Trauma Informed Handbooks: Guidance on Creating a Culture of Safety, Connection, and Regulation in Your School

By Signing this Handbook, you are acknowledging that you have read and reviewed all concepts, rules, and guidelines in this handbook. You are acknowledging that you will abide by these concepts, rules, and handbooks as the student, the families (parent/guardian), and the classroom or homeroom teacher.

Signatures Required:

_____   _____

Student   Date

_____   _____

Families (parent/guardian)   Date

_____   _____

Teacher/Educator   Date

(PLEASE RETURN THIS PAGE TO THE SCHOOL)

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To the Educators who read this:

This handbook is designed to give administrators, educators, and paraprofessionals a resource that will guide and support meeting the needs of students and families while achieving the academic standards that are required. Research and experience is telling us that RELATIONSHIPS are the driving force behind increased attendance, increased graduation rates, decreased behavior problems, and increased academic achievement.

A trauma-informed handbook addresses both sides of the report card: academics and relationships. This guide provides strategies to assist with developing the skills needed to navigate the educational setting.

We must get out of our own way and stop saying, "this is how we've always done it." We have to look through a new lens, think critically about our systems, and evaluate the roles of each person in our schools. How can we utilize each person's role to create a culture of safety and connection?

As you read through this handbook, think about the big picture. The implementation of a new set of strategies is always daunting in the first few years. However, over the course of a student's entire educational journey, these strategies can truly impact a student, a school, a district, and a community.

For any human to learn and implement a new set of strategies, we each have to come to the table with an open mind, less judgment of our fellow humans, evaluating our own responsibility in each human interaction (are we really treating others the way we want to be treated?), and allowing time for reflection regarding ourselves and our journey as well as reflection regarding our systems.

We must be brave, show up with courage, and be willing to pioneer a NEW way to look at an old system. We have to focus on strengths: ours and our students. We must model what we expect and meet people where they are on in their journey with compassion and understanding that we are all doing the best we can with what we have.

The following handbook is really a Guide. A guide with many ideas, suggestions, recommendations, and guides for what you might use in your own school, your own culture. This guide is based in research and experience. No handbook will ever meet ALL the needs of every student in every school in every community. Disclaimer: There will be parts of this handbook that may not fit your school culture. That's okay.

Look at the tone of the handbook, the theme, the importance of relationships. To be clear, "trauma-informed" and "restorative practices" helps EVERY student, not just the ones who have a history of experiencing traumatic events. We all win when we feel safe, connected, and have solid relationships in schools.

These procedures are written with the intention that:

- The **lead administrator** supports trauma-informed education with restorative practices in place. From the top of a system down, we cannot make a change or implement new procedures without the full support of the administrative team.
- **ALL staff will be trained** in these procedures. It is critical that every staff in the school will receive training about relationships and connection so that each person understands the impact of a positive adult relationship on the positive school environment. Teachers, paraprofessionals, bus drivers, cafeteria workers, maintenance people, secretaries, support staff, and administrators must ALL be trained.
- Multi-tiered systems of support implies that there will **be systems put in place** for the various levels of support needed. Each system of support has to be built through the lens of connection and relationship, not just checking the box.

In order for a trauma-informed handbook to work, we must have trauma-informed schools. This means crucial components must be in place. Schools must have:

- **Training for educators and staff** on trauma and brain-based interventions and classroom strategies. (Trainings may include: Adverse Childhood Experiences-ACEs, Trauma-Informed Practices, Suicide Prevention, Bullying Prevention, and Child Sexual Abuse & Trafficking Awareness and Prevention.)
- A **consistent social-emotional curriculum** that is taught and implemented throughout the school. Hopefully, the same curriculum is taught throughout the district. The social-emotional curriculum that is taught must be trauma-informed. See Appendix A for a list of Evidence Based Practices SEL curricula that are available.
- **Administration** that fully supports and embraces this approach.
- A willingness to **focus on relationship and connection** to the student and family.
- An understanding that trauma-informed education actually **benefits ALL students**, even students who do not appear to be traumatized or who have not experienced a trauma per se.

These handbook guides are written with the intention and understanding that the above criteria are already in place.

"Every Interaction is An Intervention" –Dr. Karen Treisman

Dear Families (Parents and Guardians) and Students,

Welcome to *Connection Education School*. We are so honored that you have chosen to join us this year. We are taking a new look at education and want to partner with you as we embark on this education model. We recognize that students and families are under more stress, going through more transitions, have access to more digital and online media, and need new skills to navigate this world.

Our educators are trauma-informed and focused on wellness, connection, and relationship. We are working hard this year to see the individual student and his/her story. We know that each student arrives at school with a different set of experiences and we want to do what we can to create the best learning environment for each student.

Our goals this year are:

1. Safety. All students will be educated in a safe environment with safe people. We will ensure environmental safety, physical safety, and emotional safety. We recognize that when students do not FEEL safe, they cannot learn. We also recognize that EACH student shows up with a different structure for safety. Some have to overcome hurdles before learning can occur. We want to know those hurdles so we can meet those needs.
2. Trust. We need to work together (educators and families) to build trust with each other so that the students trust the work we are doing. We may not always see eye to eye, but we can disagree respectfully and work together to navigate issues while remaining solution focused. When the adults trust each other, the students will trust us too.
3. Restorative Practices. We know that behavior is the language of students. This means that students will make choices that need correction and learning. We will approach this from a restorative practice model which means that we will teach the student what was wrong with the behavior, teach the student another option to navigate the situation, give the student an opportunity to repair any relationships damaged by the choice, and integrate the student back into the learning environment as quickly and safely as possible.
4. Education. Our primary goal in school is to educate your student. That said, education has many different components. We must teach students to also be productive members of society that contribute to the community who value the lives and well-being of themselves, their school, the community in which they live, and other systems where they participate. In addition to the academic standards that we have, we will also have social-emotional components that assist students with dealing with life stress, gaining an understanding as well as coping and resiliency skills.

To start our partnership, we have included a survey in our registration paperwork. Please fill out the Strengths and Struggles Survey about your student. The more we know about the experiences of your student, the more we can meet his/her needs and provide necessary resources to ensure student success.

We recognize that the above goals are ambitious. We are committed to the goals and to providing a positive learning environment for your student. We ask that you partner with us to learn more about your student. The more we partner, the more successful we will be. You are the expert on your student. We are the experts on education. Together, we can make a great team. ALL students benefit from these strategies!

Looking forward to an excellent year,

Administrator AWESOME

(Teaching Point for Administrators: The Administrator's Letter needs to be direct and send a message that from the administration down, there will be a focus on Connection and Restorative Practices. Then, the administrators actually have to lead by example. Too many schools have administrators that don't "buy in" to this model. You, as the Administrator, must be committed to supporting your educators in the training of trauma-informed and connected practices, including discipline and attendance. You must also be willing to connect with parents and guardians, even the most difficult ones. We know that every human carries their own experiences and memories with them from school. Some of these may be traumatic, including for the adults. Please be committed to this model. This letter is just a guide. Make it your own. Know that the above letter is written based on brain- based interventions and strategies.)

