Executive Summary

Purpose of Study
Interior environments influence stress levels and behaviors, both negatively and positively. Despite trauma’s prevalence, and the opportunity trauma-informed design can provide to mitigate stress and enhance learning, research remains limited. This topic is under-resourced, because exposure to toxic stress or chronic/developmental trauma are not nationally recognized as disorders.

The research team hypothesizes that, with trauma-informed design, schools can mitigate potential triggers and help students feel safe. Students can then build resilience, strengthen emotional regulation, avoid behaviors resulting in discipline, and better access educational opportunities. By reducing the stress level of staff and students, trauma-informed-designed schools can result in less dysregulation, a reduction in the use of harsh disciplinary measures, and increased learning.

This project aimed to have designers and educators collaborate with researchers to develop an interior-focused trauma-informed design evaluation tool for schools servicing Kindergarten through high school grades (K-12 schools). The tool is called the Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12). The aim is to have people who properly use the evaluation tool find ways to mitigate the effects of toxic stress. Schools provided information about their practices, buildings, grounds, student behaviors, and potential triggers. This information was then reviewed by designers, who analyzed photographic and other special evidence and provided feedback based on their perspective about design elements that could impact the stress levels within the spaces. All this information, as well as the Trauma-informed Design Society’s framework and information gleaned from the team’s literature review were used to create the TiDEvalK12.

Research Summary
The first of its kind, TiDEvalK12 was developed in an iterative research process with collaborative input from over 100 primary, middle, and high-school educators, practitioners, academics, and designers. From January 2022 to July 2022, the team used a mixed-methods approach, including a literature-review, a two-part survey on trauma-informed care practices and trauma-informed design, the collection of photographic evidence of school environments and floor plans, focused interviews with educators, and designer-focused Miro board design annotations based on the photos and survey results. The data was ongoingly sorted and processed throughout this period. During August 2022, the data was synthesized, resulting in a research-informed and evidence-based evaluation tool.

The TiDEvalK12 is intended to be used by educators, school administrators, and designers. The evaluation tool guides the user through a self-reflective process focused on the school design conditions.
and how these may raise stress levels of students and staff. A second phase of this project is planned; to develop a toolbox of design solutions which can support trauma-informed design improvements.

The current TiDEvalK12 provides a lens through which we can better understand the relationship between spatial and interior design elements and student experiences and behaviors. The TiDEvalK12 research project underwent a complete Internal Review Board (IRB) process and obtained ethical approval (BRANY 22-041-1150).

**Design Implication Highlights**

Our research identified many design implications for K-12 schools. These insights are separated by their origin below.

Based on the information provided by the schools, the research team identified the following key design implications:

- Six areas were identified as those in which students most commonly experience dysregulation. In order from most to least frequent, they are hallways, classrooms, cafeterias, bathrooms, outdoor spaces, and gymnasiums. As these are the spaces within schools indicated as the most challenging for students, designers should pay particular attention to them when creating interiors for schools.

- Overall, respondents report that their playgrounds cannot accommodate a wide range of students and abilities. Since outdoor spaces are on the list of places in which students tend to struggle the most, designers should ensure that these spaces can safely and comfortably accommodate all students and encourage their active play and movement.

- On average, schools with specialty classrooms reported that the bathrooms in these program areas did not adequately support the needs of students with disabilities or have enough room to support a student with limited mobility. Ideally, the whole school should meet ADA accessibility recommendations, but special attention should be paid to areas of the school supporting programs for students with disabilities and limited mobility.

- Most surveyed schools report that educators have a basic understanding of trauma-informed care concepts but are not well versed in the more nuanced and complex application of these concepts in day-to-day practice. Other school staff often receive less, or no training in this topic at all, and teachers do not feel fully supported in engaging in self-care practices. While this may not seem like a design implication, if all staff are not fully trained in how to implement trauma-informed practices and supported in exercising appropriate self-care, trauma-informed design changes will only yield marginal results. Designers who wish to bring a trauma-informed design approach to schools should encourage school-wide training and wide administrative support and care of staff.

Based on the information provided by the designers, the team identified the following key design implications:

- Poor lighting was common throughout the schools. Designers should focus on increasing access to natural light throughout the school’s spaces and provide lighting options and dimmers whenever possible. Lighting should not feel institutional, fluorescent lighting should be minimized, and designers should ensure lighting levels are sufficient throughout all areas of the school.
• Large spaces, including cafeterias, auditoriums, and gyms, were frequently identified to include design elements that could contribute to high noise levels. Designers should consider adding noise mitigating features, such as acoustic panels, to these spaces, and avoid constructing them primarily out of hard materials, such as concrete or cement blocks. Ceiling elements can also be added to areas with high ceilings to mitigate noise and create a space of interest. Gathering spaces, smaller learning areas, or nooks can be created within large open areas to mitigate this effect as well. Designers may wish to avoid furniture and finishes with hard surfaces, upon which noise and sound reverberate.

• The spaces reviewed often lacked private or smaller areas of refuge, in which students could retreat. Designers can create these spaces by adding nooks, comfort corners, break areas for staff and students, and extra seating and study areas throughout the school.

• School signage could be improved, to make it easy for people to navigate through the space. It should be inclusive of, and welcoming to, people of all genders, races, ethnicities, and abilities. Signage should be placed at a height accessible to the student population as well as adults, be friendly and age appropriate.

• Biophilic aspects, or design features which increase connectivity to the natural environment, were not very common in the evaluated school spaces. Designers should look to include natural finishes throughout schools and look for other ways to provide views or otherwise connect to nature wherever possible.

• Some of the evaluated spaces did not convey a strong sense of community throughout their spaces. Designers can include school colors, mascots, and logos throughout the space. When choosing art for the school, it should be representative of the student community and the school design should include ways to feature student art. Schools should not “feel” institutional, but rather homey, bright, welcoming, and warm.

Finally, the research team identified additional areas of importance in mitigating stress levels in school by applying the Substance Abuse and Mental Health Association’s (SAMHSA’s) Six Key Principles of a Trauma-Informed Approach and the Trauma-informed Design Society’s framework for trauma-informed design, as well as the information the team gathered through background research and the literature review. These included implications related to the following domains, which are all incorporated into the TiDEvalK12:

• wayfinding
• biophilia
• acoustics
• lighting
• visibility
• safety
• accessibility and inclusion
• visibility and sight lines
• choice and flexibility
• community and sense of place
• comfort and areas of refuge
• movement and play
• culture and placemaking

Research Team Bios

The Trauma-informed Design Society is a transdisciplinary team with a focus on research into practice, and back into research. We are located across the United States, from the Pacific Northwest to New England and the Southwest, and in the Netherlands. We each bring different knowledge and experience to the project, in which we played various roles.

Core Team

J. Davis Harte, MSc, PhD, WELL A.P., is the project’s principal investigator and the Director and Faculty of the Design for Human Health master’s program at the Boston Architectural College. She is WELL AP credentialed—a health and well-being credential that denotes expertise in the WELL Building Standard. She is co-leader of Global Birth Environment Design Network (GBEDN) and co-founder of The Trauma informed Design Society. She is educator, advocate, practitioner, and speaker bridging trauma-informed designed spaces, children’s places, and also birth environments with brain, neuroscientific and environmental psychological knowledge. Davis holds a PhD in Health from the University of Technology Sydney, investigating “’The Childbirth Supporter Study’: Video-ethnographic examination of the physical birth unit environment.” Her Master of Science degree in Design for Human Environments (interiors) investigated preschool children’s attentional behaviors.

Janet Roche, MDS, is a faculty member of the Boston Architectural College, and co-founder of the Trauma-informed Design Society. In addition to her Masters in Design for Human Health from BAC, Janet holds a BSc in Social Work from Boston University and a Certificate of Business and Management from Harvard University Extension School. She owns Janet Roche Designs, specializing in universal design, and the design of environments for those who are aging-in-place or seeking accommodations for other human conditions. A longtime advocate for dignity in design, Janet is also the host of Inclusive Designers Podcast, a collaborative forum for designers to share creative ideas for different human conditions.

Christine Cowart, MA, is a dually certified trauma professional, co-founder of the Trauma-informed Design Society, and human services policy analyst, focusing on justice systems and family services. Her career includes working as a legislative analyst in two states, analyzing programs for the New York State Division of Parole, and serving as a contract and grant specialist for the Vermont Department for Children and Families, where she co-chaired a racial equity workgroup. She is currently the policy manager for the Vermont Department of Corrections, where she is helping to implement a department-wide trauma-informed approach.

Christine is married, and an adoptive mother of two children with traumatic backgrounds. In her spare time, she volunteers as a member of her local school’s diversity, equity, and inclusion committee and as an adaptive sports instructor.

Her personal and professional experiences have led her to a clear recognition of trauma and its effects throughout our society. Committed to researching and addressing this phenomenon as a specialty and driven to share this information with the general public, Christine founded Cowart Trauma Informed Partnership to help others implement trauma-informed practices.
Molly Pierce, MS, OTR/L, is a Pediatric Occupational Therapist (OT) for 35 years, with specialties in neurodevelopment and sensory processing/integration. She is currently working as a school-based OT supporting K-12 students and schools in developing sensory spaces for all students. She holds a Masters degree in Arts Management and certificate in Nonprofit Management, with focus on arts and design for human health. Molly served as an adjunct faculty for 23 years, with the University of Oregon’s Health & Science University’s Child Development and Rehabilitation Center, offering graduate-level instruction to University of Oregon Special Education and Early Intervention programs. She is currently pursuing graduate level coursework through Boston Architectural College in the Design for Human Health program. Molly focuses on thoughtful and innovative design of environments, through the lens of an OT and sensory processing that supports all abilities.

Kelsey Jones, MDS candidate (she/her) is an Interior Designer and a Master’s of Design for Human Health student at the Boston Architectural College. She recently moved to Boston, originally from Seattle, WA, where she received her Bachelor of Arts in Interior Design from Seattle Pacific University. She has been practicing for 10 years within retail lighting, high-end residential, commercial architecture, and non-profit work, primarily in housing and community centers. The non-profit work introduced Kelsey to the practices of Trauma-informed Design and has directed her focus on creative design solutions that center the experiences of users and strive for their well-being through the built environment.

Other Contributors

David O’Coimin is based in Amsterdam, in the Netherlands. David is a product and experience designer, digital nomad, and social-minded founder with a passion for people, places, and planet. Driven by a sense of urgency to grasp the change-moment, David is helping organizations realize the full inclusive potential of their space for the people who use them. His mantra is “Design for the Extreme Benefits the Mean.”

Laura Shook Guzman, LMFT, is a somatic psychotherapist, trauma specialist, and thought leader for workplace wellness and entrepreneurial mental health. An early adopter of coworking, Laura launched Soma Vida in 2008, making it the world’s first coworking community to incorporate wellness and trauma-informed design principles. And, in 2016, Laura partnered with coworking thought-leader, Iris Kavanagh, to launch Women Who Cowork, a global supportive platform for womxn and non-binary coworking founders. Laura’s educational background includes a BA in Psychology from The University of Texas in Austin and a MA in Clinical Psychology with an Emphasis on Marriage and Family Therapy from Pepperdine University in Malibu, California. She has also completed advanced training in Somatic Experiencing and is currently licensed in the State of Texas as a Marriage and Family Therapist.

Erin K. Peavey, AIA, WELL AP, EDAC, LSSYB, is a Design Research and Architect as HKS, Inc. and Host of Shared Space. She is an architect, author, and facilitator bridging the gap between research and practice with a focus fostering human health and well-being by design. In her leadership role at HKS, she helps integrate research and practice to advance the creation and communication of knowledge across the globe. Before joining HKS, she was a senior researcher and medical planner at HOK in New York, a research consultant with the Center for Health Design and Georgia Institute of Technology, and a research fellow with the Center for Advanced Research and Evaluation. Erin is a believer in the power of places to heal, connect, and serve vulnerable people and is driven by a commitment to help others and the joy of working together to solve complex problems with shared purpose. Erin provided support.
throughout the project, helped the research team select and refine the research team’s methods, and participated in providing feedback on the school designs.

**Huckabee** is more than just architects. They are committed to the success of all students and the profound impact it has on all of us. They believe learning environments play such a significant role in that success, that exclusively focus on delivering well-crafted learning environments designed to produce more confident, engaged and accomplished students. Huckabee’s Vice President of Educational Practice, Kerri Brady, Fay Perez, and Rob Robbins all provided invaluable project design consultation and assistance in preparing the information from schools for analysis by participating architects and designers.

**ASID Foundation’s Role**

This project is supported by the American Society of Interior Designers Foundation. The Trauma-informed Design Society applied for, and received, an 8-month Transform Grant. ASID Foundation “supports innovative research that articulates knowledge on how interior design impacts the human experience.” ASID Foundation states: “Interior design transforms environments in ways that improve human outcomes. Interior designers are ethically, socially, and environmentally responsible professional who design, renovate, and provide design services that transform built environments.” The team wishes to express their appreciation for the opportunity to demonstrate this belief that interior designers transform environments to improve human outcomes.

**Detailed Methods and Timeline**

1. **Phases + methods**
Phase 1: Project Conception and Initiation (January 2022 - March/April 2022) – During this phase, the research team conducted background research and began networking and creating relationships with schools.

The team created a brochure introducing the Research Project (see Appendix A). The main aim was to use the brochure to get schools involved and communicate what the research team wanted to achieve. The team recruited schools to partner and participate in the research project for developing a Trauma-informed Design (TiD) Evaluation Tool for K-12 schools. Team members reached out via emails, existing personal, professional, and social networks (PACEs Connection), social media (LinkedIn, Facebook), and other direct contacts to public elementary, middle schools, and high schools, explained the project, and solicited school participation. Team members sent the brochure to interested schools, so they could review it during their decision-making process, and created and maintained a list of interested schools.

The team drafted an agreement letter, outlining the expectations of participating schools and their commitment to the research project. Schools were required to sign and return this letter to us, indicating their commitment (See Appendix B). In all, nine schools throughout the country participate in the study. Once their agreement letters were returned, designated team members reached out to the school contact person to set up school interviews.

