



Communities
In Schools

Central Texas

TRAUMA TRAINING FACILITATOR'S TOOL KIT

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from the Research to Practice Grant from CIS National, Megan Walker
Grimaldi and Aimen Khan

Trauma Training for Educators – Facilitator’s Tool Kit

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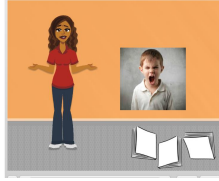
Tips for Using This Facilitator’s Tool Kit

Prepare To Present: First, be sure to view the 43 minute video before facilitating it with a group. It is ideal if you can find a teacher or counselor on campus who is an advocate for trauma training, to help you review and plan the presentation and handouts, advocate for getting time on the faculty agenda, and co-present with you.

- **Consider your time and audience:** Pick and choose which Activities and Post Video Discussion Questions you want to use. It is recommended to share at least 3-4 activities during the video that will allow time to “pause” and reflect on the information. This will deepen the learning and allow educators to relate the information to their personal experience.
- **Emphasize that some strategies may be easier than others:** This will depend on a teacher or administrator’s comfort and style. One strategy, slowing down and using a soft tone of voice, is the most effective means for us to communicate safety in a school setting. So give this extra attention since touch may not be a comfortable option, and may be a “trauma trigger” for students if we don’t have a strong and safe relationship with them.
- **Choose which handouts to copy and share:** Base your choices on the needs of the group as well as your level of comfort with the handout information. For example, the grounding script is something that teachers can use in class; the picture / words poster for grounding can be laminated and put up in a “calming corner”; and the Trauma Informed Accommodations can be important additions to 504 Plans and BIPS. If possible, review your handouts with faculty after the training, and discuss how they might be used.
- **Follow-up with Your Audience:** Specific content sections of the video, handouts and articles may be shared throughout the year, for on-going discussion groups, or mini trauma presentations.
- **Consider an Engaging Introduction:** This short 5 minute video provides a GREAT introduction to the training: <http://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions/>

Slides and Video Content

This is a visual guide to each slide in the video. A slide is one click forward, but may contain multiple pictures, backgrounds and other media. Allow the slide bar to play through to the end before pausing for an activity.



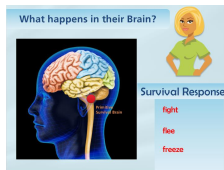
Scenarios of Common Disruptive Trauma-Response Behaviors (6 slides)



Goals of Trauma Training for Educators (1 slide)



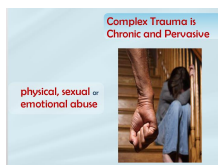
What do we mean by Trauma vs. Everyday Stress? (1 slide)



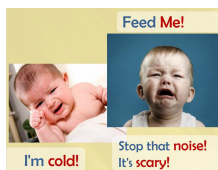
PTSD and Automatic Survival Responses: Fight, Flight, Freeze (3 slides)



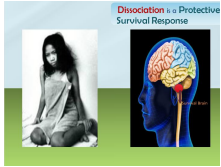
Single Event Trauma (3 slides) Activity #2



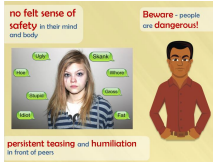
Complex Trauma: Different Types (1 slide)



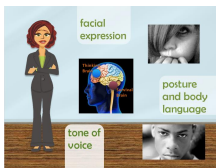
Developmental Trauma, Impact on Early Brain Development (4 slides)



Dissociation / Freeze (1 slide) [Activity #3](#)



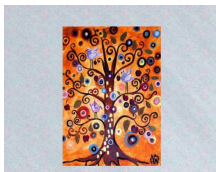
Bullying / School-Based Relational Trauma (1 slide)



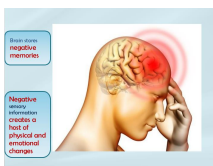
Understanding and Responding to Student Overwhelm (3 slides)



Guided Exercise: Recalling a Difficult Memory (3 slides) [Activity #4a](#)



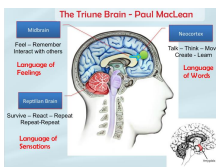
Guided Exercise in Grounding: Somatic Responses (3 slides) [Activity #4b](#)



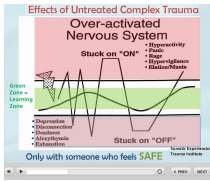
How Our Brain Stores Memories (1 slide)



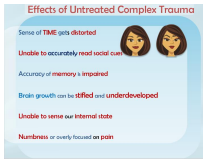
Sensory Triggers and Perception (1 slide) [Activity #5](#)



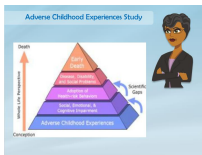
The Triune Brain: Neurobiology of Trauma (1 slide) [Activity #6](#)



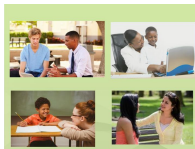
Window of Tolerance (1.5 slides) Pause Midway: Activity #7



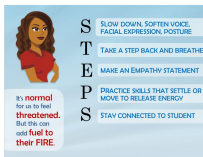
Effects of Untreated Complex Trauma (last 1/2 of slide above)



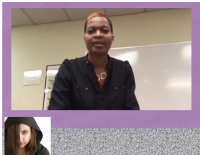
ACES Study (1 slide)



Growing New Neural Pathways: Co-Regulation (1 slide) Activity #8



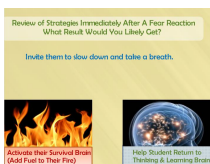
STEPS to Build Safety for the Traumatized Student (1 slide)



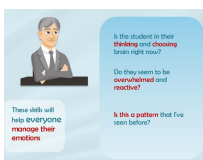
Revisiting the 6 Scenarios When Applying STEPS (6 slides) Activity #9



Classroom Strategies (2 slides) Activity #10



Review Strategies That Activate Survival Brain or Thinking Brain (1 slide)



Recognizing a Trauma-Response and When to Problem Solve (2 slides)

Training Activity Ideas Before and During the Video

Pause at the end of the slide for the activity. Choose 3-4 activities for a 90 min. presentation.

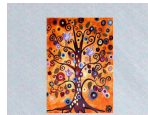
- 1) **Before starting the video**, have participants partner up and each take JUST ONE MINUTE to share a “feel good” experience that happened recently – give only the newspaper headline version. **Ask:** What changed for them physically (breath, muscles, temperature) by just talking about it. Then show the 4 min. You Tube Video <http://mysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions/> **Ask:** What did the children say that they needed?



- 2) **Single Event Trauma Slide:** Emphasize that many people recover naturally from a single event trauma, through the help of their personal support systems. But if trauma related symptoms persist, such as intrusive thoughts, trouble sleeping or eating, stomach aches / headaches / backaches, frequent sweating or heart palpitations, feeling fearful or easily startled, then Trauma Informed Therapy such as Trauma-Focused Cognitive Behavioral Therapy is important for recovery to avoid on-going symptoms of post-traumatic stress.



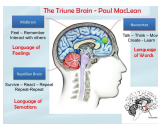
- 3) **Dissociation Slide: Discussion:** Who has experienced a person that dissociated (complete shutdown)? Often times restraints, post extreme rage, or sudden actions will trigger dissociation. What did you do to help bring the person safely out of their dissociative state?
 - a. Get someone to take them to a quiet place, no interruptions, reduce stimulation (light / sounds), use a calm voice, “Take all of the time that you need.” and “I’m right here.”
 - b. As the student begins to return to the present: allow them to slowly orient around the space. Offer a glass of water, and a pillow or a blanket to hold and help warm them up.
 - c. Normalize: “It seems like you needed some quiet time.” Share how you see them coming back into the present: “I notice you’re looking around and your eyes are brighter.”
 - d. When they are ready to move, take a few breaths together, help them stand up slowly, walk slowly offering them support and help them orient (Example: “We are in the counselor’s office right now – I like her picture of the waterfall.”). Don’t rush.



