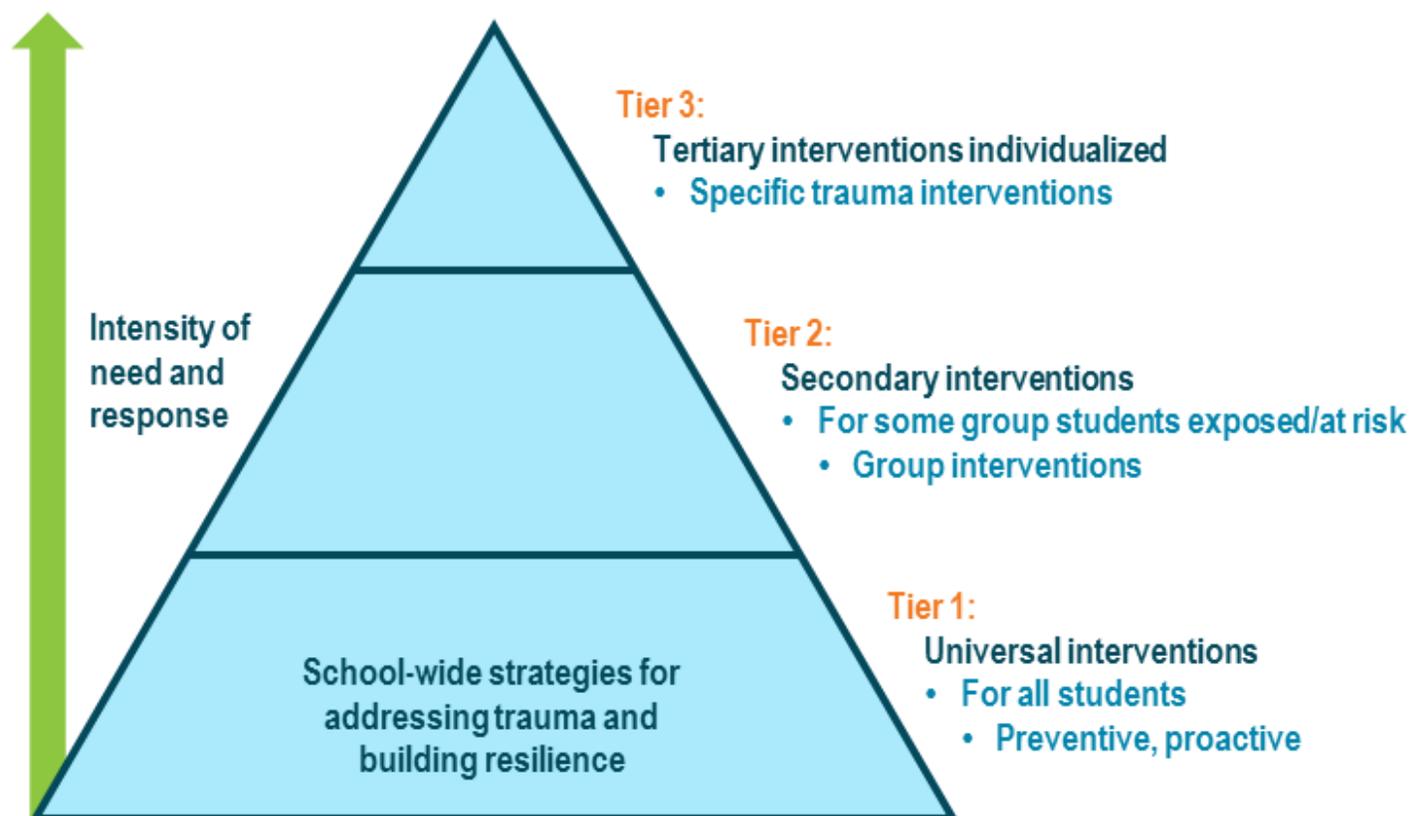




## 6. Guidelines for Adopting a Multitiered Approach to Addressing Trauma

Student services staff members play a critical role in supporting universal trauma-sensitive practices and ensuring that students have access to more intensive, trauma-specific supports and that these intensive supports are provided in a trauma-sensitive manner. You can use this guide to learn strategies for supporting a multitiered, trauma-sensitive approach.

Student services staff refers to school counselors, social workers, psychologists, psychiatrists, or other mental health providers who coordinate and/or provide support for students exposed to trauma.



# Strategies for Supporting Trauma-Sensitive Schools

Consider how you currently support the interventions outlined below. Identify those practices that you would like to more fully integrate into daily practice at your school. Determine what the next steps would be for you to adopt new practices as an individual and across the student services department.

## Tier 1: Universal Interventions

For each practice, rate your effort as to whether you:

1–Do this well 2–Could do better 3–Want to do it

	Educate school staff about trauma and its effects on students, staff, and schools (trainings, informal consultation, team meetings, student review and pre-referral meetings).
	Educate school staff about mental health and trauma-related mental health challenges.
	Educate school staff about cultural variations in responses to trauma.
	Support whole-school strategies for integrating trauma knowledge and trauma-informed principles in classrooms and throughout the school.
	Provide strategies for trauma sensitivity tailored to staff according to role (e.g., teacher, administrator, support staff).
	Support whole-school approaches to crisis, discipline, and behavior management that are aligned with trauma-sensitive principles.
	Support school staff in identifying and reducing potential triggers or re-traumatizing practices.
	Support universal programs for social and emotional learning in key areas of self-awareness, self-management, social awareness, relationship skills, and decision making.
	Support universal practices related to cultural awareness and responsiveness.
	Work with school teams to integrate a trauma-informed approach with other initiatives or frameworks, such as PBIS (positive behavioral interventions and supports).
	Support school staff and administrators in identifying and implementing individual and schoolwide strategies to support staff self-care.