



Handouts

**TITLE: FOSTERING THE TRAUMA INFORMED CLASSROOM: UNDERSTANDING TRAUMA, THE BRAIN
AND BEST STRATEGIES AND INTERVENTIONS FOR RESPONSIVE CLASSROOMS
(TWO PART WORKSHOP)**

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Responsive Classrooms are built on routine which **morning meetings** are an important part of.

Morning Meetings include:

1. Signal for Starting Meeting
2. The Greeting
3. Sharing
4. Activity
5. Morning Message
6. Closing

Monday Morning Meetings are especially important. Some students will return to school from a weekend or vacation not having had enough food, a warm place to sleep, quality child care, structure or predictability. Therefore, children may return to school hungry, fatigued, fidgety, not able to focus, clingy or aggressive.

Regardless of home life, any student needs to adjust back into the routines and structure of school. Monday morning meeting help establish a new norm.

The signal: to start any morning meeting, choose a consistent signal to let students know the meeting is going to start. This could be a song, bell, etc.

The greeting: (2-3 minutes) If as the teacher you haven't had a chance to greet all students by name, this is the time to do that. To spend the time to look at each child and saying their name communicates that you care about them- you see them. Also take time to have students greet each other to build community.

Sharing: (7-10 minutes) This is an important piece that helps everyone in the classroom get to know each other better. "In the News" is a good Monday morning activity. Students say, "Good morning _____". What's in the news?" And a student responds, "Good morning. This weekend I..." It is appropriate for all grades and helps teachers get a pulse on what is going on in students' lives. Other sharing prompts:

<i>What is something you do well?</i>	<i>What are some of the questions you would like to ask animals if animals could talk?</i>
<i>What is your favorite song and why?</i>	<i>What would happen if you grew taller than trees? How would this change your life?</i>
<i>What is your favorite room in your home and why?</i>	<i>What would you do if someone said you did something wrong and you didn't?</i>
<i>What is your favorite time of day?</i>	<i>What would you do if your jelly sandwich fell upside down on the floor?</i>
<i>What is something that really bugs you?</i>	<i>If you could break the Guinness Book of Records what would it be for?</i>
<i>What is something that makes you feel sad or angry?</i>	<i>What would you do if two of your best friends went to the movies without inviting you?</i>
<i>Would you rather be super-fast or super strong? Why?</i>	<i>If you were five years older you would...</i>
<i>Would you rather be invisible or be able to fly? Why?</i>	<i>What would you do if you were the teacher and everyone forgot his homework?</i>

Activity: (2-5 minutes) Once students get used to the morning meeting routine, activities can be incorporated. Class activities help them learn how to play by the rules and be together as a class. This can include centering activities that incorporates movement (1-3 minutes walking meditation, 2-3 minutes of holding 2-4 yoga poses, etc.), eye spy, compliment circle, sharing a poem about one's self, *Mind Up Curriculum* activity, etc.

Morning Message: Share classroom announcements and the day's schedule (incl. guests, fire drills, prayer services, etc.). Both a verbal and written morning message

Closing: Incorporate a class pledge that reinforces positive expectations for the day or prayer to end your meeting.

Designed by Carrie King, Ph.D., (2016) for professional development training on trauma-sensitive/responsive schools

Responsive Classrooms Morning Meeting Greetings

From: <https://www.originsonline.org/greetings#all>

HAND STACK (Grades K-6)

In this greeting, students in the circle greet each other by stacking hands. The first greeter turns to her neighbor and puts her hand out in front of her with the palm down, her neighbor puts his hand on top of hers, and she places her free hand on top of his. They continue stacking hands until their arms are raised above eye level. Then the greeter peeks under the arch they created with their arms and says "Good Morning ____." and her neighbor greets her back with "Good Morning ____." The second person then turns to his neighbor and begins stacking hands until they build an arch and greet each other. The greeting continues around the circle until everyone has been greeted.

HAND JIVE (Grades K-8)

Moving in sequence around the circle, students greet each other with a rhythmic handclapping or body gesture pattern. Start with a basic, easy-to-do clapping pattern such as:

High Five: students exchange a high five. Hi, Arie. Reply Hi, Roxanne

Double High Five: students greet with two high fives.

High Five/ Low Five: a student greets and high fives his neighbor. The neighbor greets and low fives him back. Hi, Roberta (high five). Hi, Jake (low five).

"Miss Mary Mack": students adapt this traditional hand jive to suit a quick greeting.

Plan for Success: Use more complex rhythms as needed to keep things interesting and fresh. Model and practice each pattern as it is introduced. Many middle school students will enjoy an opportunity to create patterns of their own to use for this greeting.

ACTION NAME (Grades 2-8)

One at a time, students greet the group by saying "Hi, I'm (action + name)." The action must start with the same letter as the student's name. An example would be, "Hi, I'm Jumping Judy." The student says her name and does the action at the same time. The class responds with "Good Morning Jumping Judy," including the action.

Plan for Success: Before the greeting, students decide what action they will match with their names.

Variations: Students can add both an adjective and an action to their greeting. Use names, adjectives, or actions in a writing activity for that day.

REACH OUT (Grades 2-8)

Students stand. When you state a category from the list below, everyone finds people who fit that category and greet them. Tell students that the idea is to greet as many people as possible before the category changes. You can gradually increase the degree to which students read out. To minimize seeking certain people, keep this greeting moving along by calling out a new category before movement stops.

LIST:

Greet people whose eyes are not the same color as yours.

Greet people who have the same middle initial as you.

Greet people of the opposite gender.

Greet people you haven't talked to yet today.

Greet people you don't know very well.

Responsive Classrooms Morning Meeting Sharing Topics

Would you rather have cookies or have French fries? Why?
Would you rather be good at sports or get good grades? Why?
Would you rather help clean up after dinner or help set the table before dinner? Why?
Would you rather get up early or stay up late? Why?
Would you rather be super-fast or super strong? Why?
Would you rather be invisible or have the ability to fly? Why?
Would you rather be the smartest kid in school or the most popular kid in school? Why?
Would you rather lick your chair or lick your shoe? Why?
Would you rather have bad breath or smelly feet? Why?
Would you rather be a baker or be a barber? Why?

What is something you do well?
What is your favorite room in your home and why?
What is a good neighbor?
What is your favorite time of day?
What is your favorite song and why?
What is something that makes you feel sad?
What is your favorite book and why?
What is something that really bugs you?
What is something that really makes you angry?
What is the best advice you ever received?
What is your favorite holiday? What makes this holiday special?
What is your favorite day of the week?
What is your favorite month? Why?

What if cows gave root beer instead of milk?
What if you could walk up walls and across ceilings?
What if all the streets were rivers? What would be different?
What if everyone lived under water? Where would people live? What games would children play?

What would happen if you could fly whenever you wanted? When would you use this ability?
What would happen if there were no television? Why would this be good? bad?
What would happen if everyone lived in space? What type of houses would they live in? What type of clothing would they wear? What type of food would they eat? How would they travel?
What would happen if it really did rain cats and dogs?
What would happen if animals could talk? What are some of the questions you would like to ask animals?
What would happen if you could become invisible whenever you wanted to? What are some of the things you could do that you cannot do now?
What would happen if you threw a piece of trash on the ground? What if everyone did?
What would happen if you grew taller than trees? How would this change your life?
What would happen if children ruled the world?
What would happen if there were no cars, buses, trains, boats, or planes? How would this change your life?

