Trauma is defined as an event or a set of circumstances that is experienced, or witnessed, as overwhelming, and that has profound effects on the individual’s psychological development or well-being and often involves a physiological, social and/or spiritual impact. Trauma can occur on an individual or collective level or intergenerationally.

Trauma-Informed, Resilience-Oriented Principles include safety, trustworthiness, choice, collaboration, empowerment, peer support, and equity.

Making sure that people feel safe is one of the most foundational aspects of being trauma-informed and resilience-oriented. “Safety” refers to physical safety, cultural safety, emotional safety, academic safety, relational safety, and moral safety.

The blanket use of negative consequences is not effective in changing behavior. In fact, it can be discriminatory to certain populations.

Teachers and staff should be mindful of subtle verbal and non-verbal insults, indignities, or denigrating messages directed toward individuals or group due to their marginalized identity. These messages frame differences as deficits, rather than positive aspects of a student’s identity.

Creating an independent learner means supporting all of a student’s learning around a particular concept or skill, and then gradually releasing that responsibility by giving them more freedom to do the work on their own.

Building resilience must incorporate three elements: teaching regulation, growing relationships, and encouraging reasoning.

In this self-paced training, presenters discuss the concept of Trauma-Informed, Resilience-Oriented Schools. This innovation encourages schools to infuse the values of safety, trust, choice, collaboration, empowerment, peer support, diversity, and inclusion into their Multi-Tiered System of Supports.

Learning Outcomes
- Describe the components of a trauma-informed, resilience-oriented classroom.
- Define the categories of safety.
- Summarize the impact of implicit bias on academic outcomes.
- Implement trauma-informed, resilience-oriented strategies to address educational disparities.
- Adapt three methods of addressing behavioral concerns.

Key Takeaways
- Trauma is defined as an event or a set of circumstances that is experienced, or witnessed, as overwhelming, and that has profound effects on the individual’s psychological development or well-being and often involves a physiological, social and/or spiritual impact. Trauma can occur on an individual or collective level or intergenerationally.
- Trauma-Informed, Resilience-Oriented Principles include safety, trustworthiness, choice, collaboration, empowerment, peer support, and equity.
- Making sure that people feel safe is one of the most foundational aspects of being trauma-informed and resilience-oriented. “Safety” refers to physical safety, cultural safety, emotional safety, academic safety, relational safety, and moral safety.
- The blanket use of negative consequences is not effective in changing behavior. In fact, it can be discriminatory to certain populations.
- Teachers and staff should be mindful of subtle verbal and non-verbal insults, indignities, or denigrating messages directed toward individuals or group due to their marginalized identity. These messages frame differences as deficits, rather than positive aspects of a student’s identity.
- Creating an independent learner means supporting all of a student’s learning around a particular concept or skill, and then gradually releasing that responsibility by giving them more freedom to do the work on their own.
- Building resilience must incorporate three elements: teaching regulation, growing relationships, and encouraging reasoning.

Questions for Discussion
- What are the biggest barriers within your school/district in having difficult conversations regarding universal safety and equity concerns?
- What are some things you and/or your staff do to create a safe learning environment for everyone?
- What policies or procedures at your school might, as an unintended consequence, disproportionately affect marginalized students?