

Addressing SEL through Identification, Implementation, & Trauma-Informed Practices

Kasey Keith, Ed.S.



REACH-MS is coordinated through the University of Southern Mississippi and is sponsored by a U.S. Department of Education grant to the Mississippi Department of Education (Grant No H323A210009).

Picture Greeting Activity

- ▶ Find one picture on your phone that brings you **joy** and **motivation** to get up every morning and start your day.
- ▶ When I say, get up and greet as many people as you can. Share your picture and your *why*.



REACH MS

Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)
- Awarded to the Mississippi Department of Education in 2005, refunded in 2010, 2016, and 2021.
- Operated by the University of Southern Mississippi's School of Education.
- Areas of Focus:
 - **Academic**
 - **Universal Design for Learning (UDL)**
 - **Behavior**
 - **Positive Behavior Interventions and Supports (PBIS)**
 - **Social-Emotional Learning (SEL)**



REACH MS Goals

- **Goal 1:** Increase the percentage of K12 students with disabilities who are showing growth in ELA and Math on statewide assessments required for Mississippi students.
 - Integrated Whole-school/Whole-child approach
 - Universal Design for Learning
 - Positive Behavior Interventions & Supports
 - Social & Emotional Learning

REACH MS Goals

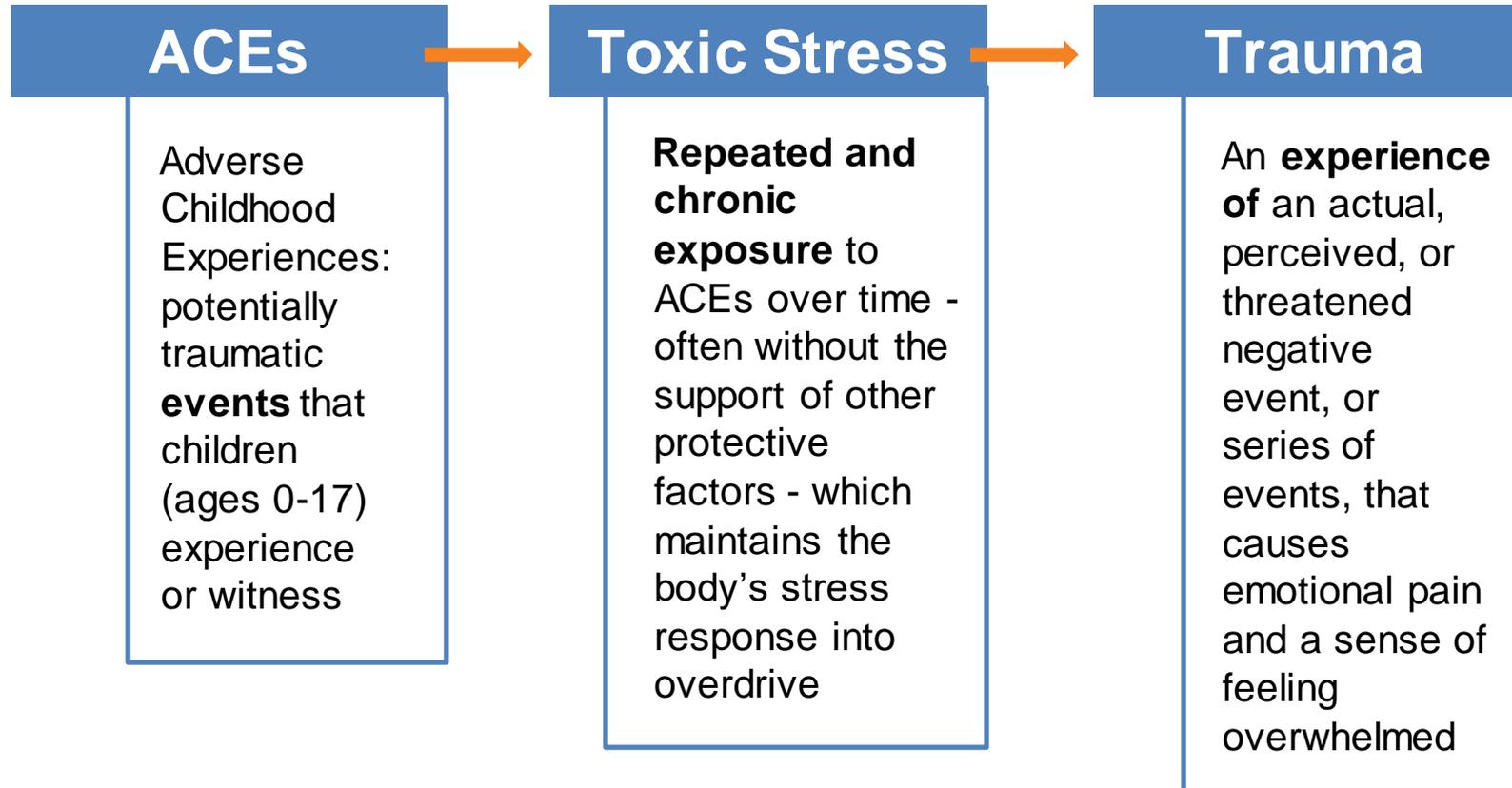
Goal 2: Increase the effectiveness of educators and school leaders in the areas of lesson design, student understanding, culture and learning environments, and professional responsibilities by implementing evidence-based academic and behavioral practices at the student and classroom levels as aligned to the Mississippi Professional Growth System.

