



**LEAVING AN
IMPRINT:**

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

**A SELF REFLECTION
JOURNEY TOWARD
SYSTEMIC CHANGE**

OBJECTIVES

- Increase awareness of how the ACE study, trauma, toxic stress, and the impact trauma can have on brain development & how this 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.
- Understand the ethical responsibility we have as educators to take care of ourselves and each other.

WELCOME/INCLUSION ACTIVITY

MIX & MINGLE

- This activity builds **Relationship Skills** (Accurate Self-Perception and Social Engagement), as participants share their ideas and actively listen to divergent perspectives.
- It also provides a foundation for an impactful debrief around **Self-Awareness** skills (Identifying Emotions) and **Self-Management skills** (Self-Discipline) as participants reflect on their contributions, verbal and non-verbal, to the engagement.

Directions:

1. Think about this prompt:

What is something you are grateful for?

- 2, Next:

When I say: “Mix & Mingle” Stand up and find someone not at your table.

Pair up and partners share their responses, actively listen and ask any follow up questions.

Why am I here?



THINK ABOUT IT...



UCK YOU BITCH
UCK MY DICK.
Love mis Jones
Love my Dad
Dear Javon,



AN EDUCATIONAL COMPASS FOR OUR STUDENTS, FAMILIES AND ONE ANOTHER



CREATE ENVIRONMENTS FOR BELONGING: POSITIVE ATTACHMENTS



Family



Peers

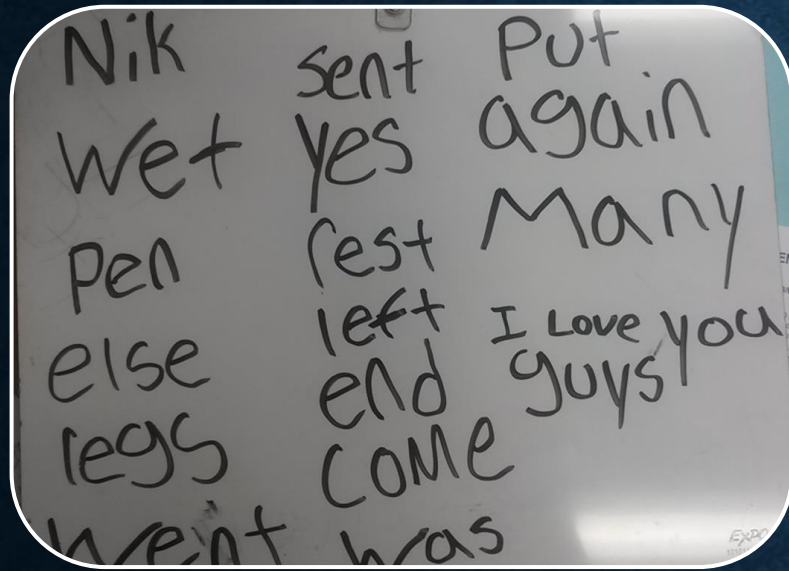


Community



SCHOOL

MASTERY GAINING SKILLS



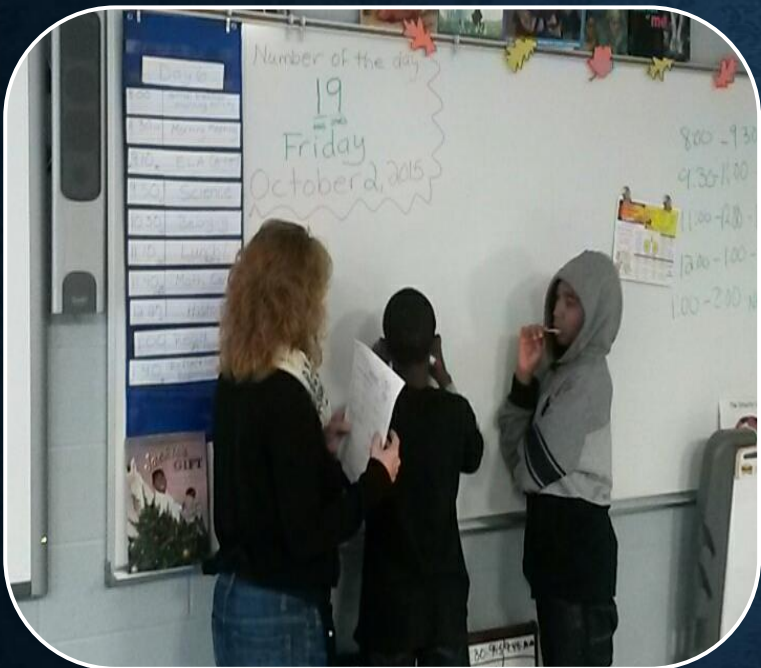
Meet students
where they are
at



Encourage
peer mentoring

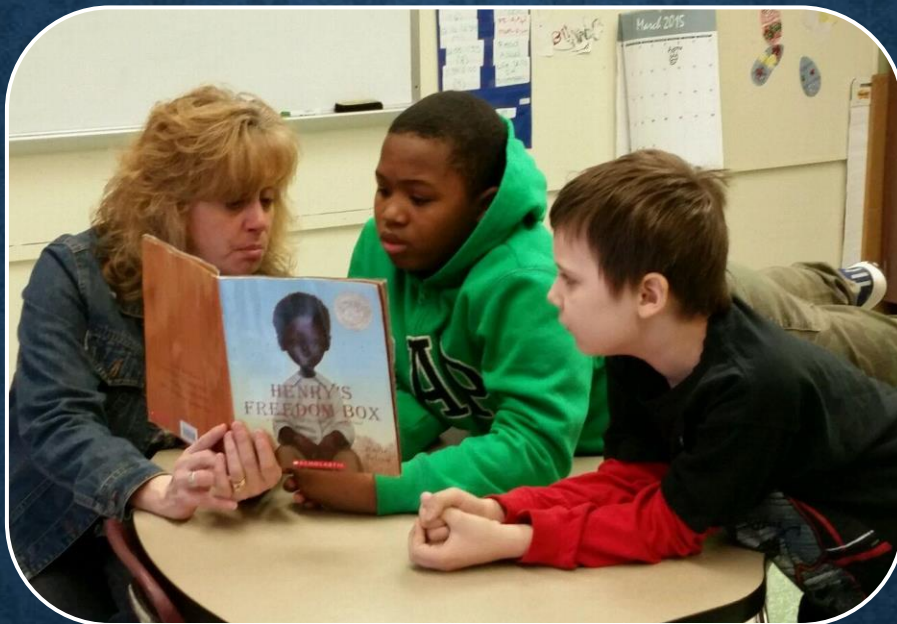


Release some
control

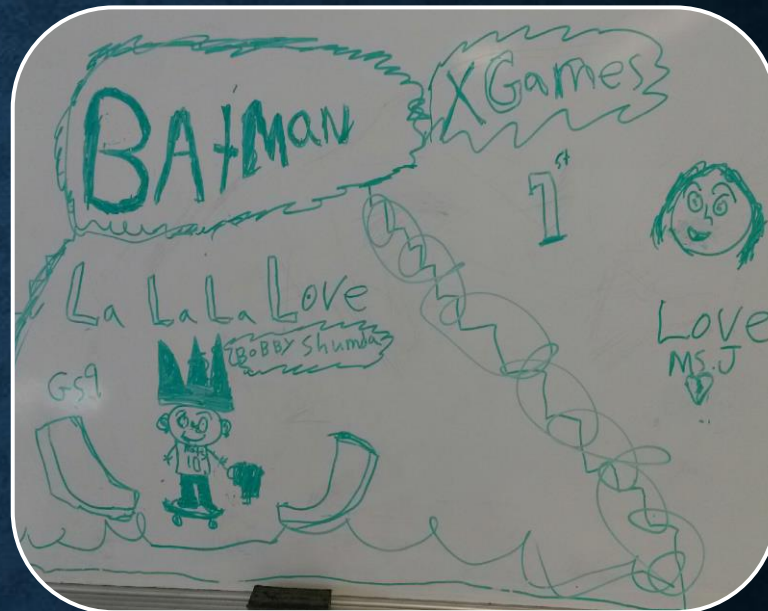


Create an
environment for
success

Nonthreatening



Allow what works
for the individual



Consider
differences in
learning style

INDEPENDENCE

“YOU ARE IN CONTROL OF YOUR FUTURE”



