

Building Pathways to Healing: A Trauma-Informed Guidance Program for Junior High School Students with Experiences of Maltreatment

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Abstract

Research globally has highlighted the widespread issue of child abuse and violence, which can occur in various settings, including at home, school, streets, workplaces, and online communities. Schools, as children's second homes, play a crucial role in protecting them from abuse and its adverse effects on their well-being. This study aimed to develop a guidance intervention program for verbally abused students using a Trauma-Informed approach. The goal was to create a safe and supportive school environment and provide sustainable support to promote healing, resilience, and growth among junior high school students. The study employed a developmental research design using a modified ADDIE model, encompassing the phases of Analysis, Design, and Development. A modified screening tool for child abuse, based on ICAST-C: Survey of Children's Experiences with Discipline, was administered to 75 junior high school students during the analysis phase. Purposive sampling identified five registered guidance counselors/ as validators. Findings indicated a significant prevalence of verbal abuse among junior high school students at NEHS, underscoring the need for effective guidance intervention programs. It was also found that parents, particularly mothers, were the primary abusers. The Trauma-Informed approach with its 4Cs principle was utilized in designing and developing the Proposed Guidance Intervention Program for verbally abused students. The program received an excellent evaluation score from expert validators. However, it is recommended that the program's implementation and evaluation phases be completed to confirm its effectiveness. Additionally, future projects should explore other initiatives anchored in the Trauma-Informed Approach to promote overall mental health and well-being, addressing various student concerns.

Keywords: ADDIE model, Child abuse, Verbal Abuse, 4Cs Principle, Trauma – Informed Approach, Wellbeing

1. Introduction

Child abuse and maltreatment remain serious concerns affecting the health, development, academic functioning, and overall well-being of young adolescents. In school settings, the issue becomes especially significant because schools serve not only as learning spaces but also as protective environments where signs of abuse may be identified and addressed. This study focuses on the development of a trauma-informed guidance intervention program for junior high school students of Nueva Ecija High School who have experienced maltreatment, particularly verbal abuse. Grounded in the Trauma – Informed Approach and its 4C principle, the study seeks to support healing, resilience, coping, emotional regulation, and student well-being through a structured school-based guidance program.

Child abuse is a critical developmental and public health concern because it can negatively affect adolescents' emotional stability, self-worth, social functioning, and academic engagement. The World Health Organization defines child abuse, or maltreatment, as abuse and neglect of children under eighteen, including physical and/or emotional abuse, sexual abuse, neglect, carelessness, and exploitation that may endanger a child's health, survival, development, or dignity within a relationship of responsibility, trust, or power (WHO, 2016). The major forms of child abuse include verbal, physical, and psychological abuse. Verbal abuse involves the use of derogatory words, threats, insults, and demeaning language that may damage a child's emotional health and sense of self (Lamb, 2018). Physical abuse refers to the intentional use of force, such as hitting or burning, which may cause injury and long-term health concerns (Hibbard, 2017). Psychological or emotional abuse includes rejection, humiliation, persistent criticism, and other harmful behaviors that affect mental health and the ability to form positive relationships (Glaser, 2019). These forms of abuse may overlap and intensify harm to children. Globally, nearly 3 in 4 children aged 2–4 years regularly experience physical punishment and/or psychological violence from parents and caregivers, while 1 in 5 women and 1 in 13 men report having been sexually abused as children (WHO, 2022). In the Philippines, Mangaluz (2024) reported in the Inquirer that at least 17,600 children suffered violence and abuse in 2023 based on data from the Philippine National Police Women and Children Protection Center.

