

Examples of How School-wide Practices Are Trauma Informed

	What is the strategy	WHY this practice supports students impacted by trauma
Defined School-wide Expectations	<ul style="list-style-type: none"> 3-5 positively stated behavioral expectations (Be Safe, Be Respectful, Be Responsible) Examples by setting/location for student and staff behavior (i.e., school teaching matrix) 	<p>Establishing school-wide expectations creates a safe, predictable, and consistent environment. Having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting.</p> <p>All students benefit from high expectations, especially students impacted by trauma. High expectations send a message to students impacted by trauma they are worthy of expectations and others believe they can accomplish those expectations.</p>
Teaching Expectations	<ul style="list-style-type: none"> Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings 	<p>It is important to remember students, particularly those impacted by trauma have learned inappropriate behavior and/or coping skills. Therefore, we respond to their developmental level versus chronological age. A student's developmental age may be lower than their chronological age due to impact trauma may have on their brain development. Some children impacted by trauma have also learned to use their behavior as a coping strategy to meet a function. In these instances, we may be re-teaching expected behaviors which become replacement behaviors.</p> <p>Directly re-teaching teaching behavior and social skills provides consistency to ensure all staff and students understand and utilize the same language and skills. Re-teaching is a replacement for punishment. This is highly important for students impacted by trauma as punishment may be a trigger for a student to go into fight, flight or freeze.</p>
Feedback and Acknowledgment	<ul style="list-style-type: none"> Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings 	<p>Receiving positive specific feedback is rewarding to a student, and more importantly, supports staff in developing relationships with students and establishes a predictable environment. This provides a more pleasurable and safe environment for students and staff.</p> <p>Establishing a positive feedback system also promotes and provides adults with procedures for speaking respectfully and empowering students.</p>

Problem Behavior Definitions	<ul style="list-style-type: none"> • Clear definitions for behaviors that interfere with academic and social success 	Establishing clear definitions and procedures for responding to inappropriate behavior as a system, creates predictability and supports a safe environment.
Discipline Policies	<ul style="list-style-type: none"> • Clear policy/procedure (i.e., flowchart) for addressing office-managed and classroom managed behaviors 	<p>Establishing proactive, instructive and/or restorative procedures and practices create predictable policies adults are more likely to use.</p> <p>Positive, instructive and restorative approaches allow the student to feel empowered and teaches needed skills rather than focusing on a negative consequence.</p>
Data based decision making	<ul style="list-style-type: none"> • Utilizing data for problem solving and action planning • Considering additional data points (e.g.: universal screener, visits to nurses office, etc.) to ensure safe, predictable and consistent environment for all students and identify students who may internalize behaviors 	Traditional data points (e.g.: ODRs, suspension, attendance) increase the development of a safe, predictable and consistent environment for students with externalizing behaviors and may result in the omission of students with internalizing behaviors. Adding additional data such as universal screening data or nurse's office visits to problem solving will increase likelihood of supporting students with internalizing behaviors, some of which may be impacted by trauma.