Healing Centered Schools: Teachers as Leaders

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Welcome!

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Introduction to Healing-Centered Schools Curriculum
“Healing is experienced collectively, and is shaped by shared identity such as race, gender, or sexual orientation. Healing centered engagement is the result of building a healthy identity, and a sense of belonging. For youth of color, these forms of healing can be rooted in culture and serves as an anchor to connect young people to a shared racial and ethnic identity that is both historically grounded and contemporarily relevant.”

—Shawn Ginwright, PhD
What is “healing-centered?”

Builds on & moves us beyond “trauma-informed care”

1. Acknowledges how trauma is experienced collectively, not just individually
2. Considers how the root causes of trauma exist in the environment, not just the individual
3. Focuses on healing & restoration--not just coping with symptoms
4. Supports adult providers/health care professionals in their own healing
Curriculum

01 Trauma 101
- Defining “trauma-informed school”
- Understanding trauma in the classroom

02 Healing-Centered Schools
- Advanced training on trauma & the brain
- Intro to ‘healing-centered’

03 Healing-Centered Relationships
- Culturally responsive teaching
- Building learning alliances

04 From Chaos to Calm (2 parts)
Theory & Practice of teaching & supporting emotion-regulation

05 Safer Spaces
Developing universal response for high-impact events

06 Vicarious Trauma & Radical Self-Care
- Understanding Vicarious Trauma
- Planning for individual & structural care
## How adults learn

<table>
<thead>
<tr>
<th>Orientation to Learning</th>
<th>Adults are engaged by learning that is problem-focused and practical</th>
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<tbody>
<tr>
<td>Self-Directed</td>
<td>Learning at one’s own pace in one’s own way</td>
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<td>Experience</td>
<td>Adults have a breadth &amp; depth of existing knowledge &amp; resources to draw on.</td>
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<td>Experiential</td>
<td>Focuses on developing life experience or “hands-on” learning</td>
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<td>Readiness</td>
<td>Adults want to learn things that are relevant in a real-life context</td>
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<tr>
<td>Motivation</td>
<td>Adults are motivated by internal desires (not just money!)</td>
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School Example #1

**School-Wide Assessment**
- Trauma Responsive Schools
- Implementation Assessment

**2016**
- Building Rapport
  - SBHC focus on building relationships w/ school staff in meaningful ways

**2017**
- Trauma Training
  - Universal trauma training for all staff several times during PD

**2017**
- Staff Wellness
  - Focus on attending to vicarious trauma & prioritizing adult relationships

**2018**
- Advanced Practice Cohort
  - Developing educator-leaders/monthly, paid workshops

**2019**
- Project-Based
  - Educator-Leaders + SBHC move work forward (family engagement, community resourcing, training new teachers, etc)

Healing Centered Schools
School Example #2

Building Rapport
SBHC focus on building relationships w/ school staff in meaningful ways

Trauma Training
Universal trauma training for all staff several times during PD

Consultations
Pandemic year-provided individual consultations

Universal training in healing-centered practices
Healing-Centered Practices Training

2019
2020
2021
2022
...

Healing Centered Schools
Practice 02
Interpretation guides intervention
Shifting Perspective

Student Voice
Spend some time moving or looking around the space, taking in the art & words of young people in our school community

Find a partner
When the bell rings, find a partner to debrief with.
“Since individualism is deeply rooted in the values of white supremacy, patriarchy and capitalism, it is no wonder that we fall prey so easily to isolation, burn out, and dysfunctional relationship dynamics in our movements that make equity such a confounding dilemma. We cannot afford this risk any longer. The stakes are too damn high.

If we truly want resilience in the face of collapsing social and economic systems, a racist police state, climate emergency, a toxic political environment and a culture of fragmented relationships, we must turn toward and learn from our ecology and its wisdom around co-regulation. We must understand the risks of relying on self-regulation, and instead embrace the truth of our social animal bodies: we literally depend on one another. We need to lean on the support of a wider community, and most importantly, work on being members of that community that can be leaned upon. All the effort we put into maintaining the delusion of self-regulation should be repurposed in this direction. That’s what our ecology and our neurobiology are saying.”

—Relational Uprising
Planning
- Does trust exist between SBHC & school?
- Does the SBHC have a collaborative relationship with school staff across disciplines?
- Is the SBHC routinely utilized by school?
- Can you name at least 5 school allies?

Rapport

- Have you gathered feedback about school culture & climate?
- Have you formally assessed trauma informed school practices?
- Has assessment included all stakeholders?

Assess

- What time & resources are available to you?
- What is your capacity?
- What are the school’s PD priorities?

Plan

- Get it on the calendar.
- Will it be universal or cohorted?
- Who will facilitate?
- Where should you start?

Implement

Project Planning

Healing-Centered Schools
Q & A
Thanks!

Do you have any questions?

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References

- HSI. 2022. What is adult learning theory and why is it important?. [online] Available at: <https://hsi.com/blog/what-is-adult-learning-theory-and-why-is-it-important> [Accessed 15 April 2022].