

Trauma-Informed Classrooms & Campuses



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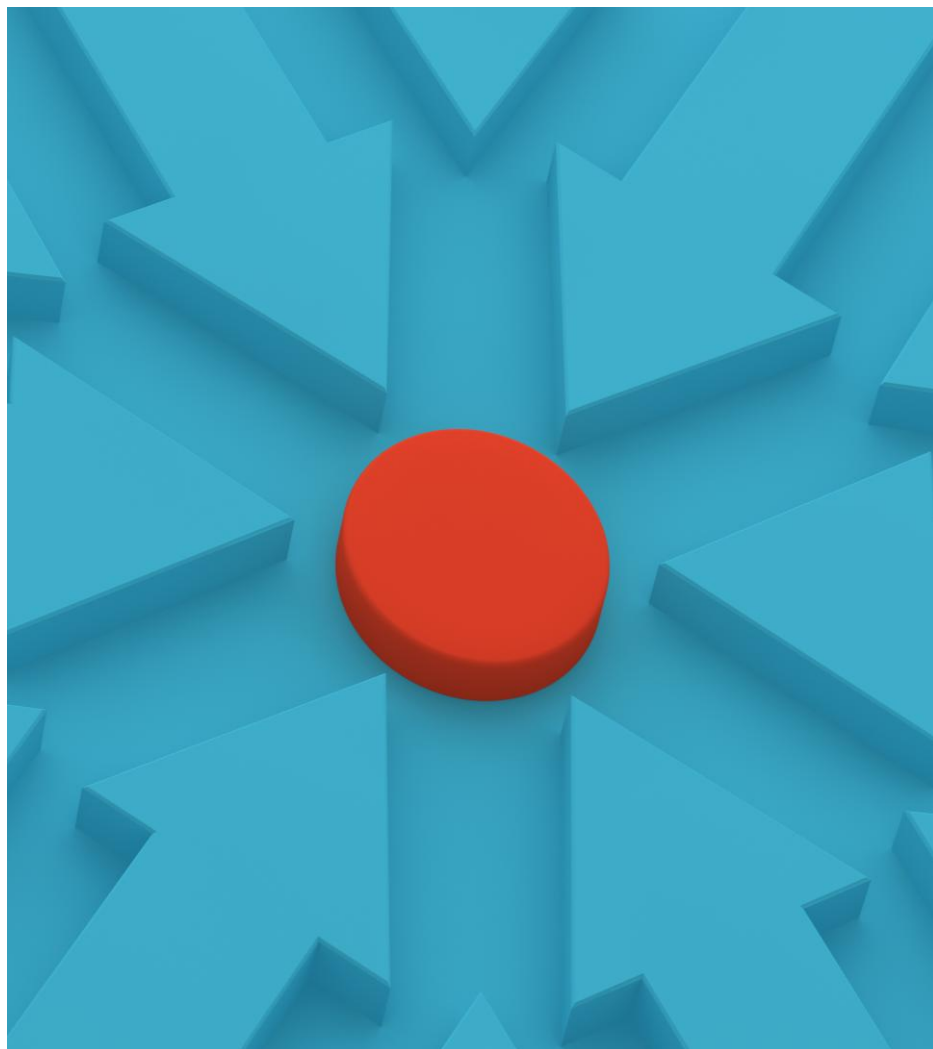
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Learning Objectives



- **Define trauma and how trauma affects students and families.**
- **Describe how schools can become trauma-informed.**
- **Learn the 5 Cs.**
- **Outline five trauma-informed strategies for campuses and classrooms.**
- **Develop a plan for the implementation of five trauma-informed strategies for campuses and/or classrooms.**



Definitions to Consider

Acute
Trauma

Adverse
Childhood
Experiences
(ACEs)

