



➤ Trauma - Informed School Counseling ➤

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What is trauma?



What is trauma?

- a response
- a stressful or distressing event
- an inability to cope
- an ongoing or pervasive situation

*** broader than PTSD ***



- Angry outbursts
- Yelling, Screaming
- using mean words
 - Bullying
- Controlling, Demanding

- Panic
- wanting to escape
- anxiety
- running away (Eloping)
- Overthinking

- Depression
- zoning out
- dissociation
- Feeling numb
- Indecisive

Trauma Responses:

What are some indications that A student may have experienced Trauma?

- People Pleasing
- Codependency
- Lack of Boundaries
- Avoiding conflict
- Difficulty Saying "no"

- Explosive Behavior
 - defiant
- Blaming, Deflecting
 - Noncompliant
- Hitting, Kicking, biting

- Appeasing others
- Lack of identity
 - fidgeting
 - Daydreaming
- difficulty completing tasks



Acute trauma is the result of a single incident such as a car accident, natural disaster, or violent crime.



Chronic trauma is the result of repeated or continual incidents such as domestic violence, abuse, or neglect. Developmental trauma is a form of chronic trauma that occurs in the early years of life.



Complex trauma is the result of experiencing multiple traumatic events, whether acute or chronic.

Types of Trauma

What does it mean to be trauma-informed?

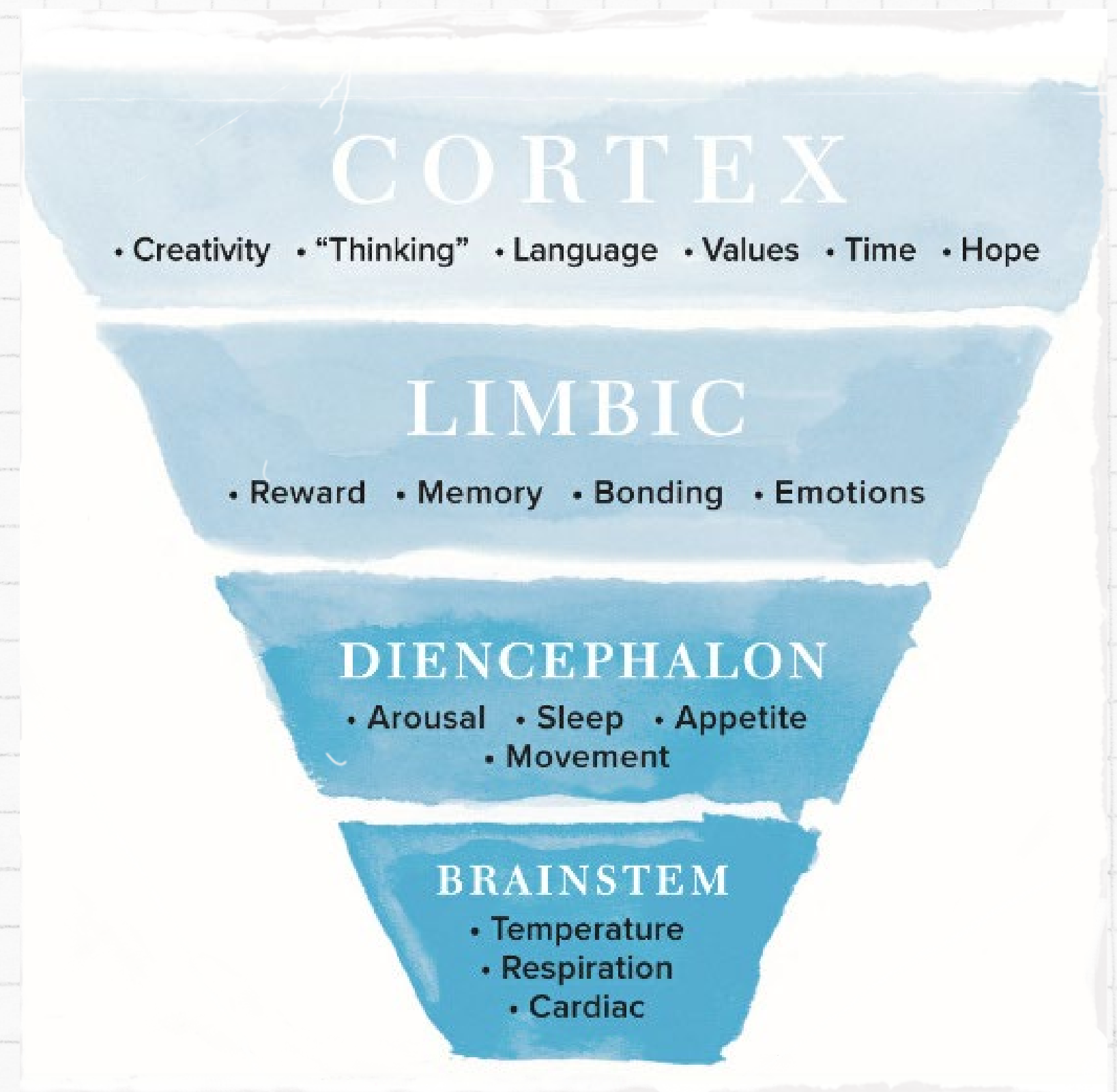
Trauma-informed approaches to care shift the focus from “What’s wrong with you?” to “What happened to you?” by:

- Realizing the widespread impact of trauma and understanding potential paths for recovery;
- Recognizing the signs and symptoms of trauma in individual clients, families, and staff;
- Integrating knowledge about trauma into policies, procedures, and practices; and
- Seeking to actively resist re-traumatization

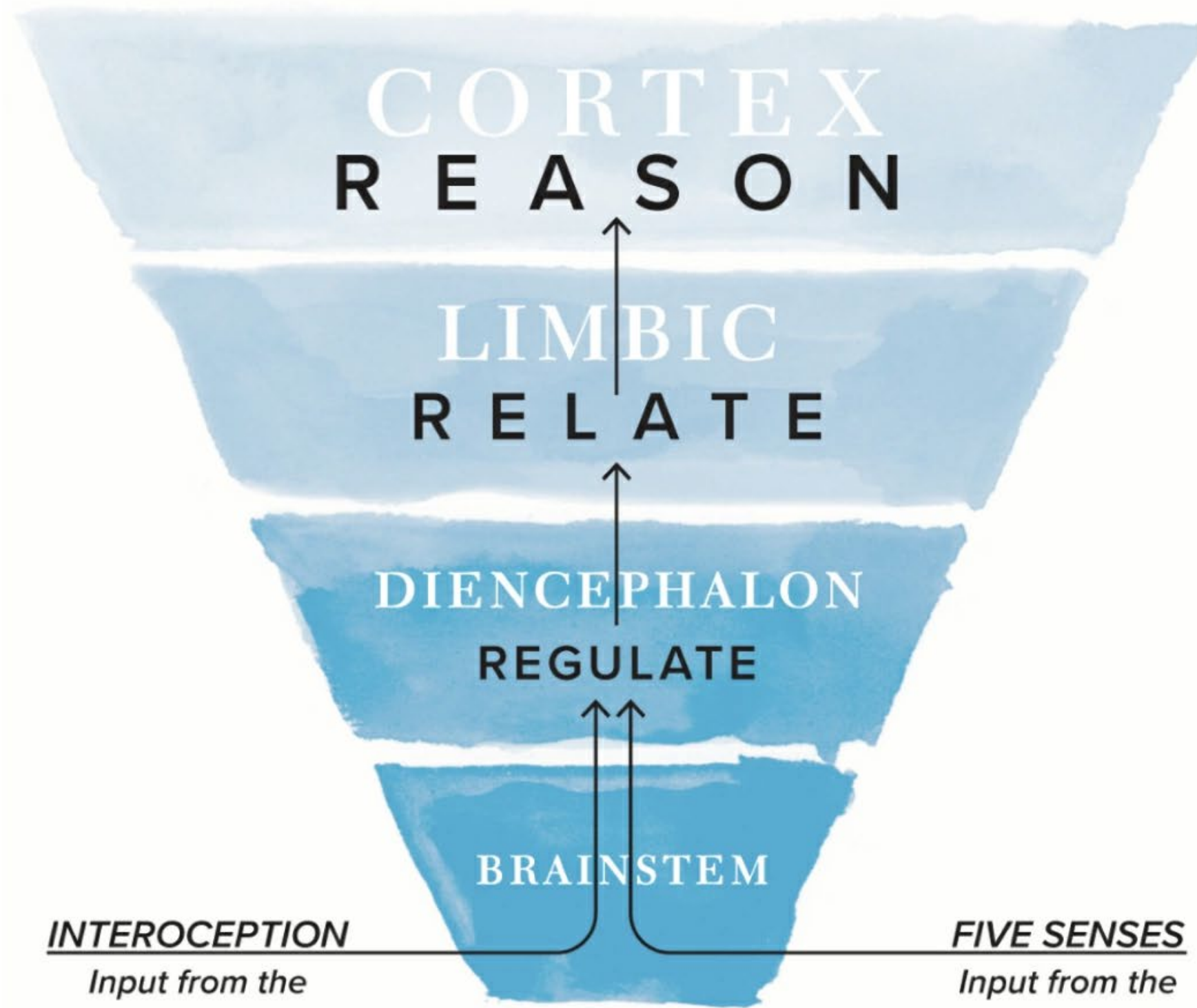
What Happened to you?

Dr. Bruce Perry, MD, Ph.D

“Not only is ‘What happened to you?’ the key question if you want to understand someone, it is the key question if you want to understand the brain. In other words, your personal history - the people and places in your life - influences your brain’s development. The result is that each of our brains is unique. Our life experiences shape the way key systems in our brain organize and function.”



