



COALITION FOR
COMPASSIONATE
SCHOOLS

Education as a Protective Factor - Partnering with Schools to Safeguard Children

September 18th, 2025
11:30 AM - 12:30 PM

Today's Presenters



Dr. Berre Burch



Dr. Monique Handy



Dr. Anthony Marino

Learning Objectives

- Understand how to create trauma-informed school environments.
- Promote multidisciplinary teams within schools to support at-risk children.
- Build referral pathways between schools and support services.

Webinar Agenda

11:30 - 11:40: Introduction

11:40 - 11:45: About CforCS

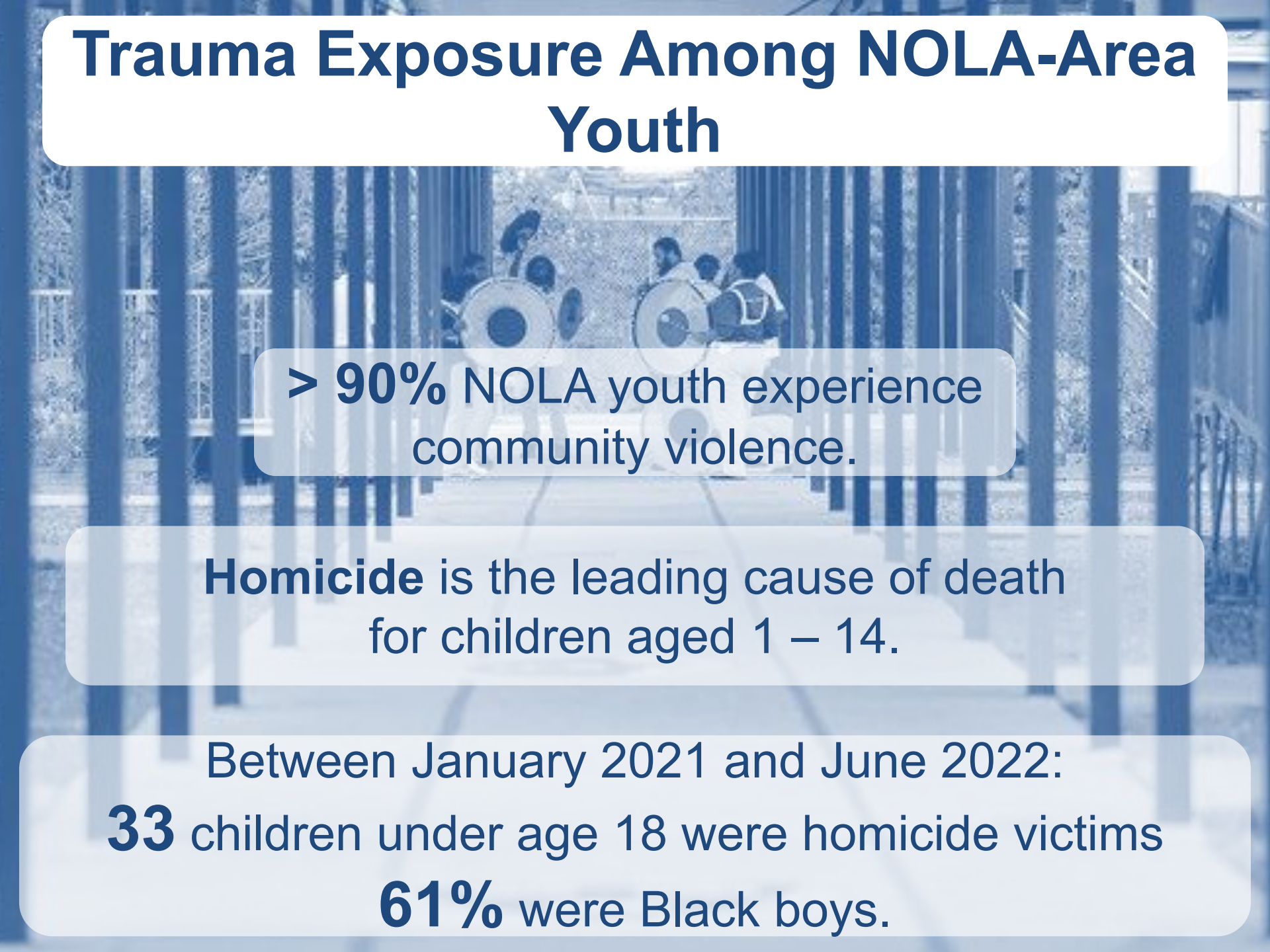
11:45 - 11:55: Trauma-Informed Care in Education

11:55 - 12:05: Collaborative Teaming

12:05 - 12:20: Referral Pathways

12:20 - 12:30: Q&A + Closing

Trauma Exposure Among NOLA-Area Youth



> 90% NOLA youth experience community violence.

Homicide is the leading cause of death for children aged 1 – 14.

Between January 2021 and June 2022:
33 children under age 18 were homicide victims
61% were Black boys.

