Keeping Communities Whole Through Collaborative Partnerships

Behavioral Health in the School Community: An Innovative Collaboration to Reduce Trauma-Related Barriers to Academic Success

Presented By Charlie Alcaraz, MPA, CTP
Director of Clinical Services
Pima Prevention Partnership

Overview

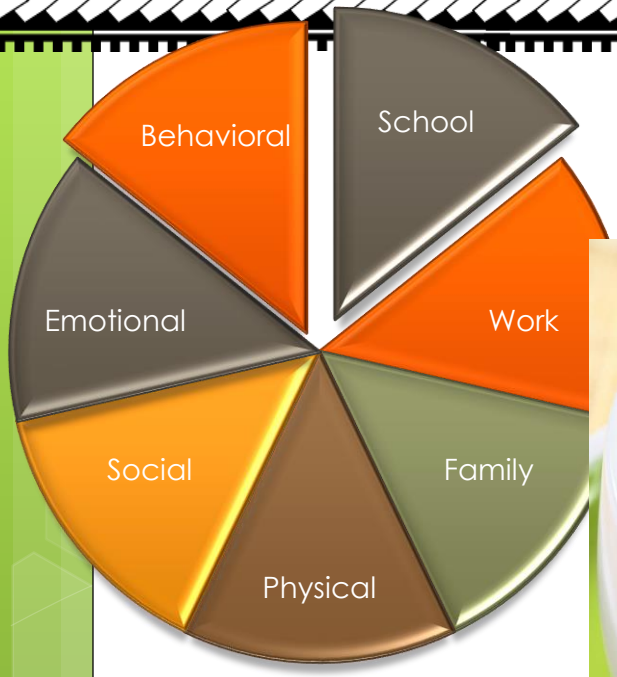
- About Me and PPP
- Understanding the Problem: Holistic, Integrated, and Complex
  - Case Study: Compton
  - Example: Trauma and Education
- Solution Reflective of the Problem
  - The Balance Project
  - Purpose of Balance Project
  - Goals & Objectives
  - Project Framework: SBIRT
  - Project Progress Report

About Me

Pima Prevention Partnership

the Partnership

People, Pies, and Soup



Holistic?

Case Study

http://www.npr.org/sections/ed/2015/08/20/432885473/are-traumatized-students-disabled-a-debate-straight-outta-compton

Complex?

- Where…
  - Does the responsibility of education begin? Where does it end?
  - Does the role of behavioral health begin? Where does it end?
- Who else needs to be part of the solution?

