

A Trauma Informed Approach to Combatting Mental Health Struggles at Their Core

Problem of Practice

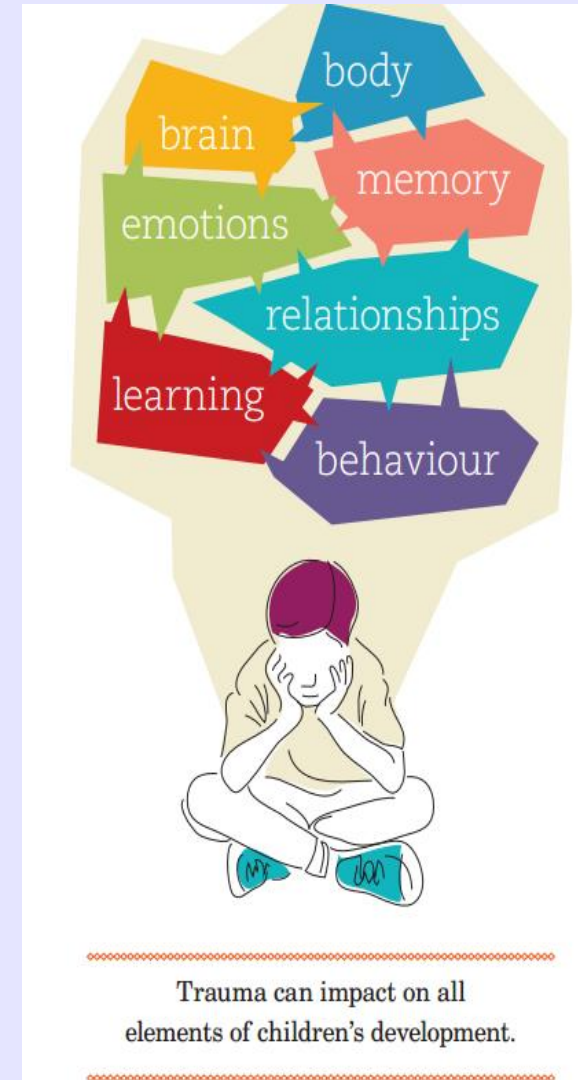
- The disconnect between wanting to support the mental health of students (after trauma, anxiety, stress, homelife problems, etc.) and following through with the support within the school site.
- Help students reap the benefits of their mental health being nurtured in school.
- Teachers will know their roles and how much they are able to do for their students.

Foundational Research

- Students who have experienced trauma may experience difficulties with academic achievement, social relationships, emotional regulation, and behavior in school (Cohen & Mannarino, 2015; Felitti et al., 1998).
- Schools can play a critical role in promoting resilience and supporting the recovery of students who have experienced trauma (Fazel et al., 2017; Kearney et al., 2015).

Vision for Change

A shift in the topic of mental health and regulation of emotions at school. Students will be taught skills and coping mechanisms. Teachers will have fewer behavioral disruptions in the classroom and be able to teach a new depth of academic material.

