

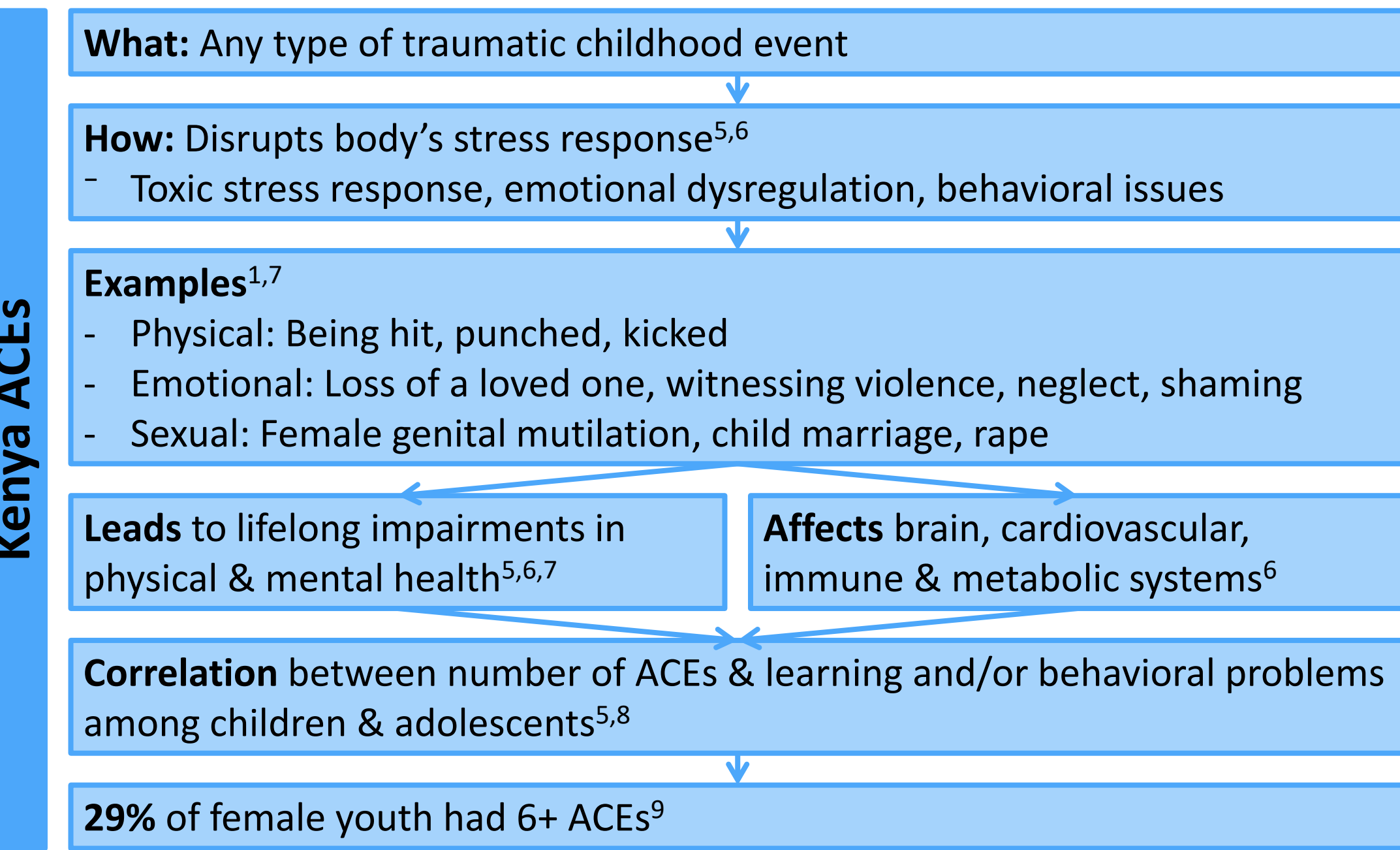
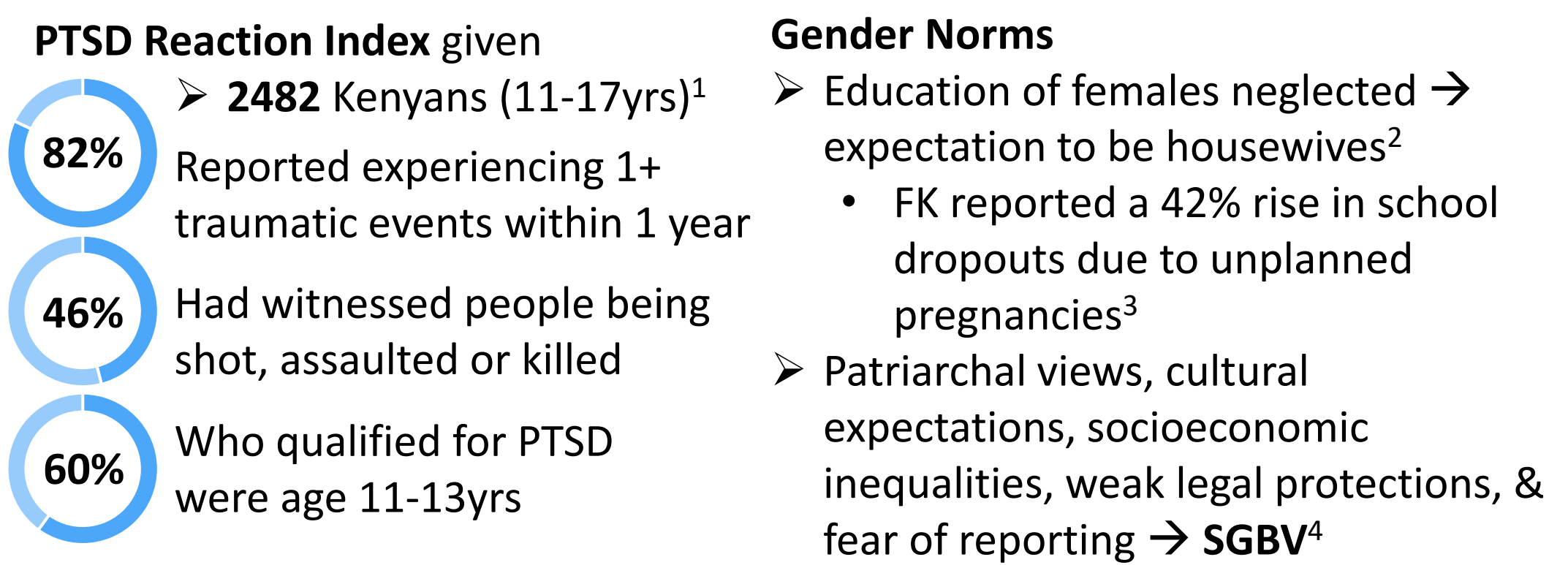
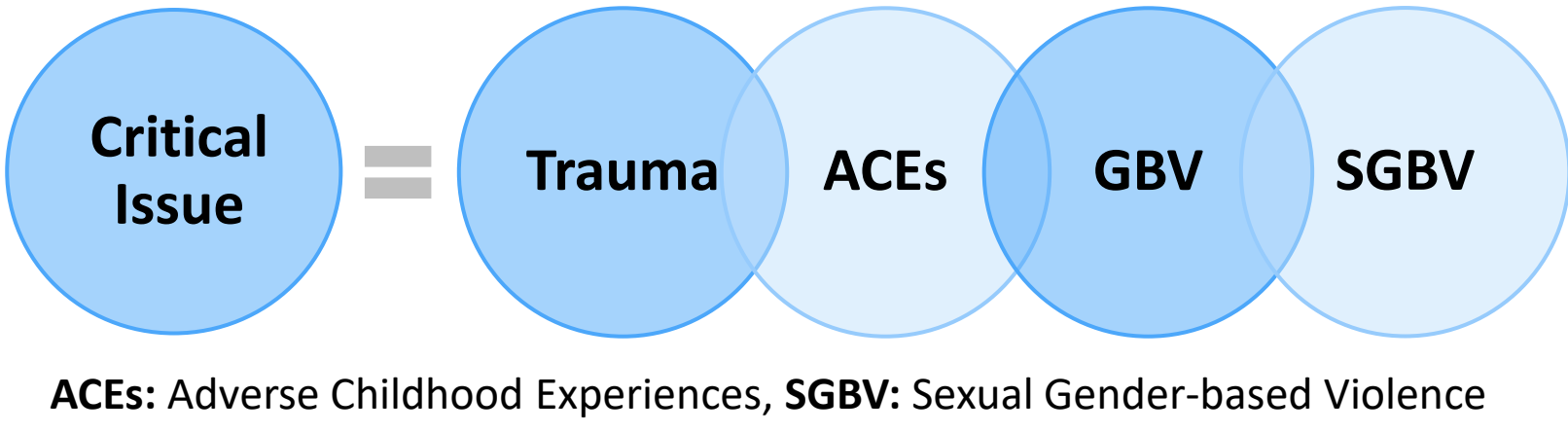
# INTEGRATING TRAUMA-INFORMED EMOTIONAL SELF-REGULATION PRINCIPLES INTO GIRLS UNITED CURRICULUM IN RURAL KENYA

