

Trauma-Informed Restorative Practices



OAKLAND UNIFIED
SCHOOL DISTRICT

*Community Schools,
Thriving Students*

*Police Services
Professional Development
April 6-7, 2015
Cole Auditorium*

Trauma Informed Practices



What do we mean by a Trauma?

An event that poses an immediate, severe threat of injury, harm, or even death to the person or someone critically important to them.

Most Common Childhood Traumatic Events

Child abuse (*shaking, burning, sexual abuse, neglect, malnutrition, assault*)

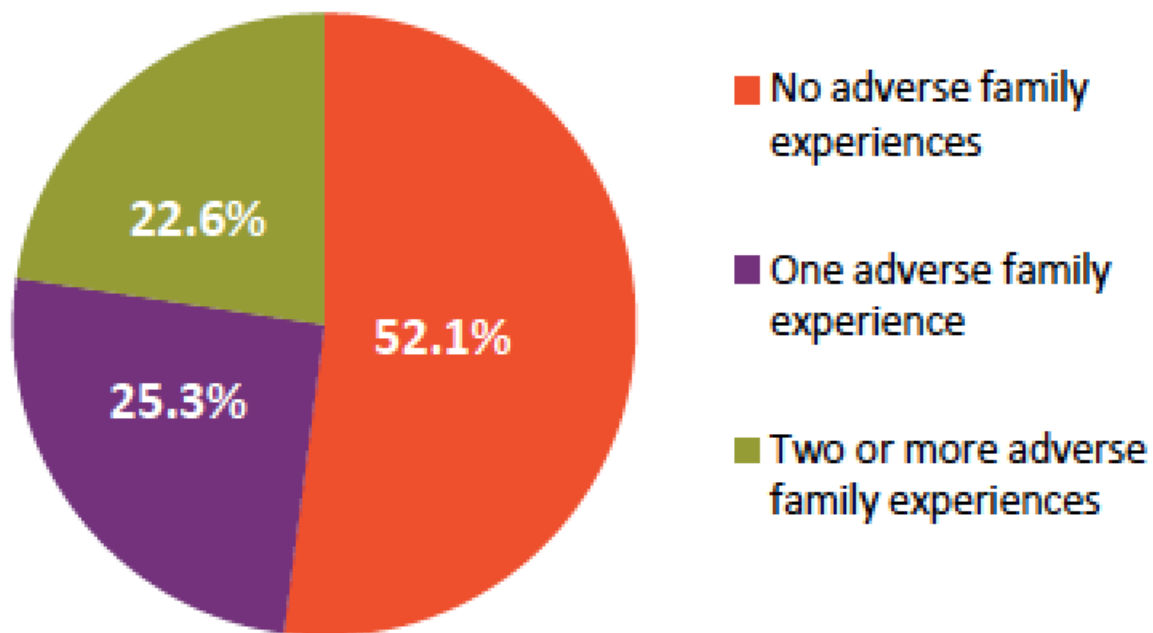
Witnessing Family and Community Violence

Types of Traumatic Stress

- **Acute trauma** is a single traumatic event that is limited in time.
- **Chronic trauma** refers to the experience of multiple traumatic events.
- **Complex trauma** describes both exposure to chronic trauma—usually caused by adults entrusted with the child's care—and the impact of such exposure on the child.

How Common is Trauma?

Figure 1. Prevalence of Adverse Child and Family Experiences among US Children Age 0-17 years



Source: 2011/12 NSCH

Children in Special Education

Incidence per 1,000	Children w/ out Disabilities	Children w/ Disabilities
Physical Abuse	4.5	9.5
Sexual Abuse	2.0	3.5
Emotional Abuse (Goldson, 2002)	2.9	3.5

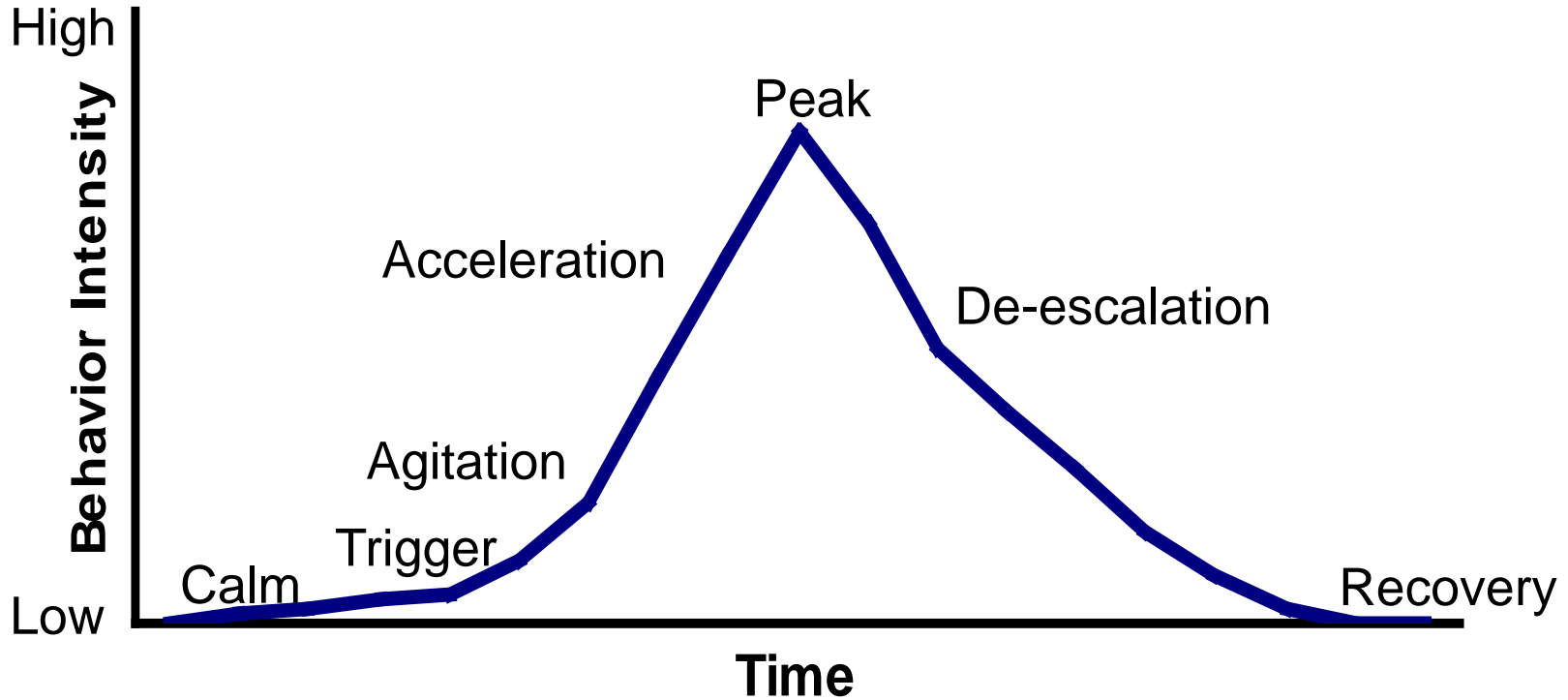
Neglect, physical abuse, and emotional abuse are most often perpetrated by immediate family members. Sexual abuse is largely perpetrated by extrafamilial members (Sullivan and Knutson, 2000).