SEQUENCE OF ENGAGEMENT



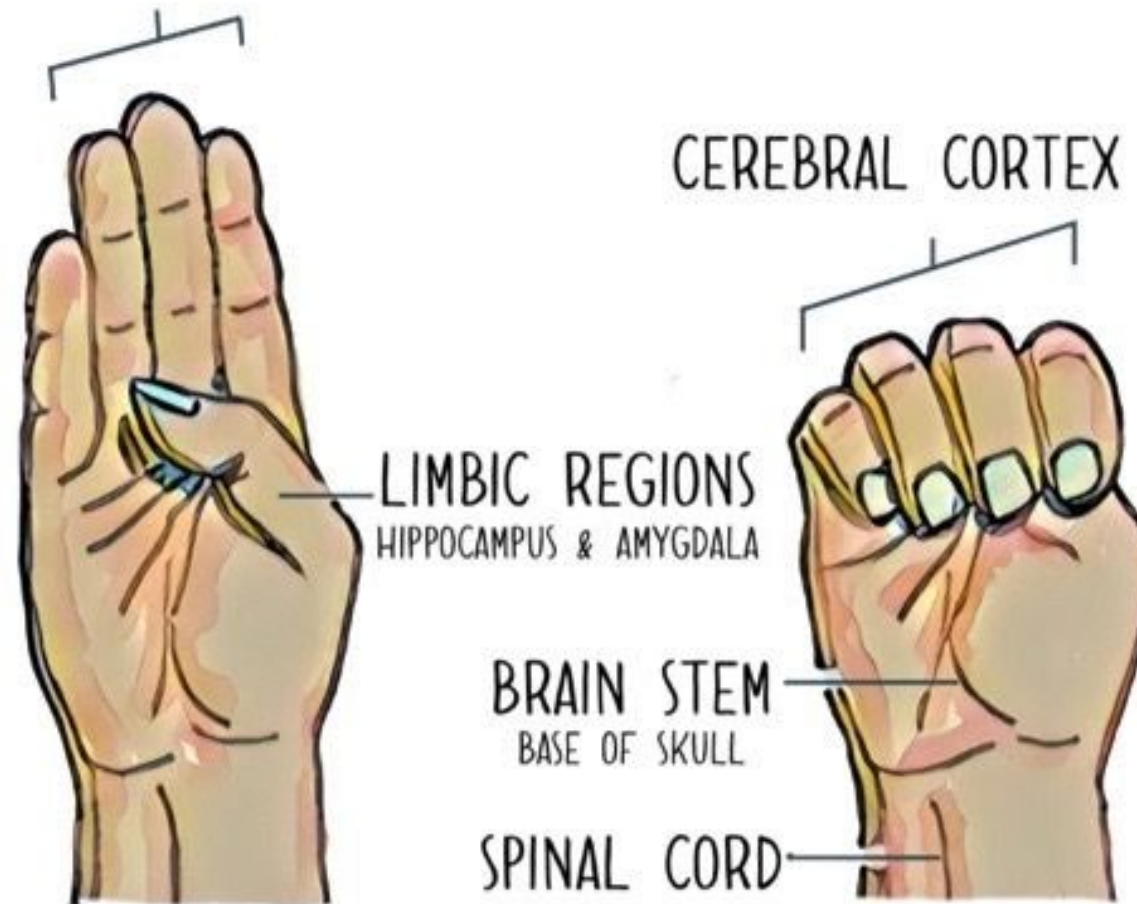
INTEROCEPTION
*Input from the
inside world (body)*

FIVE SENSES
*Input from the
outside world*

Dr Dan Siegel's
Hand Model of the Brain

PREFRONTAL CORTEX

CEREBRAL CORTEX



LIMBIC REGIONS
HIPPOCAMPUS & AMYGDALA

BRAIN STEM
BASE OF SKULL

SPINAL CORD

TRAUMA RESPONSE



FIGHT

Aggressively confronting the threat.



FLIGHT

Run away or hide from the threat.

Trauma overwhelms our systems, disrupts our ability to connect to safety, and places us in survival mode.



FREEZE

Numb or unable to move or act against the threat.



FAWN

Appease or comply with the threat to avoid conflict.

- Angry outbursts
- Yelling, Screaming
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- Controlling, Demanding

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Trauma Responses:

Is it stress or Survival mode?

Types of Stress

POSITIVE

Brief increases in heart rate,
mild elevations in stress hormone levels.

TOLERABLE

Serious, temporary stress responses,
buffered by supportive relationships.

TOXIC

Prolonged activation of stress
response systems in the absence
of protective relationships.

