

BECOMING A TRAUMA-INFORMED RESTORATIVE EDUCATOR

with

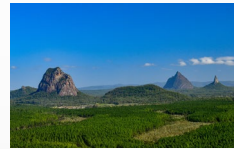
Margaret Thorsborne

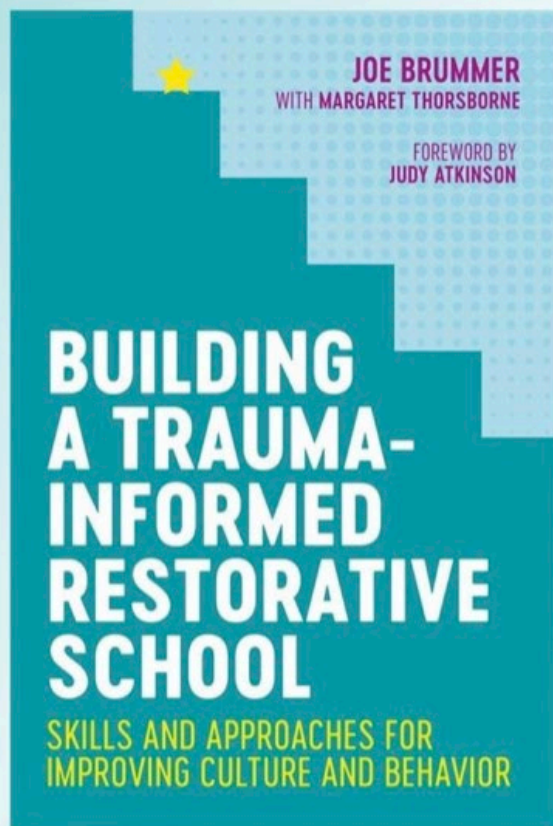


GREETINGS FROM QUEENSLAND

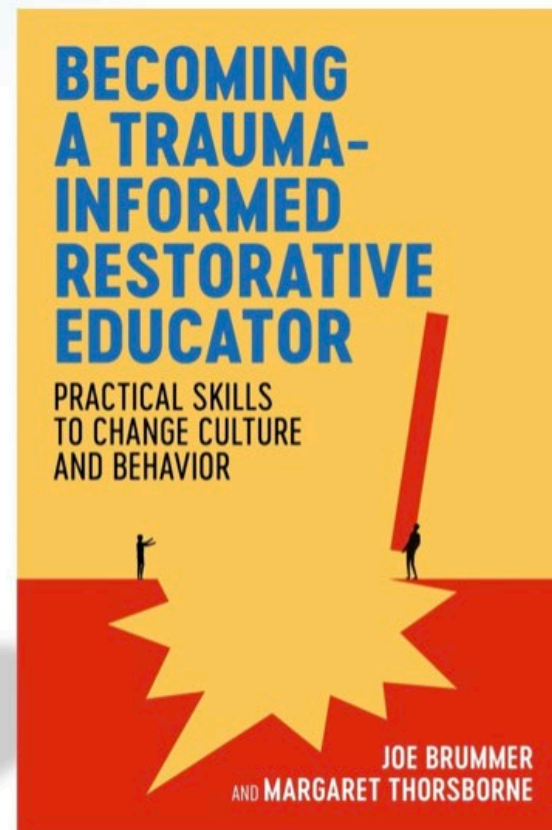


Acknowledgement of Country



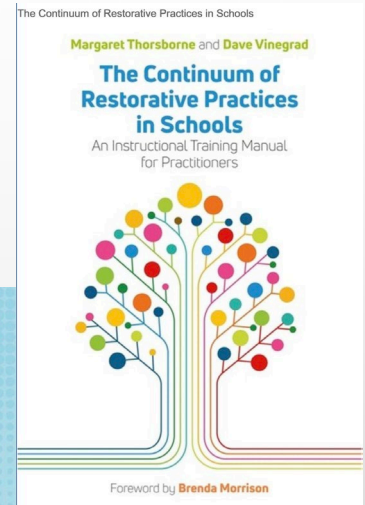
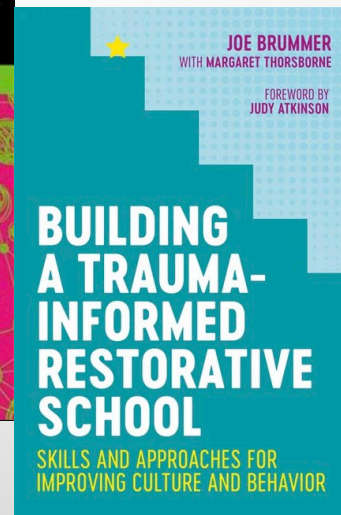
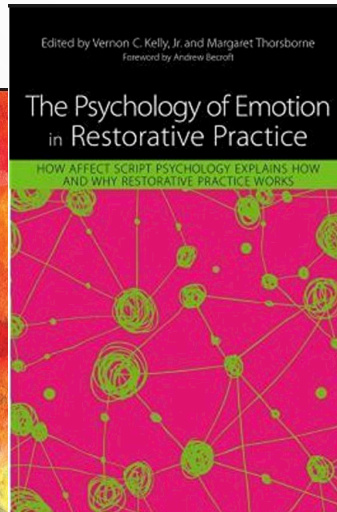
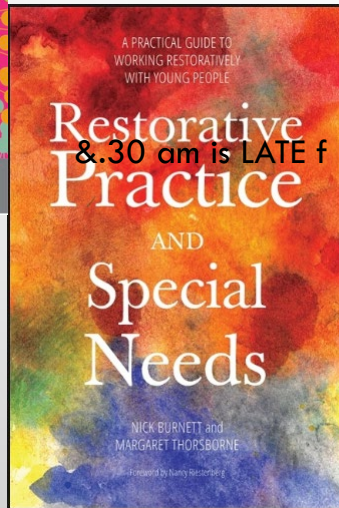
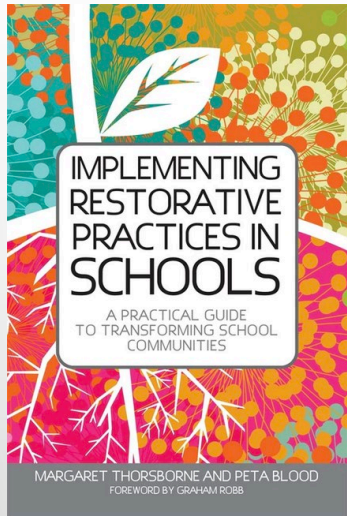


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FUNDAMENTAL CONCEPTS OF RESTORATIVE APPROACHES

- **Crime/misbehaviour is a violation of people and relationships (think harm, damage, ruptures)**