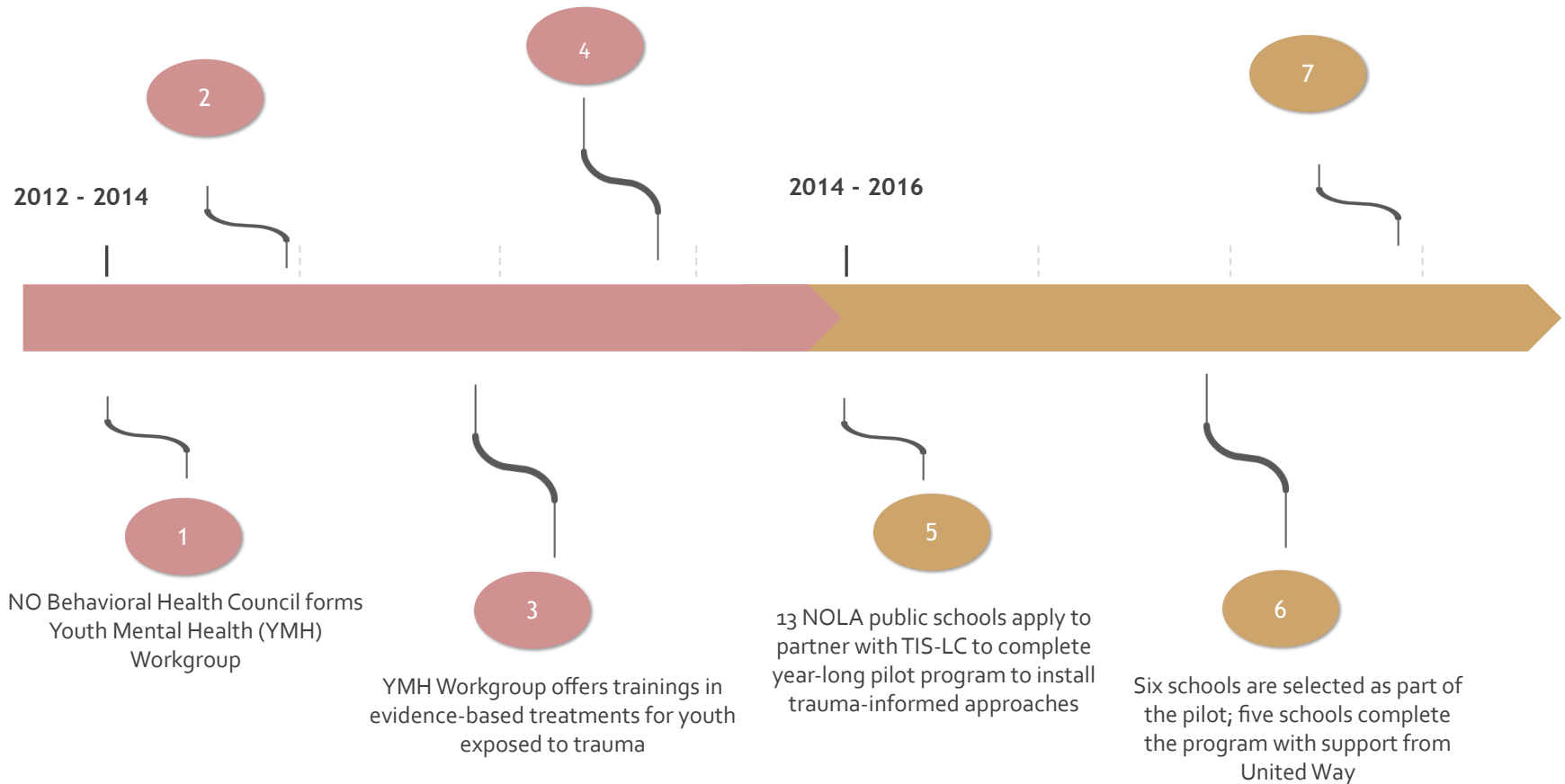
Evolution of the Coalition for Compassionate Schools



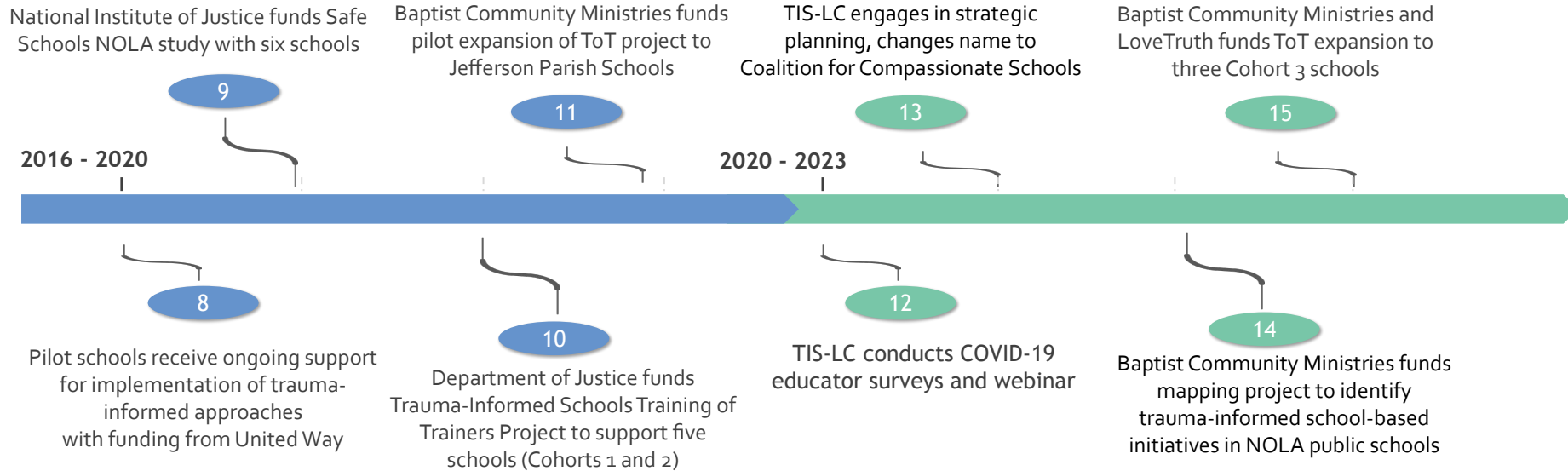
YMH Workgroup offers crisis prevention and response training to public schools & agencies

