ASBA
Arizona School Boards Association

CANYON PROFESSIONAL DEVELOPMENT
PD WITH PURPOSE

ASBA
&
GCU'S CANYON PROFESSIONAL DEVELOPMENT
PRESENT:

HANDLING SCHOOL TRAUMA WEBINAR SERIES

WEBINAR 1

JANUARY 29, 2020

UNDERSTANDING TRAUMA IN OUR SCHOOLS

Special Guests

Marcia Stanton MSW – Senior Program Specialist; Strong Families Center for Family Health & Safety

Dr. Lupita Hightower – Superintendent; Tolleson Elementary School District

Claudia Espinoza M.A.; M.Ed.– Principal; Desert Oasis Elementary School

Alana Kopp M.Ed. – School Counselor; Desert Oasis Elementary School

Hosts

Julie Bacon - Leadership Development Specialist; Arizona School Boards Association

Carol Lippert - Executive Director K12 Outreach and Support; Grand Canyon University

Question

Any “Challenging” Students in Your School?

Parents? Co-workers?

Keep Them in Mind . . .







The Adverse Childhood Experiences (ACE) Study

"Probably
the most important
public health study
you never heard of."





What are ACEs?



Abuse or Neglect

- Recurrent physical abuse
- Recurrent emotional abuse
- Sexual abuse
- Emotional or physical neglect

Household Instability

- Alcohol or drug abuser
- Incarcerated household member
- Someone chronically depressed, suicidal, institutionalized or mentally ill
- Mother being treated violently
- One or no parents

Many Other Types of Trauma

Extreme Illness or Injury

Bullying

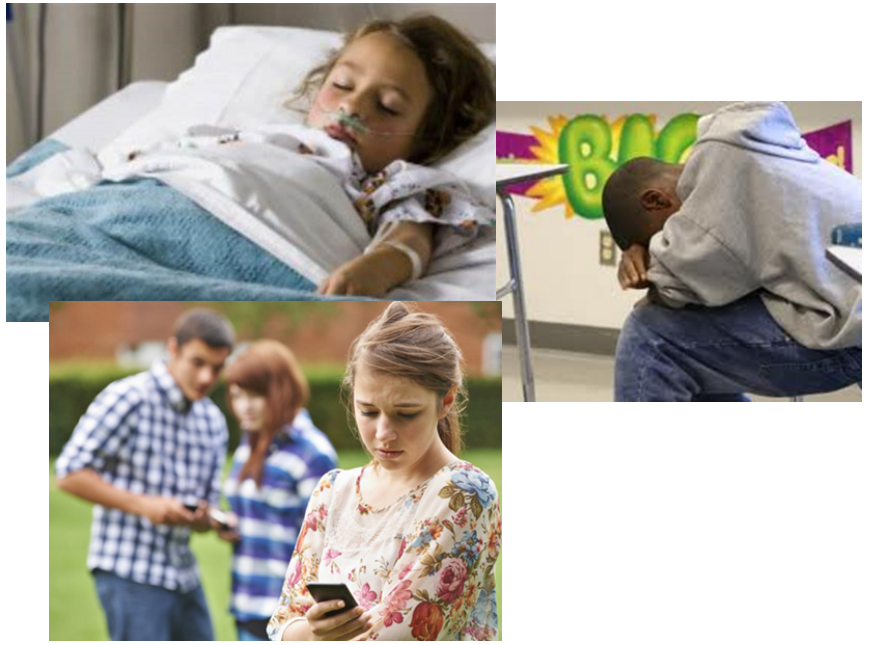
Homelessness

Growing Up in Foster Care

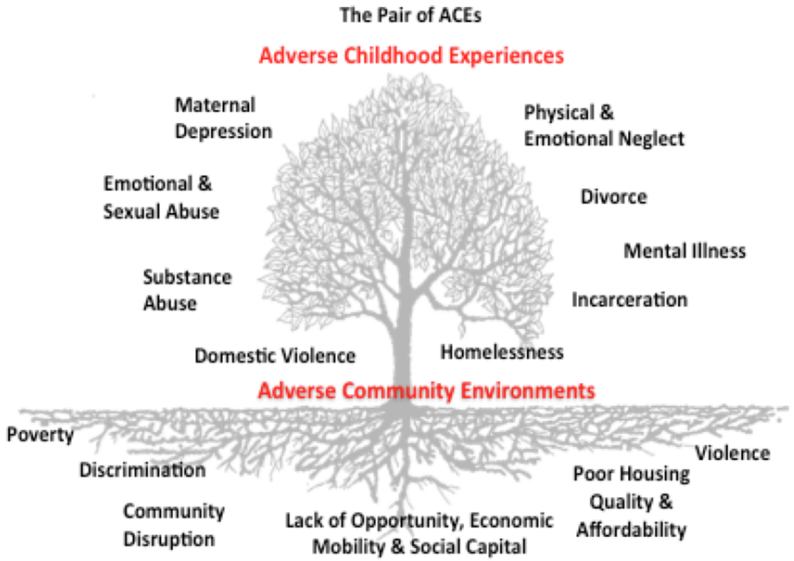
Historical Trauma

Community Violence

Judged Unfairly on Race/Ethnicity, Gender Identity, Sexual Orientation, Place of Birth, Disability or Religion



Community Also Plays a Role



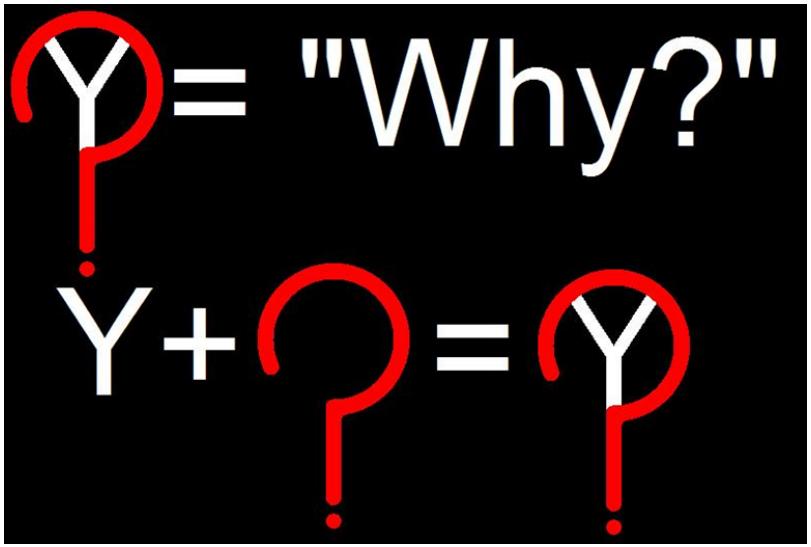
Poverty as an ACE

"Being poor is associated with so many childhood adversities that it may be considered an ACE in itself, more pervasive and persistent than all others."



