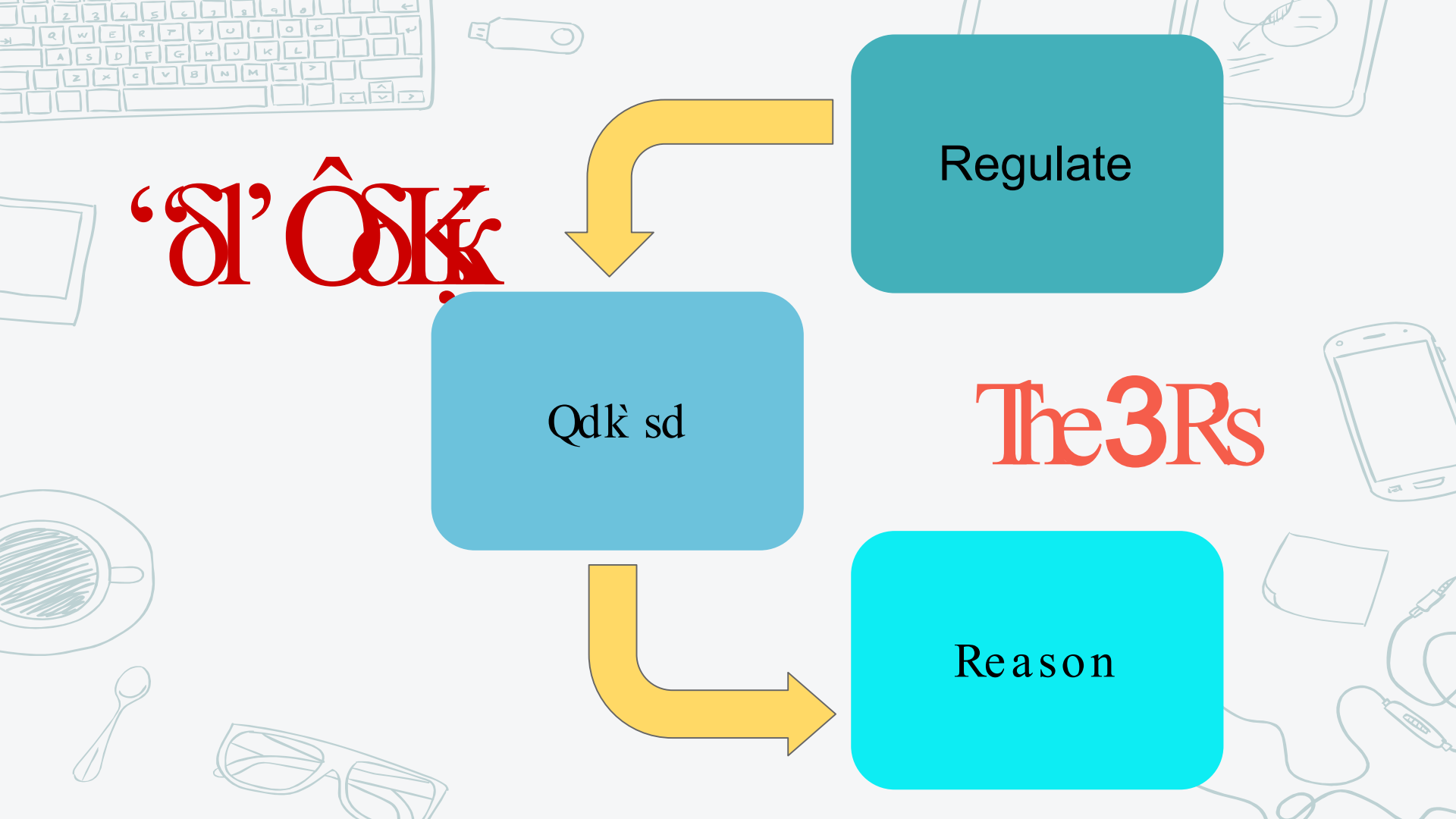
Behavior and the Br

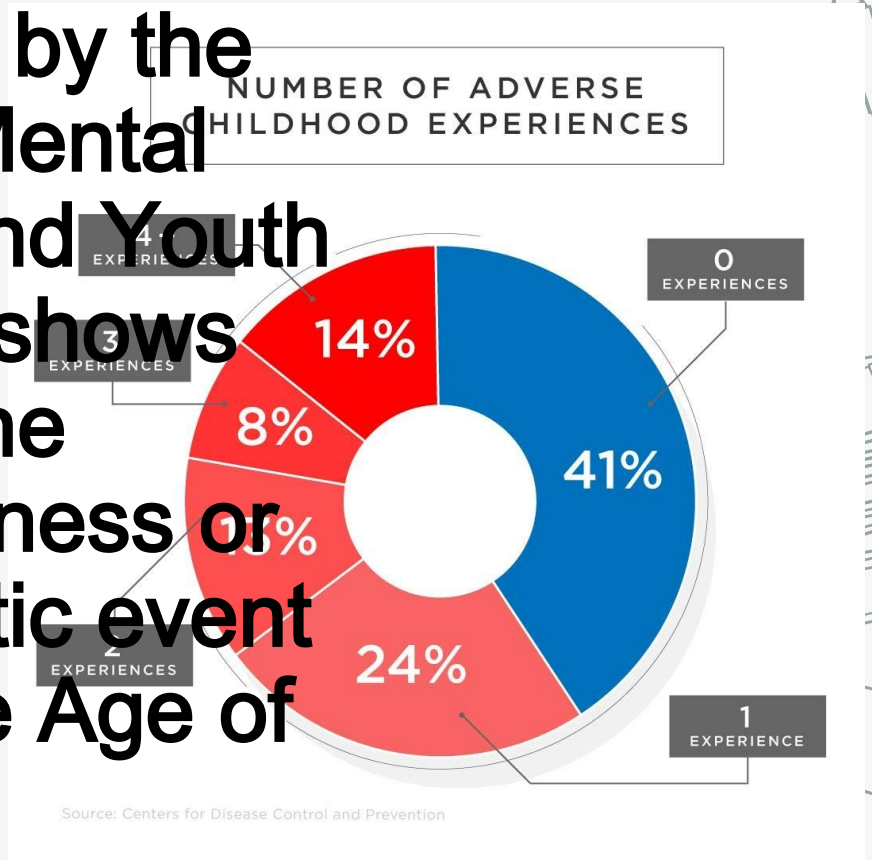
Renee Black & Kathy Growney

Outcomes

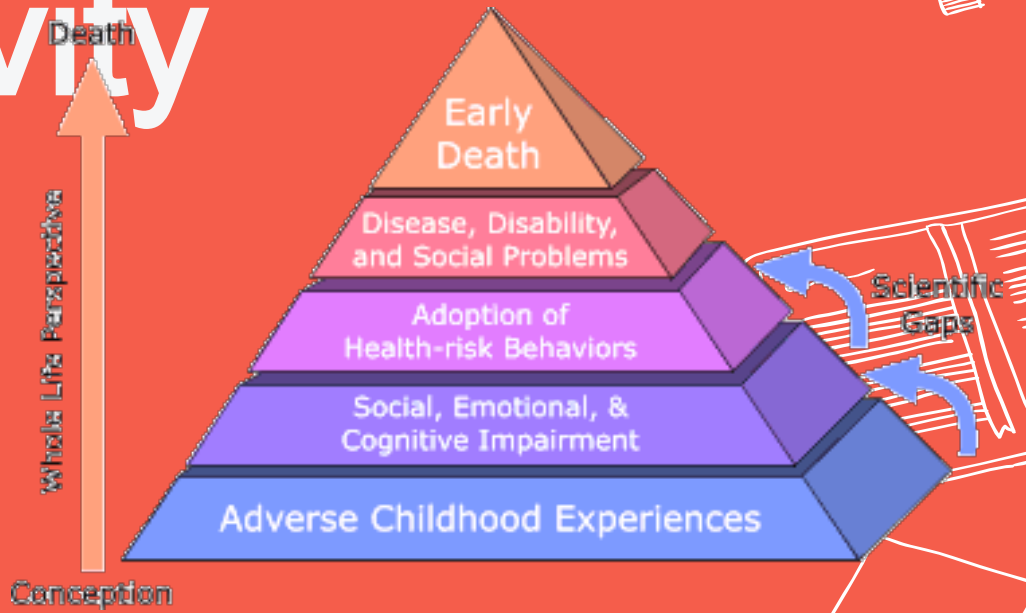
- ✗ Learn how trauma affects the brain and development
- ✗ Understand how to utilize classroom practices to respond to behavior


Regulate
Qdk sd
Reason
The 3Rs

Research conducted by the National Center for Mental Health Promotions and Youth Violence Prevention shows that 26% of children in the United States will witness or experience a traumatic event before they reach the Age of four.

