

# Truly Trauma-Informed?

Assessment & Design of Actionable Systems & Practices  
On the Journey to Becoming a Trauma-Informed School  
MHRBUC Changemakers Conference ~ Aug. 1, 2024

### While you wait...

- Read Presenter BIO on SLIDE #2
- Check out FREE downloadable resources here:  
<https://bowmanconsultgroup.com/social-emotional-behavioral-goal-bank>

Visit our site



## Bowman Consulting Group

Newberg, OR. ♦ Orange County, CA ♦ Charlotte, NC

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Doris Bowman, M.S. Ed/Spec Ed, Certified Trauma & Resilience Practitioner – Education (CTRP-E®)

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## Presenter Bios



### Rick Bowman's qualifications include the following:

- M.A. in Clinical Psychology
  - Certified Trauma & Resilience Practitioner – Clinical (CTRP-C®)
  - Certified Professional of "The Resilient Heart: Trauma-Informed Practices"® HeartMath Institute
  - Certified HeartMath® and "The Resilience Advantage"/"The Coherence Advantage" Trainer
  - Certified Trainer in Collaborative Problem Solving® MGH (ThinkKids, Mass Gen)
  - K-12 licensed school administrator in the state of Oregon
- Rick's background includes leadership positions in the U.S. Military, business, mental health and education. He's functioned as a clinical consultant for mental health clinics and human service agencies, and has also provided speaking/consultation internationally in Russia, Cuba & Jamaica. He's held positions of Clinical Psychologist, Community College Professor, Assistant Principal, Alternative Education Coordinator, Student Services Director, and Assistant Executive Director of a non-profit organization providing educational services to students with severe behavioral and emotional challenges.

### Doris Bowman's qualifications include the following:

- M.S., Education / Special Education
  - Advanced Certified Trauma & Resilience Practitioner – Education® (ACTRP-E)
  - Advanced Certified Trauma & Resilience Practitioner – Clinical (ACTRP-C®)
  - Certified HeartMath® and "The Resilience Advantage"/"The Coherence Advantage" Trainer
  - Certified Professional of "The Resilient Heart: Trauma-Informed Practices"® HeartMath Institute
  - PCI Certified Parent Coach® & Appreciative Inquiry Coach
  - Certified "Stress & Well-Being Assessment"® Provider@HMI
  - Certified special educator & administrator in the state of Oregon
  - Certified Trainer in Collaborative Problem Solving® MGH (ThinkKids, Mass Gen)
- Doris has co-authored "Going to Bed is Easy Now", and "Going to School is Easy Now", the first two in a series of children's books designed to support children with challenging behavior ([www.easynowbooks.com](http://www.easynowbooks.com)). She has over 20 years' experience working with and supporting children/youth with challenging behaviors and their families.



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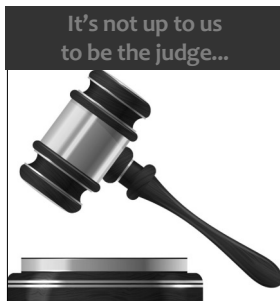
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## How we define trauma matters...

Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening, and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional or spiritual well-being.

The experience can be  
**REAL or PERCEIVED.**

Source: National Association of State Mental Health Program Directors, Inc.; All rights reserved.



It's not up to us  
to be the judge...

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# When trauma occurs...

Frozen in an activated state of arousal - State of Fear or Terror

Stress hormones are released

Cortex goes offline

Limbic/brain stem are in control (driving the train)

In fight, flight, freeze

No sense of time (no past or future)

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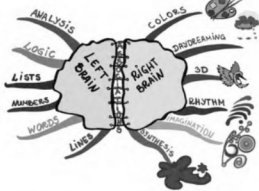
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Source: The National Institute for Trauma and Loss in Children

## Left Brain and Right Brain

Both brain hemispheres are affected. The first thing that happens is that the left and right brain don't integrate and work together – there is no cooperation between the two hemispheres.



