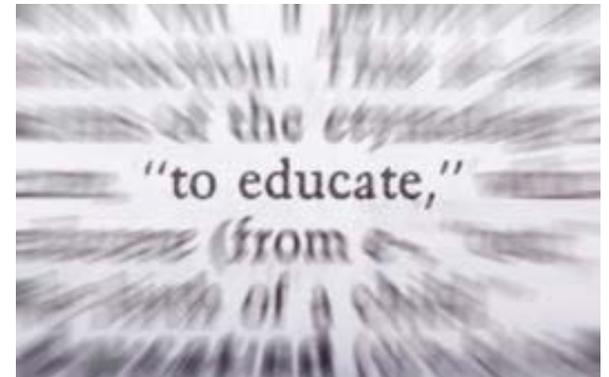
A green chalkboard with two pieces of pink chalk and some white chalk markings. The chalkboard is the background for the text. The pink chalk is in the lower-left quadrant, and white chalk markings are scattered across the board.

What Trauma Looks Like in School Settings

**Carol Joy Anderson
Lillian Tsosie Jensen
April 3rd, 2015**

First Step

The first step in creating trauma-sensitive schools is to help educators become aware of the trauma symptoms



Survival Brain vs. Learning Brain

- The survival brain seeks to anticipate, prevent, or protect against the damage caused by potential or actual dangers
- Youth victims learn to respond without being able to name or identify the danger signals that evoked their alarm

- The learning brain is engaged in exploration of new knowledge and experiences



PEOPLE WHO HAVE EXPERIENCED TRAUMA ARE:



4 Times More Likely To **Become An Alcoholic**

4 Times More Likely To Develop A **Sexually Transmitted Disease**

4 Times More Likely To **Inject Drugs**

3 Times More Likely To Use **Antidepressant Medication**

3 Times More Likely To Be **Absent From Work**

15x
COMMIT SUICIDE

15 Times More Likely To **Commit Suicide**

2.5 Times More Likely To **Smoke Tobacco**

3 Times More Likely To Have **Serious Job Problems**

3 Times More Likely To **Experience Depression**

"The Trauma Tree"

EMOTIONS

heart ailments

hypertension

asthma

self-sabotage

anger, resentment

shame, depression

helpless, powerless

rejection

weight issues

fear, anxiety, stress

shame, guilt, remorse

EVENTS

- Bullied / teased / put down
- Detached parent(s)
- Abandoned / betrayed
- Abused- in any way
- Over disciplined, criticized
- Physically punished
- Family fighting / shouting
- Unsupported or unloved
- Alcoholic parent

SYMPTOMS

Side Effects

addictions
PTSD

depression

pain & illness

procrastination
clutter, stuck

LIMITING BELIEFS

"I can't do anything right"

"I'm not safe, I'm not ok"

"I'm" not loveable"

"I'm different"

"I'm not worthy"

"I'm not good enough"

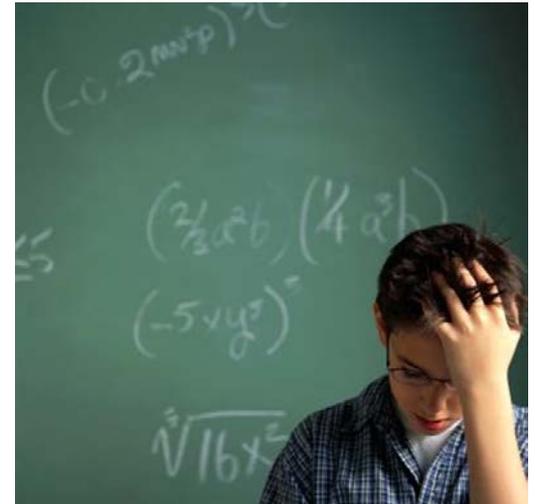


Youth Trauma

School & Classroom Behaviors

Traumatized youth adopt behavioral coping mechanisms that can frustrate educators