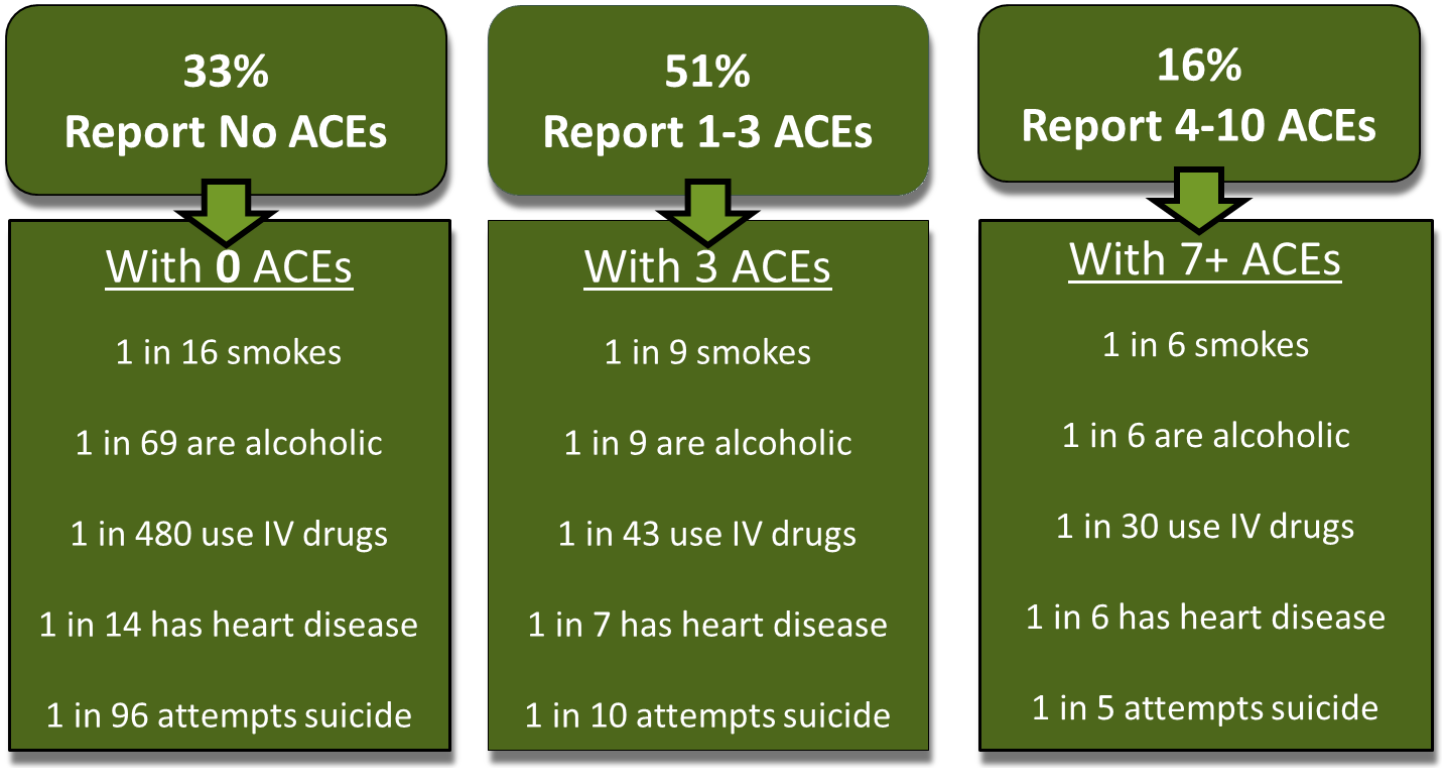
N C Med J. 2018 Mar-Apr;79(2):124-126. doi: 10.18043/ncm.79.2.124

ACEs Don’t Explain Everything



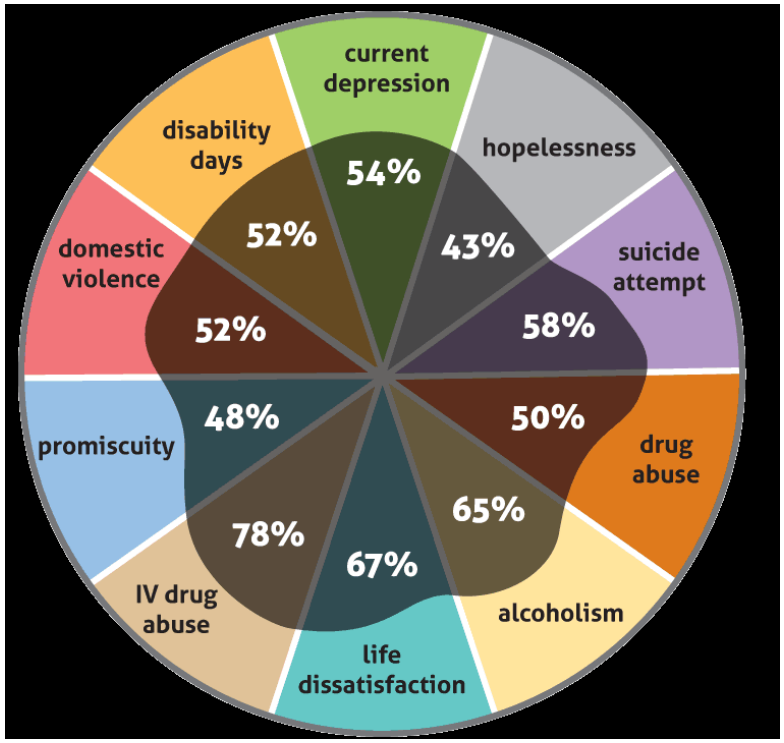
Many Individuals with High ACE Scores
Do **Not** have Poor Health Outcomes

