

Cunningham

Through the Lens of
Trauma Informed Design





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Presentation Outline

1

Understanding Trauma and Trauma Informed Design

- Defining Trauma and Why It Matters to Designers
- What is Trauma Informed Design and How to Practice it

2

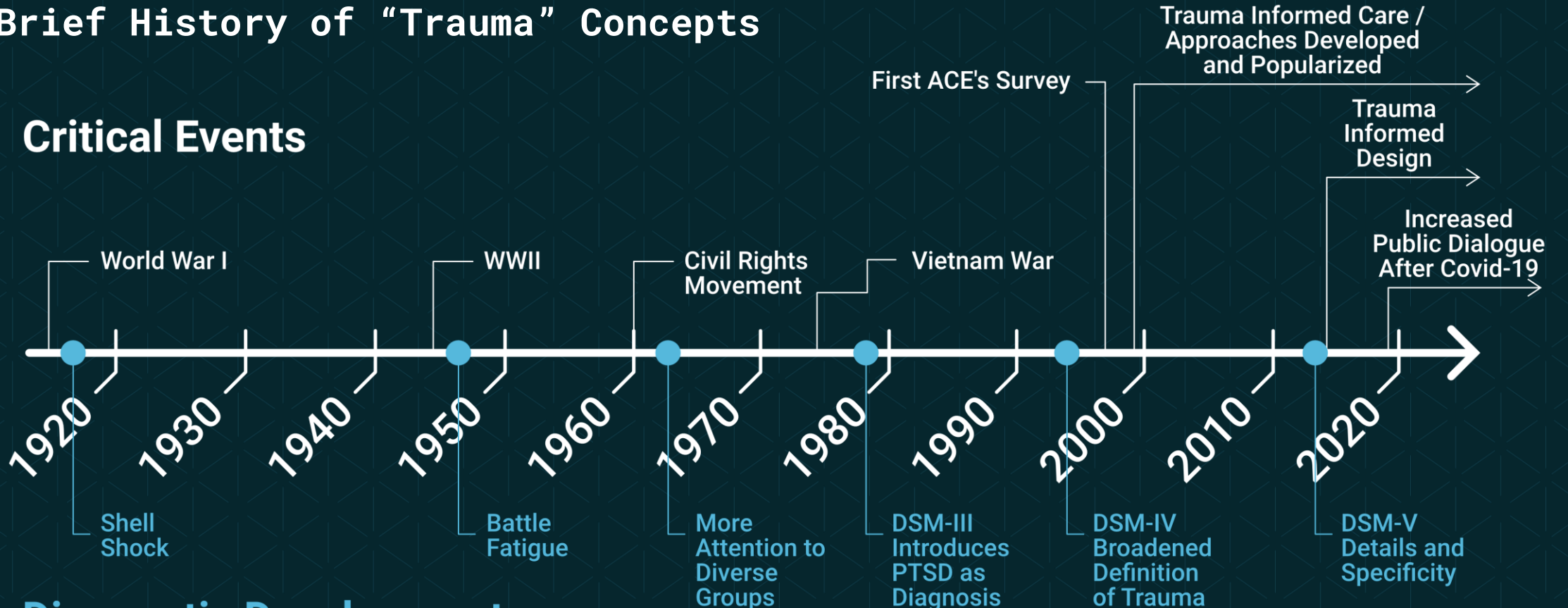
Applying a Trauma Informed Design Approach

- Rise Early Learning Case Study
- Bruce Vento Case Study



A Brief History of "Trauma" Concepts

Critical Events



Diagnostic Developments



Defining “Trauma” for Trauma-Informed Approaches

“Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual’s functioning and mental, physical, social, emotional, or spiritual **well-being**”

- SAMHSA’s Concept of Trauma -

The Adverse Childhood Experience (ACE) Survey

Questions Developed from a range of other Trauma Diagnostic survey tools

Conducted through a CDC – Kaiser Partnership

The first round of data collection acquired **9,508 responses** and this has grown to **over 17,000** in the years since from adult patients at a clinic in San Diego

More than 60% of the respondents reported at least one of the traumatic experiences on the survey

This study found **strong correlation** between co-occurring Adverse Childhood Experiences and health risk factors / diseases

Felitti, V. J. et al., 1998. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), pp. 245-258.

National Center for Injury Prevention and Control, Division of Violence Prevention, 2021. *About the CDC-Kaiser ACE Study*. [Online]
Available at: <https://www.cdc.gov/violenceprevention/aces/about.html>
[Accessed 31 August 2022].

Common Categories of ACEs

1. Emotional / Psychological Abuse
2. Physical Abuse
3. Sexual Abuse
4. Parents in Abusive Relationship
5. Parents with Substance Abuse Problems
6. Household Member Depressed or Mentally Unwell
7. Household Member Went to Prison
8. Emotional Neglect*
9. Physical Neglect*
**Added after the initial ACE study*
10. Divorced Parents*
11. Bullying*

Felitti, V. J. et al., 1998. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), pp. 245-258.

Winninghoff, A., 2020. Trauma by Numbers: Warnings Against the Use of ACE Scores in Trauma-Informed Schools. *Occasional Paper Series*, 43(4).

Houtepen, L. C. et al., 2020. Associations of Adverse Childhood Experiences with Educational Attainment and Adolescent Health and the Role of Family and Socioeconomic Factors: A Prospective Cohort Study in the UK. *PLOS Medicine*, 17(3).

Results of the First ACE Study

Category	No Adverse Experiences	One	Two	Three	Four or More
Past Suicide Attempt	1.00	1.80	3.00	6.60	12.20
Injected Drug Use	1.00	1.30	3.80	7.10	10.30
Alcoholism	1.00	2.00	4.00	4.90	7.40
Illicit Drug Use	1.00	1.70	2.90	3.60	4.70
Depression	1.00	1.50	2.40	2.60	4.60
50+ Sexual Partners Over Lifetime	1.00	1.70	2.30	3.10	3.20
Had a Sexually Transmitted Disease	1.00	1.40	1.50	1.90	2.50
Current Smoker	1.00	1.10	1.50	2.00	2.20
Severe Obesity	1.00	1.10	1.40	1.40	1.60
Limited Physical Activity	1.00	1.20	1.20	1.40	1.30

Category	No Adverse Experiences	One	Two	Three	Four or More
Chronic Bronchitis / Emphysema	1.00	1.60	1.60	2.20	3.90
History of Hepatitis or Jaundice	1.00	1.10	1.80	1.60	2.40
Fair or Poor Self-Rated Health	1.00	1.20	1.40	1.40	2.20
Heart Disease	1.00	0.90	0.90	1.40	2.20
Cancer	1.00	1.20	1.20	1.00	1.90
Past Skeletal Fracture	1.00	1.10	1.40	1.20	1.60
Stroke	1.00	0.90	0.70	1.30	2.40
Diabetes	1.00	1.00	0.90	1.20	1.60

Expanded Results by Years of Additional Study

Domain of Dysfunction	No Adverse Experiences	One	Two	Three	Four
☐ Substance Abuse					
Injected Drug Use	1.00	2.30	4.50	5.30	11.10
Alcoholism	1.00	2.00	2.90	4.50	7.20
Illicit Drug Use	1.00	1.60	2.20	2.90	4.50
Smoking	1.00	1.10	1.30	1.60	1.80
☐ Mental Health Disturbances					
Depressed Affect	1.00	1.50	2.20	2.50	3.60
Panic Reactions	1.00	1.30	1.70	2.00	2.50
Hallucinations	1.00	1.10	1.60	2.00	2.70
Anxiety	1.00	1.20	1.70	1.80	2.40
☐ Sexuality					
Early Intercourse	1.00	2.10	2.70	3.70	6.60
Promiscuity (> 30 partners over lifetime)	1.00	1.30	1.90	2.50	3.60
Sexual Dissatisfaction	1.00	1.10	1.50	1.50	2.00
☐ Stress and Aggression					
Risk of Perpetrating Intimate Partner Violence	1.00	1.80	2.40	3.30	5.50
Difficulty Controlling Anger	1.00	1.40	2.20	2.30	4.00
High Level of Perceived Stress	1.00	1.20	1.40	1.50	2.20
☐ Somatic Health Disturbances					
Adjusted Odds Ratio	1.00	1.30	1.80	1.60	2.70
Sleep Disturbance	1.00	1.20	1.60	1.80	2.10
Severe Obesity	1.00	1.30	1.40	1.50	1.90
☐ Memory					
Memory Impairment	1.00	1.30	2.10	2.60	4.40

Expanded Results by Years of Additional Study

- People with 4+ ACEs had an Adjusted Odds Ratio of 2 for having poor educational outcomes

- *The two ACEs with the greatest impact on educational outcomes were **emotional neglect** and **bullying***

- Socioeconomic Impacts

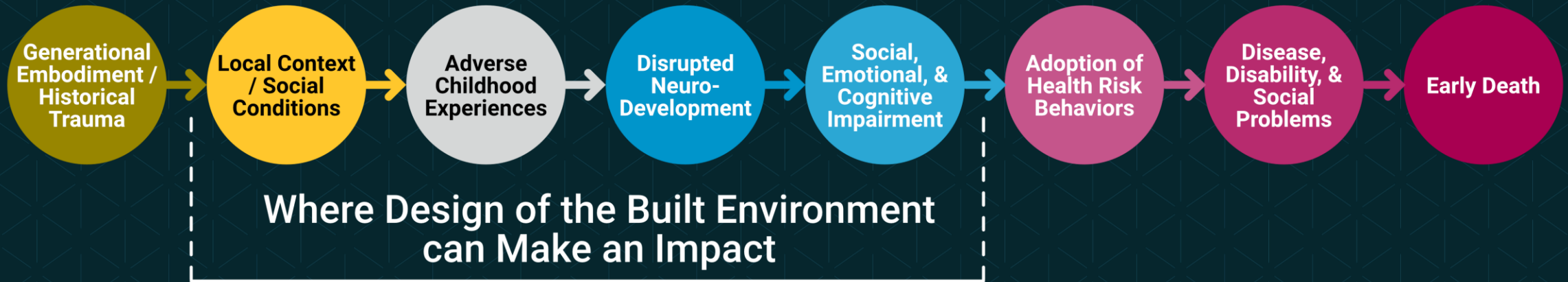
Category	No Adverse Experiences	One	Two	Three	Four
Absenteeism	1.00	1.30	1.40	1.80	2.40
Financial Problems	1.00	1.30	1.80	1.90	2.20
High School Non Completion	1.00	1.08	1.11	1.53	2.34
Household Poverty Status	1.00	1.05	1.57	1.25	1.56
Job Problems	1.00	1.20	1.50	1.80	2.40
Unemployment	1.00	1.25	1.35	2.39	2.31

Houtepen, L. C. et al., 2020. Associations of Adverse Childhood Experiences with Educational Attainment and Adolescent Health and the Role of Family and Socioeconomic Factors: A Prospective Cohort Study in the UK. PLOS Medicine, 17(3).

Metzler, M. et al., 2017. Adverse Childhood Experiences and Life Opportunities: Shifting the Narrative. Children and Youth Services Review, Volume 72, pp. 141-149.

Anda, R. F. et al., 2004. Childhood Abuse, Household Dysfunction, and Indicators of Impaired Adult Worker Performance. The Permanente Journal, 8(1), pp. 30-38.

Tracing Causation - from ACEs to Negative Outcomes to Early Death



Where Design of the Built Environment can Make an Impact

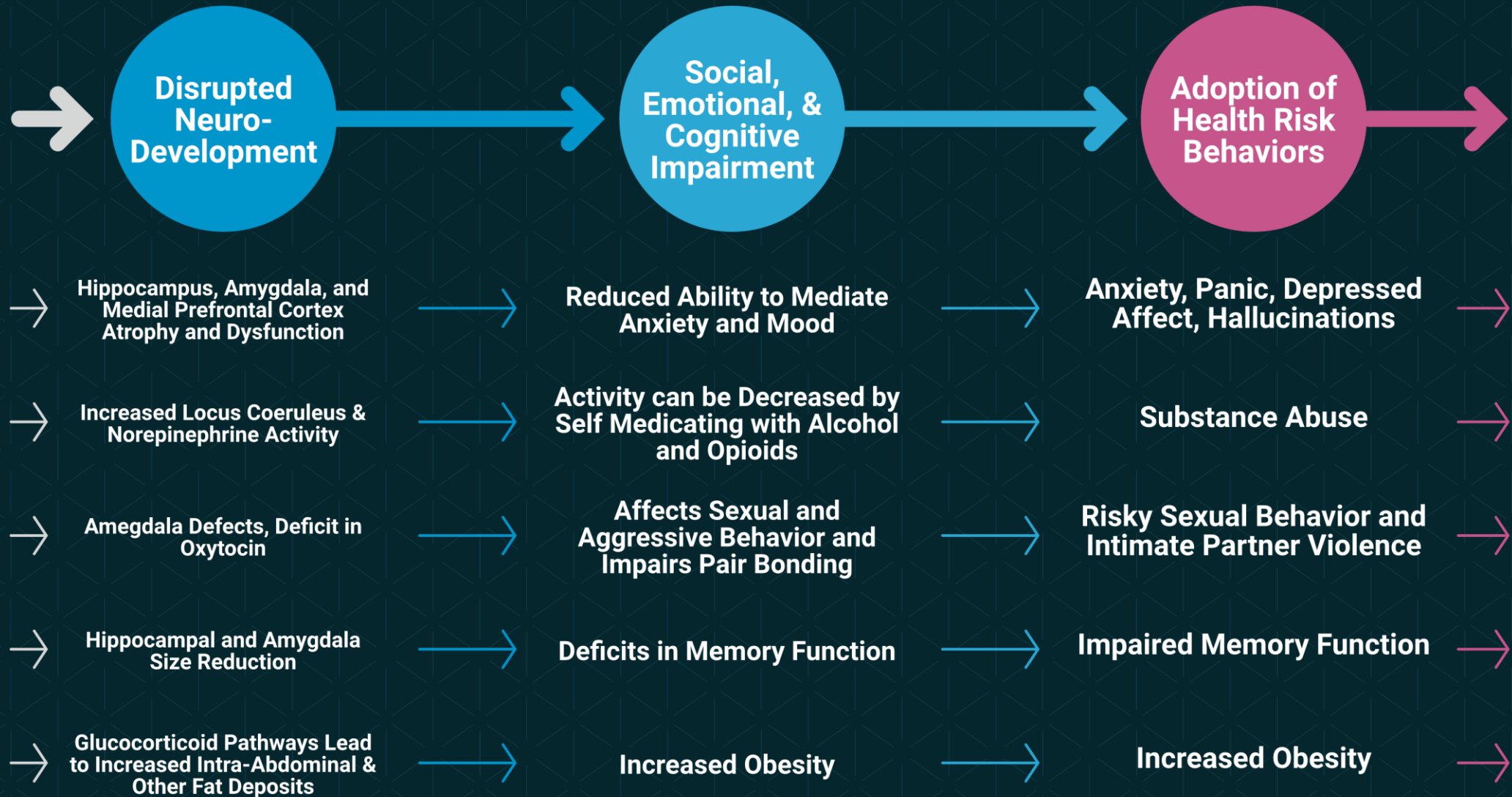
Design a built environment that is **accessible** for those with social, emotional, & cognitive impairment, understanding the **challenges this population faces**

Understand impacts of disrupted development, and **anticipate these impacts** during design where relevant

Design the built environment to be **less likely to contribute** to traumatic events, and to **reduce events that may trigger** a trauma based response

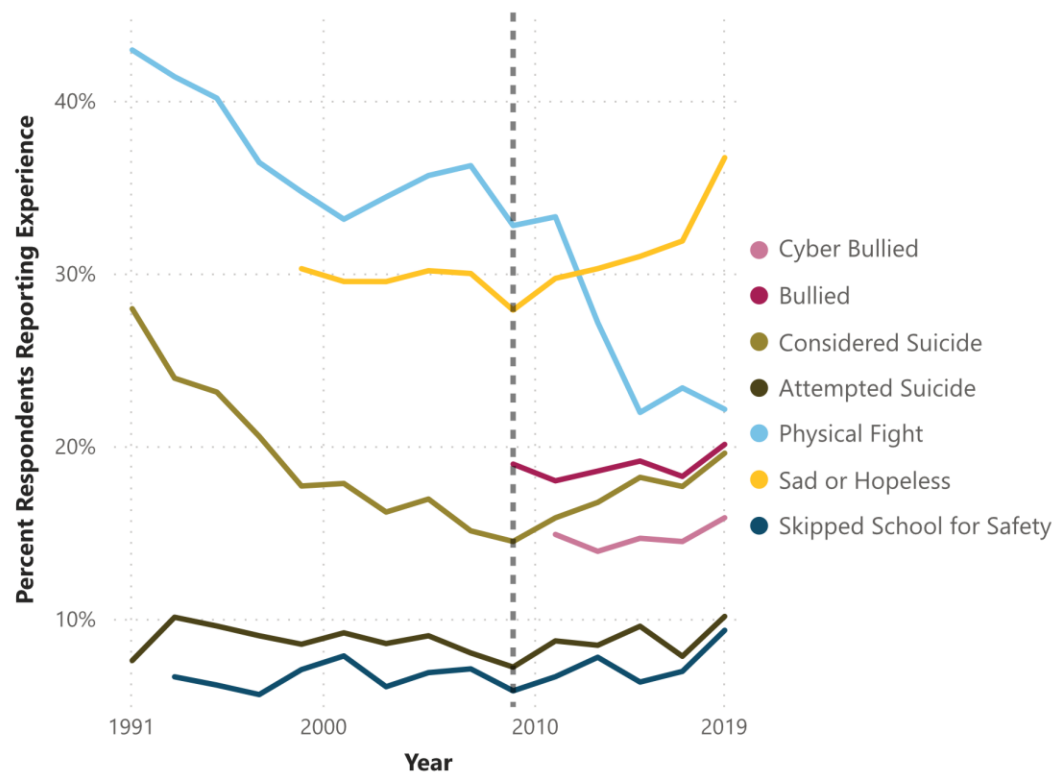
Design to address **historical disinvestment** in built environment and meet current **context specific** socio-economic and environmental **challenges**

