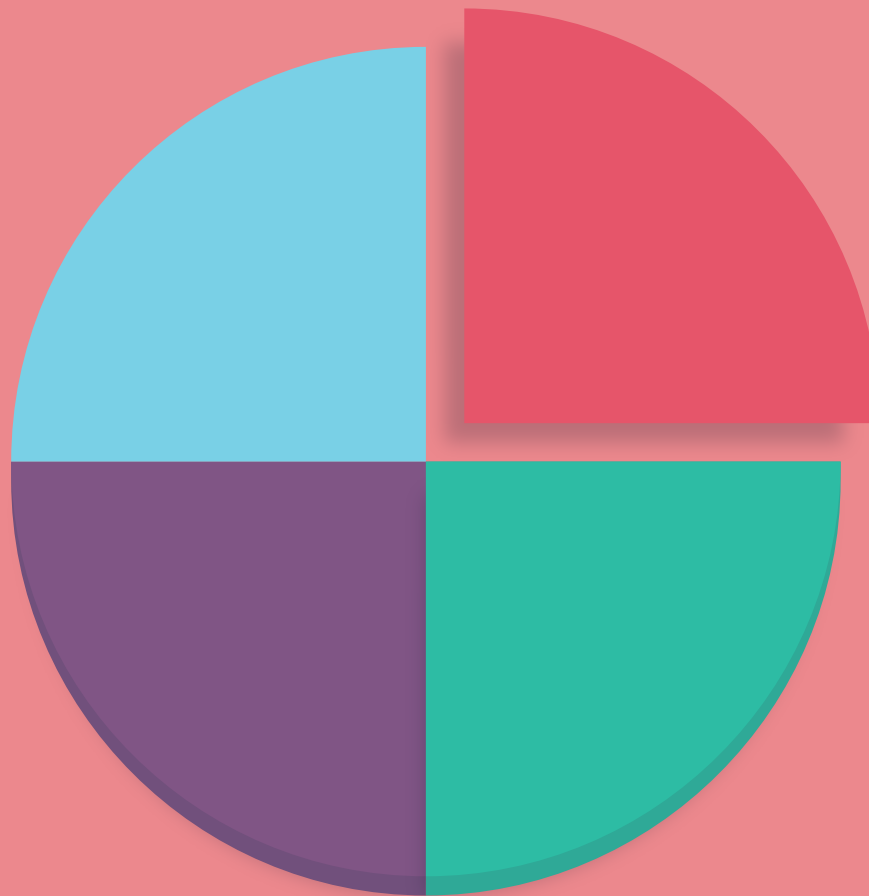


Compassionate Learning Communities
Supporting a Trauma-Informed Practice

Facilitator Guide

RELATIONSHIP



Acknowledgements

Planning Committees

- Denise Augustine, Indigenous Education Field Liaison, Ministry of Education
- Scott Bedall, Director Student Wellness and Safety, Ministry of Education
- Martin Breuhan, Project Lead, Inclusive Education, Ministry of Education
- Juanita Coltman, First Nations Education Steering Committee (FNESC)
- Colleen Hodgson, Director of Education, Ministry of Education, Métis Nation BC
- Wanda Klics, Principal, Voyageur Elementary, School District #28 (Quesnel)
- Sheryl Koers, Assistant Superintendent, School District #79 (Cowichan)
- Patricia Kovacs, Director, Inclusive Education, Ministry of Education
- Dan Lowndes, District Principal of Support Services, School District #28 (Quesnel)
- Dan Malone, Executive Director, FPSS Foster Parent Support Services Society
- Shannon Mitchell, Instructional Designer, Open School BC
- Linda O'Neill, PhD. CCC, CTS, Subject Matter Advisor, University of Northern BC
- Deborah Pawar, Director, Child and Youth Mental Health Policy, Ministry of Children and Family Development
- Shelaina Postings, Executive Director, Workforce Development and Governance, Ministry of Education
- Sanja Ristic, Coordinator Children and Youth in Care, Ministry of Education
- Steven Smith, Director, Life Course Prevention, Ministry of Health
- Ashley Turner, Provincial Wellness Coordinator, Ministry of Health, Métis Nation BC
- Katy Winship, Senior Policy Analyst, Strategic Priorities, Ministry of Education
- Tim Ylagan, District Principal of Support Services, School District #79 (Cowichan)

