

TRAUMA INFORMED IN THE CLASSROOM



Trauma: "Threat to survival or emotional well-being. Trauma as the core event around which behavior and development organizes." National Trauma Centre
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References:

Health Federation of Philadelphia. (2010). Multiplying connections: Positive Development for all children. Philadelphia.

Child Safety Commissioner. (2007). Calmer classrooms: A guide to working with traumatised children. Melbourne, Vic.

BEHAVIOURS IN THE CLASS

YOU MAY OBSERVE:

Children who have been affected by trauma have learned to cope with an unpredictable world.



- Fear
- Hyperactivity
- Aggression
- Body aches and pain
- Depression
- Self-harming behaviours
- Excessively shy
- Withdrawn

TRAUMA AFFECTS THE BRAIN

DEVELOPMENT MAY ALTER

PRE-FRONTAL CORTEX

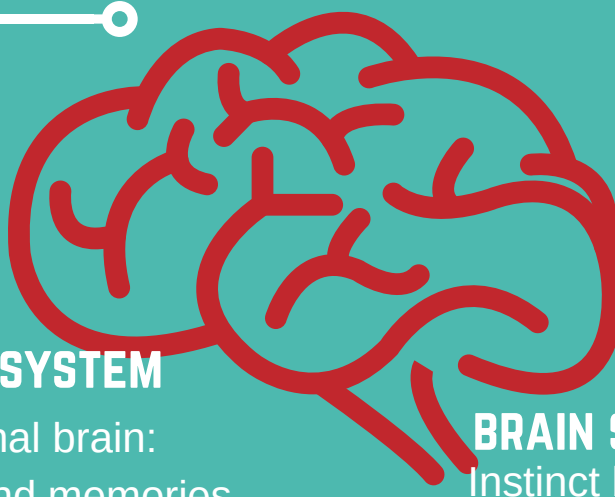
Thinking brain:
Logic and reason

LIMBIC SYSTEM

Emotional brain:
Emotions and memories

BRAIN STEM

Instinct brain:
Fight, flight, freeze



When students are triggered, they use their emotional and instinct brain.

TRAUMA INFORMED TEACHING

UNDERSTANDS THAT:

LEARNING

RELATIONSHIP

SAFETY

Trauma related behaviours are safety behaviours.

Creating sense of safety for all children is vital for growth and learning to occur.

Trauma is not a destiny.

Working with trauma affects us all. We need to take care of ourselves.

TRAUMA INFORMED CLASSROOM STRATEGIES

Most important in trauma-informed work is creating a sense of safety. When children feel safe they are more capable of new learning.

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References:

The National Child Traumatic Stress Network (2008). Child Trauma Toolkit for Educators. Los Angeles, California.

Craig, S. E. (2008). Reaching and teaching children who hurt: Strategies for your classroom. Baltimore: Brookes Publishing Co.

CREATE SAFETY IN CLASS

RELATIONSHIP

- Talk to students 
- Be empathic 
- Connect to caregivers 

STRUCTURE

- Be consistent 
- Provide lists & visuals 
- Notify about changes 

TEACHING

- Consequences not punishment 
- Focus on strengths 
- Always empower 

MAKING SAFE SPACE

GROUNDING BOXES

Build grounding boxes with students. Fill boxes with a variety of objects that offer sensory grounding. Examples include teddy bears, slinkies, candles, rocks, and shells.



COZY CORNERS

Cozy corners offer a "chill out" space. If available, provide a chair, pillows, blankets, books, and other soothing items.



CLASS ACTIVITIES

These activities can help children regulate emotions in class.



I Spy



Simon Says



Treasure Hunt



Robot Walk



Storytime



Noodle Walk