Trauma's Impact on Neurological Development

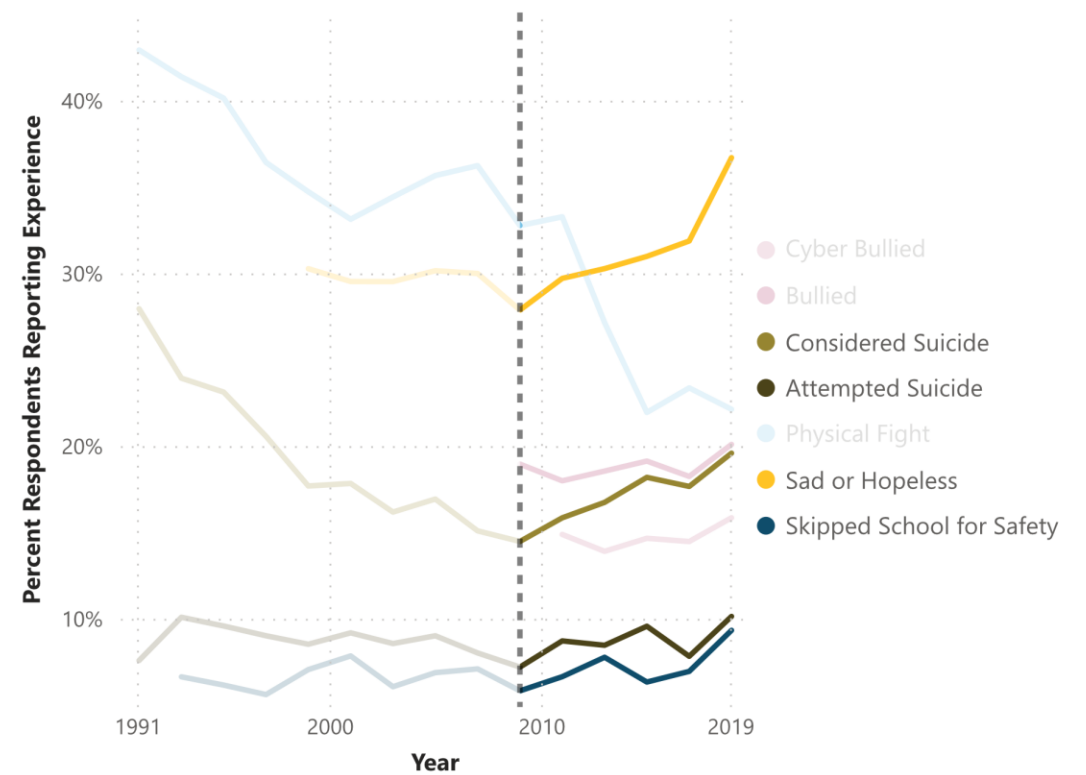


Increasing Prevalence of Mental Health / Safety Indicators in CDC Data

Youth Risk Behavior Surveillance System Trends



Youth Risk Behavior Surveillance System Trends



Understanding that Schools can be a Source of Trauma Themselves

Trauma Informed Approaches to education often discuss learning environments in terms of their potential to provide a benefit to students

Educational environments can also be the setting and a contributing factor in traumatic events in students' lives

They can remind students of and reinforce class / ability / socioeconomic divisions

Students can encounter discrimination from peers and teachers on the basis of race, gender or other factors

Some educational experiences such as test taking or receiving poor grades can be high stress events

Overly strict or punitive disciplinary procedures and environments can be traumatic

If areas for students with special educational needs are spatially segregated from or lower quality than the rest of the facility it can communicate / reinforce concepts of inequality or being lesser than

"The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe."

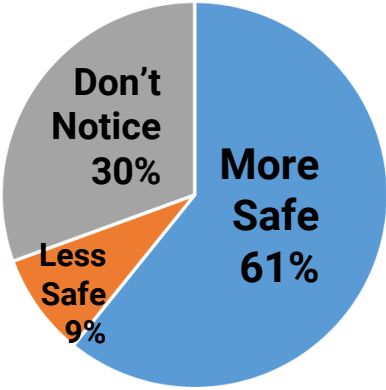
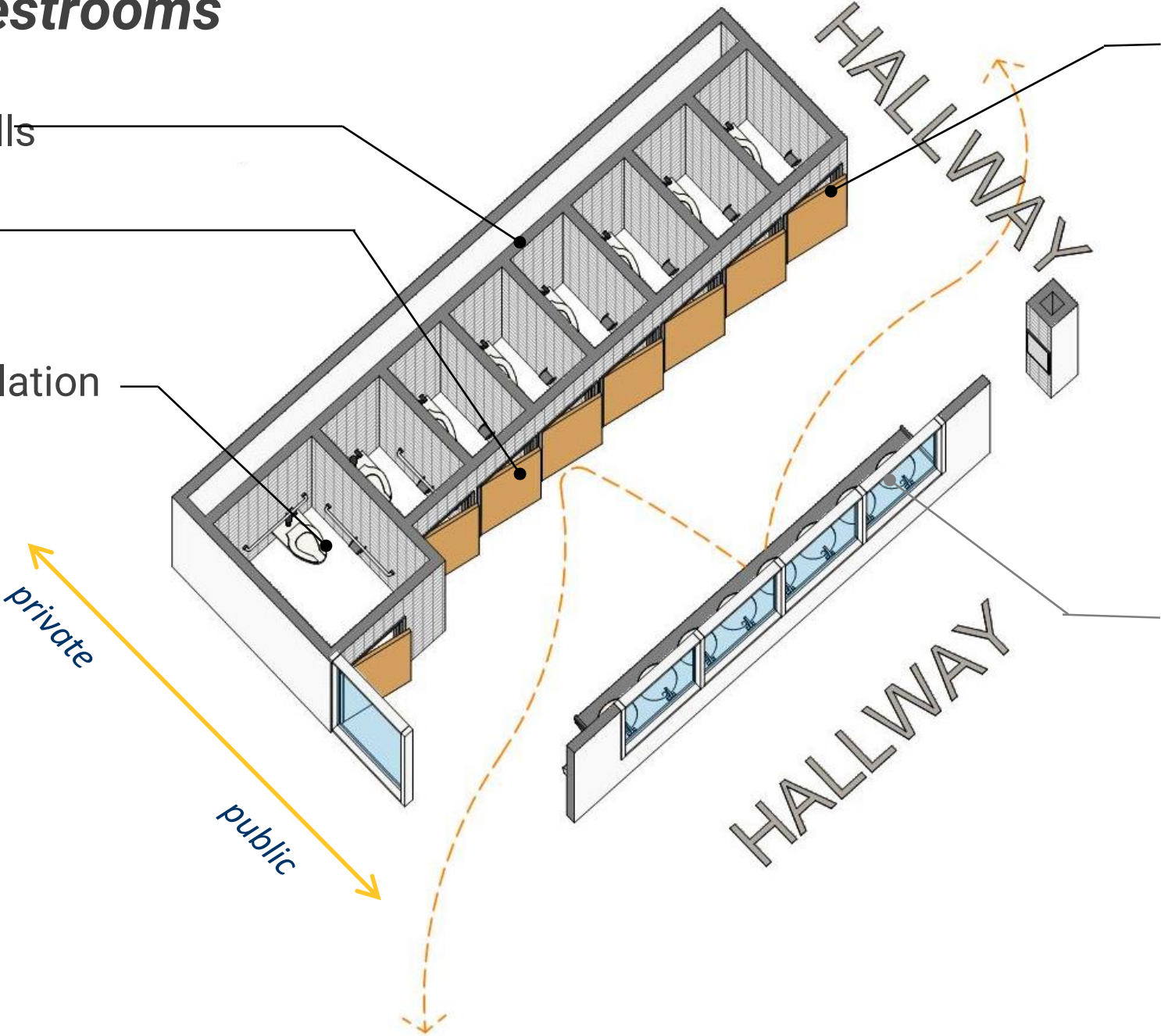
- SPPS Inclusion Policy, 2015



Inclusive Restrooms

- Full Height Walls + Doors
- Doors with minimal undercut
- Separate Ventilation + Floor Drain

- Hardware:
- Closers
 - Dual-Indicator Locks



Visibility to Open Handwashing Area

Word of Caution About Use of ACE Scores in Schools

- ACE scores began as, and should remain a research methodology. If screenings are conducted in an inappropriate way they may have **unintended consequences** on the individual
- Much of the discussion about **ACEs can come across as very deterministic** (ie x leads to y) which undersells the resiliency of the individual and ability to move beyond circumstances
- Teaching someone about ACEs and the potential outcomes from a deterministic lens **may actually make it harder for them to move beyond the resulting challenges**
- Schools **shouldn't need hard data collected from screening** individual students for ACE scores to know many of their students have suffered trauma; and should opt instead for making **“warmth, compassion and a drive toward structural change and advocacy”** a default mode of operation
- If it is deemed beneficial that a student learn about ACE's, this should probably happen in a therapeutic setting with a licensed professional rather than a classroom or lecture via teaching staff

Trauma Informed Care Principles

1. Recognize that trauma-related symptoms and behaviors **originate from adapting to traumatic experiences**
2. View trauma in the **context of individuals' environments**
3. **Minimize risk of re-traumatization** or replicating prior trauma dynamics
4. Create a **safe environment**
5. Identify **recovery from trauma** as a primary goal
6. Support **control, choice and autonomy**
7. View trauma through a **sociocultural lens**
8. Foster **trauma resistant skills**
9. Develop strategies to **address secondary trauma** and promote self-care

**Principles that are not readily applicable to the design of the built environment have been excluded from this list*

Two Sets of Six Principles

SAMHSA's 6 Principles to a Trauma-Informed Approach

DRH 6 Principles for Trauma-Informed Design

Empowerment & Choice



Empowerment & Personal Control

Safety



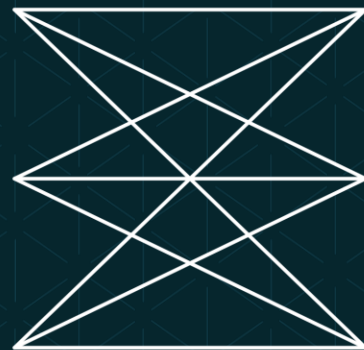
Safety, Security, & Privacy

Peer Support



Connection & Community

Cultural, Historical & Gender Issues



Joy, Beauty, & Meaning

Collaboration & Mutuality

Hope, Dignity, & Self-Esteem

Trustworthiness & Transparency

Peace of Mind

Pabel, J. & Ellis, A., 2015. Trauma-Informed Design: Definitions and Strategies for Architectural Implementation, Tallahassee, FL: Design Resources for Homelessness.

Substance Abuse and Mental Health Services Administration, 2014. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, Rockville, MD: Substance Abuse and Mental Health Services Administration.

Design Approaches to Addressing Trauma Through Built Form

Passive

Spaces designed to be **less likely to trigger trauma** based reactions by the nature of what is **included** in them and **what is not**

Intervening

Spaces designed to **help** those who are currently experiencing a trauma based reaction to **recover** in a **healthy and supported** manner

Empowerment & Personal Control

Encourage individual agency, welcome self-expression and offer choice for occupants

This might mean:

- Pinup Space for Personalization
- Mirrors in Play / Recreation Areas
- Choice Between Variety of Furniture Types / Activities
- Operable Windows & Shades
- Space for Growing Plants and Hands-On Activities
- Writable Surfaces



Each strategy requires conversations with the community to understand what this means to them.

Safety, Security & Privacy

Understand that perceived safety is crucial as basic safety. Prioritize clear wayfinding, sightlines and boundaries; minimize negative triggers; offer vantages of both prospect and refuge and paths of retreat; and recognize the role of program staff in creating a sense of safety and security

This might mean:

- Places of Refuge
- Clear Wayfinding
- Screened Boundary Conditions
- Inclusive Restrooms
- Passive Observation Sightlines



Each strategy requires conversations with the community to understand what this means to them.

Connection & Community

Create spaces that encourage camaraderie and collaboration and offer opportunities to belong

This might mean:

- Multi-Level Spaces
- Ties to Neighborhood, Community and Context
- Conversation Pieces
- Tailored Community Spaces
- Community Resources



Each strategy requires conversations with the community to understand what this means to them.

Joy, Beauty & Meaning

Honor culture and identity while creating spaces that spark and nurture imagination, hope and aspiration

This might mean:

- Culturally Relevant Designs
- Preference for Natural or Soft Materials
- Reduce Visual Complexity
- Cool/Calming Color Schemes
- Nature Walks and Learning Trails
- Courtyards



Each strategy requires conversations with the community to understand what this means to them.

Hope, Dignity & Self-Esteem

Celebrate each individual's inherent worth, communicating positivity, emphasizing strengths, and maximizing potential

This might mean:

- Welcoming entry
- Thoughtful and well-designed storage
- Furniture and fixtures sized to occupant ages
- Use of side lighting near mirrors
- Window sills rather than windows to the floor



Each strategy requires conversations with the community to understand what this means to them.

Peace of Mind

**Cultivate a comfortable, calm
ambiance that supports relaxation,
self-soothing, stress management
and coping through design details
such as lighting, sound mitigation,
natural elements and access to
nature**

This might mean:

- Plentiful Natural Lighting
- Design for Ease of Cleaning
- Interior Lighting for Circadian Rhythms
- Seating Integrated into Windows
- Soft Forms



*Each strategy requires conversations
with the community to understand
what this means to them.*

Latané

Schools That Heal



WISE

DESIGN FOR BELONGING

HM
683
.W57
2022

Steve Maslin **Designing Mind-Friendly Environments**




PETER
BLOCK

COMMUNITY

THE STRUCTURE
OF BELONGING

HM
756
.B56
2018

FOSTERING RESILIENT LEARNERS  *Kristin Souers with Pete Hall*



THE HAPPY DESIGN TOOLKIT

Ben Channon

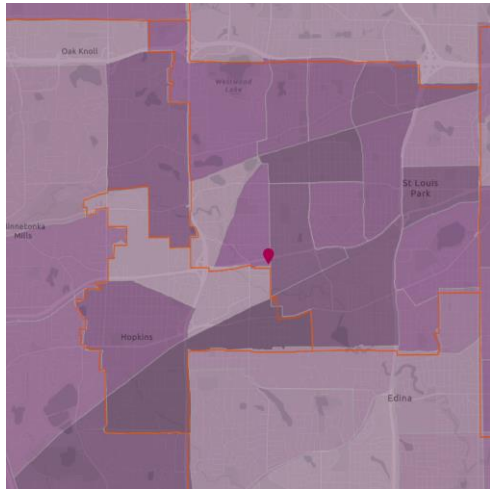


Rise Early Learning

**Assessing an Early Childhood Project
through the Lens of Trauma Informed Design**



Demographics: St. Louis Park, Minnesota

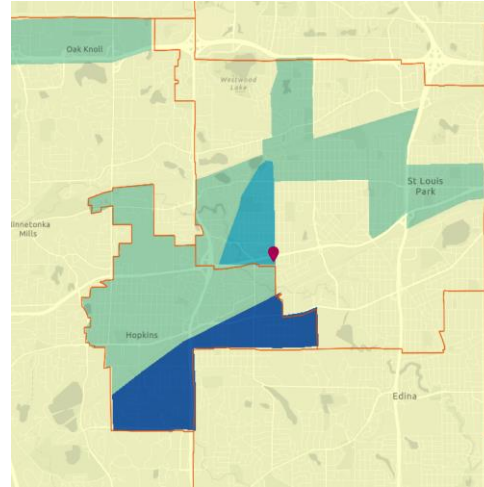
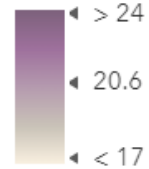


CDC PLACES: Depression

Tracts



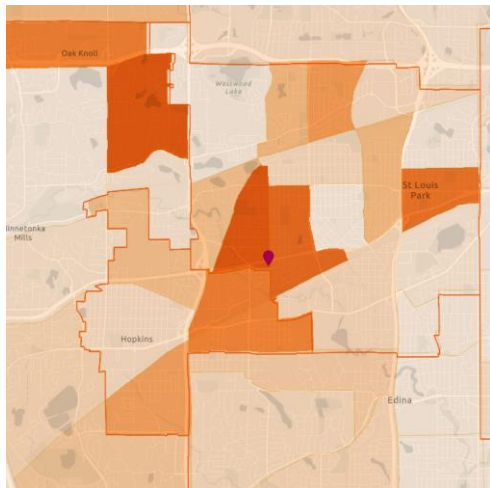
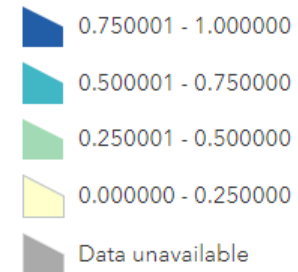
Depression crude prevalence (%)