Teach & Model self-regulation

INDEPENDENCE SELF-EFFICACY

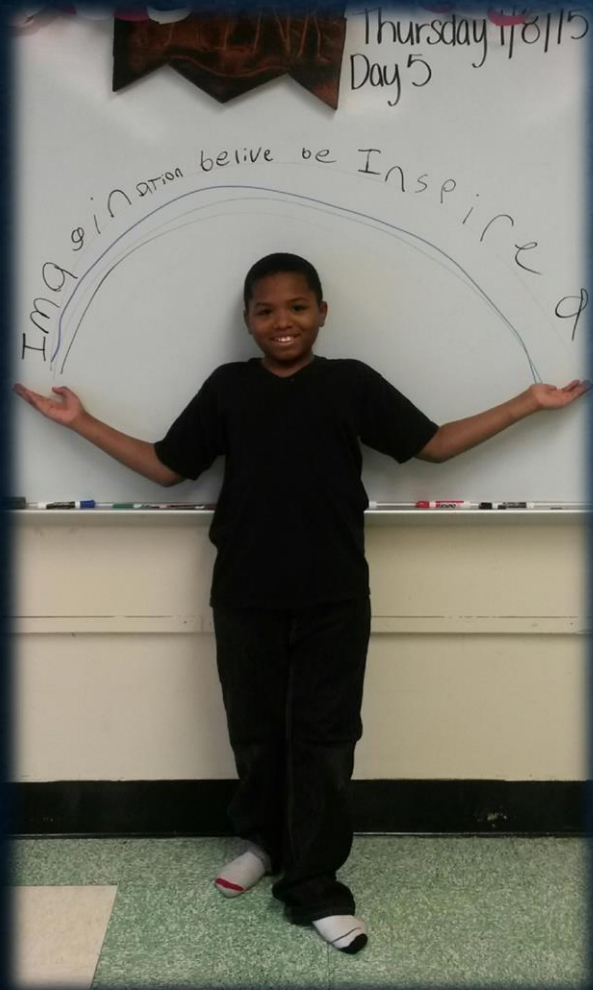


One's belief in one's **ability** to succeed in specific situations



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

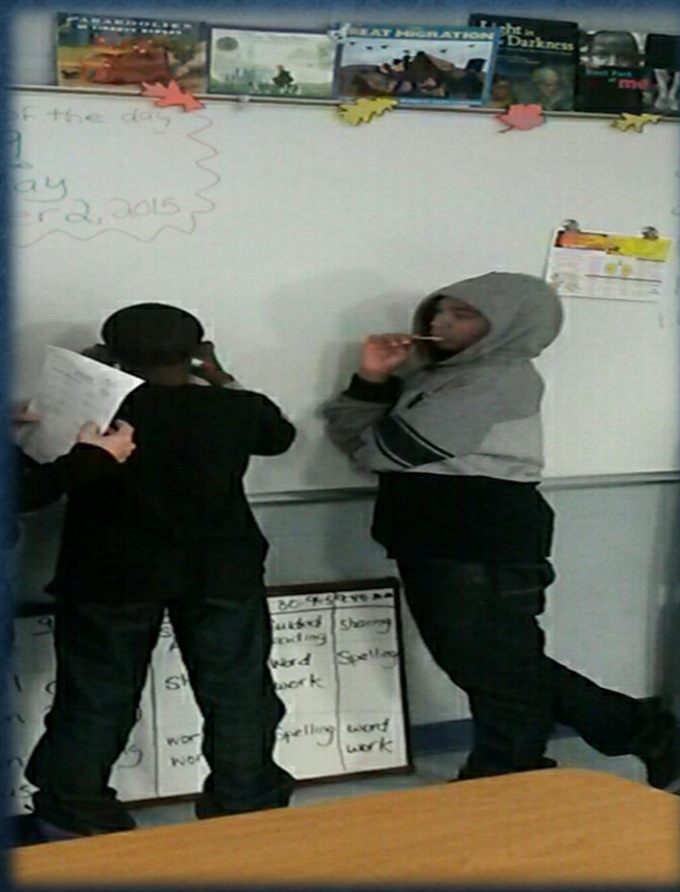
GENEROSITY COMMITMENT TO SOME CAUSE



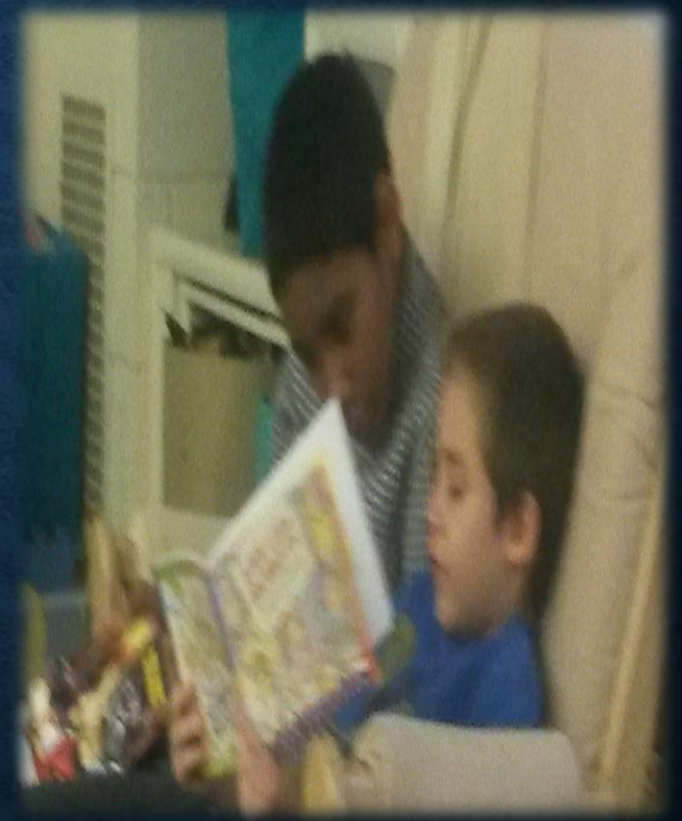
UNLESS someone like
YOU cares a whole
awful lot. NOTHING
is going to get better.
It's NOT.

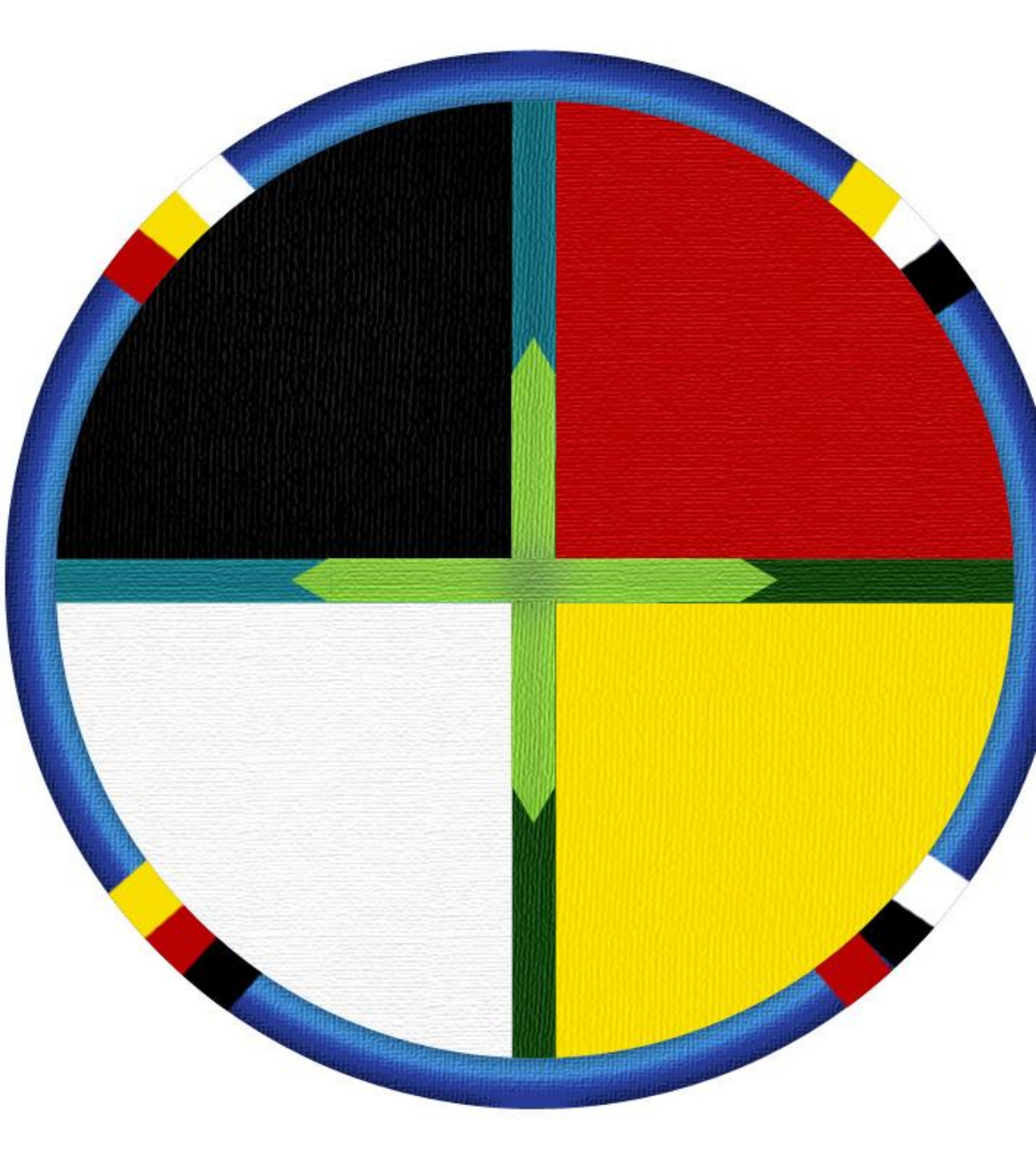


COMMITMENT TO SOME PERSON



“I HAVE PURPOSE IN MY LIFE...”







Enter Child

ACE Study

Trauma
Toxic Stress

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**...

