



Trauma-Informed Routines & Procedures

Agendas

Posting and updating an agenda in your classroom is a foundational trauma-informed practice. Utilize the agenda to preview upcoming and review past events and highlight any changes to the typical day. Agendas help to decrease anxiety and increase predictability.

Morning Message

An integral part of the [Responsive Classroom Morning Meeting](#), Morning Messages offer an opportunity to communicate important information, integrate academic concepts, and provide an opportunity for student voice & connection to start the day. ([Examples](#))

Check-In Questions

Starting the day with a check-in or ice-breaker question can provide an opportunity for students to feel seen and heard while they learn about and connect with each other. Giving students the opportunity to pass during a verbal check-in is an important consideration to maintain psychological safety for individuals and the group.

“Wish You Well”

This [Conscious Discipline](#) routine “is a way to instantly calm ourselves, and offer love and caring to others. It lays the foundation for empathy, an essential social skill. Wishing well provides a way for children to help others when there is no physically tangible way to offer help”¹. You can use this routine to acknowledge students who are absent each day or to send well wishes to members of your school community, students’ families, or others. It can take many forms, for example, you might have students put their hands over their heart, take a deep breath in, pause and picture that person in their mind and then breathe out while opening their arms and sending loving thoughts out to that person or you can use a song “We wish you well, we wish you well, all through the day today we wish you well” to the tune of Farmer in the Dell.

Brain Breaks

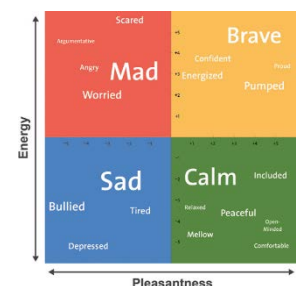
Both scheduled and responsive “brain breaks” can be powerful opportunities to integrate movement and mindfulness into your classroom. Consider student input and leadership in the process. Explore movements that help to deactivate the stress response (i.e. breathing and/or activate the “thinking brain” ([examples](#))). [GoNoodle](#) offers a variety of videos you can use in person or virtually with students.

Call & Response Opportunities

Teaching and integrating call and response practices into your classroom routines is an effective way to gain attention quickly and offer an opportunity for unity, playfulness and pause. Consider integrating opportunities for movement, rhythmic patterns, and culturally relevant phrases. Check out some additional ideas [here](#).

Mood Meter

This practice comes from Yale’s [RULER Method](#) for teaching social and emotional learning. It is a tool used to build emotional awareness of self and others. You can utilize a mood meter in several ways including as a daily check-in, a behavior intervention or during informal conversation. For more information about how to introduce and use a mood meter check out [this NAEYC article](#).



Offering Shine (Shout-outs)

Teach and model ways that adults and children can appreciate and recognize one another in the classroom community. Consider a sentence stem that is reflective of your class or school values and includes opportunity for whole group participation. Some example phrases include “I want to offer shine to ___ for _____. (class chants WAY TO GO ___!)” or “I have a shout-out (class chants SHOUT OUT!). My shout-out is for ___ for the value of ___ because _____.”

¹ Retrieved from <https://consciousdiscipline.com/free-resources/shubert/sophies-classroom/wish-well-ritual/>