

# Adverse Childhood Experiences & Complex Trauma League of Education Voters June 28, 2018

David Lewis  
Behavioral Health Services  
Seattle Public Schools  
Adjunct Faculty University of Washington





# OBJECTIVES

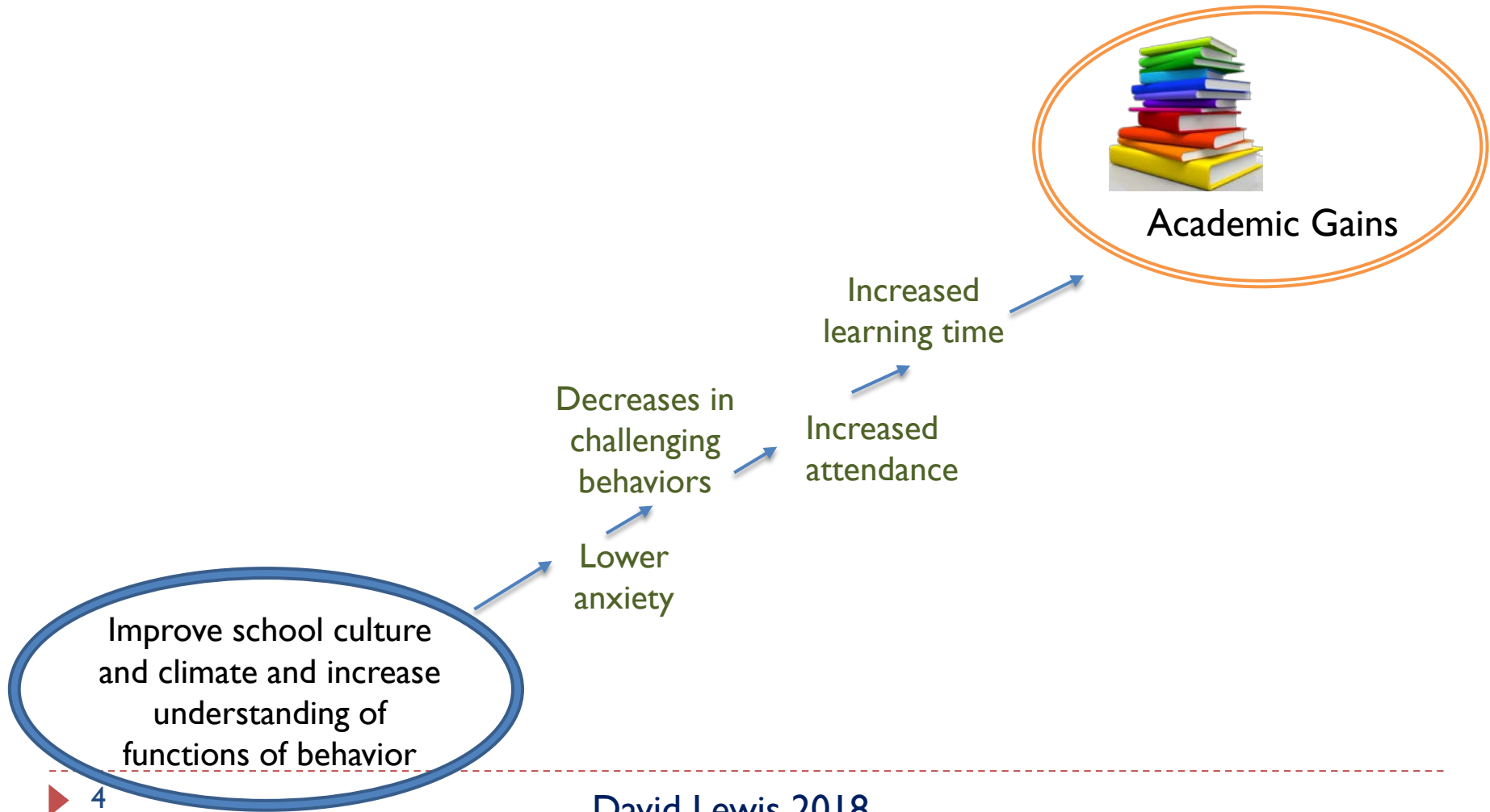
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- Trauma Responsive Multi-Tiered System of Support
- ACE's & Complex Trauma Review
- Risk Factors for Complex Trauma & Toxic Stress
- Authoritative (Trauma Responsive) Teaching Practices

