

How can a student based health center best interact with students, faculty, and administrators, to promote trauma informed care?

What does

Trauma

Informed

Care

mean anyway?

Mental Health **Trauma** is

A state of perceiving an inability to meet one's needs, especially the need for safety; that skills, resources, and support are inadequate to manage the circumstance, producing feelings of helplessness, hopelessness and being overwhelmed. The experience is emotional and visceral/somatic; cognitive awareness varies.

Toxic Stress is another way to describe trauma

Significant, consistent or reoccurring stressors that activate or keep the threat response system activated.

Early adverse experiences without adequate supporting adults leads to structural changes in the safety system of the brain resulting in a state of over analyzing and reacting to sensory input know as hypervigilance.

Trauma **Informed** Care

Informed implies a level of knowledge, experience, and understanding that is utilized to adapt every aspect of care to best support the development of increased resilience for persons affected by trauma and toxic stress. This includes the physical environment, staffing, policies, procedures, programs and curriculum chosen or developed.

Care

"AS HUMAN BEINGS, OUR JOB IN LIFE IS TO HELP PEOPLE REALIZE HOW RARE AND VALUABLE EACH ONE OF US REALLY IS, THAT EACH OF US HAS SOMETHING THAT NO ONE ELSE HAS—OR EVER WILL HAVE—SOMETHING INSIDE THAT IS UNIQUE TO ALL TIME. IT'S OUR JOB TO ENCOURAGE EACH OTHER TO DISCOVER THAT UNIQUENESS AND TO PROVIDE WAYS OF DEVELOPING ITS EXPRESSION."

~ FRED ROGERS

WE NOW KNOW

“Trauma changes the architecture of a developing child’s brain and physiology. These changes impair academic efforts. They affect children’s memory systems, their ability to think, to organize multiple priorities (executive function)—in other words their ability to learn, particularly literacy skills. Furthermore, changes in a child’s neurobiology often result in a student having difficulty in regulating his/her emotions and reading social cues, which in turn compromise their ability to pay attention, follow directions, work with teachers and make friends with other students” (Lucid Witness, 2016 as cited by Education Brief: Aces for educators and stakeholders, n.d.)

STUDENTS WHO EXPERIENCE TRAUMA ARE LESS LIKELY TO GRADUATE FROM HIGH SCHOOL

“In 2009, research demonstrated that students who dropped out of high school were 63 times more likely to be incarcerated than college-graduates” (Sum, Andrew, Khatiwada, McLaughlin, 2009 as cited by Education Brief: Aces for educators and stakeholders, n.d.).

“Research strongly links suspension and other school discipline to failure to graduate” (Losen, Daniel, Hodson, Keith, Morrison, & Belway, 2015, as cited by Education Brief: Aces for educators and stakeholders, n.d.)

How can **SCHOOL BASED HEALTH CENTERS**
help students (and teachers) heal from chronic stress and
trauma?

COUNSELING AND TALK THERAPY

GROUP THERAPY

CREATE COMMUNITY

TEACH MINDFULNESS PRACTICES

TEACH SELF-REGULATION PRACTICES

PROBLEM SOLVE

SCHOOL BASED HEALTH CENTERS
CAN:
FACILITATE COMMUNICATION

- 1) Communication is key to having mental health care professionals in the school setting.
- 2) Get to know the counselors.
- 3) Welcome counselors into your room to help them build relationships, trust, and familiarity.
- 4) Let the counselors know when a student seems to be struggling.
- 5) Vary student pull out times so that the same period isn't missed repeatedly.

SCHOOL BASED HEALTH CENTERS
CAN:
TRAIN TEACHERS

Put mental health professionals/social emotional learning consultants in each classroom several hours per week to help train and develop teachers' skills. These professionals can identify needed interventions earlier and model appropriate techniques that teachers can use with students with similar behaviors (Education Brief, ACES for Educators and Stakeholders, n.d., p. 9).

TEACHERS AND SCHOOLS CAN: BE FLEXIBLE

CREATE WAYS THAT STUDENTS CAN STAY CAUGHT UP:

UPDATED GOOGLE CLASSROOM

Teachers can help students who miss classes by creating a Google classroom and keeping it updated.

BE AVAILABLE FOR EXTRA HELP

Teachers can be available for extra help for the students who miss class because of health center appointments.

references

Education Brief: Aces for educators and stakeholders. (n.d.)

<http://www.hmprg.org/wp-content/themes/HMPRG/backup/ACEs/Education%20Policy%20Brief.pdf>

Losen, Daniel, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway. (2015) Are We Closing the School Discipline Gap?. Retrieved from https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rightsremedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf

Sum, Andrew, Ishwar Khatiwada, Joseph McLaughlin. (2009). The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers. Retrieved from https://www.prisonpolicy.org/scans/The_Consequences_of_Dropping_Out_of_High_School.pdf

Suggested Resources

<https://developingchild.harvard.edu/>

<https://criresilient.org/>