

Connecting the Dots: Trauma-informed approaches for a whole-hearted classroom

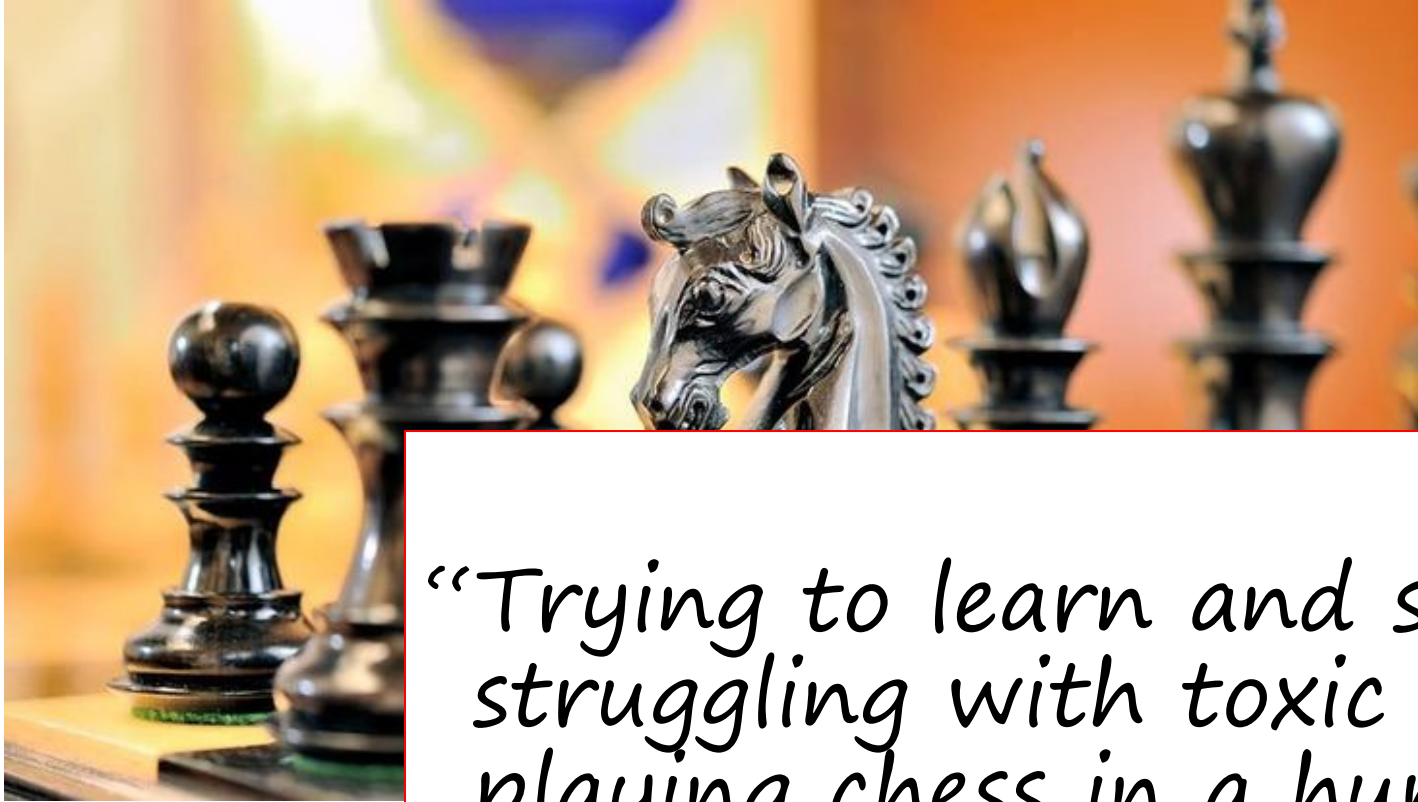
Erin Browder,
Woodrow Wilson Teaching Fellows
Virtual Symposium
June 12, 2020



History of My Work

- Educator
- School transformation
- Non-profit Leader
- Trauma-Informed Work
- Emotional Climate
- Self-Care for Practitioners and Professionals
- State Technical Assistance Specialist





“Trying to learn and study while struggling with toxic stress is like playing chess in a hurricane.”



