

Developing Trauma-Sensitive Classrooms: Resources Handout

This handout provides a list of the resources mentioned in the Developing Trauma-Sensitive Classrooms four-session professional development series. We hope these resources will be useful to all school staff in their efforts to use evidence-based, trauma-sensitive strategies to support all students and educators.

Resources

For each session of the series, we list relevant resources below. For each resource, we included the title, the organization that developed the resource, a link (URL or internet address), and a brief description. Many of the descriptions are drawn or adapted from text in the resources.

Session 1: Introduction to trauma and its impact in schools

Common Trauma Symptoms in Students and Helpful Strategies for Educators

Regional Educational Laboratory Appalachia (REL AP).

https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout3_common-trauma-symptoms-and-helpful-strategies-for-educators.pdf

Description: This handout lists common trauma symptoms grouped into the following categories: physical, cognitive, social and emotional, language and communication, and learning. It also outlines strategies for working with students who may exhibit emotional or behavioral symptoms of trauma. The strategies generally target students' safety, positive relationships, and self-regulation, and are focused on teaching appropriate skills and avoiding re-traumatization.

Miniseries on Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success

National Center on Safe Supportive Learning Environments (NCSSLE).

<https://safesupportivelearning.ed.gov/miniseries-supporting-students-social-emotional-behavioral-and-academic-well-being-and-success>

Description: This series of five 90-minute webinars presents actionable strategies on how to implement practices introduced in the [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates report](#), released by the Department of Education.

Trauma-Sensitive Schools Training Package

National Center on Safe Supportive Learning Environments (NCSSLE).

<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Description: This training package includes resources for district and school administrators and staff (including educators) to develop trauma-sensitive schools and districts. It includes the following four package components: (1) an implementation guide; (2) understanding trauma and its impact; (3) building trauma-sensitive schools; and (4) leading trauma-sensitive schools.

Trauma Responsive Schools Implementation Assessment (TRS-IA)

National Center for School Mental Health (NCSMH), University of Maryland.

<https://theshapesystem.com/trauma/>

Description: The TRS-IA is an evidence-informed self-assessment comprising eight key domains of trauma-responsive schools and districts.

Session 2: Identifying students who need more intensive trauma-sensitive supports

Helping Children Who Experience Trauma: The Role of Trauma Screening

National Child Traumatic Stress Network (NCTSN), Child Health and Development Institute (CHDI). <https://www.chdi.org/traumascreentime/>

Description: This website provides an overview of trauma and the important role trauma screeners play in addressing that trauma. It reviews the effects of trauma and the benefits that trauma screeners offer families, professionals, and organizations.

Selecting the Right Interventions to Support Students' Mental Health Needs

Regional Education Laboratory Appalachia (REL AP).

https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout1_selecting-right-interventions-to-support-students-mental-health-needs.pdf

Description: This resource helps educators identify the needs of students in their school, available resources, and programs or interventions that may meet students' needs. It provides a list of guiding questions to assist school staff in identifying and adopting appropriate programs or interventions, while considering the community, school, and district context; implementation factors; and available research evidence.

Trauma ScreenTIME Schools Course

National Child Traumatic Stress Network (NCTSN), Child Health and Development Institute (CHDI). <https://app.traumascreentime.org/training>

Description: This free, self-paced, four-to-five-hour training course provides strategies relevant for all staff in school settings on how to screen students for exposure to traumatic events.

Session 3: Developing trauma-sensitive classrooms

Helping Traumatized Children Learn Series

Trauma Learning Policy Initiative. <https://traumasensitiveschools.org/how-do-we-create-a-trauma-sensitive-school/>

Description: This website outlines how to create trauma-sensitive schools. Available resources include videos about the journeys of leaders, teachers, and other staff members (from one elementary and one middle/high school) who worked together to create significant changes in school culture to promote trauma-sensitive practices and policies.

Safe Schools, Thriving Students Webinar Series

Learning Policy Institute (LPI). <https://learningpolicyinstitute.org/event/webinar-safe-schools-thriving-students-school-district-state-and-federal-policy-lessons>

Description: In this two-part two-hour webinar, experts discuss policy and strategies that can promote student well-being and academic and social-emotional learning (SEL). They discuss findings from two recent LPI reports that share evidence-based strategies to create safe and supportive schools, including restorative practices.

