

# **Collaborative Partnerships:**

## **A Trauma-Informed Approach to Meaningful Connections**



# Who We Are & What We Do?

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# Overview

This session will provide a brief overview of trauma-informed care, resources for trauma-informed care practices, and take an intentional look at utilizing trauma-informed care practices to support communities, families, and youth.



# Learning Objectives

- Share overview of trauma-informed care and how it fits into our various roles within the community.
- Discuss how school-based health centers (SBHC) and school-based providers can support academic settings, community partners, and collaborate around services & supports.
- Engage in meaningful conversations about building partnership with families, youth, & their natural supports to address social determinants of health (SDoH) that may be impacting learning and behavior.



# What is Trauma-Informed Care?

Trauma-informed care (TIC) is a model of care that recognizes the impact of trauma on a person's well-being and aims to prevent re-traumatization. It's based on the understanding that trauma can affect an individual's biopsychosocial (and even beyond) development. TIC can benefit clients, their families, and communities, and can help improve screening and assessment processes, communication, and therapeutic outcomes.



# The Four R's of TIC

A program, organization, or system that is trauma informed:

**Realizes** the widespread impact of trauma and understands potential paths to recovery

**Recognizes** the signs, symptoms, and effects of trauma in individuals, families, staff, and others involved with the system

**Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; helping survivors find access to care

**Resists** re-traumatization of survivors, as well as staff



# Guiding Principles of TIC

Safety

Trustworthiness and Transparency

Collaboration and Mutuality

Empowerment

Voice and Choice



# The Three C's

Communication - An approach to, and understanding of, successful engagement

Collaboration - The organization recognizes the value of staff and survivors experiences in overcoming challenges and improving systems as a whole

Consistency - Helps create a trust that can provide safety





# Utilizing Trauma-Informed Practices in School Settings

- What is the function of the behavior being observed?
  - Emotional dysregulation may be a direct result of trauma and loss.
- Zero Tolerance Policies are often aimed at increasing safety but unintended consequences can be:
  - School Dropout
  - Justice System Involvement
  - Suspension and Expulsion from school
  - Further escalation of behavior
- The goal of a trauma-informed school is to build resilience, to have responsive practices rather than reactive practices.
- Strengthening the connection between the systems that support students at home, school, and in communities is a critical component of trauma-informed care.
  - This requires buy-in from administrators, educators, staff, and community partners providing the educational, social, behavioral, and emotional supports to students and their families.



# Social Determinants of Health

- SDOH are the non-medical factors that affect a person's health and include the conditions in which they are born, grow, work, live, and age:
  - Economic stability
  - Education access and quality
  - Health care access and quality
  - Neighborhood and built environment
  - Social and community context
- SDOH also include the broader forces and systems that shape daily life, such as: economic policies, development agendas, social norms, social policies, racism, climate change, and political structures.



# Social Determinants of Health



**Economic  
Stability**



**Education  
Access  
and Quality**



**Health Care  
Access  
and Quality**



**Neighborhood  
and Built  
Environment**



**Social and  
Community  
Context**



# Social Determinants of Health: Why do they matter?

- Addressing SDoH helps to ensure that every person has the opportunity to attain their highest level of health
- Factors such as poverty, homelessness, and oppression related to race, sexual orientation, and gender are pervasive and deeply imbedded in our society
- Inequities related to housing, education, wealth and employment put individuals at higher risk for health related factors
- Not addressing these factors increases risk for mental illness, substance misuse, crime, and higher rates of trauma



# Rainier Health Center Model

- Clinic on school campus
  - Allows for collaboration and separation
- Services provided to whole community
  - Prioritizing students
- Primary care
- Mental health



# A Whole Health Approach



# Vernonia [Mental Health Only Model]

- Mental health provider in school building
  - Allows for increased collaboration with the school
  - Less immediate support for physical health needs
  - Provides options for districts that can not support an entire clinic
- Services provided to students only



# Cross System Coordination

- Providing support various needed supports during Flight Team response
- Assisting in various aspects of Behavioral Safety Threat Assessments
- Attendance at Multidisciplinary Team (MDT) Meetings and Child Fatality Review Team (CFRT) Meetings
- Participating in IEP and/or 504 Meetings, and Parent-Teacher Conferences
- Supporting the development and implementation of Behavior Support Plans
- On-site crisis and de-escalation support
- In classroom observations and consultation to develop identified support plans
- Supporting Back to School events and Open Houses





# Cross System Coordination Cont'd

- Interacting with and supporting a wraparound team or coordinated care team
- Doing a safety assessment and developing a safety plan with referrals for services
- Participation in Care Team Meetings, Wellness Committees, and other meetings as requested by NWRESD and individual school districts
- Oregon Health Plan application and renewal assistance
- Well-child visits, sports physicals, same day/walk-in appointments
- Immunizations, including school exclusion
- Reproductive Health Care and Education

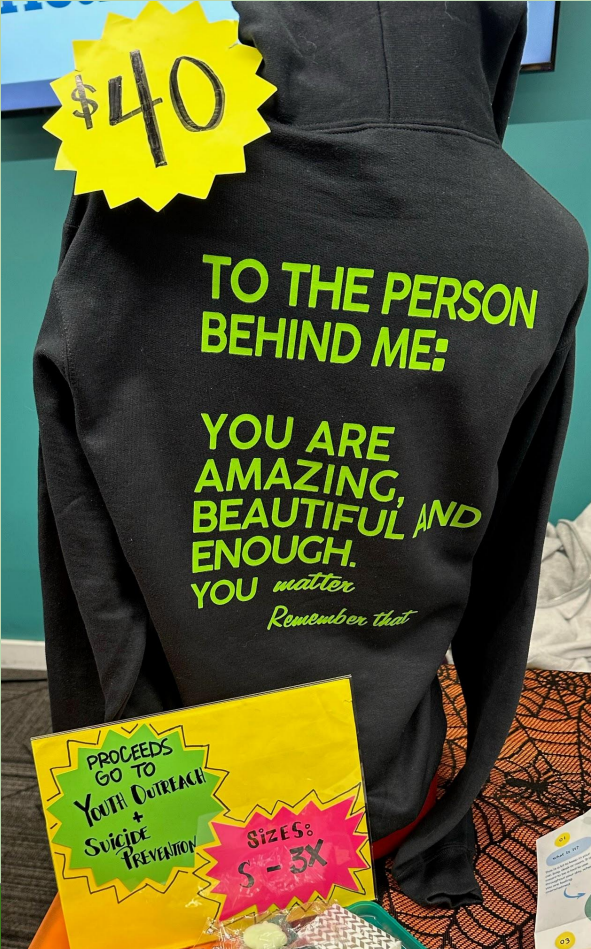


# Cross-System Examples: Meaningful Connections

- Heidi - Coordinating a safety plan with school staff for a student with suicidal ideation to maintain the student's safety, ability to maintain at home, school, and in community
- Amber - Established cross-system communication protocols with school social workers to ensure that referrals are being followed-up on in a timely manner, including communication with parents/guardians, school staff, and other identified care providers



# Partnership in Action...even at the



# Questions?



# Wanna Stay in Touch?

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