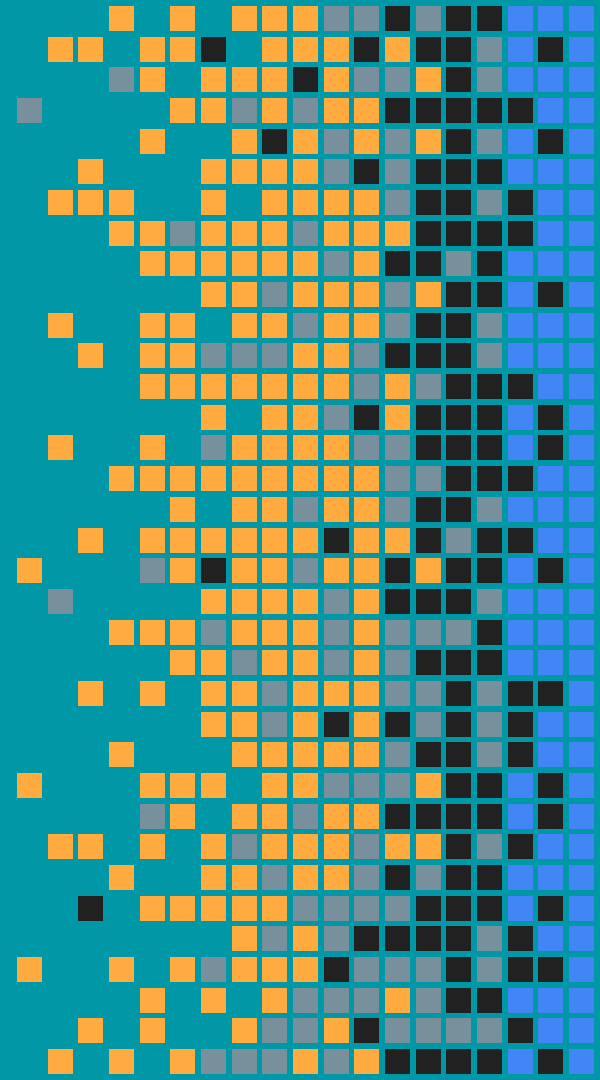
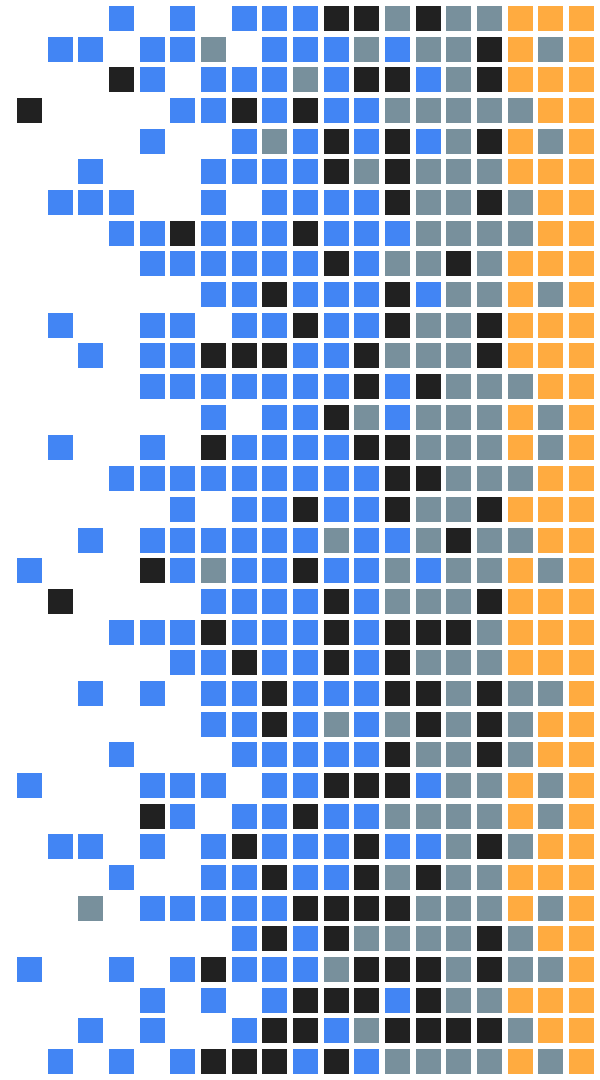


