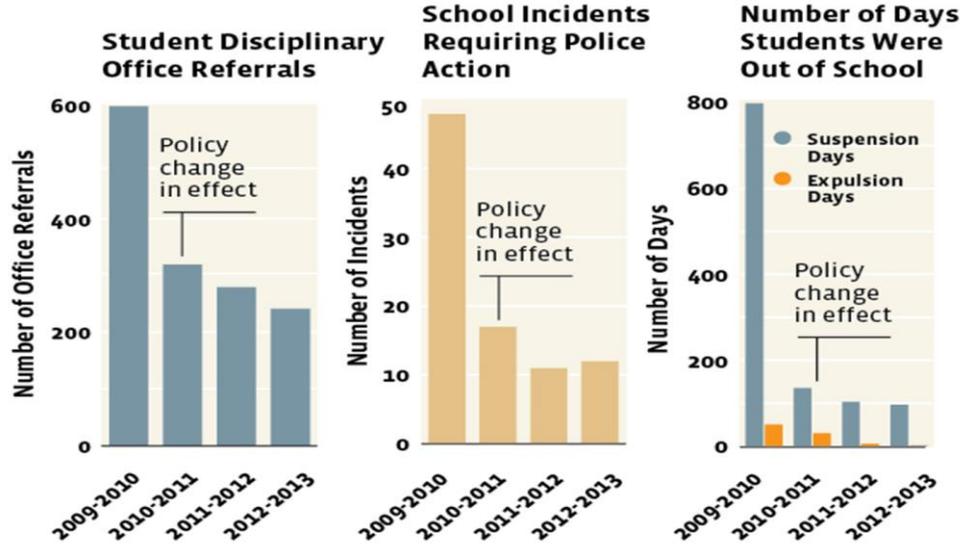
A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of support. The group includes a young woman with blonde hair, a man with brown hair, a woman with dark hair, and a man with short brown hair. They are dressed in casual to semi-formal attire. The image has a soft, warm lighting and a semi-transparent white banner across the center containing the text.