Working Group

- Martin Breuhan, Project Lead, Ministry of Education
- Sheryl Koers, Assistant Superintendent, School District #79 (Cowichan)
- Patricia Kovacs, Director, Inclusive Education Branch, Ministry of Education
- Shannon Mitchell, Project Manager, Open School BC (OSBC)
- Linda O'Neill, PhD. CCC, CTS, UNBC, Resource Author and Subject Matter Advisor

Presenters and Contributors

- Chief Shane Point, Musqueam Nation
- Roxanne Blemings, Director, Mental Health and Substance Use, Ministry of Health
- Rachel Calder, Executive Director, Artemis Place Society
- Danielle Carter-Sullivan, Director, Strategic Priorities, Learning Division, Ministry of Education
- Brittney Bertrand, Métis Nation BC
- Suman Hothi, Lead Clinical Trauma Counsellor, Borstal Association
- Linda Lamers, Education Officer, Learning Division, Ministry of Education
- Stephanie Martin, Community Development Manager, McCreary Centre Society
- Cheyleene Moone, Youth Research Academy Alumni, McCreary Centre Society
- Linda O'Neill, PhD. CCC, CTS, Associate Professor, Counselling, University of Northern BC
- Laureen Peterson, Métis Nation British Columbia
- Sonia Pieraccini, Teacher, Annieville Elementary, School District #37 (Delta)
- Allison Pooley, Executive Director, Asante Centre
- Nathan L. Rock, Executive Director of Operations, Borstal Association

- Jeffrey Schiffer, PhD, Indigenous Affairs Consultant, City of Toronto
- Nancy Scott, Funding Administrator, Inclusive Education, Ministry of Education
- Daniel To, PhD, District Principal, Education Services, School District #36 (Surrey)
- Jennifer Wolowic, PhD, Managing Director Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC), UBC School of Nursing

Production and Graphics

- Aaron Florian, Production Technician, OSBC
- Ian Horner, Production Technician, OSBC
- Farrah Patterson, Production Manager, OSBC

Media

- Janet Bartz, Manager Instructional Media, OSBC
- Matthew Davison, Senior Producer, Basetwo Media

Pilot Session

- Jill Fergus, Support Teacher, Self-Regulation & Resiliency, School District #79 (Cowichan)
- Richard Matthews, District Counselor, Safe Communities Support, School District #79 (Cowichan)
- Colleen Mullin, Vice-Principal, Alexander Elementary, School District #79 (Cowichan)
- Mary Peter, Principal of Indigenous Education, School District #79 (Cowichan)

Advisory / Open School BC

- John Anderson, Manager, Operations
- Sophia Barton-Bucknor, Manager of Instructional Services
- Jennifer Riddel, Director
- Shannon Sangster, Administration
- Sheena Wilson, Education Project Manager

Learning Division, Ministry of Education

- Jennifer McCrea, Assistant Deputy Minister, Learning Division, Ministry of Education
- Cloe Nicholls, Executive Director, Learning Division, Ministry of Education

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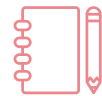
Introduction

This guide is intended to support the information found in the slide deck presentation. We understand that many trauma-informed educators are working throughout B.C. and elsewhere and encourage you to customize the presentation material in any way that makes it more relevant to your staff and school. We have included *sample speaking notes* (below; also included in the *notes* section of the PowerPoint presentation). These notes are intended to provide a script where one is desired, but if you prefer, please feel free to use your own words. You can read the notes ahead of your presentation for background information on each slide. In some cases, there are opportunities to raise questions with the group and the background information is intended to support you to answer/debrief various topics.

It is always challenging to estimate the time for such a presentation due to different levels of engagement with various topics and questions, but we recommend scheduling a minimum of one hour for each of the four presentations included in the Compassionate Learning Communities resource set.

In order to provide participants with time to reflect on and discuss the material, we suggest spacing the four presentations several months apart. Presenting more than one topic at a time is strongly discouraged as it does not provide participants with time to reflect and apply what they learned in their classrooms and schools before supplementing their practice with the information from the next topic.

Needed materials:



- Laptop and Projector
- Internet connection (wireless will suffice in most cases) to play videos directly from YouTube links embedded in the PowerPoint presentation (alternatively, videos can be downloaded prior to the presentation from links provided)
- Participant handout (student profiles/case studies for discussion with the questions related to each for the small group discussion, PowerPoint slides with notes field (fillable PDF file in digital format)



Why Trauma-Informed Practice Matters in Education

Trauma-informed practice, sometimes referred to as ACEs (Adverse Childhood Events) informed practice, is a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events and early hardships. The main components of this lens are rooted in understanding that all behaviour and actions happen for a reason and that it is up to each of us, in our helping capacity, to acknowledge current coping strategies and to assist children, youth and adults find other ways of coping, building on personal capacity and growth through supportive relationships and creative opportunities.

