



Trauma-Sensitive Schools

TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD

Building Trauma-Sensitive Schools Handout Packet

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment

Audience	#	Handout Title
All staff	1	APPLYING THE CORE PRINCIPLES WORKSHEET
All staff	2	SECONDARY TRAUMATIC STRESS AND SELF-CARE PACKET
All staff	3	MAPPING TRIGGERS AND OPPORTUNITIES ACTIVITY
All staff	4	NAVIGATING CRISES WORKSHEET
Student services staff	5	TRAUMA-SENSITIVE ASSESSMENT AND PLANNING CHECKLIST
Student services staff	6	GUIDELINES FOR ADOPTING A MULTITIERED APPROACH TO ADDRESSING TRAUMA
All staff	7	SOCIAL AND EMOTIONAL COMPETENCIES CHECKLIST
All staff	8	STRATEGIES FOR COLLABORATION
All staff	9	GUIDING QUESTIONS FOR POLICIES AND PROCEDURES

Introduction

This Handout Packet includes all of the downloadable resources found throughout the Building Trauma-Sensitive Schools online module. Each of these handouts is available for individual download as staff work through the module together during professional development events. Most handouts are relevant to all school staff and two handouts are tailored to student services staff conducting student assessments or evaluations and providing services to students.

Uses for Handouts

School leaders may use the handouts while viewing the Building Trauma-Sensitive Schools Module to support continued discussion related to particular topics and to further staff learning about how to apply a trauma-sensitive approach across roles.

School administrators and trauma-sensitive work groups can revisit the handouts as you begin to create your action plans for adopting a trauma-sensitive approach. The Action Guide component of this training package includes suggestions for how handouts may be helpful for action planning. School administrators and trauma-sensitive work groups can also use the handouts as part of ongoing professional development activities related to trauma sensitivity. It can be helpful to revisit the handout content at a later date to reinforce particular concepts.



All staff handout

1. Applying the Core Principles Worksheet

Trauma-sensitive schools are grounded in a set of core principles that inform daily school operations. Schools that embody these core principles: a) have staff who understand trauma and its impact; b) believe that healing happens in relationships; c) ensure emotional and physical safety for all; d) view students holistically; e) support choice, control, and empowerment for students, staff, and families; f) strive for cultural competence; and g) use a collaborative approach. Existing culture and practice across your school or district may already reflect these principles, or the core principles may represent a more significant shift.

Consider how you currently integrate the core principles into daily practice and what more can be done to support a trauma-sensitive learning environment.

1. Understand trauma and its impact.

In a trauma-sensitive school, all staff share a common understanding of trauma and its impact on students, families, and staff and a joint mission to create learning environments that acknowledge and address the effects of trauma on school success.

Here's how **my school** currently integrates an awareness and understanding of trauma and its impact into daily practice:

Here's how **I** currently integrate an awareness and understanding of trauma and its impact into my daily work:

Here's what I think we can do more of:



2. Believe that healing happens in relationships.

Trauma-sensitive schools believe that establishing safe, authentic, and positive relationships can be corrective and restorative to survivors of trauma and can be resilience-building for all. This principle encompasses relationships among and between school staff, students, and families.

Here's how **my school** demonstrates a commitment to fostering healthy relationships:

Here's how **I** demonstrate my commitment to fostering healthy relationships:

Here's what I think we can do more of:

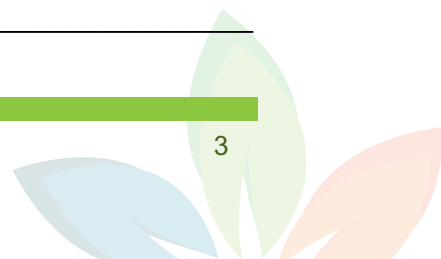
3. Ensure emotional and physical safety.

Trauma-sensitive schools are committed to establishing a safe physical and emotional learning environment where basic needs are met; safety measures are in place; and staff responses are consistent, predictable, and respectful.

Here's how **my school** upholds a commitment to ensuring emotional and physical safety

Here's how **I** uphold a commitment to ensuring emotional and physical safety:

Here's what I think we can do more of:



4. View students holistically.

Schools invested in taking a trauma-sensitive approach understand the interrelated nature of emotional and physical health and academic success and the need to view students holistically and build skills in all areas.

Here's how **my school** demonstrates a commitment to viewing students holistically:

Here's how **I** demonstrate my commitment to viewing students holistically:

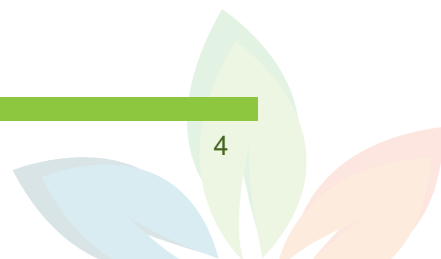
Here's what I think we can do more of:

5. Support choice, control, and empowerment for students, staff, and families.

Trauma-sensitive schools operate in a way that supports choice, control, and empowerment for students, families, and staff and empowers all by building skills that enhance sense of mastery.

Here's how **my school** demonstrates a commitment to supporting choice, control, and empowerment for students, staff, and families:

Here's how **I** demonstrate my commitment to supporting choice, control, and empowerment for students, staff, and families:



Here's what I think we can do more of:

6. Strive for cultural competence.

Trauma-sensitive schools strive for cultural competence by acknowledging and respecting diversity within the school; considering the relationship between culture, traumatic experiences, safety, healing, and resilience; and using approaches that align with the cultural and linguistic backgrounds of students, families, and the broader community.

Here's how **my school** demonstrates a commitment to striving for cultural competence:

Here's how **I** demonstrate my commitment to striving for cultural competence:

Here's what I think we can do more of:

7. Use a collaborative approach.

Trauma-sensitive schools use a collaborative approach with students, families, and staff. This approach includes sharing power and decision making across all levels of the school and seeing students and families as partners.

Here's how **my school** demonstrates a commitment to using a collaborative approach with students, families, and staff:



Here's how I demonstrate my commitment to using a collaborative approach when working with students, families, and staff:

Here's what I think we can do more of:





2. Secondary Traumatic Stress and Self-Care Packet

Educators, counselors, and other support staff who work with students exposed to trauma are at risk of being indirectly traumatized as a result of hearing about their students' experiences and witnessing the negative effects. In the first section of this packet, learn about secondary traumatic stress and related conditions; in the second section, use the tools and strategies provided to help you create individual and schoolwide plans to promote staff self-care and resilience.

Secondary Traumatic Stress and Related Conditions

Secondary traumatic stress (STS) is the emotional distress that results when an individual hears about the traumatic experiences of another individual. Distress may result from hearing someone's trauma stories, seeing high levels of distress in the aftermath of a traumatic event, needing to retell a student's story, and/or seeing photos or images related to the trauma.

Common symptoms of STS include the following:

- Increased anxiety and concern about safety
- Intrusive, negative thoughts and images related to their students' traumatic stories
- Fatigue and physical complaints
- Feeling numb or detached from students
- Feeling powerless or hopeless about students and the work
- Diminished concentration and difficulty with decision making
- Desire to physically or emotionally withdraw from people or situations that trigger difficult thoughts and emotions

Several other terms capture elements of STS, but with some differences.

Burnout is characterized by emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment. Although burnout also is work related, burnout develops as a result of general occupational stress; the term is not used specifically to describe the effects of indirect trauma exposure.

Compassion fatigue is a less stigmatizing way to describe STS and is sometimes used interchangeably with the term STS.

Vicarious trauma refers to internal changes in teachers and staff members who engage empathetically with students affected by trauma. It is a theoretical term describes the cumulative effects of secondary exposure to trauma.

Compassion satisfaction describes the positive feelings derived from competent performance as professional working with trauma survivors. It is characterized by positive relationships with colleagues and the conviction that one's efforts contribute in a meaningful way to students, their families, and the community.

Risk Factors for STS and Related Conditions

Any professional who works directly with people exposed to trauma and hears them recount their traumatic experiences is at risk of STS. Additional risk factors associated with STS and related conditions for professionals include the following:

- Prior trauma exposure
- Female gender
- Inexperience in the field
- Dose of exposure
- Type of work
- Young age

Warning Signs of STS and Vicarious Trauma

Professionals affected by secondary traumatic stress and related conditions such as vicarious trauma experience a variety of symptoms that may affect all aspects of daily life, including negative changes in beliefs about themselves, others, and their work.

