



Agenda

- **ACE's Study 101**
- **Neurobiology of the Brain & Survival**
- **The Role of the School to Prevent, Inform and Educate**
- **Trauma Sensitive Schools Modules**
- **Self Regulation & Mindfulness**
- **Resources**

The “ACE” Study

The Tragic Consequences of Unaddressed Childhood Trauma

www.Theannainstitute.org



**This is Anna at age one
and a half**



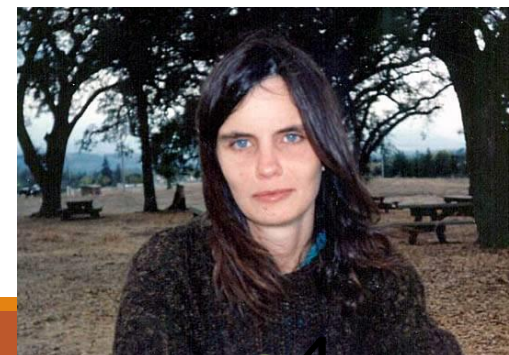
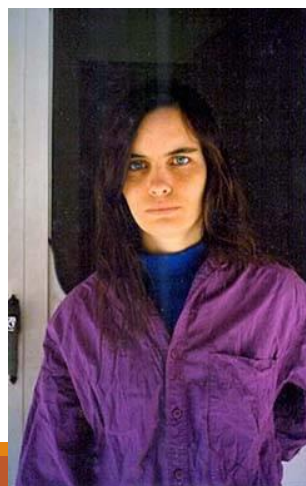
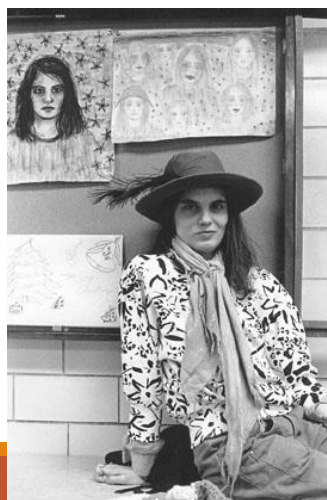
**Anna Caroline
Jennings Story
1960 - 1992**



**This is Anna years later – in a
mental institution**



What Happened?



3/10/2020

ACE's Study 101

ACE Study

Adverse Childhood Experiences

[Wounds that Won't Heal – 9 min video](#)

<http://www.youtube.com/watch?v=tMXtOxXBCRo>

Family Secrets!



Impact of Trauma over the Life Span

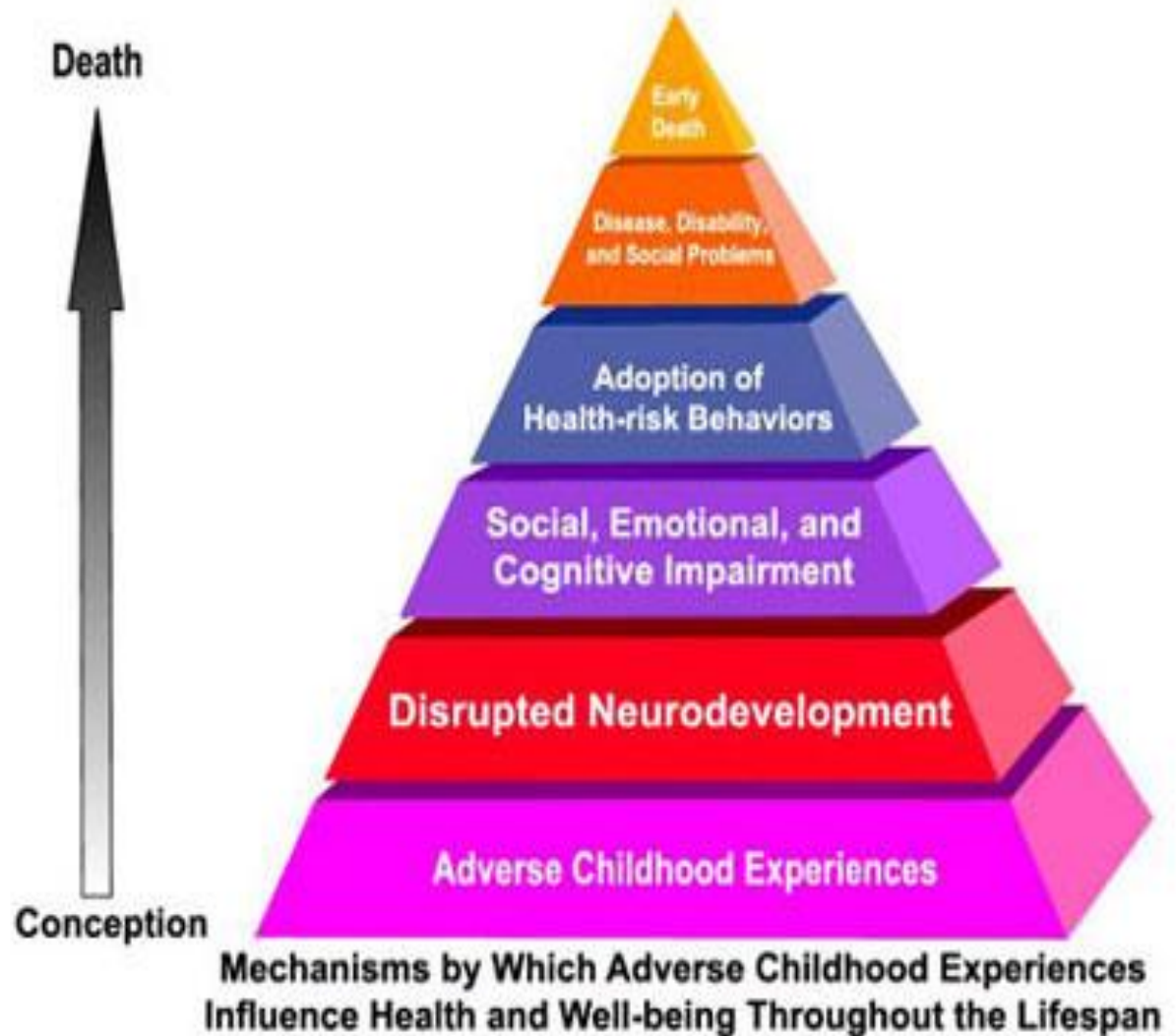
Adverse Childhood Experiences, (ACE's) Study

Vincent Fellitti, MD

Robert Anda, MD

17,000 Kaiser Permanente

- Neurological
- Biological
- Psychological
- Social



<http://www.cdc.gov/ace/index.htm>

What's Your ACE Score?

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often or very often. Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?
2. Did a parent or other adult in the household often or very often. Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever. Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?

What's Your ACE Score?

-
5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
 6. Were your parents ever separated or divorced?
 7. Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit at least a few minutes or threatened with a gun or knife?
 8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
 9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
 10. Did a household member go to prison?

Now add up your "Yes" answers: _____ This is your ACE Score.

Three Types of ACEs

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

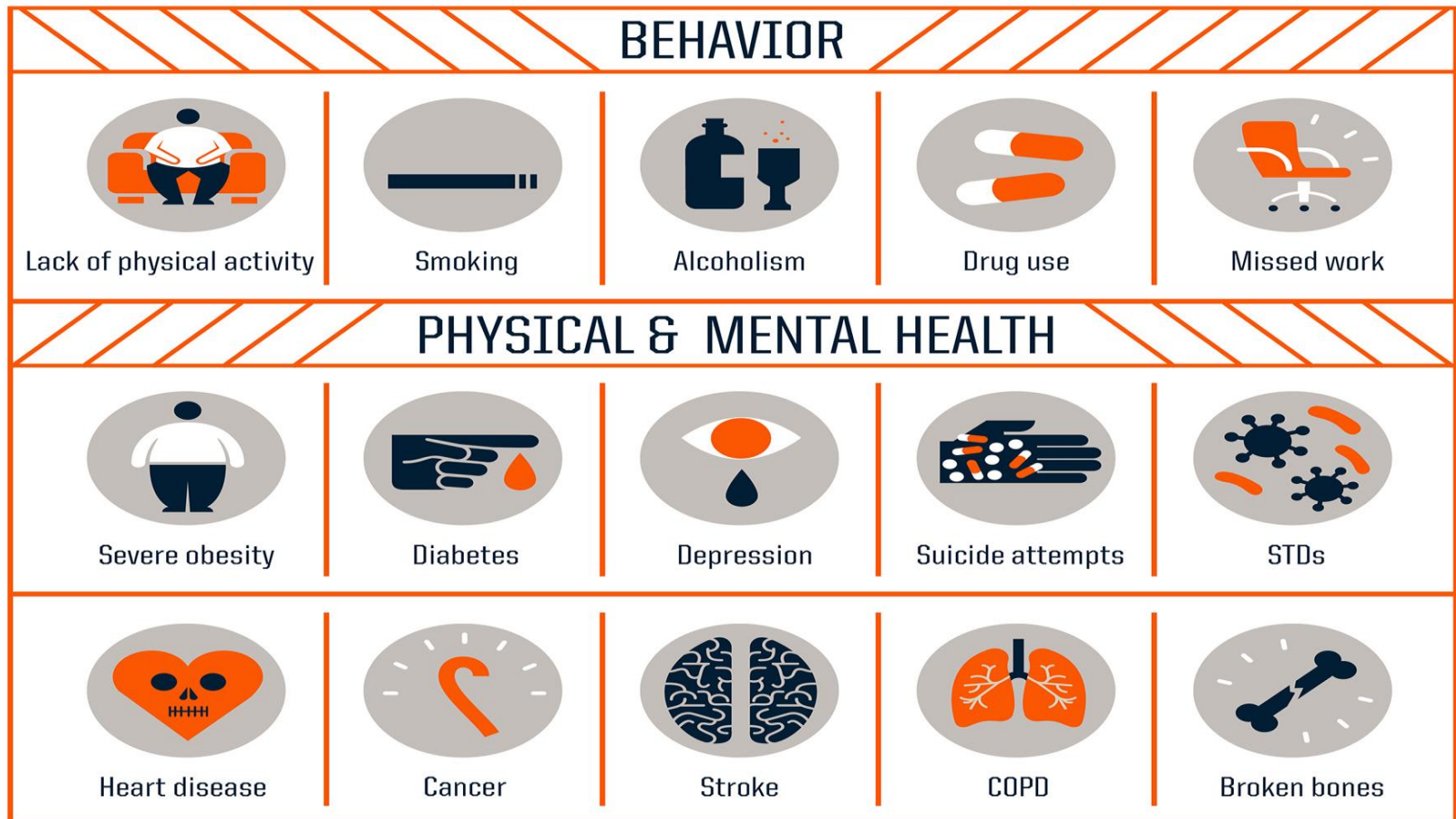


Substance Abuse



Divorce

ACEs Increase Health Risk



ACES can have lasting effects on....



