

School based programs and research on trauma, loss and grief.

This document contains a brief list of references to research papers, presentations, journal articles and websites. This document continues to be under development and will be added to as we review more papers and as we receive further contributions and suggestions from our members.

Askell-Williams, H., A. Russell, et al. (2008). "Early challenges in evaluating the KidsMatter national mental health promotion initiative in Australian primary schools." International Journal of Mental Health Promotion 10(2): 35-44.

This article describes, analyses and reflects on the challenges of planning and conducting the evaluation of the KidsMatter Initiative (KMI) in Australian primary schools during the first year of the two-year initiative. The purpose of the evaluation is to inform the Australia-wide rollout of the KMI. The discussion is arranged under four headings: conceptual challenges, design challenges, practical implementation challenges and managing collaborative complexity. Emphasis is placed on how the challenges were theorised as a basis for responding to the requirements of the evaluation. Conclusions include recognising and enabling contributions from diverse stakeholders, using the domain expertise of the evaluation team, operating flexibly to meet the needs and exigencies of the KMI, the clients and the diverse participant groups, maintaining focus on the core conceptual frameworks underlying the KMI and the evaluation, and the implications of the evaluation for developing wider knowledge relating to schools and their effects, as well as about factors contributing to educational change.

Australian Childhood Foundation SMART program: Understanding the possible impact of trauma on adults working with children and families, Australian Childhood Foundation.

<http://www.childhood.org.au/smart/>

Examines the concepts of vicarious trauma, burnout and compassion fatigue in those who support traumatised children and young people.

Australian Network for Promotion Prevention and Early Intervention for Mental Health (Auseinet) (2007). Mental health promotion and illness prevention in school settings. Adelaide, Auseinet.

<http://auseinet.fritsweb.net/resfind/list?id=78>

Contains information about mental health promotion and illness prevention approaches for school settings, with a focus on the evidence, rationale and benefits of incorporating promotion and prevention approaches within schools, programs/implementation strategies, relevant Australian policy, examples of good practice and key resources and links

Australian Principals Associations Professional Development Council (2007). KidsMatter: Australian primary schools mental health initiative.

<http://www.kidsmatter.edu.au/>

Webpage on the APAPDC website outlining KidsMatter program. Includes links to newsletters and a brochure. Includes the following sections: "What is KidsMatter?", "What is the theory behind the KidsMatter initiative?", "When will KidsMatter commence and how long will it go for?", "Pilot phase and evaluation of KidsMatter", "What support will schools participating in Stage 1 of KidsMatter receive?", "Where can I find out more information about KidsMatter?"

Center for Mental Health in Schools UCLA (2006). The current status of mental health in schools: A policy and practice analysis. Los Angeles, Department of Health and Human Services.

<http://smhp.psych.ucla.edu/dbsimple.aspx?Primary=1401&Number=9984>

Report describes emerging trends in past and current mental health care in schools and discusses policy implications.

Centre for Grief Education (2005). Coping with trauma and crisis in schools.

Powerpoint slides from a presentation for educators delivered in April 2005 by the Centre for Grief Education. Outlines the nature of grief, and approaches to managing loss and grief in schools. Looks at different types of grief and trauma, bereavement following suicide, emergency response and crisis management. Includes suggestions for further reading.

Cobham, V. and B. McDermott (2006). Cyclone Larry and Me: a guided trauma workbook for children. Brisbane, Australia, Kids in Mind Training.

Dean, K. L., A. K. Langley, et al. (2008). "School-based disaster mental health services: Clinical, policy, and community challenges." Professional Psychology: Research and Practice 39(1): 52-57.

The consequences of Hurricane Katrina have far-reaching implications for the mental health system in the Gulf Coast region, with some of the most vulnerable survivors being children and adolescents. School-based services have been proposed as an ideal way to provide care; however, significant challenges remain in providing trauma-informed services in schools post-disaster. The authors discuss the consultation and training activities of the Los Angeles Unified School District Trauma Services Adaptation Center for Schools and Communities following Hurricane Katrina. Issues related to the dissemination of evidence-based treatment in schools following a disaster are discussed, as are the particular needs of providers and school staff and the importance of community collaboration in identifying ways to adapt implementation strategies for specific communities. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract)

Downey, L. (2007). Calmer classrooms: A guide to working with traumatised children. Melbourne, Victoria, State Government of Victoria, Child Safety Commissioner.

