

Inspired Vision, LLC



Trauma-Informed Schools

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Welcome



Trauma-Informed Approaches



- Understand the pervasiveness and impact of trauma
- Mitigate and transform those effects
 - Minimize retraumatization and revictimization
 - Support healing, resilience and well-being
 - Attend to the impact on individuals and organizations; youth, families, school personnel, and the broader community
- Address the underlying conditions that produce abuse, violence and oppression
- Embody in our lives and our work the world we want to create

Carole Warshaw, MD, National Center on Domestic Violence, Trauma & Mental Health

Understanding Trauma

- Individual
 - Interpersonal
 - Witnessed and experienced directly
- Collective
- Historical



What does this look like in our schools?

Potential Sources of Trauma



- Childhood sexual, physical, emotional abuse, neglect, abandonment
- Rape, sexual assault, trafficking
- Domestic violence
- Other violent crime
- Injury, illness, death, loss, grief
- Institutional abuse, neglect
- Dislocation
- War, terrorism, combat
- Community and school violence, bullying
- Hate crimes
- Abuse through religion
- Collective historical, generational targeted violence
- Chronic stressors like racism, poverty
- Natural disasters
- Invasive medical procedures
- **Any misuse of power by one person or group over another**

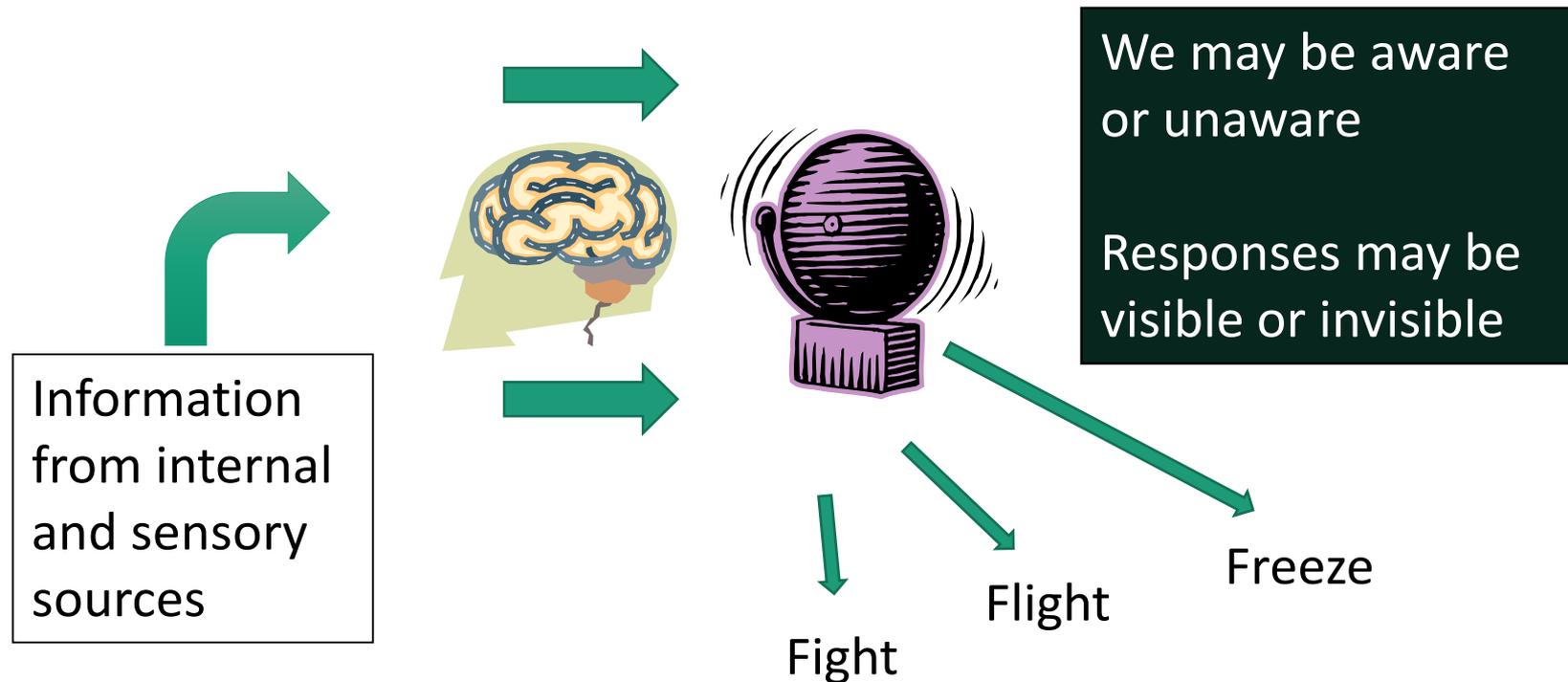
New Fears, Replicating Existing Fears and Retraumatizing

