

Adverse Childhood Experiences & Complex Trauma League of Education Voters July 20, 2017

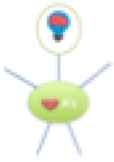
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Adjunct Lecturer



OBJECTIVES

- Trauma Informed Multi-Tiered System of Support
- Science of Learning / Brain info retention
- ACE's, Complex Trauma + Relationships and Resiliency
- Wraparound to mitigate risk factors





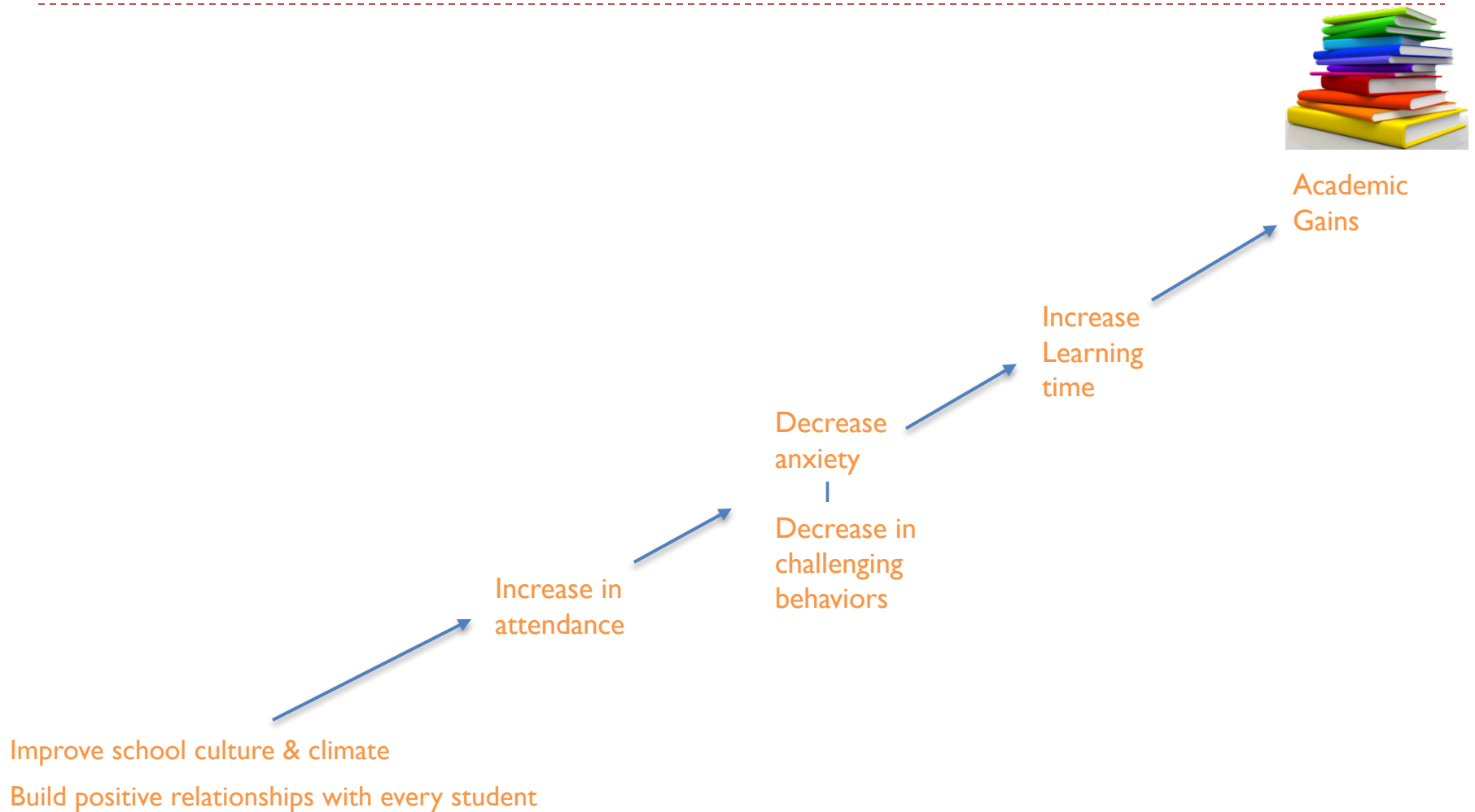
Current Work



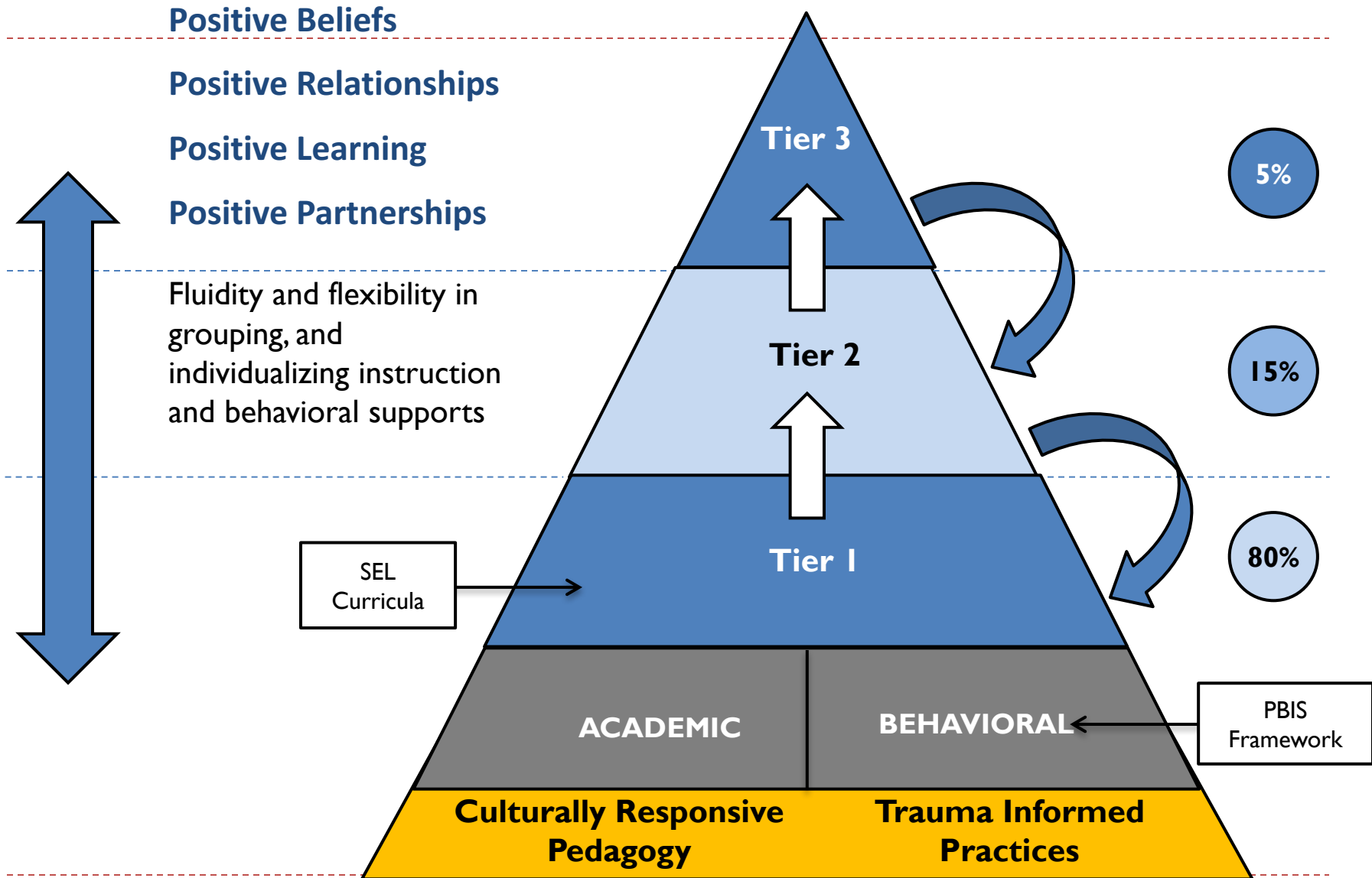
- 61 schools implementing practices related to Trauma/ACE's and school climate Research
- Largest district in Washington State - 103 Schools 2017-2018
- Wraparound as a Tier II or Tier III Support/Intervention for students

