

## Module #13 Review Tool:

### Examining the School-Wide Behavioral Plan Using a Trauma-Sensitive School Lens

How does each component of the school-wide behavioral plan reflect each of the five trauma-informed values?				
Safety	Trustworthiness	Collaboration	Choice	Empowerment
<p>Does this component:</p> <ul style="list-style-type: none"> <li>● Reinforce listening to students' histories without judgment?</li> <li>● Emphasize the value of emotional and physical safety for students, including adapting usual approaches, if needed?</li> </ul>	<p>Does this component:</p> <ul style="list-style-type: none"> <li>● Recognize trust is something that is earned over time and students may not tell the truth until a trusting relationship is established?</li> <li>● Recognize some students may "test" relationships, because they have been hurt in the past by people who were supposed to guide or protect them?</li> </ul>	<p>Does this component:</p> <ul style="list-style-type: none"> <li>● Recognize relationships matter and demonstrate interest in students' histories and current life circumstances?</li> <li>● Establish an expectation staff will work with students to create a plan to help them learn skills, rather than dictating to students a plan to change behavior?</li> </ul>	<p>Does this component:</p> <ul style="list-style-type: none"> <li>● Recognize a "one-size-fits-all" approach can make some students feel discounted?</li> <li>● Recognize that students learn to make better choices, when given real choices to make?</li> <li>● Recognize that some students have in the past been told to do things that make them feel uncomfortable or unsafe?</li> <li>● Provide students with the opportunity to make meaningful choices that are valued and respected?</li> </ul>	<p>Does this component:</p> <ul style="list-style-type: none"> <li>● Redefine student "problems" as coping strategies or adaptations that are not working in the school environment?</li> <li>● Recognize that because students are often told what to do and how to do it, they may have a hard time believing their choices and opinions matter to others?</li> <li>● Build on students' strengths in order for them to believe they can be successful?</li> <li>● Identify skills students need to learn?</li> <li>● Help students feel more confident and hopeful about the future?</li> </ul>

<b>Behavioral Expectations Defined</b>		
<b>Value</b>	<b>Questions</b>	<b>Comments/Needed Changes</b>
<b>Safety</b>	<ol style="list-style-type: none"> <li>1. Do the behavioral expectations acknowledge that individuals have different definitions of safety, based on their personal histories?</li> <li>2. Are examples of variance from the behavioral expectations included?</li> </ol>	
<b>Trustworthiness</b>	<ol style="list-style-type: none"> <li>1. Do the definitions of behavioral expectations include variances to allow for students learning new behaviors and developing new relationships?</li> <li>2. Do the expectations allow for variance in performance, based on the level of trust a student has in the adult involved?</li> </ol>	
<b>Collaboration</b>	<ol style="list-style-type: none"> <li>1. Are students with lived experience, family members, and community representatives included in the process of defining the expected behaviors?</li> <li>2. Have the behavioral expectations been designed by staff with a focus on teaching the behaviors before expecting performance?</li> </ol>	
<b>Choice</b>	<ol style="list-style-type: none"> <li>1. Are students with lived experience, family members, and community representatives included in the process of defining the expected behaviors?</li> <li>2. Have the behavioral expectations been designed by staff with a focus on teaching the behaviors before expecting performance?</li> </ol>	
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Are positive behavioral choices presented as positive coping strategies and adaptations?</li> </ol>	

