

**360 Degree Instruction –
Trauma-Informed Instruction
that Creates Healthy Graduates
and Productive Citizens**

Kathy Young, M.S., BCMMHC

Trauma and **trauma** –
it all counts.

What happened to me
and what didn't
happen to me.

Trauma and trauma are based on a person's perspective.

*This does NOT make it less valid. It is based in large part
on having the resources to cope with the event/situation.*



Death



Birth



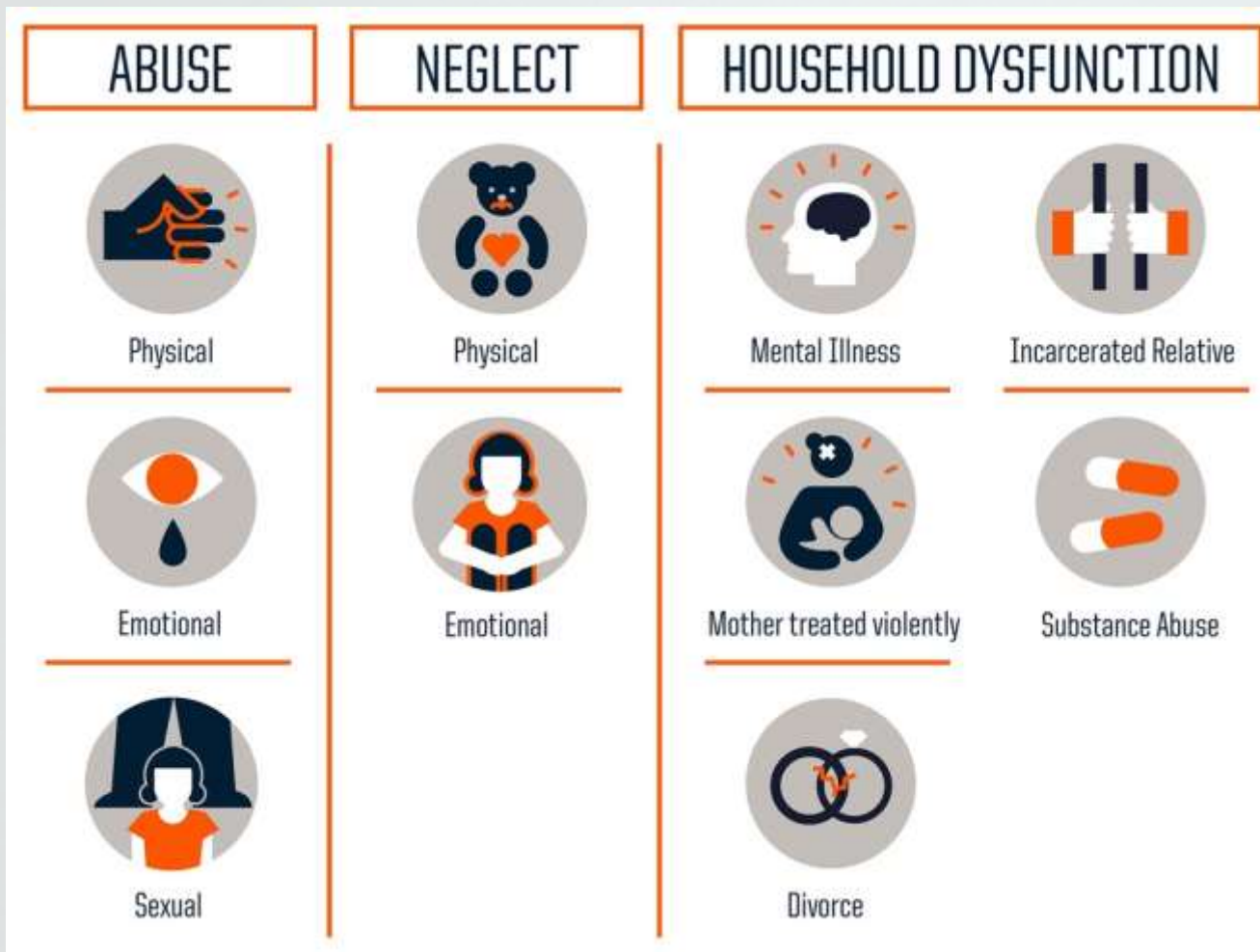
<https://www.wbfn.org/article/effect-domestic-abuse-children-0>

Research has consistently found that exposure to ACEs **between birth and 18 years**:

* **alters neurobiological adaptation to stress**, increasing the likelihood of difficulties in emotion regulation, impulse control, attention, and social attachments, all of which contribute to mental health problems.

