

Trauma 101

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COLONIAL
Intermediate Unit 20

Dedicated to your children and the people who serve them

Trauma-Informed Schools

CIU20 Training Modules and Outcomes



Trauma 101

- Discuss the prevalence of childhood mental health concerns
- Define trauma & toxic stress
- Identify rationale for trauma-sensitive and trauma-responsive education

Trauma & the Brain

- Describe trauma's impact on brain development
- Define developmental trauma
- Distinguish between trauma-informed intervention & traditional intervention
- Apply understanding of behavior to understand and address regulated vs. dysregulated responses

Trauma Informed Classroom

- Describe and explore key components in a trauma informed classroom
- Analyze strategies to support students in a classroom/school
- Explain the importance of relationships within the classroom

Trauma & You

- Examine vicarious trauma and its impact on school personnel
- Describe compassion fatigue in school personnel
- Evaluate and set personal/professional boundaries
- Identify tools and strategies to manage stress

The Learning Environment

- Safety is priority
 - Mindful participation
 - Demonstrate respect
 - Preserve confidentiality
 - Limit over-sharing of student or personal concerns
 - Encourage self protection
- Attend to self and others





Trauma 101 Objectives

- Define trauma and toxic stress
- Examine the prevalence of Childhood Mental Health concerns
- Understand ACEs and their impacts
- Evaluate the rationale for trauma-sensitive and trauma-responsive education

What Is Trauma?

A small white flower with green leaves is growing out of a crack in a stone wall. The background is a blurred image of a person's face, suggesting a connection between nature and human experience.

Turn & Talk

- ❖ How do you define trauma?
- ❖ What causes trauma?



SAMHSA describes individual trauma as resulting from "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

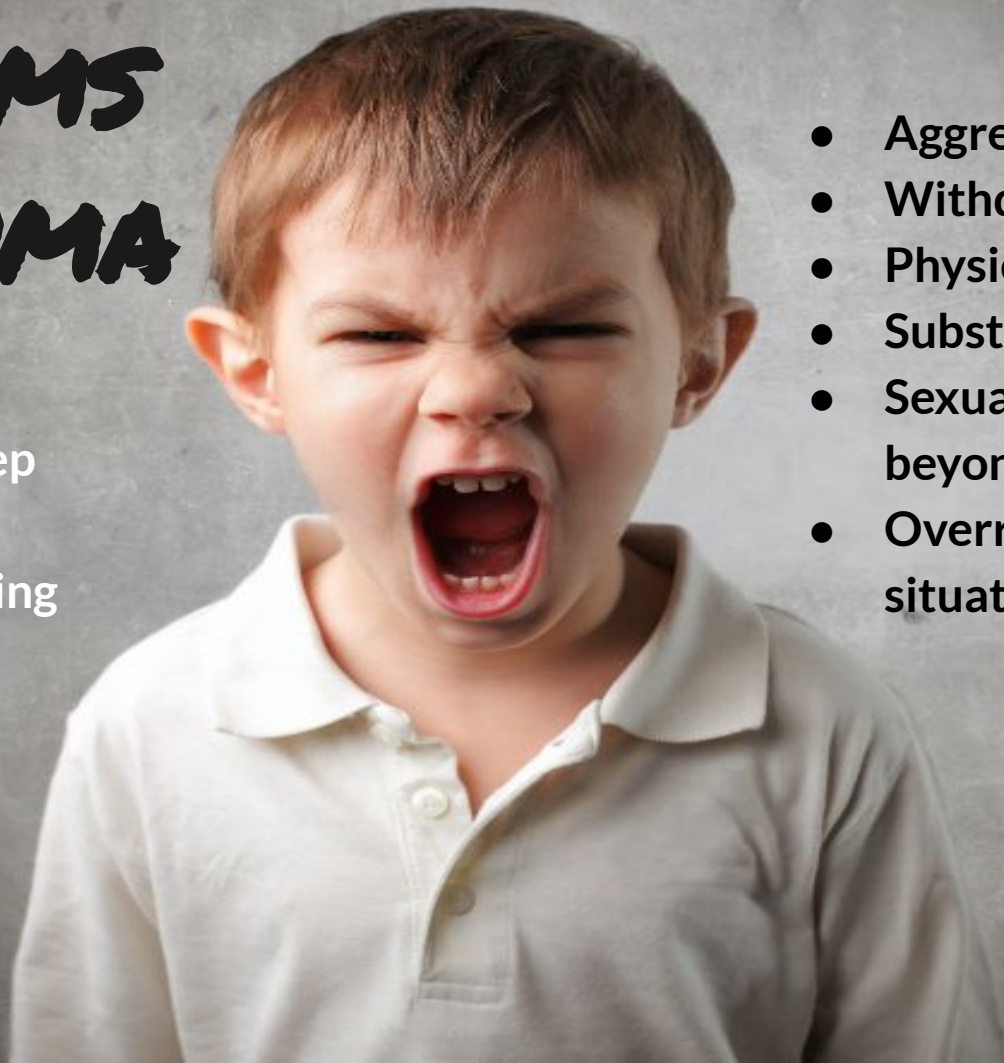
“The single most important need today is the courage to look this problem in the face and say this is real and this is all of us.”



