

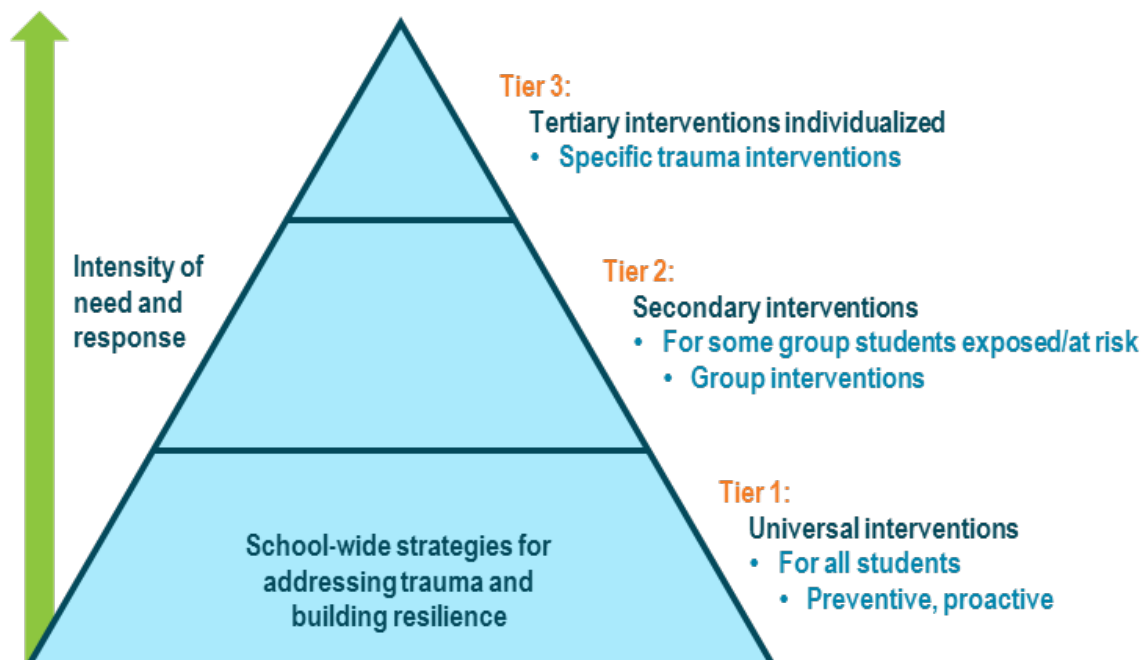


Student services staff handout

6. Guidelines for Adopting a Multitiered Approach to Addressing Trauma

Student services staff members play a critical role in supporting universal trauma-sensitive practices and ensuring that students have access to more intensive, trauma-specific supports and that these intensive supports are provided in a trauma-sensitive manner. You can use this guide to learn strategies for supporting a multitiered, trauma-sensitive approach.

Student services staff refers to school counselors, social workers, psychologists, psychiatrists, or other mental health providers who coordinate and/or provide support for students exposed to trauma.



Additional Resources

Student services staff can visit the following websites for additional resources related to supporting trauma-sensitive practices and interventions in schools:

The National Child Traumatic Stress Network at www.nctsn.org/

National Center for PTSD at <http://www.ptsd.va.gov>

International Society for Traumatic Stress Studies at <https://www.istss.org>

Strategies for Supporting Trauma-Sensitive Schools

Consider how you currently support the interventions outlined below. Identify those practices that you would like to more fully integrate into daily practice at your school. Determine what the next steps would be for you to adopt new practices as an individual and across the student services department.

Tier 1: Universal Interventions

For each practice, rate your effort as to whether you:

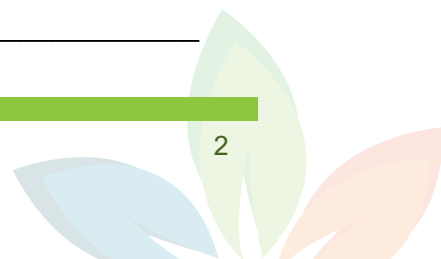
1–Do this well 2–Could do better 3–Want to do it

	Educate school staff about trauma and its effects on students, staff, and schools (trainings, informal consultation, team meetings, student review and pre-referral meetings).
	Educate school staff about mental health and trauma-related mental health challenges.
	Educate school staff about cultural variations in responses to trauma.
	Support whole-school strategies for integrating trauma knowledge and trauma-informed principles in classrooms and throughout the school.
	Provide strategies for trauma sensitivity tailored to staff according to role (e.g., teacher, administrator, support staff).
	Support whole-school approaches to crisis, discipline, and behavior management that are aligned with trauma-sensitive principles.
	Support school staff in identifying and reducing potential triggers or re-traumatizing practices.
	Support universal programs for social and emotional learning in key areas of self-awareness, self-management, social awareness, relationship skills, and decision making.
	Support universal practices related to cultural awareness and responsiveness.
	Work with school teams to integrate a trauma-informed approach with other initiatives or frameworks, such as PBIS (positive behavioral interventions and supports).
	Support school staff and administrators in identifying and implementing individual and schoolwide strategies to support staff self-care.

Next Steps

Choose 2–3 actions from this checklist that you can commit to doing to support a universal approach to trauma sensitivity at your school:

- _____
- _____
- _____
- _____
- _____



Tier 2 and Tier 3: Targeted and Selective Interventions

For each practice, rate your effort as to whether you:

1–Do this well 2–Could do better 3–Want to do it

	Consider trauma in all school-based evaluations or assessments, including effects of trauma on learning, behavior, testing results, diagnoses.
	Consider historical and racial trauma in assessments.
	Assess for trauma in country of origin and resettlement and acculturation stress for students who are refugees.
	Include a place for trauma-related considerations in all individualized plans (e.g., potential trauma reminders, trauma responses, trauma-related supports).
	Offer evidence-based group and individualized interventions for addressing the effects of trauma.
	Be aware of cultural variations in trauma-related responses and experiences with the mental health and educational systems.
	Provide and/or refer students to therapeutic services that are culturally specific.
	Adapt interventions to meet the needs of student groups as needed (e.g., students of color, refugees, LGBTQ youth).
	Incorporate opportunities for skill building to support resilience (self-regulation, coping, attachment) into your work with students.
	Educate children and families about trauma and its effects.
	Be aware of your own cultural attitudes, values, and beliefs and how they influence your work.
	Recognize symptoms of secondary traumatic stress and vicarious trauma.
	Practice self-care strategies.
	Support a safe physical environment in your space.
	Ensure all interactions with students and families are conducted in a trauma-informed manner.
	Maintain a family-driven focus that encourages parent involvement.
	Minimize re-traumatizing practices (e.g., consider how you uphold confidentiality and how you address issues of safety or reporting in a trauma-informed manner).

Next Steps

Choose 3–5 actions from the two checklists that you can make a commitment to doing to support a multitiered approach to trauma sensitivity at your school:

- _____
- _____
- _____
- _____
- _____