Concurrently during this phase, the team re-developed the Trauma-informed Design Society website. This included improving its look and accessibility, increasing its functionality as a knowledge repository of trauma-informed design information, the latest research, resources, and findings. As part of this effort, the team:

- created a new logo
Phase 2: Research Implementation (January 2022 - June/July 2022) – The research team used a mixed-methods study approach to the research implementation phase of the project.

The team conducted a literature review of existing trauma-informed care (TIC) assessments and trauma-informed design assessments and itemized all the questions included in both sets of assessments in a spreadsheet. The team then analyzed each question against the Substance Abuse and Mental Health Association’s (SAMHSA’s) Six Key Principles of a Trauma-Informed Approach and the Trauma-informed Design Society’s framework for trauma-informed design. The table below itemizes all the assessments included in this phase of the research:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Developer</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Trauma-Informed Care Environments: Organizational Self-Assessment for Trauma-Informed Care Practices in Youth Residential Settings</td>
<td>University of South Florida, College of Behavioral and Community Sciences</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Trauma-Informed Organizational Toolkit for Homeless Services</td>
<td>The National Center on Family Homelessness</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Organizational Self-Assessment: Adoption of Trauma-Informed Care Practice</td>
<td>National Council for Behavioral Health</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>System of Care Trauma-informed Agency Assessment</td>
<td>Thrive Initiative</td>
<td>TIC Family Assessment</td>
</tr>
<tr>
<td>System of Care Trauma-informed Agency Assessment</td>
<td>Thrive Initiative</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Trauma-Informed Program Self-Assessment Scale Version 1.4 (5-06): Community Connections</td>
<td>Roger D. Fallot, Ph.D. &amp; Maxine Harris, Ph.D.</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Trauma-Informed Care Organizational Self-Assessment for Consumer-Run Recovery Organizations</td>
<td>Adapted from Trauma-Informed Organizational Toolkit for Homeless Services</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Organizational Self-Assessment: Adoption of Trauma-Informed Care Approaches in a Primary Care Setting (TIPC-OSA)</td>
<td>National Council for Behavioral Health</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Trauma–Informed Organizational Self-Assessment for Child Abuse Prevention Agencies</td>
<td>Adapted from Trauma-Informed Organizational Toolkit for Homeless Services</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td>Tool Name</td>
<td>Organization</td>
<td>Assessment Type</td>
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<td>--------------------------------------------------------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Trauma-Informed Care (TIC) Organizational Self-Assessment</strong></td>
<td>State of Wisconsin Significant aspects based on:</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td></td>
<td>* Traumatic Stress Institute of Klingberg Family Centers (2008).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* University of South Florida, Dept. of Child and Family Studies, FTICC Organizational Self-Assessment, Victoria Hummer, <a href="mailto:vhummer@fmhi.usf.edu">vhummer@fmhi.usf.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Quality of Life Scale</strong></td>
<td>B. Hudnall Stamm</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td><strong>Trauma Informed System Change Instrument</strong></td>
<td>Southwest Michigan’s Children’s Trauma Assessment Center</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td><strong>Attitudes Related to Trauma-Informed Care (ARTIC Scale)</strong></td>
<td>Traumatic Stress Institute</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td><strong>The Trauma Informed Practices (TIP) Scales</strong></td>
<td>Cris M. Sullivan, PhD and Lisa Goodman, PhD</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td><strong>NCTSN Trauma-Informed Organizational Assessment (TIOA)</strong></td>
<td>The National Child Traumatic Stress Network</td>
<td>TIC Organizational Assessment</td>
</tr>
<tr>
<td><strong>The Missouri Model: A Developmental Framework for Trauma-Informed</strong></td>
<td>Missouri organizations and the MO State Trauma Roundtable that have been active in addressing the impact of trauma and working towards becoming trauma informed organizations</td>
<td>TIC Organizational Framework</td>
</tr>
<tr>
<td><strong>Agency Environmental Components for Trauma-Informed Care</strong></td>
<td>Reg 3 Kearney, NE</td>
<td>Environmental Organizational Assessment</td>
</tr>
<tr>
<td><strong>Birth Unit Design Spatial Evaluation Tool</strong></td>
<td>Centre for Midwifery, Child and Family Health, the Group for Health Architecture and Planning and the Centre for Contemporary Design Practices - University of Technology, Sydney. NSW</td>
<td>Design Spatial Evaluation</td>
</tr>
<tr>
<td><strong>Sensory Design Assessment Tool (SDAT)</strong></td>
<td>Molly Pierce, OTR/L</td>
<td>Sensory Design Assessment</td>
</tr>
<tr>
<td><strong>ACTIVE DESIGN Toolkit for Schools</strong></td>
<td>The Partnership for a Healthier New York City</td>
<td>School assessment of active recreation,</td>
</tr>
</tbody>
</table>
The team also conducted a literature review of other trauma-informed resources and peer-reviewed studies. These resources included information on the following topics:

- trauma-informed design
- architecture and design evaluation and data
- biophilia
- trauma and neuroscience
- trauma-informed care
- organizational assessments

The resources included in the team’s literature review are itemized in the table below, alphabetical by topic:

<table>
<thead>
<tr>
<th>Source</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Trauma-Informed Design</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Duddridge, N. (2011). <em>Trauma-informed design: healing and recovery in second-stage housing</em>. University of Manitoba, Canada</td>
<td></td>
</tr>
<tr>
<td>Title: Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12)</td>
<td></td>
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<td>-----------------------------------------------</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Greenwald, R. (2014). <em>Trauma and juvenile delinquency: Theory, research, and interventions.</em> Routledge</td>
<td>Trauma-Informed Care</td>
</tr>
</tbody>
</table>
Using the information gained through the assessment analysis and literature reviews to develop two surveys, which were administered to the schools. These included a:

- Trauma-informed design survey (TiDEvalK12 School Design Survey) (see Appendix C); and
- Trauma-informed care survey (TiDEvalK12 Care Survey) (see Appendix D).

This process included a significant amount of editing, as the surveys were quite lengthy at first, and needed to be refined before dissemination.

**Phase 2: School Participation (April 2022 - June 2022)** – The main elements of schools’ participation occurred in the Spring.

To begin, the research team emailed the surveys to a designated staff member at each participating school, and asked each school to forward them to additional staff and have:

- approximately two people to complete the TiDEvalK12 School Design Survey
- as many staff members as possible to complete the TiDEvalK12 Care Survey

In total, the team received 30 responses to the design survey, including 12 from one school, in particular. This anomaly exceeded expectations and indicated a potential miscommunication.

The team also received 52 responses to this survey. The school with the highest response rate returned 18 completed surveys. This response rate was not as high as the team would have liked, possibly, in part due to the timing, which was close to the end of the school year.

At the same time, the research team asked participating schools to provide information to facilitate a design assessment of their school. This information included floor plans, certain physical and sensory measurements, and photos or a video of areas throughout the school, including:

- entrances, including exterior areas in which students gather
- counseling offices
- major hallways
- a variety of classrooms
- sensory rooms
- storage areas

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMHSA Measuring Progress Towards Becoming a Trauma-Informed School</td>
<td>which contains a remarkable number of references to the physical space in schools for a document published in 2017</td>
</tr>
<tr>
<td>Missouri Model School Guidance</td>
<td>which outlines the stages a school must go through in each domain to go from pre-trauma-aware to trauma-informed</td>
</tr>
<tr>
<td>Risk Reduction Strategies for Reopening Schools</td>
<td>from Healthy Buildings for Health, which breaks out healthy classrooms, healthy buildings, healthy policies, healthy schedules, and healthy activities</td>
</tr>
</tbody>
</table>
This request was communicated to schools in two formats. First, the research team shared a slide show, outlining the requested photos and including instructions on how school staff could upload or send them to the research team. A physical assessment letter further explaining the request and process was then also sent to each participating school (See Appendix E).

Each school submitted photos, and eight of the nine participating schools submitted floor plans (or a photo of the emergency evacuation plan), but the team did not receive any physical or sensory measurements. This may have been in part due to the challenging timing of when the project was collecting this information, which coincided with the end of the school year.

After reviewing all the compiled information, the team conducted focused interviews with designated staff from each school to develop a better understanding of their school’s design and practices. The team’s process required at least two members of the research team to participate in each interview, and all team members reviewed the recordings of meetings they could not attend. Each school was asked a standard set of questions in addition to a more specific set that was developed based on their responses to the surveys and the photographic evidence they provided. The team used these interviews as an opportunity to:

- clarify survey responses.
- discuss areas of the school that looked challenging, based on the photos or survey responses; and
- ask about trauma-informed care practices.

These methods resulted in a wealth of school-based data, some of which was not used in the creation of the TiDEvalK12. Although this data may not have been fully analyzed or interpreted for this report, the research team has maintained it, and can use it in later phases of study and the creation of a toolkit of design recommendations to accompany the TiDEvalK12 in the future.

Phase 2: Architect and Interior Designer Participation (May 2022 - August 2022) – Once the research team compiled the information from schools, it turned to partners in the architectural and design fields to help us analyze the collected data.

The team formed a partnership with Huckabee, a Texas architectural firm focused exclusively on school design. Three members of that firm, Vice President of Educational Practice Kerri Brady, Fay Perez, and Rob Robbins, provided input to the team on how to best use the information received from schools. This input informed the process for the remainder of the study, including how to best involve architects and designers.

The team then reached out to Erin K. Peavey, to discuss the plan for gathering architect and designer feedback on the information provided by schools. Ms. Peavey helped identify a method through which the team could focus the effort and gather targeted feedback and analysis on the photographic evidence and survey results, with Miro boards.

From the information provided by schools, the research team identified the areas of schools in which staff reported students seemed to be the most dysregulated, as follows:
The team narrowed its focus for architect and designer feedback to the top seven reported spaces. In addition to these areas, the team included school entrances in the review. This decision was based on the team’s understanding of the importance of individuals feeling a sense of belonging within an educational space, and the fact that a school’s entrance is the first encounter individuals have with that institution.

For each identified area, the research team developed a Miro board template, through which it would collect feedback from the architects and designers. Each board included instructions at the top, followed by a sample of the board’s structure, an example of how feedback could be provided, and then a space for the photographic evidence and relevant survey results for each school, as follows:

<table>
<thead>
<tr>
<th>Most Often Reported Areas of Student Dysregulation</th>
<th>Number of Survey Respondents Who Ranked Area in Top Three Areas of Most Dysregulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td>34</td>
</tr>
<tr>
<td>Classrooms</td>
<td>29</td>
</tr>
<tr>
<td>Cafeterias</td>
<td>29</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>25</td>
</tr>
<tr>
<td>Outdoor Spaces</td>
<td>17</td>
</tr>
<tr>
<td>Gymnasiums</td>
<td>14</td>
</tr>
<tr>
<td>Offices</td>
<td>8</td>
</tr>
<tr>
<td>Security Screening Area</td>
<td>6</td>
</tr>
<tr>
<td>Locker Rooms</td>
<td>6</td>
</tr>
<tr>
<td>Auditoriums</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>
Welcome! And Framework

Thank you designers for your participation with this! It is most valuable and appreciated.

Goals

The mission of this project is to be able to identify design features that play a role in the stress responses of students and staff. We are attempting to build a tool that will help educators and designers create school environments that are trauma-informed. Namely, identify features of the built environment that currently help students, hurt students, and pose further questions to ultimately provide support to all those in the school.

Steps

This board is dedicated to the Cafeteria for all 9 schools labeled A-I. Please place the color coded dots on the photo to point out features that are:
- “Helps” (green)
- “Hurts” (red)
- “Questions” (purple)

Use sticky notes to write your thoughts on the top 3 potential “helps”, “hurts”, “further questions”

Staff responses from the related survey questions are also included next to each school frame. This is to help give some context to what the staff are seeing.

Note

We understand that the photos provided may not communicate the full visual context of the space, but the discernment and expertise will provide helpful feedback to both cross-check with the educators thoughts and help define the direction for best trauma-informed design practice.
The instructions asked participants to review the spaces for each school and indicate:

- three things identified in the space which might “help” stress levels
- three things identified in the space which might “hurt” stress levels
- three questions they have about, or ideas to improve, the space

Simultaneously, the research team secured the assistance of 19 architects and designers from six firms across the United States to participate in this phase of the project. These participants were identified through a combination of previous working relationships and networking, based on their existing work in school and/or trauma-informed design. The team explained the project and participants’ role. Using a randomized process, the team assigned each participant two school areas for review.

The team then de-identified all the information from the schools, and Huckabee helped populate the Miro boards for the architect and designer review. This was a massive undertaking, conducted in an extremely short time, as a board needed to be created for each of the eight areas identified for analysis. To prevent cross-contamination of ideas and encourage individuality of thought and increased responses, each designer was provided with a separate copy of the board for each space to which they were assigned.
Thirteen participants provided feedback on the Miro boards, which the research team then assembled into a spreadsheet for analysis. All comments and feedback were captured and analyzed by at least two team members.

Phase 3: Development of TiDEvalK12 Tool (August 2022) – During this culminating phase, the team synthesized all the information gathered in the first two phases of the project, to create the TiDEvalK12.

The team analyzed all the compiled Miro board feedback to identify trends and themes. The research team, along with a design team: Kerri Brady, Fay Perez, and Rob Robbins from Huckabee, were each randomly assigned two school areas for analysis. Each looked for themes, as reported by the designers and architects, and reported them separately, to maintain cross-rater reliability. This was done by hiding the first researcher’s analysis until the second was complete.

Next, the team identified themes from the architect and designer feedback and used this information to inform a draft list of questions for inclusion in the tool. These questions were geared to help schools identify the types of things in their school environment which the architects and designers identified as possibly contributing to increased stress levels. When necessary, the team returned to the information gathered from the schools, to gain a fuller understanding of the feedback on the spaces.