Warning Signs of STS and Vicarious Trauma	
Hypervigilance	Excessive alertness for potential threats or dangers at and outside of work. Always being “on” and “on the lookout”
Poor Boundaries	Lacking a balanced sense of your role so that you take on too much, step in and try to control events, have difficulty leaving work at work, or take the work too personally
Avoidance	Coping with stress by shutting down and disconnecting
Inability to Empathize/Numbing	Unable to remain emotionally connected to the work
Addictions	Attaching to distractions to check out from work, personal life, or both
Chronic Exhaustion/ Physical Ailments	Experiencing physical, emotional, and spiritual fatigue or inexplicable aches and pains exceeding what you expect for an ordinary busy day or week
Minimizing	Trivializing a current experience by comparing it with another situation that we regard as more severe
Anger and Cynicism	Using cynicism or anger to cope other intense feelings that we may not understand or know how to manage
Feelings of Professional Inadequacy	Becoming increasingly unsure of yourself professionally, second-guessing yourself, feeling insecure about tasks that you once felt confident to perform

Tools for Staff Self-Care and Resilience

A number of individual and system-level strategies effectively promote staff self-care and resilience. This section includes the following tools for supporting individual and schoolwide strategies for addressing and minimizing the effects of STS and related conditions:

- **Shared Strategies for Staff Self-Care and Resilience** suggests individual and schoolwide strategies to support a culture of staff wellness.
- **Staff Self-Care Plan** begins with a personal inventory of warning signs, proceeds to an assessment of self-care practices, and concludes with making a commitment to specific practices.
- **School Self-Care Plan** offers a process similar to developing an individual self-care plan but for the entire school.
- Shared Strategies for Staff Self-Care and Resilience

Creating a healthy work environment is a shared process that includes individual and school-based strategies. Explore these ideas for what you can do and what your school can do to foster wellness for all.

What You Can Do	What Your School Can Do
<p>Increase your knowledge and awareness of the effects of trauma and STS.</p> <p>Assess your current level of burnout, STS, and vicarious trauma.</p>	<p>Educate staff about the effects of trauma, STS, and related conditions and provide regular opportunities for staff to address potential issues related to STS.</p> <p>Identify and monitor STS and related conditions among staff. Here are two tools that may be helpful:</p> <ul style="list-style-type: none"> ■ Compassion fatigue self-test http://www.ptsdsupport.net/compassion_fatigue-selftest.html ■ Professional quality of life scale, ProQOL 5 http://proqol.org/ProQol_Test.html
<p>Stay connected to other people and groups that are supportive and nourishing.</p> <p>Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work–life balance (e.g., exercise, good nutrition, supportive networks).</p>	<p>Encourage and develop formal strategies for peer support and mentorship.</p> <p>Create a culture that fosters staff resilience that includes: fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support and resources to do the work, and processes for shared decision making.</p>

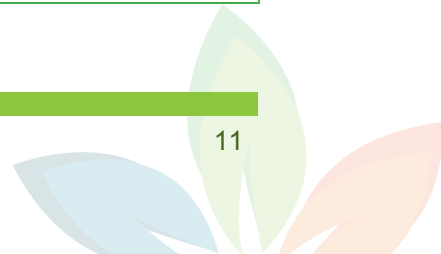
Staff Self-Care Plan

Use this worksheet to create your own self-care plan. You do not need to share your answers with anyone—this is simply for self-reflection. Check back regularly to see how things are going and assess whether you need to make any adjustments to your plan.

1. Recognize the warning signs.

Becoming aware of the effects your work has on you is essential to helping you take care of yourself. Think about the warning signs of STS and related conditions and consider how they may be present in your daily life. Even if you are not regularly exposed to student trauma, you may be struggling with issues of burnout or remnants of your own personal trauma experience. Feel free to add other signs that you are feeling overworked, overextended, or overwhelmed.

Warning Sign	Yes or No	If Yes, Describe the Effect on You
Increased anxiety or concern about safety	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Intrusive, negative thoughts and images related to your student's traumatic experiences	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Difficulty maintaining work–life boundaries	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Avoiding people, places, and activities that you used to find enjoyable	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Feeling emotionally numb, disconnected, or unable to empathize	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Warning Sign	Yes or No	If Yes, Describe the Effect on You
Experiencing feelings of chronic exhaustion and related physical ailments	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Regularly feeling angry and/or cynical about students, staff, and your work	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Feeling inadequate in your work and questioning whether what you do matters	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other:		

2. Assess your self-care practice.

Many strategies are available to support self-care and reduce the signs and symptoms of STS and related conditions. Take some time to complete the self-care self-assessment below. This tool provides ideas about how to practice self-care across many areas of your life. Remember that no one strategy works for everyone.

How often do you do the following? (Rate, using the following scale):

5–Frequently 4–Sometimes 3–Rarely 2–Never 1–It never even occurred to me

Physical self-care

Eat regularly (e.g., breakfast and lunch)
Eat healthfully
Exercise or go to the gym
Lift weights
Practice martial arts
Get regular medical care for prevention
Get medical care when needed
Take time off when you are sick
Get massages or other body work

Do physical activity that is fun for you
Take time to be sexual
Get enough sleep
Wear clothes you like
Take vacations
Take day trips or mini-vacations
Take a break from technology, such as smartphones and other devices
Other:



Psychological self-care

Make time for self-reflection
Go to see a psychotherapist or counselor for yourself
Write in a journal
Read literature unrelated to work
Do something at which you are a beginner
Take a step to decrease stress in your life
Notice your inner experience—your dreams, thoughts, imagery, and feelings
Let others know different aspects of you
Engage your intelligence in a new area—go to an art museum, performance, sports event, exhibit, or other cultural event
Practice receiving from others
Be curious
Say no sometimes to extra responsibilities
Spend time outdoors
Other:

Emotional self-care

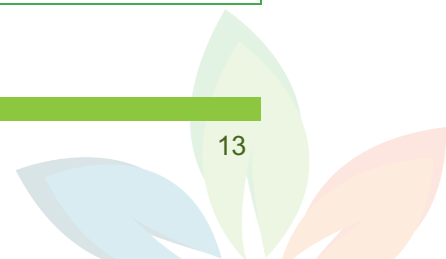
Spend time with others whose company you enjoy
Stay in contact with important people in your life
Treat yourself kindly (supportive inner dialogue or self-talk)
Feel proud of yourself
Reread favorite books, review favorite movies
Identify and seek out comforting activities, objects, people, relationships, places
Allow yourself to cry
Find things that make you laugh
Express your outrage in a constructive way
Play with children
Other:

Spiritual self-care

Make time for prayer, meditation, and reflection
Spend time in nature
Participate in a spiritual gathering, community, or group
Be open to inspiration
Cherish your optimism and hope
Be aware of nontangible (nonmaterial) aspects of life
Be open to mystery, to not knowing
Identify what is meaningful to you and notice its place in your life
Sing
Express gratitude
Celebrate milestones with rituals that are meaningful to you
Remember and memorialize loved ones who have died
Nurture others
Have awe-filled experiences
Contribute to or participate in causes you believe in
Read inspirational literature
Listen to inspiring music
Other:

Workplace or professional self-care

Take time to eat lunch
Take time to chat with coworkers
Make time to complete tasks
Identify projects or tasks that are exciting, growth promoting, and rewarding for you
Pursue regular learning and professional development
Get support from colleagues
Negotiate for your needs
Have a peer support group
Other:

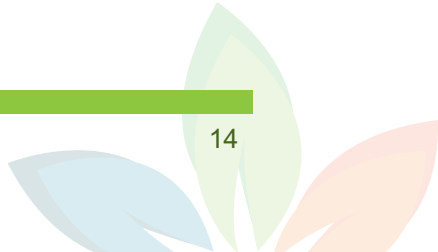


Follow-up questions to consider

1. What was this process of filling out the checklist like for you?

2. Were you surprised by any of your responses? If so, which ones?

3. In what areas are you strongest? Weakest?



3. Adopt specific strategies.

Based on your responses to the self-care self-assessment, list 1–2 things in each area that you already do and 1–2 things that you would like to do to take care of yourself. Then choose 3–5 things from your list that you can make a commitment to doing in the next month.

Area	Already Do	Would Like to Do
Physical		
Relational		
Emotional		
Spiritual		
Professional		

Committed to doing:

- _____
- _____
- _____
- _____
- _____



School Self-Care Plan

These checklists will help you recognize warning signs of STS at a school level and to choose schoolwide strategies to support self-care.

1. Recognize the warning signs.

A range of warning signs can indicate that your school as a whole may be affected by trauma. Check any signs you detect in your school.

	School environment is often chaotic, disorganized, and unpredictable.
	Staff members are often fearful of their own safety.
	Staff members often use harsh and punitive discipline practices to regain control.
	The school has a high rate of staff turnover.
	The school has a high rate of staff absenteeism.
	There is a lack of communication and/or frequent miscommunication among staff members.
	Interpersonal conflicts are increasing among staff members in different roles or departments.
	Work is often incomplete.
	Work quality is often poor.
	The school has a negative atmosphere.
	People at the school feel a lack of emotional and/or physical safety.
	Staff members have less energy or motivation to go the extra mile.
	Staff members collectively tend to be cynical and negative about students.
	Student and family complaints about the school have increased.

2. Assess your schoolwide self-care practices.

Check everything that your school currently does to support staff members in each domain.

Training and education

	The school provides education to all employees on the signs of STS and related conditions such as vicarious trauma.
	The school provides all employees with professional development related to stress management, self-care, and resilience-focused strategies.