What would you do if a bully bothered you on your way home?
What would you do if you did very poorly on a test?
What would you do if a friend borrows things from you but never returns them?
What would you do if you were the teacher and everyone forgot his homework?
What would you do if you were in the middle of the lake and your boat began to leak?
What would you do if your friend had a broken leg? How would you cheer him up?
What would you do if you woke up in another country and no one could understand you?
What would you do if you ordered an ice cream cone and you forgot to bring money?

What would you do if someone got in front of you when you were in line at the movies?

What would you do if your jelly sandwich fell upside down on the floor?

What would you do if two of your best friends went to the movies without inviting you?

What would you do if the surprise party was for you but you weren't surprised?

What would you do if you got a present you didn't like?

What would you do if you were at home and your homework was at school?

What would you do if you dropped the cookie jar and it broke?

What would you do if you were invited to two parties on the same day?

What would you do if you promised to feed your pet and you didn't?

What would you do if someone said you did something wrong and you didn't?

What would you do if your new shoes felt fine in the store but now they are hurting?

What would you do if someone told you a joke that you don't think is funny?

What would you do if an hour before the party you remember you don't have a gift?

What would you do if you had four math problems marked wrong that were right?

What would you do if you found a magic wand?

What would you do if you wanted to be friends with someone who spoke no English?

What would you say if someone told you it was all right to steal from a large department store?

If you could have been someone in history, who would you have been?

If you could only take 3 people with you on a trip around the world, who would you take and why?

If you could give any gift in the world, what would you give and to whom?

If you could live anywhere in the world, where would it be?

If you could do whatever you wanted to right now, what would you do?

If you were principal of this school, what would you do?

If you were a mouse in your house in the evening, what would you see your family doing?

If you were five years older you would...

If you were lost in the woods and it got dark, what would you do?

If it were your job to decide what shows can be on T.V., how would you choose?

If there were no rules, what do you think would happen?

If you owned a store, what would you do to discourage people from stealing from you?

If you could participate in an Olympic event, which one would you choose and why?

If you could break the Guinness Book of Records what would it be for?

If you had to describe yourself as a color, which would you choose?

If your friend told you of a secret plan to run away from home, what would you do and why?

Responsive Classrooms Morning Meeting Closings

From: <https://www.originsonline.org/acknowledgments-cheers-closings#all>

Cheers (Grades K-4)

Use cheers to acknowledge an individual or group, or to add energy to the close of an activity. *Alligator*: Stretch both arms straight out in front as if to make alligator jaws; at the signal, do one big clap.

Beatnik: This cheer harkens back to the coffee shops of the 60's. Snap fingers in unison.

Sparkle: Raise hands to shoulder level, palms facing out. Wiggle fingers as you lower hands, imitating a sparkling movement.

High Five: Do high five around the circle, in partners, etc.

Invent Your Own: The best cheers will be the ones the students create. Have them design cheers that relate to the purpose of the acknowledgment. For example, to acknowledge somebody for helping her on the phone with homework, the student could mime picking up a phone, dialing, and then say, *Thank you, homework help line!*

Round of Applause: Clap while moving your hands in a circle parallel to your body (vertical plane).

Two Snaps Up: As a group, start with hands waist high. At the count, raise hands to shoulder height and snap once, then lower hands back to waist level. Raise hands again to shoulder height and snap again.

Wishes (Grades K-5)

As a closing everyone whispers a wish into his or her hand. Once everyone has whispered, count to three and release them together. This is a fun way to finish off the week.

Variations: This activity could also be used for a sharing by having each student in the circle share their wish.

Clap on Three (Grades K-8)

As a closing, everyone counts to three together and then claps on three. This is short and unifying.

Variations: Instead of counting audibly, everyone tries to clap at the same moment.

A Good Looking Group (Grades 3-8)

Sitting in a circle, everyone thinks of something special about the class, for example "We're a good looking group!" or "We're a hard-working group!" or "We're a caring group!" All positive reflections are welcome. The teacher starts the activity by saying, "We're a good looking group." Someone else repeats her statement and adds one of his own by saying something like, "Not only are we a good looking group, but we are also a hard-working group." This calling out continues with each speaker starting with the statement just previously made and adding something new until no one else has anything to add. Each speaker uses the "not only ... but also" construction (a good one to know for both speaking and writing!).

Plan for Success: To increase participation and to build vocabulary, the group can work from a long list of adjectives provided or can first brainstorm their own list.

Variation: The list can be made cumulatively. For example, the second person in the above example would say, "We're a good looking, hard-working, caring group." And the next person recites all three and adds a fourth attribute.

Snowball (Grades 3-8)

Materials: Piece of paper and pencil for each student, container for the snowballs

How To Play: Players write their names on paper and crumple it into a snowball. On the count, players throw them in the middle. Each player then picks up a snowball, opens it, and writes an acknowledgement. Continue for several rounds.

Variations: Before the start of morning meeting, all students write down their names on a sheet of paper and crumples it to look like a snowball. Set a timer for one minute and everybody throws the snowballs for the duration of the minute. When the timer rings, each person finds a snowball and returns to the circle. Moving around the circle, students stand up, cross the circle and greet the person named in their snowball. On the way back, they return the snowball to a container in the middle of the circle.

Plan for Success: Model and practice rules such as only throwing below the waist.

Shakes (Grades 4-8)

How To Play: Players take turns walking around the circle and shaking hands with those they wish to acknowledge.

When a hand is shaken, the "shakee" can ask why, and then the shaker can state the reason. The "shakee" responds with, *Thank you*.

MINDFULNESS ACTIVITIES FOR CHILDREN

MINDFUL BREATHING FOR KIDS

Sit quietly in a chair with both feet on the ground and your hands in your lap. Allow yourself to feel centered in the chair. Bring all of your attention to the act of breathing. Start to notice the breath as it enters your body through your nose and travels to your lungs. Notice whether the inward and outward breaths are cool or warm, and notice where the breath travels as it enters and leaves.

Also notice the breath as your lungs relax and you breathe in through your nose. Don't try to do anything with your breathing – simply notice it, pay attention to it and be aware of it. It doesn't matter if your breathing is slow or fast, deep or shallow; it just is what it is. Allow your body to do what it does naturally.

You will start to notice that each time you breathe in, your diaphragm or stomach will expand... and each time you breathe out your diaphragm or stomach will relax. Again, don't try to do anything – just be aware of the feelings in your body as you breathe in and breathe out. If you find that thoughts come into your mind, this is okay. Don't worry, just notice the thoughts, allow them to be, and gently bring your awareness back to your breath.

Start this exercise initially for 2 minutes, building up daily. You can also do this exercise lying down in bed if you have difficulty sleeping. It is simply a way of allowing you to have more mindful and conscious awareness of your body and its surroundings, its breathing and its capacity to relax. When our breathing relaxes our muscles relax.

