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## Alignment of PA Career Ready Skills & Trauma Informed Care Principles



# Alignment of PA Career Ready Skills & Trauma Informed Care Principles

This resource has been adapted from the PA Career Ready Skills (PACRS) toolkit to depict alignment of trauma-informed care (TIC) principles and social-emotional learning (SEL) skills. An expanded version of the PA CRS toolkit can be found at, PA Career Ready Skills Toolkit.

The PA CRS are promoted by the Pennsylvania Department of Education (PDE) and represent learning progressions to support the development of student competence in the following three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem solving-skills. These learning progressions align with the five TIC principles promoted by PDE: safety, trustworthiness, collaboration and mutuality, empowerment choice and voice, and cultural sensitivity. To illustrate, to develop trustworthiness and transparency, students must experience a sense of physical and emotional safety.



This resource highlights universal level (Tier 1) trauma-informed instructional practices aligned with social-emotional learning strategies that can be situated within the implementation of multi-tiered systems of support such as the PBIS framework in early childhood educational settings as well as K-12 schools. Further information on universal (Tier 1) Program-wide and School-wide Positive Behavior Interventions and Support can be found at the following websites:

<https://www.pbis.org/topics/early-childhood-pbis>

<https://www.pbis.org/pbis/tier-1>

The best practice is to embed TIC and SEL-aligned strategies within the PWPBIS and SWPBIS frameworks (e.g., situating SEL curricula such as Positive Action or Second Step as part of universal prevention). Please refer to the following site to learn more about PWPBIS and SWPBIS implementation in the commonwealth: <https://papbs.org/>. In the event that the PBIS framework is not currently being implemented with fidelity in the given early childhood education program or school, at a minimum, staff are highly encouraged to implement SEL in an aligned manner with TIC teaching strategies. Further guidance can be found at the following site:

<https://www.prevention.psu.edu/uploads/files/TSS-SEL-Brief-Final-June2021.pdf>

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# Preface

**T**his resource guide is an aligned compilation of supportive teaching practices, trauma-sensitive strategies, and resources designed to assist educators in the implementation of social-emotional learning in the form of career readiness skills that trauma-informed principles. Sections are organized by grade level bands of PreK-K, Grades 1-5, Grades 6-8, and Grades 9-12 and reflect Trauma-Informed Care (TIC) principles of safety, trustworthiness, collaboration, and mutuality, empowerment-choice-voice, and cultural sensitivity. Additionally, these TIC principles are aligned with the performance indicators of Pennsylvania's Career Ready Skills reflecting the domains of self-awareness and self-management, establishing and maintaining relationships, and social problem-solving skills.

This guide provides educators with a menu of universal (Tier 1) instructional strategies that integrate TIC principles, SEL competencies, and career readiness skills. These trauma-informed strategies are further presented to provide insight into the voice of trauma and are comprised of helpful mindsets, activities, and resources. The supportive teaching practices highlighted in this resource provide guidance to foster an inclusive classroom environment that helps to establish safe and predictable daily routines that help build a classroom community that celebrates diversity. Furthermore, the strategies depicted help students to learn age-appropriate intrapersonal and interpersonal skills that enhance social, emotional, behavioral, and cognitive development (e.g. conflict-resolution, decision-making, and emotional self-regulation). Implementation of the highlighted strategies with fidelity prime students for learning in the classroom that sets the stage for them to succeed in adult life.



## PA CRS Self Awareness & Self Management Aligned with TIC Principles & Universal Teaching Strategies for Pre-K to K

### Trauma Informed Care Principle: Safety

Ensuring, physical, behavioral, academic, emotional & social safety. (PDE, 2020)

*The voice of trauma- Complex trauma physically changes my brain. I don't always know how to express my emotions when I am overwhelmed. I never feel safe, so I must be hypervigilant and look for any danger rather than focus on learning.*

#### PA CRS Performance Indicators:

- Recognize and label when I am happy, sad, mad, etc.
- Communicate when I am happy, sad, mad, etc.
- Say what I like.
- Share about me.
- Tell you what makes me happy and what makes me sad.
- Tell you when I am having a hard time.
- Say what I want.

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Consider the [Pyramid Model](#) to support children's social and emotional success. [Practical Strategies for teaching SEL \(Pyramid Model\)](#)
- Read books about feelings and talk about what the characters are feeling and the outcomes. [booklist.pdf \(vanderbilt.edu\)](#)
- Create a check-in board where students place their name or photo next to a feeling picture. Provide alternate symbols that could represent feelings (e.g., colors)
- Read social or scripted stories or show picture books with themes and ask students to discover the words or phrases used to describe emotions.
- Use expressions (e.g., "I feel ..." or "That must have made you feel ...") when interacting with children.
- Engage children in discussions about how they feel when they experience certain situations (both positive and negative).

#### Trauma-Informed Approaches/Resources

- Consider viewing Introduction to Trauma and SEL-[The Impact of Interpersonal Trauma in Early Childhood and Ways We Can All Help](#). Vilma Reyes (create an account to watch this free training).
- Consider Viewing Trauma strategies within the Pyramid Model-[The Pyramid Model and Trauma Informed Care](#)
- Consider conducting a physical and emotional scan of the classroom. It is suggested you partner with your occupational therapist for suggestions on sensory integration for your physical and emotional scan.

##### Physical Scan

- Organized [Organized Flexible Sensory Room](#) vs. [Disorganized classrooms](#)
- Flexible seating [Examples of flexible seating](#)
- Warm lighting, diffusers, and meditation music
- Calm/peace corners
- Example: [Sensory Corner](#)
- Example [5-tips-for a sensory friendly classroom](#)
- Water and snacks

## PA CRS Supportive Teaching Practices/Strategies

- Model genuine, appropriate emotional responses.
- Model effective coping skills in an age-appropriate way for students (e.g., "I'm feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.").
- Model and explain an appropriate cool-down strategy. (e.g., deep breathing, counting slowly to 5, give yourself a bear hug). (PDE, 2020)
- Model and explain an appropriate cool-down strategy. (e.g., deep breathing, counting slowly to 5, give yourself a bear hug). (PDE, 2020)

## Trauma-Informed Approaches/Resources

### *Emotional scan*

- I post positive affirmations and gratitude statements (created by class).
- I post norms and values (created by class).
- I visually depict predictable routines.
- I provide trigger warnings for any changes in routines.
- We establish traditions and celebrations.
- We post student pictures to enhance a sense of belonging (Forbes, 2020).
- We incorporate weekly dog therapy into our classroom.

### *Self-awareness*

- I consciously teach [self-awareness](#)
- A trauma informed classroom begins with how well the teacher is emotionally open to and aware of his/her students.
- I avoid power struggles by validating all feelings and labeling them. (Forbes, 2020)
- We create strengths and interests' pictures and link them to emotions (positive).
- We use these pictures to create a "healing" or "resiliency" tree.
- I continuously teach identifying and expressing emotions. <https://www.youtube.com/watch?v=SJQjpprbfeE>
- I help to expand students' emotional vocabulary and their abilities to identify physical sensations related to feelings.
- Use [Emotion wheel](#) to increase brain flexibility.
- Example: Draw a self-portrait and identify areas of the body that are affected by different emotions.
- I actively use "circles", check-ins, or check-in charts to help students quickly identify current emotions and link them to what made them feel this way.
- I teach the trauma hand video [Explaining trauma to youth](#)
- I provide opportunities for students to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage behaviors and emotions.



***Self-management***

- I explicitly teach students that safety is our number one goal of which there are three components:
  - I will not hurt you.
  - You will not hurt me.
  - Nobody in this class will hurt anyone else. (Forbes, 2020)
- Create and post mantras such as:
  - Teacher “Who is safe?”
  - Student “I am safe.”
  - Teacher “All of the time or some of the time?”
  - Student “All of the time” (Forbes, 2020)
- Emotional regulation activities (classroom or home)
  - [Emotion regulation](#)
  - [Coping Skills Craft Spinner](#)
- We create and practice a room clear plan as needed (Forbes, 2020)
- Provide trigger warnings for changes in routine.
- Provide choice opportunities for students to practice managing their thoughts and behaviors (e.g., zones of regulation, grounding techniques):
  - Mindfulness
    - [Pre-school SEL Worksheets](#)
  - [MeMoves Program](#)
  - [Yoga for trauma](#)
  - Meditation:
    - 60 beats or less for calming the brain  
[Calming Music](#)
    - 100 beats per minute to help with attention  
[Energize Music](#)
- [101 Brain Breaks & Brain-Based Educational Activities](#) to calm, focus & energize.
- When a student starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their feelings. (Forbes, 2020)
  - [Trauma approach](#)
- I am aware of my own ability to self-regulate and model calming strategies.

***Guiding Questions 1 (Appendix A)***

## PA CRS Self Awareness & Self Management

### Aligned with TIC Principles & Universal Teaching Strategies for Pre-K to K

#### Trauma Informed Care Principle: Empowerment, Choice, & Voice

*Prioritizing empowerment, self-advocacy, & skill building. (PDE, 2020)*

*The voice of trauma-I find it hard to develop positive thoughts and hope. I tend to view problems as insurmountable obstacles, or a threat to my well-being and doubt my own abilities to solve problems. I become easily annoyed with others or become frustrated or upset when I encounter problems.*

#### PA CRS Performance Indicators:

- State independent thoughts and feelings.
- Name one's own abilities and accomplishments
- Make choices based on personal preferences. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Provide children with opportunities to make decisions and choices.
- Share enthusiasm and describe child's abilities and preferences. (e.g., "I see you enjoy building with blocks.")
- Ask children about their decisions. (e.g., "Why did you decide to play with Legos today?")
- Respond positively and respectfully to each child's strengths and limitations.
- Teach students decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day.
- Set aside a time for students to describe and celebrate a goal they have accomplished.
- Have students participate in a step-by-step art or baking project and celebrate successful completion.
- Have students put on a mini talent show to showcase interests and strengths for families and other classes.
- Do a "show and tell" presentation for students about a hobby or a skill.
- Provide opportunities to make decisions and choices.
- Support students in sharing opinions about classroom activities, choices, and other experiences. (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I meet students where they are at without judgement.
- I continuously encourage creative and imaginative play to increase brain elasticity (Ginsburg, 2007).
- I watch for trauma reenactment during play periods and gently redirect the narrative to empower their voice, their sense of control and provide possible alternate endings.
- I teach youth how to build self-confidence and resilience.
  - [One Minute Building Resilience Activities](#)
  - [Resilience](#)
  - [Building Confidence](#)
- Provide students with 2 choices to create a sense of control.
- When conflicts arise, students have a choice of how they want to resolve their conflict (e.g., coping wheel, restorative practices, peace paths etc.)
- I teach restorative practices because they put the "power" back into the hands of students. Instead of having a consequence done to them, the consequence is being done with them. (Forbes, 2020).
- I empower and teach students to create Peace Paths.
  - [Peace Paths](#)
  - [Peace Path Problem-Solving Questions](#)
- I teach students how to recognize and focus on other's strengths.

