Welcome!

Building Resilience
in Students Impacted by
Adverse Childhood
Experiences | A Whole-Staff Approach

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Foreword by Gary Howard

Building Resilience

with Ricky Robertson

@Teach4Trust

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Learning Intentions

Participants will:

- **deepen** their understanding of the prevalence and impact of ACEs and trauma.

- **expand** their capacity to foster resilience and success for their students and themselves.

- **explore** the relationship between equity, trauma-informed practices, social-emotional learning, and restorative justice practices.

- be **introduced** to culturally responsive practices to support the behavioral, social-emotional, and academic success of all students, especially those impacted by ACEs and trauma.

- **develop** next steps to implement a multi-tiered trauma-informed framework in their schools.

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Success Criteria

To maximize the results of the PD, participants will need to be able to:

- view **behavior as a form of communication** and respond in ways that address students' needs for safety, belonging, and feeling valued.

- teach and lead in ways that **affirm** students in their cultures and identities.

- practice self-care & engage in building-wide efforts to support **educator resilience**.

- advocate for the implementation of **restorative practices** that build community, restore relationships, and repair harm.

- identify bias-based beliefs, practices, policies & take action to **transform** them.

- complete a school self-assessment to identify **next steps**.

ProQOL Scale

Professional Quality of Life

Compassion Satisfaction

Compassion Fatigue

Burnout ←→ Secondary Trauma
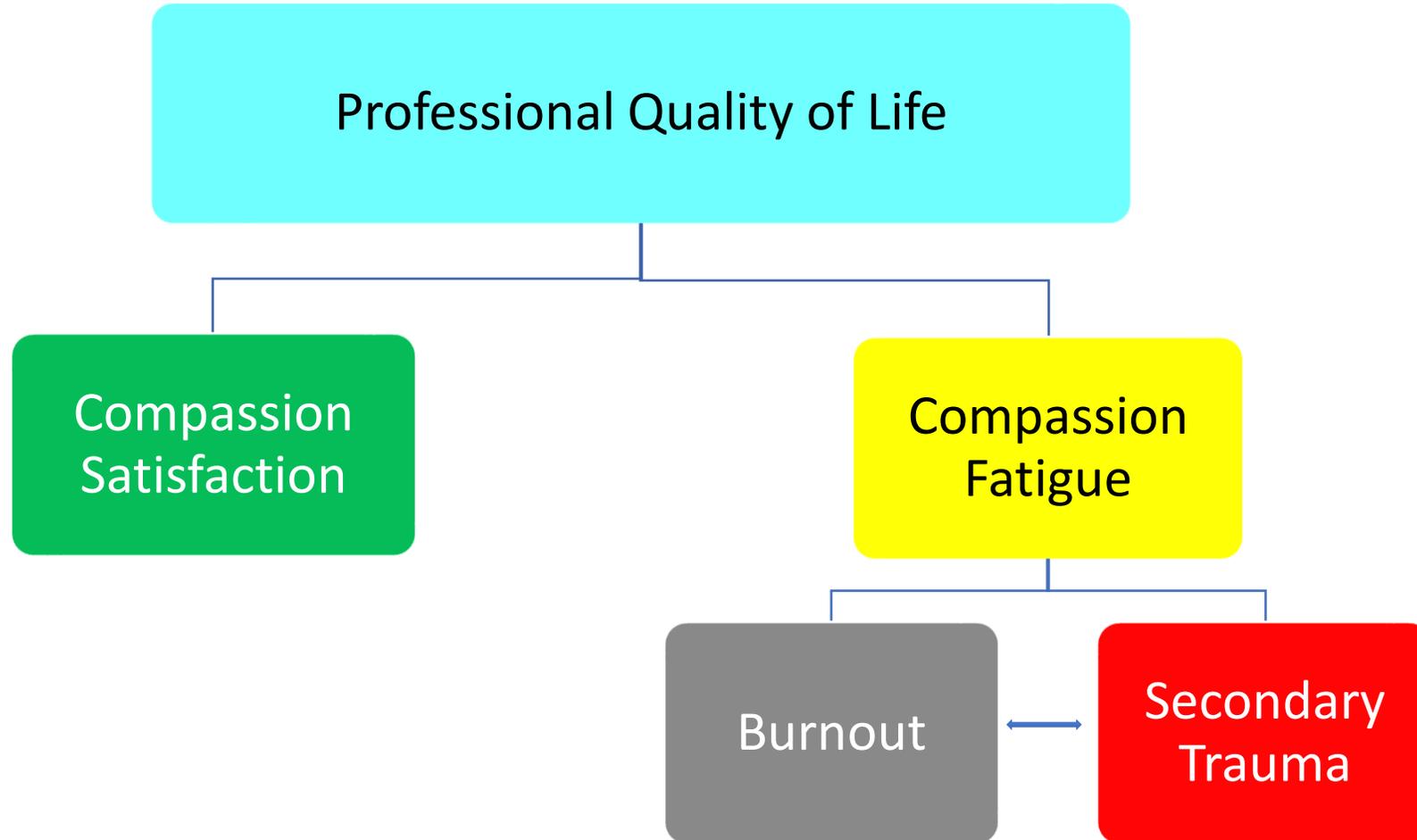
Personal Resilience Strengths: What Resilience Looks Like

