CREATING A TRAUMA SENSITIVE SCHOOL: CORE COMPONENTS FACT SHEET

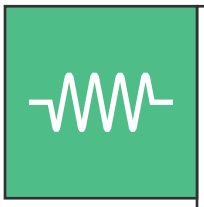


Safety

A key component of traumatic experiences is a loss of a safety, a feeling like serious harm will come to you or someone you care about. **Students benefit from practices that enhance their sense of safety**.

Strategy Reminders:

- Greet students by name, welcoming
- Respectful tone, volume, and personal space
- Enforce school rules swiftly, calmly, 1:1 when possible
- Facilitate routines/schedules
- Problem-solve with students



Regulation

Trauma often triggers the body's fight or flight response and in the aftermath students are vulnerable to this response being triggered again even when it might not be needed. Posttraumatic stress also involves changes in mood and thinking.

Emphasizing skills to regulate **helps students be able to feel safe and be available to connect with others and learn.**

Strategy Reminders:

- Address your own regulation first, breathe
- Personal space
- Calm tone, simple language
- Provide a few clear options that are realistic
- Encourage/remind of regulation skills

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Connection

Adverse experiences can leave students feeling isolated, disconnected, and even worthless. Trauma can negatively impact their ability to trust and their view of relationships. Healthy opportunities to connect, feel welcomed, and feel valued for who they are **can be essential to student resilience.**

Strategy Reminders:

- Acknowledge students by name
- Voice you are here to help/support/assist
- Get to know students for who they are/what they care about
- Model social skills
- Connect students with one another and fellow staff



Empowerment

A lack of control is a central theme in adverse experiences.

Providing opportunities for students to engage and be active in influencing their environment, as well as using their voice **can help restore a healthy sense of influence and belief in their ability to impact what happens in their life**. It can also impact their view of the future and sense of hope.

Strategy Reminders:

- Start with student attention
- Manage volume, tone (avoid intimidation)
- Limit the audience
- Invite students to make decisions
- Encourage students to assume leadership roles and use their voice

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