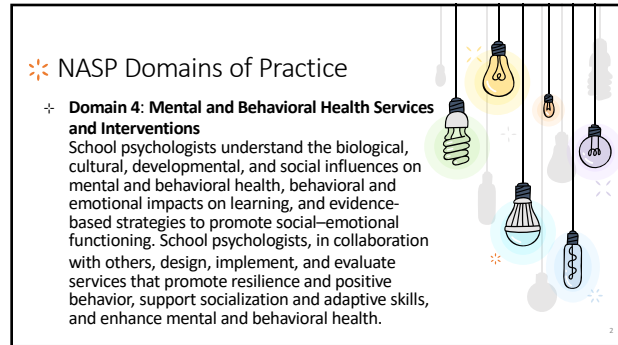
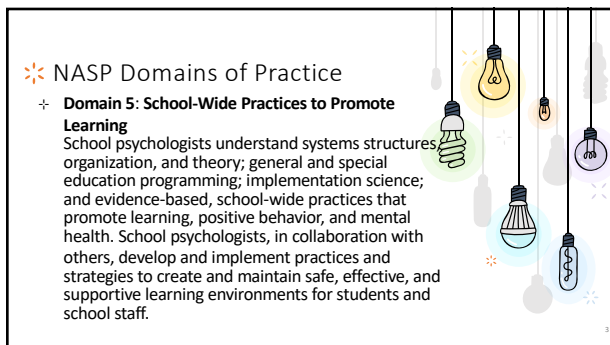


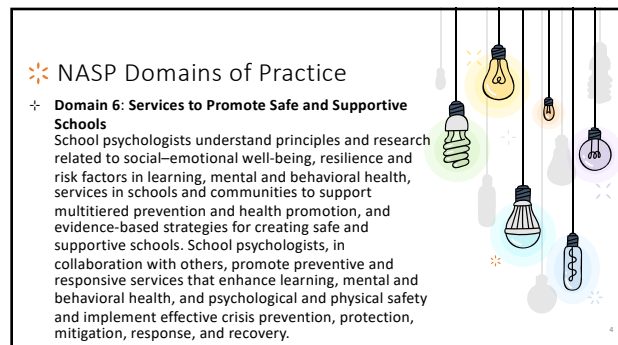
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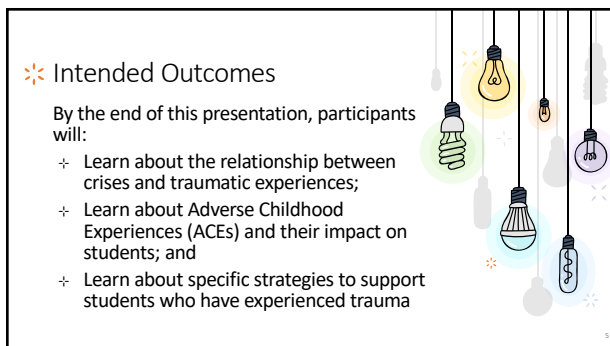
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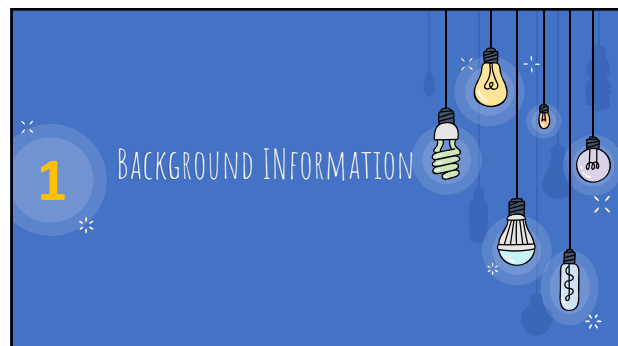
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5



6

**Video Clip**

“What are we doing as educators...  
...are we really understanding  
where our students are coming from?”

Godwin Higa

• Source: <https://www.youtube.com/watch?v=dcvQb9e-VLI>

7

**Paradigm Shift**

Shift thinking from, “What’s *wrong* with you?” to, “What *happened* to you?”




