

Fresno Pacific University

Teacher Education Professional Development Workshop



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



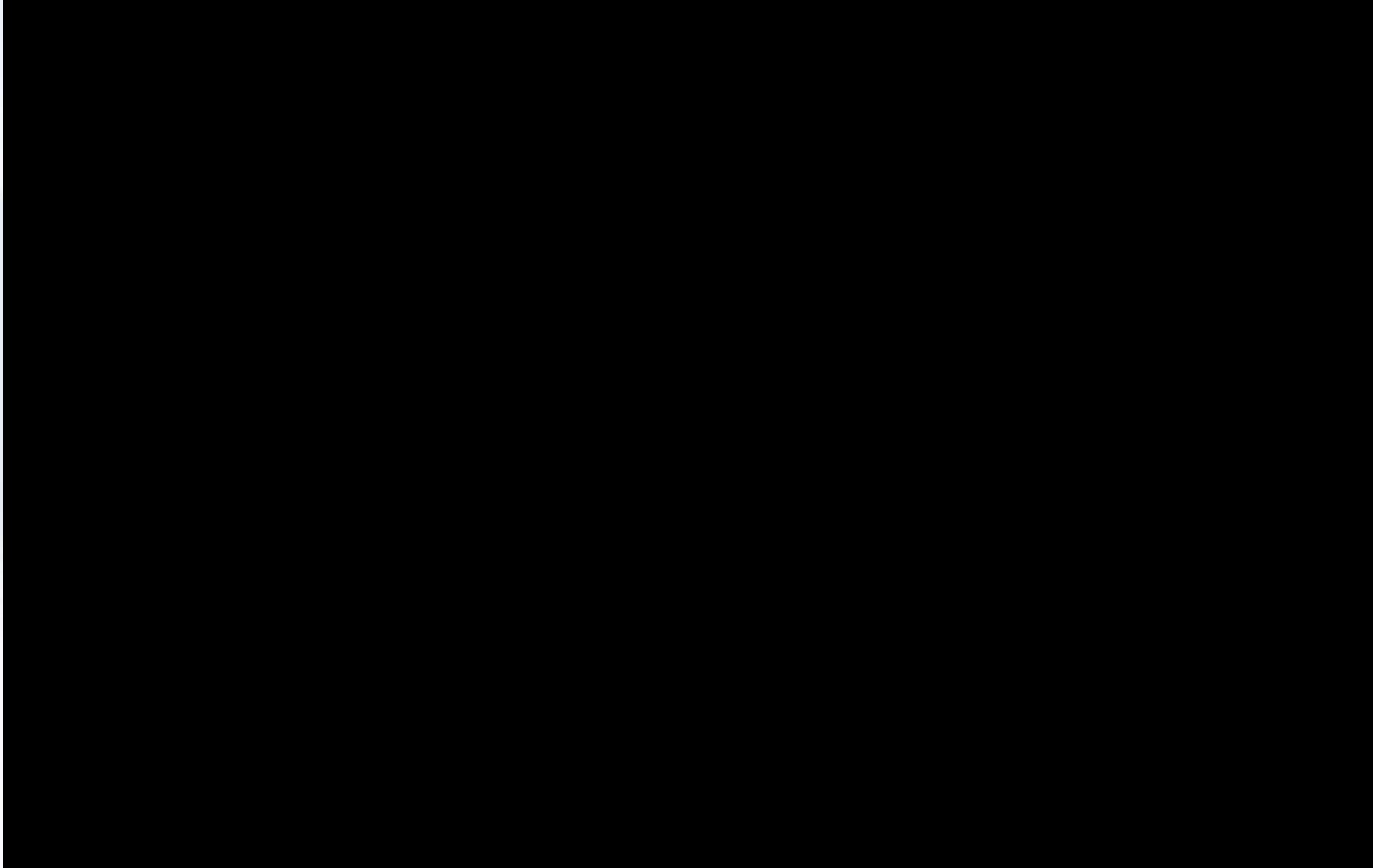
For the purpose of this workshop and this video I am about to show you I want us to understand...