Chronic
Trauma

Complex
Trauma

Toxic
Stress

Vicarious
Trauma



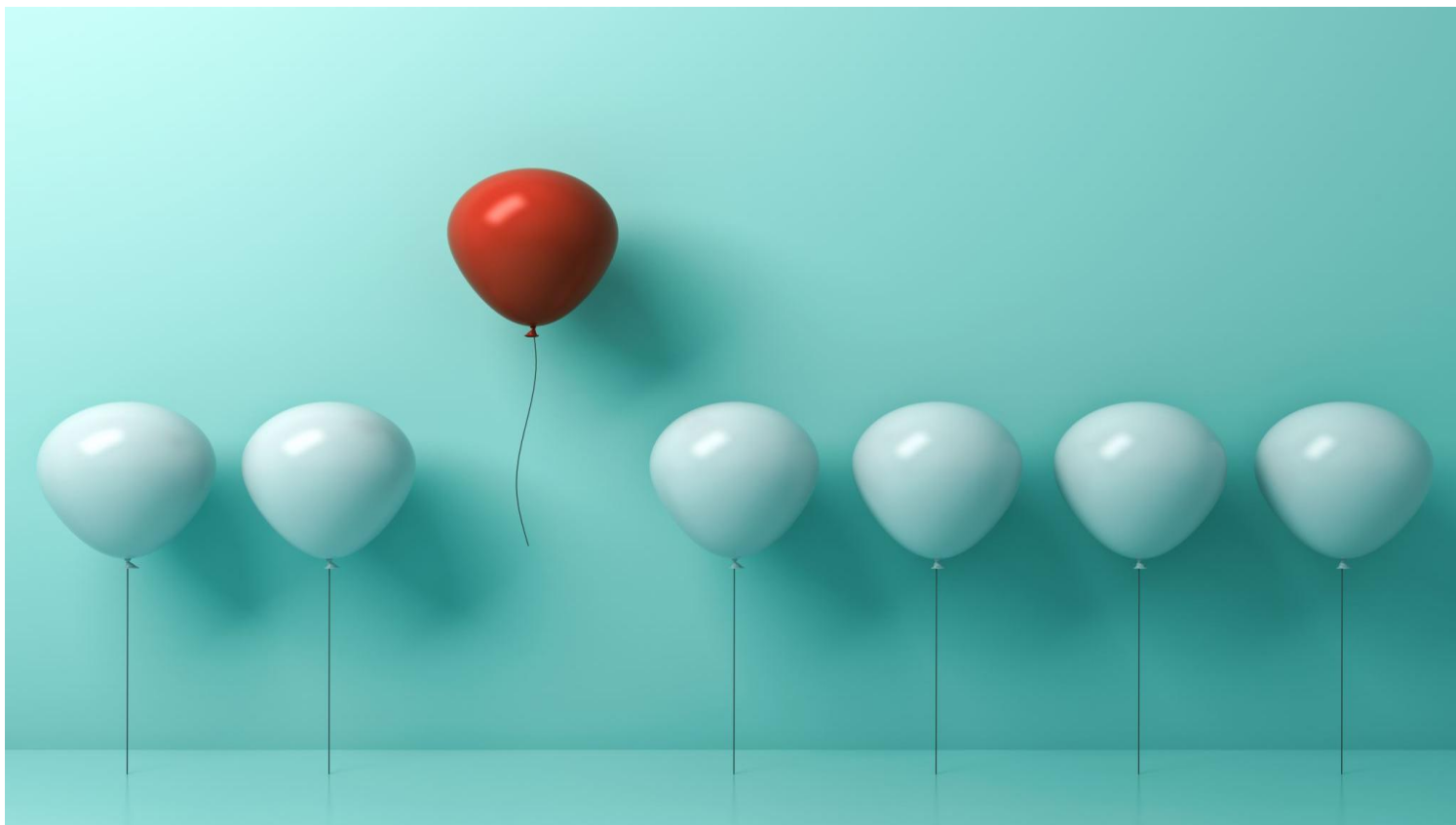
Acute Trauma



Toxic Stress

Complex Trauma





Vicarious Trauma

Chronic Trauma





Adverse Childhood Experiences (ACEs)



The Impact of Trauma on Students

■ Physical

- Physical complaints including headaches and stomachaches
- Difficult sleeping or eating
- Aches and pains that make it difficult to interact with others