Examples of School-Community Partnerships to Expand MH Supports

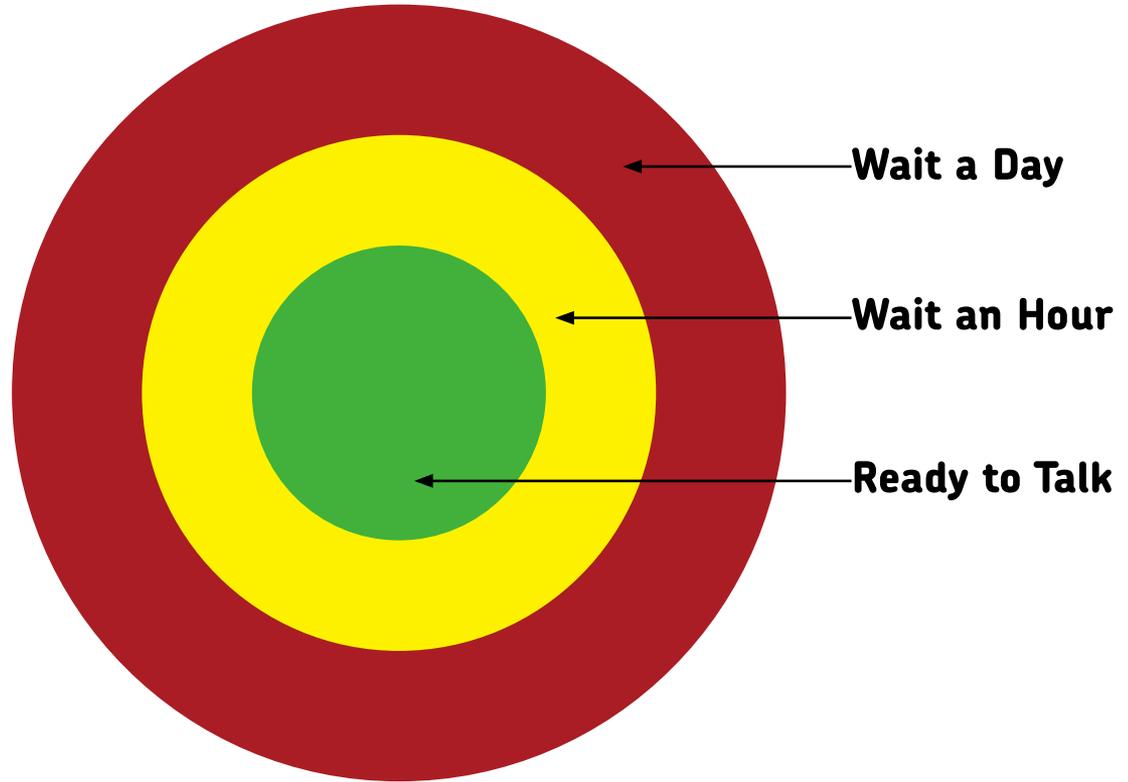
Washington High School Example

Impact of Trauma-Informed Care

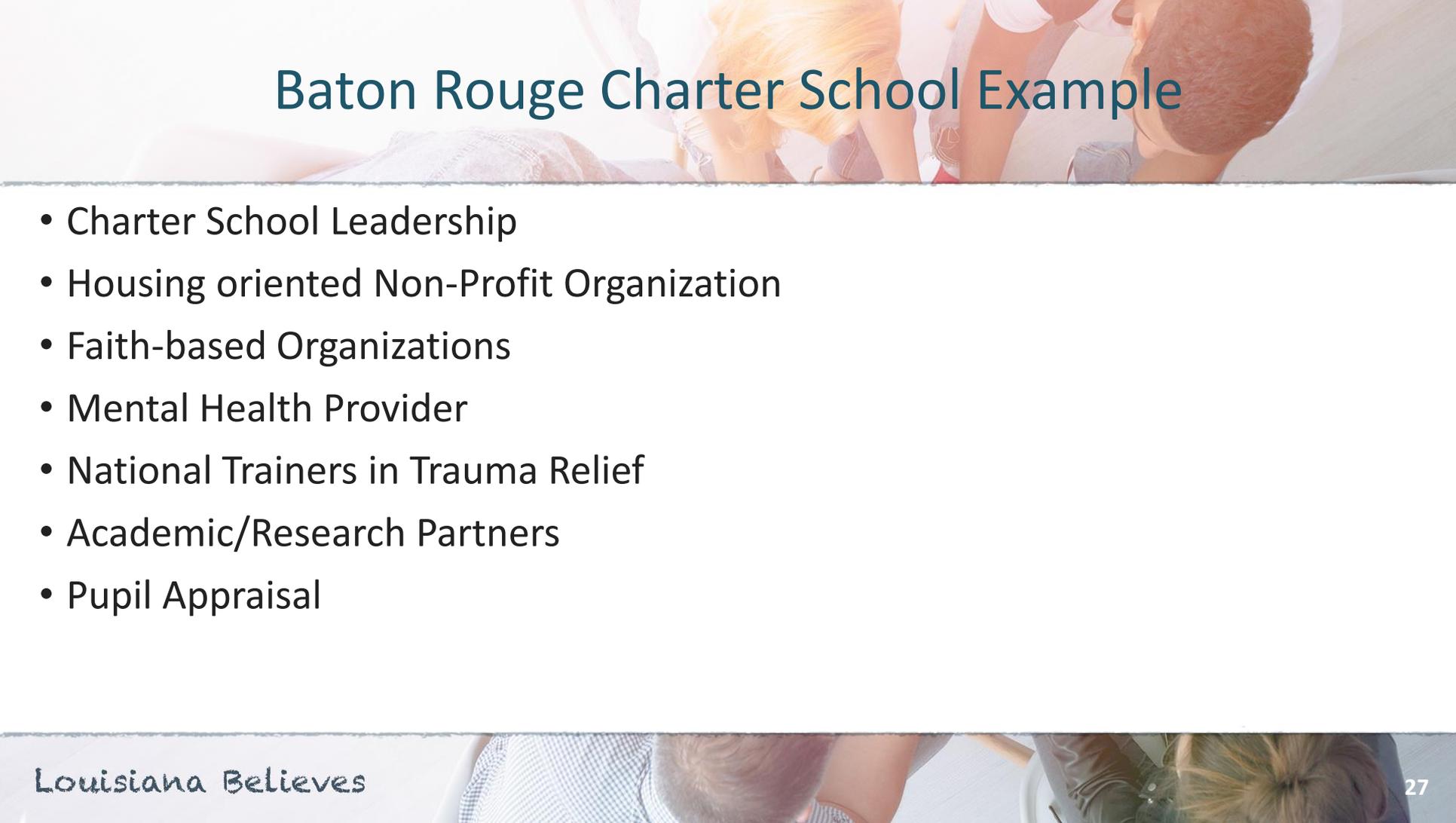
Acknowledging the causes of behavioral issues led to a drastic drop in the need for disciplinary action at this Washington high school.



