

Childhood Trauma Task Force

June 5, 2023

Agenda

- Welcome and Introductions
- Approval of November 2022 Meeting Minutes
- CTTF Work Plan 2023 Discussion
- Center on Child Wellbeing and Trauma Update

CTTF Legislative Mandate: Our Work To Date

... Review the current means of (i) **identifying school-aged children who have experienced trauma**, particularly undiagnosed trauma, and (ii) **providing services** to help children recover from the psychological damage caused by such exposure to violence, crime or maltreatment.

The task force shall consider the feasibility of providing school-based trainings on early, trauma-focused interventions, **trauma-informed screenings and assessments**, and the recognition of reactions to victimization, as well as the **necessity for diagnostic tools**.

A priority shall be placed on juvenile or youthful offender's **pathways into the juvenile justice system** with the goal of reducing the likelihood of recidivism by addressing the unique issues associated with juvenile or youthful offenders ...

2020

Framework for TIR organizations

2021

Center on Child Wellbeing & Trauma

2022

Recommendations on trauma identification and supports

2023
2024

Focus on remaining parts of mandate

CTTF Suggested Work Plan Goals 2023

1. Further work from our legislative mandate:

- A. Reviewing trauma service provision (*Expanding on 2022 recommendations on trauma supports*)
- B. Dually-involved youth research project

2. Continued review of Center on Child Wellbeing & Trauma activities

CTTF Suggested Work Plan 2023

Part 1A: Fulfilling our Legislative Mandate on Reviewing Availability of Trauma Supports

Expanding 2022 Recommendations on Trauma Supports

- Since 2019, the CTTF has continuously elevated the need to increase providers' capacity to identify and support children who experience trauma
- Our mandate requires us to *“review the current means of ... (ii) providing services to help children recover from the psychological damage caused by such exposure to violence, crime or maltreatment.”*
- CTTF members and regular attendees have broad and varied knowledge of existing trauma supports in MA

CTTF 2022 Recommendations Recap

Our report included recommendations for providers and the state on different trauma identification & referral practices (incl. but not limited to screening)

Part 1 (general)

1. Identification of trauma should be part of broader BH supports
2. Implementation should be TIR
3. The state should support organizations' trauma identification efforts
4. The state should increase availability of supports

Part 2 (sector-specific)

- K-12
- Pediatric primary care
- Early childhood settings
- Juvenile justice
- Child welfare
- First responder settings

Increasing the Availability of Trauma Supports

- In addition to current state efforts to increase availability of BH supports (e.g., through *Mental Health ABC Act* or Behavioral Health Redesign), the CTTF recommended:
 - Increasing training/certification in trauma-focused EBTs
 - Increasing diversity of BH providers, through grants or dual-language degree/accreditation
- There are unanswered questions that could help us refine recommendations to increase the availability of trauma supports, such as:
 - What types of trauma services are available in MA?
 - Where are these services lacking the most?
 - What specific coverage or eligibility issues prevent access to these services?
 - Which populations are lacking access to these services the most?

2022 Recommendations: Trauma Supports

Time to brainstorm!

