SEL and Trauma-informed Practices: Creating a Supportive Environment for all Learners.

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Our Speakers

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Agenda

• Defining trauma and trauma-informed practices
• COVID-19 learning disruptions and SEL
• Teachers and trauma-informed practices
• Successful trauma-informed educational practices
• Activity: Upstairs Downstairs Brain
Trauma-informed Practices

**Trauma** is any experience that causes intense physical or psychological stress and can include isolated instances or ongoing stressful situations.

**Trauma-informed practices** are a set of strategies that can help you create a positive climate for learning, develop trusting relationships with students, and help them develop coping skills. These practices are valuable for all your students, regardless of their experiences.
COVID-19 Learning Disruptions and SEL
COVID-19 Learning Disruptions

- **Physiological needs**: air, water, food, shelter, sleep, clothing, reproduction
- **Safety needs**: personal security, employment, resources, health, property
- **Love and belonging**: friendship, intimacy, family, sense of connection
- **Esteem**: respect, self-esteem, status, recognition, strength, freedom
- **Self-actualization**: desire to become the most that one can be

The diagram illustrates the hierarchy of needs, from basic to self-fulfillment.
COVID-19 Learning Disruptions: Basic Needs

Safety needs
- personal security, employment, resources, health, property

Physiological needs
- air, water, food, shelter, sleep, clothing, reproduction

Basic Needs
Basic Needs: ACT Survey of 13,000 High School Students (April 2020)

Do you or your family need help with basic needs such as:

- Shelter or clothing
- Ways to learn school content
- Internet access
- Access to technology
- Transportation
- Meals

Percentage of Students Indicating Need

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>42%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>35%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>44%</td>
</tr>
<tr>
<td>White</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>36%</td>
</tr>
</tbody>
</table>
Basic Needs: Sleep

ACT Survey of 642 High School Students (April 2020)

How often do you have trouble sleeping at night?

- Never: 29.8%
- 1-2 times per week: 25.4%
- 3-5 times per week: 21.9%
- 6-7 times per week: 22.9%

70.2% have trouble sleeping at least 3-7 times per week.
COVID-19 Learning Disruptions: Psychological Disruptions

Psychological Needs

- Esteem
  - respect, self-esteem, status, recognition, strength, freedom

Love and belonging
- friendship, intimacy, family, sense of connection

Safety needs
- personal security, employment, resources, health, property

Physiological needs
- air, water, food, shelter, sleep, clothing, reproduction

Basic Needs
Psychological Needs: Anxiety and Worry

ACT Survey of 642 High School Students (April 2020)

Students were feeling more anxiety than average.

Average: Typical Range: 27-31

April Sample: $M = 35.6$, $SD = 7.3$
I am worried that school closures will hurt my chances of getting into college.

I worry about how the COVID-19 pandemic will impact my life.

I worry about how the COVID-19 pandemic will impact others’ lives.

ACT Survey of 642 High School Students (April 2020)

Psychological Needs: Anxiety and Worry

65%  78%  91%

16% 19% 30%  21% 30% 27%  14% 37% 40%
Many children are experiencing more social isolation than ever before.

Long term social isolation has been linked to:

• Higher levels of stress
• Lower levels of education attainment
• Worse physical health in adulthood

"Alone in the cold" by Jenn Durfey is licensed under CC BY 2.0
SEL: The Bridge from Basics Needs to Learning

- Basic Needs
  - Physiological Needs
  - Safety Needs
- Psychological Needs
  - Love and Belonging
  - Esteem
- Self-Fulfillment Needs
  - Self-Actualization

Learning
SEL Helps Fulfill Basic Needs: Sleep

3-5 nights per week

1-2 nights per week

Reported Trouble Sleeping

Maintaining Composure Quartile
SEL Helps Fulfill Psychological Needs: Social Connection

How Often Do You Initiate Calls or Video Calls?

- **3-5 calls per week**
- **1-2 calls per week**

![Chart comparing frequency of initiating calls by quarter](chart.png)

- **Q1**: Social Connection: 2.4, Getting Along with Others: 2.6
- **Q2**: Social Connection: 2.8, Getting Along with Others: 2.6
- **Q3**: Social Connection: 3, Getting Along with Others: 2.8
- **Q4**: Social Connection: 3.2, Getting Along with Others: 3
Teachers and Trauma-informed Practices
Teachers and Trauma-informed Practices

Almost 300 educators were surveyed in Indiana schools. Of those teachers:

- 93% of educators established trust and safety as a priority in their work with their students
- 97% of educators gave more praise than correction in the past week
- 75% reported being comfortable discussing trauma with others
Teachers and Self-Care

99% of teachers surveyed agreed with the following statement:

*I need to take care of myself in order to be effective in my professional role*
However...

