

DPI Trauma Sensitive Schools

Module Readings, Resources, and Implementation Tools

Universal Level: Foundations

Module 1: Getting Started

- **Module Readings:**
 - [Using Positive Behavioral Interventions & Supports \(PBIS\) to Help Schools Become More Trauma-Sensitive](#)
- **Implementation Tools:**
 - [Hexagon Tool](#)
- **Additional Resources:**
 - [National Implementation Resource Network](#)
 - [Trauma and Learning Policy Initiative](#)
 - [Creating Cultures of Trauma- Informed Care \(CCTIC\): A Self-Assessment and Planning Protocol](#) Roger D. Fallot, Ph.D. and Maxine Harris, Ph.D.
 - [Wisconsin Trauma Sensitive Schools Fidelity Tool](#)

Module 2: Prevalence and Impact of Trauma

- **Module Readings:**
 - [Adverse Childhood Experiences in Wisconsin: Findings from the 2010 Behavioral Risk Factor Survey](#)
 - [Helping Traumatized Children Learn: School Environments for Children Impacted by Family Violence](#) Chapter 1: The Impact of Trauma on Learning
- **Implementation Tool:**
 - [Wisconsin School Mental Health Project: Trauma-Sensitive Schools Professional Development](#)

Module 3: Neuroscience

- **Module Readings:**
 - [Maltreatment and the Developing Child: How Early Childhood Experience Shapes Child and Culture \(2013\)](#) Bruce Perry, M.D., Ph.D.
- **Implementation Tool:**
 - [Classroom Sensory Strategies](#)
- **Additional Resources:**
 - [Alberta Family Wellness](#)
 - [Center for the Developing Child at Harvard](#)
 - [Child Trauma Academy](#)
 - [Kirwan Institute for the Study of Race and Ethnicity](#)

Module 4: Self-Care

- **Module Readings:**

- [Compassion Resilience Toolkit for School Leaders and Staff](#)
- [How to say “no” at work without hurting your career](#)
- **Implementation Tool:**
 - [Compassion Resilience Reflection Sheet](#)
- **Additional Resources:**
 - [Trust in Schools: A Core Resource for School Reform](#)
 - [The Compassion Fatigue Workbook](#)
 - [Trauma Stewardship: An Everyday Guide for Caring for Self While Caring for Others](#)
 - Patterson, J. H., Collins, L., & Abbott, G. (2004). A study of teacher resilience in urban schools. *Journal of Instructional Psychology*, 31(1), 3-11.
 - [Compassion Resilience Reflection Sheet](#)
 - [Compassion Resilience Reflection Sheet-Directions](#)
 - [Reasonable Expectations](#)

Module 5: Trauma Sensitive Schools

- **Module Readings:**
 - [Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools](#)
 - Chapter 1: A Vision for a Trauma-Sensitive School
 - Chapter 2: Guide for Creating a Trauma-Sensitive School
- **Implementation Tool:**
 - [Strategies and Resources to Create a Trauma-Sensitive School](#)
- **Additional Resources:**
 - [ACEs Too High](#)
 - [Reaching and Teaching Children Who Hurt: Strategies for Your Classroom](#)
 - [Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5](#)
 - [Supporting and Educating Traumatized Students: A Guide for School-Based Professionals](#)
 - [Trauma Sensitive School Checklist](#)

Universal Level: Strategies and Practice

Module 6: The Trauma Sensitive Lens for Strategies

- **Module Readings:**
 - [What If Everything You Knew About Disciplining Kids Was Wrong?](#)
 - [Lincoln High School in Walla Walla, WA, tries new approach to school discipline – suspensions drop 85%](#)
- **Implementation Tool:**
 - [Review Tool for School Policies, Protocols, Procedures & Documents: Examination Using a Trauma-Sensitive School Lens](#)

- **Additional Resources:**
 - [School-Wide Strategies: Stop, Start, Continue, Change](#)

Module 7: Trauma Sensitive Environments

- **Module Readings:**
 - [Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach](#)
 - [Calmer classrooms: A guide to working with traumatised children](#)
 - * link provided in module's additional resources does not work.
- **Implementation Tool:**
 - [Environmental Classroom Scan](#)
- **Additional Resources:**
 - [Creating Emotionally Safe Schools: A Guide for Educators and Parents](#)
 - [Spark: The Revolutionary New Science of Exercise and the Brain](#)
 - [Safety Review Tool](#)
 - [Review Tool for School Policies, Protocols, Procedures & Documents: Examination Using a Trauma-Sensitive School Lens](#)
 - [School-Wide Strategies: Stop, Start, Continue, Change](#)

Module 8: Social & Emotional Learning (SEL)

- **Module Readings:**
 - [The Heart of Learning: Compassion, Resiliency, and Academic Success](#)
 - Chapter 3: Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms
 - Domain 2: Emotional & Behavioral Control (pp.93-107)
 - Domain 3: Competencies of Personal Agency, Social Skills, and Academic Skills (pp. 108-117)
 - [Social and Emotional Core Competencies](#)
- **Implementation Tool:**
 - [Assessment of School-Wide Social and Emotional Skills Instruction](#)
- **Additional Resources:**
 - [*Frequently Asked Questions About SEL](#)
 - [CASEL Program Guides](#)
 - [*The path towards social and emotional competence: Bobby and the adults who are important to him](#)

Module 9: Emotional & Physical Regulation

- **Module Readings:**
 - [Self-Regulation: The Second Core Strength](#) Dr. Bruce D. Perry, M.D., Ph.D.

