



Introduction to becoming a Trauma Informed school



Hope [to believe, to wait in expectation]

What is Trauma

- Physical or sexual abuse
- abandonment, betrayal of trust or neglect
- the death or loss of a loved one
- life-threatening illness in a caregiver
- witnessing domestic violence
- automobile accidents or other serious accidents
- bullying
- life-threatening health situations and or painful medical procedures
- witnessing or experiencing community violence (drive by shooting, fighting at school, robbery, gang violence or threats)
- witnessing police activity or having a close relative incarcerated
- life threatening natural disasters
- acts or threats of terrorism



Trauma is defined by the way a person reacts to events, so a trauma to one, may not be traumatic to another.



Creating a Trauma Informed / Sensitive environment gives our children the opportunity to regulate and to engage in the academic side of school.



Hope House Program

SESSION 1

Defining Trauma and its impact on the brain, why we need trauma Informed schools

SESSION 2

Understanding the impact of trauma on the brain



FIGHT

- Arguing or defiance
- Verbal aggression- swearing, name calling, threatening
- Physical aggression – hitting, kicking, punching, throwing things, tipping desks or chairs
- Back talk or mouthing off



FLIGHT

- Fidgeting
- Physically moving away from the source of stress
- Leaving the classroom without permission
- Leaving the school building without permission
- Purposefully avoiding contact with someone
- The Runner



FREEZE

- Refusal to make eye contact
- Refusal to speak
- Minimum one word answers
- Refusal to DO anything – follow directives, complete assignments, or play at recess
- “Shutting down”
- Holding breath
- Putting their head down
- Visibly shrinking inside themselves
- Hood up



SESSION 3

Identifying what vicarious trauma is, the symptoms, and what to put in place, to avoid burnout

SESSION 4 & 5

Showing and teaching around the tools available to get children to regulate, looking at the techniques to use in creating calmer classrooms



**Meeting a child's aggression with adult aggression only
adds fuel to the fire**

**To extinguish aggressive behaviour meet it with
calmness and compassion**

Being calm isn't passive - it's mature.

Be it to teach it

Rebecca Eanes



Creating a trauma informed school is not a curriculum, but a changed mindshift





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