

Trauma-informed education and school social work

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Abstract: Trauma-informed education has emerged as a key movement in school reform and improvement over the last decades, accelerating globally following the COVID-19 pandemic. This movement has infused schools with increased awareness of the pervasive impact of trauma on learning and development. There is also an imperative for both individualized and systemic support for young people who are impacted. In the context of the United States, the field of school social work has always recognized and responded to the impact of trauma on students in schools. Despite the close alignment between school social work competencies and trauma-informed principles and practices, the potential for school social workers to provide critical leadership for trauma-informed education remains unrealized. This paper examines the critical intersections between school social work and trauma-informed education within the United States, articulating a framework to leverage school social workers' unique skills and their position within educational systems to enable them to advance trauma-informed education locally and globally.

Keywords: trauma; trauma-informed; trauma-sensitive; education; school social work

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Date of acceptance: 15th June 2025

Date of first publication: 29th September 2025

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Introductions

Decades of growing recognition of childhood trauma's impact on educational outcomes has prompted a significant shift in educational approaches across the globe. As research continues to substantiate the link between childhood trauma and a host of education concerns including low academic achievement (Qu et al., 2024) and school discipline challenges (Sanders et al., 2024), trauma-informed education has emerged as a crucial framework for understanding and addressing the needs of trauma-impacted students. In the United States, at least thirty states have legislated training and implementation of trauma-informed practices to some degree (Child Trends, 2021). On the global level, countries such as Australia and the United Kingdom have sought to integrate principles of trauma-informed care into their own systems of education while other nations have begun to consider the educational implications of childhood adversity (Martin et al., 2024).

These policy shifts have wrought substantial interest among researchers and practitioners in building school systems which recognize and respond to social, emotional, psychological, and biological needs of students which stem from trauma. This has included efforts to reshape school policies and practices in ways that are responsive to the needs of students who have experienced trauma. This has also included efforts to integrate individual trauma-focused mental health services for students who are significantly impacted. Such efforts at transformation are substantial and often encounter implementation barriers from within schools themselves including lack of alignment between the aims of trauma-informed education and existing school practices and a lack of training or awareness among school professionals (Gherardi et al., 2021; L'Estrange & Howard, 2022; McIntyre et al., 2019).

As individuals occupying roles requiring knowledge and skills from multiple disciplines, school social workers occupy a unique position at the intersection of mental health, education, and social services, making them valuable assets in leading trauma-informed approaches in educational settings. Because of these realities, the field of school social work in the United States has devoted substantial attention to trauma-informed education (Kelly, 2021). Still, research has suggested that school social work voice and leadership in trauma-informed education is often limited despite the clear alignment between the two fields (Watson et al., 2022).

This paper identifies critical intersections between school social work

and trauma-informed education in the United States, utilizing lessons from the U.S. experience to build a framework through which school social workers can leverage their knowledge, values, and skills to advance trauma-informed practices globally. We review the historical and current contours of models for school social work practice and trauma-informed education and review current research exploring school social work involvement in trauma-informed education. In synthesizing these bodies of literature, we present a conceptual framework that identifies three key domains where school social workers can lead in trauma-informed education: translation of trauma knowledge, relationship and capacity building, and advocacy for systemic change. Additionally, we examine the relationship between core social work competencies and the proposed framework, highlighting the depth and breadth of the interconnections between social work knowledge, values, and skills and trauma-informed education.

Literature review

This review of the literature explores the fields of school social work and trauma-informed education, tracing the evolution of models in each field that are widely utilized today and documenting the involvement (or under-involvement) of school social work in implementing trauma-informed education. Taken together, these bodies of research serve as the foundation for the proposed conceptual framework highlighting the alignment between school social work and trauma-informed education.

