

Breakout Session 2



Trauma-Sensitive Classrooms (TSC)

TODAY'S PRESENTERS



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Agenda

Purpose: to reduce classroom disruptions, office referrals, and suspension rates by providing educators with classroom management strategies

Professional Development: to share knowledge and resources related to ACEs in school settings

Support staff: regular self-care strategies and mindfulness techniques to avoid burnout and compassion fatigue

Placentia-Yorba Linda Unified School District (PYLUSD)

PYLUSD holds high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical and engaged citizens. Located in Orange County, PYLUSD serves residents of Placentia, Yorba Linda, and parts of Anaheim, Brea, and Fullerton. The district educates approximately 25,000 students at 34 award-winning K-12 public schools. Current hybrid schedules: AM/PM Cohort 5-days in-person for Elementary students, 2-days in-person for Secondary students

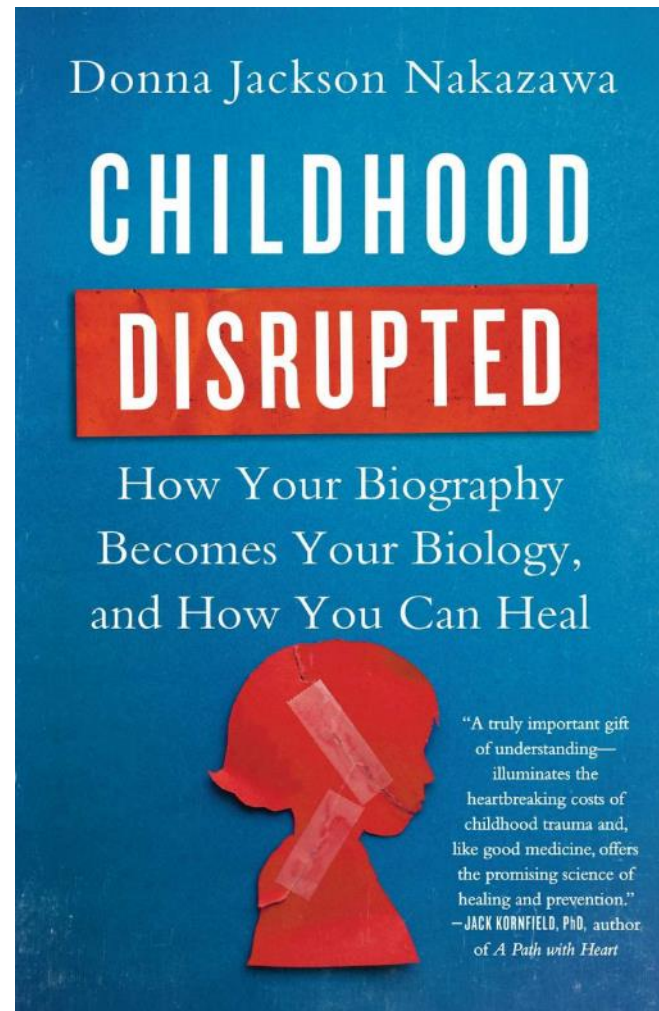
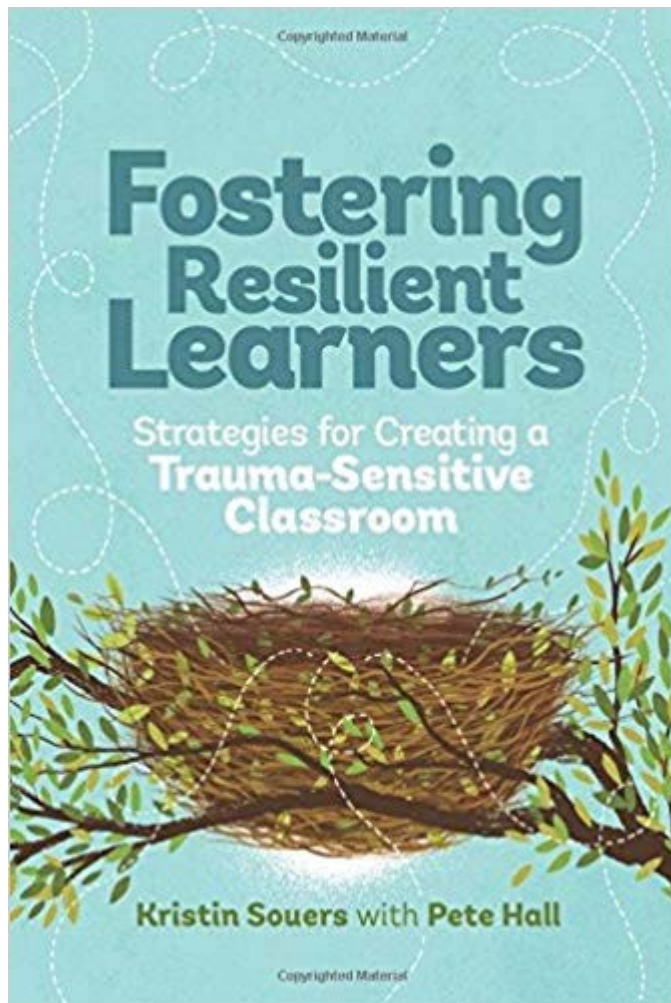
Student Population:

- 37.3% Socio-Economic Disadvantage
- 13.4% English Language Learners
- 0.3% Foster Youth
- 8.4% McKinney-Vento
- 11.1% Students with Disability

School Based Mental Health Services:

- Social Work Interns
- Outreach Concerns Interns
- Clinical Associates (registered with BBS)
- Wellness Specialists (PPSC)
- Licensed Mental Health Clinician
- District Crisis Counselor

Guiding Resources



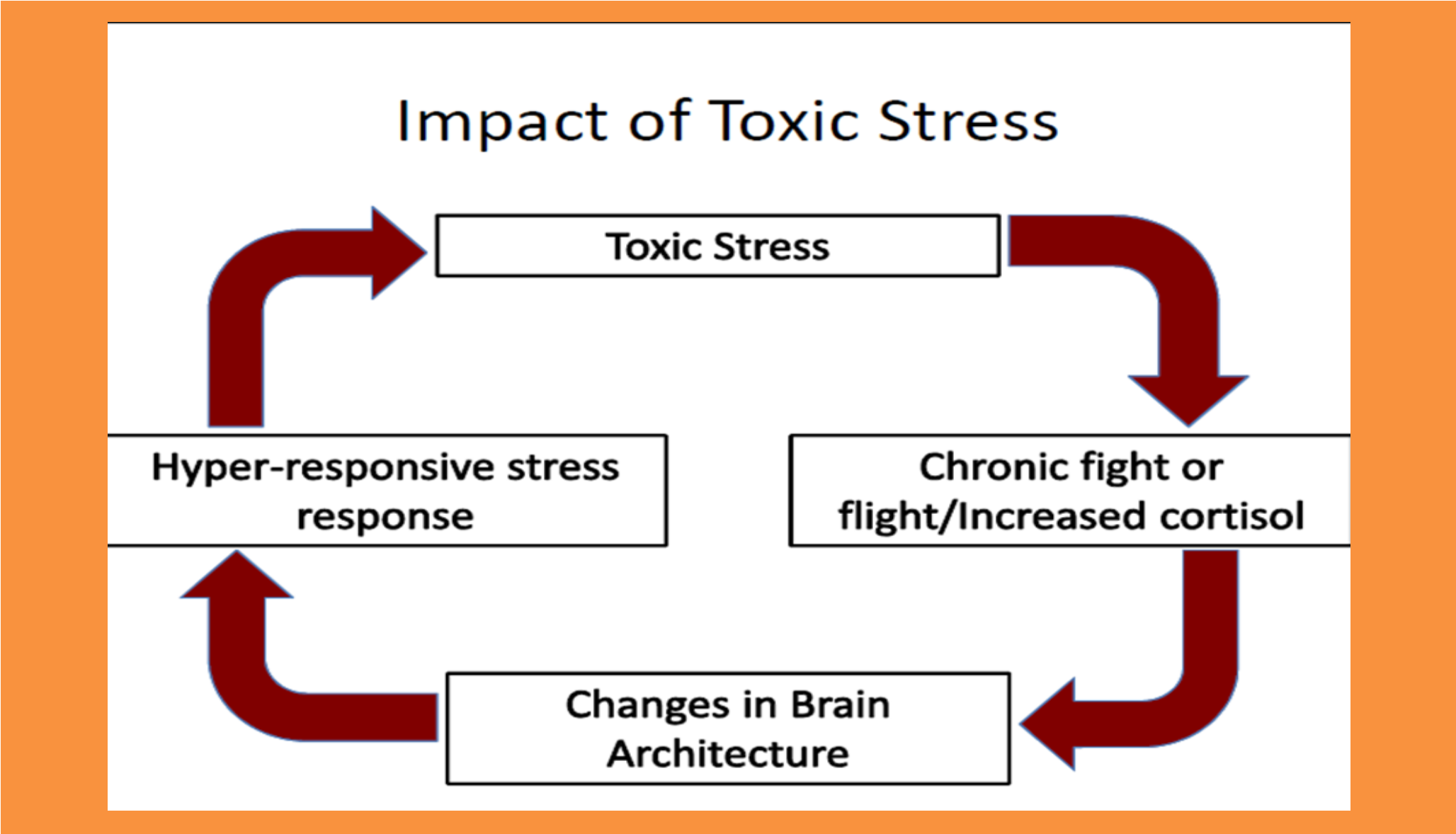
Trauma-Sensitive Classroom PD

- **Part I: Presentation at PLCs and staff development days**

Discuss Adverse Childhood Experiences (ACEs) study, impact on students and staff, ACEs in the classroom, resiliency factors, provide resources (classroom management and mindfulness strategies)

- **Part II: Book Club and Consultation**
- Weekly **Wellness Wednesdays** for Staff (Mindfulness)
- Encourage staff to take advantage of **Employee Assistance Program (EAP)**
- **Next Steps**: Presentation for Site Administrators to address discipline issues with a trauma lens. Creating a common language.