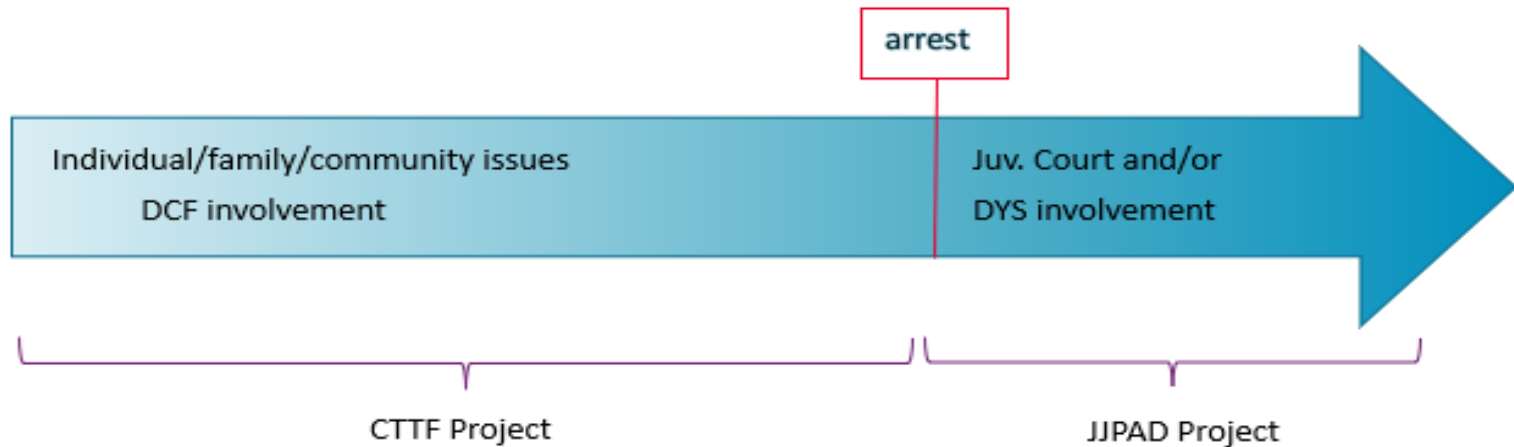
- Open link (in chat)
- In breakout rooms for 10 min
- Add your ideas and questions to the Google Docs
 - What programs/organizations provide trauma-focused services?
 - Are there programs or initiatives you'd like to learn more about?
 - What can the CTTF do to develop more specific/more refined recommendations re: trauma services?
 - What sector(s) should we focus on?

CTTF Suggested Work Plan 2023

Part 1B: Fulfilling our Legislative Mandate on Dually Involved Youth

CTTF Dually Involved Youth Project

- Studying dually involved youth in MA is part of the JJPAD Board [2023 Work Plan](#)



- [JJPAD research questions](#) aim to answer, “Who remains in pretrial detention?”, “What interventions (policy changes, services, etc.) can be put into place to prevent detention?” and “Are there youth being detained who could be better served in the community or diverted?”

CTTF Dually Involved Youth Project:

Some Background

- Definitions:
 - “Dually involved” is used to define youth who have concurrent involvement with CPS and JJ state agencies
 - “Crossover” is used to define youth who have experienced maltreatment and engage in delinquent acts (not necessarily system-involved)
- DCF and DYS began data sharing to document the number of youth involved in DCF at the time of a DYS admission (either pretrial detention or commitment)
- Big picture data in MA:
 - Dually involved: In FY22, 50% of youth (12-17) who were *detained* in DYS pretrial had concurrent involvement with DCF
 - Crossover (lifetime): Previous research in MA (2000-2012) found that close to 72% of youth committed to DYS had had some involvement with DCF

CTTF Dually Involved Youth Project

Goals of this project:

- Fulfill the CTTF mandate to understand the individual, family, and community pathways that lead MA DCF involved youth to the juvenile justice system
- Broaden our understanding of MA-specific systemic pathways, namely how state actors' policies and practices can increase or decrease likelihood of crossover
- CTTF will develop recommendations to:
 - Decrease practices and policies that contribute to crossover
 - Promote delinquency prevention among children who experience trauma

CTTF Dually Involved Youth Project

- CTTF research questions:
 - What type of DCF involvement (e.g. C&P, CRA) do dually involved youth have throughout their lives and at time of arrest?
 - What issues did they/their caregivers experience? What services did state agencies (DCF, DESE, DMH, DHCD) provide them to support these issues?
 - What policies and practices (at the provider and state level) contribute to crossover?
- What other questions do you have?

CTTF Dually Involved Youth Project

- Shared JJPAD/CTTF methodologies:
 - Data analysis (DCF + DYS)
 - Case file review
 - Stakeholder interviews
 - Literature review
- Timeline:
 - Spring/Summer 2023: Project scoping + lit review
 - Summer 2023: Data collection
 - Fall/Winter '23-24: Analysis + presentation of OCA findings
 - Spring 2024: Develop recommendations
- Anticipated deliverables:
 - Public OCA data brief(s)
 - JJPAD and CTTF legislative reports (findings + recommendations)

2023 Work Plan Summary

Spring
(June 5)

- CTTF Work Plan presentation & discussion
- Center on Child Wellbeing and Trauma update

Summer
(**moved to
August TBD*)

- CTTF project updates
- Trauma Program Presentation – TBD
- Center on Child Wellbeing and Trauma update

Fall
(October 2)

