



Fostering Social-Emotional Learning Skills for Academic Success Using Brain-Behavior Relationships




Steven G. Feifer, D.Ed., ABPdN
feifer@comcast.net
www.schoolneuropsychpress.com




1


Dr. Feifer's Journey



- Nationally certified **school psychologist** 20+ years
- Board certified in **school** and **pediatric** neuropsychology
- 2008 *Maryland School Psychologist of the Year*
- 2009 *National School Psychologist of the Year*
- Author: **8 books** on learning and emotional disorders
- Test Author: **FAR & FAM & FAW & FACT**
- Currently in private practice at the Monocacy Neuro-developmental Center in Frederick, Maryland.




2




PRESENTATION OUTLINE

- ➔ ■ **Defining Trauma**
 - Trauma and Mental Health
 - Trauma and the Brain
 - Trauma and Academic Functioning
 - Strategies to Address School Anxiety
 - 5 Pillars of a Trauma Informed School




3




PREVALENCE OF TRAUMA


- **26%** of children will have experienced or witnessed a traumatic event by their **4th** birthday, and **2/3rd's** of children report one traumatic event by age 16 (SAMHSA, 2020).
- * A traumatic event is defined by APA as a direct or **perceived** threat rendering a child feeling overwhelmed and fearful of their safety.
- * Traumatic stress reactions in children often lead to difficulty self-regulating emotions, heightened aggression, lack of trust, and poor **school performance** (Diamanduros et al, 2018).



Washington DC: "March for our lives"
March 24th, 2018



4



SUBTYPES OF TRAUMA


(NCTSN, 2021)

Bullying (peer victimization) - a deliberate attempt to inflict social, emotional, physical, and/or psychological harm to someone perceived as being less powerful. Bullying can be physical (hitting, tripping, kicking, etc.), verbal (teasing, taunting, threatening, sexual comments), social (spreading rumors, embarrassing someone in public) or include cyberbullying through social media.

Community Trauma - exposure to intentional acts of interpersonal violence committed in public areas including homicides, sexual assaults, robberies, shootings, gang related violence and weapons attacks.


Complex trauma - exposure to multiple traumatic events often of an invasive and interpersonal nature, such as abuse, sexual abuse, or profound neglect. The trauma often occurs early and often in life, and can disrupt the ability to form secure attachments.

Early childhood trauma - traumatic experiences that occur in children aged 0-6. Examples include physical or sexual abuse, natural disasters, accidents, or war. Young children also may experience trauma in response to painful medical procedures or the sudden loss of a parent/caregiver.



5

5



SUBTYPES OF TRAUMA

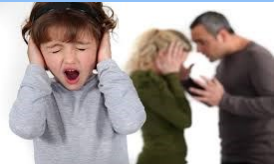

(NCTSN, 2021)

Intimate Partner Violence (IPV) - occurs when an individual purposely causes harm to a partner or spouse. Tactics used in IPV can be physical, sexual, financial, verbal, or emotional in nature and can also include stalking, terrorizing, humiliation, and intentional isolation from social supports and family.

Pediatric medical trauma - refers to a set of psychological and physiological responses of children and their families to pain, injury, serious illness, medical procedures, and invasive or frightening treatment experiences.

Physical abuse - one of the most common forms of child maltreatment that results in physical injury to a child such as red marks, cuts, welts, bruises, muscle sprains, or broken bones, even if the injury was unintentional


Sexual abuse -any interaction between a child and an adult in which the child is used for the sexual stimulation of the perpetrator or an observer.

6

6


WHAT IS CHILDHOOD TRAUMA?



1. **Physiological** - Trauma is not necessarily a particular event but rather the culmination of events that sensitizes the nervous system to fear.
2. **Psychological** - a fear of **both** the event and the fear itself. We fear of not being in control of our body and therefore not being in control of our emotions. This leads to stress.
3. **Mental Health** - trauma leads to poor self-esteem, **anxiety**, depression, mood instability erodes trusting relationships, and poor school performance.

jack hirose & ASSOCIATES INC.
Quality Workshops & Online Learning

7



PRESENTATION OUTLINE

DEVELOPING TRAUMA-INFORMED SCHOOLS

- Defining Trauma
- ➔ ▪ Trauma and Mental Health
- Trauma and the Brain
- Trauma and Academic Functioning
- Strategies to Address School Anxiety
- 5 Pillars of a Trauma Informed School

jack hirose & ASSOCIATES INC.
Quality Workshops & Online Learning

8

ADVERSE CHILDHOOD EXPERIENCES

➤ The *Adverse Childhood Experiences Study (ACE Study)* conducted by both Kaiser Permanente and the Centers for Disease Control and Prevention, examined the long term impact of childhood trauma from participants recruited more than 20 years ago from 1995-1997.

- **Conclusion 1:** Adverse childhood experiences are common. For example, 28% participants reported physical abuse and 21% reported sexual abuse.
- **Conclusion 2:** Adverse childhood experiences often occur together. Almost 40% of the original sample of 17,000 participants reported two or more ACEs and 12.5% experienced four or more.
- **Conclusion 3:** The cumulative impact of adverse childhood experiences leads health, social, and behavioral problems throughout the lifespan.

9

TRAUMA AND MENTAL HEALTH-ACES

- Study revealed the number of cumulative ACEs was associated with a greater likelihood of having a **mental health** and **physical health** disorder.
- **Anxiety disorders** were the most prevalent condition for children with the highest cumulative number of ACEs.

