SCHOOL OF SOCIAL WORK
TRAUMA-INFORMED PROGRAMS
AND PRACTICES FOR SCHOOLS
UNIVERSITY OF MICHIGAN

TRAUMA INFORMED PROGRAMS AND PRACTICES FOR SCHOOLS (TIPPS)

Program Guide

TABLE OF CONTENTS

ABOUT THIS GUIDE

Sample resources are linked

This guide gives school and district leaders, teachers, and other professional staff a comprehensive overview of trauma-informed schools and strategies. The guide provides background on adversity, trauma, and the role of schools by addressing the following questions:

- What is childhood adversity and trauma?
- What is resilience?
- How can schools help promote resilience and healing in students impacted by trauma?
- What is a "system" approach to trauma-informed schools and what differentiates this approach from other approaches?

We describe a system framework for trauma-informed schools and offer a series of guiding principles and strategies that align with 10 Trauma-Informed Programs and Practices in Schools (TIPPS) pillars, which are based in research on adversity and resilience. Each TIPP includes case examples and resources for learning. Our intent is to have this guide motivate lasting changes in schools so that all children have the chance to succeed and thrive socially, emotionally, and academically.

BACKGROUND

Adversity and Trauma

What defines childhood adversity, ACEs, and trauma?
What are the effects of these experiences?

A majority of children in the U.S. experience events that can have harmful and sometimes lasting effects on their health and well-being. These are known as adverse events, also called adverse childhood experiences. Studies consistently show that children can be repeatedly exposed to adverse events and that high levels of exposure lead to a range of health and mental health consequences.

TYPES OF CHILDHOOD ADVERSITY:
- Exposure to violence
- Abuse and neglect
- Bullying
- Terrorism
- Unexpected medical events
- Systemic racism, prejudice, and mistreatment of people of color and other marginalized groups

TRAUMA:
Any event in which an individual feels threatened, overwhelmed, and unable to cope.

RESILIENCE:
"The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress" (American Psychological Association, 2012).

According to the National Child Traumatic Stress Network, there are many types of childhood adversity. These include exposure to intentional acts of violence, abuse and neglect, bullying, terrorism, and unexpected medical events. Natural disasters and public health crises—such as the COVID-19 pandemic—are large-scale adverse events that directly and indirectly impact the health of entire populations, causing children and their caregivers excessive worry, pain, and grief. **Racism, prejudice, and the mistreatment of people of color and other marginalized identities are also systemic, chronic forms of adversity that compound the effects of other traumas.**

Trauma occurs when an individual feels threatened, overwhelmed, and unable to cope. It's important to note that although not all forms of adversity and stress are traumatic, severe and long-lasting (chronic) forms of adversity are more likely to cause harm. Research shows that the more adversity children encounter, the higher is their risk for later consequences. This pattern is called an additive or dose-response effect because higher "doses" of adversity result in worse outcomes.

Children who experience chronic stress from abuse and hardship resulting from poverty and racism are at high risk for developing post-traumatic stress symptoms. These symptoms include anxiety, depression, and hypervigilance, which can affect how children orient to school and how they relate to others. In extreme cases, traumatized children can develop post-traumatic stress disorder (PTSD), which is a psychiatric condition requiring treatment from trained mental health professionals. Studies show that PTSD and traumatic stress can lead to alterations in the brain and change how biological systems of the body work to maintain health over the life course.

Resilience is "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress" (American Psychological Association, 2012). Studies show that resilience is influenced by a number of factors, including characteristics of a child (e.g., skills, temperament, motivation) and their surroundings. **Safe, inclusive, and nurturing environments strengthen resilience in traumatized children**, whereas hostile and unresponsive environments add stress and may further traumatize those who are already vulnerable.

The Role of Schools

Most children spend a significant portion of each day in school, and it is well established that **school experiences can buffer a child's exposure to adverse and traumatic events**. For some children, schools are experienced as positive environments in which their strengths and contributions to the school community are appreciated and valued. For others, schools are experienced as unsafe and hostile places in which they do not feel welcome. This can occur when a child is bullied or harassed by other children, or when they are misunderstood and treated unfairly by adults in positions of power. Experiences of racism and discrimination in school settings are highly detrimental and leave some children feeling marginalized and vulnerable. Difficulties stemming from acute events and everyday experiences of racial violence and neglect can undermine children's self-confidence and lessen their chances of succeeding in school and in other areas of their lives.

Although school professionals often serve as positive and supportive role models for their students, sometimes biases and frustrations can strain relationships. Experiences that degrade trust in teacher-student relationships-- such as when children are singled out, harshly and unfairly judged, and severely disciplined-- can cause some to feel attacked, misunderstood, and devalued. Because children who are traumatized often have difficulty regulating emotions, staying on task, and empathizing with others, they are more apt to be singled out by teachers and other school professionals for harsh punishment. This occurs more often when these professionals are overwhelmed and burnt out, and when they are unaware of their own implicit biases and trauma triggers. **Implicit biases and stereotypes about children of color and others with marginalized identities can lead to actions that are harmful and they strain relationships that children with trauma histories need to heal.** Moreover, **unexplored trauma histories of school professionals can keep them from developing strong relationships and can be a barrier to helping children heal from their own adverse and traumatic experiences.**

While many school professionals are skilled at managing their emotions and modeling ways of relating with others that benefit students, their own painful and traumatic memories or triggers can limit how much and how well they respond to the needs of children in their care. Working with traumatized children can be highly stressful. **When school professionals are traumatized by the experiences of their students, they are said to suffer from "secondary trauma" or "vicarious trauma".** Vicarious trauma is common in schools where large numbers of students experience chronic stress and adversity from violence, racism, and poverty. **Professionals who work in schools serving under-resourced and high poverty communities are particularly vulnerable to vicarious trauma and burnout.**

Trauma-Informed Schools

Schools can play a critical role in promoting healing and resilience among children who have experienced trauma, but to do so, they must be trauma-informed. In the broadest sense, trauma-informed schools are those that provide children with the care, support, and resources they need to recover and work to their potential. Trauma-informed schools seek to increase awareness of trauma exposure and trauma symptoms, build supportive school and classroom communities, teach children social-emotional skills, and counteract biases and harsh disciplinary practices that can re-traumatize and cause further harm to students—particularly students of color who experience racism. When schools are trauma-informed, they are organized to help children understand and effectively cope with the effects of adversity. **There is no one pathway for schools to "become" trauma-informed, but there are principles and strategies that schools can use to transform environments so that they are safe, nurturing, and inclusive.**

Few school-based programs designed to lessen the effects of trauma and promote resilience in students have been rigorously evaluated. The most commonly used programs provide individualized models of care in which "high-risk" students are assessed and treated for symptoms of post-traumatic stress disorder using techniques of cognitive behavioral therapy (CBT). CBT-based programs are best suited to environments in which there are relatively few students impacted by trauma, or where there are established connections to community providers. Services provided by community providers can be very costly, so schools with fewer resources are at a disadvantage.

Although clinically focused interventions for students who have experienced trauma, like CBT, are needed, they should not stand apart from efforts to transform the school environment into a safe, nurturing, and inclusive community. As noted by Khasnabis and Goldin, trauma is a "systemic problem that must be addressed at the system level" (Khasnabis & Goldin, 2020, p. 46) in order to promote and sustain resilience in children who are most impacted by chronic stress and trauma.

Viewing trauma as a system issue requiring a system response helps to position schools to act collectively and contribute to the betterment of the whole school community. School systems are shaped by interacting policies and practices, including school and district policies, programming for students, family and community engagement, and professional development for school personnel, that together can shape student experience (Figure 1).

