

ONE EDUCATOR, ONE STUDENT, ONE FAMILY AT A TIME...

> DOING EDUCATION DIFFERENTLY

A SELF REFLECTION JOURNEY TOWARD SYSTEMIC CHANGE



OBJECTIVES

Understand the ethical responsibility we have as educators to take care of ourselves and each other.

- Increase awareness of how the ACE study, trauma, toxic stress, and the impact trauma can have on brain development shapes you as an educator.
- Understand your role in the Conflict Cycle and where management needs to begin.
- Identify ways to promote resilience through the Circle of Courage and focusing on building trusting connections with students, families and larger community.
- Model ways to utilize the Circle of Courage as a framework to individualize, personalize learning & improving outcomes.
- > Improve understanding of the importance of collaboration.

THE BEGINNING...

ACE Study

Enter Child

Developmental Assets

Does your student(s):

- Have supportive family members, other adults, caring school?
- Feel safe, at home, school and community?
- complete homework every day after school?
- Place high value on helping others?
- Accept and takes personal responsibility?
- Resist negative peer pressure and dangerous situations?

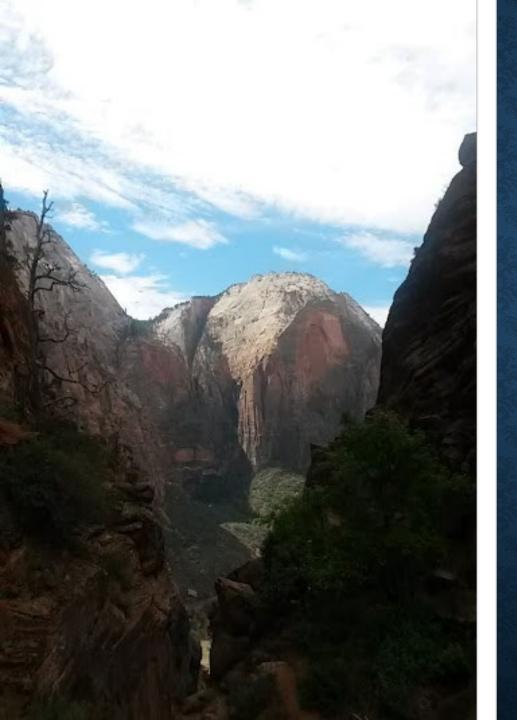
1997,2006 by Search Institute

ACE STUDY – ADVERSE CHILDHOOD EXPERIENCES STUDY

Study completed by Kaiser Permanente's in 1998.

Compared the relationship between childhood abuse & household dysfunction to adult health risk behaviors, overall health and disease.

Leading cause of morbidity (disease state of an individual) and mortality in the US is related childhood exposures.



EXPOSURES INCLUDE:

- Parent or adult often insulting
- Hitting so hard to leave a mark
- Not feeling important
- Having to wear dirty clothes
- Parents separated/divorced
- Mother or stepmother physically abused
- Household member depressed or mentally ill
- Family member in prison

relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. 1998 American Journal of Preventive Medicine. Am J Prev Med 1998;14(4)

RESULTS...

If a student has 4 or more experiences, they are 4 - 12 times as likely to end up with health risks including:

Alcoholism, Drug Abuse, Depression, heart disease and Suicide

Interventions may mean the difference between life or death...

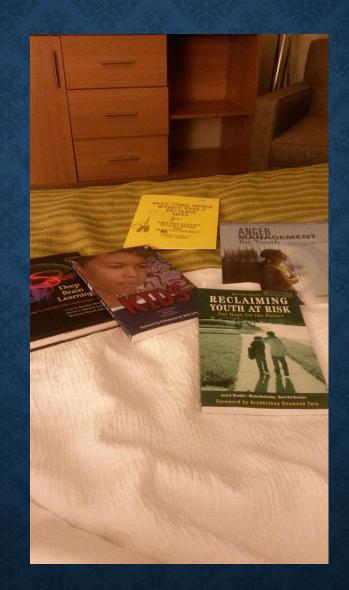
If a student has an ACE score of 6 or greater, they are at risk of their life span being shortened by...