- Alignment to Mississippi's Professional Growth System
- Targeted training and action planning based on individual needs assessment

Trauma & Its Impact on Students



Key Terms & Progression of Trauma



Sources: Jennings, 2018; Dym Bartlett & Steber, 2019

Types of ACEs

Abuse

Physical

Emotional

Sexual

Neglect

Physical

Emotional

Types of ACEs

Household Stressors

- **Severe poverty**
- **Mental illness**
- Violence
- Incarceration
- **Loss of loved one**
- **Separation or Isolation**
- Divorce
- Substance abuse

Societal & Community Stressors

- Pervasive community violence
- Bullying & peer rejection
- Terrorism
- War

Other Threats to Physical Safety

- Natural disasters
- Serious accidents
- **Life-threatening illness**

Prevalence of ACEs

According to a 2016 study,

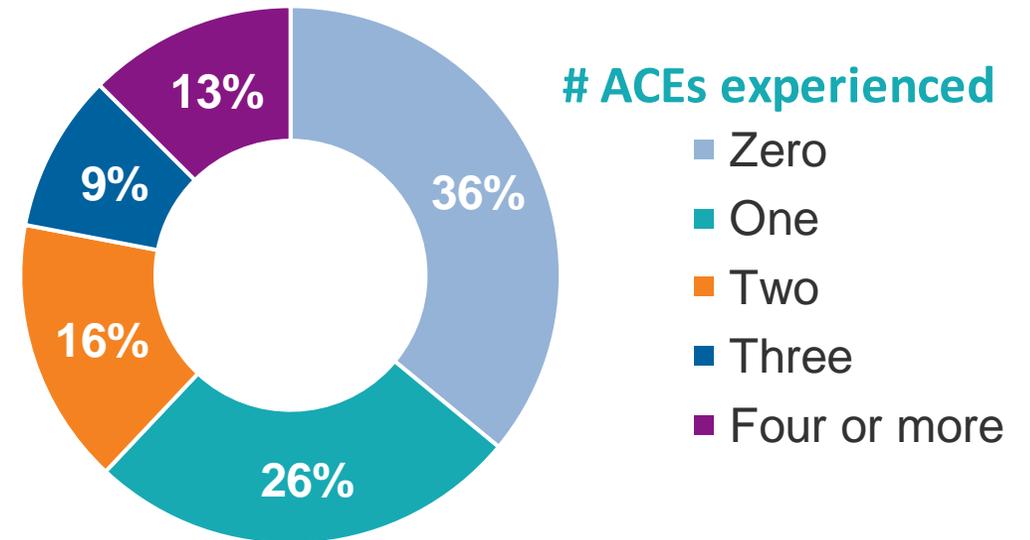
- **64%** of children have been exposed to one or more ACE;
- **38%** of children have been exposed to 2 or more ACEs.

Among school-aged youth:

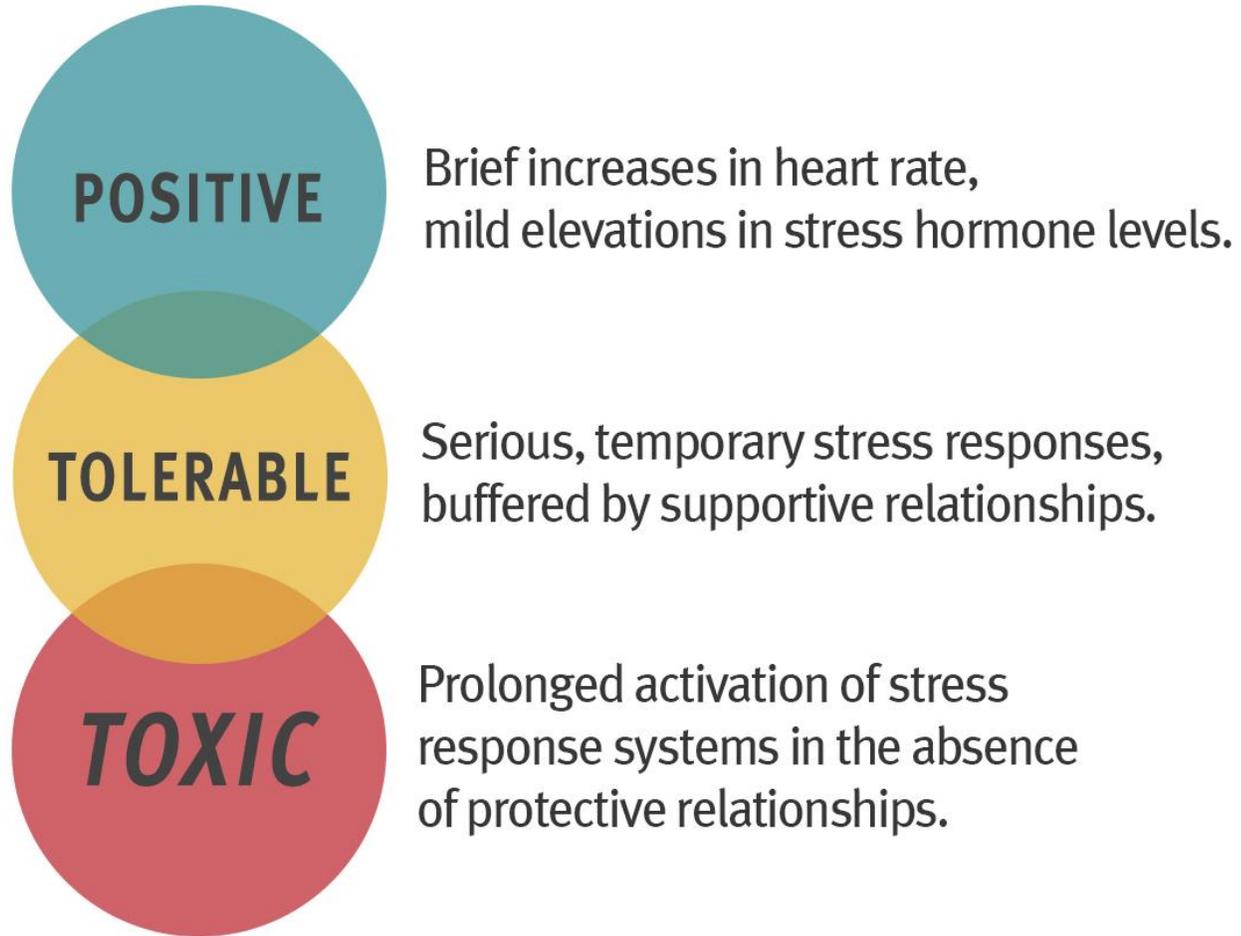
- **8%** experience sexual assault
- **16%** experience cyber bullying
- **17%** experience physical assault
- **39%** witness violence

20-25% of youth from low-income backgrounds experience 4 or more ACEs, which significantly increases risk for poor life outcomes (such as adult diseases and health risk behaviors).

