T.I.P the balance for authentic connections.

Building on opportunity for choice, collaboration, and re-connection.

Wellness & Learning
Initiatives

Agenda

Part A

Meet the presenters

The importance of human connection (and choice)

The impact of experience

Time for reflect

Moving away from traditional to Trauma-Informed

Part B

Introduction to Trauma-Informed Practice (T.I.P)

The importance of T.I.P

Trauma-Informed Principles

Strategies at the personal, practice, and organizational level

Call to action

The Importance of Human Connection

Human beings are social species, wired to connect.

Human connection makes you feel heard and understood and gives you a sense of belonging.

During an authentic human connection, people exchange positive energy with one another and build trust.

Human Connection

What Human Connection Is NOT:

It is not perfect and comfortable.

It is not digital.

It is not an exchange of information.

It is not one-sided.

It does not take place in bubbles.

Human Connection is not proximity.

What Human Connection IS:

Something that can be cultivated and practiced.

It is risky.

It is sharing the gift of presence.

Human Connection is active.

We hear you.
We see you.
This space is for you

COMMUNITY CONNECTION

Connection Counts

Trauma is about broken connections.

Connection is broken with the body/self, family, friends, community, nature, and spirit.

Healing trauma is about restoring these connections.

Our Body's Reaction

Stress affects all systems of the body including the musculoskeletal, respiratory, cardiovascular, endocrine, gastrointestinal, nervous, and reproductive systems.

"

*Trauma is an event, series of **events**, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or threatening and has lasting adverse **effects** on the individual's functioning and physical, social, emotional, or spiritual well-being.*

Substance Abuse and Mental Health Services Administration
(SAMHSA)

Understanding Trauma

Trauma is pervasive.

Trauma is not an event, in and of itself. For an event to be considered traumatic it must involve the individual's perception of the event as severely physically or emotionally threatening and must impair the individual's functioning.

Complex	Manifests in unique ways
Far reaching & long-lasting impact	Affects how an individual approaches support

Types of Trauma

Acute Trauma
- Event that occurs at a particular time and place and is usually short-lived.

Chronic Trauma
- Experiences that occur repeatedly over long periods of time

Historical Trauma
- The collective and cumulative trauma experienced by a particular group across generations still suffering the effects

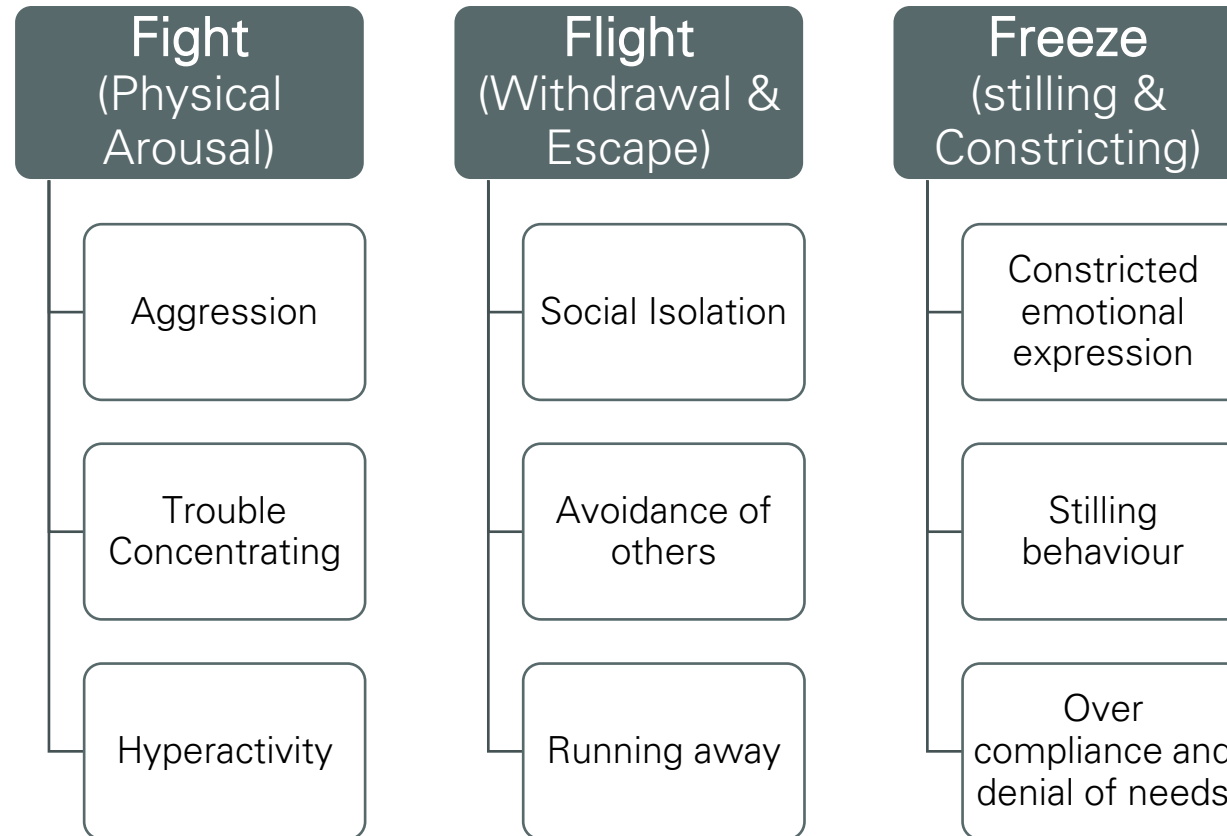# Brain-Gut Connection

Prefrontal Cortex: Thinking Brain
Rationality – body control, play, empathy, positive relationships, reflection, consequences, language, reasoning, control
"the wise leader"

Amygdala: Fear Center
Emotionality/Irrational Thinking – fight, flight, freeze, collapse, big emotions, anger, fear, anxiety, survival, etc.

3 Primary Categories of Response

| Fight (Physical Arousal)	Flight (Withdrawal & Escape)	Freeze (stilling & Constricting)
Aggression	Social Isolation	Constricted emotional expression
Trouble Concentrating	Avoidance of others	Stilling behaviour
Hyperactivity	Running away	Over compliance and denial of needs

Shift the focus

From
"What's wrong with you?"
to
"What happened to you?"

Trauma, Toxic Stress & Development

Neocortex
"Thinking Brain"

Limbic System
"Emotional Brain"
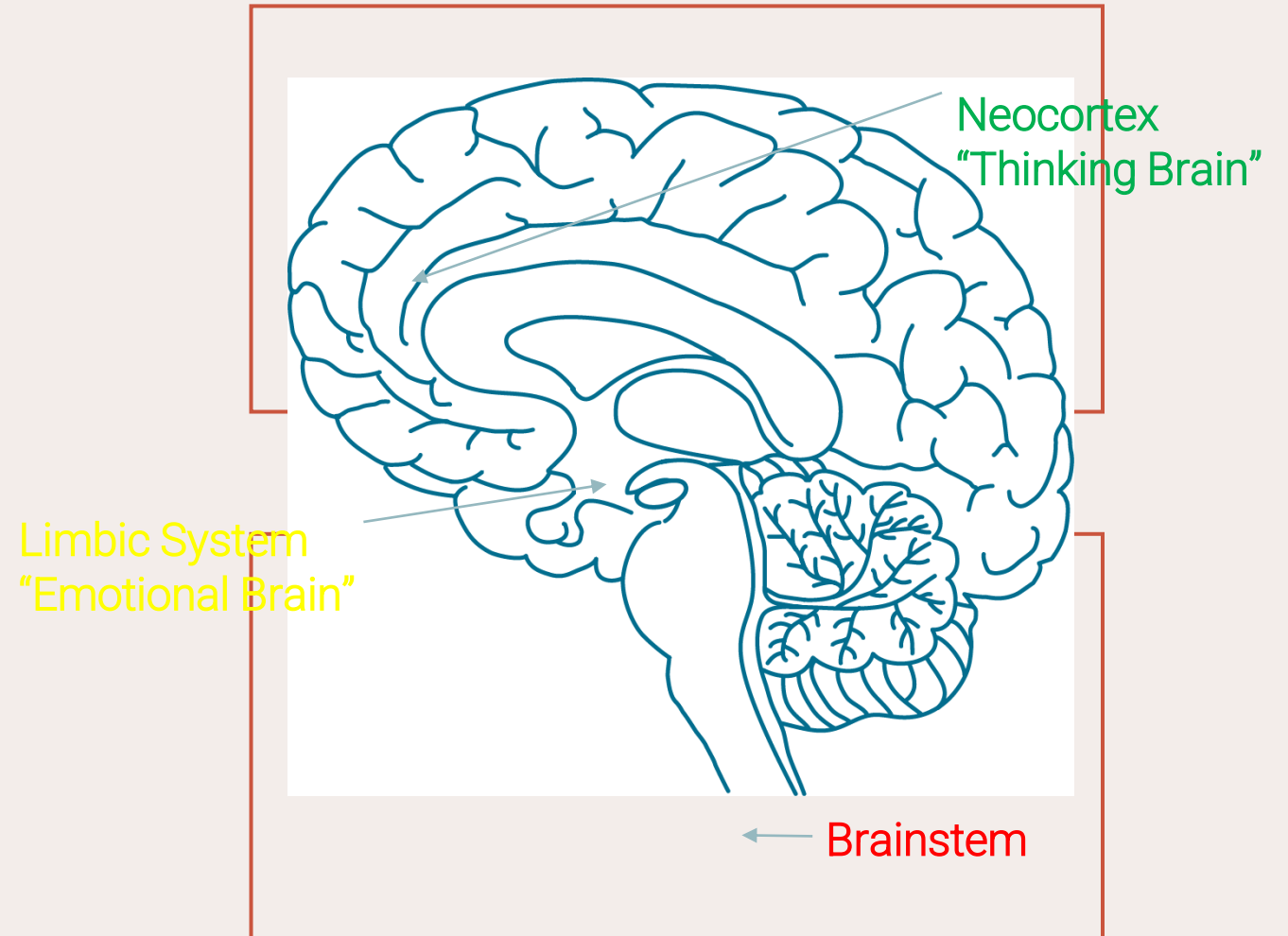
Brainstem

