

Trauma Informed Practices Equity For All

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At the end of the workshop you will be able to:

- define trauma and explain its impact on the brain and learning.
- explain upstairs/downstairs brain and identify ways to reconnect yourself and others with their upstairs brain.
- identify strategies for helping students with trauma (and all students).
- understand the impact of trauma informed practices on students and schools.
- recognize the importance of self-care and the impact of secondary trauma.

Our Story

How did
we get
here?



Video: Trauma Informed Practices in Action

Trauma Informed Practices in Action

Who is your *the one*?
Why are you here?

Turn and tell your story.

Why are things so different now?

**Children aren't different
childhood is.**

Current Stressors

- Gun Violence
- School Safety
- Social Media/Cyberbullying
- Rising Suicide Rates
- Sexual Harassment/Abuse
- Immigration

Children and young adult brains are still maturing and react to stress differently.

What is trauma?



What is trauma? 2

“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope” (Rice & Groves, 2005).

The child’s response and interpretation of the event determines the harmful impact, not just the event itself.

Five Fundamental Truths

1. Trauma is real.
2. Trauma is prevalent.
3. Trauma is toxic to the brain and affects development and learning.
4. We need to help teachers feel prepared to support students with trauma (even if we don't know who they are).
5. Children are resilient, and with positive learning environments they can grow, learn and succeed.

Sours & Hall

Adverse Childhood Experiences-ACEs



[ACE Survey](#)

Adverse Childhood Experiences - ACEs

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

What are the long term impacts of ACEs?

ACEs impact a child's development, their relationships with others, and increase the risk of engaging in health-harming behaviours, and experiencing poorer mental and physical health outcomes in adulthood. Compared with people with no ACEs, those with 4+ ACEs are:



2x

more likely to binge drink and have a poor diet



3x

more likely to be a current smoker



4x

more likely to have low levels of mental wellbeing & life satisfaction



5x

more likely to have had underage sex



6x

more likely to have an unplanned teenage pregnancy



7x

more likely to have been involved in violence



11x

more likely to have used illicit drugs



11x

more likely to have been incarcerated



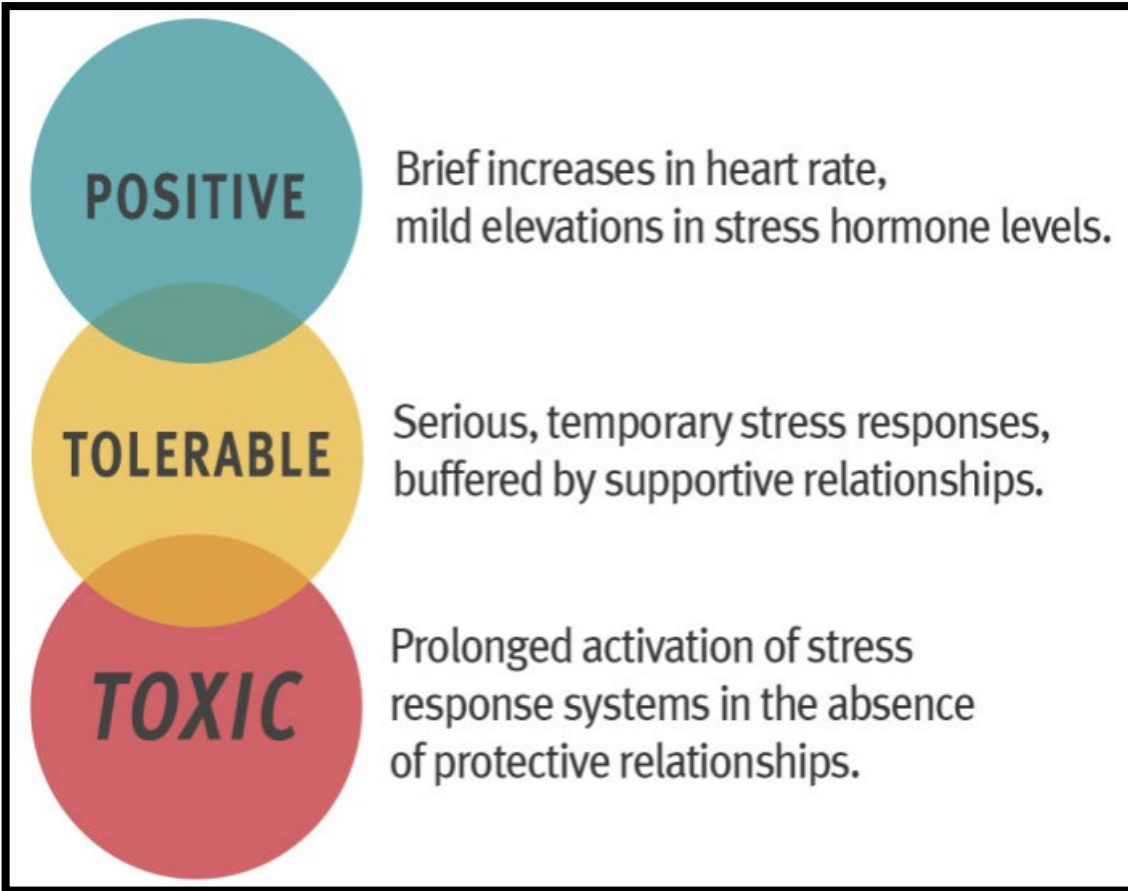
Class or School Reflection

Think about the students you
are working with - how many
have experienced 1 or more
ACE?

Impacts of Trauma

How does trauma impact the brain,
behavior, and learning?

Impacts of Stress

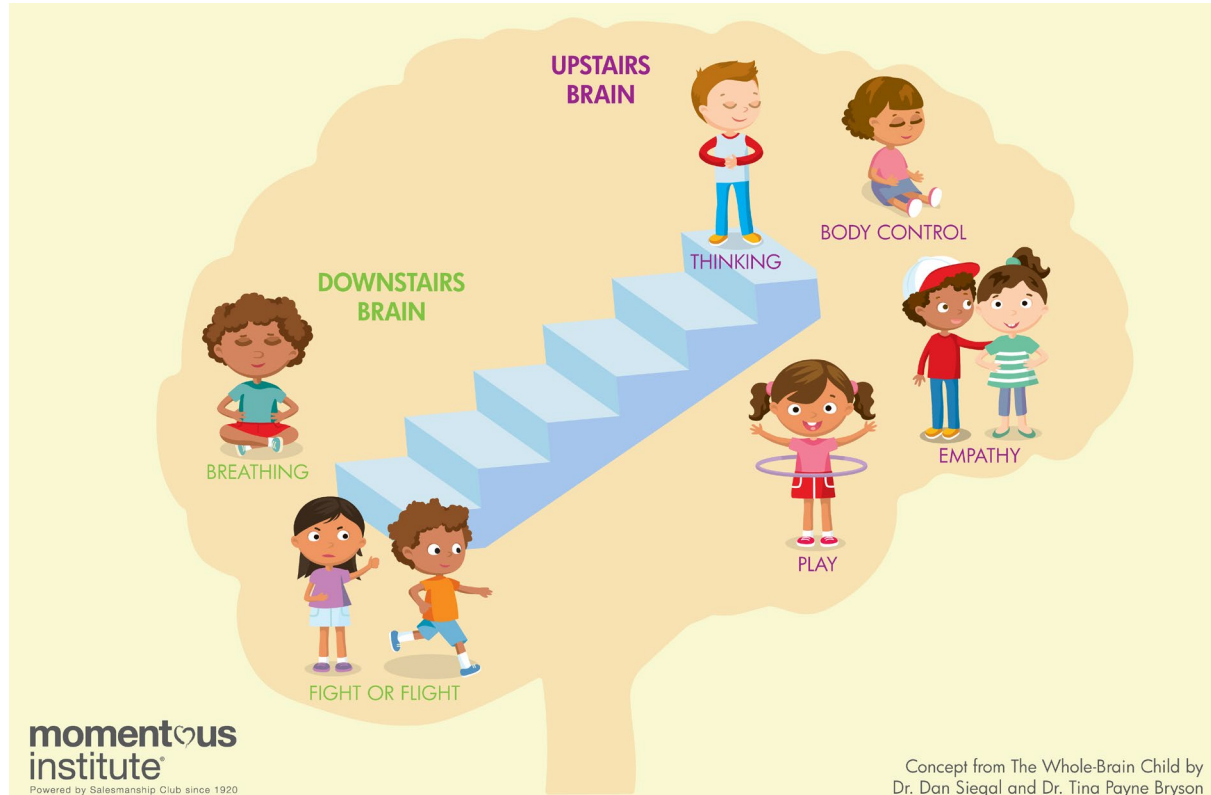


Relationships Matter

Research indicates that supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.

