



Intro to Trauma Informed Schools: ACES, Trauma and Resiliency

Beth Race, Executive Director

Butler County Family & Children First Council



Trauma Study

The Adverse Childhood Experiences Study — the largest, most important public health study — began in an obesity clinic

Dr. Vincent Felitti

Adverse Childhood Experiences (ACE) Study

a long-term, in-depth, analysis of over 17,000 adults.













THE TRUTH ABOUT ACEs

WHAT ARE THEY?

ACEs are
ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Illness	 Incarcerated Relative
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Sexual		 Divorce	

Adverse Childhood Experiences (ACES)

Abuse	Household
Psychological	Substance Abuse
Physical	Mental Illness
Sexual	Parental Separation
Emotional Neglect	Domestic Violence
Physical Neglect (Food Insecurity)	Imprisoned household member = stigmatized loss & reality that is not allowed to be real

Compounding Adverse Toxic Stressors (CATS)

Harvard Center for the Developing Child	American Academy of Pediatrics (2015)
Poverty	Homelessness
War/Community Violence	Early Childhood Intrusive Surgeries
Witness or Experience Violence (includes seeing abuse of siblings)	Discrimination
Bullying	

ACES/ CATS in red involve shame or humiliation

ACES are linked to:

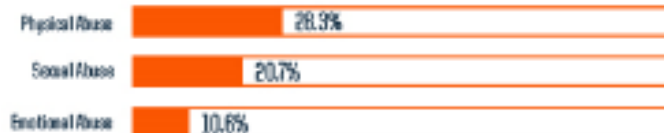
risky health behaviors, chronic health conditions, low life potential, and early death...

BUT... Resiliency Can Be Taught

HOW PREVALENT ARE ACES?

The ACE study* revealed the following estimates:

ABUSE

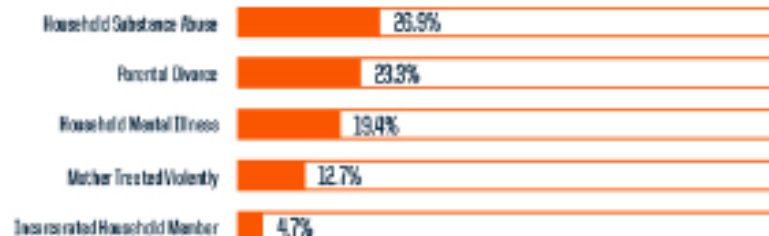


percentage of study participants that experienced a specific ACE

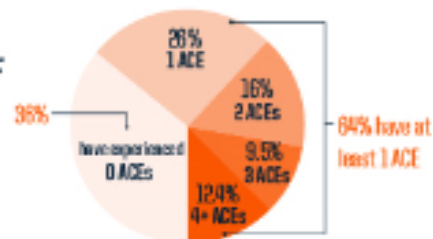
NEGLECT



HOUSEHOLD DYSFUNCTION



Of 17,000 ACE study participants:



WHAT IMPACT DO ACES HAVE?

As the number of ACES increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR



PHYSICAL & MENTAL HEALTH



PROTECTIVE FACTORS

"Protective factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate risk and promote healthy development and well-being." Examples include:



Social emotional
competence
of children



Concrete
support in
times of need



Supportive
social
connections



Knowledge of
parenting and child
development

YOU Make The DIFFERENCE!

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

The CDC's ***Essentials for Childhood Framework*** promotes ideas for relationships & environments that help children grow up to be healthy and productive citizens so that they, in turn, can build stronger and safer families and communities for their children.

Hand Brain

First originated by Dan Siegel

<https://www.youtube.com/watch?v=ViKsNdziV3I&index=2&list=PLGqvv36SfJ1pZmMxZaat29Yd0S4KxONFC&t=0s>

“Flipping One’s Lid”



→ Prefrontal cortex
P.F.C.
“THE WISE LEADER”

4 Fingers = Cortex: Thinking Brain



← “Flipped Your Lid”

Thumb = Limbic System: Fear Center

← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Palm = Brain Stem:
Controls the Heart, Lungs, etc.

Credit: Daniel Siegel, V.D. is the creator of this metaphor
and expression “Flipped Lid”. Copyright © 2014 www.sharon-selby.com

Wrist to elbow = Spinal Column & Vagus Nerve, which sends feelings to every organ in your body.