Our Brain's Stress Response System


Neocortex "Thinking Brain"

Limbic System "Emotional Brain"

Brainstem
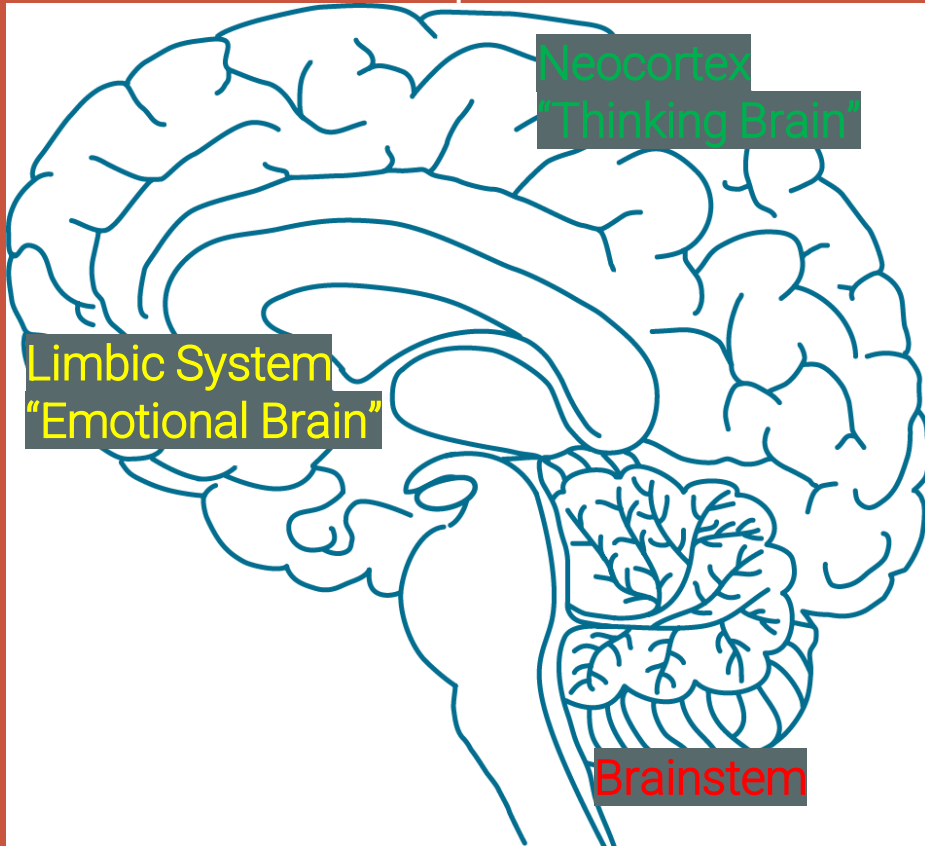
- The amygdala senses threat and sets off the alarm (limbic system).

- Thinking brain assesses the situation.

- Thinking brain goes off-line. Emotional brain activates fight or flight response.

- Thinking brain helps shut off the alarm and helps us to calm down.

Trauma & Our Brain's Response System

Neocortex "Thinking Brain"

Limbic System "Emotional Brain"

Brainstem
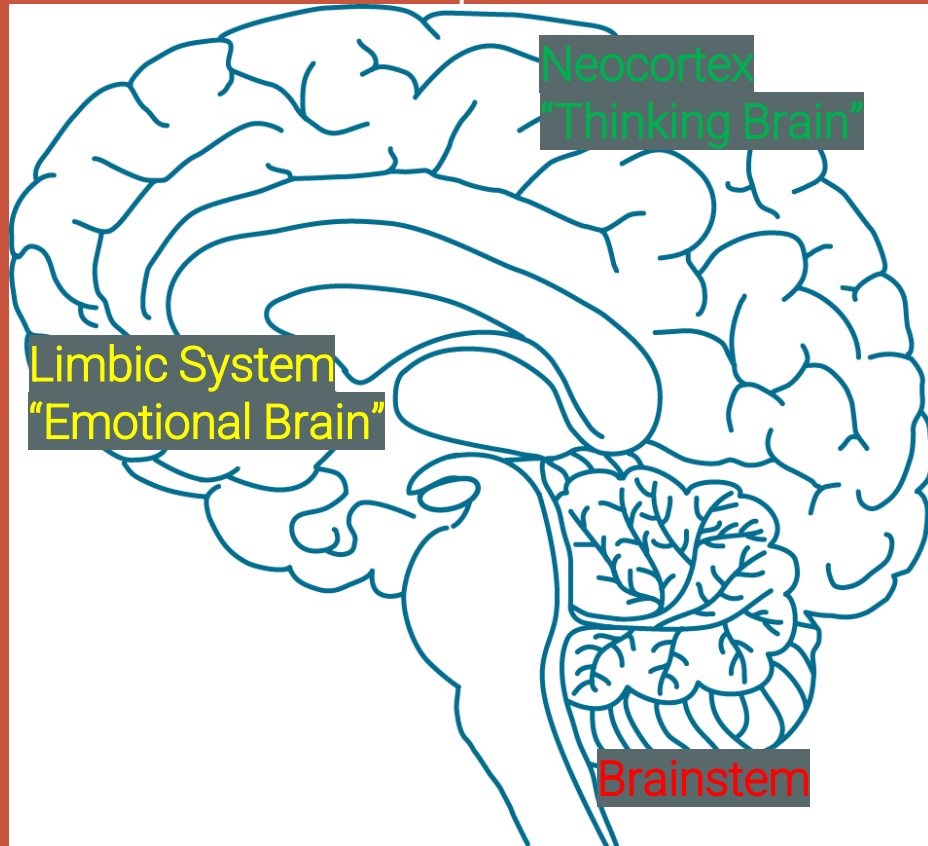
- An experience becomes TRAUMATIC when it overwhelms our system for responding to stress.
- The emotional brain continues to sound the alarm and send messages to fight, flight, etc for prolonged states.

