



TRAUMA-INFORMED CARE IMPLEMENTATION

Toolkit for Schools and Educators

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“ Resilience does not mean that children ‘get over it.’ It does mean that the caring adults in their lives have a lot of power to buffer, rather than cement, the effects of toxic stress.

- Amanda J. Moreno, Ph.D., Erikson Institute

Why Trauma-Informed Care

The primary mission of school is to support all students with educational achievement, thereby preparing young people to be successful adults. To accomplish this, all students need to feel safe, supported, and have the ability and opportunity to learn. Even with high-quality curriculum and instruction, not all students can engage optimally and/or effectively learn. In many cases, this is because adversity and trauma have affected a child's brain development, in ways that inhibit self-regulation and impact executive functioning.

By understanding the effects of Adverse Childhood Experiences (ACEs) and trauma, school systems can respond collaboratively and effectively to the root causes of student learning and behavior barriers. Being Trauma Informed can empower schools to move beyond siloed disciplinary and academic responses, to see and empathize with the student as a whole person.

Together, we can buffer students from the effects of adversity and toxic stress, provide opportunities to learn and practice new skills, and connect students and families with resources that promote resilience and healing.



Who We Are

Our CCN Regional Trauma-Informed Care team consists of dedicated and passionate individuals from colleges, county government, health care, social care, human services, and schools spanning across Care Compass Network's 9-county region in the Southern Tier and beyond.

As a regional network, we value and support the implementation and adoption of trauma-informed care principles. We believe that practicing trauma-informed care takes into account a holistic person-centered approach that can help break the cycle of negative impact caused by trauma.

We envision a resilient community built upon strong partnerships, trust, and compassion.

Our mission is to implement evidenced-based, trauma-informed care by supporting the development of resilient and strong partnerships, individuals, families, and communities through advocacy, education, and empowerment. A core strategy to bring this to fruition is to create and promote access, availability of training, educational tools, and resources for our community.



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**Creating a new
narrative for our
children and
community**



~~IM~~ POSSIBLE

Getting Started

Getting Started

1. Evaluating your district/organization's readiness
 - Assemble the Core Implementation Team

2. Pre-Implementation:

4 Step Process:

Step 2a: **Why** are we looking at this issue?

Step 2b: **What** are we looking for?

Step 2c: **How** do we find it?

Step 2d: **What** do we do once we have found it?

3. Implementation

4. Sustainability

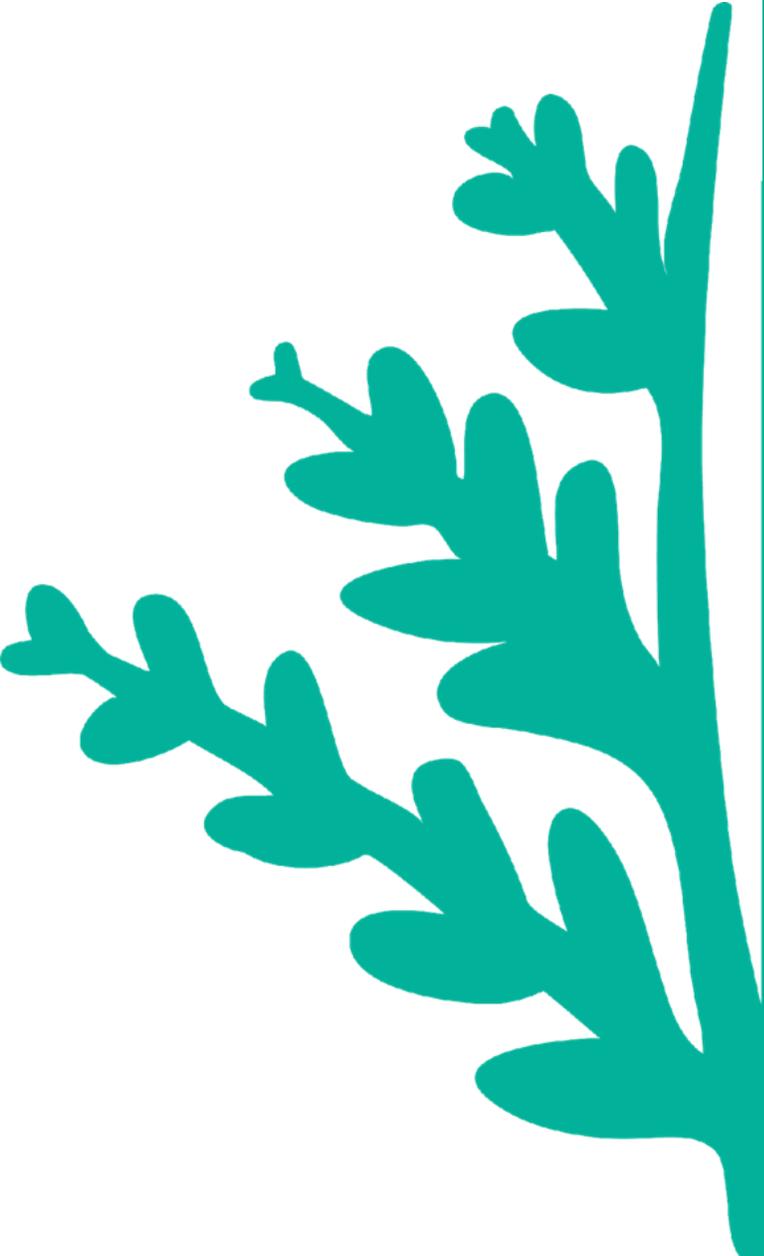
5. Resources/Tools



Important

As you evaluate your district/ organization's readiness based on the key components, it may not be feasible to roll out an organization-wide implementation.