Figure 1
Cumulative ACEs and Mental Health

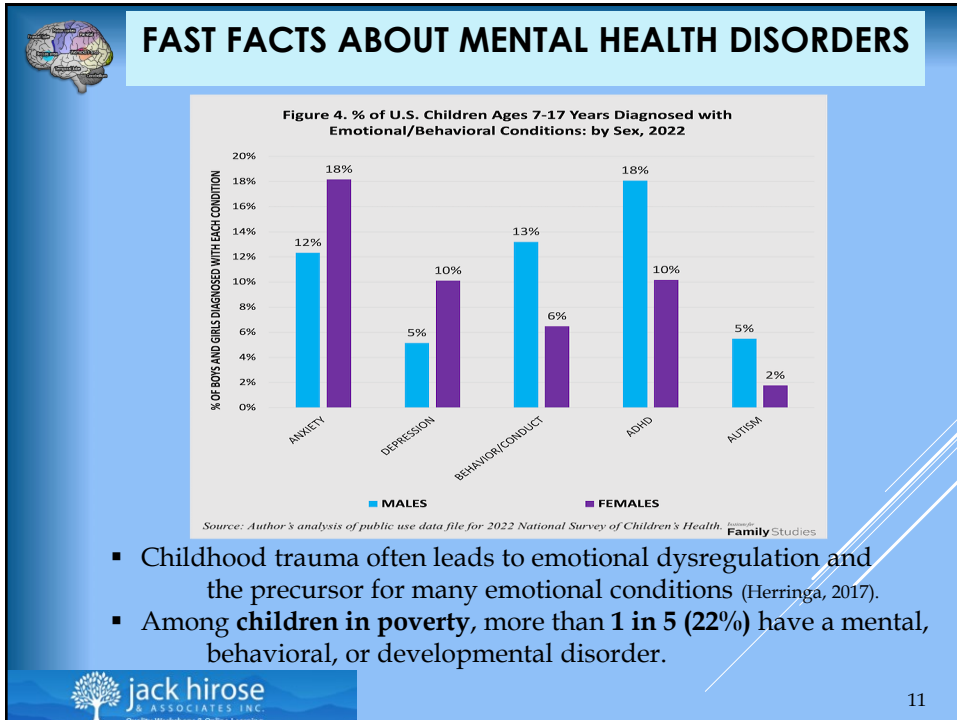
Mental Health Condition	ACEs 0	ACEs 1	ACEs 2	ACEs 3	ACEs ≥4
Mood Disorders	15%	20%	35%	45%	55%
Anxiety Disorders	25%	30%	45%	55%	70%
Substance Abuse	10%	15%	20%	30%	45%
Impulse Control Disorders	10%	15%	30%	35%	55%

Figure 2
Cumulative ACEs and Chronic Disease

Chronic Disease	ACEs 0	ACEs 1	ACEs 2	ACEs 3	ACEs ≥4
Ischemic Heart Disease	3%	3%	3%	4%	5%
Stroke	2%	2%	2%	3%	4%
COPD	2%	4%	4%	5%	8%
Diabetes	4%	4%	4%	5%	5%
Sexually Transmitted Disease	5%	8%	10%	13%	16%

Figures reprinted from Putnam, Harris, Lieberman, Putnam, & Ananya-Jackson, 2015.

10

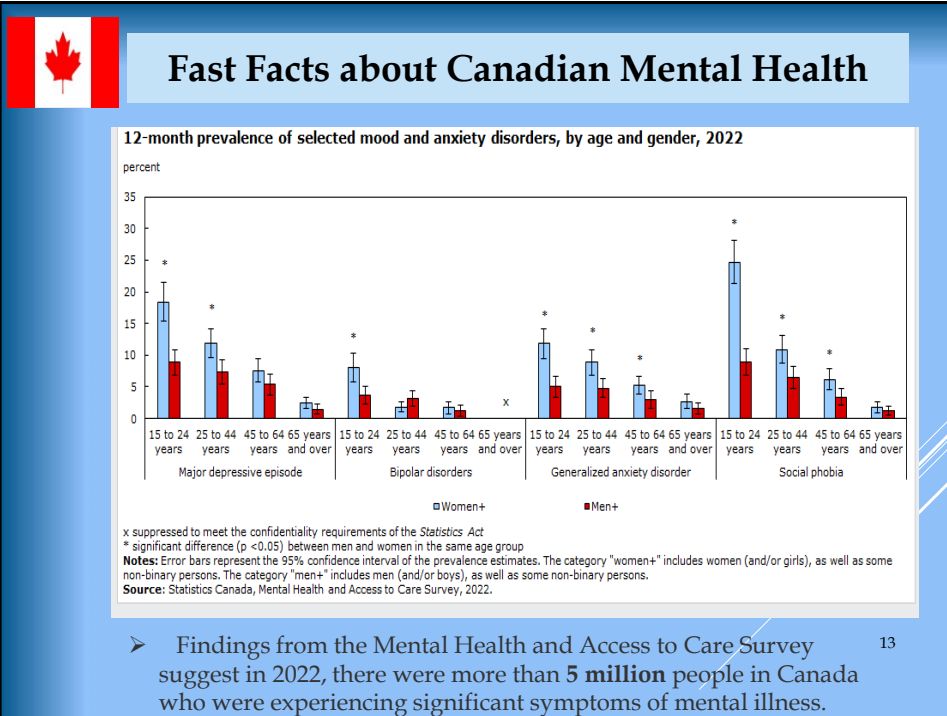


11

SYMPTOMS OF TRAUMA

Physiological Symptoms (anxiety disorder?)	Behavioral Symptoms (withdrawal/depression?)	Psychological/Cognitive Symptoms (ADHD)
Shallow Breathing	Work Refusal	Inconsistent attention
Facial Flushing	School Refusal	Irritability
Excessive Sweating	Avoiding unstructured areas	Mind goes blank during tests
Hand Tremors	Sensitivity to loud sounds	Loses train of thought
Dizziness	Rarely volunteers in class	Poor organization
Dilated Pupils	Speaks in a hushed voice	Easily angered
Fatigue	Does not initiate peers	Poor emotional self-regulation
Muscle Tension	Avoids cafeteria	Distrusts authority figures
Chest pains	Often visits school nurse	Irrational fears

