

Working with Traumatised Children in Education

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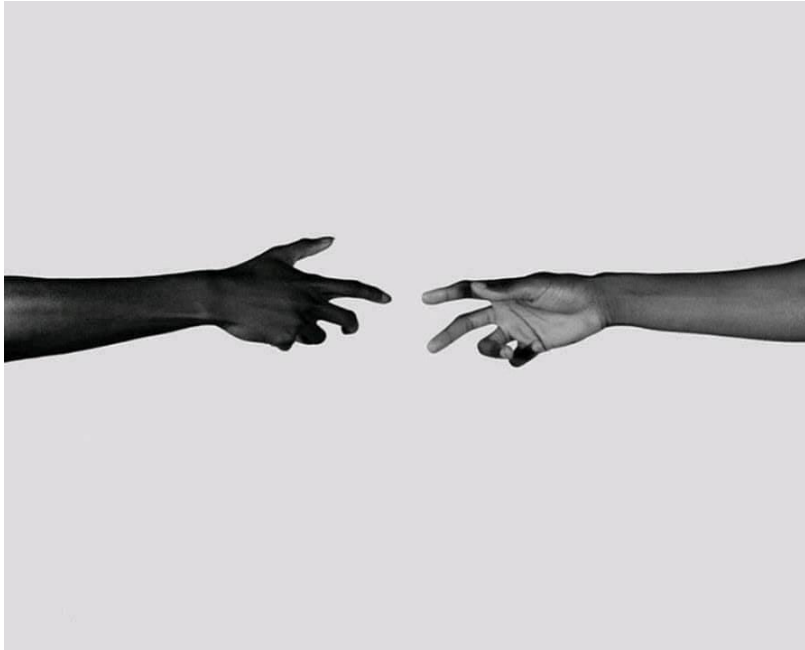
OBJECTIVES

- Understand what is mental trauma and toxic stress
- Recognize the effects of trauma on students
- Apply trauma informed practices in your daily work



How would you
define trauma?
&
Why are you
interested in the
topic?

DEFINITION OF TRAUMA



The three "**E's**" of trauma:

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**.

TYPES OF TRAUMA



TRAUMATIC EXPERIENCES

- **Natural disasters:** hurricanes, fires, floods
- **Human-caused disasters:** accidents, wars, environmental disasters, acts of terrorism
- **Community violence:** robberies, shootings, assault, gang-related violence, hate crimes, group trauma affecting a particular community
- **School violence:** threats, fights, school shootings, bullying, loss of a student or staff member

TYPES OF TRAUMA

- **Family trauma:** abuse, neglect, experiencing or witnessing domestic violence, incarceration of family members, family substance abuse, sudden or expected loss of a loved one
- **Refugee and Immigrant trauma:** exposure to war, political violence, torture, forced displacement, migration and acculturation stressors, fears of deportation
- **Medical trauma:** pain, injury and serious illness; invasive medical procedures or treatments
- **Poverty:** lack of resources, support networks, or mobility; financial stressors; homelessness

TYPES OF TRAUMA

Complex trauma:

1. Exposure to multiple traumatic events from an early age;
2. The immediate and long-term effects of these experiences over development.

TYPES OF TRAUMA

Racial trauma:

Potentially traumatic experiences resulting from

- Direct experiences of racial harassment;
- Witnessing racial violence toward others;
- Experiencing discrimination and institutional racism.

Historical Trauma:

"The cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma."

(e.g., Communities of colour, LGBTQ communities, Holocaust survivors, refugee communities)

Common Responses to Trauma

- Fear, anxiety, worry
- Feelings of guilt, shame, and self-blame
- Headaches, stomach-aches
- Nightmares, disrupted sleep
- Difficulty concentrating
- Angry outbursts, aggression, and withdrawal
- More intense mood swings
- Concerns about the self-image
- Decline in school performance

Impact of Trauma on Students

- 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



TOXIC STRESS



TRIGGERS





TRIGGERS

- Reminders of past traumatic experiences that automatically cause the body to react as if the traumatic event is happening again in that moment.
- Responses can appear confusing and out of place and be misunderstood by others.

- Loud noises
- Physical touch
- Threatening gestures
- Authority figures and limit-setting
- Chaos or uncertainty
- Particular spaces (e.g., bathrooms or areas that are less monitored)
- Changes in routine
- Witnessing violence between others, such as peers fighting
- Emergency vehicles and police or fire personnel
- Certain smells
- Particular times of year

COMMON RESPONSES TO STRESS

- **Fight responses:** yelling, swearing, posturing, aggressive behavior;
- **Flight responses:** running away, refusing to talk, avoidance, substance use; and
- **Freeze responses:** spacing out; appearing numb, disconnected, confused, or unresponsive.

ROLE THE DICE



Throw the dice and use it to discuss the needs of the different student profiles

Colour	Red	Green	Blue
1	12 yr old girl	Rural area	No prior education
2	12 yr old boy	small town	Depressed
3	14 yr old girl	Urban area	Anxious
4	14 yr old boy	Large city	Learning difficulty
5	16 yr old girl	Been here for 10 yrs	UAM
6	16 yr old boy	Just arrived	Homeless

A person is seen from the side, writing on a large chalkboard in a classroom. The chalkboard is covered with handwritten text in French, including a list of numbers from 1 to 60 and a section titled 'Domaine: Langue et Communication (LC)'. The person is wearing a patterned shirt and dark pants. The classroom has a rustic feel with a wooden bench and a small table visible in the background.

Trauma Informed practices to use in your classroom

Listen	Listen and observe
Stop & Think	Look beyond the behavior, do not react right away
Build	Build relationships
Create	Create a safe environment
Adapt	Adapt to the needs of students
Have	Have a Routine-Ritual



Creating a Safe-Space

Creating a Safe space

- Inclusive
- Non-judgmental
- Creative
- Expressive
- Affectionate
- Fun & Relaxed
- Boundaried

Let's think and share!!!

- Think about your safe space; what makes it safe?
- What do you do for self-care, when you feel stressed, tired, overwhelmed, etc. ?
- How does it feel like?

Individually and in pairs

Time given 10 minutes

Thank you!

"You cannot have
a positive life and
a negative mind."

Joyce Meyer

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THE BODY KEEPS THE SCORE

*Mind, Brain and Body in
the Transformation of Trauma*



*'Fascinating, hard to put down, and filled with
powerful case histories ... the most important series of
breakthroughs in mental health in the last thirty years'*
NOEMAN DOIDGE, AUTHOR OF THE BRAIN THAT CHANGES ITSELF

BESSEL VAN DER KOLK