*A cumulative **ACE score of 4 or more** increases the likelihood of panic reactions by 2.5 times, depression by 3.6 times, anxiety by 2.4 times, and hallucinations by 2.7 times.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9840496/>



Adverse Childhood Experiences

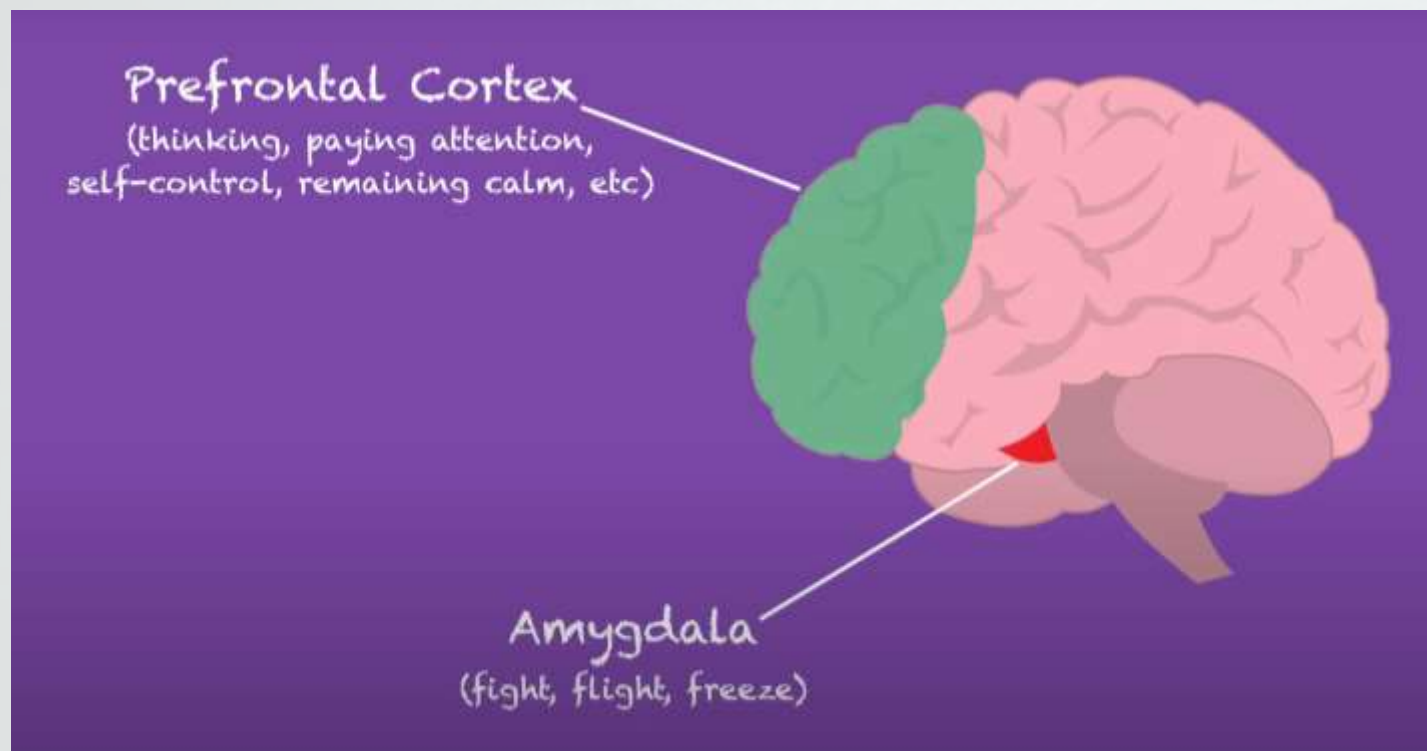
<https://unitedwaycleveland.org/community/demographics-children-aces.php>

Protective and Compensatory Experiences (PACES)

PACES are categorized into two domains:

Supportive relationships and enriching resources. Supportive relationships include unconditional love from a caregiver; having a best friend; volunteering in the community; being part of a group; and **having a mentor.**

“Protective and compensatory childhood experiences and their impact on adult mental health”



