A Cognitive Behavioral Intervention for Trauma in Saito Pico-Union Charter School: A Grant Proposal

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INTRODUCTION

- **Over 2 million** children have documented reports of child maltreatment, with physical abuse and neglect being most commonly reported.

- A study conducted on the street youth in Los Angeles, one of California’s most populous counties, found that **75%** of youth witnessed physical attacks and **50%** were physically attacked themselves.

- **Exposure to traumatic events** can lead to problems with mental and physical health and with forming positive social relationships.

- **Untreated trauma** contributes to **social problems** such as homelessness, a cycle of violence and abuse in families, crime, incarceration, substance use, physical and mental health problems, and poor academic performance.

GOAL

- The goal of this grant proposal is to fund and implement the evidence-based intervention **Cognitive Behavioral Intervention for Trauma in Schools (CBITS)** at Saito Pico-Union High School to **address the trauma-related symptoms** that many of the students experience.
Ethical social work practice is based on the professional values of recognizing dignity and worth, providing service, competency in practice, and advocating for social justice (NASW, 2015).

This means that social workers should provide trauma-informed care services in a competent manner by being culturally sensitive and by obtaining appropriate training.

Social workers must also be culturally and linguistically competent in order to promote growth and resiliency in youth, their families, and the community.
The targeted population of this grant proposal is located in Los Angeles and is **culturally diverse**, consisting of **low income minorities**, such as the Hispanic immigrant population raising first generation youth in the United States. An understanding of the **various Hispanic cultures** necessitates not only **cultural sensitivity** but also **linguistic competency**.

Another relevant multicultural issue is related to the needs of the **LGBTQ youth** within these communities. Some Hispanic families can be unaccepting of LGBTQ youth due to **cultural and religious beliefs**, and these youth often experience the traumas of childhood abuse and homelessness when forced out of their homes.

The proposed CBITS program has been **adapted** for Hispanic communities.
METHODS

TARGET POPULATION

- The population consists of at-risk youth who reside in Pico-Union, Los Angeles, a community of 43,031 persons, and a neighborhood known for its high gang activity, violence, and crime. The specific population is students ages 16-24 at Saito Pico-Union High School.

IDENTIFYING FUNDING SOURCES

- The following foundations were identified as potential funding sources:
  - The California Community Foundation
  - The California Wellness Foundation
  - The Stuart Foundation
  - The W.K. Kellogg Foundation

SELECTED FUNDING SOURCE

The Ralph Parsons Foundation

- This foundation focuses its efforts within Los Angeles County because it is a racially, ethnically, culturally, and economically diverse area with extraordinary opportunities to create healthy communities.

- The foundation recognizes that, for communities to thrive, all individuals should be able to access the resources they need to feel safe, stable, and engaged.

- Their education-related, grant-making goal is to provide quality learning opportunities for all and to promote well-being, including mental health, amongst vulnerable populations.
METHODS (CONTINUED)

SOURCES USED FOR NEEDS ASSESSMENT

- Academic Journals
- State and City data websites
- Saito Pico-Union High School (host agency)

PROJECTED BUDGET & CATEGORIES

- Total projected cost of implementing the CBITS program at Saito Pico-Union, for the period of one school year consisting of four quarters, will be approximately $85,240.00

**Budget Allocated for:**

- LCSW, MSW Interns salaries and stipends
- CBITS Training & Materials
- External Program Evaluator
- Operating Costs
- Saito Pico-Union (host agency) will cover the cost of rent, utilities, office supplies, furniture & equipment
Population Served

- Saito High School Pico-Union’s student population of approximately is 80-100 students, ages 16-24.

Sustainability

- Beyond the funding period, the program would be sustained by annual reapplication for continued support.

Description of the CBITS Program

- The CBITS program addresses post-traumatic symptoms as a result of childhood trauma through cognitive behavioral techniques and by providing services in school settings.
- Using an ecological viewpoint, CBITS considers the individual student in ecosystems, from the individuals, their families, their interactions with school systems, their neighborhoods, their cultures and changes in societal events.
- CBITS includes not only the individual student but families, peers, and teachers as part of the intervention program.
- CBITS is a culturally sensitive intervention and available in Spanish.
- The program is applied under a two-part approach in addressing the needs of the target student population at Saito Pico-Union:
  1. The needs of individual students are addressed through group and individual sessions.
  2. Second, school staff and parents are trained on the effects and consequences of childhood trauma.
To reduce trauma-related symptoms for 40 students.

To improve student academic success.

Factors determining program effectiveness:
- whether the staff members increase their knowledge of trauma by 80%;
- whether the students’ trauma-related symptoms are reduced by 85%;
- whether student academic performance has improved over time; and
- whether family functioning has improved by any improvement from baseline.

Instruments of Measure:
- Use of satisfaction surveys
- Use of pre- and post-tests
- The Child Depression Inventory
- The Child PTSD Symptoms Scale
- The Strength and Difficulties Questionnaire
- The Child Report of Parenting Behavior Inventory
- The Family Crisis Oriented Personal Evaluation Scales
LESSONS LEARNED

- **Literature Review**: The importance of early intervention: the longer the trauma-related symptoms go unmanaged over the lifespan, the more adverse the effects will be to the individual’s mental health, physical well-being, and overall life success.

- **The Grant Writing and Application Process**: Acquired knowledge and skill in this area.

- **Budget and Timelines**: A challenging and time-consuming experience.
Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). Toward the integration of education and mental health in schools. Administration and Policy of Mental Health, 37, 40e47.