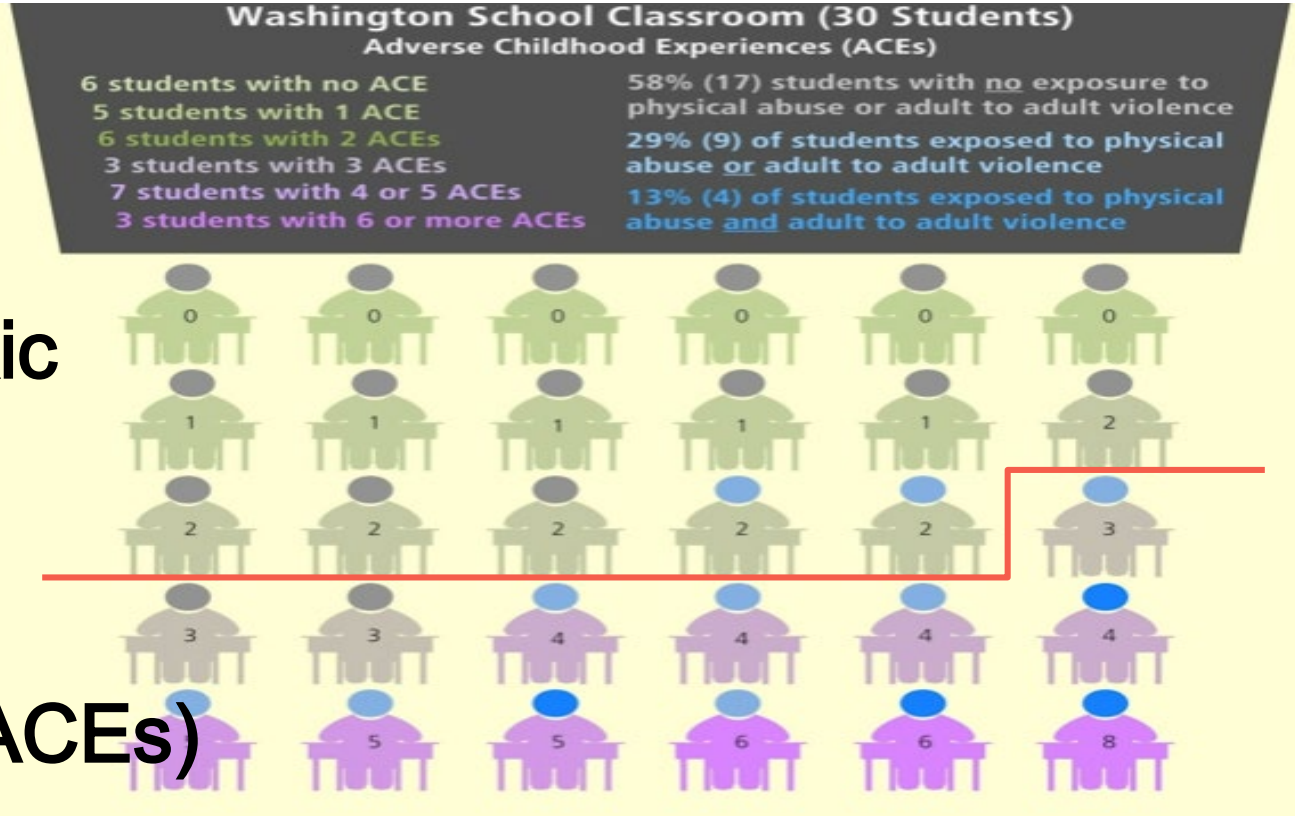


Aces Activity



Trauma-Sensitive Schools

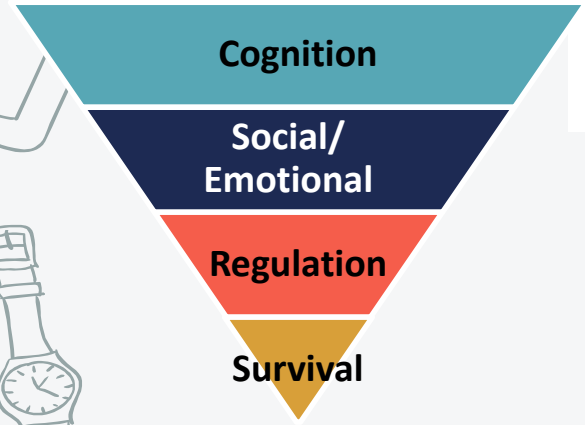
1 3 of every 30 students in a classroom experience toxic stress from 3 or more Adverse Childhood Experiences (ACEs)

