

# Trauma-sensitive Assessment and Intervention of Students with Refugee Backgrounds in Inclusive Secondary Schools in Germany

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Many asylum seekers in Germany are children and adolescents up to the age of 18 who come from crisis or war zones and therefore are at high risk of traumatization. However, so far in Germany there is a lack of school-based standardized methods for trauma-sensitive assessment and intervention for those students. In this poster, we present the TRAILS project (Traumasensitive Diagnostik und Förderung in inklusiven Klassen) that aims to overcome this gap by developing, implementing and evaluating standardized trauma-sensitive methods for inclusive secondary schools. In a first step, the experiences and needs of school teachers and social workers, students, and parents regarding dealing with trauma in inclusive schools are examined using qualitative interviews. As part of the qualitative study, semi-structured interviews with students with and without refugee backgrounds (N = 12) and focus group discussions with teachers and social workers (N = 12) from three representative schools (Hauptschule, Gesamtschule, and Realschule) are being conducted, as well as one focus group discussion with parents (N = 6) with and without refugee background. Secondly, based on the results of the interviews, a trauma-sensitive methods for screening, intervention, and progress monitoring will be developed. Finally, these methods will be implemented and evaluated in a quasi-experimental wait-list control group design with pre, post, and follow-up-tests including a sample of N = 1040 students from 40 representative school classes in North Rhine Westphalia. In the experimental group (EG), we expect a significant reduction in trauma-specific classroom behavior problems, students' mental health problems as well as a significant improvement in students' cognitive and emotional regulation. In addition, we expect a significant improvement of the culturally diverse class climate in the EG. The methods developed in TRAILS project will be made available to teachers and students free of charge as an Open Educational Resource (OER).

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