Disrupting the Effects of Trauma: School-based Mental Health Supports for K-12 Students

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A Warning or Something Else?
Becoming Present
Session Overview

- Background
- Trauma-informed Practice
- Interventions
- Q&A
The Role of the School Counselor

Historical Context

Academic, Career, Personal/Social/Emotional

School-based Mental Health Professional
What is trauma?
### What kinds of events result in trauma?

<table>
<thead>
<tr>
<th>Bullying</th>
<th>Community Violence</th>
<th>Complex Trauma</th>
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<tbody>
<tr>
<td>Disasters</td>
<td>Early Childhood Trauma</td>
<td>Intimate Partner Violence</td>
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<tr>
<td>Medical Trauma</td>
<td>Child Maltreatment</td>
<td>Refugee Trauma</td>
</tr>
<tr>
<td>Human Trafficking</td>
<td>Terrorism and Violence</td>
<td>Traumatic Grief</td>
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</tbody>
</table>

*from: NCTSN*
A Trauma-Informed Perspective
But first, how do we prepare ourselves?

Countertransference
Boundaries
Our Own Systems of Support
Self-Care
What is Trauma-Informed Practice?

involves maintaining an awareness of the likelihood of trauma and its effects on students, and using that understanding in the development and delivery of curriculum and counseling services
6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC’s Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA’s National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA’s six principles that guide a trauma-informed approach, including:

1. SAFETY
2. TRUSTWORTHINESS & TRANSPARENCY
3. PEER SUPPORT
4. COLLABORATION & MUTUALITY
5. EMPOWERMENT VOICE & CHOICE
6. CULTURAL, HISTORICAL, & GENDER ISSUES

Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

From: CDC
How can I implement trauma-informed practice?

Foster Healthy Relationships
Offer Structure and Consistency
Demonstrate Compassion
### Processing Feelings of Grief and Loss

<table>
<thead>
<tr>
<th>Theory</th>
<th>Level</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-centered</td>
<td>Individual</td>
<td>“Facilitative Doodling”</td>
</tr>
</tbody>
</table>
THE LIST OF
Stuff I feel

Happy
- get new things
- counseling
- hang out w/ friends
- family is happy

Sad
- someone close dies
- dad & brother in jail

Nervous
- see people getting robbed
- close people get killed or hurt (by gun, stab)
- when a friend joins a gang
- someone close dies
- dad & brother in jail

Jealous
- nothing quite big enough to be called "jealous"
- brothers pick on me
- little brother cuts me in trouble
- little sister chêts me

Wild, Fun, Bad
- I like to play sports: football, basketball, soccer
- hang with friends
- play video games
- go out to eat w/ family
- tell jokes

Mature, Calm, Fun, Athletic
- My name is [name]
- Age 13
- Colors: Red, black, white, and orange
- I like to learn new color
Making Meaning of Their Experience

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</thead>
<tbody>
<tr>
<td>Existential</td>
<td>Group</td>
<td>“Transforming Trauma”</td>
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</table>
"The thing I can say is the beast gave motivation to make something of myself in life. I don’t want to be another [man] who beats his wife. Unlike my father I will get my college letter in the mail. I won’t be a statistic like my dad and be in jail."

– 8th grade boy
### Managing Stress

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</thead>
<tbody>
<tr>
<td>CBT</td>
<td>Classroom</td>
<td>“My Awesomeness Slogans”</td>
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What is the goal you are working on?

How can you change the message(s) of your “inner critic” to a new, more helpful message?

What does your “inner critic” say to get in your head and sabotage your progress?

Create a positive, affirming saying for yourself that you can practice each day as a reminder of your awesomeness!
# Identifying Strengths

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<tr>
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<tbody>
<tr>
<td>SFBT</td>
<td>School-wide</td>
<td>“Planting the Seeds of Healing”</td>
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What is resilience?

“dynamic process wherein individuals display positive adaptation despite experiences of significant adversity or trauma” (Luthar & Cicchetti, 2000)

“a class of phenomena characterized by good outcomes in spite of threats to adaptation or development” (Masten, 2009)

Resilience is NOT:
- measured by a single point in time
- permanent
- fixed
Resilience and Recovery

Resilience factors also co-occur

Life transitions & traumatic events → change

Effective coping strategies can ↓ the effects of stressors

**Problem-focused coping**: responding to controllable stressors; change the situation to ↓ your stress

**Emotion-focused coping**: responding to uncontrollable stressors; change your emotional response to stressors
Resilience & Adaptive School Culture
Helpful Resources

Post-traumatic Stress Disorder (NIMH)
ACEs (CDC)
Trauma Screening in Schools
Trauma-informed Care
Trauma Toolbox
After Traumatic Events
PTSD info for Parents
Tools for Teachers

👉 A must read
Thank you!

any questions?

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