

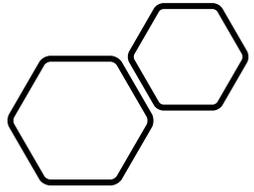
Transitioning Back

Long-term and lasting impacts of trauma through COVID-19



Will the Trauma Ever End?





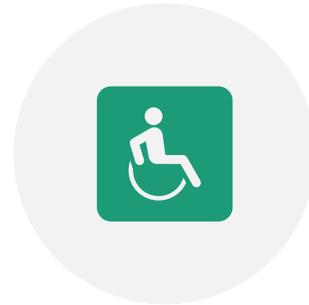
Changes to Expect



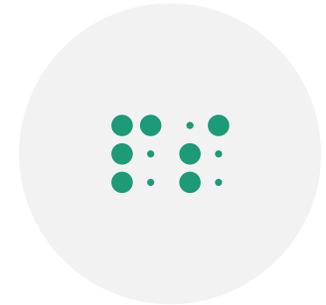
EDUCATION



NUTRITION



STUDENTS WITH
DISABILITIES



SPECIAL
POPULATIONS

Long-Term/Lasting Impacts of Trauma

- DEVELOPMENTAL TRAUMA
- COMPLEX TRAUMA
- POST-TRAUMATIC STRESS DISORDER
- BEHAVIOR CHANGES
 - REGRESSION
 - LEARNING NEW BEHAVIORS



Developmental Trauma

Repeated exposure to stress between conception and 3 years old.

Early, frequent, and intense experiences of

- Shame
- Powerlessness
- Hopelessness + Despair
- Hypervigilance + Fear
- Emotion Dysregulation
- Isolation + Disconnection

Complex Trauma

A child's repeated exposure to multiple invasive and interpersonal traumas and the associated disrupted body responses.

Domains of impairment

- Attachment
- Biology
- Affect Regulation
- Dissociation
- Behavioral Control
- Cognition
- Self-concept



Post-Traumatic Stress Disorder

- Identified stressor
 - Intrusive symptoms
 - Avoidance
 - Alterations in cognition + mood
 - Alterations in arousal + reactivity
 - Lasts more than 1 month, causes distress
- 3 Specifications
 - Re-experiencing
 - Numbing + Avoidance
 - Hyperarousal
 - School-aged children (5-12)
 - Teens (12-18)
-

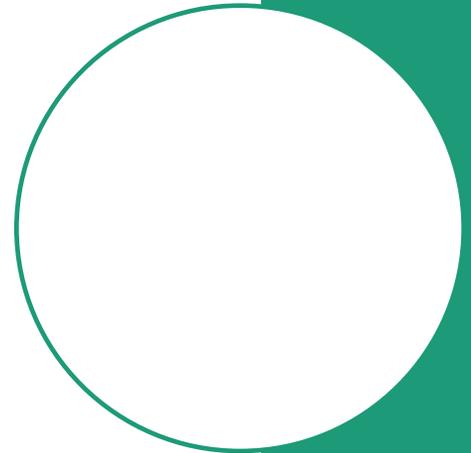
Externalized Behaviors

- Fighting
- Cursing
- Stealing
- Destruction of property
- Arson
- Running away from home
- Underage drinking
- Impulsive behaviors
- Aggression
- Violence
- Problematic sexual behaviors
- Truancy
- Refusal to follow rules, including written laws and curfews

Disruptive Behavior Disorders

Internalized Behaviors

- Social withdrawal
- Feelings of loneliness or guilt
- Unexplained physical symptoms, i.e. headaches and stomachaches not due to a medical condition
- Not talking to or interacting with others
- Feeling unloved
- Feeling sadness
- Nervousness or irritability
- Fearfulness
- Not standing up for yourself
- Changes in sleeping or eating patterns
- Difficulty concentrating
- Substance Use



Development of Behaviors

- Genetics
- Environment
- Community
- Interpersonal
- Mental health
- Physical health
- Family dynamics
- School milieu and culture



Managing School Culture



Establish a safe, supportive climate for all students



Operate in ways that consider all of the experiences that students bring to school



