

Developing Trauma Informed School Policies

Academic Accommodations refer to supportive measures that help students with trauma to complete their academic work, such as extra time to complete assignments, the use of a tape recorder, or a note-taker. These accommodations are designed to level the playing field and provide equal access to education for students who have experienced trauma. Related terms include Academic Support, Learning Accommodations, and Trauma-Sensitive Teaching.

Adverse Childhood Experiences (ACEs) refer to traumatic events that occur during childhood, such as physical or emotional abuse, neglect, or household dysfunction. ACEs can have a profound impact on a child's developing brain and increase the risk of physical, emotional, and behavioral problems throughout their life. Related terms include Trauma-Informed Care, Childhood Trauma, and Resilience.

Assessment refers to the evaluation process used to identify students' strengths, needs, and learning styles. In a trauma-informed school, assessment is used to inform instruction and provide supportive services to students who have experienced trauma. Related terms include Evaluation, Testing, and Screening.

Childhood Trauma refers to adverse experiences that occur during childhood, such as physical or emotional abuse, neglect, or household dysfunction. Childhood trauma can have a lasting impact on a child's physical, emotional, and behavioral development. Related terms include Adverse Childhood Experiences (ACEs), Trauma-Informed Care, and Resilience.

Cognitive-Behavioral Therapy (CBT) is a type of therapy that helps individuals identify and change negative thought patterns and behaviors. CBT is often used to treat trauma and can be an effective intervention strategy in a trauma-informed school. Related terms include Therapy, Counseling, and Mental Health Services.

Collaboration refers to the process of working together with other professionals, families, and community members to support students who have experienced trauma. Collaboration is essential in a trauma-informed school and can help provide comprehensive services to students. Related terms include Partnership, Teamwork, and Interagency Collaboration.

Community-Based Services refer to support services that are provided in the community, such as mental health services, counseling, and support groups. Community-based services can be an effective way to provide wraparound support to students who have experienced trauma. Related terms include School-Community Partnerships, Family Support Services, and Wraparound Services.

Comprehensive School Mental Health refers to a whole-school approach that addresses the mental health needs of all students, including those who have experienced trauma. Comprehensive school mental health includes universal prevention, early intervention, and treatment services. Related terms include School Mental Health, Mental Health Services, and Trauma-Informed Care.

Crisis Intervention refers to the immediate response to a crisis situation, such as a student's suicidal thoughts or behaviors. Crisis intervention is designed to ensure safety and provide supportive services to students in crisis. Related terms include Crisis Response, Emergency Response, and Trauma-Informed Crisis Intervention.

Cultural Competence refers to the ability to understand and respect the cultural differences and values of students and their families. Cultural competence is essential in a trauma-informed school and can help provide culturally sensitive services to students. Related terms include Cultural Sensitivity, Diversity, and Equity.

Debriefing refers to the process of discussing and processing a traumatic event or experience. Debriefing can be an effective way to provide supportive services to students who have experienced trauma. Related terms include Defusing, Crisis Debriefing, and Trauma Debriefing.

Developmental Trauma refers to trauma that occurs during critical periods of development, such as childhood or adolescence. Developmental trauma can have a lasting impact on a person's physical, emotional, and behavioral development. Related terms include Complex Trauma, Trauma-Informed Care, and Resilience.

Early Intervention refers to the early identification and intervention of students who are at risk of developing mental health problems, including those who have experienced trauma. Early intervention is designed to prevent problems and provide supportive services to students. Related terms include Prevention, Early Childhood Intervention, and Trauma-Informed Care.

Emotional Regulation refers to the ability to manage and regulate one's emotions, including emotions related to trauma. Emotional regulation is essential for students who have experienced trauma and can be supported through trauma-informed teaching practices. Related terms include Self-Regulation, Emotional Intelligence, and Trauma-Sensitive Teaching.

Family Engagement refers to the process of involving families in their child's education and supporting their child's learning and well-being. Family engagement is essential in a trauma-informed school and can help provide wraparound support to students. Related terms include Parent Engagement, Family Support Services, and School-Family Partnerships.

Family Support Services refer to services that support families and caregivers, such as parenting classes, counseling, and support groups. Family support services can be an effective way to provide wraparound support to students who have experienced trauma. Related terms include Family Engagement, Parent Support Services, and Community-Based Services.

Group Therapy refers to a type of therapy that involves a group of individuals who share similar experiences or challenges, including trauma. Group therapy can be an effective way to provide social support and connection to students who have experienced trauma. Related terms include Therapy, Counseling, and Support Groups.

Individualized Education Program (IEP) refers to a personalized plan that outlines a student's learning goals,

accommodations, and services. An IEP can be an effective way to provide supportive services to students who have experienced trauma. Related terms include 504 Plan, Accommodations, and Special Education Services.

Interagency Collaboration refers to the process of working together with other agencies and organizations to provide comprehensive services to students who have experienced trauma. Interagency collaboration is essential in a trauma-informed school and can help provide wraparound support to students. Related terms include Collaboration, Partnership, and Community-Based Services.

Mental Health Services refer to services that support students' mental health and well-being, including counseling, therapy, and crisis intervention. Mental health services are essential in a trauma-informed school and can help provide comprehensive support to students who have experienced trauma. Related terms include Counseling, Therapy, and School Mental Health.

