Equips individuals to support college-bound foster youth/alumni and foster alumni attending Oklahoma colleges . . .

through (1) research, (2) education, and (3) outreach
Focuses primarily, but not exclusively, professionals affiliated with Oklahoma higher education institutions . . .

who want to work together and who are committed to similar values.
Honors and is interested in the experiences and needs of other invisible college student populations . . .

not easily visually identified,
do not generally have a formal voice on campus,
and
may be motivated to remain anonymous.
R4T online training . . .

over 100 Oklahoma people have completed, or are in the process of completing, online training.
Piloting program over the coming year . . .

to work collaboratively toward a better framework for Oklahoma institutions to take ownership of their efforts for foster alumni.
The Trauma-Informed Lens at College Campuses

Shannon Davidson, PhD.

Education Northwest
Education Northwest
Areas of Work

- Leadership and System Improvement
- Family and Community Engagement
- English Language Learners
- Literacy, Mathematics, and Science
- Equity
- Youth Programs and Nonprofit Support
- Rural and Native Education
- Postsecondary and Career Readiness
Trauma-Informed Practices for Postsecondary Education: A Guide

By Shannon Davidson, Ph.D., Education Northwest
Trauma in our society

• By the time they reach college, 66 to 85 percent of youth report lifetime traumatic event exposure, with many reporting multiple exposures

• Sixty percent of adults have reported experiencing abuse or other difficult family circumstances during childhood

Read, Ouimette, White, Colder, & Farrow, 2011; Smyth, Hockemeyer, Heron, Wonderlich, & Pennebaker, 2008.

National Center for Mental Health Promotion and Youth Violence Prevention, 2012
Trauma in our society

• Four of every 10 children in the United States said they experienced a physical assault during the past year, with 1 in 10 suffering an assault-related injury

• Twenty-six percent of children in the United States witness or experience a traumatic event before age 4

Finkelhor, Turner, Shattuck, & Hamby, 2013

National Center for Mental Health Promotion and Youth Violence Prevention, 2012
The impacts of childhood trauma into adulthood

- 4X alcoholism
- 4X injecting drugs
- 4X depression
- 3X missing work
- 2.5X smoking
- 2.5X financial problems
- 15X attempting suicide
- 3X STDs
Trauma in our society

• College students are particularly vulnerable to experiencing a new potentially traumatizing event (PTE); as many as 50 percent of college students are exposed to a PTE in the first year of college

• Female college students with a history of sexual trauma are at higher risk for repeated trauma

Galatzer-Levy et al., 2012
Griffin & Read, 2012
Implications for postsecondary education: What might you see?

- Difficulty focusing, attending, retaining, and recalling
- Tendency to miss a lot of classes
- Challenges with emotional regulation
- Fear of taking risks
- Anxiety about deadlines, exams, group work, or public speaking
- Anger, helplessness, or dissociation when stressed
- Withdrawal and isolation
- Involvement in unhealthy relationships

Hoch et al., 2015
Pay attention to:

- Team-building exercises
- Residential halls
- Closed spaces
- Forcible sharing
- Noises
Discussion

With your elbow partner, please discuss the following questions:

• Can you relate any of these implications of trauma to your own experiences in a higher education setting?

• What would you add?
What can an individual do?

- Pause and ask yourself: What is going on? Are basic needs being met?
- Don’t immediately assume trauma, but be mindful of it.
- Practice de-escalation techniques

View the situation holistically.
The importance of language

- Be aware of different family structures
- Use person-first, asset-based language
- Examine where the blame lies
- Avoid general tone and vocabulary that suggest charity or a “savior complex”
Campus-wide approach

• Connect students to the school community
• Provide students with opportunities to practice their skills
• Embrace teamwork and shared leadership
• Anticipate and adapt to the changing needs of students and the community
• Support institutional efforts such as Pete’s Pet Posse.
Campus-wide approach

Core values:
• Safety (physical and emotional)
• Trustworthiness
• Choice and control
• Collaboration
• Empowerment

Hoch et al., 2015
Campus-wide approach

Two important components:

- Training
- Promoting self-care
Trauma-informed . . .
but with equity-informed engagement

“I am more than what happened to me.”
Efforts...to improve outcomes for disadvantaged students may focus inordinately on addressing adverse childhood experiences (ACEs) and trauma. While these approaches have value, an exclusive focus on deficits leads schools to try to “fix” students of color and students living in poverty, and thereby fail to recognize and capitalize on students’ strengths and assets.
Equity-focused strategies

Read and think about the role of culture

• Honor interdependent models of self

• Introduce positive role models and messages that empower young people to develop positive identity

Dr. Stephanie Fryberg
https://www.youtube.com/watch?v=Ax8-iQjWNFk
Equity-focused strategies

Empower youth

• Move beyond “what happened to you” to “what’s right with you”

• View those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events

Educate yourself and others on the social and political factors that contribute to trauma
Thank you!

Q&A

Contact:
shannon.davidson@educationnorthwest.org
Break. Network. Meet the dogs of Pete’s Pet Posse!

**BREAK**

*Pete's Pet Posse Helps During Times of Tragedy*
Applied Trauma Informed Lens and Pete’s Pet Posse

TREVOR RICHARDSON
KENDRIA COST
Mission Statement

To enhance the well-being of the Cowboy family through professionally trained and nationally certified pet therapy teams in collaboration with campus resources and generous supporters.
Oklahoma State University Homecoming Tragedy

OCTOBER 24, 2015
Four people killed and 46 were injured

Immediate response at Stillwater Medical Center Emergency Room
Response to the OSU Campus

- Identify needs

- Utilize strategic placement of P3 teams and staff resources
Ongoing response

Utilized P3 teams as a trauma informed tool for OSU campus
Utilization of P3 following the Homecoming Tragedy

P3 teams have consistently joined with UCS staff to respond to several crises
Thank you for all the Pawsome work you do for your students!!!
Foster Alumni on Campus – a panel discussion

Rebeca Hayes . . . Dr. Shannon Davidson . . .
Dr. Betsy Barefoot . . . Christine Hamby . . .
& Trevor Richardson

2:45 – 3:15 p.m.