- Energy is utilized for the employment of safety measures – which impacts our ability to be in relationship with one another. (highly defensive / anxious)
- Movement towards Protection vs. Connection (survival)
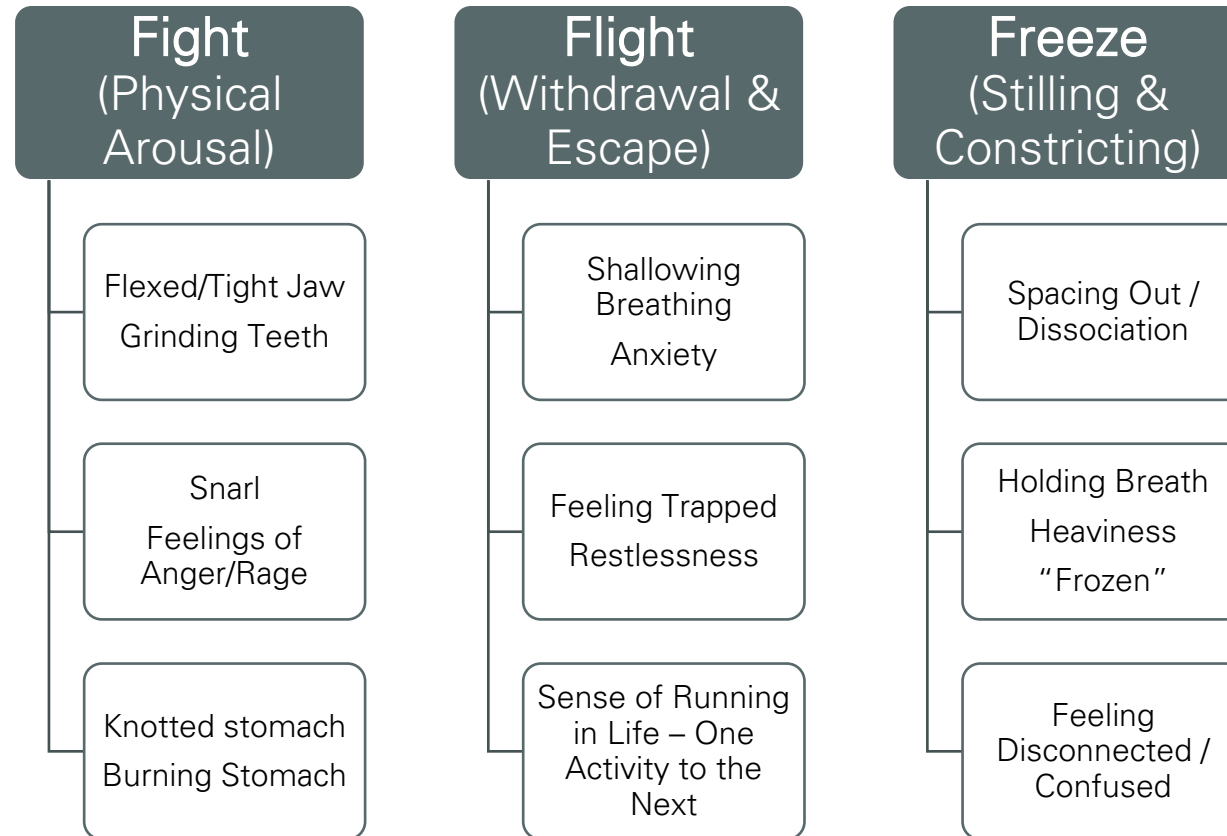
What are Triggers (Trauma-Response)?

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.

- o Loud noises
- o Physical touch
- o Threatening gestures
- o Authority figures and limit-setting
- o Chaos or uncertainty
- o Particular spaces (e.g., areas that are less monitored)

- o Changes in routine
- o Witnessing violence / shouting between others
- o Emergency vehicles and police or fire personnel
- o Certain smells
- o Particular times of the year

Just 'Outside Your Window of Tolerance'?

Fight (Physical Arousal)	Flight (Withdrawal & Escape)	Freeze (Stilling & Constricting)
Flexed/Tight Jaw Grinding Teeth	Shallowing Breathing Anxiety	Spacing Out / Dissociation
Snarl Feelings of Anger/Rage	Feeling Trapped Restlessness	Holding Breath Heaviness "Frozen"
Knotted stomach Burning Stomach	Sense of Running in Life – One Activity to the Next	Feeling Disconnected / Confused

Signs and Symptoms of Trauma:

Young / Adolescent Children

- Fear, anxiety, worry

- Changes in sleeping and eating

- Difficulty separating from caregivers (may display attachment behaviours to reconnect – crying, holding on)

- Regressed behaviors (losing speech, wetting the bed)

- Reenacting aspects of the traumatic event in play (a way to make sense of / depersonalize the experience)

- Over- or under-reactions to situations in the environment (e.g., sudden movements, loud noises, physical contact)

Adults

- Fear, anxiety, worry

- Concerns about how others will view them after the event

- Shame, guilt, responsibility, embarrassment

- Withdrawal from interpersonal relationships (peers, family, colleagues)

- Avoid reminders of the event

- More intense mood swings

- Decline in work performance

- Increase in risk-taking behaviors (e.g., alcohol/drug use, sexual behaviors, fights, self-harm)

What Impact Our Experience of Trauma?

Individual Factors

- History of previous exposure to trauma (Racial / Intergenerational)

- Age of exposure

- Gender

- Cognitive ability

- Self-efficacy

- Biological factors (e.g., flexibility in thinking, emotional regulation)

Environmental Factors

- Nature of the traumatic event

- Proximity to the traumatic event

- Culture and ethnicity

- Level of social support

- Quality of interpersonal relationships, mental health of those in sphere, and prolonged exposure to other's trauma (vicarious trauma)

- Health of the broader community

Trauma's Impact on Our Functioning?

Relationships: trouble trusting others; increased risk for being victimized or victimizing others; difficulty forming safe, healthy relationships

Emotional Regulation: trouble identifying and managing feelings; may alternate from extreme reactions to numbness

Behavior: aggressive, defensive, or disconnected in response to triggers; risky behaviors such as self-harm, running away, substance abuse, unsafe sex, involvement in violence

Cognition: trouble paying attention to the present; difficulties with concentration, learning, memory, problem-solving, and reasoning – attention is paid to safety-seeking.

Dissociation: disconnect from the present moment to manage overwhelming internal states; appears as lacking emotion or daydreaming; trouble engaging in relationships in the present

Self-concept and Future Orientation: low self-esteem / self-image; hopelessness and lack of control.

Other Long-Term Impacts of Trauma?

- Hypertension / Cardiovascular Disease

- Post-traumatic Stress (response vs. disorder)

- Hypervigilant States (scanning for threats in the environment)

- Concentration and Memory Issues (dissociation as a way to 'go-on')

- Sleeping Issues (sleep is a parasympathetic experience: "rest + digest" state)

- Weight Fluctuation (food as a way to comfort + assert control in excess / restriction)

- Substance-Misuse (a reliance on substance to support avoiding, suppressing, or processing traumatic experiences)

- Anxiety / Depression

Traditional (Non-Informed)

- Silos
- Judgmental
- Compliance / Obedience
- Power-Over
- Reactive
- Dominant-Culture POV

Trauma-Informed

- Shared / Collective-Consciousness
- Curious
- Empowerment / Collaboration
- Power-With
- Proactive
- Cultural-Humility POV

NON TRAUMA INFORMED

- POWER OVER
- YOU CAN'T CHANGE
- JUDGING
- PEOPLE NEED FIXING FIRST
- OPERATE FROM THE DOMINANT CULTURE
- PEOPLE ARE OUT TO GET YOU
- RIGHT/WRONG
- HELPING
- "YOU'RE CRAZY!"
- COMPLIANCE/OBEDIENCE
- NEED-TO-KNOW BASIS FOR INFO
- PRESENTING ISSUE
- "US AND THEM"
- LABELS, PATHOLOGY
- FEAR-BASED
- I'M HERE TO FIX YOU
- DIDACTIC
- PEOPLE MAKE BAD CHOICES
- BEHAVIOR VIEWED AS PROBLEM
- WHAT'S WRONG WITH YOU?
- BLAME/SHAME
- GOAL IS TO DO THINGS THE 'RIGHT' WAY
- PRESCRIPTIVE
- PEOPLE ARE BAD
- CONSIDER ONLY RESERCH AND EVIDENCE

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TRAUMA INFORMED CARE

- POWER WITH
- YOUR BRAIN IS 'PLASTIC'
- OBSERVING
- PEOPLE NEED SAFETY FIRST
- CULTURAL HUMILITY
- PEOPLE CAN LIVE UP TO THE TRUST YOU GIVE THEM
- MULTIPLE VIEWPOINTS
- LEARNING
- "IT MAKES SENSE"
- EMPOWERMENT/COLLABORATION
- TRANSPARENCY AND PREDICTABILITY
- WHOLE PERSON AND HISTORY
- WE'RE ALL IN THIS TOGETHER
- BEHAVIOR AS COMMUNICATION
- EMPATHY-BASED
- SUPPORT HEALING
- PARTICIPATORY
- PEOPLE WHO FEEL UNSAFE DO UNSAFE THINGS
- BEHAVIOR VIEWED AS SOLUTION
- WHAT HAPPENED TO YOU?
- RESPECT
- GOAL IS TO CONNECT
- CHOICE
- PEOPLE ARE DOING THE BEST THEY CAN
- CONSIDER ALSO LIVED EXPERIENCE

Time for Reflection and Questions

- What is your reaction to the information so far? Did anything surprise you?