Develop trauma-informed educational practices

Trauma Informed Educational Practices



Shared Understanding



Established Safety



Comprehensive Focus



In-School Connections + Opportunities



Teamwork- 'Whole School Approach'



Anticipate and Adapt



Universal Impact

- Supports all kids
 - Supports all staff
 - Supports all families
 - Normalizes mental health
 - Normalizes social needs
 - Creates accepting climate
 - Reduces need to pick kids out
-

Outcomes

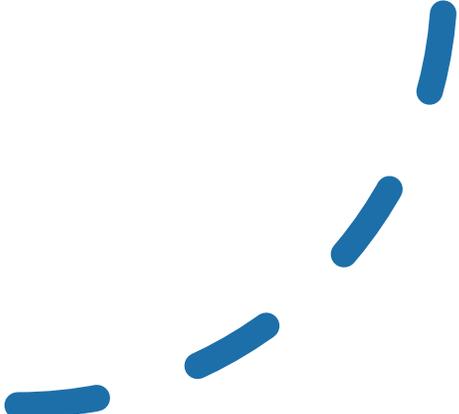
- Increased understanding of trauma and child development (Dorado 2016, Perry 2016, Shamblin 2016).
- Increased resiliency, coping skills, attention, attendance, graduation rates, improved classroom behavior, improved emotional and physical safety, reduced bullying, decreased office referrals, decreased suspensions, and decreased physical aggression (Shamblin 2016), (Perry 2016) (Holmes 2015), (Dorado 2016), (Mathematica-Verbitsky-Savitz 2016), (Walkley 2013, Phifer 2016), (Blitz 2015). (Mathematica-Verbitsky-Savitz 2016, Dorado 2016).
- Increased academic achievement, pro-social behavior, and improved mental health outcomes. (Durlak 2011), (Weare 2011).
- Reduced disparities in children from low-income families (Blitz 2016)
- Increased performance in ALL children, not just those with trauma (Blaustein 2013)

Outcomes

- Significant improvement in grades and standardized test scores, social and emotional skills, caring attitudes, and positive social behaviors, and a decline in disruptive behavior and emotional distress (Bierman et al., 2010; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).
- Reduced high school drop out and improve academic performance (Battistich, Schaps, & Wilson, 2004; Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004), (Reschly & Christenson, 2006)
- Helped students to feel more safe and secure in school, feel more competent, make more positive connections with peers, and achieve greater academic success (Hamre & Pianta, 2006).
- Interventions using positive behavior supports have been shown to improve academic performance and decrease behavior problems (Caldarella, Shatzer, Gray, Young, & Young, 2011; Luiselli, Putnam, Handler, & Feinberg, 2005; Waasdorp, Bradshaw, & Leaf, 2012).



Helping with Transition

- Prepare students and families ahead of time with expectations for their return
 - Plan with your colleagues about how to handle difficulties
 - Manage your own needs and worries
 - Allow for transitional period
 - Adopt a safety mindset
 - Expect regression!
- 



Be patient



Be clear



Set expectations



Expect academic regression



Expect increases in behaviors

Re-Establishing Routine

Social-Emotional Learning



Collaborative
Learning



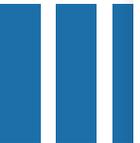
Building social
skills



Building
emotional skills



Reinforcing
behaviors



Educating the Students

- 1. Teach Emotional Intelligence
 - 2. Identify, Quantify, and Measure Distress Levels
 - 3. Normalize Mental Health
 - 4. Share Coping Strategies
-



Classroom Management

“the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class”

Trauma-Informed Classroom Management Resource



Using Interventions to Manage Difficult Behaviors

- Get Creative!
- Use interventions to:
 - Prevent difficult behaviors
 - Reward positive behaviors
 - Redirect students away from conflict or crisis
 - Set expectations for work and behavior
 - Encourage engagement

Direct Interventions

Setting Expectations

- Encourage the use of color-coded folders or other forms of personal organizers.
- Allow alternate response modes (computer, taped assignments) with every assignment.
- Give clear, concise instructions.
- Provide a predictable routine in your class.
- Give targeted children priority seating close to the teacher.
- Encourage note taking for older children in high school.
- Don't assume that impulsive behaviors are aggressive.
- For every task student tends not to prefer, engage in two preferred tasks. Let students know that this will happen
- Increase structure and/or add emphasis to relevant parts of a task or assignment.
- Set realistic standards for acceptable work.
- Use lists and assignment organizers.
- Underline key words in directions.

