

Secondary Trauma 101

Caring For Ourselves and Our Students in a Context of Inequity and Violence

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Oakland Unified School District

Office of Community Schools and Student Services

Behavioral Health Unit

Presenters

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Learning Questions

- What do we mean by trauma?
- What is Compassion Fatigue and how does it affect my work?
- What is secondary/vicarious trauma?
- What are the signs and effects of burnout in teachers and/or educators?
- What are some self care techniques strategies that can be used?

Core Guiding Principles for Trauma-Informed Schools

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Trauma-Informed Schools: Core Guiding Principle

Understand Trauma and Stress

Without understanding trauma, we are more likely to adopt behaviors and beliefs that are negative and unhealthy.

However, when we understand trauma and stress we can act compassionately and take well-informed steps toward healthy development and achieving our goals.



(Modified from SF DPH Trauma Informed Systems Initiative, 2014)

Trauma-Informed Schools: Core Guiding Principle

Establish Safety and Predictability

Trauma unpredictably violates our physical, social, and emotional safety resulting in a sense of threat and need to manage risks.

Increasing stability in our daily lives and having these core safety needs met can minimize our stress reactions and allow us to focus our resources on wellness, growth, and learning.



(Modified from SF DPH Trauma Informed Systems Initiative, 2014)

Trauma-Informed Schools: Core Guiding Principle Foster Compassionate and Dependable Relationships

Trauma is overwhelming and can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support.

However, when we experience compassionate and dependable relationships, we reestablish trusting connections with others that foster health and well-being.



(Modified from SF DPH Trauma Informed Systems Initiative, 2014)

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Trauma-Informed System: Core Guiding Principle Build Skills in Managing Emotions and Thinking Clearly (Ford et al., 2006)

Trauma can derail the development of healthy emotion regulation, problem solving, and social information processing skills, which can then compound trauma's negative effects.

Yet, when we build skills in managing emotions and thinking clearly, we are more likely to achieve our goals in school and at work, to be resilient, and to develop to our fullest potential.



Trauma-Informed Schools: Core Guiding Principle

Practice Cultural Humility and Responsiveness

We come from diverse social and cultural groups that may experience and react to stress and trauma differently.

When we are open to understanding these differences and respond to them sensitively we make each other feel understood and equity is enhanced.

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Trauma-Informed Schools: Core Guiding Principle

Facilitate Empowerment

Trauma involves a loss of power and control that can make us feel helpless and hopeless.

However, when we are given meaningful opportunities to have voice and choice, and our strengths are acknowledged and promoted, we feel empowered to advance our own growth and well-being as well as cultivate the growth and well-being of others.



(Modified from SF DPH Trauma Informed Systems Initiative, 2014)