How can I tell if a child has a trauma history?

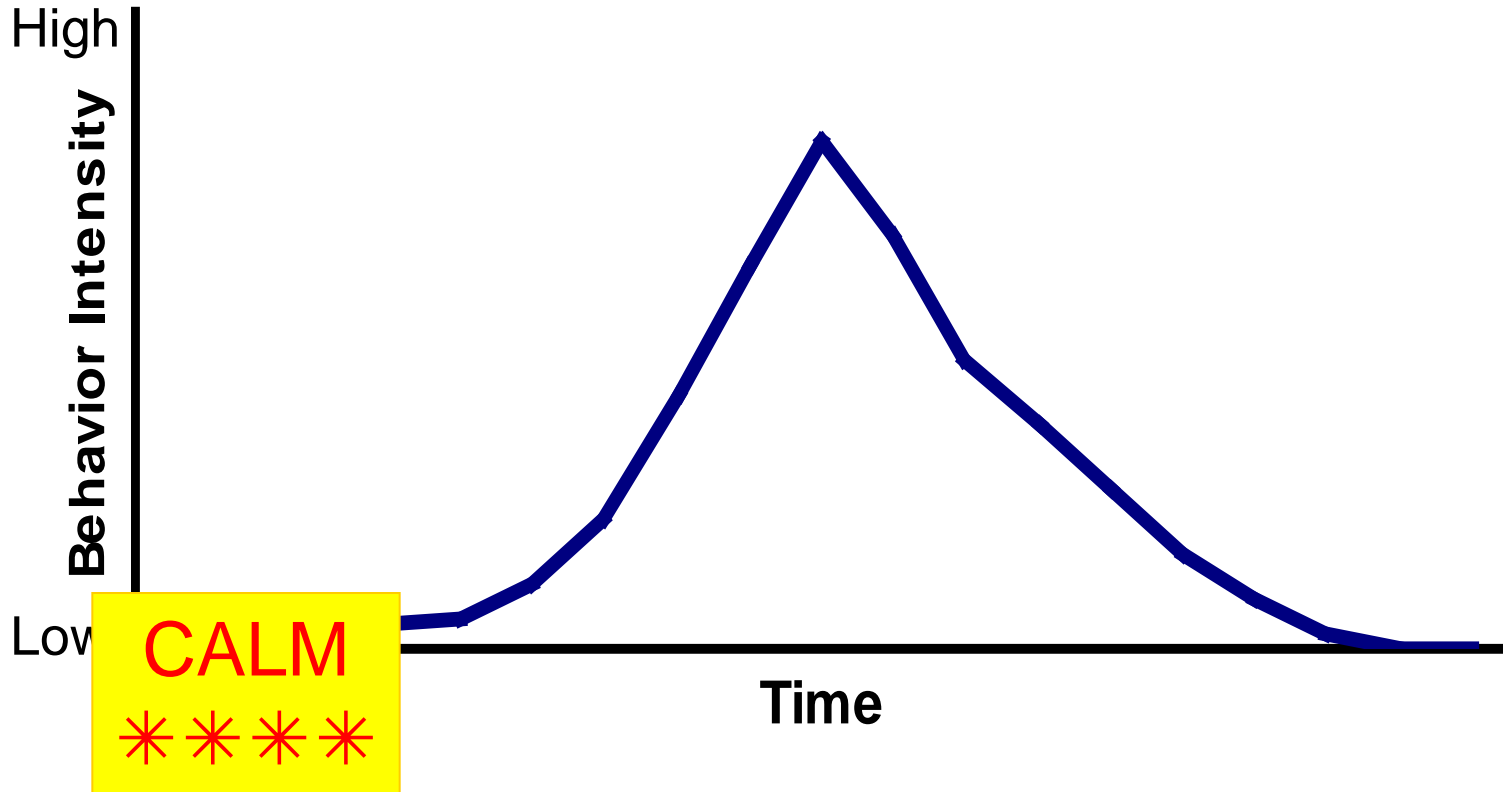
Some warning signs are

- Unregulated emotions
- Hard time putting feelings into words
- Impossible to tell what 'triggered' them
- Sees threats or insults where there are none
- Cannot seem to calm down from upsets
- Finds it difficult to shift from one activity to the next
- Easily over-stimulated

How does Trauma impact behavior?