Redirection

- Alternate a seat-based activity with a more physical activity.
- Allow limited choice of tasks, topics and activities.
- Cue the child to upcoming difficult times when extra control is needed.
- Bring distracters or toys that are quiet and absorbing.
- Allow quiet play.

Rewarding good behavior

- Use activity as a reward.
- Positively reinforce effort as well as success.
- Reward short intervals of patient waiting.
- Develop the child's sense of confidence and responsibility.
- Encourage targeted children to play with children who can serve as positive role models.

Direct Interventions

Increasing Engagement

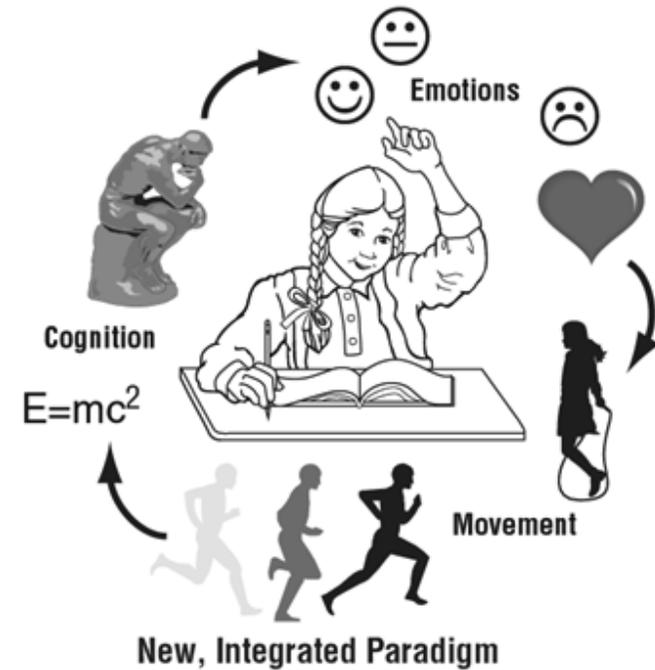
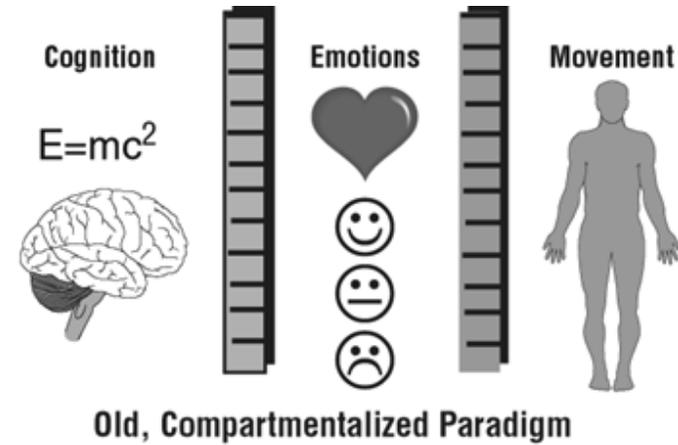
- Solicit active responses. Examples include talking, moving or organizing responses.
- Allow students to stand while doing seatwork.
- Encourage non-disruptive movement.
- Have a child repeat directions to you aloud.
- Reinforce directions with a visual reminder when appropriate. For example, provide a list on the blackboard of what is expected and the approximate amount of time that each step should take.
- Use a child's interest whenever possible in designing activities or introducing material.
- Match a child's learning ability and preferred method of response.
- Make tasks as interesting as possible.
- Allow children to work with partners.
- Have a child work on easier parts of a task before tackling the more difficult ones

Increasing Engagement

- Increase or provide novelty at later stages of the task to keep the child motivated.
- Encourage after school activities.
- Decrease the length of the tasks you assign.
- Break up tasks into smaller parts.
- Have tasks arranged so that children complete smaller parts after longer parts.
- Give fewer math or spelling problems. For example, have the child do only the odd or even problems. Or put fewer problems (words on one page).
- Use distributed (rather than mass) practice for problems beginning a task.
- Point out topic sentences, headings, etc. to improve task completion.
- Substitute verbal or motor responses for written responses.
- Alternate high and low interest tasks.

