

TRAUMA-INFORMED SCHOOLS

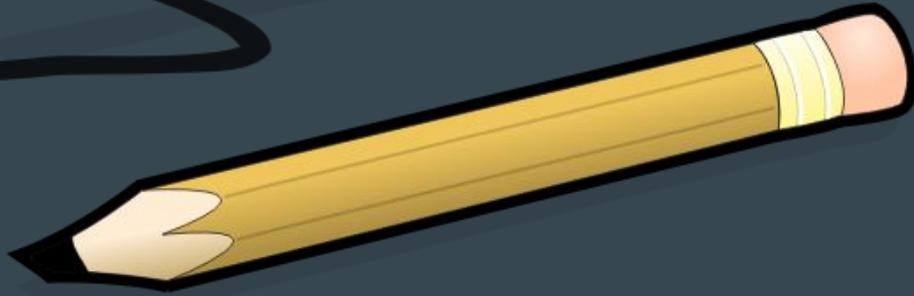


You might be doing more than you think

-Presented by Darren Perkes

QUICK DRAW

DRAW how you are feeling right now ...



TODAY'S OBJECTIVES:

- Understand what “trauma” is and how it might affect our relationships and success
- What we can do better to help ourselves and others

TRAUMA:

“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.’ Keep in mind that the experience doesn’t have to be life-threatening to trigger a trauma response.”

- Souers and Hall “Creating a Trauma-Sensitive Classroom”

FIVE FUNDAMENTAL TRUTHS:

- Trauma is real.
- Trauma is prevalent. In fact, it is likely much more common than we care to admit.
- Trauma is toxic to the brain and can affect development and learning in a multiple of ways.
- In our schools, we need to be prepared to support students [teachers and staff members] who have experienced trauma, even if we don't know exactly who they are.
- Children are resilient, and within positive learning environments they can grow, learn, and succeed.

- Souers and Hall *Fostering Resilient Learners*

ACES STUDY

Adverse Childhood Experiences (ACEs) is the term given to describe all types of abuse, neglect, and other traumatic experiences that occur to individuals under the age of 18. The Kaiser ACE study examined the relationships between these experiences during childhood reduced health and wellbeing later in life.



PRIOR TO YOUR 18TH BIRTHDAY...

Taken from CDC, SAMHSA, and acestoohigh.com

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often** ...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you **often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?

If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?

If yes enter 1 _____
10. Did a household member go to prison?

If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

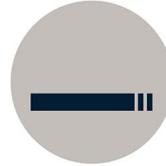
ACES
INCLUDE:
THREE
CATEGORIES

HOW THE ACES MANIFEST

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



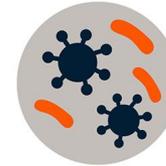
Diabetes



Depression



Suicide attempts



STDs



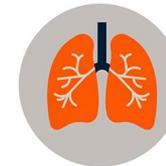
Heart disease



Cancer



Stroke



COPD



Broken bones

3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



ACE Study — Five Important Findings

- 1 ACEs are surprisingly common — 64% of the 17,000 in the ACE Study had one of the 10 ACEs; 12 percent had four or more.
- 2 There's an unmistakable link between ACEs and adult onset of chronic disease, mental illness, violence and being a victim of violence.
- 3 The more types of childhood adversity, the direr the consequences. An ACE score of 4 increases the risk of alcoholism by 700%, attempted suicide by 1200%; it doubles heart disease and lung cancer rates.
- 4 ACEs contribute to most of our health problems, including chronic disease, financial and social health issues.
- 5 One type of ACE is no more damaging than another. An ACE score of 4 that includes divorce, physical abuse, a family member depressed or in prison has the same statistical outcome as four other types of ACEs. This is why focusing on preventing just one type of trauma and/or coping mechanism isn't working.

ACEs are just ONE PART of ACEs science. The Five Parts of ACEs Science:

- The ACE Study and other ACE surveys (epidemiology).
- How toxic stress from ACEs damages children's brains (neurobiology).
- How toxic stress from ACEs affects our short- and long-term health.
- How we pass ACEs from parent to child through our genes (epigenetics).
- And how resilience research shows our brains are plastic, our bodies can heal.