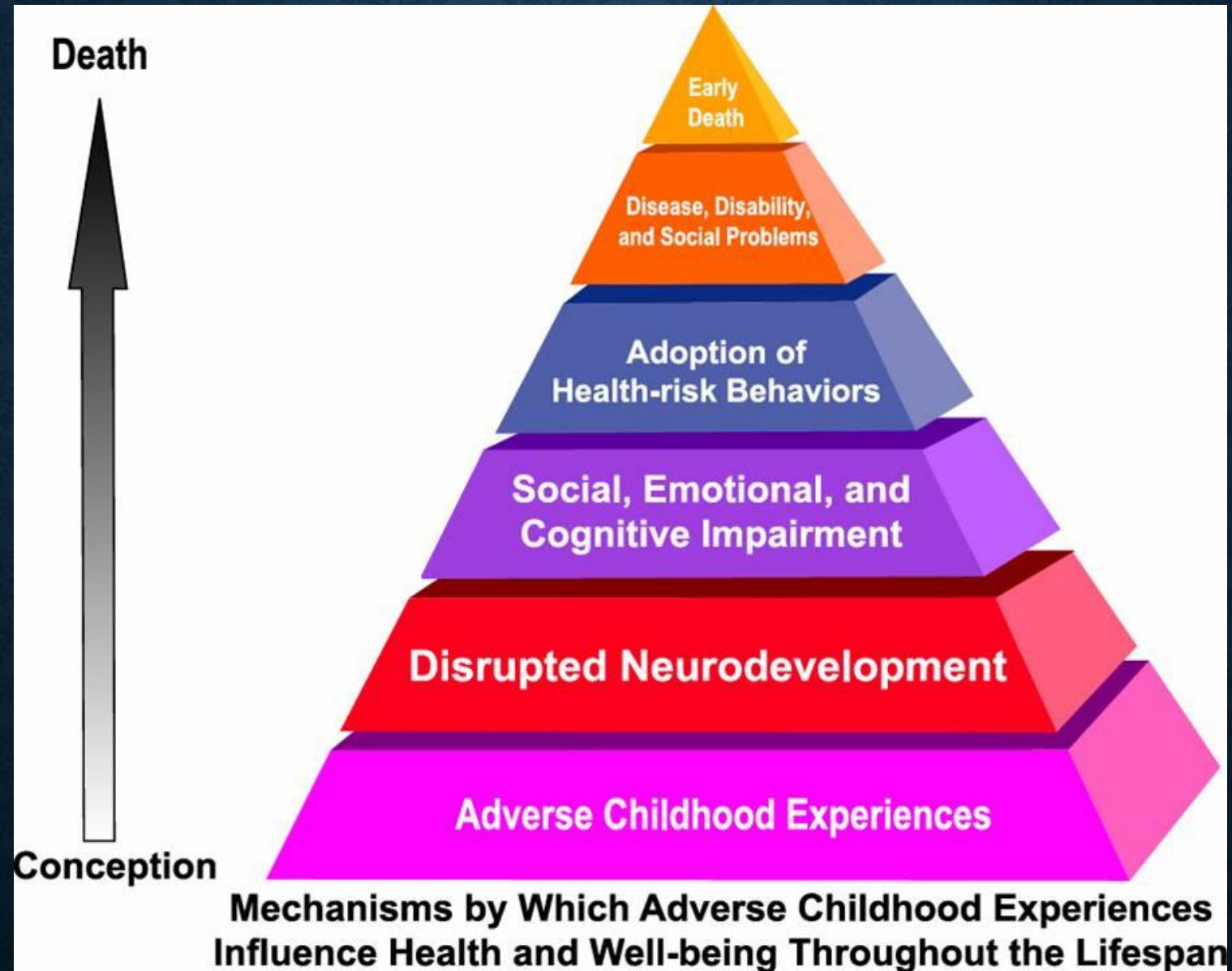
If a student has an ACE score of **6 or greater**, they are at risk of their life span being shortened by...



20 years.

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



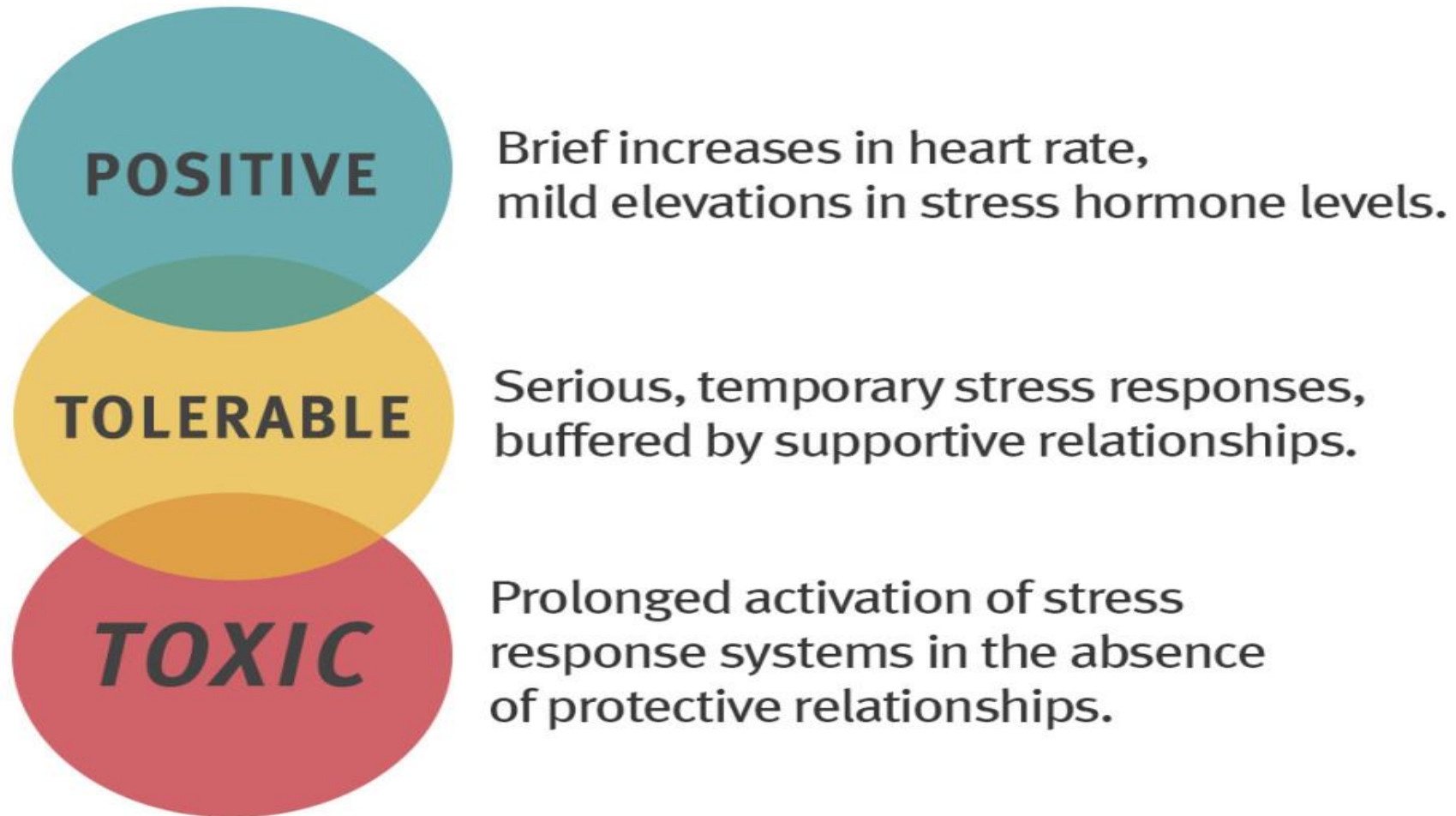


3 Realms of ACEs

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.



STRESS



“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.”

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

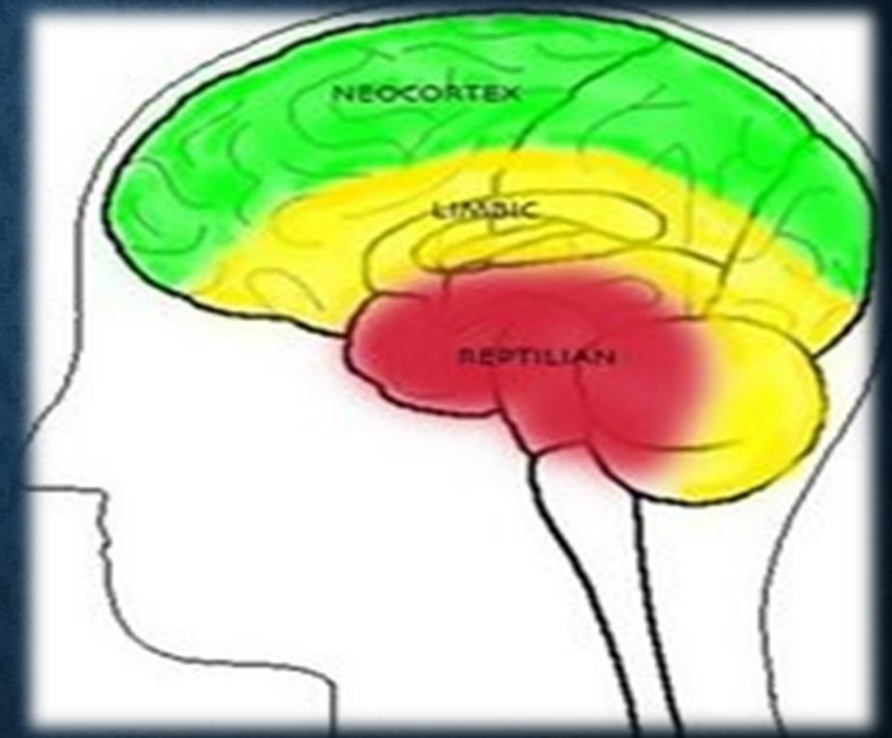
(Brendtro, Mitchell, McCall, 2009 pg.
86)