- (1) Strengthen learning
- (2) Improve memory and retrieval
- (3) Enhance learner motivation and morale
- (4) Discharge stress hormones

Movement



Adding Movement to Schools

Goal setting on the move

Drama and role-plays

Energizers

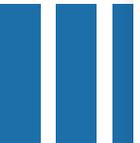
Quick games

Cross-laterals

Stretching

Physical education

Recess



Expressive Arts

- Creative processes enable us to see the root of a problem or see a situation in a different light
 - it stimulates alpha waves, signals in the brain that closely correlate with states of relaxation
 - raise serotonin levels and decrease anxiety, factors that contribute to resilience
 - develop neural systems that produce a broad spectrum of benefits ranging from fine motor skills to creativity and improved emotional balance
-

Play



Building an identity



Developing autonomy and agency



Offering respite from stress



Fostering good, caring relationships



Building interpersonal support



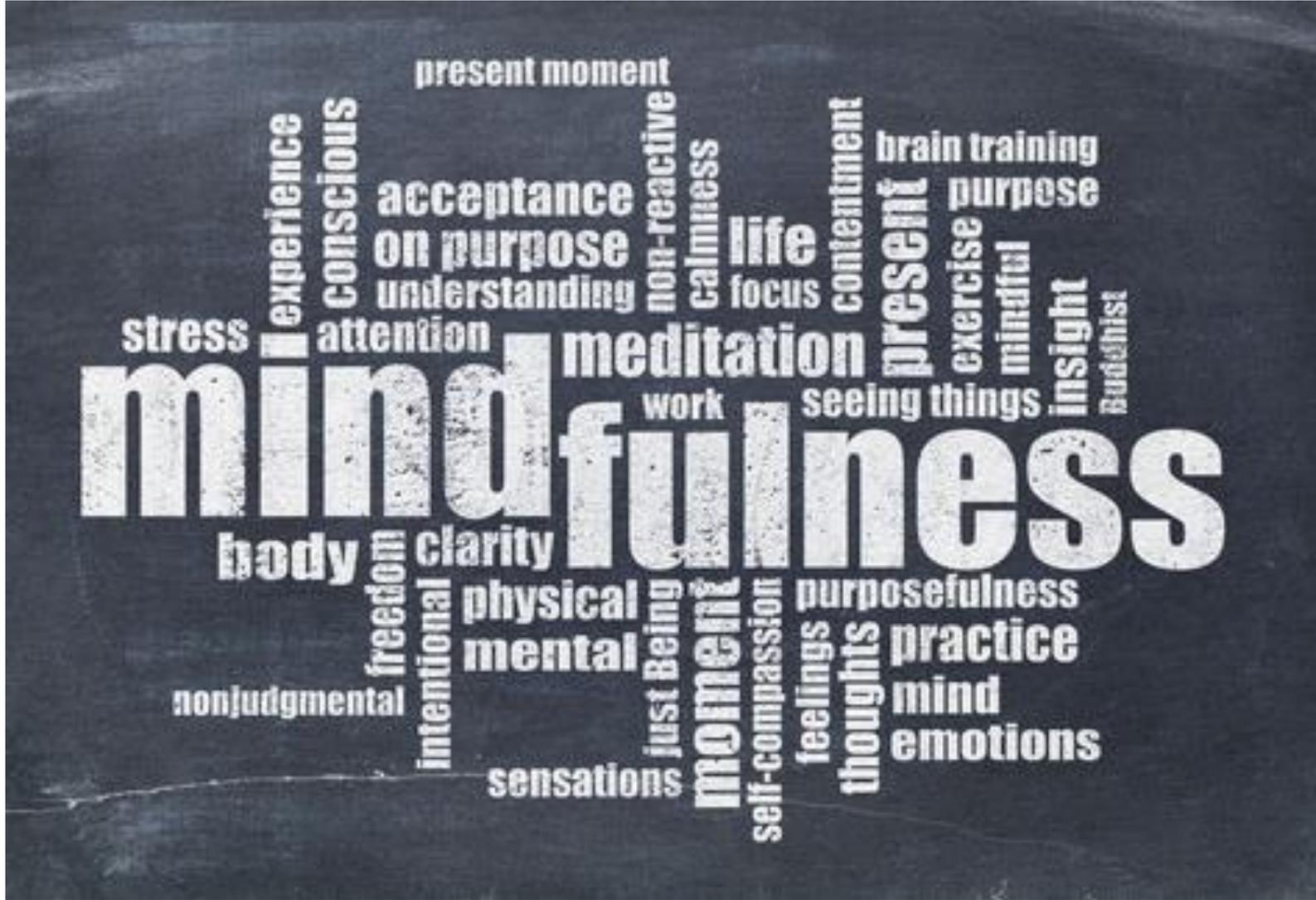
Making friends and social connections



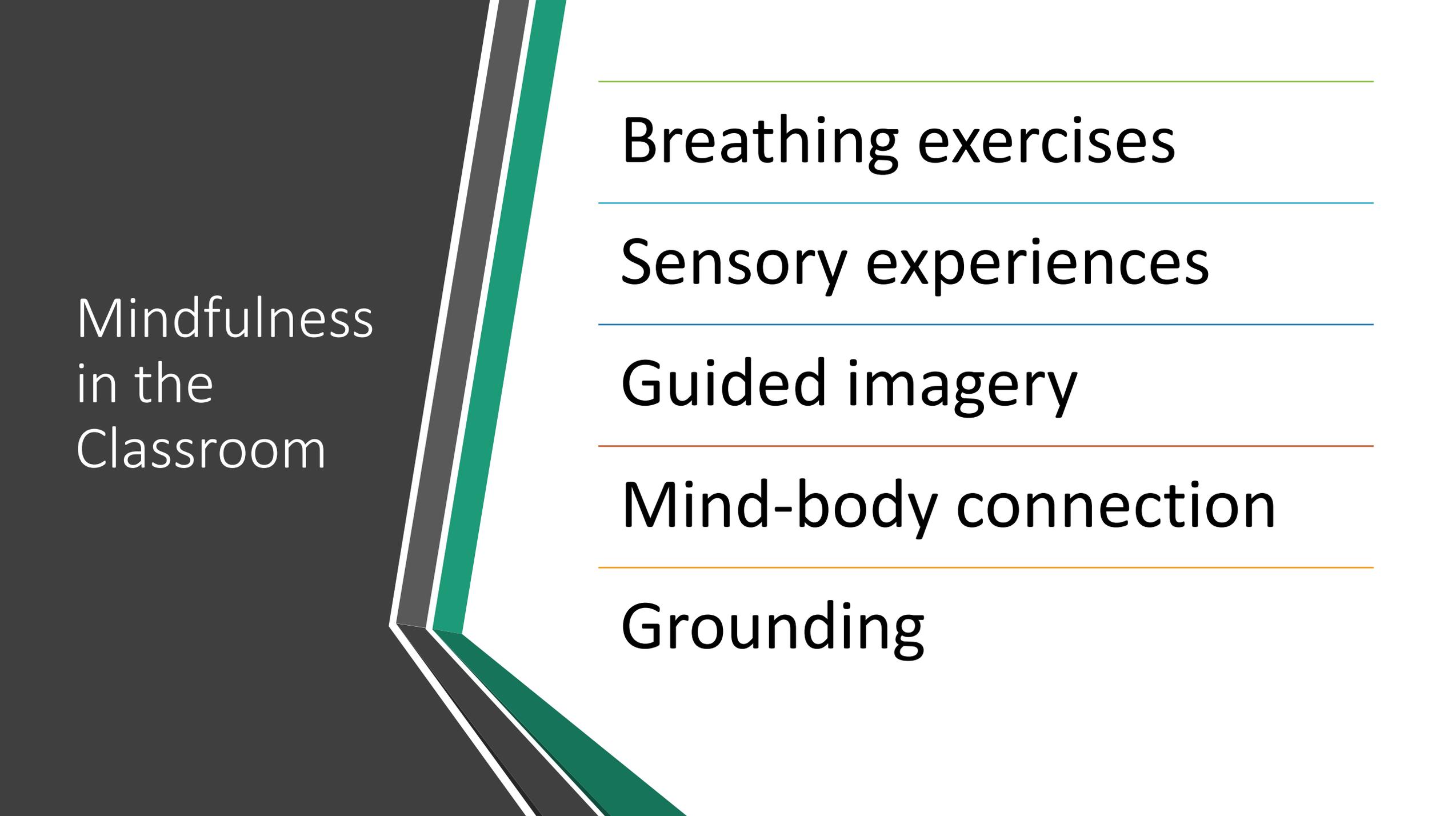
Reduces fear associated with learning



Creating meaningful experiences



Mindfulness in the Classroom