### How Trauma Impacts Left Brain

- Trauma has NO LANGUAGE, no words to describe
- Unable to reason
- Can't think things through
- Can't make sense of what happened
- The neurons in the hippocampus are damaged significantly by the stress hormone release
- Learning, processing, focusing is impaired

### How Trauma Impacts Right Brain

- Trauma memory is stored here
- No words to describe, only sensory memories – sight, sounds, touch, smell, taste
- Iconic symbolization (images)
- Affect
- Emotional dys-regulation
- Easily activated, dys-regulated

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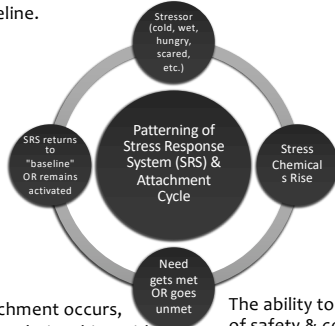
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**STRESS RESPONSE SYSTEM:** When needs are predictably met by the caregiver, the SRS is patterned to return back to baseline.

When needs are unpredictably met, the SRS remains elevated for far too long, becoming more vulnerable & sensitized



**ATTACHMENT:** When healthy attachment occurs, the child associates relationships with safety, developing a template for how they approach all relationships

The ability to experience feelings of safety & connection is built upon ongoing experiences of co-regulation with a regulated adult

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## The Power of Understanding Private Logic

If we don't know what their private logic is, we don't know how we can help them... It's their narrative ("trauma story" and associations) about themselves and everyone/everything around them based upon past experiences:

- How they see themselves
- How they see others
- How they see the world around them

What does private logic look like?

- They **don't** know why they do the things they do
- They can often do things simply because those things are congruent with their private logic

Source: STARR Commonwealth

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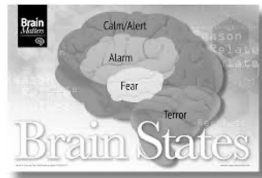
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**When we use traditional reward/consequence systems, and plans aimed solely at the cortex we neglect to take into account the fact that:**



- Even in the use of rewards, we are activating the "stress response system" (SRS) in a youth whose SRS is already overactive and vulnerable to stress
- We're causing them to move up the arousal continuum into a higher state of alarm
- We're causing their brain to shut down in the **exact areas** that we want them to access at those times – reflective, flexible, problem-solving types of thinking

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### Core Principle / Attribute of Being "Trauma-Informed"

#### Safety

- Sense of emotional and physical safety (avoids creating feelings of threat/activating the stress response system)

#### Traditional School Systems

#### Trauma-Informed School Systems

X

✓

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Rarely decrease sense of threat in a child's day</li> <li>▪ Often likely to trigger the "stress response system"</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Purposefully avoid creating a sense of threat</b></li> <li>✓ <b>Focus on proactively creating a sense of safety</b></li> </ul> |
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| WHAT THIS CAN LOOK LIKE:  | WHAT TO AVOID:  |
|---|---|
| <ul style="list-style-type: none"> <li>❑ <b>Consider times and places</b> in the day that may feel unsafe or overwhelming: think sensory vs. cognitive (before school, lunchtime, hallway passing times, bathrooms, etc.)</li> <li>❑ <b>Create purposeful opportunities</b> (a proactive plan) for a child to build strong caring connections – a “felt sense of safety” – with both teacher &amp; peers in classroom</li> <li>❑ <b>Develop a proactive plan</b> that takes into account all of the times of the day that could feel like a threat of failure or humiliation and how those could be decreased or eliminated.</li> </ul> | <ul style="list-style-type: none"> <li>X <b>Avoid downplaying bullying</b> or overlooking the depth of impact this may be having</li> <li>X <b>Avoid overuse of punitive practices</b> and/or rewards for compliance – even offers of rewards may often activate the stress response system</li> <li>X <b>Avoid requiring an explanation</b> from a child for their behavior (when they often don't have cognitive awareness or verbal explanations to go along with the “why” of that behavior)</li> </ul> |

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**Everything we experience has to go through the dumbest part of the brain! – Dr. Bruce Perry**

From Dr. Bruce Perry, The Child Trauma Academy

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| Core Principle / Attribute of Being “Trauma-Informed”  |  |
|--|--|
| Trustworthiness / Predictability   |  |
| <ul style="list-style-type: none"> <li>❑ Convey clear boundaries &amp; expectations</li> <li>❑ Convey clearly what can likely be expected to happen</li> </ul> |  |
| Traditional School Systems   | Trauma-Informed School Systems   |
| ✓  | ✓  |
| <ul style="list-style-type: none"> <li>▪ When well-constructed and implemented, do convey clear boundaries and expectations</li> </ul>                         | <ul style="list-style-type: none"> <li>✓ <b>Provide whatever level of support is needed for a child to be clear about boundaries and expectations</b></li> </ul> |