Impact of Toxic Stress



Downstairs Brain/Upstairs Brain

Downstairs Brain

- Limbic System (controls arousal, emotion, and fight-flight-freeze response)
- Survival mode
- Not open to learning brain

Upstairs Brain

- Prefrontal Cortex (controls our ability to think, reason, and maintain flexibility)
- Ready to learn brain

*Students who experience chronic stress and trauma **live** in their Downstairs Brain
(Refer to Fostering Resilient Learners Book)*

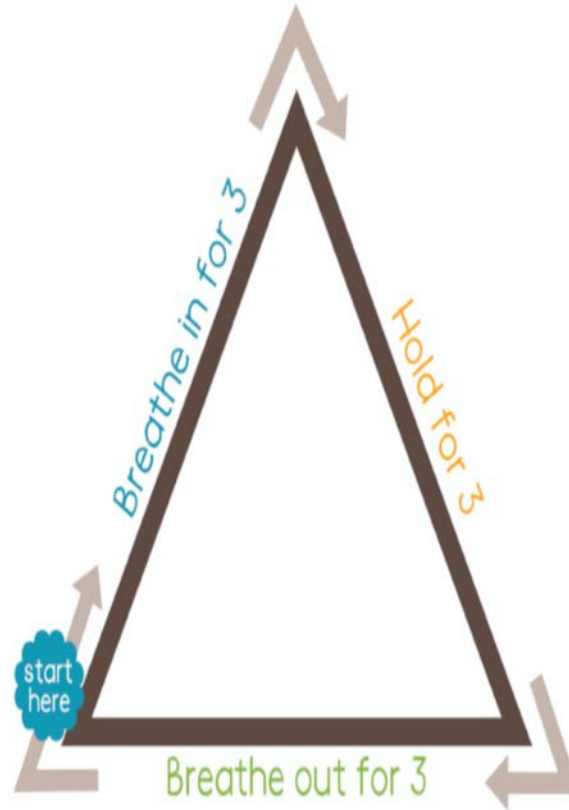
Downstairs Brain At School:

FIGHT	FLIGHT	FREEZE
Acting Silly	Withdrawn	Refusing to answer
Hyperactivity	Seeming to sleep	Blank stares
Defiance	Wandering	Appearing numb
Aggression	Hiding	Feeling unable to move or act
Yelling	Running Away	

When Students Are Behaving in a Way That Seems...	They Could Have...	If So...
Manipulative Bossy Dramatic	Emotional needs: the need to regulate their feelings and responses	Provide a safe break Give students a brain tool (e.g., weighted pencil, stress ball) to help them get back to their upstairs brain
Aggressive Clingy Attention-seeking	Relationship needs: the need to connect with fellow humans	Check and connect with the student prior to transition or change Connect the student with another safe adult in the building
Oppositional Indifferent Passive Aggressive Distracted	Control needs: the need to be in charge of their own situations	Give the student a job so they can feel like they have some control over a setting Provide some predictability and choice (e.g., "Where do you think you should sit so you can be the most successful?")
Disinterested	Physical needs: the need to eat, sleep, exercise, take care of the body	Provide a healthy snack Give the students a few minutes to put their heads down and rest

Mindfulness Strategies

5 4 3 2 1 Grounding Exercise



Feedback on TSC Presentations



I thought the strategies were very helpful! (Not only in the classroom, but in my own home, too!) "what caused you to. . ." much less accusatory! So great!

The most helpful part was the inclusion of strategies to help students regulate emotions. I especially liked the strategies geared toward dealing with upset students.

You gave specific strategies for certain behaviors. You gave suggestions to give kids predictability due to their aces. Gives them a sense of safety. This was my favorite session so far. Very helpful.



This was a good reminder about how to deal with trauma affected kids. I plan to incorporate the stretching/mindfulness strategies, grounding exercises, and the guided behavioral problem solving.

Learning that many students are feeling powerless and need to have some level of control. It is important to give them choices so that they feel like they have some control. Also, students need breaks with encouragement to stretch.

Feedback on Wellness Wednesdays



First session was relaxing & kept my mind focused on something besides everything else going on in my life right now.

I enjoy these sessions; they bring a nice "Pause" to the day's busyness and the mindful breathing tips are always a good takeaway. [My family now knows the Starfish breathing technique & it's going to be a keeper :]

I'm grateful for these Wellness Wednesdays - thank you for keeping them going, and I will recommend them to other PYLUSD staff :]

I am purposeful in giving myself the gift of time to attend and that in and of itself is providing me a sense of calm. Thanks to all of you for this opportunity.



"I really enjoy these seminars and find them helpful in eliminating stress & tension at the end of a busy work day."

QUESTIONS & DISCUSSION



RESOURCES

- [ACE Resilience Questionnaire](#)
- <https://www.search-institute.org/>
- [UDL Strategies](#)
- [Dos and Don'ts of a Trauma-Informed Classroom](#)
- [Trauma Informed Teaching Strategies](#)
- [Why Student Teacher Relationships Matter](#)
- [Fostering Resilient Learners Website](#)
- [Ways Childhood Adversity Can Change Your Brain](#)
- [7 Simple Grounding Techniques](#)

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