



Institute for Trauma,
Adversity, & Resilience
in Higher Education



9 October 2025

State Mental
Health Planning
Council

Trauma-Informed
Higher Education

AGENDA

WHAT IS THE INSTITUTE FOR TRAUMA?

TRAUMA AS RETENTION ISSUE IN HIGHER ED: WHAT WE ARE SEEING & WHY IT MATTERS TO ACADEMIC PROGRESS

TRAUMA-INFORMED PEDAGOGY & PRACTICES
IN HIGHER ED

Q&A
DISCUSSION

When I started teaching at MassBay, I taught a 5:5 courseload of basic college writing, so roughly 140 or so students.

The narrative and descriptive essay is a standard of college writing in colleges and universities across the nation.

Pedagogically, the narrative essay functions to begin to build a bridge between a student's evolving identity and the formation of an academic identity unique to college.

You'll see in the next several slides that students opted to share experiences that are generally understood as traumatic or at the very least stressful; often representing more than one trauma; and more than just a few students choosing to share.

Importantly, nearly all students end their narratives explaining how difficult experiences helped them discover strength and insight that they apply to their lives today.

Essay 1: Writing a narrative essay appropriate for College Writing I.

Write a narrative essay about an experience in your life that had a significant impact on your or changed your views in some important way. Choose one of the following topics.

- An experience that caused you to learn something about yourself.
- An incident that revealed the true nature of someone you knew.
- An experience that helped you discover a principle to live by.
- An experience that explains the significance of a particular object.
- An incident that has become a family legend, perhaps one that reveals the character of a family member or illustrates a clash of generations or cultures.
- An incident that has allowed you to develop an appreciation or awareness of your cultural identity.

Your essay will be evaluated according to how effectively you deploy the following 4 major skills in your essay. These are the tools on which we focus for this first unit.

1. Demonstrates effective use of **narrative strategies**

- a. Story that makes a point. The narrative needs to describe one of the above, but it must serve the academic purpose of connecting to a more universal concept or idea.
- b. Conveys action and detail, including sensory
- c. Presents conflict or tension to which the essay responds
- d. Sequences (or orders) events effectively

2. Demonstrates effective use of **descriptive strategies**

3. Demonstrates clear sense of **audience and purpose**.

4. Utilizes effectively a **thesis** according to model.

chedule for writing:

Part One: Monday 18 September.

17 OUT OF 22

Autism Spectrum

Bullying and Obesity

Depression/Anxiety
+ Latinx cultural
dynamics re: mental
health

First generation
immigrant student
inhabiting 2 cultures
: 3 papers

Addiction and
returning veteran

Major hospitalization
(father)

Depression
disrupting school

Depression and
online gaming as
refuge

Depression/Anxiety
+ school failure

Alcoholism, risk
taking, law
enforcement

DACA

DACA + family
court + loss of
father

Eviction and
homelessness of
family

LGBTQ +
Depression

Family violence and
death of family
member

19 OUT OF 23

First generation
immigrant living
between cultures
(2)

Immigration and
class divide

Post-natural
disaster

Maternal death +
mental illness
uncle

Suicide of
girlfriend

Suicide of father

Returning to
college middle
aged, low-income

Depression + rape

Depression +
diabetes + school
and military failure

Depression +
violence

Depression +
school failure

Bipolar +
depression +
psychiatric
hospitalization

Learning disability

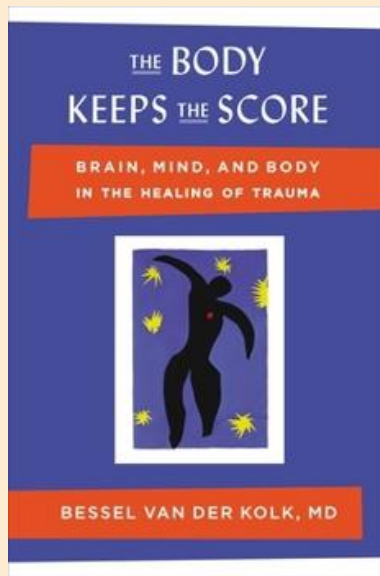
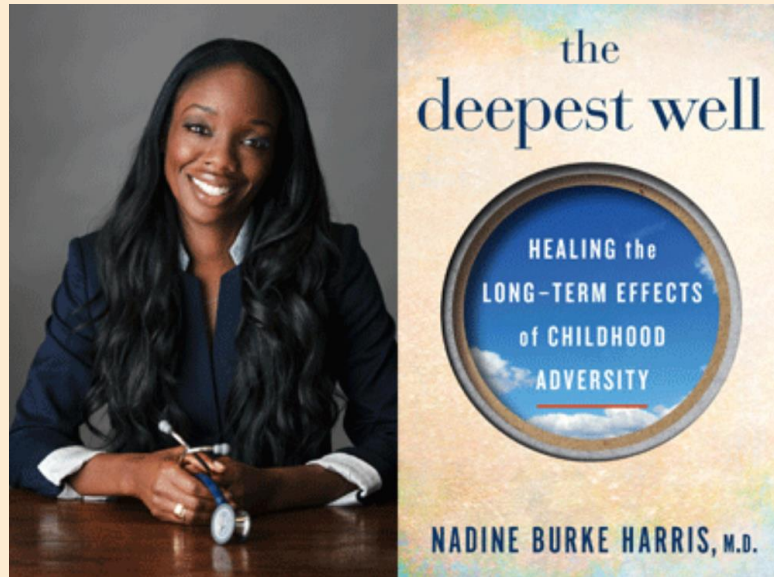
LGTBQ (family
and community
homophobic) +
depression/anxiety