- What type of training on trauma and trauma sensitivity does staff receive?

- How does the school support sustained understanding of trauma concepts and trauma-informed practice?

- What processes are in place to support staff on an ongoing basis?

- How is self-care being encouraged?
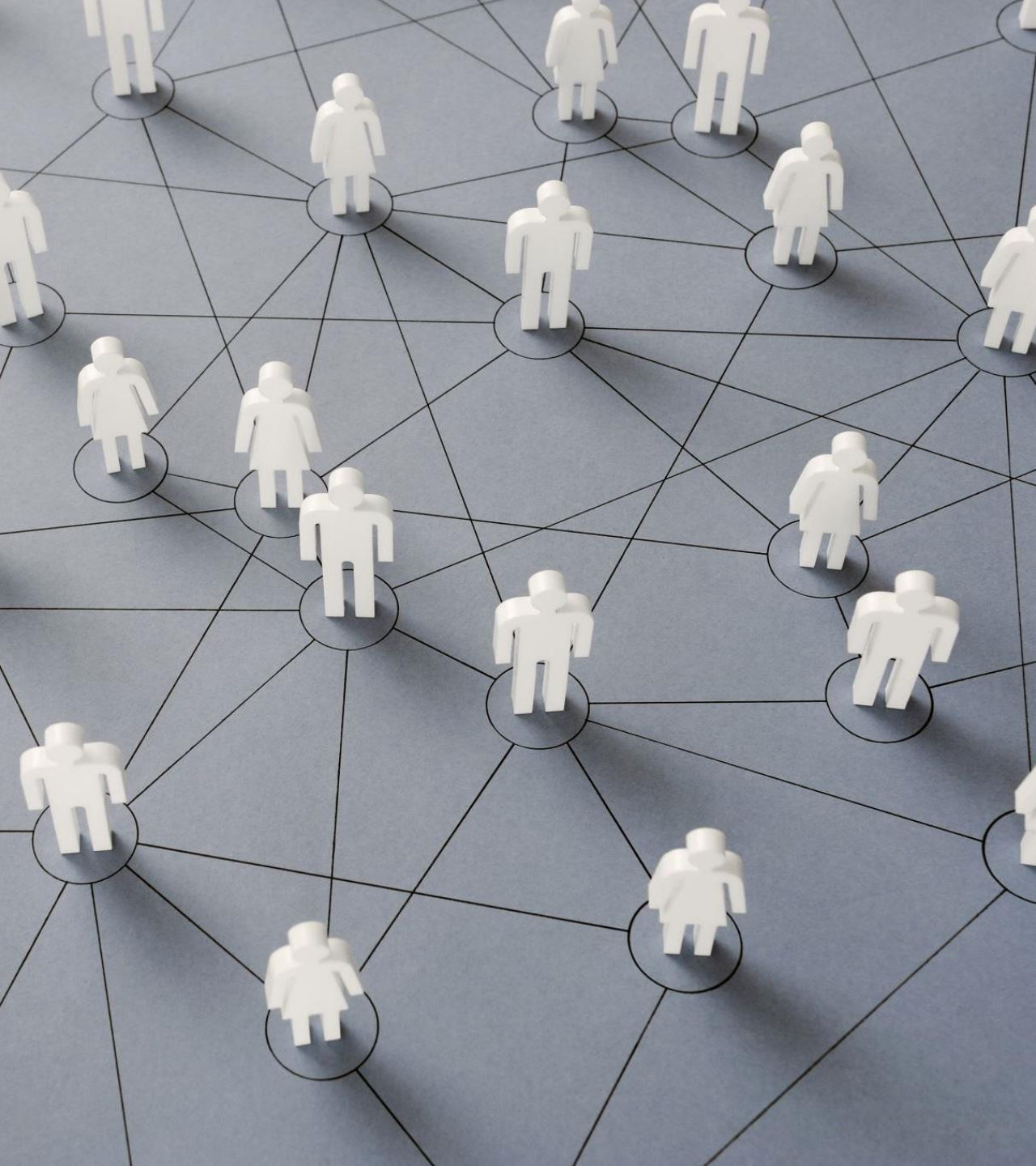
Wellness & Learning
Initiatives

Working together to empower transformation and wellness.

Let's Stay Connected

www.wellnessandlearning.me

wellness@guard.me

T.I.P the balance for authentic connections.
Building on opportunity for choice, collaboration, and re-connection.

PART B

Wellness & Learning
Initiatives

What is Trauma-Informed Practice (TIP)?

Trauma-Informed Practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma.

It emphasizes **physical, psychological, and emotional** safety for everyone, and creates opportunities for those impacted by trauma to rebuild a sense of control and empowerment.

Realizing

Recognizing

Responding

Resisting

Why is TIP Important?

Toxic Stress and Trauma affects individuals and families not only at home, but also at work.

It can zap energy and concentration, reduce the capacity to engage with colleagues and work effectively, drain productivity, and diminish creativity and optimism.

Physical or mental pressures such as childhood trauma, domestic violence, homelessness, emotional abuse, death of a loved one, or other destabilizing issues such as a pandemic can affect how they feel about themselves and their environment and interfere with their ability to do their jobs well.

Six Guiding Principles of TIP?

Safety - Throughout the organization, employees (and the people they serve) feel physically safe and psychologically safe. Managers and supervisors are supportive of workers and create an inclusive environment.

Trustworthiness and Transparency - Leaders communicate openly and regularly with employees about decisions affecting them and the organization, and employees are never surprised by company decisions - with the goal of building and maintaining trust among staff and with clients.

Peer Support - Workers at all levels treat each other as human beings, who all have experiences directly / indirectly with some toxic stress and/or trauma – and they respect and honour each other's experiences.

Collaboration / Mutuality - The organization recognizes that everyone has a role to play in a trauma-informed approach, no matter their level of seniority or power.

Empowerment, Voice, and Choice - Individuals' strengths and experiences are recognized and nurtured. Employees and clients have opportunities to use their voice and feel comfortable doing so. Employees are encouraged and have opportunities to speak up and raise issues and challenges.

Cultural, Historical, and Gender Inclusion - Responsive to the racial, ethnic, and cultural needs of employees.

Critical-Reflection in TIP?

Reflection allows for greater self-awareness about one's unique strengths and limitations, for better being equipped to face challenges, solve problems, make decisions, and predict the outcomes of those decisions.

Reflective practices are an essential part of developing a healthy habit of reflecting on what happens either at personal or community levels.

Self-reflection is at the core of self-awareness. Awareness empowers self and self-awareness is directly related to emotional intelligence, making it easier to identify what one's stressors are and use this information to build effective coping mechanisms.

Variations in the use of critical reflection can be introduced through, for example:
- the combinations of people participating in the critical reflection (eg. different roles or connections to the same experience or issue);
- time (eg. one single incident that occurs on a regular basis; a specified time period, such as six months or at the end of each week).

What, So What, Now What?

What?

Descriptive Level of Reflection

What Happened?
Description, Facts

So What?

Theory and Knowledge Building
What did the experience mean?
Interpretation
The feelings involved
What was learned?

Now What?

Action Oriented (Reflective) Reflection
What are the next steps?
Seeing the bigger picture
Applying the lessons learnt
Planning future action

Benefits of a CR Practice to TIP?

Improved communication – through the development of self-awareness and locating 'self' - a collective consciousness can be established.

Improved relationships – An ongoing self & collective-appraisal, bringing forward conscious behaviours.

Personal / Professional Growth & Development – As relational and social beings, we learn through modeling and mirroring; when a culture of reflexive reflection is encouraged – we have opportunity for expansion,

Improved innovation and production – When people feel valued, heard, and seen; they can be empowered to be courageous, creative, and engaged!

