



Welcoming Students Back to School: Strategies to Support Social-Emotional Skills Trauma-Informed Strategies

This handout lists the trauma-informed strategies discussed in the workshop. More information, links, strategies, activities, and resources can be found on the TAP Online Resource handout.

Creating consistency

- Daily communication and updates
 - Having a central point person can be helpful in streamlining communication
- Safety procedures including rationale
 - Provide a time for questions and a way that students can ask questions privately
- Schedules & agendas
 - When students know what is happening each day or week and are able to anticipate changes, it can ease anxiety
- Transitions
 - Clear procedures and time to practice is important
- Greetings and beginning class routines
 - Routines may include a consistent way adults greet students, the class greets each other, or grounding activities before starting into academics
- Closing the day
 - Routines may include a review of the day, list of homework/tasks, a check in about what they learned, how the day/class was for them, or one thing they are looking forward to tomorrow

Building relationships

- Educator/Student
 - Maintaining relationships with students
 - Outreach from previous teachers or important adults can offer a bridge to help students stay connected
 - Building relationships with new students
 - Adapt previously successful strategies and plan to spend more time building relationships
 - Outreach and connection with at least one adult outside of academics
 - Consistent meeting times are important for building relationships



- Peer relationships
 - Pair or small group work
 - Buddy reading/text-based discussions
 - Guided discussions
 - Games and other non-academic related activities
- Classroom culture
 - Have a morning meeting (classroom or home room)
 - Have a daily check in question which may be the same question or have students generate questions and choose one from the list each day
 - Opportunities to share culture, traditions, important objects, stories, foods, feelings, things that help them feel better
 - Create classroom hopes and goals
 - Student voice in decision making and determining classroom culture is key for a sense of belongingness and empowerment
 - Invite students to recognize one another for positive things
 - Examples include appreciation circles, shout outs, random acts of kindness, and notes of encouragement or thanks

Expressing and managing emotions

- Expressive strategies
 - Students can express themselves through expressive activities and creative art projects while learning self-regulation strategies
 - Expressive activities may include
 - Poetry
 - Plays
 - Music
 - Singing
 - Art projects may include:
 - Clay
 - Painting
 - Drawing
 - Creating a collage
 - Coloring
 - Doodling
 - Planting



- Reflection and exploration strategies
 - These strategies allow students to explore and express their emotions through different characters and actors while building and enhancing their vocabulary of feelings.
 - Activities may include:
 - Journaling prompts
 - Writing
 - Cultural narrative essays
 - Storytelling
 - Books
 - Films
 - Read aloud
 - Role plays
- Mindfulness and movement
 - Movement breaks and mindfulness are essential tools for stress management, reductions of anxiety, self-regulation, attention, focus and concentration
 - Movement breaks may include:
 - Stretch breaks
 - Scavenger hunts
 - Dance parties
 - Obstacle courses
 - Fidget tools
 - Time outside in nature
 - Mindfulness activities may include:
 - Breathing
 - Progressive muscle relaxation
 - Yoga poses
 - Mindful walking
 - Coloring mandalas