Out of 100 people…

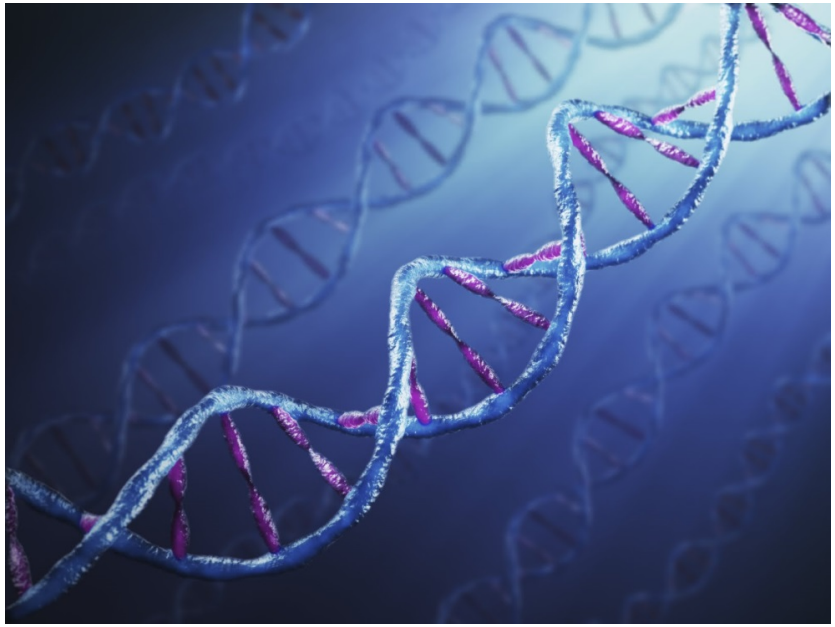


ACEs are Like an Oil Spill

"A large portion of many health, safety and prosperity conditions is attributable to Adverse Childhood Experiences." Washington Family Council



ACEs are Interrelated and Predictive



Toxic stress can alter genes and cause long-term changes in all parts of bodies and brains

Changes can be transferred from generation to generation

By Adolescence Children Seek Relief

Drinking alcohol
Smoking tobacco*
Sexual promiscuity
Using drugs*
Over eating/eating disorders
Delinquent behavior, violence
High-risk sports, etc.





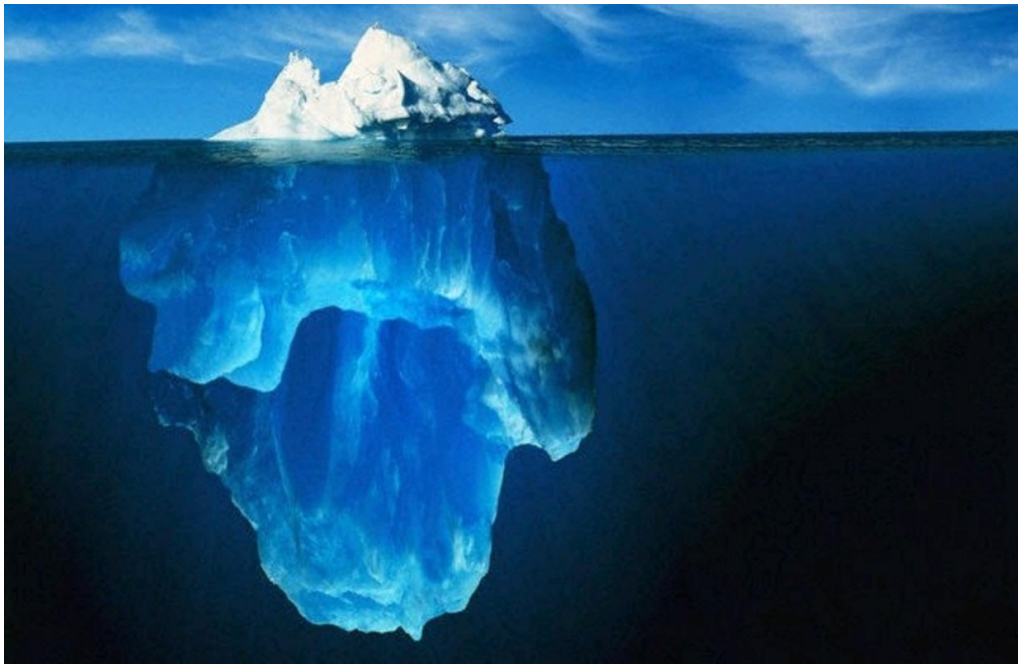


*Note: nicotine and methamphetamines are anti-depressants

What We See



What We Often Fail to See



We need to ask ***"What happened first?"***

Getting It Right the First Time

Creating the right conditions in early childhood is **more effective** and **far less costly** than addressing multitude of problems later on



Consequences of Not Getting It Right



“Dropouts Cost AZ $7.6 Billion”

The Arizona Republic, June 26, 2014

AZ Dept. of Education: **22 percent** of Arizona 9th graders will **not** finish high school

By 2018, more than **60 percent** of jobs in AZ will require some post-secondary education





Children with **4 or more ACEs** are **three times as likely to take ADHD medication** when compared with children with less than four ACEs

(Ruiz "How Childhood Trauma Could Be Mistaken for ADHD", *The Atlantic*, 7 July 2014)

Arizona Children, 0 – 17

2017-2018 National Survey of Children's Health

Two + ACEs: 21.9%

Natl. Average: 18.6%



Child and Adolescent Health Measurement Initiative. 2017-2018 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by Cooperative Agreement U59MC27866 from the U.S. Department of Health and Human Services, Health Resources and Services Administration's Maternal and Child Health Bureau (HRSA MCHB). Retrieved [01/22/20] from www.childhealthdata.org. CAHMI: www.cahmi.org.

Arizona Children

Ethnic minority children have disproportionately higher share of **6+** ACEs



Estimated 69,213

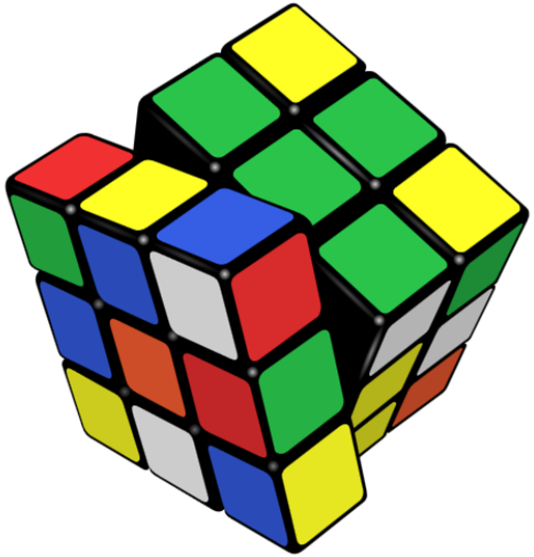
have **5+** ACEs





What Do ACEs Have to Do with Education?

