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Compassionate Education for Youth Exposed to Trauma: A Training of the Trainers to Help Students Find Success in the Classroom

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AGENDA

A.M. **The Neuroscience of Trauma, Attachment, and Toxic Stress**

ACES
Attachment
Toxic Stress
Historical Trauma and Epigenetics
Myths and Perceptions
Secondary Trauma

What Does Trauma “Look” Like in the Classroom

Specific Populations
Developmental Consequences
Impacts of Behavior
Self-Care

Compassionate Schools Initiative

12:00-1:00 LUNCH: Guest Speaker

P.M. **DOE EdInsight Dashboard Presentation**

Michele Marinucci, Woodbridge School District

Helping Students Exposed to Trauma Learn

De-Escalation Tips
Self Regulation
Social-Emotional Competence
Working with Families

Action Plans and Next Steps

Questions and Answers
Feedback and Evaluations

4:30 END

LEARNING OBJECTIVES

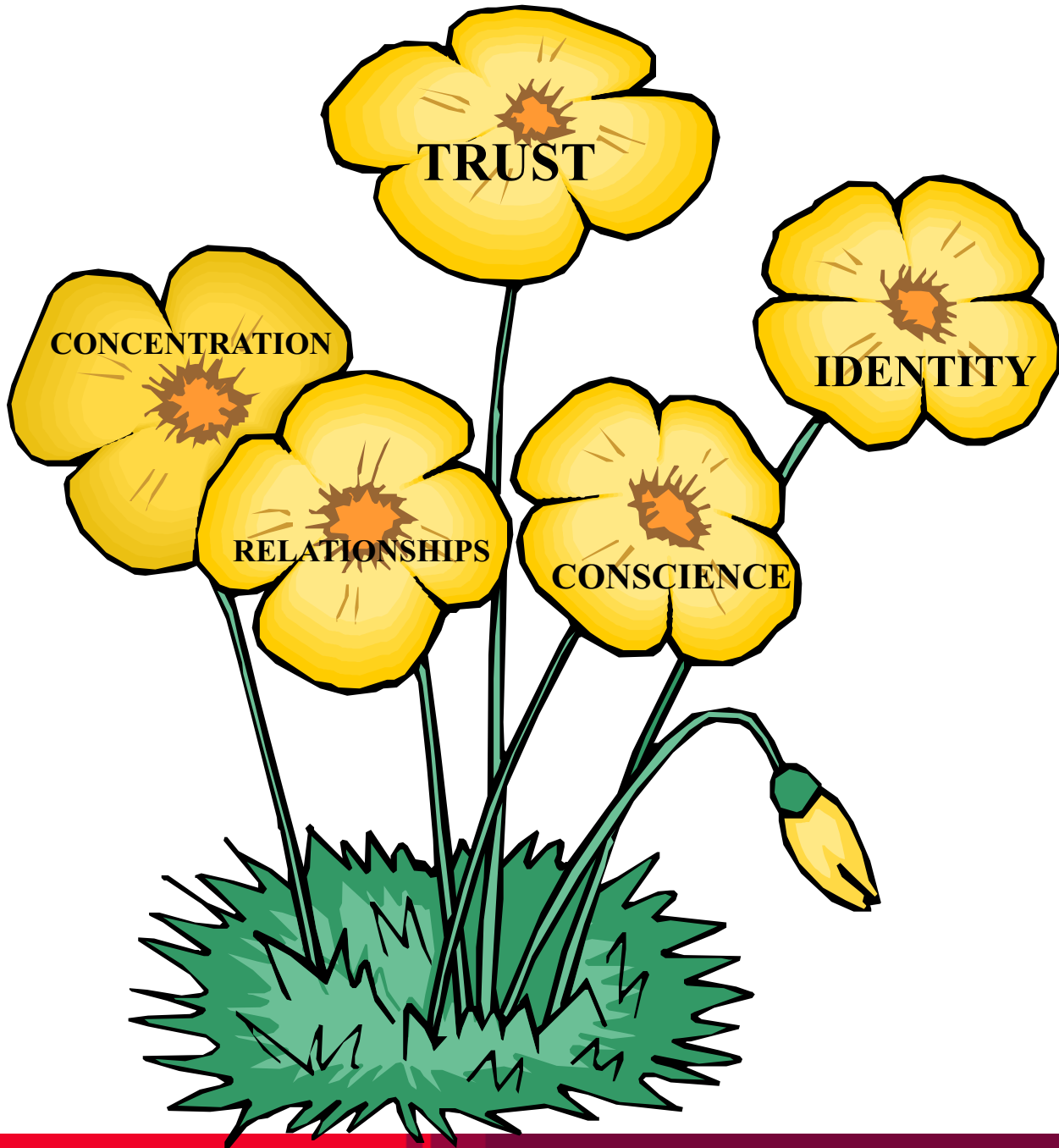
Participants will learn:

- What trauma and insecure attachment does to growing brains and how educators can help mediate the impact of trauma
- Plans and strategies to foster safe learning environments
- Positive engagement for students with challenging behaviors
- How to structure a classroom to benefit students exposed to trauma, and ultimately all students
- Simple, practical tools for engaging and improving communication with your students
- How to support your school site in structuring a positive learning environment for students who have been exposed to trauma, and ultimately all students

**Kids do well if they can. If they can't,
something is getting in the way. Bruce Perry**

Mental Models

<http://www.watersfoundation.org/webed/habits/mentalmodels.htm>



TRUST

CONCENTRATION

IDENTITY

RELATIONSHIPS

CONSCIENCE



Adult's Can't Be
Trusted

No one Cares

I Am Worthless

I Don't Belong

I Am i

TRATION

TR

CIE

Adverse Childhood Experiences (ACEs)

Something happens between infancy and adulthood to create a lifetime of addictions, abuse and mental health problems.

Adverse Childhood Experiences (ACE) Study.
Available at www.cdc.gov/ace/index.htm

ACE Study:

The Relationship of Adverse Childhood Experiences and Adult Health

Source: Adverse Childhood Experiences (ACE) Study. Information available at <http://www.cdc.gov/ace/index.htm>

Adverse Childhood Experiences

Of 17,000 respondents, two-thirds had at least one adverse childhood event

- Physical, emotional or sexual abuse
- Emotional or physical neglect
- Growing up with family members with mental illness, alcoholism or drug problems
- Family violence
- Incarcerated family member
- One or no parents
- Parental divorce

Source: Adverse Childhood Experiences (ACE) Study. Information available at <http://www.cdc.gov/ace/index.htm>

ACE Study Findings

Of the 17,000+ respondents...

- More than 25% grew up in a household with an alcoholic or drug user
- 25% had been beaten as children
- Two-thirds had 1 adverse childhood event
- 1 in 6 people had four or more ACES

Source: Adverse Childhood Experiences (ACE) Study. Information available at <http://www.cdc.gov/ace/index.htm>

ACE Study Findings

ACE Scores Linked to Physical & Mental Health Problems

Compared with people with no ACEs, those with four or more ACEs were:

- Twice as likely to smoke
- Seven times as likely to be alcoholics
- Six times as likely to have had sex before age 15
- Twice as likely to have cancer or heart disease
- Twelve times more likely to have attempted suicide
- Men with six or more ACEs were **46** times more likely to have injected drugs than men with no history of adverse childhood experiences

Source: Adverse Childhood Experiences (ACE) Study. Information available at <http://www.cdc.gov/ace/index.htm>

Clear dose-response relationship between stressors causes adverse health outcomes up to 50 years later

Compared with people with no ACEs, those with 4 or more ACEs were.....

- Twice as likely to smoke, have cancer or heart disease
- 7x as likely to be alcoholics
- 6x as likely to have had sex before age 15
- 12x more likely to have attempted suicide
- Men with 6+ ACEs were 46x more likely to have injected drugs than men with no history of adverse childhood experiences

Untreated Adverse Early Childhood Events Only Exacerbate Over Time



Source: Adverse Childhood Experiences (ACE) Study.
Information available at
<http://www.cdc.gov/ace/index.htm>

ACES: Impacts are widespread

How many families in our drug treatment centers, psychiatric units and homeless shelters are the result of unhealed earlier traumas?

ACES Impacts Learning

51% of children with 4+ ACE scores
had learning and behavior problems in
school

Compared with only 3% of children with
NO ACE score

Source: Burke, N.J., Hellman, J.L., Scott, B.G., Weems, C.F & Carrion, V.C. (June 2011). "The Impact of Adverse Childhood Experiences on an Urban Pediatric Population," *Child Abuse and Neglect*, 35, No. 6.

