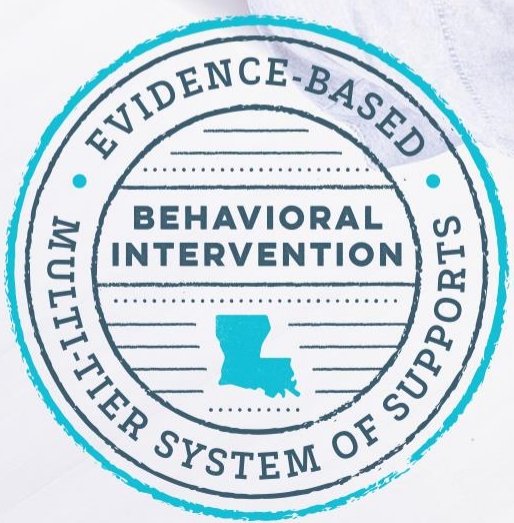
2019 BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

DEPARTMENT of EDUCATION
Louisiana Believes

Recognizing and Responding to Adverse Childhood Experiences Using Trauma- Informed Approaches

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Faculty, The Center For Mind-Body Medicine

The School Justice Partnership

"Few events outside the classroom have as profound an impact on multiple domains of student development as traumatic life experiences"

Stress and Trauma

"Often we carry our lions with us...."

— Dr. James Gordon, Unstuck

The Center for Mind-Body Medicine

Trauma Basics

What is trauma?

- An experience that is perceived as physically or emotionally harmful or life threatening, overwhelms our ability to cope, and causes intense reactions such as fear, helplessness, and loss of control.

- "**Trauma** is like **drama** without the "d." Except drama is something you asked for and trauma is something you didn't ask for…it's something that just happened to you."

--Baton Rouge Teen Trauma Survivor

Where Does It Come From?

- Community violence
- Domestic violence
- Sex trafficking
- Serious medical illness
- Natural disasters
- Neglect
- Physical abuse
- Displacement and refugee trauma

Where Does It Come From?

- Displacement and refugee trauma
- School violence
- Sexual abuse
- Terrorism
- Loss of a loved one/ traumatic grief
- Psychological maltreatment

Fundamental Principles

- Trauma is prevalent- not an oddity and often occurs in clusters in childhood. (Felitti et al, 1998)
- Children and Teens are particularly vulnerable to trauma
- Early Intervention after a trauma has occurred is key as well as promoting safety
- Every child's response to trauma is different, depending on different factors

Fundamental Principles

- There is no “one-size-fits-all” response to childhood trauma-requires a multi-faceted approach in different milieu

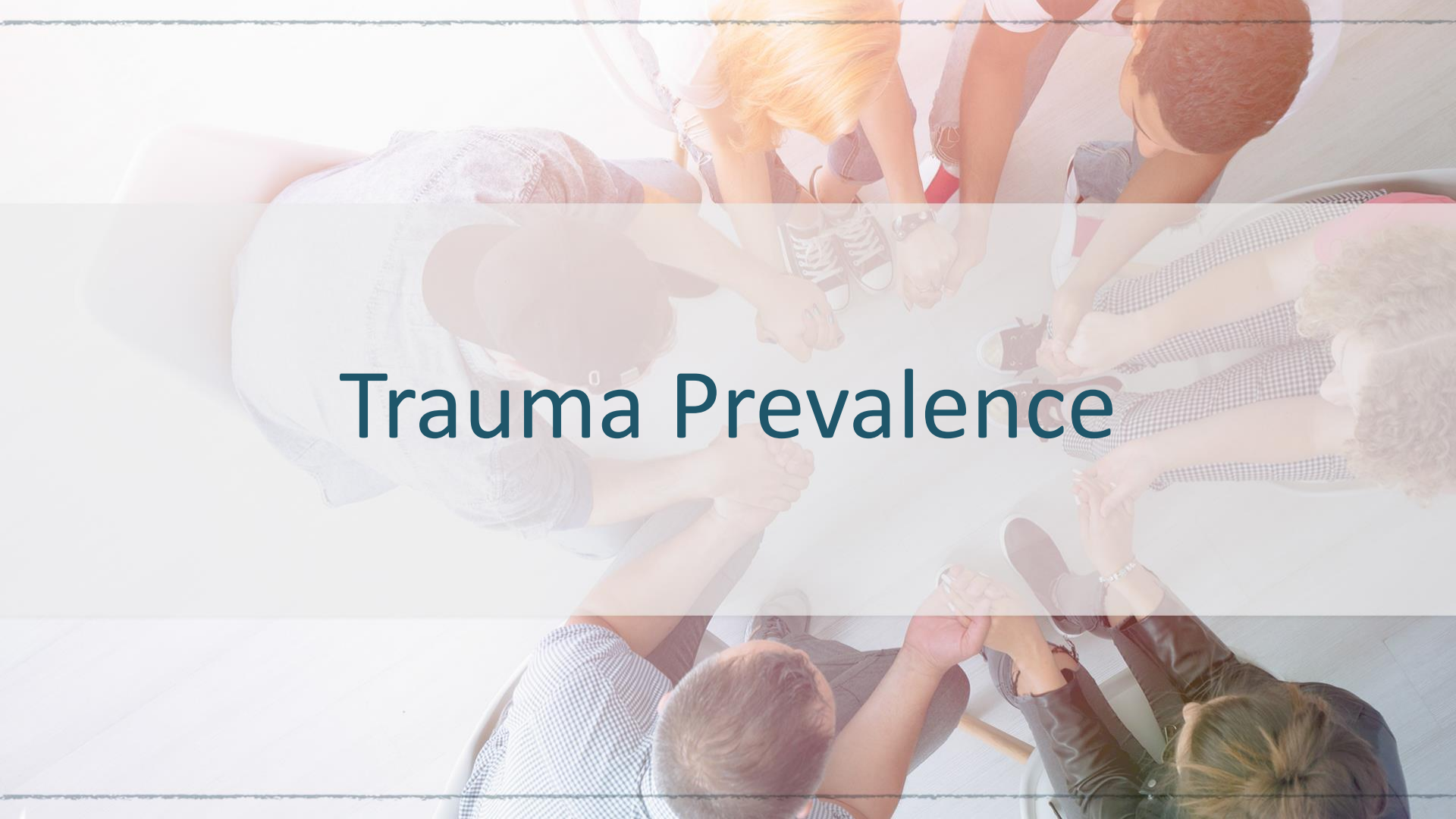
- Trauma has a profound impact on child development, including the very architecture of the brain, and disrupts emotional and physical health across the lifespan