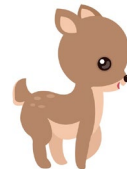
-Center on the Developing Child,
Harvard University

How can we help our students understand what is happening in their brains?



Flight, Fight, or Freeze in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none">• Withdrawing• Fleeing the classroom• Skipping class• Daydreaming• Seeming to sleep• Avoiding others• Hiding or wandering• Becoming disengaged	<ul style="list-style-type: none">• Acting out• Behaving aggressively• Acting silly• Exhibiting defiance• Being hyperactive• Arguing• Screaming/yelling	<ul style="list-style-type: none">• Exhibiting numbness• Refusing to answer• Refusing to get needs met• Giving a blank look• Feeling unable to move or act



Adults are the Staircase Carpenters of the Brain

- Am I engaging the upstairs brain?
- Am I triggering the downstairs brain?
- The better we are able to understand this concept, the better we can help kids during stressful situations.
- Just remember to use your upstairs brain!



Downstairs Brain is Not About You

Close your eyes and think about a time that you had an interaction with a student or adult who was in their downstairs brain.

1. What happened?
2. How did you react?
3. How did they react?
4. What would you do differently (if anything)?



Consider your Influence

School Situations	
What You Cannot Control	What You Can Influence
Whether student A comes to school today.	The way you welcome student A when he/she arrives.
The services student B is eligible for.	The attention you give student B when he struggles.
If a parent gets upset with you.	How you listen to the parent and hear their concerns.
How a student chooses to behave under stress.	The environment that you provide for the student and your willingness to meet his/her needs.

Actions Have Consequences

This does not mean that students are not held accountable for their actions, but that we view their actions through the lens of understanding why the behavior is happening and addressing it accordingly.

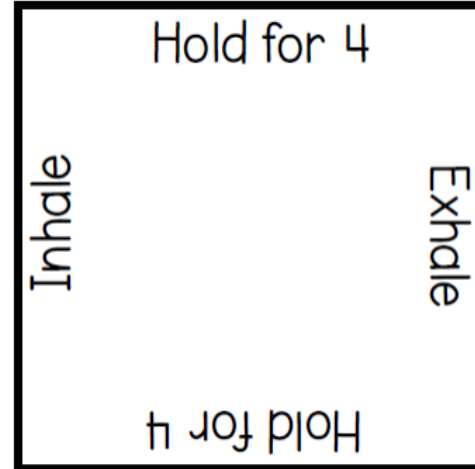
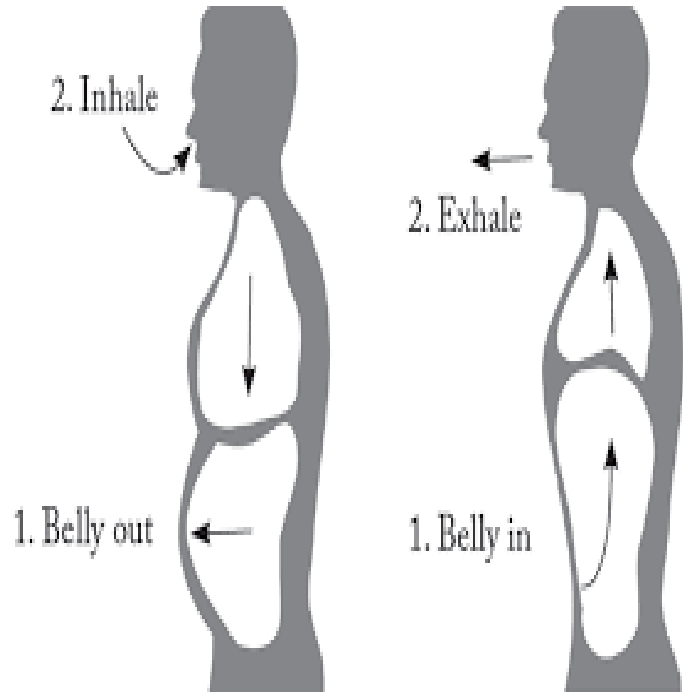
Action

What can we do to build
resilience in students?

