**Module 5: Trauma-Sensitive Schools**

**Video Anticipation Guide**

Directions: Read each statement/question before viewing the video and write your answer. After watching the video, read the statements and questions again and write your answers. Compare your responses/understanding before and after the video. Did your answers change?

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| --- | --- | --- |
| **Before Viewing** | **Statements/Questions** | **After Viewing** |
|  | 1. In Nashville, 60% of students have had an Adverse Childhood Experience. True or False?
 |  |
|  | 2. How might gentrification in a community cause trauma? |  |
|  | 3. A trauma-informed approach views how we “do school” through a completely different lens. True or False? |  |
|  | 4. To become trauma-informed, Falls-Hamilton Elementary first focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  |
|  | 5. To become a trauma-sensitive school, Falls-Hamilton Elementary first implemented a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ curriculum, adapted the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and built strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with students. |  |
|  | 6. One effective strategy employed by Falls-Hamilton Elementary was to hire someone trained in working with children’s mental health needs. True or False? |  |
|  | 7. How can “The Leader in Me” help to establish a positive school culture? |  |
|  | 8. How do student-led activities support the mission of a trauma-sensitive school? |  |
| **Before Viewing** | **Statements/Questions** | **After Viewing** |
|  | 9. How does Falls-Hamilton Elementary use mindfulness as a strategy to be a trauma-sensitive school? |  |
|  | 10. Every classroom has a \_\_\_\_\_\_\_\_\_\_\_corner to help students manage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  |
|  | 11. We should teach students strategies to manage their emotions, but we should also allow students the time and place to practice/use the strategies learned. True or False? |  |
|  | 12. What is one strategy used at Falls-Hamilton Elementary to build strong relationships between faculty and students? |  |
|  | 13. What is the “tap in, tap out” strategy? |  |
|  | 14. A key practice in trauma-sensitive schools is practicing restorative justice/restorative circles. What are restorative circles, and how can they help students? |  |
|  | 15. What takes place in “the Zone” at Pearl-Cohn High School in Nashville, TN? |  |

**Module 5: Characteristics of a Trauma-Sensitive School**

**Reflection and Planning Activity to Transform School Culture**

Directions: Respond to each prompt below.

1. Reflect upon what you have learned about trauma-informed instructional practices and characteristics of trauma-sensitive schools. Think about your current school/district. Rate where your school/district falls in each of these practices/strategies by putting an “X” in the appropriate column.

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristic/Strategy** | **WIDELY Implemented** | **Somewhat Implemented** | **Little to No Implementation Evident** |
| PBIS (Positive Behavior Interventions and Supports) |  |  |  |
| Restorative Circles |  |  |  |
| Intentional initiative to greet students positively and build positive relationships |  |  |  |
| Physical space for students to take a break when feeling overwhelmed |  |  |  |
| Teacher support/respite strategy |  |  |  |
| Teacher use of intentional verbiage and tone when giving directives, such as giving reasons, speaking respectfully, giving students choices to empower them |  |  |  |
| Intentional predictability and consistency in instructional strategies, schedule, procedures, policy enforcement, etc. |  |  |  |
| Teaching students strategies to “change the channel” in their minds |  |  |  |
| Intentional use of supportive feedback to reduce negative thinking |  |  |  |
| Intentional creation of “islands of competence” |  |  |  |
| Limiting exclusionary practices |  |  |  |
| Identifying students’ triggers and avoiding them purposefully  |  |  |  |
| Approaching misbehavior with curiosity instead of judgement (i.e., changing your perspective) |  |  |  |
| Training for teachers on the effects of vicarious trauma and how to practice self-care to minimize the impact |  |  |  |
| Intentional creation of a safe environment (e.g., “safe” physically but also emotionally, socially) |  |  |  |
| Social-emotional learning activities as a regular part of the curriculum |  |  |  |

1. After rating those examples of trauma-informed practices/strategies, you should have a pretty good picture of how trauma-sensitive your school/district is. What are five trauma-informed strategies that aren’t currently being implemented, but could be implemented with fidelity this school year? They could be in the table above or others not included in the table.
2. If you are a school/district leader: what steps will you need to take to plan for successful implementation of your 5 strategies? How will you know they have been successfully implemented?

If you are a teacher: how can you influence the school culture to encourage the implementation of trauma-informed strategies? What steps could you take? How will you know they have been successfully implemented?

▢ School/district administrator ▢ Teacher

Be sure to submit your complete Module 5 Handout Packet as your Module 5 assignment.