

RECOGNIZING BIG-T VS little-t TRAUMA

Learning about the impacts of both Big-T and little-t trauma helps educators to better understand student behavior and create trauma-informed classroom practices that lead to improved educational experiences.

When we think of trauma, we often think of acute, catastrophic events: loss of a loved one, a natural disaster, or violence. While these BIG T traumatic events impact the lives of children, mental health professionals also recognize the impact of little-t traumas. Little-t traumas include divorce, changes in household finances, and food insecurity.

Experiencing BIG-T and little-t trauma in childhood relate to the development and prevalence of health problems with a significant impact on pre-teen students. Exposure can diminish concentration, memory, and the organizational and language abilities of children and for some can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships..



BUILDING TEACHER-STUDENT RELATIONSHIPS

Prioritizing connections with people over compliance creates stronger relationships and better outcomes.

“Supportive teacher-student relationships promote academic persistence and achievement as well as social and emotional development.”

Aspelin & Jonsson, 2019

“Caring relationships based on trust, mutual concern, and empathy are empowering and contribute to growth.”

Held, 2005

SOCIAL EMOTIONAL LEARNING

Studies show that social-emotional learning improve academic achievement, and other life outcomes.

11

**POINT GAIN IN
ACHIEVEMENT**

A study of 213 school-based universal SEL interventions showed **improvements in students' social and emotional skills, attitudes, behavior, and academic performance**, which reflected an 11 point gain in achievement.

(Durlak, Weissberg Dymnicki, Taylor & Schellinger, 2011)



**MORE
SUCCESSFUL**

Children with stronger SEL skills **are more likely to enter and graduate from college**, succeed in their careers, have positive work and family relationships, better mental and physical health, reduced criminal behavior, and to become engaged citizens. .

(Moffit et al, 2020, Weissberg et al, 2015 Greenberg et al, 2017)

INNOVATIVE TEACHER PREPARATION

Research shows that qualified teachers are the most influential factor in determining student achievement regardless of race or zip code.

ANTIRACIST PRACTICES

Teachers communicate personal perceptions and implicit bias both consciously and subconsciously that can be at odds with a students own cultural persona. Research indicates that at greatest risk are children of color from under-resourced communities, emergent multi-linguals and, students with disabilities.

CULTURAL COMPETENCY

This training provides teachers with nimble communication skills, empathy, and an appreciation of diverse identities to better engage students.

EDUCATIONAL NEUROSCIENCE

Training in Educational neuroscience provides teachers essential tools to undersand behaviour, help children connect, and regulate thier behavior.

Teachers learn to rewire antiquated perceptions of discipline and create restorative educational pathways.

RESTORATIVE PRACTICES

Developing the skills to facilitate meaningful conversations, mediate conflicts, and build strong connections with students is essential in fostering a culture of understanding and growth. Efforts are cumulative and directly impact the performance and success of our children.

When teachers are properly supported, students thrive:

- Decreased disciplinary actions
- Decreased dropout rates
- Improved absenteeism
- Increased participation in high level academic courses, and college

