



The Multiagency Network for Students with Emotional/Behavioral Disabilities

Trauma, Academics, and Relationships: Making the Mindful Connection

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Study Trauma and Academics

“The researchers also noticed that children with traumatic stress were more likely to **need individualized educational plans (IEP)**. “Whereas only 8.6% of students without an IEP on file had traumatic stress, **23.4%** of students with an IEP on file had **traumatic stress**.” The team hopes these findings will help professionals more accurately identify children with stress when they are referred for help. They concluded, ‘In response to requests from teachers or administrators to assist with such a student, counselors can screen for the **presence of traumatic stress before moving to behavioral solutions to improve classroom behavior.**’ “ Goodman, 2011

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Trauma, Academics and Mindfulness 2017



QUESTION.....


“What’s wrong with you?”

to

“What has happened to you?”

National Center for Trauma-Informed Care

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TRAUMA is to
MENTAL HEALTH
as
SMOKING is to
CANCER*

*Quote from American Psychiatric Association President
Steven Sharfstein, MD


Dr. Charlene M. Givens: Trauma,
Resilience and Mindfulness



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What's Inside?

- Brain Process
- Past and Current Experiences
- Connections
- Attachment Styles



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ACEs

- Adverse Childhood Experiences (ACEs)
- Nugget session will review
- Discuss what is known and how related to all

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State Dependent

- Active Alert State
 - Unable to focus on the moment
 - Unable to retrieve content learned (not in executive functioning)
 - Teachers unable to understand why students earn poor scores when students “know” the material
- Alarm State
 - Lower functioning
 - Can not acquire the information

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ACADEMICS, TRAUMA, AND STATE

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Neurosequential Models in Education (NME)

- NME: Dr. Bruce Perry out of NMT (neuro sequential models in therapeutics)
- Learning and Trauma Receiving of Information (lower part of brain to Prefrontal Cortex)
- Process and Store Concept
- “Know the Stage and Watch the State” for learning: Dr. Bruce Perry

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Process and Store (NME)

- Active Alert learning states
- Comes in at 100 by the time moves up the brain about 60 percent from STM to LTM first round of learning
 - During Active Alert state in the Brain (state dependent)
 - With opportunities to check out and apply reflective times

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Process and Store (NME) Arousal State Alarm or Fear

- Alarm State (lower part of the brain)
- Comes in at 95%
- By the time it moves up the brain short term to long term
 - Retain about 30%
 - About a half year BEHIND when compared to typical
 - State Dependent Learning

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MEMORIES...PAST EXPERIENCES

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Encoding of the Memory

- Puzzle pieces FLOATING Implicit Memory
- Explicit Memory the Whole Picture
- Hippocampus (above the brainstem) brings the memories together
 - Integrate raw sensory data into a full picture
 - Transfer it to permanent memory for later retrieval (this is how it gets to cognitive thought prefrontal cortex)

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RELATIONSHIPS

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All in the Relationship: Attachment

- How we perceive the world?
- Impacts how we see relationships and process experiences.
- Impacts how we interact in the classroom and community
- Secure
- Insecure
 - Avoidant
 - Ambivalent
 - Disorganized

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Offer New Disconfirming Experiences


- Child learns:
 - I am Worthwhile
 - I am Safe
 - I am ABLE



- Teacher message says:
 - You are available and won't reject the child
 - You are responsive and not abusive (remember that is their belief from the past)
 - You will Protect the child
 - You Listen and Understand

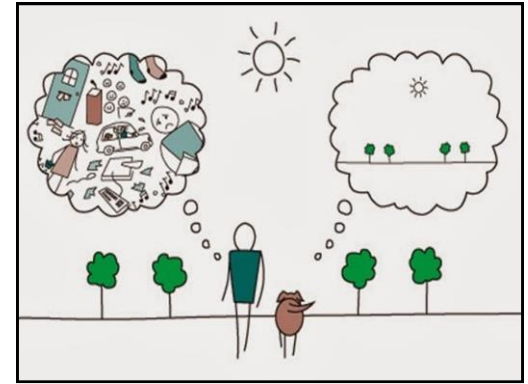
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TEST FRIDAY!

“Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today. Nw lts bgn, pls trn t pg 122.”



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Mindfulness

- "Mindfulness, when applied appropriately, includes the qualities of
 - awareness (paying attention to one's experience through the senses and the mind);
 - non-judgment (not labeling things "good" or "bad" but rather observing with a neutral attitude); and
 - stillness in heart and mind (though the body may be moving)."

Inherently it is about acceptance and understanding!

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Mindfulness, Dan Siegel

- Build the Mind (Prefrontal Cortex)
- Reading, wRiting, aRithmetic **DO NOT** build the Prefrontal Cortex
- Reflection is needed (Mindfulness allows you to pause before you react)
 - Build Capacity for Empathy for Others
 - Build Executive Functioning
 - Can be used with those with Attention Deficit area - can actually have better impact than medicine


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Definition...

- "Our mental health and well-being are profoundly affected by where and how we place our attention."