Intended Outcomes

- Being Seen—Cultivating identity + presence
- Safety + Space—Building a culture of us
- Self-Awareness + Self-Management—Knowing when to push and pull
- Add engagement and mindfulness strategies to your toolbox

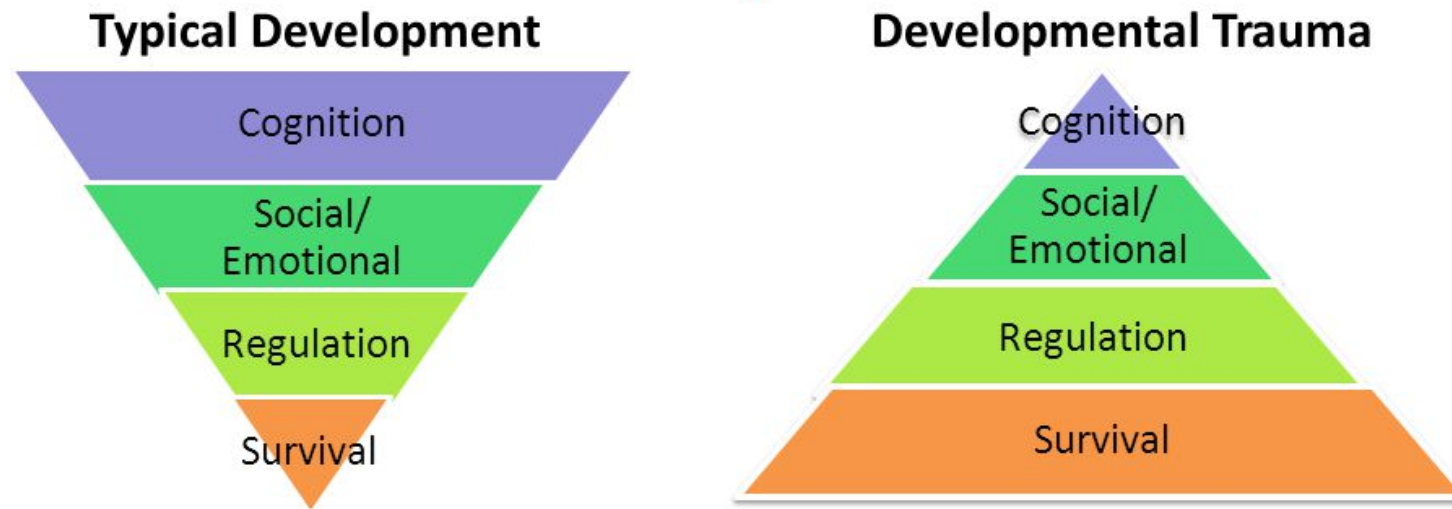
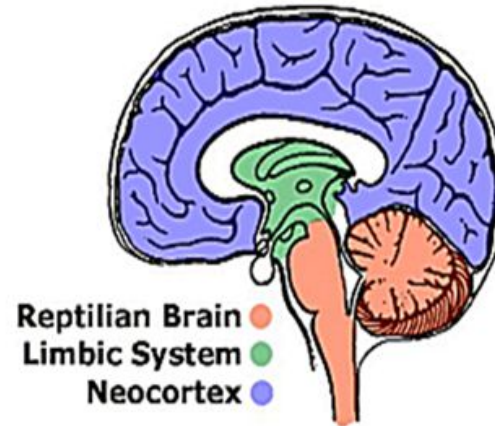
Trauma

Trauma is an umbrella term used to describe the inability of an individual or community to respond in a healthy way (physically, emotionally and mentally) to acute or chronic stress.

Washington State Office of Superintendent of Public Instruction
(OSPI) Compassionate Schools, (2009)



Trauma & Brain Development



Adapted from Holt & Jordan, Ohio Dept. of Education

In what ways is an oak tree like trauma?



Trauma-Informed Schools

Trauma-informed schools acknowledge the prevalence of traumatic occurrence in students' lives & create a flexible framework that provides universal supports, is sensitive to unique needs of students, & is mindful of avoiding re-traumatization.