Using the draft questions as a springboard, the research team developed the Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12) (see Appendix F). The tool includes:

- the purpose of the assessment and instructions for use,
- background information on importance of trauma-informed design in a school setting,
- bridging the gap and creating a consistent language for communicating the unique needs of schools and their populations – between educators, trauma-informed care practitioners supporting schools, and designers; and
- the assessment questions and scoring for the tool.

The tool consists of questions in each identified domain, which are weighed to reflect the importance of that item in the scheme of a trauma-informed design approach. The tool also includes a comment section to gather qualitative data from perception and personal experience and encourages users to make comments on their observations of specific areas and locations within the school environment. These observations are intended to help users build understanding of the unique design aspects in different school spaces (such as a classroom vs a gym) and encourage effective documentation to assist in the development of next steps.

Challenges and Lessons Learned

Perhaps the greatest challenged faced during this project was the element of time. The quantity of work necessary to follow through with the research team’s commitment to create the TiDEvalK12 by incorporating feedback from both schools and designers in an 8-month timeframe was substantial. As each core team member was otherwise fully employed during the study period, this could not have been achieved without the partnership of outside collaborators, most notably the team at Huckabee and Erin K. Peavey.

Time created additional challenges as the team endeavored to collect information from schools during the final month of the school year. This meant the surveys were administered during the busy testing,
special program, and field trip season, rendering school staff less available to participate. As the school interviews could not occur until the research team was in receipt of each school’s photographic evidence and had time to review it, they mostly were scheduled late in June, at the height of the educational calendar. As the team’s methods required at least two members in attendance, the scheduling became difficult, sometimes resulting in stressed educational participants and multiple interviews for the research team in one day.

Another challenge for the project was created by the lingering COVID-19 pandemic, which limited the research team’s ability to conduct school site visits in person. Had the team been able to do so, it could have ensured more consistent data collections for the design assessments across the schools, and many of the resulting time constraints could have been mitigated.

Finally, as can be expected with multi-faceted projects of this nature, there were some incidents which emphasized the need for very clear written and verbal communication when conducting a participant-based scientific study. For example:

- One school submitted a significant number of responses to the design survey, and very few in response to the care survey, which contrasted with the team’s request and could indicate a need for more clear communication.
- The team also developed two communications, explaining how to collect and provide the design assessment information, which led to confusion among the participating schools until the team clarified the request through further outreach.
- The feedback from architects and designers came in various forms (e.g., some worked in teams, some provided significantly more information than requested) that indicated the directions could have been clearer.

Conclusion and Implications for Further Research

The Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12) developed through this study is the first of its kind, and was created through a mixed-methods approach that gathered input from educators, designers, and experts in the fields of trauma-informed care and design. As such, it is the most comprehensive tool to identify design elements within schools that can impact stress levels—the key element in trauma informed design.

The tool’s design was intentionally developed to help bridge the language gap that often exists between designers and educators. The language used within was drafted to be easily accessible without any background knowledge. The tool includes sections that explain its intent as well as how it can be used. Most notably, the tool incorporates descriptive explanations of each of its domains, so that a common understanding can be shared by all users.

The tool is expected to yield a new kind of information for schools and designers about changes they can make to the physical environment to reduce the stress levels of students and staff. The research team is excited for its dissemination and use, and hopes to receive abundant significant feedback in terms of the results it returns.

There remain many possibilities for further research in this area. The research team is particularly eager to create a corresponding toolkit of possible design ideas which can be incorporated into the existing physical structure of schools to help address the domains identified by the TiDEvalK12.
possibility is to consider the creation of similar tools for other spaces, such as courts, police stations, and public offices.

The most extensive research that could stem from this project would likely also be the most significant. This could be a longitudinal study, in which a school that has good records on their disciplinary practices and educational outcomes, would team up with architectural or design firm that practices trauma informed design. The team would apply the TiDEvalK12to identify changes that could mitigate stress within the school environment and make changes indicated by the tool. The research team would then follow the school over a period, perhaps five years, and compare the school’s data from before and after the changes were implemented. Anticipated results would be that, over time, there would be a reduction in harsh disciplinary measures, including seclusion, restraint, suspension, and expulsion, and an increase in students’ academic performance. This would indicate that the tool is working as intended, and that students feel safer within the school building, allowing them to self-regulate their emotional responses more easily.

This project was supported by the American Society of Interior Designers Foundation. It would not have been possible without their support, to whom we extend our deep and sincere gratitude and appreciation.
Appendix A
Trauma-informed Design Society Brochure (7 pages)
ASID Transform TiDEvalK12 Grant Project

PROJECT OVERVIEW

The American Society of Interior Designers (ASID Foundation) has awarded the Trauma-informed Design Society a $30,000 grant to conduct a pilot project culminating in the creation of a tool schools can use to evaluate their physical space and identify changes that can lower the stress levels of students and staff.

Our plan is to partner with a mix of primary, middle, and high schools in the creation of the tool, which we will refer to as the TiDEvalK12. We would like to gather information from educators to inform the development of the tool, perform an evaluation of their space, develop recommendations intended to reduce stress levels and mitigate potential design-related triggers, and monitor the effects on student academic performance and discipline use. We’ll use this knowledge, informed by educators and design, in a design iteration process, to develop a useful and meaningful design evaluation tool to affect the built environment as one avenue to reduce stress.

OPEN CALL FOR PARTNER SCHOOLS

We are now seeking schools to partner with on this project. As we will be relying on schools to provide information that will be used to create the TiDEvalK12 tool, it is key that there are at least one or two points-of-contact in each school that is fairly well-versed in trauma-informed care best practices and social-emotional learning and coping strategies. Due to the disproportionate impact of trauma on marginalized communities, we are prioritizing high-needs, under-estimated schools and populations. If you are interested, please reach out to any of the members of our core team listed on the last page of this brochure.
CURRENT PROJECT

The project will not be possible without strong partnerships with K-12 schools. We would like to work with five or more relatively comparable schools to evaluate their existing spaces and gather information about when and where students and staff experience the most dysregulation, and use this information to inform the creation of an evaluation tool for schools and designers.

The project will have institutional review board (IRB) approval, as we will be collecting information related to student behavior, triggers, and outcomes. We will perform an evaluation of each school’s space (possibly virtually), and develop recommendations intended to reduce stress levels and mitigate potential design-related triggers.

The information we gather from schools will be used, in conjunction with our knowledge of trauma-informed care best practices, existing organizational assessments, Trauma-informed Design frameworks, and existing design evaluation tools to create the TiDEvalK12.

We will then gather additional feedback from schools and interior designers to improve the tool. The final TiDEvalK12 will be useful to both interior designers, and will be accurate and easy to use, to advance the Trauma-informed Design decision-making practices of both groups.

“We sometimes forget that emotional safety is as precious as physical safety...but it’s essential that we learn to protect both.” —Nicole Sundine

OUR HYPOTHESIS

We hypothesize Trauma-informed Designed schools can reduce stress levels of staff and students, resulting in:
- Less dysregulation;
- A reduction in harsh disciplinary measures; and
- Increased learning.

Students should be more able to self-regulate, and would ideally have a place where they can safely do so, reducing the need for discipline measures. Over time, students’ academic performance should increase, as they are more able to access the classroom material.

This evidence may not be feasible to gather during this pilot phase, however, the longer term aim is to accurately design the TiDEvalK12 tool and then be able to track and see these results.

BACKGROUND

Trauma is an epidemic, resulting from events or circumstances experienced as physically or emotionally harmful or life-threatening, with lasting negative effects on health or wellbeing. The Centers for Disease Control and Prevention reports six out of ten adults have experienced childhood adversities (ACEs) that may burden health.

Toxic stress is traumatic and can cause lasting physical and neurobiological changes. Traumatized individuals can become triggered and perceive the past trauma as “current.” This initiates a biological “fight, flight, or freeze” response, prioritizing survival and dampening higher brain functions. With repetition, these patterns affect emotional regulation, social intelligence, self-control, and can hamper rational thought and memory. This impacts ability to comply with behavior expectations, which can lead to increased school discipline.

Interior environments influence behaviors, negatively and positively. With Trauma-informed Design, schools can mitigate potential triggers and help students feel safe. Students can then build resilience, strengthen emotional regulation, avoid behaviors resulting in discipline, and better access educational opportunities.

Despite trauma’s prevalence, and the opportunity Trauma-informed Design can provide to mitigate stress and enhance learning, research remains limited. This topic is under-resourced, because exposure to toxic stress or chronic/developmental trauma are not nationally recognized as disorders.
Toxic stress from trauma, including Adverse Childhood Experiences (ACEs), overwhelms an individual's ability to cope. Unresolved trauma may have lasting negative impacts on a person's mental and physical health, and lead to the adoption of risky behaviors and loss of opportunities. Traumatic experiences can be encountered in multiple realms, including an individual's household, community, and environment.

**TRAUMA'S IMPACT ON EDUCATION**

Traumatic stress can cause lasting brain changes (Bremner, 2006; Ganzel, Casey, Glover, Voss, & Temple, 2007), impact memory, and alter biology levels (Bremner, 2006). This can lead to dysregulated nervous systems, impaired ability to modulate emotional highs or lows outside the “Window of Tolerance” (Siegel, 1999; Ogden, Minton & Pain, 2006). When students' stress responses result in hyperarousal, behaviors are misinterpreted as lazy or unengaged, while those experiencing hyperarousal can be seen as disruptive, willfully disobedient, threatening, aggressive, or even dangerous. Schools' response to these behaviors often escalate into harsh discipline measures, including seclusion, restraint, suspensions, expulsions, and school arrests.

Additional responses to traumatic events include difficulty concentrating, rumination, racing thoughts, time/space distortion, difficulty making decisions, and suicidal thinking (Center for Substance Abuse Treatment, 2014). These then create barriers to the higher-level rational thinking required to engage in schoolwork. Studies demonstrate that individuals exposed to toxic stress exhibit "problems in cognitive control and learning" (National Scientific Council on the Developing Child, 2010). If youth are not provided both a safe environment and the skills to reduce their stress levels, they will not be able to access educational opportunities provided by their schools. Trauma-informed design becomes essential when looking at school spaces such as classrooms, regulation rooms, availability of outdoor spaces, and even hallways and bathrooms. The composition of the interior environment has the capability of transforming students' emotional and behavioral health and supporting better learning outcomes.

Typically, people operate within a normal range of emotions, referred to as a person's "Window of Tolerance." When a person experiences a traumatic event, their reactions can include bigger swings, and be heightened or deflated beyond their normal range. They may even get "stuck" for a while in one of these extremes. This is when we see hyper- or hypo-arousal.
LONG-TERM GOALS

Once we have developed the TiDEvalK12 tool (after the timeline of this current project), we aim to partner with one or more schools for a longitudinal study. We would start by collecting baseline data on academic performance and use of school discipline, including removal from the classroom, isolation, detention, physical restraint, suspension, arrest/school security/resource officer involvement, and expulsion. We would then provide an evaluation of their classroom and school environment using the TiDEvalK12 tool, and work with the school to help them implement recommended changes.

Then we would follow:
- The academic performance of the students, to see if it improves; and
- The use of school discipline, to see if it decreases.

TRAUMA’S DISPROPORTIONATE IMPACT ON MARGINALIZED COMMUNITIES

Data indicates a high prevalence of ACEs in marginalized communities. People with disabilities are more likely to have experienced ACEs than the general population (Centers for Disease Control and Prevention, 2021). There is also a dose-response relationship between ACEs and children with special health care needs: 14.3% of children with no ACEs had special health care needs, increasing to 43.5% among children whose parents reported 4 or more ACEs (HRSA’s Maternal and Child Health Bureau, 2020).

There are racial disparities as well. Reports of ACEs varied significantly by race/ethnicity and household income. At 36.2%, American Indian/Alaska Native families reported the highest percentage of children with 2 or more ACEs, while the lowest was reported by Asian families (6.0%). Across race/ethnicity groups, the percentage of children with 2 or more ACEs decreased as household income increased (HRSA’s Maternal and Child Health Bureau, 2020). The results also show that Black children were:
- Reported to have higher ACE scores than white children; and
- Over-represented among children with 2 or more ACEs (Lanier, 2020).

Additionally, more than 70% of LGBTQ students reported feelings of worthlessness and hopelessness within the past week, and only 26% always feel safe in their classrooms (Human Rights Campaign Foundation, 2018). LGBTQ+ youth are more likely to attempt suicide, use illegal drugs, or experience homelessness, anxiety, depressive symptoms, and feelings of isolation. Those who are gender nonconforming are at increased risk for childhood abuse and school victimization (Interagency Working Group on Youth Programs, n.d.). In addition to being more at risk for trauma, students from marginalized communities are also more likely to incur disproportionately harsh school discipline. Suspension and expulsion rates for BIPOC students—especially BIPOC girls—are significantly higher than for white students. Students with disabilities receive twice as many out-of-school suspensions than those without disabilities, and BIPOC students with disabilities are disproportionately physically restrained and placed in seclusion or involuntary confinement. Black students represent 27% of students referred to law enforcement and 33% of students subjected to school-related arrest, despite making up only 16% of student enrollment (U.S. Department of Education Office for Civil Rights, 2014).

SCHOOL PARTICIPATION

Our partner schools will provide us invaluable information in the creation of the tool. Through a mixed-methods approach, we will seek to understand:
- How they identify and support dysregulated students;
- What happens right before a child is disciplined (potential triggers);
- What any existing current sensory/calm rooms/spaces look like;
- How well the current spaces help children regulate and re-engage;
- What dream regulation spaces would look like;
- What barriers exist to implementing regulation spaces; and
- How well teachers and staff are able to support use of these spaces.

In order to collect this information, we will be looking to partner with educators already fairly well-versed in trauma-informed practices and social-emotional learning and coping strategies.
LEVERAGING DESIGN

The space in which students learn can communicate safety and promote secure attachments with teachers, or it can symbolize lack of dignity and agency, encouraging re-traumatization. With an evidence-based TID approach, schools can create environments which help students remain within their window of tolerance, and ideally expand this tolerance zone. The window of tolerance is the arousal zone that allows a person to be at an optimal state of alertness, neither over- nor under-stimulated (Siegel, 1999).