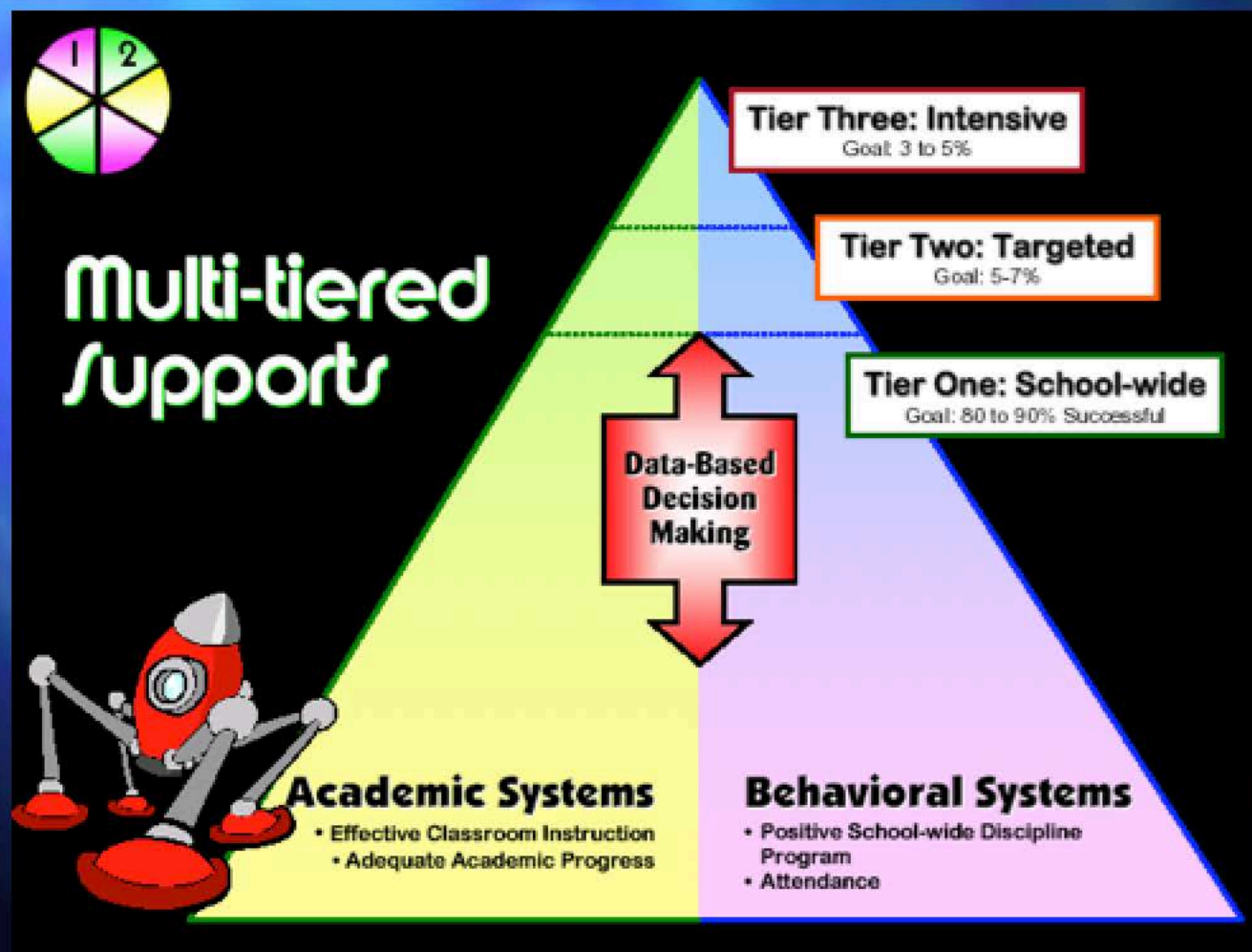




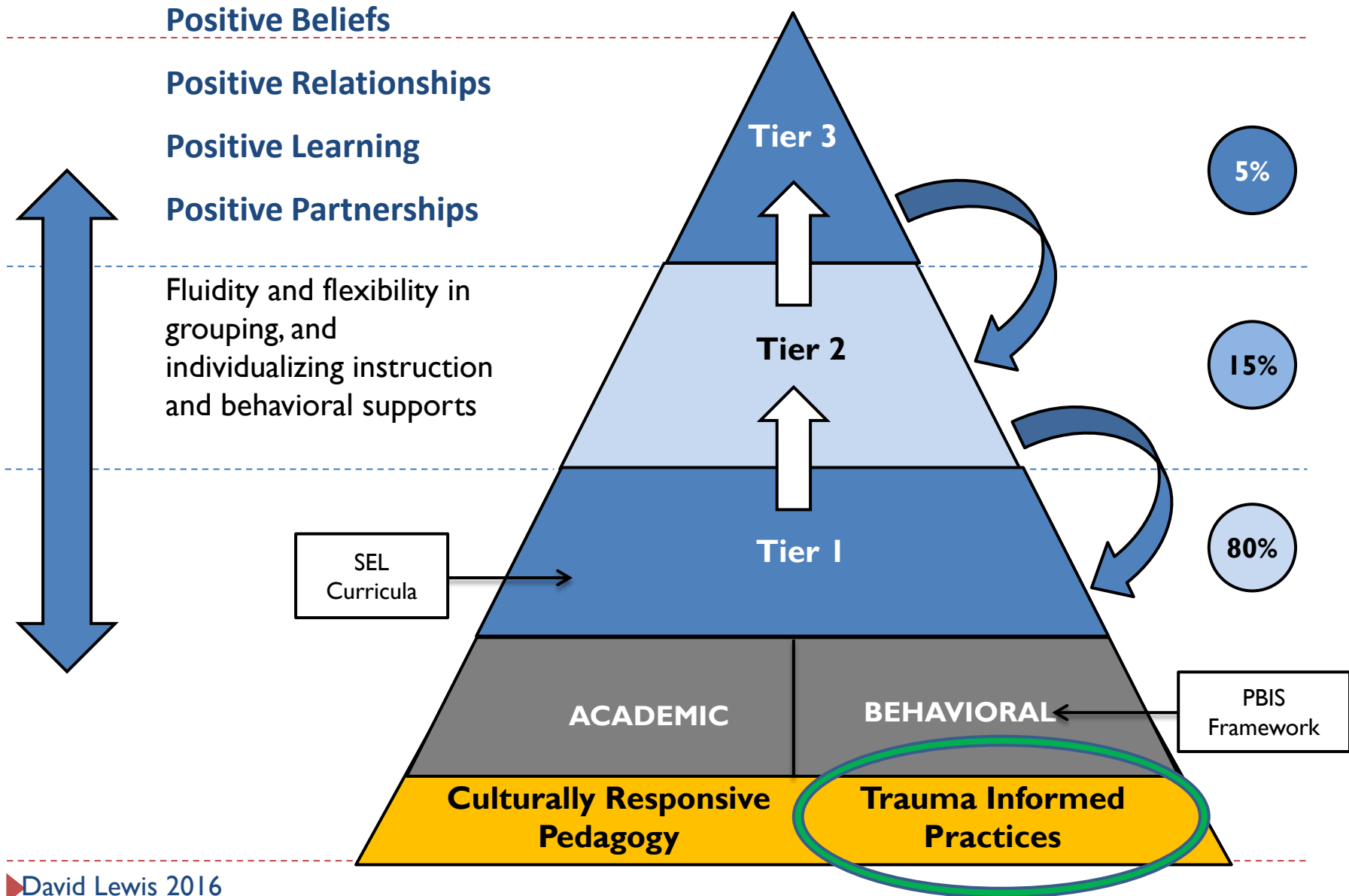
# Theory of Action - Conditions



# Structure of Supports (2006 - 2007)

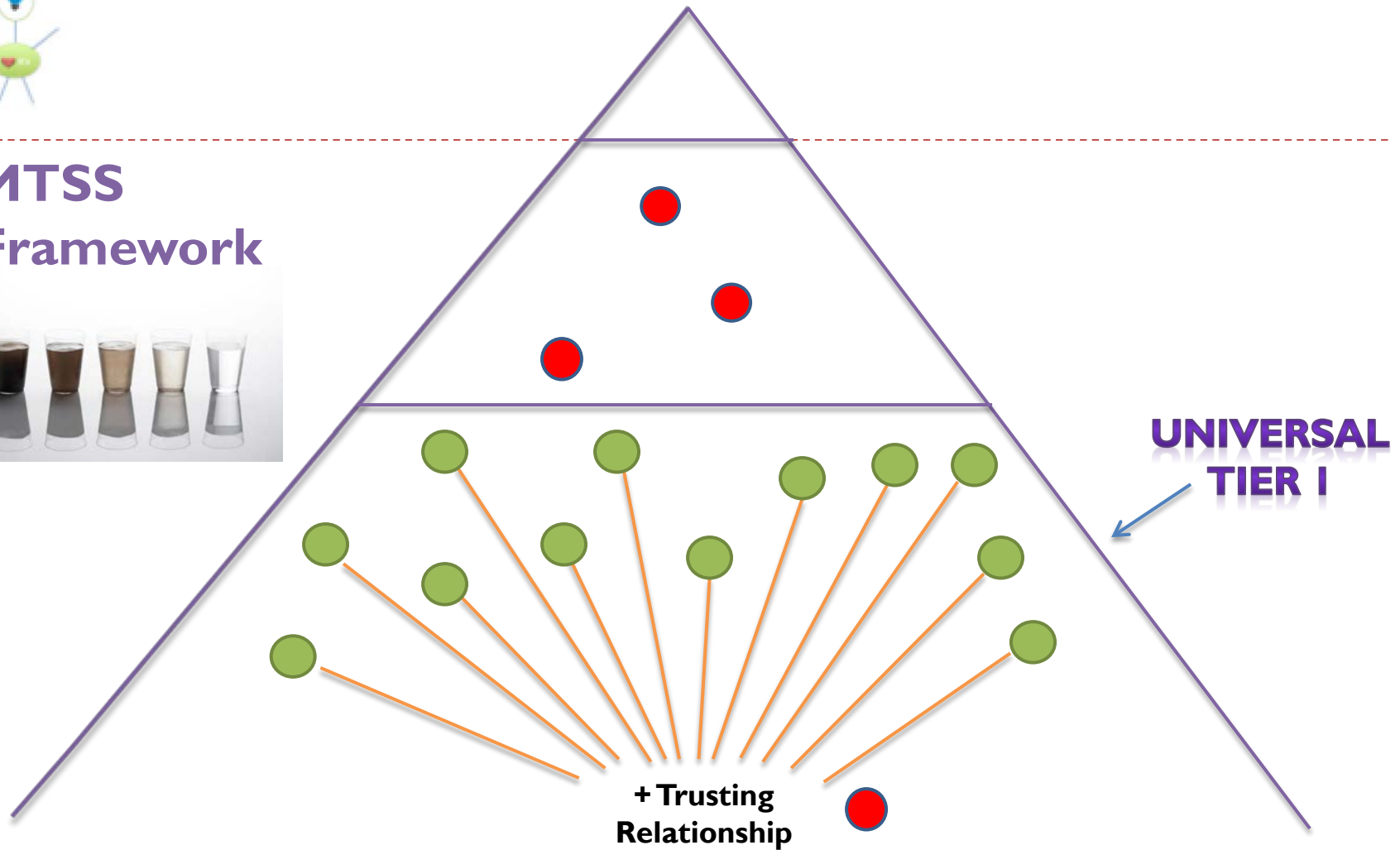


# Trauma Responsive MTSS



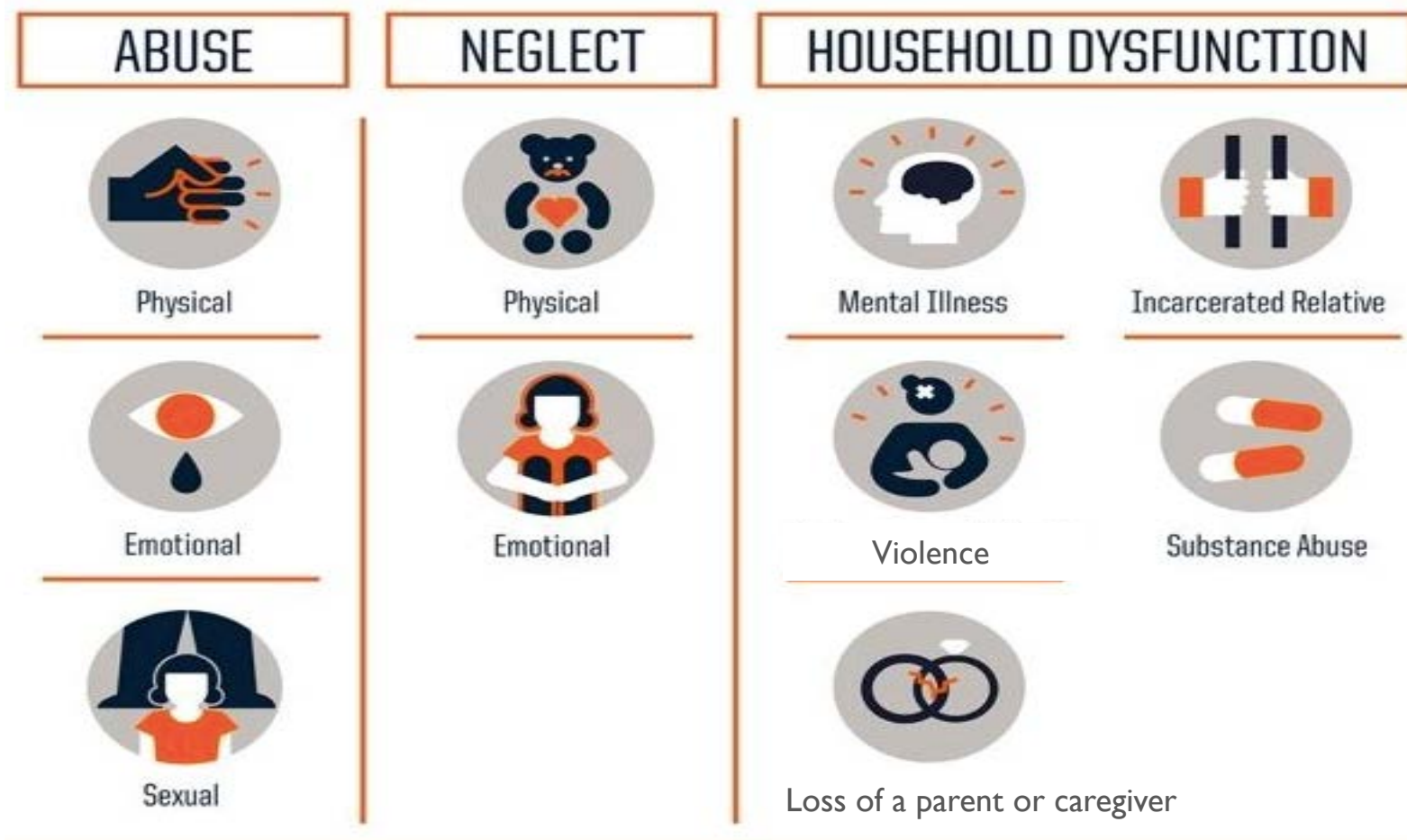


## MTSS Framework



Students = ● ● Consistency, Predictability, & Structure

# Adverse Childhood Experiences







# Adverse Childhood Experiences

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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