***Guiding Questions 1 (Appendix A)***



## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Pre-K to K

### Trauma Informed Care Principle: Trustworthy

*School is seen as honest, truthful & transparent. (PDE, 2020)*

*Voice of trauma- Children are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. I don't always know how to interact with other children so I tend to protect myself by creating barriers and emotionally distancing myself. I prefer to work alone because relationships cause feelings of betrayal, exposure, and pain.*

#### PA CRS Performance Indicators:

- Help
- Share
- Take turns.
- Answer adults' questions and follow directions.
- Accept when others are happy, sad, mad, etc.
- Accept that others have items that belong to them.
- Describe how my actions can affect others.
- Explain what school rules mean.
- Explain how my taking care of myself makes others feel.
- Try something new. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Use literature as a teaching strategy for appropriate and inappropriate interaction.
- Use children's literature for teaching students' friendship skills (e.g., Hunter's Best Friend at School and Best Friends for Frances).
- Have students practice saying "please," "thank you," and "excuse me" when appropriate.
- Use specific feedback to encourage students when they listen well (e.g., Thank you for listening when I was talking.).
- Ask students to find and share three things they have in common with a friend and three things that are different.
- Conduct a morning meeting during which students share a compliment with their peers.
- Set timers to encourage material or equipment sharing.
- Incorporate daily blocks of time for uninterrupted student-directed play.
- Provide daily opportunities for individual conversations between students and adults.
- Describe others' feelings during difficult situations.(PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I teach building strong foundations takes time, connection, patience and perseverance.
- I model consistent, reliable, open, and honest behaviors with students and families.
- I look for opportunities to connect with my students by having meaningful conversations with each student so they know that I care about them.
- I start every day with a clean slate and do not bring up students past behaviors.
- I explain to students that trust is a process and I am willing to earn their trust.
- I demonstrate a commitment to maintaining positive relationships with students and families, even during difficult interactions or times of crisis.
- I teach youth how to build self-confidence.
  - [Building Confidence](#)
- I teach students how to react with empathy when someone is in a vulnerable state.
  - [empathy vs sympathy](#)
- I use a variety of books (Second Step book list) to teach kindness and empathy.
  - [Books for Empathy & Kindness](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- I teach patience and provide opportunities to role play patience.
- I make all my responses to students using a calm approach.
  - [Trauma Approach Skills Needed](#)
  - [Trauma Approach Example](#)
- When a student starts to “test” me and their behavior starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree). (Forbes, 2020)
- I provide unconditional care and regard. I do not ever give up on youth even if they regress.
- I am upfront with my students and share my vulnerabilities about me (while maintaining professional boundaries), so that we can be vulnerable together.
- I use love-based language such as,
  - “I’m here to be with you”, “You have every right to be angry.”, “I want to be with you.”, “I’m listening.”, “How can I help?”, “I’m sorry, I didn’t realize you were upset.”, “I’m sorry if I did anything to upset you.”(Forbes, 2020)

### *Guiding Questions 2 (Appendix B)*



## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Pre-K to K

### Trauma Informed Care Principle: Collaboration and Mutuality

*Making decisions & sharing power. (PDE, 2020)*

*Voice of trauma- Children are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. I don't always know how to interact with other children so I tend to protect myself by creating barriers and emotionally distancing myself. I prefer to work alone because relationships cause feelings of betrayal, exposure, and pain.*

#### PA CRS Performance Indicators:

- Interact and respond to my friends.
- Interact and respond to adults.
- Take turns when talking to others.
- Use my words and actions in a kind way to share what I want.
- Identify a problem and how I might solve it.
- Share things.
- Take turns.
- Play with my friends for 20 minutes or more. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Talk about ideas related to school, play, and home life.
- Arrange the environment to encourage collaboration.
- Provide duplicate materials so students can play together.
- Set timers to encourage material or equipment sharing.
- Explicitly teach students what a question is.
- Help students create and pose questions to initiate or continue a conversation.
- Model acceptable conversational cues. (e.g., wait time, turn-taking).
- Talk about events that are currently relevant to students.
- Utilize children's literature to discuss ways the characters resolved a conflict. Students can illustrate that part of the story.
- Have students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper.
- Provide students with opportunities to problem solve by stating the problem clearly and providing ground rules to discuss the problem rationally to arrive at a solution.

#### Trauma-Informed Approaches/Resources

I facilitate positive connections between:

- Teacher and students
  - create dedicated connection times
  - relate to students beyond academics
  - ask students what they need
  - let students get to know you (Forbes, 2020)
- Students and students
  - we create an inclusive and judgement-free zone
  - create intentional student-student relationship-building activities
  - we use relationship-based language to identify classmates (e.g., neighbor, partner, friend)
  - we distinguish between “laughter with” and “laughter at” model non-judgmental behavior (Forbes, 2020)
- Teachers and families
  - I provide families with unconditional care and regard.
  - I actively seek out families to build relationships and establish collaboration.

## PA CRS Supportive Teaching Practices/Strategies

- Teacher holds class discussions so students can solve class problems.
- Teach students to use "I" messages to communicate feelings in a conflict situation.
- Design an area in the room that encourages students to solve conflicts. (PDE, 2021)

## Trauma-Informed Approaches/Resources

- I provide skill building resources for families to use at home.
  - [How every child can thrive by five](#)
  - [Family Tools for The Home Environment](#)
  - [Problem-solving resource library](#) (Under the resource library title, find the search button and type in problem-solving).
- We do classroom polls to get to each other better (Forbes, 2020)
- I provide skill building that fosters healthy relationships and provide opportunities for students to practice those skills during morning circles, recess, and playtime.
  - [Building friendships](#)
- I provide opportunities for students to practice communication skills ["I" messages](#)
- Example: listening skills, using "I" messages, responding with empathy, perspective taking, working through relationship conflicts, apologies, and forgiveness, compromise, sharing, identifying, and using kind words.
  - [Friendship activities](#)
  - [What's Under Your Cape](#)
  - [Friendship award](#) (Under the resource library title, find the search button and type in friendship).
- I provide opportunities for students to reflect on positive and negative choices in relationships and consequences of each choice.
- I work with students to solve problems.
  - [Problem-solving resource library](#) (Under the resource library title, find the search button and type in problem-solving).
  - [Problem-Solving Wrist Cards](#) (NCPMI)
  - [I Can Problem Solve Pre-school Curriculum](#)
- I use relationship- based language such as turn to your partner, your friend or your neighbor.
- I give students opportunities to explore how they learn.

### *Guiding Questions 2 (Appendix B)*



## PA CRS Social Problem-Solving Skills

### Aligned with TIC Principles & Universal Teaching Strategies for Pre-k to K

#### Trauma Informed Care Principle: Cultural Sensitivity

*Recognize the importance of culture in all aspects of teaching, learning, and diversifying instructional content. (PDE, 2020)*

*The voice of trauma- The world is punitive, judgmental, and blaming. I do not take other people's perspectives into account.*

#### PA CRS Performance Indicators:

- Describe how my actions can affect others.
- Explain what school rules mean.
- Explain how my taking care of myself makes others feel.
- Identify the feelings of others (e.g., happy, sad, mad)
- React with kindness to the feelings of peers and adults
- Help others in need
- Follow different rules in different classrooms. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Encourage an environment where cultural and personal diversity are valued.
- Utilize children's literature to predict and discuss how choices affect the outcome of the story. Use questions such as, "What if the character did this instead...would the outcome be different?"
- Post rules visually created by students in the classroom.
- Model and teach a variety of decision-making strategies. (e.g., vocabulary associated with decision-making strategies and consequences).
- Provide reminders of rules and consequences when students test the rules.
- Demonstrate application of school rules in all areas of the school.
- Use natural consequences (e.g., falling due to running in the classroom).
- Provide literacy experiences related to socially acceptable ways to behave in different places.
- Identify and describe other people's feelings, including use of nonverbal cues.
- Read and discuss books about empathy.
- Provide specific feedback and acknowledgement on students' efforts to help others. (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I learn about families' backgrounds, cultures, and goals for their children.
- We create a physical environment that reflects the students and families' different cultures where everyone feels a sense of belonging.
- We recognize and identify commonalities and differences (e.g., racial, cultural) that exist among students and post them.
- I provide opportunities for students to listen to their peers' opinions, learn about their cultural backgrounds, and express disagreements in constructive ways.
- We identify diverse values and post them.
- We identify customs to be celebrated (all holidays, birthdays etc.).
- We create a unique name for each class. (Forbes, 2020).
- We create a chant that is written by students to prepare for learning. [Example](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- We learn perspective taking and demonstrate respect for diversity among students and find ways for students to share their points of view.
  - [Perspective Taking](#)
  - [Perspective taking worksheets](#)
- I work to foster students' awareness of real-world problems and issues to apply what they are learning.
- I provide and enforce clear expectations regarding students' behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
- I model calm communication and respect for others in my daily interactions with students and staff. (Guarino, K. & Chagnon, E., 2018)
- I help students to reframe prejudicial talk.
- I help students recognize coded language related to racism and reframe it.
- I stop put-downs, shaming or criticizing (Forbes, 2020).
- I provide opportunities for students to show gratitude and appreciation for others.
- I define social problem-solving to students.
  - [Social problem-solving worksheets](#)
  - <https://www.skillsyouneed.com/ips/social-problem-solving.html>
  - [Problem-solving task cards elementary](#)
  - I use social scenarios to practice skills.
  - Example: Give a scenario and have students consider how that person might feel in each situation. Discuss options for what that person might do to solve the problem, possible consequences for their choices, and what the best decision might be. Students can consider themselves social detectives by using the clues and what they know about social rules to help them figure out the solution. [Free social problem-solving cards](#)

***Guiding Questions 3 (Appendix C)***



# PA CRS SELF AWARENESS & SELF MANAGEMENT

## Aligned with TIC Principles & Universal Teaching Strategies for Grades 1 - 5

### Trauma Informed Care Principle: Safety

Ensuring, physical, behavioral, academic, emotional & social safety. (PDE, 2020)

*The voice of trauma- Complex trauma physically changes my brain. It limits the range of emotions I can express. Trauma has taught me that life is not safe. I must always be hypervigilant and scan for danger rather than engage in learning. I do not share my feelings with others.*

#### PA CRS Performance Indicators:

- Identify one's own strengths, needs, and preferences.
- Express my needs and wants in different settings.
- Select activities I enjoy.
- Name tasks I am good at.
- Identify strategies to respond to a feeling.
- Express my feelings in different ways based on the situation.
- Share the different ways to respond to a situation.
- Explain how my feelings guide my behavior. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have youth compose a list of interests; then, work with them to match those to a career or job.
- Have youth complete a persuasive writing assignment on an activity or study of interest.
- As a journal activity, invite youth to analyze what is easy or difficult for them in school and other settings.
- Assign youth a personal reflection journal activity on how a decision has impacted their life.
- Have youth role-play and discuss situations that might trigger emotions.
- Teach youth that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., It is okay to be mad, but it is not okay to hit someone when you are mad).
- Utilize activities that focus on identifying and expressing feelings.
- Have youth create a book of feeling words using photographs taken of the youth demonstrating those feelings.