Trauma-informed Design is an emerging field, with initial conceptual frameworks being proposed by designers and other TID practitioners (HOCK, 2020, Shopworks, 2020, Fable, 2017). As more designers apply this approach, the need for a scalable, adaptable set of design imperatives becomes essential. Different people, cultures, environmental context, places, and spaces require varying TID design imperatives. Existing design approaches, such as: inclusive, sensory, therapeutic, resilient, salutogenic, and biophilic design inform the TID approach.

The first step in applying Trauma-informed Design guidelines is the ability to evaluate the space appropriately. Both the physical environment and the behaviors of the students in that environment need to be co-evaluated. Our team proposes a new design evaluation tool (K12TIDEval)—co-created with K-12 educators and interior designers to evaluate the physical spaces easily, sensitively, and effectively. Using a designer’s lens, we will spotlight stressors and potential trauma triggers that will then lead to evidence-based design recommendations (subsequent grant phase) to neutralize or mitigate these design feature triggers. Facilitating calm yet alert behaviors through interventions in the built environment, will support K-12 educators to apply an integrated trauma-informed approach. Designers are key partners in developing K-12 spaces that facilitate the educational approach to developing safe, caring, and effective environments. The resulting K12TIDEval will be the first of its kind, evidence-based tool to facilitate interior design renovations and new builds of K-12 schools. After the timeline of this current project, we plan to further develop, and translate the K12TIDEval into a companion set of design guidelines in a scalable, adjustable, and appropriate way.

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”
—Alexander Den Heijer

INTERIOR DESIGNER PARTICIPATION

We will be working closely with interior designers and firms, to gather their input throughout the project. This portion of the design iteration process would lean on their knowledge and experience in designing for schools to harvesting valuable information for developing a useful and meaningful tool to affect the built environment.

Our questions for designers would focus on:

- What existing guidelines are currently used in designing school interiors;
- Whether they find trauma-informed trainings or knowledge available;
- Whether available trauma-informed trainings or information is typically accessed by designers;
- How educators and schools communicate their needs during programming, and if the designers would prefer a different form of communication;
- Whether interior designers getting feedback from the users of the space, post-occupancy;
- What barriers are in the way of Trauma-informed Design; and
- How they would ideally design for a school to help students recognize when they are becoming dysregulated and then regulate themselves, if budget, space, and time were no object.
**MEET THE TRAUMA-INFORMED DESIGN SOCIETY**

The Trauma-informed Design Society is a transdisciplinary team with a focus on research into practice, and back into research. We are located around the United States, from the Pacific Northwest to New England and the Southwest, and in the Netherlands. We each bring different knowledge and experiences to the project, in which we will play various roles.

**Core Team**

**J. Davis Harte, PhD,** is this project’s principle investigator and the Director and Faculty of the [Design for Human Health](#) master’s program at the Boston Architectural College. She is WELL AP—a health and well-being credential that denotes expertise in the WELL Building Standard. Co-leader of Global Birth Environment Design Network (GBEDN) and [The Trauma Informed Design Society](#). She is an educator, advocate, practitioner, and speaker bridging Trauma-informed Design spaces, children’s places, and also birth environments with brain, neuroscientific and environmental psychological knowledge. Davis holds a PhD in Health from the University of Technology Sydney, investigating “The Childbirth Supporter Study: Video-ethnographic examination of the physical birth unit environment.” Her Master’s degree in Design for Human Environments (Interior) investigated preschool children’s attentional behaviors.

Academic interests are stress systems theory, human potential, spatial justice, play/curiosity, attention restoration theory, resilience, salutogenesis, symbolic interactionism. Davis is a mom to a vibrant teen and is also an “urban farm” manager/wrangler.

**Janet Roche, MDS,** is a faculty member of the Boston Architectural College, and co-founder of the Trauma-informed Design Society. In addition to her Masters in Design for Human Health from BAC, Janet holds a B.S. in Social Work from Boston University and a Certificate of Business Management from Harvard University Extension School. She runs [Janet Roche Designs](#), specializing in universal design, and the design of environments for those who are aging-in-place or seeking accommodations for other human conditions. A longtime advocate for dignity in design, Janet is also the host of [Inclusive Designers Podcast](#), a collaborative forum for designers to share creative ideas for different human conditions.

**Christine Cowart, MA,** is a dually-certified trauma professional and human services policy analyst, focusing on justice systems and family services. Her career includes working as a legislative analyst in two states, analyzing programs for the New York State Division of parole, and serving as a contract and grant specialist for the Vermont Department for Children and Families, where she co-chairs a racial equity workgroup. She is currently the senior policy and implementation analyst for the Vermont Department of Corrections.

Christine is married, and an adoptive mother of two children with traumatic backgrounds. In her spare time, she volunteers as a member of her local school’s diversity, equity, and inclusion committee and as an adaptive sports instructor. Her experiences have led her to develop an understanding of trauma, its possible effects, and what can be done to change the story. Christine founded [Cowart Trauma Informed Partnership](#) to help others implement trauma-informed practices.

**Molly Pferdehirt,** has worked as a Pediatric Occupational Therapist for over 20 years, with specialties in neurodevelopment, sensory processing/integration, and oral motor/feeding and swallowing. She served as an adjunct faculty for 12 years, with the University of Oregon’s Health & Science University’s Child Development and Rehabilitation Center, offering graduate-level instruction to University of Oregon Special Education and Early Intervention programs. Molly’s graduate studies focused in Arts in Healthcare and Nonprofit Management, and she has specialty certificates in Infant Massage, Kids Yoga Instruction, Sensory Integration, and Neurodevelopmental Therapy. She has expanded to include community cultural development and collaborative work, through art and the creation of sensory spaces that support health. Molly focuses on thoughtful and innovative design of environments, through the lens of sensory processing that support all abilities. Using her extensive pediatrie knowledge, she is currently developing a collaborative school-based, community health model supporting medically-fragile students’ feeding challenges.

**Other Contributors**

**David O’Connor,** is based in Amsterdam, The Netherlands, David is a product and experience designer, digital nomad and social-minded founder with a passion for people, places and planet. Driven by a sense of urgency to grasp the change-moment, David is helping organisations realise the full intrinsic potential of their space for the people who use them. His mantra is “Design For The Extreme Benefits The Mean.”

**Laura Shook Guzman, LMTP,** is a somatic psychotherapist, trauma specialist, and thought leader for workplace wellness and entrepreneurial mental health. An early adopter of coworking, Laura launched [Soma Vidya](#) in 2008, making it the world’s first coworking community to incorporate wellness and Trauma-informed Design principles. And, in 2016, Laura partnered with coworking thought-leader, Iris Kavanaugh, to launch [Women Who Cowork](#), a global supportive platform for women and non-binary coworking founders. Laura’s educational background includes a BA in Psychology from The University of Texas in Austin and a MA in Clinical Psychology with an Emphasis on Marriage and Family Therapy from Pepperdine University in Malibu, California. She has also completed advanced training in Somatic Experiencing and is currently licensed in the State of Texas as a Marriage and Family Therapist.
Appendix B

Agreement Letter Template (2 pages)

BOSTON ARCHITECTURAL COLLEGE

Trauma-informed Design Society
J. Davis Harte, PhD, WELL AP
Principal Investigator, Director, and Faculty
Design for Human Health MDS Program
Boston Architectural College
320 Newbury Street
Boston, Massachusetts 02115

March XX, 2022

Dear XXXX,

The Trauma-informed Design Society (TIDS) is pleased to welcome [School or District Name] to partner with us in the creation of an evidence-based, trauma-informed design evaluation tool, for use by interior designers and educators, to better evaluate K-12 school environments. The tool, which we will call the TiDEvalK12, will enable schools to evaluate their physical space and identify changes that can lower the stress levels of students and staff.

This project is supported by the American Society of Interior Designers Foundation, through an eight-month grant concluding at the end of August 2022. During the course of the project, the TIDS team will gather information from partner schools to inform the creation and refinement of the tool.

We anticipate that the first phase of your school’s involvement will center on sharing information about your school’s physical space. Throughout early March, the TIDS team will work closely with you to obtain:

- Floor plans of the school, if possible;
- A virtual tour and/or photos of the school; and
- Physical measurements from within the school building.

Shortly thereafter, we will provide a survey to your school designed to collect information about where and when students are most dysregulated within the school environment; what interventions are used to help them regulate; what barriers exist to supporting dysregulated

Phone: (617) 585-0207 www.the-bac.edu www.traumainformeddesign.org
students; and what changes to the physical environment might help students feel safer while in school. The TiDS team will then follow-up by interviewing one-to-three identified key staff members, to gain context and a deeper understanding of the survey responses.

The team will then compile the information gathered from partner schools and other survey respondents and use it, combined with input from interior designers practicing trauma-informed design, to create the TiDEvalK12. This first iteration of the tool will then be disseminated to schools for review and feedback. We anticipate this phase will occur in late July 2022, and that schools will have about three weeks to consider if the tool meets their needs, is easy to use without instruction, and assesses the best variables in identifying possible stress-reducing changes to the physical environment. Using the feedback from partner schools, the TiDS team will refine the TiDEvalK12 and disseminate that revised tool by the end of August.

We are currently in the process of obtaining an exemption from an independent Institutional Review Board (IRB), to ensure that our methods meet the ethical standards required for peer-reviewed research projects. All information shared with the TiDS during the course of this project will remain strictly confidential and be unidentifiable in any reports, articles, or other documentation that results from the project.

By signing this letter, you indicate your agreement for [School or District Name] to partner with the TiDS in the TiDEvalK12 project, through August 31, 2022, as outlined in this letter. This will include sharing the information described above in a timely manner and providing essential feedback for the creation and revision of the TiDEvalK12.

The success of this project hinges on the strength of the partnerships we create between partner schools and designers. We recognize the current strains on schools and their staff and appreciate your commitment to partner with us during this busy time, so we can create a tool that will help countless other schools reduce stress levels within their buildings. We will honor this commitment by always being respectful of your time. In addition, the members of the TiDS team would like to serve as resources to you and your staff, as we bridge the worlds of educators, designers, and trauma-informed care professionals. Please do not hesitate to reach out to us if you have questions or concerns, or if we can provide any support along the way.

Sincerely,

[Signature]

Partner School Signature

J. Davis Harte, PhD, WELL AP
Principal Investigator, Director, and Faculty
Design for Human Health MDS Program
Boston Architectural College

Name
Title
School
Appendix C

TiDEvalK12 School Design Survey (28 pages)

TiDEvalK12 School Design Survey

Thank you for participating in this survey!

We will be asking questions about the physical design of your school in this survey. The feedback we receive will be used to better inform the TiDEvalK12 tool that we are developing to help schools identify potential stressors and changes that can be made to mitigate them.

We appreciate you taking the time to share your experiences and knowledge with our team!

* Required

1. Please tell us the name of your school. (Please do not abbreviate or use nicknames.) *

__________________________________________________________________________

2. In what town/city is your school located? (Please do not abbreviate or use nicknames.) *

__________________________________________________________________________

3. In what state is your school located? (Please do not abbreviate.) *

__________________________________________________________________________

4. What is your role in the school? *

   Mark only one oval.
   ○ General education teacher
   ○ Paraeducator
   ○ Special Services educator
   ○ Administrator
   ○ Other support staff
   ○ Other:

   School Design
   In this section, we will be asking questions related to the design features of your school buildings including general impressions, infrastructure for human health (ventilation, energy sources, resources for students).

5. What do you like about your school design/environment? *

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

6. If you know, please tell us the year your school was built? Year of any remodels?

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   _______________________________________________________________________
   _______________________________________________________________________
7. The overall experience of the building is inviting. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

8. Please describe briefly your answer. *

9. Does your school use any form of alternate energy? (Think about uses for power within the building, for irrigation, etc.) *
   Mark only one oval.
   [ ] Yes
   [ ] No (please skip the next question)

10. What type of alternate energy does your school use? (Please check all that apply)
    Check all that apply
    [ ] Solar
    [ ] Wind
    [ ] Water
    [ ] Geothermal
    [ ] Other:

11. Are there water stations for filling water bottles throughout the school? *
    Mark only one oval.
    [ ] Yes
    [ ] No

12. Does your school have an HVAC system? *
    Mark only one oval.
    [ ] Yes
    [ ] No

13. Does your school have a clothing pantry available for students to help themselves? *
    Mark only one oval.
    [ ] Yes
    [ ] No
14. Are there audible alarms on any of the exterior doors that sound when the door is opened? *

Mark only one oval.

☐ Yes
☐ No

15. The air quality in the school environment is good. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

School Design: Entrance

This section includes questions about the parking lot, drop off/pick up, walkways, entrance, and main office.

AREA OF FOCUS: PARKING LOT

16. The school and its structures (entryway, walkways) provide good protection from the elements (shelter from rain, wind, and sun). *

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

17. There is good traffic flow for parking and pick up/drop off of students. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

18. Is there a place to store human powered transportation (e.g., bikes, skateboards, scooters)? *

Mark only one oval.

☐ Yes
☐ No
☐ Other:
19. Is the parking for human powered transportation secure? *

   Mark only one oval.
   ☐ Yes
   ☐ No

20. There is ample outdoor lighting from the parking lot to the school building. *

   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

21. There are clear signs for the school and entrance visible from the street? *

   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

22. The school entrance is welcoming. *

   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

23. Please describe briefly what makes the school entrance welcoming or not welcoming. *
24. Is there a designated smoking area on school grounds? *

   Mark only one oval.
   
   - Yes
   - No (please skip the next question)

25. The designated smoking area is located a sufficient distance away from the school entrance and any other regularly trafficked area.

   Mark only one oval.

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<td>Strongly Agree</td>
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</table>

26. On a typical day, do members of the community congregate near the school entrance? *

   Mark only one oval.
   
   - Yes
   - No

27. There are no physical barriers in the way of getting into the school. *

   Mark only one oval.

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<td>Strongly Agree</td>
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28. Is there an automatic-opening door at the main entrance? *

   Mark only one oval.
   