STRENGTHS AND STRUGGLES SURVEY

(Teaching Point for Educators: There was lengthy discussion about this at the 2019 MBI Summer Institute. Every school may tackle this concept a bit differently. The point of this survey is to have information about WHAT has happened to a student so that the appropriate resources can be available for student success. A trauma screener may make sense to use. Several links to trauma screeners are included in Appendix A. It may only make sense to give this survey to Students of Concern. The team who reads these surveys needs to be skilled professionals who are ready to respond to what is written in these surveys. A thought out plan by the administrators and Connection Team will be necessary to navigate this in a meaningful manner.

This questionnaire is based on the Adverse Childhood Experiences (ACEs) survey. We know that WHAT has happened to a student during crucial developmental stages can help us in understanding WHY he/she is responding or behaving in certain ways. The higher the ACE score, the more relational and connected interventions the student may need. If we can be proactive in identifying students with higher ACE scores, we can be proactive in our approaches to navigating this student's education. We also know that families who do not return this questionnaire could be the EXACT ones who we need to connect with. This is where you, as a staff/administrator, have an opportunity to reach out and connect with this family. Remember, the time you take NOW, at the beginning of the year, will benefit you later. This is called Money in the Bank of Relationship. The family who does not fill this out is exactly the one who needs the most money in the bank of relationship. Set up a committee or team who will seek out this family (parent/guardian) either in person or via phone. Take the time to get this paper filled out.

Heather Forbes and Jim Sporleder (referenced as a resource) recommend creating a list of Students of Concern. This is a list of students that are at high risk of lack of relationship and connection. Beginning the year with a questionnaire like this may assist with helping create such list. The recommendation after the list is created is then to have a teacher or school staff "sponsor" each of these students. This may be like an advisor type model, where relationship and trust are created. This adult is then involved in EVERY discipline interaction with the student. This adult is also responsible for creating safety and trust with the family.)

STRENGTHS AND STRUGGLES SURVEY

This survey will be given to every student in our district as part of their school registration. We can better serve your student if we understand more about life experiences that may impact his/her education.

Student Name:

Student Age and Grade:

What are the STRENGTHS of your student? Please list ALL of them! (Character, social, physical, academic, creative, building, humor, etc.) Strengths lead to resiliency so we can continue to build on these.

Has your student experienced any of the following:

       Suicide, death, or loss?

       Any traumatic events that have caused stress?

Are there any known triggers or struggles that may cause your student to become dysregulated (stressed)?

Would you like your student to receive support for any Adverse Childhood Experiences (ACEs) or other stressors?

What do you do to provide co-regulation (soothe) or de-escalate your student when he/she is stressed?

What's the best way to contact you when we need to connect about your student and his/her education? Email, phone, or text. Please provide that contact information.

What else should we know about your family?

- o   Please check here if you would like to speak to someone privately about your student.
- o   Please check here if you would like to learn more about ACEs.

Definitions to Know and Understand:

Regulation: the ability to control and manage. We use this term in regards to emotional regulation. We want all students (and adults) to be able to control and manage their emotions in a safe, healthy manner. This is the ultimate goal. There are many steps along the way in order for this to happen. Students don't just regulate on their own one day. This is a skill set that is developed through time and growth. Also, we, as humans, need assistance when we are really stressed so that we can regulate.

Co-Regulation: occurs when someone who is more regulated helps to regulate another person. This often occurs when an adult who is regulated helps a student who is dysregulated. Most students need co-regulation. That is the primary role of a parent, caregiver, and educator. In order to self-regulate, one must first be co-regulated. We cannot internally manage our stress, until we have externally experienced someone assisting us with that stress. No matter the chronological age, a person has to experience co-regulation before developing the skills of self-regulation.

Dysregulation: lack of emotional regulation. This is often demonstrated in behavior or emotional outbursts and is an indication that a person needs help in regulating emotions.

Please see this video for additional understanding about the Brain and Regulation: Dr. Dan Siegel's Hand Model of the Brain: https://www.youtube.com/watch?v=f-m2YcdMdFw

(Teaching Point for Educators: We have two ways to regulate people. We can regulate people from the bottom of their brains, up or from the top of their brains, down. Since students' brains do not fully develop until the age of 25, it makes the most sense to regulate from the bottom of their brains, up. This means that we have more success when we engage their brains through movement, senses, and meeting basic needs BEFORE we try to talk to them, reason with them, or "teach them a lesson." When we use these strategies in an educational setting, we get students regulated, or co-regulated, quicker, so that they can return to the educational learning environment sooner. Having a standard social-emotional curriculum that is taught throughout the school/district creates a shared language used by students and adults. Also, developmentally, students do not always have the skills to articulate with words what's happening on the inside. Thus, we need to give them the skills to express their feelings and ask for what they need. Several links to additional ways to explain the brain to students and families are included in Appendix A.)

Concepts to Understand:

Culture of Safety and Connection: Every school has a culture, the make-up of the students and staff that leads to the energy created in that environment. The purpose of this handbook is to guide the creation of a culture of safety and connection. This means that every interaction between humans within this environment carries the thread of safety and the foundation of connection. Without these two core concepts, the high risk students will not ever feel safe enough to attend regularly and achieve at their highest level.

Restorative Practices: "The restorative practices movement is an offshoot of the restorative justice model used by courts and law enforcement agencies. In the restorative justice model, mutually consenting victims and offenders meet so that the former can be given a voice and the latter can have an opportunity to make amends. Restorative practices in schools include preventative measures designed to build skills and capacity in students as well as adults." Better Than Carrots or Sticks. Restorative Practices is about repairing relationships and restoring those relationships, particularly in the educational setting.

Connection Teams: This concept will vary across each school and each grade level. The central idea is that a TEAM of people who have strengths in connecting will develop relationships with individual students of concerns and their families so as to be PROACTIVE in identifying barriers to learning as well as creating a plan to overcome those barriers. The Connection Team needs to be created intentionally, looking at the strengths of the individuals who make up this team. They need to be likeable, easy to get along with, informed about trauma, informed about restorative practices, willing to spend time with students and families, and excellent co-regulators. A core Connection Team may make the most sense. Then, add people to an individual team as needed. You are probably already using this concept at some level through your MBI/PBIS or MTSS teams. The Core Connection Team may consist of a guidance counselor, psychologist, teacher, administrator, special education teacher, and support staff. The additional people could include a classroom teacher, bus driver, lunch person, playground supervisor, CSCT team, and parent. The team needs to be beneficial to the student.

At the elementary level: The Core Connection Team should follow the student through the elementary years. There may be a change in additional people to each individual's team. The more consistent we can create this experience for the student and family, the more successful we will be.

At the middle school/junior high level: The Core Connection Team should follow a student through all years of middle school/junior high. If a student is identified as a student of concern in 6th grade, that same team will follow that student through 6th, 7th, and 8th grade. This creates the opportunity for a deeper, meaningful relationship. This also creates the opportunity for the Team to build relationship with the family who is involved and partner together to the success of the student. There will be a Connection Team for each grade.

At the high school level: The Connection Team should follow a student through all years of high school. There will be a Connection Team for each grade.

At the beginning of the year, the Connection Team will follow up with any families who did not return the Strengths and Struggles Survey. This follow up may be done via phone or in person through a home visit or meeting at school. It is NOT recommended to use digital communication as we are attempting to build trust and bridge communication.