8

**Trauma: A Serious and Pervasive Issue**

Nearly **35 million children** in the United States have experienced at least one event that could lead to childhood trauma.

Source: National Survey of Children’s Health, NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved from [www.childhealthdata.org](http://www.childhealthdata.org)

9

✦ **The Lasting Impact of Trauma**

Childhood trauma can increase the risk for:

- ✦ psychological problems
- ✦ behavioral difficulties
- ✦ emotional problems (e.g., depression or Post-Traumatic Stress Disorder)
- ✦ substance use
- ✦ low occupational attainment or academic failure
- ✦ social maladjustment
- ✦ poor medical health

Source: <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma>

10

**Schools can Mitigate the Impact of Trauma**

✦ *Where do students spend the majority of their day?*

- ✦ In schools where caring adults are available to help them.


*You can help by:*

- ✦ Establishing routine
- ✦ Providing a safe place to share concerns
- ✦ Being sensitive to cues in the environment that may trigger a traumatic response
- ✦ Providing additional supports

Source: <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/trauma>

11

**How do we Differentiate?**



12

✦ What is Stress?

- ✦ **Definition of Stress:**
  - ✦ Any uncomfortable "emotional experience accompanied by predictable biochemical, physiological and behavioral changes."
- ✦ Some stress can be beneficial at times, producing a boost that provides the drive and energy to help people.
- ✦ However, an **extreme amount of stress can have health consequences** and adversely affect the immune, cardiovascular, neuroendocrine and central nervous systems.

Source: <http://www.apa.org/helpcenter/understanding-chronic-stress.aspx>; Anderson, N.B. (1998); Baum, A. (1990)

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✦ What is a Crisis?

- ✦ Perceived as **extremely negative**
- ✦ Generate feelings of **helplessness, powerlessness, and/or entrapment**
- ✦ May occur **suddenly, unexpectedly, and without warning**

Source: Brock (2016), Reeves et al (2011)

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✦ What is Trauma?

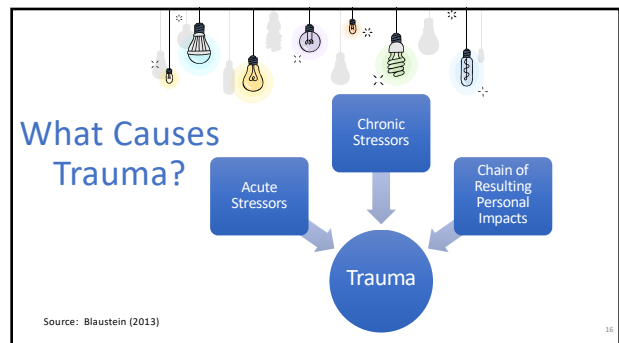
Although there is an academic debate on the actual definition of trauma, it is agreed upon that traumatic experiences are:

- ✦ Overwhelming
- ✦ Lead to strong negative emotions (i.e. shame, helplessness, fear, etc.)
- ✦ Involve some degree of experienced or witnessed threat to self
  - Can be physical, mental, or emotional

*The experiences are subjective, developmentally bound, and individual.*

Source: Blaustein (2013)

15



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Although....

all traumatic experiences are crises in an individual's life,  
**not all crises are traumatic.**

How are crises perceived within each of us?

17

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✦ 2 TRAUMA AND THE BRAIN

18

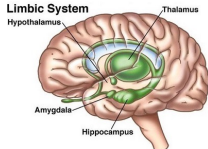
18

### The Brain's Response to Stress

**The Cook and the Smoke Detector**

- Danger is a normal part of life. The brain detects it and organizes how we will respond.
- The **thalamus** is the "cook." It combines the sensory information into a combined "experience."
- Those sensations either go to the **amygdala** and/or the **frontal cortex**.

The amygdala determines whether the input is important for our survival (i.e., the smoke detector).

