

# A Trauma informed Approach



By Mathew Clarke  
& Jessica Scott



# LEADERSHIP LESSONS FROM DANCING GUY



## Meet Alex\*



- **9 years old, Year 4, currently placed in our ED support class.**
- **Lives in out of home care with his aunty, older cousin and her young daughter.**
- **Survivor of extreme childhood abuse and neglect.**
- **No present father, no contact with mother since removal.**
- **Encouraged to leave previous school at end of Year 2, came to CPS in mainstream in Year 3.**
- **Has daily contact with his maternal grandmother.**
- **Has regular night terrors and has displayed violent and problematic sexualised behaviours.**

**“Fire can warm or consume, water can quench or drown,  
wind can caress or cut. And so it is with human  
relationships;  
we can both create and destroy, nurture and terrorise,  
traumatise and heal each other”**

**— Dr Bruce Perry**

# Introduction & Welcome

## **Our mission**

To educate and assist people who work with students with challenging behaviours to best utilise a Trauma Informed approach.

## **Who we are.**

Mathew Clarke - Assistant Principal (Support Unit). Former IO/IS, IM and ED class teacher.

Jessica Scott - Classroom ED Teacher

## **Our school Community**

Cessnock Public School is a comprehensive primary school based in the lower Hunter Valley. We have a current enrolment of 320 with 3 support classes (IM, IO/IS and ED)

## The Cessnock LGA



**Cessnock Correctional Complex is a minimum and maximum security facility for male offenders holding 1000 prisoners. This is located just 3.8 kms from our school.**

**- Domestic assault 141% of the state average**

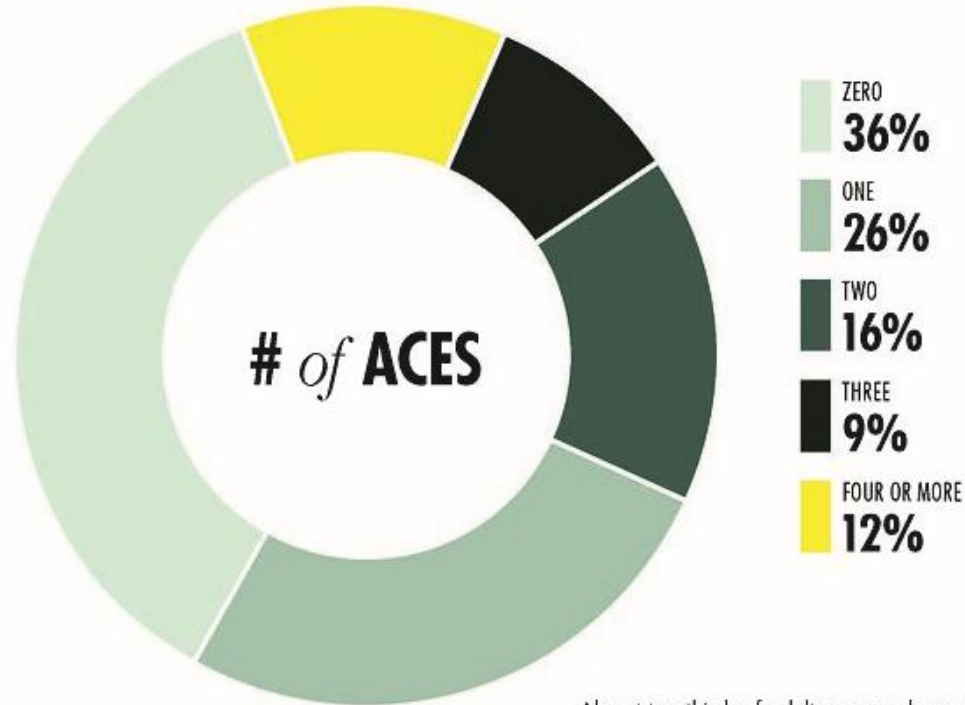
**- Sexual assault 190% of the state average**

**- Drug offences 126% of the state average.**

**- Cessnock PS has 7 students in Out of Home Care – average 8.7 per 1000.**

# The Adverse Childhood Experiences (ACE) Study states:

## HOW COMMON ARE ACES?



Almost two-thirds of adults surveyed reported at least one Adverse Childhood Experience – and the majority of respondents who reported at least one ACE reported more than one.