- Reactivity and impulsivity
- Aggression
- Defiance
- Withdrawal
- Lack of Motivation
- Perfectionism



A Wicked Twisted Road

- Lack of success in school
- Decline in school motivation/engagement
- Unmet needs
- Truancy issues
- Engagement in dangerous behaviors
- Court involvement
- Drop-out
- Risky Behaviors to Accidental Death
- High risk for suicide
- Long term family dis-function



Useful Trauma Resources for Educators

Helping Traumatized Children Learn

*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda



Massachusetts Advocates for Children: Trauma and Learning Policy Initiative

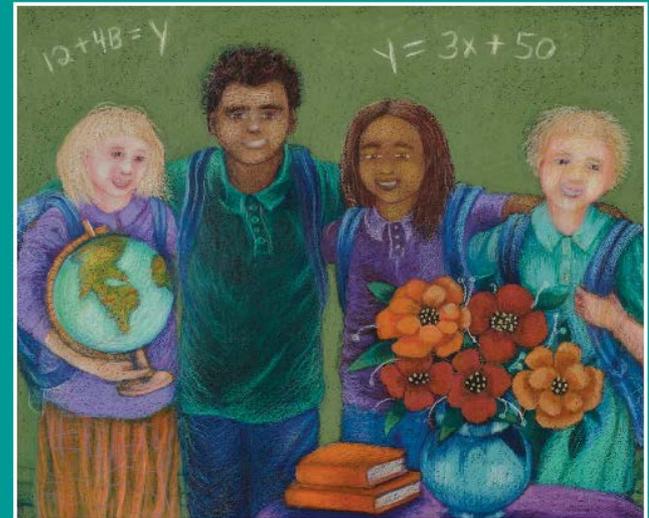
*In collaboration with The Hale and Dorr Legal Services Center of Harvard Law School
and The Task Force on Children Affected by Domestic Violence*

Helping Traumatized Children Learn

2

safe, supportive learning environments that benefit all children

Creating and Advocating for Trauma-Sensitive Schools



Trauma and Learning Policy Initiative
a partnership of Massachusetts Advocates for Children and Harvard Law School

Teaching & Supporting Students

- Help regulate emotions in order to master social & academic skills
- Maintain high academic standards
- Help students feel safe
- Manage behavior and set limits
- Reduce bullying and harassment
- Help students have a sense of agency
- Build on strengths
- Understand the connection between behavior & emotions
- Avoid labels





In a Trauma Sensitive School Adults

- Share an understanding
- Support all students to feel safe
- Address students' needs in holistic ways
- Explicitly connect students to the school community
- Embrace teamwork
- Anticipate and adapt



Question 4 Activities:

Evaluating outcomes of the Action Plan

Assessing progress toward whole-school trauma-sensitivity

(Expanded Flexible Framework questions and Expanded Trauma-Sensitive Vision questions)

Sustaining the school-wide trauma-sensitive learning community

1 Why do we feel an urgency to become a Trauma-Sensitive School?

Question 1 Activities:

Sharing learning and a sense of urgency
Growing a coalition
Engaging leadership
Establishing a steering committee
Reaching out to the District

4 How do we know we are becoming a Trauma-Sensitive School?

Vision of a Trauma-Sensitive School

2 How do we know we are ready to create a Trauma-Sensitive Action Plan?

3 What actions will address staff priorities and help us become a Trauma-Sensitive School?

Question 2 Activities:

Engaging the whole staff in shared learning
Surveying the staff
Identifying staff's trauma-sensitive priorities for action (Trauma-Sensitive Vision questions)
Assessing staff's readiness to become a trauma-sensitive school

Question 3 Activities:

Identifying trauma-sensitive action steps to address staff's priorities

Developing a school-wide Action Plan (Flexible Framework questions and Trauma-Sensitive Vision questions)

Planning for assessment

Trauma Lens

The trauma lens clarifies
the need for a whole
school approach

