

Herausforderungen im  
Klassenzimmer mit Wissen,  
Mitgefühl, Abstimmung und  
Bindungsfähigkeit  
entgegenkommen um  
Überforderungen zu  
vermeiden

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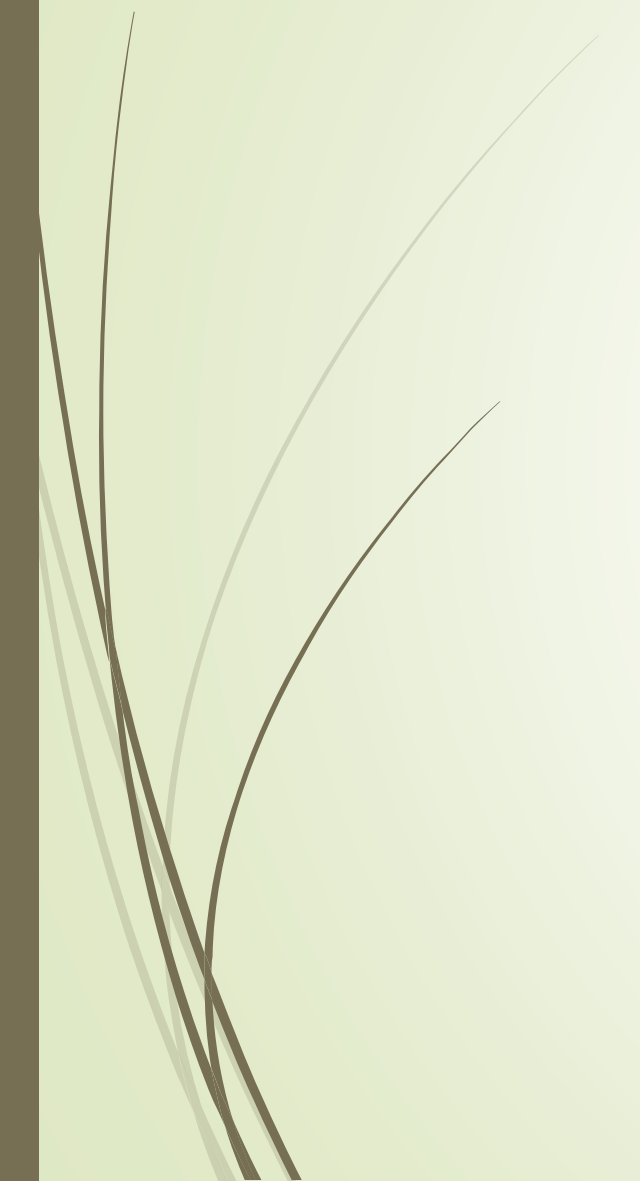


# Overview

- ❖ Brain Development
  - ❖ The (T) traumatized brain
    - ❖ Definition
    - ❖ Different traumas
    - ❖ Impacts of trauma
  - ❖ Reducing triggers
  - ❖ Regulation
  - ❖ Stabilization and de-escalation
  - ❖ References
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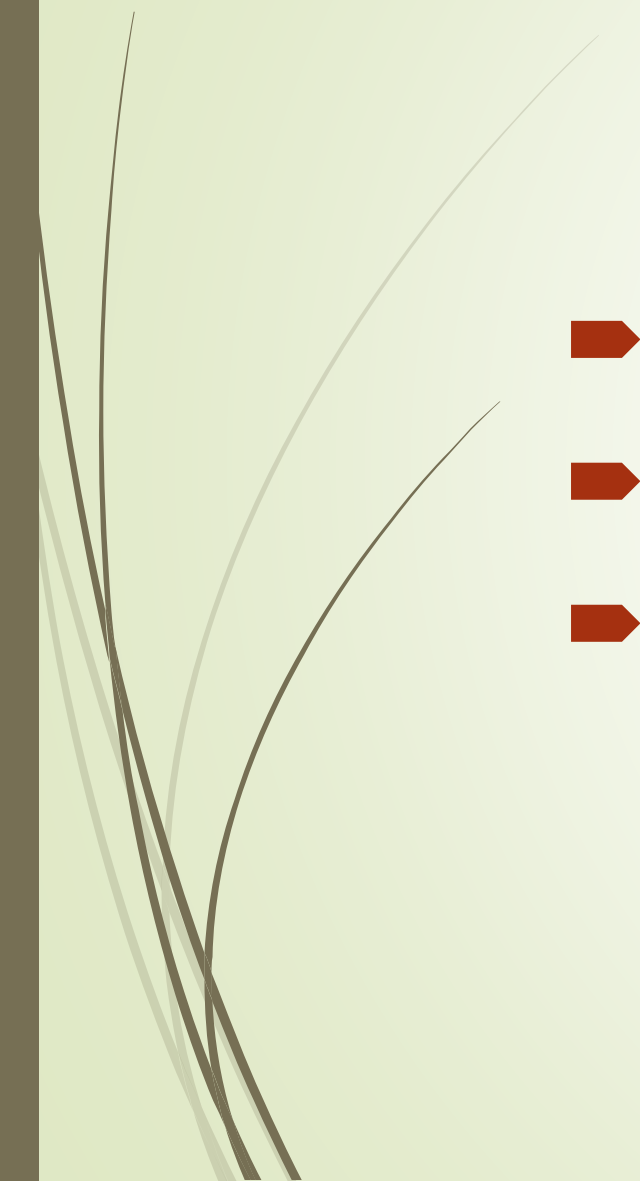