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

## ► Anxiety Based / Fear Based

Cortisol

Adrenaline





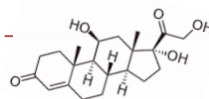
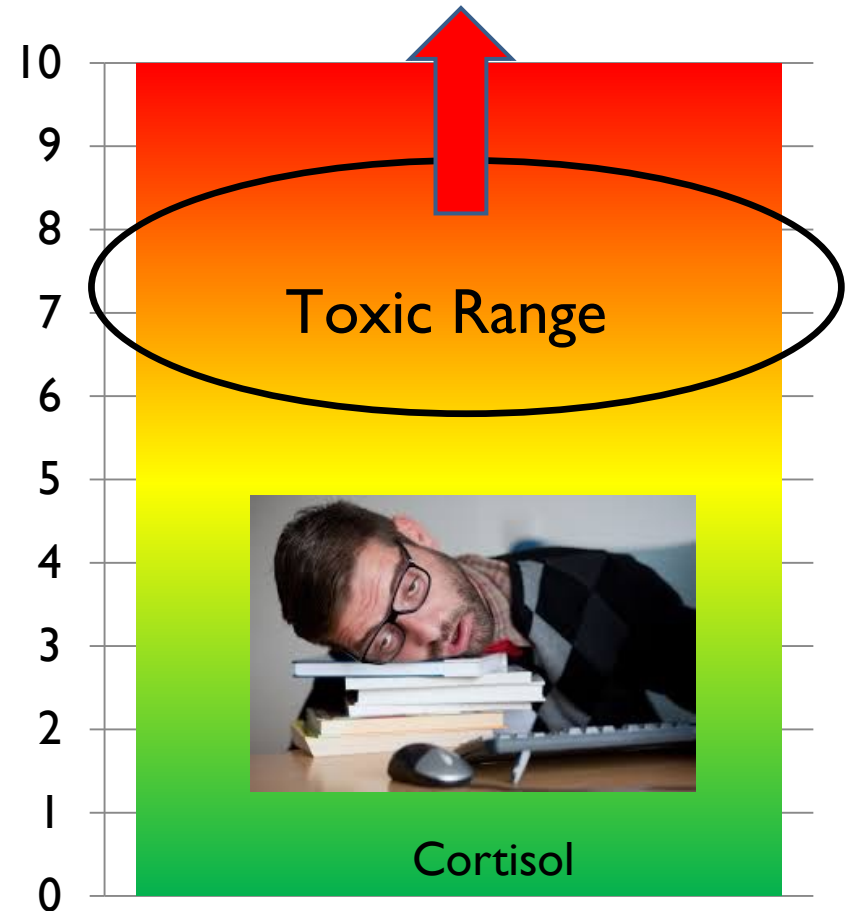
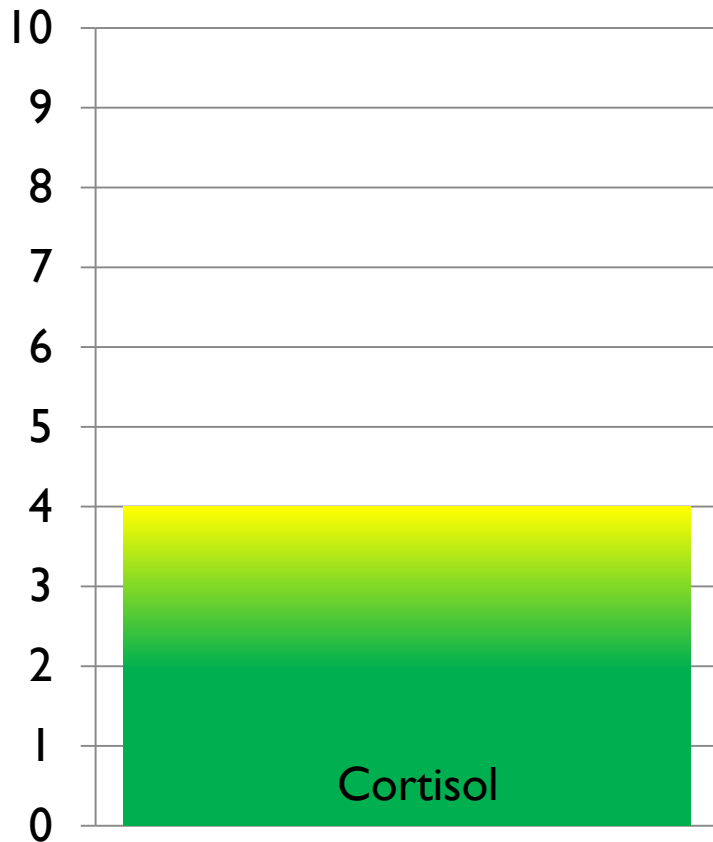
# Good Stress

VS.

# Toxic Stress

Self Regulated

Dysregulated



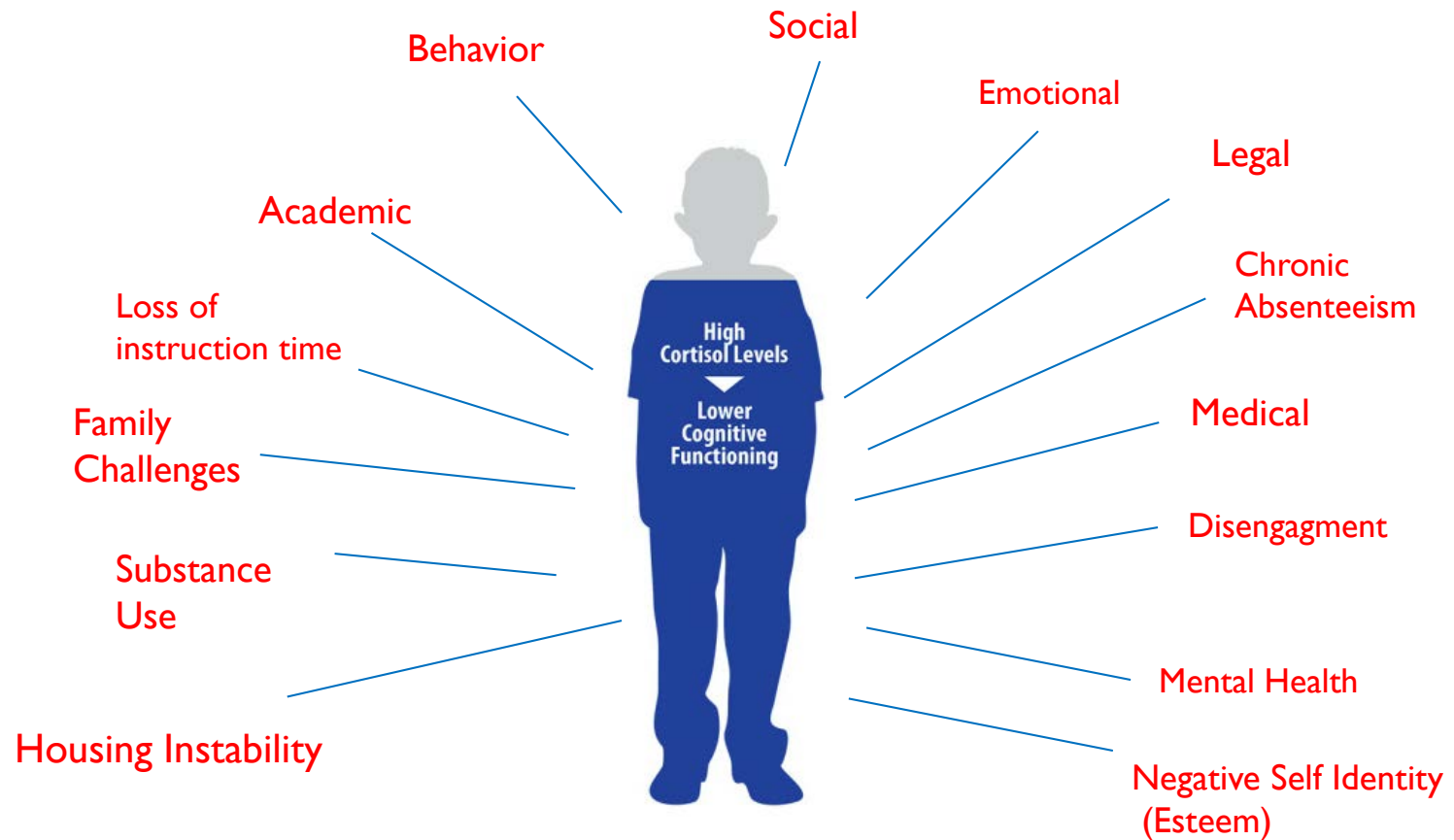
# Causes of Toxic Stress / Complex Trauma

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- ▶ 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