Figure 1: System Response to Trauma

A SYSTEM-ORIENTED TRAUMA-INFORMED FRAMEWORK

Background

The approach we recommend in this guide focuses on changing schools—as systems— so that they are trauma-informed. Our framework can be applied to schools in any location, although much of the research underlying our recommendation has focused on schools in urban settings. We strongly believe that wherever they are located, schools should go about this work in ways that best fit the needs, resources, and challenges of their unique settings, using the framework as a guide or blueprint and less a scripted model or directive. **We intend for this guide to encourage, support, and uplift efforts to make schools better communities for all children, including those who have endured chronic and more acute forms of adversity.** The framework offered in this guide can serve as a springboard for conversations about other issues too, such as diversity, equity, and inclusion, which now feature prominently in school improvement plans.

The framework is based in theory and research about how schools can promote and sustain resilience in vulnerable students and those who have been traumatized. We seek to engage in this work as partners—researchers, practitioners, and educators—who share a commitment to better equipping schools to mitigate traumatic experiences that can affect student learning. **Many children are struggling in our schools, not because schools and school professionals are uncaring, but because education systems are stuck in patterns that are engrained and hard to change.** We believe that change is possible and very much needed.

Overview

System-oriented approaches to trauma in schools create safe, nurturing, and inclusive learning environments that strengthen relationships and provide opportunities for children to learn skills for resilience and positive coping.

The first way in which this can be done is by increasing awareness within the school community so that all members are trauma-informed. Becoming trauma-informed begins by understanding what trauma is, trauma triggers, symptoms and manifestations of trauma, and consequences of trauma.

It is critical that school professionals know how to identify and respond to trauma. They must be equipped to respond appropriately to the varied needs of children whose traumatic experiences interfere with their academic goals. There must also be active attempts to round-out academic and social-emotional supports with outreach to families, as well as attempts to promote community-based services that offer wrap-around and enrichment programs that help children remain engaged and supported when school is not in session. Of course, these community-based services must embrace the same commitment to diversity, equity, and inclusion as initiatives based in schools.

In responding to trauma, school professionals must be sensitive to cultural, ethnic, and linguistic differences in their students. Actively promoting racial justice and antiracist work involves counteracting implicit biases that can lead otherwise well-intentioned adults to respond to children's behavior in ways that diminish their self-confidence and personal agency. Similarly, school professionals must be able to identify, reduce, and prevent experiences that retraumatize children whose prior experiences place them at risk for being singled out and treated harshly by school professionals. Re-experiencing trauma in the form of harsh discipline—such as when a child is removed from the classroom or suspended—not only causes children added stress, but it can lead them to question their own safety and to mistrust adults in positions of authority.

10 CORE PRINCIPLES FOR TRAUMA-INFORMED PROGRAMS AND PRACTICES IN SCHOOLS (TIPPS)

STRATEGIES AND PRACTICES KEY:

Teachers

Administrators

Following are 10 principles for developing trauma-informed schools. We think of these as "pillars" of a trauma-informed approach. A rationale and set of strategies and practices for each pillar—along with relevant resources to serve as starting points—are provided in the sections that follow. We also include case examples and reflection questions to deepen engagement with the 10 pillars.

TIPPS

1. Ensure All Members of the School Community Feel Safe, Respected, and Valued
2. Increase Awareness of the Signs and Symptoms of Trauma
3. Increase Awareness of Biases and Stereotypes
4. Build Community
5. Develop and Model Positive Relationships
6. Reduce Punitive Discipline
7. Communicate and Reinforce Goals and Expectations
8. Avoid Deficit Thinking and Deficit Language
9. Incorporate Social-Emotional Skills and Positive Coping
10. Create a Support System to Address Emergent Needs

TIPP 1:

Ensure All Members of the School Community Feel Safe, Respected, and Valued

Safe and nurturing environments establish a secure base for children. **When children feel safe and cared for in their classrooms, they perform better on academic tasks and are less likely to become frustrated when they encounter social and intellectual challenges.** The same is true for adults who work in schools; adults must also feel safe, at ease, respected, and valued for their individual strengths and for the contributions that they make to the school community.

Creating a nurturing and inclusive environment, both physically and emotionally, starts by forming a vision and a list of guiding principles and then ensuring that policies and procedures align with that vision. This activity is best accomplished when it is co-led by a team of professionals who represent the different roles and functions of the school.

Efforts to create safe and inclusive communities must occur at all levels and across all areas and domains of the school setting. Creating safe, nurturing, and inclusive classrooms requires an emphasis on consistent routines and practices. Students function at their best when they know what to expect and when they can plan in advance for situations that will arise. When teachers post and vocalize routines, students are aware of expectations and can adjust their behavior accordingly. Creating predictable routines and practices particularly helps students who have experienced trauma feel safe and secure.

In addition, students who have been traumatized should be given a "healing sense of ownership and control over their environment" (Crosby, 2015, p. 226), both in the classroom and in other school locations. By sharing control, teachers need not relinquish their authority or shy away from implementing and enforcing rules and routines; however, students should be given a voice and opportunity to participate in decisions that impact them directly. **Encouraging students to vocalize opinions and engage in decision-making deepens their connection to others and strengthens their commitment to learning.**

Creating safe and inclusive classrooms also requires that teachers stay attuned to the ways in which their classroom management strategies are or are not culturally appropriate, unbiased, and equitable. When teachers respond to students without consideration of how their own actions will be perceived, or whether they are culturally sensitive, there is a risk of alienating students and breaking their trust. When students perceive a teacher's actions as biased, inconsistent, or culturally insensitive, they feel less secure, less safe, and less valued as a member of a school or classroom community.

TIPP 1:
Ensure All Members of the School Community Feel Safe, Respected, and Valued

Strategies and Practices

1. **Develop a vision and set of guiding principles to promote safe, nurturing, and inclusive environments within your school.**
   - Free Resources:
     - [Chapter 2: Developing a Vision and Mission](#), in *How to Help Your School Thrive Without Breaking the Bank* by John G. Gabriel and Paul C. Farmer
     - Video: "[Building a Belonging Classroom](#)" from Edutopia

2. **Identify and prioritize strategies and practices to address gaps and challenges.**

3. **Implement consistent routines and practices in the classroom, including transitions.**
   - Free Resources:
     - Article: "[Routine, Ritual, and School Community](#)" by Greg Schnagl (Edutopia)
     - Article: "[Mastering Classroom Transitions](#)" by Todd Finley (Edutopia)

4. **Promote opportunities for student engagement in school-wide decision-making.**
   - This can be done by engaging students in existing adult activities—such as a task force or student leadership team—and/or by creating activities solely for students.
   - Practice shared decision-making in the classroom.
   - Free Resource:
     - Article: "[Students as Decision Makers](#)" from SoundOut

5. **Stay attuned to the ways in which your classroom management strategies are or are not culturally appropriate, unbiased, and equitable.**
   - This idea is elaborated on in TIPPS 3, 6, 7, and 8

Case 1

You are a seventh-grade teacher in a middle school. You often hear a group of boys in your class yell "that's so gay," after which the classroom bursts out in laughter. Each time this has happened, you have quickly changed the topic and moved on with your lesson plan.

REFLECTION QUESTIONS:

1. As the teacher, how could you respond to the boys' comments in order to ensure that all students feels safe and respected?

2. What strategies and practices could you use to address instances of micro-aggressions?

3. How could you actively engage students in creating a safe classroom space? What about a safe environment at the school level?

4. What school wide initiatives could be implemented to foster a culture that respects the diverse identities of students?

TIPP 2:

Increase Awareness of
the Signs and Symptoms
of Trauma

It is estimated that **more than 50% of all children in the United States under the age of 18 have experienced at least one adverse experience**, such as abuse, surviving the death of a family member, or enduring the stress of racism. The large majority of children who experience one form of adversity also experience other forms of adversity, which suggests that adverse events cluster in families and communities.