SOCIAL

Social Competence

- Responsiveness
- Communication
- Empathy/caring
- Compassion
- Altruism
- Forgiveness

EMOTIONAL

Autonomy

- Positive Identity
- Internal locus of control
- Self-efficacy/mastery
- Initiative
- Humor
- Self-awareness
- Resistance
- Adaptive distancing

COGNITIVE

Problem-solving

- Planning
- Flexibility
- Critical thinking/insight
- Resourcefulness

MORAL/SPIRITUAL

Sense of Purpose & Future

- A special interest/hobby
- Goal directedness
- Imagination/creativity
- Achievement motivation
- Educational aspiration
- Persistence
- Optimism/hope
- Faith
- Sense of Meaning

Bonnie Benard
Resiliency: What We Have Learned, 2004

Resilient School Systems

What practices are in place in your school that foster educator resilience? What practices/systems would you like to see put in place?			
Social Competence	**Autonomy (Emotional)**	**Problem-Solving (Cognitive)**	**Sense of Purpose**

1. How do we build and maintain positive relationships among staff?

2. How do we honor and encourage our health and well-being? (Self-Care & Self-Regulation)

3. How do we support one another in responding to problems and challenges?

4. How do we celebrate our successes while continually improving our practice?

School in WA state – 50% staff turnover from 2017-18

Had the right ingredients, but…

- RULER (Yale Center) & PBIS

- Support staff – including 2 licensed clinical social workers, behavior specialist

- Young, inexperienced teacher corps

Had no collective agreement on WHY & HOW to work well with each other.

Chapter 1
2nd grade
Adverse childhood experiences (ACEs)
* New normal
poverty & technology
(higher rates of trauma, less parental support)
- tramautic events that occur before the age of 18.
- Abuse (emotional, physical, sexual)
- Family/household challenges (domestic violence, substance abuse, mental illness, divorce, incarceration)
- Neglect (emotional, physical)
- Most prevalent ACEs impacting kids (2012)
1. poverty 3. death of close family member 5. living with anyone mentally ill/suicidal/depressed 7. exposure to domestic violence
2. divorce 4. incarceration 6. substance abuse at home 8. exposure to community violence

Chapter 2: Put on Your Own Oxygen Mask Before Helping Others
Compassion Fatigue → gradual decline in feelings
hopelessness depression anxiety
* Prof. Dev. & soc/emo curriculum tend to focus solely on the child and not staff
* Self-care → happens when we experience a traumatic event
* Creating individual self care plant measurable

Collaboration Problem-solving

Staff led Professional Development

Chapter 4
"The Effects of Trauma on the Brain"
- Fight, flight or freeze
  └ shutting down or acting out to feel safe
- impacts on learning
  - internalization → ↑ anxiety
  - externalization → impacts self regulation
* impacts focus, ability to recall information
6+ ACE's = ~100% chance to recieve SPED services
Tips for teachers:
- processing with students
- routines & structure
- explicit, positive feedback
Katie Amber Claire Pia Carrie