Fear Activation, Trauma Reminders and Traumatic Memories

- School relationships
- Learning environments
- Learning approaches
- Responses to behavior



We Are Wired For Survival...



There are neurobiological
and developmental impacts!

Trauma Can Affect One's Capacity to:

- Have relationships and feel internally connected to caring others
- Experience self as deserving and worthwhile
- Manage and share feelings
- Stay present, focused and connected
- Develop and maintain self-awareness
- Feel physically and emotionally safe
- Comfort self and be comforted by others
- Engage executive skills for learning, thinking and planning



Addressing Dysregulation in School: Navigating What is Underneath

- Thoughts
- Emotions
- Physical Connection (body awareness and movement)
- Energy
- Felt sense of safety
- Felt sense of connection
- Presence in the here-and-now



Bringing Trauma-informed Support for Students into Our Schools



- Care, Kindness, Nurturing
- Respect, Dignity
- Empathy
- Choice, Non-coercion
- Transparency
- Listening to hard truths
- Understanding
- Consistency
- Trustworthiness
- Addressing life's realities

Mindset: A Whole School Approach



- All staff understand trauma and its impact and are “all in” with the shift towards being trauma-informed
- Staff are responsible for conveying a climate of deep caring and understanding
- Staff are invested in helping every child succeed
- Staff create an environment in which every child feels safe; physically, emotionally, socially and academically

Mindset: A Whole School Approach

- Trauma is addressed holistically- not in a singular “program”
- Staff explicitly make children feel a part of the school community and provide multiple opportunities to practice newly developed social and behavioral skills
- School leaders are aware of events and can quickly respond to student, family and community needs
- Suspension and expulsions are tools of last resort



Support Teaching and Learning

What can you do in your physical, sensory, structural and relational environments to be trauma-sensitive?



1. Understanding the neurobiology of trauma
2. Understanding the affect on thinking, learning, memory and executive function
3. Understanding attachment
4. Rethinking behavior and our responses to it

Self-Awareness

“In the thick of this work we often forget about our own needs until they are so big we can no longer meet them in simple ways.”

