

Creating Trauma Sensitive Schools

Becky Haas – Presenter

Section 1

- Why You Need to Know About Trauma
- What is Trauma
- How to Identify Trauma
- Universal Prevalence of Trauma
- Understanding the ACEs Study
- Building Resilience

Why You Need to Know About Trauma

- According to the National Child Traumatic Stress Network, “one out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.”
- Trauma can impact school performance in the following ways:
 - Lower GPA
 - Increase school absences and chances for drop-out
 - Higher incidents of suspension and expulsion
 - Decrease student’s ready ability

(National Child Traumatic Stress Network Child Trauma Educator Toolkit)

- ✓ Once schools understand the educational impacts of trauma, they can become safe, supportive environments where students make the positive connections with adults, learn strategies to help calm their emotions to behave appropriately, and achieve greater academic success.
- ✓ “Trauma sensitivity will look different at each school.
- ✓ A shared definition of what it means to be a trauma-sensitive school can bring educators, parents, and policymakers together around a common vision.

“As an educator, you don’t need a peer-edited research article to validate what your gut and experience have already told you is true. A student’s life outside school matters.”

*~ Kristen Souers, Fostering Resilient Learners
Strategies for Creating a Trauma Sensitive Classroom*

Knowing the story of the trauma is not as important as understanding the EFFECT of that event on the child.

It's not that a person's story isn't important, but educators don't always have the luxury of knowing the story.

Focus skill development on dealing with the story's lingering effects.

What is Trauma? The 3-E's

Individual trauma results from an **event**, a series of events, or set of circumstances **experienced** by an individual that are physically or emotionally harmful or life threatening and that have lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

[SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)

Potential Traumatic Events

Abuse

- *Emotional*
- *Sexual/Physical*
- *Domestic violence*
- *Witnessing violence*
- *Bullying*
- *Cyberbullying*
- *Institutional*

Chronic Stressors

- *Poverty*
- *Racism*
- *Invasive medical procedure*
- *Community trauma*
- *Historical trauma*
- *Family member with substance use disorder*

Loss

- *Death*
- *Abandonment*
- *Neglect*
- *Separation*
- *Natural disaster*
- *Accidents*
- *Terrorism*
- *War*

Experience of Trauma Affected by :

- ▶ How
- ▶ When
- ▶ Where
- ▶ How Often

It is an individual's experience of the event, not necessarily the event itself that is traumatizing.



Effects of Trauma

The effect of trauma on an individual can be conceptualized as a normal response to an abnormal situation.

We don't see things as they are. We see things as WE are.

Survival mode is supposed to be a phase that helps save your life.

It is not meant to be how you live.

Michele Rosenthal
Author, *Your Life After Trauma*

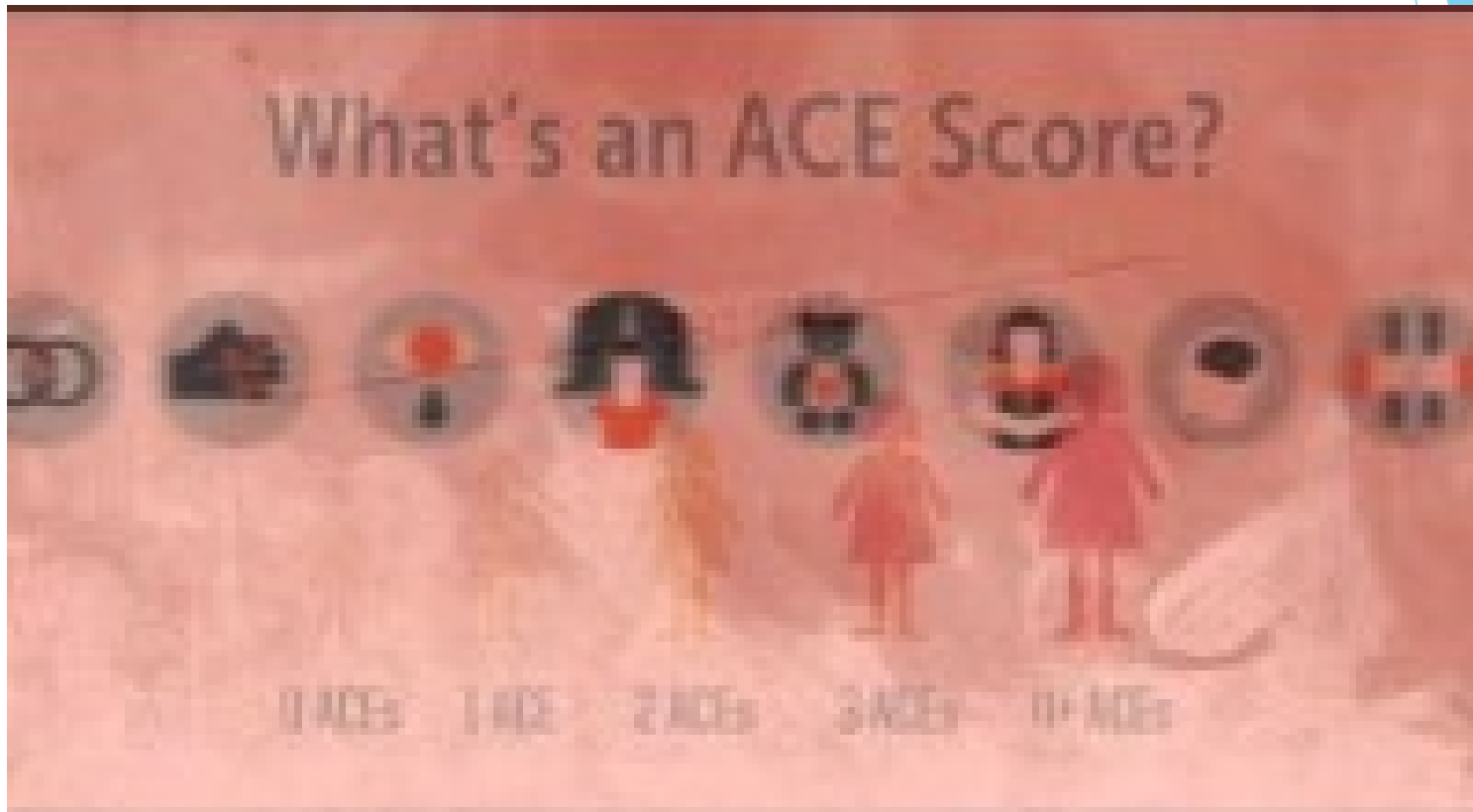
Trauma Causes Physical and Emotional Distress

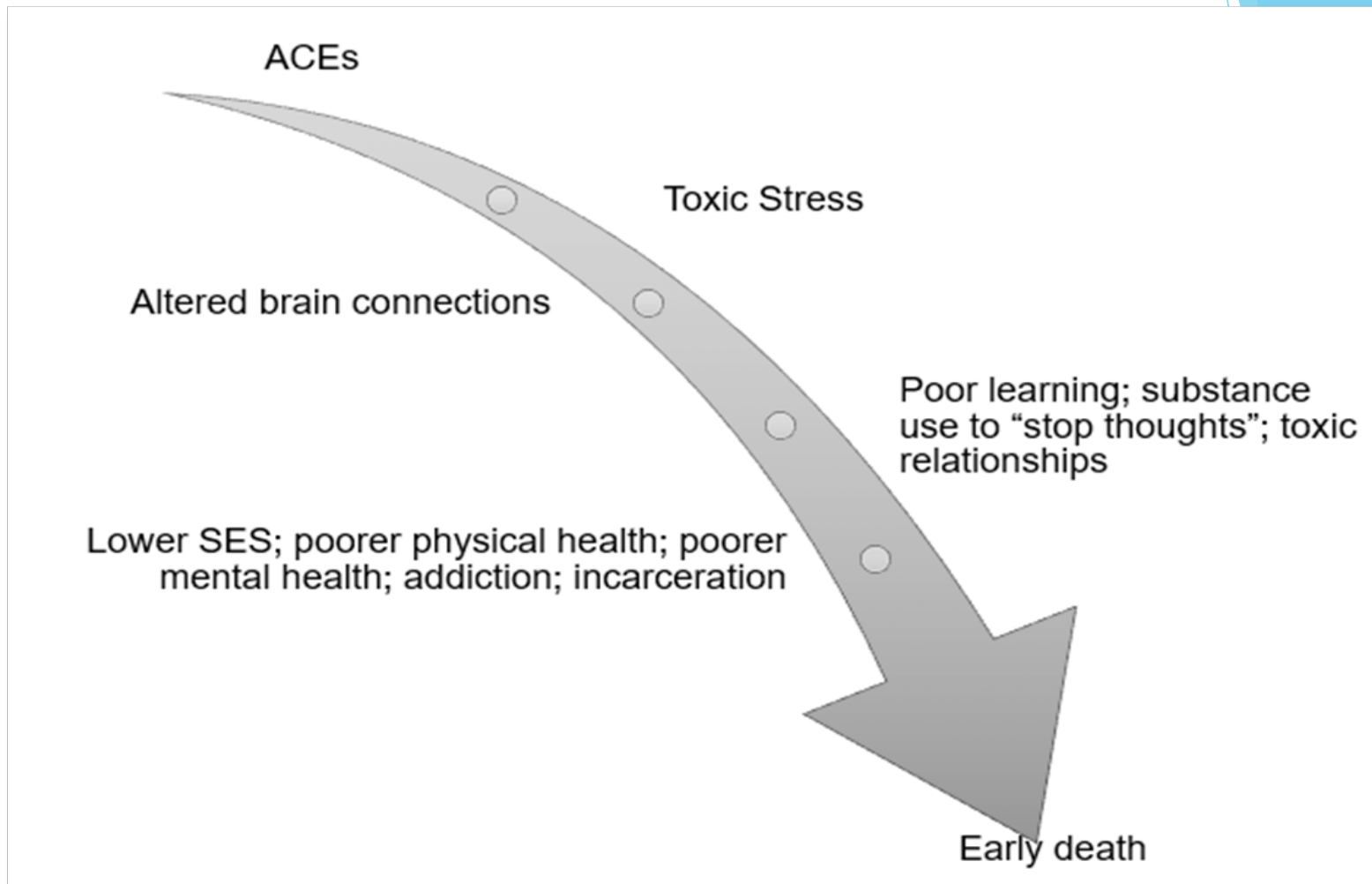
- ▶ Headaches and stomach aches
- ▶ Poor control of emotions
- ▶ Inconsistent academic performance
- ▶ Unpredictable or impulsive behavior
- ▶ Over or under-reacting to bells, physical contact, doors slamming, sirens, lightening or sudden movement
- ▶ Intense reactions to:
 - ▶ Violating personal space, being corrected, fighting when criticized or teased and resisting transition or change