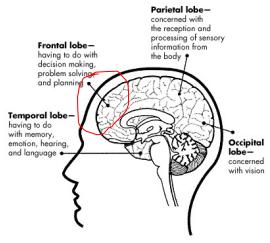


Source: Van Der Kolk, B. (2014)

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### The Brain's Response to Stress

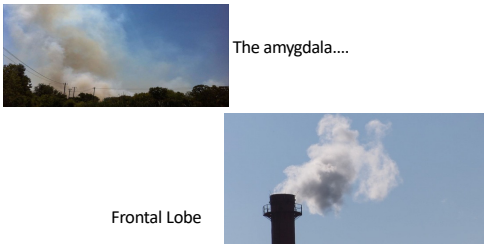
- The **frontal lobe**
  - The **amygdala** helps the body to make critical first steps in responding to a crisis. It receives the information first.
  - The **frontal lobe** or the "Watch Tower" helps you to observe what is going on and make a conscious decision on what to do next.
  - The frontal lobes can help you to determine what is a real emergency or a false alarm.



Source: Van Der Kolk, B. (2014)

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### The Brain's Response to Stress



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### So when a crisis happens...

- The **thalamus** shuts down. The same happens when victims have flashbacks of the traumatic event. Instead of the trauma being remembered as a story, it becomes isolated images, sounds, and physical sensations. The filter disappears.
- The **amygdala** goes into overdrive and everything becomes a crisis. Can lead to constant "flight or fight."
  - This also impacts your ability to distinguish between what happened in the past and what is happening in the present.
- The **frontal lobe** becomes impaired and the traumatic experiences aren't organized well or at all.


Source: Van Der Kolk, B. (2014)

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### Intended Outcomes

By the end of this presentation, participants will:

- ✦ Learn about the relationship between crises and traumatic experiences;
- ✦ Learn about Adverse Childhood Experiences (ACEs) and their impact on students; and
- ✦ Learn about specific strategies to support students who have experienced trauma



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### Examining causes and pathway of intervention



Source: <https://www.youtube.com/watch?v=KoaQUANGvpA>

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24



### Philadelphia Urban ACEs Study

Expanded view of toxic childhood experiences:

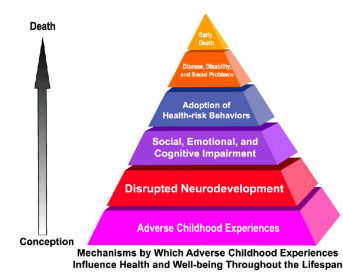
- ✦ Witnessing violence
- ✦ Felt discrimination
- ✦ Adverse Neighborhood Experiences
- ✦ Bullied
- ✦ Lived in Foster Care



Source: <https://www.philadelphiaaces.org/philadelphia-ace-survey>

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### ACE Pyramid



Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Source: <https://www.cdc.gov/violenceprevention/acestudy/about.html>

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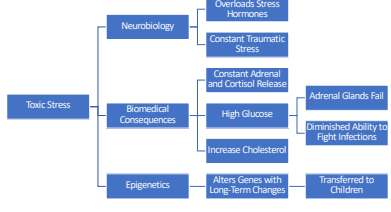
### Effects of ACEs

BEHAVIOR				
Lack of physical activity	Smoking	Alcoholism	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Overweight/obesity	Diabetes	Depression	Suicide attempts	STIs
Heart disease	Cancer	Stroke	COPD	Broken bones

Source: Robert Wood Johnson Foundation

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### The Body's Response to ACEs



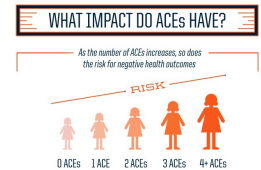

Source: Baltimore Child Abuse Center (2018), Van Der Kolk, B. (2014)

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### Impact of ACEs

WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes

Source: <https://www.rwjf.org/en/library/infographics/the-truth-about-aces.html>

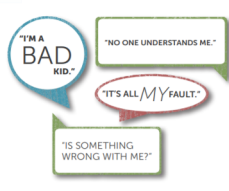
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### Developmental Impact of Trauma

It's important to recognize the signs of traumatic stress and its short- and long-term impact.

The signs of traumatic stress may be different in each child. Young children may react differently than older children.