- **Violations create obligations and liabilities**
- **Restorative justice seeks to heal and put things right (punishment is not empowered to heal)**

(ZEHR AND MIKA, 1997)

PRINCIPLES OF RJ

Inclusive decision-making

Active accountability

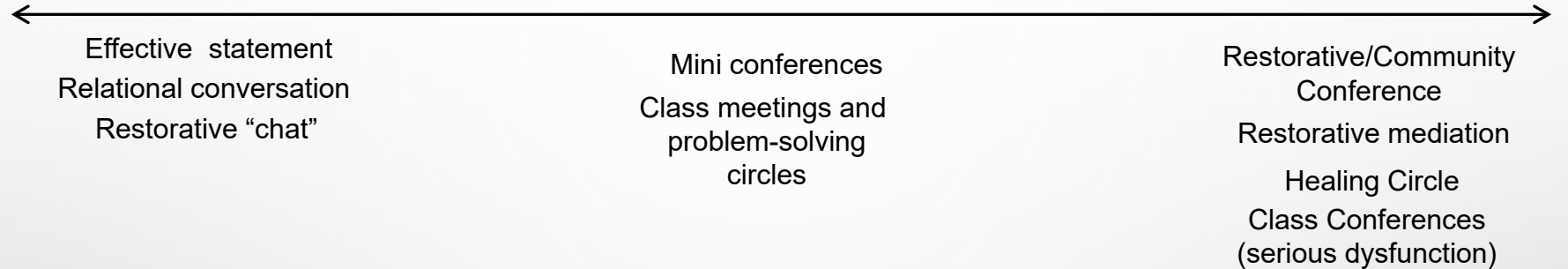
Repairing harm

Rebuilding trust

David Karp, 2013

Minor incidents/issues

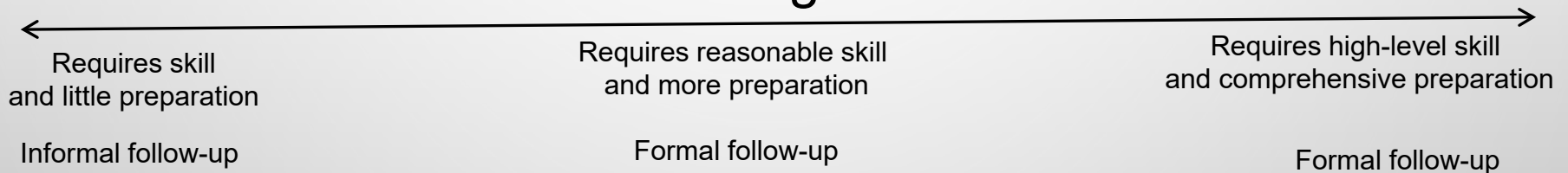
Serious incidents/issues



Informal

Becoming more formal

Formal



Blood and Thorsborne, 2013, Adapted from Wachtel and McCold, 1999

QUESTIONING

Person responsible

- Tell us what happened
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you've done?
- In what way?

