

Together as a United Front Recovery

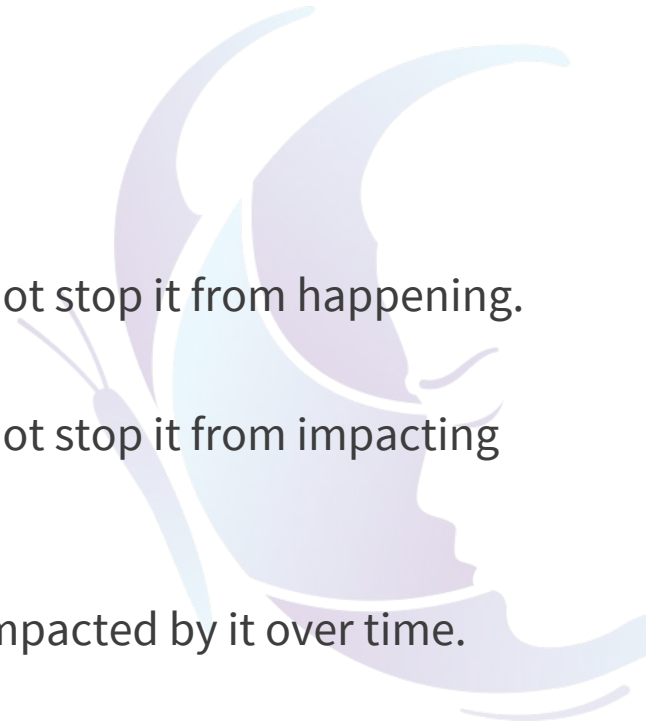
Trauma Responsive Schools
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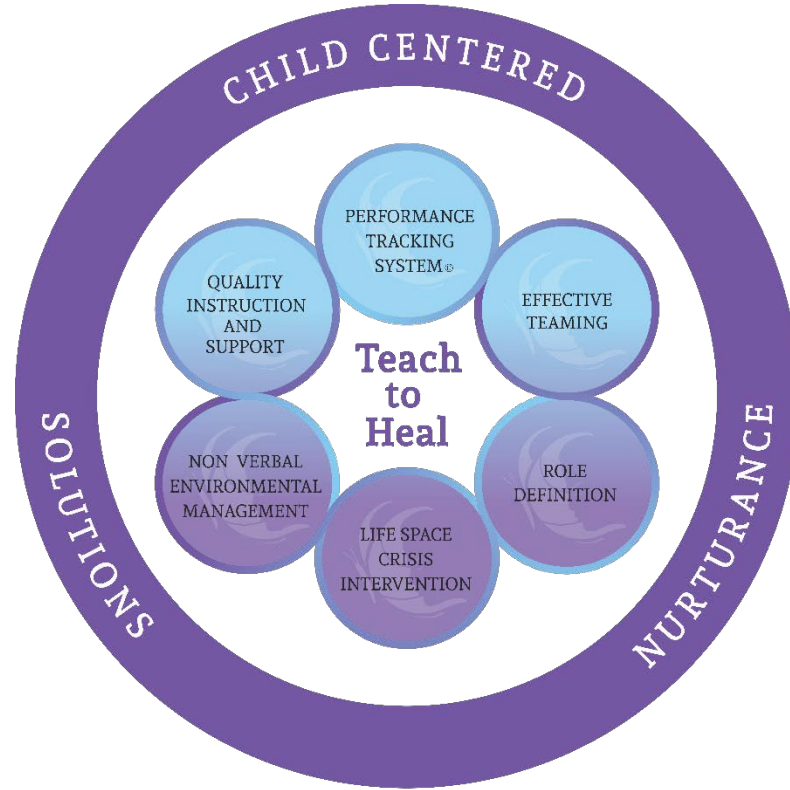


Trauma defined...