This booklet assists kindergarten, primary and secondary teachers, and other school personnel in understanding and working with children and young people whose lives have been affected by trauma. Calmer Classrooms particularly addresses the needs of children who have been traumatised by abuse and neglect.

Emergency Management Australia (2005). Guiding principles for school-based response following disasters. A.-G. s. Department.

<http://www.ema.gov.au/schools>

Brief document outlining principles for teachers responding to disasters with school students. Includes a list of useful websites.

FEMA. "Resources for parents and teachers." from <http://www.fema.gov/kids/schdizr.htm>.

How Schools Can Become More Disaster Resistant; Hazard Identification; Mitigate Against Hazards; Developing A Response Plan; Coping After A Disaster.

Frydenberg, E. and D. Muller (2005). Seasons for growth. Coping with loss: An evaluation of the seasons for growth program 2005. Melbourne, University of Melbourne.

Report containing key findings from a 2004 evaluation of Seasons for Growth, a program developed and produced in 1996 by the Mary MacKillop Foundation, primarily for young people aged between 6-18 years, who were having difficulty in managing the issues they faced as a result of change, loss and grief. The report briefly describes the methodology and implications for the learning outcomes from the Program. It also contains some observations about further issues concerning the program more generally.

Graham, A. (2007). Providing for children's mental health: Teacher perspectives. 37th Annual International Educational Research Conference.

Powerpoint slides from a presentation delivered by Assoc. Prof. Anne Graham, from Centre for Children and Young People, Southern Cross University. Describes a study of teacher's views about their confidence providing support to children with mental health issues.

Hall, C. (2008). Grief and bereavement: Interview with Chris Hall, Australian Centre for Grief and Bereavement.

Transcript of a 20 minute interview with Chris Hall (director of the Australian Centre for Grief and Bereavement) in which he speaks of how teachers and school leaders can better understand the nature of loss within a school setting. Chris also provides strategies for schools to prepare for managing events in schools.

Hunter Institute of Mental Health (2006). Response ability teacher education project. Primary and early childhood scoping study: Progress and preliminary findings, Hunter Institute of Mental Health.

Preliminary report outlining a scoping study designed to inform discussions about mental health promotion and early intervention strategies in primary and early childhood educational settings. It describes a literature review on mental health promotion and early intervention strategies in primary and early childhood educational settings, a study of staffing profiles and staff competencies in early childhood settings, and consultation with teacher educators.

Kentucky Center for School Safety. from <http://www.kysafeschools.org/>.

KidsMatter (2007). Overview of the KidsMatter initiative: Framework, components and implementation details. Canberra, Australian Government Department of Health and Ageing.

This overview has been prepared to provide information on KidsMatter to schools, educators, policy makers, mental health personnel, parents and others who are interested to know more about this national mental health initiative for Australian primary schools.

KidsMatter (2008). Editorial: KidsMatter in 2008.

Contains an update of the KidsMatter program in 2008, including program evaluation information, state updates, and useful resources.

Koch, P. C. and A. Magarry (2001). "Seasons for growth: A national grief and loss education program." Youth Suicide Prevention Bulletin 5.

Article outlining Seasons for growth programs for young people and adults. Discusses relevance of program to suicide prevention.

Madrid, P. A., R. Garfield, et al. (2008). "Mental health services in Louisiana school-based health centers post-Hurricanes Katrina and Rita." Professional Psychology: Research and Practice 39(1): 45-51.

Following Hurricanes Katrina and Rita, Louisiana school-based health centers (SBHCs) were called on to respond to a sharp increase in mental health needs, especially for displaced students coping with grief, loss, trauma, and uncertainty. To assess the impact of the hurricanes on the students and the needs of SBHC mental health providers (MHPs), we surveyed MHPs in each of the SBHCs under the auspices of the Louisiana Department of Health and Hospitals, Office of Public Health. SBHC practitioners from around the state reported that mental health service utilization rose during the 2005-2006 school year, but utilization of services increased most significantly in schools receiving the majority of displaced students. Anxiety and adjustment problems were noted as increasing the most following the hurricanes. A multitude of other conditions was also reported. By the time of this survey in April 2006, the reported prevalence of most symptoms had declined, but all remained above their pre-hurricane levels. Self-reported needs of SBHC MHPs are also discussed in light of the major natural disasters. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).

Maloney, D. and G. Walter (2005). "Contribution of "School-Link" to an area mental health service." Australasian Psychiatry 13(4): 399-402.

Objective: To evaluate the contribution of the 'School-Link' initiative to an Area Mental Health Service.

