The National Council for Behavioral Health
Seven Domains of Trauma-Sensitive Schools

The National Council’s Seven Domains for Trauma-Sensitive Schools is built on the following core values and principles:

- **Safe, calm and secure environment with supports for students and staff**
- **System wide understanding of trauma prevalence, impact and trauma-informed environments, policies, procedures and practices.**
- **Cultural Competence**
- **Student and family voice, choice and self-advocacy**
- **Student-driven and trauma-specific supports and services**
- **Healing, hopeful, honest and trusting relationships**

**Domain 1 – Student Assessment**
Incorporate trauma related needs, strengths and supports into existing collaborative, culturally-relevant, multi-tiered process of student assessment.

**Domain 2 – Student, Family and Guardian Involvement**
Involves and engages student, family/guardian and community partners to play influential roles in the school and to meaningfully participate in planning, implementing and evaluating improvement efforts. Include student, family/guardian and community partners in multi-tiered student assessment and interventions.

**Domain 3 – Trauma-Sensitive Educated and Responsive District and School Staff**
Increase the awareness, knowledge and skills of the entire workforce around what it means to be a trauma sensitive school, why it’s important and how every person in the organization plays a role in creating a safe, trusting and low-anxiety environment. Implement policies, procedures and practices that build and sustain a trauma-informed workforce.

**Domain 4 - Trauma-Informed, Evidence-Based and Emerging Best Practices**
Increase awareness, knowledge and skills of the student support staff to deliver research informed treatment services that address effects associated with trauma and honor the core principles of trauma-informed care.
Domain 5 - Safe and Secure Environments
Increase the awareness, knowledge and skills of the workforce to create safe, trusting and healing environments. Examine and change policies, procedures and practices that may unintentionally cause distress and may re-traumatize students, family/guardians or staff.

Domain 6 - Community Outreach and Partnership Building
Recognize that all students and family/guardians are part of and affected by other systems, and thus assume a leadership role in educating and engaging partners in trauma-informed care.

Domain 7 - Ongoing Performance Improvement and Evaluation
Ensure a system is in place to measure performance in each domain. Track, analyze and review data to address challenges and/or reinforce progress.