



Schools as a Platform for Creating Social Responses to a Changing Environment

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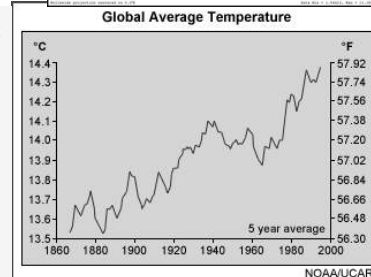
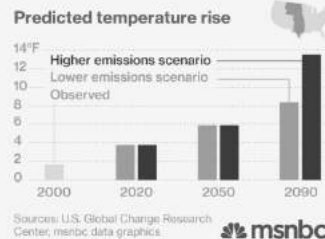
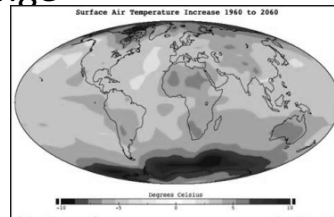


Grand Challenges
for Social Work

Fifth Report of the Intergovernmental Panel on Climate Change



World average temperature by 2100 will increase within the range of 1.5 to 5.8°C.



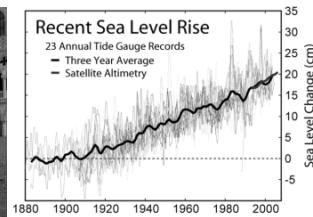
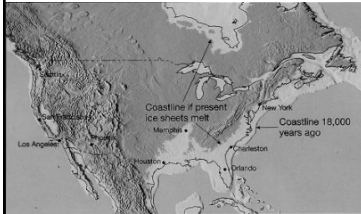
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Sea levels during this period are projected to increase in the range of 0.26 to .98m thereby inundating low-lying areas and developing nations such as Tuvalu, Fiji, the Solomon Islands, the Marshall Islands, the Maldives and some of the Lesser Antilles.



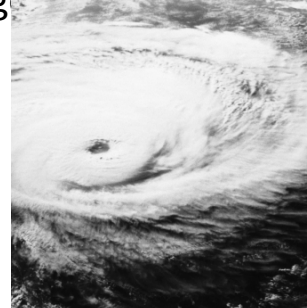
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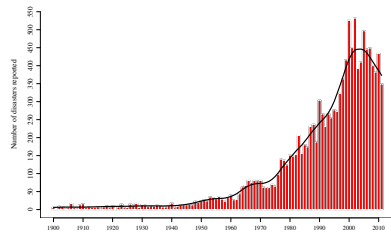
Extreme precipitation events over most of the mid-latitude land masses and over wet tropical regions will very likely become more intense and more frequent by the end of this century, as global mean surface temperature increases.



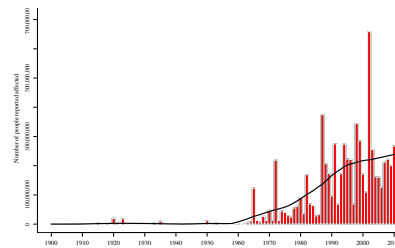
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Natural disasters, 1900-2011



Number of events



Number of people affected

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In many mid-latitude and subtropical dry regions mean precipitation will likely decrease, leading to drought conditions, increased risk of wildfires, and rising water insecurity.

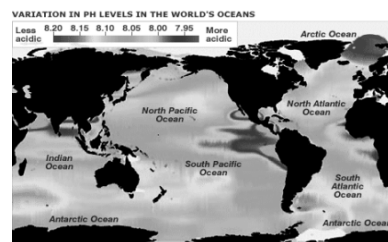


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A significant decline in ocean pH levels during this period may result in a dramatic reduction in marine life as a food source.



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Climate change impacts on economic activity

- Loss of terrestrial and inland water ecosystems and associated biodiversity will adversely affect economic activity (IPCC, 2014)
 - Loss of livelihoods and income due to insufficient access to drinking and irrigation water.
 - Loss of marine and coastal ecosystems, biodiversity, and the ecosystem will affect goods, functions, and services they provide for coastal livelihoods, especially for fishing communities.



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Climate change and population displacement

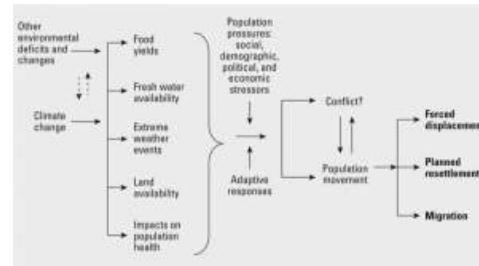
- By 2050, over 200 million people will be seeking dry land to call home (International Organization for Migration, 2017).
- 500 million to 600 million people – nearly 10% of the world's population – are at risk from displacement by all forms of climate change (Environmental Justice Foundation, 2009).

