

## WHY EVERY TEACHER NEEDS TO KNOW ABOUT CHILDHOOD TRAUMA

# How Trauma-Informed Practise Can Help Teachers Too



**Teachers and school leaders already have high demands on their time, and adding another burden to their work is untenable. But trauma-informed practise is not necessarily an add-on. Rather, it is a different way of working and communicating to improve students' relationships with school staff, and their school engagement and learning.**

Our research with Australian teachers found they want more support and training to be able to understand and support children with trauma.

Some US research suggests trauma-informed training and processes in schools can improve staff knowledge and confidence in responding to children impacted by trauma and adversity. Evaluations of trauma-informed practise in schools show these programs are having a positive impact. But rigorous research is lacking and more is required. We do know though, teachers responding sensitively to the impact of trauma help children better engage in school and give them a sense of belonging. It can also reduce disruptive behaviours and school suspensions.



By developing knowledge about the impact of trauma on children, teachers are likely to develop stronger relationships, and a greater sense of confidence with these children, and lower classroom disruption. This could lead to increased job satisfaction and reduced risk of burnout.

### **References:**

Content taken from *The Conversation*.

**Emily Berger** – Lecturer, Monash University

**Karen Martin** – Asst. Professor Population Health, University of Western Australia

Adapted by **Get into Neurodiversity** for a global audience