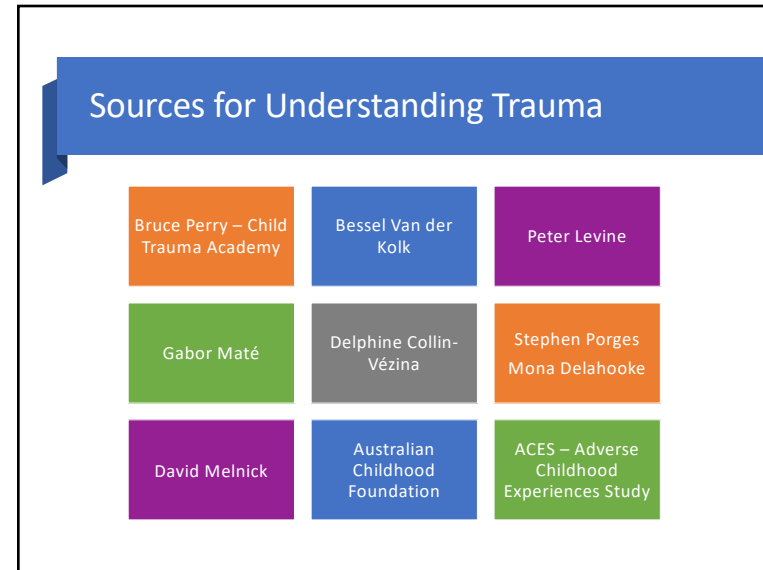
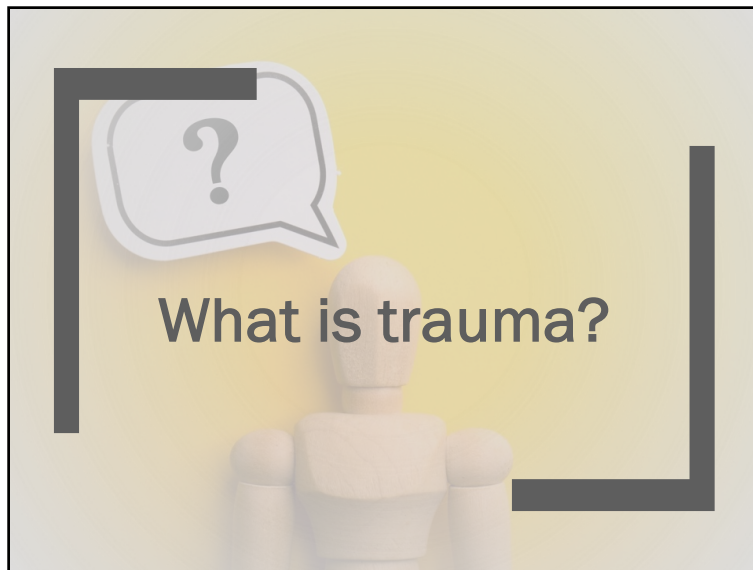


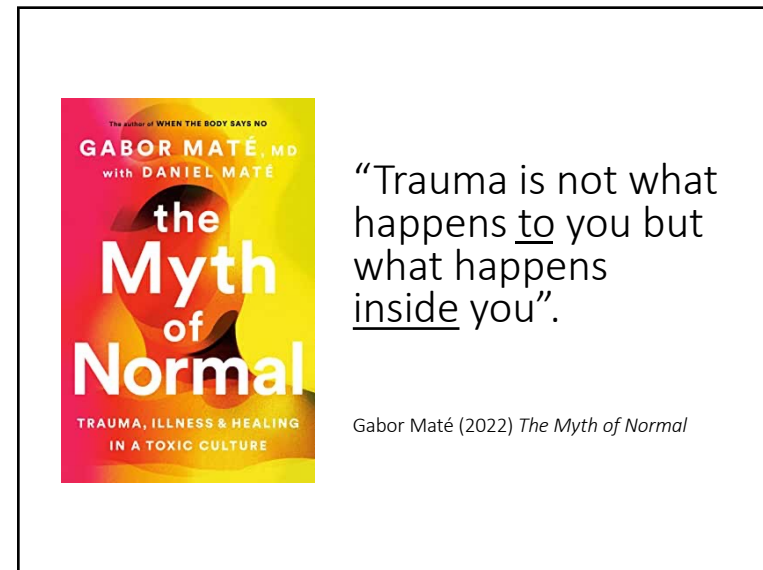
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4

Trauma and Childhood Adversity

Trauma literally means "**wound, injury, or shock.**" Trauma is one possible outcome of exposure to adversity. Trauma occurs when a person perceives an event or set of circumstances as extremely frightening, harmful, or threatening—either emotionally, physically, or both.

Childhood adversity is a broad term that refers to a wide range of **circumstances or events** that pose a **serious threat to a child's** physical or psychological **well-being.**

Research shows that such experiences **can have serious consequences,** especially when they occur early in life, are chronic and/or severe, or accumulate over time.

As Peter Levine (2008) points out, "Certainly, all traumatic events are stressful, but not all stressful events are traumatic."

5

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences (ACEs)—a term coined by researchers Vincent Felitti, Robert Anda, and their colleagues in their seminal study conducted from 1995 to 1997—are a subset of childhood adversities.

The researchers asked adults about childhood adversities in seven categories: physical, sexual, and emotional abuse; having a mother who was treated violently; living with someone who was mentally ill; living with someone who abused alcohol or drugs; and incarceration of a member of the household.

Researchers found that the more ACEs adults reported from their childhoods (especially 4+ ACEs), the worse their physical and mental health outcomes (e.g., heart disease, substance misuse, depression).

6

Adverse Childhood Experiences (ACEs)

The term ACEs has since been adopted to describe varying lists of adversities.

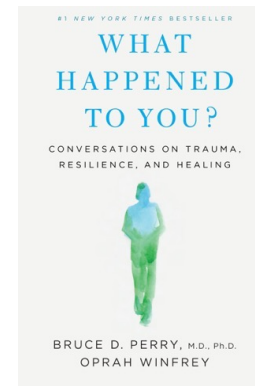
The current ACEs study funded by the Centers for Disease Control and Prevention, for example, includes parental divorce or separation and emotional and physical neglect.

Other studies have added experiences of social disadvantage (e.g., economic hardship, homelessness, community violence, discrimination, historical trauma).

No ACEs lists or screening tools identify all childhood adversities, but those that do not include adversity related to social disadvantage are likely to overlook children in specific racial or ethnic groups, who are disproportionately affected.

7

MECHANISMS OF TRANSGENERATIONAL TRANSMISSION



Genetic

- DNA

Epigenetic (modification and control of gene expression)

- Histone modification
- DNA methylation

Intrauterine

- Maternal milieu (e.g., stress)
- Environmental toxins
- Other (e.g., alcohol, drugs)

Perinatal Experience

- Bonding and attachment (shaping primary regulatory and relational core)

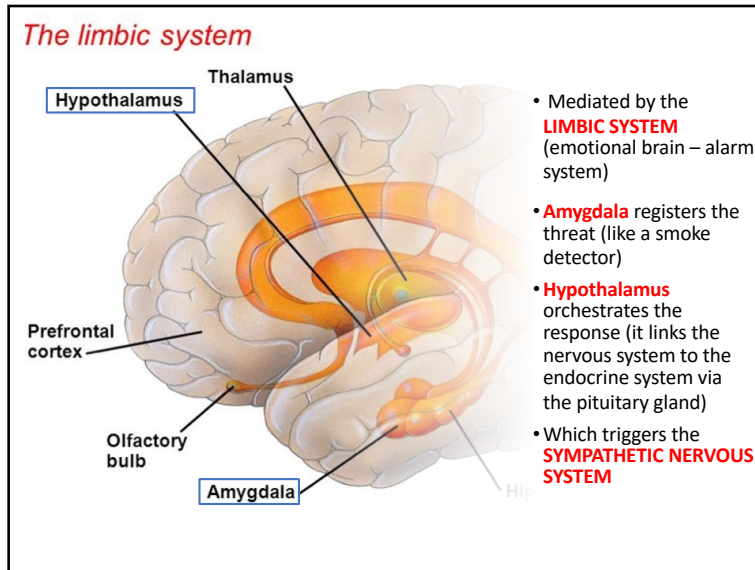
Postnatal

- Family-mediated (e.g., language, values, and beliefs)

