Trauma Informed Teaching & Horticultural Therapy
www.sgsonetwork.org

Goal: Creating dialogue among school garden support organizations.
Do you support multiple school gardens in a particular region or state? If so, join the forum by clicking the red New Topic button...

Browse the discussion by clicking on one of the following topic areas or use the search box on the top of this screen.

- Funding and Budgeting
- Research and Assessment
- Training and Staffing Garden Educators
- Garden to Cafeteria
- Policies to Support School Gardens
- Program Management - Running Regional or Statewide Programs
- Creating and Managing Garden Sites
- Curricula and Instructional Resources
- Announcements - Miscellaneous

We are a network comprised of organizations and individuals that support multiple school garden programs at a regional, school district, or state level. Visit www.sgsonetwork.org for SGSO Webinar Series and in-person networking opportunities.

View our Advisory Committee members

Looking for general resources and information for your school garden? ---> Check out these resources.

Looking to Post Job Offerings? Please use these foodsystem and garden education employment sites rather than this forum. Thanks.
The School Garden Support Organization
2020 Webinar Series

- Sharing Program Impacts - April 14, 2020
- School Gardens in Latin America (en español) - May 12, 2020
- Teaching English Language Learners in the Garden - June
- Recruiting and Managing College Interns - July

www.sgsonetwork.org/webinars
Future SGSO Gatherings

• **SGSOs Unite!** - Farm to Cafeteria - Albuquerque, NM - 4/22/20

• **SGSOs Unite!** - AHS NCYGS - Santa Cruz, CA - 7/7/20

• **National School Garden Leadership Conference** - Denver, CO - April 17-20, 2021

www.sgsonetwork.org/gatherings
Housekeeping

- Recording - in follow up email and on website
- Handouts - section in Control Panel
- Questions - section in Control Panel
Trauma Informed Teaching and Horticultural Therapy

Agenda

Definitions & Case Studies

- Amy Yillik - High Desert Education Service District
- Wanda Stewart - Executive Director Common Vision
- Trish Hildinger - Horticultural Therapist

Conclusion - Q and A
Amy Yillik
CARE Coach
Culture of Care, High Desert ESD

www.hdesd.org
Defining Trauma

“The word ‘trauma’ is used to describe experiences or situations that are emotionally painful and distressing, and that overwhelm people’s ability to cope, leaving them powerless.”

- Center for Nonviolence & Social Justice

“Prolonged activation of the stress response in relation to strong, frequent &/or prolonged adversity that disrupts the brain’s development.”

- Harvard Center for Child Development
The 3 “E’s” of Trauma

Trauma refers to an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects.

-Trauma Sensitive Schools
THE TRUTH ABOUT ACES

WHAT ARE THEY?

ACEs are ADVERSE CHILDHOOD EXPERIENCES

The three types of ACES include

ABUSE
- Physical
- Emotional
- Sexual

NEGLECT
- Physical
- Emotional

HOUSEHOLD DYSFUNCTION
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce
DO WE PARTNER WITH FAMILIES THAT EXPERIENCE...

- Poverty?
- Chronic Illness?
- Death of a peer?
- Racism?
- Military membership?
- Have survived a natural disaster?
- A serious accident?
- Have had a house fire?
- Homelessness?
The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Emotional & Sexual Abuse
- Substance Abuse
- Domestic Violence

Adverse Community Environments

- Physical & Emotional Neglect
- Divorce
- Mental Illness
- Incarceration
- Homelessness

- Poverty
- Discrimination
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital
- Poor Housing Quality & Affordability
- Violence

HOW STRESS CHANGES A CHILD’S BRAIN

3-YEAR-OLD CHILDREN

- Prolonged exposure to trauma triggers physiological changes in the brain.
- Neural circuits are disrupted, causing changes in the hippocampus, the brain’s memory and emotional centre.
- This can cause brain shrinkage, problems with memory, learning and behaviour.
- A child does not learn to regulate emotions when living in state of constant stress.
- Associated with greater risk of chronic disease and mental health problems in adulthood.
What do we do with this understanding of trauma?
Our mindset matters: What does being “trauma-informed” look like?

- We must think of student behaviors in terms of regulated vs. dysregulated; instead of good vs. bad.
- The trauma-informed model aims to help students get back to a state of regulation because this is where students are able to have positive behaviors and will be able to be responsive, engaged, focused, and calm.
- **Respond instead of react.** Understand that you can’t use strategies for regulated students on those who are dysregulated (i.e. “But he was able to do this yesterday.”)

