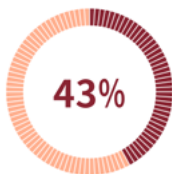


Trauma and Resilience 1

Bad Behavior or Trauma?



Secondary Stress Trauma (STS): A secondary condition resulting from a person learning about details of a trauma experienced by someone in their care. 43% of teachers surveyed experience STS, which is a contributing factor to compassion fatigue and teacher burnout.

Trauma: The response to a single event or a series of experiences that overwhelm a person's ability to cope.

Adverse Childhood Experiences (ACES):

Abuse, neglect, household community stressors that occur before the age of 17.



- **61%** of U.S. children/adolescents have experienced at least 1 ACE
- **17-25%** have experienced 2 or more ACES

Behavior is a form of communication that can be a protective response to toxic stress, trauma, or past experiences. Behavior gives us clues as to what a student may be feeling or experiencing inside their body.

Becoming More Trauma Informed:

Shifting language from What's Wrong with You? (Behavior Lens) to What happened to you? (Trauma Lens)

Examples:

Behavior Lens		Trauma Lens
Attention seeking	→	Connection seeking
Acting out	→	Communicating distress
Withdrawn	→	Guarded
Manipulative	→	Self-protective

"Trauma symptoms are survival strategies" – Sarah Buffie



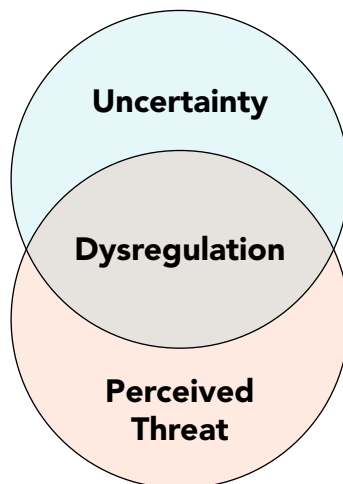
Building felt safety



Helping students feel safe, believed, supported, and understood

In school, **felt safety** is creating a supportive environment where the brain and body can relax enough to learn. Even when at school, a student's brain may still feel unsafe or on high alert from trauma occurring in the home or another environment.

When there are **perceived threats** and **uncertainty**, there is **dysregulation**. Unexpected situations may feel threatening and trigger a sense of danger.



Felt safety + Attachment + Regulation = Learning