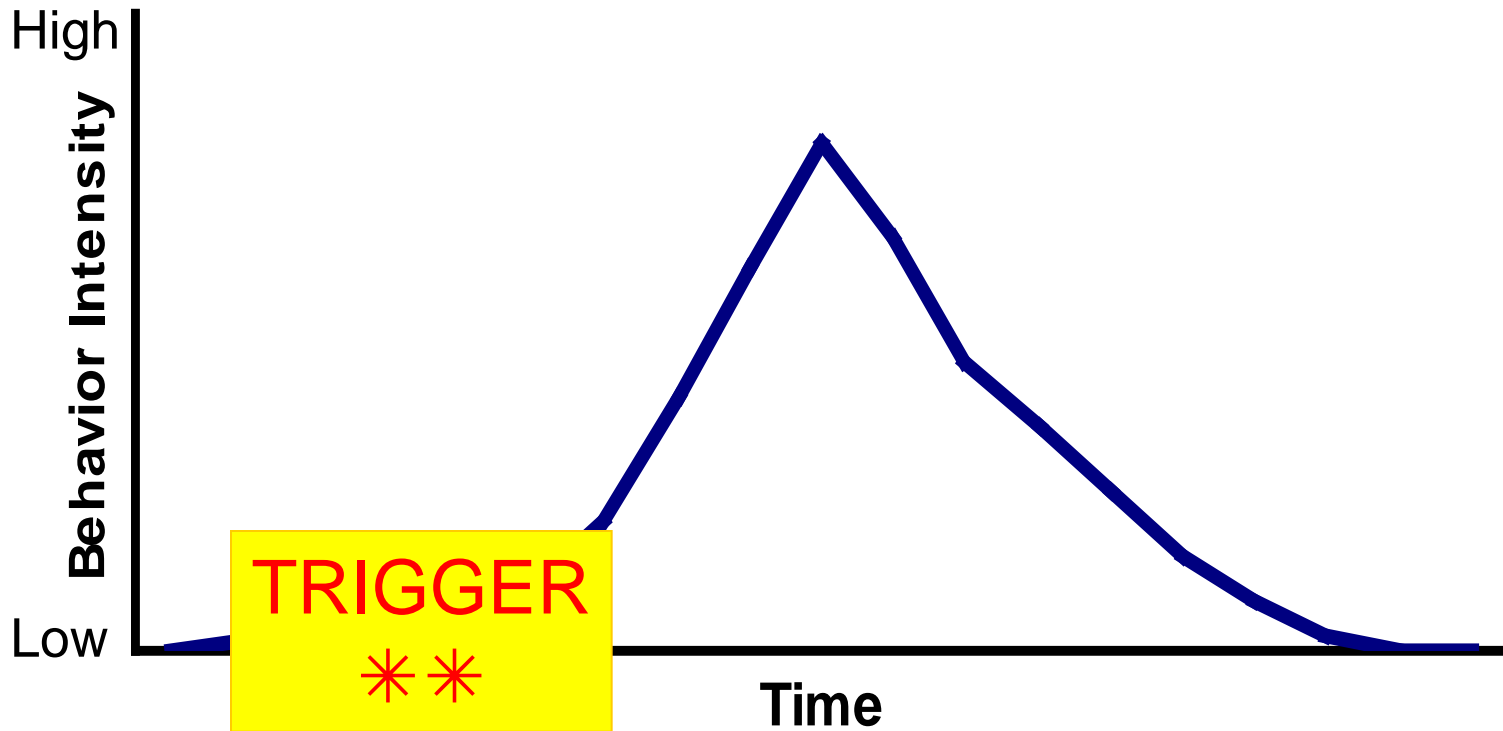
How does Trauma impact behavior?



1. Calm

- Student is cooperative.
 - Accepts corrective feedback.
 - Follows directives.
 - Sets personal goals.
 - Ignores distractions.
 - Accepts praise.

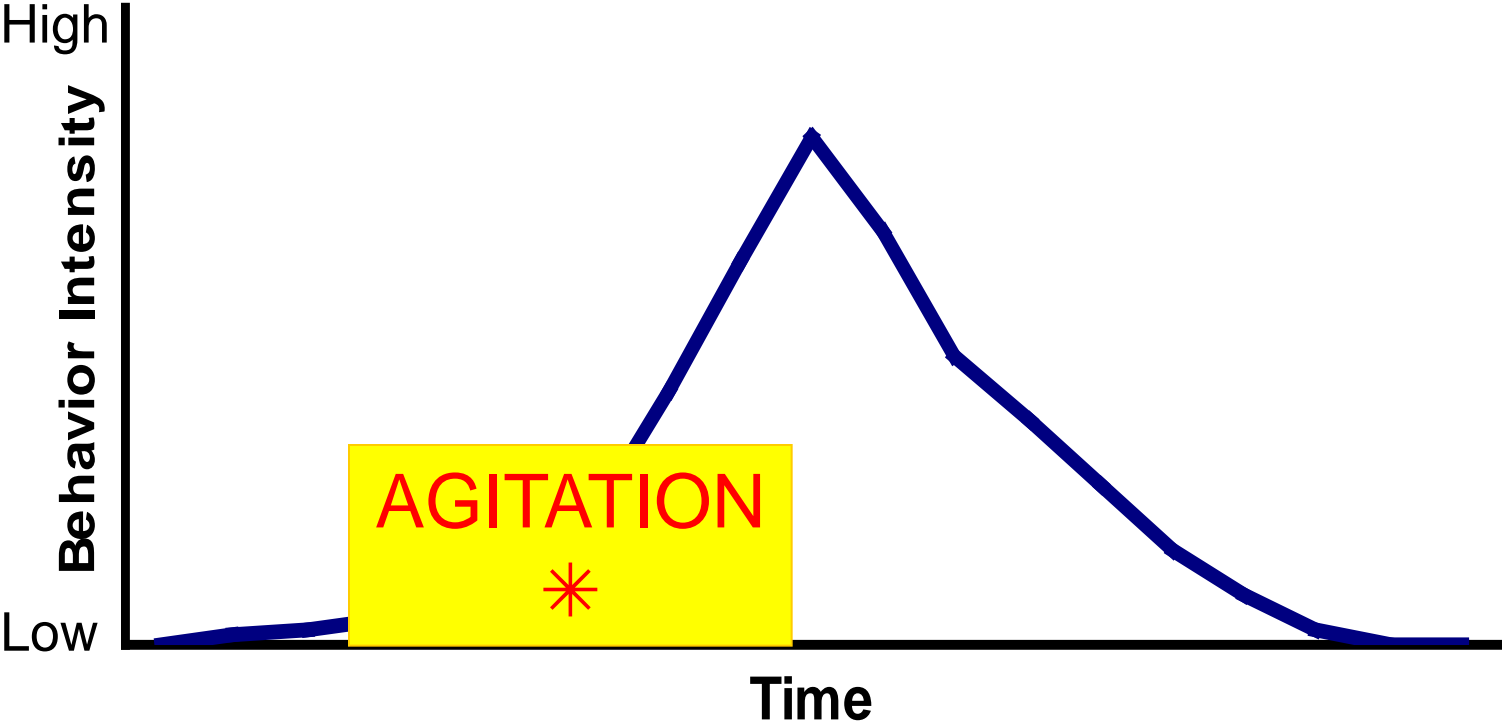
How does Trauma impact behavior?



