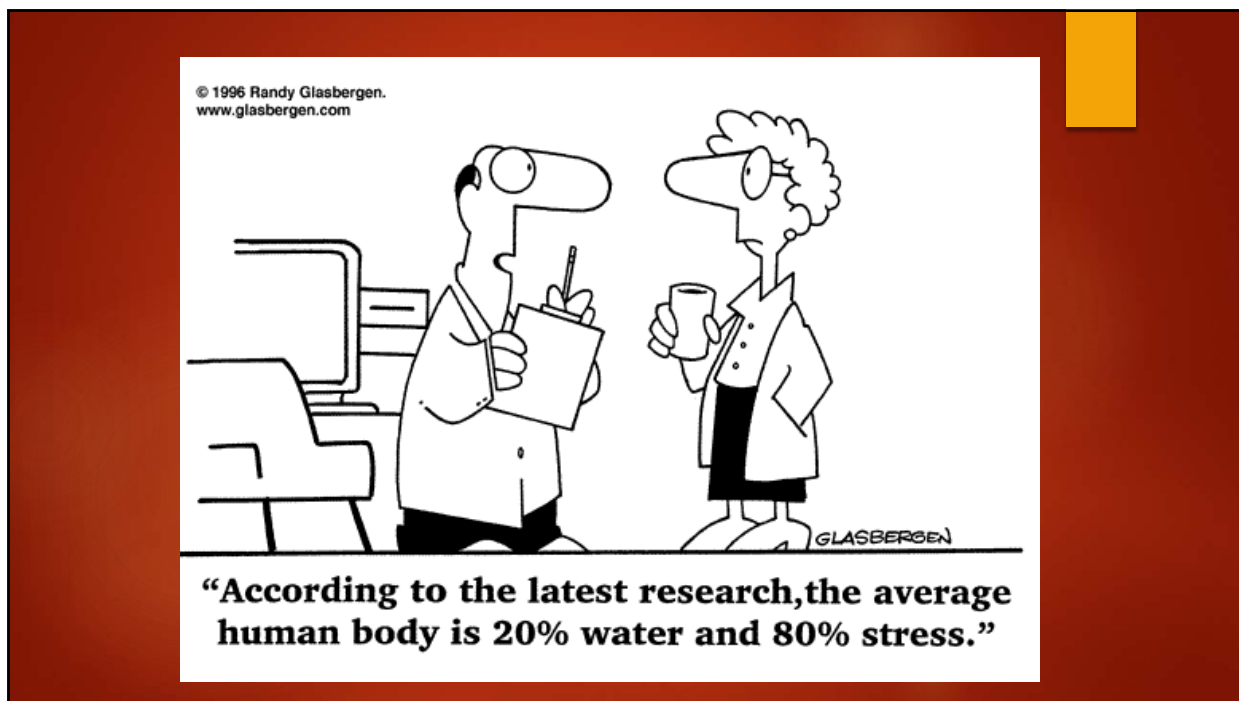
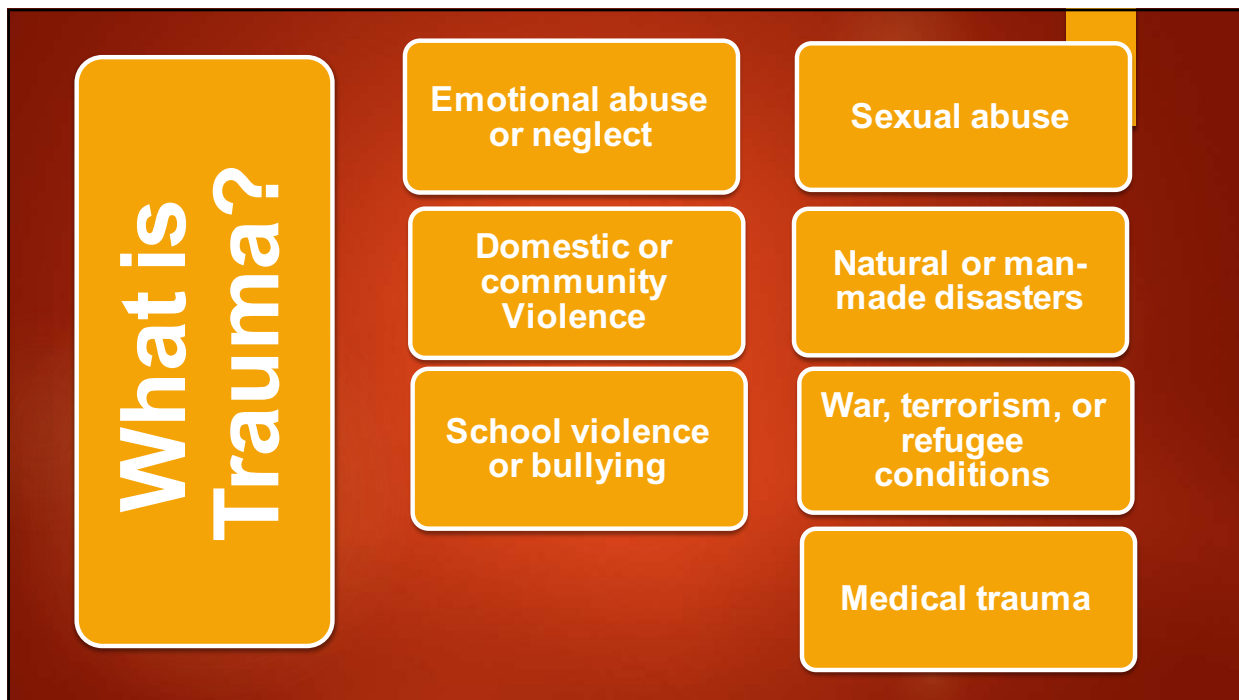


