

Trauma Informed Approach to Education

Students are impacted profoundly by traumatic experiences, which affect their attendance and likelihood to graduate. A trauma-informed approach to education is designed to be a community response to support these students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization. Oregon's emerging state level plan (developed in collaboration with multiple stakeholders) has a specific design outlined below.

Oregon's Plan:

Moving from Trauma-specific to Trauma-informed

Trauma-specific practices are narrowly designed interventions related to trauma.

A *trauma-informed* approach is a broad integration and re-design of institutional policies and practices.

Moving from Culturally Neutral to Equity Based

Culturally Neutral programs do not account for the differential nature of trauma and resiliency for different groups of youth and families.

Equity based programs recognize how oppression or marginalization can cause trauma over generations, how privilege is a protective factor, and how discrimination and micro-aggressions can disproportionately re-traumatize certain groups.

Moving from Locally Initiated to Structured

Locally initiated implementations are self-organized individual departments, buildings or districts; partnerships are ad-hoc.

Structured implementations are developed for systematic dissemination across multiple districts; partnerships intentionally include health and other sectors as part of a local network

Moving from Behavior Health to Public Health Focused

Behavioral Health approaches are individually designed for the students with the highest level of need.

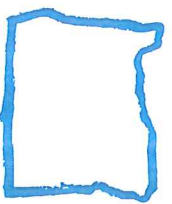
Public Health approaches are system-centered, universally designed for all students and staff, and delivered in differentiated forms to the entire school community.

Moving from Stand-alone to Aligned

Stand-alone programs are separate from existing behavioral support programs or intervention systems.

Aligned programs are integrated into culturally responsive PBIS, restorative practices, or other effective behavioral/social support systems.

*Equity based, structured,
public health focused, and aligned.*



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This categorization extends previous work (Blodgett & Dorado, 2016) to include the equity and alignment components and combines the population health/system-centered and mental health/student-centered categories into the categories public health and mental health respectively.