



THE BASICS OF TRAUMA-INFORMED TEACHING

SAMPLE

Dr. Jessica Moen



OVERVIEW OF TRAINING

This training will cover:

- *What is Trauma?*
- *ACEs and Developmental Trauma*
- *Neuroception & Triggers*
- *Trauma Responses*
- *Mirror Neurons & Compassion*
- *Responding to Students' Trauma Responses*
- *Attachment*
- *The Adolescent Brain*
- *Adaptive Behavioral Loop*
- *Positive Life Experiences & Resilience*
- *The Mindful Classroom*
- *Trauma-informed Teaching*

SAMPLE



WHAT IS A TRAUMATIC EXPERIENCE?



“Most people experience trauma if an experience they have:

- *Is unexpected*
- *Involves the death of many people, especially children*
- *Lasts a long time or repeats itself many times*
- *Has unknown causes*
- *Is deeply poignant or meaningful*
- *Impacts a large area and/or many people.”*

(Menakem, 2017, 43)



TYPES OF TRAUMA

- ❖ *Developmental (ACEs)*
- ❖ *Acute/Event*
- ❖ *Repetitive*
- ❖ *Complex*
- ❖ *Vicarious/Secondary*
- ❖ *Historical*
- ❖ *Intergenerational/Epigenetic*

SAMPLE





MIND YOUR STATE: NEUROCEPTION

“Neuroception describes how we distinguish whether situations or people are safe, dangerous, or life-threatening via neural networks, before conscious awareness.”

--Stephen Porges





RESPONDING TO A STUDENT IN FAWN

Fawn

People-pleasing ● Ignoring the needs of self ● Avoidance of conflict ● Overly complimentary ● Takes care of others over self ● Can't say no ● Unhealthy boundaries ● Hyper focused on being accepted and fitting in ● Scared to share true thoughts



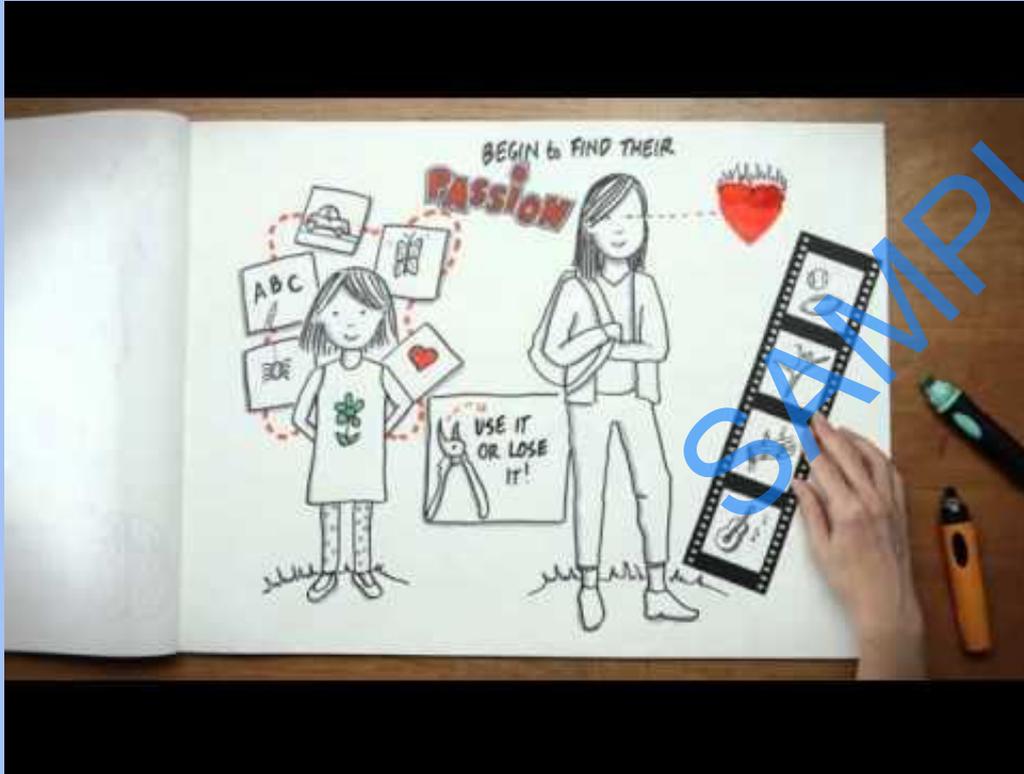
The goal of trauma-informed practices is to remain regulated in your own emotional responses so that the person experiencing a trauma-response (fight-flight-freeze-fawn) can experience the felt sense of safety and begin to co-regulate their emotional state, finding regulation.



How would you respond to a student exhibiting a fawn reaction?



THE ADOLESCENT BRAIN



Even in children with limited histories of trauma, the natural developmental stages of childhood and adolescence provide challenges to learning and emotional regulation.

How does the pruning period of the adolescent brain influence your planning for critical thinking and logical reasoning tasks in class?



SO, KNOW WHAT WOULD YOU DO?



Imagine that you are in the middle of your lesson and as you progress through your objectives, a student becomes visibly and verbally angry.

Your requests that he calm down and pay attention to your lesson go unheeded, in fact, your requests seem to escalate his responses until he throws his books across the room.

How will you respond in a trauma-informed manner?