

## Welcome! Trauma-Informed Care

Kelly Glick, Ed.D.



Darlene Mack, M.Ed.



September 12, 2018

## Objectives

1. Why TIC and trauma theory
2. Prevalence and forms of trauma
3. Neuroscience
4. Impact of trauma on learning and behavior
5. Benefits if every employee uses a TIC lens
6. Traditional paradigm – TIC paradigm
7. Practical interventions to address stress and trauma
8. Framework for creating and sustaining a TIC culture



**“If we are growing as people, we are always going out of our comfort zone.”**



**“Growth Mindset”**



**“A trauma-informed school is one in which all students and staff feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma-informed schools create school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential.”**



<http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Trauma-Informed-Schools>

## Universal Approach



Empathy for all..

- Students
- Families
- Coworkers
- Neighbors

Everyone you meet is fighting a battle you know nothing about.

Be kind.

Always.

Creative Commons

## Core Principles of TIC

- Positive relationships built on empathy, respect, and trust
- Respond to behaviors with a TI disposition, approach, and discipline
- Strengths focused differentiated interventions and skill-based education
  - self-regulation of emotions
- Voice (active listening) and choice (sense of control)
- Culturally competent
- Address triggers and stress response system

- Physical
- Emotional
- Academic
- Social

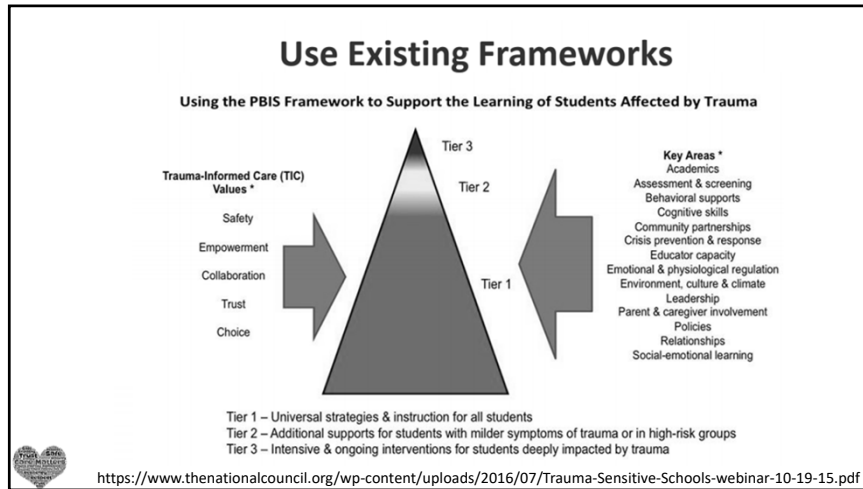


Creative Commons

## TIC is...




- Based on positive relationships and safe environments.
- *Realizes* the widespread impact of trauma and understands paths for recovery
  - *Recognizes* the signs and symptoms of trauma
  - *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices
  - *Seeks to actively resist re-traumatization*

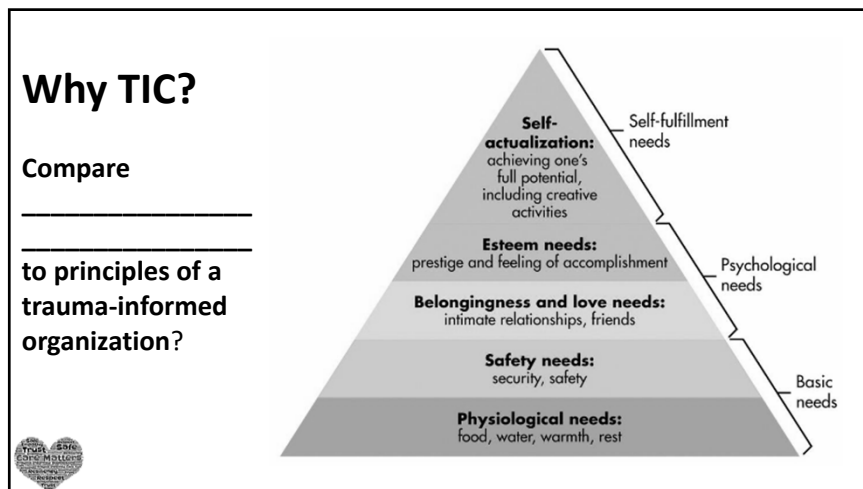


### Benefits of a TIC Implementation

<p><b>Increases - Improves...</b></p> <ul style="list-style-type: none"> <li>• Graduation rates</li> <li>• Academic achievement</li> <li>• Employee satisfaction, retention</li> <li>• Perception of safety</li> <li>• Relationships</li> <li>• Hope and resiliency</li> </ul>	<p><b>Decreases...</b></p> <ul style="list-style-type: none"> <li>• Special education services</li> <li>• Time out of the classroom</li> <li>• Discipline</li> <li>• Truancy (Oehlberg, 2008)</li> </ul>
--	--



Creative Commons



### “Why” TIC

- Law
  - 2015 Every Student Succeeds Act (ESSA)
    - Section 4018 (Activities to Support Safe and Healthy Students)
  - 2015 Compton Unified School District lawsuit
    - Trauma does NOT guarantee students will...
      - 1) suffer trauma-induced disability
      - 2) be denied meaningful access to their education
    - Judge acknowledged that trauma CAN disable a student

## Economic Impact of Trauma

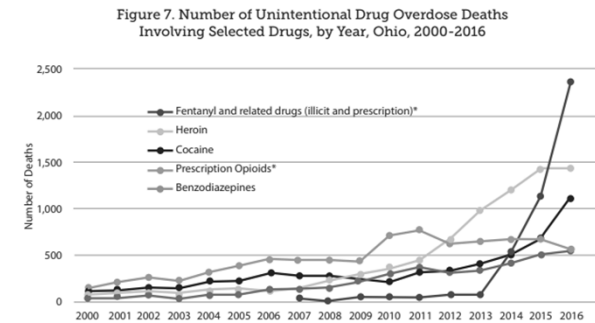
- **School to Prison Pipeline**
  - *cost of incarcerating a juvenile is estimated at \$88,000 to \$94,000 /yr.*
  - *Harvard \$68,000 for tuition, room and board 2018-2019*
- **Economic costs of untreated trauma-related alcohol and drug abuse alone estimated at \$161 billion in 2000**  
(National Council for Behavioral Health, 2015)