Sharon Selby © 2015 www.SharonSelby.com

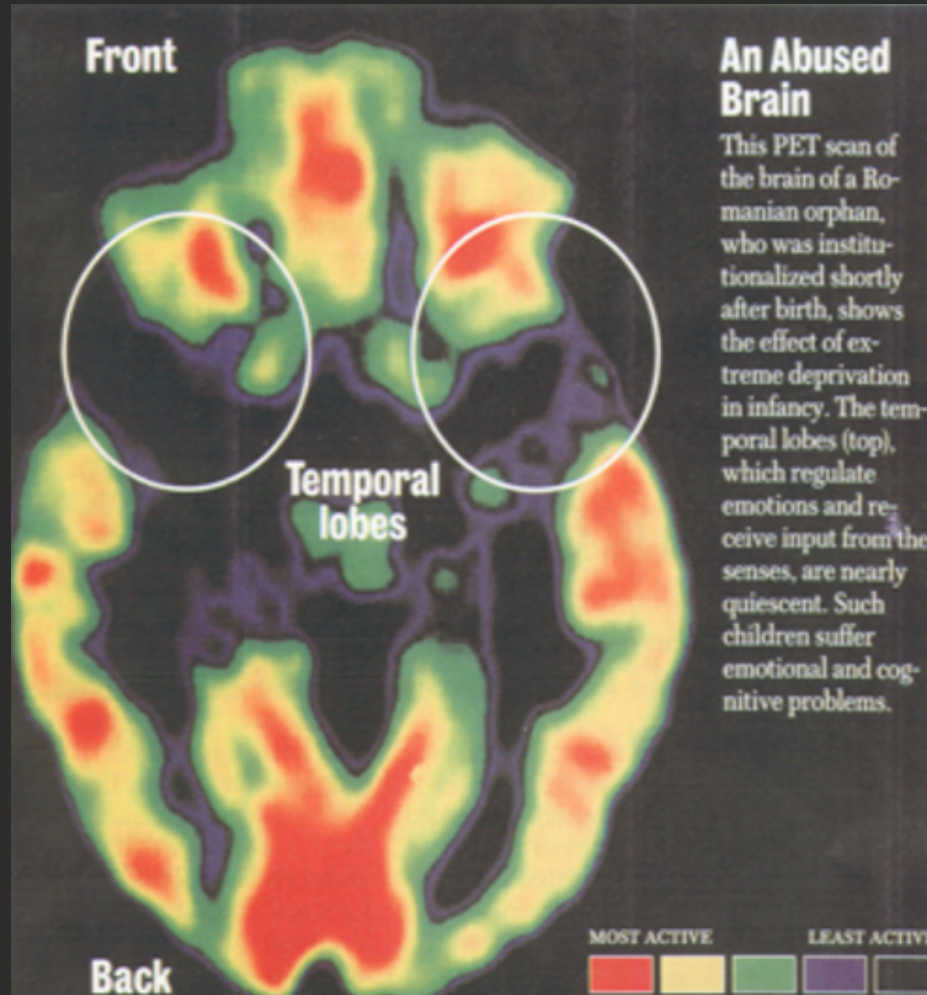
Emotion Meltdowns are unregulated, unintegrated brain responses

Visceral, Body Emotions and Memories

- **Implicit memory has more input from the amygdala** which enhances memory storage by stimulating the release of and glucocorticoids in negative emotional situations.
(Hamann et al 1999; McGaugh 1996; McGaugh et al 1993; Pare et al 2003; Pare et al 2004)
- **“Implicit memory processes are faster, automatic and guide explicit memory and conscious experience.** By the time we are consciously aware of someone our experience has been shaped by past experience.” (Cozolino, 2006)
- It takes our brain 400-500 milliseconds to bring sensations into conscious awareness, **it takes only 14 milliseconds to implicitly react to and categorize visceral information** (Keysers, et al 2001)--**Can be processed 200-5,000x faster than words...**

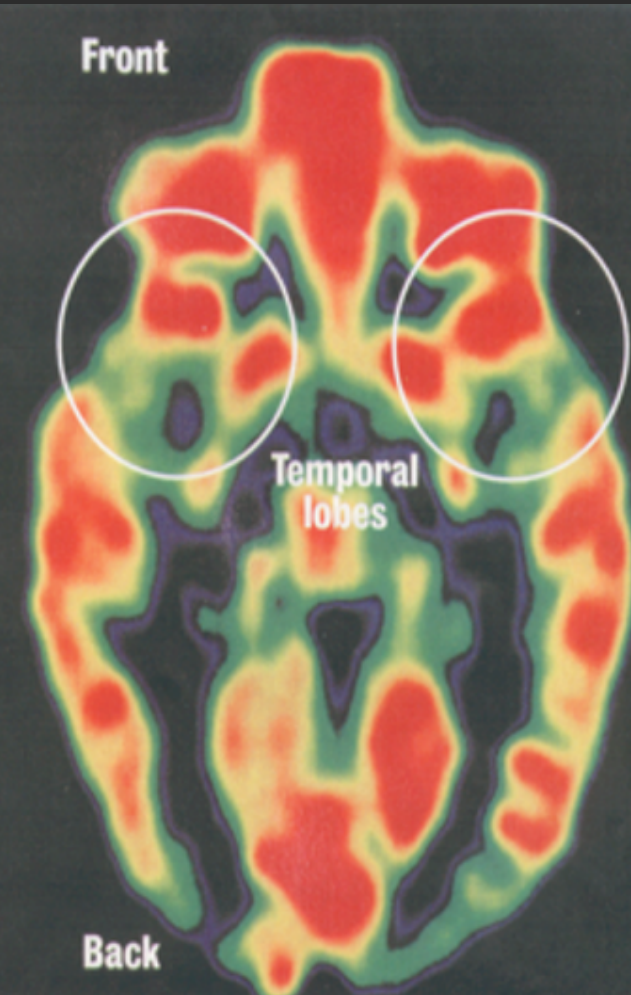
Helping Grow Brain Connections, so students feel safe...

