



Dr. Melissa Sadin

Ducks & Lions: Trauma Sensitive Resources

Melissa.sadin@gmail.com

www.traumasensitive.com



<https://www.facebook.com/Traumasesensitive>



@MelissaSadin

3 Realms of ACEs

ACEs Connection accelerates the global movement to prevent and heal adverse childhood experiences (ACEs), and supports communities to work collaboratively to solve our most intractable problems. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. The ACEs in these three realms intertwine throughout people's lives, and affect the viability of organizations, systems and communities.



Thanks to **Building Community Resilience Collaborative and Networks** and the **International Transformational Resilience Coalition** for inspiration and guidance. Please visit ACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

ACEs
Connection

ACE Study — Five Important Findings

- ① 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.
- ② There's an unmistakable link between ACEs and adult onset of chronic disease, mental illness, violence and being a victim of violence.
- ③ The more types of childhood adversity, the direr the consequences. An ACE score of 4 increases the risk of alcoholism by 700%, attempted suicide by 1200%; it doubles heart disease and lung cancer rates.
- ④ ACEs contribute to most of our health problems, including chronic disease, financial and social health issues.
- ⑤ 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 motivates 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://acestoohigh.com/aces-101/>.

STRESS & EARLY BRAIN GROWTH

Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

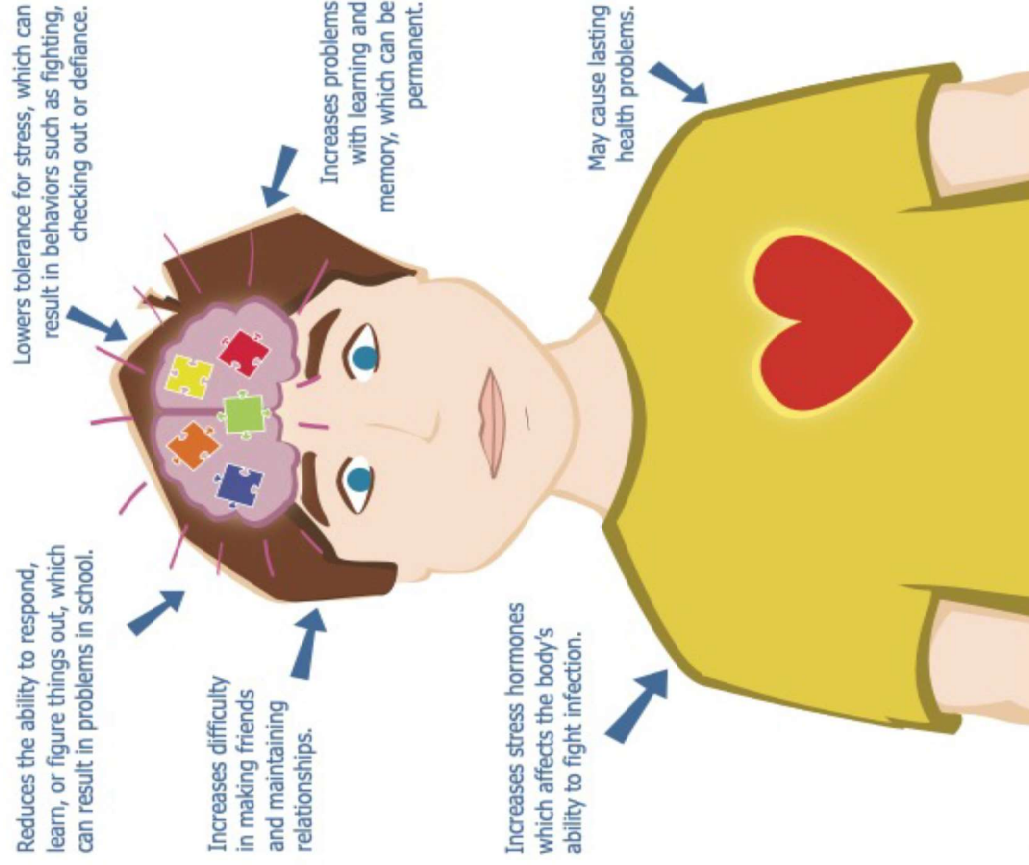
ACEs are serious childhood traumas -- a list is shown below -- that result in toxic stress that can harm a child's brain. This toxic stress may prevent a child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by another child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or any other form of discrimination
15. Being homeless
16. Natural disasters and war