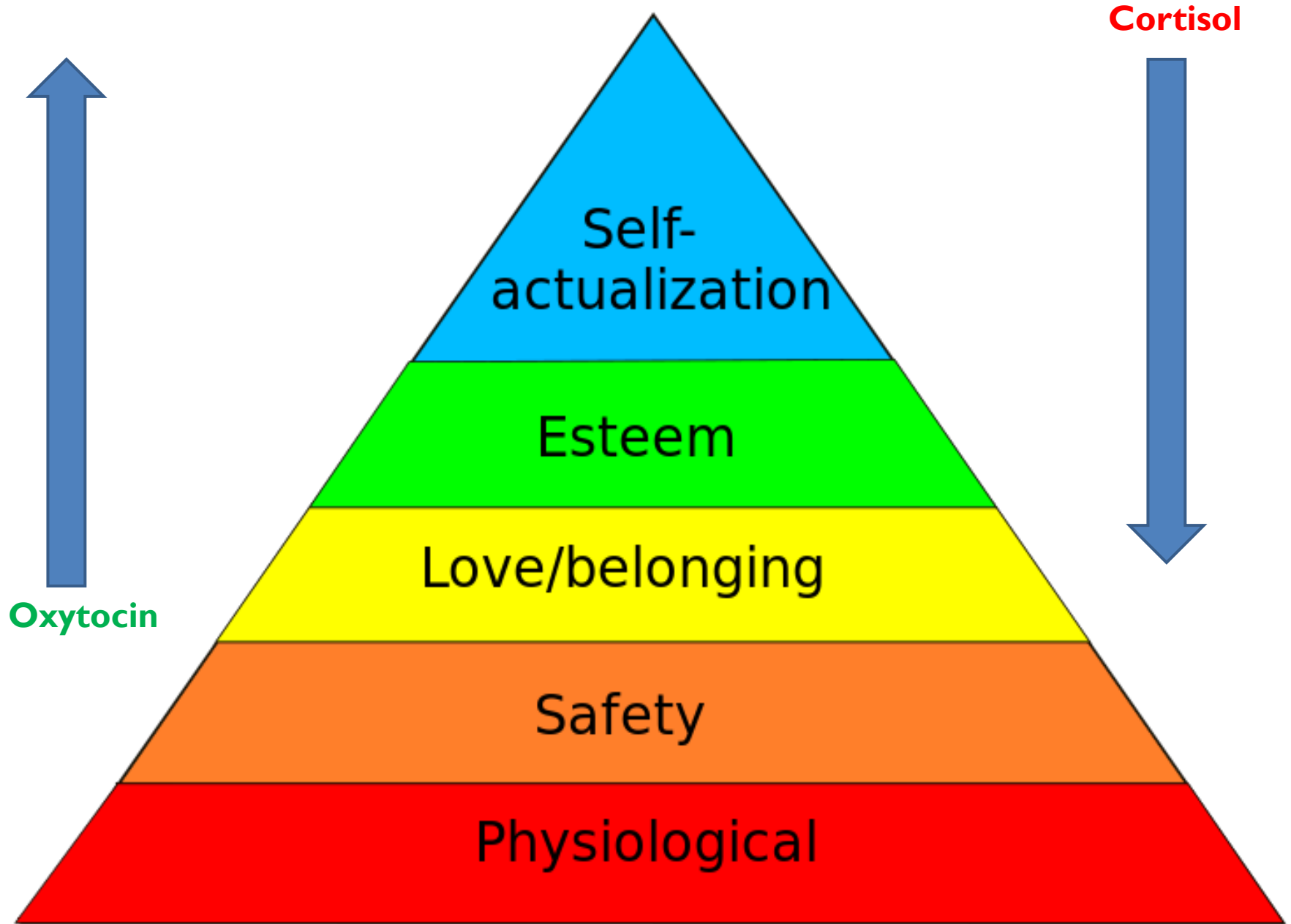


Climate & Culture – Theory of Action

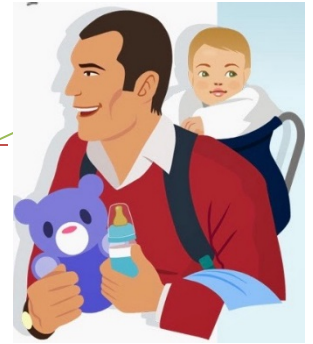
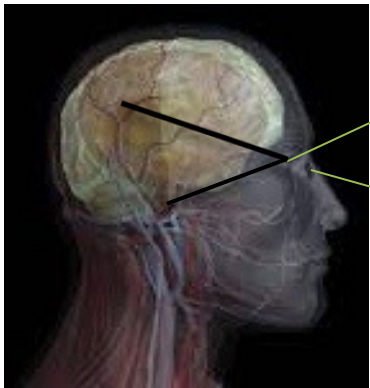


Trauma Informed MTSS

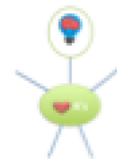




Relationships & Resiliency

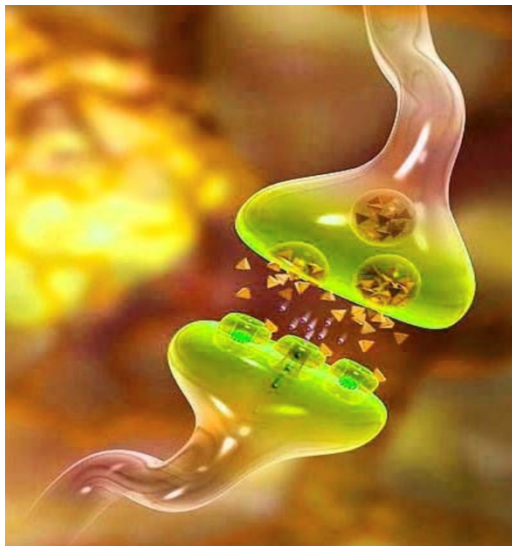


Is someone there for me when I need them? Does someone love me?

