

Below are everyday preventative strategies that educators can implement in virtual settings to support students' social-emotional and mental health needs associated with trauma. These strategies generally target students' **safety, positive relationships, and self-regulation**, and are focused on **teaching appropriate skills** and **avoiding punishment** (which may re-traumatize students).¹ This can be appended to, and used together with, the "[Common trauma symptoms in students and helpful strategies for educators](#)" handout.

VIRTUAL PREVENTATIVE STRATEGIES



Safe and Predictable Environment

- ❖ **Build** daily schedules that combine academics (e.g., reading, practicing math), physical exercise, and entertainment.
- ❖ **Organize** remote learning opportunities that follow a consistent and familiar structure for students (e.g., abbreviated daily school schedule).
- ❖ **Identify** ways students can control and structure their lives—by staying healthy, managing emotions, and staying connected to others.



Relationship Building

- ❖ **Maintain** ongoing communication with students through various means (e.g., small group video calls, one-on-one phone calls, sending postcards).
- ❖ **Provide** emotional check-in opportunities (e.g., using the mood meter) and validate students' emotions.
- ❖ **Discuss** appropriate responses and coping strategies especially with students who continue to endorse negative emotions.



Self-Regulation

- ❖ **Encourage** students to practice various self-regulation skills, like mindfulness, breathing exercises, physical exercises, active journaling, and yoga.
- ❖ **Guide and practice** these skills with students using games and activities during remote learning meetings.

¹ Honsinger, C., & Brown, M. H. (2019). Preparing trauma-sensitive teachers: Strategies for teacher educators. *Teacher Educators' Journal*, 12, 129-152.