

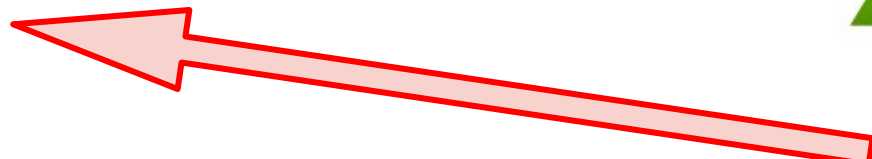
Superintendent's Report

Dave Eberwein, Superintendent

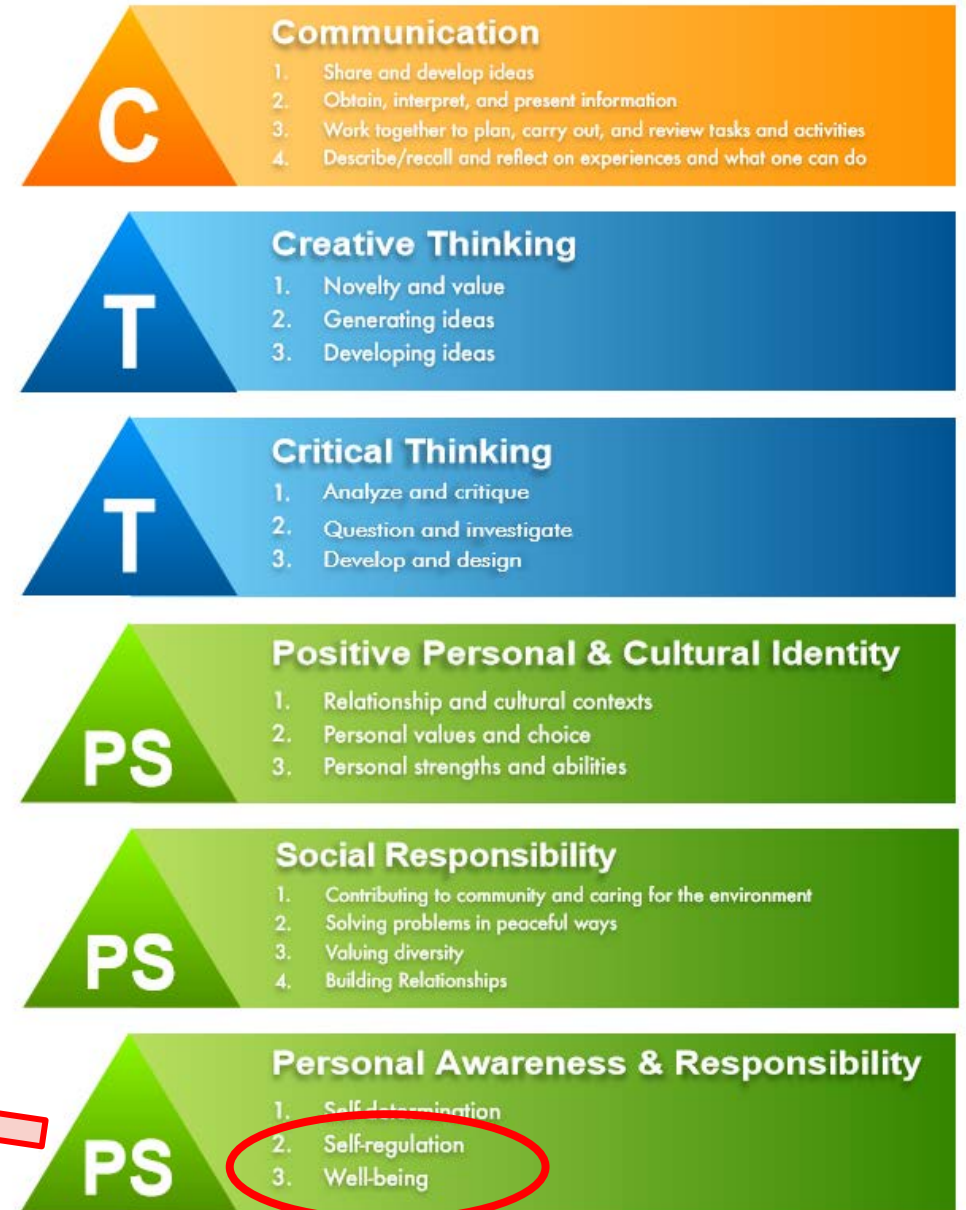
Jan 16, 2019

Safe & Secure Learning Environments

- ▶ BC's New Curriculum - Core Competencies
 - ▶ "Sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning."
- ▶ Social-Emotional Learning
 - ▶ Self-Regulation
 - ▶ Well-being



CORE COMPETENCIES



Trauma

What is Trauma?

