

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

Presented by: Jennifer Betters-Bubon, PhD, LPC

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:

- Perry, B.D., & Winfrey, O. (2021). *What Happened to You? Conversations on Trauma, Resilience, and Healing*. Flatiron.
- Alex Shevrin Venet (2020). *Equity-Centered Trauma-Informed Education*.
- Souers, K. (2016). *Fostering Resilient Learners: Strategies for creating a Trauma-Sensitive Classroom*. ASCD.
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. Retrieved from: https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf

ADDITIONAL RESOURCES:

- Youth Participatory Action Research-School Counselor Examples
 - Edirmanasinghe, N., & Blaginin, K. (2019). [Demystifying the research process: A career intervention with Latinas](#). *Professional School Counseling*, 22(1b), 2156759X19834433.
 - Levy, I. P., Cook, A. L., & Emdin, C. (2018). [Remixing the school counselor's tool kit: Hip-hop spoken word therapy and YPAR](#). *Professional School Counseling*, 22(1), 2156759X18800285.
- 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](#)
- [Review Tool for School Policies, Protocols, and Procedures](#)
- [Equitable Classroom Practices Self Assessment](#)

REFERENCES

- ASCA (2016). The School Counselor and Trauma Informed Practice. Position Statement retrieved from <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Trauma-Informed-Practice>
- ASCA (2010) Ethical Standards for School Counselors. Retrieved from: <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>
- Betters-Bubon, J. J., & Schultz, J. W. (2018). School counselors as social justice leaders: An innovative school-family-community partnership with Latino students and families. *Professional School Counseling, 21*(1b), 1-11.
- Edutopia (2018). Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning. Retrieved from: <https://www.youtube.com/watch?v=iydalwamBtg>
- Edutopia (2018). Tap In/Tap-Out: Giving Teachers Time to Recharge. Retrieved from: <https://www.youtube.com/watch?v=qPtsP7pBobI>
- Goodman-Scott, E., Betters-Bubon, J., Olsen, J., & Donohue, P. (2020). Making MTSS work. *American School Counseling Association*.
- Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap*. Thousand Oaks, CA: Corwin Press.
- Perry, B. & Szalavitz (2006/2017). *The Boy Who Was Raised as a Dog*. Basic Books.
- Raulerson, C. & Fintel, N. (2020). Integrating Trauma-Informed Practices within Your School Wide PBIS Framework. Florida's Positive Behavior Support Project, University of South Florida: http://flpbis.cbcs.usf.edu/other/mental_health.html
- Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.

THIS INFORMATION WAS BROUGHT TO YOU BY...



For more resources and professional development opportunities please subscribe to our [newsletter](#), visit the [Virginia Career and Learning Center for School Mental Health Professionals](#), or follow us on twitter [@VDOE_SESS](#).