- 4) 4a **Guided Experiential Slides.** Have volunteers share what changed in their bodily sensations after the first experiential part – **holding an unpleasant memory** - before going to the 1st body slide. (ask them NOT to share the content of the memory – ONLY the physical changes). Then have them share what changed in their body after the **grounding** – did anything shift or change? Share out before going to the 2nd body slide.

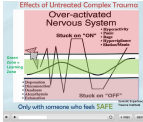


- 5) **Sensory & Perception Slide:** Internal and external sensory triggers. Discuss false associations – a neutral sensory stimulus (something you see, hear, smell, taste, touch, or feel) that triggers the student’s memory of the trauma and produces an *automatic* threat response.
- Activity:** Identify the Neutral Stimuli that may be a “Trigger” in School: Share the example of a child who has a father who is an alcoholic, and often gets violent and abusive with the mom and children when he’s been drinking. Each night, the father comes home just after the mom and kids sit down for dinner at the kitchen table. The dad comes in through the kitchen door which is next to the kitchen table.
 - What are some of the “external and internal sensory triggers or false associations” that might happen in school and set off a fear reaction in this student? (Example – when this student walks into the cafeteria and smells food – it may trigger danger and a fear reaction.) With your table; brainstorm at least 3 “false association” triggers. Share out.
 - Emphasize that it is only human for the adults to try and make sense of any behavior. We often mistake a traumatized student’s fear reactions for deliberate disrespect or trying to be disruptive, taking it personally, because their reaction makes no other sense to us. But often times we will not know or understand what might have triggered a student’s behavior, because we don’t see or feel the threat that they experience.



- 6) **Triune Brain Slide:** The greater the stress, the more we regress down the evolutionary brain and the less capacity we have for using our thinking skills. Review the different parts of the brain and the “languages” to communicate with them:
- Reptilian (Lizard) Brain:** the Brain Stem which is on line at birth and regulates survival. Understands the Language of Sensations / Physical Feelings (Strategies: breathe, drink water, practice skills to soothe and settle energy, relax muscles, calm and warm the body);
- Mammalian Brain:** the Emotional Relational “Middle” Brain. Understands the Language of Emotions (Strategies: make an empathy statement, ask the student to help you with something, help the student to feel connected to you and cared for).
- Neo-Cortex :** the Human Thinking Brain – Executive Function Skills. Understands words
- Discussion:** Ask the group (or each table for very large groups) to identify: What works best for you in the moment to successfully help calm, soothe and settle a student when they are overwhelmed and reactive? Share out.

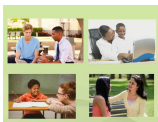
We may have to learn a *new vocabulary* – it is unusual to focus on calming physical sensations or making empathy statements after problem behaviors. When a student is “triggered”, we need to move away from asking the student to problem solve and discuss consequences right away, because they’re NOT in their thinking brain. They can’t really hear your words and will likely become agitated. (Think Charlie Brown’s teacher).



7) **Window of Tolerance Slide:** Review Green / Yellow / Red Zones (pg. 20-23).

Stress the time needed for “recovery” to get back into the “Green Zone” from yellow and red zones. Yellow (stressed) – up to an hour, Red (overwhelmed) – up to the next day.

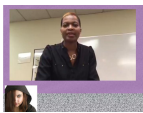
- a. **Activity:** Using red, yellow and green markers, crayons or colored pencils, draw in the Toxic Stress Color Wheel (pg. 23) and review How To Use The Color Wheel (pg. 22) to help students learn to monitor their own levels of stress and let the adult know what they need in order to get back into their “green zone”.
- b. **When the student is fully back in the Green Zone:** *Then* it is helpful to discuss “What can we do differently next time? Is there something that I can do to help next time? Is there anything you’d like to do now to feel better about what happened? Are there any relationships that need “repairing”? Get creative – using strengths-based rather than shame-based strategies - to repair someone’s hurt feelings or damaged property. (Example: “How about we make a card together for the cafeteria monitor over lunch?”)



8) **Growing New Neural Pathways Slide:** **Emphasize** that these children NEED to

feel connected and cared for *both* after a trauma reaction and in their everyday experiences with us. It is extremely important to help these children feel safe connections with teachers and peers on a day-to-day basis, and experience a healthy, protective attachment with adults at school. This is critical if we are to co-regulate with them and build their capacity to manage emotions. These new skills only grow through the repetition of co-regulating with safe adults.

- a. **Discussion:** “What do **you** do to build a caring relationship with a student who has had a hard life and finds it difficult to attach and trust you?” Share ideas, don’t ID the student.



9) **After the Video Scenarios:**

- a. **Discussion:** Ask the group: “What specific strategies did you see being used?” (tone of voice, empathy statements, practice ways to settle energy, distract/ orient to the present, and stay connected – *Example of orienting: “Notice the mural colors”, Example of staying connected: “When you get back, I’ll help you catch up on your work”*)



10) **Classroom Strategies:** Review the handout (pgs. 26 – 28).

- a. **Discussion:** Ask the group: “Which of these strategies do you use with your class? How and when do they work best? What other strategies do you use with your class to help your students manage stress and feel connected to each other?”

Post Video Discussion Questions

These questions can be shared out as a large group or in small groups after the video. If discussion happens in small groups, be sure to ask each group to share out one thing that they discussed.

- 1) What was one thing that you heard about trauma that stood out to you; perhaps something new, or different, or surprising?
- 2) What strategies did you learn that would be helpful for you, and you'd be interested in trying? What strategies do you already use that are helpful in calming a student?
- 3) What did you hear that doesn't seem like it would fit with your teaching or behavior management systems? Why? (Group may share ideas to work around the challenges)
- 4) Think of experiences you have had with students who have overwhelming reactions (***Do Not Identify the student***)? How did/does it affect you? What has worked to help them and you to settle and feel better? What hasn't worked, or made things worse?
- 5) If you were going to create a quiet place / calming corner in your classroom – what would you put in it? (give an example: Kinetic Sand, Bean Bag - refer to **Ideas for Creating a Classroom Calming Corner** Handout.
- 6) What are some good places in our school to send a student who is having an “overwhelm” reaction, and needs to restore a feeling of safety? What makes that a good place?
- 7) What are some things that you do to settle yourself, as a teacher/admin, when you get overwhelmed or things just get too hectic? This is human! Share ideas and strategies that work. (Examples: Walk the track during off period, run warm water over your hands, keep some happy pictures in your desk to look at.)
- 8) Give examples of Empathy Statements that you heard in the video. An empathy statement doesn't mean that you agree with their behavior, just that you understand what the student is feeling.
- 9) What is the difference between intentional misbehavior, and a fear-based trauma reaction? Should consequences be handled differently? How can you help the student to “repair” the situation and their relationships without shame? If trauma reactions are an automatic response and not a conscious choice, how could intervention plans focus on safety building rather than addressing difficult behavior as either purposeful attention seeking or avoidance?
- 10) Review the **Trauma Informed School Accommodations List** in this packet and share thoughts about using these in 504 Plans or on BIPS. Are there other accommodations to consider?
- 11) Review and discuss the **Common Questions and Concerns from Teachers Handout**

Letterhead

Dear Administrator / Counselor

In response to the national movement supporting Trauma-Sensitive Schools and community systems, Communities In Schools of Central Texas has developed a FREE short 43 minute Storyline Training Video, Trauma Training for Educators, which can be directly accessed from our website. This short training video is packed with information from leading national experts in the field of child and adolescent trauma. Results across the United States in schools and districts who have invested in "Trauma-Sensitive" faculty training and support include reduced behavioral problems, fewer suspensions, increased attendance and academic performance, and overall improved school climate for students and faculty.

