

Supporting Student Well-being Through Trauma-Informed Practices & Social and Emotional Learning

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Session Highlights

- Explore the concept of trauma-informed practices in schools.
- Identify key protective factors that support resilience in students, staff and families.
- Share how trauma-informed practices can be used to bolster protective factors.

Who am I?
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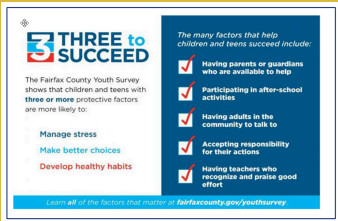


"ANYTHING THAT'S HUMAN IS MENTIONABLE, AND ANYTHING THAT IS MENTIONABLE CAN BE MORE MANAGEABLE. WHEN WE CAN TALK ABOUT OUR FEELINGS, THEY BECOME LESS OVERWHELMING, LESS UPSETTING, AND LESS SCARY. THE PEOPLE WE TRUST WITH THAT IMPORTANT TALK CAN HELP US KNOW THAT WE ARE NOT ALONE."

-FRED ROGERS

Protective Factors

Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce the impact of a risk factor.



What is Trauma?

- An event or experience...
- That an individual *interprets or perceives* as threatening or harmful to their emotional or physical well-being, and...
- Causes persistent functional impairments in mental, physical, social, emotional, or spiritual well-being.

SAMHSA, 2014

Potential Impact in the Classroom

Learning	Emotional	Behavioral
Inability to concentrate Poor memory Zoning out in class Expressive and receptive language Increased absence/gaps in skills Lower grade point average	Difficulty describing feelings, experiences, and needs and wishes Increased rates of depression, anxiety, and irritability Low self-esteem Increased worries about safety of self and others	Increased anger outbursts or aggression Increased need for control or perfection Excessive desire to please others Struggling to connect with others Self-destructive behavior

What does it mean to be trauma-informed?

- Realize** the widespread impact of trauma and understand ways to foster resilience.
- Recognize** the signs and symptoms of trauma.
- Respond** in ways that avoid re-traumatization by focusing on safety, connection and skill building.



Key Focus Areas in FCPS

- Build awareness of the prevalence and impact of trauma
- Strengthen protective factors in the school community such as:
 - Fostering belonging in the classroom and school building
 - Developing individual social and emotional skills
 - Building strong family partnerships
- Develop school practices that recognize and respond to trauma in safe and supportive ways



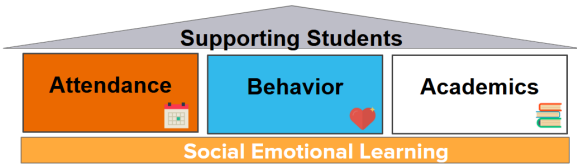
What is Social and Emotional Learning (SEL?)

Social-emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions



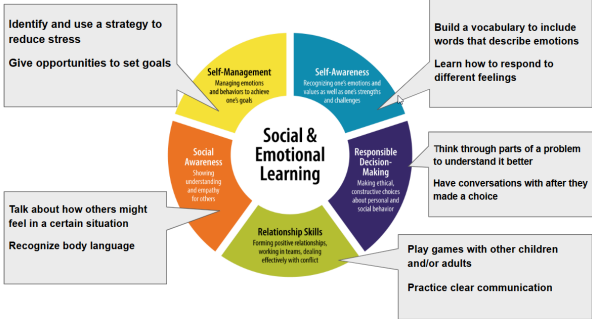
Why Focus on SEL?



- SEL benefits ALL students
- SEL leads to improved academic outcomes and behaviors
- SEL benefits are long-term and global
- Social and emotional skills help improve lifetime outcomes

casel.org

Example SEL Skills at Home



At the core...

Trauma-Informed SEL Bolsters Protective Factors by

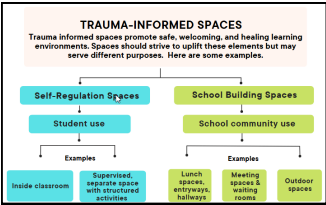
- Cultivating Safe & Supportive Environments
- Building Caring Relationships
- Developing Social & Emotional Skills



Trauma-Informed SEL in Action



Cultivating Safe Environments



- Physical accessibility for all students
- Reducing environmental triggers (eg. softened lighting, reduced noise, increased organization, use of visual schedules)
- Space/tools to support self-regulation (e.g. take a break spot or calm down toolkit)

FCPS Mental Health and Resiliency Page: Trauma-Informed Spaces

Examples of Self Regulation Spaces



Caring Relationships and Trust

Morning Meeting & Advisory

Expectations & Routines

Connections

Teaching and Modeling SEL Skills

Learning happens in many ways

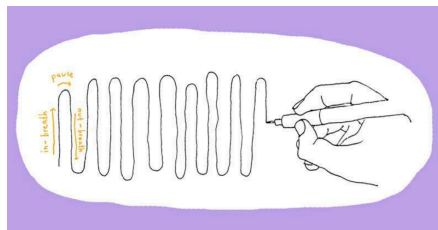
- Classroom lessons to learn skills
- Adults modeling skills and strategies
- Opportunities to apply skills during the day

Consider asking your child what strategies they practice at school.



Let's Try! Draw Your Breath

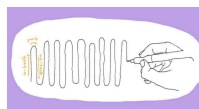
Example of a mindful art exercise where you use your breath to guide your pen or pencil on paper, creating a visual representation of your breath pattern, promoting mindfulness and relaxation.



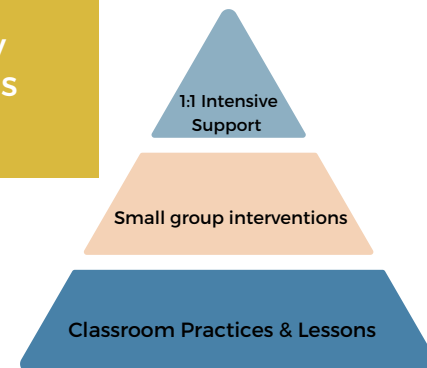
Options for Engagement: Draw, Draw and Breathe, or Watch

Draw Your Breath

1. Begin by drawing awareness to your breath with your pen placed in the center of the left-side of your paper.
2. On your inhalation, draw a line moving upwards. At the top of your breath, allow your mark to gently curve before drawing a downward line along with your exhalation. Repeat this process.
3. Following your breath, allow your marks to rise with your inhalation and fall with your exhalation.
4. As you Draw Your Breath, simply notice any thoughts that may arise without judgment. Let them go as you exhale.
5. Return your awareness back to your breath, simply trace your breath with the lines you're drawing.



What if my child needs more?



Importance of Partnership



Families are children's first teachers and essential to promoting SEL.

When educators and families work together, they can build strong connections with each other that reinforce social and emotional skills.

Be Proactive



Share student's strengths

- Interests
- Hobbies
- Achievements (small or big)

What tools or routines have been helpful for your child?

What is less/not helpful for your child?

Are there any stressors the school should be aware of (etc. drills, noises, topics, etc.)

What are your needs?

Ask questions

When might be a good time to reach out ?



- General school questions, ask!
- Regular everyday challenges (late night, homework challenges, etc.)
- Specific events happening with your student or family that you want to share
 - Exciting or stressful life events or changes
 - Milestones or anniversaries
 - **Or not share!** If something is challenging you can also give a general heads up. That's ok too!

Who can I reach out to advocate for my child?



Classroom Teacher
School Counselor
School Psychologist
School Social Worker

Intentional Close

I used to think...

Now I think...

THANK YOU!