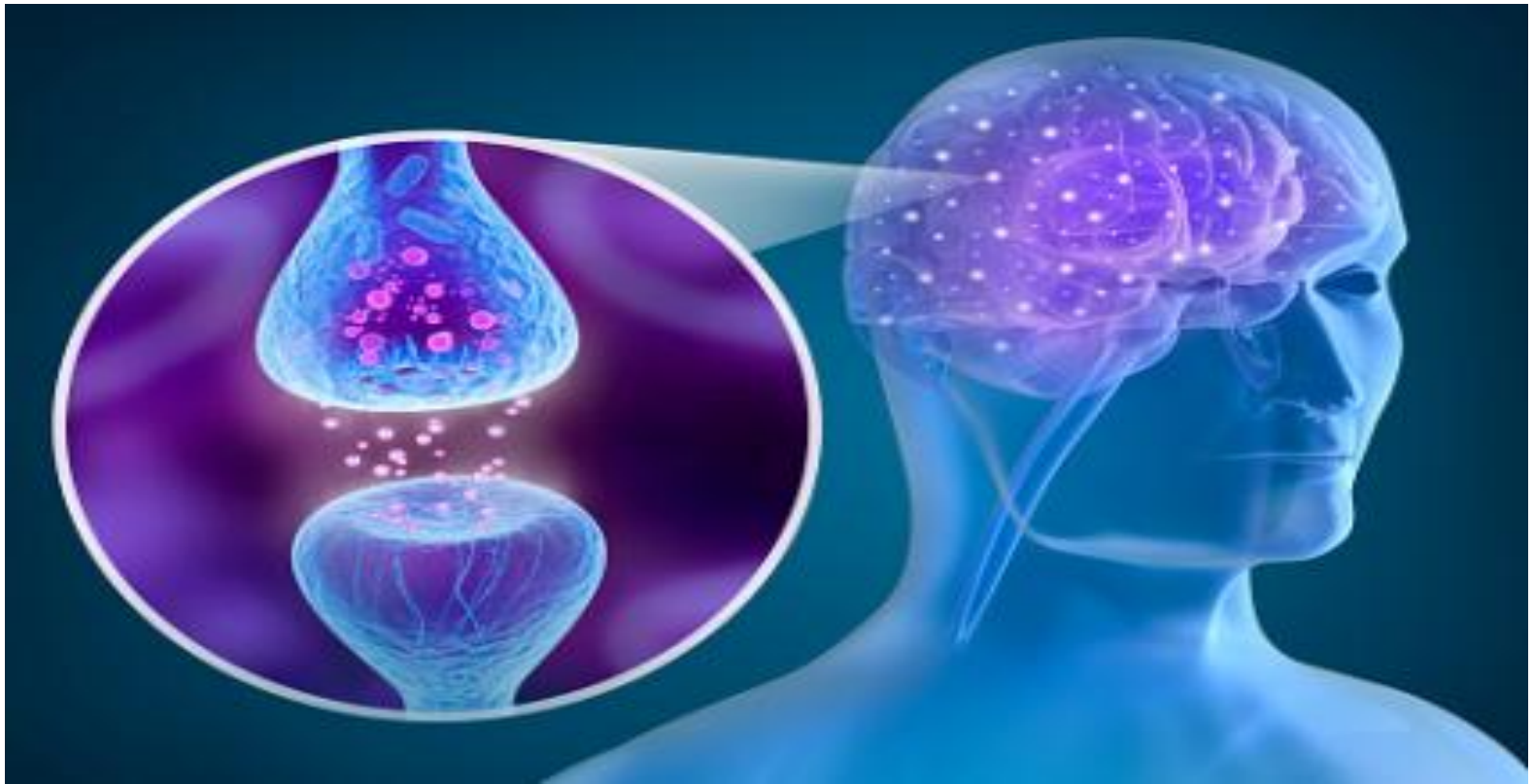


Neural Embedding

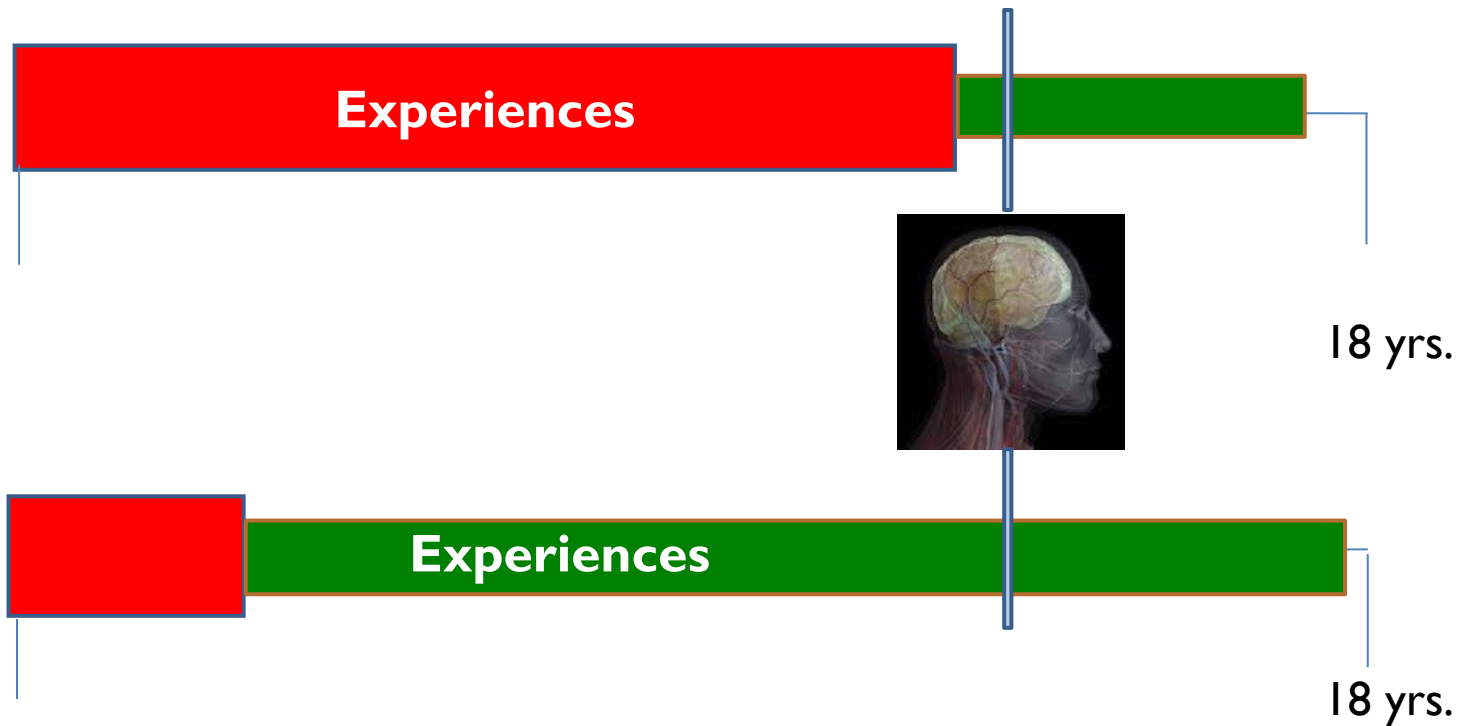
- ▶ Seen
- ▶ Felt (physically and emotionally)
- ▶ Heard

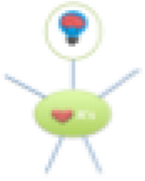


Neural Embedding



Lifespan Perspective Scale





Frame of Reference

Are people
trustworthy?

Is the world a
safe place?

Stereotypes

Implicit
Bias



Transference
& Counter Transference



What is Trauma(s)?

Simple Trauma

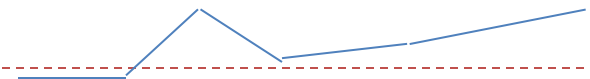
- ▶ One time victim of a crime
- ▶ Car Accident
- ▶ House fire
- ▶ Earthquake
- ▶ Physical Injury



▶ Biological Response

Complex Trauma

- ▶ Ongoing physical abuse
- ▶ Emotional Neglect
- ▶ Sexual Abuse
- ▶ Domestic Violence
- ▶ Familial substance abuse
- ▶ Placement Disruptions



Biological Response

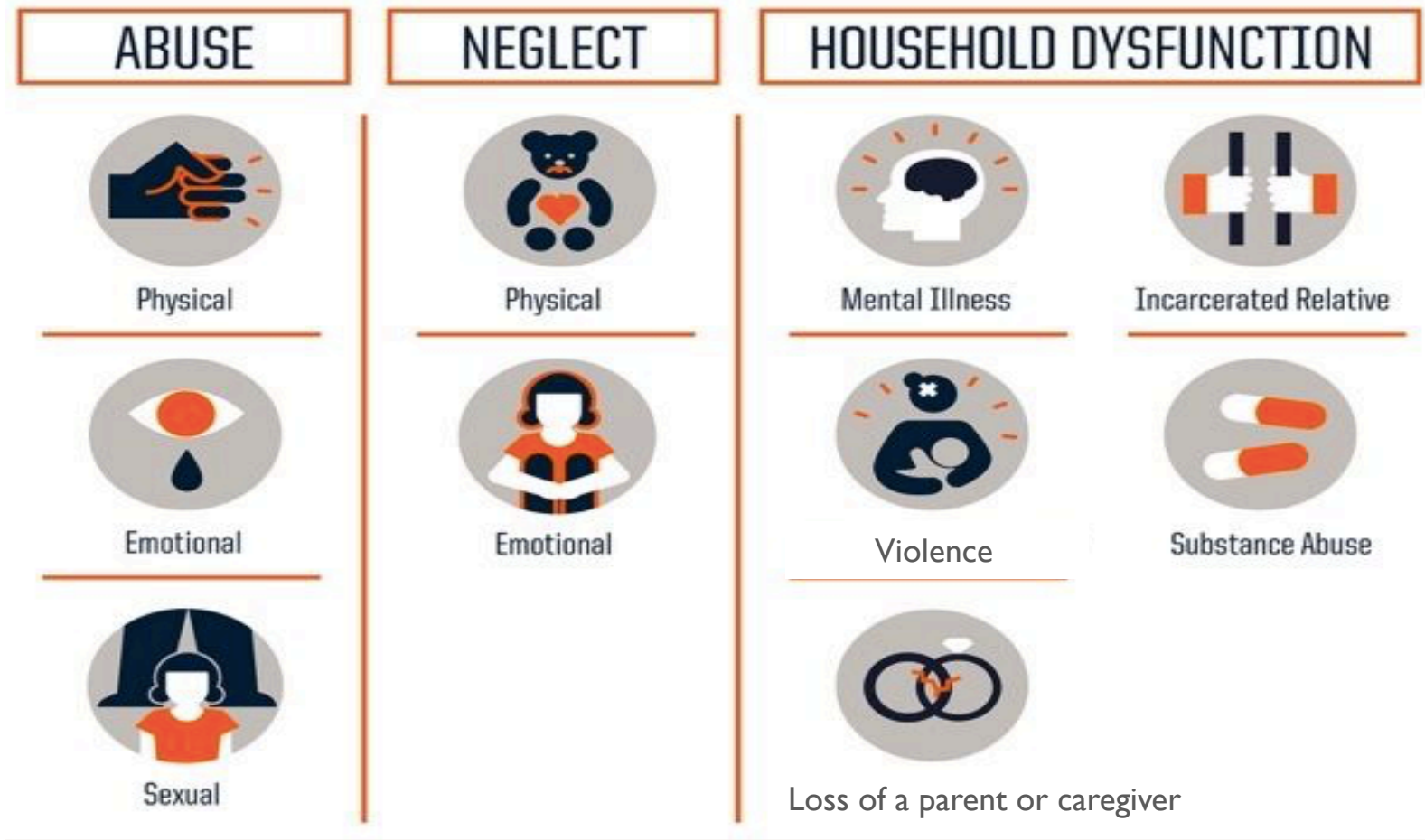
Relational Person Centered Approaches

A trauma-informed approach asks:

“What happened to you?” instead of **“What’s wrong with you?”**

“Help me Better understand your experience.”