Method: Surveys and focus groups of school and health service personnel were conducted to examine the three foci of the School-Link initiative, namely prevention, early intervention and service access.

Results: Improvements witnessed since the commencement of School-Link include an increase in the number of evidence-based mental health promotion programmes in schools, improvements in the communication between health and education departments, improvements in referral patterns and better practices, such as improved feedback, in both health and education sectors. School counsellors feel more supported in their role by health services and better able to manage certain patients.

Conclusions: The actual and potential benefits of School-Link for young persons appear considerable. School-Link has provided opportunities for communication, upgrading of skills and collaborative work on mental health issues, in both education and health settings.

McAlpine, R., A. Hillin, et al. (2008). "The NSW school-link training program: The impact of training on mental health service provision to adolescents in New South Wales, Australia." International Journal of Mental Health Promotion 10(2): 5-13.

This paper reports on the impact of a structured program of mental health training on the clinical practice of mental health workers in NSW, Australia. The NSW school-link training program, comprising four courses to date, has been delivered locally to more than 2000 mental health workers from various agencies over seven years. Participants, who include school and TAFE counsellors and clinicians from health, juvenile justice, community services and drug and alcohol agencies report improved inter-agency collaboration and improved clinical skills as a result of the training. Sixty-seven percent of school counsellors report retaining clients they would previously have referred to other agencies, providing opportunities for specialised mental health services to focus on clients with more severe presentations.

McDermott, B. and L. C. I. Palmer (2001). Wilderness Area and Wildfire Disasters: Insights from a Child and Adolescent Screening Program. Helping Children Cope with Disasters: Integrating Research and Practice LaGreca E, Silverman WK, Vernberg EM and R. MC. Washington, DC, American Psychological Association: 139-156.

Ministry of Civil Defence (1994). Emergency procedures: Guidelines for Early Childhood Services. New Zealand, Ministry of Civil Defence.

This handbook has been compiled to help those involved in the care of young children to produce and put into practice an Emergency Plan covering the different types of emergencies which could occur. It is designed to be of assistance to the wide variety of early childhood services, but will also help parents, families and caregivers to provide for the protection of children at home. The handbook takes into account that early childhood education and care takes place in many different premises, such as homes, school classrooms, community halls, many purpose-built facilities, and modified facilities in industrial, commercial and multi-storey buildings. The handbook provides information to help in producing an Emergency Plan which covers these different facilities.

Nader, K. and R. Pynoos (1993). "School disaster: Planning and initial interventions." Journal of Social Behavior and Personality 8.

The UCLA Program in Trauma, Violence and Sudden Bereavement has provided consultation and coordination of research and clinical interventions to schools in the aftermath of violence or disaster, including natural disasters (e.g. tornadoes, earthquakes), civil or regional wars (eg. Kuwait, Croatia), catastrophic community violence (eg. sniper attacks, school bombings, public suicides), and isolated acts of personal violence (eg. suicides, homicides, robberies, rape). There has been increased attention to events directly affecting schools and to the school as a site of intervention. This paper elaborates on issues of prevention and early response following children's exposure to such catastrophic events.

New South Wales Institute of Psychiatry (2007). School-link: Achievements in key strategic action areas.

http://www.nswiop.nsw.edu.au/pages/school_link/index.php

Webpages outlining the "School-link" initiative. Includes information on achievements of the initiative in terms of partnerships between health and education, training, pathways to care, and school-based mental health programs.

Policy Leadership Cadre for Mental Health in Schools (2001). Mental health in schools: Guidelines, models, resources and policy considerations. Los Angeles, National Center for Mental Health in Schools, Department of Psychology, UCLA.

Resource designed to address national policy and practice concerns about what mental health (MH) in schools is, is not, and should be. Major topics covered include: definitional concerns, the rationale for mental health in schools, a set of guidelines to clarify the nature and scope of a comprehensive, multi-faceted approach, the ways in which mental health and psychosocial concerns currently are addressed in schools and advancing the field.

Roberts, M. (1998). Pilot project: Children who have experienced trauma, torture and disaster - Impact survey and management protocols, CAMHS Training Protocols and Resource Manual Development.

Powerpoint slides from presentation delivered by Michelle Roberts. Outlines a project aimed at the development of a training program for CAMHS workers working with child and adolescent trauma.

Roberts, M. (2004). National schools emergency management planning project.

Powerpoint slides outlining the scope of the project, respondents, perceived gaps identified and a summary of recommendations.