Demographic factors—including race, ethnicity, socioeconomic status, and immigration status—are associated with well-documented disparities in health and life expectancy. A child's risk of exposure to adversity (and thus trauma) also varies according to these demographic factors, with racial and ethnic minorities and those with other marginalized identities having a higher risk. Therefore, higher levels of exposure to early adversity and racism may account, at least in part, for an elevated risk of disease, early death, and other health disparities among Black Americans and other minority groups.

Indeed, **research shows that children's exposure to adversity can have profound and lasting effects**, primarily by changing the architecture of the brain. According to the National Child Traumatic Stress Network (2010), the particular areas of the brain most directly impacted by stressful and traumatic events are those responsible for learning and regulating emotions. Higher levels of and prolonged exposure to stress increases the risk for long-term "significant neurobiological disturbances" that result in lasting impairments to a child's memory, emotional regulation, and behavior (NCTSN Core Curriculum on Childhood Trauma Task Force, 2012).

Although trauma exposure can produce diagnosable conditions and symptoms that can be assessed and treated by mental health professionals, many children with trauma histories are misdiagnosed, and behaviors consistent with trauma and PTSD are often mislabeled in schools. **Behaviors that teachers and other school professionals may perceive as evidence of poor motivation, lack of interest, and defiance may actually be signs of post-traumatic stress and of the enduring effects of adversity.** Thus, it is critical that all educators understand how trauma can affect behavior.

Schools can play an important role in promoting resilience and mitigating the effects of trauma in children who have been traumatized. Schools can strengthen resilience in children by providing them opportunities to form positive and lasting relationships, learn skills for positive coping, and develop self-confidence.

COMMON SIGNS AND SYMPTOMS OF TRAUMA

Although these are common manifestations of trauma in children, it is critical to understand that there is variability in how trauma presents itself.

- Negative thinking
- Increased focus on death and safety
- Hypervigilance
- Poor self-regulation
- Difficulty with executive functioning
- Regression or loss of previously acquired skills
- School avoidance or refusal
- Defiance
- Lack of motivation or interest
- Difficulty focusing on school work or keeping up with school tasks
- Challenges forming relationships with teachers or classmates
- Symptoms that mimic depression, such as difficulties sleeping and/or focusing, or a loss of appetite or overeating
- Symptoms that mimic anxiety disorders, such as obsessive or pervasive worry; or difficulty separating from parents, guardians, or other individuals
- Physical symptoms, such as unexplained aches or pains

TIPP 2:
Increase Awareness of
the Signs and Symptoms
of Trauma

Strategies and Practices

1. **Educate yourself and provide opportunities for members of the school community to learn about trauma, including:**

   - Different types of adverse experiences and resulting trauma
     - The "Background" section of this guide can be used as a starting point

   - Disparities in exposure to adversity based on race and ethnicity
     - Free Resources:
       - Paper: "Racial Disparities in Child Adversity in the U.S." by Natalie Slopen et al.
       - Article: "The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity" by Vanessa Sacks & David Murphey (Child Trends)

   - How trauma can affect physiology and behavior
     - Free Resources:
       - Article: "Common Symptoms of Trauma by School Age Group" from Safe Place to Learn
       - Video: "How Our Early Experiences Shape Our Emotional Health" from the University of Michigan School of Social Work
       - TED Talk: "How Childhood Trauma Affects Health Across the Lifetime" by Dr. Nadine Burke Harris

   - Protective factors and resilience
     - Free Resource:
       - Video: "In Brief: The Science of Resilience" from the Center on the Developing Child at Harvard University

   General Free Resource:
   - Video series: Impact of Trauma on Learning from Trauma Sensitive Schools; available for free: Part 1, Part 2, Part 3

Case 2

You are a twelfth-grade teacher in a high school. During an AP English class, you ask a female student to read a scene from Shakespeare's "Titus Andronicus" that describes an episode of rape and mutilation. As the student reads the text, her voice begins to quiver and she stands up and asks to go to the bathroom. As she leaves, other students begin to whisper and giggle.

REFLECTION QUESTIONS:

1. Why do you think that the student behaved in this way? How can students' traumatic experiences shape their behavior in the classroom?
2. How could this student's experience re-living a possible trauma have been prevented?
3. What strategies could you use to create a trauma-informed and safe learning environment?

TIPP 3:

Increase Awareness of Biases and Stereotypes

Research suggests that teachers and other school professionals are increasingly faced with pressures and expectations for student performance that can lead to deficit-based beliefs about certain groups of students, most notably racial and ethnic minorities and those with other marginalized identities. Conscious and unconscious beliefs held by teachers about students' abilities influence their expectations about what students can achieve, and those expectations, in turn, shape how teachers interact with students. For example, teachers were found to direct less positive speech and encouragement to Black and Latino students relative to their white counterparts. Another study showed that teachers generally have more favorable attitudes and higher expectations for the academic performance of white students compared to Black and Latino students.

Implicit bias is a term used to explain how stereotypes and unconscious associations about others influence an individual's interactions and behaviors. Implicit bias and discriminatory practices in school settings are concerning because of the many ways in which they can affect student achievement and outcomes, such as through teacher expectations. Biases can also contribute to students of color feeling marginalized and mistreated. Ultimately, biases held by teachers can influence how safe and secure students feel and whether they develop the skills and self-confidence they need to succeed in school and beyond.

Mitigating the effects of trauma requires that school professionals learn about and work to counteract implicit biases about student performance and conduct. In addition, fostering a culturally responsive environment that focuses on empowering students and recognizes cultural differences is critical to advancing an equitable, trauma-informed framework that strengthens students' academic performance.

It is critical that school professionals engage in this work with an understanding of broader societal contexts. Systemic racism describes "the policies and practices entrenched in established institutions, which result in the exclusion or promotion of vulnerable groups" (Alberta Civil Liberties Research Centre, 2020). In schools, outdated and insensitive policies can sustain racist practices and serve to reinforce implicit biases and stereotypes held by educators. Thus, actively counteracting implicit biases and stereotypes requires not only addressing individually-held beliefs and practices directly, but also weeding out and dismantling policies that reinforce those ideas and practices. Relatedly, it is critical that educators understand how disparities in exposure to adversity are linked to race and how structural racism is itself a source of trauma.

TIPP 3:
Increase Awareness of
Biases and Stereotypes

Strategies and Practices

1. **Learn about—and work to counteract—implicit biases and stereotyped expectations regarding student performance and conduct, and educate other professionals in your school as well.**
   - Free Resources:
     - Article: "Unconscious Bias in Schools" from Leader in Me
     - Video: "Implicit Bias in Education" from the Kirwan Institute for the Study of Race and Ethnicity
     - Article: "Choosing to see the racial stress that afflicts our Black students" by Riana Elyse Anderson, Farzana T. Saleem, and James P. Huguley

2. **Implement regular antibias trainings, discussions, and workshops for professionals in your school.**
   - EdWeek notes that antibias trainings should not be stand-alone events, but rather should be integrated into a broader, comprehensive diversity plan that involves a coalition of school professionals that review policies, practices, and structures which promote bias.
   - Free Resources:
     - Teaching Tolerance offers workshops and trainings in addition to free resources including facilitator guides, self-guided learning, webinars, and podcasts
     - TED Talk: "How to overcome our biases? Walk boldly toward them" by Verna Meyers

3. **Implement culturally responsive pedagogy that focuses on empowering students.**
   - Free Resources:
     - Article: "What is a Culturally Responsive Pedagogy" by Matthew Lynch
     - Web page: "Culturally Responsive Teaching" from Brown University's Education Alliance offers seven characteristics of culturally responsive teaching and a what, why, and how for each

4. **Understand the impacts of systemic racism and oppression, and how it continues to affect children of color.**
   - Free resources:
     - Guide: "Addressing Race and Trauma in the Classroom: A Resource for Educators" from the National Child Traumatic Stress Network
     - Video series: "What is Systemic Racism?" from Race Forward

Case 3

You are teaching a math lesson to your students in an elementary school. Afterwards, you assign students to work together in pairs. As you are assigning pairs, one student in your class says "I want to work with the Asian girl because Asians are good at math."

