



TRAUMA INFORMED PRACTICES AND RE- ENGAGING STUDENTS



SOCIAL EMOTIONAL AND BEHAVIORAL HEALTH RE-ENTRY PLAN

- **Reestablish Connections:** Several times weekly, students will have positive adult contact from their school. Staff will be trained, or receive refresher training on engagement / connecting activities such as community building circles.
- **Trauma Informed Professional Development for Staff:** During New Teacher Orientation and District-level professional development days, staff will receive trauma informed professional development to include the impacts of Adverse Childhood Experiences.
- **Discuss Environmental Stressors:** Teachers will be encouraged to have frequent and open conversations about how environmental changes such as not being able to come to school, mask wearing and social distancing are impacting their students with an emphasis on strategies for self-regulation and self-care.
- **The 5 Social Emotional Learning Competencies** as outlined by CASEL will be interwoven into the curriculum and explicitly taught.
- Through use of the MLSS framework, and with behavioral health teams and The Connection Center as a resource, schools will have a **framework of both internal and community-based supports** to refer students and their families to.

WHAT IS TRAUMA?

- Trauma occurs when a person experience threats that are severe or prolonged. Dr. Nadine Burke (Surgeon General, California) cites things like abuse, neglect, growing up with a parent who is mentally ill or substance dependent.

(<https://www.nytimes.com/2018/01/30/opinion/treating-the-lifelong-harm-of-childhood-trauma.html>)

ADVERSE CHILDHOOD EXPERIENCES

- Physical, sexual or verbal abuse
- Physical and emotional neglect
- Witnessing abuse
- Losing a parent to separation, divorce or another reason
- A family member who is
 - Depressed or has another mental illness
 - Addicted to alcohol or other substance
 - In prison

OTHER TYPES OF ADVERSE CHILDHOOD EXPERIENCES (ACES 2.0)

- Losing a care giver (i.e. grandmother)
- Deportation or Migration
- Involvement in Foster Care
- Homelessness
- Bullying
- Medical Trauma
- Exposure to community violence; and discrimination due to race, sexual orientation, place of birth, disability or religion

(www.acesconnection.com)

THE IMPACT OF TRAUMA

OBESITY

DIABETES

DEPRESSION

SUICIDE ATTEMPTS

HEART DISEASE

CANCER

STROKE

SMOKING

ALCOHOL ABUSE

DRUG USE

PREMATURE DEATH

(cdc.gov)

- According to the CDC, enhancing connections to caring adults and increasing parent and youth skills to manage emotions and conflicts using approaches in schools and other settings can help mitigate the impact of trauma.

NEUROLOGICAL IMPACT OF TRAUMA

[TBRI@ANIMATE: TOXIC STRESS & THE BRAIN](#)

QUICK TIPS FOR TRAUMA INFORMED TEACHING



Establish a predictable routine that includes rituals and transitions



If a student's behavior requires correcting, do this privately and when the student is calm



Encourage frequent breaks for snacks, movement and water



Be aware of sensory overload

ENGAGING STUDENTS

- Making Eye Contact (In Zoom, use "Speaker View" and try to look into camera when one child is sharing)
- Voice Regulation and Quality (Practice voice modulation, record yourself and listen back)
- Behavior Matching (Sit the same way as the child, choose the same drink or snack as the child)
- Playful Engagement (Be willing to be silly, play games, use imagination)

(Karyn Purvis Institute of Child Development)