Our training is designed to fit into a faculty meeting or professional development day, and provide important information about how student learning and behavior is impacted by chronic and complex trauma. Most importantly, it also addresses how we, as educators and support staff, can help a student develop a greater sense of safety at school and build new emotional regulation skills, and avoid re-traumatizing our students.

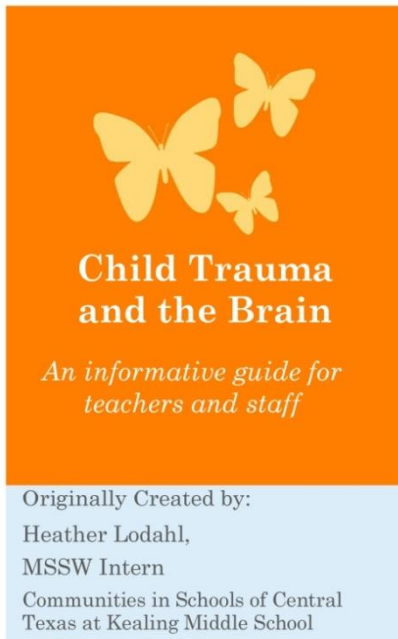
The video is designed to be shared with the entire faculty, either all at one time, or in grade level groups and teams of teachers, administrators, and office and support staff, as opposed to sending 1 or 2 teachers from a school to a longer training, and then hoping that the information filters back to the entire school. There is also a FREE Facilitator's Tool Kit, with a range of handouts, discussion questions, activities and resources to enhance and deepen the learning from the video. The training can range from 45 minutes (just the video), to 1.5 hours, including activities and discussion questions to help educators apply the information to their own experience. This training provides an important first step for schools in becoming Trauma-Sensitive, and helpful resources for on-going training and coaching to support faculty.

Trauma Training for Educators has been shared with educators and school support staff across several Texas School Districts, Region XIII Service Center, and the University of Texas. The link to this free training, along with the Facilitator's Tool Kit, is at www.ciscentraltexas.org/resources/traumatraining/

Please let me know if you have any questions. (insert email address / contact information for the training facilitator)

Sincerely,

Handouts



Dear Teachers and Staff,

This informative guide was created with you in mind! At CIS we believe that you play a powerful role in the development of our students. This packet is designed to provide information about childhood trauma and the effects it can have on a student’s physical, emotional, and mental growth. This packet will help inform you and provide techniques to de-escalate situations when they arise in the classroom.

Thank you,
 Communities In Schools
 Of Central Texas



What is Childhood Trauma?
 An emotional, physical, behavioral and/or cognitive response to a deeply distressing or disturbing experience that overwhelms the child and creates feelings of terror, hopelessness or helplessness.

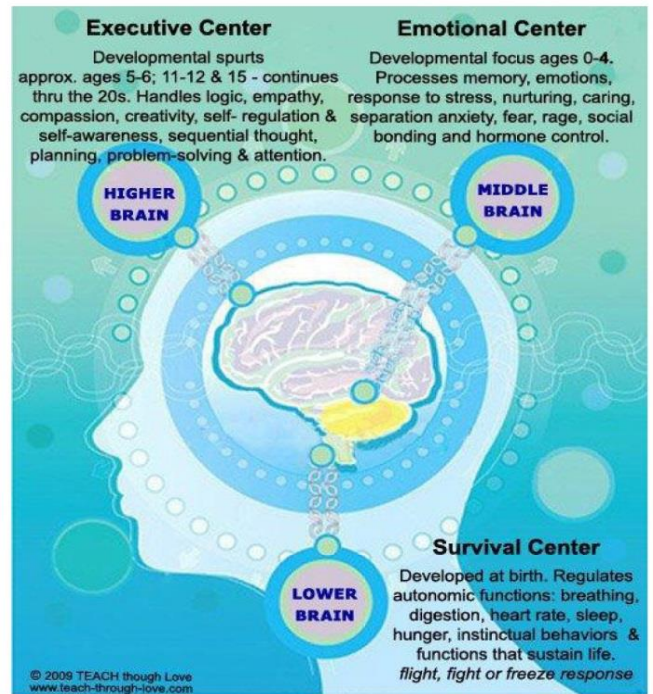
Some traumatic experiences occur once in a lifetime, others are ongoing. Many children have experienced multiple traumas, and for too many children trauma is a chronic part of their lives. Students who have experienced early and chronic traumatic events may experience problems that impair their day-to-day functioning.

Examples of Traumatic Experiences

- Physical, Emotional or Sexual Abuse
- Death or Loss of a Loved One
- Witnessing Domestic Violence
- Persistent Bullying / Humiliation
- Abandonment or Neglect
- Experiencing Community Violence
- Life-threatening Natural Disasters
- Medical Trauma: Child or Family Illness or Accidents w/Severe Pain, Invasive or Frightening Procedures
- Caretaker Untreated Mental Illness

How Does Trauma Affect the Brain?

Trauma causes the brain to function from the “survival center.” Trauma responses come from the autonomic nervous system. When students are faced with a perceived threat they will go into a flight, fight or freeze response. These traumatic responses make it difficult for students to pay attention, engage in critical thinking, problem solve, and plan ahead because they are automatic survival responses, they are not planned, intentional or controlled.



Fight Response –

Students who struggle to maintain power. Labeled as non-compliant or aggressive.

Freeze Response –

Students who feel powerless, can't or won't speak up. Labeled as unmotivated. Students will shut down, put their head down, wear hoodie.

Flight Response

Students who want to escape. Labeled as disruptive, avoidant. Students will walk out of class, hide under desk, run.

How does trauma affect students at school?

Students who have experienced (or are currently experiencing) trauma may present with a variety of symptoms, including:

- Irritability
- Sleepiness
- Difficulty staying calm
- Self-injurious behaviors
- Anger or energy outbursts
- Refusing to participate
- Isolation or sadness
- Apathy / Lack of Focus
- Difficulty w/ Memory
- Threats or Aggression

When will students show this behavior?

Students may withdraw or act out when something triggers a memory of their trauma. These triggers can activate a student's “survival center.” Common triggers include:

- Unpredictability
- Loss of control
- Rejection – Disapproval
- Loneliness
- Sudden changes or transitions
- Confrontation or raised voice
- Loud or chaotic environments
- Restricted Movement/Restrained

How can teachers and staff help?

When you notice a student is having a difficult time in the classroom here are tips to de-escalate a situation.

- **Use a calm, neutral voice.**
Avoid conversations until the student is calm and settled.
- **Distract** the student and **engage their thinking brain.**
- **Offer acceptable alternative choices**, become a “broken record” if necessary. Don’t engage in arguing. Give 2 positive choices.
- Have the student be the “teacher’s assistant” or **find small leadership roles to help engage them** before a disruption or conflict occurs. Help them feel a positive connection to you.
- **Acknowledge the student’s feelings**, for example “ I can see you’re having a difficult time. Thank you for letting me know.”
- **Have sensory objects in your classroom to manage energy.**
(stress balls, play dough/putty, weighted sock)
- **Let the student know what you want from them, rather than what you don’t want.** For example, “ I want you to sit quietly” rather than “stop arguing with me”
- **Use words and phrases that de-escalate.**
I wonder if...
Let’s try....
It seems like...
- **Praise publicly and often, criticize privately and minimally.**
- If conflict arises between you and a student, do your best to **repair the relationship** within a day or two. Let the student know you want them in your class and believe they can meet expectations.
- **Offer a break.** Have student take a walk, get water, visit the library, take a note to an adult who they have a positive connection with.

