Crittenton Children's Center Trauma Smart®

A Presentation for the
Missouri Early Childhood Mental Health Committee
April 18, 2016

Mental Health: "A Kids' Game"

"Unlike most disabling physical diseases, mental illness begins early in life . . . 50% of all lifetime cases by age 14 and three-quarters have begun by age 24."

Harvard University, University of Michigan &
The National Institute of Mental Health, 2008

Toxic Stress is a fact of life.

But it doesn't need to define their lives.

Adverse Childhood Experiences

United States "Epidemic"

Nationwide, 25% of children experience one traumatic event by age 4.

Journal of Traumatic Stress, CDC, Briggs-Gowen et al, 2010

Pre-K Expulsion Rates are 3x the national rate for K-12.

Foundation for Child Development Policy Brief Series No. 3, May 2005

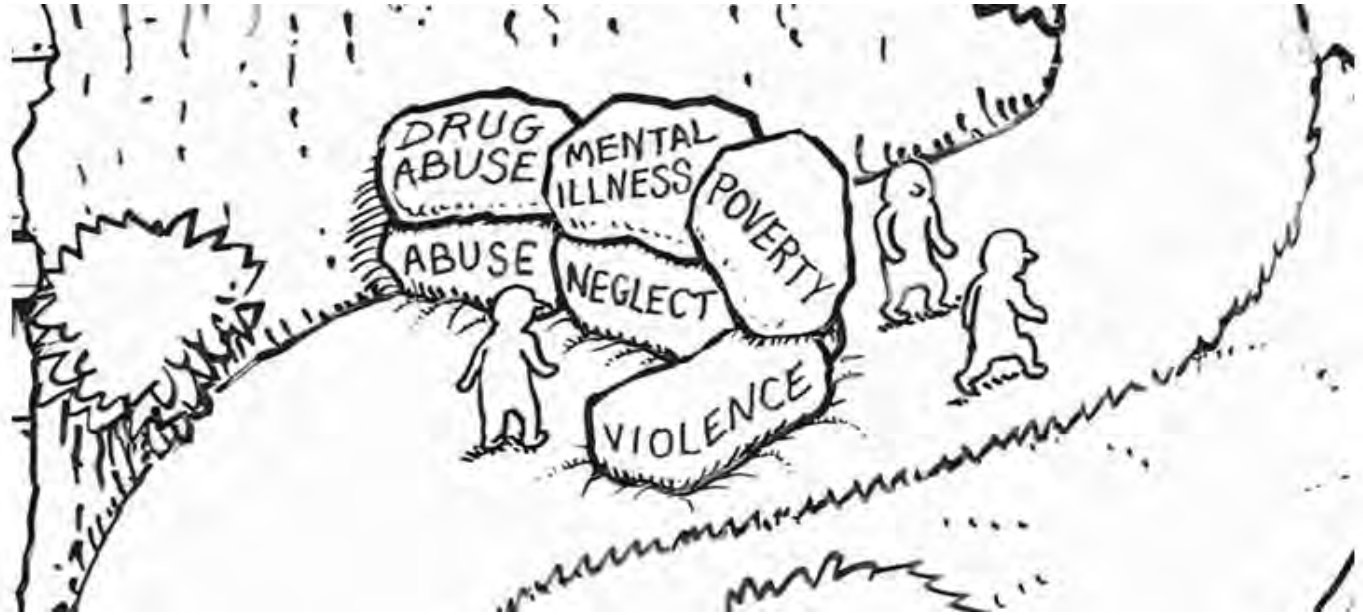
Trauma Smart®
2014-2015
6 Early Childhood Programs in 27 Counties
(217 children referred for therapy services)

92%	• Of children referred with **one** traumatic event
79%	• Of children referred with **two** traumatic events
69%	• Of children referred with **three or more** traumatic events

Tool: Childhood Trust Events Survey

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

Jack Shonkoff, M.D., Harvard Center on the Developing Child



Impact of "The Pile Up"

- Emotional Reactivity
- Sleep Problems
- Attention Problems
- Aggressive Behavior
- Withdrawal and Depression
- High Anxiety
- Complaints of stomachaches, headaches and other physical problems

Implications

Unaddressed Mental Illness and Social "Pile Up"

- 50% drop out of high school beginning at age 14.
- Are 3 times more likely to be in a jail or prison than in a mental health facility, and 40% will spend some time in their lives in a corrections facility (alos 68 days per incident).
- Die, on average, 25 years earlier due to preventable physical health conditions.
- Face an 80% unemployment rate.
- Represent > 40% of the homeless population.