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Climate change and population displacement

- The tendency for people to move will be associated particularly with the existence (or perception or expectation) of an increased frequency of serious and extreme weather disasters, food shortages (and associated loss of livelihoods), and water shortage (McMichael et al., 2012).



Climate refugees now outnumber refugees fleeing persecution and violence by more than three to one.



“We went home [after the cyclone had passed] and saw that there was nothing left. There wasn’t a single house that you could live in. Only the houses built around trees, somehow their structure was still there, but they were unlivable. All the mud houses, clay houses were completely gone.” Ataur Rahman, describing his village after Cyclone Aila struck Bangladesh (EJF, 2009).



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Climate change as a social justice issue



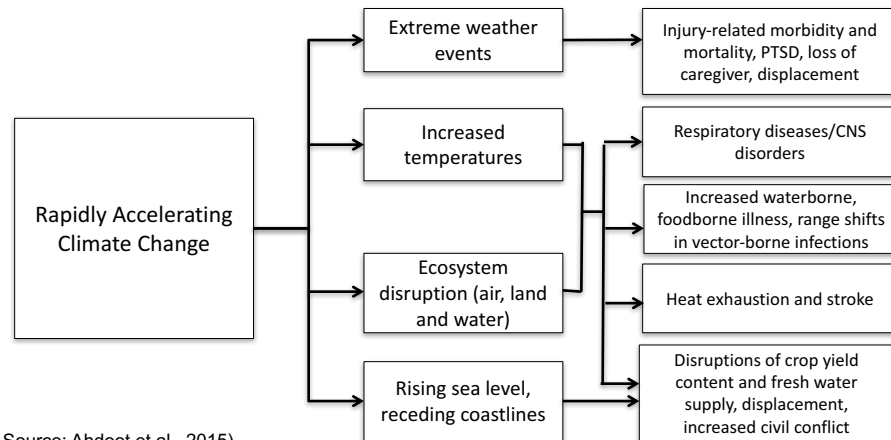
Women, children, older adults, urban and rural poor, and those with a history of mental illness are the most vulnerable to climate change



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Potential Impacts of Global Climate Change on Child Health



Source: Ahdoot et al., 2015)

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Hurricane Katrina



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Katrina related stressors



- Event stressors
 - Loss of loved ones
 - Threats to physical safety
 - Relocation
- Post event stressors
 - Caregiver mental health problems
 - Residential instability
 - Multiple school transitions
(Osofsky et al., 2007; Pane et al., 2006; Spell et al., 2008)



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Katrina related effects on child mental health and development



- 60% of New Orleans school children screened positive for PTSD symptoms (Jaycox et al., 2010)
- Prevalence of Severe Emotional Distress (SED) in children 18 months post-Katrina was 2.7 times greater than nationally (McLaughlin et al., 2010)
- More than 50% of 1077 children reported significant mental health distress two years after Katrina (Abramson et al., 2008)



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Vulnerability of children to climate change

- Increased risk for climate-related health burdens relative to adults due to
 - Immature physiology and metabolism
 - Incomplete development
 - Higher exposure to air, food and water per unit body weight
 - Dependence on caregivers (Sheffield & Landrigan, 2011)
- 88% of existing global burden of disease attributable to climate change occurs in children under 5 years of age (Zhang et al., 2007).
- Children in world's poorest countries are most affected by climate change (Haines et al., 2006).

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Relevance to school social work

- Environmental changes contribute to disparities in academic performance
- Schools offer potential as a refuge and response to natural disasters and neighborhood violence



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Relevance to school social work

- Programs for disaster victims
- Programs for climate refugees
- Programs for students
- Programs for families and communities



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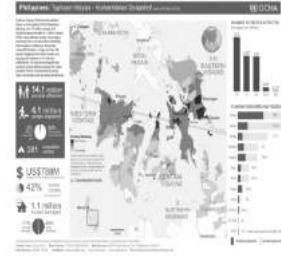
Schools are disaster evacuation centers in the U.S.