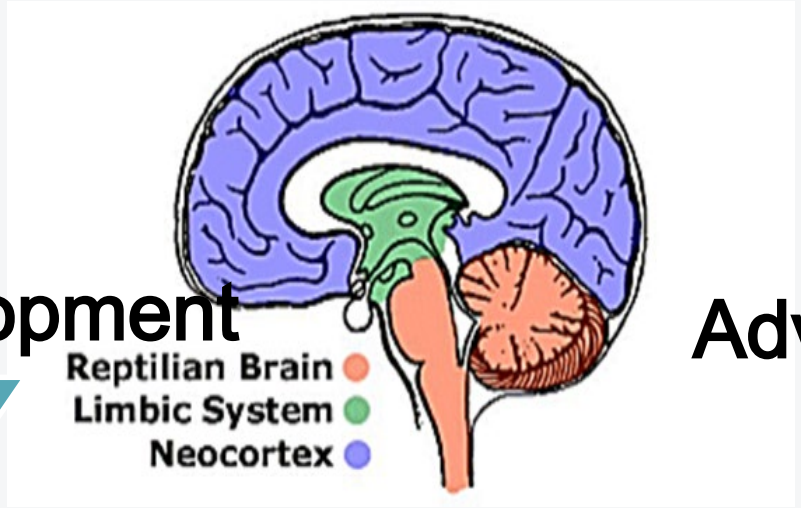


 Source: Washington State Family Policy Council

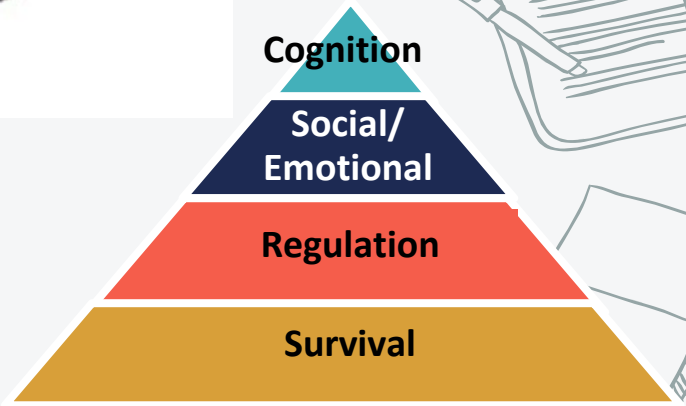
Brain Development

Typical Development





Adverse Experier



Researchers believe that the frontal lobes ar
amygdala are among the most important bra
structures affecting emotions.

Feelings of happiness and pleasure are linke
prefrontal cortex.

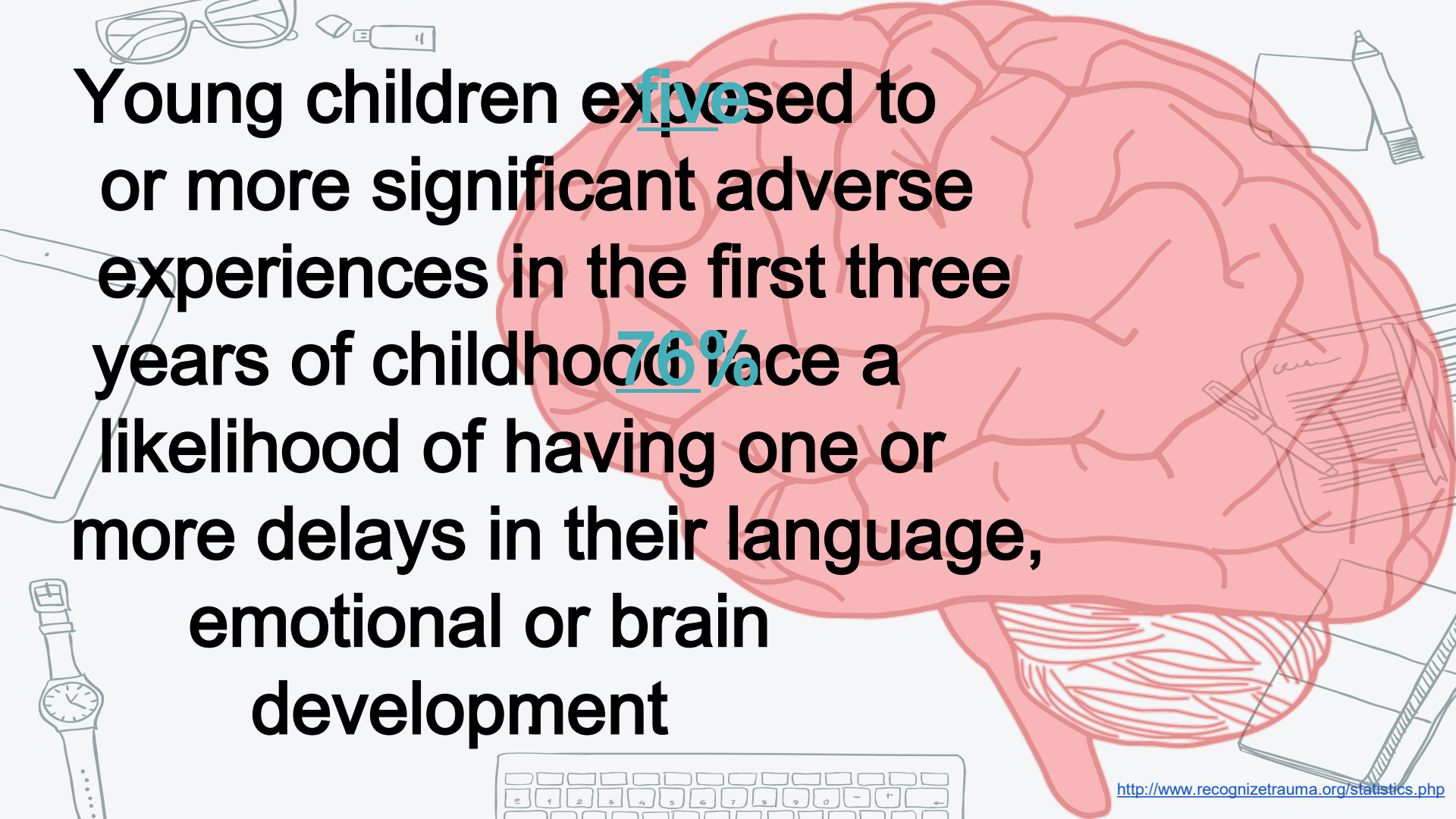
Anger, fear, sadness, and other negative em
linked to the amygdala

