Teaching Institutions: Trauma Capacity-Building Partnerships Transforming Schools and Districts

Presenters:

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Objectives:

**Objective 1:** To illustrate the strategies used in creating big scale partnerships for training and capacity-building

**Objective 2:** To showcase the current USC Suzanne Dworak-Peck School of Social Work Teaching Institution partnerships, innovation and the capacity building outcomes

**Objective 3:** To discuss and explore the challenges and barriers encountered during the development and demonstrate the impacts of the capacity building
Presentation Outline:

I. What is a Teaching Institution (TI)?

II. Overview: TSA for Schools: Trauma-Responsive Transformation of Schools and Districts

III. Samples Partnerships
What is a Teaching Institution?

Benefits: Organization

- Full USC Partnership
- Honorary Adjunct Faculty
- Exchange of Information & Resources
- Research
- Increased Capacity

Benefits: Field Education

- Curriculum Alignment & Adaptation
- Higher Quality of Training & Supervision
- Multi-Disciplinary Learning Accountability
- Increased Capacity
TI Challenges:

- Paradigm Shift
- Program / Curriculum
- Development Sustainability
Immediate Agency Implications

- Host 10-25 MSW Interns

- TI Development
  - Proposal Summary
  - Program Description & Student Assignment
  - Course Curriculum Plan

- Required Coordinator / Field Instructor(s)
  - MSW Level Supervisor
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics/Focus</th>
<th>“Agency Name” Topics/Focus</th>
<th>Teaching Objective / Modality</th>
</tr>
</thead>
</table>
| 1-2  | Community Immersion and Field Orientation  
- Participate in series of events and activities designed to prepare students for Field Practicum  
- Attend orientation activities at school or at the agency. | Orientation  
- Orientation to agency, placement & supervision.  
- Orientation to programs in which students will be involved.  
- Basic Safety  
- Basic Risk Assessments  
- Basic crisis intervention  
- Related clinical, legal and ethical issues | Objective: Properly orient intern to placement and provide skills and knowledge related to programs in which students will be working  
Modality: Group Supervision / Training |
<table>
<thead>
<tr>
<th>Division / Program</th>
<th>Location/Program Description/Services</th>
<th>MSW Intern Activities</th>
<th>Field Instructor</th>
<th># MSW Interns</th>
<th>Foundation/Concentration</th>
<th>MSW Intern Assigned</th>
</tr>
</thead>
</table>
| Safe Schools & Support Services Program                | Provide a myriad of support services to alternative education and high-risk students in Orange County district schools | • Networking w/Orange County community & government agencies  
• Large scale event planning: conferences, trainings, fundraisers  
• Extensive training in many prevention and intervention topic areas  
• Grant Writing and development opportunities  
• Exposure to multiple target populations & fields of interest  
• Leadership and Management training | Becky Smith, MSW | 2 | COPA | TBD |
| Safe Schools- Clinical Team                            | Juvenile Justice System | • Mental health services for incarcerated minors  
• Individual, family, and group therapy  
• Department of Mental Health paperwork  
• Collaborative treatment team approach  
• Case management  
• Clinically focused individual/group supervision | Barbara Cole, LCSW | 4 | Mental Health; Families & Children; Foundation | TBD |
Micro Practice Work
Mezzo Practice Work
Macro Practice Work
USC Teaching Institutions (17)

- ABC USD
- ANAHEIM UNION HIGH SCHOOL DISTRICT
- GREENDOT CHARTER SCHOOLS
- LAWNDALE ELEMENTARY SCHOOL DISTRICT
- NEWPORT-MESA USD
- NORWLAK-LA MIRADA USD
- PASADENA USD
- ORANGE COUNTY DEPARTMENT OF EDUCATION (OCDE)
- TORRANCE USD
- WACSEP

- BROTHERHOOD CRUSADE
- CENTINELA YOUTH SERVICES (CYS)
- JEWISH GAMLY SERVICES OF LOS ANGELES (JFSLA)
- HOLLENBECK LAPD PALS
- KAISER PERMANENTE - OC
- MARIPOSA CHILDREN AND WOMEN’S CENTER
- SENeca
Lawndale ESD

