Three Workshop Goals

My Hope is to Inspire

My Desire is to Nurture

My Intent is to Connect
Three Self-Care Tools

Monitor & Moderate Self

Intentional Breathing

Utilize Social Skills
Trauma: Toxic Stress and the Developing Brain

A NEW UNDERSTANDING
Trauma Definition

The U.S. Department of Health and Human Services Defines

**TRAUMA** as the **RESULT** of “an **EVENT**, series of events or set of circumstances that is **EXPERIENCED** by an individual as physically or emotionally harmful or life threatening and that has a lasting adverse **EFFECTS** on the individuals functioning and mental, physical, social, emotional or spiritual well-being”
A New Understanding

For the purpose of this workshop and this video I am about to show you I want us to understand...

**Trauma as Toxic Stress**
How Brains Are Built
How Brains Are Built
A New Understanding

What is Childhood Trauma?
A New Understanding

What is Childhood Trauma?

Childhood Trauma **CAN** results from any childhood **EVENT**, series of events and or circumstances that a child **EXPERIENCES** that result in **TOXIC STRESS** that has an adverse **EFFECT** on a child's developing brain.
A New Understanding

Childhood Trauma **CAN** results from any childhood **EVENT**, series of events and or circumstances that a child **EXPERIENCES** that result in **TOXIC STRESS** that has an adverse **EFFECT** on a child's developing brain.

**IMPORTANT CONSIDERATION**

- A more **Objective Perspective** of Trauma
- Resiliency Factors **Can** mitigate Adverse Effects on Brain Development
Group Discussion

A. What does a **Subjective Perspective** of trauma look like?

B. How might that influence a person’s interaction with a child who has experienced trauma?

C. What are some possible **Resiliency Factors** a student might have?

D. How might they serve to mitigate adverse effects on brain development?
Group Discussion

A. What does a **Subjective Perspective** of trauma look like?

B. How might that influence a person’s interaction with a child who has experienced trauma?

C. What are some possible **Resiliency Factors** a student might have?

D. How might they serve to mitigate adverse effects on brain development?
A New Understanding

Childhood Trauma CAN results from any childhood EVENT, series of events and or circumstances that a child EXPERIENCES that result in TOXIC STRESS that has an adverse EFFECT on a child's developing brain

IMPORTANT CONSIDERATION
A New Understanding

Childhood Trauma can result from any **CHILDHOOD** event, series of events and or circumstances that a child **EXPERIENCES** that result in toxic stress that has an **ADVERSE** effect on a child's developing brain.

**IMPORTANT CONSIDERATION**

The ACE’s Study
A New Understanding

Childhood Trauma can result from any **CHILDHOOD** event, series of events and or circumstances that a child **EXPERIENCES** that result in toxic stress that has an **ADVERSE** effect on a child's developing brain.

**IMPORTANT CONSIDERATION**

Trauma = **TOXIC STRESS** = ACE’s
A New Understanding

Childhood Trauma can results from any **CHILDHOOD** event, series of events and or circumstances that a child **EXPERIENCES** that result in toxic stress that has an **ADVERSE** effect on a child's developing brain.

**IMPORTANT CONSIDERATION**

Trauma = **TOXIC STRESS** = ACE’s

**EFFECTS THE WAY A CHILD’S BRAIN IS BUILT**
A Brief Introduction to the ACE’s Study
Three Self-Care Tools

Monitor & Moderate Self

Intentional Breathing

Utilize Social Skills
Trauma 101

Overview

Increasingly we at ENP are becoming more aware of the many different adversities families in our communities face. This Trauma 101 resource page is just one more way ENP is working to connect and equip churches and other community partners to serve in every neighborhood.

What’s Your ACE Score?

START THE QUIZ

Resource Links

General ACES Information
- ACES Infographic
- CDC ACES Study
- Our Kids Website
- Fresno TCM Action Forum
- American Pediatrics Study on ACES

What’s Your Score?
- Take The ACE’s Survey here

Get Connected
- ACE’S Connection – An online networking community to learn more about ACE’S
A Brief Introduction to the ACE’s Study
The ACE’s Study
The ACE’s Study In Focus

“There is a powerful relationship between our emotional experiences as children and our physical and mental health as adults”...

