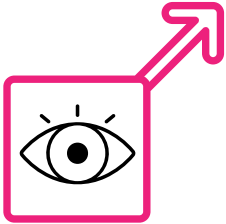


RESILIENT OAKLAND COMMUNITIES AND KIDS (ROCK)

Trauma Responsive Classroom Strategies

Attunement Strategies

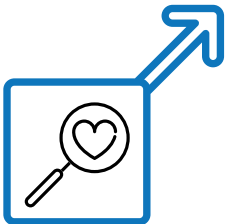
“Tuning in” to a child, being aware of and responsive to their needs and feelings



- Pause
- Remain calm
- Make eye contact
- Eye level proximity
- Tone of voice
- Facial expressions
- Supportive body language
- Other

Relationship-building Strategies

Nurturing positive relationships to support children’s social-emotional and academic skills



- Give positive attention
- Provide comfort
- Listen with interest and use wait time
- Show empathy and validate children’s emotions
- Help children identify and express their sensations and feelings
- Support children to recognize feelings in themselves and others
- “Broadcast” your own thoughts and/or feelings and ways you are resolving problems in the moment
- Provide warm and supportive feedback
- Reframing self-regulation break-downs (normalizing that it takes practice to learn self-regulation)
- Creating self-regulation support plans if needed
- Other

Autonomy & Initiative Strategies

Supporting children to develop a sense of self and discover how to express themselves

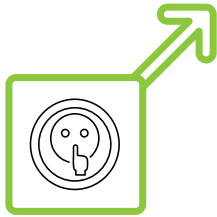


- Acknowledge effort
- Nurture optimism
- Reframe challenges
- Encourage children to take safe and considered risks
- Support children’s self-initiated play
- Support children’s creativity
- Create a wide variety of opportunities for ALL children to make decisions throughout the day
- Other

RESILIENT OAKLAND COMMUNITIES AND KIDS (ROCK)

Trauma Responsive Classroom Strategies

Self-regulation Strategies



Supporting children to manage their thoughts and feelings

- Modeling/describing what calm feels like
- Mindfulness practice (breathing, yoga, stretching)
- Movement activities
- Sensory activities
- Build children's problem-solving toolbox
- Play games that involve memory
- Play games that involve stopping and starting; practice controlling their bodies
- Create emotion stories
- Practice strategies for wait time
- Teach sensory vocabulary
- Teach feelings vocabulary
- Describe activities and reasons 'why' for doing them
- Other

Environmental changes



Changes to the learning environment that help stay regulated or re-regulate when distressed

Physical environment:

- A quiet and safe space where children may choose to be alone when distressed
- A 'calm-down' collection of materials (feathers; stuffed animals; smell the blower; blow the candle; pinwheel to blow; picture cue cards; Tucker Turtle; etc)
- Other

Schedule and routines:

- Provide and actively use a visual schedule throughout the day
- Involve children in using the visual schedule to note what comes before/during/after routine times in the day
- Other

Transitions:

- Plan for transitions
- Give children warnings before a transition will occur
- Use visual or auditory prompts for transition times
- Personalize visual prompts for individual children who need extra support
- Structure transitions so children have something to do
- Teach children the expectations related to transitions
- Other