## Ohio Department of Health (2016)

**Opioids killed  
42,000+ in US** (CDC, 2016)

**4,050 in Ohio,  
32.8% increase  
from 2015**



**“Regardless of exposure and the extent of the effects posed on the child, it is important to remember that living in a family with drug abusers is, in itself, a significant risk factor. A child whose parents (or other direct family members) abuse drugs often lives in a chaotic environment.”**



<https://osepideasthatwork.org/sites/default/files/IDEAsIssBrief-Opioids-508.pdf>

**Trauma = a set of conditions that produces strong physical, emotional, or stress reactions that has enduring negative effects on the individual’s physical, social, or emotional well-being.** (SAMHSA, 2014)

## Types of Trauma

- Acute Trauma
- Complex Trauma
- Chronic Trauma



Creative Commons

### Trauma in Schools

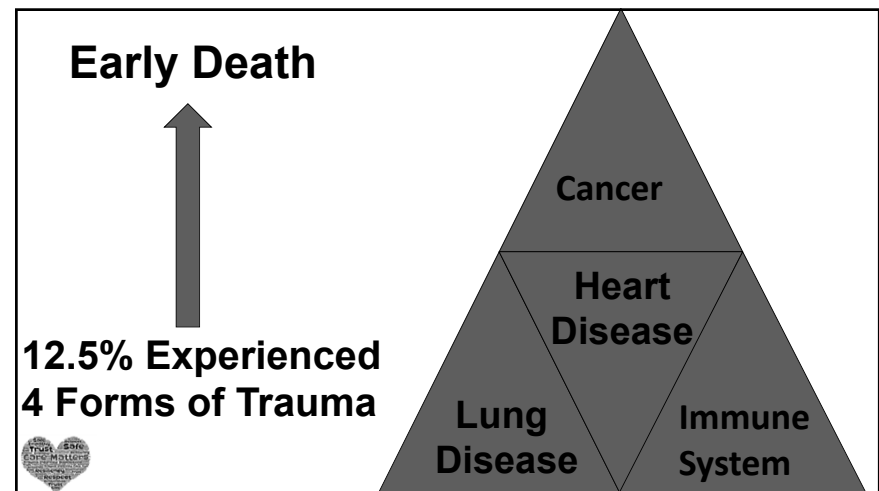
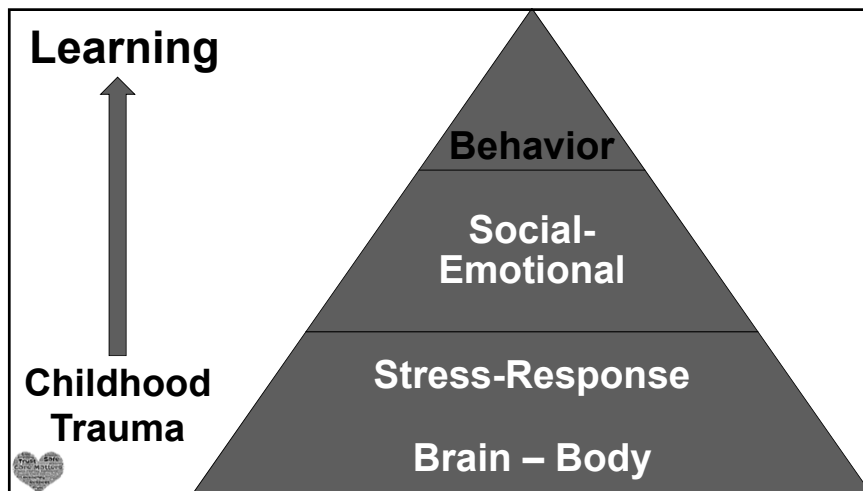
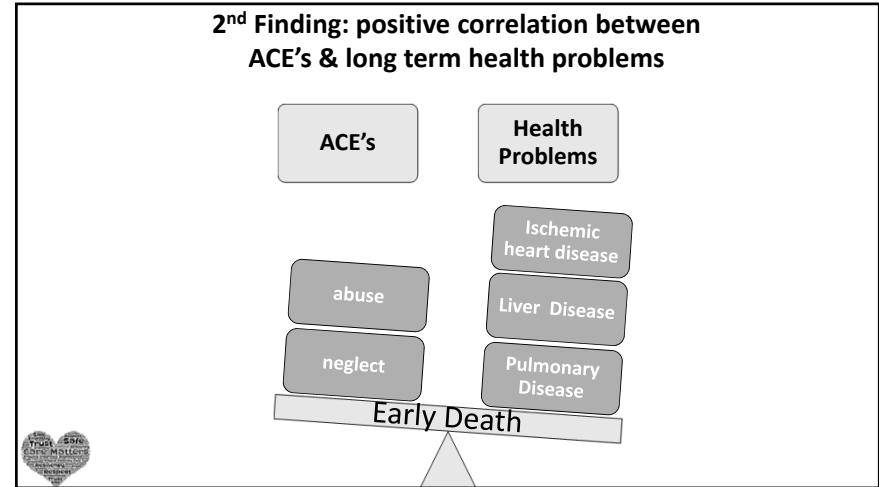
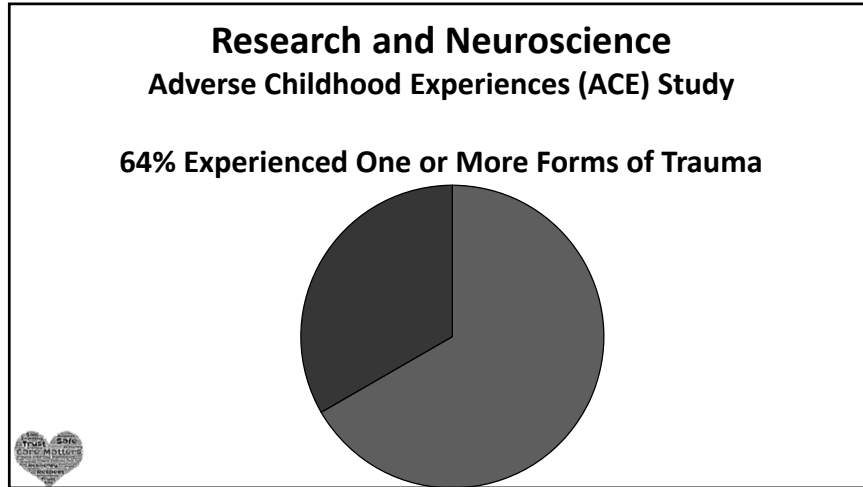
- Violence
- Bullying
- Social exclusion
- Accidents
- Secondary trauma
- Perceived danger (triggers)