REFLECTION QUESTIONS:

1. How would you counteract this stereotyped expectation in order to foster a safe, supportive, and inclusive learning environment?
2. How would you foster discussion amongst students about cultural diversity and biases?
3. What are some goals/expectations that you and the students could set to mitigate biases and stereotypes?
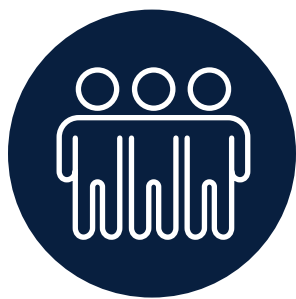
TIPP 4:
Build Community

Building strong school and classroom communities is fundamental to a system-oriented trauma informed approach. **Strong school communities are those in which all members feel safe, welcome, and valued for their contributions. Strong communities are also places where differences based on race and social identities are embraced and celebrated.** Schools with a strong sense of community not only support academic learning but also emphasize social and civic engagement. Fairness and concern for others are central components of a highly functioning school or classroom community.

Strong relationships are based in strong communities. Relationships will flourish when communities function as caring environments. Emotional and instrumental supports are critical in the time following traumatic events. Relationships at all levels are important, including teacher–parent, teacher–student, and student–student relationships. TIPP 5 provides additional information regarding relationship building.

To develop and sustain strong communities and relationships, experts recommend holding school-wide events, providing service-learning opportunities for students so they can work together on behalf of the larger community (e.g., clean-up events; convening classroom meetings). How teachers choose to begin the day also sets the tone for the rest of the day. Kriete and Davis (2014) call the classroom meeting time the "Morning Meeting" and suggest that this time be used to establish trust and promote a sense of belonging among members of a classroom community. A "Morning Meeting" also provides a recurring practice of gathering so that students can greet one another, share stories, and prepare for the day's activities.

Clubs and organizations are another way to build community and strengthen relationships. Encouraging student-led clubs can also help students develop interests and explore identities in a safe environment.

TIPP 4:
Build Community

Strategies and Practices

1. **Hold school-wide community-building events to honor the diverse backgrounds and experiences of community members.**
   - One idea is to hold a "Culture Night" like they have done for 16 years at Walt Disney Elementary in Mishawaka, Indiana. Read more about this event and how you can implement it at your school here.
2. **Provide students with service-learning opportunities to deepen relationships and strengthen commitment to shared issues of concern and interest.**
3. **Schedule classroom meetings to build trust and strengthen relationships.**
   - Free Resource:
     - Video: "Morning Meetings: Building Community in the Classroom" from Edutopia
4. **Support student-led and student-initiated clubs and groups.**
5. **Work to strengthen community within the classroom.**
   - Free Resource:
     - Article: "4 Approaches to Building Positive Community in Any Classroom" by Maurice J. Elias (Edutopia)

Case 4

You teach at a local high school that prides itself on diversity. While you are reviewing the school's history curriculum, you notice that the majority of history lessons focus on European history. You hope to incorporate lessons that explore the history of other cultures. After brainstorming with other teachers, you decide to modify next year's curriculum in order to foster a more inclusive classroom.

REFLECTION QUESTIONS:

1. How would you involve students and parents in this process, and therefore build trust and strengthen relationships while creating a culturally inclusive curriculum?
2. How would you engage with the school administration to ensure that school curricula are diverse and inclusive?
3. What other types of activities could be held throughout the academic year to promote a culturally inclusive environment?

TIPP 5:

Develop and Model
Positive Relationships

Developing and modeling positive relationships is fundamental to a prosocial classroom. From a trauma-informed perspective, how teachers relate to their students is as important as how effectively they "teach" about an academic subject or topic. This is particularly true of teachers who work with students impacted by adversity and trauma. **When teachers build a warm, trusting relationship, they can help students learn to regulate their behavior by serving as role models who can solve problems and negotiate challenges.** How teachers manage behaviors in the classroom also influences student conduct. Find more on this topic in TIPP 7: Communicate and Reinforce Goals and Expectations.

Developing positive relationships among students themselves requires that classrooms are effectively managed and that teachers actively work to promote a culture of trust and appreciation for the ways in which students differ. Bridging differences requires "mediating between students of various sexual orientations and ethnic, racial, and religious backgrounds" (Tavangar, 2017) and being willing to talk openly about characteristics that make each of us who we are. Tavangar (2017) suggests that teachers help students practice putting themselves in another's shoes and envisioning experiences from another person's perspective. Tavangar also recommends having students talk to one another about their identities and experiences. Engaging students in reflective and dialogic practice can build trust and open dialogue that deepens relationships.

Other strategies teachers can use to deepen relationships with and among their students include knowing and calling students by name, happily greeting students when they enter the classroom, and promoting opportunities for students to interact in positive and productive ways. **When students feel that school professionals not only care about them as learners but also as people with lives outside of school, they are more likely to feel emotionally and physically safe, supported, and appreciated.**

TIPP 5:
Develop and Model
Positive Relationships

Strategies and Practices

1. **Build and maintain positive relationships with and among students in your school.**
   - Engage with students in every classroom.
   - Greet students at the beginning and end of the school day.
   - Be present and engaged at school-wide events.

2. **Model and reinforce positive behaviors and relationships in the classroom.**
   - Encourage students to talk with other students about their identities and experiences.
   - Help students envision experiences from another person's perspective.
   - Engage students in reflective, dialogic practice.
   - Know and call students by name.
   - Give positive greetings.

3. **Provide opportunities for students to participate in positive peer interactions both inside and outside of the classroom.**
   - Community-wide events, as mentioned in TIPP 4, are an excellent way to do this.

4. **Encourage and promote positive relationships among teachers and staff members.**

   General Free Resources:
   - Video: "The Power of Relationships in Schools" from Edutopia
   - TED Talk: "Every kid needs a champion" by Rita Pierson
   - TED Talk: "Getting Relationships Right" by Dr. Kent Pekel

Case 5

You are a science teacher at a local high school. Today, all of the students are presenting on their science projects. After a white student named David presents his project, an Arab student named Nur raises her hand to ask a question. David points at Nur and says, "yeah, you... the Muslim one. What's your question?"

REFLECTION QUESTIONS:

1. How would you respond to David's statement in a way that models positive behaviors and relationships while countering stereotypes?
2. How would you establish group norms in your classroom that promote clear lines of respectful communication?
3. What kind of resources could the administration utilize to encourage teachers to serve as positive, culturally sensitive role models?

TIPP 6:

Reduce Punitive
Discipline

The use of harsh, punitive disciplinary practices tears at the fabric of trust between students and school professionals and erodes students' sense of connection to school itself. In fact, research shows a strong connection between the use of punitive discipline in schools, high school completion, and post-secondary education: Fewer students who are punitively disciplined complete high school and pursue higher education. There is also a link between the use of extreme strategies, such as suspensions and expulsions, and involvement in the juvenile and criminal justice system—a dynamic known as the school-to-prison pipeline or school justice pathway. Sadly, there are also well-established connections between the use of punitive discipline, student disengagement, distrust, depression, and suicide.

Students of color are more likely than white students to be punitively disciplined and receive harsher punishments for similar conduct violations. The disproportionate use of punitive practices with Black children is a well-documented, highly concerning trend that stems from implicit bias and racism. Notably, the use of punitive and exclusionary practices, such as suspension, neither modifies behavior nor makes schools safer.