2. Trigger

- Student experiences a series of unresolved conflicts.
 - Repeated failures
 - Frequent corrections
 - Interpersonal conflicts
 - Deadlines
 - High rates of negative feedback

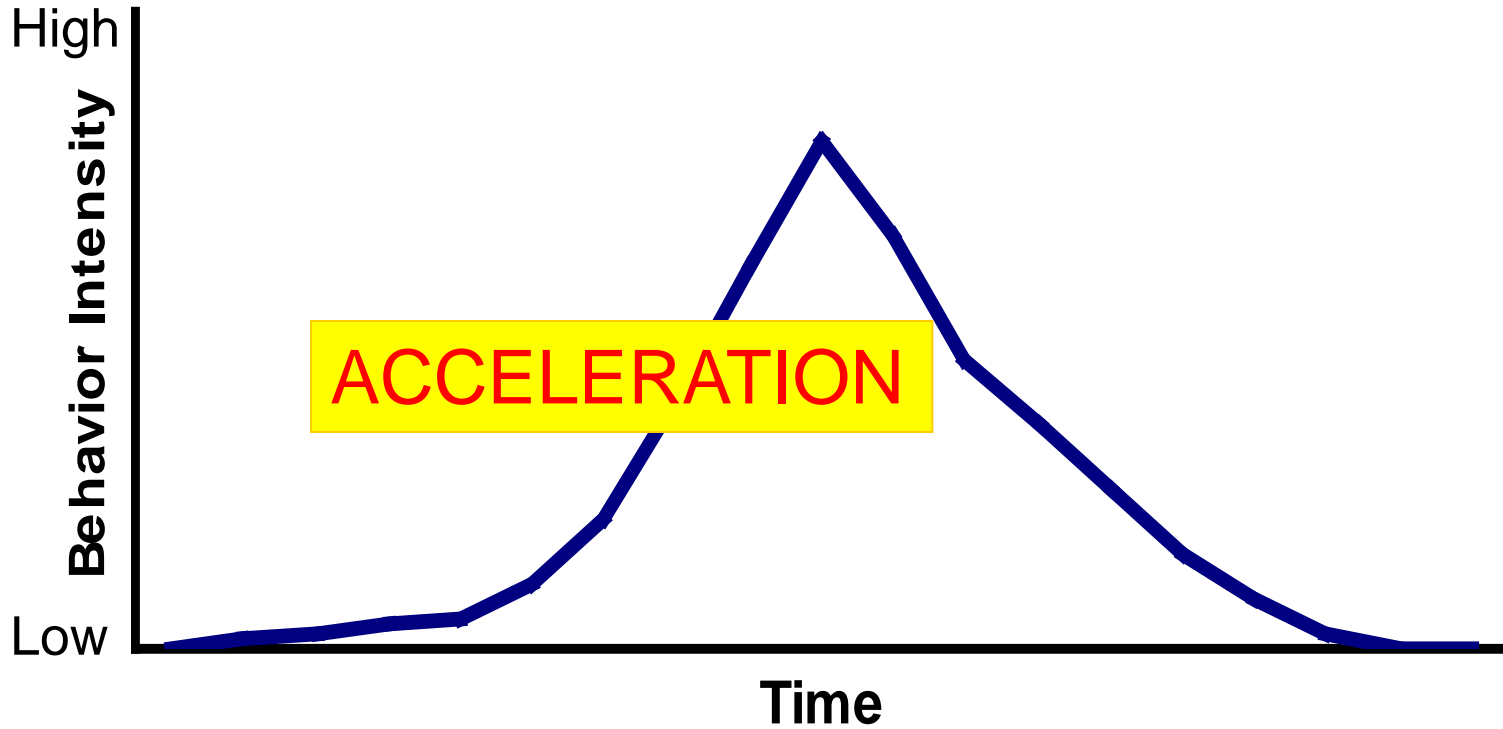
Stages of Trauma Reaction



3. Agitation

- Student exhibits increase in unfocused behavior.
 - Off-task
 - Frequent start/stop on tasks
 - Out of seat
 - Talking with others
 - Withdrawn

How does Trauma impact behavior?



