



GUIDING PRINCIPLES FOR SCHOOLS FOR INTERVENING WITH COMPLEX CHILDHOOD TRAUMA

Eva de Gosztonyi

CREATE A SAFE LEARNING ENVIRONMENT

1. Keep student-adult relationships strong
 - Don't let the behaviour cause divisions – don't take it personally
 - Find ways to reassure the student even when it has been a difficult day
2. Build a team of interveners
 - Put together a team of adults to share the responsibility of caring for challenging students
 - Plan regular meetings to discuss challenging students
 - Use adult resources in the school creatively
3. Minimize the experience of SEPARATION
 - Examine often used interventions for hidden sources of separation
4. Compensate for the effects of Trauma - over-reactivity and immaturity - to help the student behave successfully
 - ANTICIPATE and PREVENT
 - Provide options for when overwhelmed
5. Provide structure and predictability
6. Offer a variety of intervention options
 - Provide safe spaces in the classroom
 - Provide safe spaces outside the classroom
 - Create a Nurturing Support Centre
 - Provide a safe place to express emotions (Emotions Room)
7. Aim to soften the defensive armour through emotional expression and play
 - Help the student to find their tears
 - Provide many opportunities for Play

FOR MORE INFORMATION ABOUT THESE PRACTICES VISIT www.cebm.ca

“Safety is at the core of healing trauma.” Joe Tucci, Australian Childhood Foundation
“Children come to feel themselves as being safe through their experience in relationship with a caring and protective adult.” Australian Childhood Foundation