Nearly 70% of teachers who worked full-time reported working more than 40 hours per week

• Of those teachers, 68% reported working 50 or more hours per week
• A number of teachers indicated that they worked 60-80 hours per week.
Remember to Take Care of Yourself!

What do I do for self-care?

- Get plenty of sleep
- Enjoy sunshine
- Cook
- Write or draw (out loud)
- Talk to myself
- Cuddle cats
- Walk or bike (esp. in a park)

- Tidy
- Read
- Read about people whose lives are more complicated
- Garden
- Get a hug
- Talk to select people

"2015-03-18c What do I do for self-care -- index card #self-care #happiness #comfort" by sachac is licensed under CC BY 2.0
Successful Trauma-informed Educational Practices
The Origin of Trauma-informed Education

Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults

The Adverse Childhood Experiences (ACE) Study

Vincent J. Felitti, MD, FACP, Robert F. Anda, MD, MS, Dale Nordenberg, MD, David F. Williamson, MS, PhD, Alison M. Spitz, MS, MPH, Valerie Edwards, BA, Mary P. Koss, PhD, James S. Marks, MD, MPH
Successful Trauma-Informed Educational Practices

Getting To Know You

Flexible Seating

It’s All About Relationships

Beginning of the year rapport building activities

Student-Led Discussions

Peace Corner
Successful Trauma-informed Educational Practices

Morning Stretch and Deep Breathing

“I Love Doing the Shake-Off”
Non-punitive Trauma-Informed Educational Practices

Hallway Mindfulness Activities

Mindfulness Physical Education Program

CHECK-IN / CHECK-OUT builds strong relationships with students during a TIME OF NEED.
Successful Trauma-Informed Educational Practices

Community Mental Health Collaboration in School

Trauma-Informed Counselor/Life Coach

Access Community Resources
Trauma-informed in a Nutshell...

Instead of asking.....

“What’s wrong with them?”

A trauma-informed approach ask....

“What has happened to them?”
What Being Trauma-informed Looks Like:

Be Aware!!!

Be Available!!!

Be Resourceful!!!
Incorporate brief self-care activities during the day

- Going for a short walk
- Deep breathing with your students
- Mindful stretching
- Indulge in the best “Brain Foods”

Map out your school day and take note of the times of the day you feel most stress

Responding with the opposite action than usual - (this takes practice)!
Upstairs Brain and Downstairs Brain
Upstairs Brain and Downstairs Brain

- **Downstairs brain:** Basic functions of living and impulses
  - **Brainstem:** Breathing, staying awake, moving eyes
  - **Cerebellum:** Motor activity, balance, movement

- **Upstairs brain:** Decision-making, empathy, planning
  - **Cerebrum:** Left and right hemispheres
When I am in my downstairs brain...

**FIGHT**

**FLIGHT**

**FREEZE**
How to Climb the Stairs

STEP 1: Validate and name the very real feelings

*I am feeling ____________ because of _______________

Naming allows you to begin to externalize the feeling and reduces spiraling.
How to Climb the Stairs

STEP 2: Coping before higher-level responses

When you’re angry, what helps?
Upset?
Stressed?
Exhausted?
Coping Mechanisms

When I Have 5 Minutes

*High-energy*

*Low-energy*

*No energy*

When I Have 30+ Minutes

*High-energy*

*Low-energy*

*No energy*
How to Climb the Stairs

STEP 3: One small step by harnessing the power of “what if” for good

What if this works?

Positive imagining + Higher-Level Thinking
Does this feel like a lot?

On-going practices of self-awareness and mindfulness help reduce the energy required each time to climb the stairs.

These are practices... meaning, we have to keep practicing!
Starting with self is necessary

Giving yourself time is not selfish

Recognizing your patterns can help you climb the stairs

Even in the face of trauma, you are powerful
Powerful Educator: Trauma-informed SEL
More SEL Offerings

Social Emotional Learning for K-12 Students and Educators, with specialized options for English Learners
Questions?
Contact Us

General Questions
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