How Common are ACEs?



Types of Stress



Toxic Stress

What it is:

- An excessive exposure to **severe, chronic**, and **prolonged** stressors or ACEs - often without the support of a caring adult or other protective factors.

Its effects:

- Long-term exposure to toxic stress (such as severe poverty, family substance abuse, and community violence) can lead to long-lasting wear and tear on the body and brain, and can increase the probability of having a traumatic response to adverse events.

Toxic Stress Impact on Development



<https://www.youtube.com/watch?v=rVwFkcOZHJw>

Trauma (The 3 E's)

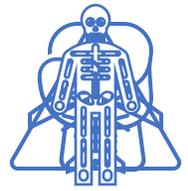


slido



Over this past year, how would you rate your overall level of stress?

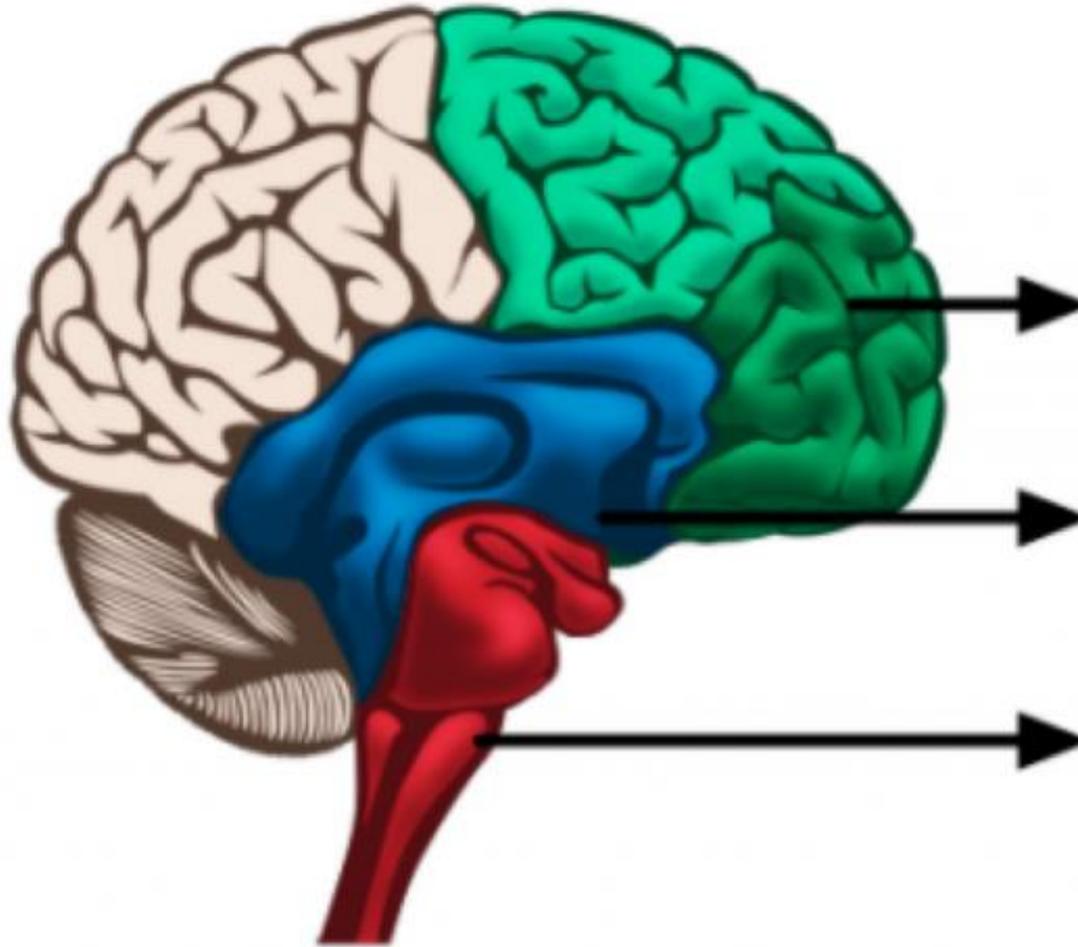
ⓘ Start presenting to display the poll results on this slide.



Responses to Stress & Trauma

Fight	verbal attacks, aggression, assaultive behavior, defiance, aggressive stance, clenched teeth and fists
Flight	running away, refusing to talk, avoidance, hiding, substance use
Freeze	appearing nonresponsive, numbed out, unable to interact, disconnected
Physiological responses	increased heart rate and blood pressure, rapid breathing, sweating, tunnel vision, difficulty thinking clearly

Conscious Discipline Brain States



Executive State:

Need: Problem solving opportunities

Looks like: Wisdom, unlimited skills

Message: What can I learn?

Emotional State:

Need: Connection

Looks like: Back talk, sass, yelling, verbal reactions

Message: Am I loved/connected?