School Social Work Practice Models And Competencies

The field of school social work has evolved significantly since initial conceptualization in the early 20th century United States. The earliest school social workers were known as visiting teachers, engaging in work that spanned professional boundaries and bridged gaps between home and school (Charles & Stone, 2019). Since that time, the field has been increasingly governed by developments in the field of special education, school discipline/behavior support, and mental health (Gherardi, 2017). These models typically emphasize direct service provision although they also include consultation with school staff and some systems-level

interventions (Constable & Kelly, 2021). At present, the field often finds itself responding to ongoing calls to revitalize both the whole child approach (Charles & Stone, 2019) and integrated approaches (Gherardi & Whittlesey-Jerome, 2018) that reflected the foundations of the field without compromising the evidence-based direct practice skills that have become increasingly important in the last decades.

Currently, two well-recognized models characterize school social work in the United States. While they do not reflect the entirety of school social work practice on the global scale (nor, even within the United States), they are among the most widely disseminated and fully developed models in use. At the time of this writing, the School Social Work Association of America (SSWAA) is anticipated to publish an updated practice model. The current model which was published in 2013 (Frey et al., 2013) highlights three core areas of practice which exist to bridge the gaps between home, school, and community: 1) The provision of evidence-based education, mental, and behavioral health services, 2) Promotion of a positive school climate and culture, and 3) Maximizing access to school and community-based services. The anticipated model expands to four areas of focus: Academics, School Climate, Social and Emotional, and Mental Health; it also emphasizes the provision of services across the domains of home, school, and community but emphasizes the foundation of equity, social work values, and the social work code of ethics (Tan & SSWAA, 2024).

In providing more detailed, procedural guidance on the activities and competencies that characterize the services described in these models, the National Association of Social Workers (NASW, 2012) articulate eleven practice standards for school social work services including: 1) Ethics and Values, 2) Qualifications, 3) Assessment, 4) Intervention, 5) Decision Making and Practice Evaluation, 6) Record Keeping, 7) Workload Management, 8) Professional Development, 9) Cultural Competence, 10) Interdisciplinary Leadership and Collaboration, and 11) Advocacy.

As a result of ongoing debates and shifts in the definition of roles for school social workers and proposed/ongoing updates to these models, Lucio and colleagues (2024) emphasized the importance of unifying school social work practice models to enhance professional effectiveness and create consistent standards across different contexts. Indeed, several key developments in the field of education have emerged as increasingly central school social work roles, deserving direct recognition. In the first chapter of a widely utilized school social work textbook, Constable and Kelly (2021) highlight the increased centrality of evidence-informed practice,

trauma-informed practice, and anti-racist practice in school social work, each of which has unique relevance for the involvement of school social workers in trauma-informed education.

Key components of trauma-informed education

The emergence of trauma-informed education represents the confluence of several fields of research and practice. Initially research documenting the long-term health consequences of adverse childhood experiences (ACEs) (Felitti et al., 1998) highlighted the prevalence and impact of potentially traumatic experiences. This increased awareness resulted in attention to the need for trauma-specific mental health treatment as well as calls for the development of trauma-informed systems which could be responsive and supportive of widespread trauma-related needs (Bloom, 1998; Harris & Fallot, 2001). The idea that systems could be responsive to the trauma-related needs of individuals by rethinking environments, interactions, and policies considering those needs constituted what came to be called trauma-informed care.

The U.S.-based Substance Abuse and Mental Health Services Administration (SAMHSA, 2014) published what has become one of the definitive definitions of trauma-informed care in the field. This model holds that trauma-informed systems are those which *realize* the scope and impact of trauma, *recognize* signs and symptoms, *respond* to the impact of trauma, and work to *resist retraumatization* (SAMHSA, 2014). In seeking to implement these ‘four R’s,’ trauma-informed systems are guided by six key principles: Safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical, and gender issues (SAMHSA, 2014).

