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### Initial Trauma Plan

Creating a plan to address trauma in the high school classroom involves creating a safe and supportive environment for all students. I think the most important thing that I learned from Dr. Krukenberg's talk was that trauma is unique for each child that experiences it. Some children may experience more than others, and for some an individual event may be more intense than for others. There are a few steps that I will use in my future classroom in order to address trauma. Firstly, the trauma has to be noticed. That means I will have to be alert and attentive no matter where I am in the school. It could be in my classroom, the lunch room, the football field, or the hallways where I hear or see something that could be traumatic. If it is a case where I am required to be a mandatory reporter, I would alert the proper authority right away. If not, myself and another adult would sit down and talk with that student, and see how they are feeling about the situation. Another step is regular check-ins with the student. This could be as simple as a "how are you today" or it could be something more formal such as a meeting with the student, myself, and professionals in the building. Collaboration with professionals in the building is a must. Along with that comes communication with the professionals, so I know what steps are being taken to help the student. Another step is to build the students' self-esteem back up. This is important to help them overcome the trauma they may have experienced, and may help them emotionally move past it. This can be easier in cases of bullying or verbal abuse, but isn't as feasible in cases of severe trauma.

The most important aspect is that each student must be approached as a unique individual with a unique situation. Trauma affects each student differently, and there is no one-size-fits-all approach that will work for every student. Understanding and acknowledging the individuality of each student's experiences is the foundation for implementing effective trauma-informed practices in the school. By taking the time to listen, observe, and engage with students on an individual level, educators can tailor their support and interventions to meet their specific needs.

Sources Cited:

[L. Miller]. (2019, May 13). *Trauma- Mrs. K* [Video].

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