

Recognizing Trauma In Students

Abrasiveness refers to a pattern of behavior characterized by being overly critical, harsh, or confrontational, often as a result of unaddressed trauma or stress in students. Recognizing this pattern is essential in a trauma-informed educational setting to provide appropriate support and intervention. Related terms include aggression, anger management, and emotional regulation.

Accommodation in the context of trauma-informed education involves making adjustments to the learning environment or instructional methods to meet the unique needs of students who have experienced trauma. This might include providing extra time to complete assignments, offering a safe space for emotional regulation, or adapting teaching strategies to reduce triggers. Related terms include modification, adaptation, and support services.

Adaptation refers to the process by which students who have experienced trauma learn to cope with their environment and the demands placed upon them. In a trauma-informed classroom, educators aim to facilitate healthy adaptation by providing a supportive and understanding environment. Related terms include resilience, coping mechanisms, and post-traumatic growth.

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur during childhood, such as abuse, neglect, or household dysfunction. Recognizing the impact of ACEs on students' learning and behavior is crucial in providing trauma-informed care. Related terms include trauma, toxic stress, and resilience.

Advocacy involves supporting and empowering students who have experienced trauma to ensure their voices are heard and their needs are met. Educators can act as advocates by connecting students with resources, providing emotional support, and promoting a safe and inclusive learning environment. Related terms include empowerment, voice, and student-centered practice.

Anxiety is a common symptom of trauma, characterized by feelings of worry, fear, or apprehension. In a trauma-informed classroom, educators can help students manage anxiety by teaching relaxation techniques, providing a calm environment, and offering reassurance. Related terms include fear, stress, and emotional regulation.

Assessment in the context of trauma-informed education involves evaluating students' needs, strengths, and challenges to provide targeted support and intervention. This might include using trauma-sensitive assessment tools, observing student behavior, and gathering information from multiple sources. Related terms include evaluation, screening, and progress monitoring.

Attachment refers to the emotional bond between a student and their caregiver or educator, which plays a critical role in students' sense of safety and security. In a trauma-informed classroom, educators aim to establish a positive and nurturing attachment with their students to promote healthy development and

learning. Related terms include attachment theory, emotional connection, and relationships.

Avoidance is a common coping mechanism used by students who have experienced trauma, involving the avoidance of people, places, or activities that remind them of the traumatic event. Educators can help students manage avoidance by providing a safe and supportive environment, encouraging gradual exposure to triggers, and teaching coping skills. Related terms include dissociation, numbing, and emotional regulation.

Behavioral Intervention Plans (BIPs) are individualized plans developed to support students who exhibit challenging behaviors, often as a result of unaddressed trauma or stress. BIPs typically involve a combination of strategies, such as positive reinforcement, emotional regulation techniques, and environmental modifications. Related terms include behavior management, intervention, and support services.

Brain Development refers to the process by which the brain grows and matures, which can be impacted by traumatic experiences. In a trauma-informed classroom, educators can promote healthy brain development by providing a nurturing environment, teaching emotional regulation skills, and offering opportunities for social-emotional learning. Related terms include neuroplasticity, brain function, and developmental psychology.

Caregiver refers to an adult who provides emotional and practical support to a student, such as a parent, guardian, or educator. In a trauma-informed educational setting, caregivers play a critical role in providing a safe and nurturing environment, and educators can work collaboratively with caregivers to support students' needs. Related terms include parent-teacher relationships, family engagement, and support systems.

Childhood Trauma refers to potentially traumatic events that occur during childhood, such as abuse, neglect, or household dysfunction. Recognizing the impact of childhood trauma on students' learning and behavior is essential in providing trauma-informed care. Related terms include Adverse Childhood Experiences (ACEs), toxic stress, and resilience.

Classroom Environment refers to the physical and emotional space in which learning takes place, which can have a significant impact on students' sense of safety and security. In a trauma-informed classroom, educators can create a supportive environment by promoting positivity, providing comfort items, and encouraging social-emotional learning. Related terms include learning environment, school culture, and climate.

Cognitive-Behavioral Therapy (CBT) is a type of therapy that helps individuals understand and change negative thought patterns and behaviors. In a trauma-informed educational setting, educators can use CBT principles to support students' emotional regulation, self-awareness, and self-management. Related terms include therapy, counseling, and mental health services.

Collaboration involves working together with other educators, caregivers, and professionals to provide comprehensive support and services to students who have experienced trauma. In a trauma-informed educational setting, collaboration is essential for ensuring that students receive the help they need to thrive.