Given the clear educational implications of the rapidly increasing awareness of both the impact of trauma and the value of trauma-informed systems, many frameworks sought to apply this emerging body of knowledge to policy and practice in schools. Subsequently, several national and state organizations in the United States developed their own resources and models (Gherardi, 2022). The Trauma and Learning Policy Institute (TLPI) was early to promote what they referred to as ‘trauma-sensitive’ whole-school approaches to reform which focused on safety, resource integration, relationship building, and shared responsibility (Cole et al., 2013). In 2016, The state of Missouri established The Missouri Model for

Trauma-Informed Schools, providing guidance to schools on implementing what they described as a long-term process of moving from *trauma-awareness* toward holistic approaches to practice and policy built around the six SAMHSA principles of trauma-informed care. Around this time Plumb and colleagues (2016) were among the earliest voices in the school social work community advocating for the adoption of trauma-informed (or trauma-sensitive) approaches and exploring their relevance to school social work. Subsequently, the U.S.-based National Child Traumatic Stress Network (NCTSN, 2017) identified ten core elements of trauma-informed schools. These elements include a range of practices and services that occur in schools including: identifying/assessing traumatic stress; addressing/treating traumatic stress; trauma education/awareness; partnerships with students and families; creating a trauma-informed learning environment; cultural responsiveness; emergency management/crisis response; staff self-care/secondary traumatic stress; school discipline policies/practices; and cross-system collaboration/community partnerships. As models and resources proliferated in the U.S., other countries such as Scotland have since implemented nation or community-wide trauma-informed education initiatives (Taylor & Barrett, 2022).

More recently, the trauma-informed education movement has emphasized gaps in early models and implementation. Critiques of what were largely deficit-based, decontextualized understandings of trauma (Gherardi et al., 2018; Gherardi et al., 2021; Gherardi, 2022) and calls to emphasize social justice perspectives which explicitly address systemic inequities and structural violence into trauma-informed education (O'Toole, 2022) have resulted in a focus on equity-centered trauma-informed practices (Venet, 2021). Venet's equity-centered model articulates six principles, asserting that equity-centered approaches to trauma-informed education are: 1) Antiracist/anti oppressive, 2) Asset-based, 3) Systems Oriented, 4) Human Centered, 5) Universal and Proactive, and 6) Social Justice Focused.

While the trauma-informed education movement has been driven by a wide range of stakeholders (including but certainly not limited to school social workers), there is clear alignment between the skills and practices in school social work models and models for trauma-informed education (Tan & SSWAA, 2024). Whether we are focused on the provision of trauma-responsive services to students or the development of school climates/cultures that are anti-oppressive and responsive to the social emotional needs of students impacted by trauma, there is clear alignment between the field of school social work and the growing field of trauma-informed education.

Involvement of school social work in trauma-informed education

despite the clear implications for the involvement of school social work in planning, implementing, and leading trauma-informed practices, and explicit support from the School Social Work Association of America in the development of trauma-informed schools (SSWAA, n.d.), there is little evidence to substantiate high levels of involvement in these initiatives, with some evidence suggesting that, despite their knowledge and skills for trauma-informed practice, their role in supporting these practices is limited.

Several researchers have advocated strengthening the role of school social workers in leading the integration of trauma-informed practices in their schools. Dombo and Sabatino (2019) provided a comprehensive guide for school social workers and educators on creating trauma-informed schools, and Kelly and Constable (2021) highlighted trauma-informed education as a key emerging issue for school social work practice. In identifying theoretical gaps and implementation in trauma-informed education as it is widely practiced, Gherardi et al. (2021) advocated for the integration of social work expertise to respond to these gaps. Sedillo-Hamann (2022) explored the potential for school social workers to lead trauma-informed restorative justice practices, highlighting the alignment between their professional training and skills and the facilitation of restorative justice centered discipline.