Divorce +
maternal major
mental illness
untreated

Epilepsy

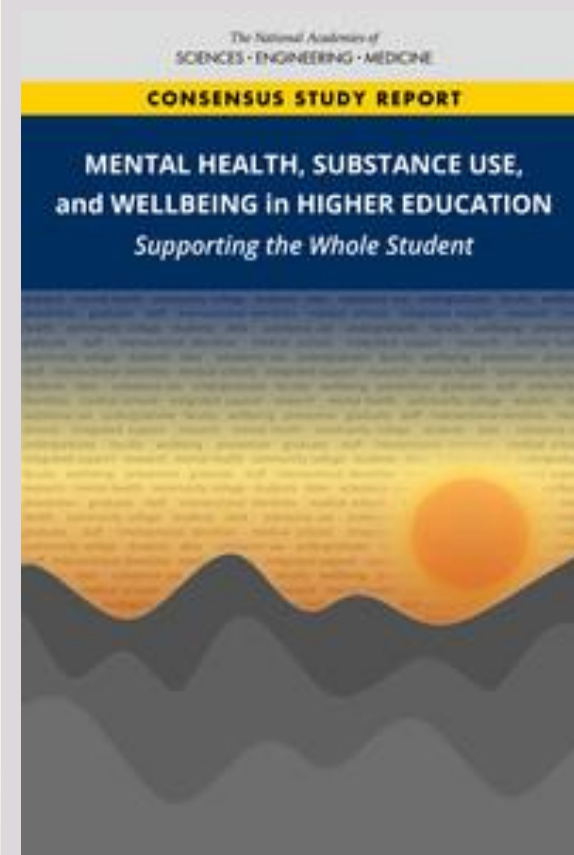
School failure

Death of mother,
loss of pregnancy,
child given up for
adoption



- Trauma is not stress.
- Trauma is not bad things happening.
- Trauma is when bad things happen that overwhelm the individual's ability to cope.
- Trauma is also characterized by a stuckness. Time passes, but the body remains locked in the overwhelmed threat response—past experiences activated as if they are happening here and now.
- Trauma is a social and political construction. BVK calls attention to how American society responds to the presentation of trauma rather than addressing its origins: poverty, racism, violence.
- To be trauma informed or trauma aware is to accept that trauma is common and prevalent rather than exclusively medicalizing it.

Trauma Informed Education necessitates collective awareness of how trauma, adversity, and violence impact academic resilience. The focus is not on diagnosis of individuals as in a therapeutic context, but rather intentional awareness of the personal and systemic violence **already present in the lives of campus members** and also in the institutional history and practices. Trauma informed education emerges from neurobiological research and findings on the power of resilience behaviors and interventions to build progressive, positive outcomes.



According to a [Healthy Minds survey](#), students struggling with mental health issues are twice as likely to drop out. Research suggests that the ongoing mental health crisis is likely to affect student retention rates and lead to a decline in student engagement. To address this, education institutions have to show a true culture of care.

<https://www.weforum.org/stories/2022/03/education-institutions-and-fostering-a-true-culture-of-care/>

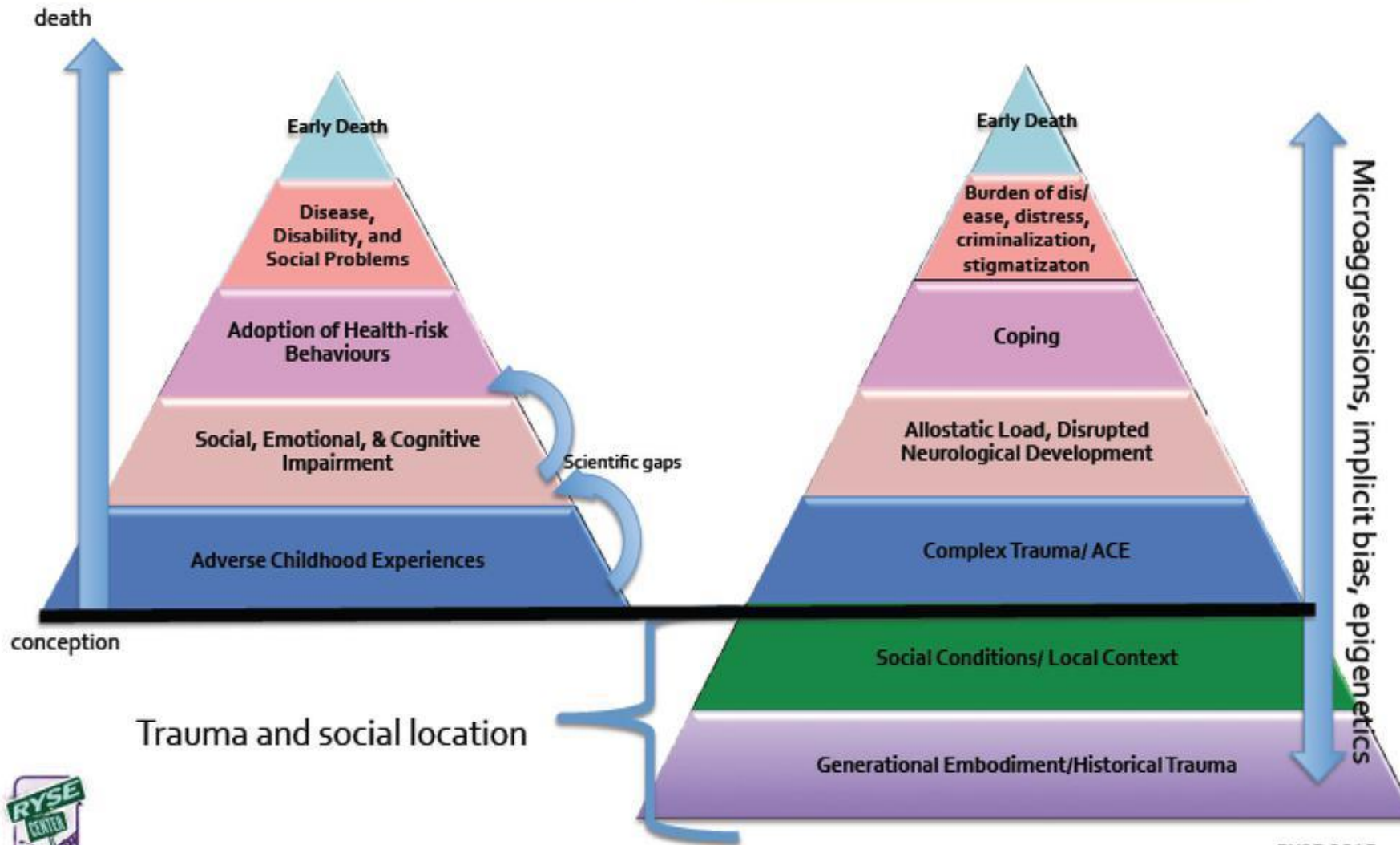
Campuses that show dedication to student wellbeing can help increase academic performance, retention, and graduation rates. University students who have a greater sense of wellbeing and belonging, tend to have higher motivation, increased self-confidence, higher levels of engagement and achievement. So too, they show better cultural awareness, enhanced critical thinking, higher levels of community service, and are more likely to be sympathetic citizens.