- Dr. Nadine Burke Harris

SYMPTOMS OF TRAUMA

- Lack of trust
- Changes in sleep patterns
- Changes in eating patterns
- Shame
- Fear
- Confusion
- Defiance



- Aggression
- Withdrawal
- Physical complaints
- Substance abuse
- Sexual knowledge beyond child's age
- Overreaction to situations

TOXIC STRESS FROM ADVERSE CHILDHOOD EVENTS...

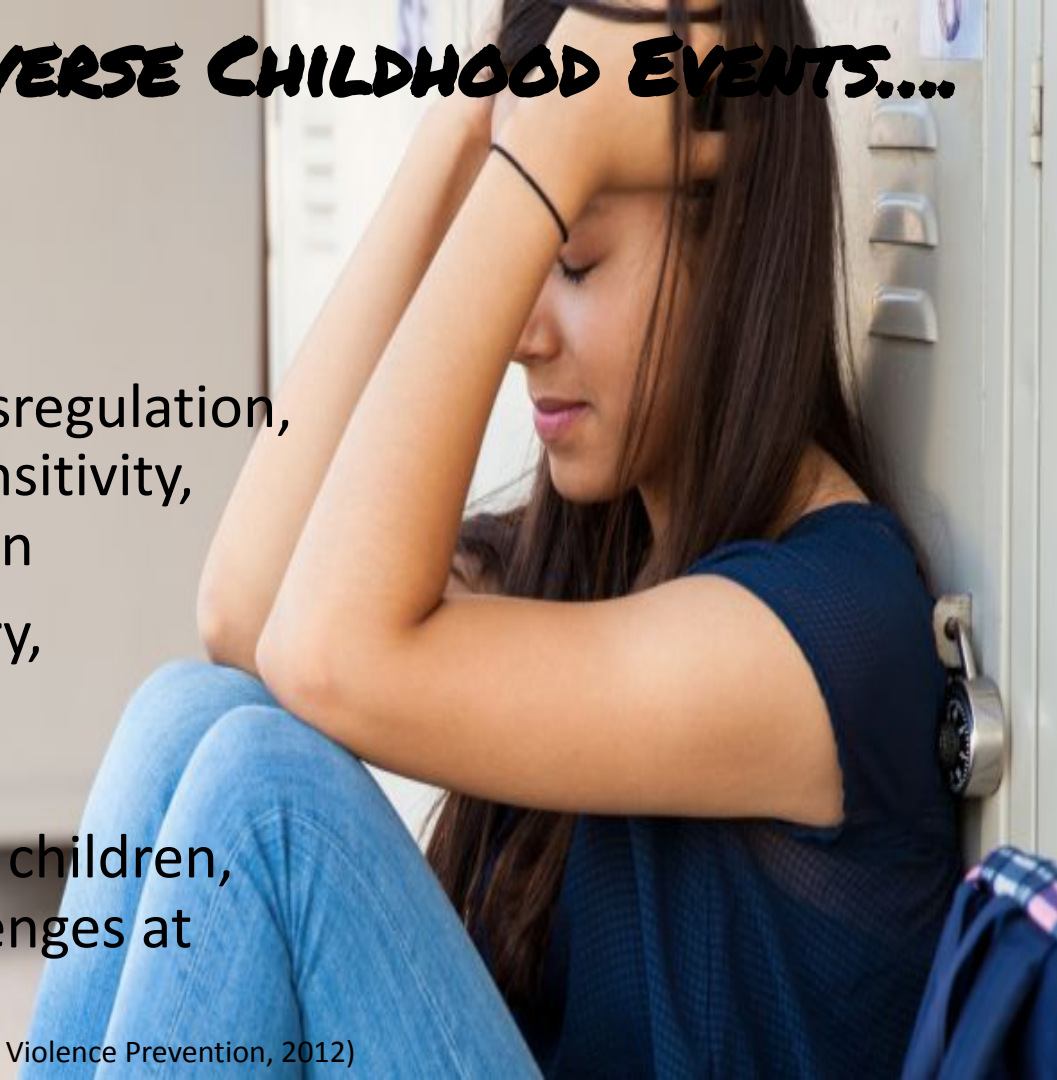
- Leads to changes in neurodevelopment
- Produces symptoms of dysregulation, hyper-arousal, sensory sensitivity, avoidance, and dissociation
- Impacts cognition, memory, and visual processing
- May lead to inattention, aggressiveness with other children, academic and social challenges at school



