Trauma Informed Approaches: Implications for School Counselors Module 3: Trauma Informed Tiered Interventions

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KEY TAKE-AWAYS:
- School counselors play a critical role in creating trauma sensitive interventions in schools both through direct interventions and in collaboration with school staff.
- Effective Tier 1 activities for all should be grounded in brain based research tenants of regulate, relate and reason (Perry, 2017).
- Tier 2 interventions can include immediate check ins, small group, and relationship based (e.g., check in, check out) and evidence based interventions (e.g., CBITS, BounceBack).
- School counselors primarily play a collaborative role in Tier 3, serving as a liaison between teachers, community agencies, and mental health professionals.

REFLECTION QUESTIONS:
- What Tier 1 activities/interventions do you have in place in your school that focus on Regulation, Relationships and Reasoning?
- What Tier 2 interventions are students able to access that builds protective factors?
- Name 3 community resources/agencies that you might partner with to enhance your Tier 3 interventions.

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:
- Wisconsin Department of Public Instruction (WI DPI) Trauma Sensitive Schools (TSS) Online Professional Development System. This is a free, online, on-demand system consisting of three primary components. Through this system, learners will understand the prevalence and impact of toxic stress on youth and those who care for them. Additionally, participants will understand how to infuse the values of safety, trustworthiness, choice, collaboration, and empowerment into various aspects of their existing equitable multi-level system of support.
- Classroom Sensory Strategies. This menu of classroom sensory strategies is from Module 3 of the WI DPI Trauma Modules. It’s useful to assist classroom teachers consider trauma informed strategies they can implement in their classrooms.
- **Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive**. An excellent resource from PBIS.org that highlights how to create safe environments in schools after disruptions.

- **Trauma Learning Policy Initiative (TLPI). Trauma-Sensitive School Reopening**. An excellent article highlighting how to create a trauma sensitive school reopening that augments their two primary resources: **Helping Traumatized Students Learn** and **Creating and Advocating for Trauma-Sensitive Schools** (both found here: [https://traumasensitiveschools.org/tlpi-publications/](https://traumasensitiveschools.org/tlpi-publications/))

- Additional resources listed on the final slide:

  - **Research Articles**

- **REFERENCES**
  - Bounce Back: An Elementary School Intervention for Childhood Trauma: [https://bouncebackprogram.org/](https://bouncebackprogram.org/)
  - Cognitive Behavioral Intervention for Trauma in Schools: [https://cbitsprogram.org/](https://cbitsprogram.org/)
  - Edutopia. Rapid Resets. This page highlights different ways teachers and students can engage in rapid resets.
• Edutopia. *Creating a Dedicated Space for Reflection*. This article highlights the work of Fall Hamilton Elementary School and the integration of peace corners in every classroom.

• Edutopia. *Pearl-Cohn Entertainment Magnet High School: Building School Culture to Address Students’ Needs*. This 8 minute video highlights a high school with shared expectations and safe spaces in their trauma informed approach.

• Howard, M. et al. (2019) *All Students Must Thrive*. International Center for Leadership in Education.


• Khasnabis & Goldin (2020). *Don't be filled, trauma is a systemic problem: Trauma as a case of weaponized educational innovation*. Occasional Paper Series, 2020 (43).


• *Trauma Informed Strategies for Building Relationships with Students*


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