

Showing Up In The Face Of Trauma

Goal For Building Leaders: Support Staff So That Staff Can Support Students



01

Regulate Yourself

Regulation will look different for everyone. Being regulated does not, necessarily mean that you look calm. Being regulated means that you are aware of yourself and your feelings, while being attuned to those around you.



02

Be Responsive

Notice what your colleagues need.

Provide opportunities for staff to regulate, and to stay regulated.

- *Offer to cover breaks
- *Join classes to share your regulated presence
- *Create space for staff to notice and name their feelings



03

Provide Guidance On Navigating The Day

Provide scripts for talking about trauma with students.

Emphasize the importance of warmly welcoming students and creating a space for them to share their thoughts and feelings.

Give language, and provide a plan, for how students who struggle will be supported.



04

Be Present

Your regulated presence will have a calming impact on staff and students.



05

Connect With Other Building Leaders

Connection matters.

Talking Points:

Name what happened: (For example) This weekend video aired of the beating of Tyre Nichols in Memphis, Tennessee at the hands of five police officers. Protests, **in some** places has followed.

Normalize feelings: Secondary trauma as a result of the knowledge of these events is likely. Showing up today may have been difficult. We don't know what our students are bringing with them. Our job is to work to stay aware of our feelings, and attuned to our students and to provide them with as much normalcy as possible.

Name how they will be supported: I am here to support you to stay regulated for our students. We will work together to welcome students into the normal routines of their days.

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Goal For Staff: Supporting Students To Stay Regulated



01

Regulate Yourself

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02

Be Present

Greet students warmly.

At the start of the day, create space to discuss what happened "A man named Tyre Nichols was killed by police. People have been sharing their feelings in big ways."



03

Disrupt Monolithic Thinking

Use the word some to reinforce that not all people who share an identity are alike.

"**Some** police officers have committed violent acts, this doesn't mean that **all** police officers are violent."

"People have protested publicly, in **some** cities and in some towns. People protest in different ways."



04

Maintain As Much Normalcy As Possible

Provide space to discuss what happened at the start of the day. Do not revisit and discuss throughout the day. Students who need to discuss what happened should be matched with adults available to support them.

Normalcy is regulating.



05

Use The Supports Provided To You

Take breaks as you can

Connect with colleagues

Ground yourself in the present. Notice what you feel, hear, smell, taste. Feel the solid earth beneath you. Breathe.

Talking Points:

Talk about how it feels to know uncomfortable things: As developmentally appropriate, talk about how when we share uncomfortable news - we may also be sharing uncomfortable feelings. If students need more time to talk, tell them to ask an adult to support them, and discourage them from talking to each other.

Normalize feelings: Remind students that naming their feelings helps to bring them down to a manageable size. Remind students that feelings change. Big feelings may come and go. That is expected.

Lean into curiosity: Research shows the power curiosity and awe have to provide perspective, connection and belonging. Spend time on some amazing facts, observations and discoveries. While trauma is real - it is not all that we are surrounded by.