

TRAUMA-INFORMED TEACHING

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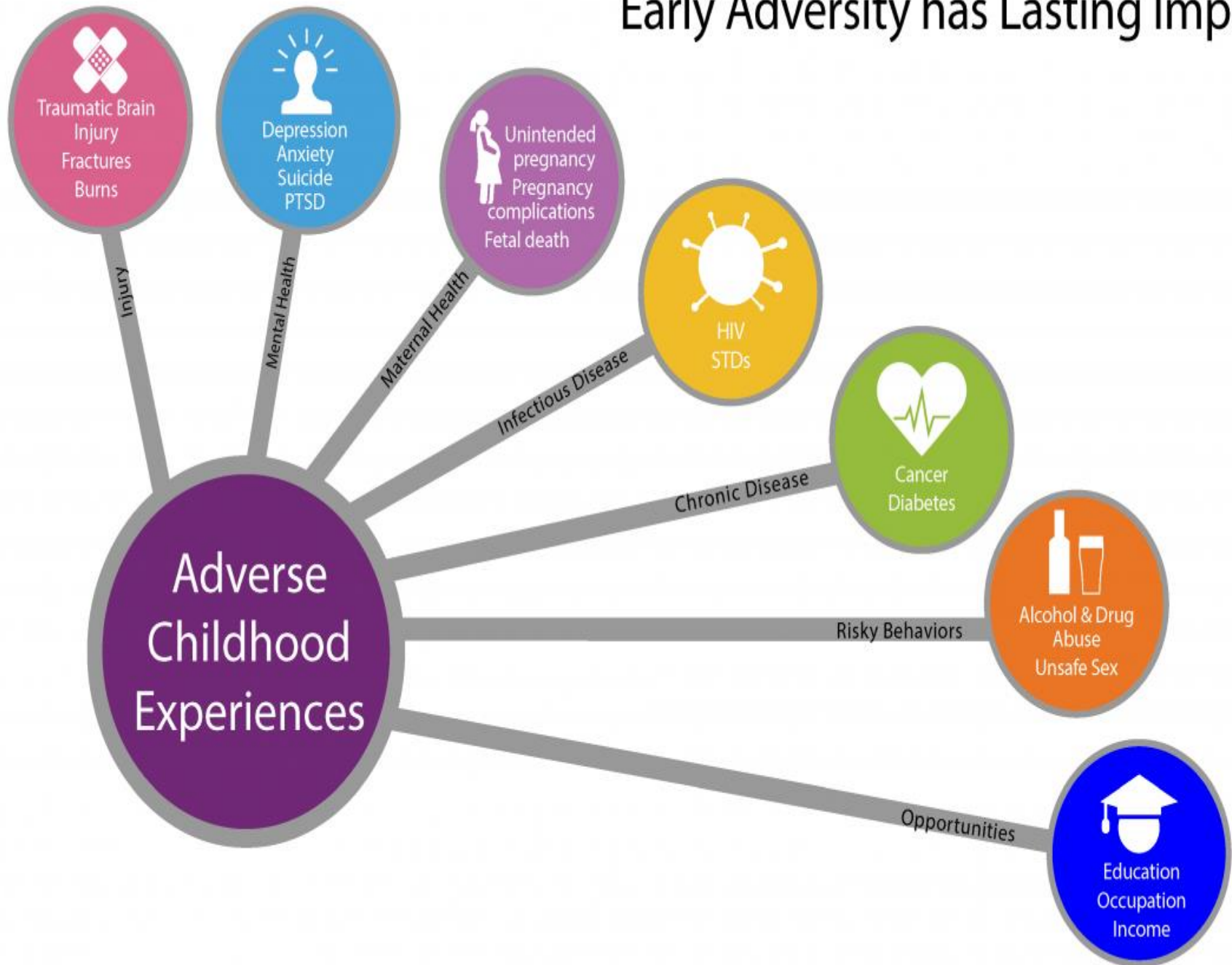
PROBLEM STATEMENT

- Many students experience trauma in their lives that impact their behavior and learning in school. For these students, fear of being unsafe can drive them to a fight, flight, or freeze response. A teacher must be sensitive to the different reactions and behaviors necessary to build connections and a relationship with student who has experience trauma. Therefore, a teacher must educate themselves on proper trauma-informed care techniques.