Defining Trauma

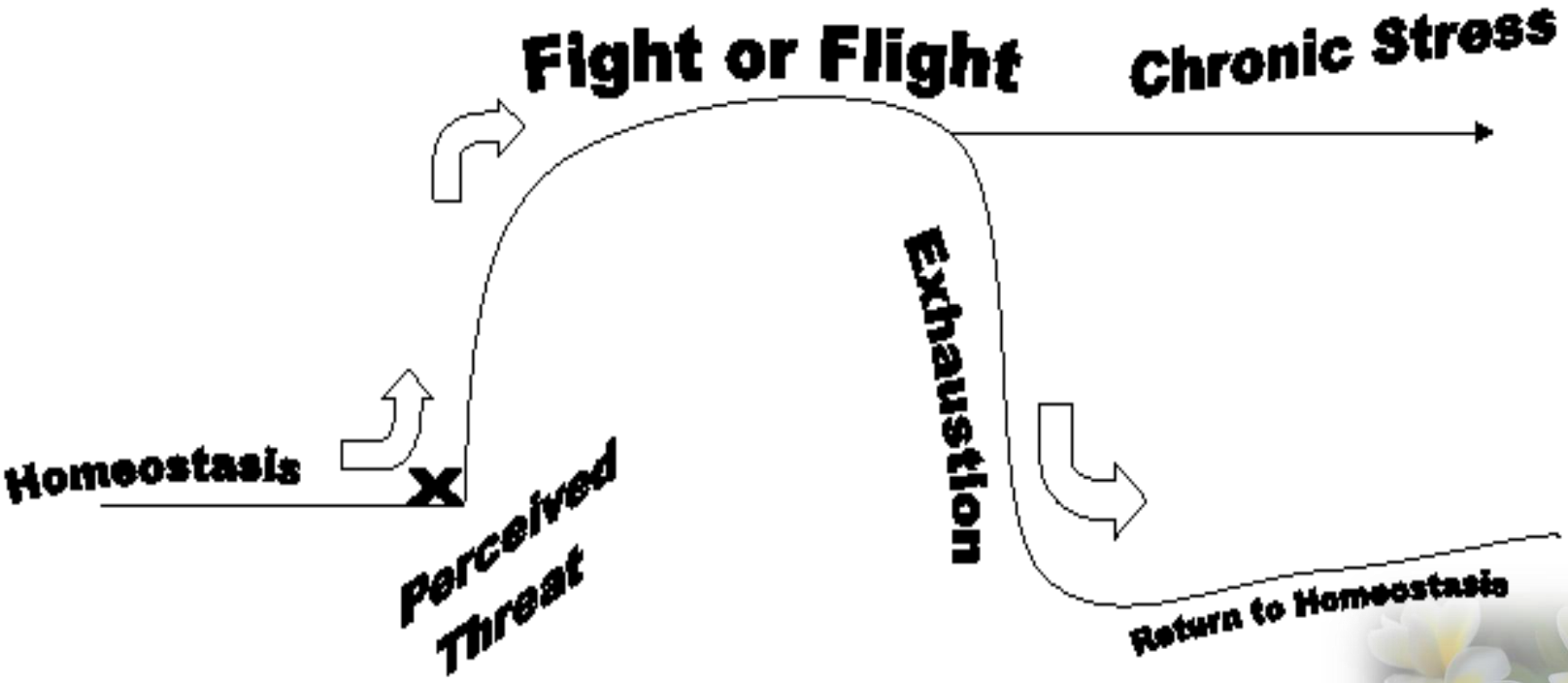
- Trauma-Any experience that leaves a person feeling hopeless, helpless, fearing for their life/survival, or their safety.
  - It is based on each individual's perception, their experience; not ours

Acute Stress V. Post Traumatic Stress

- Acute Stress- Normal response/reaction to stress and trauma during initial 4-6 weeks of incident

- Post traumatic Stress- Exaggerated and prolonged stress response BEYOND 4-6 weeks
  - Increased activation of Sympathetic Nervous System (heart rate, startle response, fight response, etc.)

What Happens during a Traumatic Response to an Event



Not Everyone Responds the Same

- Factors Impacting Response
  - Pre-Event:
    - Prior Exposure
    - Learned Coping Skills
    - Availability of Social Support
  - Event:
    - Level of Exposure
    - Duration of Trauma
    - Geographic Nearness
  - Post-Event
    - Availability of Social Support
    - Family Stability
    - Motivation to Seek Help

Effects and Symptoms of Childhood Trauma

Trauma's Impact on the Brain

Trauma's Impact on the Brain

Normal Right Brain Functions	Trauma's Impact
Sensory- sight, sound, touch, smell, taste	Sensory storage of trauma
Implicit memory- what we EXPERIENCE (Not Learn)	Unconscious storage of trauma- WITHOUT WORDS
Limbic System regulation (survival physiology during stressful situations)	Freezes people in a state of activated arousal, reducing the functioning of cognitive systems
Process emotions to respond appropriately to stress	Inability to respond to stress appropriately (Frozen in activated state of arousal)

Adverse Childhood Experiences Study

33% Report No ACEs	51% Report 1-3 ACEs	16% Report 4-10 ACEs
1 in 16 smokes	1 in 9 smokes	1 in 6 smokes
1 in 69 are alcoholic	1 in 9 are alcoholic	1 in 6 are alcoholic
1 in 480 use IV drugs	1 in 43 use IV drugs	1 in 30 use IV drugs
1 in 14 has heart disease	1 in 7 has heart disease	1 in 6 has heart disease
1 in 96 attempts suicide	1 in 10 attempts suicide	1 in 5 attempts suicide