   - Yes, triggered by a sensor
   - Yes, triggered by a button
   - No
   - Other: ____________________________

29. Is there a variety of seating choices (e.g., benches, nooks) in the entry and hallways? *

   Mark only one oval.
   
   - Yes
   - No

30. Please explain the type of seating available. (e.g., benches, fixed, nooks, grouped, separate) *

   __________________________________________
   __________________________________________
31. Is there signage to the main office? *
   
   Mark only one oval.
   
   [ ] Yes
   [ ] No

32. Which of these best describes the feel of your main office and entrance? (Please check all that apply.) *
   
   Check all that apply:
   [ ] Fishbowl (high visibility into office space)
   [ ] Bright
   [ ] Natural Lighting
   [ ] Dark
   [ ] Busy
   [ ] Inviting
   [ ] Easy to find
   [ ] Hard to find
   [ ] Accessible for all abilities
   [ ] Overwhelming
   [ ] Other:

33. Does the school have a designated space just for staff? *
   
   Mark only one oval.
   
   [ ] Yes
   [ ] No (please skip the next question)

34. Does the staff area include any of the following features? (Please check all that apply).
   
   Check all that apply:
   [ ] Full kitchen
   [ ] Partial kitchen
   [ ] Seating options
   [ ] Natural lighting
   [ ] Communication boards
   [ ] Calm corner/nook
   [ ] Comfortable furniture
   [ ] Pleasant color scheme
   [ ] Charging station for devices
   [ ] Mother room for staff (pumping/nursing)
   [ ] Other:

Exterior School Design: Play and Movement

This section includes questions that explore the exterior design and how they support the school environment and all users of the space.
35. Is there an outdoor space (example: playground) for unstructured play? *

*Mark only one oval.

- Yes
- No

36. The playground can accommodate a wide range of students and abilities. *

*Mark only one oval.

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37. Does the school have any of the following opportunities for movement or playground features? (Please check all that apply) *

*Check all that apply:

- Sculptures for climbing
- Swings
- Rotational movement structure (example: merry-go-round)
- Slides
- Steps/Stairs
- Covered outdoor play shelter
- Track and Field
- Ball courts
- Ball Fields
- Grassy slopes
- Fields/Open spaces
- Colorful ground marking (hopscotch, sensory movement path)
- Water Feature
- Plants, landscaped paths
- Trees, natural shade
- Other: ____________________________
38. Does the outdoor space have any of the following seating choices available? (Please check all that apply.) *

Check all that apply:
- Benches
- Picnic tables
- Walls
- Rocks
- Stumps
- Other natural materials
- Other: ________________

39. Does the school landscape include any of the following? *

Mark only one oval per row:

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<tr>
<th></th>
<th>On the Property</th>
<th>We Use Nearby Location</th>
<th>No</th>
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<tbody>
<tr>
<td>Plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shrubs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paths</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Water feature</td>
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<tr>
<td>Garden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benches</td>
<td></td>
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<tr>
<td>Fence</td>
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<tr>
<td>Sculptures/Art</td>
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<tr>
<td>Other</td>
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40. If you indicated another landscape option, please explain below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
41. The outside space provides positive distractions (e.g., touch, sounds, sights, smells) with its landscape using plants, flowers, and paths? 
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree □ □ □ □ □ Strongly Agree

42. Please briefly describe what you like or dislike about the school grounds. *

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

43. It is easy for all students and staff, including those with disabilities, to access and move around the school site. (Think of footpaths, wayfinding, circulation routes, and emergency exits.) 
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree □ □ □ □ □ Strongly Agree

44. What makes it easy or difficult for students and staff to move around the school site? *

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

45. Is there fencing around the school grounds? *

   Mark only one oval.
   □ Yes
   □ No (please skip the next question)

46. If yes, please explain what type of fence.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
47. Is there an automatically opening door at all school entrances/ exits? *

Mark only one oval.

- Yes
- No

48. There is adequate outdoor lighting on the school grounds *

Mark only one oval.

1 2 3 4 5

Strongly Disagree

The questions in this section include the topics of general navigation, aesthetics, school character through accessibility, culture, color, etc.

AREA OF FOCUS: WAYFINDING - How well a person can navigate the space and get to their desired destination

49. It is easy to find one's way through the school. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree

50. Does your school have any of the following types of signs to help someone find their way? (Please check all that apply.) *

Check all that apply:

- Clear, concise signage
- Multilingual signs
- Signs with both symbols and words
- Signs at a variety of heights
- Age-appropriate signs
- None of the above
51. Does your school have any of the following features? (Please check all that apply) *

Check all that apply:
- Hallways or corridors that feel very long
- Dead ends
- Inconsistent labels in doors
- Lack of lighting
- Windows into classrooms/fishbowl feeling
- None of the above

52. If your school has several floors, is the stairway visible from the entrance? *

Mark only one oval.

- Yes
- No
- Not applicable

53. Is ample natural lighting throughout the school hallways and stairways? *

Mark only one oval.

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<td>Strongly Disagree</td>
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<td>Strongly Agree</td>
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</table>

54. Does your school have an elevator? *

Mark only one oval.

- Yes
- No (please skip the next question)

55. The elevator is easily accessible to all those who need it, from all points in the school.

Mark only one oval.

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<td>Strongly Agree</td>
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AREA OF FOCUS: COLOR
56. Please describe the color scheme. What colors are used? *


57. The paint colors and color scheme in the school environment have a positive effect on mood (e.g., feel inspired, soothed, engaged). *
Mark only one oval.

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Strongly Disagree   Strongly Agree

AREA OF FOCUS: CULTURE

58. Is there a cultural theme in the school? *
Mark only one oval.

[ ] Yes
[ ] No (please skip next question)
[ ] I don't know (please skip next question)

59. Please describe the school’s cultural theme.


60. The school allows students and staff to see their culture reflected around them. (Think about artwork, displays, and design of the space.) *
Mark only one oval.

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Strongly Disagree   Strongly Agree
61. What type of art is used in the school? (Please check all that apply.) *
   
   Check all that apply.
   
   ☐ Student art
   ☐ Local artists
   ☐ Murals
   ☐ Textured artwork
   ☐ Commercial artwork
   ☐ Other: ____________________________

62. Does the artwork have any of the following characteristics? (Please check all that apply.) *
   
   Check all that apply.
   
   ☐ Calming/Soothing
   ☐ Energizing
   ☐ Empowering
   ☐ Hopeful
   ☐ Inspiring
   ☐ Nature themed
   ☐ Culture themed
   ☐ Student highlighting
   ☐ Supports transitions in the school
   ☐ Supports signage
   ☐ Other: ____________________________

63. How does your school display student art? *
   
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

64. Our school building supports the inclusion of all students and staff. (Think of mobility issues, visual impairments, sensory processing challenges, and communication challenges.) *

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

65. Are there spaces that allow students to retreat when stressed in communal areas such as hallways, entrances, cafeterias, and libraries (e.g., nooks, alcoves)? *

Mark only one oval.

☐ Yes
☐ No (please skip next question)
66. Please describe these retreat spaces and how they are used in your school.


Interior School Design: Classrooms

This section includes questions regarding classrooms, including spaces of study, recreation, training, sensory rooms and life science classrooms.

AREA OF FOCUS: CLASSROOM

67. The classrooms are clean. *

Mark only one oval.

1  2  3  4  5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

68. The classrooms are uncluttered. *

Mark only one oval.

1  2  3  4  5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

69. Is there a space for student’s personal belongings, such as coats and backpacks? *

Mark only one oval.

☐ Yes
☐ No

70. There is sufficient storage for supplies, either permanent (e.g., closet) or movable (e.g., book, truck/trolley, cart). *

Mark only one oval.

1  2  3  4  5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree
71. There is good lighting in classrooms. *

   Mark only one oval.

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</table>
   "Strongly Disagree" | | | | | "Strongly Agree"

72. The noise levels/acoustics in classrooms are reasonable/comfortable. *

   Mark only one oval.

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</table>
   "Strongly Disagree" | | | | | "Strongly Agree"

73. Do students ever complain about the noise levels of the classroom? *

   Mark only one oval.

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<tr>
<th>Yes</th>
<th>No</th>
<th>I don’t know</th>
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74. The temperature in classrooms is comfortable. *

   Mark only one oval.

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</table>
   "Strongly Disagree" | | | | | "Strongly Agree"

75. Do students ever complain about the temperature of the classroom? *

   Mark only one oval.

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<tr>
<th>Yes</th>
<th>No</th>
<th>I don’t know</th>
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</table>
76. Do you have any of the following features in classrooms? (Please check all that apply.) *

Check all that apply:

☐ Operable windows
☐ Adjustable lighting
☐ Sound-proof panels
☐ Window coverings (e.g., curtains, shades, blinds, awnings)
☐ Motorized blinds or powered shades
☐ Flexible seating choices
☐ Sufficient seating
☐ Sound system
☐ Cabinet/Storage/Closet
☐ Lockable cabinets/storage closets
☐ Privacy from hallway
☐ Visibility from hallway
☐ Natural lighting
☐ Other:

77. Do the classrooms have access to a calm/break space within the room? *

Mark only one oval.

☐ Yes
☐ No (please skip next question)

78. How are the classroom calm/break spaces used by students?


79. Classrooms are easy to navigate. (Think of movement through the space, around desks, etc.) *

Mark only one oval.

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80. Do classrooms have access to a sink? *

Mark only one oval.

☐ Yes, they all do
☐ Yes, some do
☐ No
81. Do classrooms have access to counter space? *
   
   **Mark only one oval.**
   
   - Yes, they all do
   - Yes, some do
   - No

82. Does the school have designated rooms (not used for other purposes/classes) for the following types of classes? *
   
   **Check all that apply.**
   
   - Art
   - Music
   - Physical education

83. Does the school offer any vocational training opportunities (e.g., wood shop, auto shop, cooking programs, robotics, design classes)? *
   
   **Mark only one oval.**
   
   - Yes
   - No (please skip the next question)

84. Does the school have designated spaces (not used for other purposes/classes) for vocational training opportunities?
   
   **Mark only one oval.**
   
   - Yes
   - No

85. Does your school have a library? *
   
   **Mark only one oval.**
   
   - Yes
   - No (please skip the next question)

86. Does your school library have any of the following features?*
   
   **Check all that apply.**
   
   - Natural lighting
   - Private spaces
   - Group spaces
   - Choice in seating
   - Comfortable furniture
   - Carpet
   - Noise reducing panels
   - Cultural theme
   - Artwork

Design of Specific Spaces
AREA OF FOCUS: CAFETERIA

87. Does the cafeteria have any of the following design features? (Please check all that apply.) *

- High ceiling
- Low ceiling
- Acoustic panels on ceiling
- Acoustic panels on walls
- Windows/Access to natural light
- Window coverings
- Multi-purpose space
- Multiple types of seating options
- Other:

88. Is the food in the cafeteria easily accessible to students with limited mobility? *

Mark only one oval.

- Yes
- No

89. How do you see students use the cafeteria?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

90. There is good lighting in the cafeteria.

Mark only one oval.

1 2 3 4 5

Strongly Disagree □ □ □ □ □ Strongly Agree

91. The noise level/acoustics in the cafeteria are reasonable/comfortable *

Mark only one oval.

1 2 3 4 5

Strongly Disagree □ □ □ □ □ Strongly Agree
92. Does your school have a food pantry available for students to help themselves? *
   
   Mark only one oval.
   
   ☐ Yes
   ☐ No

93. Do the bathrooms include any of these features? (Please check all that apply.) *

   Check all that apply.
   ☐ Load flushing toilets
   ☐ Toilets that flush by a sensor
   ☐ Sinks that turn on by a sensor
   ☐ Age-appropriate toilet size
   ☐ Age-appropriate sink height
   ☐ Hand dryers that turn on by a sensor
   ☐ Gender-neutral bathroom
   ☐ Accessible bathroom
   ☐ Automatic door into accessible bathroom

94. Is there adult supervision in the bathrooms? *

   Mark only one oval.
   
   ☐ Yes
   ☐ No

95. There is good lighting in the bathrooms. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

96. The noise levels/acoustics in the bathrooms are reasonable/comfortable. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree
97. Are the following items available free to anyone who may need them? (Please check all that apply.) *

Check all that apply:
- Feminine hygiene products
- Toothbrushes
- Toothpaste
- Soap
- Shampoo
- Antiperspirant
- Hand sanitizer
- Razors
- Shaving cream
- Other: ____________________________

98. Does your school have showers available to students? *

Mark only one oval.
- Yes
- No (please skip the next three questions)

99. Are the following items provided in the showers?

Check all that apply:
- Soap
- Shampoo
- Conditioner
- Other: ____________________________

100. Are the showers accessible?

Mark only one oval.
- Yes
- No

101. Are the showers available outside of regular school hours?

Mark only one oval.
- Yes, throughout the year
- Yes, but only on school days when school is in session
- No
- Other: ____________________________

102. Does the school have locker rooms? *

Mark only one oval.
- Yes
- No (please skip next three questions)
103. Is there adult supervision in the locker rooms?

Mark only one oval.

- Yes
- No

104. Is there good lighting in the locker rooms?

Mark only one oval.

1 2 3 4 5

Strongly Disagree - - - - Strongly Agree

105. The noise levels/acoustics in the locker rooms are reasonable/comfortable.

Mark only one oval.

1 2 3 4 5

Strongly Disagree - - - - Strongly Agree

106. Does the school have a washer and dryer? *

Mark only one oval.

- Yes
- No (please skip the next two questions)

107. Is it available for students to use?

Mark only one oval.

- Yes
- No
- Other:

108. Is laundry detergent available for free to anyone who needs it?

Mark only one oval.

- Yes
- No

Sensory Rooms

This section includes questions about sensory rooms.
AREA OF FOCUS: SENSORY ROOM

109. Does your school have a sensory room? 

Mark only one oval.

☐ Yes  ☐ No (please skip to the next SECTION)

110. Does your sensory room have any of the following features? (Please check all that apply.)

Check all that apply.