Students who have experienced trauma are also particularly vulnerable to the use of punitive discipline because of their tendencies toward angry and explosive outbursts—common manifestations of dysregulated emotions and behavior. If school professionals are unaware of the ways that trauma manifests in the brain and body, they can respond to traumatized children with little regard for how their actions can be triggering to already marginalized students.

School professionals who are aware of and oriented toward skillful de-escalation of conflict and problematic outbursts are less likely to rely on punitive disciplinary practices. Innovative practices such as sensory-integration activities can assist by helping students learn to de-escalate and regulate their emotions.

In addition to de-escalation strategies, some schools have begun to use restorative practices as an alternative to punitive practices. **In school settings, restorative justice is broadly defined as an approach to discipline that engages both school staff and students in a balanced approach that brings together all people impacted by an issue or behavior.** It allows students to work with others to resolve conflicts and improve school safety. Restorative

justice practices in schools are often viewed as complementary to other non-disciplinary practices, such as peer mediation. Rather than punishing students for wrongdoings, restorative practices focus on helping students learn how their behaviors affect others and what alternative behaviors they might choose instead.

Nine restorative questions are at the heart of restorative practices (International Institute of Restorative Practices):

QUESTIONS FOR WRONGDOERS INCLUDE:
1. What happened?
2. What were you thinking about at the time?
3. What have you thought about since the incident?
4. Whom do you think has been affected by your actions? In what way?
5. What do you think you need to do to make things right?

QUESTIONS FOR THOSE AFFECTED BY WRONGDOING INCLUDE:
1. What did you think when you realized what had happened?
2. What effect has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

TIPP 6:
Reduce Punitive
Discipline

Strategies and Practices

1. **Reduce the use of punitive discipline practices.**
   - This includes reducing the use of disciplinary strategies such as suspension, expulsion, time-outs, and taking away recess or other privileges.

2. **Increase the use of restorative and healing practices to promote shared understanding, collective problem-solving, and resolution of conflicts as they arise.**
   - Restorative practices include circles in which students discuss problems, resolutions, and strategies to manage behavior.

General Free Resources:

- *Restorative Practices Guide* from the Schott Foundation
- Video: "Restorative Circles: Creating a Safe Environment for Students to Reflect" from Edutopia
- Video: "De-Escalation Spaces: Helping Students Manage Emotions" from Edutopia; available for free here
- Additional resource page from Edutopia; available for free here

Case 6

You are a high school teacher at a public school. You have noticed that Black students are sent to the Principal's office and are suspended more frequently than white students for similar behavior. On the suspension notes for Black students, the reason is frequently listed as "aggressive and intimidating" behavior; on the suspension notes for white students, however, the reason is often listed as "talking back".

REFLECTION QUESTIONS:

1. How do discrimination and biases influence and shape the use of punitive discipline?

2. How could you use restorative and healing strategies to address disruptive behavior in the classroom?

3. How could you encourage the school administration to create models that promote restorative practice rather than punitive discipline? How could you encourage the school administration to address racial biases in punitive discipline?

TIPP 7:
Communicate and Reinforce Goals and Expectations

This TIPP refers to goals and expectations related to both academics and behavior. Setting high yet achievable academic goals and expectations for students motivates their performance and builds self-efficacy. **Students who are expected to perform well academically are more likely to *do* well behaviorally and emotionally.** It is also important that students understand what is allowed and not allowed in the classroom and why certain rules of conduct exist (e.g., remaining at your seat so that others can focus on their work). If expectations for behavior are unclear or poorly and inconsistently enforced, teaching and learning will suffer and teachers will be more likely to use punitive discipline strategies when challenges arise.

Of course, messaging about goals and expectations is most effective when there is trust and mutual respect between teachers and their students. As covered in TIPP 5, (Develop and Model Positive Relationships), strong, positive, trusting relationships are fundamental to trauma work in schools.

TIPP 7:
Communicate and Reinforce Goals and Expectations

Strategies and Practices

1. **Set high, clear, and achievable academic and behavioral goals and expectations for all students within the context of a warm, trusting, and positive relationship.**
2. **Believe in the abilities of all students.**
3. **Consistently exhibit genuine interest in student achievement.**

General Resources:

- Video: "High Expectation Teaching" from The Education Hub
- Article: "Seven Ways to Raise Expectations for All Students" by Tonya Ward Singer
- Book: *High Expectations Teaching: How We Persuade Students to Believe and Act on "Smart is Something You Can Get"* by Jon Saphier; Chapter 1 and other resources available for free

Case 7

While you are in the teacher's lounge, a teacher turns to you and says "I've given up on Dante. He has such a bad work ethic and never turns in his assignments on time." Dante is a Black student who is also in your English class. Although Dante's assignments are often turned in late, his essays are thought-provoking and well written.

REFLECTION QUESTIONS:

1. In what ways could implicit bias be contributing to the teacher's perceptions of Dante's work ethic? How could you encourage the teacher to believe in the abilities of all students?

2. What steps could you take to explore the underlying reasons for why Dante's assignments are often late?

3. What steps could you take to communicate and establish goals and expectations with students who may be struggling academically in the classroom?

4. What steps could you take to demonstrate to Dante that you are interested in his academic and personal success?

TIPP 8:
Avoid Deficit Thinking
and Deficit Language

In their expertly written critique and discussion of trauma practices—in which they raise concerns about the ways that school professionals work with students who have been traumatized—Khasnabis and Goldin (2020) refer to three questions they routinely ask of practitioners:

> *What are the systems in my school that are retraumatizing this child?*
> *Why am I holding the child responsible for the trauma they have faced?*
> *How do I focus my energies on the child's assets and capabilities rather than on their failures and deficits?*

This last question captures an observation that school professionals often apply a deficit frame to their interactions with students, which causes school professionals to view challenges that arise in the classroom as failures of individual children rather than as systemic problems. **More broadly, a deficit model emphasizes what a student does not know or cannot do and also asserts that some students struggle because they lack necessary skills and resources.**

The deficit model (also referred to as deficit thinking) is most commonly applied to students with disabilities and students of color; this model originates from racist and classist ideologies that framed oppressed people as deficient. Because deficit thinking is pervasive and implicit, educators must be aware of and work to counteract their implicit biases (TIPP 3).

Khasnabis and Goldin (2020) call on school professionals to remain mindful of the ways in which their language and behavior can reinforce the deficit model. They contend that students are far better served by a model based in strengths and assets, which aligns with content in TIPP 7 regarding the importance of high expectations. **Focusing on students' existing abilities—and, in turn, how they can use those abilities to facilitate their achievement—assists students in building confidence, feeling motivated, and thinking of school as a positive environment (Figure 2).**

Figure 2. Deficit-Oriented Versus Strengths-Based Approaches Khasnabis and Goldin (2020):

Deficit perspective: Describing a child/family/community by either explicitly or implicitly emphasizing their challenges, limitations, constraints, and/or pathologies. Often based on assumptions or assumed intentions.

Strengths-based perspective: Describing a child/family/community either explicitly or implicitly by emphasizing their strengths, assets, competencies, capabilities, and/or potential.

TIPP 8:
Avoid Deficit Thinking
and Deficit Language

Strategies and Practices

1. **Reflect on, and remain mindful of, the ways in which language and behavior can reinforce racialized models, such as the deficit model.**
   - This is closely tied to learning about, reflecting on, and counteracting implicit biases (TIPP 3).