	The school provides all employees with training related to their job tasks.
	Staff members are given opportunities to attend refresher trainings and trainings on new topics related to their roles.
	Staff coverage is in place to support training.
	The school provides education on steps necessary to advance employees in their roles.

Support and supervision

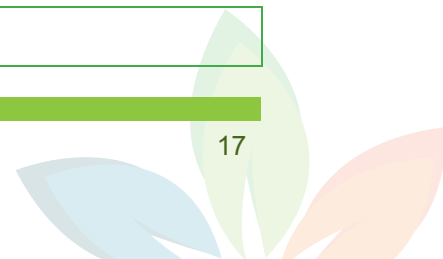
	The school offers an employee assistance program.
	Employee job descriptions and responsibilities are clearly defined.
	All staff members have access to regular supervision or support by administrators or peers.
	Staff members have access to ongoing support for managing workload and time needed to complete tasks.
	Staff members are encouraged to understand their own stress reactions and take appropriate steps to develop their own self-care plans.
	Staff members are regularly supported in practicing self-care strategies.
	Staff members are welcome to discuss concerns about the school or their jobs with administrators without negative consequences (e.g., being treated differently, feeling like their jobs are in jeopardy, or having their concerns affect their positions on the team).
	Staff members are encouraged to take breaks, including lunch and vacation time.
	The school fosters team-based support and mentoring for staff.

Employee control and input

	The school provides opportunities for staff members to give input into practices and policies.
	The school reviews its policies on a regular basis to identify whether the policies are helpful or harmful to the health and well-being of its employees.
	The school provides opportunities for staff members to identify their professional goals.
	Staff members have formal channels for addressing problems and grievances.
	Workplace issues, including grievance issues and interpersonal difficulties, are managed by individuals in the appropriate roles and are confidential.

Communication

	Staff members attend regularly scheduled team meetings.
--	---



	Topics related to self-care and stress management are addressed in team meetings.
	Regular discussions of how people and departments are communicating and relaying information occur in team meetings.
	The school has a way of assessing staff level of STS and related conditions.
	The school has a way of evaluating staff satisfaction on a regular basis.

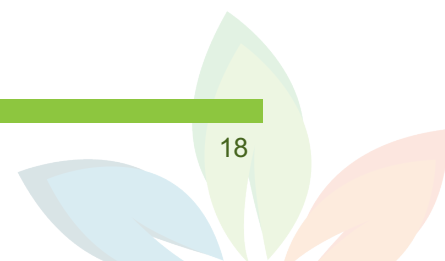
Work environment

	The school environment is well lit.
	The school environment is physically well maintained (e.g., clean, secure).
	Information about self-care is posted in places that are visible.
	Employee rights are posted in places that are visible.
	The school provides opportunities for community building among employees.
	The school has policies concerning acts of discrimination, harassment, disrespect, and bullying for staff.
	The school responds promptly to any acts of discrimination, harassment, disrespect, and bullying among staff.

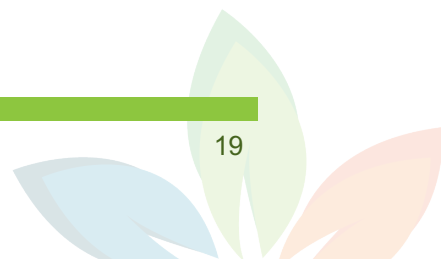
3. Adopt specific strategies that promote staff self-care and resilience.

Based on your responses on the school self-care assessment, in the chart below, list 1–2 things in each area that your school already does to support staff and 1–2 things that you would like to see more of to promote staff wellness.

If you are in a leadership position, you may consider gathering staff opinions related to the school’s current support for self-care and use the feedback to identify gaps and related action steps. If you are not in a position to implement some of these strategies, take this school self-care plan to your supervisors or directors for their consideration.



Area	Already Do	Would Like to Do
Training and Education		
Support and Supervision		
Employee Control and Input		
Communication		
Work Environment		



References

- National Child Traumatic Stress Network, Secondary Traumatic Stress Committee. (2011). Secondary traumatic stress: A fact sheet for child-serving professionals. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.
- National Child Traumatic Stress Network, Secondary Traumatic Stress Committee. (2017). Secondary traumatic stress: A fact sheet for organizations employing community violence workers. Retrieved from http://www.nctsn.org/sites/default/files/assets/pdfs/sts_cv.pdf
- van Dernoot Lipsky, L., & Burk, C. (2009). Trauma stewardship: An everyday guide to caring for self while caring for others. San Francisco, CA: Berrett-Koehler.
- Volk, K. T., Guarino, K., Edson Grandin, M., & Clervil, R. (2008). What about You? A Workbook for those who work with others. Washington, DC: National Center on Family Homelessness at American Institutes for Research.



All staff handout

3. Mapping Triggers and Opportunities Activity

Trauma-sensitive schools work to identify and reduce potential triggers (i.e., trauma reminders) in the school environment. Although no school can identify and eliminate all possible trauma-related triggers for students or parents, trauma-sensitive schools focus on aspects of the environment that they can control and then work to reduce potentially triggering situations. This activity will help you to identify potential trauma triggers in your school environment as well as opportunities for reducing and eliminating potentially triggering practices.

Overview of Triggers

Triggers are reminders of past traumatic experiences that cause the body to react automatically as if the traumatic event were happening again. Specific to the individual, trauma reminders can be as subtle as odors or as obvious as a repeat incident. Some potentially triggering experiences for trauma survivors include situations or experiences that could be difficult for any student to manage (e.g., chaotic environments, threatening gestures). But a person who is triggered feels overwhelmed and appears to overreact to the situation from the standpoint of a person unaffected by trauma. Potential triggers for persons with histories of trauma include the following:

- Loud, chaotic environments
- Odors
- Physical touch
- Confinement
- Uncertainty about expectations
- Change in routine
- Situations involving authority figures and limit setting, even appropriate limits
- Hand or body gestures that appear threatening
- Witnessing violence between other individuals, such as peers fighting
- Areas of the school experienced as unsafe, such as bathrooms or less well-monitored areas
- Emergency vehicles and police or fire personnel
- Feelings such as anger, sadness, or fear in response to common school conflicts—getting in trouble, doing poorly on a test, having an argument with another student— (Such feelings may trigger an intense reaction related to past trauma.)

Triggers set off intense reactions that can be confusing and easily misunderstood or mislabeled, particularly if the school staff does not understand the connection between current behavior and previous trauma. Triggered students can display a variety of fight, flight, or freeze responses.

Survival Response	Related Behaviors
Fight	Verbal attacks, aggression, assaultive behavior, defiance, aggressive stance, clenched fists and teeth
Flight	Running away, refusing to talk, avoidance, hiding, substance use
Freeze	Appearing nonresponsive, numbed out, unable to interact, or disconnected

Triggers for Parents

Parents who are affected by trauma may have their own triggers related to their experiences. Some types of interactions between parents and the school staff present an elevated potential for triggering, particularly interactions that leave parents feeling helpless, vulnerable, or out of control or that mimic other aspects of past traumatic experiences. Potential trauma triggers for parents may arise from the following situations involving conflict:

- Feeling disrespected by the school staff
- Being called into a meeting to address their child's behaviors
- Uncertainty about what is happening
- Lack of control over decisions being made about their child
- History of negative experiences with the education system

Responses to trauma triggers that you may encounter from parents include extreme anger, defensiveness, avoidance, or shutting down. These behaviors are challenging and can be easily misunderstood by staff, leading to negative interactions that interfere with parent engagement and relationship building.

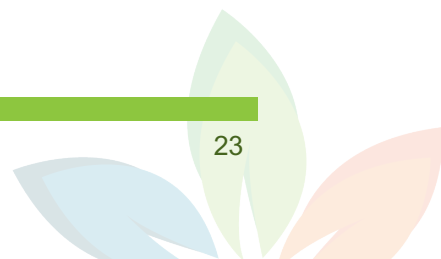
Mapping Triggers and Opportunities Activity

Recognizing potentially triggering experiences for students helps school staff in identifying opportunities for reducing trauma triggers and trauma-related responses.

1. Mark it on the map.

Review the coded list of potential trauma triggers for students and parents. Determine where in your school building these triggers are likely to occur, and insert the associated code on the school map (following page). For example, writing P3 on the administrator’s office indicates that participating in large meetings has a potential for triggering a vulnerable parent. Some triggers are likely to occur in multiple places, so you might write S1 on hallways, gym, and cafeteria for the trigger potential of loud, chaotic environments.