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(National Center for Mental Health Promotion and Youth Violence Prevention, 2012)



TYPES OF TRAUMA



INDIVIDUAL TRAUMA

VICARIOUS TRAUMA

FAMILY TRAUMA

ORGANIZATION/WORKPLACE TRAUMA

COMMUNITY TRAUMA

HISTORICAL TRAUMA

TYPES OF TRAUMA



INDIVIDUAL TRAUMA

- Sexual assault
- Emotional abuse
- Physical abuse
- Domestic violence
- Incarceration
- Racism
- Discrimination

VICARIOUS TRAUMA

- Student to teacher
- Patient to therapist
- Friend to Friend
- Child to parent/parent to child

FAMILY TRAUMA

- Domestic violence
- Imprisonment
- Poverty
- Abuse
- Drugs use
- Divorce

ORGANIZATION/WORKPLACE TRAUMA

- Bullying
- Media presence
- Staff burnout
- Turnover
- Sudden changes in job
- Injury or death
- Parent or someone close to organization dies
- Loss of job/funds

COMMUNITY TRAUMA

- Poverty
- School issues
- Neighborhood violence
- Gangs
- Death/Injury of community member

HISTORICAL TRAUMA

- Holocaust
- Genocide
- Colonialism
- Slavery



She may have abandoned a school bus full of kids, but did she endanger them? DUI charge is dropped.

Updated May 22, 2019. Posted May 22, 2019.

By [Rudy Miller](#) | [For lehighvalleylive.com](#)

The attorney for a woman accused of [stranding dozens of children](#) on her school bus says the police version of events may not tell the whole story of what happened to Lori Anne Mankos and how she handled it.

That's why attorney John Waldron had the 44-year-old Lehigh Township woman evaluated by a psychologist. He said he plans to review surveillance video, and possibly audio, from the school bus to determine whether her behavior warrants criminal charges.

Mankos waived her right to a preliminary hearing Tuesday on charges she [endangered the welfare](#) of 35 Northampton Area School District children on the bus on March 1, 2019. She was initially charged with 26 counts, but that amount was adjusted after authorities got a correct count of students on the bus, according to Northampton County Assistant District Attorney Lorne Majewski.

According to court papers, Mankos was pulled to the limit by the students' behavior. She was yelling, crying, driving erratically and speeding, according to court papers. The children "related Mankos said she wanted to kill them," reports said.

Then she pulled over at a [Sopore gas station](#), at 109 W. Main St. in Beth, braked the bus keys to an employee there and abandoned the kids.

"It's a traumatic event for all of the children and to have to go through," Majewski said. Majewski tucked on 35 new charges Tuesday of [recklessly endangering the children](#). Mankos is also charged with [reckless driving](#) and [excess driving](#). Mankos waived her right to a preliminary hearing on all the charges.

