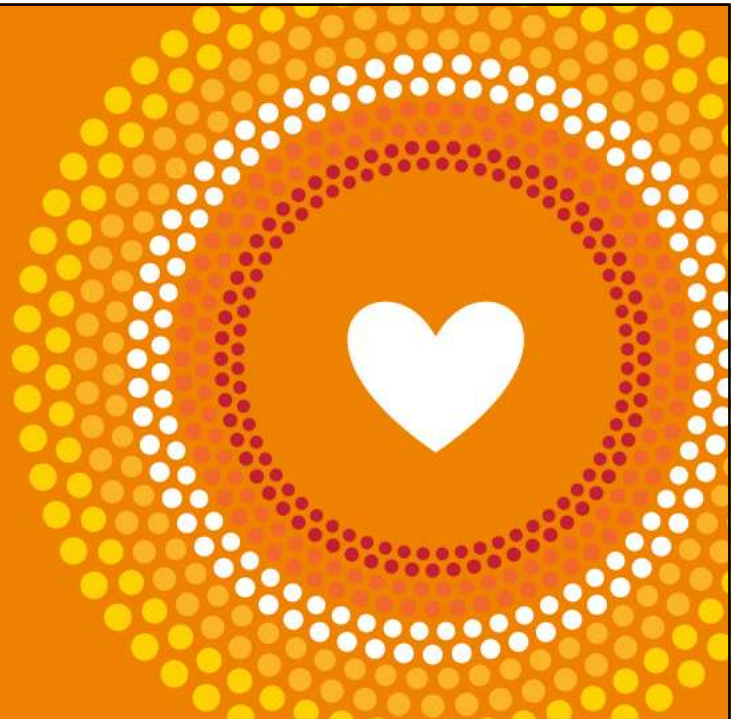


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# The classroom as a space for healing.

*Brendan Bailey*

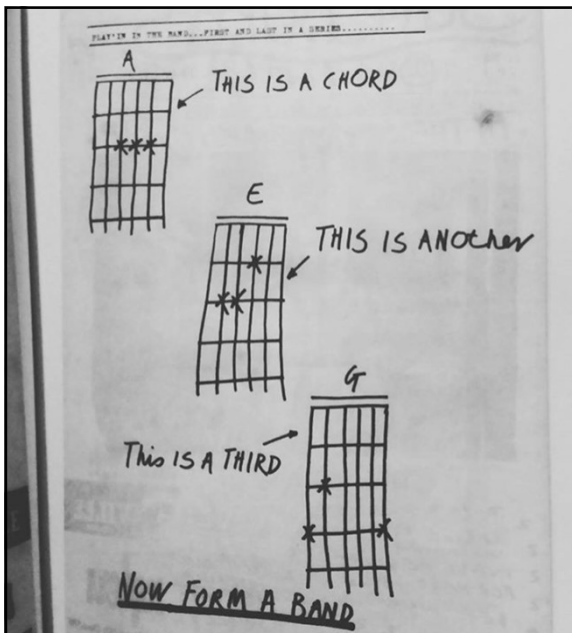


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The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians and owners of this land and waters. We pay our respects to their Elders past and present and to the children who are their leaders of tomorrow. We acknowledge their history and living culture and the many thousands of years in which they have raised their children to be safe and strong.



2



## Morning Routine

- Healthy Touch and Saying Their Name
- Check-in
- Warm up activity

## Safety

The content of this training can evoke strong emotions and may stir up personal experiences of trauma.

Please be mindful of your own wellbeing during this training and if you need support please ask the facilitator.