CHAPTER 6
- Student support is life changing.
- Relationships reveal student issues.
  - Not all problems are disruptive/apparent
- School leadership matters most.
- General Ed & support are first responders
- Interdisciplinary approach promotes multiple areas of growth.
- Q-TIP-Quit taking it personally!
- Engage students in relevant & appropriate jobs/responsibilities
- Highlight ACE's survivors Walt Disney, Oprah, 50 cent

Autonomy

Chapter 5:
- Building relationships comes before learning → TRUST
- Trauma Strategies: Trust, Talk, Feel, Repair
  └ restorative conversations practices
  Listening to student talk
  validating emotions
- School & Classroom Culture
  → creating a safe learning environment
  → RTI: response to intervention (Tier 1, 2, & 3)
  └ PBIS & academic response
- Leadership and modeling matters
- Differentiating Discipline
♡ 4th/5th Team

Sense of purpose

CHAPTER 8 (Smith, Saucedo, Thomas, Mami, & Hansen)
* Blame is replaced w/ compassion = understanding to develop trauma-informed practices.
* Looking at Data through a trauma informed lense.
Step 1: Assessing Capacity: Know your school community.
Step 2: Building Capacity: Leadership/intervention teams indentify tiered priorities for student growth.
Step 3: Implementation: Tiered intervention teams drive process. Vision goals + action plans of 5 areas.
Step 4: Evaluating Program effectiveness. Data informs decision-making based on the 3 tiers. Data for targeted interventions. NEXT STEPS FOR MADRONA