The Connection Team will begin the creation of the Students of Concern (SOC) list. Time during the school day will need to be created for the Connection Team to meet and brainstorm ways to interact and build safety and relationship with this SOC list. This is a PROACTIVE model. The more time that is allowed and given at the beginning of the year to be proactive in addressing concerns, the better for the student.

Students of Concern: A list will be created by the Connection Team of students of concern. Students may be identified based on the survey that was returned and their ACE score. They may also be identified based on any social, emotional, or behavior concerns that have been presented, either currently or historically. The purpose of this list is to be proactive in creating a connection and relationship with the student and families as soon as possible so that appropriate strategies can be identified to support the student at school.
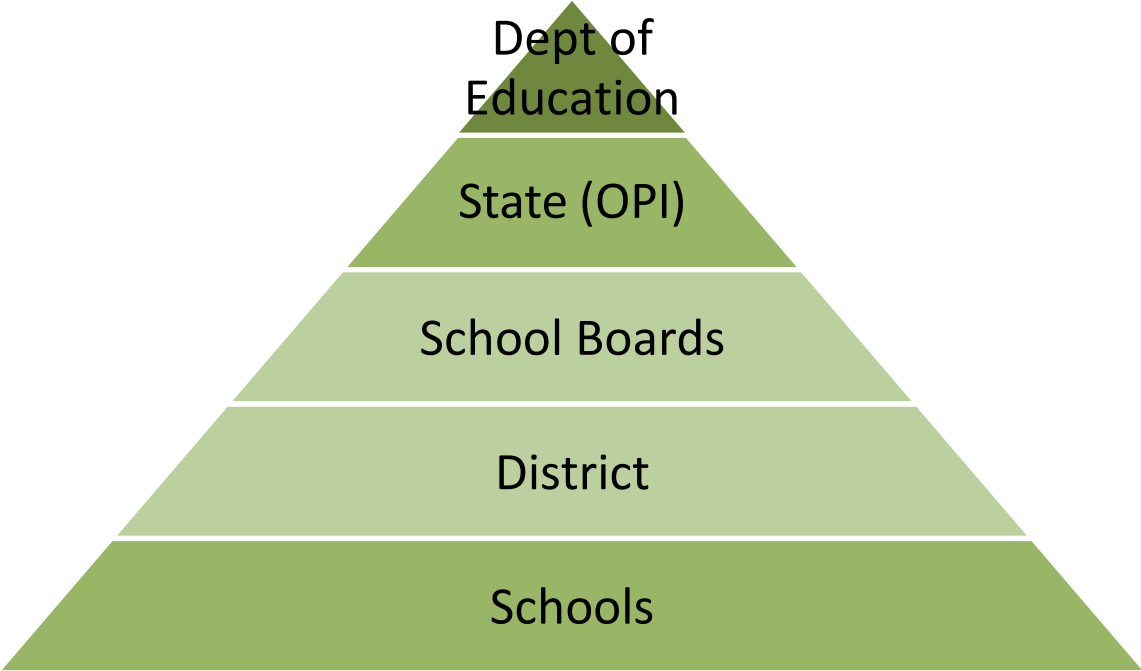
Montana Behavior Initiative (MBI) - Positive Behavior Intervention Support (PBIS): "Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students." –www.pbis.org/school/swpbis-for-beginners/pbis-faqs

Multi-Tiered Systems of Support (MTSS): "Formerly known as Response to Intervention (RTI), MTSS is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in the classroom. MTSS systematically delivers a range of interventions based on demonstrated levels of need." –www.pbis.org/school/mtss

You may hear people in the school setting talk about Tier 1 expectations, Tier 2 interventions, or Tier 3 interventions. This is a list of interventions that each school offers based on the needs of students. Reach out to the school for more specifics.

(Teaching Point for Educators: Schools can add their Tier intervention triangle here.)

The Flow of Education

The Flow of Education pyramid, from top to bottom: Dept of Education, State (OPI), School Boards, District, Schools

Purpose of Education

(Teaching Point for Educators: This is a place where you can add what the purpose of going to school is for your students. Perhaps this is where you put your Mission/Vision statement.

At the elementary level you may add something like: Education at the elementary level is about understanding rules and expectations, gaining confidence, and building a strong foundation for learning as one gets older. We also want to make sure students feel safe in the school environment. This is the time that we practice corrective experiences and give students lots of repetitions of safety. Elementary students will learn to understand working within a group, social-emotional skills, and problem solving skills that will help them as they get older.

At the middle school level you may add something like: Middle school students are starting to understand that they will have larger responsibilities in society as adults. At this level, education teaches deeper thinking, collaborative work, self-esteem, and helps students develop skills that will be necessary to prepare the student to be a productive member of society and our community.

At the high school level you may add something like: An education at the high school level will help students be career and college ready. Our goal is to work with students to develop the life skills needed as they enter into adulthood and contribute to the community.)

Purpose of Student Handbooks

(Teaching Point for Educators: This is a great space to put in that Student Handbooks are a contract created between the student, his/her family (parent/guardian), and the school staff. Inform families that the student handbooks will be signed by student, family (parent/guardian), and classroom or home room teacher. This will provide an immediate way to build trust and allow for accountability on everyone's part.)

Rules and Guidelines Governing this School

Daily Schedule

Code of Conduct: Students and Adults

Attendance Policy

Discipline/Behavior Policy

> At all levels this policy is about TEACHING skills, and then PRACTICING skills. MBI/PBIS/MTSS teaches core plus more.

Bullying Prevention Policy

Dress Code

Cell Phone Use

Academic Policy

Food/Nutrition

Special Needs-Neurodevelopmental Differences in Education

Supporting School Staff - Compassion Fatigue

DAILY SCHEDULE

(Teaching Point for Educators: When looking at your daily schedule, identify a time in the day where you can have a morning circle or advisory block. Research is showing us that when we take time to connect and invest time in developing relationships, students will be more invested in coming to school. At the elementary level, starting with a morning circle that can be run by students and facilitated by teachers gives the students an opportunity to check in and see the mood of each child prior to the day beginning. At the middle and high school level, creating an advisory class for each student that is facilitated by each teacher, creates relationship. Another option would be adding more time for announcements. The key to the success of the advisory is engagement by the adults and teaching skills that are useful. This could be where the social-emotional curriculum is taught.)

At the underline elementary level, evaluating how **recess and lunch times** are used is crucial to the success of students. Every student on the Student of Concern list needs to be integrated into the lunch and recess times in a way that makes the most developmental sense and ensures the success of each student. We must look at the staff to student ratio and look at who has the skills to meet the regulation needs of students in each of these settings. It may be advantageous to build in regulation times to the school day for the school as a whole and also for individual students as needed.

At the middle school level, lunch time can be a useful time to put more "money in the bank" with students who are at risk or struggling. Creating a separate lunch group for these students, asking advisors to have a weekly lunch with their advisory groups, or implementing a skills group by the counseling team can all be alternate ways to use that lunch time. Trauma-informed middle schools who are using lunch time to address specific issues are seeing a decrease in behavior issues and an increase in positive connections and social skills. One school asks teachers to pick a topic of their choosing and provide a group each week for students who have these issues and need skills around them. Issues may include topics around divorce, adoption, suicide, substance use, friendships, social skills, etc.

At the high school level, creating a mentor program where upper classmen can meet with lower classmen and facilitate support, connection, and helpful tips could be a way to use lunch time. Developmentally, peers are more influential at this stage of development. Allowing mentors and mentees to receive credit for participating in this program can be an added advantage for at-risk students.

