

# Toolkit for Serving Learners with Disabilities



## REFLECTION & PLANNING TOOL

The concept of targeted universalism suggests that working to serve students with disabilities, including English learners with disabilities, through a trauma lens will have ripple effects that positively impact all students. Supporting those educators and staff that work with these students will also ensure that all youth-serving professionals are cared for and invested in. This reflection and planning tool is designed to help you integrate the information and strategies shared in the toolkit. You can use this framework to create an action plan for your school or program based on the principles and indicators of the [Missouri Model for Trauma-Informed Schools](#), with specific considerations for students with disabilities. After reviewing the questions for each core principle and indicator, assess your school's/program's current environment and brainstorm action steps. Be sure to identify any additional actions to take to best support students with disabilities, possible barriers to implementation, and strategies for dismantling those barriers. Conclude the process by outlining your priorities, developing SMART goals, and creating a timeline and structure for accountability.

### Part 1: Core Principles

Core principle	Reflective questions from Missouri Model for Trauma-Informed Schools*	Current assessment of principle in school/program	Ideas for implementation	Specific considerations for students with disabilities, including English learners with disabilities	Barriers to implementation	Steps to dismantle barriers
<b>Safety</b>	<ol style="list-style-type: none"> <li>1. How is the physical and emotional safety of staff and students assessed and addressed?</li> <li>2. How are members of the school community supported when safety is compromised?</li> <li>3. How does the school address how historic relationships impact perceptions of safety in staff, students, and families?</li> <li>4. What does the school do to actively cultivate a sense of safety?</li> </ol>					

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<b>Trustworthiness</b>	<ol style="list-style-type: none"> <li>1. How does school leadership demonstrate trustworthiness to staff and students?</li> <li>2. How are breaks in trust addressed?</li> <li>3. What is done to proactively cultivate trust between members of the school community and between schools and families?</li> </ol>					
<b>Choice</b>	<ol style="list-style-type: none"> <li>1. What amount of choice does staff have regarding instruction, classroom management, or school decision-making?</li> <li>2. What amount of choice do students have in their education?</li> <li>3. Are meaningful choices given whenever possible?</li> <li>4. Are choices presented in a way that people feel safe to act upon them?</li> </ol>					

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<b>Collaboration</b>	<ol style="list-style-type: none"> <li>1. How are staff, students, and families involved in decision-making that directly affects them?</li> <li>2. Are staff involved in settings agendas for meetings, professional development, and school priorities?</li> </ol>					
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. How does school leadership proactively empower staff and students?</li> <li>2. How is power shared and how are power imbalances addressed within the school?</li> </ol>					

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<b>Equity</b>	<ol style="list-style-type: none"> <li>1. How do school policies/procedures equitably serve all students and their families (e.g., homeless students, LGBTQ students, students with disabilities, English learners, etc.)?</li> <li>2. How are all staff members supported equitably?</li> <li>3. How do school policies/procedures consider and address the impact of inequity, community and historical trauma, and systemic oppression to ensure that outcomes are no longer predictable by race or any other identity factor?</li> </ol>					

\*Equity questions were not included in the [Missouri Model for Trauma-Informed Schools](#).

Other notes:

## Part 2: Indicators

Indicator from Missouri Model for Trauma-Informed Schools	Current stage	Goal stage	Ideas for implementation	Specific considerations for students with disabilities, including English learners with disabilities	Barriers to implementation	Steps to dismantle barriers
1. School leadership and staff demonstrate an understanding of the impact and prevalence of trauma in daily practice.						
2. An equity lens is applied to all programs and policies to address bias and the impact of historical and systemic oppression.						
3. Students are given age-appropriate information about stress, trauma, and emotional/behavioral regulation and opportunities to develop new coping tools.						
4. Staff have access to needed supports, including coaching, consultation, and meaningful professional development; benefits that support their health and well-being; necessary materials and resources; and administrative support in prioritizing self-care.						

Indicator from Missouri Model for Trauma-Informed Schools	Current stage	Goal stage	Ideas for implementation	Specific considerations for students with disabilities, including English learners with disabilities	Barriers to implementation	Steps to dismantle barriers
<p>5. Schools actively, appropriately, and meaningfully engage parents and caregivers in relevant educational opportunities and decision making at all levels.</p>						
<p>6. Discipline practices and policies support restoring and repairing community, addressing the unmet, underlying needs driving behavior, exercising compassion, and supporting a culture of accountability.</p>						
<p>7. Students are given meaningful and developmentally appropriate leadership and decision-making opportunities, particularly around issues that directly impact their experiences and education.</p>						
<p>8. Staff have access to meaningful leadership opportunities and are supported in trying new and innovative techniques to support students.</p>						

Indicator from Missouri Model for Trauma-Informed Schools	Current stage	Goal stage	Ideas for implementation	Specific considerations for students with disabilities, including English learners with disabilities	Barriers to implementation	Steps to dismantle barriers
<p>9. Schools actively, appropriately, and meaningfully partner with community organizations to meet the needs of students and staff.</p>						
<p>10. Curriculum design across grade levels and subject areas supports the trauma-informed process.</p>						
<p>11. Human resources and supervision practices, including hiring, performance management, and employment transitions reflect the principles of trauma-informed care.</p>						
<p>12. Schools have a system in place to continually evaluate and improve practices and policies.</p>						

## Part 3: Implementation Plan

What are your priorities?

What are your SMART goals? What is your realistic timeline?  
SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Who is on your team?

What is your accountability plan?

How will you know when you have made progress?