If this is the scenario and you have leadership support, you may want to consider conducting a pilot.



STEP Evaluating your district/
ONE organization's readiness

Evaluating your Organization's Readiness for Trauma-Informed Care

STEP ONE

Below are the key components that need to exist within your organization/school/district in order for any new process or implementation to be successful.



Next Steps...

Assemble the Core Implementation Team

Do you have?

- A champion that recognizes the importance of the issue and is able and willing to move it forward
- A significant number of staff, including administration, counselors, teachers, assistants, therapists, and support staff who are willing and able to support the change
- An organizational environment that supports open, honest questions, feedback and confidentiality
- Opportunities to train staff prior to, during, and after implementation
- Senior Leadership engagement and support
- Established goal and/or vision (e.g. what do you want to accomplish)
- Financial resources to support the change
- Established relationships with community resources to establish referral pathways
- Assistance to reduce secondary traumatic stress and burnout of staff
- A commitment to build and hire for resiliency in the workforce

 Check it off as you move along!

Assemble Your Core Implementation Team

Once your district/organization has agreed to move forward, assembling your core implementation team is critical.

Considerations:

Who should be included in this team? Champions, Trainers, Teachers, Paraprofessionals, Counselors, Related Services Providers, Support Staff, families and individuals with lived experiences...

- The team works together to operationalize and champion the cause and support the implementation at the ground level.
- The team should not be more than 5-6 people. Additional Subject Matter Expertise can always be added as the need is identified.
- The core team also works on mitigating the risks, identifying solutions, and implementing any needed change.
- The core team **is** trained initially on Trauma-Informed Care 101 or ACEs 101 and PDSA.



Useful Tools



Successfully Implementing Transformational Change in Education - [Download](#)

Building Your Project Team – [Click to Access Link](#)

Trauma-Sensitive Schools Implementation Guide – [Click to Access Link](#)

NIRN Active Implementation Hub – [Click to Access Link](#)

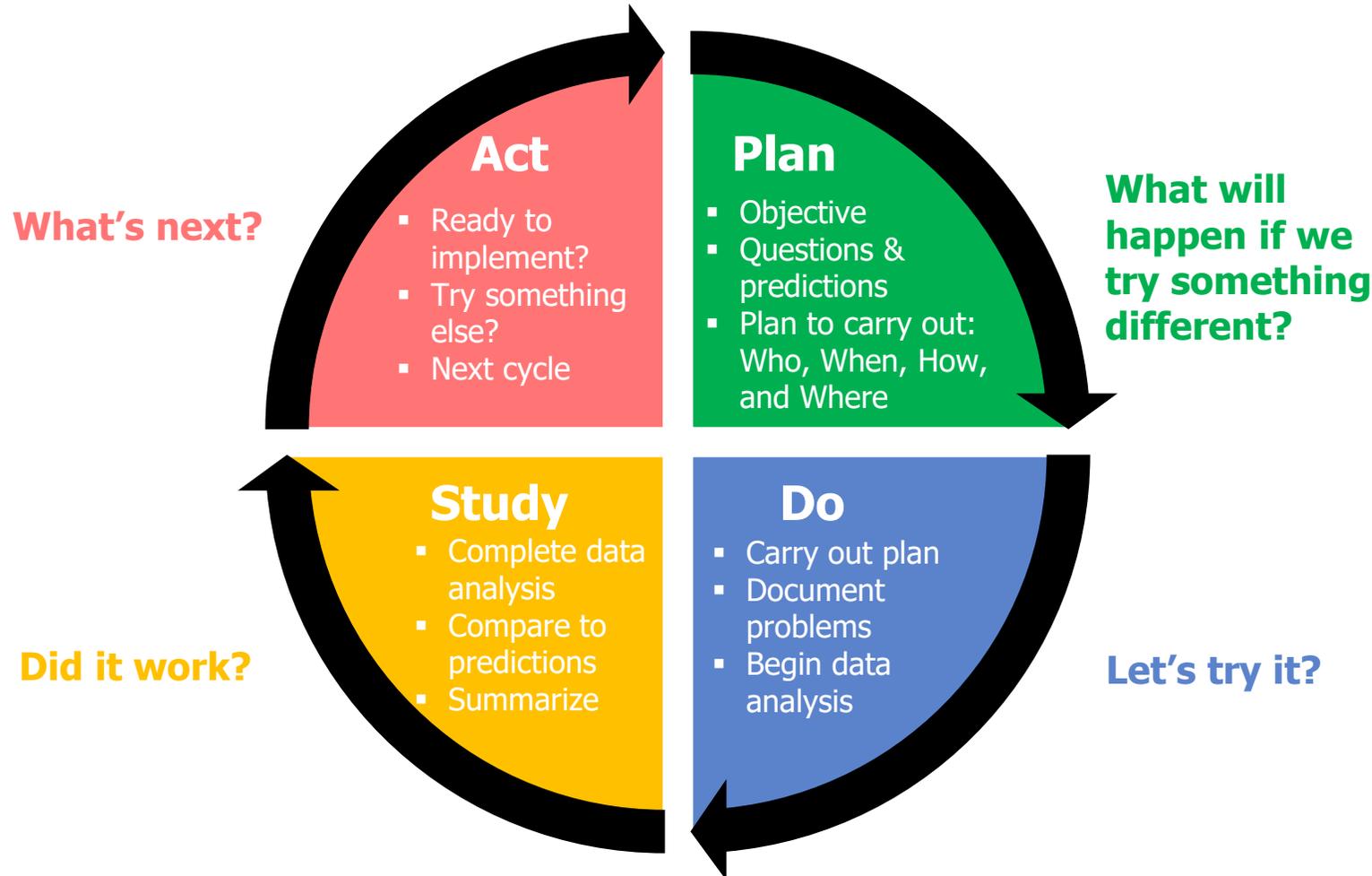
Watch Video:



[Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth](#)

Plan Do Study Act Cycle Training

The PDSA Cycle for Learning and Improvement



Watch Video:



[PDSA \(Plan Do Study Act Cycle\) Video Part 1](#)

Evaluating your organization: Readiness Assessment



Readiness Assessment Survey results will determine any missing key components necessary to support change. These results are an opportunity to develop and create action plans addressing gaps/ opportunities. Organizations should openly discuss and prioritize these identified gaps prior to entering the pre-implementation stage.

- The Core Team selects the Readiness Assessment Survey
- The Core Team administers the Readiness Assessment Survey to all employees
- Collect, Review and share results
- Results will drive the consideration of a pilot vs an organization wide implementation
- Address the gaps/ opportunities



Useful Tools

The **T**rauma **R**esponsive **U**nderstanding **S**elf-Assessment **T**ool for **S**chools (TRUST-S) is a strength-based organizational self-assessment that provides educational settings with a point in time “snapshot” of where they are in their journey towards becoming more trauma-sensitive and informed – [Click to Access Link](#)



Trauma-Informed Organizational Survey - [Download](#)

Evaluating your district/organization: **Addressing Gaps/Opportunities**

Next Steps...

- Map out current organizational workflow
- Identify gaps/opportunities from the Readiness Assessment Survey
- Prioritize the gaps/opportunities
- Involve administration/staff to help select the top 3 gaps/opportunities
- Develop Action Plans**
- Implement the Action Plans**
- Monitor and evaluate the Action Plans**



Useful Tools

PDSA (Plan, Do, Study, Act) Cycle
– [See Slide 12](#)



Institute for Healthcare
Improvement PDSA Worksheet -
[Download](#)



SMART Action Planning Worksheet
- [Download](#)

S.M.A.R.T Action Planning Example

SPECIFIC (and strategic)

State specifically what you want to accomplish (*Who, What, Where, When, Why*)

MEASURABLE

How will you demonstrate and evaluate the extent to which the action has been met?

ATTAINABLE

Actions are realistic, reasonable, and can be done in a specific time frame

RELEVANT (results oriented)

How does the actions tie into your key responsibilities and objectives?

TIME FRAME

Set 1 or more target dates to guide the actions to successful and timely completion (includes deadlines, dates, and frequency)



Key Considerations for Monitoring Progress

- What part of the plan worked well?
- What didn't work well?
- What was surprising?
- What assumptions did you make that were accurate and not accurate?
- Do you need to do things differently?
- Do you need to put the next action steps on hold until you make needed changes?
- If it is too early to tell what needs to change? Should we continue the process and give it more time?



STEP Pre-Implementation **TWO**

Pre-Implementation



Useful Tools

STEP TWO

How to Begin: To help your district/organization begin the process of choosing to implement trauma informed care, answering the following 4-step process will help guide your decision-making.



Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools – [Download](#)



SAMHSA - Concept of Trauma and Guidance for a Trauma-Informed Approach - [Download](#)

Massachusetts Advocates for Children – Trauma & Learning Policy Initiative – [Click to Access Link](#)

New York State Trauma-informed Network – [Click to Access Link](#)

Trauma Informed Positive Behavior Support - Child Trauma Toolkit – [Click to Access Link](#)

Step 2a: Why are we looking at this issues?

Step 2b: What are we looking for?

Step 2c: How do we find it?

Step 2d: What do we do once we have found it?

*Source: American Academy of Pediatrics: Addressing ACEs and Other Types of Trauma in a Primary Care Setting

Step 2a: 'Why' are we looking at this issue?

Once your district/organization agrees to 'pilot' or implement trauma-informed care, assessing and determining the 'why' you are supporting the use of trauma-informed practices will help the team be engaged and understand their role in trauma-informed care.

Questions that will need to be answered:

- Why bother implementing this?
- What is the science to support this transformation?
- How does this impact my role and responsibilities?



Watch Video:

[Trauma-Informed School: Why Should I care?](#)



Important

Education across all staffing levels is critical.

The **GOAL** is to help the team understand the impact of moderate to high Adverse Childhood Experiences and/or other trauma can have on a person's **physical and mental health, wellbeing, self-regulation, learning, and future successes.**

Step 2a: Understanding the 'Why'

– Training Resources

Recommended Core Trainings

- ❑ Trauma Informed Skills for Educators Webinars
 -  Trauma 101 – [Watch Webinar #1](#)
 - Trauma-Responsive Skills and Strategies – [Watch Webinar #2](#)
 - Creating a Trauma-Responsive MTSS Framework – [Watch Webinar #3](#)
 - ❑ CDC Preventing ACEs Online Modules
 -  Module 1: Introduction – [Watch Video](#)
 - All Online Modules – [Access Videos](#)
 - ❑ CTAC – Foundations of Trauma-Informed Care - lms.ctacny.org

These self-paced learning modules are intended to provide an on-boarding and basic, universal information about Trauma-Informed Care (TIC) that can be used across the social care/ human service sectors (e.g. health, behavioral health, child welfare, etc.)