☐ Weight bearing ceiling hooks (e.g., for swings or other regulatory devices)
☐ Dimmable lights
☐ Floor mats
☐ Wall/Ceiling acoustic panels or coverings
☐ Carpeting
☐ Wall mirror
☐ Storage closet
☐ Lockable storage
☐ Natural Lighting
☐ Operable windows
☐ 2-way window for observation
☐ Window to hallway
☐ Other:

111. What is the color scheme of this room?

________________________________________________________

________________________________________________________

________________________________________________________

112. Please describe features of your sensory room? (Think about color, materials used in the space, natural lighting, etc.)

________________________________________________________

________________________________________________________

________________________________________________________
AREA OF FOCUS: Classrooms that Support Students with Disabilities

113. Does your school have a program that supports students with disabilities that have significant special educational and/or medical needs? *

*Mark only one oval.

☐ Yes
☐ No (please skip to last question)

114. Please explain what your program supporting these students entails?


115. The classrooms for this program are large enough to accommodate the student and staff needs.

*Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

116. The program’s classrooms are free from barriers that affect mobility.

*Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree
117. Does the program include any of these design features? (Please check all that apply)

☐ Transition area into the classroom
☐ Automatic opening doors
☐ Exterior door from classroom
☐ Outdoor patio space
☐ Accessible bathroom
☐ Storage in bathroom
☐ Shower
☐ Flexible walls to divide space
☐ Storage room for equipment
☐ Floor to ceiling storage cabinets
☐ Kitchen area to prepare food and provide training
☐ Sink
☐ Counter space
☐ Washer
☐ Dryer
☐ Acoustic paneling
☐ Adjustable lighting option
☐ Operable windows
☐ Motorized blinds or powered shades
☐ Natural lighting
☐ Access to a sensory space
☐ Observational mirrored windows
☐ Room/Space for specialists
☐ Other: __________________________________________________________________________

118. Is there an attached bathroom to the program’s classrooms?

*Mark only one oval.*

☐ Yes
☐ No

119. The bathroom supports the needs of students with disabilities.

*Mark only one oval.*

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<td>Strongly Disagree</td>
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120. Does the bathroom have an adjustable-height changing table (e.g., high-low table)?

*Mark only one oval.*

☐ Yes
☐ No
121. There is enough room in the bathroom to support a student with limited mobility. (Think about whether there is enough room for the student, transferring them from the wheelchair to the toilet, room for an educational aide supporting student, adaptive equipment, etc.)

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

122. Is there a storage closet or other space to store student equipment (e.g., wheelchair, standers, adapted seats, Hoyer lift, walkers, etc.) outside the classrooms?

Mark only one oval.

☐ Yes
☐ No

123. If there is no designated storage space for equipment, where do you store therapeutic equipment for students?

Check all that apply:

☐ Classroom
☐ Classroom entryway
☐ Hallway
☐ Bathroom
☐ Office
☐ Outside
☐ Shed
☐ Other: ____________________

124. Is there a separate area for student belongings (e.g., coat, backpack, feeding supplies, sensory tools, hygiene supplies) that does not take away from the space in the classroom?

Mark only one oval.

☐ Yes
☐ No

125. Are the program classrooms on the ground floor of the school?

Mark only one oval.

☐ Yes
☐ No

126. If the program classrooms are not on the ground floor, is the elevator in close proximity to the classrooms?

Mark only one oval.

☐ Yes
☐ No
127. Is there direct outdoor access to/from the program classrooms for safety and emergencies?
   
   Mark only one oval.
   
<p>| | | | | |</p>
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<thead>
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<td>1</td>
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<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

128. The program classrooms are calm.
   
   Mark only one oval.
   
<p>| | | | | |</p>
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<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

129. There is good lighting in the program classrooms.
   
   Mark only one oval.
   
<p>| | | | | |</p>
<table>
<thead>
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<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

130. The noise level/acoustics in the program classrooms are reasonable/comfortable.
   
   Mark only one oval.
   
<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

131. There is enough space to safely help a student displaying challenging behaviors de-escalate.
   
   Mark only one oval.
   
<p>| | | | | |</p>
<table>
<thead>
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<tr>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Conclusion

Thank you so much for taking the time to share your thoughts about how your school cares for students and staff!

132. Is there anything else you would like to tell us about the design of the school?

<p>| | | | | |</p>
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</tbody>
</table>
If you would like the research team to be able to contact you for further information, please provide your name and contact information below.


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Google Forms
Appendix D

TiDEvalK12 Care Survey (17 pages)
Title: Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12)

7. Teachers have received training on the prevalence of trauma. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | | Strongly Agree |

8. Teachers have received training on the possible impacts of trauma. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | | Strongly Agree |

9. Teachers have received training on how experiencing toxic stress can impact a student’s ability to learn or engage in school. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | | Strongly Agree |

10. Teachers have received training on how experiencing structural inequities (such as racism, sexism, homophobia, and other forms of discrimination) is a form of trauma. *
    Mark only one oval.
    | 1 | 2 | 3 | 4 | 5 |
    | Strongly Disagree | | | | | Strongly Agree |

11. Teachers have received training on the principles of trauma-informed care. *
    Mark only one oval.
    | 1 | 2 | 3 | 4 | 5 |
    | Strongly Disagree | | | | | Strongly Agree |

12. Teachers have received training on how to identify behaviors that may be symptoms of trauma. *
    Mark only one oval.
    | 1 | 2 | 3 | 4 | 5 |
    | Strongly Disagree | | | | | Strongly Agree |
### Professional Development - Paraprofessionals

13. Teachers have received training on how to identify behaviors that may be signs of a stress response. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |

14. Teachers have received training on how to build supportive relationships with students. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |

15. Teachers have received training on how to help students regulate their emotions. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |

16. Teachers have received training on how to de-escalate situations. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |

17. Teachers have received training on the topic of secondary/vicarious trauma or compassion fatigue. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |

18. Teachers are evaluated on their ability to interact with students in a trauma-informed way. *
   
   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree | | | | Strongly Agree |
19. Paraprofessionals have received the same training as teachers on how to build supportive relationships with students. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

20. Paraprofessionals have received the same training as teachers on the topic of trauma. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

21. Paraprofessionals have received the same training as teachers on helping students regulate. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

22. Paraprofessionals have received the same training as teachers on de-escalating situations. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

23. Paraprofessionals have received the same training on the topic of secondary/vicarious trauma or compassion fatigue as teachers. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

24. Paraprofessionals are evaluated on their ability to interact with students in a trauma-informed way. *
   Mark only one oval.
   1 2 3 4 5
   Strongly Disagree ||||| Strongly Agree

Professional Development: All Other School Staff (Not Teachers or Paraprofessionals)
25. All other school staff have received the same training as teachers on how to build supportive relationships with students. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree |   |   |   |   | Strongly Agree |

26. All other school staff have received the same training as teachers on the topic of trauma. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree |   |   |   |   | Strongly Agree |

27. All other school staff have received the same training as teachers on helping students regulate. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree |   |   |   |   | Strongly Agree |

28. All other school staff have received the same training on the topic of secondary/vicarious trauma or compassion fatigue as teachers. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree |   |   |   |   | Strongly Agree |

29. All other school staff are evaluated on their ability to interact with students in a trauma-informed way. *
   Mark only one oval.
   | 1 | 2 | 3 | 4 | 5 |
   | Strongly Disagree |   |   |   |   | Strongly Agree |

30. Please use this space to include any comments which may help us better understand your responses to the questions in this section.

Care of Staff

Please indicate the degree to which you agree or disagree with each of the following statements.
Title: Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12)

31. All school staff are provided adequate resources for self-care. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

32. What resources are provided for staff self-care? *

   
   
   
   
   
   

33. Teachers receive supportive supervision, mentorship, or coaching, through which they can address complicated situations. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

34. Teachers feel safe bringing concerns to supervisors and/or administrators. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

35. School staff feel supported by supervisors and/or administrators. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

36. All other school staff (paraprofessionals and others) have access to support through mentorship, coaching, or supervision. *

   Mark only one oval.
   
   1 2 3 4 5
   
   Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree
37. Supervisors and/or administrators frequently talk about the importance of self-care, and encourage staff to adopt self-care practices. *
   Mark only one oval.
   
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

38. Supervisors and/or administrators actively demonstrate the importance of self-care, by visibly engaging in self-care practices. *
   Mark only one oval.
   
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

39. School staff do not feel judged or penalized for engaging in self-care. *
   Mark only one oval.
   
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

40. School staff do not feel judged or penalized for taking time off. *
   Mark only one oval.
   
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

41. School staff do not feel judged or penalized for enforcing boundaries around personal time. *
   Mark only one oval.
   
   1 2 3 4 5
   Strongly Disagree  [ ]  [ ]  [ ]  [ ]  Strongly Agree

42. Please use this space to include any comments which may help us better understand your responses to the questions in this section.

   
   
   

Trauma-Informed Approach

Please indicate the degree to which you agree or disagree with each of the following statements.
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. School staff work hard to ensure every student has at least one trusted adult in the school.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>44. School staff maintain a calm and respectful voice and demeanor when interacting with students.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>45. School staff respect students' personal space.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>46. School staff respect students' personal privacy.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>47. School staff do not threaten students.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>48. Teachers share decision-making with students.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>49. Teachers give students as much choice as possible during class.</td>
<td>Strongly Disagree: ☐ ☐ ☐ ☐ ☐ Strongly Agree: ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
50. Teachers are able to identify possible triggers for students and others. *
Mark only one oval.
1 2 3 4 5
Strongly Disagree □ □ □ □ □ Strongly Agree

51. Teachers are able to mitigate triggers for students. *
Mark only one oval.
1 2 3 4 5
Strongly Disagree □ □ □ □ □ Strongly Agree

52. Please provide some examples of how teachers are able to mitigate student triggers. *

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

53. What barriers, if any, do teachers face in mitigating student triggers? *

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

54. Teachers are able to identify when a student might be dysregulated. *
Mark only one oval.
1 2 3 4 5
Strongly Disagree □ □ □ □ □ Strongly Agree
55. When (time of day) are students dysregulated in your school? (Please check all that apply) *

- When first arriving
- When faced with a challenging assignment
- Lunch
- Coming back from lunch
- Recess
- Coming back from recess
- Physical education
- Coming back from physical education
- During emergency drills
- After emergency drills
- Other transitions
- Before going home
- Other:

56. WHEN (time of day) are students MOST dysregulated in your school? *

57. Can you tell us more about WHEN students are most dysregulated? What might be impacting this? *
58. Please rank WHERE students are most often dysregulated in your school (cafeteria, hallways, bathrooms, gymnasium, auditorium, outdoor spaces, *classrooms, offices, security screening, other).

Mark only one oval per row.

<table>
<thead>
<tr>
<th>Not Applicable (Don't Have)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria</td>
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<tr>
<td>Hallways</td>
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<td>Bathrooms</td>
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<tr>
<td>Locker rooms</td>
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<td>Gymnasium</td>
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<tr>
<td>Auditorium</td>
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<td>Outdoor spaces</td>
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<tr>
<td>Classrooms</td>
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<td>Offices</td>
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<td>Security screening area</td>
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<td>Other</td>
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</table>

59. Can you tell us more about WHERE students are most dysregulated? What might be impacting this? *


60. Teachers are able to effectively use a variety of techniques to help students regulate their emotions. *

Mark only one oval.

<table>
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<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

61. What types of techniques do teachers use to help students regulate? *


62. Teachers know how to use movement effectively to help students regulate. *
   Mark only one oval.
   
   1  2  3  4  5
   Strongly Disagree  ○  ○  ○  ○  Strongly Agree

63. How do teachers use movement to help students regulate? *

   
   
   

64. Teachers know how to use play effectively to help students regulate. *
   Mark only one oval.
   
   1  2  3  4  5
   Strongly Disagree  ○  ○  ○  ○  Strongly Agree

65. How do teachers use play to help students regulate? *

   
   
   

66. Teachers are able to identify when a child may be experiencing a stress response (i.e., fight, flight, or freeze). *
   Mark only one oval.
   
   1  2  3  4  5
   Strongly Disagree  ○  ○  ○  ○  Strongly Agree

67. Teachers are able to intervene effectively when a child is experiencing a stress response (i.e., fight, flight, or freeze). *
   Mark only one oval.
   
   1  2  3  4  5
   Strongly Disagree  ○  ○  ○  ○  Strongly Agree
68. Teachers know what the term 'HYPERAROUSAL' means. *
   Mark only one oval.
   + + + + +
   Strongly Disagree Disagree   Agree Strongly Agree

69. Teachers are able to identify when a child may be experiencing HYPERAROUSAL. *
   Mark only one oval.
   + + + + +
   Strongly Disagree Disagree   Agree Strongly Agree

70. Teachers are able to respond effectively to students experiencing HYPERAROUSAL and help them regulate. *
   Mark only one oval.
   + + + + +
   Strongly Disagree Disagree   Agree Strongly Agree

71. What types of techniques do teachers use to help students experiencing HYPERAROUSAL regulate? *

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

72. Teachers know what the term 'HYPOAROUSAL' means. *
    Mark only one oval.
    + + + + +
    Strongly Disagree Disagree   Agree Strongly Agree

73. Teachers are able to respond effectively to students experiencing HYPOAROUSAL and help them regulate. *
    Mark only one oval.
    + + + + +
    Strongly Disagree Disagree   Agree Strongly Agree
77. Please indicate how frequent the following types of classroom management and/or discipline are used in your school.*

Mark only one oval per row.

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Rarely</th>
<th>Regularly</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS (Positive Behavior Interventions and Supports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural consequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolated within classroom (sit in corner)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Regulation breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set out of classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory room outside classroom</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Restorative circles</td>
<td></td>
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<tr>
<td>Seclusion</td>
<td></td>
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<tr>
<td>In-school detention</td>
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<tr>
<td>After-school detention</td>
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<tr>
<td>Suspension</td>
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<tr>
<td>Restraint</td>
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<tr>
<td>Expulsion</td>
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</tbody>
</table>

78. What other types of classroom management and/or discipline does your school use?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

79. When restraint is necessary, it is applied with sensitivity.*

Mark only one oval.