- Not all children develop PTSD or need formal treatment to heal from trauma

IMPACT OF TRAUMA

Impact of Trauma on Youth

- Fear, anxiety, and worry about continued danger
- Intense mood swings, irritability, and aggression
- Feelings of sadness, guilt, shame, anger, responsibility, embarrassment
- Physical symptoms (headaches, stomachaches, change in eating/sleeping)
- Concern about how others will view them
- Decline in school performance
- Increased risk-taking (alcohol/drug use, fights, self-harm)
- Increased thoughts/comments about death or dying
- Withdrawal from family, peers, activities



Trauma Prevalence

Prevalence of Trauma

- **Youth of color ages 12 to 19 are victims of violent crime more than their white peers.**
- Youth of color are
- -3x more likely to be victims of a robbery.
- -5x more likely to be victims of a homicide.
- **Homicide is the leading cause of death among youth of color ages 15 to 24.**
- **Youth of color living in poverty are at increased risk for trauma, particularly violent trauma.**
- **African American youth living in urban, low-income communities are more at risk of exposure to violence than any other population in the United States.**

Adverse Childhood Experiences Study

ACE Interface © 2014

ACES Summary

01/12/14 **NEWS**

Early Adversity Increases Physical, Mental, Behavioral Problems, Scientists Report

Dr. Robert Anda & Dr. Vincent Felitti
Investigators

Centers for Disease Control & Prevention, Kaiser Permanente Study

Over 17,000 study participants

The ACE Study confirms, with scientific evidence, that adversity early in life increases physical, mental and behavioral problems later in life.

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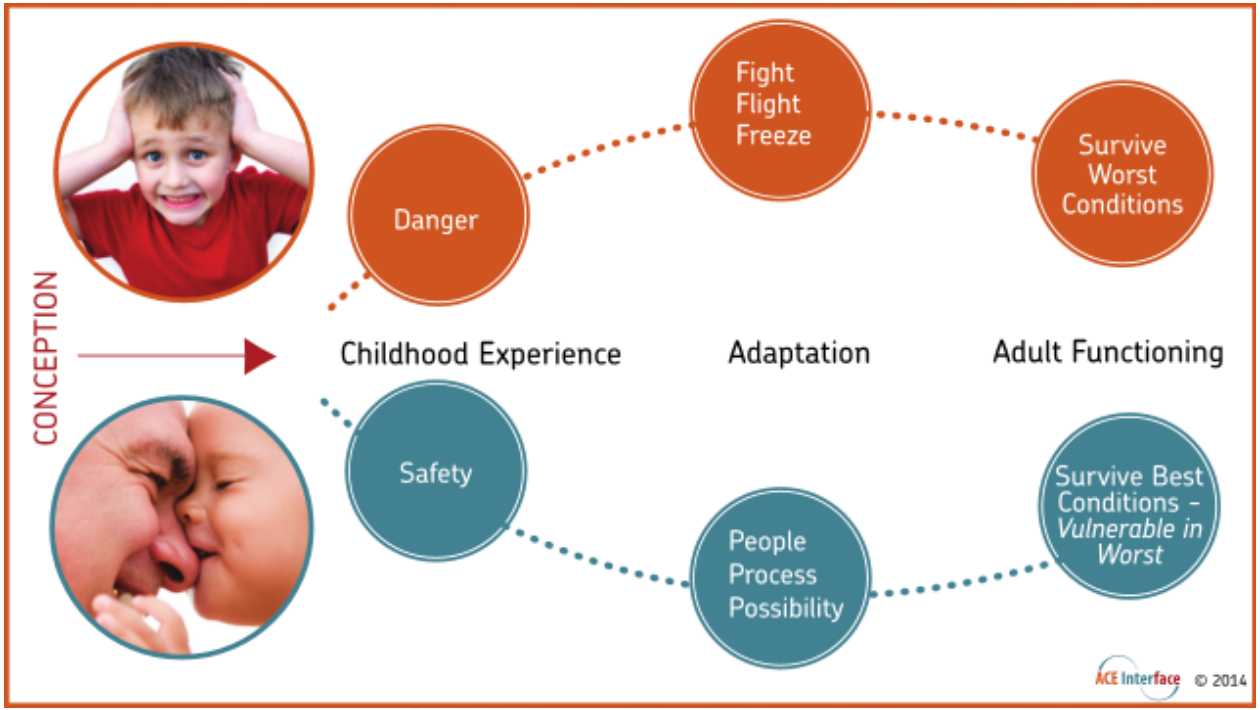
Trauma Predicts….