12



13


State of Mental Health in Canada, 2024

- Provinces are only spending an average of **6.3%** of their overall health budgets on mental health. They should be spending closer to **12%**.
- 2.5** million people with mental health needs in Canada reported that they weren't getting adequate care.
- Canadians report having "**poor**" or "**fair**" mental health three times more often than before the pandemic (**26%** in 2021 vs. **8.9%** in 2019).
- Approximately **38%** of Indigenous Peoples reported their mental health was "poor" or "fair".
- Fifty-seven percent** (57%) of young people (aged 18-24) who had early signs of a mental illness said that cost was an obstacle to getting mental health services.

14

jack hirose & ASSOCIATES INC.
Qualitative Workflows & Online Learning



14



SUMMARY: Canadian Mental Health

Statistics Canada, 2024

- The percentage of Canadians aged 15 years and older who met the diagnostic criteria for a mental health condition (*i.e. major depressive episode, bipolar disorder, and generalized anxiety disorder, etc..*) has **increased in** the past 10 years, whereas the prevalence of alcohol use disorders has **decreased**.
- Youth (ages 15-24), especially women, were most likely to have met diagnostic criteria for a **mood or anxiety disorder** based on their symptoms.
- Only half of the people who met diagnostic criteria for a mood, anxiety, or substance use disorder talked to a health professional about their mental health in the past **12 months** before the survey.
- Unmet needs for counseling or psychotherapy were **higher** than unmet needs for **medication** or information about mental health.

15

15



Fast Facts about Canadian Mental Health

Statistics Canada, 2024

Barriers to Counseling and Therapy:

- Shortage of mental health workers
- Long wait times for community mental health workers
- Affordability
- Desire for a quicker fix to problems
- Stigma of admitting help


❖ The residue of young people lacking the social confidence to attempt counseling and therapy??






16

16




PRESENTATION OUTLINE

- Defining Trauma
- Trauma and Mental Health
- ➔ **▪ Trauma and the Brain**
- Trauma and Academic Functioning
- Strategies to Address School Anxiety
- 5 Pillars of a Trauma Informed School



17

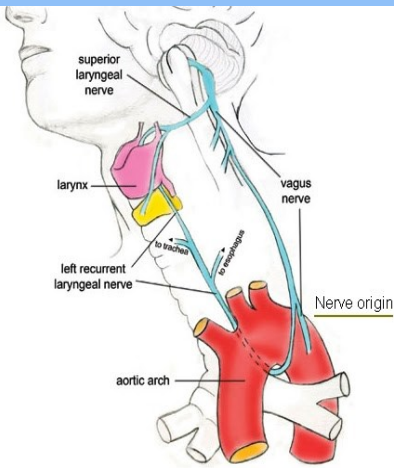



POLYVAGAL THEORY: HOW THE NERVOUS SYSTEM BECOMES SENSITIZED TO FEAR?


Vagus Nerve – 10th cranial nerve and longest in body. Literally “wanders” from brain to the digestive system. Arranged in a hierarchical fashion and functions to calm the body through homeostasis.

Polyvagal Theory- Stephen Porges (2009)

- **Dorsal Vagus** – older pathway that triggers “freeze” response, immobilization, numbness, or dissociation (parasympathetic)
- **Fight-Flight** – dominated by physiological responses of sympathetic nervous system. Takes body 15-20 min to self-calm (sympathetic)
- **Ventral Vagus** – newer pathway that inhibits older pathways and triggers calming influence of parasympathetic nervous system through **social engagement and trust**. Provides **brakes** to behavior!

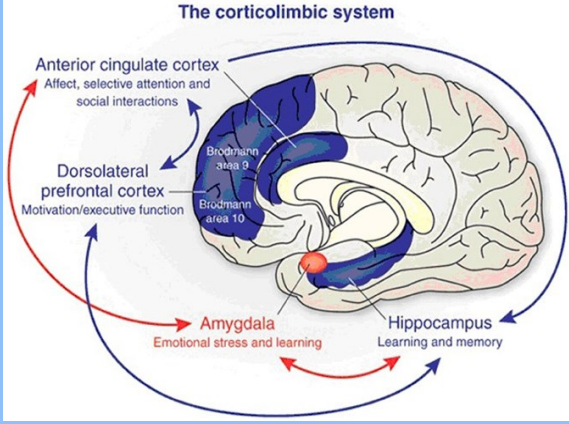



18




CORTICOLIMBIC SYSTEM AND TRAUMA


The corticolimbic system



1. Amygdala – responds to **unfamiliar** and **unexpected** events (Kagan, 2007). ...Trauma alters our **threat perceptions**, and interprets benign situations as dangerous.

