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A New Approach to Trauma-Informed Schools:

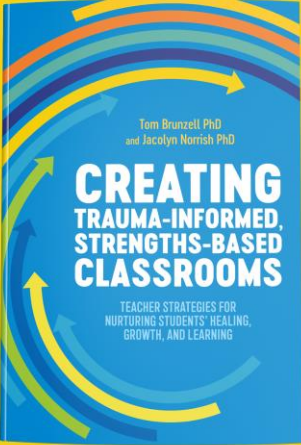
Increasing Student Engagement, Achievement
and Wellbeing

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TEACHER STRATEGIES FOR NURTURING STUDENTS' HEALING, GROWTH, AND LEARNING

Tom Brunzell PhD
and Jacolyn Norrish PhD

CREATING TRAUMA-INFORMED, STRENGTHS-BASED CLASSROOMS

TEACHER STRATEGIES FOR NURTURING STUDENTS' HEALING, GROWTH, AND LEARNING

(Dr Tom Brunzell & Dr Jacolyn Norrish, 2021)

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We help schools reach and teach struggling students.



BERRY STREET
We're for Childhood
SINCE 1877

BERRY STREET EDUCATION MODEL
Curriculum and Classroom Strategies

THE UNIVERSITY OF
MELBOURNE

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Australian Journal of Teacher Education

Volume 43 | Issue 2 Article 7

2018

Why Do You Work with Struggling Students? Teacher Perceptions of Meaningful Work in Trauma-Impacted Classrooms

Tom Brunzell¹ · Helen Stokes¹ · Lea Waters²

Contemp School Psychol (2016) 20:63–83
DOI 10.1007/s40688-015-0070-x

TOOLS FOR PRACTICE

Trauma-Informed Positive Education: Using Positive Psychology to Strengthen Vulnerable Students

Tom Brunzell¹ · Helen Stokes¹ · Lea Waters²

School Mental Health
<https://doi.org/10.1007/s12310-018-09308-8>

Published online: 15 August 2015
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Abstract This paper explores the role of positive psychology in mainstream and specialist schools for students who have experienced complex trauma, including neglect, violence, or being witness to violence.

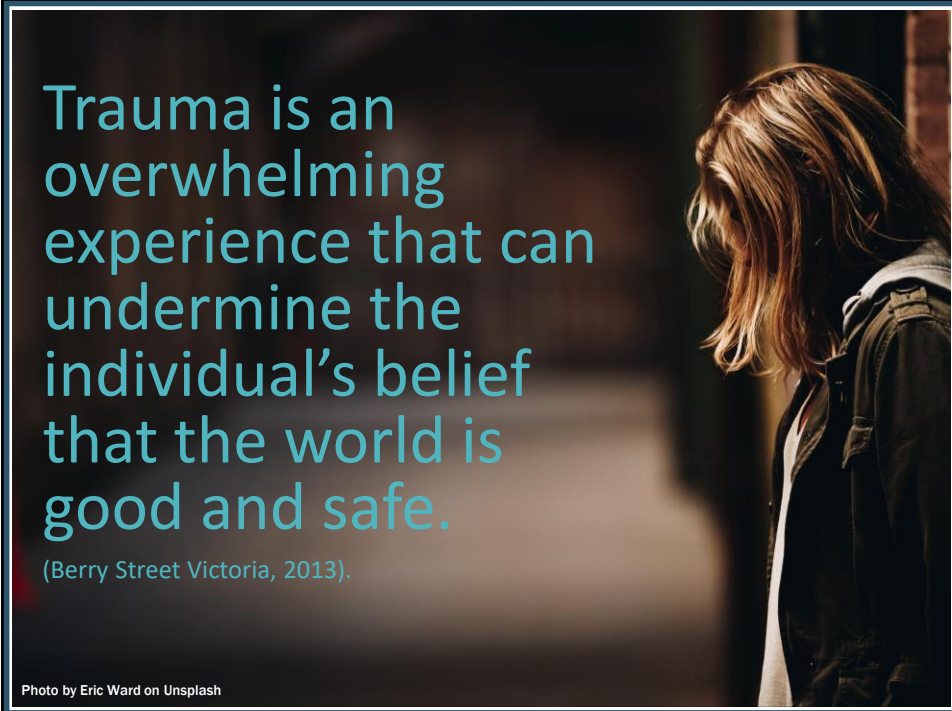
Shifting Teacher Practice in Trauma-Affected Classrooms: Practice Pedagogy Strategies Within a Trauma-Informed Positive Education Model