<table>
<thead>
<tr>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


80. Does your school have access to therapists or counselors on staff? *

*Mark only one oval.*

- Yes, on staff
- Yes, for regular services, through a contract
- Yes, for crisis response only, through a contract
- No

81. The school’s protocols are clear, consistent, and easily understood. *

*Mark only one oval.*

1 2 3 4 5

- Strongly Agree
- Strongly Disagree

82. Does your school require students to use only clear bags? *

*Mark only one oval.*

- Yes
- No

83. Does your school have security checkpoints? *

*Mark only one oval.*

- Yes
- No

84. What types of security measures are used at the school? *

*Check all that apply.*

- Bag searches (by hand)
- Bag searches using x-ray or other technology
- Locker searches
- Handheld wand metal detectors
- Walk-through metal detectors
- Body scanners or x-ray scanners
- Dog-assisted searches
- Other:________________________

85. Please use this space to include any comments which may help us better understand your responses to the questions in this section.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Security or School Resource Officers
Title: Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12)

86. Does your school have security or school resource officers? *

Mark only one oval.

☐ Yes
☐ No (please skip to next section)

Please indicate the degree to which you agree or disagree with each of the following statements:

87. Security or school resource officers have been trained to identify symptoms of trauma.

Mark only one oval.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree ☐ ☐ ☐ ☐ ☐

88. Security or school resource officers respond using tactics to avoid re-traumatization.

Mark only one oval.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree ☐ ☐ ☐ ☐ ☐

89. How frequently are security or school resource officers involved in the following situations:

Mark only one oval per row.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Never</th>
<th>Rarely</th>
<th>Regularly</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Disrespectful student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Disobedient student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Agitated student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Defiant student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Threatening student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Actively aggressive student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Student with weapon</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Seclusion of student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Restraint of student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Isolation of student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ejecting student from school or grounds</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Arrest of student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Please use this space to include any comments which may help us better understand your responses to the questions in this section.


Conclusion

Thank you so much for taking the time to share your thoughts about how your school cares for students and staff!

91. Is there anything else you would like to tell us about the way your school cares for students or staff?


92. If you would like the research team to be able to contact you for further information, please provide your name and contact information below.


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Google Forms
Appendix E

School Physical Assessment Letter Template (4 pages)
Some of the spaces we will likely focus include the:

- Entrance of the school, including any exterior areas that students gather;
- Counseling offices;
- Major hallways;
- Classrooms (showing us a variety of classrooms, such as science lab, life-skills, services rooms, general);
- Sensory rooms;
- Storage areas;
- Bathrooms;
- Cafeteria; and
- Playground or other outdoor areas.

The tour would not need to include the entire campus. We wish to respect your time, and based on past space evaluations, we estimate that this process would take approximately one and a half hours.

Photos/Videos

Either photos or videos of your space are essential for our review, so we can refer back to them continually throughout the project. These should document the same spaces outlined for the tour above, as well as any other areas you believe are important for our analysis. Our team can work with you to create a list of the places specific to your school which should be captured in photos or video.

Some tips:

- When taking photos or videos, please document from floor to ceiling. This helps us get a sense of the size of the space. Our review will include looking at materials/finishes, the layout of furniture, existing storage options, the set up of bathroom sinks and stalls, the location of window and doors, air vents, and light fixtures, so all these things should be clearly visible in the photos or videos.

- It is understandably difficult to capture every detail in one photo, so consecutive shots that match the flow of walking through the space is great. It is hard to orient oneself to a space if the first photograph is of the door, and the second is of a desk on the other side of the room, for example. Please take the photos in a way that we can line them up to envision the entire room or space.

  - Please label the photos with the school name, title of the space, and number to help with our organization.

  - Please include a face-on shot of the windows. This will help with understanding measurements.

- Videos are not required, but can really improve our ability to imagine the space. Photos can capture a great deal, but can’t always communicate the three-dimensionality of
space. If you are able, even a video taken on a cell phone of each space would really help our analysis.

- Our team is able to guide you through the process of collecting this documentation should you need assistance.

- Looking at specific accessibility needs, such as access to elevators, clear sight lines, and spaces for staff and students with use of devices.

**Physical measurements**

Some general measurements will be very helpful to understand the spatial restrictions that exist in Andrews Middle School’s current design, especially if dimensioned floor plans do not exist. Depending on the tools you have to do so, we ask for the following measurements in **inches**. You can use the zero cost app **Tape Measure** or one similar.

- Window sill heights (see diagram);

- Window height and width;
- Widths of the main hallways;
- Widths of walkways in the bathrooms; and
- Ceiling heights.

**Sensory measurements**

If possible, we will also ask you to collect some basic sensory measurements and observations, including:

- Personal observations of the space, such as your impressions of air flow, acoustics in various spaces, and any other dominant sensory information that may be helpful to the team;
- Noise levels: This can be done using the zero cost app **Sound Meter** or any other sound/decibel free app; and
Lighting levels: This can be done using the zero cost app Lux Light Meter or any other Light Meter free app. Please include the name of any app you use for our data collection.

We would like to acknowledge that we understand this analysis and sharing of information about your school—in which you work and feel a measure of pride—may be somewhat uncomfortable to reveal. Please know that we understand the many pressures on schools and are not expecting the documentation to reflect the ideal setting. It is important to understand what the environment is like currently, so we can build a useful tool and make accurate recommendations. We appreciate you allowing us to work with you in these challenging areas that require a level of transparency, which we will treat with the utmost respect. As we mentioned prior, our team seeks to be a resource for you, with a common language, and recognize and will honor the time investment this project requires of you.

We will contact you within the next week to determine whether a virtual tour is possible and discuss any support you may need in gathering this documentation. Please send all the material to us by May 27, 2022. This will prevent an undue burden on your staff by having to complete both this step and the survey and interview during the same timeframe.

Please send all of the material to our Master's Research Assistant, Kelsey Jones at kelsey.jones@the-bac.edu. If you have any questions or concerns, please do not hesitate to reach out to any member of our team.

Sincerely,

J. Davis Harte, PhD, WELL AP
Principal Investigator, Director, and Faculty
Design for Human Health MDS Program
Boston Architectural College

Phone: (617) 585-0207
Appendix F

Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12)

QR code that, once scanned, opens to the TiDEvalK12 tool.
Trauma-informed Design Evaluation Tool for K-12 Schools

J. Davis Harte, PhD; Janet Roche, MDS; Christine Cowart, MA; Molly Pierce, OTR/L; Kelsey Jones, MDS candidate

The Trauma-informed Design Evaluation Tool for K-12 Schools (TiDEvalK12) is intended for use by educators, school administrators, and designers. The evaluation tool guides the user through a self-reflective process focused on school design conditions and how these may raise or lower stress levels of students and staff. Research has identified several key domains that are important for new school design, remodels, or renovations to aid in reducing stress levels and support overall health and well-being for students and staff.

This project is supported by the American Society of Interior Designers Foundation. The research team conducted an extensive literature review of trauma-informed care and design research and practice. It is grounded in SAMHSA’s guidance for a trauma-informed approach and the Trauma-informed Design Society’s framework, which includes elements of community, choice, comfort, play, and movement. The framework and TiDEvalK12 tool provides guidance for physical environments designed to mitigate stress. Above all else, the goal is to avoid re-traumatization.

Proper assessment tool use is intended to highlight important areas within the school that can impact stress levels of students and staff, which affects attention, arousal levels, and the ability to regulate emotions and behaviors. A well-designed school will support student engagement and learning, meet staff needs, and provide an environment of safety in which all can thrive.

Structure of Assessment

When considering school design or remodel, distribute several copies of this tool to school professionals who work within the school environment and to designers who will be working with the school. The tool can also be used by others engaged in the school environment and who make decisions about the school design process. Use the tool questions as conversation prompts between school administrators, staff, and designers about how best to have a Trauma-informed Design school building.

Circle the number in the "Yes" or "No" column for each question to represent your answer. Add in comments as appropriate. After completing each section of the assessment, you can apply a score that shows how your school’s design rates in each domain.

As you are working through the tool, check areas of difficulty, underline specific problems, and star prominent difficulties. Make comments about what you like and dislike, and areas or features that may help or hurt students and staff in your school space. This will provide key areas of focus that may need to be addressed in your school.

*Definitions at end of evaluation tool
Domains & Context

The TiDEvalK12 provides a lens through which users can better understand the relationship between spatial and interior design elements and student experiences and behaviors. In order to achieve trauma-informed design, it is necessary to bridge communication between educators and designers. Both groups bring valuable experience and knowledge, but cannot be fully understood without a common language. This tool provides an opportunity to create greater insight into both common and unique needs of each school and the ways in which designers can help.

Based on the research, below are the domains that are most crucial to a trauma-informed school. Each description points to one or more trauma-informed design framework principle. These principles guide the focus of design. They intersect and inform each other, just as people and the built environment inform one another.

<table>
<thead>
<tr>
<th>Safety</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety is the highest priority in implementing a trauma-informed approach and is typically measured by how students and staff feel within the space. The concept of safety includes both physical and psychological safety. Staff and students must feel safe in the school environment. We must pay attention to all the identified domains below because they are interconnected and essential to creating that physical and psychological safety.</td>
<td></td>
</tr>
<tr>
<td>Poorly designed buildings can make it difficult for people with mobility impairments or other disabling conditions to move about their environment; consequently, people with a disability often are more vulnerable to environmental barriers. For example, ADA code compliance is one step to accessibility and ensures a person can navigate a space in physical safety.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biophilia/Connection to Nature</th>
<th>Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biophilia is the innate human instinct to connect with nature and other living beings. Biophilic design utilizes natural materials, patterns, and phenomena to maintain a connection to nature within the school design.</td>
<td></td>
</tr>
<tr>
<td>Inclusion provides equal access to opportunities, resources, and spaces for all people, including those who might otherwise be excluded, oppressed or marginalized. It means paying particular attention to any barriers that exclude people based on their race, ethnicity, gender, ability, language, culture, age, and identities. As students move through the school, do they see themselves represented and supported? The full diversity of this experience needs to be considered if all users are to be comfortable and feel that a particular space or place belongs to them.</td>
<td></td>
</tr>
</tbody>
</table>

Wayfinding

Wayfinding encompasses all the ways in which people orient themselves in physical space and navigate from place to place. Visual spatial cues, labels, symbols, signage, colors, paths, and patterns can be incorporated into design of the built environment to provide direction and orientation.
Domains & Context

Visibility

Visibility is an important feature for students’ and staff’s sense of safety and connection to their environment. Security and privacy are created through clear sight lines, adjustable window coverings, and sufficient lighting.

Though we often refer to visibility literally, it is important to recognize this principle applies to persons who are blind or low-vision as well. Design can provide a connection to the sensations and sounds that, from nature and other environmental elements, help individuals understand their surroundings.

Comfort/Aesthetics

Trauma-informed design must be built around the comfort of the people who will be using the space. When making design choices, focus on features that can increase enjoyment and a sense of ease, and alleviate potential stressors.

Carefully considering the sensory load of the space can help to maximize comfort. Comfort can also be increased by including spaces for staff and students to retreat. We want to be intentional about the aesthetics of chosen design features to create spaces that are comforting and welcoming.

Lighting

When we refer to lighting, we use two categories, natural and artificial lighting. Both play an important role in the experience of the space, both functionally and emotionally.

Acoustics

How does sound impact students and staff in the space? Acoustics help balance the resonance of sound so there is neither too much reverberation, or echo nor too dampened, or muted. This can be achieved with attention to the types of materials used and the unique purpose of the space.

Choice/Flexibility

Choice is integral to students’ practice of autonomy and equitable access to the environment. School design can provide opportunities for choice and spatial flexibility. Providing options in furniture, places of refuge, gathering, types of chairs, etc. can elevate a space.

Movement/Play

Play and movement supports people of all abilities to engage, focus, and learn. Play and movement are important vehicles for developing self-regulation, promoting language, cognition, and social competence. Research shows the importance of movement and play in reducing stress. A well-designed environment can incorporate features that should enhance student’s development and learning by providing opportunities to support creative engagement that will foster joy, meaning, inclusive activity, social interaction, and curiosity.

Community/Culture

In order for a person to feel safe within a space, it is important they feel as though they belong. They need to see themselves and their identities reflected, welcomed, and celebrated in the space. Design can achieve a sense of place through colors schemes, art, logos, and other representations of the school’s community. Designers often use these as placemaking tools to foster a sense of place and a sense of belonging.
Safety

Safety is the highest priority in implementing a trauma-informed approach and is typically measured by how students and staff feel within the space. The concept of safety includes both physical and psychological safety. Staff and students must feel safe in the school environment. We must pay attention to all the identified domains below because they are interconnected and essential to creating that physical and psychological safety.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there adequate lighting in the parking lot?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there lights along paths and entrances of the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there security cameras?</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have ample storage?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have security code/cards or other locked entry at all doors/entrances?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there areas in which a student can retreat (for example, nooks, quiet areas) throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does the school have a regulation room, separate from the classrooms, where students can go when they need a break?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do most classrooms have regulation spaces, or areas in which students can independently take a break when necessary?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do the bathroom stall partitions go all the way from the floor to the ceiling?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
### Biophilia/Connection to Nature

Biophilia is the innate human instinct to connect with nature and other living beings. Biophilic design utilizes natural materials, patterns, and phenomena to maintain a connection to nature within the school's design.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are natural materials or materials that evoke nature used within the design of the school (for example, wood finishes, rocks/stones)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is there a way to see or otherwise connect to nature in the majority of areas throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there views of nature from windows?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there plants, trees, shrubs or other wild or landscaped plant-life around the school grounds?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there animals or images of animals visible in the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does the school yard have paths or access to a playground or outdoor space?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there water features or images of water visible in the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a garden that the students maintain?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
Wayfinding encompasses all the ways in which people orient themselves in physical space and navigate from place to place. Visual spatial cues, labels, symbols, signage, colors, paths, and patterns can be incorporated into design of the built environment to provide direction and orientation.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it easy to find the main entrance?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does the school include signage throughout that make it easy for people to navigate the space?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the signage throughout the school inclusive (for instance, is it welcoming to all genders, races, ethnicities, and people of all abilities?)</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the school’s signage placed at a height accessible to the student population?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are the spaces and classrooms in the school clearly labeled?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are classrooms labeled using words and symbols?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the school signage and wayfinding friendly and age appropriate?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there clearly visible school signs at the entrance?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is color used to help someone find their way throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are shapes or other symbols used to help someone find their way, throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
## Accessibility & Inclusion

Poorly designed buildings can make it difficult for people with mobility impairments or other disabling conditions to move about their environment; consequently, people with a disability often are more vulnerable to environmental barriers. For example, ADA* code compliance is one step to accessibility and ensures a person can navigate a space in physical safety.