Incorporating a **morning meeting/daily conversation/connection group** to the daily schedule in each classroom will be critical to balance the social-emotional needs and academic needs of all students at each level. Considering doing this morning meeting at least 30 minutes after the school day begins will ensure that those with chronic tardy issues will also be allowed to participate and benefit from this strategy.

At the elementary level, the classroom teacher will facilitate a meeting that allows each student to say good morning, check in, and share a strength, a goal, or a concern. As students build the routine of this, the facilitator could be a "classroom job" each week. This gives the students more ownership and investment in the process. It also teaches empathy and allows students to practice active listening,

compassion, and concern for others. The recommended time frame should be right around 20 minutes for this group.

At the middle school and high school level, an advisory teacher could use a structured or unstructured format for the morning meeting. The purpose of the meeting is to create trust and a safe place to discuss various topics that are significant and important to the middle school population. An appropriate, evidence-based social emotional curriculum could also be a resource for navigating this time of the day. The Ungame is an affordable resource that allows questions to be asked at an age-appropriate level and open conversations. Teachers will need additional training on this particular component of the daily schedule. This morning meeting should be right around 30-40 minutes, depending on the class size. We want to ensure that everyone gets an opportunity to connect and talk as needed.

CODE of CONDUCT: Students and Adults

(Teaching Point for Educators: This space is where we write our classroom rules, our expectations for the school environment. It's important to include adults in these expectations as we often find that adults are the ones who re-traumatize students or even create an emotionally unsafe environment. Be bold in your expectations, be specific, be clear, and be positive. Hold the staff and parents/guardians to the same expectations as the students. These code of conduct rules could also be added to your STAFF handbook. Use your school climate (MBI/PBIS/MTSS) expectations.)

We expect students and adults to treat each other respectfully.

We expect students and adults to show up every day, ready to learn and teach.

We expect students and adults to disagree respectfully.

We expect students and adults to problem solve respectfully and ask for assistance from a neutral party as needed.

We expect students and adults to be treated consistently and justly.

We expect students and adults to communicate with each other when problems arise and address problems quickly.

We expect students and adults to engage in appropriate restorative practices.

We expect adults to understand that students may not have all of the skills needed, academically, socially, or emotionally, to navigate complex issues. Thus, adults will work with students to create and implement those skills.

Depending on your school environment and community, you may want to add statements like:

We educate, discuss, and prevent suicide.

We educate, discuss, and prevent vaping and other tobacco use on school grounds.

We respect privacy as we follow FERPA; we don't have private inappropriate conversations.

ATTENDANCE POLICY

(Teaching Point for Educators: Attendance is a complex systems issue. It's rooted in multi-levels of reasons that students do not attend. Please consider all barriers to attendance for students who have chronic attendance issues. Creating relationships with the family will help to navigate these barriers. Families (parents/guardians) who have had traumatic issues in a school setting may be bringing those biases to their own student's education. We are more likely to show up for people we enjoy spending time with. Creating a relational, fun, safe learning environment will also assist with navigating attendance issues.

Consider using home visiting by members of the Connection Team for the Student of Concern when communication with the family needs to happen. An in-person home visit will be more effective than any other form on contact when sorting out what is occurring and creating a plan for how to address attendance issues.

GET RID OF AUTO POPULATING LETTERS! These do not build relationships.

Attendance personnel need to answer the phone with caring and compassion. Their tone of voice will be important and how they treat the other person on the end of the line is critical. Please choose this person wisely.)

We recognize that attendance is crucial to build and maintain relationships and trust. We ask that you, as parents and guardians, do your part in getting your student to school each and every day, on time and ready to learn. In return, you can expect that your student will be welcomed and safe during the learning day.

The following are EXCUSED absences: Families (parents/guardians) are responsible for contacting the school to inform the school of the student's absence. It is the STUDENT'S responsibility to make up any school work during ABSENCES.)

Student illness: If there is a prolonged illness, the student may require a letter/note from a doctor.

Family emergency

Doctor or dental appointments

Pre-arranged trip

UNEXCUSED ABSENCES:

1. When a student is marked absent and has not been called in ahead of time, the attendance personnel will call the family (parent/guardian) to inform him/her that the student is absent to determine if the family (parent/guardian) is aware of the absence.
2. After the third absence, the appropriate school personnel will contact the family (parent/guardian) to connect and seek information regarding the reason for the absences.

When students have chronic absences (6 or more), we recognize the importance of a team meeting and we will create a time and space for the family (parent/guardian) and appropriate school staff to connect in person or via phone to determine WHY the student is absent and create a PLAN for getting the student back in school. We recognize that students can miss school for a myriad of reasons due to stressors. We want to partner to create an environment where the student wants to attend school and is capable of being successful in the school environment.

3. We recognize that the sooner we connect regarding absences, the more likely we are to be proactive in changing the situation for a student. Thus, we will be in contact via phone, email, or in person. It is important for families (parents/guardians) to work with us to address any barriers to attendance.

We have to identify the BARRIERS to ATTENDANCE. Is your family faced with any of these barriers?

Transportation?

Poor planning, organization, or time management?

Parent works nights and cannot get up with students in the morning?

Homelessness?

Attending funerals or coping with loss?

Students' fear of going to school?

Morning power struggles between parent and student?

Student apathy?

Student mental health concerns?

Student substance use?

Student physical health concern?

Student bedtime/lack of sleep issue?

Student is working late hours?

Student has an issue with another student or an adult in the schools setting?

Cultural attitudes about the necessity of education?

Generational trauma about education?

Student planning on dropping out at 16?

Other family obligations?

One strategy that could be useful for students with attendance issues is to incorporate them in a mentoring program. Assigning a student to another student to mentor and check in with them each day, may allow for additional "money in the bank" and relationship needed to help navigate some of the barriers.

Another strategy may be to look at if a 504 plan would be a helpful tool to ensure student success.

A third strategy could also be a referral for to the Individualized Education Plan (IEP) process.

(Teaching Point for Educators: Previous data can be referred to in order to see the trend in attendance for each student. If a student has missed multiple days in middle school, this is an indicator to address this at the high school level immediately. This constitutes a Student of Concern and issues can be addressed immediately.)

CHRONIC AND ONGOING TRUANCY and ATTENDANCE ISSUES

If the barrier to attendance cannot be addressed in a way that gets the student to school, then the trauma-informed School Resource Officer/Truancy Officer will get involved as truancy issues become prevalent. Youth Court services offer various resources and programs to schools in Montana to assist.

TARDIES

Chronic tardiness will require a team meeting with the appropriate school personnel to determine an appropriate way forward for the student. We have to look at the barriers that are keeping the student from getting to school on time and/or the barriers that are keeping the student from wanting to attend on time. See the list above to identify any barriers that could be contributing to the student arriving to school on time.

DISCIPLINE PRACTICES

Discipline means to teach. In our district, we do just that. We recognize that behavior is a language and students often use it to express feelings, thoughts, and emotions that cannot be articulated through words. Thus, we could create a long list of "inappropriate" behaviors. However, the bottom line is safety, regulation, and building skills. We also want to instill the back to school climate universal expectations.

There's a balance between empathy and accountability. We must let students know that we understand the circumstances from where their behavior comes from. However, we have to have practices in place that teach accountability and skills for various situations.

