



Pennsylvania Refugee Education Program Learning Series

Together, We're Better

Trauma-Informed Engagement with Newcomer Youth

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PART 1

Introduction

Center for Adjustment, Resilience & Recovery



Learning Objectives

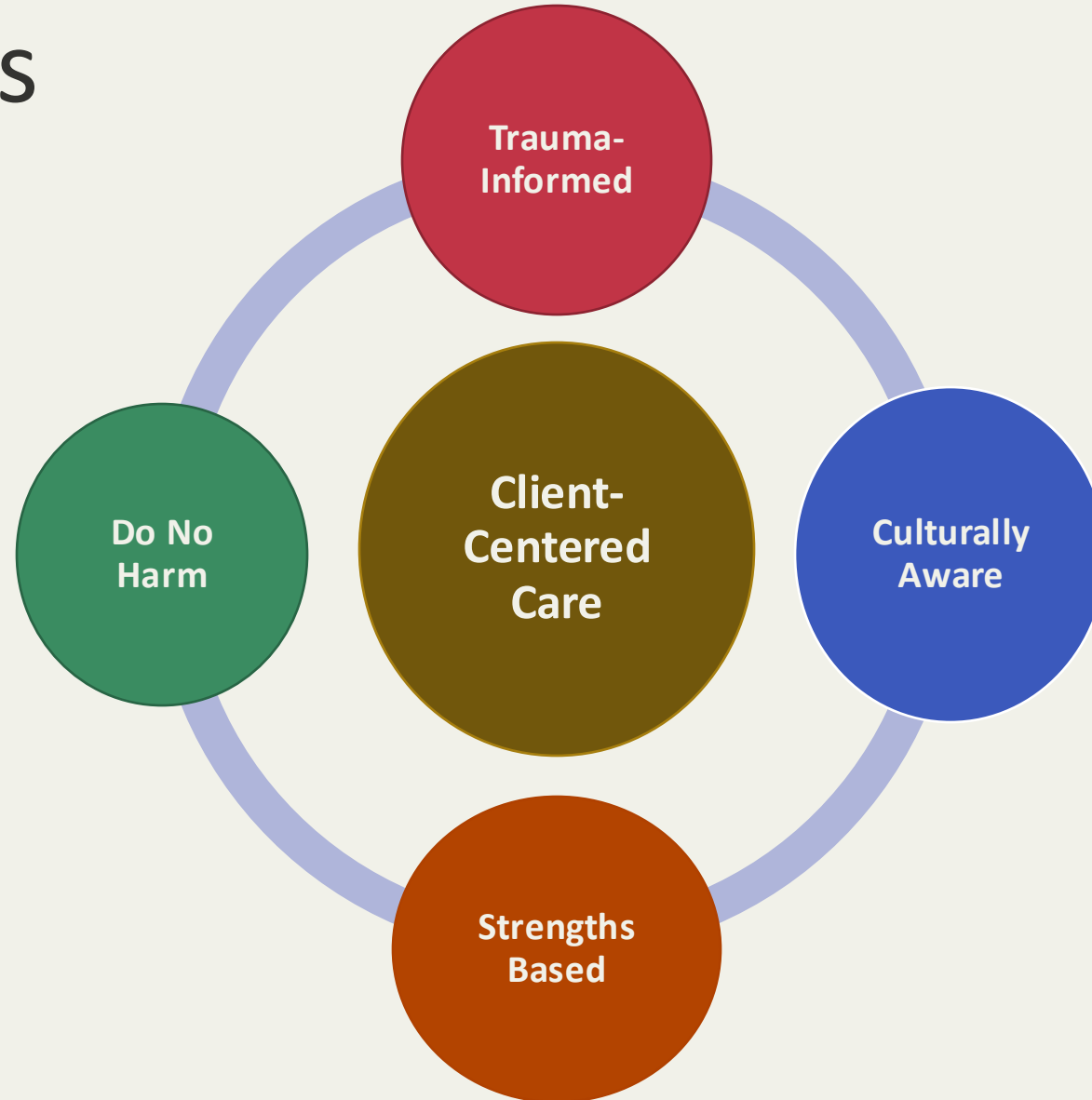


Define trauma and
trauma-informed care

Identify strategies for
mitigating client stress
in service delivery

Apply trauma-informed
care principles to case
studies

Key Principles



PART 2

Trauma-Informed and Culturally Appropriate Care

Stress Continuum

The diagram illustrates the Stress Continuum as a horizontal progression from left to right. It is divided into three distinct stages, each represented by a colored L-shaped graphic element. The first stage on the left is 'Positive (Eustress)' in red. The middle stage is 'Tolerable (Stress)' in blue. The final stage on the right is 'Toxic (Distress)' in green. The progression is indicated by a series of small triangles (purple, orange, and green) pointing right above the respective stages.