Majewski dropped a DUI charge against Mankos, however. Police didn't track Mankos down until two hours after the incident, Majewski said. Their first priority was to make sure the children were safe, she said, as they didn't get to her quickly enough for a breath or a blood test. Mankos admitted she had been drinking, Majewski said, which was further reason not to pursue with a test.

However, Waldron said Mankos drank after she got home, not before she drove the bus. Records say Mankos lives in the 4700 block of Tinabette Road. She drank alcohol with her husband and her father because she was upset, Waldron said. Witnesses are prepared to testify she did not appear to be under the influence shortly before she drove the bus, although children told police Mankos smelled of alcohol.



FACT: One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.

—NCTSN Child Trauma Toolkit for Educators

The World HAS Changed...

- The majority of public school children in the U.S. grow up in poverty and are more susceptible to ACES, which impact development (Layton, 2015; Luby et al, 2013).
- **20.7%** will experience sexual abuse



- **14.8%** will experience neglect (ACES, 2013)

- Greater than **28%** of children will experience physical abuse

Trauma and ACES are pervasive and can impact **childhood development** and **school performance**

Adverse Childhood Experiences (ACE) Questionnaire

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



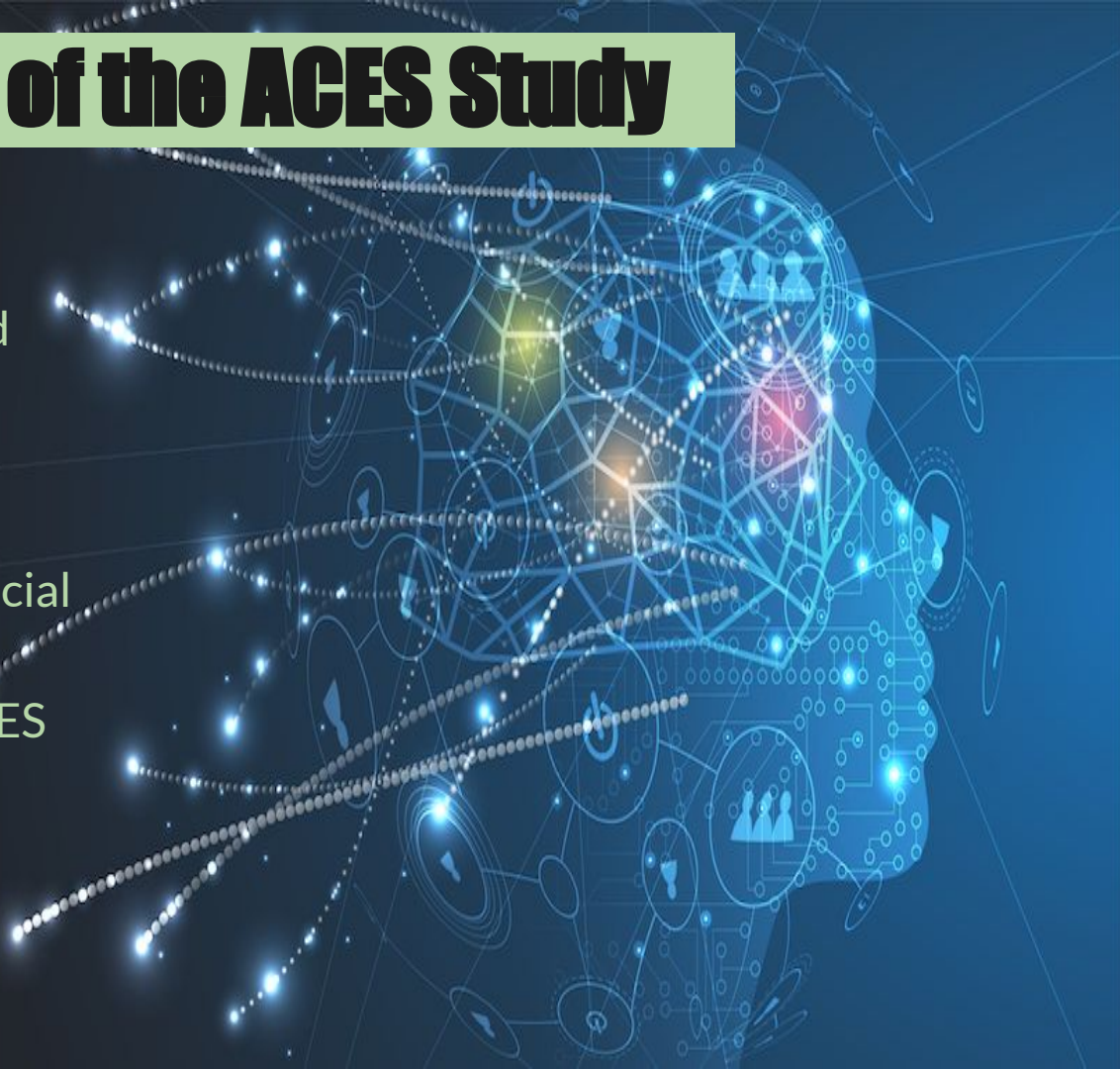
Substance Abuse



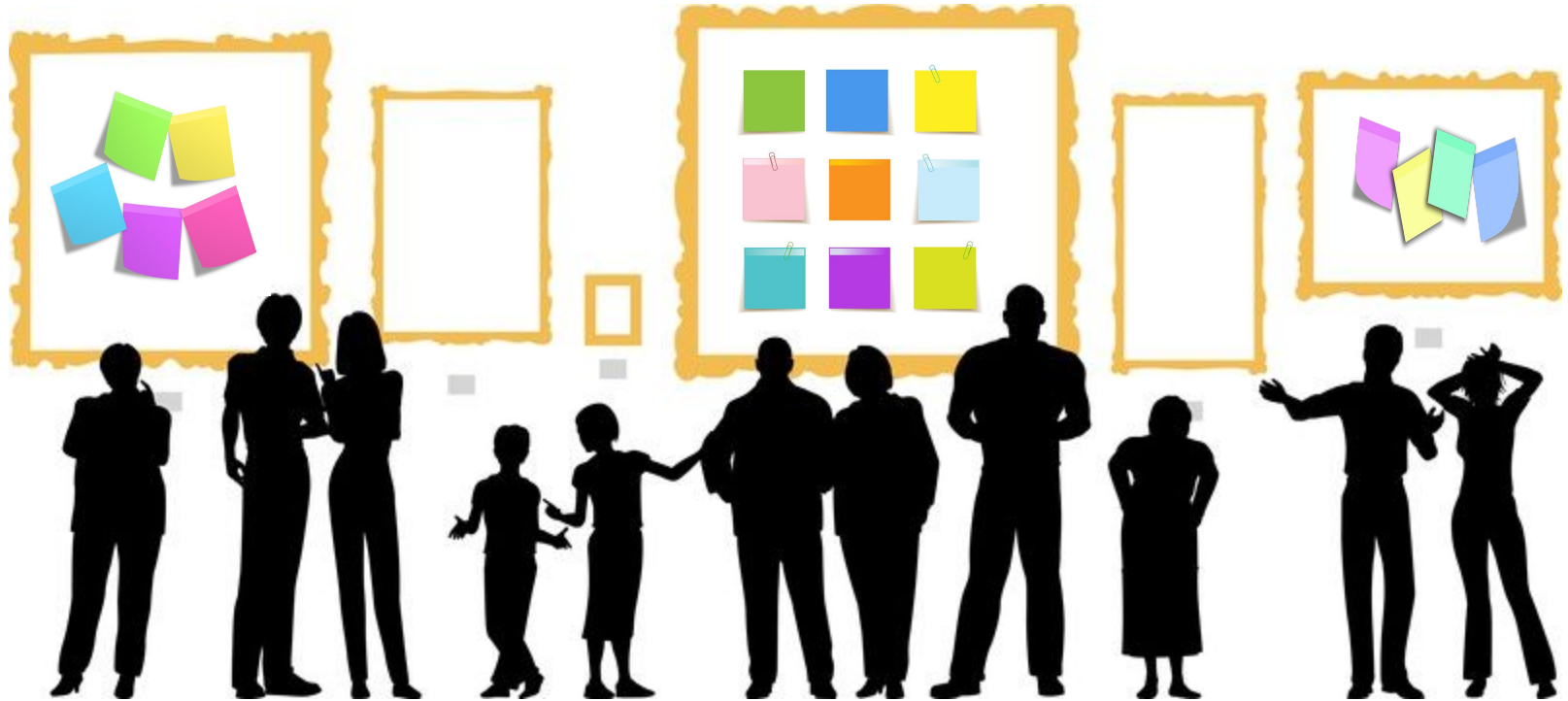
Divorce

The Power of the ACES Study

- ACES are common
- ACES are highly interrelated
- ACES pile up and have a cumulative effect
- ACES account for a large percentage of health and social problems
- People with exposure to ACES are everywhere



A person who has experienced trauma is...



Childhood Disorders

- 1 in 5 children, either currently or at some point during their life, have had a seriously debilitating mental disorder
- The Centers for Disease Control and Prevention found that approximately 13 percent of children ages 8 to 15 had a diagnosable mental disorder within the previous year
- The most common disorder among this age group is Attention Deficit Hyperactivity Disorder (ADHD), which affects 8.5 percent of this population, followed by mood disorders at 3.7 percent.