# Trauma-Informed Classrooms

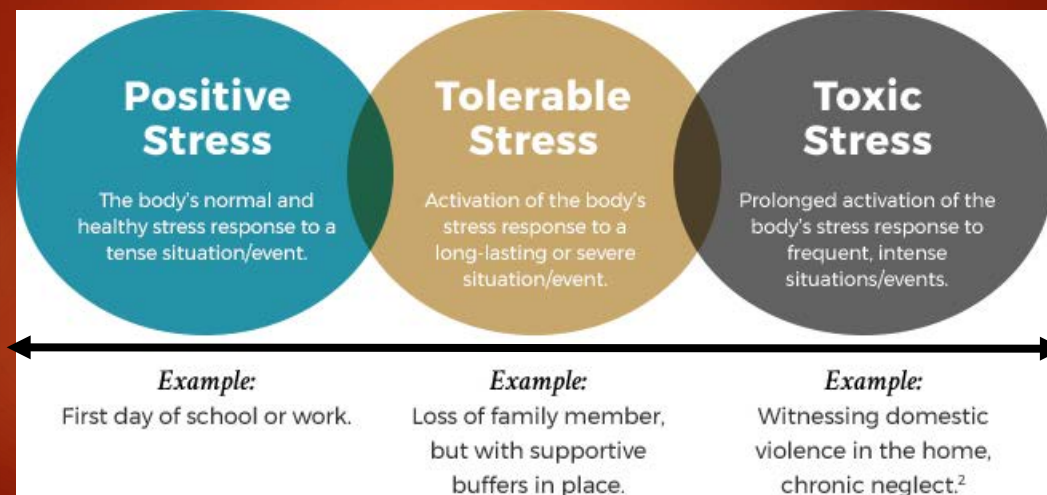
ELISABETH KANE M.A., PLMHP, NICOLE BRICKO M.A., NATALIE HOFF M.A., PLMHP, & REECE PETERSON PHD

## Agenda

- What is "trauma"?
- What do we know about trauma?
- How do we identify kids who are experiencing trauma?
- What can educators do to build resilience in students?



