

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

Key Principles of Trauma-Informed Schools

Trauma-Informed Principle	Description
Safety	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Operations and decisions are conducted with transparency. ● Building and maintaining trust. ● Stability and predictability.
Peer Support	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.