- Developed a Mental Health program under Student Support Services
- MSW Interns
  - 1st Year: 5 MSW Interns
  - 2nd Year: 28 MSW Interns
  - 3rd Year: 56 MSW Interns
- MSW Staff
  - 1st Year: 1 MSW
  - 2nd Year: 4 MSW
  - 3rd Year: 9 MSW
- Current Status: 1 MSW to 5-7 MSW Interns per school
- Cost/Benefit:
  - Cost - MSW Field Instructor / Program Coordinator
  - MSW Intern hours of services (United Way: $12-$22/Hr.): 56 x 16 Hrs./Wk. = 896 x $22 = $19,712 weekly $19,712 x 30 Weeks = $591,360.00
Lawndale ESD Capacity Building

Phase 1:
- Pilot year – select schools
- TI infrastructure and training program development for quality direct services to students
- PBIS alignment

Phase 2:
- Full scale model of the support services (8 schools)
- School-wide access to support services
- Continued PBIS alignment
- Increase in Professional Development and EBP - Target Audience: Support Services Staff
Phase 3:
• Continued stabilization and access to Support Services
• Continued PBIS alignment
• Increase in Professional Development and EBP – CBITS, SSET, Trauma 101, (Target: Support Services & Certificated Staff)

Phase 4: Next Steps
• Continued stabilization and access to Support Services
• Expansion of Tier 1 Support Services
• Continued PBIS alignment
• Increase in Professional Development and EBP – PFA, KSP, 2nd Step Curriculum, etc. (Target: Support Services, Certificated, & Classified Staff)
• Additional Partnership - USC/RAND/UCLA Trauma Services Adaptation Center for Resilience, Hope and Wellness in Schools and Communities
Support Services

- Individual Counseling
- Student Groups
- Crisis Response
- Socio-Emotional Curriculum
- Outreach and Parenting Classes
- Health Psycho-Education
- Consultation
- Mediation / Advocacy
- Resource Linkage
Total Students Serviced by Interns

TOTAL OF STUDENTS SERVICED: 874
Number of Expulsions

- 2009-2010: 19 recommended, 18 expelled
- 2014-2015: 2 recommended, 2 expelled
- 2015-2016: 1 recommended, 1 expelled
Average Daily Attendance

- 2009-2010: 95.9%
- 2014-2015: 96.1%
- 2015-2016: 96.4%
PRE-COLLABORATION

• Lack of Mental Health Services
• Medi-Cal Coverage (limitations; emergency, full-scope)
• Costs for Mental Health Providers

COLLABORATION

• Zero Waitlist
• School Climate Change
  ➢ Suspension
  ➢ Expulsion
• CADA / General Attendance
**Behavior**

- Tier 1: Benchmark all students at least two times per year for behavior and/or social skills.
  - Identify students whose social skills deficits and/or social/emotional behavior problems could interfere with learning.

- Tier 2: Identify appropriate behavior and social skills interventions with a user-friendly tool.
  - Set up behavior-based progress monitoring.

- Tier 3: Monitor students with severe behavior or emotional issues more frequently or refer to a behavior specialist.
  - Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

**Academics**

- Tier 1: Benchmark all students three times per year for academic universal screening, general education progress monitoring and AYP accountability.
  - Identify students at risk for academic failure.

- Tier 2: Assess and monitor at-risk students to determine the effectiveness of instructional changes.

- Tier 3: Write individualized annual goals and monitor more frequently for those who need intensive instructional services.
Supporting Trauma Informed Schools

Students

**CBITS: Cognitive Behavioral Intervention for Trauma in Schools**
- CBITS is an evidence-based early intervention for children and adolescents ages 10 to 18.
- CBITS groups have been disseminated in schools nationwide for the past 15 years.
- CBITS has been rated as an effective program by the NREPP.

**SSET: Supporting Students Exposed to Trauma**
- SSET was developed for delivery by school staff to help students who have been exposed to traumatic events.
- SSET is evidence-based and has been shown to reduce students’ trauma-related symptoms.

**Bounce Back**
- Bounce Back is an elementary school intervention for childhood trauma.
- Bounce Back has been rated as an effective program by the NREPP.

**LIFT: Life Improvement for Teens**
- LIFT is a web-based stress and trauma curriculum for teens that can be a companion for CBITS and SSET.
- It’s designed to extend and augment learning with a different modality that is fun and interactive.
- LIFT is currently being piloted in two different schools.

Parents

**Parent CBITS Texting App**
- The Parent CBITS Texting App is for parents whose children are in a CBITS group.
- Parents receive automated text messages each week with information on the CBITS sessions.
- The Parent CBITS Texting app is available in both English and Spanish.