Remember to check your own communication.

Calm can be just as contagious as fear. Model the behavior you want. Allow the student to “borrow” your calm nervous system.



Communication breakdown

55% is body language

38% is tone of voice

7% is the words we use

Keep a calm and relaxed posture, allow space; avoid holding eye contact, clenched fists or standing square to a student. Remember to breathe slowly and fully and maintain a neutral and “soft” facial expression.

Working in a school can be challenging. Remember to take care of yourself during the school day.

Slow Down. Take a few slow relaxing breaths. Walk outside during break. Look at comforting pictures or colors. Talk to a good listener. Write in a journal. Cross and pat or rub your arms. Doodle or draw a picture. Massage your palms and fingers. Rub your hands under warm water. Imagine a vacation. Hug a pillow. Go outside and look at a tree. Color a Mandala. Listen to fun music w headphones. Rub on favorite scented hand lotion. Water a plant. Hold heart and tummy and feel breath. Tense and release muscles. Try something new. Do Mindfulness exercises. Use favorite phone app. Bring fresh flowers for your desk. Squish hand putty. Rub your forehead and temples. Read the comics. Eat dessert slowly.

Information for this guide was gathered from the following websites:

Trauma-Informed Care for Children Exposed to Violence, Tips for Teachers

http://www.safestartcenter.org/sites/default/files/documents/publications/PDF_TipSheet_For_Teachers.pdf

The National Child Traumatic Stress Network

http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf

Child Trauma Academy

http://www.childtraumaacademy.com/surviving_childhood/lesson01/page03.html

How to Help a Traumatized Child in the Classroom

http://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success

<http://www.k12.wa.us/compassionateschools/pubdocs/theheartoflearningandteaching.pdf>

Trauma & Resilience: An Adolescent Provider Toolkit

<http://rodriguezgsarah.files.wordpress.com/2013/05/traumaresbooklet-web.pdf>

Using De-escalation Techniques Effectively

<http://www.optimus-education.com/using-de-escalation-techniques-effectively>

For More Information: there is a free video and Facilitator's Guide w/ Handouts at

www.ciscentraltexas.org/resources/traumatraining/

Classroom Strategies



1. **Keep a Calm and Predictable Environment:** Continually take the “temperature” of your classroom. If a classroom is loud and chaotic, and you need to raise your voice in order to be heard and regain the focus of the class, then students with a trauma history will likely stay in a very high, uncomfortable state of arousal, agitation, and can easily become overwhelmed and reactive.

- Keep your own voice calm. Use bells or chimes to get class attention. You may allow students to also use the chime when you need to get the attention of the class, and then have a regular phrase or movement that helps to bring everyone’s focus back to you.
- Review the morning or afternoon agenda / or class period’s agenda at the beginning of class.
- Post schedules (with visual cues) for the day.
- Have opening and closing rituals (ex. circle time) which provide a sense of safety and predictability for students.

2. **Prepare Students for Transitions:**

- Give an orientation to the transitions at the beginning of the day. (ex. We will be going outside for recess at 11:15, and then going to the cafeteria for lunch.)
- Provide a reminder 5 minutes before a transition. “In a few minutes we’ll put our reading books away and get ready for the lunch bell.”
- Be sure to let students know a few minutes ahead of time if an adult visitor plans to come into the class. Introduce the visitor and their purpose to the class.

3. **Back Up Strategies** – It is important to have a plan for students who you know have a pattern of becoming overwhelmed. Often times, this involves collaborating with a counselor, administrator, or other support staff. Teachers need strong back-up support for handling challenging behavior.

- Know who you will call for back up if you need assistance with a student. Ideally, if the student is connected to you, the “back-up person” may come in and take over class so that you can step out and help the student to calm and co-regulate with you. This strengthens your connection to the student, and doesn’t make them feel unwanted in the classroom.

- Talk w/ the teacher who has the best relationship with the student (maybe a former teacher or specials teacher). Ask them what worked best for them in connecting and calming this particular student in the past. Consult them in times of need.
- When you have a substitute, prepare the student, and have a backup place where they can go if they need to leave and have a familiar place to work. (ex. Favorite teacher's classroom)
- Practice calming skills frequently and have the student choose which ones work best for them. Have a list or pictures of these skills at the student's desk or in their binder. For younger students, you can take pictures of the student using the skills and keep those at their desk.
- Brainstorm back-up ideas with other support staff (SEL, CIS, nurse, Occupational Therapist – OTs are very knowledgeable about how to settle over-reactive nervous systems - teacher's aide; someone who already has a positive and nurturing connection to the student)
- Keep water bottles, snacks, and blankets on hand to meet basic needs.

4. **Make a Quiet Place:** *Normalize* the use of a Calming Corner / Chill Corner, as a place for students to chill or relax when they start to have “too much energy” and need to get back in their “green zone”.

- Bean bag chair and low shelf for some privacy.
- An extra table in the back where the student can go if they need to be away from others.
- Calming items available such as Ear Plugs, Mandalas w/ Coloring Tools, Picture Books of Animals, Putty or Stress Balls. See more examples in the Handout (pg. 14-15).

5. **Take a Sensory Break:** Allow the student to request (or you offer for them) to step out of the classroom when they need a break. Even though this may distract them from their school work, they will not be able to concentrate anyway if they are hyper-aroused. Taking a break is much better than letting them get to the point of overwhelm and reactivity.

- Visit the Water Fountain, hydration is VERY important to help self-regulate.
- Visit the Library and find a book that they enjoy.
- Take a note to the office and give it to the school secretary (or that super friendly person in the front office or counselors' secretary, who loves everyone and makes them feel extra special).
- Go to the bathroom – “Bodily Elimination” is an automatic stress response for some students.
- Have a place outside of class where they can take their work, but not in the hall exposed to passersby – as this often produces more discomfort and agitation because the student doesn't know what or who they might encounter in the hall.
- Walk around the track.
- Have a table in the back where they can move to, crawl around or under, etc. when needed.

6. **Show Kindness to Each Other:** Giving everyone opportunities to feel connected and helpful to their classmates. This is especially important for students who have a difficult time connecting and feeling accepted by their peers – to be helped AND be the helper. Create a system for students to be a “buddy” or positive leader. You may also have a regular “nurturing group” time to check in with everyone and offer support, or do a “bonding” activity. This takes training and practice to keep it positive, nurturing and supportive, and avoid confrontation. Ask your school counselor for ideas.

- Assign a classmate to buddy with a student for difficult assignments during class (ex. Math Buddy”), review work together, remind each other to turn in homework, etc.
- Help someone feel better – student walks with them to see the nurse or the counselor, or shares something that makes them feel good.
- Place a more isolated or anxious student next to a friendly, non-judgmental student and encourage partner work.
- Ask student to show a new student around and make introductions to office staff, orient the new student to different parts of the school, etc.
- Have student introduce new students to the calming corner; show them how to use the tools.
- Class Leaders/Teacher Helpers – water plants, lead class in morning ritual, pass out papers or supplies, collect up work, ring “focus” chime for you, care for class pet, or lead the line.

7. Identify Triggers in Class and Work to Reduce Those Triggers – Be a “detective” and notice when a student seems to be triggered / stressed: time of day, activity/subject content that they are doing or getting ready to do, level of activity and energy / noise in the classroom, where they are sitting, if they’ve eaten food, who they are sitting next to or around, if they are sleepy.