Universal Prevalence of Trauma

- ▶ 1 of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior
- ▶ In 2017, suicide was the second leading cause of death among children ages 10-17 (National Institute of Mental Health, 2017)
- ▶ 3.5-10 million children witness violence against their mother each year*
- ▶ 1 in 4 girls & 1 in 6 boys are sexually abused before adulthood*
- ▶ In a study of juvenile justice settings, 94% of children had experienced trauma* (*SAMHSA data)

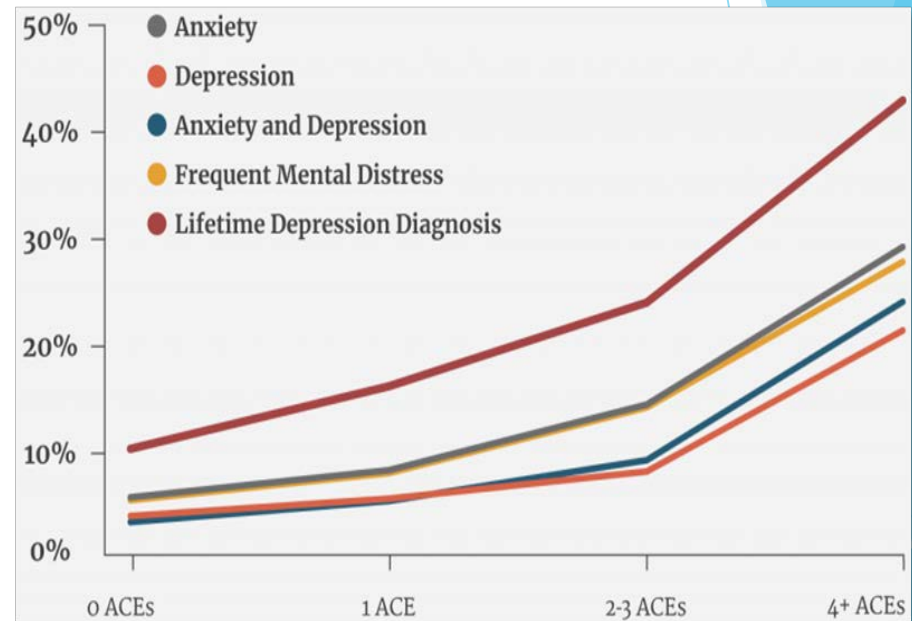
Understanding Adverse Childhood Experiences (ACEs)



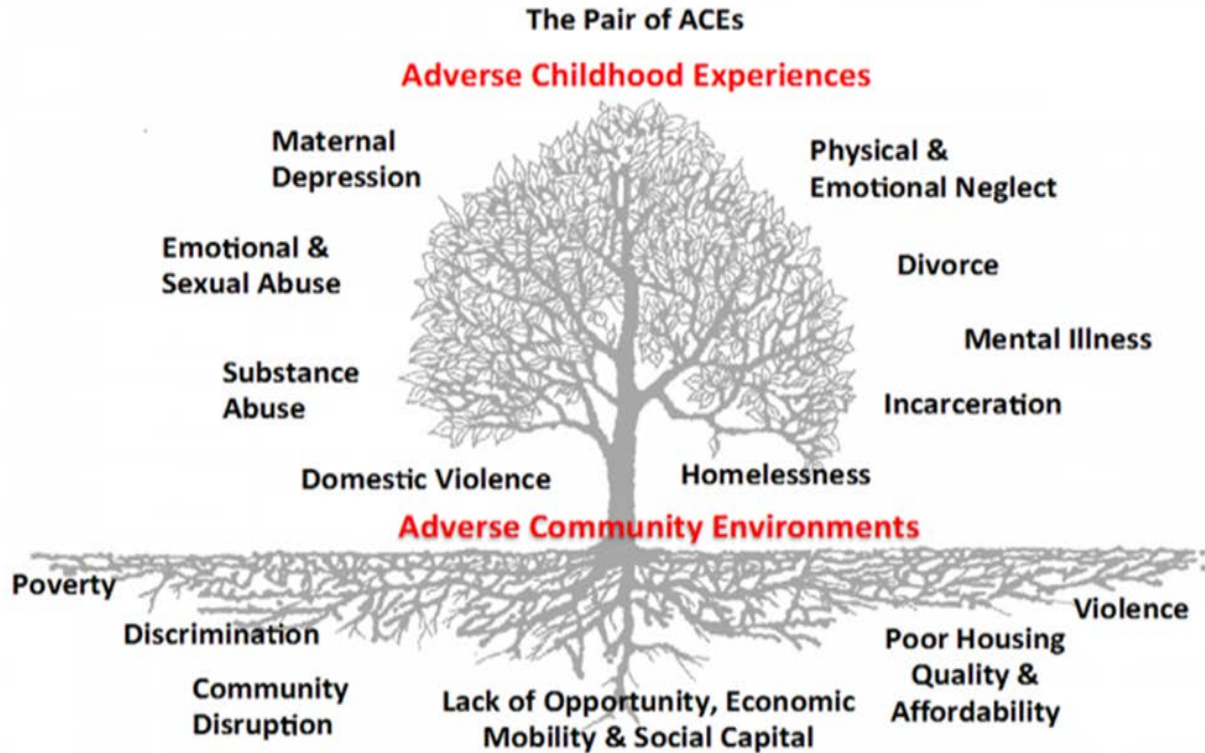


ACEs Can Have Lasting Effects On...

- ❑ Health (obesity, diabetes, depression, suicide attempts, STD's, heart disease, cancer, stroke, broken bones)
- ❑ Behaviors (smoking, alcohol, drug use)
- ❑ Life Potential (graduation rates, academic achievement, lost time from work)



A Pair of ACEs



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



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Healing Begins

- Trauma can be overcome through building resilience and the caring support from others.
- *“Research shows that Positive Childhood Experiences (PCEs) buffer against the health effects of adverse ones. The proactive promotion of positive childhood experiences for children may reduce risk for adult depression, poor mental health and promote adult relational health.”*

Bethell C, Jones J, Gombojav N, Linkenbach J, Sege R. Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. *JAMA Pediatric*. 2019;173(11):e193007. doi:10.1001/jamapediatrics.2019.3007

How Resilience Is Built



Desired Protective Factors

- For Families
 - Concrete support in time of need
 - Social connections
 - Parenting skills
 - Personal resilience
 - Ability to help children develop social/emotional competence
 - Ability to foster nurturing attachment with children

Strengthening Families: A Protective Factors Framework. Center for the Study of Social Policy. <https://www.cssp.org/young-children-their-families/strengtheningfamilies/about#protective-factors-framework>. Accessed July 26, 2018.

We Can Prevent ACEs

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



Community Protective Factors

- ✓ Safe neighborhoods
- ✓ Safe schools
- ✓ Stable and safe housing
- ✓ Access to nutritious food
- ✓ Access to employment
- ✓ Access to medical care including behavioral health and mental wellness
- ✓ Transportation
- ✓ Access to safe, high quality and affordable child care
- ✓ Inclusion and equity related to race, ethnicity and disability

Resilience Case Study #1



Resilience Case Study #2



Charging Stations

- Think of stress and resilience as a smart phone or iPad needing a “charging station”.
- Stresses drain our batteries, but resilience factors can recharge us.
- We all need charging stations. Young children have to be charged by those nurturing adults who know what they need.
- Charging stations will change over time and will be different for different people.
- As people get older, they need to be mindful who or what are their charging stations.
- These can be a supportive parent, grandparent, coach, exercise, your faith, a hobby.

Building Resilient Schools

The Goal

- Training, commitment to change, ongoing process

All staff are trained to understand trauma, warm and welcoming environment, create a sense of safety, programs do not retraumatize students, create a committee for change

Student Success

- Can we help students reduce toxic stress away from school

Access to case management, mentoring opportunities, community navigators available in non-judgmental fashion

Individual Help

- Staff self-care is a priority
- Students understand how to access help, referrals made

Clear access to behavioral health resources

Partnerships with Children and Families

- ▶ Data shows when parents partner with educators, children have better health and learning outcomes.
- ▶ For partnership to thrive, understand that ALL are in this together and doing their best.
- ▶ Remember traumatized children may have traumatized caregivers.
- ▶ Information may need to be frequently repeated.
- ▶ Do you have mechanisms in place where families in need of groceries, financial assistance, etc. can access these?
- ▶ Consider the school hosting job fairs, health or dental clinics
- ▶ Trauma informed assistance is non-shaming and non-judgmental.

Section 2

- Trauma Effects Brain Development
- Trauma Can Impact School Performance
- Learning While Addressing Trauma in COVID-19

How Brains are Built: The Core Story of Brain Development

Alberta Family Wellness



Serve and Return

- ▶ One of the most essential experiences in shaping the developing brain is “serve and return” interaction between children and adults in their lives.
- ▶ Young children reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of response.
- ▶ This back-and-forth process is fundamental to the wiring of the brain, in the earliest years.
- ▶ Childcare professionals can provide this process for children who may not have caregivers doing so.

Executive Functioning

Includes:

Working memory

Mental Flexibility

Self-Control

Executive Function & Self-Regulation. Center on the Developing Child at Harvard University Website. <https://developingchild.harvard.edu/science/key-concepts/executive-function/>. Accessed on July 16, 2018.