MINDFUL WALKING – For KIDS

1. Start off by getting your feet grounded and connecting to the earth and placing your hands close to your heart in prayer pose. This exercise is a quiet exercise where there is no talking, no touching others, and no running into things. Stand in a tall and strong but also comfortable and relaxing position, with your feet hip-width apart.
2. Make sure your shoulders are relaxed. Take a few deep breaths like you learned to do today. Let your arms relax down by your sides or placed in front of you.
3. Notice what is going on around you. What do you hear, smell, and see?
4. Notice how your feet feel on the ground. Try moving your weight around a little to see how it feels. Lean forward and backward, then side to side. Then find the center—the place where you are balanced and most strong.
5. Lift your foot slowly off the ground. Place your foot back down on the ground heel first. Start walking forward by stepping on the ball of your foot. Continue walking heel to toe. Slowly moving forward one step at a time. You can walk a short path in any room and then turn around and walk back to where you started. Remember there is no touching others during this exercise.
6. Start to notice how your feet feel as you walk. What is the sensation like in your heels? In your toes?
7. If your mind starts to wander while you are taking your walk, that's no problem. Just notice where it is wandering to and then gently bring it back to how your body is feeling during your walk.
8. As you turn, notice what it feels like. What does it feel like to make your body turn?
9. After a few moments, start to notice what walking feels like in the rest of your body. What happens in your legs and hips when you walk? What about your arms? Can you feel walking in your neck and your face?
10. When you are about to finish your mindful walk, come back into the prayer pose just like you started. Take a deep breath and send a thank-you thought to your feet.

Adapted from Walking Meditation for Kids (Harper, J.C., 2013).

<http://www.eomega.org/learning-paths/body-mind-spirit-mindfulness/walking-meditation-for-kids>

EXERCISES USING MOVEMENT AND ATTENTION TO THE BODY

(from: CTRI Crisis & Trauma Resource Institute Inc.)

Strategy: Stretching exercises

Moving and stretching muscles and ligaments allow the release and flow of built-up stress hormones and chemicals in the body and brain from anxiety.

- Intentionally yawn and stretch the jaw and face muscles. This pairs well with remembering to do some regulating breathe exercises.
- Sit or stand with spine upright, stretching shoulders back, opening up chest.
- Dynamic stretching (exploring full range of motion)

Strategy: Flexibility & motion

Shoulder and arm circles, going from small to big and exploring directions.

Hip circles – place your hands on your hips and swing the hips forward, then circling them around – go in both directions.

Knee circles – place your hands on your knees as you bend them slightly, slowly circle the knees together – go in both directions.

Ankle circles – one ankle at a time either with your toe on the ground or holding foot in the air – circle the ankle around – go in both directions.

Strategy: Neck rolls

Stand or sit with your spine upright and so you are well supported. Gently release your head so that it tips forward – only as far as is comfortable. Explore small, gentle neck rolls from side to side (caution going back) and stretching. Find what is comfortable right now. Clicks and cracks in the neck muscles are normal as they release and let go. Do not push or strain this movement—listen to the limit of your body.

Tip: Any physical activity that involves and allows full range of motion of different muscle groups can greatly aid emotion regulation if it is approached with an attitude of leisure, relaxation and pleasure. Example: basketball, soccer, running, walking, hiking, biking, tai chi, yoga, dance, skating, etc.

Strategy: Rhythmic Movement

Activities with consistent physical rhythms help with physical and emotional regulation.

- o Walking is a natural rhythmic movement – matching the breath to the pace of walking supports the body and mind working together to settle.
- o As you step, inhale and say to yourself “breathing in”
- o As you step, exhale and say to yourself “breathing out”
- o Continue – you can also replace these with other phrases
- o Dancing, swinging, jump rope, swaying and stretching can all be intentional rhythmic movements used to support regulation.
- o Play simple rhythms while listening to music using a drum, the floor and your feet, your hands and clapping or other percussive instruments.
- o Collaborative games involving music, drum-beat, clapping rhythms.
- o Humming or singing while doing simple movements.

MEDITATIONS 1-3

Mediation #1 - Meeting Your Inner Advisor

Begin to relax by taking a comfortable position, loosening any restricting clothing, and making arrangements for thirty minutes of unrestricted time...take a few deep breaths and begin to let go of tension as you release each breath allow yourself a few minutes to relax more deeply, allowing your body to let go and your mind to become quiet and still... Imagine yourself descending the ten stairs that take you deeper to your quiet inner place 10...9...8...deeper and more relaxed...7...easily and naturally...6...5...deeper and more comfortably relaxed...4...your mind quiet and still, but alert...3...2...deeper and more comfortably at ease...and 1...

As you relax more deeply, imagine yourself in that special place of beauty and serenity you found as you did the previous imagery exercises...take a few minutes to experience the peacefulness and tranquility you find in this place... When you are ready, invite your inner advisor to join you in this special place ... just allow an image to form that represents your inner advisor, a wise, kind figure who knows you well...let it appear in any way that comes and accept it as it is for now ... it may come in many forms—a wise old man or woman, a friendly animal or bird, a ball of light, a friend or relative, a religious figure. You may not have a visual image at all, but a sense of peacefulness and kindness instead...

Accept your advisor as it appears, as long as it seems wise, kind, and compassionate...you will be able to sense its caring for you and its wisdom...invite it to be comfortable there with you, and ask it its name...accept what comes...when you are ready, tell it about your problem...ask any questions you have concerning this situation...take all the time you need to do this...

Now listen carefully to your advisor's response...as you would to a wise and respected teacher...you may imagine your advisor talking with you or you may simply have a direct sense of its message in some other way...allow it to communicate with you in whatever way seems natural...If you are uncertain about the meaning of its advice or if there are other questions you want to ask, continue the conversation until you feel you have learned all you can at this time...ask questions, be open to the responses that come back, and consider them carefully.. As you consider what your advisor has told you, imagine what your life would be like if you took the advice you have received and put it into action...do you see any problems or obstacles standing in the way of doing this?...If so, what are they, and how might you deal with them in a healthy, constructive way? ...If you need some help here, ask your advisor, who is still there with you...When it seems right, thank your advisor for meeting with you, and ask it to tell you the easiest, surest method for getting back in touch with it...realize that you can call another meeting with your advisor whenever you feel the need...

Say goodbye for now in whatever way seems appropriate, and allow yourself to come back to waking consciousness by walking up the stairs and counting upwards from one to ten, as you have before. When you reach ten, come wide-awake, refreshed and alert, and remembering what was significant or important to you about this meeting...

(From: Rossman, M.L (1987). Healing Yourself: A step-by-step program for better health through Imagery. Washington, D.C.: Walker & Company.)

Mediation #2 - A Mountain Meditation

Stand in front of your chair. (This can be done as a sitting meditation as well.) Feel the feet firmly planted on the earth, approximately hip width apart. Shift the weight back into the heels. Notice the difference. Stand tall with the weight equally distributed between the feet. Stand with the spine straight and tall, the shoulders relaxed, the head floating toward the sky. Let the eyes close, or stare at a spot a few feet in front of you. Bring the awareness inside the body. The body breathing in...the body breathing out. Whenever thoughts arise, come back to the body breathing.

Now, picture a mountain standing before you. Notice the size and shape of the mountain. Notice its peak or peaks. Does it have any snow? Can you see trees or rocks or foliage? What words would describe your mountain — beautiful, strong, enduring, majestic, or any words that fit your picture.

Now, as you breathe and visualize your mountain, see if you can bring the mountain into your body. Feel yourself become the mountain. Feel yourself become the qualities of the mountain. Feel the stillness and the strength of the mountain in your self.

On the surface of the mountain, change is constantly happening. Day moves into night, and then back into day. The seasons change, causing changes in the surface of the mountain. The weather changes. At times everything is calm and quiet, at other times everything is stormy and turbulent. But deep inside, the core of the mountain prevails, unchanged. You are just like the mountain. Strong and still and quiet deep in the center.

(TRANSITION INTO THE MEDITATION)

Mediation #3 - A Lake Meditation

Feel the support of the chair. Feet planted firmly on the earth. The crown of the head rising up, pointed toward the sky. Bring the awareness to the body breathing. Breathing in...Breathing out...Breathing in...Breathing out...

