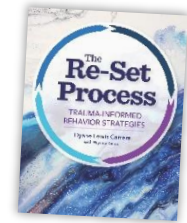


7 Things Every Teacher Should Know about the Physiological Impact of Trauma

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Stress changes...

Trauma may change...

A universal way we can support... Assume _____ not _____

1 Cognitive Functioning Differences

Ways we can support....

- *design calm environments*
- *act as translator*
- *convey calm*
- *gently invite to think*

2 Vision & Auditory Differences

Ways we can support....

- *use visuals*
- *keep verbalizations simple*
- *use key words*
- *be aware of one's body language*

3 Hippocampus & Prefrontal Cortex Differences

Ways we can support....

- *create routines*
- *use visuals as much as possible*
- *use chunking strategies*

- *provide peer support strategies*

4 Dorsolateral Prefrontal Cortex Differences

Ways we can support....

- *use analog clocks & reference time frequently*
- *provide checkpoints for tasks*
- *illuminate sequence/practice sequencing*
- *use “Big Thing” question approach*

5 Posterior Cingulate Differences

Ways we can support....

- *provide grounding opportunities*
- *avoid unstable seating*
- *offer seating/standing options*
- *teach “grounding touch points”*

6 Vasopressin & Oxytocin Differences

Ways we can support....

- *model your regulation strategies*
- *explicitly teach regulation such as through The Re-Set Process*
- *teach activity not aggression for calming*
- *be careful with breath, squeeze balls, etc.*

7 Neurological System Organization Differences

Ways we can support....

- *develop calm, safe, predictable environments*
- *practice activities that strengthen key channels*
- *provide fine motor skill supports*
- *establish simple hygiene routines for all*