## Normal Stress vs. Trauma or Toxic Stress



## Normal Stress vs. Trauma or Toxic Stress



# Examples

## Group Trauma



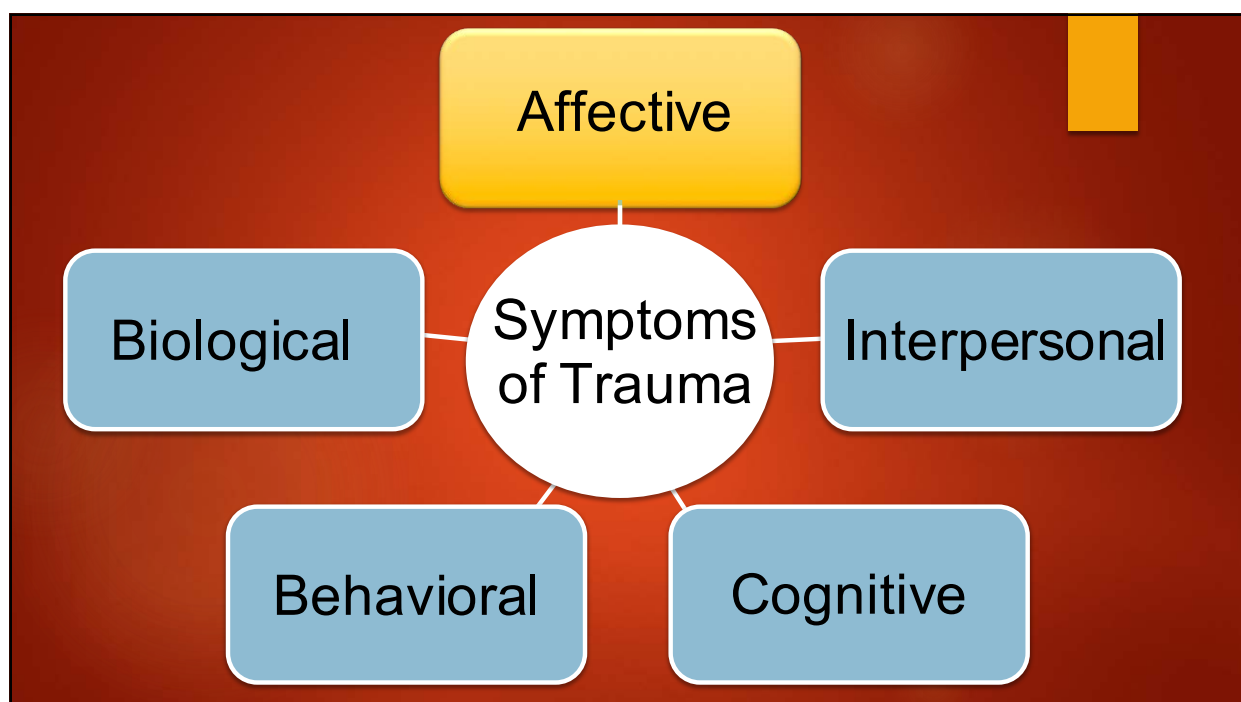
## Cumulative Trauma

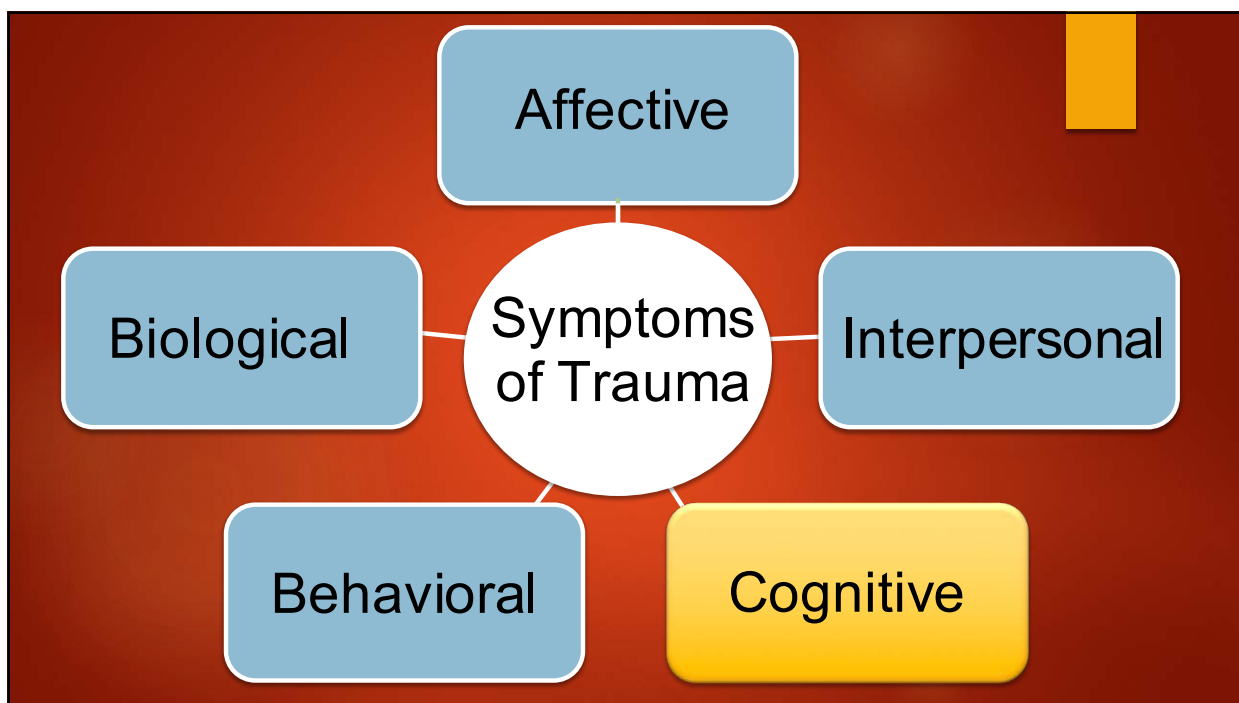
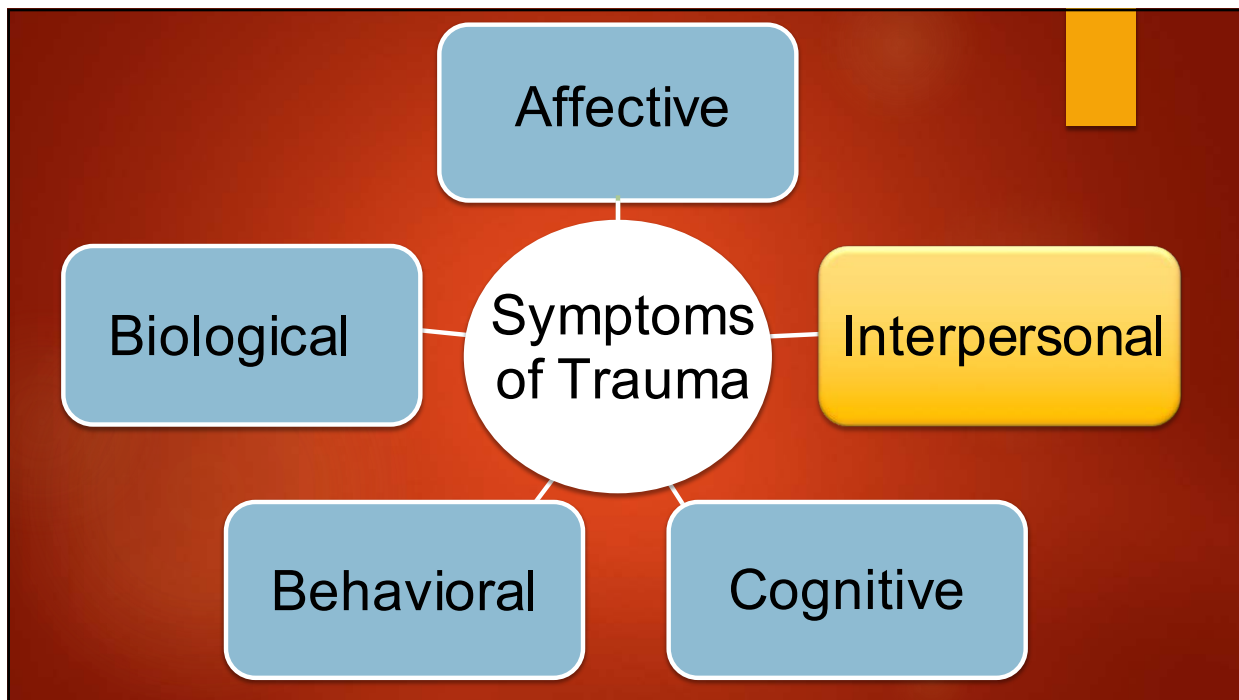