Trauma-Organized Systems

When a system becomes fundamentally and unconsciously organized around the impact of chronic and toxic stress, even when this undermines the essential mission of the system.

“Instead of what’s
wrong with you, it’s
what happened to you.”

A Trauma-Informed Perspective via The Sanctuary Model

What is
NORMAL?

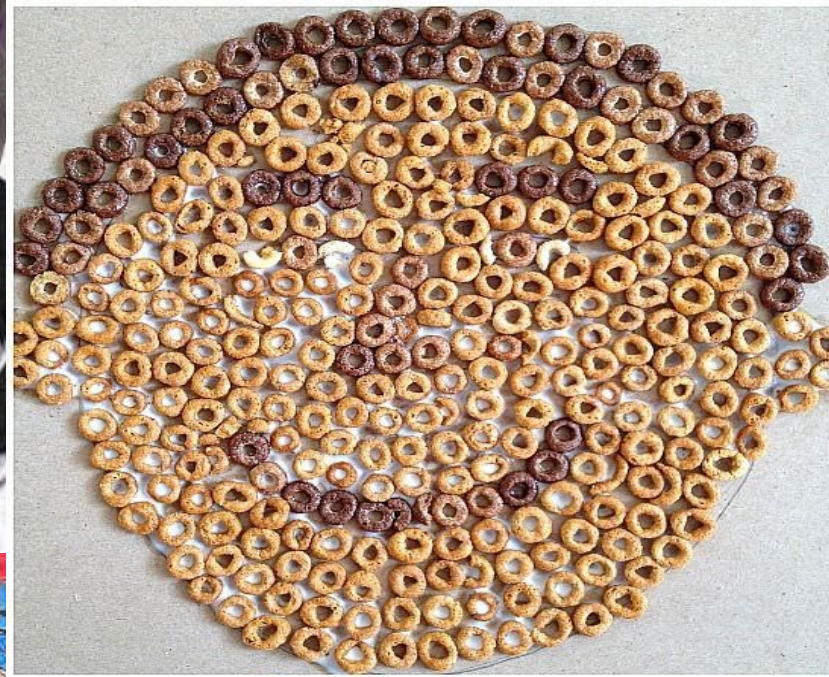


Small Fire





Identity



Cheerios SELF PORTRAITS





Being Seen—Identity + Presence



Opportunities to self-reflect and check in

1:1 with Teachers, and other colleagues

Consent + space

Instruction

Math, Reading, PE, Arts Identities

Incorporating story

Being Vulnerable

Personal ? Fishbowl

Naming your emotions

Modeling and naming your coping
behaviors



Fishbowl questions?

When was the last time you laughed so hard you farted?

When was the last time someone made you cry?

Share about a time you felt hopeless.

What makes you lose sleep at night?

What was a challenging experience you had as a teenager

What is one thing you wish your parents did differently?