Related terms include teamwork, partnership, and interdisciplinary approach.

Community Resources refer to services and organizations outside of the educational setting that can provide support and assistance to students and their families, such as mental health services, food banks, and counseling agencies. Educators can connect students and families with community resources to address their unique needs and promote overall well-being. Related terms include support services, referrals, and outreach.

Compassion refers to the ability to understand and empathize with the experiences and emotions of others, which is essential for providing trauma-informed care. In a trauma-informed classroom, educators can model compassion by being present, listening actively, and providing emotional support. Related terms include empathy, kindness, and emotional intelligence.

Complex Trauma refers to exposure to multiple or prolonged traumatic events, which can have a profound impact on an individual's development, learning, and behavior. In a trauma-informed educational setting, educators can provide specialized support and services to students who have experienced complex trauma. Related terms include post-traumatic stress disorder (PTSD), trauma spectrum, and polyvictimization.

Coping Mechanisms refer to the strategies and techniques used by individuals to manage stress, regulate emotions, and deal with traumatic experiences. In a trauma-informed classroom, educators can teach students healthy coping mechanisms, such as deep breathing, mindfulness, and self-expression. Related terms include resilience, emotional regulation, and self-care.

Crisis Intervention involves responding to and managing crisis situations, such as suicidal ideation, self-harm, or aggressive behavior. In a trauma-informed educational setting, educators can develop crisis intervention plans, provide emotional support, and connect students with mental health services. Related terms include emergency response, crisis management, and safety protocols.

Cultural Competence refers to the ability to understand and appreciate the cultural backgrounds, values, and beliefs of diverse students and families. In a trauma-informed classroom, educators can promote cultural competence by being sensitive to cultural differences, incorporating diverse perspectives, and providing culturally responsive support. Related terms include cultural sensitivity, diversity, and equity.

Curriculum refers to the content and structure of educational programs, which can be adapted to meet the unique needs of students who have experienced trauma. In a trauma-informed educational setting, educators can modify the curriculum to promote social-emotional learning, emotional regulation, and resilience. Related terms include instruction, teaching methods, and academic support.

Debriefing involves processing and discussing traumatic events or experiences with students, educators, or caregivers to promote emotional regulation, reflection, and healing. In a trauma-informed educational setting, debriefing can be used to address critical incidents, such as natural disasters or school violence. Related terms include reflection, discussion, and emotional support.

Dissociation refers to the disconnection from one's thoughts, feelings, or experiences, often as a result of traumatic events. In a trauma-informed classroom, educators can help students manage dissociation by

providing a safe and supportive environment, encouraging emotional expression, and teaching grounding techniques. Related terms include avoidance, numbing, and emotional regulation.

Diversity refers to the range of differences among students, including cultural backgrounds, abilities, and experiences. In a trauma-informed educational setting, educators can promote diversity by being sensitive to individual differences, incorporating diverse perspectives, and providing inclusive support. Related terms include equity, inclusion, and cultural competence.

Early Intervention refers to the provision of support and services to students who have experienced trauma, with the goal of preventing long-term negative effects and promoting healthy development. In a trauma-informed educational setting, educators can provide early intervention by teaching emotional regulation skills, providing social-emotional support, and connecting students with mental health services. Related terms include prevention, support services, and intervention.

Emotional Intelligence refers to the ability to recognize and understand emotions in oneself and others, which is essential for providing trauma-informed care. In a trauma-informed classroom, educators can model emotional intelligence by being aware of their own emotions, empathizing with students, and teaching emotional regulation skills. Related terms include self-awareness, empathy, and social-emotional learning.

Emotional Regulation refers to the ability to manage and modulate one's emotions, which is critical for students who have experienced trauma. In a trauma-informed classroom, educators can teach emotional regulation skills, such as deep breathing, mindfulness, and self-expression, to promote emotional well-being and resilience. Related terms include self-regulation, emotional intelligence, and coping mechanisms.

Empowerment involves supporting and enabling students who have experienced trauma to take control of their lives, make informed decisions, and advocate for their needs. In a trauma-informed educational setting, educators can promote empowerment by providing choices, encouraging self-expression, and teaching self-advocacy skills. Related terms include autonomy, self-efficacy, and resilience.