Tier 1 (All Students)

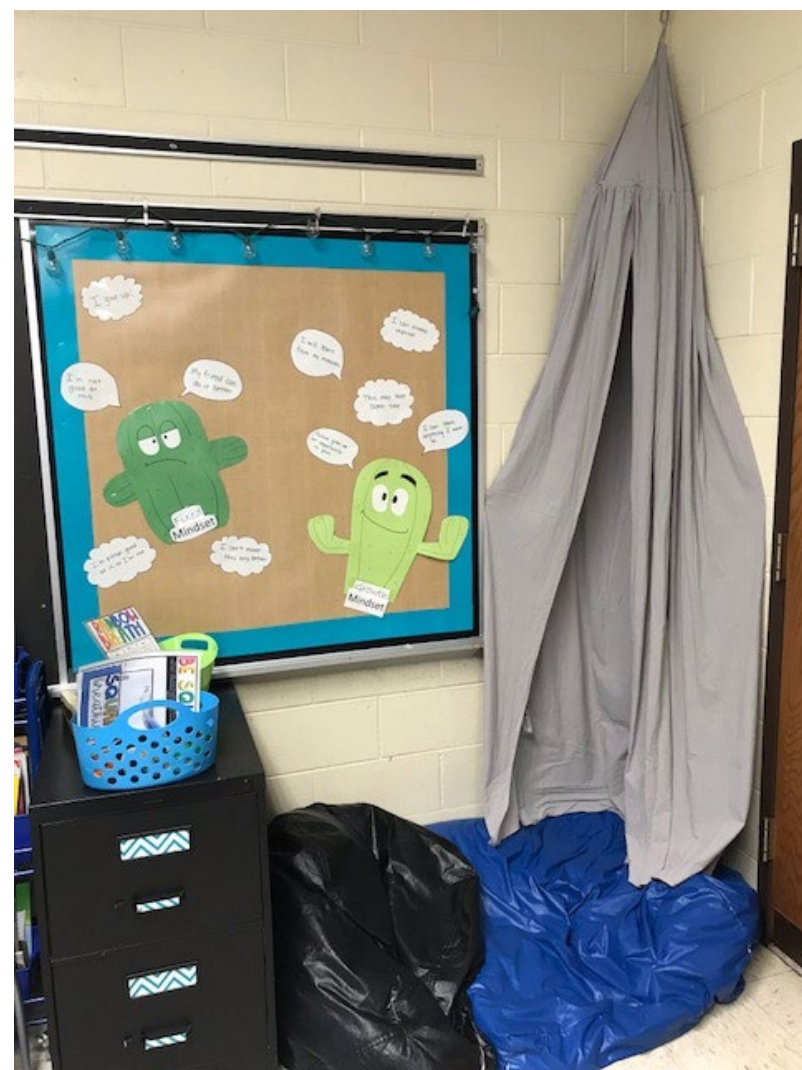
- ★ Breathing Strategies
- ★ Cool Down Spot
- ★ Upstairs/Downstairs Brain
- ★ Forming Relationships with Students
- ★ Keeping Things Predictable
- ★ Practicing Mindfulness Strategies
- ★ Growth Mindset
- ★ Morning Meeting
- ★ Teaching an SEL Curriculum

Breathing



Cool Down Corner

- The cool down corner is never a consequence.
- Teachers can suggest students go, or students can choose to go.
- Use a timer if you feel “length of stay” is an issue.
- Teach students how to use the corner like you would teach a center.
- Start with a few cool down choices and add as needed.



Mindfulness Strategies

FIND YOUR HAPPY PLACE



5-4-3-2-1

Notice 5
things you see.

Notice 4
things you feel.

Notice 3 things
you hear.

Notice 2 things
you smell.

Notice 1 thing
you taste.

Strategies for Building Strong Relationships

1. What is the student's name?
2. What is this student interested in?
3. How does this student best learn?
4. What are this student's goals?
5. When does the student find success and thrive?
6. Who in the building has the student connected with?
7. What interventions have been helpful for this student?