We're Not Doomed!

Our brains are plastic. Our bodies want to heal. To reduce stress hormones in our bodies and brains, we can meditate, exercise, sleep and eat well, have safe relationships, live and work in safety, ask for help when we need it.

We can build resilient families. Educating parents about their own ACEs helps them understand their lives and motivates them to become healthy parents to prevent passing their ACEs on to their kids.

For resilient families, we need healthy organizations, healthy systems and healthy communities. The frontier of resilience research lies in creating communities and systems that prevent childhood adversity, stop traumatizing already traumatized people, and build resilience.

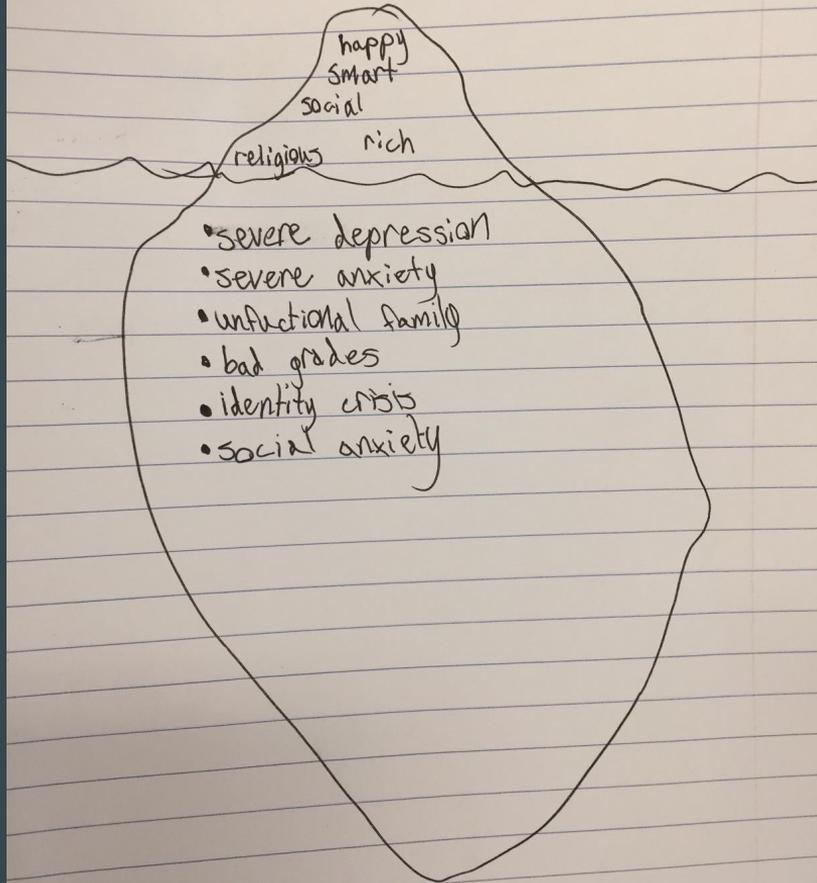
Many people, organizations and communities are integrating trauma-informed and resilience-building practices based on ACEs science, including pediatricians, schools, juvenile detention facilities, businesses, social services, people in the faith-based community, health clinics, etc. For examples, go to <https://acestoohigh.com/aces-101/>.

“Note that it’s the [person’s] response and interpretation of the event that creates the harmful impact and matters most, not the event itself.”

**WHAT ARE YOU ALREADY
DOING IN YOUR SCHOOLS TO
HELP STUDENTS?**

**WHAT ABOUT FOR YOUR
TEACHERS?**

iceberg



We need to be aware. How well do we know our students and teachers? What they are thinking? Feeling? Wishing? Wanting? Needing?