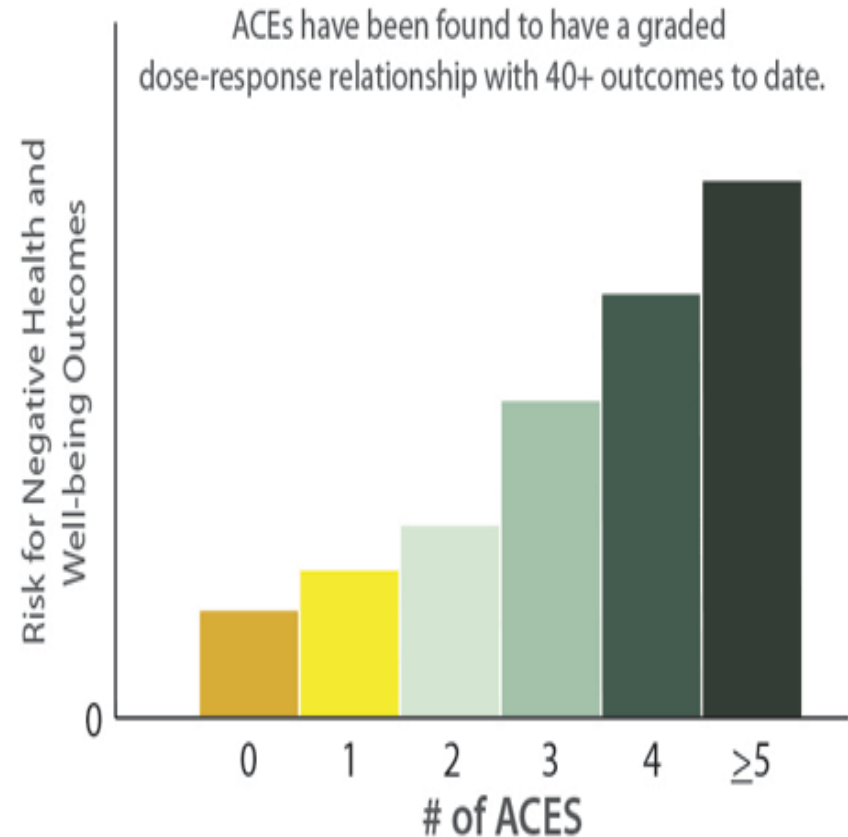
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)



Life Potential (graduation rates, academic achievement, lost time from work)



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

Health Risks Associated with ACEs

Behaviors

- School Absenteeism — tardies & truancy
- Dysregulated eating (under & overeating)
- Smoking
- Suicide attempts
- Illicit drug use & substance abuse
- Multiple sexual partners
- Self-injurious behaviors (e.g., cutting)

Outcomes

- Autoimmune disorders
- Obesity & eating disorders
- Substance use disorders
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Sexually transmitted infections (STIs)
- Unintended pregnancies

Adverse Childhood Experiences (ACEs) Study

Summary of Findings

- Adverse Childhood Experiences (ACEs) are:
 - very common and prevalent
 - strong predictors of **health risks & disease** from adolescence to adulthood
 - Are common pathways to **addiction** and **social emotional** and **cognitive impairment**
 - This combination of findings makes ACEs one of the leading, if not **the leading determinant of the health & social well-being of our nation**
- National study – <http://www.cdc.gov/ace/index.htm>
- Parent/Community Video -CDC
<https://www.youtube.com/watch?v=8gm-INpzU4g>

Spokane Research

Kids with **3 or more adverse childhood experiences** had...

3 times the rate of **academic failure**

5 times the rate of severe **attendance problems**,

6 times the rate of school **behavior problems**

4 times the rate of **poor health**

<http://acestoohigh.com/2013/08/20/spokaneschools>

ACE & School Performance

Traumatized children are:

- 2.5x more likely to **fail a grade** in school
- score **lower on standardized achievement tests**
- more likely to have struggles in receptive & expressive language
- **suspended & expelled** more often
- more frequently **placed in special education**



Childhood Trauma Shows Up in All Kinds of Ways

- PHYSICAL
- SOCIAL
- EMOTIONAL
- BEHAVIORAL
- PSYCHOLOGICAL



What *can* Be Done About ACEs?

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. **Safe, stable, and nurturing relationships and environments** (SSNREs) can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development.
Example: Nurse-Family Partnership



Home visiting to pregnant women and families with newborns



Parenting training programs



Intimate partner violence prevention



Social support for parents



Parent support programs for teens and teen pregnancy prevention programs



Mental illness and substance abuse treatment



High quality child care



Sufficient income support for lower income families



**Behavior
is a form of communication
providing clues
about what is missing
in a young person's life.**

John Seita, *Reclaiming Children and Youth*, 23:1



SHAME SYMPTOMS

ADDICTION

VIOLENCE

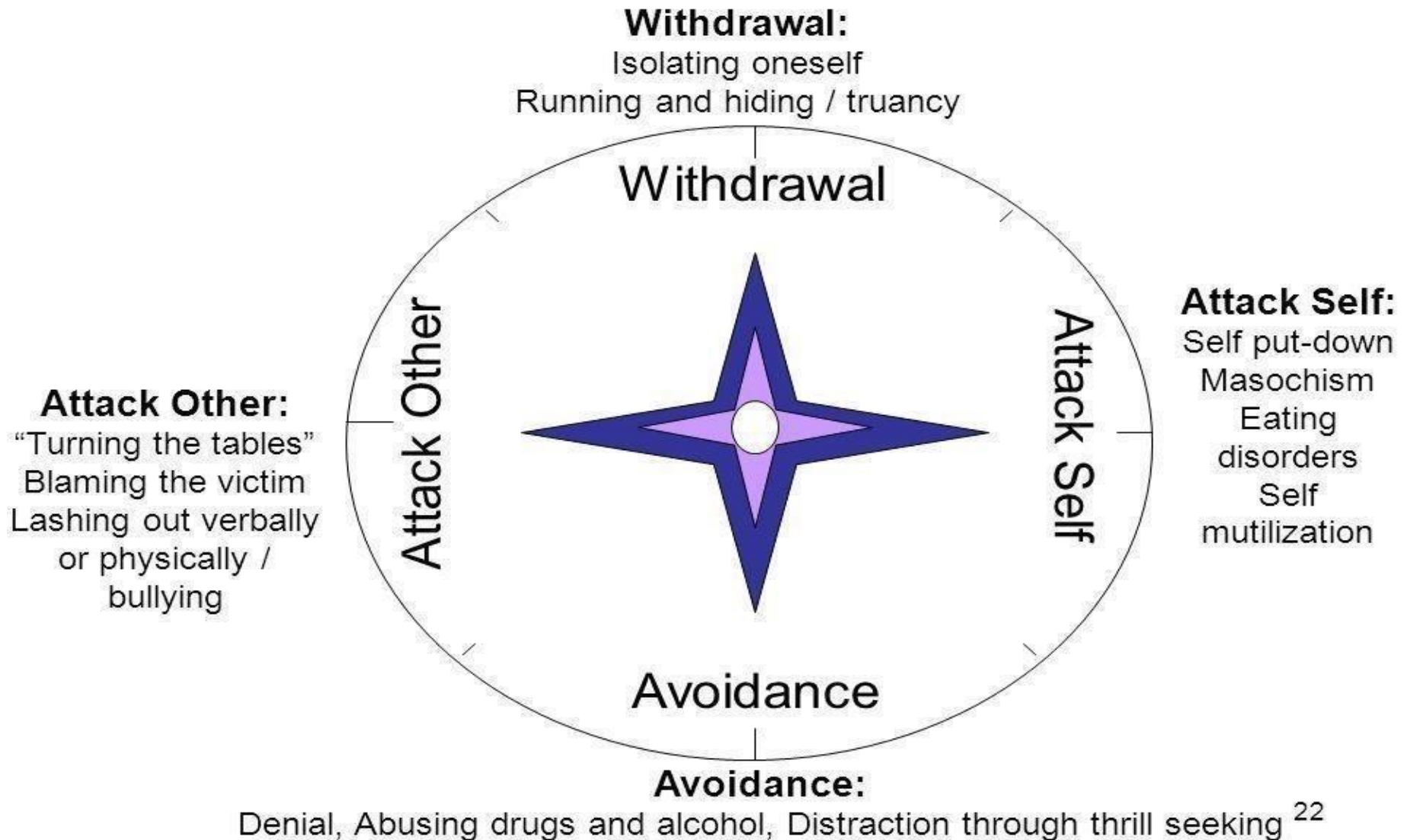
DEPRESSION




“Origins of Addiction”, Dr. Fellitti, CDC, Kaiser, 2018

“Shame”, Dr. Brene Brown, Professor, Graduate College of Social
<https://www.acesconnection.com/forumsWork>, University of
Houston, 2018

The Compass of Shame



Flashback



Sensory
Triggers Bring
Up Trauma
Memories!

“The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma”

— Bessel A. van der Kolk



“One thing is certain: Yelling at someone who is already out of control can only lead to further dysregulation. Just as your dog cowers if you shout and wags his tail when you speak in a high singsong, we humans respond to harsh voices with fear, anger, or shutdown and to playful tones by opening up and relaxing. We simply cannot help but respond to these indicators of safety or danger.”

Brains in Pain Cannot Learn!

These children and young people are in pain, and what we see as problem behavior is actually “pain-based behaviors.” Pain-based behaviors are driven by deep pain.

These oppositional, defiant, and oftentimes unmotivated, and apathetic behaviors are exhibited by young people who have been deeply hurt. Hurt people hurt people. Hurt people do not learn very well in our schools.



Adverse Childhood Experiences (ACE's) Resources

What are ACEs?

http://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html

NPR - ACE Survey

<http://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

ACEs <http://buncombeaces.org/your-ace-score/>

National study – <http://www.cdc.gov/ace/index.htm>

Parent/Community Video –CDC

<https://www.youtube.com/watch?v=8gm-INpzU4g>

Parent ACEs Handout - English and Spanish

<https://www.acesconnection.com/forums>

Neurobiology of the Brain & Survival

Stress Portrait of a Killer

Feelings of Control

Predictability

Outlets for frustration

Social Connectedness (5 friends)