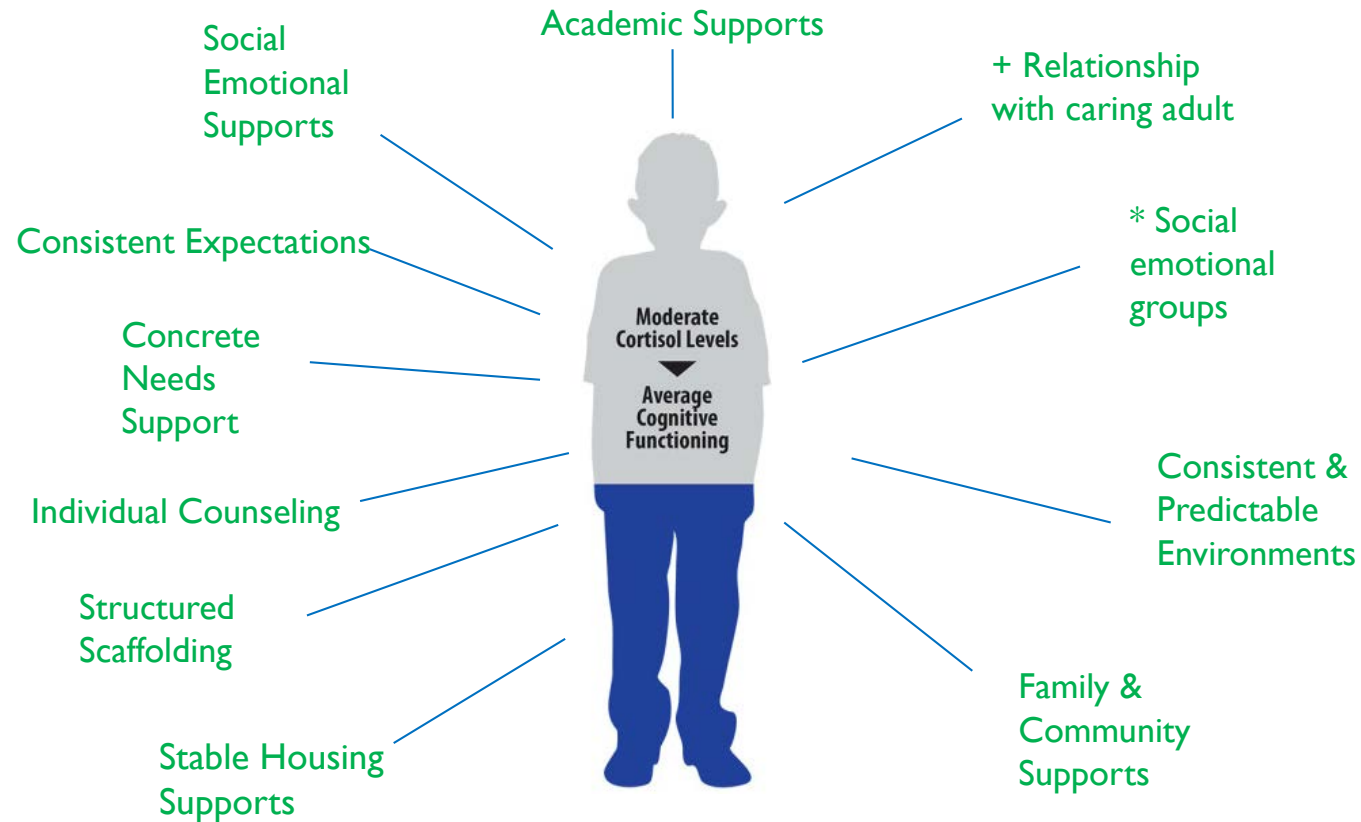


# Risk Factors



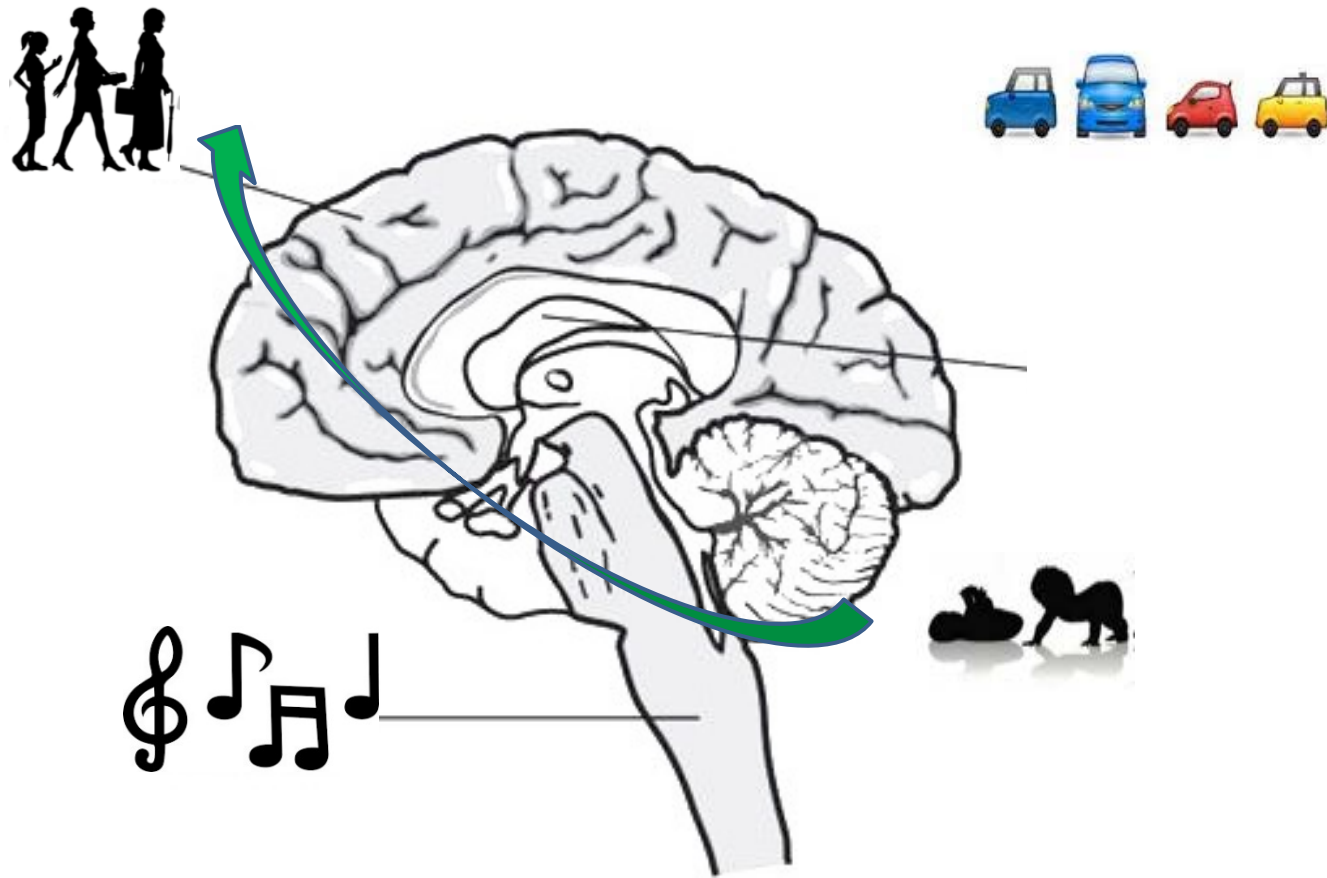


# Proactive Protective Factors = Healthy Development





# Emotional Brain to Thinking Brain











# AUTHORITATIVE APPROACHES



## Positive Identity Promotion (PIP)



**Trust +  
Relationship**

**Does the child  
Feel  
Recognized &  
Heard**



**High +  
Consistent  
Expectations &  
Encouragement**



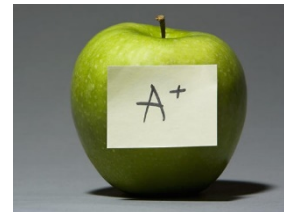
**Naming the  
Individual  
Successes +  
  
High Ratio of  
Positive to  
negatives**



**Quantify &  
Communicate  
the Results w/  
Data &  
Examples**



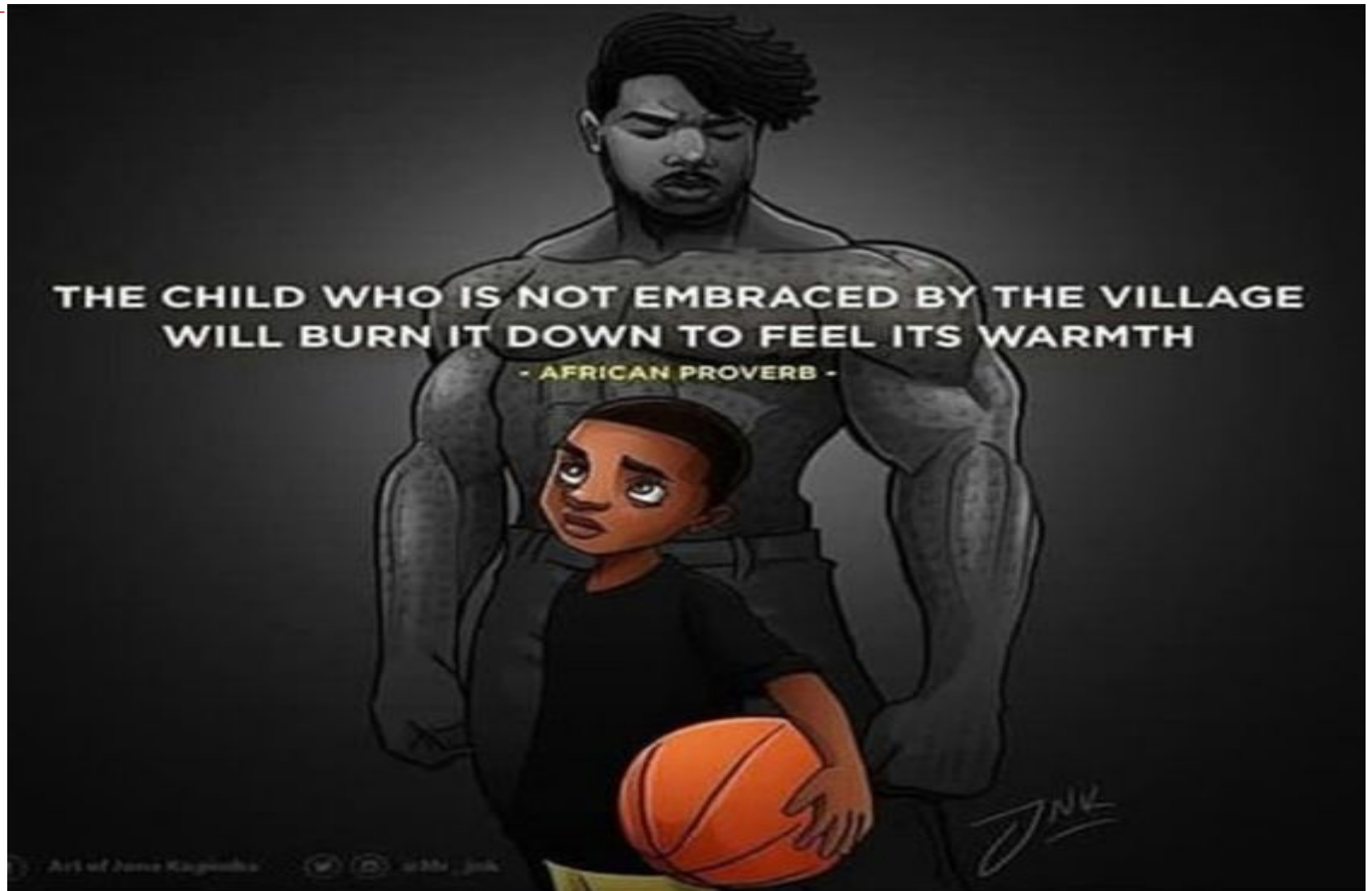
**Action -  
Clarify the Next  
Goal & Future  
Successes**







# On The Other Hand!





# Authoritative Trauma Responsive Teaching Practices

David Lewis

2018

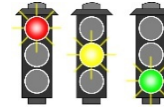


# Warmth in the Environment

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## Consistency Predictability & Structure

**Common Expectations**



**Authoritative Classroom**

**Warm & Demanding**

**Authoritative Teaching Practices**





# Take Aways

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- ▶ Posted Schedule
- ▶ Clear Expectations (data like)
- ▶ 3<sup>rd</sup> point Techniques
- ▶ Questioning Stance
- ▶ Authoritative (High Expectations – High Support)



