

THE CONSORTIUM ON TRAUMA ILLNESS & GRIEF IN SCHOOLS: A COMMUNITY-SCHOOL MODEL FOR RESPONDING TO CHILDREN IN TIMES OF CRISIS



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“CHILDREN CARRY MORE BETWEEN HOME & SCHOOL THAN LUNCH AND A BACKPACK.
WORKING TOGETHER WE CAN LIGHTEN THEIR LOAD.”

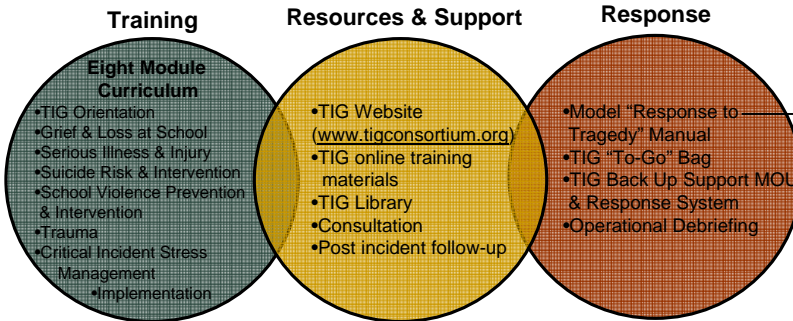
National Association of School Psychologists

The Consortium on Trauma, Illness & Grief in Schools (TIG) is a countywide, multi-agency effort that prepares school districts to have appropriate mental health support in place when they respond to events involving trauma, violence, illness and death. During times of crisis, school districts can deploy responders (TIG teams) from both within and outside of the school in a coordinated and systematic manner thus maximizing their response. By offering specialized expertise and knowledge in the areas of trauma and grief and linking to the array of available supports and services in the community, TIG has become integrated into Monroe County's System of Care.

CORE COMPONENTS OF TIG

Formation of TIG Teams

- 18 district teams with 4 – 20 members per team
- Team members include school social workers, school psychologists, school counselors, school nurses, vice principals, principals, pupil personnel directors, and assistant superintendents
- Designated Administrative Team Leader



TIG in Practice

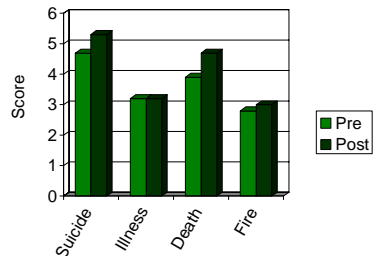
The Webster Central School District created the original manual which has since been adapted by six other TIG school districts

All 18 Superintendents have signed the MOU and the Response System has been successfully activated twice in 2008

The **pre/post test** consists of four crisis scenarios (suicide, serious illness, accidental death & traumatic event). Participants outline the critical elements of a response to each situation and rate their degree of confidence and comfort.

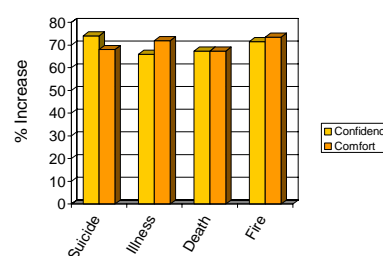
OUTCOME EVALUATION

Mean Pre/Post Narrative Scores
n = 51



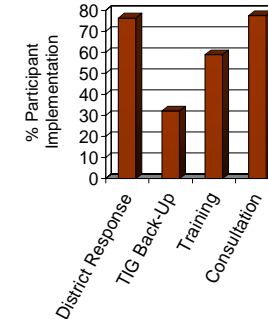
Significant increases in narrative scores were found for the suicide scenario ($p < .05$), the teacher death scenario ($p < .01$), and total scores ($p < .01$). There were not significant differences in the pre and post narrative scores for the fire scenario or illness scenario.

Percent of Respondents with an Increase in Perceived Confidence and Competence
n = 51



Self-report measures indicated that school personnel felt more confident and more comfortable in response to all four scenarios following the training. When examining self ratings scores in more detail, it was found that the average scores across participants for confidence and comfort on the post-test did not fall below 4.2 (out of five points) indicating that participants felt at least very confident or comfortable in handling any of the scenarios.

2007-2008 Implementation Survey
n = 82



Results support that following TIG training, participants do put TIG into practice at the school level. The survey captured TIG activity occurring in the 07-08 school year. The most frequent activity was individual consultation followed by district crisis response and training. Thirty-two percent of respondents provided back-up support to another district.