

## TRAUMA-INFORMED PRACTICES

Students in Tomball ISD and others who transfer to Tomball ISD come to us from a variety of backgrounds and circumstances. While most students in Tomball ISD are able to navigate classroom environments to develop meaningful relationships, accelerate academically and grow socially, others may not have the social and/or emotional skill-set to be successful immediately. Because of the skills deficit, the likelihood of extreme behavior emerges requiring campus administrators and teachers to respond to a high frequency of inappropriate behavior. Whether the student simply has social and emotional skill deficits, or the deficits are caused as the result of adverse effects from trauma, the below trauma-informed practices can assist new students transferring into Tomball ISD, who are in need of additional support, should be used for student success.

## TECHNICAL

1. Require the registrar to contact the counselor to facilitate a Residential Treatment Center (RTC) visit to meet the student 24 hours prior to enrollment.
2. Determine the individual authorized to act on behalf of the student (e.g., parent/guardian or RTC representative)
3. Obtain information from RTC representative or parent/guardian on previous educational placements and interventions that will assist in classroom placement and teacher assignment.
4. Obtain psychological assessment from RTC representative.
5. Request the RTC representative or parent/guardian to sign a *Release of Confidential Information* to speak with previous campuses and / or medical providers.
6. When enrolling a student, add all RTC contacts to the student's pick-up and medication distribution list.
7. Complete a thorough review of records from prior campus and other campuses the incoming student has previously attended to determine status (e.g., Section 504, Special Education).
8. Consider discussion with the Director of Guidance and Counseling.
9. Review any medical information provided by the sending campus, RTC, psychological evaluation or parent/guardian with the school nurse.
10. Set a follow up date with the RTC representative within two weeks of enrollment to collect any new information.
11. Upon enrollment:
  - a. If the student is in special education, the diagnostician will email Ami Phillips, Behavioral Specialist/RTC Liaison
  - b. The diagnostician will update the [Surrogate/Foster/RFT spreadsheet](#) and the RF Tracker Screen in Frontline eSped with the appropriate information.

## PERSONAL

12. Facilitate a personal introduction between the incoming student and teachers before the first day of school.
13. Require the incoming student to complete a “get to know you survey” to gather information to learn more about the student.
14. Identify an adult mentor for the incoming student.
15. Identify a peer-buddy and/or social network for the incoming student.
16. Consider a RTC visit prior to the first day of school for the incoming student.
17. Drop-off or mail the student a personal welcome letter.
18. Consider an orientation day, in which the first day is not a full day (e.g., lunch only or shortened first day).
19. Consider direct counseling support.
20. Consider tele-counseling support.
21. Implement a [check-in and check-out system](#) with predetermined reinforcements for positive behavior based on the interest inventory.
22. Provide student with social narrative about the new school, teacher, and classroom including real pictures.
23. Provide student with video model of new school, teacher, and classroom. This can include a tour of the school highlighting the cafeteria, homeroom classroom, gym, and fine arts classrooms.
24. Provide student with a video of the teacher(s)/staff introducing themselves and welcoming the student to the school.
25. Provide student with classroom/school expectations/rules for the student and family to review and role play.

## RESPONSIVE

26. Identify the student’s outlet should a behavioral crisis occur. (e.g., where will the student go, how long will the student remain, what will be discussed).
27. Consider a plan for elopement.
28. Convene a Student Intervention Team (SIT) immediately if there is any knowledge of a prior disability referral, disability diagnosis, hospitalization, Special Education enrollment, or Section 504.
29. Upon enrollment:
  - a. If the student is in special education, the diagnostician will email Ami Phillips, Behavior Specialist, for a consultation.
  - b. If the student is not in special education, the registrar will email Ami Phillips, Behavior Specialist, for a consultation.
30. Complete the [SAEBERS](#) within the first week of enrollment.
31. Case manager will send a weekly behavior communication email or document to the RTC.