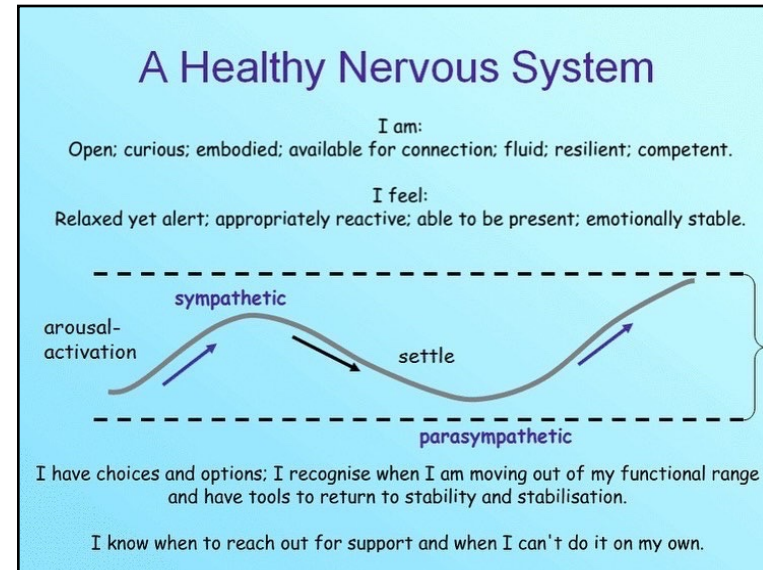
Postnatal

- Education-, community-, and culture-mediated

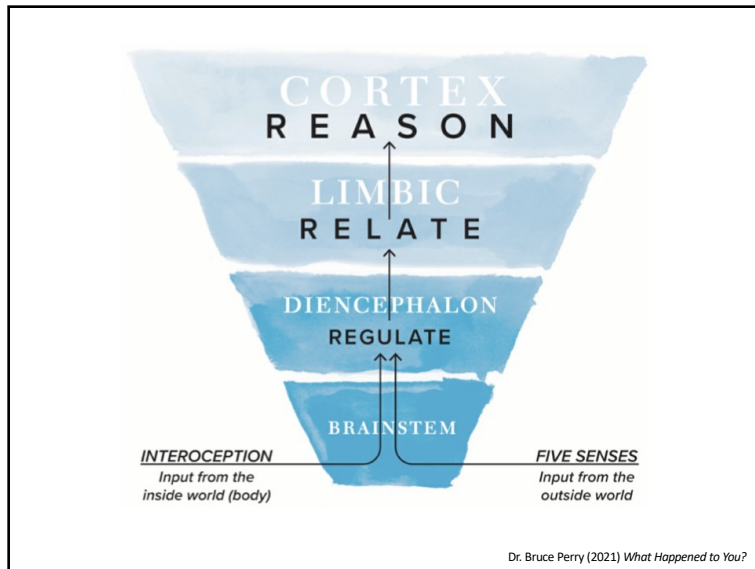
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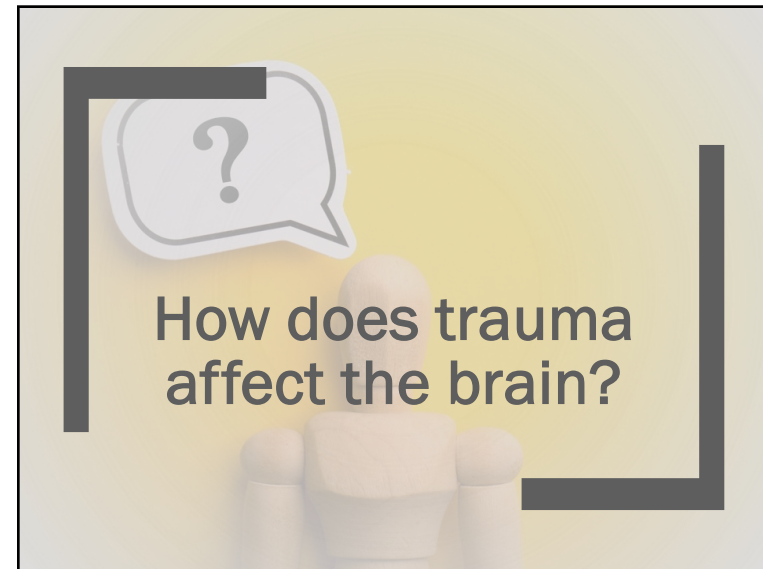
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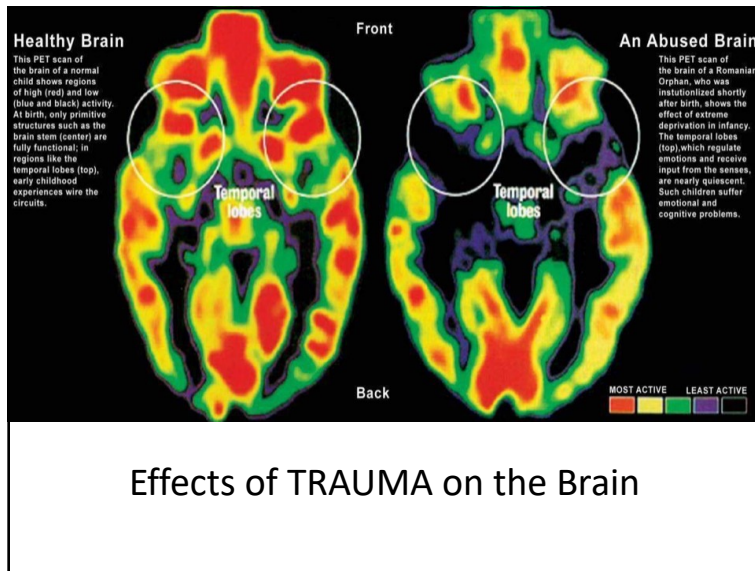
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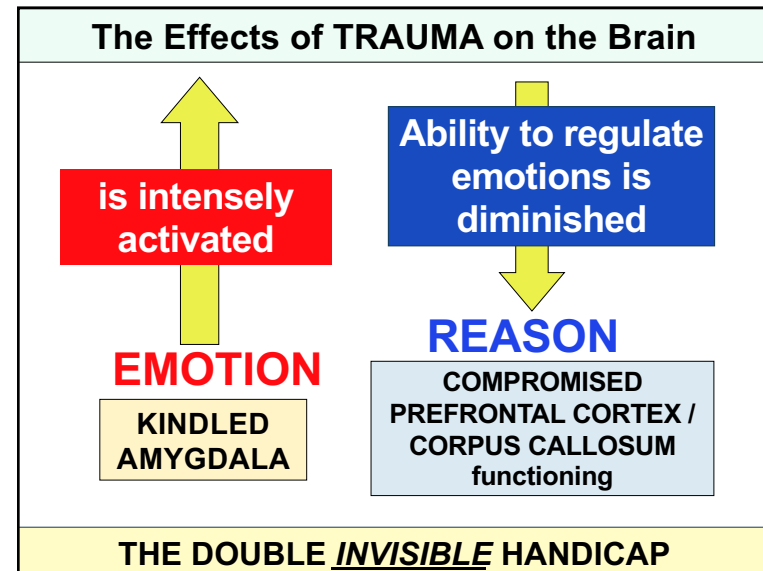
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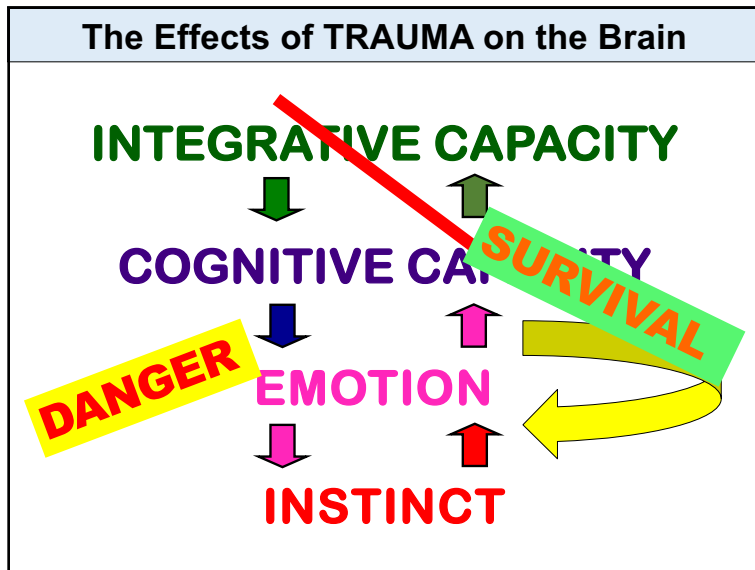
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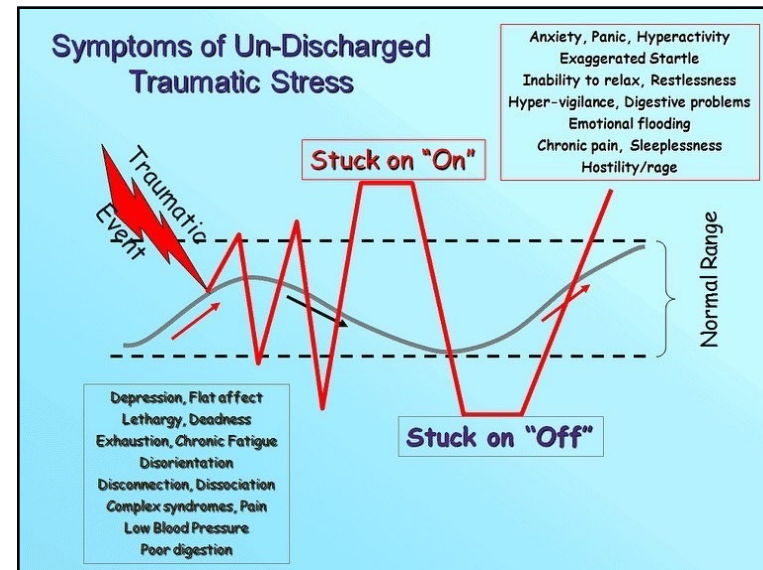
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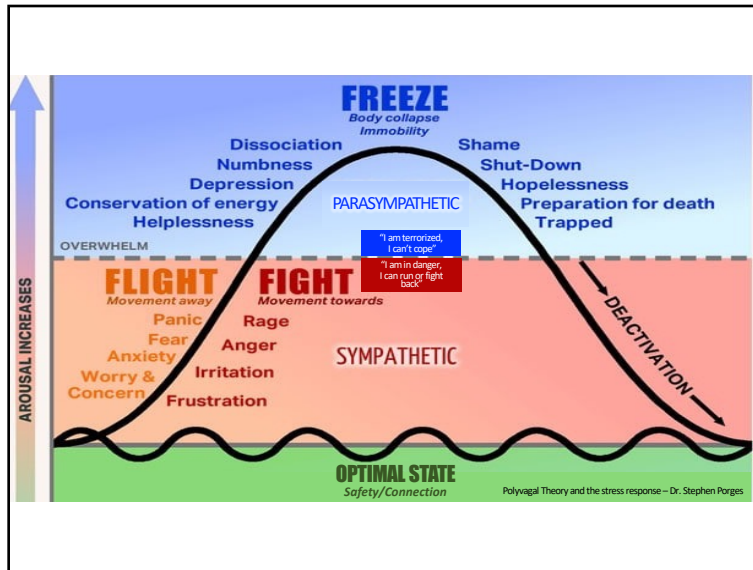
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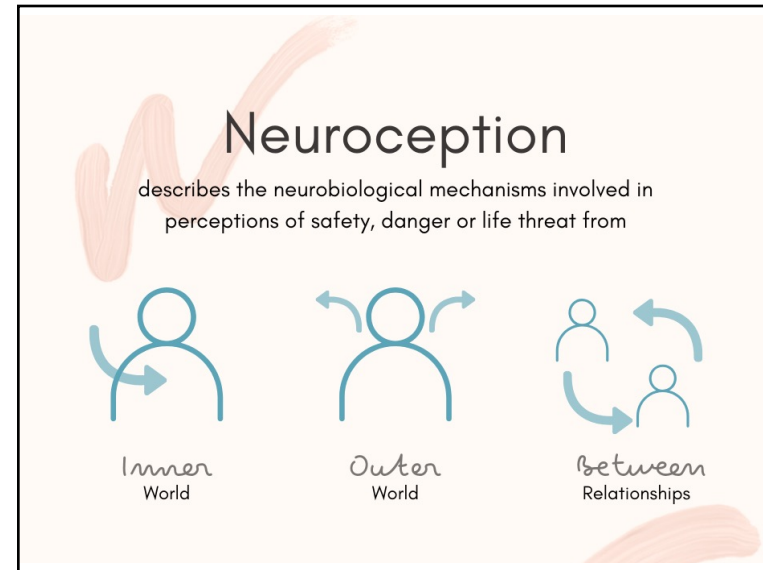
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Neuroception

