

Creating Trauma-Sensitive Schools: Key Implications for School Administrators Developed for the Virginia Department of Education

Agenda

What is Trauma? (30 mins)

- Define Trauma
 - *Activity:* Children who experience Trauma, National Child Traumatic Stress Network
- Adverse Childhood Experiences
 - *Video:* Violence, Trauma, and Schools, Office of Victims of Crime

Impact on Learning, Behavior, & Relationships (30 mins)

- Toxic Stress
 - *Video:* *Toxic Stress Derails Healthy Development*, Harvard University
 - *Insight:* Trigger Responses & the Brain
- Brain Development
 - *Insight:* Arousal Relaxation Theory
 - *Insight:* The Competent Giant
- Observations in Preschool, Elementary, Middle, and High School Students

BREAK (10 mins)

Resiliency & Role of Schools in Responding to Trauma (50 mins)

- The 4's: Key Assumptions in a Trauma-Informed Response
- Fundamental Principles of Trauma Sensitive Schools

LUNCH

Creating Trauma-Sensitive Schools (50 mins)

- Fundamental Principles of Trauma Sensitive Schools
 - *Activity:* Examining Student Profiles & School-based Responses
- Trauma-Sensitive Schools in the US
 - *Video:* *Paper Tigers*
- Establishing a Steering Committee

Developing an Action Plan (90 mins)

- *Helping Traumatized Children Learn* Flexible Framework
- Integrative Practices & Strategies

Self-Care (20 mins)

Wrap-up & Questions (5 mins)

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The Lincoln School Action Plan

1. Leadership

- a) Clear with district the new procedure for handling tardy arrivals
- b) Clear with district the use of time for morning meetings
- c) Reorganize grade-level meetings to allow for periodic cross-grade brainstorming
- d) Set up a parent-teacher team to organize pancake breakfasts

2. Professional Development

- a) Invite the two staff members with training on how to run morning meeting to provide an in-service training
- b) Allocate professional development time to build staff skills in leading morning meeting activities, expanding the repertoire of relationship-building approaches to use with students, and facilitating peer-to-peer connections
- c) Survey staff to determine what other skills they feel they need training to develop

3. Access to Resources and Services

- a) Schedule student support staff and special education teachers to be present at morning meetings and for follow-up sessions with individual students if needed
- b) Schedule skill-sharing sessions among all student support staff and provide time for them to develop and offer training/consultation to teaching staff in areas where they have particular expertise

4. Academic and Nonacademic Strategies

- a) Explore curriculum-based opportunities to weave social-emotional learning into all academic and non-academic subjects
- b) Use morning meeting as a strategy to improve access to the curriculum
- c) Develop common language to be used school-wide to refer to social-emotional needs
- d) Consider group work in classroom to be learning opportunities for teaching and practicing social skills

5. Policies and Procedures

- a) Develop a new, classroom-based procedure for tardy arrivals, focused on a welcoming, rather than a punitive, approach
- b) Develop a problem-solving orientation to use with families of students who are chronically late to school

6. Collaboration with Families

- a. Share with families information about the morning meetings
- b. Develop a parent education program, which would provide opportunities for parents to learn more about supporting their children's social and emotional development and alternative ways to respond to their behavior
- c. Weekly communication with families about the social-emotional learning goals of the week, with some "Tips to Try at Home" to reinforce student learning and facilitate consistent approaches at home and school

Helping Traumatized Children Learn, Massachusetts Advocates for Children (2005)

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GROUP DISCUSSION

<p>Leadership: What role does school and/or district leadership play in implementation?</p>	<p>Professional Development: What professional development is necessary for implementation?</p>	<p>Access to Resources & Services: What resources, supports, or services need to be in place for students, families, and/or staff?</p>
<p>Academic & Nonacademic Strategies: What classroom strategies—both academic and nonacademic—support implementation?</p>	<p>Policies & Procedures: What policies, procedures, or protocols do we need to review, revise, and/or develop?</p>	<p>Collaboration with Families: What do we need to do to ensure that families are active partners in helping with implementation?</p>

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_____ Action Plan

1. Steering Committee

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

2. Goals of the Committee

1)
2)
3)
4)

3. Subcommittee Committee

1)
2)
3)
4)
5)
6)

4. Additional Partners

1)
2)
3)
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10)

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_____ Action Plan

1. Leadership

a)
b)
c)

2. Professional Development

a)
b)
c)

3. Access to Resources and Services

a)
b)
c)

4. Academic and Nonacademic Strategies

a)
b)
c)

5. Policies and Procedures

a)
b)
c)

6. Collaboration with Families

a)
b)
c)

*Adapted from Helping Traumatized Children Learn, Massachusetts Advocates for Children
(2005)*