Literature consistently defines child abuse as maltreatment involving acts of commission or omission that result in actual or potential harm. Child abuse is defined by the World Health Organization as any abuse or neglect of a person under the age of 18, including sexual, mental, and physical abuse, exploitation, and neglect (WHO 2016). Similarly, the Child Family Community Australia explains that child abuse and neglect involve actions or treatments that cause actual or probable harm and may include sexual, emotional, physical abuse, neglect, and exposure to family violence (CFCA, 2016). The terms “child abuse and neglect” and “child maltreatment” are also often used interchangeably in literature, laws, and policies (AIFS 2015). Different scholars further clarify the specific forms of abuse. Pekarsky (2022) describes physical abuse as actions by an adult or caregiver that physically injure a child or increase the risk of injury. Garbarino et al. (1986), as cited by Sabarre et al., (2021), explains that verbal abuse is emotional abuse that attacks a child’s growth of self and social maturity. Brendgen et al. (2006), as also mentioned by Sabarre et al., (2021), categorizes verbal abuse within the broader definition of psychological abuse or maltreatment. Iram Rizvi & Najam (2014), drawing from Kaplan et al. (1999), describes psychological abuse as verbal abuse, severe nonphysical punishment, or threats of harm that make a child feel inadequate, defective, unloved, unwanted, unsafe, or valued only when serving others. The study also emphasizes the negative consequences of abuse on school behavior and learning. Mayo-Dosayla & Madrigal (2021) found that abused children may show sensitivity, social withdrawal, aloofness, melancholy, feelings of inferiority, and resistance to instructions. In the classroom context, abused children may have poor grades, suspensions, grade retention, and weaker performance in competencies needed for academic success (Alokan & Olatunji, 2014).

Child abuse occurs in multiple environments, including the home, school, streets, workplace, and online community. Because of children’s vulnerability and the serious effects of abuse, schools have a major responsibility to protect learners and provide safe environments that uphold their dignity and development. In the Philippines, the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, or Republic Act 7610, provides the legal foundation for protecting children from abuse, exploitation, neglect, cruelty, discrimination, and conditions harmful to their development. This law also supports programs for prevention, deterrence, and crisis intervention in cases of child abuse. The Department of Education Memorandum No. 40 series of 2012, known as the DepEd Child Protection Policy, is anchored on this protection mandate and states that school personnel, including guidance counselors, must enhance, protect, preserve, and always maintain the physical and mental health of learners (DepEd Order 40, 2012, Sec. 8d). However, Rabina (2019) noted that establishing a Child Protection Policy Committee is not enough to protect all students, since abuse occurring inside, or outside school may still remain unidentified by teachers and guidance counselors. Roche (2017) identified several Philippine institutions involved in child protection responses, including Barangay Community Councils, the Department of Social Welfare and Development, the Council for the Welfare of Children, and the Committee for the Special Protection of Children. Despite these mechanisms, localized and contextual studies remain important because national child protection laws and procedures still require more research and analysis (Roche & Fynn 2020). Teachers and guidance counselors are key actors in identifying and responding to suspected abuse. Teachers are often the first to observe changes in behavior, academic performance, or physical condition, and are required to report suspected abuse to the school head or Child Protection Committee (DepEd Order No. 40, s. 2012). Guidance counselors provide direct support, initial evaluation, counseling, and intervention for rehabilitation and well-being (ASCA, 2019). During and after the Covid-19 pandemic, child abuse and violence against children increased, while case reports declined, leaving many incidents unreported (Kourti et al., 2023). Young people who experienced abuse also sought help from teachers and guidance counselors, although teachers remained among the least common professionals to report child abuse cases (Ramiro et al., (2022).