Understanding
Brain Functioning
of children who have
experienced trauma

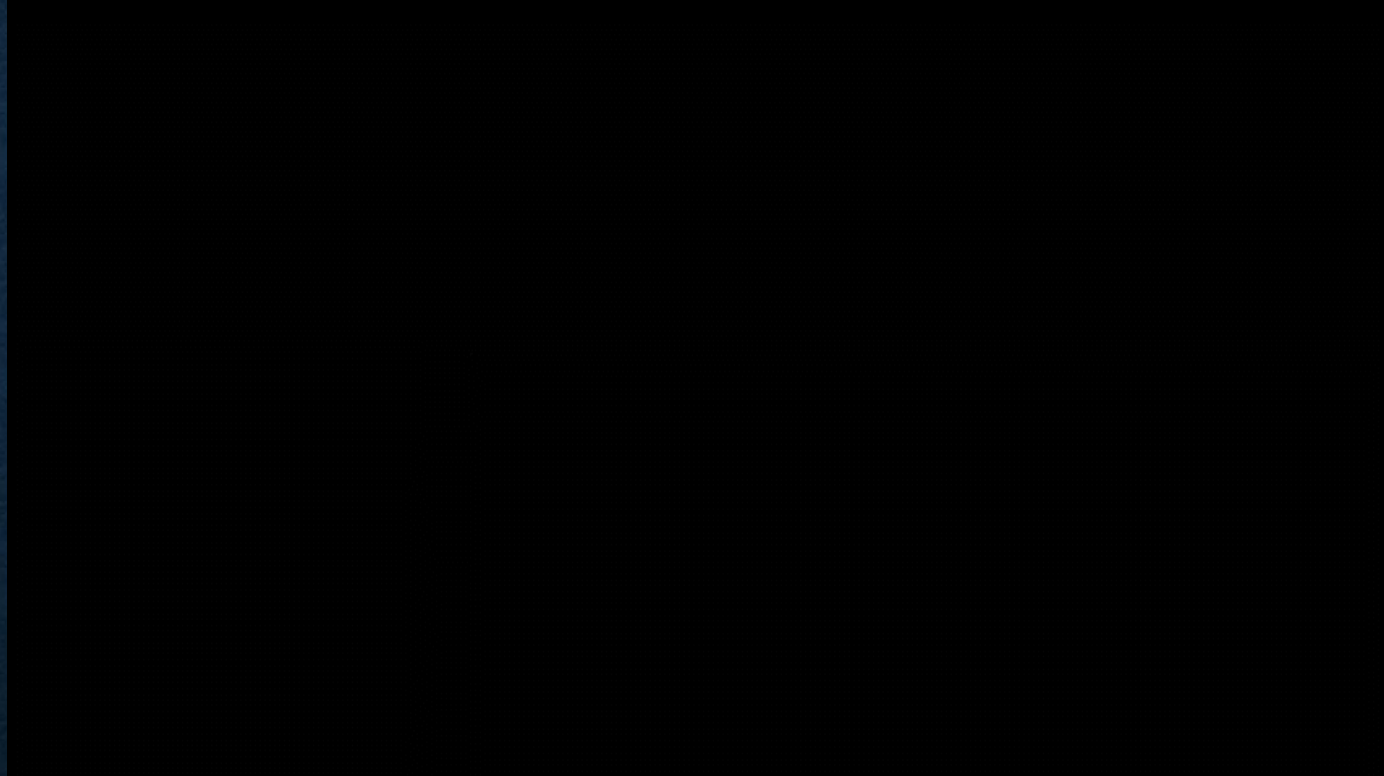
A LITTLE BIT ABOUT THE BRAIN

Brain = Command center

Lower survival brain	reacts
Deep emotional brain	values
Higher logical brain	reasons

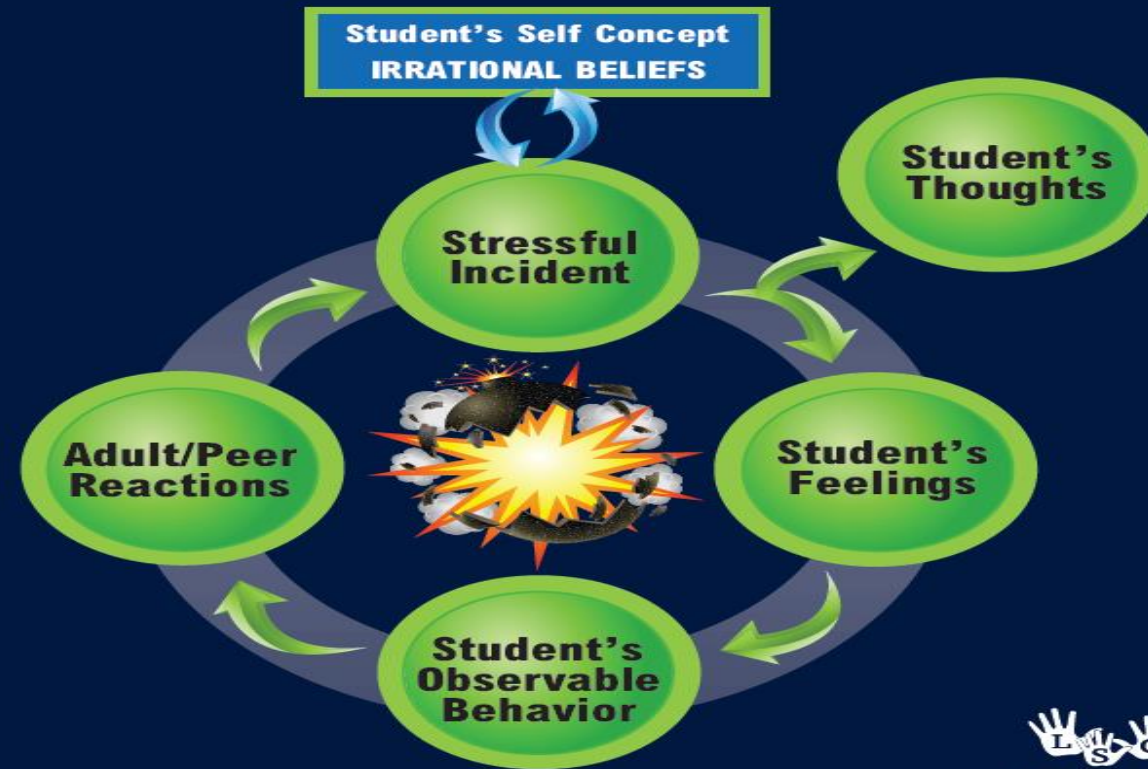


NEUROPLASTICITY



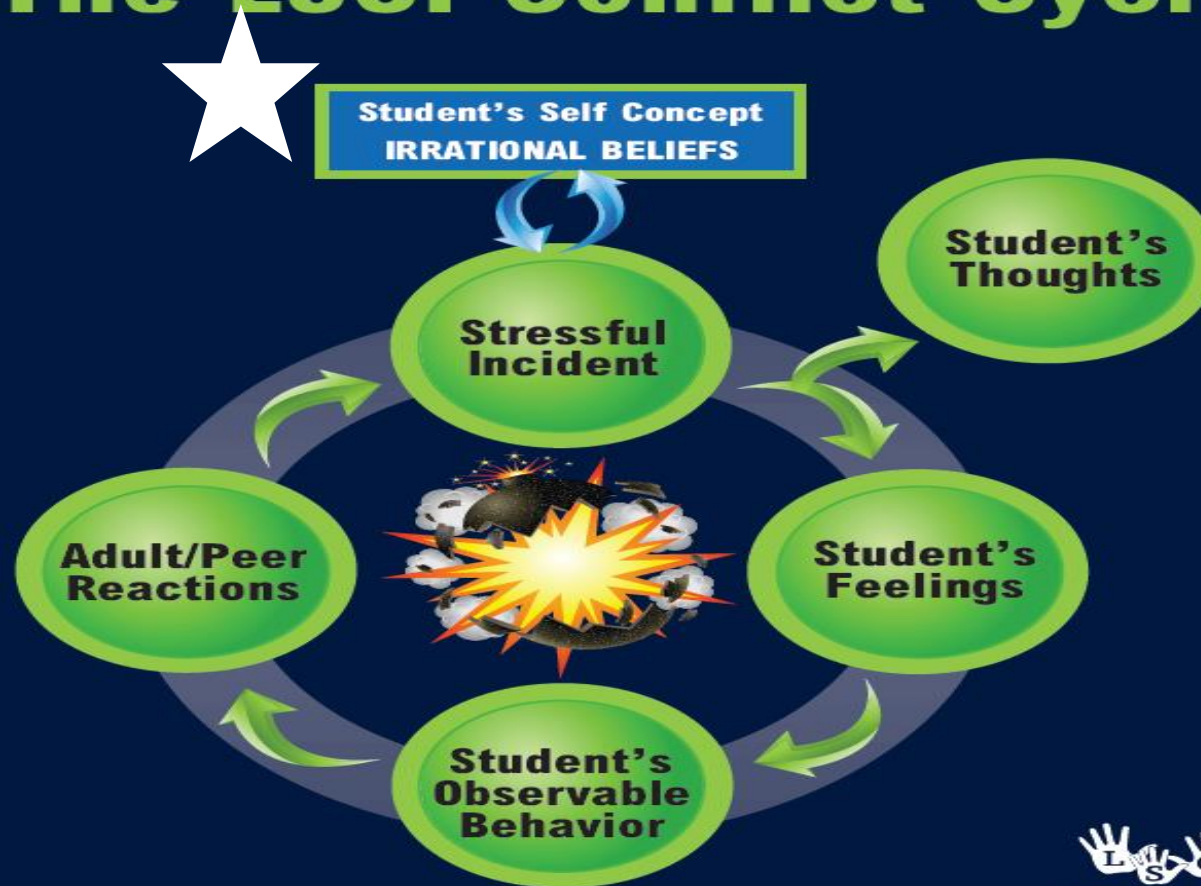
CONFLICT CYCLE

The LSCI Conflict Cycle



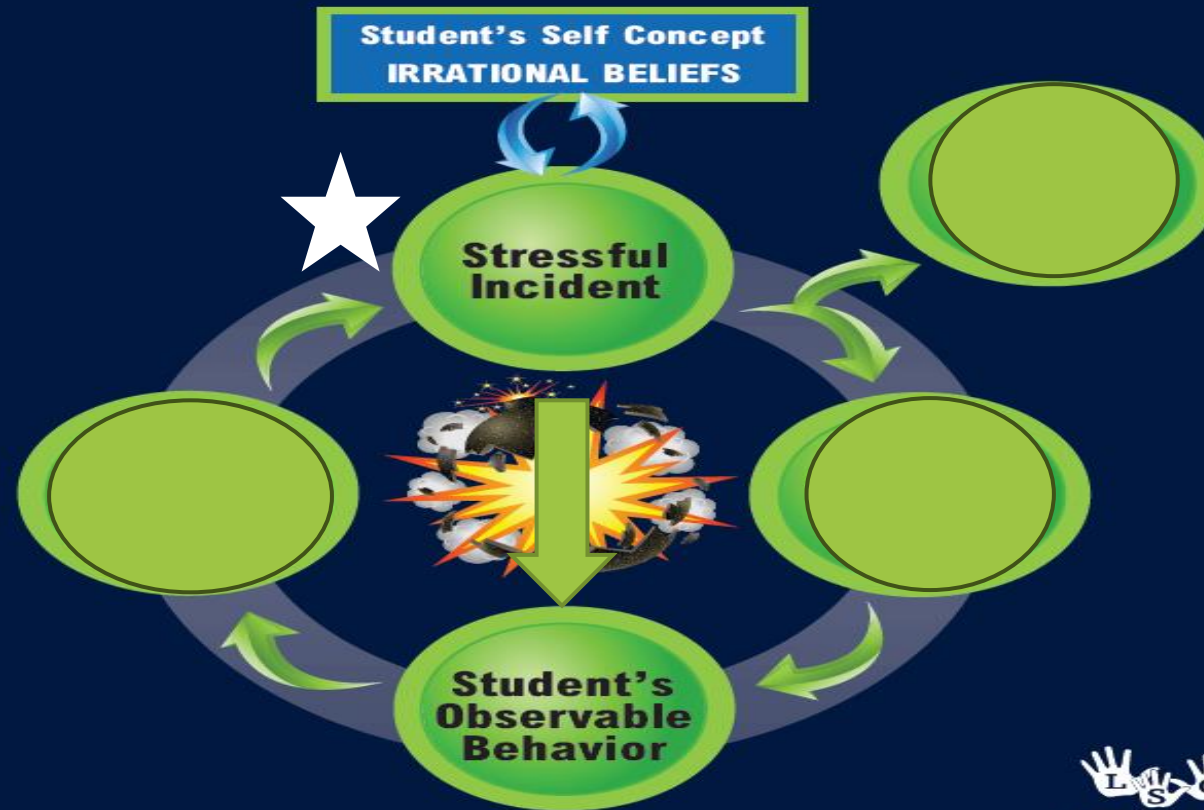
STUDENT'S SELF CONCEPT IRRATIONAL BELIEFS