# ACF Model of Care



# An Introduction To Our Team!



**Jen** -Sensory Experience Classroom



**Karyn & Mel** - Polyvagal Regulation In The Classroom



**Donna & Jacob** -Somatic Body-Based Activities



**Brendan & Carolyn** – Window Of Tolerance

## The Classroom as a Space for Healing

“I’ve come to a frightening conclusion that I am the decisive element in the classroom.  
 It’s my personal approach that creates the climate.  
 It’s my daily mood that makes the weather.  
 As a teacher, I possess a tremendous power to make a child’s life miserable or joyous.  
 I can be a tool of torture or an instrument of inspiration.  
 I can humiliate or heal.  
 In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

- Haim Ginott



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# TRAUMA



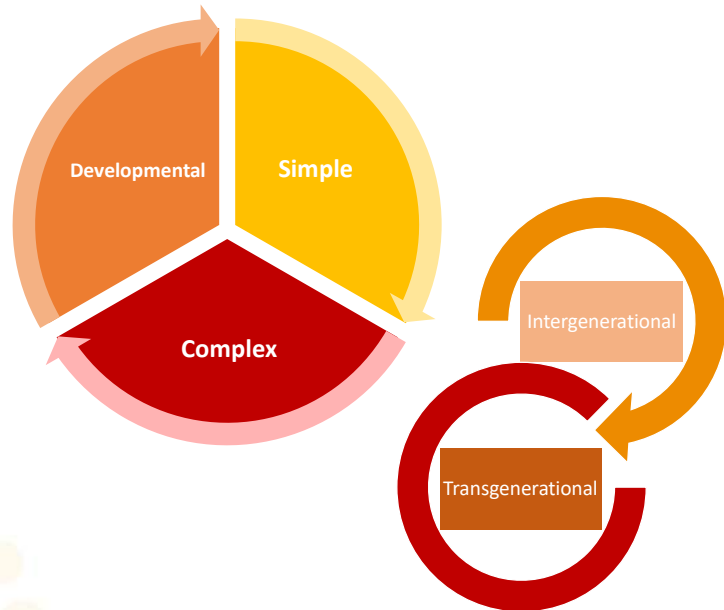
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## Defining trauma

Any single, ongoing or cumulative experience which:

- is a response to a **perceived threat**, usually to survival
- **overwhelms** our capacity to cope
- feels/is **outside our control**
- often evokes a **physiological** and **psychological** set of responses based on fear or avoidance



## Resist the urge to diagnose!



# You, Your Classroom, Your Students

# The Teacher in the Classroom



# What escalates you?

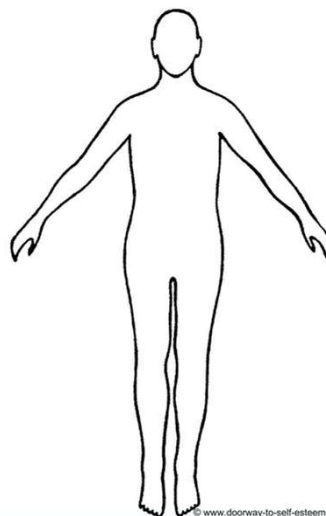
**STAWELL SECONDARY COLLEGE — STUDENT REPORT**

STUDENT: Brendan Bailey FORM: 10 DATE: June '95  
 SUBJECT: Physical Education TEACHER: Mrs Tansey

ASSESSMENT AREAS:		PERFORMANCE:		
COMPONENT	GRADE	ALWAYS	USUALLY	SOMETIMES
Practical Work	E		<input checked="" type="checkbox"/>	
Laboratory Reports	D			<input checked="" type="checkbox"/>
Assignments	E		<input checked="" type="checkbox"/>	
Semester Test	C			<input checked="" type="checkbox"/>

COMMENTS:  
 Brendan's level of participation during Swimming, touch football, fitness training and European Handball was half hearted. Brendan only managed to submit 2 Lab reports which were brief in detail, the Assignment was not done! As seen from the Semester test Brendan is a capable student, but his immature antics, lack of respect for others and cooperation will see him never achieve success nor the positive recognition + respect he is capable of!!  
 Signature of Teacher: Mrs Tansey

# Where do you feel it in your body?

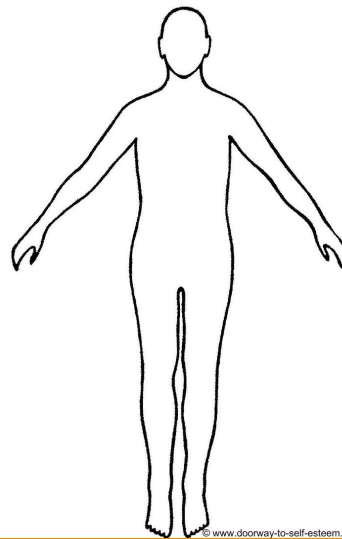


## What De-escalates You?



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## What does being regulated feel like in your body?