The Situation

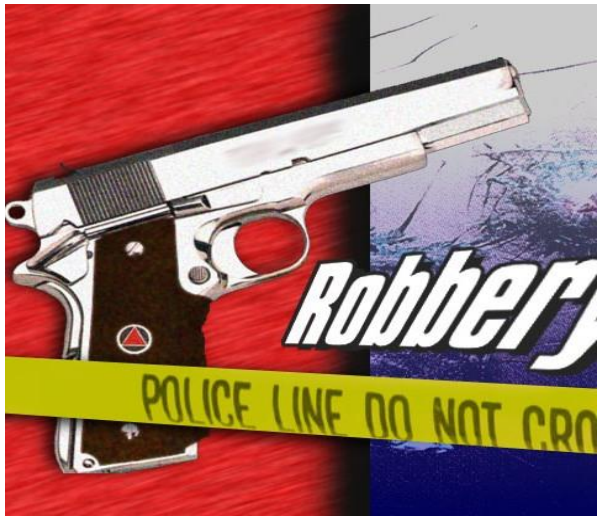
PPA & PPHS Students' Exposure to Trauma and Violence

The Situation: Crime and Victimization

2010 Crime Rate Indexes	Tucson	Arizona	El Paso	San Diego	Las Cruces	United States
Total Crime Risk	**220**	143	123	98	130	100
Murder Risk	**171**	144	81	109	91	100
Rape Risk	**206**	98	113	61	185	100
Robbery Risk	**183**	102	106	122	59	100
Assault Risk	**190**	112	149	113	159	100
Burglary Risk	**157**	139	95	77	150	100
Larceny Risk	**243**	127	168	99	159	100
Motor Vehicle Theft Risk	**354**	220	108	254	108	100

http://www.clrsearch.com/Tucson-Demographics/AZ/Crime-Rate

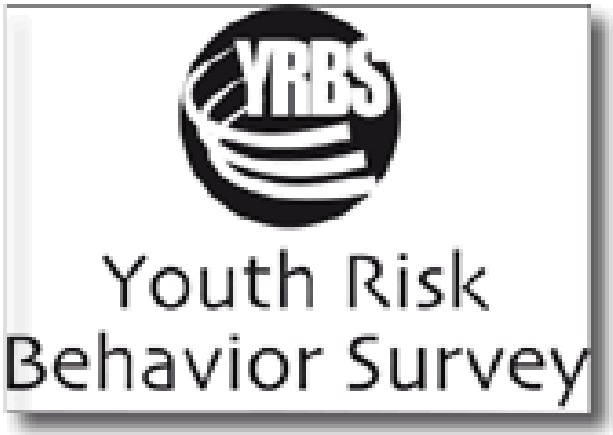
The Situation: Students' Exposure



- **<u>62% of PPA/PPHS students</u>** live in neighborhoods whose crime index for larceny and robbery is two times the national average!

- **<u>22% of PPA/PPHS students</u>** live in neighborhoods whose crime index for assault, crimes against people, and sex crimes are two times the national average!

The Situation: Students' Exposure



- On the 2012 Arizona Youth Survey of 8th, 10th, and 12th graders, PPA/PPHS students indicated that they have a **dramatically higher level of exposure to violence** than students in all of Pima County!

Youth Risk Behavior Survey

Arizona Youth Survey 2012 data comparison	*PPA & PPHS*	*County*	*State*
Community risk			
Attacked someone with ideas of seriously hurting them	24.5%	11.2%	9.9%
Carried a handgun	14.3%	6.4%	5.6%
Gang involvement	44.1%	13.3%	13.9%
Family/Neighborhood risk			
Been arrested	26.5%	8.9%	6.3%
Low neighborhood attachment	72.2%	43.6%	41.6%
Family conflict	44.4%	42.4%	45.1%
Students at high risk	50%	30.9%	30.9%
Sold illegal drugs	14.3%	8.9%	7.6%
Risk at school			
Been drunk or high at school	26.5%	18.3	15.9%
Been suspended from school	24.5%	13.9	13.6%
Academic failure	67.3%	44.9%	43.4%
Low commitment to school	56.0%	43%	43.4%
Overall risk			
Students at high risk	50.0%	30.9%	30.9%

The Situation: Students' Exposure and Academics

Snapshot of Student Exposure to Family Violence

Table Two: Known family factors associated with violence exposure	PPHS	PPA
Students reporting illegal drug use going on at the home	26%	30%
Students reporting having witnessed domestic violence in the home frequently	27%	33%
Students attesting to gang affiliation in the family	32%	28%
Students reporting having one or more parents in jail	26%	42%

Percentage of Students Who Meet State Academic Standards

Academic Standard Area	PPA	PPHS
Students in all grades who met the standard for Math	28%	24%
Students in all grades who met the standard for Reading	62%	53%
Students in all grades who met the standard for Writing	22%	33%

Good News!!!!