While higher education leaders have put measures in place to help stem the tide, much more needs to be done. Luckily, for many university leaders, this is a top priority issue. [The American Council on Education](#) reports that 70% of university presidents say their most pressing issue is student mental health. The mental health of faculty and staff are also a chief concern. Among staff, pandemic-induced hiring freezes, furloughs, and layoffs are causing burnout. Many faculty have even stated that the pandemic has caused them to think about retiring early or leaving teaching altogether.

Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment



EDUCATION NORTHWEST
IDENTIFIES MOST OF THE
FOLLOWING **STUDENT
GROUPS AT ELEVATED
RISK FOR TRAUMA**
(DAVIDSON 2017)

- Students with current and also past lived experience in Foster/DFS system
- Students historically underserved by higher ed including BIPOC
- Students who identify as LGBTQ
- Students with lived experiences of refugee, displacement, documentation insecurity of self or family
- Student Veterans
- Non-traditional adult learners
- Students with disabilities
- “Hidden” or “Invisible” Student Populations”

RYSE 2015

**BACKGROUND:
BRIEF CONTEXT
OF THE PROBLEM**

Trauma, adversity, and violence (broadly defined as in this survey) affect academic resilience, and yet, too often, past and current forms of violence are incorrectly framed as issues outside the classroom and also configured as individual rather than community and systems level.

While traditionally defined academic skills are critical, misperceiving the problem of violence and how it presents in our community and classrooms decenters core issues, ultimately undermining interventions and supports.



Institute for Trauma,
Adversity, & Resilience
in Higher Education

Life Stressors, Trauma, and Resilience Survey 2024

Invitation and Introduction

Why this survey?

While life stressors and trauma are common in the human experience, they are all too often not understood as affecting educational experiences. Colleges can better serve students when we have a better sense of what students have had to manage and deal with as they pursue their educational goals. Information gathered in this voluntary and anonymous survey will guide MassBay with information needed for vital support services.

Please answer the questions as you are comfortable. We appreciate any level of information you choose to share with us. Please know that you can choose to complete this survey verbally with a faculty or staff member you feel safe with.

- You must be age 18 or older to take this survey.
- This survey is completely voluntary and you may withdraw your participation at any time.
- You may skip questions or stop at any point.
- This survey should take no more than 20 minutes to complete. There are 3 sections with approximately 10 questions each.
- We do not ask your name or other information that identifies you as an individual and have no way to connect your name to your answers.

Thank you so much for your participation!

THREE Sections

each corresponding to an established survey for comparative purposes

I. Basic Needs (In)Securities Derived from the Hope Center

#Real College National Survey of basic needs.

https://hope4college.com/wp-content/uploads/2019/04/HOPE_realcollege_National_report_digital.pdf

II. Adverse Childhood Experiences (ACEs) Derived from the original ACEs/closer to the Philadelphia

III. Belonging

Derived from the University Belonging Survey.

<https://02e5fdfa-f941-46b8-a392-d42c5ee6a00e.filesusr.com>

[/ugd/714abd_d54a564ed75749459cea38f29657fc8e.pdf](https://ugd/714abd_d54a564ed75749459cea38f29657fc8e.pdf)

Guiding research questions (GRQ) will shape methodology and analysis:

GRQ 1: What is the prevalence of life stressors and trauma among MassBay community college students?

GRQ 2: To what extent do MassBay students feel a sense of belonging and resilience at the college?

KEY FINDINGS ADVERSE CHILDHOOD EXPERIENCES (ACES)

Exceeds hypothesis in every category as compared with a recent significant ACEs measure of a major university in SE U.S. ***Increase literacy on trauma and ACEs vis-à-vis academics. While rarely quantified at community colleges in the data, there is plenty of data nationally and in 4-year college and university.***

- Anecdotally, no one is surprised by this, and most agree that it's likely an underreporting. More research needed using trauma-informed, participant-inclusive models.
- **Care must be taken to contextualize this with the just as critical fact of student resilience. And for our community to continue to embrace the role we play in helping our students meet their goals!**

Variables	MassBay Survey (n = 274)
Household mental illness	51.5%
Household substance misuse	32.8%
Experienced physical abuse	19.6%
Experienced sexual abuse	22.1%
Household family member experiences incarceration	14.3%

	Massachusetts Behavioral Factor Surveillance System (2011-2020)	Underwood, Conley, and Waters (2024) large SE university ACEs data n.760	MassBay n=274
Household mental illness	18.5%	34%	51.5%
Household substance use	26.0%	23%	32.8%
Experienced physical abuse	23.3%	14%	19.6%
Household family member experiences of jail, prison, correctional facility	6.5%	11%	14.3%
Experienced sexual abuse	10.5%	9%	22.1%