The lens of trauma-informed practice is relevant to all helping practitioners as it focuses on safety, stabilization and reconnection. Trauma-informed is different than the trauma-specific work that many counsellors and psychologists do, which requires specialized clinical training. In the education system, school counsellors and school psychologists may have this additional training to support children and youth with significant adversity issues, but educators and staff stay in the world of trauma-informed to ensure competence in helping.

Trauma-informed practice is not intended to be a one-shot training or the latest educational fad; it involves the long-term work of transforming schools into compassionate learning communities. Trauma-informed is not about doing more in the classroom and community but rather, about doing things differently. This lens is about life and how children's environments have the potential to shape their beliefs and behaviours along the way.

Safety in Presenting: Care of Participants

In keeping with a trauma-informed lens, facilitators are encouraged to present the material as safely as possible, encouraging participants to meet the material at their individual level, especially if participants themselves are from a background of adversity. Encourage participants to move around, have tea, coffee or water and to leave the room if they feel triggered or overwhelmed. The sharing of personal histories is not recommended in this format. Facilitators are encouraged to have contact information for community resources available to support participants and preferably, to host the workshop with the presence of a school counsellor or school psychologist. The pace of presenting the information and the need for compassion in facilitation are important elements.

We now understand that many people working within our schools have experienced adverse childhood events and we ask that you do your best to ensure everyone's safety. The sharing of detailed traumatic material is strongly discouraged! The focus here is on better understanding and providing support for the affected behaviours we observe with children and youth.

To ensure participant wellbeing, please check with your school counsellor or district school psychologist before adding additional material to this presentation.

Before You Present

Schools and communities are diverse; facilitators are encouraged to customize the information to best fit the children, youth, caregivers, educators and staff in their community. You are encouraged to engage with the material before presenting to ensure that it fits with your school and community culture, modifying or adapting the information as required.

Many caregivers, educators and staff have been working within a trauma-informed lens for years but may not have used this specific term to describe how they work with children and youth. You are encouraged to honour and acknowledge the expertise and experience in each room, in each training session.

This guide contains information that you might want to summarize for each slide (what this is, why it is important), questions on which you might suggest participants reflect individually or in small groups (wondering questions), and group discussion topics intended for participants to share their unique perspectives, understanding of the material, and ideas that may enhance their trauma-informed practice (possibilities discussion). Each of the four PowerPoint presentation begins with a child's scenario and closes with how an educator might intervene. The presentations also include the voices of educators and youth who have experienced compassionate practice in their education journey.

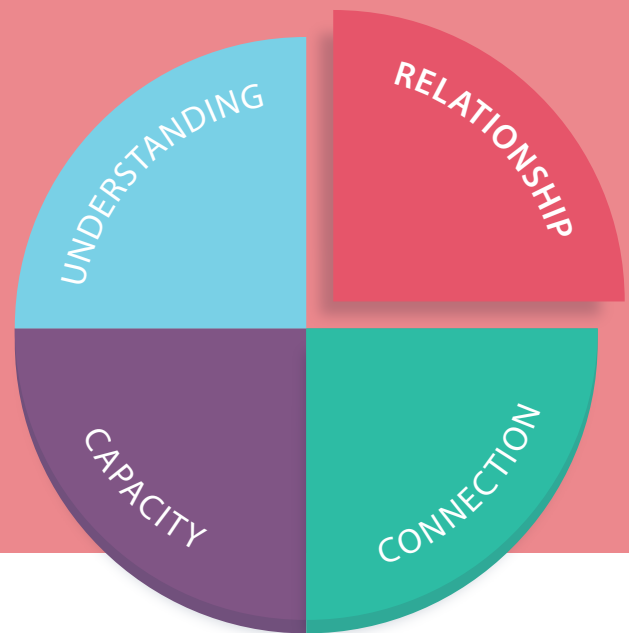
If time and resources permit, please watch the [Meet the Speakers](#) video; alternatively, you may wish to read brief introductions to the specialists who appear in the video interviews (provided at the end of this guide).

Component 2

Relationship

Relationship is the second part of a four-part framework for creating compassionate learning communities.

