Trauma-Sensitive Schools: Keeping the Momentum Going

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Welcome to the First National Conference on Trauma-Sensitive Schools
Maintaining Momentum

- Manage Complex Change
- Link to Educational Reform
- Commit to On-going Preservice and In-service Training
- Get Our Voices Heard by Mental Health Professionals
Managing Complex Change

• Leadership Needs to Be Involved
• Systemic Changes Required to Make Schools Trauma-Sensitive Need to Be Identified and Planned for

  • Articulate Vision
  • Identify Skills Needed to Implement Vision
    • Identify Required Level of Competency for Each Skill
    • Provide Necessary Training
  
  • Provide Necessary Resources
  • Identify Incentives
  • Create and Implement an Action Plan
Vision of Trauma-Sensitive Schools

Trauma-sensitive schools are **inclusive** school communities, committed to the right of ALL children to be educated w/ their peers regardless of the accommodations they may need to be successful.

Trauma-sensitive schools **integrate** trauma-informed practices into a public school framework, rather than supplanting that framework with alternative instruction for individually identified students.

Trauma-sensitive practices benefit all students, and **pose no harm** to those with no trauma history.
Necessary Skills

• Ability to form reparative attachment relationships with children

• Ability and willingness to use collaborative teaching techniques such as differentiated instruction and collaborative problem solving

• Ability to design and deliver instruction using a framework that promotes neural development
Necessary Resources

• On-going training on how to integrate awareness of the neurobiology of trauma into an educational framework
• On-going training on collaborative, brain-based teaching
• Trauma-informed clinical collaboration, teaming
• Time for team meetings
Incentives

• What Motivates By-in?
  • Improved Academic Achievement
  • Improved Social Mastery
  • Decrease in Disruptive Student Behaviors
  • Improved Teacher Job Satisfaction
Action Plan

Vision + Skills + Resources + Incentives + Action Plan = Change

_____ Skills + Resources + Incentives + Action Plan = Confusion

Vision _____ + Resources + Incentives + Action Plan = Anxiety

Vision + Skills + _________ + Incentives + Action Plan = Frustration

Vision + Skills + Resources + _________ + Action Plan = Gradual Change

Vision + Skills + Resources + Incentives + _________ = False Starts

Institution of Changes 5 + years
Links to Educational Reform

• Failure of Exclusionary Discipline to Create Safe Schools
• Growing Evidence of Link Between Trauma and Low Student Engagement
• Effects of Systemic Devaluation and Unresolved Trauma on Neural Development
Commitment to On-going Preservice and In-service Trauma Training

Training Priorities

• Integrate awareness of the neurobiology of trauma into an educational framework
• Build staff capacity to manage the “double struggle”
• Tilt instruction/intervention toward active engagement of neuroplasticity

Supervision

• Trauma-informed
• Collegial
• Rejuvenating
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