Engagement refers to the process of actively participating in learning and educational activities, which can be challenging for students who have experienced trauma. In a trauma-informed classroom, educators can promote engagement by providing meaningful and relevant learning experiences, offering choices, and encouraging student voice. Related terms include motivation, participation, and academic support.

Family Engagement involves collaborating with caregivers and family members to support students' learning, well-being, and trauma recovery. In a trauma-informed educational setting, educators can promote family engagement by communicating regularly, providing resources and support, and involving caregivers in educational planning. Related terms include parent-teacher relationships, family support, and community involvement.

Flexibility refers to the ability to adapt and adjust to changing circumstances, needs, and situations, which is essential for providing trauma-informed care. In a trauma-informed classroom, educators can demonstrate flexibility by being responsive to students' needs, adjusting instructional strategies, and providing individualized support. Related terms include adaptability, resilience, and creativity.

Grounding Techniques involve strategies and activities that help individuals focus on the present moment and distract from traumatic memories or emotions, such as deep breathing, mindfulness, or sensory exercises. In a trauma-informed classroom, educators can teach grounding techniques to promote emotional regulation and reduce anxiety. Related terms include self-soothing, relaxation, and emotional coping.

Group Therapy involves therapy sessions with multiple individuals, often with a shared experience or issue, such as trauma or anxiety. In a trauma-informed educational setting, educators can facilitate group therapy sessions to promote social support, emotional expression, and trauma recovery. Related terms include counseling, support groups, and social-emotional learning.

Healthy Relationships refer to positive and supportive interactions between individuals, which are essential for promoting trauma recovery and overall well-being. In a trauma-informed classroom, educators can model healthy relationships by being empathetic, respectful, and communicative, and by teaching students skills for building and maintaining positive relationships. Related terms include attachment, emotional connection, and social skills.

Help-Seeking Behavior involves reaching out for support and assistance from others, such as educators, caregivers, or mental health professionals. In a trauma-informed educational setting, educators can promote help-seeking behavior by creating a safe and supportive environment, encouraging open communication, and providing resources and referrals. Related terms include self-advocacy, support services, and empowerment.

Home-School Collaboration involves working together with caregivers and family members to support students' learning, well-being, and trauma recovery. In a trauma-informed educational setting, educators can promote home-school collaboration by communicating regularly, providing resources and support, and involving caregivers in educational planning. Related terms include family engagement, parent-teacher relationships, and community involvement.

Individualized Education Plan (IEP) is a document that outlines a student's unique needs, goals, and accommodations, which can be adapted to address the needs of students who have experienced trauma. In a trauma-informed educational setting, educators can develop IEPs that incorporate trauma-informed strategies, such as emotional regulation techniques and social-emotional support. Related terms include personalized learning, accommodations, and support services.

Informed Consent involves providing students and caregivers with clear and accurate information about educational programs, services, and interventions, and obtaining their consent before proceeding. In a trauma-informed educational setting, educators can ensure informed consent by being transparent, communicating regularly, and respecting students' autonomy. Related terms include confidentiality, privacy, and student rights.

Instructional Strategies refer to the methods and techniques used to deliver educational content and promote learning, which can be adapted to meet the unique needs of students who have experienced trauma. In a trauma-informed classroom, educators can use instructional strategies, such as project-based

learning, social-emotional learning, and Universal Design for Learning (UDL), to promote engagement, motivation, and academic success. Related terms include teaching methods, academic support, and curriculum design.

Interdisciplinary Approach involves collaborating with professionals from multiple disciplines, such as education, mental health, and social work, to provide comprehensive support and services to students who have experienced trauma. In a trauma-informed educational setting, educators can work with interdisciplinary teams to develop trauma-informed interventions, provide mental health services, and connect students with community resources. Related terms include teamwork, collaboration, and support services.

Intervention refers to the provision of targeted support and services to students who have experienced trauma, with the goal of promoting recovery, reducing symptoms, and improving overall well-being. In a trauma-informed educational setting, educators can develop interventions, such as behavioral intervention plans, counseling services, and social-emotional support, to address students' unique needs. Related terms include support services, treatment, and therapy.

Mindfulness involves practicing present-moment awareness and acceptance, often through meditation, deep breathing, or other mindfulness techniques. In a trauma-informed classroom, educators can teach mindfulness to promote emotional regulation, reduce anxiety, and enhance overall well-being. Related terms include self-awareness, self-regulation, and emotional intelligence.