Positive (Eustress)

- Stress that is good for us
- Can be motivating and influence change

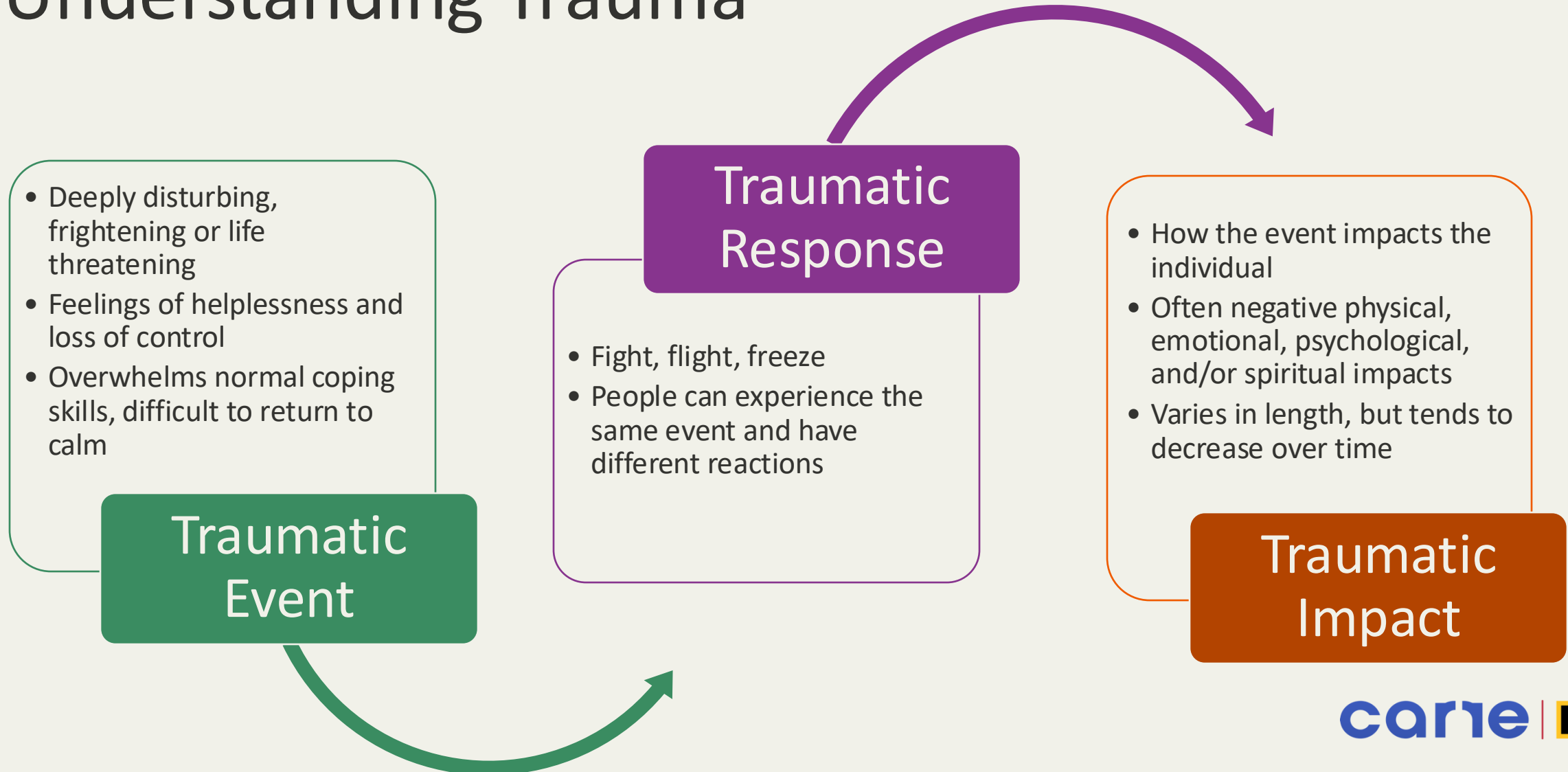
Tolerable (Stress)

- Serious, temporary stress response
- Buffered by coping skills and supportive relationships