Adverse Childhood Experiences



Adverse Childhood Experiences

Growing up (prior to age 18) in household with:

Abuse

- Recurrent physical abuse
- Recurrent emotional abuse
- Sexual abuse



Neglect

- Emotional or Physical neglect

Toxic Stress

Too much stress = toxic stress = occurs when a child is overloaded. (20 minutes beneficial)

► Anxiety Based / Fear Based

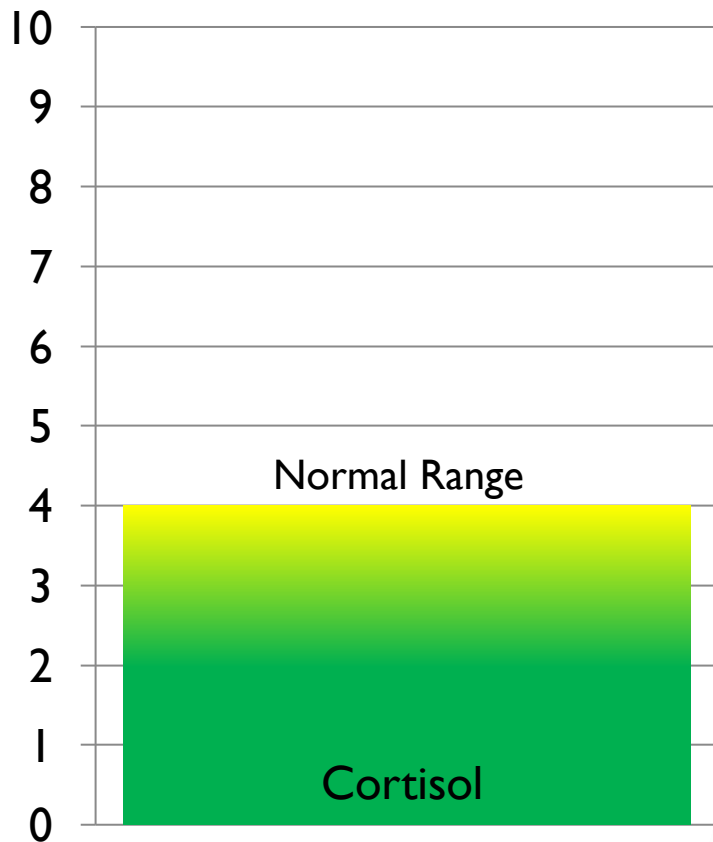
Cortisol

Adrenaline

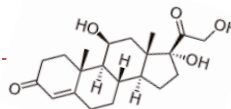
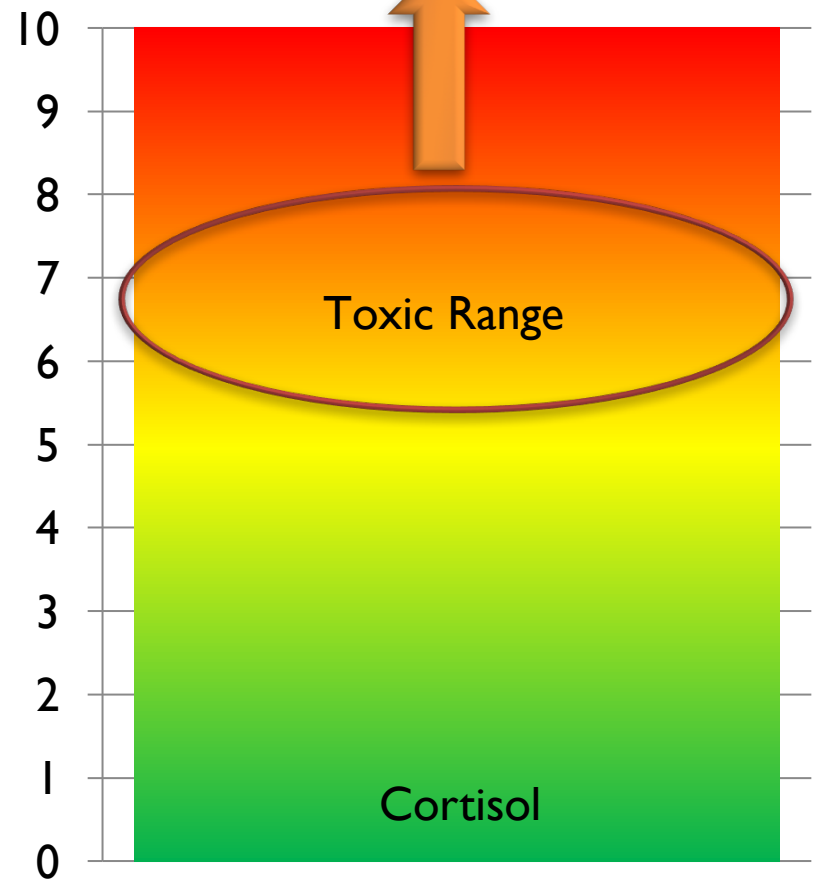