The disconnect…

Adverse Childhood Experiences
ARE COMMON

Household Dysfunction	
Substance Abuse	27%
Parental Sep/Divorce	23%
Mental Illness	17%
Battered Mothers	13%
Criminal Behavior	6%

Neglect	
Emotional	15%
Physical	10%

Abuse	
Emotional	11%
Physical	28%
Sexual	21%

5 — 2 — 3

TOTAL 10 ACEs

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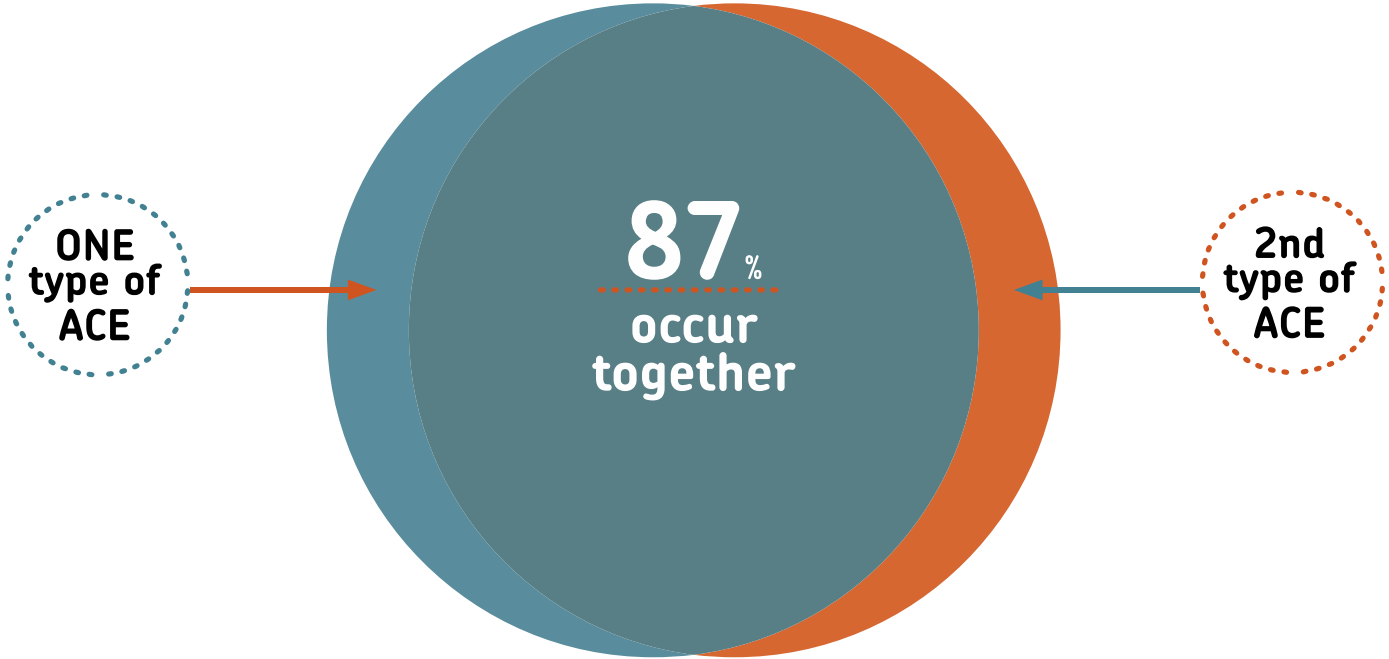
ACEs are Highly Interrelated:

Where One ACE Occurs, There are Usually Others



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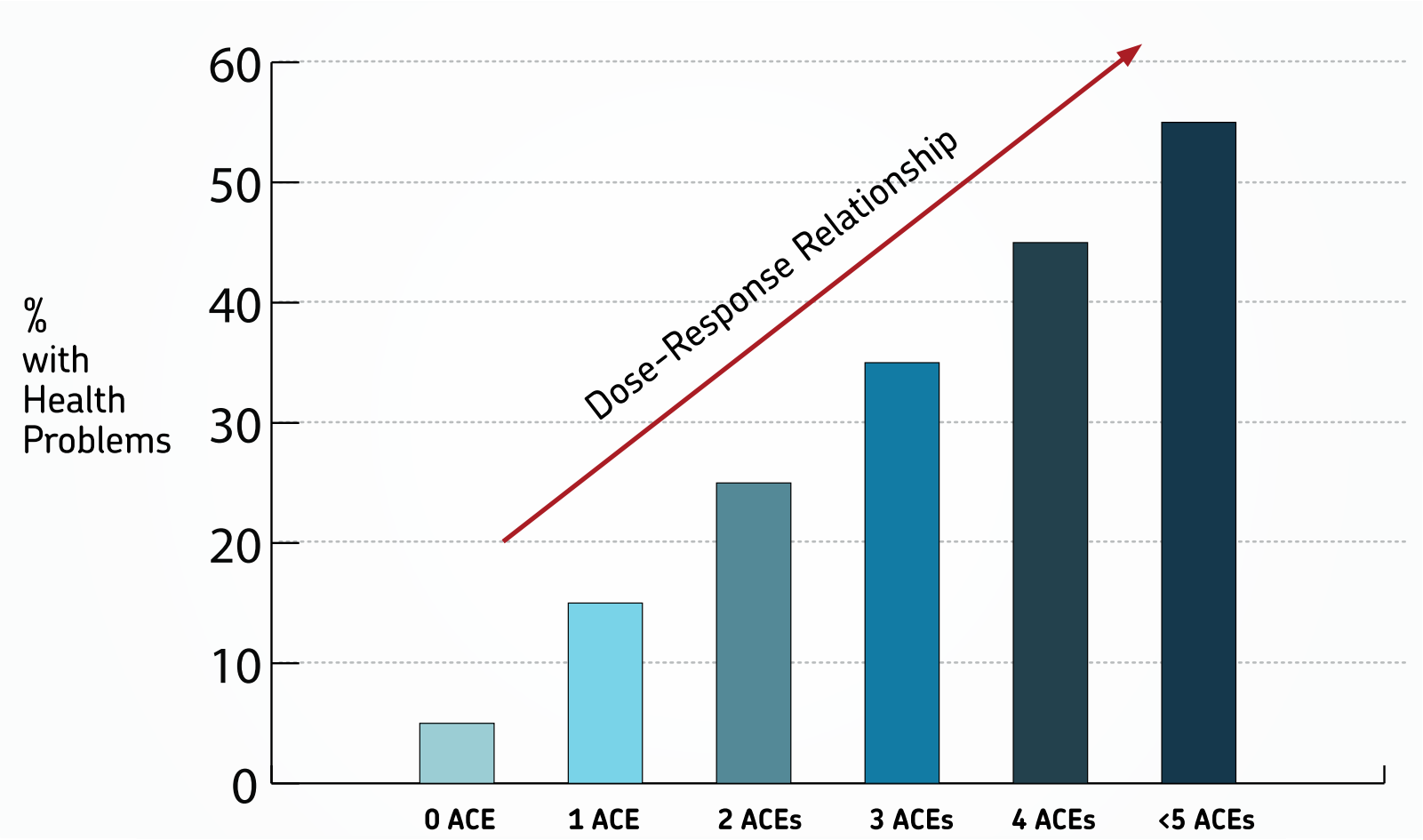
ACE Score and Health Problems



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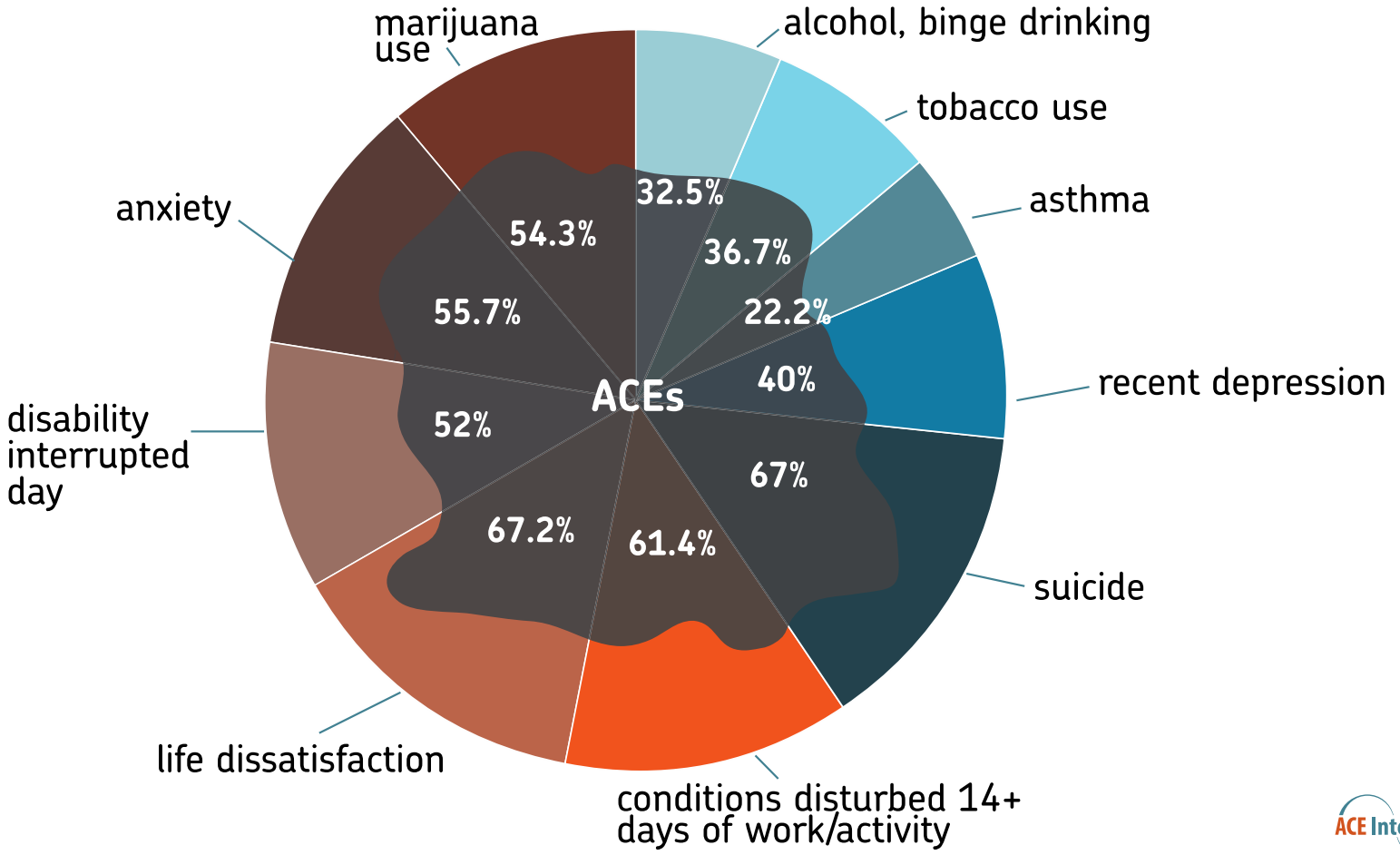
Population Attributable Risk