Now, imagine a lake before you. Notice the size and shape of your lake. Notice the surface of the lake. Is it smooth? Is it covered by ripples? Or is it turbulent? Are there reflections in the lake's surface? Can you see the light from the sky reflected in the water? Is the lake dark and deep, or is it shallow? Maybe at the edges of the lake it is possible to see to the bottom. Is the bottom sandy, or muddy, or is it covered by rocks? Can you see to the other side of the lake? Is the lake surrounded by trees, or fields, or mountains, or some other background?

Now, when you are ready, as you breathe, imagine that you are bringing the lake into your body. Feel the body of the lake merge with your body. You become the lake, holding inside all the qualities of the lake. At times, the surface is still, calm, and clear. At other times the surface is stormy and rocked by waves. But at the bottom the lake is always still and able to hold and contain the surface changes. As you continue to breathe, reflect on that deep, calm stillness at the bottom.

(TRANSITION INTO THE MEDITATION)

OTHER RESOURCES:

<http://www.livingwell.org.au/>

Under the WELL-BEING tab - mindfulness exercises -there are written scripts and audio scripts that you can download.

Sensory / Time Out Bottle

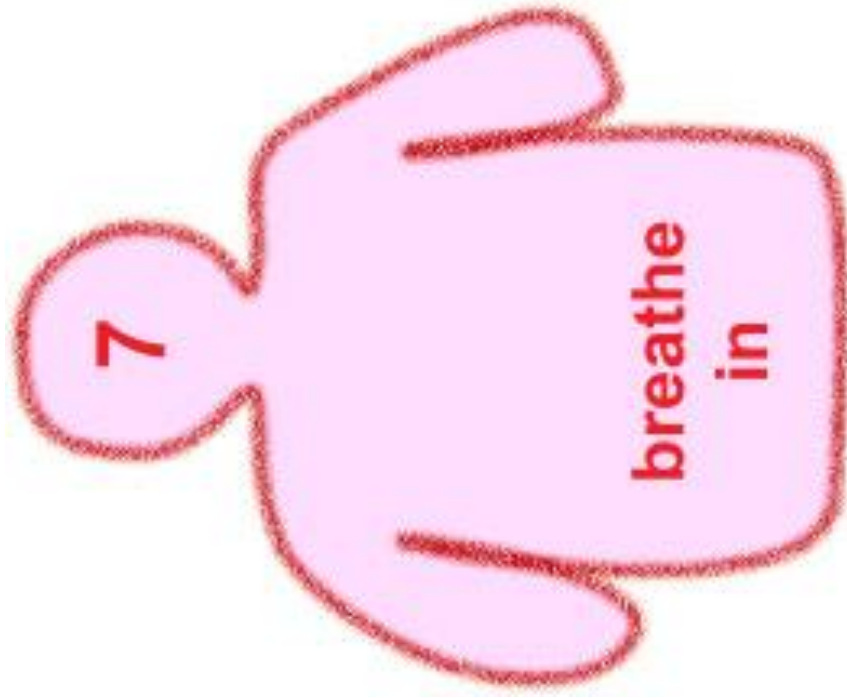
When to use it: When a student is anxious, upset, dysregulated

How to use it: The student flips the bottle upside down & back like a snow globe. As the glitter settles, the child watches it and practices deep breathing.

How to make it:

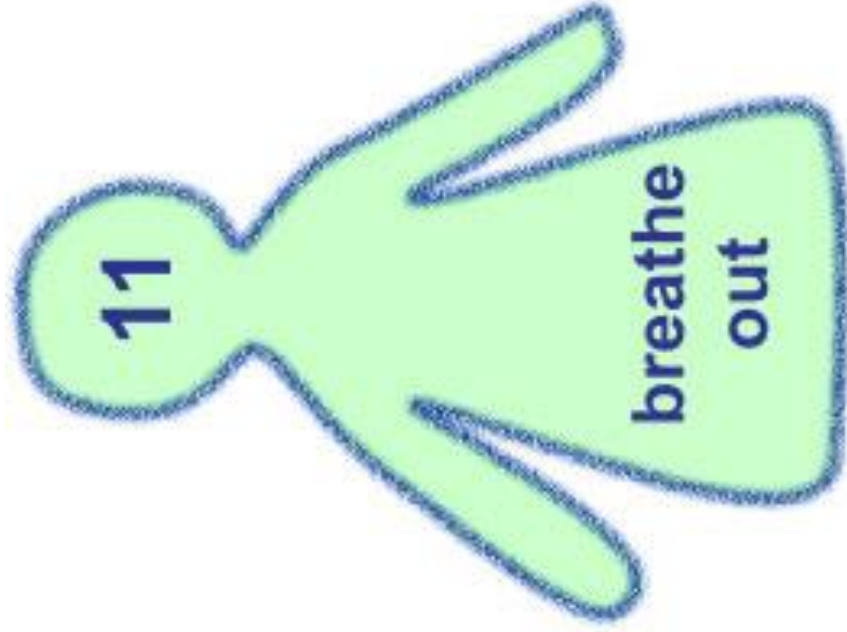
- 1.) Collect used plastic bottles
- 2.) Take a bottle and fill it to the top with water (leave about an inch at the top)
- 3.) Put one to two drops of food coloring in the bottle
- 4.) Pour clear glue into the bottle
- 5.) Pour the glitter into the bottle
- 6.) Shake it up
- 7.) Seal it shut with hot glue
- 8.) **Let the regulation begin!!**





Count 1 to 7

First, count from one to seven
on each "in" breath . . .



Count 1 to 11

. . . then, counting at the same
rate, count from one to eleven
on each "out" breath

Heart Breathing with Students

Script - INSTRUCTIONS

1. Make sure you have read over the “quick coherence/heart breathing” technique and feel comfortable explaining it to your student trainee.
2. Introduce yourself: **“Hi, I’m Ms./Mr. _____, and I’ll be teaching you a quick way to calm down when you are feeling angry, frustrated, or just too full of energy to pay attention to your teachers, parents, or other adults”**. Build a relationship with the student as quickly as possible – ask them what grade they are in, what their favorite subject in school is etc.
3. Read through the quick coherence handout, out loud, step by step, as you coach the student to try the technique. Tell them that there is no right or wrong way to do the Heart Breathing – ask them to try to sit with their feet on the floor and to find a comfortable position in their chair. They can close or open their eyes, sit up straight or lay their head down. Whatever feels comfortable to them? Give them their copy of the Heart Breathing Instructions so they can use it during the garden game.
4. Once you have completed step #3 above, show the student the **emWave2** hand held device, have them put the earphones on so that they can hear the sounds that go along with the garden game, and ask that they place their right index finger on the touch pad – just a light touch, no pressing is necessary or the emWave2 will shut off.
5. Go to the balloon icon at the top of the screen and click on it. On the next screen you will be clicking on the “calming garden” game. Once you are on that screen, explain to the student that by using the “heart breathing” technique you taught them, they will be able to turn the boring garden into a green garden with flowing water, flowers, and other fun things.
6. **Begin the student’s 1st trial.** You will be pressing the “start” arrow (**record their starting HR within the first 5 seconds – HR Start**) and then coaching the student through the heart breathing technique as they go along. Be sure that you are modeling the breathing by taking air in through your nose and out through your mouth. At the end of the 1st trial (T1), which will be 3 minutes long, click on the “stop” button and then **record the appropriate scores – ending HR, percentage of time in low coherence (LC), medium coherence (MC), and high coherence (HC), their achievement score and color (C# & color), and achievement # (ACHIEVE)**. No matter what the student’s scores, you will be encouraging by saying, **“nice job, you are going to have 2 more times to practice the heart breathing. Just try to focus on your heart and someone or something that you love or someplace that helps you feel peaceful/safe, and let your mind and body do the rest. If distracting thoughts or sounds come into your mind, just notice them and let them go. I want you to give it another try and just trust yourself that you are doing a good job”**.
7. Complete the 2nd trial (T2) by allowing the student to complete the entire 3 minutes unassisted. Click on stop at the end of the 3 minutes, and **record the same data as you did for the 1st trial**.
8. Complete the 3rd trial as directed in item #7.