2. **Avoid messages that shame, embarrass, or belittle students.**
   - Free Resources:
     - Article: "The Deficit Model is Harming Your Students" by Janice D. Lombardi (Edutopia)
     - Article: "4 Sentences Educators Must Stop Saying About Students" from Corwin Connect

3. **Use positive, affirming, and supportive messages.**
   - Free Resource:
     - Article: "Four Steps to Strategic Encouragement" by Maurice J. Elias (Edutopia)

Case 8

A student with a physical disability is in a career-tech class off campus from the student's high school. During the field work, the teacher makes comments about the student's ability to keep up with their "stronger" classmates and voices concerns about the students' ability to do various physical tasks even though accommodations are in place and the student says they are doing OK. The student feels embarrassed to have their physical abilities doubted publicly as they are working hard to complete the assigned tasks.

REFLECTION QUESTIONS:

1. What implicit biases may have contributed to the teacher's behavior? (Please also see TIPP 3 for a further discussion of bias)
2. How did the teacher's language and behavior reinforce stereotypes that people with disabilities are less capable?
3. How could the teacher have provided constructive criticism which fosters improvement while avoiding micro-aggressions?
4. How could the teacher work with the administration in order to ensure a more accessible classroom environment?

TIPP 9:

Incorporate Social–
Emotional Skills and
Positive Coping

Social and emotional learning (SEL) is increasingly recognized as a critical component of academic and life success. In many schools, SEL has become part of a comprehensive strategy to strengthen students' academic performance, improve school and classroom climate, and lessen or prevent problematic behaviors such as bullying and peer harassment.

In a trauma-informed approach, **SEL is a core component of efforts to strengthen students' emotional regulation and conflict resolution skills**—areas that can be particularly challenging for children who have experienced trauma. Skill building through SEL is both a way to address specific needs and to strengthen relationships. Further, when students have opportunities to learn and practice skills together in a supportive classroom, the routine itself can bring students closer together.

It is critical that SEL be applied through an equity lens. The ways in which students relate to and socialize with others is influenced by the larger racial and cultural communities of which they are part. Thus, SEL should be a culturally adaptive process that resists a one-size-fits-all way of thinking. In that regard, the goal of SEL instruction is to base engagement of core social–emotional skills on an appreciation for how students' patterns of interaction are similar and different.

Applied through an equity lens, SEL involves teachers as co-learners who engage in reflection on how their own backgrounds, cultural practices, and biases shape their thinking about how students should communicate and behave. This reflection then should shape teachers' interactions with students.

TIPP 9:
Incorporate Social-Emotional Skills and Positive Coping

Strategies and Practices

1. **Equip all students with skills in emotional regulation and conflict resolution.**
   - Free Resources:
     - Article: "Got SEL? Teaching Students to Describe Emotions" by Lorea Martinez (Edutopia)
     - Article: "5 Ways to Teach Conflict Resolution Through Social-Emotional Learning" by Sara Potler LaHayne

2. **Provide opportunities for students to test and apply new skills without fear of being judged or evaluated.**
   - Role play is one way that this can be achieved.

3. **Reflect on personal identities and biases in relation to students' skills and interactions.**
   - This is closely tied to learning, reflecting, and acting on implicit biases (TIPP 3).
   - Emphasize the importance of teachers appreciating how each student's skills and patterns of interaction are similar and different.

4. **Observe and reinforce skilled interactions using an equity lens.**
   - Free Resources:
     - Web page: "Equity and SEL"
     - Issue brief: "Applying an Equity Lens to Social, Emotional, and Academic Development" from The Pennsylvania State University and the Robert Wood Johnson Foundation

   General Resources:
   - CASEL *Guide to Schoolwide SEL*; information available here
   - Article: "15 Activities for Teaching CASEL Core Competencies" from Waterford.org

Case 9

You are a teacher at a local middle school and assign a group presentation for your unit on biomes. The next day, you notice that some students are struggling to work together and to coordinate roles. In particular, you notice that white students are often talking over students of color.

REFLECTION QUESTIONS:

1. What biases are evident in this group's dynamics? How could you foster a safe learning environment that addresses implicit and explicit bias? (Please also see TIPP 3 for a further discussion of bias)

2. How do students' racial and cultural backgrounds influence group dynamics?

3. What steps could you take to center BIPOC (Black, Indigenous, and People of Color) students' voices in the classroom?

4. What type of opportunities could you provide to form and apply newly learned social emotional regulation and conflict resolution skills (e.g.: role playing, open discussions)?

TIPP 10:

Create A Support
System to Address
Emergent Needs

Although universal programs and practices are the foundation of trauma-informed schools, tiered supports and selective interventions must also be available to children who need them. The effective use of tiered interventions requires that schools develop protocols for assessing and quickly acting on student concerns, and developing strong working relationships with outside providers, including social workers and mental health practitioners, who have specialized knowledge of trauma and trauma care. Partnering with community agencies to provide wraparound services can bring needed expertise into schools and also lessen barriers to care outside of schools for historically underserved populations.

TIPP 10:

Create a Support System
to Address Emergent
Needs

Strategies and Practices

1. **Assess and identify students in need of additional trauma supports.**

2. **Develop protocols and procedures for implementing targeted supports to those in need.**
   - Establish open lines of communication to facilitate information sharing and consistency of response by mental health providers and school professionals for students in need.

3. **Partner with community agencies to enable wraparound services and supports.**
   - Possible partners include physical and mental health services; tutoring and other academic support programs; and family resources such as parent education, nutrition, and housing assistance programs.
   - If available, a resource manager, community-school director, or another similar individual can serve a critical coordinating role.

4. **Provide information to increase awareness of student and community needs.**
   - This begins with data collection and analysis of needs and is followed by disseminating necessary information.

   General Resource:
   - Guide: Community Schools Playbook: A Practical Guide to Advancing Community Schools Strategies; available for free here

Case 10

In your third-grade classroom, you notice that one of your students is wearing a long-sleeved shirt on a very warm day. When the girl rolls up her sleeves, you notice bruises all across her arms. You are very concerned, because last year you met multiple times with the school's social worker who brought up concerns about the student's home environment. However, this year, you have not been in touch with the school social worker as frequently since the social worker moved to a new office. As required by law, you file a report to Child Protective Services.

REFLECTION QUESTIONS:

1. What strategies could you use to identify students who may need additional trauma supports?
2. What protocols and procedures does your school have to implement targeted support to individuals, such as this student, who are in need?
3. How could you encourage more efficient and open communication between teachers, parents/guardians, mental health providers, and other school professionals?
4. What outside resources does your school provide for students in need? How could you foster close collaboration between your school and these organizations?

ADDITIONAL RESOURCES

WEBSITES

TIPPS Website
Developed by the creators of this guide, this website provides additional information regarding the TIPPS initiative at the University of Michigan School of Social Work.

Fostering Resilient Learners
From the authors of Fostering Resilient Learners, this website offers event and institute information, keynotes and professional development opportunities, coaching information, and other resources about trauma-informed teaching and developing resilience.

TraumaSensitiveSchools.org
Developed for the Trauma and Learning Policy Initiative, this website is a collaboration between Massachusetts Advocates for Children and Harvard Law School. It offers extensive background information and other resources regarding the development of and advocacy for trauma-informed schools.

BOOKS

Fostering Resilient Learners by Kristin Souers & Pete Hall
This book supports the cultivation of a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings.

Trauma Sensitive Schools: Learning Communities Transforming Children's Lives, K-5 by Susan E. Craig
This book provides K–5 education professionals with clear explanations of current research and practical, creative ideas to help children.

Help for Billy by Heather Forbes
This pragmatic manual guides educators and parents who care for children impacted by trauma. Using the neuroscience of emotions and behavior, it provides detailed, comprehensive, and logical strategies for teachers and parents.

VIDEOS

Getting Started with Trauma-Informed Practices (Edutopia)
This video provides a brief introduction to trauma-informed practices. It includes classroom video clips in addition to interviews with a teacher and trauma experts.

Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning (Edutopia)
This video is a case study of a school that implemented trauma-informed practices.

