



NWMSU Professional Development
January 6, 2023

HOW TRAUMA-INFORMED
PEDAGOGY KEEPS POST-
SECONDARY STUDENTS
IN THE CLASSROOM

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1. ABOUT ME AND MY WHY

2. INTRODUCTION TO TRAUMA

3. TRAUMA-INFORMED PEDAGOGY
IN HIGHER-EDUCATION

4. STRATEGIES AND WHERE TO GO
FROM HERE



TOUCHPOINTS
FOR TODAY

Professional Journey

Southeast Missouri State University 2006-2018

Northwest Missouri State University 2018 - Present

- 1 year as a Lead Toddler Teacher
- 5 years as a Lead Preschool Teacher
- 6 years as a Lab School Director
- 4 years as an Adjunct Professor
- 4 years as an Assistant Professor



My Why....





**# TAKE
CARE OF
YOURSELF**

'I'M GONNA PUSH THROUGH'

CLASS MANTRA

-CONSISTENCY IS IMPORTANT -

CLASS MANTRA

INTERNAL WEATHER REPORT

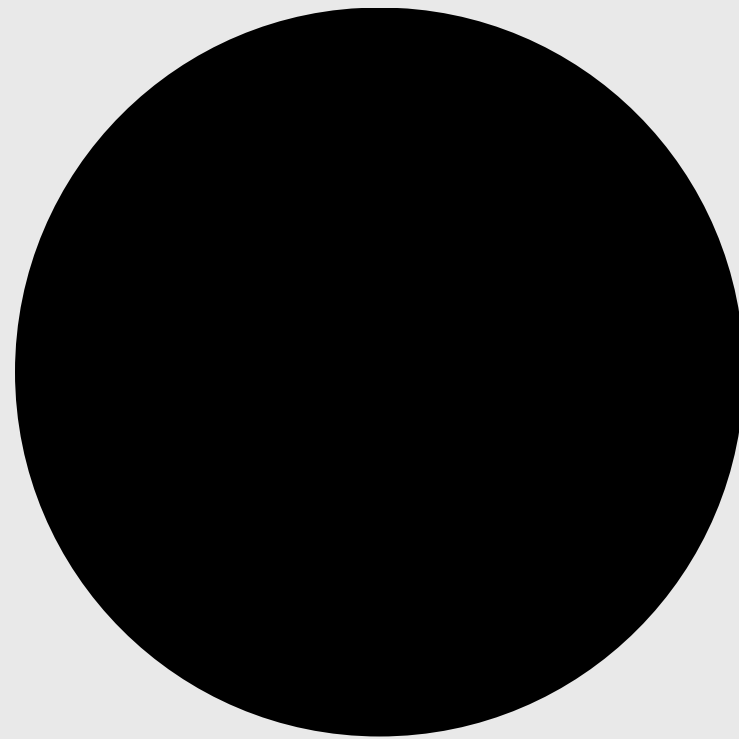
SELF-AFFIRMATION

MEDITATION

A PICTURE/QUOTE TO REFLECT ON

GOAL FOR THE WEEK

WHAT DO YOU SEE?





INTRODUCTION TO TRAUMA

3 E'S OF TRAUMA

EVENT

CIRCUMSTANCES
THAT CAUSE
TRAUMA

EXPERIENCES

AN
INDIVIDUAL'S
EXPERIENCE OF
THE EVENT
DETERMINES
WHETHER IT IS
TRAUMATIC.

EFFECTS

EFFECTS
INCLUDE
PHYSICAL,
SOCIAL,
EMOTIONAL, OR
SPIRITUAL
CONSEQUENCES

TYPES OF TRAUMA

1. ACUTE TRAUMA

A ONE-TIME EVENT
(ACCIDENT, NATURAL DISASTER)

