

Trauma-Informed Schools: Trauma Sensitive Practices

Practices that Support Trauma-Informed Schools

Universal

Targets whole school or classrooms. Is the least intrusive and lowest cost

Selective

Targeted to population subgroups, address risk factors within higher risk groups

Indicated

Overlaps conceptually with mental health treatments. Generally shows stronger outcomes for clinical impairment

Fazel, M., Hoagwood, K., Stephan, S., & Ford, T. (2014). Mental health interventions in schools in high-income countries. *The Lancet Psychiatry*, 1(5), 377-387.

Multi-Tiered Systems of Support (MTSS)

Indicated

e.g. CBITS

Cognitive Behavioral Intervention for Trauma

Reduces symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems. Improves functioning, grades, attendance, support, and coping skills.

Selective

e.g. PFA-S

Psychological First Aid for schools (PFA-S)

Designed to reduce the initial distress caused by emergencies/trauma and to foster short- and long-term adaptive functioning and coping.

Universal

e.g. TIC Training and Staff Wellness

Trauma Informed Care and Staff Wellness

Overarching approach to shifting the culture and overall climate of the entire school. Has potential to increase educator retention and student wellbeing.

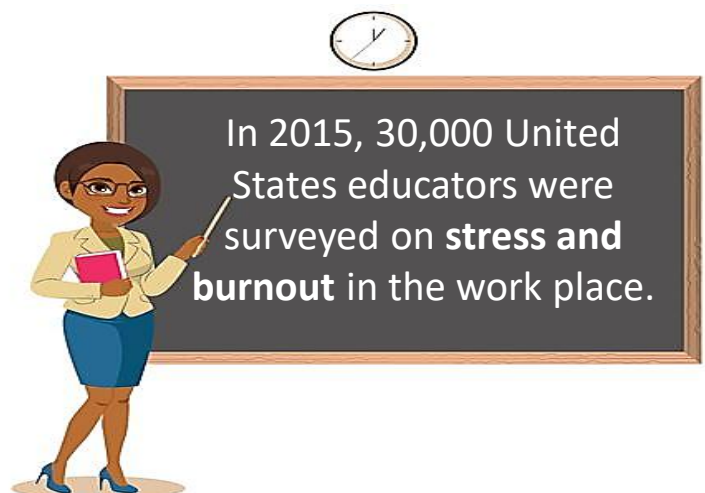
Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. Psychological first aid for schools: Field operations guide, 2nd Edition. (2012). Los Angeles: National Child Traumatic Stress Network.; Cognitive Behavioral Intervention for Trauma in Schools (CBITS). (n.d.). Retrieved from <https://cbitsprogram.org/>

Burn out and Stress Prevalence among Educators

78% report that they are often emotionally and physically exhausted.

87% report that job demands sometimes interfere with their family life.

Over 75% report that they do not have enough staff to get the work done



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Promoting Self-Care

Teachers may experience **secondary traumatic stress** from working with student trauma.

Vicarious trauma is impacted by continuous empathic engagement with trauma survivors.

Compassion fatigue is emotional, physical, and spiritual exhaustion from witnessing and absorbing the problems and suffering of others.

Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue. *Best Practices in Mental Health*, 6(2), 57-68., Teachers experiences supporting children after traumatic exposure. *Journal of Traumatic Stress*, 25, 98-101.

Self-Care Practices

Professional Quality of Life Scale

An assessment of positive and negative effects of working with students who have experienced trauma. Can be self-administered individually or in groups as part of ongoing self-care initiatives.

Promoting Staff Wellness

Secondary traumatic stress can be combatted by promoting social, physical, intellectual, financial, spiritual, and environmental self-care.

Mindfulness

Mindfulness is intentionally living with awareness in the present moment, and can be practiced anywhere at any time. Mindfulness can help manage stress and enhance overall staff wellness.