Perspective-Perception things worsen or better

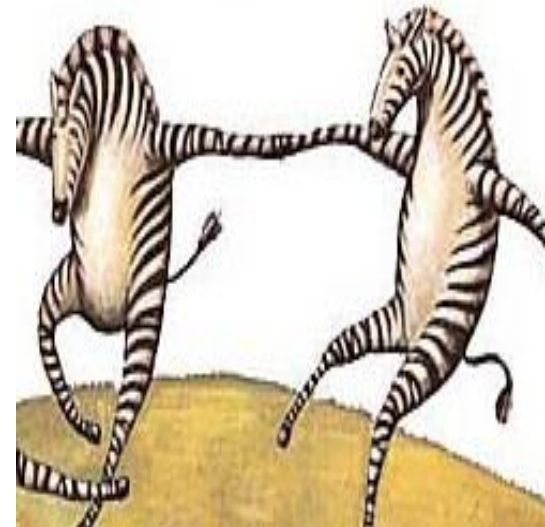
Anticipatory stress response

Exercise/Meditation

Giving anonymously & Groom others

Religion & Spirituality

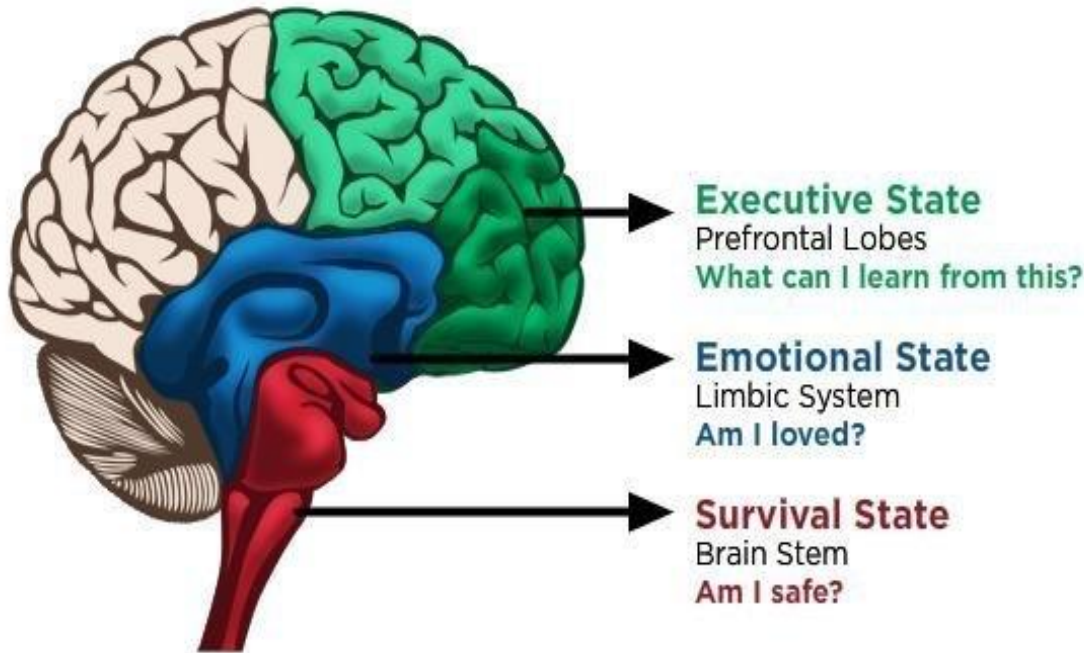
Ranking-Don't let the baboons GRIND you down!



Stress Portrait of a Killer, Nat. Geo.,
Telomeres, Dr. Sapolsky, 10 Min
<http://www.youtube.com/watch?v=fbJ5w803cg>

Brain & Toxic Stress

Brain is overwhelmed
with “Cortisone”



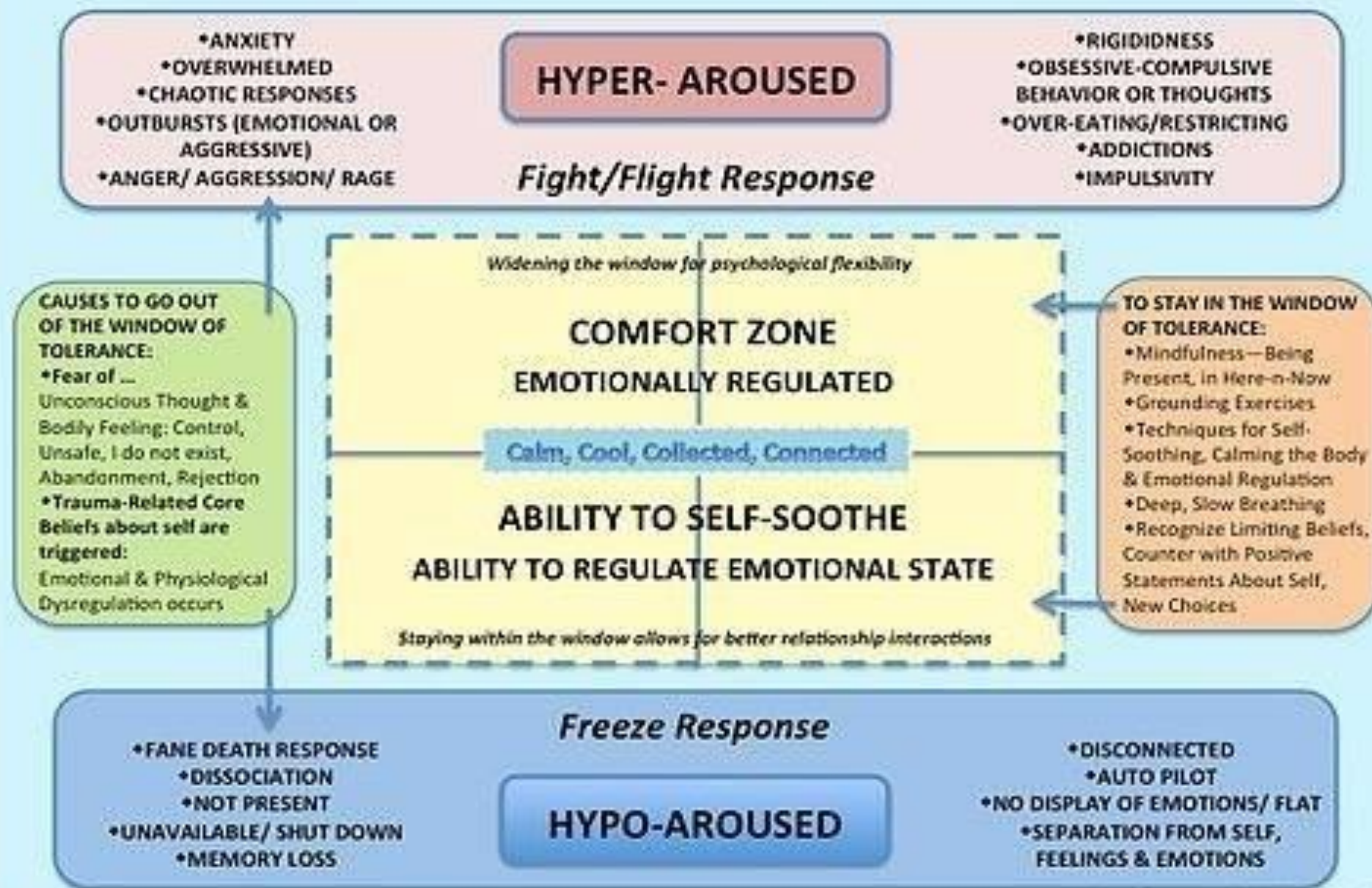
“Freeze, Fight, Flight”

The brain cannot
physiologically
take in new
knowledge or
problem solve
when it's
stressed!!!

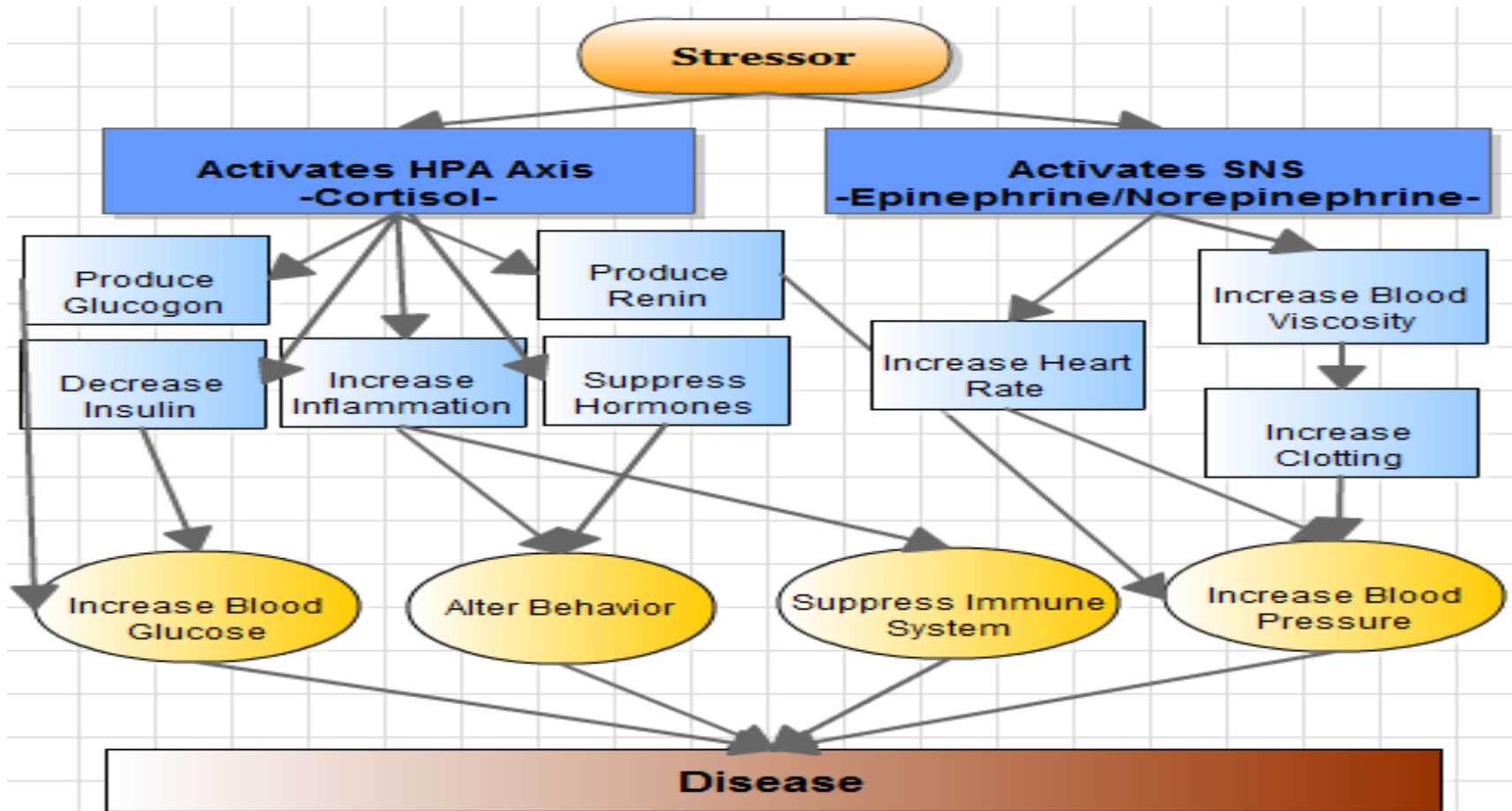
Toxic Stress - Center on the Developing Child –Harvard University

<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

WINDOW OF TOLERANCE- TRAUMA/ANXIETY RELATED RESPONSES:
Widening the Comfort Zone for Increased Flexibility



Physiology of Stress



Neurobiology Stress Behavior & Hormones

1. Adrenal, Cortisone, & Epinephrine – neurotransmitter –Stress - fight, flight, freeze response, heart pounding delivers oxygen to all parts of your body, increase blood flow to muscles, pupil dilation, blood sugar.
2. Endorphins – opioid neuropeptides, feel good, morphine like, produced by central nervous system & pituitary gland
3. Serotonin – happy hormone- light, sunlight, exercise, happy thoughts, some foods with tryptophan
4. Dopamine – neurotransmitter send signals to the brain, chemical reward-win, good job, hit target, acts of kindness, volunteer
5. Oxytocin – pituitary gland – love/cuddle hormone, release milk, social bonding, multiple double whammy warm fuzzies stimulates dopamine and serotonin, while reducing anxiety, social, empathy, seek support, anti inflammatory heart, human connection
6. Melatonin-pineal gland - regulates sleep & wake

Inherited Epigenetics and Behavioral Consequences of Trauma can be Reversed with Environmental Enrichment

- The impact of trauma may be epigenetically inherited via molecular memory that is passed down through generations
- The traumatic symptoms were found to be linked to the epigenetic regulation of the increased glucocorticoid receptor gene and decrease DNA methylation in the hippocampus
- DNA methylation typically silences genes & is defined by the addition of a methyl group to a particular location in the DNA, changes may be transmitted across generations through the sperm
- “Long after the traumatic experiences themselves, living in enriched conditions reverses the behavioral symptoms in adult animals and also prevents the transmission of the symptoms to the progeny “ concluded Isabelle Mansuy, Professor of Neuroepigenetics at the University of Zurich and ETH Zurich and co-author of the study. <https://www.youtube.com/watch?v=wR2HA1tU4zc>
- Epigenetics – Identical Twin Mice <https://m.youtube.com/watch?v=cFeCUfw657g>

TO PREVENT TOXIC STRESS

Children need...