## Behavioral Expectations Taught

Value	Questions	Comments/Needed Changes
<b>Safety</b>	Do lessons help students: <ol style="list-style-type: none"> <li>1. Understand the five types of safety in the context of the behavior being taught?</li> <li>2. How to communicate what makes them feel safe?</li> <li>3. How to find out what makes others feel safe?</li> <li>4. Determine what supports they need to carry out the behavioral expectations and feel safe?</li> </ol>	
<b>Trustworthiness</b>	<ol style="list-style-type: none"> <li>1. Do lessons help students understand how the expected behavior helps build positive relationships with peers and staff?</li> <li>2. Do lessons help students learn the characteristics of behavior that build trust with another person?</li> <li>3. Are students assigned to trusted adults to be taught what the behaviors look like?</li> </ol>	
<b>Collaboration</b>	<ol style="list-style-type: none"> <li>1. Are students about to provide input into the kinds of activities used to teach behavioral expectations?</li> <li>2. Are behavioral expectations shared with families and community members, as well?</li> <li>3. Are lessons created for students and their families to complete together?</li> <li>4. Are students supported as they develop their individual plans to meet behavioral expectations?</li> </ol>	
<b>Choice</b>	Do lessons include: <ol style="list-style-type: none"> <li>1. A variety of activities using diverse modalities to honor different learning styles?</li> <li>2. Multiple ways that positive behavior can be implemented?</li> <li>3. Teaching students the reasons why one choice is better than another?</li> <li>4. Teaching students the steps in making better behavioral choices?</li> </ol>	
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Are students encouraged and supported in their efforts to choose better coping strategies in order to meet behavioral expectations?</li> <li>2. Are individual student strengths acknowledged at the same time that efforts are made to build skills?</li> </ol>	

## System for Rewarding Behavioral Expectations

Value	Questions	Comments/Needed Changes
<b>Safety</b>	Does the system: <ol style="list-style-type: none"> <li>1. Take into account variances in behavioral expectations, based on concerns for personal safety?</li> <li>2. Include rewards for demonstrating resiliency and non-cognitive skills to meet behavioral expectations?</li> <li>3. Exclude rewards, such as food, that can trigger students?</li> </ol>	
<b>Trustworthiness</b>	<ol style="list-style-type: none"> <li>1. Are the rewards or acknowledgements shared with students by staff who they know and trust?</li> <li>2. Are the trained to work on building trust, rather than moving directly to consequences for not meeting behavioral expectations?</li> </ol>	
<b>Collaboration</b>	<ol style="list-style-type: none"> <li>1. Are students able to participate in decisions about the kinds of acknowledgements they will receive, based on their personal histories and need for safety?</li> <li>2. Are the students given information to help them understand why specific coping mechanisms and behaviors are more acceptable than others?</li> </ol>	
<b>Choice</b>	Does the system: <ol style="list-style-type: none"> <li>1. Allow for variance in the form of acknowledgements?</li> <li>2. Provide students with choices regarding what acknowledgements and rewards are utilized?</li> </ol>	
<b>Empowerment</b>	Does the system: <ol style="list-style-type: none"> <li>1. Encourage students to choose more helpful and acceptable coping strategies?</li> <li>2. Provide acknowledgements for positive steps toward meeting behavioral expectations?</li> </ol>	

## System for Responding to Students Who Fail to Meet Behavioral Expectations

Value	Questions	Comments/Needed Changes
<b>Safety</b>	Does the system: <ol style="list-style-type: none"> <li>1. Exclude unsafe practices, especially seclusion and restraint?</li> <li>2. Allow for variances in expectations?</li> <li>3. Exclude experiences that can re-traumatize students, such as suspension?</li> <li>4. Protect students from shameful experiences?</li> </ol>	
<b>Trustworthiness</b>	Does the system: <ol style="list-style-type: none"> <li>1. Allow for repair of relationships and making amends as a legitimate response?</li> <li>2. Allow for an adult trusted by the student(s) to be involved in the session where behavior and its consequences are processed?</li> <li>3. Provide positive opportunities for students to build relationships with the building leaders who respond to behavioral violations?</li> </ol>	
<b>Collaboration</b>	Does the system allow: <ol style="list-style-type: none"> <li>1. The student to share his/her story and understanding of a specific incident?</li> <li>2. The student's story to be acknowledged, accepted, and affirmed?</li> <li>3. Small community groups of students to work through offenses and participate in making amends?</li> </ol>	
<b>Choice</b>	Does the system allow: <ol style="list-style-type: none"> <li>1. Allow for student choice of consequences based on their concerns for personal safety?</li> <li>2. Allow for the student to make amends with staff whom they have offended and hurt?</li> <li>3. Allow for the student to choose a trusted adult to participate in the discussion of a behavioral incident, the outcomes, and the consequences?</li> </ol>	
<b>Empowerment</b>	Does the system: <ol style="list-style-type: none"> <li>1. Empower students to understand their behavior and identify steps to shift to a positive path or have a consequence before returning to their day?</li> <li>2. Are discussions framed around choosing other, more positive "coping skills?"</li> <li>3. Encourage and support students in their choice of more positive behaviors following a behavioral violation?</li> </ol>	