Pattern of
Stress

Unpredictable

Extreme

Prolonged

Sensitization
Vulnerability

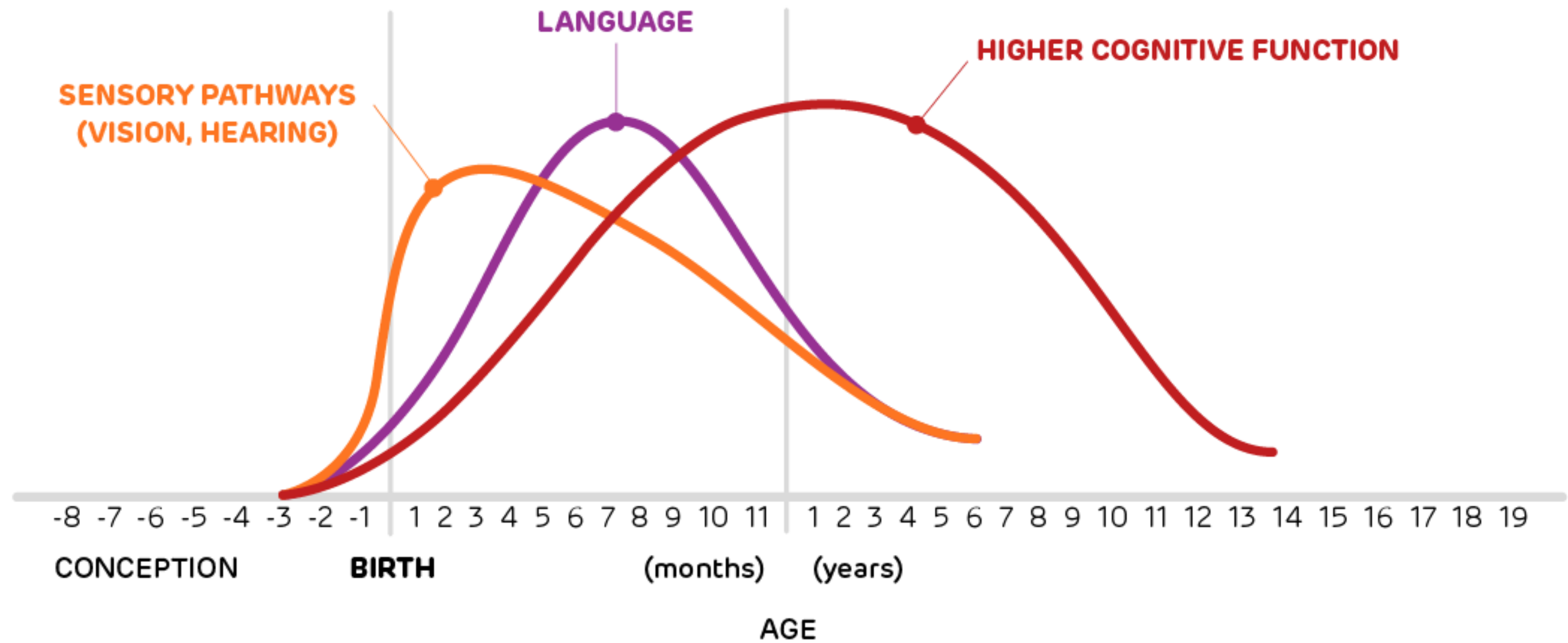
Predictable

Moderate

Controllable

Tolerance
Resilience

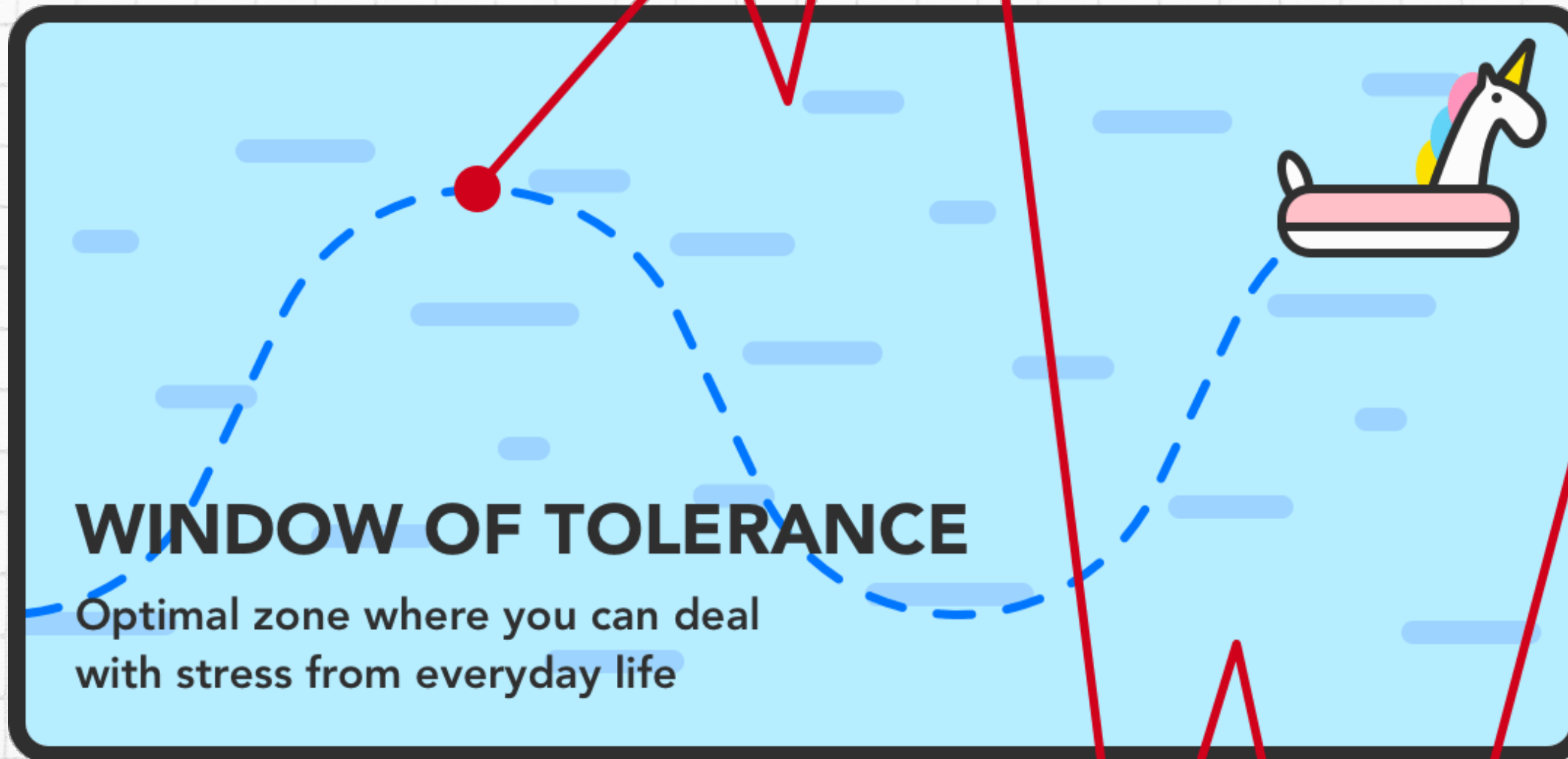
HUMAN BRAIN DEVELOPMENT³



