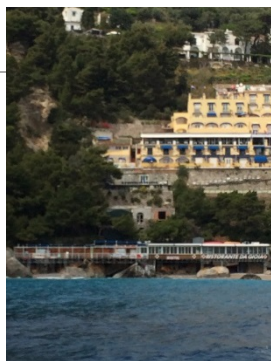


# Supporting Family and Learner Success A Trauma-Informed Approach

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# Sources of Information

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Helping Traumatized Children Learn

Massachusetts Advocates for Children 2005

<http://www.massadvocates.org/order-book.php>

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success

Wolpow, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. 2009

<http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

Creating Sanctuary in Schools 1995

Bloom, Sandra

[http://www.sanctuaryweb.com/PDFs\\_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf](http://www.sanctuaryweb.com/PDFs_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf)

Child Trauma Toolkit for Educators

National Child Traumatic Stress Network

[http://rems.ed.gov/docs/NCTSN\\_ChildTraumaToolkitForEducators.pdf](http://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf)

# Today We Will...

- ❖ Define trauma
- ❖ Raise awareness of the prevalence of trauma
- ❖ Discuss the impact of trauma
- ❖ Introduce trauma informed care
- ❖ Explore strategies to create trauma-sensitive learning environments
- ❖ Emphasize the importance of self care
- ❖ Choose one next step

# Reflection

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Reflect on a time when a parent/caregiver behaved in a way you couldn't understand or explain.

How did you feel?

What were your thoughts?

What did you do?

# What is Trauma?

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Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being

# What about our families?

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Do we have families who ....

- witness domestic violence?
- are physically, emotionally or sexually abused?
- are neglected?
- are homeless?
- have family members in the military who are fighting overseas?
- have experienced a natural disaster (e.g., tornado, house fire)?

# What about our families?

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Do we have families who ....

- have been in a serious accident (e.g., car accident)?
- have been a victim of physical or sexual assault?
- have lost a loved one?
- live in homes with family members who abuse alcohol or other drugs?
- live in homes with family members with untreated mental illness?



# Prevalence

## Adverse Childhood Experiences (ACEs) Study Centers for Disease Control & Prevention (CDC)

### Household dysfunction

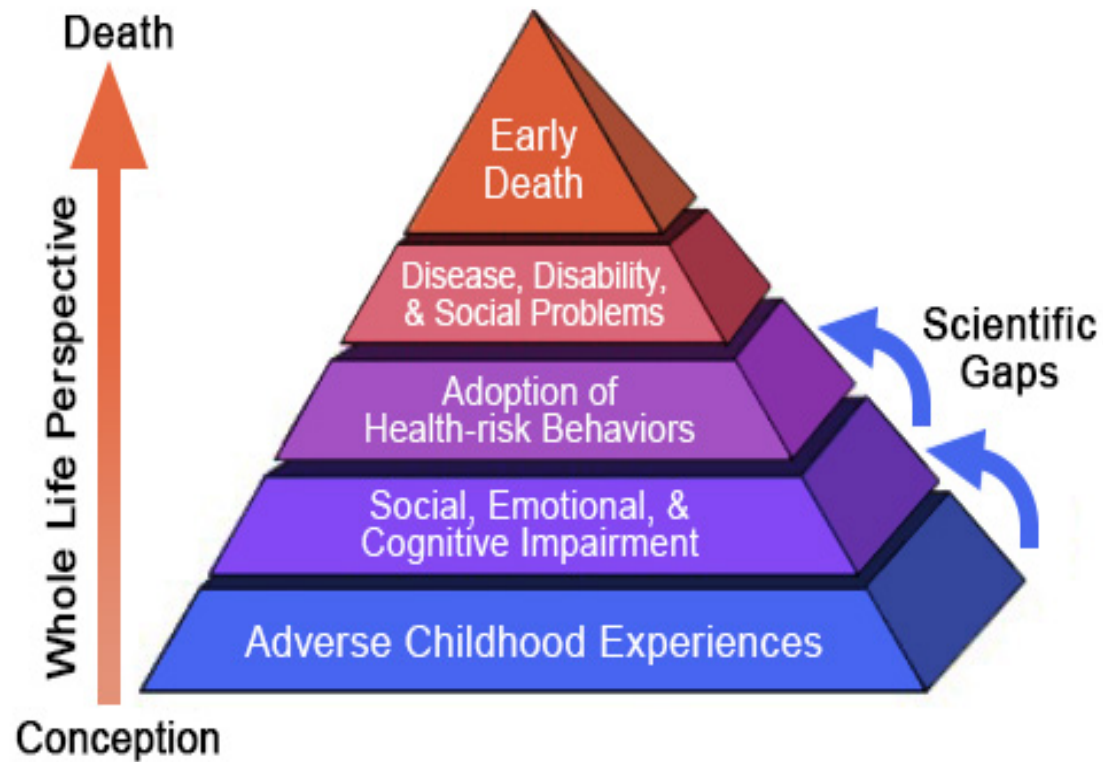
Substance abuse	27%
Parental separation/divorce	23%
Mental illness	19%
Battered mother	13%
Incarcerated household member	5%

