

TRAUMA- INFORMED AFTERSCHOOL





Beyond School Bells
nebraskachildren



Jennifer Jones
Senior Project Manager



Katie Christiansen
Family and Community
Engagement Specialist

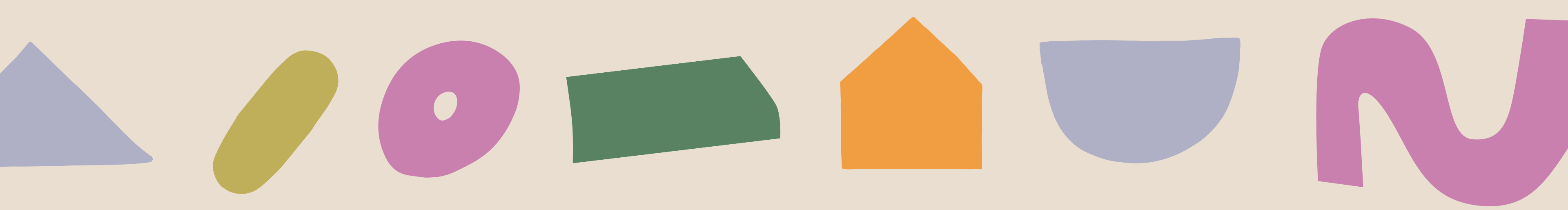


Stephanie Vadnais
Program and Compliance
Specialist

DISCLAIMER:

We are not experts, but we are co-learners
and resource-sharers.

We are barely going to scratch the surface
of available content during our time
together, but we can point you to some
great resources for you to dig into later!

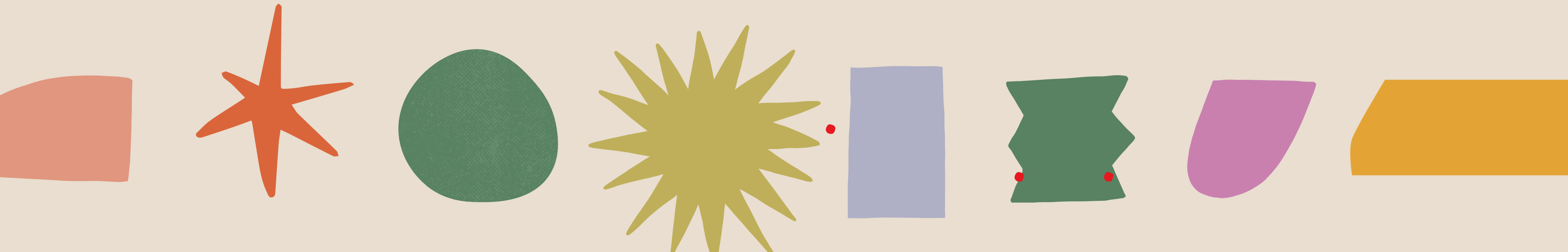


What is trauma?

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional, or spiritual well-being.”

Substance Abuse and Mental Health Services Administration [SAMHSA]

**But why is it important to learn
about trauma/become trauma-
informed afterschool?**



<i>“STATE”</i>	CALM	ALERT	ALARM	FEAR	TERROR
<i>DOMINANT BRAIN AREAS</i>	Cortex (DMN)	Cortex (Limbic)	Limbic (Diencephalon)	Diencephalon (Brainstem)	Brainstem
<i>ADAPTIVE “Option” Arousal</i>	Reflect (create)	Flock (hypervigilance)	Freeze (resistance)	Flight (defiance)	Fight
<i>ADAPTIVE “Option” Dissociation</i>	Reflect (daydream)	Avoid	Comply	Dissociate (paralysis/catatonia)	Faint (collapse)
<i>COGNITION</i>	Abstract (creative)	Concrete (routine)	Emotional	Reactive	Reflexive
<i>FUNCTIONAL IQ</i>	120–100	110–90	100–80	90–70	80–60

Source: “What Happened to You?” (Perry & Winfrey, 2021)

REALIZING the impact of trauma on all aspects of programs and understanding potential for recovery

RECOGNIZING the signs and symptoms of trauma in students, families, and staff

RESPONDING by fully integrating knowledge about trauma into policies, procedures, and practices

The 4 Rs of Trauma-Informed Care

Programs can become more responsive to trauma by following the 4 Rs.

