Creating Cultures of Healing in Schools: An Integrated Approach to Addressing Trauma

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WELCOME!
AGENDA

- Introductions
- Center for Healthy Schools and Communities
- Case Study: Part 1
- Facilitating Trauma and Resiliency Understanding in Schools
- 3:00-3:30 Break
- Resilient Systems: Creating Cultures of Healing
- Case Study: Part 2
- Wrap-up
OBJECTIVES

• Explore CHSC’s approach to creating Resilient Systems and healing environments in schools
• Self-assess the trauma- and healing-informed practices in their systems (school, district, organization) using CHSC’s Resilient Systems Self-Assessment
• Understand the cornerstone of the Resilient Systems approach - Alameda County’s School Based Behavioral Health (SBBH) Initiative, SBBH model, partnerships, and results
• Learn how public agencies, behavioral health providers, and school districts can partner to implement a trauma-informed school-based behavioral health initiative
• Gain access to an online toolkit to strengthen their behavioral health efforts
We envision a county where all youth graduate from high school healthy and ready for college and career.
• Population: 1,578,891
• School Districts/Schools: 18/389
• Number of Students: 222,681
• Free/Reduced Lunch Percentage: 45%
• College graduates (persons 25 and over): 42.4%
• Median household income: $72,399

Source: American Community Survey, 2013
We have built a network of partners working to ensure all youth in the county have access to the supports and opportunities they need to thrive.
Our Results Framework

- Children are physically, socially, and emotionally healthy.
- Children succeed academically.
- Environments are safe, supportive, and stable.
- Families are supported and supportive.
- Systems are integrated and care is coordinated and equitable.
- Children are physically, socially, and emotionally healthy.

Alameda County Center for Healthy Schools and Communities, 2018
Since 1996, the CHSC has worked to improve health and education outcomes for Alameda County youth and their families.
$67 Million of annual investments in school-based, school-linked health and wellness continuum
SCHOOL HEALTH INITIATIVES: WHAT and WHY
Our Leadership Challenge

Many youth and families in our community live, attend schools, and work in low opportunity neighborhoods that have profound and long-term impacts on their health, education, and economic well-being.
Compared to a White child in the affluent Oakland Hills, an African American born in West Oakland is...

1.5 times more likely to be born premature or low birth weight

7 times more likely to be born into poverty

2.5 times more likely to be behind in vaccinations

4 times less likely to read at grade level

5 times more likely to be hospitalized for diabetes

2 times more likely to die of heart disease

Cumulative impact:
15-year difference in life expectancy
Inequities in Life Expectancy

Life Expectancy at Birth
- ≥86.0
- 81.0 - 85.9
- 77.0 - 80.9
- <77.0

Source: CAPE, with data from Alameda County vital statistics files 2006-2010.
OUSD Academic Performance by Neighborhood Poverty

3rd Grade English-Language Arts Scores

<table>
<thead>
<tr>
<th>Neighborhood Poverty Level (% of residents living in poverty)</th>
<th>% At or Above Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;10%</td>
<td>72.5%</td>
</tr>
<tr>
<td>10-19.9%</td>
<td>48.0%</td>
</tr>
<tr>
<td>20-29.9%</td>
<td>31.1%</td>
</tr>
<tr>
<td>30%+</td>
<td>30.0%</td>
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Source: OUSD 2011-12
Health and Education are Linked

An education intervention is a health intervention (and vise versa). Healthy students learn better and education contributes to longer, healthier lives.

Young people’s health and academic success are deeply connected. Our health and education systems should be too.

By collaborating across sectors, we can reduce the profound and persistent inequities in our communities, and create structures of opportunity that work for every child and family.
OUR APPROACH: SCHOOL HEALTH INITIATIVES
School Health Initiatives Are...

- …a collaborative approach for improving health and education outcomes for all students.

- …necessary to address health and education inequities.

- …bigger than any single program or set of services.
Our Approach

• Education Partnerships
• Frameworks for Alignment
• Assessment and Resource Mapping
• Capacity Building for Systems Change
• Blended Financing
• Evaluation and Improvement
The infrastructure, programs, and relationships within a school and district that promote the healthy social-emotional development of all students and address barriers to learning.
Case Study: San Leandro Unified

- Spring 2011: 2 full-time Behavioral Health Consultants
- Comprehensive Needs Assessment
  - Surveys (teachers, staff, students, families)
  - Qualitative Interviews
  - Focus groups
- Resulted in several recommendations for building the behavioral health system across the district. Some examples:
  - COST
  - Internship Program
  - Professional Development for staff
  - Engaging key stakeholders, including local CBOs
  - New policies

Alameda County Center for Healthy Schools and Communities, 2018
FACILITATING TRAUMA UNDERSTANDING IN SCHOOLS
How does CHSC engage school administrators and staff on the topic of trauma and its impact on students?
Impacts of Trauma

How does trauma affect:

• Students
• Teachers and staff
• Behavioral Health Providers
• Schools overall
What is Trauma?