Delaware vs. Nationwide Adverse Family Experiences Children 0-17

	Delaware	National
No adverse family experiences	49.6%	52.1%
One adverse family experience	27.6%	25.3%
Two or more adverse family experiences	22.8%	22.6%

From: www.childhealthdata.org

Trauma, Stress and Attachment

What is Traumatic Stress?

- Overwhelming experience
- Involves a threat
- Results in vulnerability and loss of control
- Leaves people feeling helpless and fearful
- Interferes with relationships and beliefs

Herman, J. (1992). *Trauma and Recovery*. New York Basic Books.


Sources of Traumatic Stress

- Loss of a loved one
- Accidents
- Homelessness
- Community/School violence
- Domestic violence
- Neglect
- Physical abuse
- Sexual abuse
- Man-made or natural disasters
- Terrorism

The Foster Care Experience

Being in foster care is
one of the many
traumatic
experiences in the
lives of children and
families

The Stress Response: A Chemical One

- Prepares the body for action when threat is detected
 - Helps the body respond to stress effectively
- 

Fight, Flight, Freeze

- In order to protect itself, the body uses increased energy to respond to danger in 1 of 3 ways:
 - Fight
 - Flight
 - Freeze

The Stress Response and Trauma

- Overwhelms a person's usual ability to cope.
- All who experience trauma have varied responses.
- Most recover.
- Some develop more severe difficulties.

Toxic Stress Derails Healthy Development (90 seconds)

<http://www.developingchild.harvard.edu>

Toxic stress from exposure to violence can impair healthy development

One study revealed that exposure to relationship-based violence and trauma in the first two years of life resulted in lower IQ scores at 5 and 8 years of age.

Enlow MB, Egland B, Blood EA, Wright RO, & Wright RJ (April 4, 2012)
Interpersonal trauma exposure and cognitive development in children
to age 8 years: a longitudinal study.
[Journal of Epidemiology and Community Health Online First.](#)

Triggers

- Triggers include seeing, feeling, or hearing something that remind us of past trauma.
- Triggers activate the alarm system.
- When the alarm system is activated, but there is no danger, it is a false alarm.
- The response is as if there is current danger.

Development and Trauma

- Skills specific to each developmental stage build on learning from previous stages.
- Children exposed to trauma invest energy into survival instead of developmental mastery.
- Development in adulthood may continue to be impacted.

Child Welfare and Trauma

“Trauma can be a single event, connected series of traumatic events or chronic lasting stress.”

Diagnostic Classification: 0-3R

Children in the child welfare system almost by definition have suffered trauma, often multiple traumatic events, and 50-75% exhibit behaviors or symptoms that need mental health treatment.

Source: Landsverk, Burns, Stambaugh, & Rolls Reutz (2009). Psychosocial Interventions for Children and Adolescents in Foster Care: Review of Research Literature. *Child Welfare*, 88 (1), 49-69.

Delaware 2013 Educational Outcome Data for Students in and not in Foster Care

	2013	
	F.C. Kids	Non-F.C. Kids
total population	690	130,994
average daily attendance	92.60%	94.60%
% Special Ed	36.90%	13.60%
number discipline incidents*	1420 (48.5%)	99,790 (76%)
in-school suspensions	400	21,832
out-of-school suspensions	421	23,419
expulsions	1 (.14%) (S middle school)	108 (.08%)
% repeating current grade	7.25% (See note below)	1.72% (See note below)
graduation rate	58.8% (20 of 34)	91.60%
single year drop-out rate	9.70%	1.05%
% students passing Algebra I by 9th grade	52.30%	82.30%
math proficiency	42.50%	71.40%
reading proficiency	44.20%	71.70%

Historical Trauma – Evidence of post-traumatic stress disorder across generations

Pregnant women impacted by the World Trade Center attacks on 9/11 who had PTSD from the event gave birth to babies with an elevated stress response and a hypersensitive stress axis.