CONTRIBUTORS

Faculty

Todd I. Herrenkohl, PhD
Marion Elizabeth Blue Professor of Children and Families
University of Michigan School of Social Work

Alison Miller, PhD
Associate Professor
University of Michigan School of Public Health

Andria Eisman, PhD
Assistant Professor
Wayne State University College of Education

Elizabeth Davis, PhD
Professor
University of Michigan School of Education

Daicia Price, MSW
Clinical Assistant Professor
University of Michigan School of Social Work

Yatesha Robinson, PhD
Field Faculty
University of Michigan School of Social Work

Beth A. Sherman, MSW
Clinical Associate Professor
University of Michigan School of Social Work

Student Editors, Designers, and Investigators

Julia Ammer, Northwestern University

Jima Braynon, MSW, University of Michigan School of Social Work

Sunghyun Hong, MSW, University of Michigan School of Social Work

Rachel Jawad-Craley, MSW, University of Michigan School of Social Work

Jasmine Love, University of Michigan School of Social Work

Keyshawn McMiller, MSW, University of Michigan School of Social Work

Kira Raquet, MSW, University of Michigan School of Social Work

Alana Slavin, MSc, University of Michigan Medical School

Sara Stein, PhD, University of Michigan School of Social Work

Erika Sturgis, MSW, University of Michigan School of Social Work

Advisors

Steve Sukta, Michigan Department of Health and Human Services

Scott Martin, Michigan Department of Education

Leisa Gallagher, Michigan Department of Education

Christina Harvey, Michigan School Health Coordinators Association

Lauren Kazee, Mental Health Consultant

Paul Liabenow, Michigan Association of Elementary & Middle School Principals

Heidi Olivares, Van Buren Intermediate School District

Tom Richardson, Van Buren Intermediate School District

Community Partners

Community partners include the Michigan Department of Education, Michigan Department of Health and Human Services, Michigan School Health Coordinator Association, Michigan Association of Elementary and Middle School Principals

REFERENCES

Alberta Civil Liberties Research Centre (2020). Retrieved from http://www.aclrc.com/forms-of-racism

American Psychological Association (2012). Building your resilience.

Annie E. Casey Foundation. (2018). Supporting social-emotional learning with evidence-based programs. Retrieved from http://www.aecf.org/resources/supporting-social-emotional-learning-with-evidence-based-programs/

Appleyard, K., Egeland, B., van Dulman, M., & Sroufe, L. A. (2005). When more is not better: The role of cumulative risk in child behavior outcomes. Journal of Child Psychology and Psychiatry, 46(3), 235-245.

Balfanz, R., Byrnes, V., & Fox, J. (2015). Sent home and put off track: The antecedents, disproportionalities, and consequences of being suspended in the 9th grade. In D. J. Losen (Ed.), Closing the school discipline gap: Equitable remedies for excessive exclusion. New York, NY: Teachers College Press.

Balsam, K. B., Molina, Y., Beadnell, B., Simoni, J., & Walters, K. (2011). Measuring multiple minority stress: The LGBT people of color microaggressions scale. Cultural Diversity Ethnic Minority Psychology, 17(2), 163-174.

Baroni, B., Day, A., Somers, C., Crosby, S., & Pennefather, M. (2020). Use of the Monarch Room as an alternative to suspension in addressing school discipline issues among court-involved youth. Urban Education, 55(1), 153–173.

Barrett, N., McEachin, A., Mills, J. N., & Valant, J. (2018). Disparities in student discipline by race and family income. Retrieved from Tulane University: EducationResearchAllianceNOLA.org

Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school and community. Portland, OR: Northwest Regional Educational Laboratories, Western Regional Center for Drug-Free Schools and Communities.

Bethell, C. D., Davis, M. B., Gombojav, N., Stumbo, S., & Powers, K. (2017). Issue Brief: A national and across state profile on adverse childhood experiences among children and possibilities to heal and thrive.

Blodgett, C., & Lanigan, J. D. (2018). The association between adverse childhood experience (ACE) and school success in elementary school children. School Psychology Quarterly, 33(1), 137-146.

Bondy, E., & Ross, D. D. (2008). The teacher as warm demander. Educational Leadership, 66(1).

Bondy, E., Ross, D. D., Gallingane, C., & Hambacher, E. (2007). Creating environments of success and resilience culturally responsive classroom management and more. Urban Education, 42(4), 326-348.

Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. Pediatrics, 130(5), e1136–e1145.

Bremner, J. D. (2007). Neuroimaging in Posttraumatic Stress Disorder and other stress related disorders. Neuroimaging Clinics of North America, 17(4), 523–ix. doi:10.1016/j.nic.2007.07.003

Brooks, J. E. (2006). Strengthening resilience in children and youth: Maximizing opportunities through the schools. Children & Schools, 28, 69-76.

Butler-Barnes, S. T., & Inniss-Thompson, M. N. (2020). "My teacher doesn't like me": Perceptions of teacher discrimination and school discipline among African-American and Caribbean Black adolescent girls. Education Sciences, 10(44), 1-4. doi:doi:10.3390/educsci10020044

Centers for Disease Control and Prevention. (2014). Promoting safe, stable, and nurturing relationships: A strategic direction for child maltreatment prevention. Atlanta, GA: National Center on Injury Prevention and Control.

Centers for Disease Control and Prevention. (2014). Facts at a Glance 2014: Child Maltreatment. Atlanta, GA: National Center for Injury Prevention and Control, Division of Violence Prevention.

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. School Mental Health, 8(1), 144-162. Retrieved from <Go to ISI>://WOS:000370281000010

Chatterji, R. (2020). Fighting Systemic Racism in K-12 Education: Helping Allies Move From the Keyboard to the School Board. Retrieved from https://www.americanprogress.org/issues/education-k-12/news/2020/07/08/487386/fighting-systemic-racism-k-12-education-helping-allies-move-keyboard-school-board/

Christie, C. A., Jolivette, K., & Nelson, C. M. (2005). Breaking the school to prison pipeline: Identifying school risk and protective factors for youth Delinquency. Exceptionality, 69-88.

Crosby, S. D. (2015). An ecological perspective on emerging trauma-informed teaching practices. Children & Schools, 37(4), 223-230.

Davis, L. P., & Museus, S. D. (2019). Identifying and distrupting deficit thinking.

Sparks, S. D. (2020). Training Bias Out of Teachers: Research Shows Little Promise So Far. Retrieved from https://www.edweek.org/leadership/training-bias-out-of-teachers-research-shows-little-promise-so-far/2020/11

Dryfoos, J. G. (1994). Full service schools: A revolution in health and social services for children, youth, and families. San Francisco, CA: Jossey-Bass.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.

Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Stepny, C., & Ferrito, J. (2015). Integrating SEL with related prevention and youth development approaches. In J. A. Durlak, C. E. Domitrovich, R. P. Weisberg, & T. P. Gullotta (Eds.), The handbook of social emotional learning (pp. 33-49). New York, NY: Guilford.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., . . . Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine, 14(4), 245-258.

Finkelhor, D., Turner, H., Hamby, S., & Ormrod, R. (2011). Polyvictimization: Children's exposure to multiple types of violence, crime, and abuse. Retrieved from

Friedan, T. R. (2010). A framework for public health action: The health impact pyramid. American Journal of Public Health, 100(4), 590-594.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gardner, C. (2012). Morning meeting and science--A winning combination. Science and Children, 50(1), 60-64.

Gonzalez, T. (2012). Keeping kids in schools: Restorative justice, punitive discipline, and the school to prison pipeline. Journal of Learning & Education, 41, 281.

Grave, J., & Blissett, J. (2004). Is cognitive behavior therapy developmentally appropriate for young children? A critical review of the evidence. Clinical Psychology Review, 24(4), 399-420. doi:10.1016/j.cpr.2004.03.002

Greenberg, M. T., & Abenavoli, R. (2017). Universal interventions: Fully exploring their impacts and potential to produce population-level impacts. Journal of Research on Educational Effectiveness, 10(1), 40-67.