Olivia Gaston OT/s, Augusta Hixon Polhemus OTD, OTR/L

## RELEVANT LITERATURE & NEED

**Flying Kites and Network Schools:** Provide community children access to quality education

➤ **Girls United (GU):** Provides girls grades 4-8 with knowledge, resources & support to make informed choices about their bodies, education & future



**Need**

- GU curriculum needs trauma-informed emotional regulation content
  - Social-emotional learning programs boost academic performance by 13%<sup>10</sup>
  - Result: Improved behavior, better stress management, & increased self-esteem<sup>11</sup>
  - Strengthens individual & community resilience<sup>1</sup>

**Aim**

- Incorporate trauma-informed, emotional-regulation education into GU's current curriculum

## PROGRAMS

**Learning to BREATHE (L2B)**

- Guide teachers in leading evidence-based **mindfulness** activities
- Improve **emotional recognition & self-regulation**

**GU Curriculum**

- Guide GU Patrons in educating girls on **sexual-reproductive health**
- Uplift & **empower girls**

## PARTICIPANTS

**GU Patron:** Lead GU clubs

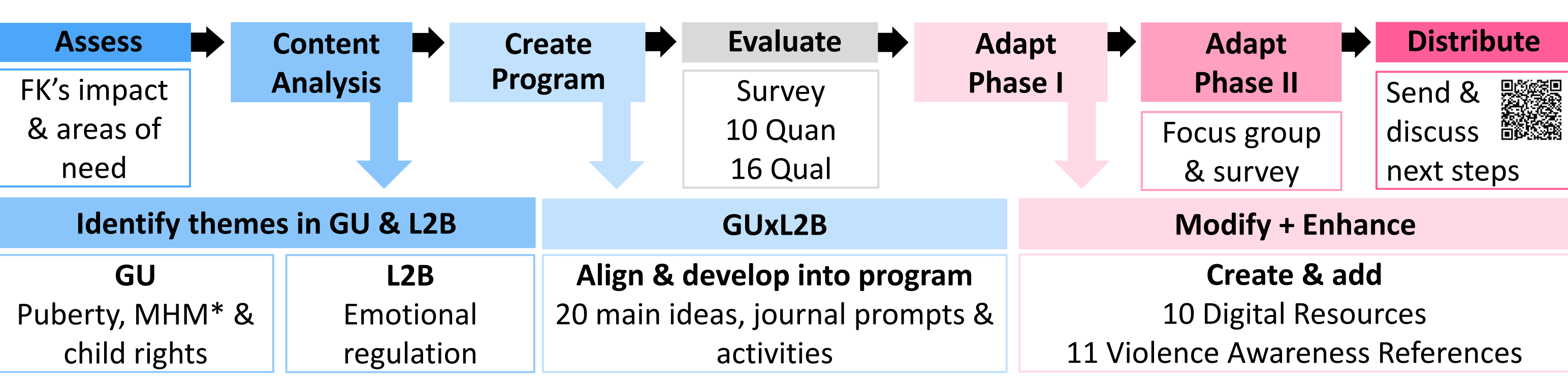
**Child Protective Volunteer (CPV):** Trained to respond, report, & prevent GBV & support girls who have experienced GBV

