

CA PERKINS JOINT
**Special
Populations**
ADVISORY COMMITTEE

Promoting **Equity & Student Success**
Through Career Technical Education

Trauma Informed Teaching & Classrooms

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Introductions

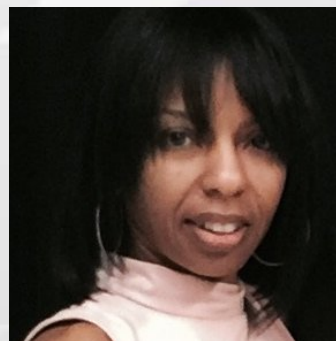


Elizabeth Wallner

Elizabeth has been working with the CA Perkins JSPAC for 17 years. She has a passion for ensuring the access and opportunities

for each student in the community college CTE programs and beyond.

Elizabeth is a graduate of Cosumnes River College and CSU, Sacramento. She has a BA in Liberal Studies, a minor in women's studies, and a MA (ABT) in Public Policy. She is a proud single mother of one CCC student.



Tonette Salter

Tonette, is a seasoned grant manager with emphasis on developing educational programs. She has lead faculty

from K-14 in developing a region wide education plan to address students in ESL, Short Term CTE, and Adult with Disabilities. Tonette is pretty clever at finding ways to achieve what may seem impossible. Her ingenuity comes from a creative spirit and her credence to Listen – Learn – Connect- Implement – Achieve. She is an advocate for teachers and knows first-hand that teachers have the ability to see the effectiveness or inefficiencies of education and are vital players in educational reform.



CA Perkins **JSPAC Mission** is to promote equity and success in Career Technical Education (CTE) by providing educators with

- Professional development
- Instructional strategies &
 - Resources

*“Promoting **Equity & Success** through Career Technical Education”*

CCC Special Populations Collaborative



www.cccspecialpopulations.org

- **Brochures**

- CCC Programs Classified as Nontraditional – by TOP Codes
- Making a Difference for:
 - Special Population Students
 - Limited English Proficient Students
 - Nontraditional Traditional (by gender)
- Use Core Indicators to Track the Success of SPs in CTE

- **Reports**

- Core Indicators Longitudinal Study By TOP Codes by Regions
- Core Indicator Data & Analysis - by Region/TOP Codes

- **Advice From Experienced Practitioners**

- Enhancing the Success of Special Population Students in CTE

- **Effective Practices**



Students from SPs are Defined as:

- Individuals with **disabilities**
- **Displaced** homemakers
- Individuals from **economically disadvantaged** families;
 - inc. foster children
- Individuals with **Limited English Proficiency (LEP)**
- **Single parents**;
 - inc. single pregnant women & teen parents
- **Individuals preparing for a career that is Nontraditional (NTO) by gender**



2017 Annual Conference

- November 30 – December 1, 2017
 - Include in your Perkins plan as well as SB1070, WIOA, Title I, DSPS, Counseling, etc. budgets.
 - Location, theme, and additional details TBD
 - Check the JSPAC website for details as we move farther along into the '17-'18 fiscal year –

www.jspac.org

Agenda



- Definition
- How the Brain Works
- 5 Things to Change About Your Teaching
- 3 Things to Change in Your Classroom
- Examples
- Resources
- Wrap-up



Definition: Trauma

“...an experience that threatens life or physical integrity and that overwhelms an individuals capacity to cope.”

From: National Child Traumatic Stress Network, [Psychological And Behavioral Impact of Trauma: High School Students](#), Retrieved 3/19/2017

Adverse Childhood Experiences (ACE)



“ACEs are adverse childhood experiences that harm children’s developing brains so profoundly that the effects show up decades later; they cause much of chronic disease, most mental illness, and are at the root of most violence”

From: <http://acestoohigh.com/aces-101/> Retrieved 3/19/2017



Prevalence of ACEs

- ACEs are common...nearly two-thirds (64%) of adults have at least one
- They cause adult onset of chronic disease, such as
 - Cancer & heart disease
 - mental illness
 - Violence & being a victim of violence
- ACEs don't occur alone....if you have a score of one, there's an 87% chance that you have two or more.
- The more ACEs you have, the greater the associated risks

<https://acestoohigh.com/aces-101/>



ACEs in your life

Think of yourself (or a student you know well).

- How many traumatic events?
 1. = 1
 2. = 2-4
 3. = 5+



Who is most likely to be TI?