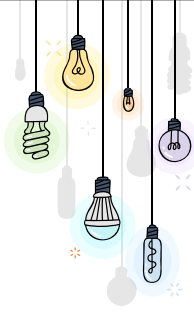
- PRESCHOOL CHILDREN**
  - Fear being separated from their parent/caregiver
  - Cry or scream a lot
  - Eat poorly or lose weight
  - Have nightmares
- ELEMENTARY SCHOOL CHILDREN**
  - Feel guilt or shame
  - Have a hard time concentrating
  - Have difficulty sleeping
- MIDDLE AND HIGH SCHOOL CHILDREN**
  - Feel depressed or alone
  - Develop eating disorders or self-harming behaviors
  - Begin abusing alcohol or drugs
  - Become involved in risky sexual behavior



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### Signs of Trauma in Preschool Students

- ✦ Separation Anxiety
- ✦ Regression
- ✦ Lack of Development
- ✦ Re-creating traumatic event
- ✦ Difficulty sleeping
- ✦ Anxiety
- ✦ New fears
- ✦ Increased somatic complaints
- ✦ Changes in behavior
- ✦ Over or under reaction to environment

Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>


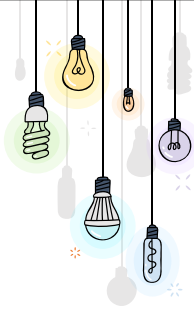
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### Psychological and Behavioral Impact of Trauma: Preschool Children

Two stories, Ricky & Alexa

Exposure to trauma of preschool age children

- ✦ Overwhelm capacity to regulate emotions
- ✦ Evoke feelings of extreme fear and helplessness
- ✦ Responses are subjective






Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

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### Signs of trauma in Elementary Students

- ✦ Clingy with teacher/parent
- ✦ Changes in behavior
- ✦ Increased activity level
- ✦ Decreased attention/concentration
- ✦ Withdrawal from people or activities
- ✦ Angry outbursts/aggression
- ✦ Absenteeism
- ✦ Difficulty with authority, redirection, criticism


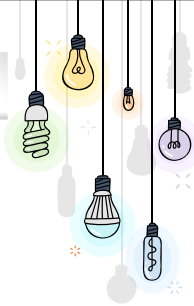



Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

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### Signs of trauma in Secondary Students



- ✦ Increased somatic complaints
- ✦ Change in behavior
- ✦ Changes in academic performance
- ✦ Irritability with friends and teachers
- ✦ Discomfort with feelings
- ✦ Angry outbursts
- ✦ Withdrawal from others
- ✦ Absenteeism
- ✦ Worrying
- ✦ Avoidance behaviors
- ✦ Emotional numbing

Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

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### Let's consider Ricky again...

Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

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### Let's consider Alexa again...





Source: <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

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✦ Activity

- ✦ At each table, take the paper plate and write all of the different ways you have seen students react to crises in their lives.
- ✦ Each person has to write something. You cannot skip your turn.
- ✦ Do not repeat what someone else has stated.
- ✦ We will share out to the whole group in 5 minutes.



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3 PRACTICING TRAUMA-INFORMED CARE



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6 Guiding Principles of Trauma-Informed Care

- Safety
- Trustworthiness & Transparency
- Peer Support & Mutual Self-Help
- Collaboration & Mutuality
- Empowerment, Voice, & Choice
- Cultural, Historical, & Gender Issues

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Resiliency




- ✦ The ability to overcome challenges of all kinds—and come back stronger and wiser.
- ✦ The ability to bounce back when things don't go as planned and “pull ourselves up by our bootstraps”
- ✦ Resilient individuals are more successful in school, jobs, and life; happier in relationships; less susceptible to depression
- ✦ Helps people deal with stress, adversity, and overcome disadvantages

*“I have not failed. I've just found 10,000 ways that won't work.”*  
 -- American inventor, Thomas Edison


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Fall-Hamilton Elementary's Transition to Trauma-Informed Teaching




In Nashville, **60%** of children have had an **ADVERSE CHILDHOOD EXPERIENCE.**

Source: <https://www.youtube.com/watch?v=iidalwam8ig&t=323s>




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How to Be a Trauma Informed High School



In Nashville, Pearl-Cohn High School is striving to close the **ACHIEVEMENT GAP**

Source: <https://www.youtube.com/watch?v=i6Kxv5Dp6X8&action=share>



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### ✦ Trauma-Sensitive Schools

- ✦ Develop school-wide interventions by helping students develop relationships, learn to regulate emotions and behavior, maintain healthy lifestyles (e.g. Mindfulness), and achieve academically.
- ✦ Examples:
  - ✦ Increase staff members understanding of and ability to mitigate the potential impacts of traumatic experiences on students' learning and behavior.
  - ✦ Encourage all staff members to work together to meet the needs of the students.
  - ✦ Include community resources, parents, and guardians in the support network.