Tier 2 and 3 (Some Students)

- ★ Mentoring
- ★ 2x10 Strategy
- ★ Check In/Check Out
- ★ Self Regulation Strategies
- ★ Yoga
- ★ School Based Counseling/Groups
- ★ Outside Agencies/Resources

Mentoring



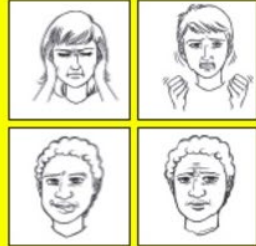

- Based on student need - could be for relationship building **or** as part of a behavior management strategy.
- Check In/Check Out can be used with students who have specific goals to work on.
- Meet with mentor at start and end of the day.
- Goals should be positive and observable - Johnny will use the cool down corner when he is upset, or Sue will raise her hand to speak in class.

2 x 10 Strategy

- Spend two minutes, for ten days in a row talking to students about their lives outside of school.
- Look for clues to know what to talk about (Eagle's jersey, reading about cats, etc.)
- Works well for students who are resistant to making connections.
- Make it about them.

Self Regulation Strategies


The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Yoga

Yoga can help students (and teachers) calm their bodies, reduce stress and increase concentration.

Pretzel Pose



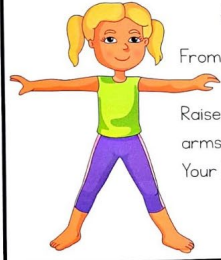
Sit comfortably with your legs crossed. Turn your body to one side and stretch your arms around in that direction. Switch sides.

Windmill Pose




From a standing position, step one foot back, placing the foot facing slightly outwards. Take your arms up parallel to the ground, bend at your waist, tilt your upper body, reach your front hand to gently rest on your shin, and reach your other arm straight up.

Star Pose



From standing, slide your legs apart from each other. Raise your hands with your arms upwards on either side. Your body will look like a star.

Turtle Pose



Sit on your bottom with your feet pressed together. Put your hands down flat under your knees. Lift your body up using your arms.

Moon Pose



From standing, reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side. Come back to center. Tilt your body to the other side.



upward
knees
front of you

Outside Agencies/Resources

- Counseling
- In Home Support - Perform Care (formerly Mobile Response)
- Intensive Outpatient/Partial Programs:
- Crisis Center
- DCPD



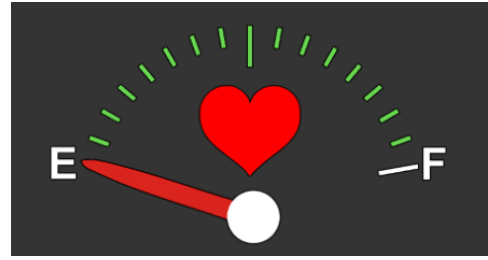
What other strategies have worked in your building or classroom?