Mindfulness in the Classroom

Breathing exercises

Sensory experiences

Guided imagery

Mind-body connection

Grounding

Breathing

“To practice mindful breathing, place your right hand on your belly and your left hand on your chest, feeling the gentle rise and fall of your breath. Count to three as you inhale, then count to three again as you exhale. Close your eyes, too, if that feels comfortable.” - EduTopia

Sensory Experiences

“Try listening to relaxing music or other calming sounds in the classroom. You might also take the children outside to hear the sounds of nature. They could play I Spy or create mind jars. This activity involves putting items with strong, familiar smells (like cinnamon, flowers, cheese, or popcorn) in jars and having the children guess the items by using their sense of smell. To focus them on their sense of touch, ask your children to close their eyes, give each one a cotton ball or sponge, and have them guess what they're holding.” - EduTopia

Guided Imagery

“When you start a new topic in your classroom, have your students close their eyes (if that's comfortable) and slowly talk them through a pretend journey. For example, if you're studying the ocean, have them imagine getting into underwater vehicles and cruising through the ocean waters, looking for fish, animals, and plants. End the guided relaxation with a few deep breaths, and then they can draw what they imagined and discuss their ideas as a class. You could take them on pretend journeys into outer space; to the beach, forest, or a deserted island; on a safari or up a volcano -- depending on your curriculum topics.” - EduTopia



Mind-Body Connection

“Encourage students to pay attention to their feet for 5 or 10 seconds. Questions to ask during a body scan: How does this body part feel? Is it cold or warm? Does it feel tight or relaxed? Is all or part of that body part touching the floor? Or clothing? What does that feel like?”

Move on to their toes, then ankles, then calves and knees. Continue body part by body part until you reach the head. Question how each part of the body feels to bring students’ awareness to their body in the moment. If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale.” - TeachStarter



Grounding

“First, notice 5 things that you can see. Look around you and become aware of your environment. Try to pick out something that you don’t usually notice.