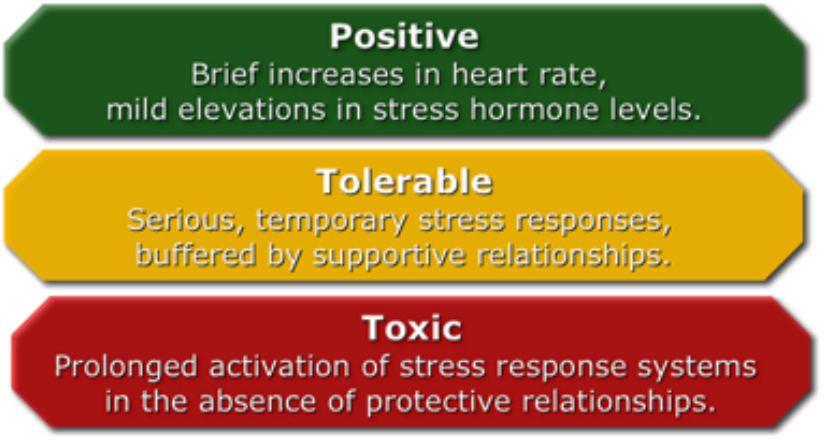
Everything . . .



How ACEs "Get Under the Skin"? Toxic Stress

"Extreme, frequent or extended activation of the body's stress response, without the buffering presence of a supportive adult."

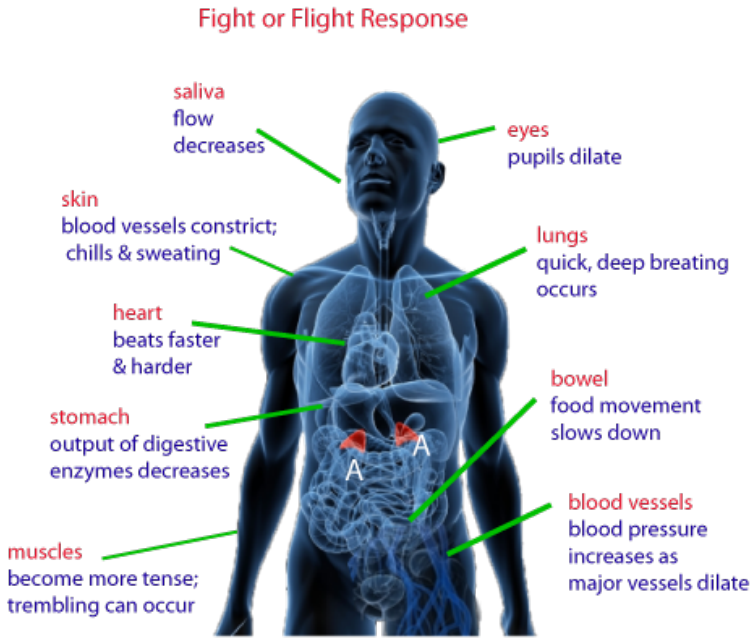
Sara B. Johnson, et al., The science of early life toxic stress for pediatric practice and advocacy, 131 PEDIATRICS 319 (2013), available at http://pediatrics.aappublications.org/content/131/2/319.full



Over Activation of Stress Response (Hot) System

When Hot System Perceives Threat, it Responds with Survival Strategies

Hot System Behaviors are Unconscious, Automatic, Involuntary



Hand on Hot Stove

Is behavior a planned intentional response?



Stress Response Recovery

It can take up to an hour for sympathetic nervous system to return to normal level when threat has been removed



6 Things That Help Epigenetic Regulation

https://chronicleofsocialchange.org/news-2/nadine-burke-harris-spreads-message-impact-child-trauma

Healthy Relationships

Sleep

Exercise

Nutrition

Mindfulness

Mental Health Interventions







Assumptions

Kids are Acting Exactly as Their History Wired Them

Most Poor Behavior is a Consequence of Reactive Adaptation

Most People Aren't Strong Enough to Overcome Their Environment

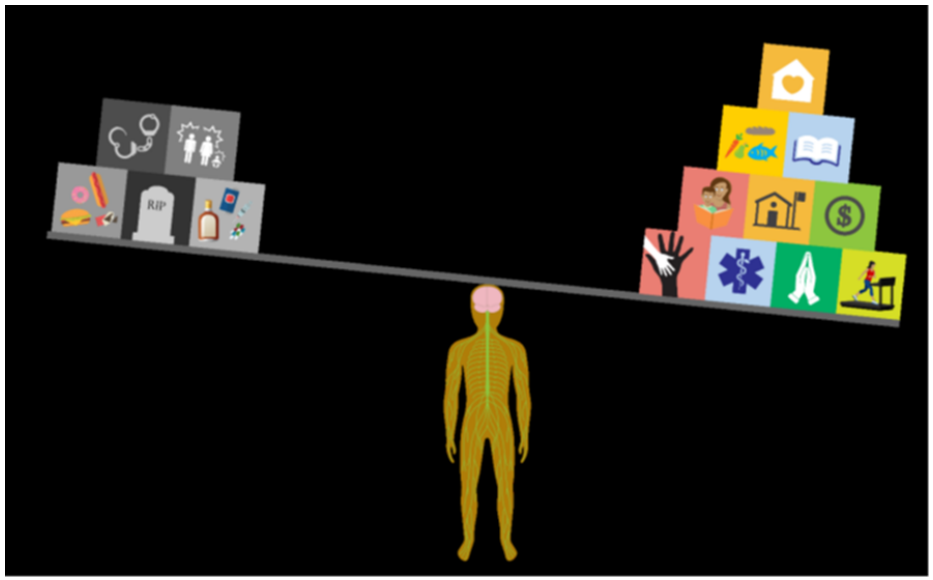


Sad Not Bad



Stacking the Scale

Positive influences "**stack the scale**" with positive weight and optimize resilience across multiple contexts