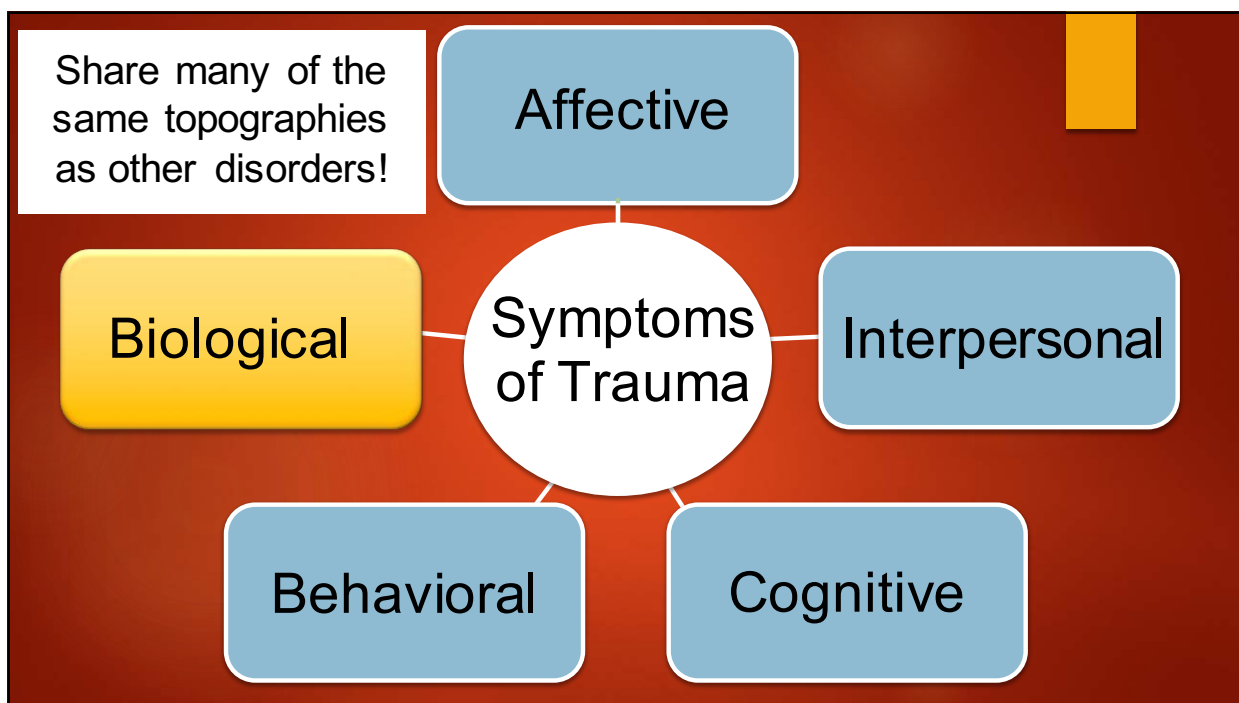
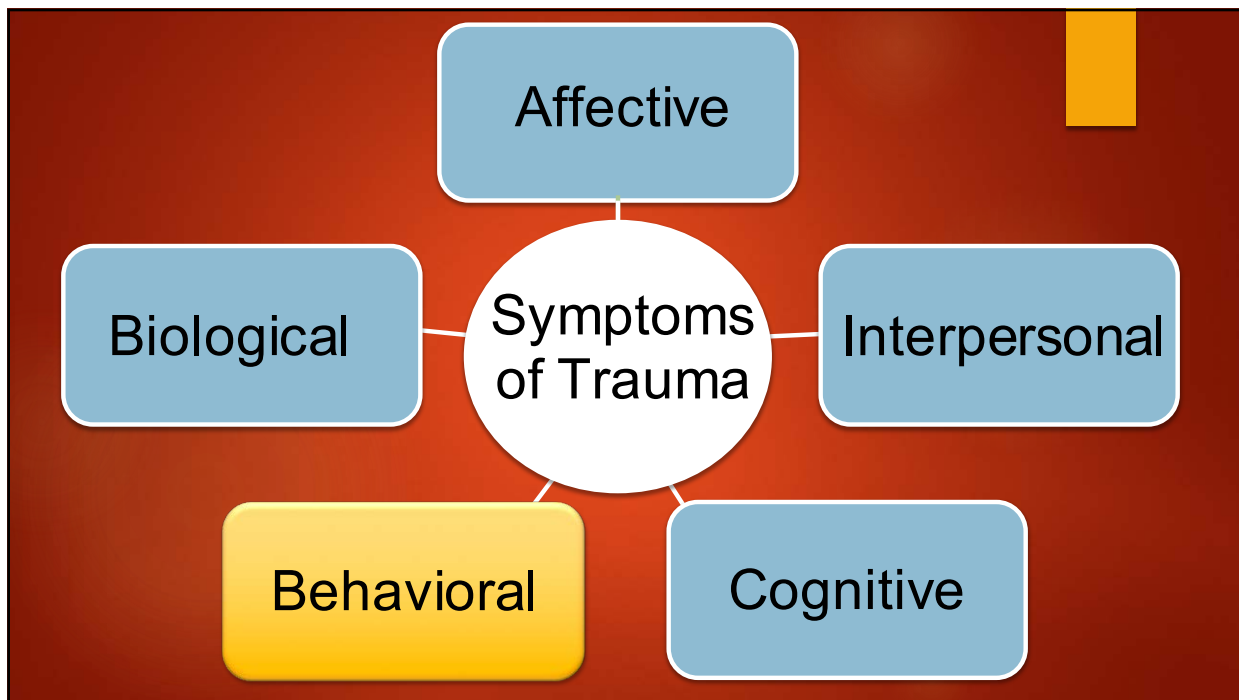
## Acute Trauma