NATIONAL
EDUCATORS
FOR
RESTORATIVE
PRACTICES

ON BEING RELATIONAL

PROACTIVE RELATIONSHIP TOOLS



60 SECOND RELATE
BREAK



2 MINUTE
CONNECTION



GETTING TO KNOW
YOU (GTKY) CIRCLES

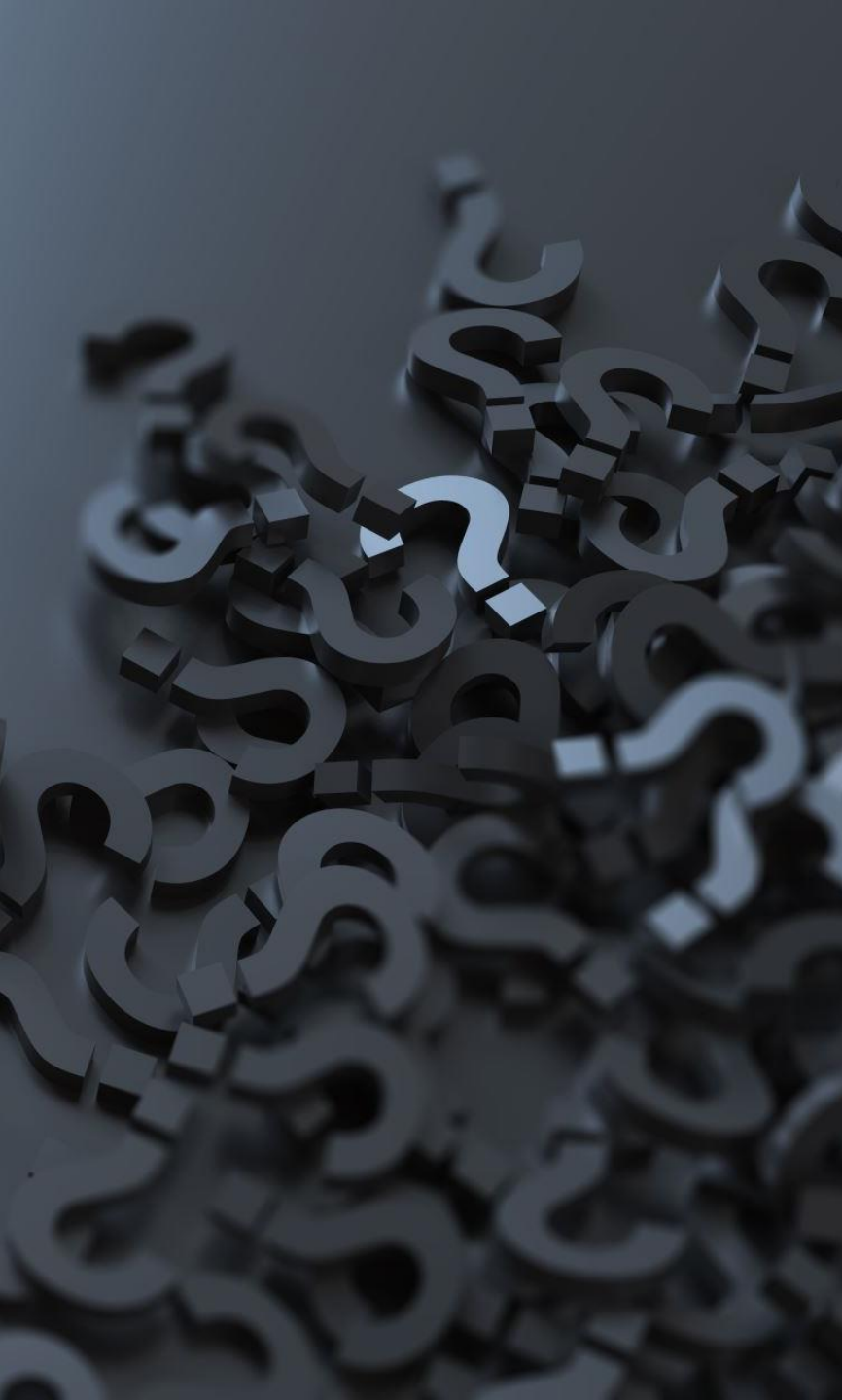
60 SECOND RELATE BREAKS

Quick and easy
way to start
building
relationships

Non-academic, low
level, low pressure,
turn and talk –
"brain break"

Need a timer and
a question

<https://nedrp.com/six-tools-relational-restorative-practices/>

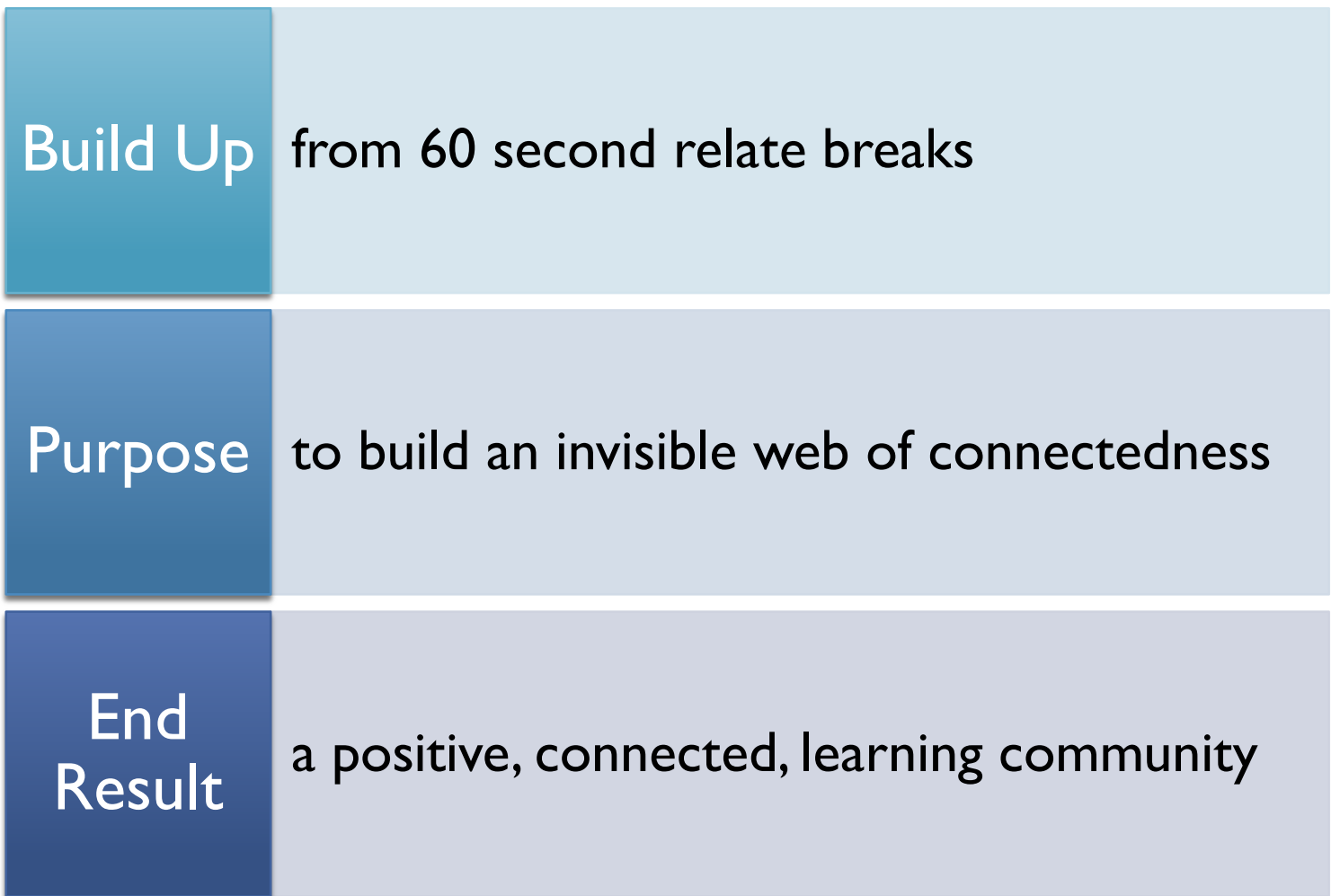


GIVE METEN

- Keep questions light-hearted and shallow
 - Should not require a lot of vulnerability to answer
 - Does not take a lot of time to answer
- Let's generate some questions...GIVE METEN!

THE 2 MINUTE CONNECTION

<https://nedrp.com/six-tools-relational-restorative-practices/>



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- What did you notice?
 - Compare/Contrast with 60 sec relate break
 - Tips for sustainability
 - Modifications: Provide questions ahead of time, Provide sentence stems, Provide word limit
 - Return to 60 sec if needed
 - Work toward student generated questions

DEBRIEF 2 MIN CONNECT

RESOURCES

- <https://acestoohigh.com/> (Reliable, in-depth information on ACEs including latest research)
- <https://brainhighways.com/> (Informational Video on Trauma and Brain Functioning / Organization)
- <https://www.gonoodle.com> (Mindful Movement for Students)
- <https://mindbe-education.com/freebies/> (Mindfulness Activities for Students)
- <https://www.adoptioncouncil.org/files/large/4b9294d4e0fc351> (Excellent Trauma-informed Classroom Resource)
- <https://child.tcu.edu/wp-content/uploads/2017/07/TBRI-LVT-10-Pack.pdf> (Free TBRI Life Values Pintables)
- https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en (Dr. Nadine Burke's Ted Talk)
- <https://nedrp.com/> (National Educators for Restorative Practices)
- 60 Second Relate Break video Elementary & HS <https://youtu.be/gkH8YRINEmg> https://youtu.be/pISox8ylh_o
- 2 Minute Connection video elementary & HS <https://youtu.be/zVmCHXXpsI0> <https://youtu.be/XJjTMFw2i9w>