The neurobiology of trauma

Mindfullifeproject.org/why-mindfulness

© Sharon Selby 2016



→ Prefrontal cortex
P.F.C.
"THE WISE LEADER"

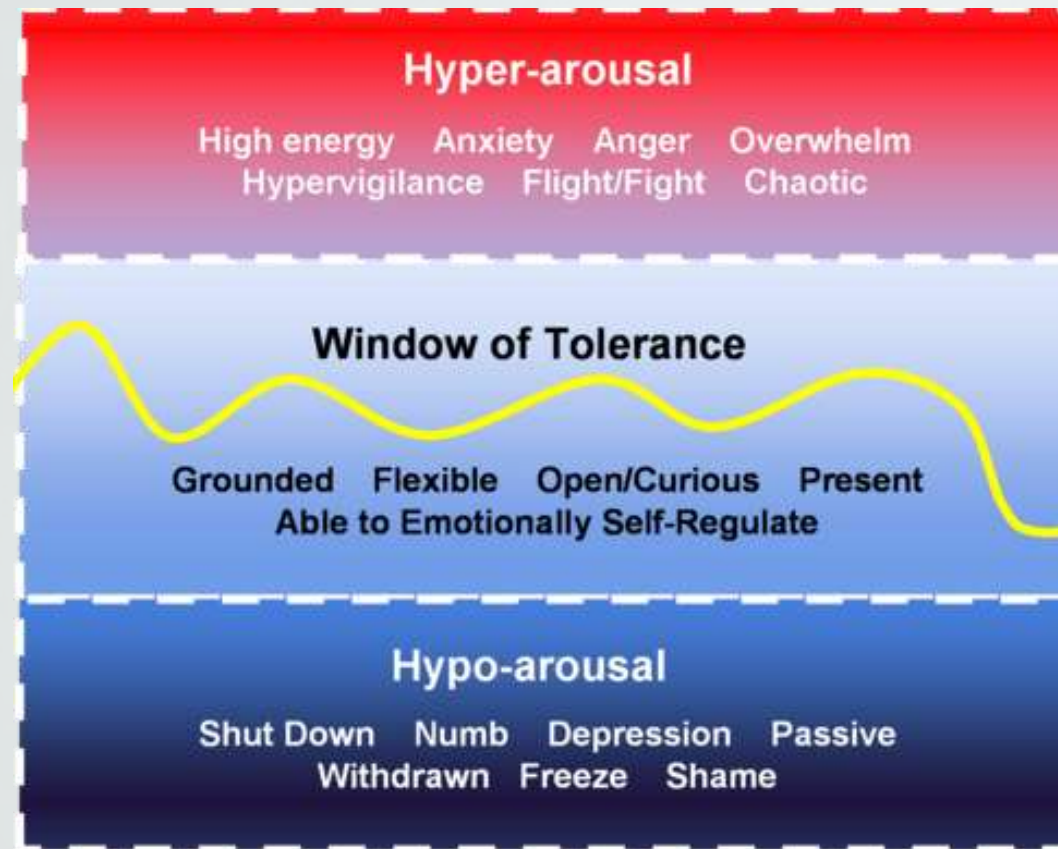


← "Flipped Your Lid"

← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation*
(Bantam Books, 2010)