Mindfulness refers to the practice of being present and fully engaged in the current moment, without judgment. Mindfulness can be an effective way to support emotional regulation and reduce stress in students who have experienced trauma. Related terms include Mindfulness-Based Interventions, Self-Regulation, and Trauma-Sensitive Teaching.

Neurobiology refers to the study of the brain and its functions, including the impact of trauma on brain development. Neurobiology is essential in understanding the effects of trauma on students and providing trauma-informed services. Related terms include Neuroscience, Brain Development, and Trauma-Informed Care.

Parent-Teacher Association (PTA) refers to a group of parents and educators who work together to support students and their families. A PTA can be an effective way to provide wraparound support to students who have experienced trauma. Related terms include Parent Engagement, Family Support Services, and School-Community Partnerships.

Post-Traumatic Stress Disorder (PTSD) refers to a mental health condition that can develop after experiencing a traumatic event. PTSD can have a lasting impact on a person's physical, emotional, and behavioral development. Related terms include Trauma, Anxiety, and Depression.

Professional Development refers to the process of ongoing learning and growth for educators and other professionals who work with students who have experienced trauma. Professional development is essential in providing trauma-informed services and supporting students' learning and well-being. Related terms include Staff Development, Training, and Coaching.

Resilience refers to the ability to bounce back and recover from adversity, including trauma. Resilience is essential for students who have experienced trauma and can be supported through trauma-informed teaching practices. Related terms include Grit, Perseverance, and Trauma-Sensitive Teaching.

Restorative Practices refer to a set of practices that focus on building community and repairing harm, rather than punishing students for misbehavior. Restorative practices can be an effective way to provide supportive services to students who have experienced trauma. Related terms include Restorative Justice,

Circle Time, and Trauma-Sensitive Teaching.

Risk Factors refer to characteristics or experiences that can increase a student's risk of developing mental health problems, including trauma. Risk factors can include poverty, abuse, or neglect. Related terms include Protective Factors, Resilience, and Trauma-Informed Care.

School Climate refers to the social and emotional atmosphere of a school, including the relationships between students, teachers, and administrators. School climate is essential in supporting students' learning and well-being, including those who have experienced trauma. Related terms include School Culture, Social-Emotional Learning, and Trauma-Sensitive Teaching.

School Counseling refers to the process of supporting students' academic, social, and emotional development, including providing counseling services to students who have experienced trauma. School counseling is essential in a trauma-informed school and can help provide comprehensive support to students. Related terms include Counseling, Therapy, and School Mental Health.

Self-Care refers to the practice of taking care of one's physical, emotional, and mental health, including engaging in activities that promote relaxation and stress reduction. Self-care is essential for educators and other professionals who work with students who have experienced trauma. Related terms include Mindfulness, Self-Regulation, and Trauma-Sensitive Teaching.

Social-Emotional Learning (SEL) refers to the process of teaching students the skills they need to manage their emotions, develop empathy, and build strong relationships. SEL is essential in supporting students' learning and well-being, including those who have experienced trauma. Related terms include Emotional Intelligence, Self-Awareness, and Trauma-Sensitive Teaching.

Staff Support refers to the process of providing emotional and practical support to educators and other professionals who work with students who have experienced trauma. Staff support is essential in providing trauma-informed services and supporting students' learning and well-being. Related terms include Professional Development, Self-Care, and Coaching.

Student Support Services refer to services that support students' academic, social, and emotional development, including providing counseling services to students who have experienced trauma. Student support services are essential in a trauma-informed school and can help provide comprehensive support to students. Related terms include Academic Support, Counseling, and School Mental Health.

Teacher Self-Care refers to the practice of taking care of one's physical, emotional, and mental health, including engaging in activities that promote relaxation and stress reduction. Teacher self-care is essential for educators who work with students who have experienced trauma. Related terms include Mindfulness, Self-Regulation, and Trauma-Sensitive Teaching.

Trauma refers to a distressing event or experience that can have a lasting impact on a person's physical, emotional, and behavioral development. Trauma can include physical or emotional abuse, neglect, or household dysfunction. Related terms include Adverse Childhood Experiences (ACEs), Complex Trauma, and Trauma-Informed Care.

Trauma-Informed Care refers to a approach to care that acknowledges the presence of trauma in a student's life and provides supportive services to help them heal and recover. Trauma-informed care is essential in providing comprehensive support to students who have experienced trauma. Related terms include Trauma-Sensitive Teaching, Trauma-Informed Practices, and Trauma-Informed Schools.

Trauma-Informed Practices refer to strategies and approaches that are designed to support students who have experienced trauma, including providing safe and supportive learning environments. Trauma-informed practices are essential in providing comprehensive support to students who have experienced trauma. Related terms include Trauma-Informed Care, Trauma-Sensitive Teaching, and Trauma-Informed Schools.

Trauma-Sensitive Teaching refers to teaching practices that are designed to support students who have experienced trauma, including providing safe and supportive learning environments. Trauma-sensitive teaching is essential in providing comprehensive support to students who have experienced trauma. Related terms include Trauma-Informed Care, Trauma-Informed Practices, and Trauma-Informed Schools.

Wraparound Services refer to comprehensive services that are designed to support students and their families, including providing academic, social, and emotional support. Wraparound services are essential in providing comprehensive support to students who have experienced trauma. Related terms include Community-Based Services, Family Support Services, and Interagency Collaboration.