- Students (foster youth) who have been removed from their home for:
 - Physical/sexual abuse
 - Neglect/abandonment
 - Death/illness/accident
- Students who have seen/experienced:
 - Community Violence
 - Rape/abduction/etc.
 - Automobile accidents, etc.
 - Life threatening illness/incidents
 - Crime, police activity, etc.
 - Acts or Threats of terrorism
- Veterans
- Domestic violence/rape survivors
- Students who are housing insecure or homeless
- Children, youth or adults from alcoholic or otherwise dysfunctional homes



Definition: Trauma

1. Acute Trauma (Type I)
2. Complex Trauma (Type II)

The Three Pillars of TI Care www.reclaiming.com Vol. 17, #3, Fall 2008



Impact

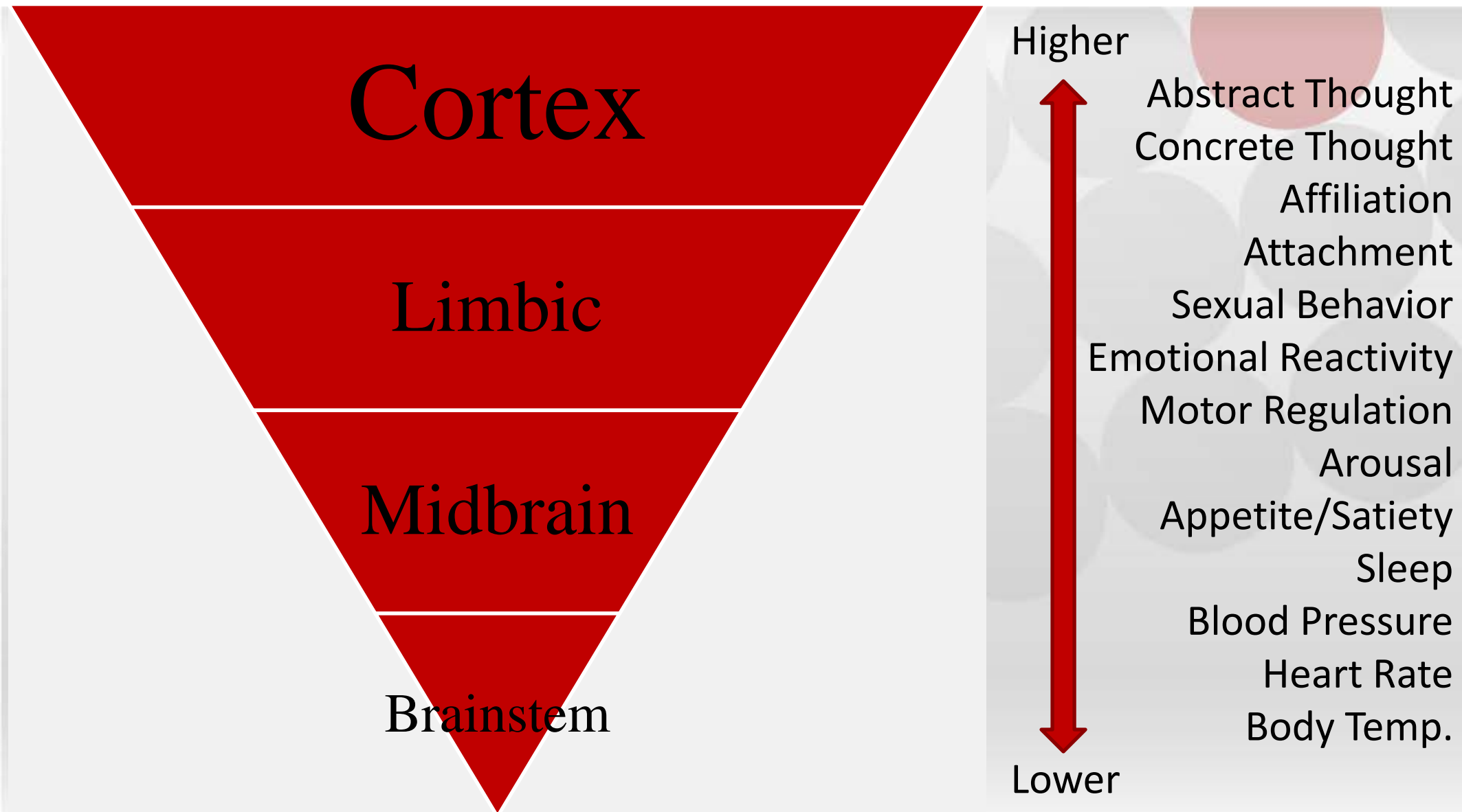
- Anxiety, fear or worry
- Worry about reoccurrence
- Changes in behavior:
 - Withdrawn
 - Irritable
 - Angry
 - Dropping grades
 - Lack of concentration
 - Hyperactivity
 - Absenteeism
 - Impulsivity
- Substance abuse
- Discussion re. events
- Lack of trust or concentration
- Hyper-sensitivity
- Difficulty with authority or criticism
- Nightmares, day dreams
- Avoidance
- Numbness



