

Healing Hearts and Motivating Minds

The intersection between motivation theory and trauma informed teaching practices.

Start Now 

About Me

I'm Missy!

- School counselor at Lincoln Elementary
- RAMP Recipient
- Lead RAMP Reviewer
- Ph.D. student at OU



What to expect

- Hidden curriculum- make the underlying explicit
- Overview
- Conceptual to concrete

What you will not be hearing:

- It's all up to you
- You have to deal with abuse
- You have to maintain toxic positivity
- You don't get to be a human too
- Don't hold students accountable
- This is the "cure all"
- You have to trash everything you've been doing and start over
- You suck

What you will be hearing:

- You're already doing a lot of this
- You know more than you think
- Things you already know and do
- You can add to your practices without having to reinvent the wheel

The Why

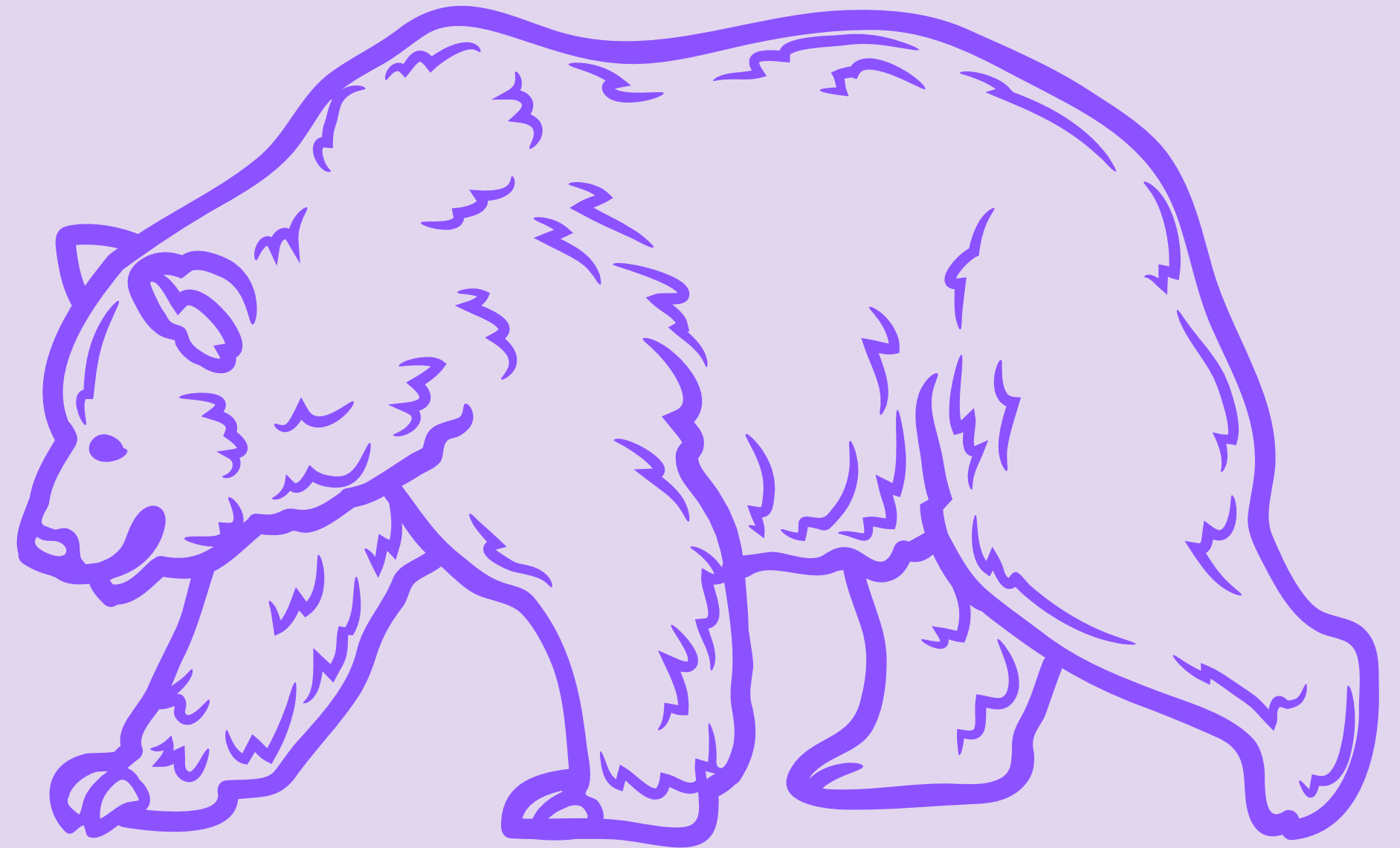
Trauma Informed Practices

- Reduction in student behavior
- Improved psychological safety
- Improved culture of belonging
- Equitable learning spaces