Typical Development

Development Impacted by Tr

- I live in a predictable & benevolent world
- I am worthwhile
- I am hopeful & optimistic abo future
- I have the ability to impac my life

- The world is not safe
- People want to hurt me
- I am afraid
- No one will help me
- I am not good/smart/worthy en for people to care about me
- It will never get better
- I need to establish personal po control



http://www.recognizetrauma.org/statistics.php

Adversely affects students' ab

- Acquire language & communication skills
- Understand cause & effect
- Take another person's perspective
- Attend to classroom instruction
- Regulate emotions
- Engage the curriculum
- Utilize executive functions
  - Make plans
  - Organize work
  - Follow classroom rules

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success (Wolpow et al, 2009)

Affects School Perform

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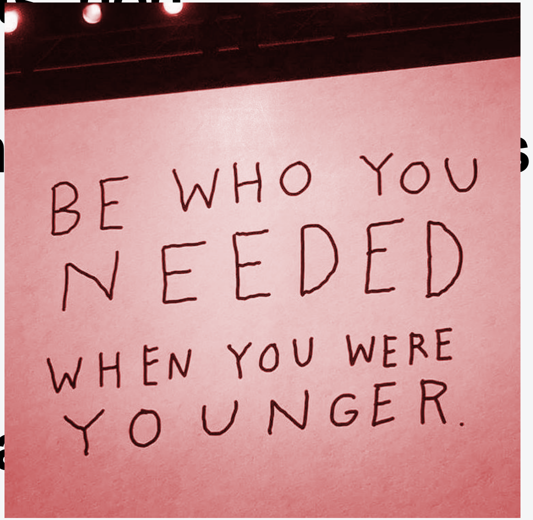
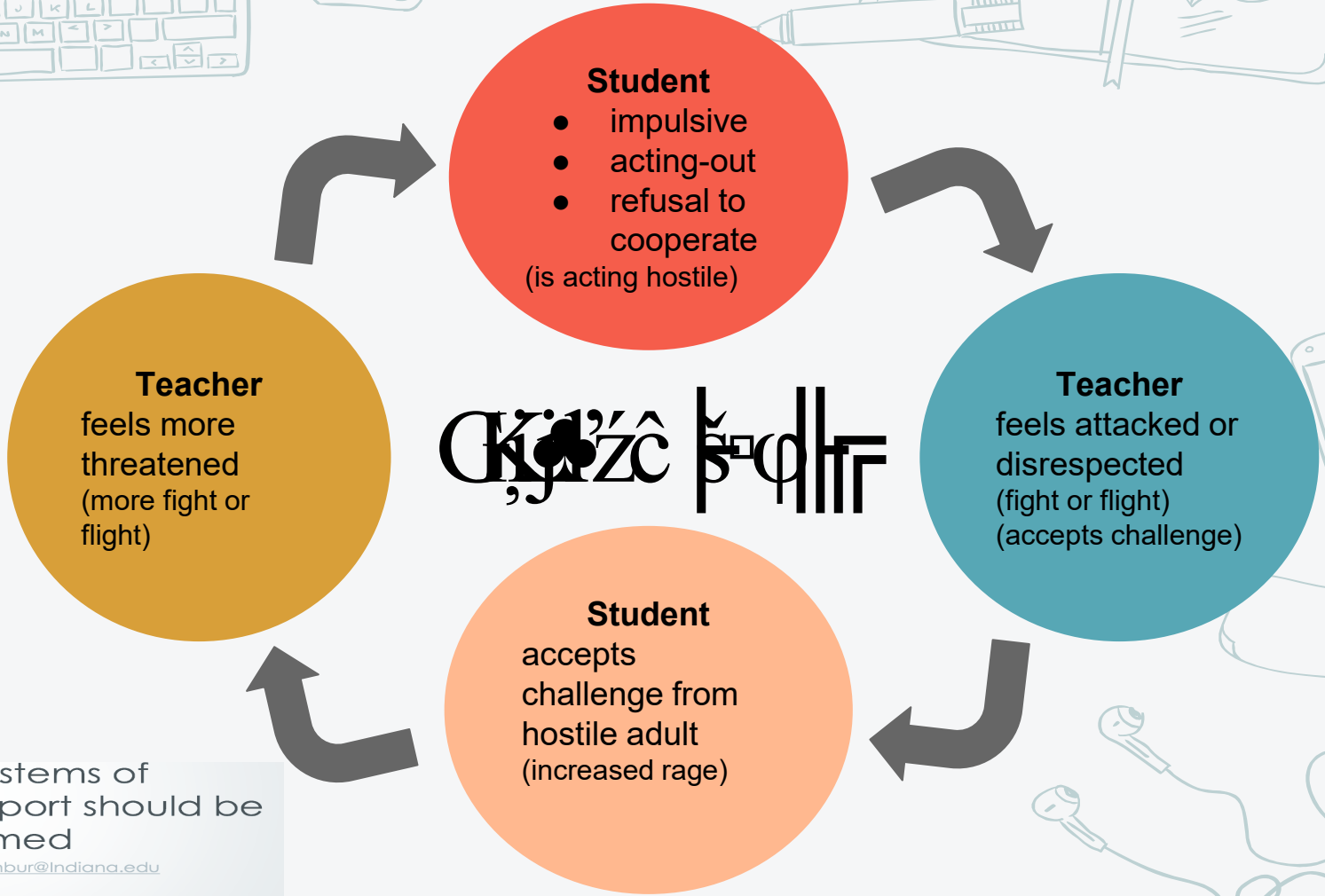
HOW IS THE TRAUMA AND GRIEF AFFECTING THIS STUDENT'S CAPACITY TO LEARN?