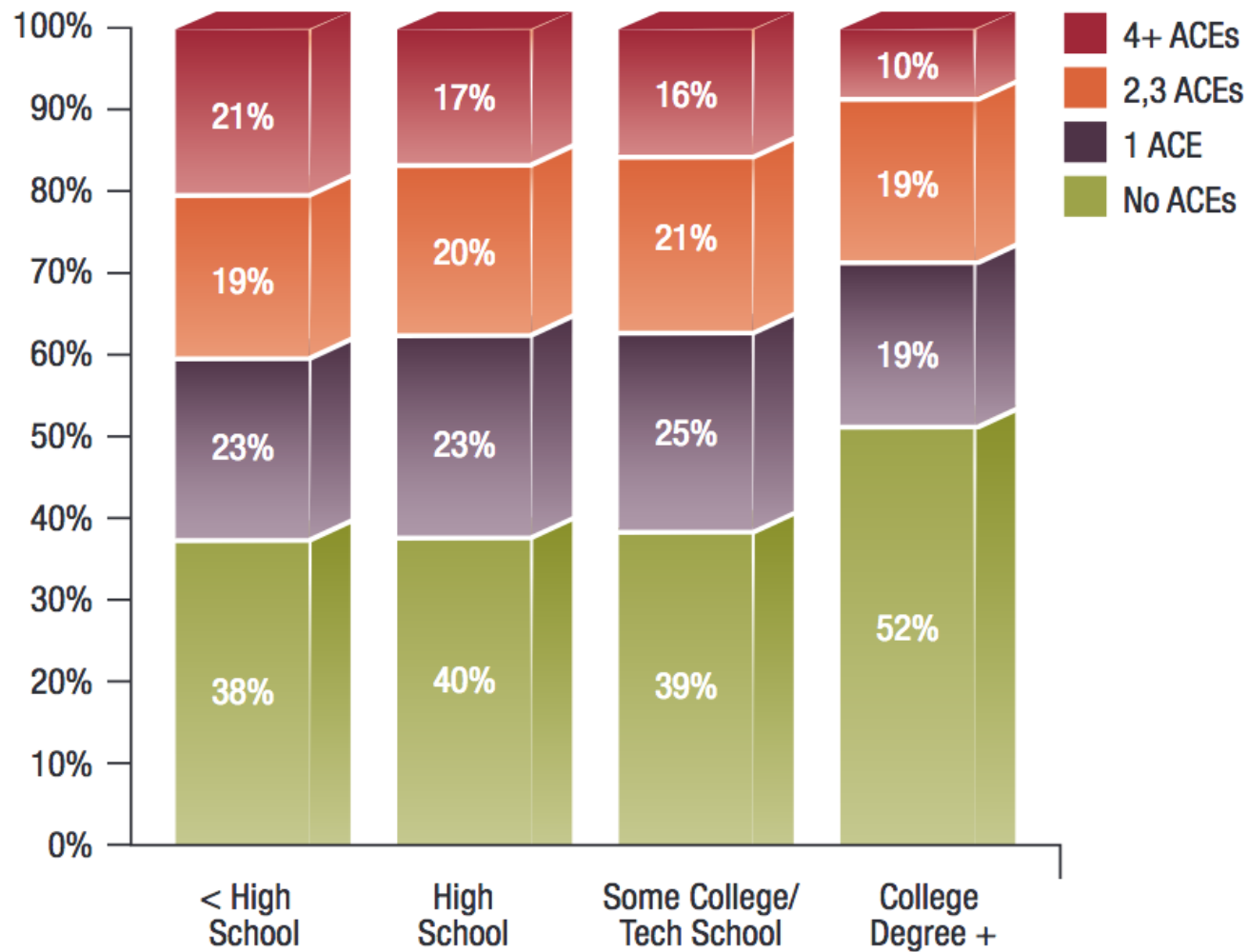


Figure 11. Educational Attainment and ACEs

4 OR HIGHER
ACE'S SCORE

Adverse Childhood
Experiences in Wisconsin:
Findings from the 2010
Behavioral Risk Factor Survey

Survey participants' experiences with identity and community-based violence before age 18

Variables	MassBay Survey
Body type	36.3%
Race or ethnicity	35.3%
Economic status/class	18.9%
Gender identity	14.2%
Immigration status	12.6%
Age	11.1%
Sexual orientation	10%
Religion	9.5%
Disability	8.9%
Medical diagnosis	8.4%
Pregnancy or marital status	2.1%

- Critical value of equity and anti-racism work at all levels of the institution from pedagogy to student supports to hiring
- Intersectionality of identity-based experiences & supports
- Facilities: trauma-informed chairs and desk furniture, student-conceptualized project

Survey participants' food insecurity since enrolling at MassBay



Variables	MassBay Survey
Could afford to eat balanced meals	54.5%
Could not afford to eat balanced meals	18.9%
Skipped meals to save money even though hungry	24.9%
Worried food would run out before I got money to buy more	15.9%
Used food resources like pantry on campus	15.5%



59% of students experience **at least one form of basic needs insecurity.**



41% experience **food insecurity.**

48% experience **housing insecurity.**

14% experience **homelessness.**

2019 Basic Needs Insecurity in MA Public Higher Ed Institutions Survey

In 2019, 13 Massachusetts public colleges and universities participated in an annual, national survey of student basic needs security administered by the Hope Center for College, Community and Justice at Temple University (formerly the HOPE Lab at the University of Wisconsin, Madison). An aggregated view of individual campus [results](#) suggests little to no change in the percentages of Massachusetts students experiencing food or housing insecurity, **while the percentage of students experiencing homelessness increased from 11.5% in 2018 to 17% in 2019.**

Research shows that many students in Massachusetts experience hunger and/or homelessness, as well as other types of basic needs insecurity that can serve as barriers to degree completion. In 2019, the DHE developed partnerships with [other](#) state agencies, campuses, and community-based organizations to create innovative solutions to student housing insecurity. In December 2020, Commissioner Santiago charged members of a Basic Needs Security Advisory Committee to make policy recommendations on how to address growing economic insecurity among students.

15. Before age 18, were you at any point bullied or harassed either in person or online by... (check all that apply)?

- | | |
|---|-------|
| • Classmate or adult at school (n. 109) | 56.2% |
| • Peer (n. 63) | 32.5% |
| • Prefer not to answer (n. 44) | 22.7% |
| • Family member (n.38) | 19.6% |
| • Someone from an online community (n.33) | 17.0% |

Many of the bullying experiences up to age 18 are sited in educational settings.