Impacts:

School readiness

Math and reading competence

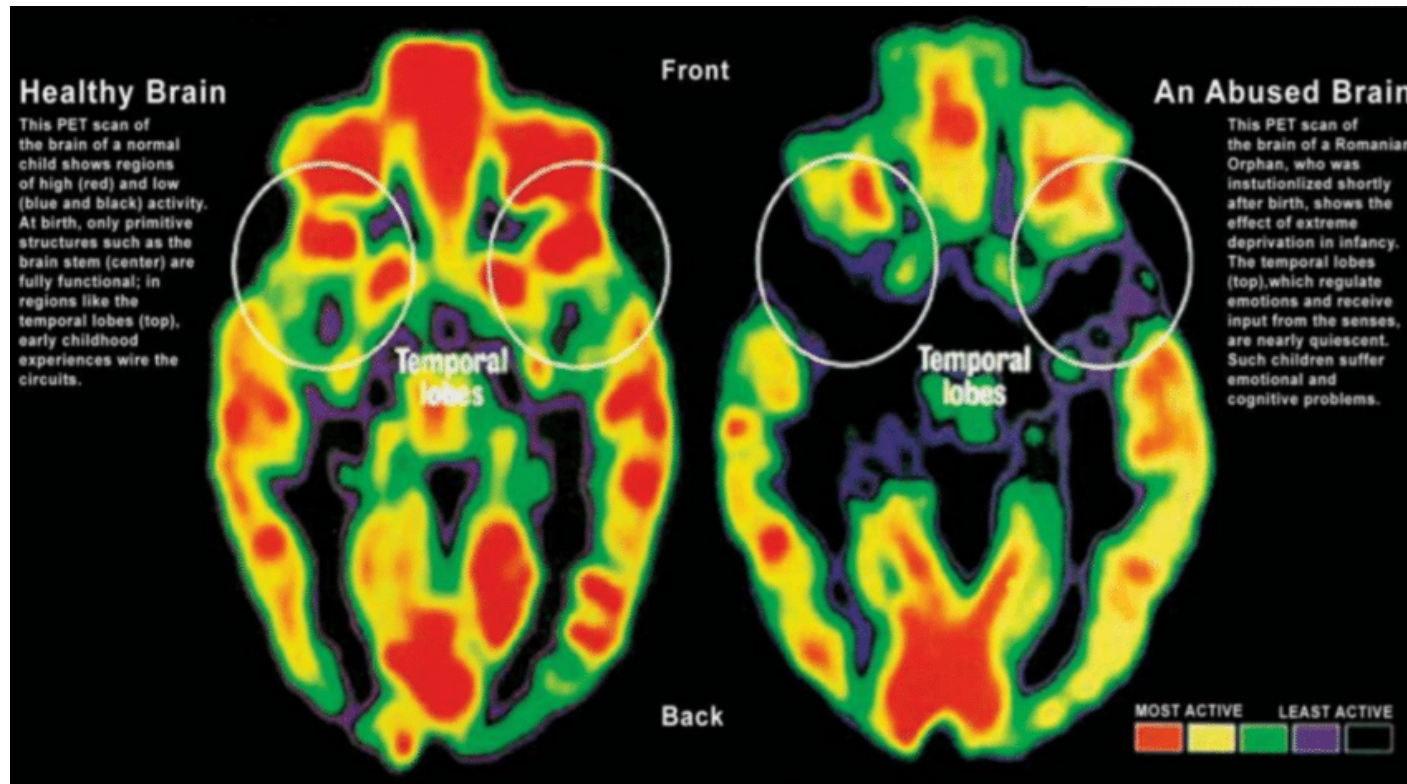
Job stability

Positive relationships

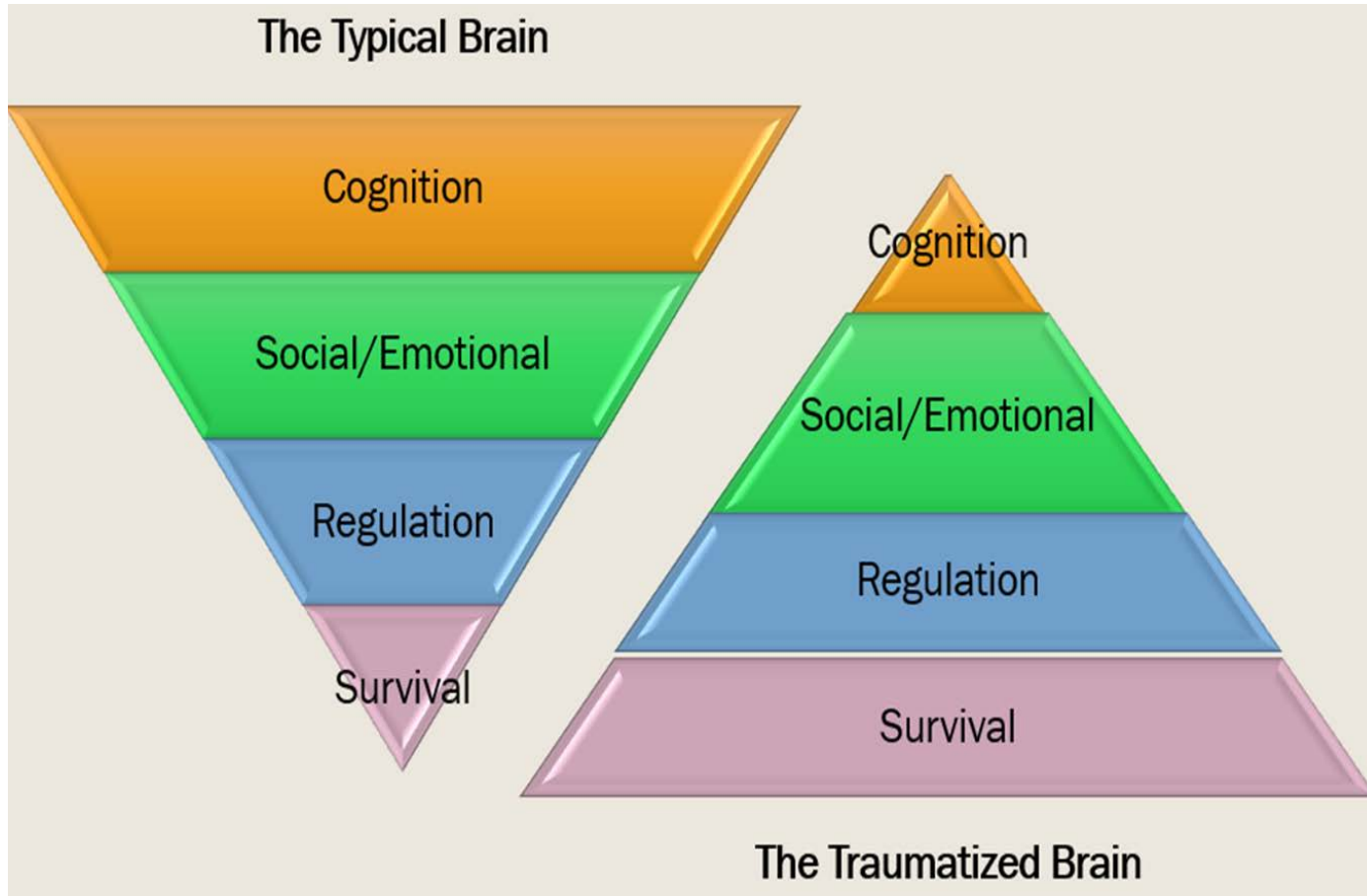
Quality of life

Diamond A. Executive functions. Annu Rev of Psychol. 2013; 64: 135-168. doi: 10.1146/annurev-psych-113011-143750

What Childhood Neglect Tells us About Brain Development

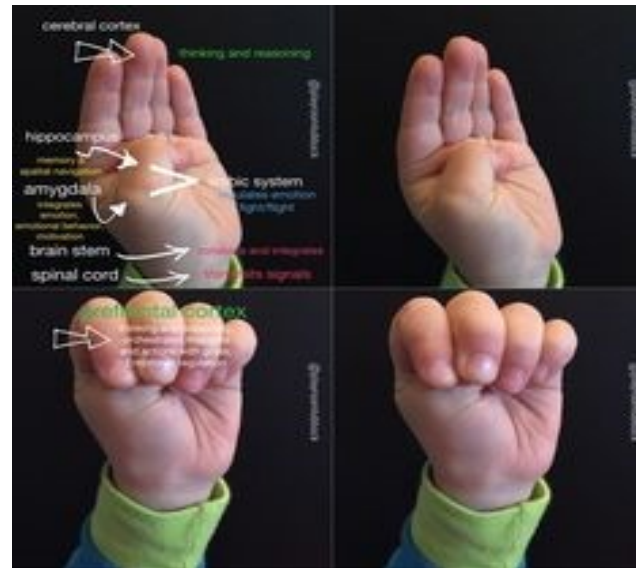


Trauma and Brain Development



The Whole Brain

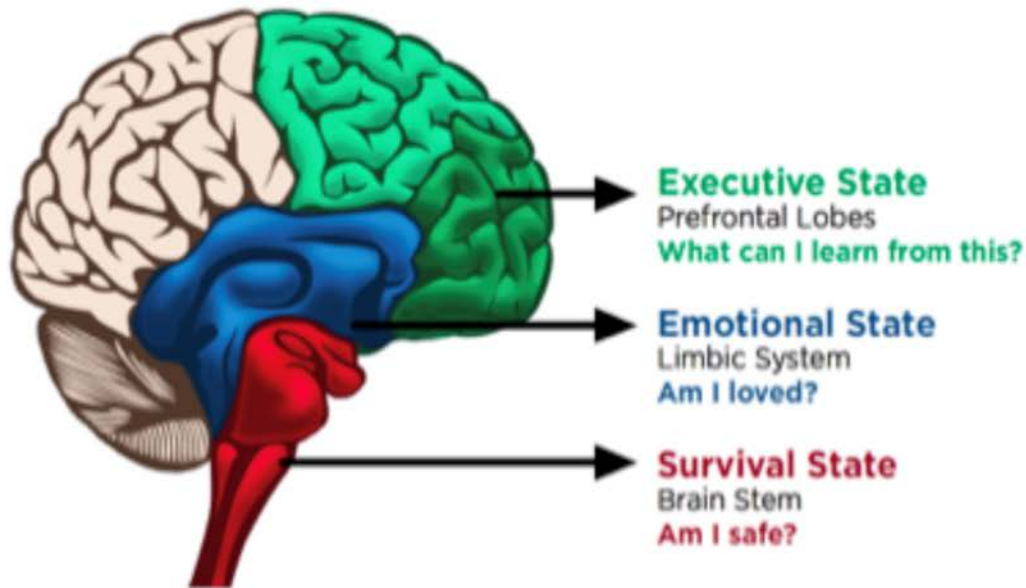
- A simple illustration for creating a school culture where all recognize what part of the brain is being used
- **Upstairs brain** – where you make decisions and do the right thing, even when you feel upset
- **Downstairs brain** – where BIG feelings come from. Like letting people know you love them or when you feel sad, mad or angry



The Whole-Brain Child Workbook; Practical Exercises, Worksheets and Activities to Nurture Developing Minds; by Daniel J. Siegel, M.D. and Tina Payne Bryson, Ph.D.

The Brain “Thinks” when it’s Regulated

Regulate from the Bottom Up



“We can find a solution.”



“I am here with you.”



“You are safe.”



WHEN LITTLE PEOPLE ARE
OVERWHELMED BY BIG
EMOTIONS, IT'S OUR JOB
TO SHARE OUR CALM. NOT
JOIN THEIR CHAOS.
~ L. R. KNOST

Trauma Can Impact School Performance

- ▶ Lower GPA
- ▶ Higher rate of school absences
- ▶ Increased drop-out
- ▶ More suspensions and expulsions
- ▶ Decreased reading ability



Trauma Can Impair Learning

- ▶ Single exposure to events may cause jumpiness, intrusive thoughts, interrupted sleep and nightmares, anger and moodiness, and/or social withdrawal
- ▶ These can interfere with concentration and memory



Chronic Exposure During a Child's Early Years Can:

- Affect attention, memory and cognition
- Reduce a child's ability to focus
- Interfere with effective problem solving and/or planning
- Result in overwhelming feelings of frustration and anxiety

What Does Trauma Look Like?



Avoidant



Disconnected



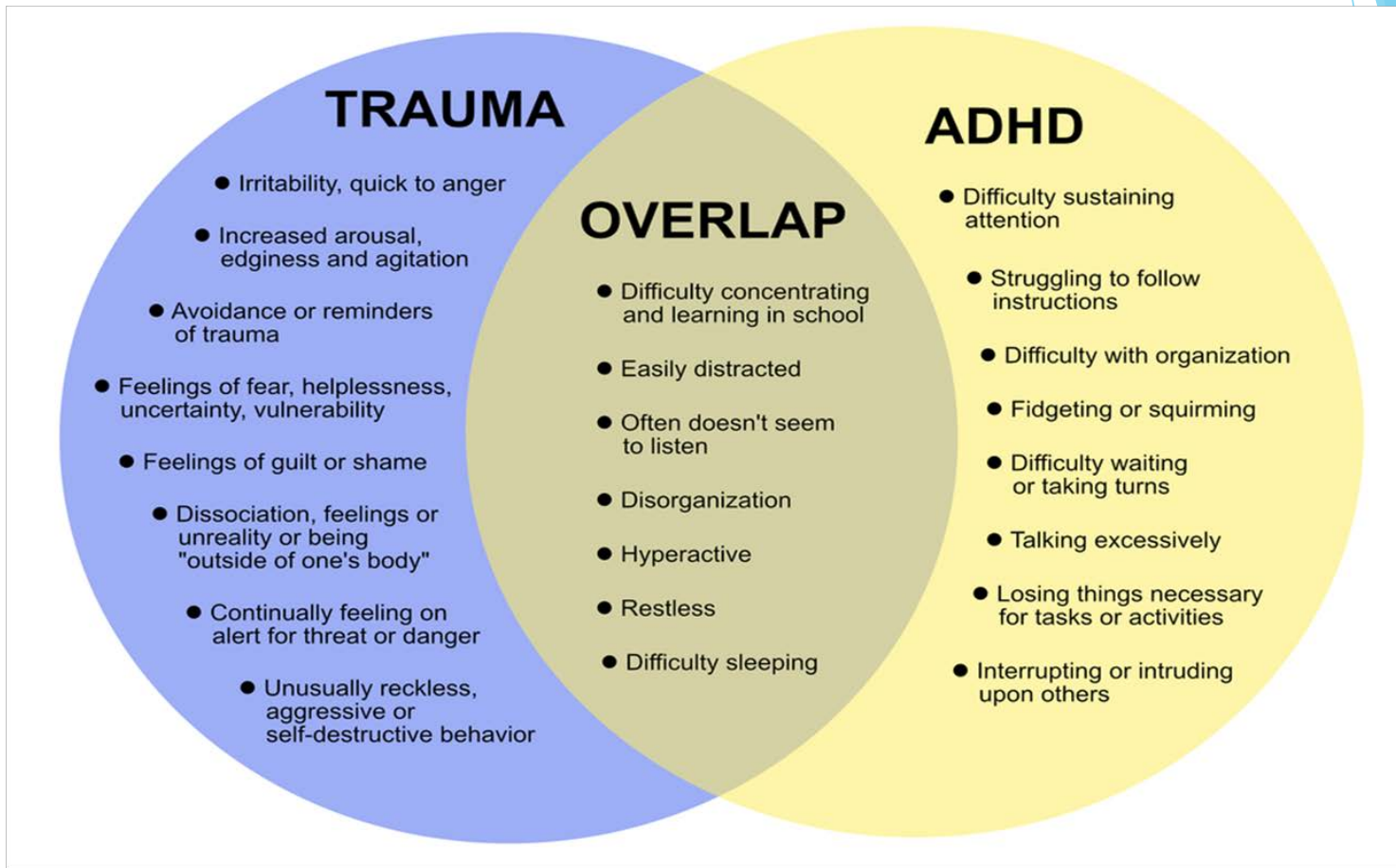
Angry



Hypervigilant

Trauma and ADHD

National Child Traumatic Stress Network



Trauma-Informed Strategies (Navigating COVID-19)

The Physical and Emotional Well-Being of Staff

Teachers and staff faced with professional stress. Methods changed, learning new skills and technology platforms while assuring internet access to shift to working from their homes.

Personal stressors - their own children and other family members at home, facing economic insecurity, or having concerns for their own health and that of loved ones.

Concerns about students who attend sporadically or not at all, due to living in unstable environments, unable to connect one-on-one.

It's been a year.




Self-care


- ▶ Make your own self-care a priority.
- ▶ Utilize social supports as needed. Plan a virtual coffee break or lunch hour with colleagues or other educators. During these sessions, you might share strategies that are or are not working, talk about life outside of school.
- ▶ Create a routine
- ▶ Incorporate physical movement
- ▶ Administrators - Check in with your staff both collectively and individually.
- ▶ Make it a priority to encourage them to take time during the school day to manage their stress and take care of themselves and their families.

What do I do for self-care?


 Get plenty of sleep


 Enjoy sunshine

 Cook

 Write or draw (^{think} out loud)

 Talk to myself

 Cuddle cats

 Walk or bike (^{esp. in} a park)


 Tidy

 Read

 Read about people whose lives are more complicated

 Garden

 Get a hug

 Talk to select people

Identifying and Assessing Traumatic Stress

- ❖ Children with identified histories of trauma may be especially vulnerable to changes in schedule
- ❖ The stressors of this crisis can place all children at additional risk for trauma and loss.
- ❖ Be aware of children who may be at greater risk, and find opportunities for short, individual check-ins to see how they are doing.
- ❖ Note any changes in behavior (i.e. acting more tired or listless than normal, or more difficulty concentrating)
- ❖ These may be normal reactions to the current circumstances, or they may warrant further assessment by a program counselor.

Addressing and Treating Traumatic Stress

- ❖ Educators are one of the few adults outside of a household to “see” children during this crisis.
- ❖ Teachers cannot be expected to be mental health professionals.
- ❖ School staff CAN use their relationships with children to connect, listen, and help link families to additional services if they suspect that a child is experiencing serious depression, anxiety, or trauma symptoms.
- ❖ Even remotely, educators provide extra support to these children, and administrators can support this.

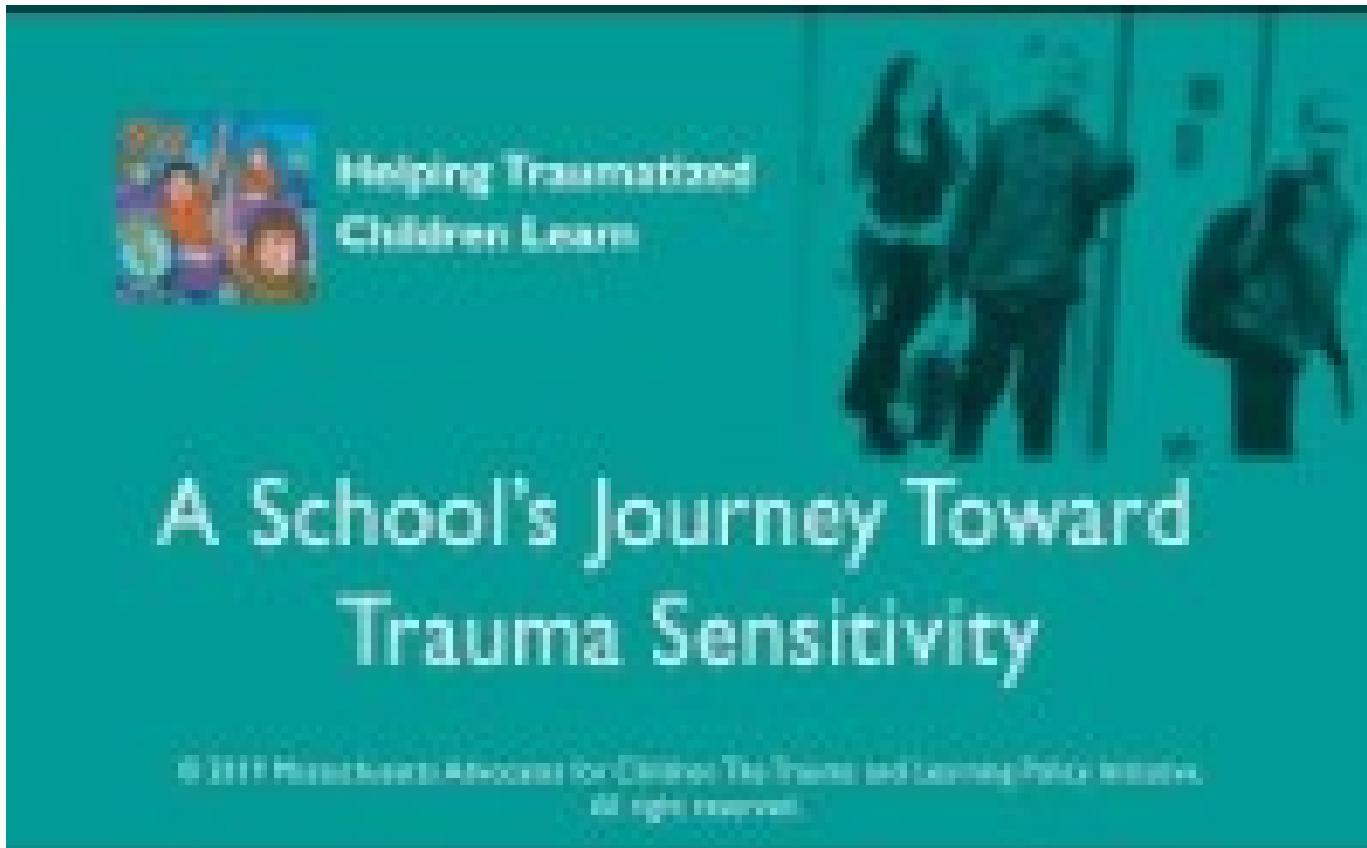
- ❖ Share healing centered strategies with caregivers (i.e. upstairs/downstairs brain)
- ❖ Greet students by name and create a touch-free or virtual routine (similar to a handshake, a hug or a high five) to invite connection, either online, in class or at meal pick-up.
- ❖ Engage children and families in creating rituals to replace ones missing due to social distancing (school plays, graduations, etc.)