ADVERSE CHILDHOOD EXPERIENCES (ACES)

- What are ACEs?
 - Adverse childhood experiences is an umbrella term that includes many different types of childhood trauma, including abuse and neglect
- The CDC-Kaiser ACE study
 - Conducted from 1995-1997
 - 17,000 adults completed a survey about their childhood experiences and their current health
 - What they learned:
 - ACES occur across all populations
 - 2/3 out of those surveyed claimed at least one ACE
 - Over 1/5 of those surveyed claimed 3+ ACEs

Early Adversity has Lasting Impacts



DESCRIPTION OF TRAUMA-INFORMED TEACHING

- Trauma-Informed teaching is a mindset that teachers must always have. It requires sensitivity towards students and a focus on relationship building and the creation of a safe environment above all else.
- Trauma is often invisible: a teacher can not assume that they understand the trauma their students have been through. This means that every student must be treated with the same care.
- A teacher who practices trauma-informed care:
 - Is patient with all students who “act out”
 - Makes relationship building a priority in their classroom
 - Knows their students
 - Builds a safe classroom environment where student can make mistakes without fear of punishment and does not seek to “win” behavior from students

FACTS AND STATISTICS

- According to the CDC, 1 in 7 children will experience child abuse and neglect every year.
- More than 25% of children experience a serious trauma before they are 16.
- Some common sources of trauma are:
 - Neglect
 - Abuse, sexual, physical, or emotional
 - Injury
 - Witnessing violence
 - Treatment of illnesses
 - Witnessing parental abuse

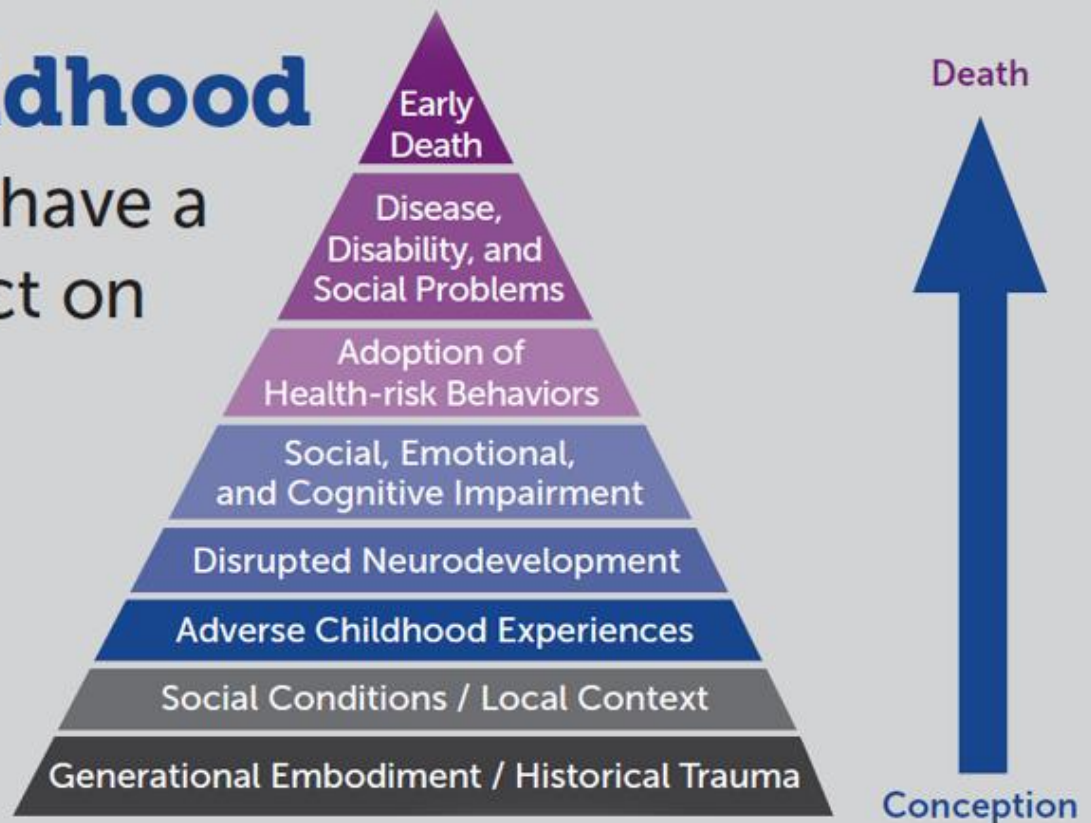
Prevalence of ACEs by Category for CDC-Kaiser ACE Study Participants by Sex, Waves 1 and 2.

ACE Category	Women	Men	Total
	Percent (N = 9,367)	Percent (N = 7,970)	Percent (N = 17,337)
ABUSE			
Emotional Abuse	13.1%	7.6%	10.6%
Physical Abuse	27%	29.9%	28.3%
Sexual Abuse	24.7%	16%	20.7%
HOUSEHOLD CHALLENGES			
Mother Treated Violently	13.7%	11.5%	12.7%
Substance Abuse	29.5%	23.8%	26.9%
Mental Illness	23.3%	14.8%	19.4%
Parental Separation or Divorce	24.5%	21.8%	23.3%
Incarcerated Household Member	5.2%	4.1%	4.7%
NEGLECT			
Emotional Neglect ³	16.7%	12.4%	14.8%
Physical Neglect ³	9.2%	10.7%	9.9%

LONG TERM EFFECTS OF ACES

Adverse Childhood Experiences

have a tremendous impact on future violence victimization and perpetration and lifelong health and opportunity.