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## Drawing on that physical feeling of being regulated in times of stress



## Why it's important for you to stay regulated



Trauma impacted kids are so good at reading people, because often their safety has depended on it.

## The brain's response to uncertainty

- Survival as number 1 priority
- Unknowns are perceived as threats
- The brain activates a negative bias to prepare itself for 'worst case scenario'
- Threat responses are activated
- Explicit memory is compromised
- Executive functions go offline (concentration, rational thinking, problem solving, planning etc)



## Being that consistent, regulated presence



# Brain Break



# Your Classroom



# Prevention is Better than Restoration



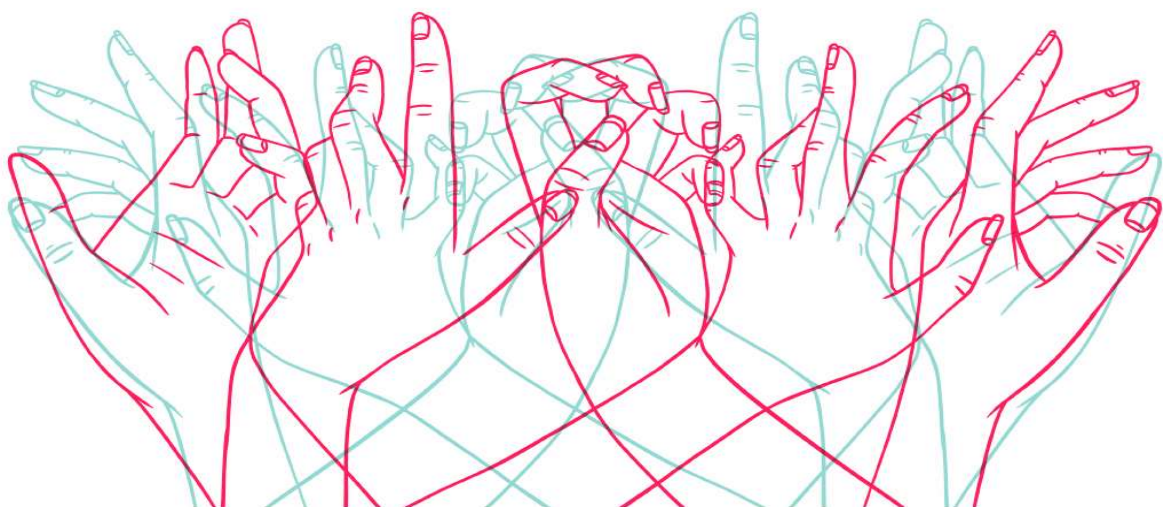
# Creating a Regulating Environment





## Check-ins

## Moving and Soothing



## Rhythms and Routines

- Your lesson
- Your day
- Your week
- Your term
- Your year



## Brain Break



## Working with complex students



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## Behaviour: trauma symptoms

- Every behaviour has a meaning
- Behaviour is often a young person's way of communicating with us
- Learning how to understand behaviour is a more effective tool than memorizing a list of prescribed responses for common "challenging behaviours."
- We need to learn to ask **"What is this behaviour telling me?"** and be curious about what it might mean so that we can best respond.
- We need to learn the early signs, so we can intervene before the behaviour escalates