Person harmed

- What did you think at the time?
- What have you thought about since?
- How has this affected you?
- What's been the worst of it?

**What needs to happen to make things right?
How can I help?
How would you like me to follow up with you?**

MAJOR INFLUENCES

- Bruce Perry - www.neurosequential.com
- Ross Greene - www.livesinthebalance.com
- Lori Desautels – www.revelationsineducation.com
- Ginger Healy - www.attachmenttraumanetwork.org

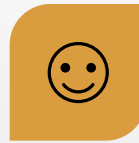
WHAT SKILLS DO KIDS NEED TO COPE IN THE CLASSROOM?



**EXECUTIVE
FUNCTIONING**



**LANGUAGE
PROCESSING/
COMMUNICATION**



**EMOTION
REGULATION**



**COGNITIVE
FLEXIBILITY**



SOCIAL SKILLS

Ross Greene, 2016

SKILLS THAT FOSTER THE BETTER SIDE OF HUMAN NATURE

Empathy

**Appreciating how
one's behavior
affects others**

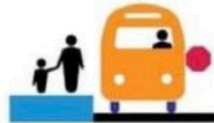
**Resolving
disagreements
without violence
(conflict competence)**

**Taking another's
perspective**

Honesty



DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM



1 CREATE A SAFE SPACE

Consider not only physical safety but the children's emotional safety as well.

1

2

2 ESTABLISH PREDICTABILITY

Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.



3 BUILD A SENSE OF TRUST

Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

4 OFFER CHOICES

Empower students and offer "power with" rather than "power over" strategies.



5 STAY REGULATED

Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

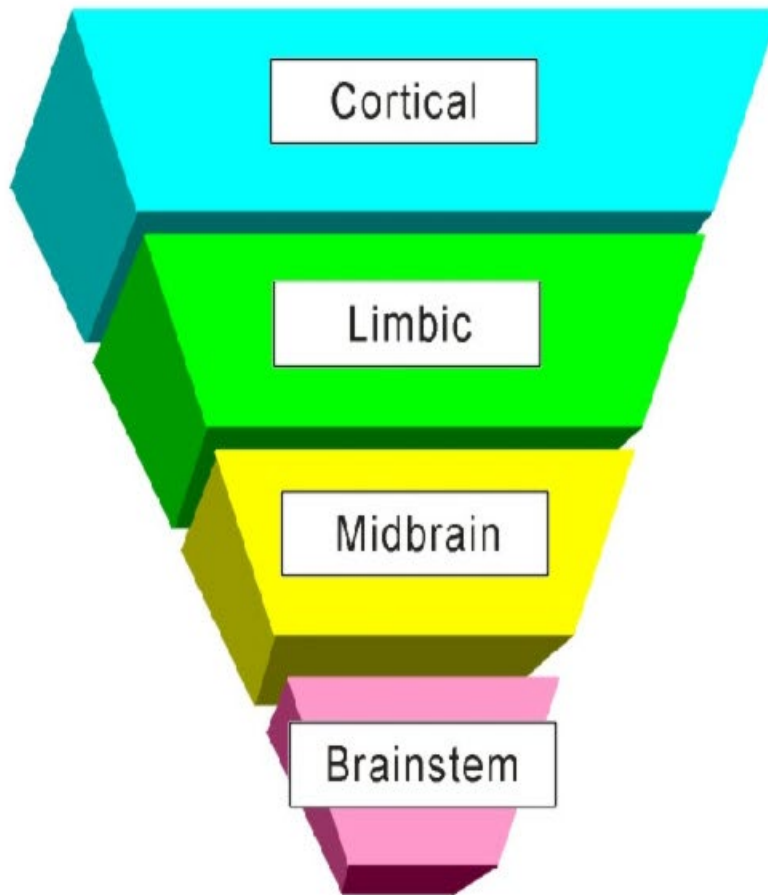
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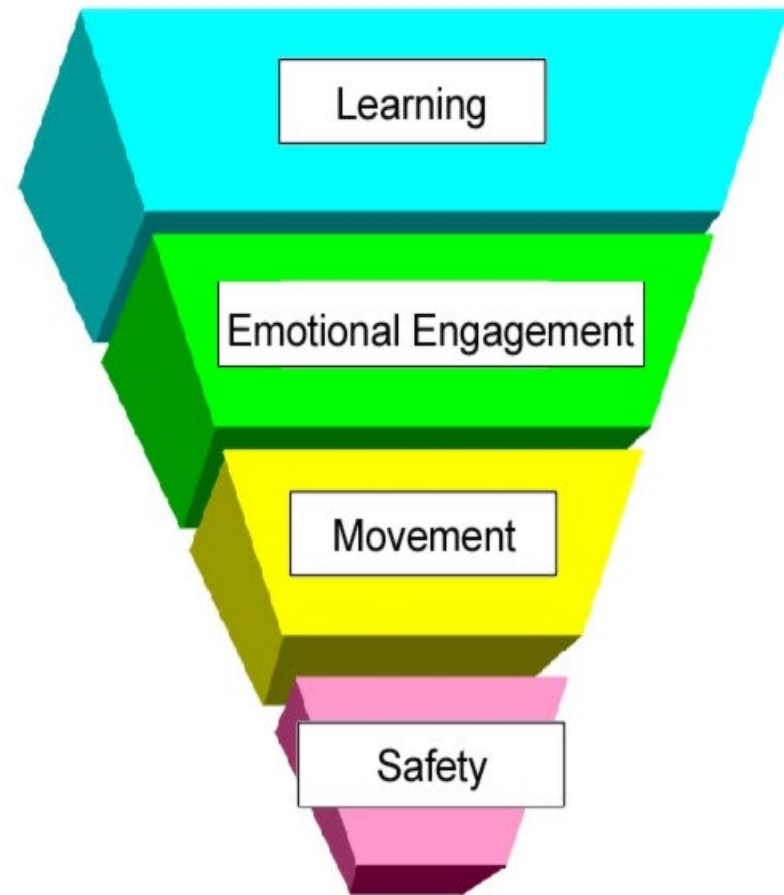
There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.



