

TRAUMA RESPONSIVE SCHOOL IMPLEMENTATION ASSESSMENT YEAR ROUND

Whole School Safety Planning

1. How comprehensive is your school's/district's assessment of campus physical safety?	2. To what extent are students routinely supervised in a developmentally-appropriate way across campus...	3. To what extent does your school/district have a clearly defined strategy to determine when a student may present harm to another student/staff?	4. To what extent have school staff been trained in bullying prevention strategies?
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Whole School Prevention Planning

1. To what extent does your school/district have a clearly defined process for students to report concerns about peers to staff?	2. To what extent does your school/district have a clearly defined process for sharing academic, legal, and mental health records among relevant parties?	3. To what extent do you survey a range of stakeholders about their perceptions of your school's/district's climate?	4. How routinely do you conduct an assessment of your school/district's climate?
5. To what extent has your staff been educated/trained so that any emergency drills that are conducted are done so in a manner sensitive to students with trauma histories?	6. To what extent does your school/district have clearly defined and articulated behavioral expectations for students?	7. To what extent has your school staff been trained in a strategy for reinforcing behavioral expectations?	

Whole School Programming

1. To what extent have teachers and/or other school staff been trained to provide emotional support to students following a traumatic event?	2. To what extent does your school/district have clearly defined discipline policies that are sensitive to students exposed to trauma?	3. To what extent have school security personnel been trained to identify symptoms of trauma and respond using tactics to avoid re-traumatization?
4. To what extent has your school/district established and follow a restorative approach to resolving conflicts that arise on campus	5. To what extent does your school/district educate staff about trauma and its effect on students?	6. To what extent does your school train staff in skills for interacting with and supporting traumatized students

Classroom Based Strategies

1. To what extent have teachers been trained in the incorporation of SEL principles into their work with students?	2. To what extent has school staff been trained to identify potential triggers for students and ways to de-escalate when a student may become deregulated?	3. To what extent does your school/district have a clearly defined approach for providing behavioral support to students in the classroom?	4. To what extent does your school/district have a clearly defined approach to integrate a student's trauma history into the IEP process?
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Early Intervention Trauma Programming

1. How routinely does your school/district incorporate trauma exposure into your mental health assessment?	2. Does your school/district implement a specific intervention to meet the needs of kids suffering from trauma?
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Targeted Trauma Programming

1. When multidisciplinary teams meet to address a student's performance, to what extent is there a clearly defined approach for examining trauma as a contributor to student performance?	2. To what extent does your school/district have working relationships with external community mental health agencies to refer students who have been exposed to trauma?
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Staff Self Care

1. To what extent does your school/district have a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self-care strategies?	2. To what extent does your school/district facilitate peer support among staff working with students exposed to trauma?	3. To what extent are there professional resources available to staff on campus?
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Community Context

1. School staff have been trained to be responsive and considerate of cultural issues	2. To what extent are racially and ethnically sensitive resources and services made available to the families of students receiving tier 2 and 3 interventions	3. To what extent does your school/district identify opportunities to engage families and the broader community about trauma and its impact.	4. To what extent does your school/district have partnerships with community-trusted organizations to further support families in need.
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Reflection

1. What questions on the TRS-IA, not including the domain selected in your action plan could your team or school readily, or easily attend to?
2. What teams in your district could benefit directly from being informed of the data from one or more of the TRS-IA domains?
3. How will your team incorporate use of the TRS-IA outside of your action planning?

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