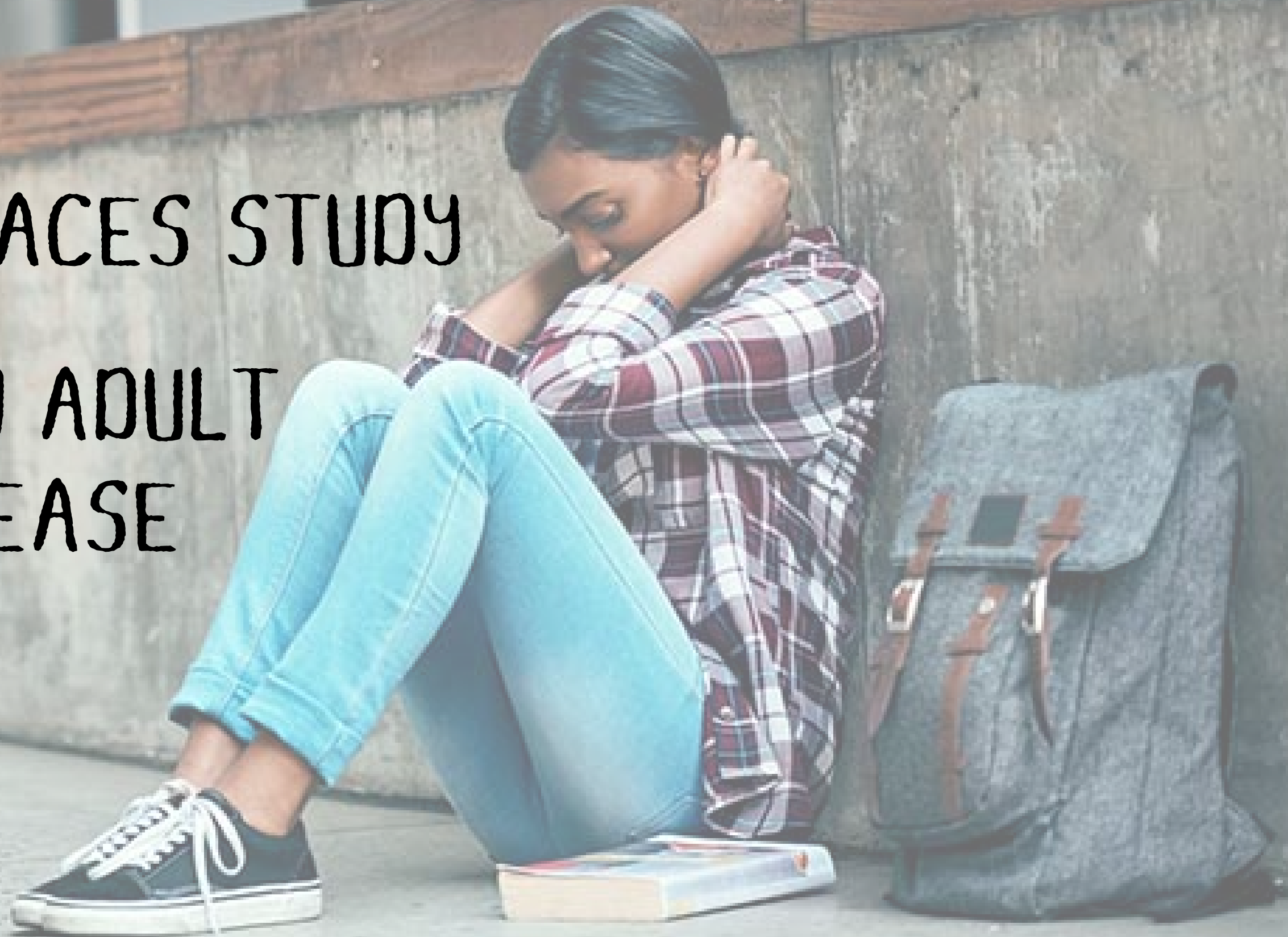


2. COMPLEX (CHRONIC) TRAUMA

EXPOSURE TO MULTIPLE TRAUMATIC EVENTS,
OFTEN OF INVASIVE, INTERPERSONAL
NATURE, AND THE LONG TERM OF EXPOSURE

ADVERSE CHILDHOOD EXPERIENCES (ACES)