We understand that parents/guardians want to ensure that the "other" student is also being held accountable when there is more than one student involved in a situation. It is critical for parents/guardians to understand that we CANNOT disclose what is occurring with another student. We will ensure the same happens for your student as well.

At the elementary level, students need the opportunity to LEARN the ways they regulate their internal systems. Then, they need to PRACTICE these regulating strategies with an adult to assist, or co-regulate, as well as the opportunity to practice self-regulation. Students will make mistakes and get it wrong. They need an opportunity for multiple opportunities or REPETITIONS to practice these skills. All discipline at the elementary level needs to focus on coming back to:

WHAT IS THEIR BEHAVIOR TELLING US?

HOW CAN WE HELP THEM LEARN A HEALTHY COPING STRATEGY OR SKILL SET FOR WHAT THEY ARE TRYING TO TELL US?

Students at the elementary level are going to need more ADULT time and supervision to learn these skills. If a classroom teacher has a student who needs more time and attention than other students, this student will receive additional support from other team members. Think about how connection and relationship can be added to this student's day by other adults in the building. This is a proactive look at regulation. It is often easier to regulate BEFORE an increase in behavior. We want to look at de-escalation strategies and then look at how to DOSE those interventions.

Let's think about HOW a student STARTS their day, WHO is involved in it, WHAT happens throughout the day, and WHAT interventions/strategies are occurring during the day for each student. Here are some examples: check in/check out, circles of connection in the classroom, one adult advisor for each student of concern, regular social-emotional curriculum to teach regulation skills and strategies for managing feelings and emotions, would it make sense for this student to be paired with other students at the same developmental level, does a classroom teacher need the administrator to come take over the classroom or help with regulating the student?

At the middle school level, we operate from the place that students have more understanding of their own needs. Although, we want to ensure that middle school students have all of the skills expected at the elementary level. Ensure that Maslow's Hierarchy of Needs are met.
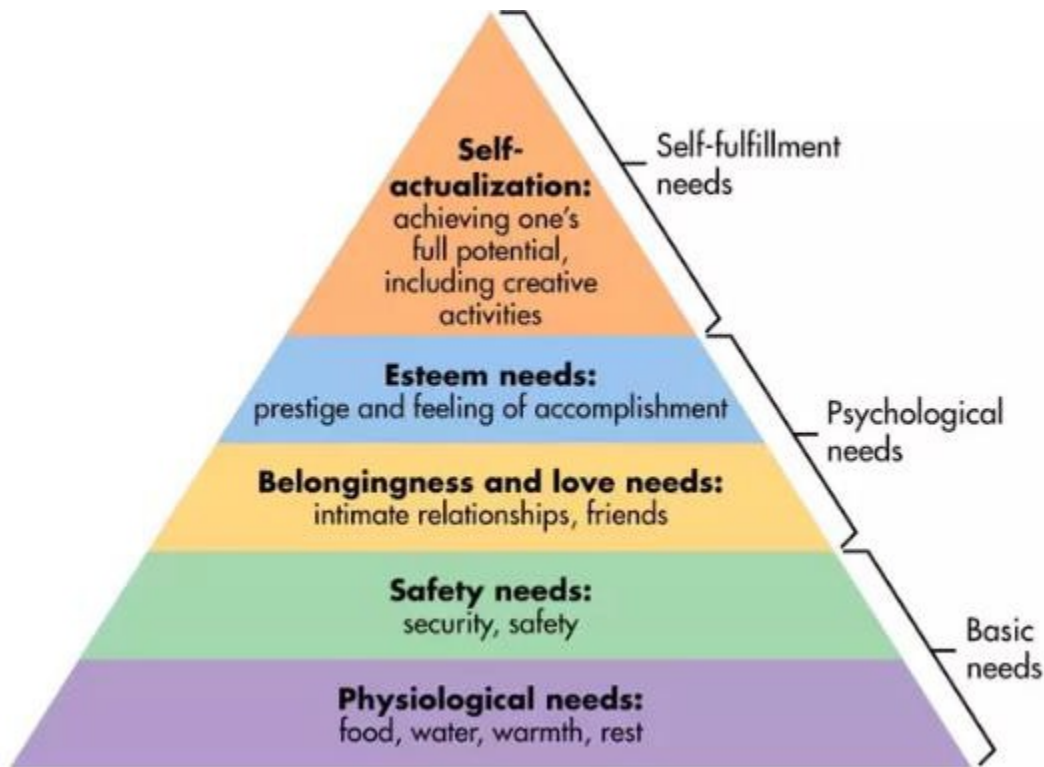
When basic needs are not met, this can be a contributing factor to behavior. Discipline at the middle school level focuses on REPAIRing of relationship.

If a student is UNSAFE to him/herself at ANY grade level, other students or staff, the learning environment, or property, these will be the steps that are taken:

1. An opportunity to identify and use various regulating strategies at the suggestion of the teacher.
    Prompt, Redirect, Choice
    Movement, Motion changes Emotion
    Connection before correction
    Co regulation in order to regulate
    Teaching of regulation strategies (including meditation and deep breathing)
    Discussion with Administrator and families (parents/guardians)
    Team decision on what other strategies can be put in place
        Does this student feel safe in this environment, with this adult, with these classmates, during this learning time, during this time of day?
        Does this student need a smaller class size? More adult attention? Alternate seating? More movement?

Has this student received proper social-emotional training to gain the skills needed to manage this level of stress in this environment?

Is this teacher a match for this student?

Has there been an opportunity to repair relationship with other students? Other adults? Have others repaired the relationship with this student?

At the high school level, we want to ensure that the skills from the ELEMENTARY and MIDDLE school levels are in place. If they are not, then we have to return to teaching those skills. We can make an assumption based on data and research, that a student with extreme behaviors that lead to multiple discipline referrals, does not have a skill set in place where he/she can identify stressors, implement appropriate and safe coping strategies , and articulate his/her needs. BEHAVIOR is a LANGUAGE and the underlying message is that the student has a need that adults have to help meet.

Once the skills are in place at the ELEMENTARY and MIDDLE school levels, at the high school level, we move onto reflection. Students need an adult to help them REFLECT on the situation. What happened? What can be done differently next time? What does the student need to ensure safety of self and others? How can adults support this student?

We recognize that behaviors that we had zero tolerance for in the past are functions of greater issues and require a team meeting to address these. These behaviors include: fighting, foul language, harassment, bullying, and any use of weapons or bringing weapons to school. These behaviors will be addressed through a multi-disciplinary approach that includes the classroom teacher, Administrator, family (parent/guardian), student, a member of the mental health or behavior team (School Counselors/School Psychologists/CSCT Providers), and any other staff who is involved with the student. It may be appropriate for the trauma-informed and trauma-trained School Resource Officer to be involved in this team meeting as well.

We recognize that there are precipitating factors to all of these events. The best interventions are ones that require positive adult relationship, looking at the root of the behavior and addressing the root, not the symptom. Extreme behaviors listed above will have varying discussions and outcomes depending on the severity as well as the number of occurrences. We recognize that safety always comes first for ALL students.

We recognize that isolating a student for behavior does not TEACH the appropriate behavior. Students may need a smaller space, less students, be removed from certain students, a different environment, more time or support to address stressors, more adult supervision, or a different skill set to address these behaviors. The multi-disciplinary team will create a connected plan that best suits the individual student.

