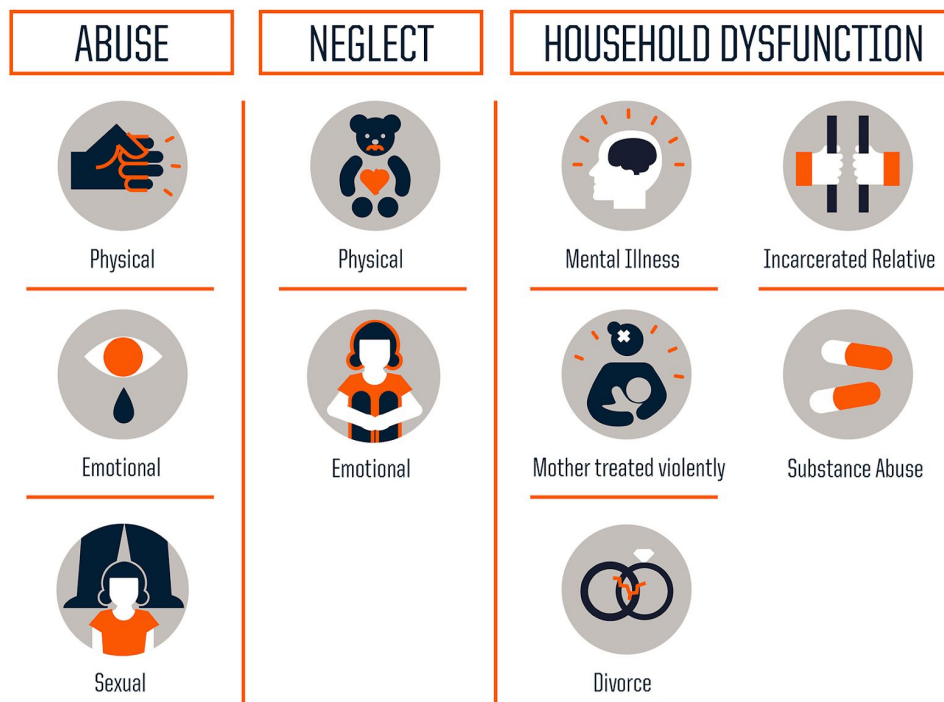


Madera Unified School District presents



What is Trauma Informed Care?

Trauma Informed Care refers to strategies that address the needs of children exposed to 1 or more Adverse Childhood Experiences (ACE's). This exposure often leads to disruptive or atypical behavior in children. The following are examples of ACE's:



Context

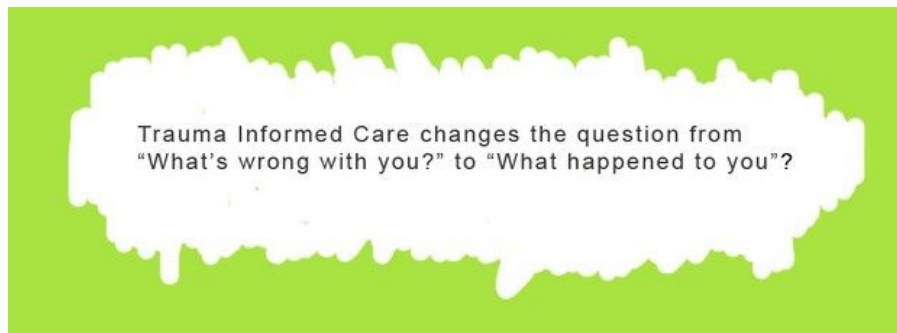
Based upon the increasing number of students demonstrating unusual or aberrant behavior, it was decided that MUSD would provide a presentation on Trauma Informed Care at the 2018 Administrative Leadership Academy.

Administrators overwhelmingly requested that the same information be presented to teachers, to build district-wide capacity, so teachers could better understand why some students behave they way they do, how to address some of those behaviors, and the incredible importance they play in lives of students, by providing *neuro-replacement activities*, i.e. safe classroom environments, consistency, and encouragement.

Content

The speaker in this [video](#) is Jennifer Johnson, LCSW, Trauma expert and Professor in the Masters in Social Work program at Stanislaus State. The video was filmed before a live audience of MUSD psychologists, counselors and nurses. During the video Ms. Johnson will invite questions send to her email address, jljohnson@csustan.edu. Please make a note of this, should teachers wish to reach out to her.

Ms. Johnson explains what trauma is and how it affects the brain, resulting in unwanted behavior. She also addresses ways to support students in the instructional setting, and how important teachers, and the school environment, can be to help children heal from trauma.



Presentation Take-aways/Talking points

You make a difference!

- Your words can make a positive on generations of students!

Relationships matter!

- Get to know your students

Culture is a Strategy! ~ Andy Beaks

- Build a positive and safe classroom and school culture

An individual's trauma does not define them

- Believe in resilience!

Students should be accountable for their actions

- However, adults must also consider the underlying cause of the conduct when addressing student behavior issues.

Follow-up

- Updated Second Step curriculum for grades K-5.
- Counselors and psychologists can address questions and provide suggestions to make classrooms positive and safe, and further help build a positive school culture!
- Please contact Dr. Malmo for additional materials or professional learning in Trauma Informed Care. rebeccamalmo@maderausd.org



DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM



1 CREATE A SAFE SPACE

Consider not only physical safety but the children's emotional safety as well.

1

2

2 ESTABLISH PREDICTABILITY

Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.



3 BUILD A SENSE OF TRUST

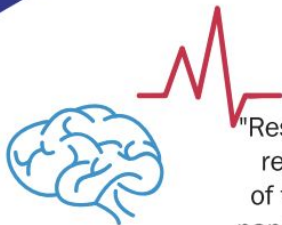
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

4 OFFER CHOICES

Empower students and offer "power with" rather than "power over" strategies.



5 STAY REGULATED

Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

5



There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.



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