Student Triggers	Parent Triggers
S1. Loud, chaotic environments	P1. Being called into school to discuss a problem
S2. Physical touch	P2. Being treated disrespectfully when you arrive at the school
S3. Uncertainty about expectations	P3. Participating in large meetings with a lot of school staff
S4. Changes in routine	P4. Not being part of decision making for your child
S5. Witnessing violence between peers, such as fighting	P5. Lack of privacy in where school staff members are talking to you about a private matter
S6. Meeting with an adult to address behavior	P6. Participating in an assessment process related to your child
S7. Emergency vehicles, police or fire personnel	P7. Confusion and lack of clarity about your child’s education
S8. Being called out on your behaviors in front of others	
S9. Being harassed or intimidated by others	
S10. Being asked to discuss difficult topics	
S11. Feeling embarrassed or ashamed	





2. Provide alternatives.

In the following two tables, list alternatives for eliminating or reducing potential trauma-related triggers for students and then do the same for parents.

Student examples—*You may reduce the trigger potential of S8 by making a practice of confronting student behavior out of the public eye. Strategically placing adult support during drills can reduce the trigger potential of S7.*

Student Triggers	Alternatives
S1. Loud, chaotic environments	
S2. Physical touch	
S3. Uncertainty about expectations	
S4. Changes in routine	
S5. Witnessing violence between peers, such as fighting	
S6. Meeting with an adult to address behavior	
S7. Emergency vehicles, police or fire personnel	
S8. Being called out on your behaviors in front of others	
S9. Being harassed or intimidated by others	
S10. Being asked to discuss difficult topics	
S11. Feeling embarrassed or ashamed	

Parent examples—A way to reduce the trigger potential of P1 is to give parents as much control as possible over the agenda for a meeting. Also, you can eliminate the trigger potential of P5 by ensuring that you always talk about confidential issues in a private space.

Parent Triggers	Alternatives
<p>P1. Being called into school to discuss a problem</p>	
<p>P2. Being treated disrespectfully when you arrive at the school</p>	
<p>P3. Participating in large meetings with a lot of school staff</p>	
<p>P4. Not being part of decision making for your child</p>	
<p>P5. Lack of privacy in where school staff members are talking to you about a private matter</p>	
<p>P6. Participating in an assessment process related to your child</p>	
<p>P7. Confusion and lack of clarity about your child's education</p>	





All staff handout

4. Navigating Crises Worksheet

A trauma-sensitive approach to crisis prevention and intervention is grounded in an understanding of the human stress response and its amplification in students exposed to trauma. For the purposes of this worksheet, the term crisis refers to a situation in which a student is in a state of emotional distress that is difficult for them to manage. This worksheet describes five phases of a crisis and, for each phase, particular considerations for youth affected by trauma. As you familiarize yourself with each phase, consider supportive strategies that you currently use or want to use.

Phase 1: Baseline

How a student usually behaves and responds defines the baseline phase. Students affected by trauma may function in survival mode, which makes them more anxious, fearful, and on the alert for danger at all times compared to youth who are not affected by trauma. Students affected by trauma tend to be overly reactive to cues or triggers in the environment—sights, sounds, smells, feelings, or situations—that cause them to relive their experience and react suddenly. To prevent students from quickly escalating to a crisis, particular strategies may be required.

Questions to consider

How do you foster a general sense of safety and calm as you work with students?

What additional strategies do you need to help students affected by trauma feel safe and calm?

Trauma-sensitive strategies

Check the strategies you currently use to prevent crises and help students remain calm. Circle the practices you would like to add or use more often.

	Establish clear routines.
	Ensure adequate staffing during times when students are more likely to have difficulties.
	Arrange your space to minimize potential trauma triggers (e.g., where students sit, amount of physical space, areas to take space when needed).
	Anticipate potential trauma triggers for students and plan ahead.
	Provide trigger warnings for content that may be upsetting.
	Plan for times of uncertainty and transition, and offer additional support to students who need it during these times.
	Make all your responses to students calm and respectful.
	Use positive behavioral interventions.
	Incorporate self-control practices, such as breathing exercises and mindfulness activities, into daily routines.

Phase 2: Triggering Phase

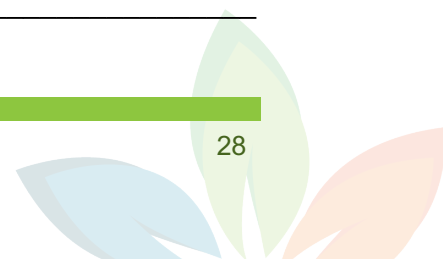
The stress response system is activated in the triggering phase. The brain’s emotional control center begins to take over. You see changes in behavior and mood (e.g., shorter responses, tearfulness, moving or pacing, raised voice, becoming quieter, withdrawing, or unresponsiveness).

Students affected by trauma may be triggered by a range of stimuli that prompt them to relive a traumatic experience. Once triggered, students cannot easily access the thinking part of their brains that would help them maintain perspective and emotional control. The behavior of triggered students may be confusing to other individuals and may look like an overreaction to what adults may see as a relatively minor or neutral situation. At this point, adults may have only a short amount of time to recognize what is happening and to help a student calm down before the situation escalates.

Questions to consider

What types of situations or experiences might trigger a student affected by trauma?

What types of behaviors do you notice that tell you a student has been triggered?



What are some preventative responses you might use at this point?

What responses would not be helpful at this point?

Trauma-sensitive strategies

Check the strategies you currently use to intervene once a student is triggered. Circle the practices you would like to add or use more often.

<input type="checkbox"/>	Validate feelings (even if the feelings do not appear rational).	<input type="checkbox"/>	Provide a space for the student to calm down.
<input type="checkbox"/>	Listen to what the student is saying.	<input type="checkbox"/>	Avoid arguing with the student.
<input type="checkbox"/>	Provide choices in the moment.	<input type="checkbox"/>	Minimize public confrontation.
<input type="checkbox"/>	Use encouraging statements and positive reinforcement.	<input type="checkbox"/>	Avoid threatening punishment in the moment.

Phase 3: Escalation Phase

Increased agitation and intense, emotionally driven, survival-based responses typify the escalation phase. Fight, flight, or freeze responses of students affected by trauma include yelling, swearing, posturing, running away, refusing to talk, spacing out, or appearing disconnected. At this point, the emotional center of the brain has taken over and filters out unessential information, making nonverbal strategies increasingly important. Adults must stay aware of their own emotional state and avoid using punitive, threatening, or aggressive approaches that could be re-traumatizing for the student.

Questions to consider

What does the escalation phase commonly look like for students?

At this point, what types of responses tend to escalate the situation further? What responses might be re-traumatizing?

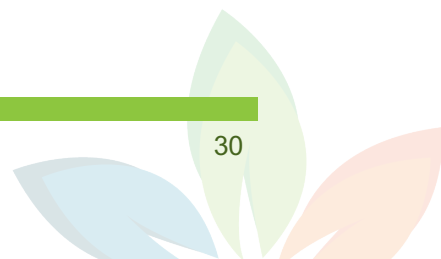
What types of responses help to de-escalate the person and situation?

What are the signs that the staff member is escalating?

Trauma-sensitive strategies

Check the strategies you currently use to intervene as a student is escalating. Circle the practices you would like to add or use more often.

	Use a calm and respectful tone of voice.
	Pay attention to your body language, gestures, and physical proximity to the student.
	Maintain boundaries and allow for a reasonable “comfort zone” to offer space.
	Use grounding techniques to help students access their thinking brain (e.g., breathing, providing something to hold or squeeze).
	Provide choices in the moment.
	Be clear about your intention and purpose in the situation.
	Refrain from giving a lot of directions.
	Identify, acknowledge, and label feelings.
	Offer support and reassurance.
	Avoid confrontation and punishment.
	Avoid arguing with the student.
	Check your own level of stress.
	Get support as needed.



Phase 4: Outburst Phase

Full-blown escalation characterizes the outburst phase and increases the potential for dangerous behavior. The focus goes to the safety of all individuals involved and to the effort to set limits and help the triggered student to calm down and feel physically safe. As a person affected by trauma starts to feel increasingly unsafe and out of control, the fight, flight, or freeze response intensifies. During this phase, those individuals trying to help could cause additional harm by inadvertently recreating a situation that mimics the triggered person's traumatic experiences. Adults must balance the need to keep themselves, the student, and other students safe as they try to avoid creating another traumatic situation.

Questions to consider

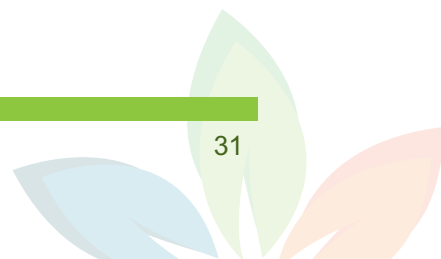
What does the outburst phase commonly look like?

What types of responses might you use at this point?

Trauma-sensitive strategies

Check the strategies you currently use to intervene during periods of full-blown crisis. Circle the practices you would like to add or use more often.

<input type="checkbox"/>	Use a calm and respectful tone of voice.
<input type="checkbox"/>	Pay attention to body language, gestures, and physical proximity to the student.
<input type="checkbox"/>	Be clear about your intention and purpose in the situation (why you are there, what you plan to do).
<input type="checkbox"/>	Refrain from giving a lot of directions.
<input type="checkbox"/>	Provide choices for getting support on the student's own terms.
<input type="checkbox"/>	Set clear limits.
<input type="checkbox"/>	Be directive while maintaining a respectful tone.
<input type="checkbox"/>	Set the tone that you expect the student will regain control.
<input type="checkbox"/>	Check your own level of stress.
<input type="checkbox"/>	Get support as needed.



