Creating Sustainable Systems of Care in Schools

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Overview

1) Introduction
2) Why are collaborations important?
3) Collaborations at the school level
4) Case Study: Implementation of Trauma Informed Care at Crocker
Introduction
Why: The Importance of Relationships

Every Child Needs a Champion: Rita Pierson
Why? It takes a village...

- Collaborations
  - Mental health
  - Physical Health
  - Support services
  - Mentoring
  - Public Health
  - Law Enforcement
  - Child Advocacy Center
  - Department of Children and Family Services
Crocker College Prep Collaborations

Crocker College Prep

- Tulane and Xavier University
- Louisiana Public Health Institute
- Children’s Bureau of New Orleans
- New Orleans Health Dept
- SEW NOLA
- Son of a Saint
- Institute of Women and Ethnic Studies
- Second Harvest Food Bank
- Access School Based Health Center
- Tulane Reading Room
- Tulane and Xavier University
- Louisiana Public Health Institute
- Children’s Bureau of New Orleans
- New Orleans Health Dept
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Keys to Effective Collaboration and Partnership

1) Ensure there is a shared vision and/or mission
   - Does this help meet the goals of your school? District? Community?

2) What are the purposes of each partner?
   - Is there a quota to meet? Research component? Financial gain?

3) Ensure everyone knows their role
   - What tasks will each partner complete? How will you know that you were effective?
Keys to Effective Collaboration and Partnership

4) Engage with effective, streamlined communication.
   • Who is the point of contact? Who do you talk to if there are issues or concerns?

5) Find partners who meet unmet needs.
   • What need is there that you cannot fill? How can they help to meet that need?

6) Evaluate benefit of partnership
   • Does this provide mutual benefit? Is the cost (time or financial) worth the service provided?
Memorandum of Understanding (MOU)

- A written agreement between two organizations to establish ground rules for partnership
- Should be clear what each partner brings to the agreement
• Should include:
  • Details of the partnership
  • Costs (if any) and how they will be paid for
  • Time constraints
  • Guidelines
  • Point of contact for MOU
  • Signatures from leaders of both organizations
A Case Study (individual partnership): Institute of Women and Ethnic Studies

- IWES: a public health non-profit founded in 1993
  - Services provided include:
    - Advocacy, direct services, research, connection to health and wellness services and health education
A Case Study: Continued...

- Partnership began informally
  - Common mutual connection

- Collaboration has evolved throughout the course of the last five years dependent on need
A Case Study: Continued...

- **Year 1:** Direct Services
- **Years 2-3:** Trauma Informed Collaborative Partner
- **Years 3 and 4:** Direct taught Health/ Sex Education Prevention
- **Year 5:** Training teachers/staff to deliver sex/health education and teacher wellness staff retention research participants
A Case Study (multi-partner): Trauma Informed Collaborative of Schools

- Initiative through the New Orleans Health Department in collaboration with local experts (Tulane University, Institute of Women and Ethnic Studies, Children’s Bureau, LPHI, etc.)

- What does it mean to be Trauma Informed, Trauma Sensitive, Trauma Responsive?

- Action Plan:
  - Professional Development (year 1)
  - School-Wide response to discipline- Restorative Approaches (year 2 and ongoing)
  - Teacher Self-Care (year 3 and beyond w/ IWES grant)
Implementation Stages

Exploration | Installation | Initial Implementation | Full Implementation

Year 1, Fall: The Exploration Stage

- Learn what it takes to implement effectively
- Identify the need for change
- Learn about possible interventions
- Create readiness for change
Mindset Shifts

• Knowledge and understanding are key.
• If we don’t know better, we can’t do better.
• How do we respond to the needs of our kids?
Year 1, Spring: The Installation Stage

- Develop infrastructure to support action plan
- Use data to create TIS action plan
- Secure resources to support action plan
- Build capacity to support action plan
Year 2: Initial Implementation Stage

- Use data to drive decision making
- Support high fidelity implementation
- Use data to identify solutions to problems that arise
- Use data to assess initial implementation
Implementation

1) Discipline Policies
2) Restorative Approaches
3) Flexible learning options
4) Wellness Center
5) School Based Health Center
What next?

• Trauma-informed schools reflect a national movement to create educational environments that are responsive to the needs of trauma-exposed youth.

• This occurs through the implementation of effective practices and system-wide change and strategies.

• Schools across the country are working to scale up implementation of trauma-informed approaches as a way to create supportive learning environments for all students.
Challenges to creating holistic systems of care

1) Time (teacher, administration, mental health professional)
2) Funding
3) Resources
4) Professional Development (aligned to school culture)
5) Mindsets (staff, students and parents)
Just like building any new relationship, this is an ongoing process. It looks different for everyone. It requires intentionality, and a whole lot of patience.

Questions?