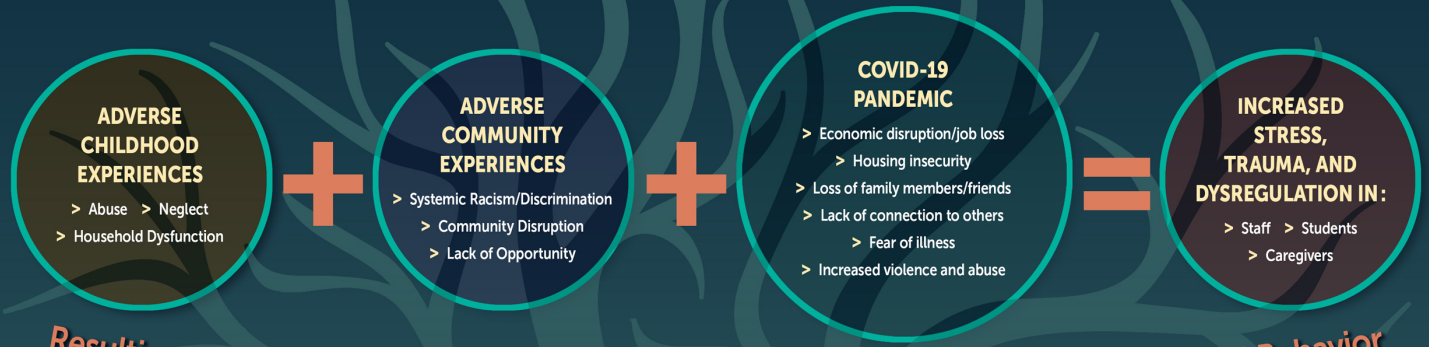


# TRAUMA-INFORMED SCHOOLS DURING COVID-19



Resulting in Negative Impacts on Health, Relationships, Academics, Attendance, and Behavior

## WHAT CAN WE DO?

**1**

**FOCUS ON EDUCATOR WELLNESS**

> Only a Well Regulated Adult Can Help a Student Regulate – Monitor your own regulation

- > Give yourself permission to care for your mind, body, spirit
- > Be aware of your own trauma and the impact working with students with trauma has on you
- > Make sure to start and end the day in a regulated state (develop and use regulation routines)

**2**

**BUILD RELATIONSHIPS**

**IN PERSON :**

- > Show interest in your students
- > Model positive relationships
- > Focus on trust and safety

**DISTANCE LEARNING :**

- > Check your students' social emotional vital signs
- > Exaggerate your non-verbals (being online dampens non-verbal signals)
- > Create space in your routine to check in regarding students' interests and activities

**3**

**PROVIDE PREDICTABILITY**

**IN PERSON :**

- > Develop consistent routines for each activity
- > Ensure a predictable and safe response from adults
- > Continually clarify expectations for success

**DISTANCE LEARNING :**

- > Communicate regularly with students and caregivers
- > Share a daily schedule on-screen, to preview tasks & check-off their completion
- > Establish and follow routines that support your schedule

**4**

**TEACH REGULATION**

**IN PERSON :**

- > Teach new coping skills for managing stress and uncertainty
- > Schedule and provide opportunities to regulate
- > Create safe, calming spaces

**DISTANCE LEARNING :**

- > Intersperse regulation breaks within instruction
- > Use specific words or phrases along with your routines ("Take a deep breath." "What feeling am I having?", etc.)
- > Use these same words and skills at the beginning of an instructional task to increase opportunities for practice

For more strategies and training tips visit - [www.321insight.com](http://www.321insight.com)