Recovery from Trauma Happens!

- Effective, ***Evidence-Based*** Trauma Treatment Models
  - Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
  - Structured Sensory Interventions for Traumatized Children, Adolescents, and Parents- Adjudicated and At-Risk Treatment program (SITCAP-ART)
  - Child and Family Traumatic Stress Intervention (CFTSI)
  - Eye Movement Desensitization and Reprocessing (EMDR)
  - Grief and Trauma Intervention for Children (GTI)

- [x] What?
- [x] Why?
- [ ] How?

Balance Project

- Purpose- Increase capacity of schools to:
  - Identify, assess, and serve students exposed to pervasive violence
  - Ensure affected students access effective support services
  - Implement school–based violence prevention strategies to reduce likelihood that students will later commit violent acts
- Department of Education Funding (2014-2019)
- Designed to better integrate behavioral health services with educational services to ***improve academic success and holistic wellness***

Goals and Objectives of Balance

- **Goal 1: Identify and mitigate the traumatic effects of exposure to violence on Pima Partnership middle and high school students by identifying and connecting youth at-risk with appropriate supports in a non-stigmatizing way.**

- ***Objective 1.1:*** By the end of each academic year, 100% of the *consented students* at Pima Partnership schools will have been screened to identify risk for substance use and/or trauma exposure.

- ***Objective 1.2:*** Each year, identified at-risk students will have received school based and community mental health services.

- ***Objective 1.3:*** By the end of each academic year, Pima Partnership schools will have experienced a 10% decrease in behavior referrals over the previous academic year *as measured by discipline record review*.

- ***Objective 1.4:*** By the end of each academic year, Pima Partnership schools will have experienced a two percentage point increase in school engagement over the previous school year *as measured by school attendance record review*.

Goals and Objectives of Balance

- **Goal 2: Create a school culture of non-violence and wellness.**
- ***Objective 2.1:*** Each year, Pima Partnership schools will have implemented at least 12 activities and events promoting a school culture of non-violence and wellness.
- ***Objective 2.2:*** Each year, 80% of faculty at Pima Partnership schools will have received a satisfactory review related to classroom management.
- ***Objective 2.3:*** Each year, Pima Partnership schools will have experienced a 15% increase in the number of students and/or parents/caregivers who report feeling that the school is a safe place.
- ***Objective 2.4:*** Each year, Pima Partnership schools will have experienced a 10% increase in attendance in after/before-school activities.

The Innovation!

School-Based
&
Trauma-Focused

Resources

- **School-Based**
  - 2 FT Youth Development Coaches
    - Implement SBIRT
    - Provide After-School Support Services
  - .5 FTE Project Evaluator

- **Sin Puertas Support**
  - Experienced SA/MH Services Provider
  - Medicaid Authorized Provider
  - Expertise in SBIRT, SA, COD, and Trauma Treatment

SBIRT Is…

Screening

- Quickly assess the severity of MH/Trauma and SA issues and identifies appropriate level response

Brief Intervention

- Increases insight and awareness of MH/Trauma and SA issues while increasing motivation for service engagement

Referral to Treatment

- Provides those identified as needing more extensive services access to specialty care

SBIRT Is…

Designed to cast a wide net

A way to integrate educational institutions and behavioral health services

Flexible enough to be used in many community settings

Designed to address many public health issues, including poor academic performance