- CTTF project updates
- Annual report discussion/overview
- Trauma Program Presentation -- TBD
- Center on Child Wellbeing and Trauma update

Winter
(December 4)

- Dually involved youth – presentation of findings
- Discussion and vote on annual report

CTTF Suggested Work Plan 2023

Part 2: Overseeing the Work of the Center on Child Wellbeing and Trauma

FY 2023 Updates



Agenda



About CCWT



FY 2023 Reflection



Accomplishments & Lessons Learned

CCWT Overview

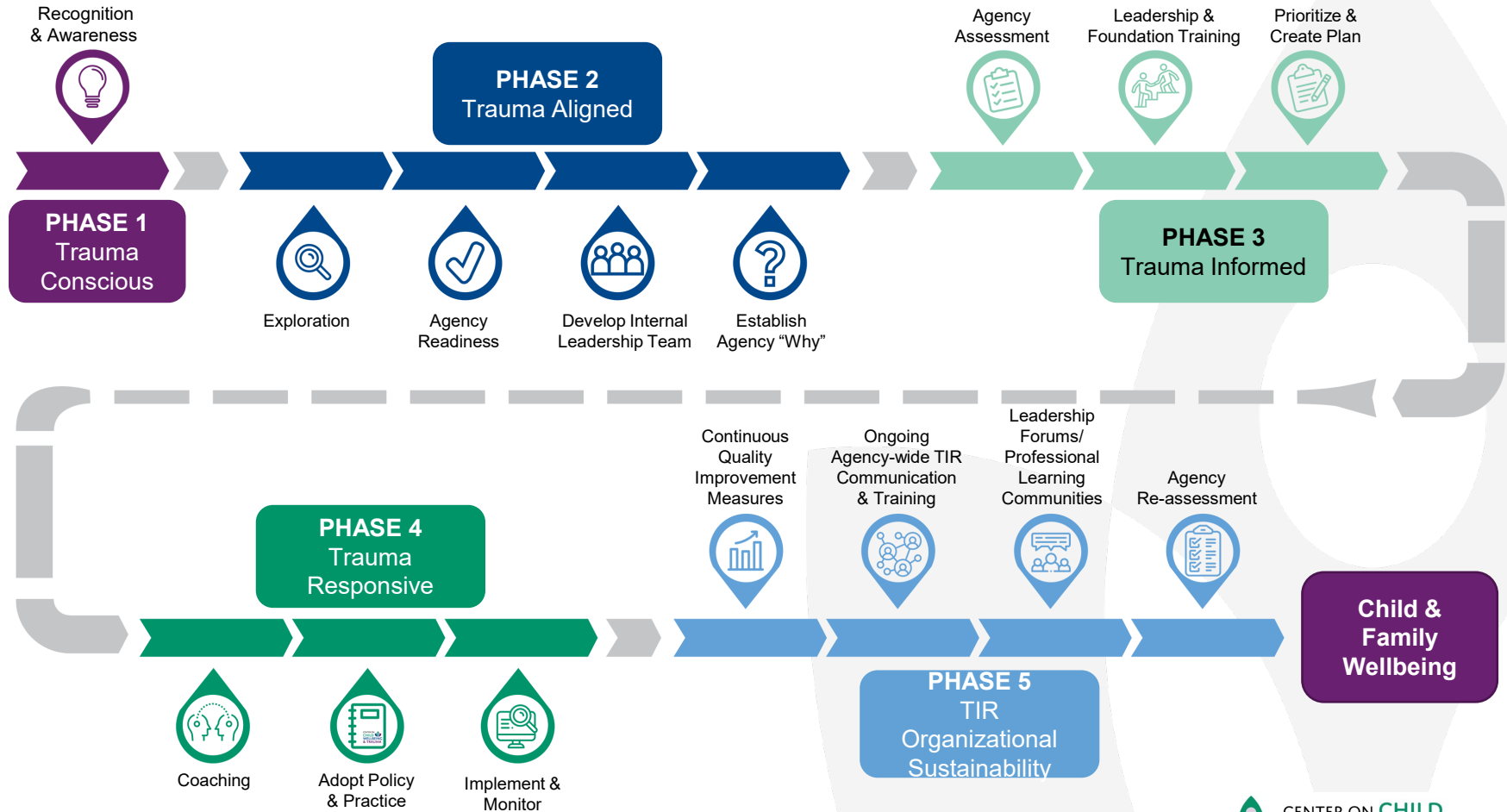
Our Mission

The Center on Child Wellbeing & Trauma, a partnership between the Office of the Child Advocate (OCA) and ForHealth Consulting at UMass Chan Medical School, supports child-serving organizations and systems in becoming trauma-informed and responsive through trainings, technical assistance, communities of practice, and coaching.