#### Trauma-Informed Approaches/Resources

- Introduction to making youth feel safe. <https://www.edutopia.org/video/making-youth-feel-safe>
- I do a physical and emotional scan of my classroom. We suggest you partner with your occupational therapist for suggestions on sensory integration for your physical and emotional scan.

##### Physical Scan

- [Organized Flexible Sensory Classrooms](#) vs. [Messy classroom sensory overload](#)
- Flexible seating [Examples of flexible seating](#)
- Warm lighting, diffusers, and meditation music
- Calm/peace corners
  - Example: [Sensory Corner](#)
  - Example [5-tips-for a sensory friendly classroom](#)
- Water and snacks

## PA CRS Supportive Teaching Practices/Strategies

- Ask youth to name the emotions experienced by characters in a story, discuss coping strategies and discuss how they were affected by those strategies. (PDE, 2021)

## Trauma-Informed Approaches/Resources

### ***Emotional scan***

- I post positive affirmations and gratitude statements (created by class).
- I post norms and values (created by class).
- I visually predictable routines.
- I provide trigger warnings for any changes in routines.
- We establish traditions and celebrations.
- We post student pictures to enhance a sense of belonging (Forbes, 2020).
- We incorporate weekly dog therapy into our classroom.

### ***Self-awareness***

- <https://www.youtube.com/watch?v=KlqR88ND-VA>
- A trauma informed classroom begins with how well the teacher is emotionally open to and aware of his/her/they/them youth. (Forbes, 2020)
- We create strengths and interests' pictures and link them to emotions (positive).
- We use these pictures to create a "healing" or "resiliency" tree that is posted in the classroom.
- I continuously teach identifying and expressing emotions. <https://www.youtube.com/watch?v=SJOjpprbfeE>
- I help to expand youth's emotional vocabulary and their abilities to identify physical sensations related to feelings.
  - Ex: Draw a self-portrait and identify areas of the body that are affected by different emotions.
  - Ex: Use [Emotions Wheel](#) to expand emotional intelligence.
- I actively use "circles," check-ins, or check-in charts to help youth quickly identify current emotions and link them to what made them feel this way.
  - [Types of Circles](#) (pages 5-6)
  - [Effective Morning Circles](#)
- I teach the trauma hand video [Explaining Trauma to Youth](#)
- I teach youth the concept of windows of tolerance. [Window Of Stress Tolerance](#)



## Supportive Teaching Practices

## Trauma Sensitive Teaching Strategies

- I provide opportunities for youth to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage behaviors and emotions (Guarino, K. & Chagnon, E. 2018)
  - Ex: [Elementary Emotional Regulation Plan](#)
- I avoid ALL power struggles by validating all feelings and labeling them.

### ***Self-management***

- I explicitly teach youth that safety is our number one goal of which there are three components:
  - I will not hurt you.
  - You will not hurt me.
  - Nobody in this class will hurt anyone else.
- Create and post mantras such as:
  - Teacher “Who is safe?”
  - Student “I am safe.”
  - Teacher “All of the time or some of the time?”
  - Student “All of the time”
    - Ex: [Class Chant](#)
- We create and practice a room clear plan as needed. (Forbes, 2020)
- I provide trigger warnings for content that may be upsetting or change in routines.
- I provide a choice of opportunities for students to practice managing their thoughts and behaviors (e.g., zones of regulation, grounding techniques):
  - Mindfulness
    - [Examples](#)
    - [Pre-school SEL Worksheets](#)
  - [MeMoves Program](#)
  - Yoga for trauma
    - [Example](#)
  - Meditation:
    - 60 beats or less for calming the brain [Calming Music](#)
    - 100 beats per minute to help with attention [Energize Music](#)
- 101 Brain Breaks & Brain-Based Educational Activities to calm, focus & energize.
  - <https://shoplakeside.org/collections/frontpage/products/101-brain-breaks-brain-based-educational-activities>

## Supportive Teaching Practices

## Trauma Sensitive Teaching Strategies

- When a student starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree, or they seem irrational). (Forbes, 2020)
  - [Trauma approach](#)
- I am aware of my own ability to self-regulate and I share my internal process and model calming strategies.
  - Example: Negative Response- That is it, you are all getting me frustrated with the talking while I am teaching.
  - Example: TIC Response- Let us take a break. I appreciate all your participation, but I am getting upset and I need to take a break, do my breathing to calm down and I want you to practice with me. (Guarino, K. & Chagnon,E., 2018)

***Guiding Questions (Appendix A)***



# PA CRS SELF AWARENESS & SELF MANAGEMENT

## Aligned with TIC Principles & Universal Teaching Strategies for Grades 1 - 5

### Trauma Informed Care Principle: Empowerment, Choice, & Voice

*Prioritizing empowerment, self-advocacy, & skill building. (PDE, 2020)*

*The voice of trauma-I find it hard to develop positive thoughts and hope. I tend to view problems as insurmountable obstacles, or a threat to my well-being and doubt my own abilities to solve problems. I become easily annoyed with others or become frustrated or upset when I encounter problems.*

#### PA CRS Performance Indicators:

- Identify and select coping skill strategies that work best for me.
- Describe how I can help myself through a challenging task.
- Stick to a challenging task.
- Use my past experience to help me solve a challenging task. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Routinely practice with student's self-control techniques to meet demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.).
- Routinely provide authentic praise to youth when you observe them making positive choices.
- As a teacher, model effective coping skills in an age-appropriate way for youth (e.g., "I'm feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.").
- Teach youth that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., It is okay to be mad, but it is not okay to hit someone when you are mad). (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I work to create an environment in which youth and families believe their thoughts, voices, and opinions are valued and they can have a positive impact on others.
- I meet youth where they are at without judgement.
- I encourage youth to develop coping strategies.
- I teach youth how to build self-confidence and resilience.
  - [One Minute Building Resilience Activities](#)
  - [Resilience](#)
  - [Building Confidence](#)
- When conflicts arise, youth have a choice of how they want to resolve their conflict (e.g., restorative practices, peace paths etc.)
- I teach restorative practices because they put the "power" back into the hands of youth. Instead of having a consequence done to them, the consequence is being done with them. (Forbes, 2020).
  - [Restorative-justice](#)
  - Restorative Response Chart Example: [Restorative Responses](#)
- I empower and teach youth to create Peace Paths.
  - [Peace Paths Problem-solving](#)
  - [Peace Path Worksheet](#)
- I ask my youth for feedback on lessons and activities to empower and engage youth.
- I teach youth how to recognize and focus on other's strengths.

***Guiding Questions 1 (Appendix A)***

## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 1 - 5

### Trauma Informed Care Principle: Trustworthy

*School is seen as honest, truthful & transparent. (PDE, 2020)*

*The voice of trauma-people are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. Trauma causes feelings of betrayal, vulnerability, exposure, and pain. The last thing I want is a relationship to create further feelings of betrayal.*

#### PA CRS Performance Indicators:

- Explain how positive actions build healthy relationships.
- Explain how to build relationships.
- Explain how I am similar and unique from others.
- Describe helpful strategies in interactions with others.
- Accept that others may think and feel differently than I do.
- Acknowledge one's part in managing and resolving conflict.
- Explain ways to repair relationships. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Allow youth the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken.
- Get to know youth and allow them to get to know you within your individual comfort level and appropriate professional boundaries.
- Talk with youth about non-verbal body language and the message it portrays.
- Ask youth to trace each other's hands and write a quality they learned about helping. Display the hands around the room as the 'helping hands.'
- Have a Compliment Day in which youth give and receive three compliments.
- Allow youth the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken.
- Draw an "Impact Web," and ask youth to show how their actions could potentially affect others or how a historical figure's actions affected society.
- Take time to reflect on potential outcomes before responding to challenging youth. (PDE, 2021)

#### Trauma-Informed Approaches/Resources

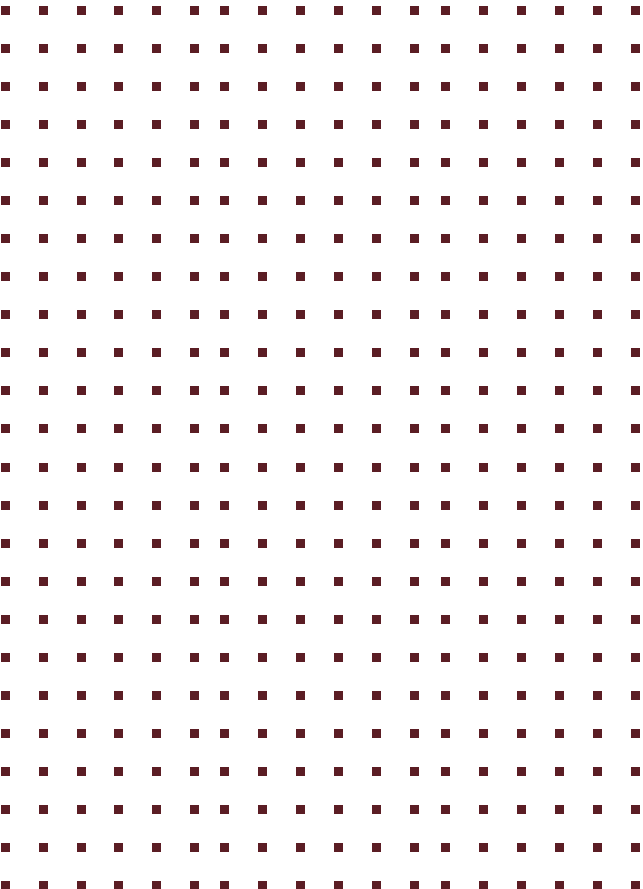
- I teach building strong foundations takes time, connection, patience and perseverance.
- I model consistent, dependable, open, and honest behaviors with youth and families.
- I look for opportunities to connect with my youth by having meaningful conversations with each student so they know that I care about them (Forbes, 2020)
- I start every day with a clean slate and do not bring up youth past behaviors.
- I explain to youth that trust is a process, and I am willing to earn their trust.
- I demonstrate a commitment to maintaining positive relationships with youth and families, even during difficult interactions or times of crisis.
- I teach youth how to react with empathy when someone is in a vulnerable state.
  - [Empathy vs Sympathy](#)
- I use a variety of books (Second Step book list) to teach kindness and empathy.
  - [Books for Empathy & Kindness](#)
- I teach patience and provide opportunities to role play patience.
- I make all my responses to youth using a calm approach.
  - [Trauma Approach](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- When a student starts to “test” me, and their behavior starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree).
- I am upfront with my youth and share my vulnerabilities about me (while maintaining professional boundaries), so that we can be vulnerable together.
- I use love-based language such as, “I’m here to be with you”, “You have every right to be angry.”, “I want to be with you.”, “I’m listening.”, “How can I help?”, “I’m sorry, I didn’t realize you were upset.”, “I’m sorry if I did anything to upset you.” (Forbes, 2020)