³ Adapted from: Nelson Nelson, C. A. (2000). The neurobiological bases of early intervention. Cambridge University Press.

HYPERAROUSAL

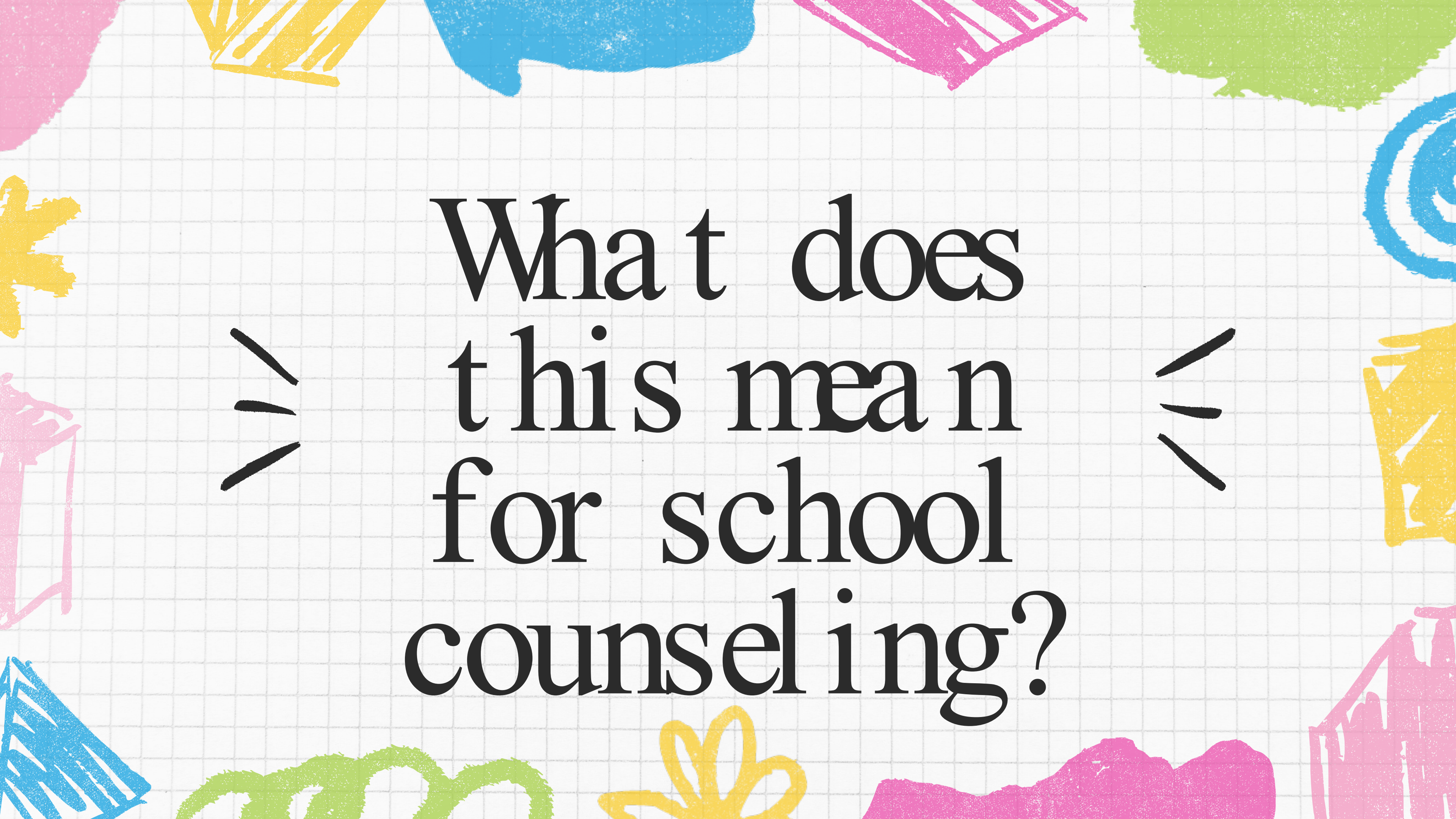
Excessive activation/energy in the form of fight/flight responses



