Creating Trauma Sensitive Schools
Community Agency and School Partnerships
We are Learning Lessons on a Daily Basis

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Butler University | College of Education
Educational Neuroscience Symposium: Collaboration Workshop
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Troubled Children and Youth

“Troubled kids are distinguished by their regrettable ability to elicit from others exactly the opposite of what they really need.”

(L. Tobin)
Indiana School Mental Health Initiative: Why

- Where is the best place to improve the social, emotional, and mental health of as many people as we possibly could? Answer: Our schools.

- Stressed brains do not learn the same as brains that feel safe, feel connection, and can manage emotions.

- Resilient school staff and students lead to resilient and thriving families, and communities

“Attachment is the carrier of all development.”
ISMHI: How

- History
- Vision
- Our Approach
  - Community of Practice
  - Collective Impact
  - Resources & Supports
- Hoped for Outcomes
Needs Assessment/Resource Mapping

Why?

- Large School District
- Need for comprehensive student needs assessment
  - Help Inform decisions about service planning and partnerships
- Resource Mapping to identify supports and services
  - Help Inform decisions about service planning and partnerships
Community Partnerships

- Universal Internal Referral form
- Memorandum of Understanding
- School staff informed/involved in interventions
Community Partnerships

- **Tier 1**
  - Wellness class lessons
  - Good touch/bad touch programs
  - Training for all teachers

- **Tier 2**
  - Support Groups
  - Mentor Programs
  - Early Intervention Advocates

- **Tier 3**
  - Mental Health Counseling
  - Support Groups
  - Crisis Liaison
Mental Health Integration

- Collaborative Partnerships
- Developing an Infrastructure
  - Administrative
  - Clinical
- Integrating PBIS Principles
- Cross-Training Opportunities
  - A Trauma-Informed Lens
- Data Collection and Sharing
- Connection to State-Level Efforts
Why?

- Between 1 and 5 percent of students create the majority of major disruptions in our community and school settings.
- More than 5 percent of all students suffer from serious social/behavior challenges - Stress Behaviors
- Less than 20 percent of those students receive intervention specific to these challenges - and where do they receive intervention?!

What an opportunity to collaborate!!!!!

(Statistics from US dept of Health and Human Services)
Cry, Laugh, Learn Repeat - Every Day

- Brief History
- Collaboration, Cooperation, Share, Co-Exist
Cry, Laugh, Learn
Repeat - Every Day

- Vertical and Horizontal Adult Relationships
  - On-going (daily) learning opportunities

- Classroom-The Art of Flexibility within Structure
  - Student Centered Relationships, Instruction, Student Centered Relationships, Outside the Classroom Supports, Family Partnerships, Student Centered Relationships
“Relationships matter: the currency for systemic change is trust, and trust comes through forming healthy working relationships. People, not programs, change people.”

Dr. Bruce Perry
Thank You!

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