PRETTY UGLY

I'M VERY UGLY
SO, DON'T TRY TO CONVINC ME THAT
I AM A VERY BEAUTIFUL PERSON
BECAUSE AT THE END OF THE DAY
I HATE MYSELF IN EVERY SINGLE WAY
AND I'M NOT GOING TO LIE TO MYSELF BY SAYING
THERE IS BEAUTY INSIDE OF ME THAT MATTERS
SO, REST ASSURED I WILL REMIND MYSELF
THAT I AM A WORTHLESS, TERRIBLE PERSON
AND NOTHING YOU SAY WILL MAKE ME BELIEVE
I STILL DESERVE LOVE
BECAUSE NO MATTER WHAT
I AM NOT GOOD ENOUGH TO BE LOVED
AND I AM IN NO POSITION TO BELIEVE THAT
BEAUTY DOES EXIST WITHIN ME
BECAUSE WHENEVER I LOOK IN THE MIRROR,
I ALWAYS THINK
AM I AS UGLY AS PEOPLE SAY?

**“When you change
the way you look at
things, the things
you look at change!”**

by : Abdullah Shoaib

WHAT CAN WE DO BETTER?

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



CREATING A TRAUMA-SENSITIVE CLASSROOM

BY KRISTIN SOUERS AND PETE HALL

4 BIG IDEAS

12 STRATEGIES

1 SELF-CARE CHALLENGE

WHAT IS TRAUMA?

"Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope" (Rice & Groves, 2005). Keep in mind that the experience doesn't have to be life-threatening to trigger a trauma response. Adverse Childhood Experiences (ACEs) can have a significant impact on child development.

✧ Note that it's the child's response and interpretation of the event that creates the harmful impact and matters most, not the event itself. ✧

Examples of Some ACEs

- parental divorce
- sexual abuse
- witnessing domestic violence
- parental incarceration
- death of a loved one
- homelessness
- physical abuse
- bullying

5 FUNDAMENTAL TRUTHS

1. Trauma is real.
2. Trauma is prevalent. In fact, it is likely much more common than we care to admit.
3. Trauma is toxic to the brain and affects development and learning.
4. Educators need to be prepared to support students who have experienced trauma, even if they don't know exactly who they are.
5. Children are resilient, and within positive learning environments they can grow, learn, and succeed.

Students exposed to trauma and toxic stress are more likely to struggle with academic success. Trauma doesn't discriminate. It happens across all communities and all cultures.

THE KNOWN PREVALENCE OF TRAUMA

in the average classroom



WHAT IS A TRAUMA-SENSITIVE LEARNING ENVIRONMENT?

It's our responsibility as professionals and caregivers to provide a safe, predictable setting for children to be, learn, and thrive. A trauma-sensitive environment—also referred to as a positive learning environment—is a classroom, school, nook, or any other teaching location in which each and every student is healthy, safe, engaged, supported, and challenged.

4 BIG IDEAS TO HELP CREATE A TRAUMA-SENSITIVE LEARNING ENVIRONMENT

- 1 **Self-Awareness:** What assumptions, thoughts, and fears drive our actions? To best serve those in our care, we first must care for and know ourselves.
- 2 **Relationship:** Human connection is the basis of all our work, and in order for us to promote learning and healthy development, we must foster strong interpersonal relationships.
- 3 **Belief:** In order for us to positively influence our students, we must be clear on what we believe about children who have experienced or are experiencing trauma and our role in supporting their healthy development.
- 4 **Live, Laugh, Love:** Life is a glorious journey. We must find the silver lining in every cloud to be the champions our students so richly deserve.

TRAUMA-INVESTED PRACTICES TO MEET STUDENTS' NEEDS

BY KRISTIN VAN MARTER SOUERS AND PETE HALL

30 TRAUMA-INVESTED STRATEGIES

10 THINGS THE BRAIN NEEDS TO BE HEALTHY

6 STEPS TO REACHING STUDENTS

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NOT PERFECT, AND ENOUGH

You cannot stop the trauma from happening. When your kids leave your setting, they may be entering dangerous, harmful, scary places—situations that you cannot control, and that's a hard reality. Remember what you can control: the environments that you create, foster, and nurture during those seven hours a day, five days a week. A lot of amazing, positive, resilience-building brain regulation and connection can happen in that time frame! Think of all the ways you can equip your students to learn the skills to manage and cope with life in the most effective ways possible. You are not responsible for what happens to them "off your watch," and you are responsible to them. Do your best, believe in them, and give them every opportunity to build their awesome!