Positive Factors That Counterbalance Adversity

https://developingchild.harvard.edu/science/key-concepts/resilience/



At Least 1
Stable, Caring and Supportive Relationship



Building Sense of Mastery Over Life Circumstances and Perceived Control



Strong Executive Function and Self-Regulation Skills



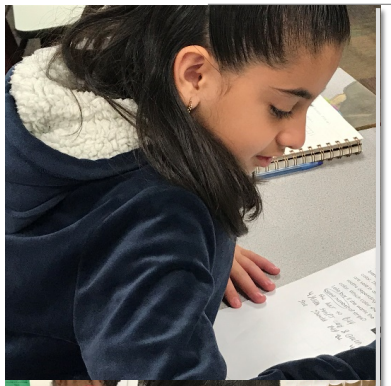
Mobilizing Sources of Faith, Hope, and Cultural Traditions

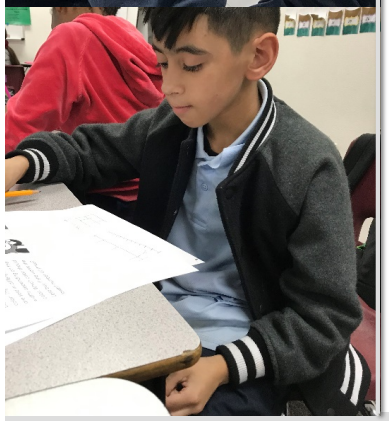


A Practitioner Perspective

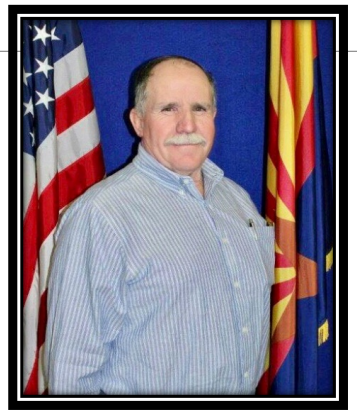
TOLLESON ELEMENTARY SCHOOL DISTRICT

Tolleson ESD Governing Board





PRESIDENT



Mr. Crandell

VICE- PRESIDENT



Mr. Aponte



Ms. Garcia

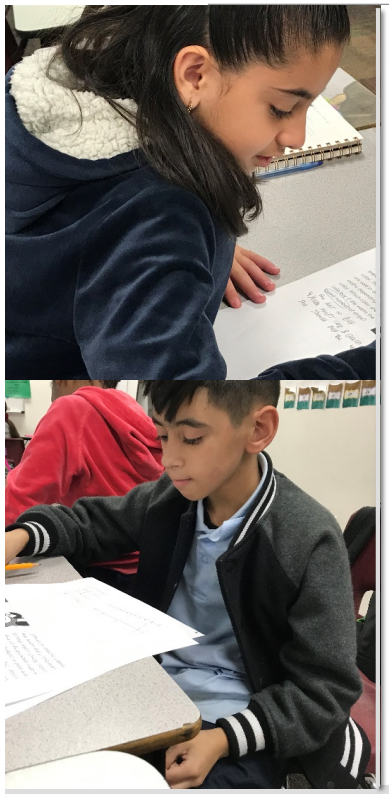


Ms. Morado



Ms. Quezada

Tolleson ESD Mission



Tolleson Elementary

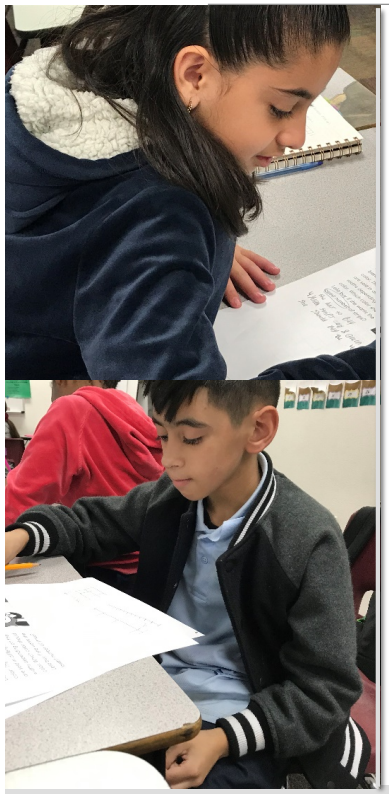
believes,

educates,

motivates,

and prepares ALL children!

Tolleson ESD Vision



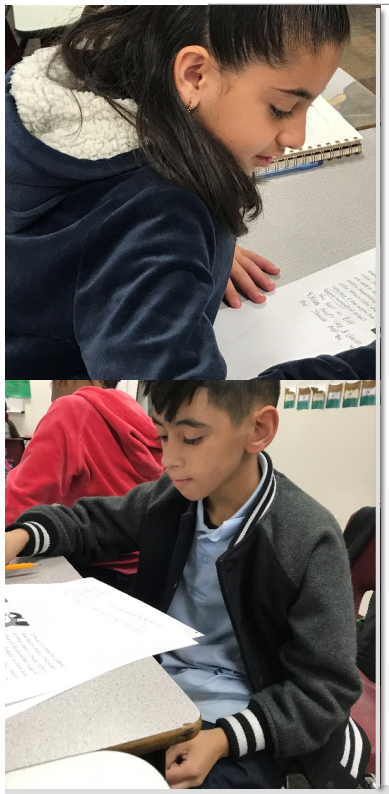
Expecting Excellence,

Inspiring Innovation

and

Achieving Greatness!