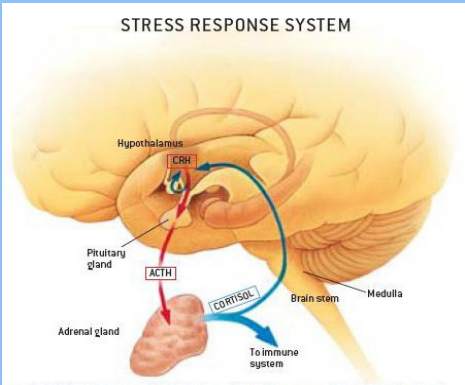
 **jack hirose**
 & ASSOCIATES INC.
 Quality Workshops & Online Learning

19




STRESS RESPONSE SYSTEM

Cortisol – a glucocorticoid (glucose-cortex-steroid) that regulates the metabolism of glucose in the brain. A homeostasis of cortisol is needed for optimal brain functioning and efficient mobilization. Too much (*Cushing's Syndrome*)...too little (*Addison's Disease*).



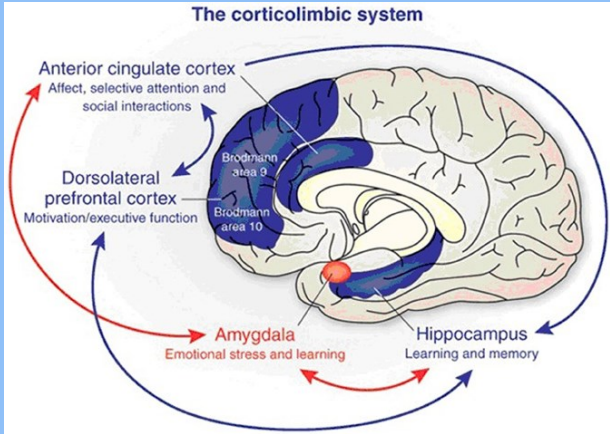
- Stress impacts body by lowering **immune system**, and also by reducing sleep.
- Stress alters amygdala to PFC connections leading to impairments in **executive functioning** (Berens et al., 2017).
- Anxiety impacts cognition and learning by way of **working²⁰ memory** (Dowker et al., 2015).

20



CORTICOLIMBIC SYSTEM AND TRAUMA

The corticolimbic system



Anterior cingulate cortex
Affect, selective attention and social interactions

Dorsolateral prefrontal cortex
Motivation/executive function

Brodmann area 9
Brodmann area 10


Amygdala
Emotional stress and learning

Hippocampus
Learning and memory

2. Hippocampus - A key memory center and more sensitive to cognitive than emotional memories. Helps to inhibit amygdala. **Chronic stress** from abuse or neglect releases cortisol which can reduce hippocampal volume. (Johnston & Olson, 2015).
* Neurogenesis can occur in dentate gyrus.

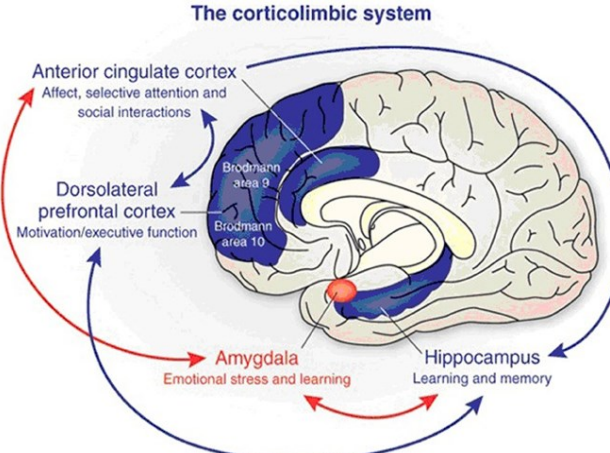
21

21



CORTICOLIMBIC SYSTEM AND TRAUMA

The corticolimbic system



Anterior cingulate cortex
Affect, selective attention and social interactions

Dorsolateral prefrontal cortex
Motivation/executive function

Brodmann area 9
Brodmann area 10

Amygdala
Emotional stress and learning

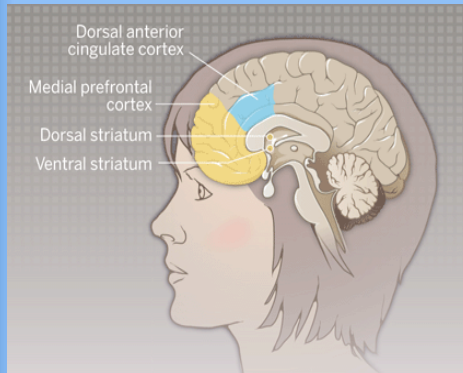
Hippocampus
Learning and memory

3. Anterior Cingulate Cortex - Directs our attention inward toward becoming overly aware of nervous system fluctuations and visceral responses (*i.e. heart rate increases, breathing rate, perspiration, etc.*). ***Trauma is felt in the body!**

22

22

FRONTAL LOBE AND TRAUMA: DORSAL ANTERIOR CINGULATE

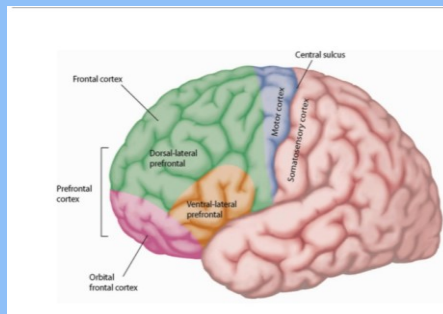


- Dorsal anterior cingulate helps regulate emotional functioning and supervises fear-based system.
- Helps interpret and regulate our emotional experiences with **language**.
- **85%** of PTSD patients experience **alexithymia**... brain imaging studies showing greater cortical thickness in dorsal anterior cingulate (Demers et al., 2015).
- **Alexithymia** - emotional intensity of an experience impacts the ability to identify, label, and verbally communicate one's emotional state.