Story Stems

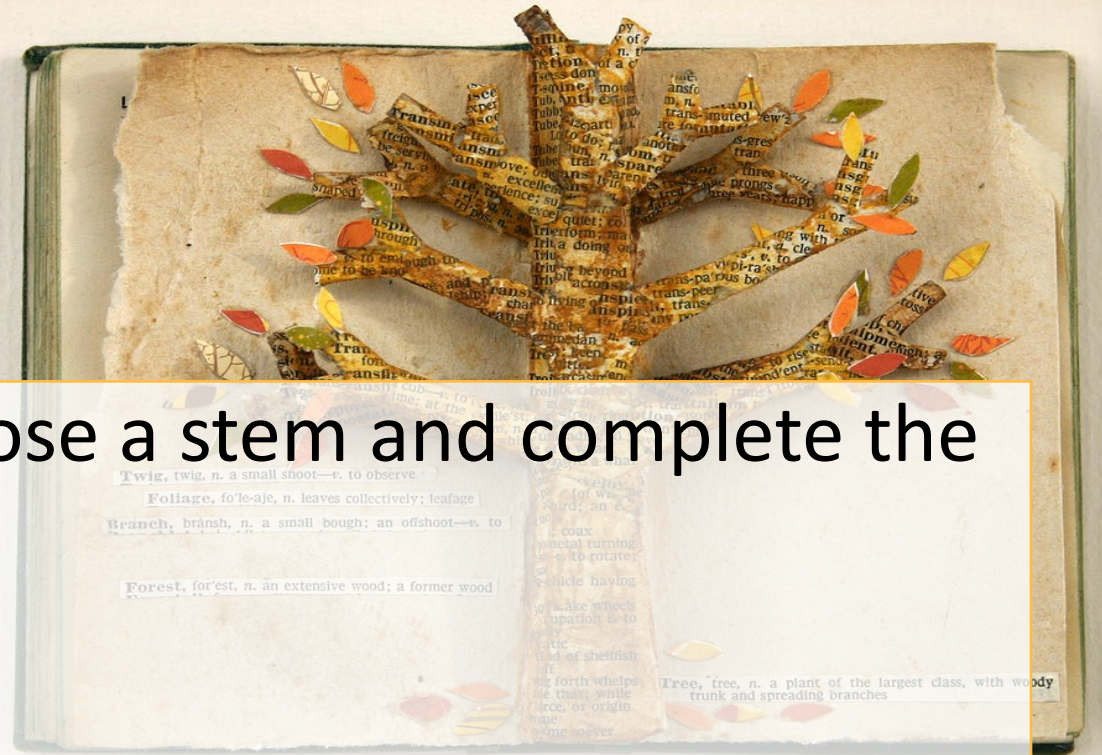
Using the story stems below, choose a stem and complete the prompt in the chat box.

The last time you felt proud...

The last time you apologized...

The last time you were discouraged...

The last time something broke your heart...



The Irony of Trees

Serotonin Boost

- Drink water
- Listen to your favorite song
- Move your body
- Get some sun
- Wiggle your toes





Safety + Space: A Culture of Us



Where students feel empowered to

- Participate and be valued
- Be the “keepers” of their own bodies and emotional experiences
- Take interpersonal risks + risks in their learning
- Be critical
- Make decisions
- Equipped to tackle barriers
- Respond vs react

“We’re all here to contribute. And in contribution, there is no better.”

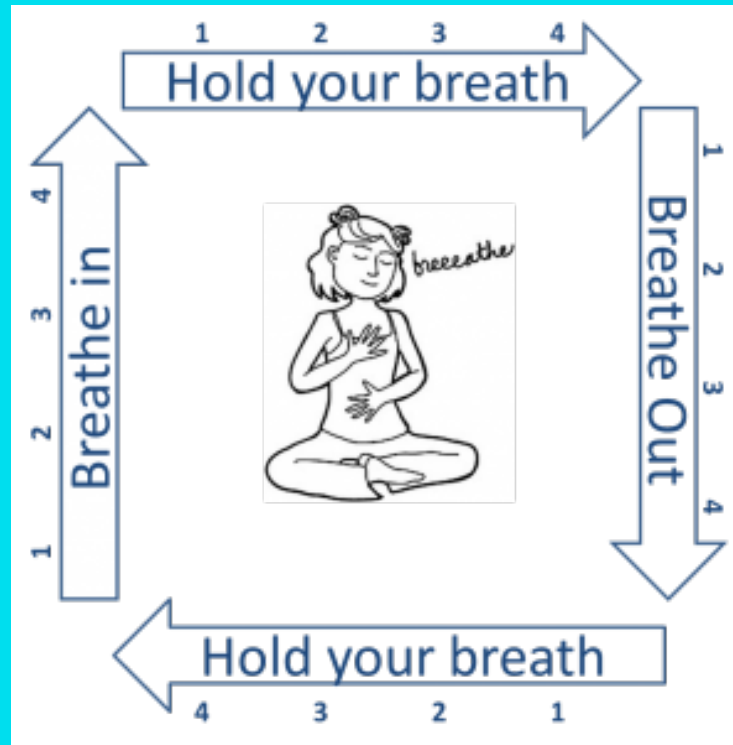




“The child who is not embraced by the village will burn it down to feel its warmth.”