- Neuroception is the brain's and body's (through the neural circuits) ongoing subconscious surveillance of safety and threat in the environment (Dr. Stephen Porges, 2004).
- 'Faulty' neuroception is when a person's body and brain detect threat when the person is actually safe, or alternatively, detects safety when actually at risk.
- A child with a vulnerable nervous system or a trauma history can mistakenly detect threat in the environment even when that child is safe, triggering defensive reactions, hence faulty neuroception.
- Neuroception cannot be altered by "right" thinking. Safety signals bypass our consciousness and target primitive areas of our brain.

19

TRAUMA: Potential Triggers


| | |
|---|--|
| <p>FIVE SENSES</p> <ul style="list-style-type: none"> • Sound: cries, moan, alarm, police siren, specific words or expression, song • Taste: food, body fluid • Smell: perfume, alcohol, food, smell related to a place • Sight: place, person linked to or related to a trauma, image, objects, facial expression, body posture, gaze • Touch: Physical contact, being touched in some way. | <p>EMOTIONAL</p> <ul style="list-style-type: none"> • Unpleasant emotions (shame, helplessness, rejection, abandonment, anger, fear) • Intense pleasant emotions (excitement, joy, surprise) • Feeling of vulnerability • Feeling of injustice • Feeling of loneliness • Stress of novelty and unpredictability |
| <p>INTEROCEPTION</p> <ul style="list-style-type: none"> • Feeling of deprivation or unmet basic needs (hunger, thirst, lack of sleep) • Physiological sensations related to survival response (increased heartbeat, change in breathing rate) • Physical pain or pleasure | <p>RELATIONAL DYNAMIC</p> <ul style="list-style-type: none"> • Intimacy • Exercise of authority • Violation of physical or relational boundaries • Feeling threatened or attacked • Positive attention • Feeling ignored • Getting teased • Being blamed or pressured |

20

| Domains of Impairment in Children Exposed to Complex Trauma | | |
|--|---|---|
| I. Attachment Problems with boundaries Distrust and suspiciousness Social isolation Interpersonal difficulties Difficulty attuning to other people's emotional states Difficulty with perspective taking | IV. Dissociation Distinct alterations in states of consciousness Amnesia Depersonalization and derealization Two or more distinct states of consciousness Impaired memory for state-based events | VI. Cognition Difficulties in attention regulation and executive functioning Lack of sustained curiosity Problems with processing novel information Problems focusing on and completing tasks Problems with object constancy Difficulty planning and anticipating Problems understanding responsibility Learning difficulties Problems with language development Problems with orientation in time and space |
| II. Biology Sensorimotor developmental problems Analgesia Problems with coordination, balance, body tone Somatization Increased medical problems across a wide span (eg, pelvic pain, asthma, skin problems, autoimmune disorders, pseudoseizures) | V. Behavioral control Poor modulation of impulses Self-destructive behavior Aggression toward others Pathological self-soothing behaviors Sleep disturbances Eating disorders Substance abuse Excessive compliance Oppositional behavior Difficulty understanding and complying with rules Reenactment of trauma in behavior or play (eg, sexual, aggressive) | VII. Self-concept Lack of a continuous, predictable sense of self Poor sense of separateness Disturbances of body image Low self-esteem Shame and guilt |
| III. Affect regulation Difficulty with emotional self-regulation Difficulty labeling and expressing feelings Problems knowing and describing internal states Difficulty communicating wishes and needs | | Complex Trauma in Children and Adolescents |