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| WHAT THIS CAN LOOK LIKE:  | WHAT TO AVOID:   |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Having clear, realistic expectations</b> that are taught, trained (practiced) and reviewed regularly</li> <li><input type="checkbox"/> <b>Using consistent approaches</b> (predictability, rituals, routines)</li> <li><input type="checkbox"/> <b>Consistent message and demonstration of support;</b> setting a child up to expect support when they need it</li> <li><input type="checkbox"/> <b>Recognizing/accepting that we have to earn their trust:</b> their ability to trust us will come with many "doses" of experience that build their trust</li> <li><input type="checkbox"/> <b>Following through</b> when you make commitments, statements, etc.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Unpredictability</b></li> <li><input checked="" type="checkbox"/> <b>Ambiguity</b></li> <li><input checked="" type="checkbox"/> <b>Unrealistic expectations</b> (based on the child's level of regulation and skill set)</li> <li><input checked="" type="checkbox"/> <b>Asking a child to perform tasks that they don't have the skills for</b> (academic, regulatory, organizational, etc.)</li> </ul> |

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## Dosing = Repatterning the Stress Response

Positive doses of "relational stress"



- Supportive
- Non-judgmental
- Often involves a question to engage them
- Infused with empathy/curiosity

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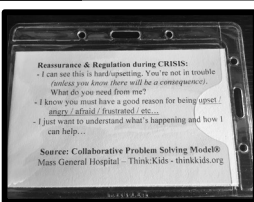
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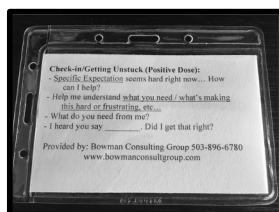
## Predictable Empathetic Interactions from Adults



**Example:** Spontaneous Plan B intervention from the Collaborative Problem Solving® (MCH) approach:

*"Something about ( expectation ) seems hard/stressful right now... How can I help? Is there something you need?"*

We're consistent in all responses to the student – i.e., use of the same, consistent, non-threatening, empathetic statements by all adults in the environment when they see a particular student begin to struggle



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**Core Principle / Attribute of Being "Trauma-Informed"**

**Choice (Control)**

Use of methods of power and control are minimized/ avoided (there is a recognition that use of power and control can be re-traumatizing and/or triggering)

| Traditional School Systems   | Trauma-Informed School Systems   |
|--|--|
| X  | ✓  |
| <ul style="list-style-type: none"> <li>Adults are most often making decisions / plans / solutions, and the child has little choice or control</li> <li>Rely heavily on mechanisms of power &amp; control (both + and - consequences with focus on gaining compliance)</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Involve the child in decisions / plans / solutions to the highest degree possible</b></li> <li>✓ <b>Mechanisms of power and control</b> (including + and - reinforcers) <b>are avoided to the greatest extent possible to avoid re-traumatizing</b></li> </ul> |

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| WHAT THIS CAN LOOK LIKE:   | WHAT TO AVOID:   |
|--|--|
| <input type="checkbox"/> <b>Involving the child</b> in making decisions about their day to the greatest extent possible                                | X <b>Increasing the power differential</b> (re-creates the feeling of being a victim)      |
| <input type="checkbox"/> <b>Promoting growth mindset:</b> conveying the belief that the child can make good decisions and solve problems               | X <b>"Telling"</b> vs. "Asking"  |
| <input type="checkbox"/> <b>Opportunities to demonstrate learning in a variety of ways</b>   | X <b>Lots of adult-generated plans and solutions</b>                                       |
| <input type="checkbox"/> <b>Focusing on building a sense of autonomy</b>   | X <b>Using lots of external motivators</b>   |
| <input type="checkbox"/> <b>Focusing on building a sense of competence</b>   | X <b>Using systems and processes that place all the control in the hands of the adults</b> |
| <input type="checkbox"/> <b>Method to proactively indicate to the teacher where they are "at"</b> when they enter the classroom and throughout the day | X <b>Rigidly expecting all kids to meet the same expectations</b> in the same ways         |

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**Student-Controlled Level of Expectations**