# Consistency, Predictability, Structure

## Choices in Between

High Quality Instruction



Structure



Common Expectations



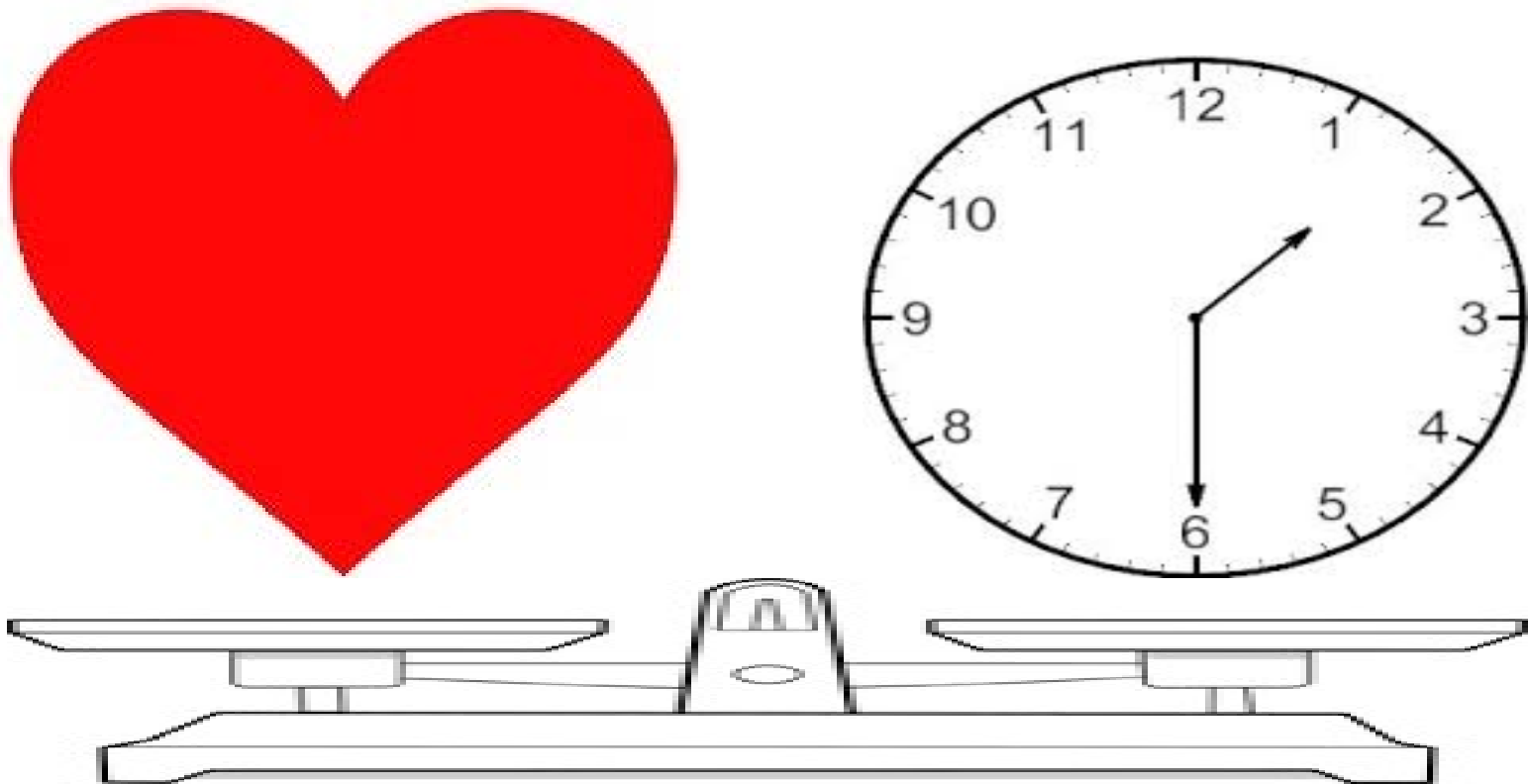
Structure

# Proactive Authoritative Classroom Management

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**Warmth & Relationship**

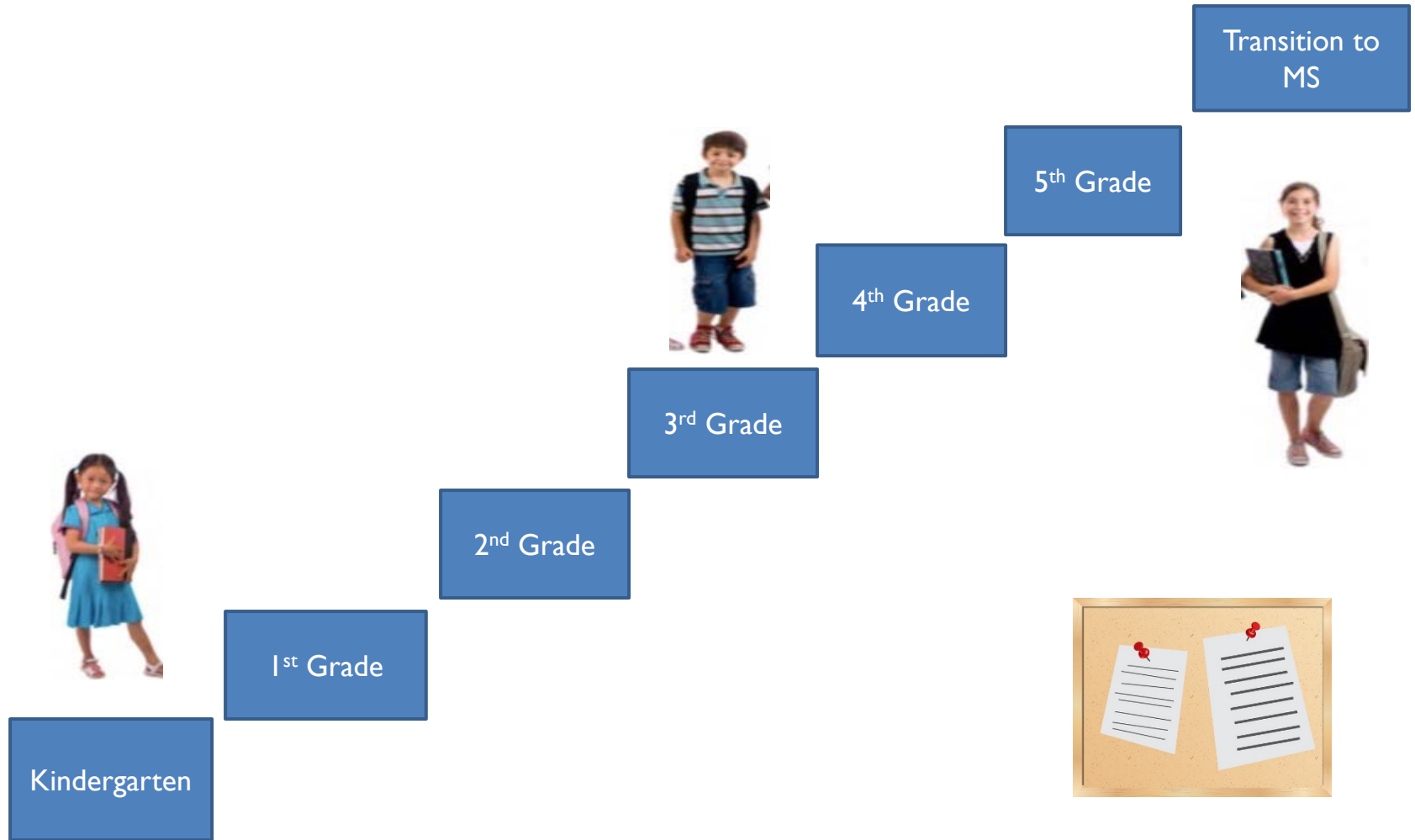
**Predictability & Structure**







# Consistency Over Time



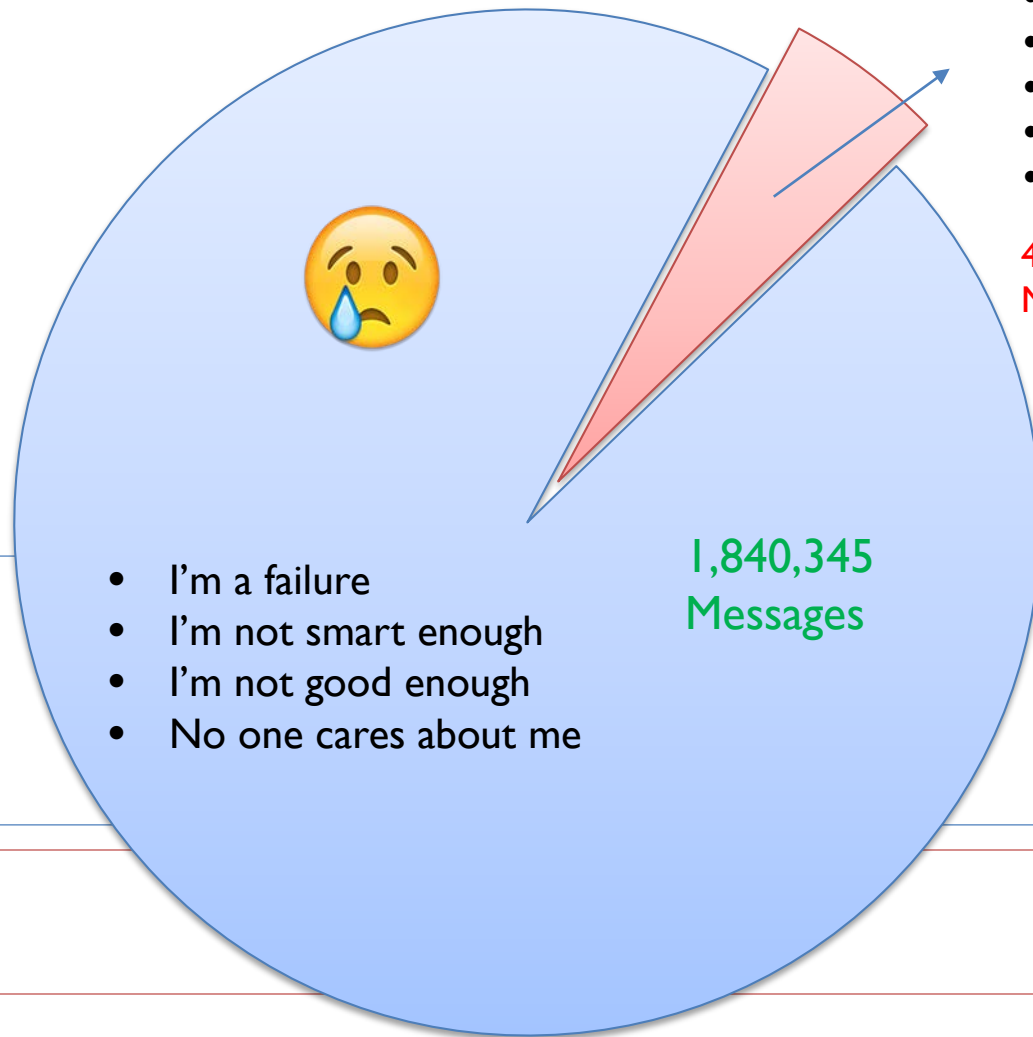
# How much time does this Save?

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# Children Beliefs



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

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

458,00 Total  
Messages

1,840,345  
Messages



# Strength Based Perceptions





# Resilience

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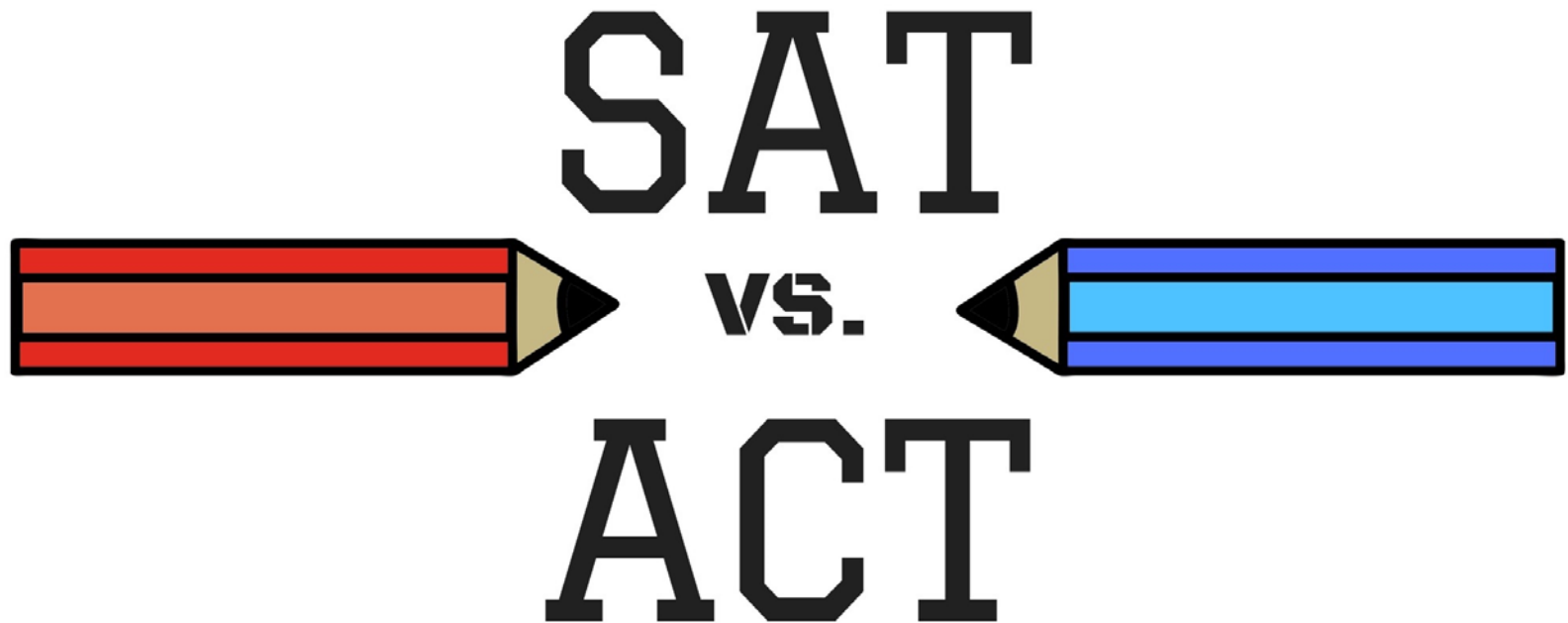
# High Expectations & High Support





# Entrance Exams

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## DEMAND HIGH

### AUTHORITATIVE (Warm Demander)

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

### 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

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

### 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







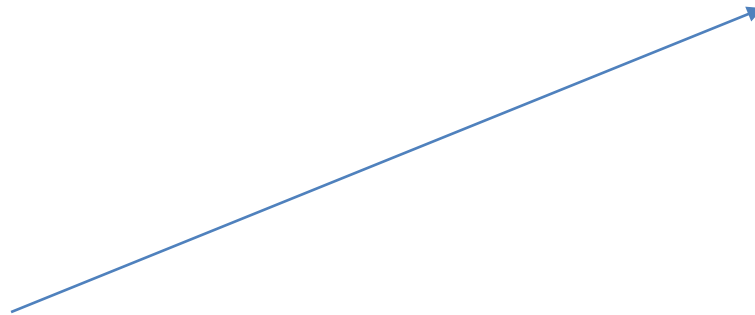
# Balance

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# 3<sup>rd</sup> Point ( Authoritative Approach)

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**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

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Thank You!!

- ▶ David Lewis PSY.D., LMHC
- ▶ [DavidLpsychology@gmail.com](mailto:DavidLpsychology@gmail.com)



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## References