- Educator and staff wellness
- Reflective practice
- Acceptance and compassion



Slide 1

Introduction (What this is, why it is important)

Thank you for joining us today for the *Relationship* presentation on building compassionate learning environments. This presentation focuses on using one of the most important research findings of early adverse events based on interpersonal neurobiology presented in the *Understanding* presentation: the foundational importance of building relationships with children and youth who have experienced adverse events and the links to affect regulation, learning and social engagement.

Here are some objectives that we hope to meet in this presentation:

- Understand the power of relationship in helping children who are demonstrating Complex Trauma effects develop affect regulation and healthier coping.
- Incorporating relationships and mentorship as the foundation of safe schools.
- Understand possible secondary trauma effects from supporting children and youth experiencing adverse, traumatic events.
- Begin to formulate a wellness plan for schools and staff through acknowledgement of possible secondary effects of supporting children and youth experiencing adverse events.

The importance of *relationship* in motivating, developing and sustaining students' engagement in learning, no matter what the adversity is or has been, is a foundational element to the framework. To form and then maintain supportive relationships and help co-regulate students from adversity who may be struggling with regulation, educator and staff wellness becomes an essential component to the framework. Acknowledging how difficult the work may be in supporting and teaching children and youth from adverse events and what the effects may be for educators is important to establishing healthy, safe school environments. Healthier staff leads to increased ability for staff

to work as co-regulators and build relationships. Within this framework, ideas for increasing well-being for students and educators in sustaining practice are included as components to trauma-informed practice.

Slide 2 **Kiki's Story**



My name is Kiki and I am 16. I don't connect with anyone; teachers, staff or other kids. My home environment is very stressful and there's been violent stuff happening over the past few years. I learned a long time ago how to leave my body and my emotions and daydream. I find it really hard to be present, I just drift away. I get really upset if attention is paid to me and I try to hide behind my hair or in my sweatshirt, I just want to be invisible. I don't like writing, so I don't write much but I draw all the time. When I see a younger kid in distress, I sit with them and try to help, I just hate seeing sad kids. My new teacher is very concerned with my "written and verbal output", those things are really the least of my worries. When she tries to talk to me, I check out, telling her that she does not know me.

This glimpse of Kiki helps us understand the difficulty in working with youth who are experiencing adversity and are dissociative as a result. Youth like Kiki are often overlooked, with more time spent on highly disruptive children or youth who are hyperaroused.



Self-Reflection

Many of us have likely had a child like Kiki, in our class. After reading this slide, we invite you to consider how you might intervene with this child or youth. There will be time for you to share your ideas with colleagues before presenting our suggestions for working with Kiki, in the final slide.

Slide 3 **Compassionate Educator**



You know it took me awhile but one day I realized that the kids I struggled with the most were all just doing what makes sense to them, from everything they had seen and experienced, that they fight or hide because they are afraid and threatened, they trust no one and cannot seem to connect, even though they really, really want to...they are struggling, hurting so much. My kids who dissociate break my heart and I struggle to reach them, to bring them back. This is not who they can be, this is how they have become.

All 4 presentations include the voices of compassionate educators who share their thoughts on aspects of trauma-informed practice in schools. In your participant handout, you will find the full quote from this compassionate admin educator who is passionate about a trauma-informed approach, stressing the need to understand why children and youth do what they do.

Quieter children and youth who “check-out” are often overlooked and unsupported because resources tend to be focused on the hyperaroused students.

Slide 4 **Safety and Assurance of Wellbeing: Am I Safe and Do I Feel Safe Here?**

This section looks at the relational needs of students from adversity who are often described as being consumed with basic survival in the school setting rather than focused on new learning. Based on understanding the brain response to trauma and stress, the establishment of safety within the school setting through trusting relationships becomes paramount.

We now understand more around Complex Trauma: repetitive or prolonged events, occurring at developmentally vulnerable times, (usually in early childhood, sometimes involving direct harm and/or neglect/abandonment by parents/caregivers) have the potential to compromise child development. The possible areas of concern include issues with attachment, difficulty with affect and behavioural regulation, dissociation (checking-out) as in the case of Kiki (Courtois & Ford, 2009).

Having a safe, relational base from which to develop is key to addressing these potential concerns.