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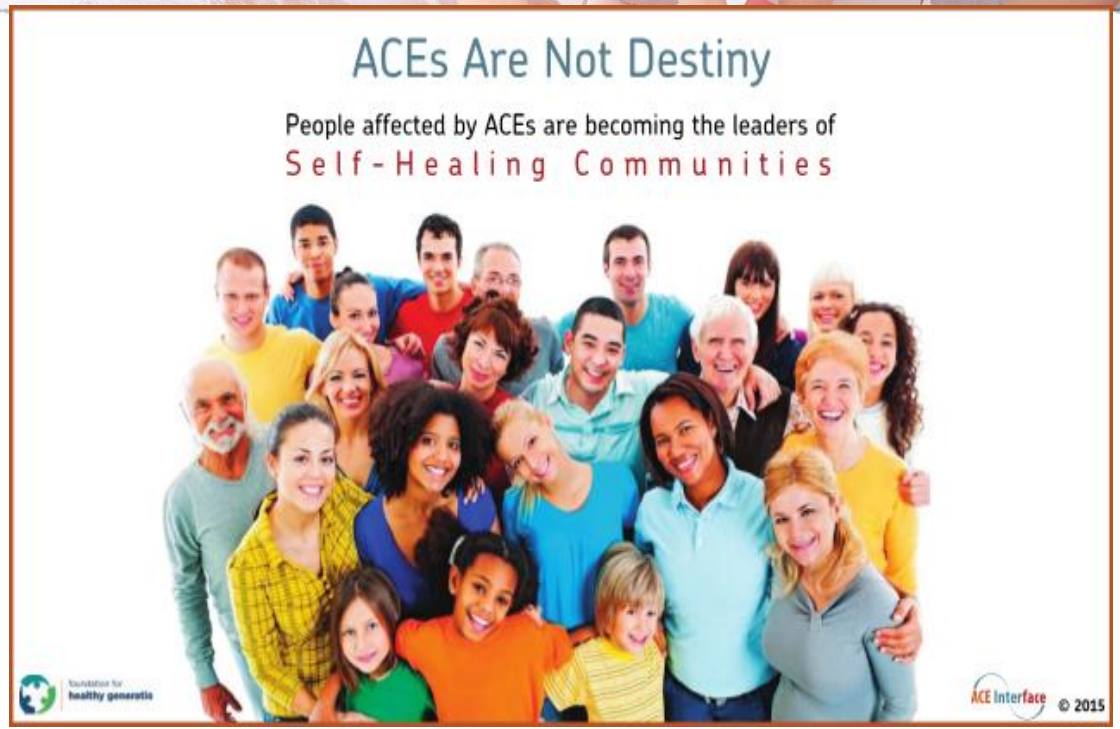
The good news…



Resilience and Post-Traumatic Growth

Core Protective Systems

Capabilities

Attachment & Belonging

Community Culture Spirituality

"Nurturing the healthy development of these protective systems affords the most important preparation or 'inoculation' for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals."