RESISTING re-traumatization by recognizing how practices can trigger trauma histories

TIER 3

INTENSIVE SUPPORT

TIER 2

**EARLY INTERVENTION /
IDENTIFYING YOUTH AND STAFF
AT RISK**

TIER 1

**CREATING SAFE ENVIRONMENTS
AND PROMOTING HEALTHY AND
SUCCESSFUL YOUTH**



TIER 3

INTENSIVE SUPPORT

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TIER 1
**CREATING SAFE ENVIRONMENTS
AND PROMOTING HEALTHY AND
SUCCESSFUL YOUTH**

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

**Universal
Supports**

To create a trauma-informed environment,
consider all of these principles:

SAFETY

TRUSTWORTHINESS

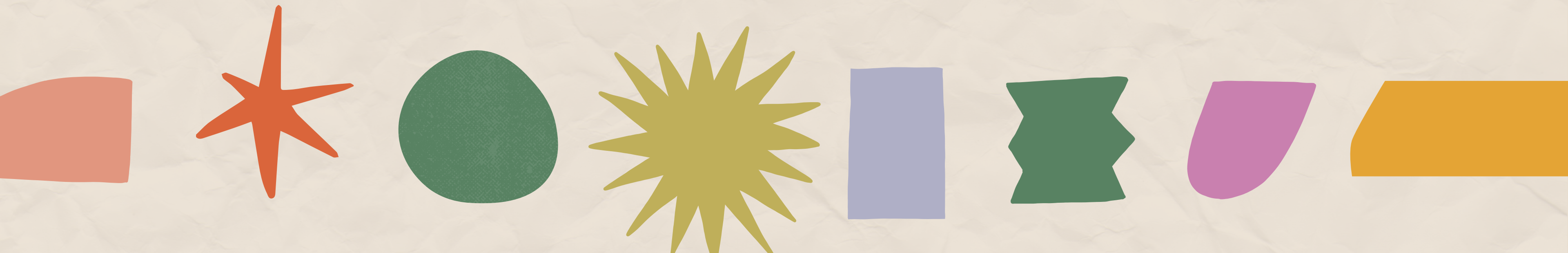
CHOICE

COLLABORATION

EMPOWERMENT

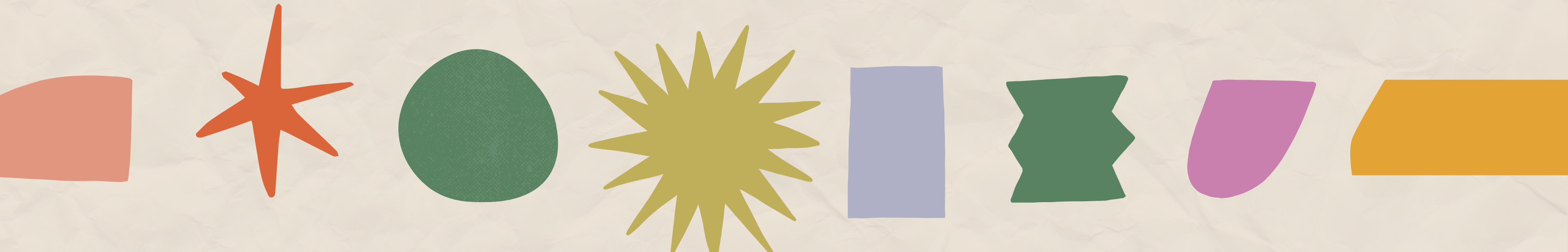
**Universal Supports
FOUNDATION**

EFFECTIVE WORKFORCE



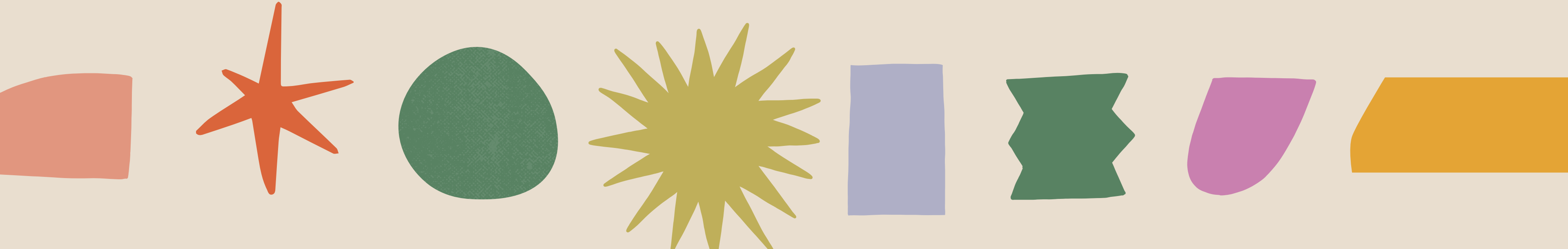
Universal Supports

Nurturing and Responsive Relationships



Universal Supports

Supportive Environment



Work Time!

Group up with folks from your team or people at your table. Look at the list of suggested Tier 1 activities that give you a few reasonable, tangible steps you can take in your program to create an increasingly trauma-informed environment Afterschool.

Identify action steps for fourth quarter and the 2024-25 school year.

QUESTIONS?





THANK YOU!

Jennifer Jones, jjones@nebraskachildren.org

Katie Christiansen, kchristiansen@nebraskachildren.org

Stephanie Vadnais, svadnais@nebraskachildren.org