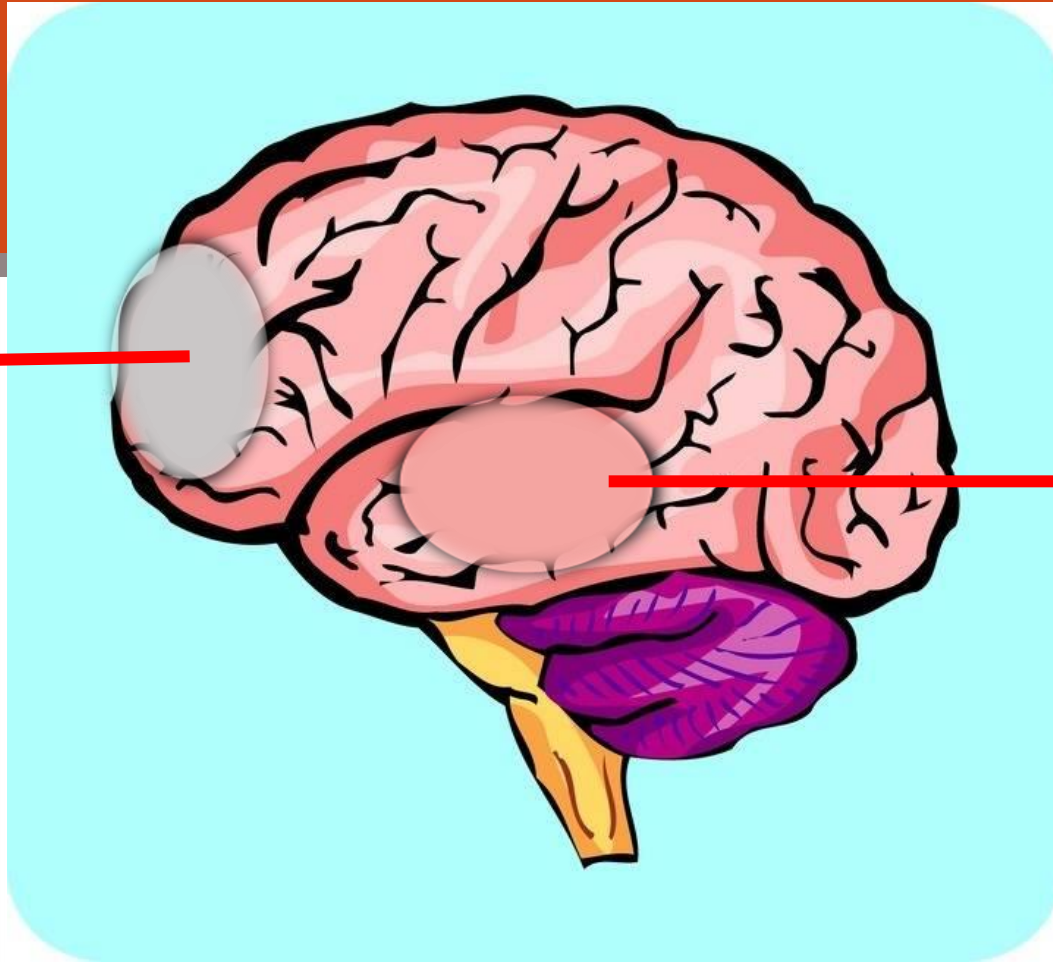
4. Acceleration

- Student displays focused behavior.
 - Provocative
 - High intensity
 - Threatening
 - Personal

Survival Mode: Fight/Flight/Freeze

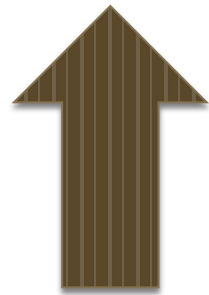
The Learning Brain shuts down
and the Survival Brain take over