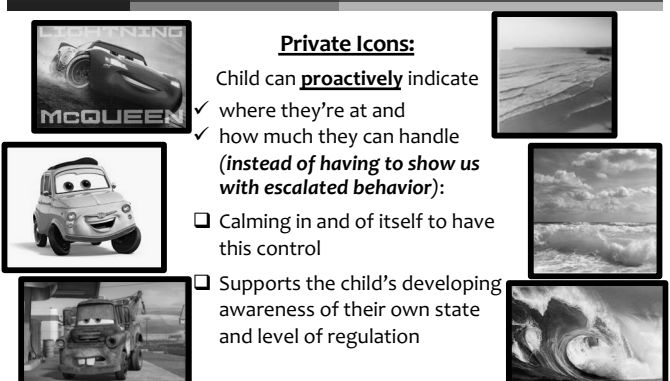
**Private Icons:**

Child can **proactively** indicate

- ✓ where they're at and
- ✓ how much they can handle **(instead of having to show us with escalated behavior):**

Calming in and of itself to have this control

Supports the child's developing awareness of their own state and level of regulation




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**Core Principle / Attribute of Being "Trauma-Informed"**

**Collaboration & Mutuality**

- ☐ Shared decision-making is valued
- ☐ Recognition that healing happens in the context of relationship

| Traditional School Systems   | Trauma-Informed School Systems   |
|--|--|
| X  | ✓  |
| <ul style="list-style-type: none"> <li>▪ Adults are most often the ones making most/all decisions</li> <li>▪ Methods are done "to" kids and not "with" kids</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Shared process is used to determine how to solve problems</b></li> <li>✓ <b>Relational approach is at the core of these systems and plans</b></li> </ul> |

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| WHAT THIS CAN LOOK LIKE:   | WHAT TO AVOID:   |
|--|--|
| <ul style="list-style-type: none"> <li>☐ <b>Responding to challenging behavior in a relational way</b> when it comes to working on a solution</li> <li>☐ <b>Doing as much as possible "with"</b> a child and not "to" them</li> <li>☐ <b>Promoting the belief</b> that children can come up with good ideas &amp; solutions</li> <li>☐ <b>Promoting the belief</b> that children's ideas, opinions, concerns, perspectives and beliefs are valid and valuable</li> </ul> | <ul style="list-style-type: none"> <li>X <b>Adult-directed solutions</b></li> <li>X <b>Choosing response to a child's challenging behavior without assessment</b> of why child is unable to meet expectations</li> <li>X <b>Assessing why a child behaves in a certain way based upon our adult assumptions</b>, and without input from the child</li> <li>X <b>Employing methods that are solely for the benefit of adults</b> rather than the child</li> <li>X <b>Applying same (uniform) solutions</b> based upon our adult logic &amp; assumptions about cause and/or motivation (over-generalizing and over-personalizing on part of adults)</li> </ul> |

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**Why choose Collaborative Problem Solving?**

Because CPS has operationalized the sequence the brain needs to heal trauma, repattern the stress response system, & build skills in a simple process that can be used by any staff who work with or serve youth:

- Administrators
- Teachers
- Counselors
- Educational Assistants
- Secretaries
- Parents
- Caregivers
- Even peers will catch on and begin to use it with one another!

The **Collaborative Problem Solving**®MGH approach tells us that chronic challenging behavior is a result of a **lack of skill** (not will) in **5 areas of neurocognitive skills**:

- Language and Communication Skills
- Attention and Working Memory Skills
- Emotion- and Self-Regulation Skills
- Cognitive Flexibility Skills
- Social Thinking Skills

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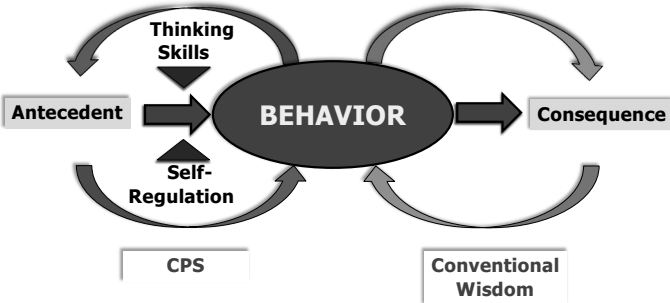
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# Functional Analysis of Cognition vs. Behavior



Source: Think:Kids, Massachusetts General Hospital - Collaborative Problem Solving® Tier 1 Training

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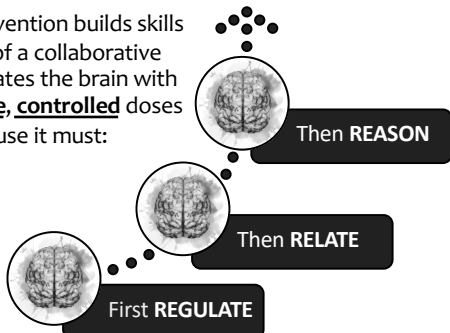
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## Why choose Collaborative Problem Solving (CPS) Approach?

