A public health approach to addressing child mental health disparities in schools

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664,774 Students

80% Living in poverty

94 Languages spoken

21% English language learners
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>74%</td>
<td>Latino</td>
</tr>
<tr>
<td>9.8%</td>
<td>Caucasian</td>
</tr>
<tr>
<td>8.4%</td>
<td>African American</td>
</tr>
<tr>
<td>6%</td>
<td>Asian</td>
</tr>
</tbody>
</table>
Proficient in Math: 33%

Proficient in English: 43%

Meets Attendance Standard: 73%

Graduation Rate: 75%
Violence Exposure in the Past Year

- Any Weapon: 40%
- Any Physical: 63%
- Any Verbal: 43%
- Total Violence: 73%

N=28,882 (Ramirez et al, 2012)
Rates of high levels of total violence exposure by race

- Caucasian: 14%
- Latino: 21%
- African Am.: 31%
Trauma-Informed Schools Framework of Best Practices

SAMHSA’s Six Key Principles of a Trauma-Informed Approach
(adherence to six key principles rather than a prescribed set of practices or procedures)

1. Safety
2. Trustworthiness and Transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice and choice
6. Cultural, Historical, and Gender Issues
Case Study: Bell High School

**Intensive/Treatment:**
Mental health treatment at Wellness Center

**Selective/Indicated Early Intervention:**
CBITS

**Universal/Prevention:**
- FOCUS Classroom Curriculum
- Resilience Check-up Screening
Resilience Classroom Curriculum
Community-Partnered Adaptation (Ijadi-Maghsoodi et al, in press)

Managing Feelings:
Naming how you feel and calming yourself down

Communication:
Saying what you think, feel, and need and using good listening skills when someone talks to you

Goal Setting:
Making a plan to achieve something that you want to do

Problem Solving:
Identifying problems and creating solutions to them

Coping with Reminders:
Learning how to manage challenging thoughts and experiences

F·O·C·U·S

UCLA Division of Population Behavioral Health
Student Feedback on the Resilience Classroom Curriculum

• “You are able to learn about others and how they feel. You can also learn how to deal with stress and your emotions.”

• “I like that they interact with the students and [they] help the students understand their feelings, moods, and emotions. I also like that they teach kids how to deal with their feelings”

• “That they helped me get over depression. I was a student with depression but since the group came my life changed.”
Moving Forward
LAUSD Cloud-Based Care Management Pathway: Managing Student Population Behavioral Health

School Climate

Early Identification
Resilience Check In
PC-PTSD, School Experience Survey, Protective Factors and Resilience

Engagement
Resilience Curriculum
Wellness Screener
CBITS-Life Events, CBITS-PTSD, GAD-7, PHQ-9, CRAFFT (Substance Use)

School-wide outcomes
Academic/Grades Attendance

Wellness Center
MAP
TF-CBT
Family FOCUS
Grow
+ PTSD
+ SI
+ Trauma

Family-based network

School Leadership

CBiTS

PHQ9

Suicide

UCLA Salesforce & Survey Gizmo Care Management Platform
Using Cloud Based Data Management to Transforming School Mental Health

Tracking student wellness across the District

- Data collection & management tool replaced paper screening
- School Mental Health Staff records interviews, assessments, and scores electronically
- Link to academic data
- LAUSD SMH Reporting

Interpretation, scoring, and management done in Salesforce