## TYPES of ACES

People with an ACE score of 6 or more were found to die **20 years earlier on average** than those with score of 0

## Abuse

Emotional - 11%    Sexual- 21%  
Physical - 28%

## Family Dysfunction

Incarcerated relative - 11%,  
Mother Treated violently - 13%, Mental Illness – 19%, Divorce – 23%  
Substance abuse – 23%

## Neglect

Physical – 10%

Emotional - 15%



# **Dr Nadine Burke Harris TED Talk - "How Childhood Trauma Effects Health Across a Lifetime"**



**"We are talking about threats that are so severe or pervasive that they literally crawl under our skin and change our physiology"**

# Brain Break - Find the Fantale



Berry Street Education  
Model

# A Trauma Informed Approach at CPS

**1**

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Neuro-  
Sequential  
Model for  
Education  
(NME)

**2**

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Zones  
of Regulation

**3**

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Mindfulness

**4**

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Teacher  
Wellbeing – Self  
care plans

**5**

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WWW  
What, Went, Well

# Neuro-sequential Model for Education

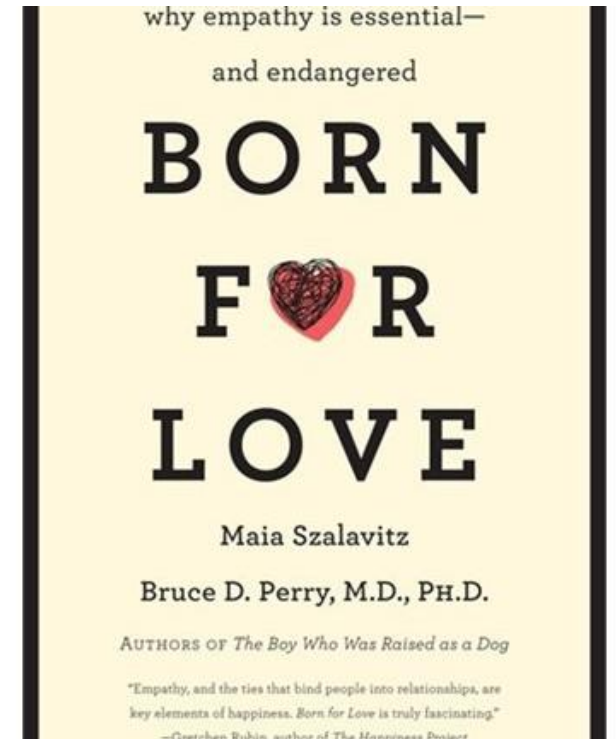
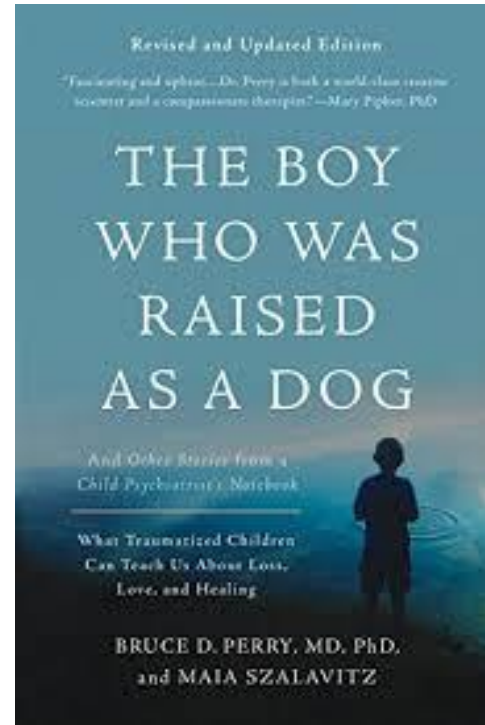
The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance.