Richard Burnett Ted Talk

- Attention really means



What is our Awareness?

Positive Emotions SEDNET



- Enhance Cognitive Abilities
- Promote Strong Enduring Social Relationships
- Good Health
- Longevity
- Experience Different Thought Patterns and Behaviors (under Certain Conditions)*


*Ben, Johnson, Mertz & Robinson 1985

Positive Emotions and Cognitive Processes SEDNET

- In times when interested (highly motivated times) positive emotions assist individuals to think BETTER!
- Thinking more efficient and thorough
- Creative
- Open Minded
- Make Positive Connections to learning material
 - Students excited about material and remember

Positive Emotions and Behaviors SEDNET

- Less Defensive in Stressful Situations
- Creative Approaches to Problem Solving
- Help Someone in a variety of Situations




Positive Emotions and Classroom SEDNET

- Environment is positive and teachers create high interest
 - Learning Dramatically Improves
- Mindfulness increases awareness of emotions
 - Students and teachers can mindfully establish the positive emotional state in the classroom
 - Both student and teacher can work together and improve learning environment*

*Mindfulness for Teachers, Jennings 2015


Empathy SEDNET

- Internal Focus
- Internal Education
- Help for Others
 - Cycle others helping others in the classroom
 - Understand others
 - Decrease defensive reactions

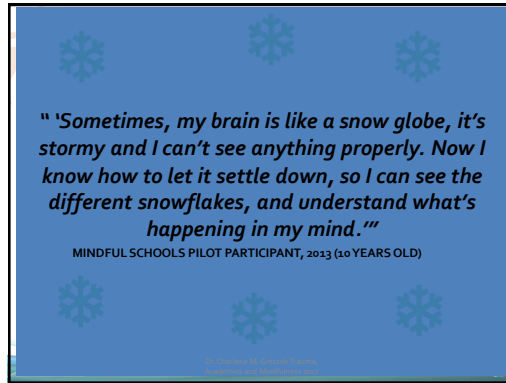


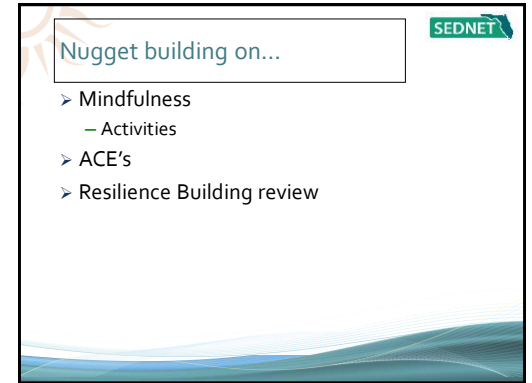
Breaking it Down SEDNET

- Reduce Stress Hormones
- Reduces Amygdala
- Bring Awareness Forward
- Find time for SELF
- Slow Down and Be Calm
- Allows to be in Touch with Present Moment
- All Can be Mindful at their own level









Presentation Resources SEDNET

Bruce Perry Trauma Informed Practices
<http://teacher.scholastic.com/professional/bruceperry>

Center for Mental Health in Schools
<http://smhp.psych.ucla.edu/temp/home.htm>

Center on Developing Child (Harvard University)
http://developingchild.harvard.edu/index.php/resources/multimedia/interactive_features/gene-expression/

Children's Mental Health : What Every Policymaker Should Know
http://www.nccp.org/publications/pub_929.html

National Center for Trauma-Informed Care
<http://www.samhsa.gov/nctic/>

Presentation Resources (continued) SEDNET

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


School Mental Health Services in the United States
<http://www.projectforum.org/docs/SchoolMentalHealthServicesintheUS.pdf>

The National Center for Trauma-Informed Care
<http://www.samhsa.gov/nctic/>


The Substance Abuse and Mental Health Services Administration
<http://www.samhsa.gov/>


Resources SEDNET

- http://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids
- <http://www.mindfulnessmatters.ie/resources.html>
- <https://theminfulclassroom.org>
- <http://www.mindfulschools.org/>
- USCSF Healthy Environments and Response to Trauma in Schools (HEARTS) Program
- www.ZonesofRegulation.com Kuypers, Leah


Resources (cont.) 

- Chapin, B. (2016). *Helping Teens Learn Self-Regulation: Lessons, Activities & Worksheets for teaching the Essential of Responsible Decision Making & Self-Control.*
- Mazza, Dexter-Mazza, Miller, Rathus & Murphy (2016). *DBT Skills in Schools: Skills Training for Emotional Problem Solving for Adolescents (DBT Steps-A)*
- Olson, K (2014). *The Invisible Classroom: Relationships, Neuroscience & Mindfulness in School.*
- Soares, K. & Hall, P. (2016). *Fostering Resilient Learners: Strategies for Creating Trauma-Sensitive Classroom.*
- Perry, Bruce (2014). *Neuro Sequential Models in Education trainers manual*



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Thank You!! 

For all you do to support successful outcomes for children and youth with and at-risk of emotional/behavioral disabilities and their families!

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