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

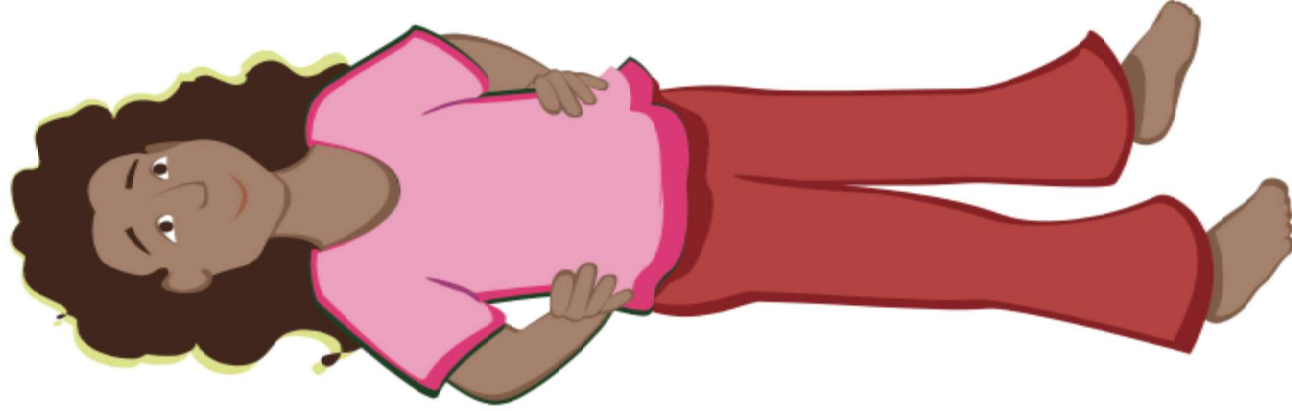


A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority. In other words:
"I can't hear you! I can't respond to you! I am just trying to be safe!"

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

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 effects of ACEs.

Resilience trumps ACEs!

Parents, teachers and caregivers can help children by:

- Gaining an understanding of ACEs
- Helping children identify feelings and manage emotions
- Creating safe physical and emotional environments at home, in school, and in neighborhoods

What does resilience look like?

1. Having resilient parents

Parents who know how to solve problems, who have healthy relationships with other adults, and who build healthy relationships with their children.

2. Building attachment and nurturing relationships

Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical and emotional needs.

3. Building social connections

Having family, friends and/or neighbors who support, help and listen to children.

4. Meeting basic needs

Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education.

5. Learning about parenting and how children grow

Understanding how parents can help their children grow in a healthy way, and what to expect from children as they grow.

6. Building social and emotional skills

Helping children interact in a healthy way with others, manage their emotions and communicate their feelings and needs.

Resources:

ACES 101

<http://acestoohigh.com/aces-101/>

Triple-P Parenting

www.triplep-parenting.net/glo-en/home/

Resilience Trumps ACEs

www.resilience Trumps ACEs.org

CDC-Kaiser Adverse Childhood Experiences Study

www.cdc.gov/violenceprevention/acesstudy/

Zero to Three Guides for Parents

<http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/>

Childhood Trauma Affects



(At Least 1 in 4 Students)