The Impact of Trauma on Students

■ Behavioral

- Intense and ongoing emotional upset
- Depressive symptoms
- Anxiety
- Noticeable behavioral changes
- Difficulties with attention
- Higher rates of office referrals, suspensions, and expulsions
- Decreased ability to:
 - Focus and concentrate
 - Recall and remember
 - Organize and process information
 - Plan and problem-solve



The Impact of Trauma on Students

■ Academic

- Greater tendency to be misclassified with developmental delays or referred for special education services
- Three times more likely to drop out
- Greater absenteeism
- Greater likelihood of performing below grade level, and lower GPAs
- Decreased reading ability
- Language and verbal processing deficits
- Delays in expressive and receptive language



Challenging Behaviors or Reactions

These students often exhibit challenging behaviors and reactions. They may be:

- Non-compliant or oppositional
- Anxious, worried, tense
- Angry, agitated, or irritable
- Withdrawn or depressed
- Sleepy and tired in class (due to difficulty sleeping, bad dreams, or nightmares)



Challenging Behaviors or Reactions

These students often exhibit challenging behaviors and reactions. They may be:

- Uncomfortable with transitions and routine changes
- Jumpy or easily startled by sudden sounds or movements, such as bells, sirens, doors slamming, changes in lighting, or unanticipated physical contact
- Self-destructive or self-injurious.
- Anticipating rejection and abandonment

What kinds of behaviors do/does the student exhibit in your classroom?

What kinds of feelings does/did the student share or not share?

What do/did you notice about their academics?

What do/did you notice about their relationship with other students or adults on the campus?





WILL SANTINO

Trauma-informed approaches within any system aim to adhere to the “4 Rs”:

- **Realizing** the widespread impact of trauma and pathways to recovery
- **Recognizing** trauma signs and symptoms
- **Responding** by integrating knowledge about trauma into all facets of the system
- **Resisting re-traumatization** of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices



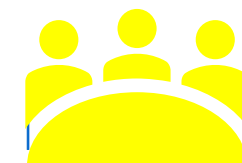


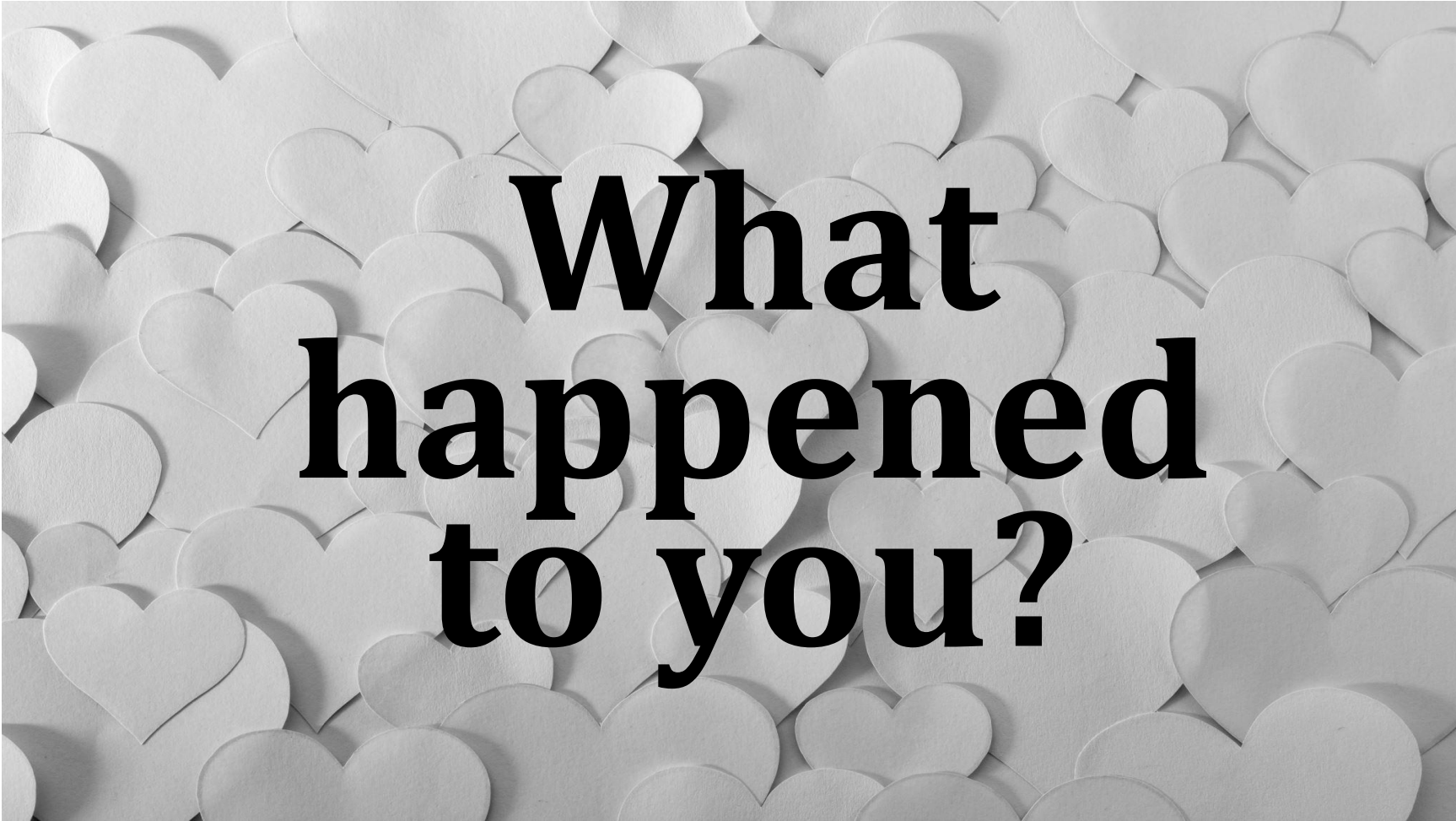
Same Storm....