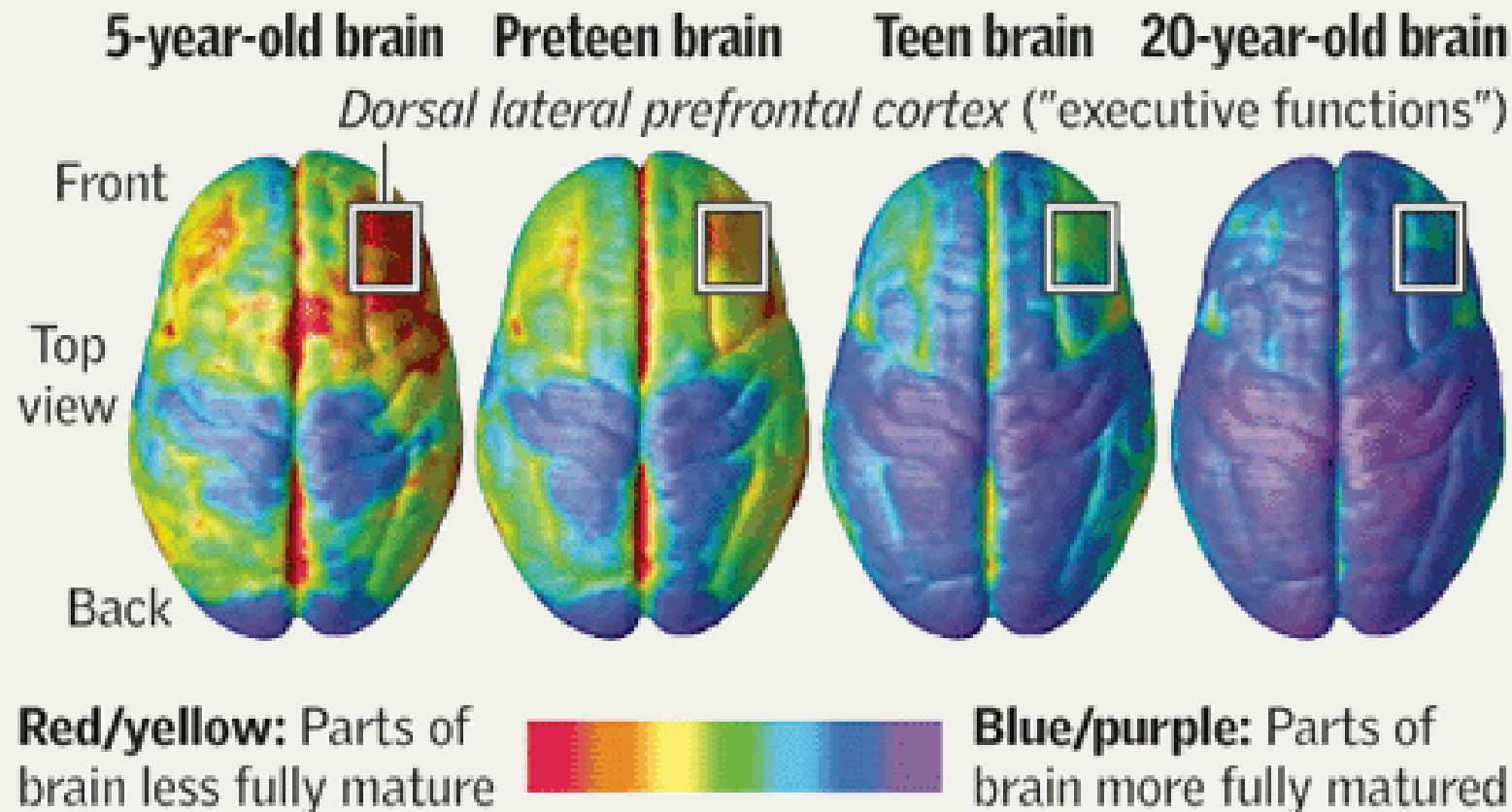
Toxic (Distress)

- Consistent sense of pressure and overwhelm over a long period of time

Understanding Trauma



Brain Development



Sources: National Institute of Mental Health;
Paul Thompson, Ph.D., UCLA Laboratory of
Neuro Imaging

Thomas McKay | The Denver Post



Principles of Trauma-Informed Care

Adapted from the Substance Abuse and Mental Health Administration (SAMHSA), "Concept of Trauma and Guidance for a Trauma-Informed Approach"