- ✓ Know the Brain Science
- ✓ Verbal Greetings
- ✓ Special Handshakes
- ✓ Sharing photos that matter
- ✓ Art Therapy
- ✓ Designing Interventions that work for your school & students: tiger dots, gratitude, etc.



Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



RE-SIL-IENCE

/rə'zilyəns/

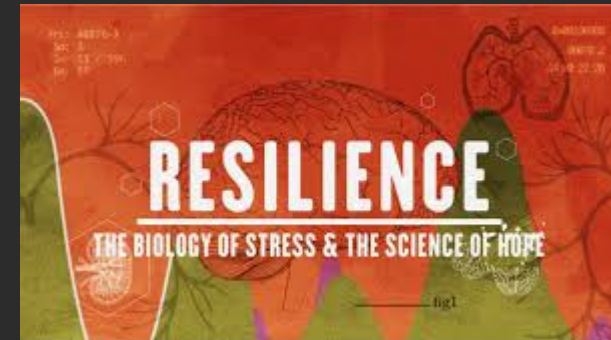
noun: resiliency

How Do You Define Resiliency?

The 5 Resiliency Factors

The World is not dangerous because of those who do harm but because of those who look at it without doing anything.
~ Albert Einstein

- Agency-Voice, Choice and Control
- Self-Esteem
- External Supports
- Affiliation-Sense of Belonging
- Positive Safe Adults



Valentine, L., & Feinauer, L. (1993). Resilience factors associated with female survivors of childhood sexual abuse. *The American Journal of Family Therapy*,

MINDSET CHANGE

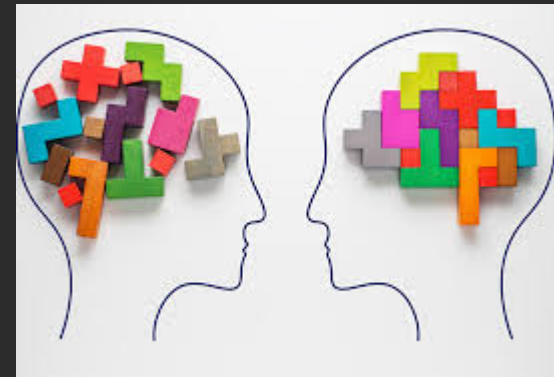
SO HOW DO WE CHANGE THE QUESTION FROM:
What's wrong with you...

to...

What happened to you?

What did you do to survive?

What's **STRONG** with you?



PAPER TIGERS

One high school's unlikely success story.



"Absolutely riveting, profoundly important."
—New York Times journalist and author, David Bornstein



A KPJR Films Production "PAPER TIGERS" Produced by JAMES REDFORD & KAREN FRITZLER
Edited by JEN BRADWELL Music by TODD BOCKELHEIDE Co-Producer DANA SCHWARTZ
Line Producer SHANNON STROME-NORWOOD Cinematography by TYLOR NORWOOD
Directed by JAMES REDFORD Executive Producer KAREN FRITZLER



© 2015 KPJR Films LLC all rights reserved

www.paper-tigers-movie.com



“Risk factors—behavioral as well as physiological—can be offset by the presence of one dependable and caring adult. **More often than not, that stable, caring adult is a teacher.**”

- Lincoln Alternative High School in the rural community of Walla Walla, Washington, What does it mean to be a trauma-informed school?
- And how do you educate teens whose childhood experiences have left them with a brain and body ill-suited to learn?

<https://kprjfilms.co/paper-tigers/>



Jim Sporleder
Principal

From the National Child Traumatic Stress Network

Essential Elements of a Trauma-Informed School System

1. Identifying and assessing traumatic stress.
2. Addressing and treating traumatic stress.
3. Teaching trauma education and awareness.
4. Having partnerships with students and families.
5. Creating a trauma-informed learning environment (social/emotional skills and wellness).
6. Being culturally responsive.
7. Integrating emergency management & crisis response.
8. Understanding and addressing staff self-care and secondary traumatic stress.
9. Evaluating and revising school discipline policies and practices.
10. Collaborating across systems and establishing community partnerships.

