

TRAUMA IN SCHOOLS

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TRAINING OBJECTIVE

In this training you will learn the following...

- **WHAT IS TRAUMA?**
- **TRAUMA SYMPTOMS & REACTIONS**
- **TYPES OF TRAUMA & WHAT THEY MAY LOOK LIKE IN YOUR SCHOOL COMMUNITY**
- **TRAUMA TRIGGERS & IDENTIFYING THE FIGHT FLIGHT FREEZE RESPONSE IN THE CLASSROOM**
- **HOW TO SUPPORT STUDENTS WHO HAVE EXPERIENCED TRAUMATIC EVENTS**

WHAT IS TRAUMA?

Trauma refers to an **event**, series of **events**, or set of circumstances that is **experienced** by an individual as:

- physically or emotionally damaging
 - harmful or life threatening
- and that has lasting adverse **effects**.

National Child Traumatic Stress Network. (2014).

TRAUMA SYMPTOMS & REACTIONS

The most common symptom that takes place immediately after a traumatic event is shock or denial which we often refer to as dissociation from the body or numbness.

Other Traumatic Symptoms Include :

- Difficulty eating or sleeping
- Flashbacks & Forgetfulness
- Anxiety, Depression or Aggression
- Fear
- Feeling isolated/alone
- Having suicidal Thoughts/Feelings
- Change in daily routines, habits, and behaviors.
- Substance Abuse & Unhealthy Sexual Activity

Traumatic Reactions in the Classroom May Include :

- intense and ongoing emotional upset,
- behavioral changes
- difficulties with self-regulation, & concentration
- problems relating to others or forming relationships
- regression or loss of previously acquired skills,
- attention and academic difficulties.

TYPES OF TRAUMA

*There are three main types of trauma
(Acute, Chronic, & Complex)*

- Acute Trauma- results from a single incident.
- Chronic trauma is repeated and prolonged.
- Complex trauma is exposure to varied and multiple traumatic events

IN SUPPORT OF BLM & THE RACIAL INJUSTICE GOING ON AROUND THIS WORLD

Historical & Racial Trauma

refers to the collective and cumulative trauma experienced by a group across generations that are still suffering the effects and current experiences of race-based trauma.

This includes discrimination, harassment, humiliation, violence, and oppression of particular groups.

Examples include:

racial slurs;

being followed in a store;

as well as exchanges that deny the thoughts, feelings, or experiential reality of a person.



ON A SCALE OF 0-10
(0 BEING NOT INFORMED AT ALL & 10 BEING EXTREMELY INFORMED)

**HOW AWARE DO YOU THINK YOU ARE OF
THE TYPES OF TRAUMA THAT
AFFECT THE LIVES OF THE STUDENTS IN
YOUR SCHOOL SETTING?**

PLACE YOUR RESPONSE IN THE CHAT SECTION

TRAUMA IN YOUR SCHOOL COMMUNITY

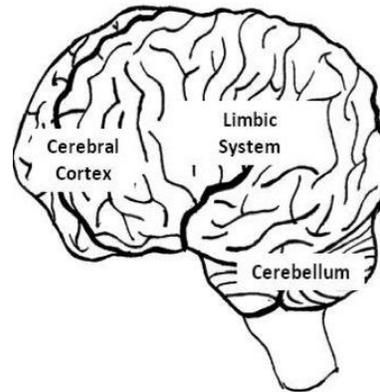
Trauma Types	Definition	Trauma type	What are some examples from your school community?
Acute Trauma	Single, isolated incident	<ul style="list-style-type: none"> • Accident • Natural disaster • Single act of violence or terrorism • Sudden unexpected loss 	
Chronic trauma	Traumatic experiences that are repeated and prolonged	<ul style="list-style-type: none"> • Prolonged family or community violence • Long-term illness • Chronic bullying • Chronic poverty and related stressors • Exposure to war, torture, or forced displacement 	
Complex trauma	Exposure to multiple traumatic events from an early age, often within the caregiving system or without adequate adult support that has shorthand long-term effects in many areas	<ul style="list-style-type: none"> • Physical, emotional, and sexual abuse within caregiving systems • Ongoing neglect by Caregivers • Witnessing Violence • Other forms of chronic violence without support 	

TRAUMA AFFECTS ON THE BRAIN

How Does Trauma Affect the Brain?

- Trauma causes the brain to function from the “survival center”.
- Trauma responses come from the autonomic nervous system.
- When students are faced with a perceived threat they will go into flight, fight, or freeze response. These traumatic responses make it difficult for students to pay attention, engage in critical-thinking, problem-solving, or even plan ahead. These responses are automatic which means individuals can not plan or control the way they respond.

The “3-Brain” Brain Complex



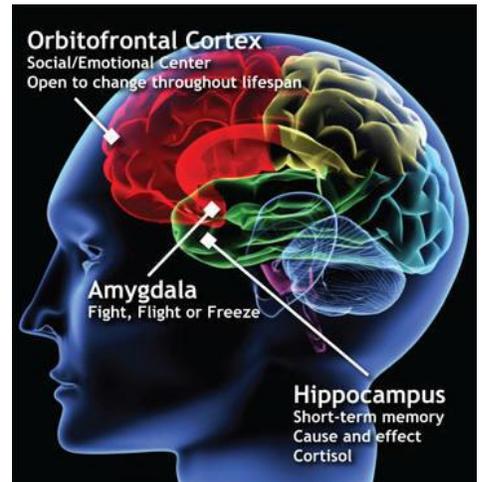
Cerebellum – the “motor control” part of our brains: *breathing, heartbeat and motor skills*

Limbic System – the “reactionary” part of our brains: *emotions, fight-or-flight, pleasure/reward and pain* ★

Cerebral Cortex – the “thinking” part of our brains: *reasoning, judgment, motivation, perception, memory and learning*

Fight Response – Students who struggle to maintain power. Labeled as non-compliant or aggressive.