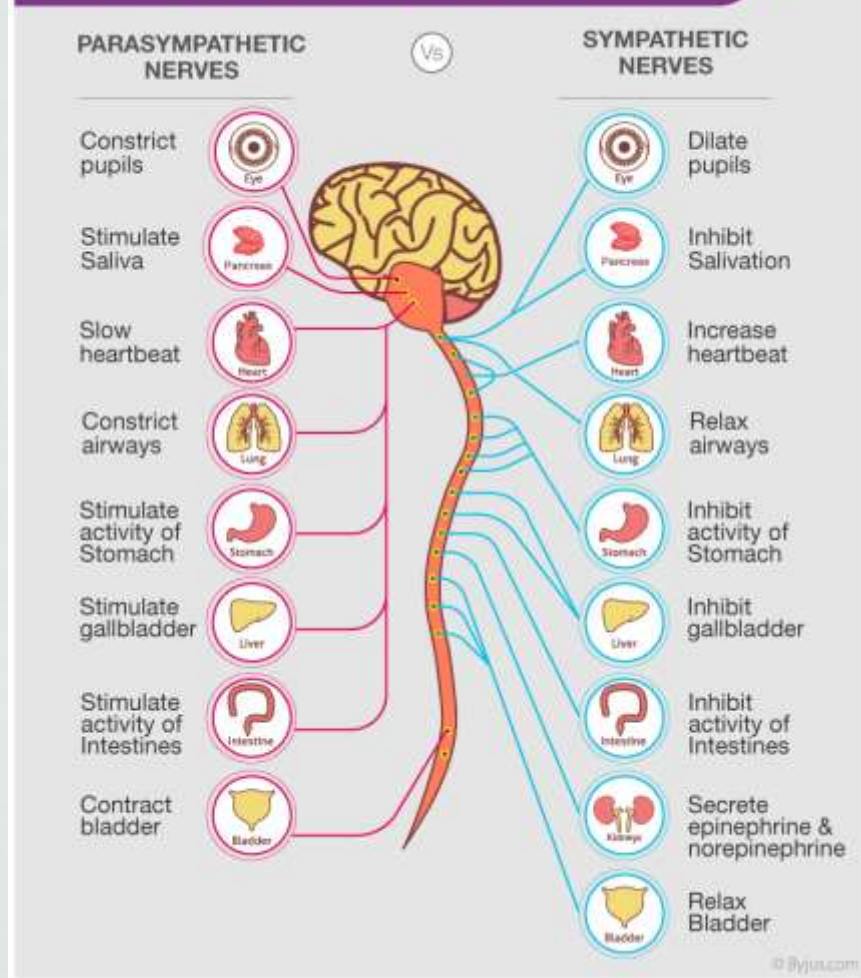
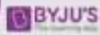
Flip your lid!



Window of Tolerance

<https://www.psychologytoday.com/ca/blog/lifespan-psychology/202004/expanding-the-window-tolerance>

DIFFERENCE BETWEEN SYMPATHETIC AND PARASYMPATHETIC



You've got a lot of nerves! 😊

Byjus.com



Reactions to perceived
threat:



Reactions to perceived
threat:

* **Fight**



Reactions to perceived
threat:

- * **Fight**
- * **Flight**



Reactions to perceived
threat:

- * **Fight**
- * **Flight**
- * **Freeze**





Dobby and the Bunny



Reactions to perceived
threat:

- * **Fight**
- * **Flight**
- * **Freeze** (dissociate)
- * **Fawn**
(please/appease/submit)



Reactions to perceived
threat:

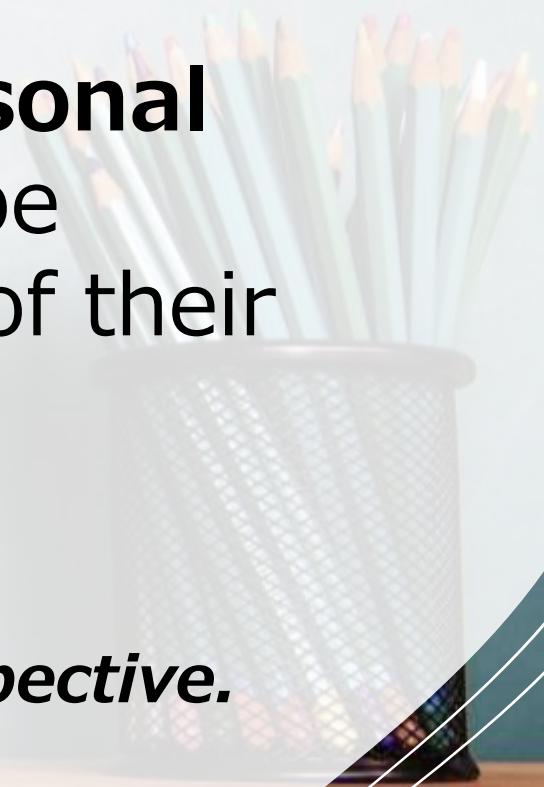
- * **Fight**
- * **Flight**
- * **Freeze**
- * **Fawn** (please/appease)
- * **Dissociate/collapse**


Why is this important understand?

Learning is vulnerable.

If your student has a history of educational trauma **layered on other personal trauma**, he/she may be teetering on the edge of their WOT just sitting in a classroom.