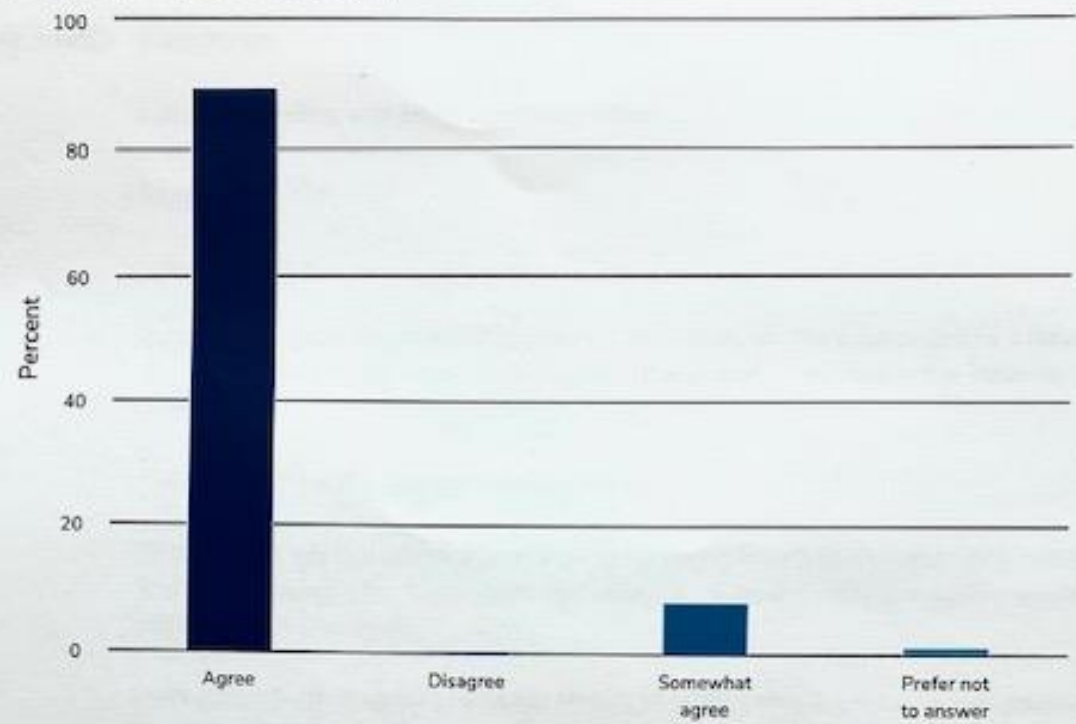
- One out of every five (20.2%) students report being bullied. ([National Center for Educational Statistics, 2019](#))
- 41% of students who reported being bullied at school indicated that they think the bullying would happen again. ([National Center for Educational Statistics, 2019](#))
- 49.8% of tweens (9 to 12 years old) said they experienced bullying at school and 14.5% of tweens shared they experienced bullying online. ([Patchin & Hinduja, 2020](#))
- Bullied students indicate that bullying has a negative effect on how they feel about themselves (27%), their relationships with friends and family (19%), their school work (19%), and physical health (14%). ([National Center for Educational Statistics, 2019](#))

Survey participants' sense of belonging at MassBay



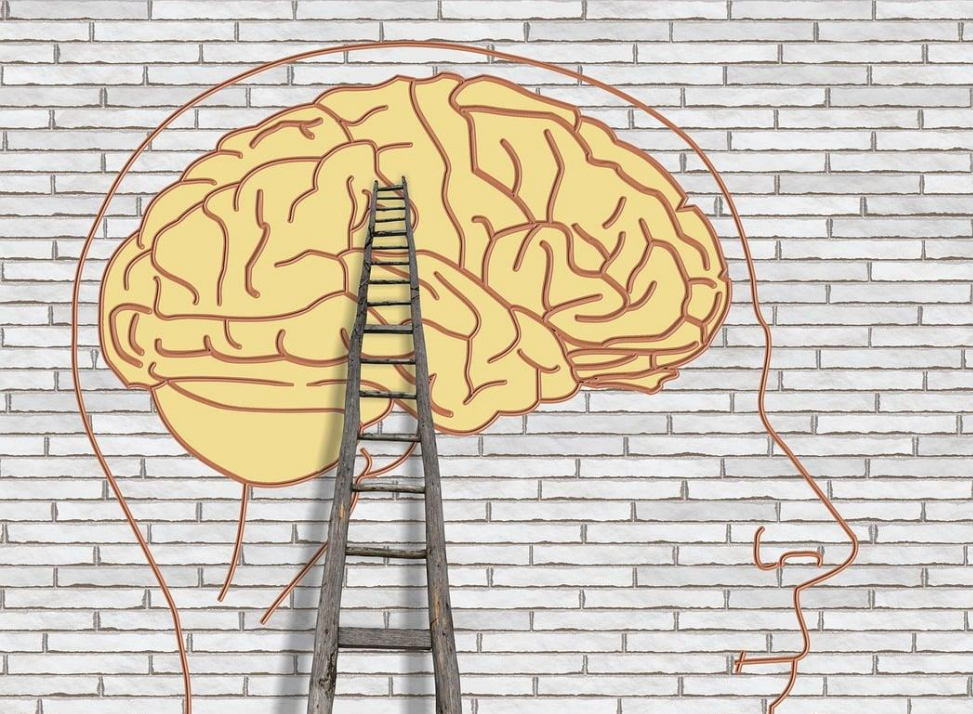
Variables	MassBay Survey
In general, I feel the professors, staff, or people at the college understand the challenges I face.	
Agree	48.2%
Somewhat agree	37.3%
In general, I feel the professors, staff, or people at the college want me to succeed.	
Agree	81.4%
Somewhat agree	14.9%
I feel safe at the college.	
Yes	90.2%
Somewhat agree	7.8%

32. I feel safe at the college.



Value	Percent	Response
Agree	89.6%	
Disagree	0.5%	
Somewhat agree	8.6%	
Prefer not to answer	1.4%	
Prefer not to answer		Count

PERCEIVED SAFETY IS THE FOUNDATION OF ANY TRAUMA-INFORMED COMMUNITY, STRATEGY, OR INTERVENTION.



Safety is the Neurobiological Basis of Higher Cortical Functions: absence of threat/fear, not the absence of stressors and challenges.

Classroom as a community that establishes baseline routines and practices within which teaching and learning (and supportive academic relationships) can progress.

- Strengths-based
- Students can build back cognitive bandwidth
- Structure/scaffolding for rigor and challenge
- Relationship-rich





Helping Traumatized Children Learn

CREATING
Trauma-Sensitive
Schools

ADVOCATING
for Trauma-
Sensitive Schools

ABOUT TLPI ▾

TRAUMA AND LEARNING ▾

RESOURCES ▾

GET INVOLVED ▾

DONATE

LOG-IN

History and Background

Mission

The Trauma and Learning Policy Initiative's (TLPI) mission is to ensure that all students, including those impacted by trauma, succeed at their highest levels in school and in life. We define trauma to include harms stemming from individual adverse experiences as well as from structural inequities like racism. To accomplish this mission, TLPI engages in a host of advocacy strategies including: providing support to schools to become trauma sensitive environments; research and report writing; legislative and administrative advocacy for laws, regulations and policies that support schools to develop trauma-sensitive environments; coalition building; outreach and education; and limited individual case representation in special education where a child's traumatic experiences are interfacing with his or her disabilities.