- BACKGROUND ON ACES STUDY
- CONNECTION TO ADULT CHRONIC DISEASE



ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce

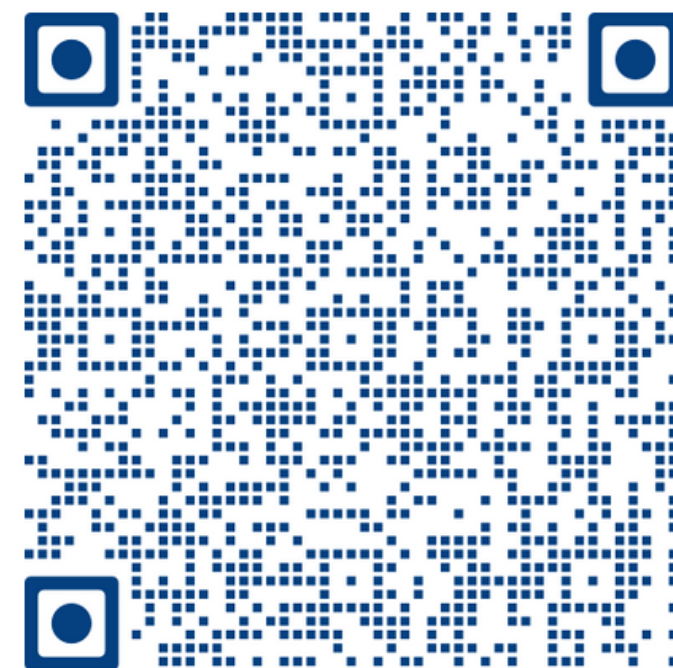


Incarcerated Relative

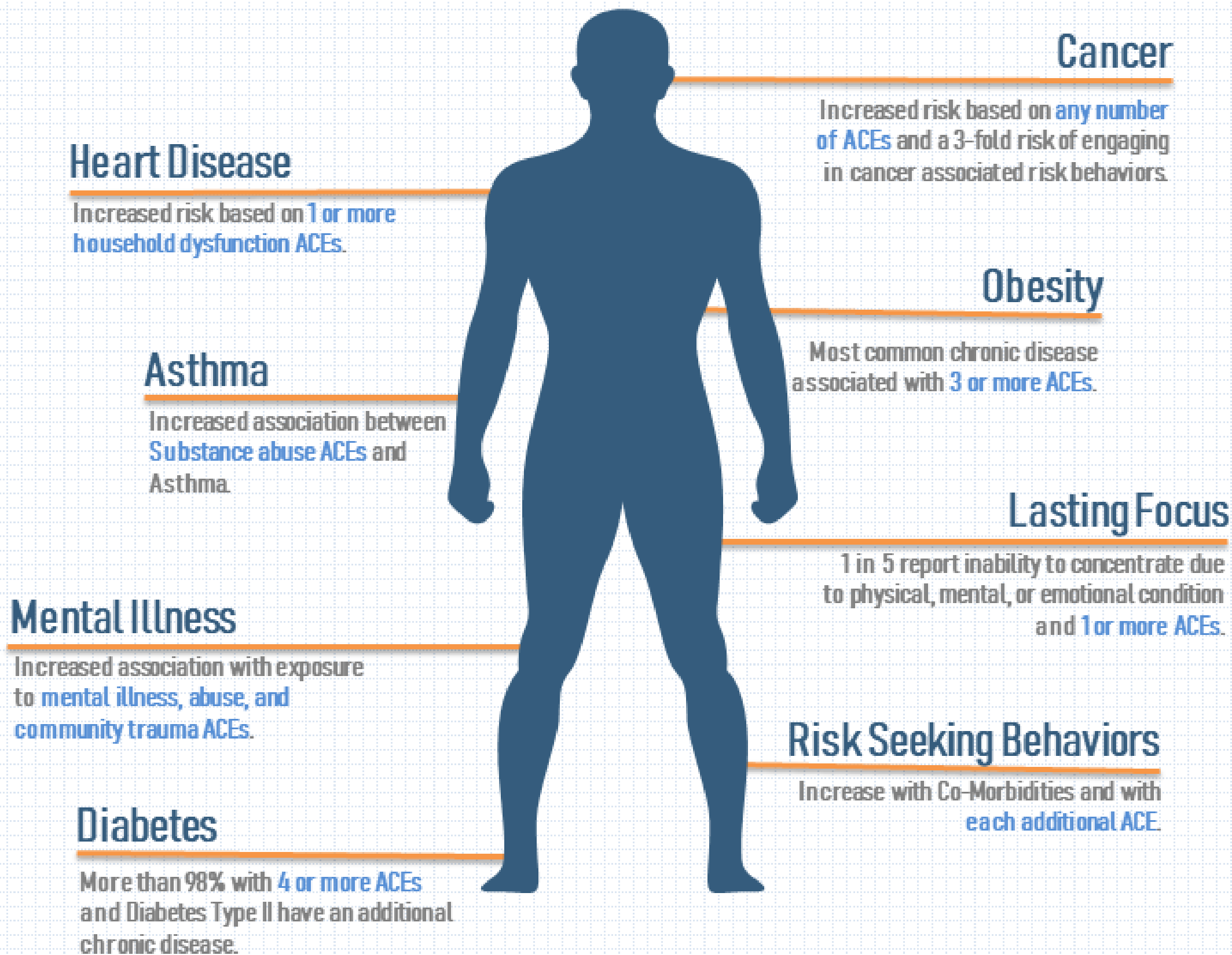


Substance Abuse

ACEs
Questionnaire



Adverse Childhood Experiences (ACEs) & Adulthood



WHAT IF YOUR STUDENT'S MENTAL HEALTH BATTLE IS DUE TO SEXUAL ABUSE?

WHAT IF YOUR STUDENT IS HAVING A HARD TIME FOCUSING BECAUSE OF PHYSICAL NEGLECT?

STATISTICS

- * 50% OF COLLEGE STUDENTS ARE EXPOSED TO A TRAUMATIZING EVENT IN THE FIRST YEAR OF COLLEGE (GALATZER-LEVY ET AL., 2012).
- * BY THE TIME A STUDENT REACHES COLLEGE, UP TO 85% OF STUDENTS REPORT LIFETIME TRAUMATIC EVENT EXPOSURE, WITH MANY REPORTING MULTIPLE EXPOSURES (READ, QUIMETTE, WHITE, COLDER, & FARROW, 2011; SMYTH, HOCKEMEYER, HERON, WONDERLICH, & PENNEBAKER, 2008)