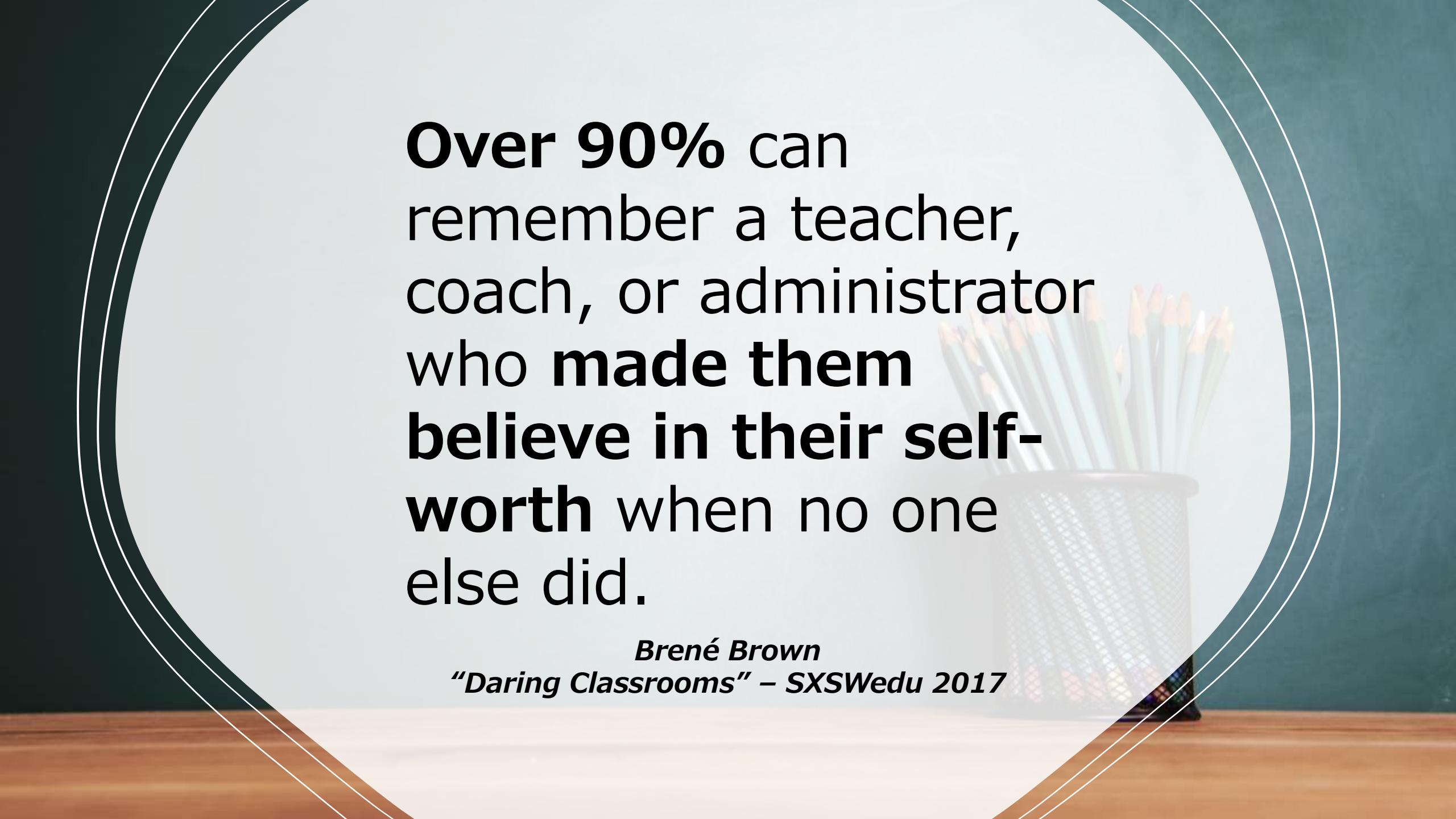
Consider your students' perspective.