- Young children impacted by adverse experiences spend much tim
- in a low-level state of fear learning to read adults' non
- cues to keep themselves safe
  - Their safety depends upon knowing when
  - "dangerous bear"
- Student may not interpret innocent or neutral
- touches from others at school as benign
  - Difficult for students to learn these cues as mea
  - different things in different environments



Adapted from Chris Dunning



Classroom Systems of Behavior Support should be Trauma Informed

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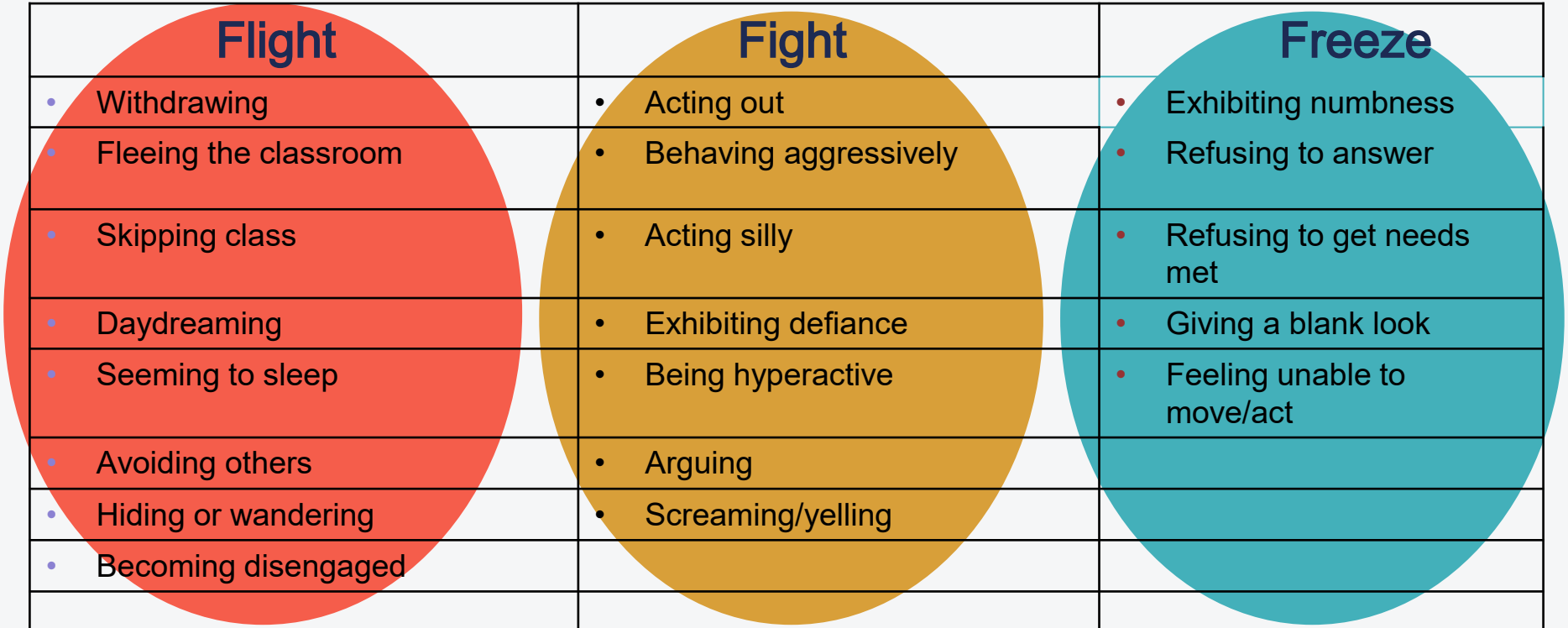
Indiana University