Felitti, VJ. The Relationship of Adverse Childhood Experiences to Adult Health: Turning Gold into Lead

The three types of ACEs include

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce
The ACE Study revealed:
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
The ACE’s Study In Focus

- Improper Brain Development
- Impaired learning ability & social and emotional skills
- Lower language development
- Higher risk for health related problems
- Anxiety
- Smoking, alcoholism & drug abuse
The ACE’s Study In Focus

Social Cycle Associated with a High ACE Score

1. Adverse Childhood Experiences
   - Abuse, Neglect & Household Dysfunction

2. Social, Emotional, Cognitive Impairment
   - You abuse others, causing ACE cycle to continue

3. Stress, Anger, Confusion, Anxiety Resulting in Self-centeredness

4. Adoption of Health Risk Behaviors & Habits

5. Disconnected to Parents & Others, Self-Centered

6. Disease, Disability, & Social Problems

7. Early Death (On average 20 years early)
Social Cycle Associated with a High ACE Score

1. Adverse Childhood Experiences
   - Abuse, Neglect & Household Dysfunction

7. Early Death
   (On average 20 years early)
   - You abuse others, causing ACE cycle to continue

6. Disease, Disability, & Social Problems

5. Disconnected to Parents & Others, Self-Centered

4. Adoption of Health Risk Behaviors & Habits

3. Stress, Anger, Confusion, Anxiety Resulting in Self-centeredness

Disruptive Neurodevelopment
The ACE’s Zip Code Scenario
A Group Exercise
The ACE’s Zip Code Scenario

THE ACE’s ZIP CODE SCENARIO

Step One: Recognizing your students Social Economic Variables

- **Andy** – Lives in a community with low Poverty, < 20% of residents experiencing poverty, his community has the healthiest health score and the lowest rates of community violence
- **Cindy** – Lives in a community with moderate Poverty, 20-39% of residents experiencing poverty, her community has average health score and moderate rates of community violence
- **Billy** – Lives in a community high concentrations of Poverty; > 40% of residents experiencing poverty, his community has the lowest health score and the highest community violence

Step Two: Recognizing the correlation between Social Economic Status and the prevalence of Adverse Childhood Experiences (ACE’s)

1. **ANDY** – Roll Die 1x (odd = 0 ACE) (even = 1 ACE)  
   - 0 ACE
   - 1 ACE = Divorce or Physical Neglect (Economic Hardship)

2. **CINDY** – Roll Die 1x (odd = 2 ACE) (even = 3 ACE)  
   - 2 ACE = Divorce, & Physical Neglect (Economic Hardship)
   - 3rd ACE roll 1x identify 3rd ACE using the 10 ACE’s Key Below
     - 3rd ACE

3. **BILLY** – Roll Die 1x (odd = 4 ACE) (even = 5)  
   - 2 ACE = Divorce, & Physical Neglect (Economic Hardship)
   - 3rd - 5th ACE roll 1-3 x identify 3rd, 4th and 5th ACE using the 10 ACE’s Key Below
     - 3rd ACE
     - 4th ACE
     - 5th ACE

10 ACE’s Key: (1) Physical Abuse (2) Emotional Neglect (3) Sexual Abuse (4) Relative Incarceration (5) Substance Abuse (6) Domestic Violence

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2. According to the Research Brief by Child Trends in 2014, Economic hardship is the most common adverse childhood experience (ACE) reported nationally and in almost all states, followed by divorce or separation of a parent or guardian.
### The ACE’s Zip Code Scenario

#### THE ACE’s ZIP CODE SCENARIO

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**Step Two:** Recognizing the correlation between Social Economic Status and the prevalence of Adverse Childhood Experiences (ACE’s)

1. **ANDY** – Roll Die 1x (odd = 0 ACE) (even = 1 ACE) **ACE SCORE** 0
   - 0 ACE
   - 1 ACE = Divorce or Physical Neglect (Economic Hardship)

2. **CINDY** – Roll Die 1x (odd = 2 ACE) (even 3 ACE) **ACE SCORE** 2
   - 2 ACE = Divorce & Physical Neglect (Economic Hardship)
   - 3rd ACE roll 1x identify 3rd ACE using the 10 ACE’s Key Below
     - 3rd ACE ______________________________________________________________________