Tolleson ESD Goals



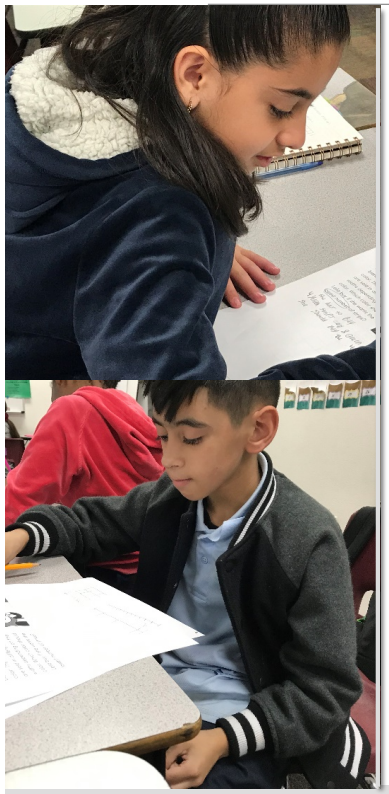
Increasing student achievement

Foster a culture of excellence – have “A” rate schools, focus on the whole child

Provide outstanding customer services to students, parents, community and staff



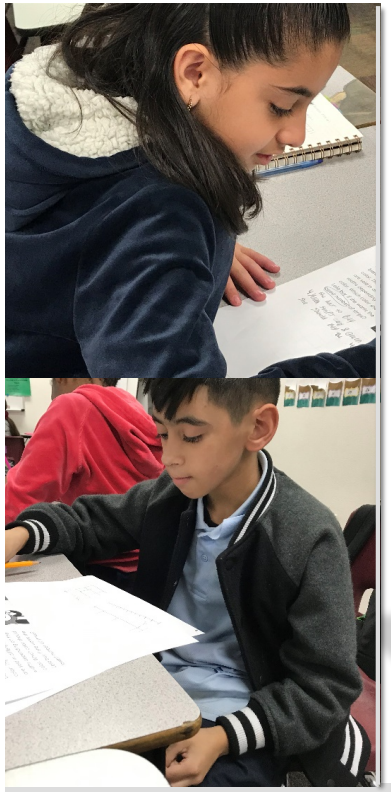
Additional Goal…



Develop a series of steps/workshops for social emotional supports – including students, families and staff throughout the school year



All Children Are Capable of Success... NO EXCEPTIONS!



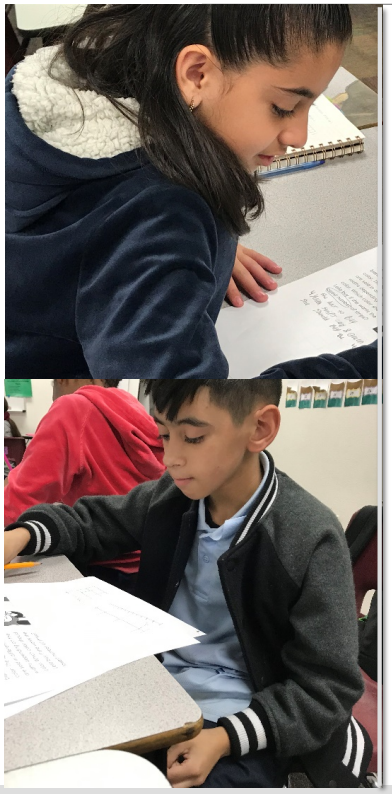
Kids at Hope Pledge

I am a kid at hope.
I am talented, smart, and capable of success.
I have dreams for my future,
And I will climb to reach those goals and dreams everyday.

Treasure Hunter Pledge

As an adult and a treasure hunter
I am committed to search for all the talents, skills, and intellegence that exists in all children and youth.
I believe all children are capable of success,
NO EXCEPTIONS!

10 is just a number….
or is it?

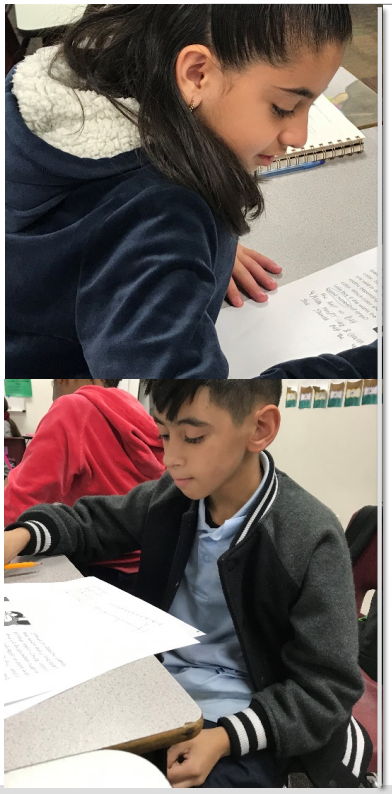


High Expectations for ALL!

All Children Are Capable of Success… NO EXCEPTIONS!