Good Stress vs. Toxic Stress

Self Regulated

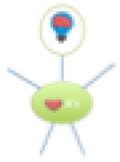


Dysregulated

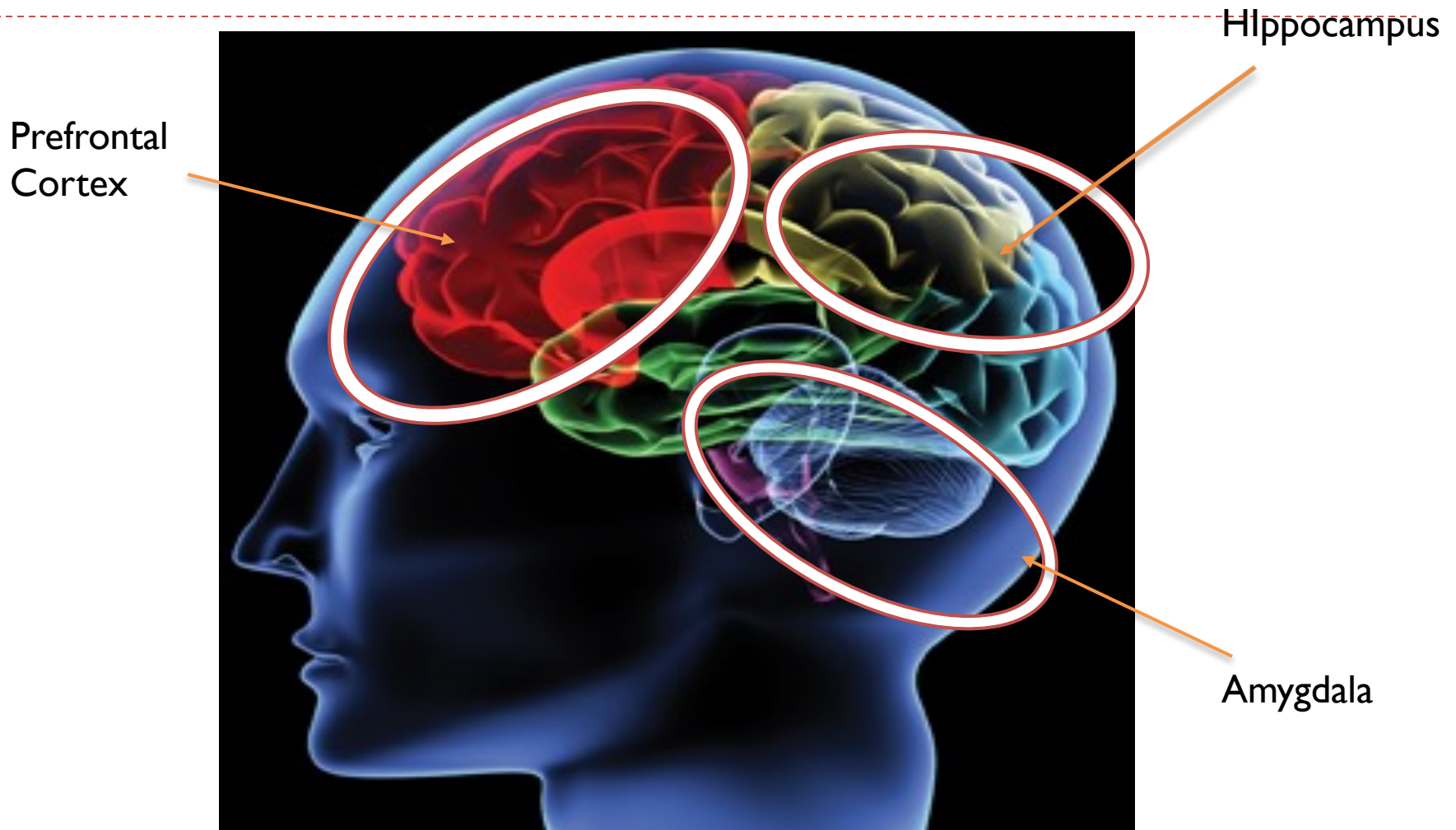


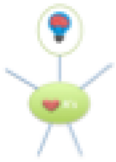
Causes of Toxic Stress / Complex Trauma

- ▶ Student Mobility (SPS 2987 MKV & 208 Foster)
- ▶ Emotional Abuse
- ▶ Generations of Inadequate parenting
- ▶ Loss or absence of parents
- ▶ Homelessness
- ▶ Unemployment
- ▶ Poor Nutrition/Hunger
- ▶ Lack of healthcare
- ▶ Chronic medical conditions
- ▶ Witness to a death
- ▶ Anti Social Peer Groups
- ▶ Learning Disabilities
- ▶ Experience of Racism
- ▶ Poverty
- ▶ History of suicide in family
- ▶ Mental Health of family member
- ▶ Ongoing Anxiety
- ▶ Teen Pregnancy
- ▶ Multiple changes in caregivers
- ▶ Loss of parent due to death, divorce, abandonment
- ▶ Birth defects (FAS)
- ▶ Physical &/or Emotional Neglect



Imbalance in Brain Regions





Physiological Response



Diagnostic Criteria

ADHD / ADD

- ▶ Impulsive
- ▶ Trouble staying focused
- ▶ Easily distracted
- ▶ Difficulty with memory
- ▶ Difficulty following instructions
- ▶ Trouble planning ahead and finishing projects

DSM-IV-TR (2000) 4th ed., text rev.

Complex Trauma/ Anxiety

- ▶ Impulsive
- ▶ Difficulty focusing
- ▶ Anxious and fearful
- Memory problems
- Poor Skill Development
- Act out in school situations
- Act withdrawn
- Develop learning Disabilities

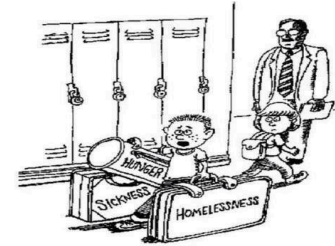
Centers for Disease Control and Prevention [CDC], 2014

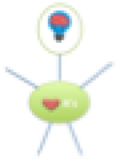


Student Cognitive Load



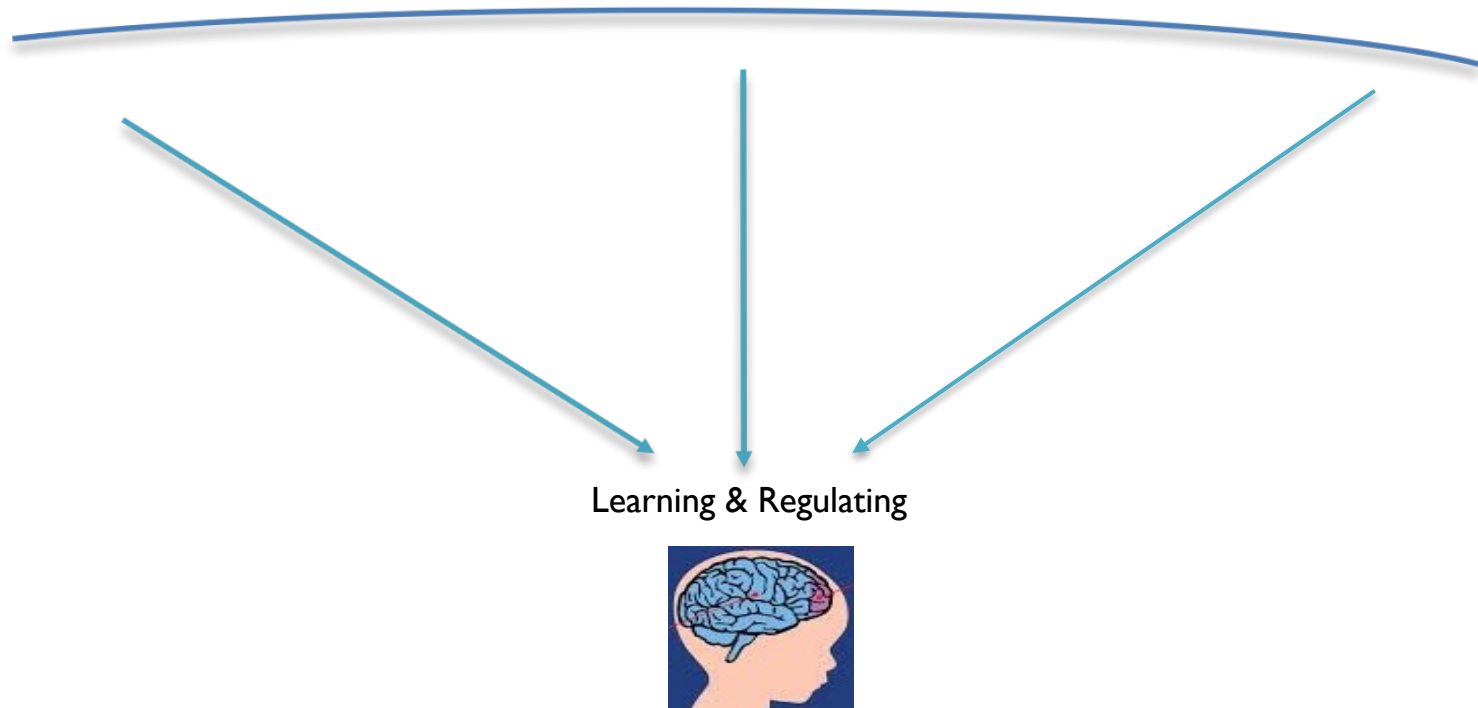
"Could someone help me with these?
I'm late for math class."





Cognitive Load Reduction

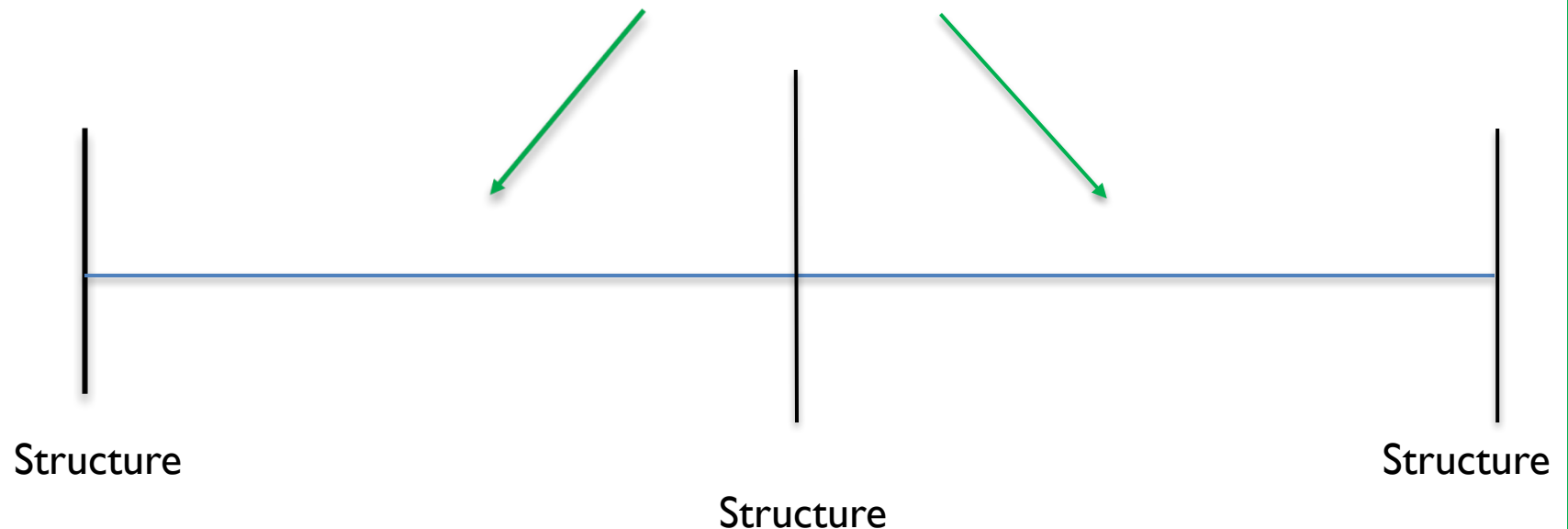
Consistency – Predictability - Structure



