Why address Trauma in Schools?

In a study conducted on the troubled South Side of Chicago:

- Students whose neighborhoods (an area roughly 6-10 square blocks) had been the site of a homicide within the previous two weeks scored half a standard deviation lower on a test of intelligence.
- This fits in with what is known about the effects of post traumatic stress, Sharkey said. “The results suggest that children may carry the burden of violence with them as they take part in daily life within the neighborhood or school settings,” he said.


Louisville Kentucky

- Population 760,000
- Murder rate
  - 84 in 2015 (47% increase)
  - 117 in 2016 (39% increase)
- 2015 Total number of shootings in Louisville, including ones that weren’t fatal, skyrocketed 43 percent, from 244 to 348.
- 100,000 children in Jefferson County Public Schools
- In every school there are children who live in neighborhoods where exposure is likely
A Snapshot of JCPS

- 100,600 Students (3 to 21 years of age)
- 123 Languages Spoken
- 172 schools, including 18 magnet schools and 52 magnet programs at all levels
- 32 National Merit Scholars (Class of 2016)
- Earned over $156,000,000 in scholarships (Class of 2016)

Snapshot Continued

- 64,000 Are eligible for free or reduced lunch
- 6,128 Homeless Students (2015-2016)
- 3,163 Psychiatric Hospitalizations (7/1/15 to 5/8/16)
- 1,637 Mental Health Mobile Assessments (7/1/15 to 5/8/16)
- 867 Students with an Emotional- Behavioral Disability

Snapshot Continued

- 2,563 Living with relatives (Kinship Care Program) due to abuse or neglect (2013)
- 6,034 Grandparents are raising their grandchildren
- 2,488 Children exposed to domestic violence that resulted in an LMPD report (3/2014 to 10/2016)
- 1,500 Children, each year, live in a home where police are not called but a parent files a petition for an emergency protection order due to domestic violence
JCPS and Metro Police Data

- In 2015, the school district and Metro Police began a cooperative arrangement where they share data on children who have witnessed domestic violence.
  - Data comes from Police reports by neighborhood zip code
  - A team within JCPS works to identify these children by school and track the effect on behavior
    - Educators are sensitized
    - Intervention strategies are developed when needed

LMPD Data Aggressor Relationship to Child: All in the Family

- Adult Brother: 2%
- Adult Sister: 1%
- Father: 43%
- Guardian: 1%
- Juvenile's Partner: 4%
- Mother: 21%
- Mother's Current/Former Partner: 15%
- Stepfather: 9%
- Other Family: 5%
- Unknown/No Relation: 3%

Children Witness or Involved Domestic Violence 2015

[Map showing the distribution of domestic violence cases]
Zip Code 40215
Incidents of crime during the last 4 weeks within a half mile radius

Louisville Kentucky … my home for the past 25 years

- Home of Kentucky Derby and Derby Festival
- Louisville Slugger Bat Factory and Museum
- Muhammad Ali was from Louisville and has his Museum in Louisville
- Colonel Sanders and his famous Fried Chicken is from Louisville
- Bourbon Trail and Bourbon Tours

And … Jennifer Lawrence … of course …
Collective Impact Partnership

- Center for Women and Families
- Centerstone of Kentucky
- Community Foundation of Louisville
- Family and Children’s Place
- Jefferson County Public Schools
- Kentucky One Health
- Kentucky Youth Advocates
- Louisville Metro Department of Community Based Services (Neighborhood Place)
- Metro Department of Public Health & Wellness
- Metro United Way
- Norton Healthcare
- Mayor’s Office
- Louisville Metro Council
- University of Louisville Department of Public Health and Information Sciences
- University of Louisville Kent School of Social Work
- YMCA of Greater Louisville

The Study found the higher the ACE Score, the greater the risk of experiencing poor physical and mental health, and negative social consequences later in life.