Creative Commons

### Identify, Remove or Manage Triggers Practical and Proactive Intervention

- External and internal triggers
  - Smells
  - Sounds
  - Sights
  - Emotions
  - Thoughts
  - Tone of voice
  - Perfume
  - Interaction style
  - Gender
  - Race




Social-Emotional	
FEAR for self and others	Worry about re-occurrence, "racing thoughts"
Constant state of alarm	Feeling isolated, hopeless, helpless
Dissociation: apathetic, in a fog, numb	Feeling not worthy, loveable, expect maltreatment
Lack empathy for others	Difficulty communicating needs & wants
Ability to correctly identify intentions and behaviors of others	Shame, guilt

Social-Emotional	
Interpersonal skills and relationship problems	Lack awareness of acceptable boundaries of others
Conflict when criticized or teased	Overreact to bells, sirens, touch
Poor control of emotions	Aggressiveness is "normal"
Resists or overreacts to change <ul style="list-style-type: none"> <li>• More time to bounce back</li> <li>• Less tolerant of discomfort or challenges</li> </ul>	Difficulty visualizing their future
Distrust Others 	Unable to identify, label & control emotions

### Impact on Behavior

- Reaction (physiological) is fast, reflex, unconscious
  - Information from senses to emotional center is faster than to cortex (goal is survival)
- Internalize (withdrawal - shut down)
- Externalize (disruptive - act out)
- Aggressive, defiant with authority
- Hypervigilant
- Unpredictable, impulsive behavior
- Regress to behaviors of a younger age



### Behavior

- "Act" scared
- Antisocial
- Over or under reacting to noise or contact ("jumpy")
- Perfectionistic
- Lie
- Steal
- Manipulate (ex: to "escape or avoid")

## Behaviors Tell a Story

- A barometer of the development of (or lack of) social and life skills.
- School teaches students how to manage emotions, behaviors, and appropriate social interactions.



**“We now know that their behaviors are not the result of moral failings or signs of lack of willpower or bad character – they are caused by actual changes in the brain.”** (van der Kolk, 2014, p. 3)

- Compassion for student’s “world”
- Acknowledge student stress



**Traumatized youth look over their shoulder**

**Focus on safety**

**Lack trust**



## How do these challenges impact each of us, students, families, friends, and colleagues?

Physical Abuse	Incarceration	Rejection or Isolation
Neglect, Mental Abuse	Homelessness	Natural Disaster
Sexual Abuse	Bullying	Military
Accidents	School - Community Violence	Terrorism, War
Substance Abuse	Domestic Violence	Refugee
Loss - Abandonment	Serious Illness (mental) - Surgery	Secondary Trauma

**\*Witness or Victim \*Avoid System-Induced Retraumatization**





### True or False

There's no link between stress and learning. Kids “just need to suck it up and deal with it”.

Thumbs up if true, down if false, sideway if not sure

False: When kids are stressed, it’s tough for them to learn.



### Educational Impact of ACEs

	Severe Behavior	Severe Attendance	Academic Failure	Chronic Health
1 ACE	2.4x	2.2x	1.5x	1.8x
3+ ACE	6.1x	4.9x	2.9x	2.5x

- 4x Depression
  - 12x Risk of Suicide
- (Washington State University)



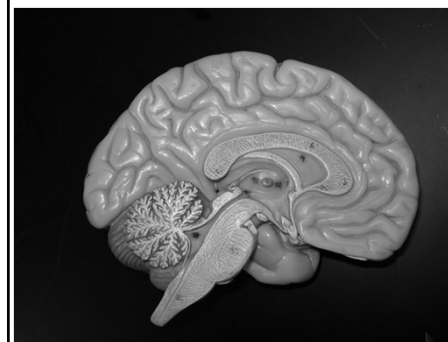
### True or False

A hurting child’s brain looks different from a child’s brain who has been loved and cared for consistently.

True: PET Scans and fMRI machines reveal the differences in a “normal” brain and the brain of a traumatized individual.



### Impact on Brain Development and Function

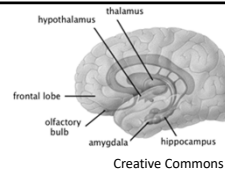


Creative Commons

- Develops over time.
- Different areas of the brain control different functions.
- “Damage” caused by trauma impacts specific structures and functions of the developing brain.



