

READY, SET, **RISE!**



Companion Guide

Module 1

Ready, Set, RISE Trauma-Informed Care and Educator Well-Being



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1. How to use this guide

Ready, Set, RISE Trauma-Informed Care and Educator Well-Being is the first of four modules that will encompass Kaiser Permanente and Alliance for a Healthier Generation's platforms to deliver strategies for educators that focus on trauma-informed teaching and the well-being of educators, with the goal of providing the best possible instructional opportunities for every child to help them reach their full potential.

Ready, Set, RISE Trauma-Informed Care and Educator Well-Being establishes the need for an understanding of Adverse Childhood Experiences, (ACEs), trauma, and stress. The module will provide clarity on how to best equip educators with positive strategies when working with students with ACEs.

This is the first module, a perfect starting point, but all other modules can be viewed in any order. Remember to work through each module at your own pace, reflect on what resonates with you most, and consider how that can impact your work. This guide and the eLearning modules will help inspire you to support your students, co-workers and your own well-being.

2. Why this matters for students

Current Trends

The current climate requires educators who are equipped to recognize and address the impacts of ACEs on their students. Due to the coronavirus pandemic there are even more students impacted by trauma each and every day. Educators must be able to apply strategies that help mitigate the effects of trauma to create a nurturing classroom environment in which students can learn and grow.

Self-Care

Educators now have an even more challenging job learning to teach online or in modified classrooms or school settings, and keep students safe. It has never been more important to have support, and to find time to practice self-care. To be effective in the classroom and any school setting, educators need to remember to take care of their own physical and emotional health.

3. What to expect in the Ready, Set, RISE Trauma-Informed Care and Educator Well-Being Module

Module Objectives

At the end of the module, the participant should be able to:

- recognize and explain prevalence and impact of toxic stress on the brain and body
- recognize the pair of ACEs as a lens through which to better understand trauma and stress
- describe what trauma-informed care is and apply the principles in order to enhance their own holistic well-being
- summarize the key elements of the HEARTS framework as a way to understand how trauma-informed practices can impact educator well-being

Module Layout

Lesson	Content	Key Points
Introduction	What are ACEs and how do they affect teaching and learning?	Most people are affected by some type of Adverse Childhood Experience, trauma, or stress; and thus, educators need strategies to address ACEs.
What is toxic stress?	Recognizing negative or toxic stress Understanding three kinds of trauma	There are three types of stress and each elicits a different response. There are three E's of trauma: events, experiences, and effects.
What are ACEs?	Types of ACEs that commonly affect students and adults	Early adversity can lead to toxic stress responses that impact life-long outcomes.
How does toxic stress and/ -or trauma affect the brain and body?	The science behind stress	Toxic stress can have a cumulative toll on an individual's physical health as well as mental health.
What are some signs and symptoms of stress?	There are both behavioral and learning outcome clues that indicate stress	Recognizing behaviors as stemming from stress can help educators determine strategies to help students mitigate stress and continue to be successful in the classroom.
What is a trauma-informed approach in schools?	There are many strategies that help promote school and community success by incorporating trauma-informed principles.	Using a lens of Trauma Sensitive Schools (TSS) infuses the core values of safety, trust, choice, collaboration, and empowerment to address needs of students who have experienced trauma.
What does this mean for you, the educator?	Educators must practice self-care	Stress and trauma impact educators greatly, and to be effective, educators must find time to practice self-care to promote their own mental well-being.
What works in mediating the impact of stress, toxic stress, and trauma?	Use of the HEARTS and RISE frameworks can help improve self-care	By building and utilizing self-regulation educators can take better care of themselves and better serve their students.
What is resiliency, for real?	Understanding resiliency is key to overcoming serious hardships	To build resiliency you can assess the following areas in your life: physical, emotional, social, community, and purpose.
Summary & Resources	Review of learning objectives	How can you take trauma-informed care to help ALL students learn?

4. How to continue the conversation in schools

This section of the companion guide provides overviews, pre-and post-activities, discussion questions, and supporting resources that accompany the Ready, Set, RISE Trauma-Informed Approach and Educator Well-Being Module. This flexible model allows educators to apply module objectives with school or district goals, such as literacy, culturally responsive instruction, Trauma Sensitive Schools (TSS), and social emotional learning.

Pre-activity:

What is your current understanding of Adverse Childhood Experiences, (ACEs)? How do you see these experiences impacting the students you support and/or your school overall?

Post-activity:

TELL: A Tool for Growth is a teaching strategy that gives students an opportunity to reflect and set new goals after learning new content. Use this strategy to summarize your learning from Ready, Set, RISE Trauma-Informed Care and Educator Well-Being.

For each letter, share your corresponding reflection:

As I think about what I learned about trauma-informed care, here is one thing I am...

T- thankful for

- What information was helpful? What amazing facts did you learn? Did the author make a point that really touched you?

E- evaluate

- How well do you understand the information?, What questions do you still have?

L- learned

- What did you learn? New words? New connections?

L- list your plan of action now

- What new goals do you have based on the module? How can you deal with that student or teacher differently tomorrow?

Discussion Questions

- How has your definition of trauma changed after navigating through the Ready, Set, RISE Trauma-Informed Care and Educator Well-Being module?
- Teaching through a trauma-informed lens requires preparation and reflection. What are some ways you can move more towards a trauma-informed approach in your classroom?

Take Away Activity

Now that you have ideas of how you can use a trauma-informed lens in your classroom or school, you can inspire your colleagues by sharing these resources and encourage trauma-informed teaching. Facilitate the following lesson “How can I use a trauma-informed approach within my school?”

Learning Objective

Participants recognize how to use the HEARTS and RISE frameworks to identify actions they can take to practice using a trauma-informed approach to teaching.

Activity Procedure

1. Introduce the activity by explaining that participants will learn the components of the HEARTS and RISE frameworks.
2. Break into small groups of 3–4. Provide each group with a copy of the HEARTS and RISE in Action template.
3. Have each group select one person to be the recorder and write ideas from the team onto the template.
4. Ask group members to consider and discuss ideas that help inspire teaching with a trauma-informed lens.
5. After 15–20 minutes have each group share their thoughts.
6. Ask participants to reflect on what they saw and heard and how they can implement these ideas into their own classrooms.

Supporting Resources Featured in the Ready, Set, RISE Trauma-Informed Approach and Educator Well-Being Module.

How You Can Continue the Conversation:

Please consider using these additional resources designed for schools to help create safe and supportive learning environments by cultivating practices that strengthen the social and emotional health of all school employees and students.

Additional Resources

Resilience In School Environments (RISE)

RISE works with schools and districts to address the underlying factors of stress in schools and develop strategies and practices that foster more positive school environments.

<https://thrivingschools.kaiserpermanente.org/about-us/resilience-in-school-environments/>

Alliance for Healthier Generations

Works with schools, youth-serving organizations, businesses, and communities to empower kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health.

<https://www.healthiergeneration.org/take-action/schools>

References

Jensen, Eric. Nickelsen, LeAnn. (2008). Digging Deeper. Corwin Press.