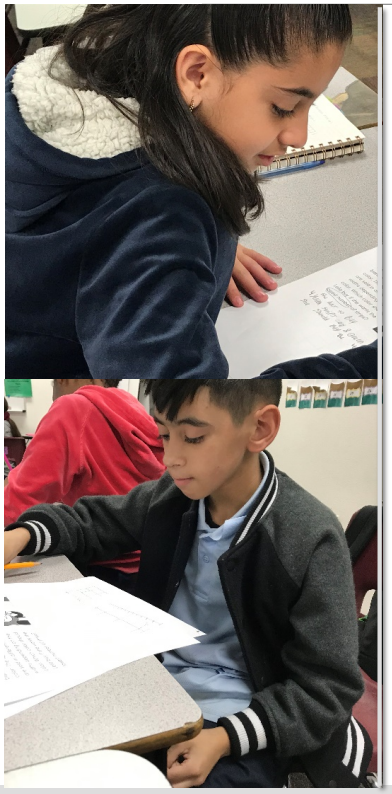


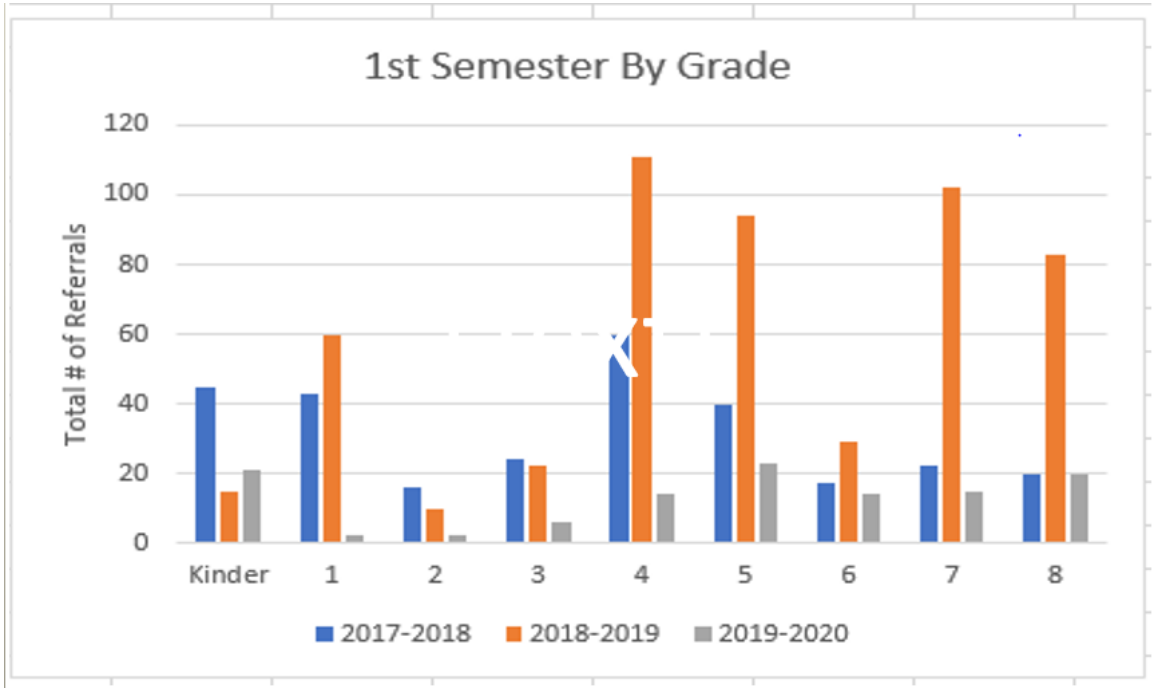
Time Traveling to 4 Destinations



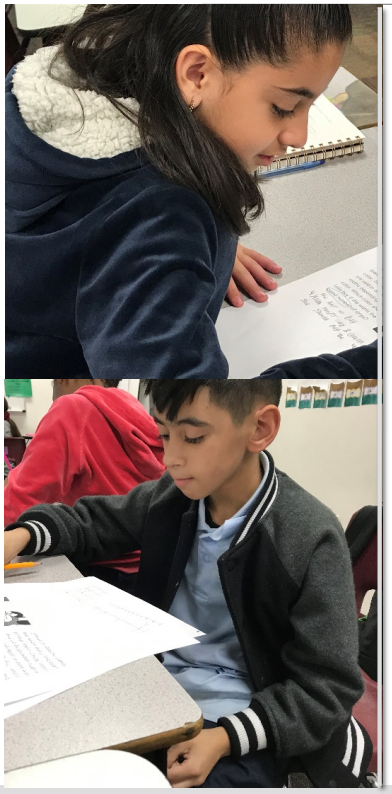


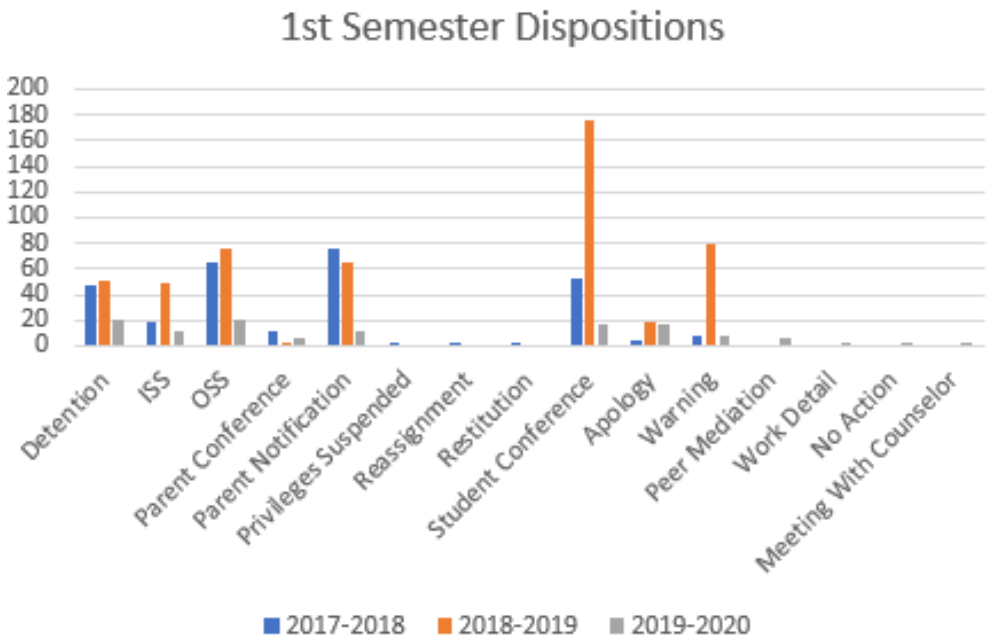
3 Year Desert Oasis Elementary School Referral Data Review

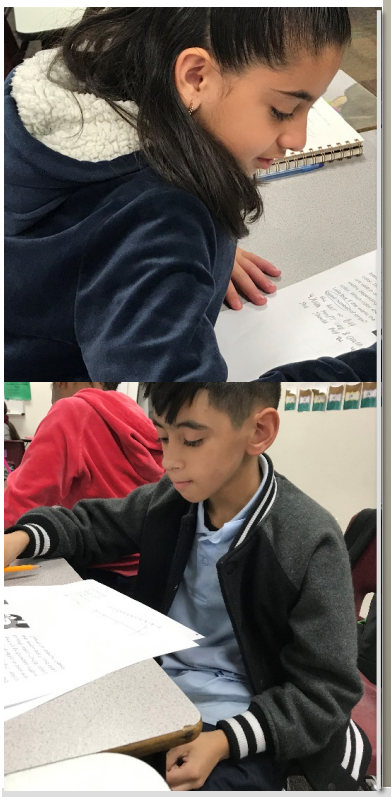




3 Year Desert Oasis Elementary School Disposition Data







Implicit Bias

Counseling

Peer Mediators

10

Restorative Justice

Playworks

10

Kids at Hope

Trauma

Parent training

Positive Behavior

Intervention System

Peer mediation

Professional Development

ASBA
Arizona School Boards Association

CANYON
PROFESSIONAL DEVELOPMENT
PD WITH PURPOSE

How Does Trauma Manifest in the Classroom

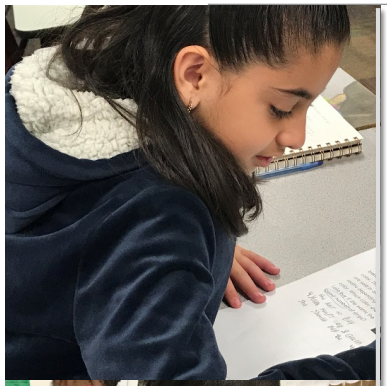
https://www.samhsa.gov/child-trauma/understanding-child-trauma

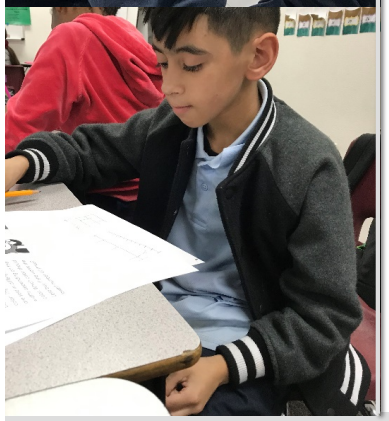
Students' response to trauma is individualized, yet patterns exist.