Social Determinants of Health

EDUCATION

50% age 14+ drop out of high school

COMMUNITY INCLUSION

Are 3 times more likely to be in a jail or prison than in a mental health facility, and 40% will spend some time in their lives in a corrections facility (alos 68 days/incident)

ACCESS TO QUALITY HEALTH CARE

Die, on average, 25 years earlier due to preventable physical health conditions

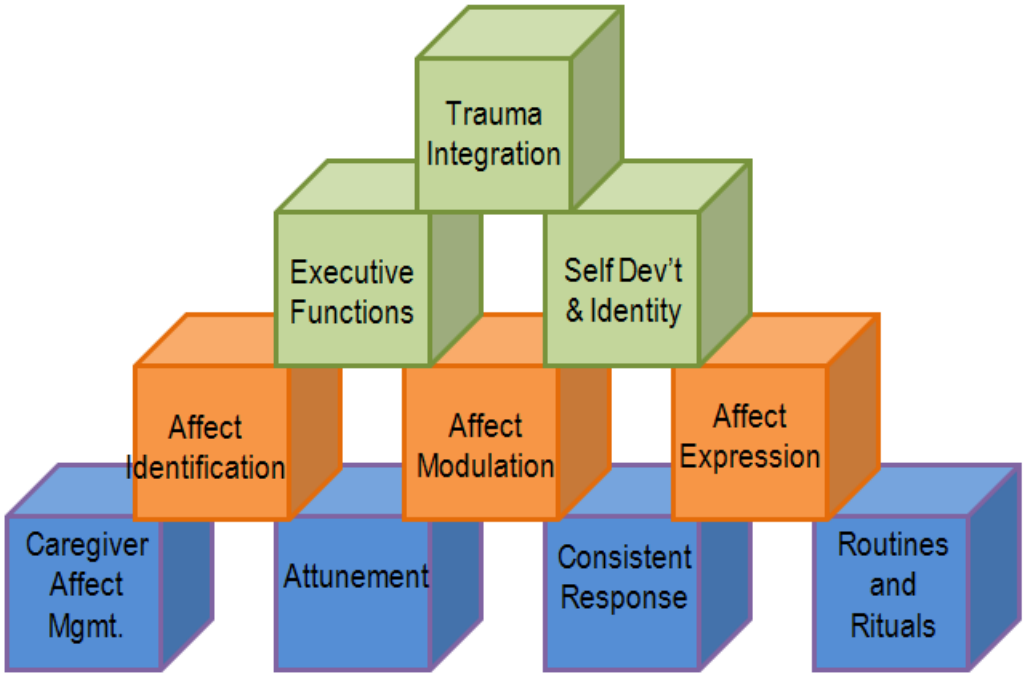
EMPLOYMENT

Face an 80% unemployment rate

SAFE, AFFORDABLE HOUSING

Represent > 40% of the homeless population

Common Frame of Reference



Attachment, Self-Regulation and Competency (ARC)
Kinniburgh and Blaustein, 2005

Vision: To reduce the negative impact of trauma and violence in society by strengthening patterns of resilience among children and the adults who care for them.