### Abuse

Psychological	11%
Physical	28%
Sexual	21%

### Neglect

Emotional	15%
Physical	10%



# Health risks associated with ACEs

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## Behaviors

- School Absenteeism —tardies & truancy
- Dysregulated eating (under & overeating)
- Smoking
- Suicide attempts
- Illicit drug use & substance abuse
- Multiple sexual partners
- Self-injurious behaviors (e.g., cutting)

## Outcomes

- Autoimmune disorders
- Obesity & eating disorders
- Substance use disorders
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Sexually transmitted infections (STIs)
- Unintended pregnancies

# ACE & School Performance

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Traumatized children are:

- 2.5x more likely to fail a grade in school
- score lower on standardized achievement tests
- more likely to have struggles in receptive & expressive language
- suspended & expelled more often
- more frequently placed in special education

# Impact on Learning

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Organizing narrative material

Cause & effect

Taking another's perspective

Attentiveness

Regulating emotions

Executive functioning

Engaging in curriculum



# Impact on Classroom Behavior

Reactivity & impulsivity

Aggression

Defiance

Withdrawal

Perfectionism

# Trauma-Informed Approach

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1. Realizes widespread impact of trauma and understands paths to recovery
2. Recognizes signs and symptoms of trauma
3. Responds by fully integrating this knowledge into policies procedures and practices
4. *Seeks* to actively resist retraumatizing

# Trauma-Sensitive Learning Environments

Trauma-Se

1. Acknowledges the prevalence of traumatic occurrence in families' lives
2. Creates a flexible framework that provides universal supports
3. Remains sensitive to unique needs of person
4. Intentionally mindful of avoiding re-traumatization.



# Strategies

- Establish Clear & consistent guidelines determined together
- Build on individual strengths & needs
- Accommodate as necessary
- Provide predictable structure, relationships, & environment
- Address bullying & harassment
- Use seclusion/restraint only as a last resort



# EMPOWERMENT

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Embed wellness instruction into curriculum by teaching

- Coping skills
- Self-regulation skills

Provide guided opportunities for meaningful participation

Maintaining high behavioral & academic expectations

Build competency



# COLLABORATION

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## Staff

- Building Consultation Team
  - Identify triggers
- Team consultation

## Children

- Build meaningful relationships while maintaining healthy boundaries

## Family

- Family education
- Family training & support

## Community

- Community referrals
- Wrap around services
- Community partnerships

# CHOICE

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Works with student to create self-care plan to address triggers

- Identify triggers
- Eliminate trigger or create coping strategies to deal with triggers

## Collaborative Problem Solving

### Giving choices & alternatives

- “Comfort zones”
- Learn about lower brain interventions
- Sensory diets
- Safe & acceptable expression of feelings

# Establish TRUST and work toward mutual RESPECT

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What is wrong with him/her?

What happened to him/her?

# Self Care as an Ethical Obligation

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“We can’t teach what we don’t know.  
We can’t lead where we won’t go.”

“You cannot give away that  
which you do not have.”



# Reflection...

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Revisit the parent/caregiver and situations you thought of in our first activity, what might you have done differently?

Thank you!!

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Everyone we meet is  
Fighting a battle we know  
Nothing about!

Be Kind

Always



# Resources

Child Trauma Academy (Dr. Bruce Perry) <http://childtrauma.org>

National Child Traumatic Stress Network <http://www.nctsnet.org>

National Center for Trauma Informed Care <http://mentalhealth.samhsa.gov/nctic/>

*Modeled Moments-Readyrosie.com*

Center on the Social and Emotional Foundations for Early Learning

Bessel van der Kolk, <http://www.traumacenter.org>

Juli Alvarado, <http://www.coaching-forlife.com/>

Dr. Robert Anda, CDC (ACE Study)

Understanding Traumatic Stress in Children Bassuk M.D., Ellen L.: Konnath LICSW, Kristina, Volk MA., Katherine T.

The Heart of Learning and Teaching Compassion, Resiliency & Academic Success  
Wolpow, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. 2009

<http://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>