ACEs are Adverse Childhood Experiences

As the number of ACEs increases, so does the risk for negative health outcomes

0 ACEs 1 ACE 2 ACEs 3 ACEs 4+ ACEs
Your ACES Score

Prior to your 18th birthday:
1. Did a parent or other adult in the household often or very often...
   1. Swear at you, insult you, put you down, or humiliate you?
or Act in a way that made you afraid that you might be physically hurt?
   No___If Yes, enter 1
   2. ... Push, grab, slap you?
or Ever hit you so hard that you had marks or were injured?
   No___If Yes, enter 1
   3. Did an adult or person at least 5 years older than you...
   1. Touch or fondle you or have you touch their body in a sexual way?
or Attempt or actually have oral, anal, or vaginal intercourse with you?
   No___If Yes, enter 1
   4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special?
or Your family didn't look out for each other, feel close to each other, or support each other?
   No___If Yes, enter 1
   5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and/or had nowhere to sleep when you were tired?
   No___If Yes, enter 1
   6. Were you everfastened or gagged?
   No___If Yes, enter 1
   7. Were you ever beaten up or so badly treated that it hurt you?
   No___If Yes, enter 1
   8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
   No___If Yes, enter 1
   9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
   No___If Yes, enter 1
   10. Did a household member go to prison?
    No___If Yes, enter 1

Now add up your "Yes" answers. This is your ACE Score.

Kentucky Specific ACES

- 4 most prevalent ACES
  - Divorce
  - Incarcerated relative
  - Substance abuse
  - Economic hardship

- 30% will experience 2 or more ACES throughout childhood

- 1 in 5 will experience 2 or more ACES by age 5
Builds on Prior Community work with 40 Developmental Assets: Resiliency

External Assets
- Support
  - Family, Caring Neighborhood, Supportive Relationships in School
- Empowerment
  - Service to Others, Safety
- Boundaries and Expectations
  - School, Family, Positive Peer Influence
- Constructive use of time
  - Creative Activities, Religious Community, Youth Programs

Internal Assets
- Commitment to Learning
  - Achievement Motivation, School Engagement, Reading
- Positive Values
  - Integrity, Honesty, Restraint
- Social Competencies
  - Planning Decision Making, Cultural Competency
- Positive Identity
  - Self Esteem, Sense of Purpose, Positive View of Personal Future

www.search-institute.org

Bounce: Addressing Root Causes of Health

- Trauma resiliency model for JCPS
  - Harnessing public school resources
  - Collaborating with Community Partners
  - Focusing on skill building in Out-Of-School (OST) time
- JCPS assessment during 2013-2014
  - Safety
  - Substance Abuse
  - Physical Health and Nutrition
  - Mental Health
- Able to compare neighborhoods and focus on areas of greatest need
Neighborhood Focus

- School Readiness
  - Leadership buy in
  - School need
  - Resources available
- School Chosen in South Louisville (40215)
  - 533 Students K – 5
  - 91.2% qualify for free and reduced lunch

Partners work to achieve these results

- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved with their children’s education
- Schools are engaged with families and communities
- Students succeed academically
- Students are healthy - physically, socially, and emotionally
- Students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live

Pre-intervention survey of school staff of students exhibiting ACE indicators:

- Low Likelihood:
  - Anger/ Rage: 72.1%
  - Low Self-Esteem: 67.2%
  - Peer Peer Relations: 57.4%
Bounce Activities (Fall 2014)

- Train all staff at pilot school and OST providers to recognize and respond to symptoms of trauma.
- Provide programs that educate parents about ACEs and techniques to build resilience in their families.
- Using evidence-based curriculum, conduct small group, in-classroom sessions that increase support for the students, reduce risk-taking behaviors and decrease incidence of new trauma or re-traumatization.
- Provide referrals for students needing more intensive interventions (Centerstone’s piece).

Training All Staff

- ACEs
- Types of Trauma
  - Acute, Chronic, Complex
- Examples of Traumatic Events
- Signs of Trauma
- Protective Factors
- Resources

Protective Factors

- Caring adult
- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Nurturing and attachment/social and emotional competence of children
Practicing Self-Care

- Support—teamwork
- Taking time outs
- Managing stress
- Loving yourself!
- Meeting Your Own physical, emotional, and spiritual needs

Outcomes

Under the leadership of experts from CEPS’s Department of Management, Planning & Evaluation, a rigorous evaluation is underway to determine the effectiveness of outcome with these studies of success.

| Outcome | Outcome
|--------|--------|
| To what extent did student and teacher outcomes exceed expectations? | Increased student performance and increased positive behaviors.
| Has there been an increase in school knowledge and skills? | Increased teacher attendance, increased the number of student outcomes.
| Sufficient involvement increased? | Improved school attendance, increased the number of student outcomes.
| To what extent did CAS providers’ knowledge and skills in dealing with trauma? | Increased staff knowledge, changes to policy to promote recovery.