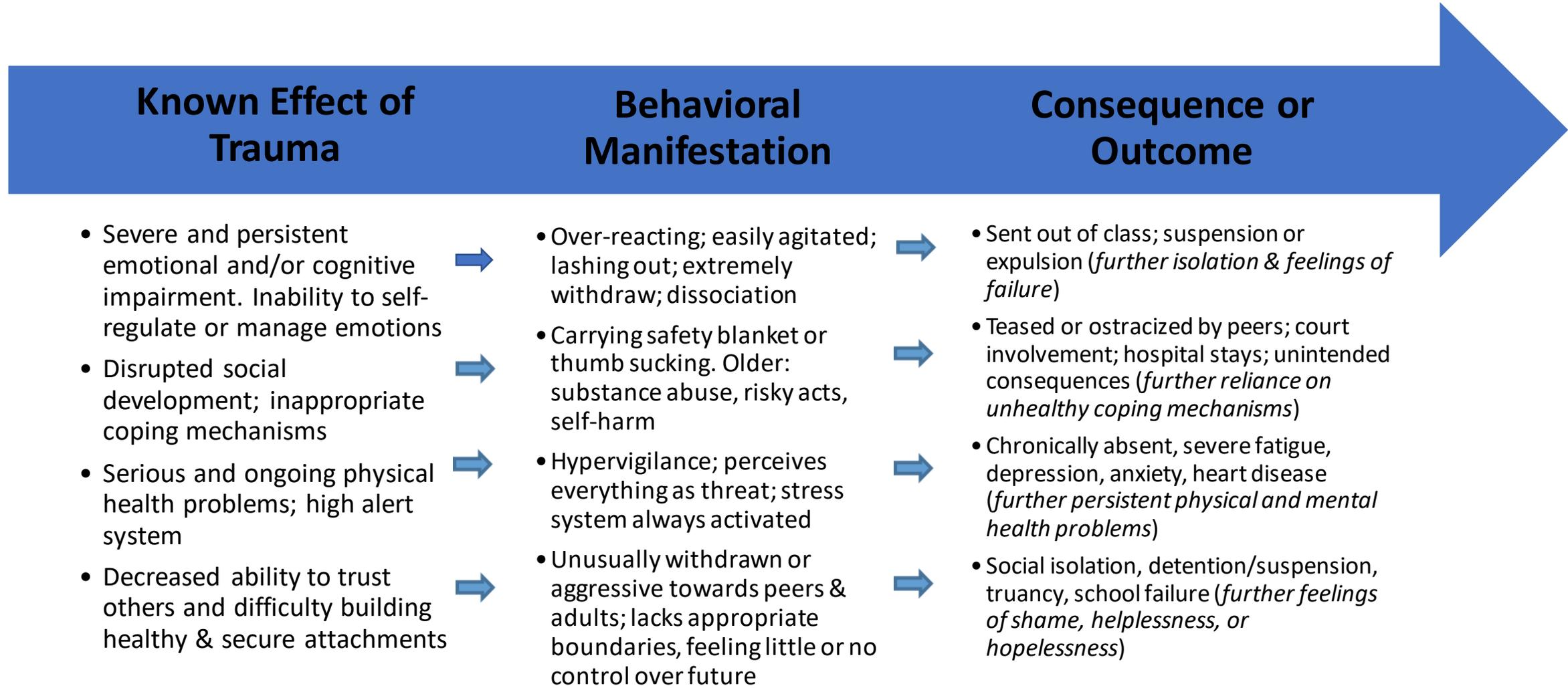
Survival State:

Need: Safety

Looks like: Hiding, fighting, surrender, physical reactions

Message: Am I safe?

Effects of Trauma



Traumatic Stress Reactions



Responses of Trauma

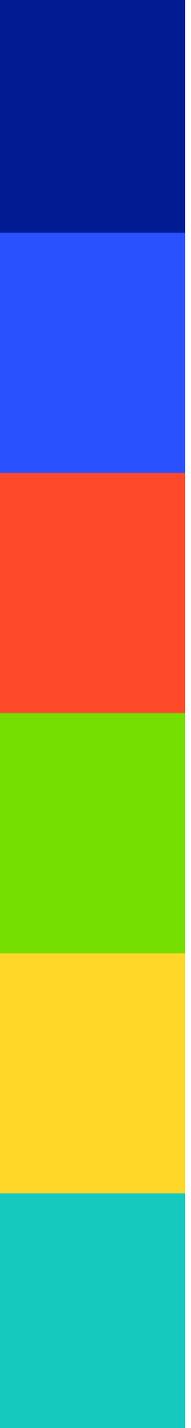
Trauma Lens

Move from “what is wrong with you?” to “what happened to you?”

Behaviors We See		
Age 0–5	Age 6–11	Age 12–17
<ul style="list-style-type: none"> • Fear of being separated from parent • Crying, whimpering, screaming • Immobility and/or aimless motion • Trembling, excessive clinging, frightened facial expressions • Regressed behaviors (thumb-sucking, bed-wetting, fear of darkness, etc...) • Self-soothing (rocking, head-banging) 	<ul style="list-style-type: none"> • Extreme withdrawal • Disruptive behavior • Inability to pay attention • Regressed behaviors • Nightmares/sleep problems • Irrational Fears • Irritability • School refusal • Anger Outbursts • Fighting • Somatic Complaints • Poor academic engagement (school work suffers) • Depression, anxiety, feelings of guilt, emotional numbing 	<ul style="list-style-type: none"> • Flashbacks • Nightmares/sleep problems • Emotional numbing • Avoidance of reminders • Depression • Substance abuse • Problems with peers • Anti-social behaviors • Withdrawal/isolation • Physical complaints • Suicidal ideation • School problems • Confusion • Guilt • Revenge fantasies
Resembles Attachment Disorders, Autism/PDD	Resembles Attachment Disorders, ADHD ODD, Autism/PDD, Depression, Bipolar, Psychosis	Resembles ADHD, ODD, Autism/PDD, Depression, Bipolar, Borderline, Psychosis

Activity - Consider This Scenario:

Maria is a 13-year-old eighth grader. She most often appears disconnected and disinterested. She fidgets, avoids eye contact, mumbles when adults ask her questions, and mostly doesn't appear to care about anything. She seems to understand the material and sometimes does well on assignments but refuses to engage with others during the school day. Teachers complain that she often puts her head down and attempts to sleep during class. This gets increasingly frustrating for adults who keep prompting Maria to sit up and engage. These power struggles frequently end with Maria either leaving the classroom or putting her head down for the remainder of the period.