Interventions may mean the difference between **life** or **death...**

https://acestoohigh.com/aces-101



Child who has experienced trauma – terror and utter helplessness

(Brendtro, Mitchell, McCall, 2009 pg.86)

Pain-based behavior: Children who have been hurt/betrayed are highly sensitive to "threats"

Re-experiencing previous pain

(Brendtro, Mitchell, McCall, 2009 pg. 86)

Understanding **Brain Functioning** of children who have experienced trauma

Leaving an Imprint: One Student One Family at a time

As experienced by Susan R.K. Jones

"For I can only hope you may know someday how, if not for that first meeting, that day with you in my living room, I may never have had that hope I needed to be the mother I am today." "Thank you for leaving an imprint on me and my life." Hailey

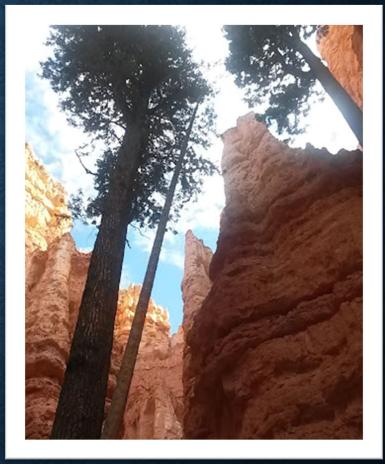
IT WAS NOT ENOUGH...

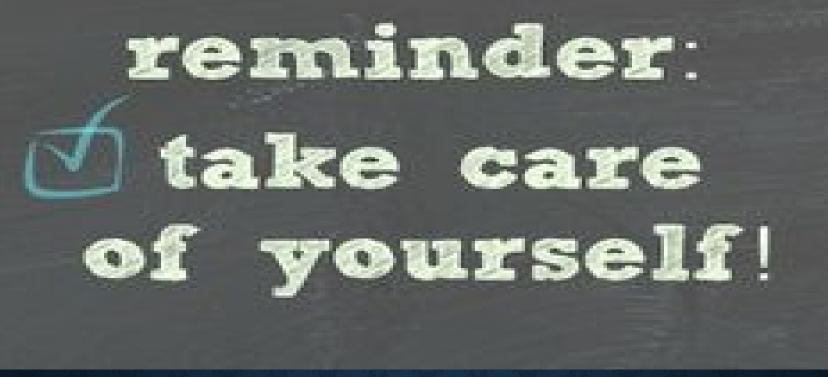


Controlled Burn



PEOPLE DO BASED ON WHAT THEY KNOW...





This Photo by Unknown Author is licensed under <u>CC</u> <u>BY-ND</u>

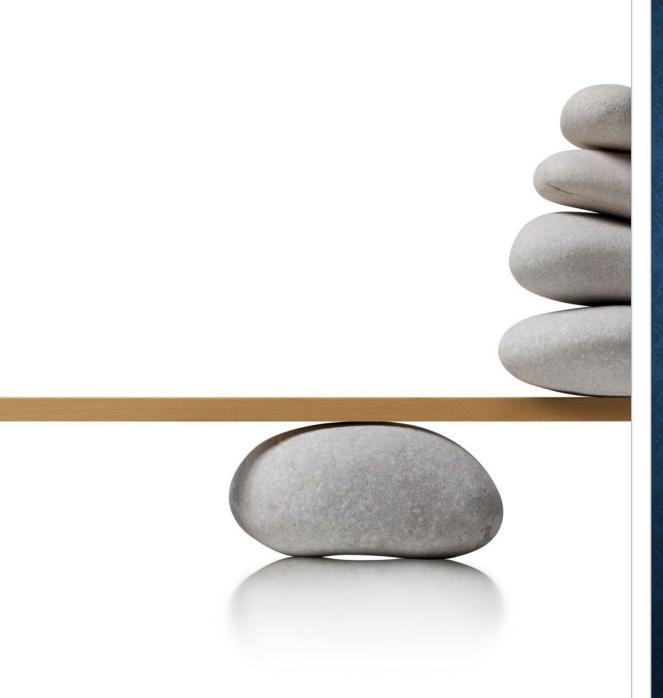
ITS MORE THAN SELF CARE...

"All professionals working with traumatized children can learn approaches and strategies to protect themselves from being emotionally overwhelmed by this work. In the end, the ability to help traumatized children **depends upon our ability to stay emotionally healthy and motivated** in difficult and often very frustrating situations."

https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/sts_impact_on_child_advocates-508.pdf

DISCLAIMER





WHAT IS SELF CARE

- Self care is the action a person takes to achieve wellness & preserve or improve their health.
- Why is Self-care important?
- Self care is an important tool to help achieve wellness. It is a deeply personal process of regaining physical, spiritual, mental and emotional balance.