## Limbic System Hypothalamus



- Prepares body for action
- Endocrine system to secrete stress hormones (adrenaline and cortisol)
- Heart rate, blood pressure, breathing increase
- Blood to muscles
- Digestion and immune system shuts off
  - Stress responses stays “on”, reduces ability to fight illnesses
- Involved in survival if under perceived or real threat (fight, flight, freeze)



## Amygdala

- “Smoke Detector” (respond to perceived or real threats)
- Impaired amygdala: hard to recognize the emotions of others
- Central train-routing station: routes information based on emotional state (blocks sensory information to the prefrontal cortex when stressed)



## Cerebral Cortex

- Prefrontal cortex last to fully develop (mid 20s)
- Continues to change (rewire) throughout lifetime
- Develops when stimulated with positive learning opportunities
- “Higher-order” thinking, executive functioning, decision making
- The cortex is off-line during trauma, when triggered, stress
  - Survival response takes over (limbic system)
    - language center shuts down; cannot explain why...
    - left hemisphere is inaccessible
    - cannot use logic, reasoning, or sound judgement
- To learn and “behave,” must have access to frontal lobe



RUDOLF DREKURS’  
4 MISTAKEN  
GOALS OF BEHAVIOR

ATTENTION

POWER

REVENGE

AVOIDANCE

Once you know this, you know The Secret Formula for  
Understanding your Child’s Behavior

Vicki Hoelle


**Brain-Based Safety  
Response =  
fight, flight, freeze**



**Behavior is a form of communication**  
**May not feel safe**

Flight	Fight	Freeze
Withdrawing Fleeing Skipping class Day dreaming Seeming to sleep Avoiding others Hiding or wandering	Acting out Behaving aggressively Exhibiting defiance Being hyperactive Arguing Screaming and yelling	Exhibiting numbness Refusing to answer Refusing to get needs met Giving a blank look Feeling unable to move or act

Souers and Hall (2016)




***Stress before hitting the front door!***

- ❖ Home, neighborhood, school bus
- ❖ Interpersonal meanness
- ❖ Social media

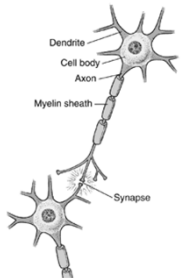

- Nurse's clinic (somatic symptoms – time out of class)
- Impacts *emotions, thoughts, & behaviors = learning*
- Discipline referral to school office

➤ Time out of the classroom = no learning




**Neuroplasticity = Hope**



**Neurons increase in size and number with**  
**repeated positive learning experiences (\*new synapses)**

Creative Commons

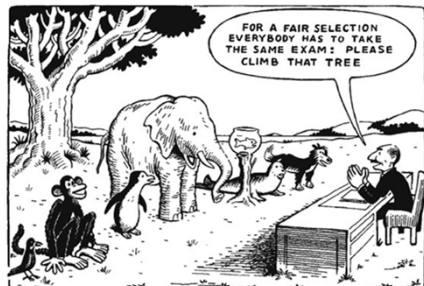



**Time for a Paradigm Shift?**

**Regarding...**

- Students
- Parents and guardians
- Co-workers
- Behaviors
- Capacity to learn
- Definition of success

## True or False

Discipline is “soft” in a trauma-informed school.

**False: There are consequences for all of our behaviors, both “good and bad”. Discipline means to teach. Focus on building skills and discovering the underlying reason for the behavior.**



Traditional Perspective	Trauma-Informed Perspective
Focus on academics and test scores	Focus on whole-student growth and well-being
Teach reading, writing, math skills	Teach self-care, how to build and maintain relationships, and coping skills
Students should know and follow all rules	Students need to be taught expectations
Students must give respect to authority	Employees choose to respond respectfully
Students should easily adjust to change (substitutes, change in schedule or rules between classrooms)	Communicate with students before change; change may trigger the stress-response
Employee-centered decision making	Student-centered decision making
“Blames” poverty, parents, etc.	Avoids the “blame game,” focus on “controllables”

Traditional Perspective	Trauma-Informed Perspective
Students choose behaviors Punish misbehaviors	Students want to do well but lacks skills Discipline means to teach
Behavior is NOT a coping strategy Takes student behavior personally (offended, disrespected)	Understands that behavior communicates “something” and serves a function (escape / safety)
Perceives student behavior negatively (manipulative, “bad”)	Perceives student behavior constructively
Labels to describe students (ED, hyperactive, lazy)	Focus on student strengths not weaknesses
Authoritarian approaches “My way or highway”	Collaborative approaches; Gives students a voice and choices
Angry – punishment model (to hurt, creates a power struggle )	Empathy – consequences (to teach) model

Traditional Perspective	Trauma-Informed Perspective
Sympathy	Empathy
“One upping a student”	Look for win-win, not a win-lose
“They need to snap out of it.”	With on-going stressors / trauma, the emotional part of the brain “stays on.” It takes time to heal and to learn replacement skills to build resiliency.
“There is no hope for this student.” “He/she will never make it.”	All students can learn and become resilient. Coming to school IS a form of resiliency.
“They are NOT my students.”	“EVERY student is MY student. If not us, then who?”

### First and Last Impressions "You" in a trauma-informed organization



# Trauma-Informed Dispositions Matter



Creative Commons

**"Knowledge is power, but knowledge about self is the greatest power."**

(Rogers & Frieberg, 1994, p. 119)

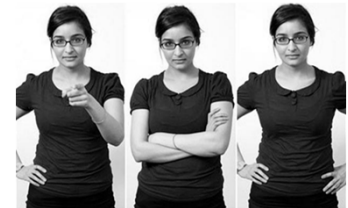
**"Changing the heart."**

(Blodgett, personal communication, October, 21, 2015)



## TIC Strategies: It starts with you...

- Mindsets, beliefs, and attitudes
- Body language
- Tone and word choice
- *Don't take it personally*