This study is anchored on the Trauma – Informed Approach as a framework for developing a school-based guidance intervention program. The American School Counselor Association emphasizes that school counselors are mandated reporters and have legal, moral, and ethical responsibilities to report suspected child abuse and neglect (ASCA, 2003). Counselors must recognize abuse symptoms, understand reporting procedures, engage in prevention programs, and remain accountable before and after reporting suspected cases (ASCA, 2019; Sikes, 2008). Rabina and Writes (2019) also emphasized the need for schools to establish systems for identifying and reporting suspected child abuse and for referring children to appropriate services (Department of Education Manual, 2004). School counselors must also conduct appropriate screening and verification of student disclosures and provide services to help abused and neglected children (ASCA, 2021). According to ASCA (2023), it was noted that school counselors support students’ academic, social, emotional, and personal development by providing safe spaces, emotional support, trauma-informed care, individual counseling, coping mechanisms, self-esteem building, and academic support. Trauma-informed practice has increasingly been used in schools for learners exposed to abuse. Dorado et al., (2016) found that trauma-informed school programs improved teachers’ understanding of trauma and abuse and helped them support children who experienced traumatic events. Perry and Daniels (2016) similarly found that teachers reported satisfaction with trauma-informed workshops and that children felt heard and safe in school environments. Siraj and Huang (2020) noted that trauma-informed approaches involve evidence-based practices, deep understanding of the child, safe and supportive school environments, and sustained support for healing, resilience, and growth. The concept of trauma-informed care has evolved across different fields. Harris & Fallot introduced trauma-informed systems emphasizing safety, trustworthiness, choice, collaboration, and empowerment, as discussed by Carello & Butler (2015). The Substance Abuse and Mental health Services Administration defines Trauma – informed

approach as a strengths-based service delivery approach grounded in understanding and responsiveness to trauma, emphasizing physical, psychological, and emotional safety and enabling survivors to rebuild control and empowerment (SAMHSA, 2014). SAMHSA (2022) later identified six principles of Trauma – Informed care: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and cultural, historical and gender issues. The study particularly utilizes the 4C principle of the Trauma – Informed Approach developed by Kimberg and Wheeler, namely Calm, Contain, Care, and Cope (Kimberg & Wheeler (2019). These principles emphasize emotional safety, healthy boundaries, compassion, coping skills, resilience, social support, and the prevention of re-traumatization. Thomas et al., (2019) emphasized that trauma-informed approaches have been adopted across mental health, child welfare, justice, and education. In schools, trauma-informed personnel recognize the impact of trauma, the importance of safe classrooms, the role of relationships and connection, and the need to prevent traumatization (Brunzell et al., 2019). Brunzell et al., (2019) and Rodger et al., (2020) further explain that trauma-informed practice is universal and does not require establishing trauma histories among students. Rodger et al., (2020) highlights that students enter school with diverse experiences related to health, adversity, ability, and readiness for learning, making a strength-based and student-centered approach appropriate for school guidance.

Although legal and institutional mechanisms for child protection exist, the literature indicates that child abuse cases may remain underreported, unidentified, or insufficiently addressed in schools. Rabina (2019) noted that the presence of a Child Protection Policy Committee alone does not guarantee the protection of every learner. In Nueva Ecija secondary schools, interviews with registered guidance counselors revealed that many child abuse cases are referred by teacher-advisers, but aside from individual counseling, there are limited intervention programs for abused students. This gap highlights the need for a structured guidance intervention program that can support students after the identification of abuse experiences. The present study therefore aims to develop a trauma-informed guidance program for Junior High School students of Nueva Ecija High School. Specifically, it seeks to determine the frequently experienced type of abuse, identify the main perpetrators, design activities using the Trauma – Informed Approach, and validate the proposed program in terms of program design and content, implementation and feasibility, and expected outcome and impact.

This study aligns with SDG 3 – Good Health and Well-Being because it focuses on the psychosocial support, healing, resilience, emotional regulation, and well-being of students who have experienced maltreatment. It also supports SDG 4 – Quality Education because abuse affects student engagement, classroom behavior, academic performance, and school participation, while the proposed guidance intervention seeks to create a safe and supportive learning environment. The study also contributes to SDG 16 – Peace, Justice, and Strong Institutions because it is connected to child protection, school-based reporting mechanisms, legal safeguards, and institutional responsibility in preventing and responding to abuse. It may also support SDG 17 – Partnerships for the Goals because child protection and trauma-informed support require collaboration among guidance counselors, teachers, administrators, parents, child protection committees, and external agencies.

