



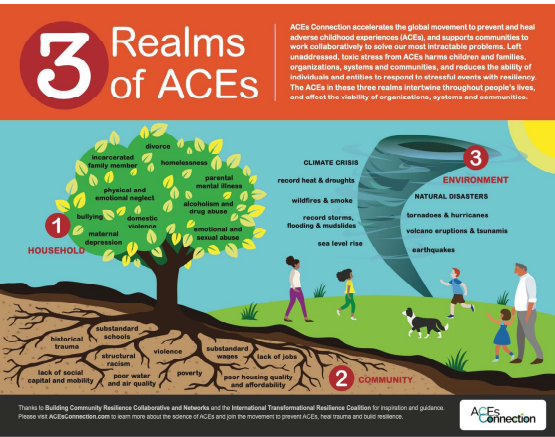
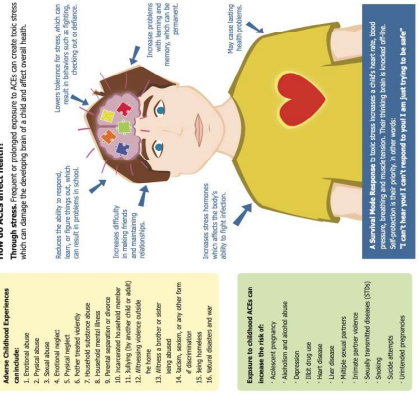
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STRESS & EARLY BRAIN GROWTH Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas — as is shown below — that result in toxic stress that can harm a child's brain. This toxic stress may prevent a child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

How do ACEs affect health?



The good news is resilience can bring back health and hope!

What is Resilience?

Resilience is the ability to return to being healthy and hopeful after bad things happen. Research shows that if parents provide a safe environment for their children and teach them how to be resilient, that helps reduce the effect of ACEs.

Resilience trumps ACEs!

Parents, teachers and caregivers can help children by:

- Giving an understanding of ACEs
- Creating safe physical and emotional environments at home, in school and in neighborhoods
- Creating safe physical and emotional environments at home, in school and in neighborhoods

What does resilience look like?

Parents who know how to solve problems, who have healthy relationships with other people, who are able to bounce back from adversity, who are able to cope with stress, who are able to manage their emotions, who are able to manage their behavior, who are able to manage their relationships, who are able to manage their environment, who are able to manage their community, who are able to manage their world.

Resilience in children with ACEs can...

Resilient brain, Resilient body, Resilient emotions, Resilient relationships, Resilient community, Resilient culture, Resilient economy, Resilient environment, Resilient society, Resilient world.

Resources:

ACEs 101: <http://www.ace101.com/ace101/>
Trauma-Informed Parenting: <http://www.traumainformedparenting.com/>
Resilience Trumps ACEs: <http://www.resilienttrumpsaces.com/>
Ducks and Lions: <http://www.ducksandlions.com/>
Zero to Three: <http://www.zerotothree.org/>

Thanks to the people in the Community & Family Services Division of the Spokane (WA) Regional Health District for donating the books for parents in Washington State, and sharing it with others around the world.

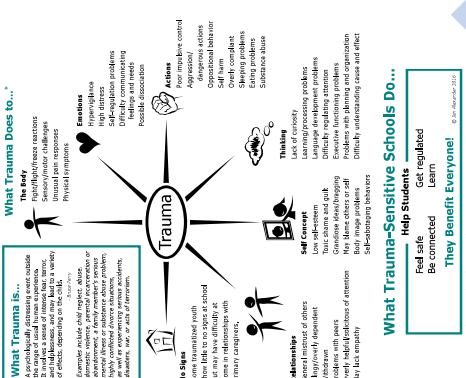
ACE Study — Five Important Findings

- ACEs are surprisingly common — 64% of the 17,000 in the ACE Study had one of the 10 ACEs, 12 percent had four or more.
 - There's an unmistakable link between ACEs and adult onset of chronic disease, mental illness, violence and lung cancer rates.
 - The more types of childhood adversity the more the consequences. An ACE score of 4 increases the risk of alcoholism by 70%, attempted suicide by 1200%, it doubles heart disease and lung cancer rates.
 - ACEs contribute to most of our health problems, including chronic disease, financial and social health issues.
 - One type of ACE is no more damaging than another. An ACE score of 4 that includes divorce, physical abuse, a family member depressed or in prison has the same statistical outcome as four other types of ACEs. This is why focusing on preventing just one type of trauma and/or coping mechanism isn't working.
- ACEs are just ONE PART of ACEs science. The Five Parts of ACEs Science:
- The ACE Study and other ACE surveys (epidemiology)
 - How toxic stress from ACEs damages children's brains (neurobiology)
 - How toxic stress from ACEs affects our short- and long-term health
 - How we pass ACEs from parent to child through our genes (epigenetics)
 - And how resilience research shows our brains are plastic, our bodies can heal
- We're Not Doomed!
- Our brains are plastic. Our bodies want to heal. To reduce stress hormones in our bodies and brains, we can meditate, exercise, sleep and eat well, have safe relationships, live and work in safety, ask for help when we need it.
- We can build resilient families. Educating parents about their own ACEs helps them understand their lives and encourages them to become healthy parents to prevent passing their ACEs on to their kids.
- For resilient families, we need healthy organizations, healthy systems and healthy communities. The frontier of resilience research lies in creating communities and systems that prevent childhood adversity, stop traumatizing already traumatized people, and build resilience.
- Many people, organizations and communities are integrating trauma-informed and resilience-building practices based on ACEs science, including pediatricians, schools, juvenile detention facilities, businesses, social services, people in the faith-based community, health clinics, etc. For examples, go to <https://www.aceconnection.com/ce101/>

