Dr. Bruce Perry-

Trauma-Informed Care: Bringing Trauma Concepts to Education

TIME (Starting at)	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
10:32 – 14:28	Trauma-Informed definitions	Review of TRAUMA-INFORMED CARE (TIC) definitions and guidelines by different organizations. TIC has become a catch all phrase and has different meanings for different people. Give time to answer independently, and time to discuss as a faculty. 1. As you begin your journey to learn more about trauma and the impact on our education system, how does/will your school define trauma-informed care? 2. What qualities do you feel are important to you? To other staff members? To students? To families? To your community? 3. What TIC qualities do you feel your school staff already possesses? What are some practices already in place?	Dr. Bruce D. Perry on Trauma-Informed Care - YouTube
15:19 – 20:26	Relational creatures	We are neurobiologically and physiologically organized to be in COMMUNITY- To grow up and live, work, play, and learn in groups. For many years, human beings lived in small groups, but as we progressed, we started to create living environments beyond 60 people- more complex, more inventions, growing through each generation. The rate of change was slow until the last 200 years, when it exploded. Public education was invented in this more modern, western world. DILEMMA: We have created a developmental environment (the educational classroom) with children that are the same age with one teacher. The activities are targeted towards the **mean**. Even though you are getting the **majority** (*see curve*, 11:35)- you will have kids that are *developmentally advanced* (beyond what you are teaching, already mastered the skill, and will act out/tune out), and students who are *developmentally behind* (lost, and will act	At 6:15 & 14:15, explain the importance of relational changes made over the years: Bruce Perry: The Body's Most Fascinating Organ: the Brain (chicagoideas.com)

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		out/tune out)- **BLACK CURVE**. There will be some that come from chaos, threat, loss, and/or trauma, which all interrupt the normal developmental process, and their distribution of capabilities will be further behind- **RED CURVE**.	
		Looking at the graph: 1. What supports is your school already providing for students across both curves? Lists supports independently. Regroup to discuss supports in place. 2. In an ideal classroom, what other supports are needed to meet all the students across both curves? 3. If you could change current policies and curriculum, how would your teaching change to meet all your students?	
20:31-21:19	Catch-up Model	CHILDREN WHO START BEHIND, STAY BEHIND & TEND TO FALL FURTHER BEHIND. Of 50 children who have trouble reading in first grade, 44 will **still** have trouble in the fourth grade. This is true of those that are cognitively behind, as well as socially & emotionally behind- we begin to give labels- ADHD, ODD, learning disabilities.	Dr. Bruce Perry explains how ADHD can be connected to childhood trauma - YouTube
		Learning about the catch-up model: 1. Before hearing this statistic, had you given much thought to students that are playing catch-up? Where do you think the gap is? 2. What can educators do to help bridge the gap for these students? 3. What can schools do to effectively address the lagging skills of those that are struggling in the classroom? 4. How can we change the lens in which we use to stop jumping to labels?	
22:13 – 22:40	School to Prison Pipeline	School to Prison Pipeline begins with the inability to address impulsivity, attention problems, affect regulation problems, and poor social skills. This leads to a high probability of engaging in anti-social or even criminal behaviors in teen years.	School-to-Prison Pipeline Explained – Education Equity (eduequityforall.com)

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		1. How do we change this? 2. Where do we start? 3. Discuss among your staff how everyone can play a part to assist these students and change their trajectory.	
23:30 – 23:46	Neurobiology	The brain is the target of our educational efforts. The more you know about the brain, the more you will be able to create intentional and effective ways to change the brain.	Stress, Trauma, and the Brain: Insights for Educators--The Neurosequential Model - YouTube Bruce Perry: The Body's Most Fascinating Organ: the Brain (chicagoideas.com)
24:37 – 25:22		Dr. Perry's model of the brain & description	
25:23 – 26:10		From Dr. Perry's work- looking at the brain activity of a 5-year-old child Red/yellow- 2 standard deviations MORE ACTIVE than a normal child Dark blue- 2 standard deviations LESS ACTIVE than a normal child If you try to teach a child with this type of brain activity, it will be *significantly* challenging. This is what we see when working with children with developmental trauma.	
26:15 – 27:40		Complexity of the brain	