These babies will be more susceptible to anxiety, depression and even PTSD than those whose mothers did not experience PTSD

Attachment

- Enduring emotional bond
- Biologically driven
- Impacts future relationships and self-regulation

Secure and disrupted attachment


- Secure Attachment:
 - Secure “container”
 - Provides for basic needs and safety
 - Has the freedom to explore and learn
- Disrupted Attachment:
 - Lack of availability and predictability
 - Lack of safety and security
 - Diminished ability to develop trusting relationships and coping skills

Self-Regulation

“The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior.” From: *Neurons to Neighborhoods*, p. 26.

In other words, it is the ability to balance self-control with self-expression.

Examples of self-regulation:

- Establishing sleep-wake patterns
 - Increasing attention span
 - Focusing on a goal
 - Managing emotions appropriately and in context
 - Expressing feelings constructively
- 

Trauma, Self-Regulation & Coping Skills

- Biology of trauma impacts ability to regulate
- Trauma impacts the caregiver-child relationship
- To heal, children must feel safe in their bodies and they must have supportive relationships with loving caregivers who they can trust
- If coping skills are more developed, a child is much better equipped to handle stress

The Experience of “trauma” and the impact of it in the classroom

Johnny Madrid

Video clip debrief:

-What were some of the traumas that Johnny experienced in his childhood?

-Do you believe that Johnny experienced toxic stress? Why? Evidence?

-What kinds of things might have helped Johnny through? Did help Johnny through?

-As an educator, what kinds of things would you have wanted to know about Johnny's history and situation?

Who are the students experiencing trauma?

- Students who are or have been in foster care or receiving child welfare services
- Students who are or have been homeless
- Students who are or have been adjudicated
- Students who live in poverty, unsafe and unsupported communities
- Students who experience frequent mobility (e.g., children of migrant workers, military families, etc.)
- Who else?

Trauma from a developmental perspective

How we address trauma is dependent on the age and developmental level of the students we are supporting?

No one child will experience trauma in the same way, nor will they respond to their experiences in the same way

Much of what we do and how we respond needs to take into account is not only the child's age and developmental level, but also the behaviors they demonstrate in response to their adverse experiences

Taking care of yourself

Self-care checklist

- Physical fitness
- Nutrition and hydration
- Sleep and rest
- Assertiveness skills
- Centering and solitude
- Creative activities
- Fun and enjoyment
- Support provided
- Support received
- Set and monitored goals
- What else?



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If Kids Can't Learn by the Way We Teach, then Teach the Way They Learn.

Ignacio Estrada





Compassionate Schools

moving from trauma to resilience



Sponsored by
OSPI Learning Teaching Support and
the Washington State Mental Health Transformation Grant

