

TRAUMA-INFORMED DISTANCE LEARNING

Use this checklist to use trauma informed practices while teaching remotely.

DEVELOP A PLAN TO CHECK ON AT-RISK STUDENTS

- Call them personally to check-in and see how they are doing
- Ask if they have barriers to getting food or school supplies
- Ensure they are still receiving services provided at the school (therapy)
- Most importantly, let them know you care...just like in school; talk about pets, siblings, things they love
- Make a concrete plan with them for when and how they want to check-in with you (Tuesdays/9:15/phone)



PRIORITIES

- Routines and Predictability- Your schedule, posts and videos should begin to feel routine. Changing things often produces anxiety.
- Flexibility- Students may be caring for siblings while parents are at work or may not have a computer or internet access. Talk to the student and parents about a plan that will meet both of your needs.
- Relationships- Continue to foster the relationship that has been built with the student. Encourage others from your school to reach out through email, phone calls or letters to at-risk students to show they care about them.
- Empowerment- Give choices and allow students to make decisions. Now is the time to focus on their interests and strengths. Focus on creativity.

SAFETY AND WELLBEING

- Contact your school administrator if a student/parent can't be reached so they can follow county procedures
- Contact local law enforcement or PRO and request a welfare check
- Make a referral to your school counselor for social/emotional concerns

As a MANDATED REPORTER if you suspect abuse or neglect you must call West Virginia Child & Adult Abuse Hotline – 1-800-352-6513

REMEMBER:

Not all students are experiencing stress as a result of the COVID-19 pandemic. Trauma is not an event but a *reaction* to an event.

RELATIONSHIPS and available resources can make a huge impact on the reaction students have from this event.



West Virginia
Behavior/Mental Health
Technical Assistance Center