Genesis

Our work has its roots in the school exclusion crisis that arose in Massachusetts in the mid-1990's. **Massachusetts Advocates for Children** (MAC) noticed a pattern of violence in the lives of many of the children who had been expelled or suspended from school. Working together with parents and experts across the disciplines of education, psychology, law, and neurobiology, MAC organized the Task Force on Children Affected by Domestic Violence, which produced five working papers on the impact of domestic violence on education, family law, and other matters. These papers laid the foundation for later research and a growing recognition that traumatic experiences were impacting children at school in specific ways, including their ability to perform academically; manage their behavior, emotions and attention; and develop positive relationships with adults and peers. Building on the recognition generated by the Task Force's work, MAC successfully advocated at the Massachusetts legislature for the creation of the Safe and Supportive Learning Environments grant program (**MGL c. 69, sec. 1N (b)**) that gave small amounts of money to school to experiment with trauma sensitive approaches.

Helping Traumatized Children Learn

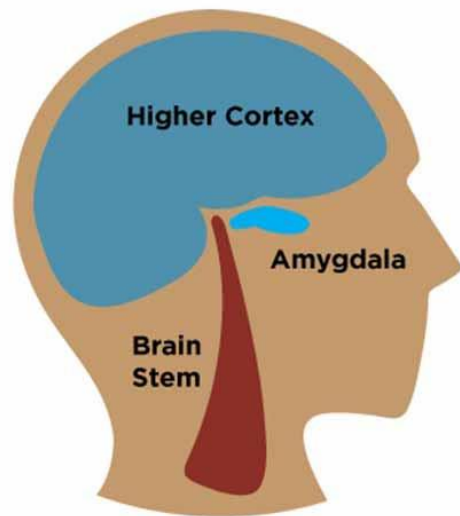
*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda

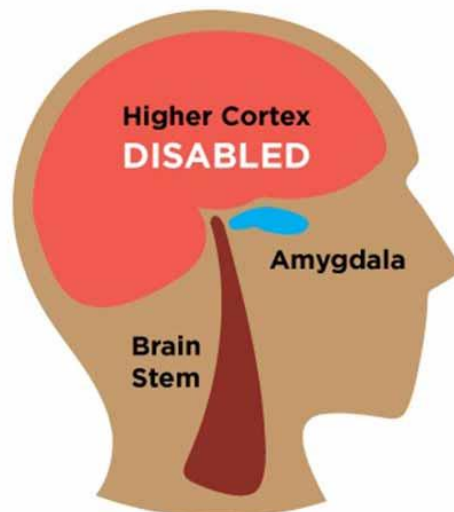


Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
in collaboration with Harvard Law School
and The Task Force on Children Affected by Domestic Violence

- <https://traumasensitiveschools.org/about-tlpi/>



LOW Emotion
(Calm, Relaxed)



HIGH Emotion
(Anger, Fear, Excitement, Love,
Hate, Disgust, Frustration)

A lawyer and former special-education teacher, Susan Cole began to work as an attorney for [Massachusetts Advocates for Children](#) in 1988. By the early '90s, the nonprofit found itself coping with a wave of student expulsions from schools that resulted from a zero-tolerance provision of a Massachusetts education reform law.

The law empowered principals to throw students out of school for misconduct that purportedly threatened the safety of classmates or teachers. But it made no provisions to educate them unless it could be proved they had disabilities that qualified them for special education.

In just two years, the number of expulsions shot up by more than 50 percent. Cole began representing many of these students, trying to get them back in school.

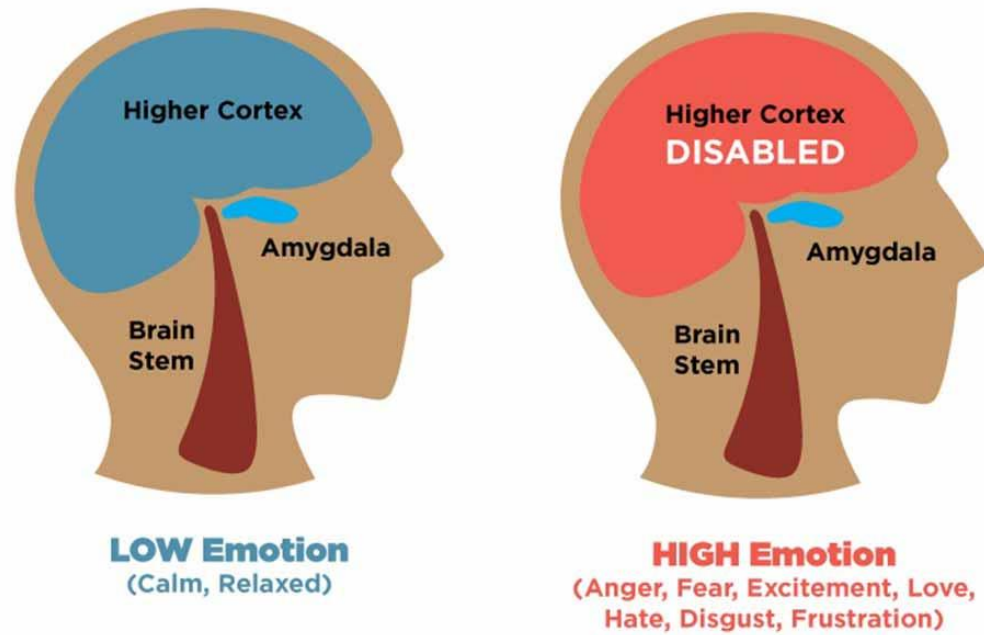
That's when she met a 15-year-old in foster care, removed from his mother's custody because of neglect and then from his father's because of abuse. He had been expelled from school for two full years, and during that time, he went in and out of the juvenile justice system.

The boy had been kicked out of school after fighting with another child and touching the teacher who tried to separate them, a basis for expulsion under the education reform law, Cole says. In the course of trying to have him certified as eligible for special education, Cole took the boy to a psychologist who was a trauma expert.

What the expert told her left her speechless.

"She said, 'Drop all of those other diagnoses. This child has post-traumatic stress disorder.'"

When Cole took those findings to a hearing to return the boy to school—that this 15-year-old had the kind of PTSD that is suffered by combat soldiers—"You could have heard a pin drop," she says. "People at that time didn't understand the underlying reasons why a student might be acting this way." <https://hls.harvard.edu/today/for-the-children-who-fell-through-the-cracks/>



On the outside, the 12-year-old girl, who went to an urban school near Boston, seemed well behaved and in control, but she was failing her classes. When Churchill started representing her to try to secure her special services as part of his work at the [Education Law Clinic](#) at Harvard Law School, he gradually discovered she was dealing on the inside with so many problems in her life, it was “almost more than you would believe could happen to one kid that age.”

