

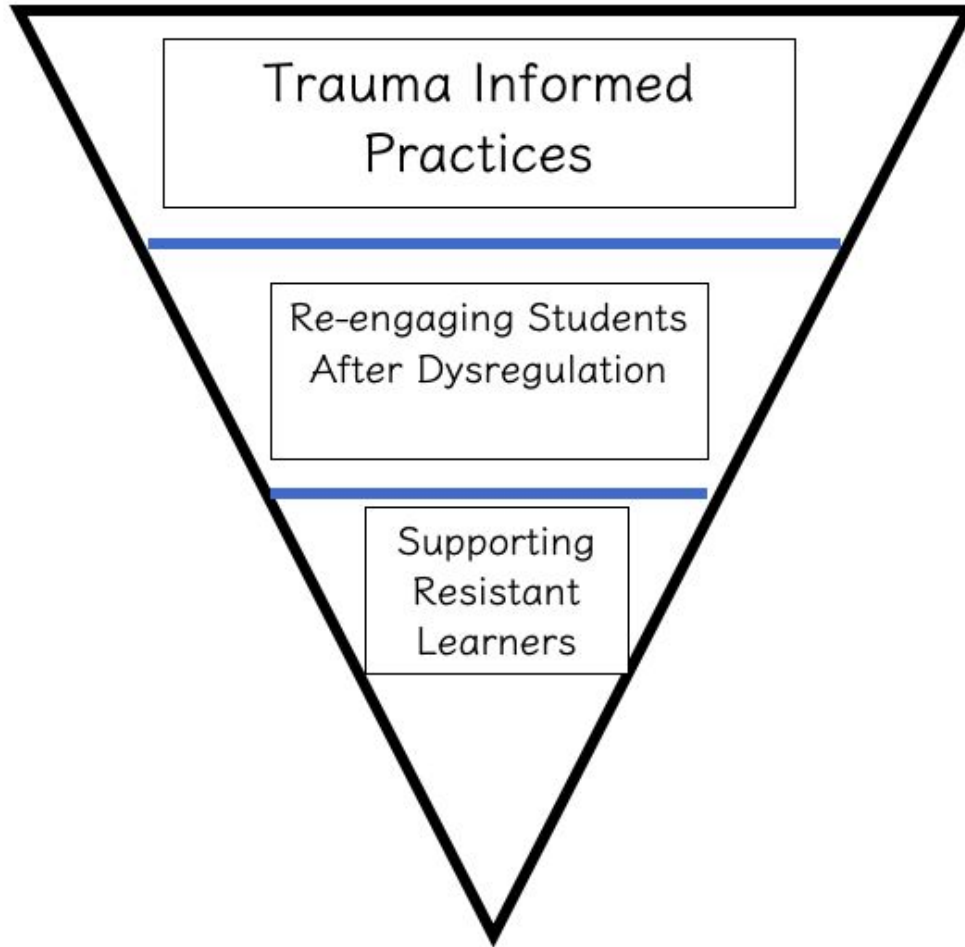
# Fostering Resilient Learners

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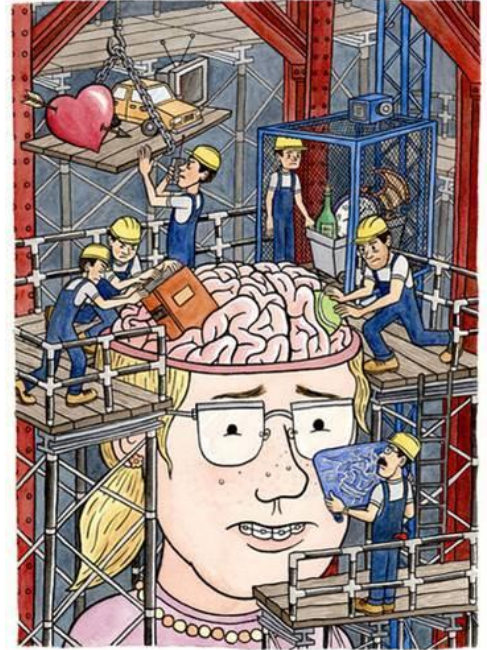


# Objectives



# Trauma

- Please write down your definition of trauma.
- Compare and contrast your definitions with people next to you.
- Would anyone like to share what they discussed?



