

Trauma Informed Response to Intervention: Building Blocks

Building Trauma-Sensitive Schools - Jen Alexander

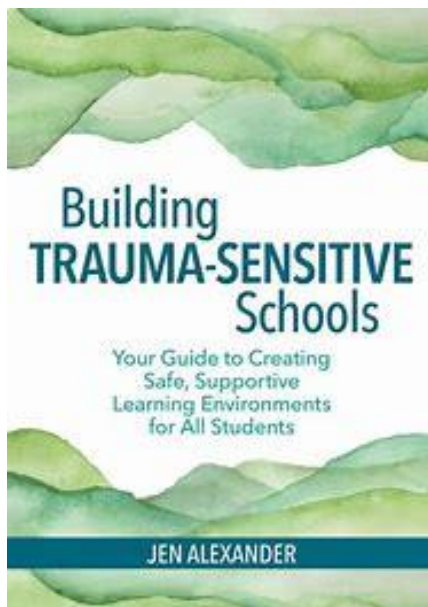
Our goal is to help students build resiliency by

Helping students feel safe

Helping students be connected

Helping students get regulated

Helping students learn



Feel Safe

Promote real and felt safety by considering:

- Needs for supervision, structure, nurture, and flexibility
- Proximity of those most trusted
- Size of a student's world
- Safety plans, lessons, and drills
- How to encourage help-seeking behaviors
- Role of social barriers or injustice

Feel Connected:

Help students build and maintain healthy relationships with peers and adults by:

- Facilitating team building
- Promoting self-awareness
- Teaching social, relationship, and communication skills
- Supporting empathy development
- Building leadership qualities
- Offering supports and resources to students, families, and staff

Get Regulated

Foster healthy stress tolerance and management by:

- Providing coregulation
- Teaching students about the brain and their stress response system
- Facilitating mindfulness practices
- Teaching bottom-up and top-down self-regulation techniques
- Coaching for regulation

Learn

Facilitate “just right” development of skills in the following areas:

- Executive function
- Decision making
- Problem solving
- Goal setting
- Growth mindset
- Perseverance
- Academic skill acquisition



@the.unteachables (Instagram)

It is easy to get caught up in what we need our students to know, how we want them to behave, what skills they should have...

But the reality is, that's just never going to be the case.

All of your students aren't going to have the same needs, skills, knowledge, contexts.

We need to meet them in that very moment, with understanding and compassion and empathy.

Make them feel worthy, despite where they at.

This is their journey, and it will never be the same as another's

What caring for your students looks like:



Getting to know them



Investing in their emotional piggy bank



Supporting them

But... what it also looks like:



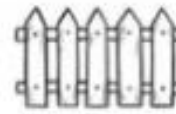
High expectations



Routines

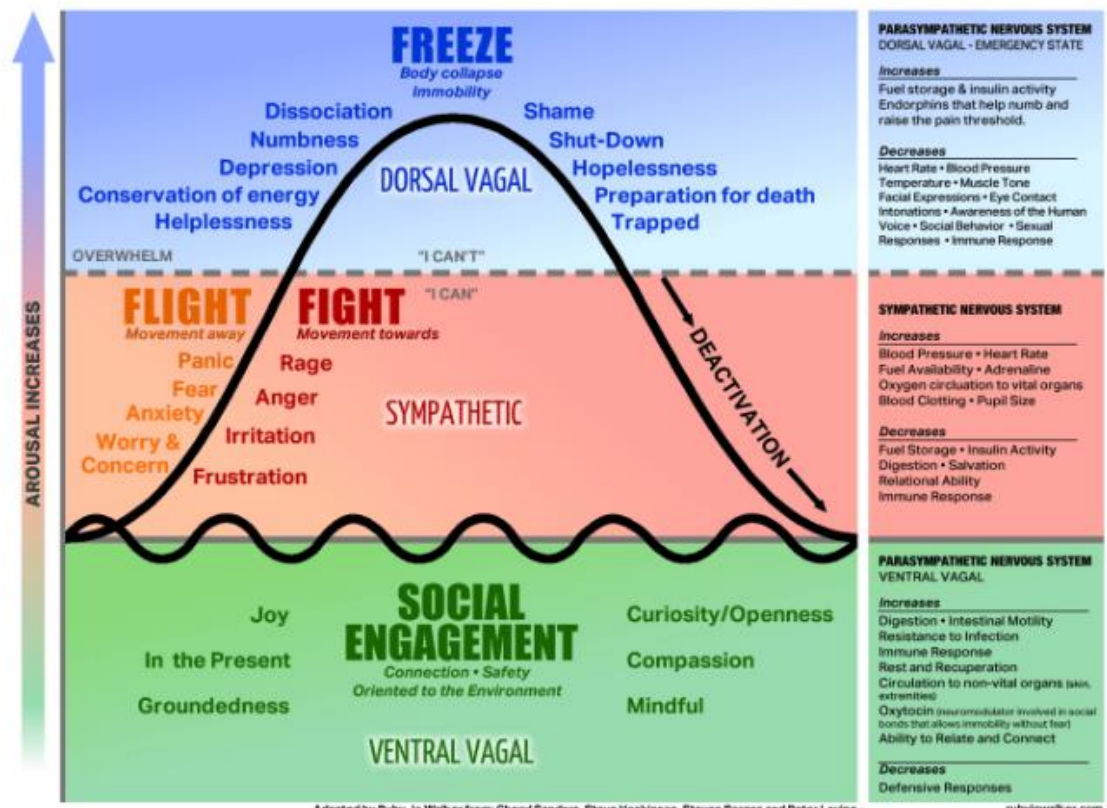


Differentiation



Boundaries




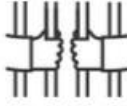






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Adapted by Ruby Jo Walker from: Cheryl Sanders, Steve Hoskinson, Steven Forgas and Peter Levine

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10 ACEs, as identified by the CDC-Kaiser study:

| ABUSE | NEGLECT | HOUSEHOLD DYSFUNCTION | |
|---|---|---|---|
|  <i>Physical</i> |  <i>Physical</i> |  <i>Mental Illness</i> |  <i>Incarcerated Relative</i> |
|  <i>Emotional</i> |  <i>Emotional</i> |  <i>Mother Treated Violently</i> |  <i>Substance Abuse</i> |
|  <i>Sexual</i> | |  <i>Divorce</i> | |

Relationship between early childhood trauma and health and well-being problems later in life.

Source: World Health Organization

