The Trauma Responsive Classroom

Trauma Responsive Education
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What I would do and what is important to me: my philosophy around student behavior

If I became a teacher I would create a safe environment for my students by being open and accepting through varying children's books and having open communication with students who have high support needs. I am type one diabetic, and when I was a child I would have hand signs for when my blood sugar was low or high, so I would definitely do something similar since it doesn't disrupt the classroom environment. But if this were abused, I would first try and hear the student out about their behavior, and if it it continued, then I would have a stern talking with them about different ways to navigate the issue or consider calling their guardian(s) or consult the school guidance counselor about alternatives. It's important to me that every student's needs are met with the ability to care and be catered to without harboring feelings of resentment- which can be achieved through open communication.

How I plan to create a safe, all encompassing community of learners.

In order to create a health community for myself and my students, I would start off with pre-planning for different scenarios before the school year starts by establishing positive but sturdy classroom expectations. I'd also manage a comfortable space that promotes focus and make an effort to get to know my students by getting to know their interests; but also their strong points and things they find challenging. I'd focus on their challenges by establishing routines and encouraging respect.

Once a week I would hold inclusive, hands-on activities to promote a growth mindset, too! There would be team-building exercises and group projects to diversify the differing perspectives of my students.

Regulate; Relate; Reason

This model shows the cognitive developments that comes with having trauma.

"Regulate" involves helping a child manage themselves so that they are stable in the long term, and then the focus shifts to...

"Relate," where I would help a child form supportive relationships with peers and adults that would prove vital for emotional healing...

"Reason" is the understanding that comes with recognizing a child has experienced trauma,and more so, allows for certain behaviors to make sense to people on a wider scale so that their support needs can be met.

This model helps people understand just how interconnected cognitive functioning can be in children, and anyone with trauma, through addressing it in an educational environment head on.