Mental Health Services refer to the provision of counseling, therapy, or other support services to address students' mental health needs, which can be impacted by traumatic experiences. In a trauma-informed educational setting, educators can connect students with mental health services, such as school counseling, therapy, or psychiatry, to promote trauma recovery and overall well-being. Related terms include counseling, therapy, and support services.

Neuroplasticity refers to the ability of the brain to reorganize and adapt in response to new experiences, learning, and environments, which can be impacted by traumatic experiences. In a trauma-informed educational setting, educators can promote neuroplasticity by providing opportunities for social-emotional learning, cognitive development, and creative expression. Related terms include brain development, neuroscience, and learning theory.

Numbing refers to the disconnection from one's emotions, often as a result of traumatic events, which can impact students' ability to regulate their emotions and respond to stress. In a trauma-informed classroom, educators can help students manage numbing by teaching emotional awareness, promoting self-expression, and encouraging social-emotional learning. Related terms include dissociation, avoidance, and emotional regulation.

Parent-Teacher Relationships involve collaborating with caregivers and family members to support students' learning, well-being, and trauma recovery. In a trauma-informed educational setting, educators can promote parent-teacher relationships by communicating regularly, providing resources and support, and involving caregivers in educational planning. Related terms include family engagement, home-school

collaboration, and community involvement.

Peer Support involves providing support and connection with peers who have experienced similar traumatic events or challenges, which can promote social-emotional learning, empathy, and trauma recovery. In a trauma-informed classroom, educators can facilitate peer support groups, encourage peer mentoring, and teach social skills to promote positive relationships. Related terms include social support, peer relationships, and community building.

Polyvictimization refers to the experience of multiple or repeated traumatic events, which can have a profound impact on an individual's development, learning, and behavior. In a trauma-informed educational setting, educators can provide specialized support and services to students who have experienced polyvictimization, such as trauma-focused cognitive-behavioral therapy (TF-CBT). Related terms include complex trauma, trauma spectrum, and post-traumatic stress disorder (PTSD).

Post-Traumatic Stress Disorder (PTSD) is a condition that can develop after experiencing a traumatic event, characterized by symptoms such as flashbacks, nightmares, and hypervigilance. In a trauma-informed educational setting, educators can provide support and accommodations for students with PTSD, such as counseling services, emotional regulation techniques, and environmental modifications. Related terms include trauma, anxiety, and mental health.

Post-Traumatic Stress Symptoms (PTSS) refer to the symptoms and reactions that individuals may experience after a traumatic event, such as anxiety, depression, or hypervigilance. In a trauma-informed classroom, educators can teach students to manage PTSS by promoting emotional regulation, providing social-emotional support, and connecting students with mental health services. Related terms include trauma, anxiety, and stress management.

Prevention involves providing support and services to prevent traumatic events or reduce their impact, such as teaching emotional regulation skills, promoting healthy relationships, and providing crisis intervention training. In a trauma-informed educational setting, educators can develop prevention strategies, such as bullying prevention programs, social-emotional learning curricula, and crisis response plans. Related terms include intervention, support services, and early intervention.

Professional Development involves providing educators with training, resources, and support to enhance their knowledge, skills, and practices in trauma-informed education. In a trauma-informed educational setting, educators can engage in professional development opportunities, such as workshops, conferences, and coaching, to improve their ability to support students who have experienced trauma. Related terms include staff development, teacher training, and capacity building.

Psychological First Aid (PFA) involves providing emotional support and comfort to individuals in the immediate aftermath of a traumatic event, with the goal of promoting emotional regulation, reducing distress, and preventing long-term negative effects. In a trauma-informed educational setting, educators can provide PFA to students, educators, and caregivers, and connect them with mental health services and community resources. Related terms include crisis intervention, emotional support, and trauma response.

Recovery refers to the process of healing and rebuilding after a traumatic event, which can involve a range

of emotional, social, and psychological changes. In a trauma-informed educational setting, educators can support students' recovery by providing a safe and supportive environment, teaching emotional regulation skills, and connecting students with mental health services. Related terms include healing, resilience, and post-traumatic growth.

Referral involves connecting students and families with community resources, services, and support to address their unique needs and promote overall well-being. In a trauma-informed educational setting, educators can make referrals to mental health services, counseling agencies, and other community organizations to support students' trauma recovery and academic success. Related terms include support services, resources, and outreach.

Relaxation Techniques involve strategies and activities that help individuals manage stress, anxiety, and tension, such as deep breathing, progressive muscle relaxation, or visualization. In a trauma-informed classroom, educators can teach relaxation techniques to promote emotional regulation, reduce anxiety, and enhance overall well-being. Related terms include self-soothing, calming, and emotional coping.