- ▶ Trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional or spiritual well-being



Trauma

What is Trauma?

- ▶ **Trauma** results from an event, series of events, or a set of circumstances that **is experienced by an individual** as physically or emotionally harmful or threatening and that **has lasting adverse effects** on the **individual's** functioning and **physical, social, emotional** or **spiritual well-being**



The Effects of Trauma

- ▶ Trauma is the emotional, psychological and physiological residue left over from heightened stress
- ▶ Trauma accompanies experiences of threat, violence and life-changing events
- ▶ Research has identified different types of traumas:
 - ▶ Simple
 - ▶ Complex
 - ▶ Developmental
 - ▶ Intergenerational



The Impact of Trauma

- ▶ Direct impacts of trauma on:
 - ▶ The body
 - ▶ Brain development
 - ▶ Learning
 - ▶ Memory
 - ▶ Sensory processing
 - ▶ Social-Emotional development



The Impact of Trauma - Examples

▶ Body:

- ▶ The activation of learned responses to stress and the consequences of elevated states of arousal

▶ Brain Development:

- ▶ The connections between structures of the brain are made less efficient

▶ Memory:

- ▶ The knowledge of predictable events, routines, and integration of experiences can be disrupted

▶ Emotions:

- ▶ "Children's emotional states are an indicator of their internal world" . Children can experience a disruption between what they are feeling and how they can express that. They may have limited emotional literacy. And they do not always understand the consequences of their emotional state on others.



The Impact of Trauma - Examples

▶ Body:

- ▶ The activation of **learned responses to stress** and the consequences of elevated states of arousal

▶ Brain Development:

- ▶ The **connections between structures** of the brain are made **less efficient**

▶ Memory:

- ▶ The **knowledge** of predictable events, routines, and **integration of experiences can be disrupted**

▶ Emotions:

- ▶ "Children's emotional states are an indicator of their internal world" . Children can experience a **disruption between what they are feeling and how they can express that**. They may have limited emotional literacy. And they **do not always understand the consequences of their emotional state on others**.



The Impact of Trauma

- ▶ The capacity of traumatized children and young people to learn is significantly compromised. Their neurobiology is stressed.
- ▶ Their relationships can feel unstable. Their emotional state is in flux. They find it difficult to stay calm or regain a state of calm if they feel distressed or perturbed.
- ▶ Change is perceived as dangerous. New experiences and new information carry with them elements of threat and uncertainty.
- ▶ Their memory is under pressure.
- ▶ They are disconnected from themselves and time. Their behaviour rules them.
- ▶ The coping and adaptation patterns developed in response to trauma can be passed from one generation to the next.



The Impact of Trauma

- ▶ The capacity of traumatized children and young people to learn is significantly compromised. Their **neurobiology is stressed**.
- ▶ Their **relationships can feel unstable**. Their emotional state is in flux. They find it difficult to stay calm or regain a state of calm if they feel distressed or perturbed.
- ▶ **Change is perceived as dangerous**. New experiences and new information carry with them elements of threat and uncertainty.
- ▶ Their **memory is under pressure**.
- ▶ **They are disconnected** from themselves and time. Their behaviour rules them.
- ▶ The **coping and adaptation patterns** developed in response to trauma **can be passed from one generation to the next**.



Principles of Trauma Informed Practice

~ Professional Development

- ▶ Becoming “Trauma Informed” requires a range of adjustments in practice
- ▶ Training is collaborative and cooperative in nature
- ▶ Training is ongoing requiring learning, practicing and reflection



Principles of Trauma Informed Practice

~ Key Components

- ▶ Recognize the universal need for children's physical & emotional safety
- ▶ Build self-efficacy and positive self-regulation skills
- ▶ Create relational and cultural safety in all aspects of work
- ▶ Engage parents and caregivers in respectful and non-traumatizing ways



Trauma and exposure to chronic stress experienced during childhood and adolescence shake the foundations of healthy brain and body development. They alter their trajectory over time. They trap their development and prevent them from maturing emotionally, psychologically and cognitively. Children may not progress much beyond the developmental milestones that they had achieved prior to the start of their experiences of abuse and violence.



Professional Development in Saanich

Director of Instruction, Ms. Braniff

Trauma informed training (counsellors)

- Dr. Linda O'Neill, UNBC; Feb 20

Traumatic Event System training (CIRT)

- Safer Schools Together; Spring 2019

Community workshops

- Beacon Community Services, CYMH; ongoing

District supports and teams

- Student Advocates & Healthy School Champions

School-based pro-d/in-service

- School specific professional learning



Superintendent's Report

Dave Eberwein, Superintendent

Jan 16, 2019