Ann Masten, 2009

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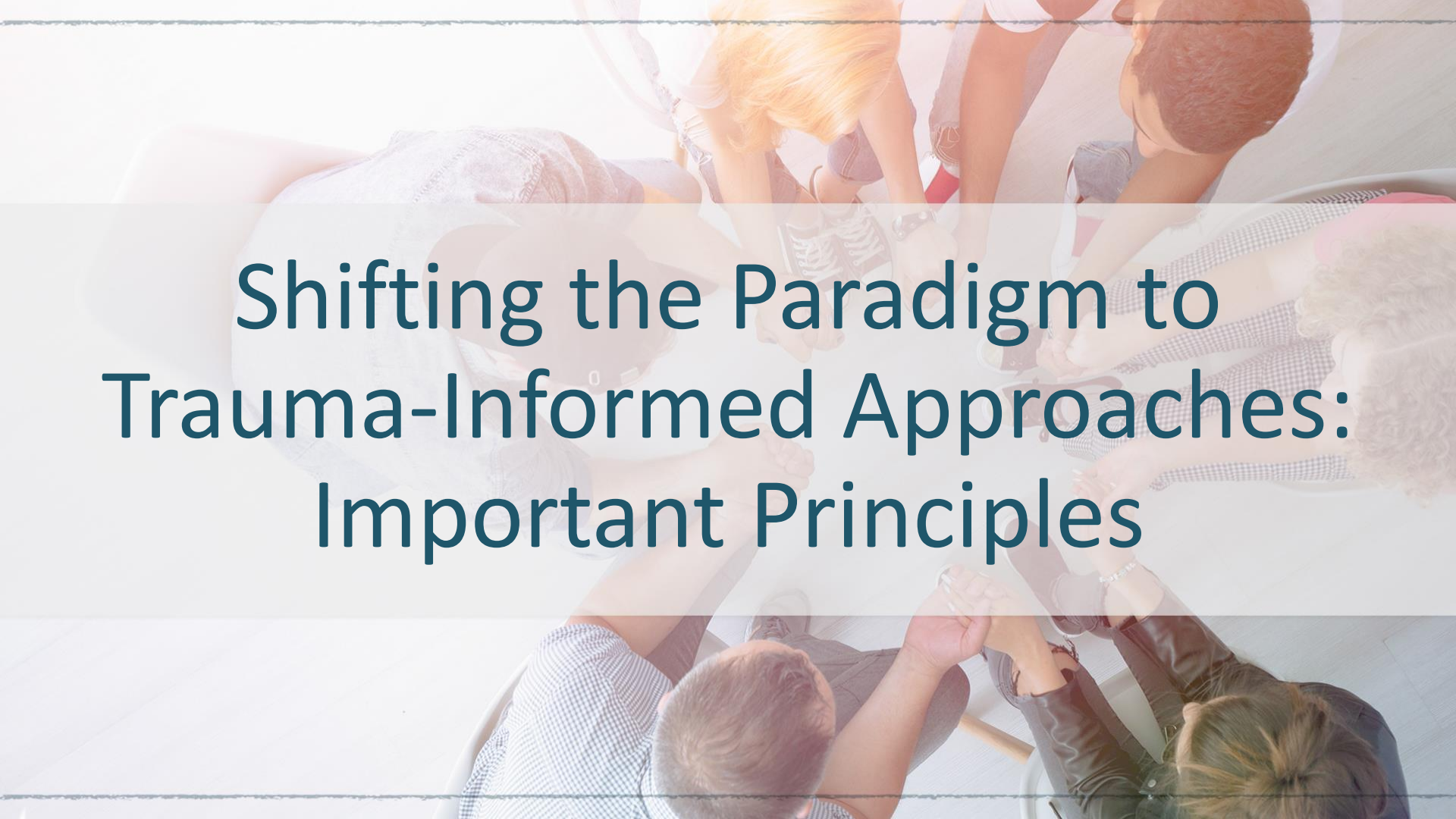
Factors That Promote Resilience

- Problem-solving and stress management skills
- Connection with healthy support systems (e.g., family, faith-community, clubs, etc.)
- Finding meaning and hope in difficult situations
- Family modeling a healthy response to stressful life events
- Preserved feeling of control
- Responsiveness from a support system when experiencing trauma
- Access to mental health resources
- School connectedness
- Environments that are safe, engaging, and supportive



Shifting the Paradigm to Trauma-Informed Approaches: Important Principles

So, We Ask the Question…

"What happened to you?" instead of, "What's wrong with you?"

What Does It Mean To Be Trauma-Informed?

- Recognizes that problematic behaviors may be adaptations to toxic and traumatic stress
- Focuses on promoting safe environments
- Recognizes that trauma impact is contagious and systemic
- Considers the impact of culture
- Seeks to avoid re-traumatization

NON TRAUMA INFORMED

POWER OVER
YOU CAN'T CHANGE
JUDGING
PEOPLE NEED FIXING FIRST
OPERATE FROM THE DOMINANT CULTURE
PEOPLE ARE OUT TO GET YOU
RIGHT/WRONG
HELPING
"YOU'RE CRAZY!"
COMPLIANCE/OBEDIENCE
NEED-TO-KNOW BASIS FOR INFO
PRESENTING ISSUE
"US AND THEM"
LABELS, PATHOLOGY
FEAR-BASED
I'M HERE TO FIX YOU
DIDACTIC
PEOPLE MAKE BAD CHOICES
BEHAVIOR VIEWED AS PROBLEM
WHAT'S WRONG WITH YOU?
BLAME/SHAME
GOAL IS TO DO THINGS THE 'RIGHT' WAY
PRESCRIPTIVE
PEOPLE ARE BAD
CONSIDER ONLY RESERCH AND EVIDENCE

