

# EDUCATION POLICY APPROACHES TO Trauma-Informed Practices

## STATISTICS SHOW THAT:

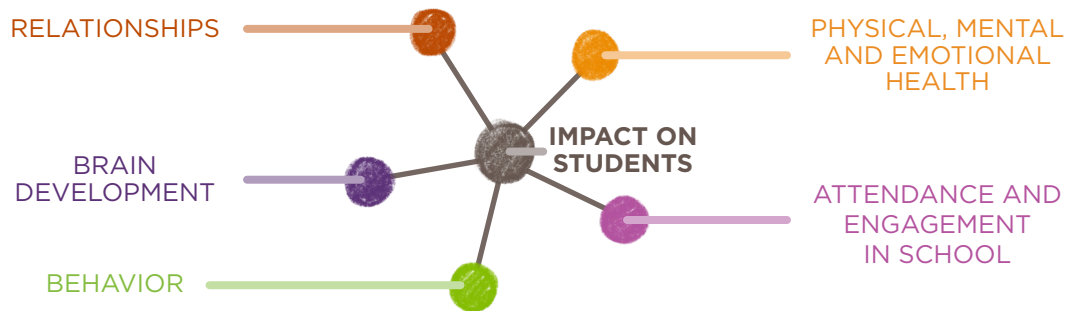
# 62%

of adults have experienced at least 1 ACE.

# 1 in 6

adults have experienced 4+ ACEs.

## TRAUMA AND TOXIC STRESS CAN IMPACT STUDENTS':

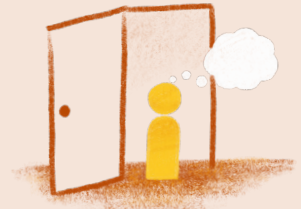


## DEFINING CHILDHOOD TRAUMA AND ACES

Potentially traumatic events that may undermine a child's sense of safety and stability are commonly referred to as ACEs, or adverse childhood experiences. Some specific examples include experiencing or witnessing: violence or abuse, substance misuse in the home, and parental incarceration or separation. The more ACEs that a child experiences, the more likely they are to develop trauma or toxic stress. Children who struggle with trauma or toxic stress develop reactions to ACEs and other potentially traumatic experiences that could have long-term impacts on their daily lives, including their ability to engage in the learning environment.

Safe and supportive school environments are an important protective factor in building resilience and addressing the impacts of childhood trauma.

Students do not leave their experiences at the classroom door. Educators and education systems serve students by recognizing the impact of childhood trauma and creating space for students to build resilience.



## EDUCATION POLICY AREAS THAT INTERSECT WITH TRAUMA-INFORMED PRACTICES

- School discipline.
- Student mental and behavioral health.
- Educator training and retention.
- School and campus safety.
- Early childhood.
- Various student populations, including those in foster care, those experiencing homelessness and those affected by the opioid crisis.

# Enacted State Policy Examples

From 2018 and 2019

## 4 CATEGORIES OF RECENT STATE POLICY ACTION:

EDUCATOR AND SCHOOL STAFF TRAINING

TASK FORCES/ COMMITTEES

SCHOOL DISCIPLINE

FUNDING

### Illinois S.B. 1941 (2019)

establishes a **GRANT PROGRAM** to provide resources to schools to implement **ALTERNATIVES TO DISCIPLINE** that may include restorative-justice practices, mental health supports and **TRAINING FOR SCHOOL STAFF** on trauma-informed approaches and the effects of toxic stress.

### Indiana S.B. 325 (2019)

urges the legislative council to assign an **INTERIM COMMITTEE** to study school districts, inside and outside Indiana, that have implemented trauma-informed approaches and worked with community partners to provide systems of care for students.

### Maine H.P. 851 (2019)

directs the state commissioner of education to convene a **TASK FORCE** to develop guidance for K-12 administrators on appropriate training and responses to childhood trauma. The task force must consider a number of topics, including **TRAINING ON ACES** and their effects on learning and behavior, as well as an attendance and **DISCIPLINE POLICY THAT INCLUDES A TRAUMA-INFORMED PERSPECTIVE**.

### New York S. 4990 (2019)

requires ACEs **TRAINING** for child care providers that focuses on understanding trauma and nurturing resiliency.

### Oklahoma S.B. 1517 (2018)

establishes a **TASK FORCE ON TRAUMA-INFORMED CARE** to identify, evaluate, recommend and maintain a set of best practices for youth who have experienced or are at risk of experiencing trauma or ACEs.

### Pennsylvania S.B. 1142 (2018)

establishes the **SCHOOL SAFETY AND SECURITY FUND**. Funds may be used for the administration of evidence-based screenings for ACEs, counseling services based on the results of such screenings, and several trauma-informed approaches to education.

### Tennessee H.B. 405/S.B. 170 (2019)

directs the state department of education to develop guidance on trauma-informed discipline practices and directs school districts and public charter schools to adopt a **TRAUMA-INFORMED DISCIPLINE POLICY**. Also, it requires each local board of education to adopt a policy requiring schools to perform an assessment of ACEs before suspending or expelling a student or requiring a student to attend in-school suspension or alternative schooling.

### Texas H.B. 1735 (2019)

requires each peace officer employed by a postsecondary institution to complete **TRAINING ON TRAUMA-INFORMED INVESTIGATION** into allegations of sexual harassment, sexual assault, dating violence and stalking.

### Utah H.B. 264 (2018)

authorizes **GRANTS** to provide targeted school-based mental health supports, including trauma-informed care, in elementary schools, through employment of a school counselor or social worker.

### Washington S.B. 5903 (2019)

requires districts to use one professional learning day every year **TO TRAIN STAFF** in several topics, including: social and emotional learning, trauma-informed practices and consideration of ACEs.