Because of the varied roles of school social workers (especially in the United States), large-scale studies assessing the involvement of school social workers in leading or providing trauma-informed practices have not been conducted. While we cannot definitively describe the current extent and quality of school social worker involvement in trauma-informed education, research from some samples provides insight into the potential limitations of their involvement to date. Watson et al. (2022) sought to assess differences in policies and practices between schools identified by school social workers as 'trauma-informed' and those not identified as such. Importantly, they found only two significant differences between the groups: in training for trauma and attention to secondary traumatic stress. While they did not specifically look at the role of social workers in various trauma-informed practices or policies, their study suggests that school social workers are not consistently involved in many practices which would be associated with trauma-informed education and that, at most, social workers may be involved in efforts around training or addressing secondary traumatic stress. Schoonmaker (2024) found that Pennsylvania school social workers

had substantial knowledge of trauma-informed practices and described seeking to employ trauma-informed practices while also reporting a need for targeted professional development and support in this area.

School social work and trauma-informed education: A conceptual framework

In 2024, The School Social Work Association of America (Dibble, 2024) published a position paper articulating several suggestions to assist school social workers in the development of trauma-sensitive schools. Synthesizing their work with the previous research, we propose a conceptual framework that identifies three critical domains where school social work roles, values, and skills directly support the advancement of trauma-informed education. These domains represent areas where the unique skills and positions of school social workers are critical to the development, implementation, and sustainability of trauma-informed approaches in educational settings.

While this framework is likely to be widely relevant, there are certain limitations. Importantly, the framework focuses on the role of school social workers in trauma-informed education rather than trauma-specific intervention. School social workers with direct practice roles are appropriately engaged in the provision of evidence-based trauma-specific interventions to students in schools. This is critical work and its relationship with trauma-informed education is clear. However, the following framework focuses on the role of school social workers in developing and sustaining trauma-informed schools as systems. In addition, the framework is based on the review of the literature which is largely U.S.-based. Using the U.S. as a case study, the model identified areas of practice overlap in which school social workers are uniquely equipped to support and lead trauma-informed education. Given that school social work roles vary globally (and even within the U.S.), not all school social workers may come to the field with the requisite skills or knowledge in all the domains.

Domain 1: Translation of trauma knowledge

Research has rightfully criticized the ways in which the trauma-informed education movement has often focused on increasing trauma knowledge

without a concurrent/subsequent focus on skills, practices, and policies that would facilitate implementation (Gherardi & Stoner, 2024; Gherardi, 2022; Gherardi et al., 2021). And yet, such skills, practices, and policies cannot be implemented without this foundational knowledge. School social workers are often *the only* or *one of only a few* individuals in a school with existing training in this field. Given the mental health training that most U.S. school social workers bring to their work, they already serve as critical bridges, helping educators understand the impact of mental health needs on student behavior and academic progress. Increasingly, social workers broadly report exiting their pre-service preparation with substantial knowledge of trauma including trauma theory, understanding trauma, and the identification of trauma-informed and trauma-specific evidence-based interventions. School social workers can synthesize this training with their knowledge of educational systems and systems theory broadly (Kelly & Constable, 2021), enabling them to identify the educational implications of these clinical concepts and translate these concepts for educators and school leaders.

Effectively translating specific knowledge about the neurobiological impacts of trauma and its impact on learning and behavior for students in schools is a critical element of work in this domain. In schools seeking to adopt trauma-informed practices, school social workers may seek to identify experts or leverage their own expertise to support schoolwide professional development in this area. While school social workers can and should rely on existing research and may bring in outside resources in this area, their unique position as insiders can and should be leveraged to increase buy-in, translation, and ongoing implementation of new knowledge and skills in this area.

School social workers can also serve a critical role in extending learning and action beyond any initial training activities. Where research has appropriately critiqued the conflation of discrete training on trauma knowledge with implementation of trauma-informed practices, school social workers have the potential to serve as internal consultants, assisting educators and leaders in exploring the implications of their learning for their specific school's policies and practices. Such internal and ongoing engagement can increase the effective translation of trauma knowledge into trauma-informed practices and systems.

