

### SAFETY

- Trauma unpredictably violates our physical, social, and emotional safety, resulting in a sense of threat and a need to focus resources on managing risks.
- Meeting core physical, emotional, academic, and social needs minimizes stress reactions and allows us to focus resources on teaching and learning.

### PREDICTABILITY

- Kids who have experienced trauma often have anxiety around change.
- Predictability reduces stress because familiar patterns are calming, do not require the child to wonder what is going to happen next or experience anxiety in preparation for the unexpected.

### COMPASSIONATE DEPENDABLE RELATIONSHIPS

- Trauma can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support.
- When we experience compassionate and dependable relationships, we re-establish trusting connections with others that fosters mutual wellness.

### VOICE, CHOICE AND THE OPPORTUNITY TO COLLABORATE

- Trauma involves a loss of power and control that can make us feel helpless and hopeless.
- When we are given meaningful opportunities to have voice and choice and our strengths are acknowledged and built upon, we feel empowered to advance growth and well-being for ourselves and others

### SKILL BUILDING IN ACADEMIC AND SOCIAL EMOTIONAL COMPETENCIES

- Trauma can derail the development of healthy skills in regulating emotions, cognitions, and behaviors, as well as healthy interpersonal skills, which can then compound trauma's negative effects.
- Building academic and social emotional learning competencies increases resilience and student outcomes.

### CULTURAL RESPONSIVENESS

- Diverse cultural groups may experience different traumas and stressors, react to these adversities differently, and experience differences in how others respond to those traumatic experiences.
- When we are open to understanding the root causes of these differences and respond to them with cultural sensitivity, we make each other feel understood and equity is enhanced.

**ACTIVITY: APPLYING PROTECTIVE FACTORS TO CURRENT SYSTEMS AND PRACTICES**

<b>Trauma-Informed Leading Indicators</b>	<b>Examples</b>
<ul style="list-style-type: none"><li>• SAFETY</li><li>• PREDICTABILITY</li><li>• COMPASSIONATE, DEPENDABLE RELATIONSHIPS</li><li>• VOICE, CHOICE, AND THE OPPORTUNITY TO COLLABORATE</li><li>• SKILL BUILDING IN ACADEMIC AND SOCIAL COMPETENCIES</li><li>• CULTURAL RESPONSIVENESS</li></ul>	<p><i>Teach social skills</i> <i>Solicit input from parents on school-wide expectations</i> <i>Restorative dialogue</i></p> <hr/>