

NATIONAL STUDENT ATTENDANCE,
ENGAGEMENT, AND SUCCESS CENTER



2018 National Convening

May 9–10, 2018
Baltimore, Maryland



NSAESC

National Student Attendance, Engagement, and Success Center



Supporting School Based Relationships with Trauma-Informed Mentoring Practices

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Introductions



Take Care of Self

IT'S A GOOD DAY TO
TAKE CARE OF YOURSELF
(SO IS EVERY OTHER DAY).



Learning Objectives

- Increase your knowledge of the definition of trauma and traumatic events.
- Understand the Adverse Childhood Experiences (ACE) study and its implications.
- Understand how trauma impacts the development of a youth's brain.
- Understand how to support young people in the wake of trauma and violence.
- Apply these understandings to strengthen youth resiliency via mentoring relationships.



Overview of Trauma



Definition of *Trauma*

- The personal experience of interpersonal violence, including sexual abuse, physical abuse, severe neglect, loss, and/or the witnessing of violence, terrorism, urban violence, war/combat, motor-vehicle accidents, and disasters
- Events that are shocking, terrifying, and/or overwhelming to the individual
- Results in feelings of horror, fear, helplessness
- Trauma occurs when an external threat overwhelms a person's internal and external positive coping resources
(SAMHSA, n.d.)



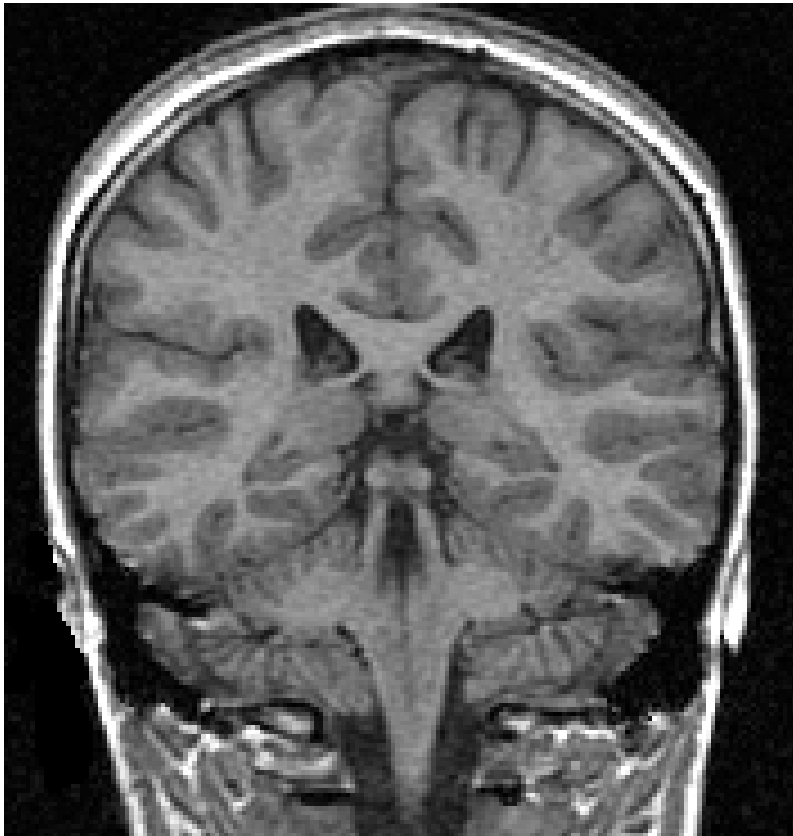
Traumatic Events May Affect a Child

- **Attachment:** Trouble with relationships, boundaries, empathy, and social isolation
- **Physical Health:** Impaired sensorimotor development, coordination problems, increased medical problems, and somatic symptoms
- **Emotional Regulation:** Difficulty identifying or labeling feelings and communicating needs
- **Dissociation:** Altered states of consciousness, amnesia, and impaired memory
- **Cognitive Ability:** Problems with focus, learning, processing new information, language development, planning, and orientation to time and space
- **Self-Concept:** Lack of consistent sense of self, body image issues, low self-esteem, shame, and guilt
- **Behavior Control:** Difficulty controlling impulses, oppositional behavior, aggression, disrupted sleep and eating patterns, and trauma re-enactment