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Schools are disaster evacuation centers worldwide



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Paradise Camp Fire



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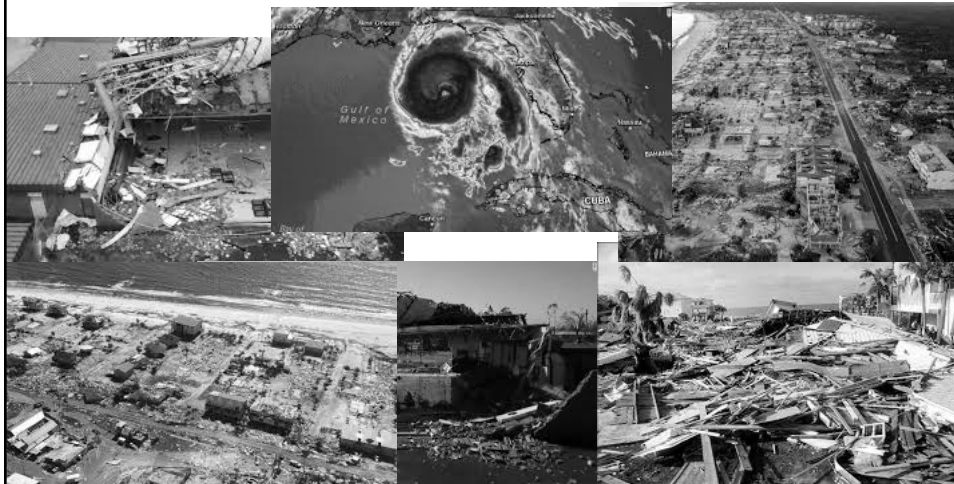
Hurricane Florence



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Hurricane Michael



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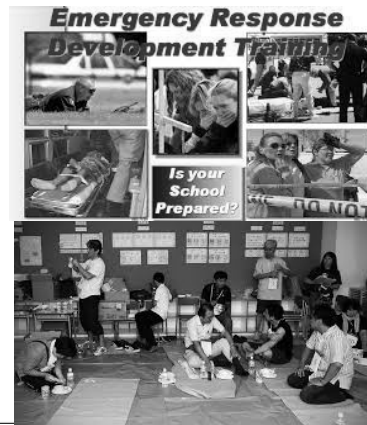
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School staff can be trained in disaster response



Contents of School Emergency Preparedness Plan

- › School site lay-out plan
- › Organizational structure-School Disaster/Emergency Mgt. Team
- › Emergency & exit signages
- › Designated open evacuation spaces
- › School Emergency First Responders unit
- › First Aid kits
- › Facility assessment
- › Emergency Preparedness lesson Plan
- › Drills and Simulation Exercises
- › Incident Command System
- › School as evacuation center
- › Resource Allocation



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USC School of Social Work Humanitarian effort in the Philippines after Typhoon Haiyan, 2013



- **Overview of the Phases of Disaster Response and Recovery** - Dr. Marleen Wong, Associate Dean and Clinical Professor
- **The Post Disaster Needs of the Elderly** - Dr. Maria Aranda, Associate Professor
- **Orphans of the Storm and International Adoptions** - Dr. Carrie Lew, Assistant Dean of Professional Development
- **Child Trafficking –Increased Risks for Child Victims** - Charisma De Los Reyes, Adjunct Lecturer
- **Building School Wellness Centers After Disasters** - Vivien Villaverde, Assistant Clinical Professor
- **The Spectrum of Human Psychosocial Services Post Disaster and the Core Concepts of Psychological First Aid**
- **Compassion Fatigue, Responder Trauma and the Importance of Self Care** - Dr. Ernelyn Navarro, Adjunct Lecturer
- **Collective Impact and Social Innovation** - Dr. Annalisa Enrile, Clinical Associate Professor
- **Planning for the Future Phases of Disaster/Developing New Partnerships/Working in Small Groups** - Dr. Marleen Wong

2 Day Training – Behavioral Health Recovery and Skill Building



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USC School of Social Work Humanitarian effort in the Philippines after Typhoon Haiyan, 2013

- Request from the federal Department of Education in the Philippines to develop and conduct a national disaster management training for schools in conjunction with 26 other federal departments involved in disaster management and mitigation.

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Treating trauma in school settings

Intervention development efforts will draw on innovative methods and design strategies to develop new interventions and to adapt and evaluate existing current evidence-based interventions that target traumatic stress, resilience-building and team-building for use in different settings with different populations.

PFA ONLINE Training

NCTSN The National Child Traumatic Stress Network PTSD NACCHO

Enroll in PFA Online



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Programs for climate refugees



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How can school social workers
assist students, families and
communities in responding to
climate change?

Suggestions?



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