<u>Staff Perspective (without trauma lens)</u>	<u>Student Perspective</u>	<u>Staff Perspective (with trauma lens)</u>

1. What else to know about student?
2. What are some potential triggers for this student?
3. What are some strategies we might consider?

Scenario – What If?

If you knew this about Maria, how would your responses change?

Maria has an extensive history of trauma. She was removed from her home in second grade and placed with her aunt due to experiences of severe abuse and neglect. Over the years, there have been several failed attempts to reunite Maria with her mother, who struggles with addiction.

Trauma & Teachers



Secondary Trauma

What is it?

- Also known as Compassion Fatigue
- Emotional distress that arises from working with individuals experiencing trauma
- Common in caregiving careers such as teaching, nursing, social work, etc.
- Often overlooked as emotional exhaustion or burnout

Who's most at risk?

- Educators with previous or unresolved trauma exposure
- Female educators
- Highly empathetic educators
- New or inexperienced educators
- Educators who lack administrative support
- Educators working in communities that have experienced many adversities

Secondary Trauma

Symptoms can include:

- withdrawing from friends and family
- feeling inexplicably irritable, angry, or numb
- inability to focus
- blaming others
- feeling hopeless, isolated, guilty about not doing enough
- struggling to concentrate
- being unable to sleep
- overeating or not eating enough
- continually and persistently worrying about students, even outside of school.

Addressing Secondary Trauma

Self-care strategies

- Prioritize finding support to help work through own experiences, if and when needed.
- Set boundaries and check in with yourself to process feelings.
- Rely on colleagues to take a break when you need to using the “[tap-in/tap-out](#)” strategy.
- Use this [self-care worksheet](#) to help care for yourself.
- Prioritize emotions and safety and create list of go-to self-care strategies to quickly reference when you need it most.



Addressing Secondary Trauma

Listen	Create a safe space to share stories with one another.
Protect	Preserve confidentiality and work to keep yourself safe from stressors.
Connect	Connect with the each other and provide resources for stress management.
Model	Develop systems and plans for stress management.
Teach	Using these steps, help one another within your capacities, continue to learn more about STS, and share your experiences.

How Can We Help Address the Impact of Trauma in Schools?



The Power of Positive Relationships



Pamela Cantor, M.D., explains how positive experiences can support children who have experienced severe adversity or trauma. Source: Turnaround for Children

<https://www.youtube.com/watch?v=gNCFWtkDS88>

Social Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

31

SEL and Equity

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

32

Collaborative for Academic and Social Emotional Learning



Five Core Social Emotional Competencies

The SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

<https://casel.org/>

Domain 1: Self-Awareness	Domain 2: Self-Management
<p>Self-awareness is the ability to identify one’s thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one’s abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.</p> <p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities and judgment.</p>	<p>Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.</p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>
Domain 3: Social Awareness	Domain 4: Relationship Skills
<p>Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.</p> <p>3A. Demonstrate an understanding of others’ emotions and perspectives, including social cues.</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</p>
Domain 5: Responsible Decision-Making	
<p>Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.</p>	<p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>

SEL Domains & Corresponding Anchor Standards



SEL Domains

- Are divided into 4 grade bands
- Contain measurable performance standards that students should be able to master before exiting the given grade band



Performance Standards & Strategies

1A. Identify emotions and related feelings in one's self.		
Grade Band	Performance Standards	Strategies
K-2	<ol style="list-style-type: none"> 1. Identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. 2. Determine the antecedents to own emotions. 3. Utilize words or gestures to communicate own feelings. 	<ul style="list-style-type: none"> • Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different cultures. • Use words to label own emotions to students. • Read/view age-appropriate books to characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them. • Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion. • Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.

Anchor Standard:
what students should know and be able to do

Performance Standards:
measurable skills that children should be able to master by the end of the school year

Strategies:
practical teaching strategies relevant to the performance standards, concrete examples

Resource Appendix

Resources for Self-Management

1. How to Set Healthy Boundaries: 10 Examples + PDF Worksheets
<https://positivepsychology.com/great-self-care-setting-healthy-boundaries/>
2. Breathing Techniques for Stress Relief
<https://www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1>
3. Positive Self Talk Worksheet
<https://positivepsychology.com/positive-self-talk/>
4. Increasing Self-Control Through Repeated Practice
<https://positivepsychology.com/self-control-regulation-tools/>
5. Brief Body Scan Mindfulness Activity for Stress Relief
<https://ggie.berkeley.edu/practice/brief-body-scan/>
6. Self-Compassion Break
<https://ggie.berkeley.edu/practice/self-compassion-break-for-adults/>

For more resources to assist with self-management, visit the following websites:

- <https://ggie.berkeley.edu/my-well-being/sel-for-adults-self-awareness-and-self-management/>
- <https://positivepsychology.com/toolkit/>