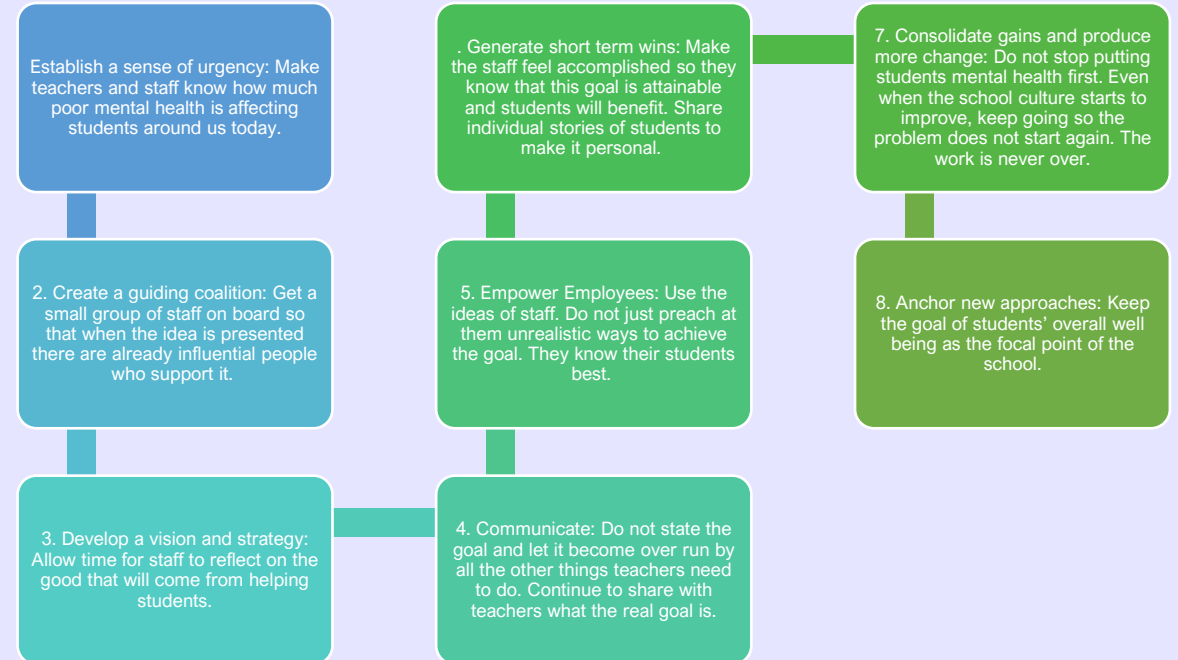


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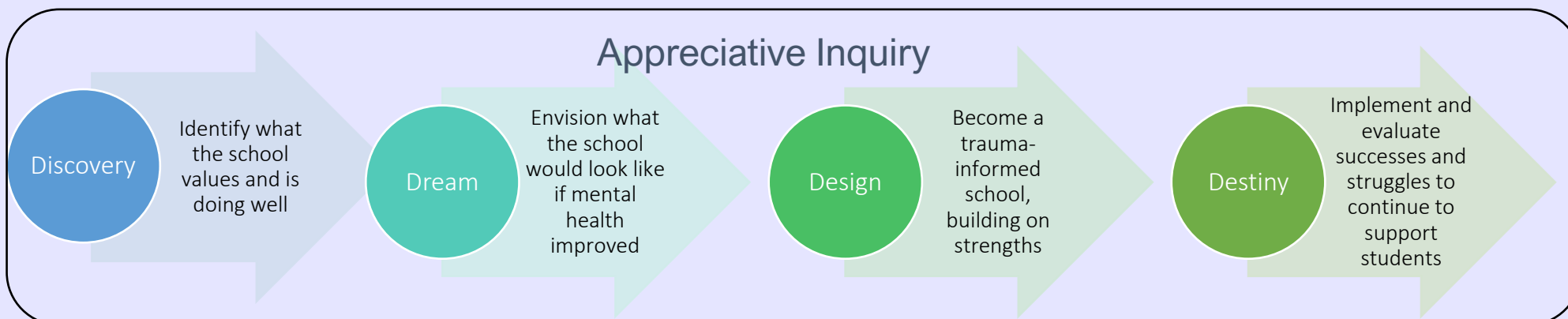
Critical Analysis

- Use Nadler & Tushman's Congruence Model to understand the complex interdependent relationships between the outside and inside environments of the school. Using this approach to change an organization's performance is based on tasks, people, structure, and culture.
- The decisions and environment of the school are directly connected to each other.

Kotler's Organizational Change Model



Appreciative Inquiry



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Benefits of a Trauma-Informed School

Improve academic outcomes: Students who attend trauma-informed schools have been shown to have better attendance, fewer disciplinary referrals, and improved academic performance.

Reduce behavioral problems: Trauma-informed schools have been found to reduce the amount of disruptive behavior, aggression, and violence among students.

Increase social-emotional well-being: Trauma-informed schools have been found to increase students' social-emotional well-being, including self regulation, emotional regulation, and positive relationships with peers and teachers.

Enhance staff well-being: Trauma-informed schools have been found to enhance staff well-being, including reducing burnout and increasing job satisfaction (Bradshaw, Mitchell, and Leaf, 2010).

Evaluation of Change Plan

- Administration will complete an anonymous written assessment on school climate, policies, and training and support of staff and students.
- Track student behavior using referrals to see the change over a period of time. Referrals are inputted online into a database that can give information about students individually, by grade level or the school as a whole.

Resources needed

- Administrative and teacher support of trauma-informed instruction initiative.
- Money to pay for teachers to receive proper and thorough training.

Next Steps

- Train a teaching team in Trauma-Informed Instruction
- Implement the teaching practices in to a grade level
- Track the number of behavior referrals and student growth achievement to compare to the previous year
- Make any necessary changes and implement in the whole school