YMH Workgroup becomes Trauma-Informed Schools Learning Collaborative

TIS-LC provides local and national trainings on supporting trauma-informed schools



Evolution of the Coalition for Compassionate Schools



2017-2019

Embedded Teacher Support Specialist, School-wide Trainings & Consultation, Peer Support Involvement, Student & Family Focus Groups, EOY Planning;

2019-2020

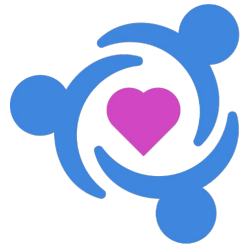
COVID-19 Hit; Enhanced Educator Wellbeing Coaching & Practices, Virtual Training & Consultation; End of SSNOLA study

2020-2021

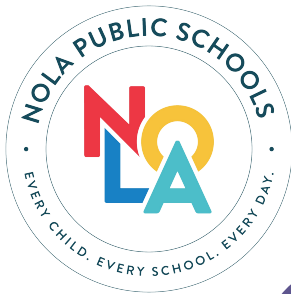
TOT Project Launched (including JP Schools), 1st COVID Teacher Wellbeing Survey; Introduced Organizational Readiness Tool

2021-2022

2nd COVID Teacher Wellbeing Survey; Refresher Trainings; Mapping Project-Trauma-informed initiatives in NOLA public schools



COALITION FOR COMPASSIONATE SCHOOLS



SAMHSA Award #6H79SM085077-01M001

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2022-2023

Transition from ToT to TISP: Steering Committee Focus; Coordinated Partnerships for crisis (PFDL); & Dedicated Peer Support Coaching

2023-2024

TI-MTSS Systems Centered Approach; Embedded Tier 3 Clinician (CBNO); Introduced YPAR (CYPB/Beloved); Began targeted smaller supports

2024-2025

Introduced universal screening models (IWES); increased Tier 2 support groups (IWES); started afterschool/enrichment (NOYA), and family/community engagement efforts

2025-2026

Launched TIS-PLC hybrid learning model; began parent PAR



WHAT IS TRAUMA

The harmful interruption
of **safety, agency,
dignity, or belonging**

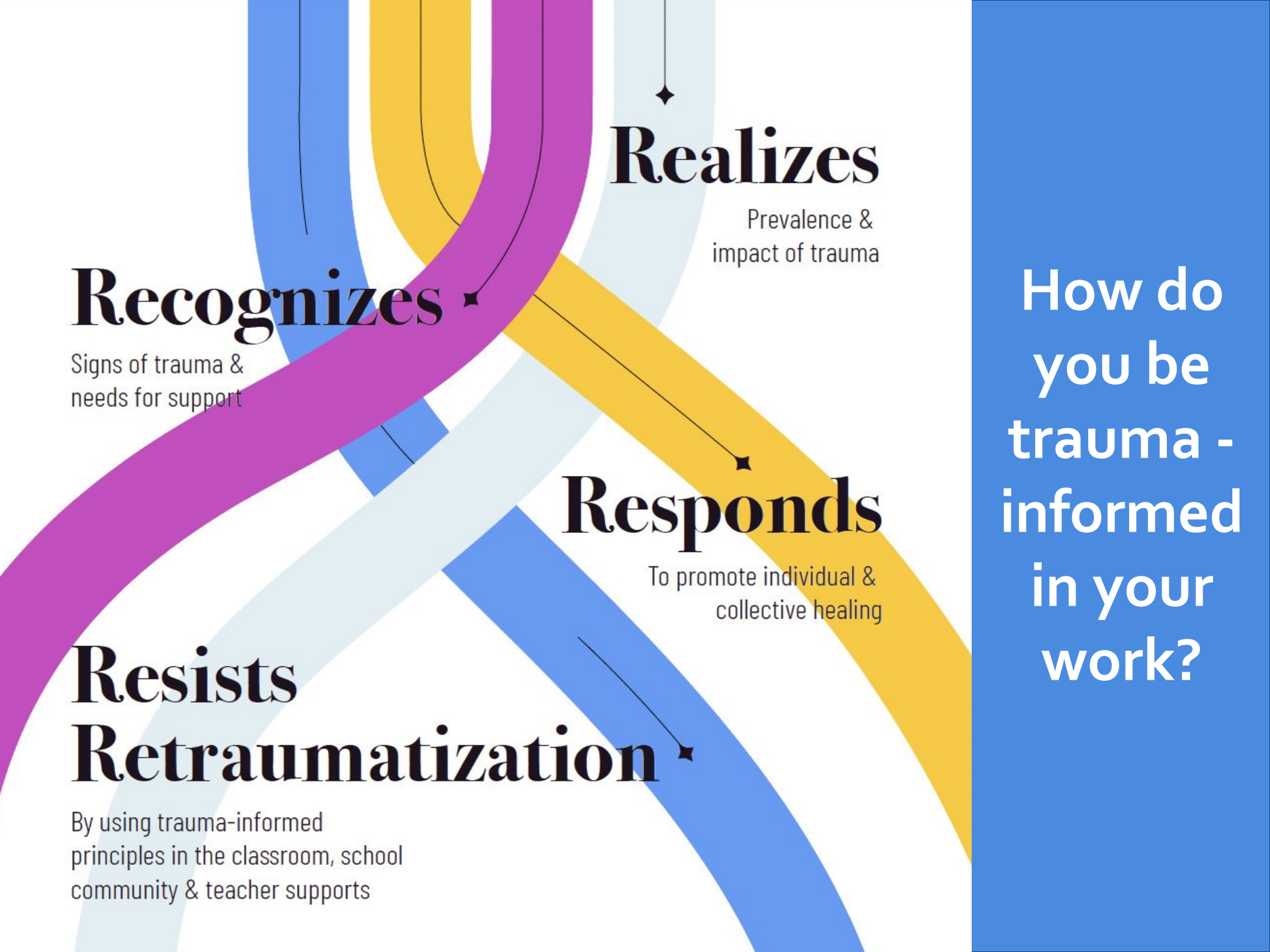
Overwhelms our ability
to **cope** with or **integrate**
our experience of
an event