Trauma can be defined as:

The experience of an event, or enduring conditions, in which:

(1) there is a perceived threat to life, bodily injury, belonging, and/or dignity, AND,

(2) the individual’s ability to cope, or integrate the emotions involved, is overwhelmed.

Traumatic events are extraordinary, not because they occur rarely, but rather because they overwhelm the ordinary human adaptations to life.

— Judith Herman, Trauma and Recovery
Complex Trauma

Trauma is not just a single event. Many of our students are suffering from complex trauma

• Can be repeated and prolonged exposure to traumatic events

• Can be exposure to multiple traumatic events that compound

• Events are severe and pervasive, such as abuse or profound neglect.
Upstairs and Downstairs Brain

Concept from The Whole-Brain Child by Dr. Dan Siegel and Dr. Tina Payne Bryson

Center for Healthy Schools and Communities, 2018
### Basic Biology Of Trauma

**Fight, flight & freeze + No escape = Overwhelms brain and body**

<table>
<thead>
<tr>
<th>Flight (FLIGHT)</th>
<th>Avoidance</th>
<th>Skipping class/school</th>
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<tbody>
<tr>
<td></td>
<td>Anxiety</td>
<td>Daydreaming</td>
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<tr>
<td></td>
<td>Fear</td>
<td>Hiding or wandering</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Fight (FIGHT)</th>
<th>Irritability</th>
<th>Arguing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Loss of temper</td>
<td>Behaving aggressively</td>
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<tr>
<td></td>
<td>Defensiveness</td>
<td>Hyper-sensitivity</td>
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<tr>
<th>Freeze (FREEZE)</th>
<th>Numbing</th>
<th>Blank look</th>
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<tbody>
<tr>
<td></td>
<td>Detachment</td>
<td>Refusing to answer</td>
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<tr>
<td></td>
<td>Giving up easily</td>
<td>Unable to move or act</td>
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Slide Adapted from [Alameda County Behavioral Health Care Services](https://www.alamedacountyhealth.org/)

Trauma’s Impact on Student’s Social-Emotional Development

Students who experience trauma can respond in very different ways:

**Internalizing trauma** can cause struggles with behavior, e.g. being withdrawn, spaced out, disengaged, or perfectionist

**Externalizing trauma** can cause struggles with behavior, e.g. being impulsive, defiant, aggressive or argumentative
Experiencing trauma can lead to difficulty meeting social challenges, especially at school. For example they may struggle with:

- Forming **healthy attachments** with peers and teachers
- Reading and responding to **social cues**
- **Collaborating** with peers and engaging in small group work
Misperceptions Through a Trauma Lens

- depressed
- anxious
- lazy
- talkative
- disrespectful
- manipulative
- trigger
- hyper-aroused
- hypo-aroused
- angry
- fear
- hypo-aroused
- too social
- disorganized
- depressed
- survival mode

Alameda County Center for Healthy Schools and Communities, 2018
Trauma’s Impact on Learning

Trauma can impact learning by interfering with:

- Executive functioning - set of mental skills that help you get things done, e.g.
  - Ability to plan or manage time
  - Organizational skills
  - Remembering things

- Cognitive processes - the many processes working together in the formation of thought, e.g.
  - Paying attention
  - Problem solving
  - Judgement and decisions
Trauma’s Impact on Learning

Trauma can impact learning by interfering with:

- **Receptive language skills**
  - The ability to UNDERSTAND language.
  - Responding to the language of others.
  - The ability to follow directions and identify things

- **Expressive language skills**
  - The ability to COMMUNICATE language.
  - Not have to be just verbally, even writing is a form of expressive language.
  - Involves making requests, giving information, and labeling things
What’s Sitting in the Classroom from Trauma

- Regressive behavior
- Anger
- Defiance
- Difficulty forming relationships
- Physical Illness
- Sleep problems
- Persistent irritability
- Inattention
- Need to control
- Hyper arousal
- Guilt
- Disrupted Mood
- Fear
- Mistrust
- Perfectionism
- Difficulty concentrating
- Aggression
- Low self-esteem
- Avoidant behavior
- Dissociation
- Sensory sensitivity
- Trauma re-enactment
- Depression
- Traumatic grief
- Shame

“INVISIBLE BOXES”
Making the Shift

What’s wrong with you?

What happened to you?
Student Trauma Impacts Educators

- Secondary (Vicarious) Trauma
- Technical vs. Adaptive Change
- Stress in the Workplace
- Continuity of Relationships
What happened to this teacher?
We must address stress and secondary trauma on a an organizational level

Source Unknown

Systems Under Chronic Stress and Trauma Become Disorganized & Chaotic
Why We Must Address Trauma by Building Cultures of Healing in Schools

• Trauma is a health and learning issue
• Trauma directly impacts learning, behavior, and life outcomes
• Student and family trauma impacts educators
• The brain is a social organ and trauma can disrupt attachments, but healthy relationships (peers and adults) support brain development
• So…school systems can mitigate the impacts of trauma through relationships, consistency and structure, and supports
After the Break:

How do we help build resilient systems and cultures of healing in schools?