3. **BILLY** – Roll Die 1x (odd = 4 ACE) (even = 5) **ACE SCORE** 2
   - 2 ACE = Divorce & Physical Neglect (Economic Hardship)
   - 3rd - 5th ACE roll 1-3 x identify 3rd 4th and 5th ACE using the 10 ACE’s Key Below
     - 3rd ACE ______________________________________________________________________
     - 4th ACE ______________________________________________________________________
     - 5th ACE ______________________________________________________________________

10 ACE’s Key: (1) Physical Abuse (2) Emotional Neglect / Abuse (3) Sexual Abuse (4) Relative Incarceration (5) Substance Abuse (6) Domestic Violence

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1. Kiddos.org, Report Prevalence of Childhood Hardships by Family Income
2. According to a Research Brief by Child Trends in 2014, Economic hardship is the most common adverse childhood experience (ACE) reported nationally and in almost all states, followed by divorce or separation of a parent or guardian.
THE ACE’s ZIP CODE SCENARIO

Directions: Discuss with your group how each of the three students Andy, Cindy, and Billy might compare and contrast from the Ages & Stages and Stages of Development descriptions below. Remember that the description gives a broad view of what a healthy child at that particular stage of development might typically be like and what they typically need. Here are some questions to consider:

1. How might each student’s ACE’s change their “What I’m Like” and “What I Need” description?
2. How might your knowledge of the student’s ACE’s influence your understanding of each student and inform your approach to meeting their needs?
3. What possible strengths might each student have developed as a result of their ACE’s?

FIVE YEARS

What I’m Like: I have good motor control, but my small muscles aren’t as developed as my large muscles for jumping. My activity level is high and my play has direction. I like writing my name, drawing pictures, making projects, and going to the library. I’m more interested now in doing group activities, sharing things and my feelings. I like quiet time away from the other kids from time to time. I may be anxious to begin kindergarten.

What I Need: I need the opportunity for plenty of active play. I need to do things for myself. I like to have choices in how I learn new things. But most of all, I need your love and assurance that I’m important. I need time, patience, understanding, and genuine attention. I am learning about who I am and how I fit in with others. I need to know how I am doing in a positive way. I understand more about things and how they work, so you can give me a more detailed answer. I have a big imagination and pretend a lot. Although I’m becoming taller, your lap is still one of my favorite places.

NINE THROUGH ELEVEN YEARS

What I’m Like: I have lots of energy, and physical activities are important to me. I like to take part in sports and group activities. I like clothes, music, and my friends. I’m invited to sleepovers and to friends’ houses often. I want my hair cut a certain way. I’m not as sure about school as I am about my social life. Those of us who are girls are often taller and heavier than the boys. Some girls may be beginning to show signs of puberty, and we may be self-conscious about that. I feel powerful and independent, as though I know what to do and how to do it. I can think for myself and want to be independent. I may be eager to become an adult.

Discuss with your group how each of the three students Andy, Cindy, and Billy might compare and contrast from the Ages & Stages and Stages of Development descriptions at each age level.
THE ACE’s ZIP CODE SCENARIO

Directions: Discuss with your group how each of the three students Andy, Cindy, and Billy might compare and contrast from the Ages & Stages and Stages of Development2 descriptions below. Remember that the description gives a broad view of what a healthy child at that particular stage of development might typically be like and what they typically need. Here are some questions to consider:

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2. How might your knowledge of the student’s ACE’s influence your understanding of each student and inform your approach to meeting their needs?
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2 https://www.cde.ca.gov/sp/ct/ct/cstagesdevelopment.asp
The ACE’s Zip Code Scenario

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5 Years Old

5:00

2 https://www.cde.ca.gov/sp/oz/et/caqdevelopment.asp
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5:00

9-11 Years Old

2 https://www.cde.ca.gov/sp/ct/az/azdevelopment.asp
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The ACE’s Zip Code Scenario

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2 https://www.cde.ca.gov/sp/ct/me/ceaged.asp
Three Workshop Goals
Three Workshop Goals

My **Hope** is to **Inspire**

My **Desire** is to **Nurture**

My **Intent** is to **Connect**
A New Understanding

A Child’s ACE Score is Not Their Destiny

In fact with a new understanding we can move from viewing students as At-Risk to At-Promise
Three Workshop Goals

My Hope is to Inspire

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My Intent is to Connect
A New Understanding

We Need More Teachers Like

Mrs. Russ

Who will Care
Who will Reach Out
Who will Tap into the Soul of every student to Ignite their At-Promise Potential