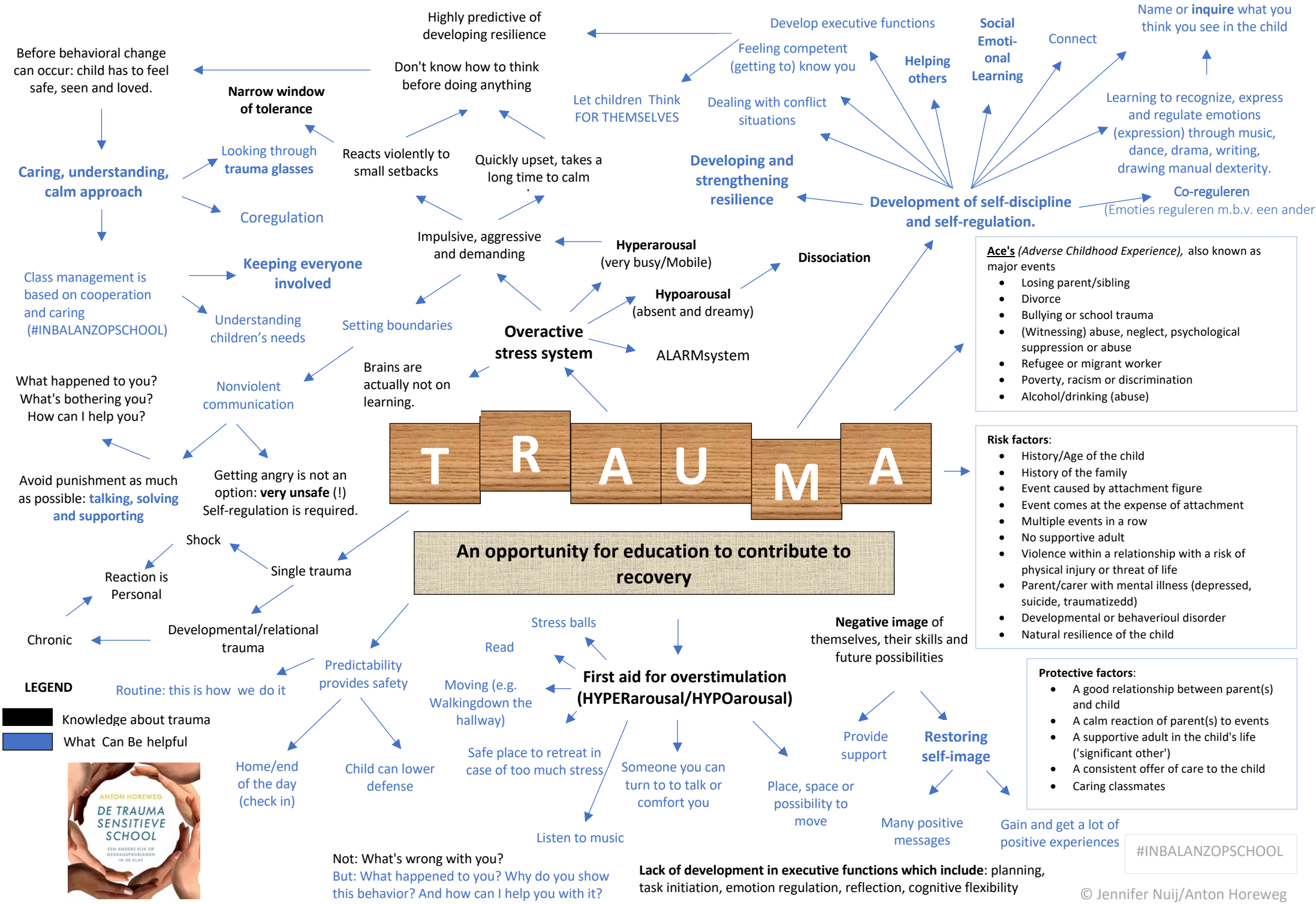
Highly predictive of developing resilience
Develop executive functions
Feeling competent (getting to) know you
Helping others
Social Emoti-onal Learning
Connect
Name or inquire what you think you see in the child
Before behavioral change can occur: child has to feel safe, seen and loved.
Don't know how to think before doing anything
Narrow window of tolerance
Let children Think FOR THEMSELVES
Dealing with conflict situations
Learning to recognize, express and regulate emotions (expression) through music, dance, drama, writing, drawing manual dexterity.
Caring, understanding, calm approach
Looking through trauma glasses
Reacts violently to small setbacks
Quickly upset, takes a long time to calm
Developing and strengthening resilience
Development of self-discipline and self-regulation.
Co-reguleren
(Emoties reguleren m.b.v. een ander
Coregulation
Impulsive, aggressive and demanding
Hyperarousal (very busy/Mobile)
Dissociation
Class management is based on cooperation and caring (#INBALANZOPSCHOOL)
Keeping everyone involved
Hypoarousal (absent and dreamy)
Understanding children's needs
Setting boundaries
Overactive stress system
ALARMsystem
Brains are actually not on learning.
What happened to you? What's bothering you? How can I help you?
Nonviolent communication
Avoid punishment as much as possible: talking, solving and supporting
Getting angry is not an option: very unsafe (!) Self-regulation is required.
T R A U M A
Ace's (Adverse Childhood Experience), also known as major events
Losing parent/sibling
Divorce
Bullying or school trauma
(Witnessing) abuse, neglect, psychological suppression or abuse
Refugee or migrant worker
Poverty, racism or discrimination
Alcohol/drinking (abuse)
Risk factors:
History/Age of the child
History of the family
Event caused by attachment figure
Event comes at the expense of attachment
Multiple events in a row
No supportive adult
Violence within a relationship with a risk of physical injury or threat of life
Parent/carer with mental illness (depressed, suicide, traumatizedd)
Developmental or behaverioul disorder
Natural resilience of the child
Shock
Reaction is Personal
Single trauma
Chronic
Developmental/relational trauma
An opportunity for education to contribute to recovery
Stress balls
Read
Moving (e.g. Walkingdown the hallway)
First aid for overstimulation (HYPERarousal/HYPOarousal)
Negative image of themselves, their skills and future possibilities
Predictability provides safety
Routine: this is how we do it
LEGEND
Knowledge about trauma
What Can Be helpful
Home/end of the day (check in)
Child can lower defense
Safe place to retreat in case of too much stress
Someone you can turn to to talk or comfort you
Place, space or possibility to move
Listen to music
Provide support
Restoring self-image
Many positive messages
Gain and get a lot of positive experiences
Protective factors:
A good relationship between parent(s) and child
A calm reaction of parent(s) to events
A supportive adult in the child's life ('significant other')
A consistent offer of care to the child
Caring classmates
ANTON HOREWEG
DE TRAUMA SENSITIEVE SCHOOL
EEN ANDERE KIJK OP GEDRAGSPROBLEMEN IN DE KLAS
Not: What's wrong with you?
But: What happened to you? Why do you show this behavior? And how can I help you with it?
Lack of development in executive functions which include: planning, task initiation, emotion regulation, reflection, cognitive flexibility
#INBALANZOPSCHOOL
© Jennifer Nuij/Anton Horeweg