

# Trauma Informed Practices:

*Building a  
Trauma  
Informed School  
System*



# Agenda

- Referencing TBRI & Trauma-Informed Classrooms Training
- Topics 1
  - Trauma & The Brain: The Impact of Trauma at School
- Topics 2
  - Empowering Our Students: Meeting Physical Needs
- Topics 3
  - Connecting in the Classroom: Creating Relationships that Matter
- Topics 4
  - Correcting Behaviors: Rethinking Classroom Management

# Trauma and the Brain: The Impact of Trauma at School



# Trauma and the Brain: The Impact of Trauma at School



Stay Calm  
No Matter What

See The need  
Behind The Behavior

Meet The Need  
Find a Way

Don't Quit  
If not you, then who?

# ACES



What is  
your ACE  
score?



# ACES

ACEs measures:

- Physical, sexual and verbal abuse
- Physical and emotional neglect
- A family member who is:
  - Depressed or diagnosed with another mental health illness
  - Addicted to alcohol or another substance
  - In prison
- Witnessing mother being abuse
- Losing a parent to separation, divorce or another reason

# Adverse Childhood Experiences

## Behavioral Health Concerns Associated with ACEs



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

## Physical & Mental Health Concerns Associated with ACEs



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

# Complex Trauma

*“The experience of multiple, chronic, and prolonged developmentally adverse traumatic events, most often of a INTERPERSONAL nature”*

*- Bessel Van de Kolk*

# Risk Factors

- Prenatal Risks
- Perinatal Risks
- Postnatal Risks
- Maltreatment
- Neglect
- System Effects
- Natural or Man-Made Traumas

# The 5 B's of Trauma

**Brain:** Trauma affects the development of the brain.

**Body:** The stress response in the brain floods the body with chemicals to equip the body with the means to deal with the threat, whether actual or perceived.

**Beliefs:** Going through trauma can change the way a person sees the world. Since the child is still framing their world view, these misperceptions are particularly damaging.

**Biology:** Complex trauma can affect more than just one person; it can have lasting effects on a person's genes.


**Behavior:** One of the ways we can see that trauma has impacted a person is through their behavior. We often notice behaviors but it is helpful to remember that behaviors are just a symptom of an underlying problem: *a need that is not met.*

Trauma-  
Informed  
Care must  
have...

3 pillars:

- Safety
- Connection
- Coping

# Shift to Trauma Lense



The diagram consists of two dark gray chevron shapes pointing to the right, connected by a gap. The left chevron contains the text 'What's wrong with you?' and the right chevron contains the text 'What happened to you?'. This visualizes a shift in perspective from a medical model to a trauma model.

What's  
wrong with  
you?

What  
happened  
to you?

What skills do our  
children/student  
need to make it in  
the real world?

# Meaningful Relationships

Meaningful Relationships need the following skills:

- Giving Nurturing Care
- Seek Nurturing Care
- Autonomous Self
- Negotiate Needs

# Empowering Our Students: Meeting Physical Needs





External

Co

Self

# Regulation

# External Regulation

- During the first year - early toddler
- The adult is solely responsible for meeting the needs of the child.
  - Child is hungry, adult feeds.
  - Child is cold, adult provides warmth.

# Co-Regulation

- Toddler and pre-school years
- Child learned to identify needs and seek help.
- Child may identify hunger, adult will meet need.
- Adults and children work together to share regulation of child
- Think “With,” Not “For”

# Self Regulation

- Caregivers are still in charge and responsible.
- The child may identify a need and be able to meet the need.
- Child is hungry, they prepare a snack.
- Child is cold, they get a blanket.