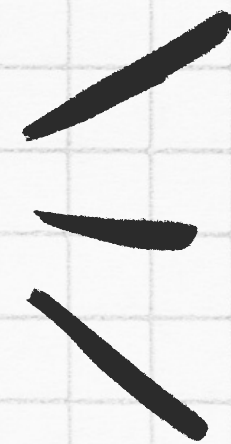
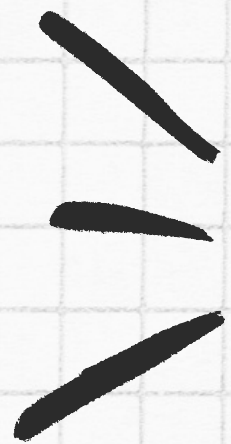
- — SMOOTH SAILING
- DYSREGULATION
- FIGHT/FLIGHT/FREEZE

HYPOAROUSAL

Freeze response, emotionally flat, lack of energy and response



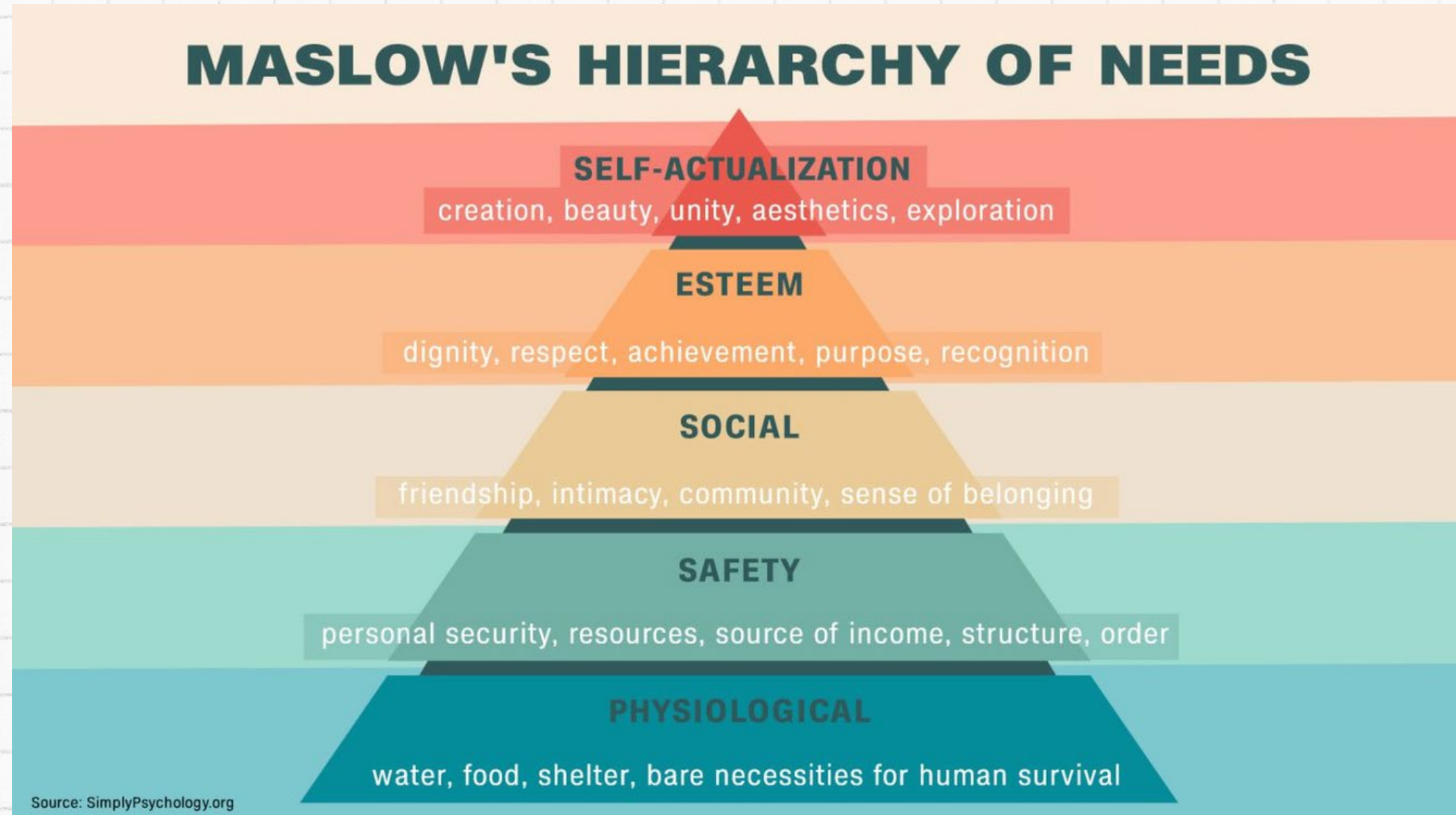
What does
this mean
for school
counseling?