Trauma-Informed School Discipline







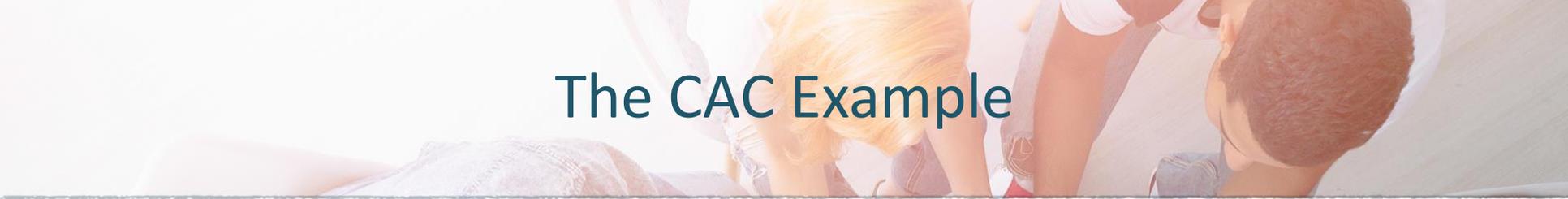
Baton Rouge Charter School Example

- Charter School Leadership
- Housing oriented Non-Profit Organization
- Faith-based Organizations
- Mental Health Provider
- National Trainers in Trauma Relief
- Academic/Research Partners
- Pupil Appraisal



Plaquemines Alternative School

- Office of Juvenile Services
- Local Judge
- School System
- Disaster Funding
- Faith-based Organization as Fiscal Agent



The CAC Example

- Judicial Districts
- Law Enforcement
- Mental Health Providers
- Medical Providers/Hospitalists
- Youth-serving Community Providers
- Child Protection
- School-based Counselors
- Educators



Parkland Florida and Sonoma CA Examples

- Urgency from a Catastrophic event escalated already building efforts to make systemic changes
- Partnership building included national consultants
- Tragedy brought in resources that may have been lacking with prior planning and implementation
- Spirit of Teamwork amongst educators, mental health providers, the District and State became unescapable. “We have to work together”
- Efforts were spearheaded by a Committee of Stakeholders across disciplines who had a shared learning experience