Source: Ristuccia (2013)

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### ✦ Implications for Schools

Schools should have safe, welcoming environments that will decrease the need to "survive."

- ✦ Recognize that behaviors may be a response to students experiencing trauma in their lives.
- ✦ Acknowledge and respect boundaries.
- ✦ Be a relationship coach. Help teach expectations.
- ✦ Provide opportunities for meaningful participation.
- ✦ Provide opportunities to practice self-regulation.

Source: Hertel & Johnson (2013)

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### Trauma Sensitive School Checklist

The checklist is organized by the categories listed on the left. Each category includes a list of items that are essential for a trauma-sensitive school. Each item is accompanied by a box for marking the status of the item.

**Source:** [http://www.tolerance.org/sites/default/files/general/trauma%20sensitive%20school%20checklist%20\(1\).pdf](http://www.tolerance.org/sites/default/files/general/trauma%20sensitive%20school%20checklist%20(1).pdf)

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### ✦ Implications for Staff Members

Schools should have safe, welcoming environments that will decrease the need to "survive."

- ✦ Encourage physical activity. Exercise produces a protein that mitigates damaging hormones that are in the brain. Noncompetitive activities are especially helpful.
- ✦ Encourage parents to develop routines for their children at home and to get enough sleep.
- ✦ Maintain high academic expectations for all students.
- ✦ Provide opportunities for success.
- ✦ Monitor and reward student progress.

Source: Hertel & Johnson (2013)

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### ✦ Strategies for Staff Members

- ✦ Be aware of your emotions and work toward self-regulation. Work with a mentor to gain optimal self-regulation when with students.
- ✦ Use a calm and neutral voice. Avoid conversations until the student is calm and settled.
- ✦ Offer acceptable alternative choices. Do not engage in an argument. Give two positive choices.
- ✦ Have the student be the "assistant" or find small leadership roles to help engage them before a disruption or conflict occurs. Help them feel a positive connection to you.

Source: <http://www.ciscenraltexas.org/resources/traumatraining/>

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### ✦ Strategies for Staff Members

- ✦ Acknowledge the student's feelings. For example, you could say, "I can see you're having a difficult time. Thank you for letting me know."
- ✦ Have sensory objects to manage energy (e.g., stress balls, play dough).
- ✦ Let the student know what you want from them, rather than what you don't want.
- ✦ Praise publicly and often.
- ✦ Offer a break. Have student take a walk, get water, visit the library, take a note to an adult who they have a positive connection with

Source: <http://www.ciscenraltexas.org/resources/traumatraining/>

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### ❄️ Strategies for Staff Members

- ❄️ Use words and phrases that de-escalate.
  - × I wonder if...
  - × Let's try...
  - × It seems like...
- ❄️ Prepare students for transitions.
- ❄️ It is important to have a plan for students who you know have a pattern of becoming overwhelmed. Often, this involves collaborating with a counselor, administrator, or other support staff member.

Source: <http://www.ciscentraltexas.org/resources/traumatraining/>

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### Classroom Sensory Strategies

**Module #3: Classroom Sensory Strategies**

All of these sensory needs things that we need our to help us regulate or keep us excited. Because they make it harder for us to tolerate stress. This list is designed to help teachers evaluate their classroom using a sensory lens by promptly the questions:

1. What sensory behaviors are being in my classroom?
2. What sensory options can I have available in my classroom to help my students be more available to learn?

