

PROFESSIONAL RESPONSIBILITY CONNECTIONS TO THE TRAUMA-AWARE MENTAL HEALTH & WELLNESS COMPETENCIES

self-care

advocacy

EXAMPLES OF WHAT IT LOOKS LIKE...

develop a self-care plan to manage
secondary traumatic stress

recognize that educator well-being
is prerequisite for student success

shifting mindset to "how can I
create a space where this student
feels safe enough to learn?"

seek out professional development
on neurobiology and ACEs

collaboration with school counselor

recognize own triggers when a
student is defiant



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HOW CAN TEACHERS CONNECT DANIELSON'S DOMAINS TO THE TRAUMA-AWARE MENTAL HEALTH & WELLNESS COMPETENCIES ?

Your Key to
Connecting to All
Students!

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PLANNING & PREPARATION CONNECTIONS TO THE TRAUMA-AWARE MENTAL HEALTH & WELLNESS COMPETENCIES

know the whole child, not just academic levels

design lessons to avoid "triggers"

EXAMPLES OF WHAT IT LOOKS LIKE IN THE CLASSROOM...

"brain breaks" are included in lesson plans

cognitive load and emotional capacity of students are factored in when planning lessons



CLASSROOM ENVIRONMENT CONNECTIONS TO THE TRAUMA-AWARE MENTAL HEALTH & WELLNESS COMPETENCIES

- 1 create an atmosphere of safety
- 2 support behavior rather than manage it
- 3 understand the impact of a student's trauma on your own morale and health
- 4 recognize that "unpredictable" equals "unsafe"

EXAMPLES OF WHAT IT LOOKS LIKE IN THE CLASSROOM...

- 1 a calm down kit or "peace corner" is available to students without needing permission
- 2 a visual schedule is posted to reduce anxiety of the "unknown"
- 3 a soft voice is used even when a student is escalating
- 4 offer a "forced choice" before creating a referral (do you want to do this first or this?)



INSTRUCTION CONNECTIONS TO THE TRAUMA-AWARE MENTAL HEALTH & WELLNESS COMPETENCIES

responsive teaching

alternative discipline to maintain connections

EXAMPLES OF WHAT IT LOOKS LIKE IN THE CLASSROOM...

using a "mood meter" at the start of class to gauge the emotional state of the students before getting into content

providing a "2-minute warning" before transitioning activities to help with hyper-vigilance

facilitate restorative circles where students take lead to resolve conflict

use low profile grounding techniques to bring back dissociated student