



Progress Monitoring Form For Trauma Informed Schools For Administrators

Use the checklist below to help you identify progress in developing a trauma-informed school environment.

KEY **1** - is not at all in place
 2 - is partially in place
 3 - is mostly in place
 4 - is fully in place

Circle	GOALS FOR SCHOOL-WIDE POLICIES AND PROCEDURES
1 2 3 4	A school-wide and multi-tiered system of behavioral and academic support for students is in place (such as PBIS, RTI)
1 2 3 4	The impacts of ACEs are considered by staff members when planning for specific students (such as developing behavior plans and IEP goals and developing behavioral or academic expectations)
1 2 3 4	The building has developed school-wide and/or individual methods and interventions to teach students ways for regulating their emotions and behavior (including safe, calming spaces)
1 2 3 4	Steps have been taken to make school and classroom routines feel predictable and to clearly communicate expectations to students (such as having posted schedules or other visuals, adding structure to unstructured situations such as recess or cafeteria, and emphasizing consistency among staff in behavioral and academic expectations)
1 2 3 4	There is a process in place to review school policies and procedures from a trauma perspective such as attendance, discipline, crisis response, and behavior support
1 2 3 4	A system is in place to gather information for data -based decision making in implementing and evaluating the effectiveness of trauma informed practices and procedures

Circle	GOALS FOR SCHOOL-WIDE CULTURE AND CLIMATE
1 2 3 4	All building staff understand the concept of resiliency and the important role schools have in promoting resiliency
1 2 3 4	To promote resilience, there is a school-wide focus on identifying and promoting students' social, emotional and academic strengths
1 2 3 4	There is a school-wide focus on creating a physically and psychologically safe environment for students and staff
1 2 3 4	There is a school-wide focus on regular activities for families that strengthen the adult-child relationships of students (for example family fun nights)
1 2 3 4	There is a school-wide focus on developing activities that are inviting and embrace the diversity of all learners (such as classroom activities to welcome new students, celebrations of students' cultural or ethnic backgrounds, peer buddy systems)
1 2 3 4	Cultural differences in how children and families are affected by, and respond to trauma and neglect, are considered in the development of trauma-informed school practices

Circle	GOALS FOR STAFF SUPPORT AND TRAINING
1 2 3 4	All building staff have received foundational training in the signs and impacts of ACEs and the broad impact of trauma and neglect on students and staff
1 2 3 4	Staff members understand the importance of developing healthy adult-student relationships and how these healthy relationships can support students with ACEs
1 2 3 4	All staff have become aware of the impact trauma has on their own lives and learn ways to promote personal wellness and respond to personal stress
1 2 3 4	There is training for staff in (1) developing interventions to help traumatized students learn to regulate emotions and behavior, and (2) assist students in safely calming when dysregulated
1 2 3 4	There is staff training to develop methods that help traumatized children recognize their strengths and gain social and academic competence
1 2 3 4	Staff learn school-based procedures to help students and families access mental health supports
1 2 3 4	A method to assess staff needs and desires in developing a trauma-informed school environment has been developed