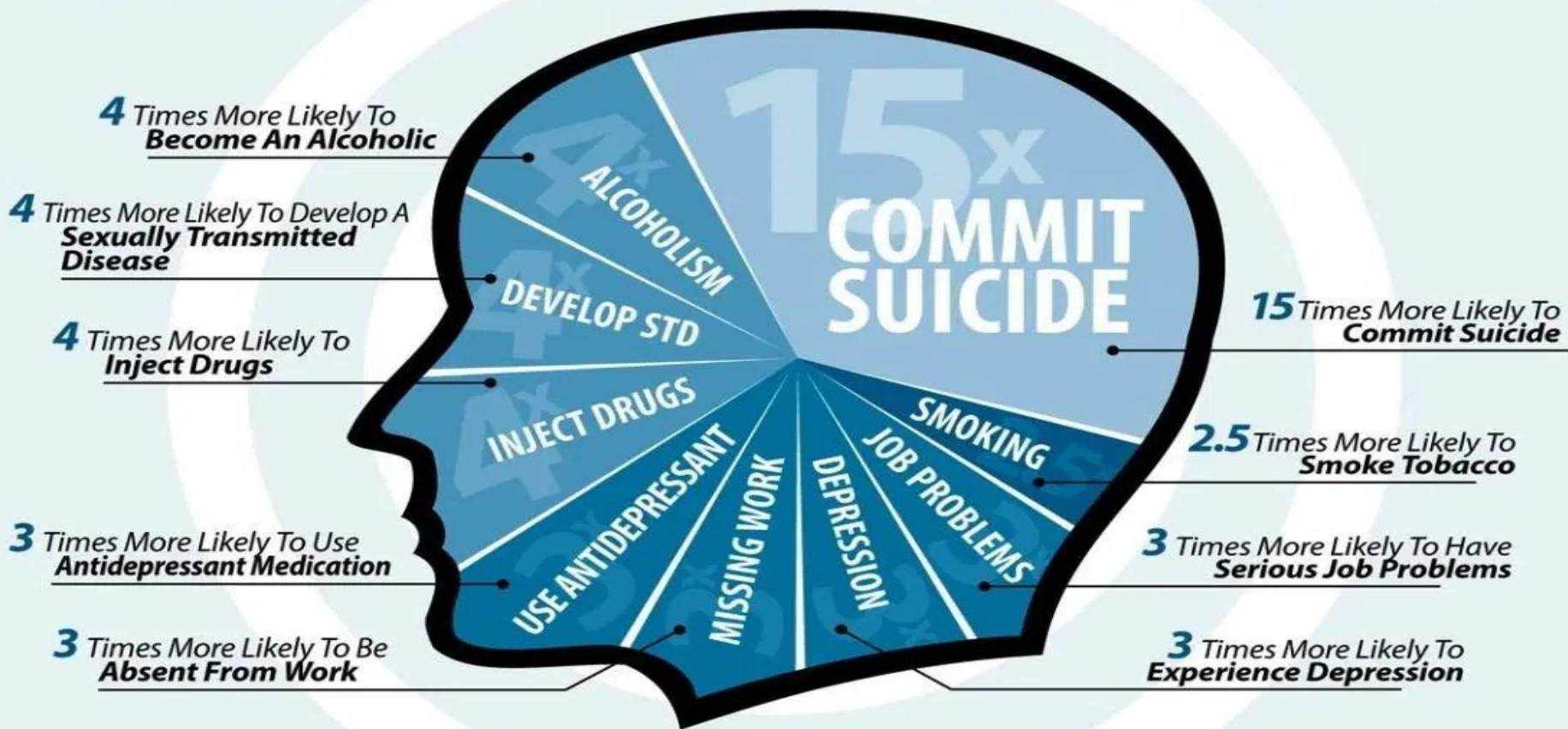




Trauma and other Mental Health Diagnoses

- There is overlap between ADHD, ODD, and PTSD in populations of abused children (Merry & Andrews, 1994)
- ADHD symptoms occur in 25-45% of severely maltreated children (9% rate of ADHD in the general population) (Glod & Teicher, 1996)
- ADHD is significantly more common among abused children with PTSD (37%) than among children without PTSD (17%) (Famularo, 1996).
- Physical and sexual abuse is more common in 6-12 year old girls with ADHD than without ADHD (Briscoe-Smith, et al, 2006).

PEOPLE WHO HAVE EXPERIENCED TRAUMA ARE:





WHAT DOES IT MEAN TO PROVIDE TRAUMA INFORMED SERVICES?

Trauma-Informed Care delivers services, (mental health, legal, child welfare, **education**, public health, addiction, housing supports, vocational or employment counseling services, etc.) in