Phase 5: Recovery Phase

The student returns to baseline, and adults help the student repair relationships and learn from the crisis. Students affected by trauma may feel disconnected and isolated after a crisis. Students also may feel ashamed and embarrassed, which can fuel additional trauma-related reactions and promote an ongoing cycle of distress and crisis. Post-crisis restorative practices include reassuring the student that he or she is a valued member of the school community, explaining the brain and body responses to stress, and planning to avoid future crises. Debriefing with colleagues can help you reduce your stress.

Questions to consider

How do you debrief with students after a crisis?

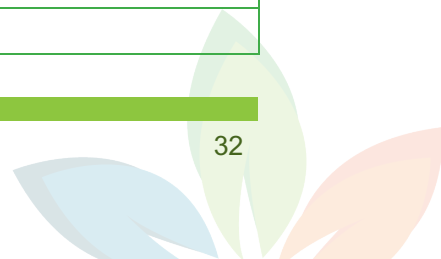
How do you repair relationships and rebuild connections?

How do you debrief with fellow teachers and staff after a crisis?

Trauma-sensitive strategies

Check the strategies you currently use to help students recover from a crisis. Circle the practices you would like to add or use more often.

<input type="checkbox"/>	Re-establish a connection with the student.
<input type="checkbox"/>	Clarify the chain of events.
<input type="checkbox"/>	Identify triggers.
<input type="checkbox"/>	Develop a plan (identify possible triggers, early warning signs, and helpful strategies).
<input type="checkbox"/>	Teach new coping skills.
<input type="checkbox"/>	Help the student practice new behaviors.
<input type="checkbox"/>	Debrief with colleagues.



References

Knowledge Network by and for Educators. (2015). *Therapeutic crisis intervention strategies*. Retrieved from http://tccl.rit.albany.edu/knilt/index.php/Therapeutic_Crisis_Intervention_Strategies



Student services staff handout

5. Trauma-Sensitive Assessment and Planning Checklist

This handout for student services staff and other staff who conduct student assessments is designed to help you adopt trauma-sensitive assessment, evaluation, and planning practices. By incorporating an awareness of trauma and its effects, those individuals performing student assessments are more likely to correctly identify trauma-related behaviors and provide appropriate interventions.

Even so, staff members in trauma-sensitive schools refrain from assuming that trauma is at the root of all student difficulties. Also, trauma-sensitive assessments are not trauma evaluations that identify the details of the trauma and provide clinical recommendations. Instead, the assessments take into account the potential effects of trauma on student behavior and learning. A formal trauma evaluation may be warranted based on results.

Components of Trauma-Sensitive Assessments and Evaluations

1. Functional behavioral assessments

Use this checklist as a guide for conducting trauma-sensitive functional behavioral assessments.

	Assessments consider school routines that could trigger a student affected by trauma.
	Assessments include examples of trauma-related cues or triggers in the school environment that may lead to fight, flight, or freeze responses.
	Assessments consider trauma-related physiological responses as possible drivers of behavior (versus more purposeful or obvious motivations such as seeking attention or avoiding difficult tasks).
	Assessments consider a wide range of potentially traumatic experiences that may increase the likelihood of problem behavior.
	Assessments consider student strengths.

Psychological evaluations

The term *complex trauma* refers to exposure to multiple traumatic events as well as to the long-term impact of such exposure. Children and youth affected by ongoing trauma from an early age exhibit a wide range of difficulties that can mimic other conditions, such as attention deficit hyperactivity disorder, bipolar disorder, oppositional defiant disorder, and reactive-attachment disorder. When youth are diagnosed solely on the basis of presenting symptoms, mental health

and other providers are likely to miss an underlying trauma that may be the source of the emotions and behaviors and the necessary focus of treatment.

Student services staff with expertise in conducting comprehensive psychological evaluations (e.g., school psychologists and other school-based mental health professionals) should be aware of and assess for the effects of trauma, particularly complex trauma on all key areas of student functioning.

To guide your assessment process, consider the following graphic, which outlines the core developmental domains of complex trauma that should be assessed.

Developmental domains affected by complex trauma

<p>Attachment and Relationships:</p> <ul style="list-style-type: none"> • Relationship problems with family members, adults, and peers • Problems with attachment and separation from caregivers • Problems with boundaries • Distrust and suspiciousness • Social isolation • Difficulty attuning to others and relating to other people's perspectives 	<p>Thinking & Learning:</p> <ul style="list-style-type: none"> • Difficulties with executive functioning and attention • Lack of sustained curiosity • Problems with information processing • Problems focusing on and completing tasks • Difficulties with planning and problem-solving • Learning difficulties • Problems with language development
<p>Physical Health: Body & Brain:</p> <ul style="list-style-type: none"> • Sensorimotor developmental problems • Analgesia • Problems with coordination, balance, body tone • Somatization • Increased medical problems across a wide span • Developmental delays/regressive behaviors 	<p>Behavior:</p> <ul style="list-style-type: none"> • Difficulties with impulse control • Risk-taking behaviors (self-destructive behavior, aggression toward others, etc.) • Problems with externalizing behaviors • Sleep disturbances • Eating disturbances • Substance abuse • Oppositional behavior/difficulties complying with rules or respecting authority • Reenactment of trauma in behavior or play (e.g., sexual, aggressive)
<p>Emotional Responses:</p> <ul style="list-style-type: none"> • Difficulty with emotional self-regulation • Difficulty labeling and expressing feelings • Problems knowing and describing internal states • Difficulty communicating wishes and needs • Internalizing symptoms such as anxiety, depression, etc. 	<p>Dissociation:</p> <ul style="list-style-type: none"> • Disconnection between thoughts, emotions and/or perceptions • Amnesia/loss of memory for traumatic experiences • Memory lapses/loss of orientation to place or time • Depersonalization (sense of being detached from or "not in" one's body) and derealization (sense of world or experiences not being real) • Experiencing alterations or shifts in consciousness
<p>Self-Concept & Future Orientation:</p> <ul style="list-style-type: none"> • Lack of a continuous, predictable sense of self • Poor sense of separateness • Disturbances of body image • Low self-esteem • Shame and guilt • Negative expectations for the future or foreshortened sense of future 	

*The information above is adapted from Cook et al., 2005.

Information gathered in trauma-sensitive evaluations

Use this checklist as a guide for conducting trauma-sensitive psychological evaluations. Based on results, student services staff may refer students for a more detailed trauma evaluation.

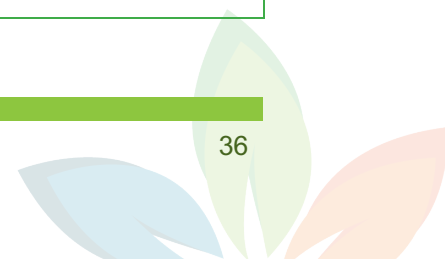
	Assessments include questions about student exposure to potentially traumatic events.
	Assessments gather information about possible trauma-related challenges across developmental domains related to self-regulation, physical functioning, relationships, and academics, including:
	<ul style="list-style-type: none"> ■ Developmental delays
	<ul style="list-style-type: none"> ■ Difficulty regulating or controlling behavior, emotions, and bodily states, and regulating or identifying and expressing feelings
	<ul style="list-style-type: none"> ■ Risky behaviors (e.g., self-harm, substance abuse, risky sexual behaviors, illegal activities)
	<ul style="list-style-type: none"> ■ Difficulty sustaining attention and concentration
	<ul style="list-style-type: none"> ■ Learning difficulties
	<ul style="list-style-type: none"> ■ Difficulties in relationships with others
	Assessments include questions about reactions to common trauma triggers.
	Assessments include questions about family functioning and potential exposure to trauma.
	Assessments include questions about student and family strengths.
	Assessments include questions about student and family cultural background, values, and norms.
	Information is gathered using a variety of techniques—clinical interviews, standardized measures, and behavioral observations.
	Information is gathered from a variety of perspectives—the child, caregivers, teachers, and other individuals who have direct contact with the student.
	Staff members conducting assessments try to determine connections between exposure to various traumatic events and current difficulties.
	Staff members conducting assessments try to determine potential trauma-related reminders or triggers based on the types of traumatic events the student has experienced.

Conducting trauma-sensitive assessments and evaluations

The manner and situation for conducting assessments is as important as the questions asked. Assessments require students and parents to meet with people they don't know and share sensitive information that can be emotionally painful or unsettling. The very concept may reside outside the family's cultural norms. School professionals need to stay aware of these challenges throughout the encounter and create a safe, secure, comfortable, and respectful environment.

Use this checklist to consider how you incorporate trauma-sensitive strategies into your assessment process.