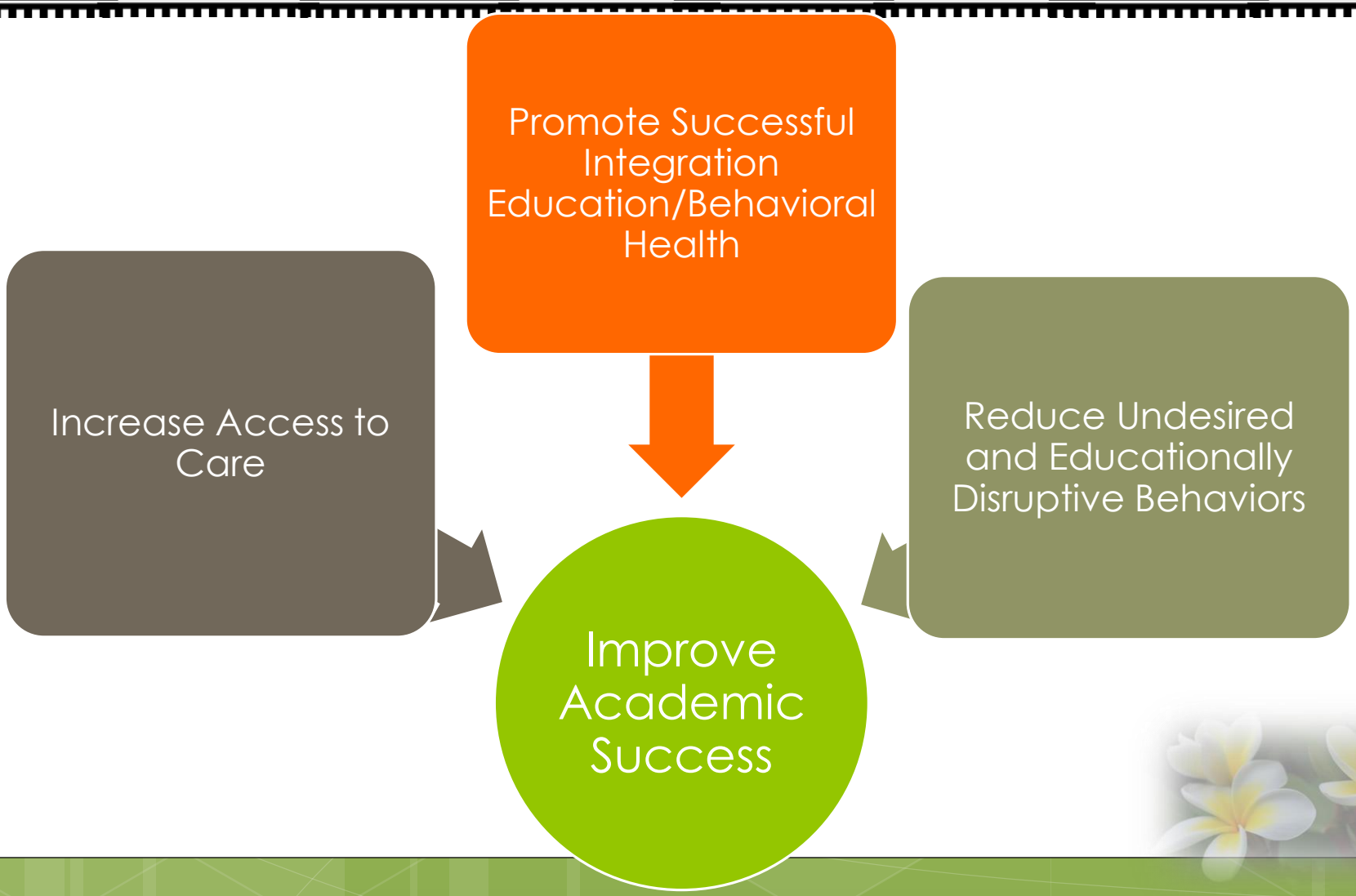
SBIRT is effective because it…

1
- Can catch MH and SA issues *before* they dramatically impact a student's academic performance.

2
- Uses simple screening and brief motivational intervention to affect change - in less than 30 minutes.

3
- Takes away the stigma associated with behavioral health treatment by normalizing it in a school setting.