# Felt Safety

Being Safe  
vs.  
Feeling Safe

# Physiological Strategies

- Hydration
- Blood Sugar
- Healthy Touch
- Physical Activity
- Sensory Diet



# Physical Activity

- Every 2 hours
- Do not take away recess
- Go Noodle

# Sensory Seeking Behaviors

- Frequently spins, jumps, swings
- Frequently wants bear hugs, enjoys being tightly wrapped
- Prefers loud environments
- Frequently fidgets/wiggles





Sensory Seekers

# Sensory Defensive Behaviors

- Refuses to eat certain foods
- Refuses to wear certain articles of clothing or Clothing with tags
- Refuses to get hands dirty
- Dislikes loud noises/cover ears
- Dislikes bright lights/covers eyes



# Fight

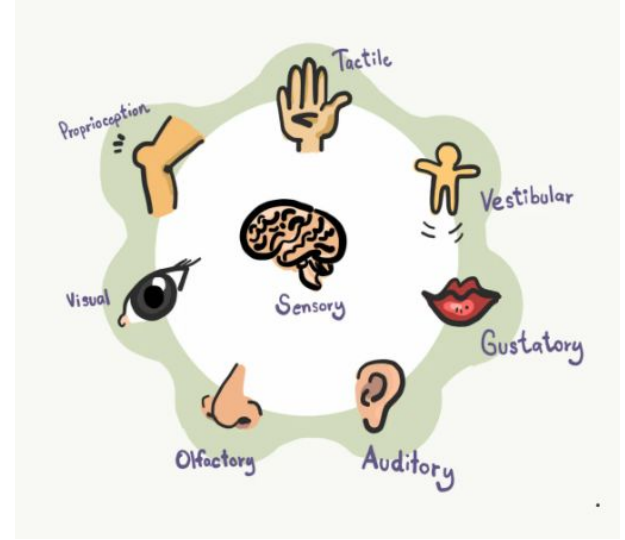
# Flight

# Freeze

- Hitting, kicking, yelling
- Running away, changing subject, distracting
- Whining, clinging, zoning out

# What is it?

Behavior?  
Or  
Sensory?  
Or  
Both?



# Sensory Diet

	Calming	Alerting
Oral	Sweet Gum Chewing straws rhythmically Sucking or blowing Chewy foods Warm temperatures (hot tea)	Spicy or sour gum Frozen or hot foods Crunchy foods Mint/citrus/peppermint caffeine
Touch	Deep touch Under armor Neutral warmth Cloth Upholstery Fidgets	Light touch Extreme temperature (cold) Rough textures (paint) Vinyl/leather upholstery Velcro
Proprioception	Pushing/pulling, heavy work Bear hugs (side are acceptable) Predictable touch Jumping up and down on trampoline	Jumping Jack Star Hopping Jumping Running Erratically
Vestibular	Slow movement Rhythmic movement Rocking Upside down position	Spinning/rotating Fast movement Jumping Fast position changes

# Proprioceptive System



# Connecting in the Classroom: Creating Relationships that Matter



# Engagement Strategies

- Eye contact
- Healthy touch
- Voice quality
- Behavior matching
- Playful engagement

# Engagement Strategies










# Engagement Strategies

- Which are your strengths?
- Which are your opportunities for growth?

# Mindfulness Strategies



<b>Develops Self-Awareness</b> 	<b>Teaching Mindfulness</b> <small>www.thepathway2success.com</small>	
<b>Improves Self-Control</b> 	<b>Teaches Coping Skills</b> 	<b>Helps Manage Emotions</b> 
<b>Creates a Sense of Calm</b> 	<b>Increases Focus and Attention</b> 	<b>Promotes Self-Acceptance</b> 

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# Mindfulness Strategies Reflection

- Do I model mindful strategies in the classroom?
  - Do I stay calm under stress?
  - Do I practice calming strategies?
  - Am I present?
- How are we promoting mindfulness in our school?
  - What else can we do?

