

Presentation: Unveiling the mask: Sexual trauma's impact on academic achievement, behavior, and self-identity.

Presenters: *Dr. TeShaunda Hannor-Walker, Dr. Sarah Kitchens, and Dr. Lacey Ricks*

NYAR: Tuesday, March 5, 2019, 2:45-4 pm

(HANDOUT)

### Trauma- Informed Classroom and Schools Strategies:

Cavanaugh (2016) reported that a trauma Informed practice should include multitiered supports that include:

1. Safety & Consistency
2. Positive Interactions (i.e. tangible rewards, behavior specific praise statements "excellent job following directions", noncontingent praise "great to see you today, Johnny").
3. Culturally Responsive Practice
4. Peer Supports (i.e. peer tutoring)
5. Targeted Supports (Tier 2 interventions can be helpful to address social and behavioral challenges such as CICO, screenings, social skills instruction). CICO is an evidence-based intervention that may benefit children exposed to trauma.
6. Individualized Supports (i.e. individual planning, client voice, empowerment, and family supports) are formed by data collected from FBA(functional behavioral assessment). Wraparound supports could be helpful and include family collaboration and natural environmental supports that focus on student/family strengths, assets, and needs rather than problems.
7. Use of a Strengths-Based Approach (i.e. help kids showcase their strengths, offer choices during day so they can engage their interests (collaborative planning with students)
8. Addressing vicarious traumatization with yourself as the professional working with the child (i.e. compassion fatigue, secondary trauma stress, secondary victimization). Be sure to seek supports for educators.

Reference:

Cavanaugh, B. (2016). Trauma-informed classrooms and schools. *Beyond Behavior*, 25(2), 41-46.

Presentation: Unveiling the mask: Sexual trauma's impact on academic achievement, behavior, and self-identity.

Presenters: *Dr. TeShaunda Hannor-Walker, Dr. Sarah Kitchens, and Dr. Lacey Ricks*

NYAR: Tuesday, March 5, 2019, 2:45-4 pm

(HANDOUT)  
Trauma-informed Schools  
Tools & Resources

Online Resources:

- Treatment and Service Adaptive Center – <https://traumaawareschools.org>
  - Provide in-depth review of childhood trauma and several resources for schools along short video clips.
- Time to Teach- <http://www.timetoteachtrainer.com/>
  - Over 40 years of research and experience in setting an classroom environment and tips on structured classroom positive behavior model.
- PBIS- <http://www.pbis.org>

Reference:

Wiest-Stevenson, C., & Lee, C. (2016). Trauma-informed schools. *Journal of Evidence-Informed Social Work*, 13(5), 498-503.

Presentation: Unveiling the mask: Sexual trauma's impact on academic achievement, behavior, and self-identity.

Presenters: *Dr. TeShaunda Hannor-Walker, Dr. Sarah Kitchens, and Dr. Lacey Ricks*

NYAR: Tuesday, March 5, 2019, 2:45-4 pm

(HANDOUT)

### Developing A Trauma-Informed School Model (TISM)

#### Role of Administration:

1. Foster a safe environment (Note: implementing the PBIS model may be helpful)
2. Educate teachers and support staff regarding needs of students impacted by trauma
3. Use a comprehensive treat assessment
4. Establish Open Communication

#### Role of Teachers:

1. Assist in Identifying, supporting, and providing for the needs for the students
2. Build into their curriculum coping techniques and relaxation skills for students
  - a. Deep breathing
  - b. Positive imagery, and
  - c. Take small timeout to regroup
3. Create a friendly and warm classroom environment
4. Provide comfort and security.

The Center of Teacher Effectiveness (n.d) recommends the following guidelines for a secure warm environment are:

- a. Desk arrangement
  - b. Color selection
  - c. Light
  - d. Music; and
  - e. Scent
5. Foster a culture of community in the classroom that promotes social learning and safety where peers support and look out for another where they develop a network of support.
  6. Promote weekly classroom meetings where students can share concerns and give input into the overall learning environment.

#### Reference:

Wiest-Stevenson, C., & Lee, C. (2016). Trauma-informed schools. *Journal of Evidence-Informed Social Work, 13*(5), 498-503.