Stress

- Positive Stress
 - Moderate
 - Brief
 - Helps develop coping mechanisms
- Tolerable Stress
 - Infrequent
 - Time to Recover
- Toxic Stress
 - Strong
 - Frequent
 - Prolonged

Functions of the Brain Regions





How the Brain Works

- Implicit v. Explicit memories
 - Limbic brain stores memories to protect self
 - Not aware of the memories, responding to the threat
- When trauma occurs
 - Neural fight, flight, or freeze pathways are activated, develop more strongly
- Neuroplasticity
 - Allows us to learn well into adulthood and allows for healing



The Three Pillars of TI Care

Safety

Connections

Managing Emotions

Safety



- A safe place
 - Consistency
 - Physical and emotional safety
 - Included in decision making
 - Power and Control
 - Using caution and adjusting as some TI students ARE controlling due to lack of control at home
 - Consequences NOT punishment



Connections

- Positive Relationships is imperative
- Therapist v. Therapy
- Safe to talk



Managing Emotions

- Tools and techniques for
 - Recognizing TI responses
 - Labeling emotions
 - “Staying with the feelings”
 - Releasing the stress/energy created
 - Regulating emotions
 - Self soothing
 - Active listening

Correction v Punishment



Defusing

- Check in with student about the day
- Talk to the student
- Resolve/coach/restore
- Return to class/learn
- **View actions/situation through a trauma informed lens**

Engaging

- Assign blame, react
- No discussion, send to office/hall/home
- Punish out of class reduces learning disproportionately
- Concludes situation via punitive route as opposed to a trauma informed route

[The Achievement Gap: Why the Brain Matters, March 2015](#)



Creating a TI school

Becoming a trauma informed school goes **beyond identifying and referring students** with traumatic stress to outside services;

taking a **passive role will not** bring about the steps necessary to **assure every student** will meet their **full potential**. [Perry, 2004].



Creating a TI school

- Administration
- Discipline Policy
- Staff Development
- Counselors, psychologists, etc.
- Students



Example

- HEARTS – Healthy Environments and Response to Trauma in Schools
 - El Dorado Elementary – January 2014
- Wellness Center
 - Headphones, squishy toys, therapists, emotional identification,
- Peace Corner, beanbag chair
- Professional Development
- 89%!!
- Martin



Don't forget about yourself!

“Any educator who works directly with traumatized children and adolescents is vulnerable to the effects of trauma”

The National Child Traumatic Stress Network (NCTSN)



- Questions
 - Reflections
 - Evaluations

Additional Resources and Citations



Three Pillars of TI Care

<https://s3-us-west-2.amazonaws.com/cxl/backup/prod/cxl/gklugiewicz/media/507188fa-30b7-8fd4-aa5f-ca6bb629a442.pdf>

The Amazing Brain

http://www.instituteforsafefamilies.org/sites/default/files/isfFiles/The_Amazing_Brain-2.pdf

Supporting Brain Dev. In TI Youth

<https://www.childwelfare.gov/pubPDFs/braindevtrauma.pdf>

The Calmer Classroom

http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf

National Child Trauma Stress Network

<http://www.nctsn.org/resources/topics/creating-trauma-informed-systems>

Using PBIS to Incorporate Trauma-Sensitive Practices into Schools

<http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhtraumausingpbis.pdf>

Maltreatment and the Developing Child

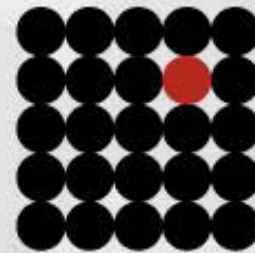
<http://www.lfcc.on.ca/mccain/perry.pdf>

Thank you

&

Evaluations:

<https://www.surveymonkey.com/r/JXJTHBW>



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