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

3:00

- 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?
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- 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** 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

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 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
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



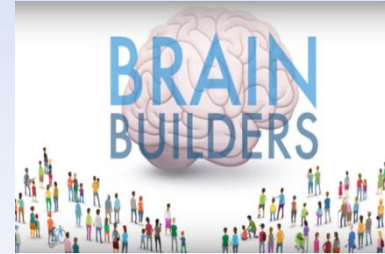
Trauma 101

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

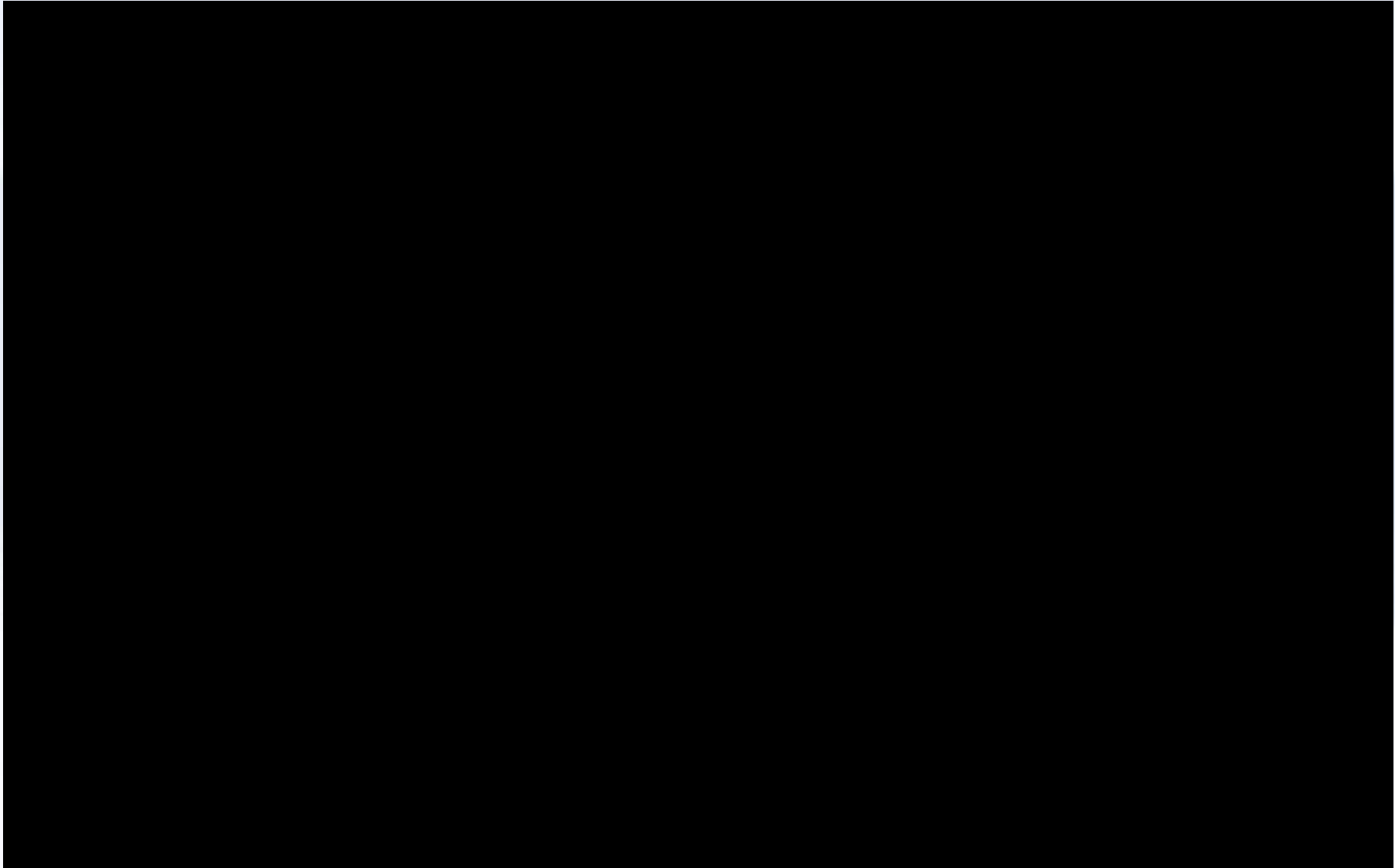
- [ACE'S Connection](#) – An online networking community to learn more about ACE's