**Learning/
Thinking
Brain**
(Prefrontal
Cortex)

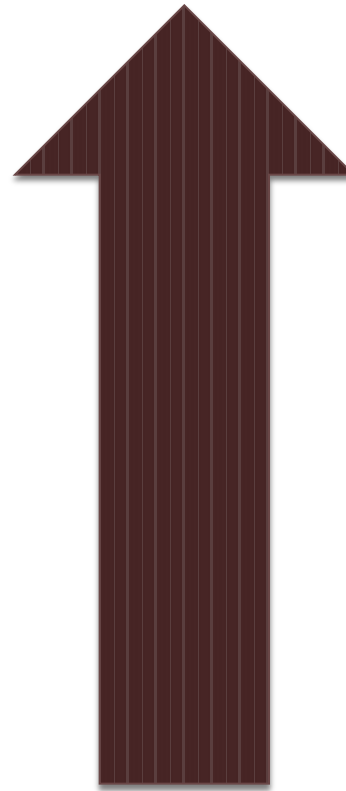


**Survival/
Emotion
Brain**
(Limbic
System)

Trauma Reaction



**Coping
Strategies**



**Perceived
Threat**

Defusing the Acceleration Phase

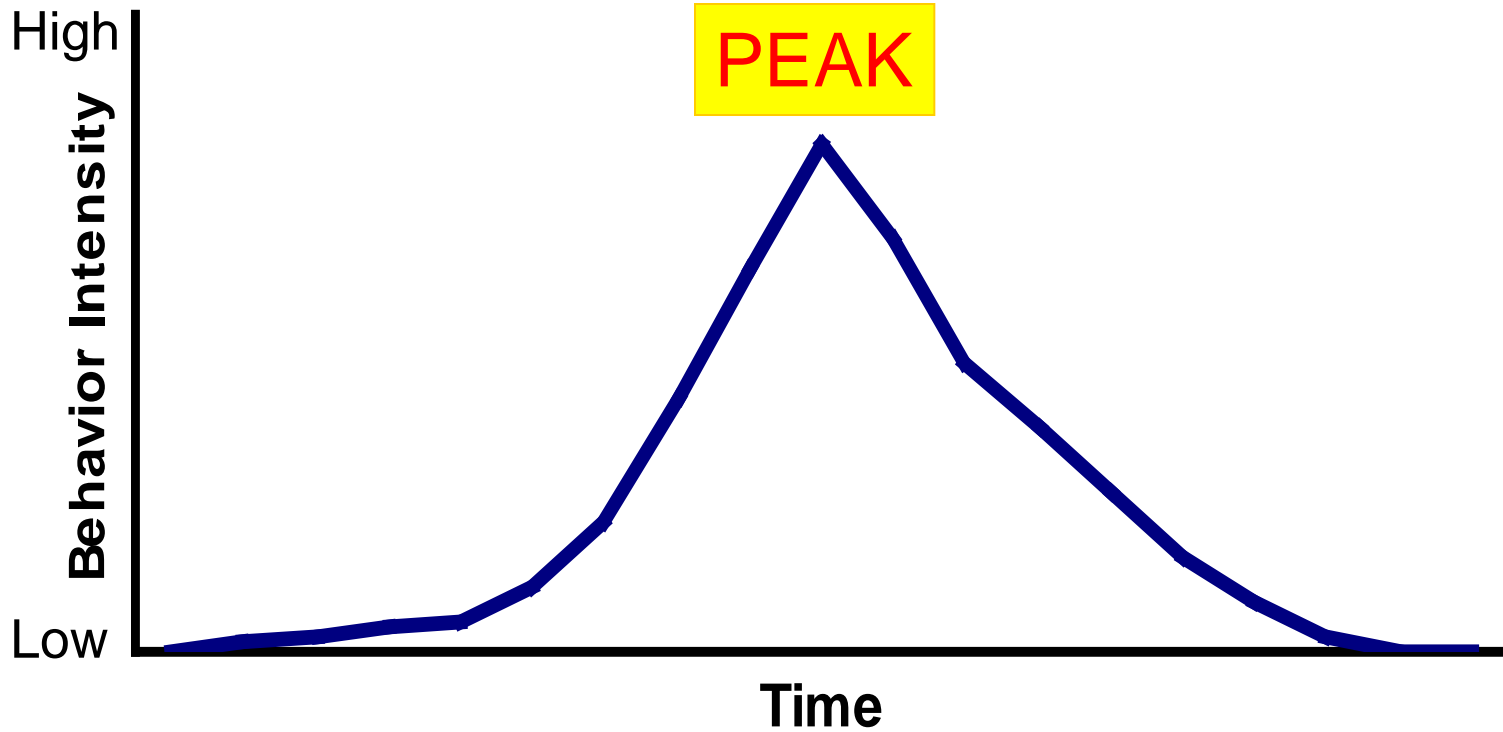
Things to avoid:

- Raising your voice
- Engaging in power struggles
- Moving into the student's space – physical proximity
- Touching the student
- Sudden or unpredictable movements
- Criticizing
- Arguing
- Threatening posture

Example: Avoiding a power struggle:

- Stay focused on the ultimate goal of de-escalation
- Ignore verbal disrespect
- Ask what student wants/needs
- Provide acceptable choices
- Predict the positive/neg outcome of different choices
- Wait

How does Trauma impact behavior?



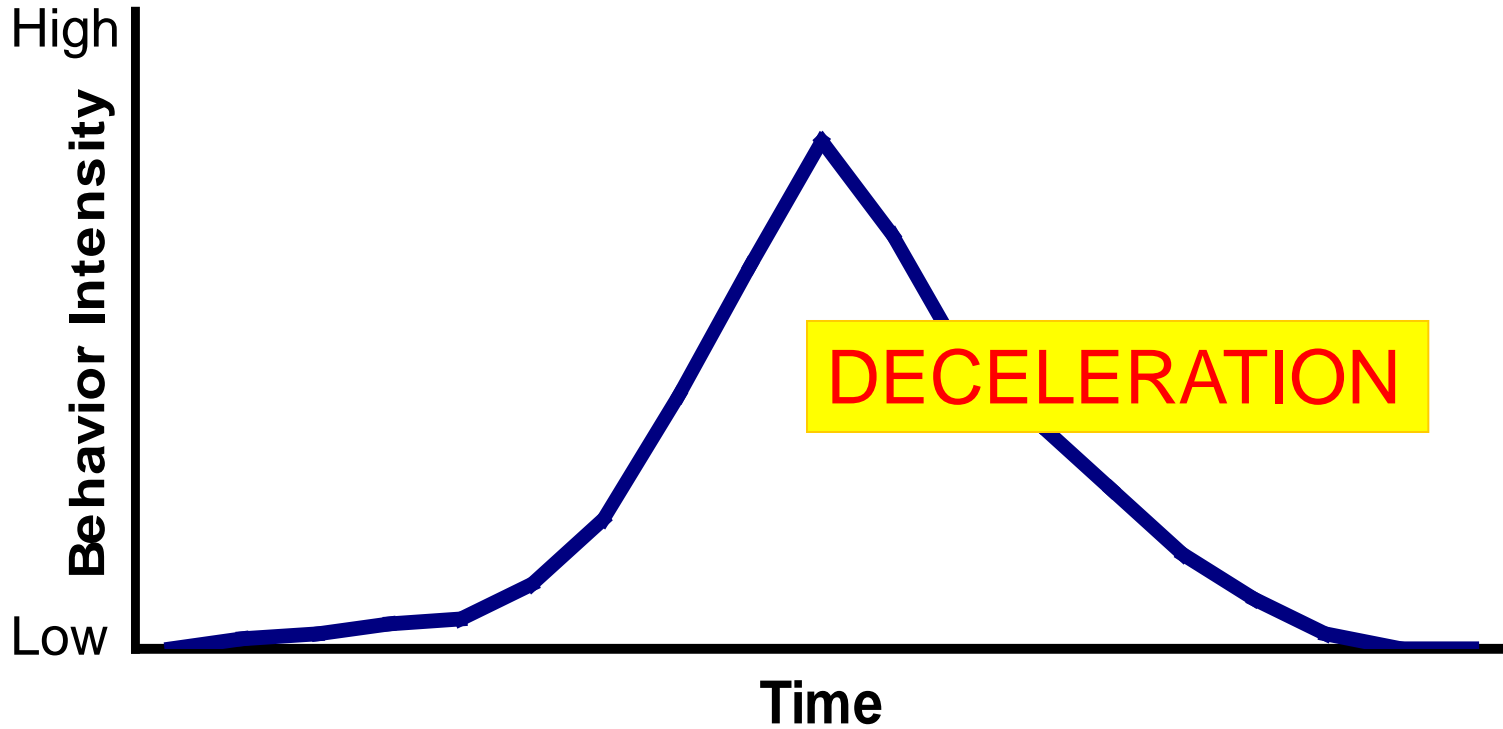
5. Peak

- Student is emotionally dysregulated and may engage in:
 - Physical aggression
 - Property destruction
 - Self-injury
 - Escape/social withdrawal
 - Hyperventilation

Peak

- Intervention is focused on safety.

