

A 3-Session Series for Educators and Parents

Understanding Trauma:

REACHING AND TEACHING CHILDREN
WHO HAVE TRAUMA

From Author, Educator, and Child Development
Expert Dr. Becky A. Bailey



ConsciousDiscipline

Safety. Connection. Problem-Solving.



Welcome

Enjoy this worksheet as a helpful, follow along tool, filled with reminders, vital information and fill in the blanks.

Overview of Conscious Discipline

1. What is Conscious Discipline?

2. Conscious Discipline is _____-based and _____-informed.

3. Conscious Discipline integrates which of the following - _____

- School-wide discipline
- School climate
- Social-emotional learning
- All of the above

4. Conscious Discipline addresses the needs of the _____ first and the _____ second.

What is Trauma?

5. Trauma is epidemic. _____% of all people have experienced at least one trauma in their lifetime.

6. According to the ACE (Adverse Childhood Experiences) Study, the prime determinant of health, social and economic well-being of our nation comes from _____.

Trauma is a unique individual experience of a single event, a series of events or a set of enduring conditions.

7. There are two types of trauma: _____ and _____.

Give an example of each. _____

Symptoms indicate to us something that we might not remember or be conscious of at the moment.

Reflect

In hearing about the many kinds of trauma, reflect on the adult symptoms and ask yourself, “Do I experience any of these symptoms?”

In learning about the behaviors and the symptoms of trauma in children, reflect for a moment about the children in your care and ask yourself, “Do any children in my care express these symptoms?”

8. Trauma is housed in the part of the brain known as the _____ .

Trauma is stored in the body as symptoms, not in the brain as a story.



The Autonomic Nervous System

9. The Autonomic Nervous System consists of two parts: _____ and _____ .

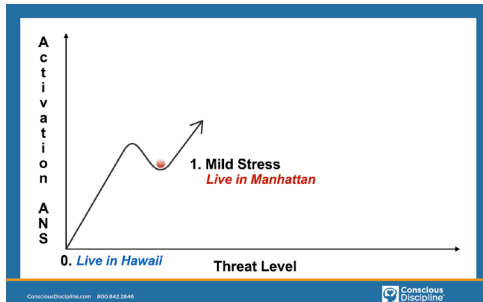
10. What is the difference between the two?

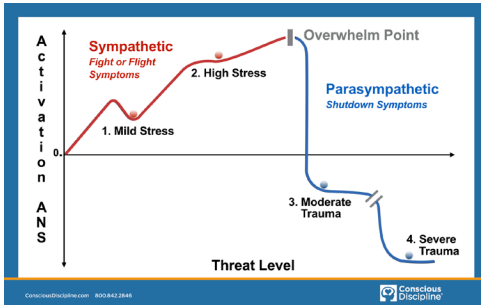
The Autonomic Nervous System must be in balance for overall wellbeing.

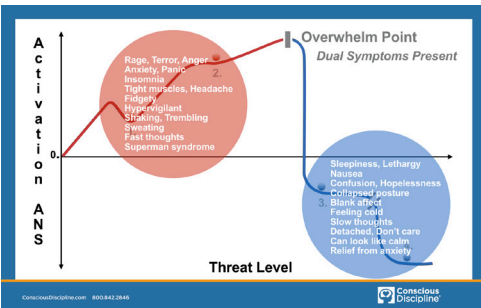
11. Stress tells the body to _____, while trauma tells the body to _____.

The younger the child, the more vulnerable they are to trauma. With severe trauma, a person dissociates in order to get relief. Moving from hypervigilant to shut down feels like a moment of relief, but is actually the body's way of preparing to die.

Slide Notes







Caregiving that feels safe creates an optimal zone (or window) of tolerance. These children have the capacity to handle strong emotions and difficult circumstances. Caregiving that is not safe creates a very small window of tolerance. These children have a harder time when the world doesn't go their way.

The reactivation of trauma can occur from many different forms of sensory stimuli that the body interprets as being related to the original event. Smells, sights, sounds and touch can all represent a potential reactivator of the original trauma.

Children and adults with trauma live with a small window of tolerance.

12. The goal of Conscious Discipline is _____.

The goal of resilience is to have more positive outcomes than negative ones.