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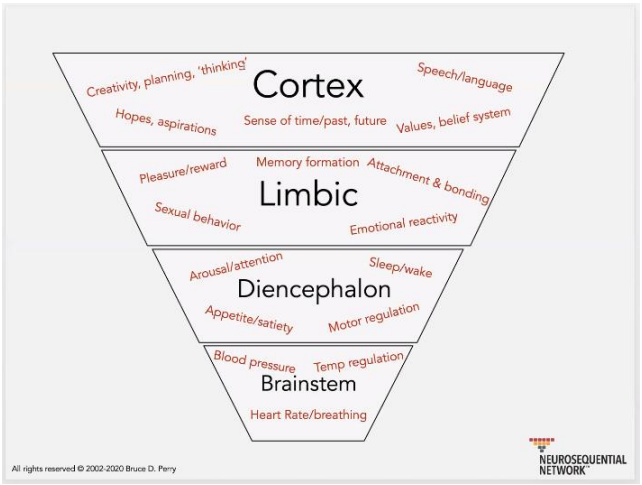
27:42 – 30:42		Model of upside-down triangle version of the brain: **Bottom**- Brainstem & Diencephalon **Middle**- Limbic **Top**- Cortex- *Most UNIQUE human part of your body*  Huge percentage of what you are trying to do in education is to get to the CORTEX and provide adequate pattern repetitive activation in key systems to allow an individual child to learn a new vocabulary word… or history… or think about how to plan… or learn values or beliefs of the classroom…	
30:43 – 33:26		<u>Core Regulatory Network (CRN)</u>- originates in the lower parts of the brain; sends connections up to every part of the brain. Gets non-stop feedback from all parts of the brain, our body, and the outside world from our senses. THE HUB and backbone of our stress response.	
33:27 – 36:10		**<u>KEY POINT</u>**: All the input from our brain and body, and the outside world, <u>DOES NOT</u> GO STRAIGHT TO THE CORTEX. It goes through the *emotional parts* of our brain before reaching the *rational part* of our brain. For us to create an accurate memory, information MUST get to the CORTEX with significant accuracy.	
		Looking at the figure above and thinking about one of your most challenging students: 1. Can you explain the communication of some of the behaviors you witnessed? 2. Do you believe that this student was in control of those behaviors you witnessed, or what do believe may have been a contributing factor?	

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		3. Knowing that you must start at the bottom and work your way up, what are some supports or strategies that you could implement to reach a student's cortex?	
37:30 – 39:31	Stress	Stress is ESSENTIAL for development. It is only BAD if continual or causes fatigue. Moderate stress (with some predictability and controllability) builds resilience.	Dr Bruce Perry The Impact of Stress On the Body - YouTube
39:35 – 40:07		All of education is characterized by providing adequate doses of predictable, moderate stress. DILEMMA: When a dose of stress for one person is NOT a moderate dose of stress for another person.	
40:13 – 40:59		Differential "State" Reactivity Graph	
41:00 – 42:41		State-dependence & the Stress-reactivity Curve Graph	
42:42 – 43:42		Stress Reactivity Curve Graph	
43:57 – 46:22		What happens under Stress? ****MOST IMPORTANT POINTS**** State dependent functioning- When you are in a state of CALM, your brain can do different things compared to the very same brain when it is in a state of DISTRESS or THREAT.	
46:24 – 46:34		**KEY LESSON #1**: The brain under threat shuts down the cortex.	
46:35 – 47:07		**KEY LESSON #2**: Significant doses, significant concentrations of activating the stress response leads to unpredictable, extreme, prolonged activations which leads to vulnerability which leads to a sensitized stress response which leads to changes in what part of the brain is on and what part of the brain is off.	Stress Trauma and Post-traumatic Stress Disorders in Children