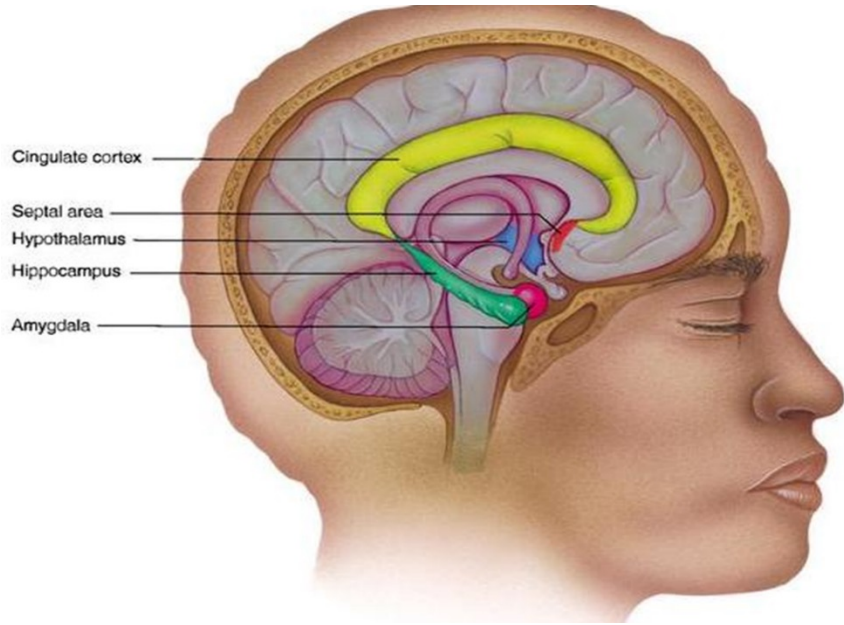


- You can not stop it from happening.
- You can not stop it from impacting you.
- You are impacted by it over time.
- You define it has having a negative impact on self.





The Limbic System



The emotional center of the brain. It plays the major role in the body's response to stress. Sensory memories are stored in the limbic system. The amygdala is housed in this part of the brain which is responsible for the fight, flight, or freeze reaction. This part of the brain has no language.

The Traumatized or Stressed Brain

- Memories are stored largely in the limbic system which has no language.
 - Without language to process a troubling event the difficult memories are always live and playing in the background.
- Traumatized children operate at a constant high state of arousal.
 - They experience many events in their environment as safety threats and emotional triggers.
- We must bring language to the emotions to interrupt the patterns of self-defeating behavior.
 - We work to allow a new experience that does not mirror or re-enact the feelings associated with trauma that are held in the child's mind.

Compliance

1. I believe you must respect my authority due to my role.
2. Top down view from a position of status, power, and control.
3. Punitive in nature.
4. Interaction in uni-directional.
5. Do as I say, or as the policy book states.

Nurturance of New Skills

1. I understand there may be developmental/ psychological deficits.
2. Bottom up view after purposefully building a solid foundation.
3. Focuses on needed skills and teaches them.
4. Interaction is reciprocal.
5. Mutual efforts toward holistically understood goals.

Compliance VS. Nurturance

Compliance

6. Uses dominance/ size/ voice/ non-verbals to create fear.
7. Seeks to be understood.
8. Can produce a quick response from student.
9. Short term results that reinforce the student's irrational beliefs.

Nurturance of New Skills

6. Controls non-verbals to maintain a supportive stance.
7. Seeks to understand the student's perception.
8. Longer process due to restructuring inner thoughts and offering and practicing new experiences.
9. Long term change and positive outcomes.

Compliance VS. Nurturance

Predictability is Safety – For Kids

- Re-establish the scope of the school day and access to staff.
- Follow your visual schedule.
- Be present.
- Label dates, routines, and time of day.
- Support the end of day transition.



