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The Commonwealth's Flagship Campus

Promoting Strengths-based, Trauma-Informed Practices on a Campus Student-of-Concern Team

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Today's talk

- Brief overview of campus student-of-concern teams
- Review of strengths-based, trauma-informed practices
- Putting strengths-based, trauma-informed practices into action
- Exercise
- Q and A

Goals of student-of-concern team

- To develop protocols for reporting and sharing information regarding problematic or concerning student behavior in academic and non-academic settings
- To develop a coordinated plan of action to assist the individual and to protect campus safety
- To increase identification of students whose behaviors are disruptive and/or threatening through consultation with faculty and staff

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Membership

- 100% judicial/student discipline
- 93% counseling
- 87% campus safety/police
- 87% student affairs
- 67% residence life
- 67% health services
- 27% academic affairs
- At UMass, also have disability services and ombudsperson.

United Educators survey (Keehan, 2009)

Values
Intentions
Purposes
Meaning
Skills
Resources
Strengths

Strengths-based approach to students of concern

- Get to know the student and their vision of wellbeing
- Understand the student's relationship with the problem
  - define the problem as separate from the student's identity
- Understand the student's efforts to overcome the problem
- Identify the student's skills and resources
- Collaborate with the student in determining next steps

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Trauma-informed practice key principles

- Safety
- Trustworthiness and Transparency
- Peer support
- Collaboration and mutuality
- Empowerment
- Attention to Cultural, Historical, and Gender Issues
- Resiliency and Strength

Action plan for strengths-based, trauma-informed practices

- 1. Use strengths-based practices that foster resilience
  - Introduce students starting with a strengths-based perspective
    - academics, interests, goals, campus involvement, positive relationships
  - Define the problem as separate from the student's identity.
  - Identify the student's efforts to overcome the problem.
  - Clarify the obstacles the student is facing.

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Action plan for strengths-based, trauma-informed practices

- 1. Use strengths-based practices that foster resilience (cont.)
  - Identify the student's skills and resources.
  - Create hopeful and positive action plans (in collaboration with the student when possible) that focus on next steps for the student and/or staff.
  - Be guided by the question: "What support does this student need to succeed?"
  - Develop reporting and documentation instruments that generate strengths-based, trauma-informed narratives.

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Action plan for strengths-based, trauma-informed practices

- 2. Maintain Safety and Respect, with attention to cultural, historical and gender issues
  - Keep a respectful perspective on the student.
  - Use respectful, hopeful language to describe students at all times
    - Speak about the student as if the student were in the room.
  - Keep in mind that staff members may be dealing with some of the same challenges
  - Reduce staff burnout by taking a hopeful and respectful stance toward the students.
  - Find ways to laugh together that do not involve disrespect to students.

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Action plan for strengths-based, trauma-informed practices

- 3. Manifest trustworthiness and transparency
  - Be open and clear about meeting policies.
  - Be open and clear with the student about the action plan the team is developing.
  - Be open and clear about sanctions that students may be facing.

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Action plan for strengths-based, trauma-informed practices

- 4. Foster collaboration and empowerment
  - Create action plans collaboratively when possible.

- 5. Promote inclusiveness, shared purpose and peer support
  - Solicit student advisory board input.

Strengths-based, Trauma-informed Student of Concern Summary Report

Student Information:

Name: Student ID:

Place of Residence: Major: GPA:

Other:

Name of referring staff:

Has this student been discussed with the Assessment and Care Team before? ____No ___Yes

Summary of Student's Strengths and Goals: (could include academics, interests, goals, vision, campus involvement, positive relationships with students/staff, etc.)**:**

Brief Summary of the Incident or Concern:

Known Obstacles to Student Success:

Student of Concern Summary Report (cont)

Skills and Resources the Student Can Draw On:

Questions for the Assessment and Care Team Team to Consider:

Notes from Assessment and Care Team Meeting (Next Steps/Action Plan):

Implementation Domains

- 1. Governance and Leadership
- 2. Policy
- 3. Physical Environment
- 4. Engagement and Involvement
- 5. Cross Sector Collaboration

Implementation Domains

- 6. Screening, Assessment, Treatment Services
- 7. Training and Workforce Development
- 8. Progress Monitoring and Quality Assurance
- 9. Financing
- 10. Evaluation

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