



STANDARDS OF PRACTICE FOR TRAUMA INFORMED CARE IN EDUCATIONAL SETTINGS

The following guidelines have been adapted for educational settings from the Standards of Practice for Trauma Informed Care developed by Trauma Informed Oregon and collected information from educational communities across the state provided by the Defending Childhood Initiative. These guidelines are intended to provide benchmarks for planning and monitoring progress and a means to highlight accomplishments. **We recommend use of this tool by multilevel teams within educational settings.**

Please keep the following in mind when using the tool:

1. The guidelines are intended to help schools communicate to their constituencies (students, families, community partners, contracting or funding entities, etc.) how and to what extent they are working to build Trauma Informed Care (TIC) within their organization. **This is a voluntary process.**
2. Moreover, there is no assumption that these guidelines will be equally useful across all school systems. **Culturally specific programs, for example, may describe how they effectively provide care for trauma survivors in quite different ways** than what appears in this document.
3. **There is no expectation that a school or educational program will be able to respond affirmatively to every item listed.** We hope these guidelines will support planning and ongoing quality improvement. Furthermore, **schools may be doing any number of other things to create TIC** that we have not captured here.
4. Finally, **we recognize that the experience of individuals in educational settings (and of the workforce as well) often comes down to personal interactions that reflect (or don't) sensitivity, respect, caring, transparency, an understanding of trauma, etc.** We are not able to capture the quality of those individual interactions in a set of agency-level Standards. We hope that procedures for inviting and using feedback, commitment to training, supervision, and the involvement of individuals from diverse backgrounds in the school system(s) will help fill in those gaps. And, again, we encourage the use of this tool to stimulate discussion that includes multiple perspectives and experiences.

For more information or to offer feedback on these modifications, contact:

Mandy Davis, PhD

madavis@pdx.edu

Or email: info@traumainformedoregon.org

I. Agency Commitment and Endorsement. Agency leadership acknowledges that an understanding of the impact of trauma is central to effective service delivery and makes operational decisions accordingly.

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2= we've done a little

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<p>la. TIC appears in district policies, school improvement plans, and staff/student handbooks.</p> <p><i>Describe or provide examples:</i></p>	<p>1 2 3 4</p>
<p>lb. The school has made a commitment to diversity and equity with students and families.</p> <p><i>How is this reflected in policy and practice?</i></p>	<p>1 2 3 4</p>
<p>lc. Students at the school who come from a diversity of backgrounds have leadership roles (e.g., student body, etc.).</p> <p><i>What roles? How is diversity defined?</i></p>	<p>1 2 3 4</p>
<p>ld. There is a process in place for regular feedback and suggestions from staff and service recipients related to TIC (e.g., perceived safety, welcoming environment, transparency, shared decision making, helpful/supportive staff, etc.).</p> <p><i>Describe process. Examples of feedback and change(s) that resulted?</i></p>	<p>1 2 3 4</p>
<p>le. School budget reflects a commitment to TIC (e.g., resources for specialized training, flexible funding for staff wellness, staff time to coordinate or serve on workgroup, etc.).</p> <p><i>How is this commitment reflected in the budget?</i></p>	<p>1 2 3 4</p>
<p>lf. School has a workforce wellness program.</p> <p><i>Describe the program. How many staff participate?</i></p>	<p>1 2 3 4</p>
<p>lg. The school regularly engages in dialogue around its disciplinary data (referrals and suspensions/expulsions) to identify disparities based on race and strategies to reduce or eliminate those disparities.</p> <p><i>Describe the process.</i></p>	<p>1 2 3 4</p>

II. Systems Change & Progress Monitoring. There is demonstrated commitment to planning, implementation, and continuous improvement.