(Handout for Students)

HEART BREATHING/QUICK COHERENCE

Step 1: Heart Focus – Focus your attention on your heart - the area in the center of your chest. If you want, place your hand over your heart.

Step 2: Heart Breathing – Breathe deeply but normally and feel your breath coming in and going out through your heart area. As you breathe in, feel your breath flowing in through your heart, and out through your heart. Breathe slowly.

Step 3: Heart Feeling – Remember a time when you have felt loved or good inside. Try to remember a special place you've been to or the love you feel for a close friend or family member.

Drumming and other group rhythmic activities

Opening: Explain to the group that we all have rhythms and energy. When we feel slow we have a different energy than when we feel excited. Beats are made up energy and patterns. When we are sad we have a different beat than when we feel happy.

Check-in: Have each group member check in with their name and a beat. They have to tap the beat on their body. The beat represents their rhythm for the day. Our thoughts and feelings are like drum beats: patterns of energy.

Alternative: Make a rhythm that expresses how you feel today. Each member of the group mimics this rhythm back.

Rain exercise: Gathered in a large circle, one person starts to snap their fingers (both hands). Then the person to their right starts to snap their fingers. Continue clockwise snapping this in a domino like style until all members of the circle are snapping. Enjoy the sound for a few seconds. Then going counter clockwise in a domino style stop snapping.

Eventually the sound will be quiet and the cycle will end up with the last person who was the first person in the cycle. End game.

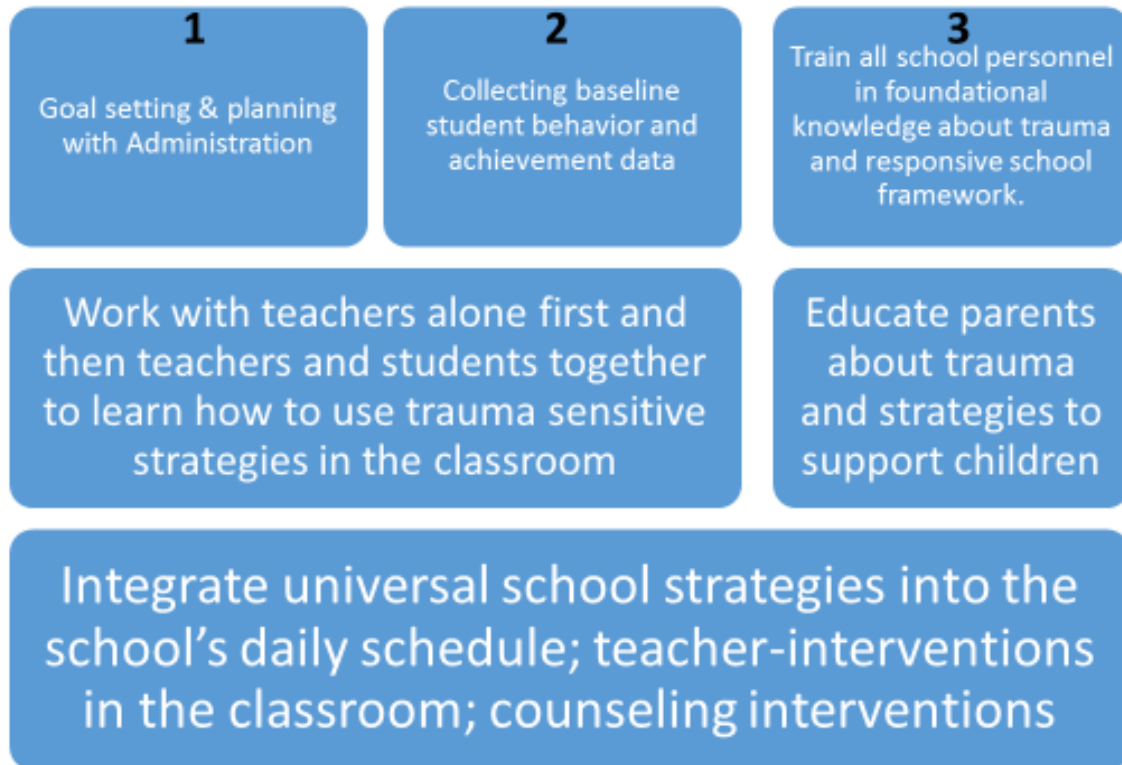
Practice active listening: First let all the group members take a turn playing their drum. Try hitting the drum in the middle compared to the sides. See how the timbre changes. Try hitting the edge of the drum too. Explore using your fingers as well as the palm of the hand.

Play stop start listening games by:

- having groups on one side of the room all play a beat while groups on the other side of the room play a beat.
- choosing a conductor who points and indicates when each side of the room and/or group starts or stops, gets quieter or louder, faster or slower.
- Practicing a call and response. Have one group do a simple beat. Have another match it. See if they can mimic each other as they increasingly make the patterns more complex.

Closing: Rhythm exists in our bodies- in our hearts and breath. It exists in the cycles of the seasons, the orbit of the earth. The first sounds we heard while still in our mother's womb, was the beating of her heart, and the rhythm of her breath. No matter our race, gender, age, or religion, this common experience exists for all human beings. There is no part of creation that is without rhythm. Drumming allows us to set our rhythm, change our energy to be calm and alert.

Plan for Implementation



Key Components of Responsive Schools Training for School Personnel

- Foundational knowledge about brain & neuroscience
- Foundational knowledge of trauma's impact on the brain attachment & learning
- Trauma-sensitive school framework
- Compassionate discipline
- Teacher support (e.g., coaching)
- Teacher self-care
- Teacher professional development
- Parent education
- Student education
- Trauma-responsive whole-school (universal strategies)
- Trauma-responsive strategies in class delivered by teachers
- Trauma-responsive interventions delivered by counselors
- DATA, DATA, DATA and ongoing evaluation

3

School-Based Strategies & Interventions

Tier 1 –

Universal Strategies

- Morning meetings
- Mindfulness Moment – same time every day
 - Yoga, meditation, 3-6 breathing, imagery
- Heart breathing
- Mindfulness Bottles
- Community drumming
- Reduced Stimuli
- Music
- Rhythmic activities
- Parent Education delivered by school counselor
 - Growth Mindsets, Positive Discipline, Sensory experiences, Mindfulness
- Classroom Guidance using Mind Up or other social-emotional curriculum

Tier 2 – Selective

Classroom Strategies

- Collaborative Problem-Solving
- 3-6 breathing
- Calming Zone
- Sensory interventions
 - visual, auditory, touch, movement, taste, and smell
- Time Out bottles (new use)
- Drawing
- Further reduce stimuli

Tier 2 & Tier 3 Targeted

Counseling Strategies

- Individual counselling
 - Narrative approaches
 - Play, art, music-based
 - Drumming/Rhythmic activities
 - Sensory Interventions
 - Heart Breathing
- Support groups (art-based)
 - Reducing Stress/Anxiety
 - Managing Strong Emotions
 - Processing Grief/Loss
 - Coping with Divorce/Separation
 - Anger management
- Animal Assisted Intervention
- Co-facilitate Multimodality Trauma Treatment (MMTT) with trained Licensed Counselor
- Community Referrals

13

How to assess a responsive school program:

- Set goals and measurable objectives
- Identify assessment to be used and data to be collected
- Take baseline measure
- Conduct foundational knowledge faculty-staff training
- Assess progress towards goals
- Conduct student + teacher training
- Assess progress towards goals
- Implement responsive school plan with assessment at regular (predetermined) intervals.