Social Vulnerability Index

Overall SVI - Tracts

RPL_THEMES

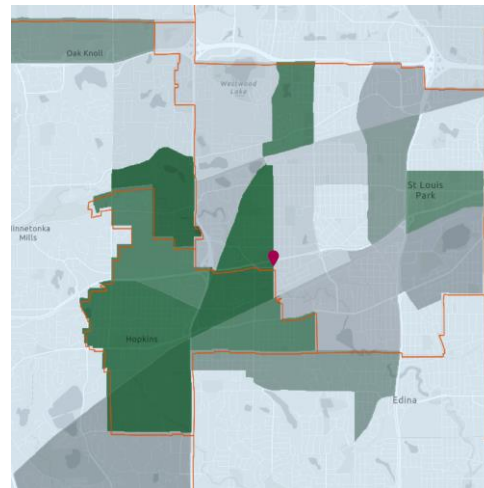


Percent of Adults with Limited English (ACS 2019)

Tract



Percent of adults 18 years and over who have limited English ability

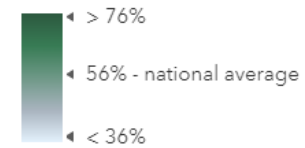


Household Income Distribution (ACS 2019)

Tract



Percent of households whose income in the past 12 months was less than \$75,000



Impetus:



WESTWOOD
LUTHERAN CHURCH

Our Vision is to:

- **be an Advocate for a Healthy Community**
- **to Create New Connections**

Meet the Rise Early Board of Directors



Jenelle Bullen, Westwood Board Member
Early Learning Coordinator for
Richfield Public Schools



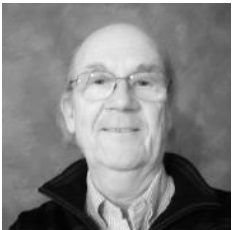
Barry Cytron, Community Board Member
Former Chaplain and Congregation Rabbi



Patrice Howard, Community Board Member
Director of Community Education,
St. Louis Park Public Schools



Jason Van Hunnik, Westwood Board
Member + Secretary
Executive Pastor, Westwood Lutheran
Church



Jeff Stutzman, Westwood Board
Member + Treasurer
Retired CPA and Business Owner



Paula Landis, Community Board Member
Early Childhood Education Curriculum Director
for YWCA Minneapolis



Asten Osei, Community Board Member
Superintendent, St. Louis Park Public Schools



Jane Severson, Westwood Board Member
Healthcare + Financial services consultant



Carolyn Smallwood, Community Board Member
CEO, Way to Grow



Jim Vos, Westwood Board Member +
Chairman
Commercial Real Estate Consultant

Teaching Philosophy



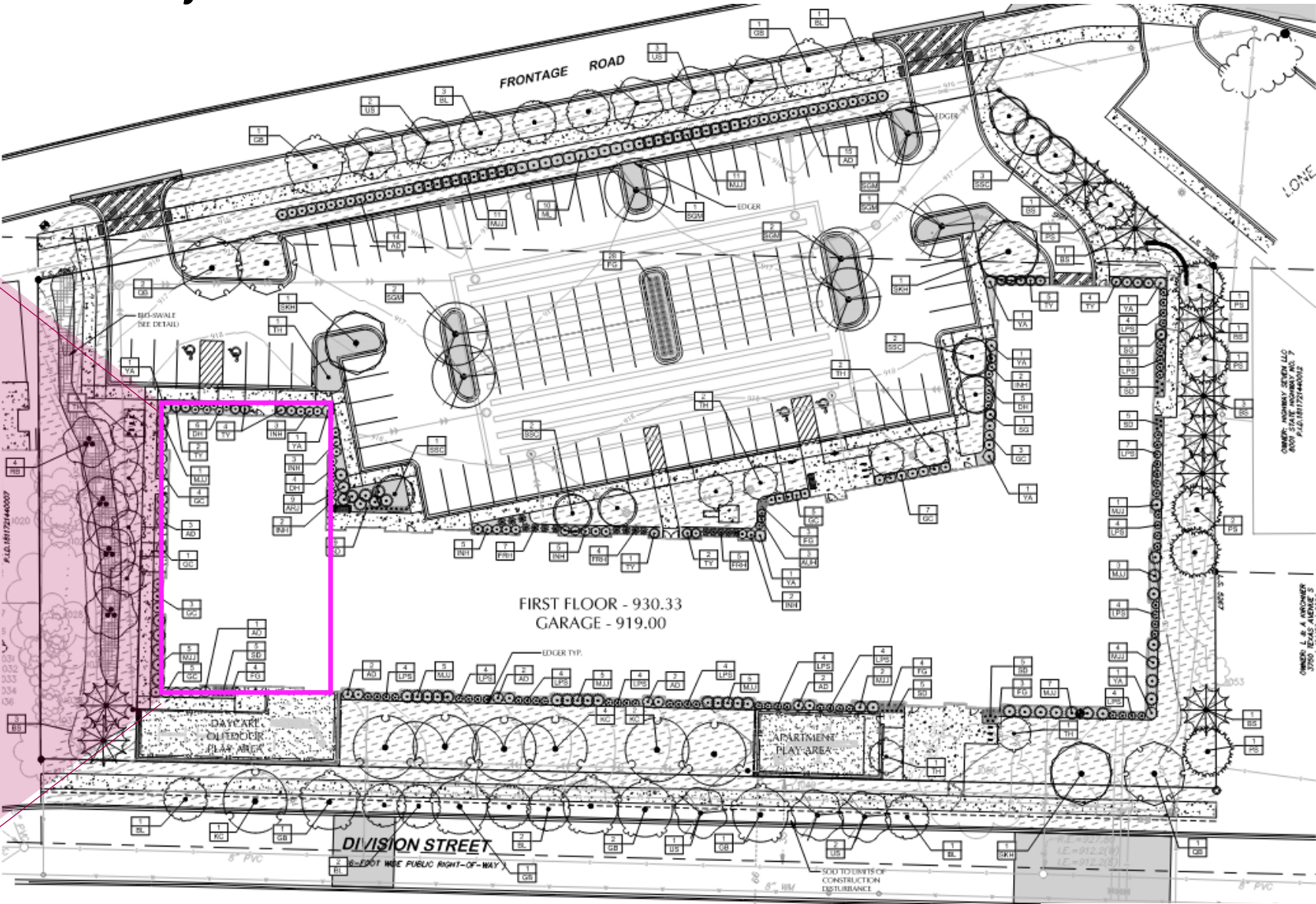
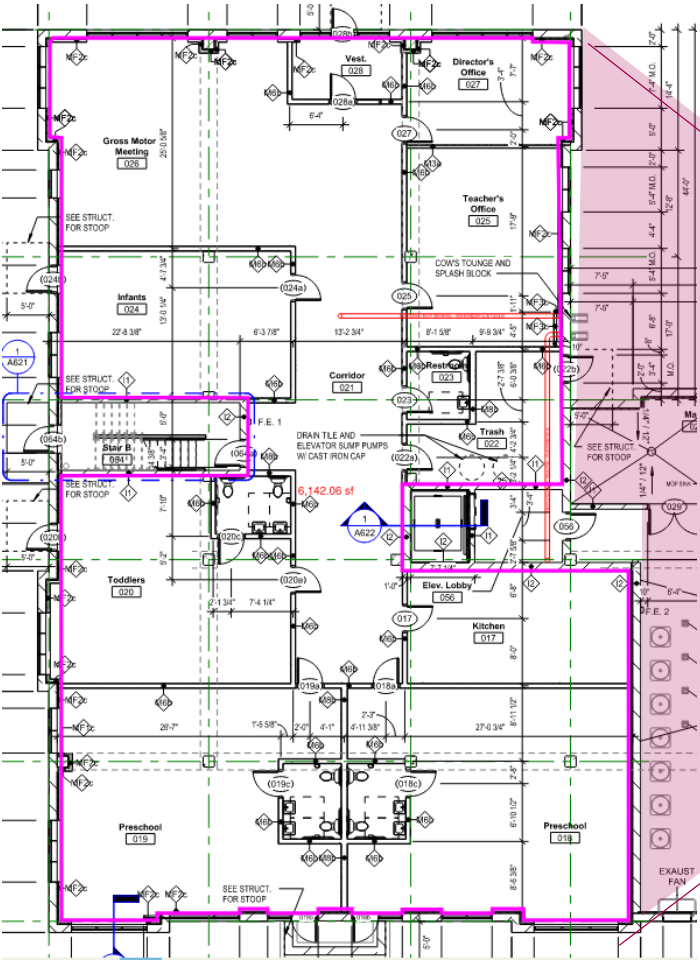
Project Overview

- Affordable Housing + Affordable Childcare + Wrap Around Services
- First of this kind of partnership in State of Minnesota
- 62 spot childcare with 31 of the spots designated as affordable (paying on average 50% of full price).
- Partnership: Westwood Lutheran Church along with 6 other Faith Communities
- 501c3 non-profit
- The center is projected to open in 2023 in a Common Bond Communities development of 100-120 units of affordable housing.



Rendering: courtesy of Kaas Wilson Architects

The Constraints / Opportunity!



Plans + Site Plan: courtesy of Kaas Wilson Architects

Rise Early Branding



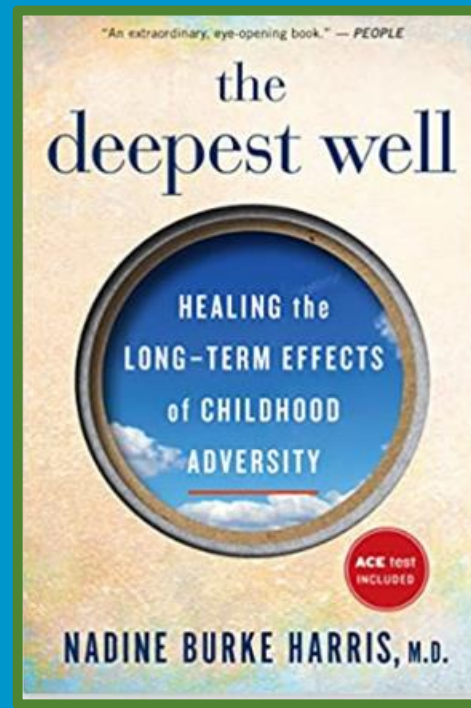
RISE EARLY
LEARNING CENTER

Project Vision Statement

- Rise Early Learning Center welcomes all families and teachers to a **nurturing, equitable, and fun** space.
- **Curiosity** and **exploration** are unbounded as the space is **flexible** and **adaptable** to support open-ended **play** and **creativity**.
- **Natural, textural, and clean** materials provide a backdrop for children's activities, projects, and artwork to shine.

Collective Reading

- “...early experiences literally shape the brain” (146)
- “The most effective way to rewire the brain is to implement early interventions that help to prevent the stress response from becoming dysregulated and that support practices that buffer the stress response. By doing this you give the brain the greatest opportunity to grow in new and healthy ways...such as: **sleep, exercise, nutrition, meditation.**” (146)
- “...the data suggests that if a child grows up in a stressful community environment **but has a well-supported and healthy caregiver**, he or she is much more likely to stay in the tolerable stress zone as opposed to the toxic stress zone.” (149)



TRAUMA-
INFORMED
DESIGN

PLAY



EQUITY

Trauma Informed Design



How can learners feel a sense of control and personal identity in a space?

- Ambient side lighting – **eliminate overhead lights**
- Ceiling is critical, “Beef” up ceiling so that it can be flexible to change over time, natural ceiling material (wood)
- Ample **mirrors** at child height
- Surfaces they can manipulate
- **Height of floor is varied so kids can take risks – wavy floor or platforms**
- Operable windows, Borrowed light
- **Avoid automatic flushing toilets**

What does it mean to be protected in a space?

- Welcome space
- Widen corridor
- Visibility
- **There’s space for “Little conversations”**
- Fine line between overdesigned – the space should not be “slick”
- When you enter, feel inviting, welcoming, good acoustics
- Not crowded

Where do learners like to go to feel safe and calm?

- **Texture – children can engage with for self-regulation**
- A place to settle in
- **Acoustics** are controlled
- Temperature control, noise, overcrowding, lighting
- **Heated slab on floor – learners this age spend a lot of time on the floor**

Equity



How does the space encourage interaction for ALL?

- **Encourage children to do things themselves – sink level – can it be lower than 24”, as not all bodies are the same.**
- Variation in height – not one size fits all
- Stairs for kids

How might we leverage space to support EVERYONE & ALL activities?

- **Supportive environment for teachers (equity is not just about the learners)**
 - Grab bar for support – knees and backs
 - Cribs – Elevate cribs to reduce bending
 - Pay equity
- One-on-one space
- **Make child feel a part of the space.**
 - Display should be flexible to showcase both individual and collaborative work
 - Some displays should be in the hall, and in the rooms – give the room personality
 - Long-term display opportunities that show the history and community over time.

Play



What does an architecture of curiosity look like?

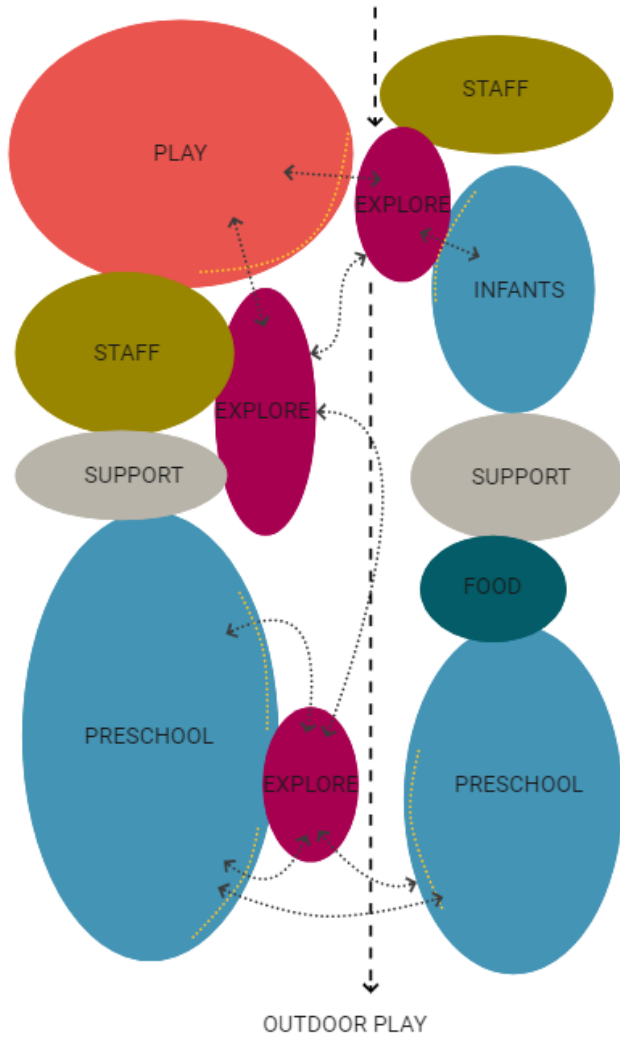
- **It's okay to write on the walls in designated areas**
- Mirrors on the walls
- **It's open-ended, not clearly defined – there are many ways to enjoy**
- Clear plexiglass
- **Choice – kids can see what there is available**
- 3D investigation area – allows for broader 3D display of what they're working on and to spark questions (what is this?)
- **Give ability to explore space at varied heights**

What are the spatial implications/needs to maximize Discovery & Learning?