An aerial photograph of a large fleet of cargo ships, primarily red and blue, scattered across a vast blue ocean. The ships are of various sizes and are carrying colorful shipping containers. The text "Same Storm... Different Boats" is overlaid in large white letters.

Same Storm... Different Boats

How can schools become trauma-informed?





What happened to you?

5 Cs of Trauma- Informed Classrooms

Clarity
Compassion
Consistency
Community
Connection



Clarity



- Get clear on classroom and campus expectations.
- Ensure predictability and structure.
- Establish a safe place in the classroom and on the campus for students to reset.
- Collaboratively problem-solving with students.

Compassion



- What happened to you?
- Everyone is doing the best they can.
- Practice presence and empathy.
- Affirm, name, normalize and avoid "school as usual".
- Model self-compassion.

Consistency

- Consistency creates a level of psychological safety.
- Predictability and structure.
- Consistent expectations and behavior plans that are based on rewards systems, not punishment.
- Redirect – Teach, Reteach and Reinforce.



Community

- Deepen your understanding about the community.
- Provide opportunities for voice and choice.
- Create an environment of respect.
- Create restorative circle spaces.
- Acknowledge uncertainty and tenderness and clarify tensions.
- Teach feelings and identify and label emotions.
 - Use scales and a “thermometer” to rate emotion intensity.
 - Identify coping skills to help decrease emotional intensity.
- Include parents/families/caregivers by involving them in the educational process.

