Generate strategies you can Start/Stop/Continue/Change to bring the Trauma-Informed Principles to life within your classroom
  o Consider strategies that build and strengthen relationships and/or promote regulation
  o See reverse side for list and definition of the Trauma-Informed Principles

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<th>Start</th>
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<td>Trauma Informed Principle</td>
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| Safety                                    | • Individuals feel physically, socially and emotionally safe.  
• Understand the meaning of “safety” as defined by those being served.                                                                       |
| Trustworthiness & Transparency            | • Operations and decisions are conducted with transparency.  
• Building and maintaining trust.  
• Stability and predictability.                                                       |
| Peer Support                              | • Fostering student-to-student relationships.  
• Peer support is a vehicle for: establishing safety and hope, building trust, enhancing collaboration.                                         |
| Collaboration and Mutuality               | • Shared decision-making.  
• Healing happens in healthy relationships.  
• Everyone has a role to play in a trauma-informed approach.                                                                                       |
| Empowerment, Voice, and Choice            | • Strengths and experiences are recognized and built upon.  
• Belief in resilience and everyone plays a role in promoting healing and recovery.  
• Recognition and understanding of historical and existing power differentials.                                                                    |
| Cultural Humility & Educational Equity    | • Check assumptions, observe, question  
• Acknowledge implicit and explicit stereotypes and biases  
• Be responsive to cultural, ethnic, gender and racial needs of those being served.  
• Leverage healing value of traditional cultural connections  
• Recognize institutional and intergenerational trauma |