

Resources Schools Can Use to Incorporate Trauma-Sensitive Practices

- **Calmer Classrooms: A Guide to Working with Traumatized Children**
Child Safety Commission, Melbourne, Victoria, Australia
http://www.ccyv.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf
Calmer Classrooms: A Guide to Working with Traumatized Children assists teachers and other educators in understanding and working with children and youth whose lives have been affected by trauma, particularly related to child maltreatment. It explains the effect of abuse on learning and attachment, providing teachers with strategies involving relationship-based practices for challenges and conflicts in the classroom, as well as self-care.
- **Child Trauma Toolkit for Educators**
National Child Traumatic Stress Network
<http://www.nctsn.org/resources/audiences/school-personnel/trauma-toolkit>
The *Child Trauma Toolkit for Educators* provides information for educators, parents and caretakers, including facts, suggestions, psychological and behavioral impact of trauma by grade level, and self-care.
- **Creating Sanctuary in the School**
Sandra Bloom
http://www.sanctuaryweb.com/PDFs_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf
Creating Sanctuary in Schools describes the basis for the process of providing a safe and healing environment for children in schools who need to recover from the effects of trauma, as well as for less traumatized children. Basic assumptions, values, goals and the process that must be shared by all members of the system are described.
- **Helping Traumatized Children Learn**
<http://www.massadvocates.org/order-book.php>
Massachusetts for Children
Helping Traumatized Children Learn demonstrates how children's trauma from exposure to family and other forms of violence can help explain many educational difficulties teachers face every day. Such difficulties include the inability of children to focus, understand instructions, form meaningful relationships with peers and teachers, and control their behavior in appropriate ways. The report provides a school-wide flexible framework and a public policy agenda for creating trauma-sensitive school environments where traumatized children and their classmates can focus, behave, and learn.
- **Making SPACE for Learning: Trauma-Informed Practice in Schools**
Australian Childhood Foundation
<http://www.childhood.org.au/~media/Files/Fundraising%20files/Fundraising%20resourc>

[e%20files/Making%20space%20for%20learning%20ACF.ashx](#)

Making SPACE for Learning is a resource guide to assist schools to unlock the potential of traumatized children and young people to grow and develop at school. This publication 1) explains how trauma can impact child development and functioning, including learning; 2) promotes five principles for trauma-informed schools using the acronym SPACE (Staged, Predictable, Adaptive, Connected, and Enabled); and 3) lists many concrete, specific trauma-sensitive strategies schools can implement.

- **Supporting and Educating Traumatized Students: A Guide for School-Based Professionals**

Eric Rossen and Robert Hull, Editors

Oxford University Press

<http://global.oup.com/academic/?cc=us&lang=en&>

Supporting and Educating Traumatized Students: A Guide for School-Based Professionals provides practical, effective, and implementable strategies and resources for adapting and differentiating instruction, modifying the classroom and school environments, and building competency for students affected by trauma. The book offers techniques and strategies designed for different educational environments within the context of multiple potential sources of trauma.

- **The Heart of Learning and Teaching Compassion, Resiliency and Academic Success**

<http://www.k12.wa.us/compassionateschools/heartoflearning.aspx>

Office of the Superintendent of Public Instruction, State of Washington

The Heart of Learning: Compassion, Resiliency, and Academic Success is a handbook written and compiled by the State of Washington Office of the Superintendent of Public Instruction and Western Washington University staff. It contains valuable information for educators to help them on a daily basis as they work with students whose learning has been adversely impacted by trauma in their lives.