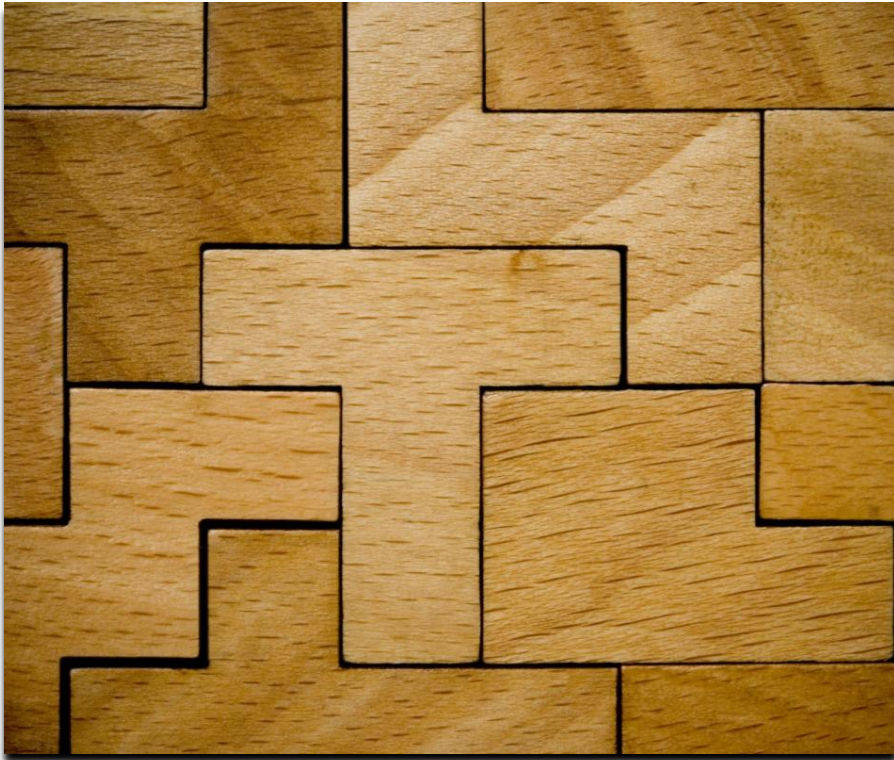


Connection

- Focus on relationships first.
- Create relationships that are safe and predictable.
- Model authenticity.
- Create moments of connection.
- Connect to stories of gratitude and authentic hope.
- Express that "You are not alone."
- Incorporate more opportunities for humor and laughter into the curriculum.



Elements of Trauma-Informed Classrooms



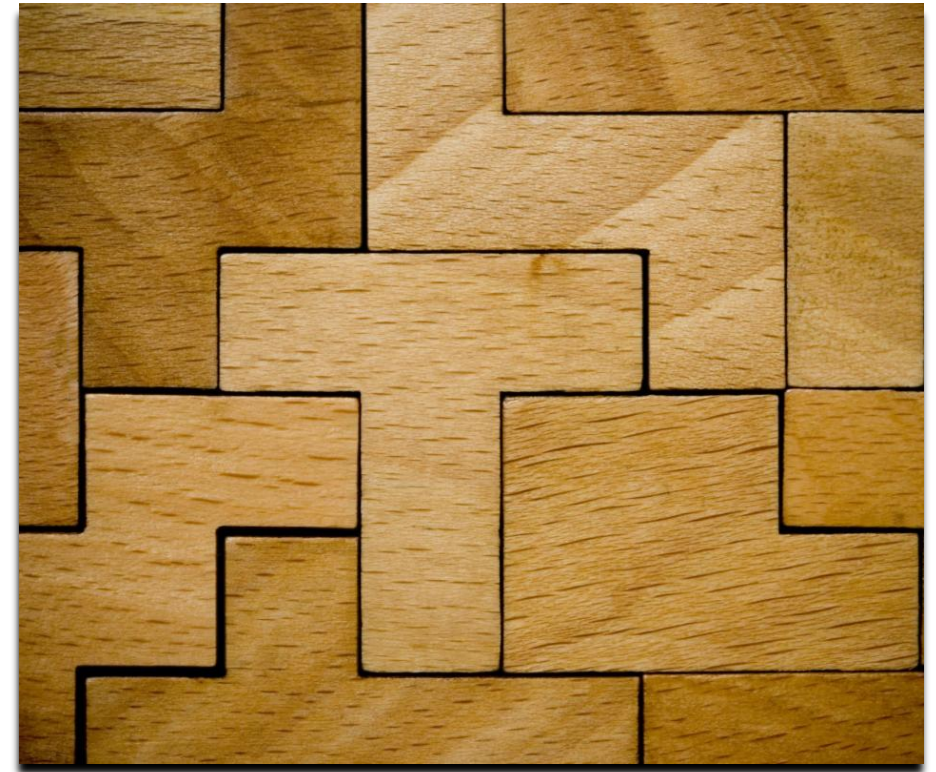
■ Physical Safety

- ✓ Classroom organized and decluttered.
- ✓ Exits unobstructed.
- ✓ Wellness/regulation space.
- ✓ Open space in classroom or on campus (if possible) for connection.
- ✓ Intentional placement of desks in the classroom.

