**Gearing up for Intern Recruitment...**

Spread the word! We are gearing up to start recruiting interns for the 2013-2014 school year. Each year we screen 120+ potential interns for placements throughout the district at elementary, middle and high schools. The interns we interview and place are of varying educational degrees, including MSWs (Master's in Social Work), MFTTs (Marriage and Family Therapist Trainees), MFTIs (Marriage and Family Therapist Interns), and PCCIs (Professional Clinical Counselor Interns). They also come from a variety of schools such as San Francisco State University, California State University, East Bay, UC Berkeley, University of San Francisco, CIIS (California Institute of Integral Studies), JFK University, Wright Institute, Smith College and St. Mary's College.

**What do SIT interns do?**
- Individual and group counseling
- Parent outreach
- Teacher consultation
- Providing a variety of socio-emotional supports
- Participate in with Student Assistant Program Meetings, SST meetings and IEP meetings
- Participate in trainings offered by SIT and other departments in the district

**Upcoming Trainings...**

**February 2013**
- *Working with Children and Adolescents Who Have Experienced Trauma*, Feb. 7th 9:30AM-11:30AM, 20 Cook St.
- *Continuum of Mental Health Services (including ERMHS) for School Counselors* – Feb. 20th and Feb. 28th
- *for Assistant Principals* – Feb. 5th and Feb. 14th

**March 2013**
- SIT Spring Institute for Interns, Topics: *Transitions and Terminations; Restorative Practices and Social Justice* – March 15th and March 18th, 20 Cook St.

**Current Statistics...**
The Student Intervention Team currently staffs 50 interns in the district, providing a variety of mental health services (see right) to over 400 students, of whom 138 are in Special Education.

**SIT Contacts**

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### 8 Guiding Principles* to Working with Students Who have Experienced Complex Trauma...

1. Severe stress and trauma significantly impact individuals and systems.
2. Empathic, attuned relationships are central to the effectiveness of the work.
3. Always consider underlying causes of behavior.
4. Attend to cultural and contextual factors.
5. Increase capacity and build upon strengths.
7. The well-being of the student is the highest priority.
8. Safety first.

*Adopted with permission from J. Dorado & L. Dolce UCSF HEARTS Presentation (2012), SFUSD

### Benefits of Being a Trauma Informed School

- Improved academic achievement and test scores.
- Improved school climate.
- Improved teacher sense of satisfaction and safety in being a teacher.
- Improved retention of new teachers.
- Reduction of student behavioral out-burst and referrals to the office.
- Reduction of stress for staff and students.
- Reduction in absences, detentions, and suspensions.
- Reduction in student bullying and harassment.
- Reduction in the need for special educational services/classes.
- Reduction in drop-outs.

~Trauma and Loss: Research and Interventions V8N2 Fall/Winter 2008

### The Importance of Self-Care in Working with Students Who have Experienced Trauma

Because work with child trauma victims is so evocative, and draws so deeply on internal resources, the following are suggestions for how those working with child trauma victims can take care of themselves, both emotionally and physically:

- Maintain a balance of work and play
- Intentionally pursue fun things
- Consider social or political action
- See if you can further develop your sense of humor
- Take vacations, travel to other countries, experience other cultures and people
- Intentionally take time to connect with friends and family
- Engage in regular physical exercise
- Spend time with children and pets
- Develop and sustain other interests and hobbies -- gardening, photography, cooking, yoga, dance, music, art, reading non-work related books, movies, theatre
- Consider psychotherapy for your own issues, or as a way to maximize your growth
- Consider meditating, or engaging in some other contemplative activity
- Expand your spirituality with spiritual communities
- Consider writing a journal
- Consider writing professionally

~Lanktree, C. and Briere, J. NCTSN (2008)