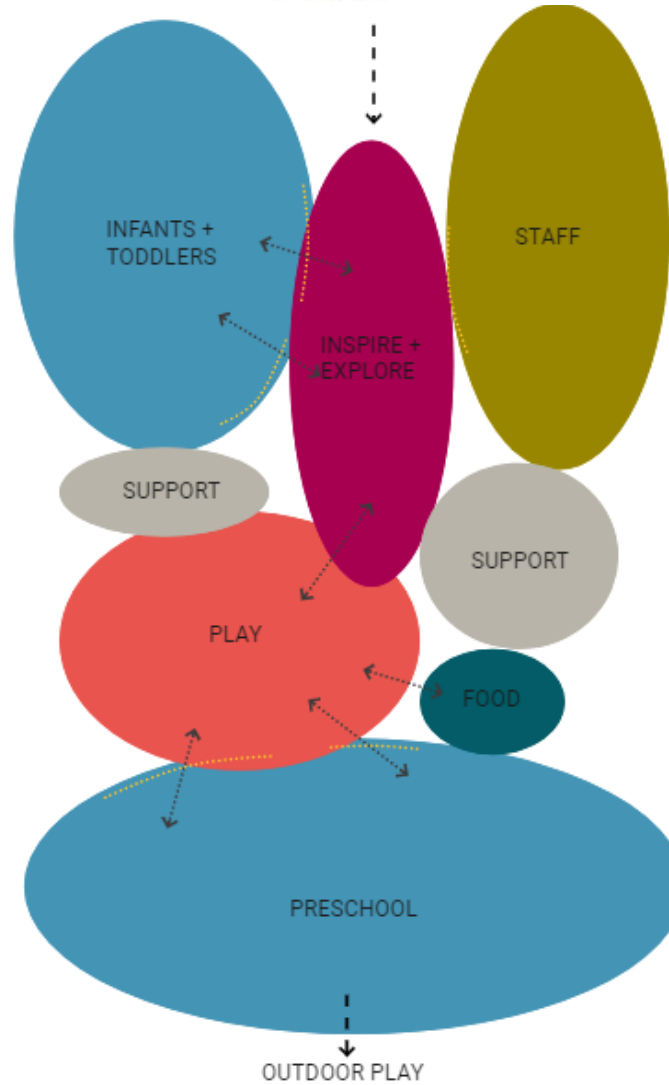
- Think about flooring: soft, easy to clean, makes space flexible
- Make your own zones (individual, small group, large group, messy)
- Never enough storage
- **Like open storage vs closed to spark curiosity (“I want to see what that is!”).**
 - Things in the classroom would ideally be rotated between closed storage (somewhere) and open shelving in classroom
- **Car seat storage on top cubbies – out of the way**
- Outdoor shed – high quality so it blends in

The Offering:

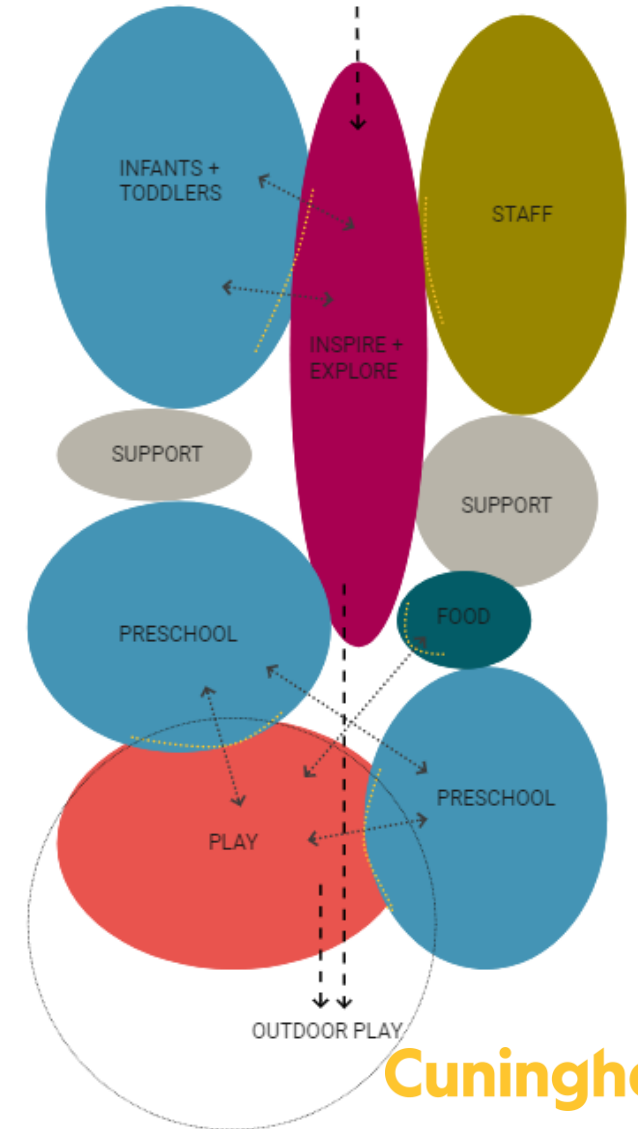
MAIN STREET



HEART OF PLAY



INDOOR OUTDOOR PLAY



HEART OF PLAY



Grab bars for support

Ample mirrors at child height

There's space for "little conversations"

There's texture - children can engage with for self-regulation

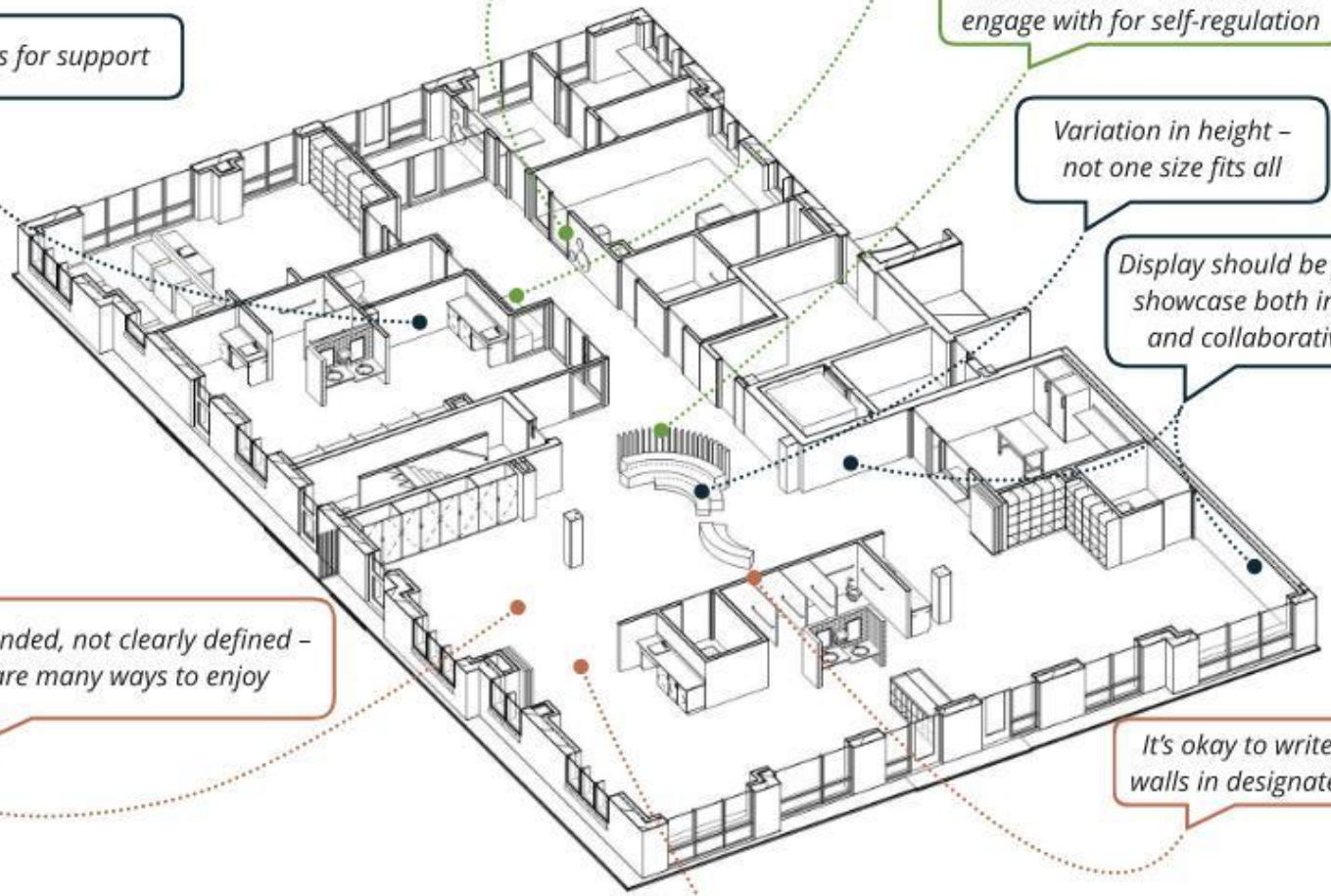
Variation in height - not one size fits all

Display should be flexible to showcase both individual and collaborative work

It's open-ended, not clearly defined - there are many ways to enjoy

It's okay to write on the walls in designated areas

There's Choice - kids can see what there is available



HEART OF PLAY

toilet + sink in sick room

it's heart of play but more boundaries

Ample mirrors at child height

There's space for "little conversations"

There's texture - children can engage with for self-regulation

Variation in height - not one size fits all

Display should be flexible to showcase both individual and collaborative work

Grab bars for support

like communal space for staff

It's open-ended, not clearly defined - there are many ways to enjoy

boundaries create comfort for both

It's okay to write on the walls in designated areas

a teacher and 5 kids to go have a quiet story- could be nook area

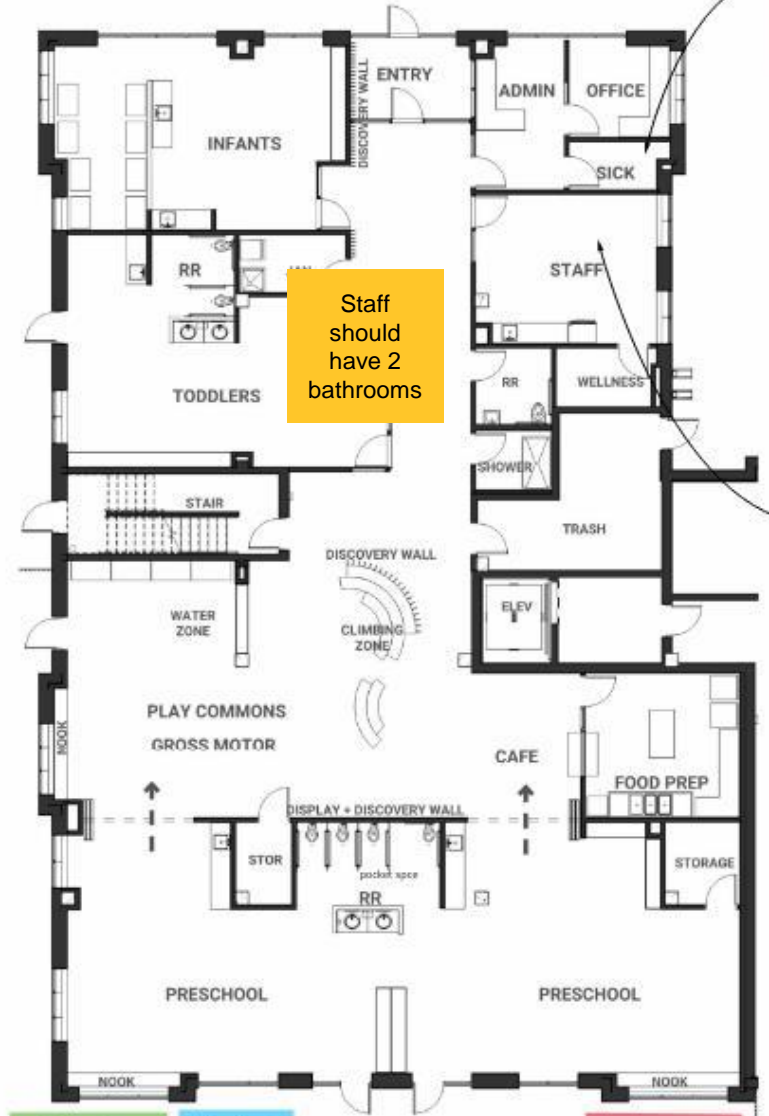
children need us to give them boundaries

How do we accommodate runners?

consider garage doors to connect in lieu of pocket doors

extend infant and toddler room for activity

There's Choice - kids can see what there is available



Staff should have 2 bathrooms

like the connection when ratios are low

like that it's open potential

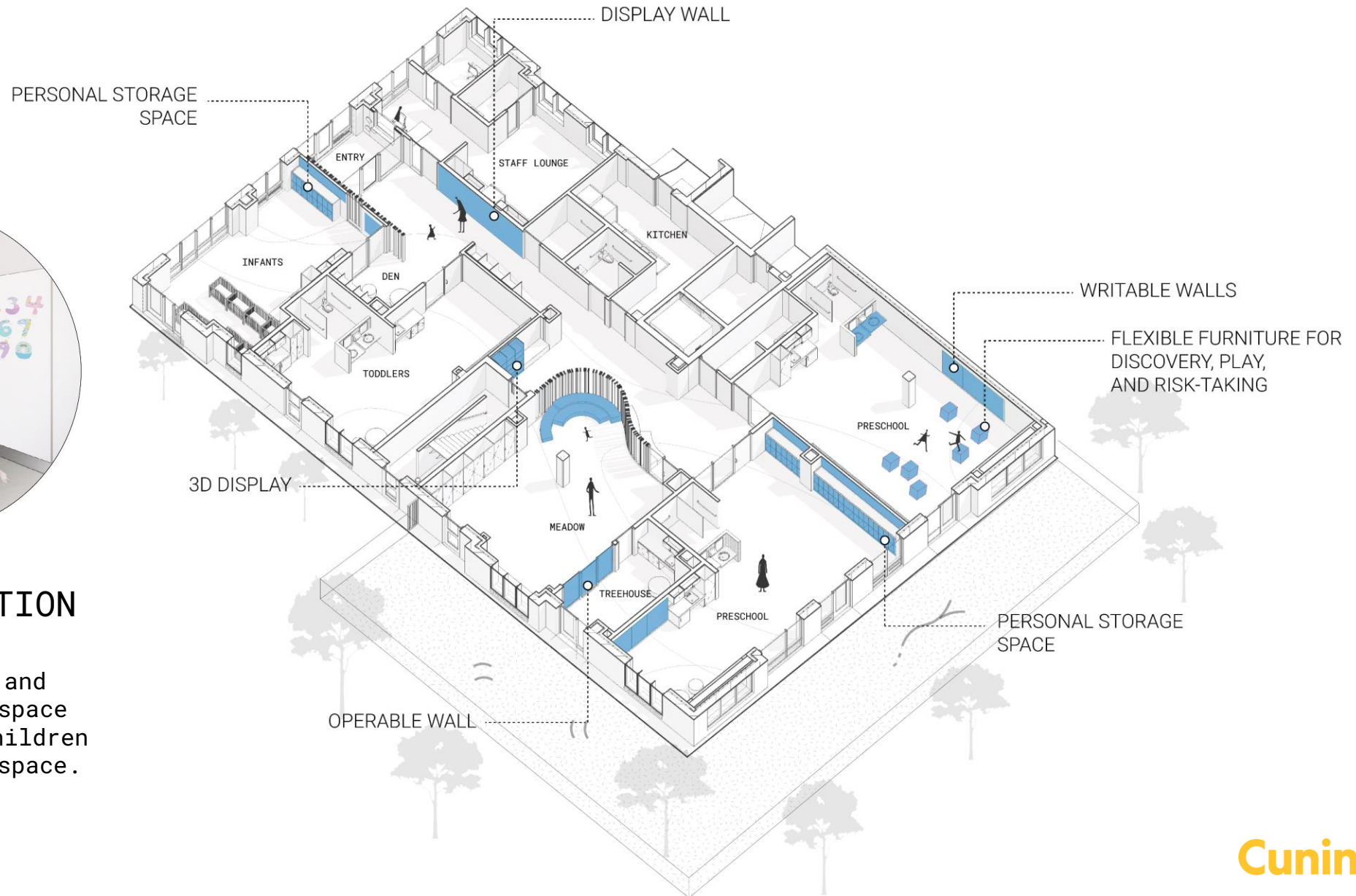
too open, it makes me nervous

Empowerment & Personal Control

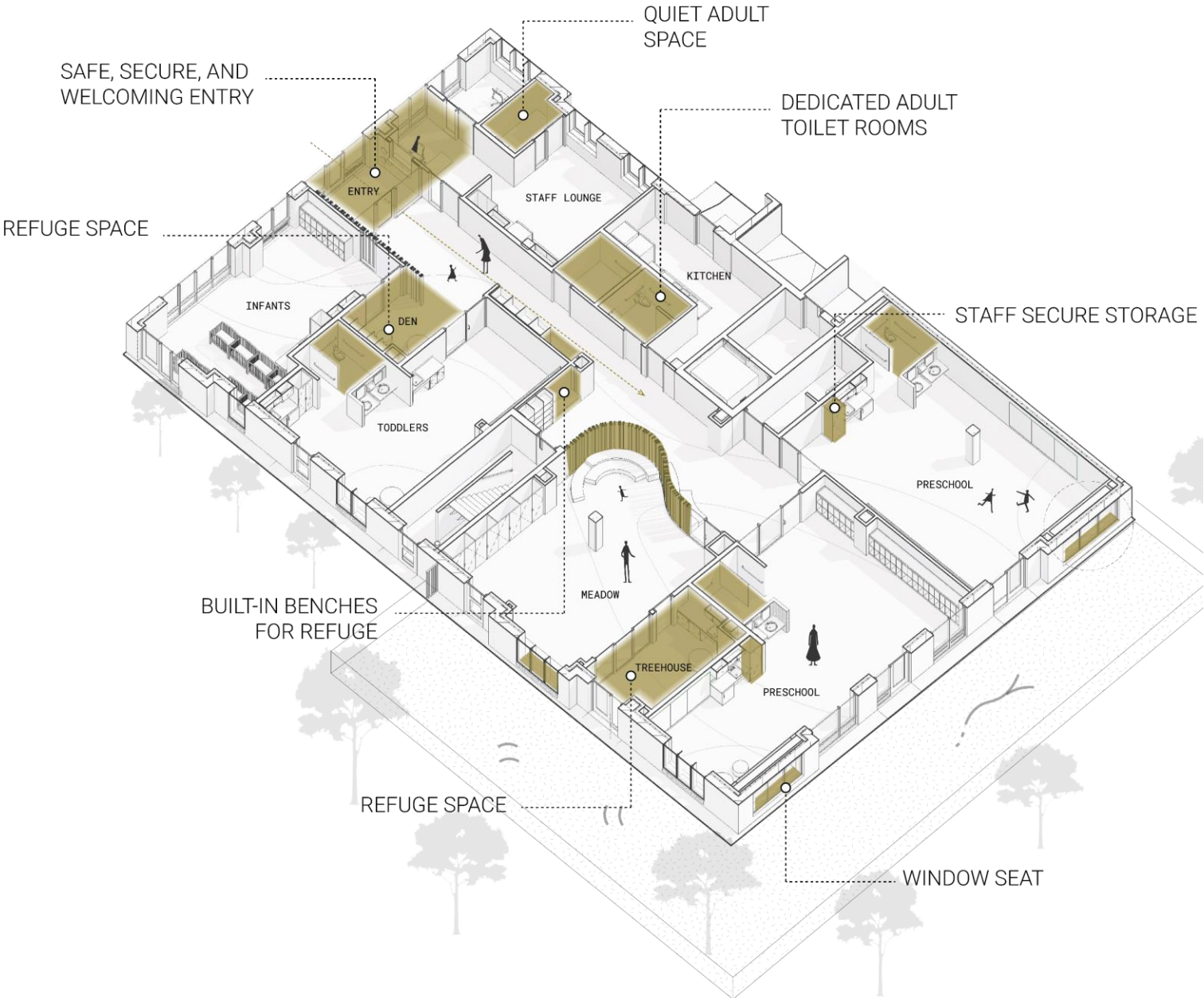


PERSONALIZATION

Writable walls and project display space throughout give children ownership of the space.



