

ANTS in your PANTS: A Guide to Trauma Informed Teaching

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What is it?

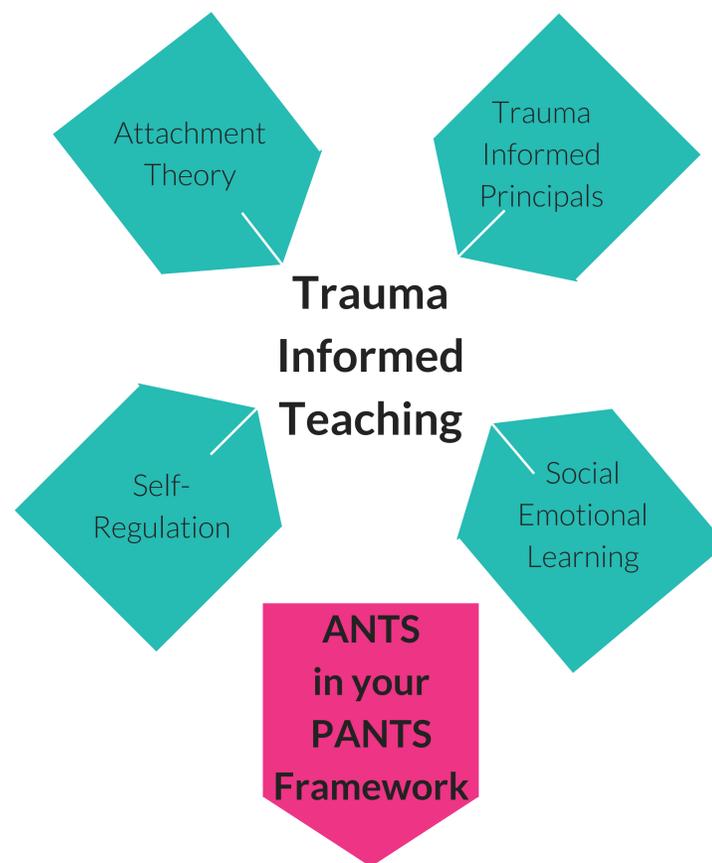
'ANTS in your PANTS: A Guide to Trauma Informed Teaching' is a framework that was developed by an Occupational Therapist and a Special Education Teacher. This framework was developed using principles of trauma-informed care integrated with key understandings of attachment and self-regulation. The framework highlights practical strategies and skills for recognizing and responding to challenging behavior in the classroom in a trauma-informed way. This model is delivered through professional development workshops and a written guidebook of theory and strategies.

Who is it for?

Teachers and support staff working with primary students in Kindergarten to Grade 3

How It Works?

1. **Teaching background theory, integrating bodies of knowledge**
2. **Introduction of the ANTS acronym**
 - Guiding teachers in recognizing situational, environmental, and behavioral cues
3. **Introduction of the PANTS acronym**
 - Explore proactive and responsive strategies for supporting students, creating a trauma-informed classroom culture, and teaching student new skills

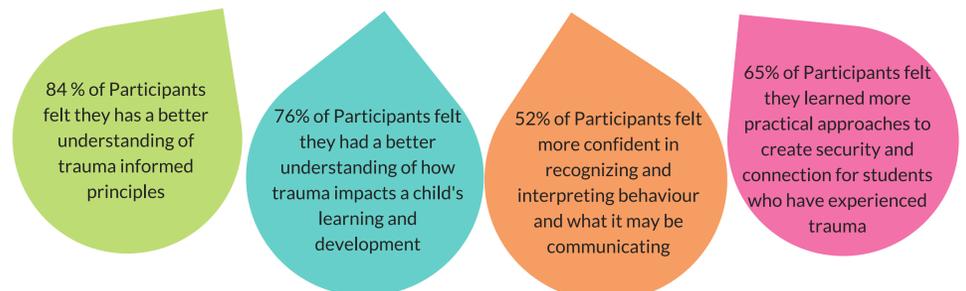
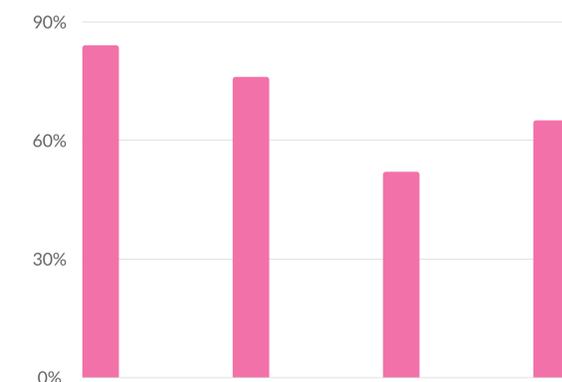


- A** **Antecedence to Behaviour** What is going on before? Are other students involved? Have you just provided new information?
- N** **Notice the Environment** What sensory systems may be contributing - noise level, smells at lunch time, busy classroom?
- T** **Triggers** What are common triggers for this student? transitions, saying 'no', written work, gym class, group work?
- S** **Signs** What are the student's signs of dysregulation? Red face, pacing the class, hiding in cloakroom, volume increases?

- P** **Predictability** Strategies for implementing routines and rituals to reduce stressors
- A** **Attunement** Emphasizing the importance of attuned adult relationships and the therapeutic use of self
- N** **Nurturing Environments** How to create calming and nurturing spaces within classrooms and schools
- T** **Teaching NewSkills** Addressing lagging social emotional skills through social, emotional, and self-regulation skills teaching
- S** **Self-care** Highlights the importance of teacher self-care as a component of trauma-informed teaching

Pilot Data

Pre- and Post- Workshop Learning Outcomes Measures
Participants: Vancouver School Board Teachers and Educational Assistants
n = 26



Moving Forward:

- We have created a similar online class for families
- We are looking at ways to train Occupational Therapists in delivering this framework to help support and guide families and Educators.
- We are in the final stages of print production of this guide.
- We are looking into the evaluation of this tool with a small group of teachers.