The study is important to multidisciplinary sustainability because it connects education, mental health, child protection, counseling, public welfare, and institutional governance. From a public health sustainability perspective, it supports early identification and intervention for students exposed to abuse. From an educational sustainability perspective, it promotes safer school environments where learners can recover, participate, and succeed academically. From a socio-emotional sustainability perspective, it strengthens coping, self-esteem, resilience, and supportive relationships among students. The study also contributes to institutional sustainability by proposing a structured, trauma-informed guidance program that may help schools move beyond reactive case handling toward preventive, supportive, and development-oriented guidance services. By integrating child protection, counseling practice, trauma-informed care, and school-based intervention, the study provides a relevant framework for improving learner support systems and strengthening the role of schools as safe, responsive, and caring institutions.

2. Material and methods

2.1 Research Design

The study employed a developmental research design. Richey (1995) defines developmental research as the systematic study of designing, producing, and assessing educational programs, procedures, and products to ensure internal consistency and effectiveness. This design was appropriate because the study focused on developing a guidance intervention program for verbally abused students. The study was guided by the ADDIE model, which originally includes analysis, design, development, implementation, and evaluation. However, since the study focused only on program development, it utilized three phases of the model: Analysis, Design, and Development.

2.2 Locale of the Study

The study was conducted at Nueva Ecija High School, located at Burgos Avenue, Cabanatuan City, Nueva Ecija. The school is an autonomous public secondary high school under Congressional District III of the Division of Nueva Ecija. It

has more than 3,500 junior high school students and offers various programs such as Science Technology & Engineering, Special Program for the Arts, Special Program for Journalism, Special Program for Information, Communication Technology, Special Program for Foreign Language, Special Program for Sports, MADRASAH, SNED, and the K to 12 Basic Education Curriculum. The school was selected as the setting for developing the proposed guidance intervention program.

2.3 Respondents of the Study

The respondents included 75 Junior High School students of Nueva Ecija High School who participated in the needs assessment phase. They provided data on the prevalence and types of abuse experienced by students. In addition, five Registered Guidance Counselors served as expert validators of the proposed guidance intervention program.

2.4 Sample and Sampling Procedure

The study used simple random sampling in selecting the 75 Junior High School students who participated in the needs assessment. Purposive sampling was used to select the five Registered Guidance Counselors who evaluated the proposed program. According to Creswell, J.W. (2014), Purposive sampling, also known as judgmental or selective sampling, is a non-probability approach in which the researcher handpicks participants most relevant to the study. Similarly, Suen et al., (2014) noted that purposive sampling involves the purposeful selection of participants based on their characteristics.

2.5 Research Instrument

For the first phase of the study, the researcher used a modified child abuse screening tool based on ICAST-C: Survey of Children's experiences with Discipline. The tool was designed by international experts, reviewed by more than 100 professionals from different countries using a Delphi process, field tested in eight countries, refined, and translated into at least 20 languages. The modified survey contained sections on data privacy, informed consent, risk of participation, demographic profile, and children's experiences with discipline related to verbal abuse, psychological abuse, and physical abuse. It consisted of 15 items, with five items for each abuse category. For the validation phase, a separate questionnaire was developed to assess the validity of the proposed guidance program. It contained nine items covering Program content and objectives, Program Implementation and Feasibility, and Expected Outcome and Impact. The validation tool was adopted from the DepEd Career Guidance Program Monitoring and Evaluation tool as per DepEd memorandum No 161 series of 2016 and was modified based on the context of this study. Each item was rated using a five-point scale ranging from strongly disagree to strongly agree.