✧ Think about the environment in which you work. Which descriptors match? ✧

Trauma-Inducing	Trauma-Indifferent	Trauma-Informed	Trauma-Invested
A setting that not only lacks safety but also is actively unsafe for students and/or adults. This setting tends to be deficit focused with practices centered on highlighting the problem.	A setting that does not take childhood trauma into consideration in its policies and practices. This setting tends to see academics as separate from social-emotional practices.	A setting where stakeholders have acquired some knowledge about childhood trauma and are versed in related strategies. This setting has found ways to incorporate social-emotional practices with academics.	A setting where stakeholders have consented to act on their knowledge, truly working together to enhance safety across the board. This setting incorporates whole-child learning and supports practices aimed at success for all students.

Source: Adapted from Souers with Hall, 2019, p. 24

WHAT DOES IT MEAN TO BE TRAUMA-INVESTED?

Rather than getting caught up in buzzwords or piling additional responsibilities onto our already full plates, let's be clear: Trauma-invested practice is the plate. Agreeing to common definitions, speaking the same language, and cultivating a shared mindset are foundational pieces of this work. In fact, trauma-invested practice supports and enhances the amazing work you are already doing! The provision of a culture of safety where all can thrive is the true goal of trauma-invested practices.

LET'S BECOME #TRAUMAINVESTED

In trauma-invested environments, teachers actively work to meet their students' needs and help them become ready to learn. Before attempting interventions with individual students, check your

1. **Content shoes.** Why do you do this work? Why is this so important to you?
2. **Trauma lens.** Is this a con? Issue rather than a win?
3. **Systems of meaning.** What assumptions are you making as you attempt to fill in the gaps? What assumptions are others in this equation making?
4. **Need vs. behavior focus.** Are you looking for a student's unmet need, or are you getting caught up in how the student is asking for it?

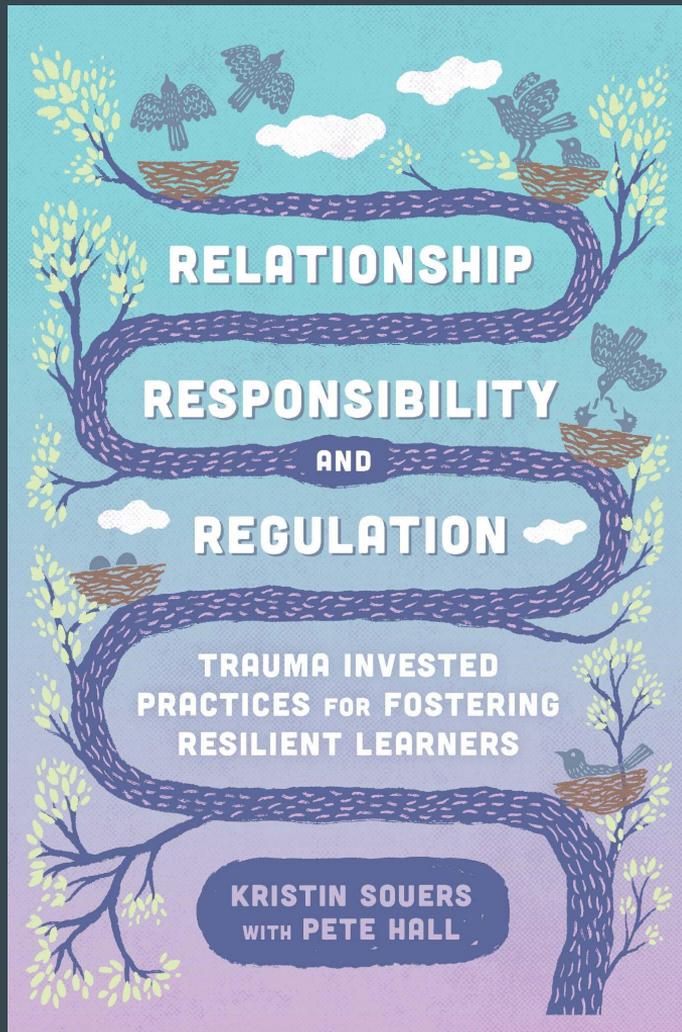
THEM

1. It's time to look at this situation through a needs orientation.
2. Use the new three Rs as a structure for providing needs-based interventions.

