

Facilitation Guide: Safe Spaces Foundations of Trauma-Informed Practice for Educational and Care Settings

Module 3: Ages 12-18

PART I: Post-Training Reflection & Discussion: Promoting Change at the System Level

Individual Reflection: Give people time to reflect on a situation when they responded to a student's behavior in a way, where looking back, it could have been useful to have additional information and/or training on other strategies and/or approaches to use for creating trauma-informed, healing spaces.

Discussion Questions:

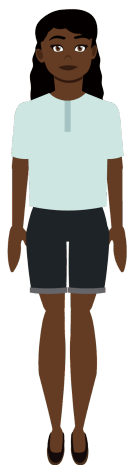
1. How is your organization collaborating to create a more trauma-informed, healing, joyful school experience for students?
2. How might your organization utilize the Safe Spaces training to contribute to that effort and what are some ideas and/or next steps for how you might incorporate it, including with both educators and other staff (e.g., custodians, bus drivers, food service, etc.)?

PART II: Scenario-Based Discussion

On the following pages, you will find two scenarios from The Office of the California Surgeon General's trauma-informed training, *Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings*.

Choose one or all to reference and continue the exercise on page three. Once complete, cross-check your responses with tips from the training on page four.





Scenario 1: Vida | Age: 14, 9th grade

Background: Vida uses the pronouns “she” and “her.” Vida is energetic, outgoing and funny. Vida, her parents and her older sister recently moved to a new city. She is working hard to make friends.

Interests: Vida is proud that she was selected for the varsity cheerleading squad as a freshman. She does well in school and especially likes her history class.

Activators: Vida wants her peers to like her. She worries that people will find out that her family doesn’t have a lot of money.

Stress response: In stressful situations, Vida tries to keep everyone happy to avoid conflict.

Scenario: Vida is a 9th grade student. She has become one of your favorite students on your bus route. Vida is usually energetic and friendly. However, you have noticed that Vida has been quieter over the past few days. She usually sits with a group of friends. But lately she’s been sitting alone right behind you and wearing headphones. Today, when Vida got on the bus, she avoided eye contact and didn’t respond when you said “hello.”



Scenario 2: Mark | Age: 15, 10th grade

Background: Mark uses the pronouns “he” and “him.” He is a kind and quiet student. Other students like him, and he gets good grades. In elementary school, Mark received speech and language services, but he doesn’t need them anymore. Mark lives at home with his mother and four younger siblings.

Interests: He loves playing baseball and basketball. He dreams of playing on the local college teams. Mark is really good at cooking. He also enjoys watching competition cooking shows on TV.

Activators: Mark keeps his emotions to himself. He does not often talk about what is going on. He prefers to process it privately. When asked to do something school-related in front of his classmates, Mark can be uncomfortable.

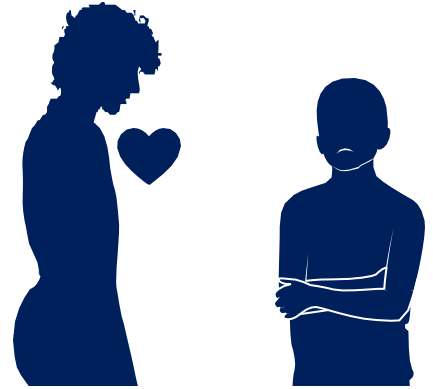
Stress response: When stressed, Mark gets quiet or leaves the room.

Scenario: Mark is a student in your 10th grade life science class. It’s first period, and he is 10 minutes late. Mark walks into class with the hood of his jacket on his head. Then he goes to his desk and puts his head down on it. You are in the middle of reviewing safety instructions for the science lab. When you’re finished reviewing the instructions, you ask students to get into their lab groups to start the activity. About five minutes later, Mark yells, “This is stupid!” You find that Mark left his lab group and is sitting at the back table by himself.

Supporting Students: Regulate, Relate and Reason (3Rs)

Describe some ways you might use the 3Rs to respond to students whose stress responses are activated.

Regulate:



Relate:



Reason:



Check Your Responses

Many of the strategies below are referenced in the training as ways to Regulate, Relate and Reason.

- Follow the steps of Pause, Notice and Name.
- Take a few deep breaths. Then pause, checking for sensations in the body.
- Notice what you are thinking and feeling, emotionally and physically.
- Name the feelings related to the sensation. Once calm, help the student regulate.

Scenario #1: Vida

- After Vida sits down, use a warm, inviting tone. Tell her that you are glad that she is sitting near you again today.
- Let her know that you are close by if she needs anything.
- While the rest of the students get on the bus, pay attention to Vida to make sure she is safe.
- Let Vida to know that you noticed she's been quieter than usual and not sitting with her friends. Let her know you care about her.
- You might tell her that it is OK to need some quiet time alone. Consider sharing that sometimes you need quiet time, too.
- Offer to listen if she wants to talk or invite her to write me a note.
- If you have a good relationship with Vida, ask her to stay and talk after the other students leave the bus.
- Ask her if she has someone at school to talk to.
- If you notice that Vida continues to be withdrawn, let someone at the school know so they can follow up.

Scenario #2: Mark

- Approach Mark and tell him that you noticed that he left his group. Ask him if he is OK.
- Let him know he can take a few minutes of quiet time if he needs to.
- Remind him he can use one of the tools from the class "calm down box." I might even bring the box to him so he can choose something easily.
- After a few minutes, check back in on Mark and discuss what you noticed.
- Tell Mark you care and want to help him have a better day.
- Remind him that he can come talk whenever he wants.
- Once Mark is calm and settled, I would ask him if he is ready to join his group.
- If he agrees, take him back to his group and ask which step they are on.
- After class, brainstorm ways he might let me know what he needs the next time he comes to class late or gets upset.
- Then, work together to agree on how he can make up whatever work he missed that day.

Additional Considerations

Sometimes, we might be able to help the student before they "flip their lid."

- Notice signs of stress response activation (for example, arrives late, looks visibly upset, has hood on) before the student flips their lid.
- Say something in the moment to acknowledge the student but avoid creating more stress. For example, you might say, "Hey, I'm glad you are here. We are about to start. We will catch you up in a minute."
- Check in with the student to make sure they are OK.
- Let the student know that they can come talk to you if they need anything.