

## *Ducks & Lions: Trauma Sensitive Resources*

[www.traumasensitive.com](http://www.traumasensitive.com)



*Creating Trauma Sensitive and Culturally Competent Educators*

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@MelissaSadin

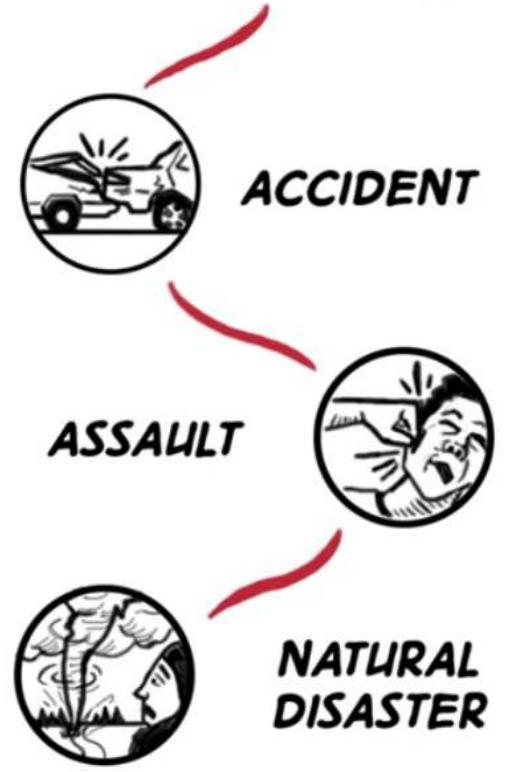


Traumasensitive

# T R A U M A



## SHOCK TRAUMA:



## DEVELOPMENTAL/RELATIONAL TRAUMA:



## OTHER EXPERIENCES:



# 3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACEsConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.



# ACE Study — Five Important Findings

- 1 ACEs are surprisingly common — 64% of the 17,000 in the ACE Study had one of the 10 ACEs; 12 percent had four or more.
- 2 There's an unmistakable link between ACEs and adult onset of chronic disease, mental illness, violence and being a victim of violence.
- 3 The more types of childhood adversity, the direr the consequences. An ACE score of 4 increases the risk of alcoholism by 700%, attempted suicide by 1200%; it doubles heart disease and lung cancer rates.
- 4 ACEs contribute to most of our health problems, including chronic disease, financial and social health issues.
- 5 One type of ACE is no more damaging than another. An ACE score of 4 that includes divorce, physical abuse, a family member depressed or in prison has the same statistical outcome as four other types of ACEs. This is why focusing on preventing just one type of trauma and/or coping mechanism isn't working.

## ACEs are just ONE PART of ACEs science. The Five Parts of ACEs Science:

- The ACE Study and other ACE surveys (epidemiology).
- How toxic stress from ACEs damages children's brains (neurobiology).
- How toxic stress from ACEs affects our short- and long-term health.
- How we pass ACEs from parent to child through our genes (epigenetics).
- And how resilience research shows our brains are plastic, our bodies can heal.

## We're Not Doomed!

Our brains are plastic. Our bodies want to heal. To reduce stress hormones in our bodies and brains, we can meditate, exercise, sleep and eat well, have safe relationships, live and work in safety, ask for help when we need it.

We can build resilient families. Educating parents about their own ACEs helps them understand their lives and motivates them to become healthy parents to prevent passing their ACEs on to their kids.

For resilient families, we need healthy organizations, healthy systems and healthy communities. The frontier of resilience research lies in creating communities and systems that prevent childhood adversity, stop traumatizing already traumatized people, and build resilience.

Many people, organizations and communities are integrating trauma-informed and resilience-building practices based on ACEs science, including pediatricians, schools, juvenile detention facilities, businesses, social services, people in the faith-based community, health clinics, etc. For examples, go to <https://acestoohigh.com/aces-101/>.