Section 3

- Creating Trauma Sensitive Schools
- What Does a Trauma Sensitive Middle/High School Look Like
- Learning Environments that Heal
- All Staff are Key to Success

A School's Journey Toward Trauma Sensitivity



Trauma Informed Care

Traditional View	Trauma Informed View
Child chooses their behavior and as a result need consequences	Child wants to do well but lacks skills or have developed survival behavior
Labels child's behavior negatively (i.e. manipulative)	Characterizes child's behavior constructively (i.e. needs calming strategies)
Authoritarian	Collaborative
Minimizes coping strategies	Behavior is communication and serves a function
Creates a system that makes child work for support	All children receive support regardless of their need
Staff-centered environment	Child-centered environment

What Does a Trauma-Sensitive Middle/High School Look Like?



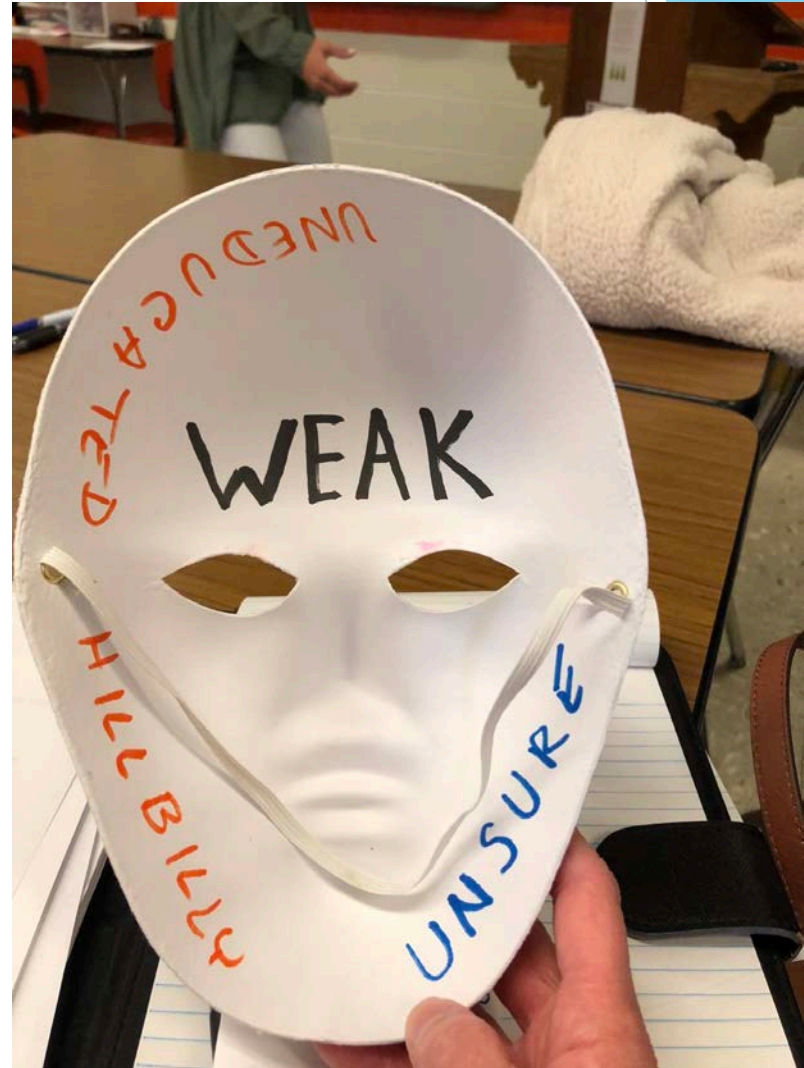
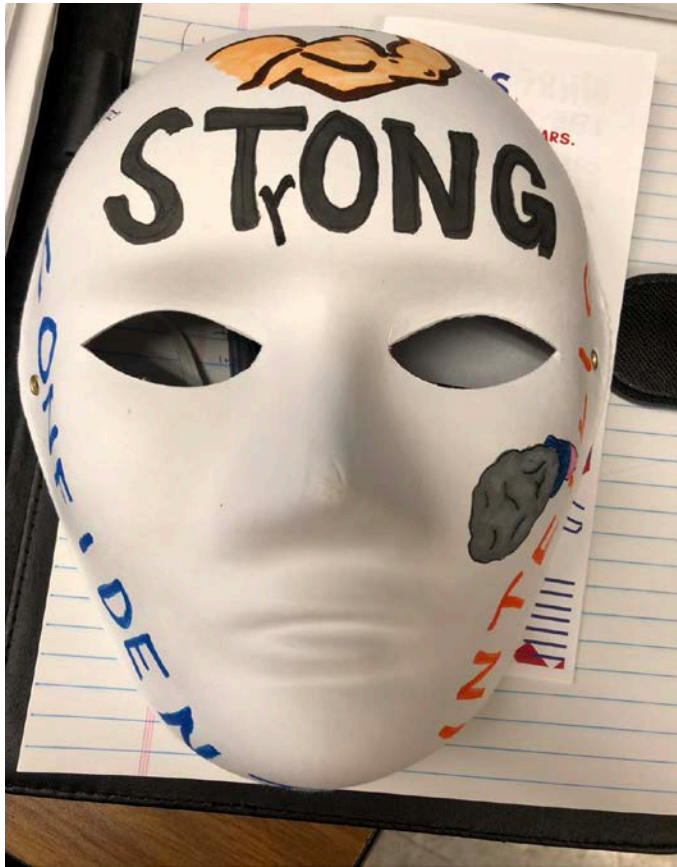
What does a trauma-sensitive middle/high school look like?

Chilhowie High School Marion, Virginia





Elizabethton High School



Renovated Counselor's Office



Topper Academy

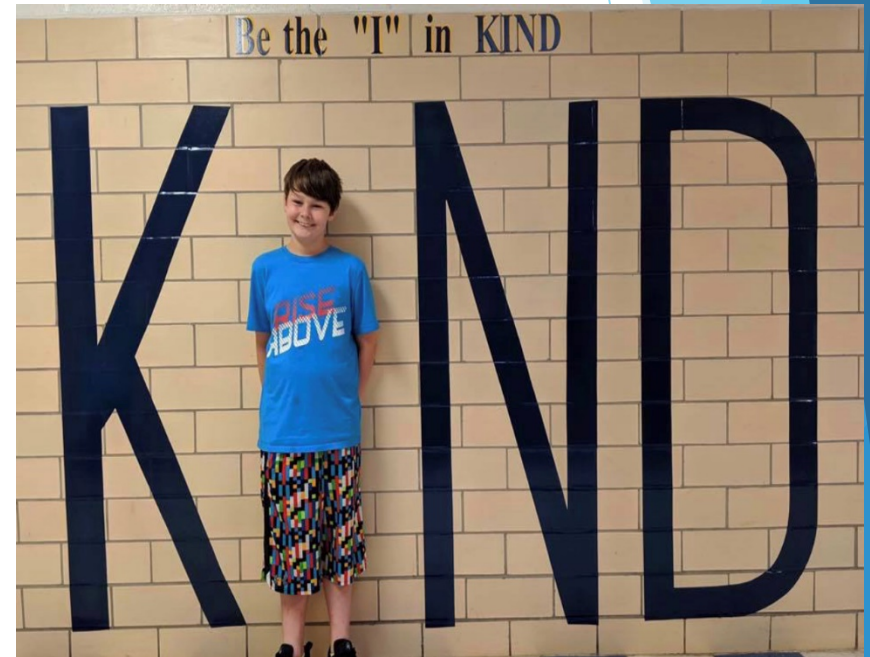




Healing Centered Learning Environments

1. Safe, Hospitable and Welcoming
2. Build Community
3. Provide Connection to Every Child
4. Teach and Model Emotional Regulation

Welcoming and Hospitable



Vulnerable Times for Feeling Unsafe

- ▶ Riding the bus
- ▶ Start of the day
- ▶ Recess
- ▶ Lunch
- ▶ Changing Classrooms
- ▶ Walking in the hall
- ▶ Point system
- ▶ End of the day



Button Project lets children see the faces behind the masks

Jul. 16, 2020, 9:38 AM



Connection Assignment

- ▶ Ask staff to bring a picture or drawing that represents every child your program serves to staff meeting with the child's name clearly written on it.
- ▶ Hang these on a wall in your meeting room.
- ▶ Ask staff to walk around the room and place a sticker beside every child they feel they have a connection to.
- ▶ At the conclusion see if there are children being left out and assign staff to begin to connect daily by a intentional greeting, wave, short check-in, etc.

Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning



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Section 4

- Classroom Strategies
- Emotional Regulation
- Serve and Return
- Healing Gestures
- Discipline and Tornado Behavior

Predictable

Provide Structure

Have routines and maintain clear communication

Follow a daily schedule

Provide information in digestible amounts.

Show appreciation for children's efforts to complete tasks and regular attendance. Children do not all have the same home life situations and support.

Practicing social distancing and hand washing as new "routines".

Approach children's experiences with curiosity.

Create, and utilize rituals – Ask kids what is hard, what is happy, one thing I like during this time or one thing I don't like.

Support transitioning with a signal (not turning off the lights)

4:1 Interactions Ratio

- ▶ Increase the number of positive interactions instead of negative.
- ▶ The critical ratio is 4:1.
- ▶ Positive interactions include:
 - Friendly conversation
 - Nonverbal acknowledgement
 - Praise vs. criticism
- ▶ It is not about counting the compliments but about improving the relationship.
- ▶ Increasing connectedness:
 - Improves positivity
 - Helps children feel engaged
 - Increases motivation
 - Promotes academic achievement and regulated behavior

How Do Children Learn Emotional Regulation?