# Claimer

- This is not a curriculum or a set of prescribed strategies but rather a lens through which you may choose to see your students which will help you built better relationships, prevent conflict and teach effectively.
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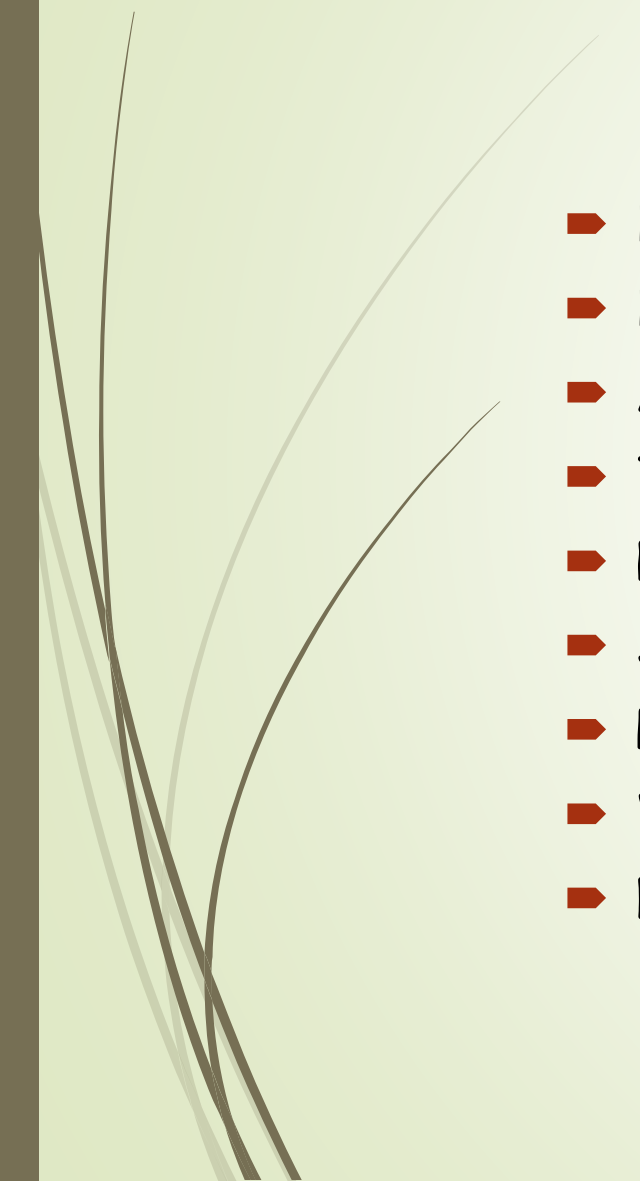