[Play Video: Safety and Assurance of Wellbeing](#)

Slide 5 Power of Relationship

As stated by the Commission for Children and Young People, the call to focus on relationship with children and youth from adversity is a shift away from strict behavior management to connecting students with healthy, regulated educators and peers. In such relationships, children and youth who have experienced adversity begin to feel different based on how they are treated and what interpersonal skills they observe being modeled. This is especially important for children who have been hurt in relationship, have disorganized or avoidant attachment, or just cannot connect to others based on their current stage of development. Simply put, for many children from adversity, relationship is required to learn.

 [Play Video: Power of Relationship](#)

Slide 6 Relationship Benefits All

Building blocks of a safe school community:

Connectedness	Communication and caring that makes people feel valued, respected and wanted.
Climate	Quality and character of school life with a focus on the quality of the relationships within the school community.
Culture	The way we do things.

<https://www2.gov.bc.ca/gov/content/erase/about>

Slide 7 Relationship First

Early relationships help children develop expectations, sometimes referred to as internal working models, about what relationships will be like. These early relationships shape the way the child's brain develops, leading to selective pruning where pathways that are used become predominant based on the experience of these relationships. Depending on pathway development, the child can learn to handle difficult emotions and stress or struggle with these conditions. Positive relationships and adverse relationships and experiences play a role in the development of attachment patterns.

For children and youth from adversity, feeling safe and supported must be accomplished for the fear-based brain response to subside, allowing learning to begin. A big part of establishing a feeling of safety is to find a person in the classroom or school with whom the child or youth can connect with whom they will eventually build a supportive relationship.

Being able to trust an adult who is consistent and predictable is often a major step toward moving forward for children and youth from adversity.

Slide 8 Relational Repair

When children are hurt or neglected in a relationship, the way they get better is in healthy, supportive relationships.

Attachment Theory is very important to the successful intervention with children through relationships. Ainsworth et al. (1978) describe attachment as a reciprocal process between babies and primary caregivers/parents where an emotional connection develops.

 [Play Video: Relational Repair](#)

Slide 9 Attachment Theory

Attachment Theory Involves:

Secure attachment	Safe and always there, child can explore and come back to a safe base.
Anxious attachment	Worried that parent/caregiver will be unavailable, fear of abandonment, child is often clingy.
Avoidant attachment	Self-preservation through independence if parent/caregiver is unavailable, presents as not needing parent/caregiver.
Disorganized attachment	Unpredictable, erratic behaviour from parent/caregiver, confusion about the safety of this person. The child needs them, but they are viewed as harmful.

Researchers such as Bessel van der Kolk (2003) present attachment or attunement as a survival need for children and youth who have been abused or neglected. If the child's attachment with parents/caregivers is disorganized, anxious or avoidant, then attunement with a healthy practitioner or educator becomes paramount to healthy development and affect regulation.

▷ Slide 10 **Attunement**

Attunement as a brain-based connection assists in relational repair with children and youth from adverse environments.

▷ Slide 11 **Attunement**

Attunement is a corrective experience, a feeling of connecting with the emotional state of the child or youth, or more specifically, “the repetitive experience of synchronizing appropriate arousal management with someone else...borrowing the arousal system management of a educator or staff member” (Montgomery, 2013).

 [Play Video: Attunement](#)

▷ Slide 12 **Relationship Helps**

If the child or youth has experienced adverse relationships within the caregiving system, developing positive relationships through attunement with supportive educators and school staff enables the child to work on the areas that attachment helps develop: coping with stress and fear, figuring out what the child perceives and understands at this point in time and then scaffolding to become self-reliant, developing future relationships, and most importantly, slowly learning to regulate emotional experiences, termed affect regulation. Children need healthy adults to help them develop an emotional vocabulary and to model how to work with interpersonal skills in relationship.

▷ Slide 13 **Educators Promoting Resiliency**

Educators often provide profound emotional and social experiences for children from adversity, along with cognitive experiences that most people expect to find in a school setting. The opportunity to have a healthy adult listen to a child, understand where they currently are developmentally and support them through relationship cannot be underestimated.

Kagan (2004) describes how children have tremendous capacity for self-healing and children who present with trauma-related symptoms are attempting to internally resolve distressing feelings, thoughts, and memories.

Protective factors that help children and youth mediate negative emotions and experiences include a positive self-image and positive role models. The most important factors for educators: providing a safe environment and relational base for this process of resolution.

