

Supporting Students in Temporary Housing:



Trauma-Informed Approaches in Your Liaison Role: Practices & Strategies

Presented By: NYS TEACHS
March 3, 2022
9:30-11:00am





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Who is in The Room?



Are you a...

- New McKinney Vento Liaison (1st Year)
- McKinney Vento Liaison (2-4 years)
- McKinney Vento Liaison (5 – 9 years)
- McKinney Vento Liaison (10 + years)
- Transportation Director
- Other School/District Staff



Which region are you from?



- Western Region
- Finger Lakes
- Central Region
- Southern Tier
- Mohawk Valley
- Capital Region
- Hudson Valley
- New York city
- Long Island
- North Country

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Norms for Today's Session

- “Lessons leave but stories stay” – respect the confidentiality of each participant
- Think critically about the content and how it can be applied to your work
- Participate to the best of your ability
- Keep your mic muted when not speaking
- Camera may be on or off
- Use the chat box for questions and comments throughout the training
- Note that, unlike previous webinars, *all* participants will be able to see comments put into the chat box






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Housekeeping




- Today's session will be recorded.
- We will ask you poll questions periodically throughout the session.
- We won't be able to answer questions about specific situations in the chat but we welcome your help line calls to discuss these issues at 800-388-2014.
- The help line is open 24 hours a day. If you leave a message you will be called back by the next business day.






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Learning Objectives



- In this session, I will:
 - Identify the principles of trauma-sensitive and -informed care.
 - Learn strategies to create a safe and supportive environment that account for brain functioning under stress or trauma.
 - Reflect on how the strategies and practices can apply to your work in the liaison role.



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Opening Activity

If you'd like, share in the chat which video you chose to watch. Share any new information you learned, and any reflections you had while watching.

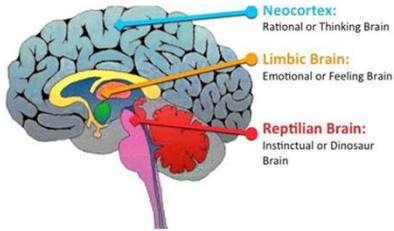
As a reminder, some suggested reflection questions were:

- What is one idea that squared with your beliefs and/or experiences?
- What is one idea that surprised you?
- What is one question you still have?

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Review: Trauma's Impact on the Brain



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Remember: Trauma is a Lens, not a Label

You may not know, and do not need to know, whether the students or families you're working with are "traumatized"!

Trauma-informed practices should be applied universally
Trauma-informed practices are best practices

Your role is as a safe, supportive, **protective factor**



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Before We Begin...

Think about the last interaction you had with a student or family experiencing temporary housing or housing insecurity.



Keep this interaction at the forefront of your mind as we learn about the following trauma-informed practices. How might you have used the strategies in this instance? Would they have been usable or useful? Why or why not?



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Trauma Informed Practices

- A program, organization, or system that is trauma-informed:
 - **Realizes** the widespread impact of trauma and understands potential paths for recovery;
 - **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
 - **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices;
 - And seeks to actively **resist** re-traumatization.



Substance Abuse and Mental Health Services Administration, 2014




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Discussion

What do you remember about the impacts of trauma?

How might this affect how we support and interact with our students and families?






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Trauma-Informed Practices



- Account for how the brain functions under stress
- Build positive relationships that assume best intent
- Create a safe and equitable environment
- Give others the tools, information, and agency to make their own decisions
- Are conscious of trauma without assuming a savior role
- Avoid creating trauma or re-traumatization


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How We've Organized the Strategies



- **Relational strategies**
 - How to build positive relationships and avoid being a source of stress or trauma for others
- **Logistical strategies**
 - How to operate in a way that accounts for the potential cognitive or behavioral impacts of stress and trauma
- **Personal strategies**
 - How to help yourself maintain a trauma-informed lens

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Relational Strategies

- Honor, respect, and accommodate culture and identity
- Communicate respect and safety through your body language and paraverbals
 - Eye contact
 - Orientation
 - Proximity and placement
- Approach students and families as equal collaborators
 - Be transparent in sharing information and choices
 - Assume best intent and trust what they say
- Respect decisions


 



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Breakout Room Discussion

What's one of the strategies that you already do well?

What's one strategy that you'd like to try or practice?





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Logistical Strategies

- Provide information in a variety of formats
- Be clear and transparent about process
- Check for understanding
- Use preferred methods of communication
- Consider your language and terminology
- Be ready to repeat information or provide additional/replacement materials
- Work together to create a system to organize information, maintain schedules, etc.


 



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Breakout Room Discussion

What's one of the strategies that you already do well?

What's one strategy that you'd like to try or practice?





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Personal Strategies

- Identify and interrupt biases and assumptions
- Self-regulate when frustrated
- Assume best intent
- Avoid personalizing
 - Maintain an attitude of curiosity
- Remember your goal/your "why"

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Understanding Implicit Bias

- Steps to reducing implicit bias and its impacts...
 - **Accept** that we have biases and make ourselves aware of them
 - Unearth our own stereotypes, but also **challenge** them
 - Learn more about the experiences and **perspectives** of others
 - Practice **cultural responsiveness** and strive to be inclusive
 - Identify **distractions** and sources of stress in the **decision-making environment** and remove/reduce them (where possible)
 - Learn when and how to routinely **check thought processes** and decisions for possible bias


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Breakout Room Discussion

What's one of the strategies that you already do well?

What's one strategy that you'd like to try or practice?



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Using a Growth Mindset

Growth mindset: the belief that skills and abilities can be developed through work and practice (Carol Dweck)

Remember, you won't be perfect with these strategies right away!
Practice using these strategies and they'll feel more natural over time

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Closing Activity

Reflect on what you've learned during this talk today.

What's one thing you're taking away from today's session?

What's one thing you still have questions about?



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Next Time

Caring for yourself in this work

- Identifying the risks and challenges inherent to you work
- Understanding principles of coping, reflection, and self-care
- Creating connections and communities of care



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Extension Activity

Choose one specific strategy from what we've discussed today. Create a reminder for yourself to consciously use this strategy in your work throughout the following week.

At the end of the week, reflect on your use of this strategy or practice. Consider:

- When did I notice opportunities to use this strategy?
- How did using this strategy impact my work or relationships with others?
- How easy or difficult was it to incorporate this strategy into my work habits?



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Questions?



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Technical and Educational Assistance Center

- **Help Line** (800-388-2014)
- **Website** (<https://nysteachs.org>)
- **Web-Based Trainings**
- **Outreach Materials**
 - For outreach materials, email Ailin Mendoza: amendoza@measinc.com



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Next Sessions:
Becoming Trauma Informed
March 17, 2022


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Thank You!



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