23

23

ORBITAL FRONTAL CORTEX




* **Self-regulation of social skills functioning** - children who have been abused or neglected often experience tremendous challenges developing **trust with others** and establishing stable interpersonal relationships.

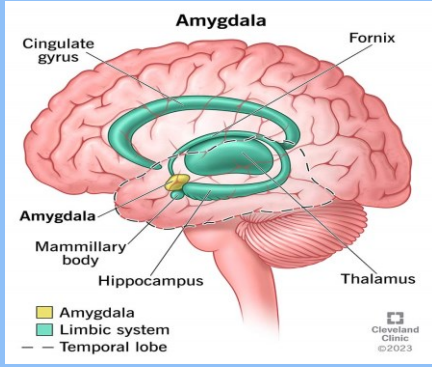
- 4. Orbital-frontal Cortex** - children with trauma have difficulty accurately identifying their own emotions, and the emotional states of others.
- **Social Dyslexia** - misread social cues, highly reactive to misperceived slights, and inability to comprehend how behavior may disrupt the learning environment.
 - **Reward Sensitivity** - neuro-imaging studies show deficits in reward sensitivity as trauma blunts positive rewards and leads to oversensitivity to negative rewards (Herzberg & Gunnar, 2019).

24

24




BOTTOM UP: VISCERAL STRESS



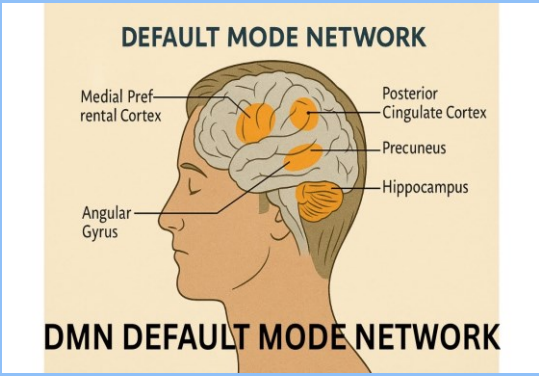
1. **Amygdala** – threat perception that triggers the **sympathetic nervous system** via the hypothalamus.
2. **Hippocampus** – memory formation can generalize anxiety based on past experiences.
3. **Fornix** – white matter circuit for **memory consolidation**. Damage leads to anterograde amnesia.
4. **Cingulate Gyrus** – regulates flow of attention.

25

25




TOP DOWN ANXIETY: THE DEFAULT MODE NETWORK



- In typical **cognition**, the DMN is **suppressed** when engaged in a goal-directed task such as academics. The focus of attention needs to be on an **external** stimulus to maximize **EF** skills. Anxious students do the opposite and activate DMN when problem solving.
- The DMN should be active in a **resting state** only with no external stimulus, and the mind is self-reflecting or wandering.


26

26




PRESENTATION OUTLINE

- Defining Trauma
- Trauma and Mental Health
- Trauma and the Brain
- ➔ ▪ **Trauma and Academic Functioning**
- Strategies to Address School Anxiety
- 5 Pillars of a Trauma Informed School



27





Trauma and Academic Functioning


* Trauma and anxiety impacts academic functioning in 3 primary ways:

- 1) Trusting authority figures.
- 2) Attention and engagement in the classroom.
- 3) Trauma leads to **working memory** and **executive functioning** deficits directly impacting:
 - a) Listening and reading comprehension
 - b) Written language production
 - c) Mathematical computation

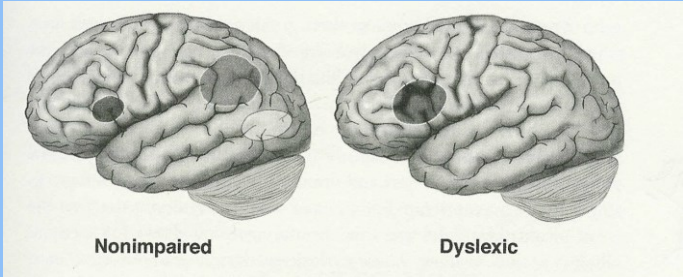
* Trauma impacts **frontal lobe functioning!**

28



Trauma and Reading Comprehension




Nonimpaired Dyslexic

- Dyslexic students have difficulty with automatic word recognition....leading to comprehension difficulties.
- Anxiety, stress, and trauma impact reading comprehension skills though automatic word recognition remains **in-tact**.

29


29




Executive Dysfunction & Written Language

<u>Executive Function</u>	<u>Writing Dysfunction</u>
(1) Initiating	* Poor idea generation * Poor independence
(2) Sustaining	* Lose track of thoughts * Difficulty finishing * Sentences disjointed
(3) Inhibiting	* Impulsive/Distractible
(4) Shifting	* Perseverations * "Stuck" on topic