14

Pre & Post Test: Administrators, Teachers, & Support Staff

Trauma Sensitive Schools Training

Please complete the following questions by checking the appropriate box(es).

1. The human stress response is the body's way of protecting itself against danger.
 - True
 - False
2. The fight-flight-freeze response is something we can control.
 - True
 - False
3. Which of the following factors influence a person's response to trauma?
 - Current living situation
 - Duration of the trauma experience
 - Stage of development
 - Social relationships
 - All of the above
 - None of the above
4. Someone who has experienced traumatic stress will most likely develop Post-Traumatic Stress Disorder.
 - True
 - False
5. Which of the following are possible definitions of trauma-sensitive schools?
 - Schools that strive to "do no harm" – to avoid re-traumatizing students or blaming them for their efforts to manage their traumatic reactions – are considered trauma-sensitive.
 - Schools that have changed their focus from "what's wrong with the student" to "what has happened to the student"
 - Both of the above
 - Neither of the above
6. Many school students have experienced multiple traumas, which are often interpersonal in nature, prolonged, repeated, and severe. This is an example of:
 - Complex trauma
 - Typical trauma
 - Acute trauma
 - Post Traumatic Stress Disorder
7. Which is NOT a behavioral sign that a student has possibly been triggered in your class room?
 - Difficulty maintaining their attention
 - Changing behavior that involves mood swings
 - Self-soothing behaviors that appear compulsive
 - Isolating behaviors
 - All of the above are behavioral signs
8. Which of the following is not a principle of trauma-sensitive schools?
 - Understanding trauma
 - Promoting safety

- Establishing clear staff authority
- Collaborative care by all staff, faculty, and administrators

9. A trauma-sensitive class room ... (Check all that apply.)

- Is reactive
- Is made in partnership with the students
- Promotes staff safety
- None of the above

10. Asking a question such as “I don’t know how this is interpreted in your community, can you help me understand it?”:

- Fosters cultural competence
- Invades the client’s privacy
- Undermines professional credibility
- None of the above

11. Complex trauma alters the way the brain responds to danger.

- True
- False

12. Which of the following promotes a student’s sense of safety? (Check all that apply)

- Class rooms that are physically structured appropriately
- Interventions strategies that offer choice
- Clear /consistent rules for managing behavior/setting limits
- Accommodations to meet individual strengths and needs

13. The “Plan B” collaborative problem solving model involves three steps, in order...

- Establish empathy, define the problem, offer an invitation to collaborate
- Set the limit, enforce the consequence, stay in charge
- Identify the problem behavior, establish empathy, invite the student to collaborate,
- None of the above accurately reflect the steps

14. Building trusting relationships with students: (Check all that apply)

- Involves providing students with choice and control
- Includes setting realistic expectations
- Happens early in the relationship
- Includes giving students autonomy

15. Which of the following is important to healthy self-care for teachers? (Check all that apply)

- Identify and request regular time off during the school year
- Establishing connections with your colleagues
- Implementing balance: healthy eating, getting enough sleep, being physically active
- Use your breaks during the day to plan for the students with the most pressing needs

Student-Teacher Relationship Perception Survey (4 - 8th Graders)

Below each statement, circle your response.

1. A teacher greets me by saying my name every day at school.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

2. I feel like I am an important part of my school community.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

3. I know my teachers care about me.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

4. Teachers like teaching my class.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

5. My teachers challenge me to do my best.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

6. Teachers ask me to work on special classroom projects.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

7. My teachers notice when I am doing a good job and lets me know about it.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

8. My teachers let my parents know when I have done something well.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

9. My teachers praise me when I work hard in school.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

10. I have a teacher I can talk to about personal issues.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

11. I feel comfortable asking my teachers for help.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

12. Teachers know what I like to do for fun when I'm not at school.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

13. Teachers know my academic goals and interests.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

14. If I am absent, a teacher will check to make sure I understand what I've missed.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

15. There are lots of chances for students in my school to talk with a teacher one-on-one.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

16. I understand all of the rules and what is expected of me at school.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

17. The school rules are applied the same to all students.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

18. I feel like I am treated fairly by teachers at my school.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

19. My teachers respect me.

Disagree A Lot Disagree A Little Agree A Little Agree A Lot

Developed by Carrie King, Ph.D. (2014) for responsive school evaluation

Listen to or read the sentences and circle 'thumbs down' if you think the sentence is not true for you or circle 'thumbs up' if you think the sentence is true for you.

1. A teacher greets me by saying my name every day at school.



2. I know my teachers care about me.



3. Teachers like teaching my class.



4. My teachers notice when I am doing a good job and lets me know about it.



5. My teachers let my parents know when I have done something well.



6. I feel comfortable asking my teachers for help.



7. My teachers know what I like to do for fun when I'm not at school.



8. My teachers like me.



Parent Perception Survey

Please rate your agreement to the following statements by circling a number 1 (low) – 5 (high).

1 (low) - 5 (high)

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am an important part of my child's school community. | 1 | 2 | 3 | 4 | 5 |
| 2. I know how to contact teachers and administrators at my child's school. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel comfortable talking about my concerns with my child's teacher. | 1 | 2 | 3 | 4 | 5 |
| 4. I feel comfortable talking about my concerns with my child's principal. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel comfortable talking about my concerns with my child's counselor. | 1 | 2 | 3 | 4 | 5 |
| 6. I feel welcome when I visit my child's school. | 1 | 2 | 3 | 4 | 5 |
| 7. I feel that I am treated fairly and with respect at my child's school. | 1 | 2 | 3 | 4 | 5 |
| 8. I am invited to be a part of events and activities at my child's school. | 1 | 2 | 3 | 4 | 5 |
| 9. I enjoy being involved in events and activities at my child's school. | 1 | 2 | 3 | 4 | 5 |
| 10. My child's teachers let me know when my child has done something well. | 1 | 2 | 3 | 4 | 5 |

Developed by Carrie King, Ph.D. (2014) for responsive school evaluation

Parent Workshop Evaluation

Please circle Agree or Disagree for each statement below.

I have more knowledge about what is considered childhood trauma.

Agree Disagree

I have a better understanding of how children's brains are impacted by their own or other students' experience with trauma.

Agree Disagree

I have a better understanding of how children's learning in school is impacted by their own or other students' experience with trauma.

Agree Disagree

I have more confidence in my ability to use trauma sensitive approaches to dealing with children's behavior.

Agree Disagree

Developed by Carrie King, Ph.D. (2014) for responsive school evaluation

School Discipline Survey

Northwest Catholic Schools
Trauma-Sensitive Schools Training Series
SCHOOL DISCIPLINE SURVEY

Are your school's discipline practices in line with what we now know about why students exhibit challenging behavior? Take the brief survey below to find out.