IMPLICATIONS FOR THE CLASSROOM

- In response to trauma, a student's brain experiences a stress response. They may show the following behaviors that impact a student's education:
 - Fight: anger, yelling, throwing things, physical fighting
 - Flight: wandering the hallways, exiting the classroom without permission
 - Freeze: put their head down, unable to respond to verbal prompts, does not complete work
- Prolonged periods of a stress response alter the brain and make it harder to make connections and learn.

WHAT CAN THE TEACHER DO?

- Routines and stability are important for students who may not have this at home.
- Choice in the classroom helps students who feel like they have no control over their lives.
- Students may act up during transition periods, like holiday breaks. Anticipate this and offer additional support during these times.
- Students will need to be taught to regulate their emotions.
- Realize that without feeling safe, a student can not learn. Safety and relationships is more important than anything else.

TEACHING STUDENTS TO REGULATE EMOTIONS

- **Step 2: Offer a space where students can go to practice regulation techniques.**
- **Step 3: Teach students regulation techniques**
 - Breathing methods
 - Counting backwards from 100
 - Writing about how they are feeling
- **Step 4: Practice. Help your student to practice emotional regulation. Keep in mind that it will not be learned overnight and the teacher needs to be calm and supportive for a student to feel safe.**

CONCLUSION

- Many students experience trauma, and they need adults who are educated on trauma-informed care to help them. These adults need to create a safe environment and teach students to regulate emotions. The adults also need to be aware that students may act out and react with patience and care so as not to prove to the child that they are another adult who they can not trust. The importance here is building relationships and a safe environment for the student.

ADDITIONAL RESOURCES: BOOKS

- Perry, B., & Szalavitz, M. (2006) *The Boy Who Was Raised As a Dog: What Traumatized Children Can Teach Us About Love, Loss, and Healing*. New York, NY: Basic Books.
- Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York, NY: Viking Penguin.
- Rossen, E., & Hull, R (Eds.) (2013). *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals*. New York, NY: Oxford.
- Hardy, K., V. & Laszloffy, T. A. (2005). *Teens who Hurt: Clinical Interventions to Break the Cycle of Adolescent Violence*. New York, NY: Guilford.

ADDITIONAL RESOURCES: WEBSITES

- Thecornerstoneforteachers.com
- Cdc.gov/violenceprevention/childhoodabuseandneglect
- Edutopia.com

ADDITIONAL RESOURCES: JOURNAL ARTICLES

- Bath, H. (2008). The Three Pillars of Trauma-Informed Care. *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems*, 17(3), 17-21. Retrieved July 19, 2019.
- Huang, L. N., Flatow, R., Biggs, T., Afayee, S., Smith, K., Clark, T., & Blake, M. (2014). Concept of Trauma and Guidance for a Trauma-Informed Approach. *SAMHSA*, 14. Retrieved July 19, 2019.
- Brown, V. B. (2017). Core Components of Trauma-Informed Practice. *Through a Trauma Lens*, 99-124. Retrieved July 19, 2019.

ADDITIONAL RESOURCES: NATIONAL GROUPS

- The National Child Traumatic Stress Network
- The National Center for PTSD
- The Child Trauma Academy
- The Trauma Center
- The Anna Institute

SOURCES

- Watson, A. (n.d.). A Crash Course of Trauma-Informed Teaching. Retrieved July, 20, 2019, from <https://thecornerstoneforteachers.com/truth-for-teachers-podcast/trauma-informed-teaching/>
- Bath, H. (2008). The Three Pillars of Trauma-Informed Care. *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems*, 17(3), 17-21. Retrieved July 19, 2019.
- Child Abuse and Neglect- Adverse Childhood Experiences (n.d.) Retrieved July 19, 2019 from <https://www.cdc.gov/violenceprevention/childabuseandneglect/index.html>
- Understanding the Ways Children Cope with Threats. (n.d.). Retrieved July 22, 2019, from <https://www.blueknot.org.au/Resources/Information/Understanding-abuse-and-trauma/What-is-childhood-trauma/Childhood-trauma-and-stress-response>
- Venet, A. S. (2018, August 03). The How and Why of Trauma-Informed Teaching. Retrieved July 22, 2019, from <https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>
- The National Child Traumatic Stress Network, & Wong, M., Dr. (n.d.). Basic Facts about Child Trauma. Retrieved July 22, 2019, from <https://www.melissainstitute.org/documents/ChildTraumaBasicFacts.pdf>