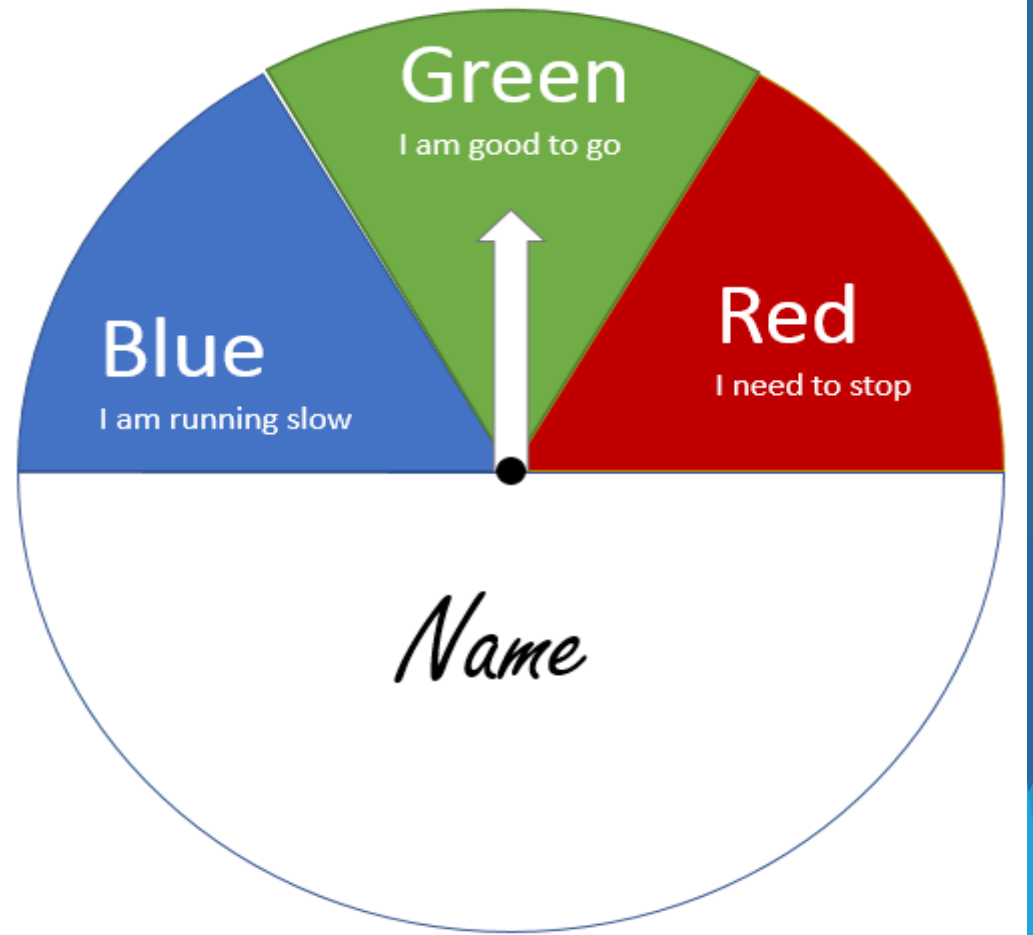
External Regulation –
Earliest years of life the adult is solely responsible for meeting the needs of a child

Co-regulation – A child learns to identify needs and ask for help. Kids are watching and learning from caregivers

Self-Regulation –
Caregivers are still in charge but the child may identify a need and be able to meet it (i.e. hungry so gets a snack)

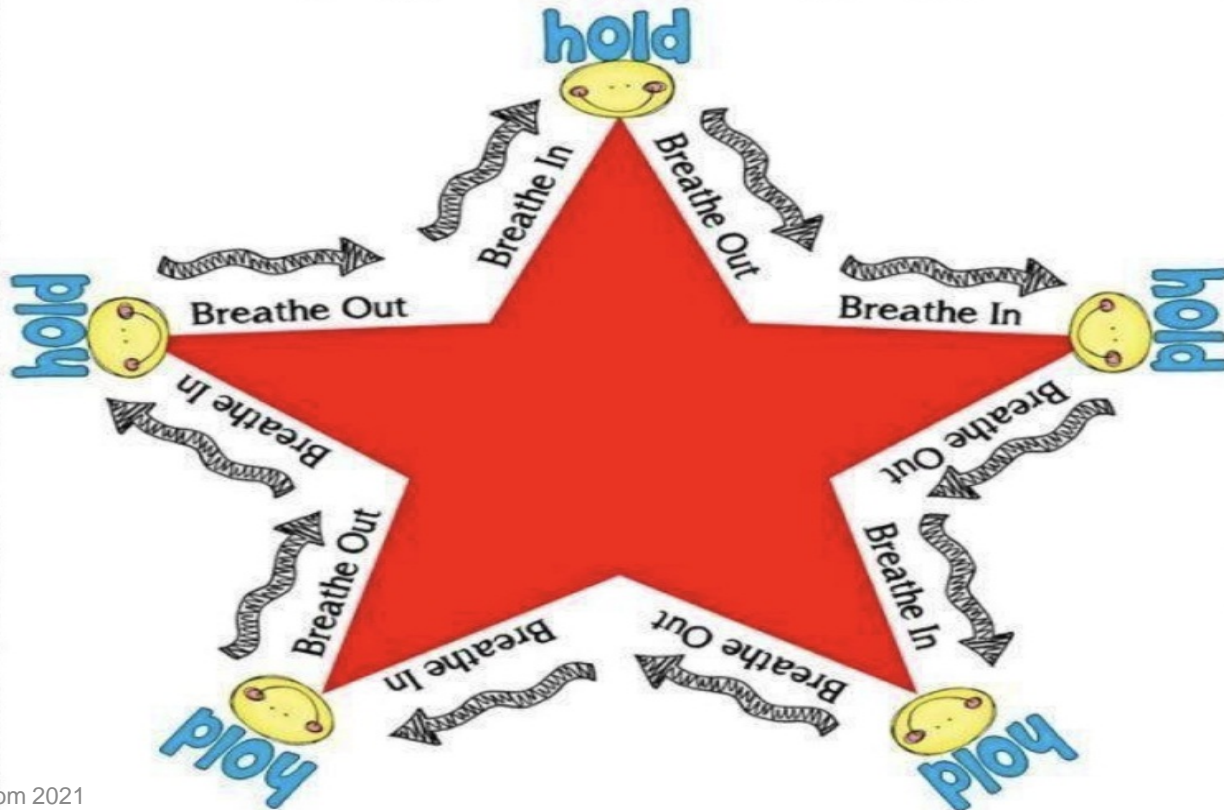
Tools for Teaching Regulation

- ▶ Magic Mustache
- ▶ Wall Push-Ups
- ▶ Engine Plate
- ▶ Zone Chart
- ▶ Deep Breathing
- ▶ Singing bowl
- ▶ Chimes

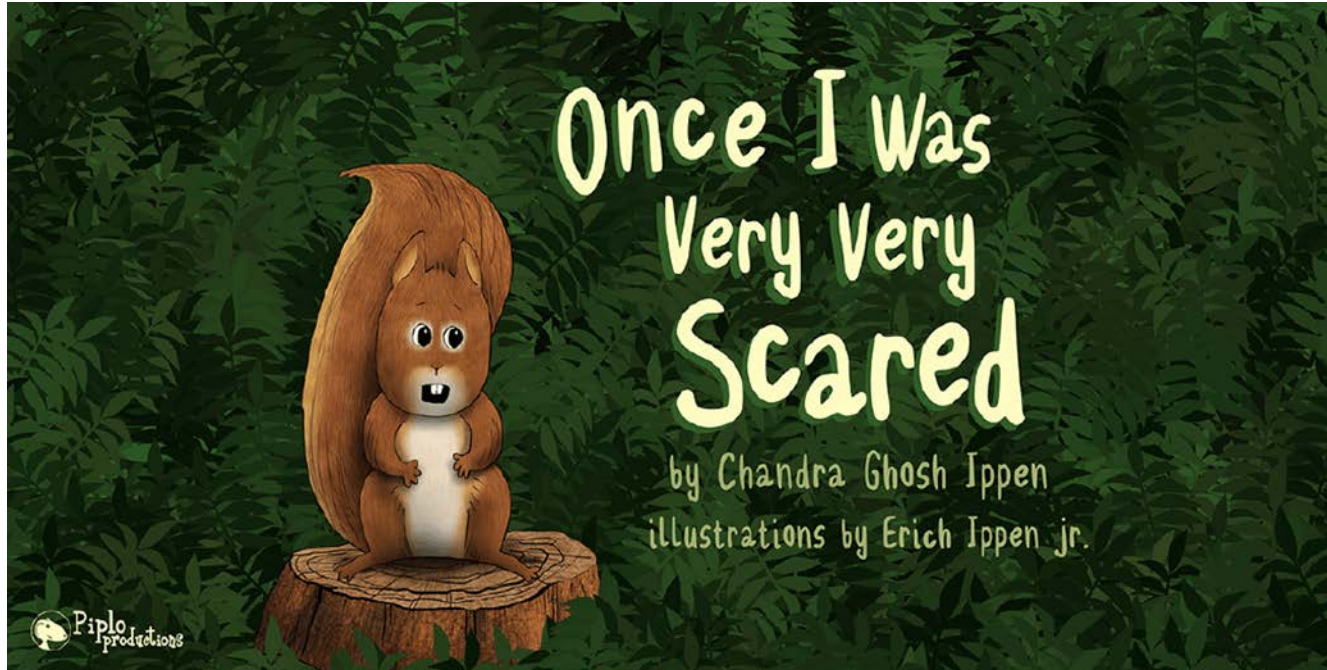


Star Breathing

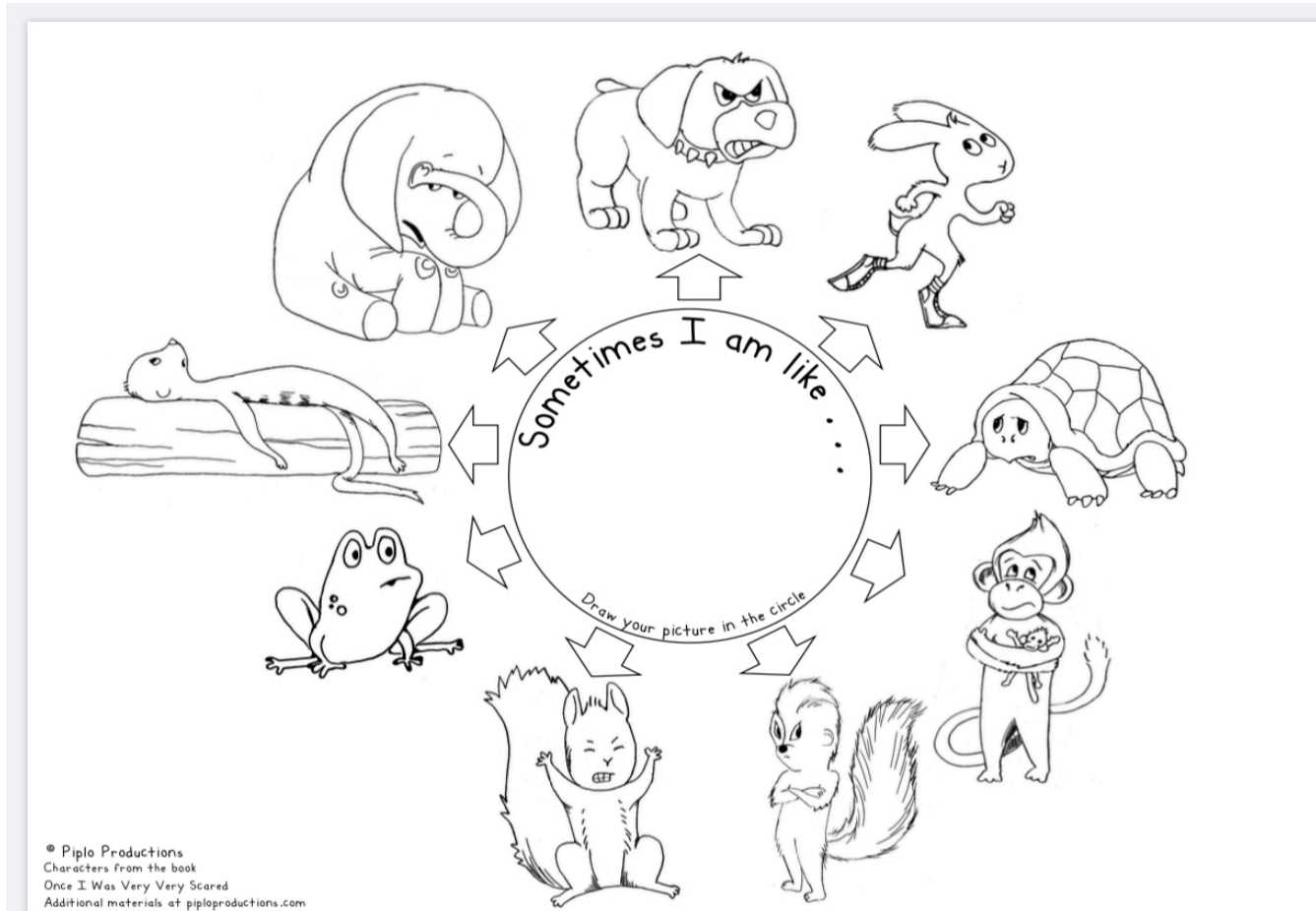
Breathe in, hold at the point, and breathe out.
Follow your way around the star.