***Guiding Questions 2 (Appendix B)***



## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 1 - 5

### Trauma Informed Care Principle: Collaboration and Mutuality

*Making decisions & sharing power. (PDE, 2020)*

*The voice of trauma-children are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. I do not always know how to interact with other children so I tend to protect myself by creating barriers and emotionally distancing myself. I prefer to work alone because relationships cause feelings of betrayal, exposure, and pain.*

#### PA CRS Performance Indicators:

- Identify personal strengths as a member of a group.
- Name tasks I am good at doing to help a group.
- Explain how I am similar and unique from others.
- Acknowledge that the thoughts and feelings of others may differ from self.
- Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effects on others.
- Identify effective individual and group interactions (e.g., consensus building, establishing ground rules, listening to others, communicating effectively).
- Apply my strengths in a group setting.
- Recognize others' abilities and strengths.
- List different ways to resolve group conflicts.
- Consider peoples' ideas on how to solve group conflict.
- Identify strategies to resolve conflicts

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Establish class or morning meetings that give youth the opportunity to interact with each other and practice speaking and listening skills.
- Use cooperative learning groups to promote youth working together.
- Have youth work in small groups to discuss and report out on the verbal, physical, or situational cues that indicate how others may feel.
- In groups, have youth build 'towers' using only the materials provided. Have youth discuss how they cooperated as a group to build the tower.
- Give youth a listening task (e.g., describe a process or task, then have youth turn to a partner and explain what they heard). (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I facilitate positive connections between:
  - *Teacher and Youth*
    - Create dedicated connection times.
    - Relate to youth beyond academics.
    - Ask youth what they need.
    - Let youth get to know you (Forbes, 2020)
  - *Youth and Youth*
    - We create an inclusive and judgement-free zone.
    - We create intentional student-student relationship-building activities.
    - We use relationship-based language to identify classmates. (e.g., neighbor, partner, friend)
    - We distinguish between “laughter with” and “laughter at.”
    - We model non-judgmental behavior. (Forbes, 2020)

- *Teachers and Families*
  - I provide families with unconditional care and regard.
  - I actively seek out families to build relationships and establish collaboration.
  - I provide skill building resources for families to use at home.
    - [Family Tools for The Home Environment](#)
    - [Problem-solving Resource Library](#) (Under the resource library title, find the search button and type in problem-solving).
    - [A+B+C Problem-solving](#)
- We do classroom polls to get to know each other better.
- I provide skill building that fosters healthy relationships and provide opportunities for youth to practice those skills during morning circles, recess, and playtime.
  - [Relationship Worksheets.](#)
  - [Friendship Activities](#)
  - [What's Under Your Cape](#)
- I use relationship- based language such as turn to your partner, your friend or your neighbor (Forbes, 2020).
- I provide opportunities for youth to practice communication skills.
  - Example: listening skills, using “I” messages, responding with empathy, perspective taking, working through relationship conflicts, apologies, and forgiveness, compromise, sharing, identifying, and using kind words. [Examples \(page 4\)](#)
- I allow youth to share decision-making roles related to classroom activities.
- I offer youth a range of options about ways they can learn and present their ideas.
- I provide opportunities for youth to reflect on positive and negative choices in relationships and consequences of each choice.
- I work with youth to solve problems [Worksheets.](#)
- [I Can Problem Solve Curriculum](#) (Guarino, K. & Chagnon, E. 2018)

## PA CRS Social Problem-Solving Skills

Aligned with TIC Principles & Universal Teaching Strategies for Grades 1 - 5

### Trauma Informed Care Principle: Cultural Sensitivity

*Recognize the importance of culture in all aspects of teaching, learning, and diversifying instructional content. (PDE, 2020)*

*The voice of trauma- Trauma has taught me to win at all costs. It is me against you that diverse cultures are not safe. Relationships cause feelings of betrayal. The voice of trauma- the world is punitive, judgmental, and blaming. I do not take other people's perspectives into account.*

#### PA CRS Performance Indicators:

- Anticipate how a situation can play out before making a decision.
- Explain how a decision can affect others.
- Explain how taking care of myself affects myself and others.
- Describe how a setting may alter my behaviors.
- Listen to others to gain an understanding of their perspective.
- Demonstrate that I am listening to other's point of view.
- Describe helpful strategies in interactions with others.
- Accept that others may think and feel differently than I do.
- Acknowledge needs of others as I interact with them.

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have youth research the influences (negative and positive) of social media and present findings either in a paper or presentation.
- Have youth identify bullying and harassment situations in history, literature, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness.
- Discuss with youth what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals).
- Discuss with youth logical consequences for positive and negative actions in school and in the community.
- Teach youth to use "when-then" and "either-or" statements to determine consequences of their actions in a variety of settings.
- Discuss with youth how recognizing different points of view is important for different jobs (e.g., judge, teacher, police officer, reporter, teacher, etc.).
- Provide youth with role-play scenarios on peer pressure that take place in and outside of school and discuss possible responses.

#### Trauma-Informed Approaches/Resources

- I learn about families' backgrounds, cultures, and goals for their children.
- We create a physical environment that reflects the youth and families diverse cultures where everyone feels a sense of belonging.
- We identify diverse values and post them.
- We identify customs to be celebrated (all holidays, birthdays etc.) (Forbes, 2020)
- We recognize and identify commonalities and differences (e.g., racial, cultural) that exist among youth and post them.
- We identify customs to be celebrated (all holidays, birthdays etc.) (Forbes, 2020)
- We recognize and identify commonalities and differences (e.g., racial, cultural) that exist among youth and post them.
- I provide opportunities for youth to listen to their peers' opinions, learn about their cultural backgrounds, and express disagreements in constructive ways (Guarino, K. K. & Chagnon, E. 2018)
- We create a unique name for each class.
- We create a chant that is written by youth to prepare for learning.
  - [Example](#)



## PA CRS Supportive Teaching Practices/Strategies

- Have youth create a chart of the pros and cons of either a personal decision or a classroom/school decision.
- Teach youth a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate). (PDE, 2021)

## Trauma-Informed Approaches/Resources

- We learn perspective taking and demonstrate respect for diversity among youth and find ways for youth to share their points of view.
  - [Perspective Taking](#)
  - [Perspective Taking Books & Activities](#)
- I provide and enforce clear expectations regarding youth's behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
- I work to foster youth awareness of real-world problems and issues to apply what they are learning.
- I provide opportunities to have a kindness conversation asking everyone to share an act of kindness they have given or received recently.
- I teach youth how to recognize and focus on other's strengths.
- I model calm communication and respect for others in my daily interactions with youth and staff. (Guarino, K. & Chagnon, E. 2018)
- I help youth to reframe prejudicial talk.
- I help youth recognize coded language related to racism and reframe it.
- I stop put-downs, shaming or criticizing.
- I provide opportunities for youth to show appreciation for others. (Forbes, 2020)
- I define social problem-solving to youth.
  - [Social Problem-solving Worksheets](#)
  - [Social Problem-solving](#)
  - [Problem-solving Task Cards Elementary](#)
  - I use social scenarios to practice skills.
  - Example: Give a scenario and have youth consider how that person might feel in that situation. Discuss options for what that person might do to solve the problem, possible consequences for their choices, and what the best decision might be. Youth can consider themselves social detectives by using the clues and what they know about social rules to help them figure out the solution.
- [Free Social Problem-solving Cards](#)

***Guiding Questions 3 (Appendix C)***



## PA CRS Self Awareness & Self Management

### Aligned with TIC Principles & Universal Teaching Strategies for Grades 6 - 8

#### Trauma Informed Care Principle: Safety

Ensuring, physical, behavioral, academic, emotional & social safety. (PDE, 2020)

*The voice of trauma- Complex trauma physically changes my brain. It limits the range of emotions I can express. Trauma has taught me that life is not safe. I must always be hypervigilant and scan for danger rather than engage in learning. I do not share my feelings with others.*

#### PA CRS Performance Indicators:

- Identify my personal strengths and how they relate to career pathways.
- Participate in work groups and apply my strengths to the group effort.
- Identify when help is needed to support an effort. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have students complete a character study from required class reading on how the characters' personal qualities and interests impacted their decisions.
- Students analyze a historic event to determine participant's strengths and needs.
- Have students reflect and write a paper on potential areas of growth identified through self-reflection.
- Ask students to design and complete a project based on strengths and interests and how to apply those to postsecondary opportunities. (PDE, 2021)
- Ask students to examine historical characters and how they communicated their emotions.
- Ask students to write a short story, complete with illustrations, which describes a situation that made them angry without using the words anger, angry, or mad.
- Ask students to role-play a customer service situation with an angry customer.
- Discuss the different feelings the employee helping the angry customer may have in this situation and the outcome of acting on each of those feelings. Students can make a T-chart of those actions and feelings.

#### Trauma-Informed Approaches/Resources

- Introduction to making youth feel safe and courageous. [Creating Safety and Courageous conversations](#)
- I do a physical and emotional scan of my classroom. We suggest you partner with your occupational therapist for suggestions on sensory integration for your physical and emotional scan.