# Trauma Symptoms and Trajectories

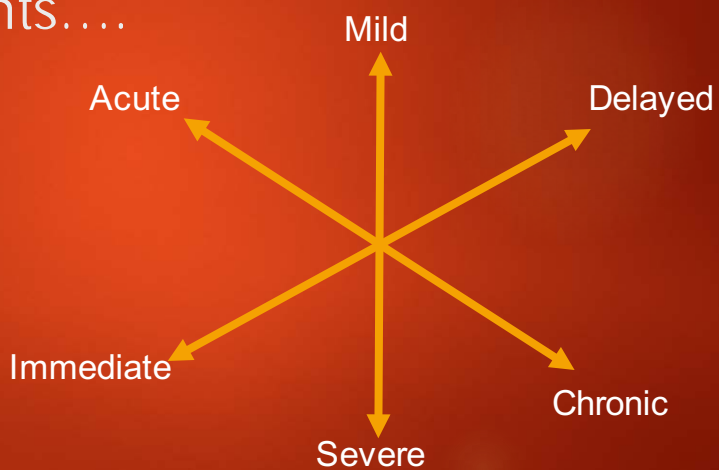








However, some children do not have symptoms even after experiencing traumatic events....



# Protective and Resilience Factors

**Resiliency**

**Hard Things & Stressors:**

- Not able to pay bills
- Not enough food to eat
- Violence
- Health problems
- Housing that does not feel safe

**Good Things & Resources:**

- People that you can count on
- Dependable transportation
- Safe housing
- A doctor you trust
- Having enough money

**Things about You:**

- Genetics and DNA
- Resiliency/ACE score
- Life story
- Personality

**Resiliency is when the scale tips toward the good...**

**...even when there are stressors and hard things**

Photo Credit: <http://bunconbeaces.org/>

**Brianna**

- Older sibling assaulted
- Perceived low parental support
- Poor attendance (school/treatment)
- Mental Health

**Tasha**

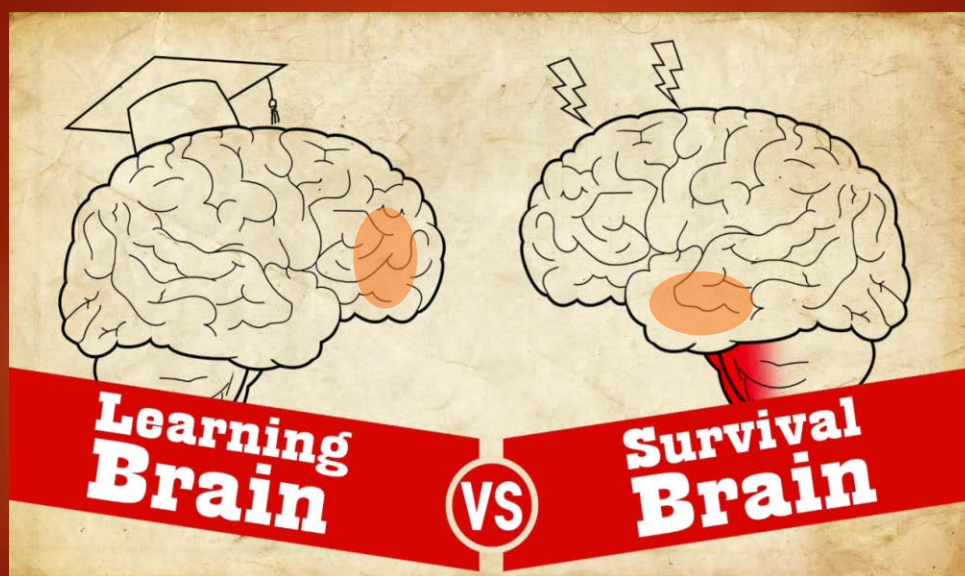
- Parents Divorced
- Risky Behavior (sexually active)
- Social support\* (school staff)
- Increased self-esteem/self-worth
- Learned to cope\* appropriately
- School supports/\* accommodations

**Risk Factors**

- Sexual Assault
- Family Conflict
- Risky behavior (substance use)
- Social support\* (family/friends)

**Protective Factors\***

# What do we know about Trauma?



**Healthy Brain**

**Results of Chronic Stress**

**Stress Shrinks Brain Networks**

**A**

Normal

**B**

Stressed

Chronic stress can actually change your brain!