- Shery Mead



Not Attending to Our Own Needs

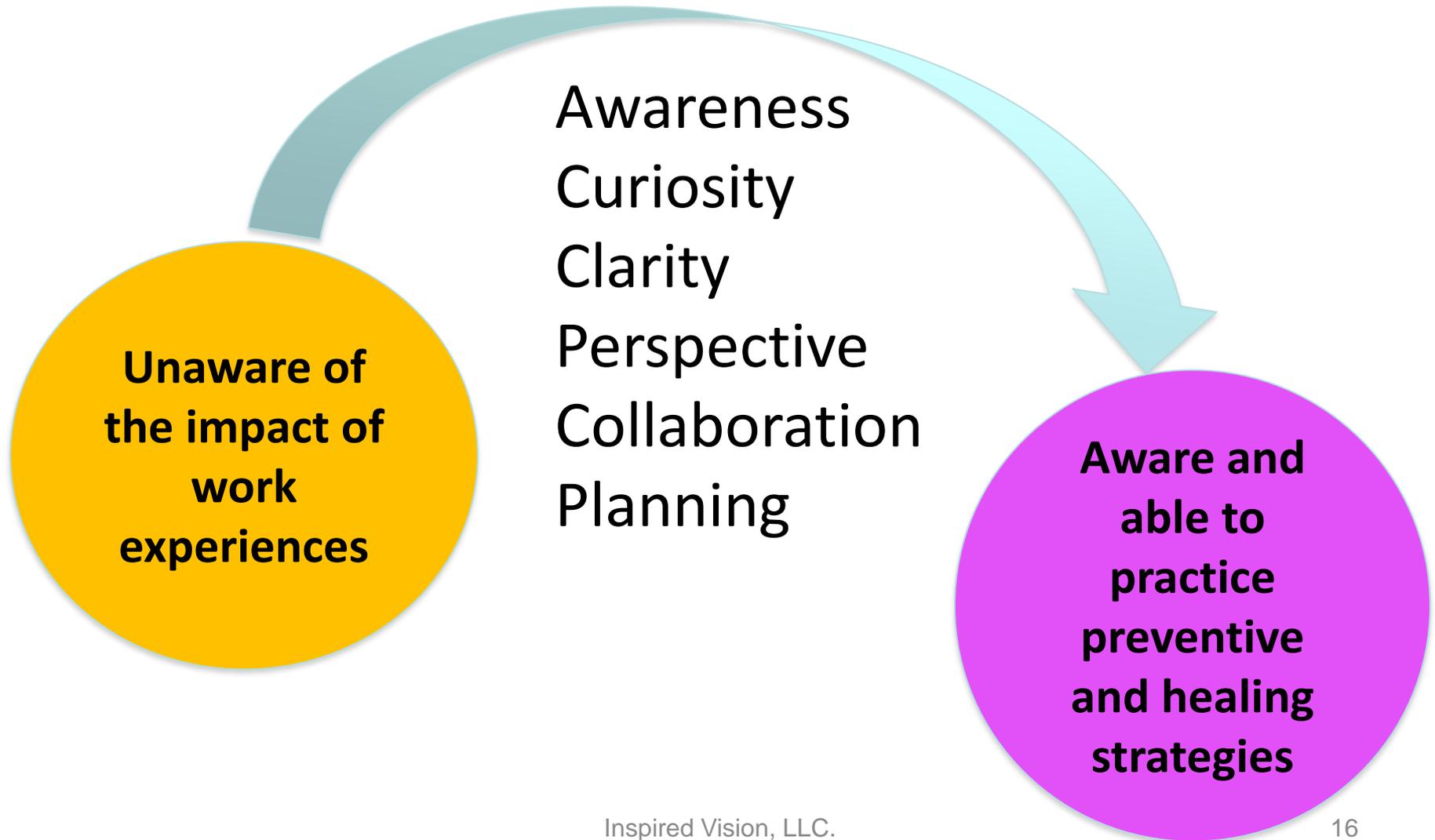
We may become:

- Over-extended and overwhelmed
- Not empathetic
- Inconsistent
- Unreliable
- Uncomfortable
- Disempowering
- Unavailable physically, emotionally, spiritually
- Disconnected from ourselves, students, families, and communities



And at what cost?

Supporting School Personnel: Reflection is Transformative



Think higher, feel deeper.

- Elie Wiesel



Resources

- Craig, S. Trauma Sensitive Schools, Learning Communities Transforming Children's Lives K-5. Teacher's College Press, NY,NY. 2015
- Trauma Sensitive Schools
<https://traumasensitiveschools.org/reports-and-resources/>
- Sol & Luna (resources for children's yoga)
<https://www.solandlunayoga.com>
- The Trauma Stewardship Institute
<http://traumastewardship.com/> *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*