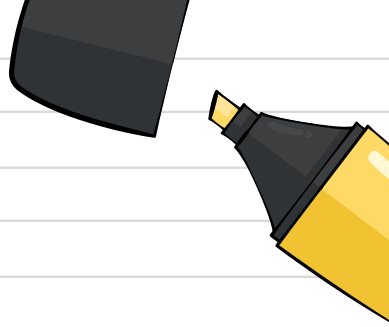


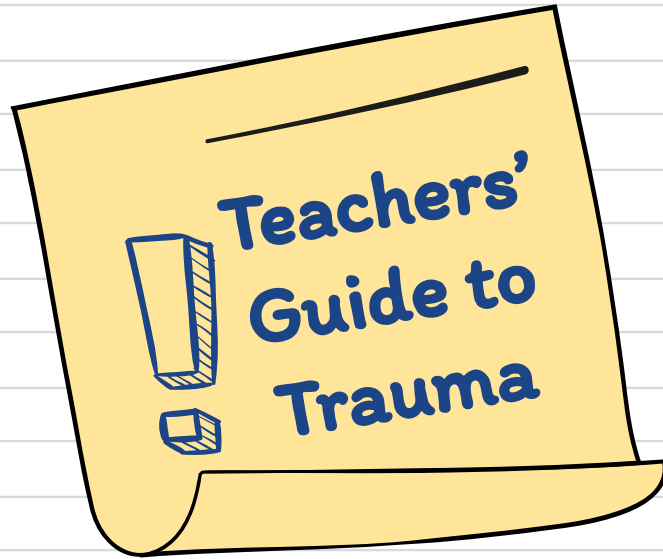
Informed and Equipped:

7 Strategies for Building Your
Trauma-Responsive Classroom

Presentation Overview

- Say Their Name
- Put it in Writing
- Resist the Urge to React
- Empower Their Effort
- Play to Their Strengths
- Eliminate the Unknown
- Model Respect
- Resources and Concluding Comments
- Questions and Answers





“Teachers need to see students who are not doing what they have been asked to do as students who cannot, not as students who will not.”

-Dr. Melissa Sadin & Nathan Levy





(Duchack, 2020)

COVID-19 and Trauma





01

Say Their Name



“When someone loves you, the way they say your name is different. You just know that your name is safe in their mouth”

Witherington (2007).





Using Names



Unsplash.com

- Implies belonging / a sense of being known
- Communicates care
- Foundational to building positive relationships
- Creates trust



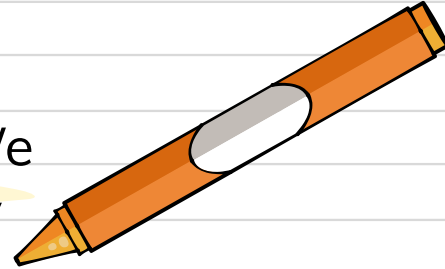


02



Put it in Writing



“Teachers teach students, not subjects. We are in the business of growing people by creating situations in which students collaborate, think critically, and solve problems” (Schwartz, 2016, p. 147).



Creating Norms

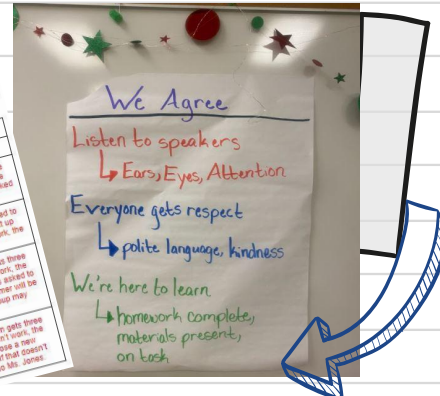


Book Club Norms

EVERYONE will participate in creating your Book Club's norms. EVERYONE will type and share your copy of your Book Club's norms.

Book Club Members: Student 1, Student 2, Student 3

EVERYONE agrees that our Book Club will...	
Expectation	If Expectations are Violated
Everyone has to contribute.	Anyone violating this expectation gets three friendly reminders. If that doesn't work, the person not supporting their club will be asked to leave Book Club Minutes for the day.
Everyone has to complete club-selected homework.	Anyone violating this expectation is asked to sit out of the group until they are caught up and ready to join us. If that doesn't work, the group may appeal to Mr. Jones.
Nobody gets to be the boss.	Anyone violating this expectation gets three friendly reminders. If that doesn't work, the person trying to control the group is asked to remain silent for five minutes. A timer will be used. If that doesn't work, the group may appeal to Mr. Jones.
We are WORKING.	Anyone violating this expectation gets three friendly reminders. If that doesn't work, the club members on task will choose a new location for the entire group. If that doesn't work, the group may appeal to Mr. Jones.



