Connection B4 Correction
Trauma & Behavior in the Classroom

Presented by:
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• **TBRI (Karyn Purvis Institute of Child Development)**
  • Offers tools for parents, caregivers, teachers or anyone who works with children, to help those in their care reach their highest potential
  • Originally designed for children that have experienced some type of abuse and/or trauma but has been proven through research to be effective with all children
• Trauma Sensitive Classroom-Eliminating Chronic Disruptive Behavior (Kevin Dill, Ed.S.)
• Conscious Discipline
• CHAMPS
Pulse Check
#DESTRESSMONDAY

BREATHE WITH THE SHAPE
During our time together...

• Change perception of a student’s behavior as *survival strategies* or a *missing skill* instead of *willful disobedience*. 
What is Behavior?

- Environment affects behavior
- Behavior is a function of both a person and the environment
- Environment drives thinking \rightarrow Thinking drives behavior
- \( B=f(P,E) \)
What is Trauma?

Types of Trauma (acute and complex)
• Type 1--single traumatic incident occurring in one sudden moment
• Type 2--on-going traumatic experiences over a period of time

Toxic/complex trauma reduces a child’s ability to:
• Recall, organize, and remember info
  • Transition smoothly
  • concentrate/focus
• Comprehend words/instruction
• Process sensory input accurately
• Follow step-by-step instructions
  • Engage in creative play
• Respond appropriately to requests by adults
Examples of Adverse Experiences

Exposure to parental difficulties
- Parental illness, injury or physical disability
- Parental mental health problems including substance abuse
- Parental unemployment
- Severe conflict between parents
- Parental marital violence
- Parental separation or divorce

Loss
- Death of a parent or other primary caregiver
- Abandonment by a parent or other primary caregiver
- Death of a close relative or friend
- Loss of important relationships, e.g. losing friends due to a family move

Exposure to adversity or trauma
- Serious illness or injury
- Physical disfigurement or disability
- Mental health difficulties, e.g. developmental delay, attentional or impulse control difficulties
- Low level of intellectual ability
- Poverty
- Neglect
- Immigration
- Bullying or severe teasing
- Discrimination, prejudice or stigma due to gender, race, ethnicity,
Finding Your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often or very often...
   Swear at you, insult you, put you down, or humiliate you?
   or
   Act in a way that made you afraid that you might be physically hurt?
   Yes No
   If yes enter 1

2. Did a parent or other adult in the household often or very often...
   Push, grab, slap, or throw something at you?
   or
   Ever hit you so hard that you had marks or were injured?
   Yes No
   If yes enter 1

3. Did a parent or other adult at least 5 years older than you ever...
   Touch or fondle you or have you touch their body in a sexual way?
   or
   Attempt or actually have oral, anal, or vaginal intercourse with you?
   Yes No
   If yes enter 1

4. Did you often or very often feel that...
   No one in your family loved you or thought you were important or special?
   or
   Your family didn’t look out for each other, or support each other?
   Yes No
   If yes enter 1

5. Did you often or very often feel that...
   You didn’t have enough to eat, had to wear dirty clothes, and had no one to protect you?
   or
   Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
   Yes No
   If yes enter 1

6. Were your parents ever separated or divorced?
   Yes No
   If yes enter 1

7. Was your mother or stepmother:
   Often or very often pushed, grabbed, slapped, or had something thrown at her?
   or
   Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
   or
   Ever repeatedly hit at least a few minutes or threatened with a gun or knife?
   Yes No
   If yes enter 1

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   Yes No
   If yes enter 1

9. Was a household member depressed or mentally ill, or did a household member attempt suicides?
   Yes No
   If yes enter 1

10. Did a household member go to prison?
    Yes No
    If yes enter 1

Now add up your “Yes” answers: _______ This is your ACE Score.
Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional in regions like the temporal lobes (top), early childhood experiences wire the circuits.

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.
Children from “Hard Places”

• Have experienced some type of neglect or trauma that has impacted their ability to interact with peers and/or adults based on trust.