BRAIN DEVELOPMENT

BRAIN STATES... THE BRAIN DRIVES BEHAVIOR



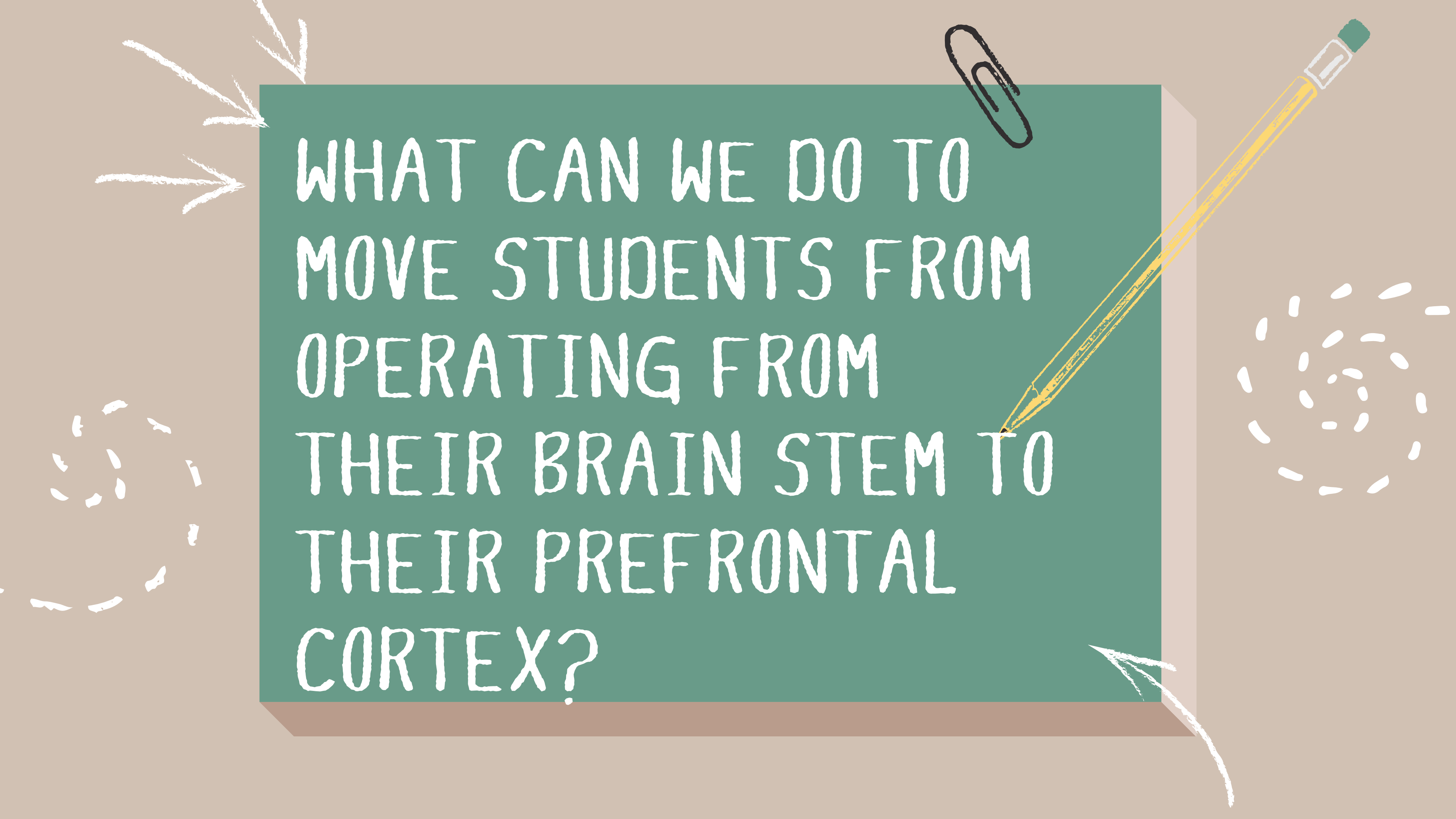


BRAIN STATES

SURVIVAL STATE: BRAIN
STEM... AM I SAFE?

EMOTIONAL STATE: LIMBIC
SYSTEM... AM I LOVED?

EXECUTIVE STATE:
PREFRONTAL CORTEX ... WHAT
CAN I LEARN FROM THIS?



WHAT CAN WE DO TO
MOVE STUDENTS FROM
OPERATING FROM
THEIR BRAIN STEM TO
THEIR PREFRONTAL
CORTEX?

THE DEVELOPMENT AND MATURATION OF THE PREFRONTAL CORTEX OCCURS PRIMARILY DURING ADOLESCENCE AND IS FULLY ACCOMPLISHED AT THE AGE OF 25 YEARS.