##### Physical Scan

- Flexible seating [Examples of Organized Flexible Seating](#) vs. [Messy Classrooms Sensory Overload](#)
- Flexible tables
  - Example: [Flexible Desk](#)
- Warm lighting, diffusers, and meditation music
- Calm/peace corners
  - Example: [https://www.youtube.com/watch?v=1Palz\\_mPisE](https://www.youtube.com/watch?v=1Palz_mPisE)
  - Example: [Sensory Classrooms & Corners](#)
- Water and snacks

## PA CRS Supportive Teaching Practices/Strategies

- Role-play with students using situations that occur in the classroom (e.g., have one student act as a bully while another is the victim); then, have them process how they might feel.
- Help students understand that anger is a secondary emotion and to identify that before anger, an often-unnoticed primary emotion is evident such as sadness, jealousy, or embarrassment.
- Teach students to use the cognitive "brake" using the acronym SOLD (S=Stop what you are doing. O=Observe how you are doing. L=Look at whether your feeling matches what is going on. D=Decide how you will behave.). (PDE, 2021)

## Trauma-Informed Approaches/Resources

### *Emotional scan*

- I post positive affirmations and gratitude statements (created by class).
- I post norms and values (created by class).
- I visually post predictable routines.
- I scan the room for possible triggers.
- We establish traditions and celebrations.
- We post youth pictures to enhance a sense of belonging. (Forbes, 2020)
- We incorporate weekly dog therapy into our classroom.

### *Self-awareness*

- [Self-Awareness](#)
- A trauma informed classroom begins with how well the teacher is emotionally open to and aware of his/her/they/them youth. (Forbes, 2020)
- We create strengths and interests' pictures and link them to emotions (positive).
- We use these pictures to create a "healing" or "resiliency" tree that is posted in the classroom.
- I continuously teach identifying and expressing emotions.
- I help to expand youth's emotional vocabulary and their abilities to identify physical sensations related to feelings.
- Ex: Draw a self-portrait and identify areas of the body that are affected by different emotions.
- Ex: Use [Emotions Wheel](#) to expand emotional intelligence.
- I actively use circles, check-ins, or check-in charts to help youth quickly identify current emotions and link them to what made them feel this way.
  - [Types of Circles \(pages 5-6\)](#)
  - [Effective Morning Circles](#)
- I teach the trauma hand video
  - Explaining Trauma to Youth
- I teach youth the concept of windows of tolerance. <https://www.youtube.com/watch?v=XqfnxlnlMOg>



## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- I provide opportunities for all youth to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage behaviors and emotions. (Guarino, K. & Chagnon, E., 2018)
  - [Emotional intelligence exercises](#)
  - [Secondary emotional regulation plan](#)
- I avoid ALL power struggles by validating all feelings and labeling them.

### ***Self-management***

- I explicitly teach youth that safety is our number one goal of which there are three components:
  - I will not hurt you.
  - You will not hurt me.
  - Nobody in this class will hurt anyone else.
- Have students create an age-appropriate chant/mantra/rap, song on safety, post it in the classroom and use at the beginning of every class.
  - Ex: [Class chant](#)
  - Ex: [Class chant](#)
- We create and practice a room clear plan as needed. (Forbes, 2020)
- I provide trigger warnings for content that may be upsetting or change in routines.
- I provide a choice of opportunities for youth to practice managing their thoughts and behaviors (e.g., linear walking-talking-regulating, zones of regulation, grounding techniques). (Guarino, K. & Chagnon, E. 2018)
- I teach skills for emotional intelligence.
  - [Emotional Intelligence](#)
- Managing big emotions
  - [Example](#)
- Mindfulness
  - [Mindfulness](#)
  - [Mindfulness](#)
- [MeMoves Program](#)
- Yoga for trauma
  - [Example](#)
- Meditation
  - [Example](#)
  - [Calming Music](#) sixty beats or less for calming the brain.
  - [Energizing Music](#) one hundred beats per minute to help with attention.

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- [Brain Breaks](#) 101 Brain Breaks & Brain-Based Educational Activities book to calm, focus & energize.
- When a student starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree, or they seem irrational).
  - [Trauma Approach](#) (Forbes, 2020)
- I am aware of my own ability to self-regulate and I share my internal process and model calming strategies.
- Example: Negative Response- That is it, you are all getting me frustrated with the talking while I am teaching.
- Example: TIC Response- Let us take a break. I appreciate all your participation, but I am getting upset and I need to take a break, do my breathing to calm down and I want you to practice with me. (Guarino, K. & Chagnon, E. 2018)

### ***Guiding Questions 1 (Appendix A)***

**PA CRS Self Awareness & Self Management**  
**Aligned with TIC Principles & Universal Teaching Strategies for Grade 6 - 8**

**Trauma Informed Care Principle: Empowerment, Choice, & Voice**

*Prioritizing empowerment, self-advocacy, & skill building. (PDE, 2020)*

*The voice of trauma-I find it hard to develop positive thoughts and hope. I tend to view problems as insurmountable obstacles, or a threat to my well-being and doubt my own abilities to solve problems. I become easily annoyed with others or become frustrated or upset when I encounter problems.*

**PA CRS Performance Indicators:**

- Identify and manage common distractors and the means to overcome them.
- Analyze and evaluate alternative strategies in meeting goals. (PDE, 2021)

**PA CRS Supportive Teaching Practices/Strategies**

**The adult will:**

- Use biographies and autobiographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
- Discuss with students' hypothetical stressful situations they may encounter and ways to manage them. (PDE, 2021)

**Trauma-Informed Approaches/Resources**

- I work to create an environment in which youth and families believe that their thoughts, voices, and opinions are valued and that they can have a positive impact on others.
- I meet youth where they are at without judgement.
- I encourage youth to develop their own coping strategies.
- I teach youth how to build self-confidence and resilience.
  - [Resilience](#)
  - [Building Confidence](#)
- When conflicts arise, youth have a choice of how they want to resolve their conflict (e.g., restorative practices, peace paths etc.)
- I teach restorative practices because they put the “power” back into the hands of youth. Instead of having a consequence done to them, the consequence is being done with them. (Forbes, 2020).
  - [Restorative-justice](#)
  - Restorative Response Chart
    - [Response Chart](#)
- I empower and teach youth to create Peace Paths.
  - [Peace Paths](#)
  - [Peace Path Problem-solving Worksheet](#)
- I ask youth for feedback on lessons and activities to empower and engage youth.

**Guiding Questions 1 (Appendix A)**

## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 6 - 8

### Trauma Informed Care Principle: Trustworthy

*School is seen as honest, truthful & transparent. (PDE, 2020)*

*Voice of trauma- People are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. Trauma causes feelings of betrayal, vulnerability, exposure, and pain. The last thing I want is a relationship to create further feelings of betrayal.*

#### PA CRS Performance Indicators:

- Analyze a situation and show compassion appropriate to the situation.
- Analyze a situation to determine how to respond when confronted with negative feelings.
- Identify the perspectives of others when assessing a relationship and determine how to respond.
- Explain how I am similar and unique from others. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Model ways to demonstrate respect for others.
- Conduct class meetings in which students are given the opportunity to support each other and validate their emotions.
- Have students identify the character traits of being trustworthy.
- Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, timekeeper) to develop and practice communication skills.
- Have students discuss how actions may impact create conflict for others, (e.g., spreading rumors, use of social media, wrongful accusations).
- Provide students with a six -step approach to resolve conflict: 1) cool off; 2) use "I" messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and 6) affirm, forgive, or thank.
- Identify professionals in the school and community that provide support for others.
- Invite a representative from a human resources department to speak about the implications of social media on hiring practices.
- Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly.

#### Trauma-Informed Approaches/Resources

- I teach building strong foundations takes time, connection, patience, and perseverance.
- I model consistent, reliable, open, and honest behaviors with students and families.
- I look for opportunities to connect with my students by having meaningful conversations with each student, so they know that I care about them. (Forbes, 2020)
- I start every day with a clean slate and do not bring up students past behaviors.
- I explain to youth that trust is a process, and I am willing to earn their trust.
- I demonstrate a commitment to maintaining positive relationships with youth and families, even during difficult interactions or times of crisis.
- I teach youth how to react with empathy when someone is in a vulnerable state.
  - [Empathy vs Sympathy](#)
- I teach patience and provide opportunities to role play patience.
- I make all my responses to youth using a calm approach.
  - [Trauma Approach](#)
- When a student starts to “test” me and their behavior starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree).

## PA CRS Supportive Teaching Practices/Strategies

- Build diverse work groups using cooperative learning and project-based learning activities.
- Have students write alternative endings to stories through changing the behavior of one character. (PDE, 2021)

## Trauma-Informed Approaches/Resources

- I share my vulnerabilities (while maintaining professional boundaries), so that we can be vulnerable together.
- I use love-based language such as, “I’m here to be with you,” “You have every right to be angry.,” “I’m listening.,” “How can I help?,” “I’m sorry, I didn’t realize you were upset.,” “I’m sorry if I did anything to upset you.” (Forbes, 2020)
- [Daring classrooms](#)

### *Guiding Questions 2 (Appendix B)*





## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 6 - 8

### Trauma Informed Care Principle: Collaboration and Mutuality

*Making decisions and sharing power. (PDE, 2020)*

*Voice of trauma- People are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. Trauma causes feelings of betrayal, vulnerability, exposure, and pain. The last thing I want is a relationship to create further feelings of betrayal.*

#### PA CRS Performance Indicators:

- Identify strategies to support effective interactions with others.
- Work with others with an understanding of their strengths and needs.
- Ask questions to better analyze a situation when working with others.
- Apply suitable communication strategy to match the situation.
- Respond to others' points of view in a respectful manner.
- List different ways to resolve group conflicts.
- Identify conflict resolution strategies and how they can be used to solve a problem.
- Accept feedback and apply the knowledge constructively in resolving a conflict.
- Describe behaviors that increase conflict.
- Describe strategies I can use to alter my thinking when faced with a conflict. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points.
- Have students read a book (e.g., *The Outsiders*), then discuss why the characters responded in a certain way.
- Conduct class debates over a particular issue that must end in a win-win for the class to be successful.
- Have students write and perform conflict resolution skits.
- Have students discuss how actions may impact create conflict for others, (e.g., spreading rumors, use of social media, wrongful accusations).(PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I facilitate positive connections between:
  - Teacher and Youth
    - Create dedicated connection times.
    - Relate to youth beyond academics.
    - Ask youth what they need.
    - Let youth get to know you (Forbes, 2020)
  - Youth and Youth
    - We create an inclusive and judgement-free zone.
    - We create intentional student-student relationship-building activities.
    - We use relationship-based language to identify classmates. (e.g., neighbor, partner, friend)
    - We distinguish between “laughter with” and “laughter at.”
    - We model non-judgmental behavior. (Forbes, 2020)

