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**Let us get to know a little about you...**



Use your cell phone to scan the QR code OR, from your device, visit <https://www.menti.com/oj4hsqf8rq> to answer one question to help us get to know a little about you.

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**Presentation Overview**

- Say Their Name
- Put it in Writing
- Resist the Urge to React
- Empower Their Effort
- Play to Their Strengths
- Eliminate the Unknown
- Model Respect
- Resources and Concluding Comments
- Questions and Answers

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**Teachers' Guide to Trauma**

"Teachers need to see students who are not doing what they have been asked to do as students who cannot, not as students who will not."

-Dr. Melissa Sadin & Nathan Levy

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**COVID-19 and Trauma**

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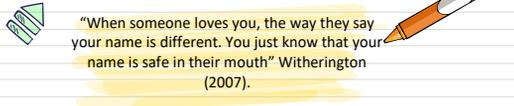
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**01 Say Their Name**

"When someone loves you, the way they say your name is different. You just know that your name is safe in their mouth" Witherington (2007).



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## Using Names



Unsplash.com

- Implies belonging / a sense of being known
- Communicates care
- Foundational to building positive relationships
- Creates trust

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## 02 Put it in Writing



"Teachers teach students, not subjects. We are in the business of growing people by creating situations in which students collaborate, think critically, and solve problems" (Schwartz, 2016, p. 147).




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## Creating Norms



- Provides a sense of control
- Makes boundaries clear
- Eases anxiety
- Builds classroom community

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**03**

## Resist the Urge to React

"When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn" (Minahan, 2019, p. 30).

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## Instead of Reacting

- Offer a safe space for the student to cool down
- Communicate calmly and in a caring tone
- Acknowledge the trigger
- Let the student have a choice in how the situation will be handled

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## 04 Empower their Effort

<https://www.menti.com/166ysnzod9>

If we had to choose between compliant, engaged, or empowered, which word would you want to define your students?

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**Empower**

**DON'T PRAISE**  
INTELLIGENCE  
OR  
ABILITIES

**DO PRAISE**  
THE PROCESS  
AND  
EFFORT

- Praise effort not intelligence
- Commit to affirmations
- Make the students aware that you see them and encourage them consistently

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**05**

**Play to their Strengths**

"It's the little conversations that build the relationships and make an impact on each student."  
Robert John Meehan

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**Use Strengths**

Enable people to play to their strengths

- Show and Tell students about their strengths
- Helps build trust and relationships
- Be consistent!!

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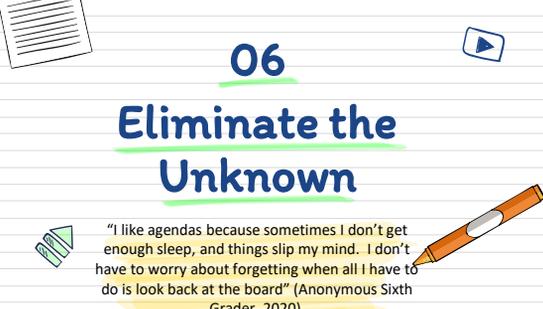
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## 06

# Eliminate the Unknown

"I like agendas because sometimes I don't get enough sleep, and things slip my mind. I don't have to worry about forgetting when all I have to do is look back at the board" (Anonymous Sixth Grader, 2020).

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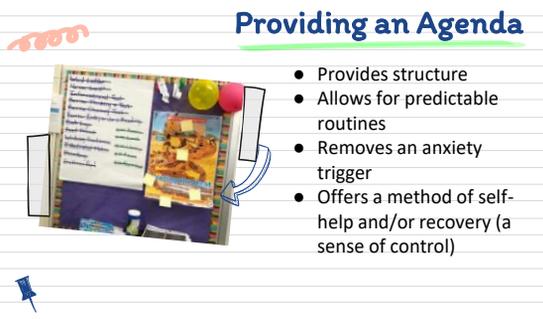
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## Providing an Agenda

- Provides structure
- Allows for predictable routines
- Removes an anxiety trigger
- Offers a method of self-help and/or recovery (a sense of control)

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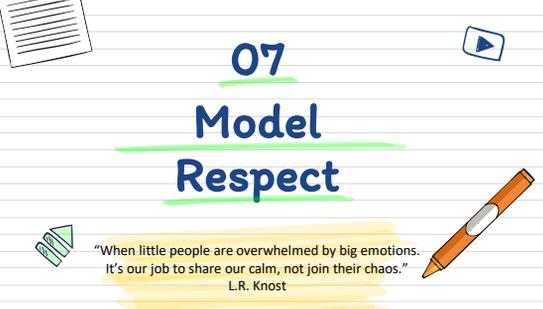
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## 07

# Model Respect

"When little people are overwhelmed by big emotions. It's our job to share our calm, not join their chaos."  
L.R. Knost

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### Model Respect



- Positive Interactions
- Respectful Language
- Respect Personal Space
- Boundaries
- Consistency

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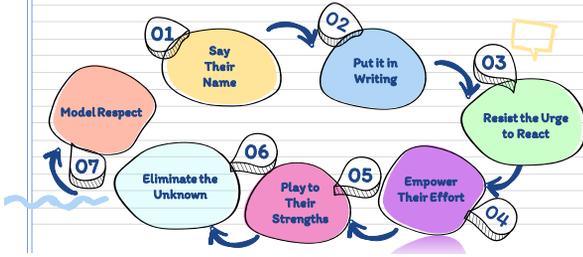
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### A Quick Review



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### Extra Resources

**Resiliency**

Hard Things & Trauma

- Resilience is not a trait
- Resilience is a process
- Resilience is a skill
- Resilience is a habit
- Resilience is a choice
- Resilience is a practice
- Resilience is a journey
- Resilience is a path
- Resilience is a way of life

Resiliency is when the brain has learned the good.

**"What do I do?"**  
Trauma-informed Support for Children

- 1 Create safety
- 2 Establish the connection
- 3 Build a connected relationship



ACES  
<https://www.cdc.gov/violenceprevention/aces/index.html>

Pandemic Resources  
<https://turnaroundusa.org/coronavirus/>

Personal Growth Book List  
<https://bit.ly/2LoOv6L>

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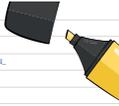
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