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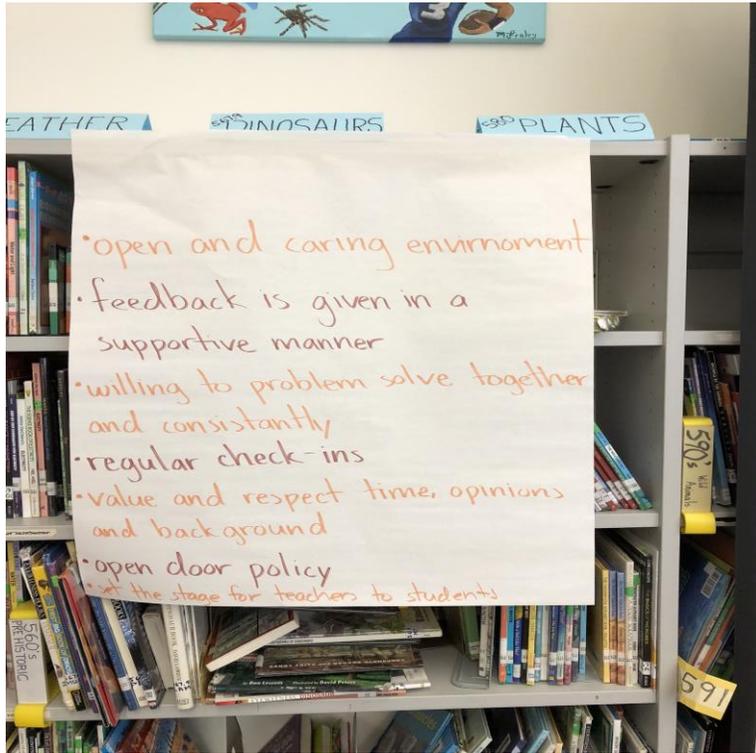
My personal needs
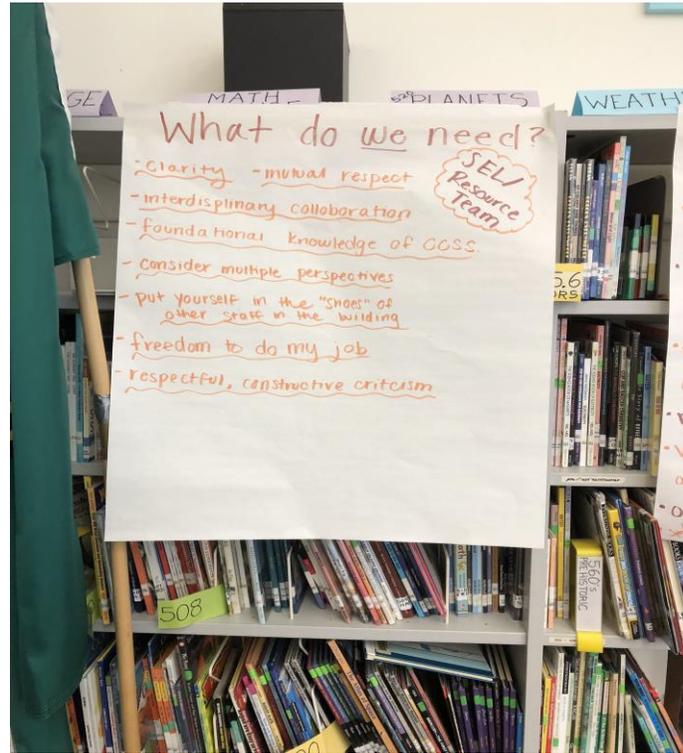
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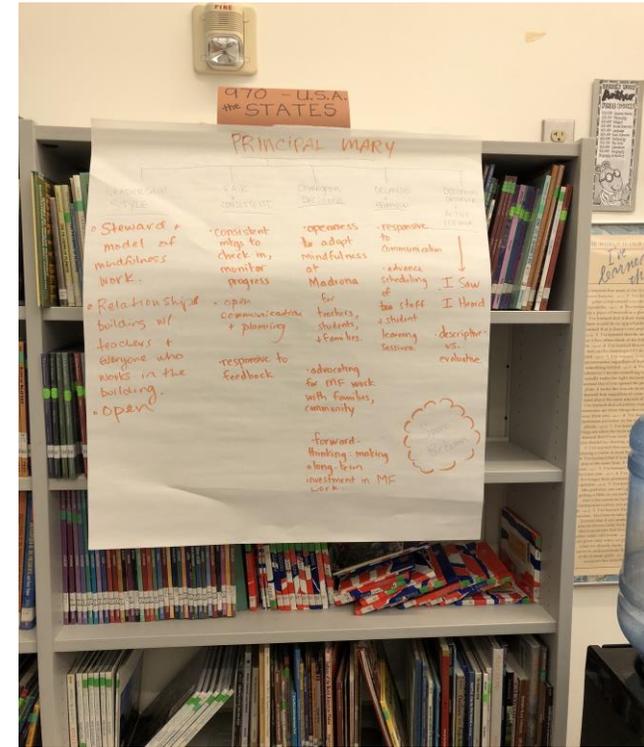
Staff needs of Principal

Steps for Building Educator Resilience

Vision & Mission are guided by PATH values & behaviors

PROFESSIONAL, ATTENTIVE, THOUGHTFUL, HARDWORKING

Explicitly defined to detail teaching and student behavior expectations

Students are taught behaviors. Staff models behaviors. Families are informed & reminded about expectations.

PATH values are reviewed an all school assembly and reiterated in classrooms after each vacation break.

Significant reduction in behavior referrals. School didn't need our services after the first year.
Last checked data was February 2020- right before school closure
6 students @ high end of Tier I
9 students @ Tier II
6 students @ Tier III
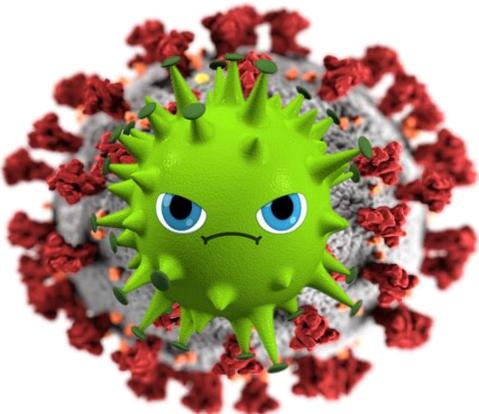
1. District offered no online instruction for students for the 1st two weeks citing EQUITY issues.