- Move the student to their most comfortable part of the classroom. (let them choose)
- Keep noise level down and offer student ear plugs if they have to endure a louder activity.
- Ask the student how they wish to be addressed / greeted when they walk into class. They may want to be acknowledged, or not have any verbal communication. Smile often at them!
- Have a verbal or visual cue to check in and see if they need academic or emotional support.
- If they are comfortable with touch, briefly put your hand on their shoulder or their back to reassure that you are there and a safe connection for them. If touch isn’t a good choice, then put a smiley face note, sticker or other symbol of greeting / connection on their desk.
- Allow them to send you a note to let you know they need a break.
- Reduce clutter and avoid too much “decoration” on the walls. This can be overstimulating.
- Keep them separated from classmates that may provoke or make the student uncomfortable.

8. Take stretch breaks and practice Mindfulness every day. – Allowing for movement when students have too much energy is critical for self-regulation. Imagine your discomfort when you feel the need to move or take a break. It is unthinkable for adults to not be able to go to the bathroom or get water or stretch or walk when we need to. But students often times have their movements highly regulated.

- Stop and stretch with the whole class. Do bi-lateral activities (Brain Gym, Yoga Pretzels).
- Have students move around to different centers or areas to complete an assignment.
- Get a book or card set of Mindfulness activities and pause several times during the day to slow down, notice how everyone is presently feeling, and connect to their breath. It will re-invigorate the student’s attention and energy, and help them be more receptive to learning.
- Put up Mindfulness Activity Posters, which students can request the class to do as needed.

Daily Mindfulness is very beneficial for teachers to build self-reflection skills and an awareness of their own internal state and level of stress. This allows teachers to model *and* teach self-regulation skills.

Possible Teacher Questions & Concerns

Is it helpful for me to know about the student's trauma history? Trauma history should only be shared on a NEED TO KNOW basis for the student's safety. We do not want to ask them about their trauma history, as this can re-traumatize the student. Early trauma experiences are pre-verbal. It isn't necessary for us to know their trauma story. It is only necessary for us to recognize that they need extra support for emotional regulation, and use our skills to help them feel calm and safe.

What is so important about tone of voice? Two areas that the "survival brain" responds to the quickest are nurturing touch and a soft, non-threatening tone of voice. Since touch is not recommended if we don't have a close relationship with a student, using a slow and soft tone of voice is the most reliable way to establish safety. It will also help to slow us down and calm our own nervous system.

Why not limit their movement so they can't run, hurt themselves or someone else? Restricting movement will always produce an automatic threat response. That is hard wired into us as humans. Having space to move around and the choice to do something with the surge of survival energy that is released will automatically help the student to feel safer. Provide safe choices (let's take a walk).

Why offer water and/or snacks? When we start to feel thirsty, we lose 10% of our cognitive functioning. A simple drink of water and food for healthy brain power can go a long way in settling a student's dysregulated system. Always focus on basic needs first: thirst, hunger, and physical comfort.

Why do they always want to go to the bathroom? Bodily elimination is an automatic survival response to (perceived) threat. It is hardwired into our system. It also provides a break to allow time to calm.

Why talk about dissociation? A student who has a pattern of shutting down / freezing / dissociating is often misunderstood, and can easily be re-traumatized. Dissociation is the hardest pattern to change because the student's survival brain does not see any hope of escaping or resisting the trauma, and so it shuts down. This type of trauma response is deeply rooted and requires thoughtful intervention. This knowledge is especially important for counselors, school nurses, teacher's aides, and administrators.

Why do we offer sensory objects? Children with a history of trauma are going to have strong reactions to a variety of sensory experiences. They will either avoid certain sensory experiences, or seek out other sensory experiences in order to manage the survival energy that is released into their bodies. The sensory object will help to organize their energy and settle their nervous system. Every child is different and will have their own "sensory menu" of helpful things and things they need to avoid.

What if the student misuses sensory objects? Brainstorm with the counselor / trauma coach which helpful objects will be easiest to incorporate into the classroom. Practice using the sensory object in class with the student when they are calm. Then they will be more likely to use their sensory tools successfully when they are upset and need them.

What if other students say it isn't fair for the student to have special objects? Either make the objects available to anyone who needs them – normalizing them – or say that everyone needs different things at different times, and right now this is something helpful for your student.

What if I just ignore their behavior? I really don't want to reward or encourage more of the behavior.

Trauma behaviors are fear reactions, and they are automatic survival responses – in other words the student is not deliberately and intentionally acting this way. They are a clear sign that the student is overwhelmed and does not feel safe in that moment. If we ignore, we allow the child's fear to continue to rule their behavior. We have to act intentionally in order to help the student build a sense of safety and regain a sense of control. This also allows the child to see us, the adult, as capable of helping them feel better. This will start to build a stronger, safer connection between the child and us. And it allows us to have much more influence when they do become upset.

When I give choices, should I give the "right choice" and then the "consequence" of a bad choice? No.

It is important to give two positive and acceptable choices, so the student has a feeling of power and control, but can choose which one feels best for them in that moment. Get creative – there is always more than one way to approach a problem or settle a difficult situation.

I think it is important to establish my authority and be consistent with everyone. Authority is built on respect, and respect from a child is contingent on feeling safe and good with the adult. Authoritarian methods are often fear-based, and will only add to the child's lifetime of living and reacting to a fearful environment. They need practice in feeling safe and cared for, in order to build the skills to soothe themselves, stay present and open to learning, and make good choices. Not all students have had these fearful life experiences, but all students will thrive and respond well to feeling safe and cared for.

Isn't it better to just send the student out of class rather than take the time to try and "co-regulate" with them during class time? Many of these students feel very disconnected and are used to feeling abandoned and separated from other adults and peers. Our biggest goal is to help the student feel connected to their teacher, and know that the teacher can help them to stay safe. Once we establish that connection, they will be MUCH more responsive to our efforts to help them learn new skills and correct their ineffective behaviors. The short time that it takes to notice when a student is getting dysregulated, step in and help them to settle, will not only avoid a lot of drama and stress, but it also helps the entire class know that the teacher can keep them all safe and feeling calm in the classroom.

I can't step out of class to help one student when I have 25 other students needing my attention. This is a dilemma for classroom teachers, but one that many teachers have successfully planned for. Perhaps keep the door open, have a short activity in your "back pocket" for such times. ("Take out your books and do some quiet reading.", or "Take a few minutes to write down the most important thing we discussed today."), and stand or sit just outside the open door so that you can focus a minute or two on the student while still keeping an eye on the class. Or perhaps have a next door teacher's aide or administrator that can step in and watch the class while you spend a minute or two with the student. Stepping out into the hallway isn't unheard of, it seems to happen on a pretty routine basis when taking a private phone call, etc., but doing it in order to calm a student takes a readiness to assume the role of co-regulator when a student needs you to help them feel safe again. This helps to avoid both the student and teacher becoming upset, having to call for crisis help, upsetting all of the students in the classroom, having to escort a student to the office, clear out a classroom, or set the student up for future teasing and belittling by their peers because of their fear reactions.

School Interventions for Working with Traumatized Students

Keep in mind that as a teacher you may not see a specific antecedent. When students have been traumatized, a single facial expression, words, smells, etc. can set off the student's internal alarm. Once this happens, the "thinking/rational" part of the brain shuts off and the "instinctual" part (seeking to protect itself against a perceived threat) kicks in. At this point, asking a student to "Stop and think" will not work. The nervous system of a student who has been traumatized has become compromised (Trauma Through A Child's Eyes, Levine & Kline, 2007).

In his book Beyond Time Out, John Stewart Ph.D., states that for healthy emotional development, students must have: an atmosphere that creates a fundamental and pervasive sense of safety, a [classroom] climate where all students can enjoy a sense of belonging and circumstances that provide frequent and expanding experiences of competency.