Space for truth-telling and bearing (authenticity) – When there is space for truth-telling & bearing, it can create psychologically-safe spaces for authenticity and vulnerability; which help to create intimacy and closeness.

Critical reflection can be designed to generate a variety of learning outcomes. These include **knowledge, skills, as well as attitudes, values, dispositions and behaviors**.

What Are Some Barriers to TIP?

Bias - a judgement made in favour of or against a person, thing, or group.

Unconscious Bias: a judgement made without being aware that we are doing so. Both influence how we engage with others on a daily basis. Both impact our organization.

Affinity bias: The tendency to warm up to people like ourselves.

Halo effect: the tendency to believe that a person is capable and skilled simply because you like them.

Confirmation bias: the tendency for people to seek information that confirms pre-existing beliefs or assumptions.

Group think: When people try too hard to fit into particular group or culture by mimicking others holding back their own thoughts and opinions.
- This causes them to lose part of their identities and may result in loss of creativity and innovation.

What Are Some Barriers to TIP?

Stereotypes – An exaggerated belief or fixed idea about a person or group that is held by people and sustained by **selective perception and selective forgetting**

Poor to non-existent boundaries – When there is a culture of enmeshment (entanglement of needs); in this space typically those higher-up in the structural hierarchy are the voices being amplified.

When we plant ourselves in past or future orientation – It can be difficult to move-forward in presence if we are hunkered-down in a certain way of being; "this is how it was" or "this is how it should be"…well, WHAT IS?

Culture and power dynamics – When there is a culture of mistrust, where power is monopolized, and the collective voice can be suppressed. A culture where the implicit message is we are trying to maintain the status-quo (we've been using this system for ___ years, why change that?)

Our relationship to loss, change, or transitions – We each come to interactions with our own histories; our experiences-with and perception-of these concepts can impact our engagement with them. CR practice asks us to look at these concepts in an unflinching and honest way.

Let's Do This!

Given the broad array of age, developmental needs, and states of mental health, we will discuss practices that can be done on the personal, practice, and organizational level, in the hopes of creating a school environment where every student feels safe and supported and staff understand how trauma affects behaviour and emotions.

Core Domains

Supporting Staff Development

Creating a Safe and Supportive Environment

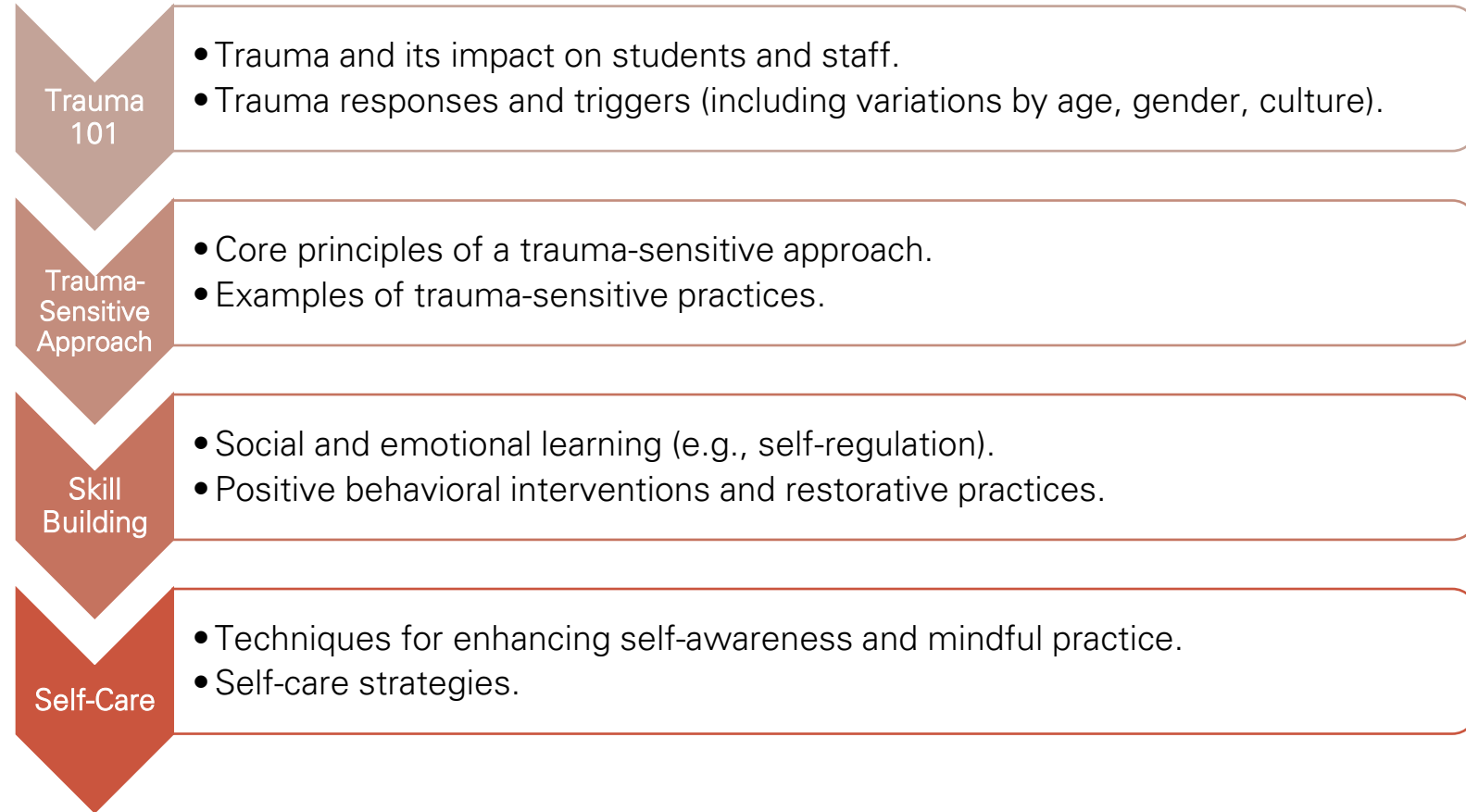Assessing Needs and Providing Services

Building Skills

Collaborating with Students and Families

Adapting Policies and Procedures

Supporting Staff Development

Trauma 101
- Trauma and its impact on students and staff.
- Trauma responses and triggers (including variations by age, gender, culture).

Trauma-Sensitive Approach
- Core principles of a trauma-sensitive approach.
- Examples of trauma-sensitive practices.

Skill Building
- Social and emotional learning (e.g., self-regulation).
- Positive behavioral interventions and restorative practices.

Self-Care
- Techniques for enhancing self-awareness and mindful practice.
- Self-care strategies.

Creating a Safe and Supportive Environment: Classroom Strategies

- Establish clear, predictable routines.
- Plan for changes and transitions and anticipate student responses.
- Set clear rules and expectations and enforce them consistently.
- Use respectful language and tone.
- Adopt a positive, strengths-based approach.
- Use praise and reinforce positive behaviors.
- Present material in multiple ways.
- Provide opportunities for student choice and sense of control.
- Provide options and spaces for calming down.
- Be prepared to offer additional support when needed.
- Check your assumptions –observe, consider why a student is responding in a particular before reacting.