Motivation

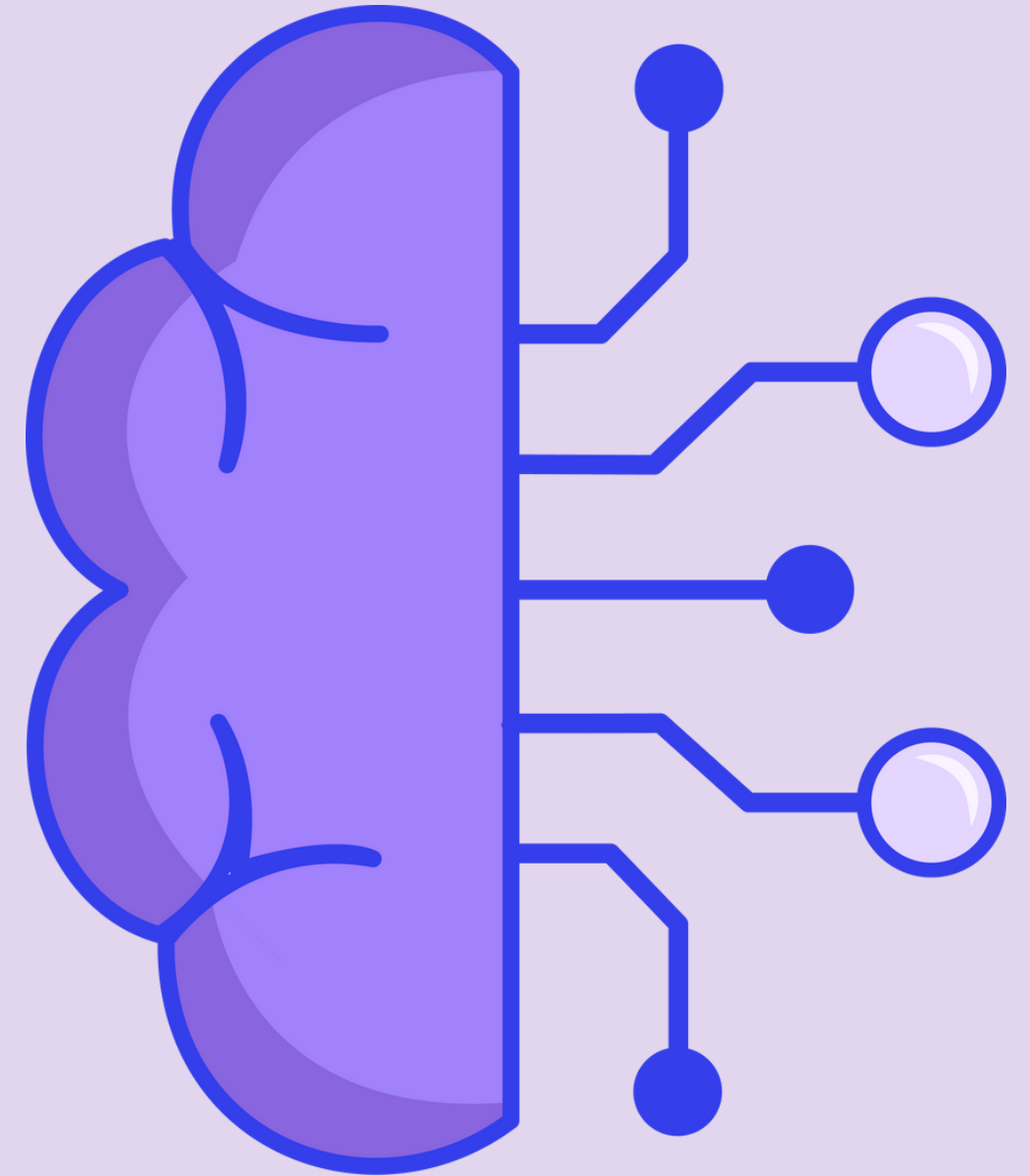
- Increase in student engagement
- Increase in student interest
- Improved student outcomes

What is Trauma?