BRAIN



PEDAGOGY



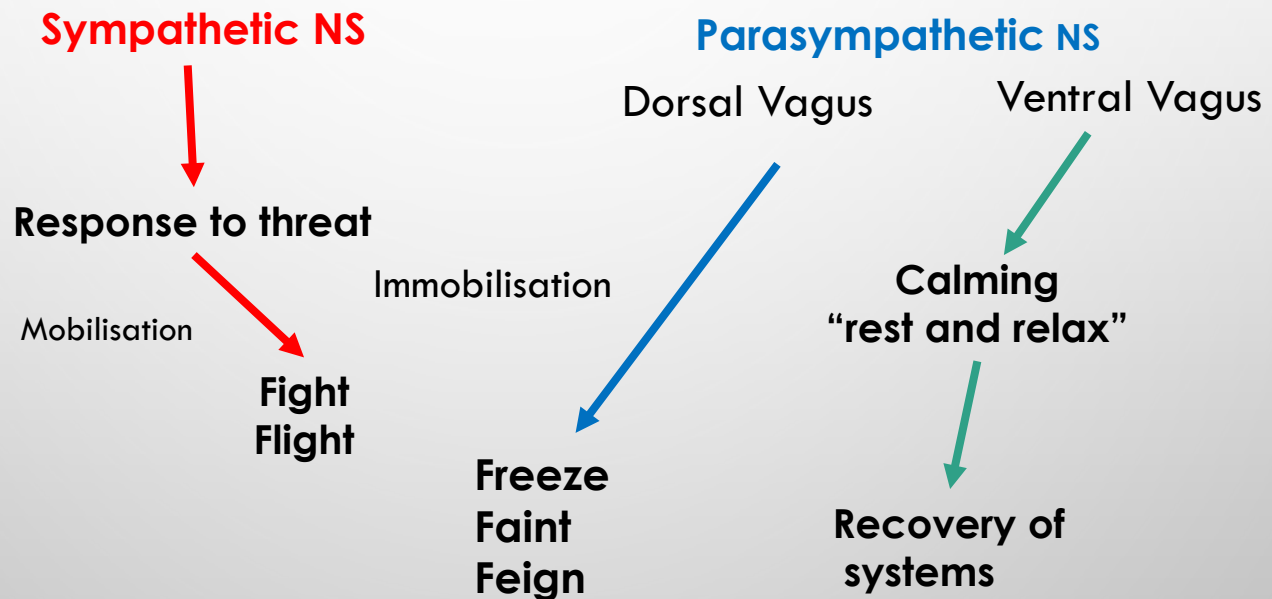
Adapted from: McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Ngā Tau Tuatahi: New Zealand Infant and Toddler Education*, 7(2), 21-25