# Adverse Childhood Experiences (ACEs)

## Two Types of Traumatic Events

- Extreme Acute Event ( car accident, assault)
- Chronic Stressful Event abuse, violence, poverty

## Childhood Traumatic Grief

- May occur following a death of someone important to the child.
- Interferes with the child's ability to go through the typical process of grief.



# Types of Trauma

Interpersonal Conflict

Recurrent Physical abuse, emotional abuse

Financial Worries or Difficulty

Alcohol or Drug Abuse in the Home

Divorce

Natural Disaster

Sexual Assault

One or no parents

Physical Abuse

Family Member with injury and/or in the hospital

Car Accident

Death of Family Member (e.g., parent)

Family Member with Serious Illness

Death of a pet

Neglect

Abrupt or Extended Relocation



# Impact of Trauma on Learning (K - 4th)

Students may . . .

- ❖ Show signs of distress through various complaints, such as **stomachaches, headaches, and pain.**
- ❖ Have a change in behavior such as increased **irritability, aggression, and anger**
- ❖ Behavior may be **inconsistent**
- ❖ Show a **change in school performance** and have **impaired attention and concentration and more school absences**
- ❖ **Excessively talk** and ask persistent **questions** about the traumatic event

# Impact of Trauma on Learning (5th - 12th)



- ❖ Adolescents exposed to a traumatic event feel **self-conscious** about their **emotional responses** to the event
- ❖ Adolescents often experience **feelings of shame and guilt** about the traumatic event and may express **fantasies about revenge and retribution**
- ❖ A traumatic event for adolescents may foster a **radical shift** in the way these students think about the world
- ❖ Some of these adolescents may begin to engage in **self-destruction** or **accident-prone** behaviors, and reckless behaviors
- ❖ There may be a **shift** in their **interpersonal relationships** with family members, teachers, and classmates
- ❖ Adolescents may show a **change** in their **school performance, attendance, and behavior**

# Trauma-Informed School

(Edutopia, 2019)







# Creating a Trauma Sensitive and Safe Classroom Environment

## Think about an Invisible Backpack

Trauma affects how children feel, behave and think...

The Invisible Backpack holds

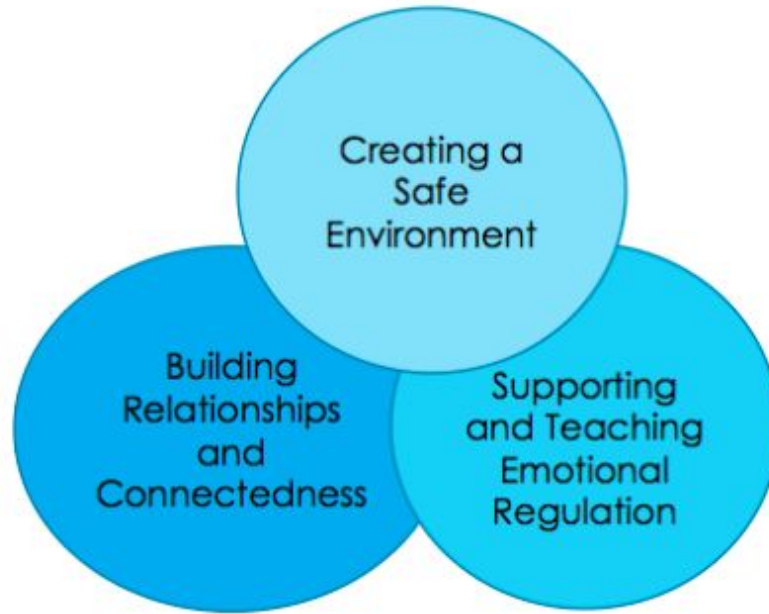
- Beliefs about self
- Beliefs about adults who care for them
- Beliefs about the world

## Repacking the Invisible Backpack

How can we repack this backpack with positive experiences and beliefs?