- Provides a sense of control
- Makes boundaries clear
- Eases anxiety
- Builds classroom community

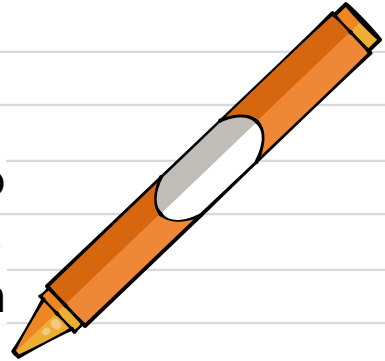


03

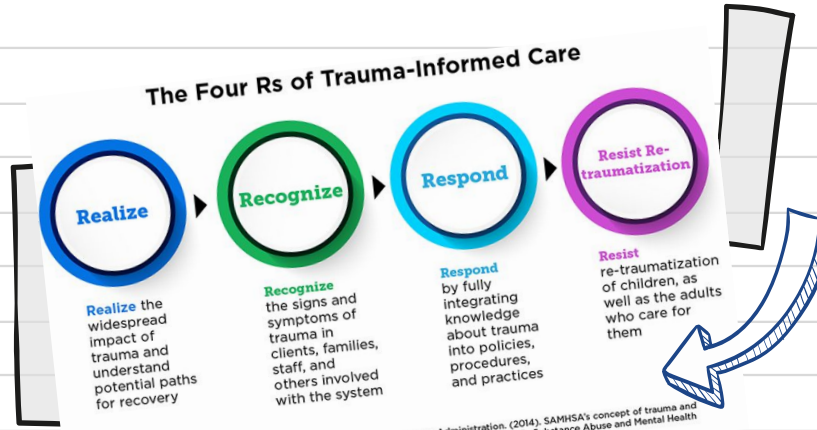
Resist the Urge to React



“When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn” (Minahan, 2019, p. 30).



Instead of Reacting



This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.


Substance Abuse and Mental Health Services Administration. (2014).

- Offer a safe space for the student to cool down
- Communicate calmly and in a caring tone
- Acknowledge the trigger
- Let the student have a choice in how the situation will be handled

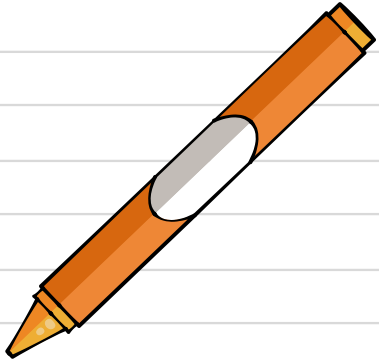


04

Empower their Effort



If we had to choose between compliant, engaged, or empowered, which word would you want to define your students?



Empower




- Praise effort not intelligence
- Commit to affirmations
- Make the students aware that you see them and encourage them consistently





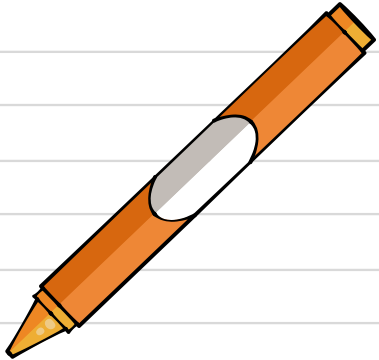
05

Play to their Strengths



“It’s the little conversations that build the relationships and make an impact on each student.”

Robert John Meehan



Use Strengths



- Show and Tell students about their strengths
- Helps build trust and relationships
- Be consistent!!



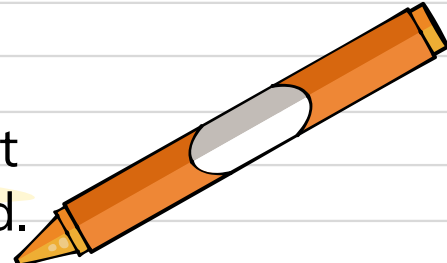


06

Eliminate the Unknown



"I like agendas because sometimes I don't get enough sleep, and things slip my mind. I don't have to worry about forgetting when all I have to do is look back at the board"
(Anonymous Sixth Grader, 2020).