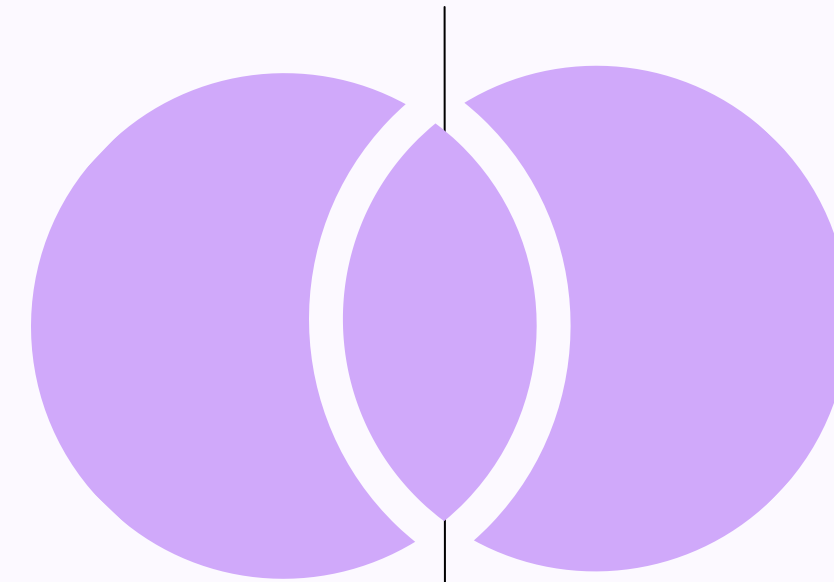
Trauma's Impact

- Fight, flight, freeze, fawn
- Impacted ability to regulate
- Biological & Neurological changes
- Complex unmet needs
- Maladaptive coping
- Hypervigilance
- Elevated resting heart rate



**What is
motivation?**

The Intersection



Trauma

Trauma Informed Positive
Education Model

Trust-Based Relational
Intervention Model

ARC Model

Motivation

Self-Determination
Theory

Attribution Theory

Situated-Expectancy

Value Theory

ARC Model

Some key points:

- Emphasizes
 - Attachment
 - Regulation
 - Competency
- Phases
 - Safety and Connection
 - Regulation
 - Competency and Identity

Trust-Based Relational Intervention

Some key points:

- Emphasizes:
 - Attachment and Trust
 - Empowerment
 - Sensory Integration
- Three Core Principles
 - Empowerment
 - Connection
 - Correction

Trauma- Informed Positive Education

Some key points:

- Trauma-informed/aware
- Positive Psychology
- Safety and Trust
- Teacher Training
- Teaching skills

Self-Determination Theory

Key Points

- Three innate psychological needs:
 - Autonomy
 - Competence
 - Relatedness
- Motivation Types
 - Intrinsic
 - Extrinsic
 - Amotivation
- Developed by Richard Ryan and Edward Deci



- Autonomy
 - Students feel in control of their own actions and choices
 - Students stand behind their actions (Bao & Lam, 2008)
- Autonomy supportive environments:
 - Enhance student creativity
 - Students develop preference for challenge over easy success
 - Deeper information processing
 - Students showcase positive emotionality
 - Improved academic performance



Autonomy

- Build **Supporting** activities around students' inner resources
 - Language
 - Work
 - Choice
 - Rationale
 - Mastery over performance
-

Autonomy Decreasing

- Telling students the answer before giving them time to discover it
- “Should” “have to” “must”
- Use controlling questions to direct work “Can you do what I showed you?”