- Teachers and Families
  - I provide families with unconditional care and regard.
  - I actively seek out families to build relationships and establish collaboration.
  - I provide skill building resources for families to use at home.
    - [Family Tools for The Home Environment](#)
- We do classroom polls to get to know each other better.
- I provide skill building that fosters healthy relationships and provide opportunities for youth to practice those skills during morning circles, recess, and playtime.
  - [Relationship Worksheets](#). (Have classes make their own worksheets.)
- I use relationship- based language such as turn to your partner, your friend or your neighbor (Forbes, 2020).
- I provide opportunities for youth to practice communication skills.
  - Example: listening skills, using “I” messages, responding with empathy, perspective taking, working through relationship conflicts, apologies, and forgiveness, compromise, sharing, identifying, and using kind words. [Examples \(page 4\)](#)
- I allow youth to share decision-making roles related to classroom activities.
- I offer youth a range of options about ways they can learn and present their ideas.
- I provide opportunities for youth to reflect on positive and negative choices in relationships and consequences of each choice.
- I work with youth to solve problems
  - [Worksheets](#). (Guarino, K. & Chagnon, E. 2018)
  - [I Can Problem Solve Curriculum](#)
  - [Problem-solving Task Cards](#)

***Guiding Questions 2 (Appendix B)***

## PA CRS Social Problem-Solving Skills

### Aligned with TIC Principles & Universal Teaching Strategies for Grades 6 - 8

#### Trauma Informed Care Principle: Cultural Sensitivity

*Recognize the importance of culture in all aspects of teaching, learning, and diversifying instructional content. (PDE, 2020)*

*The voice of trauma- Trauma has taught me to win at all costs. It is me against you that diverse cultures are not safe. Relationships cause feelings of betrayal. The voice of trauma- the world is punitive, judgmental, and blaming. I do not take other people's perspectives into account.*

#### PA CRS Performance Indicators:

- Analyze social situations to determine strategies to manage feelings and behavior.
- Evaluate how individuals and groups may impact my feelings.
- Acknowledge the points of view of others and how they may differ from mine
- Describe how my background and beliefs affect my perspective on a situation. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Assign students books to read such as To Kill a Mockingbird and Charlie and The Chocolate Factory to recognize the value of all groups and cultures.
- Have youth research the influences (negative and positive) of social media and present findings either in a paper or presentation.
- Have youth identify bullying and harassment situations in history, literature, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness.
- Discuss with youth what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals).
- Discuss with youth logical consequences for positive and negative actions in school and in the community.
- Teach youth to use "when-then" and "either-or" statements to determine consequences of their actions in a variety of settings.
- Provide youth with role-play scenarios on peer pressure that take place in and outside of school and discuss possible responses.
- Have youth create a chart of the pros and cons of either a personal decision or a classroom/school decision.

#### Trauma-Informed Approaches/Resources

- I learn about families' backgrounds, cultures, and goals for their children.
- We create a physical environment that reflects the youth and families' different cultures where everyone feels a sense of belonging.
- We identify diverse values and post them.
- We identify customs to be celebrated (all holidays, birthdays etc.). (Forbes, 2020)
- We recognize and identify commonalities and differences (e.g., racial, cultural) that exist among youth and post them.
  - Activity [Exploring Perceptions About Identity Through Self-portraits](#)
- I provide opportunities for youth to listen to their peers' opinions, learn about their cultural backgrounds, and express disagreements in constructive ways (Guarino, K. K. & Chagnon, E. 2018)
- We create a unique name for each class.
- We teach respect for diversity using hand signals.
- [Hand Signals](#)
- We learn perspective taking and find ways for youth to share their points of view.
  - [Perspective-taking Activities](#)
  - [Perspective-taking Scenarios](#)
  - [Perspective-taking](#)
  - [Perspective-Taking-Scenarios-Social-Skills-for-Middle-High-School](#)

## PA CRS Supportive Teaching Practices/Strategies

- Teach youth a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
- Discuss with youth how recognizing different points of view is important for different jobs (e.g., judge, teacher, police officer, reporter, teacher, etc.). (PDE, 2021))

## Trauma-Informed Approaches/Resources

- I provide and enforce clear expectations regarding youth's behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
- I work to foster youth awareness of real-world problems and issues to apply what they are learning.
- I provide opportunities to have a kindness conversation asking everyone to share an act of kindness they have given or received recently.
- I teach youth how to recognize and focus on other's strengths.
- I model calm communication and respect for others in my daily interactions with youth and staff. (Guarino, K. & Chagnon, E. 2018)
- I help youth to reframe prejudicial talk.
- I help youth recognize coded language related to racism and reframe it.
- I stop put-downs, shaming or criticizing.
- I provide opportunities for youth to show appreciation for others. (Forbes, 2020)
- I define social problem-solving to youth.
  - [Social problem-solving Worksheets](#)
  - [Social Problem-solving Middle School](#)
- I use social scenarios to practice skills.
  - Example: Give a scenario and have youth consider how that person might feel in that situation. Discuss options for what that person might do to solve the problem, possible consequences for their choices, and what the best decision might be. Youth can consider themselves social detectives by using the clues and what they know about social rules to help them figure out the solution. [Free Social Problem-solving Cards](#)

***Guiding Questions 3 (Appendix C)***



## PA CRS Self Awareness & Self Management

### Aligned with TIC Principles & Universal Teaching Strategies for Grades 9 - 12

#### Trauma Informed Care Principle: Safety

Ensuring, physical, behavioral, academic, emotional & social safety. (PDE, 2020)

*The voice of trauma- Complex trauma physically changes my brain. It limits the range of emotions I can express. Trauma has taught me that life is not safe. I must always be hypervigilant and scan for danger rather than engage in learning. I do not share my feelings with others.*

#### PA CRS Performance Indicators:

- Identify how my self-esteem and actions affects others.
- Adapt different work styles relative to a situation.
- Collaborate with others to demonstrate support.
- Describe behaviors that increase conflict.
- Describe strategies I can use to alter my thinking when faced with a conflict.
- Analyze a situation to determine how to respond when confronted with negative feelings.
- Accept feedback and apply the knowledge constructively in resolving a conflict. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Ask students to journal about a time when they reassessed an event and felt completely different at the end.
- Have students write an acrostic poem in which each letter of an emotion's name would represent a reason for feeling that way (e.g., G in guilt could start the phrase "Gave away my friend's secret.").
- Ask students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior.
- Talk with students about body language and the message it portrays.
- Have students develop picture books about character and personal qualities to be shared with preschool and kindergarten students.
- When students have a conflict with another person, help them to keep things in perspective and to remember that someone else's opinion doesn't define them.
- Provide opportunities for students to role play situations in which they must manage their emotions and behaviors constructively
- Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance. (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- Introduction to making youth feel safe and courageous. [Creating Safety and Courageous conversations](#)
- I do a physical and emotional scan of my classroom. We suggest you partner with your occupational therapist for suggestions on sensory integration for your physical and emotional scan.

##### Physical Scan

- Flexible seating [Examples of Organized Flexible Seating](#) vs. [Sensory Overload](#)
- Flexible tables
  - Example: [Flexible Desk](#)
- Warm lighting, diffusers, and meditation music
- Calm/peace corners
  - Example: [https://www.youtube.com/watch?v=1Palz\\_mPisE](https://www.youtube.com/watch?v=1Palz_mPisE)
  - Example: [Sensory Corner](#)
- Water and snacks

***Emotional scan***

- I post positive affirmations and gratitude statements (created by class).
- I post norms and values (created by class).
- I visually post predictable routines.
- I scan the room for possible triggers.
- We establish traditions and celebrations.
- We post youth pictures to enhance a sense of belonging. (Forbes, 2020)
- We incorporate weekly dog therapy into our classroom.

***Self-awareness***

- [Self-awareness](#)
- A trauma informed classroom begins with how well the teacher is emotionally open to and aware of his/her/they/them youth. (Forbes, 2020)
- We create strengths and interests' pictures and link them to emotions (positive).
- We use these pictures to create a "healing" or "resiliency" tree that is posted in the classroom.
- I continuously teach identifying and expressing emotions.
- I help to expand youth's emotional vocabulary and their abilities to identify physical sensations related to feelings.
  - Draw a self-portrait and identify areas of the body that are affected by different emotions.
  - Use [Emotions Wheel](#) to expand emotional intelligence.
- I actively use circles, check-ins, or check-in charts to help youth quickly identify current emotions and link them to what made them feel this way.
  - [Types of Circles \(pages 5-6\)](#)
  - [Effective Morning Circles](#)
- I teach the trauma hand video
  - Explaining Trauma to Youth
- I teach youth the concept of windows of tolerance. <https://www.youtube.com/watch?v=XqfnxlnlMOg>



## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- I provide opportunities for all youth to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage behaviors and emotions. (Guarino, K. & Chagnon, E., 2018)
  - [Emotional Awareness Exercises](#)
  - [Secondary Emotional Regulation Plan](#)
- I avoid ALL power struggles by validating all feelings and labeling them.

### ***Self-management***

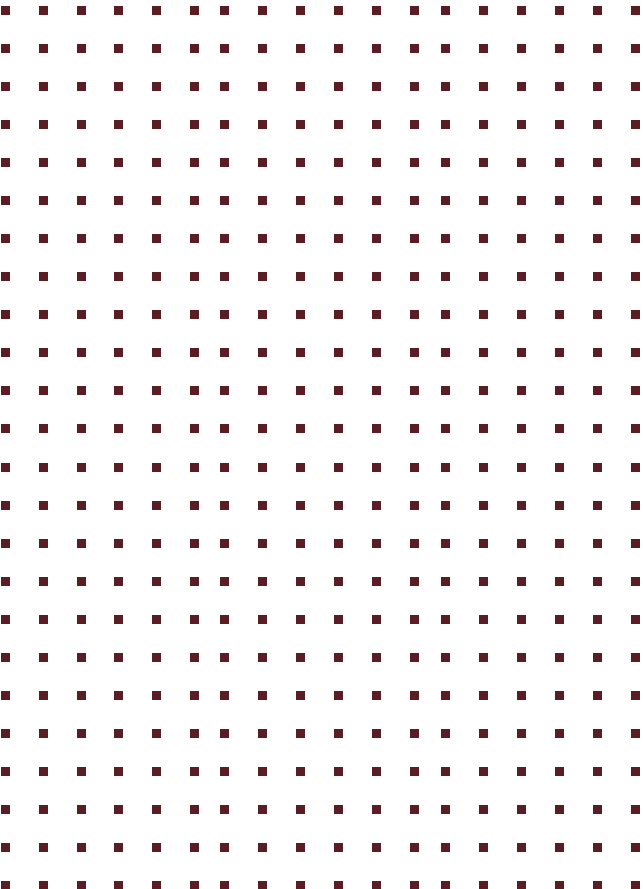
- I explicitly teach youth that safety is our number one goal of which there are three components:
  - I will not hurt you.
  - You will not hurt me.
  - Nobody in this class will hurt anyone else.
- Have students create an age-appropriate chant/mantra/rap, song on safety, post it in the classroom and use at the beginning of every class.
  - Ex: [Class chant](#)
  - Ex: [Class chant](#)
- We create and practice a room clear plan as needed. (Forbes, 2020)
- I provide trigger warnings for content that may be upsetting or change in routines.
- I provide a choice of opportunities for youth to practice managing their thoughts and behaviors (e.g., linear walking-talking-regulating, zones of regulation, grounding techniques). (Guarino, K. & Chagnon, E. 2018)
- I teach skills for emotional intelligence.
  - [Emotional Intelligence](#)
- Managing big emotions
  - [Example](#)
- Mindfulness
  - [Mindfulness](#)
  - [Mindfulness](#)
- [MeMoves Program](#)
- Yoga for trauma
  - [Example](#)
- Meditation
  - [Example](#)
  - [Calming Music](#) sixty beats or less for calming the brain.
  - [Energizing Music](#) one hundred beats per minute to help with attention.