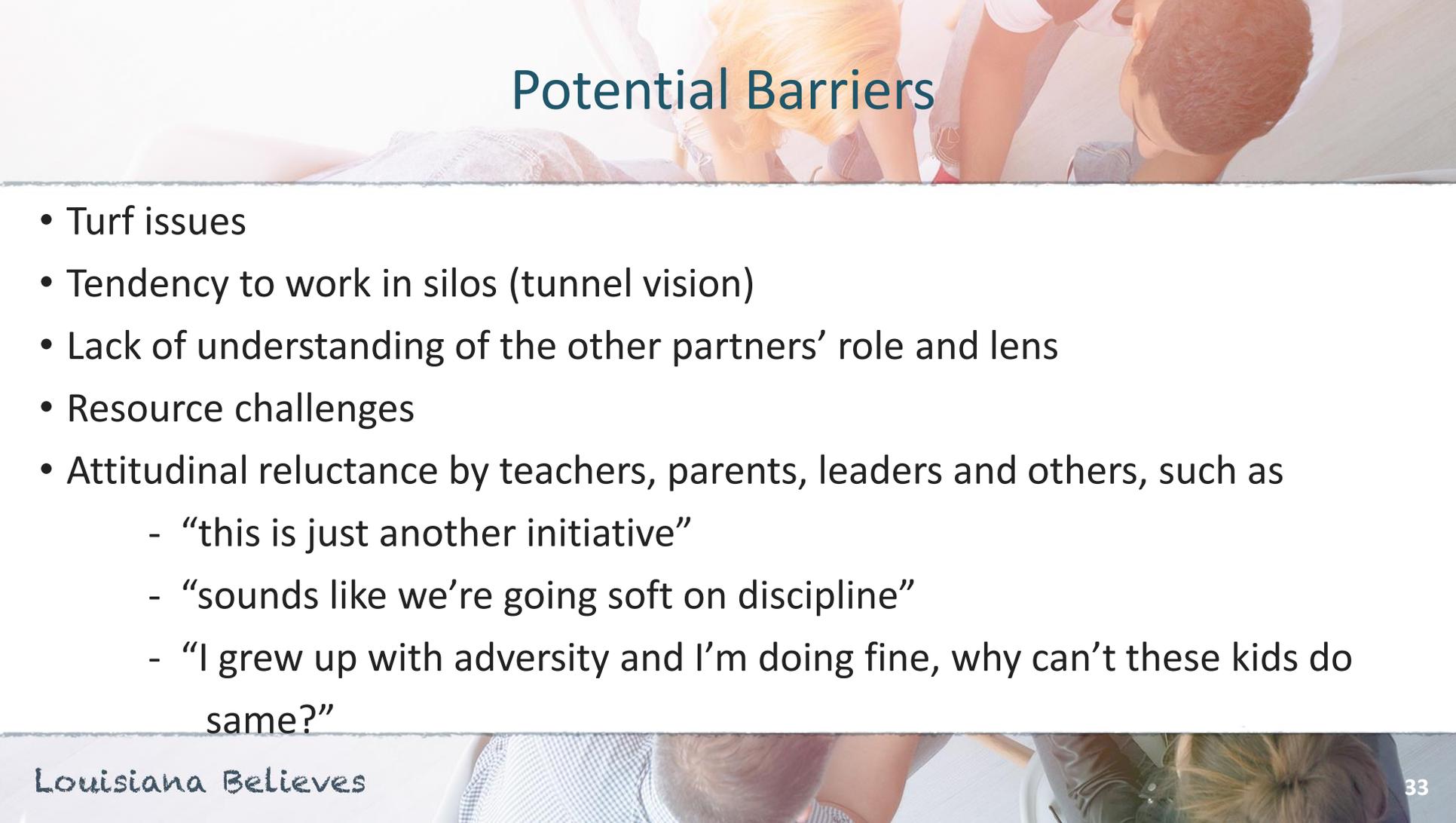
A high-angle, top-down photograph of a diverse group of about seven people sitting in a circle on light-colored chairs. They are all holding hands, creating a circle of unity. The people are dressed in casual, contemporary clothing. The background is a plain, light-colored floor. The overall mood is positive and collaborative. A semi-transparent white horizontal band is overlaid across the middle of the image, containing the text.

Getting Started



Early Stages

- Establishing a steering committee or workgroup
- Thinking ahead about barriers and reluctance and how you can address it
- Why is this so important for our school at this moment
 - What are the priorities right now
- Provide shared learning opportunities
- Engage leadership at school and district level
- Identify and engage partners as consultants at this stage (checklist)
- Involve school staff after the workgroup is more established



Potential Barriers

- Turf issues
- Tendency to work in silos (tunnel vision)
- Lack of understanding of the other partners' role and lens
- Resource challenges
- Attitudinal reluctance by teachers, parents, leaders and others, such as
 - “this is just another initiative”
 - “sounds like we’re going soft on discipline”
 - “I grew up with adversity and I’m doing fine, why can’t these kids do same?”

