K–5 CAMPUS READINESS & MULTI-TIERED SUPPORT EVALUATION

Trauma-Informed School Assessment: Elementary School

KLASEY CONSULTING

Building Felt Safety & Co-Regulation in Early Learning: Young children communicate stress, adversity, and unmet attachment needs primarily through behavior rather than words **(NCTSN, 2017)**. A trauma-informed elementary campus prioritizes predictable classroom routines, warm adult co-regulation, restorative responses over exclusionary discipline, and strong family-school partnerships **(Cole et al., 2013)**. Use this team assessment to evaluate current campus practices and guide continuous improvement.

Elementary Campus / District: _____	**Date Completed:** _____
Assessment Team / Roles: _____	**Grade Levels Served:** _____

Rating Scale (0–3): Rate each indicator based on observable campus-wide implementation rather than isolated classrooms.

0 = Not Yet in Place: Practice is absent or inconsistent across campus.

1 = Emerging: Piloted in a few classrooms or early planning stages.

2 = Established: Practiced consistently across most classrooms and staff.

3 = Embedded & Sustained: Campus-wide norm with coaching and data review.

Part 1: Elementary Trauma-Informed Practice Domains

Evaluate your school across four core elementary domains (4 indicators per domain; 12 points maximum per domain) **(SAMHSA, 2014)**:

Elementary Campus Indicator	0	1	2	3
Domain 1: Physical, Sensory, & Emotional Safety in K–5 Classrooms				
1.1 Every classroom maintains predictable visual daily schedules, clear transition cues, and advance warnings before sensory or routine changes.	☐	☐	☐	☐
1.2 Classrooms incorporate dedicated "calm-down" or regulation spaces stocked with sensory tools that students can access without stigma or loss of privileges.	☐	☐	☐	☐
1.3 Staff greet every student warmly by name at arrival, lunch, and dismissal to establish daily relational safety and belonging.	☐	☐	☐	☐
1.4 Common spaces (cafeteria, recess yard, hallways, buses) have clear expectations and trained, supportive adult supervision **(NCTSN, 2017)**.	☐	☐	☐	☐
Domain 1 Subtotal: ____ / 12				
Domain 2: Co-Regulation, Social-Emotional Learning, & Restorative Discipline				

Elementary Campus Indicator	0	1	2	3
2.1 Teachers and paraprofessionals model calm co-regulation (lowering voice, offering sensory breaks) before redirecting dysregulated behavior.	☐	☐	☐	☐
2.2 Explicit, developmentally appropriate social-emotional learning (emotion naming, empathy, problem-solving) is taught weekly across all K–5 grades.	☐	☐	☐	☐
2.3 Discipline practices avoid public shaming (e.g., color behavior charts), withholding recess, or out-of-school suspensions for young children **(Cole et al., 2013)**.	☐	☐	☐	☐
2.4 Restorative circles and repair conversations help children mend peer conflicts and rebuild trust after behavioral incidents.	☐	☐	☐	☐
Domain 2 Subtotal: ____ / 12				
Domain 3: Multi-Tiered Student Support (MTSS) & Family Partnership				
3.1 A clear MTSS referral pathway connects students showing chronic absenteeism, somatic complaints, or emotional distress to school counselors/social workers.	☐	☐	☐	☐
3.2 Staff communicate with parents/caregivers using strengths-based, culturally responsive language—sharing positive moments alongside concerns.	☐	☐	☐	☐
3.3 Interpretation, translated materials, and flexible meeting times remove barriers for multilingual and working families.	☐	☐	☐	☐
3.4 The school maintains active partnerships with community behavioral health, basic-needs, and family resource providers **(Overstreet & Chafouleas, 2016)**.	☐	☐	☐	☐
Domain 3 Subtotal: ____ / 12				
Domain 4: Staff Training, Cultural Humility, & Secondary Trauma Care				
4.1 All school staff—including teachers, aides, office staff, custodians, and bus drivers—receive annual training on childhood trauma and brain development.	☐	☐	☐	☐
4.2 Leadership disaggregates office discipline referrals and exclusionary actions by race, disability, and grade to address systemic inequities.	☐	☐	☐	☐
4.3 Staff have access to "tap-in / tap-out" classroom coverage when an educator needs a brief reset during an intense student crisis.	☐	☐	☐	☐
4.4 School leadership actively monitors educator workload and secondary traumatic stress through reflective check-ins and wellness supports.	☐	☐	☐	☐
Domain 4 Subtotal: ____ / 12				

Part 2: Scoring Guide & Campus Action Plan

Total Score (Max 48)	Readiness Stage	Recommended Elementary Implementation Focus
0 – 15 Points *(Total: _____ / 48)*	**Trauma-Aware**	Form a multidisciplinary wellness team, provide foundational staff training on trauma and regulation, and replace public behavior charts with calm corners.
16 – 32 Points	**Trauma-Sensitive**	Standardize K–5 SEL routines, establish "tap-in" adult support protocols, and expand restorative responses to reduce exclusionary discipline.
33 – 48 Points	**Trauma-Informed**	Sustain practices through onboarding for new staff, regular equity and MTSS data reviews, and deepening family co-leadership.

Priority Goal Area	Action Step, Lead Person(s), & Target Timeline
1. Classroom Environment & Co-Regulation	
2. Restorative Discipline & MTSS	
3. Family Partnership & Staff Wellness	

Sources & Evidence-Based References

1. Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools* (Vol. 2). Massachusetts Advocates for Children / Harvard Law School.
2. National Child Traumatic Stress Network (NCTSN), Schools Committee. (2017). *Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework*. National Center for Child Traumatic Stress / SAMHSA.
3. Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8(1), 1–6.
4. Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach* (HHS Publication No. SMA 14-4884). U.S. Department of Health and Human Services.

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