Safety

- Establish a safe spot in the classroom, direct teach and remind student how to use this; reinforce and praise student for using it; ensure a calm and reassuring presence
- Direct teach and practice calming/relaxation strategies.
- Consistency of expectations, procedures and routines creates safety (remind student frequently of these); make student aware as much as possible of changes in schedule, routine, etc.
- Respect student's physical boundaries. Many students who have been traumatized may react strongly to touch, feeling cornered or restricting their movement.
- Have built in breaks for movement (movement is regulating). Many students who have been traumatized get overwhelmed easily and movement allows them to get rid of excessive energy and regulate.
- Give student breaks if you notice overwhelm building or agitation

A sense of belonging

- Have specific times of day to check in with student;
- Include student in small group with peers
- Provide opportunities for student to be involved in Class / school (class job, run errands, etc.)
- Verbal / non-verbal praise often
- Smile often at them and help them feel connected to you

A sense of competency

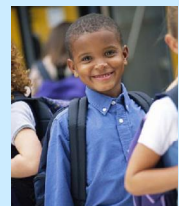
- Provide many opportunities for student to be successful in non-academic activities
- Label student's feelings often ("You worked hard on your math test. You must feel proud.") Traumatized students often have difficulty labeling/recognizing feelings
- Allow student opportunity to express concerns/frustrations and help student problem-solve
- Praise efforts to communicate needs

3 Basic Needs

~ Safety

~ Belonging

~ Competence



STEPS for Building Safety

These strategies were demonstrated in the video to help students start to return to their Thinking Brain (Green Zone) – and given enough time, then they CAN talk and problem solve with you. These skills will help prevent us from unintentionally re-traumatizing our students.

Check the strategies (✓) that work for you.....

- Invite them to slow down and take a breath.
- Give them choices like, “Where would you like to sit?”
- Use a soft tone of voice and soft facial expression.
- Ask them if they want to move around or get a drink of water.
- Take a breath with them and model ways to settle.
- Invite them to rub their hands together, or cross their arms over their chest and either pat, rub or squeeze their upper arms, and do this with them.
- Offer ear plugs or heavy pillows to help calm their system.
- Take a step back to give them more space.
- Make an empathy statement.
- Get down on their level, so that you appear less intimidating.
- Encourage them to take all of the time that they need.
- Let them know that it’s OK to shake or tremble, and encourage them to let that energy just move on out of their system.
- Reassure them that you are there to help, and ask them how you can help.
- Help them orient to something else – something that is relaxing or cheerful, like a poster or mural with nice colors, or an interesting object.
- First, slow down, take a breath, check your internal state, put on your own oxygen mask, and get yourself grounded, feel your feet on the floor.

General Guidelines for De-Escalation

(Trauma Through A Child's Eyes, Levine & Kline, 2007 , pg.341) – Helping Students Get into the Green Zone for Learning

1. Be aware of your own activation or triggers in this situation. Take a step back and a deep breath to let your energy settle. Feel the energy settling into your feet, and the support of the ground. (It is only natural that if a student has become aggressive, shut-down, etc., our adrenaline will begin to surge).
2. Remind yourself that you know what to do because you understand this list.
3. Adopt a soothing tone of voice: raising your voice provokes more adrenaline.
4. Check your posture and facial expression. Avoid threatening behaviors or gestures.
5. Take another step back and state the behavior you observed without shaming or exaggeration. "You tore your worksheet and got under the desk."
6. Show that you understand your student by reflecting her overwhelming feelings. "I can see that was frustrating and really uncomfortable for you."
7. Ask "Can you tell me what happened?" rather than "Why did you do that?"
8. Avoid threatening or punishment.
9. Make a statement that shows the student that she is not alone: this will assist her in calming down. "I'm right here and I'm going to help you feel better."
10. Make a statement that shows that the relationship between you can be repaired. "Take all the time you need and we'll figure it out."
11. Make a statement that gives a choice to save face. "When you're ready, you can let me know how you want to handle the worksheet."
12. Make a statement that shows the correct behavior, and/or what can repair the infraction. "We can figure out how you can let me know when you get frustrated and use that next time."

All of the above interventions can be used on a student's intervention plan. The most important thing that you can do is to "lend the student your regulated and calm nervous system." That will allow them to calm and settle.

Trauma Informed School Accommodations / 504 / BIP / Recommendations

_____ (student) I recommend the following accommodations in the classroom and school setting, to support their being successful in the learning environment.

Respect student's boundaries, allow _____ feet of personal space.

Allow _____ minutes to calm before discussing behavior & consequences. (calming corner)

Communicate with a calm voice & facial expression. Don't use raised voice or shaming tone.

Plan with student the most comfortable way for them to enter the classroom and how to be greeted or acknowledged by the teacher to reinforce comfort.

Verbally reassure student's safety and allow plenty of time and personal space for student to regain a sense of calm when they are distressed or agitated.

Provide a quiet, neutral (non-punitive) space for calming & settling, completing daily school work when requested, testing, and other high stress school activities.

Teach and reinforce strategies for calming, such as grounding, breathing, guided activities.

Allow student to chew gum, use stress ball, weighted pillow, or other soothing manipulatives during class. Insure student's feet touch the ground or use a foot stool for grounding.

Provide an OT Evaluation & Intervention Plan to identify and reduce sensitivity to sensory overstimulation / integration difficulties and triggers in the classroom.

Allow frequent water and stretch breaks and daily recess or walks as needed, or by request.

Provide a calm, nurturing, predictable and structured classroom environment.

Provide a list of relaxation strategies (w/ visual graphics) at student's desk.

Prepare and allow extra time for transitions. For secondary students, consider changing classes a few minutes early so that they do not have to negotiate crowded, loud hallways.

Assign a student partner / study buddy to work with in class or walk between classes.

Enhance student privacy wearing hood to block peripherals, turn lights down and sit in back of class or less lit area, exempt from group work w/ individual options provided.

School Faculty (teacher, counselor, admin) or Mental Health Provider

Date

Ideas for Creating a Calming Corner in the Classroom

Quiet, Calming or Peace Corners might include:

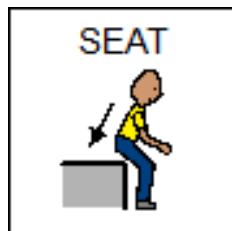
- a. Soft lighting (a string of small white Christmas lights works great)
- b. Colorful and calming artwork or pictures, especially nature scenes
- c. Soft and heavy / weighted pillows
- d. Bean Bag chairs or big pillows to sit on the ground – encourages rest and relaxation.
- e. Picture books that have relaxing and interesting images (nature, cute animals), or coloring books and mandala coloring sheets with age appropriate drawing materials.
- f. A visual poster with words & symbols of ways to settle and calm our bodies. (See the **“Time In To Find Your Ground”** example included)
 - Dr. Becky Bailey, a leading expert on reducing stress in early childhood, published a book called I Can Calm. Her book promotion states: *“Children who are stressed or upset cannot access the higher brain states necessary to problem-solve or learn. The I Can Calm book includes six simple deep breathing techniques proven to help shut off the fight or flight response.”*
 - Teach & post the “Keep Calm” Activity. This simple, four-step breathing activity comes from the book Emotionally Intelligent Parenting.
 - Stop and take a look around.
 - Tell yourself to “keep calm.”
 - Breathe in through nose & count to five, breathe out through mouth to five count.
 - Repeat these steps until you feel calm
- g. Section off the area, with a low book case or hanging curtain, which allows the teacher to visually check in but provides the student with a sense of privacy and safe space.
- h. Sensory Objects: Soft materials provide children with the opportunity to self soothe through tactile stimulation. Sensory objects might include pom poms, moonsand or putty, stress balls, a plastic bin of lentil beans, plastic glitter bottle, pin wheel to blow slowly, blanket, fidget items, lotion.
- i. Soothing music, nature sounds, or guided imagery recordings with ear phones.

Take "Time In" to Find Your Ground

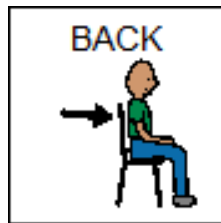
Feel Your...



(on the ground)



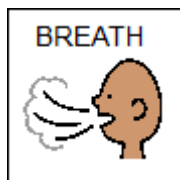
(in the chair)



(against the back of the chair...)

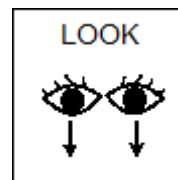


(wherever they might be resting...)

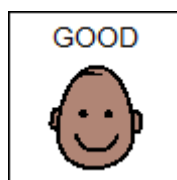


Now Check Your

... And



Around



Find something to look at that makes you feel good! ™

Make a Class Poster or a Lanyard for Teachers

Take “Time IN” To Find Your Ground ...Now Check Your Breath and Look Around!

Take time in to find your ground:
Feel your

- ❖ FEET (on the ground)
- ❖ SEAT (in the chair)
- ❖ BACK (against the back of the chair..)
- ❖ HANDS (wherever they might be resting)

Check your Breath

Now take some time to look around.
Find something that you like to look at, and makes you feel good!

These illustrated steps for Grounding and Self-Regulation / Settling the Nervous System have been used in “Safe Spaces” or “Calming Centers” in the classroom. The above “script” has been provided to teachers on lanyards (shrink and copy on color printer) to wear around their neck for easy access to ground themselves as well as their students when they become dysregulated.

Grounding Script

This script can be used in the classroom – it is a great tool to practice every day with students! You may also choose to read this live during the training, rather than listen to it on the video. Whoever will be reading the script should listen to it first, and get a sense of the relaxed, slow pacing and rhythm of the reading.

- *Read slowly, if we're not used to doing grounding or guided imagery – our tendency is to speed up. It helps to go slowly to allow time for people to shift their attention internally and find a good connection with their breath and bodily sensations. This may be unusual for some people, or feel awkward. Going at a slow pace with a soft voice helps to support comfort.*

Take a moment to get comfortable in your chair. You may want to push back from the table and free your hands of any objects. Then, shift around in your chair until you find a spot that feels just right.... You may want to either close your eyes, or soften them and find a neutral point to look at – like a place on the floor. Now, I invite you to bring your attention to your breath. You don't have to change anything about it, just notice the rhythm of it as it comes in and out. You might feel it enter at the tip of your nose.Then, when you're ready, you can move your attention to your feet. You might wiggle your toes and push down into your shoes - and really feel how they connect to the ground. You can imagine roots coming down from your feet and planting themselves deep into the earth..... Then slowly, bring your attention to the back of your legs, your seat, and your lower back, and notice all of the places where they contact the chair..... Notice if you're holding yourself up using your own muscles or if you're allowing the chair to completely hold and support you..... Now I invite you to bring your attention to your hands. You might start by stretching them out and then curling them into a fist, wiggle your fingers a bit, and rub them together and feel the warmth that you generate. And then let them rest and notice where they contact another surface, feel their warmth on your legs or arms, or perhaps you're holding your hands together. And now, let your attention come back and rest in your breathing, be aware of the rise and fall of your chest and stomach, and the area around your heart..... When you're ready, you can open your eyes and bring your attention back into the room. As you do so, I invite you to slowly look around and find something that your eyes want to look at; something that you like that naturally draws your attention. It might be a color, or an object, or a friendly face.... Take a moment to wonder if whatever you're looking at reminds you of anything, perhaps the sweater that someone is wearing reminds you of something or someone warm, or a color reminds you of a special place. Be curious if there is any connection to something you like, something that feels good.

Benefits of Mindfulness

Solid scientific evidence suggests that mindfulness interventions improve attention and focus, self-control, emotional resilience, recovery from trauma and addiction, build empathy skills and enhance memory capabilities. Mindfulness exercises can actually SHRINK parts of the brain associated with fear. It also boosts the immune system, reducing illness, and improves sleep.

Here's a summary of benefits particularly relevant to educators:



Attention and Focus

Strengthens our "mental muscle" for bringing focus back to where we want it, when we want it. Studies show improved attention and learning, including better performance.



Emotional Regulation

Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them. Mindfulness creates changes in the brain that correspond to less reactivity, and better ability to engage in tasks even when emotions are activated.



Adaptability

Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.



Compassion for Self and Others

Awareness of our own thoughts, emotions, internal body awareness, and senses grows our understanding of our own needs as well as what other people are experiencing. Teachers and students are more likely to help someone in need and have greater self-compassion.



Calming

Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances. It will reduce stress hormones, anxiety and distress when placed in a stressful social situation.



Resilience

Seeing a thing objectively reduces the amount of "chatter" we add to the world's natural ups and downs, giving us greater balance. This reduces depression in children, teens & adults.

Example of Using Mindfulness Cards: Growing Mindful Deck

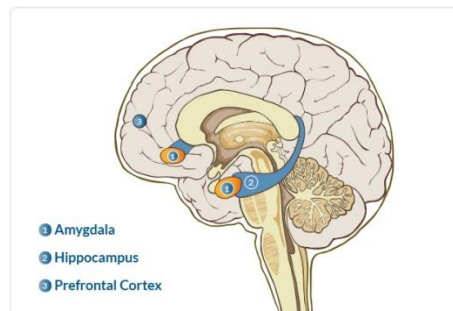
These cards are an easy way to integrate mindfulness into your everyday practice with students in the classroom. Just 6-8 minutes a day of mindfulness activity over 10-12 weeks can make structural changes to the child's brain.

These activities are very short and simple. One activity should be stretched out (instead of 2 breaths, make it 10 breaths) and combine 2-3 cards. Then take the time to ask about the student's experience, and what they noticed both during and after the activity. Here is an example of 2 combined cards:

Let's start by getting still and slowing down. Soften your face (pause), Lower your shoulders and let your eyes soften (pause), Open your chest and belly with your breath (pause) and let your fingers wilt and grow limp.(pause) *Now just take a moment to rest and notice how this feels....* Notice your breath. Are you breathing? (pause) How do you know? [Is there a] sound to your breath? [Do you notice the physical] feelings in different parts of your body [as you breathe in and out, like your chest and belly rising and falling]? Just rest your attention there for the next [8 slow] breaths.

* IT IS IMPORTANT TO REALLY SLOW DOWN AND SOFTEN YOUR VOICE. AND PAUSE FREQUENTLY TO GIVE PARTICIPANTS TIME TO CONNECT TO THEIR INTERNAL AWARENESS.

Mindfulness Changes the Brain



1 Amygdala

Aroused when detecting and reacting to emotions, especially any difficult or strong emotions such as fear. This part of the brain is less activated and has less gray matter density following mindfulness training.

2 Hippocampus

Critical to learning and memory, and helps regulate the amygdala. This part of the brain is more active and has more gray matter density following mindfulness training.

3 Prefrontal Cortex

The part of the brain most associated with maturity, including regulating emotions and behaviors and making wise decisions. It also includes increasing empathy and learning new information. This part of the brain is more activated following mindfulness training.

Green Zone

- “ Ready to learn
- “ Body focused on repair and growth
- “ Relaxed
- “ Open/Flexible
- “ Self regulated
- “ Engages easily with others/feels cared about
- “ Feels a part of a group/Feel like belongs
- “ Content/satisfied
- “ Rational thinking/Planful/Cooperative
- “ Compassionate/Caring

Green - Ready to problem-solve and discuss how to repair the consequences of their actions and rejoin their community.

