

## MENTAL HEALTH IN SCHOOLS LEARNING SERIES

### Trauma Strand

*Trauma-Invested Strategies Designed to Meet Students' Needs, Presented by Pete Hall*

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#### Webinar Summary:

Educators (teachers, counselors, administrators, and others) often notice that students are struggling by the way the students behave. Typically, those educators then seek out resources and strategies that will help eliminate the distracting, unsafe, disruptive behaviors. However, in order to truly make a long-term impact, especially with children impacted by trauma, educators must contextualize the behaviors, create a safe space, identify the most pressing unmet need, and design interventions that are targeted to address that need. This is a more complex, and more effective, approach to supporting students than simply engaging in behavior management or classroom management techniques. This interview with Pete Hall, former award-winning principal and best-selling author, will delve into these topics and equip educators with a mindset-shift necessary to tackle those challenging behaviors and situations.

#### Resources:

- [Fostering Resilient Learners](#)

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#### Discussion Guide:

##### Reflective/Extension questions:

1. Why did you get into education? What was the driving force behind this career decision? Knowing your WHY, and staying connected to it, can help keep you grounded during times of chaos, challenge, and unpredictability.
2. When Pete discussed a “Culture of Safety,” how did you envision it in your setting? How might you create the elements of a Culture of Safety in your classroom or work setting? What if you only see students virtually? How might you incorporate safety, predictability, and consistency in an online environment?
3. Think of a “tough nugget” that you’ve worked with in the past. Considering the four areas of unmet needs Pete discussed, which was probably the most pressing needs for that student? Why do you think so?
4. Let’s stick with that “tough nugget” for a moment longer. Could you make an argument for each of the four areas of unmet needs for that student? Try it. See which one tends to rise to the surface. Was your initial impulse correct?
5. Imagine a colleague challenged this thinking about the “new 3 R’s” and our ability to address unmet needs by designing specific interventions aimed at the unmet need, rather than at the distressing behavior. How might you create a respectful, objective argument for trying it out? Jot down some notes and role-play with a colleague. How does that go? What do you notice?
6. What other questions do you have about student behaviors and their unmet needs? How might you partner with your teammates, friends, colleagues, and others to seek out answers to those questions?