The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process.

**This work has emanated from Dr Bruce Perry's Practice at ChildTrauma Academy**



# Bruce Perry

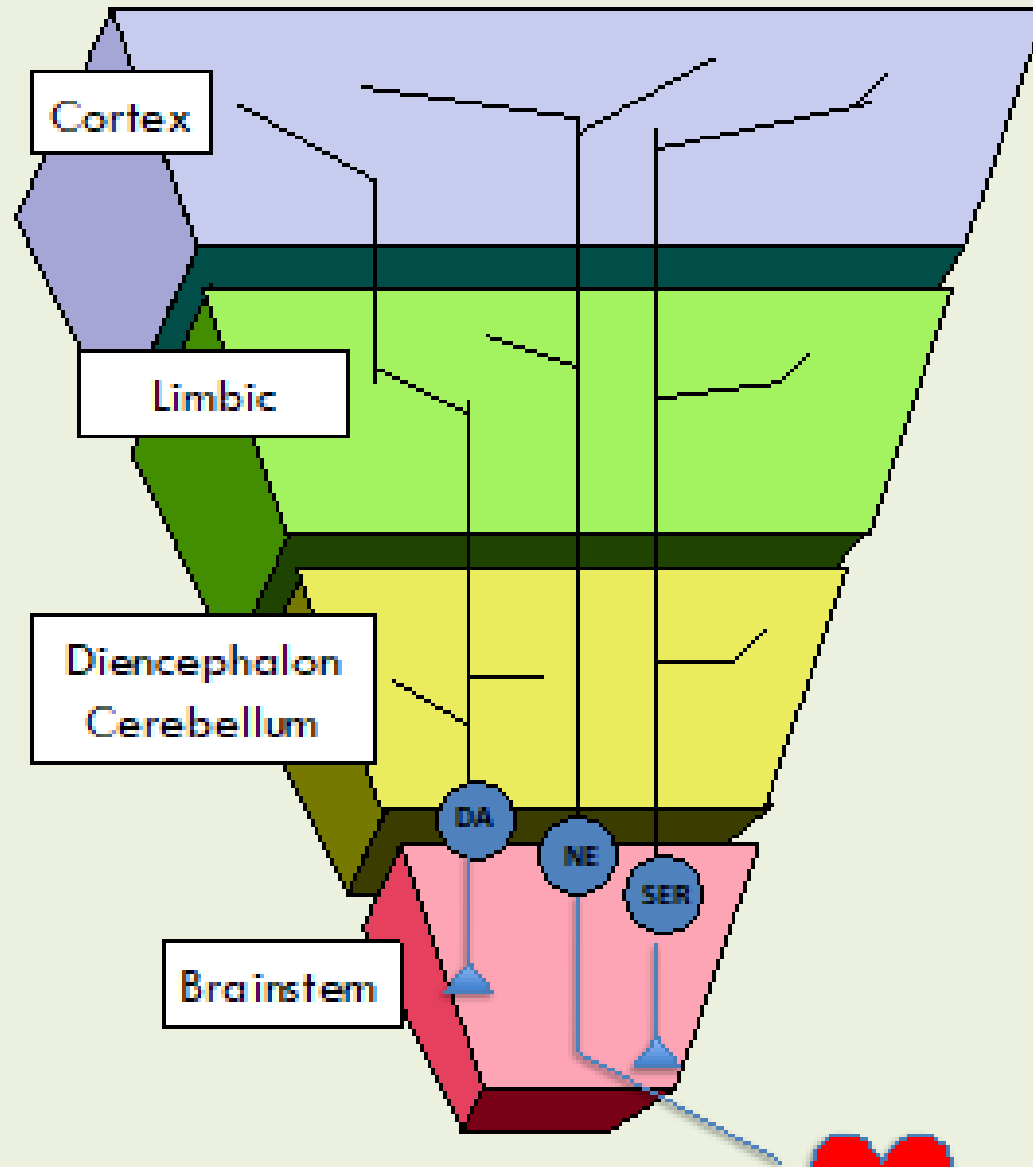


# The Brain

Flipping your lid and  
Dan Seigel's hand model  
of the brain



# Efferent Distribution of Primary Regulatory Networks



Abstract & Reflective Cognition

Concrete Cognition

Affiliation

Attachment/Reward

Sexual Behavior

Emotional Reactivity

Motor Regulation

Arousal

Appetite/Satiety

Sleep

Blood Pressure

Heart Rate

Body Temperature



ANS - body

# Mini Mapping

NME Mini-map:

Date

2	2	1	2
	2	2	3
	1	3	
		2	

1	1	1	1
	1	1	1
	2	2	
		1	

3/3/13

1	1	1	1
	2	2	2
	1	2	
		1	

**Report Date: 3/1/2014**

3	1	3	3
	2	2	1
	3	3	
		3	

4	Advanced/Superior
3	Age appropriate/At grade level
2	Needs improvement/Moderate Challenges
1	Needs significant improvement/Serious challenges



# Mini maps

Name: Key

Date:

Cortex	10 reading/ verbal skill	8 reactivity/ impulsivity	7 communic./ language skills	9 math/ logic
	Limbic	6 relational skills	4 threat response	5 affect reg/ mood
	Diencephalon or Midbrain	2 Fine Motor Skills	3 coordination large motor	
		Brainstem	1 Attention/ Distract.	

Name:

Date:

Cortex	10	8	7	9
	Limbic	6	4	5
	Diencephalon or Midbrain	2	3	
		Brainstem	1	

# Brain Break - Coin Toss

# Zones of Regulation



*The Zones of Regulation*® is a framework and easy-to-use curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioral therapy, The Zones approach uses four colors to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation.

By understanding how to notice their body's signals, detect triggers, read social context and consider how their behavior impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