- It is behaviors that appear to be hyper-sensitive, hyper-vigilant, or hyper-aggressive.
- They can lack self-regulation executive functioning skills, display negative thinking, and lack relational skills with peers and adults.
- Preschool age experience extreme emotional outbursts, fear of separation from parent/caregiver and nightmares disturb their sleep = low tolerance
- Elementary age present with anxiety, contraction difficulties and sleep disturbances limit their ability to cope with changes, disappointments, being overwhelmed …
- Middle School and High School are at risk for self-harming behaviors, drug use/abuse, risky sexual behaviors as well as anxiety, depression and isolation … these increase the risk of suicide.



How has Tolleson ESD moved to support people in trauma?





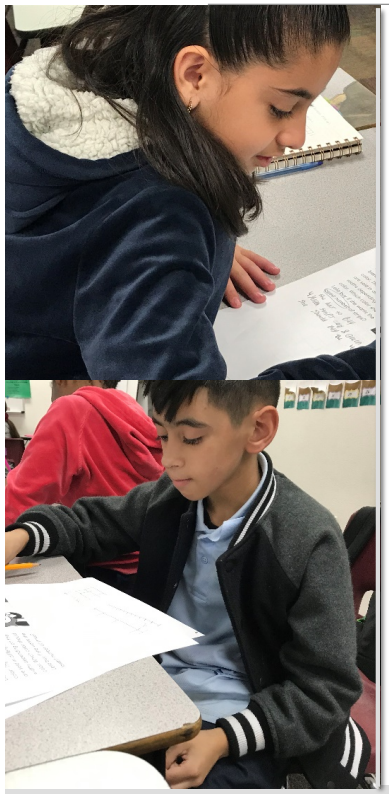
- **Training** of Teachers and Staff … Adverse Childhood Experiences, Youth Mental Health First Aid, Classroom Strategies

- School Counselor provides **social-emotional learning** in each classroom using Second Step curriculum and student groups



- **Teachers provide**
  - areas for comfort and calming down
  - furniture in middle school that allows movement
  - creating relationships with students
  - consistency and continuity with the KAH and PBIS
  - building awareness of teacher's own emotions, voice tone and demeanor
  - permitting students to calm down then address the concern/situation.

Why did you move in this direction?



We (DOE) saw the need of our students through multiple forms of data.

*attendance issues *discipline referrals specific to aggression

*peer to peer conflicts *referrals to the school counselor

Recognizing that trauma does affect our students and has an effect on their behavior and performance in school we need to respond with **empathy, compassion and hope**.

Trauma is a risk factor for nearly all behavioral health and substance use disorders.

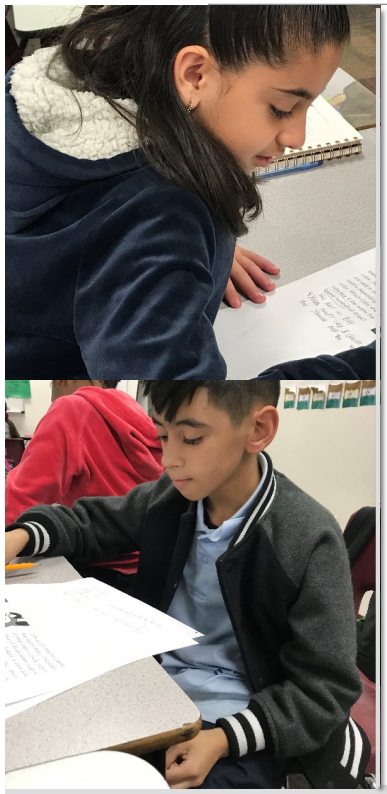
There is hope. Children CAN AND DO recover from traumatic events, and YOU can play an important role in their recovery.

- **A critical part of children's recovery is having a supportive caregiving system**, along with access to effective treatments, and service systems that are trauma informed.

Substance Abuse and Mental Health Services Administration (SAMHSA)

Resources for Educators





- https://www.samhsa.gov/child-trauma/understanding-child-trauma
- https://www.samhsa.gov/sites/default/files/programs_campaigns/nctsi/nctsi-infographic-full.pdf
- https://childmind.org/article/how-trauma-affects-kids-school/
- https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/
- http://neatoday.org/2019/07/10/inside-a-trauma-informed-classroom/
- http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx
- https://www.schoolcounselor.org/asca/media/asca/ASCAU/Trauma-Crisis-Management-Specialist/TransformingSchools.pdf

Upcoming Events

Webinar Series Understanding Trauma in our Schools - ASBA/Canyon PD
https://azsba.org/events/school-trauma-webinars/#1531431066513-3bbbfc12-9c66

- February 12, 2020; 3:30-4:30 – Making the Case for Trauma Informed Education Supports
- March 4, 2020; 3:30-4:30 – Systematic Approaches to Trauma Informed Education Supports
- May 6, 2020; 3:30-4:30 – Trauma Informed Education Supports: A Legal Perspective

Equity Webinar Series - ASBA https://azsba.org/events/equity-webinar-series/

- February 19, 2020; 12:00-1:00 – Advancing Equity Through Deeper Learning: Allies
- March 18, 2020; 12:00-1:00 – Advancing Equity Through Deeper Learning: Special Education
- April 15, 2020; 12:00-1:00 – Advancing Equity Through Deeper Learning: Gifted Education

Summit on School Safety, Security and Trauma Informed Practices - ABEC/ASA/MCSO/GCU
http://www.azbec.org/2020-summit-on-school-safety-security-and-tra

- May 7 and 8, 2020; held on GCU's main campus; 3300 W. Camelback Road Phoenix, AZ 85017

THANK YOU FOR JOINING OUR WEBINAR

PLEASE PROVIDE FEEDBACK AT

http://bit.ly/ASBAGCUWebinar