Taken from her single parent because of neglect, intermittently homeless and severely bullied at school, the girl put so much energy into trying to hide what was happening to her that “she had little bandwidth left to focus on her work,” says Churchill. “And she fell through the cracks. Everybody felt she must not be smart because she wasn’t doing well. She wasn’t acting up, so she wasn’t getting help.”

While the behavior of some students who have experienced traumatic events gets them suspended or expelled, other students, like the girl who Churchill represented, fly under the radar.

<https://hls.harvard.edu/today/for-the-children-who-fell-through-the-cracks/>

TRAUMA IN POST-SECONDARY LEARNERS: WHAT YOU MIGHT SEE

Problematic behaviors
as maladaptive attempts
or strategies to solve
problems



Difficulty focusing,
attending, retaining,
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



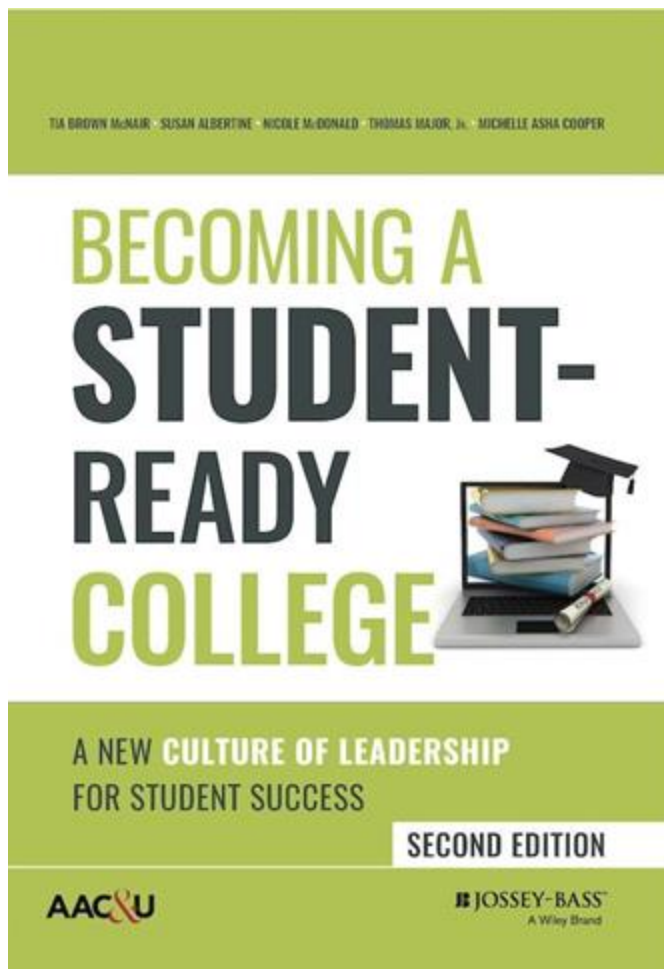
Anger, helplessness, or
dissociation when
stressed



Withdrawal and isolation



Involvement in unhealthy
relationships



“Researchers and policy makers are currently focusing their attention on increasing individuals’ “readiness” for college. These are admirable and much needed efforts. I worry, however, that “college readiness efforts” are based on unexamined assumptions about what today’s college students “should” be prepared to accomplish before they even enter a post-secondary classroom. Perhaps more important, focusing on student preparation takes attention away from students’ opportunities to learn once they enter college. In the end, we can continue to view and treat the majority of college students as underprepared and unready, or we can revise our understanding of college, college teaching, and college learning...[the paradigm shift to colleges being student-ready] depends first and foremost on a vision of college teaching that. Is more sophisticated than the professorial model. A relational model, for example, highlights the relations students have to course content [rather than solely the content expertise of the professor]” (Cox 169).

“In the relational model of teaching, teaching is substantive, intellectual work, worthy of ongoing inquiry and experimentation” (Cox 170).



1. Safety

Predictability supporting routines and practices becoming familiar in which course content occurs

2. Trustworthiness & Transparency

Find most effective ways to make expectations and assessments as clear as possible

3. Peer Support

Explore locally effective ways to encourage students to connect with and support one another

4. Collaboration & Mutuality

Build communication pathways around course content

5. Empowerment, Voice, & Choice

Experiment with ways to build engagement around responsibilities such as expectations around late work and attendance

6. Cultural, Historical, & Gender Issues

Explore how classroom & campus practices such as course materials can be designed to connect and be responsive to identity-based experiences



SOUTH KOREA

South Koreans put a lot of value in punctuality and view being late as sign of disrespect.

MALAYSIA

Saying you will be five minutes late usually means an hour and being late is an accepted norm that does not require an apology.

5 MIN = 60 MIN



-10 MIN CHINA

ATTENDANCE & LATE WORK



MEXICO

It is not uncommon for people to turn up half an hour late for a scheduled meeting.

GERMANY

Thanks to its industrial past, in Germany you are expected to arrive at least ten minutes early for any scheduled

+10 MIN



The late policy for this class: For any given assignment, unless I explicitly state otherwise (e.g. no late submissions will be accepted for this assignment, each student may use late day policy.

To use late days: notify me via email at least 30 minutes before the assignment is due. Late days start immediately after the due date and run for 24 hours. So long as the work is submitted within that 24 hour period, the assignment will not be considered late.

The notification email can be short, and I prefer you follow this model:

Dear Professor Tietjen,

I am enrolled in your English class that meets on TR at ____ o'clock. I would like to use the late day for _____ assignment. I understand the assignment must be submitted within 24 hours or it will be considered late. Thanks, _____

After 24 hours has passed, the assignment will be considered late. Late assignments cannot earn a grade higher than a B. (Carello & Thompson 2022).

Of course, if a student needs additional time, they need to reach out to Professor Tietjen with a proposed date.



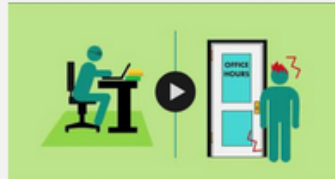
October upon us

Welcome to the CTL October bulletin. To announce a newly available Workshop in a Box and excellent video, our welcome this month comes from Professor Jeanie Tietjen.