SBIRT Will…


Promote Successful Integration Education/Behavioral Health
Increase Access to Care
Reduce Undesired and Educationally Disruptive Behaviors
Improve Academic Success

SBIRT Will…

- **Alleviate the stress on educators in the classroom**
  - By reducing the number of disruptive behaviors

SBIRT: Core Components

- **Screening:** Very brief screening, **for ALL Consenting Students**, to identify MH/SA issues
  - Using GAIN-SS and Trauma Symptom Checklist
  - Score on GAIN-SS and details Trauma Symptom Checklist determines services provided

- **Brief Intervention:** Raises awareness of issues/risks and motivates client to take action towards wellness
  - Using Motivational Interviewing
  - Can be done in under 30 minutes

SBIRT: Core Components

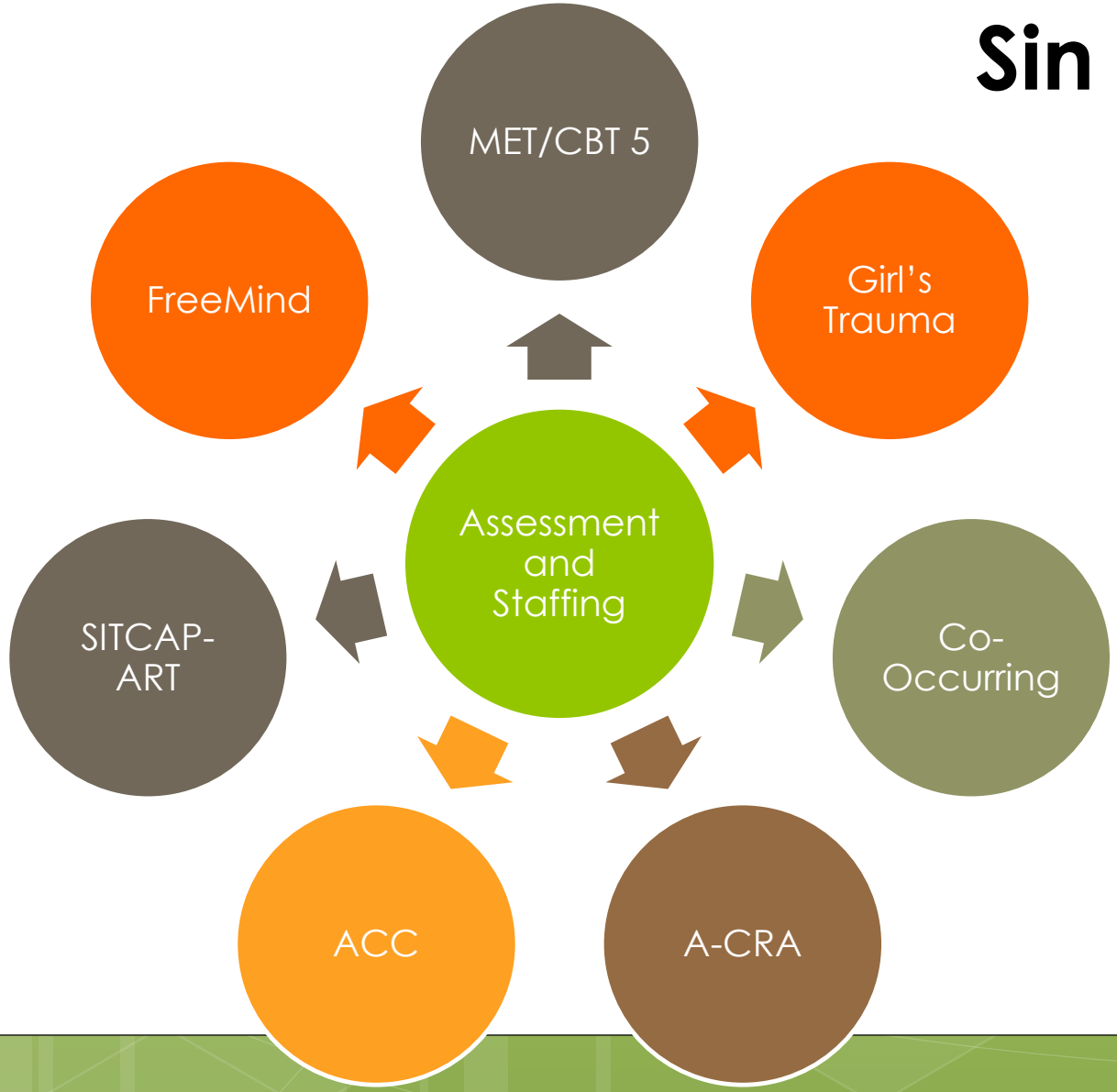
- **Brief Treatment:** School-based Trauma-focused care services,
  - Youth are offered these service based on screening scores.