**Teacher:** At FK or a network school

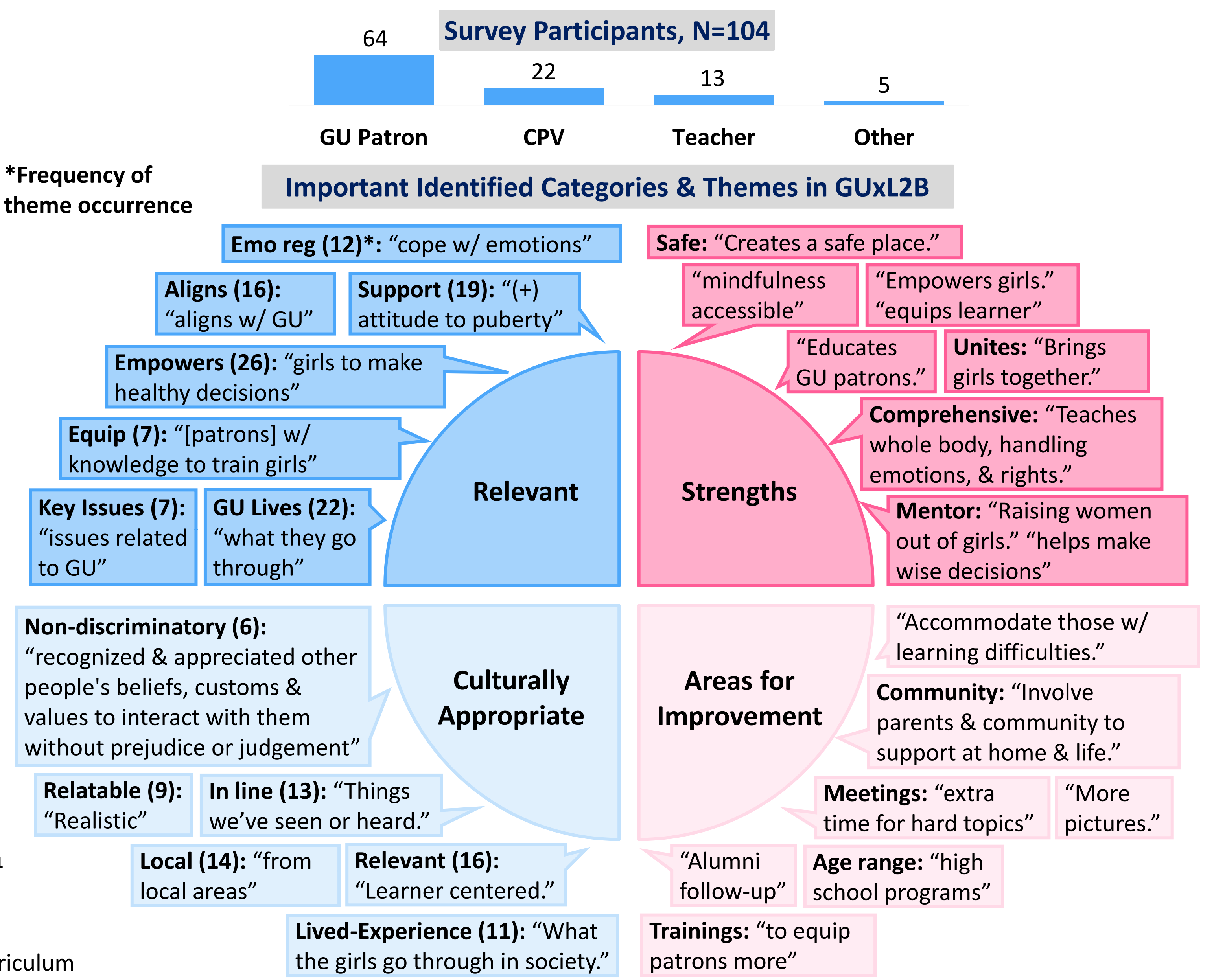
**Other:** Program manager, coordinator, social workers

**The girls:** Primary (grades 1-4) & secondary (grades 5-8)

## METHODS



## RESULTS



### Adaptations Made

**Digital Resources**

1-2. Classroom Management Plans

3-5. Discipline Strategies & Implementation

6-7. Emotional Regulation & Process

8-10. SGBV, Trauma + Trauma Sensitive Response

11. Positive Student-Teacher Relationship

**Violence Awareness Resources Specific to Kenya**

What is Violence Against Children?