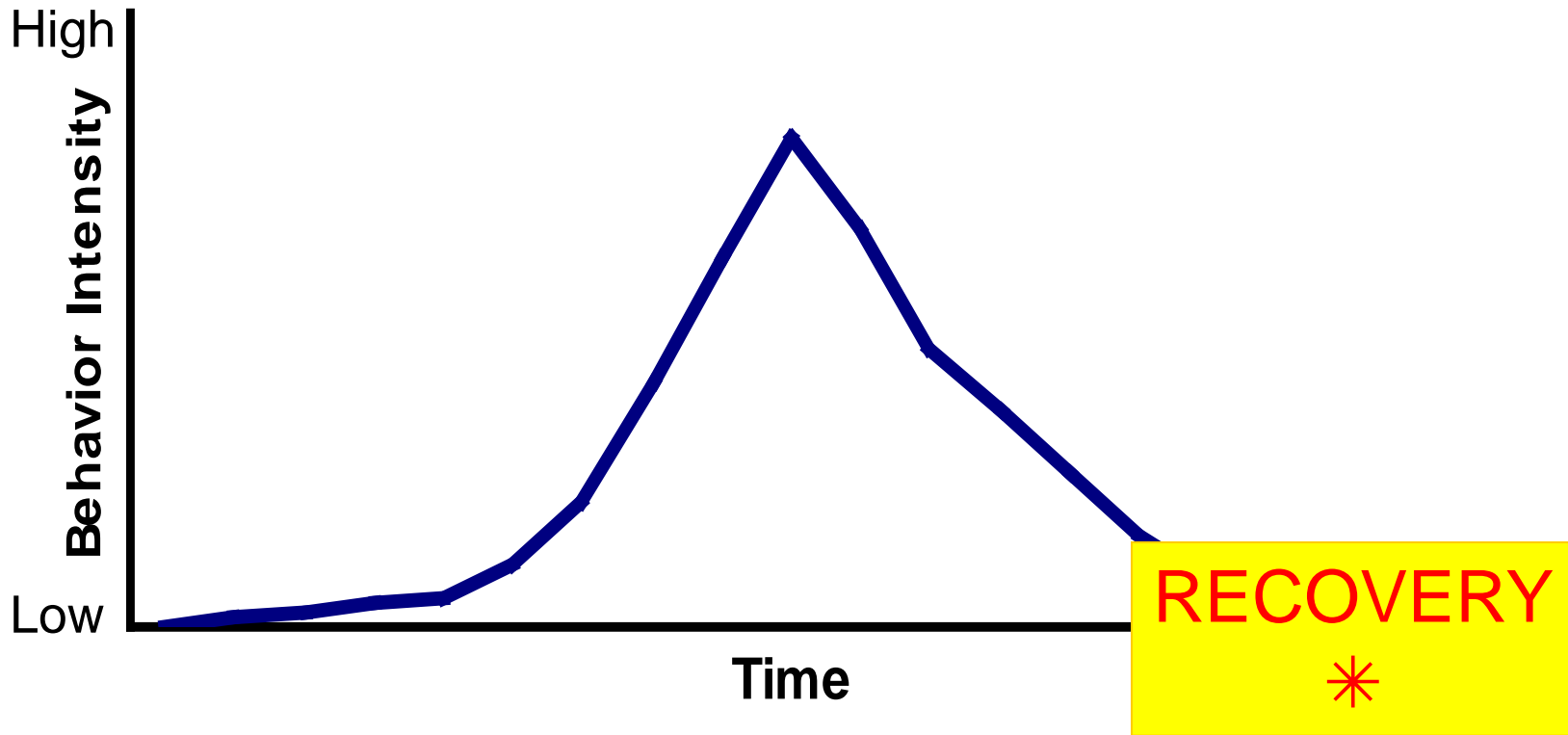
How does Trauma impact behavior?



6. De-escalation

- Student displays confusion but with decreases in severe behavior.
 - Social withdrawal
 - Denial
 - Blaming others
 - Minimization of problem
 - Avoidance

How does Trauma impact behavior?