# Zones of Regulation at CPS

## The ZONES of Regulation®

<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control



## Sandpit and Play Equipment



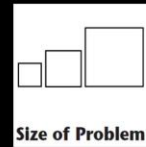
Use friendly talk

Play sensibly

Hands and feet to self

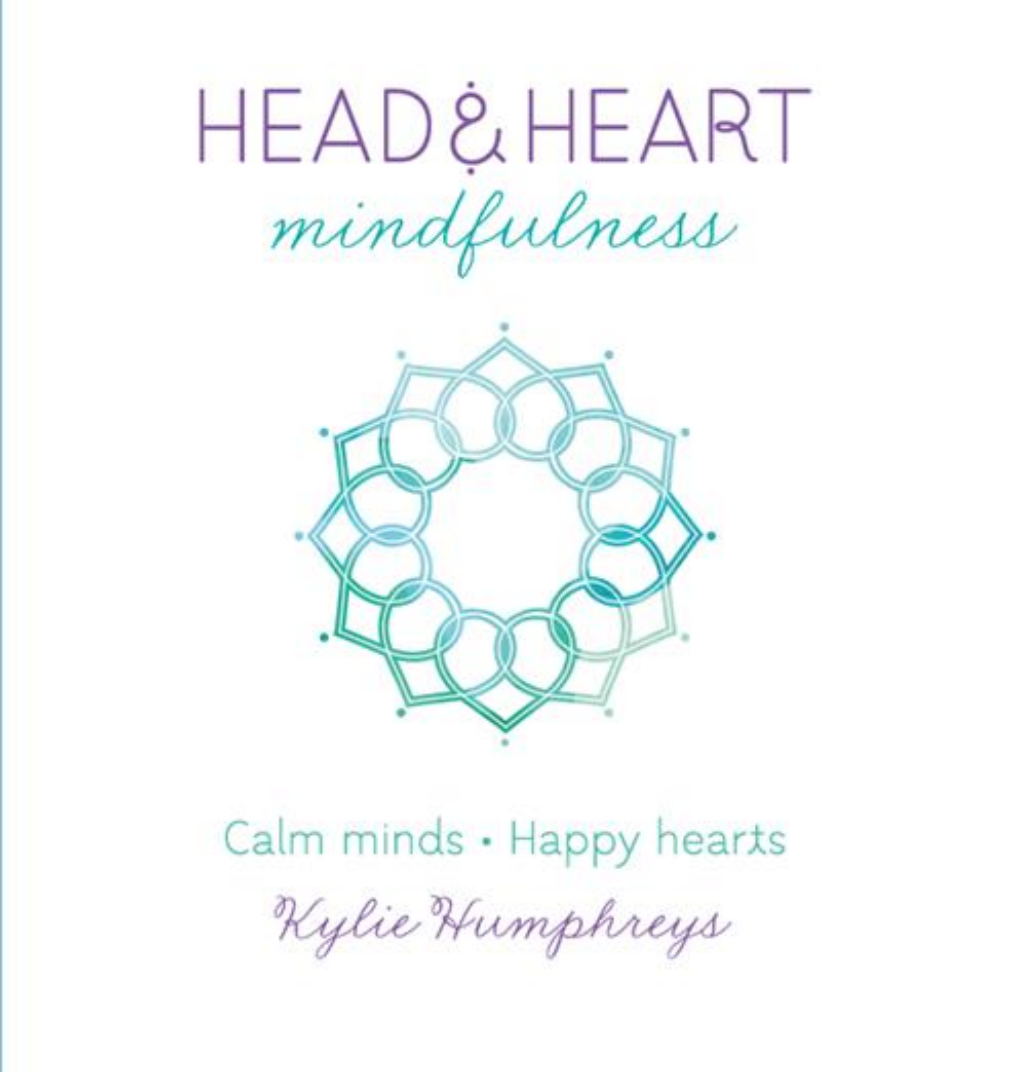
Leave sandpit when  
music starts (or if asked)

To stay in the green zone, you can try:



# Mindfulness at CPS

[Mindfulness NBN News](#)



# Why have mindfulness training in schools...

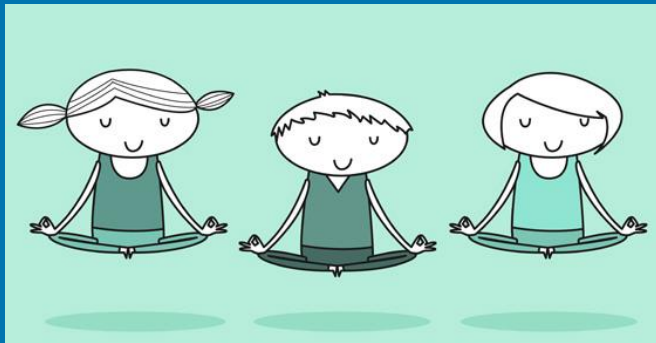
- Mindfulness practice is associated with brain changes

- Mindfulness improves brain function in the prefrontal cortex, hippocampus and insula