2.6 Data Gathering Procedure

Before data collection, the researcher secured approval from the school administration through the school principal. A survey questionnaire through Google Form was then sent to the Junior High School students of Nueva Ecija High School, together with a brief description of the study, request for participation, informed consent, and data privacy waiver. The data gathered during the needs assessment were used to identify the existence and prevalence of abuse experiences among junior high school students and served as the basis for developing the proposed guidance intervention program. The researcher also sent request letters to selected experts who served as validators of the proposed program. The study included an evaluation component because expert assessment was needed to determine the validity of the developed guidance intervention program. According to Powell (2006), as cited by Subia (2018), the purpose of an evaluation study is to analyze a specific practice or intervention in a particular setting and assess its effectiveness in real-world conditions. During the analysis phase, the researcher conducted a needs assessment using the modified ICAST-C tool to determine students' experiences of verbal, psychological, and physical abuse. During the design phase, the researcher reviewed existing school intervention programs using the Trauma – Informed approach to identify possible activities for the proposed program. During the development phase, the researcher prepared a trauma-informed guidance program that included activities focused on trust-building, self-affirmation, connection, coping skills, and resilience. The initial draft was submitted to the research consultant, language experts, and statistician for review. The proposed guidance intervention program was then submitted to the expert validators for face and content validation. The validators evaluated the program in terms of Program Objectives and Content, Program Implementation and Feasibility, and Expected Outcome and Impact. Their comments and ratings were used to refine the content, clarify instructions, and improve the activities included in the program.

2.7 Data Analysis Techniques

The study used descriptive statistics to analyze the data gathered from the needs assessment and program validation. Frequencies and percentages were used to describe the types of abuse experienced by the students and the identified perpetrators. Weighted mean and verbal interpretation were used to analyze the expert validators' ratings of the proposed guidance intervention program. Descriptive quantitative analysis was also applied to assess the validity of the developed program. Darmawan (2016) explained that this technique analyzes numerical data obtained from measurement results such as scale scores, ratings, and test scores.

3. Results and Discussion

3.1 Profile of the Student Respondents

The respondents were mostly male, representing 66.67%, while female respondents comprised 33.33%. In terms of age, most were 14 and 15 years old, each group representing 32%. Most respondents were the youngest child, had two siblings, and were enrolled in Grade 10. Majority lived in the city proper, lived with both parents, belonged to the Roman Catholic religion, and did not belong to any ethnic group. Most mothers and fathers of the respondents were college graduates, with 50.67% and 61.33%, respectively. These results show that the respondents represented a diverse junior high school population within Nueva Ecija High School. Their profile provides an important contextual basis for understanding their reported experiences of abuse, especially because age, family structure, living arrangement, and school level may influence exposure to discipline practices, emotional support, and help-seeking behavior.

3.2 Experiences of Abuse among Junior High School Students

3.2.1 Verbal Abuse

The findings showed that verbal abuse was the most frequently experienced form of abuse among the student respondents, with a total mean of 2.48, interpreted as “Several times a month (13–50 times).” The most frequent experience involved being shouted at, yelled at, or screamed at very loudly, which obtained the lowest mean of 1.87 and was interpreted as “Once a week or more often (≥ 50 times).” Other verbal abuse experiences included being insulted, cursed, belittled, and addressed in a shouting or frightening tone. This result indicates that verbal abuse is a significant concern among the respondents and may cause emotional distress even when it does not produce visible physical harm. The finding supports Sabarre et al., (2021), who reported that Filipino children experienced verbal abuse from parents, including cursing, shouting, gaslighting, name-calling, belittling, demeaning language, threats, and uncontrollable anger. The result suggests the need for a structured school-based guidance intervention that can help students process these experiences and develop healthier coping mechanisms.