- Safety & Trust
- Belonging & Connections
- Positive Interactions & Nurturing
- Choice & Autonomy
- Comfort & Control

Brain Architecture- Center for Developing Child -
Harvard University

<https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

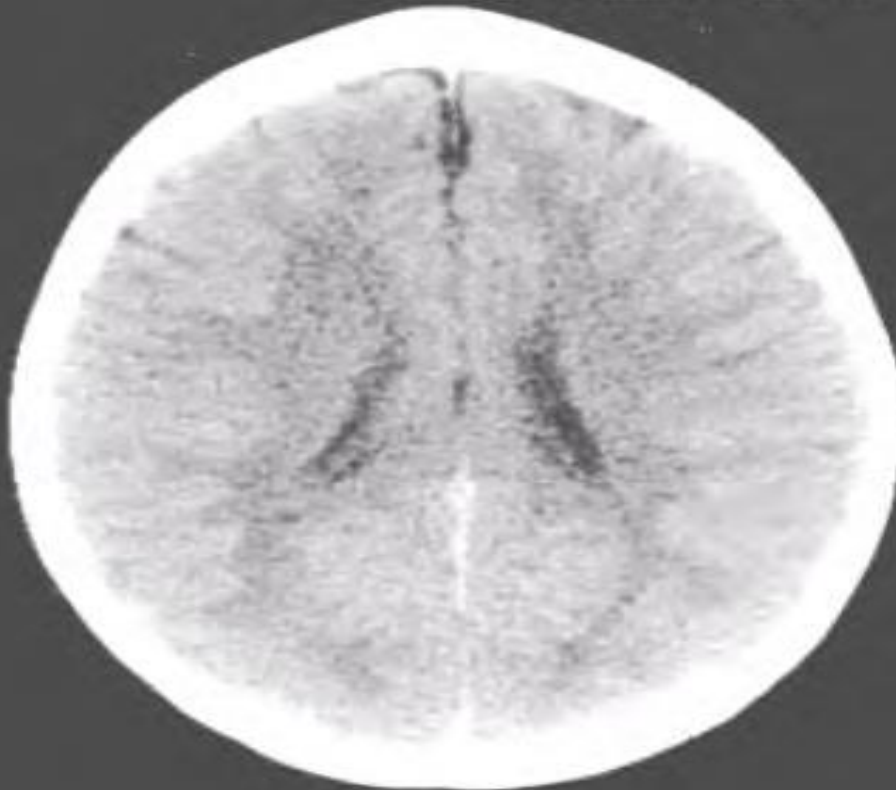
SAFETY is Primal to Survival



Because only 25% of our brain is prewired when we're born... we need POSITIVE INTERACTIONS to build, develop & wire the rest of the brain.

Brain Development & Trauma – 5 min – Dr. Bruce Perry
<https://www.youtube.com/watch?v=RYj7YYHmbQs>

3-Year-Old Children



Normal



Extreme Neglect

© 1997 Bruce D. Perry, M.D., Ph.D., ChildTrauma Academy

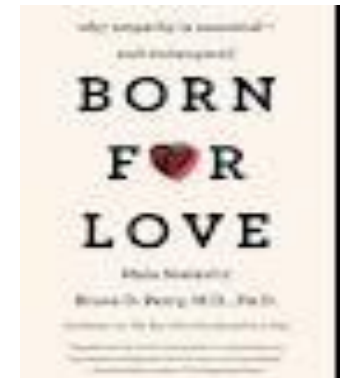
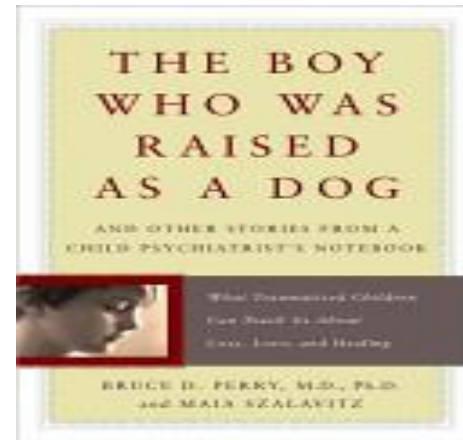
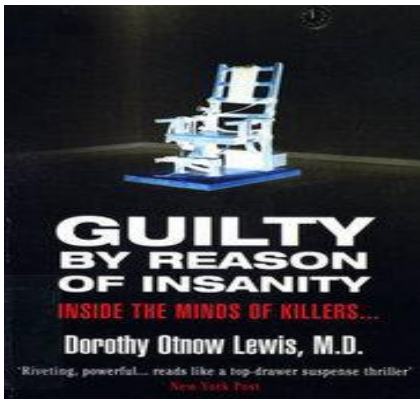
First Impressions

Exposure to Violence and a Childs Developing Brain – 15 min

Dr. Bruce Perry'

<https://www.youtube.com/watch?v=O4zP50tEad0>

Hurt People, Hurt People



Dr. Sapolsky, Dr. Gabor Mate & Others

<https://www.youtube.com/watch?v=o-brqskloBw>

The Role of the School to Prevent, Inform and Educate

The School Plays a Key Role!

LEADERSHIP AT EVERY LEVEL

- **Prevention**
- **Identification**
- **Intervention**
- **Referral**
- **Treatment**
- **Modeling**
- **Information**

COLLABORATIVE LEADERSHIP

- **Advocate** – engage leadership, Policy Change, refer families with depressed mothers, etc.
- **Perform Assessment**- needs assessment
- **Inform** – provide training, video
- **Educate** – handouts, resources
- **Empower** – provide resources & strategies
- **Collaborate** – interdisciplinary teams, ARD, IEP, HEP, RTI, other programs & community

Pediatrics Academy Tells Baby Docs: Your New Job is to Reduce Toxic Stress

- ❖ Integrate a psychosocial approach into doing medicine.
“Psychosocial problems and the new morbidities should no longer viewed and categorically different from the causes and consequences of other biologically based health impairments.”
- ❖ Incorporate into medical school and continuing education classes the knowledge of how childhood toxic stress affects
“disruptions of the developing nervous, cardiovascular, immune, and metabolic systems, and the evidence that these disruptions can lead to lifelong impairments in learning, behavior, and both physical and mental health.”

American Academy of Pediatrics

Pediatrics Academy Tells Baby Docs: Your New Job is to Reduce Toxic Stress

- ❖ Take an **active leadership role in educating everyone**-public, policy makers, educators, etc. – about the **long-term consequences of childhood toxic stress**
- ❖ **Advocate** for “new”, evidence-based interventions (regardless of the provider or venue) that **reduce sources of toxic stress** and/or mitigate their adverse effects on young children.”
- ❖ “As trusted authorities in child health and development, pediatric providers must now complement the **early identification** of developmental concerns with a greater focus on those **interventions** and community investments that **reduce external threats to healthy brain growth.**”

American Academy of Pediatrics

What's Your ACE?

Adverse Childhood Experiences Score

1. Did a parent or other adult in the household often ...

Swear at you, insult you, put you down, or humiliate you? OR Act in a way that made you afraid that you might be physically hurt?

2. Did a parent or other adult in the household often ...

Push, grab, slap, or throw something at you? OR Ever hit you so hard that you had marks or were injured?

3. Did an adult or person at least 5 years older than you ever...

Touch or fondle you or have you touch their body in a sexual way? OR Try to or actually have oral, anal, or vaginal sex with you?

4. Did you often feel that ...

No one in your family loved you or thought you were important or special? OR

Your family didn't look out for each other, feel close to each other, or support each other?

5. Did you often feel that ...

You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? OR Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

6. Were your parents ever separated or divorced?

7. Was your mother or stepmother...

Often pushed, grabbed, slapped, or had something thrown at her? OR Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? OR

Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

8. Did you live with anyone who was a problem drinker, alcoholic or who used street drugs?

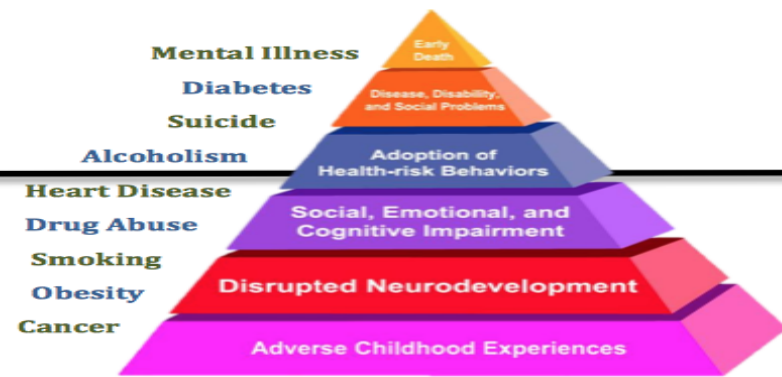
9. Was a household member

Depressed or mentally ill or did a household member attempt suicide?

10. Did a household member go to prison?



Add up the all the 10 questions that you answered as **YES**. This is your ACE score. Score



What are the Health Risks?

The higher your ACE Score, the greater risk for long-term psychological and physical health problems. We can build resiliency within ourselves and in our children to help buffer against these negative outcomes.

The Adverse Childhood Experiences (ACE) Study is the largest longitudinal study of its kind to empirically demonstrate that various types of childhood toxic stress increase the risk for physical and mental disease in adulthood. As your ACE score increases, so does the risk of disease and emotional problems. ACEs are very common.

Household dysfunction

Substance Abuse	27%
Parental Separation/Divorce.....	23%
Mental Illness	17%
Battered Mother.....	13%
Criminal Behavior.....	6%

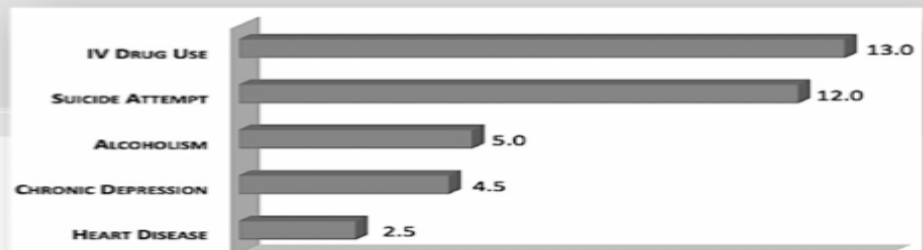
Abuse

Psychological	11%
Physical	28%
Sexual	21%

Neglect

Emotional	15%
Physical	10%

For example, with an ACE score of 4 your risk for heart disease is 2½ times greater and your risk for abusing alcohol is 5 times greater!