Sporleder & Forbes, 2016
<table>
<thead>
<tr>
<th>DYSREGULATION</th>
<th>REGULATION</th>
<th>DYSREGULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYPER-AROUSAL</td>
<td>• Responsive</td>
<td>HYPO-AROUSAL</td>
</tr>
<tr>
<td>• Impulsive</td>
<td>• Engaged</td>
<td>• Tardy</td>
</tr>
<tr>
<td>• Aggressive</td>
<td>• Focused</td>
<td>• Absent</td>
</tr>
<tr>
<td>• Argumentative</td>
<td>• Calm</td>
<td>• Defiant</td>
</tr>
<tr>
<td>• Anxious before tests</td>
<td></td>
<td>• Forgetful</td>
</tr>
<tr>
<td>• Resistant to directives</td>
<td></td>
<td>• Avoids tasks</td>
</tr>
<tr>
<td>• Risk-taking behaviors</td>
<td></td>
<td>• Withdraws from peers</td>
</tr>
<tr>
<td>• Cannot adhere to rules</td>
<td></td>
<td>• Disassociates – shuts down</td>
</tr>
<tr>
<td>• Unable to focus or sit still</td>
<td></td>
<td>• Nums out – “I don’t care.”</td>
</tr>
<tr>
<td>• Yelling</td>
<td></td>
<td>• Depressed</td>
</tr>
<tr>
<td>• Threatening</td>
<td></td>
<td>• Crying</td>
</tr>
</tbody>
</table>
“There is no more effective neurobiological intervention than a safe relationship.”

-Bruce Perry, PhD, MD

“The trauma-informed model works for ALL students—everyone benefits from being treated with kindness and connecting to caring staff.”

-Jim Sporleder
A Culture of Care Is...

• Not making classroom teachers counselors or therapists BUT partners in sensitizing their perceptions to hurting students’ needs.

• Not where educators ask, “How do I get this student to change their behavior?” BUT we ask, “What is driving their behavior?” and “What can I do at this very moment to improve my relationship with this student?”

• Not making teachers community activists BUT advocating for systematic support for themselves and their students.

• Not making teachers add more to their already crowded syllabi BUT embedding social-emotional literacy into the overall school curriculum, classroom management techniques & school processes.

-Adapted from National Dropout Prevention Center
Trauma-sensitive schools

Resources

- Local School Counselor and/or School Psychologist

- CultureofCareOregon.org (coming summer of 2020)

- TRACESCO.org

- TraumaSensitiveSchools.org

- Compassionate Schools, Washington State
Wanda Stewart

Executive Director

www.commonvision.org

wanda@commonvision.org
Trish Hildinger, HTR
Registered Horticultural Therapist
California Horticultural Therapy Network

www.horticulturaltherapysc.com

@californiahtnetwork

@californiahtnetwork
Poll:
Are you familiar with or have you heard of horticultural therapy?
Poll:
Have you ever noticed a garden/plants being therapeutic for children?
Horticultural Therapy
Definition from the American Horticultural Association

Horticultural therapy is the participation in horticultural activities facilitated by a registered horticultural therapist to achieve specific goals within an established treatment, rehabilitation, or vocational plan. Horticultural therapy is an active process which occurs in the context of an established treatment plan where the process itself is considered the therapeutic activity rather than the end product.
Horticultural Therapist

Goals

Plants and Gardening

Client

Haller and Kramer 2006
Goals of participants in Horticultural Therapy

Cognitive
Physical
Social
Emotional
Client
Children/Youth

Goals:
Social interaction,
Working in close proximity to others

Trish Hildinger, HTR

Harvesting
# Horticultural Therapy Session

**Therapist:** Trish Hildinger, HTR  
**Site:**  
**Date:**  
**Volunteer:**  
**Time:**  
**Activity:** Planting Bean Seeds; From the Garden: leucadendron, clematis, grevillea, camellia

**Outcomes:**
1. Social interaction with peers: sharing and taking turns.
2. Utilize FM and/or GM skills for a minimum of 20 minutes.
3. Experience sensory stimulation with at least 3 items.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Obj 1</th>
<th>Obj 2</th>
<th>Obj 3</th>
<th>Participation</th>
<th>Assistance</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jane</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>0</td>
<td>up and down from the table several times, daughter had just left</td>
</tr>
<tr>
<td>2</td>
<td>Bob</td>
<td>=</td>
<td>0</td>
<td>0</td>
<td>=</td>
<td>-</td>
<td>stayed at the table the entire session. Did not participate otherwise. First time to stay</td>
</tr>
<tr>
<td>3</td>
<td>Lily</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>0</td>
<td>engaged, focused on task, asked a couple of questions about the plants</td>
</tr>
<tr>
<td>4</td>
<td>Maya</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>0</td>
<td>very talkative and engaged, smiles, laughing, made a joke</td>
</tr>
<tr>
<td>5</td>
<td>Joe</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>5</td>
<td>alert, replied in context twice, hand over work with filling the container of soil</td>
</tr>
<tr>
<td>6</td>
<td>Hope</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>5</td>
<td>chatty, calm, did not participate in actual planting</td>
</tr>
<tr>
<td>7</td>
<td>Dick</td>
<td>=</td>
<td>=</td>
<td>√</td>
<td>=</td>
<td>5</td>
<td>slept on and off</td>
</tr>
<tr>
<td>8</td>
<td>Mary</td>
<td>√</td>
<td>=</td>
<td>√</td>
<td>√</td>
<td>5</td>
<td>joked, replied in context when spoken to directly</td>
</tr>
</tbody>
</table>
Healed by Trees

Michael Dolan
Resources
American Horticultural Therapy Association  AHTA.ORG
Horticultural Therapy Santa Cruz

Horticultural Therapy Networks and Associations
California HTN
Carolinas HTN
Chesapeake HTN
Colorado HTN
Michigan HTA
Mid-Atlantic HTN
Northeast HTN
Northwest HTN
QUESTIONS?