

Lesson 3c- Resisting Retraumatization

What are the challenges of punishments, rewards and consequences such as timeouts?



What does “making repair” mean?

Practices that are NOT Trauma-Informed

What is your organization's role in resisting retraumatization?

Sources Used in Lesson 3c:

- Brown, B. (2017). Dare to lead: Brave work, tough conversations, whole hearts. Random House.
- Brummer, J., & Thorsborne, M. (2021). Building a trauma-informed restorative school: Skills and approaches for improving culture and behavior. Jessica Kingsley Publishers.
- Greene, R. W. (2021). The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children. Harper.
- Substance Abuse and Mental Health Services Administration, Practical Guide for Implementing a Trauma-Informed Approach, SAMHSA Publication No. PEP23-06-05-005. Rockville, MD: National Mental Health and Substance Use Policy Laboratory Substance Abuse and Mental Health Services Administration, 2023.



REFLECTION QUESTIONS

1. Based on what I've learned, what are some actions I'm going to take to change things I do or things my organization does (or doesn't do)?

2. What additional things do you still need to explore or learn about trauma, trauma-informed care and becoming trauma-sensitive and trauma-responsive?

Additional Resources:

- Brummer, J., & Thorsborne, M. (2024). Becoming a trauma-informed restorative educator: Practical skills to change culture and behavior. Jessica Kingsley Publishers.
- Greene, R. W. (2008). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. Scribner.
- Mate, G., & Mate, D. (2022). The myth of normal: Trauma, illness, and healing in a toxic culture Daniel Mat? Penguin Publishing Group.