The evolutionary sense of procrastination

Around midterms, work really starts to pile up for our students, especially for chronic procrastinators. Procrastination is usually framed as an issue of time management and motivation, but this is a myth and not neurobiologically accurate or helpful. Procrastination is actually an issue of emotional regulation and especially an issue of negative emotions like anxiety and fear.

fMRI imaging has demonstrated that avoiding unpleasant stimuli activates pain centers in our brain. Since our brain's job #1 is to keep us alive, avoiding tasks that register as negative makes perfect evolutionary sense. The Institute for Trauma, Adversity, and Resilience in Higher Education has just released two short, animated videos. The first is a 4-minute video called [*Procrastination is a Pain: A Trauma-Informed Look at the Common Issue in College*](#). The video discusses and shares strategies for responding to procrastination and helps faculty understand what is happening when students procrastinate:



After you watch, I invite you to check out the new Workshop in a Box now available on the CTL site called [*Procrastination – It's Not Just You*](#). You might want to devote a short part of your class to this topic. Procrastination can keep our students from achieving their goals, it is often misunderstood, and it makes us all feel like crap about ourselves. A little general brain science about HOW we learn and function can make a big difference in how we manage it.

Trauma-informed teaching calls on us to replace “what’s wrong with you?” with “how can we better understand procrastination as an attempt to solve a problem, say of anxiety about an academic task like a paper or a class presentation? What space for brainstorming better strategies and supports opens up when we acknowledge that procrastination ends up being the problem itself that needs to be replaced with a more effective solution?”

Warmly,
Jeanie

Center for Teaching &
Learning all-campus
email & Workshop-in-a-
Box



Student Support/SGA/Academic Coaching:
food + 45-minute facilitated by students or
academic coaches

Classroom:

Procrastination Unit timed for
midterms

--expose students to tools
understanding neurobiology of
procrastination as avoidance coping
(funny is best)

--de-pathologize procrastination

--group brainstorming on strategies
to work around avoidance coping
(pomodoro, study buddies over zoom
for homework assignments, rewards,
accountability mechanisms, late work
policies flexible but focused)

CAMPUS POLICING & PUBLIC SAFETY

--Trauma-informed training of officers

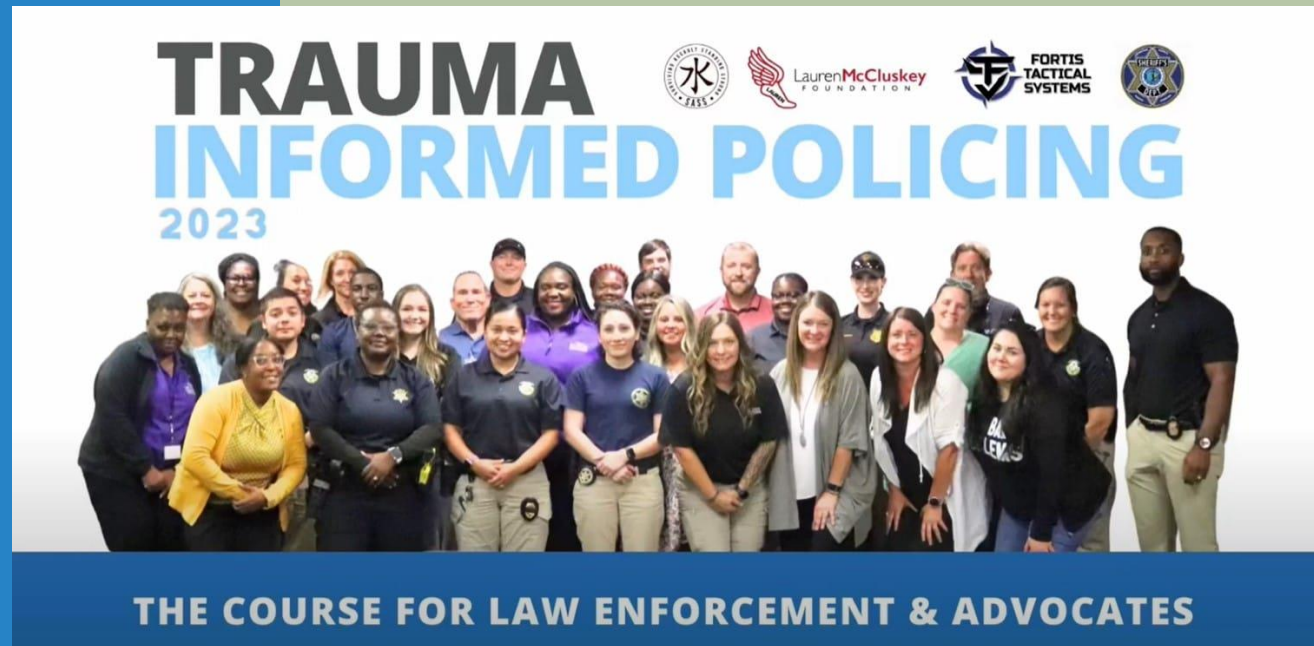
--leadership and promotion prioritize relationship building across campus stakeholders

--documentation-status not a factor in responding to public safety

--January 2025 specific responses to ICE/new federal immigration executive orders

--close and regular coordination with area law enforcement

--close and regular coordination with counseling services; also the Behavioral Assessment Team



Você tem direitos constitucionais.

- NÃO ABRA A PORTA SE UM AGENTE DE IMIGRAÇÃO BATER.
- NÃO RESPONDA NENHUMA PERGUNTA DO AGENTE DE IMIGRAÇÃO SE ELE FALAR COM VOCÊ. Você tem o direito de permanecer calado. Não tem que dar seu nome ao agente. Se você estiver no trabalho, pergunte ao agente se você está livre para sair e se o agente disser que sim, vá. Você tem o direito de falar com um advogado.
- ENTREGUE ESTE CARTÃO AO AGENTE.
- NÃO ABRA A PORTA.



Institute for Trauma,
Adversity, & Resilience
in Higher Education



 **MASSBAY**
COMMUNITY COLLEGE

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LINKS TO SHORT VIDEOS

--WHAT IS TRAUMA-
INFORMED HIGHER
ED?

--LEARNING
BRAIN/SURVIVAL
BRAIN

--PROCRASTINATION
THROUGH A
TRAUMA-INFORMED
LENS



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For more information, including specific
resources for educators, please visit:
traumainstitutehighered.org

Learning Brain Survival Brain

***Learning Brain/Survival Brain in
the College Setting:
Understanding the Body in Mind***

Procrastination: A Trauma-Informed Perspective on a common problem