Data

Self Care



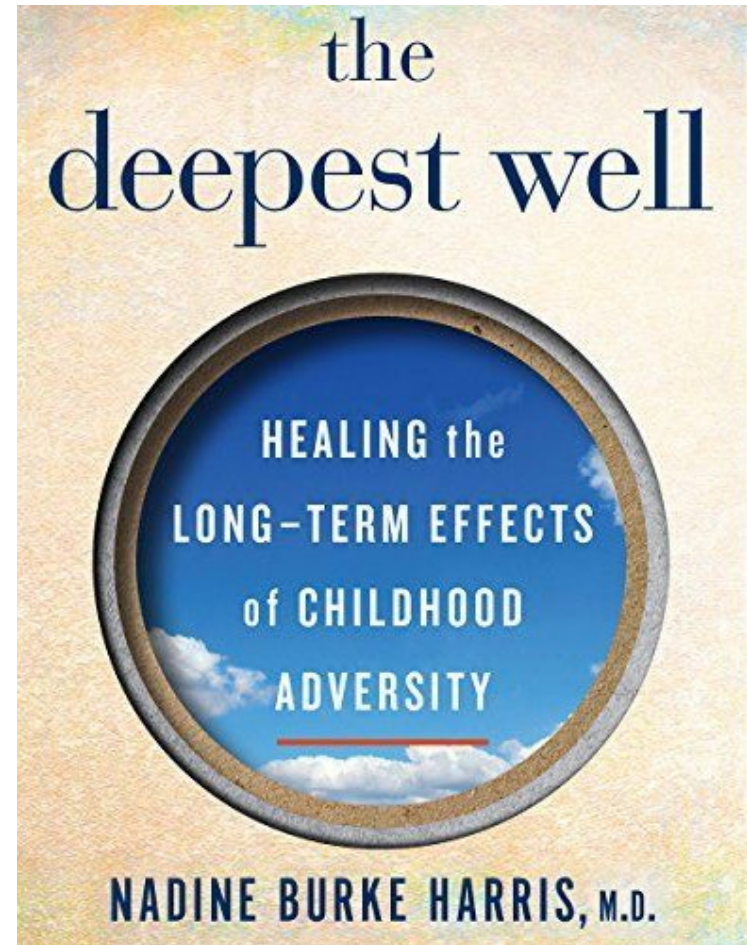
Secondary Trauma/Compassion Fatigue



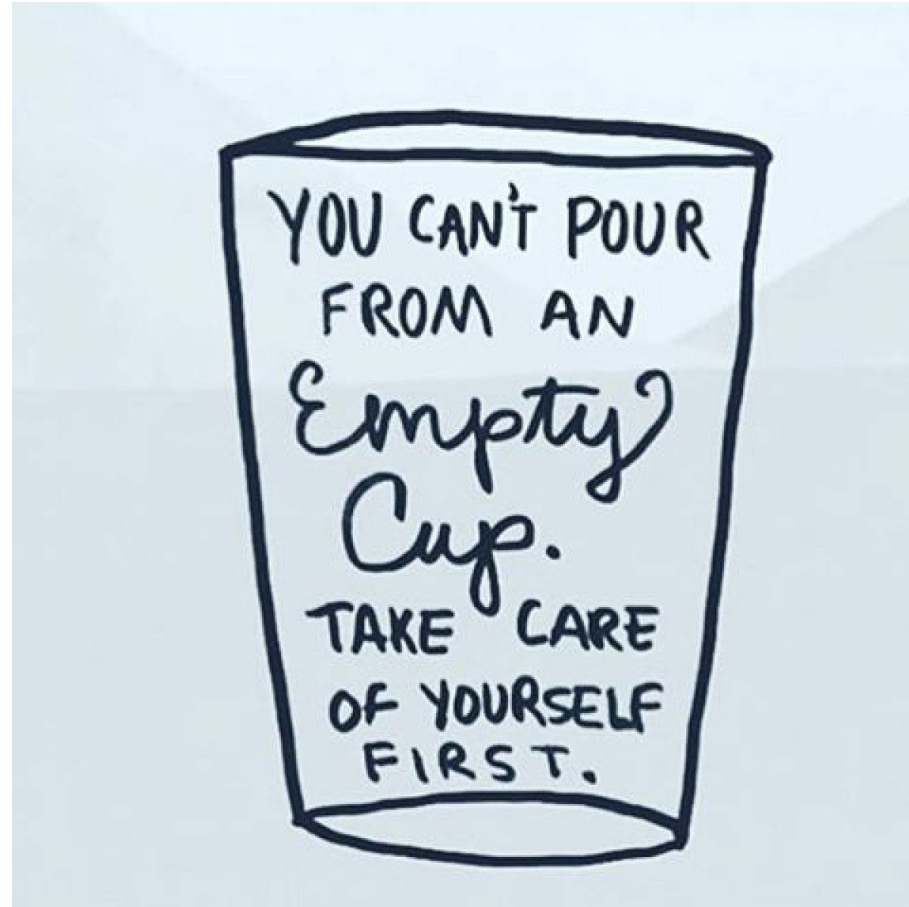
- Personal exposure to a traumatic event(s) or to individuals who are coping with their own reactions to trauma.
- Direct contact with children's traumatic stories.
- Helping others and neglecting yourself.

Strategies for Self Care

- Eat Well
- Sleep
- Move
- Go Outside
- Connect



What
challenges
do you face
with your
own self
care?



Questions