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- [Brain Breaks](#) 101 Brain Breaks & Brain-Based Educational Activities book to calm, focus & energize.
- When a student starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree, or they seem irrational).
  - [Trauma Approach](#) (Forbes, 2020)
- I am aware of my own ability to self-regulate and I share my internal process and model calming strategies.
  - Example: Negative Response- That is it, you are all getting me frustrated with the talking while I am teaching.
  - Example: TIC Response- Let us take a break. I appreciate all your participation, but I am getting upset and I need to take a break, do my breathing to calm down and I want you to practice with me. (Guarino, K. & Chagnon, E. 2018)

### ***Guiding Questions 1 (Appendix A)***





## PA CRS Self Awareness & Self Management

### Aligned with TIC Principles & Universal Teaching Strategies for Grade 9 - 12

#### Trauma Informed Care Principle: Empowerment, Choice, & Voice

*Prioritizing empowerment, self-advocacy, & skill building. (PDE, 2020)*

*The voice of trauma-I find it hard to develop positive thoughts and hope. I tend to view problems as insurmountable obstacles, or a threat to my well-being and doubt my own abilities to solve problems. I become easily annoyed with others or become frustrated or upset when I encounter problems.*

#### PA CRS Performance Indicators:

- Promote and apply my strengths and talents to advance myself.
- Apply strategies to increase conflict resolution.
- Seek support based on a need. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have students create gratitude journals to acknowledge and appreciate the kindness of others.
- Notice and reinforce qualities that are key to resilience (e.g., empathy, optimism, or forgiveness), and give students a chance to practice them.
- Provide authentic feedback when students persevere (e.g., "I know how hard that was, but you never gave up. I'm very proud of you, and you should be proud of yourself.").
- Hold regular class meetings or advisory times to build class unity and empowerment for students.
- Teach students to make good choices when confronted with negative peer pressure. Include situations in work settings (e.g., having friends come to your workplace who want you to give them free food/product).
- (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I work to create an environment in which youth and families believe that their thoughts, voices, and opinions are valued and that they can have a positive impact on others.
- I meet youth where they are at without judgement.
- I encourage youth to develop their own coping strategies.
- I teach youth how to build self-confidence and resilience.
  - [Resilience](#)
  - [The Power of Yet](#)
  - [Building Confidence](#)
- When conflicts arise, youth have a choice of how they want to resolve their conflict (e.g., restorative practices, peace paths etc.)
- I teach restorative practices because they put the “power” back into the hands of youth. Instead of having a consequence done to them, the consequence is being done with them. (Forbes, 2020).
  - [Restorative-justice](#)
  - Restorative [Response Chart](#)
- I empower and teach youth to create Peace Paths.
  - [Peace Path Problem-solving Worksheet](#)
- I ask youth for feedback on lessons and activities to empower and engage youth.

#### Guiding Questions 1 (Appendix A)

## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 9 - 12

### Trauma Informed Care Principle: Trustworthy

*School is seen as honest, truthful & transparent. (PDE, 2020)*

*Voice of trauma- People are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. Trauma causes feelings of betrayal, vulnerability, exposure, and pain. The last thing I want is a relationship to create further feelings of betrayal.*

#### PA CRS Performance Indicators:

- Analyze a situation and show compassion appropriate to the situation.
- Identify the perspectives of others when assessing a relationship and determine how to respond.
- Identify situations where I would modify/express myself differently based upon the setting with others regardless of their style of communication (e.g., verbal, nonverbal, different language).
- Employ strategies I can use to build and maintain positive relationships.
- Assess a situation to identify logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Ask students to reflect on a time they had to consider the feelings of others.
- When students are involved in a conflict, help them to understand how the other person feels.
- Ask students to demonstrate in a science class or in a math class, ways to reframe the problem and compare that to ways to reframe life problems.
- Have students share a work product in which they receive constructive feedback from the teacher and their peers and develop next steps to improve.
- Have students play a game where the rules are unfair in some way. Discuss students' behaviors and feelings in playing the game.
- (PDE, 2021)

#### Trauma-Informed Approaches/Resources

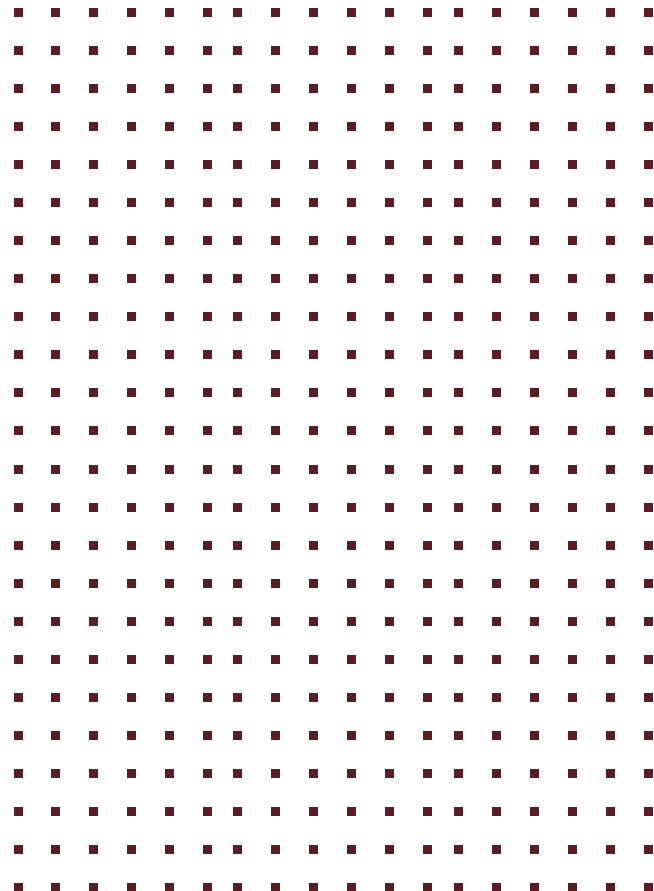
- I teach building strong foundations takes time, connection, patience, and perseverance.
- I model consistent, reliable, open, and honest behaviors with students and families.
- I look for opportunities to connect with my students by having meaningful conversations with each student, so they know that I care about them. (Forbes, 2020)
- I start every day with a clean slate and do not bring up students past behaviors.
- I explain to youth that trust is a process, and I am willing to earn their trust.
- I demonstrate a commitment to maintaining positive relationships with youth and families, even during difficult interactions or times of crisis.
- I teach youth how to react with empathy when someone is in a vulnerable state.
  - [Empathy vs Sympathy](#)
  - [Empathy and Perspective taking](#)
- I teach patience and provide opportunities to role play patience.
- I make all my responses to youth using a calm approach.
  - [Trauma Approach](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- When a student starts to “test” me and their behavior starts to escalate, I listen for understanding, connect by asking clarifying questions, and validate their responses (even when I do not agree).
- I share my vulnerabilities (while maintaining professional boundaries), so that we can be vulnerable together.
- I use love-based language such as, “I’m here to be with you,” “You have every right to be angry.,” “I’m listening.,” “How can I help?,” “I’m sorry, I didn’t realize you were upset.,” “I’m sorry if I did anything to upset you.” (Forbes, 2020)
- [Daring classrooms](#)

### *Guiding Questions 2 (Appendix B)*



## PA CRS Establishing and Maintaining Relationships Aligned with TIC Principles & Universal Teaching Strategies for Grades 9 - 12

### Trauma Informed Care Principle: Collaboration and Mutuality

*Making decisions & sharing power. (PDE, 2020)*

*Voice of trauma- children are unpredictable, my survival is uncertain so I need to rely on and protect myself at all costs. I don't always know how to interact with other children so I tend to protect myself by creating barriers and emotionally distancing myself. I prefer to work alone because relationships cause feelings of betrayal, exposure, and pain.*

#### PA CRS Performance Indicators:

- Identify strategies to support effective interactions with others.
- Work with others with an understanding of their strengths and needs
- Adapt to others' working styles.
- Collaborate in a team setting by creating an environment that supports consensus.
- Ask questions to better analyze a situation when working with others.
- Apply suitable communication strategy to match the situation. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have students create their personal "people" web of support. Next to each person's name, write one strategy they could use to maintain that support and relationship.
- Provide opportunities for students to role play situations in which they must manage their emotions and behaviors constructively. For example, best friends apply to the same college, and one is accepted and the other is not. How do they support each other and maintain the relationship?
- Do pair-shares in which one student must tell their partner's perspective on an issue.
- Have students interview other peers to discover what they have in common both within and outside the school.
- As a class project, have students' research processes available in a workplace to help resolve conflicts between employees. (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I facilitate positive connections between:
  - Teacher and Youth
    - Create dedicated connection times.
    - Relate to youth beyond academics.
    - Ask youth what they need.
    - Let youth get to know you (Forbes, 2020)
  - Youth and Youth
    - We create an inclusive and judgement-free zone.
    - Create intentional student-student relationship-building activities.
    - We use relationship-based language to identify classmates. (e.g., neighbor, partner, friend)
    - We distinguish between “laughter with” and “laughter at.”
    - Model non-judgmental behavior. (Forbes, 2020)
  - Teachers and Families
    - I provide families with unconditional care and regard.
    - I actively seek out families to build relationships and establish collaboration.
    - I provide skill building resources for families to use.
    - at home.
      - [Family Tools for The Home Environment](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- We do classroom polls to get to know each other better.
- I provide skill building that fosters healthy relationships and provide opportunities for youth to practice those skills during morning circles, recess, and playtime.
  - [Relationship Worksheets.](#)
- I provide opportunities for youth to practice communication skills.
- Example: listening skills, using “I” messages, responding with empathy, perspective taking, working through relationship conflicts, apologies, forgiveness, compromise, sharing, identifying, and using kind words. [Examples \(page 4\)](#)
- I allow youth to share decision-making roles related to classroom activities.
- I offer youth a range of options about ways they can learn and present their ideas.
- I provide opportunities for youth to reflect on positive and negative choices in relationships and consequences of each choice.
- I work with youth to solve problems [Worksheets.](#) (Guarino, K. & Chagnon, E. 2018)