Is embodied at multiple
levels: **individual,
collective, systemic,
intergenerational and/
or historical**

Can be **acute, chronic,
cumulative, complex**

Recognize





Realizes

Prevalence &
impact of trauma

Recognizes

Signs of trauma &
needs for support

Responds

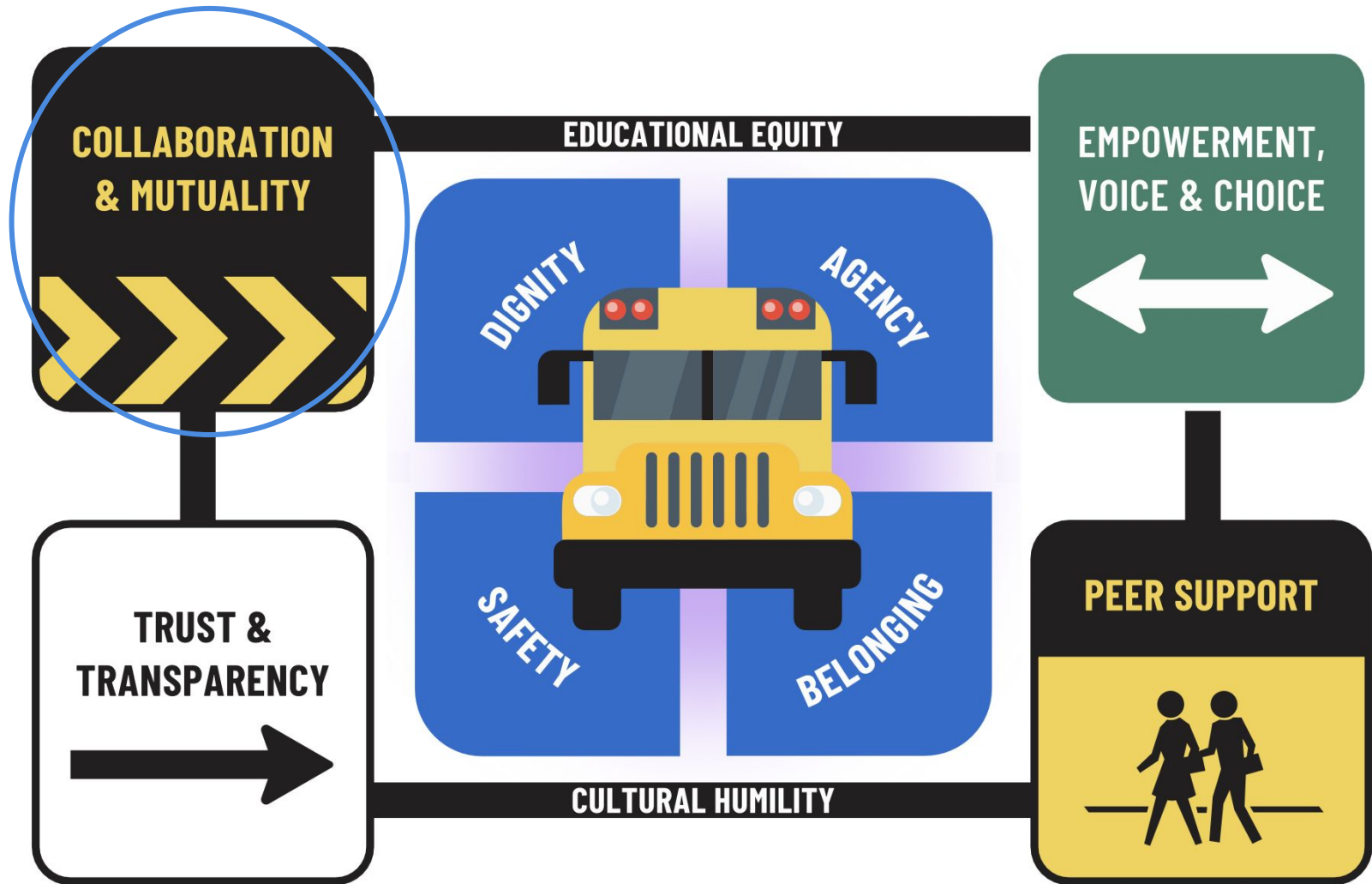
To promote individual &
collective healing

Resists Retraumatization

By using trauma-informed
principles in the classroom, school
community & teacher supports

How do
you be
trauma -
informed
in your
work?