Click [here](#) step-by-step directions on how to register in order to access training videos
-
- ❑ Multi-tier System of Supports (MTSS) 101 – [See Slide 22](#)
 - ❑ Positive Behavior Interventions and Supports (PBIS) – [See Slides 23 to 26](#)
 - ❑ Functional Behavioral Assessment/ Behavior Intervention Plans – [Click to Access Training Module](#)
 - ❑ Youth & Adult Mental Health First Aid – [Click to Access Training](#)
 - ❑ 5 Protective Factors Framework – [Click to Access Website](#)
 - ❑ Trauma Responsive Educational Practices (TREP) Educator – [Click to Access Courses](#)
 - ❑ Enough Abuse Campaign -[Click to Access Website](#)

Step 2a: Understanding the 'Why' – Training Resources

 The following videos and TEDTalks have been selected as tools and resources to educate, engage and promote the importance of Trauma-informed care practices.



“How childhood trauma affects health across a lifetime” with Nadine Burke Harris, MD

Pediatrician Nadine Burke Harris explains that the repeated stress of abuse, neglect, and parents struggling with mental health or substance use issues has real, tangible effects on the developing brain.

[Watch Video](#)



“Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning”

A strong focus on relationships, social and emotional learning, and understanding students’ mental health informs how Fall-Hamilton’s staff interacts with students.

[Watch Video](#)

“InBrief: What is Resilience” by the Center on the Developing Child at Harvard University

The science of resilience can help us understand why some children do well despite serious adversity. Resilience is a combination of protective factors that enable people to adapt in the face of serious hardship, and is essential to ensuring that children can still become healthy and productive citizens.

[Watch Video](#)

Step 2a: Understanding the 'Why' – Training Resources

 The following videos and TEDTalks have been selected as tools and resources to educate, engage and promote the importance of Trauma-informed care practices.

“InBrief: How Resilience is Built” by the Center on the Developing Child at Harvard University

Children are not born with resilience, they learn through interaction of biological systems and protective factors in their environment. Building resilience takes supportive relationships with parents, coaches, teachers, caregivers, and other adults within the community.

[Watch Video](#)

“The Fight Against Teen Suicide Begins in the Classroom” with Brittni Darras

Following the suicide of one student and an attempted suicide by another, high school teacher Brittni Darras realizes that just watching for the signs isn't enough. But how do we tackle the complicated and insurmountable problem of teen suicides? The answer is surprisingly simple.

[Watch Video](#)

“What Adolescents (or Teenagers) Need to Thrive” with Charisse Nixon

Charisse Nixon is a development psychologist who studies at risk behavior as well as protective factors among children and adolescents. According to Nixon, we know that kids and adults are suffering. Nixon shares her ideas on how we can help our youth build those meaningful connections

[Watch Video](#)

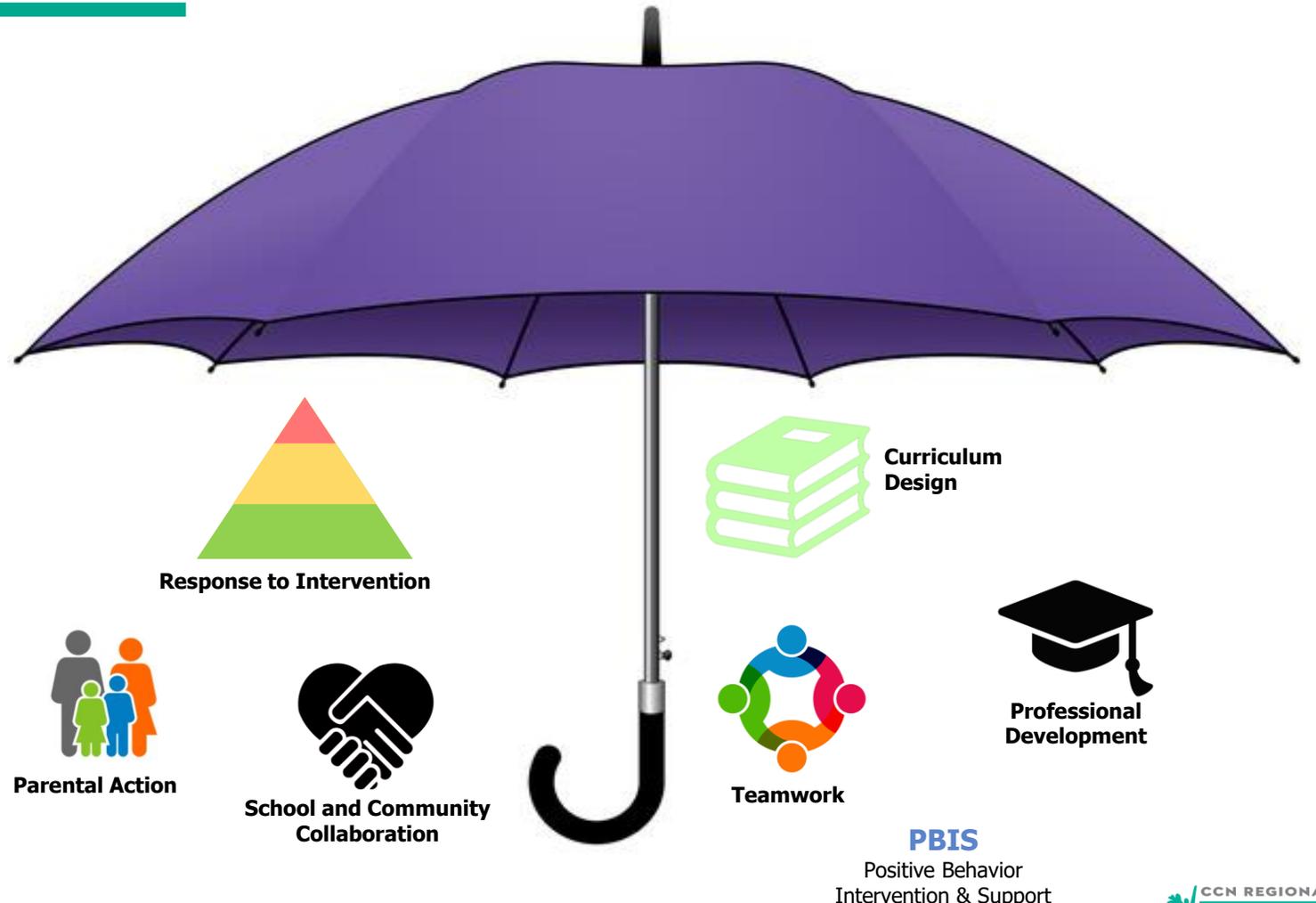
Step 2a: Understanding the 'Why' – Trauma-Focused Interventions and Strategies