How Do I Develop Resiliency?

ACEs increase our risk of experience a range of mental and physical health problems. Resiliency creates a buffer that protects us from these risks. Building our own resiliency also helps us develop resiliency in our children. How are you resilient and where do you need more support?

Relational Health (Relational Reward)

How good do our relationships make us feel? If relationships are unpredictable, or we are afraid to seek compassion and support from others, then we will have to rely on other, less effective ways, to feel good.

- ☐ I have good friends who support me.
- ☐ I have mentors or someone who shows me the way.
- ☐ I feel secure in my close relationships.
- ☐ I am empathetic to others.
- ☐ I trust my close friends.
- ☐ My role as a caregiver/provider is important.
- ☐ I feel like I belong in my community.
- ☐ I am lovable.
- ☐ I regularly reach out those I trust for comfort when I'm distressed.
- ☐ I can ask for help.
- ☐ It is OK if some people do not like me.
- ☐ I am able to say no.

Sensory Reward

These questions help clarify if you are able to enjoy healthy sensory reward in a way the consistently restores your sense of wellbeing. We may rely too heavily on sensory reward to feel better, due to problems with self-regulation and/or our relationships.

- ☐ I have a hobby that I enjoy.
- ☐ I have a satisfying love life.
- ☐ I enjoy regular physical contact with my loved ones.
- ☐ I enjoy listening to music, singing, playing an instrument.
- ☐ I regularly enjoy moving in my body.
- ☐ I eat when I am hungry, drink when I'm thirsty, sleep when I'm tired.
- ☐ My weight is within a healthy range.
- ☐ I have few or no alcoholic drinks, 1 or less daily.
- ☐ I do not use tobacco: smoke, chew, dip
- ☐ I eat a healthy diet most days, 5 fruits/vegies.

Advanced Mind

Our advanced mind develops best when our bodies feel good and our relationships nourish us. These are the conditions that help us to develop the most human part of our brain that feels empathy toward the world and ourselves. It is our "big picture" thinking. When this part of our brain is engaged, we can tolerate life's difficulties more easily, and stay connected to others even if we're suffering.

- ☐ I practice mindfulness or meditation.
- ☐ I am creative.
- ☐ I communicate effectively with others.
- ☐ I try many different ways to solve a problem.
- ☐ I enjoy learning and seek out new knowledge.
- ☐ I am open to new ideas.
- ☐ I can usually find something to laugh about.
- ☐ I express my emotions.
- ☐ I am flexible.
- ☐ My life has meaning.
- ☐ I am a friend with myself.
- ☐ When I make plans, I usually follow through.

Self-Regulation

What is your baseline level of arousal and reactivity that you experience both in a physical (elevated heart rate, breathing, perspiration, respiration) and emotional way?

- ☐ I can calm myself down.
- ☐ I usually wake up feeling refreshed.
- ☐ I exercise 2+ times a week.
- ☐ I regularly engage in breath centered activities (yoga, tai chi, qigong, walking, running)
- ☐ I have the energy I need to do the things that are important to me

Watch a free webinar to learn more about resiliency and the meaning of this assessment:



For more information, contact:

Robbyn Peters Bennett, LPC
www.RobbypetersBennett.org
robbypeters@outlook.com
(503) 288-8313

<https://stopspanking.org/nip/resiliency/>

Trauma Sensitive Schools

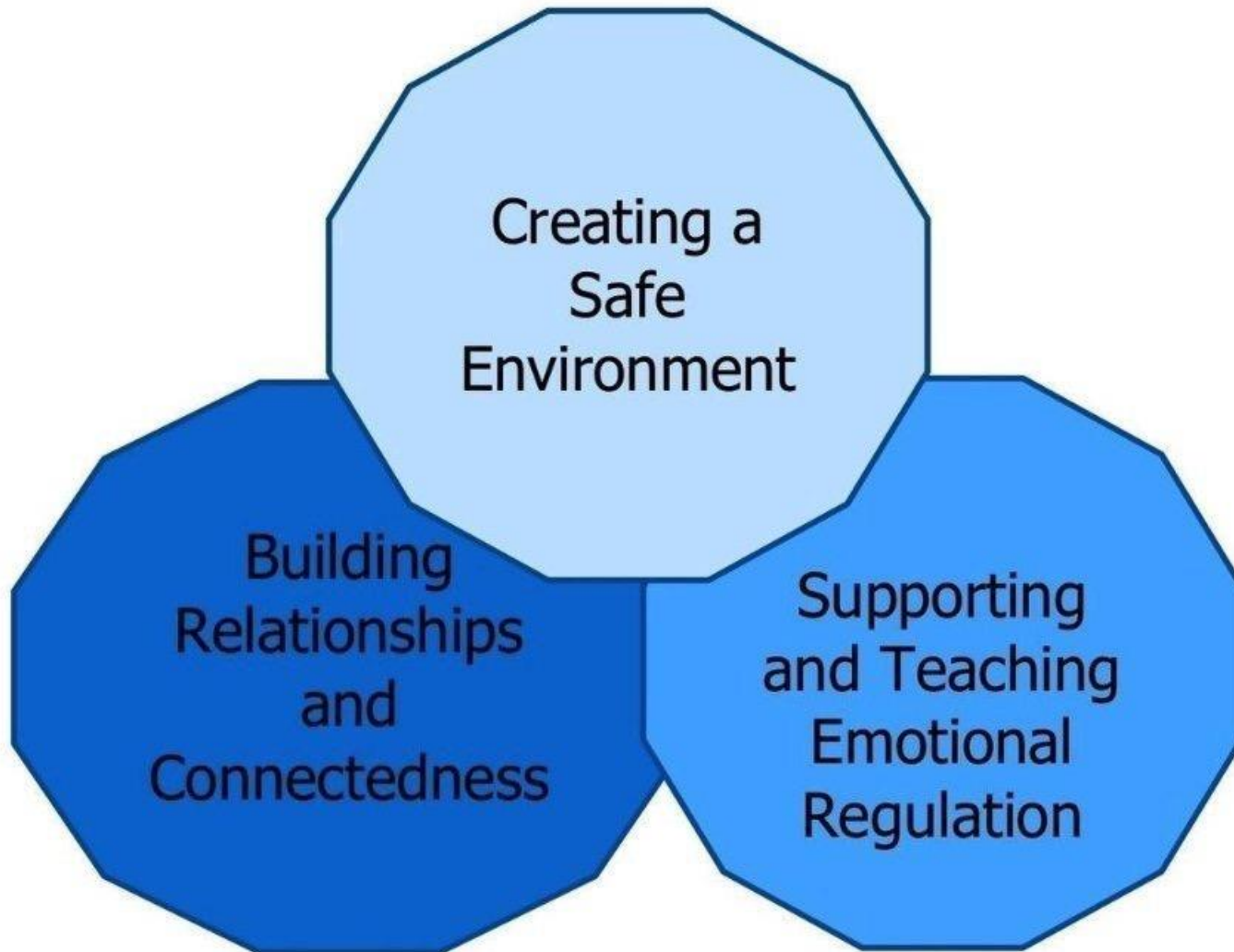
Why Trauma Informed Practices in Schools

- Shift in the educational paradigm of classroom management
- It goes against what you have learned about students' behavioral challenges and classroom discipline approaches
- It changes how policies are developed and implemented in schools when encountering traumatized students
- It has a ripple effect across school environments and culture. It involves, administration, teachers, staff, students and families.

Selling Trauma Informed School

- ✓ Reduction of student behavioral out-burst and referrals to the office
- ✓ Reduction of stress for staff and students
- ✓ Reduction in absences, detentions, and suspensions
- ✓ Reduction in student bullying and harassment
- ✓ Reduction in the need for special education service/classes
- ✓ Reduction in drop-outs Improved academic achievement and test scores
- ✓ Improved school climate
- ✓ Improved teacher sense of satisfaction and safety in being a teacher
- ✓ Improved retention of new teachers (Oehlberg, 2008)

Components of Trauma-Informed Care



1 **Create safety**

If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.

2 **Regulate the nervous system**

Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.

3 **Build a connected relationship**

This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.

4 **Support development of coherent narrative**

Creating predictability through structure, routines and the presence of reliable adults helps reduce the chaos a child may feel and allows them to start creating the kind of logical sequential connections that not only help them understand their own narrative, but are also the fundamental requirement of many types of learning.

5 **Practice 'power-with' strategies**

One of the hallmarks of trauma is a loss of power and control. When someone is wielding power over you with no regard to your thoughts or feelings, the toxic shame of the original trauma may come flooding back. As adults, we should use our power well. If we model a 'power-with' relationship with children it's our best chance of creating adults who will treat others with dignity and respect.

6 **Build social emotional and resiliency skills**

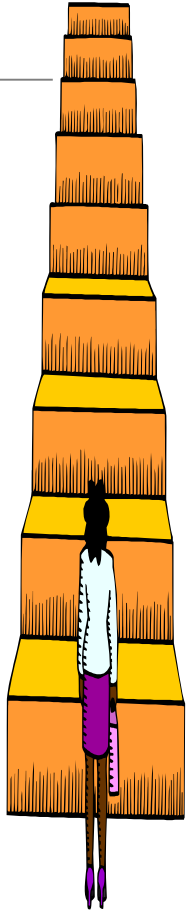
Trauma robs us of time spent developing social and emotional skills. The brain is too occupied with survival to devote much of its energy to learning how to build relationships and it's a good chance we didn't see those skills modeled for us. Learning to care for one another is the most important job we have growing up.

7 **Foster post-traumatic growth**

We know that there are qualities and skills that allow people to overcome the most devastating trauma and not just survive but find new purpose and meaning in their lives. Problem solving, planning, maintaining focus despite discomfort, self-control and seeking support are all known to lead to post-traumatic growth and are skills we can foster in children.

