

Trauma-informed Practices

The problem is a solution to another problem
(Find the belief behind the behavior)

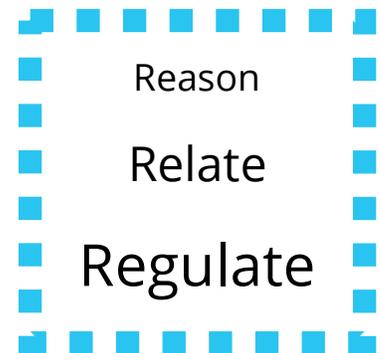
Students exposed to trauma may have altered brain growth. They may be missing a sense of:

- Basic trust
- Self-regulation
- Ability to delay gratification
- Causal thinking (poor if/then thinking)
- Ability to focus or concentrate
- Relationship skills

And often have altered stress response

Many children exposed to trauma have:

- Decreased perception of safety (misperceive threats)
- Poor impulse control
- Decreased self regulation
- Decreased self concept
- Are withdrawn or aggressive
- Struggle with transitions



Rebuilding the foundation of these skills creates a stable platform for academic growth

SAFETY

- Routines
- Consistency (of routines, mood of class leader)
- Posted schedules
- Solutions instead of consequences
- Think tree
- Brain in hand
- Self-regulation

BELONGING

- Connect before correct
- 2x10 rule
- Mirror neurons
- I messages
- Relationship/relationship/relationship

SIGNIFICANCE

- Focus on strengths.
- Remember the student's story
- Understanding the brain (teach mirror neurons, brain in hand)
- I made a mistake/vs. I am a mistake
- Teaching repairs, how to make amends,
- Find way for student to contribute (jobs, helping)