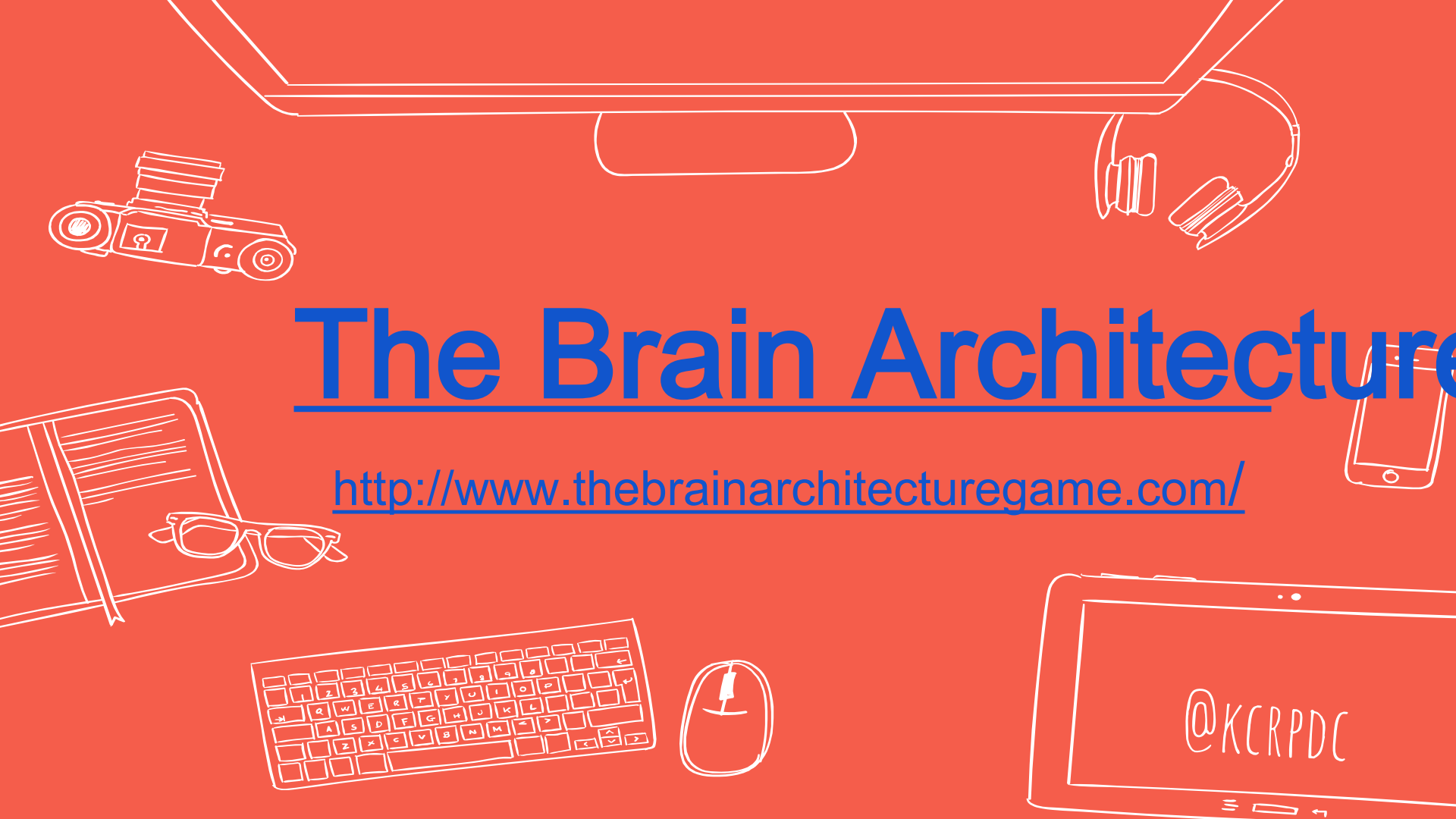
What Flight, Fight, or Freeze Looks Lik



Flight	Fight	Freeze
• Withdrawing	• Acting out	• Exhibiting numbness
• Fleeing the classroom	• Behaving aggressively	• Refusing to answer
• Skipping class	• Acting silly	• Refusing to get needs met
• Daydreaming	• Exhibiting defiance	• Giving a blank look
• Seeming to sleep	• Being hyperactive	• Feeling unable to move/act
• Avoiding others	• Arguing	
• Hiding or wandering	• Screaming/yelling	
• Becoming disengaged		

The Brain Architecture

http://www.thebrainarchitecturegame.com/



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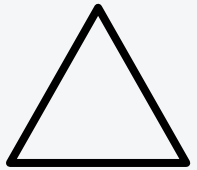
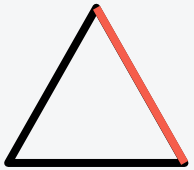
Your Genetic Lottery

Roll dice to find out your base:

1. 

2. 

3. 

4. 

5. 

6. 

=Straw

Life Experiences Shape Brain D

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Pts ² Pts ā t’¼□t’⌂ ś · Ş · Ĉ ¼ t’□· ś · ٣