School Resource Officers (coming soon)

**TIPS: Trauma Informed Policing in Schools**
- TIPS is a community-partnered effort to develop a trauma curriculum that enhances officers’ ability to Realize, Recognize, Respond, and prevent Re-traumatization.
- We will integrate the voices of educators, young men of color, and national law enforcement leaders including Chiefs of the Los Angeles Unified Police Department (LAPD) and the Los Angeles School Police Department (LASPD).

School Administrators (coming soon)

**Online Trauma Informed School Self-Assessment**
- A tool that will enable schools to gauge their trauma-informed performance.
- This assessment will produce a report that gives schools feedback on their strengths and weaknesses as well as a list of options for improving areas or filling gaps.

Teachers (coming soon)

**PFA-TEACH: Psychological First Aid for Teachers**
- PFA-TEACH is a mobile intervention created for teachers and school staff designed to enhance empathic listening, provide support for students exposed to traumatic events, and to help to connect teachers and school staff to appropriate supports.

**STAT: Support for Teachers Affected by Trauma**
- STAT is a digital tool to support teachers and school staff with information about how trauma affects students, classrooms, and how teachers can:
  - Prevent Secondary Traumatic Stress (STS) in themselves when interacting with traumatized students.
  - Access mental health resources that may be available to teachers and other school staff.

**TIES: Trauma Informed Educator Simulations**
- A personalized online learning system with virtual student simulations to enhance educators’ knowledge about the impact of trauma, the potential paths for recovery, and how to interact supportively with trauma-exposed students.
- Available on both computers and smartphones, TIES will enable educators to better Realize the impact of trauma on students, Recognize the signs and symptoms of trauma in students, Respond supportively by fully integrating knowledge about trauma into daily interactions with students and their families, and avoid accidentally Re-traumatizing students during interactions.
The Trauma-Informed Schools Movement

[Map showing states colored in blue in the western and eastern regions of the United States]
Schools Reduce Disparities in Access to Trauma Services

- Ideal entry point to enhance access to mental health services, especially for racial and ethnic minority children and their families
- Trauma-informed services following Katrina:
  - Students assigned to evidence-based intervention at a community clinic: 15% completed treatment
  - Students assigned to school-based evidence-based intervention: 91% completed treatment
There are six key foundations of trauma-responsive schools

- Safety
- Trust and transparency
- Peer support
- Collaboration and mutuality
- Empowerment
- Cultural humility
• Promoting a sense of *physical and psychological safety* throughout the organization, including understanding how “safety” is defined by those served
Trust and transparency

• Ensuring that operations and decisions are transparent so that trust is built and maintained within the organization and with those served
Peer Support

• Understanding that peers who have experienced traumatic events are *key supports* in the trauma recovery and healing of others
Collaboration and Mutuality

• Ensuring that relationships among all parties (e.g., staff to staff, student to staff, parent to staff) are collaborative and *that power and decision-making are meaningfully shared*
Empowerment, Voice, Choice

- Understanding the history of diminished voices and eliminating power differentials to support choice in goal-setting and cultivate the skill of self-advocacy
Cultural Humility

• Rejecting cultural stereotypes and biases and leveraging access to connections that are responsive to the racial, ethnic, and cultural needs of those served
Trauma Responsive School-Implementation Assessment

- Calls schools to become trauma-informed
- Administrators/decision makers have little if any guidance for putting this into action
- Designed to be a user-friendly online instrument for school administrators and other decision-makers to enhance trauma programming
TRS-IA Development Timeline

- **October**: Literature and Program Review
- **December**: Preliminary Outline of Domains and Indicators
- **March**: Expert Ratings of 7 Domains - Round 1
- **May**: Virtual dialogue addressing items not in consensus and rating of revised indicators
- **July**: Expert Ratings of 1 additional domain
- **August**: Domains and Indicators Finalized & Programming
Key Components of a Trauma-Responsive School

- Community and Family Supports
- Whole School Safety and Prevention Planning & Staff Support
- Whole School Trauma Programming
- Classroom-Based strategies
- Early Interventions for Trauma
- Targeted Interventions for Trauma

USC Suzanne Dworak-Peck
School of Social Work

University of Southern California
Targeted Trauma Supports

INDICATOR EXAMPLES

• Multidisciplinary team meetings include trauma exposure in conversations about student performance
• Partnerships with community-based trauma-informed community mental health providers
Early Intervention for Trauma

INDICATOR EXAMPLES:

• Inclusion of trauma items in mental health assessments

• Consistent implementation of trauma-informed evidence-based practices
  – Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  – Support for Students Exposed to Trauma (SSET)
  – Bounce Back
INDICATOR EXAMPLES

• Use of socio-emotional learning programs (e.g. Second Step)
• Safe and calm classroom settings
• Integration of trauma history into the IEP process
Whole School Trauma Programming

INDICATOR EXAMPLES:

• Staff trained to provide emotional support to students following traumatic event (i.e. PFA for Schools, MH First Aid)
• Discipline policies that are sensitive to trauma exposed students
• School security and police trained to respond using tactics to de-escalate situations and avoid re-traumatization
• Restorative practices
Whole School Prevention Programming

INDICATOR EXAMPLES

• Mechanisms for students to share concerns about peers
• School climate assessment
• Trauma-informed emergency drills
• Clearly defined school wide behavioral expectations (e.g. PBIS)
Whole School Safety Planning

INDICATOR EXAMPLES
• Predictable and safe campus
• Threat assessment strategy
• Bullying prevention
Whole School Staff Support

INDICATOR EXAMPLES

• Building staff awareness of compassion fatigue and STS
• Staff peer support for working with trauma exposed students
• Availability of on-campus resources for staff working with trauma exposed students
Community and Family Supports

INDICATOR EXAMPLES

• Staff trained to be sensitive to racial and ethnic sensitivities (i.e. language, immigration status)

• School maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need

• School routinely provides opportunities to engage families and the broader community about trauma and its impact.
### System Performance

#### Trauma Responsiveness

This is the intro paragraph.

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Last Updated</th>
<th>Assessment</th>
<th>View Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School Safety Planning</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Whole School Prevention Planning</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Whole School Trauma Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Classroom Strategies</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Prevention/Early Intervention Trauma Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
<tr>
<td>Targeted Trauma-Informed Programming</td>
<td>September 21, 2017</td>
<td>Take Survey</td>
<td>View Report</td>
</tr>
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</table>
Whole School Safety Planning

Whole school safety planning is a comprehensive approach to creating a school campus where students feel safe and secure. Please answer the following questions about your school’s safety policies and programs.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How comprehensive is your school’s assessment of campus physical safety (e.g., conducted at an appropriate frequency, uses a structured checklist)?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To what extent are students routinely supervised in a developmentally appropriate way across campus (including lunch rooms, hallways, playgrounds) recognizing that strategies vary by elementary, middle, and high school?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To what extent does your school have a clearly defined strategy to determine when a student may present harm to another student or staff?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
OVERALL COMPOSITE SCORE: 2.50

Safe/predictable campus: 1
Adequate supervision: 2
Threat assessment strategy: 3
Bullying prevention: 4

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Safety Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

**About Whole School Safety Planning**

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school's Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.
Sample Guide

Background:

The Whole School Prevention Planning domain includes indicators that represent a comprehensive approach to preventing the occurrence of a traumatic event on a school campus. Your school’s Whole School Prevention Planning score is a composite of five indicators:

1. **Mechanisms for student to share concerns about peers** - Establish and utilize a clearly defined process for students to share concerns about their fellow peers.
2. **Mechanisms for sharing academic, legal, and mental health records** - Establish and follow a clearly-defined process for sharing academic, legal, and mental health records among relevant parties (teachers, counselors, law enforcement).
3. **School climate assessment** - Survey a range of stakeholders (e.g., parents, staff, school resource officers, security officials, and students) about their perceptions of your school’s climate and reassess at least annually with as many stakeholder groups as possible.
4. **Trauma-informed emergency drills** - Educate and train staff to conduct emergency drills in a way that is sensitive to students with trauma histories.
5. **School-wide behavioral expectations** - Create clearly defined and articulated behavioral expectations for students. Train school staff in a strategy to reinforce behavioral expectations.

School prevention planning includes establishing, refining, and utilizing school protocols and procedures to decrease the likelihood of traumatic events on school campuses. The indicators in this domain represent planning activities your school or district can engage in to prevent the occurrence of traumatic events. These planning activities also include modifying school procedures to be sensitive.

**Importance of Prevention Planning**

School prevention planning can minimize the occurrence of a traumatic event on a school campus. It is important to create, standardize, monitor, and modify as needed your policies and procedures implemented by all members of the school campus. Standardized policies and procedures help schools establish and maintain consistent, predictable expectations of student and staff behavior. For instance, students may be more likely to share concerns about their peers if there is a clearly defined and developmentally appropriate process to do so. Also, the confidentiality of students with mental health concerns and trauma histories can be maintained while ensuring those students are treated with care during routine school events and safety drills with proper protocols in place. Fortunately, many school-based traumatic events can be prevented with proper planning. Creating specific protocols before traumatic events occur can ensure that students, teachers, and school staff are prepared to address events if they happen, which can save lives, prevent injuries, and minimize damage to school property.