The adaptation of clinical insights into practical classroom strategies, whole-school practices, and educational policy represents a crucial

aspect of knowledge translation. This might include direct consultation and problem-solving, the facilitation of peer-to-peer learning networks, leadership of trauma-informed teams or other innovative approaches. Social workers can combine their trauma expertise with their theoretical grounding in systems theory to support knowledge diffusion in a manner that is informed by unique community, cultural, organizational factors in their specific schools.

Domain 2: Relationship and capacity building

In addition to utilizing their systems orientation to effectively translate and integrate trauma-related knowledge into schools, school social workers' grounding in human relationships and the strengths perspective holds unique potential in the development and implementation of trauma-informed education. School social workers are unique in their skills to build relationships and develop capacity across a range of stakeholder groups including students, educators, school leaders, families, and communities. The development and sustenance of these relationships represents a second domain in which school social work can play a vital role in trauma-informed education.

As trauma-informed education has evolved, it has appropriately come to emphasize the development of local, culturally, and community-centered approaches to implementation. As such, fostering collaborative relationships between schools, families, and community resources represents a crucial aspect of trauma-informed education. While school social work roles have varied and shifted over time and place, an explicit focus on the links between home, school, and community is a defining feature of the field. Whether school social workers serve more clinical or system-oriented roles, they come to the work with the skills and orientation to develop relationships and increase the capacity of stakeholders across these domains to improve student outcomes.

Whether or not they provide direct intervention services, school social workers engage with students. They are likely to have insight into the lived experiences of students and to have well-developed skills for identifying trauma-impacted students. As system insiders, they also have opportunities to observe the impact of school policies and practices on students and to consider potential instances in which schools contribute to the escalation or retraumatization of students. Their relationships with individual students

and students as a collective group can facilitate their capacity to advocate for youth within the system.

Serving often as a literal and figurative link between home and school, school social workers seek to directly engage with families while they advocate for schools to effectively meet family needs and seek to extend school resources to families. While trauma-informed education should rightfully focus on efforts to address and remove potentially retraumatizing policies and practices at school, the reality that students experience trauma in the home setting is unavoidable. This can, at times, lead trauma-informed initiatives to take an untenable stance in which families are viewed (sometimes unintentionally and implicitly) as a problem rather than a partner (Gherardi et al., 2020).

Schools certainly have a role in preventing harm caused to children by abuse and neglect and in supporting the resilience of students who have experienced these harms. Still, most students impacted by trauma come from families and households in which the root cause of trauma or toxic stress is not parents themselves but a lack of resources and supports such as financial resources, safe and affordable housing, or access to effective medical and mental health care. Similarly, students from families of historically marginalized racial or cultural groups are exposed to traumatic stress through the documented impact of historical and cultural trauma (Heart & Chase, 2016). As such, it is critical for trauma-informed schools to embrace families, working to counter the adverse effects of trauma alongside them rather than despite them. School social workers' capacity for empathy and relationship building across groups with diverse lived experiences can provide a critical backstop against the tendency toward family exclusion or blame in trauma-informed education.

We have already explored the potential for school social workers to support the authentic dissemination, translation, and integration of trauma-knowledge among educators and school leaders. School social workers can also develop the capacity of the adults in their schools to implement trauma-informed practices through relationships which support the wellbeing of these adults. We know that secondary traumatic stress and trauma-organized schools pose a critical barrier to effective student support and the implementation of trauma-informed education (Gherardi et al., 2021).

Just as school social workers build authentic relationships with students and families which serve as a foundation to provide direct support and advocate for their needs, school social workers are well positioned to support

the trauma-related needs of educators and other school professionals. Their reality as ‘interstitial’ practitioners (Philippo & Blosser, 2013) who are distinct from community-based social workers, who have some educational credentials but who are not educators, allows them to fluidly move between these worlds. They can use their skills to understand and affirm the needs of educators impacted by secondary traumatic stress and to advocate for resources, systems and structures that meet these needs to improve student outcomes.