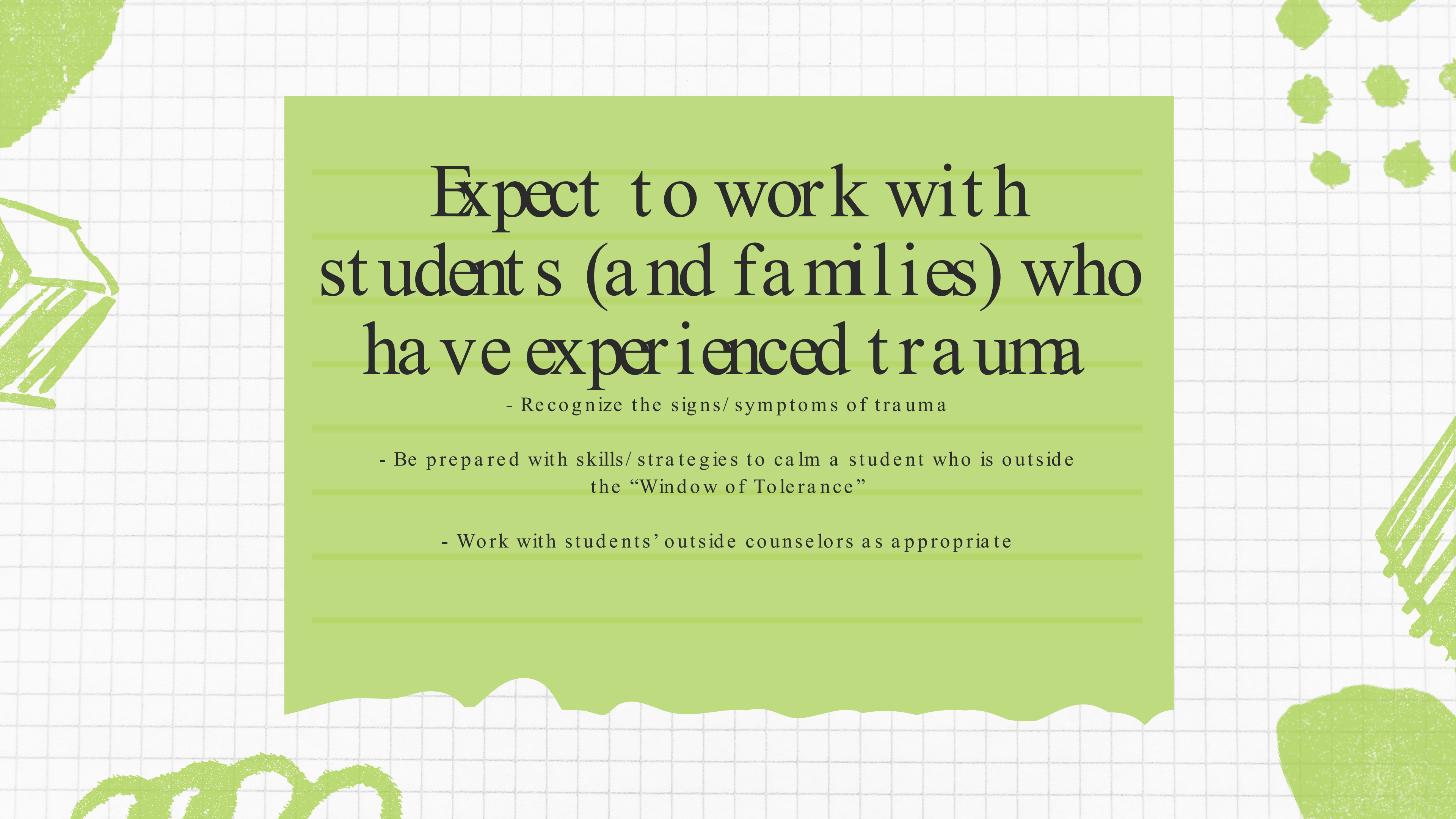


Educate School Staff

“There is 0 research telling us that kids respond poorly to problems and frustrations because they’re poorly motivated,” Greene says. “That study doesn’t exist. There’s a mountain of research telling us that they’re lacking skills. What skills? Here are the umbrella skills: flexibility, adaptability, frustration tolerance, problem-solving, emotion regulation.”