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		Think about stress in your students. 1. How many students come in "ready to learn"? 2. What about your students that seemed triggered by something "so small"? What level of stress do you think they are coming to school with? 3. How do educators decrease stress at school for these students?	
47:08 – 48:10	State Dependent Function	**Regulated: External Focus (CALM: ALERT)** Neocortex & Limbic parts are more open; Bottom parts of the brain are not stressed, not active, not causing it to be overactive. Focusing on some new input from outside world. This child masters about 40-50% of content. Can store and retrieve information.	
48:11 – 49:19		**Regulated: Internal Focus (CALM: REFLECT)** Tune out others, reflecting on information, Mind wandering	
49:20 – 50:23		**Dysregulated (FLOCK/FREEZE)** Continues to feel threatened. As information comes into the bottom part of the brain, it will get short-circuited and blocked, and will never get up to the CORTEX. Unable to retrieve information previously mastered when in this state (think test anxiety).	
50:24 – 50:30		**Highly Dysregulated (FLIGHT/FIGHT)** This child masters about 25% of the content. The more threatened you are, the less cortex that you have available.	The NM Ten Tip Series: Understand Dissociation by Bruce Perry, M.D., Ph.D.
52:43 – 52:52		The **major strategy** for getting to the cortex is trying to help these kids get regulated.	The NM Ten Tip Series: Understanding Hyperarousal:

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53:26 – 54:59		The average healthy human being can stay in a calm, externally alert state (Regulated: External Focus) for ***15 seconds*** before they start to turn inwards and reflect on what they have been hearing (Regulated: Internal Focus). Tuning in… Tuning out. The nature of learning. One of the inevitable consequences of a teaching model that expects kids to self-regulate is that the major option that they have *to self-regulate* is to tune out or dissociate. They will have MANY, MANY moments when they will not be listening. Even your BEST, MOST MOTIVATED STUDENTS will have moments of dissociation during a lecture.	The 'Flock, Freeze, Flight and Fight' Continuum by Bruce Perry, M.D., Ph.D.
		Reflect on Dr. Perry's thoughts that the average healthy human being can stay in a calm, externally alert state for 15 SECONDS before they start to turn inwards and reflect on what they have been hearing. 1. How does this change your thoughts on instructional blocks for reading and math? 2. Discuss strategies to implement within the classroom to help these loops in learning. 3. What about the students who are not in that calm state when learning begins? How do we get them there to ensure learning occurs?	
55:22 – 58:08	Learning cycle explained	You do not learn anything if you do not leave your comfort zone. Novelty activates your brain's stress response. The brain sees everything as potentially bad. Teaching fast or too many new concepts at one time will overwhelm the cycle and send even regulated students into a state of alarm (dysregulation), and they may go back to a regulated dissociated state and tune out the material. **FIND THE GOLDILOCKS' SPOT**- challenge enough but do not overwhelm.	

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58:10 – 59:09		Dysregulated students can get dysregulated by the tiniest thing… even material already learned and familiar with. They are OVERLY REACTIVE. For them to 1) NOT disrupt the class and 2) TO learn, we must CHANGE the slope of the curve. They must be regulated ENOUGH to get the content through the brainstem.	
59:15 – 1:00:31		Everyone is *continually* getting information into the brainstem through other parts of the brain, parts of the body and the outside world through the senses… if the person is REGULATED enough to pass the information accurately to the middle part of the brain, AND the person is in a relationship that they feel safe with, you WILL be able to get into the CORTEX to reason with someone so that they can REFLECT on what you said. When dysregulated, *anything* that comes in from the outside world is going to get short-circuited and you are not going to learn.	
		Reflect on the learning cycle: 1. How can educators find the "goldilocks' spot" when working with a class of students? 2. Do you think educators have to change the way they teach to meet the needs of all students? 3. Does this have to be a difficult process? How can you meet student needs (most to all), teach material, and keep your sanity while being the adult in charge of a classroom?	
1:00:32-1:01:15	Relational creatures revisited	Regulate the child FIRST, which allows you to be connected, which then is the superhighway to the Cortex. Human beings are relational creatures. When a child feels connected with the teacher (or a parent or a coach), their cortex is open for business. If they do not feel like they belong or that the teacher doesn't like them, is mad at them, is ignoring them, or they do not matter to the teacher, the cortex shuts down.	