Freeze Response – Students who feel powerless, can't or won't speak up. Labeled as unmotivated. Students will shut down, put their head down, wear hoodie.



Flight Response Students who want to escape. Labeled as disruptive, avoidant. Students will walk out of class, hide under desk, run.

TRAUMA TRIGGERS

- A trigger is a reminder of a past traumatic experiences that automatically cause the body to react as if the traumatic event is happening again in that moment. This can be a stimulus such as a sense of taste, smell, sound, or sight.
- When faced with a trauma reminder, our emotional brain assumes the danger is real without having the thinking brain check things out.
- Responses to triggers can appear confusing and out of place. These responses can often be misunderstood by others.
- When triggered, it is important to remember that individuals are not able to access the rational, thinking brain.

Potential Trauma-related Triggers ***(for children and youth include:***

- Loud noises
- Physical touch
- Threatening gestures
- Authority figures and limit-setting
- Chaos or uncertainty
- Particular spaces, such as closets, bathrooms
- Changes in routine
- Hand or body gestures perceived as threatening
- Witnessing violence between others, such as peers fighting
- Emergency vehicles and police or fire personnel
- Weather
- Particular times of year

TRAUMA IMPACTS US ALL

On Student:

- Difficulty paying attention and learning
- More time out of the classroom
- Increased isolation
- School absences
- More suspensions or expulsions
- Higher referral rates to special education
- Poor test scores and an increased risk of failing grades

On Teachers/Staff:

- Increased anxiety
- Reduced energy and focus
- Trouble regulating emotions
- Difficulty managing responses to students and parents
- Struggle maintaining positive teacher-student and teacher-parent relationships
- Poor attendance or work performance

On Parents:

- Difficulty managing emotions and controlling behaviors when interacting with school staff
- Difficulty forming relationships
- Increased risk for substance abuse, depression, and PTSD that negatively impact their parenting skills.
- Trouble managing stress related to their child's difficult behaviors
- Feelings of embarrassment, shame, fear, or guilt about their child's behaviors or needs
- Difficulty helping their children cope

On School Setting:

- Students more likely to escalate
- Adults more reactive, controlling, and punitive
- Negative impact on school safety and culture
- Increased risk for harm
- Decrease in academic achievement

SUPPORTING STUDENTS WHO EXPERIENCE TRAUMA

The impacts of trauma can impact students' ability to access their education and become successful in the school setting. Below are 6 ways educators can make their classrooms more supportive for students managing the impacts of trauma.

- **Seek Professional Development Opportunities.** Trauma Informed trainings, allow educators to learn how to recognize when a student's behavior might be the result of trauma or stress, so they can identify students who may need extra support.
- **Provide A Safe Classroom Space.** People with trauma history experience a lack of control, so helping students by providing a safe way for them to exercise choice, also by displaying daily schedules/routines and implementing entry and exit routines can be helpful., Lastly creating an area where student can deal with or work through their emotions can allow students to feel safe.
- **Be Present.** A lot of working with students with trauma history is just showing up, every day, and accepting the student no matter what behaviors emerge. Being accepting, non-judgmental and present to the students need to feel safe, & supportive, can be very helpful.
- **Teach students Self-Regulation Strategies.** No matter how restless, anxious, or out of control students may feel, it's important for them to know that they can change their arousal system and train it to calm down (ex: Allowing student to acknowledge their feelings, practicing mindful breathing, or implementing sensory input strategies)
- **Recognize that a child is going into survival mode and respond in a kind, compassionate way.** When you notice that a child might be having a difficult time, start by asking yourself, "What's happening here?" rather than pointing out "What's wrong with this child?"
- **Take Care of Yourself.** Working with traumatized students can be overwhelming so managing personal and professional stress is vital: You can do this by knowing your limits, understanding your triggers, or engage in a pleasant hobbies /activities.



FOOD FOR THOUGHT...

WITHOUT CONSIDERING TRAUMA, WE RUN THE RISK OF **MISUNDERSTANDING** AND **MISLABELING** THE CORE ISSUES OUR STUDENTS MAY BE FACING. -UNKNOWN



SEEKING SERVICES WITH KUHLTUHVEYING KANTSHES KORS

Services Include:

- Individual & Group Counseling
- Healing Expos/Retreats
(for Women Men, & Children)
- Workshops & Keynote Speaking
- Capacity Building

Enrichment Plans- for Elementary, Middle, & High School Students that targeting specific age appropriate social and emotional skills that students need in order to be successful.

Common Counseling Issues Include

- Anxiety, Depression, Grief/Loss, Trauma & Healing, Separation / Divorce, & Parent/ Child Relationship, etc.;

Common Group Topics Include

- EFT Tapping Circles, Trauma Support Groups, Parenting Groups, Teen Talk, Self-Care, Coping Strategies & Social Skills, etc.

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