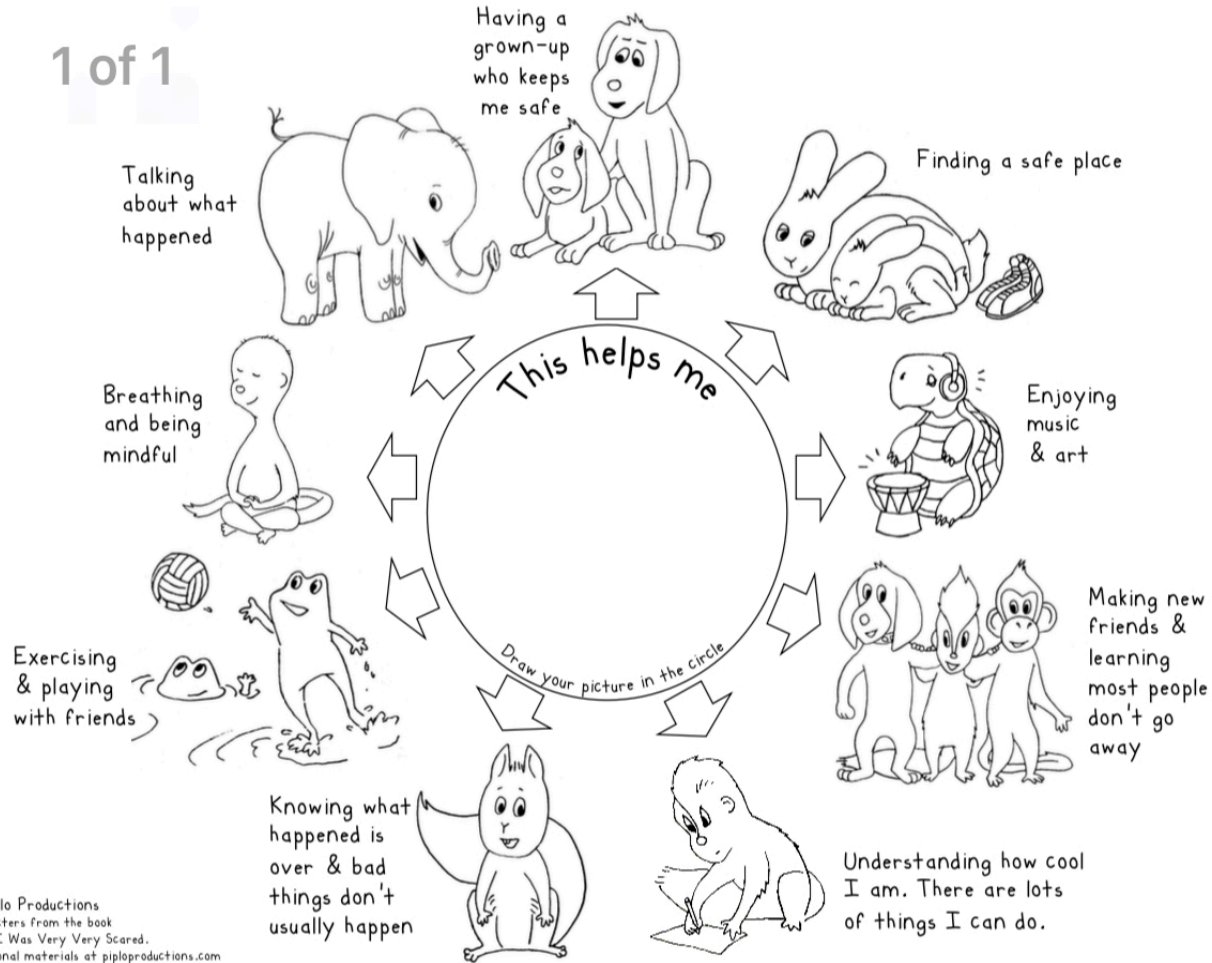
Classroom Resources



Free Coloring Downloads



1 of 1



Trauma Informed Responses to Student's Behavior

	Regulating	Revving	Re-experiencing	Reconstituting
CHILD BEHAVIOR	Restful. Child is calm and engaged in their environment	Vigilant. Child has been triggered and is trying to manage emotions	Fight, flight or freeze. Child's coping skills are overwhelmed; s/he is struggling	Calming down. Child is beginning to manage emotions and re-engage
YOUR PRIORITY	Minimize triggers to prevent escalation	Help your child regulate emotion	Make sure your efforts to contain the child do not re-traumatize him or her, keep the child and others safe	Help your child continue to manage emotions and re-engage

Physical Need Strategies

Hydration

- Did you know by the time you “feel” thirsty you’ve lost 10% of your ability to concentrate due to dehydration?
- Water stations
- Hydrate every 45-60 minutes

Blood Sugar

- Snacks or meals every 2 hours
- When children are hungry they have increased possibility of behavioral issues like hyperactivity, aggression or anxiety
- Hunger can create a lack of focus

Physical Activity

- Every 2 hours
- Don't take away playtime
- Go Noodle (Movement and Mindfulness videos created by child development experts available for free)

Sensory Processing

- Sensory seeking behaviors – frequently spins, jumps or swings
- Frequently wants bear hugs
- Prefers loud environments
- Frequently fidgets/wiggles
- Is it behavior or a sensory need?

Prepare for H.E.A.T.

- H = Hungry. Keep a few snacks on hand
- E = Emotional. Help students recognize emotions and find positive ways they can express them (i.e. art or journaling)
- A = Angry. Dysregulated staff are NOT effective with dysregulated students. In chaos share your calm. Identify a calming space for students
- T = Tired. Is there a space in the school for students to have a quick nap?

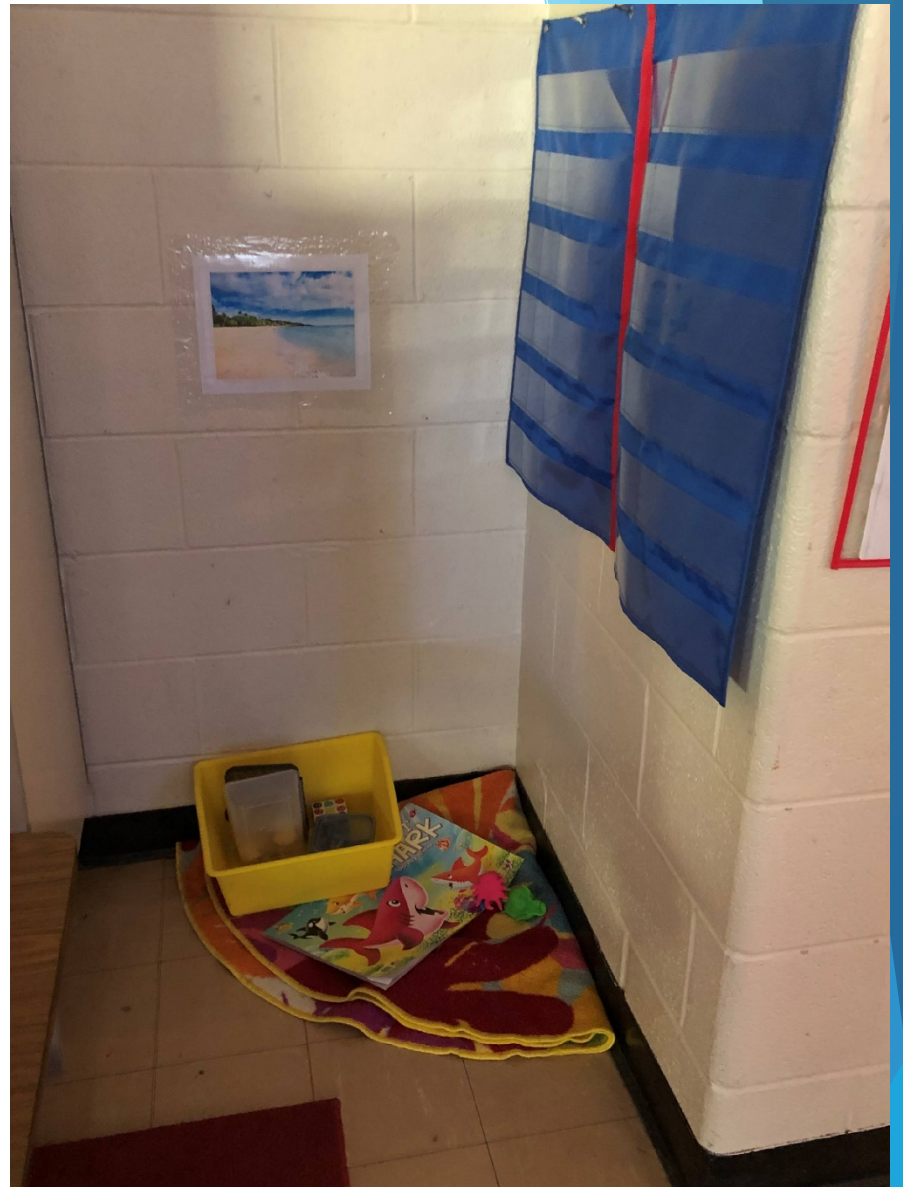
Calm is Key



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Peace Path



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Basics of Serve and Return Interaction

- ▶ Requires caregivers full attention
- ▶ Phone Use Interrupts Learning
- ▶ Baby Sparks App - Every day, receive 8-10 age-appropriate activities to support all critical areas of your development. (These activities do not involve screen time)
- ▶ Intentional implementation into daily programming
- ▶ Help caregivers see the importance of serve and return
- ▶ Schedule caregiver activities to practice
- ▶ Libraries – serve and return pre-school reading groups

Healing Gestures

- **Celebrate**
- Celebrate a child's achievements and challenges, both big and small. This will affirm who they are as individuals.
- Support the development of their self-identity and remind them of their competence, importance, and lovability.
- Celebrate with “put-ups” and “not put-downs.”
- A cheer, a clap, a smile, a kind greeting or a compliment can heal minds, change minds, and help children thrive.