# Closing

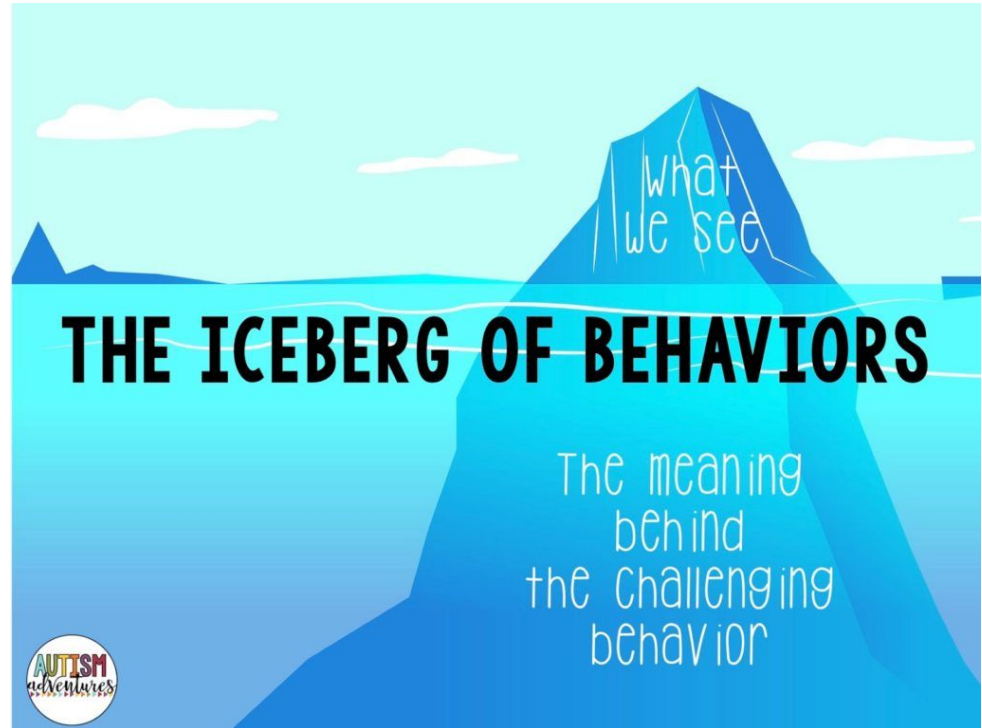
- Any transitional activity?
  - Hand hug
  - High fives
  - Thumb Ups
  - Fist Bumps
  - Round of applause
  - Praises such as “yea!”, “great job!”

# Correcting Behaviors: Rethinking Classroom Management



# Chase the Why

Behind the child's  
behavior AND my  
response



# Intervention Framework

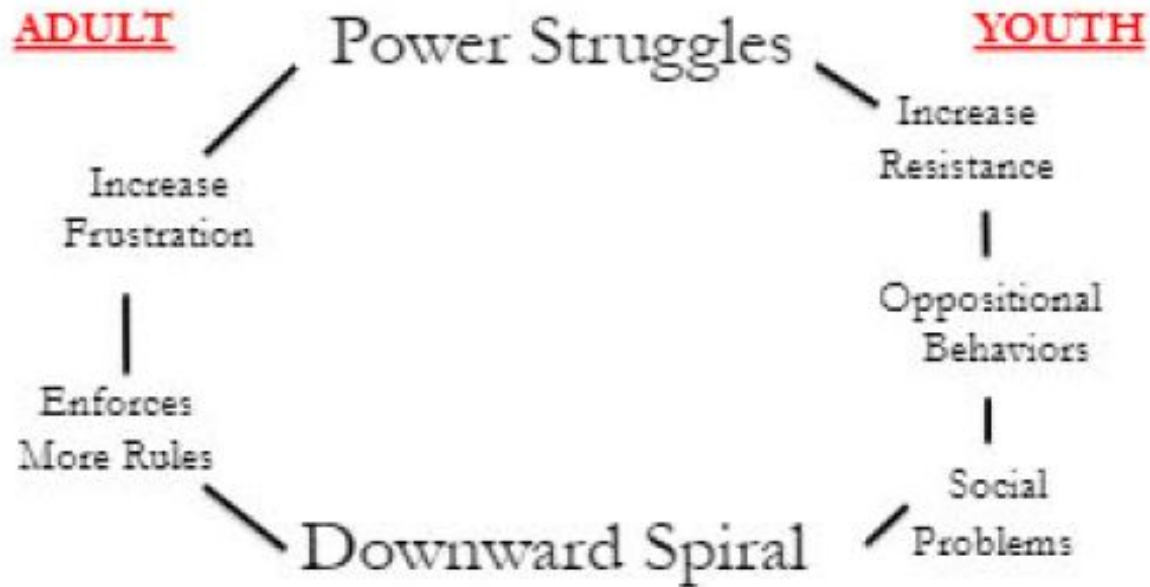
How does one interpret a child's behavior?

```
graph TD; A[How does one interpret a child's behavior?] <--> B[Willful Disobedience]; A <--> C[Survival Behavior];
```