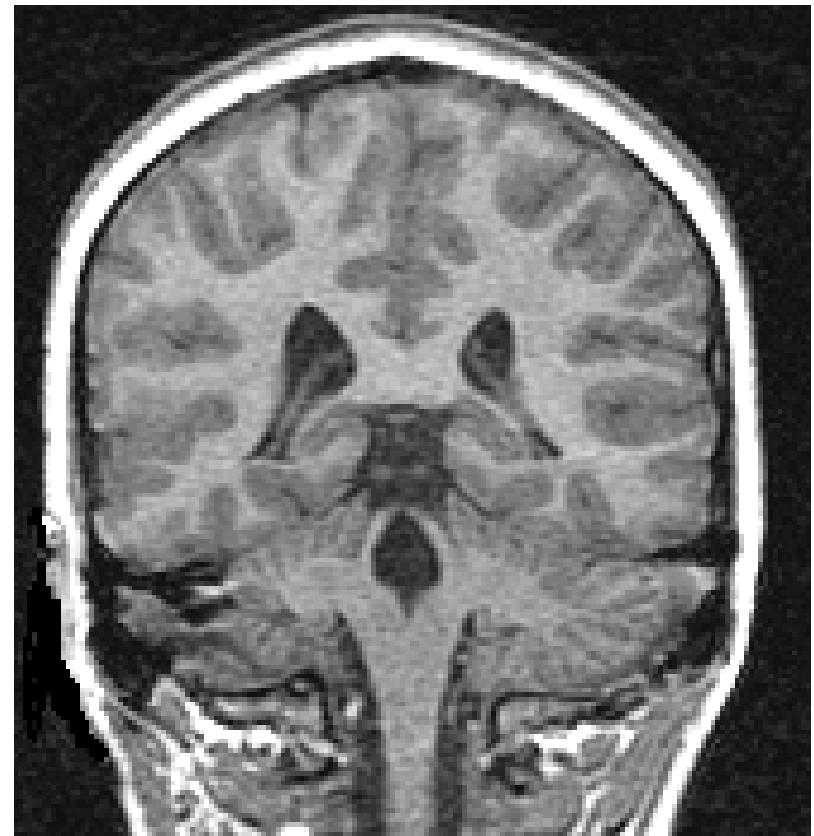


Lateral Ventricles Measures in a Traumatized 11-Year-Old, Compared to a Healthy Matched Control

HEALTHY



TRAUMATIZED



Impact on Development

Trauma causes the brain to adapt in ways that contribute to survival (i.e., constant fight/flight/freeze).



These adaptations can look like behavioral problems in “normal” contexts, such as school.



When triggered, the “feeling” brain dominates the “thinking brain.”



The normal developmental process is interrupted, and students may exhibit internalizing or externalizing behaviors.



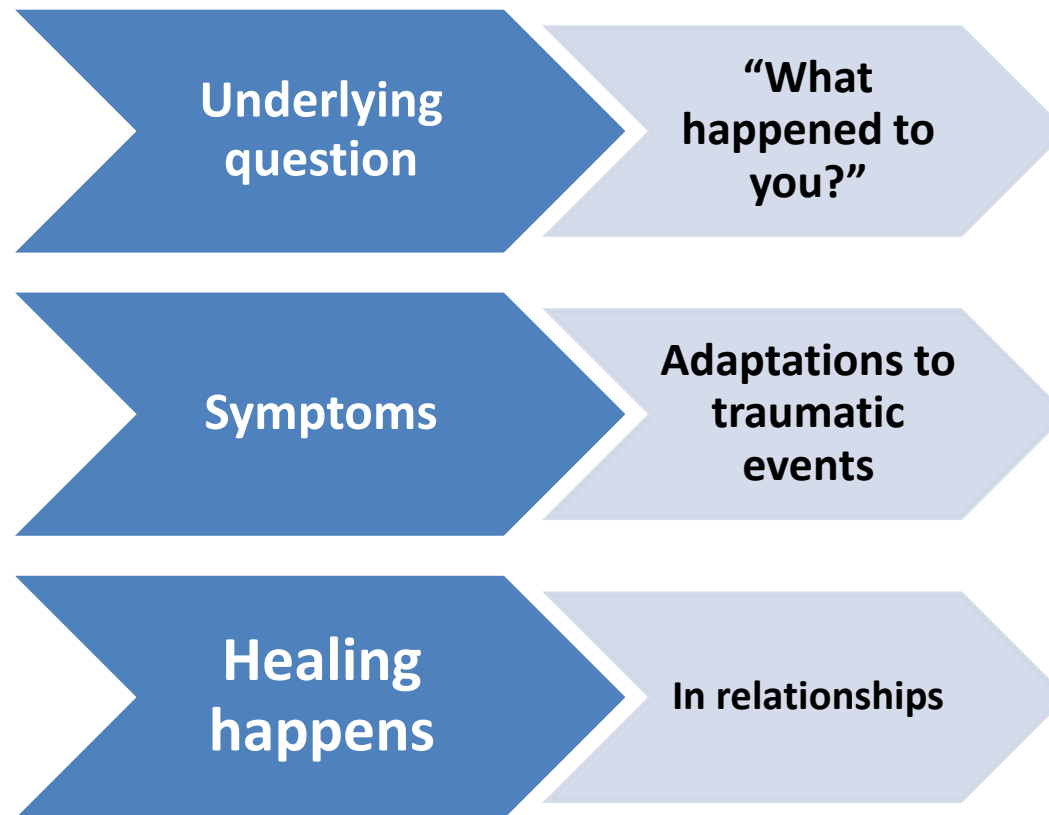
The Adverse Childhood Experiences Study (ACE)