	Assessments are conducted in a private space.
	Students and families are well informed about what to expect.
	Students and families are given choices about the conduct of the assessment (e.g., form of expression or consideration for reading or writing limitations).



	Staff members consider potential safety issues and triggers (e.g., asking personal questions, shame about behaviors, fear about what could come up).
	Staff members consider cultural norms and expectations when greeting, engaging, and questioning students and families.
	Students and families are given options for stopping assessments and continuing at a later time if they begin to feel uncomfortable or overwhelmed.
	Assessments are relationship oriented (e.g., empathic, respectful, engaged, student and family-centered).
	Assessments maintain a strengths-based focus.

Trauma-Sensitive Student Plans

In a trauma-sensitive school, individual student plans, such as behavioral support plans and individualized education programs (IEPs) address trauma when appropriate.

Use this checklist as a guide for creating trauma-sensitive student plans.

	Behavior support plans include a place to identify student-specific trauma-related triggers.
	Behavior support plans include a place for necessary accommodations and helpful adult responses for students who have been exposed to trauma.
	Individualized strategies for supporting students include a focus on physiological regulation.
	Plans include strategies or routines for supporting students during difficult times and in potentially triggering situations.
	Social and emotional IEP goals include ways to build skills that support resilience and skill building for students exposed to trauma.
	Plans include opportunities for teaching students exposed to trauma about the stress response and strategies for managing physiological responses.

References

- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., et al. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390–398.
- Crecco, J. (n.d.). Trauma sensitivity during the IEP process. Recruitment, Training and Support Center, Federation for Children with Special Needs. Retrieved from <http://fcsn.org/rtsc/wp-content/uploads/sites/2/2013/11/Trauma-Sensitivity-During-the-IEP-Process.pdf>
- Loman, S., & Borgmeier, C. (n.d.). Practical functional behavioral assessment training manual for school-based personnel. Retrieved from http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf
- National Child Traumatic Stress Network. (n.d.). Assessment of complex trauma. Retrieved from <http://www.nctsn.org/trauma-types/complex-trauma/assessment>
- Tishelman, A. C., Haney, P., O'Brien, J. G., & Blaustein, M. E. (2010). A framework for school-based psychological evaluations: Utilizing a “trauma lens.” *Journal of Child & Adolescent Trauma*, 3(4), 279–302.

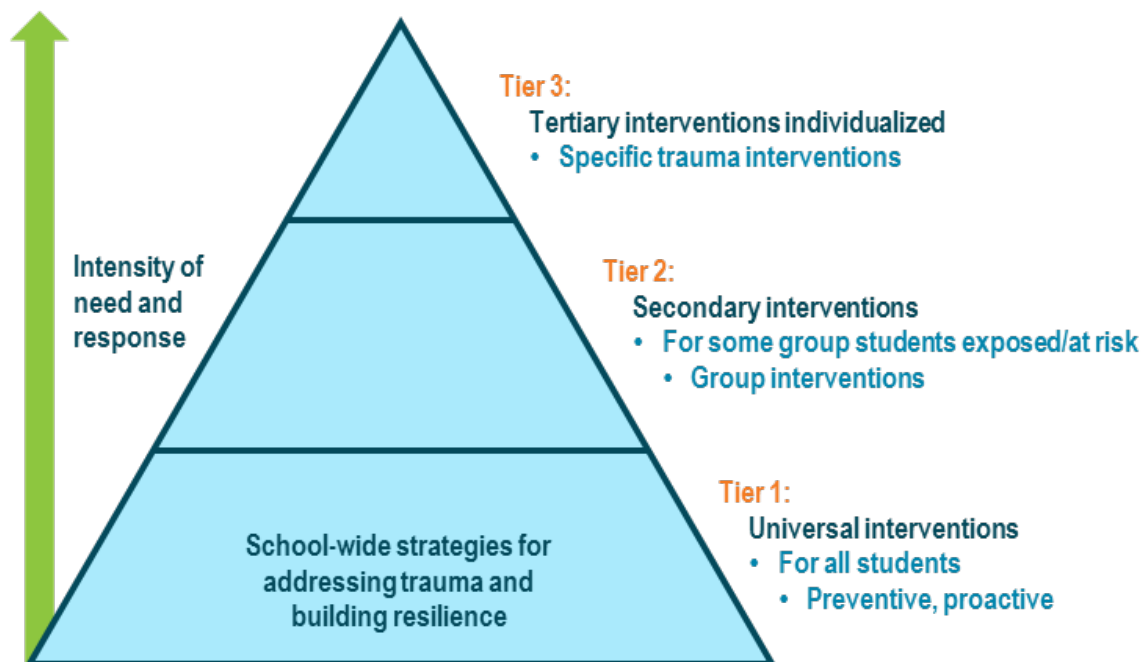


Student services staff handout

6. Guidelines for Adopting a Multitiered Approach to Addressing Trauma

Student services staff members play a critical role in supporting universal trauma-sensitive practices and ensuring that students have access to more intensive, trauma-specific supports and that these intensive supports are provided in a trauma-sensitive manner. You can use this guide to learn strategies for supporting a multitiered, trauma-sensitive approach.

Student services staff refers to school counselors, social workers, psychologists, psychiatrists, or other mental health providers who coordinate and/or provide support for students exposed to trauma.



Additional Resources

Student services staff can visit the following websites for additional resources related to supporting trauma-sensitive practices and interventions in schools:

The National Child Traumatic Stress Network at www.nctsn.org/

National Center for PTSD at <http://www.ptsd.va.gov>

International Society for Traumatic Stress Studies at <https://www.istss.org>

Strategies for Supporting Trauma-Sensitive Schools

Consider how you currently support the interventions outlined below. Identify those practices that you would like to more fully integrate into daily practice at your school. Determine what the next steps would be for you to adopt new practices as an individual and across the student services department.

Tier 1: Universal Interventions

For each practice, rate your effort as to whether you:

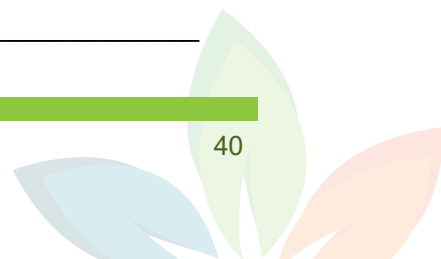
1–Do this well 2–Could do better 3–Want to do it

	Educate school staff about trauma and its effects on students, staff, and schools (trainings, informal consultation, team meetings, student review and pre-referral meetings).
	Educate school staff about mental health and trauma-related mental health challenges.
	Educate school staff about cultural variations in responses to trauma.
	Support whole-school strategies for integrating trauma knowledge and trauma-informed principles in classrooms and throughout the school.
	Provide strategies for trauma sensitivity tailored to staff according to role (e.g., teacher, administrator, support staff).
	Support whole-school approaches to crisis, discipline, and behavior management that are aligned with trauma-sensitive principles.
	Support school staff in identifying and reducing potential triggers or re-traumatizing practices.
	Support universal programs for social and emotional learning in key areas of self-awareness, self-management, social awareness, relationship skills, and decision making.
	Support universal practices related to cultural awareness and responsiveness.
	Work with school teams to integrate a trauma-informed approach with other initiatives or frameworks, such as PBIS (positive behavioral interventions and supports).
	Support school staff and administrators in identifying and implementing individual and schoolwide strategies to support staff self-care.

Next Steps

Choose 2–3 actions from this checklist that you can commit to doing to support a universal approach to trauma sensitivity at your school:

- _____
- _____
- _____
- _____
- _____



Tier 2 and Tier 3: Targeted and Selective Interventions

For each practice, rate your effort as to whether you:

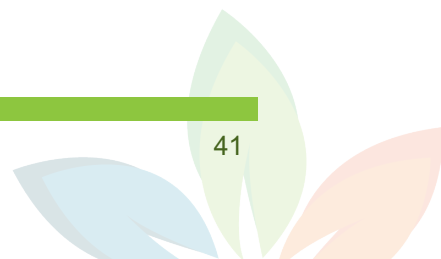
1–Do this well 2–Could do better 3–Want to do it

	Consider trauma in all school-based evaluations or assessments, including effects of trauma on learning, behavior, testing results, diagnoses.
	Consider historical and racial trauma in assessments.
	Assess for trauma in country of origin and resettlement and acculturation stress for students who are refugees.
	Include a place for trauma-related considerations in all individualized plans (e.g., potential trauma reminders, trauma responses, trauma-related supports).
	Offer evidence-based group and individualized interventions for addressing the effects of trauma.
	Be aware of cultural variations in trauma-related responses and experiences with the mental health and educational systems.
	Provide and/or refer students to therapeutic services that are culturally specific.
	Adapt interventions to meet the needs of student groups as needed (e.g., students of color, refugees, LGBTQ youth).
	Incorporate opportunities for skill building to support resilience (self-regulation, coping, attachment) into your work with students.
	Educate children and families about trauma and its effects.
	Be aware of your own cultural attitudes, values, and beliefs and how they influence your work.
	Recognize symptoms of secondary traumatic stress and vicarious trauma.
	Practice self-care strategies.
	Support a safe physical environment in your space.
	Ensure all interactions with students and families are conducted in a trauma-informed manner.
	Maintain a family-driven focus that encourages parent involvement.
	Minimize re-traumatizing practices (e.g., consider how you uphold confidentiality and how you address issues of safety or reporting in a trauma-informed manner).