21


Impact of defendedness on relationships



Our brain protects us by:

- ✓ **NUMBING OUT** feeling that are too much
- ✓ **TUNING OUT** from seeing things that would be too hard to see
- ✓ **BACKING OUT** of relationships where you might get hurt

22

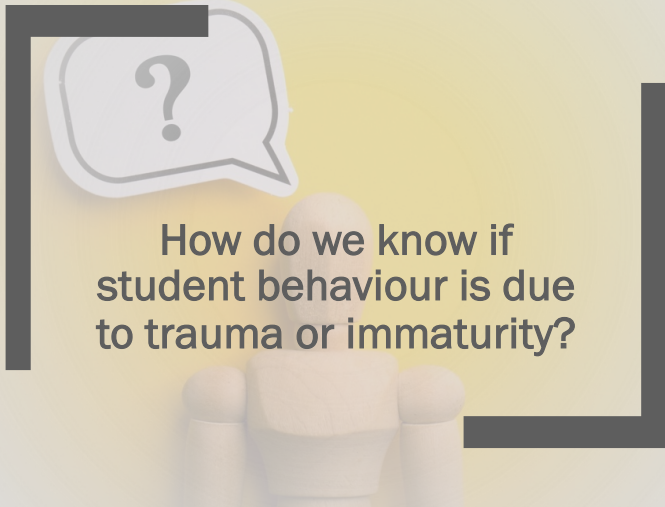


Impact of Defendedness on Learning

New Learning increases the feelings of VULNERABILITY

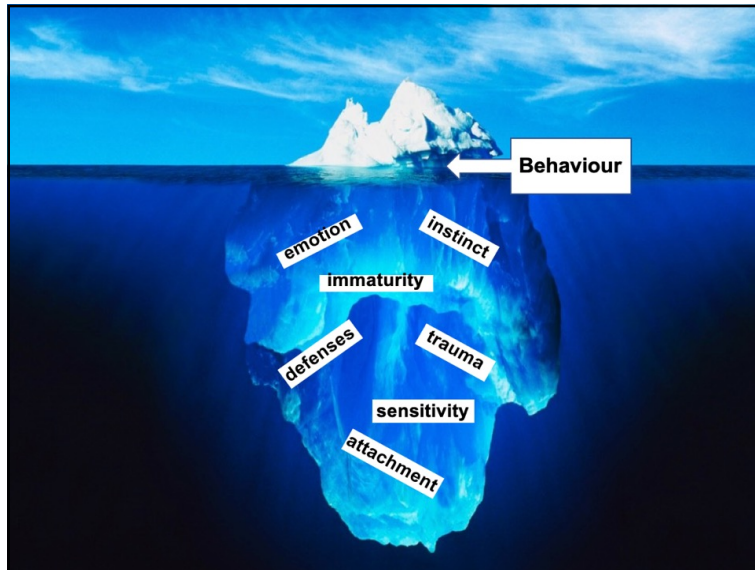
- These students instinctively **avoid** doing anything that would lead them into **vulnerable territory** – trying new things, asking questions, presenting original ideas, exploring the unknown.
- These students are reluctant to look at their own **mistakes** or to attend to their **failures** as that would make them feel **vulnerable**.
- They find it difficult to **admit to inadequacy or ignorance**, or to confess confusion, as that would open them to feelings of shame.
- They rarely ask for **assistance** from the teacher as that would create **feelings of dependency** and **vulnerability**.
- Since they cannot feel sad about what is not working, their brain is then less able to do “work arounds” – **they get stuck in their learning disabilities**.

23



How do we know if student behaviour is due to trauma or immaturity?

24



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Brain maturation

Judgment last to develop
 The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

5-year-old brain

Preteen brain

Teen brain

20-year-old brain

Dorsal lateral prefrontal cortex ("executive functions")

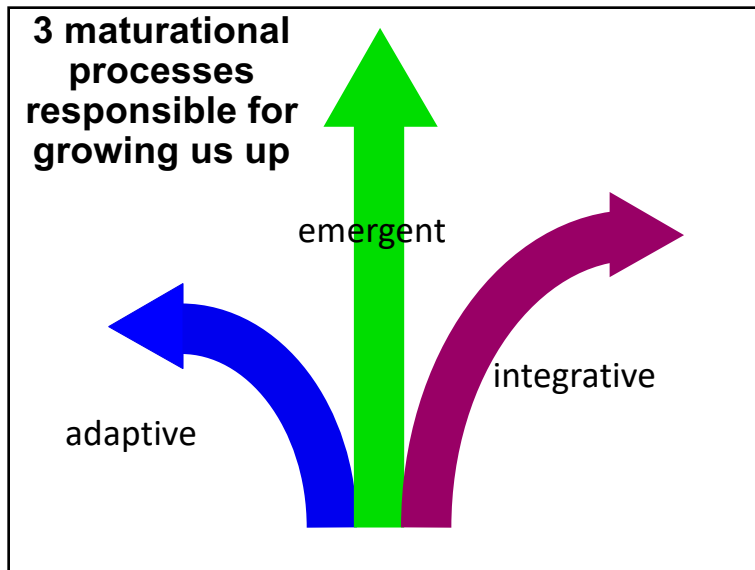
Youth rely more on the **Amygdala** (limbic system)

Adults rely more on the **Prefrontal Cortex**

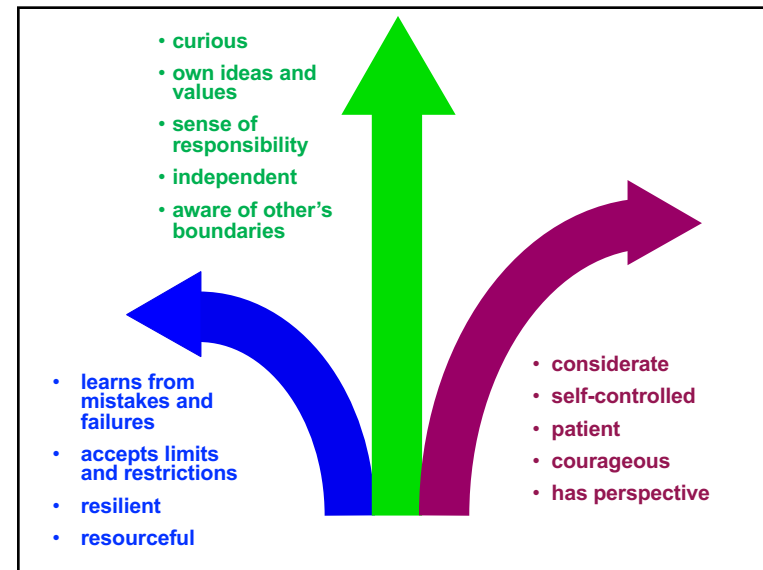
Red/yellow: Parts of brain less fully mature Blue/purple: Parts of brain more fully mature

Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

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27



28

The IMMATURE child has a hard time:

1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the “**whole**” picture (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result they often KNOW better but cannot DO better as Emotion overwhelms REASON.
Behaviour will improve when maturation occurs, but this takes time.