# Brain development

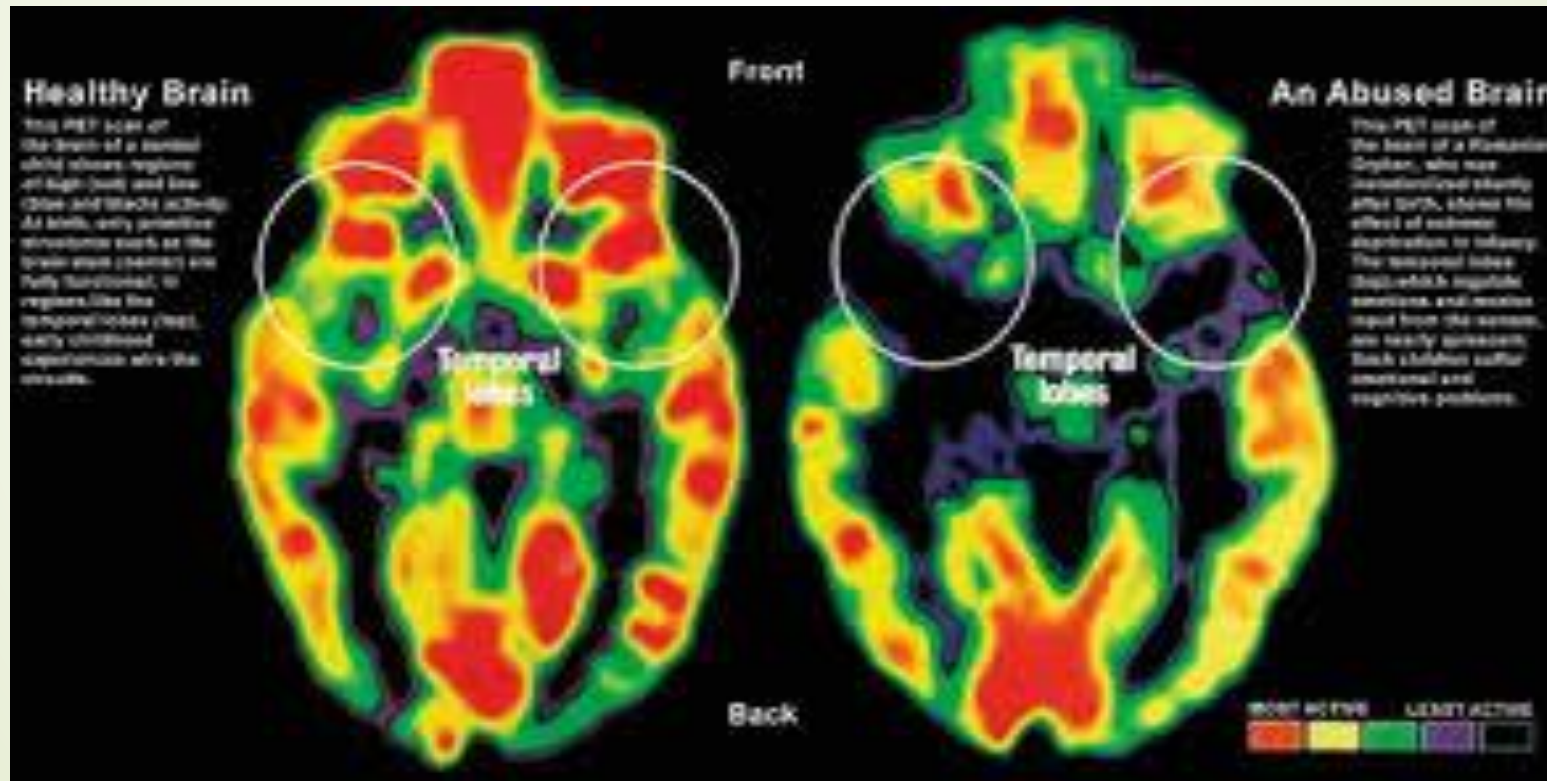
- Three main parts
  - Timeline
  - Memory storage
    - Amygdala
    - Hippocampus
- 