 [Play Video: Educators Promoting Resiliency](#)

▷ Slide 14 **Socio-Emotional Skills: Be My Friend**

As noted in the Understanding presentation, children and youth from adverse events often present delays in socio-emotional skill development. Sometimes the ability to connect with other children is a difficult process, particularly due to struggles with affect regulation, where children may have low self-worth and currently hold no empathy for themselves, making it difficult to have empathy with other children.

Children and youth from adversity are often isolated and struggle to develop friendships. They often connect with other children and youth from adversity because they are not understood or accepted by other students. In elementary schools, children from adversity who are hyperaroused may scare other children when they become dysregulated, requiring work with the entire class to help understand such outbursts. Calm corners and chill spaces will be discussed in the Capacity presentation to help children feel safer. Educators working at a classroom level help foster opportunities for connection and friendship.

▷ Slide 15 **Other Kids**

In order to encourage socio-emotional development, children with adverse experiences need to engage with other children.

In every class, we see a combination of children who can get to an emotional baseline when activated and those who can't... yet. In nurturing classrooms with consistent, safe boundaries, educators are working to encourage children to play and work together when they can, acknowledging that there are times when children set each other off.

Giving children age-appropriate information on the brain response when kids don't feel safe or are afraid, may be beneficial. Discussions around emotion and emotional regulation are often helpful in helping children understand what might be going on with their classmates.

▷ Slide 16 **Hard to Get Along**

If children and youth from adversity are currently working at a younger stage of development, they often feel shame at not being able to communicate or connect in ways that many of their peers do.

▷ Slide 17 **Hard to Get Along (continued)**

In elementary settings, children from adversity that cope with anger and aggression may become a source of fear for other children, including children from adversity who shut-down or dissociate when stressed. One of the greatest challenges for educators is providing support to hyperaroused children and safety for the other children. We acknowledge that there are always exceptional, complex learners who may struggle with complex trauma from adversity in addition to FASD and/or autism. We try to support these children with complex learning needs to the best of our ability with the resources available, yet developmentally, some complex learners need time in quieter learning environments to thrive.

Slide 18 **Co-Regulation**

The work of Elizabeth Warner (2011) helps us understand the process of eventually getting to self-regulation through co-regulation. Babies are born with the ability to auto-regulate to lower distress but need a co-regulator to move to self-regulation. Self-regulation is a life-long pursuit and may be the greatest challenge for children and youth from adverse events. Educators (and other children) serve as co-regulators in modeling regulation, but most important, helping to identify and meet the basic needs of children from adverse events, trying to be preventative and proactive in anticipating what support will help them feel differently about the situations that cause them distress.

 [Play Video: Co-Regulation](#)

Slide 19 **Show me how**

Educators shining a light on children's strengths, whatever that might be, for other children to see and identify helps build competency and connection.

In the Capacity presentation, we will go into more depth on educators working with each child's strength. At this point, it is important to acknowledge that many children and youth from adverse events don't always believe they are good at most tasks and may not be able to identify what things they are good at. Educators and staff work hard at strength-based approaches, but other children can also work as powerful allies in identifying what their peers are good at given the opportunity to do so and the message that we all have struggles and strengths. Children and youth from adversity will sometimes accept direction from peers more easily than adults.

 [Play Video: Show me how](#)

Slide 20 **Educator and Staff Wellness: Secondary Effects of Caring**

For first responders and others working in helping professions, the concept of secondary trauma is becoming better known, but in education, the effects of supporting children and youth from adverse events, including burnout and compassion fatigue, are not often talked about or understood. Awareness of how each of us may be affected by our work is important to working with a trauma-informed lens: if we struggle with self-regulation due to secondary stress, we cannot be as effective as co-regulators for children and youth.

 [Play Video: Secondary Effects of Caring](#)

▷ Slide 21 **Tough Situations**

Educators experience difficult situations both professionally and personally, sometimes on a daily basis. Educators see the children they support deal with loss, grief and hardship, and then struggle in the classroom to try and learn new things. Teachers and support staff are not often recognized for the secondary trauma exposure many of them experience and high levels of stress found in teaching. Many educators themselves come from adverse events and may not be aware of how their experiences continue to affect them.

▷ Slide 22 **Educators Stress**

As simple as these definitions appear, the effects of both are complex. Researchers continue to refine the concept of secondary trauma to better fit what practitioners experience. Information on secondary trauma assists educators in staying aware of how they are currently being affected by their work.