a manner that ***acknowledges the role that trauma*** (violence and victimization) plays in the lives of many people seeking these services . . . (adapted from Harris and Fallot, 2001)

WHY TRAUMA INFORMED SCHOOLS?

- Trauma is pervasive and its impact is far reaching and long lasting
- Trauma affects how students and families approach services designed to help them
- Services designed to help children, including schools, can be and often have been inadvertently re-traumatizing
- Recovery and healing are possible
- Protective factors facilitate healing and resilience

Healing occurs within the context of
RELATIONSHIPS

Using the PBIS Framework to Support Student Mental Health

Tier 3:

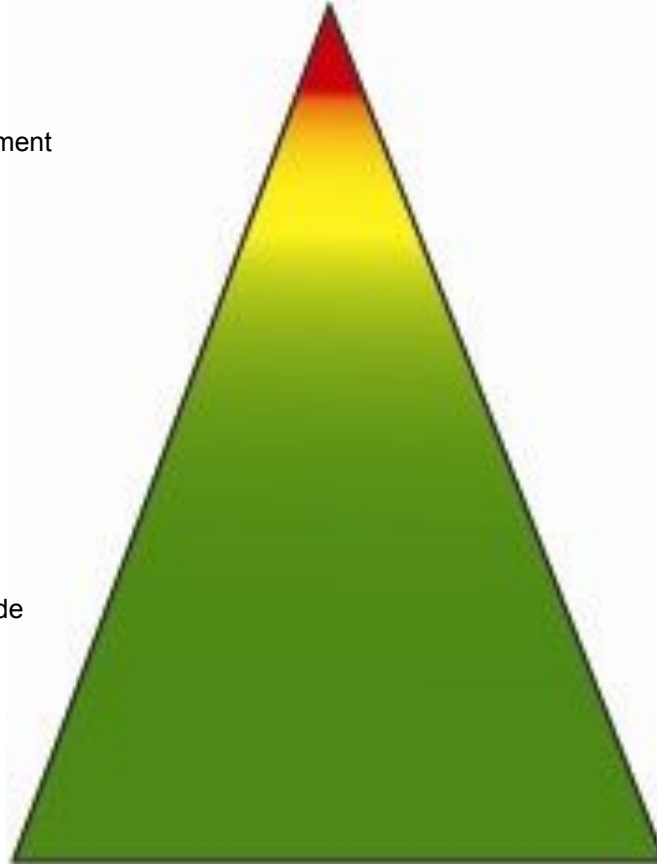
- Individualized services
- Case management
- Coordination with community-based treatment
- Parent & caregiver training and support