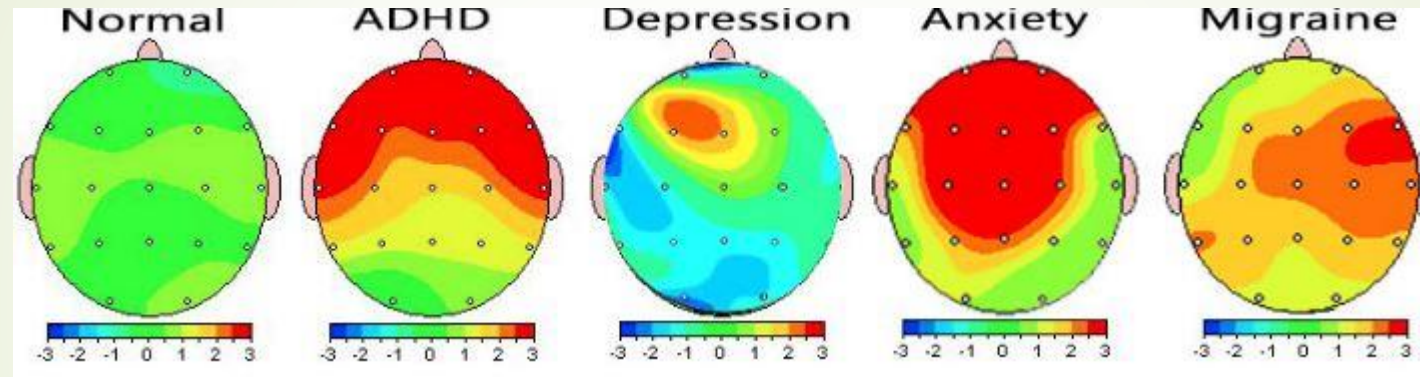
# The Traumatized Brain

- Definition of trauma
  - Developmental trauma
  - Attachment (Separation) trauma
  - Transgenerational trauma (epigenetics)
  - Religious trauma
  - Sexual abuse
  - Physical abuse
  - Verbal, emotional abuse
  - Neglect
- 

# Functional magnetic resonance imaging (fmri) of healthy versus stressed brain



# Quantitative electroencephalography (q EEG) of healthy and stressed brains



# Erik Erikson & His Psychosocial Stages (1902-1994)

**Erikson's Stages of Psychosocial Development**

<b>Approximate Age</b>	<b>Psycho Social Crisis</b>
Infant - 18 months	Trust vs. Mistrust
18 months - 3 years	Autonomy vs. Shame & Doubt
3 - 5 years	Initiative vs. Guilt
5 -13 years	Industry vs. Inferiority
13 -21 years	Identity vs. Role Confusion
21- 39 years	Intimacy vs. Isolation
40 - 65 years	Generativity vs. Stagnation





# Cognitive Aspects of Trauma

- Irrational Beliefs
  - Self-blame is extremely common
    - I shouldn't have dressed that way
    - I should have known that my parents would fight if I was home late.
  - Self-concept - view self as bad
  - No one is trustworthy.



# Behavioral Impacts of Trauma

- **Maladaptive Behaviors**

- Learned from attachment figures

- Physical or verbal aggression

- Sexual aggression

- **Avoidance**

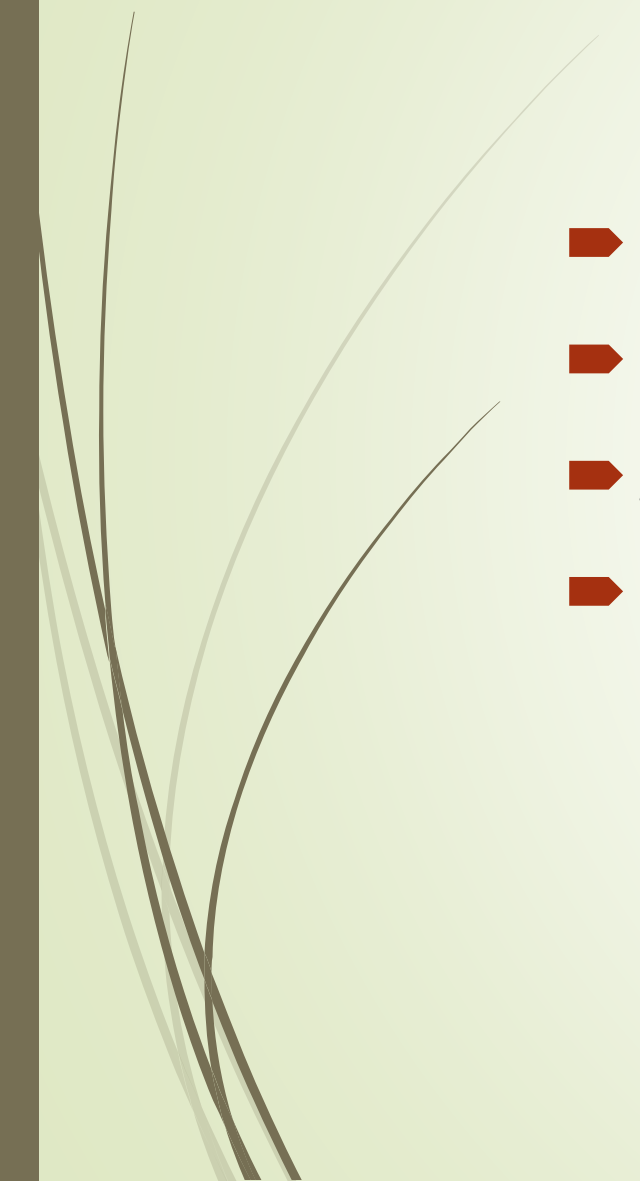
- Kids try to avoid thoughts, feelings, places, situations that remind them of the trauma