A list of connected consequences:

Must involve relationship with a trusted, positive, regulated adult

Movement, basic needs, sensory input or reduction

Repairing relationship through restorative practices, facilitated by a trusted adult

Behavior PREVENTION

This occurs when students have developed relationships with emotionally safe adults and peers at the school setting. Predictable, structured environments facilitated by safe, caring, and loving adults help manage behavior. The more "money in the bank" of relationship we put in, the better we will be at assisting students and teaching them additional skills at managing their stress which in turn manages behavior.

Behavior INTERVENTION

When an inappropriate behavior occurs, the adult will provide a relational, connected intervention. When a consequence or limit needs to be delivered, it will be provided through a relationship that involves a regulated adult, a predictable, structured, time limited consequence, and reassuring words that reinforces that there is not loss of relationship when the consequence occurs. The intervention will also involve repair and restoration of any fractured relationships that may occur.

BEHAVIOR = DYSREGULATION

DYSREGULATION = NEEDS HELP AND INPUT FROM AN ADULT, NEEDS BOUNDARIES AND LIMITS

UPON REGULATION = REPAIR/RESTORE RELATIONSHIP, EXECUTE BOUNDARY/CONSEQUENCE

What used to be called ISS (In School Suspension) is now called The Regulation Room *(or some other creative name that indicated POSITIVE SKILL building instead of negative symptomology)*. This room will have a positive, caring adult who works with students. At every level, each student will take their heart rate using an oximeter upon entering the room. Students can then check their heart rate periodically during their time in the Regulation Room to view when their heart rate is more regulated. Students will enter this room at the:

Elementary level: when they need some time away from the classroom, a smaller space, a calmer space, more adult connection. The intention of this space is for students to use a regulation tool and then return to class. Some students will only be in this space for a short period of time. Some students may need to be in here for longer periods of time. This will be determined by the multi-disciplinary team of the student. Once heart rates are regulated, students can return to class.

Middle school and high school levels: when they need some space from class, a teacher, or need more adult connection. This room may also be used for students who may have engaged in an UNSAFE action that needs more intervention and supervision. We want students to stay at school as much as possible in these situations. However, some students' behaviors may not be safe enough for the greater good. The regulation room is an option where students can learn additional skills needed, work through

stressors or triggers, and have a safe adult to add additional support in the school setting. These terms will be defined in more detail by the student's team.

OUT OF SCHOOL SUSPENSION: The use of this intervention is a LAST resort and must be used with careful consideration by administration. This is only used when there is harmful behavior occurring. The multi-disciplinary team needs to ensure that at least one school adult will be assigned to the suspended student and family to check in each day, via phone or in person. We want to ensure that the relationship with school staff continues throughout the suspension. The team will also need to meet to discuss the appropriate restorative practices to put in place for the student to return to school, ensuring safety for ALL students.

See the attached CASE VIGNETTES for additional resources.

BULLYING PREVENTION POLICY

"Bullying is repeated and intentional threats, physical assaults, and/or intimidation that occur when individuals or a group exert their real or perceived difference in power or strength on one another. It can take the form of Verbal Bullying, Social Bullying, Physical Bullying or Cybyerbullying." – www.traumaawareschools.org/bullyingCyberbullying

Trauma-informed schools have a bullying-free policy that is proactive and "creates a culture of acceptance and communication." Adults assist students in resolving conflict and facilitate problem solving when aggression, threats, and miscommunication arises.

The first report of bullying will involve a school official meeting with both students and implementing conflict resolution and restorative practices to work through any conflict. Families (parents/guardians) of both students will be notified via telephone.

The second report of bullying involving the same student will involve a team meeting with the student, family (parent/guardian), and school officials, including the student's advisor. This meeting may also include additional members of the Connection Team. The purpose of this meeting will be to determine the cause and concern of the bullying, stop the bullying, and implement restorative practices between the student who is bullying and the victim of the bullying. All families (parents/guardians) will be notified and involved as appropriate.

(Teaching Point for Educators: Bullying policies and procedures need to be based in the State laws and requirements (MCA 20.5.209). All schools should have some sort of bullying prevention program. The key to addressing bullying is recognizing the importance of teaching kindness to ALL humans as well as teaching communication techniques and problem solving strategies at all developmental levels. Bullying is a serious issue and must be addressed immediately and directly. ALL school staff should understand their role as it pertains to Bullying prevention and intervention.)

DRESS CODE POLICY

The purpose of a dress code is to ensure a safe learning environment for all who attend school.

Students may express their personalities when they dress.

No profanity, drugs, alcohol, inappropriate or lewd comments, or weapons will be allowed to be displayed on any apparel, including hats, hoodies, and coats.

CELL PHONE USE POLICY

We recognize that cell phones are an everyday part of many students' lives. Our goal is to maintain the integrity of the learning environment while also teaching students how to use cell phones appropriately, when to use cell phones, and balance the use of cell phones as a tool to learn as well as connect.

Each classroom teacher will be allowed to have their own classroom rules for cell phone use with the general policy being that cell phones are to be stored during instructional time. At times, teachers may determine that the use of a cell phone could enhance the educational experience. During this time, the teacher can talk the students through how to use their cell phones for the learning purposes.

Some students may need to be in contact with their family (parents/guardians) during the school day. This expectation needs to be proactive and coordinated between the adults, prior to the school day.

For some students, cell phone use may be part of their learning plan. This will be an agreed upon plan, with the student and adults understanding all expectations and management of this tool. The plan will be agreed upon and in writing.

If a student does not comply with the teacher's expectations of cell phone use in their classroom, the teacher will be allowed to have the student "park" his/her phone with the teacher for that class period. The teacher will have a public location to place the phone during the class period. No one will be allowed to touch the phone. At the end of the class period, the phone will be returned to the student.

If there is a more intrusive need to help a student regulate his/her phone use outside of the above listed procedures, there will be a meeting with the student and his/her advisor. Additional Connection Team members may need to be involved to determine a restorative and connected approach for managing any cell phone use.

ACADEMIC POLICY

We believe in the integrity of academics and learning. Students will create their own work. Teachers will meet students at their academic level.

These are the graduation requirements:

(insert graduation requirements)

Individualized Academic Needs

If a student needs credit recovery, the Connection Team will work with that student, families (parents/guardians), and the teachers to discuss what may be appropriate for course recovery. The team will look at out of the box ideas to see if anything will meet course recovery requirements. Is the student holding a job? Is the student providing some support of additional support in the home setting that involves life skills (adding to the family finances, watching younger siblings?)Is the student more interested in volunteering? What are real life skills needed for this student to be successful?

Plagiarism, cheating, and families (parents/guardians) completing the work of their students, etc. will be addressed on a case by case basis by the teacher and the Connection Team.

FOOD/NUTRITION POLICY

Food/Nutrition/Snacks needs to be looked at as a critical part to the school day and the success of all students. Go back to Maslow's Hierarchy of Needs; students who are hungry cannot learn. Students who need additional snacks to maintain regulation should be allowed those snacks throughout the day.

Many schools are implementing wellness plans to ensure students have easy access to nutritious foods, physical activity and nutrition education opportunities. Find out what your district is doing to create a healthy school environment. Successful strategies can be found in resources.