A Multi-Tier System of Supports (MTSS) a 3-tiered, umbrella approach that includes academic systems and Positive Behavioral Intervention Supports (PBIS) that support students and school faculty achieve academic success.



Watch Videos:

[Four Reasons Why SEL is so Important Right Now](https://www.youtube.com/watch?v=...)
from Committee for Children



*Source: CSULA <https://cedar.education.ufl.edu/mtss-udl-di-dev/MTSSchapterStart.html#compareMTSSrti>

Step 2a: Understanding the 'Why' – Trauma-Focused Interventions and Strategies

Academic Instruction

Intensive, Individual Interventions

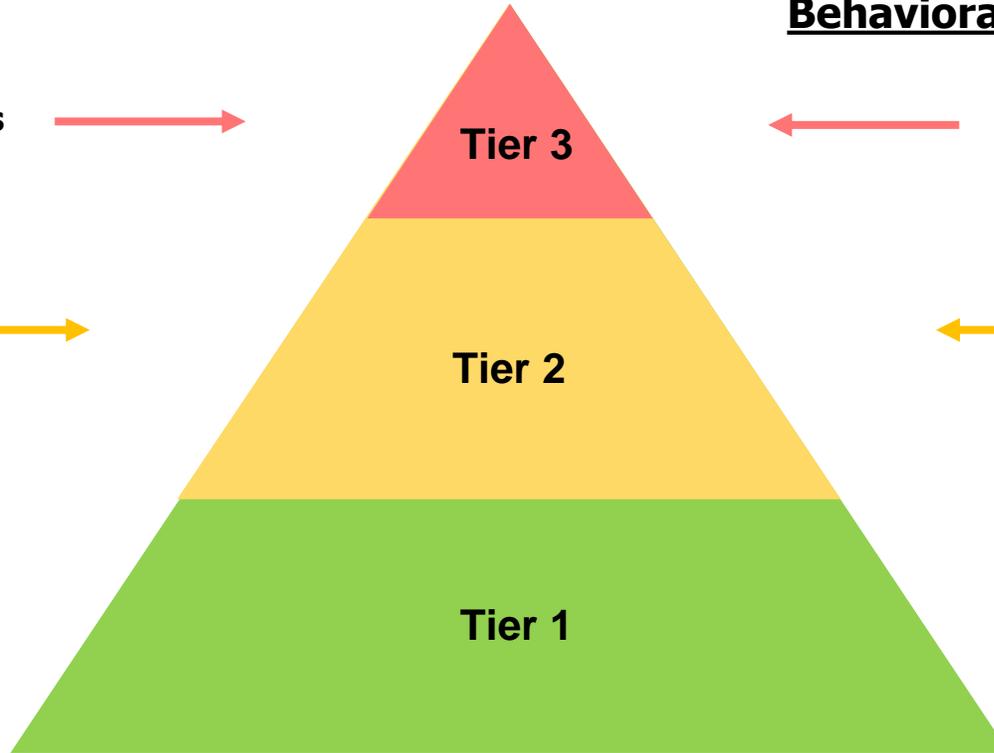
- Assessment-based

Targeted Group Interventions

- At-risk students
- High efficiency
- Rapid responses

Universal Interventions

- All settings, all students
- Preventative and proactive



Behavioral Instruction

Intensive, Individual Interventions

- Assessment-based

Targeted Group Interventions

- At-risk students
- High efficiency
- Rapid responses

Universal Interventions

- All settings, all students
- Preventative and proactive

*Source: Richmond Community Schools http://www.richmond.k12.mi.us/parents/multi-tiered-systems-of-support_m_t_s_s



Watch Videos:

[PBIS in Action](#) from EGUSD Culturally Responsive PBIS
[Interconnected Systems Framework #3: Integrating School Mental Health and PBIS](#) from SAMHSA

LEARN MORE:

[Getting Started](#): Center on PBIS



Step 2a: MTSS Strategies and Resources – Tier One

Sample Strategies

- Clearly define, model, and teach positive behavior expectations, with an opportunity for all students to practice skills in school (e.g. classrooms, hallways, cafeteria, recess, etc.).
- Implement a school-wide system for acknowledging and rewarding positive behavior (e.g. seen doing something good).
- Identify common values and guidelines school-wide.
- Develop social/ emotional understanding and skills.
- Promote and strengthen students sense of belonging and ownership.
- Maintain adaptive and consistent routines to promote positive adjustment at home and at school.
- Parenting skills and behavior management to develop and improve healthy relationships and improve child behavior.
- Advocate on behalf of students to improve support and functioning.
- Screen to identify high-risk students.
- Triage to different levels and types of interventions to match students to the interventions that will most likely benefit based on needs.

