Lawndale Elementary School District (LESD) & University of Southern California (USC): An Innovative Trauma Informed School District

Maria Ruelas – District Social Worker, Lawndale Elementary School District

California Student Mental Wellness Conference

January 23rd 2019
Objectives:

**Objective 1:** Learn how USC Suzanne Dworak-Peck School of Social Work is utilizing the Teaching Institution (TI) partnership (large-scale internship program) framework and infrastructure as the means to support agencies and organizations in developing new programs, filling needs and gaps, and increasing capacity.

**Objective 2:** Identify strategies to develop an infrastructure for mental health programs in school settings that are trauma informed.

**Objective 3:** Demonstrate the use and value of MSW interns in developing stable and sustainable programs in the Lawndale Elementary School District to increase capacity for services to address student mental health wellness and classroom readiness.
Presentation Outline:

I. What is a Teaching Institution (TI)?

II. Overview: TI & Lawndale ESD Collaboration

III. Lawndale Elementary School District Capacity Development

IV. Data Collection & Program Evaluation

V. Next Steps...
What is a Teaching Institution?

Benefits: Agency

- 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
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
Micro Practice Work
Mezzo Practice Work
Macro Practice Work
PRE-COLLABORATION

COLLABORATIVE PARTNERSHIP

FUTURE OF COLLABORATION
Pre-Collaboration

CHALLENGES

– Lack of Mental Health Services

– Medi-Cal Coverage (limitations; emergency, full-scope)

– Costs for Mental Health Providers
SOLUTIONS

- Multi-tiered System of Support (MTSS)
- Positive Behavior Interventions and Supports (PBIS)
- Hire a District Social Worker to Coordinate Mental Health Services
- Intern Program
  - USC Teaching Institute
  - Universities
    - LMU
    - CSUF
    - CSULB
    - CSUDH
  - Community agencies
Creating an Intern Program

- Creating a strong foundation
  - Organization is KEY
- Curriculum Alignment
- Orientation/Trainings/Supervision (individual & group)
- Intern Experiences
Developed a Mental Health program under Student Support Services

MSW Interns
- 1st Year: 5 MSW Interns
- 2nd Year: 28 MSW Interns
- 3rd - 6th Year: 56 MSW Interns

MSW Staff
- 1st Year: 1 MSW
- 2nd Year: 4 MSWs
- 3rd - 6th Year: 9 MSWs

Current Status: 1 MSW to 6-8 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

Year 1: 2013-2014

Director of Student Support Services

District Social Worker

Intern 1
Intern 2
Intern 3
Intern 4
Intern 5
Intern 6
“The Lawndale Elementary School District is a community in which all are scholars and all are teachers, working together to spark a life-long love for learning.”
Lawndale ESD Capacity Building

Year 4: 2016-2017

Director of Student Support Services

District Social Worker

School Site Social Worker 1

School Site Social Worker 2

School Site Social Worker 3

School Site Social Worker 4

School Site Social Worker 5

School Site Social Worker 6

School Site Social Worker 7

School Site Social Worker 8

6 Interns

6 Interns

6 Interns

6 Interns

6 Interns

6 Interns

5 Interns

5 Interns
Lawndale ESD Capacity Building

Year 5: 2017-2018

Director of Student Support Services

District Social Worker

8 Interns

School Site Social Worker 1
8 Interns

School Site Social Worker 2
8 Interns

School Site Social Worker 3
8 Interns

School Site Social Worker 4
8 Interns

School Site Social Worker 5
8 Interns

School Site Social Worker 6
8 Interns

School Site Social Worker 7
8 Interns

School Site Social Worker 8
8 Interns
Support Services

- Individual Counseling
- Groups Counseling
- Crisis Response
- Socio-Emotional Curriculum
- Outreach and Parenting Classes
- Consultation
- Mediation / Advocacy
- Resource Linkage
Lawndale ESD Capacity Building/Development

Phase 1:
• Pilot year - selected 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
Phase 3:
- Continued stabilization and access to Support Services
- Continued PBIS alignment
- Increase in Professional Development and EBPs – CBITS, SSET, Trauma 101

Phase 4: Next Steps
- Continued stabilization and access to Support Services
- Expansion of Tier 1 Support Services
- Continued PBIS alignment/MTSS Integration on all levels
- Increase in Professional Development and EBP – PFA, Bounce Back, Secondary Traumatic Stress (STS), 2nd Step Curriculum, etc.
- Additional Partnership - USC/RAND/UCLA Trauma Services Adaptation Center for Resilience, Hope and Wellness in Schools and Communities
Looking at the Data

- Zero Waitlist

- ADA/ General Attendance 95.9% - 96.5%

- School Climate Change
  - Suspensions
  - Expulsions

- LESD Students Serviced by Interns

- Developing MTSS
Number of Suspensions

- 2009-2010: 317 Students Suspended, 971 Days Suspended
- 2014-2015: 113 Students Suspended, 226 Days Suspended
- 2015-2016: 81 Students Suspended, 162 Days Suspended

Students Suspended vs. Days Suspended for different years.
Number of Expulsions

<table>
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<tr>
<th>Year</th>
<th>Recommended</th>
<th>Expulsions</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>19</td>
<td>18</td>
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<td>2014-2015</td>
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<td>2015-2017</td>
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</table>

Recommended and Expulsions
LESD Students Serviced by Interns
Individual & Group Counseling

<table>
<thead>
<tr>
<th>Year</th>
<th>LESD Students (Individual)</th>
<th>LESD Students (Group)</th>
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<tbody>
<tr>
<td>16-17</td>
<td>438</td>
<td>618</td>
</tr>
<tr>
<td>17-18</td>
<td>910</td>
<td>712</td>
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</table>
LESD Students Serviced by Interns
Group Counseling

As of 11/02/18

<table>
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<tr>
<th>Year</th>
<th>LESD Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>618</td>
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<td>17-18</td>
<td>712</td>
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<tr>
<td>18-19</td>
<td>112</td>
</tr>
</tbody>
</table>
LESD Students Serviced by Outside Providers

As of 11/02/18

- 16-17: 155 LESD Students
- 17-18: 115 LESD Students
- 18-19: 43 LESD Students

LESD Students
LESD Students Serviced by Second Step
1) emotional symptoms (5 items)
2) conduct problems (5 items)
3) hyperactivity/inattention (5 items)
4) peer relationship problems (5 items)
5) prosocial behavior (5 items)

http://www.sdqinfo.com/a0.html
Multi-Tiered System of Support (MTSS)

CA MTSS

- Addresses the needs of ALL Students
- Aligns the entire system of initiatives, supports, and resources
- Implements continuous improvement processes at all levels of the system

RtI²
- Universal screening
- Multiple tiers of intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

https://www.cde.ca.gov/ci/cr/ri/index.asp
Future of Collaboration

Second Step

Next Steps...

Parent Outreach
Restorative Justice
PFA

Data Collection
STS
Trauma Informed

RESEARCH
MTSS

USC Suzanne Dworak-Peck
School of Social Work

LESD
Champions for Equity & Access for All

University of Southern California
COMMENTS?

QUESTIONS?
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