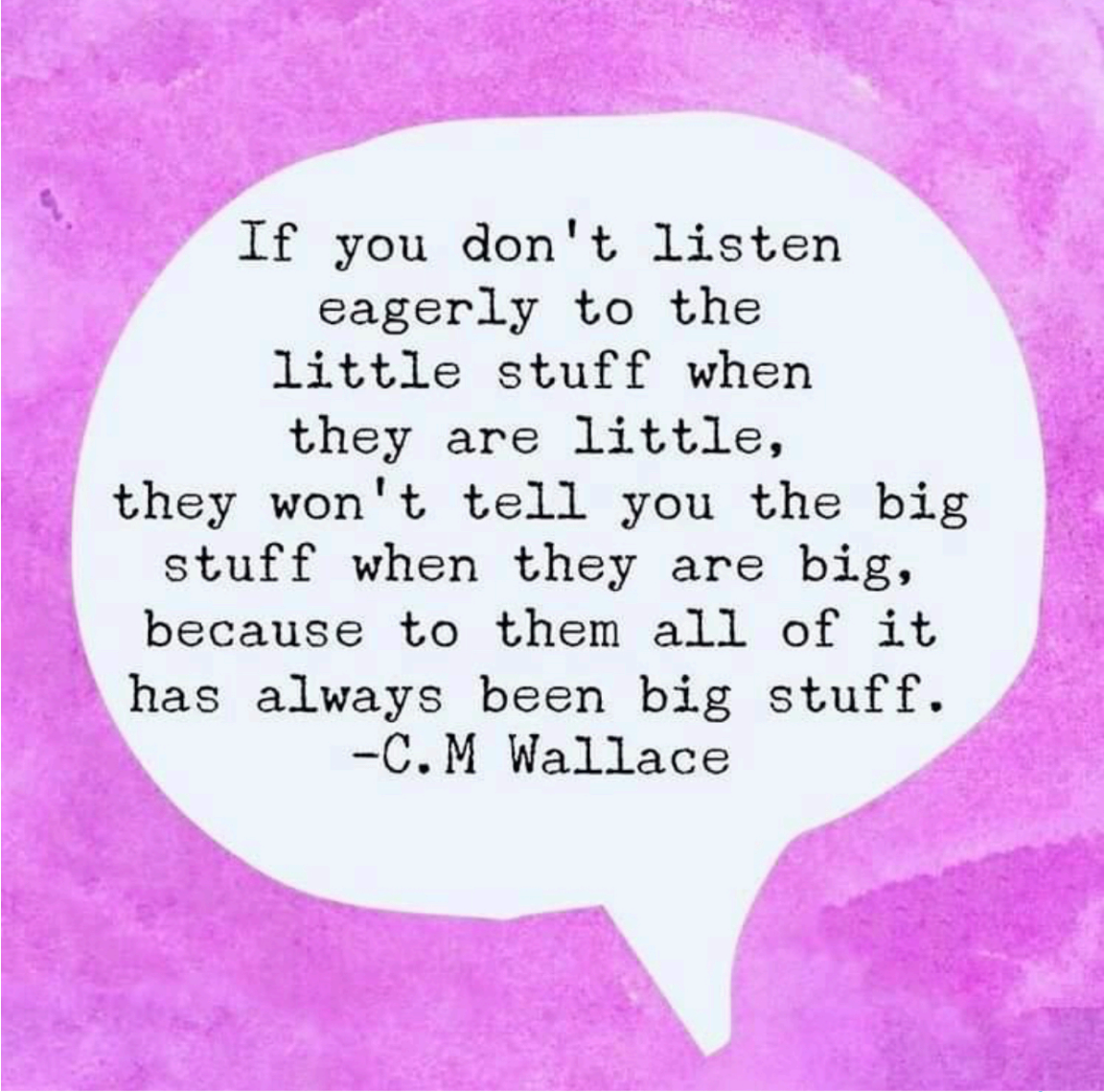
Comfort

- A calm approach will help children regain a sense of safety and control.
 - Children perceived as disruptive are generally feeling out of control and may not be able to express themselves in other ways.
 - **Practice relaxation techniques when children are not under stress** — counting to ten, deep breathing, or positive self-talk. Repetition will make them more likely to use these techniques when they're upset.
- Show compassion, provide reassurance and demonstrate a commitment to being there for students.
 - Creating a safe environment is most valuable to help children re-establish a sense of security and stability.

Listen

- For children who have experienced traumatic stress and violence, a patient, listening adult can help them feel safe and valued.
- The difference between hearing and listening is in attention
- Listening shows we care and that their thoughts matter.
- Whether children are sharing happiness, sadness, anger, or fear, having someone truly listen to them matters.



A quote by C.M. Wallace is presented inside a white speech bubble. The background of the slide is a vibrant purple with a subtle, marbled texture. The text is centered within the bubble and is written in a black, monospaced, typewriter-style font. The quote reads: "If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them all of it has always been big stuff." Below the quote, the author's name, "-C.M Wallace", is written in the same font style.

If you don't listen
eagerly to the
little stuff when
they are little,
they won't tell you the big
stuff when they are big,
because to them all of it
has always been big stuff.
-C.M Wallace

Collaborate

- Children who have experienced traumatic stress can benefit from collaboration. This builds skills for working together, problem-solving, belonging, and recognizing others' perspectives.
- Create opportunities for children to work on tasks together.
- Establish rules and set reasonable consequences for when things aren't going well.
- Help them to see others' perspectives on possible action steps and solutions.

Inspire

- Inspire through motivation, encouragement or influence. This is essential for students to recognize their potential and believe in possibilities in their lives and future
- Children who have witnessed violence and experienced traumatic stress become negative, often have a low sense of self-worth, expect to be unsuccessful, and fail to foresee a positive future.
- Caring adults can reverse this negative response to toxic stress. School staff can inspire and build resiliency in children by identifying their strengths and talents and by connecting them to activities where they succeed.

School Discipline


- ▶ Balancing accountability with understanding of traumatic behavior
 - ▶ **Use discipline to teach, not to punish**
 - ▶ Discipline should happen through the context of relationship (i.e. “I know you are working hard to finish your work, anything has anything come up that’s slowing you down.”)
 - ▶ Evidence does not show discipline that removes children from instruction – such as suspensions and expulsions – help to improve either student behavior or school climate.



No child
ever became “good”
by being told
that she or he was bad....

Maddy Malhotra
*How to Build Self-Esteem and Be Confident:
Overcome Fears, Break Habits, Be Successful and Happy*





The fastest way to a
child's heart is to listen
for understanding...

and
sometimes

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it's the behavior that does the talking.

Beware of Tornadoes

- ▶ “Just like Dorothy in the Wizard of Oz, we sometimes find ourselves seized by a tornado – the tumult created by a child throwing a tantrum, acting out, exploding or otherwise disrupting the environment.
- ▶ Tornado’s are simply the child’s effort to manage the intensity of his or her situation. The motivation is clear: the disruption takes the focus away from self and the discomfort of the current circumstances.”

Fostering Resilient Learners, Strategies for Creating Trauma Sensitive Classrooms – Kristen Souers and Pete Hall

What others say when I have a tantrum

You're mean!

You're so demanding!

You're being impossible!

Stop being a brat!

You're exhausting!

You're so bad!

I can't handle you!



@ourmamavillage

What I may mean when I have a tantrum

I'm overwhelmed, tired,
lonely, angry, or hungry.

I'm new at figuring out
my big feelings.

I can't understand you
when I feel this way.

I need you to teach me how
to respond to big feelings.

I feel safe with you.

Tornadoes Are Distractions

- You must stay focused on the task and avoid getting sucked into tornado behavior. Help children see how their body is responding to a trigger (i.e. math, reading aloud, etc.) and how they can head off the tornado. Maintain your own sense of control.
- Your ability to stay in the upstairs brin ensures a stable, calm environment **for you, other children watching and the instigating child** who needs access to alternative coping strategies we have been teaching the class.”
- Have a quiet place or procedure whereby children can deescalate

Setbacks and Barriers



- Becoming trauma informed is not a destination – it’s a journey.
- Moving from awareness to creating healing centered learning environments will take time AND TEAMWORK.
- Investment of time upfront for training, determination to stay with it, but then provides framework for better student success.

Where Do You GO From Here?



- ❖ Leadership commits to change
- ❖ Form a work group
- ❖ One step at a time
- ❖ Goal is to move from awareness to changed culture
- ❖ Regular staff development on trauma responsive practices, including self-care
- ❖ Hiring future staff who are trauma practitioners/or include training in orientation
- ❖ You will make mistakes along the way

Training Resources

- ▶ National Child Traumatic Stress Network Child Trauma Toolkit for Educators & Trauma-Informed School Strategies During COVID-19
- ▶ Trust Based Relational Interventions (TBIR) – Texas Christian University*
- ▶ Starr Commonwealth, Trauma-Informed Resilience-Focused Schools*
- ▶ Fostering Resilient Learners – Strategies for Creating a Trauma Sensitive Classroom (Kristen Souers with Pete Hall)
- ▶ Helping Traumatized Children Learn
<https://traumasensitiveschools.org/tlpi-publications/>
- ▶ ACEs Connection <https://www.acesconnection.com/>
- ▶ The Whole Brain Workbook – Dr. Dan Siegel
[https://www.drdansiegel.com/books/the whole brain child workbook/](https://www.drdansiegel.com/books/the_whole_brain_child_workbook/)
- ▶ Edutopia, George Lucas Educational Foundation
<https://www.edutopia.org/>

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