Resilience refers to the ability to withstand, recover, and adapt in the face of adversity, trauma, or stress, which is critical for students who have experienced traumatic events. In a trauma-informed educational setting, educators can promote resilience by teaching emotional regulation skills, providing social-emotional support, and connecting students with community resources. Related terms include coping mechanisms, emotional intelligence, and post-traumatic growth.

Response to Intervention (RTI) involves providing targeted support and services to students who are struggling academically or behaviorally, with the goal of preventing more intensive interventions and promoting academic success. In a trauma-informed educational setting, educators can develop RTI plans that incorporate trauma-informed strategies, such as emotional regulation techniques and social-emotional support. Related terms include intervention, support services, and academic support.

Restorative Practices involve providing opportunities for students to reflect on their actions, take responsibility, and make amends, with the goal of promoting social-emotional learning, empathy, and positive relationships. In a trauma-informed classroom, educators can use restorative practices, such as restorative circles, to promote social-emotional learning, conflict resolution, and community building. Related terms include social-emotional learning, conflict resolution, and community building.

Risk Factors refer to the characteristics or conditions that increase the likelihood of traumatic events or negative outcomes, such as poverty, neglect, or family violence. In a trauma-informed educational setting, educators can identify risk factors and develop strategies to mitigate their impact, such as providing support services, connecting students with community resources, and promoting social-emotional learning. Related terms include protective factors, resilience, and prevention.

Safety Plan involves developing a plan to ensure students' physical and emotional safety, particularly in crisis situations, such as suicidal ideation, self-harm, or aggressive behavior. In a trauma-informed educational setting, educators can develop safety plans in collaboration with students, caregivers, and mental health professionals to promote students' well-being and reduce risk. Related terms include crisis

intervention, emergency response, and risk assessment.

Screening involves assessing students' needs, risks, and strengths to identify potential traumatic experiences, mental health concerns, or academic challenges. In a trauma-informed educational setting, educators can use screening tools, such as trauma-sensitive surveys or behavioral assessments, to inform instruction, develop interventions, and connect students with support services. Related terms include assessment, evaluation, and progress monitoring.

Self-Awareness refers to the ability to recognize and understand one's thoughts, feelings, and behaviors, which is essential for promoting emotional regulation, self-management, and trauma recovery. In a trauma-informed classroom, educators can teach self-awareness by promoting reflection, journaling, and mindfulness practices. Related terms include emotional intelligence, self-regulation, and self-expression.

Self-Care involves practicing activities and strategies that promote physical, emotional, and mental well-being, such as exercise, meditation, or spending time in nature. In a trauma-informed educational setting, educators can model self-care by prioritizing their own well-being, teaching self-care strategies to students, and promoting a culture of wellness. Related terms include stress management, resilience, and overall well-being.

Self-Expression refers to the ability to communicate one's thoughts, feelings, and experiences through various forms of expression, such as art, music, or writing. In a trauma-informed classroom, educators can promote self-expression by providing opportunities for creative expression, teaching emotional awareness, and encouraging social-emotional learning. Related terms include emotional intelligence, self-awareness, and social skills.

Self-Regulation refers to the ability to manage and modulate one's emotions, behaviors, and physiological responses, which is critical for students who have experienced traumatic events. In a trauma-informed educational setting, educators can teach self-regulation skills, such as deep breathing, mindfulness, or self-monitoring, to promote emotional well-being and academic success. Related terms include emotional intelligence, self-awareness, and self-expression.

Social-Emotional Learning (SEL) involves teaching students the skills and strategies necessary for managing emotions, developing positive relationships, and achieving academic success, such as self-awareness, self-regulation, and social skills. In a trauma-informed classroom, educators can incorporate SEL into instruction to promote students' emotional intelligence, resilience, and overall well-being. Related terms include emotional intelligence, character education, and life skills.

Social Support refers to the network of relationships and connections that provide emotional, practical, and informational support, which is critical for students who have experienced traumatic events. In a trauma-informed educational setting, educators can promote social support by facilitating peer relationships, connecting students with community resources, and providing emotional support. Related terms include peer support, family support, and community building.

Staff Development involves providing educators with training, resources, and support to enhance their knowledge, skills, and practices in trauma-informed education. In a trauma-informed educational setting,

educators can engage in staff development opportunities, such as workshops, coaching, and mentoring, to improve their ability to support students who have experienced trauma. Related terms include professional development, teacher training, and capacity building.

