

Day 2: Trauma Informed Care (TIC)

Today's Learning Objectives:

- Apply trauma-informed care principles within post-shooting clinical response
- Practice grounding and stabilization strategies with adolescents
- Use brief early intervention skills in short clinical interactions
- Support safety planning when concerning signs emerge

Day 2 Agenda:

Module 3: Trauma-
Informed Care

Role-Play Activity

Module 4: Early
Intervention Skills

Practice Sessions

Module 3: TIC Overview

Trauma-informed care is a broad clinical approach rather than a single technique

In a post-shooting context, it provides a stable framework for supporting adolescents whose sense of safety has been disrupted

Core TIC Skills

- **Stabilizing routines:** helping restore predictability and consistency after disruption
- **Grounding strategies:** helping students reconnect to the present moment when overwhelmed
- **Adolescent psychoeducation:** explaining trauma responses in age-appropriate, accessible language

Stabilizing Routines

Examples of stabilizing routines include:

- Predictability in the structure of meetings or check-ins
- Clear expectations during conversations and follow-up
- Consistency in how support is offered
- A steady, calm clinical approach that helps reduce uncertainty

Grounding and Sensory Strategies

- Grounding strategies help students reconnect to the present when fear, panic, or overwhelm begin to take over
- Sensory strategies can support regulation by helping students focus on immediate physical experience
- These tools are especially useful when a student is too activated to engage in deeper verbal processing

Adolescent Psychoeducation

- Explain that trauma can affect thoughts, emotions, behavior, and the body
- Use clear, adolescent-appropriate language rather than highly clinical terminology
- Normalize that distress reactions may feel confusing or intense without suggesting that all reactions are the same
- The purpose is to reduce confusion, increase understanding, and support engagement

Role-Play Instructions



PRACTICE THE FOLLOWING SKILLS:



OPENING DIALOGUE IN A WAY
THAT FEELS CALM, SUPPORTIVE,
AND NONINTRUSIVE



USING GROUNDING OR
STABILIZING LANGUAGE WHEN A
STUDENT APPEARS DISTRESSED



MAINTAINING A TRAUMA-
INFORMED STANCE THROUGHOUT
THE INTERACTION



Debrief Session

What clinician responses helped establish stability or safety?

What language seemed to support engagement?

What felt difficult when trying to ground a distressed student?
