

## 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
Community Circles	<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>
Regulation Strategies	<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>
Provide specific praise for behavior	<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>
Class-wide group behavior goal	<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>	<p>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</p>	<p>Examples of reflection sheets used when responding to behavior and helping students and teachers repair relationships</p>
<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>	<p>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</p>	<p>MTSS Team meeting agendas and minutes with members listed.</p>