Tier 2:

- Adult mentors
- Small groups for SEL & CBT
- Community Referrals
- Parent & caregiver education
- Monitoring

Tier 1:

- Instruction on SEL, mental health, & suicide
- Sensory opportunities to manage anxiety
- Predictable routines
- Choices in learning
- Physical activity breaks
- Adults model emotional regulation
- “Calm zones”



Tier 3:

- Comprehensive FBA & BIP
- 504 plans & IEPs
- Wraparound programs
- Staff avoid “trauma triggers”
- Lethal means restrictions

Tier 2:

- Brief FBA & BIP
- Building Consultation Team
- Classroom Supports
- Screening/SBIRT
- Pupil services accessible & approachable
- Staff awareness of higher-risk groups

Tier 1:

- School policies promote safe climate
- Proactive behavior management
- Discipline system minimizes exclusion
- Comprehensive School Counseling Model
- School builds environmental assets
- Professional Development
- Classroom consultation

A Journey

Trauma Aware

- Recognition of trauma pr

Trauma Sensitive

- Beginning exploration of
- Consensus building around
- PREPARE for change

Trauma Responsive

- Beginning of change in cu
- TIC principles integrated

Missouri Model: A Developmental Framework

Trauma-Informed School Approach

Keep in mind that this is not a "program" or about "those kids."

Creating trauma-informed or sensitive schools embraces empathy as its road, acknowledges individuals as each having unique experiences, and those experiences if properly cultivated can strengthen the village.

Jim Walters



traumainformedlearning.com

Never Give Up

SUCCESS

Trauma-Informed Educators...



- Appreciation for the **high prevalence** of traumatic experiences among students
- Understand the **profound neurological, biological, and social effects** of trauma and violence
- Engage with students in a manner that **recognizes and addresses** trauma-related issues
- Are collaborative, supportive, and skilled



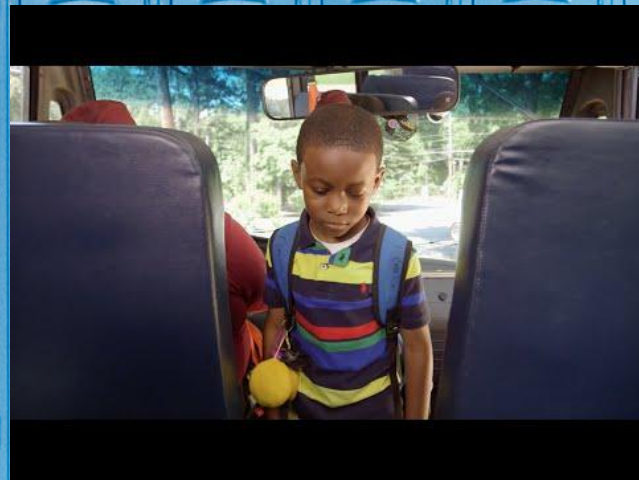
LeavingtheVillage.com

Preparing 21st Century Educators

BE HERE.

BE YOU.

BELONG.



*This school belongs
to all of us.*

A white glue bottle with an orange nozzle is shown dispensing white glue onto a blue surface. The glue is forming a large, irregular puddle that extends towards the bottom right of the frame. The background is a solid blue color.

Making Our Learning Stick

- I learned....
- I am more aware of....
- I now understand.....
- I am better equipped to....
- I was surprised that.....
- I expected.....
- I wish.....

Resources



Centers for Disease Control and Prevention - Violence Prevention

<https://www.cdc.gov/violenceprevention/youthviolence/index.html>

Traumatic Events Screening Inventory

<https://www.ptsd.va.gov/professional/assessment/documents/TESI-C.pdf>

Teach Trauma

<http://www.teachtrauma.com/educational-tools/classroom-activities/>

Resources Continued...



Got Your ACE Score?

<https://acestoohigh.com/got-your-ace-score/>

Other References:

<https://www.youtube.com/watch?v=vaGYMulJF7k&feature=youtu.be>

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