Fostering Resilient Learners

Strategies for Creating a Trauma-Sensitive Classroom

Kristin Souers with Pete Hall



WHAT HAPPENED TO YOU?

CONVERSATIONS ON TRAUMA,
RESILIENCE, AND HEALING



BRUCE D. PERRY, MD, PhD
OPRAH WINFREY

WALL STREET JOURNAL BESTSELLER

multipliers

HOW THE BEST LEADERS
MAKE EVERYONE SMARTER



LIZ WISEMAN | WITH GREG MCKEOWN

FOREWORD BY STEPHEN R. COVEY

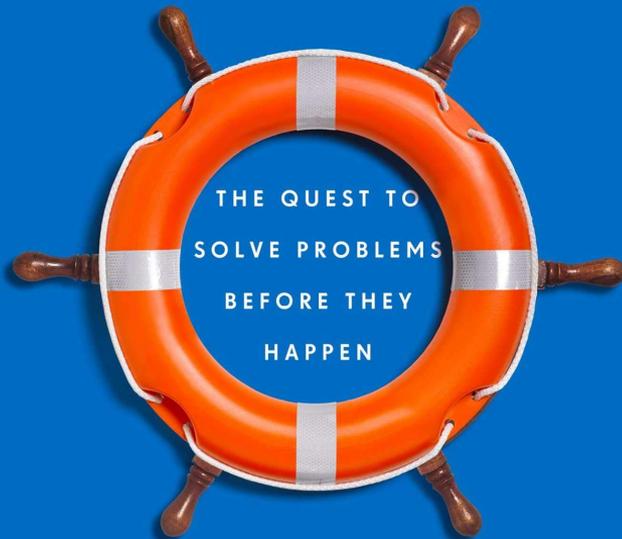
Why Certain Experiences Have Extraordinary Impact



**THE POWER
OF
MOMENTS**

CHIP HEATH & DAN HEATH
The bestselling authors of *SWITCH* and *MADE TO STICK*

Upstream



DAN HEATH

New York Times bestselling coauthor of
Made to Stick and *Switch*

Why Certain Experiences Have Extraordinary Impact

“Defining moments shape our lives, but we don’t have to wait for them to happen. We can be the authors of them.”

CHIP HEATH & DAN HEATH
The bestselling authors of SWITCH and MADE TO STICK

The Power of Moments, by Chip and Dan Heath, brothers





**“Don’t judge,
get curious!”**

Talk to your students, teachers, and staff.

Listen to your students, teachers, and staff.

USING HABITUDES!

(check out growingleaders.com)



HABITUDES

Competencies:

- Emotional Intelligence
- Social Awareness

Chess and Checkers

In checkers, all the game pieces move in the same way. In chess, you move each piece differently based on its ability. Wise leaders play chess, not checkers, as they manage relationships. They connect with individuals based on their unique personality and strengths.

Truth in a Nutshell

We must lead others based on their strength and personality.

"Diversity is the art of thinking independently, together."



HABITUDES

Competencies:

- Listening
- Empathy

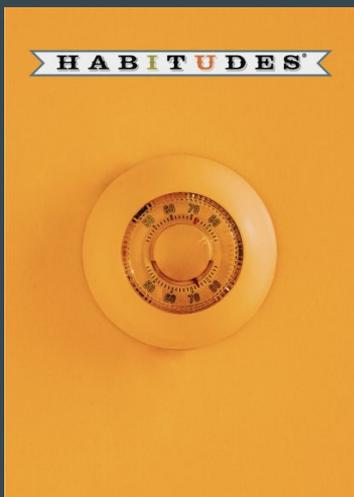
Stethoscopes and Treatments

Before prescribing treatment, doctors always diagnose a patient by using a stethoscope and other tools to listen to their patient's heart. Life-giving leaders approach people the same way — they read them before they lead them.

Truth in a Nutshell

We must know people in order to lead them.

"People don't care how much you know until they know how much you care."