# CHECK OUT YOUR RESILIENCE



The Basics   The Resilience Champion   Custom Training & Consulting

*Resilience Survey*

[www.originstraining.org](http://www.originstraining.org)

# Childhood Trauma Affects



(At Least 1 in 4 Students)

## In Every Single Classroom... Every Day...

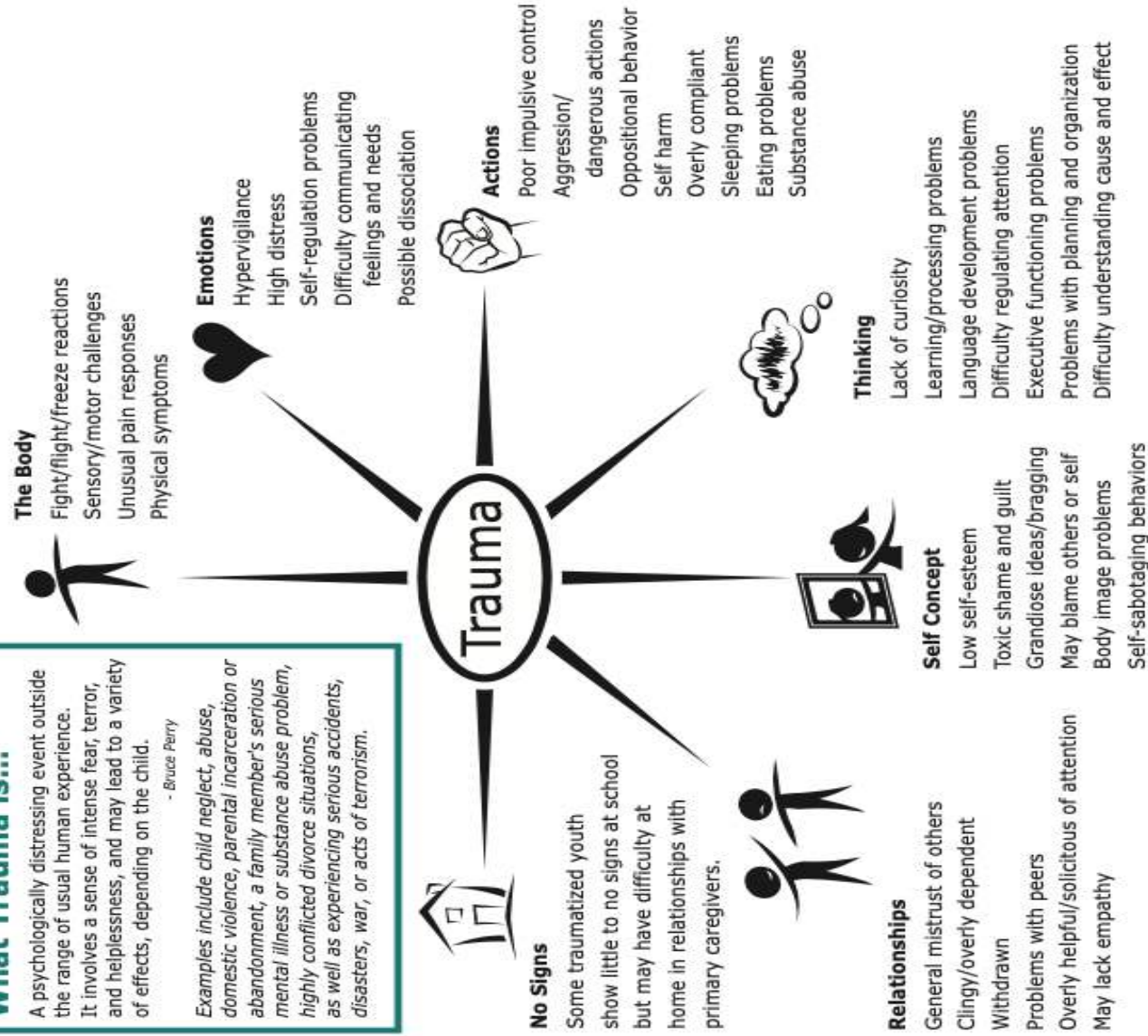
### What Trauma is...