Yellow Zone

- Scared/Fearful
- Sad
- Controlling
- Angry
- Guarded/Defensive
- Feels uncared about
- Stressed, anxious
- Immediate gratification
- Seeks to change mood
- Don't care attitude
- Distracted

Red Zone

- Terrified / Panic
- Depressed
- Rage
- Isolated
- Overwhelmed
- Geared up for
Emergency
- Rational Mind Offline
- Body Focused on
Protection

Yellow— Need help and time (hour+) to settle before discussing repair / consequences.

Red - Need help to settle and wait a day to discuss repair & consequences.



Yolo Resilience Network



YOLO RESILIENCE NETWORK
Building ACEs awareness. Building community.

Types of Stress



GREEN

POSITIVE

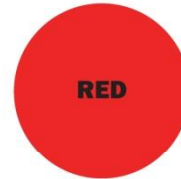
Brief increases in heart rate, mild elevations in stress hormone levels.



YELLOW

TOLERABLE

Serious, temporary stress responses, buffered by supportive relationships.



RED

TOXIC

Prolonged activation of stress response systems in the absence of protective relationships.

Source: Center on the Developing Child at Harvard University

How to Use The Color Wheel

This **color wheel** is meant to be a tool to help open communication about stress levels with youth/students. First and foremost, *think about your own stress level* and if you're in the **red zone** or **yellow** with a high level of discomfort, please take care of yourself first! You'll need to have some strategies that you can implement to help you get to **green** or tolerable **yellow** levels of stress before you can be effective helping others get there!

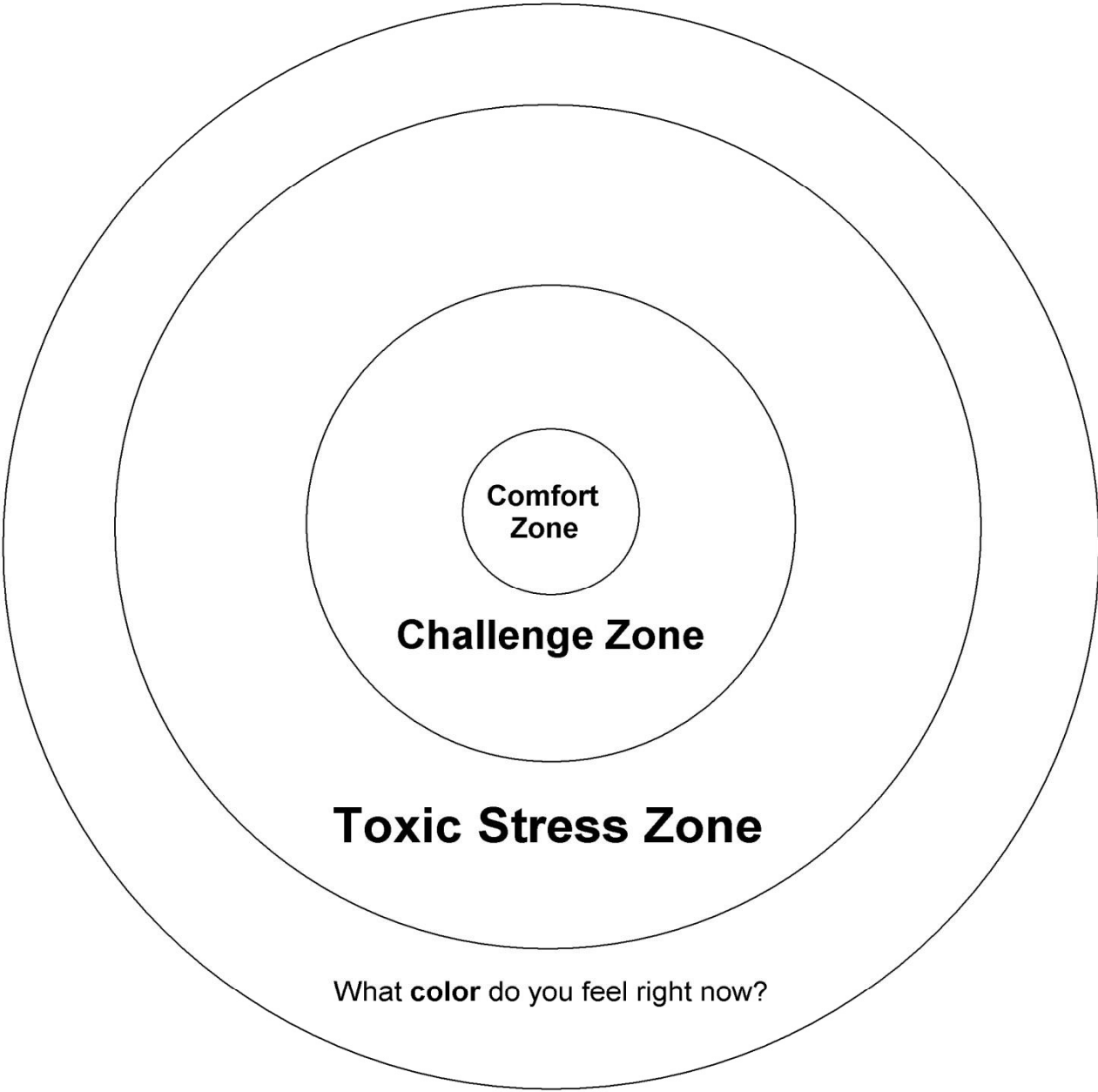
For a student or youth who seems out of sorts or seems to be struggling, use the **color wheel** illustration on the other side to explain in your own words what the three different stress level are and ask him/her which level fits how they're feeling right now.

Red is a danger zone - something has the youth so upset that he or she really cannot focus on anything else, and strategies will need to be found to help the youth get to a more tolerable stress level right away.

The yellow zone is a tolerable level of stress, but will still require that the youth receive some support and feel safe.

The green zone is a low level of stress and the youth receives support and feels safe.

Color in your own Color Wheel.



What color do you feel right now?

Free Resources

For Teachers and Administrators to further learning about trauma:

Articles:

1) Lincoln High School in Walla Walla, WA, tries new approach to school discipline — suspensions drop 85% By Jane Ellen Stevens

<http://acestoohigh.com/2012/04/23/lincoln-high-school-in-walla-walla-wa-tries-new-approach-to-school-discipline-expulsions-drop-85/>

2) <http://www.socialjusticesolutions.org/2015/06/01/resilience-practices-overcome-students-aces-trauma-informed-high-school-say-data/>

3) <http://www.acesconnection.com/g/aces-in-education/blog/nowhere-to-hide-the-elephant-in-the-class-room-confessions-of-an-ignorant-and-frustrated-teacher>

4) The Atlantic:How Teachers Help Students Who've Survived Trauma By Jessica Lahey

<http://www.theatlantic.com/education/archive/2014/12/how-teachers-help-kids-heal/383325/>

5) Nurturing Inner Calm in Children

By Linda Lantieri A noted peace educator describes activities that help children cope with stress.

<http://www.innerresilience-tidescenter.org/documents/Nurturing%20Inner%20Calm%20Encounter%20-%20Fall%2008.pdf>

6) http://well.blogs.nytimes.com/2016/06/02/using-meditation-to-help-close-the-achievement-gap/?_r=1

7) <http://www.cnn.com/2016/01/21/us/california-lawsuit-violence-disabled-students/index.html>

Videos:

1) <http://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions/>

2) YouTube: Room to Breathe (Mindful Schools)

<https://www.youtube.com/watch?v=7AYiojxBg4g>

3) TED Talk: The ACES Study by Nadine Burke

http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Apps:

1) Free Classroom Mindfulness Activities App: <http://smilingmind.com.au>

2) <https://app.stopbreathethink.org/>

3) www.kidsrelaxation.com