Resources



Videos to Watch:

[Childhood Trauma: What Every Teacher Needs to Know](#)

[Toxic Stress and the Brain with Cynthia Hall](#)



Educational Games:

[My Feelings Game](#)

[Social Emotional Games NoWaries S.T.O.R.M.](#)

[Mad Dragon: An Anger Control Card Game](#)

[Go Fish: Swimming Toward Self Control](#)

*Source: Hollywood High School https://www.hollywoodhighschool.net/apps/pages/index.jsp?uREC_ID=620742&type=d&pREC_ID=1094863



Step 2a: MTSS Strategies and Resources – Tier Two

Sample Strategies

- Parent and student conferences, reflective behavior journaling, behavior contract, small group social skills, and emotion management instruction.
- A small group of students will require more intensive intervention in order to consistently follow behavioral expectations.
- Interrupt harm being caused, enable and encourage students to resolve differences in caring and respectful ways and build social-emotional capacity through empathy and responding to harm (e.g. have restorative conversations and dialogues, do problem solving circles, hallway conferences, etc.).
- Teach/ Practice emotional regulation skills to strengthen coping skills to help enforce teachings.
- Teach safety skills to promote safety.
- Psychoeducation about post-traumatic stress reactions and grief reactions to strengthen coping skills.
- Teach relapse prevention skills to maintain success over time.

Resources



Videos to Watch:

[Childhood Trauma: What Every Teacher Needs to Know](#)

[Toxic Stress and the Brain with Cynthia Hall](#)



Educational Games:

[My Feelings Game](#)

[Social Emotional Games NoWaries S.T.O.R.M.](#)

[Mad Dragon: An Anger Control Card Game](#)

[Go Fish: Swimming Toward Self Control](#)

*Source: Hollywood High School https://www.hollywoodhighschool.net/apps/pages/index.jsp?uREC_ID=620742&type=d&pREC_ID=1094863



Step 2a: MTSS Strategies and Resources – Tier Three

Sample Strategies

- A small number of students will require the most intensive interventions to progress towards mastery of behavioral skills.
- Individualized positive behavior support plans, individualized counseling with a focus on emotion management and empathy building, crisis intervention, threat assessment, and restitution.
- Intensive interventions help repair harm, hold students accountable, help them reintegrate with their classmates, and rebuild relationships, through restorative practices, circles, and restorative group conferences.
- Incorporate Motivational Interviewing to engage students/ families.
- Assess, conceptualize, and develop treatment planning/ interventions to the needs, strengths, circumstances, and goals of the student/ family.
- Construct a trauma narrative to reduce post-traumatic stress reactions.
- Monitor, evaluate, and adjust treatments based on progress and needs.

Resources



Evidenced-based Treatments to Address Trauma

[Trauma-Focused Cognitive Behavioral Therapy \(TF-CBT\)](#) – a conjoint child and parent psychotherapy model that uses a systematic, gradual approach

[Parent-Child Interaction Therapy \(PCIT\)](#) – for children and their parents where a therapist coaches the parent in specific skills and helps them foster a warm, secure relationship while setting limits.

[Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\)](#) – trauma-specific approach designed for delivery in school settings by a mental health professional.

[Child-Parent Psychotherapy \(CPP\)](#) – intervention model for children aged 0-5 who have experienced at least one traumatic event and/or experiencing mental health, attachment, or behavioral problems.

[Alternatives for Families: A Cognitive Behavioral Therapy \(AF CBT\)](#) – designed to improve the parent/ child relationship and address both the risk factors and consequences of physical, emotional, and verbal aggression.

*Source: Hollywood High School https://www.hollywoodhighschool.net/apps/pages/index.jsp?uREC_ID=620742&type=d&pREC_ID=1094863

Step 2b: 'What' are we looking for?