- Ross Greene, Children Do Well if They Can



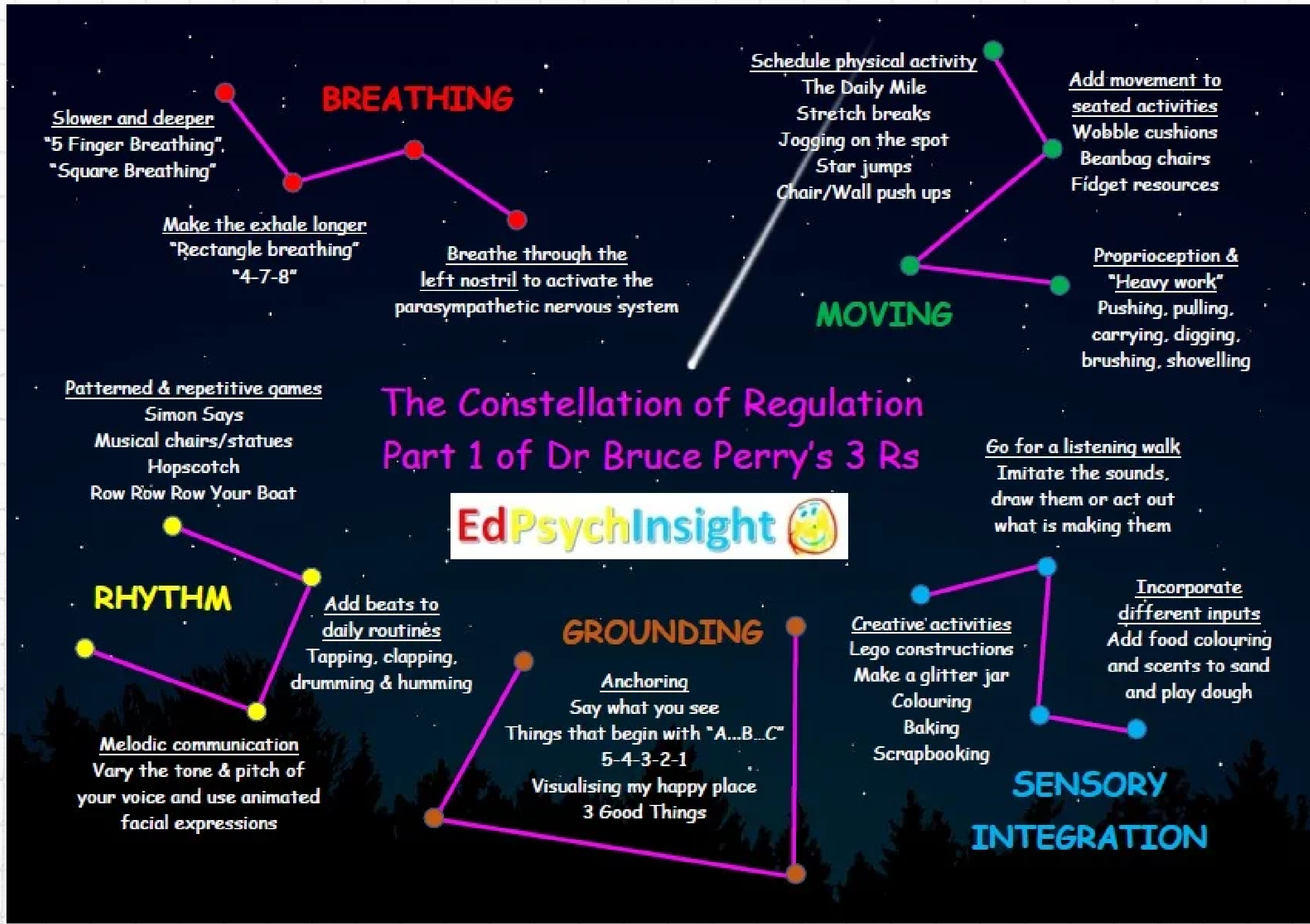


Expect to work with students (and families) who have experienced trauma

- Recognize the signs/ symptoms of trauma

- Be prepared with skills/ strategies to calm a student who is outside
the “Window of Tolerance”

- Work with students’ outside counselors as appropriate





Thank you
very much