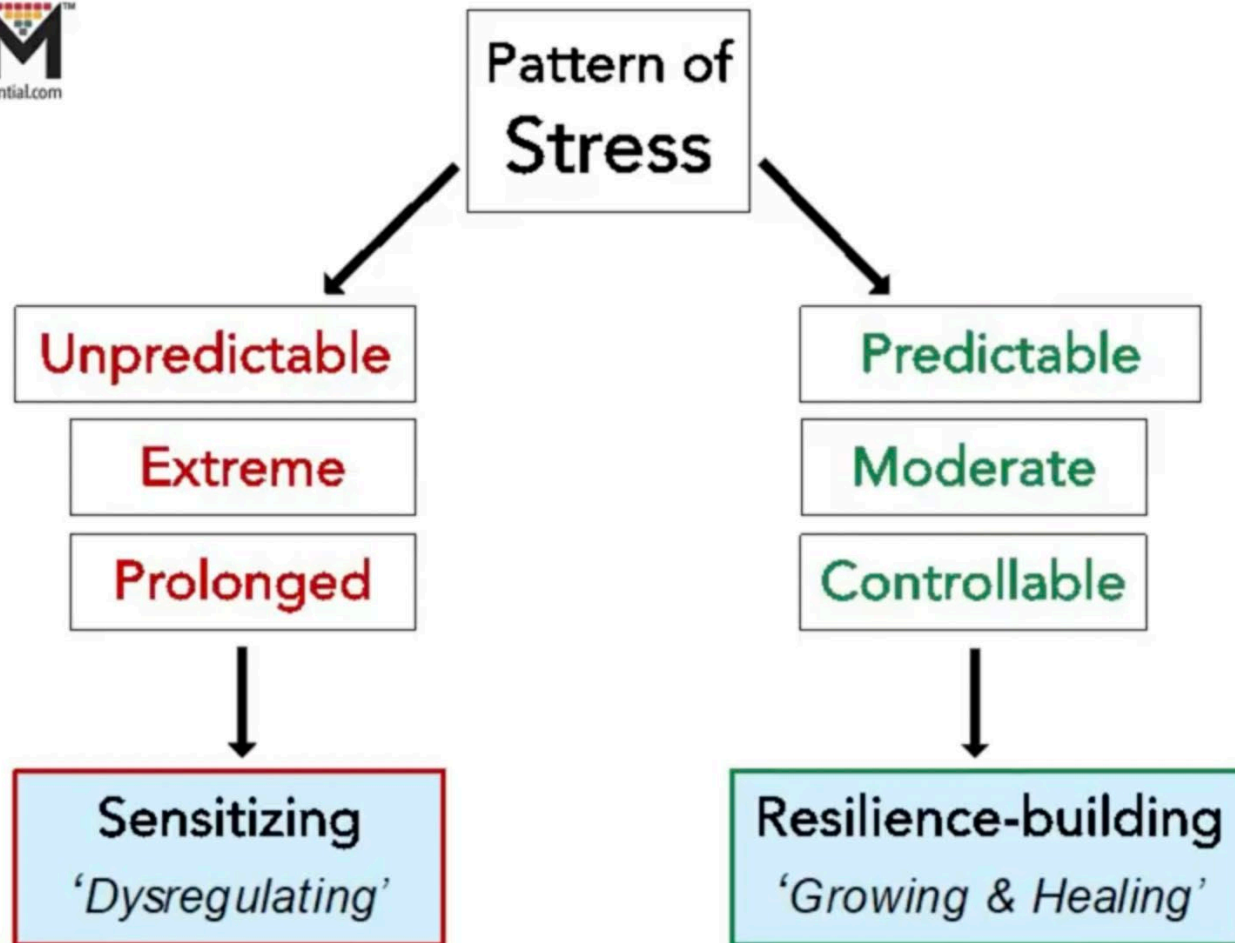
Autonomic Nervous System

Searching for cues of safety or danger

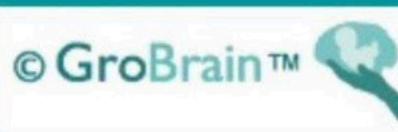
Breathing, heart rhythm, blood flow,
blood pressure body temperature

Healthy regulation of the
digestive system; survival response





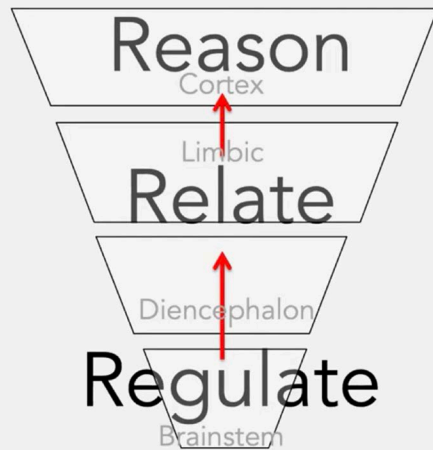
**A stressed brain is
a dysregulated
one. No matter
the age - comfort
via a supportive,
soothing, tuned in,
caring other,
HELPS the brain
regulate again.**



