

What is Trauma?

An event is traumatic when it: is sudden, unexpected, or non-normative. Exceeds the individual's perceived ability to meet its demands. Disrupts the individual's frame of reference and other central psychological needs and schemas.

It is often unpredictable, chaotic, and within one's control. It's a threat, perceived or real.

What are ACEs?

Adverse Childhood Experiences

Fall into 3 categories Abuse, Neglect, and Household Dysfunction

Directly impact academic achievement, attendance, behavior, health, and well-being

Parents with ACEs are more likely to have children with ACEs

How does trauma affect the way the brain works?

Changes the circuitry

Learning and development

Arousal and emotional regulation- Hyper and Hypo

Ability to form and maintain relationships

Sense of self and future orientation

What is "Pain-Based Behavior?"

Flip your lid or amygdala hijack

Emotional dysregulation occurs when a bottom road circuit gets hijacked a top road situation

We see...

Difficulty managing emotions and arousal

Attention or attachment/relationship seeking behavior

Poor interpersonal boundaries (avoidant or indiscriminate)

Attempts to control the environment (lying, manipulation, aggressions)

Somatic complaints

Self-injurious behavior

Trauma re-enactment and flashbacks

Anxious and depressive disorders

## Trauma Sensitive School Practices

|              | Safety  | Relationships  | Energy and Emotion Regulation  | Self-efficacy & Future orientation   |
|--------------|---|--|--|--|
| Individual   | <ul style="list-style-type: none"> <li>Consistent, predictable, soothing, educator response</li> </ul>  | <ul style="list-style-type: none"> <li>Positive interaction cycle</li> <li>Arousal relaxation cycle</li> </ul>           | <ul style="list-style-type: none"> <li>Helping children and youth manage strong emotions</li> </ul>  | <ul style="list-style-type: none"> <li>Each student experiences success and acknowledged for his or her success everyday.</li> </ul>                                       |
| Class        | <ul style="list-style-type: none"> <li>Class schedule, routines &amp; rituals with a plan for managing changes</li> <li>Class expectations &amp; rules</li> </ul> | <ul style="list-style-type: none"> <li>Morning meeting</li> <li>Inviting the least likely to participate</li> </ul>      | <ul style="list-style-type: none"> <li>Anticipatory set and engagement</li> <li>Scan, connect, modulate, support</li> <li>Classroom regulation spaces</li> </ul> | <ul style="list-style-type: none"> <li>Participation and contribution</li> <li>Lesson that involve future thinking</li> <li>Foster choice and academic interest</li> </ul> |
| Whole School | <ul style="list-style-type: none"> <li>School routines and rituals</li> <li>School wide expectations and rules</li> </ul>   | <ul style="list-style-type: none"> <li>Beginning-of-day welcoming routine</li> <li>End-of-day goodbye routine</li> </ul> | <ul style="list-style-type: none"> <li>School-wide focus on energy and emotion regulation</li> <li>School-wide regulation spaces</li> </ul>                      | <ul style="list-style-type: none"> <li>High expectation messages</li> <li>Scaffolding and support to meet expectations</li> </ul>  |