- Mindfulness deactivates the amygdala



# Mindful Schools research has found 3 main areas of improvement in students after 16 sessions of mindfulness

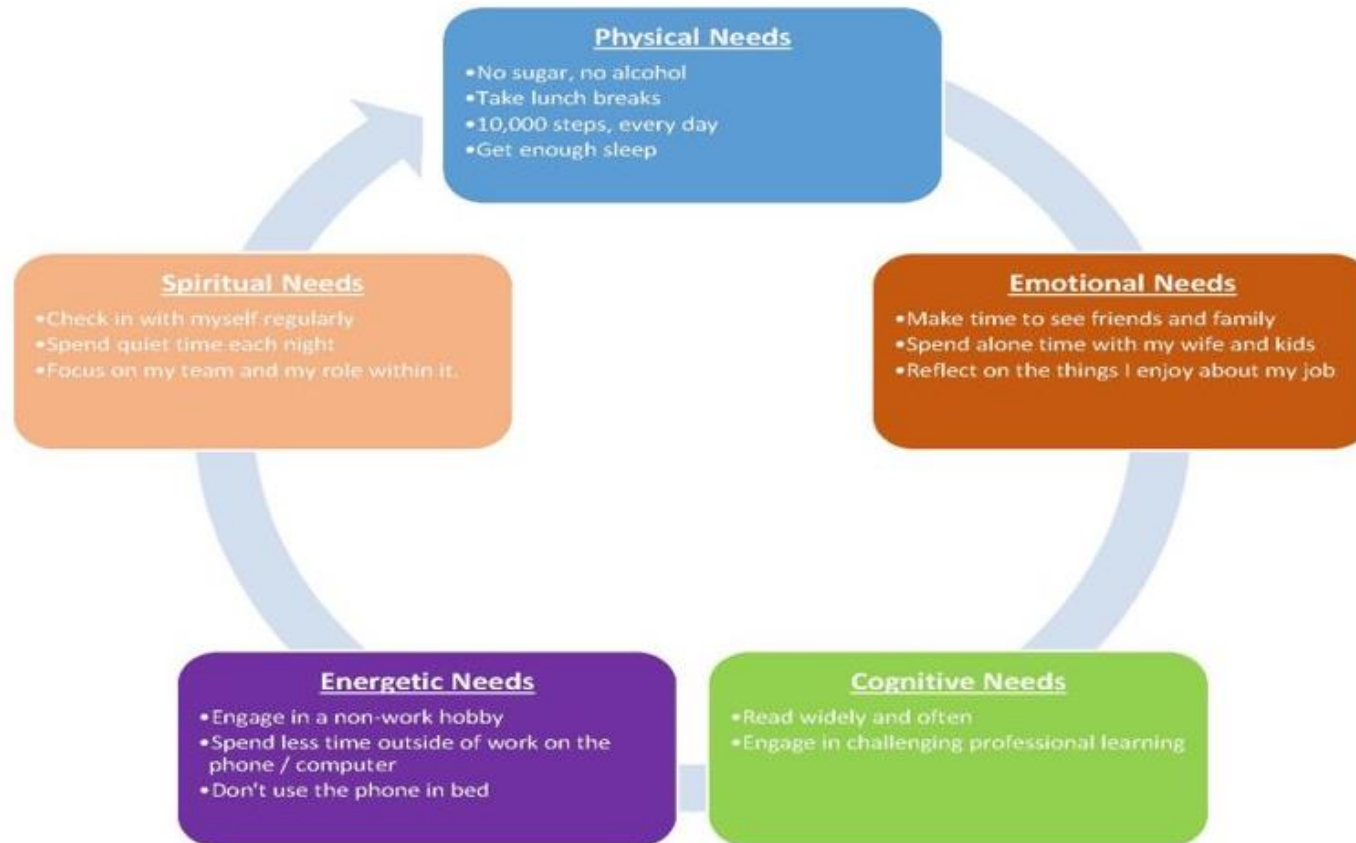


1. Better **focus** and **concentration**

2. Improved **self-regulation** as well as **compassionate** attitudes and behaviour

3. Decreased **stress, anxiety,** and **depression**

# Teacher Self care Plans





# Acknowledgements

- The Newcastle Special Educators Hub (especially the staff at Kotara SSP) for their professional learning and support regarding NME.
- Kylie Humphreys (Head and Heart Mindfulness) for her collegiality and eagerness to share her expertise and resources regarding mindfulness.
- Tom Kirton (Cessnock PS) for his whole school commitment to Zones of Regulation.
- The trainers at Berry Street Education for their ongoing support around trauma informed strategies and teacher self care.
- The staff of Cessnock PS for their ongoing commitment to the needs of our students.



# WWW: What Went Well

# Contact Us

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