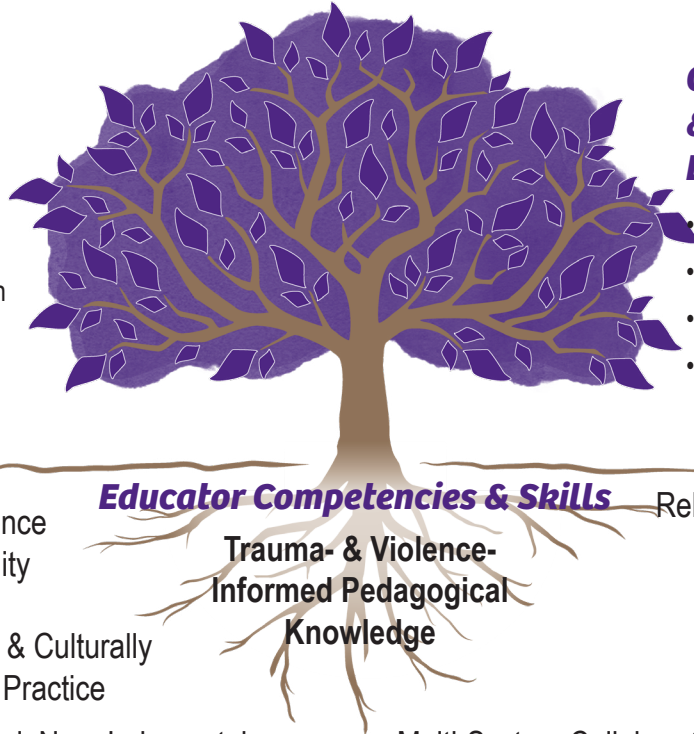


Trauma- and Violence-Informed Education

Recognizing & Understanding

- Signs of trauma and stress in children.
- Impacts of trauma on brain development & behavior.
- How trauma and violence affect learning readiness.



Creating Safe & Supportive Environments

- Build trust and safety.
- Develop consistent routines.
- Foster positive relationships.
- Provide emotional and behavioral support.

Structural Competence
& Structural Humility

Safety-Oriented & Culturally
Responsive Practice

Ethical, Non-Judgmental,
Anti-Discriminatory Stance

Educator Competencies & Skills

Trauma- & Violence-
Informed Pedagogical
Knowledge

Relational Communication
& Trust-Building

Empathy, Compassion
& Well-Being

Multi-System Collaboration
& Engagement

Tools

Here are some downloadable tools to help us create safety for all, but like Universal Design for Learning (UDL) will be especially important for students who have experienced trauma.

- **Physical Safety** – Examine the learning environment and how students approach and experience schools and classrooms. The *Trauma Walk-Through for Educators* shows how we can improve physical and interpersonal safety.
- **Emotional Safety** – Active listening, providing choice where possible, building trusting relationships and noticing and attending to violence are all important, and the *TVIC Educator Tool* provides some great suggestions.
- **Cultural Safety** – Model safety for others in your school and organization and understand that language matters with these tools: *TVIC Strategies for Supporting Emotional and Cultural Safety* and *Language Matters! Pocket Cards to Assist with Student Conversations*.
- **Behavioural Safety** – Set boundaries and establish positive communication about expectations, provide choice where possible, *Re-Establishing Safety in Educational Settings*.
- **Teacher Well-being** – This resource on *TVIC and Educator Well-Being* provides a roadmap to supporting the wellness of self and colleagues.

These tools are available at: <https://gtvincubator.uwo.ca/resources/>

Ideas

With this new way of thinking comes a need for practice. What can you do as a leader to incorporate TVIC and support for students who have lived experience with trauma:

- 1** Encourage your staff to do a “Quiet Five” before classrooms open to students. Take 5 minutes to reflect on what is happening in local/global and how events might be affecting students, self and families. Set an intention for the day’s practice –things you already do, like greeting each student by the door- but also an intentional practice to notice and support those who might need that, such as giving students who have lived through an active war zone a ‘heads up’ about an upcoming fire drill.
- 2** Lead your staff through the Trauma Walk Through exercise. It is designed to bring new TVIC-related awareness to what it is like to come to and be in school – and how you can make small but meaningful changes. You could assign different roles to staff as they participate (e.g parent, student, or teacher with trauma), and share when you come back together, or you could do one component of the exercise at each staff meeting and share reflections as a large group.
- 3** Create a sharing board in the staff room (physical or online) to post favourite wellness strategies, ideas for meet-ups (e.g., a local theatre is showing a documentary that may be of interest to people), and encouragement. Take the lead by starting it off!
- 4** Play the 6-minute video “*Adverse Childhood Experiences (ACEs): Impact on Brain, Body and Behaviour*” and have a group discussion about what people already knew, what was surprising and what they want to know more about.

And a reminder of something you already know about:

Strengthening and Using our own Social-Emotional Competencies (SECs)

The CASEL framework¹ is not just for students and when educators feel competent in these competencies, students – especially those who are struggling- will benefit. Relationships matter, and when students have positive relationships with the school staff, the people who see and care for them every day for weeks to months, their resilience to cope with adversity grows. For many students, including those with small circles of support, their relationships at school are particularly critical to their success.

Consider encouraging your staff to sign up for the free online course *Teacher Wellness: Trauma- & Violence-Informed Classrooms*, which takes about 2.5 hours and provides more in-depth information and resources for supporting students, colleagues and self.

¹ *Voices from the Classroom: Leveraging Teachers’ Perspectives and School-Level Resources to Support Students Socially and Emotionally* - CASEL