



Working with Your School to Promote Universal Trauma Sensitive Environments for Youth



Introductions




Elizabeth Cook, School Psychology Consultant, DPI Elizabeth.Cook@dpi.wi.gov
 Sara Daniel, Director of Clinical Services and Staff Development - SaintA SDaniel@sainta.org




Definition of Trauma

1. Exposure to an event that threatens or harms the physical or emotional integrity of the individual or someone close to the individual
2. Overwhelms the person's ability to respond
3. Creates significant difficulty in functioning

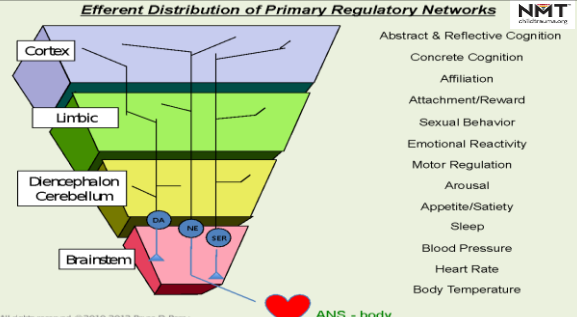


Types of Trauma

- Acute trauma: The response to a one-time event
- Complex trauma: Exposure to multiple traumatic events,
 - often of an invasive and interpersonal in nature
 - wide-ranging
 - causing long term impact*National Child Traumatic Stress Network*
- Historical trauma: A constellation of characteristics associated with massive cumulative group trauma across generations. *Brave Heart, M.Y.H. (1999)*



Efferent Distribution of Primary Regulatory Networks



	Abstract & Reflective Cognition
	Concrete Cognition
	Affiliation
	Attachment/Reward
	Sexual Behavior
	Emotional Reactivity
	Motor Regulation
	Arousal
	Appetite/Satiety
	Sleep
	Blood Pressure
	Heart Rate
	Body Temperature

All rights reserved ©2010-2013 Bruce D. Perry

The Adolescent Brain



The teenage brain is a work in progress. Young people are dealing with social, emotional and cognitive changes that are not yet developed. Parents can help by listening, staying calm and being great role models.

@themindreporter.net

The Adolescent Brain

<https://www.youtube.com/watch?v=du8siPjEzko>

Daniel Siegal
<https://www.youtube.com/watch?v=gw9GrNcYcg>

Sarah Jayne-Blakemore
https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain



Impacts of Trauma on the Brain

Structural Changes: Reduced Volume In	Activity Changes: Changes in neural activity	Functional Changes: Behavioral Changes
<ul style="list-style-type: none"> • Hippocampus <ul style="list-style-type: none"> ◦ Learning & memory • Cerebellum <ul style="list-style-type: none"> ◦ Balance, coordination, executive functioning & emotional control • Prefrontal Cortex <ul style="list-style-type: none"> ◦ Executive skills • Other structures & metabolism 	<ul style="list-style-type: none"> • Amygdala <ul style="list-style-type: none"> ◦ Assessing threats • Abnormal Cortisol Levels <ul style="list-style-type: none"> ◦ Too low ◦ Too high • Prefrontal Cortex <ul style="list-style-type: none"> ◦ Executive skills • Reduced Neural connectivity 	<ul style="list-style-type: none"> • Persistent fear response • Hyperarousal • Reduced Working Memory • Impulsive • Increased risk taking • Difficulties navigating social situations • Weakened response to positive feedback

Alberta Family Wellness <https://www.youtube.com/watch?v=vMseNYpOQvE>
 Children's Bureau: https://www.childwelfare.gov/pubPDFs/brain_development.pdf

Wisconsin's Approach To Trauma Sensitive Schools






What is a trauma sensitive school?

"Trauma Sensitive Schools (TSS) is an innovation in which schools infuse the core values safety, trust, choice, collaboration and empowerment into their Multi-level System of Support's practices, assessments and program adjustments.

TSS acknowledges the high prevalence of traumatic exposure for students, the importance of staff well-being and strives to meet the unique needs of all learners."