(Teaching Point for Educators: In this section, discuss your district wellness policies about breakfast in the classroom, free and reduced lunch programs, and other programs in place in your district to assist students with getting their food needs met. For tips on creating a classroom that supports nutrition and physical activity can be found in resources. The biggest point that needs to be made from a trauma-informed perspective is that students have access to food as needed, without question, with appropriate adult supervision and boundaries. Many teachers fall into the trap that students only need access to snacks at designated times. Keep in mind that when students are stressed, their nervous systems are responding and burning more calories than needed. Students who have experienced toxic stress or adverse experiences earlier in their development can have their metabolism and nervous system impacted greatly. Students eat because their gas tank is low and they may need more fuel. This is also a great way for families and communities to engage and support schools with healthy snack options.)

EDUCATING STUDENTS WITH NEURODEVELOPMENTAL DIFFERENCES

The *Connection Education School* recognizes that students do not fit in a one size fits all type of school setting. We acknowledge that many students show up with neurodevelopmental differences. Some examples of these include autism, traumatic brain injury, learning disabilities, emotional/psychiatric disorders, and visual or hearing impairments.

Our staff members have undergone training to provide an inclusive learning environment for all students.

We have created various strategies and interventions for every student based on his/her needs. Please see our School Climate's Tier 1, Tier 2, and Tier 3 interventions. *(Schools can insert graphic here.)*

We also recognize that partnering between school, home, and community is critical for understanding students and meeting their needs in the most effective ways possible.

Many students with neurodevelopmental differences may go through the process of attaining a 504 plan or qualifying for an Individualized Education Plan. Know that with or without those plans in a place in a formalized manner, we will work with students to ensure their success.

Please contact the Connected Administrator if you have any further questions or concerns about your student and how we can partner.

SUPPORTING SCHOOL STAFF - COMPASSION FATIGUE

We recognize and acknowledge that working and living with students can be simultaneously fulfilling and exhausting. We know that the human experience of getting a child from zero to 18 is filled with all sorts of challenges and strengths. Because of this, we want to include information about supporting school staff and compassion fatigue.

We have worked hard to provide our staff with the necessary training to educate your student. However, there may be times where they (or you) feel the weight of what a student has been through. We want to provide additional resources for how to take care of yourself throughout this parenting/fostering experience.

Compassion fatigue is also known as vicarious trauma or secondary trauma.

The American Institute of Stress defines Compassion Fatigue as "the emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events."

The symptoms include:

- Affects many dimensions of your well-being
- Nervous system arousal
- Sleep disturbance
- Emotional intensity increases
- Cognitive ability decreases
- Behavior and judgment impaired
- Isolation and loss of morale
- Depression and PTSD
- Loss of self-worth and emotional modulation
- Identity, worldview, and spirituality impacted
- Beliefs and psychological needs-safety, trust, esteem, intimacy, and control
- Loss of hope and meaning=existential despair
- Anger towards perpetrators or causal events

See the Appendix A for additional resources regarding this topic.

(Teaching Point for Educators: Please strongly consider putting a section in your Teacher's handbook about compassion fatigue. Teachers need support, training, and information about this so that we can address the symptoms and concerns early on. When left unaddressed, we see an increase in teacher's absences and eventually teachers who no longer want to work in this field. In a trauma-informed school, compassion fatigue is addressed directly. Parents may also be dealing with the secondary trauma of raising a student from a hard place. Acknowledging this and educating parents may be a useful strategy or intervention for the comprehensive good of the student.)

APPENDIX A

Disclaimer: The resources that follow are in no way comprehensive. These are suggestions collected by many educators and professionals who are in the trenches. We hope that they will lead you to resources that will assist you in your setting.

SECTION 1: Social-Emotional Curricula

Brainwise – https://www.brainwise-plc.org

Indiana DOE website – www.doe.in.gov/sebw

Julie Kurtz – https://www.juliekurtz.com (Phone App called Trigger Stop-Sensory/Emotional Checklist for children 0-8)

MindUp – https://mindup.org

PAX Good Behavior Game – www.goodbehaviorgame.org (Social Emotional Learning and Strategies)

Zones of Regulation – http://zonesofregulation.com/index.html

SECTION 2: Trauma Screeners

Strengths and Difficulties Questionnaire – http://www.sdqinfo.com

Student Risk Screening Scale (SRSS) – http://www.ci3t.org/screening

SECTION 3: Brain and Neuroscience Videos

Attachment and Trauma Network – https://www.attachmenttraumanetwork.org

Barking Dog and Wise Owl video – https://vimeo.com/109042767

Bryan Kolb, Ph.D. – https://www.brainrecoveryproject.org/portfolio-items/bryan-kolb-phd/

Neuroscience for Kids – https://faculty.washington.edu/chudler/neurok.html

The Child Trauma Academy – www.childtrauma.org, https://www.neurosequential.com/nme (Neurosequential Model of Education, Brain Information, Research)

Why Do We Lose Control of our Emotions? Video – https://www.youtube.com/watch?v=3bKuoH8CkFc

Books:

Your Fantastic Elastic Brain by JoAnn Deak

SECTION 4: Strategies and Resources for the Classroom

Tina Payne Bryson, Ph.D. – www.TinaBryson.com (Books, Strategies, Co-Author with Dr. Dan Siegel)

Conscious Discipline https://consciousdiscipline.com/about/teachers (Research, Strategies)

Creating Trauma Sensitive Schools – https://creatingtraumasensitiveschools.org (Strategies)

Empowered to Connect – https://empoweredtoconnect.org/ (Training, Research, Parent Perspective)

Dr. Ken Ginsburg – http://www.fosteringresilience.com/about.php (Books, Strategies, Information about the brain)

Lara Kain – www.larakain.org (Professional Development)

Julie Kurtz – https://www.juliekurtz.com (Books, Strategies)

National Center for School Engagement www.schoolengagement.org (Truancy, Dropout, Bullying Prevention)

Paper Tigers movie – www.kpjrfilms.com/paper-tigers, also free with Amazon Prime (Strategies)

Regulated Classroom From here this Now https://herethisnow.org (Systems, Strategies, Training, Workshops, Consultation)

Removed Film Series – www.removedfilm.com (Background on Trauma)

The Third Way Center – https://www.thirdwaycenter.org (Strategies, Information)

Trauma Informed Learning – https://www.traumainformedlearning.com/home-1 (Co-regulation, Talks with Toby, Applies the Neurosequential Model, Strategies, Design Classroom)

Books:

Collaborative Problem Solving by Ross Greene

Foster the Resilient Learner, Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers and Pete Hall

Help for Billy by Heather Forbes

Improving Sensory Processing in Traumatized Children: Practical Ideas to Help Your Child's Movement Coordination and Body Awareness by Sarah Lloyd

Relationship, Responsibilty, and Regulation: Trauma Invested Practices for Fostering Resilient Learners by Kristin Souers and Pete Hall

The Heart of Learning by Lawrence Williams

Trauma-Informed Practices for Early Childhood Educators: Relationship Based Approaches that Support Healing and Build Resilience in Young Children by Julie Nicholson, Linda Perez, and Julie Kurtz

SECTION 5: School Nutrition

Contact the Office of Public Instruction, School Nutrition Programs: http://opi.mt.gov/Leadership/Management-Operations/School-Nutrition or Montana Team