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Trauma VS. Immaturity

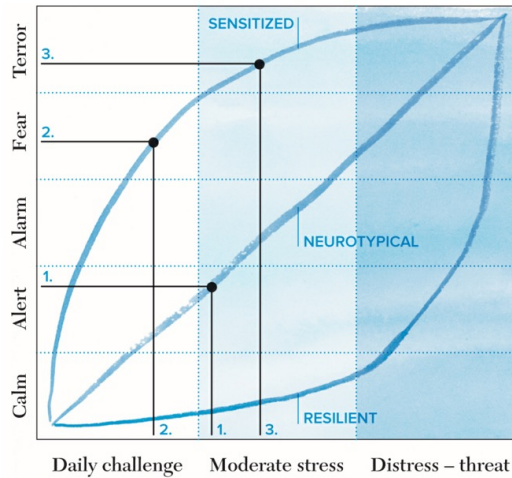
Elements in common:

- Challenges in executive functions (organization, time management, task initiation, planning, problem solving)
- Lack of impulse control – emotion regulation (difficulty knowing and describing emotions and internal state)
- Difficulty with adaptation (novelty, transitions, limits, mistakes, failure)
- Difficulty with sitting still and giving full attention over a certain period of time

Elements that set them apart:

- Calibration of the amygdala (highly reactive)
- Defenses – attachment issues
- Triggers – sensory sensitivities
- May have issues around sleep, food, mental health, etc.

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Dr. Bruce Perry (2021) *What Happened to You?*

31

What are the fundamentals to adopt in a trauma-informed school?

32

WHAT DOESN'T WORK

REASONING, TALKING especially about CONSEQUENCES

- Talking keeps them in high arousal – flight or fight mode – intensifies the dysregulation.
- When the child is in “survival” mode they cannot hear our words, just our tone.
- They can't process language (the words we are using) just keep hearing the TONE
- They can't remember the future (what will happen if they don't stop) – **only feel the intensity of the present moment.**

Waiting to hear: “And I've had it with you.”

33

WHAT DOESN'T WORK

REACTING to student's behaviour in high levels of stress

The graph plots Performance on the y-axis and Stress Level on the x-axis. The curve shows an inverted U-shape. Key points on the curve include: Inactive (Too little stress), Laid Back, Fatigue (Optimum stress), Exhaustion, and Burnout (Too much stress). A red box highlights 'Anxiety Panic Anger' on the downward slope. An inset diagram shows a student and an adult with arrows between them, with a red 'X' over the adult's reaction.

34

List of the 'when it's too late' by Ross Greene

| | |
|---|---|
| When we expect a dysregulated student to... | ask for help |
| | take a break |
| | go to the calming corner |
| | use their coping strategies |
| When we're at the point of... | trying to de-escalate a situation |
| | requesting additional support from a colleague |
| | needing to resort to restraints and isolation |
| | referring to the reflection room, to the Principal's office (discipline, detention, suspension, etc.) |

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“The best approaches are **systemic**, not piecemeal. There must be buy-in from the top and the bottom. Emotional and behavioural support cannot be addressed only in a ten-minute morning meeting or every Thursday, fourth period. It has to be an everyday thing—it has to become part of the school's DNA. There needs to be a common vision and language among all stakeholders. It has to be integrated into leadership, instruction, faculty meetings, family engagement, hiring procedures, and policies”.

Marc Brackett (2020) Permission to Feel

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“The best efforts towards emotional and behavioural support are **proactive**, not reactive. Being proactive means, we don’t wait for problems to arise and then deal with them—we adopt measures to prevent them. In some schools this means a shift in mindset, from focusing primarily on having students follow the rules to supporting students preventatively by creating emotionally safe spaces”.

Marc Brackett (2020) Permission to Feel

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It’s about Prevention

- Students typically don’t respond well in crisis intervention and it is quite difficult to make headway in those circumstances, because they are:
 - ✓ Indisposed and not receptive when under stress
 - ✓ Not accessible when disengaged/disconnected from the adult(s) intervening.
- A student’s success depends on:
 - ✓ Sense of safety, building attachment (requires conducive conditions)
 - ✓ Structure, routine and predictability
 - ✓ Introduction to tools/supports, exploration and practice
 - ✓ Growth happens in moments of rest

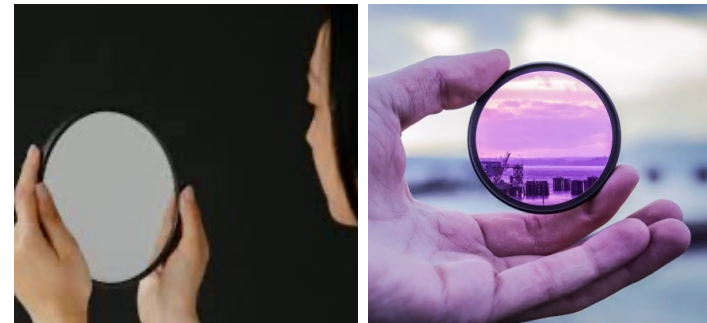
38

It’s about reflective practice

- Taking a step back from situations – having a bird’s eye view.
- Reflecting on own beliefs, assumptions, biases, and actions as a source of personal development and professional improvement.
- Bringing people together to support and encourage each other, which helps decrease stress, isolation, and burnout.
- Ideally, reflective practice becomes ingrained in the culture as a way of doing things, not just a set of exercises.

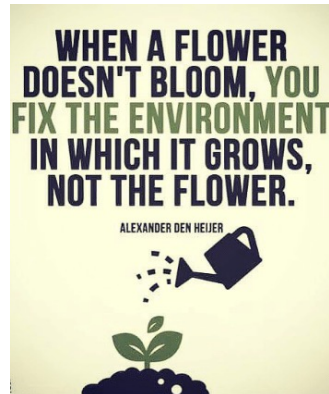
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Having mirrors in addition to the lenses



40

It's about **managing the circumstances**, rather than trying to control the student's behaviour



41

It's about the power of **teamwork**

- **Sharing the responsibility** of the student and class group (each adult having a complementary role to the other).
- **Sharing the weight** of the challenging students (ex. 'You've Got Mail' intervention, Foster Classrooms, Nurturing Support Centre, etc.)
- **Communicating** with one another so all involved are in the 'know' of certain student profiles and relevant situations that have come up.
- Receiving the **collaboration and support** of school board personnel and outside services.

42

Which practices help build resilience in students?

43

Natural solution to stress is building:

RESILIENCE
= CAPACITY TO BOUNCE BACK



Gordon Neufeld (2017) Making Sense of Resilience.

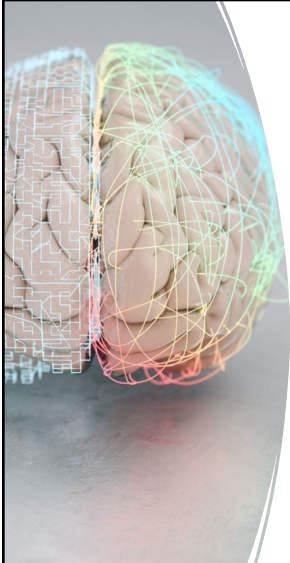
44

Safety is the starting point

We CANNOT make someone...

- feel SAFE by telling them the environment is secure
- be at REST by trying to control their behavior or by demanding calmness
- feel their EMOTIONS or be emotionally healthy by building skills (you can teach the words of emotions, but you can't teach how to feel)
- be HAPPY by imposing right/positive thinking
- reach their OPTIMAL FUNCTIONING by teaching or commanding it

45



Safety is the starting point

- Reaching emotional well-being doesn't stem from the neo-cortex (thinking brain) nor from the pre-frontal cortex (executive functioning)
- It is rooted in the **primitive brain** (instincts) and in the **limbic system** (emotions)
- Therefore, optimal functioning is achieved through **setting up conditions**, which allows for the keys to unfold naturally

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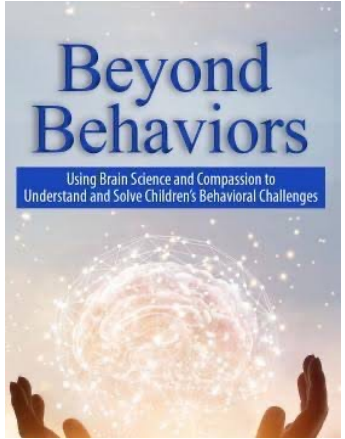
Safety Is in the Eye of the Beholder

- What's important is the child's own perception of safety—not what adults think ought to constitute relational or environmental safety. In short, safety is in the "eye" (brain and body) of the beholder: the child. It is "defined by how the child feels, and not simply by the removal of threat" (i.e., feeling brain-safe).
- A powerful modulator of a child's stress response is the safety of a relationship. That doesn't mean that the mere presence of a qualified adult is sufficient.