Stress/Trauma and the Brain



Brain Test



GOALS FOR TODAY:

- 1. That you leave here saying/thinking “this was a good use of my time.”**
- 2. That you leave here with an understanding of how the brain works, and can begin to think about ways to regulate yourself and your students so that optimal well being and learning is achieved.**

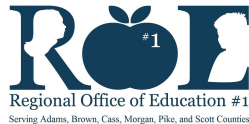
Leslie Vigor

Director of Social Emotional Learning
Area 3 SEL Hub
ROE 1, 26, 33, 48, 51 and 53

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Area 3 SEL Hub
Serving ROE 1, 26, 33, 48, 51, 53



Trauma 101 vs. Trauma-Informed

"We know what trauma is. We are sick of getting Trauma 101. What we need is to know what to do about it."

-Leslie Vigor-7 years ago

"What I need are the tips, tricks, strategies etc to deal with trauma. Just tell me what to do and I'll do it."

-Leslie Vigor 6 years ago

"Oh now I get it. Being Trauma informed is not the same as knowing the definition of trauma. It's understanding what is happening in my brain and the brain of a child during a difficult moment, and using that knowledge to help myself and that child to Regulate, Relate, and Reason."

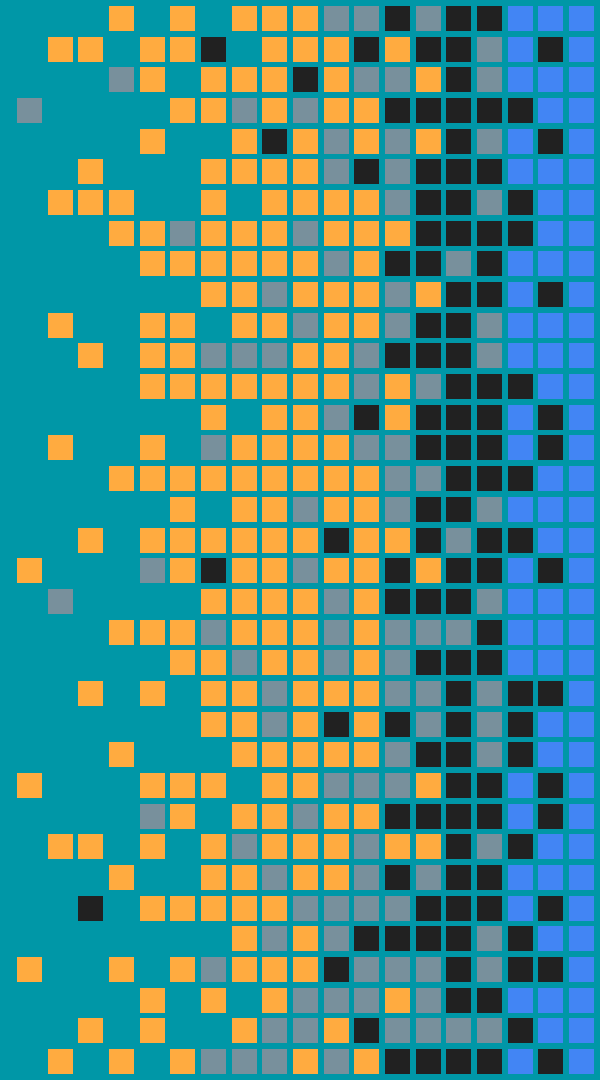
-Leslie Vigor 4 years ago

Shift from Trauma Informed To Trauma-Responsive

1. Ask What Happened to YOU?
2. Know my triggers
3. Practice Self Regulation
4. Choose how I show up in a space
5. Understand that the problem is bigger than the choice in the moment
6. Practice Attunement and Empathy (not sympathy)
7. Strive for coregulation

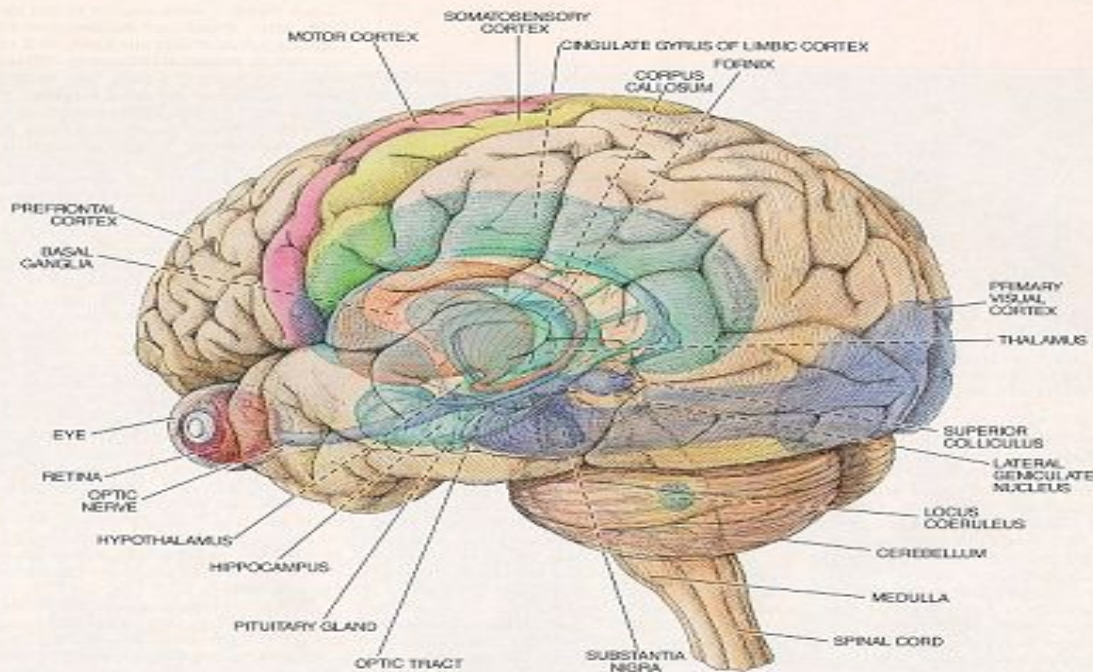
***A Trauma Responsive Person knows that they cannot solve all the problems, but understands that they can provide a space of safety and connection. And that goes a long way.* Kristin Souers, Fostering Resilient Learners**

Beyond Trauma 101



The human brain
is not designed
for the modern
world.

For thousands of
generations we
lived in small,
multi-family
groups with a
ratio of 4
'caregivers' for
each young child
under age 6.





The Pair of ACE's

ADVERSE CHILDHOOD EXPERIENCES

Maternal Depression

Emotional &
Sexual Abuse

Substance
Abuse

Domestic Violence

Physical &
Emotional Neglect

Mental Illness

Divorce

Incarceration

Homelessness

ADVERSE COMMUNITY ENVIRONMENTS

Poverty

Discrimination

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Violence

Poor Housing
Quality & Affordability



Relationship between early childhood trauma and health and well-being problems later in life.

**Source: World Health
Organization**

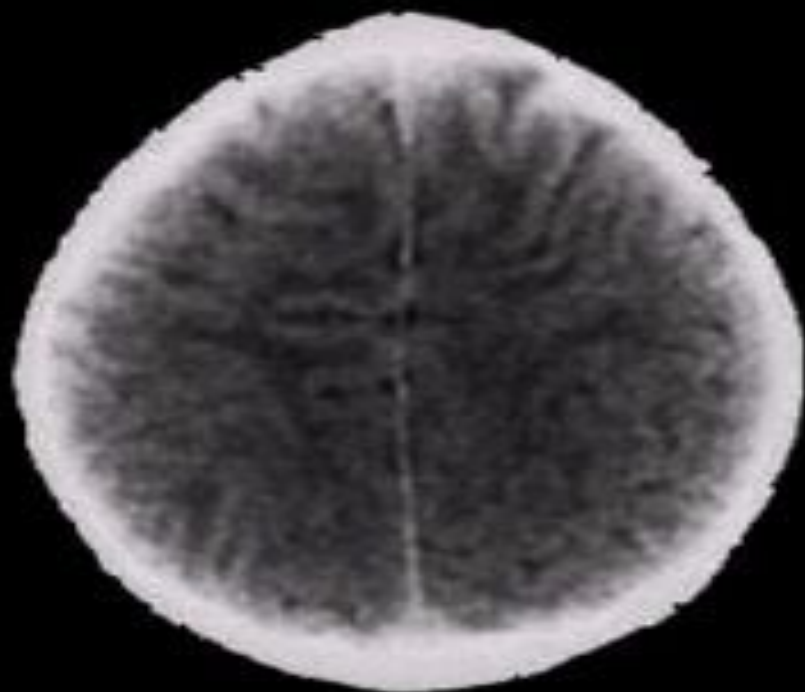
Death



Birth



3 Year Old Children



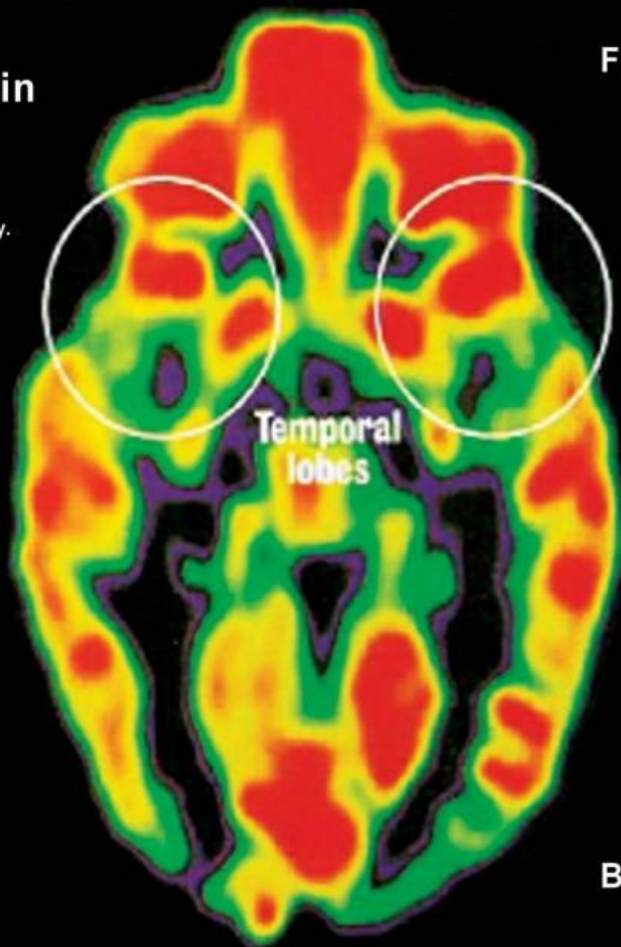
Normal



Extreme Neglect

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

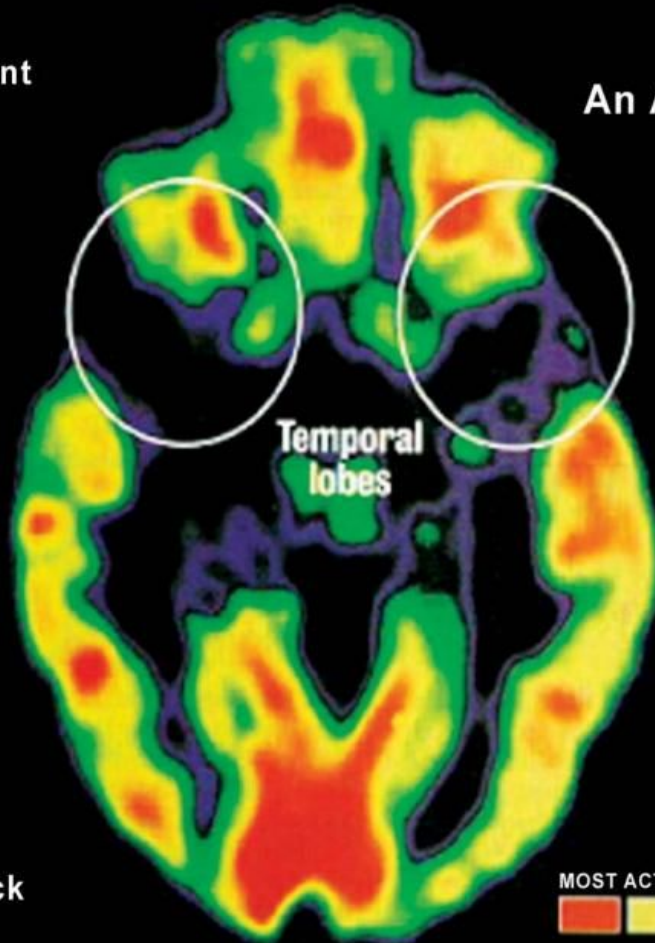


Front

Back

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.





Trauma is not about THOUGHT.

Hypervigilance is not
a thought.

Startle is not a thought.


Dissociation is not
a thought. Triggers
are not a thought.

@GFTSDCDACH

Freezing is not
a thought.

Shutting down is
not a thought.

These are autonomic responses below
the level of the thinking mind.



Reflection:

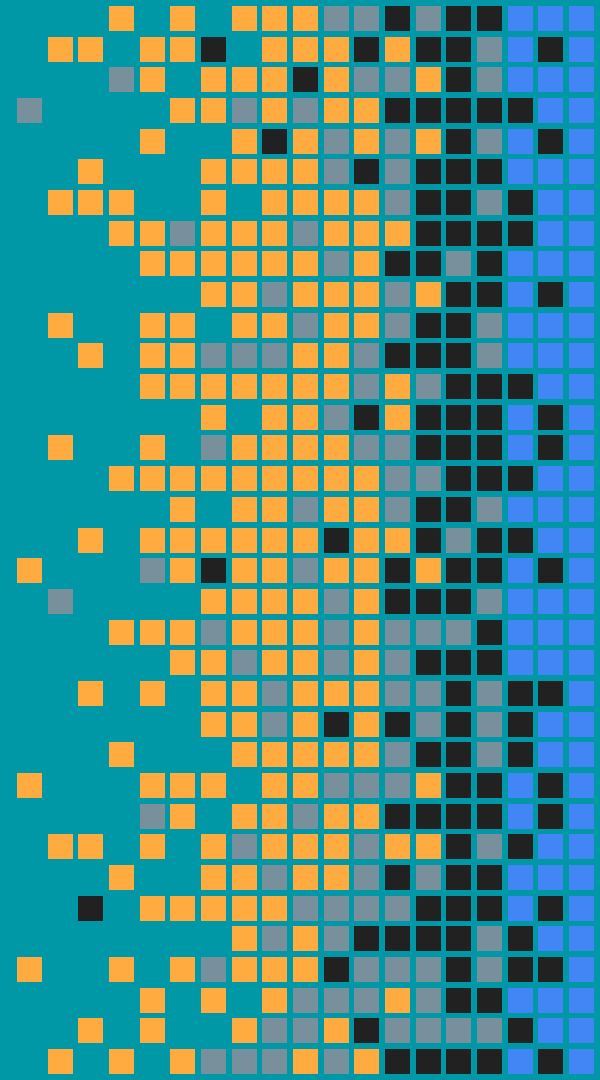
1. Sit with this quietly for just a minute.

Think of a student you teach who probably
came to the school system like this.

2. Discuss

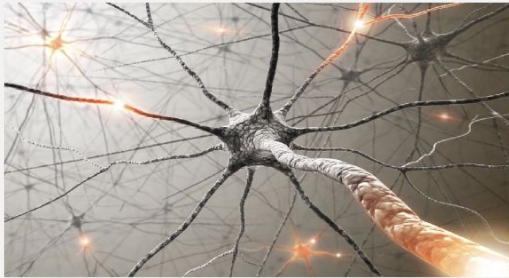


The Amazing Brain



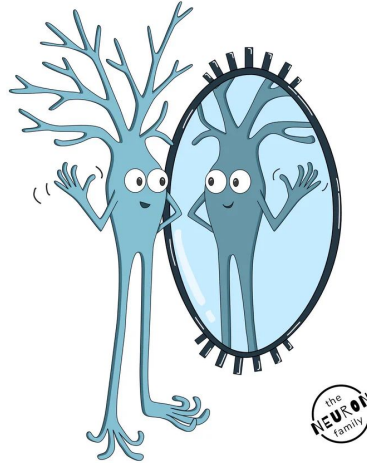
The Brain mediates our thoughts, feelings, actions, and connections to others and the world.

The Neuron



86 billion neurons in the human brain

the
NEUROSEQUENTIAL
NETWORK



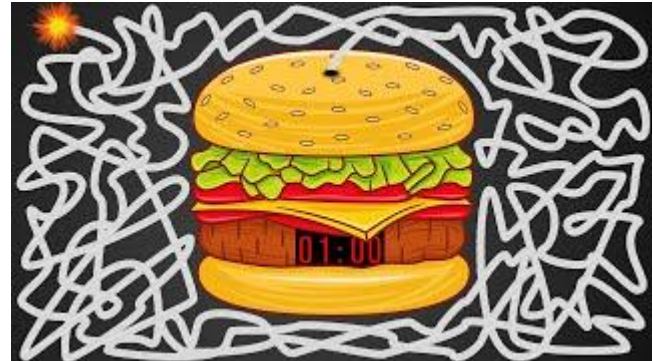
Mirror Neuron



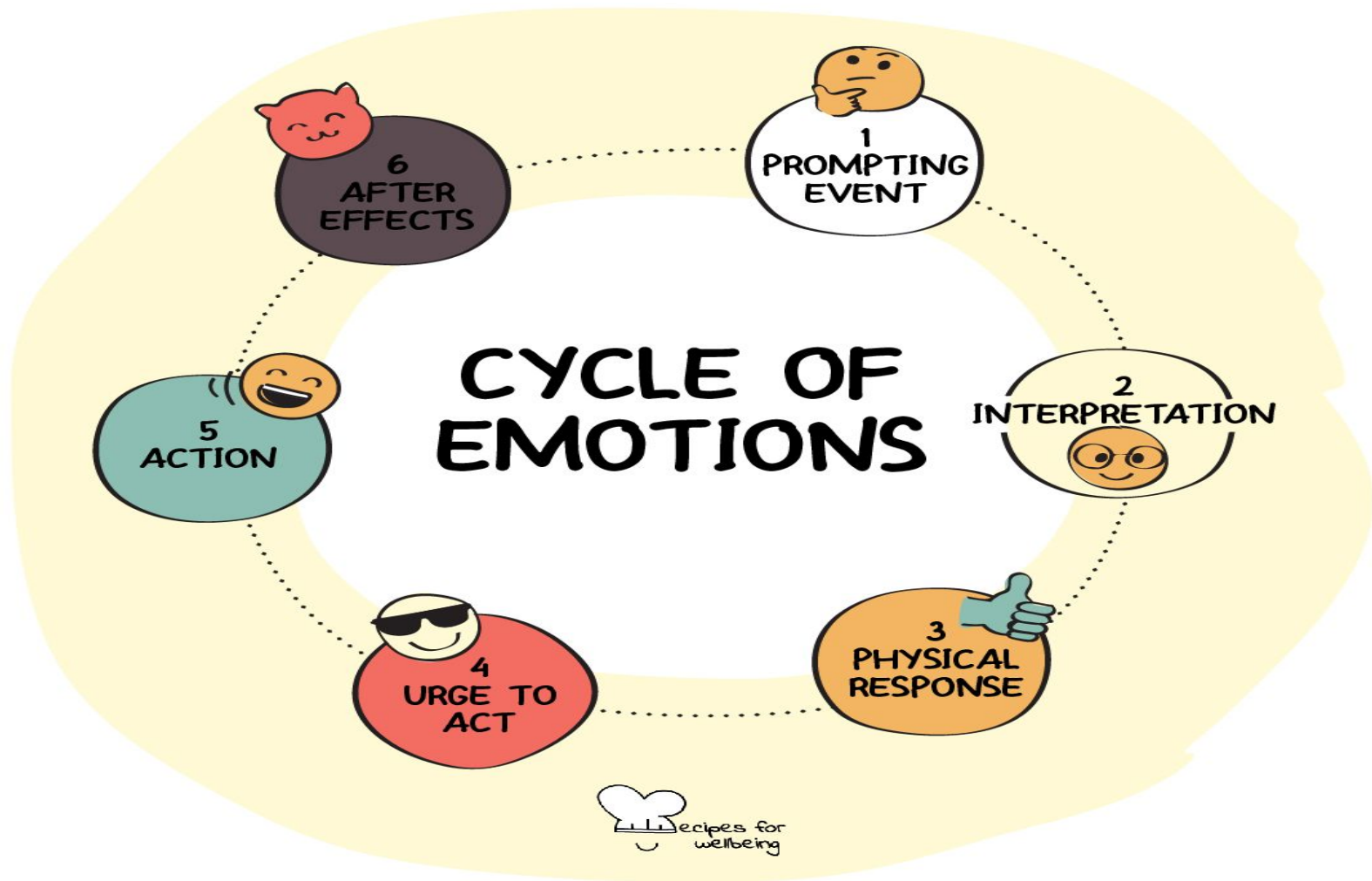
Hippocampus

Reflection:

1. Think about a time that you, a family member or a student was in a difficult situation and operating from the lower parts of the brain. What did you do, or would you do differently now that you know this information?
2. Discuss



A REGULATED BRAIN REQUIRES
ALL OF THIS TO BE HEALTHY
AND READY TO LEARN

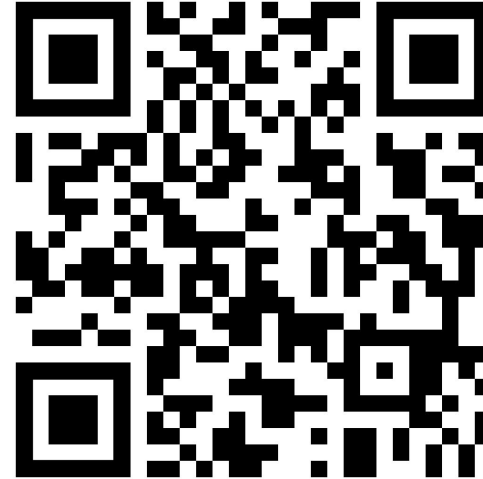


“

The most important qualities of any educator are not adequately captured on a resume. It is hard to quantify **passion, energy, dedication, patience, perseverance, and love** ... but in the classroom ... those qualities make all the difference in the world.

—DANNY STEELE
Educator

Coming Up:



<https://www.roe1.net/sel-hub-area-3/>