- Black, P., Cook, E. & Daniel, S. 2017





School-wide Approach

Efficient & effective way to meet students needs
 Exposure to adversity is common
 It is not always obvious who has been impacted by trauma/ ensures support for all


Creates healing environments
 Linked back to school culture and expectations
 Focuses on skills building, social emotional learning, and resiliency
 Proactive rather than reactive: "Trauma proofing"

Empowers *all* educators in the building
 Focuses on shifting adult perspectives
 Creates the opportunity for all adults to build resiliency and make a difference in student lives

Best practice for *all* students

TSS: Theory of Change





Professional development for TSS Coach and Team

Professional development for all staff

Changes in perspective, culture and climate

Shifts in classroom and school-wide practices

Improved student outcomes

Trauma-Informed Care Values

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

Whole Child Education






Illustration: Thomson, 2007
Copyright 2012 Thomson. All rights reserved.


Roger D. Fallot, Ph.D. and Maxine Harris, Ph.D. (2009)


School-wide Approach

Efficient & effective way to meet students needs
 Exposure to adversity is common
 It is not always obvious who has been impacted by trauma/ ensures support for all

Creates healing environments
 Linked back to school culture and expectations
 Focuses on skills building, social emotional learning, and resiliency
 Proactive rather than reactive: "Trauma proofing"



Empowers all educators in the building
 Focuses on shifting adult perspectives
 Creates the opportunity for all adults to build resiliency and make a difference in student lives

Best practice for all students 


Strategies at the Secondary Level


Physical Environment (Module #7)

- Diversified seating and learning environments
- Lighting
- Coloring / Wall decorations
- Quiet spaces

Human Ecology


- Compassionate communication
- Student centered
- Physical, Academic, Emotional, Social and Behavioral Safety



Roger D. Fallot, Ph.D. and Masine Harris, Ph.D. (2009) 

Strategies at the Secondary Level

- Social and Emotional Learning (Module #8)
- Emotional and Physical Regulation (Module #9)
 - <http://www.johnratey.com/videos.php>
 - My Emotional Regulation Plan
https://drive.google.com/drive/u/0/folders/OB7k7-k_bMjTDWEhRYWlLeGlaa2s

Strategies at the Secondary Level

Relationships (Module #10)

- Targeted Mentoring
- Dot activity
- Home room/ home base for all students
- Restorative practice / circles

Restorative Practices

Strategies at the Secondary Level

Cognitive Problem Solving (Module #11)

- A+B=C
- Collaborative Problem Solving
 - Challenging behavior occurs when demands placed upon children for: Flexibility, Adaptability, Frustration Tolerance, Problem solving
 - Skill deficit vs. motivation problem
 - Steps of Collaborative solving
 - Empathy -gather information to clarify child's perspective on unsolved problem
 - Problem - sharing adult perspective on unsolved problem
 - Invitation - brainstorming solutions

Think.Kids.org <http://thinkkids.org/team-our-collaborative-problem-solving-approach/>

Building Resiliency in Youth

Photo Credit: futureswithoutviolence.org

FAMILY

- Role Models**
Adults who model healthy behaviors
- Supportive Relationships**
Positive relationships
- Health**
Healthy behaviors
- Networks**
Connections with other families and organizations
- Stability**
Stable home environment

INDIVIDUAL

- Temperament**
How you respond to the world
- Understanding**
Ability to understand your own feelings and the feelings of others
- Restory**
Change your story from one of victimhood to one of empowerment
- Expression**
Ability to express your feelings and needs
- Conflict Resolution**
Development of conflict resolution skills
- Culture**
Strong sense of identity


COMMUNITY

- Access to Services**
Help, resources, information, support
- School**
Positive school climate and supports
- Mentors**
People who can help you reach your goals
- Neighborhood Cohesion**
Safe & connected communities



Creating Urgency

Consider your stakeholders: What is the biggest priority or problem? And how will this help?

- School Board
- School Administrators
- Educators
- Parents and Students
- Community Providers



NOW
LATER

Saint  

Call to Action

- Paper Tigers: <https://vimeo.com/110821029>
- How Students Succeed - Paul Tough
<http://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/>
- Alberta Family Wellness: <http://www.albertafamilywellness.org/resources/video/how-brains-are-built-core-story-of-brain-development>
- Kids Do Well if They Can - Ross Greene
http://www.plaea.org/media/cms/kids_do_well_if_they_can_ross_green_B3CC3806E752F.pdf

Saint 