Finally, trauma-informed schools cannot exist in a vacuum. They are deeply impacted by the realities of the communities in which they exist. Community violence, resource gaps, and other factors heavily influence student and family experiences of trauma. Similarly, community assets can be sources of support for schools. School social workers should be knowledgeable about needs and assets in the community they serve. Ideally, they can build upon relationships with community leaders and providers, helping schools extend their reach as they seek to respond to trauma-related needs impacting their students. Similarly, they can use their position as insiders to ensure that schools are responsive to local and cultural factors, ensuring that trauma-informed practices are also equity-centered.

Domain 3: Advocacy for systemic change

The third domain in which school social workers possess substantial potential to support the development and implementation of trauma-informed education involves their skills in assessing the impact of systems on individuals and advocating for systemic changes. School social workers already engage in policy advocacy within their schools, districts, and across broader local, state, and federal policy structures (Massatt & Essex, 2021). This work involves identifying necessary policy changes, building support among stakeholders, and helping to draft and implement new policies that support trauma-informed practices. Social workers must carefully consider how policy changes will affect different stakeholder groups and work to address potential concerns or resistance.

Promoting social justice and the integration of equity considerations into trauma-informed education are crucial aspects of systemic change work. While this may include examining how trauma-informed practices may need to be modified or adapted to better serve diverse student populations, perhaps the most critical role school social workers can play is to effectively

identify and propose alternatives to school practices and policies that undermine trauma-informed practices or actively contribute to trauma symptoms and experiences for students and families. Social workers are expected to have the knowledge and skills to advance anti-racism, diversity, equity, and inclusion (ADEI) across their practice. As they build effective relationships within and beyond their school community (Domain 2), those relationships can serve as a foundation for effective advocacy within and around the school. Increasingly, the trauma-informed education movement has come to focus on the policy and community context within which trauma exists (Gherardi, 2022). While other school-based professionals may possess skills to support Domains 1 (clinical/trauma knowledge) and 2 (relationships), school social workers are unique in their professional training and imperative to engage in advocacy on behalf of vulnerable or marginalized populations.

At the time of this writing, activities framed as focusing on *Diversity, Equity, and Inclusion (DEI)* are actively under siege from the executive branch of the U.S. federal government with executive orders issued in January of 2025 ordering any efforts that focus on supporting marginalized or underserved communities through the lens of DEI to cease immediately. The order has been explicitly applied to DEI-focused efforts in K-12 education (Ending Radical Indoctrination in k-12 Schooling, 2025). Increasingly, the field of trauma-informed education has presented calls to understand these models through the lens of DEI by attending to the impact of racialized, historical, and cultural trauma, addressing the potentially traumatic impact of racist or oppressive education systems (Venet, 2023), or considering the ways in which marginalized groups disproportionately experience trauma (Sacks & Murphy, 2018). While the current political environment in the U.S. raises concerns about the continued development of evidence-based, socially responsive, trauma-informed education there, the imperative for advocacy documented in the National Association of Social Workers (NASW) Code of Ethics remains unchanged. As such, this domain may prove to be an increasingly challenging, yet central, focus of school social work broadly and in relation to trauma-informed work moving forward.

Integrating the framework: School social work, trauma-informed education, and social work competencies