**\*Self-awareness**



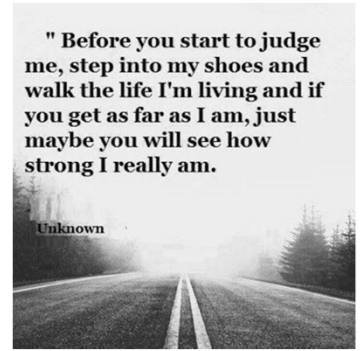
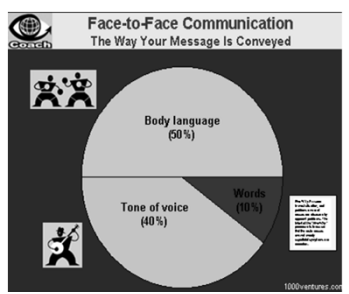
- Attitudes and beliefs are *student-centered and empathetic*
- TI disposition influences behaviors toward students
  - ✓ Aware of body language, tone, and choice of words
  - ✓ Manages emotions, calmly seeks to de-escalate
  - ✓ Believes in healing and resiliency
  - ✓ Self efficacy ("I make a difference.")
  - ✓ Patient and respectful
  - ✓ Predictable and approachable



# EVERY INTERACTION MATTERS

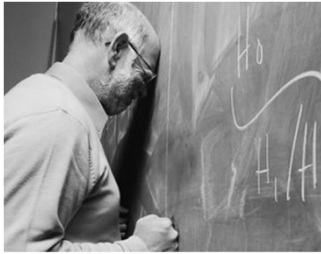


## Seek First to Understand



## Focus on your control-ables!





## Secondary Trauma



## Calm the Brain

- Giving space and time to cool down
- Physical exercise
- Mindfulness practices



Creative Commons

## School Environment



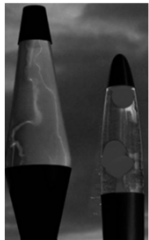
Creative Commons



## Environment

- Teach and reinforce structure and routines in ALL locations
- Teach expectations
- Predictable (in all areas – all classes)
- Approachable adults
- Conflict resolution skills

## Calming Tools: teach appropriate use



Creative Commons





## Mindfulness



## Keep Your Cool... So Students Can Keep Their Cool

### Deep breathing

- *Breathe in count of 4 (nose)*
- *Hold count of 4 (deep in belly)*
- *Breathe out count of 4 (mouth)*



## Progressive Relaxation



Rate your level of \_\_\_\_\_ 1 low - 10 high

1 2 3 4 5 6 7 8 9 10

## Guided Imagery

Use of visualization.

Give tangible properties to abstract thoughts and feelings.

What color?

How big?

Texture?

Guided imagery exercise.

Assess again.

What color?

How big?

Texture?



### Awareness of Emotions and the Physical Body

1. Identify an emotion (sadness, anger, fear, frustration, confusion, joy)
2. Think about the incident and how it made you feel.
3. How did your body feel?
4. Identify where the emotion was felt in the body.
5. Mark on the picture where the emotion was felt.



### Teach the Cognitive Triangle

Situation → Thoughts → Emotions → Behaviors

**Manage thoughts to change feelings and behaviors.**



Creative Commons

### Practice, Model, and Teach Skills Thought Stopping...

- Avoid “always” “never” “nobody” “black-white” thinking
- Stop runaway thoughts
  - Is it likely?
  - Cyclical thoughts keeps emotions heightened
- Teach replacement beliefs and behaviors
  - “I have... I can.... I will...” statements



### Teach the Impact of Trauma and Stress

- Impact of trauma on the brain and learning
- Ways to manage stress and self-regulate emotions
- How body and brain responds to fear
- Toxic stress response



Creative Commons

# SAFETY MATTERS

“The school is a safe place. I won’t let anyone \_\_\_\_\_ you. So, I can’t let you \_\_\_\_\_ because this is a safe place.”



- How can I help and support you?

- I am ready to listen.

- I am a safe person for you.

*Care Matters - Every Interaction Matters - You Matter*

## Resiliency trumps trauma.



Regardless of ACEs, stress, and constant change.

## A Journey of a Thousand Miles...

*3-5 year process to  
implement 6 pillars*

*Policies and Practices*



## Trauma-Informed Community

- WRAP Services
  - Coordination of services with mental health agencies
- Findlay PD
  - Communication with schools
  - Quick response and support



## Discipline Policies and Procedures

- Do not “threaten punishment” to prevent or change behaviors
- Discipline is an adult decision
- Reduction in referrals and consequences
  - Reduction in behaviors? Trauma is still occurring.
  - Restorative justice
  - Reverse suspensions
  - Social suspensions



“We would never send a child home because that child was struggling at reading. We would never send a child home if that child was struggling with math. Why would we send a child home for struggling with social-emotional skills?”  
Walter Gilliam, Yale School of Medicine



Creative Commons



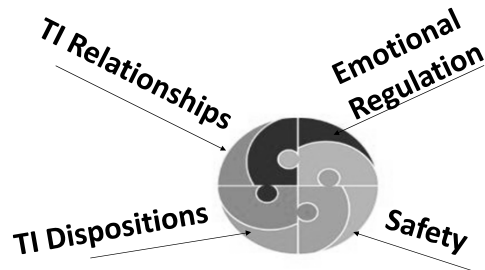
## Data Connecting Trauma to Behaviors

- What does your discipline data tell you about safety
    - *Real or perceived?*
    - *Students and adults feel safe?*
  - Student history?
  - Types of behaviors resulting in time out of the classroom and suspension?
- August 2016 – March 2017
- 47 students received OSS; 3 regular education no known traumas



N = 759 in 2016 2797 in 2017 2380 in 2018	Average % 2016-2018	Student Perception Survey Data Grades 3-12
1	93.57	Teachers in my school care about me.
2	89.97	My teachers are available when I need extra help.
3	88.74	The teachers in my school treat me with respect.
4	90.33	I feel physically safe in my classrooms.
5	81.66	I feel emotionally safe in my classrooms.
6	83.15	I feel physically safe outside the classroom at school.
7	89.47	My teachers give helpful feedback and encouragement.
8	94.09	My teachers work well together.
9	66.15	I enjoy coming to school. (lowest %)
10	94.08	I have a positive relationship with at least one adult at my school.
11	90.39	I trust a majority of the teachers in my school.
12	83.95	I trust a majority of the adults, other than teachers, in my school.
13	89.67	I feel like I learn when I am at school.
14	81.53	I like going to school events, such as sports, dances, etc.
15	77.54	I participate in activities at my school such as teams, clubs, etc.
16	75.32	My classmates treat me with respect.