*Note: Students who do not respond to a variety of sensory options in the classroom may benefit from a student-specific sensory profile completed by a qualified occupational therapist to determine student-specific needs and strategies.*

Sensory Area	General Observations	Specific Observed Behaviors	Sensory Strategies
Movement	Students need gross motor movement to maintain regulation or become dysregulated when they do not have gross motor movement.	<ul style="list-style-type: none"> <li>Rocking in chair</li> <li>Leaving seats</li> <li>Walking</li> <li>Running/walking around</li> </ul>	<ul style="list-style-type: none"> <li>Flushing stairwell</li> <li>Stagger seats</li> <li>Use push-in chairs</li> <li>Pusher desk, ball chairs</li> <li>Wobble floor</li> <li>Movement breaks</li> <li>Hand signal down desk</li> <li>Pusher desk, ball chairs</li> <li>Topic, stretching</li> </ul>
	Students become dysregulated by too much movement or activity.	<ul style="list-style-type: none"> <li>Obscure or frantic movement</li> <li>Doodling, scribbling</li> </ul>	<ul style="list-style-type: none"> <li>Stretchness, deep breathing</li> <li>Stretchness, deep breathing</li> <li>Journaling</li> </ul>
Temperature	Students need fine motor movement to maintain regulation or become dysregulated when they do not have fine motor movement.	<ul style="list-style-type: none"> <li>Too hot</li> <li>Too cold</li> </ul>	<ul style="list-style-type: none"> <li>Stretching</li> <li>Journaling</li> <li>Personal fans</li> <li>Blankets</li> </ul>
	Students report being too hot or too cold.	<ul style="list-style-type: none"> <li>Too hot</li> <li>Too cold</li> <li>Too quiet</li> </ul>	<ul style="list-style-type: none"> <li>Controlled, low decibel</li> <li>Personal fans</li> <li>Blankets</li> <li>Noise cancelling headphones</li> <li>Desk covers</li> <li>White noise machine, headphones to listen to music</li> <li>Radio to play different kinds of music</li> </ul>

Source: [https://media.dpi.wi.gov/spw/av/trauma\\_sensitive\\_schools\\_mod\\_3/story\\_content/external\\_files/Classroom%20Sensory%20Strategies%20Tool.pdf](https://media.dpi.wi.gov/spw/av/trauma_sensitive_schools_mod_3/story_content/external_files/Classroom%20Sensory%20Strategies%20Tool.pdf)

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## 4 SECONDARY TRAUMA

Caring for the Caregivers

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### Secondary Trauma and Self care

**What is secondary trauma?**

- Emotional duress that results when an individual hears about the firsthand trauma experiences of another

**Risk factors & causes of secondary trauma**

- personal exposure to a traumatic event(s) or to individuals who are coping with their own reactions to trauma
- Direct contact with children's traumatic stories
- Helping others and neglecting yourself

Source: NCTSN, 2008

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### Signs of Secondary Trauma

- Emotional
- Physical
- Behavioral
- Professional
- Cognitive
- Spiritual
- Interpersonal

- Being tired all the time
- Sleepless nights
- Aches and pains
- High anxiety
- Weight gain
- Inability to keep things straight
- Anger issues at work
- Depression

Source: Figley, 1995

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### Tips for Educators

1. Be aware of the signs
2. Don't go it alone
3. Recognize compassion fatigue as an occupational hazard
4. Seek help with your own traumas
5. If you see signs in yourself, talk to a professional
6. Attend to self care

Source: Figley, 1995

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### Trauma informed Teaching

Trauma-sensitive Schools are ones in which educators:

- realize the **impact of adverse childhood experiences** on neurobiological development and attachment
- recognize the **impact of trauma on learning and behavior**
- respond by building resilience and avoiding re-traumatization

The Problem	The Solution	How We Get There
1 Many students have had traumatic experiences.	2 Trauma can impact learning, behavior and relationships at school.	3 Trauma-sensitive schools help children feel safe to learn
		4 Trauma sensitivity requires a whole school effort.
		5 Helping traumatized children learn should be a major focus of education reform.

Source: Perry & Daniels, 2016; SAMSHA, 2015

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## Thank You

### Any questions?

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- + dedication10@gmail.com

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