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

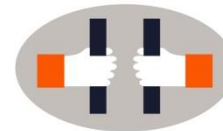


Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

The ACE's Study In Focus

The ACE Study revealed:

Out of 100 People

33%
Report No ACEs

51%
Report 1-3 ACEs

16%
Report 4-10 ACEs

With 0 ACEs

With 3 ACEs

With 7+ ACEs

1 in 16 smokes

1 in 9 smokes

1 in 6 smokes

1 in 69 are alcoholic

1 in 9 are alcoholic

1 in 6 are alcoholic

1 in 480 use IV drugs

1 in 43 use IV drugs

1 in 30 use IV drugs

1 in 14 has heart disease

1 in 7 has heart disease

1 in 6 has heart disease

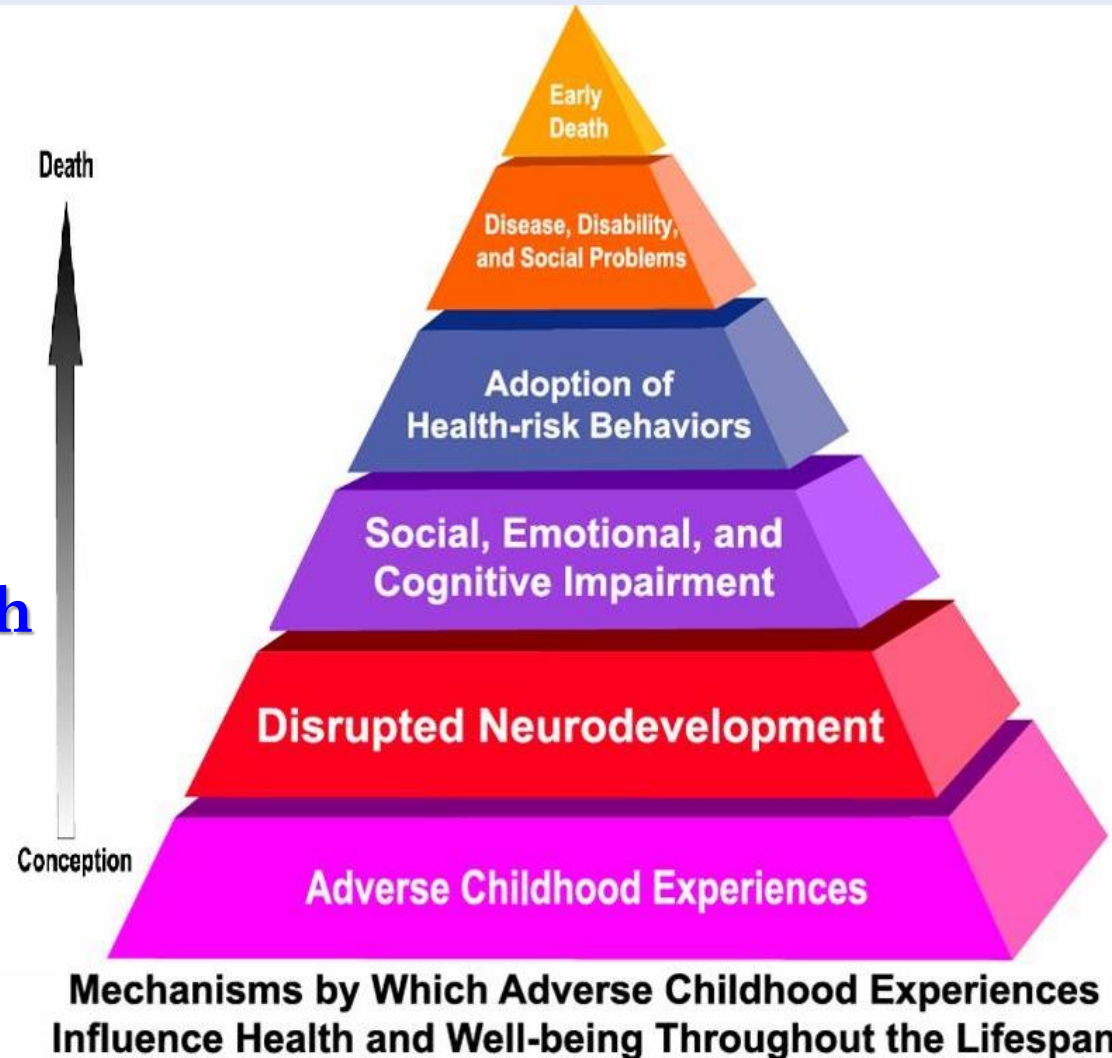
1 in 96 attempts suicide

1 in 10 attempts suicide

1 in 5 attempts suicide

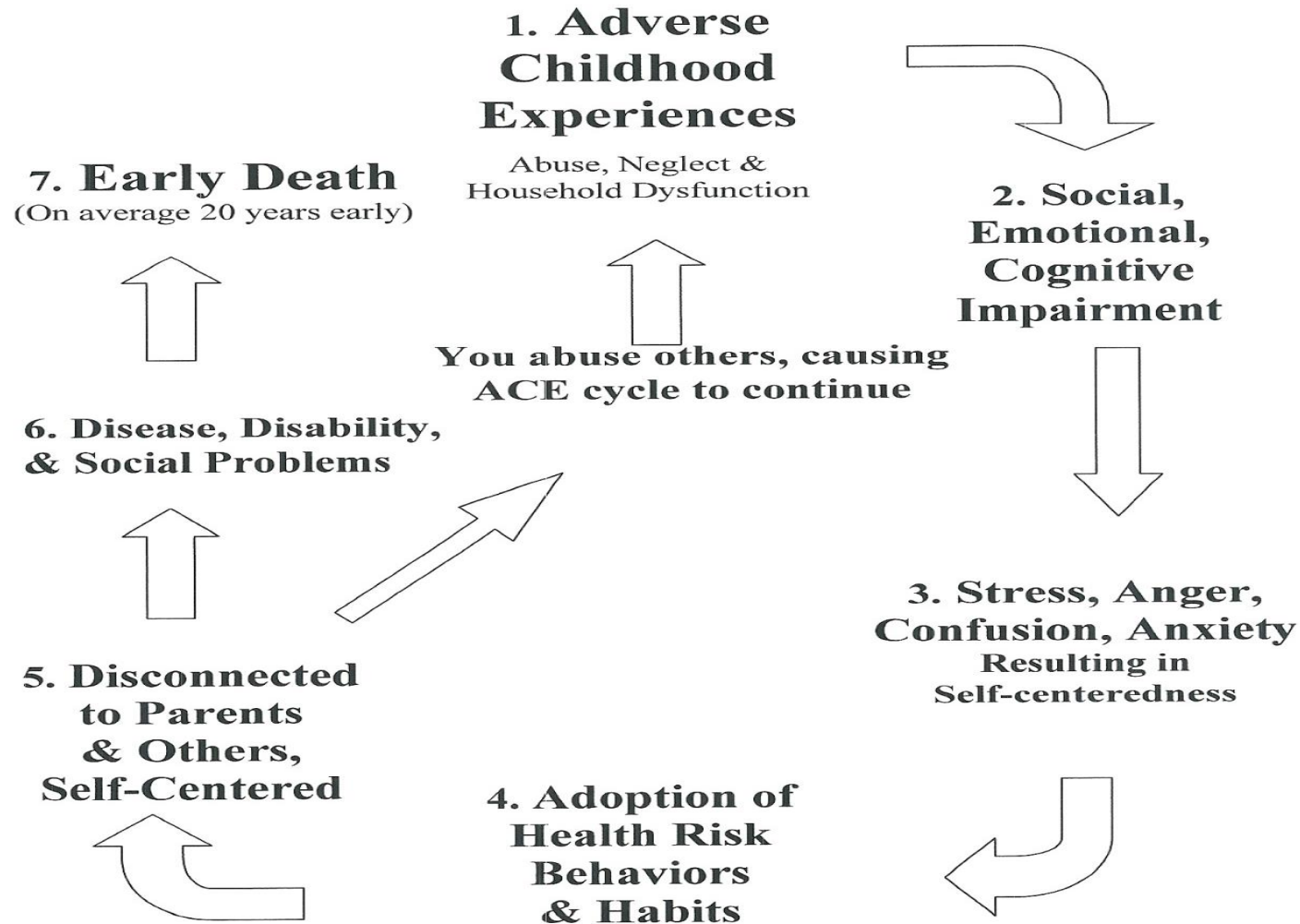
The ACE's Study In Focus

- **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

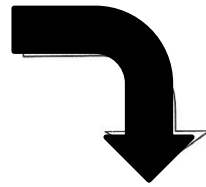


Social Cycle Associated with a High ACE Score

Disruptive Neurodevelopment

1. Adverse Childhood Experiences

Abuse, Neglect & Household Dysfunction



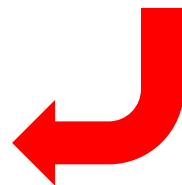