Build Neural Connections

The Pruning Phase

Goal is to have the tallest, sturdiest brain possible, that does not collapse under the weight of stresses.

Discussion

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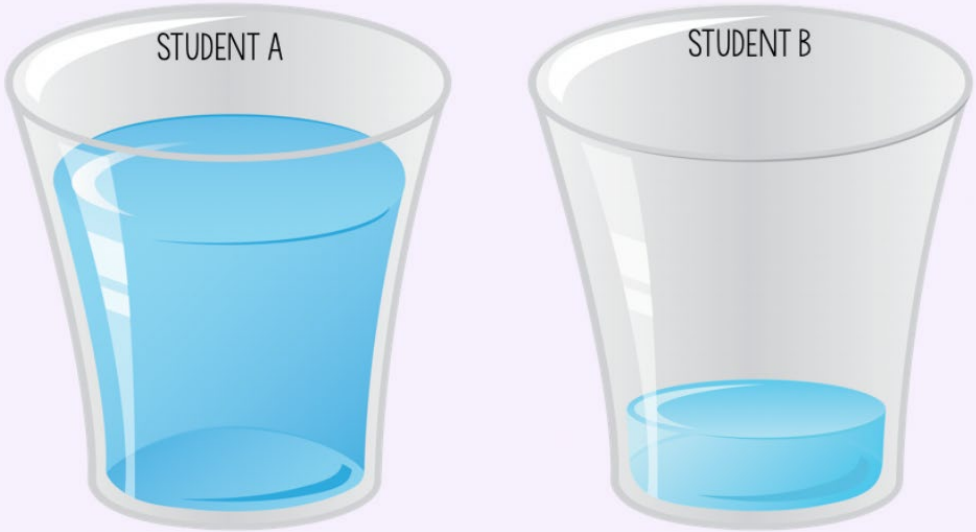
- >^ ⌂ Ĉ┘◘ ś ^ □· ^ ² ╨ t’⌂ ■ś ^ ■▪ t’■ś ╬■^ ⌂Ş═╬Pts· ╬■╨ ╬╬ ╬Pts■ ═╨t’⌂ Pts· ^ N■ ═╨· ā═· ╨t’· ⌂¼’⌂Ő ■┘ā t’¼╬■╨ ╬╬· ^ ╨PĜs t’⌂ Pts· ε ! ■▪ ś ^ ■═╨t’¼ ε

THESE CUPS REPRESENT A STUDENT'S CAPACITY FOR STRESS OR DIFFICULTIES THEY EXPERIENCE AT SCHOOL.



Student A comes to school with her cup already full. At home, she may experience hunger, violence, or abuse. Small difficulties or challenges at school may send her over the edge.

Student B comes to school with her cup almost empty. At home, she experiences support, a loving family, and security. She can handle difficulties and challenges at school without being sent over the edge.