Safety, Security, & Privacy



WINDOW SEATS

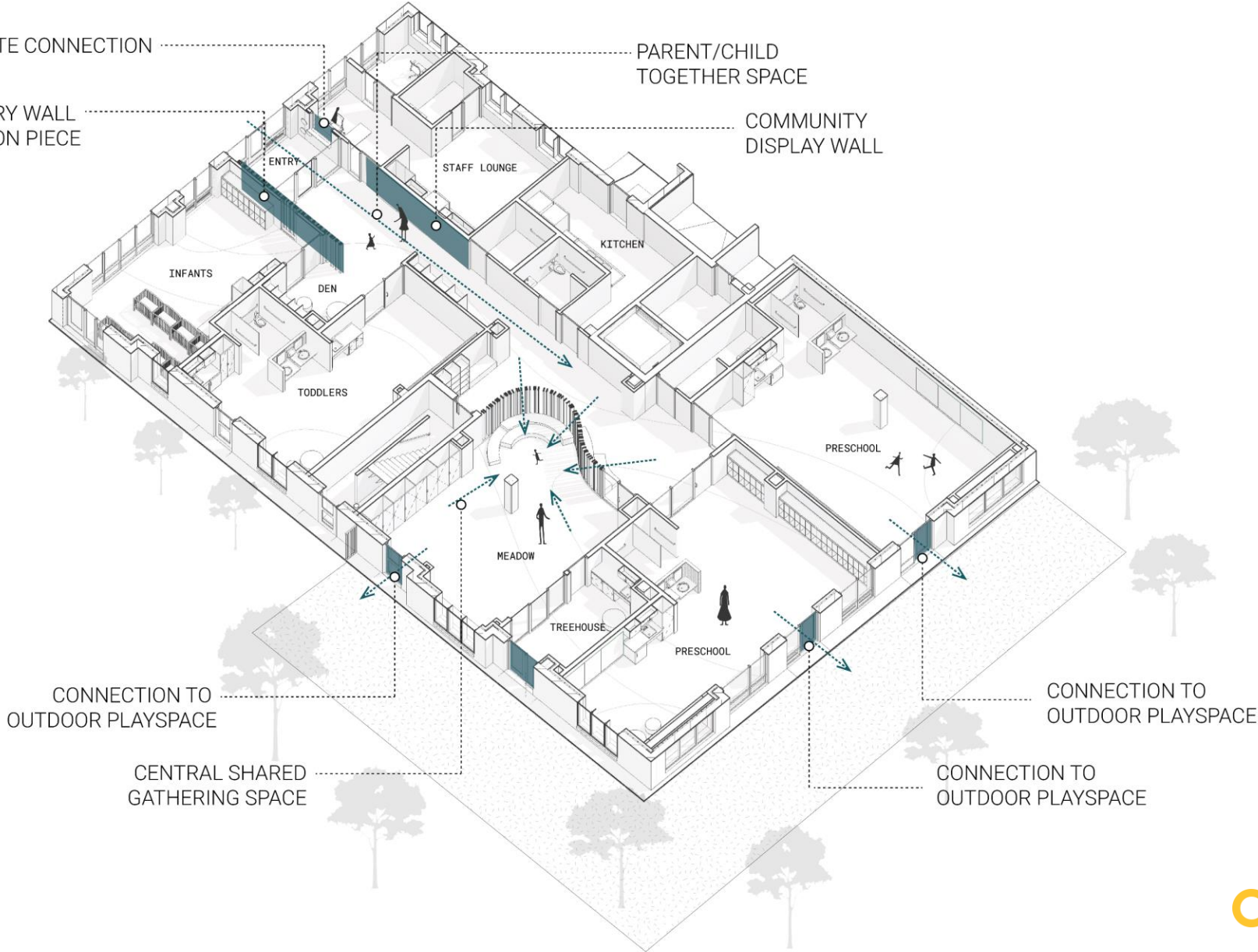
Window seats in each learning space offer a place of quiet refuge for children to unwind, feel protected, and connect with the natural surroundings.

Connection & Community



MEADOW

Creates a central community space that encourages connection, collaboration, movement, and opportunities to belong.



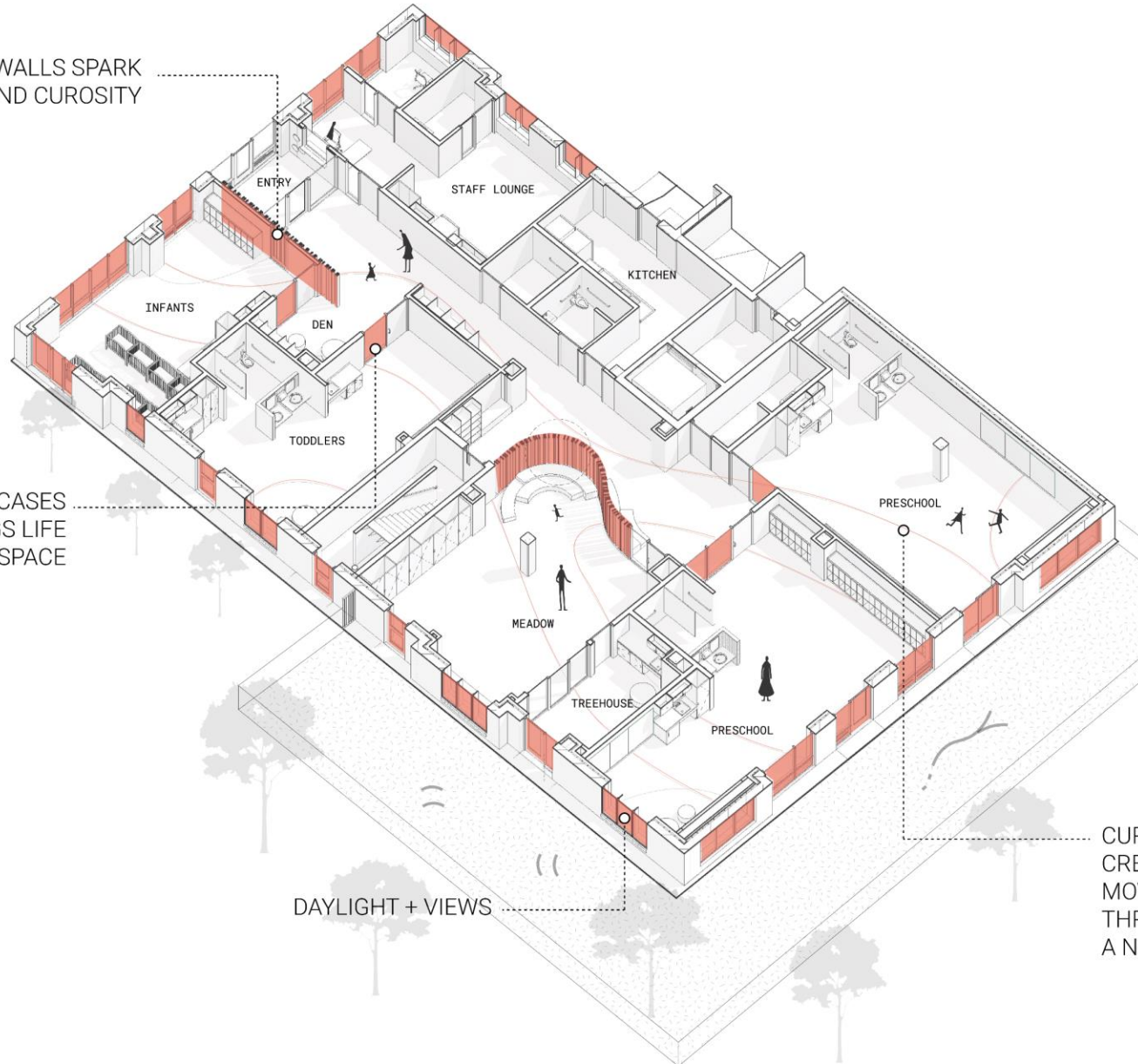
Joy, Beauty, & Meaning

DISCOVERY WALLS SPARK IMAGINATION AND CURIOSITY

TRANSPARENCY SHOWCASES ACTIVITIES AND BRINGS LIFE TO THE SPACE



SOOTHING COLORS



DAYLIGHT + VIEWS

CURVING FLOOR PATTERN
CREATES SWEEPING
MOVEMENT AND CONNECTION
THROUGH THE SPACE LIKE
A NATURE TRAIL



DISCOVERY WALL

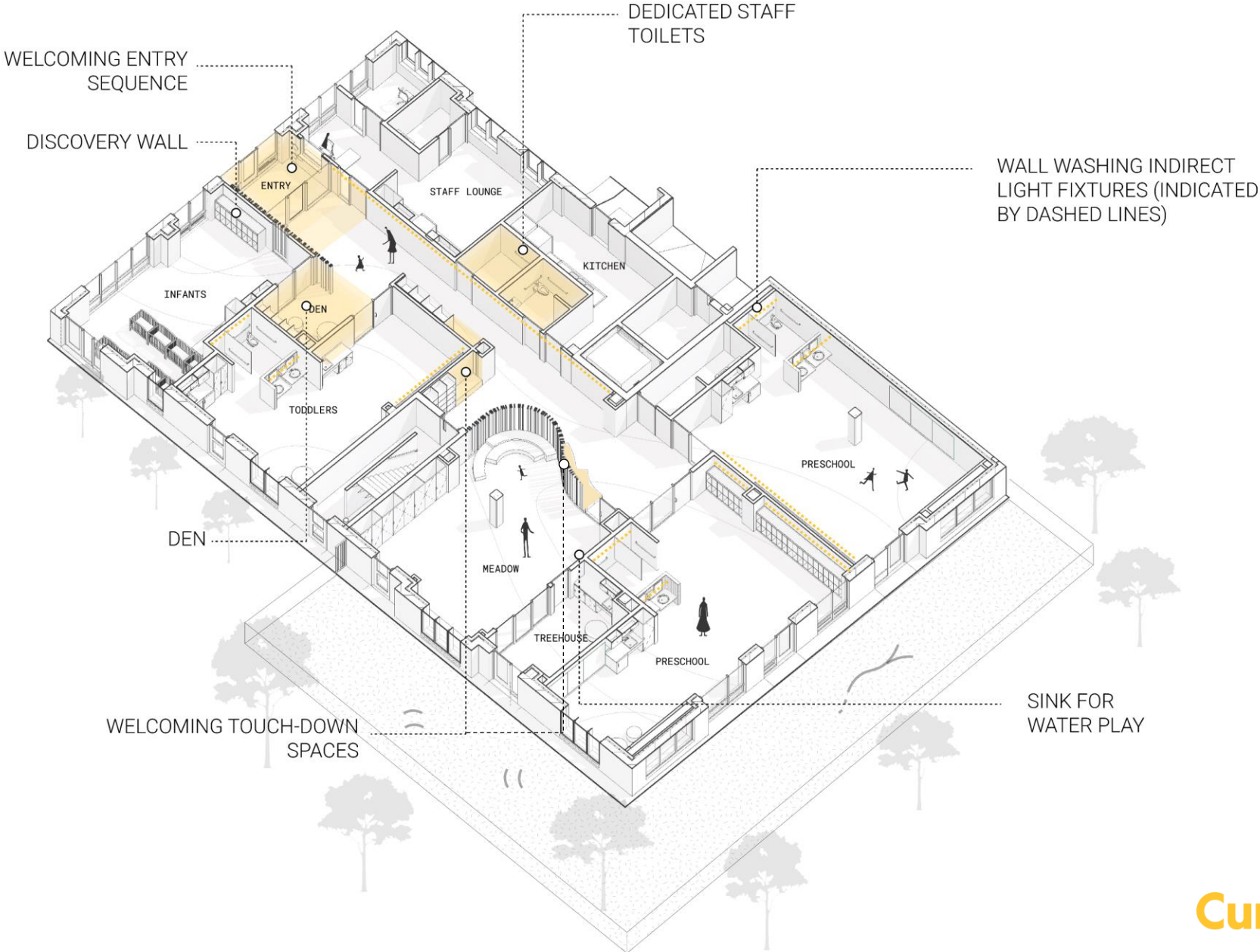
An architectural feature element that integrates color and play, reflecting the community and sparking the imagination.

Hope, Dignity, & Self-Esteem



DEN

Welcomes everyone to an inspiring and engaging space that offers a transition zone for parents and children to start and end the day together.