BREAK:
3pm – 3:30pm

The most important learning from trauma research is not the wide reaching impacts of trauma exposure, but rather the fact that we can mitigate those impacts through relationships, consistency, and individualization.
CREATING CULTURES of HEALING IN SCHOOLS
Healing Systems

TRAUMA ORGANIZED
- Reactive
- Reliving/Retelling
- Avoiding/Numbing
- Fragmentation

TRAUMA INFORMED
- Shared Language
- Foundational Understanding of Trauma
- Understanding of the nature and impact of trauma

HEALING ORGANIZATION
- Reflective
- Collaborative
- Culture of learning
- Making meaning out of the past
- Growth and Prevention Oriented

TRAUMA INDUCING TO TRAUMA REDUCING

Slide courtesy of: Trauma Transformed
Resilient Systems - Context

1. Integrates frameworks used to strengthen school climate and build multi-tiered systems of behavioral health supports
2. Builds upon current initiatives, structures, and programs
3. Supports both students and adults in the system
4. Provides a common language and outcomes for educators, service providers, stakeholders, and students
5. Integrates well with full service community schools efforts
Resilient Systems Model – Theory of Change

**THEORY OF CHANGE**

All youth graduate high school healthy and ready for college and career.

**SYSTEM SUPPORTS**

- Transformative Leadership
- Stakeholder Engagement
- Community Partnerships
- Resources & Infrastructure
- Multi-Tiered System of Supports
- Equity Lens
- Coaching & Professional Development

**RESULTS**

**Youth:**
- Feel nurtured, celebrated, and inspired
- Feel safe and supported at their school
- Have at least one caring adult at home, in school
- Connect and engage in their learning (academic, social-emotional, extracurricular)

**Staff:**
- Understand the impact of trauma and the importance of social emotional support
- Feel supported by the system in their effort to make impact
- Implement differentiated responses through a whole child lens
- Implement practices for social-emotional support and restorative discipline
- Treat parents/caregivers as positive partners

**Families / Caregivers:**
- Feel appreciated by staff and other members of the school community
- Know where to go to get help for their kids
- Have positive communication with administration and staff
- Work with the school to resolve issues experienced by their youth

**The System Has:**
- Positive relationships between and among stakeholders
- Increasing social-emotional intelligence among all stakeholders
- Involvement of all stakeholder levels (administration, staff, families, youth)
- Coordinated care to connect youth with supports
- An organized structure for meeting the needs of the whole child

**CORE PRACTICES**

- Trauma Awareness
- Engaged Classrooms
- Health & Wellness Supports
- Relational Trust
- Family Partnerships
- Restorative Discipline
- System-Wide Policies & Practices
Resilient Systems Model - Results

Engaged, nurtured, and connected youth

Welcomed, invested, supported, and supportive families

Supported, capable, and relationship-focused school staff

Restorative, coordinated, and resilient systems
Resilient Systems Model
Case Study Part 2: San Leandro Unified

- COST at all sites
- Standardized referral system
- District administrator holds the behavioral health structure (with CHSC as the *consultant*)
- District staff highly engaged in on-going CHSC Resiliency Model training
- Established 6 different contracts (county and direct with district) for interns (for an avg of about 25 interns per year): standard fee, agreements, expectations, behavioral health in schools training, etc.
Roots of the Framework

Seven foundational elements, or "roots" that are essential for the growth and long-term stability of school health and community school initiatives.
School Health Works shares resources from the Alameda County Center for Healthy Schools and Communities and our partners. For over 15 years, we have brought health and education partners together to build school health initiatives that create equitable conditions for health and learning.

Learn more from the Center of Healthy Schools and Communities in Alameda County, California.

VIDEO: Smart Finance Practices for School Health Services

HIGHLIGHTED TOOLS

School Health Initiatives
Build or collective impact approach to support student wellness and academic success in your community.

Coordination Practices: COST Toolkit
COST is a highly effective strategy to build and sustain partnerships that bring wellness supports for students.

Our School-Based Behavioral Health Model
Overview of our model, with descriptions and examples of its core components and foundational elements.

Our School Health Center Model
Overview of our model, with descriptions and examples of its core program areas, foundational elements, operations and needs.

NEWS AND EVENTS

Center for Healthy Schools and Communities shared Oakland Unified School District's photo.
March 30 at 6:37pm

Check out the upcoming groundbreaking on April 7 of the amazing Central Kitchen, Industrial Farm, and Education Center! Go OUSD and partners!
Learn more at: oUSDthecenter.org
Thank You and Good Luck!

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schoolhealthworks.org