13. Conscious Discipline widens the window of tolerance for adult and children through:

1. _____ 2. _____ 3. _____



The healing of trauma comes from relationships.

3-2-1 Reflection Activity

**3 things that you
LEARNED**

1. _____
2. _____
3. _____

**2 ways you can use this
information to GUIDE
INSTRUCTION**

1. _____
2. _____

**1 QUESTION you still
have**

1. _____

ANSWER KEY: PART 1

1. Conscious Discipline is an evidenced-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP). It is a comprehensive self-regulation program that integrates school-wide discipline, school climate and social-emotional learning. Its goal is to provide systematic changes in schools by fostering the emotional intelligence of teachers first and children second.
2. evidence, trauma
3. All of the above
4. adult, child
5. 70%
6. trauma
7. acute, complex
8. Autonomic Nervous System (ANS)
9. parasympathetic, sympathetic
10. Parasympathetic is like the brake system of a car: Slow down!; Sympathetic is like the gas pedal of the car: Go, go, go!
11. mobilize, shut down and prepare to die
12. resilience
13. Creating a School Family, Helping the adult regulate with the Seven Powers for Conscious Adults , Teaching skills for handling conflict and upset with Seven Basic Skills of Discipline

IMPORTANT NOTICE

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Welcome Back

List three key points from Part 1 of this series that had the biggest impact on you:

-
-
-

1. Referring to the teeter-totter analogy, how do we move the “fulcrum”?

2. The Seven Powers for Conscious Adults teach adults how to _____.

3. The Seven Basic _____ of Discipline empowers the adult with the skills to handle conflict and upset.

“Discipline is not something you do to children. It is something you develop within them.” -Dr. Becky Bailey

4. Discipline is developed through _____.

5 Steps for Reaching Children with Trauma

In order to connect with relationship resistant children, we must:

1. Know your triggers
2. Upload and download calm
3. Shift from judging to noticing
4. Find something in common with the child
5. Seek connection and don't give up

Know Your Triggers

The body remembers and reacts to any cue indicating the possibility of danger in our lives. When we get triggered (someone or something pushes our buttons) it is a remembrance of dangers we've experienced before. We can think of these triggers as "trauma capsules." When we become triggered, we experience sudden, overwhelming feelings and bodily sensations that tell us that we are in danger.

Reflect

Can you think of a time when you were triggered to the point of feeling like you were in danger at that very moment?

What are some of the signals your body experienced to let you know you were in danger or triggered?

Upload and Download Calm

5. True or False: The adult's state dictates the child's state. _____

Upload calm by being a S.T.A.R.

Smile

Take a deep breath

And

Relax

Taking three deep breaths will turn off the fight or flight response in the body.



When taking deep breaths, remember to:

- Breathe from your belly
- Exhale longer than you inhale

6. What is a helpful affirmation you can tell yourself when upset thoughts begin to ruminate?

7. What are the three steps to download calm?

Shift from Judging to Noticing

“The difference between being seen (noticed) and being judged is the difference between conflict and peace within ourselves, each other and our world.”

- Dr. Becky Bailey

Trauma is found in the unconscious procedural memory system. When we notice the child, we bring the unconscious to the conscious (the prefrontal lobes).

8. Why do we notice?

My “you” talk, becomes internal “I” talk in the other person’s head. For example, when I say, “You passed out all the folders so we could get started with our work! That was helpful,” the other person’s internal speech says, “I am helpful.”

Conversely, my “I” talk becomes “you” talk in the other person’s head. For example, when I say, “I like the way you are sitting,” the other person’s internal speech says, “You like me when I sit still.”

To notice, state the child’s name, “you” or both. For example, “James, you held the door open so we could all walk through safely. That was helpful!”

Reflect

Our inner speech is the governing system of our body. What does this mean to you? _____

If we do not change children’s inner speech, they cannot change their regulatory systems and they will remain in trauma for the rest of their lives.