- Inner life may become active as a way to avoid the reality of daily life

- Extreme forms of avoidance are numbing and dissociation




# Affective Impacts of Trauma

- Fear
  - Feelings of Depression
  - Anger
  - Emotional dysregulation
- 



# Biological Impact of Trauma

- Procedural memories
  - Triggers
  - Emotional flashbacks
- Living versus surviving
- Overactive alarm
  - Perceived versus real threat
  - "Even so you feel in danger you may not be in danger."
- Fight, flight, freeze (appease), response

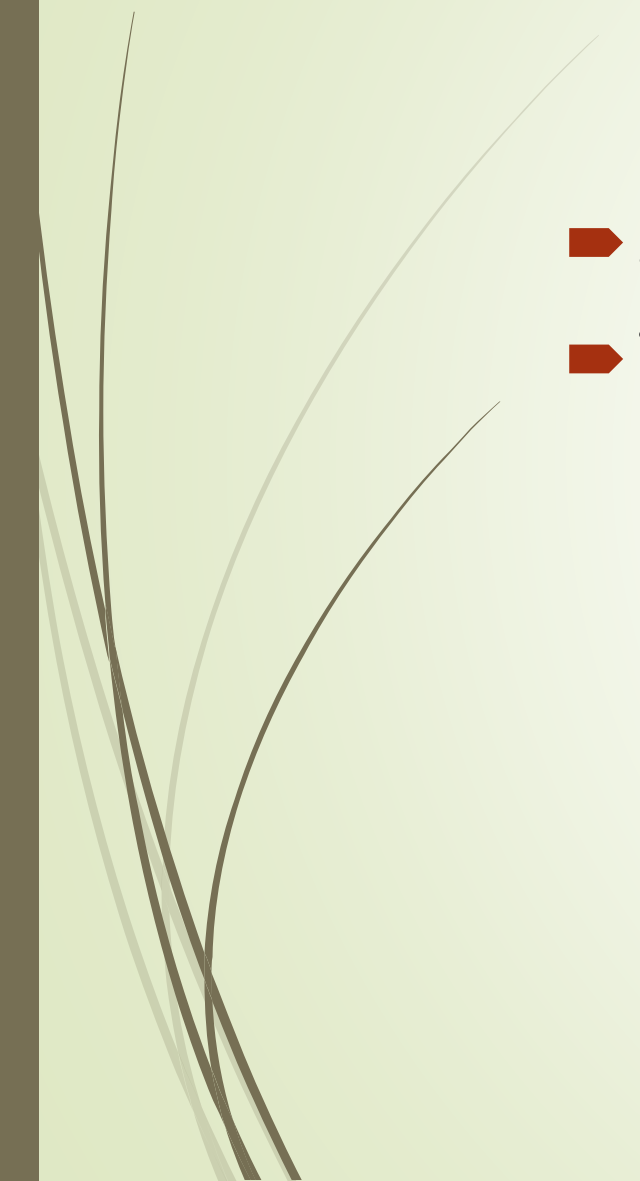


# FFF and what it may look like in the child/youth

- ▶ Fight (physiological arousal)
  - ▶ Aggression (physical and verbal)
  - ▶ Irritability/anger
  - ▶ Limit testing
  - ▶ Trouble concentrating
  - ▶ Hyperactivity or "silliness"
- ▶ Flight (withdrawal and escape)
  - ▶ Social isolation
  - ▶ Avoidance
  - ▶ Running away
- ▶ Freeze (stilling and constriction)
  - ▶ Constricted emotional expression and emotional shut down
  - ▶ Stilling of behavior