30



jack hirose
 & ASSOCIATES INC.
Cognitive Workshops & Online Learning

30




Executive Dysfunction & Written Language

<u>Executive Function</u>	<u>Writing Dysfunction</u>
(5) Organization	* Frequent erasers * Forget main idea * Disjointed content
(6) Planning	* Poor flow of ideas * Lack of cohesive ties
(7) Word Retrieval	* Limited word choice * Simplistic sentences
(8) Self Monitor	* Careless miscues * Sloppy work



jack hirose
 & ASSOCIATES INC.
Quality Workbooks & Online Learning


31

31




Executive Functioning and Mathematics

<u>EXECUTIVE DYSFUNCTION</u>	<u>BRAIN REGION</u>	<u>MATH SKILL</u>
<ul style="list-style-type: none"> • <i>Selective Attention</i> 	<ul style="list-style-type: none"> • <i>Anterior Cingulate/</i> • <i>Subcortical structures</i> 	<ul style="list-style-type: none"> • Poor attention to math operational signs • Place value mis-aligned
 <ul style="list-style-type: none"> • <i>Planning Skills</i> 	<ul style="list-style-type: none"> • <i>Dorsal-lateral PFC</i> 	<ul style="list-style-type: none"> • Selection of math process impaired • Difficulty determining salient information in word problems



jack hirose
 & ASSOCIATES INC.
Quality Workbooks & Online Learning

32

32




Executive Functioning and Mathematics

<u>EXECUTIVE DYSFUNCTION</u>	<u>BRAIN REGION</u>	<u>MATH SKILL</u>
<ul style="list-style-type: none"> • Organization Skills 	<ul style="list-style-type: none"> • Dorsal-lateral PFC 	<ul style="list-style-type: none"> • Inconsistent lining up math equations • Frequent erasers • Difficulty setting up problems
 <ul style="list-style-type: none"> • Self-Monitoring 	<ul style="list-style-type: none"> • Dorsal-lateral PFC 	<ul style="list-style-type: none"> • Limited double-checking of work • Unaware of plausibility to a response.
<ul style="list-style-type: none"> • Cues Pattern Recognition 	<ul style="list-style-type: none"> • Dorsal-lateral PFC 	<ul style="list-style-type: none"> • Symbolic reasoning • Timed subtests compromised

33

jack hirose & ASSOCIATES INC.
Quality Workbooks & Online Learning

33




PRESENTATION OUTLINE

DEVELOPING TRAUMA-INFORMED SCHOOLS


- Defining Trauma
- Trauma and Mental Health
- Trauma and the Brain
- Trauma and Academic Functioning
- ➔ **▪ Strategies to Address School Anxiety**
- 5 Pillars of a Trauma Informed School

jack hirose & ASSOCIATES INC.
Quality Workbooks & Online Learning

34



SUBTYPES OF STRESS & ANXIETY



POSITIVE

Brief increases in heart rate, mild elevations in stress hormone levels.


TOLERABLE

Serious, temporary stress responses, buffered by supportive relationships.


TOXIC

Prolonged activation of stress response systems in the absence of protective relationships.

1. **Positive** – normal and essential part of healthy development. Key to building **resiliency** to overcome adversity!
2. **Tolerable** – more severe and longer lasting. Examples might be loss of a loved one, divorce, or a frightening injury. Key is to have healthy **relationships** and support at home.
3. **Toxic** – chronic and often severe such as physical or emotional neglect and abuse, exposure to violence, etc. There is prolonged activation of the stress response system with little adult support to buffer the stressful situation. Needs a **therapeutic** intervention and school **accommodations**.

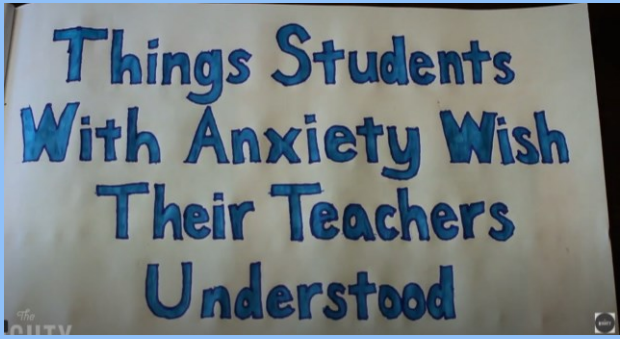

jack hirose
 & ASSOCIATES INC.
Quality Workbooks & Online Learning

35




ANXIETY FROM A STUDENTS' PERSPECTIVE

DEVELOPING
TRAUMA-INFORMED SCHOOLS




https://www.youtube.com/watch?v=jf404_H0r8Q


jack hirose
 & ASSOCIATES INC.
Quality Workbooks & Online Learning


36

36



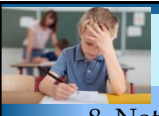
SCHOOL ACCOMMODATIONS FOR ANXIETY

1. Allow extra time on tests, quizzes, and assignments.
2. Refrain from calling on a student unless hand is raised.
3. Provide alternative ways to demonstrate subject mastery so school is not just the memory Olympics (e.g., projects, papers, independent study).
4. Provide preferential seating in class.
5. Allow the student to use a **crisis pass** when feeling stressed or overwhelmed in class.
6. Create a “*calm corner*” in the classroom that students can use to self-calm as needed.
7. **Structure and Routine:** picture schedules for younger children and write class routine on board for older children.


jack hirose
 & ASSOCIATES INC.
Quality Work-Ahoy & Online Learning

37

37




SCHOOL ACCOMMODATIONS FOR ANXIETY

8. Notify the student in **advance** when there will be a substitute teacher or emergency drill.
9. Provide access to **lecture notes** and assignments online.
10. Structure more **challenging** classes in the morning rather than at the end of the day.
11. Allow students to **retake** one test each marking period to demonstrate mastery.
12. Teachers should try to **modulate** tone of voice, rate of speech, and positive comments made each date.
13. Incorporate more **humor** into class lessons!!
14. Assign **peer buddy** to accompany student so they are not alone.
- *15. Build a **relationship** with the student outside of class!