A psychologically distressing event outside the range of usual human experience. It involves a sense of intense fear, terror, and helplessness, and may lead to a variety of effects, depending on the child.

- Bruce Perry

*Examples include child neglect, abuse, domestic violence, parental incarceration or abandonment, a family member's serious mental illness or substance abuse problem, highly conflicted divorce situations, as well as experiencing serious accidents, disasters, war, or acts of terrorism.*

### What Trauma Does to...\*



## What Trauma-Sensitive Schools Do...

### Help Students

Feel safe  
 Be connected

Get regulated  
 Learn

**They Benefit Everyone!**

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## FIGHT



- Oppositional
- Controlling
- Bullying
- Threatening
- Aggressive
- Cursing

## FLIGHT



- Fearful
- Anxious
- Withdrawn
- Procrastination
- Silent refusal
- Tardiness
- Absent

## FREEZE



- Dissociation
- Hopelessness
- Shut down
- Zone out
- Excessive sleeping

## FAWN



- Pleasing
- Co-dependent
- No boundaries
- Anxious
- Follower





**Are there students at your school who would...**

never always

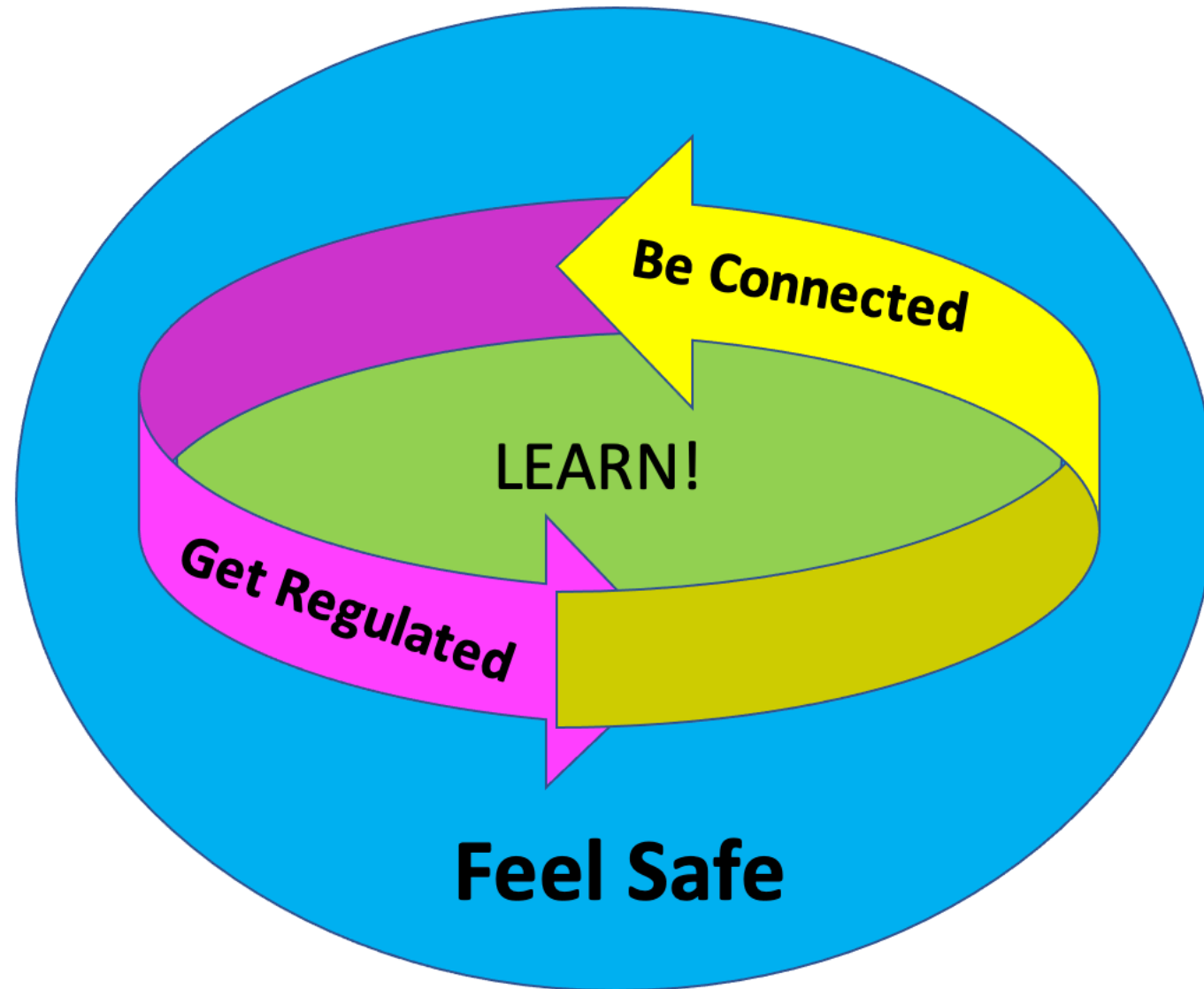
|   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| ... choose you on their team at school                        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... explain the rules of a game if you didn't understand them | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... invite you to their home                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... share things with you                                     | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... help you if you hurt yourself                             | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... miss you if you weren't at school                         | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... make you feel better if something is bothering you        | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... pick you for a partner                                    | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... help you if other students are being mean to you          | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... tell you you're their friend                              | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... ask you to join in when you are all alone                 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| ... tell you secrets  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**Please read every statement carefully and click on the answer that fits you best.**

