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?

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<tr>
<th>Safety</th>
<th>Trustworthiness</th>
<th>Collaboration</th>
<th>Choice</th>
<th>Empowerment</th>
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<td>Does this component:</td>
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<td>● Reinforce listening to students’ histories without judgment?</td>
<td>● Trust is something that is earned over time and students may not tell the truth until a trusting relationship is established?</td>
<td>● Recognize relationships matter and demonstrate interest in students’ histories and current life circumstances?</td>
<td>● Recognize a “one-size-fits-all” approach can make some students feel discounted?</td>
<td>● Redefine student “problems” as coping strategies or adaptations that are not working in the school environment?</td>
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<td>● Emphasize the value of emotional and physical safety for students, including adapting usual approaches, if needed?</td>
<td>● Recognize some students may “test” relationships, because they have been hurt in the past by people who were supposed to guide or protect them?</td>
<td>● 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?</td>
<td>● Recognize that students learn to make better choices, when given real choices to make?</td>
<td>● 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?</td>
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<td>● Recognize that some students have in the past been told to do things that make them feel uncomfortable or unsafe?</td>
<td>● Build on students’ strengths in order for them to believe they can be successful?</td>
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<td>● Provide students with the opportunity to make meaningful choices that are valued and respected?</td>
<td>● Help students feel more confident and hopeful about the future?</td>
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<td>Value</td>
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| Safety      | 1. Do the behavioral expectations acknowledge that individuals have different definitions of safety, based on their personal histories?  
               2. Are examples of variance from the behavioral expectations included?                                                                     |                         |
| Trustworthiness | 1. Do the definitions of behavioral expectations include variances to allow for students learning new behaviors and developing new relationships?  
                        2. Do the expectations allow for variance in performance, based on the level of trust a student has in the adult involved?        |                         |
| Collaboration | 1. Are students with lived experience, family members, and community representatives included in the process of defining the expected behaviors?  
                         2. Have the behavioral expectations been designed by staff with a focus on teaching the behaviors before expecting performance?           |                         |
| Choice      | 1. Are students with lived experience, family members, and community representatives included in the process of defining the expected behaviors?  
                         2. Have the behavioral expectations been designed by staff with a focus on teaching the behaviors before expecting performance?           |                         |
<p>| Empowerment | 1. Are positive behavioral choices presented as positive coping strategies and adaptations?                                                     |                         |</p>
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| Safety      | Do lessons help students:  
1. Understand the five types of safety in the context of the behavior being taught?  
2. How to communicate what makes them feel safe?  
3. How to find out what makes others feel safe?  
4. Determine what supports they need to carry out the behavioral expectations and feel safe? |                         |
| Trustworthiness | 1. Do lessons help students understand how the expected behavior helps build positive relationships with peers and staff?  
2. Do lessons help students learn the characteristics of behavior that build trust with another person?  
3. Are students assigned to trusted adults to be taught what the behaviors look like? |                         |
| Collaboration | 1. Are students about to provide input into the kinds of activities used to teach behavioral expectations?  
2. Are behavioral expectations shared with families and community members, as well?  
3. Are lessons created for students and their families to complete together?  
4. Are students supported as they develop their individual plans to meet behavioral expectations? |                         |
| Choice      | Do lessons include:  
1. A variety of activities using diverse modalities to honor different learning styles?  
2. Multiple ways that positive behavior can be implemented?  
3. Teaching students the reasons why one choice is better than another?  
4. Teaching students the steps in making better behavioral choices? |                         |
| Empowerment | 1. Are students encouraged and supported in their efforts to choose better coping strategies in order to meet behavioral expectations?  
2. Are individual student strengths acknowledged at the same time that efforts are made to build skills? |                         |
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| **Safety**  | Does the system:  
1. Take into account variances in behavioral expectations, based on concerns for personal safety?  
2. Include rewards for demonstrating resiliency and non-cognitive skills to meet behavioral expectations?  
3. Exclude rewards, such as food, that can trigger students?  |                         |
| **Trustworthiness** | 1. Are the rewards or acknowledgements shared with students by staff who they know and trust?  
