



Centre of Excellence for MENTAL HEALTH

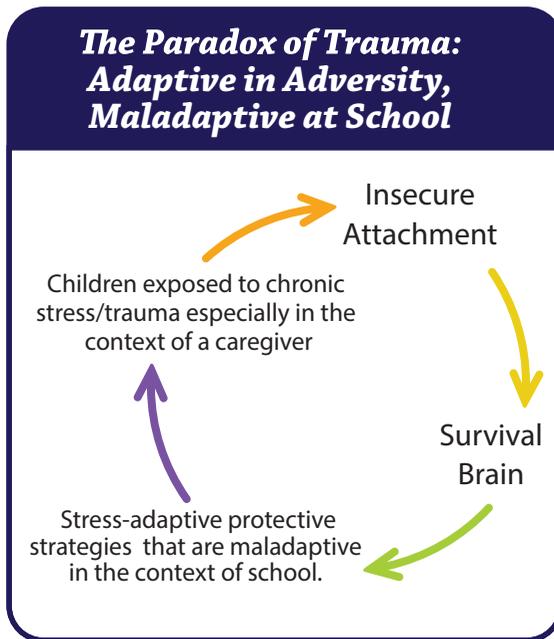
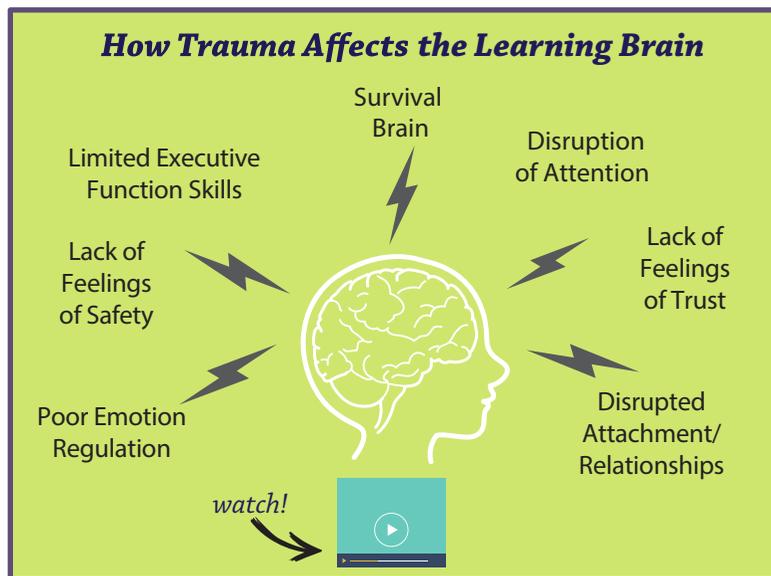
To: Our colleagues throughout Quebec From: The Centre of Excellence for Mental Health



**Trauma-Informed Schools** Using a trauma-informed lens means considering the context of behaviors suspending judgment, moving from a punitive approach and responding with supports and strategies that help students feel safe, supported and valued.

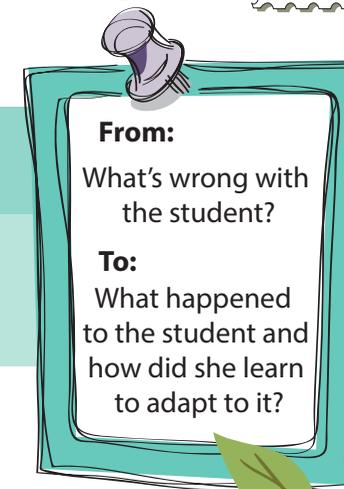
### Complex Trauma

- Takes place at an early age where exposure is sustained and the impact on development is pervasive.
- When the trauma occurs within the child's primary **care giving system** and/or **social environment**. **As a result, the student is in a constant state of "alarm" even when no external threat exists.**



### Changing our Mindset in Supporting these Students

To be an effective teacher for these students, **a mind shift** is needed  
Click here for a video outlining this:



### Core Ingredients in a Trauma-Informed School

- ➔ **Safety:** Create calm and comfortable learning spaces
- ➔ **Trust:** Provide clear and consistent information
- ➔ **Choice/Control:** Provide individual options in learning
- ➔ **Collaboration:** Maximize collaboration among students, school staff, and families
- ➔ **Empowerment/Strength Based:** Notice and capitalize on students and families capabilities



### How can a School be Trauma Informed? Practice the 4 Rs:

- **Realize** trauma and its impact on learning
- **Recognize** the signs/symptoms of trauma
- **Respond** using a trauma-informed approach
- **Resist Re-traumatization** by avoiding coercive practices and use of power and control

### What Can You Do Tomorrow? <https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>

- Provide predictable, calm and safe environments that are attentive to transitions, routines and sensory/regulatory needs at intervals throughout the day (i.e., movement, exercise, music, creating, building).
- Employ discipline policies that balance accountability with an understanding of trauma, providing opportunities to repair, restore and practice good decision making
- Monitor peer interaction to prevent re-victimization or bullying
- Identify students who have been exposed to trauma and build staff capacity to recognize triggers
- Do not minimize or underestimate the severity of a student's trauma

**Resources:** Jennings, P.A. (2019). The trauma sensitive classroom. W.W. Norton & Company, New York.  
Trauma Center: [www.traumacenter.org](http://www.traumacenter.org), <https://www.nctsn.org/>

If you have found this postcard to be helpful and informative, please share it with colleagues.  
Dissemination of information about mental health is the first step toward promoting better mental health!

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