



Trauma-Informed Support Committee

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How Does Trauma Impact Students in the Classroom?

For children who experience toxic stress, even small interactions between peers or situations that don't seem "triggering" to you could be a reminder of previous trauma. Kids who have experienced trauma see the world as a dangerous place, so their brains are on high alert and may overreact, resulting in behaviors and shutting down their availability to learn.

How a child behaves in the classroom may be a response to trauma. At school, a child who has experienced trauma may have unpredictable or explosive emotions. They may have out-sized reactions to even small events. Or, they may shut down and become "zoned out." Any of these behaviors can impact their learning and relationships at school.

Trauma can affect basic learning too. For example, during lessons, students who have experienced trauma may have problems thinking clearly or reasoning. Their brains may be so used to surviving that they aren't able to maintain focus on learning or taking in new information. Their distraction may impact how they can follow directions or remember what to do from task to task. In the long run, students who have experienced trauma are at risk for more high-risk behaviors that can also impact their functioning in school.

Read the full article [HERE](#)

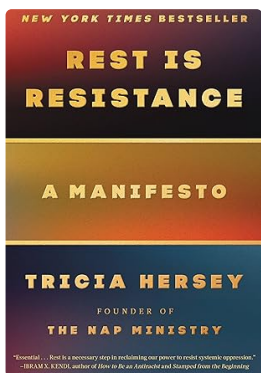
The Case for Co-Taught Classrooms

Co-teaching is ideal for kiddos who have dealt with trauma. Co-teaching is a model that allows teachers to recognize and support our students who have traumatic home lives. At any given time, there is a teacher available to deal with immediate needs. And equally important, instruction and support continues for the rest of the class. One of us can pop out for individual remediation while the rest of the class can continue. Kids with traumatic lives are gorgeous and messy. So much potential locked behind a whole bunch of mess that isn't their fault.

~ Julie Schloesser

Book Rec

Rest is Resistance: A Manifesto
by Tricia Hersey



Click the images to access the resources!

Podcast Rec

We Can Do Hard Things
Glennon, Abby, and Amanda



On We Can Do Hard Things, Glennon Doyle, her wife Abby Wambach, and her sister Amanda Doyle do the only thing they've found that has ever made life easier: Drop the fake and talk honestly about the hard things including sex, gender, parenting, blended families, bodies, anxiety, addiction, justice, boundaries, fun, quitting, overwhelm ... all of it.

Contact Info

Please contact one of the following people if you're interested in creating a safe space for educators and students:

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District 201 TISC Members

Amanda Borkowski, Amanda Meirink, Anna Kurtz, Anoa Alimayu, Ashley Mims, Ashley Short, Chelsea Kilzer, Christina Roedl, Cyndi Oberle-Dahm, Jennifer Sorg, Jules Hunter, Julie Schloesser, Katherine Schnoeker, Lannette Story, Leigh Reidelberger, Melissa Kettler, Michael Olson, Michele Robinson, Nick Johnson, Nicole Pelch, Sarah Bland, Sarah Ruder, Teagan Gross, Thomas Gallaher, Tiffany Stellhorn

Recommended Resources

Experiencing a trauma can change the way a person perceives the world.



Whether trauma is caused by a single event such as a natural disaster, or by repeated or prolonged exposure to abuse, an individual's thoughts, feelings, and behaviors are filtered through their experience and perspective.

Increasing your awareness about the trauma a person has experienced and the impact it has on them can help you when they become anxious or disruptive.

As you sharpen your understanding of their experience, your relationship will strengthen, and that rapport can make your interventions more successful.

When you have the trust of someone who exhibits challenging behavior, you know how to reach them, how to communicate with them, and what will help them calm down.

This guide will give you:

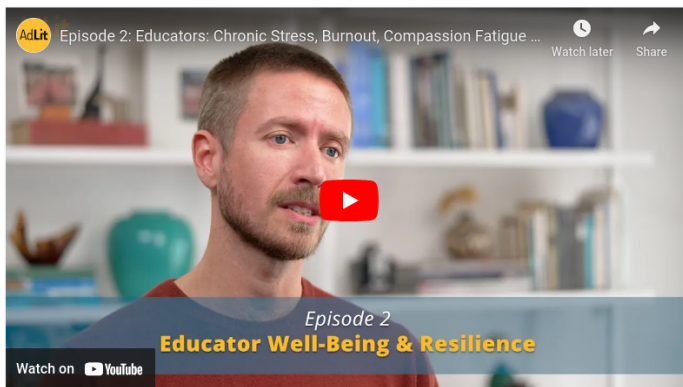
- Deeper awareness about key trauma-related concepts.
- A greater understanding of trauma's effects on behavior.
- 6 Guiding Principles to a Trauma-Informed Approach.
- 7 tips for preventing re-traumatization.
- A helpful De-Escalation Preferences Form.
- Resources to explore the subject further with your staff.

> A trauma-informed perspective asks "What happened to you?" instead of "What's wrong with you?"

Access the entire resource from the Crisis Prevention Institute by clicking [HERE](#) or click the image above!

AdLit | All About Adolescent Literacy

Episode 2: What Is Educator Burnout or Compassion Fatigue and What Can Be Done? Resource Guide



Click to access resources

Educators are compassionate by nature; they want to make a difference in the lives of their students. Mr. Robertson explains burnout and compassion fatigue, which can arise from the seemingly endless demands on an educator (especially after the pandemic) and how awareness, education, and self-care can make a definitive difference for them and for their students. Mr. Robertson also discusses the importance of both self and collective care.

Why This Matters

My reason for joining the Trauma Informed Support Committee is that it provides an opportunity for me to be a better teacher through the support of other educators. I became a dad essentially right at the beginning of COVID, and it completely shifted my perspective. My life had drastically changed along with the entire world, and the effect it all had on me was destabilizing. While I had support and resources to adjust and cope with all of the change, I knew that many of my students were also facing new challenges and did not enjoy the same benefits. I wanted to provide that support and those resources for my students. It was through this desire, to be that resource for kids that needed it, that I decided to join this group. I have found this group to be an invaluable resource for me as an educator because of the knowledge, support, and commitment that everyone in the group shares.

Thomas Gallaher
Social Studies Teacher