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TRAUMA INFORMED CARE

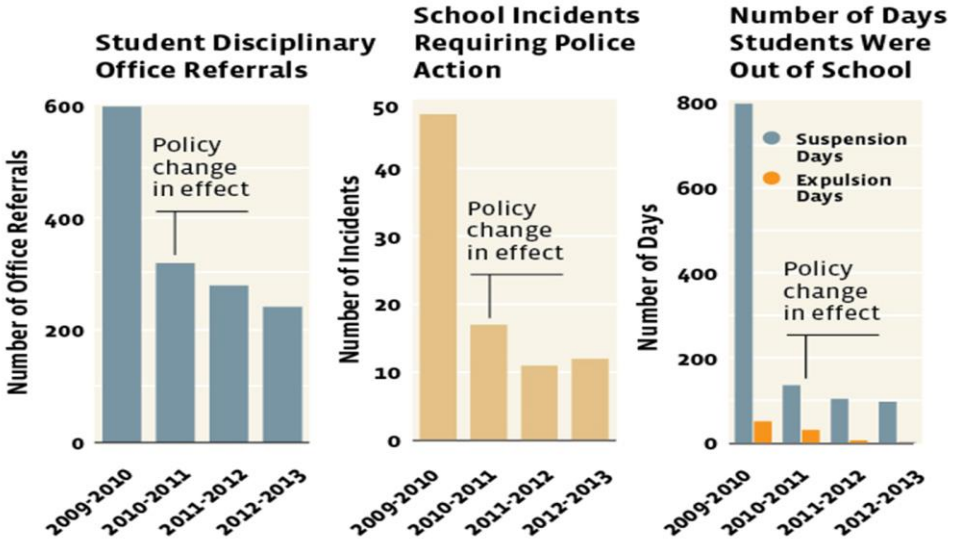
POWER WITH
YOUR BRAIN IS 'PLASTIC'
OBSERVING
PEOPLE NEED SAFETY FIRST
CULTURAL HUMILITY
PEOPLE CAN LIVE UP TO THE TRUST YOU GIVE THEM
MULTIPLE VIEWPOINTS
LEARNING
"IT MAKES SENSE"
EMPOWERMENT/COLLABORATION
TRANSPARENCY AND PREDICTABILITY
WHOLE PERSON AND HISTORY
WE'RE ALL IN THIS TOGETHER
BEHAVIOR AS COMMUNICATION
EMPATHY-BASED
SUPPORT HEALING
PARTICIPATORY
PEOPLE WHO FEEL UNSAFE DO UNSAFE THINGS
BEHAVIOR VIEWED AS SOLUTION
WHAT HAPPENED TO YOU?
RESPECT
GOAL IS TO CONNECT
CHOICE
PEOPLE ARE DOING THE BEST THEY CAN
CONSIDER ALSO LIVED EXPERIENCE

ECHO PARENTIN

Washington High School Example

Impact of Trauma-Informed Care

Acknowledging the causes of behavioral issues led to a drastic drop in the need for disciplinary action at this Washington high school.



Trauma-Informed Approaches

Organizational (Systems) TIC Approaches

✓realizes the widespread impact of trauma and understands potential paths for recovery

✓recognizes the signs and symptoms of trauma in [individuals] involved in the system

- responds by integrating knowledge about trauma into policies, procedures, and practices

- seeks to actively resist re-traumatization

(SAMHSA, 2016)

Strategies to Promote Classroom Safety

- Clearly stated guidelines that promote mutual respect (and kindness) and are revisited again and again.

- Process outlined for how behaviors will be addressed

  (e.g. Calm Down Corners, Peace Circles)

- Managing classroom triggers (reminders) of trauma

  (e.g. Check-in opportunities)

- Written safety planning

Strategies to Promote Classroom Safety

- Promote safe, non-recurring environments (e.g. Inhibiting Environments with sexual abuse)
- Communications from teacher to student that is firm but caring
- Predictability, especially for transitions
- Supporting and acknowledging students engaging in prosocial behavior

School-wide Strategies to Promote Safety and Support

- Involve consumers (students and parents)- peer counselors and councils
- Minimize Triggers in the Environment
- Assign a Key Staff Member To Facilitate Change (Trauma Detectives)
- Ongoing trainings and supervision (e.g. SRO's trained in TIC, ACES, and communication)
- Monitor vicarious trauma and secondary stress in employees

School-wide Strategies to Promote Safety and Support

- Mindfulness techniques at the beginning of every class
- Incorporating Culture and Heritage into academic lessons
- Building meaningful connections through positive activities and day-day positivity
- Provide students with access to a “Toolkit” to support self-regulation and self-efficacy
- Trauma-informed Discipline