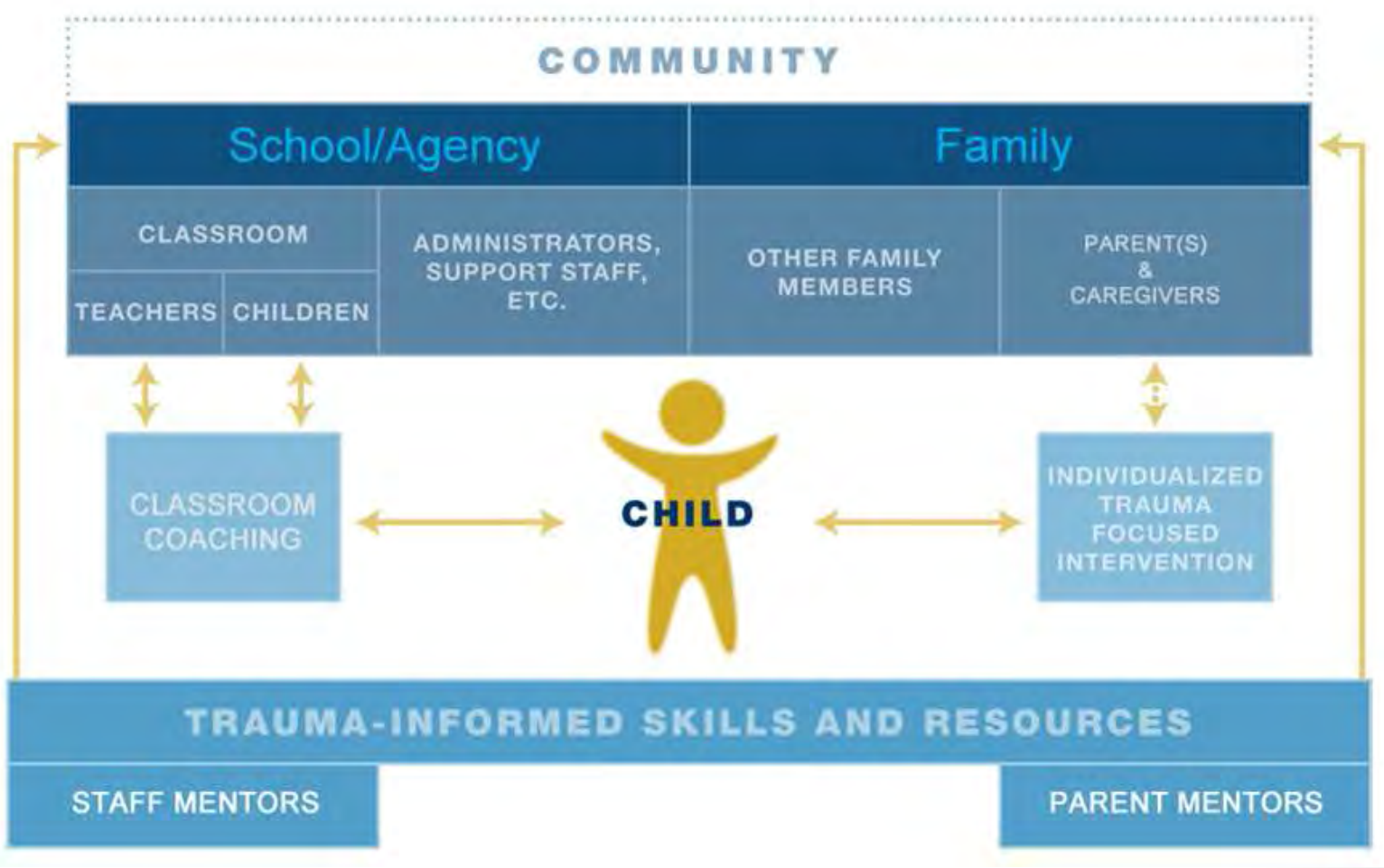
Mission

To provide practical solutions to parents, guardians, teachers, and organizations devoted to helping children overcome negative effects of trauma using data-driven and validated programs of care.

Key CTS Attributes

- Integrated systems involvement with universal approach
- Engagement with multiple generations
- Practically focused on real, everyday life
- Sustainable within the community

Trauma Smart® Model



Building Resilience
Individually and Collectively

- Practice good self care. We are role models for others.
- Validate feelings even when we can't validate behavior.
- Be consistent. Build routines and rituals into daily life.
- Teach children how to identify, modulate and express emotions in socially appropriate ways. Practice this ourselves!
- Connect classroom learning to real life. Teach critical thinking skills.
- Help children view themselves as positive, unique, whole beings with a belief in the future.
- Help children integrate prior trauma. We can be a safe place where children belong and can make a positive contribution.
- Help children and families establish connections to each other, their communities, their culture, and their faith.