Next Steps

Choose 3–5 actions from the two checklists that you can make a commitment to doing to support a multitiered approach to trauma sensitivity at your school:

- _____
- _____
- _____
- _____
- _____





All staff handout

7. Social and Emotional Competencies Checklist

Supporting social and emotional development is a core component of trauma-sensitive schools. Social and emotional competencies, such as self-regulation, strong coping and problem-solving skills, and positive social connections, buffer the effects of trauma and strengthen resilience.

Intersection of Trauma Sensitivity and Social and Emotional Learning

Trauma Sensitivity	Social and Emotional Learning
Enhances awareness of the negative effects of trauma on social and emotional health	Builds competencies that strengthen resilience in the face of adversity
Identifies building social and emotional skills as a key component of a trauma-sensitive school	Can be incorporated at all tiers as part of a trauma-sensitive approach to support resilience for all and healing for students exposed to trauma
Fosters environments that promote social and emotional learning	Fosters environments that promote trauma sensitivity

Five Sets of Competencies

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective, and behavioral competencies:

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Social and Emotional Competencies Checklist

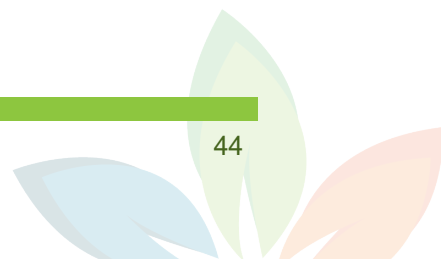
Whether or not your school has formally adopted a social and emotional learning program, all school staff can help students build social and emotional skills in the course of their daily work and interactions with students. Use this checklist to consider how you support social and emotional learning for students.

Self-awareness

	I provide varied opportunities for students to practice identifying and expressing their feelings (e.g., through dialogue, visual and performing arts, journaling).
	I help to expand students' emotional vocabulary and their abilities to identify physical sensations related to particular feelings.
	I give students opportunities to explore how they learn.
	I provide opportunities for students to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage emotions.
	I help students accurately assess their own capabilities and qualities.
	I regularly acknowledge students' strengths.
	I work to build students' self-confidence.
	I ask my students for feedback on lessons and activities to empower and engage them.
	I provide opportunities for students to feel successful.
	I am aware of my own emotions and internal states.
	I am able to recognize internal biases that may skew how I view my students.

Self-management

	I provide opportunities for students to practice managing their thoughts and behaviors.
	I offer positive support when students are having difficulties with self-regulation.
	I teach students about stress and help them practice ways of coping with stressful experiences.
	I incorporate emotional and behavioral regulation techniques that include breathing exercises; muscle relaxation; journaling; mindfulness exercises; and use of nonverbal means of expression such as music, art, dance, and yoga.
	I offer students opportunities to set goals and work to achieve them.
	I offer students with a range of strategies to help them manage their work (e.g., checklists, reminders, prompts).
	I am able to manage my emotional reactions and behaviors using techniques such as mindfulness strategies, breathing, and self-talk.
	I actively practice self-care strategies.



Social awareness

	I provide opportunities for students to practice identifying how others may be feeling and using active listening skills such as body positioning and reflective responses.
	I provide opportunities for students to listen to their peers' opinions and express disagreements in constructive ways.
	I recognize commonalities and differences (e.g., racial, cultural) that exist among students.
	I demonstrate respect for diversity among students and find ways for students to share their cultural backgrounds and experiences.
	I provide and enforce clear expectations regarding students' behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
	I model respect for others in my daily interactions with students and staff.
	I provide opportunities for students to practice skills related to respecting others.
	I work to foster students' awareness of real-world problems and issues to apply what they are learning.

Relationship skills

	I provide opportunities for students to practice communication skills (e.g., verbalizing your message, listening to others).
	I provide opportunities for students to work together in groups or with partners.
	I support students in resolving interpersonal conflicts with each other.
	I provide opportunities for students to reflect on positive and negative choices in relationships and consequences of each choice.
	I work to foster an environment that supports relationship building among students and between students and staff.
	I model positive and respectful relationships with students, families, and colleagues.
	I offer students multiple options for communicating with me.

Responsible decision making

	I allow students to have a decision-making role related to classroom activities and rules.
	I provide students with a range of options for completing their work.
	I offer students choices about ways they can present their ideas
	I encourage students to develop their own strategies for how to complete a task or learn a new concept.
	I work to create an environment in which students believe that their thoughts and opinions are valued.
	I provide opportunities for students to evaluate their own work.
	I work with students to solve problems.
	I help students make connections between classroom activities and their personal goals.
	I provide opportunities for students to evaluate various real-world scenarios and make decisions based on the information at hand.
	I help students understand cause and effect.

References

- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *CASEL* (website). Retrieved from <http://www.casel.org/>
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report, 26*(4). Society for Research in Child Development.
- Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist, 39*(2), 97–110.



All staff handout

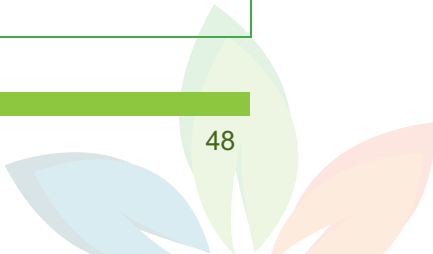
8. Strategies for Collaboration

Trauma-sensitive schools foster collaboration with students and families by using strategies that support their control and empowerment, such as speaking respectfully, ensuring that families and students understand what is happening and can give their opinions, and involving families as partners in decision making related to student needs and plans. At a broader level, school leaders develop formal mechanisms for monitoring the level of engagement and partnership with students and their families.

Use this handout to learn strategies for collaborating with students and families that align with core principles of a trauma-sensitive approach.

Understand Trauma and Its Impact
Consider types of potentially traumatic events that students, families, and the broader community may have experienced.
Identify the unique experiences and risk for trauma among particular groups of students and families (e.g., LGBTQ youth and their families, youth and families of color, American Indian and Alaskan Native students and families).
Recognize the potentially traumatic experiences that students and families may have had within the education system.
Educate all staff on trauma and its effects on students and families.
Be aware of how experiences of trauma may affect student and family engagement.
Provide education to students and families about trauma and its effects.
Be aware of potential trauma-related triggers and responses for students and families.
Minimize potential trauma-related triggers in the school environment and in interactions with students and families.
Include students and families in schoolwide efforts related to trauma sensitivity (e.g., work groups, feedback surveys).
Believe Healing Happens in Relationships
Build trusting relationships with students and families.
Maintain clear and respectful boundaries with students and families.
Demonstrate a commitment to maintaining positive relationships with students and families, even during difficult interactions or times of crisis.
Model healthy interactions with and for students and their families.
Facilitate positive connections between students and staff.
Provide skill building that fosters healthy relationships.
Promote student and family connection to the larger school community.

Support Choice, Control, and Empowerment
Be flexible and offer choice when scheduling meetings with families.
Ensure families understand why they are being contacted and what to expect when scheduling meetings.
Ensure students and families have the opportunity to offer their perspective and opinions during meetings.
Consider how to conduct meetings in trauma-sensitive ways (who leads, how the room is arranged, what signals are given regarding whether student and family voice is valued).
Support student and family control and choice during all interactions.
Focus on student and family skills and strengths.
Empower families to be advocates for their children.
Include students and families as partners in all decision making related to student plans and services (e.g., use family group or team decision making approaches).
Set mutually satisfactory goals.
Make data on student progress easily accessible and understandable to families.
Involve students and families in creating policies, practices, and programs.
Ensure Emotional and Physical Safety
Welcome all families into the school.
Ensure the physical environment is safe for students and families.
Make sure the physical environment reflects the students and families in the school community.
Conduct family meetings in ways that support a sense of physical and emotional safety.
Create an environment where students and families feel valued and connected.
Be consistent, reliable, open, and honest with students and families.
Strive for Cultural Competence
Learn about families' backgrounds, cultures, and goals for their children.
Provide staff with resources and training to integrate culturally aware family engagement practices.
Use a cultural insider to help bridge cultural gaps in communication.
Create opportunities for students and families to share their stories.
Educate staff members about the cultural and linguistic backgrounds of students and families.
Consider cultural factors when meeting with families (e.g., how to greet, what topics may be difficult to address, cultural norms, values, practices, and experiences with the education system).
Ensure an assessment process that engages students and families through varied lenses, including family strengths, capacities, cultural heritage, and extended family resources.
Verbal and written information is shared and discussed with families in their preferred language.
View Students Holistically
Understand the relationship between school, family, and community factors and student health and well-being.
Incorporate strategies for understanding and coping with trauma into activities with students and families.