How can we promote resilience in students by making them feel: **Safe?**  
**Capable? Likeable? Lovable?**

# Components of Trauma Informed Schools

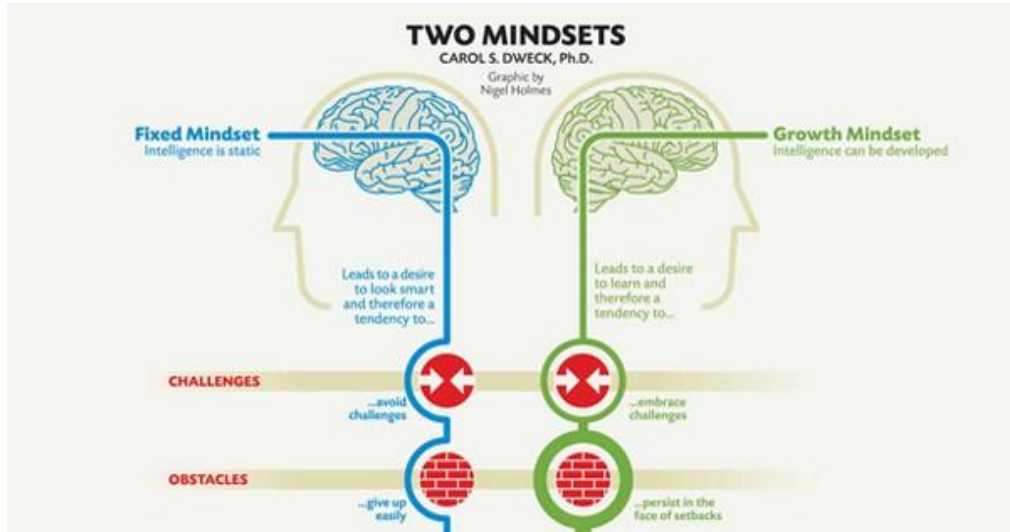


Substance Abuse for Mental Health Services Administration, 2014



# Creating a Trauma Sensitive and Safe Classroom Environment

- Classroom Rules (Expectations)
- Discipline Policies and Practices
- Maintain professional boundaries
- Sense of Security
- School wide and in the classroom



## Accomplish BIG Things With a **GROWTH MINDSET!**

Success Begins With Believing You Can

Instead of Thinking...	Think This...
I can't do it.	I'm still learning. I'll keep trying!
I'm not good at this.	What can I learn to get better at this?
It's good enough.	Is this the best I can do?
It's too hard.	With more practice it will get easier!
I'm afraid of making a mistake.	Mistakes are how I learn & get better!
They are better at it than I am.	What can I learn from them?
I don't know how.	I can learn how!
I can't make this any better.	I can always find ways to improve!
I don't like challenges.	Challenges make me better!
I give up.	I'll try a different way!

# What does it look like when a child is dysregulated?



## Internalizing Behaviors

- Experiencing more negative emotion
- Emotions do not match the situation and/or are too intense
- Difficulty understanding emotional experiences
- Avoid dealing with emotions

## Externalizing Behaviors

- Crying
- Exhibiting extreme emotions
- Difficulty recognizing their own emotions
- Focuses on the negative
- Impulsive
- Difficulty calming down when upset
- Difficulty identifying emotional cues
- Aggressive (e.g., verbally)

## 4 Categories of Reactions

### Re-Experiencing

- Flashbacks
- Intrusive thoughts
- Nightmares
  - Fatigue and sleepiness
  - Tearfulness
  - Difficulty concentrating

### Avoidance

- Emotional numbing
- Behavioral inhibition
- Dissociation
  - Trouble sitting still
  - Getting mad if asked about it
  - Creating distractions

