



Using PBIS to Create and Support Trauma Sensitive Schools

Presenter's Name and Date

Ohio | Department of Education

Scenario

8 year old

Reacts quickly without thinking

Fidgets during class

Often seems distracted or day dreaming in class

Does not complete work in designated time

Frequently talks off topic

“Mind is somewhere”.



What is Trauma?

The response to an event that involves actual or perceived threat to oneself or others of death, serious injury, or violation of the body which results in feelings of intense fear and/or powerlessness.

Traumatic Events

- Accidents
- Child Abuse and Neglect
- Domestic Violence
- Community Violence
- Sexual Assault
- Natural Disasters
- Medical Illness
- Parent/Caregiver Death
- Hostage Situations
- Inconsistent Parenting due to MH/AOD Issues
- Incarceration of Parent
- War
- Terrorism
- Other Man-Made Disasters

Impact of Trauma

- Cognitive
- Physiological
- Emotional
- Behavioral/Relational
- Neurological Development (complex trauma)

Cognitive and Learning Impacts

- Inability to concentrate, sit still
- Poor memory
- Zoning out
- Decreased IQ and academic scores
- Lower grade-point average
- Increased school absence
- Higher rates of suspension and expulsion

Physiological Impacts

- Chronic pain and somatic complaints
- Low birth weight
- Lack to thrive
- Increased sensitivity

Emotional Impact

- Poor mood regulation
- Increased rates of depression / anxiety
- Low self-esteem
- Inhibited trust
- Increased worries and fears about safety of self and others

Behavioral / Relational Impacts

- Impulsive
- Increased irritability-anger outbursts, tantrums
- Withdrawal or disorganized attachment
- Avoidance behavior
- Self-destructive behavior
- Repetitive violent play or trauma specific play
- Higher levels of self harm
- Higher levels of eating disorders
- Need/Desire for Perfect
- Poor social skills

Diagnosis to Consider

- Higher rates of these diagnosis in children who have experienced trauma

These diagnosis are NOT a guarantee that a child has experienced trauma

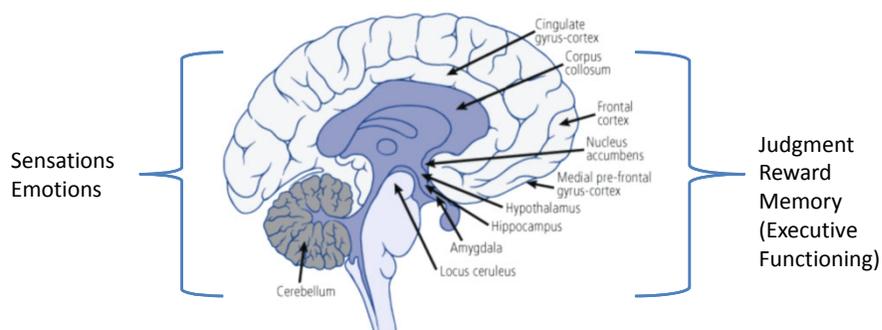
- ADHD
- Oppositional Defiant Disorder (ODD)
- Anxiety Disorders
- Reactive Attachment Disorder

Neurological Development Complex Trauma

- Complex Trauma- Long term trauma
- Brain develops from birth through mid 20's
- Changes brain development

Brain Development

- The brain develops in sequence- survival followed by more complex regions for thinking
- Brain Mapping- repeated neuron messaging



Impacting Factors and Resiliency

- Level of exposure
- Parental response
- Secondary victimization
- Separation from parents as a result of the event
- Age and level of understanding-development
- Premorbid functioning
- Family functioning and supports
- Social and community supports

What can Schools Do?

- Be aware of trauma- Trauma Informed Care
- Create school climates that promote safety, respect, and trust
- Provide consistent, predictable patterns
- Prepare the child with changes in pattern
- Increase choice making opportunities
- Don't take behaviors personally
- Be sensitive to cues in the environment that may trigger trauma response
- Help students understand behavior choices and possible outcomes, allow for mistakes and re-teach
- Help develop self regulation skills
- Provide consistent praise
- Increase levels of support

How PBIS Supports Trauma Sensitive Schools

- Emotional and behavioral needs must be addressed in collaboration with academic needs
- Development of safe and supportive school climate
- Continuum of supports and interventions provided based on student's need
- Early identification through universal screening
- Emphasis on teaching desired behavior and skills, and allowing for practice in a safe environment

Resources for Creating Trauma Sensitive Schools

- US Department of Education, *Tips for Helping Students Recovering from Traumatic Events*
<http://www2.ed.gov/parents/academic/help/recovering/index.html>
- Massachusetts Advocates for Children
<http://www.massadvocates.org>
- National Child Traumatic Stress Network
<http://www.nctsnet.org>
- Trauma-Informed Care (TIC)
<http://www.samhsa.gov/nctic/>
- Washington State Compassionate Schools
<http://www.k12.wa.us/CompassionateSchools/>

Credits

Delima J, & Vimpani, G. The neurobiological effects of childhood maltreatment. In: Family Matters No 89, 42-52, 2011.

Perry, B.D. Impact of abuse and neglect on the developing brain. Retrieved 2009 from http://www.attachmentdisorder.net/Dr._Perry.htm

Perry, B.D. Traumatized children: How childhood trauma influences brain development. In: The Journal of the California Alliance for the Mentally Ill 11:1, 48-51, 2000

Wolpow et al. The heart of learning and teaching compassion, resiliency, and academic success. 2009.

National Child Traumatic Stress Network
http://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf



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