(SAMHSA)



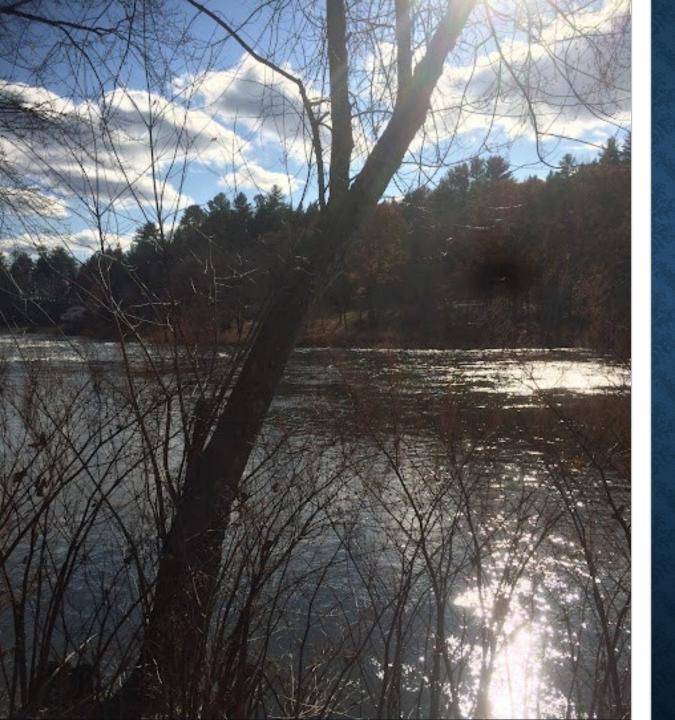
B Realms of ACEs

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.



PACEs Connection thanks Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit PACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.





REFLECTION

• ".... Chipped away at the RESILIENCE of people..."

Directions:

• Take 1 minute and reflect on this question:

What, if anything, was chipped away at your resilience?

• Jot down your thoughts on whatever you choose.

THINKING ABOUT YOU

• Secondary Traumatic Stress is the natural consequent behaviors and emotions resulting from knowledge about a traumatizing event experienced by a significant person. It is the stress resulting from wanting to help a traumatized or suffering person.

The Vicarious Trauma Toolkit

WHO IS AT RISK?

 Those of us who work who are responsible for providing care to someone who has had some type of crisis. This includes fire fighters, police officers, pediatricians.... and those in education.

WHY ARE WE AT RISK?

- We all work closely with people/students who have been exposed to trauma and toxic stress. We are emotionally there for them. Empathy.
- We work with a population of children/young adults who are the most vulnerable members of society.
- Insufficient Recovery Time. We hear and see painful, frightening things, day after day.
- Unresolved Personal Trauma & life stress. We can be "reactivated" and may be experiencing painful reminders of our own trauma.

Bruce Perry & The Child Trauma Academy 2014



• Isolation and systemic fragmentation: New research suggests the importance of **group cohesiveness** in regulating individual stress reactions. Functioning as individuals instead of being team oriented is a set up for increased stress for each other.

• Lack of Systemic Resources. Our education system is not in a place to adequately address the issues related to secondary trauma. This then falls to others who are working to create a positive, safe work environment for their coworkers.

"When individuals feel valued and are in the presence of others who respect and care for them, they are more capable of tolerating extreme stressors."