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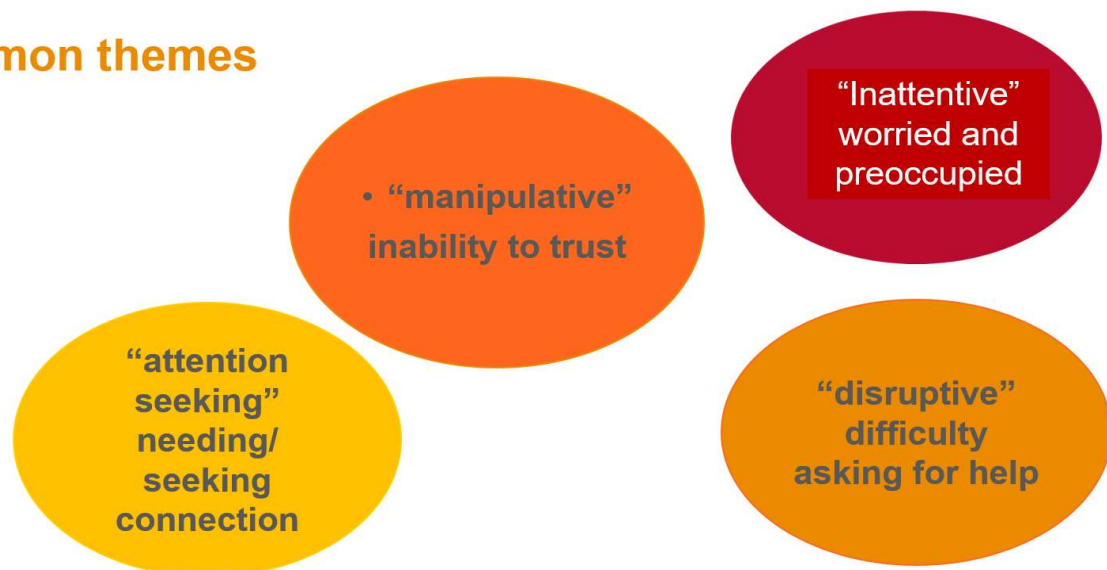
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## Behavioural Narratives of Trauma

- **Behaviour tells a story!**
- Traumatized behaviour can be difficult and complex to understand, manage and shape
- However, it is functional and almost always makes sense given their specific experiences of trauma
- Behaviour is the manifestation of the impacts of trauma outlined in the previous sections



## Common themes





## When the Student Flips their Lid

1. Safety first!
2. 5 and 5 rule
3. Gentle, open gestures
4. Softly repeat instructions
5. You're not alone – send for help



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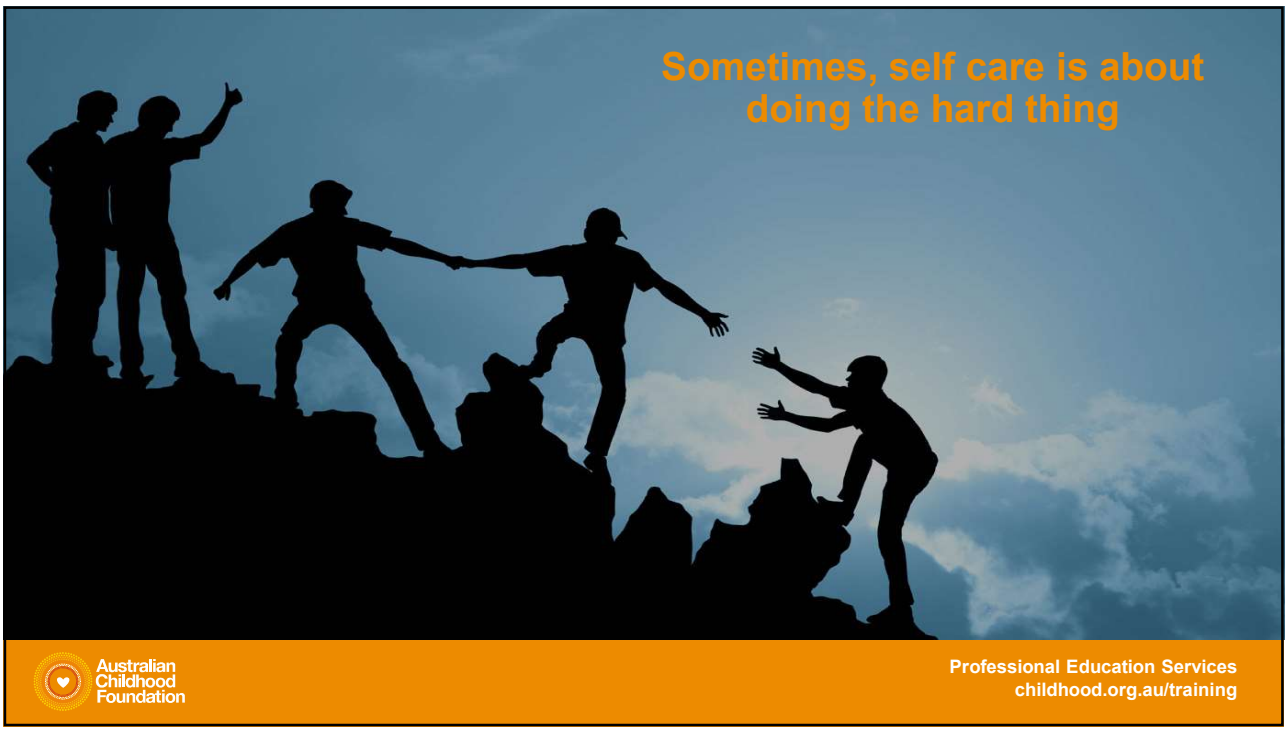