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<p>IIa. The school has a structure/process in place to further develop and sustain TIC (e.g., a multilevel/cross program workgroup that meets regularly).</p> <p><i>What does this structure/process look like? Who participates?</i></p>	<p>1 2 3 4</p>
<p>IIb. School has initiated or completed a building-level self-assessment.</p> <p><i>What process was/is used? What priorities have been established as a result?</i></p>	<p>1 2 3 4</p>
<p>IIc. The perspective of students or their caregivers from diverse backgrounds was or is being included in the school's self-assessment process.</p> <p><i>How?</i></p>	<p>1 2 3 4</p>
<p>IIId. There is a regular mechanism for communicating out to staff and stakeholders about emerging TIC practices and the school's efforts to promote and sustain TIC.</p> <p><i>How does this happen? How often?</i></p>	<p>1 2 3 4</p>
<p>IIe. District Leadership receives regular updates on progress and priorities for systems change to ensure TIC.</p> <p><i>Describe the process? How often does it occur?</i></p>	<p>1 2 3 4</p>
<p>IIIf. District leadership and/or TIC implementation team is using agency data to help establish priorities and measure impact (e.g., staff retention, absenteeism, engagement and retention of service recipients, etc.).</p> <p><i>Provide examples of objectives met and current priorities.</i></p>	<p>1 2 3 4</p>
<p>IIg. The self-assessment or quality assurance improvement process for TIC is ongoing.</p> <p><i>Describe the current process in place.</i></p>	<p>1 2 3 4</p>
<p>IIh. Cross district initiatives to improve academic outcomes take into consideration the impact of adversity and trauma.</p> <p><i>How is this done?</i></p>	<p>1 2 3 4</p>

III. Policy and Procedures. School policies and procedures reflect TIC principles and a commitment to equity.

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<p>IIIa. Decisions about changes in policy, practices, procedures, and personnel are made in a way that minimizes negative impact on workforce and students/families receiving services (e.g., dress code, phone usage, absenteeism, expulsion, etc.).</p> <p><i>How is this done?</i></p>	<p>1 2 3 4</p>
<p>IIIb. Policies and practices around responding to absenteeism have been reviewed and modified as needed to reflect an understanding of trauma and its impact.</p> <p><i>Describe the process. What has changed since reviewing the policies?</i></p>	<p>1 2 3 4</p>
<p>IIIc. School has an easy to read handbook that explains daily and monthly schedules, key student agreements and policies, and process for concerns/complaints.</p> <p><i>Describe how this process takes place.</i></p>	<p>1 2 3 4</p>
<p>IIId. Protocols and relationships exist for supporting transitions back to school from other placements.</p> <p><i>Provide examples of the supports in place.</i></p>	<p>1 2 3 4</p>
<p>IIIe. Administrators and staff can explain personnel policies; disciplinary actions reflect principles of transparency, predictability, and inclusiveness insofar as possible, given legal or contractual considerations.</p> <p><i>Describe the policies in place.</i></p>	<p>1 2 3 4</p>
<p>IIIf. Students have the opportunity to provide input/feedback and/or to grieve policies that affect them.</p> <p><i>Provide examples of the way this is done.</i></p>	<p>1 2 3 4</p>
<p>IIIg. Administrators and teachers incorporate the perspectives of students and families in designing disciplinary responses to behavior such as suspensions or expulsions.</p> <p><i>Describe the process and results.</i></p>	<p>1 2 3 4</p>
<p>IIIh. Student enrollment forms and processes have been reviewed and modified to reduce unnecessary detail that might be triggering to students and families.</p> <p><i>What changes have been made to these forms?</i></p>	<p>1 2 3 4</p>

IV. Workforce Development. Human Resource policies and practices reflect a commitment to TIC for staff and the population served.

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Training	
<p>IVa. Employees have received core training in Trauma Informed Care. Check the content that staff has had: A= administration; C = classified staff; CR= certified staff; P= school based partners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Adverse Childhood Experiences study ___ <input type="checkbox"/> The prevalence and impact of trauma on individuals in our agency ___ <input type="checkbox"/> The neurobiology of trauma___ <input type="checkbox"/> Issues of power and oppression related to the experience of trauma___ <input type="checkbox"/> Historical oppression; intergenerational trauma ___ <input type="checkbox"/> Principles and implementation of Trauma Informed Care___ <input type="checkbox"/> The role and benefits of peer support services___ <input type="checkbox"/> Trauma in the workforce; secondary trauma___ <input type="checkbox"/> De-escalation and incident response___ <p><i>If you provide (or make available) more in-depth training, please describe.</i></p> <p><i>Other trauma-related training regularly offered/required (including on trauma specific services)?</i></p>	<p>1 2 3 4</p>
<p>IVb. Core training is offered at least annually.</p> <p><i>Which modules? How frequently? How many staff attend? How is annual training delivered, by whom?</i></p>	<p>1 2 3 4</p>
<p>IVc. Training is provided on supporting, managing, and responding to reactivity (e.g., de-escalation training).</p> <p><i>Describe. How often is this training offered and to whom? How many staff have participated?</i></p>	<p>1 2 3 4</p>
<p>IVd. There is internal capacity to ensure that ongoing training and education for staff on TIC is available.</p> <p><i>How? What is the current status?</i></p>	<p>1 2 3 4</p>
<p>IVe. Alternative opportunities for staff to learn about TIC (e.g., webinars or videos, community events) are offered regularly.</p> <p><i>Examples? How many staff have utilized?</i></p>	<p>1 2 3 4</p>