3.2.2 Psychological Abuse

The findings showed that psychological abuse obtained a total mean of 5.62, interpreted as “Not in the past year, but it happened before.” This suggests a lower prevalence or recurrence of psychological abuse among the respondents. The item with the lowest mean involved being hurtfully referred to because of skin color, gender, religion, or culture, with a mean of 5.15, interpreted as “Once or twice a year.” This finding may indicate that although psychological abuse was less frequently reported than verbal abuse, some students still experienced forms of discrimination or bullying. Calata (2013), as mentioned by Ramiro et al., (2021), noted that risk factors for bullying or peer violence include poor physical appearance, low self-esteem, bad temper, lack of social skills, overprotective parents, and punitive or inconsistent discipline. However, the result does not align with the findings of Council for the Welfare of Children (CWC, 2022), which reported that about three out of five Filipino children experience psychological abuse, nor with Ramiro et al., (2021), who found psychological violence to be the most reported form of violence. This difference may be associated with variations in socio-economic status, cultural diversity, parenting style, and other contextual factors.

3.2.3 Physical Abuse

The findings showed that physical abuse obtained a total mean of 5.51, interpreted as “Not in the past year, but it happened before.” Specific physical abuse experiences included being slapped, hit with an object, beaten repeatedly, burned or scalded, and pinched, although these were generally reported at low frequency. The item on being burned, scalded, or branded had the highest mean of 6.57, interpreted as “Never in my life.” This result suggests a low prevalence of physical abuse among the respondents compared with verbal abuse. It may imply that corporal punishment is becoming less common as a discipline practice among the respondents’ families, or that parents, teachers, and students may have increased awareness of child protection policies and RA. 9262, otherwise known as the Anti-Violence Against Women and Their Children Act of 2004 (“VAWC”). However, the study also recognizes that physical abuse patterns may differ across communities due to varying risk factors and family contexts.

3.3 Common Perpetrators of Abuse

The findings showed that the most common perpetrators of verbal abuse were both mother and father, with 16.8%, followed closely by mothers at 16.53%. Friends and relatives were also identified as sources of verbal abuse, while teachers had the lowest percentage. For psychological abuse, most respondents reported no perpetrator, while mothers and friends were among those identified. For physical abuse, most respondents also reported no perpetrator, but mothers were the most identified abusers, followed by both parents. These results suggest that abuse may often occur within the family environment, particularly involving parents and mothers. The findings imply that some parents may have difficulty distinguishing discipline from abuse, especially when verbal aggression is normalized as a form of correction. The result is supported by Sabare et al., (2021), who found that mothers in Filipino families of low socioeconomic status were more involved in abusive associations with their children than fathers. It also aligns with Corso et al. (2018), who emphasized the issue of “crossing the line” from discipline to child abuse. In the Philippine context, where mothers are commonly

viewed as protectors and nurturers, this finding highlights the need for parental education and stronger child protection awareness.

3.4 Design of the Proposed Trauma-Informed Guidance Intervention Program

The proposed guidance intervention program was designed using the 4C principles of the Trauma – Informed Approach: Calm, Containment, Care, and Connection. The Calm component focused on creating a safe and soothing environment through mindfulness, breathing, body awareness, and reflective sharing. The Containment component focused on helping students understand emotional regulation, identify common emotional responses to verbal abuse, and practice techniques such as deep breathing, grounding, and cognitive reframing. The Care component emphasized empathy, active listening, role-playing, supportive group discussion, and positive affirmations. The Connection component focused on trust-building, social support, resource-sharing, and continued use of learned coping skills. The design reflects the study's intention to provide a structured intervention for students affected by verbal abuse. The approach is like the Three (3) L principles of Psychological First Aid (PFA)—Look, Listen, and Link—where Calm and Containment correspond to Look, Care corresponds to Listen, and Connection corresponds to Link. This alignment makes the program practical for school use because it can be implemented with the assistance of teachers and guidance designates who may have limited capacity to provide formal counseling services.