Violence Against Children Laws

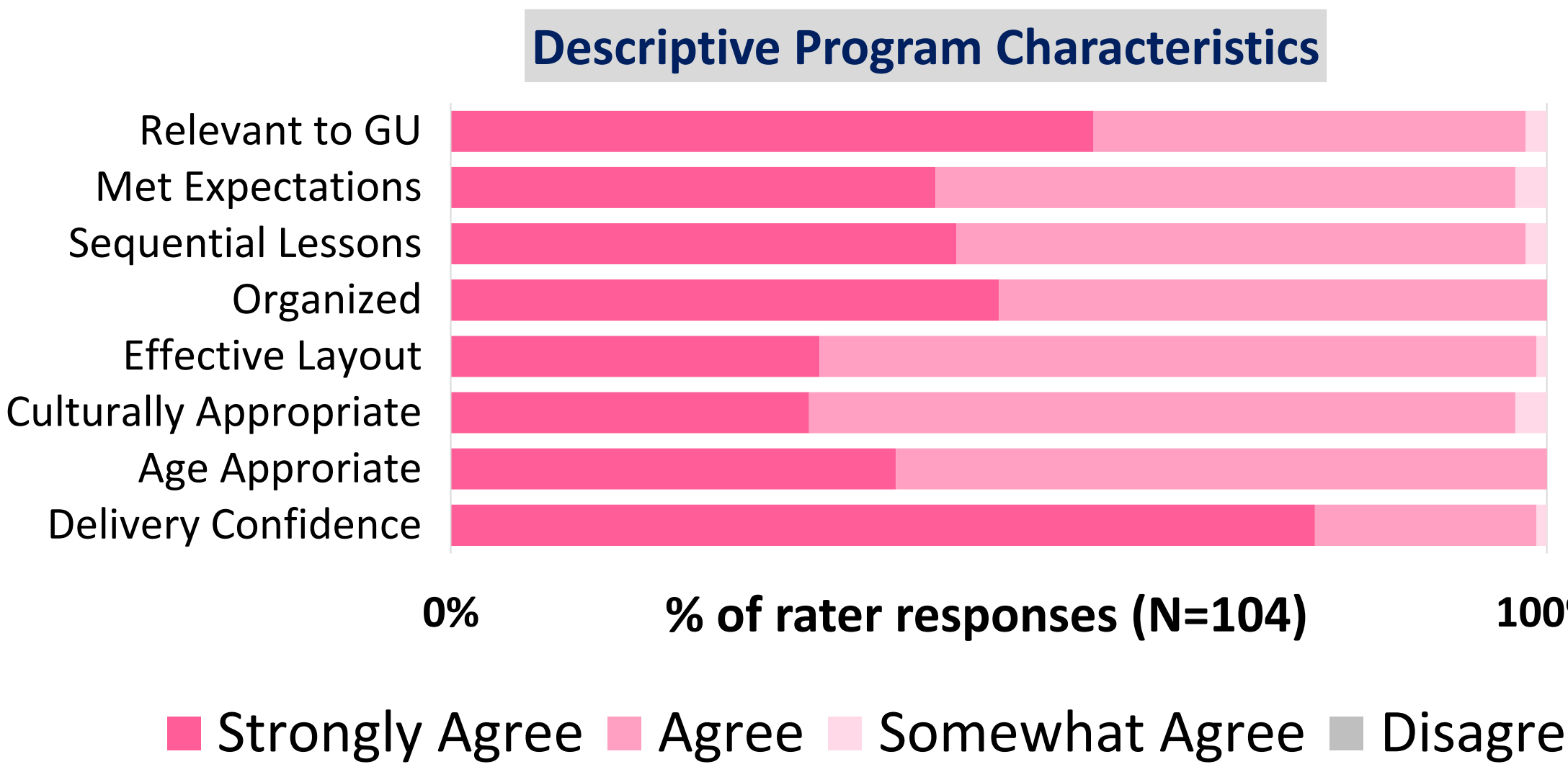
Violence Against Children Resources

**Primary stakeholders approved program for piloting**

"This is something that can be **incorporated in the day-to-day learnings** in class or even outside. The program will really **help teachers, patrons, CPVs & social workers to manage & regulate both the children in distress & their own emotions.**" – Social Worker

"I find it **easy to understand & implement with ease.**" – Program Director

## PROGRAM DESCRIPTION



## DISCUSSION

**Strengths**

- **Comprehensive:** Educates about physical, mental, emotional, & social wellness
- **User-friendly:** Easy to implement & understand
- **Engaging:** Captures attention & interests of instructors/students
- **Interactive:** Encourages participation & thoughtful learning
- **Adaptive:** Adjustable to different age levels/learning environments
- **Student-centered:** Focuses on learner's needs and interests
- **Empowering:** Builds students confidence & independence

**Limitations**

- **Time:** Not enough time to cover all topics in depth
- **Cultural barriers:** Difficult to address topics such as LGBT+ education

**Future programming considerations**

- **Big Sister program:** Peer mentorship opportunities
- **Community engagement:** Mobilize families, caregivers, & peers of all genders & generations—particularly men & boys—as advocates in supporting girls.
- **Professional development:** Train educators in evidence-based practices (e.g., emotional-regulation, trauma-informed responses, SGBV) & develop supplementary resources as needed

## CONCLUSION

**Conclusion**

- The GUxL2B program is ready to be implemented as it was found to be relevant, comprehensive, clearly organized & tailored to cultural and age considerations.

**Next steps**

- Pilot program in 2025-2026 school year at Flying Kites Academy
- Partnering with an stakeholders in Kenya who can dive deeper into more culturally relevant examples
- Accommodating different learning styles & making program accessible for those with disabilities

## REFERENCES & CONTACT INFO

**Contact**

**Olivia Gaston**  
olivia.gaston@tufts.edu

**Augusta Hixon Polhemus**  
augusta.polhemus@tufts.edu

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**References**