WANT TO LEARN HOW TO CREATE A TRAUMA-INFORMED SCHOOL?

Shari Collins, Nebraska

Meg Stanley, Missouri
Meg Stanley
7th-8th Grade Social Studies Teacher
Kansas City, Missouri

Shari Collins
Educational Consultant
Early Career Learning Lab, Lead Virtual Coach
edCommunities Facilitator, Peer Mentoring/Coaching
Omaha, Nebraska
Hello!

Tonight:
- Define Trauma
- ACEs Study
- Resources
- Trauma-Informed Strategies
“In teaching, you can't get to the Bloom's stuff until you take care of the Maslow's stuff.”

~Alan Beck
Why?

TRAUMA influences our students and their ability to learn and cope in our classrooms.

We can use strategies to help them!
From a Greek word meaning **WOUND**. It originally was used with physical injuries, but now it also includes emotional wounds.

Events that overwhelm the capacity to cope.

“Not-OK” childhood events
★ ACEs study--Adverse Childhood Experiences
★ Correlation between trauma and brain development & long-term health outcomes (immune system)
★ CDC, Kaiser-Permanente, Dr. Anda & Dr. Felitte
Original Study

17,000+
Largely middle class &
College-educated

3 categories
10 adversities

21% sexual abuse
19% mental illness
28% physical abuse

64% had at least 1 ACE
“The child may not remember, but the body remembers.”

– Dr. Jack Shonkoff
Center on the Developing Child at Harvard University
As the number of ACEs increases, so does the risk for negative health outcomes.
20 years!

CDC Research has found that childhood trauma (of 6 or more ACEs) can reduce life expectancy by 20 years.
Possible Risk Outcomes:

**Behavior**
- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Missed work

**Physical & Mental Health**
- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STDs
- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones
LIKELIHOOD TO DEVELOP HEALTH CONDITIONS BASED ON ACES

<table>
<thead>
<tr>
<th>Condition</th>
<th>ACEs score</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPD</td>
<td>1</td>
</tr>
<tr>
<td>Stroke</td>
<td>2</td>
</tr>
<tr>
<td>Kidney Disease</td>
<td>3</td>
</tr>
<tr>
<td>Angina/Heart Disease</td>
<td>4+</td>
</tr>
<tr>
<td>Arthritis</td>
<td>1</td>
</tr>
<tr>
<td>Heart Attack</td>
<td>2</td>
</tr>
<tr>
<td>Asthma</td>
<td>3</td>
</tr>
<tr>
<td>Diabetes (not incl. skin)</td>
<td>4+</td>
</tr>
<tr>
<td>Cancer</td>
<td>2</td>
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ODDS RATIO
Those with 5 ACEs are 8 times more likely to develop alcoholism.
Those with 4 ACEs are 12 times more likely to attempt suicide.
Those with 4 or more ACEs are 7 times more likely to be in the justice system.
Breaking the cycle: education and early care

A child who has experienced seven or more adverse events is nearly **100 percent likely** to have a developmental delay.

– Harvard Center on the Developing Child
Epigenetics

- Trauma can change the way genes are expressed. (Molecular Memory)
- These changes can be passed on from one generation to the next.
- Animal studies
ACEs are common. Trauma is real.

ACEs are not destiny.
ACEs are tools for understanding.

Trauma doesn’t discriminate:
All demographics, races, religions, socioeconomic, cultures, and family systems.
How childhood trauma affects health across a lifetime | Nadine Burke Harris
5 minute ACES primer video
“Brain House”

**UPSTAIRS BRAIN**
Thinking & Learning Brain
Prefrontal Cortex
Regulate Emotions
Relationships
Empathy

**DOWNSTAIRS BRAIN**
Survival Brain
Amygdala/scans for danger
Impulsive
Difficulty w Relationships
Trouble Focusing
Threatened/Fear
# Heightened States of Alert (Downstairs Brain)

