

Generate strategies you can **Start/Stop/Continue/Change** to bring the **Trauma-Informed Principles** to life within your school/classroom.

- Consider strategies that build and strengthen **relationships** and/or promote **regulation**
- See reverse side for a list of definitions for the Trauma-Informed Principles



COALITION FOR
COMPASSIONATE
SCHOOLS

START	STOP	CONTINUE	CHANGE
<i>What are some systems, practices, routines, rituals and/or traditions you might like to start doing?</i>	<i>What is not working for you at this time that you'd like to stop doing all together?</i>	<i>What is going well that you'd like to continue doing or take to the next level?</i>	<i>What are the things that you have tried and want to keep doing but may require some adjustments?</i>
	COALITION FOR COMPASSIONATE SCHOOLS		

Key Principles of Trauma-Informed Schools

Trauma-Informed Principle	Description
Safety	• Individuals feel physically, socially and emotionally safe. • Inclusive practices that provide supportive spaces for identity formation. • Understand the meaning of “safety” as defined by those being served.
Trustworthiness & Transparency	• Operations and decisions are conducted with transparency. • Building and maintaining trust. • Stability and predictability.
Peer Support	• Fostering student-to-student/peer-to-peer relationships. • Peer support is a vehicle for: establishing safety and hope, building trust, enhancing collaboration. • Reflection and debrief to create reciprocal healing process
Collaboration and Mutuality	• Shared decision-making and incorporation of multiple lenses to solve problems. • Healing happens in healthy, mutually beneficial relationships built on respect • Everyone has a role to play in a trauma-informed, healing and recovery approach
Empowerment, Voice, and Choice	• Strengths and experiences are recognized and built upon with impacted people and trauma survivors participating in program design • Development of agency with pathways to lead • Recognition and understanding of historical and existing power differentials.
Cultural Humility & Educational Equity	• Acknowledge implicit and explicit stereotypes and biases • Be responsive to cultural, ethnic, gender and racial needs of those being served. • Consider how context impacts experiences and leverage the healing value of traditional cultural connections.