



What's at the Core of Trauma Sensitive Schools?

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"Trauma refers to an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** "

Safesupportivelearning.ed.gov.


The 3 E's of Trauma

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IMPACT

- ∅ Childhood Trauma has lifelong impact
- ∅ 2/3 of participants reported at least 1 ACE
- ∅ More than 1 in 5 participants reported 3+ ACEs
- ∅ Relationship between ACEs and negative health and well-being outcomes

Types of Childhood Adversity



3 types of ACEs
Adverse Childhood Experiences

<https://hospital.kvc.org/expertise/trauma/>

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Trauma Sensitive Schools

"Trauma Sensitive Schools (TSS) is an innovation in which schools infuse the core values safety, trust, choice, collaboration and empowerment into their Multi-level System of support's practices, assessments and program adjustments.


TSS acknowledges the high prevalence of traumatic exposure for students, the importance of staff well-being and strives to meet the unique needs of all learners."
(Black, P. Cook, E & Daniel, S 2017)

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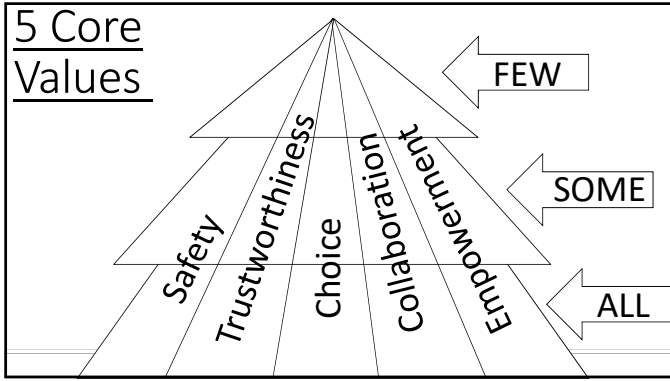
Trauma informed MTSS

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Trauma Sensitive Lens

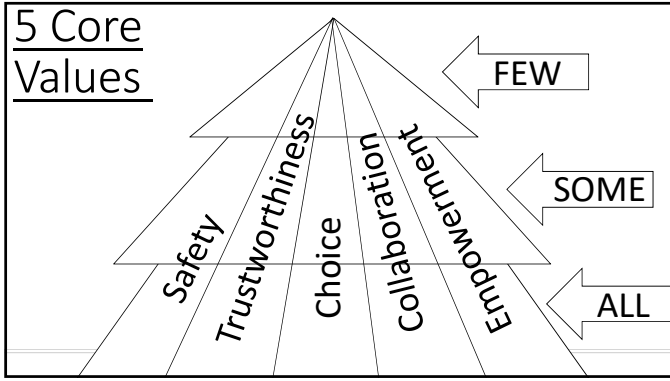
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<p>Safety</p> <p>Are staff attentive to signs of student, family and staff discomfort or unease?</p> <p>When connecting with families is there sensitivity to potentially unsafe situations?</p> <p>Is school respectful to student, family and staff concerns and needs?</p>	<input type="text" value="Physical"/> <input type="text" value="Behavioral"/> <input type="text" value="Social"/> <input type="text" value="Emotional"/> <input type="text" value="Academic"/>
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How does the teacher/school communicate reasonable expectations regarding behavior?

Do observations indicate that students, families and educators feel safe in the classroom and/or with specific educators?

Do the staff understand the difficulties that students and families impacted by trauma have in building relationships?

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5 Core Values

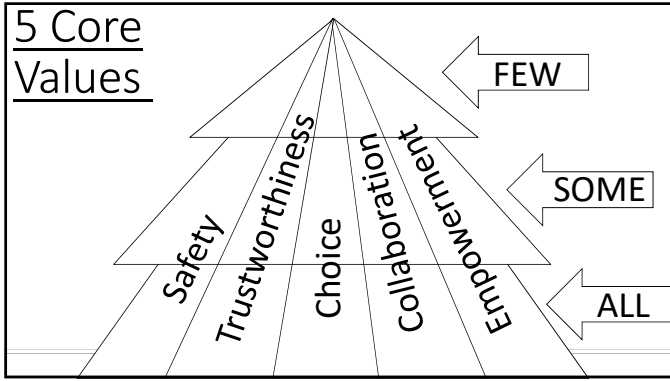
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Does the school build in small choices that make a difference to students, families and staff?


To what extent do the school's activities and environment maximize student, family and staff experiences of choice and control?

How can learning and social experiences be modified to ensure that student, family and staff experiences of choice and control are maximized?

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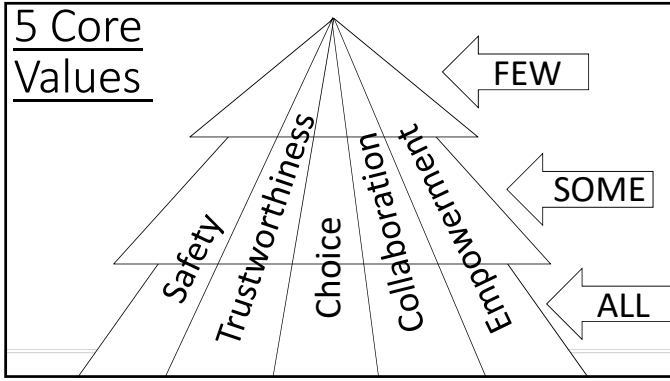
COLLABORATION

How can learning activities be modified to ensure that collaboration and power sharing are maximized?

Do educators communicate respect for the students' and families' life experiences and history?

Does the school cultivate a model of doing "with" rather than "to" or "for" students, staff and families?

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Does the school foster the involvement of students, families and staff in key roles wherever possible?

Does the school communicate a sense of realistic optimism about the capacity of students, families and staff to reach their goals?


Does the school emphasize student, family and staff potential and growth?

Empowerment



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It's a Process




Time Frame
Adopting a trauma-sensitive approach requires ongoing, focused work over the course of the school year. You may begin this process at any time, but certain periods of time, such as the summer or early fall, may be optimal for developing and beginning to carry out plans related to staff training and setting goals for adopting trauma-sensitive practices. Please keep in mind that this is an ongoing process, and it can take several years to fully embed this approach.

https://traumapointlearning.ed.gov/sites/default/files/TSS_Training_Package_Action_Guide_0.pdf


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Every Opportunity Counts



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Thank You!



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