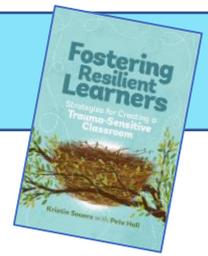


Fostering Resilient Learners –Level One Handout



Trauma: “an **exceptional** experience in which powerful and dangerous events overwhelm a person’s capacity to cope.” ~ Fitzgerald & Groves

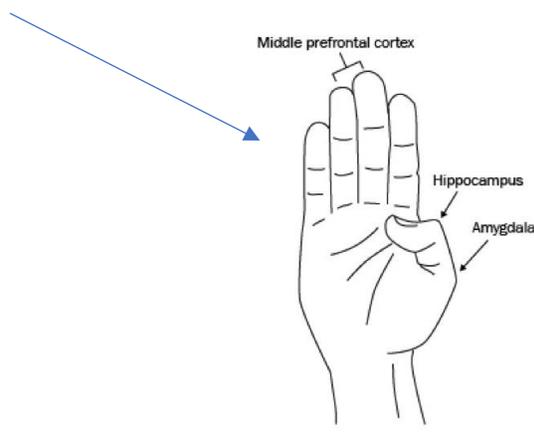
Key points to remember:

- No one is immune from experiencing stress. Stress can be disruptive to the teaching and the learning process.
- Trauma does not discriminate
- It doesn’t take a life-threatening event to trigger a trauma response
- When we are experiencing stress or are anticipating threat, we are not in the learning ready/teaching ready parts of our brain

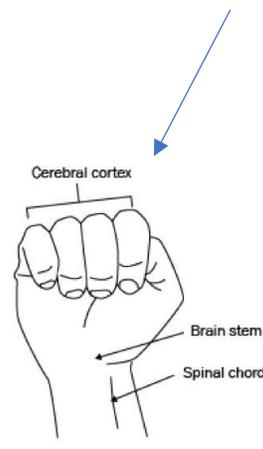
The brain is “use dependent”

- Connections that are used more become stronger
- Connections that are used less become weaker and “prune” away
- New Circuits are created when children interact with adults.

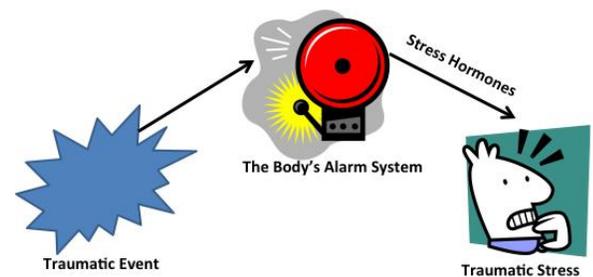
The Downstairs Brain



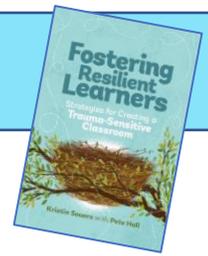
The Upstairs Brain



- Constant activation of the stress response overloads developing systems with potential serious, life-long consequences for the child.
- Living in toxic stress can cause the stress response systems to possibly become “set” on high alert. Thus downstairs brain drives the bus
- This is why we stress the importance of Creating a common language and using a common language about the brain and regulation!



Fostering Resilient Learners –Level One Handout



10 THINGS THE BRAIN NEEDS TO BE HEALTHY~THE DAILY CHALLENGE

SLEEP	TEAM WORK
WATER	CHALLENGE
HEALTHY FOOD	LIMITED SCREEN TIME
EXERCISE	GRATITUDE
BREATHE	LAUGHTER

Our children are behaving and reacting to situations *exactly as their brains are programmed to do.*

Keep in mind: They aren't giving you a hard time, they are HAVING a hard time.

Responding to Stressed Kids – It's not about you!

Things we Can control:

1. **Our behaviors and our attitudes**—the way we talk about kids, the way we talk to kids and the way we present ourselves. Remember to be Bigger, Stronger, Wiser and Kind ~Circle of Security
2. **Provision of a Culture of Safety**—committing to Safe, Predictable and Consistent Practices for us as adults as well as our students and families
3. **Our Systems of Meaning:** *a person's natural response to stress. Our systems of meaning are formed based on what we have been told or taught to believe about something and/or our own individual experiences and interpretations about those experiences. When under stress, we tend to access these systems of meaning to help us know "what to do" and how to manage ourselves in said situation.*
4. Our own regulation and the importance of **Staying out of Oz**—the more regulated we are, the less likely we will access our systems of meaning. Keeping ourselves grounded in
 - a. What is my role here? (What are your responsibilities with this child, in this moment?)
 - b. Who am I working for? (Are you working for your student, yourself, your school, your community?)
 - c. What is about to drive my behavior? (Whose needs are you attempting to meet, yours or your student's?)
5. **Every behavior is an expression of a need.** Our focus should shift from *how* they are asking to *what* they are needing. Is it a
 - a. Physical Need
 - b. Emotional Need
 - c. Relational Need
 - d. Control Need
6. **Give yourselves some Grace!**