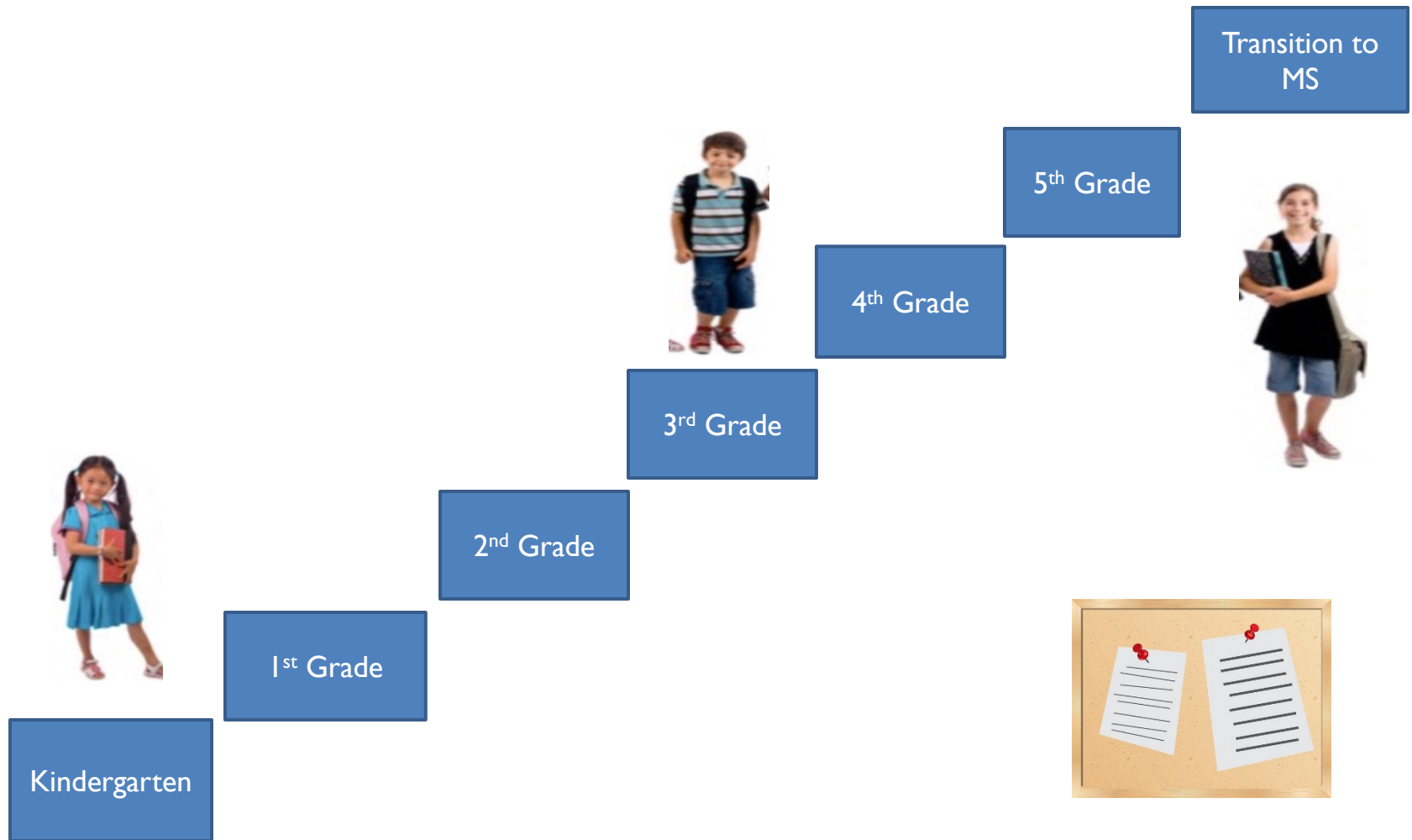


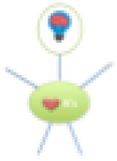
Consistency, Predictability, Structure

Choices in Between

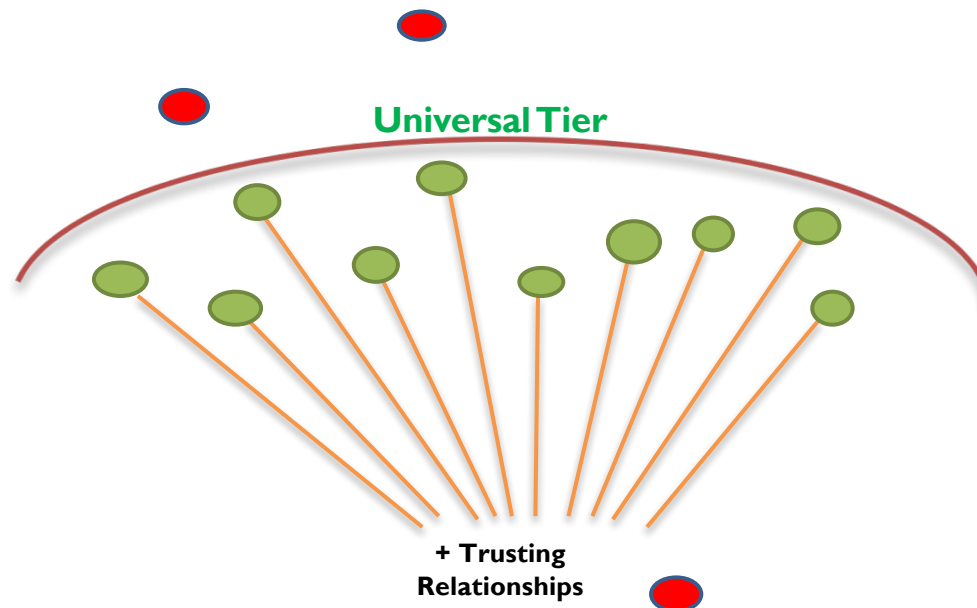


Consistency Over Time



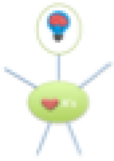


Tier 1

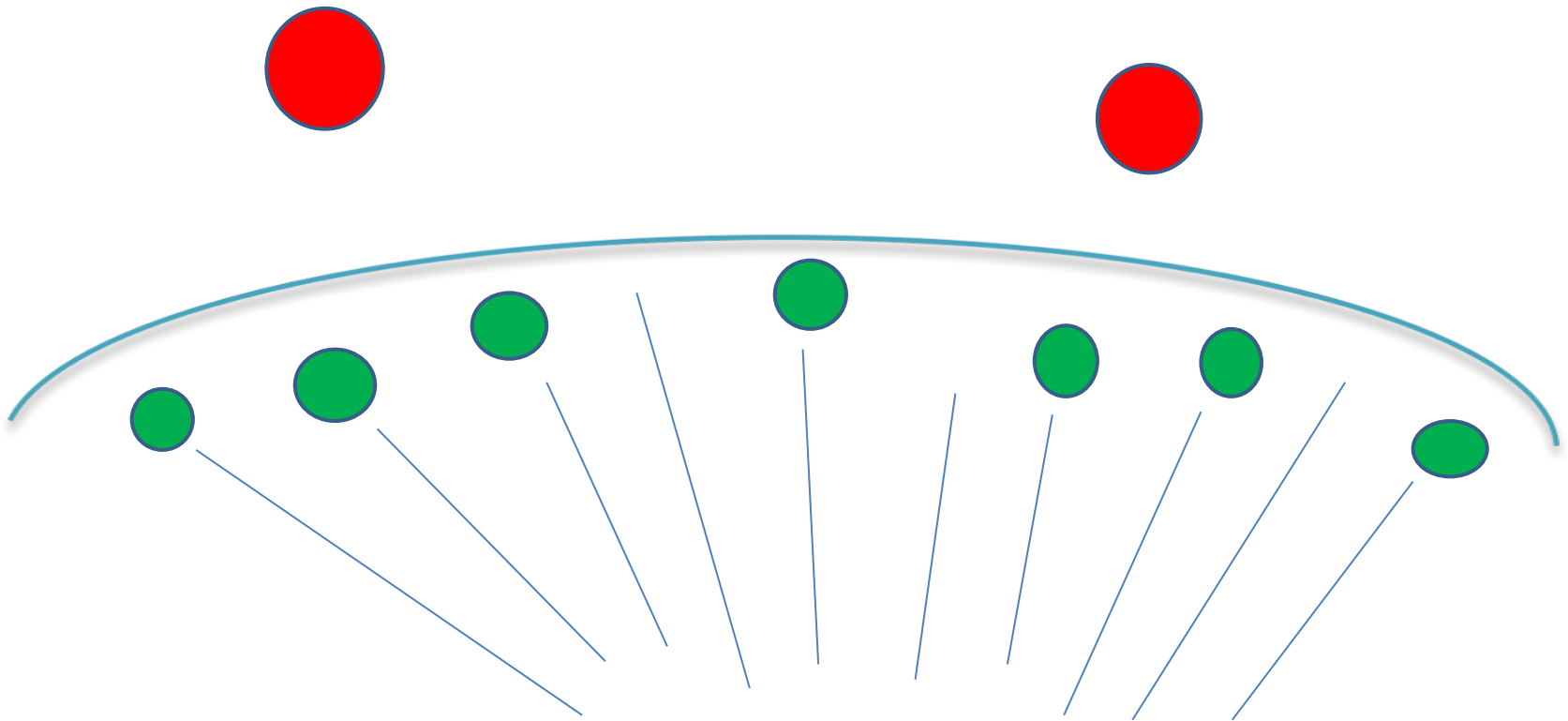


Students =  

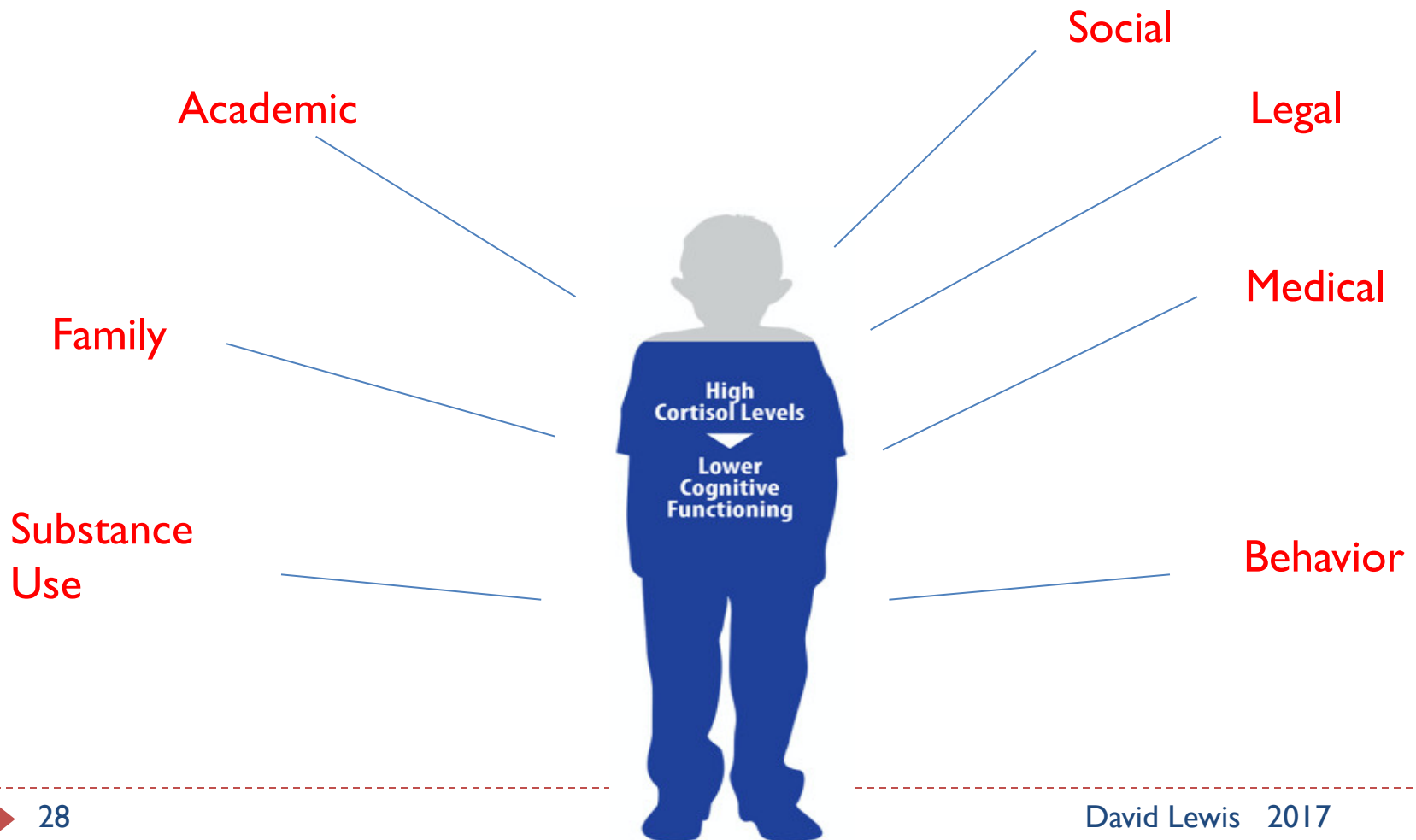
Consistency, Predictability & Structure



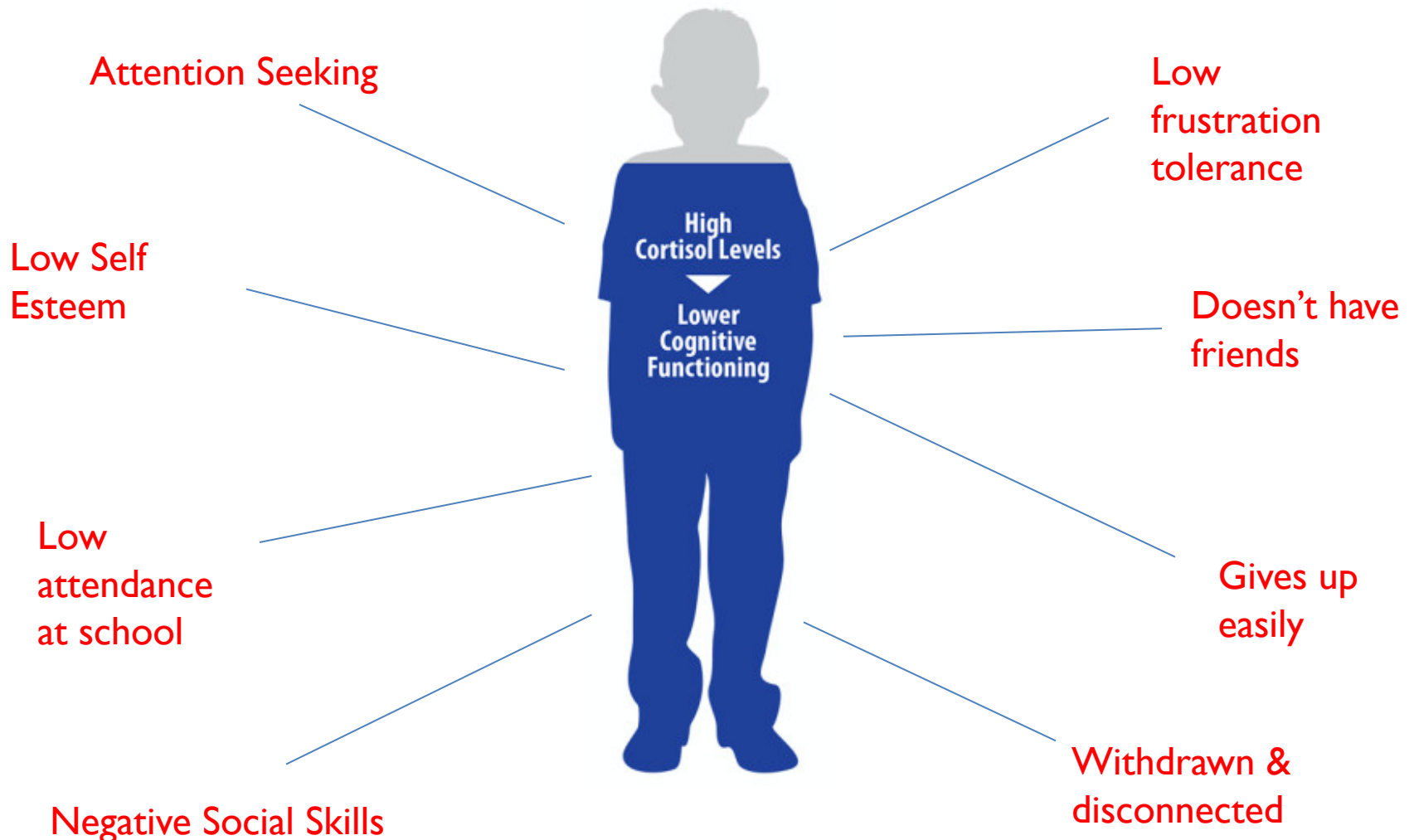
Tier 2



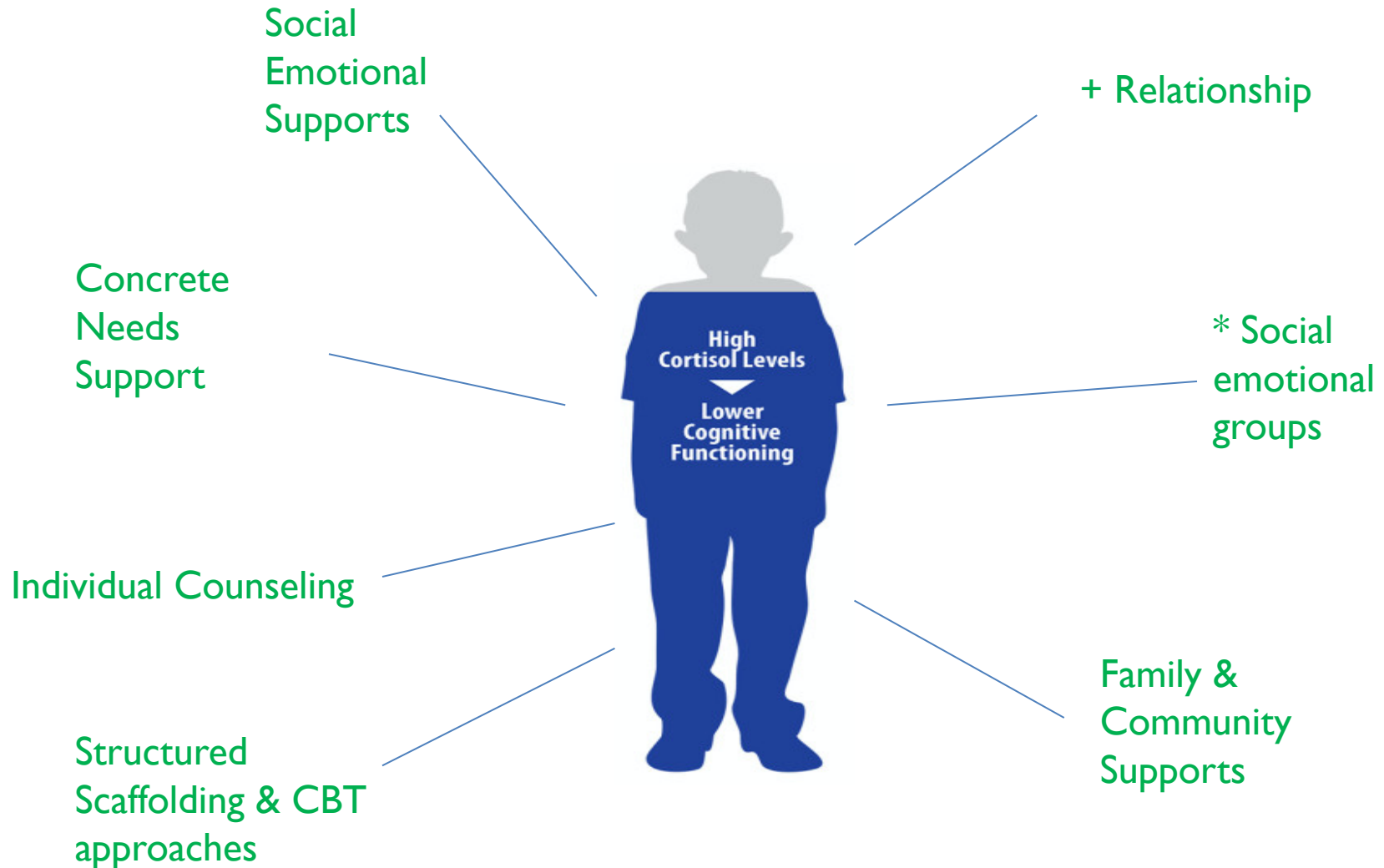
Risk Factors



Anxiety Risk Factors and Symptoms



Protective Factors / Wraparound Supports



Authoritative Teaching Practices

- ▶ **Able to be trusted; reliable.**
 - ▶ **Synonyms: reliable, dependable, trustworthy, sound, authentic, valid**

- ▶ Clear and precise expectations and directives