2. So, Principal held ZOOM meetings with staff to check in w/them & then discuss ways to contact families and assess their needs.
   - All classroom teachers contacted their students
   - Her SEL & Support staff (counselor, 2 community therapists
     secretary contacted needier families based)

3. Principal revised school budget to purchase gift cards & PSTA used their budget to create food baskets & purchase gift cards.

4. As of May 25th:
- All teachers are e-teaching & all students have Chromebooks.
- However, 10 families do not have wi-fi access. Still working to get district support for Hotspots for these families.
- Instructional certificated & non-certificated staff, Office staff, support teachers in ZOOM class meetings.
- SEL Team created PATH online expectations for teachers to use with students. They also have counseling sessions with groups (mindful of confidentiality) and offer coping supports. Some families have taken advantage and have asked for all to participate.

Prevalence & Impact of ACEs & Trauma
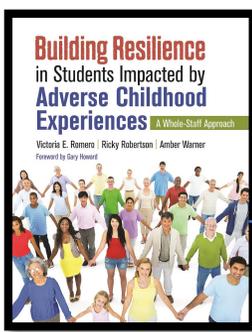
Adverse Childhood Experiences

In 1997, Felitti & Anda defined ACEs as:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Physical Neglect
- Emotional Neglect
- Death of a parent
- Domestic Violence
- Incarceration of a parent
- Person in the home suffering from mental illness
- Abandonment due to separation, divorce, etc.
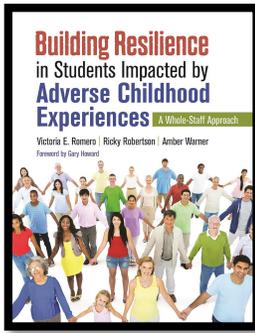
ACEs are…

Common

Cluster

Have a dose-relationship with long-term health disparities
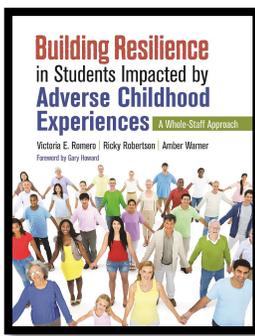
Long Term Health Effects

- Alcoholism and substance abuse
- Heart disease
- Cancer
- Depression
- Anxiety
- Emphysema
- Liver disease
- Poor work performance
- Financial stress
- Long-term unemployment

- Sexually transmitted infections
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Risk for intimate partner violence