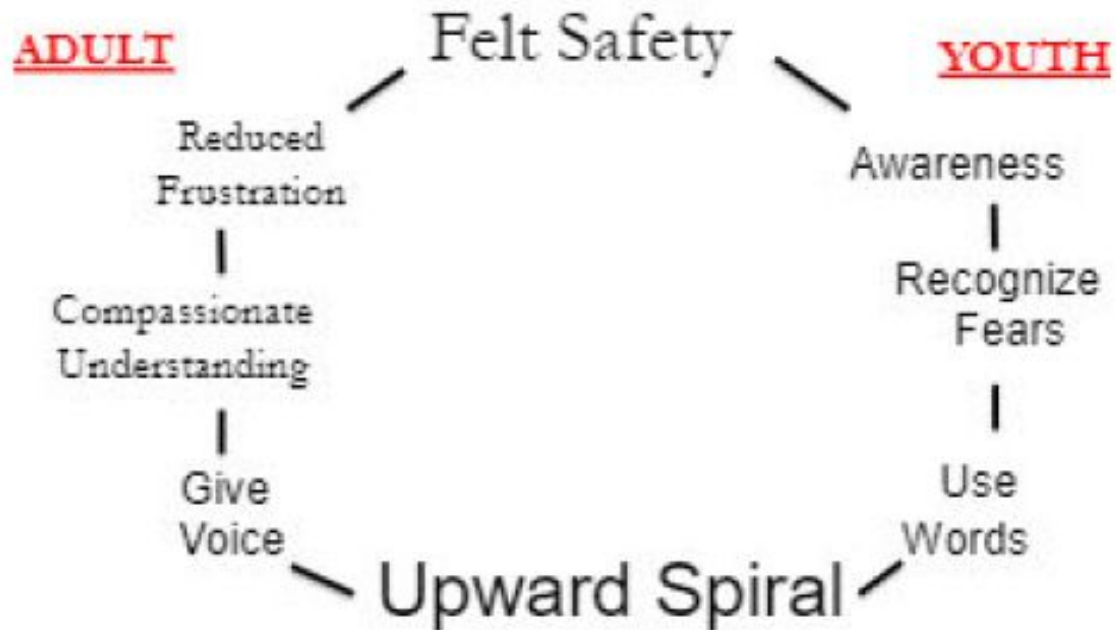
Willful  
Disobedience

Survival  
Behavior

# Willful Disobedience



# Survival Behavior



Is my response to a student....

Helping regulation?  
Creating connection?  
Disarming fear?

# Proactive Teaching

## Life Value Terms

- Accept no
- Our actions have consequences
- Use your words
- Focus and complete your task
- With permission and supervision
- Gentle and kind
- Listen and mind
- Make wise choices
- No hurts
- Show respect
- <https://drive.google.com/file/d/1tN0qaqZM38ime-5HqTRkmawEULUzjMCI/view?usp=sharing>

# Behavioral Scripts

- Re-Dos
  - Give child experience doing the right way
  - Creates motor memory for positive behavior
- Choices
  - Children need to learn to make good choices
  - Must give 2 positive options
- Compromise

# Setting the Bar

- Keep in mind developmental age
- Set the bar for success and connection
- Raise it slowly



# Playful Engagement

- Play disarms fear!
- Have fun with kids!

# Calming Engagement Plan

What are 3 things you need when  
\_\_\_\_\_?

INTRODUCTION TO TRAUMA INFORMED CARE

# SESSION TEN



Thank you for your participation!  
Please complete this evaluation

