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| **School(s)/Division** |  | | | **Date** |  |
| **Division Coaches** |  | **Division Coordinator** |  | **School Coaches** |  |

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| **Module** | | **Action Items** | **By Whom** | **By When** |
| **1.1 and 1.2** | **Team Composition and Team Operating Procedures**   * Develop an action plan to address any changes in membership that you need to make * Develop action plan to include student and family voice * Do you need to revise your norms and operating procedures based on the care values? * Do you need to change any changes you may want to consider with your mission and vision statements |  |  |  |
|  | **Introduction**   * Use the formal definition of trauma to define the impact that events and experiences may have on the students and adults in the educational setting * Understand the impact of trauma * How to align trauma sensitive practices into a multi-tiered systems of support and begin action planning for your division and schools. |  |  |  |
| **1.10** | **Culture of Wellness**   * Understand the importance of a culture of wellness that supports self-care and collective care * Develop a system to support a culture of wellness * Create an action plan on how to introduce self-care and collective care to teams and colleagues |  |  |  |
| **1.11** | **Student/Family/Community Engagement:**   * Explore current approaches to engaging families in schools, particularly those families impacted by trauma * Understand why family and community engagement is key to developing and fostering trauma-sensitive schools within a multi-tiered systems of supports * Identify strategies for implementation of empowering, trauma-sensitive strategies to foster positive school – family – community partnership * Create a plan to include and engage families impacted by trauma and traumatic stress within the VTSS framework and measure it |  |  |  |
| **1.3 1.8** | **Behavior Expectations & Classroom Procedures**   * Understand social emotional competencies and how to embed those within the matrix. * Recognize the importance of relationships for students who have experienced trauma and identify strategies to connect. * Explore key classroom practices and understand how the practices support students impacted by trauma |  |  |  |
| **1.4** | **Teaching Expectations**   * Understand and explain the rationale for teaching social-emotional competencies using a trauma sensitive approach * Explore and apply methods for teaching SEL * Review lesson plans inclusive of social emotional competencies to teach your schoolwide expectations and non-classroom specific behaviors and procedures * Plan and schedule for lessons across school-wide, non-classroom and classroom settings * Discuss which data that will be used to monitor progress when teaching the lessons |  |  |  |
| **1.9** | **Feedback and Acknowledgement**   * Understand the benefits of behavior specific praise, affirmations, and mantras * Understand why praise does not work for some students * Action Plan: School-Wide Acknowledgement Matrix to include acknowledging staff and students |  |  |  |
| **1.5** | **Problem Behavior Definitions**  Understand components of behavior to include:   * ABC’s (antecedent, behavior, consequence) * Setting events * Function * How these components can manifest with students who have experienced trauma |  |  |  |
| **1.6** | **Discipline Policies**   * Define and identify personal vulnerable decision points in order to effectively respond * Incorporate a trauma sensitive lens into responses to interfering behavior |  |  |  |
| **1.7, Wrap Up** | **Professional Development & Wrap-up**   * Apply a trauma sensitive lens to our system of professional learning * Develop a outline of a professional learning plan * Understand the components of resilience & hope * Learn the importance of relationships in building resilience to mitigate the effects of adverse childhood experiences |  |  |  |