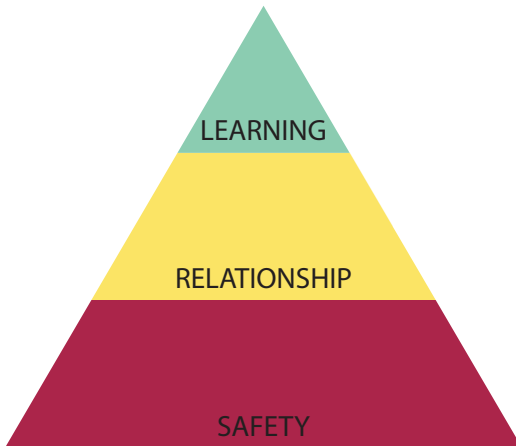


RELATIONSHIP

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 daydream. 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?