Table 9.4: A partnership planning checklist

- Which condition(s) identified in your needs and resources assessment does this partner address?
- What population(s) does the organization (prospective partner) serve?
- Can it recruit, serve and retain other populations, especially ones you can not serve?
- Does this prospective partner offer unique and important benefits to kids and families? Does a partnership with it promise to improve learning, academic achievement and success in school?
- Does it have local competitors? If so, how will you choose among them?
- Does it have a good reputation? Is it credible? Are you willing to have its reputation affect your reputation?
- Are you willing to refer people to this organization?
- Will you lose other partners if you partner with this organization? If so, is it worth it?
- Is this prospective partner a results-oriented organization? If so, what results does it emphasize? If not, what does the organization pride itself in doing and accomplishing?
- Does the prospective partner have a clear, compelling mission and concrete, attainable goals?
- Does the prospective partner endorse your vision? If not, can the partner be convinced to "buy in" to this vision?
- Does it have a set of operating principles and values that guide its work? Are these principles, values and goals, and this mission consistent with yours?
- Does the prospective partner have enough resources to accomplish its mission?
- Is the prospective partner known for sharing resources and, all in all, cooperating and collaborating with others? Will you share resources with it?
- Is the prospective partner dependable and trustworthy?
- Are there risks associated with a partnership with this organization? Are these risks acceptable? Are they manageable?
- What do you stand to gain by partnering? To lose? Are the benefits worth it?

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of unity. The people are dressed in casual to semi-formal attire, including denim, patterned shirts, and jackets. The lighting is bright and even, highlighting the collaborative nature of the scene.

Developing an Action Plan



Using the Flexible Framework (6 Elements)

1. Leadership
2. Professional Development
3. Access to Resources and Services
4. Academic and Nonacademic Strategies
5. Policies and Procedures
6. Collaboration with Families



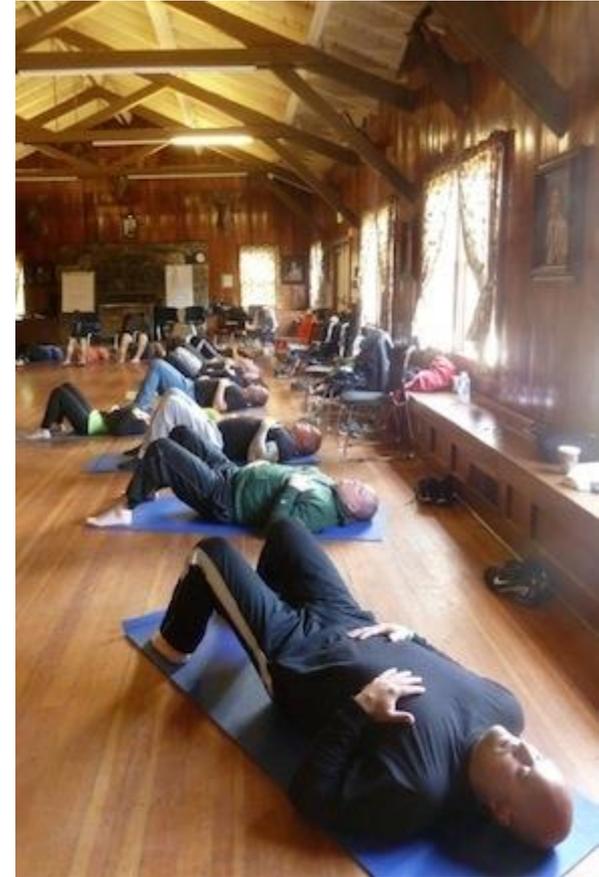
Helping Traumatized
Children Learn

Leadership's Role in Creating Trauma-Sensitive Schools

Salvatore (Sal) Terrasi, Ph.D.
Executive Director for Pupil Personnel Services
Brockton Public Schools

Strategies that Promote Sustainable Partnerships

- Pathway for Adequate Sharing of Data and Information
- Creative funding strategies that are diverse, maximize collaboration and involve several streams from leveraging the power of the collaboration
- Start small, scale up gradually
- Results-driven planning that is derived from factors that improve all areas
- Assign a Key Staff Member To Liaise with Partners
- Ongoing trainings, professional development and supervision, including cross-training
- Strong family engagement
- Evaluate and measure outcomes



A high-angle, top-down photograph of a diverse group of about seven people sitting in a circle on light-colored chairs. They are all holding hands, creating a circle of unity. The people are dressed in casual to semi-formal attire, including denim, patterned shirts, and jackets. The background is a plain, light-colored floor. The overall mood is positive and collaborative.

Bringing It Altogether



Thank You!

A background image showing the backs of several people, likely a group of children or young adults, looking towards the right. The image is slightly faded and serves as a backdrop for the text.

CONTACT INFORMATION

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