BRAIN STATES AND FUNCTIONAL IQ

<i>“STATE”</i>	CALM	ALERT	ALARM	FEAR	TERROR
<i>DOMINANT BRAIN AREAS</i>	Cortex (DMN)	Cortex (Limbic)	Limbic (Diencephalon)	Diencephalon (Brainstem)	Brainstem
<i>ADAPTIVE “Option” Arousal</i>	Reflect (create)	Flock (hypervigilance)	Freeze (resistance)	Flight (defiance)	Fight
<i>ADAPTIVE “Option” Dissociation</i>	Reflect (daydream)	Avoid	Comply	Dissociate (paralysis/catatonia)	Faint (collapse)
<i>COGNITION</i>	Abstract (creative)	Concrete (routine)	Emotional	Reactive	Reflexive
<i>FUNCTIONAL IQ</i>	120–100	110–90	100–80	90–70	80–60

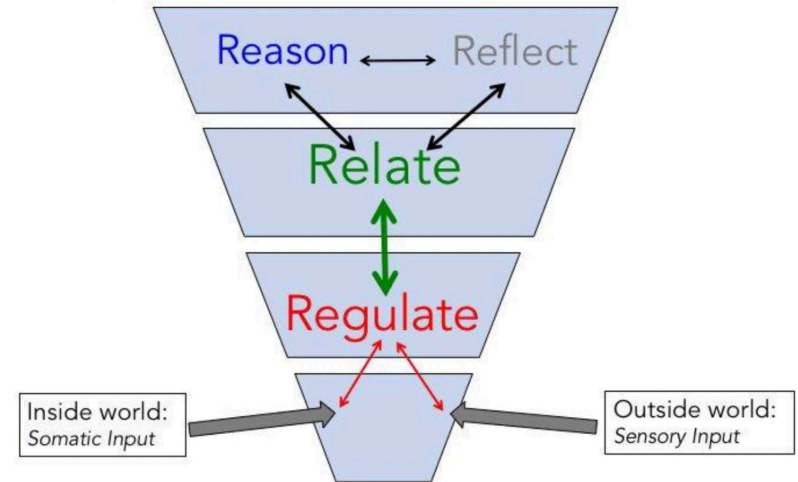
Sequence of Engagement



NEUROSEQUENTIAL
NETWORK

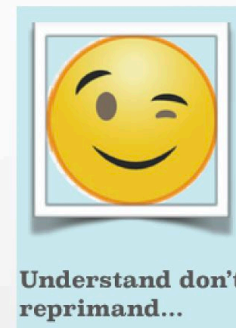
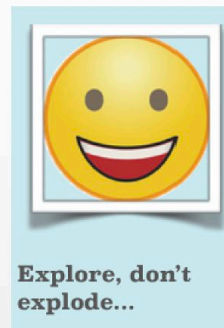
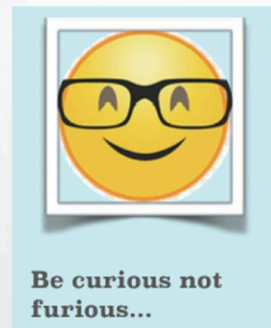
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Sequential Engagement & Processing



NM
childtrauma.org

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BRUCE PERRY – SERIES 1

- EPIISODE #1 - STRESS, TRAUMA AND THE BRAIN: INSIGHTS FOR EDUCATORS - 7 MINS
- EPIISODE #2 - STRESS, TRAUMA AND THE BRAIN: INSIGHTS FOR EDUCATORS - 6 MINS
- EPIISODE #3 - STRESS, TRAUMA AND THE BRAIN: INSIGHTS FOR EDUCATORS - 7 MINS
- EPIISODE #4 - STRESS, TRAUMA AND THE BRAIN: INSIGHTS FOR EDUCATORS - 8 MINS
- EPIISODE #5 - STRESS, TRAUMA AND THE BRAIN: INSIGHTS FOR EDUCATORS - 7 MINS

BRUCE PERRY – SERIES 2

- Building a connected classroom:

<https://www.youtube.com/watch?v=yhxxzwjnhhq>

- Creating a safe environment:

<https://www.youtube.com/watch?v=ghw4mzalkrc>

- Creating an inclusive classroom:

<https://www.youtube.com/watch?v=ht4zou74wqq>

Reframing classroom discipline:

<https://www.youtube.com/watch?v=5pr7v8cz41o>

- Taking care of educators:

<https://www.youtube.com/watch?v=dxyo0q6-tl4>

BRUCE
PERRY'S
ADVICE
RE
BRAIN-
FRIENDLY
CLASSROOM



Community building
activities (eg Circles)



Collaborative Problem
Solving - Ross Greene



Restorative Practice

Bottom up – somatosensory – self soothing

Top down – cortical modulation

Dissociation – immobilisation – parasympathetic (dorsal vagus)

External – alcohol, other drugs, other rewarding activities

Co-regulation - occurs when a regulated human shares their sense of felt safety with another human.

Brummer and Thorsborne. 2024

TYPES OF REGULATION

15-minute focus

Brief Counseling
Techniques that Work

REGULATION AND CO-REGULATION

ACCESSIBLE NEUROSCIENCE AND
CONNECTION STRATEGIES THAT BRING
CALM INTO THE CLASSROOM

BONUS!

