




Trauma Sensitive Practice in Schools

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Overview

Adverse Childhood Experiences (ACEs)

Prevalence and Impacts

Toxic Stress

Trauma-sensitive environments

Why this? Why now?

Locally: SE P-20 Collaborative & equity plans, spring 2018

Nationally: increasing awareness of impact of trauma on youth development among health, mental health, social work and justice sectors

Schools are a common denominator.

Key concepts

ACE's

Toxic Stress

Trauma informed practice

Origins

CDC-Kaiser ACE Study (Felitti et al., 1998)

Adverse Childhood Experiences (ACEs) → impact health outcomes

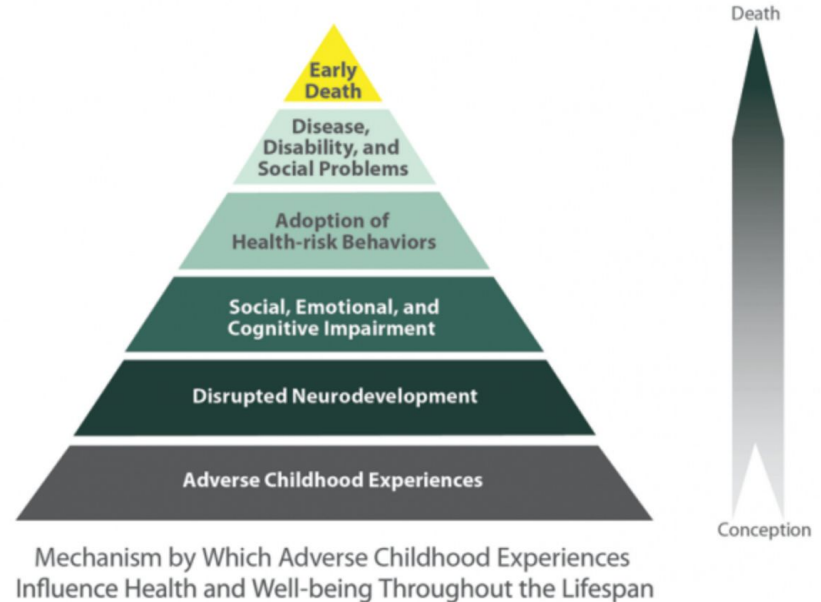
Child maltreatment	Household challenges
Emotional, physical abuse Sexual assault Emotional, physical neglect	Mother treated violently Substance abuse in household Mental illness in household Parental separation Household member incarcerated

Origins

64% adults reported at least 1 ACE

1 in 5 reported 3 or more ACEs

Higher ACE score :: poorer health outcomes



Prevalence

San Diego (affluent, college-educated)

Child maltreatment

- Emotional, physical abuse
- Sexual assault
- Emotional, physical neglect

Household challenges

- Mother treated violently
- Substance abuse in household
- Mental illness in household
- Parental separation
- Household member incarcerated

Expanded sampling

Poverty

Peer victimization

Peer isolation

Exposure to community violence

Foster care experience

Toxic Stress



Brief increases in heart rate,
mild elevations in stress hormone levels.

Serious, temporary stress responses,
buffered by supportive relationships.

Prolonged activation of stress
response systems in the absence
of protective relationships.

Impoverished communities

Title 1 schools

Effects

Hyper-arousal		
Depression	Poor academic performance	
Withdrawal	Disruptive behavior	Poor outcomes in school, communities, and life
Fight, flight, or freeze		



Trauma Informed Practice

Trauma Sensitive Schools

- **A developed understanding of the educational impacts of trauma**
 - <https://www.youtube.com/watch?v=KogaUANGvpA> (Survival Brain)
 - https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en (Long term effects of Child Trauma)

- <http://traumaawareschools.org/articles/9563>

Trauma Sensitive Schools

- **Committed Administration and Staff**
 - Knowledgeable about trauma informed practice, community resources and community events
 - Permeates school's practice, policies and mission statement
 - Professional development, staff meetings, committees focus on trauma informed practice
- **Shared understanding among all staff**
 - From "what can I do to "fix" this child?" to "what does this child need; how can our community help"?"
 - Rely on input from Trauma Specialists and other community organizations
 - Engagement with clinical staff and social workers
 - Awareness of "triggers"
- **Establish a safe, supportive environment**
 - Success in academic and non-academic areas
 - Multi-Tiered Supports (PBIS)
 - Culturally Sensitive Practice
 - Wrap around supports for families

Trauma Sensitive Schools

- **Establish a safe, supportive environment**
 - Success in academic and non-academic areas
 - Multi-Tiered Supports (PBIS)
 - Culturally Sensitive Practice
 - Conscious Discipline
 - Wrap around supports for families
- **Supports for regulation of emotions and behaviors**
 - Ability to self-regulate behaviors, emotions, and attention
 - Physical and emotional health and well-being
 - Involvement in counseling staff
- **Focus on relationship building**
 - Relationships with staff and peers
 - Develop school community
 - Peer Support
- **Stress Management/Support for Staff and Teachers**
 - Self-care practices

Trauma Sensitive Schools

Assessing School Culture

Preparing for trauma informed practice:

https://theshapesystem.com/_static/shape/uploads/files//trs-ia_1-25-18.pdf

https://www.researchgate.net/publication/242476080_Creating_Cultures_of_Trauma-Informed_Care_CCTIC_A_Self-Assessment_and_Planning_Protocol_Community_Connections_Washington_DC

Trauma Sensitive Schools Schools', Districts' and States' Successes

- **Lincoln High School** (Paper Tigers)- Year of Implementation
 - Suspensions 785-135; expulsions 50-30; extensive reduction in office referrals
- **Trauma Informed Oregon** is a statewide collaborative aimed at preventing and ameliorating the impact of adverse experiences on children, adults, and families. Trauma Informed Oregon works in partnership with providers, individuals with lived experience, and families to promote and sustain trauma informed policies and practices across physical, mental, and behavioral health systems and to disseminate promising strategies to support wellness and resilience
- <https://www.chcs.org/welcome-upswing-state-federal-support-trauma-informed-practices-policies/>
- Momentous School (Dallas) exists to develop and operate a transforming learning community for urban children and their families who value education, and promotes academic excellence and social competence.
- <https://www.youtube.com/watch?v=X3xORlqBIOk>
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Trauma Sensitive Schools Teacher Preparation

- Teacher preparation programs introduce candidates to trauma sensitive practice
- Serve as sources of professional development and resources to community; working interdisciplinarily
- Work with other organizations (such as the P-20 Collaborative) to seek funding opportunities, shared understandings and research in the area of trauma informed practice and pedagogy
- Seek to develop professional learning communities within our local districts to enhance understanding
 - Current Survey Instrument
 - Screening and Panel Discussion November 13th at 6:00 Georgia Southern, Armstrong Campus

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Q and A

