Adverse Childhood Experiences & Complex Trauma
League of Education Voters
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OBJECTIVES

• Trauma Responsive Multi-Tiered System of Support

• ACE’s & Complex Trauma Review

• Risk Factors for Complex Trauma & Toxic Stress

• Authoritative (Trauma Responsive) Teaching Practices
Theory of Action - Conditions

- Improve school culture and climate and increase understanding of functions of behavior
- Decreases in challenging behaviors
- Lower anxiety
- Increased attendance
- Increased learning time
- Academic Gains

David Lewis 2018
Structure of Supports (2006 - 2007)

- Tier Three: Intensive Goal: 3 to 5%
- Tier Two: Targeted Goal: 5-7%
- Tier One: School-wide Goal: 80 to 90% Successful

Multi-tiered Supports

Academic Systems
- Effective Classroom Instruction
- Adequate Academic Progress

Behavioral Systems
- Positive School-wide Discipline Program
- Attendance

Data-Based Decision Making
Trauma Responsive MTSS

- **Tier 3**: Trauma Informed Practices
- **Tier 2**: Fluidity and flexibility in grouping, and individualizing instruction and behavioral supports
- **Tier 1**: SEL Curricula

**Positive Beliefs**
- Positive Relationships
- Positive Learning
- Positive Partnerships

**Culturally Responsive Pedagogy**

**PBIS Framework**

**Trauma Informed Practices**

David Lewis 2016
MTSS Framework

Students = Consistency, Predictability, & Structure
Adverse Childhood Experiences

- **ABUSE**
  - Physical
  - Emotional
  - Sexual

- **NEGLECT**
  - Physical
  - Emotional

- **HOUSEHOLD DYSFUNCTION**
  - Mental Illness
  - Incarcerated Relative
  - Substance Abuse
  - Violence
  - Loss of a parent or caregiver

David Lewis 2017
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

Toxic Range

Cortisol

Cortisol
Causes of Toxic Stress / Complex Trauma

- Student Mobility (SPS 3000+ 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 Discrimination
- 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
Risk Factors

- Behavior
  - Loss of instruction time
- Social
- Emotional
- Legal
  - Chronic Absenteeism
- Medical
- Disengagement
- Mental Health
- Negative Self Identity (Esteem)

- Academic
- Family Challenges
- Substance Use
- Housing Instability

- High Cortisol Levels
  - Lower Cognitive Functioning
Proactive Protective Factors = Healthy Development

- **Social Emotional Supports**
  - + Relationship with caring adult
  - * Social emotional groups

- **Concrete Needs Support**
  - Consistent & Predictable Environments

- **Structured Scaffolding**
  - Family & Community Supports

- **Stable Housing Supports**

- **Individual Counseling**

- **Consistent Expectations**

- **Academic Supports**

Emotional Brain to Thinking Brain
AUTHORITATIVE APPROACHES

Trust + Relationship
Does the child Feel Recognized & Heard

High + Consistent Expectations & Encouragement

Naming the Individual Successes + High Ratio of Positive to negatives

Quantify & Communicate the Results w/ Data & Examples

Action - Clarify the Next Goal & Future Successes

Positive Identity Promotion (PIP)

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On The Other Hand!

THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE WILL BURN IT DOWN TO FEEL ITS WARMTH

AFRICAN PROVERB

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Authoritative
Trauma Responsive Teaching Practices

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2018
Warmth in the Environment

Consistency  Predictability  &  Structure

Common Expectations

Authoritative Classroom

Warm  &  Demanding

Authoritative Teaching Practices

❤  A’s

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Take Aways

- Posted Schedule

- Clear Expectations (data like)

- 3rd point Techniques

- Questioning Stance

- Authoritative (High Expectations – High Support)
Consistency, Predictability, Structure

Choices in Between

High Quality Instruction

Structure  Common Expectations  Structure
Proactive Authoritative Classroom Management

Warmth & Relationship  Predictability & Structure
How much time does this Save?
Children Beliefs

- I am capable
- I am cared about
- The future is bright
- People believe in me
- I have successes

- I'm a failure
- I'm not smart enough
- I'm not good enough
- No one cares about me

458,00 Total Messages

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Strength Based Perceptions

- I am capable
- I am cared about
- The future is bright
- People believe in me
- I have successes

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I'm a failure
I'm not smart enough
I'm not good enough
No one cares about me

458,00 Total Messages

1,840,345 Messages
Resilience
High Expectations & High Support

[Diagram showing the relationship between higher expectations, self-esteem, and resilience over the life stages of Begin School, Adversity, Graduation, and Life.]
 AUTHORITATIVE (Warm Demander)

- Place Limits On Students with Consistency
- Allow Children to Express Opinions
  - Hold the line
  - Express you care
  - Converse interests
  - Follow through consequences

WARMTH

Lenient
May Express Nurturing and Care Towards Their Students
BUT
Have Few Rules or Standards of Behavior
When There are Rules, They Are Often Very Inconsistent
May seem more like a peer, rather than a staff member.
May use negotiating as a means to get children to behave

DEMAND HIGH

AUTHORITARIAN
- Strict Rules & Rigidity
- Very Demanding With Little Explanation
- May Not Express A High Ratio of Warmth
- Utilize Punishments in Place of Discipline
- Don’t Give Children a High Ratio of Options

WARMTH

DISTANT
May Be Burned Out?
May Be Emotionally Distant From Their Students
Offer Little or No Direct Supervision
Have Few or no expectations or demands for behavior
May intentionally avoid holding expectations for students to avoid potential conflict
May be overwhelmed and watching the clock

DEMAND LOW
3rd Point (Authoritative Approach)

Common Expectations
Authoritative

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

- Clear and precise expectations and directives

- Giving directives with an awareness of self expression

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

- Strength based approaches – Directives that set up successes

- Awareness of Proximity of Self and Students (Assess the moment)

- High Ratio of Questions, as Opposed to Just Directives
Questions

Thank You!!

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