QUESTION	Yes	No
1. My school relies very heavily on adult-imposed consequences – such as detentions, suspensions, parent contact, and other punishments – in responding to challenging behavior.		
2. In my school, classroom teachers frequently send students to someone outside the classroom – for example, the principal or assistant principal – to deal with behavior problems.		
3. In meetings about students with behavioral challenges, discussions focus primarily on behaviors rather than on lagging skills and unsolved problems.		
4. Terms such as manipulative, attention-seeking, unmotivated, coercive, and limit-testing are frequently used to describe students with behavioral challenges.		
5. The philosophy guiding our thinking about behaviorally challenging kids is Kids do well if they want to rather than Kids do well if they can.		
6. In responding to challenging behaviors, the school relies heavily on a rubric system: a list of behaviors students mustn't exhibit and an algorithm for how adults should respond to those behaviors if they are exhibited.		
7. There are many “frequent flyers” in the school: students whose behavior has not improved despite frequent exposure to the school discipline program.		
8. The problems precipitating students' challenging behavior seem to occur again and again without ever being durably solved.		
9. We're still blaming parents for the challenging behavior their children exhibit at school rather than on collaborating with them to understand the lagging skills contributing to that challenging behavior.		
10. Our response to students' challenging behavior is primarily emergent and reactive rather than planned and proactive.		

From: <http://www.livesinthebalance.org/school-discipline-survey>

Behavior Communication Form

<u>Student</u>	<u>Classroom Teacher</u>	<u>Referring Staff</u>	<u>Date</u>	<u>Time</u>

Location

- | | | | |
|--|------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Arrival/Dismissal | <input type="checkbox"/> Classroom | <input type="checkbox"/> Daycare | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Lunchroom | <input type="checkbox"/> Music |
| <input type="checkbox"/> Art | <input type="checkbox"/> Gym | <input type="checkbox"/> Office | |

Minor Infraction

- Classroom Disruption
- Defiance/Non-compliant
- Physical Altercation
- Dress Code
- Arguing w/ Adult
- Lying

Major Infraction

- Physical Aggression
- Property/Vandalism
- Weapons (toy/real)
- Stealing
- Harrassment/Bullying

Possible Cause/Needs

- | | | | |
|------------------------------------|--|---|-----------------------------------|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Peer Attention | <input type="checkbox"/> Avoid Adult | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Fear | <input type="checkbox"/> Frustration | |
| <input type="checkbox"/> Food | <input type="checkbox"/> Adult Attention | <input type="checkbox"/> Home situation | |
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Avoid Peer | <input type="checkbox"/> Obtain an item | |

Administrator Decision

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Time out at Home | <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Suspension |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Counselor |
| <input type="checkbox"/> Mediation | <input type="checkbox"/> Conference | <input type="checkbox"/> Other |

Trauma-Sensitive Teacher Behavior Checklist

Date/Time of Observation: _____

Name of Observers: _____

Last Name & Grade Level of Teacher: _____

Trauma-Sensitive Teacher Behavior Checklist	
Teacher Target Behaviors	Observations
Creates and/or maintains consistent daily routines for the classroom. (Students know the order of the day or events and how they will be carried out. There is a schedule for the day or calendar of events visible to the students. Expectations are communicated in clear, concise, and positive ways)	
Tells children when something out of the ordinary is going to occur. (Activities are structured in predictable and emotionally safe ways. Teacher warns children about bell, fire drill, special assembly, visit from an outsider, etc.)	
Offers children developmentally appropriate choices. (Students' strengths and interests are encouraged and incorporated. Students have ownership of their behaviors and interests. Students are allowed to choose options or activities, such as where they want to sit or do for certain activities.)	
Anticipates difficult periods and transitions and offers extra support during these times. (Teacher sits by student, walks with student, etc.)	
Uses techniques to support children's self-regulation. (Teacher introduces breathing and other centering activities, such as mindfulness, during and outside of school-wide mindfulness activities to help children self-regulate. Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.)	
Helps students manage their feelings during intense emotional moments by remaining composed and offering empathy and support. (Opportunities exist for learning how to interact effectively with others. Teacher calmly initiates healthy and reparative interactions, validates student's feelings and communicates that s/he understands that the student is upset, explains to the student that s/he needs to keep his body safe, and slowly moves between student and what or who s/he is acting out toward. (This shows that the teacher understands that children make sense of their experiences (negative and positive) by reenacting them in play or through interactions with peers or adults.)	
Is appropriately nurturing and affectionate. (Teacher is sensitive to children's individual triggers, physically affectionate only when student seeks it.)	
Uses positive guidance and supportive interventions to help all children. (Teacher guides children to appropriate activities, helps children understand their action and how it impacts others.)	
Goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. (Information is presented and learning is assessed using multiple modes. Opportunities for all students exist for learning how to plan and follow through on assignments.)	

Developed Carrie King, Ph.D. (2015) for Trauma Sensitive- Responsive School Support

Trauma-Sensitive Teacher Behavior Reflection – Version 1 (short)

Target Behavior	What does this look like?	Reflect: When and How do I do this?	SMART goals for consistently incorporating this behavior in my classroom
Creates and/or maintains consistent daily routines for the classroom	Students know the order of the day or events and how they will be carried out. There is a schedule for the day or calendar of events visible to the students. Expectations are communicated in clear, concise, and positive ways.		
Tells children when something out of the ordinary is going to occur	Activities are structured in predictable and emotionally safe ways. Teacher warns children about bell, fire drill, special assembly, visit from an outsider, etc.		
Offers children developmentally appropriate choices	Students' strengths and interests are encouraged and incorporated. Students have ownership of their behaviors and interests. Students are allowed to choose options or activities, such as where they want to sit or do for certain activities.		
Anticipates difficult periods and transitions and offers extra support during these times	Teacher sits by student, walks with student, etc.		
Uses techniques to support children's self-regulation.	Teacher introduces breathing and other centering activities, such as mindfulness, during and outside of school-wide mindfulness activities to help children self-regulate. Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.		
Helps students manage their feelings during intense emotional moments by remaining composed and	Opportunities exist for learning how to interact effectively with others. Teacher calmly initiates healthy and reparative interactions, validates student's feelings and communicates that s/he understands that the student is upset, explains to the student		

offering empathy and support	that s/he needs to keep his body safe, and slowly moves between student and what or who s/he is acting out toward. (This shows that the teacher understands that children make sense of their experiences (negative and positive) by reenacting them in play or through interactions with peers or adults).		
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Developed Carrie King, Ph.D. (2015) for Trauma Sensitive- Responsive School Support

WORKSHEET

BALANCE

*Develop brain Muscles
Develop ability to "think"
During stress
Break awareness*

BOUNDARIES

*Protective measures
Off-task activities
Power of suggestion*

CONNECTIONS

Self, Family, Colleagues

INDIVIDUAL PLAN

Self-assessment (How?)

- _____
- Health Behaviors (Targets)
- _____
- _____
- _____

Assessment from trusted "other(s)"

- _____

SCHOOL-GROUP {PEER SUPPORT}

Trust

- _____

Consultation

- _____

Resources

- _____
- _____
- _____

SCHOOL-GROUP {ROLE/FUNCTION}

Your work load, hours, & role

TEAM PLAN

WHEN: _____

YOUR GROUP SELFIE & "THEME":

ROUTINE:

START: _____

END: _____

PROFESSIONAL HOPE

Resource List

Books

Emerson, D., & West, J. (2015). *Trauma-sensitive yoga in therapy: Bringing the body into Treatment*. New York: W.W. Norton & Company.