Tom Brunzell¹ · Helen Stokes² · Lea Waters²

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Abstract

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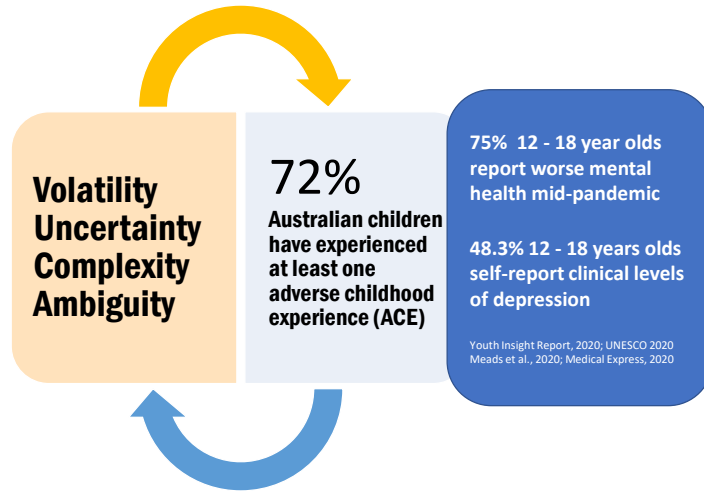
Trauma is an
overwhelming
experience that can
undermine the
individual's belief
that the world is
good and safe.

(Berry Street Victoria, 2013).

Photo by Eric Ward on Unsplash

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The world has expedited with urgency our collective trauma-informed positive education practice in schools



(NWCCMH, 2020; Sahle et al., 2020).

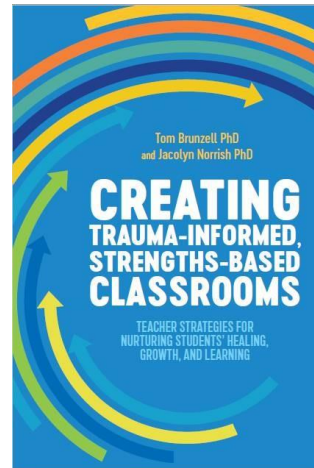
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Unpredictability = RISK

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BOTTOM-UP regulation (physical) strategies
integrated with
TOP-DOWN regulation (thinking) strategies

So what can educators do if a student does not have ready-control to employ strong cognitive skills for wellbeing and learning?



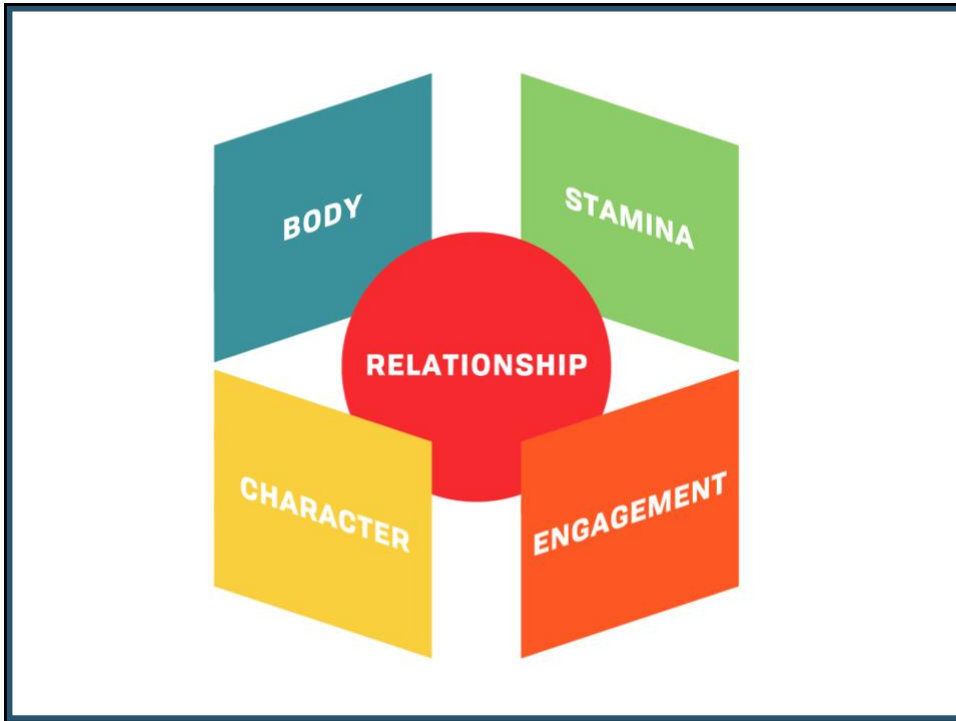
(Brunzell & Norrish, 2021)