Mississippi Performance Standards Sequence

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	<ul style="list-style-type: none"> Identify and label a variety of emotional states. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) Determine typical physical responses to a variety of emotions. Describe ways to communicate one's emotions in a socially acceptable manner. Identify how different emotional states impact one's ability to problem solve. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.) 	<ul style="list-style-type: none"> Analyze the connection between one's thoughts, emotions and behavior Utilize strategies to monitor one's emotions, stress level and behavior. Identify how appropriately and inappropriately expressing one's emotions affects others. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety. Demonstrate the ability to maintain focus and use time wisely in order to complete a task. Demonstrate the ability to break a large assignment into smaller parts. Utilize strategies for persevering through challenges and setbacks. 	<ul style="list-style-type: none"> Recognize and respond to social cues in an appropriate manner. Analyze ways one's behavior may affect the feelings of others. Demonstrate respect for other people's opinions. Identify ways to provide support and encouragement to others in need. Demonstrate respect for the values, traditions and practices of different cultures or social groups. Recognize the value of perspectives, cultures or social groups different from oneself. Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others. 	<ul style="list-style-type: none"> Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with others. Demonstrate the ability to determine roles in a cooperative group. Demonstrate the ability to encourage and support peers. Identify appropriate and inappropriate posts on social media and the potential consequences. Exhibit the ability to respond non-defensively to constructive criticism. 	<ul style="list-style-type: none"> Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. Analyze how decision-making skills regarding study habits at home affect academic performance. Apply the decision-making process to a community issue considering ethical, safety and societal norms.

K-12 SEL Standards



Caring School Community

Conscious Discipline

Kindness in the Classroom (FREE!)

PATHs

Positive Action

Second Step

**Schoolwide SEL
Programs Used in
Mississippi**

So Where Do I Start?

Complete a trauma-informed checklist.

- Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care <https://challengingbehavior.cbcs.usf.edu/docs/Informed-Care-Checklist.pdf>
- Trauma Sensitive School Checklist https://nysteachs.org/wp-content/uploads/2018/09/INF_SS_TLPI_TraumaSensitiveSchoolChecklist_010112.pdf

Focus on connections & classroom management.

- Rebuilding the Pyramid: Reconnecting After a Break <https://challengingbehavior.cbcs.usf.edu/docs/Rebuilding-the-Pyramid.pdf>
- PBIS Returning During & After Crisis Guide for Schools & Districts <https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>

Intentionally teach social-emotional skills.

- School-wide is best method.
- CASEL Schoolwide SEL Guide - <https://schoolguide.casel.org/essentials/>

Identify students who have/at-risk for experiencing trauma.

- NCTSN Child Trauma Toolkit for Educators <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

Provide interventions/support to identified students.

- Mental Health Connect: School & Classroom Trauma Strategies - <https://www.collaborativesolutionsnetwork.org/pdf/School%20Trauma%20Strategies.pdf>

Integrated SEL Lessons - Elementary

Subject	College & Career Readiness Standard	Mississippi K-12 SEL Standard	Activity that integrates CCRS and SEL Standards
<p>Reading 3rd Grade</p>	<p>CCRS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SEL.3-5.4C.6 Identify causes and effects of conflict and how one’s response impacts self and others. SEL.3-5.4C.7 Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc.</p>	<ul style="list-style-type: none"> • When reading a short story as a class, assign students to create a profile for each character in the story listing their traits, motivations, and feelings. When you arrive at a point in the story in which the conflict is revealed, pause to ask students to think about how each character they profiled is impacted by the conflict. • Whose words or actions caused or led up to the conflict? • Before continuing the story, ask students to predict the ending by explaining how they expect characters will respond to the conflict. • This activity strengthens reading comprehension and critical thinking while also reinforcing restorative language, perspective taking, and problem-solving skills.

Integrated SEL Lessons – Middle School

Subject	College & Career Readiness Standard	Mississippi K-12 SEL Standard	Activity that integrate CCRS and SEL Standards
<p>8th Grade Math</p>	<p>CCRS.MATH.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>	<p>SEL.6-8.5A.9. Analyze how decision-making skills regarding study habits at home affect academic performance.</p>	<p>Have students complete an ANONYMOUS online survey about their decisions around certain habits (i.e. going to bed early, doing their homework, coming to school on time, etc.) and their grades. Provide students with the anonymous survey results and create a 2-way table to analyze the possible association between certain habits and academic performance.</p>

Lesson Plan Example – High School

Subject	College & Career Readiness Standard	Mississippi K-12 SEL Standard	Activity that integrates CCRS and SEL Standards
11th Grade English Language Arts	CCRS.ELA.RL.11.1.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SEL.9-12.1A.15. Analyze and evaluate how emotions affect responsible decision-making.	<p>Choose characters from the work students are reading, and ask students to write about or discuss the characters' decisions at several points in the story.</p> <p>Why did the character make that decision? What were they thinking or feeling? If students were to place themselves in the story, would they have made the same decision? Why or why not?</p> <p>Through this activity, students are comparing their own perspectives with those of a character. They are analyzing the experiences, emotions, and trains of thought that lead to decisions whether explicit or implicit within the story.</p>

Strategies for Trauma-Informed Practices

Key Trauma-informed SEL Practices



Create predictable routines



Build strong & supportive relationships



Empower students' agency



Support the development of self-regulation skills



Provide opportunities to explore individual and community identities

Create Predictable Routines

Strategies

- Establish predictability by writing out a schedule, using it consistently, and making timely announcements of changes when necessary.
- Follow through with your promises and in situations where plans must change, be transparent with your explanations.
- Practice building awareness of your own emotions and triggers and model your own self-regulation skills as you flexibly adapt to any changes in the day.

Build Strong & Supportive Relationships

Strategies

- Invite a positive connection from the moment students enter the classroom by standing at the door to greet them.
- Spend two minutes a day getting to know a student for ten consecutive days. Invite other colleagues in the school to get to know and connect with students in your classroom.
- Provide opportunities for meaningful, positive peer collaboration in the classroom.

Empower Student's Agency

Strategies

- Offer opportunities for students to set and track their own goals.
- Collaborate with your students to help them problem-solve through challenges in the classroom. For example, help students create if-then plans to prepare for upcoming projects or anticipate how to navigate challenges.
- Build appropriate choices into ongoing lessons and activities.