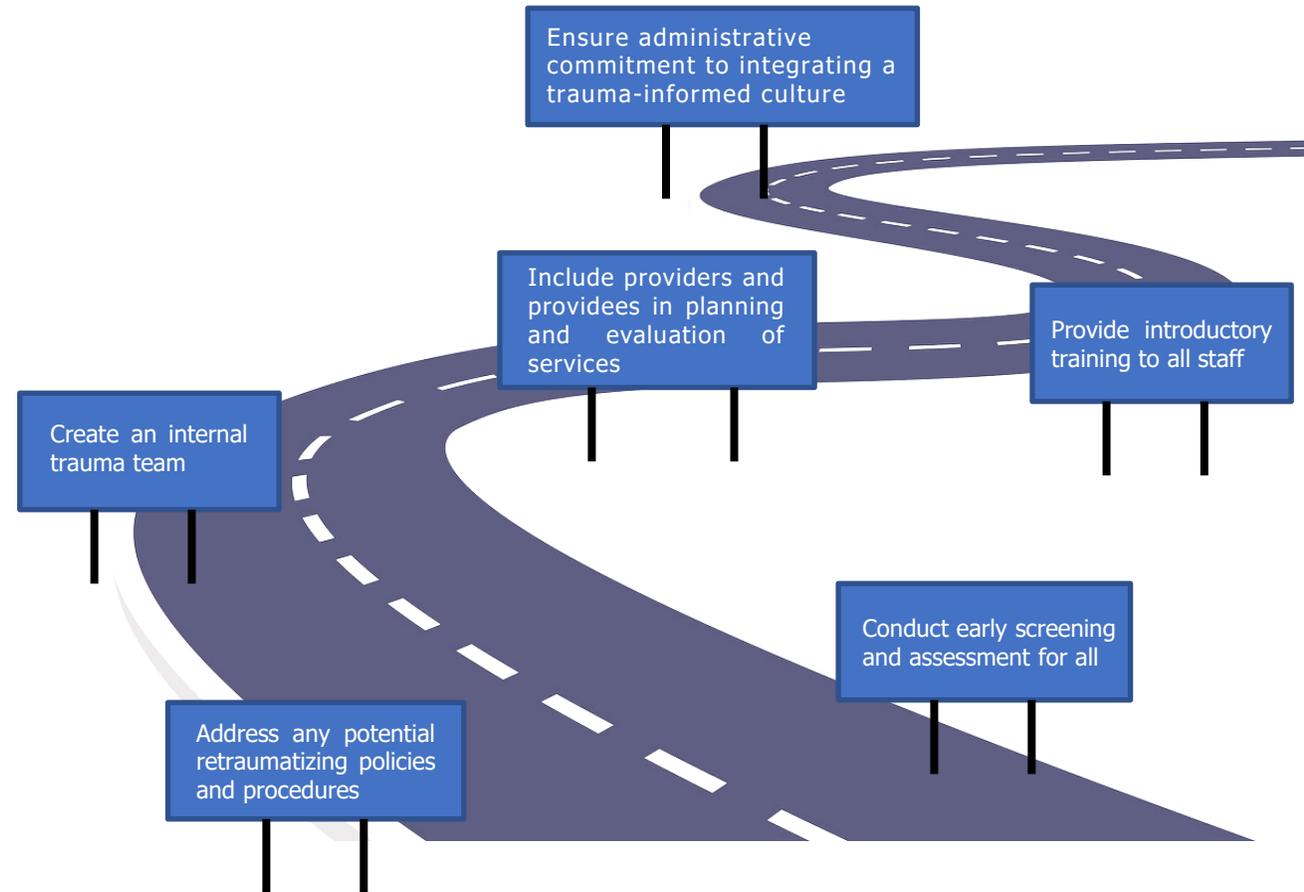
Once your district/organization has made the decision to implement, you will need to determine what you will do procedurally.

The following websites include guides, rubrics, and tools to support the implementation of social emotional focused strategies, curriculums, and resources.

Social and Emotional Learning – CASEL Schoolguide – [Click to Access Website](#)

Mental Health, Trauma, and Wellbeing from CASEL – [Click to Access Website](#)

THE ROAD TO TRAUMA-INFORMED CARE



Step 2c: 'How' do we find it?

Your district/organization will determine the following:



What evidence-based screening tools will be utilized? Or Tier Levels?

Questions to consider:

- What tools are you utilizing to screen students? ASQ?
- Who are your current clients/students/families?
- What types of trauma are presenting?



How will it be administered?

Questions to consider:

- Who currently is conducting many of the mandatory assessments?
- Direct child/parent interview (written or verbal)?
- Patient/Child/Parent self-directed questionnaire?



How to document the results and who will respond?

Questions to consider:

- Who will score this? Where do we document?
- Who will address the trauma identified?
- What resources are in house?
- Who can we refer to outside of our organization?



What follow-up care will be provided?

Questions to consider:

- How will we ensure appropriate follow up is completed?
- How can/do we ensure the safety of the parent/ child/ family if abuse is identified?
- Are there unmet needs that we can partner with other community organizations?

Step 2c: 'How' do we find it?

Next Steps...

- ❑ Create and adopt an organizational Trauma-Informed Care policy
- ❑ Create/align new screening policies and protocols for the selected **students**, frequency of screening, appropriate treatment/follow-up care, documentation, and outlining which team members are responsible at each touchpoint
- ❑ Standardizing language and approaches
- ❑ Consider strengthening and building community partnerships to develop a process for “warm handoffs” for the students, families, and staff once a need has been identified



Useful Tools



Trauma Informed Care Policy and Procedure Framework Sample - [Download](#)



Refer to the next slide: Systems Approach to Building Resilience and Health as you are mapping out your follow-up care, treatment, and recommendations. We often forget there are others who are working towards the same goals.

Step 2c: Systems Approach to Building Resilience and Health



Preventative Protective Factors:

- **Supportive family environment and social networks**
- **Concrete support for basic needs**
- **Nurturing parenting skills**
- **Parental employment, education, trainings**
- **Adequate housing**
- **Access to health care and social services**
- **Friendships, mentorship, volunteerism, community involvement, and participation**
- **Access to food and nutrition**
- **Cooking, gardening, sewing training/skills ...etc.**
- **Resilience skills development**
- **Coping, self-regulation, mindfulness, and meditation**



Additional information can be found on the [CDC](#) website, [SAMHSA](#) website, and the [Child Welfare Information Gateway](#) website.

*Source: Strong children wellness – Dr. Nicole Brown DOH Commissioner’s Medical Grand Rounds

Step 2d: 'What' do we do once we found it?