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1:01:19-1:02:00		We are always looking to see if we belong, if we are part of the class, group, or community. When we feel safe RELATIONALLY, the cortex is open for business. IMPORTANT: **Engage** them in a way that makes them *feel* that they belong so that they **can learn**.	
1:02:35-1:02:43		The **KEY** to connecting is to be regulated.	
		1. Discuss and describe strategies that can be implemented in the classroom to ensure that every kid feels that they belong. 2. How do you build relationships? Especially with challenging students?	
1:02:50–1:03:28	Change ability of the brain	Ways to regulate the brain (or the person): 1. Self-regulatory routes 2. Relational regulatory routes **KEY**: The neural networks in the brain are changeable. You can change their activity *in the moment*, and you can change them *more chronically* or *permanently*.	
1:03:30-1:04:00		TEACHING IS: permanently changing the parts of the brain, the cognitive parts of the brain, to LEARN.	
1:04:37-1:05:08		**KEY**: When neural activity (two patterns of activity) in the brain occurs with sufficient frequency, it creates two new synapses (creates a neural connection by making synaptic connections).	
1:05:14-1:06:15		LEARNING is: Creating associations, pattern repetitive rhythmic associations…	
		Reflect on your teaching strategies and the impact education has on the brain. 1. What strategies do you currently use to ensure new synapses are created? 2. What strategies can you begin to use to create new synapses?	

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1:06:49-1:10:30	Self-regulatory routes	If you want to alter the activity of the stress response systems (core regulatory network), you must get to them: 1. <u>Activate from TOP DOWN</u>: This is Executive Functioning- Cortex contains the frustration that comes from being dysregulated in the bottom part of the brain. Cortex must be **online** and **mature** (which does not happen until between 25 & 30 years old). **CHILDREN DO NOT HAVE THE TOP-DOWN REGULATORY TOOLS.** 2. <u>Activate from BOTTOM UP</u>: In utero, fetus is getting what they need to survive- temperature, calories- body is regulated, and not hungry, thirsty, or cold. Internally telling body that it is regulated. Also getting the sounds from its external world (senses)- pattern repetitive rhythmic activity coming in. Brain makes association between this pattern, repetitive, rhythmic activity and being safe- regulated. As an infant, we calm babies by swaying, rocking, singing, using pattern repetitive rhythmic activity.	
1:11:10-1:12:26		USE PATTERN, REPETITIVE, RHYTHMIC ACTIVITY IN THE CLASSROOM: start class with deep breathing or large motor activity, curve will change.	
		Think about pattern, repetitive, rhythmic activity within your classroom. 1. Are you implementing these types of activities? 2. Think of some activities that would fall under this description. Share with the group to compare lists and add to each other's. 3. Discuss how and when to implement these types of activities.	
1:12:35-1:13:37	Dosing & Spacing	DILEMMA FOR EDUCATORS- Dosing and Spacing are two concepts that are very important to a trauma-aware, trauma-sensitive classroom.	
		Review Dr. Perry's thoughts on dosing and spacing. 1. How can you make changes to your lesson plans and teaching style to adequately meet the dosing and spacing requirements for your students? 2. Does this present any obstacles for educators? Discuss obstacles.	