Outcomes for Children

2014-2015

Reduced the number of children requiring therapy services by approximately 50%.

100% of children with internalized behaviors improved from a clinical range to normal.

61% of children with externalized behaviors improved from a clinical range to normal.

CLASS scores – statistically significant improvements over time

Post-training tests of application skills.

Personnel and Parent Feedback exceptionally positive

CLASS Scores Classroom Assessment Scoring System	2010	2011	2012	2013	2014	2015
Positive Classroom Climate	4.56	4.36	5.16	5.51	5.73	6.11
Negative Classroom Climate	1.76	1.73	1.73	1.40	1.59	1.21
Teacher Sensitivity	4.00	3.95	4.48	4.75	6.04	5.43
Respect for Student Perspectives	3.59	3.65	4.33	4.57	5.13	5.21
Emotional Support Domain	**4.60**	**4.56**	**5.06**	**5.39**	**5.56**	**5.89**

Cultural and Structural Shifts

BEFORE

- Hierarchical Relationship
- Reactive to Behaviors
- Compliance & Counting

CONTROL

* What if I do something wrong?
* My day is chaotic and turbulent.
* I'm worn out by frustration & conflict.

AFTER

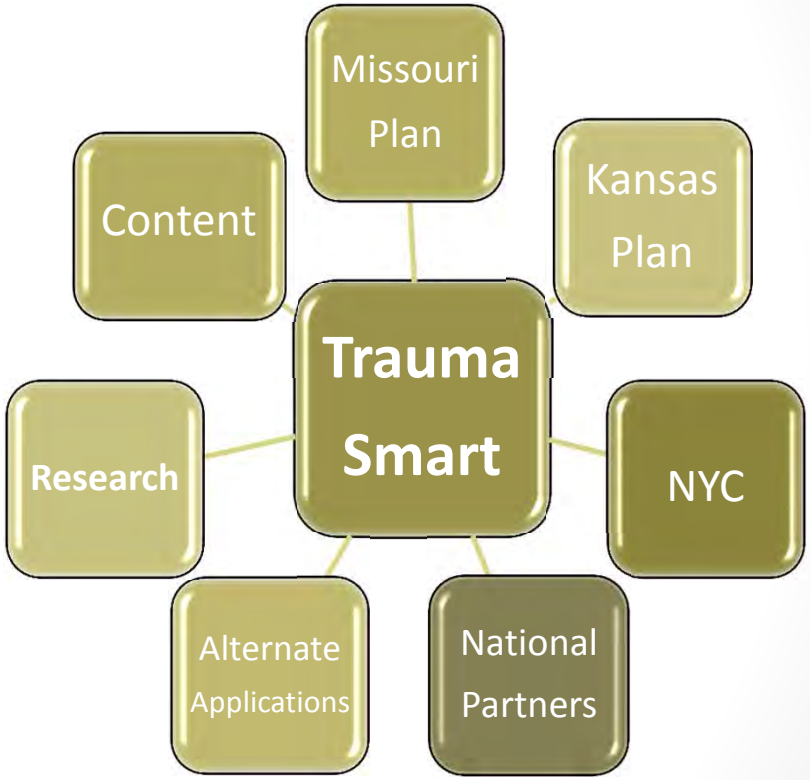
- Collaborative Interaction
- Responsive to Feelings
- Innovation & Flexibility

TRUST

* I have skills & co-workers to help me.
* My day has routines and rituals.
* I regularly practice self care.

Path Forward

- Continue developing client interfaces (content) yielding independent function and innovation
- Diversify financial model
- Execute highest quality content/service
  - Local and Regional Partners
  - MISD and other First Nation tribes
  - NYC with focus on scale and distance ops
  - National partners as capacity allows
- Further formalize applications for school district settings.
- Expand metrics & evaluation strategies
- Engage with public and private colleagues in research opportunities



Questions & Answers