Before screening or if you are using the three-tiered model, your district/organization needs to determine the following:

Questions to consider:

- What resources/services/treatments do you currently provide to families/consumers?
- Are there natural referral pathways that are currently in place or do you need to expand your relationships?
- What do the students/clients/children/families want or need?
- Other needs and resources that we should explore?
- Do we need to foster greater partnerships and collaborations with outside agencies?



Watch Video:

[Being Trauma-Informed Makes a Difference](#)



Next Steps...

1. Create a resources guide/list for the client/ children/ families
2. Review the list prior to moving to the implementation stage

Resources to Consider:

 [Trauma-Informed & Resilience Toolkit - Download](#)

211 programs

Child abuse hotlines

Local department health services

Evidence-based parenting groups/resources

Faith based organizations

Primary Care

Project TEACH

Family Resource Centers & Home Visiting Programs



Step 2d: Formalizing Your Implementation Plan

Once your district/organization has brainstormed and answered the questions on the previous pages, you'll need to:

- Map out the proposed procedures (i.e. Visio is a good mapping tool)
- Create follow up/documentation guidelines based on evidence-based screens that you selected as a team
- Create a resources guide/list for the student and family
- Create cheat sheets as a reference guide for the team
- Select metrics, student, parents, families, and staff feedback surveys and data that your team will be monitoring to measure success and impact



Useful Tools



Client/Student/Community Survey -
[Download](#)



Metrics to Consider

1. Number of completed screenings/ number of screenings offered
2. Number of students with positive screen
3. Number of students who were connected or warm handoff to treatment
4. Number of students who refused screening
5. Service feedback surveys



**STEP
THREE** Implementation

Implementation: Training Your Team

STEP THREE

Once your district/organization has completed the 4-step pre-implementation process, you will be ready to start the implementation process.

The core implementation team provides trainings to the organization or pilot team on the following:

- Workflows
- Screening guidelines
- Screening documentation
- Appropriate follow-up care
- Available treatment approaches
- Community resources
- Appropriate referral pathways based on identified needs



Next Steps...

- Determine the meeting frequency as a core team to study, support, and identify challenges and barriers
- Determine who will be tracking and capturing data
- Share your successes



Practice Gratitude!

Allocate the first 5-10 minutes of the meeting to share what you are thankful for, what went well, what makes you happy, and what motivates you?



STEP Sustaining Your Work
FOUR

Sustaining Your Work

STEP FOUR

Sustainability is not linear and should be something that is considered fluid. It may fluctuate between implementation and sustainability concepts

- ❑ **Monitoring and Evaluation:** Support continuous process improvement using the PDSA Cycle
- ❑ **Leadership and Champion Engagement:** Support the implementation of solutions to accomplish the goals
- ❑ **Professional Development and Training:** Support ongoing trauma-informed, self-care, and managing secondary trauma trainings
- ❑ **Hiring and Orientation:** Standardize and adopt TIC principles: interviewing, hiring, orienting, supervision, and performance management
- ❑ **Collaborations and Partnerships:** Work alongside your team and communities to brainstorm ideas and possible solution
- ❑ **Costs/Payment/Reimbursement Considerations:** Explore avenues for fiscal support to continue the work

Sustaining Your Work

A district/organization must be intentional and role model positive behavior that supports the trauma-informed care mission and vision.

Next Steps...

- Meet frequently
- Standardize policies and procedures: employee handbook, performance review
- Incorporate Trauma-Informed Care in service trainings
- Reinforce self care and resilient strategies by positive role modeling
- Review your Response To Intervention process annually
- Annually review your Functional Behavioral Assessments/ Behavioral Intervention plans



Watch This SUCCESS Video:

[Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning](#)



Useful Tools



NCBH Trauma-Informed Care interview questions - [Download](#)

Professional Quality of Life Measures – [Access Link](#)



NCTSN – Using the Secondary Traumatic Stress Core Competencies of Trauma-Informed Supervision - [Download](#)



Reward Positive Behaviors!

Make it fun! Have the team come up with some rewards or prizes (can be silly...it will keep the energy in it)



Resources and Tools

Resources and Tools



"The Resilience Effect" by Genentech

The Resilience Effect is the philanthropic initiative by Genentech to take on childhood adversity in the San Francisco Bay area. Genentech hopes to design, test, and scale effective ways to address childhood adversity and strengthen resilience.

[Watch Video](#)



"The Power of Parents" with Nadine Burke Harris, MD

Dr. Nadine Burke Harris discusses the importance of parents and what we can do to support them.

[Watch Video](#)



"Resilience and Trauma-Informed Tools for Educators Toolkit" by CCN Regional Trauma-Informed Care Network - [Download](#)

Resources and Tools



“Childhood Trauma Toolkit” by Trauma Informed Positive Behavior Support

In an average classroom, 13 out of 30 students have toxic stress from three or more traumatic experiences. This toolkit has new and proven strategies to support students with trauma - [Download](#)



“27 Resilience Activities and Worksheets for Students and Adults” by Positive Psychology

These worksheets help parents, teachers, other significant adults, and students build resilience in themselves and in the children and young people they interact with - [Download](#)



“Understanding ACEs” by ACEs Connection Resource Center - [Download](#)

“AAP Parenting Website” by healthychildren.org – [Click to Access Link](#)

“Key Concepts” by Center on the Developing Child at Harvard University – [Click to Access Link](#)

“TBRI & Trauma-Informed Classrooms Training” – [Click to Access Training](#)

Practical Strategies for Teaching Social Emotional Skills – [Click to Access Training](#)

Thank you...

Thank you for investing your energy, resources and time to support and strengthen our children, families and communities.

Connect with us if you need further assistance or have questions:

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