# 3 Realms of Aces from the ACEs Connection
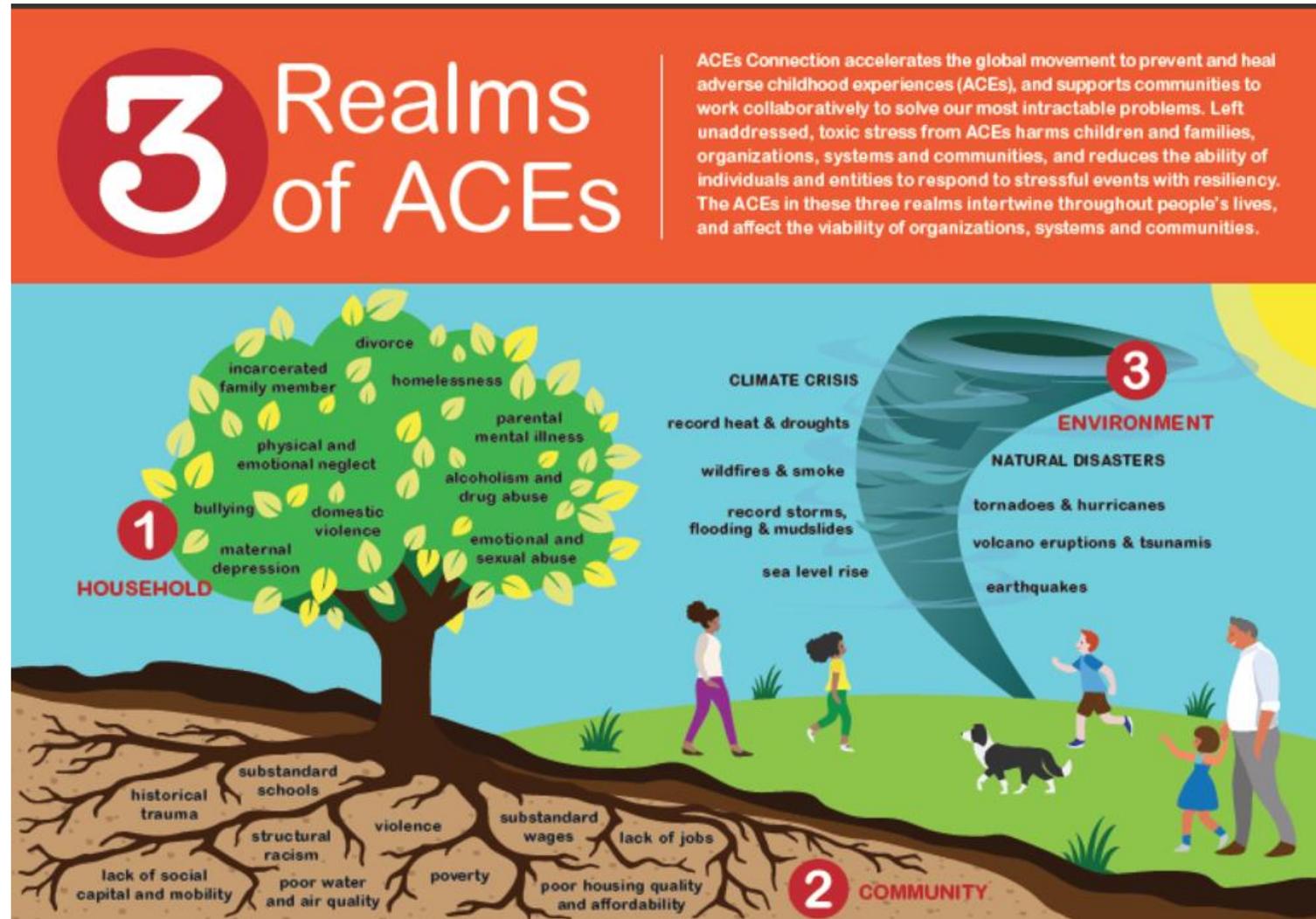
Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.
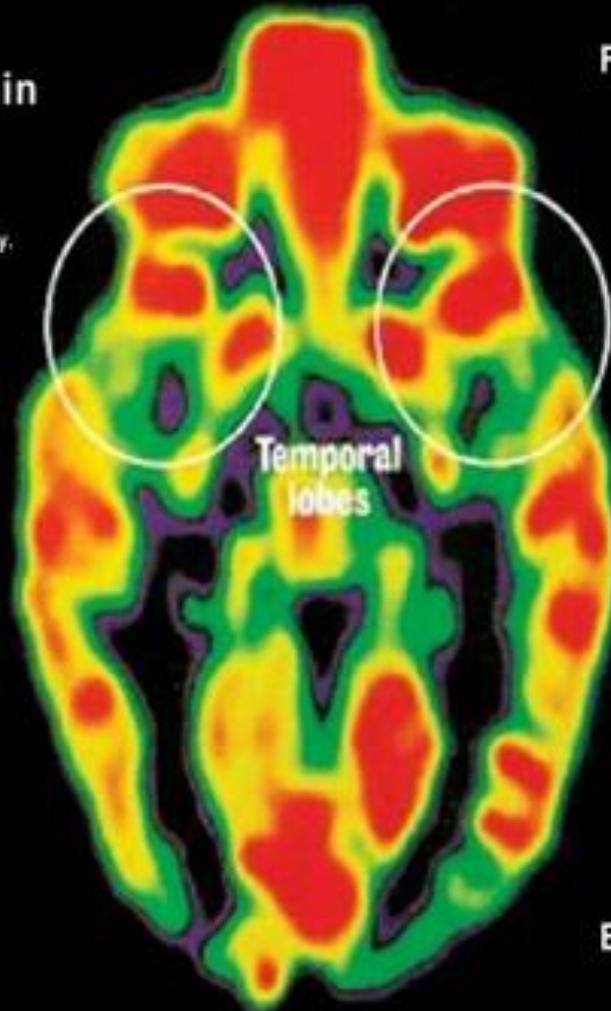
Front