Bruce Perry & The Child Trauma Academy 2014

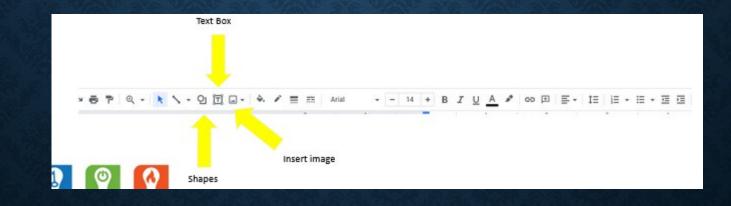
INDIVIDUAL INDICATORS

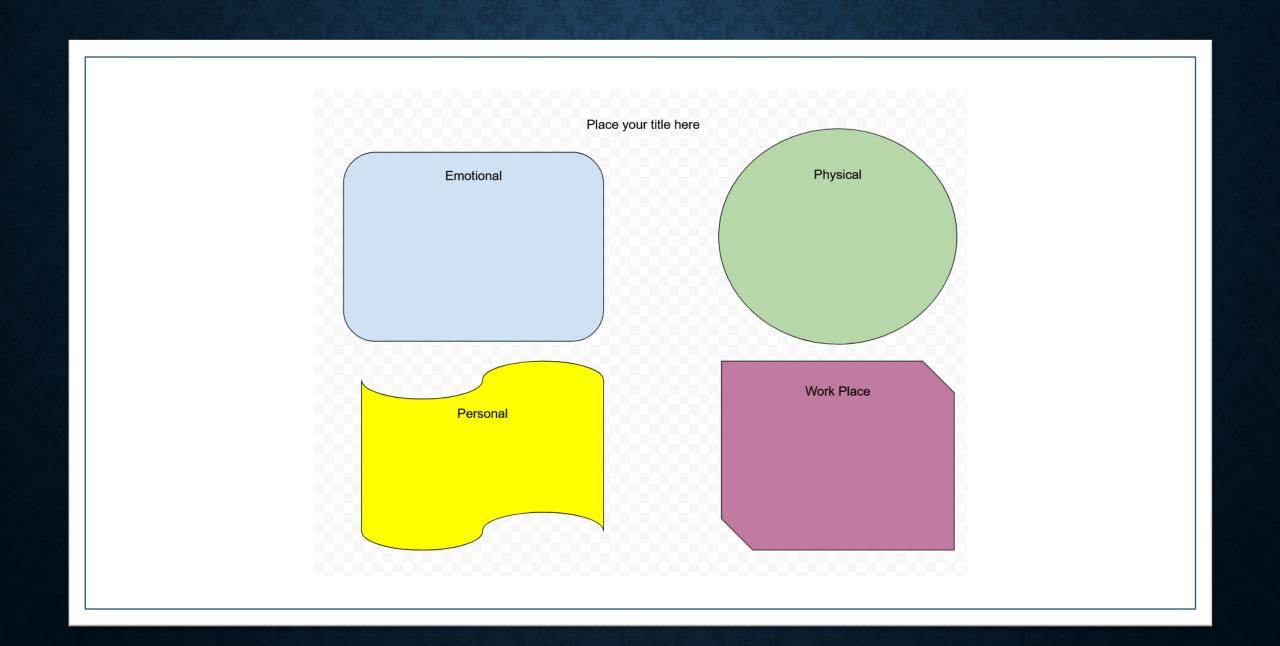
- Emotional Anger, Sadness, Depression, Anxiety, prolonged grief
- Physical Headaches, Stomach Aches, lack of energy
- Social & Psychological(personal) Self-isolation, Mood Swings, Irritability with spouse/family, distrust of others motives
- Workplace Avoidance of certain students, staff, Tardiness, Lack of Motivation

VISION BOARD SELF CARE

Vision Board Self Care

- You will be prompted to make a copy.
- Below are some helpful tools as you create your vision board.