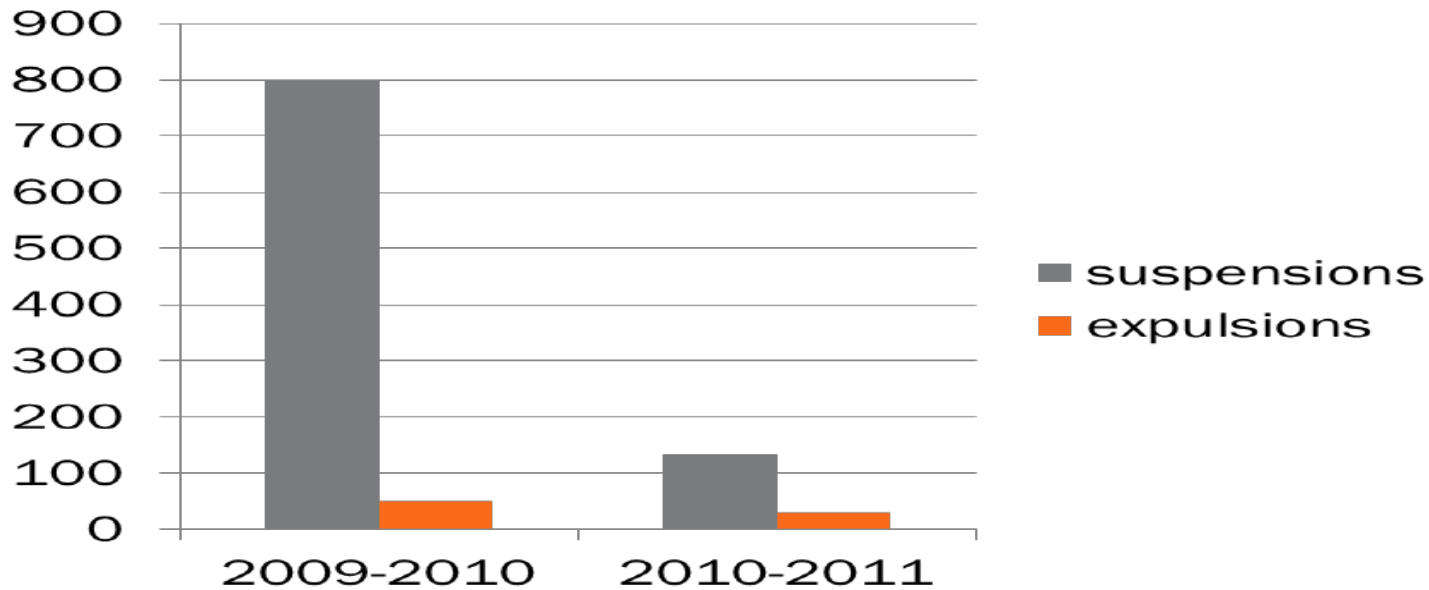
Lincoln High School Walla Walla, WA

2009-2010 (Before new approach)

- 798 suspensions (days students were out of school)
- 50 expulsions

2010-2011 (After new approach)

- 135 suspensions (days students were out of school)
- 30 expulsions



<http://www.k12.wa.us/CompassionateSchools/>

Flexible Framework for Trauma Sensitive Schools

- School wide infrastructure and culture;
- Staff training;
- Linking with Community Partners;
- Academic instruction for traumatized children;
- Nonacademic strategies; and
- School policies, procedures, and protocols

Resilient Children

“A resilient child is one who bounces back from adversity and continues to function reasonably well, despite continued exposure to risk” Gilligan, 1997

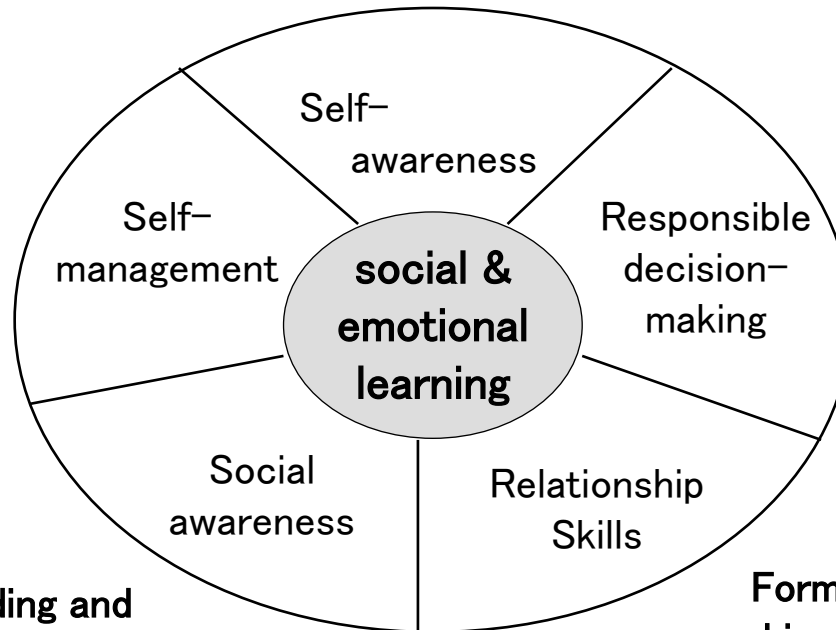
Resilient youth share:

- Self-esteem and self confidence
- Sense of self-efficacy - a belief in their ability to affect their own lives
- A range of social, problem solving approaches
- One significant adult
- External support system

What is Social & Emotional Learning?

Recognizing one's emotions and values
as well as one's strengths and limitations

Managing emotions
and
behaviors to
achieve
one's goals



Making ethical,
constructive
choices about personal
and social behavior

Showing understanding and
empathy for others

Forming positive relationships,
working in teams, dealing effectively
with conflict

How We Teach

Compassionate Teaching
and Discipline Principles



What We Teach

Compassionate Curriculum
Strategies

Domain One	Safety, Connection, and Assurance of Well-Being
Domain Two	Emotional and Behavioral Self-Regulation
Domain Three	Competencies of Personal Agency, Social Skills and Academics

END