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was instutionlized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top),which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

Temporal lobes

Back

MOST ACTIVE   LEAST ACTIVE
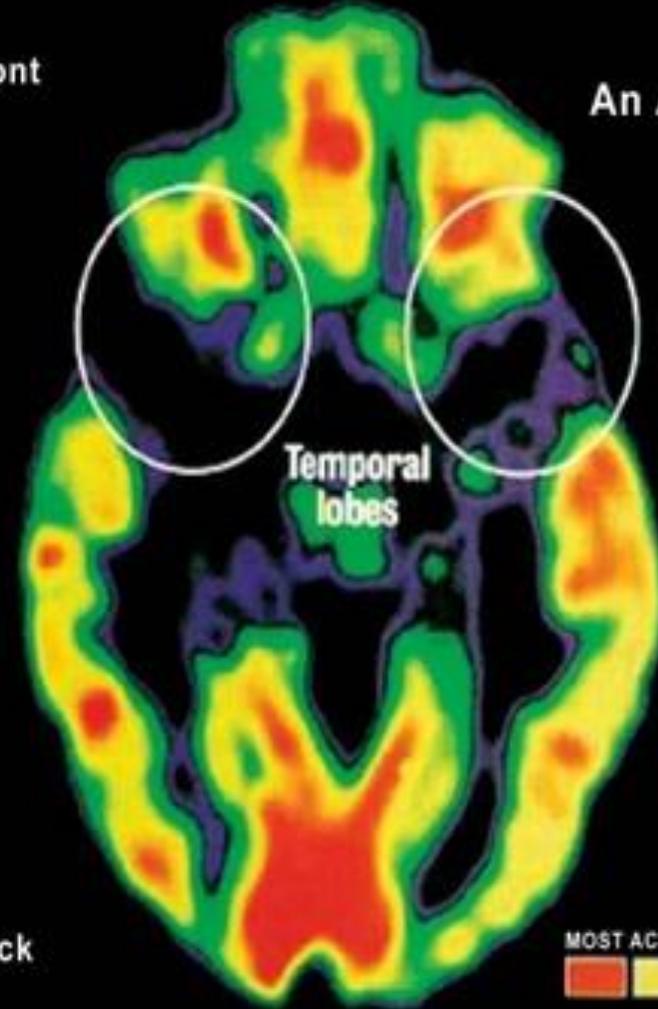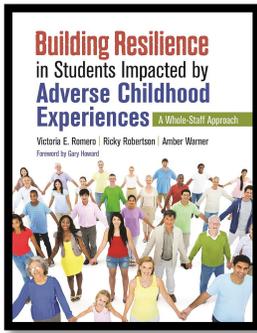
Educational Outcomes for Students living with ACEs

- **2.5 times more likely to fail a grade**

- **Disproportionately represented in special education**

- **Significantly more likely to be chronically absent**

- **Achieve lower scores on standardized tests**

- **More likely to be suspended or expelled due to behavioral problems**

- **More likely to drop out**

Delaney-Beck et. al., 2002; Sanger et al., 2000; Shonk & Cichetti, 2001; Grevstad, 2007

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Understanding how ACEs impacts behavior,
# I can PLAN for it!

Internalization

Externalization

- Anxiety
- Low Self-Esteem
- Perfectionism
- Social Withdrawal
- Depression

- Aggression
- Tantrums
- Disruptive
- Non-Compliant
- Impulsive

The **externalizers** grab our attention while the **internalizers** often suffer in silence.
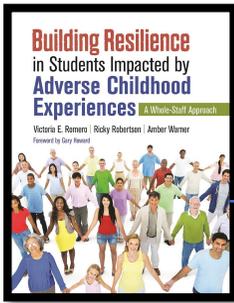
Behavior is a Form of Communication

Through their behavior, many of our students are communicating a fundamental need for safety, belonging, and feeling valued within healthy, protective relationships.

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Keep in Touch!

- Ricky Robertson

If you have questions, please reach out to me via Twitter or e-mail:
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Thank you!

For more information, visit:
www.buildingresilienceinstudents.com

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