Inclusion provides equal access to opportunities, resources, and spaces for all people, including those who might otherwise be excluded, oppressed or marginalized. It means paying particular attention to any barriers that exclude people based on their race, ethnicity, gender, ability, language, culture, age, and identities. As students move through the school, do they see themselves represented and supported? The full diversity of this experience needs to be considered if all users are to be comfortable and feel that a particular space or place belongs to them.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school have an accessible entrance?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is your school appropriately scaled to the student population?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are walkways free from obstacles that would impede a person with limited mobility?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If the school is on multiple levels, is there ramp access or an elevator to every level?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a variety of table/seating options to allow for wheelchair access and student engagement?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places to sit inside the school entrance?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places to sit outside the school entrance?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there ways for those with visual impairment to navigate these spaces safely?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have automatic door openers/button access?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Accessibility & Inclusion

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school have a specialty classroom set up for students with disability?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a gender-neutral bathroom for student use?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a gender-neutral bathroom for staff use?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do the restrooms have accessible stalls?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there accessible paths to the school from parking areas, sidewalks, buses?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
Visibility

Visibility is an important feature for students’ and staff’s sense of safety and connection to their environment. Security and privacy are created through clear sight lines, adjustable window coverings, and sufficient lighting.

Though we often refer to visibility literally, it is important to recognize this principle applies to persons who are blind or low-vision, as well. Design can provide a connection to the sensations and sounds that, from nature and other environmental elements, help individuals understand their surroundings.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there lines of sight throughout the school that allow someone to see others nearby?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do doors have visibility into/out of the spaces (for example, windows, side windows)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is there clear visibility of surrounding areas at entrances, exits, and throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do windows into classrooms provide some privacy as well as visibility (for example, opaque, frosted, etched windows)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do spaces allow for passive supervision of students?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school feel visually overwhelming?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

ADD UP POINTS for this Section:
When we refer to lighting, we use two categories, natural and artificial lighting. Both play an important role in the experience of the space, both functionally and emotionally.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have access to natural light throughout the school (for example, classrooms, staff areas, offices)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do you primarily have fluorescent lighting throughout the school?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Do classrooms have dimmable or adjustable lights?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do other areas have dimmable or adjustable lights (for example, offices, staff areas, specialty rooms)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is there task lighting available in classrooms and offices?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the lighting sufficient throughout your school? (One way to check this is by using a Light Reader app. Include range.)</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there spaces within the school, where students would go, that are dark?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Do rooms have working, adjustable window shades?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have lighting that feels institutional?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

ADD UP POINTS for this Section:
**Acoustics**

How does sound impact students and staff in the space? Acoustics help balance the resonance of sound so there is neither too much reverberation, or echo nor too dampened, or muted. This can be achieved with attention to the types of materials used and the unique purpose of the space.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do large spaces (for example, cafeterias, auditoriums, gyms, hallways) have noise mitigating features, such as acoustic panels?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are large spaces primarily constructed with hard-surfaces and materials (for example, concrete, blocks)?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Is there carpeting in classrooms and offices?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are the ceilings and any related features designed to mitigate noise?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do learning spaces have high ceilings?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Would the majority of your school furnishings be considered hard surfaces?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Can noises be heard in the classroom from adjoining rooms or hallway?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
### Movement & Play

For this domain, identify if your school mainly serves elementary-to-middle school students or middle-to-high school students, and complete only the applicable section.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school have a sensory room?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If your school has a sensory room, does it have ceiling hooks for swings?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do classrooms throughout the school have ceiling hooks that can be used with swings or hammocks?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a playground?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If your school has a playground, is it accessible for all students?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is some of the outdoor play space covered?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do classroom seating options offer movement opportunities (for example, wobble stool, rocking chair, balance balls)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a gym?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there opportunities inside or outside the school for students to climb?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do your school grounds allow for opportunities of unstructured, creative play?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places for students/staff to store bikes/scooters/skateboards on school grounds?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**

---

Play and movement supports people of all abilities to engage, focus, and learn. Play and movement are important vehicles for developing self-regulation, promoting language, cognition, and social competence. Research shows the importance of movement and play in reducing stress. A well-designed environment can incorporate features that should enhance student’s development and learning by providing opportunities to support creative engagement that will foster joy, meaning, inclusive activity, social interaction, and curiosity.
## Movement & Play

**Middle School - High School**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school have a sensory room?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If your school has a sensory room, does it have ceiling hooks for swings?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do classrooms throughout the school have ceiling hooks that can be used with swings or hammocks?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have an outdoor movement/play area for breaks?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If so, are students allowed to use the outdoor movement/play area during school hours?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>If your school has a movement/play area, is it accessible for all students?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do classroom seating options offer movement opportunities (for example, wobble stool, rocking chair, balance balls)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a gym?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there structures inside or outside the school that allow students to climb?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places for students/staff to store their bikes/scooters/skateboards on the school grounds?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
Comfort/Aesthetics

Trauma-informed design must be built around the comfort of the people who will be using the space. When making design choices, focus on features that can increase enjoyment and a sense of ease, and alleviate potential stressors.

Carefully considering the sensory load of the space can help to maximize comfort. Comfort can also be increased by including spaces for staff and students to retreat. We want to be intentional about the aesthetics of chosen design features to create spaces that are comforting and welcoming.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school have a designated staff-only break area?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Do spaces feel crowded throughout the school?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Do the entrances provide shelter from the weather/elements (for example, overhang, canopies, awning, portico, porte de cochere, vestibule)?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school provide protection from the weather/elements in other outside areas?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the flooring pattern intense, confusing, or distracting?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Are there seating options that are more than 20 inches in width available throughout the school?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

ADD UP POINTS for this Section:
Choice/Flexibility

Choice is integral to students' practice of autonomy and equitable access to the environment. School design can provide opportunities for choice and spatial flexibility. Providing options in furniture, places of refuge, gathering, types of chairs, etc. can elevate a space.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there variations in table and seating options within the cafeteria?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school offer variable seating options in the classroom?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there variations in desk heights in classrooms?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school offer a variety of sizes and shapes of tables, chairs, and other furniture?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places outside for people to gather?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

ADD UP POINTS for this Section:
## Community/Culture

In order for a person to feel safe within a space, it is important they feel as though they belong. They need to see themselves and their identities reflected, welcomed, and celebrated in the space. Design can achieve a sense of place through colors schemes, art, logos, and other representations of the school's community. Designers often use these as placemaking tools to foster a sense of place and a sense of belonging.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there areas designated to hang student art through the building?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school represent the full diversity of the student population through art, colors, murals throughout the school?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is the community's culture incorporated into the school interior design (for example, tiles in walls, sculptures, paths)?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school include symbols related to the student community (for example, flags from countries representative of student backgrounds, portraits of significant historical or academic figures that match the races/ethnicities of the student population)?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Is there culturally enriched artworks within the school environment?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have a designated place to display student accomplishments?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have communication boards for announcements, events, clubs, etc.?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there overhead art features that create interest (for example, art, sculpture, use of color) within the school environment?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
## Community/Culture

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there intentional variations within ceiling height and features?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school highlight school colors, mascots, or logos throughout?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does the school feel institutional?</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Do the colors used throughout the school generally feel calming?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are interior colors of the school generally aesthetically pleasing?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your physical school building communicate a sense of welcome?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does your school have interesting floor patterns?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there colors and patterns on the floors, walls, furniture, and ceilings?</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are there places for students and staff to gather within the school?</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP POINTS for this Section:**
## TiDEvalK12 Score

Enter the total points scored for each domain in the table below. Then use the scoring key on the pages that follow to identify in which range your score falls for each domain, and enter the corresponding zone or rating to determine areas of focus for design.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Corresponding Trauma-informed Design Framework Principles</th>
<th>Score</th>
<th>Zone/TiD Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Safety; Comfort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biophilia/ Connection to Nature</td>
<td>Comfort; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayfinding</td>
<td>Comfort; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility/ Inclusion</td>
<td>Safety; Trustworthiness and Transparency; Empowerment, Voice, and Choice; Cultural, Historical and Gender Awareness; Community; Comfort; Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visibility</td>
<td>Safety; Comfort; Trustworthiness and Transparency; Cultural, Historical, and Gender Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td>Safety; Empowerment, Voice, and Choice; Comfort; Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoustics</td>
<td>Comfort; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement/Play</td>
<td>Movement; Play; Empowerment, Voice, and Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfort/Aesthetics</td>
<td>Comfort; Safety; Empowerment, Voice, and Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice/Flexibility</td>
<td>Choice; Empowerment, Voice and Choice; Cultural, Historical, and Gender Awareness, Collaboration and Mutuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community/Culture</td>
<td>Community; Cultural, Historical, and Gender Awareness, Safety, Collaboration and Mutuality, Trustworthiness and Transparency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TiDEvalK12 Scoring Key

Use this key to identify your school’s TID Rating and zone for each domain, based on the scores from the previous pages. Domains in the Red Zone indicate the areas you may wish to address first. Addressing items in domains in the Yellow Zone can also yield improvements in the stress levels of students and staff. Domains in the Green Zone indicate that your school has addressed these elements quite well.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale</th>
<th>Zone</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>0-2</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Biophilia/Connection to Nature</td>
<td>0-3</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>4-6</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>7-9</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Wayfinding</td>
<td>0-3</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>4-7</td>
<td>YELLOW</td>
<td>Some Successes, some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>8-10</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Accessibility &amp; Inclusion</td>
<td>0-8</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>9-16</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>17-24</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Visibility</td>
<td>0-2</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
</tbody>
</table>
## TiDEvalK12 Scoring Key

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale</th>
<th>Zone</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighting</td>
<td>0.3</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>4.6</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>7.9</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Acoustics</td>
<td>0.2</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>6.7</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Movement &amp; Play</td>
<td>0.3</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>4.7</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>8.11</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Comfort/Aesthetics</td>
<td>0.2</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>6.7</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Choice/Flexibility</td>
<td>0.1</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
<tr>
<td>Community/Culture</td>
<td>0.7</td>
<td>RED</td>
<td>Domain to Address</td>
</tr>
<tr>
<td></td>
<td>8.14</td>
<td>YELLOW</td>
<td>Some Successes, Some Areas for Growth</td>
</tr>
<tr>
<td></td>
<td>15.21</td>
<td>GREEN</td>
<td>Domain of Proficiency</td>
</tr>
</tbody>
</table>
### Observation of Space

The domains identified in this tool exist throughout the school. Though universally present, they are not the same in their application in different spaces. For example, the lighting needs of a classroom are different from that of a gym. Please use the space below to record your observations of specific spaces and any improvements they might need in the identified domains. This information can be very useful when talking to designers about the space.

<table>
<thead>
<tr>
<th>Space</th>
<th>Observations/Notes/Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallways</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
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<td>Outdoor Spaces</td>
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<td>Gym</td>
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<td>Offices</td>
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<td>Specialty Classrooms</td>
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<td>Other</td>
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Observations

Use this space to sketch areas of concern, difficulty, or ideas for design. Your ideas can provide key areas of focus that may need to be addressed in your school and guide discussions in the design process.
Definitions

SAMSHA - Substance Abuse and Mental Health Administration developed 6 key principles of a trauma-informed approach.

- Safety - Throughout the organization, the staff and the people they serve, whether children or adults, feel physically and psychologically safe. How can we create environments that provide safety?
- Trustworthiness & Transparency - Organizational operations and decisions are conducted with transparency and building trust among staff, clients, and families receiving services. How can we create environments that build trust and transparency?
- Peer Support - Support and mutual self help are integral to the delivery approach and key to building trust, and establishing safety and empowerment.
- Collaboration & Mutuality - Healing happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play in a trauma-informed approach. Are we providing opportunities for relationships that cross boundaries?
- Empowerment, Voice & Choice - Organizations aim to strengthen the experience of choice and recognize that every person's experience is unique and requires an individualized approach. Services build upon individual strengths. Organizations understand historical marginalization of individuals and communities and works to amplify their voices.
- Cultural, Historical & Gender Issues - Organizations move past cultural stereotypes and biases, offer culturally responsive services, leverage the healing value of traditional cultural connections, and recognize and address historical trauma. How are we working toward equity?

ADA Code Compliance - Americans with Disabilities Act Standards for Accessible Design

Placemaking - Capitalizes on a local community's assets, inspiration, and potential, with the intention of creating public spaces that promote people's health, happiness, and well-being. Placemaking can incorporate the school and community culture.

Sense of Place - The perception about a specific place in which the users make meanings, feelings, and associations that are considered positive about their own social identity and the place.

Sense of Belonging - The goal is to provide opportunities for individuals to become their true self, which involves being (safely) vulnerable and taking risks, so the person can feel connected and held by their community. Brené Brown defines belonging as "being part of something bigger but also having the courage to stand alone, and to belong to yourself above all else." This is not the same as "fitting in."

Area of Refuge - in interior design terms, area of refuge is usually defined as an area for those who need assistance to wait for care during an emergency. In the context of the TiDEvalK12 tool, we define area of refuge as spaces intended for students and staff to deliberately get out of the flow of traffic and take a break, such as nooks, seating alcoves and spaces that are intended to be out of the main path.