2. Are the trained to work on building trust, rather than moving directly to consequences for not meeting behavioral expectations?  |                         |
| **Collaboration** | 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?  
2. Are the students given information to help them understand why specific coping mechanisms and behaviors are more acceptable than others?  |                         |
| **Choice**   | Does the system:  
1. Allow for variance in the form of acknowledgements?  
2. Provide students with choices regarding what acknowledgements and rewards are utilized?  |                         |
| **Empowerment** | Does the system:  
1. Encourage students to choose more helpful and acceptable coping strategies?  
2. Provide acknowledgements for positive steps toward meeting behavioral expectations?  |                         |
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| Safety       | Does the system:  
1. Exclude unsafe practices, especially seclusion and restraint?  
2. Allow for variances in expectations?  
3. Exclude experiences that can re-traumatize students, such as suspension?  
4. Protect students from shameful experiences? |                         |
| Trustworthiness | Does the system:  
1. Allow for repair of relationships and making amends as a legitimate response?  
2. Allow for an adult trusted by the student(s) to be involved in the session where behavior and its consequences are processed?  
3. Provide positive opportunities for students to build relationships with the building leaders who respond to behavioral violations? |                         |
| Collaboration | Does the system allow:  
1. The student to share his/her story and understanding of a specific incident?  
2. The student’s story to be acknowledged, accepted, and affirmed?  
3. Small community groups of students to work through offenses and participate in making amends? |                         |
| Choice       | Does the system allow:  
1. Allow for student choice of consequences based on their concerns for personal safety?  
2. Allow for the student to make amends with staff whom they have offended and hurt?  
3. Allow for the student to choose a trusted adult to participate in the discussion of a behavioral incident, the outcomes, and the consequences? |                         |
| Empowerment  | Does the system:  
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?  
2. Are discussions framed around choosing other, more positive “coping skills”?  
3. Encourage and support students in their choice of more positive behaviors following a behavioral violation? |                         |
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| Safety       | 1. Does the system allow for students with lived experience to provide input into the overall evaluation of school safety?  
2. Are families involved in the evaluation of all five areas of school safety? |                                                                       |
| Trustworthiness | Does the system:  
1. Allow for trusted adults to share and discuss goals, data, outcomes and progress with their class, small group, or an individual student?  
2. Does the monitoring system gather information about the adults' choices in behavioral incidents, as well as the students' choices? |                                                                       |
| Collaboration | Does the system:  
1. Provide for small groups of students to review their data and plan together how to make improvements?  
2. Allow for students to participate in sharing positive information and celebrations with the larger community? |                                                                       |
| Choice       | Does the system:  
1. Include variances in expected behavior to make the system more than a "one-size-fits-all" system?  
2. Allow for presentation of results in a variety of ways, so that all students and the community can understand them? |                                                                       |
| Empowerment  | 1. Does the system include a self-monitoring component for students?  
2. Does the system allow for sharing sessions to collect student feedback on the results and what supports they need to improve their choices?  
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? |                                                                       |
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<td>Safety</td>
<td>Does the district-level leadership have the same understanding of school safety as the school community including: 1. The importance of all five areas of safety? 2. That a feeling of safety is interpreted individually? 3. That systems of response focused on exclusion and restraint re-traumatize students and are not included in a positive school-wide behavior plan?</td>
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<td>Trustworthiness</td>
<td>Does the building leadership make efforts to: 1. Create relationships and demonstrate trustworthiness with all students? 2. Include a trusted adult chosen by the student to participate in the processing of a behavioral incident?</td>
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<td>Collaboration</td>
<td>Does the building level leadership make efforts to: 1. Provide acknowledgements to individual students, classes and the whole school for their successes? 2. Are acknowledgements of success shared by the building leadership with the district leadership, families and community?</td>
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<td>Choice</td>
<td>Does the building and district leadership support: 1. Student voice and choice in the process of creating and identifying responses to unacceptable behavior? 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?</td>
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<tr>
<td>Empowerment</td>
<td>1. Does the building and district leadership acknowledge that individual student’s unacceptable behavior is really a coping mechanism to deal with fears?</td>
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