• Often behavioral “frequent flyers” that take away from educational time and require more behavioral management intervention.

• These challenges not only affect the student’s behavior but also their capacity to learn.
Trauma-Informed Classrooms

• Understand possible risk factors
  • Prenatal stress (exposure to mother’s depression & anxiety)
  • Substance exposure (drug & alcohol)
  • Birth trauma (medical trauma)
  • Abuse
  • Neglect
  • Trauma
• Recognize the role of fear in a student’s behavior
  • Fight
  • Flight
  • Freeze

Most staff will not know a student’s background but must remember than any one or more of these risk factors are possible, even probable in some student populations.
Three Pillars of Trauma-Informed Care

• Safety – students look to a trusted adult.
  • Include students in decision making – this gives them the feeling of control and power that they lack in so many other situations.

• Connection – most important pillar.
  • Ultimately, teachers set the stage for connection with a student by tone of voice, eye contact, and healthy touch.

• Emotional Regulation – many students do not know how to do this.
  • Students from hard places may not have had an adult capable of teaching them to self-regulate. They often need adults willing to co-regulate with them, giving the opportunity to label emotions instead of relying on coercive approaches.
THE IDEAL RESPONSE

Represents characteristics for a helpful, appropriate response to a student's challenging behavior.

• Immediate
  • Respond within 3 seconds or less
  • Learning occurs best when behaviors are addressed immediately

• Direct
  • Healthy touch, eye contact, playful interaction

• Efficient
  • Only use necessary intervention to re-direct
  • Over-responding may cause behavior to escalate

• Action-Based
  • Example, guide the student through a re-do

• Leveled at the behavior (not the child)
  • Self-esteem is fragile. Be sure students know they are not defined by their behavior!
LEVELS OF RESPONSE

• Playful engagement (Level I)
  • Redirect student without breaking stride. (Ex. “Would you like to try it again with respect?” or “Are you askin’ or tellin’?” in a playful voice.)

• Structured engagement (Level II)
  • Offer 2 choices – BOTH choices must be positive
  • Use re-do’s

• Calming engagement (Level III)
  • Keep the student close instead of sending him/her away (communicates that teacher is there for support and guidance)

• Protective engagement (Level IV)
  • For violence or aggression
  • Safety Care
### 4 Corners--Why are you here?

<table>
<thead>
<tr>
<th>1. I needed a nap.</th>
<th>2. I have that one kid...</th>
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<td>3. I’ve heard about “trauma.”</td>
<td>4. Classroom management, shmanagement....</td>
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Social and Emotional Well-being Skills

**Attitude** - building resilience

**Behavior** - culture/climate, compliance strategies, self-control/regulation, ACE = Toxic Brains, Reinforcements, Consequences (vs. Punishments)

**Character** - Social and Emotional well-being curriculum, mentoring
Teacher A

“Shhh. Please.”
No eye contact
Bribing
Timid
Unpredictable

Teacher B

“Shut Up!”
Posturing/gesturing
Shouts
Humiliates/embarrasses
Models wrong behavior
Teacher C

Finds balance between soft and hard
Simultaneously firm and flexible
Clear boundaries
Consistent routines/structures
Demonstrate care/concern
Engage, DON’T Enrage
Strategies

- Teach replacement words/behavior
- 5 Positive Comments to counteract each ONE negative
- Mindfulness, Movement, Music
- Keep responsibility of behavior on child; THEIR choice
- Teach upstairs/downstairs brain
- Safe Places
- Ask “What happened? What do you need?”
- Choices and compromises
- Vary sensory experiences (vestibular and proprioceptive)
- Establish visual routines and rituals in the classroom.
- Provide warnings during times leading up to transitions (Prime the Cognitive Pump)
- Offer students choices and make compromises.
- Allow behavioral re-do’s (example: “Can we try that again with respect?”)
- Address physiological needs (water bottles, snacks, movement, fidgets)
- Playful interaction (play games, don’t be afraid to be silly, use imagination)