



TREC Curriculum – downloadable PDF

Foundations of ACEs Science and Trauma-Resilient Practices (3 hours)

The findings of the Adverse Childhood Experiences (ACEs) study and ACEs science demonstrate the importance of understanding how trauma affects our biology, neurology, behavior, and overall health and wellbeing. Participants are encouraged to reflect on their own relationship to trauma and resilience and deepen their understanding of relationships and resilience as a key to building healthy learning environments. The foundational TREC themes of relationships, compassion, mindfulness, equity, inclusion, and growth mindsets are introduced and weaved throughout the training experience building practical experiences and applications of trauma-resilience. The TREC Model and process is introduced to demonstrate a practical set of processes, practices, and tools to create a trauma-informed and trauma-resilient healing-centered community and institutional model.

Learning Objectives

1. Understand Adverse Childhood Experiences (ACEs) science and trauma.
2. Identify the purpose and intended results of trauma-resilient practices, programs, and strategies.
3. Clarify the Trauma-Resilient Educational Communities (TREC) model and framework.
4. Establish the importance of community and partnership involvement in building trust with students and families with equity-focused, healing-centered, wrap-around support for students' and families' well-being.



Mindfulness and Meditation (3 hours)

Mindfulness and meditation practices have been linked to numerous health and wellness benefits. Mindfulness practices improve participants' self-awareness and self-regulation which are key aspects of emotional intelligence that improve participants' ability to create and maintain positive supportive relationships and overall well-being. The benefits of mindfulness practices within the learning community and among the participants play a crucial role in creating trauma-resilient communities and healing-centered learning environments.

Learning Objectives

1. Understand how ACEs science impacts students and staff well-being and the importance of building resilience.
2. Define mindfulness.
3. Examine the benefits of mindfulness and meditation and their connection to resilience.
4. Practice mindfulness applications and techniques.
5. Deepen our understanding of the connection of mindfulness to overall health and trauma-resilient practices within the TREC model.



Self-Care and Compassion Fatigue (2.5 hours)

Self-care and combating compassion fatigue are crucial to maintaining high levels of capacity within helping professions, including education. The first module in the Bridge to Wellness training series supports teachers and educational teams in examining their own self-care practices, identifying potential markers for compassion fatigue, and focusing on practices and strategies to promote and maintain wellness. Participants are encouraged to practice mindfulness and reflect with their team on what is working well and what needs improvement. This module helps participants connect their own wellness to that of their team and ultimately that of their students and the overall healing-centered learning environment. The TREC model of trauma-resilience is a systematized process working toward continuous improvement of the educational model of each team to positively affect student outcomes.

Learning Objectives

1. Understand how ACEs science impacts students and staff well-being.
2. Understand the impact of working with traumatized individuals and communities.
3. Identify and understand strategies to increase self-compassion and self-care through mindfulness and more.
4. Understand how effective self-care and wellness practices can lead to a culture of trust and belonging.
5. Deepen understanding of how TREC model supports well-being individually, organizationally, and systemically.



Relationships and Restorative Justice Practices (3 hours)

Education can be an empowering process for students when the learning environment is primed for positive supportive relationship building and trust among students and staff. Restorative Justice practices, based on indigenous practices, have demonstrated to create more connected positive, healing-centered learning environments and maintain supportive relationships within these environments. Participants reflect on their own process of learning and relationships while learning and practicing restorative justice practices, techniques and activities. The TREC themes and previous Bridge to Wellness modules' techniques and knowledge come together to prepare and empower teams to move into the next phase of the TREC accreditation process.

Learning Objectives

1. Deepen our understanding of Restorative Justice Practices (RJP) and how students, schools, and communities can benefit from adopting this empowering paradigm.
2. Connect aspects of self-care, mindfulness, and our understanding of ACEs science to the importance of creating restorative spaces.
3. Introduce competencies and skills to facilitate a variety of restorative activities and dialogue to promote healing, empowerment, and equity in our learning communities.
4. Connect the goals of RJP to the TREC model framework and accreditation process as a key aspect of creating positive empowering outcomes for students.



Equity, Inclusion and Cultural Humility (3 hours)

Acknowledging the effects of trauma in our school communities means we must acknowledge and address historical trauma and disparities caused by inequitable systems and institutions. Utilizing the TREC themes, of mindfulness, compassion, relationships, equity, inclusion and growth mindsets, participants will both learn about the history of inequality and current inequities in our educational systems as well as delve into personal and group inquiry into the meaning and effect of these inequities in our educational community. Local data and metrics will help participants both celebrate their current and past successes and add to the dialogue of current inequities in their local systems. Connecting the history of inequality in the U.S. educational system to the current disparities for vulnerable student populations and to our own personal and community reflections on mindfulness, self-care, and trauma-resilient practices will help each team to prepare for the equity-related inquiry and action in the TREC accreditation process.

Learning Objectives

1. Better understand inequities in educational outcomes for various populations.
2. Understand the difference between equity and equality, and the imperative of creating more equitable and empowering practices, policies, procedures, programs, and organizations.
3. Start a conversation about which data points to assess to ensure the school has equitable systems and outcomes.
4. Deepen understanding of how equity building supports wellness and a more inclusive and healthy learning environment within the TREC model.



TREC Accreditation: Process and Practices (3 hours)

Members of the TREC Oversight committee work closely with local leaders to administer the TREC self-assessment of strengths and needs and collect data and metrics on student outcomes. Participants will gather to review the TREC themes, knowledge, and practices from throughout the Bridge to Wellness training modules and deepen their knowledge and expertise through scenario-based learning and inquiry. Participants will reflect on their current initiatives and planned actions (and/or PLCs) in order to match the expected TREC Accreditation outcomes of the self-study to local data and current action. Participants will commit to the TREC Accreditation process which will facilitate consistent long-term and continuous improvement in systems that will promote more equitable and empowering outcomes for students. The TREC Accreditation process involves continued collaboration with members of the TREC Oversight team as the local team follows through with the TREC self-study, action-plan, and data collection.

Learning Objectives

1. Review the TREC model knowledge and practical understandings of ACEs science, trauma resilience, self-care, mindfulness, equity, restorative justice practices and growth mindsets.
2. Strengthen participants' knowledge base and practical skills through scenario-based activities and inquiry.
3. Examine the local self-assessment of needs and initial data and metrics to plan for action steps in relation to the TREC Accreditation framework and rubric
4. Match the TREC Accreditation framework and rubric to current initiatives and PLCs that support the continued efficacy and agency of ongoing local efforts and action.
5. Commit to the self-study steps and follow through necessary to improve the healing-centered learning environment and promote equitable empowering outcomes for students.