<p>Hiring and Onboarding Practices</p> <p>IVf. Screening and interviewing protocols include applicant’s understanding and prior experience/training regarding the prevalence and impact of trauma and the nature of TIC.</p> <p><i>What questions are asked during the interview process? How do you gauge an applicant’s ability to respond in a trauma-sensitive way to the individuals you serve (some organizations are hiring for “warmth and emotional intelligence”)?</i></p>	1 2 3 4
<p>IVg. Students and families of diverse backgrounds participate in the educator hiring process.</p> <p><i>How? How is their feedback utilized?</i></p>	1 2 3 4
<p>IVh. New educator orientation and training includes the core principles of TIC and affirms the school’s commitment to ongoing trauma awareness and education for staff.</p> <p><i>Describe how this is done.</i></p>	1 2 3 4
<p>Staff Support</p> <p>IVi. Staff regularly has access to support through structures such as mentorship, coaching, etc.</p> <p><i>Which staff? How often does this process happen?</i></p>	1 2 3 4
<p>IVj. Staff are regularly engaged in dialogue about staff care and wellness.</p> <p><i>Describe or provide example.</i></p>	1 2 3 4
<p>IVk. Supervision/mentorship/staff support includes learning and application of knowledge about trauma and TIC.</p> <p><i>Example of how this happens?</i></p>	1 2 3 4
<p>IVl. Supervisors have had training/consultation on supervising for TIC.</p> <p><i>When and how does this occur?</i></p>	1 2 3 4
<p>IVm. Performance reviews expect increased awareness, understanding, and practice skills related to TIC.</p> <p><i>Describe.</i></p>	1 2 3 4
<p>IVn. Educators and staff have practiced strategies that promote regulation in response to classroom incidents.</p> <p><i>Describe these strategies? Have the outcomes to classroom incidents changed?</i></p>	1 2 3 4

V. Environment and Safety. There is demonstrated commitment to creating a welcoming environment and minimizing and/or responding to perceived challenges to safety.

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<p>Va. Classrooms and commons areas (e.g., external environment, exits and entrances, waiting room, offices, halls, lighting, restrooms, etc.) have been reviewed, with feedback from staff, students, and families, for actual and perceived safety concerns that may affect students and staff.</p> <p><i>What was the process? Who was involved? When did this last occur? What changes were made as a result?</i></p>	<p>1 2 3 4</p>
<p>Vb. Classrooms and common areas have been reviewed for “welcoming” quality (e.g., culturally and linguistically appropriate, cleanliness, odor, color, and furniture in good repair and arranged for comfort), access to water, noise level, privacy, etc.</p> <p><i>What changes have been implemented?</i></p>	<p>1 2 3 4</p>
<p>Vc. There is a designated “calm down” spot in both the classroom and school where students may go to practice regulation or calming activities.</p> <p><i>Describe where and how it is managed.</i></p>	<p>1 2 3 4</p>
<p>Vd. There is a designated “safe space” (permanent or temporary) for staff to practice self-care.</p> <p><i>Describe.</i></p>	<p>1 2 3 4</p>
<p>Ve. Physical safety and crisis protocols for students, staff and families are in place and are regularly practiced.</p> <p><i>What's the protocol? How do you ensure information is available when needed?</i></p>	<p>1 2 3 4</p>
<p>Vf. Students, staff and community have helped develop and/or have reviewed decisions about physical environment and/or safety protocols.</p> <p><i>What was the process?</i></p>	<p>1 2 3 4</p>
<p>Vg. There is a process in place to hear and respond to safety concerns that arise.</p> <p><i>Describe the process and how it is trauma informed.</i></p>	<p>1 2 3 4</p>
<p>Vh. Schools are actively engaged with response and recovery of acute crisis.</p> <p><i>What are the protocols in place?</i></p>	<p>1 2 3 4</p>
<p>Vi. School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.</p> <p><i>Describe how this happens.</i></p>	<p>1 2 3 4</p>