The primary CPS intervention builds skills within the context of a collaborative interaction that activates the brain with **moderate, predictable, controlled** doses of stress because it must:



Dr. Bruce Perry, The Child Trauma Academy

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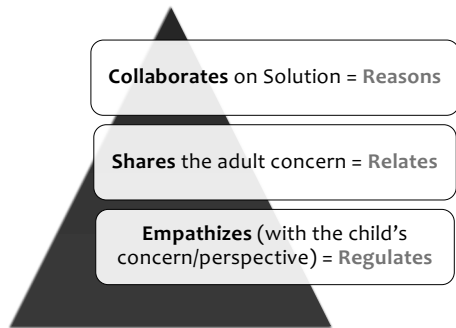
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What's SO special about the CPS intervention?  
It mirrors the way the brain processes information

The CPS Intervention is an interaction in which the adult:



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| Core Principle / Attribute of Being "Trauma-Informed"   |   |
|---|---|
| Empowerment   |   |
| <input type="checkbox"/> Focus on <b>individual's strengths</b><br><input type="checkbox"/> Focus on <b>building self-regulation</b><br><input type="checkbox"/> Focus on <b>building skills</b>  |   |
| Traditional School Systems  | Trauma-Informed School Systems  |
| X   | ✓   |
| <ul style="list-style-type: none"> <li>Put little focus on strengths (in the face of challenging behavior)</li> <li>Often cause dysregulation</li> <li>Put little focus on building skills in brain compatible ways</li> <li>Focus on gaining compliance</li> </ul> | <ul style="list-style-type: none"> <li>✓ <b>Focus on strengths (even in face of challenging behavior)</b></li> <li>✓ <b>Focus on proactively re-patterning stress response system</b></li> <li>✓ <b>Focus on building skills in ways that are compatible with neuroscience</b></li> </ul> |

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| WHAT THIS CAN LOOK LIKE:  | WHAT TO AVOID:   |
|---|--|
| <input type="checkbox"/> <b>Finding ways for them to engage in their areas of strength daily</b> so that they have some sense of success/accomplishment                               | <input checked="" type="checkbox"/> <b>Setting the adult goal or focus as being "compliance"</b> (rather than taking a view of being about process, and small incremental bits of growth toward regulation and engagement) |
| <input type="checkbox"/> <b>Approaching regulation from a proactive stance:</b> rather than a plan for "when they have a meltdown", having a plan to help ensure they don't get there | <input checked="" type="checkbox"/> <b>Failing to view regulation as a top priority / necessity</b>  |
| <input type="checkbox"/> <b>Focusing on internal motivation and building a sense of competence</b>  | <input checked="" type="checkbox"/> <b>Focusing primarily on external motivation</b> to gain compliance or control   |
| <input type="checkbox"/> <b>Focusing on increasing numbers of experiences in a day that are brain-compatible</b> for building regulation and skills (these are VERY short doses)      | <input checked="" type="checkbox"/> <b>Failing to use approaches based in neuroscience</b> to build executive functioning & social engagement skills   |
| <input type="checkbox"/> <b>Using goals and objectives in IEP's and Behavior Plans that are skills-based</b> rather than behavior-based   |  |

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**Social-Emotional-Behavioral Goal Bank (CPS-Based)**  
 Bowman Consulting Group, LLC  
 503-896-6780 • info@bowmanconsultgroup.com

**Note:** The following goals are based upon the list of skill categories, individual neurocognitive skills from the Think:Kids Collaborative Problem Solving model that is the property of Massachusetts General Hospital, and the Collaborative Problem Solving Assessment and Planning Tool (CPSAS) from the Collaborative Problem Solving model. This document has been developed and shared for the purpose of aiding professionals in the use of the Think:Kids Collaborative Problem Solving model to formulate goals that are focused on building these skills.