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		3. When thinking about the long-term, what do you believe the outcomes would be if you concentrated on your dosing and spacing in your lessons? Positive? Negative?	
1:13:39-1:14:52	Self-regulation forms	1. Somatosensory regulation/Self-soothing 2. Cortical Modulation 3. Dissociation	
		Do you use somatosensory regulation/Self-soothing techniques in your classroom? Discuss why or why not? If yes, what benefits have you witnessed?	
1:14:55–1:15:37	Regulatory Options	1. Self-regulation 2. Somatosensory regulation 3. Relational regulation- best & most powerful 4. Pharmacological Regulation- *not recommended, *except in extreme cases*	
		Do you expect students to be able to self-regulate? Why or why not?	
1:15:41-1:16:53	Complexities of Communication	PART OF THE DILEMMA: What we want to share is in our CORTEX as teachers, and we cannot communicate CORTEX to CORTEX. What we are trying to teach comes from our cortex through the emotional part of our brain to the dumbest part of our brain… out into space… in through the dumbest part of the student brain, through their emotional part of their brain to their cortex. **IF** there are no distortions in us or the students, then we can effectively communicate CORTEX TO CORTEX. THE TRUTH IS THERE IS **ALMOST ALWAYS** SOME DISTORTED FILTER.	
		Sequential Processing of Experience	

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1:19:09-1:19:57		After listening to this example, have you given thought as to how your teaching may trigger some of your students?	
1:19:58-1:20:31	Relational Contagion	If you want to regulate a child, you MUST have a regulated teacher. Human beings are CONTAGIOUS to the mood and the behavior and the conditions of the people around them. You begin to mirror those around you.	The NM Ten Tip Series: The Intimacy Barrier by Bruce Perry, M.D., Ph.D.
1:20:32-1:21:43		If the teacher is the dominant, regulated, calm adult in the classroom, then that is the dominant contagion versus the dysregulated student. WE MUST TAKE CARE OF EDUCATORS: teachers need to be respected, given breaks, able to team teach, appropriate PD, well-paid, lots of respite- they can be the dominant, regulated, calm adult to help regulated the dysregulated students.	The Cost of Caring: Secondary Traumatic Stress
1:21:44-1:22:19		THE CONTRAST: A dysregulated teacher WILL NOT regulate a dysregulated child… but they may be able to *dysregulate* a regulated student.	
		1. How do you keep yourself regulated during the school day? Do you have scheduled breaks? Do you have someone that you can call? 2. Discuss supports already in place, as well as some that may need to be considered.	
1:22:20-1:22:44	Key to a TI School	An educator, respectful school- take care of your teachers and all kinds of incredible things will flow from that.	
		How do you think teachers could be *taken care of* in your school? In your community?	
1:23:06-1:26:23	Internal State & What part of the brain is available	Someone who is CALM can engage in ABSTRACT/REFLECTIVE cognition. When they move to an ALERT phase, they are in a CONCRETE/ROUTINE externally focused state. *Not a bad place*. You must be in this state to learn something new, and to get things into your active working memory. Then you must move back to CALM state. Back and forth. Build in VEG time into lessons... Spacing between working and reflective time.	

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		A dysregulated child in ALARM stage is EMOTIONAL/REACTIVE. They develop street smarts, but do not do well academically. IQ drops as you move from CALM to ALERT to ALARM to FEAR to TERROR.	
		Think about how IQ drops as students move through the different internal states (CALM - ALERT - ALARM - FEAR – TERROR). 1. How can we change the way we look at some of our more challenging students before referring for special education testing? 2. What strategies should be tried and tested before assuming that a student's IQ is accurate? 3. When you reflect on your classrooms over the years, do you see students who may have been dealing with trauma and higher internal states of stress versus having a true cognitive deficit? Knowing what you do now, what other strategies could have been implemented before the student was referred for special education testing?	
1:26:39-1:29:13	Regulatory expectations	Example of a child's day for a Neurotypical Student and a Sensitized Student	Perry: Rhythm Regulates the Brain | "Don't Try This Alone" (attachmentdisorderhealing.com)
1:29:18-1:32:37		RECOMMENDATIONS: 1. Intersperse very brief (2-3 minutes) regulatory breaks into the instructive hour; OR 2. Link cognitive content to pattern, repetitive, rhythmic activities (poetry, hip hop, letting kids move, or any team activity) that bring relational or rhythmic activity into the cognitive part of the work. This will keep kids more regulated. It will keep the neurotypical kids open for business longer, and the sensitized kid in a state where they will not disrupt as much.	

