



Trauma-Informed Support Committee

Issue I: November 2023 Editor: Lannette Story

Mission Statement

The mission of the Trauma-Informed Support Committee is to support our school and local communities by providing the tools and education needed to improve the overall mental health and wellness of staff and students. In order to accomplish these goals, this committee will become a safe space for all faculty and staff to turn to for guidance, support, and new ideas as we work together on research-backed solutions that will benefit the student body and those working to support and teach them. We will work to understand the needs of our students and staff by encouraging healthy and consistent communication as well as building an environment of trust.

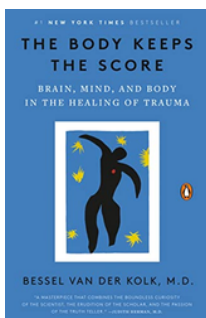
What is Trauma-Informed Teaching?

Trauma-informed teaching starts with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma.

[\(Understood.org\)](https://www.understood.org/)

Book Rec

The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma by Bessel van der Kolk M.D.



Podcast Rec

Unlocking Us with Brene Brown



Conversations that unlock the deeply human part of who we are so that we can live, love, parent, and lead with more courage and heart.

Contact Info

Please contact one of the following people if you're interested in creating a safe space for educators and students:

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District 201 TISC Members

Amanda Borkowski, Amanda Meirink, Anna Kurtz, Anoa Alimayu, Ashley Mims, Ashley Short, Chelsea Kilzer, Christina Roedl, Cyndi Oberle-Dahm, Jaime Davis, Jennifer Sorg, Jules Hunter, Julie Schloesser, Katherine Schnoeker, Lannette Story, Leigh Reidelberger, Melissa Kettler, Michael Olson, Michele Robinson, Nick Johnson, Nicole Pelch, Sarah Bland, Sarah Ruder, Teagan Gross, Thomas Gallaher, Tiffany Stellhorn

Recommended Resources



Educators Impacted by Vicarious/Secondary Trauma

Also known as compassion fatigue, vicarious/secondary trauma is a process through which one's own experience becomes transformed through engagement with an individual's trauma.

If your role finds you regularly interacting with students or colleagues impacted by trauma, such as that of a Guidance Counselor or School Safety Coordinator, you may be at a higher risk of compassion fatigue—that is, experiencing an impact from the trauma those in your care have experienced. It's important to be self-aware of the signs of compassion fatigue in your own behavior, but also in the behavior of your fellow educators.

Signs of Compassion Fatigue:

- Reduced sense of efficacy at work.
- Concentration and focus problems.
- Apathy and emotional numbness.
- Isolation and withdrawal.
- Exhaustion.
- Jaded, bitter pessimism.
- Secretive addictions and self-medicating.

Risk Factors for Compassion Fatigue:

- Being new to the field.
- Having a history of personal trauma or burnout.
- Working long hours and/or juggling several learning environments.
- Having inadequate support systems.

To download the entire article for free from Crisis Prevention Institute [CLICK HERE](#) to enter your email.



Trauma

A trauma is a suffering endured by a person as a consequence of a painful event. Trauma is what is internally experienced by a person, sometimes for days and sometimes for years after the traumatic event has occurred.

Tragedy

A tragedy is an event that occurs causing great sadness, loss, pain, and/or grief. Tragic events are external and happen to a person.

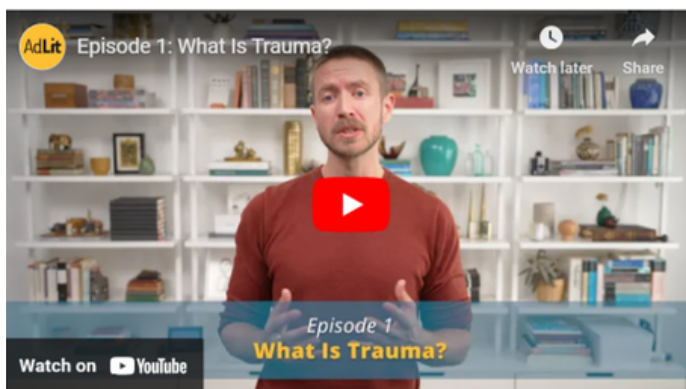
Adversity

Adversity is a struggle that an individual has to fight to overcome. Adversity comes in the form of roadblocks, physical injuries, or even attempting to achieve personal or societal goals.



AdLit | All About Adolescent Literacy

Episode 1: What is Trauma? Resource Guide



This topic may be new to some educators, at least the deeper nuances in the context of a school setting. Mr. Robertson defines adverse childhood experiences (ACEs), toxic stress, and trauma (including generational and cumulative) as well as how they can impact students' abilities to learn and educators' abilities to teach. He also introduces the concepts of positive childhood experiences (PCEs), protective factors, and the idea that a person's past is not their destiny.

Resilience

Resilience is the capacity to withstand or to recover quickly from difficulties; the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.