▷ Slide 23 **Potential Issues Affecting Educators**

There are many issues that may affect educators negatively including:

- witnessing children who have experienced adverse events,
- children with problematic coping strategies,
- children suffering grief and loss,
- children who struggle to regulate,
- the struggle to see positive results,
- lack of support or resources for children and educators,
- and at times heavy workloads/

Slide 24 Potential Issues Affecting Educators

 [Play Video: Potential Issues Affecting Educators](#)



Possibility Discussion

As individuals or in small groups, reflect on the following questions. In table groups, spend 5 minutes or so discussing a choice of the following questions, and then share whatever is most relevant with the larger group.



Self-Reflection

- What steps have you taken to help ease some of the distress you have felt?
- How do you see secondary trauma effecting relationship building with children and youth in the school setting?



Wondering Questions

- What strategies do you recommend in working through some of the potential issues listed above or others that you may have experienced?

▷ Slide 25 **A Few Possible Signs**

Sometimes the effects of secondary trauma go unrecognized or are blamed on other aspects of life, with educators not always seeing the work connection. Awareness is important for educators to try and reduce stress as best they can and to try other strategies to shift from work to home, making space for both.



Wondering Questions

As individuals or in small groups, reflect on the following questions.

- What other possible signs have you noticed that may be linked to secondary trauma?

▷ Slide 26 **Many Names for Secondary Trauma**

There are many constructs of secondary trauma, but many researchers believe there are variations in the experience of each:

- Burnout relates to the job setting where the demand exceeds capacity of the practitioner and the setting cannot provide the support needed
- Compassion fatigue, as Figley (2003) eloquently defines it is a reduction in the capacity to feel empathy
- Traumatic countertransference refers to the practitioners own adverse experience that is triggered by a certain child or youth, leading to the practitioner either avoiding the student or becoming over emmeshed in trying to help the student
- Secondary posttraumatic stress syndrome, is sudden and usually comes with a tragic event or circumstances related to a child or youth
- Vicarious trauma, unlike the other constructs, is more about the practitioner's thinking, how her or his cognitive schemas have changed based on years of work with children and youth from adverse events

Slide 27 **Broader Considerations**

Until recently, secondary trauma was viewed more as an issue of self-care. As important as self-care is to anyone working with children and youth, we now understand that the situation of children and youth from adversity in the school system is a major, complex issue requiring the input from all systems and acknowledgement of the effects on staff.



Wondering Questions

- How do you view aspects of secondary trauma at a systems level?



Possibility Discussion

In table groups, spend 5 minutes or so discussing a choice of the following questions, and then share whatever is most relevant with the larger group.

- How do we engage other supports, agencies, systems in this discussion?



Play Video: Broader Considerations

Before shifting to the next slide, invite the group to reflect on their initial approach to working with Kiki.

Slide 28 Educator and Youth



I'm Kiki's new teacher. I'm working with the school counsellor to better understand dissociation and how Kiki uses it to cope. I try to gently check in with Kiki each day but I don't focus class attention on her, understanding her need not to be seen in order to feel safe. I'm learning to engage with Kiki each time she "touches down", using art as the media to connect. I'm working towards inviting Kiki to be a class mentor for a few quiet girls in the grade eight class. Kiki has recently shared a poem with me so I can get to know her. I am deeply touched by Kiki's situation and have reached out to a counsellor for personal support.



Wondering Questions

- Would you respond to Kiki the same way?
- Is there anything you would do differently than you thought at the beginning?



Possibilities Discussion

At your table, discuss your thoughts on current supports and barriers to intervening with Kiki in a trauma-informed way.

Slide 29 Youth's Voice



I think about her a lot now, that one teacher. I mean there was a small group of us, we were all so needy and hurt and angry...and she was there, not sure how she put up with us, just upbeat, trying new stuff to get us to do anything. When she left, there was this poem we found to give her, about teachers who are friends in our eyes; teachers with big hearts and slow fuses. We just wanted her to know she was a good person.

It means a lot to feel like someone likes you and believes you are worth something; for some of us, there are not many people who do.

The voices of youth such as this are important for educators to hear. Often teachers don't know the impact they have had on a child or youth. This youth summarizes the power of relationship and touches on the need to connect to more people and increase capacity and understanding through a trauma-informed lens, leading to our next presentation on Connection.

Thank you for engaging in this material and we hope it leads to productive conversations, the sharing of expertise and ideas and creative interventions over time on how to build stronger relationships and improve staff wellness.

————— **End of slides** —————

Follow up

We suggest checking-in with staff over the following days or weeks to understand what discussions have developed out of the presentation. At this stage, staff interested in moving toward a fully trauma-informed school may want to download a working document on Developing Compassionate Learning Communities available on the website.

