What one word would you use to describe school culture & climate on your campus?
Healing-Centered Schools

Strategies for Implementing Schoolwide Trauma Informed Practices

Sarah Taylor, Integrated Behavioral Health Clinician & Vanessa Nutters, Clinic Supervisor
Our Goal:
Community, Connection, Resilience
To build relationships that support growth & encourage resilience in young people by fostering connections & strengthening community.

We’ve focused our energy on 3 groups:

Educators, Families, Students
Community is key for Resiliency

- Educators
- Families
- Students
When there is genuine investment, resilience work becomes an integrated piece of school culture.
How did we get here?
“I wish teachers at middle school would know that even though I failed most of their classes, I was doing a lot of healing. Like, I went through hellllllla stuff in middle school that girls shouldn’t ever have to go through and it really messed me up. I had anxiety all the time. Sometimes when I was really anxious I would just leave the class or be rude to them. What they didn’t know was that school didn’t matter to me because it couldn’t matter to me. I was too busy trying to stay alive and not lose my mind. But now, I’ve been going to all my classes, I’m not getting straight As, but I’m for sure gonna graduate. So, tell them even the kids they think aren’t getting anything from them...probably are.”

—9th grader, Oakland, CA
Timeline

Year 1
Relational foundation: build relationships, identify strengths, “Take the temperature”

Year 2
**Strategize:**
Assess, Strategize, & Begin Implementing prototypes

Year 3
**Deepen Work:**
SBHC-led Cohort, Implement across practice & policy, reassess, Prioritize for next year

Year 4
**Focus on sustainability:**
Educator-led cohort
Youth-led MH
Increase Family Engagement
Assessment Strategies

Informal
Walking Halls & Blacktop
Relationships with staff
Observations
“Reading the Room”

SHAPE
TRS-IA: The Trauma
Responsive Schools
Implementation
Assessment (Free public
access tool)

Trial & Error
Iterative Process
Responsive to feedback
& outcomes
From theory → practice
Educators
The heart of our schools

Wellness
Heal & build relationships

Support
Learn and collaborate

Healing Centered Schools Cohort
A community of staff who meets regularly to implement strategy

Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare. — Audre Lorde
Staff Wellness

A key piece of creating a purpose driven space that fosters resilience is celebrating one another and the work that we do!

**Staff Wellness Room**

- **Staff Breakfasts**
- Incentivized Wellness Challenges
- **Process Groups**
- Stipends for extra work and/or training
- Integrated into training & SBHC activities
Classroom Strategies

Year 2:
- Calm Corner Workshops + Funding
- Use of standing PD time for trauma-focused training (Brief trainings every 6 weeks)
- Individual & Group Educator Consultations with Clinicians

Years 3-4
- Healing-Centered Schools Cohort
  Open to ALL school staff (admin, educators, paras, community partners)
  Monthly deep dive into trauma-informed practice
  Annual full day workshop
- Calm Corners continued
Healing-Centered Schools Cohort

Vicarious Trauma + Staff Wellness integrated into each session to promote healing & connection as an ongoing priority

- Introduction to Trauma + Healing-Centered Practice
- From Chaos-Calm: Strategies for emotion regulation Tier I-III
- Responding to High Impact Events
- Culturally Responsive Education (Full day training facilitated & designed by Tovi Scruggs-Hussein & Shawn Nealy-Oparah)
- Healing-Centered Relationships (Culturally Responsive Teaching & The Brain, Zaretta Hammond)
- Stages of Change & Motivational Interviewing for Education
- Environmental Design
- Creating Sustainability: HCS cohort-led strategizing & prioritizing for next school year
“Ever since 4th grade when I saw that guy get shot, I can’t stay in one spot. I always have to move around because every day I’m on high alert. I check the corners in the hallways at school because I always think about the dangerous things that happened. I can’t concentrate on things very long. It helps if they let me have a piece of paper to draw on. It also helps if I can chew on gum or a toothpick. The best teachers I’ve had teach differently...some teachers just talk a lot, but I usually zone out and start thinking about stuff in my neighborhood. I like experimenting and learning differently. I guess I’m used to moving around to stay safe.”

—8th grader, Oakland, CA
Community Context:

**Families**
- Satellite Food Pantry
- Fam First Fridays
- Community Warm Up
- Health Fair
Families:

Build a hub where community members can mingle & gain access to basic needs.
Community Partners

It takes a village

Oakland In The Middle
Sogorea Te’ Land Trust
East Bay Asian Youth Center
Alameda County Food Bank
East Side Arts Alliance
Community & Neighborhood Schools
Local Colleges
East Bay Community Law Center
Oakland Parks and Recreation
Youth Speaks
& more
Social Media

Staying Connected

We are using the Instagram platform to connect our network of SBHCs and build an online community of students, educators and organizations, where our patients can easily access the resources they need and share information widely.

@laclinicasbhc
@havenscourtsbhc
@roosevelthealthcenter
@fremonttigerclinic
@techniclinic
@youtheheartlc
Students
“Sometimes I’m so rude to my teachers...especially these two teachers who are actually really nice. A lot of times I don’t know why I’m so disrespectful to them. It just happens. I wish my teachers would know that I’ve been through a lot of stuff and sometimes I say things but it’s not really about them. I’ve had a lot of adults who were supposed to take care of me come in and out of my life, so I guess I’ve learned to be rude because then when people leave me at least I’m not too close to them.”

—7th grader, Oakland, CA
Students

The soul of our schools

We’ve learned that informal interaction between school staff & students builds trust & creates new opportunity for connection.

Create space for students to have fun!
Students

Wellness Wednesday

Trauma Therapy
individual + group

Peer Health Education
Adaptations
Navigating Distance Learning & Tele-health

Mental Health Ally Project
6 students continuing to celebrate mental health allies and awareness. Digitally designed T-Shirts will be sent out to nominees!

Distance Gifts
Despite school closure, we want to provide patients some tools for their healing at home.
“Trust between teachers and students is the affective glue that binds educational relationships together. Not trusting teachers has several consequences for students. They are unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt concerns private. They view with cynical reserve the exhortations and instructions of teachers.”

Stephen Brookfield, The Skillful Teacher (p 162)
Our Teacher Champions

Whitney Morrow
8th Grade Humanities
Roosevelt Middle

Audrey Arthur
7th Grade Humanities
Roosevelt Middle
Q&A
Thanks!

Do you have any questions?

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