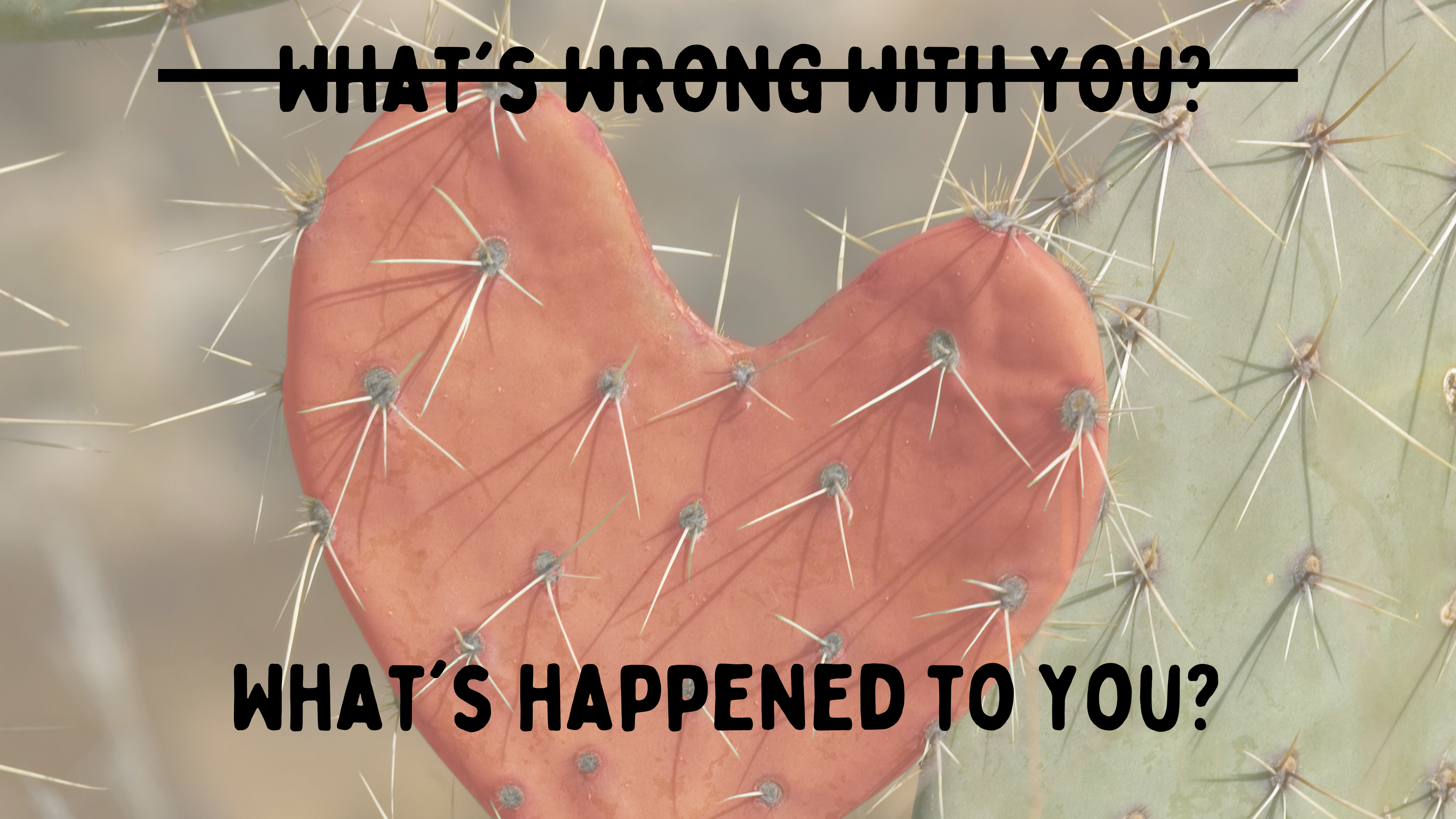
THE PREFRONTAL CORTEX IS VERY IMPORTANT FOR COMPLEX BEHAVIORAL PERFORMANCE, AS THIS REGION OF THE BRAIN HELPS ACCOMPLISH EXECUTIVE BRAIN FUNCTIONS SUCH AS DECISION MAKING, FOCUS, GOAL ACHIEVEMENT, CHOICE, & SOCIAL BEHAVIOR.

Connection > Content



TRAUMA-INFORMED PEDAGOGY IN HIGHER EDUCATION





~~WHAT'S WRONG WITH YOU?~~

WHAT'S HAPPENED TO YOU?

RECOGNIZING SIGNS OF TRAUMA IN POST-SECONDARY STUDENTS

- * DIFFICULTY FOCUSING, ATTENDING, RETAINING, AND RECALLING
- * INCONSISTENT ATTENDANCE
- * CHALLENGES WITH EMOTIONAL REGULATION
- * FEAR OF TAKING RISKS
- * ANXIETY ABOUT DEADLINES, EXAMS, GROUP WORK, OR PUBLIC SPEAKING

RECOGNIZING SIGNS OF TRAUMA IN POST-SECONDARY STUDENTS

- * ANGER, HELPLESSNESS, OR DISSOCIATION WHEN STRESSED
- * WITHDRAWAL AND ISOLATION
- * INVOLVEMENT IN UNHEALTHY RELATIONSHIPS
- * A VARIETY OF EXCUSES