6 Key Principles of Trauma-Informed Schools



Our TI-MTSS Model

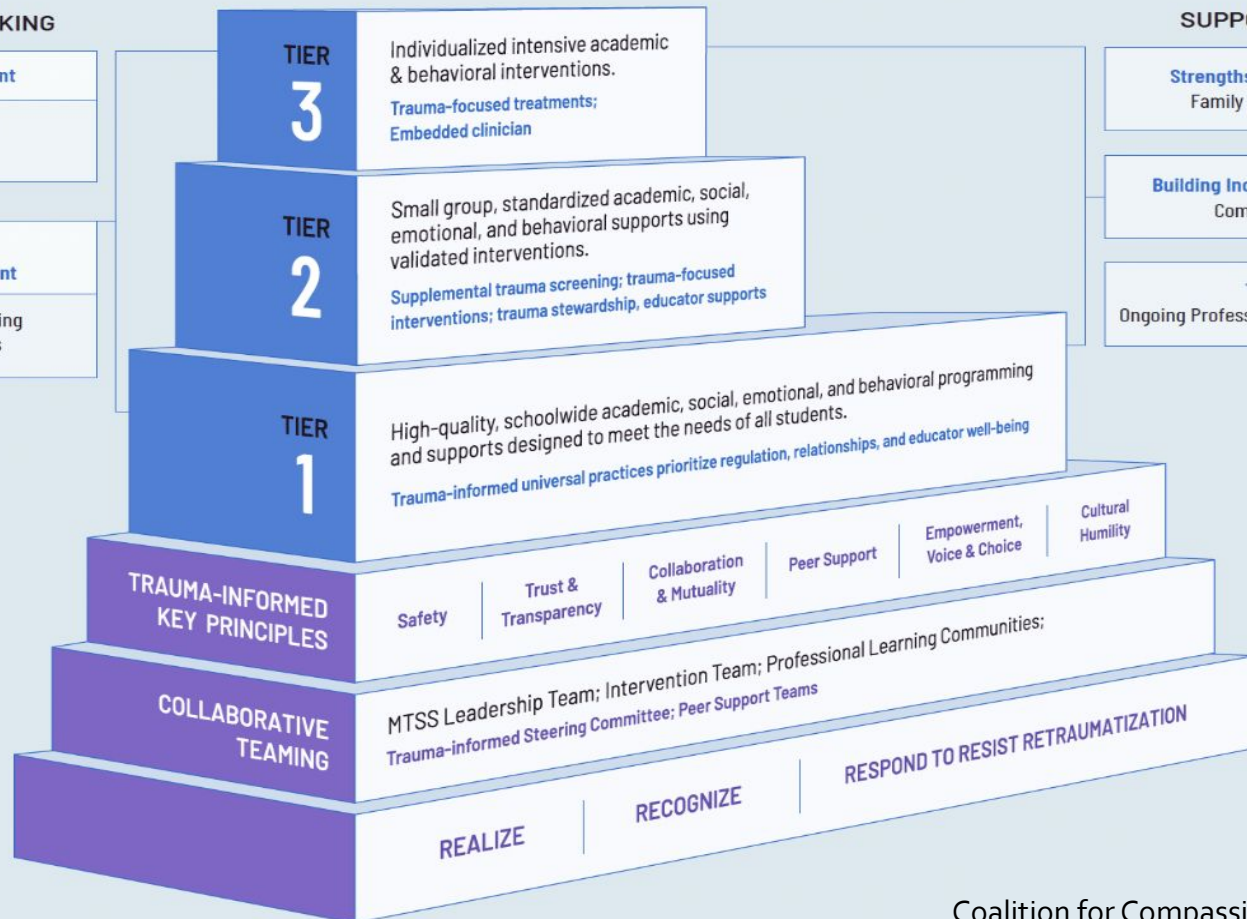
DATA-BASED DECISION MAKING

Trauma-Informed Needs Assessment

- Selecting Interventions & Guides for Movement Across Tiers

Trauma-Informed Procedures for Screening Differentiated Assessment

- Equity-Focused Progress Monitoring to Inform Fidelity & Effectiveness



SUPPORTING CAPACITY

Strengths-Based, Healing-Centered
Family & Student Engagement

Building Inclusive & Culturally-Relevant
Community Partnerships

Trauma-Informed
Ongoing Professional Development & Coaching

Collaborative Teaming for Student Success



MTSS Team Members

- Families*
 - Community Support Advocate
- Teachers
- MTSS coordinator/Student Support Coordinator
- Social Worker, Counselors, Mental Health Professionals
- Nurse *(need vision/hearing screenings)
- Behavior Dean Member
- School Administrator (Officially Designated Representative- ODR)
- Most Importantly- The STUDENT



1. Participants in MTSS Process

The development of a strong MTSS team has all of the appropriate participants to make decisions around data and reflect on processes to adjust system wide changes as needed.

Community Advocate Role

- ❑ Develop relationships with the educators that work both directly and indirectly with the child
- ❑ Attend school community events + Volunteer at the school
- ❑ Provide follow-up + Accountability of implementation of strategies and interventions



2. Data Review

The team uses data to do informed decision making and problem solving.