The LSCI Conflict Cycle

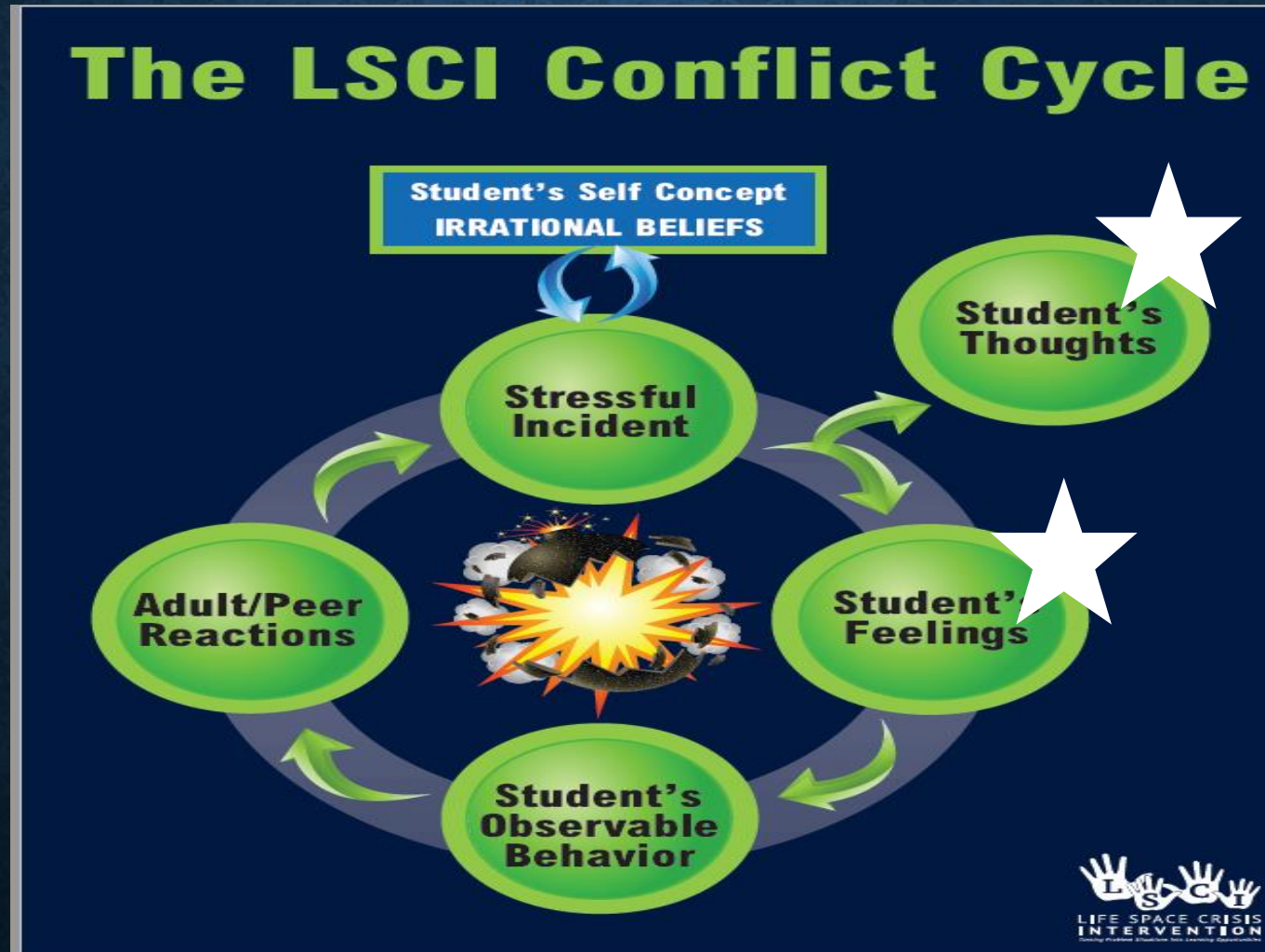


STRESSFUL INCIDENT

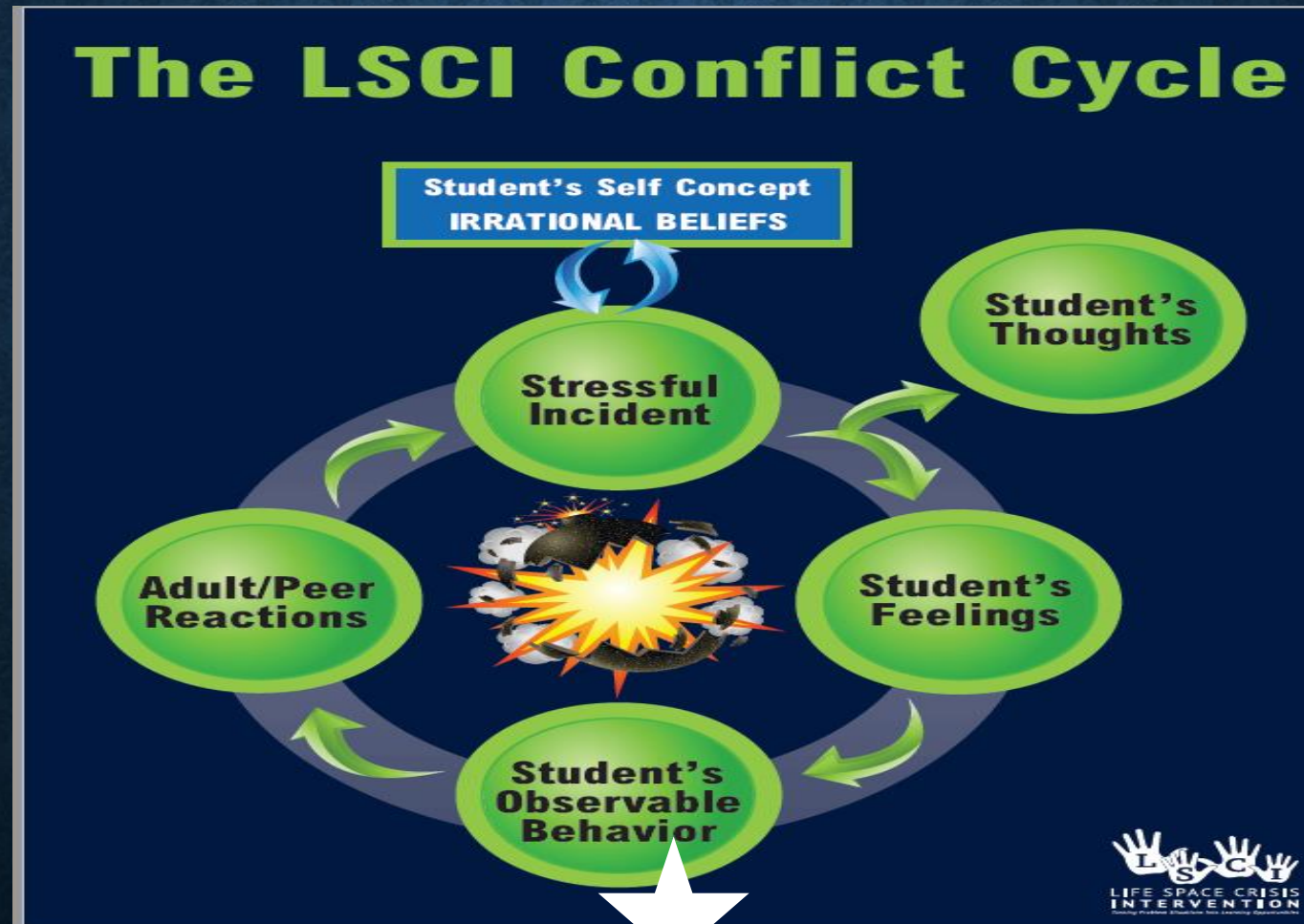
The LSCI Conflict Cycle



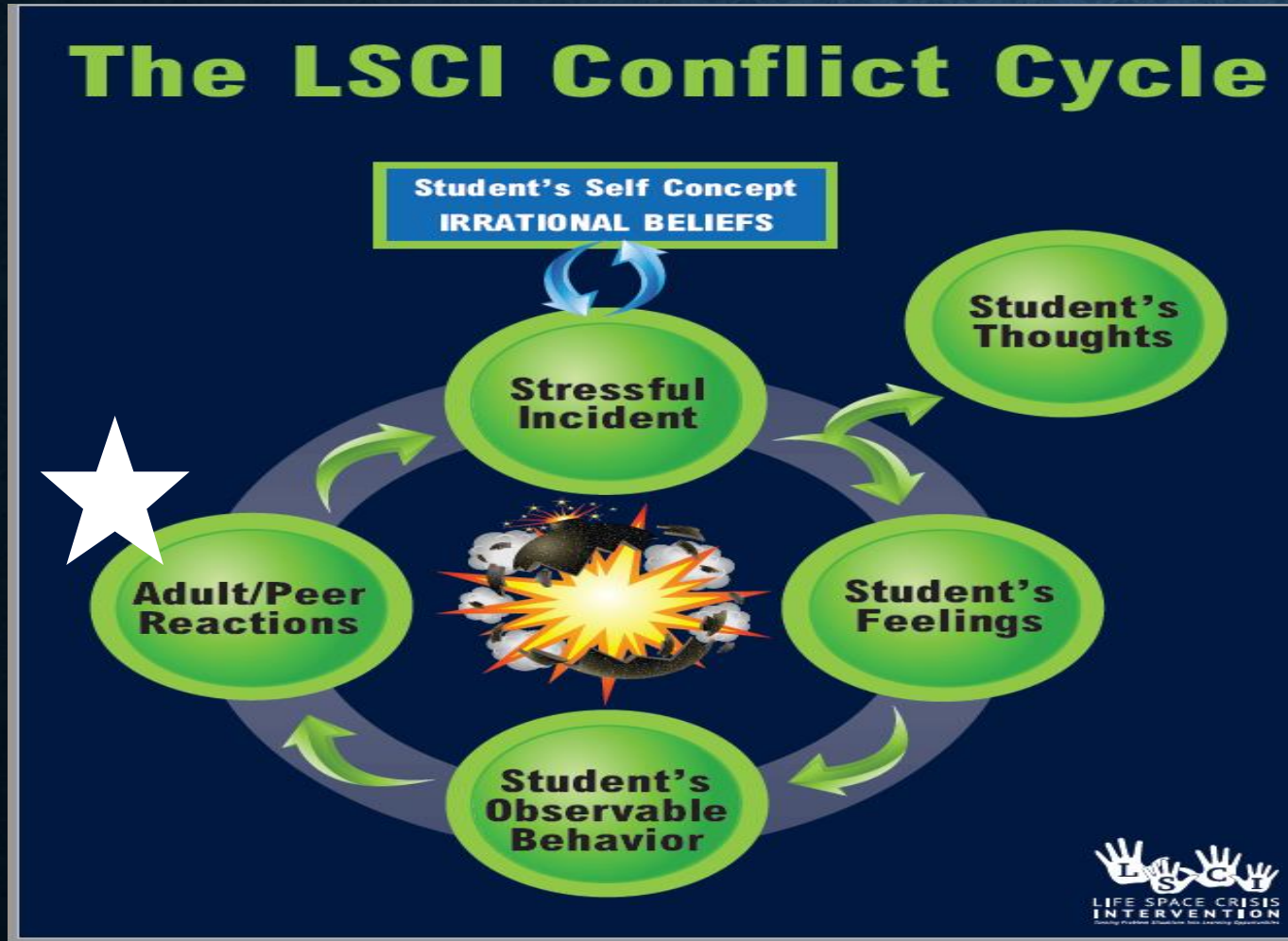
STUDENTS THOUGHT'S & FEELINGS



STUDENT'S OBSERVABLE BEHAVIOR



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 THOUGHTS & FEELINGS.

KNOW HOW TO CONVEY THIS INSIGHT TO THE YOUTH.

https://www.lsci.org/conflict_cycle

SIGNS OF A HELPING ADULT

- Understand student's thoughts, 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
- Take the time

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