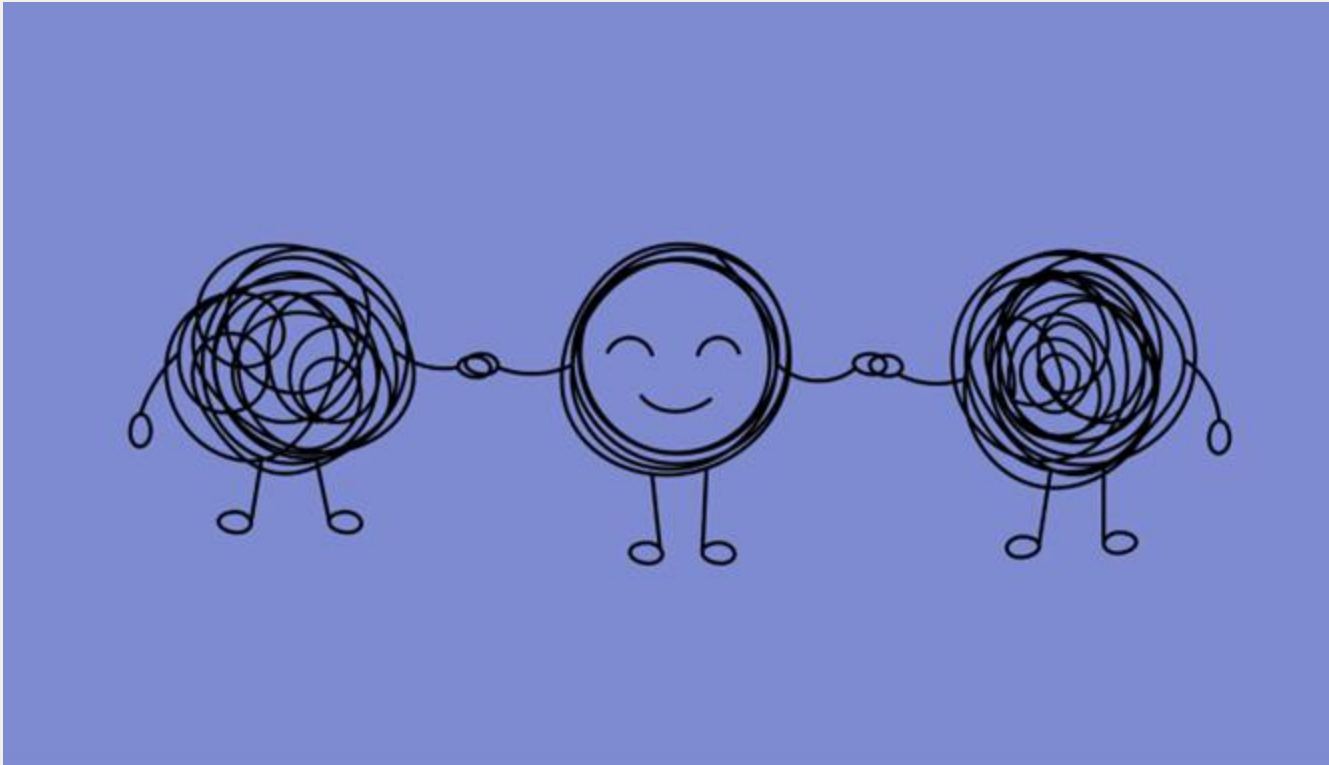
Principles in Practice

Safety	Transparency and Trustworthiness	Peer Support	Collaboration and Mutuality	Empowerment, Voice & Choice
Taking into account cultural, gender, historical issues				
Safe spaces and room set up	Youth rights	Connecting clients to peers with lived experience	Power is shared – your skills + their choice and knowledge	Strengths-driven
Reinforce acceptance of all social groups (non-judgment)	Share information	Strengthen social network and supports	Inclusion of family and appropriate community supports	Giving choices
Explain confidentiality and limits	Create and maintain appropriate & respectful boundaries	Create safe space to access coping strategies	Respect for lived experience	Listening fully and actively
Identify safe people	Clear steps, tasks, and time frames	Creating boundaries and understanding of your scope	Respect client is best reporter for self and family	Youth know their rights and are encouraged to use them

Trauma-Informed Educators

- Reflect on their **positionality** and **power**
- Consider different types of trauma including:
 - Individual
 - Historical
 - Systemic
- Examine power dynamics between students and staff

Empathic Communication



- ✓ How do you define empathy?
- ✓ What does communicating with empathy mean to you?

Active Listening

I don't have to listen to you! I don't even want to be here!

Reflect

Repeating what the client says using the words the clients used.

You don't want to be here.

Paraphrase

Summarizing what the clients said in your own words.

It sounds like you're unhappy that you're here in school and that listening to our class rules is frustrating. Is that right?

Validate, Normalize & Guide

"It is a lot of pressure starting over in a new school."

"I think anyone would feel the same way."

"I know how hard you have been working on your assignments."

"I can see how much this is upsetting you.."

"I hate being here. Everything is so hard and so different."

PART 3

Application

Trauma-Informed Care in Practice

Case Study

Arnaud is a 13-year-old student enrolled in your school for the first time this year. He arrived during the last school year after a harrowing journey with his mom through Central America and the US Southern Border. Arnaud generally got along well with other students but has recently been getting into arguments with his classmates. Today after lunch, Arnaud comes back to class looking upset. He walks over to his chair, kicks it, and sits down roughly, with his arms crossed.

- What principles of trauma informed care do you think would be helpful in your response to Arnaud?
- How might you use empathic communication?

PART 4

Questions?

Thank You!

Please complete the feedback survey!



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