**Elements of Prevention Planning** include:

- Assessing current school climate
- Articulating behavioral expectations of staff and students
- Creating a system to reinforce desired behaviors
- Creating a process for students to report concerns about peers
- Creating a protocol for sharing confidential student records
- Modifying emergency drills to be trauma-sensitive
- Assessing implementation of prevention plans

**Action Steps**:

1. **Create mechanisms for students to share concerns about peers.**
   - Identify the current mechanism for students to share concerns about their peers and necessary areas of improvement.
   - Consult with relevant partners and stakeholders for feedback and best practices.
   - Update existing mechanisms or develop a new mechanism for sharing concerns.
   - Clearly communicate the process to students and staff, and their roles and responsibilities.
   - Ongoing review and evaluation of mechanisms as needed to improve effectiveness.

2. **Create mechanisms for sharing legal, academic, and mental health records.**
   - Consult with school/district personnel as well as community mental health partners or care management organizations to identify existing policies.
Thank You

https://traumaawareschools.org/

https://theshapesystem.com/
ABC Unified School District is one of the recipients of SS/HS Grant.

- Created a Community Resource Team – Strong Focus on the Collaboration & Partnership Building (14 Partners)

- District Level Coordination / Centralized Program Development / Developed a Mental Health program under Student Support Services

- USC School of Social Work Teaching Institution – 20 MSW Interns triaging and providing services

- Multi-Tiered Services

- Sustainable Development and Implementation
**RTI**

**TIER 3: TARGETED INTERVENTION**
- I.E.P.; DIS Counseling; School-Based Therapy; Out-Patient Therapy Referrals

**TIER 2: SELECTED INTERVENTION**
- Initial signs of difficulties; and early intervention.
- I.E. SST; Why Try?; psycho-educational groups; social skills building groups; Second Step; Skills Streaming

**TIER 1: UNIVERSAL PREVENTION / INTERVENTION**
- School-Wide Early Prevention Program:
  - Targets the whole school with different prevention programs (i.e. DARE; Anti-Bullying; Peace Builders; Too Good For Drugs, etc.)
USC TI COLLABORATION

• MSW Internship Training Infrastructure Building

• Capacity Building for Direct Services to district students

• Sustainable Program Development (Continued Growth and Increase of MSW Staff)

TSA CAPACITY BUILDING

• Consultation Support

• Trauma-Responsive Capacity Building
  1. Consultation & Strategic Planning (7 PBIS Schools)
  2. Strategic Training
  3. School Coaching Initiative
  4. Self-Evaluation (TRS-IA)
  5. MTSS-TRS Alignment
- Increased Mental Health program and services
- RTI tier-based services / School-based services
- USC School of Social Work Teaching Institution: 10-20 MSW Interns providing direct services
**USC TI COLLABORATION**

- MSW Internship Training Infrastructure Building
- Capacity Building for Direct Services to district students
- Sustainable Program Development (Continued Growth and Increase of MSW Staff)

**TSA CAPACITY BUILDING**

- 7 Access Schools (Juvenile Facility Schools)
- 2 Track TRS Transformation (Education/Probation)
- TRS Consultation & Support (Assessment, Strategic Planning, Training, Evaluation)
- 2-Track Trauma-Responsive Training (Education & Probation)
- Centralized Program Development
- Increased direct services capacity for the Mental Health program and Child Welfare & Attendance program
- USC School of Social Work Teaching Institution: 10-20 MSW Interns providing DIRECT services
- Consultation and development Support
  - Mental Health District Policy
  - Crisis Response and Planning
  - Trauma-Responsive Transformation
- Sustainable Development and Programming
**USC TI COLLABORATION**

- MSW Internship Training Infrastructure Building
- Capacity Building for Direct Services to District Students
- Sustainable Program Development (Continued Growth and Increase of MSW Staff)

**TSA CAPACITY BUILDING**

- Consultation & Support
- District-Wide Trauma-Responsive Capacity Building
  1. Policy Development Consultation
  2. TRS Transformation Strategic Planning
  3. TRS Training (Principals & 10 Pilot Schools)
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