

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

Involve and engage 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 work force.

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.