Inside Out: Trauma Sensitive Schools

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During these workshop...

- Trauma Sensitive Schools
  - Stressful Events
  - Trauma
  - Complex/Interpersonal Trauma
- Symptoms
- Neurobiology of Trauma
- Interventions
  - Resiliency

Trauma Sensitive School

- School Environment:
  - Informed
  - Sensitive
  - Aware
  - Impact of trauma on students
    - Behavior and Learning
Stress VS Trauma

Stress: fear/sadness/overwhelm

Trauma: Events overwhelm a person's ability to cope:
- Sudden/unexpected
- Shocking
- Serious physical harm or threat of physical harm
- Individual feels an Intense feeling of terror, helplessness.

Interpersonal Trauma

• Experiencing a traumatic event caused by someone a child has a close (personal) relationship with, frequently early in childhood:
  - Child Abuse
  - Sexual Abuse
  - Domestic Violence

Complex Trauma

• Multiple chronic traumatic events
• Occur within the child's caregiving system
• Include physical, emotional, educational abuse/neglect

*Bessel A. Van der Kolk
Can we predict how a person will experience an adverse event?

Why is it difficult to predict?

- Developmental Age: Reactions
- Symptoms
  - Immediately
  - Days
  - Weeks
- Events
  - Complex: trigger earlier memories.

Symptoms in Classroom

<table>
<thead>
<tr>
<th>Affective</th>
<th>Behavioral</th>
<th>Relational</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Withdraw</td>
<td>Avoidant</td>
<td>Distortis</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Clingy</td>
<td>Disorganized</td>
<td>Inaccurate memories</td>
</tr>
<tr>
<td>Anger</td>
<td>Numb</td>
<td>Ambivalent</td>
<td>Speech/Language Delays</td>
</tr>
<tr>
<td>Sadness</td>
<td>Somatic Complains</td>
<td></td>
<td>Attention Span</td>
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<tr>
<td>Disregulation</td>
<td>Oppositional</td>
<td></td>
<td>Irrational Believes</td>
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<tr>
<td>Dissociation</td>
<td>Destructive</td>
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<tr>
<td>Hyper vigilance</td>
<td>Regressed</td>
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Neurobiology of Trauma

• Trauma negatively impacts all areas of brain development and functioning.

• Trauma arouses low brain structures, inhibiting the CNS. - Reptilian Brain

• Rational Executive Brain is largely inadequate to control emotional arousal or to change fixed low brain patterns.

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Resiliency

• The ability to bounce back from stressful or traumatic events

https://www.youtube.com/watch?v=1r8hj72bfGo

Interventions

Children Remember...
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say
90% of what they do

Focus of Interventions

• Build the Relationship—with child and caregiver
• Increase Ability to Regulate-relaxation
• Increase Emotional Literacy
Building the Relationship

• Lead and Follow
• Rock Paper Scissors (Dr. Angela Cavett)
  – Whoever wins the match gets to ask the other a question
  • Quantify the question: tell me two things
  • Specific
    – What makes you happy when you are at school?
  • Simple

Self Regulation

• Kids need to learn how to relax (Amygdala Alarm)
  – Bubble Breathing
  – Pinwheels
  – Mind Jar

Increasing Emotional Literacy

• Giving the child the language to express what is going on inside
  – Ginger Bread People

• Understand how their body feels physically
  – The grouchies
For More Information

• MNU Play Therapy Certificate Program:
  – www.mnu.edu/playtherapy

References

Badenoch, B. (2011). The Interpersonal Neurobiology of Trauma Handout. Kansas Association for Marriage and Family