### ***Guiding Questions 2 (Appendix B)***



## PA CRS Social Problem-Solving Skills

### Aligned with TIC Principles & Universal Teaching Strategies for Grades 9 - 12

#### Trauma Informed Care Principle: Cultural Sensitivity

*Recognize the importance of culture in all aspects of teaching, learning, and diversifying instructional content. (PDE, 2020)*

*The voice of trauma- Trauma has taught me to win at all costs. It is me against you that diverse cultures are not safe. Relationships cause feelings of betrayal. The voice of trauma- the world is punitive, judgmental, and blaming. I do not take other people's perspectives into account.*

#### PA CRS Performance Indicators:

- Identify situations in which stereotyping, discrimination, and prejudice affects self and others.
- Acknowledge diverse points of view.
- Respond to others' points of view in a respectful manner. (PDE, 2021)

#### PA CRS Supportive Teaching Practices/Strategies

##### The adult will:

- Have students' select and participate in a cross-cultural learning activity in their school or community that includes a reflection activity about what they learned.
- Involve students' in planning a multi-cultural day or event to celebrate all ethnic groups represented in the school and in the community.
- Have students review three different current news reports about the same event, comparing and contrasting the perspective each report brings to the story.
- Use literary text to analyze how characters respond to setting.
- Use informational text to analyze current international news and how situations and culture reflect the point of view.
- Assign students a short research paper in which they compare the outcome of a social issue from various perspectives.
- Evaluate text from the perspective of how society impacts action (e.g., Romeo and Juliet vs. West Side Story). (PDE, 2021)

#### Trauma-Informed Approaches/Resources

- I learn about families' backgrounds, cultures, and goals for their children.
- We create a physical environment that reflects the youth and families' different cultures where everyone feels a sense of belonging.
- We identify diverse values and post them.
- We identify customs to be celebrated (all holidays, birthdays etc.). (Forbes, 2020)
- We recognize and identify commonalities and differences (e.g., racial, cultural) that exist among youth and post them.
  - Activity [Exploring Perceptions About Identity Through Self-portraits](#)
- I provide opportunities for youth to listen to their peers' opinions, learn about their cultural backgrounds, and express disagreements in constructive ways (Guarino, K. K. & Chagnon, E. 2018)
- We create a unique name for each class.
- We teach respect for diversity using hand signals.
  - [Hand Signals for Equitable Discussions](#)
- We learn perspective taking and find ways for youth to share their points of view.
  - [Perspective-taking Activities](#)
  - [Perspective-taking Scenarios](#)
  - [Perspective-Taking-Scenarios-Social-Skills-for-Middle-High-School](#)

## PA CRS Supportive Teaching Practices/Strategies

## Trauma-Informed Approaches/Resources

- I provide and enforce clear expectations regarding youth's behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
- I work to foster youth awareness of real-world problems and issues to apply what they are learning.
- I provide opportunities to have a kindness conversation asking everyone to share an act of kindness they have given or received recently.
- I teach youth how to recognize and focus on other's strengths.
- I model calm communication and respect for others in my daily interactions with youth and staff. (Guarino, K. & Chagnon, E. 2018)
- I help youth to reframe prejudicial talk.
- I help youth recognize coded language related to racism and reframe it.
- I stop put-downs, shaming or criticizing.
- I provide opportunities for youth to show appreciation for others. (Forbes, 2020)
- I define social problem-solving to youth.
  - [Social problem-solving Worksheets](#)
  - [Social Problem-solving Middle School](#)
- I use social scenarios to practice skills.
  - Example: Give a scenario and have youth consider how that person might feel in that situation. Discuss options for what that person might do to solve the problem, possible consequences for their choices, and what the best decision might be. Youth can consider themselves social detectives by using the clues and what they know about social rules to help them figure out the solution.
    - [Free Social Problem-solving Cards](#)
    - [Problem-solving task cards](#)
    - [Social Scenarios For High School Worksheets & Teaching Resources | TpT \(teacherspayteachers.com\)](#)

***Guiding Questions 3 (Appendix C)***



# CLOSURE

Educators today have the unique challenge and opportunity to support students with a wide variety of strengths and needs. There are children in every classroom affected by adversity, trauma, mental health challenges, inequities, and many other factors that can impede learning. This is not a new phenomenon by any means. However, this reality has been further exacerbated by increasing degrees of social unrest as well as parallel factors associated with the most recent pandemic. Educators can utilize this resource that aligns TIC principles, SEL competencies, and career readiness skills to help students succeed and prepare them for today's ever-changing world. Outlined in this guide are proactive universal (Tier 1) measures to enhance student development, foster engagement, and create a safe, inclusive, and equitable school culture. Guided reflection questions, additional resources, and references are also located in the Appendix section of this guide. Please visit the [McDowell Institute website](#) for more information about social, emotional, and behavioral wellness initiatives and resources.





# APPENDICES, RESOURCES, AND REFERENCES

## Appendix A

### Guiding Questions Self-awareness & Self-management

#### Equity

**General Equity Practices:** How can our educational community consider global equitable practices in our specific context?

**Self-Awareness:** What is the role of educators, staff, - or more broadly, YOU - in shaping the educational community towards greater equity?

**Data Practices:** How might our educational community use our own specific data to drive equity efforts within our community?

**Family/Community Engagement:** What is the role of the educational community beyond the school in driving educational equity efforts?

**Academic Equity:** How might what we teach, practice, and enforce shape educational equity? How are we providing academic access and opportunity?

**Disciplinary Equity:** Does our system of discipline reflect equity among all student subgroups? (PDE, 2020)

#### Physical Environment

When I walk into my classroom, do I immediately feel my body calming down or escalating?

Is there a comfortable place for me to sit and learn?

Is there a designated area where I can go and calm down if need be?

Do I feel lost or grounded in this classroom?

Do I feel physically safe in this room?

Do I feel safe enough to ask a question regarding an assignment?

Do I want to be in the classroom or leave?

Is my body able to move while I simultaneously work on assignments?

I am about to lose it...do I feel trapped, or do I know what to do before I blow?

What happens if I cross the line of safety?

#### Emotional Environment

Does my teacher know that I cannot always transition as fast as the other students?

Does my teacher understand I may need more processing time?

Does my teacher know how I'm feeling right now, and does she/he/they care?

Does my teacher know that when I ask her a question, it takes all the courage I can find within me?

Is my teacher empathetic in her/his/their responses to me, or does she/he/they make me angrier with her/his/their closed-off, logical, and minimizing responses?

Is my teacher interested in me as much as the academic lesson?

Are the academic expectations placed on me pushing me to my breaking point, or are they beneficial by pushing me to excel to my next level?

Is my teacher stressing me out or helping me feel calmer?

Is my teacher easily triggered?

#### Teacher Self-Regulation

Does my teacher want to be here?

Does my teacher walk right into my need to engage in an argument?

Does my teacher take my need to challenge authority personally? (Forbes, 2020)

## Appendix B

### Guiding Questions to building and maintaining relationships

*See equity questions in Appendix A*

#### Family Culture

Do I feel comfortable approaching my child's teacher?

Does my child's teacher value, appreciate and respect my thoughts and ideas?

#### Teacher-Student Relationships

Do I feel comfortable approaching my teacher on a personal issue?

Does my teacher authentically care for me?

Does my teacher know anything about me?

Do I know anything about my teacher?

Does my teacher get that I do not know I am going to be okay?

Is my teacher taking my responses personally?

Is my teacher able to see things from my perspective?

Is my teacher making this all my fault or is there a shared responsibility?

#### Student-Student Relationships

Do I feel connected to my classmates, or do I feel like an outsider?

Do my classmates include me in group work?

Do my classmates notice when I am disconnected and do, they initiate connection to include me?

If I am having difficulty with my peers, do my classmates help me problem solve?

#### Teacher-Parent Relationships

Do my two worlds of home and school feel completely opposite and unrelated?

Does my teacher view my parent/guardian(s) with respect?

Does my teacher only send negative messages home to my parents?(Forbes, 2020)

## Appendix C

### Guiding questions for Cultural, Gender Sexual Identity

*See equity questions in Appendix A*

Do school staff understand my family's culture? If not, do they take the time to understand it?

Do my classmates appreciate my uniqueness?

Do I have to be somebody I am not just to fit in?

Is this class making me feel better or worse about myself?

Does my class celebrate different cultures and traditions?

Do I have any good role models who inspire me?

Does my class understand my point of view?

(Forbes, 2020)

# RESOURCES

Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools. <http://papsa-web.org/wp-content/uploads/PDE-Empowerment-Through-Common-Langauge-Trauma-Informed-Approaches-in-Schools-10-27-20.pdf>

MAEC's equity audit. <https://maec.org/equity-audit/>.

Pennsylvania Department of Education Equity Hub. <https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx>

Pennsylvania Career Ready Skills: An Introduction. <https://www.education.pa.gov/Documents/K12/Safe%20Schools/PA%20Career%20Ready%20Skills/PA%20CRS%20Introduction.pdf>

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Trauma-sensitive schools training package. <https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

## Books

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## Curriculum

Second Step <https://www.secondstep.org/>

Positive Action <https://www.positiveaction.net/>

Botvin Life Skills <https://www.lifeskillstraining.com/>

National Childhood Traumatic Stress Network Child *trauma toolkit for educators* [Trauma toolkit for educators' pre-k to 12th grade](#)

Neurologic® Curriculum: Realizing Brain Potential <https://shoplakeside.org/collections/frontpage/products/neurologic-curriculum-realizing-brain-potential>

Neurologic® Curriculum Companion Workbook <https://shoplakeside.org/collections/frontpage/products/pre-order-neurologic-curriculum-companion-workbook>

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Community of Practice for School-based Behavioral Health