LET'S TALK ABOUT CONFLICTS

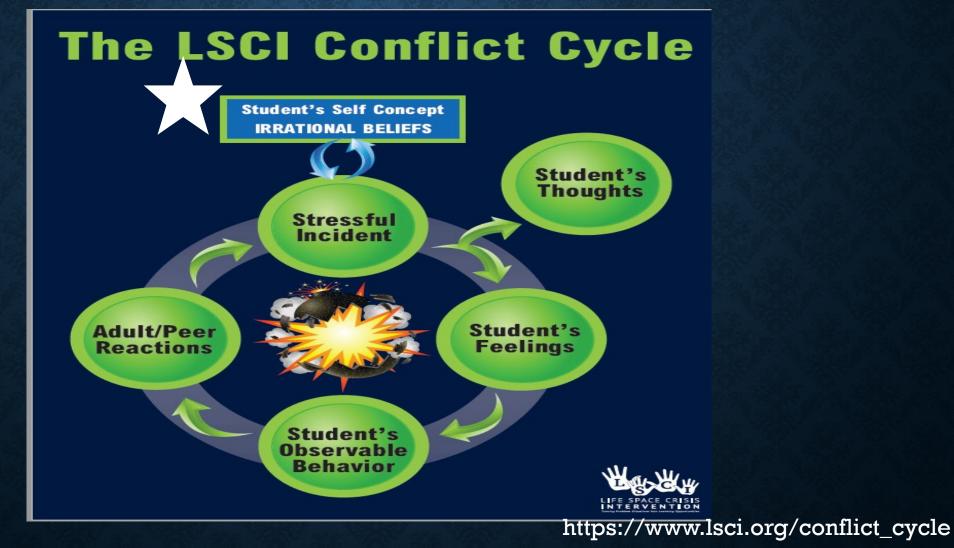
The LSCI Conflict Cycle



depends upon our ability to stay emotionally healthy and motivated

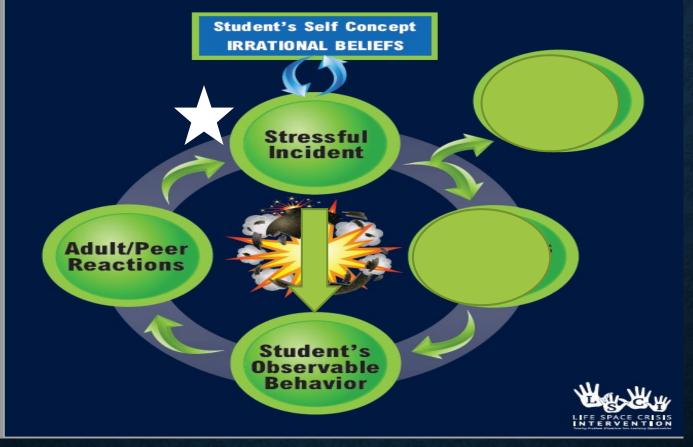
https://www.lsci.org/conflict_cycle

STUDENT'S SELF CONCEPT IRRATIONAL BELIEFS





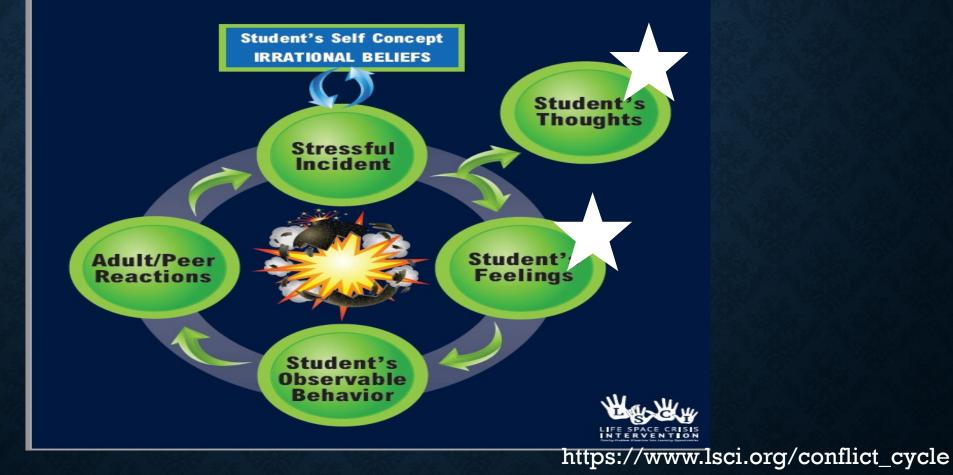
The LSCI Conflict Cycle



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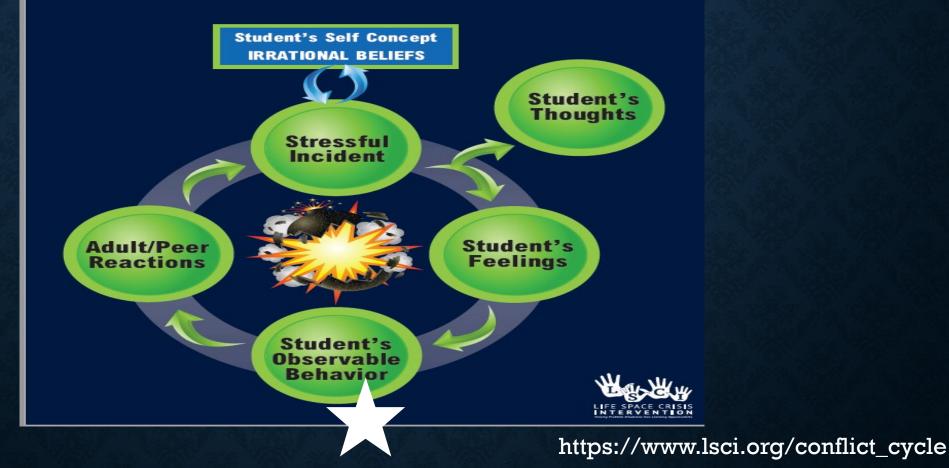
STUDENTS THOUGHT'S & FEELINGS

The LSCI Conflict Cycle

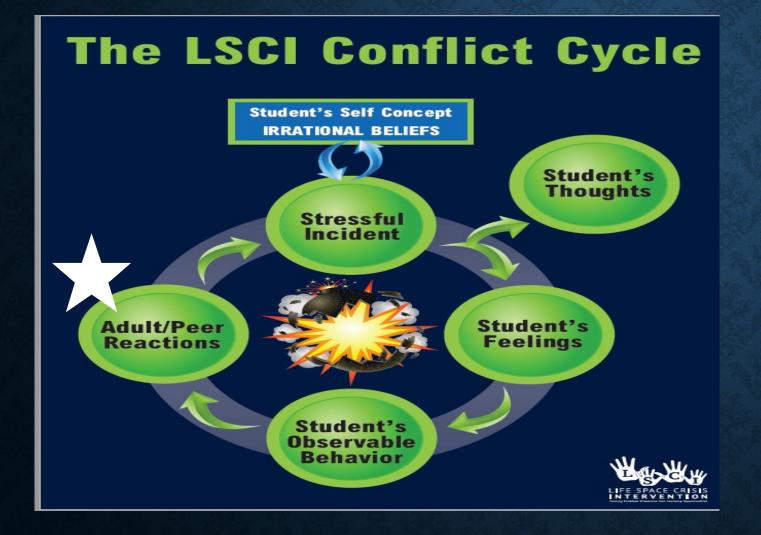


LET'S TALK ABOUT CONFLICTS OBSERVABLE BEHAVIOR

The LSCI Conflict Cycle



An adult can be of little help to a student until they:



REGULATE THEIR OWN EMOTIONAL REACTIONS TO A YOUNG PERSON'S UNWANTED BEHAVIOR.