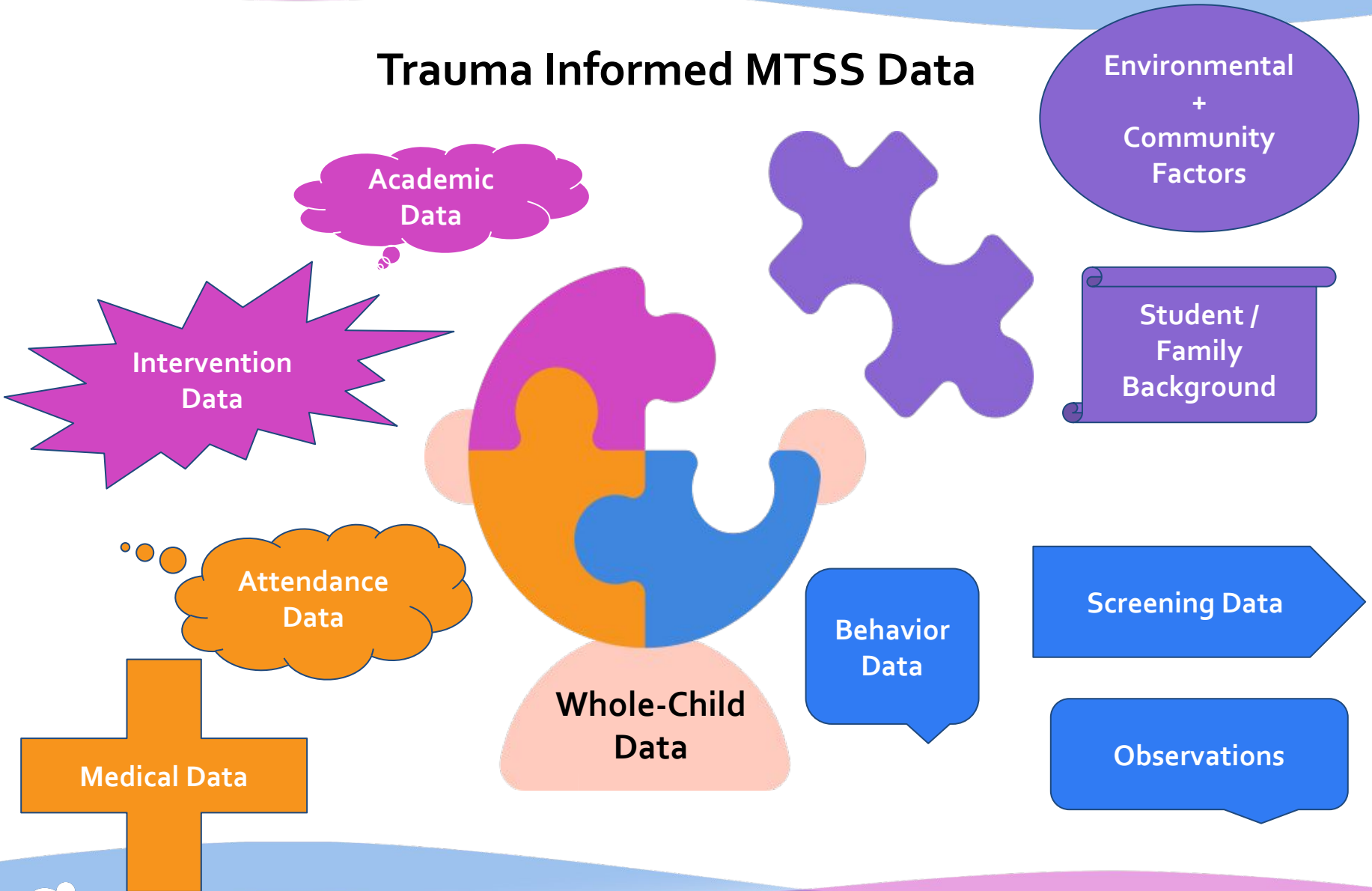
Universal screening data should include both Academic and Social/Emotional Universal Screening.

Community Advocate Role

- ❑ Gather family background data + give context
- ❑ Community Support data
- ❑ Medical data
- ❑ Outside Mental health plans + support professionals
- ❑ Child's behavior in the community
- ❑ Community activity involvement



