



## **Module 5: What Trauma-Sensitive Schools Do Differently**

### **Module 5 Guide**

**Directions:** This module guide is provided to help you to capture important content in Module 5. You DO NOT have to submit this document. It is simply a resource for you to guide you through the module. You will view several resources in Module 5, and this module guide will help you to capture the most important content from each resource.

### **Reflection from Modules 1 - 4**

In Module 1, you were introduced to the terms “trauma” and “Adverse Childhood Experiences” (ACEs). In Module 2, you learned about the effect of trauma and ACEs on a child’s development, and in Module 3, you learned about how trauma/ACEs can impact a child’s educational experience, including what you might see in a classroom when a child has experienced trauma/ACEs. In Module 4, you learned about the 6 guiding principles to a trauma-informed approach and viewed/read about trauma-informed practices teachers can use to help students who have experienced trauma/ACEs.

Why is it important to adopt and implement trauma-informed practices – even when you aren’t aware of any trauma or ACEs a student has experienced?

### **Online Article, “Mice can inherit learned sensitivity to a smell”**

Do you remember the term *epigenetics* from Module 2 and the mention that the effects of trauma could potentially be experienced for generations? The study briefly described in this article seems to support this idea.

Notes from the article:

After reading, reflect on the questions below.

What are the implications of the study, if the same effect were to be found in humans?

Could there be students in our schools and classrooms who may not have personally experienced trauma but who could be experiencing the lingering effects of trauma from parents or grandparents?

Could epigenetics possibly be a reason it seems so hard, at times, for people to break the cycles of poverty, abuse, addiction, etc., through the generations?

With the possibility of effects of trauma being experienced for generations, what are the implications for schools and classrooms? Why do we need to have trauma-informed supports and services in place for ALL students - even those who may not have personally experienced trauma/ACEs?

In the rest of Module 5, we will look at characteristics of trauma-sensitive schools and see how they operate and what they do *differently*.

## Module 5 Video Anticipation Guide

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

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?	

What schoolwide trauma-informed practices did you see supporting both students and teachers?

How do these schoolwide trauma-informed practices ensure that all students are supported – whether or not you have knowledge of specific trauma/ACEs a student has experienced?

## 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.

<b>Characteristic/Strategy</b>	<b>WIDELY Implemented</b>	<b>Somewhat Implemented</b>	<b>Little to No Implementation Evident</b>
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/respice 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 (indirect) 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			

2. 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.
3. 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?