3.5 Development of the Proposed Guidance Intervention Program

The developed program was intended for verbally abused Junior High School students of Nueva Ecija High School. Its rationale emphasized that verbal abuse, including shouting, yelling, screaming, insulting, belittling, and cursing, may cause emotional and cognitive distress, affect self-esteem and mental health, and potentially influence academic performance and overall well-being. The program aimed to equip students with strategies for managing stress and anxiety, promote self-awareness and empathy, develop resilience through coping skills and affirmations, strengthen belongingness and social support, and inform students about available counseling services, hotlines, and other support resources. The program was structured as a month-long intervention with one session per week, designed for Junior High School students and intended to be conducted at the NEHS Guidance Office. Follow-up activities were also included to provide continued support, such as interviews for students needing additional assistance, booster sessions, and monthly check-ins. The program evaluation involved feedback forms and open discussion to determine what worked well and what could still be improved.

3.6 Validation of the Proposed Guidance Intervention Program

The validation results showed that the proposed guidance intervention program obtained an overall mean of 4.47, interpreted as “Excellent.” The three domains—Program Design and Content, Program Implementation and Feasibility, and Expected Outcomes and Impact—each obtained a mean of 4.47 and were also interpreted as “Excellent.” This indicates that the five Registered Guidance Counselors/Guidance Designates positively evaluated the quality, relevance, feasibility, and potential impact of the program. These findings suggest that the proposed guidance intervention program is well-designed, appropriate, and potentially useful for addressing the needs of verbally abused junior high school students. The consistent excellent ratings across all domains indicate that the Trauma – Informed Approach may be applicable in guidance and counseling, especially in developing intervention programs for students with abuse-related concerns. However, while the validation confirms the program's quality and applicability, its actual effectiveness still requires implementation and evaluation.

4. Conclusion & Recommendations

The study concluded that the unnoticed prevalence of verbal abuse among NEHS junior high school students requires urgent and effective guidance intervention programs, especially because the lack of structured support may allow students to continue experiencing negative effects on their mental health and overall well-being. Since the limited number of Registered Guidance Counselors may affect the delivery of counseling services, a trauma-informed intervention program that can be implemented by guidance designates and trained teachers is necessary. The identification of parents, particularly mothers, as common abusers also highlight the need for parental education on child protection and awareness of RA. 9262, otherwise known as the Anti-Violence Against Women and Their Children Act of 2004 (“VAWC”). The use of the Trauma – Informed Approach, particularly its 4Cs principle, provides a promising framework for developing guidance programs for verbally abused students and other related concerns.

It is recommended that the proposed guidance intervention program utilizing the Trauma – Informed Approach be implemented in the target school to complete the Implementation and Evaluation phases of the ADDIE model and determine its effectiveness in helping verbally abused students develop healthy coping skills and resilience. The needs assessment may also include additional questions such as “What do you feel after experiencing verbal abuse?” and “How do you cope with the abuse you experience?” to identify risky tendencies and maladaptive coping mechanisms that must be addressed. The Guidance and Counseling Office may establish partnerships with the School Parent–Teachers Association (SPTA) to develop parenting education activities focused on the Child Protection Policy and RA. 9262 or

VAWC. The SAMHSA 6 principles of Trauma – informed Care, including safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and cultural, historical and gender issues, may also be applied in developing programs for abuse cases and other school concerns. Training sessions for teachers, counselors, and school staff on trauma-informed care and the 4Cs principle are also recommended, while the inclusion of counseling sessions may be considered to make the program more comprehensive.

The study is limited to the development and validation of the proposed guidance intervention program and does not yet establish its actual effectiveness because the remaining ADDIE phases, specifically Implementation and Evaluation, have not yet been completed. Therefore, the program's effectiveness cannot be generalized until it is implemented, evaluated, and further refined based on actual school-based application and student outcomes.

Compliance with ethical standards

The study was conducted in accordance with institutional ethical standards, with prior approval secured from the school administration before data collection. Participation was voluntary, and respondents were provided with a study description, request for participation, informed consent, and data privacy waiver through Google Forms. Confidentiality of student responses and validator feedback was observed, and the researcher acknowledges the contributions of the adviser, validators, language experts, and statistician in the development and validation of the program. The author declares no conflict of interest and assumes responsibility for the originality, integrity, and copyright ownership of the research output.

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