**Responding to Vicarious Trauma & to the Trauma of Those We Serve**

**WHAT CAN YOU DO FOR THE STUDENT?**

Before the Crisis

Goal: Create a safe environment and build student’s capacity to regulate their emotion

* Building relationships
* Routines and rituals
* Support for transitions
* Regulate activities to increase tolerance
* Mindfulness meditation
* Regular rhythmic movement
* Address developmental deficits
* Create a “family” culture
* Emphasize safety
* Make school fun
* Fitness based PE
* Increase recess time

In the Moment

Goal: Contain the chaos, diffuse energy, co-regulate and re-center

**Ineffective Response**

* Ineffective Strategies
* Excessive questioning
* Lecturing
* Giving or appealing to logic
* Asking to make a better choice
* Comparing
* Promising a reward
* Ignoring
* Threatening
* Using point charts
* Minimizing
* Time-out
* Getting angry

**Effective Responses**

* Connecting-leverage your relationship
* Slowing down- slow movement, slow, deliberate speech using simple language
* Using non-threatening body language
* Reducing the power differential
* Joining and relating
* Breathing
* Showing empathy and understanding
* Validating and accepting
* Regulating activities like movement or sensory stimulation
* Anchoring

After the Crisis

Goal: Use the crisis to teach a social/emotional lesson \*\*(this should occur on the child’s timeline)

* Review what happened in terms of the child’s experience
* Help the child review from other’s experience
* Rebuild the relationship
* Be non-judgmental
* Be honest and genuine
* Teach coping skills
* Address developmental deficits
* Reinforce “family” values
* Adjust expectations if needed
* Find humor

**After an Incident**

It is important for you to address your own trauma after a classroom or school incident. It may be helpful to ask the following questions:

What did I think when I realized what had happened?

What impact has this incident had on me and others?

What has been the hardest thing for me?

What do I think needs to happen to make things right?

 **Victims want you to know:**

* I’m scared. Can you make things safer right now?
* Can you make things calmer right now?
* I’m tired of not being able to control my emotions.
* I can’t trust the choices I’m making right now.
* I just want this feeling to end. I am so sad.
* I need you to say that more gently.
* That hurt my feelings.
* That felt like an insult.
* I feel blamed. Can you rephrase that?
* I feel defensive. Can you rephrase that?
* Please don’t lecture me.
* I don’t feel like you understand me right now.
* I feel criticized. Can you rephrase that?
* Just listen to me right now and try to understand.
* I need some control in my world.
* Hang in there. Don’t withdraw.
* Can I trust you?
* I don’t know how to make things better.
* I agree with part of what you are saying.
* This is not fair. This is not justice.
* I am confused.
* I know this is not your fault.
* Do you hear me?

**WHEN RESTORATIVE PRACTICES FAIL**

The goal for any restorative practice is to:

* establishing empathic connection
* create a shared understanding of what happened
* create a safe space for expressing concerns and issues
* identify and validate feelings
* gain understanding of impact and who was impacted
* discover the unmet needs and underlying issues
* compel a change in behavior
* creating a plan of action to meet those needs and address the underlying issues
* create opportunities for reintegration and rebuilding of trust

**RESTORATIVE DIALOGUE**

OBSERVATION

(not judgment)

Identify & validate FEELINGS

Identify & respond to NEEDS

REPAIR with requests

Listen with EMPATHY

 

REASSURE to create safety

 RESOLUTION & REINTEGRATION

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