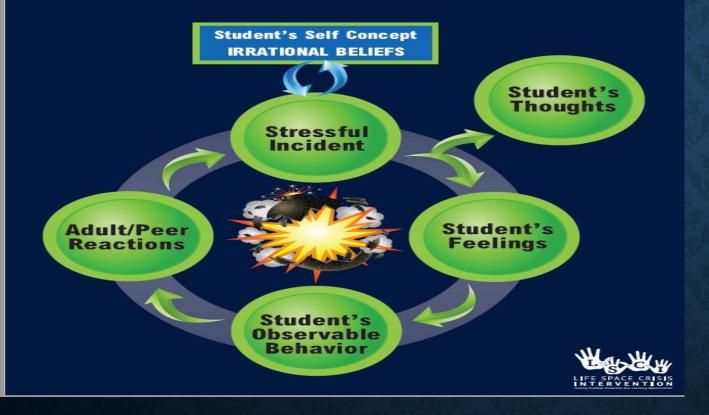
RECOGNIZE THAT THE YOUNG PERSON'S BEHAVIOR IS AN EXPRESSION OF THEIR UNDERLYING FEELINGS.

KNOW HOW TO CONVEY THIS INSIGHT TO THE YOUTH.

https://www.lsci.org/conflict_cycle

SELF REFLECTION

The LSCI Conflict Cycle



Think of one student.

Think of a situation in which your Reaction was one which created the next stressful incident.

What are you thinking and feeling?

What is one thing you will do different?

https://www.lsci.org/conflict_cycle

SIGNS OF A HELPING ADULT

- Understand students feelings and actions
- Act in a consistent, dependable and real way
- Convey care and interest
- Use specific clear language
- Approve the person not the behavior
- Don't hurt others
- Be kind

(Frecser, Long, Wood, 2001, pg. 122)

WHAT ALSO HELPS

- "I Messages" I see that you are struggling right now, I am here to help
- Avoid "you messages" "You need to stop it right now!" "Can't you do anything right?"
- Self monitor words, tone of voice & body language
- Know when to tap out

THE POWER OF LANGUAGE



"Kids listen to adults who listen to them."

(Brendtro, Larson, 2006, pg 71)

"Either we spend time meeting children's emotional needs by filling their cup with love or we spend time dealing with the behaviours caused from their unmet needs.Either way we spend the time."

- Pam Leo



• "... kids in pain, take their problems forward into adulthood. To survive, they need to develop resilience now.

(Brendtro, Larson, 2006 pg. 33)

DOING EDUCATION DIFFERENTLY

One Student, One Family...

GET TO KNOW THEIR STORY

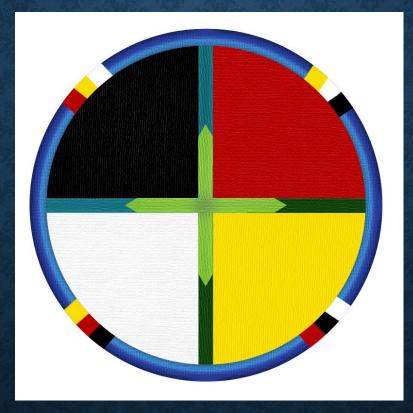
 "You have to know that young person and understand his heart. You have to discover what combination of needs is not being met. Then you can give him the means to meet those needs and the power to interact in a way that will bring more joy in his life."

(Chambers, Freado 2015 pg 51)

HOME VISITS



AN EDUCATIONAL COMPASS FOR OUR STUDENTS, FAMILIES AND US



WAYS TO CREATE "FELT" SAFETY

- Consistent, attentive, nurturing and sensitive attention to meeting needs.
- Predictability, which is created by consistent behaviors & interactions from the adults.
- Be aware of the student's overload point.
- Plan quiet time.
- Let everyone succeed at something.
- Remember, YOU make all the difference.

https://www.scholastic.com/teachers/articles/teaching-content/creating-emotionally-safe-classroom/

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Food, water	Compassion	Team Mentality
Adults who want to listen	Understanding	Freedom of Self Expression
Adults who support each other	Kindness	Support
		Not compliance driver

CREATE ENVIRONMENTS FOR BELONGING: POSITIVE ATTACHMENTS







Family



Community

SCHOOL



WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Dignity For All	Choices	Supportive
Trust	Use of kind words	Safe
Building relationships	Acknowledging strengths	Open
Visitors	Sharing	Peaceful