Nutrition: www.montana.edu/teamnutrition for technical assistance.
Successful strategies can be found at:
https://www.cdc.gov/healthyschools/vhs/index.html#!/scene/1

For tips on creating a classroom that supports nutrition and physical activity go to:
https://www.cdc.gov/healthyschools/npao/pdf/tips-for-teachers.pdf

Expanding Breakfast Program: http://opi.mt.gov/Leadership/Management-Operations/School-Nutrition/School-Meal-Programs/School-Breakfast-Program

Pleasant Mealtimes:
http://www.montana.edu/teamnutrition/smartpleasantmeals/happymeals.html

Recess Before Lunch: http://www.montana.edu/teamnutrition/smartpleasantmeals/rbl.html

School Lunch Programs: http://opi.mt.gov/Leadership/Management-Operations/School-Nutrition/School-Meal-Programs/National-School-Lunch-Program

Summer Feeding Programs: http://opi.mt.gov/Leadership/Management-Operations/School-Nutrition/Summer-Food-Service-Program

School Wellness Policy Implementation Guide:
http://www.montana.edu/teamnutrition/documents/MT_School%20Wellness%20Implementation%20Guide%202017.pdf

Weekend Meals: https://mfbn.org/backpack-program/

School Food Pantry: https://mfbn.org/school-pantry-program/

SECTION 6: Compassion Fatigue

Generation Wellness Trainings – https://www.generationwellness.com/trainings

Helping Teachers Manage Trauma – https://www.gse.harvard.edu/news/uk/18/09/helping-teachers-manage-weight-trauma

Safe Supportive Learning –
https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_2secondary_tr

auma.pdf

Books:

> *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others* by Laura van Dernoot Lipsky and Connie Burk

SECTION 7: Facebook Pages and Groups to Follow

Pages:

> Chelle Taylor Clinical Psychologist
>
> Connect the dots to ACES
>
> Go Be You, LLC
>
> National Child Traumatic Stress Network
>
> Stepping Stones Counselling Group
>
> The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma
>
> The Neurosequential Network
>
> The Post Institute
>
> The Trauma Project
>
> Trauma-Informed Practice
>
> Wild Roots Therapy, PC

Groups:
> Removed Community
>
> Trauma Informed Educators Network

APPENDIX B

Resources for Overcoming ACEs in Montana

ACE's:

- https://www.cdc.gov/violenceprevention/acestudy/index.html
- https://mchb.hrsa.gov/nsch/2011-12/health/pdfs/nsch11.pdf
- https://www.cdc.gov/nchs/slaits/nsch.htm

Trauma:

- https://www.thenationalcouncil.org/topics/trauma-informed-care/
- http://www.fredla.org/wp-content/uploads/2015/09/Great-Ideas-Jan-2017-special-edition-v2-2-FINAL.pdf
- https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma/supporting-students-experiencing-childhood-trauma-tips-for-parents-and-educators

Trauma Informed Regional Meeting Materials: Links to materials for each focus group:

- Issue/population focus groups
  - Immigration
    - http://www.latimes.com/nation/immigration/la-na-immigration-houston-school-20150327-story.html
    - http://www.healthinschools.org/Immigrant-and-Refugee-Children/Caring-Across-Communities/LA-Bienestar.aspx
    - http://www.apa.org/monitor/2015/03/immigrant-children.aspx
    - http://justicejournalism.org/whiteboard/fear-trauma-uncertainty-undocumented-immigrants-and-mental-health/
    - https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/war-and-terrorism/supporting-refugee-students
    - http://www.rwjf.org/en/library/articles-and-news/2011/11/helping-traumatized-refugees-and-immigrants-start-new-lives.html
    - http://smhp.psych.ucla.edu/pdfdocs/immigrant.pdf
    - http://www.latimes.com/local/education/lausd/la-me-edu-ice-agents-school-campuses-20160209-story.html

  - Homelessness & home insecurity
    - http://homeless.samhsa.gov/channel/trauma-29.aspx
    - http://homeless.samhsa.gov/ResourceFiles/ALongJourneyHome.pdf
    - http://www.air.org/resource/trauma-informed-organizational-toolkit

  - Intra-personal & community based violence; Death & dying (including suicide)

- http://youth.gov/federal-links/report-racial-and-gender-disparities-suicide-among-young-adults

- Substance use & abuse
  - http://www.ccsa.ca/Resource%20Library/CCSA-Trauma-informed-Care-Toolkit-2014-en.pdf

- Military Connected Students
  - http://www.neomed.edu/academics/ohio-program-for-campus-safety-and-mental-health/military-culture.pdf (could also use this for policy)

- LGBTQ Students
  - http://www.samhsa.gov/behavioral-health-equity/lgbt
  - http://www.air.org/sites/default/files/downloads/report/Trauma-Informed%20and%20GLBTQ%20Culturally%20Competent%20Care.pdf
  - http://www.nrcpfc.org/is/downloads/LGBTQ.Trauma.pdf
  - http://nctsn.org/resources/public-awareness/lesbian-gay-bisexual-and-transgender-pride-month
  - http://nctsn.org/sites/default/files/assets/pdfs/culture_and_trauma_brief_LGBTQ_youth.pdf

- Historical oppression & resilience
  - Microaggressions: https://ampersand.gseis.ucla.edu/media/CSRC-Policy-Brief-no.30-Racial-Microaggressions.pdf
  - Epigenetics

- Systems focus groups
  - Education
    - LAEP & CLEAR's TIC in Schools Materials
    - https://www.thenationalcouncil.org/webinars/trauma-sensitive-schools-national-learning-community/
    - https://traumaawareschools.org/traumainschools
  - Housing
    - http://homeless.samhsa.gov/ResourceFiles/cenfdthy.pdf
    - http://www.governing.com/cityaccelerator/blog/trauma-informed-housing.html
    - http://bridgehousing.com/PDFs/TICB.Paper5.14.pdf

  - Behavioral health
    - http://youth.gov/federal-links/5-tips-providing-trauma-informed-sex-education

- Juvenile incarceration
  - http://youth.gov/federal-links/ojjdp-releases-research-youths-mental-health-needs-and-long-term-outcomes-after
  - http://youth.gov/federal-links/resources-trauma-and-youth-juvenile-justice-system-assessing-exposure-psychological
  - http://jjie.org/the-importance-of-treating-for-trauma-in-juvenile-justice-involved-youth/213612/

- Police
  - http://nij.gov/publications/pages/publication-detail.aspx?ncjnumber=248686&utm_source=youth.gov&utm_medium=federal-links&utm_campaign=reports-and-resources

- Foster care
  - http://youth.gov/federal-links/brief-developing-trauma-informed-child-welfare-system
  - http://www.jimcaseyyouth.org/sites/default/files/documents/Issue%20Brief%20-%20Trauma%20Informed%20Practice.pdf

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Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots and sticks: Restorative practices for positive classroom management.* Alexandria: ASCD.

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Maslow's Hierarchy of Needs Graphic - https://www.simplypsychology.org/maslow.html

www.ed.gov/news/speeches/rethinking-school-discipline

https://www2.ed.gov/policy/gen/guid/school-discipline/fedefforts.html

https://traumaawareschools.org/bullyingCyberbullying

www.pbis.org

www.childtrauma.org

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