

## Trauma Informed Care Coaching Matrix

Date: \_\_\_\_\_

Teacher Name/Class: \_\_\_\_\_

Observer: \_\_\_\_\_

# and Roles of Adults: \_\_\_\_\_

Pre-conference Discussion (Self Care Reflection and Goal Setting)	
Giving permission to feel the emotions you feel	
Taking time to take a breathe in moments of stress	
Ask: how much sleep are you getting, are you taking breaks during the day, do you ask for help when you need it (who are your support people), are you taking time to support your own family or hobby/exercise	
Teacher's Goal for TIC Coaching	

Name:	Number of Times Observed	N/A	Total Times Observed
<b>Self -Concept and Self –Awareness...Look for adults:</b>			
Using student’s names; greeting upon arrival			
Using specific, positive reinforcement for good decisions, actions and behaviors; recognizing effort (e.g. “Thank you, Mark, for coming in quietly and starting your warm-up.”)			
Demonstrating a personal connection/relationship between student and teacher (appreciation of positive behavior)			
Helping students recognize their emotional reactions and replacement behaviors			
Notes:			
<b>Self-Regulation and Adaptability...Look for adults:</b>			
Modeling appropriate self-control (e.g., staying calm, using warm tone of voice)			
Monitoring student’s behavior and modifying plans when focus turns elsewhere (brain break, change of pace)			
Using classroom management strategies consistently (e.g., using signals and cues, redirecting, transition activities, timing down, varying speech/intonation)			
Giving students options or choices (extension activities, cooperative grouping roles, brain breaks)			
Notes:			

<b>Relationships with Others...Look for adults:</b>			
Using responsive behavior with students and other adults in the room (attending, mirroring)			
Interacting with individual students, at their eye level (sitting with them, conversational tone)			
Guiding/coaching reluctant learners to interact with peers or participate in group activities			
Helping students learn from others, encouraging students to be a part of the community, acknowledging respectful behavior/positive interactions (R <sup>3</sup> )			
Notes:			
<b>Communication and Relationships with Parents and Caregivers</b>			
Assertive communication (clear, concise conversation focused on facts and current situation)			
Describing strengths of student			
Describe challenging behaviors (be specific and fact based)			
Describe Corrective Responses used with student to redirect behavior, ask for support/partnership from the parents/caregivers			
Repair Strategies with Parents/Caregivers (GARM - Greet; Acknowledge; Reset; Move-On)			
Notes:			

<b>Accountability...Look for adults:</b>			
Keeping directions to manageable numbers (e.g., 2-3 step directions, 3-4 rules at specific stations/activities)			
Reinforcing positive behaviors (PBIS, blue tickets, positive emails/phone calls, class community rewards)			
Explaining/reinforcing rules, routines and expectations; setting boundaries (classroom expectations and R <sup>3</sup> )			
Notes:			
<b>Physical Environment...Look for:</b>			
Classroom arrangement with active areas and quiet areas			
Student's names, art and work displayed in classroom			
Schedule includes opportunities for peer interactions, e.g., peer placement during activities, high interest materials, partnering.			
Daily schedule is posted so teachers, assistants and volunteers understand			
Notes:			
<b>Potential Red Flags...Look for adults:</b>			

∅ Not connecting to individual students; talking only to whole groups			
∅ Using negative or mostly directive language (e.g., “stop that!” “be quiet!”); yelling			
∅ No visual/verbal cues about rules/routines			
∅ No planned transition activities/strategies; no anticipation of transition			
<b>Teacher’s Choice:</b>			
Teacher identifies area of growth to be observed			
<p><b>Summary</b>  To what extent did adults (teachers, assistants, volunteers) consistently demonstrate skills and competencies to support social and emotional development? What kind of support might the adults need?</p>			