WHAT ALSO HELPS

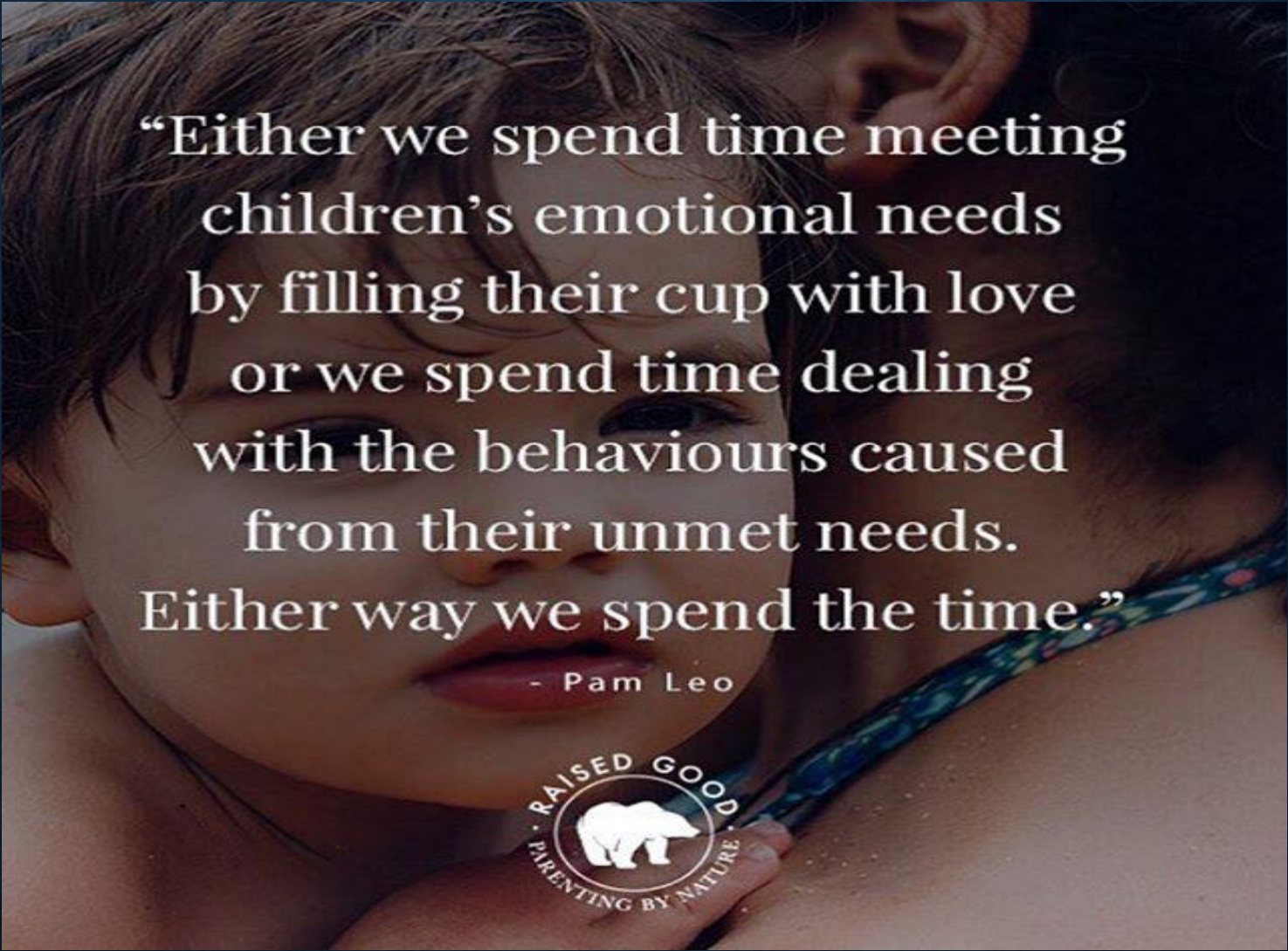
- “I Messages” – I see that you are struggling right now, I am here to help
- Avoid “you messages” – “You need to stop it right now!” “Can’t you do anything right?”
- Self monitor words, tone of voice & body language
- Know when to tap out
- Slow deep breathing
- Brief grounding and mindfulness
- Getting a drink of cold water



WHAT DID THE RABBIT DO?

“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.”

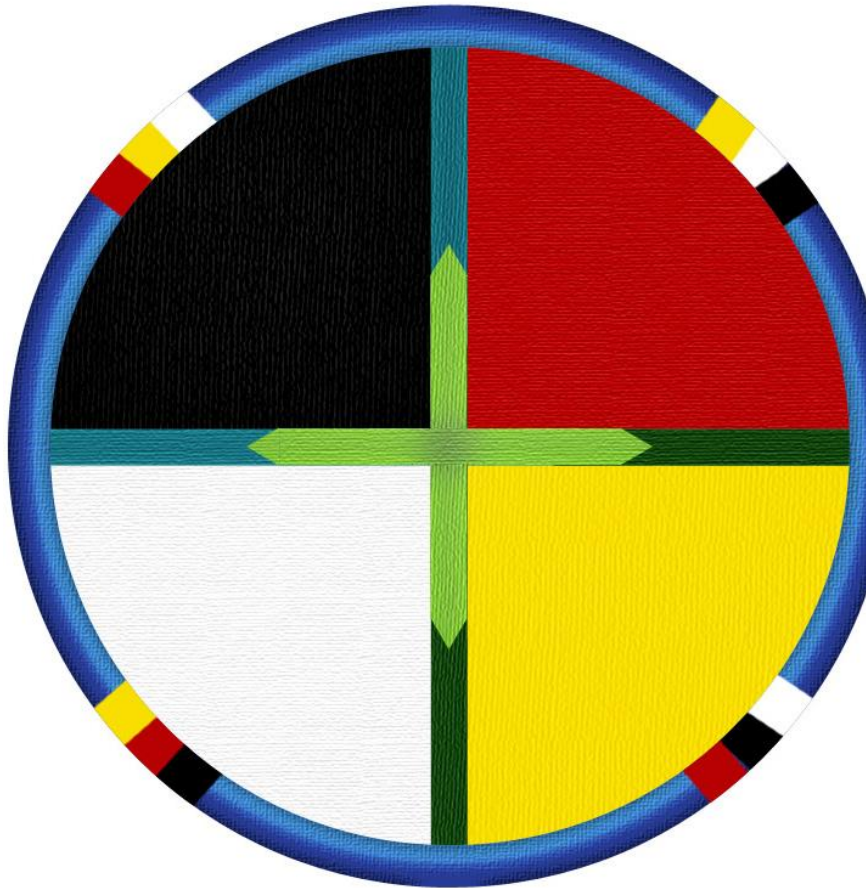
- Pam Leo



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

(Brendtro, Larson, 2006 pg. 33)