|  | never                      |                            |                            |                            | always                     |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| I do things at home that make a difference (i.e. make things better )  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I help my family make decisions  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| At school, I decide things like class activities or rules              | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I do things at school that make a difference (i.e. make things better) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I can work out my problems   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I can do most things if I try  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| There are many things that I do well                                   | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I feel bad when someone gets their feelings hurt                       | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I try to understand what other people feel                             | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| When I need help, I find someone to talk to                            | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I know where to go for help when I have a problems                     | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I try to work out problems by talking about them                       | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I have goals and plans for the future                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| I think I will be successful when I grow up                            | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**Save form**

**Attach to email**



Dr. Melissa Sadin (2020)

## Four R's of Behavior Response

### Resist Retraumatizing

- Check YOURSELF.
- Consider your words.
- Stay CALM.

### Regulate

- Encourage tools.
- Take a walk.
- Clear the room.

### Redo

- How might this go differently?
- Find alternate behavior together.

### Repair

- Fix what was broken.
- Apology of action.



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## Relationship Building Teacher Language

| Student Behavior   | Common Teacher Responses   | What the Behavior Communicates  | Relationship Building Response   |
|--|--|---|--|
| <b>Requiring undue attention – Calling out, talking over the teacher, engaging/distracting classmates, moving around the room in a distracting manner.</b> | “Please sit down.” Please stop doing that.” “Pay attention.” Irritation, frustration, anger may follow when the students does not comply, engage or respond.   | “I don’t belong.” I feel invisible unless you are addressing me individually.” “I am hyper aroused and cannot regulate myself.” I need you to help me become and remain engaged in learning.” | “I care about you and I need you to_____.” Say what you mean and mean what you say. Say things once. Wait for compliance. “Show me what you should be doing.” Ignore the behavior if it does not reach the level of unsafe. Give directions to the class. Then meet individually with the student. If you repeat this, the students will learn that she will get your attention. She will learn to wait. |
| <b>Power Struggle – “You are not the boss of me.” “You can’t make me.” Insults your control or leadership of the classroom.</b>                            | “I am in charge here.” Asserting your dominance by making sure you win the argument. This may result in removing the students form your class or applying discipline in the form of detention or points. | “I feel so out of control.” “I need to gain control.” “I can’t give you power because that is not safe for me.” “I can’t trust you to keep me safe.”  | Involve the student in the problem. Let them help. Acknowledge that you cannot make him or her do something. “I can’t make you complete this assignment, but I need to know what you understand about the topic. How can we work together to solve this?” Give limited choices. “You can do this or that.”   |
| <b>Revenge – “You will pay for this.”</b>  | Students who threaten violence or who act in unsafe ways often scare teachers.   | “I don’t feel I belong.” “I don’t hear the same music everyone else hears.” Misery loves company.   | They are hurting. “Your behavior tells me you might be hurting. How can I help?” Ask questions. Stay calm and light.   |



