Best Practices in Behavior Management & Emotional Regulation for Students Affected by Trauma

National Conference on Creating Trauma-Sensitive School
Washington D.C.
Your Ringmasters!!

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Our Roadmap

• Designation: Learn innovative technics and approaches

• Process
  1. Use an analogy to create a simple shared language
  2. Deepen our understanding with neurobiology
  3. Use this shared understanding to share expertise and learning from conference
The Cup Analogy

Understanding the relationship between stress, behavior, and emotional regulation
Capacity to Regulate Stress

• Increased by: Healthy lifestyle, age, healthy relationships, resiliency, and self-confidence

• Decreased by: Unhealthy lifestyle, dysfunctional relationships/ environment, poverty, homelessness, addiction, trauma, and long-term intense stress
What the heck is in my cup!

- Intensity: Duration, Importance, and Uncertainty
- Small t Trauma: Levels stays high for long periods of time
- Big T Trauma: Submersion in water overwhelming capacity
- Complex Trauma: Constant flooding
- Unresolved Traumatic Memories: Rocks in the cup
### Window of Tolerance

#### Hyperarousal Zone (Flight/Fight):
- Increased sensation
- Emotional reactivity
- Hypervigilance
- Disorganized cognitive processing

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#### Hypoarousal Zone (Freeze):
- Relative absence of sensation
- Numbing of emotions
- Disabled cognitive processing
- Reduction of physical energy

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Siegel, 2010 & Ogden, Minton, & Pain, 2006
Adding the Science

The brain: regulating, relating, & reasoning
Childhood Adversity and Academic Performance

- Language and communication
- Social emotional communication
- Problem solving and analysis
- Cause and effect relationships
- Perspective taking
- Sequential organization of narratives
- Attention
- Emotional Regulation
- Executive functions
  - Self-awareness/reflection
  - Working memory
  - Impulse control
  - Organization and goal directed behavior
  - Planning and evaluating plan
  - Cognitive Flexibility
Abstract thought
Concrete Thought
Affiliation/reward
"Attachment"
Sexual Behavior
Emotional Reactivity
Motor Regulation
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

Cortex
Limbic
Midbrain
Cerebellum
Brainstem

NE
5-HT
DA
3 R’s: Brain Sensitive Interactions

- **Reason**
  - Do I have the skills? Can I learn this?

- **Relate**
  - Do I belong?

- **Regulation**
  - Am I safe?

**Levels of the Brain:***
- **Cortex**
  - Cognitive
- **Limbic**
  - Emotional
- **Diencephalon**
  - Motor-Vestibular
- **BS State**
  - Safety

**Problem (EF) solving**

**Spontaneous interactions**

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State Dependent Functioning

- **Calm**: 120-100
  - Abstract/Reflective
- **Alert**: 100-80
  - Concrete/Short term
- **Alarm**: 80-60
  - Judgmental/Reactive
- **Fear**: 60-40
  - Reflexive/Defensive
- **Terror**: >40
  - Frozen and speechless

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Emotional Regulation for Academic Success

• In small groups:
  • What are some approaches you learned/use to effectively help students regulate their brainstem?
  • What are some approaches you learned/use to utilize relationships to regulate the limbic system and midbrain?
  • What are some approaches you learned/use to effectively engage students with trauma in reasoning tasks?
  • What are some approaches you use to remain in your “Window Of Tolerance” and social engaged?
Keep learning with us!

- Traumainformedlens.org
- Matt’s Mumblings Blog
- Goldcreekcenter.org
- Connecting Paradigms