Steps to Create a Trauma-Sensitive School

- Engage leadership
- Perform assessment
- Review literature
- Provide training
- Implement classroom strategies
 - Safety – Positive Behavior Supports/RTI/MTSS
 - Empowerment – Love & Logic Strategies
 - Collaboration – Restorative Discipline
 - Choice - Control
 - Trust - Empathy
 - Trust Based Relational Intervention (TBRI)



Step 1: Engage Leadership

Administrative Direction & Commitment

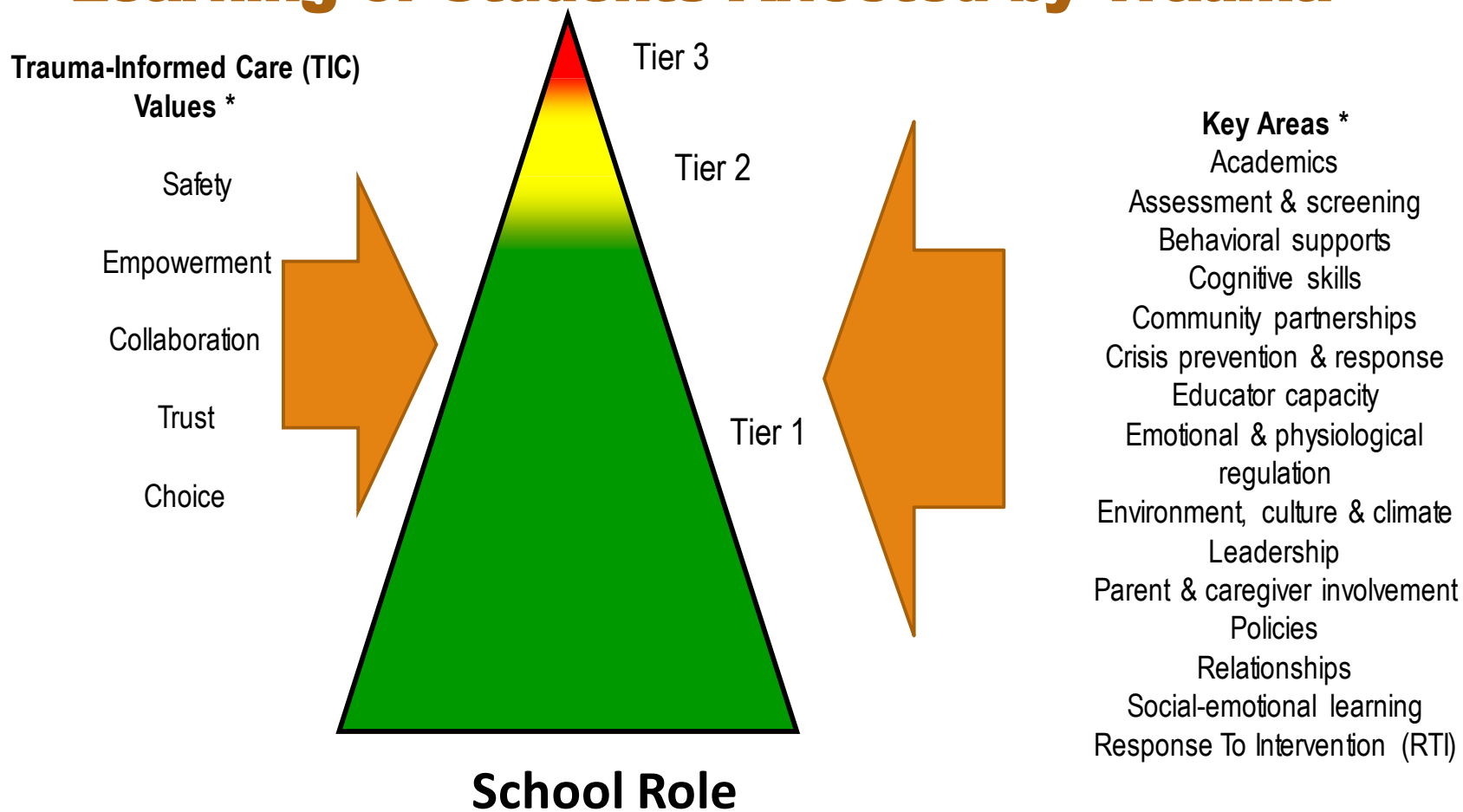
Priority for School Improvement

Resources Allocated

Tie into Existing, Related Initiatives

- **Positive Behavior Interventions & Strategies/Support (PBIS)**
- **Multi-Tiered System of Support (MTSS)**

Using the PBIS Framework to Support the Learning of Students Affected by Trauma



Tier 1 – Universal strategies & instruction for all students

Tier 2 – Additional supports for students with milder symptoms of trauma or in high-risk groups

Tier 3 – Intensive & ongoing interventions for students deeply impacted by trauma

* TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

Step 2: Assessment

School Culture

School Climate

Strengths/Needs

- Current Programs & Strategies
- Gaps in Services

Policy & Procedures

Resources



Step 3. Review Literature & Explore Trauma Sensitive Schools Model Implementation

- Massachusetts Advocates of Children
- <https://traumasensitiveschools.org/>
- Washington State The Heart of Learning and Teaching
- <http://www.k12.wa.us/CompassionateSchools/default.aspx>
- Child Trauma Toolkit for Educators
http://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf
- Calmer Classrooms: A Guide to Working with Traumatized Children
- <http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf>
- Making SPACE for Learning: Trauma-Informed Practice in Schools
- <http://det.wa.edu.au/detcms/inclusiveeducation/child-protection/public/files/making-space-for-learning---trauma-informed-practice-in-schools.en>
- *Videos created by Madison Metropolitan School District
- <https://dpi.wi.gov/sspw/mental-health/trauma/e-resources>
- Trauma-Informed Care for Families Affected by Substance Use Disorders
- <https://www.youtube.com/watch?v=uE3xNWrixh8>
- Sanctuary Trauma Model
<http://www.sanctuaryweb.com/Portals/0/PDFs/Other%20PDFs/Outline%20of%20S.E.L.F%20Curriculum.pdf>

Step 4: Provide Staff Training

Today's In-service

Additional training to encourage...

- Relationships that enhance learning
 - Attention
 - Affection
 - Attunement
- Classroom strategies to establish ...
 - Safety
 - Empowerment
 - Collaboration
 - Choice
 - Trust
- Understanding the dynamics of interpersonal, community & historical violence



5. Classroom Strategies to Establish SAFETY

- Clear & consistent rules for managing behavior & setting limits
- Accommodations to meet individual strengths & needs
- Predictable structure, relationships, & environment
- Reduce BULLYING & HARRASSMENT
- Use seclusion/restraint only as a last resort



Include Regulation Plans

Triggers & Feelings

What I Can Do

**What Can an Adult Do to Help
Me**

Practice the Plan



**Behind behavior is
an emotion or need.**

**ACKNOWLEDGE the
emotion and meet
the need.**

Situation diffused.

Behavior fades.

- Nicole Rinaldo

5. Classroom Strategies to Establish EMPOWERMENT

Embed mental health into curriculum by teaching

- Coping skills
- Self-regulation skills

Provide guided opportunities for Meaningful Participation

Maintaining high behavioral & academic expectations

Build on strengths

Build competency



5. Classroom Strategies to establish COLLABORATION

School Staff

- Building Consultation Team (BCT)
 - Identify triggers (FBA)
- Classroom consultation

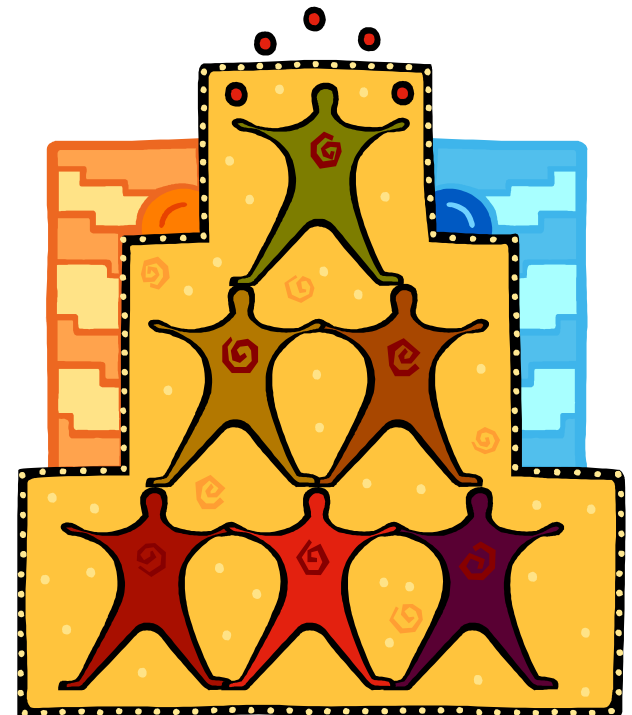
Students

Family

- Family education
- Family training & support

Community

- Community referrals
- Wrap around services
- Community partnerships



5. Classroom Strategies to Establish CHOICE

Adult works with student to create self-care plan to address triggers

- Identify triggers
- Eliminate trigger or create coping strategies to deal with triggers

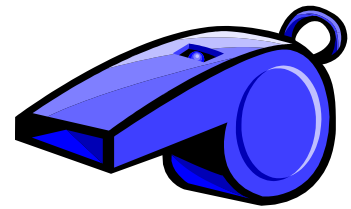
Collaborative Problem Solving

Giving choices & alternatives

- “Comfort zones”
- Learn about lower brain interventions
- Sensory diets
- Safe & acceptable expression of feelings

5. Classroom Strategies to Establish TRUST - RELATIONSHIPS with educator based on ...

- Unconditional positive regard for all students
- Checking assumptions, observing & questioning
- Being a relationship coach
- Love & Logic Strategies



No Significant
LEARNING
Occurs Without
a Significant
RELATIONSHIP!

- Dr. Comer

American Academy of Pediatrics

“It is not adversity alone that predicts poor outcomes. It is the **absence or insufficiency of healthy relationships** that reinforce healthy adaptations to stress”

Relationship Builders

Authentic

Lead with Empathy

Positive Interaction

Specific Praise – “notice... I notice”

Making Deposit – Provide Choices

Model Respect – Please, Thank You

Stay Calm, Neutralize Arguing, De-escalate

Ask Questions

Shares Alternatives, Problem Solve Together

Restorative Strategies

Circles

**Make
Deposits**



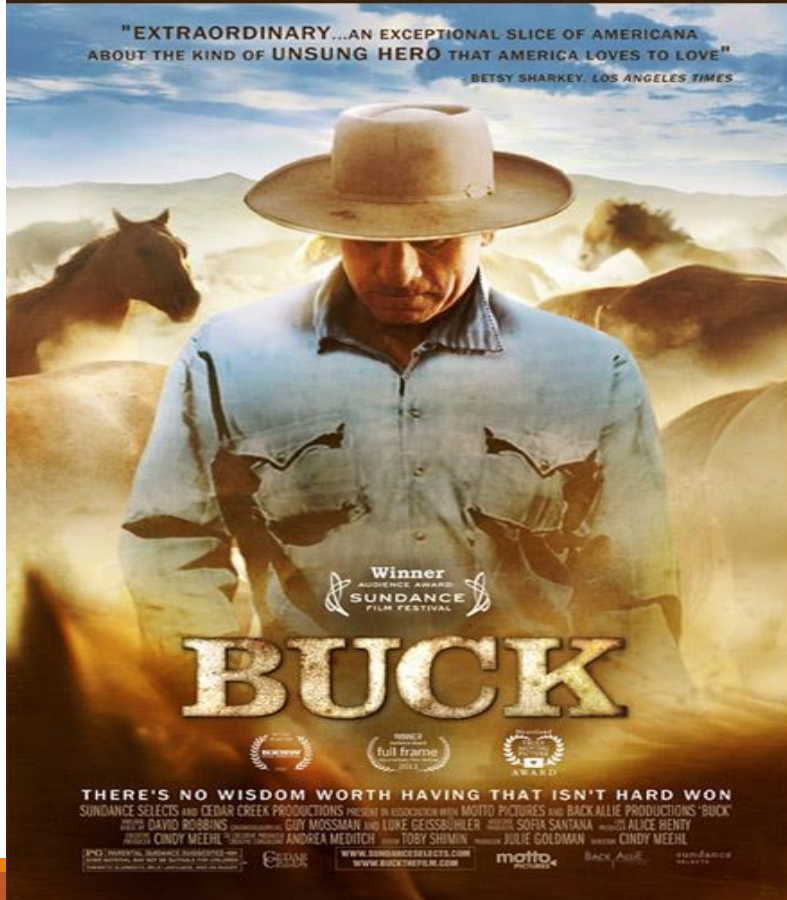
Focus is on **Relationship**
instead of task
achievement!