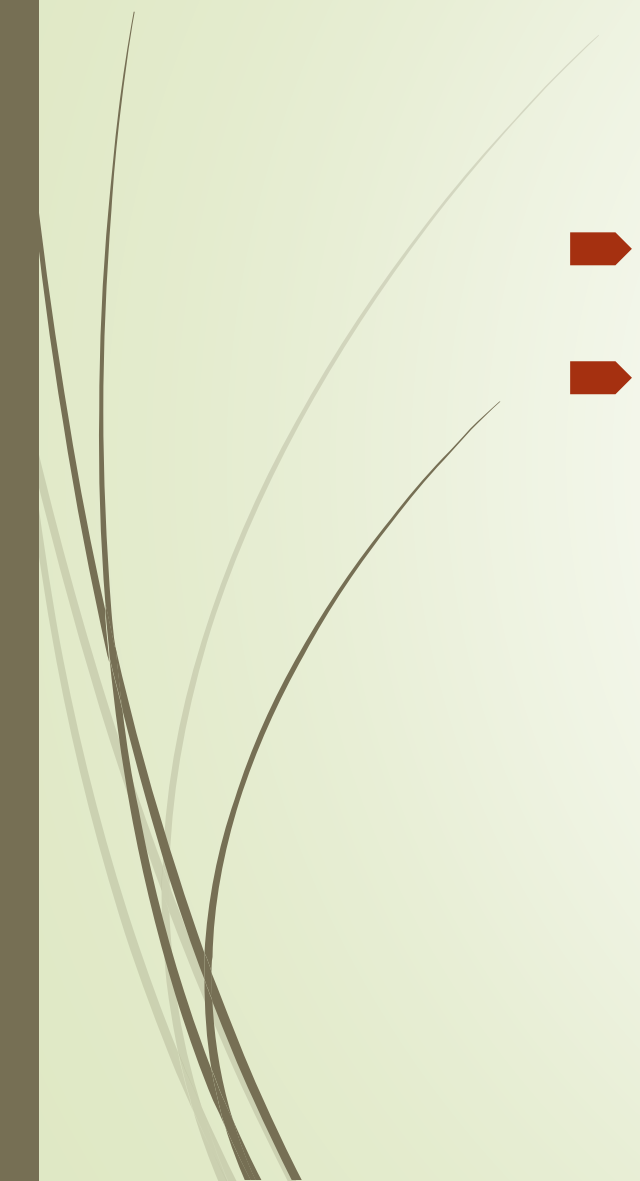


# How to reduce triggers

- ▶ Structure, rituals and routines
  - ▶ Transitions
    - ▶ Information, integration, regulation
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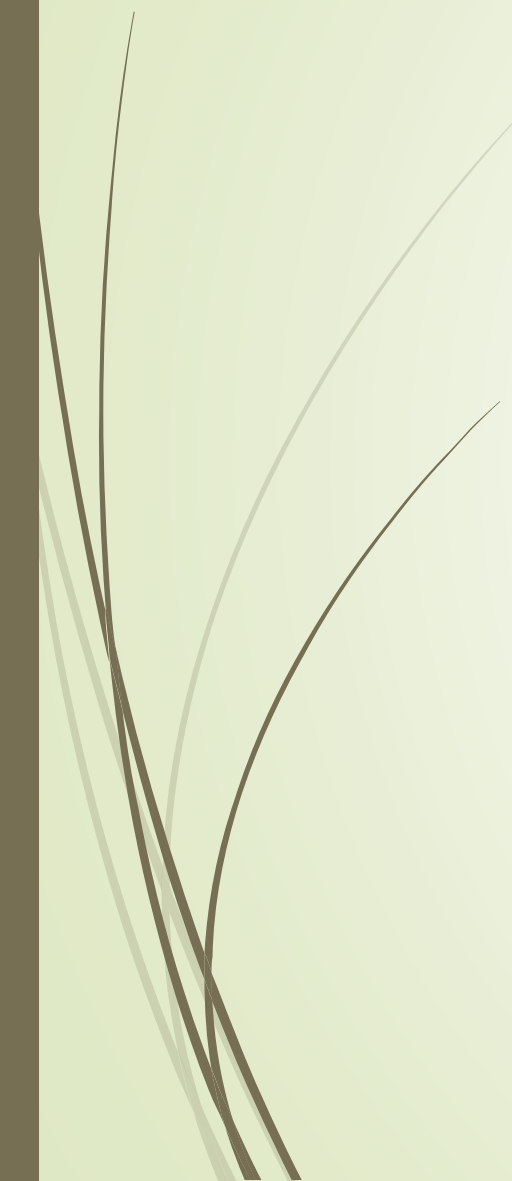


# How to regulate

- What goes up must come down
  - From freeze to fluidity
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# Attunement and Attachment

- Mirror neurons
  - Old versus new brain
  - Physical versus emotional presence
  - Child-caregiver pattern
    - What could I do?
    - What should I not do?
    - What could you do?
- 





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