

## Examples of How Classroom Practices Are Trauma Informed

*Note: There are multiple examples of trauma-informed practices already on the SWC (i.e., mindfulness, staff wellness, etc.) and this handout elaborates on examples that are not already specified within another item on the SWC*



	What is the strategy	WHY this practice supports students impacted by trauma	Potential Way to Provide Evidence/Artifacts of this Item
<b>Community Circles</b>	<ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Community Circles based in restorative practices</li> </ul>	<p>Relationship is the most powerful form of regulation.</p> <p>Building relationships and a positive culture helps students feel safe.</p>	<p>Lesson Plans including Morning Meetings</p> <p>Community Circle Topics/Structure</p>
<b>Regulation Strategies</b>	<ul style="list-style-type: none"> <li>Teach regulation strategies explicitly during times of lower arousal and relaxed climate</li> <li>Regulation strategies include rhythmic activities (music, dance, walking, bounce ball, rocking), repetitive breathing, and body awareness exercises</li> </ul>	<p>Regulation strategies help students quiet their 'fight, flight, or freeze' response system and help them return to a lower arousal state.</p>	<p>Examples of regulation strategies taught in classrooms</p> <p>Pictures of rhythmic activities, breathing, and/or body awareness exercises</p>
<b>Provide specific praise for behavior</b>	<ul style="list-style-type: none"> <li>Behavior specific praise statements (BSPS):               <ul style="list-style-type: none"> <li>Identify student/group</li> <li>Identify school-wide expectations</li> <li>Describe and acknowledge the rule/behavior being recognized</li> </ul> </li> <li>Contingent upon student accurately displaying desired behavior</li> <li>BSPS delivered 4 times as often as error correction</li> </ul>	<p>Positive specific praise is a powerful tool for building a student's self-esteem and positive sense of self.</p> <p>Teaches new skills and the predictability of behavior specific praise allows for a sense of control and promotes brain development.</p> <p>The recommended ratio of BSPS to error correction is even higher for students impacted by trauma due to the predictability it creates.</p>	<p>Peer observation measuring behavior specific praise to correction ratio</p> <p>Teacher self-monitoring of behavior specific praise to correction ratio</p> <p>Wellness lead observation of behavior specific praise to correction ratio</p>
<b>Class-wide group behavior goal</b>	<ul style="list-style-type: none"> <li>Teacher selects and teaches students the "star" behavior.</li> <li>The class plays as an entire team and engages in the star behavior. Teacher provides pre-correction (reminders) before challenging transitions or routines.</li> <li>When the teacher sees a student(s) engaging in the star behavior, the class gets a point.</li> <li>The points are displayed on the board.</li> <li>If the students need reminders, the teacher re-teaches the star behavior.</li> </ul>	<p>Class-wide contingencies establish and maintain expectations. Limit setting and expectations are powerful for students impacted by trauma.</p> <p>Acknowledging students class-wide helps establish and strengthen a community in the classroom. All students are part of the acknowledgement system, which assists teacher in providing higher dosage of acknowledgement for students requiring that while still including a student who may not need that higher dosage. Points are not taken away and all students are included</p>	<p>Examples of class-wide group goals</p> <p>Pictures of points displayed and goal</p> <p>Recommendation: Goal could be a wellness activity related to physical activity</p>

<b>Self-Reflection</b>	<ul style="list-style-type: none"> <li>• Reflection sheets, Inquiry, Conversation following student dysregulated actions and unwanted behaviors</li> </ul> <p>Our goal is to shift perspective from “What’s wrong with you?” to <b>“What happened to you and how can we help?”</b></p> <p>Restorative Questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you’ve done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> </ul>	Helping students reflect on their behavior helps with reasoning and behavior regulation. Self-reflection supports repairing relationships with educators and peers that maybe felt harmed	Examples of reflection sheets used when responding to behavior and helping students and teachers repair relationships
<b>Team with Trauma Expertise</b>	<ul style="list-style-type: none"> <li>• School-based teams include an individual who has knowledge, expertise, and the ability to provide support about the impact of trauma</li> <li>• This could be a school psychologist, school counselor, or mental/behavioral health professional</li> </ul>	Once trauma expertise is added to teams, they can begin assessing their current structures and using expanded data to determine how to integrate trauma-informed practices into their school-wide instruction	MTSS Team meeting agendas and minutes with members listed.