TEACHING & MODELING SELF REGULATION



Understanding cues

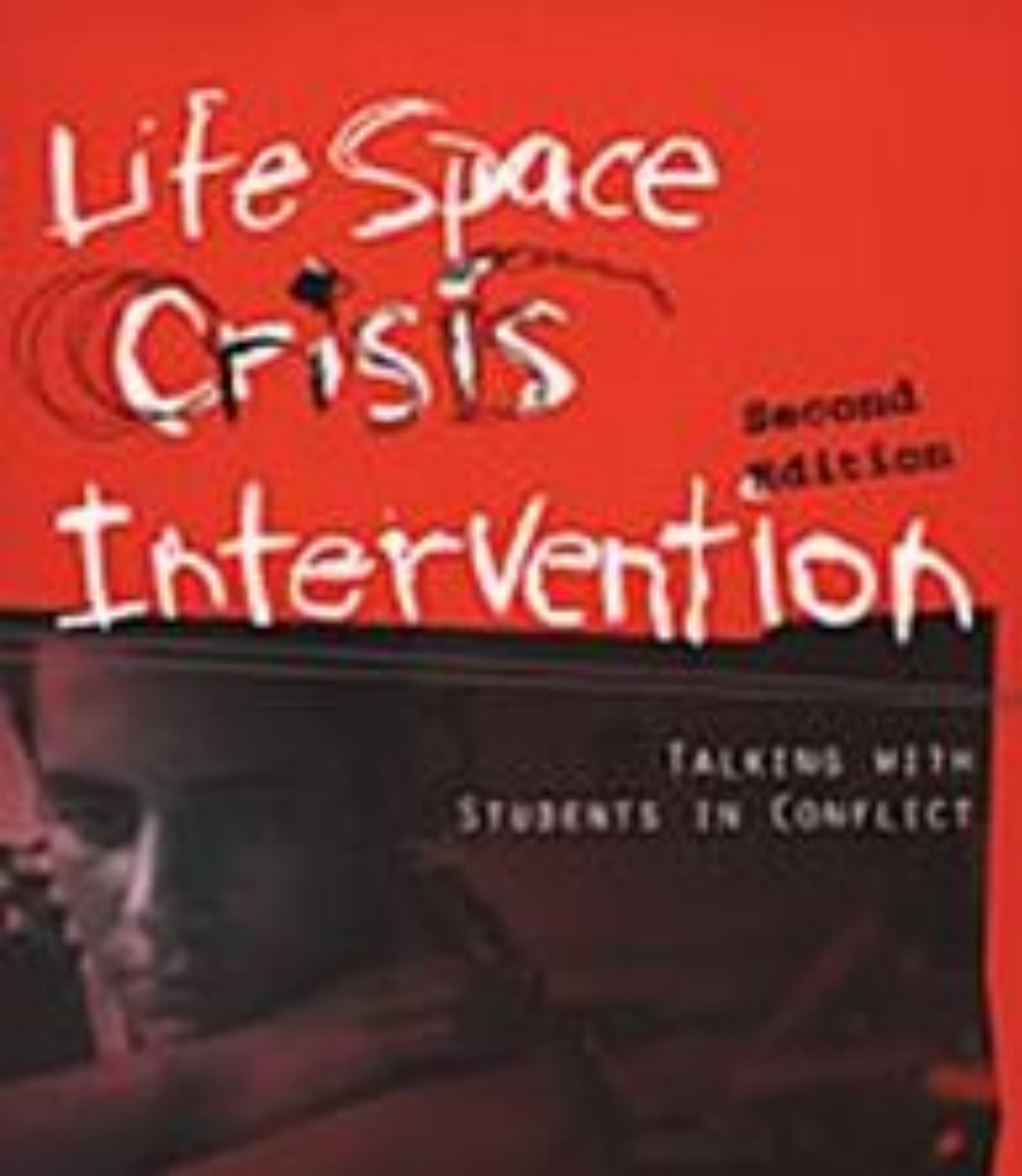
Understanding triggers

Help put words to thoughts & feelings

Calming techniques, mindfulness, breathing

Practice Practice Practice

Re-Do's



IT IS NOT ENOUGH FOR THE ADULTS TO KNOW

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

Life Space Crisis Intervention

I am... alone
Adults are... helpful at
Life is... pretty hard

Stressful
incident
Gavin said
"your moms a
bitch + you
are too."

Kicked
me
you pussy

Peer Abuse
reaction

Kicked
you

Pussy

Leah said
stop
do not
worry
it.

When we
keep talking
about this -
I realize I
don't need to
fight - I need
to walk
away

Fight
Charged
at him

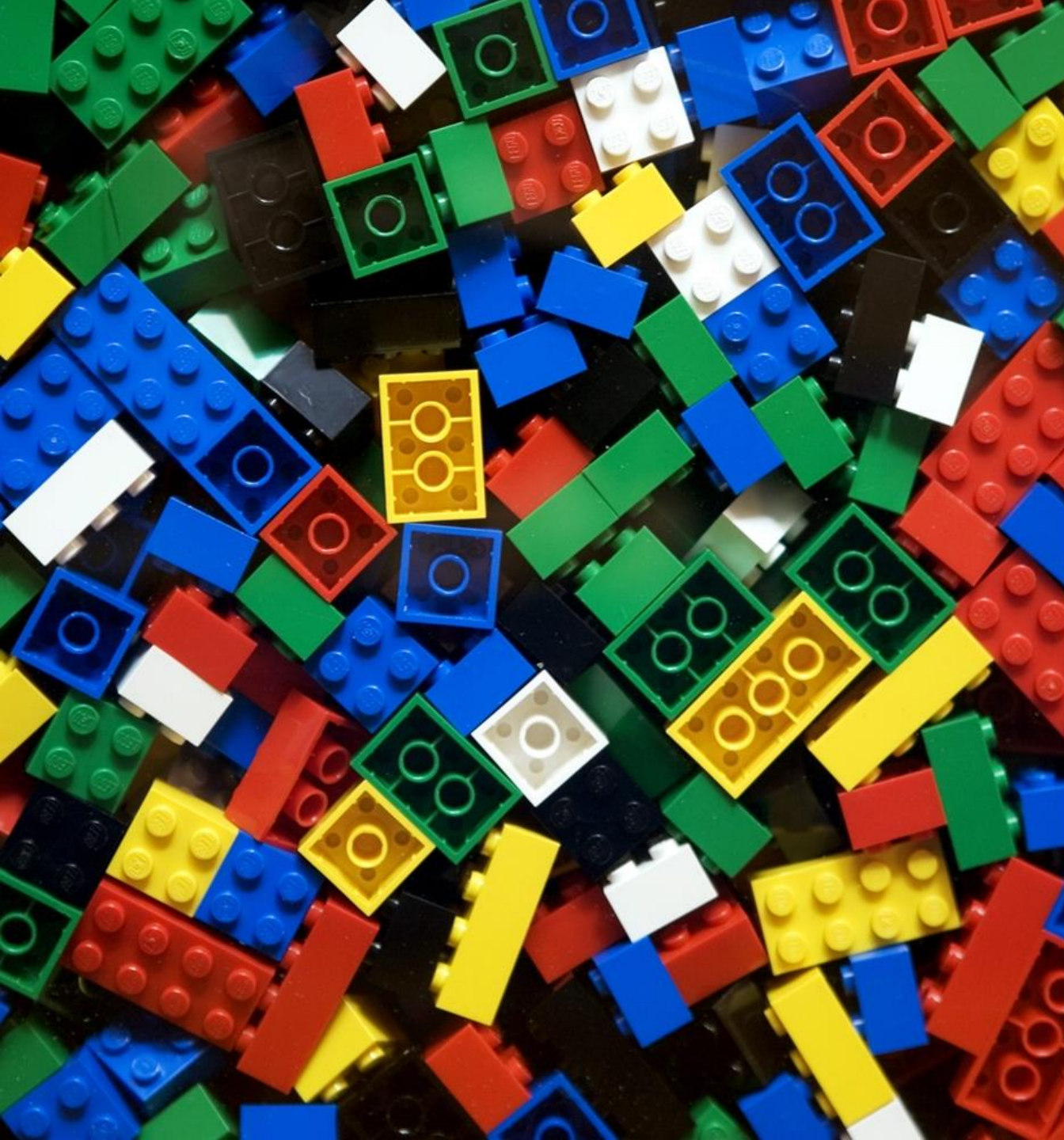
Behavior

- went w/
Taco

Thinking
I want
to kill him!
- Im going to
hurt him
very bad
- stupid?