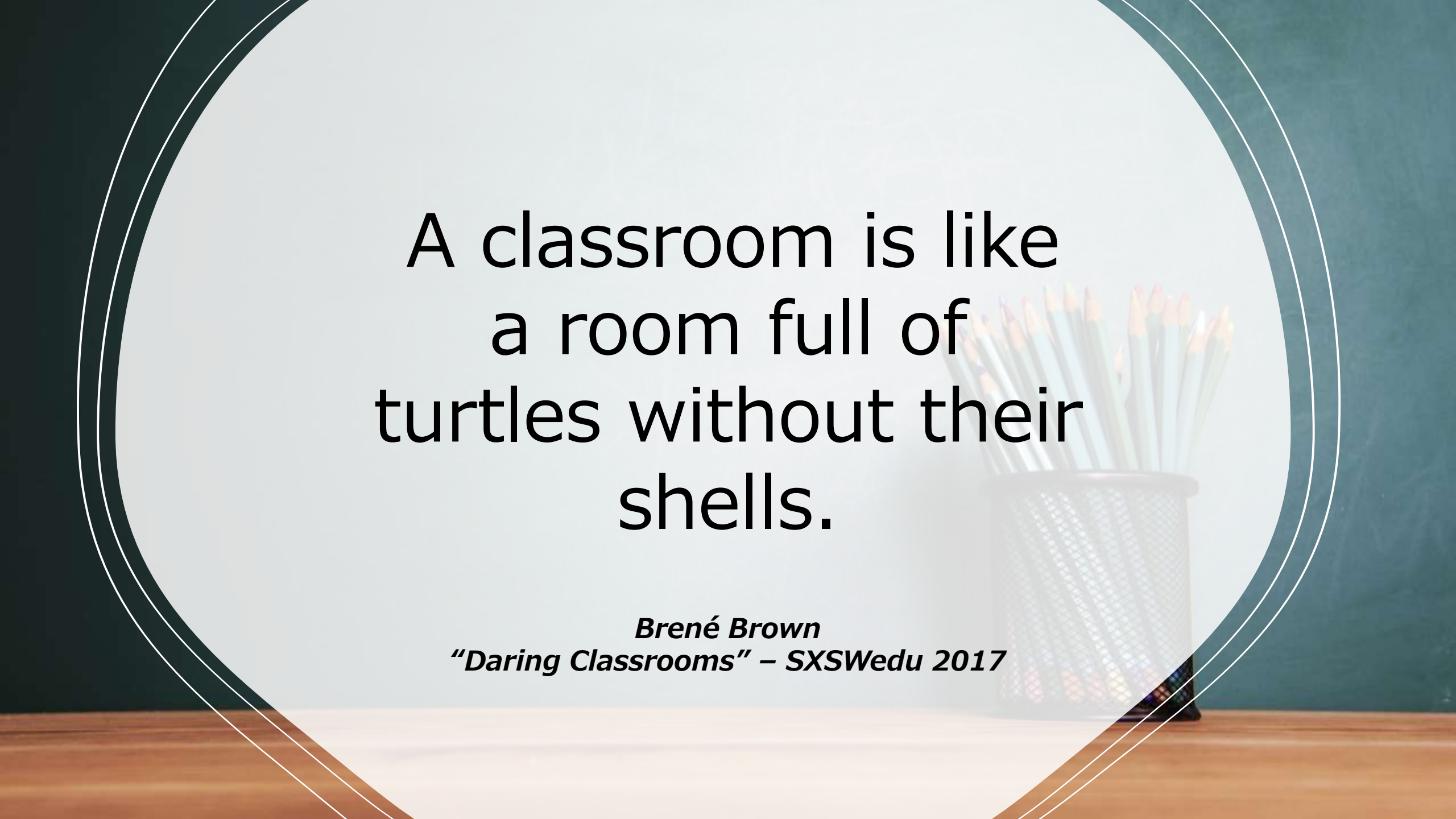
85% of people can remember a shaming event that **changed the way they think about themselves as learners.**