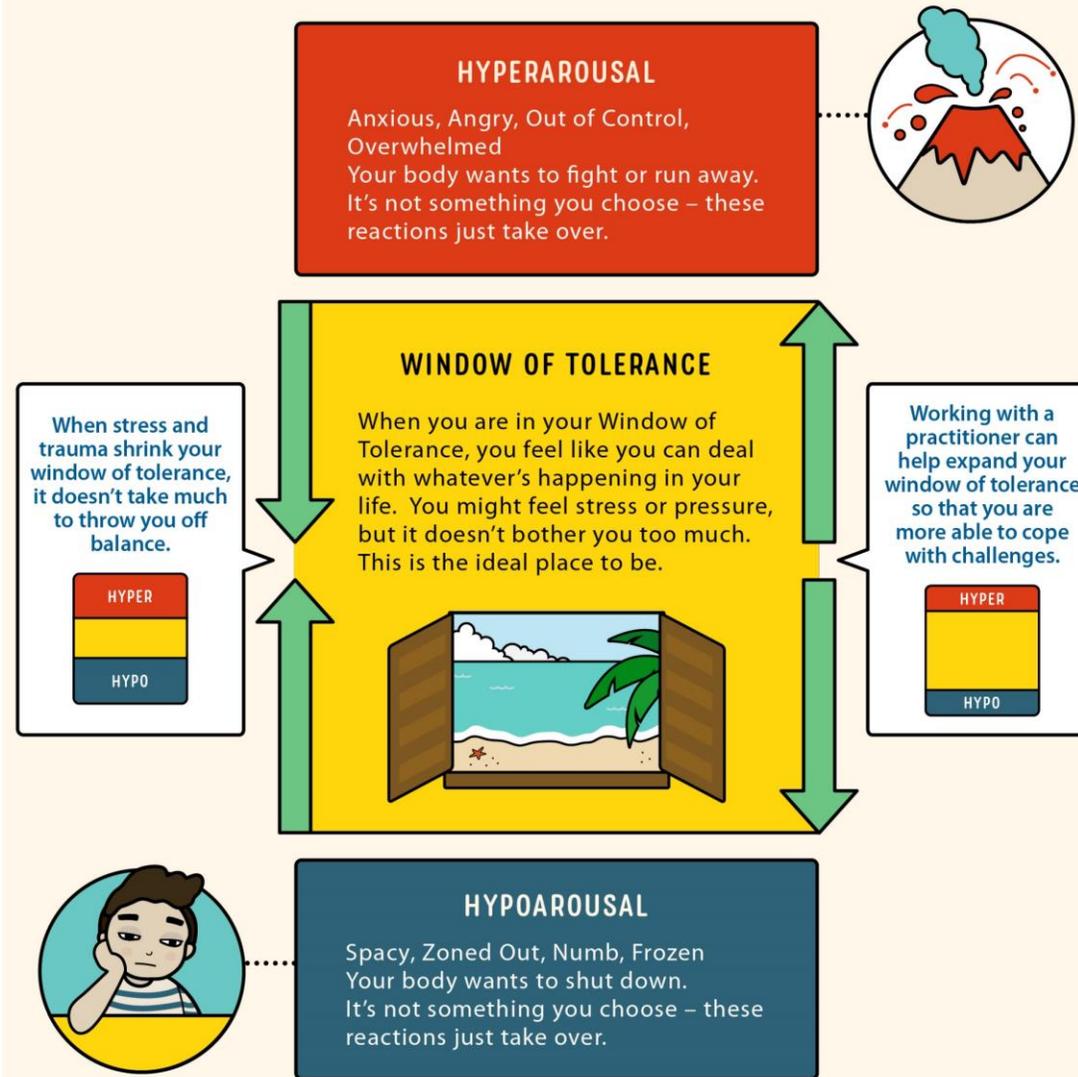
Second, notice 4 things you can feel. Bring attention to the things that you’re currently feeling, such as the texture of your clothing or the smooth surface of the table you’re resting your hands on.

Third, notice 3 things that you can hear. Listen for and notice things in the background that you don’t normally notice. It could be the birds chirping outside or an appliance humming in the next room.

Fourth, notice 2 things you can smell. Bring attention to scents that you usually filter out, either pleasant or unpleasant. Catch a whiff of the pine trees outside or food cooking in the kitchen.

Finally, notice 1 thing you can taste. Take a sip of a drink, chew gum, or notice the current taste in your mouth.” - UVM Medical Center

How Trauma Can Affect Your Window Of Tolerance



nicabm



Window of Tolerance

- Match interventions to arousal level
- Hyperaroused kids- settle and relax
- Hypoaroused kids- activate and engage

Positive Post- Traumatic Traits

- What do they look like?
- How do we build them in students?
- How can we learn from our students' resiliency?



Changes in the Future of Education

What are we willing to do different for education moving forward?

Contact Me