Creating a Safe and Supportive Environment: Recognizing Triggers
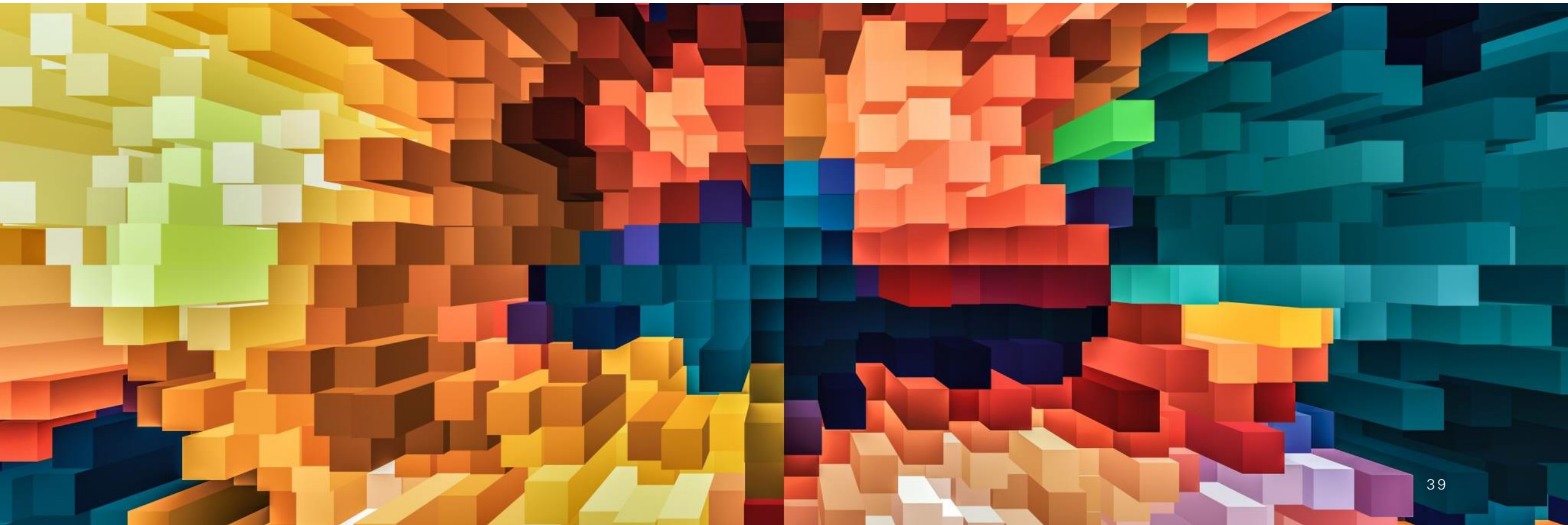
Loud, chaotic environments

Physical touch

Authority figures

Limit setting

Uncertainty about expectations or transitions

Emergency responders and police

Situations that generate feelings of helplessness, vulnerability, or lack of control

Creating a Safe and Supportive Environment: Preventing and Managing Crises

Prevent

- **Be aware** of potential triggers in the classroom and throughout the building.
- **Minimize** triggers where possible (e.g., clear transitions, respectful tone, well-monitored spaces).
- **Recognize** early warning signs(e.g., acknowledge, listen, validate, offer choices and positive reinforcement).

Support

- **Shift** to non-verbal support (e.g., calm tone, body language and gestures, space) when student is in escalated state.
- **Use** grounding techniques to help deescalate (e.g., breathing, space, things to hold).
- **Avoid** arguing, directing, punishing in the moment.

Repair

- **Debrief** and learn.
- **Reconnect** and repair.
- **Avoid** isolation and disconnection.
- **Develop** plans (e.g., triggers, warning signs, what helps/hurts, safe people and places).

Creating a Safe and Supportive Environment: Assessing Needs and Providing Support

- Include trauma in all school-based evaluations or assessments.

- Consider the potential impact of trauma on learning, behavior, testing results, and diagnoses.

- Conduct assessments in a trauma-sensitive manner.

- Include a place for trauma-related considerations in all individualized plans (e.g., triggers, trauma responses, trauma-related supports).

- Be aware of age-, gender-, and culture-specific variations to trauma responses.

- Ensure students have access to Tier 2 and Tier 3 interventions that address trauma.

- Consider culture-specific practices for healing.

- Educate students and families about trauma and its impact.

Creating a Safe and Supportive Environment: Building Skills
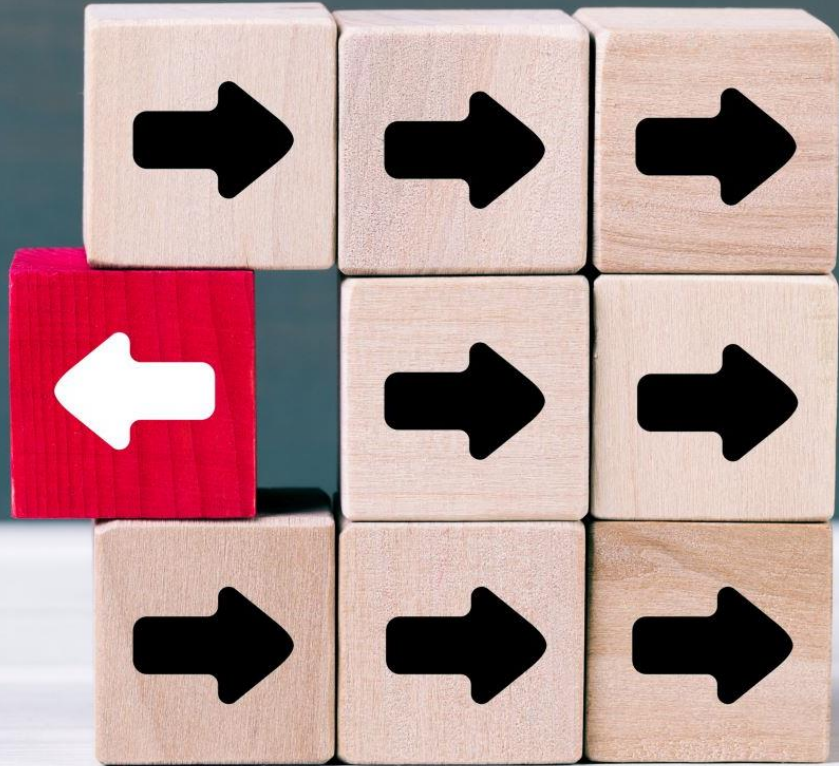
- Identifying type and intensity of emotional states.

- Expanding vocabulary to describe emotional experiences.

- Identifying physical sensations associated with particular emotions.

- Understanding the context for emotions (environmental and internal factors/triggers).

- Identifying how others are feeling.

- Learning how to modulate emotional and physiological experiences (e.g., breathing, muscle relaxation, journaling, noticing, movement).

- Learning how to express emotional experience in healthy ways.

- Strengthening executive functions (e.g., delaying/inhibiting response, decision making, anticipating consequences, problem-solving).

- Building sense of self and identity that includes positive aspects and future orientation.,

Creating a Safe and Supportive Environment: Collaborating with Families

- Encourage caregiver involvement.
- Be flexible when scheduling meetings.
- Establishing a respectful and empathic tone.
- Be aware of potential trauma reactions from caregivers.
- Anticipate potential triggers related to interactions with caregivers.
- Support family choice and control.
- Consider how meeting space is arranged, where people are seated, what language/jargon is used, and how to support caregiver safety and empowerment.
- Consider cultural factors that impact relationship-building (e.g., language, tone, what questions are asked and how, a particular group's experiences with the educational system.,

Creating a Safe and Supportive Environment: Adapting Policies & Procedures

School discipline practices are positive, respectful, and restorative. Retraumatizing practices are avoided (e.g., harsh, punitive approaches, isolation and disconnection from the community).laced with your own text.

Communication procedures include respecting confidentiality, being aware of triggers for students and caregivers, focusing on how issues are addressed information is shared.

Time for PAUSE

1. What is your reaction to the information so far? Did anything surprise you?

2. Does it change the way you see the individuals you work with? How so?

3. Can you think of youth/adults you work with who have any of these behaviors?

4. How does/might traumatic stress affect the youth/families you work with?

Compassion Fatigue

Increased exposure to trauma affected [youth]

Unsupportive work environment

Organizational constraints

Insufficient supervision

Ability to engage empathically with others

Symptoms of anxiety, intrusive thoughts, anhedonia, isolation, and career dissatisfaction

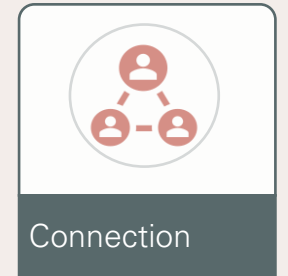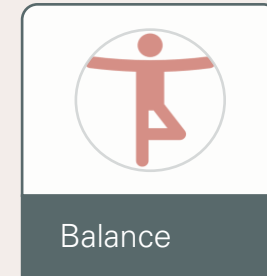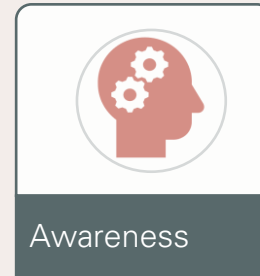# Symptoms of Compassion Fatigue/Vicarious Trauma

PoorSelf-Care
EmotionalRollerCoaster
Hyper-vigilance
PervasiveHopelessness

Anger
SleepIssues
Forgetfulness Anxiety
Isolation
Self-doubt
Apathy

The ABC Approach

| Awareness | Balance | Connection |

Personal and Professional Boundaries

Reflect:

What sort of personal/professional boundaries do you create for yourself?