Module 5-Love & Logic

BUCK Film - Horse Whisper

OPENS IN NY & LA JUNE 17
NATIONWIDE JUNE 24

Check local listings for theaters



**“A MOVIE THAT COULD
MAKE THE WORLD
A BETTER PLACE.”**

- Ray Greene, BOX OFFICE MAGAZINE

“Your horse is a mirror to your soul, and sometimes you may not like what you see. Sometimes, you will.” So says Buck Brannaman, a true American cowboy and sage on horseback who travels the country for nine grueling months a year helping horses with people problems. BUCK, a richly textured and visually stunning film, follows Brannaman from his abusive childhood to his phenomenally successful approach to horses. A real-life “horse-whisperer”, he eschews the violence of his upbringing and teaches people to communicate with their horses through leadership and sensitivity, not punishment. Buck possesses near magical abilities as he dramatically transforms horses – and people – with his understanding, compassion and respect. In this film, the animal-human relationship becomes a metaphor for facing the daily challenges of life. A truly American story about an unsung hero, BUCK is about an ordinary man who has made an extraordinary life despite tremendous odds.

Watch the trailer at
www.buckthefilm.com

Become a friend of Buck The Film on Facebook

Paper Tigers – Film

<https://vimeo.com/110821029>

PAPER TIGERS

One high school's unlikely success story.



"Absolutely riveting, profoundly important."

Trauma-Informed School Practice Modules

<https://dpi.wi.gov/sspw/mental-health/trauma/e-resources>

1. Introduction to Trauma -

https://www.youtube.com/watch?v=elaLV_b8FXw#t=16

2. Sense of Safety - <https://www.youtube.com/watch?v=IjpafA1G148>

3. Creating Safety - <https://www.youtube.com/watch?v=IjpafA1G148>

4. Relationships - <https://youtu.be/XKImZobbGIw?t=29>

5. Trauma & The Brain - <https://www.youtube.com/watch?v=5LZJEreVlCo>

6. Self-Regulation - <https://www.youtube.com/watch?v=GwMrDDHdZIA>

7. Empowerment - <https://www.youtube.com/watch?v=-tyxCbK360Q>

8. Self- Care - <https://www.youtube.com/watch?v=yL51VuTkuI0>

9. Disciplinary Practices - <https://www.youtube.com/watch?v=-ghT4T2yFQs#t=12>

How does the adult interpret the child's behavior?

Is it WILLFULL Disobedience or SURVIVAL Behavioral?

Stay Calm

(No Matter What)

See the Need

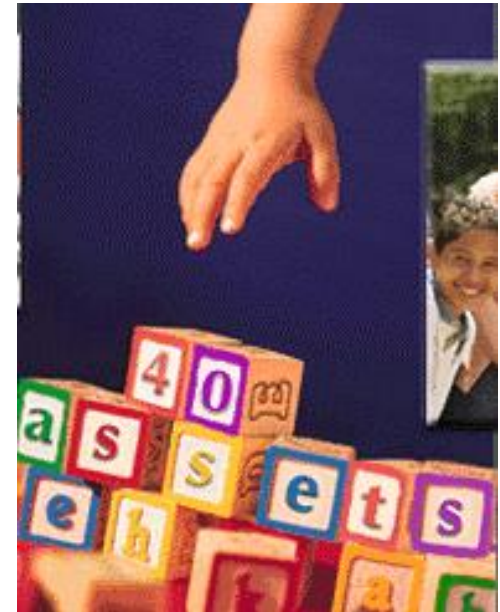
(Behind the Behavior)

Meet the Need

(Find a Way)

Don't Quit

(If Not You, Then Who?)



Using Trauma Informed Practices

Always empower

Provide unconditional positive regard

Maintain high expectations

Check assumptions, observe and question... sometimes behavior is the only way they know how to communicate

Be a relationship coach (explicitly teach how to have a healthy relationship)

Provide opportunities for meaningful participation

Toolbox

Trauma sensitive practices acknowledge the prevalence of traumatic occurrence in children's lives and creates a flexible framework provides universal supports, is sensitive to unique needs of children and is mindful of avoiding re-traumatization.

Resilience Practices/Tools

Empathy

Relationships

Social Emotional

Restorative Practices

Mindful Skills

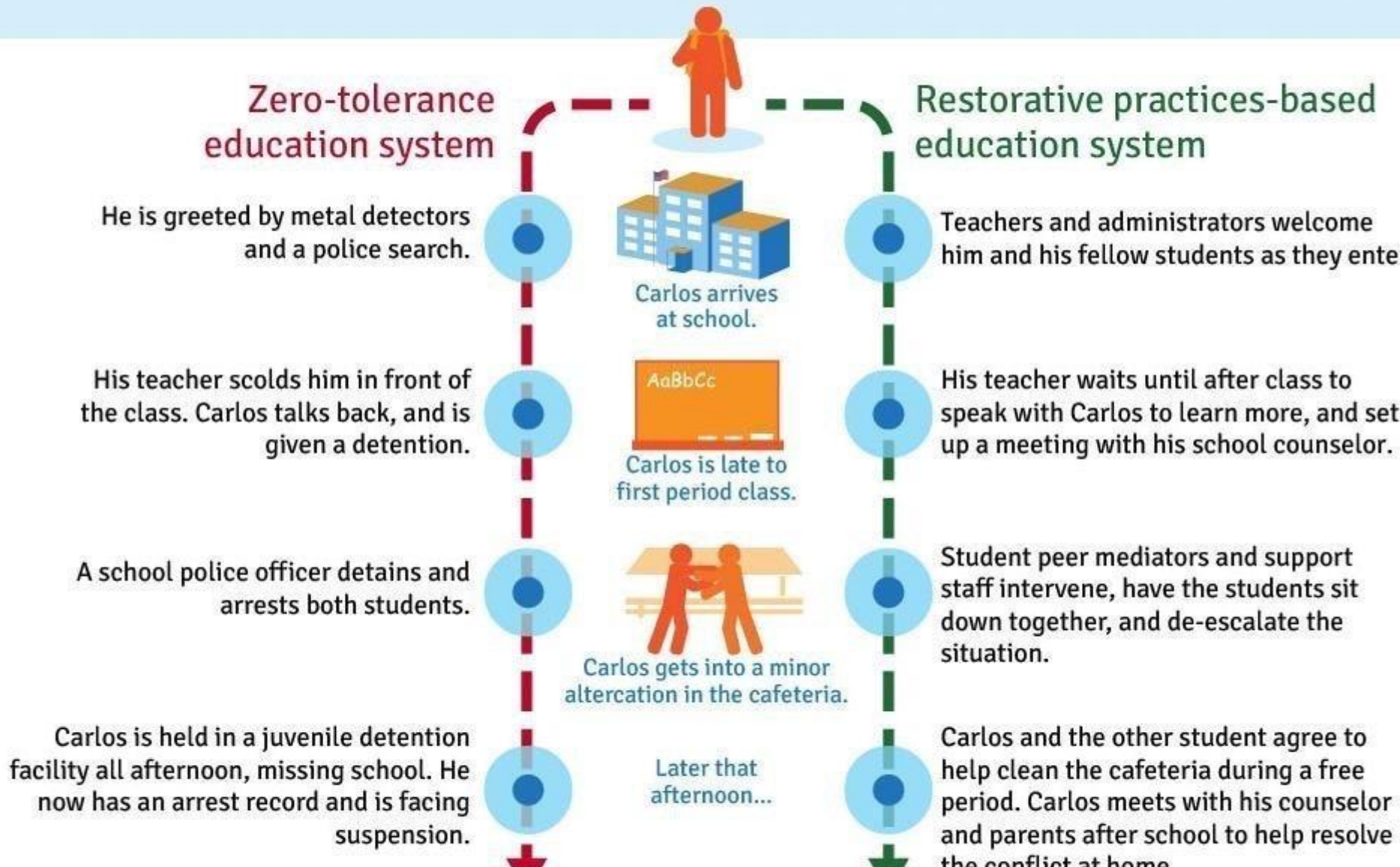
40 Assets

School Connectedness



A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late.
Let's see the difference that restorative policies and practices can make.



A SIMPLE GUIDE TO CREATING A mindful workplace

mindfulness
noun

1. The ability to calmly acknowledge things as they really are whilst being truly aware of the present moment.

Benefits of mindfulness

- ✓ Greater sense of wellbeing
- ✓ Improved ability to remain task-focussed
- ✓ Better equipped to cope with stress
- ✓ Awareness of mental 'roadblocks'
- ✓ More cohesive team environment

9 easy ways TO BE MORE mindful at work

Start the day with a few moments of 'conscious awareness'

Spend a few minutes silently tuning in to the moment. Become aware of your thoughts (while being willing to let them go).

Practice active listening

Listen carefully to what is being said, process what was said, and then reply thoughtfully and intentionally.

Notice your body language

Body language speaks volumes. It sets your intention to both yourself and your colleagues.

Watch the tone and language in your communications

Be mindful of the message you intend to send. At times, your intention may not match your intended outcome.

Eat mindfully

Take small bites. Chew your food slowly. Notice the flavours and textures.

When stressed, take a time out

Get some fresh air. A short break may break your thought cycle and change your perspective on things.

Respect all people, even if you may not agree with their ideas

Everybody has the right to be heard. Listening to alternate opinions may help you with your own.

When communicating, remember to THINK:

- Is it True?
- Is it Helpful?
- Is it Inspiring?
- Is it Necessary?
- Is it Kind?

Stay in the moment!

The past has already happened. The future has yet to occur. Check in with yourself. Now is what we have!

Talk to us to see what mindfulness training can do for your workplace

Call (02) 8090 7184 info@mindfulnessspace.com.au

 **MINDFULNESS
SPACE**

mindfulnessspace.com.au

Core Competencies for a Trauma Informed Workforce

1. Use an Empowerment Approach

- Ask questions
- Help identify choices & outcomes
- Offer as much choice & control as possible
- Avoid telling them what to do
- Focus on strengths
- Point out choices that lead to goals
- Be transparent—explain why you do what you do
- Give information – knowledge is power

2. Building a Safe Relationship

- Use a collaborative approach
- Ask questions-be curious & open minded
- Do not make assumptions
- Be non-judgmental
 - Avoid shaming
- Be trustworthy
- Check out & validate feelings
- Use your own self-regulation

3. Understanding & Explaining Behavior

- Ask questions that help connect behavior to past adverse events
- Understand or explain behavior as unsafe coping or attempting to survive
- Recognize when someone is fight, flight or freeze & help focus on regulation, so they can think
- Teach or elicit self-regulation skills
- Help identify triggers

Organizational Trauma Assessment 5 Core Elements

1. Safety

“Walk –Through”

Through the eyes of the client

2. Trustworthiness

3. Collaboration

Brown, 2008

4. Choice

Fallon & Harris 2004

5. Empowerment

SAMHSA

[http://www.integration.samhsa.gov/clinical-practice/trauma#SAMHSA TAC](http://www.integration.samhsa.gov/clinical-practice/trauma#SAMHSA_TAC)

A silhouette of a child running on a beach towards the ocean under a sunset sky.