A  
C  
E  
S

**ABUSE**

Physical

---

Emotional

---

Sexual

**NEGLECT**

Physical

---

Emotional

**HOUSEHOLD DYSFUNCTION**

Mental Illness

Incarcerated Relative

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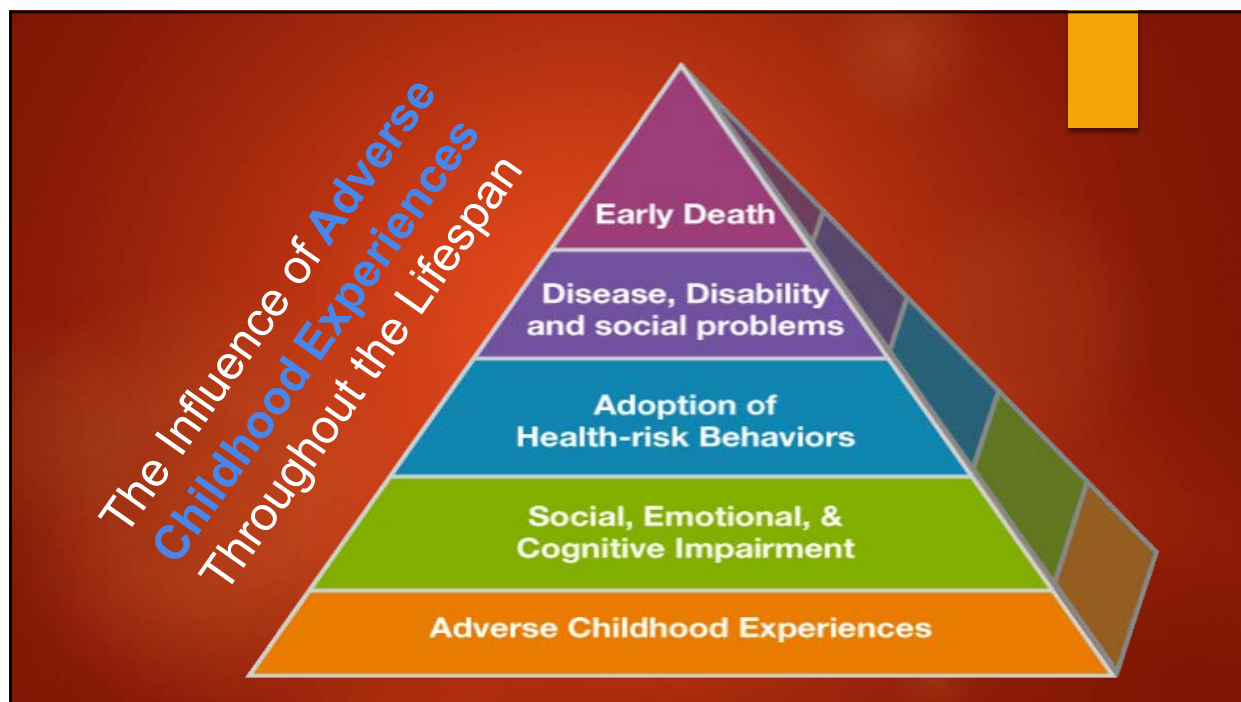
Mother treated violently

Substance Abuse

---

Divorce

Source: Centers for Disease Control and Prevention  
Credit: Robert Wood Johnson Foundation



## Research Implications

## How do we identify children who have experienced trauma?

### Examples of what to look for

#### **Abrupt changes in affective, behavioral, cognitive, or interpersonal functioning**

- ▶ Withdrawal from peers
- ▶ Decline in school performance
- ▶ Frequent physical complaints
- ▶ Threats of harm
- ▶ Repeated nightmares
- ▶ Regression in behaviors
- ▶ Sleeping and eating disturbances

## Screening

- ▶ Trauma screening may be included in school-wide behavior screening procedures
- ▶ Considerations?
- ▶ Cautions?



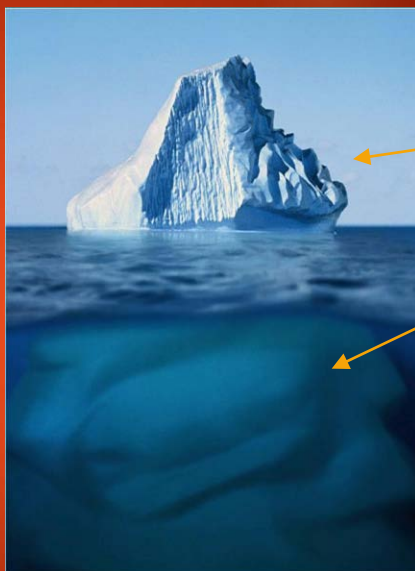
What can educators do  
to build resilience in  
students?

# Develop a Framework for understanding trauma related behavior - A Trauma Lens!



## Framework: Trauma Lens

- ▶ Consider trauma in the "why" of student behavior
- ▶ Therapeutic versus punitive approach



**Behavior**

Feelings, thoughts, triggers, physiological arousal

Provide support to change behavior rather than punishment



## Strategy 1: Universal Supports

- ▶ Promote Positive School Climate
- ▶ Increase Resilience
- ▶ A learning environment where kids feel safe, secure, & supported is #1 priority



It's the little things!