- [Emotional Regulation in Children: Using the Body to Help the Brain](#)
- **Implementation Tool:**
 - [Emotional Regulation Plans](#)
- **Additional Resources:**
 - [My Emotional Regulation Plan](#)
 - [Classroom Sensory Strategies](#)
 - [Review Tool for School Policies, Protocols, Procedures & Documents: Examination Using a Trauma-Sensitive School Lens](#)

Module 10: Building Relationships

- **Module Readings:**
 - [The Heart of Learning: Compassion, Resiliency, and Academic Success](#)
 - [The Developmental Relationships Framework](#)
- **Implementation Tool:**
 - [Building Relationships Implementation Tool Determining Boundaries in Staff – Student Relationships](#)
- **Additional Resources:**
 - [The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma](#) Christine R. Ludy-Dobson, Bruce D. Perry
 - [Born for Love: Why Empathy Is Essential-and Endangered](#)

Module 11: Cognitive Problem Solving

- **Module Readings:**
 - [Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#)
 - [Cognitive-Behavioral Strategies in the Classroom](#)
 - [*Teaching a Cognitive Behavioral Strategy to Manage Emotions Rational Emotive Behavior Therapy in an Educational Setting](#)
 - Link does not provide full article
- **Implementation Tool:**
 - [A + B = C Classroom Activity](#)
 - [A + B = C Classroom Activity: Elementary](#)
 - [School-Wide Strategies Identifying Intervention Targets](#)
 - [School-Wide Strategies: Stop, Start, Continue, Change](#)
- **Additional Resources:**
 - *Handbook of Educational Psychology- Problem Solving Section*
 - [3 Areas of Executive Function](#)
 - [Preventing Problem Behaviors: Schoolwide Programs and Classroom Practices](#)

- Wisconsin RTI Center

Universal Level: System & Policy Approaches and Considerations

Module 12: Trauma Sensitive School Wide Behavior Supports

- **Module Readings:**
 - How Kids Learn Resilience Paul Tough
 - 5 Highly Effective Teaching Practices Rebecca Alber
 - Why I Prefer Pre-Teaching to Remediation for Struggling Students Justin Minkel
 - If you want children to learn, plan to reteach
- **Implementation Tool:**
 - Lesson Plan Template Teaching Non-Cognitive & Non-Academic Skills Using a Trauma-Sensitive Lens
 - Elementary Sample
 - Secondary Sample
- **Additional Resources:**
 - Mindset: Changing The Way You think To Fulfil Your Potential
 - Classroom Management That Works: Research-Based Strategies for Every Teacher
 - How Children Succeed

Module 13: Trauma Sensitive School Wide Discipline

- **Module Readings:**
 - U.S. Students Losing 18 Million Days of Instruction Due to Suspensions Kinjo Kiema
 - Teaching Tolerance: The School to Prison Pipeline
 - How schools can lower suspension rates and raise graduation rates Meredith Kolodner
- **Implementation Tool:**
 - Examining the School-Wide Behavioral Plan Using a Trauma-Sensitive School Lens
 - Directions
- **Additional Resources:**
 - A Schoolwide Approach to Discipline
 - Teaching Expectations and Reinforcement Systems

- If discipline referral rates for the school as a whole are reduced, will rates for students with disabilities also be reduced? Tary Tobin, Rob Horner, Claudia Vincent, Jessica Swain-Bradway
- Wisconsin PBIS Network
- The School Discipline Consensus Report
- Fix School Discipline
- Wisconsin Prisons Incarcerate Most Black Men In U.S.
- Implementation Research: A Synthesis of the Literature

Module 14: Engaging Parents as Partners

- **Module Readings:**
 - Involvement or Engagement? Larry Ferlazzo
 - Don't Forget the Families: The Missing Piece in America's Effort to Help All Children Succeed
 - *Parent/Teacher Home Visits
 - The Architecture of Ownership Adam Fletcher
- **Implementation Tool:**
 - 4 Versions of Family-School Partnerships
- **Additional Resources:**
 - *Parental Involvement and Student Achievement: A Meta-Analysis
 - Beyond the Bake Sale: The Essential Guide to Family/school Partnerships Anne T. Henderson
 - Barriers to Parent Engagement Problem-Solving Tool
 - MMSD Family Engagement Self-Assessment
 - MMSD Standards for Family and Community Engagement (FACE)

Module 15: Trauma Sensitive Academic Support

- **Module Readings:**
- **Implementation Tool:**
- **Additional Resources:**

Module 16: Disclosures and Confidentiality

- **Module Readings:**
 - Systems of Care
 - Reporting Requirements for Sexually Active Adolescents: Suggested Procedures for Educators
 - DPI Resource Mapping PowerPoint
- **Implementation Tool:**

- Building Relationships Implementation Tool Determining Boundaries in Staff – Student Relationships
- Responding To Student Disclosure Of Emotional Pain, Trauma Or Mental Illness: Recommendations For Administrators
- Resource Mapping