

Trauma-Informed Practices: Prevention and De-escalating Disruptive Behavior



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[This on-demand webinar](#) is the second in a two-part series on implementing trauma-informed practices across school settings. Participants will be introduced to a trauma-informed approach to the escalation and de-escalation cycle including strategies for responding to behaviors and ways to remain calm and be present with a student during an incident.

Learning Outcomes

- » Select strategies to create a calm and connected classroom.
- » Employ methods for preventing student dysregulation and resulting behaviors in the classroom.
- » Adapt practices to increase staff's ability to calmly respond to student behavior.

Key Takeaways

- ✓ Experiences during the earliest years of life have a lasting impact and help determine whether a child's developing brain will provide a strong or weak foundation for all future learning, behavior, and health.
- ✓ Every person comes into an education experience with implicit biases—attitudes or stereotypes that affect understanding, actions, and decisions in an unconscious way—but these are malleable and can be unlearned. It is important to start with a growth mindset and belief that abilities, skills, and intelligences can grow and be improved.
- ✓ Triggers can be internal or external reminders of a traumatic event that result in an individual's brain moving into an escalation cycle. Educators must address their own concerns, anxieties, and triggers before entering a classroom in order to provide clear, calm, and reassuring communication for their students.
- ✓ There are three brain states referred to as Regulate (survival concerns), Relate (relational concerns), and Reason (cognition). Everyone exists in and between these, and it can be hard to focus on one state when the others are unresolved.
- ✓ The escalation cycle is the movement of an individual's brain from calm to trigger, agitation, acceleration, peak, and then to de-escalation and recovery. Each step of the cycle can and should be responded to in a different way.

Additional Resources

[Harvard Implicit Bias Test](#) - A resource to begin understanding our own implicit biases.

[Collaborative for Academic, Social, and Emotional Learning](#) - Information and resources on incorporating social-emotional learning into the academic classroom.

Questions for Discussion

- » What steps can staff take to increase their awareness of implicit biases that may exist?
- » Is there a clear protocol in place for addressing a child whose mental state is escalating, especially if there is a pattern?
- » What steps can staff take to support each other through the process of supporting students?

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