Providing an Agenda



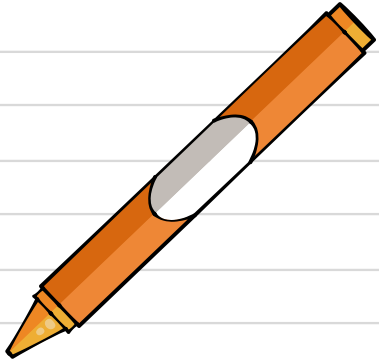

- Provides structure
- Allows for predictable routines
- Removes an anxiety trigger
- Offers a method of self-help and/or recovery (a sense of control)



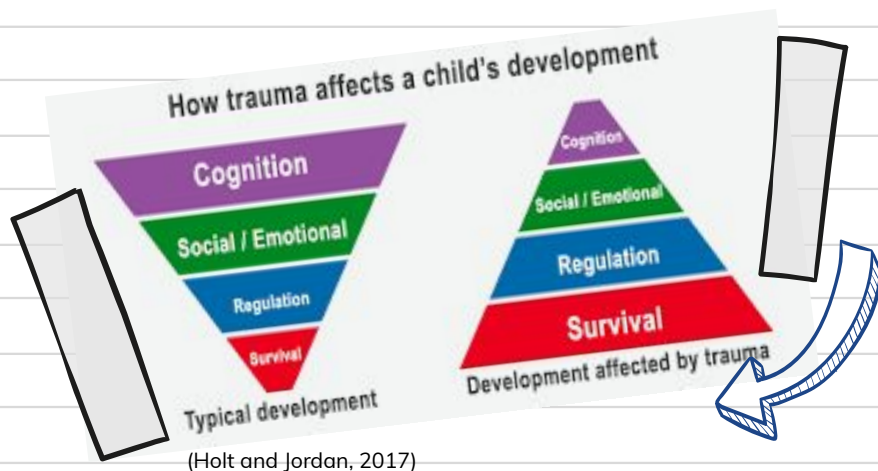


07

Model Respect



“When little people are overwhelmed by big emotions. It’s our job to share our calm, not join their chaos.” L.R. Knost



Model Respect

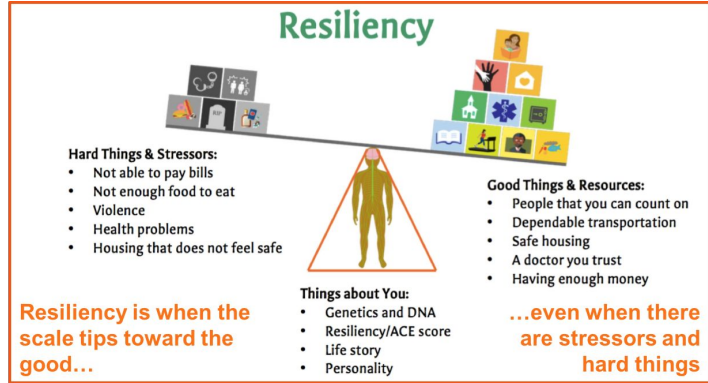
- Positive Interactions
- Respectful Language
- Respect Personal Space
- Boundaries
- Consistency



A Quick Review



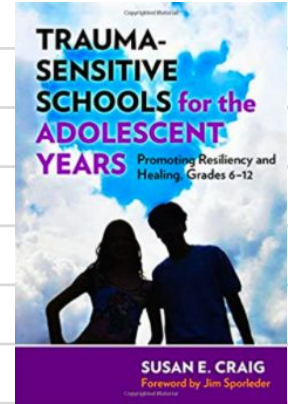
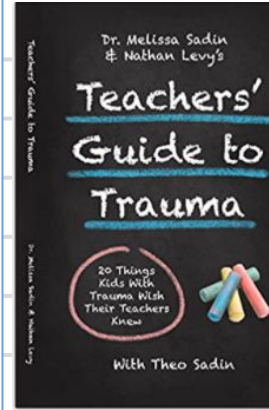
Extra Resources



“What do I do?”

Trauma-Informed Support for Children

- 1 Create safety**
If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.
- 2 Regulate the nervous system**
Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.
- 3 Build a connected relationship**
This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.



ACES


<https://www.cdc.gov/violenceprevention/aces/index.html>

Pandemic Resources

<https://turnaroundusa.org/coronavirus/>

Personal Growth Book List

<https://bit.ly/2LoOv6L>



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