SEL Program Guide

Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://pg.casel.org/>

Description: To support educators in selecting a high-quality SEL program, this guide serves as a consumer report–style product that showcases well-designed, evidence-based SEL programs (for prekindergarten through high school) and the impact they have demonstrated on student and/or teacher outcomes.

The Best Morning Meetings for Middle and High School

Teachers Resource Force. <https://www.teachersresourceforce.com/blog/the-best-morning-meetings-for-middle-and-high-school>

Description: This blog post provides guidance and ideas for implementing morning meetings in a middle or high school setting. Morning meetings set students up for success by situating them in a safe and predictable environment.

Trauma-Informed Discipline Practices: Guidance Document

Tennessee Department of Education.

https://www.tn.gov/content/dam/tn/education/safety/Trauma_informed_Discipline_Practices_Guidance.docx

Description: The Tennessee Department of Education reviewed current research on adverse childhood experiences (ACEs) and trauma, the impact of trauma on classroom behavior, guiding principles in developing positive school discipline, and best practices for implementation to promote successful school discipline. This document provides results of that research review, recommends guiding principles for developing trauma-sensitive discipline policies, and identifies best practices when developing discipline policies.

Trauma-Informed Practices in School Discipline

National Center on Safe Supportive Learning Environments (NCSSLE).

<https://safesupportivelearning.ed.gov/events/webinar/trauma-informed-practices-school-discipline>

Description: This 80-minute webinar provides information that myriad community members (e.g., representatives of schools, school districts, law enforcement, youth, families) need to understand the impact of trauma exposure on youth behavior. It also discusses how some discipline responses can traumatize or re-traumatize youth and suggests trauma-informed alternatives to integrate into school discipline policies.

What Is Morning Meeting?

Responsive Classroom. <https://www.responsiveclassroom.org/what-is-morning-meeting/>

Description: This webpage describes how different components of a morning meeting can be used in an elementary school classroom. It also provides links to articles and resources offering additional information about morning meetings. Morning meetings set students up for success by situating them in a safe and predictable environment.

Session 4: Educator self-care

Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool

Center on Great Teachers & Leaders. <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>

Description: This resource includes a self-care self-assessment tool and a self-care planning tool to help educators identify areas of strength and growth, encourage staff well-being, and develop self-care plans.

How to Grow Teacher Wellbeing in Your Schools

REL Pacific.

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf

Description: This infographic provides information on why teacher well-being is important and strategies school leaders can implement to promote teacher well-being.

Made to Connect Card Deck

U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community. <https://www.hhs.gov/surgeongeneral/priorities/connection/cards/index.html>

Description: These cards provide brief strategies to encourage individuals to reflect on and strengthen their social connections and engage in exercises to enhance their well-being. The card deck can be downloaded and printed.

WISE Teacher Well-Being Workbook

The Center for Wellbeing in School Environments (WISE) at MedStar Georgetown University Hospital and the Georgetown University Center for Child and Human Development (GUCCHD). https://static1.squarespace.com/static/60411ac3e851e139836af5f1/t/6155e14e69ae5761df34cfe0/1633018213269/TeacherWISE_9.30.21-web.pdf

Description: This workbook serves as a resource for educators to create their own personal well-being plan. It discusses five categories of self-care: physical, occupational, intellectual, social, and emotional, and includes self-assessments and strategies to promote well-being in each category.

When Helping Students Hurts: Secondary Traumatic Stress (STS)

SRI, *Student Behavior Blog*. <https://studentbehaviorblog.org/when-helping-students-hurts-secondary-traumatic-stress-sts-2/>

Description: This blog post provides an overview of secondary traumatic stress (STS) — the compassion fatigue many professionals experience when they work with individuals who have suffered from trauma — and resources that are available to help. It contains information about symptoms, organizational supports, and self-care strategies that educators can use to improve their own emotional and mental state and support their students.