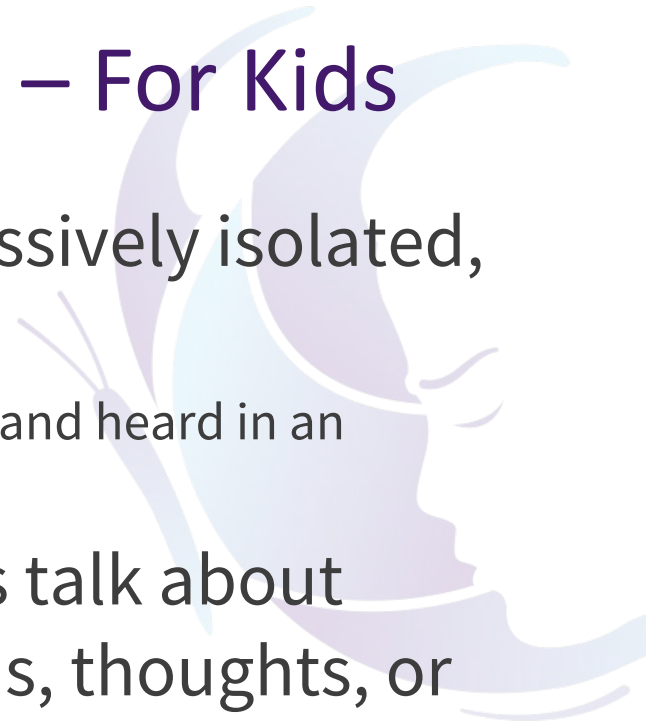
Face to Face Connection – For Kids

- Interact on purpose.
- Non-verbals rule!
- Make faces and be silly.
- Watch for kids being overwhelmed/ overstimulated by interpersonal communication.
- Use your face to model calm, non reactive adults who are consistently available.



Manage the Internal Dialogue – For Kids

- This population may have felt excessively isolated, confined, and trapped.
 - They may have an increased need to be seen and heard in an attempt to manage people and places.
- Model non judgement if/ when kids talk about others not managing their emotions, thoughts, or actions well.
- Find out what our common experiences are.

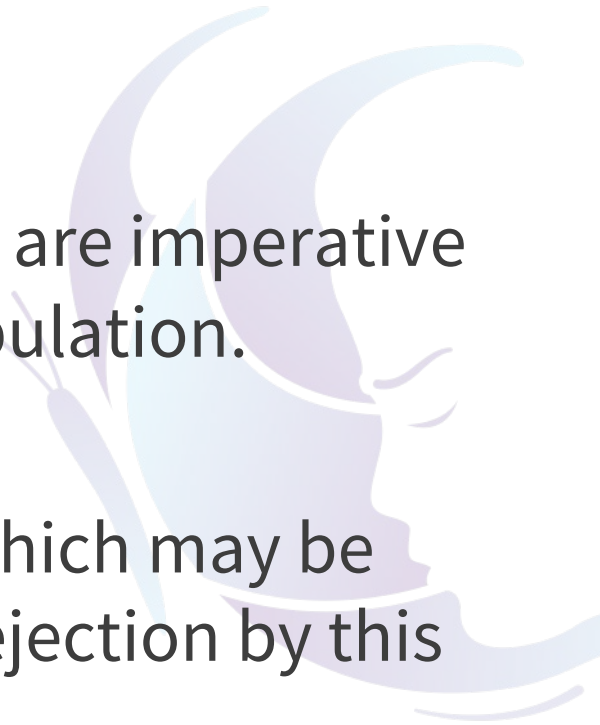


Navigating Technology – For Kids

- This population may have perceived the isolation as a form of being controlled and forced to be apart.
- Engaging electronically may be a reminder of their personal circumstances surrounding the pandemic.
- If they do not engage through technology, do not assume work avoidance/refusal or opposition.
- Meet kids where they are and move forward at their pace.

Role Definition – For Kids

- Role definition and clear boundaries are imperative in working successfully with this population.
- This will need to be re-established which may be perceived as inconsistency and/or rejection by this student population.



Trauma Responsive Crisis Intervention



Drain Off
Timeline
Central Issue
INSIGHT
New Skills
Transfer of Training



**Thank You for Choosing to be a Trauma
Responsive School!**

Kids Succeed Through YOU!

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Teach to Heal