Student-Centered Approach involves focusing on students' unique needs, interests, and experiences to promote academic success, social-emotional learning, and trauma recovery. In a trauma-informed classroom, educators can use student-centered approaches, such as personalized learning, project-based learning, and social-emotional learning, to promote engagement, motivation, and overall well-being. Related terms include student-centered learning, personalized learning, and Universal Design for Learning (UDL).

Support Groups involve providing a safe and supportive environment for students to share their experiences, connect with peers, and receive emotional support, which can promote social-emotional learning, empathy, and trauma recovery. In a trauma-informed educational setting, educators can facilitate support groups, such as trauma support groups or peer support groups, to connect students with others who have experienced similar challenges. Related terms include peer support, social support, and community building.

Support Services refer to the range of services and resources provided to students and families to address their unique needs and promote overall well-being, such as counseling, therapy, or academic support. In a trauma-informed educational setting, educators can connect students with support services, such as mental health services, community resources, or tutoring, to promote academic success and trauma recovery. Related terms include intervention, support, and resources.

Survivor refers to an individual who has experienced a traumatic event, such as abuse, neglect, or violence, and is working to recover and heal. In a trauma-informed educational setting, educators can provide support and accommodations for survivors, such as counseling services, emotional regulation techniques, and environmental modifications, to promote academic success and overall well-being. Related terms include trauma, recovery, and resilience.

Teacher-Student Relationships involve building positive and supportive relationships between educators and students, which is critical for promoting academic success, social-emotional learning, and trauma recovery. In a trauma-informed classroom, educators can model positive relationships by being empathetic, respectful, and communicative, and by teaching students skills for building and maintaining positive relationships. Related terms include attachment, emotional connection, and social skills.

Therapy involves providing counseling or treatment to address students' mental health needs, such as trauma, anxiety, or depression. In a trauma-informed educational setting, educators can connect students with therapy services, such as school counseling, therapy, or psychiatry, to promote trauma recovery and overall well-being. Related terms include counseling, mental health services, and support services.

Trauma refers to the experience of a potentially traumatic event, such as abuse, neglect, or violence, which can have a profound impact on an individual's development, learning, and behavior. In a trauma-informed educational setting, educators can provide support and accommodations for students who have

experienced trauma, such as counseling services, emotional regulation techniques, and environmental modifications. Related terms include adverse childhood experiences (ACEs), post-traumatic stress disorder (PTSD), and complex trauma.

Trauma-Informed Care involves providing services and support that are sensitive to the needs and experiences of individuals who have experienced traumatic events, such as trauma-informed education, counseling, or mental health services. In a trauma-informed educational setting, educators can provide trauma-informed care by promoting a safe and supportive environment, teaching emotional regulation skills, and connecting students with community resources. Related terms include trauma-sensitive, trauma-aware, and trauma-responsive.

Trauma-Sensitive Schools involve creating a school culture and environment that is sensitive to the needs and experiences of students who have experienced traumatic events, such as promoting social-emotional learning, providing emotional support, and connecting students with community resources. In a trauma-informed educational setting, educators can develop trauma-sensitive schools by providing professional development, implementing trauma-informed policies, and promoting a culture of care and compassion. Related terms include trauma-informed education, trauma-aware schools, and trauma-responsive schools.

Universal Design for Learning (UDL) involves designing instructional materials and activities that are accessible and engaging for all students, regardless of their abilities or experiences, such as providing multiple means of representation, expression, and engagement. In a trauma-informed classroom, educators can use UDL principles to promote academic success, social-emotional learning, and trauma recovery by providing choices, promoting self-expression, and teaching emotional regulation skills. Related terms include differentiated instruction, personalized learning, and inclusive education.

Wellness refers to the state of being healthy, happy, and fulfilled, which is critical for students who have experienced traumatic events. In a trauma-informed educational setting, educators can promote wellness by teaching self-care strategies, providing opportunities for physical activity, and promoting social-emotional learning. Related terms include self-care, stress management, and overall well-being.

Wraparound Services involve providing a comprehensive and coordinated system of support and services to students and families, such as mental health services, academic support, and community resources. In a trauma-informed educational setting, educators can connect students with wraparound services to promote academic success, social-emotional learning, and trauma recovery. Related terms include support services, intervention, and community resources.