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A journey towards INTEGRATION

CAPACITY	WILLINGNESS
Bottom-up regulation:	Top-down regulation:
Body regulation Nurturing physical rhythms for the body	Ability to persist Build stamina for learning, and coach oneself to stay on-task through strengths-use, resilient self-talk, etc.
Noticing my body Emotional awareness and emotional literacy	Focused thinking and learning: Healthy development of the brain's architecture
Predictable routines and consistent adult expectations across all staff	Environments wherein students set higher expectations for themselves

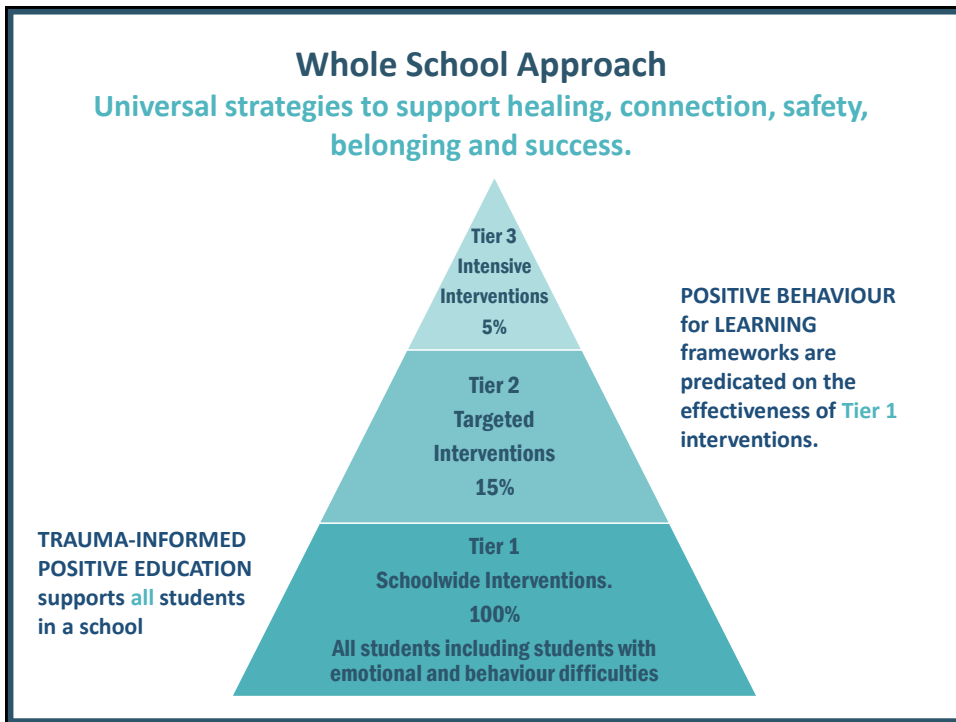
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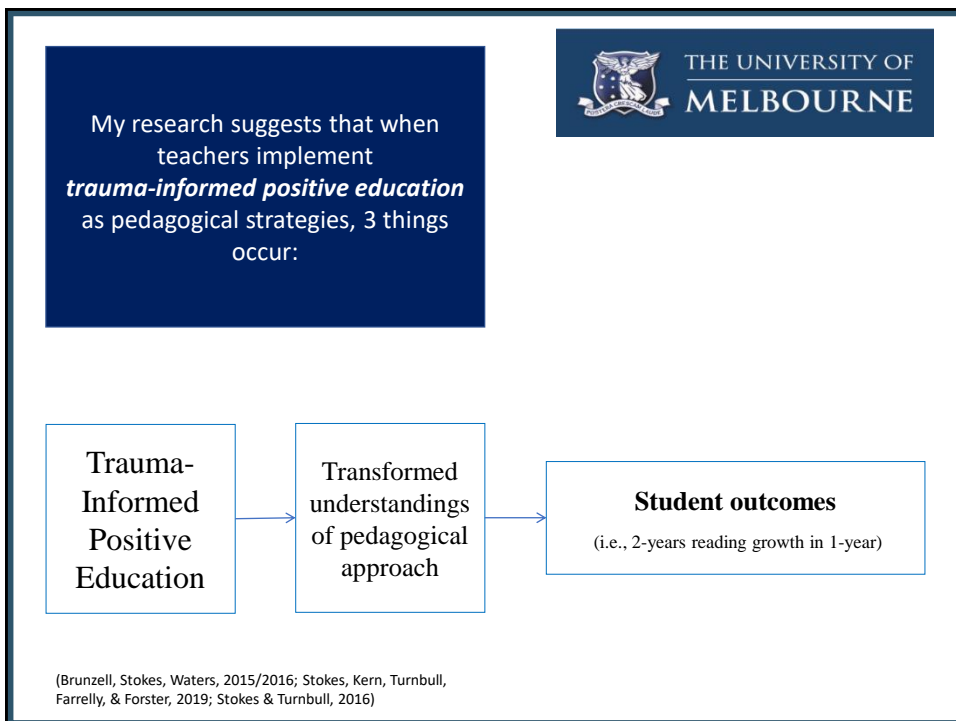
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How are your own strategic initiatives & curricular design helping students integrate **BOTTOM-UP** and **TOP-DOWN** regulation for learning?