- **Referral:** Referral to more intensive treatment for those with more severe issues
  - Based on youths' identified needs and treatment preferences.
  - Treatment through Sin Puertas is available for eligible youth.

Movie Time!

- SBIRT Video
- http://www.sbirtoregon.org/

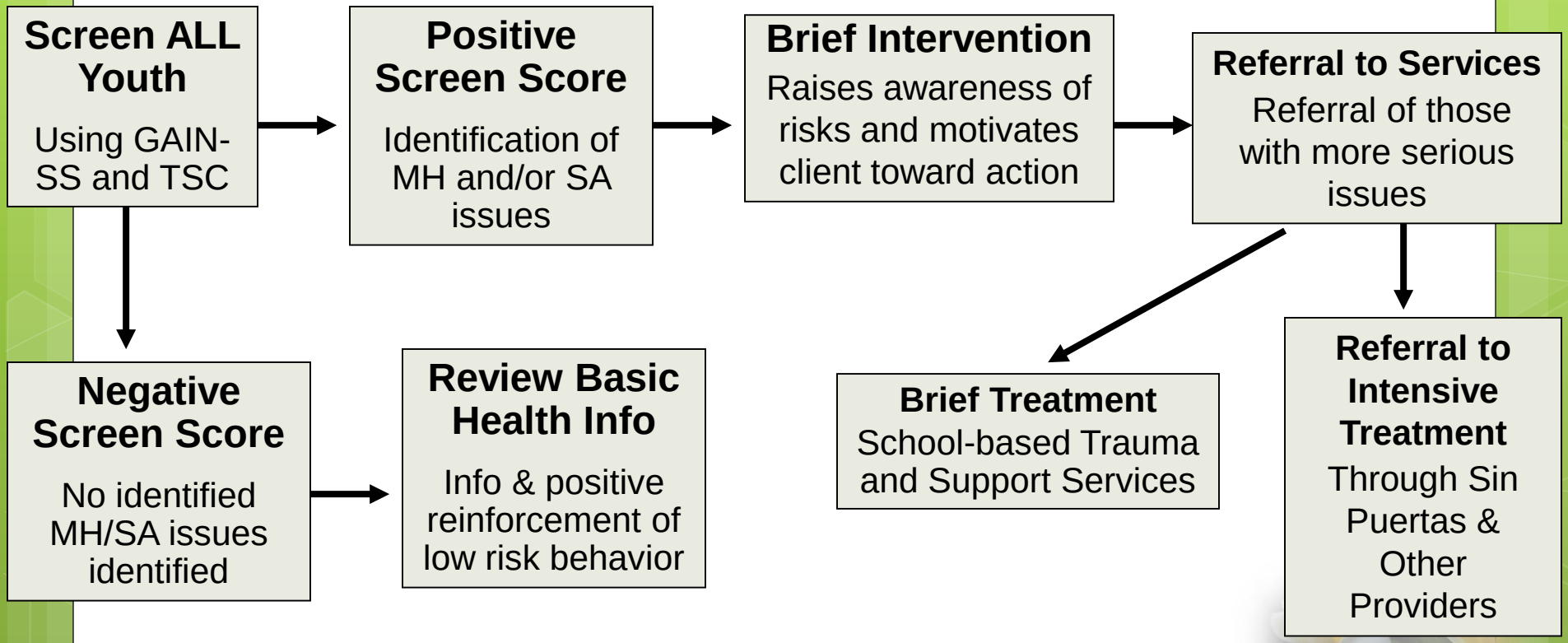
Referral to Treatment Services at Sin Puertas



Ancillary Services

- Project Respect
- HIV Testing
- Case Management
- Sex Education
- Education Support
- Health Care
- Housing

Balance Project SBIRT In Motion



School Year 2015-16 Update

Students Screened

Student Symptom Severity

Student Life Events

Student Substance Use

Service Responses

Thoughts & Questions

Contact Information

Charlie Alcaraz, MPA, CTP
Director, Clinical Services
Pima Prevention Partnership
(520) 260-3390
Email: calcaraz@thepartnership.us

www.thepartnership.us