

# Supporting Students Impacted by Traumatic Stress Resources

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The following resources have served as background for this presentation and have been referenced throughout. .

## Websites:

**Alberta Family Wellness Initiative (AFWI)** [www.albertafamilywellness.org/initiative](http://www.albertafamilywellness.org/initiative)

The Alberta Family Wellness Initiative (AFWI) provides an array of resources to support front-line professionals. The tools and information resources available on this website offer professionals access to the latest science and research in the field of early brain and biological development.

**Centre on the Developing Child: Harvard University** [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

One of the Centre's goals is to build adult capacities to improve outcomes for children facing adversity through science based innovation. View this Theory of Change model at [www.youtube.com/watch?v=x-yr-ts=1422579428&x-yr-cl=85114404&v=urU-aFs55Y](http://www.youtube.com/watch?v=x-yr-ts=1422579428&x-yr-cl=85114404&v=urU-aFs55Y)

**Kids Health** [www.kidshealth.org](http://www.kidshealth.org)

KidsHealth is an award winning site providing perspective, advice, and comfort about a wide range of physical, emotional, and behavioral issues that affect children and teens. Ongoing, scheduled medical reviews ensure that the information is as up-to-date as possible. One of the things that make KidsHealth special is that it's really four sites in one: with sections for parents, for kids, for teens, and for educators.

## Books:

Blaustein, M.E., Kinniburgh, K.M. (2010) *Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency*. New York: Guilford Press

Kuypers, L. (2011) *The Zones Of Regulation: A Curriculum Designed to Foster Self- Regulation and Emotional Control*. San Jose, CA: Social Think Publishing

Nelsen, J., Lott, L., Glenn, S. (2000) *Positive Discipline in the Classroom*. New York: Three Rivers Press

Oehlberg, B.E. (2006) *Reaching and Teaching Stressed and Anxious Learners in Grades 4-8*. Thousand Oaks, California: Corwin Press

(2014) *Making It Better: Activities for Children Living in a Stressful World*, Second Edition. St. Paul, MN: Redleaf Press

Ratey, J., Haggerman, E. (2008) SPARK: The revolutionary new science of exercise and the brain. New York: Little, Brown & Co.

Siegel, D.J., Payne Bryson, T. (2011) The Whole Brain Child : 12 Revolutionary Strategies to Nurture your Child's Developing Mind. New York: Random House

## **Publications:**

Braber, K., Moretti, M. (2013) Connect: An Empirically Supported Attachment- Based Treatment for Parents. British Columbia: Simon Fraser University

Casey, M., Taylor-Tran, S., (2010) Creating Trauma Sensitive Schools: Users Guide for Coaches. Calgary, AB: Calgary Board of Education

Cole, S., Greenwold O'Brien, J., Geron Gadd, M., Ristuccia, J., Luray Wallace, D. and Gregory, M. (2005) Helping Traumatized Children Learn: Boston, MA. Massachusetts Advocates for Children available at [www.massadvocates.org](http://www.massadvocates.org)

Donwey, L. (2007) Calmer Classrooms: A guide to working with traumatized children. Melbourne, Australia: State of Victoria, Child Safety Commissioner. available at [www.ocsd.vic.gov.au](http://www.ocsd.vic.gov.au)

Neufeld, G. (2013) Teachability Factor: Why teaching is getting harder and what can be done about it. Study Guide for Neufeld Institute Course: course available through [www.neufeldinstitute.com](http://www.neufeldinstitute.com)

The Hawn Foundation and Scholastic Inc. (2011) The MindUp Curriculum: Brain-Focused Strategies for Learning - and Living: New York: Scholastic Inc. [www.thehawnfoundation.org](http://www.thehawnfoundation.org)

## **Articles:**

Attunement in the Classroom: Emotional Connection May Be the Key to Student Success  
Gregory Fouts and John Poulsen  
<http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2081/Number%203/Articles/Pages/Attunement%20in%20the%20Classroom.aspx>

Adverse Childhood Experiences Too High; Lincoln High School in Walla Walla, WA, tries new approach to school discipline - suspensions drop 85%  
Jane Ellen Stevens  
<http://acestoohigh.com/2012/04/23/lincoln-high-school-in-walla-walla-wa-tries-new-approach-to-school-discipline-expulsions-drop-85/>

Complex Trauma in Children & Adolescents  
Alexandra Cook, Joseph Spinazzola, Julian Ford, Cheryl Lanktree, Margaret Blaustein, Caryll Sprague, Marylene Cloitre, Ruth DeRosa, Rebecca Hubbard, Richard Kagan, Joan Liataud, Karen Mallah, Erna Olafson, Bessel van der Kolk

<http://athealth.com/topics/complex-trauma-in-children-and-adolescents/>

Or pages 4-8 in <http://www.pathwaysrtc.pdx.edu/pdf/fpW07.pdf>

Complex Trauma Facts for Educators, The National Child Trauma Stress Network (2014)