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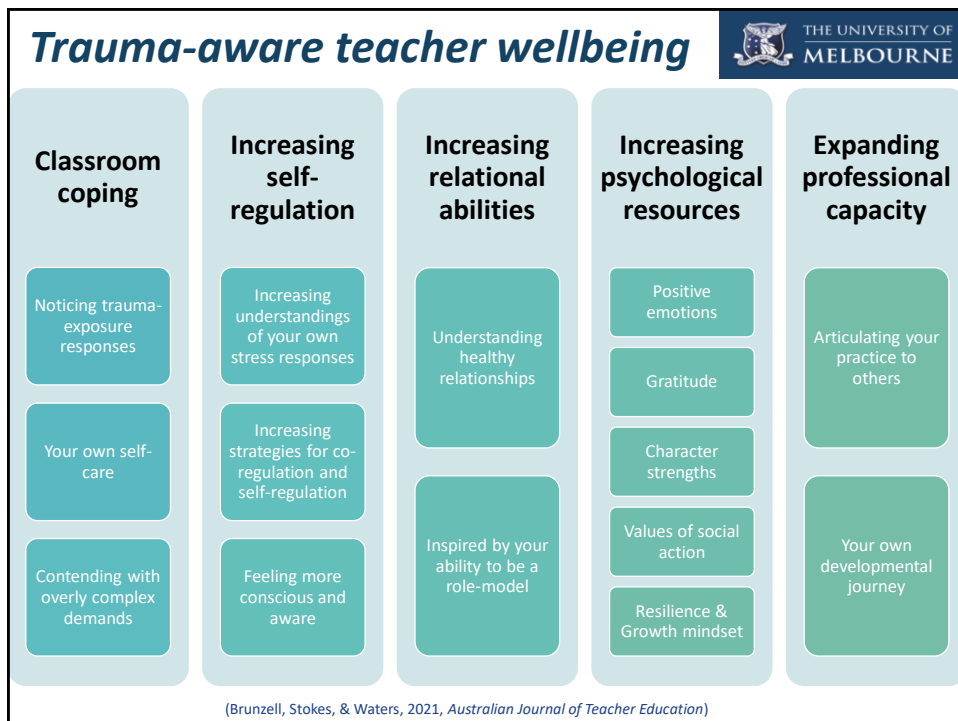
The Impacts of Traumatic Stressors for Front Line Workers:

A sense that one can never do enough

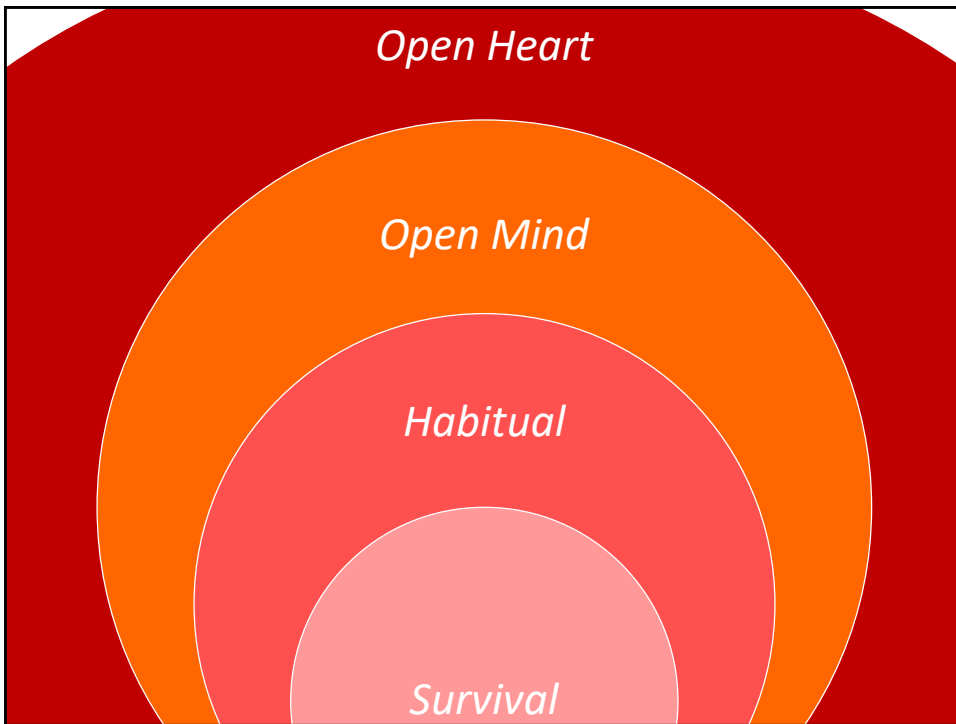
Physical needs	Energetic needs	Thinking needs
<ul style="list-style-type: none"> ▪ Chronic exhaustion ▪ Physical ailments ▪ Addictions and the need to numb 	<ul style="list-style-type: none"> ▪ Hypervigilance ▪ Inability to listen/deliberate avoidance ▪ Dissociative moments ▪ Fear ▪ Inability to empathize / numbing ▪ Running on Adrenaline 	<ul style="list-style-type: none"> ▪ Anger and cynicism ▪ Diminished creativity ▪ Inability to embrace complexity ▪ Minimizing ▪ Sense of persecution ▪ Guilt ▪ Making EVERYTHING into a crisis. ▪ Grandiosity - thus an addiction to overwork

(van Dernoot Lipsky, 2009)

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HOW TO FIND US

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CREATING TRAUMA-INFORMED, STRENGTHS-BASED CLASSROOMS
TEACHER STRATEGIES FOR NURTURING STUDENTS' HEALING, GROWTH, AND LEARNING

Tom Brantell PhD
and Jocelyn Horvath PhD

The graphic features a central teal map icon with a location pin. Four orange arrows radiate from this icon to different contact points: up to the Good Childhood blog, left to the BSEM website, down to the BSEM email address, and right to the Twitter handle and hashtag. In the top right corner, there is a book cover with a blue background and colorful curved arrows.

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