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

[Diagram showing Adverse Childhood Experiences (ACEs) and Adverse Community Environments (ACEs), including Maternal Depression, Physical & Emotional Neglect, Divorce, Mental Illness, Incarceration, Domestic Violence, Homelessness, Poverty, Discrimination, Violence, and Lack of Opportunity, Economic Mobility, & Social Capital].
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.”

ACEs Don’t Explain Everything

Many Individuals with High ACE Scores Do Not have Poor Health Outcomes
Out of 100 people...

33% Report No ACEs
  With 0 ACEs
    1 in 16 smokes
    1 in 69 are alcoholic
    1 in 480 use IV drugs
    1 in 14 has heart disease
    1 in 96 attempts suicide

51% Report 1-3 ACEs
  With 3 ACEs
    1 in 9 smokes
    1 in 9 are alcoholic
    1 in 43 use IV drugs
    1 in 7 has heart disease
    1 in 10 attempts suicide

16% Report 4-10 ACEs
  With 7+ ACEs
    1 in 6 smokes
    1 in 6 are alcoholic
    1 in 30 use IV drugs
    1 in 6 has heart disease
    1 in 5 attempts suicide
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 methamphetamine 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%
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.”

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


**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 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 intelligence 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!
Time Traveling to 4 Destinations

Education and Career  | Hobbies and Recreation  | Home and Family  | Community and Service

Ready to visit your future?

kidsathome.org
3 Year Desert Oasis Elementary School Referral Data Review

1st Semester By Grade

Total # of Referrals

2017-2018
2018-2019
2019-2020
3 Year Desert Oasis Elementary School Disposition Data

1st Semester Dispositions

- Detention
- ISS
- OSS
- Parent Conference
- Parent Notification
- Privileges Suspended
- Reassignment
- Restitution
- Student Conference
- Apology
- Warning
- Peer Mediation
- Work Detail
- No Action
- Meeting With Counselor

Implicit Bias
Peer Mediators
Restorative Justice
10
Kids at Hope
Parent training
Peer mediation
Professional Development
Counseling
Playworks
Trauma
Positive Behavior
Intervention System
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://childmind.org/article/how-trauma-affects-kids-school/
- https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/
- 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/#1531431066513-3bbbf12-9c66
- 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