## Monitoring System

Value	Questions	Comments/Needed Changes
<b>Safety</b>	<ol style="list-style-type: none"> <li>1. Does the system allow for students with lived experience to provide input into the overall evaluation of school safety?</li> <li>2. Are families involved in the evaluation of all five areas of school safety?</li> </ol>	
<b>Trustworthiness</b>	<p>Does the system:</p> <ol style="list-style-type: none"> <li>1. Allow for trusted adults to share and discuss goals, data, outcomes and progress with their class, small group, or an individual student?</li> <li>2. Does the monitoring system gather information about the adults' choices in behavioral incidents, as well as the students' choices?</li> </ol>	
<b>Collaboration</b>	<p>Does the system:</p> <ol style="list-style-type: none"> <li>1. Provide for small groups of students to review their data and plan together how to make improvements?</li> <li>2. Allow for students to participate in sharing positive information and celebrations with the larger community?</li> </ol>	
<b>Choice</b>	<p>Does the system:</p> <ol style="list-style-type: none"> <li>1. Include variances in expected behavior to make the system more than a "one-size-fits-all" system?</li> <li>2. Allow for presentation of results in a variety of ways, so that all students and the community can understand them?</li> </ol>	
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Does the system include a self-monitoring component for students?</li> <li>2. Does the system allow for sharing sessions to collect student feedback on the results and what supports they need to improve their choices?</li> <li>3. Do sharing sessions in the school and community allow for student presentation of data, successes, areas needing improvement, and plans for making better choices?</li> </ol>	

## District-Level and Building-Level Support

Value	Questions	Comments/Needed Changes
<b>Safety</b>	<p>Does the district-level leadership have the same understanding of school safety as the school community including:</p> <ol style="list-style-type: none"> <li>1. The importance of all five areas of safety?</li> <li>2. That a feeling safety is interpreted individual?</li> <li>3. That systems of response focused on exclusion and restraint re-traumatize students and are not included in a positive school-wide behavior plan?</li> </ol>	
<b>Trustworthiness</b>	<p>Does the building leadership make efforts to:</p> <ol style="list-style-type: none"> <li>1. Create relationships and demonstrate trustworthiness with all students?</li> <li>2. Include a trusted adult chosen by the student to participate in the processing of a behavioral incident?</li> </ol>	
<b>Collaboration</b>	<p>Does the building level leadership make efforts to:</p> <ol style="list-style-type: none"> <li>1. Provide acknowledgements to individual students, classes and the whole school for their successes?</li> <li>2. Are acknowledgements of success shared by the building leadership with the district leadership, families and community?</li> </ol>	
<b>Choice</b>	<p>Does the building and district leadership support:</p> <ol style="list-style-type: none"> <li>1. Student voice and choice in the process of creating and identifying responses to unacceptable behavior?</li> <li>2. School staff's ability to respond to student behavior based on each specific student's history, need for emotional safety, and progress in adopting expected behaviors?</li> </ol>	
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Does the building and district leadership acknowledge that individual student's unacceptable behavior is really a coping mechanism to deal with fears?</li> </ol>	