Childhood Trauma Affects Attachment & Resilience



In Every Single Classroom... Every Day...



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STUDENT'S STRENGTHS (ACADEMIC, SOCIAL, EMOTIONAL, EXTRACURRICULAR, REDUCED)			
• Strong sense of style • Excellent dancer • Patient & supportive (emotional & academic) • Good at listening to others when in conflict • Flexible • Good attendance	• What does the student SAY? • "No one like me" • "I'm going to be famous" • "I want to be a singer" • "My friends don't like me" • "I'm always in trouble" • "I love to dance and dance" • "I didn't go to school"	• What does the student THINK/FEEL? • She has no friends • Lonely • She doesn't fit in school	• What does the student WISH? • To have friends • To be a singer • To go to Broadway and have my father watch
• Excellent dancer • Patient & supportive (emotional & academic) • Good at listening to others when in conflict • Flexible • Good attendance	• What does the student DO? • Walk around the room • Sing and dance • Start and lead her own speaking group • Start and lead her own writing group • Blame others • Send things from classmates • Foster classmates • Constant movement	• What does the student DO? • Walk around the room • Sing and dance • Start and lead her own speaking group • Start and lead her own writing group • Blame others • Send things from classmates • Foster classmates • Constant movement	• What does the student DO? • Walk around the room • Sing and dance • Start and lead her own speaking group • Start and lead her own writing group • Blame others • Send things from classmates • Foster classmates • Constant movement

✓ Report Card Summary (Attach 2 most recent report cards) – if AP she received 3 C's in reading writing and math. She earned a D in social studies and a C in Science. She earned an A in physical and B in art. In usual speech.

✓ Standardized Test Score Review – primarily proficient in Grade 4 text in both ELA and math

✓ District Summative Assessment Review – started but did not complete the full district writing assessment. Received 87% on the full district math assessment.