IT IS EASIER TO BUILD
STRONG CHILDREN THAN
TO REPAIR BROKEN MEN.

FREDERICK DOUGLASS

MOTIVATIONAL AND EDUCATIONAL WORLD PHOTOS.COM

Self Regulation & Mindfulness

Self - Compassion

The Tricky Brain

The Flow of Life

Like all living beings we are just here, now.. part of the flow of life.



The Human Brain

... And with a brain we did not design, but evolved through thousands of years of evolution.

New Brain Capacity

Our brains have the capacity to imagine, have complex language and be creative. But they also have the capacity to ruminate and worry.

Shaped

We are shaped by our family, which we did not choose. Ask yourself: *would you be the same person if you had been kidnapped as a three day old baby and raised by the Mafia?*

It's Not Your Fault

It's not our fault that our brains get caught up in anxious or depressive loops. Our brain is a tricky thing. But we can begin to address those loops using compassion.



Mindfulness Compassion

Begin Self

Small Changes

Inner Critic

Embrace Mistakes

Find the Good

Letter - Child in You

Note - Future Perspective to Self



Modeling & Practicing Breathing



What's Your Kind of Exercise?

- Aerobic
- Running
- Swimming
- Walking
- Stretching
- Yoga
- Thai Chi
- Qi Gong
- Meditation



Mindfulness Gratitude Journal

Journal

Text a Buddy



Discussions:

Share a Rose – Good Experience



Share a Rock

Say Thank You



Bud – Act of Kindness



Thorn - Mistake



Mindfulness Kindness

Performing one act of kindness per day for 10 days has been proven to increase happiness.

Witnessing kindness, also impacts happiness.



<https://www.youtube.com/watch?v=8>

Mindfulness Happiness

Time for social connections Friends

Savor experiences – present moment

Gratitude

Benefit Finding

Mindfulness – Meditation

Challenge

Sleep

Practice everyday

Dr. Laurie Santos, Yale, Free Happiness Class
<https://www.coursera.org/learn/the-science-of-well-being>



YOU'RE
RESPONSIBLE
FOR YOUR OWN
HAPPINESS

LIVELIFEHAPPY.COM

Mindfulness

Someone Ungrateful in Tyour life?

See them with compassion !

https://www.youtube.com/watch?v=b_YEhg7hiAE

Oxytocin – Hug your friend,
a dog, a cat, a tree, etc

The Resilient Option

@AmitSoodMD



Mindfulness Self-Soothing (Comforting yourself through your five senses)

1. Something to **TOUCH** (stress ball, stuffed animal)
2. Something to **HEAR** (music, meditation guides)
3. Something to **SEE** (happy file, snow globe, aquarium)
4. Something to **TASTE** (mints, tea, sour candy)
5. Something to **SMELL** (soap, lotion, perfume, candles)

Rick Hanson, The Mindful Classroom Curriculum
<https://mindfulness.colostate.edu/resources/>

Mindful Breathing

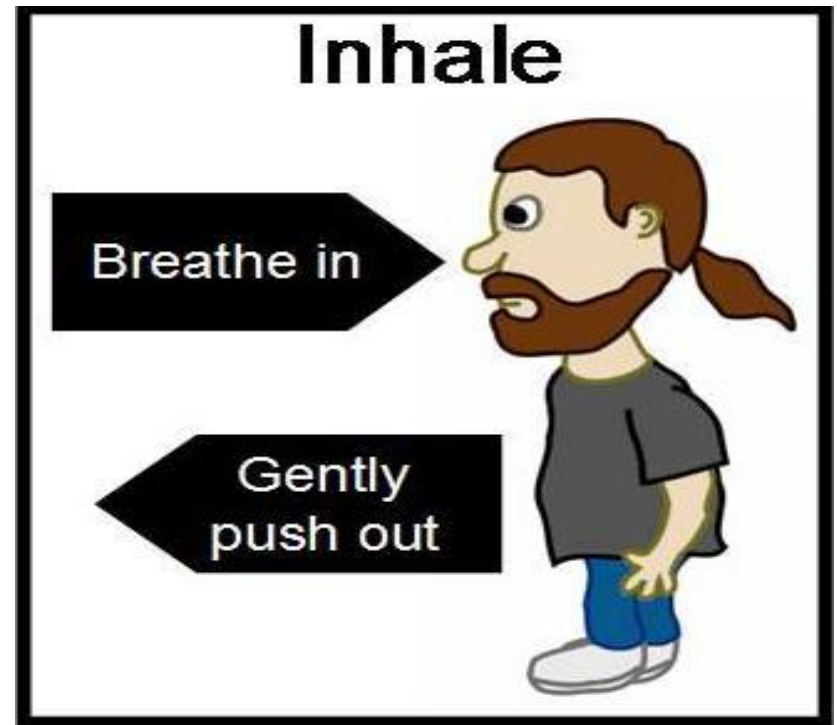
Strengthens Executive Function

Increase Focus

Use Your Senses

Blow the Candle

Practice – 5 minutes day



Mindful Breathing -Activity

1. Bumblebee

2. Snake

3. Lion

4. Bunny

5. Elephant

6. Hot Air Balloon

7. Expandable
Sphere

8. Volcano

<https://mindfullifetoday.com/>

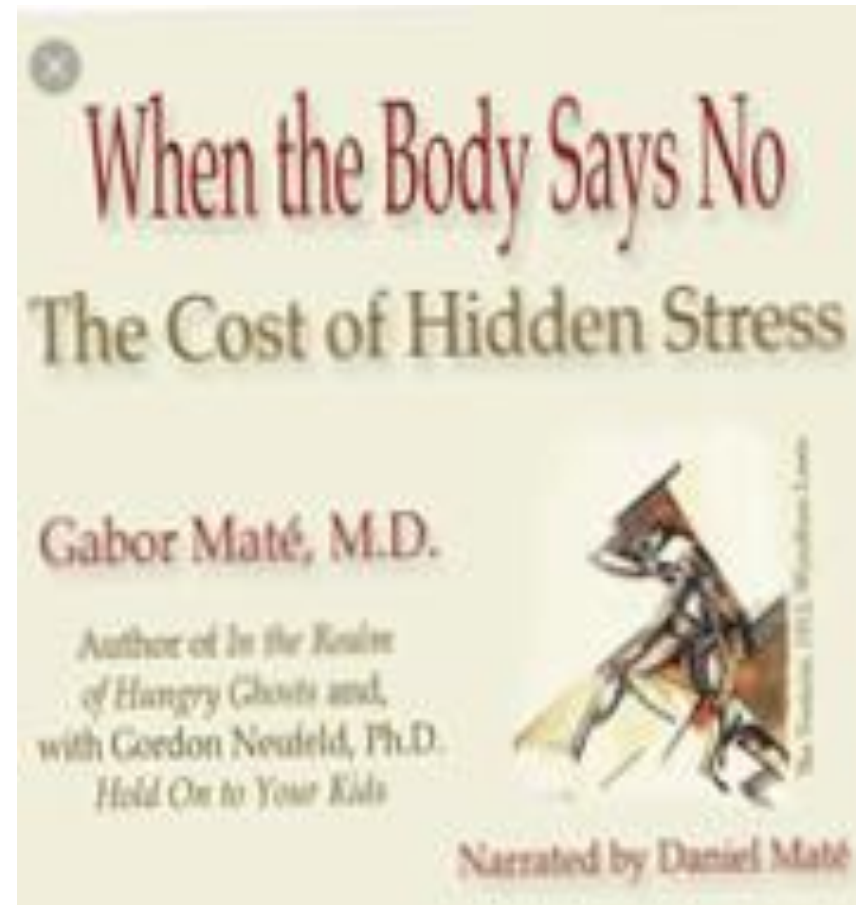
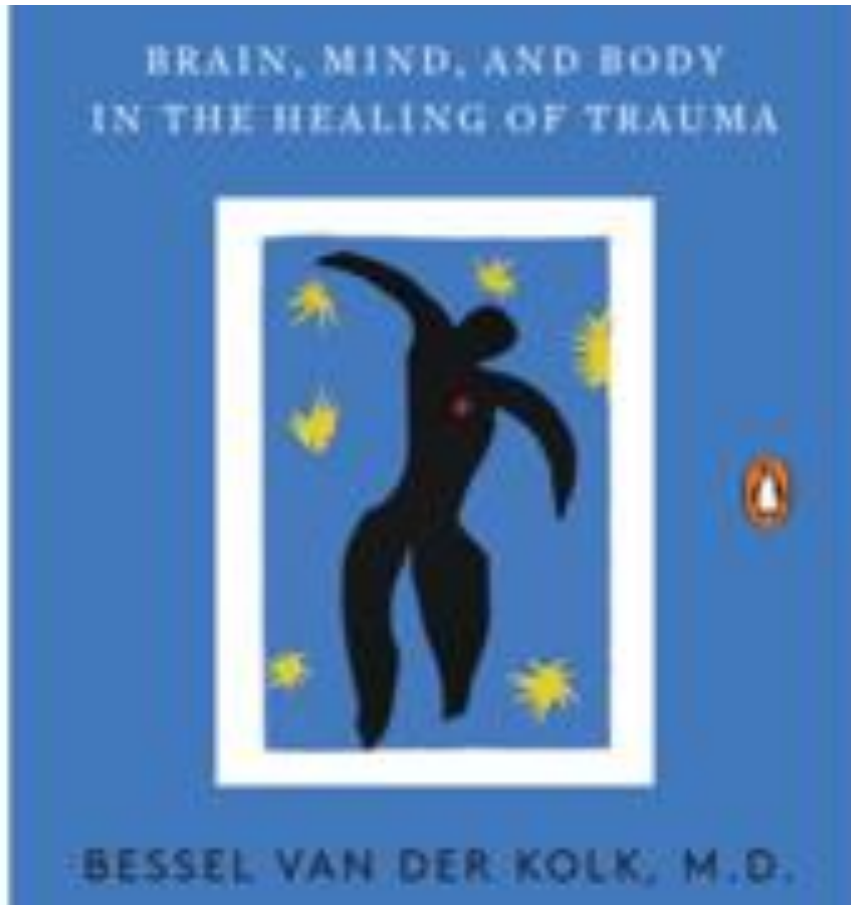
Relaxation Meditation – 10 minutes

<http://marc.ucla.edu/mindful-meditations>



UPLOADED TO ZUCKV.NET

Latest Books to Read or Listen





Exit Ticket: Action



What is one thing you found interesting?

What will I research further?

Write one verb on a “post it” note to describe what you can or are willing do to implement a trauma sensitive classroom.

Please post your “post it” up on the chart paper.

Thank you😊