Halladay Goldman, J., Danna, L., Maze, J. W., Pickens, I. B., & Ake III, G. S. (2020). Trauma-informed school strategies during COVID-19. Los Angeles, CA, and Durham, NC.

Hambacher, E. (2017). Resisting punitive school discipline: perspectives and practices of exemplary urban elementary teachers. International Journal of Qualitative Studies in Education, 100.

Harper, K., & Temkin, D. (2019). Responding to trauma through policies to create supportive learning environments. (Publication 2019-15). Bethesda, MD.

Herrenkohl, T. I. (2011). Resilience and protection from violence exposure in children: Implications for prevention and intervention programs with vulnerable populations. In T. I. Herrenkohl, E. Aisenberg, J. H. Williams, & J. M. Jenson (Eds.), Violence in Context: Current evidence on risk, protection, and prevention (pp. 92-108). New York: Oxford University Press.

Herrenkohl, T. I., & Favia, L. (2015). Building resilience by teaching and supporting the development of social emotional skills and wellness in vulnerable children. In U. Kumar (Ed.), Handbook of Resilience: A Psychosocial Perspective: Taylor and Francis.

Herrenkohl, T. I., Hong, S., & Verbrugge, B. (2019). Trauma-informed programs based in schools linking concepts to practices and assessing the evidence. American Journal of Community Psychology, 64, 373-388

Hunter, R. G., Gray, J. D., & McEwen, B. S. (2018). The neuroscience of resilience. Journal of the Society for Social Work and Research, 9(2), 2334-2315.

International Institute of Restorative Practices. Time to think: Using restorative questions. Retrieved from https://www.iirp.edu/news/time-to-think-using-restorative-questions

Jagers, R., Rivas-Drake, D., & Borowski, T. (2018). Toward transformative social and emotional learning: Using an equity lens.

Jennings, P. A. (2019). The trauma-sensitive classroom. New York: NY: W.W. Norton & Company.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79(1), 491–525.

Jones, S., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. Sharing Child and Youth Development Knowledge, 26(4), 1-33.

Khasnabis, D., & Goldin, S. (2020). Don't be fooled, trauma is a systemic problem: Trauma as a case of weaponized educational innovation. Bank Street Occasional Paper Series, 43, 44-57. Retrieved from https://educate.bankstreet.edu/occasional-paper-series/vol2020/iss43/13?utm_source=educate.bankstreet.edu%2Focca-

sional-paper-series%2Fvol2020%2Fiss43%2F13&utm_medium=PDF&utm_campaign=PDFCoverPages

Kriete, R., & Davis, C. (2014). The morning meeting book. Turners Falls, MA: Northeast Foundation for Children, Inc.

Lipsky, L. v. D. (2009). Trauma Stewardship. Oakland, CA: Barrett-Koehler Publishers.

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence. Palo Alto, CA.

Mellom, P. J., Straubhaar, R. B., Alderas, C., Ariail, M., & Portes, P. (2018). They come with nothing: How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. Teaching and Teaching Education, 79, 98-107.

Merrick, M. T., Ford, D. C., Ports, K. A., Guinn, A. S., Chen, J., Klevens, J., Metzler, M., Jones, C.M., Simon, T.R., Daniel, V.M., Ottley, P., Mercy, J. A. (2019). Vital signs: Estimated proportion of adult health problems attributable to Adverse Childhood Experiences and implications for prevention — 25 States, 2015–2017. Morbidity and Mortality Weekly Report. Atlanta, GA.

Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of culturally responsive pedagogy and the impact on leadership preparation: Lessons for future reform efforts. International Journal of Educational Leadership Preparation, 11(1), n1.

Metzler, M., Merrick, M. T., Klevens, J., Ports, K. A., & Ford, D. C. (2017). Adverse childhood experiences and life opportunities: Shifting the narrative. Children and Youth Services Review, 72(141-149).

National Child Traumatic Stress Network. Trauma types. Retrieved from https://www.nctsn.org/what-is-child-trauma/trauma-types

NCTSN Core Curriculum on Childhood Trauma Task Force (2012). The 12 core concepts: Concepts for understanding traumatic stress responses in children and families. Core Curriculum on Childhood Trauma. Retrieved from Los Angeles, CA, and Durham, NC:

NCTSN Core Curriculum on the Developing Child (2010). Persistent Fear and Anxiety Can Affect Young Children's Learning and Development: Working Paper No. 9.

Priest, N., Paradies, Y., Trenerry, B., Truong, M., Karlsen, S., & Kelly, Y. (2013). A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. Social Science & Medicine, 95, 115-127. doi:https://doi-org.proxy.lib.umich.edu/10.1016/j.socscimed.2012.11.031

Rubie-Davies, C. M., Peterson, E. R., Sibley, C. G., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi:10.1016/j.cedpsych.2014.03.003.

Schaps, E. (2009). Creating caring school communities. Leadership, 38(4), 8-11.

Singh, G. K., Daus, G. P., Allender, M., Ramey, C. T., Martin, E. K., Perry, C., De Los Reyes, A. A., Vedamuthu, I. P. (2017). Social determinants of health in the United States: Addressing major health inequality trends for the nation, 1935-2016. International Journal of MCH and AIDS, 6, 139-164.

Skiba, R. J., Horner, R. H., Chung, C.G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. School Psychology Review, 40(1), 85-107.

Tavangar, H. S. (2017). Unlocking the secret of global education. Childhood Education, 93(6), 457-463.

Temkin, D., Harper, K., Stratford, B., Sacks, V., Rodriguez, Y., & Bartlett, J. D. (2020). Moving Policy Toward a Whole School, Whole Community, Whole Child Approach to Support Children Who Have Experienced Trauma. Journal of School Health, 90(12), 940-947. doi:https://doi.org/10.1111/josh.12957

Tenenbaum, H. R., & Ruck, M. D. (2007). Are teachers' expectations different for racial minority than European American students? A meta-analysis. Journal of Educational Psychology, 99(2), 253-273.

University of Memphis Engaged Scholar. Asset based community engagement. Retrieved from https://www.memphis.edu/ess/module4/page3.php)

van den Bergh, L., Hornstra, L., Denessen, E., & Voeten, R. W. (2010). The implicit prejudiced attitudes of teachers. American Educational Research Journal, 47, 497.

van Dernoot Lipskey, L. (2009). Trauma stewardship: An everyday guide to caring for self while caring for others. San Francisco, CA: Bertett-Koehler.

Walkley, M., & Cox, T. L. (2013). Building trauma-informed schools and communities. Children & Schools, 35(2), 123–126. Retrieved from http://doi.org/10.1093/cs/cdt007

Waxman, H. C., Gray, J. P., & Padron, Y. N. (2003). A review of research on educational resilience. University of California, Santa Cruz.

Wentzel, K. R., & Watkins, D. E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. School Psychology Review, 31(3), 366-377.

Winkler, J. L., Walsh, M. E., de Blois, M., Mare, J., & Carvajal, S. C. (2017). Kind discipline: Developing a conceptual model of a promising school discipline approach. Evaluation and Program Planning, 16, 15-24.

Wolpow, R., Johnson, M. M., Hertel, R., & Kincaid, S. O. (2009). The heart of learning and teaching: Compassion, resiliency, and academic success. Washington State Office of Superintendent of Public Instuction (OSPI).

Wright, M. O. D., Masten, A. S., & Narayan, A. J. (2013). Resilience processes in development: Four waves of research on positive adaptation in the context of adversity. In S. Goldstein & R. B. Brooks (Eds.), Handbook of Resilience in Children (pp. 15-37). New York, NY: Springer.