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Weekly Journal #5

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Competency 3.2 and 8.4 was demonstrated by learning about a social issue relating to traumatized children. I was also able to learn about and see some intervention methods that can address the issue. Through completing the Trauma-Informed Resilient Schools training, I was able to increase my knowledge about how trauma works and why how that works into the schools. This training shared what intervention methods teachers and educators can use to combat the trauma that the children have endured. Some of the intervention methods was encouraging teachers to form connections with the children, greeting them by name. Another way to increase the capacity for children who have been traumatized was to utilize recess and create other times for brain breaks where children can take a break from learning and de-stress. Adding calming corners or sensory rooms where children can go to de-stress was also another intervention method listed.

Competency 4.1 was demonstrated by completing the Trauma-Informed Resilient Schools training. This training was so informational. Some of the statistics given were really sad such as 16 million children in the U.S. live at or below poverty level. and out of that 6 million are under the age of 6. Another statistic that was sad was that 33% of children have experienced two or more types of childhood adversity. Trauma is something that so many children are exposed to at a young age and something the training really stressed was that stressed brains can't learn. I was able to learn how being trauma informed is a mindset. It doesn't work to add another curriculum to the schools but rather it works to change the way educators are already doing things. Schools that are implementing the trauma-informed resilient mindset have had so many improvements to test scores and academic achievement while decreasing absences, use of detention, stress, bullying, harassment and fights. The training also stressed that

trauma is an experience not a diagnostic category which is stressed in my classes as well. This training talked about a circle of courage which is composed of belonging (sense of belonging), mastery (being good at something, success), independence (I have a choice), and Generosity (I have value and can help others). They went through how every human being has a need for all of these things. When trauma occurs, the circle is broken somewhere and it effects the individual. Resilience was discussed a lot stressing the importance of building resilience in children so that when trauma does occur, the child has strategies to handle the situation. One other statistic that I thought was shocking was that 26% of children in the U.S. will experience a traumatic event before they turn 4 years old. While therapy is a great tool, there is a need for more than just asking questions. Educators see the children on a daily basis so they have so much impact on the children. Them being trauma-informed and using strategies can help prevent and combat the negative effects of trauma on a daily basis. I listed some of the strategies that are listed above. I feel that educators need to be trauma informed and know how to help their students. I have started advocating for this within the Ooltewah SDA school.