Trauma Informed MTSS Data



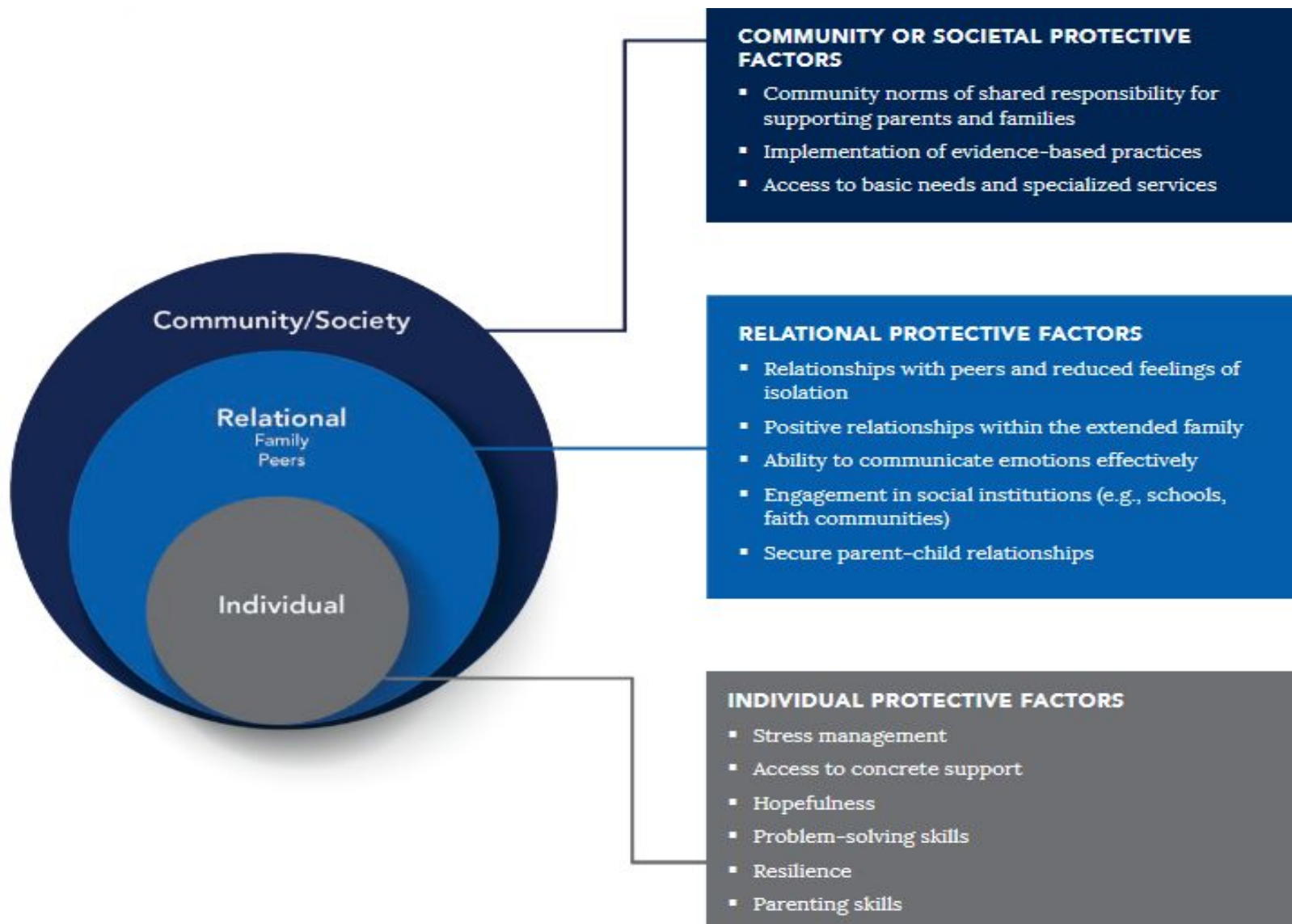
Child Abuse By The Numbers

- In Louisiana (2023):
 - DCFS received 51,639 unduplicated reports of abuse & neglect
 - 8,938 cases were confirmed for abuse & neglect
 - 6,272 children entered foster care
- This translates to approximately 5 in 100 youth having someone report concerns about their safety in a given year (with 1 in 100 cases being confirmed).
- Over the course of childhood, these numbers compound, with victims of abuse & neglect being at the highest risk of re-victimization for not only future abuse and neglect but a range of other types of violence exposure and victimization (Finkelhor et al., 2007).