2. Social, Emotional, Cognitive Impairment



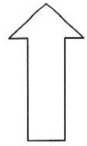
3. Stress, Anger, Confusion, Anxiety
Resulting in Self-centeredness



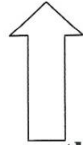
4. Adoption of Health Risk Behaviors & Habits



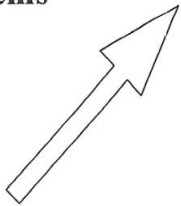
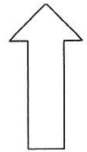
7. Early Death
(On average 20 years early)



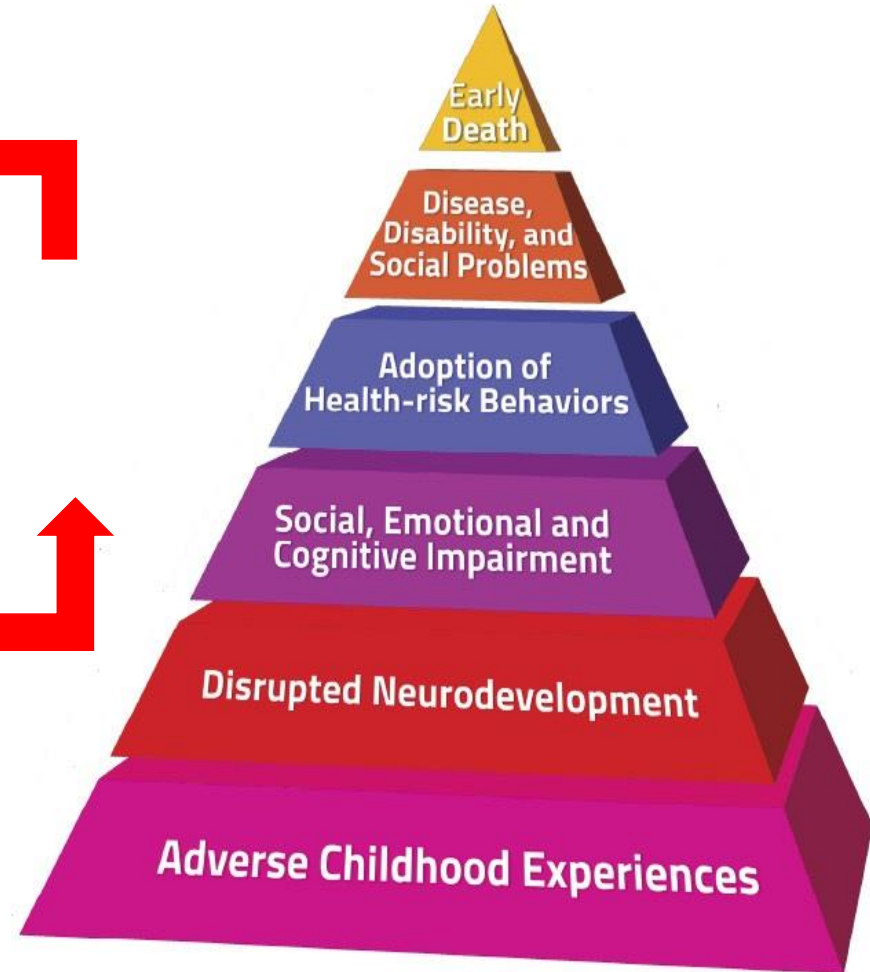
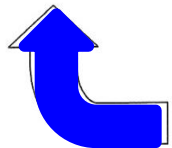
You abuse others, causing ACE cycle to continue