Find Something In Common

What are your thoughts after listening to the story of the 5th grade teacher and how she built a connection with a child who experienced trauma? _____

9. Connection wires the brain for _____ and _____.



Seek Connection and Don't Give Up

10. What are the four ingredients necessary for connection?

- _____
- _____
- _____
- _____

11. Face to face connection creates a biochemistry in the brain that we refer to as _____
in Conscious Discipline.

12. Complete the following statements by inserting these answers:

Mobilize/fight or flight *Socially engage* *Immobilization/shutdown*

- When a child of trauma feels safe, s/he will _____.
- When a child of trauma feels danger, s/he will _____.
- When a child of trauma feels like her/his life is threatened, s/he will _____.

3-2-1 Reflection Activity

3 things that you LEARNED	1. _____ 2. _____ 3. _____
2 ways you can use this information to GUIDE INSTRUCTION	1. _____ 2. _____
1 QUESTION you still have	1. _____



ANSWER KEY: PART 2

1. By creating a School Family
2. self-regulate
3. skills
4. relationships
5. True
6. I'm safe. Keep breathing (and breathe). I can handle this.
7. - Describe: Your ____ (arm, face, shoulder) is going like this.
- When the child looks at you, S.T.A.R. and wish well.
- Affirm, "You're safe. Breathe with me. You can handle this."
8. Promotes eye contact
Provides consciousness
Integrates the left and right hemispheres
Rewires the brain by focusing attention
Sets the stage for self-regulation
9. impulse control, willingness
10. Eye contact
Touch
Presence
Playful situation
11. joy juice
12. - Socially engage
- Mobilize/fight or flight
- Immobilize/shutdown

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Welcome Back

List three key points from Part 2 of this series that had the biggest impact on you:

-
-
-

Resiliency Interventions

- Relationship (covered in *Webinar Part 2 - Reaching Children with Trauma*)
- Regulation
- Reset the fulcrum
- Rhythm/routines
- Reframing
- Regression
- Reenactment

What is the difference between stopping a behavior and teaching a behavior?

When you heal a child of trauma in your classroom, you heal every person in that classroom, including yourself.

Reflect on the above statement. What thoughts and insights come to mind?

1. We must focus on changing the _____ first and the _____ second.

The goal of Conscious Discipline is not to stop behavior, but to teach new behaviors.

Taking Back Our Power

2. Change the following statements to take back your power:

“Look how you made her feel!” _____

“Don’t make me have to pull over this car!” _____

The language we use with children in distress becomes their inner governing language. This determines how they will see themselves and each other for the rest of their lives.

All behavior is a form of communication.

3. Explain the D.N.A. process

D _____

N _____

A _____

4. The goal of resilience is that our _____ outcomes outweigh our _____ outcomes.

What you offer to others, you strengthen in yourself.



5. “My job is to make you behave properly and your job is to make my job hard!”

Lack of predictability and control triggers trauma. Rhythm integrates the higher and lower regions of the brain helping the process to heal.

How would you use or adapt the social story book in this webinar?

How would you use or adapt the “When You Were a Baby” game to help handle moments in which children regress to a previously mastered stage of development (baby talk, toileting accidents, etc.)?

6. Reframe the following statements:

He’s lazy! _____

He’s not listening! _____

Play is essential to the healing process. Children will act out their trauma through play and will typically stop at the trauma. It is necessary for adults to help them bring resolution to the trauma story through play.

Reenacting trauma puts the child in charge of it and this begins to soothe the anxiety about the event.

Resiliency Interventions:

- Relationship (covered in *Webinar Part 2 - Reaching Children with Trauma*)
- Regulation
- Reset the fulcrum
- Rhythm/routines
- Regression
- Reframing
- Reenactment

Never give up, no matter how hard they resist or how much they push you away!

3-2-1 Reflection Activity

3 things that you LEARNED	1. _____ 2. _____ 3. _____
2 ways you can use this information to GUIDE INSTRUCTION	1. _____ 2. _____
1 QUESTION you still have	1. _____



ANSWER KEY: PART 3

1. State, behavior
2. “See her face. Her face is saying: I don’t like it when you push me. Walk around me next time.”
“I’m going to pull the car over until all the seatbelts are fastened and everyone is safe.”
3. Describe the behavior you see, notice what you see
Name the feelings, notice what they feel
Acknowledge the positive intent, notice what they wanted
4. positive, negative
5. “My job is to keep you safe. Your job is to help keep the classroom safe.”
6. He needs help getting started.
He needs help to focus.

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