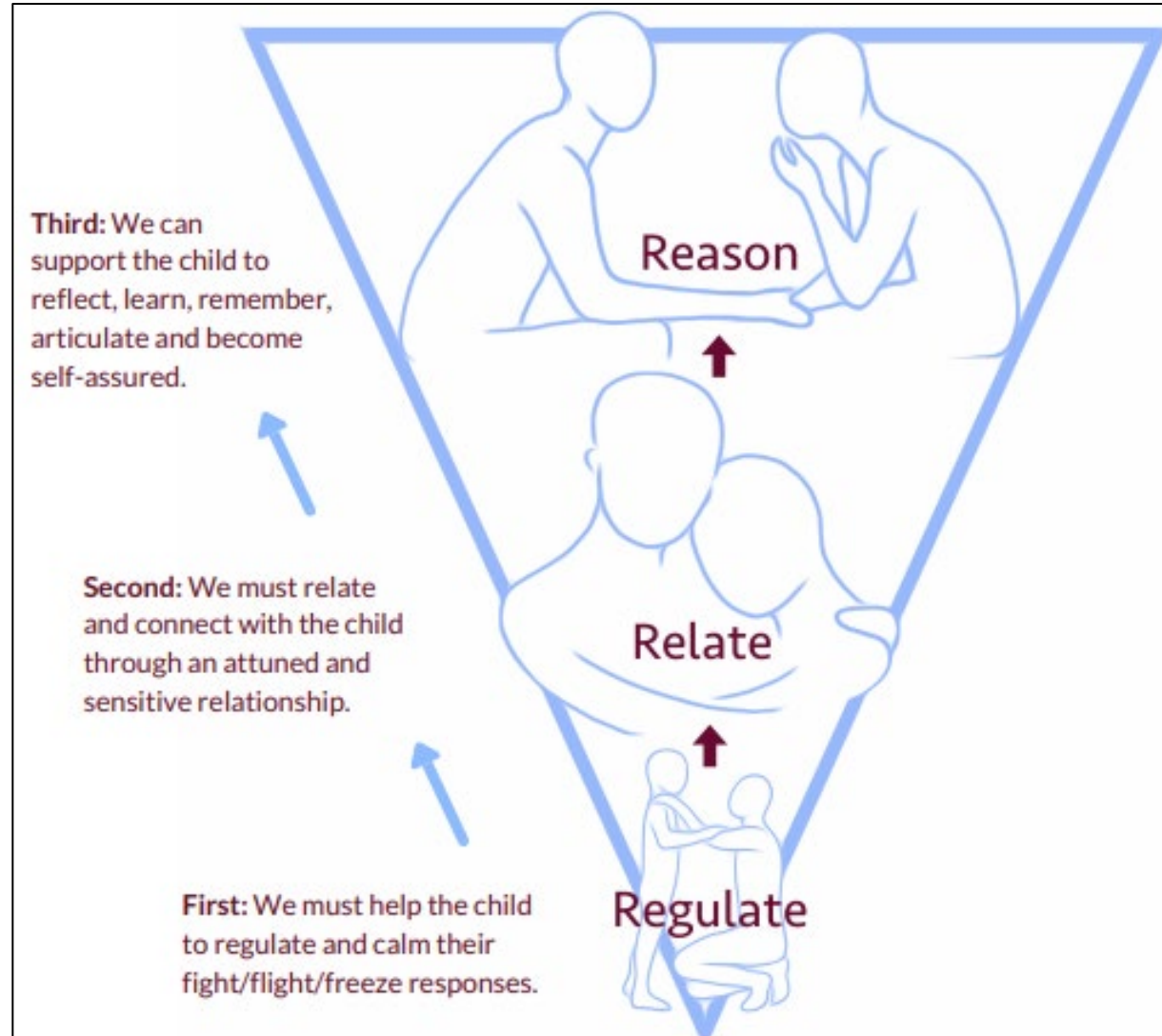
African Proverb





Self-Awareness + Self-Management: Knowing when to push and pull

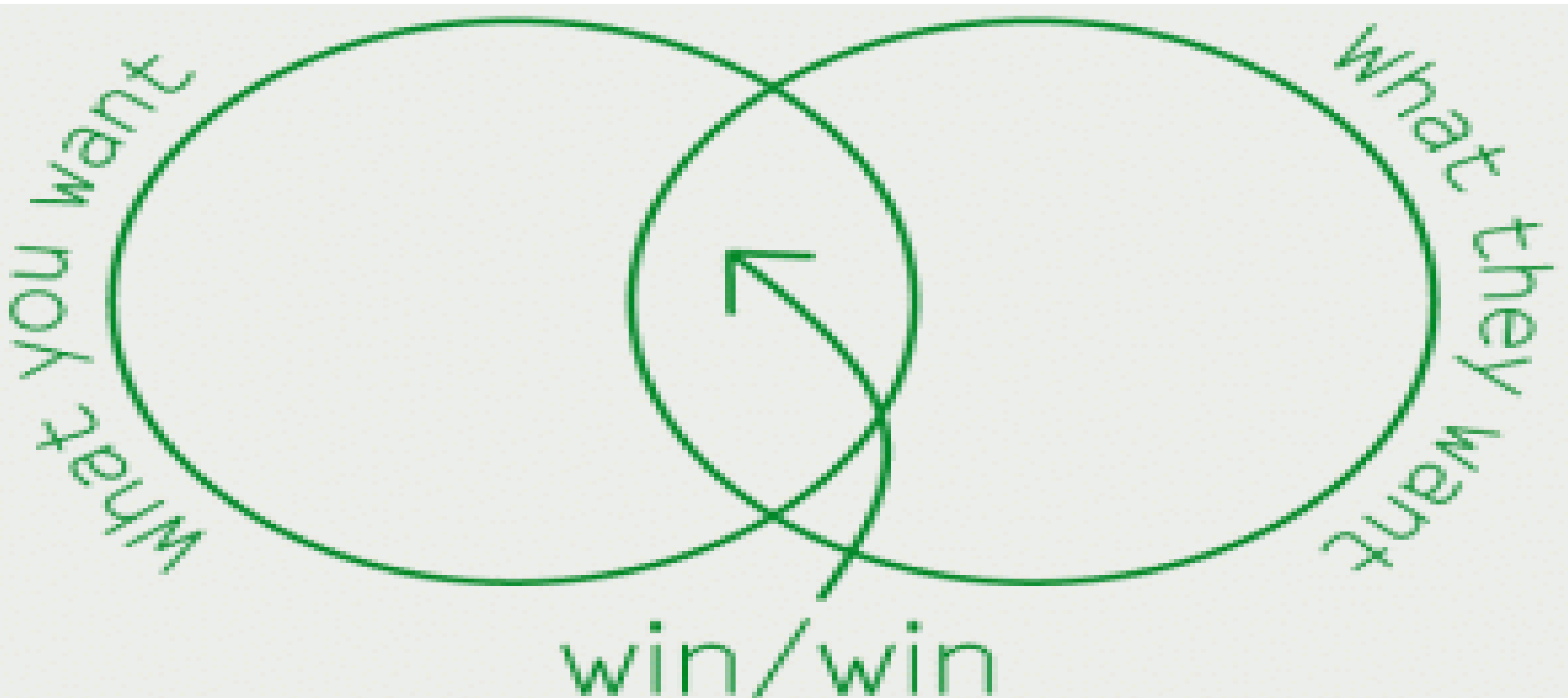
The 3R's: Reaching the Learning Brain from Dr. Bruce Perry



Name the Roadblock
How can you prepare?



RESILIENCE IS A WIN-WIN



I Can't...But I Can

- I can't control whether _____ will come to work today, but I can control _____.
- I can't control whether _____ had a bad morning/an argument with a client, but I can control _____.
- I can't control whether we add _____ to our already overloaded plates, but I can control _____.

(Hall & Souers, 2016)

Closing Thoughts

- _____ resonated with me most.
- I am leaving here with _____.
- I commit to _____.
- I appreciated _____.

Focusing Questions

Who are we?

Why are we doing this?

Why are we doing it this way?

ICEBERG Model Overview

Results
Behaviours
Actions

Visible

THE CULTURAL ICEBERG

Food
Flags
Games
Literature
Dances
Festivals
Music
Fashion
Holidays
Language
Arts & Crafts
Performances

Trends/Patterns
of Behavior
Dependencies
Attitudes
Values & Beliefs
Identity

