

Assessing need and identifying practices: Trauma Informed SUN Schools

A trauma-informed SUN school **realizes** both the widespread impact of trauma and the role SUN Schools can play in promoting resiliency; **recognizes** the signs and impacts of trauma in students, families and staff; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization** of students and SUN staff and foster resiliency.¹ In addition, a trauma informed SUN School advocates for trauma informed perspectives and practices within the larger school community.

Domain	Practice Area	Specific SUN Strategies	Evaluation Tool	
			Observation	Self-Survey
REALIZES	Demonstrate a knowledge of brain science	Staff training, education with students		✓
REALIZES	Demonstrate an awareness and understanding of the intersections of trauma and race/culture	Staff training, use of culturally responsive services and classes		✓
REALIZES	Demonstrate an awareness and understanding of personal assumptions and biases	Staff training, HR hiring practices		✓
RECOGNIZES	Ability to identify when students are experiencing a trauma response.	Staff training and supervision, skills for talking and attuning with staff, students and families.	✓	
RESPONDS	Use self regulation strategies in professional practice	Staff training and supervision	✓	
RESPONDS	Implement strengths based approaches	Staff training, SUN staff skill building	✓	
RESPONDS	Promote use of routines and rituals in programming	Program design, SUN staff skill building	✓	
RESPONDS	Teach students self regulation skills in programming	Staff skill building and program design	✓	
RESPONDS	Support school wide behavior guidance work that could include Positive Behavioral Interventions and Supports (PBIS) and restorative practices.	Program design: behavior plans, communication with school and parents, collaboration with students	✓	
RESPONDS	Use trauma informed physical spaces for SUN office, classrooms and other program activities.	Program design, advocacy with school	✓	
RESPONDS	Provide opportunities for students to experience helpful participation and positive identity development	Program design, advocacy with school	✓	
RESIST RETRAUMITIZATION	Participate in parallel process work and self care	Staff supervision and peer support		✓

¹ Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach, 2014.