VI. Behavior Response and Supports. Service delivery reflects a commitment to trauma informed responses and support.

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<p>Vla. There is a functioning and widely ascribed to multitiered system of support for students that incorporates a trauma informed and equity lens which:</p> <ul style="list-style-type: none"> o identifies students “emotional experience” (attunement), o provides student instruction in non-verbal self-regulation skill building, and opportunity to practice during neutral times, o collaborates with students to create informal and formal safety plans. <p><i>Describe strategies and who is trained to provide these.</i></p>	<p>1 2 3 4</p>
<p>Vlb. The front office at the school is welcoming and engaging as possible for students and families (e.g., reducing distress related to enrollment, student records issues, student pick up/drop off, families calling about discipline-related issues).</p> <p><i>Describe practices.</i></p>	<p>1 2 3 4</p>
<p>Vlc. Support for staff is available on a regular basis with someone who has familiarity with trauma or trauma informed perspectives through supervision, consultation, classroom observations, and opportunities for teamwork.</p> <p><i>Describe examples of these supports.</i></p>	<p>1 2 3 4</p>
<p>Vld. School or community-based mental health supports are fully integrated into the school’s multitiered system of support.</p> <p><i>How does this happen?</i></p>	<p>1 2 3 4</p>
<p>Vle. Mental health staff providing services are knowledgeable and trained in trauma specific interventions, trauma-competent services for prevention, early intervention treatment and crisis intervention.</p> <p><i>How? What types?</i></p>	<p>1 2 3 4</p>
<p>Vlf. Mental health services are linguistically appropriate and culturally responsive.</p> <p><i>Describe.</i></p>	<p>1 2 3 4</p>
<p>Vlg. Educators regularly dialogue with students about the multitiered system.</p> <p><i>How does this look in action?</i></p>	<p>1 2 3 4</p>

<p>Vih. General and special educators can describe the role that trauma may be playing in learning difficulties at school.</p> <p><i>When do these conversations happen?</i></p>	1 2 3 4
<p>Vii. Daily and monthly school schedules protect time for physical movement that is not just limited to recess.</p> <p><i>How does this happen?</i></p>	1 2 3 4
<p>Vij. Educators understand the heightened risk of suicide, coping behaviors, and other health risks for trauma survivors and are able to respond appropriately and get appropriate help.</p> <p><i>Are there ways to access staff understanding?</i></p>	1 2 3 4
<p>Vik. Educators provide opportunities for students to helpfully participate in the classroom, and to develop positive identity and leadership.</p> <p><i>Describe.</i></p>	1 2 3 4
<p>Vil. Information is presented and learning is assessed using multiple modes.</p> <p><i>What do these modes look like?</i></p>	1 2 3 4
<p>Vim. Educators incorporate daily, weekly, and monthly classroom rituals and routines with a particular focus on supporting student transitions (such as back from lunch, recess and, school breaks).</p> <p><i>Describe strategies.</i></p>	1 2 3 4

VII. Community Engagement. There is demonstrated commitment to including families, community partners, parent teacher associations, and other relevant groups in efforts to develop a trauma informed school.

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<p>VIIa. School district is working with community partners and other systems to develop common trauma informed protocols and procedures.</p> <p><i>Describe the protocols and procedures in place.</i></p>	<p>1 2 3 4</p>
<p>VIIb. Community partners who provide out of instruction support (before school and extended day programming) are included in initiatives to promote trauma informed practices.</p> <p><i>When do these meetings take place?</i></p>	<p>1 2 3 4</p>
<p>VIIc. Culturally and linguistically specific community based organizations are partners in the school community and either provide school-based services or have a presence.</p> <p><i>Describe these partnerships.</i></p>	<p>1 2 3 4</p>
<p>VIIId. Parents and caregivers are involved in efforts to become a trauma informed school.</p> <p><i>What are some ways the community has been included in the process?</i></p>	<p>1 2 3 4</p>
<p>VIIe. Parents, caregivers, and community members are provided access to information and resources about trauma and adversity.</p> <p><i>Where do these resources exist?</i></p>	<p>1 2 3 4</p>