**Language and Communication**

Given instruction, feedback and support, \_\_\_\_\_ will be able to restate and/or explain \_\_\_\_\_ citations back to the teacher in \_\_\_\_\_% of \_\_\_\_\_ out of \_\_\_\_\_ opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, \_\_\_\_\_ will be able to engage in \_\_\_\_\_ exchanges in \_\_\_\_\_% of \_\_\_\_\_ opportunities measured by the end of one academic (IEP) year.

<https://bowmanconsultgroup.com/social-emotional-behavioral-goal-bank/>

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| Core Principle / Attribute of Being "Trauma-Informed"   |  |
|---|--|
| <b>Cultural, Historical and Gender Issues</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively moves past...</li> <li><input type="checkbox"/> Offers....</li> <li><input type="checkbox"/> Leverages healing value....</li> <li><input type="checkbox"/> Recognizes and addresses....</li> </ul> |  |
| Traditional School Systems  | Trauma-Informed School Systems   |
| X   | ✓  |
| <ul style="list-style-type: none"> <li>▪ Are often unaware of cultural or gender stereotypes and/or implicit bias</li> <li>▪ Often do not offer these services</li> <li>▪ Often do not include healing value of traditional cultural connections</li> <li>▪ Often doesn't consider/address this</li> </ul>                | <ul style="list-style-type: none"> <li>✓ Focus on awareness and explicit valuing of cultural, historical and gender values</li> <li>✓ Purposeful in ensuring that services are culturally/gender responsive and inclusive</li> <li>✓ Considers how historical trauma may be playing a role...</li> </ul> |

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| WHAT THIS CAN LOOK LIKE:  | WHAT TO AVOID:  |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Finding ways for them to recognize and engage in areas of cultural strength</li> <li><input type="checkbox"/> Create ways for students to find their unique voice</li> <li><input type="checkbox"/> Create a sense of safety around voicing resistance, speaking out, etc.</li> <li><input type="checkbox"/> Create inviting opportunities for students to share experiences they, parents, grandparents, etc have had</li> <li><input type="checkbox"/> Demonstrate humility by asking about a child's experiences (vs. assuming)</li> </ul> | <ul style="list-style-type: none"> <li>X Making assumptions about a child's experience based upon culture, race, gender, etc</li> <li>X Showing (overtly or subtly) lower expectations of students from minority backgrounds/groups</li> <li>X Not examining one's own perspectives for implicit bias</li> <li>X Setting expectations for classroom norms that may violate cultural norms (i.e., "You need to look me in the eye when we speak to one another.")</li> </ul> |

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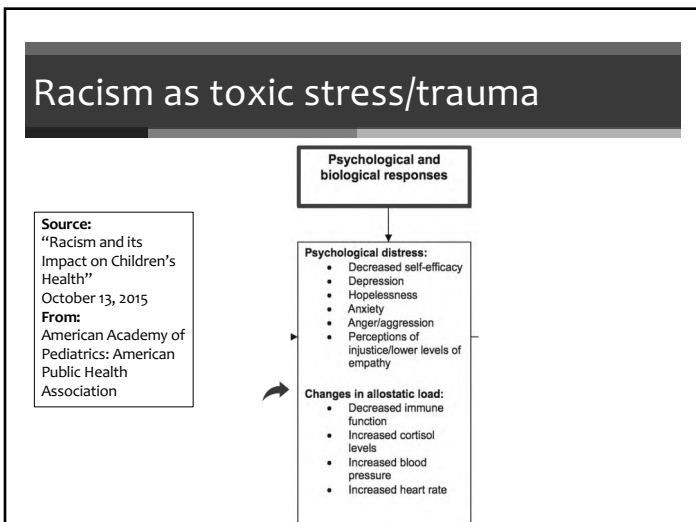
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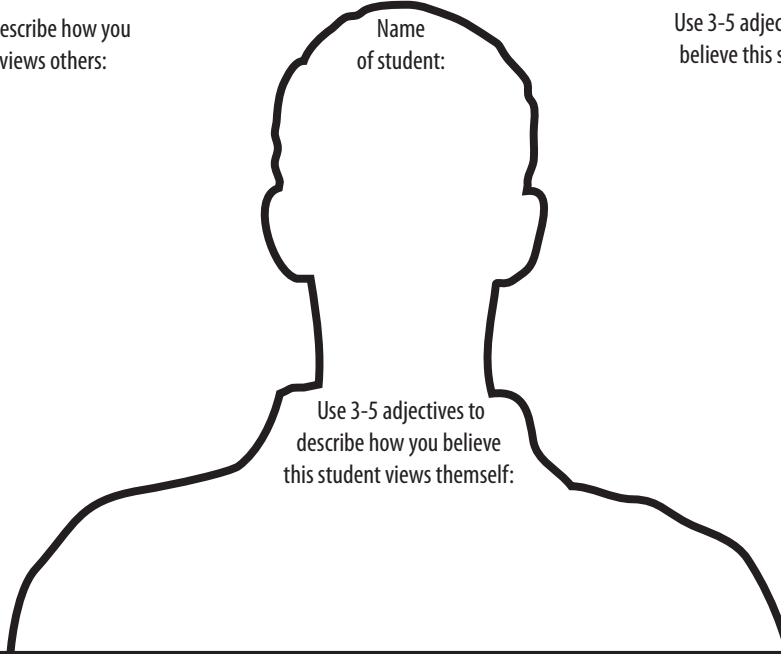