TRAUMA-INFORMED APPROACHES IN HIGHER EDUCATION



REALIZE

PREVALENCE
& IMPACT OF
TRAUMA

RECOGNIZE

SIGNS &
SYMPTOMS OF
TRAUMA IN
STUDENTS

RESPOND

INTEGRATING
KNOWLEDGE OF
TRAUMA IN
CLASS POLICIES

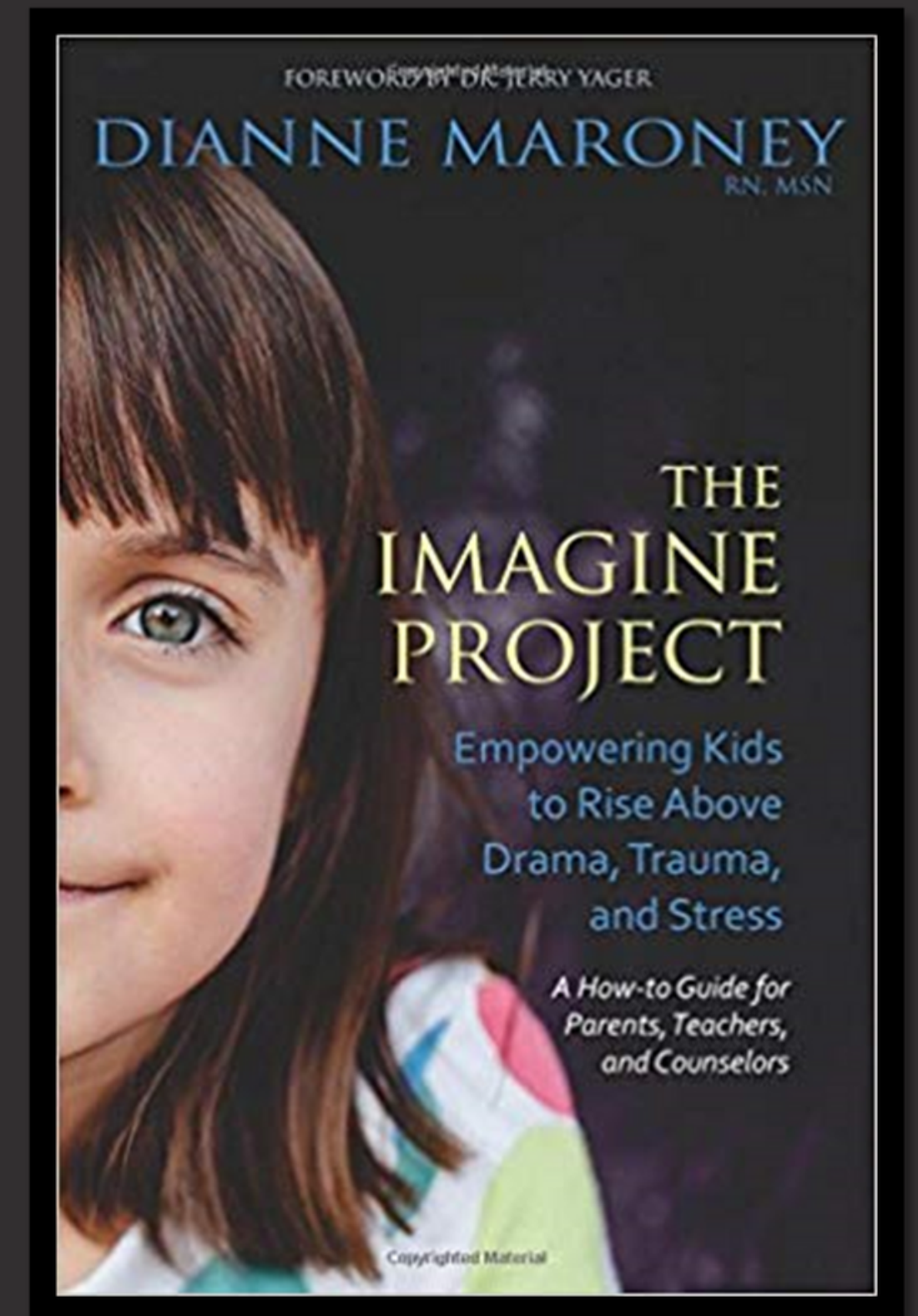
RESIST

RE-
TRAUMATIZATION
& PROMOTE
LEARNING &
GROWTH

(ADAPTED BY SAMHSA, 2014)



THE IMAGINE PROJECT EXPRESSIVE WRITING TOOL



IMAGINE PROJECT

*7 STEP EXPRESSIVE WRITING TOOL

1. CELEBRATE

2. REFLECT

3. IMAGINE

4. POSSIBILITIES

5. I AM, I CAN, I WILL

6. DO

7. 30 DAY IMAGINE CHALLENGE

... SHARE IMAGINE STORY ...



WHERE DO I GO
FROM HERE?
HELPFUL STRATEGIES



SO NOW WHAT?

*START WITH YOUR SYLLABUS

- ARE YOUR EXPECTATIONS AND COURSE OUTLINE CLEAR?
- ARE YOUR GRADED COURSE ASSIGNMENTS AND POINTS CLEAR?
- DOES YOUR ATTENDANCE POLICY ALLOW FOR ANY MENTAL HEALTH DAYS?
- ARE YOU REALLY AVAILABLE WHEN YOU SAY YOU ARE & DO YOU OFFER A VARIETY OF WAYS FOR STUDENTS TO MEET WITH YOU?
- DO YOU PROVIDE ANY CAMPUS RESOURCES FOR STUDENTS WHO ARE IN NEED OF HELP OR WHO ARE STRUGGLING? (TAO RESOURCE)

