

# Trauma Sensitive Schools

## Mental Health Professional Development Law:

*15.1-13 Once every two years, each school district shall provide a minimum of eight hours of training on youth mental health to elementary, middle, and high school teachers and administrators. Each school district shall encourage ancillary and support staff to participate in the training. The training must include (a) Understanding of the prevalence and impact of youth mental health disorders on family structure, education, juvenile services, law enforcement, and health care and treatment providers; (b) Knowledge of mental health symptoms, social stigmas, risks, and protective factors; and (c) Awareness of referral sources and strategies for appropriate interventions. Each school district shall report the outcome of the training to the Department of Public Instruction.*

## Suicide Prevention Professional Development Law:

*15.1-19-24 Annually, each school district shall provide middle school and high school instructional staff, teachers, and administrators at least two hours of professional development related to youth suicide risk indicators, appropriate responses, and referral sources.*

## Trauma Sensitive Schools: A New Perspective on Student Behavior and Learning Curriculum Description

One in four children have been exposed to a traumatic event that may have a lasting impact on the well-being and functioning of students and their families. By understanding how trauma impacts students and adopting a trauma-informed approach, educators can play a crucial role in mitigating both the short and long term effects of trauma. This interactive workshop will leave you with a renewed commitment to reach some of the most vulnerable students and their families.

## Curriculum Objectives

Participants will:

1. Understand the term child traumatic stress and know what types of experiences constitute childhood trauma.
2. Understand the impact of trauma on the brain development and behavior of children.
3. Learn how the impact of traumatic stress can be prevented and/or mitigated by the use of trauma-informed responses and strategies.
4. Identify “secondary traumatic stress” and learn strategies for taking care of You
5. Describe a framework for creating a “trauma-informed” culture.

## Session Descriptions

### **Module 1 - Introduction to Childhood Trauma**

**Description:** Trauma Sensitive Schools Part 1 - Introduction to Childhood Trauma is designed to provide an overview of the effects of childhood trauma and its impact on student behavior and learning by defining trauma, discussing the prevalence of trauma, and introducing the concept trauma-informed systems.

**Mental Health Indicators Met – A, B**

### **Module 2 - Neurobiology of Trauma & Resilience**

**Description:** Trauma Sensitive Schools Part 2 - Neurobiology of Trauma & Resilience provides a basic overview of how trauma impacts brain development and learning. The Adverse Childhood Experiences Study is also highlighted illustrating the lasting effects of trauma on long term health.

**Mental Health Indicators Met – A, B**

**Suicide Prevention Indicators Met - A**

### **Module 3 – Trauma-Sensitive Strategies Part 1**

**Description:** Trauma Sensitive Schools Part 3 – Trauma-Sensitive Strategies Part 1 provides insight into how to increase psychological safety, rationale for trauma screening, and emphasizes focusing on strengths.

**Mental Health Indicators Met – C**

### **Module 4 – Trauma-Sensitive Strategies Part 2**

**Description:** Trauma Sensitive Schools Part 4 – Trauma-Sensitive Strategies Part 2 highlights enhancing coping skills, engaging families, and making mental health referrals.

**Mental Health Indicators Met – C**

### **Module 5 – Taking Care of You**

**Description:** Trauma Sensitive Schools Part 5 – Taking Care of You provides an understanding of secondary traumatic stress and delivers strategies for supporting yourself when impacted by students dealing with trauma.

**Mental Health Indicators Met – C**

## Trauma Sensitive Schools: A New Perspective on Student Behavior and Learning Training of Trainers Description

Assist your school in meeting the criteria of the legislative mandate for mental health professional development in a meaningful manner with the Trauma Sensitive Schools: A New Perspective on Student Behavior and Learning curriculum. This curriculum is a composition of five modules related to trauma and common reactions to trauma; the neurobiology of trauma and resilience; effective strategies to assist students experiencing the effects of trauma; understanding secondary effects of trauma; and creating a trauma-informed school culture. Trauma Sensitive Schools was created in partnership with PATH and the Department of Public Instruction.