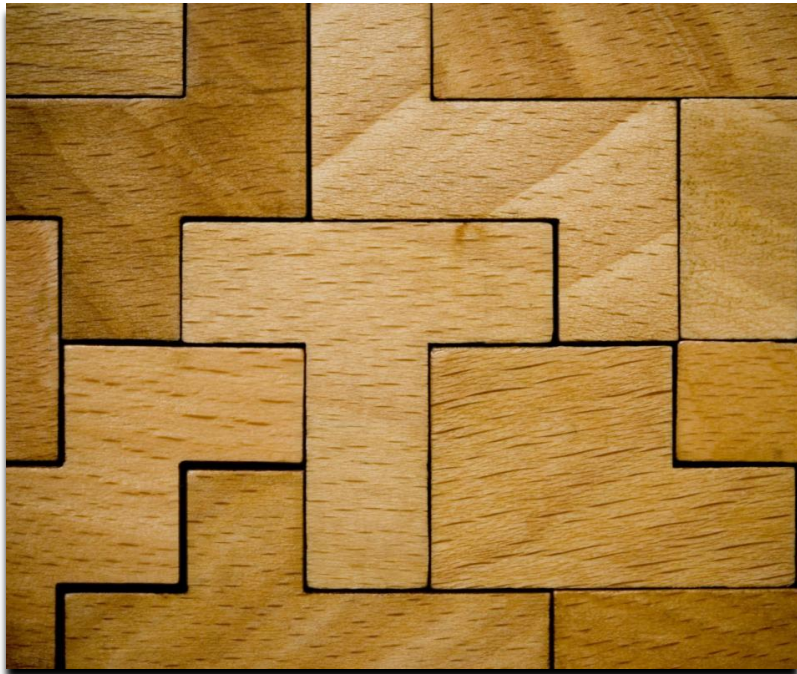
Elements of Trauma-Informed Classrooms

■ Behavioral

- ✓ Daily routines and rituals (such as greetings, high fives, handshakes, clapping, morning connection circles, transition rituals, end of day).
- ✓ Intentional time during class for brain breaks.
- ✓ Classroom norms created collaboratively with students.



