

# Handout 1: Reflection Questions

Throughout the Developing Trauma-Sensitive Classrooms kickoff training, the presenters pose reflection questions to help you apply information to your context in Marshall County Schools. As you progress through the kickoff training, please pause the recording to reflect on the following questions.

## Understanding trauma and its impacts in schools

### *Types of trauma*

- Think about the types of trauma you or your family have personally experienced. How would you classify the trauma (acute, complex, historical/intergenerational)? What was the impact of the traumatic event? How did you cope with these events?

### *Signs of trauma in students*

- Have any of your students ever shown signs of trauma? What signs of trauma did they show?
- How might these signs look different depending on the characteristics of your students (such as student age, gender, tendency to manifest internalizing or externalizing behaviors)?
- What potential sign of trauma surprised you—because you hadn't considered trauma as its cause? How might your reaction be different, now that you know trauma may be at the root?

## Addressing trauma in schools

- What words or phrases come to mind when you think of a “trauma-sensitive” school?
- What practices are in place at your school that you may not have considered “trauma-sensitive” until now? What practices do you and your colleagues need to adopt to become *more* trauma-sensitive?
- How might trauma-sensitive approaches complement your school’s existing Positive Behavioral Interventions and Supports (PBIS) work? Where might there be gaps?
- What services and supports, at different tiers, might be impactful for you and other educators and colleagues in coping with your own trauma and vicarious trauma?

## Helping students by using trauma-sensitive approaches

- What changes might you and your colleagues make to create a more trauma-sensitive environment for students?
  - What might you do first? What might you consider for more long-term change?
  - How might you assess whether changes are making things better?
  - What changes, such as policy changes, require more of your community to be involved?
- How can your school staff work to strengthen the social-emotional skills of ALL students to foster resilience?
- How might these strategies look different depending on student characteristics (such as age, gender, tendency to manifest internalizing or externalize behaviors)?