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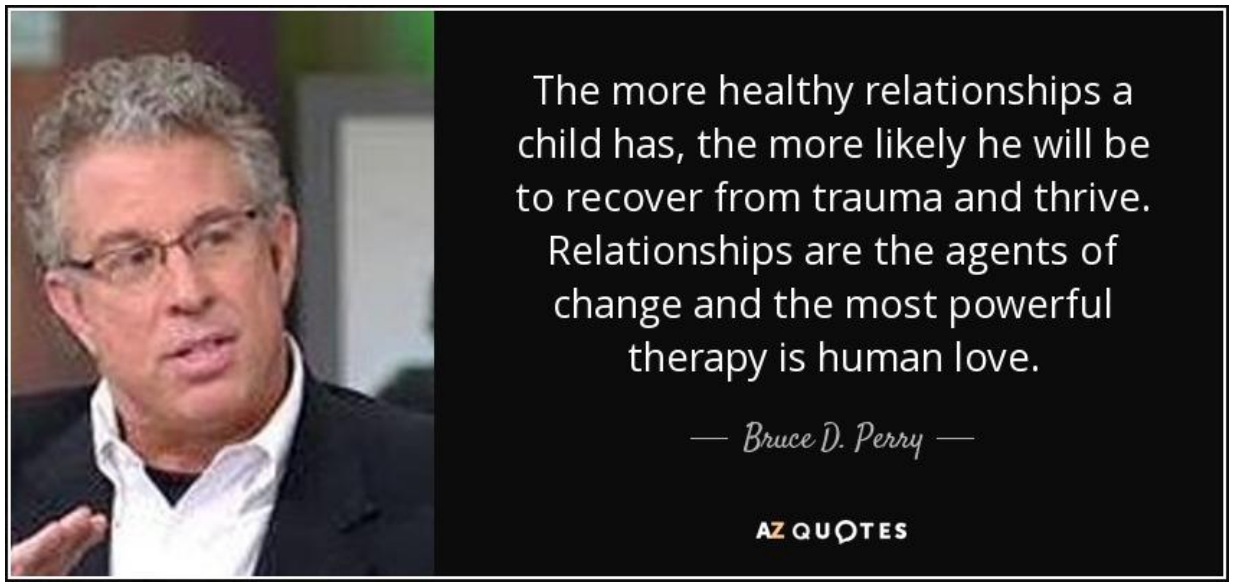
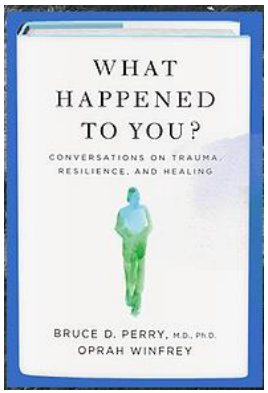
		KEY: If you have enough of the moderate, predictable stress responses, then the curve of the sensitized student changes. They will have more periods of time where they will be in an engaged state.	
		Reflect on your teaching style. 1. Do you take brief breaks during instructional time? 2. Do you use pattern, repetitive, rhythmic activities during instructional time? 3. If you do, share the outcomes. If you do not, discuss activities to implement that are age appropriate and meaningful.	
1:32:41-1:34:47	Building Resilience	More success in school, sports, and life = More resilience Sensitized children come into school already above the baseline and lagging skills... if they continue the trajectory, then this is the *Preschool to Prison Pipeline*. IF they get an educational team to provide moderate, predictable doses of challenges, then they CAN change their trajectory to develop resilience.	
1:34:48-1:38:21		The resilience is different in Sensitized children because it comes with wisdom, pattern of post-traumatic wisdom. They develop empathy and compassion for others, and they can reflect on where they have come. **The wisest, most potential for wisdom in your classroom may in fact be from the children giving you the most trouble in the moment.**	
		Stress is important in development and resilience. Moderate, predictable stress helps students learn.	