<table>
<thead>
<tr>
<th>FLIGHT - Avoidance</th>
<th>FIGHT - Disruption</th>
<th>FREEZE - Disengage</th>
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</thead>
<tbody>
<tr>
<td>Withdraw</td>
<td>Act out</td>
<td>Refuse to participate</td>
</tr>
<tr>
<td>Run out of room</td>
<td>Aggressive</td>
<td>Blank stare</td>
</tr>
<tr>
<td>Skip class</td>
<td>Defiant</td>
<td>Can't move</td>
</tr>
<tr>
<td>Avoid</td>
<td>Argue</td>
<td></td>
</tr>
<tr>
<td>Hide</td>
<td>Scream/Yell</td>
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Brain Scans

Allostasis
Chronic Stress
Toxic Stress
Distress

Body goes into overdrive in effort to balance the stress hormones. Students with chronic stress stay in the downstairs brain. Affects attendance, memory, social skills, cognition.
Strategies

What can you do to help your students?

Mindfulness

Protective Factors

Students are counting on you!
Mindfulness

Be aware of body/environment
Focus on the present
Calm mental state

*Doesn’t have to ‘look’ a certain way
Regulation
Calming Strategies
Breathing Techniques

**Elevator Breathing**

Start on 1st Floor
Take breath in to 2nd Floor
Let out breath back to 1st Floor
Continue
4-7-8 Breathing

4 - Inhale through nose
7 - HOLD
8 - Exhale through mouth
Belly Breathing

https://www.youtube.com/watch?v=_mZbzDOpylA
Cool Down Corner
Dedicated Space

SAFETY
Tapping

EFT - Emotional Freedom Technique
Tapping sends signals to brain

- Restore balance
- Reduce stress
- Reduce emotion
Brain Breaks
Movement

Note developmental levels:
5:1 Younger Students
10:1 Older Students

Reduce stress
Release energy
Meditation - Quiet Time

Lester Holt NBC News
San Francisco School

- Extended school day (30 min)
- 79% reduction in suspensions
- Attendance rate up to 98%
- Increased academics
- STUDENTS FELT SAFE!

https://www.dailymotion.com/video/x2efzv9
Yoga

Self-regulation
Reduced stress
Increased calm
Better classroom climate
The Motivated Brain
Ways to Reduce Stress

1. Classroom Norms - procedures, routines, pattern
2. Group Work - learning communities, safety in small groups
3. Agendas - transition times, monitor own learning
4. Movement - get blood flowing, focus
Visual Cues
Schedules Posted

Consistency
Visual Daily Schedule
Sensory Baskets
Fidgets
Alternative Seating

★ Own ‘office’ space
★ Flexible seating
★ Stand up desks
Empower Students
Cards to meet their needs

I need a break, please.
Teacher Awareness

Ask:
What can I do to salvage a bad day?
Protective Factors

Relationships
High Expectations and Hope
Community

Students are counting on you!
Relationships

#1

Caring +

CONSISTENCY
Positive Notes
Sent Home

From Your Teacher, Meg Stanley
Photographs with Hand-written Notes
Positive Teacher Behaviors

- 5:1 positives
- Tone of voice
- Proactive
- Avoid power struggles
- Random acts of kindness
- Consistency
Learn students’ names
Pronounce them correctly
Their identity/culture
Shows respect

#mynamemyid
Strength-based Teaching

- Build on strengths
- Focus on positivity
- Mindset for future
“What happened to you?”

Instead of “What’s wrong with you?”
High Expectations & Hope

HOPE is critical

It's an indication of success in:
  Relationships
  School/College
  Future Careers
  Future Business Decisions
  Happiness/Well Being
  Health

8x more likely to complete/turn in work
Caring Community

A classroom community
A school community

Parent Classes (2GEN)
Support Agencies
Socio-economic support
Of kindness, positivity, respect, gratitude, forgiveness, safety, trust, compassion, patience...
NEA Summit

Chicago, March 2018
NEA Resource
Trauma Handbook
nea.org/povertyhandbook
NEA Resource
edCommunities
mynea360.org
Trauma-Informed Classrooms
Trauma-informed Leadership

“I wish I could go back... and never be born again.”
Both documentaries have study guides!
An essential part of being a teacher is taking care of YOU so you can take care of them.

Put your oxygen mask on first.

Be aware of Secondary Trauma (Compassion Fatigue)
Thanks!

Shari Collins
- @sharicollins44
- sharicollins44@gmail.com

Meg Stanley
- @mstan183
- Leawoodcoach.meg@gmail.com