Incorporate social and emotional skill building into daily routines and curricula.
Educate families about social and emotional skills development and how they can support their children in developing these skills.
Ensure students and families have access to mental health education and services.
Identify and cultivate student strengths and interests in academic and nonacademic areas.
Use a Collaborative Approach
Create regular opportunities to mutually share information about a child's learning and development.
Ensure constant two-way communication and collaboration between families and school staff.
Work with families in constructing goals, monitoring progress, and supporting learning.
Encourage family involvement in the school.
Offer opportunities for families to receive leadership training, coaching, or mentoring to enhance their leadership and advocacy skills.
Include families as partners in school organizations, advisory panels, and committees.
Offer families opportunities to visit their children's schools and find ways to recruit and train family members to work in the schools.
Collect ongoing feedback from students and families about their experiences of collaboration with the school.
Link students and families to trauma-related resources in the school and community when needed.
Provide or connect families to community supports (e.g., connections to parenting programs; education and services on relevant topics, such as child development, violence, and mental health).
Support family connections (e.g., provide parent partner, peer, parent support programs or opportunities).
Identify and work to remove potential barriers to parent participation.
Provide student and family engagement training for staff (e.g., helping parents understand child data; informing parents of their rights; giving parent feedback on child needs; helping families support learning at home; promoting child development, learning, and wellness).
Integrate core competencies related to student and family engagement into existing competency frameworks.
Develop formal processes for continuous improvement related to student and family engagement (e.g., family satisfaction, assessments of quality of relationships, discussion of screenings and assessments, number of professional development activities with family engagement focus, changes in family engagement practices).

References

- National Education Association. (2008). Parent, family, community involvement in education. Retrieved from http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
- U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. (n.d.). Family engagement inventory. Retrieved from <https://www.childwelfare.gov/FEI/>
- U.S. Department of Health and Human Services and U.S. Department of Education. (2016). *Policy statement on family engagement from the early years to the early grades*. Retrieved from <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>



All staff handout

9. Guiding Questions for Policies and Procedures

Trauma-sensitive schools establish policies and procedures that align with trauma sensitivity, which include policies related to discipline practices, communication with students and families, and safety procedures. Policies and practices are reviewed regularly to ensure alignment with the mission and goals of a trauma-sensitive school. Schools look to eliminate policies and procedures that could re-traumatize students by creating environments or situations that replicate the events or dynamics of a previous trauma.

Potentially re-traumatizing practice for students and families may include the following:

- Rigid, punishment-driven environments
- Harsh discipline practices that mimic abusive experiences for youth
- Crisis intervention practices or emergency procedures that further traumatize students
- Disrespectful treatment of students and families
- Communication with parents and community partners that disregards student and family privacy and confidentiality
- Diminished student and family voice
- Policies that minimize choice and control
- Seclusion and restraint

Consider the guiding questions in this handout as you explore how your school's existing policies and procedures related to discipline, communication, and safety align with a trauma-sensitive approach. Identify specific practices that your school currently uses and what you would like to do more of as it relates to policies and procedures to maximize support for students and minimize risk of harm.

Discipline

For students affected by trauma, traditional school discipline practices that include harsh language, negative interactions, and removal from the community may mimic traumatic experiences, trigger trauma-related responses, and reinforce the belief that adults are not predictably safe and trustworthy.

Guiding questions

1. What is our primary approach to discipline?
2. How effective is this approach for students exposed to trauma?

3. How does our approach to discipline align with the core principles of trauma sensitivity (i.e., trauma awareness; safety; choice, control, and empowerment; relationship driven; culturally competent; collaborative; holistic)?
4. How do our discipline policies and practices facilitate or hinder student, family, and staff well-being? For example, are there practices that could be re-traumatizing to students and families?
5. Who is involved in developing discipline policies and procedures?
6. What do we need to do differently to ensure a trauma-sensitive approach?

Trauma-sensitive discipline practices

Check the discipline practices your school currently uses. Circle the practices you would like to add or use more often.

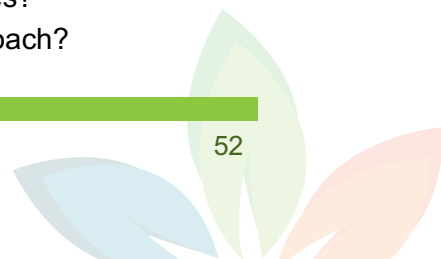
<input type="checkbox"/>	Engage in proactive planning.
<input type="checkbox"/>	Identify the reasons behind behaviors.
<input type="checkbox"/>	Hold students accountable but in clear, understandable, and respectful ways.
<input type="checkbox"/>	Implement positive behavioral supports.
<input type="checkbox"/>	Minimize isolation and disconnection from the community.
<input type="checkbox"/>	Use restorative approaches.
<input type="checkbox"/>	Model respectful, nonviolent relationships and restorative practices.

Communication

Trauma-sensitive schools establish communication policies that consider the potential impact of trauma on students and families. In all cases, *how* information is communicated is as important as *what* information is communicated and can make a critical difference in whether a situation escalates or becomes a learning opportunity.

Guiding questions

1. How do we currently consider trauma as it relates to our communication policies and procedures?
2. How does our approach to communication with students and families align with the core principles of trauma sensitivity (i.e., trauma awareness; safety; choice, control, and empowerment; relationship driven; culturally competent; collaborative; holistic)?
3. How do our communication policies and procedures facilitate or hinder student, family, and staff well-being? For example, are there practices that could be re-traumatizing to students and families?
4. Who is involved in developing communication policies and procedures?
5. What do we need to do differently to ensure a trauma-sensitive approach?



Trauma-sensitive communication practices

Check the communication practices your school currently uses. Circle the practices you would like to add or use more often.

	Maintain privacy and confidentiality in all communication with students, parents, and community partners.
	Communicate information clearly.
	Communicate information in the family's home language.
	Ensure all communication processes are respectful of students and families.
	Consider potential trauma triggers for families in all communication (e.g., letters home, calls, meetings and conferences).
	Create formal structures for family feedback.
	Develop trauma-sensitive processes for communicating with families regarding difficult issues, such as filing abuse and neglect reports or discussing their child's trauma-related difficulties.

Safety

In a trauma-sensitive school, policies and procedures are in place to ensure safety for students and families. Trauma-sensitive schools also ensure that staff members feel safe at their jobs and that emergency procedures take trauma into account.

Guiding questions

1. How do we currently consider trauma in our policies and procedures related to school safety?
2. How do we currently consider trauma in our policies and practices related to emergency planning?
3. How does our approach to safety and emergency planning with students and families align with the core principles of trauma sensitivity (i.e., trauma awareness; safety; choice, control, and empowerment; relationship driven; culturally competent; collaborative; holistic)?
4. How do our safety procedures facilitate or hinder student, family, and staff well-being? For example, are there practices that could be re-traumatizing to students and families?
5. Who is involved in developing safety procedures?
6. What do we need to do differently to ensure a trauma-sensitive approach?

Trauma-sensitive safety practices

Check the safety practices your school currently uses. Circle the practices you would like to add or use more often.

	Create procedures for ensuring physical and emotional safety for all students.
	Create procedures for ensuring physical and emotional safety for all staff.
	Develop policies related to maintaining confidentiality and privacy as it relates to student, family, and staff safety issues (e.g., custody issues, experiences of domestic violence, restraining orders).
	Develop and uphold policies related to bullying, harassment, and other forms of violence in the school.
	Incorporate trauma-sensitive practices into emergency procedures to address and mitigate the impact of acute traumatic events on students and staff.

References

- Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). Creating and advocating for trauma-sensitive schools. Massachusetts Advocates for Children. Retrieved from <https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/>
- Cole, S. F., Greenwald O'Brien, J., Gadd, M. G., Ristuccia, J., Wallace, D. L., & Gregory, M. (2005). Helping traumatized children learn. Massachusetts Advocates for Children. Retrieved from <https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-helping-traumatized-children-learn/>
- Guarino, K., Soares, P., Konnath, K., Clervil, R., & Bassuk, E. (2009). Trauma-informed organizational toolkit for homeless services. Rockville, MD: Center for Mental Health Services, SAMHSA.

Disclaimer

The contents of the Trauma-Sensitive Schools Training Package were designed and written under the U.S. Department of Education (Department) Contract Numbers ED-ESE-12-O-0035 and ED-ESE-16-A-0002 by the National Center on Safe Supportive Learning Environments (NCSSLE) operated by American Institutes for Research®. The content and views expressed herein do not necessarily represent the policies of the Department and should not assume endorsement by the federal government. No official endorsement by the Department of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. For the reader's convenience, this publication contains information about and from outside organizations, including material obtained by way of hyperlinks and URLs. Inclusion of such information does not constitute the Department's endorsement.

July 2018

The training package is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this product is not necessary, the following is the preferred citation:

Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. Washington, DC: National Center on Safe Supportive Learning Environments.

National Center on Safe Supportive Learning Environments