Support Self-Regulation Skills

Strategies

- Help students develop emotional awareness and monitoring by using the *Mood Meter* as a tool to check in with their emotions throughout the day.
- Incorporate “grounding” and deep breathing as helpful tools for students (and teachers) to acknowledge and navigate their own emotions.
- Model the use of these and other self-regulation strategies yourself throughout the day.

Provide Opportunities to Explore Identities

Strategies

- Provide students with opportunities to reflect on identity and equity to build self-awareness.
- Enhance students' relationship skills by supporting them in discussing issues that matter to them, building relationships and collaborating with diverse team members, and engaging in constructive conflict negotiation.
- Use current topics to foster social awareness culminating in a special project based in the local community.

Responding to Behavior: The 3 R's

1.

Regulate

- Help establish calm, safe emotional state

2.

Relate

- Build relationship – let student know they are validated in their emotions

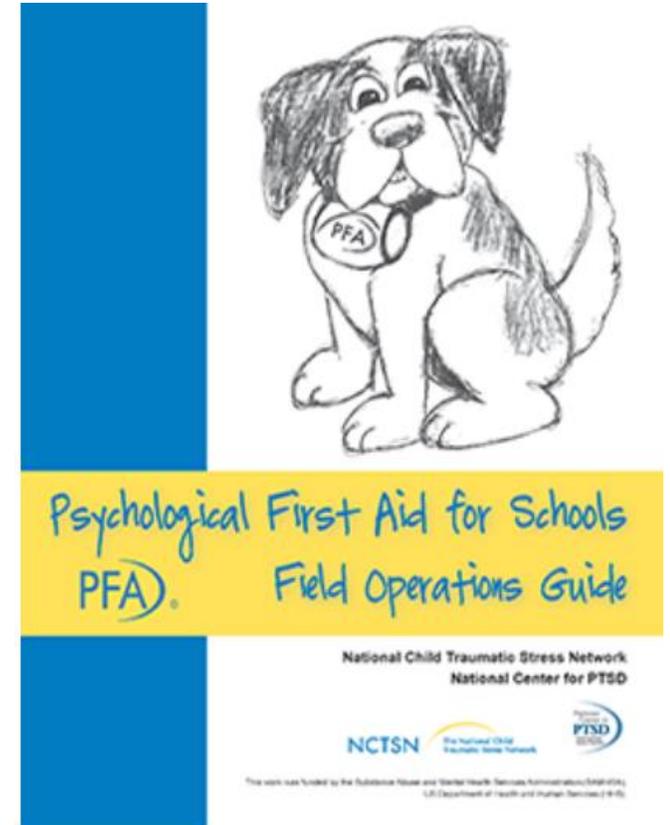
3.

Reason & Reflect (often at a later time)

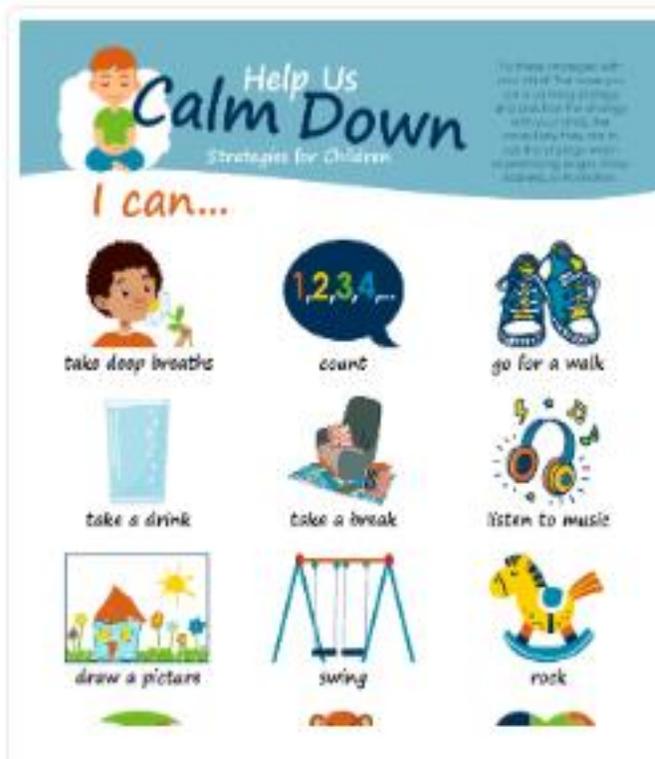
- What was going on, what were the triggers, what coping strategies can we try next time
- Appropriate consequences, restorative practices

Resources for Children Who Need Extra Support

- The National Child Traumatic Stress Network (NCTSN) provides a list of promising practices for professionals. For further details, visit: <https://www.nctsn.org/treatments-and-practices/trauma-treatments>
- In collaboration with the National Center for PTSD, the NCTSN also published a Psychological First Aid guide (2nd edition) for schools to help educators respond to a crisis event, which can be accessed at: <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>



