THE ISSUE

We need cooperation from children in order to accomplish our
ministry objectives in their lives, but some children, more than others, aren't as cooperative. Some are inattentive; others are disruptive. Some have experienced trauma that has forever changed how they experience the world around them and their view of themselves. What's more, the cultural views of discipline and children have shifted. There is a lack of a coherent, understanding of children and socially-accepted parenting/teaching strategies that transcend social-economic and geographic boundaries. How do we help all our children experience their time with us as safe and effectively teach them?

THE NEED

To accurately see children and their needs that underlie disruptive or inattentive behavior.
To utilize strategies that meet their needs, result in the child feeling safe and changed behavior.

HOW A CHILD EXPERIENCES FEAR AND PAIN

Externalizing Behaviors (Acting Out)	**Internalizing Behaviors (Acting In)**
Irritability	Dissociation
Antisocial Behavior	Withdrawal
Anger	Crying
Rage	Sadness
Aggression	Lethargy
	Depression

THE HOW

Empowering Principles	Ecological Strategies	Physiological Strategies
	Felt Safety	Safe Touch
	Predictability	Sensory Input/Physical Activity
	Transitions	Hydration
		Nutrition

Connecting Principles	Mindful Strategies	Engagement Strategies
	Observing	Matching
	Recognizing Behavior	Active Listening
	Eye Contact	Nurturing Interaction
	Body Position	Playful Engagement
	Voice and Inflection	
	Encourage Process	

Correcting Principles	Proactive Strategies	Responsive Strategies
	Emotional Regulation	Choices for Discipline
	Encourage the Positive	Redos
	Life Value Terms	Consequences
	Choices for Growth	The Voice
		The Stance
		Task Completion

RESOURCES

❖ The Connected Child by Drs. Karyn Purvis and David Cross
❖ Creating Trauma-Informed Classrooms BY CASEY CALL, PH.D., KARYN PURVIS, PH.D., SHERI R. PARRIS, PH.D., & DAVID CROSS, PH.D.