38

38

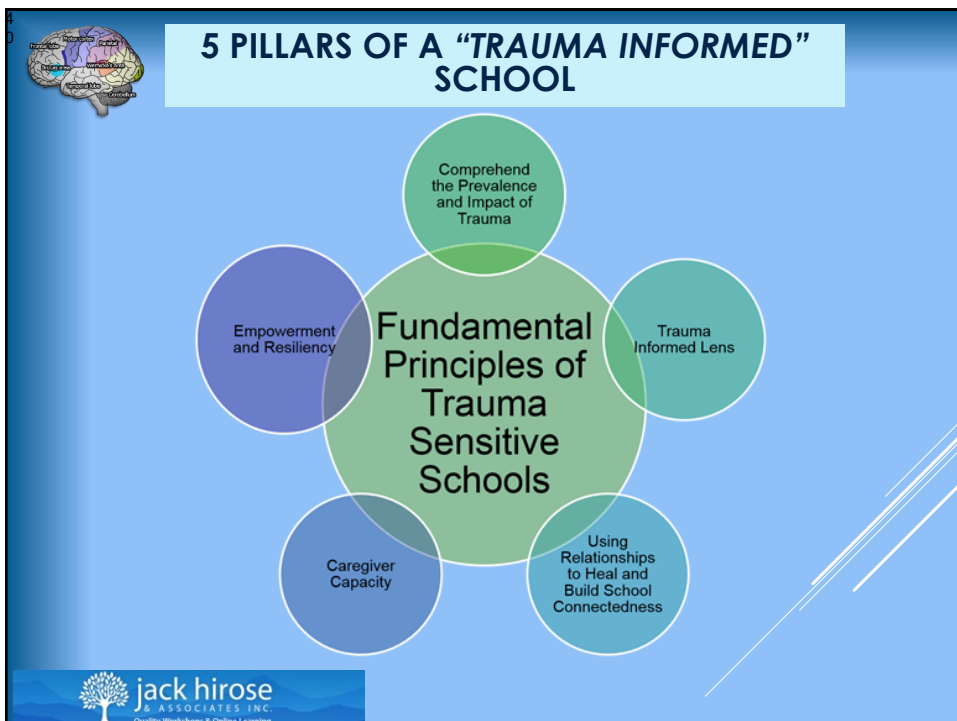


PRESENTATION OUTLINE

- Defining Trauma
- Trauma and Mental Health
- Trauma and the Brain
- Trauma and Academic Functioning
- Strategies to Address School Anxiety
- ➔ **▪ 5 Pillars of a Trauma Informed School**



39



40



1. UNDERSTANDING CHILDREN'S TRAUMATIC STRESS RESPONSES

(NCTSN, 2012)

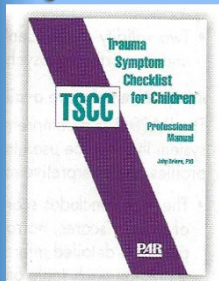


1. Traumatic experiences are inherently complex: *(There is no signature emotional reaction that all children exhibit.)*
2. Danger and safety are core concerns in the lives of traumatized children.
3. Trauma underlies many emotional disorders seen in children including **anxiety**, which impacts many aspects of academic and social-emotional functioning.
4. Children exposed to trauma and chronic stress have actual changes in the brain.

41

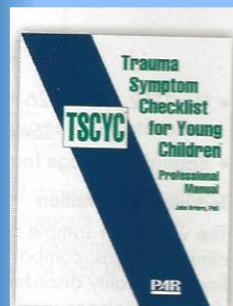


2. TRAUMA SCALES



➤ Trauma Symptom Checklist for Children

- 54 item self report checklist (15-20min)
- Ages 8-16
- Scoring software on PAR iconnect
- Anxiety, Depression, Anger, PTSD, Dissociation, and Sexual Concerns
- Gender appropriate norms




➤ Trauma Symptom Checklist for Young Children

- 3- 12 years old
- Caretakers rate 90 symptoms on a 4 point scale (20 min)
- Eight clinical scales
- Focus on child abuse, peer assault, community violence.

42


42




feifer assessment of childhood
TRAUMA™ | teacher form

**FEIFER ASSESSMENT OF CHILDHOOD
TRAUMA (FACT)**


- Parent, Teacher and Self-Report forms students 4-18.
- Digitally administered and scored on PIC
- Approximately 10 minutes to complete (65 questions)
- Gender and age-based norms
- Total Trauma Index Score:
 - a) **4 Clinical Scale Scores** (Physiological, Emotional, Behavioral, and Academic)
 - b) **4 Supplemental Cluster Scores** (Resilience, Inattention, Depression, Anxiety)
- Over 100 **504 Recommendations** (PAR-Iconnect)



jack hirose
& ASSOCIATES, INC.
Quality Workbooks & Online Learning




43




feifer assessment of childhood
TRAUMA™ | teacher form

QUICK FACTS ABOUT THE FACT


- **FACT #1:** The scale is noninvasive and designed to measure the **implications** of trauma in a school based setting and **NOT** the direct source or type of trauma.
- **FACT #2:** The scale can be used to generate 504 recommendations and classroom accommodations for “at-risk” students.
- ❖ **FACT #3:** The most prudent use of the scale may be to include in the *Background Information* section of reports to provide a social-emotional context to interpret a student’s cognitive profile.



jack hirose
& ASSOCIATES, INC.
Quality Workbooks & Online Learning



44




TRAUMA MEASURES

"Thinking about Thinking"
Higher Reasoning
Executive Function

Prefrontal Cortex

9 Functions of the Prefrontal Cortex

1. Empathy
2. Insight
3. Response Flexibility
4. Emotion Regulation
5. Body Regulation
6. Morality
7. Intuition
8. Attuned Communication
9. Fear Modulation




