		Examples of How Classroom Practices Are Trauma Informed	
	What is the strategy		***HOW*** this practice supports students impacted by trauma
Arrange orderly physical environment	● Traffic patterns are clearly defined and allow movement without disrupting others ● Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access ● Materials are clearly labeled, easily accessible, and organized for ease of use		Setting up a physical environment to allow teacher to monitor all students and activities promotes feeling of safety and predictability for students. Considering traffic patterns to avoid disruption supports students to respect personal space of others.
Define, teach, acknowledge rules and expectations	● Classroom rules are aligned with school-wide expectations. ● Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted. ● Teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year.		All students and especially students impacted by trauma thrive from established expectations. For students impacted by trauma, high expectations show the student they are capable and worthy. Consistent classroom rules and expectations help students differentiate purposeful rules from unpredictable rules that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.
Define, teach classroom routines	● Routines and procedures are aligned with school-wide expectations. ● Routines and procedures are succinct, positively stated, and in age-appropriate language. ● Routines and procedures are taught and practiced several times throughout the year.		When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior. Regular routines also create the opportunity for intentional regulation activities.
Employ active supervision	● Movement: Constant, random, target predictable problems, proximity ● Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact ● Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.		Maintaining active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring, especially known triggers for a student who may be impacted by trauma. Active supervision creates frequent opportunities to interact with students to develop, strengthen and maintain relationships.
	● Behavior specific praise statements (BSPS):		Positive specific praise is a powerful tool for building a student's self-esteem and

Provide specific praise for behavior	○ Identify student/group ○ Identify school-wide expectations ○ Describe and acknowledge the rule/behavior being recognized ● Contingent upon student accurately displaying desired behavior ● BSPS delivered 4 times as often as error correction	positive sense of self. Teaches new skills and the predictability of behavior specific praise allows for a sense of control and promotes brain development. The recommended ratio of BSPS to error correction is even higher for students impacted by trauma due to the predictability it creates.
Continuum of response strategies for inappropriate behavior	● Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. ● It is contingent (occurs immediately after the undesired behavior), specific, and brief. ● Continuum of response includes: redirection, reteach, contingent instructions, provide choice and conference.	Strategies need to empower the student and teach resiliency skills. Re-teaching skills will help youth replace learned responses that may not be appropriate. A continuum of responses provides the student help regulating their emotions, provid the opportunity to relate to the students emotions before reasoning.
Class-wide group contingency	● Teacher selects and teaches students the "star" behavior. ● The class plays as an entire team and engages in the star behavior. Teacher provides pre-correction (reminders) before challenging transitions or routines. ● When the teacher sees a student(s) engaging in the star behavior, the class gets a point. ● The points are displayed on the board. ● If the students need reminders, the teacher re-teaches the star behavior.	Class-wide contingencies establish and maintain expectations. Limit setting and expectations are powerful for students impacted by trauma. Acknowledging students class-wide helps establish and strengthen a community in the classroom. All students are part of the acknowledgement system, which assists teacher in providing higher dosage of acknowledgement for students requiring that while still including a student who may not need that higher dosage.
Provide multiple opportunities to respond	● Identify opportunities within your lesson plans to increase opportunities for students to respond. ● Identify opportunities to replace single responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white board and response clickers, and choral response.	Multiple opportunities to respond is a way to conduct formative assessments in the classroom, which allows for differentiated responses to allow students who do not want much attention to find a way to engage. Allowing frequent opportunities for students to respond provides time to process or apply what they are learning. This opportunity to process and apply allows neural networks to be strengthened. (Craig, S.E., 2016)