## Care Matters



## Care Matters Framework and Pillars



## What is your next step?



- Differentiated PD
- Consultation phone conferences
- Full district implementation coaching

## TEDxBGSU

<https://www.youtube.com/watch?v=uAjK3dFKmIY>



## Selfie Time



Dr. Kelly Goodwin-Glick  
kglick@fcs.org  
<https://www.facebook.com/tocarematters/>

Darlene Mack  
dmack@fcs.org

THANK YOU

### References

ACE Response. (2016). *Give your support: The Washington State Family Policy Council legacy*. Retrieved from [http://www.aceresponse.org/give\\_your\\_support/Washington\\_State\\_Family\\_Policy\\_Council\\_19\\_52\\_sb.htm](http://www.aceresponse.org/give_your_support/Washington_State_Family_Policy_Council_19_52_sb.htm)

Ahlers, K., Stanick, C., & Machek, G. R. (2016). Trauma-informed schools: Issues and possible benefits from a recent California lawsuit. *Communique: National Association of School Psychologists*, 44(8), 1, 23-25.

Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly*, 27(1), 51-59.

Anda, R. F., Fleisher, V. I., Felitti, V. J., Edwards, V. J., Whitfield, C. L., Dube, S. R., & Williamson, D. V. (2004). Childhood abuse, household dysfunction, and indicators of impaired adult worker performance. *The Permanente Journal*, 8(1), 30-38.

Baweja, S., Santiago, C. D., Vona, P., Pears, G., Langley, A., & Kataoka, S. (2016). Improving implementation of a school-based program for traumatized students: Identifying factors that promote teacher support and collaboration. *School Mental Health*, 8(1), 120-131. doi: 10.1007/s12310-015-9170-z

Beck, L. G. (1994). Caring defined. In *Reclaiming educational administration as a caring profession* (pp. 5-20). New York: Teachers College Press.

Bell, H., Limberg, D., & Robinson III, E. M. (2013). Recognizing trauma in the classroom: A practical guide for educators. *Childhood Education*, 89(3), 139-145. doi: 10.1080/00094056.2013.792629

Bethell, C. D., Newacheck, P., Hawes, E., & Halfon, N. (2014). Adverse childhood experiences: Assessing the impact on health and school engagement and the mitigating role of resilience. *Health Affairs*, 33(12), 2106-2115. doi: 10.1377/hlthaff.2014.0914

Blaustein, M. E. (2013). Childhood trauma and a framework for intervention. In E. Rossen & R. Hull (Eds.), *Supporting and educating traumatized students: A guide for school-based professionals* (pp. 3-21). New York, NY: Oxford University Press.

Blodgett, C. (2015). *No school alone. Community risks and assets contribute to school and youth success*. Unpublished manuscript, Child and Family Research Unit, Washington State University, Spokane, WA. Retrieved from <http://ext100.wsu.edu/cafru/wp-content/uploads/sites/65/2015/02/No-School-Alone-Final-3-15.pdf>

Bloom, S. L., & Farragher, B. (2013). *Restoring sanctuary: A new operating system for trauma-informed systems of care*. New York, NY: Oxford University Press.

Bluestein, J. (2001). *Creating emotionally safe schools: A guide for educators and parents*. Deerfield Beach, FL: Health Communications, Inc.

Brendtro, L. K., & Longhurst, J. E. (2005). The resilient brain. *Reclaiming Children and Youth*, 14(1), 52-60.

Brok, P., & Levy, J. (2005). Teacher-student relationships in multicultural classes: Reviewing the past, preparing the future. *International Journal of Educational Research*, 43, 72-88. doi: 10.1016/j.ijer.2006.03.007

Centers for Disease Control and Prevention. (2016). *About the CDC-Kaiser ACE Study*. Retrieved from <http://www.cdc.gov/violenceprevention/acestudy/about.html>

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162. doi: 10.1007/s12310-015-9166-8

Children's Defense Fund - Ohio. (2015). *Addressing children's trauma: A toolkit for Ohio schools*, 1-16. Retrieved from <http://mha.ohio.gov/Portals/0/assets/Initiatives/TIC/Addressing%20Children's%20Trauma%20A%20Toolkit%20for%20Ohio%20Schools.pdf>

Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Helping traumatized children learn: Creating and advocating for trauma-sensitive schools*. Boston, MA: Massachusetts Advocates for Children.

Cole, S. F., O'Brien, J. G., Gadd, M. G., Ristuccia, J., Wallace, D. L., & Gregory, M. (2005). *Helping traumatized children learn: A report and policy agenda*. Boston, MA: Massachusetts Advocates for Children.

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M.,...van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-398.

Cooper, C. W. (2003). The detrimental impact of teacher bias: Lessons learned from the standpoint of African American mothers. *Teacher Education Quarterly*, 30(2), 101-116.

Craig, S. E. (2008). *Reaching and teaching children who hurt: Strategies for your classroom*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Craig, S. E. (2016). *Trauma-sensitive schools: Learning communities transforming children's lives, K-5*. New York, NY: Teachers College Press.

Curtin, J. C. (2008). *Creating trauma-sensitive schools: Reducing the impact of trauma as a barrier to student learning*. Retrieved from International Society for Traumatic Stress Studies website: <http://www.istss.org/education-research/traumatic-stresspoints/2008-july/creating-trauma-sensitive-schools-reducing-the-imp.aspx>

Curtin S. C., Warner, M., & Hedegaard, H. (2016). *Increase in suicide in the United States, 1999-2014*. Retrieved from Centers for Disease Control and Prevention: <http://www.cdc.gov/nchs/products/databriefs/db241.htm>

Da Ros-Voseles, D., & Moss, L. (2007). The role of dispositions in the education of future teachers. *Young Children*, 62(5), 90-98.

Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 1-19.

Delaney-Black, V., Covington, C., Ondersma, S.J., Nordstrom-Klee, B., Templin, T., Ager, J.,... Sokol, R. J. (2002). Violence exposure, trauma, and IQ and/or reading deficits among urban children. *Archives of Pediatrics and Adolescent Medicine*, 156(3), 280-285.

Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy environments and response to trauma in schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8(1), 163-176. doi: 10.1007/s12310-016-9177-0

Downey, L. (2007). *Calmer classrooms: A guide to working with traumatised children*. Victoria, Australia: Children Safety Commissioner.

Evans, A., & Cocomma, P. (2014). *Trauma-Informed Care: How Neuroscience Influences Practice*. New York, NY: Routledge. Every Student Succeeds Act, 114<sup>th</sup> Congress of the United States of America. § S. 1177 (2015).

Fallot, R. D., & Harris, M. (2001). A trauma-informed approach to screening and assessment. *New Directions for Mental Health Services*, 89, 23-31.

Felitti, V. J., & Anda, R. F. (2010). The relationship of adverse childhood experiences to adult medical disease, psychiatric disorders, and sexual behavior: Implications for Healthcare. In R. Lanius, E. Vermetten & C. Pain (Eds.), *The impact of early life trauma on health and disease: The hidden epidemic* (pp. 77-87). New York, NY: Cambridge University Press.

Gamache Martin, C., DeMarni Cromer, L., & Freyd, J. J. (2010). Teachers' beliefs and maltreatment effects on student learning and classroom behavior. *Journal of Child & Adolescent Trauma*, 3(4), 245-254. doi: 10.1080/19361521.2010.523061

Gehlbach, H., Brinkworth, M. E., & Harris, A. D. (2012). Changes in teacher-student relationships. *British Journal of Educational Psychology*, 82(4), 690-704. doi: 10.1111/j.2044-8279.2011.02058x

Hansen, S. (2009). *Confidentiality guidelines for school counselors*. Retrieved from American School Counselor Association website: <http://www.school-counseling-zone.com/support-files/confidentiality-guidelines-for-school-counselors-long-version.pdf>

Harris, M., & Fallot, R. D. (2001). *Using trauma theory to design service systems*. San Francisco, CA: Jossey-Bass.

Hertel, R., & Johnson, M. M. (2013). How the traumatic experiences of students manifest in school settings. In E. Rossen & R. Hull (Eds.), *Supporting and educating traumatized students: A guide for school-based professionals* (pp. 23-35). New York, NY: Oxford University Press.

Hinton, C., Miyamoto, K., & Della-Chiesa, B. (2008). Brain research, learning and emotions: Implications for education research, policy and practice. *European Journal of Education*, 43(1), 87-103.

Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2015). A model for creating a supportive trauma-informed culture for children in preschool settings. *Journal of Child and Family Studies*, 24(6), 1650-1659.

Jaycox, L. H., Morse, L. K., Tanielian, T., & Stein, B. D. (2006). *How schools can help students recover from traumatic experiences: A tool-kit for supporting long-term recovery*. Santa Monica, CA: Rand Corporation.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

Katz, L. G., & Raths, J. D. (1985). Dispositions as goals for teacher education. *Teaching and Teacher Education*, 1(4), 301-307.

Keyser, C. (2011). *The empathic brain: How the discovery of mirror neurons changes our understanding of human nature*. Amsterdam, Netherlands: Social Brain Press.

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.

Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ...Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39(4), 396-404. doi: 10.1037/0735-7028.39.4.396

Kotsou, I., Nelis, D., Gregoire, J., & Mikolajczak, M. (2011). Emotional plasticity: Conditions and effects of improving emotional competence in adulthood. *Journal of applied psychology*, 96(4), 827-839.

McAllister, G., & Irvine, J. J. (2002). The role of empathy in teaching culturally diverse students: A qualitative study of teachers' beliefs. *Journal of Teacher Education*, 53(5), 433-443. doi: 10.1177/002248702237397

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: John-Wiley & Sons.

Mezirow, J. (1978). Perspective transformation. *Adult Education*, 28(2), 100-110.

National Child Traumatic Stress Network. (n.d.) *Defining trauma and child traumatic stress*. Retrieved from <http://www.nctsn.org/content/defining-trauma-and-child-traumatic-stress>

NCTSN. (2008). *Suggestions for educators: What can be done at school to help a traumatized child?* Retrieved from <http://mha.ohio.gov/Portals/0/assets/Initiatives/TIC/SuggestionsforEducators.pdf>

National Council for Behavioral Health. (2015). *Trauma-informed care*. Retrieved from <http://www.thenationalcouncil.org/areas-of-expertise/trauma-informed-behavioral-healthcare/>

Newberg, A., & Waldman, M. R. (2012). *Words can change your brain: 12 conversation strategies to build trust, resolve conflict, and increase intimacy*. New York, NY: Penguin Group.

Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher-student relationships. *Teaching and Teacher Education*, 26(8), 1695-1703.

OhioMHAS. (2016a). *How does trauma impact a child?* Retrieved from <http://mha.ohio.gov/Default.aspx?tabid=285>

OhioMHAS. (2016e). *What interventions might help?* Retrieved from <http://mha.ohio.gov/Default.aspx?tabid=286>

Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8(1), 1-6. doi: 10.1007/s12310-016-9184-1

Perfect, M. M., Turley, M. R., Carlson, J. S., Yohanna, J., & Saint Gilles, M. P. (2016). School-related outcomes of traumatic event exposure and traumatic stress symptoms in students: A systematic review of research from 1990 to 2015. *School Mental Health*, 8(1), 7-43. doi: 10.1007/s12310-016-9175-2

Perry, B. D. (2001). The neuroarcheology of childhood maltreatment: The neurodevelopmental costs of adverse childhood events. In K. Franey, R. Geffner, & R. Falconer (Eds.), *The cost of maltreatment: Who pays? We all do* (pp. 15-37). San Diego, CA: Family Violence and Sexual Assault Institute.



Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma, 14*(4), 240-255. doi: 10.1080/15325020903004350

Peter P. et al. v. Compton Unified School District, et al., 75 F. Supp. § 3649 (C.D. Cal. 2015).

Phifer, L. W., & Hull, R. (2016). Helping students heal: Observations of trauma-informed practices in the schools. *School Mental Health, 8*(1), 201-205. doi: 10.1007/s12310-016-9183-2

Ratner, H. H., Chiodo, L., Covington, C., Sokol, R. J., Ager, J., & Delaney-Black, V. (2006). Violence exposure, IQ, academic performance, and children's perceptions of safety: Evidence of protective effects. *Merrill-Palmer Quarterly, 52*(2), 264-287. doi: 10.1353/mpq.2006.0017

Richards, K. A. R., Levesque-Bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education, 19*(3), 511-536. doi: 10.1007/s11218-016-9346-x

Ristuccia, J. M. (2013). Creating safe and supportive schools for students impacted by traumatic experience. In E. Rossen & R. Hull (Eds.), *Supporting and educating traumatized students: A guide for school-based professionals* (pp. 253-263). New York, NY: Oxford University Press.

Sacks, V., Murphy, D., & Moore, K. (2014). *Adverse childhood experiences: National and state-level prevalence* (Research Brief No. 2014-28). Retrieved from Child Trends website: [http://www.childtrends.org/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences\\_FINAL.pdf](http://www.childtrends.org/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf)

SAMHSA. (2015d). *Trauma-informed approach and trauma-specific interventions*. Retrieved from <http://www.samhsa.gov/nctic/trauma-interventions>

Schussler, D. L., Bercaw, L. A., & Stooksberry, L. M. (2008). The fabric of teacher candidate dispositions: What case studies reveal about teacher thinking. *Action in Teacher Education, 29*(4), 39-52. doi: 10.1080/01626620.2008.10463468

Shockley, K. G., & Banks, J. (2011). Perceptions of teacher transformation on issues of racial and cultural bias. *Journal of Transformative Education, 9*(4), 222-241. doi: 10.1177/1541344612441681

Simonich, H. K., Wonderlich, S. A., Erickson, A. L., Cook Myers, T., Hoesel, J., Wagner, S., & Engel, K. (2015). A statewide trauma-focused cognitive behavioral therapy network: Creating an integrated community response system. *Journal of Contemporary Psychotherapy, 45*(4), 265-274. doi: 10.1007/s10879-015-9305-4

Sitler, H. C. (2009). Teaching with awareness: The hidden effects of trauma on learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82*(3), 119-124.

Sockett, H. (2009). Dispositions as virtues: The complexity of the construct. *Journal of Teacher Education, 60*(3), 291-303. doi: 10.1177/0022487109335189

Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Alexandria, VA: ASCD.

Stevens, J. A. (2012). *Massachusetts, Washington State lead U.S. trauma-sensitive school movement*. Retrieved from <http://acestoohigh.com/2012/05/31/massachusetts-washington-state-lead-u-s-trauma-sensitive-school-movement/>

Tishelman, A. C., Haney, P., Greenwald O'Brien, J., & Blaustein, M. E. (2010). A framework for school-based psychological evaluations: Utilizing a 'trauma lens'. *Journal of Child & Adolescent Trauma, 3*(4), 279-302. doi: 10.1080/19361521.2010.523062

Trauma and Learning Policy Initiative. (n.d.) *History and background*. Retrieved from <http://traumasensitiveschools.org/about-tlpi/>

Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. San Francisco, CA: Jossey-Bass.

Turner, C. (2015). *Ruling in Compton Schools case: Trauma could cause disability*. Retrieved from npr website: <http://www.npr.org/sections/ed/2015/10/01/445001579/ruling-in-compton-schools-case-trauma-could-cause-disability>

United States Census Bureau. (2015). *State and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/39/3927048.html>

U.S. Department of Health and Human Services. (2013). *Child maltreatment*. Retrieved from <http://www.acf.hhs.gov/sites/default/files/cb/cm2013.pdf>

Weinstein, R. S. (2002). *Reaching higher: The power of expectations in schooling*. Cambridge, MA: Harvard University Press.

White-McMahon, M., & Baker, P. W. (2016). *Better behavior-positively! Brain-based strategies and solutions*. Lexington, KY: Lulu Publishing.

Wiebler, L. R. (2013). Developmental differences in response to trauma. In E. Rossen & R. Hull (Eds.), *Supporting and educating traumatized students: A guide for school-based professionals* (pp. 37-47). New York, NY: Oxford University Press.

Witherspoon, E. E. (2011). *The significance of the teacher-student relationship* (Doctoral dissertation). Retrieved from ProQuest LLC. (Accession Order No. UMI 3474497)

Woodbridge, M. W., Sumi, W. C., Thornton, S. P., Fabrikant, N., Rouspil, K. M., Langley, A. K., & Kataoka, S. H. (2016). Screening for trauma in early adolescence: Findings from a diverse school district. *School Mental Health, 8*(1), 89-105. doi: 10.1007/s12310-015-9169-5

Wong, M. (2008). Interventions to reduce psychological harm from traumatic events among children and adolescents: A commentary on the application of findings to the real world of schools. *American Journal of Preventive Medicine, 35*(4), 398-400.

Zhang, W., & Lu, J. (2009). The practice of affective teaching: A view from brain science. *International Journal of Psychological Studies, 1*(1), 35-41.