MASTERY GAINING SKILLS

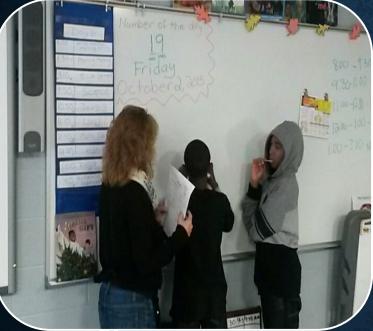
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Meet students where they are at

Encourage peer mentoring Release some control



Create an environment for success Nonthreatening



Allow what works for the individual

Consider differences in learning style



Guide students in realizing only they are in control of their learning

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Self assessments	Celebration	Courageous
Self regulation	Self Confidence	Powerful
Engaged	Compliments	Successful
Students seek to do more	Staff praising	Confidence

INDEPENDENCE "YOU ARE IN CONTROL OF YOUR FUTURE"

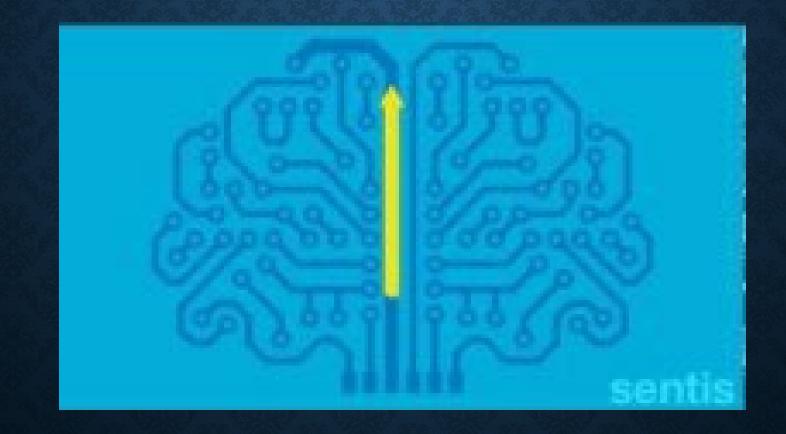


Teach selfregulation

TEACHING SELF REGULATION



NEUROPLASTICITY



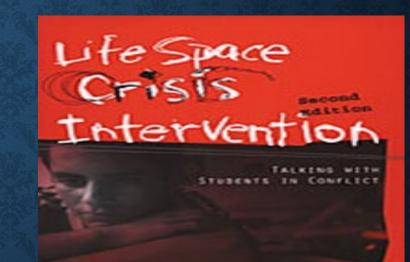
IT IS NOT ENOUGH FOR THE ADULTS TO KNOW

• We have an obligation to help the student gain insight...

Life Space Crisis Intervention







Redy M. ADDA FRANK A. FARIAN

INDEPENDENCE SELF-EFFICACY



One's belief in one's ability to succeed in specific situations

RESTORATIVE PRACTICES

Traditional Approach

Schools and rules are violated.
Justice focuses on establishing guilt.
Accountability is defined as punishment.
Justice is directed at the offender; the victim is ignored.
Rules and intent outweigh the outcome.
No opportunity is offered for the offender to express remorse or make amends.

Restorative Approach

•People and relationships are violated.

•Justice identifies needs and obligations.

•Accountability is defined as understanding the effects of the offense and repairing any harm.

•The offender, victim, and school all have direct roles in the justice process.

•Offenders are held responsible for their behavior, repairing any harm they've caused and working toward a positive outcome.

•Opportunities are offered for offenders to express remorse or make amends.

Source: Adapted from San Francisco Unified School District. (n.d.). Restorative practices whole-school implementation guide (p. 19). San Francisco, CA: Author.

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Taking chances on students	Student choices	Empowerment
Self governance	Student voice	Pride
Self control	Self expressions	Self Confidence
Character	Taking responsibility	Eager to do more