## Strategy 2: Consistency

- ▶ Visual schedules and routines
- ▶ Set clear and consistent expectations

Consistency

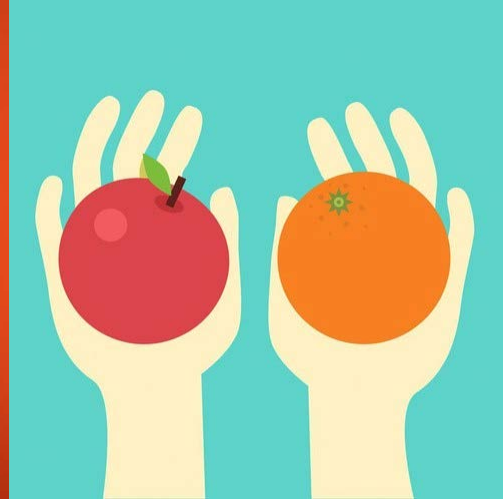


Be flexible



## Strategy 3: Choices

- ▶ Give students choices throughout day
- ▶ Avoid power struggles



## Strategy 4: Model Appropriate Behavior

- ▶ Model problem-solving
- ▶ Model frustration management
- ▶ Model time management, etc.



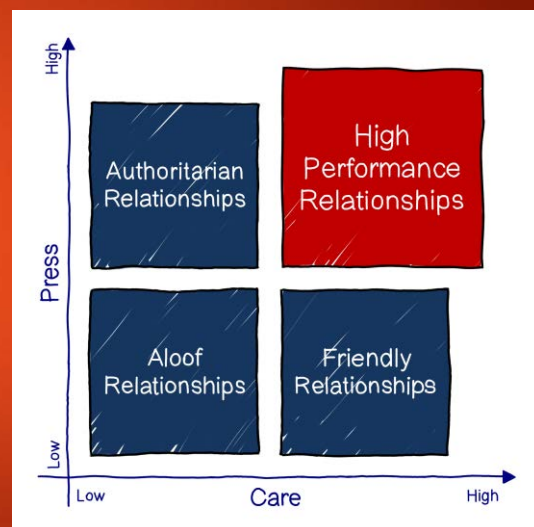
## Strategy 5: Teach Social/Emotional Skills

- ▶ Include Social Emotional Learning in the classroom
- ▶ Teach self awareness, coping, and relaxation skills



## Strategy 6: Build Relationships

- ▶ Talk with the student
- ▶ Seek out opportunities to make the student feel important






You have a powerful opportunity  
to connect with kids 😊

"Students who are  
**loved at home**,  
come to school to  
learn, and students  
who aren't, come to  
**school to be loved.**

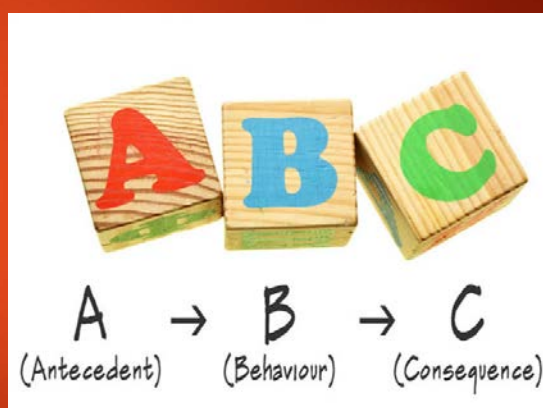
-Nicholas A. Ferroni

 WE are TEACHERS  
www.weareteachers.com



## Strategy 7: Identify Triggers

- ▶ Functional thinking
- ▶ Anticipate, accommodate, and adapt
- ▶ Teach replacement behavior



## Strategy 8: Utilize Community Resources



- ▶ Identify and connect with community resources
- ▶ Connect kids and families to local resources

# Examples Revisited

## Group Trauma



## Cumulative Trauma

Identify Triggers

Teach coping &  
Provide Choices



Utilize Community Resources

## Acute Trauma

Consistency

Build Relationships

Identify Triggers

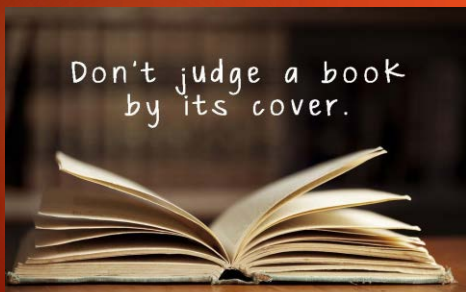




# Summary

Develop a Framework for interpreting student behavior -

## A Trauma Lens



## Employ Strategies

- ▶ Universal Supports
- ▶ Consistency
- ▶ Provide Students Choices
- ▶ Model Appropriate Behavior
- ▶ Teach Social Emotional Skills
- ▶ Build Relationships
- ▶ Identify Triggers
- ▶ Utilize Community Resources



Thank You!

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