Collaboration between Kaiser Permanente's Department of Preventive Medicine in San Diego and the Centers for Disease Control and Prevention (CDC)



Things to Remember



TRAUMA & MENTORING



Supportive Adults Should...



CELEBRATE



COMFORT



LISTEN



COLLABORATE



INSPIRE

Empathy vs. Sympathy



Empathy vs. Sympathy Video

Discussion Questions

- How does this video apply to the concept of “what is wrong with the person” versus “what happened to the person”?
- How does this video relate to trauma?



“This, Not That”

Instead of this...	Do this...
Asking “Why are you so angry?”	Say “You look like you’re struggling with something. Would you like some help?”
Insisting on talking about the problem	Suggest a distraction or re-direction
Saying “I know how you feel...”	Just listen and validate. Mirror back what the youth is saying.
Taking on the therapist role	Remember all feelings are OK. Help generate a list of coping tasks to use when triggered.
Changing or canceling plans (unless it’s an absolute emergency)	Create safety, consistency, and structure
Taking things personally	Recognize that trauma can be complex. Angry feelings that belong in a different time and place can be misdirected. Go back to tips 1 and 2.



Discussion

- What is a strategy you've utilized in your work to support a youth who has experienced trauma?
- What is something you learned from experience that DOES NOT work?



Trauma-Informed Care: Implications for Mentoring

1. Educate mentoring program staff and mentors.
2. Be careful and conscientious when matching.
3. Connect youth and families to other services, as needed.
4. Maintain strict programmatic safety standards.

Novak, J., Marks, V. (2015)





Supporting Young People in the Wake of Violence and Trauma

MENTOR, MHA of NYC, 2016



Prepare: Context and Roles



Communicate: Strategies for Effective Conversations



Support: Acknowledge Complex Emotional Reactions and Offer Help



Build Community: Create Connections for Greater Impact



Three Things...

- Create stable & predictable environments
- Listen!
- Provide supportive resources



Relationships Are the Foundation of Healing





Thank you!

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What Should I Do Next?

■ Connect:

- Check out the OJJDP [National Mentoring Resource Center](#) to access a wealth of free mentoring resources, and for the opportunity to request no-cost technical assistance for your program.
- Connect with the [MENTOR affiliate](#) in your state or region.
- Reach out to dhagan@mentoring.org or (617) 303 1804 to request no-cost TA.



Organizations that we work with:

Everyone Graduates Center: <http://new.every1graduates.org>

Attendance Works: <http://www.attendanceworks.org>

MENTOR: <http://www.mentoring.org>

My Brother's Keeper Alliance: <https://www.mbkalliance.org>

Jobs for the Future: <http://jff.org>

The work reported herein is supported under the Education Technical Assistance and Support Services (EDTASS) project, National Early Warning System and Chronic Absenteeism Reduction Center, Contract Number ED-ESE-15-A-0011/0004, from September 27, 2016 – September 26, 2018, as administered by the Office of Safe and Healthy Students, U.S. Department of Education. This contract was awarded to Jobs for the Future, Inc. (JFF). The contents do not necessarily represent the positions or policies of the Office of Safe and Healthy Students or the U.S. Department of Education and you should not assume endorsement by the federal government.