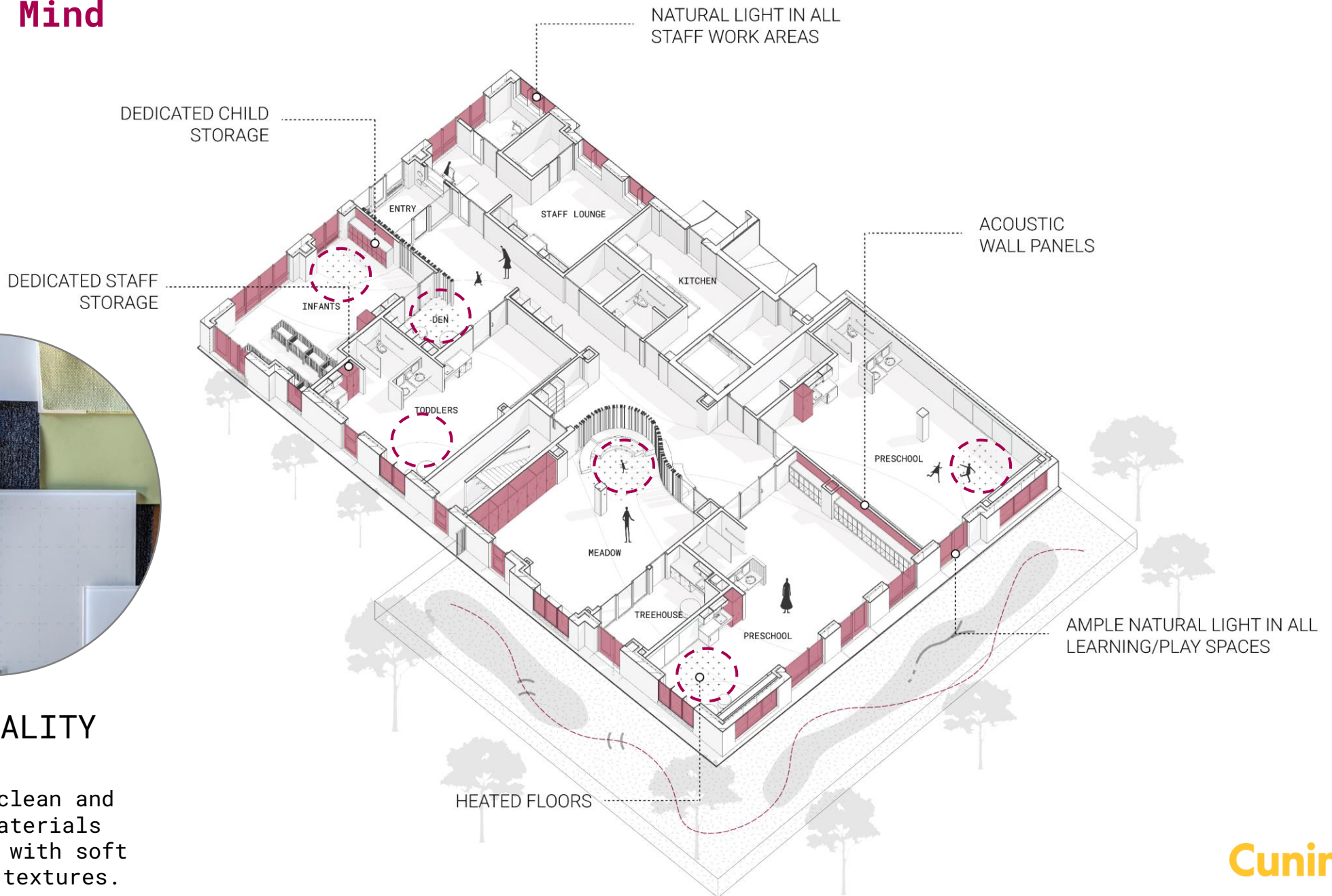


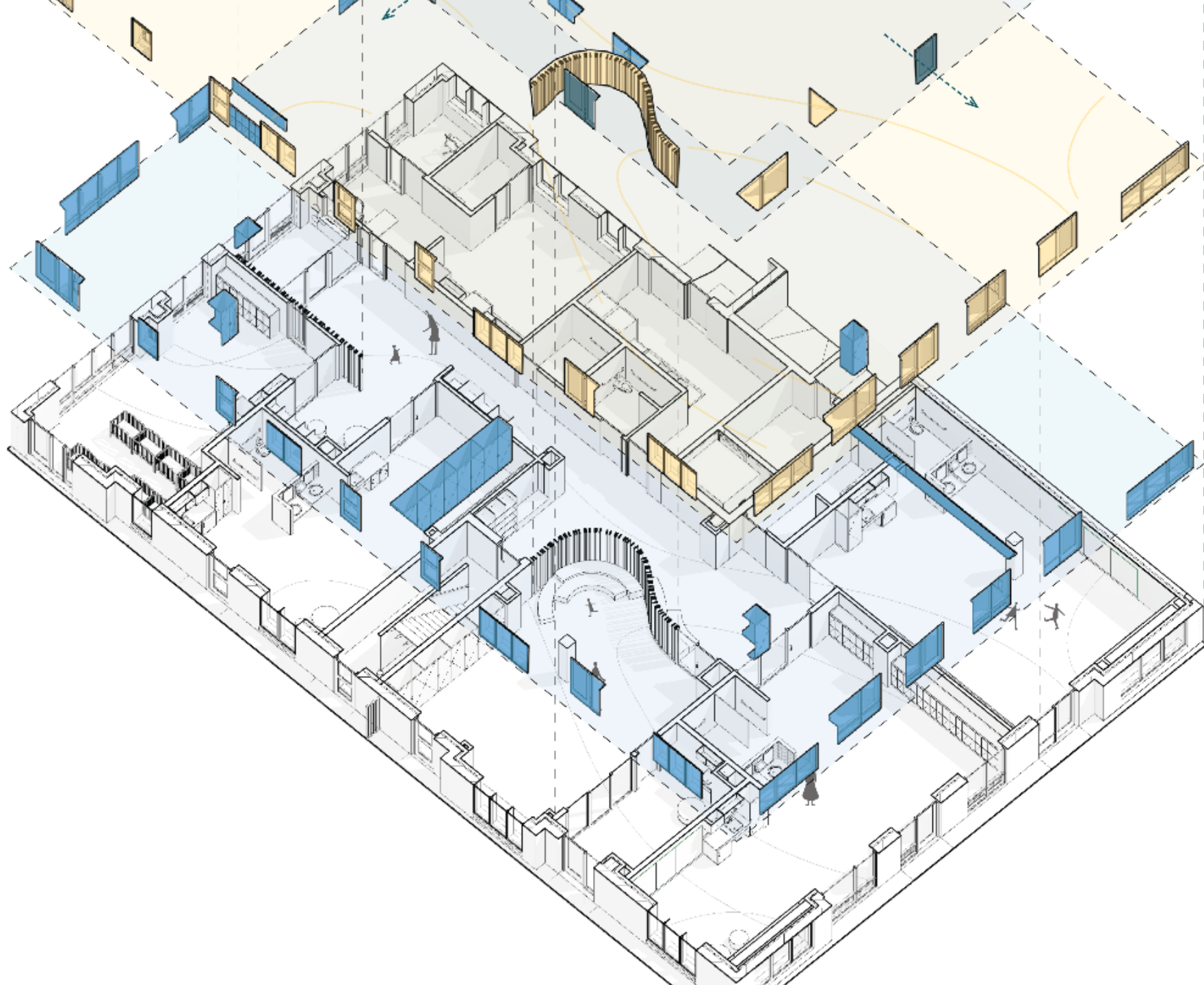
Peace of Mind



MATERIALITY

Integrate clean and durable materials throughout, with soft colors and textures.





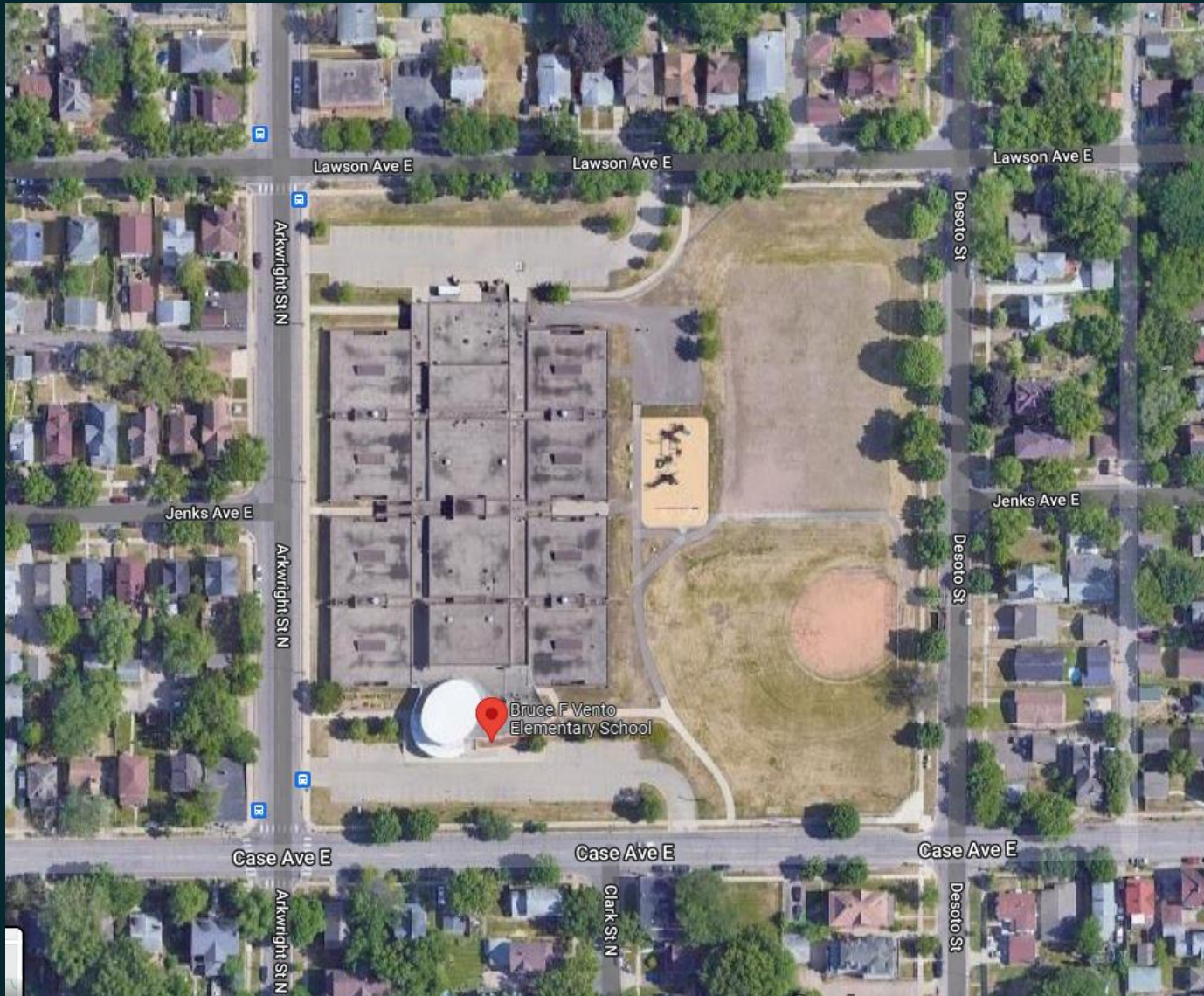
HOPE, DIGNITY, AND SUPPORT

EMPOWERMENT & PERSONAL CONTROL

Bruce Vento Elementary + Early Childhood Hub

**Applying Trauma Informed Design Concepts
in Early Phase Design of a New Project**

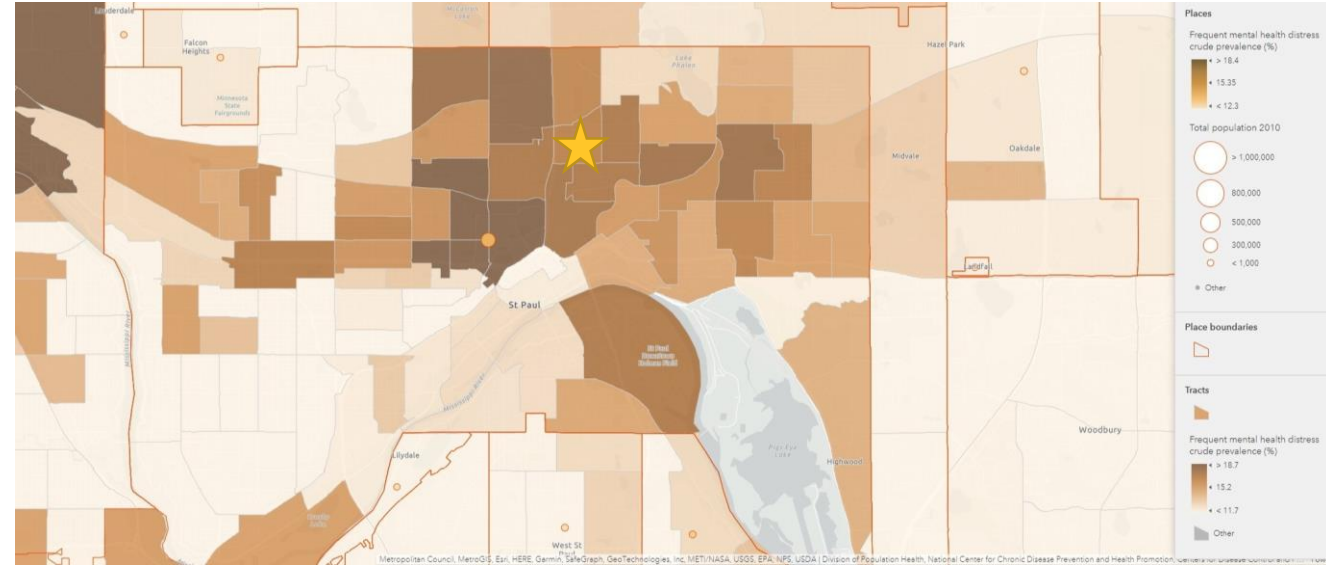
Project Scope



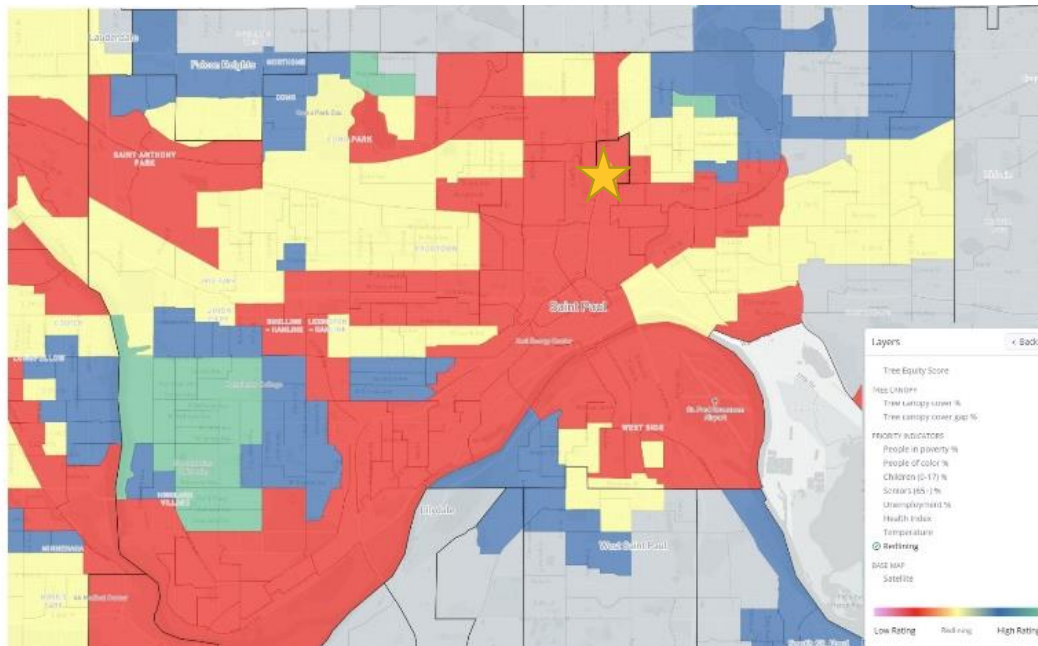
- Merging two St. Paul Public School communities into one
- John A. Johnson School Community + Bruce Vento (BV) School Community combine at existing BV School
- Adding Early Childhood and Wrap Around Services (housing, legal, dental, ECFE, ECSE)
- Existing Elementary School stays in operation during construction
- New School opens in Fall of 2025

Context

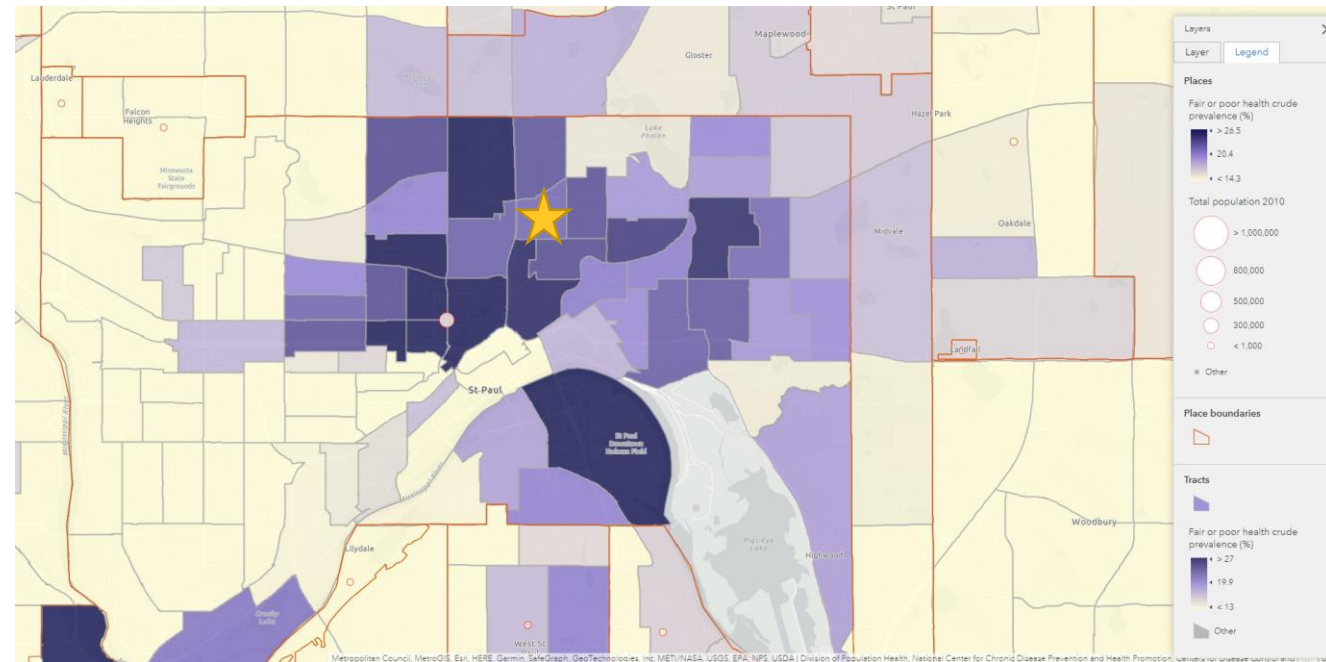
Mental Health



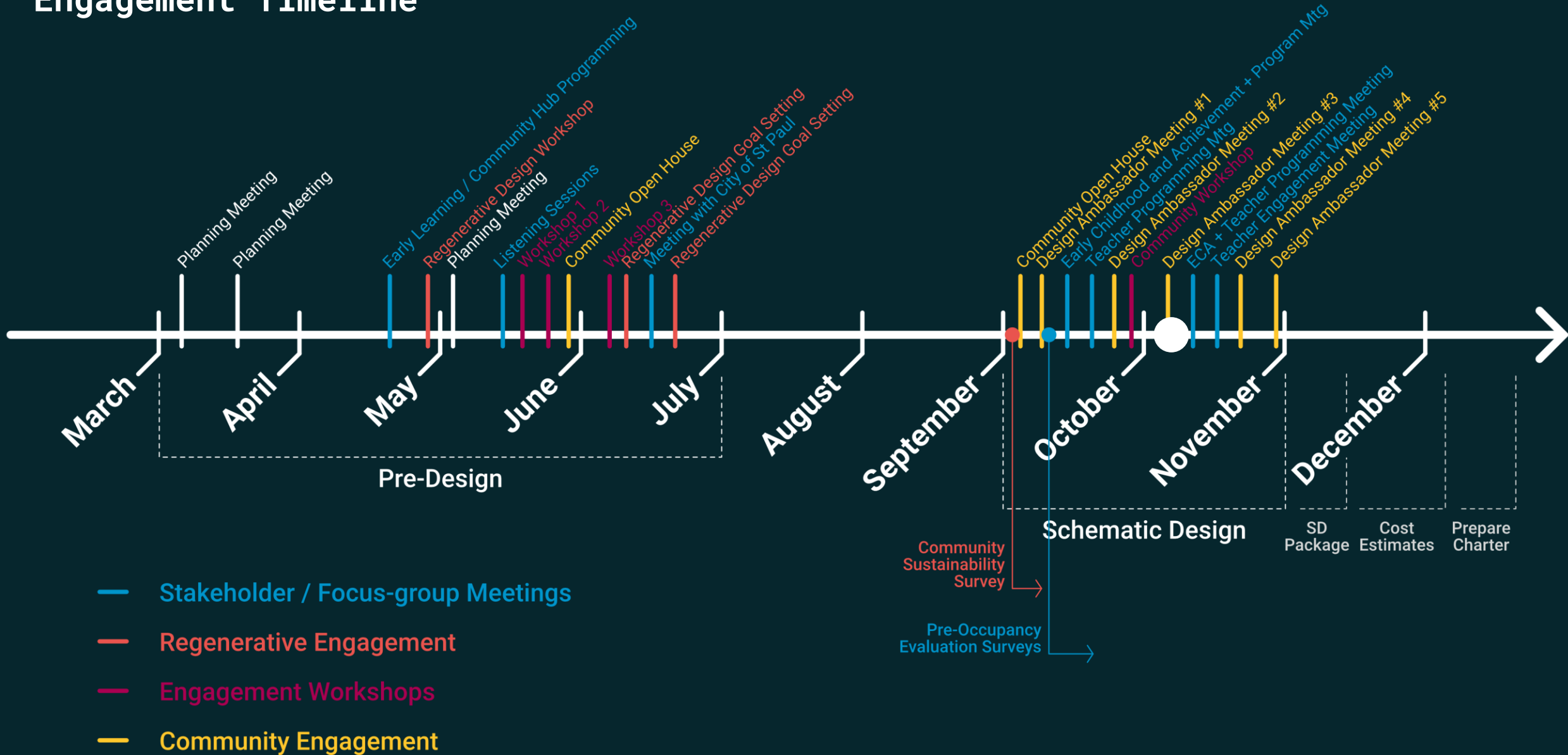
Red Lining & Historical Disinvestment



General Health



Engagement Timeline



WE SEE...