Caring, Safety and Belonging

<table>
<thead>
<tr>
<th>School Environment</th>
<th>2017 Results</th>
<th>2018 Results</th>
<th>2019 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe place to be</td>
<td>90.3</td>
<td>91.2</td>
<td>92.1</td>
</tr>
<tr>
<td>I feel safe</td>
<td>95.6</td>
<td>96.7</td>
<td>97.8</td>
</tr>
<tr>
<td>Safe environment</td>
<td>95.4</td>
<td>96.5</td>
<td>97.6</td>
</tr>
<tr>
<td>I can trust my teacher</td>
<td>95.0</td>
<td>96.1</td>
<td>97.2</td>
</tr>
<tr>
<td>I feel safe in my school</td>
<td>98.9</td>
<td>99.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Staff Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>2015 Results</th>
<th>2016 Results</th>
<th>2017 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel the staff is warm.</td>
<td>85.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>I feel the teachers at my school really care about their students.</td>
<td>97.7</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>I feel students at my school are really cared for.</td>
<td>95.6</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>My school provides a strong and supportive environment for students.</td>
<td>95.8</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>I feel my child can make it on his/her own.</td>
<td>98.6</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>I feel that my child is on track for success.</td>
<td>95.3</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>I feel my child has enough encouragement from their teacher.</td>
<td>96.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>I feel my child is making progress in any areas they need help with</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
</tbody>
</table>

JCPS Comp School Survey – Parents
Mixed results

<table>
<thead>
<tr>
<th>Item</th>
<th>2015 Results</th>
<th>2016 Results</th>
<th>2017 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel my child has enough encouragement from their teacher.</td>
<td>95.3</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>I feel my child is making progress in any areas they need help with</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>I feel that my child is on track for success.</td>
<td>95.3</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>I feel my child has enough encouragement from their teacher.</td>
<td>96.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>I feel my child is making progress in any areas they need help with</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
</tbody>
</table>

How Would You Describe Your Skill Level in Providing Effective Support to Students Experiencing Traumatic Events?

FALL 2014 (N=61 Bounce School Staff)  
- Adequate: 25.3%  
- Limited: 32.3%  
- No Skills: 42.4%

SPRING 2016 (N=51 Bounce School Staff)  
- Adequate: 14.9%  
- Limited: 36.1%  
- No Skills: 48.6%
Early Indicators of Success

- Improvement in staff survey of ability to support students experiencing traumatic events.
  - Pre Fall 2014 – Post February 2015
  - Those describing their skill as “none” or “limited” decreased from 70.5% to 44.8%
- Students with high-intensity behavioral referrals (physical violence) declined from previous year.
  - Percent of students with 10 or more referrals declined from 40% - 30%
  - 100% of students with 10 or more referrals were identified for therapeutic treatment intervention
- School Staff Training has been adapted for OST providers and delivered to over 500 YMCA providers

DLA 20 Data

- Developed to have a valid and reliable method of determining a GAF Score
- DLA 20 first normed with Adults but has versions for Children/Adolescents, Developmental Disability and Substance Abuse
- Centerstone of Kentucky (formerly Seven Counties) used the DLA 20 extensively in School Based Population
- Cutoff for step down to brief intervention or discharge planning: 50
- Currently 6 month between administrations
- Data can be analyzed with full scale and/or item analysis
Van Treuren, Using the DLA 20 to Measure Functional Outcomes in a Child and Family Population, Children's Services Research Conference, Tampa, FL March 2013

DLA 20 Summary FY 11 Child and Family Jefferson County Data by Site
N = 576

All sites displayed a significant increase in DLA 20 scores during FY11, (p < .012)

DLA 20 Summary FY 12 Child and Family Jefferson County Data by Site
N = 861

All sites displayed a significant increase in DLA 20 scores during FY12, (p < .039)

Transitions Program
Seven Counties Services, Inc.

DLA 20 Score

FY 11 = -0.851, df = 30, p = .401
FY 12 = 1.732, df = 41, p = .091

Children Receiving Services Through Centerstone at Semple Elementary
FY 16 and FY17
N = 33

DLA 20 Score

N = 33
t = -1.75, df = 32, p = .09
Resources
The National Child Traumatic Stress Network
http://www.nctsn.org/

Child Trauma Academy
http://childtrauma.org/

The Heart of Learning: Compassion, Resiliency, and Academic Success
http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx

Centers for Disease Control and Prevention (ACE Study)
http://www.cdc.gov/ace/

The National Institute for Trauma and Loss in Children
http://www.starrtraining.org/home

Ron Van Treuren, Ph.D
ronald.vantreuren@centerstone.org

Angela Schardein, LCSW
angela.schardein@centerstone.org