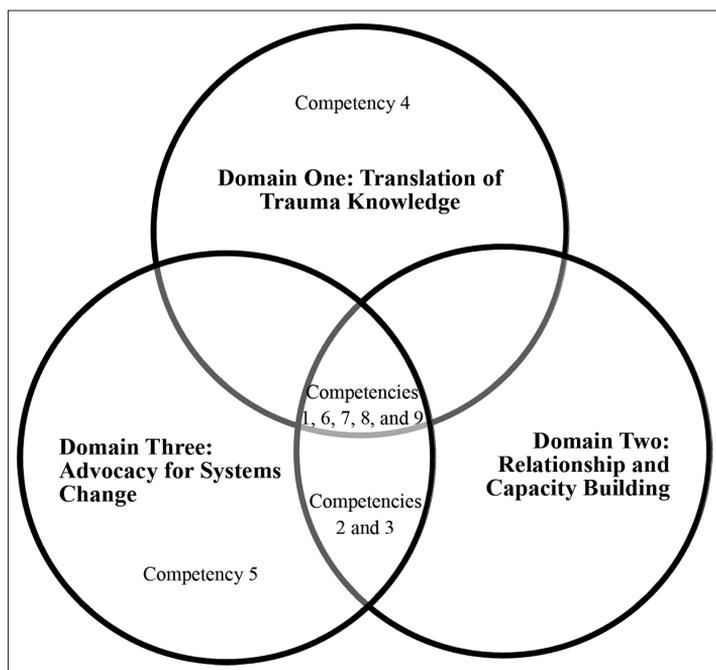
The domains identified above reflect the intersection of school social work roles and skills with key principles and practices in trauma-informed schools. Fortunately, these roles and skills are closely correlated with social work competencies. While social work training varies across the globe, the U.S.-based Council on Social Work Education (CSWE) serves as an international leader in social work education. In 2022, they published updated Educational Policy and Accreditation Standards (EPAS), reflecting nine core competencies required to be addressed in social work education. Table 1 defines these competencies (CSWE, 2022).

Table 1:
Council on Social Work Education 2022 EPAS Social Work Competencies

Competency One	Demonstrate Professional and Ethical Behavior
Competency Two	Advance Human Rights, Social, Racial and Economic Justice
Competency Three	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency Four	Engage in Practice-Informed Research and Research-Informed Practice
Competency Five	Engage in Policy Practice
Competency Six	Engage with Individuals, Families, Groups, and Communities
Competency Seven	Assess Individuals, Families, Groups and Communities
Competency Eight	Intervene with Individuals, Families, Groups and Communities
Competency Nine	Evaluate Practice with Individuals Families, Groups and Communities

Figure A highlights the alignment between these competencies and the previously identified domains of intersection between school social work and trauma-informed education. Importantly, the figure highlights the intersections between the domains within the conceptual framework itself, noting the inherent connections between knowledge translation, relationship and capacity building, and advocacy. The integration of the core social work competencies further illuminates the reality that social work knowledge, values, and skills are deeply embedded across the proposed domains. While the CSWE competencies are reflective of U.S.-based social work education, future research may seek to address the alignment between other national or regional social work competencies and the conceptual framework proposed in this paper.

Figure A:
Alignment of conceptual framework and CSWE Social Work Competencies



Conclusion

School social workers are unique and uniquely positioned . They are translators of knowledge around social theory and systems that have the potential to improve education. They are builders of bridges between students, educators, families, and communities. They are change agents. Given these realities, school social workers occupy an invaluable position in advancing trauma-informed education.

The conceptual framework presented in this paper provides a structure for understanding and enhancing school social workers' contributions to trauma-informed education. Through intentional engagement in the domains of knowledge translation, relationship building, and systemic advocacy, school social workers can extend their reach beyond the provision of trauma-specific interventions and services and support the implementation of trauma-informed approaches in educational settings.

Because many school social workers are already asked to do too much, it is critical to note that such engagement should not be one more thing that social workers are expected to do. Rather, this framework proposes engagement in the identified domains as a means of enacting the roles and responsibilities to students, families, and schools, already required of school social workers.

The growing recognition of trauma's impact on education creates both opportunities and responsibilities for school social workers. Importantly, the competencies and skills required to support this critical yet often under or ineffectively implemented movement are already possessed by school social workers. By explicitly identifying the links between these competencies and the domains in which school social work and trauma-informed education are intricately connected, school social workers can play a crucial role in developing and sustaining equitable trauma-informed educational environments for all students.

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