REFLECTION: Understanding the brain process and internal stress states of your students can help you understand the best ways to reach them. Think about how building community and relationships in your classroom can help these students. Review your teaching style and consider some of the recommendations made by Dr. Perry. Be willing to try implementing various strategies to see if outcomes improve within your classroom.



TAKE IT FURTHER: ADDITIONAL RESOURCES

A BOOK STUDY



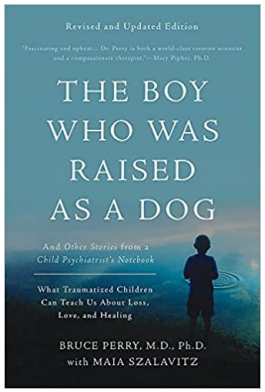
WHAT HAPPENED TO YOU?

CONVERSATIONS ON TRAUMA, RESILIENCE, AND HEALING
BY BRUCE D. PERRY, M.D., PH.D.,
and OPRAH WINFREY

Through deeply personal conversations, Oprah Winfrey and renowned brain development and trauma expert Dr. Bruce Perry discuss the impact of our pasts and how healing must begin with a shift to asking, “What happened to you?” rather than “What’s wrong with you?”

YouTube Video: Oprah Winfrey & Dr. Bruce Perry in Conversation | SXSW EDU 2021 - YouTube

TAKE IT FURTHER: ADDITIONAL RESOURCES

A BOOK STUDY		**THE BOY WHO WAS A RAISED A DOG** AND OTHER STORIES FROM A CHILD PSYCHIATRIST'S NOTEBOOK - - WHAT TRAUMATIZED CHILDREN CAN TEACH US ABOUT LOSS, LOVE AND HEALING BY BRUCE D. PERRY, M.D., PH.D., with MAIA SZALAVITZ In the classic The Boy Who Was Raised as a Dog, Dr. Perry explains what happens to the brains of children exposed to extreme stress and shares their lessons of courage, humanity, and hope. Only when we understand the science of the mind and the power of love and nurturing, can we hope to heal the spirit of even the most wounded child.
AN INTERVIEW		**THE LONG SHADOW:** BRUCE PERRY ON THE LINGERING EFFECTS OF CHILDHOOD TRAUMA BY JEANNE SUPIN The SUN 4-13, NOVEMBER 2016
VIDEOS	NEUROSEQUENTIAL NETWORK™	**NM NETWORK STRESS & TRAUMA SERIES 2020** NINETEEN VIDEO SERIES BY THE NEUROSEQUENTIAL NETWORK
VIDEOS	Think™ PBS ThinkTVPBS	STRESS, TRAUMA, and THE BRAIN: INSIGHTS for EDUCATORS – A SERIES Stress, Trauma, and the Brain: Insights for Educators--The Neurosequential Model - YouTube Stress, Trauma, and the Brain: Insights for Educators--How Stress Impacts the Brain - YouTube Stress, Trauma, and the Brain: Insights for Educators--The Power of Connection - YouTube Stress, Trauma, and the Brain: Insights for Educators--Regulating Yourself and Your Classroom - YouTube Stress, Trauma, and the Brain: Insights for Educators--Educator Strategies for the Classroom - YouTube

TAKE IT FURTHER: ADDITIONAL RESOURCES		
AUDIO	Texas Public Radio	HOW DOES TRAUMA AFFECT A CHILD'S BRAIN DEVELOPMENT? APRIL 30, 2018 BY THE SOURCE with DR. BRUCE PERRY, DIANA OCHOA-JOHNSON, RYAN HAMILTON and MICHELLE JUSTIS HAMILITON
WEBSITE	ChildTrauma academy WWW.CHILDTRAUMA.ORG	CHILD TRAUMA ACADEMY ~ LIBRARY INCLUDES ARTICLES, VIDEOS AND AUDIOS ON INTERVENTIONS, ABUSE & NEGLECT, BRAIN DEVELOPMENT & NEUROSCIENCE, CHILD DEVELOPMENT & EARLY CHILDHOOD, TRAUMA & PTSD, VIOLENCE & PUBLIC HEALTH