GENEROSITY COMMITMENT TO SOME CAUSE



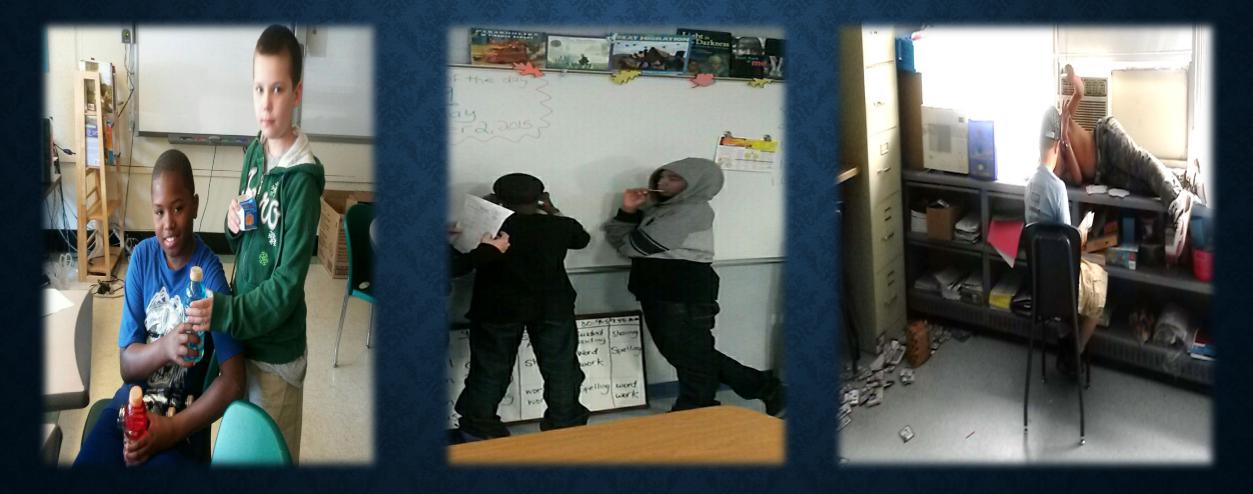






UNLESS someone like YOU cares a whole awful lot. NOTHING is going to get better. It's NOT.

COMMITMENT TO SOME PERSON

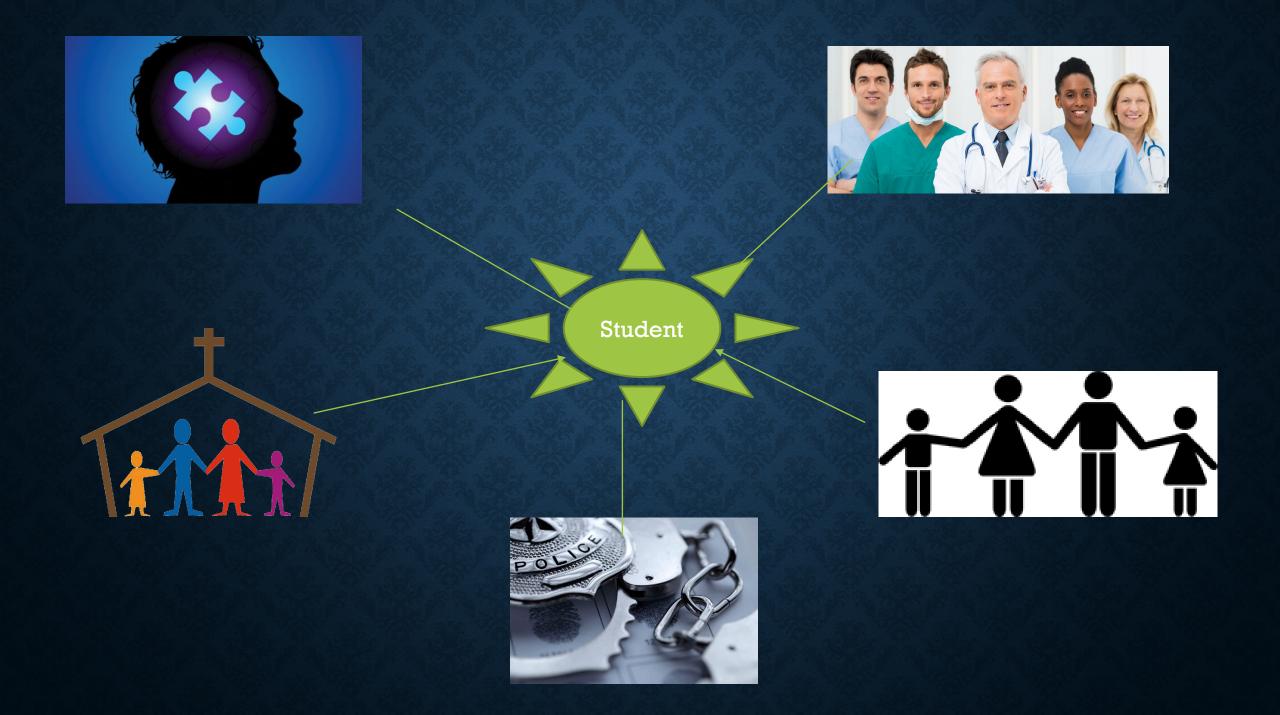


"I HAVE PURPOSE IN MY LIFE..."



WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Peer Mentoring	Positive self talk	Giving
Service Learning	Asking each other for help	Powerful
Community Volunteer	Compliments	Feeling useful
Student driven	Sincere aplogies	Feeling valued









CONTACT INFORMATION

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