



Trauma-Informed Teaching Strategies -- Volume #2

	<p style="text-align: center;"><u>20 Classroom Interventions for Children with Anxiety Disorders</u></p>	<p>Although anxiety does not necessarily impact a child's academic abilities, it can affect their ability to learn. Parents and teachers can work together to help a child succeed in the classroom. There are a number of ways teachers can make the school day easier and less stressful for a child with anxiety. Check into this resource for many concrete ideas.</p>
	<p style="text-align: center;"><u>Four Core Priorities for Trauma-Informed Distance Learning</u></p>	<p>What trauma-informed teaching looks like varies for different teachers and students. For that reason, Venet has developed "four core priorities," rather than "strategies," for trauma-informed classrooms. She explains the four priorities and how to consider them in the context of distance learning: Predictability, Flexibility, Connection, and Empowerment.</p>
	<p style="text-align: center;"><u>How to Build a Trauma-Sensitive Classroom Where All Learners Feel Safe</u></p>	<p>Trauma and chronic stress change the way our bodies and brains react to the world. Patricia Jennings, author of <i>The Trauma-Sensitive Classroom</i> says, "Humans tend to adapt to chronic stress in order to be able to survive and thrive in challenging contexts. But these adaptive behaviors can impede success in the classroom context." In school, children with trauma are more likely to have trouble regulating their emotions, focusing, and interacting with peers and adults in a positive way. This article explains how to build a trauma-sensitive classroom where all students feel safe.</p>
	<p style="text-align: center;"><u>Addressing Student Trauma, Anxiety, and Depression</u></p> <p style="text-align: center;">How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs</p>	<p>It really helps to understand post-traumatic stress disorder. Things that we might not notice could be very upsetting to children, keeping them in that part of their brain where it's "fight or flight." So it's a reminder that we need to check ourselves and think, "What are some things that we can control that could be helpful to a child in distress?" Access these resources to learn strategies to recognize and address student anxiety and trauma, as well as to understand traumatic experiences students may have endured.</p>

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