[www.NCTSN.org](http://www.NCTSN.org)

Guiding Children's Behaviour

Louise Porter, PhD, MA (Hons), MGifted Ed, DipEd, BA, BlntStuds

[http://www.foresthillecf.org.au/edit/warrarong\\_conference\\_papers/louise\\_porters\\_behaviour.pdf](http://www.foresthillecf.org.au/edit/warrarong_conference_papers/louise_porters_behaviour.pdf)

Or visit her website shop for other resources at <http://www.louiseporter.com.au/shop/>

How to Help a Traumatized Child in the Classroom

Joyce Dorado, Vicki Zakrewski

[http://greatergood.berkeley.edu/article/item/the\\_silent\\_epidemic\\_in\\_our\\_classrooms](http://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms)

The Impact of Abuse and Neglect on the Developing Brain

And

Principals of Working with Traumatized Children

Bruce Perry, M.D, Ph.D.

[www.teacher.scholastic.com/professional/bruceperry](http://www.teacher.scholastic.com/professional/bruceperry)

Why Children Say No !

Todd Sarner, MA, MFT

[www.transformativeparenting.com](http://www.transformativeparenting.com)

Why Schools Need to Be Trauma Informed

Barbara Oehlberg, LCSW

<https://www.starr.org/sites/default/files/articles/whyschoolsneed.pdf>

## **Web and Video resources demonstrating theory in action:**

### **The STRESS Response in action**

Toxic Stress Derails Healthy Development. Centre for the Developing Child: Harvard University

[www.youtube.com/watch?v=rVwFkcOZHJw](http://www.youtube.com/watch?v=rVwFkcOZHJw)

Nine Things Educators Need to Know About the Brain: psychologist Louis Cozolino applies the lessons of social neuroscience to the classroom.

[http://greatergood.berkeley.edu/article/item/nine\\_things\\_educators\\_need\\_to\\_know\\_about\\_the\\_brain#](http://greatergood.berkeley.edu/article/item/nine_things_educators_need_to_know_about_the_brain#)

Dr. Dan Siegle demonstrates a student friendly model of how the Brain regulates emotional responses. [www.youtube.com/watch?v=DD-lfP1FBfk](http://www.youtube.com/watch?v=DD-lfP1FBfk)

### **ARC in action**

Complex Trauma and Schools, Spokane County Schools

<https://www.youtube.com/watch?v=A1vbSSQJOHw>

Dr. Margaret Blaustein outlines how the ARC Treatment Framework works in practice  
[www.youtube.com/watch?v=eFwNWi9F6tA](http://www.youtube.com/watch?v=eFwNWi9F6tA)

### **SPARK in action**

While exercise is good for the body, Dr. John J. Ratey, MD, argues it is more important for the brain, especially when it comes to students in the classroom. Citing scientific studies and real world examples, this internationally recognized expert in the brain-exercise connection demonstrates how we can raise test scores, lower behavioral problems, and help the overall well-being of today's students with fitness based physical education.

<https://www.youtube.com/watch?v=hBSVZdTQmDs>, <http://johnratey.typepad.com/>

*CBC News - The National (Special Feature titled "BRAIN GAINS")* It's an exciting idea, and one that's being tested in the U.S. and Canada. One pilot program took place in the spring of 2008, when Saskatoon teacher Allison Cameron put her Grade 8 students on treadmills during class. She tracked their results, not just in behavior, but in academics, and the results were astonishing. Find out about her experiment, and much more on this subject,

<http://www.cbc.ca/player/Shows/Shows/The+National/ID/1405796472/>

*Morning Exercise to SPARK Kids Learning*

<http://www.cbc.ca/news/canada/morning-exercise-to-spark-kids-learning-1.993446>

### **ZONES in action**

Jan Palmer is both a Master Teacher and a Board Certified Behavior Analyst whose website offers rich insights and ideas among them how to implement The Zones of Regulation in a special education classroom. <http://mspalmersclassroom.weebly.com/the-zones-of-regulation.html>

Laurie Mendoza is a school counselor who has implemented Zones of Regulation in a number of classrooms. Her website offers great tips and additional resources to support students' social/emotional learning. <http://www.schoolcounselingfiles.com/zones-of-regulationemotional-regulationactivities.html>

### **MindUp in action**

MindUp is a comprehensive, classroom tested, evidence based curriculum framed around 15 easily implemented lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success. [www.youtube.com/watch?v=tAo\\_ZSmjLJ4](http://www.youtube.com/watch?v=tAo_ZSmjLJ4)

### **Enrichment Activity:**

Watch the movie **Seabiscuit** with the following questions in mind :

<http://www.seabiscuitmovie.com/>

How many of the characters were affected by traumatic stress?

How did exposure to trauma influence their behavior/lives?

Can you find examples of attachment principals operating in the characters relationships?

Did any of the characters experience a healing of their trauma?

If so what do you think helped them to heal?