The **Guiding Principles** provide a framework for trauma and the **Action Steps** describe the levels of organizational systemic alignment needed to implement the approach.

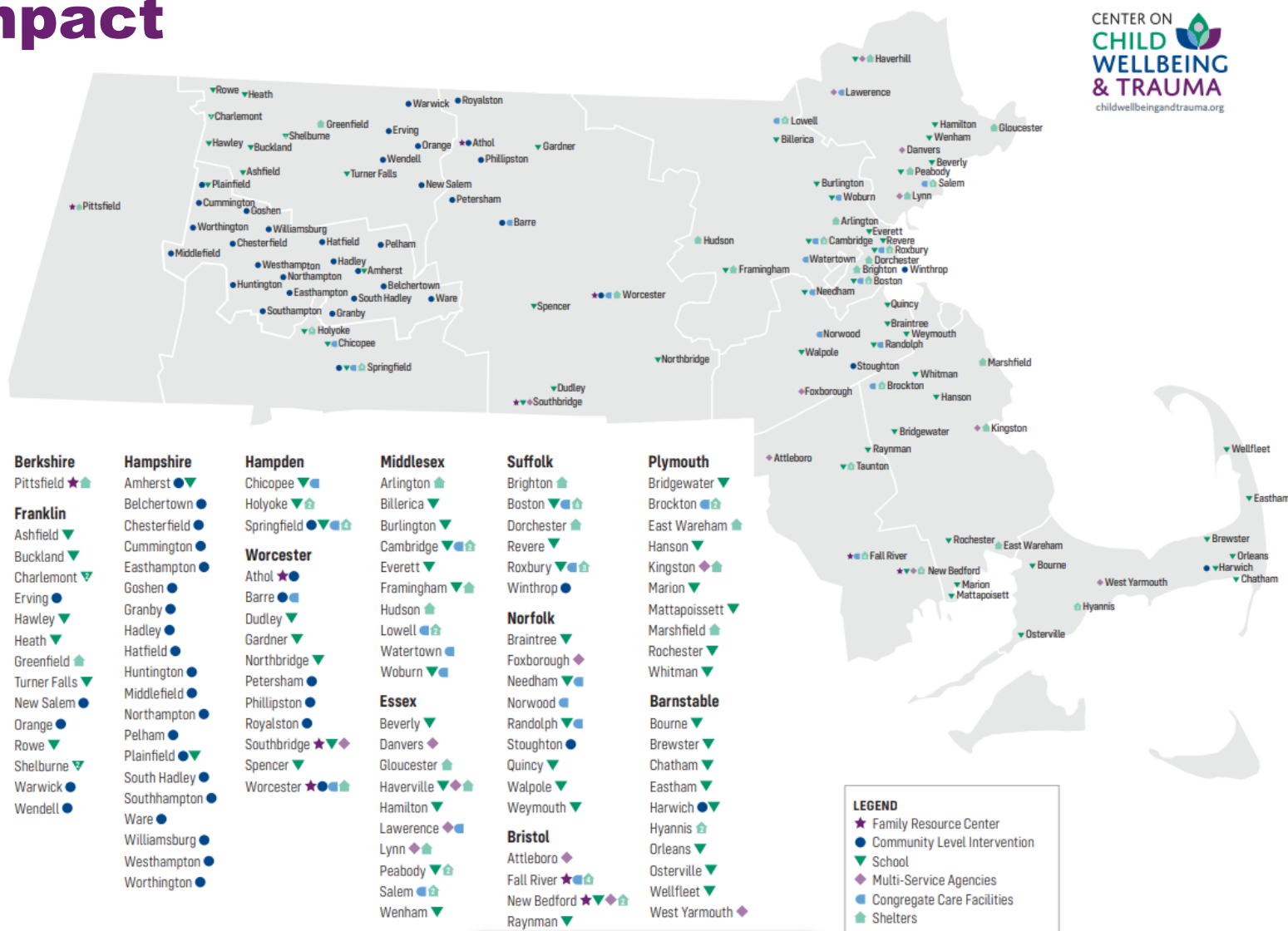


How We Support Child-Serving Organizations



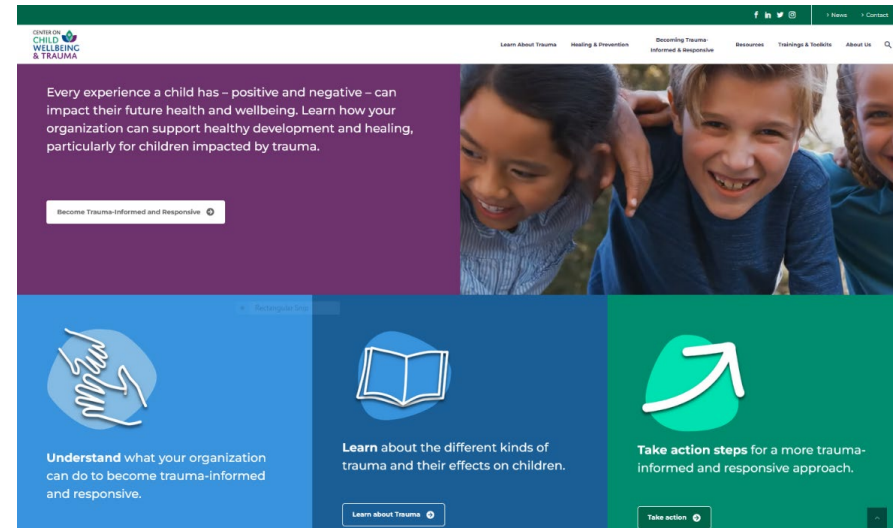
*TIR: Trauma-Informed and Responsive

Our Impact



Learn More on Our Website

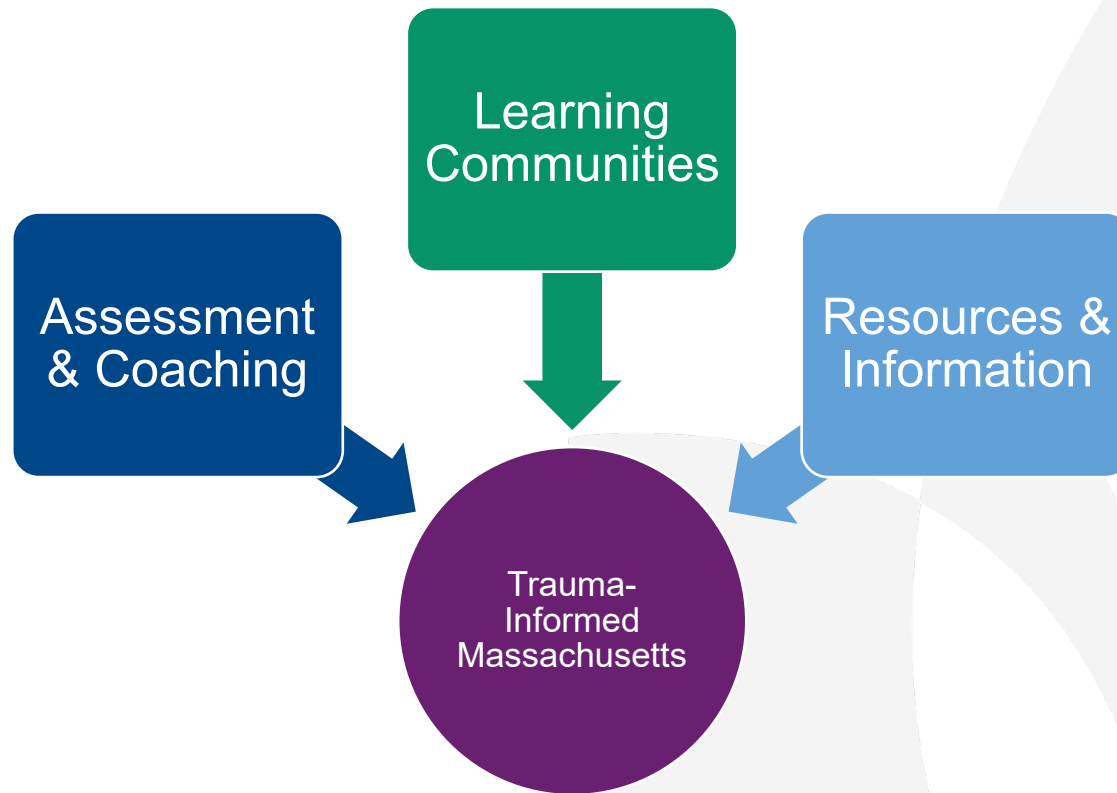
- **Learn about Trauma**
 - Types of Trauma
 - Adverse Childhood Experiences
- **Healing and Prevention**
 - Positive Childhood Experiences
 - HOPE Resources
- **Becoming Trauma-Informed and Responsive**
 - Guiding Principles
 - Action Steps
- **Highlighted Resources and Toolkits**
 - Toolkits for Early Educators and Schools
 - Toolkit focused on Racial Trauma & Equity
 - Speaker Series Videos