Limbic Brain


1. Fight, flight, freeze stress response
2. Thinks, "Am I safe? Do people want me?"
3. Emotions live here

- **Executive Functioning** (*i.e. BRIEF*)
- **Memory** (*i.e. WRAML3 or ChAMP*)
- **Attention** (*i.e. Connors-4 or BASC-3*)
- **Social-Emotional Regulation** (*i.e. PAI-A*)

45

 jack hirose & ASSOCIATES INC.
Quality Workbooks & Online Learning


45




3. CAREGIVER CAPACITY AND RESILIENCY

(TRAUB AND BOYNTON-JARRETT, 2017)


1. Positive appraisal style impacts executive functioning skills and facilitates cognitive restructuring.
2. Following trauma exposure, caregivers play a critical role influencing a child's overall social-emotional response and adaptation (McLeod et al., 2007).
 - a) Neglectful
 - b) Democratic
 - c) Authoritative
 - d) Authoritarian
3. Maternal mental health most influences coping
(*16 million children live with a depressed parent)
4. Family routines foster resilience.



46


 jack hirose & ASSOCIATES INC.
Quality Workbooks & Online Learning

46




4. CLASSROOM ACCOMMODATIONS

- Designated “**check-in**” with trusted school staff
- Structure and **routine** (*i.e. schedules and emotive responses*)
- **NO CELL PHONES**
- Use of **noise cancellation** headphones.
- Use **restorative** and collaborative problem-solving instead of punishment
- Allow for **test re-takes** to demonstrate subject mastery.
- Provide **alternative areas** for lunch, restroom breaks, change of clothes for P.E.
- Scheduling more challenging subjects in **morning**.
- Allow the student to leave class a few minutes early when **transitioning** to next class.
- Use of a **weighted backpack** or vest.
- Provide access to **on-line** learning as needed.
- Access to **school counselor** as needed




jack hirose
ASSOCIATES INC.
Quality Workbooks & Online Learning

47



5. TEACHING RESILIENCY: MINDFULNESS




Mindfulness – focus on breathing from the diaphragm, not the chest, and exhaling on longer slower breaths.


- Strive for 6 -8 breaths per minute.
- Practice breathing techniques when visualizing an anxiety provoking situation.
- Enhances parasympathetic nervous system.

jack hirose
ASSOCIATES INC.
Quality Workbooks & Online Learning

48



5. TEACHING RESILIENCY: YOGA



Yoga – assumes the footprint of trauma is in the body and tissues.

- We cannot talk it out, and fear our own bodily sensations (Van Der Kolk, 2012).
- Pain, headaches, muscle tension, tics, panic attacks
- Some research (Albracht-Schulte & Robert-McComb, 2018) suggests Yoga can reduce anxiety and heart rate variability following a stressor, though the induced calmness wears off after 30-40 minutes. More research needed!


49



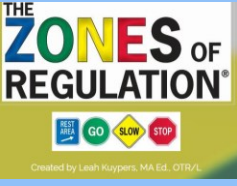
5. TAKE TARGETED APP BREAKS



Stop, Breathe & Think
Meditation tuned to your feelings
Stop, Breathe & Think
★★★★★ 4.5 (1.2K Ratings)
Free - Offers In-App Purchases



Take a Chill



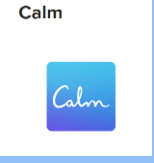
THE ZONES OF REGULATION
BEST APP GO SLOW STOP
Created by Leah Kuypers, MA Ed., OTR/L



Breethe



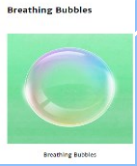
Square Breathing :
<https://www.youtube.com/watch?v=YFdZXwE6fRE>



Calm



HEADSPACE
Headspace



Breathing Bubbles

50



5. CANINE ASSISTED THERAPY



- Provide unconditional warmth and positive emotions.
- Animals do not try to give sage advice, but provide an emotional pathway to heal.
- Presence of a therapeutic animal promotes oxytocin secretion (bond), lower heart rate and blood pressure, and calmness (Beetz et al., 2012).
- Reduces social isolation and promotes sense of connectedness (O'Haire et al., 2015).



51

51



5. SOCIAL EMOTIONAL ACADEMIC LEARNING



Social & Emotional Learning

- Self-Management**
Managing emotions and behaviors to achieve one's goals
- Self-Awareness**
Recognizing one's emotions and values as well as one's strengths and challenges
- Responsible Decision-Making**
Making ethical, constructive choices about personal and social behavior
- Relationship Skills**
Forming positive relationships, working in teams, dealing effectively with conflict
- Social Awareness**
Showing understanding and empathy for others

Is this the future of school psychology?



jack hirose
& ASSOCIATES, INC.
Cognitive Workshops & Online Learning

52

52



LET'S STAY CONNECTED



Steven G. Feifer, D.Ed., ABPdN

Licensed Psychologist

Workshops: feifer@comcast.net

Books: www.schoolneuropsychpress.com

Trauma Links: *<https://www.nasponline.org/>

*<https://www.parentcenterhub.org/national-child-traumatic-stress-network/>

*<https://news.isst-d.org/animal-assisted-therapy-for-trauma/>

*<https://www.mindful.org/the-science-of-trauma-mindfulness-ptsd/>

*<https://www.wiley.com/enus/Essentials+of+Trauma+Informed+Assessment+and+Intervention+in+School+and+Community+Settings-p-9781119274612>

*<https://www.amazon.com/Trauma-Sensitive-Classroom-Building-Resilience-Compassionate/dp/0393711862>

53