Trauma Informed Approaches: Implications for School Counselors Module 2: Creating Trauma Informed Systems

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KEY TAKE-AWAYS:

- School counselors play a critical role in creating trauma sensitive systems of support in schools.
- Trauma informed systems change starts with working with the adults (educators, caregivers), helping them understand trauma, regulate themselves and engage in relationships.
- Trauma sensitive systems are antiracist systems in which educators understand their own bias and potential for retraumatizing students in school settings.
- Family/caregivers are important allies in creating trauma informed systems.
- Data can inform the creation and assessment of trauma informed systems, and should include quantitative data as well as street data (e.g., focus groups, artifacts, observations, and interviews).

REFLECTION QUESTIONS:

- How healthy and regulated are the adults in your school/district? How can you learn more about how they are doing?
- In what ways is a sense of community fostered in your workplace? What are possible roadblocks to the creation of a more cohesive community?
- Name 2 ways you might translate your knowledge of trauma to school staff and families/caregivers this year.
- What new forms of data will be useful to you as you engage in trauma informed systems building?

PRIMARY RESOURCES:

- Alex Shevrin Venet (2020). Equity-Centered Trauma-Informed Education.
- Souers, K. (2016). Fostering Resilient Learners: Strategies for creating a Trauma-Sensitive Classroom. ASCD.

ADDITIONAL RESOURCES:

- Youth Participatory Action Research-School Counselor Examples
- Assessments. All of the assessments below offer different ways in which to assess your ongoing work to create a trauma informed and healing centered school system.
  - Wisconsin School Mental Health Needs Assessment
  - Trauma Informed Worldview Document--WI DPI
  - School Community Equity Audit
  - Trauma Responsive School Implementation Assessment
Trauma Sensitive Schools Checklist
Equitable Classroom Practices Self Assessment

REFERENCES


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