Elements of Trauma-Informed Classrooms



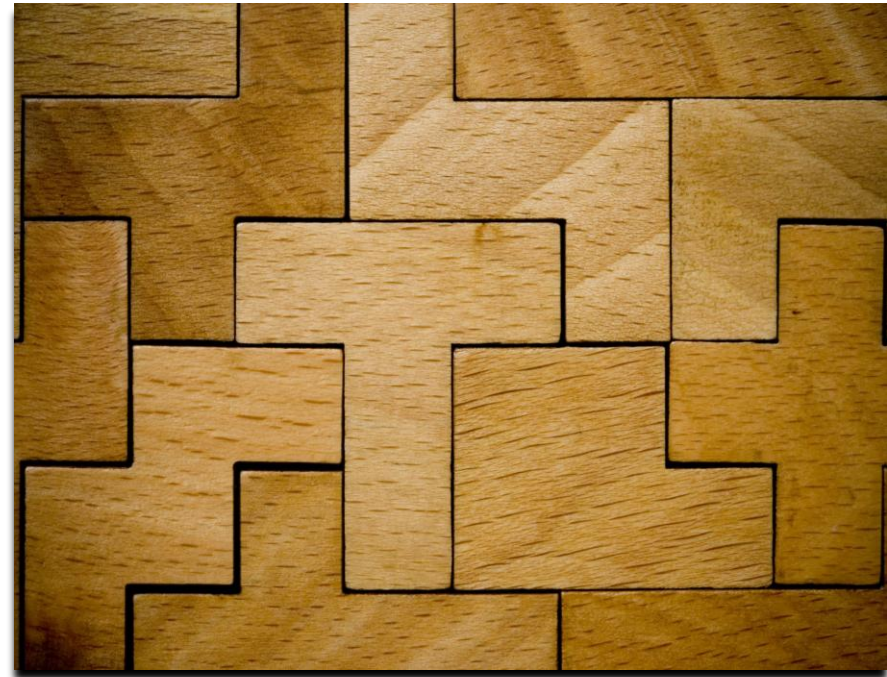
■ Behavioral

- ✓ Classroom norms displayed and reviewed.
- ✓ SEL skills explicitly taught, practiced, and modeled.
- ✓ Intentional placement of desks in the classroom and avoid isolated desks as discipline.
- ✓ Wellness/regulation space.

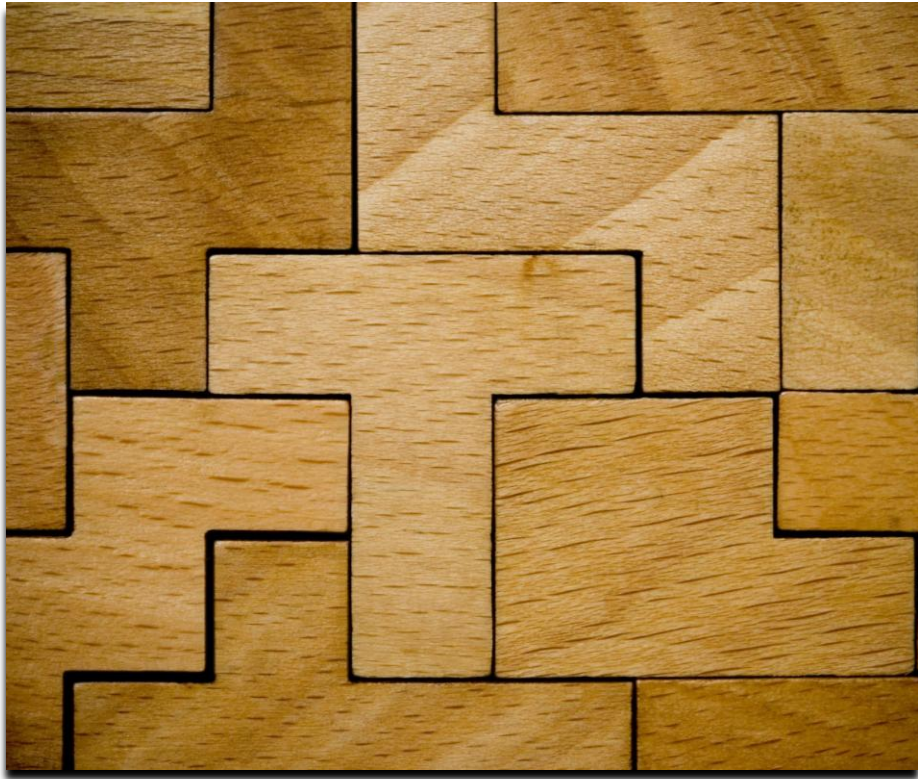
Elements of Trauma-Informed Classrooms

■ Academic Safety

- ✓ Curriculum and assignments relevant to diverse cultures and communities.
- ✓ Schedules and student work clearly displayed.
- ✓ Classroom décor is inclusive of student culture.
- ✓ Providing multiple opportunities for demonstrating learning.



Elements of Trauma-Informed Classrooms



■ Academic Safety

- ✓ Simple, clear, communication.
- ✓ Instructions both verbally and written.
- ✓ Compassionate grading and transparency.
- ✓ Modeling of taking risks for learning.



**“Trauma is not an excuse for behavior;
it is an explanation for it.”**

Dr. Bruce Perry

What works best is anything that increases the quality and number of relationships in a child's life.

Dr. Bruce Perry

Programs don't change people, relationships do.

Bill Milliken

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