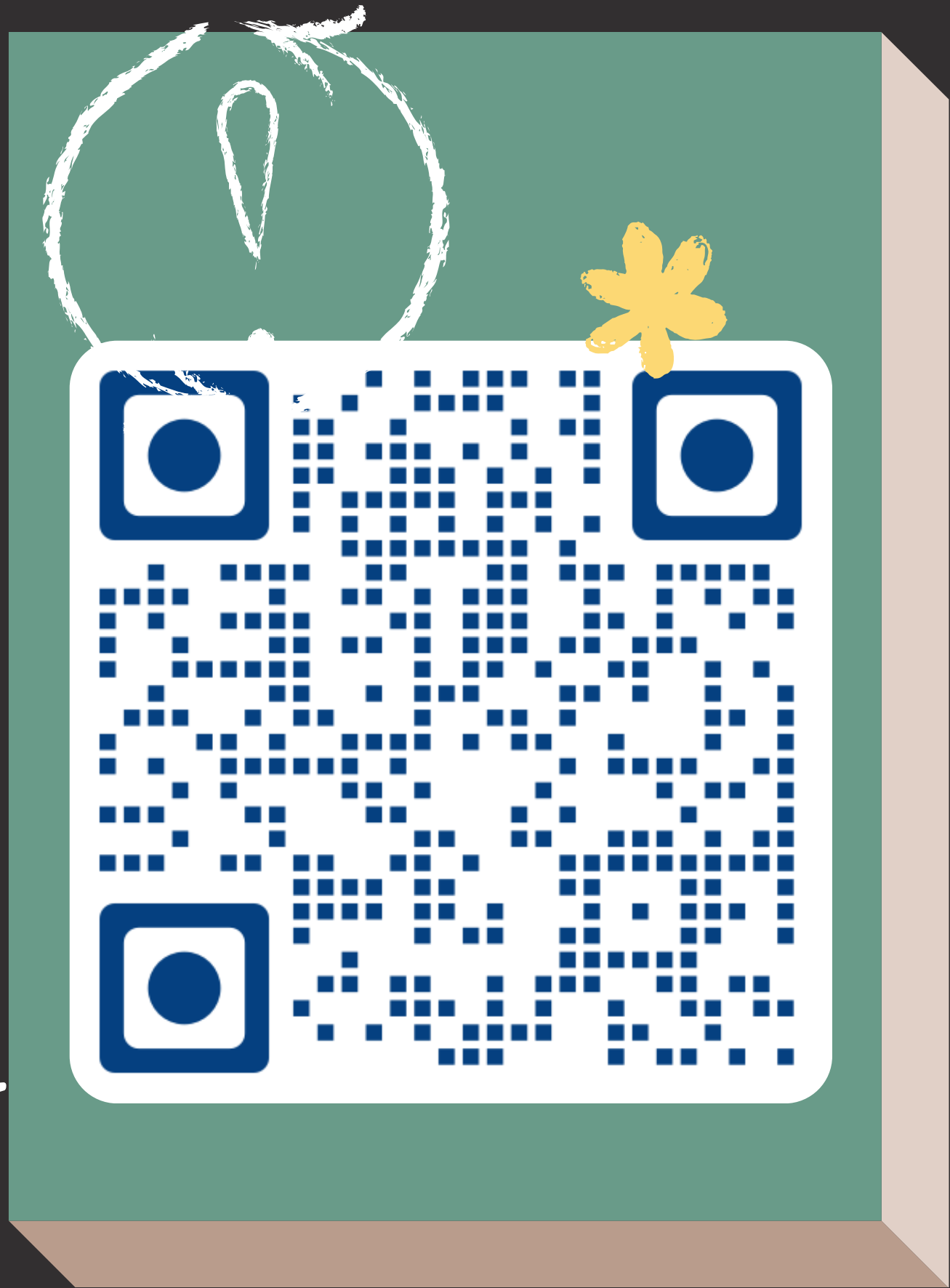
SO NOW WHAT?