_____ ☐

- ▶ Giving directives with an awareness of my self expression

_____ ☐

- ▶ Don't over direct/ direct and step away / hold the line.

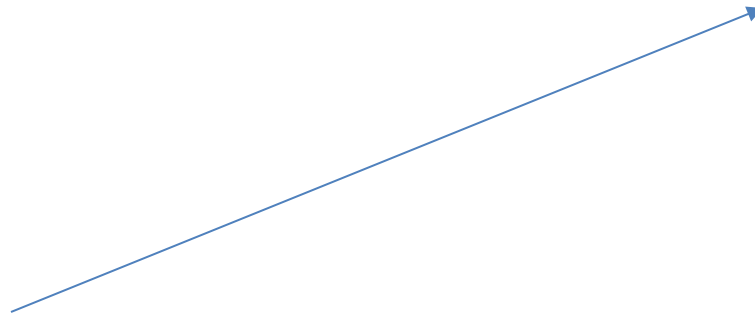
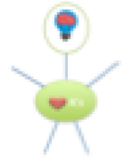
_____ ☐

- ▶ Strength based approaches – Directives that set up successes

_____ ☐



3rd Point (Authoritative Approach)

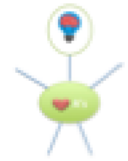


**Common
Expectations**



Scaffolds to Student Resilience

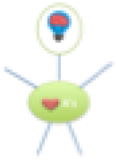
CBT Approaches / Neural Embedding (Journals)



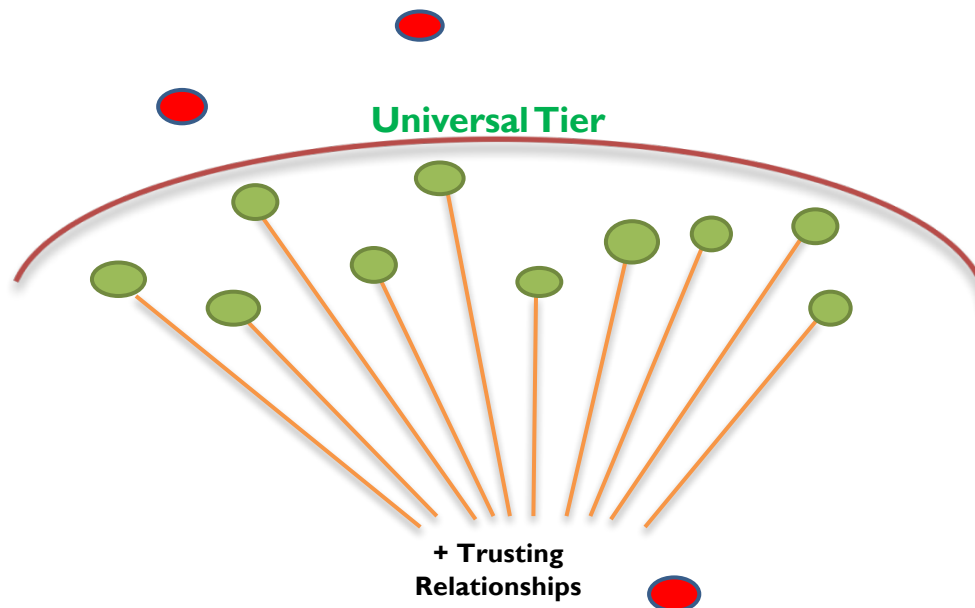
Academic or SEL goal

Goal achieved – Embed the skills

- *Skill Acquisition
- *Grit
- *Actualization of the task
- *Resilience



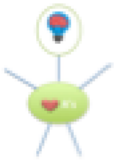
Positive Trusting Relationships



Students =  

Consistency, Predictability & Structure





Questions

- ▶ David Lewis
- ▶ DavidLpsychology@gmail.com



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- ▶ S., cole, Greenwold, J., O'Brien, G., Gadd, J., Ristuccia, L., Wallace, , M., Gregory; *Helping Traumatized Children Learn*; 2005,
 - ▶ **E. Erikson** ; *Childhood and Society*; September, 1993
 - ▶ H, Christine., Chilling Brain Scans Show the Impact of a Mother's Love on a Child's Brain Size., Retrieved from; Medicaldaily.com
 - ▶ *Adverse Childhood Experiences Research study., Filetti., 2009. Retrieved from ACESTOOHIGH.COM*
 - ▶ Sweller, J., Cognitive load during problem solving: Effects on Learning, *Cognitive Science*, 12, 257 – 285 (1988)

References