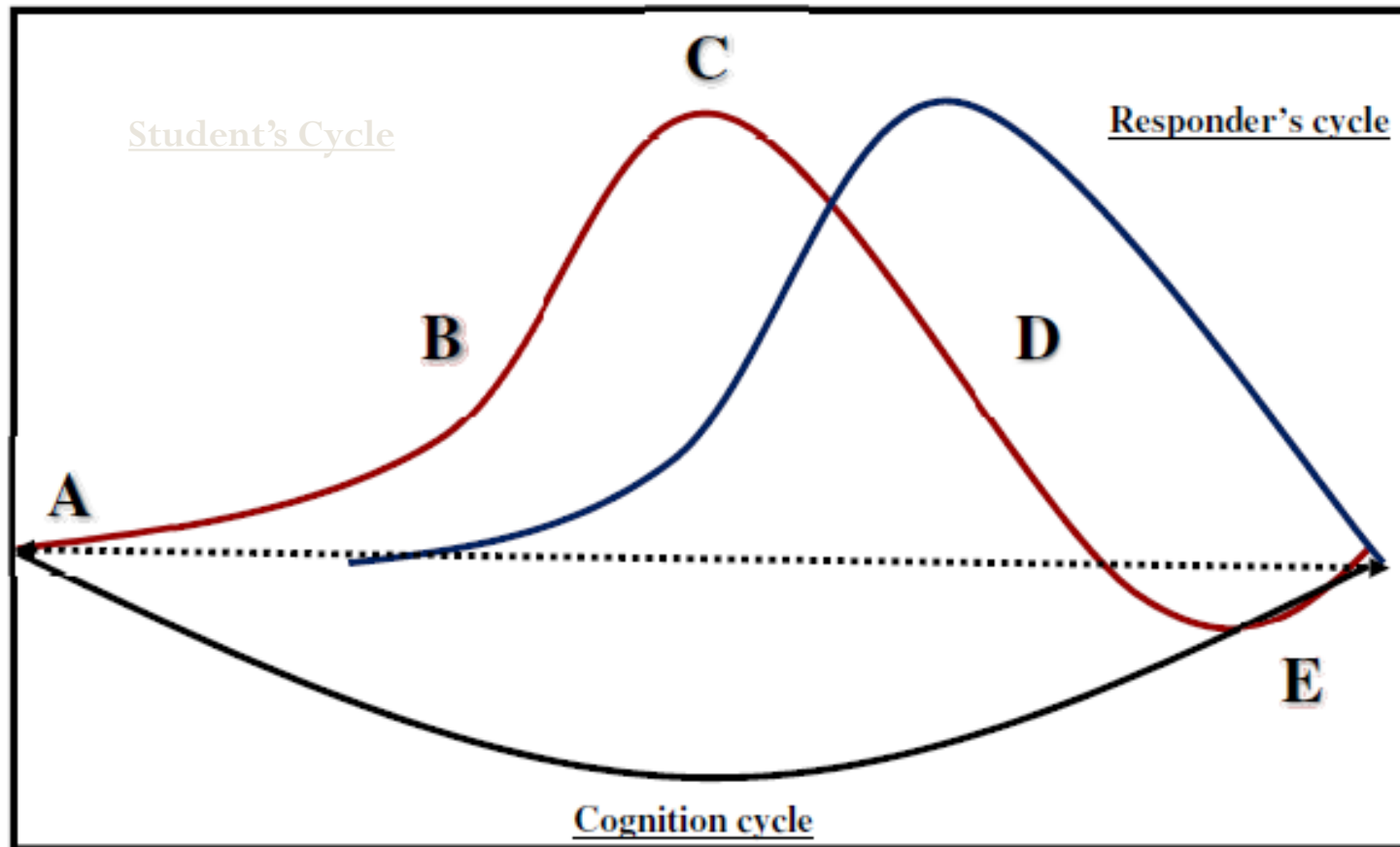
Recovery

Help student to reflect and repair:

- What happened, and what were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What about this has been hardest for you?
- What do you think you need to do to make things as right as possible?

International Institute for Restorative Practices

Avoid Re-escalation: Where Are You in the Cycle?



Adapted from SFGH Safety Management and Response Techniques (SMART) Training

J. Dorado (2014), UCSF HEARTS, Child & Adolescent
Services, UCSF/SFGH

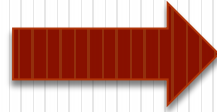
Strategies for Self-Regulation

SKILLS TO USE TO REGULATE EMOTIONS

#	(A) CORE SKILLS	(B) DISTRACTION	(C) SELF-SOOTHE
1	DEEP BREATHING	COUNT NUMBERS	TAKE A LONG BATH
2	OBSERVE & DESCRIBE	WATCH TV	DRINK DECAF TEA
3	RADICAL ACCEPTANCE	COLOR/PAINT/DRAW	LIGHT CANDLES
4	MINDFULNESS/AWARENESS	WORK A PUZZLE	LISTEN TO SOOTHING MUSIC
5	HELP SOMEONE ELSE	EXERCISE	POSITIVE SELF-AFFIRMATIONS
6	PROS & CONS LIST	CALL A FRIEND	USE COMFORT BOX
7	PUSH AWAY THOUGHTS	CALL YOUR SPONSOR	TAKE A "VACATION"

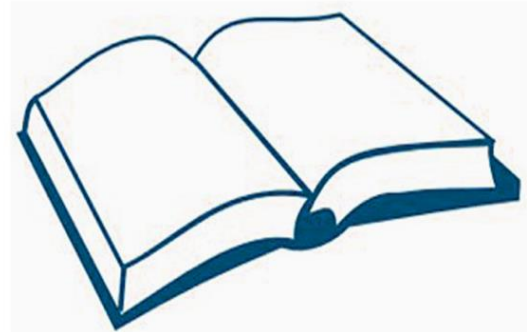
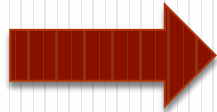
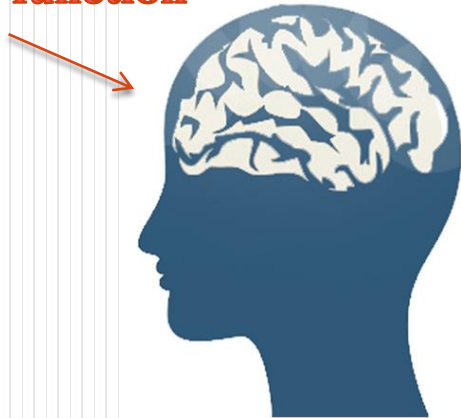


Fight, Flight, Freeze



**Safe environment, caring adults,
academic, social-emotional, &
behavioral supports**

Executive function



Engaged Learning

Compassion Fatigue

- Normal displays of stress resulting from the service work you perform on a regular basis. While the symptoms are often disruptive, depressive, and irritating, an awareness of the symptoms and their negative effect on your life can lead to positive change, personal transformation, and a new resiliency.

Compassion Fatigue

- Anger toward co-workers, blaming
- Receives unusual amount of complaints from others
- Substance abuse
- Compulsive behaviors such as overspending, overeating, gambling, sexual addictions
- Legal problems, indebtedness
- Reoccurrence of nightmares and flashbacks to traumatic event
- Chronic physical ailments such as stomach problems and back or neck pain
- Apathy, sad, no longer finds activities pleasurable
- Pre-occupied, difficulty concentrating
- Denying problems