* COURSE AND LECTURE CONSISTENCY

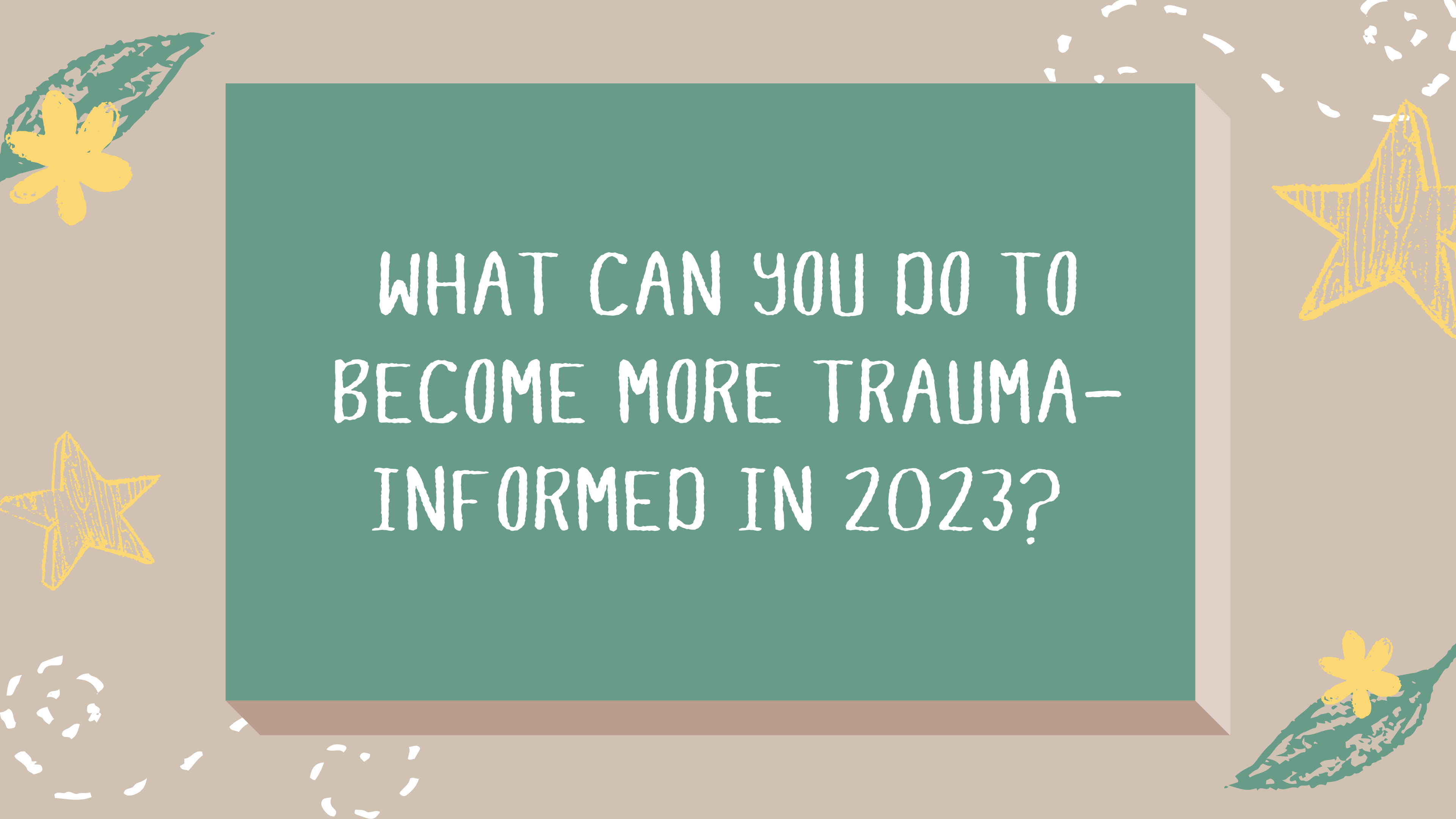
- HOW DO YOU START EVERY CLASS PERIOD? IS IT CONSISTENT?
- DO YOU DO A DAILY CHECK IN WITH YOUR STUDENTS?
- DO YOU OFFER DIFFERENT WAYS TO TURN IN ASSIGNMENTS?
- DO YOU OFFER A VARIETY OF TEACHING STRATEGIES TO REFLECT ALL TYPES OF LEARNERS?
- DO YOU SHARE ANY PERSONAL INFORMATION & ALLOW THEM TO SHARE
 - ANYTHING EXCITING HAPPENING IN YOUR LIFE?
 - ANY TRIPS YOU PLAN TO TAKE?
 - CONFERENCES YOU PLAN TO ATTEND OR PRESENT AT?

SO NOW WHAT?

- ASK YOUR STUDENTS WHAT THEY NEED FROM YOU?
- DO YOU HAVE ANY OPEN LUNCH HOURS WHERE STUDENTS COULD JOIN YOU TO EAT TOGETHER?
- STANDING WEEKLY MEETING WITH STRUGGLING STUDENT(S)
- WEEKLY SHOUT OUTS ON NW360
- QUICK POST IT NOTE ON THEIR DESKS BEFORE ARRIVING TO CLASS
- IS YOUR OFFICE A SAFE AND WELCOMING PLACE TO BE?



WHAT DO POST-
SECONDARY STUDENTS
NEED FROM YOU?



WHAT CAN YOU DO TO
BECOME MORE TRAUMA-
INFORMED IN 2023?

A SPARKLE OR
A LIGHTBULB ONE

HELPFUL &
HEALING OR
HARMFUL

EXPANDING
OR
RESTRICTING

TRAUMA-INDUCING
OR
TRAUMA-REDUCING

A
TURN
AROUND
ONE

EVERY MOMENT & INTERACTION CAN BE AN INTERVENTION

A
SEED
PLANTED


AN
OPEN
OR
CLOSED
DOOR

A SNAKE
OR A
LADDER

A RIPPLE
OR
A TIDE

ENRICHING
OR
CONSTRICTING

DR KAREN TREISMAN
SAFE HANDS AND
THINKING MINDS



THANK YOU FOR
COMING!
ANY QUESTIONS?

Email: rebeccam@nwmissouri.edu