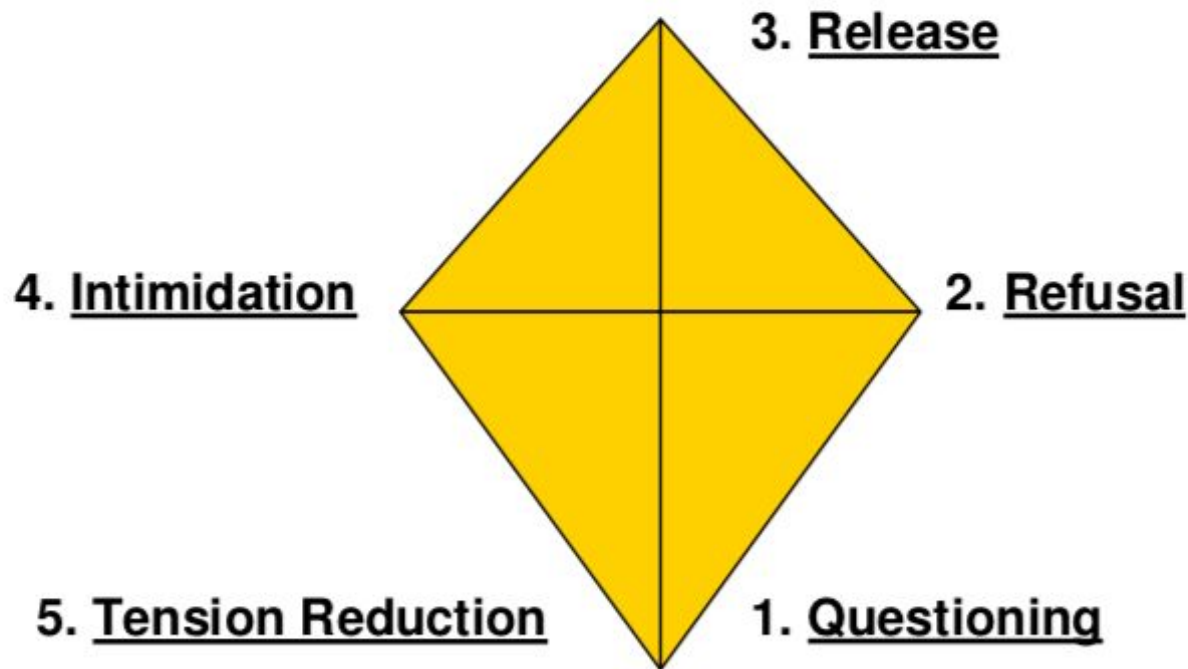
### Hyper-arousal

- Hyper-vigilance
- Irritable outbursts
  - Easily upset, startled or scared
  - Exaggerated attention to detail

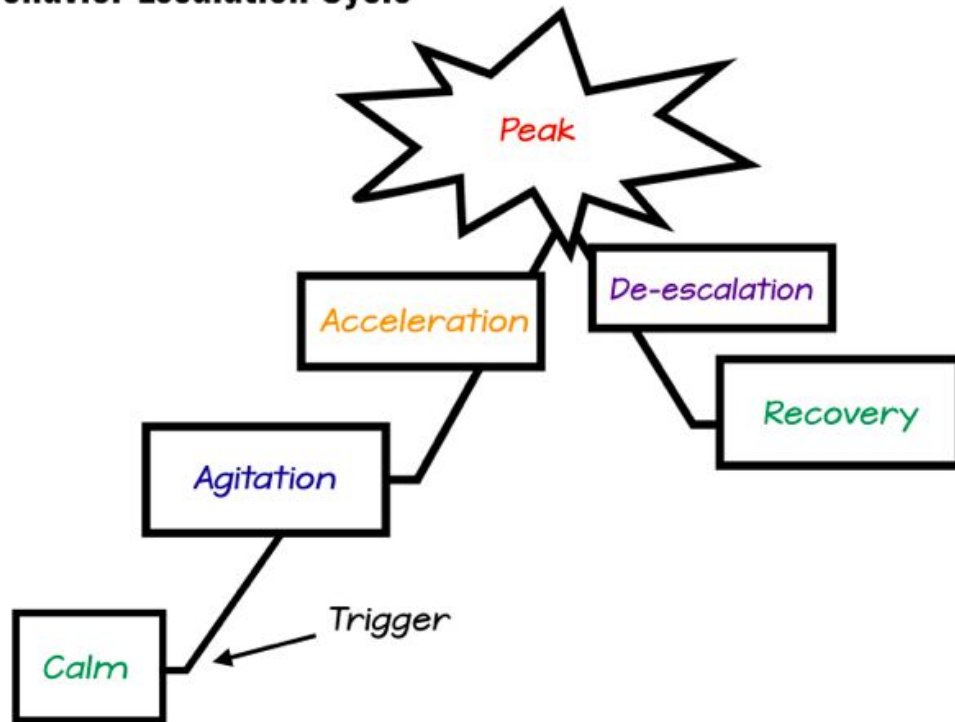
### Negative Alterations in Mood or Cognition

- Anger
- Depression or sadness
- Withdrawal
  - Negative self-esteem

# The Verbal Escalation Continuum



## Behavior Escalation Cycle







# Questioning

## Examples:

“Why are you making me do this?”

“What is the purpose of this?”

“Do I have to do this?”

## Questioning

- Give a rational response
- Stick to the topic (redirect)
- Ignore the challenge (not the person)
- Set limits if student(s) persists

## Refusal

- Set clear, simple, reasonable and enforceable limits
- State directives by starting with positive comment first
- Allow student time to process request/directive
- End process with giving student a choice and natural outcomes



# Refusal

### Examples:

- “I am not doing this.”
- “You cannot make me.”

## Release



# Release

### Examples:

- Screaming / Yelling at someone
- Taking out frustration out on materials

- Allow them to let off steam, if possible
- Remove audience or acting out person from the area
- When individual begins to quiet down, state directives that are non-threatening
- Use understanding approach
- Be prepared to enforce limits that were set



# Intimidation

## Examples:

- Threatening a teacher (verbally or physically)

## Intimidation

- Seek assistance and wait for team to intervene if possible
- Try to avoid individual intervention, as this is more likely to jeopardize the safety and welfare of both staff and acting out person



# Tension Reduction

## Examples:

- Crying
- Feeling guilty for actions
- Saying, "Sorry"

## Tension Reduction

- Establish  
Therapeutic  
Rapport
- Reestablish  
positive  
communication  
with the student(s)

# How do we support students each day?

WHY? Everyone's behavior is a communication

Why is this student resistant to learning?

- Is it too challenging?
- Is it too easy?
- Is the student trying to get attention for a peer and/or adult?
- Is it something too overwhelming?
- Does it provide a sensory experience? Does the behavior feel good?
- Does it cause anxiety?
- Are they trying to access an item or an activity?



# Some plans are simple!



Is it too challenging?

Modify work expectations.  
Teach student to ask for help.

Does it provide a sensory experience? Does the behavior feel good?

Flexible seating, fidgets - find a balance between sensory input and work completion.

Are they trying to access an item or an activity?

Checklists working towards reward.

Is the student trying to get attention for a peer and/or adult?

Frequent, positive reinforcement. Planned ignoring.



# How do we support students long term?

If resistant behavior is consistent and a simple plan is not effective, then we go for a more supportive route -

- ❑ Analyzing the data in more depth
- ❑ Alternative schedules
- ❑ More support
- ❑ Behavior plans
- ❑ Something else!





# Resistance at Home

What does resistance look like at home?

What are some triggers of resistance?

How do you handle resistance?



# Home to School Connection

- Partnering at home is crucial for students. It helps to demonstrate to students that home and school are connected.
- We try to mirror similar language at home and at school, so students have consistency.
- Each student is different on the level / amount of communication.

***What are ways that you connect with the school team?***



At the end of the day . . .

EVERY PLANT HAS THEIR OWN  
REQUIREMENTS IN ORDER  
TO GROW...



AND SO DO PEOPLE.

EITHER WE SPEND TIME MEETING  
CHILDREN'S EMOTIONAL NEEDS BY  
FILLING THEIR CUP WITH LOVE OR  
WE SPEND TIME DEALING WITH  
THE BEHAVIORS CAUSED FROM  
THEIR UNMET NEEDS. EITHER WAY  
WE SPEND THE TIME.

PAM LEO

“A child who can't behave . . .”

“If a child doesn't know how to read,  
*we teach.*”

“If a child doesn't know how to swim,  
*we teach.*”

“If a child doesn't know how to multiply,  
*we teach.*”

“If a child doesn't know how to drive,  
*we teach.*”

“If a child doesn't know how to behave,  
*we teach? Or punish?*”

Herner (1998)

A child's behavior is not always what it seems

*\*Behavior is communication\**

What we see: Behavior

What we don't see:  
What's under the surface

SOCIAL SKILLS  
SECURITY  
ENVIRONMENTAL STRESSORS  
POWER  
SELF-ESTEEM  
NEED FOR ATTENTION

BASIC NEEDS  
HUNGER  
ATTENTION  
DEVELOPMENTAL LEVEL

PHYSICAL SAFETY  
THOUGHTS  
SLEEP  
SENSORY NEEDS

NEED TO BELONG  
EXECUTIVE FUNCTIONING  
ATTACHMENT  
NEED FOR CONNECTION  
EMOTIONS  
SADNESS  
FEAR

ANGER

# Questions?





# Materials:

