



CADRE

the center for appropriate dispute
resolution in special education

A Trauma-sensitive Approach; Strategies for Working with Families

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with CADRE

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RISE to the Challenge, CADRE Symposium
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TODAY'S PRESENTATION

**Part One: Facts
about Trauma**

**Part Two:
Trauma-sensitive
Strategies**

HOW TO PARTICIPATE

- You may want a notebook and pen handy.
- Please enter your questions in the chat box.
- Email us if we did not get to your question.

- **Diana:** dnadeau@directionservice.org
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WHO'S IN THE ROOM?

School
Admin

Parent
Centers

Teachers

Providers

Peer
Support

Parent /
Guardian

Dispute
Resolution

TA Center

INTRODUCTION

Become more aware of trauma

Understand how we respond to others' trauma

Discuss causes of trauma and its affects on human neurobiology

Learn how to create a trauma-sensitive experience for students



FACTS ABOUT TRAUMA

TRAUMA DEFINED

“The response to a deeply distressing or disturbing event that overwhelms an individual's ability to cope.”

Karen Onderko, Director of
Research and Education
Integrate Listening Systems



FACTORS THAT AFFECT OUR REACTION TO TRAUMA

- **Age**
- **Genetics and temperament**
- **Cognitive development**
- **Trauma history**
- **Intensity and duration**
- **Supports / protective factors**

CONDITIONS THAT MAY CAUSE TRAUMA IN CHILDREN AND YOUTH

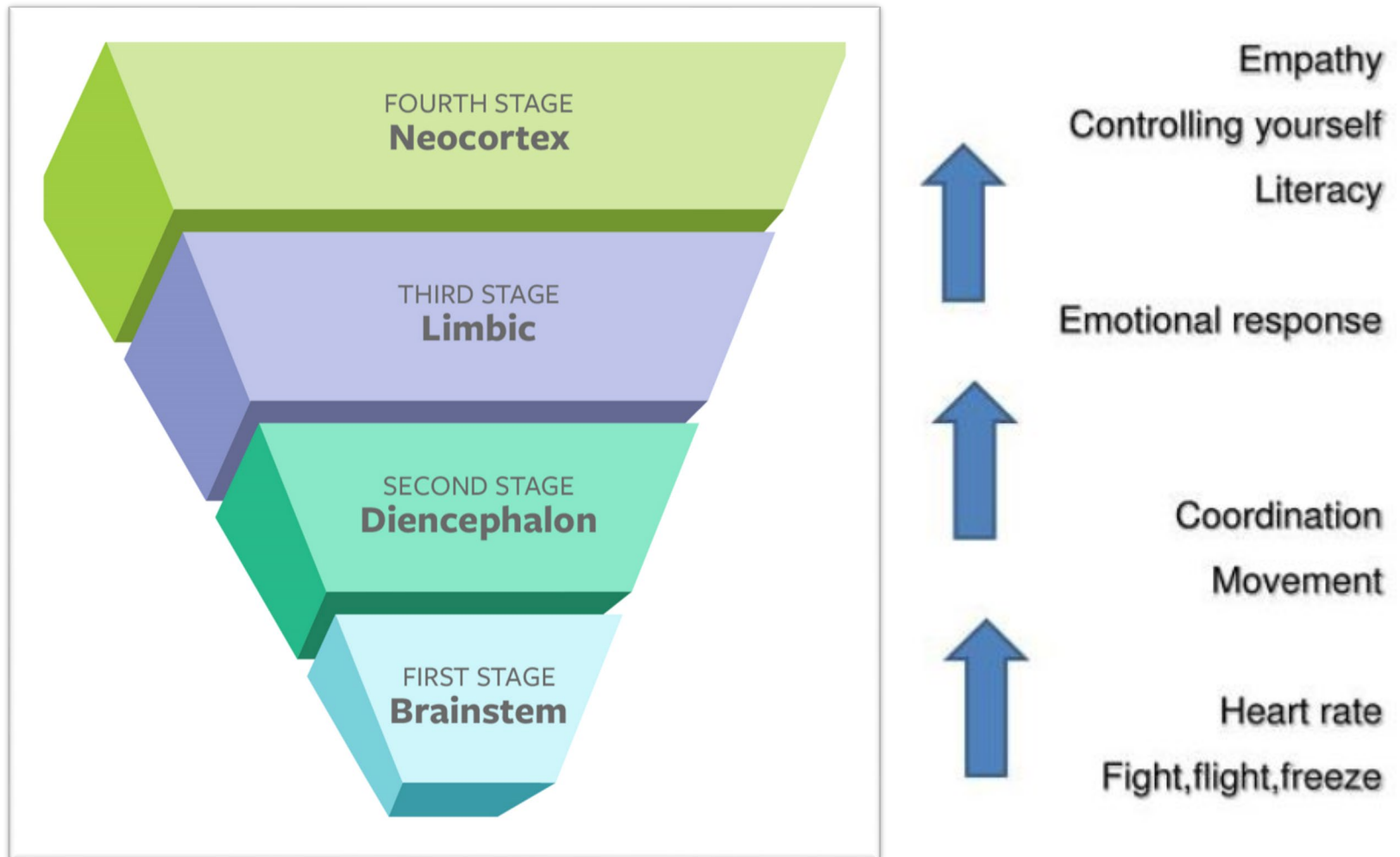
- Abuse / Neglect
- Community disaster
- Domestic violence
- Sexual exploitation
- Serious accident
- Death
- Addiction
- Mental Illness
- Homelessness
- Racism



**MORE THAN
TWO THIRDS
OF CHILDREN
REPORTED AT
LEAST 1
TRAUMATIC
EVENT BY AGE 16**

<https://www.samhsa.gov/child-trauma/understanding-child-trauma>

THE SENSITIZED SYSTEM



FIGHT

FLIGHT

FREEZE



- **Fear of separation**
- **Frequent crying, “tantrums”**
- **Easily overwhelmed**
- **Hyperactivity or hypo-activity**
- **Poor appetite**
- **Regression, bed wetting**
- **Difficulty concentrating**
- **Explosive behaviors, conflicts**

- **Anxiety**
- **Guilt or shame**
- **Sleep challenges, nightmares**
- **Memory challenges**
- **Withdrawing, isolating**
- **Eating disorders / self-harm**
- **Alcohol / drug use**
- **Risky sexual behavior**

"I'M A
BAD
KID."

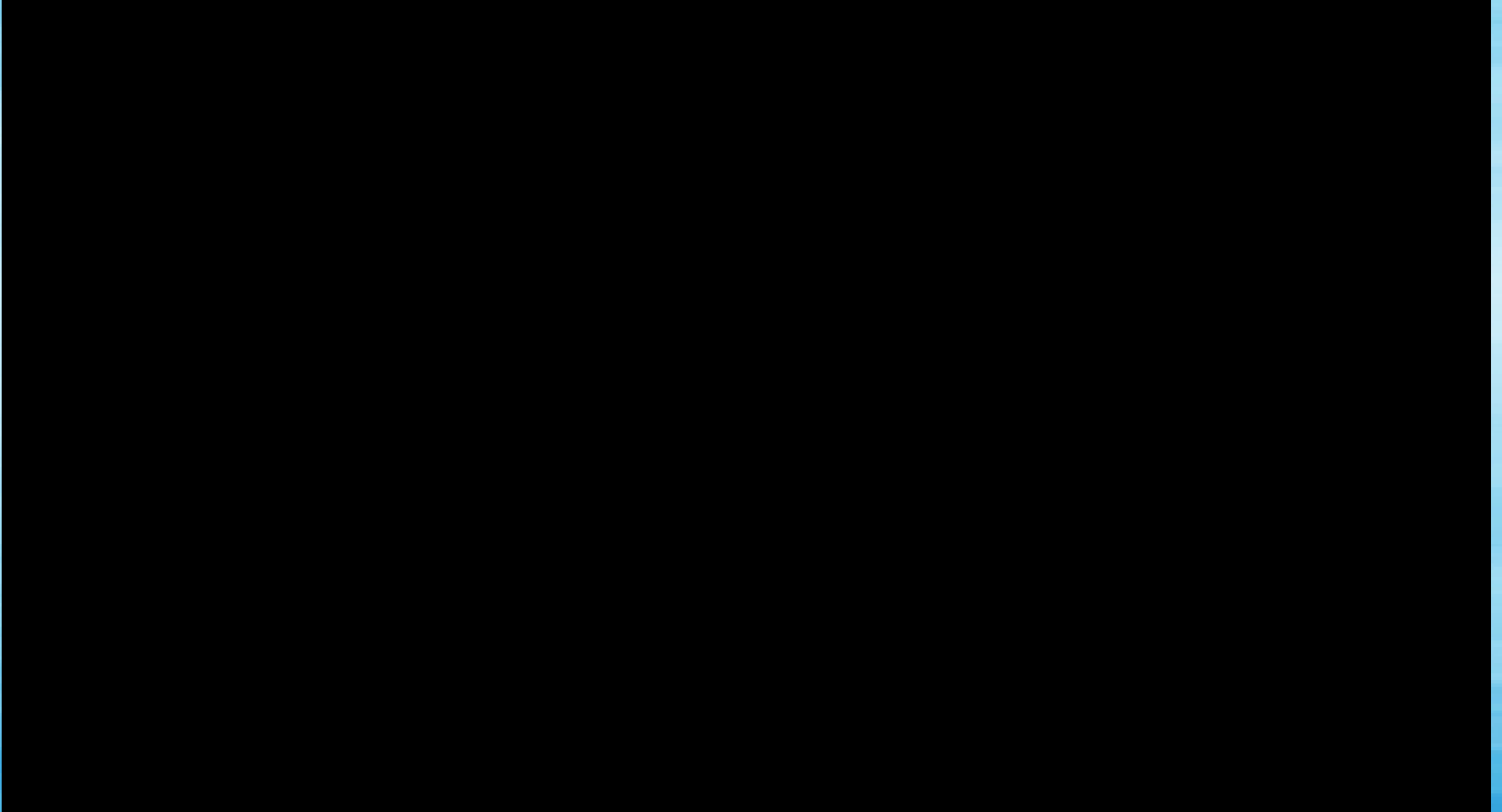
"NO ONE UNDERSTANDS ME."

"IT'S ALL *MY* FAULT."

"IS SOMETHING
WRONG WITH ME?"



CHILDHOOD TRAUMA AND THE BRAIN





TRAUMA-SENSITIVE STRATEGIES



ON BEING TRAUMA SENSITIVE

TRAUMA SYMPTOMS THAT AFFECT MEETINGS

- **Memory challenges**
- **Difficulty concentrating**
- **Easily overwhelmed**

Safety

Trust Building

Predictability

Transparency

Choice

SAFETY

- * Lighting
- * Special Touches
- * Seating Layout
- * Consistency
- * Strong Smells
- * Accessibility
- * Linguistic Supports





EMOTIONAL SAFETY

**WHAT HAPPENED TO YOU?
VERSUS
WHAT'S WRONG WITH YOU?**

TRUSTWORTHINESS

Present

Responsive

Mindful

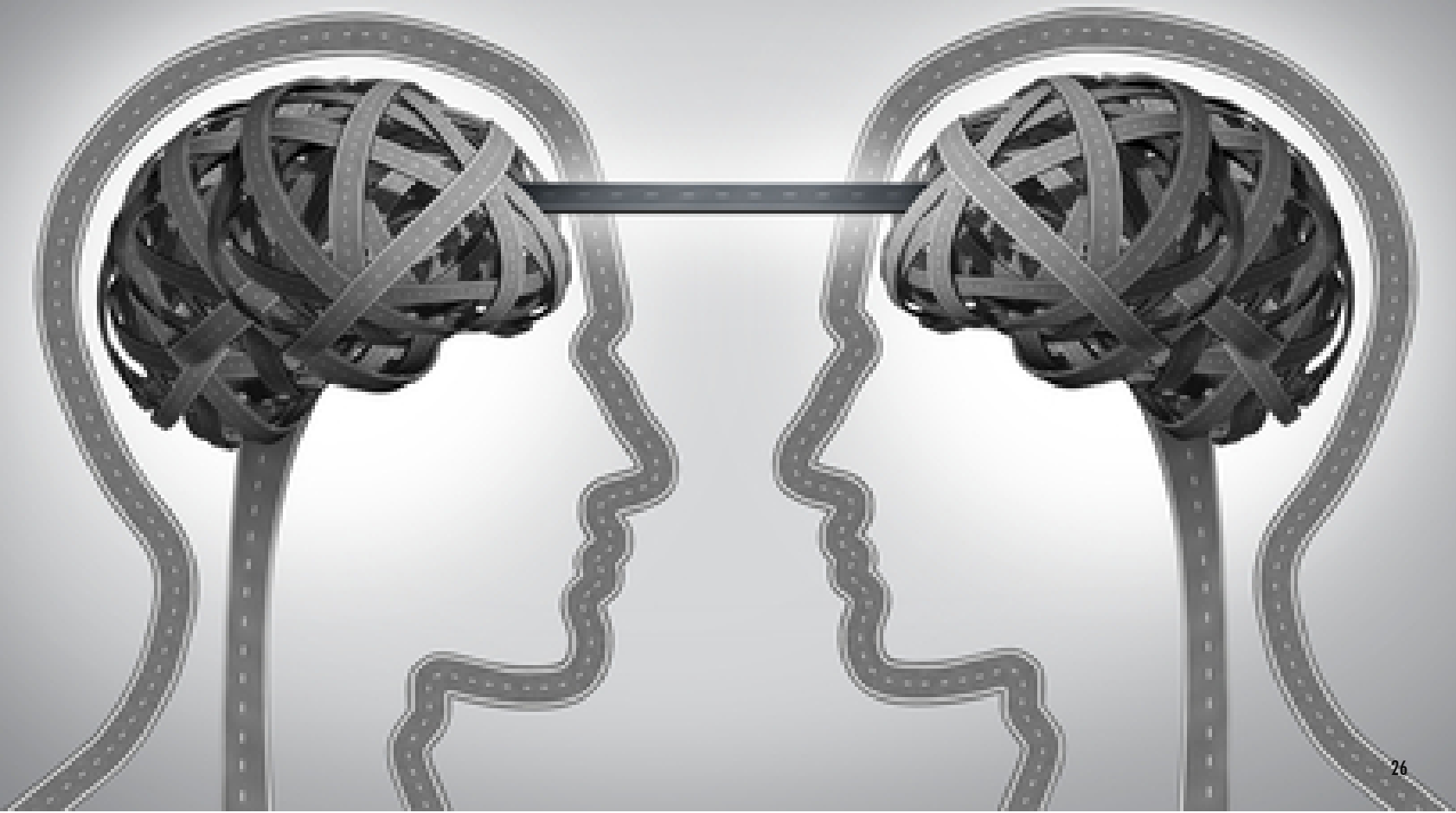
Observant

Reliable



THE POWER OF PREDICTABILITY

Being Predictable with Our State of Mind



Transparency

Are you a family member?

Are you working with children in the classroom?

Are you overseeing staff who work directly with families and students?

Are you an IEP team member being entrusted with families' stories?

Choice

Scheduling

Consensus

Language

SELF-AWARENESS

Trauma sensitivity is a lifelong process. Stay curious and keep learning!

It is natural to be affected by the trauma stories we hear. Notice and acknowledge the toll that takes on you, and seek support as needed.

Working with trauma survivors can be rewarding and fulfilling.

Safety

Trustworthiness

Predictability

Transparency

Choice

**THANK YOU FOR
ATTENDING AND
PARTICIPATING!**