6. Disease, Disability, & Social Problems



5. Disconnected to Parents & Others, Self-Centered



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)²

1. **ANDY** - Roll Die 1x (odd = 0 ACE) (even = 1 ACE) ACE SCORE
 - 0 ACE
 - 1 ACE = Divorce or Physical Neglect (Economic Hardship)²
2. **CINDY** - Roll Die 1x (odd = 2 ACE) (even = 3 ACE) ACE SCORE
 - 2 ACE = Divorce, & Physical Neglect (Economic Hardship)
 - 3rd ACE roll 1x identify 3rd ACE using the 10 ACE's Key Below
 - o 3rd ACE _____
3. **BILLY** - Roll Die 1x (odd = 4 ACE) (even = 5) ACE SCORE
 - 2 ACE = Divorce, & Physical Neglect (Economic Hardship)
 - 3rd -5th ACE roll die 1-3 x identify 3rd 4th and 5th ACE using the 10 ACE's Key Below
 - o 3rd ACE _____
 - o 4th ACE _____
 - o 5th ACE _____

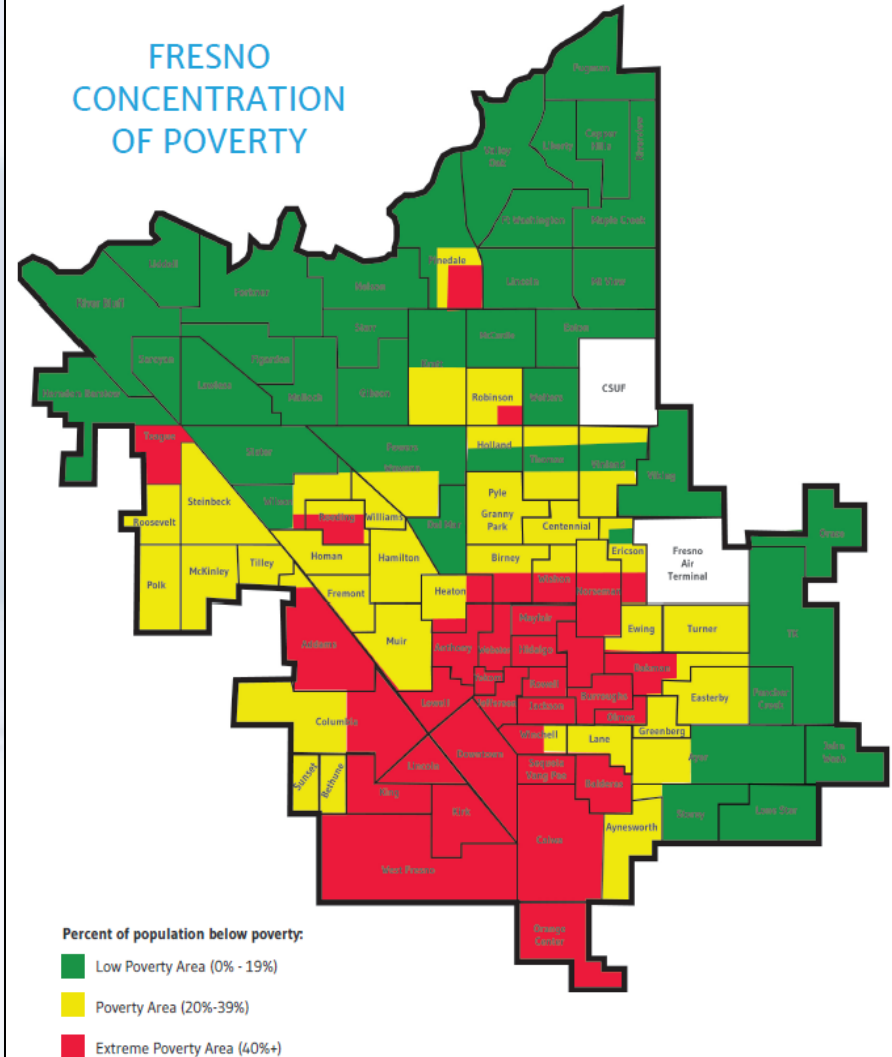
10 ACE's Key: (1) Physical Abuse (2) Emotional Neglect / Abuse (3) Sexual Abuse (4) Relative Incarceration (5) Substance Abuse (6) Domestic Violence