Who is there to help you manage the stress of your job?

Where do you feel supported at work? peer-supervision/ supervision/consultation?

What steps are possible for you to take in your building to support staff?

Organizational Strategies to Prevent Secondary Trauma

- General Wellness

- Organizational Culture

- Education and Training

- Reflective Supervision
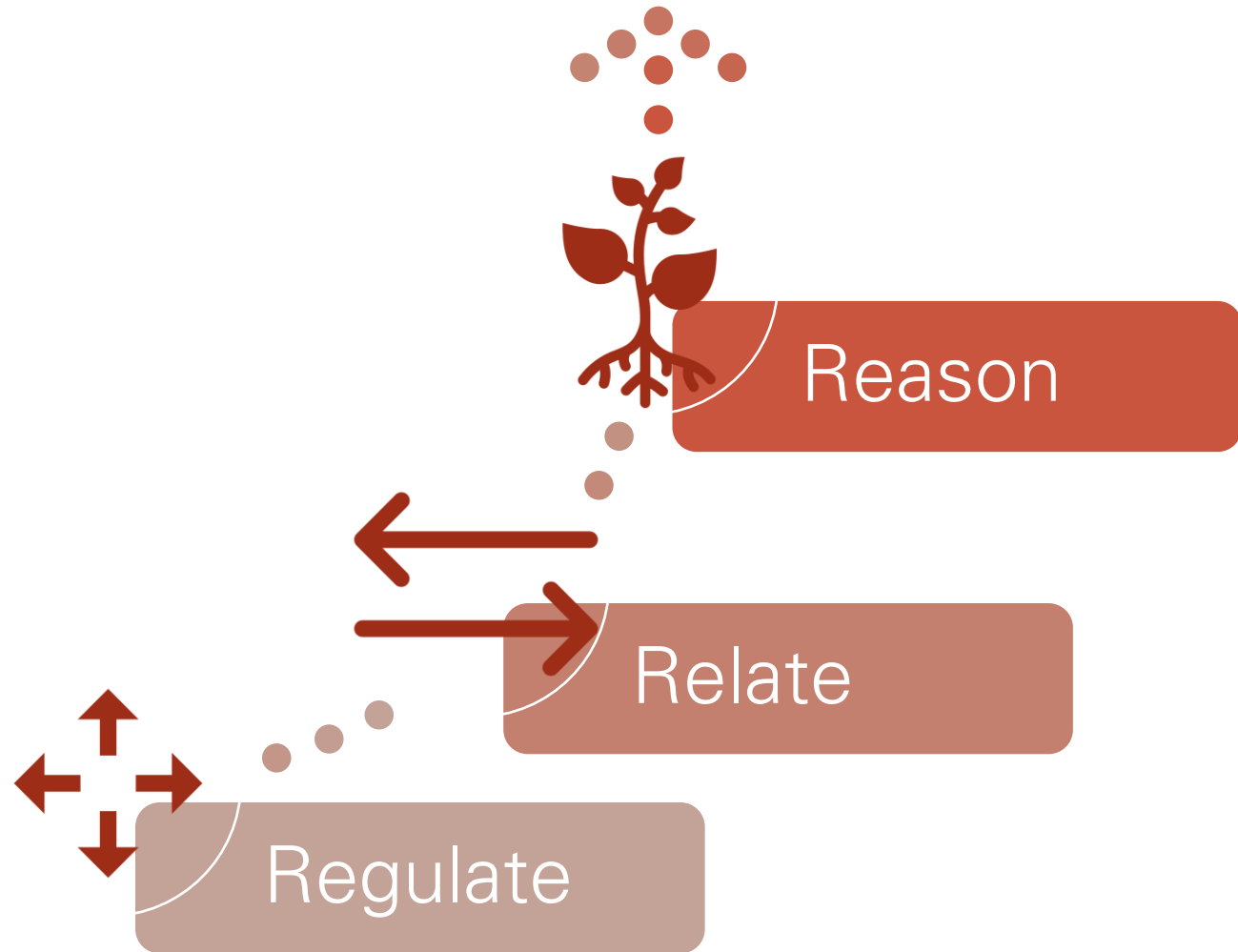
Handling Disclosures of Trauma

Be prepared

- Expect disclosures
- Know agency policies & protocols
- Know state reporting laws
- Discuss confidentiality & reporting requirements
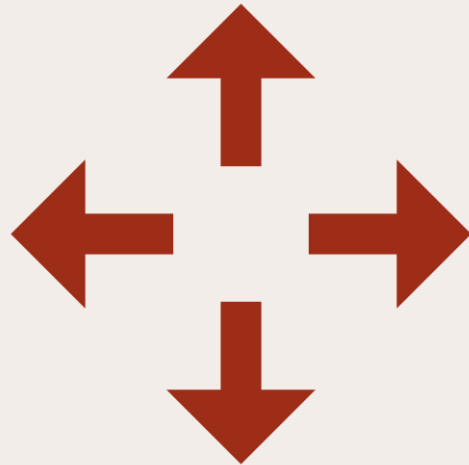- Have referral info available

After disclosure

- Acknowledge & validate
- Remind about confidentiality & reporting requirements
- Follow up & stay connected

Strategies

Reason

Relate

Regulate

Start at the Bottom:

Regulate

- Manage your own reactions

- Recognize that the individual's behaviour is communicating feelings or loss of control

- Validate the individual's emotion then guide toward calm

    - Limit questions
    - Call on practiced proactive strategies/exercise

Regulate:

Consider the Environment:

- Create quiet/safe spaces
- Be aware of lighting and background noises
- Encourage respect for personal space
- Develop predictable routines
- Provide advance notice for transitions and changes of routines
- Create opportunities for sensory organizing movement throughout the day

Proactive Strategies:

- Reorient to the present
- Focus on immediate environment
- Imagery
- Breathing/ mindfulness meditation/ yoga
- Exercise/ experience with nature
- Teach about the brain & senses & how they react
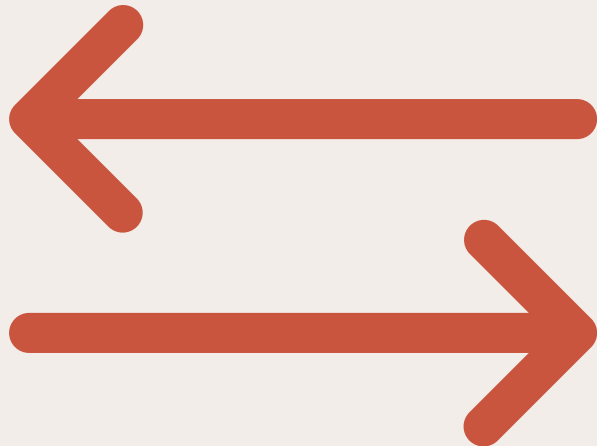
Next Step Up:

Relate

- The connection between youth who have experienced trauma and adults is essential to the healing process

- The brains of children who have experienced trauma may have learned to associate adults with negative emotions

- Youth benefit from positive interactions with adults

Relate:

First regulate with the youth, then Relate:

- Tone of voice and volume?
- Youth's relational needs? What communication modes will support them in this moment?
- Body language to support a relationship?
- Positive communication
- Listen without trying to solve
- Avoid trying to make it better

Build Empathy with Youth:

- REFRAME: "What happened to you?" not, "What's wrong with you?"
- REFRAME: "Symptoms" are adaptive coping necessary to survive, not as pathology
- REFRAME: "Behaviors" as communication that can lead to understanding
- Trauma-related symptoms are typical reactions to atypical circumstances.
- The individual is a survivor. Celebrate their survival mechanism(s)
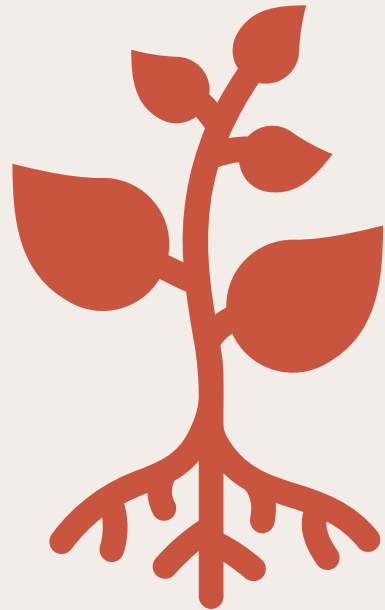
At the Top:

Reason

Think Consequences (vs. Punishment)

- Consistent and Individualized Responses
- Appropriate to Developmental stage
- Consider triggers and experiences
- Retain youth in learning/services
- Consider function of behavior & encourage skill development
- Help youth to recognize impact
- Recognize that change is slow and incremental

Reason:

Reframe negative behavior as growth opportunity

Review strategies used and consider need for modified or new strategies

Support autonomous decision-making and independent functioning

Emphasize student's ability to make changes

Foster hope

Celebrate healthy insights and change

Provide pro-social opportunities and encourage restorative practices, community interaction and support

Focus on future strategies

Leading Trauma-Sensitive Schools

Prepare to Adopt a Trauma-Sensitive Approach

Questions to Consider

School leadership teams consider the following questions during Phase 1:

- What is our intention as it relates to adopting a trauma-sensitive approach?
- Are all staff on the same page in understanding trauma and trauma sensitivity?
- Do we have the infrastructure in place for supporting schoolwide adoption of trauma sensitivity (e.g., a multidisciplinary trauma-sensitive work group)?
- Are we ready to more fully adopt a trauma-sensitive approach?

Envision Your Trauma-Sensitive School

Questions to Consider

Trauma-sensitive work group members consider the following questions during Phase 2:

- What is our current capacity in schoolwide trauma sensitivity?
- Do we have a plan for how we want to proceed?
- Are we all in agreement with the plan and areas of focus?
- How are we monitoring progress and impact?

Align Trauma Sensitivity With Other Approaches

Questions to Consider

Work groups consider the following questions during Phase 3:

- How does trauma-sensitivity align with other universal approaches used at our school?
- How can professional development opportunities be aligned across approaches?
- How can we embed trauma-sensitive practices into existing structures and processes (e.g., work groups, implementation and assessment tools)?

Sustain Trauma Sensitivity

Questions to Consider

Work groups consider the following questions during Phase 4:

- What is/isn't working related to our trauma-sensitive action plans (schools consider what their data is saying related to impact of adopting this approach)?
- What goals and action steps need to be adjusted or modified?
- What's missing that needs to be considered?
- How do we sustain trauma-sensitive practices associated with positive outcomes?
- How do we educate others about our lessons learned?
- What else can we do to support a trauma-sensitive approach within our school and beyond?

trauma responses can look like:

- craving control
- agreeing to things just to keep the peace
- feeling on guard all the time
- a negative world view, dwindling trust for other
- seeking constant escapism
- feeling responsible for other's happiness
- saying "yes" because you're scared of losing security
- chronic feelings of emptiness
- giving in to reckless impulses, not caring for personal safety

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Trauma-Informed Care Approach

The Trauma-Informed Care Approach realizes the widespread impact of trauma, recognizes trauma is pervasive, understands potential paths for recovery, and realizes recovery is possible!

There is hope beyond hurt

Trauma and toxic stress involve feeling overwhelms by difficult life experiences that can lead to physical, emotional, and substance use problems.

Trauma Responses

Flight
Workaholics
Overthinker
Perfectionist
Difficulty sitting still

Fight
Anger Outbursts
Narcissistic
Explosive Behaviour
Controlling

Freeze
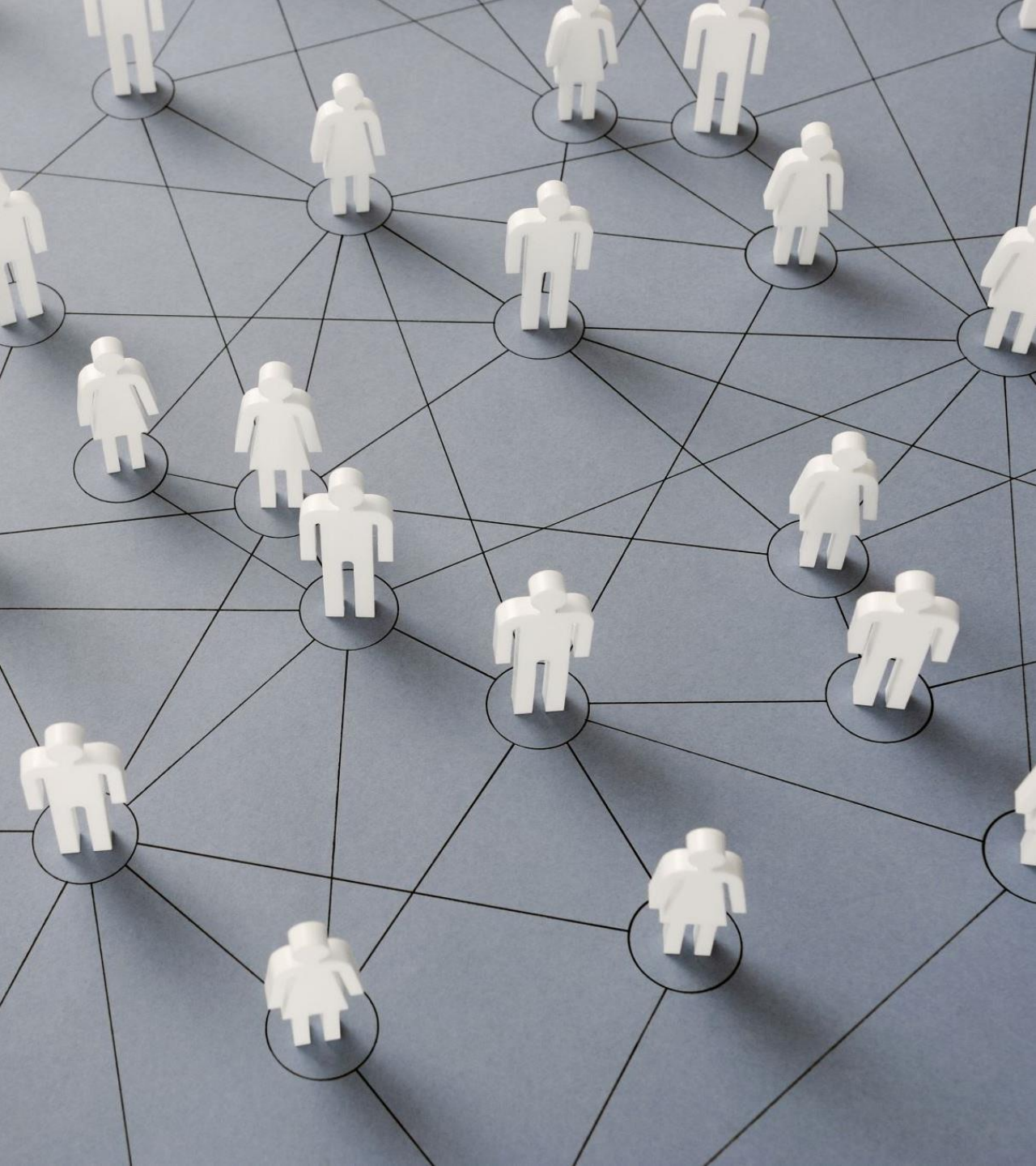Dissociation
Isolating
Numb
Difficulty Making Decisions

Fawn
People Pleaser
Lack of Identity
Overwhelmed
Codependent

Wellness & **Learning** Initiatives

We Can Help.
Healing Is Possible.

How to Support Someone Who Has Experienced Trauma

Predictability
Everyone loves surprises! Not. Trauma survivors often prefer predictability because that feels safer.

Attribution
Don't refer to the person's "upbringing, problem, issues, behavior." Call it for what it is – trauma.

Space
Allow time for the survivor to calm down and take perspective. Trauma survivors often have difficulty regulating emotions and take longer to calm down.

Perspective
Be aware when "past is intruding into present." Don't take responsibility for what is not yours... gently.

Reciprocity
Give what you also need to receive: listening, empathy, and empowerment.

Support
Be kind, loving, patient... but empathetically set limits - you have needs too!

Recalibration
Rid 'over-reacting', 'over-sensitive', or 'over'-anything from your vocabulary.

Choice
It can be a big trigger when a survivor is denied choice and control. Confer, collaborate, and cooperate.

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Wellness & Learning
Initiatives

Working together to empower transformation and wellness.

SCAN ME for HANDOUT

Let's Stay Connected

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