

Building Trauma-Informed Schools: Changing Minds K-12 Leadership Institute for Educators and Community Partners

Goals

The goals of the two-day training are for multi-disciplinary school-based teams to: (1) Learn the core elements of recognizing and effectively responding to children who have been exposed to violence; and (2) Foster healing to help mitigate resulting trauma. This encompasses:

- Preventing and addressing children's exposure to violence in educational settings.
- Acquiring strategies for enhancing resiliency and healing for children and youth.
- Implementing promising school and community practices.
- Establishing a plan for healing and wellness in schools and the wider school community

Learning Objectives

As a result of training, participants will be better able to:

- Describe how individual children and youth experience and recover from trauma and exposure to violence, and how these experiences may impact the brain, learning, behavior, and relationships.
- Create trauma-informed, safe, and supportive learning environments that promote school success and healthy development for all children and adolescents, including those exposed to violence and trauma.
- Apply a trauma-informed and culturally informed lens to address the complex, varied experiences and outcomes of victimization and discrimination among students, staff, families, and communities.
- Identify promising practices, useful tools, and cutting-edge strategies for the school community to strengthen supports for all students, and enhance healing and resiliency for those who suffer from exposure to violence and trauma.
- Lead or help develop an action plan that examines current capacity, recognizes unfulfilled needs, and details steps for implementing a trauma-informed approach within the school and school community.
- Implement strategies to address the impacts of secondary trauma on individuals, relationships, and systems that promote resiliency.

Participants

School-based teams may include principals, school health workers, teachers, school counselors, school safety officers, coaches, paraprofessionals, parenting adults, and others who engage with children and youth.

Institute Structure

The two-day training provides leadership development and education based on four pillars:

- Healing and Trauma.
- Race and Gender Equity.
- Social Emotional Learning.
- Positive School Discipline.

The training also contains four major curriculum segments:

- Trauma and Resilience.
- Sustaining Self-Care and Awareness.
- Race, Gender and Intersectionality.
- Building a Trauma-Sensitive Environment.

Overview of the Institute

DAY ONE

Welcome and Introductions

Framing of the Training: What is a Trauma-Sensitive School?

Introduction to Trauma and Resilience

Trauma and Resilience in the School Context

Self-Care and Awareness

Revisiting the Seven Characteristics of a Trauma-Sensitive School Community

DAY TWO

Welcome

Race, Gender, and Intersectionality

Building a Trauma-Sensitive Environment, Part I

Building a Trauma-Sensitive Environment, Part II

Action Planning

Evaluation and Course Closure

Segment 1: Trauma and Resilience

- The Seven Characteristics of Trauma-Sensitive Schools
- Exposure to Violence: What We Know?
- Children, Violence, and Trauma
- How Children Heal and Thrive
- Trauma and Resilience in the School Context: Impact on Learning, Behavior, and Relationships
- Impact of Trauma and Resilience on Children and Adolescents

Segment 2: Sustaining Self-Care and Awareness

- Defining Vicarious Trauma and Burnout
- Deepening Understanding of Self-Sustainability, Self-Awareness, and Self-Care
- Practical Techniques for Sustainable Self-Care

Segment 3: Race, Gender, and Intersectionality

- Exploring Self-Identity
- Definition of Intersectionality
- The Reality of Intersectionality in our Schools
- Implicit Bias, Resilience, and Cultural Identity

Segment 4: Building a Trauma-Sensitive Environment

- Revisiting the Seven Characteristics of Trauma-Sensitive School Communities
- Effective Classroom Management: Tools and Strategies
- Positive Discipline: Tools and Strategies
- Changing Minds Through Everyday Gestures

Participants use what they learn during these segments as a framework to develop action plans for making their schools more trauma sensitive and trauma informed. Each action plan is developed individually based on the school's specific needs and capacities.

Using an instructional pedagogy built upon adult learning theory, the training content of the Institute is delivered through interactive large-group and team-based activities, student and teacher/staff role plays, case studies, mini-lectures, and discussion of media efforts—such as the Changing Minds public awareness campaign.

Materials and Resources

- Sampling of Handouts:
 1. The Seven Characteristics of Trauma Sensitive Schools
 2. Questions for *Through Our Eyes* Video
 3. Promoting Resilience
 4. Case Scenarios for Iceberg Exercise
 5. Questions for *Mapping Your Trauma-Sensitive School Community*
 6. Word Cloud for *Making Connections* Exercise
 7. PowerPoints
 8. Evaluations
 9. Toolkit
- Sampling of Videos:
 1. *Paper Tigers* Preview
 2. *Through Our Eyes*
 3. *Changing Minds* campaign videos featuring Unique and Chad (www.changingmindsnow.org)
 4. [Coaching Boys Into Men](#) video

January 2017