¹ Kidsdata.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.



FRESNO CONCENTRATION OF POVERTY



The ACE's Zip Code Scenario



THE ACE's ZIP CODE SCENARIO

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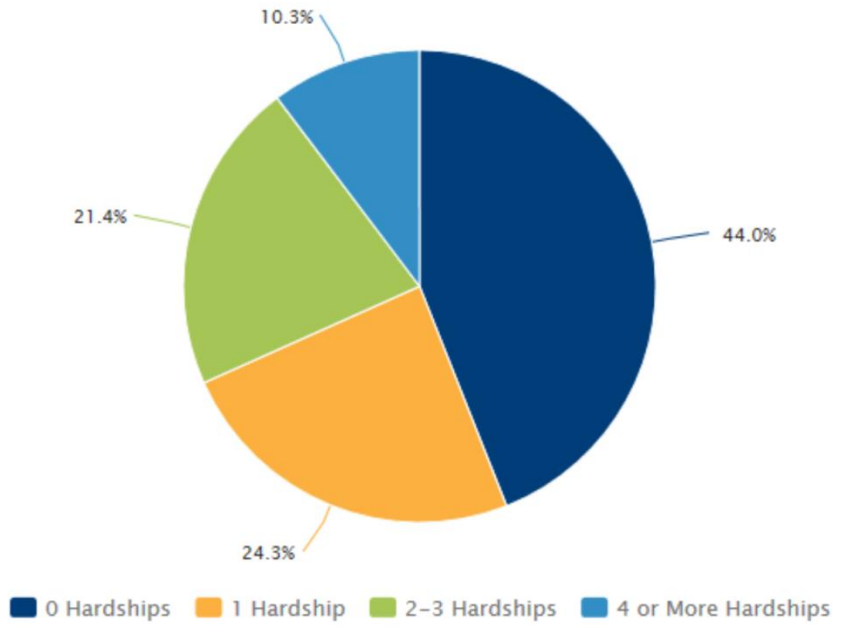
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0-100% of Federal Poverty Guideline

< 23,000 Family 2 Adults/2Children

The ACE's Zip Code Scenario



THE ACE's ZIP CODE SCENARIO

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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.

² <https://www.cde.ca.gov/sp/cd/re/caqdevelopment.asp>

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



THE ACE's ZIP CODE SCENARIO

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5 Years Old

The ACE's Zip Code Scenario



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5 Years Old

5:00

The ACE's Zip Code Scenario



THE ACE's ZIP CODE SCENARIO

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9-11 Years Old

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11-14 Years Old

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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.