One page downloadable and links to other resources are included.



The next suggested presentation is on **Connection**, a key concept in working towards compassionate learning communities. In Connection, we will look at connecting to families, to culture and to community.

One-Page Tip Sheet

Download this reference sheet for Understanding Adverse Childhood Experiences and Trauma.

RELATIONSHIP
Why trauma-informed practice matters in education
Kiki is 16, and she does not appear to connect with anyone. Her home environment is very stressful, and there have been violent incidents over the past few years. She learned long ago how to leave her body and emotions and dissociate. She becomes visibly upset when she receives attention and she tries to hide behind her hair or within her sweatshirt. When she notices a younger child in distress, she sits with them and tries to help.

SAFETY FIRST
Building safety through relationships is the core of a trauma-informed approach.
Change for these children and youth will come easily if the focus is on relationship rather than behaviour management strategies.
—Commission for Children and Young People, 2007
Children learn how to self-regulate and how to have healthy relationships through adult and peer role modeling.
Children must feel safe in order for new learning to occur.

EDUCATOR CARE
Behaviours you may observe:
• emotional exhaustion
• numbing
• social withdrawal and isolation
• no time for self
• reduced ability to hold empathy for youth
• reduced respect for students and colleagues
• depression and despair
Educators are often first responders for children in crisis and are required to meet many children's needs.
Many educators have also experienced unsafe situations.
Secondary trauma is related to structural demands rather than personal inadequacy.

What do you need in order to sustain your work and provide supportive relationships for children?
Ontario Council for Educators | Ministry of Education

Videos

Safety and Assurance of Wellbeing

Rachel Calder, MSW, RSW; Executive Director, Artemis Place Society

Power of Relationship

Allison Pooley, MAL, B.Ed; Executive Director, The Asante Centre

Relational Repair

Brittney Bertrand, Youth Communications and Project Assistant; Métis Nation BC

Attunement

Lauren Petersen, Indigenous Educator and Fraser Valley Community Activator for Métis Nation BC's Ta Saantii Healthy Communities Project

Educators Promoting Resiliency

Lauren Petersen, Indigenous Educator and Fraser Valley Community Activator for Métis Nation BC's Ta Saantii Healthy Communities Project

Co-Regulation

Rachel Calder, MSW, RSW; Executive Director, Artemis Place Society

Show me how

Sonia Pieraccini, Teacher, Annieville Elementary, Delta School District

Secondary Effects of Caring

Dr. Jennifer Wolowic, Managing Director of the Stigma and Resilience Among Youth Centre (SARAVYC)

Potential Issues Affecting Educators

Sonia Pieraccini, Teacher, Annieville Elementary, Delta School District

Broader Considerations

Sonia Pieraccini, Teacher, Annieville Elementary, Delta School District

Sample Resources

Craig, S. (2017). *Trauma-sensitive Schools for the Adolescent Years: Promoting Resiliency and Healing, Grades 6-12*. Teachers College Press.

Heller, L., & LaPierre, A. (2012). *Healing Developmental Trauma*. Berkeley, CA: North Atlantic Books

Mathieu, F. (2011). *The Compassion Fatigue Workbook: Creative Tools for Transforming Compassion Fatigue and Vicarious Trauma*

Weston, J. & Thomas, S. (2018) *Fetal alcohol spectrum disorder (FASD) and Complex Trauma*. Marninwarntikuru Women's Resource Centre, Western Australia

These are just a few of the many resources available. We encourage you to seek out additional resources relevant to your practice, school, and community.

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Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy: Theory, Research, Practice, Training*, 41(4), 412-425. doi: 10.1037/0033-3204.41.4.412

Courtois, C. A., Ford, J. D., & Cloitre, M. (2009). Best practices in psychotherapy for adults. In C. A. Courtois & J. D. Ford (Eds.), *Treating complex traumatic stress disorders: An evidence-based guide* (pp. 82-103). New York, New York: Guilford Press.

Kagan, R. (2004). *Real Life Heroes: A Life Storybook for Children*

Montgomery, 2013

van der Kolk, B. A. (2003). The neurobiology of childhood trauma and abuse. *Child & Adolescent Psychiatric Clinics North America*, 12, 293-317.

Warner, E. (2011). *SMART Sensory Motor Arousal Regulation Treatment Manual*. Boston, MA: Trauma Center.