Feeling
Pissed off
hateful
hurt

- very
very
angry
- feeling
Better



RESTORATIVE PRACTICES



ECOLOGY OF HUMAN DEVELOPMENT

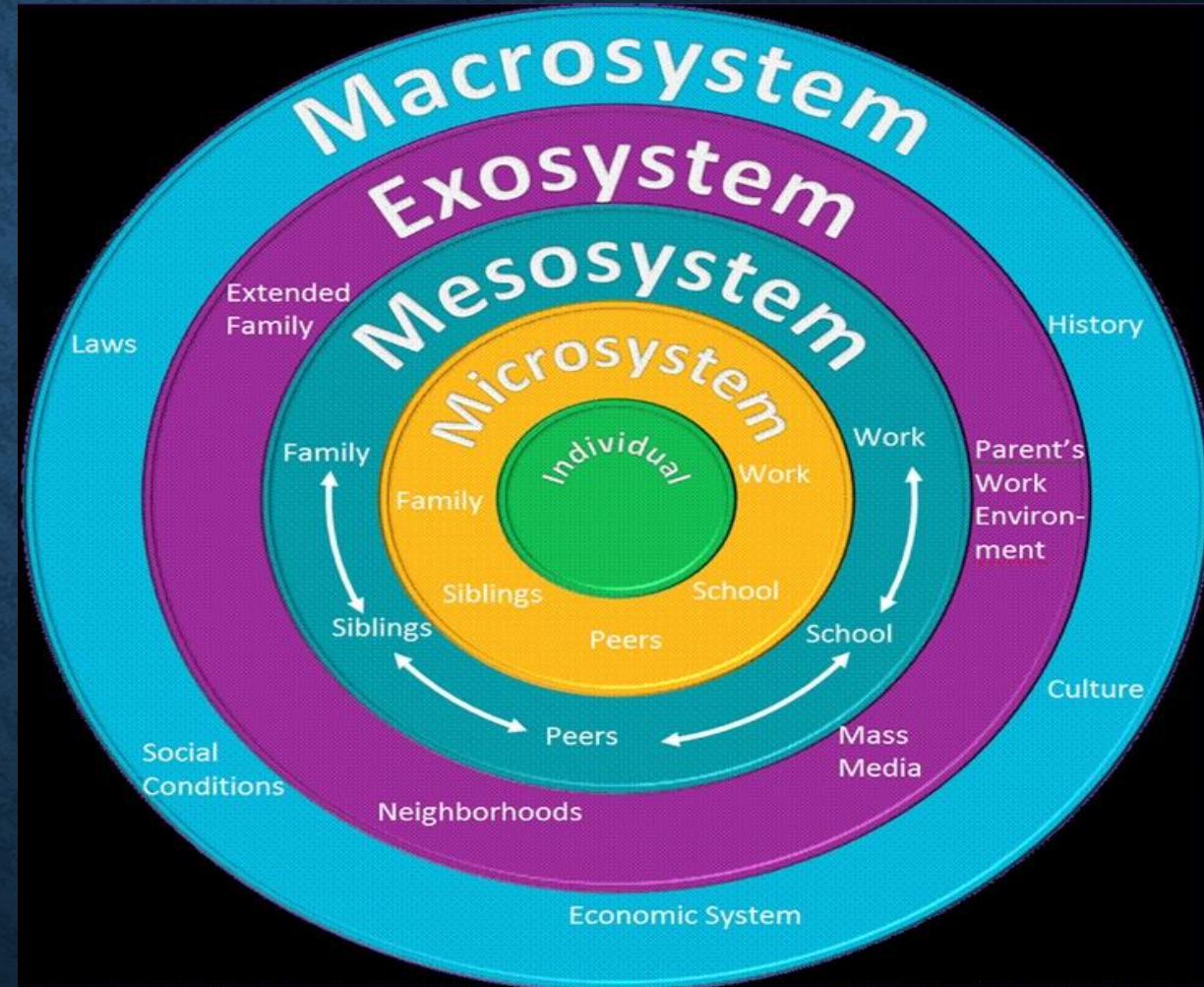
A SYSTEMS APPROACH TO RISK

Microsystem – Most immediate; school, family, community, neighborhood

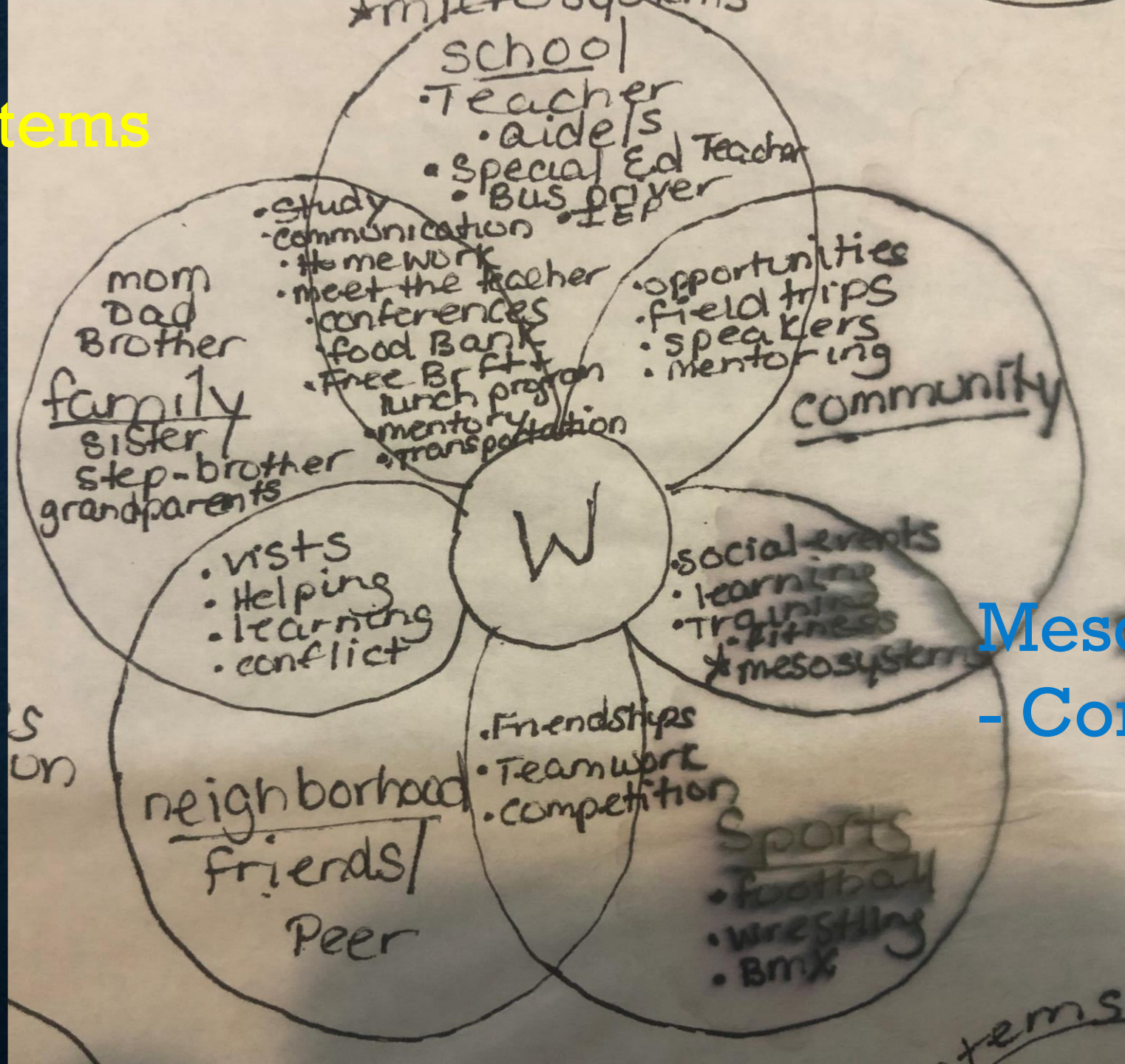
Mesosystems – Relationships between microsystems in which the child experiences reality; measured by quality of connections.

Exosystems - Largest role, situations having a bearing on childhood development, the child does not play a role. (Parents work, school boards, Policy Federal/state law, Health care)

Macrosystems – Shares assumption of how things should be done



Microsystems



Mesosystems - Connections

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 CONNECTIONS





THE POWER OF HOME VISITS

- Being able to see the student in “their own environment”
- Knowing where the student comes from and goes home to every day
- Firsthand history
- What motivates them
- Learning style
- Opening the lines of communication
- Willing to go above and beyond



CULTURE..

The knowledge that people have learned as members of a group, can not be observed directly....
We need to interview the experts, that student & family.

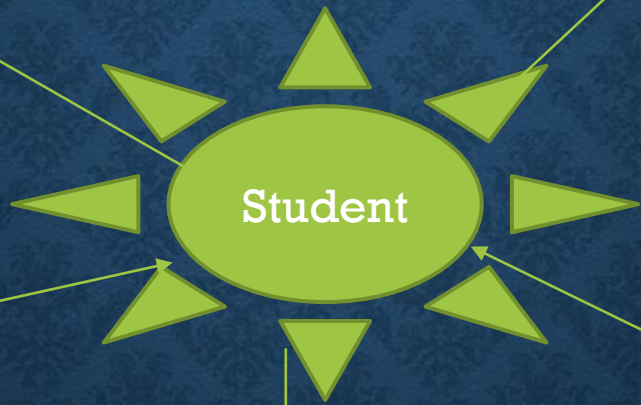
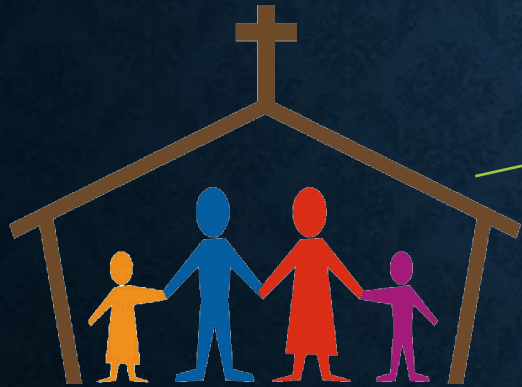


PARENTS/GUARDIANS THOUGHTS:

- “You are the first one to see my daughter in her own environment.”
- “You allowed me to be a parent again.”
- “Maybe, if I had this partnership in the past, our educational experience wouldn’t have been so bad.”
- Builds trust between families and schools, but most importantly it allows for the family member to model for the child, building trusting relationships.”

**“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.”**





LEAVING AN IMPRINT: ONE STUDENT, ONE FAMILY AT A TIME



“You picked me up so many times and dusted me off, you reminded me that I needed to keep going and that I had something special in me. And now I think of your words every time I doubt myself or think I can't, because I finally realize there's never a time that I can't! Nothing is impossible. Thank you for leaving **an imprint** on me and my life.”

Hailey

Handprints in the Sand

I am crawling in the sand, as it tries to pull me down,
as quickly as it can, so I never make a sound.
I hear screaming when I'm home, it's a wonder I don't drown.
I hate my thoughts when I'm alone.
I look in the mirror and see a frown. Thinking of it now, as far as I know it's been a
while since I truly could see my reflection and see staring back a smile.
Again, I hate when I am home. I hate being a child.
When I'm 18 I'll be on my own with no real tools to face my trials.
I have a chance when I'm at school, I have so many faces around.
So many changes could be made. So many lessons could be found
Hidden within all these halls, sitting in these 4 walls, a caring person is, really all I
need to help me if I fall.
If my teachers really care if I'm here instead of there,
If they give me a fair run and show me, I can share my emotions healthily after all,
Maybe I wouldn't feel so small.
Maybe I could run, not crawl, and change what I know based off what I saw.
If instead in the sand, all of them could place their hand, they'd ease the weight on
me and leave an imprint because they can. Because their handprint is bigger than
mine, at first my hand will not fit. But these imprints will last forever and one day
my mark will match it. So, if everyone could place their hand and leave a mark in
someone's sand it could start something new and that person will place their hand
in your imprint too. Remember that when teaching, it's their heart you should be
reaching. The mind then follows because emotions can be hard to swallow. As a
teacher, a leader, think of what you would do if instead of teaching them, You had
to teach a younger you.



Hailey

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