² <https://www.cde.ca.gov/sp/cd/re/caqdevelopment.asp>

11-14 Years Old

5:00

Three Workshop Goals



Three Workshop Goals



My Hope is to Inspire



My Desire is to Nurture



My Intent is to Connect



A New Understanding

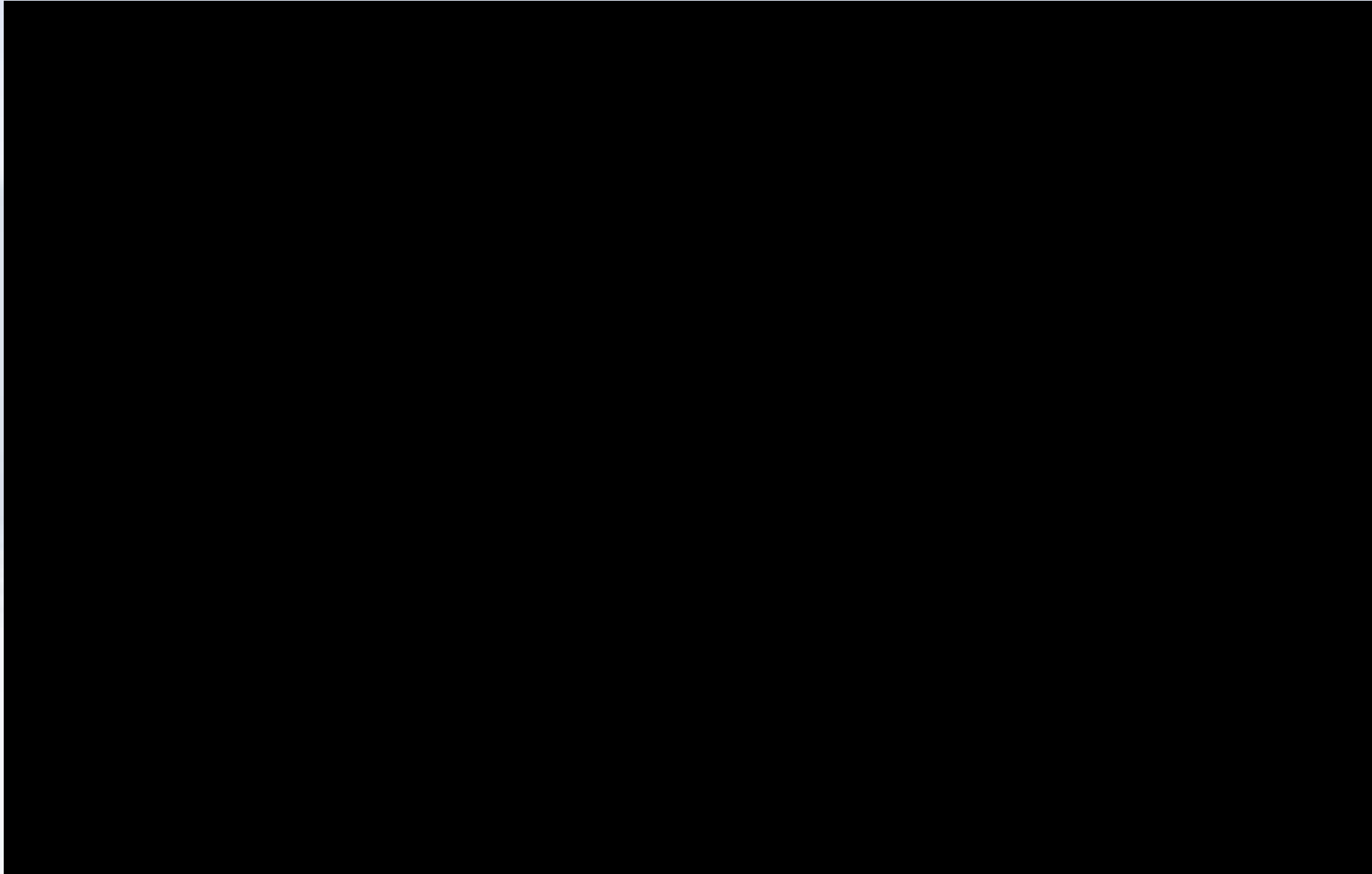
A Child's **ACE Score** is Not Their
Destiny

A faint background image showing a stack of three books with a red apple on top, positioned behind the text.

In fact with a new
understanding we can move
from viewing students as

At-Risk to **At-Promise**

From At-Risk to At-Promise



Three Workshop Goals



My Hope is to Inspire



My Desire is to Nurture



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

Fresno Pacific University

Teacher Education Professional Development Workshop