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|   |   |  |  |
|---|---|--|--|
| <p><b>“Threats against your safety of the safety of other students.”</b></p>  | <p>When we are scared we respond by yelling, threatening discipline, holding (in the case of young children).</p>   | <p>I feel lonely or scared or worthless and I can only feel included when others feel lonely or scared or worthless</p>  | <p>After the student is calm and safe, work with the child to develop a plan to fix what was broken – feelings, school property, the trust of classmates.<br/>         Apologize.</p>  |
| <p><b>Worthlessness –</b><br/> <b>“I give up.”</b><br/> <b>“This is stupid. I can’t do this.”</b><br/> <b>“I don’t know.”</b><br/> <b>“I don’t care.”</b><br/> <b>Head down, hoodie up.</b></p> | <p>Teachers often start with encouraging statements. “You can do this.” “Give it a try.” However, when the student resists over a period of time, teachers become frustrated. They may threaten for lack of a better way to make the student comply.<br/>         “If you don’t do this assignment, you can’t go out for recess.”</p> | <p>“I am unworthy.”<br/>         “I have been thrown away.”<br/>         “I am helpless.”<br/>         “I have not developed the understanding that I can impact the direction of my day.”<br/>         Negative world view – “It’s no good.” “I give up.”</p> | <p>Show them that they are worthy. Back up to what they do understand. Build slowly on that.<br/>         Use active listening. “What I hear you saying is...”<br/>         Give limited choices and show them the power of their decisions. “You chose to work on the algebra assignment. I see that you have many right answers.”<br/>         Teach them to make a plan for a class period, or an assignment. Teach them to set and achieve short term goals.</p> |

## Reinforcing Language

**Some of you....**

Many of you....

What can we do to make \_\_\_ even better?

What did you do to help that to happen?

**What helped you do that?**

**Inoticed...**

| see...

**I heard...**

*What made you  
decide to do that?*

*Which of these things were you  
really successful with today?*

**How does that feel?**



## CREATING TRAUMA-INFORMED SCHOOLS

### 20 Research-Based Trauma-Informed Classroom Strategies

Trauma-Informed teaching strategies are teaching strategies that are good for ALL students. They are research-based superior teaching strategies.

1. Greeting students by name and including a positive statement at the beginning of class *increases engagement.*
2. Explain the importance of what the students are learning in their own lives. **EVEN BETTER** – provide opportunities for them to tell you why what they are learning is important.
3. Poor performers need to be closest to you. When students who were poor performers were asked to move to the front row, their participation and academic performance improved (McCroskey & Vetta, 2018).
4. Take practice tests. This reduces stress related knowledge loss. Ask students to use what you want them to know, rather than regurgitate facts. Give open book/computer tests.
5. For cognitively demanding tasks, students should avoid background noise from computers, TV and music players and should avoid social media.
6. Students should only work on screens for 30 minutes at a time. Less for pre-pubescent children. In between working with screens, provide a mindful activity (deep breaths, pin wheel breathing, coloring, some yoga)
7. Give students the opportunity to take notes and respond to verbal prompts in writing. On paper. Handwritten work aides in recall better than typed activities and notes. (Use caution with children who struggle with dyslexia and graphomotor delay)
8. Children who doodle or color remember more when asked to listen to uninteresting material.
9. Explicitly teach children to study, as early as first grade. Model and role play are excellent.
10. Retrieving just learned information increases cognition and memory. Ask students to tell a friend what they just learned.