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Safety Is the Starting Point

- **Neuroception of safety:** neuroception refers to the neural circuits that allow our bodies to register whether an environment is safe or dangerous. Unlike perception, which delivers cognitive insights in the form of thoughts and sensory data, neuroception occurs outside of conscious thought.
- When a child experiences the neuroception of safety, defensive strategies are "turned off." In other words, the child doesn't need to fight, run away or freeze up in order to feel safe on a subconscious level.



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Fostering a sense of SAFETY

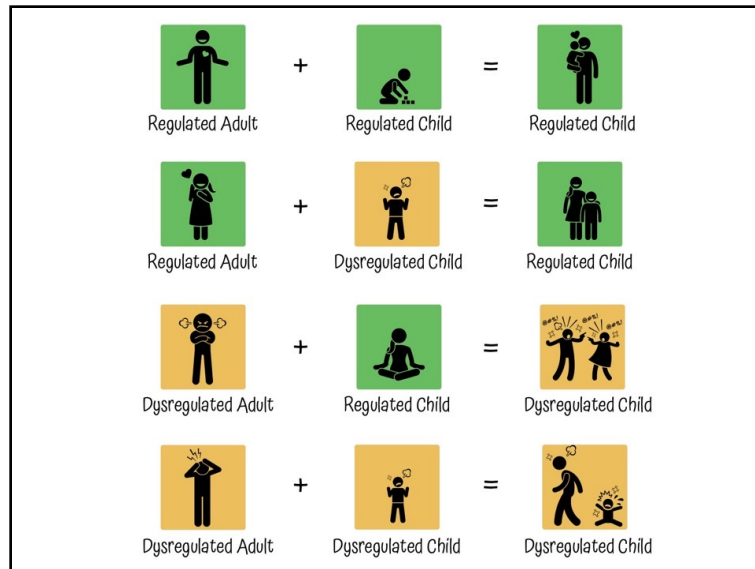
- Giving priority to prevention work, and adult teamwork. Providing check-ins.
- Strong student-adult relationships (showing interest and warmth) – having realistic adult expectations
- Reflective and regulated adult interventions. Alpha yet nurturing adult posture – moving away from discipline methods that cause separation – clear limits and boundaries.
- Structure-routine, predictability, intentional set up of the physical and social environment (being mindful of their potential triggers on a sensory level).
- Positive school climate – cultivating a sense of belonging.
- Supporting and enhancing protective factors (e.g. access to healthy and positive extracurricular activities – sports/arts, strong home and school relationship, etc.)

49

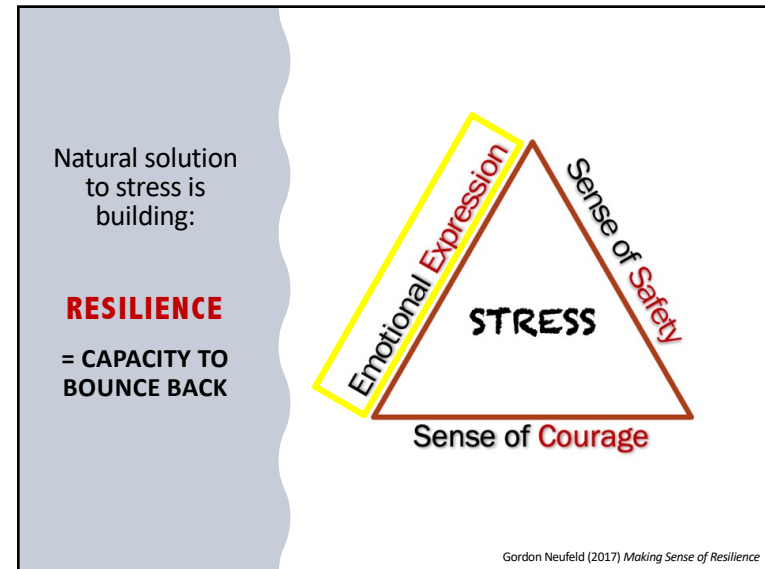
Trauma kids need adults to co-regulate

- Emotional co-regulation comes first, and this is how emotional self-regulation is developed.
- Providing cues of relational safety: According to the Polyvagal perspective, humans provide cues of safety or threat through tone of voice, facial expressions, posture, and other nonverbal forms of communication.
- Prioritizing Safety - Less Is More: While there's nothing inherently wrong with talking about difficulties, often we talk too soon. Not only does talking not help, but it can make things worse.

50



51



52

THE PROBLEM WITH “RIGHT” THINKING

- *focusing just on being positive*
- *pursuing happiness*
- *resisting the ‘let-down’*
- *pursuing calmness & tranquility*

Gordon Neufeld (2017) *Making Sense of Resilience*

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UNLOCKING THE POWER OF EMOTIONS
TO HELP OUR KIDS, OURSELVES,
AND OUR SOCIETY THRIVE

Marc Brackett, Ph.D.
DIRECTOR, YALE CENTER FOR EMOTIONAL INTELLIGENCE
PROFESSOR, YALE CHILD STUDY CENTER

“Emotion regulation is not about exerting tight control over what we feel. And it’s not about banishing negative emotions and feeling only positive ones. Rather, emotion regulation starts with giving ourselves and others the permission to own our feelings—all of them”.

Marc Brackett (2020) *Permission to Feel*

54

Evidence* related to suppressing emotion shows consequences on physical health, mental health and general well-being, including an increase in:

- attention, concentration, and memory problems
- high daily emotional stress and emotional dysregulation
- negative social functioning
- number of physical aggressions and bullying incidents
- mental health conditions, including anxiety and depression
- long term health problems on the body (insomnia, poor digestion, etc.)


Patel & Patel (2019) *Consequences of Repression of Emotion*
Gross & Cassidy (2019) *Expressive Suppression of Negative Emotions in Children and Adolescents*

55

To come alongside a person’s feelings is to...

- a) accept their existence regardless of how irrational and unreasonable they may seem;
- b) normalize the feelings rather than treat their existence as a problem;
- c) Make room for the feelings rather than try to get rid of them.

56



Tears of grief **Tears of change**


Onion tears **Laughing tears**

These are pictures of different dried human tears. Grief, laughter, onion and change. They all have a different chemical makeup, which makes them look different from each other.

Benefits of having a 'good' cry

Crying releases the stress hormone (cortisol) and the mood-regulating hormone (oxytocin).


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Emotion has vital WORK to do, however it can be difficult for some to express it.

Being in the 'play' mode allows to safeguard the outcomes of emotional expression.

58



Playing out emotions

Play is like a release valve –it allows the emotions to move through.

59

PLAY and EMOTIONAL WELL-BEING

When children are "stirred up" emotionally, their PLAY can reflect themes they are struggling with.

PLAY is how they naturally make sense of all the emotions they are experiencing.




Unstructured dramatic play gives children the freedom to choose their own roles and play scenarios.

60

Making room for emotional EXPRESSION

- Emotional expression can be without words through indirect and non-threatening experiences that are engaging (through emotional playgrounds that are one-step-removed from the situation).
- Coming alongside the student's emotion and acting as a co-regulator if needed.
- Proving time and space for expression in the preventative mode.