Includes
Downloadable
Resources!



GINGER HEALY

When are students most at risk of being
dysregulated?



REGULATED CLASSROOM

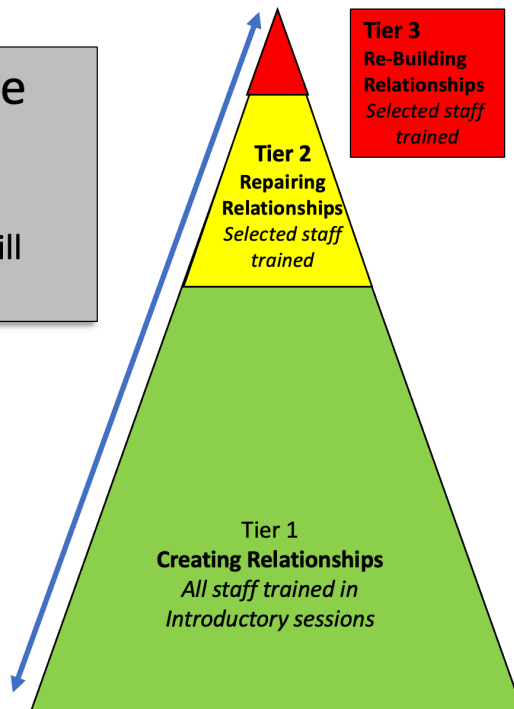
(Bruce Perry's 6 R's)

- Relevant - developmentally matched to student
- Rewarding - pleasurable
- Rhythmic - resonates with neural patterns of soothing
- Repetitive - patterned and predictable
- Respectful - of student, family, culture
- Relational - safe, warm, welcoming

A Restorative Approach

Whole School alignment and skill development

System applies to staff matters



Formal Restorative Conference
Healing Circle
Leaving Circle
Restorative Mediation

Formal Restorative Dialogue
Restorative Support meeting
Restorative Re-Entry meeting
No Blame Classroom Circle
Mini-Conference

Connect before Content
Connect before Correct
Informal Restorative Chat (keeping the small things small)
Explicitly taught Restorative thinking
Circle work for building relationships
Social and Emotional Learning Circles
Fostering Relationships that support learning (SEL programs)
Current research - the WHY – Neuroscience, brain development, attachment, co-regulation, self determination, shame and affect

Who facilitates

Senior and middle leaders, pastoral leaders, welfare and specialist staff

Senior and middle leaders, pastoral leaders, welfare staff

All adults in the school community

Ready4RP, 2023

TIER 1 SKILLS



How to get to know students so they know they matter and are visible



How to create a sense of safety, support and belonging



How to teach *relationally* (relational pedagogy)



How to motivate students so their learning is *self-directed*



How to settle a dysregulated student (co-regulation)



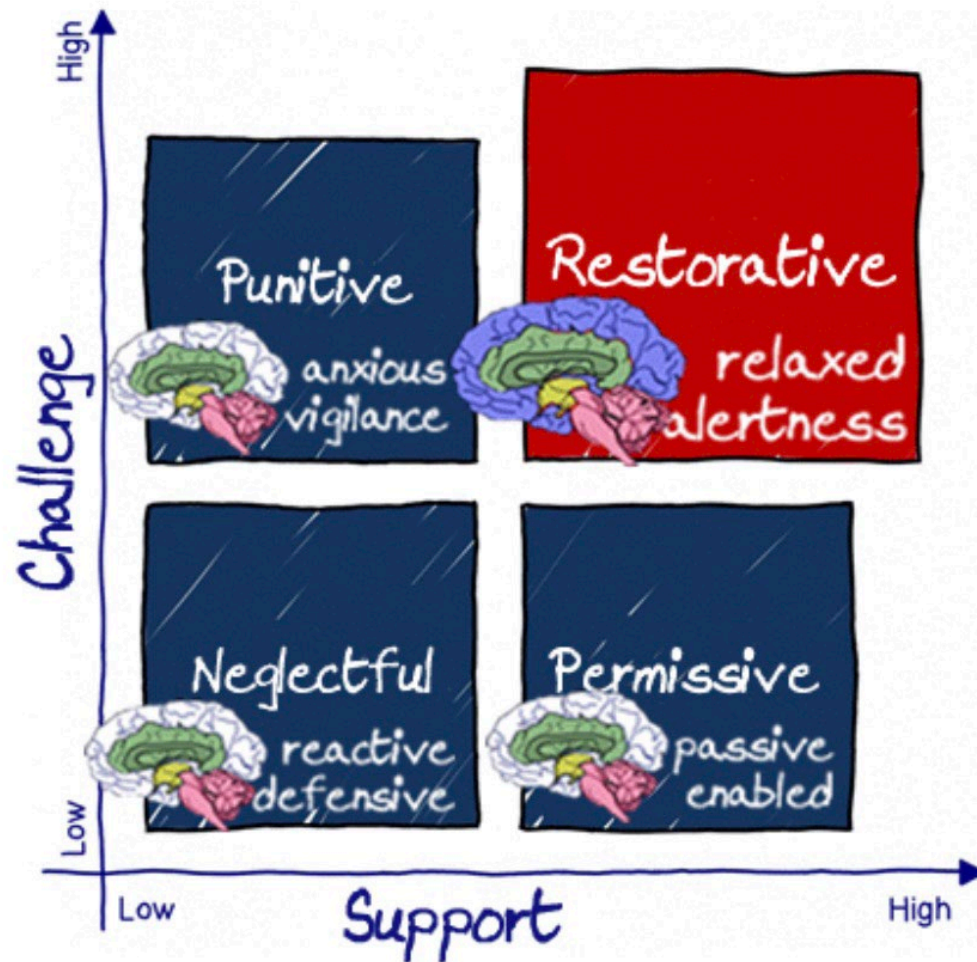
How to settle a dysregulated class (co-regulation)