# PRIVATE LOGIC ACTIVITY

Use 3-5 adjectives to describe how you believe this student views others:

Name of student:

Use 3-5 adjectives to describe how you believe this student views the world:



Use 3-5 adjectives to describe how you believe this student views themselves:

What past and present experiences may have led to this Private Logic?

What behaviors might you see from the child as a result of this Private Logic?

What does this child need most from you? from us as a school team as a result?  
--> How can we gradually help reshape this private logic through new experiences?

## Reflect: How do YOU find Safety/Connection?

### Reflecting on our own connections:

- Who are the people in your life with whom you feel safe, or feel a sense of connection?
- When do you feel your best – calm, connected and safe?
- How do we as adults respond to children who are seeking (*possibly in challenging ways*) to get their autonomic needs met for safety & connection?

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## Applying the Power of “Felt Safety”

### How can you apply the power of “Felt Safety” to your presence / interactions with children/youth?

- Consider:** Am I working off an emotionally stable platform (self-regulated)?
- Presence:** Am I present with the child?
- Tone:** Is my volume and inflection supportive and safe?
- Facial Expression:** Reflective of safety? Compassion? Engagement?
- Pacing & Timing:** Approaching according to child’s immediate needs?
- Posture & Gestures:** Relaxed and inviting

Source: Beyond Behaviors – Delahooke

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## Assessing Your School / District Systems for Trauma-Informed Elements

| Core Principles/ Attributes of being “Trauma-Informed”:   | Rate your current school or district systems and practices in each of these areas on the scale of 1-4, from least trauma-sensitive to most trauma-sensitive: |  |  |   |
|---|--|--|--|---|
| Date: _____<br>Team Members: _____<br>_____<br>_____  | <b>1</b> = Have not addressed this area at all yet in our systems and practices  | <b>2</b> = Have begun trying to address this area in our systems and practices | <b>3</b> = Have made this a formal part of our systems and practices | <b>4</b> = Have made this a formal part of systems/ practices, & trained staff at level to support implementation |
| <b>Safety</b>   |  |  |  |   |
| <input type="checkbox"/> Sense of emotional and physical safety <i>(avoids creating feelings of threat/activating the stress response system)</i>   | _____  | _____  | _____  | _____   |
| <b>Trustworthiness (Predictability)</b>   |  |  |  |   |
| <input type="checkbox"/> Convey clear boundaries & expectations<br><input type="checkbox"/> Convey clearly what kids can expect from their day and from adults  | _____  | _____  | _____  | _____   |
| <b>Choice (Control)</b>   |  |  |  |   |
| <input type="checkbox"/> Use of methods of power & control are minimized/ avoided <i>(there is a recognition that use of power and control can be re-traumatizing and/or triggering)</i><br><input type="checkbox"/> Opportunities for choice/control are given high value  | _____  | _____  | _____  | _____   |
| <b>Collaboration &amp; Mutuality</b>  |  |  |  |   |
| <input type="checkbox"/> Shared decision-making is valued<br><input type="checkbox"/> Recognition that healing happens through relationship   | _____  | _____  | _____  | _____   |
| <b>Empowerment</b>  |  |  |  |   |
| <input type="checkbox"/> Focus on individual's strengths<br><input type="checkbox"/> Focus on building self-regulation<br><input type="checkbox"/> Focus on building skills   | _____  | _____  | _____  | _____   |
| <b>Cultural, Historical &amp; Gender Issues</b>   |  |  |  |   |
| <input type="checkbox"/> Actively moves past cultural & gender stereotypes/biases<br><input type="checkbox"/> Offers culturally/gender responsive services<br><input type="checkbox"/> Leverages healing value of traditional cultural connections<br><input type="checkbox"/> Recognizes and addresses historical trauma | _____  | _____  | _____  | _____   |

## Principles of Being Trauma-Informed: Traditional vs. Trauma-Informed Discipline Systems & Behavior Plans

| Core Principles/ Attributes of being "Trauma-Informed":   | Traditional School Discipline Systems & Behavior Plans   | Trauma-Informed School Discipline & Behavior Plans  |
|---|--|---|
| <b>Safety</b>   | ✗  | ✓   |
| <input type="checkbox"/> Sense of emotional and physical safety<br><i>(avoids creating feelings of threat/activating the stress response system)</i>  | <ul style="list-style-type: none"> <li>Rarely decrease the sense of threat in a child's day/experience</li> <li>Often likely to trigger the stress response system</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Purposefully avoid creating a sense of threat</li> <li>✓ Focus on proactively creating a sense of safety</li> </ul>  |
| <b>Trustworthiness (Predictability)</b>   | ✓  | ✓   |
| <input type="checkbox"/> Convey clear boundaries & expectations<br><input type="checkbox"/> Convey clearly what kids can expect from their day and from adults  | <ul style="list-style-type: none"> <li>When well-constructed and implemented, do convey clear boundaries and expectations</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Provide whatever level of support is needed for a child to be clear about boundaries &amp; expectations, and supported in meeting them</li> </ul>  |
| <b>Choice (Control)</b>   | ✗  | ✓   |
| <input type="checkbox"/> Use of methods of power and control are minimized/avoided<br><i>(there is a recognition that use of power and control can be re-traumatizing and/or triggering)</i><br><input type="checkbox"/> Opportunities for choice and control are given high value  | <ul style="list-style-type: none"> <li>Adults are most often making the decisions / plans / solutions; child has little choice or control</li> <li>Rely heavily on mechanisms of power and control (both + and - consequences designed to gain compliance)</li> </ul>                                    | <ul style="list-style-type: none"> <li>✓ Involve the child in decisions/ plans/ solutions to the highest degree possible</li> <li>✓ Mechanisms of power and control (including + and - reinforcers) are avoided to the greatest extent possible to avoid re-traumatizing</li> </ul>   |
| <b>Collaboration &amp; Mutuality</b>  | ✗  | ✓   |
| <input type="checkbox"/> Shared decision-making is valued<br><input type="checkbox"/> Recognition that healing happens through relationship   | <ul style="list-style-type: none"> <li>Adults are most often the ones making most/all decisions</li> <li>Methods are done "to" kids and not "with" kids</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Shared process is used to determine how to solve problems</li> <li>✓ Relational approach is at the core of these systems and plans</li> </ul>  |
| <b>Empowerment</b>  | ✗  | ✓   |
| <input type="checkbox"/> Focus on individual's strengths<br><input type="checkbox"/> Focus on building self-regulation<br><input type="checkbox"/> Focus on building skills   | <ul style="list-style-type: none"> <li>Put little focus on strengths</li> <li>Often cause dysregulation</li> <li>Put little focus on building skills in brain-compatible ways</li> <li>Focus is on gaining compliance</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Focus on strengths</li> <li>✓ Focus on proactively re-patterning the stress response system</li> <li>✓ Focus on building skills in ways that are compatible with neuroscience</li> </ul>   |
| <b>Cultural, Historical &amp; Gender Issues</b>   | ✗  | ✓   |
| <input type="checkbox"/> Actively moves past cultural and gender stereotypes and biases<br><input type="checkbox"/> Offers culturally/gender responsive services<br><input type="checkbox"/> Leverages healing value of traditional cultural connections<br><input type="checkbox"/> Recognizes and addresses historical trauma | <ul style="list-style-type: none"> <li>Are often unaware of cultural or gender stereotypes and/or implicit biases</li> <li>Often do not offer these services</li> <li>Often do not include healing value of traditional cultural connections</li> <li>Often does not consider or address this</li> </ul> | <ul style="list-style-type: none"> <li>✓ Focus on awareness and explicit valuing of cultural, historical and gender values</li> <li>✓ Purposeful in ensuring that services are culturally/gender responsive and inclusive</li> <li>✓ Considers how historical trauma may be playing a role in challenging situations</li> </ul> |