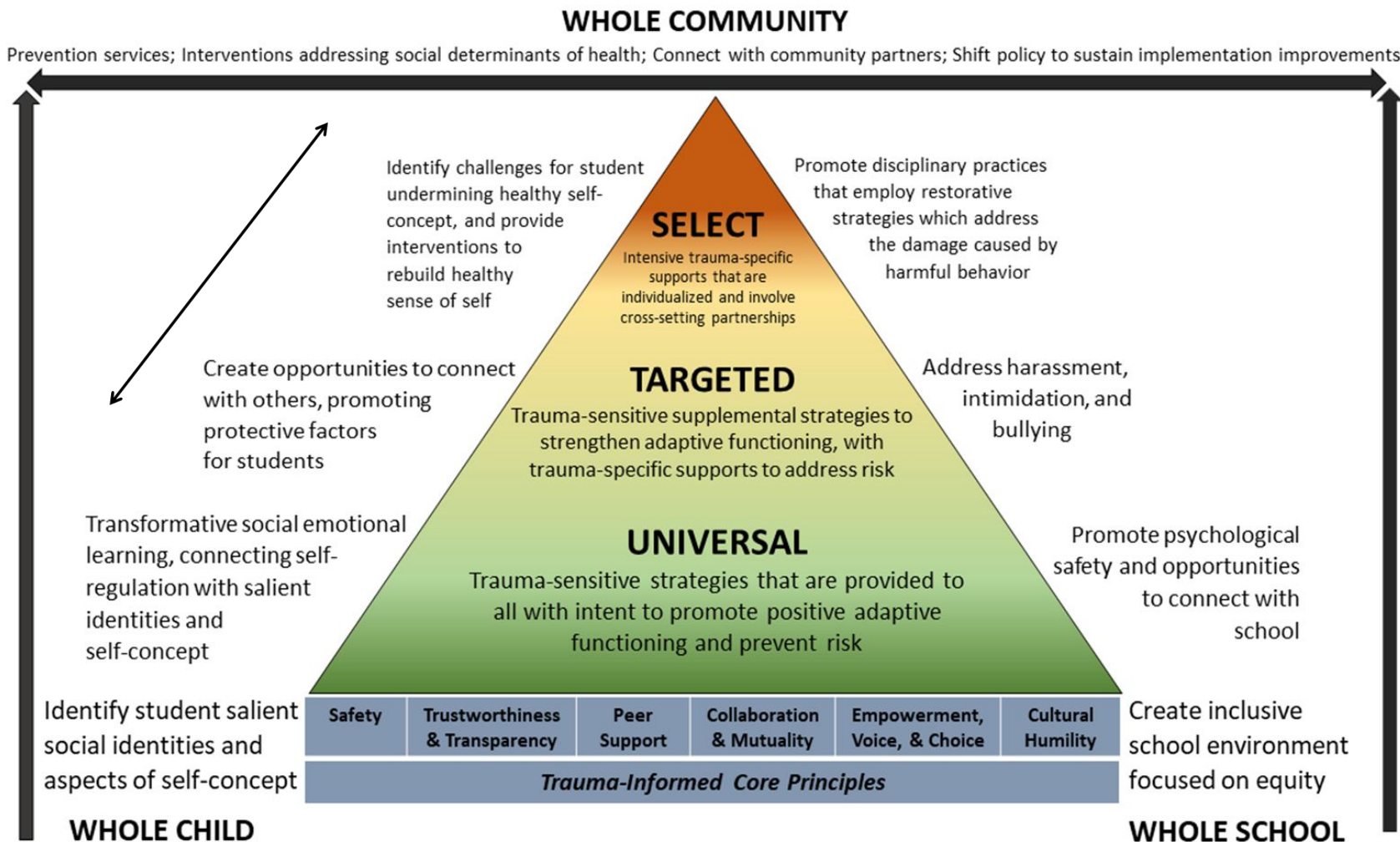
Foster Care and Education and CASA

- The average length of stay in foster care in Louisiana is 15 months (DCFS, 2024). which has substantial implications for education.
- Youth in foster care have higher rates of absenteeism. Missed school and changing schools can result in falling behind academically.
- Students in foster care are more likely to receive special education services (33% vs. 13% of all students).
- Trauma can negatively affect emotional regulation, academic performance, behavior, and relationships with peers and adults.
- Youth in foster care sit at the intersection of numerous systems charged with ensuring their well-being. These systems each focus on their own area—e.g., safety, education, mental health, physical health, etc. CASA workers are essential connectors in this process and help to elevate the voice of their clients throughout the process.

Promoting Protective Factors in Youth



Connecting The Dots: Bringing Together School & Community to Support Students



Chafouleas et al., 2021

Supporting Mental Health in Schools

- Social emotional learning linked to academic and social success
- Positive school climate associated with greater safety
- Nationally, 75% of children who access mental health services do so in schools
- Students who receive mental health services in school are 6 times more likely to successfully access and complete treatment than those who receive outside referrals
- The research:
 - Improved social & self-awareness/decision-making/relationship skills (Durlak et al., 2011)
 - Better academic outcomes (Durlak et al., 2011; Kase et al., 2017)
 - Fewer SPED referrals/decreased need for restrictive placements (Bruns et al., 2004)
 - Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)
 - Increased student engagement/feelings of connectedness (Greenberg et al., 2005)

Effective School Mental Health Referral Pathways

- Describes the systems of support created in schools to identify and support students with mental health concerns.
- Cultivation of systems that improve the well-being of young people by providing targeted mental health supports at the earliest sign that a need is present. Includes prevention.
- Uses an MTSS framework and builds on existing structures and teaming in your school.
- Vary from community to community and school to school based on available resources internal resources and external resources.
- Goal is to ensure seamless provision of mental health supports to youth and families.
- May involve different partners depending on the community and available resources.

SAMHSA, 2015

Tier I: **Universal**, Trauma-Sensitive Strategies That Promote Safety, Wellness, & Connection

- Resource mapping—What's in place? What is working? What is needed?
- Establish routines that promote connection and joy
- Predictable & supportive
- Teach strategies that promote self regulation
- Opportunities for staff, students, & families to build connections
- Avenues for voice & choice
- Discipline practices that are trauma informed
- Are the systems in place working for all students? If not, are next steps clear for all stakeholders?

Chafouleas et al., 2021

Tier II: Targeted, Trauma-Sensitive, Supplemental Strategies To Promote Adaptive Functioning & Identify At-risk Students

- Capacity to identify and support students who have experienced trauma exposure and related mental health concerns
- Group interventions for at-risk students
- Peer support (faculty/student)
- Clear pathways for students to move toward more individualized supports
- Awareness of secondary traumatic stress & impact on school staff
- Family input, empowerment, and connection to additional supports for students
- Address challenges related to school climate
- Developmentally appropriate educational about stress, trauma, and resilience

Chafouleas et al., 2021

Tier III: **Select/Intensive**, Trauma-Focused Individual Level Supports

- Effective, evidence-based interventions for trauma
 - a. Trauma Focused-CBT
 - b. Cognitive Behavioral Intervention for Trauma in Schools
 - c. Grief and Trauma Intervention
 - d. Traumatic Grief Components Therapy for Adolescents
- School-community partnerships for specialized supports
- Hand With Care—partnership with law enforcement and child welfare
- Peer support/peer navigation—linkage to higher level of care (e.g., Families Helping Families)
- Maintaining student voice and choice as levels of support intensify
- Ongoing monitoring of interventions
- Trauma-informed referral resources
- Trauma-informed practices in special education supports
- Trauma-informed behavioral support plans
- Safe adults and procedures to support students who experience a trauma reminder
- Adapting interventions to be culturally responsive
- Restorative practices embedded in disciplinary response

Chafouleas et al., 2021

**Questions?
Comments?
Thoughts?**



Thank you & Keep in Touch!

Follow us on social media, sign up for our newsletter, view our impact report, or visit Coalition Member websites all from the link/code below!

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