Naparstek, B. (2004). *Invisible Heroes: Survivors of trauma and how they heal*. New York, NY: Bantam Books.

Guided Imagery CDs

Alvord, M.K., Zucker, B., & Alvord, B. (2012). *Relaxation and self-regulation techniques for children and teens: Mastering the mind-body connection*. Champaign, IL: Research Press Publishers.

Bodhipaksa (2011). *Mindfulness meditations for teens*. Newmarket, NH: Wildmind.

Kalayjian, A. (2010). *From war to peace: Transforming generational trauma into healing*. New York, NY: Meaningful World.

Lite, Lori. (2005). *Indigo teen dreams: Guided meditation-relaxation techniques designed to decrease stress, anger, and anxiety while increasing self-esteem and self-awareness*. Marietta, GA: Stress Free Kids.

Naparstek, B. (2005). *Guided imagery for the three stages of healing trauma: Nine mediations for posttraumatic stress*. Akron, OH: Health Journeys.

Music

Steven Halpern healing music CDs: *Chakra Suite (2010)*, *Deep Alpha (2012)*, *Deep Theta (2011)*.

General

Child Safety Commissioner, Melbourne, Victoria, Australia (2007). *Calmer classrooms: A guide to working with traumatized children*. www.kids.vic.gov.au/downloads/calmer_classrooms.pdf

Apps

Free to use in classroom for centering activities



Compassionate Discipline

Restorative Discipline Makes Huge Impact in Texas Schools <http://neatoday.org/2016/08/25/restorative-discipline/>

When suspensions weren't working, this high school opted for a new approach - The Washington Post https://www.washingtonpost.com/local/education/when-suspensions-werent-working-this-high-school-opted-for-a-new-approach/2016/08/23/529a118c-60a0-11e6-9d2f-b1a3564181a1_story.html?tid=sm_fb

Why Discipline Should Be Aligned With A School's Learning Philosophy | MindShift | KQED News <https://ww2.kqed.org/mindshift/2016/07/12/why-discipline-should-be-aligned-with-a-schools-learning-philosophy/>

The Way We Discipline Low-Income Kids Only Makes Their Problems Worse

http://www.slate.com/articles/health_and_science/medical_examiner/2016/05/the_stress_low_income_kids_experience_affects_their_brains_biologically.html?wpsrc=sh_all_dt_tw_top&utm_content=buffer87e32&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

A Focus on Empathy, Not Punishment, Improves Discipline

<http://www.educationnews.org/k-12-schools/study-focus-on-empathy-not-punishment-improves-discipline/>

Collaborative problem solving <http://m.motherjones.com/politics/2015/05/schools-behavior-discipline-collaborative-proactive-solutions-ross-greene>

<http://kcur.org/post/taking-different-approach-behavioral-problems-school-trauma-informed-care#stream/0>



Taking A Different Approach To Behavioral Problems In ...

kcur.org

One of the first graders in Lori Williams' classroom is clearly restless during the students' morning community circle. As the children discuss their weekly goals ...

<http://ww2.kqed.org/mindshift/2016/04/21/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students/>



20 Tips to Help De-escalate Interactions With Anxious or ...

ww2.kqed.org

Students' behavior is a form of communication and when it's negative it almost always stems from an underlying cause. There are many reasons kids might be acting ...

Creating Trauma-Sensitive Schools to Improve Learning

Positive Behavioral Intervention and Supports (PBIS): http://rti.dpi.wi.gov/rti_pbis

Creating Trauma-Sensitive Schools to Improve Learning: http://sspw.dpi.wi.gov/sspw_mhtrauma

Integrating mindfulness into school – website (many resources):

<http://www.mindfulschools.org/resources/room-to-breathe/>

Calmer Classrooms: A Guide to Working with Traumatized Children:

http://www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf

Child Trauma Toolkit for Educators:

[http://www.nctsn.org/nctsn_assets/pdfs/Child Trauma Toolkit Final.pdf](http://www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

Creating Sanctuary in Schools:

<http://www.sanctuaryweb.com/Documents/Sanctuary%20in%20the%20School.pdf>

Helping Traumatized Children Learn:

<http://www.massadvocates.org/download-book.php>

The Heart of Learning and Teaching Compassion, Resiliency and Academic Success:

<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

Documentaries & Videos

<http://www.roomtobreathefilm.com/>

<http://www.papertigersmovie.com/>

Trauma Sensitive Yoga – Beth Jones (Certified Trauma Sensitive Yoga Instructor)

<http://www.bethjonesyoga.com/DVD.html>

Trauma's Impact on the Brain and Learning

Child Safety Commissioner, Melbourne, Victoria, Australia (2007). Calmer classrooms: A guide to working with traumatized children. Retrieved from www.kids.vic.gov.au/downloads/calmer_classrooms.pdf

HHS Publication No. SMA -11-4642 (2011). *Helping children and youth who have experienced traumatic events*. Retrieved from [www.samhsa.gov/children/SAMHSA Short Report 2011.pdf](http://www.samhsa.gov/children/SAMHSA_Short_Report_2011.pdf)

Massachusetts Advocates for Children (2009). Helping traumatized children learn. Retrieved from www.massadvocates.org/documents/HTCL_9-09.pdf

Websites for educators

Australian Child and Adolescent Trauma, Loss and Grief Network:

http://www.earlytraumagrief.anu.edu.au/resource_hubs/early_childhood_schools_hub/schools_resourceonline/

The Impact of Trauma on Learning: <http://www.sch-psych.net/archives/001169.php>

The Language of Trauma and Loss: <http://westernreservepublicmedia.org/trauma/>

National Child Traumatic Stress Network: <http://www.nctsn.org>

School Mental Health Project: <http://www.smhp.psych.ucla.edu/>

<http://www.traumainformedcareproject.org/resources.php>: great list of resources: links, videos...

<http://acestoohigh.com/2013/08/20/spokaneschools/>: interesting article outlining the successful

development of a trauma informed school district - including what was most helpful to school personnel

<http://www.esd113.org/Domain/261>

<http://www.nctsn.org/resources/audiences/school-personnel>

Websites – Music & Imagery

Association for Music and Imagery: <http://ami-bonnymethod.org/>

Bellaruth Naparstak's guided imagery: <http://healthjourneys.com>

Inner Peace Music: <http://stevenhalpern.com>

Websites - Clinical

Child Trauma Academy: <http://www.childtrauma.org/>

David Baldwin's Trauma Page: <http://www.trauma-pages.com/articles.php>

Learning Center for Child and Adolescent Trauma: <http://learn.nctsn.org/course/category.php?id=3>

National Institute for Trauma and Loss in Children: <http://www.starrtraining.org/tlc>

National Post Traumatic Stress Network: <http://www.ptsd.va.gov/>

American Art Therapy Association: <http://arttherapy.org/>

American Music Therapy Association: <http://www.musictherapy.org/>

Association of Creativity in Counseling (a division of the ACA): <http://www.creativecounselor.org/>

International Expressive Arts Therapy Association (IEATA): <http://www.ieata.org/>

National Center for Complementary and Alternative Medicine (NCCAM): <http://nccam.nih.gov/>

National Coalition of Creative Arts Therapies Associations, Inc.: <http://www.nccata.org/>