Trauma- Informed Autonomy (1 of 2)

- Autonomy support is not removal of structure
- Respect for choice within reason
 - Autonomy is often robbed from students
 - Ex: seating
- Clear expectations
 - Provides students with clarity of what to do along with freedom for a choice, voice and initiative
 - “Freedom within limits”



**Trauma-
Informed
Autonomy
(2 of 2)**

- Attunement (Reeve, 2006)
- Multiple opportunities
- Communication and empowerment
- Opportunities for joy and fun
- Practice gratitude
- Re-do's



Competence

- Fundamental human drive to be effective, develop skills, and experience mastery.
- Key component of intrinsic motivation
- Plays significant role in individuals' overall well being and motivation to engage in various activities



**Trauma-
Informed
Competence
(1 of 3)**

- Trained staff
- Teach strategies for de-escalation in the classroom
- Teach students about their own stress response
- Opportunities to identify and understand how heated emotions escalate us and work within our bodies
- Knowing how to meet classroom expectations
- Integrate explicit teaching of wellbeing into lessons



**Trauma-
Informed
Competence
(2 of 3)**

- Prime the day
- Structure activities to deliberately allow the practice of students' character strengths
- Provide opportunities to contribute to others, building a sense of connection and community
- Savor small wins and academic successes



**Trauma-
Informed
Competence**

- Teach understanding and degrees of feeling
- Build a feeling and energy tool box
- Breathing
- Grounding
- Movement:



Relatedness

- The need to connect and form meaningful relationships with others.
- Sense of being close to another person
- Occurs when teachers create conditions where students feel special and important
- Supportiveness
 - affirmation of a student's capacity for self direction
 - accepting students as they are
 - provide encouragement
 - assist them in their efforts to realize the goals they set for themselves
- Relatedness promotes:
 - feelings of competence
 - creativity
 - student engagement



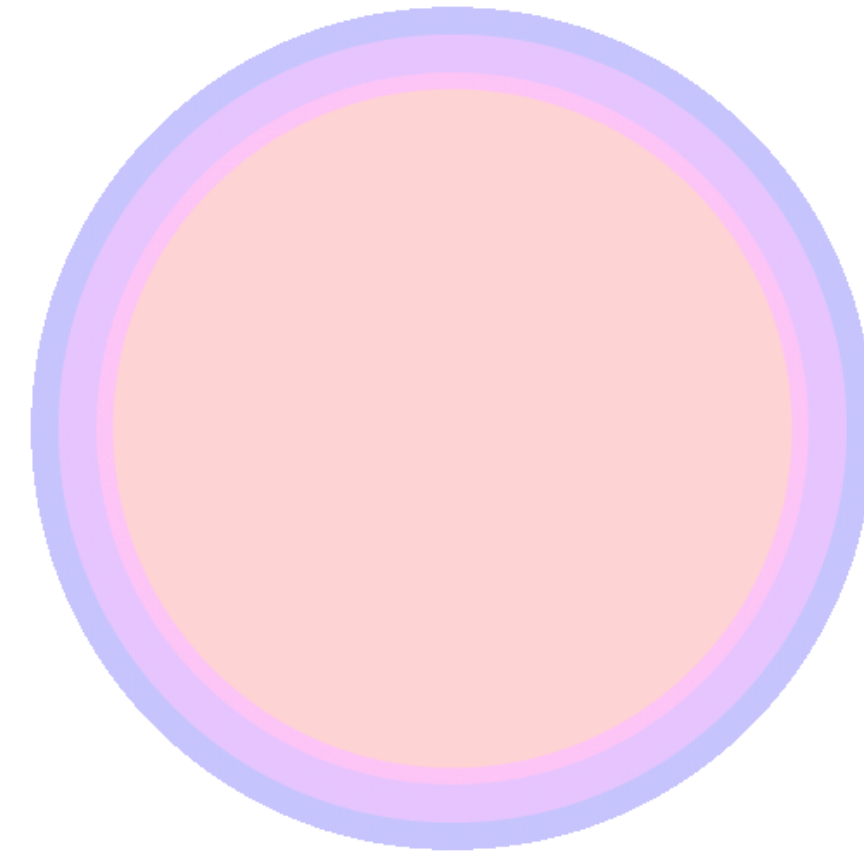
**Trauma-
Informed
Relatedness**

- Predictable routines for classroom procedures
 - Greetings, healthy touch, eye contact,
 - Prime the room to participate, connect, and generate positive emotions
 - Special student celebrations
 - Reminders of positive behavior expectations
 - Concluding with a “What Went Well prompt.”
- Activities:
 - feelings check in
 - mapping out connections
- Building structures into settings that support communication

Thank you!

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The End