Brené Brown
"Daring Classrooms" – SXSWedu 2017



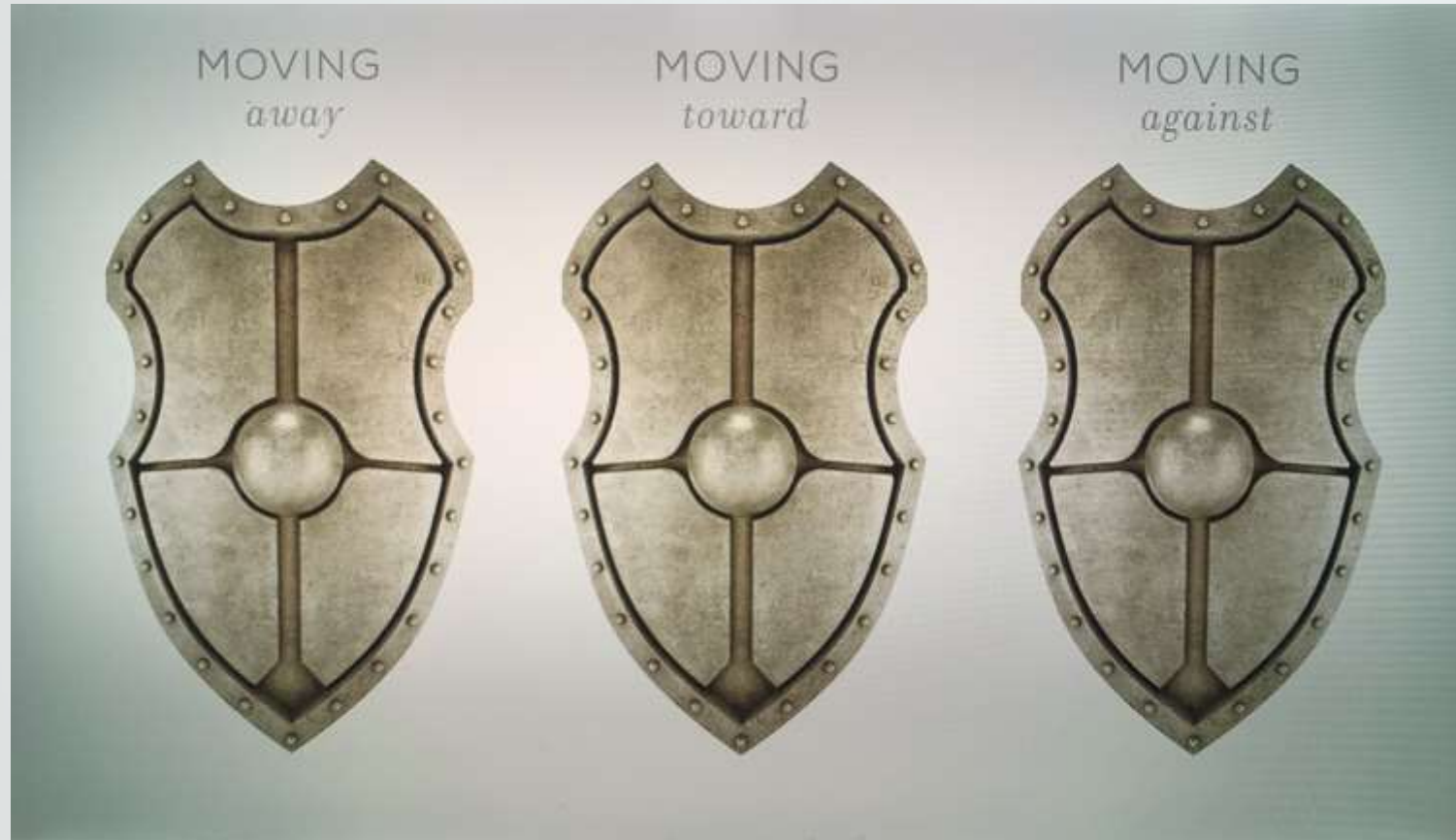
Over 90% can remember a teacher, coach, or administrator who **made them believe in their self-worth** when no one else did.

Brené Brown
"Daring Classrooms" – SXSWedu 2017



A classroom is like
a room full of
turtles without their
shells.

Brené Brown
"Daring Classrooms" – SXSWedu 2017



Brené Brown
"Daring Classrooms" – SXSWedu 2017



Communicate effectively

- Strengths-based



- Strengths-based
- No shame



- Strengths-based
- No shame
- No competition



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- Respect (person-first)




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- Self-agency – voice and choice



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- Reframe expectations



- 
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 - No shame
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 - Respect (person-first)
 - Self-agency – voice and choice
 - Reframe expectations

*Communicate effectively...
in a trauma-informed way*



Resources for regulation

- Breathing

Resources for regulation



- Breathing
- Grounding

Resources for regulation



- Breathing
- Grounding
- “You know enough to pass the test”

Resources for regulation

Productive Citizen



- Emotional Regulation

Productive Citizen



- Emotional Regulation
- Voice and Choice

Productive Citizen



- Emotional Regulation
- Voice and Choice
- “Time Out”

Productive Citizen



- Emotional Regulation
- Voice and Choice
- “Time Out”

Productive Citizen



References

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Contact Information

Email:

kathyoungcoaching@gmail.com

Website:

kathymcateeyoung.com

Instagram:

@kathyoungcoaching