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Examples of sensation and emotion playgrounds

- Art – music – journaling (building a sense of safety and emotional expression)
- Sensation treasure box (building sensory awareness through exploration)
- Draw the music activity (discovering rhythm and intensity through exploration)
- Gingerbread person activity - sensation body map (noticing and naming sensations)
- Draw the shape of your feeling – Poem about your feeling (noticing and naming emotions)
- Stories and role-playing (emotional expression one-step-removed, exploration of emotions)

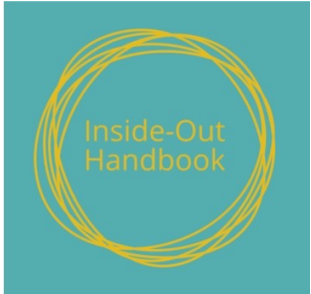
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Emotional Release Activities

Examples:

- Scribble Time!
- Drawing the music
- Be the Conductor, You Are the Music
- Which leaf am I?

Check out [Hannah Beach's blog](#) for samples of Emotional Release Activities

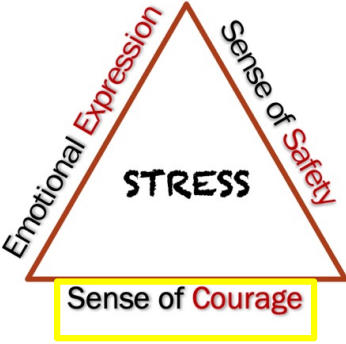


You can find numerous ideas in the Inside-Out Handbook which is free when you have a copy of the book: <https://reclaimingourstudents.com/>

63

Natural solution to stress is building:

RESILIENCE
= CAPACITY TO BOUNCE BACK



Gordon Neufeld (2017), *Making Sense of Resilience*.

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Pseudo-resilience

65

COPING IS NOT ADAPTATION

Coping is about **MANAGING** in the situation (Powering through)

Adaptation is an **EMOTIONAL JOURNEY**

If we allow ourselves to pass through sadness, it results in **RESILIENCE**

66

ACCOMPANYING with empathy

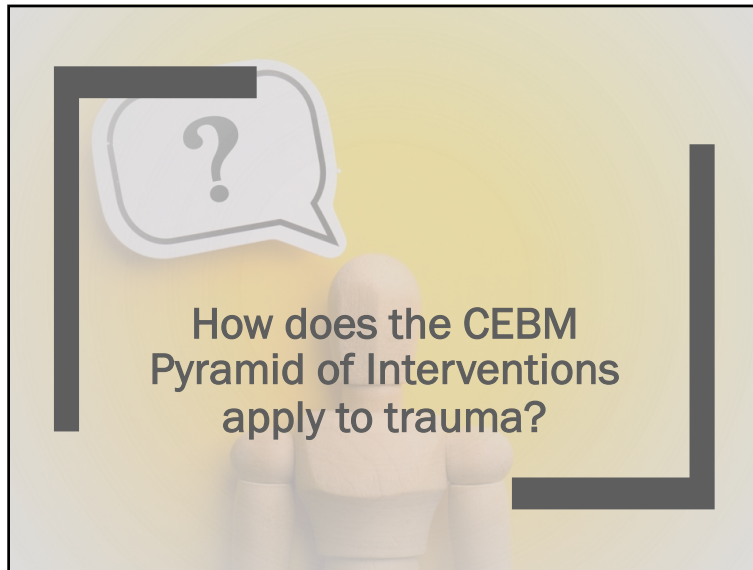
- Typical examples that dismiss and invalidate:
 - ✓ Don't be silly
 - ✓ There's nothing to be scared of
 - ✓ You see, everything turned out fine, all that worrying for nothing
- Empathic acknowledgements:
 - ✓ Wow, that was really scary
 - ✓ Everyone gets scared at times, even grown-ups. I do too!
 - ✓ Even though everything worked out, I know you were really worried

67

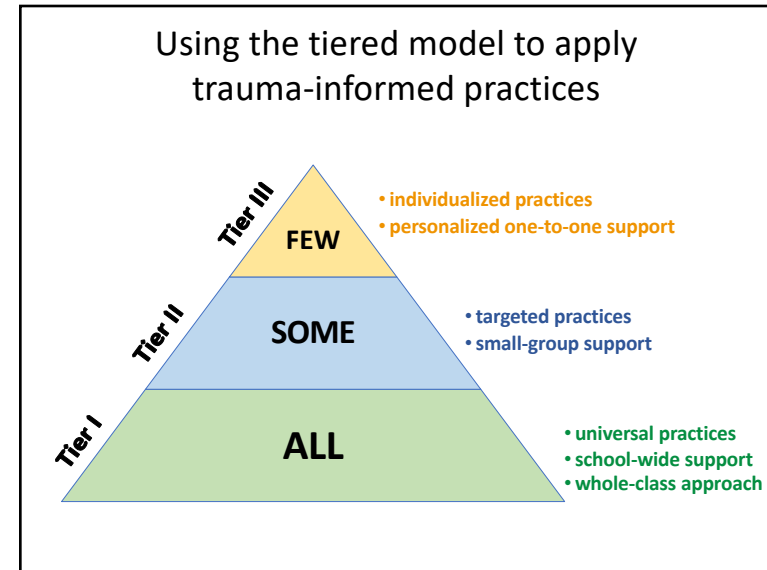
Cultivating a sense of strength and COURAGE

- A sense of strength, courage and confidence can be cultivated through indirect and non-threatening experiences that are engaging (through emotional playgrounds that are one-step-removed from the situation).
- Proving time and space for experimenting (in the preventative mode):
 - trying new things
 - making a mistake
 - facing a difficult challenge

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Tier 1 universal practices – during class time
 ALL <https://www.cebmmember.ca/tier-1-universal-practices>

Whole-group support measures in the prevention mode:

- Fostering a sense of **safety** and predictability (clear and explicit structures/routines, diverse and inclusive practices, being intentional in the physical set-up of the classroom, other spaces in the building, hallways, school yard, etc.)
- Cultivating a sense of connection, inclusion, and **belonging** (authentic adult greeting, class meetings, group projects, activities for inclusion and team building, interest/social clubs, sports teams, family and community involvement).
- Allotting time for **breaks** and emotional **respite** (re-set corner, quiet individual activities).
- Providing opportunities for emotional **release** in engaging ways (brain break activities).


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Tier 1 universal practices – during class time
 ALL <https://www.cebmmember.ca/tier-1-universal-practices>

Whole-group support measures in the prevention mode:

- Introducing and modeling emotional **expression** through emotional playgrounds (Inside-Out Handbook).
- Helping students build their **language of emotion** and match the words to their inner experience (stories).
- Creating opportunities to build a sense of **strength** (trying something new, attempts at facing a challenge (safe practice), allowing ourselves to make mistakes – this can be done in the play mode).
- Supporting implicitly (planting the seed) **executive functioning development** through everyday practices (activities that promote student interaction and cooperative learning, activities that encourage self-awareness and social-awareness, project-based activities, etc.)

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Tier 1 universal practices – during class time

How **support staff** can get involved at Tier 1:

- Helping staff and students familiarize themselves with their role and involvement in supporting emotional development: when/where/how they can be accessed for support, what tools and strategies are available to them, what rules and parameters are in place, etc.
- When needed and relevant, supporting the teacher in:
 - cultivating a sense of belonging (class meetings, class discussions, team building activities, etc.)
 - animating brain breaks or emotional release activities.
 - facilitating activities to build emotional literacy and to model the use of body language/facial expression to convey emotions.

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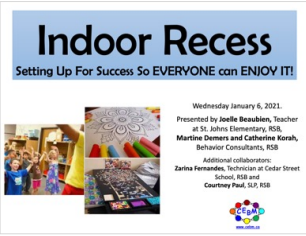


TIER 1 – UNIVERSAL Practices during transitions – outdoor recess (schoolyard)

- **Where?**–Dividing the yard into clear sections (play/activity areas)
- **With whom?** – Grouping of students
- **What?**–Types of games/activities (must consider the seasons with and without snow)
- **When?**–Schedule
- **How?** – Type of student participation, animation, supervision
- **With what?**–Materials needed

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TIER 1 – UNIVERSAL Practices during transitions – indoor recess




| Indoor Recess Activities - Kindergarten | | | Indoor Recess Activities – Cycle 2 | | |
|---|-----------|-------|------------------------------------|-----------|-------|
| Activity | Materials | Notes | Activity | Materials | Notes |
| ... | ... | ... | ... | ... | ... |

| Indoor Recess Activities – Cycle 1 | | | Indoor Recess Activities – Cycle 3 | | |
|------------------------------------|-----------|-------|------------------------------------|-----------|-------|
| Activity | Materials | Notes | Activity | Materials | Notes |
| ... | ... | ... | ... | ... | ... |

<https://www.cebmmember.ca/practices-during-transitions>

75




Tier 1 universal practices – during transitions

<https://www.cebmmember.ca/practices-during-transitions>

How **support staff** can get involved at Tier 1 during recess/lunch:

- Animating structured activities in the schoolyard
- Introducing and modeling how to play games and sport activities, how the use the equipment needed, explaining the rules and expectations, etc.
- Overseeing the games/ sport activities, supporting cooperation, turn-taking, winning-losing, conflict resolution, etc.