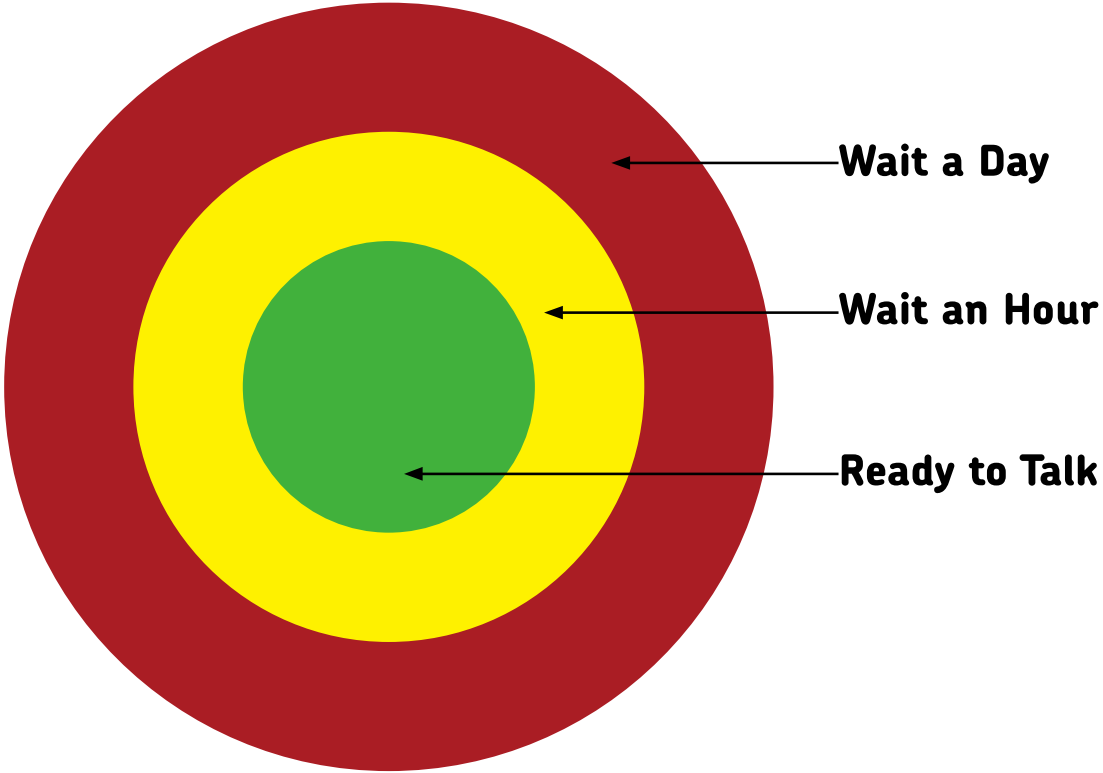
Mindfulness/ Mind-body Skills ……

- Improves self-regulation, self-awareness, and attention
- Increase optimism and resilience
- Supports healing the body after trauma as well as the mind
- Nonverbal expression allows processing the “unspeakable.”
- A kinder culture beyond the group develops when incorporated in school and community settings
- Reduces shame and stigma, minimizes labelling, and promotes or restores self-efficacy
- Includes caregivers and strengthens competency/knowledge of trauma in caregivers. Teaches teachers and caregivers to reinforce the teachings of the groups

Trauma-Informed Discipline

- Neutral, non-judgmental communication that clearly explains the reason for the action
- Trauma dysregulated behavior vs. Calculated, intentional harming behavior
- Restorative Justice practices (e.g. peace circles)
- Calm down corners, Mindful spaces

Trauma-Informed School Discipline



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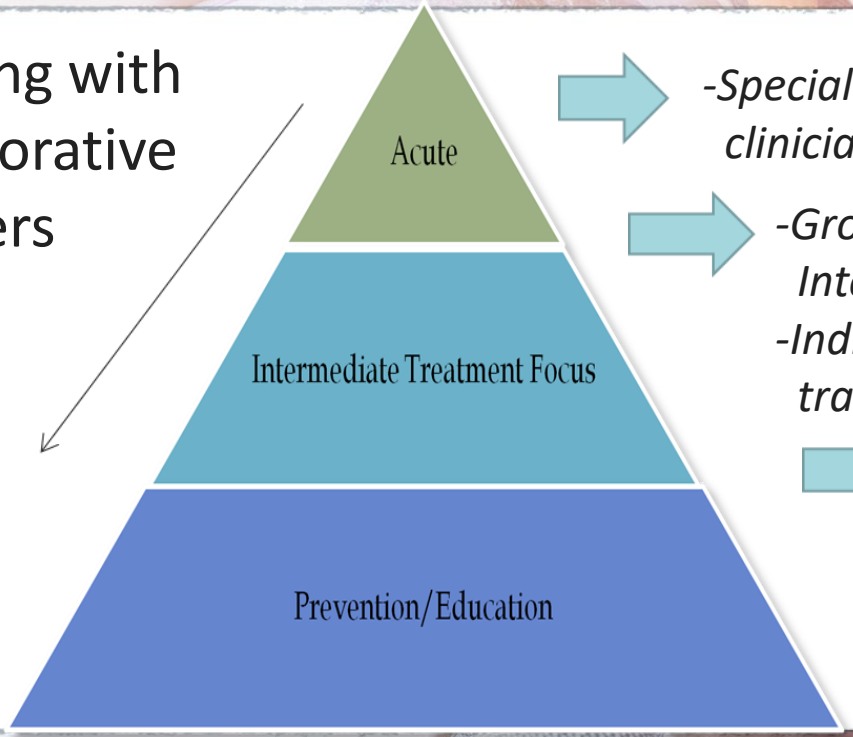
Trauma-Informed Care vs. Trauma-Specific Responses

Adapted from : SAMSHA TIP Sheet, 2014

Bringing It Altogether

Multi-Tier Trauma Informed Approach

Working with Collaborative partners



-Specialized EBT's provided by school-based clinicians, or collaborative partners

-Groups for children with more Intense intervention need
-Individual sessions by a trauma-trained clinician

-Screening
-Classwide MBM interventions
-Executive and Teacher Training
-Professional Development

Thank You!

CONTACT INFORMATION

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