THE LEARNING CENTER

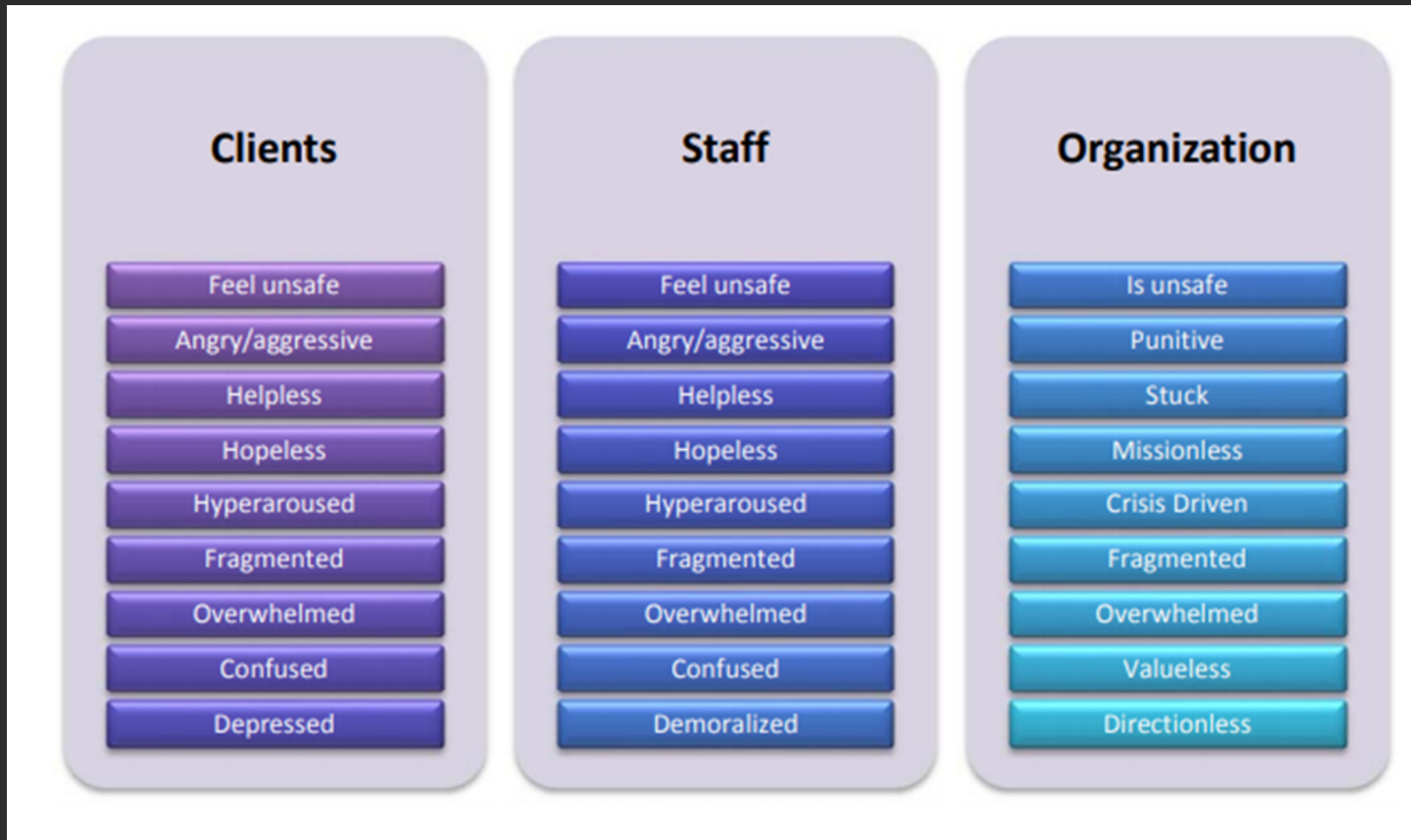
Offers FREE continuing education (CE) credits and e-learning resources.

CONNECT WITH US



The NCTSN is funded by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services and jointly coordinated by UCLA and Duke University.

Parallel Process



Self-care is critical in helping professions!



QUESTIONS?

Beth Race 513-240-6253

beth.race@bcesc.org

Butler County Family & Children
First Council

Training Opportunities

30 Hour Trauma & Resiliency Series
Training for Teachers @BCESC this
Spring!

2 Free half-day trainings for the public:

- March 26th: Intergenerational Trauma & Resilience-Hidden Power Of Kinship Care*
- May 8th: Resiliency for Professionals*

www.butlerfcfc.org