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Tier 2 targeted practices during class time or transitions
<https://www.cebmmember.ca/tier-2-targeted-practices>

Small-group support measures (in addition to Tier 1):

- Additional measures put into place to help foster the sense **safety** and **belonging** (check-ins, small-group projects).
- **Targeted break time** allotted preventatively in the student’s schedule (re-set corner, alternate location) and **targeted tools**, which are assigned to the student with a specific purpose, to help with emotional respite.
- Additional targeted emotional **release** activities in small group (kinesthetic hallway, outdoor structured activities/games).
- Additional targeted emotional **expression** activities in small group (Inside-Out Handbook).
- Additional targeted opportunities to plant the seed towards **emotional growth** in small group (stories, role playing).
- **Targeted scaffolding** for executive functioning challenges (classroom supports, small-group supported recess/lunch time in the schoolyard).

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Tier 2 targeted practices during class time or transitions

How **support staff** can get involved at Tier 2:

- Implementing the student check-ins upon need.
- Supporting the teacher in introducing and modeling the use of tools/materials, which have been assigned to the student.
- Being involved in the scheduling of breaks and what happens during those breaks.
- Animating small groups during recess/lunch, or that have been pulled out during class time (for social development, emotional development, respite, etc.)
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.

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TIER 2 – TARGETED Practices during transitions



Structured small-group games and activities accompanied by an adult.

<https://www.cebmmember.ca/practices-during-transitions>

79

Supported Recess/Lunch



- Identified students are part of this intervention practice
- An adult meets them at a predetermined location (or collects them along the way)
- An area of the playground is **‘reserved’** for the Supported Recess group
- Rules are explained, adult coaches, supervises the games and sportsmanship is encouraged

<https://www.cebmmember.ca/practices-during-transitions>

80

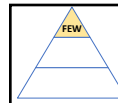
Extended Recess

- Identified students meet the support staff 10-15 minutes prior to recess
- They are given additional recess time as it is deemed that they benefit with more time to expend their pent-up energy and release frustrations
- Prior to going outside, the student is coached with specific cues to help them do their best when playing and interacting with others when they come outside to play.



<https://www.cebmmember.ca/practices-during-transitions>

81



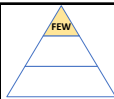
Tier 3 individualized practices during class time or transitions

<https://www.cebmmember.ca/tier-3-individualized-practices>

One-to-one support measures (in addition to Tiers 1 and 2):

- Additional measures put into place to help foster the sense **safety** and **belonging** (visual schedule, systematic check-ins, access to NSC, sheltered recess/lunch, involvement in special project, allotted responsibility to help student feel accomplished and successful).
- Adapted **personalized schedule** for **amygdala reset** - emotion **co-regulation** (cocoon area in NSC, Emotions Room, sensory tools/materials in Individual Bin).
- Additional personalized emotional **release** activities on a one-to-one basis (movement corner in NSC, Emotions Room).
- Additional personalized emotional **expression** activities on a one-to-one basis (creative art activities with or without words).

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Tier 3 individualized practices during class time or transitions

<https://www.cebmmember.ca/tier-3-individualized-practices>

One-to-one support measures (in addition to Tiers 1 and 2):

- Additional personalized opportunities to build a sense of **strength** on a one-to-one basis (through a project of interest).
- Additional personalized opportunities to plant the seed towards **emotional growth and resiliency** in one-to-one basis (emotions corner in NSC with tools and materials).
- Personalized plan to **compensate** for and to **scaffold** the student's immaturity and defendedness, which impacts executive functioning abilities (clear and explicit student action plan, accompaniment during transitions and unstructured times).
- Setup a **Student Action Plan** with required measures the student needs to be successful (may include an adapted schedule).

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Tier 3 individualized practices during class time or transitions

How **support staff** can get involved at Tier 3:

- Implementing the student daily check-ins.
- Being involved in creating the adapted schedule and supporting the student in an alternate location (e.g. NSC) during those blocs of time.
- Introducing and modeling (while in the NSC) the use of tools/materials, which have been assigned to the student.
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.
- Supporting and collaborating with the teacher during debriefs (involved in the repair/recovery process)

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Nurturing Support Centre (NSC)

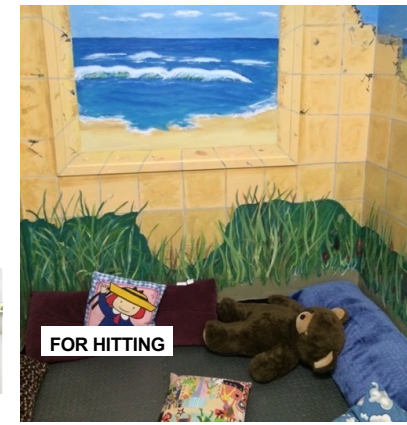
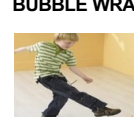


<https://www.cebm.ca/nurturing-support-centre>

85

EMOTIONS ROOM

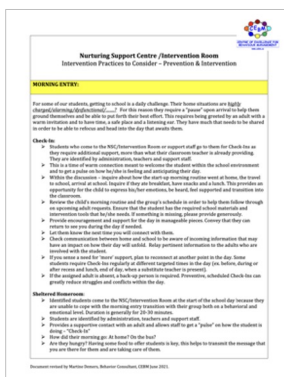
A PLACE TO LET IT OUT
'calming down' will come naturally
once the emotion has been released



<https://www.cebm.ca/emotions-room>

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TIER 3 – INDIVIDUALIZED Practices during transitions



Personalized support measures for:

- Transitions
- Recess/Lunch
- Daycare
- School bus

<https://www.cebmmember.ca/tier-3-individualized-practices>

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Sheltered Recess/Lunch



<https://www.cebmmember.ca/tier-3-individualized-practices>

- Identified students come to NSC/Intervention Room because they are unable to cope within large groups on a behavioral and emotional level
- Some students require this support a few days/week, while others require this full-time
- Coaching and intervention take place in order to help them learn skills that will help them return to the larger group

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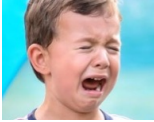
Centre of Excellence for Behaviour Management
www.cebm.ca




Also visit the CEBM Resource Center
<https://www.cebmmember.ca/>

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Editorials on Trauma and school




When Adverse Childhood Experiences Underlie Problem Behaviors
 by Mona Delahooke
 April 3rd, 2018



Childhood Trauma: Understanding Behavioral Challenges as Survival Instincts
 by Mona Delahooke
 June 2nd, 2019



Why We Misunderstand Traumatized Children's Behavioral Challenges and How We Can Do Better
 by Mona Delahooke
 April 21st, 2019



Finding our Way Back: How Trauma-Responsive Practices Can help us Face this Moment
 by Mona Delahooke
 April 29th, 2021

<https://monadelahooke.com/when-adverse-childhood-experiences-aces-underlie-problem-behaviors/>
<https://monadelahooke.com/childhood-trauma-understanding-behavioral-challenges-as-survival-instincts/>
<https://monadelahooke.com/why-we-misunderstand-traumatized-childrens-behavioral-challenges-and-how-we-can-do-better/>
<https://monadelahooke.com/finding-our-way-back-how-trauma-responsive-practices-can-help-us-face-this-moment/>

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