HABITUDES

Competencies:

- Attitude
- Self Confidence

Thermostat and Thermometer

People are either thermometers or thermostats. They will merely reflect the climate around them, or they will set it. Leaders develop values and principles to live by and set the tone for others.

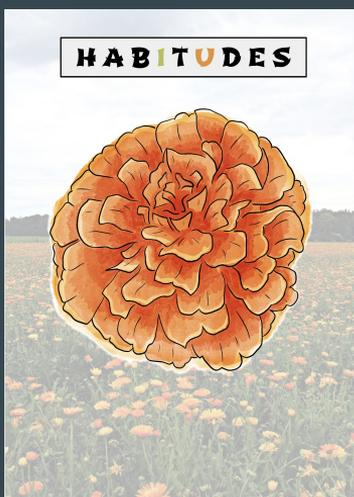
Truth in a Nutshell

Influence is living by values and adding value.

"Attitude is a little thing that makes a big difference."



Using "Habitudes" to teach habits and attitudes of good leaders.



HABITUDES

Competencies:

- Perspective-Taking
- Social Awareness

Find Your Marigolds

Often gardeners plant marigolds next to important plants in their gardens because the marigolds distract insects that could damage the plants. The marigolds protect and support the other plants.

Truth in a Nutshell

Find the marigolds (*people*) in your life who encourage, support, and protect you.

(Credit: © Darren Parker - Ideas from Jennifer Gonzalez and Growing Leaders)

HABITUDES



Competencies:

Personal Growth

Stress Management

The Starving Baker

This is a common hazard for leaders. We're like the baker who spends so much time baking bread for others, we forget to eat ourselves. Leaders must feed themselves for personal growth.

Truth in a Nutshell

I must feed myself in order to feed others.

"Almost everything will work again if you unplug it for a few minutes. Including you."



I know this is cliché, but it still rings true:

“Your students, teachers, and staff won’t care how much you know until they know how much you care!”



For any questions or comments:

Darren Perkes

Email: darren.perkes@ccsdut.org

Cell: (435) 994-0074

Take the handouts but leave the QRGs
(come after the 2nd session and I'll give them away)

(for a copy of the slide presentation)

CREATING A TRAUMA-SENSITIVE CLASSROOM

4 BIG IDEAS
12 STRATEGIES
1 SELF-CARE CHALLENGE

KRISTIN SOUERS AND PETE HALL

WHAT IS TRAUMA?

There is an emotional experience which powerful and dangerous events overwhelm a person's capacity to cope" (Pete & Kristin, 2020). Research indicates that exposure to traumatic events leads to the development of major trauma responses. Major Childhood Experiences (ACE) are the most powerful factors for life development.

EXAMPLES OF SOME ACE:

- parental divorce
- military deployment
- death of a loved one
- physical abuse
- parental incarceration
- substance use

5 FUNDAMENTAL TRUTHS

1. Trauma is real.
2. Trauma is invisible. It's not always obvious that someone is experiencing trauma, and it's not always obvious that someone is experiencing trauma.
3. Trauma is not a choice.
4. Education is not a panacea.
5. Trauma is not a choice.

WHAT IS A TRAUMA-SENSITIVE LEARNING ENVIRONMENT?

4 BIG IDEAS TO HELP CREATE A TRAUMA-SENSITIVE LEARNING ENVIRONMENT

1. **Relationship:** What connections, friendships, and bonds do you have? "I don't know."
2. **Responsibility:** How do you contribute to the success of your team? "I don't know."
3. **Regulation:** How do you regulate your emotions? "I don't know."
4. **Self-Care:** How do you take care of yourself? "I don't know."

THE KNOWN PREVALENCE OF TRAUMA

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NOT PERFECT, AND ENOUGH

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LET'S BECOME TRAUMA-INVESTED

THINK ABOUT THE INVESTMENT IN WHICH YOU WORK. WHICH DEVELOPMENT?

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**RELATIONSHIP
RESPONSIBILITY
AND
REGULATION**

TRAUMA INVESTED PRACTICES FOR FOSTERING RESILIENT LEARNERS

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THE QUEST TO SOLVE PROBLEMS BEFORE THEY HAPPEN

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