<https://childwellbeingandtrauma.org/>

FY 2023 Review

Service Streams



Assessment & Coaching

Achievements

- 9 Family Resource Centers
- 17 congregate care providers
- 56 Foundational Trainings delivered across 3 training cycles
- 10 Leadership Trainings delivered across 2 training cycles



Learning Communities

Achievements

- **Education:**
 - 200 school professionals serving over 182,000 school-aged children
 - 45 school districts and schools
- **Family Shelters:** 181 family shelter staff from 32 shelters across 44 site locations
- **Community:** Coaching Academy on Resilience & Trauma (CART) in six communities
- **Trauma & Resilience speaker series** (open to all)

Training series with topics tailored to needs of sector/group

Structured as series with focus on shared learning

Can form basis/whet appetite for deeper future engagement

Coaching Academy on Trauma and Resilience (CART)

Mission: Support community teams in addressing trauma, fostering healing, and building resilience to ensure all children and families have the opportunity to thrive in their community.

Goal: Provide tools and strategies through training and coaching so community leaders can apply a strength-based, trauma-informed, and trauma-responsive framework to community-based initiatives.

Six Funded Community Initiatives

- Bridge Builders: Pathways to Healing Through the Arts (Springfield)
- Handle With Care: First Responders (North Quabbin)
- Equitable Family Engagement Taskforce (Winthrop)
- Stoughton Trauma Advisory Taskforce (Stoughton)
- Trauma-Informed Hampshire County (Hampshire County)
- Worcester Cross-Initiative Coalition (Worcester)

State Agency Engagement

- Department of Transitional Assistance (**DTA**)
- Department of Youth Services (**DYS**)
- Department of Children and Families (**DCF**)
- Executive Office of Housing and Livable Communities (**EOHLC**) *formerly known as* Department of Housing and Community Development (**DHCD**)

Working on partnership with each agency to develop tailored strategies

Can encompass variety of activities (e.g. needs assessment, training, coaching, policy review)

Lasting partnership with activities that build on each other over time

Resources & Information

- Website hub for information, trainings, resources and asynchronous toolkits related to trauma and wellbeing
- Partnership with OCA to transform the CTTF Report (Identifying Childhood Trauma) into web-friendly actionable content



Trauma presents differently depending on a child's age, culture, gender, and personality. Our own biases can influence what signs of trauma we notice or not and how we react. Learn more about implicit bias and what we can do about it [here](#).

To help you figure out which trauma identification approach(es) can be most beneficial to your organization, this page lays out some of the benefits and drawbacks of each approach.

Observation

Every child will react differently to trauma, but **there are common signs you can look for**. Noticing the signs of trauma through observation is a valuable skill for any professional working with children.

Benefits of Observation:

- Relatively easy and inexpensive to train staff on this method
- Observation skills can be used by anyone in any sector

Drawbacks of Observation:

- Because trauma can look different depending on a child's age, culture, gender, and personality, it can be easy to miss signs of trauma through observation
- Our own biases can influence what signs of trauma we notice or don't notice, leading some groups of children to be over- or under-identified

Snapshot from Practice



Mayra notices that one of the preschoolers in her class has been having more bathroom accidents lately and that he's less joyful than usual. Remembering her training on common signs of trauma in young children, she speaks with her supervisor about next steps they can take to support him.

Draft

Thank You!



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