**A Final Word About  
Self-Care**

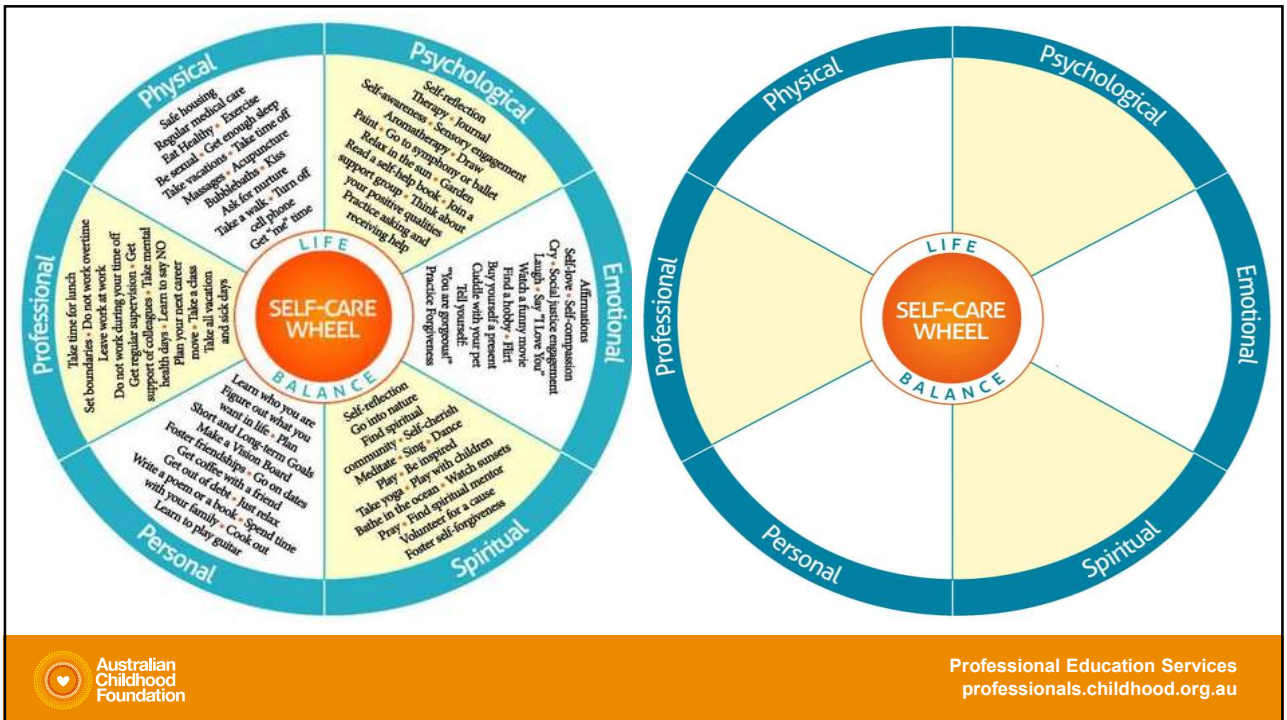


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## Finishing Routines

- 3 things you learned
- 3 things you'll take with you
- 3 things that went well

## Resources available online:

