

# Trauma-Informed, Resilience-Oriented Classrooms



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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.

## Additional Resources

[National Child Traumatic Stress Network](#) - Provides information and resources on assisting students who have experienced trauma.

[National School Climate Center](#) - A collection of tools to evaluate a school's current climate as well as set goals for the future.

## 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?

[NC2S.org](https://www.nc2s.org) | [schoolsafety@umich.edu](mailto:schoolsafety@umich.edu) | 734-647-8295  
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