✓ Student and Parent Conferences – 10/10/14 conference with parent (1st/2nd/3rd/4th/5th/6th/7th/8th/9th/10th/11th/12th/13th/14th/15th/16th/17th/18th/19th/20th/21st/22nd/23rd/24th/25th/26th/27th/28th/29th/30th/31st/32nd/33rd/34th/35th/36th/37th/38th/39th/40th/41st/42nd/43rd/44th/45th/46th/47th/48th/49th/50th/51st/52nd/53rd/54th/55th/56th/57th/58th/59th/60th/61st/62nd/63rd/64th/65th/66th/67th/68th/69th/70th/71st/72nd/73rd/74th/75th/76th/77th/78th/79th/80th/81st/82nd/83rd/84th/85th/86th/87th/88th/89th/90th/91st/92nd/93rd/94th/95th/96th/97th/98th/99th/100th/101st/102nd/103rd/104th/105th/106th/107th/108th/109th/110th/111th/112th/113th/114th/115th/116th/117th/118th/119th/120th/121st/122nd/123rd/124th/125th/126th/127th/128th/129th/130th/131st/132nd/133rd/134th/135th/136th/137th/138th/139th/140th/141st/142nd/143rd/144th/145th/146th/147th/148th/149th/150th/151st/152nd/153rd/154th/155th/156th/157th/158th/159th/160th/161st/162nd/163rd/164th/165th/166th/167th/168th/169th/170th/171st/172nd/173rd/174th/175th/176th/177th/178th/179th/180th/181st/182nd/183rd/184th/185th/186th/187th/188th/189th/190th/191st/192nd/193rd/194th/195th/196th/197th/198th/199th/200th/201st/202nd/203rd/204th/205th/206th/207th/208th/209th/210th/211st/212nd/213th/214th/215th/216th/217th/218th/219th/220th/221st/222nd/223rd/224th/225th/226th/227th/228th/229th/230th/231st/232nd/233rd/234th/235th/236th/237th/238th/239th/240th/241st/242nd/243rd/244th/245th/246th/247th/248th/249th/250th/251st/252nd/253rd/254th/255th/256th/257th/258th/259th/260th/261st/262nd/263rd/264th/265th/266th/267th/268th/269th/270th/271st/272nd/273rd/274th/275th/276th/277th/278th/279th/280th/281st/282nd/283rd/284th/285th/286th/287th/288th/289th/290th/291st/292nd/293rd/294th/295th/296th/297th/298th/299th/300th/301st/302nd/303rd/304th/305th/306th/307th/308th/309th/310th/311st/312nd/313th/314th/315th/316th/317th/318th/319th/320th/321st/322nd/323rd/324th/325th/326th/327th/328th/329th/330th/331st/332nd/333rd/334th/335th/336th/337th/338th/339th/340th/341st/342nd/343rd/344th/345th/346th/347th/348th/349th/350th/351st/352nd/353rd/354th/355th/356th/357th/358th/359th/360th/361st/362nd/363rd/364th/365th/366th/367th/368th/369th/370th/371st/372nd/373rd/374th/375th/376th/377th/378th/379th/380th/381st/382nd/383rd/384th/385th/386th/387th/388th/389th/390th/391st/392nd/393rd/394th/395th/396th/397th/398th/399th/400th/401st/402nd/403rd/404th/405th/406th/407th/408th/409th/410th/411st/412nd/413th/414th/415th/416th/417th/418th/419th/420th/421st/422nd/423rd/424th/425th/426th/427th/428th/429th/430th/431st/432nd/433rd/434th/435th/436th/437th/438th/439th/440th/441st/442nd/443rd/444th/445th/446th/447th/448th/449th/450th/451st/452nd/453rd/454th/455th/456th/457th/458th/459th/460th/461st/462nd/463rd/464th/465th/466th/467th/468th/469th/470th/471st/472nd/473rd/474th/475th/476th/477th/478th/479th/480th/481st/482nd/483rd/484th/485th/486th/487th/488th/489th/490th/491st/492nd/493rd/494th/495th/496th/497th/498th/499th/500th/501st/502nd/503rd/504th/505th/506th/507th/508th/509th/510th/511st/512nd/513th/514th/515th/516th/517th/518th/519th/520th/521st/522nd/523rd/524th/525th/526th/527th/528th/529th/530th/531st/532nd/533rd/534th/535th/536th/537th/538th/539th/540th/541st/542nd/543rd/544th/545th/546th/547th/548th/549th/550th/551st/552nd/553rd/554th/555th/556th/557th/558th/559th/560th/561st/562nd/563rd/564th/565th/566th/567th/568th/569th/570th/571st/572nd/573rd/574th/575th/576th/577th/578th/579th/580th/581st/582nd/583rd/584th/585th/586th/587th/588th/589th/590th/591st/592nd/593rd/594th/595th/596th/597th/598th/599th/600th/601st/602nd/603rd/604th/605th/606th/607th/608th/609th/610th/611st/612nd/613th/614th/615th/616th/617th/618th/619th/620th/621st/622nd/623rd/624th/625th/626th/627th/628th/629th/630th/631st/632nd/633rd/634th/635th/636th/637th/638th/639th/640th/641st/642nd/643rd/644th/645th/646th/647th/648th/649th/650th/651st/652nd/653rd/654th/655th/656th/657th/658th/659th/660th/661st/662nd/663rd/664th/665th/666th/667th/668th/669th/670th/671st/672nd/673rd/674th/675th/676th/677th/678th/679th/680th/681st/682nd/683rd/684th/685th/686th/687th/688th/689th/690th/691st/692nd/693rd/694th/695th/696th/697th/698th/699th/700th/701st/702nd/703rd/704th/705th/706th/707th/708th/709th/710th/711st/712nd/713th/714th/715th/716th/717th/718th/719th/720th/721st/722nd/723rd/724th/725th/726th/727th/728th/729th/730th/731st/732nd/733rd/734th/735th/736th/737th/738th/739th/740th/741st/742nd/743rd/744th/745th/746th/747th/748th/749th/750th/751st/752nd/753rd/754th/755th/756th/757th/758th/759th/760th/761st/762nd/763rd/764th/765th/766th/767th/768th/769th/770th/771st/772nd/773rd/774th/775th/776th/777th/778th/779th/780th/781st/782nd/783rd/784th/785th/786th/787th/788th/789th/790th/791st/792nd/793rd/794th/795th/796th/797th/798th/799th/800th/801st/802nd/803rd/804th/805th/806th/807th/808th/809th/810th/811st/812nd/81



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INDIVIDUAL AGENCY PLAN

STUDENT INFORMATION

Student's name:	Date of plan:	
School:	Year/Grade level:	Date for review:
Date of birth:	Student Identification Number:	

* Student Support Group Members

Case Manager: _____		
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

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(Adapted from State of Victoria Department of Education and Training, 2020)