Resources for Responding to Children

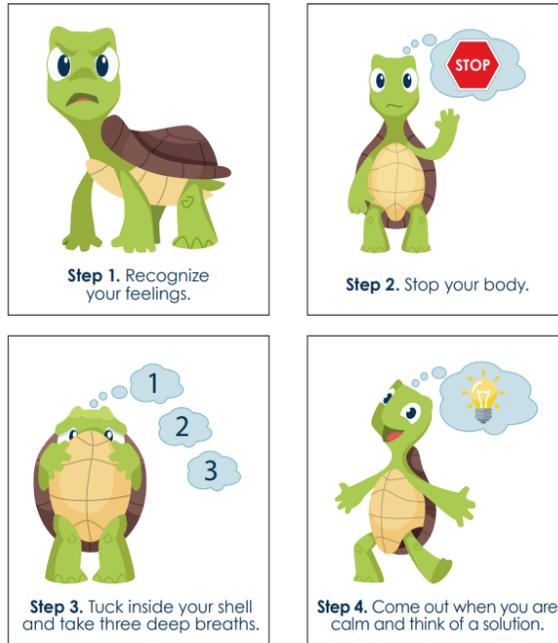


<https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

Resources for Responding to Children

<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>

NCPMI The Turtle Technique



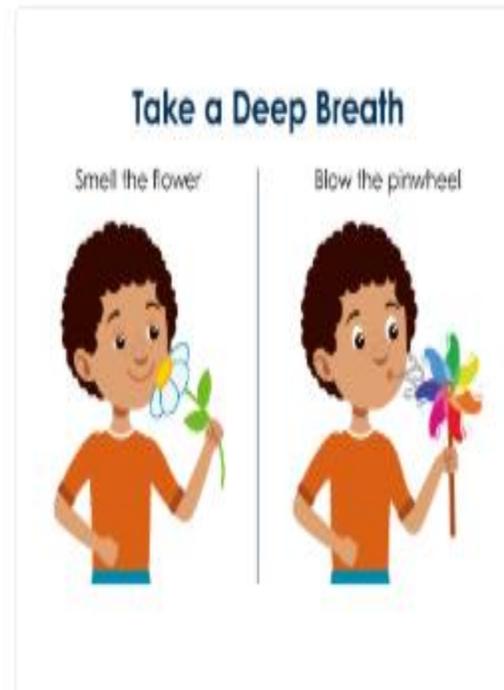
The Turtle Technique is a four-step process for managing anger. It is illustrated with a green cartoon turtle. Step 1 shows the turtle looking sad. Step 2 shows the turtle with a red octagonal 'STOP' sign above its head. Step 3 shows the turtle with its head and front legs tucked into its shell, with three thought bubbles containing the numbers 1, 2, and 3. Step 4 shows the turtle with its head and front legs out of its shell, with a thought bubble containing a lit lightbulb.

Step 1. Recognize your feelings.

Step 2. Stop your body.

Step 3. Tuck inside your shell and take three deep breaths.

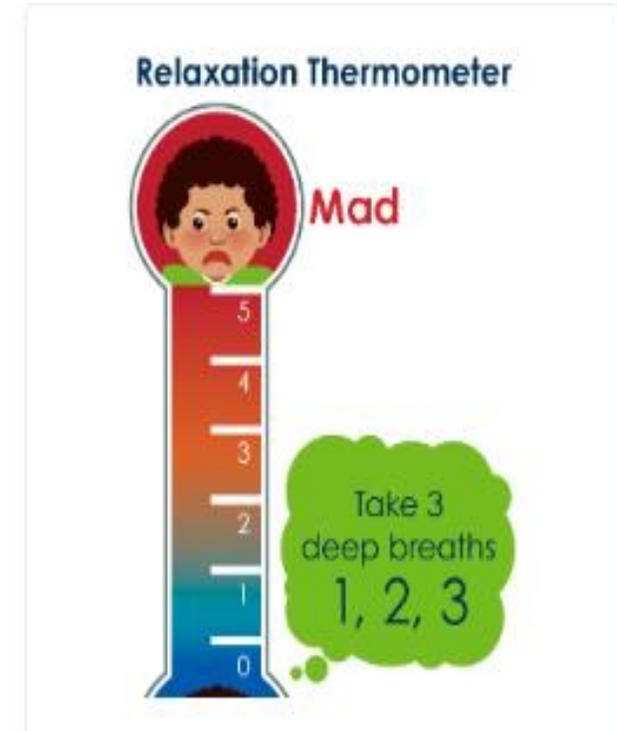
Step 4. Come out when you are calm and think of a solution.



Take a Deep Breath

Smell the flower | Blow the pinwheel

The illustration shows a boy in an orange shirt. On the left, he is holding a green stem with a yellow flower. On the right, he is holding a colorful pinwheel on a stick.



Relaxation Thermometer

Mad

5
4
3
2
1
0

Take 3 deep breaths
1, 2, 3

The illustration shows a vertical thermometer with a red-to-blue gradient. The top of the thermometer is red and labeled 'Mad'. The scale is numbered from 0 to 5. A boy's face is shown at the top of the thermometer. A green speech bubble next to the thermometer says 'Take 3 deep breaths 1, 2, 3'.

Resources

Learn More About Trauma & Toxic Stress

- [National Childhood Traumatic Stress Network \(NCTSN\)](#)
- [Child Mind Institute's How Trauma Affects Kids in Schools](#)
- Harvard's Center on the Developing Child's [Guides to Toxic Stress & Resilience](#)
- [Addressing Race and Trauma in the Classroom](#)

Guidance & More Strategies for Schools and Classrooms

- [Colorín Colorado's Using a Strengths-Based Approach to Support Students Living with Trauma, Violence, and Chronic Stress](#)
- [Turnaround for Children's Vision for School and Student Success](#)
- [Edutopia's Getting Started with Trauma-Informed Practices](#)
- [Helping Traumatized Children Learn: Creating Trauma Sensitive Schools](#)
- [Trauma Responsive Educational Practices Project](#)
- [Dos and Don'ts of a Trauma-Informed Compassionate Classroom](#)
- ["What do I do?" Trauma-Informed Support for Children](#)



QUESTIONS

https://www.surveymonkey.com/r/Day1_2022

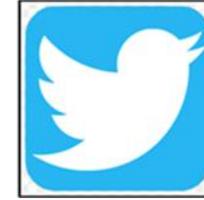




REACH MS



@reach_ms_pbis



reach_ms_pbis



Contact Info

Kasey Keith

Kasey.keith@usm.edu

601.266.4693

www.reachms.org