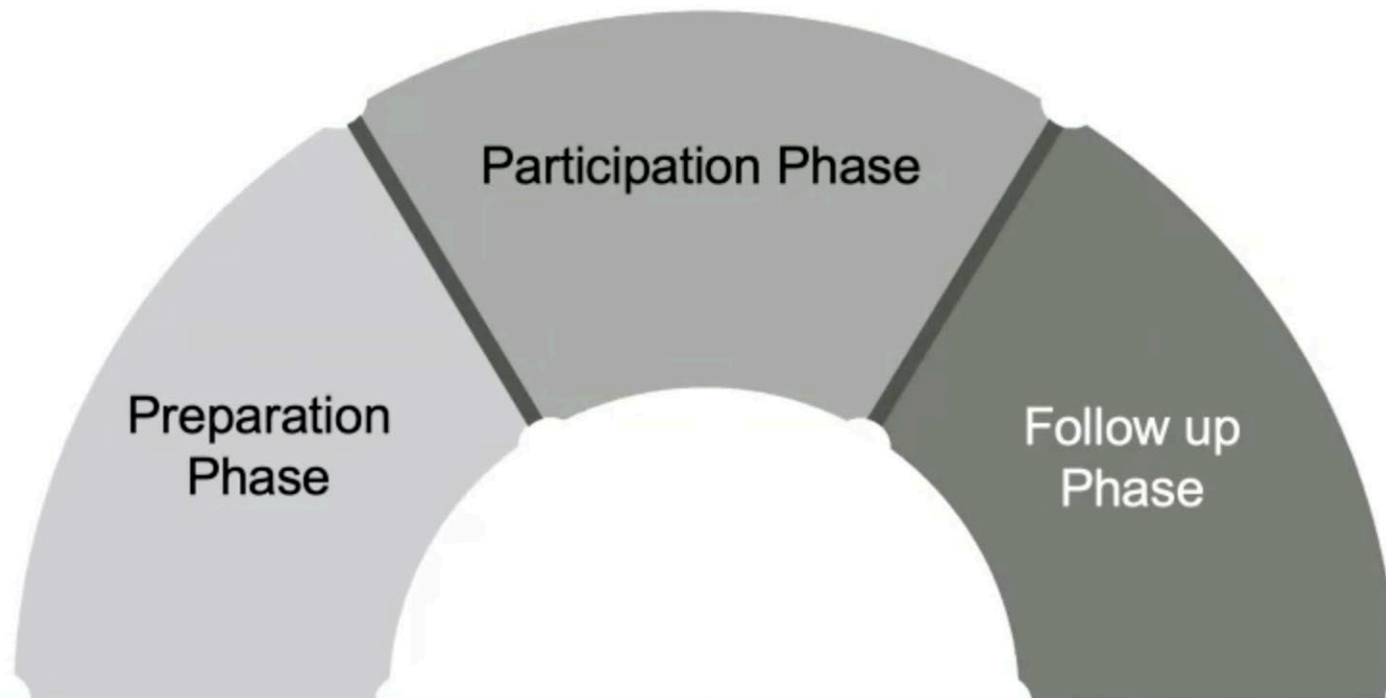
How to self-regulate



How to resolve low level conflict restoratively!



Restorative Archway





HANDY HINTS

1. Where there is confusion about the sequence of events and who has done harm to whom, create a **TIMELINE**
2. If too much interrupting happens, use a **TALKING PIECE**
3. **NEVER** try this when any party is dysregulated (including you!)
4. Remember **REGULATE**, then **RELATE**, then **REASON**

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