Bruce Vento Community will **welcome** all learners, staff, families, and community to a **vibrant, unique, and inspiring** environment. Gardens, play spaces, views, art, and natural elements will create a seamless connection between **indoor and outdoor** space. **Inclusive, comfortable, and intentional** spaces create an environment for all to **learn** and **grow** together. **Open** and **bright** areas will be balanced by **calming** zones, creating a place to feel **safe** and **supported**. The environment will be **flexible** and **adaptable** to encourage a wide range of uses and support future needs. Community resources like gardens, kitchens, technology, educational opportunities, and gathering spaces for partners and families will invite everyone to **feel at home**.

Bruce Vento will **celebrate the diversity of our families** and be the **heart of the community**.



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Through the Lens of Trauma Informed Design: Community Open House

What is special here?

————— **Connection & Community**

Where do you feel like you belong?

————— **Hope, Dignity & Self-Esteem**

How would you like to see your culture, identity,
and community celebrated?

————— **Joy, Beauty & Meaning**

How can we make school more playful?

————— **Empowerment & Personal Control**

Where do you like to go to relax?

————— **Peace of Mind**

What makes you feel safe?

————— **Safety, Security & Privacy**

Next week!

Through the Lens of Trauma Informed Design: Teacher Surveys

▪ Rate your overall satisfaction:

- Outdoor teaching/learning opportunities (*outdoor classrooms, opportunities to engage with the landscape*) ————— **Peace of Mind**
- Equitable access (*accessibility, access to resources and space*) ————— **Hope, Dignity & Self-Esteem**
- Opportunities to collaborate with other teachers and staff (*shared work spaces, shared resources, time to connect*) ————— **Connection & Community**
- Sense of security and control (*clear wayfinding, sightlines, paths of retreat, refuge spaces, inclusive restrooms*) ————— **Safety, Security & Privacy**
- The school celebrates and represents its occupants (*meaningful symbols and patterns, spaces that spark the imagination*) ————— **Joy, Beauty & Meaning**
- Opportunities for personalization (*project display space, classroom display, flexible furniture, variety of settings*) ————— **Empowerment & Personal Control**
- Welcoming and Inclusive (*does the building make you feel welcome?*) ————— **Hope, Dignity & Self-Esteem**
- Spaces that Support Student Mental Health (*calming rooms, sensory rooms, accessible staff support*) ————— **Peace of Mind**

Through the Lens of Trauma Informed Design: Student Surveys

1. I can look out the window and see trees and plants at school

3. I enjoy learning at school

2. I feel like I belong at school

4. I'm excited to go to school

Peace of Mind

Joy, Beauty & Meaning

Connection & Community / Hope, Dignity & Self-Esteem

Answer the following questions as they relate to the **indoor** spaces at your school

5. There are indoor spaces where I can move and play

6. There are indoor spaces where I can make things

7. There are indoor spaces where I can learn and explore

8. There are indoor spaces where I can feel calm

Answer the following questions as they relate to the **outdoor** spaces at your school

9. There are outdoor spaces where I can move and play

10. There are outdoor spaces where I can make things

11. There are outdoor spaces where I can learn and explore

12. There are outdoor spaces where I can feel calm

Empowerment & Personal Control

Empowerment & Personal Control

Empowerment & Personal Control

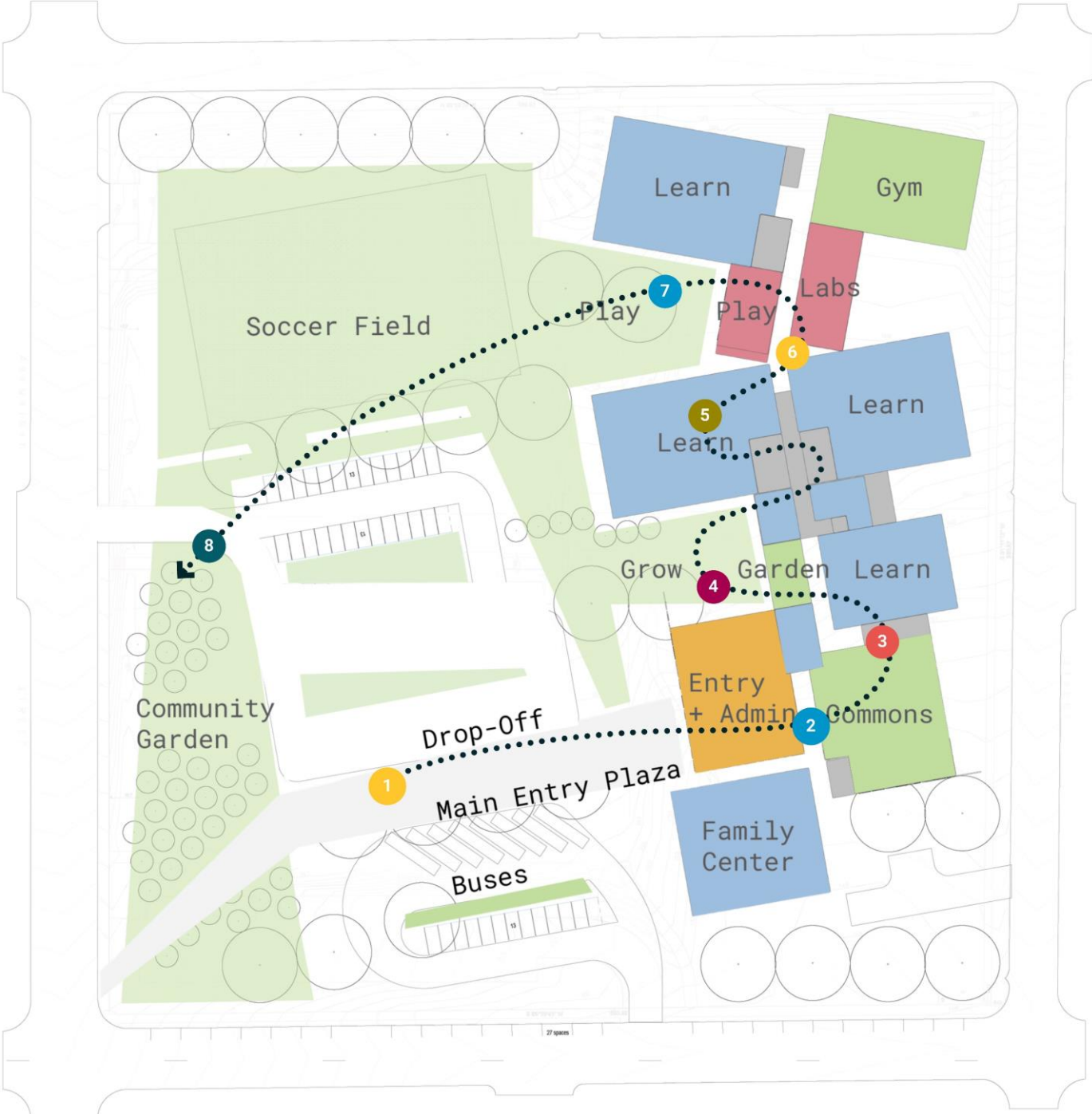
Peace of Mind

Block Party Workshop



-  Move + Play
-  Relax
-  Explore + Learn
-  Restore + Grow
-  Community

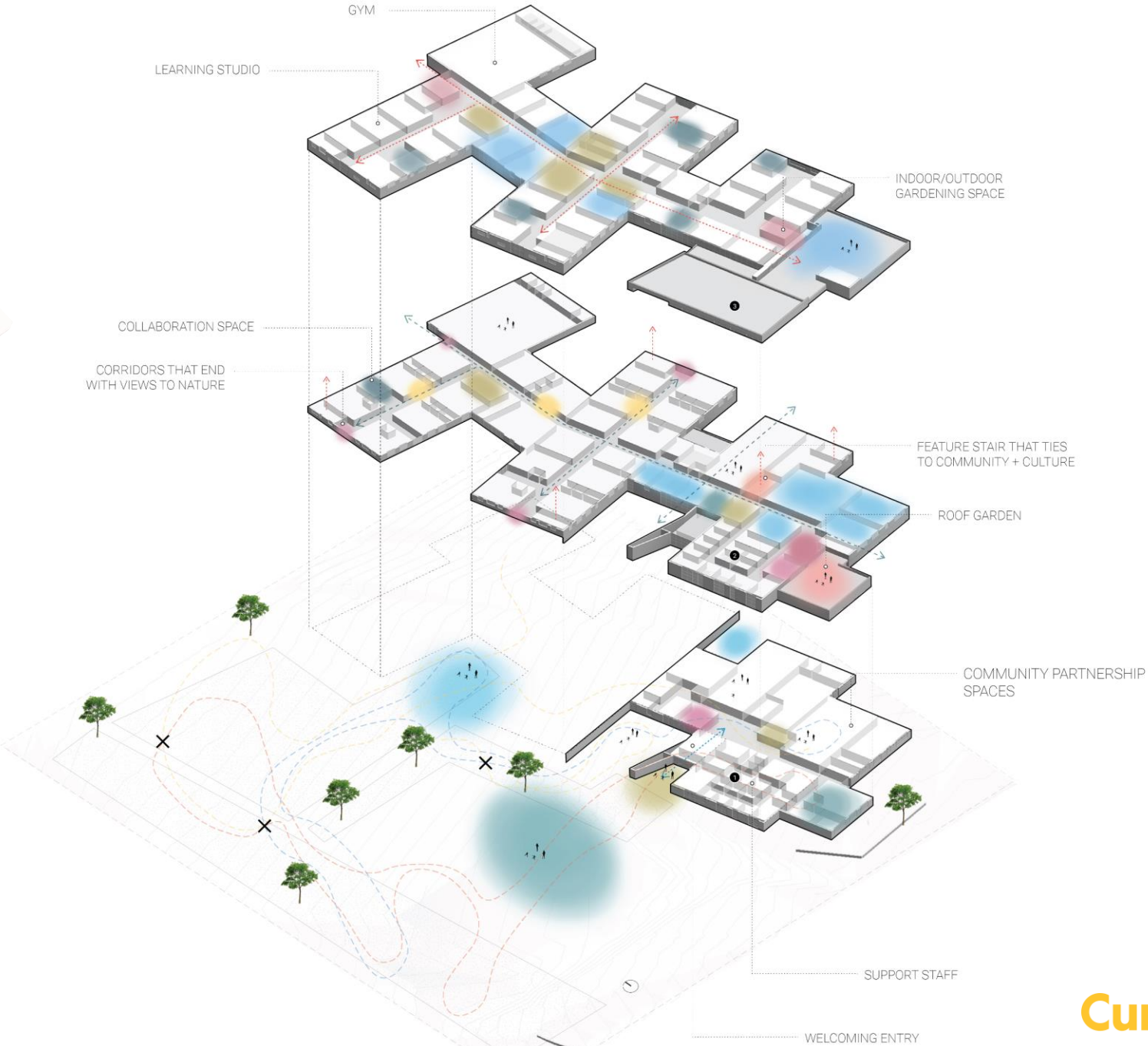
Learning Trail



TID Diagramming



- HOPE, DIGNITY, AND SELF-ESTEEM
- CONNECTION & COMMUNITY
- JOY, BEAUTY, MEANING
- PEACE OF MIND
- EMPOWERMENT & PERSONAL CONTROL
- SAFETY, SECURITY, AND PRIVACY



Creating a Clearing House of TID Strategies

Trauma Informed Design Toolkit Cunningham

[BACKGROUND](#) [RESOURCES](#) [REFERENCES](#)

About this Toolkit

This toolkit is a product of a research effort by Cuningham Group Architects which summarizes the findings of a literature review and accompanying process development efforts related to Trauma Informed Design in a K-12 setting. On the next page you can find a clearinghouse of design strategies that have been identified through the lit review and design discussions / past projects. These strategies are represented as cards that can be downloaded in a zip folder as jpgs. Once downloaded these cards can be used as an engagement tool for producing a trauma-informed design plan for your facility.

The pages of it continue to be added directly.

Trauma Informed Design Toolkit Cunningham

[BACKGROUND](#) [RESOURCES](#) [REFERENCES](#)

[DOWNLOAD ALL CARDS AS IMAGES](#) Show Simplified Cards

<p>Connection and Community</p> <p>MULTI-LEVEL SPACES</p> <p>Large public multi-level spaces can create central hubs for community and social activity. They can have visibility into adjacent spaces to create passive observation opportunities, and can incorporate a variety of furnishing and levels of privacy to create multifaceted and dynamic environments.</p>	<p>Connection and Community</p> <p>LARGE WINDOWS TO VISUALLY CONNECT SOCIAL SPACES WITH COMMUNITY</p>	<p>Connection and Community</p> <p>PRIMARY SOCIAL SPACES VISIBLE AND ACCESSIBLE FROM MAIN ENTRY</p>
<p>Connection and Community</p> <p>DIRECT CONNECTIONS TO THE EXTERIOR</p> <p>Direct connections to the exterior provides for dynamic activities and programming, creates connections to outdoor assets and resources, and can provide a path for intervening in responses to trauma by providing quick adjustments of setting.</p>	<p>Connection and Community</p> <p>CONVERSATION PIECES</p> <p>Use architectural, interior, landscape design elements or integrated artwork to create elements that can serve as conversation pieces for occupants and areas of focus around which people can gather.</p>	<p>Connection and Community</p> <p>TAILORED COMMUNITY SPACES</p> <p>Identify the types of community gathering that will take place in the facility, and make sure that the spaces designed for these gatherings can adequately accommodate them in a comfortable way. Ideally these spaces can be multi-use and serve small scale community functions as well as large scale</p>
<p>Connection and Community</p> <p>PARENT / CHILD TOGETHER SPACE</p> <p>Spaces that allow parents and children to interact with one another during activities or events. The presence of these spaces enable the facility to contribute to community building events and foster relationships between parents as well as students.</p>	<p>Connection and Community</p> <p>OUTLETS NEAR SEATING TO ENCOURAGE SOCIALIZATION WHILE CHARGING DEVICES</p>	<p>Empowerment and Personal Control</p> <p>VARIETY OF FURNITURE TYPES AND ZONES</p> <p>Furniture options with varying degrees of tactility, sensory input, and risk</p>
<p>Empowerment and Personal Control</p> <p>MAGNETIC MARKERBOARD WALL</p>	<p>Empowerment and Personal Control</p> <p>LIGHTING ZONES AND DIMMABLE</p>	<p>Empowerment and Personal Control</p> <p>EASILY OPERABLE MOTORIZED WINDOW</p>



<http://research.cunningham.com/trauma-informed-school-design/>

Hope, Dignity, and Self-Esteem

Work, Study, and Self-Care

CAPTIVE AND WELL-DESIGNED STORAGE

Provide a place to store work-related items and personal belongings in a secure and accessible way. Use lockers, lockers, and lockers to store work-related items and personal belongings. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

FURNITURE AND FIXTURES SIZED TO YOUNGER OCCUPANTS

Accommodate the needs of younger occupants by providing furniture and fixtures that are sized to their height and reach. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

WELCOMING ENTRY SEQUENCE

The public face of the building should be a welcoming and inviting one. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Connection & Community

Work, Study, and Self-Care

MULTI-LEVEL SPACES

Provide a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

TIES TO NEIGHBORHOOD, COMMUNITY AND CULTURE

Provide a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

CONVERSATION PIECES

Provide a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Joy, Beauty, Meaning

Work, Study, and Self-Care

CULTURALLY RELEVANT DESIGN / DECOR

Work with the community to understand the user group's values and incorporate them into the design. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

CLOSTERS AND ADJACENT CIRCULATION

Design a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Work, Study, and Self-Care

NATURE WALKS AND LEARNING TRAILS

Provide a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

Peace of Mind

ACOUSTIC SEPARATION / MITIGATION

Use acoustic separation and mitigation to reduce noise and improve the quality of the environment. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

AVOID NOISEY MATERIALS

Use materials that are quiet and do not create noise. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

AVOID NOISEY ELECTRICAL SYSTEMS / LIGHTING

Use electrical systems and lighting that are quiet and do not create noise. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

PLEASANT NATURAL LIGHTING

Use natural lighting that is pleasant and does not create glare. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

EXTERIOR ACOUSTIC BARRIERS

Use exterior acoustic barriers to reduce noise and improve the quality of the environment. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Peace of Mind

SOFT FORMS

Use soft forms to reduce noise and improve the quality of the environment. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Empowerment & Personal Control

Empowerment and Personal Control

MIRRORS IN PLAY / RECREATION AREAS

Use mirrors to create a sense of space and depth. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Empowerment and Personal Control

OPERABLE BLINDS

Use operable blinds to control light and view. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Empowerment and Personal Control

OPERABLE WINDOWS

Use operable windows to control light and view. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security, And Privacy

Safety, Security and Privacy

INCLUSIVE RESTROOM DESIGNS

Design restrooms that are inclusive and accessible to all. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security and Privacy

DESIGN LAYOUT AND PLANS FOR OCCUPANT PERSONAL SPACES

Design a variety of spaces for different types of activities. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security and Privacy

DYNAMIC FURNITURE

Use dynamic furniture to create a sense of space and depth. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security and Privacy

SCREENED BOUNDARY CONDITIONS

Use screened boundaries to create a sense of space and depth. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security and Privacy

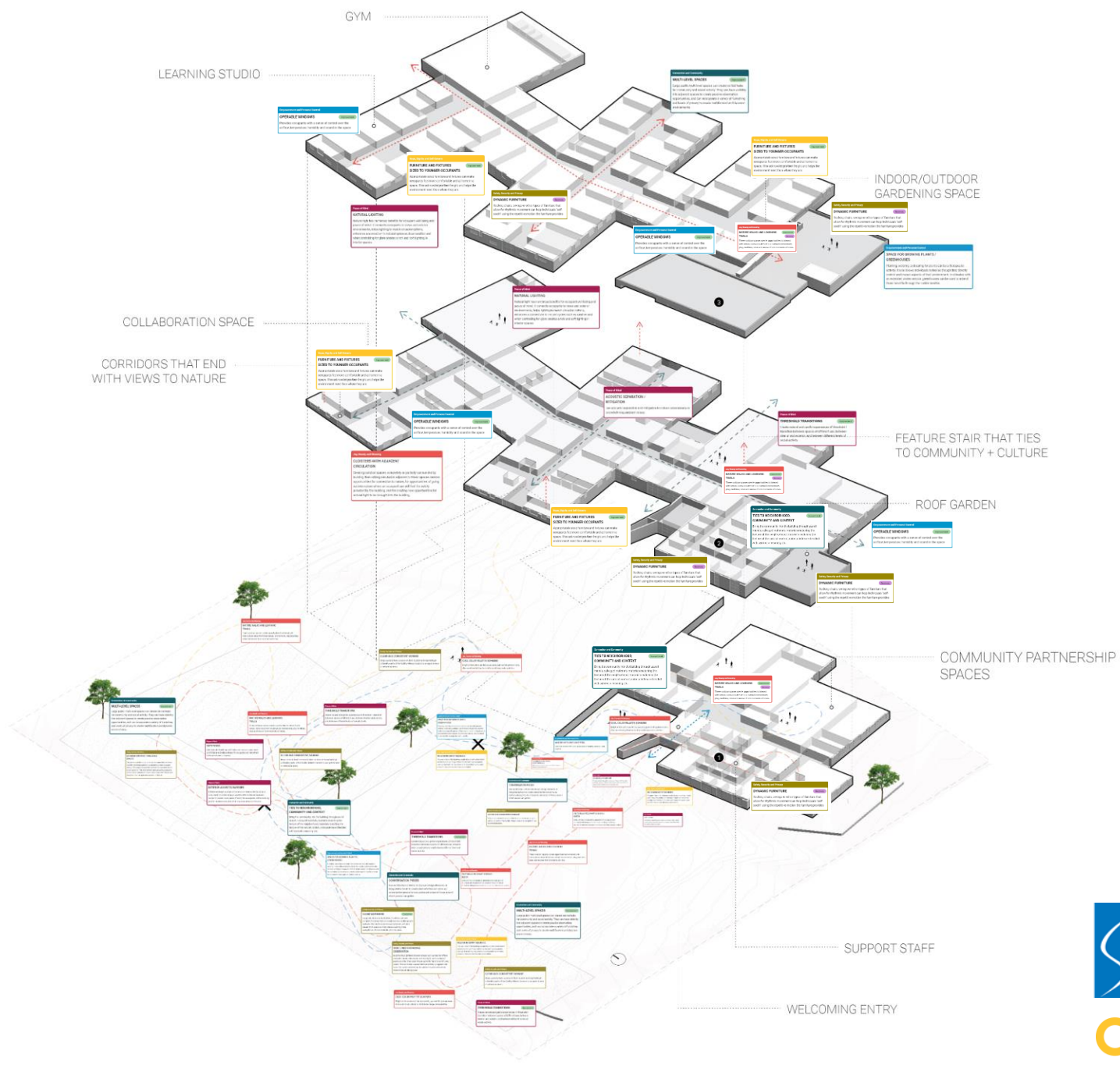
SHOULDER LINES FOR PASSIVE OBSERVATION

Use shoulder lines to create a sense of space and depth. Use lockers, lockers, and lockers to store work-related items and personal belongings.

Safety, Security and Privacy

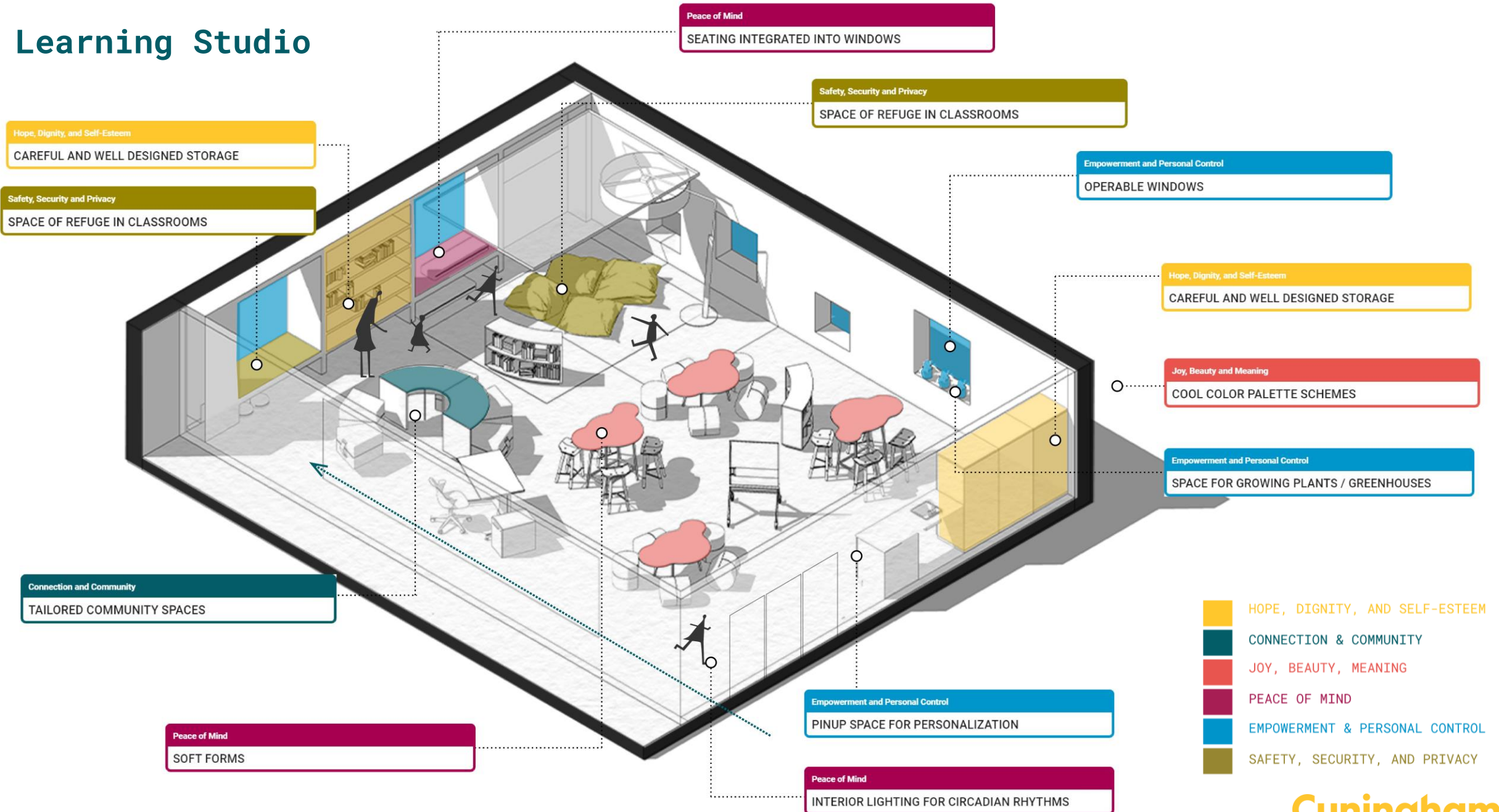
SPACE FOR NAPPING

Use space for napping to create a sense of space and depth. Use lockers, lockers, and lockers to store work-related items and personal belongings.

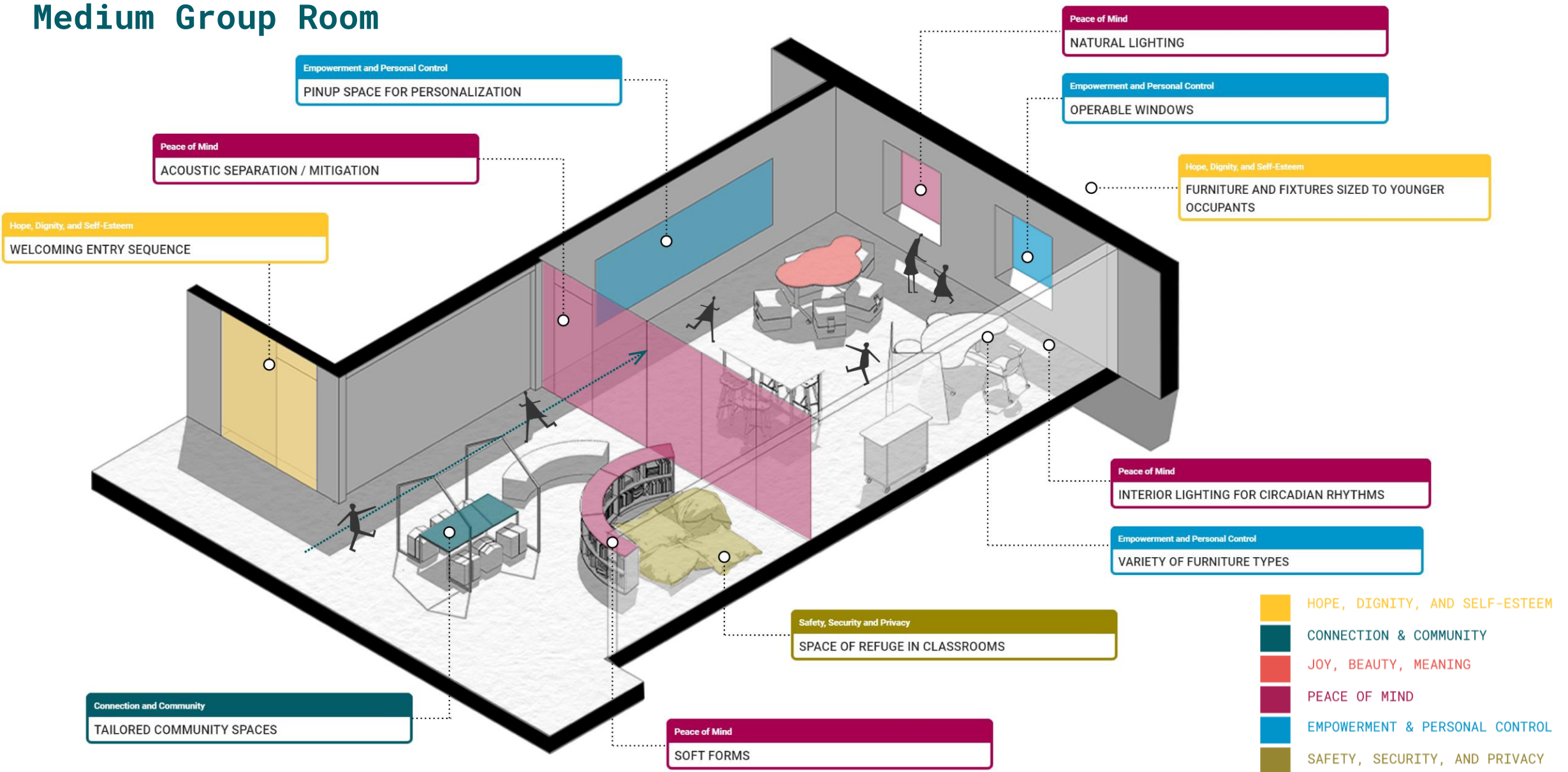


Cunningham

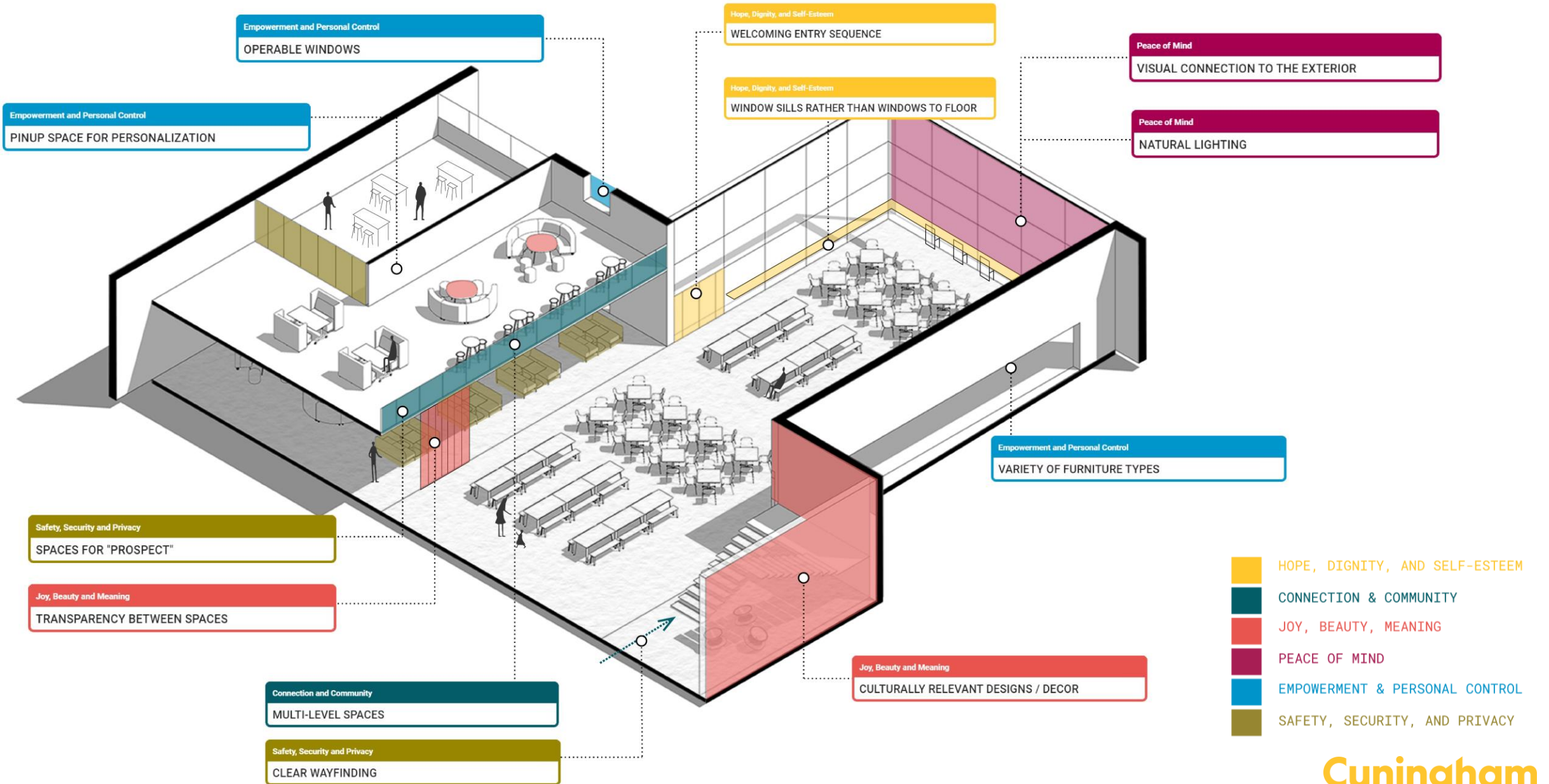
Learning Studio



Medium Group Room



Commons



What's Next?

Lessons Learned...so far

- Trauma Informed Design is not one-size-fits-all
- The 6 Principles can be a guide at all stages of the design process
- Designing through the lens of Trauma Informed Design can benefit all users of the space



Q&A

Thank you!
Questions?



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A large, stylized letter 'C' logo on the left side of the image. The 'C' is filled with a teal color and features a white grid pattern of thin lines. The background of the entire image is a dark teal color.

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