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



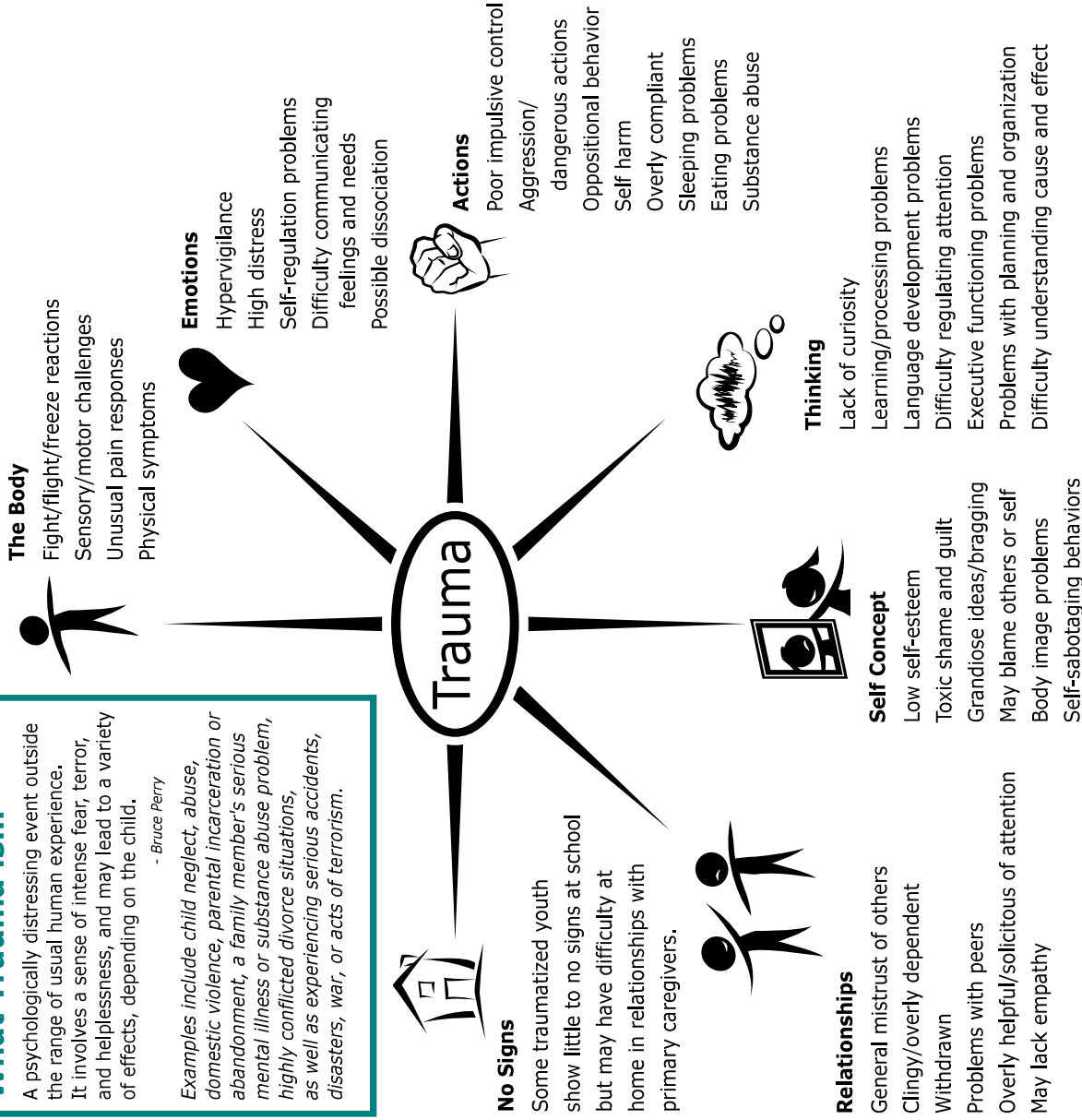
What Trauma is...

A psychologically distressing event outside the range of usual human experience. It involves a sense of intense fear, terror, and helplessness, and may lead to a variety of effects, depending on the child.

- Bruce Perry

Examples include child neglect, abuse, domestic violence, parental incarceration or abandonment, a family member's serious mental illness or substance abuse problem, highly conflicted divorce situations, as well as experiencing serious accidents, disasters, war, or acts of terrorism.

What Trauma Does to...*



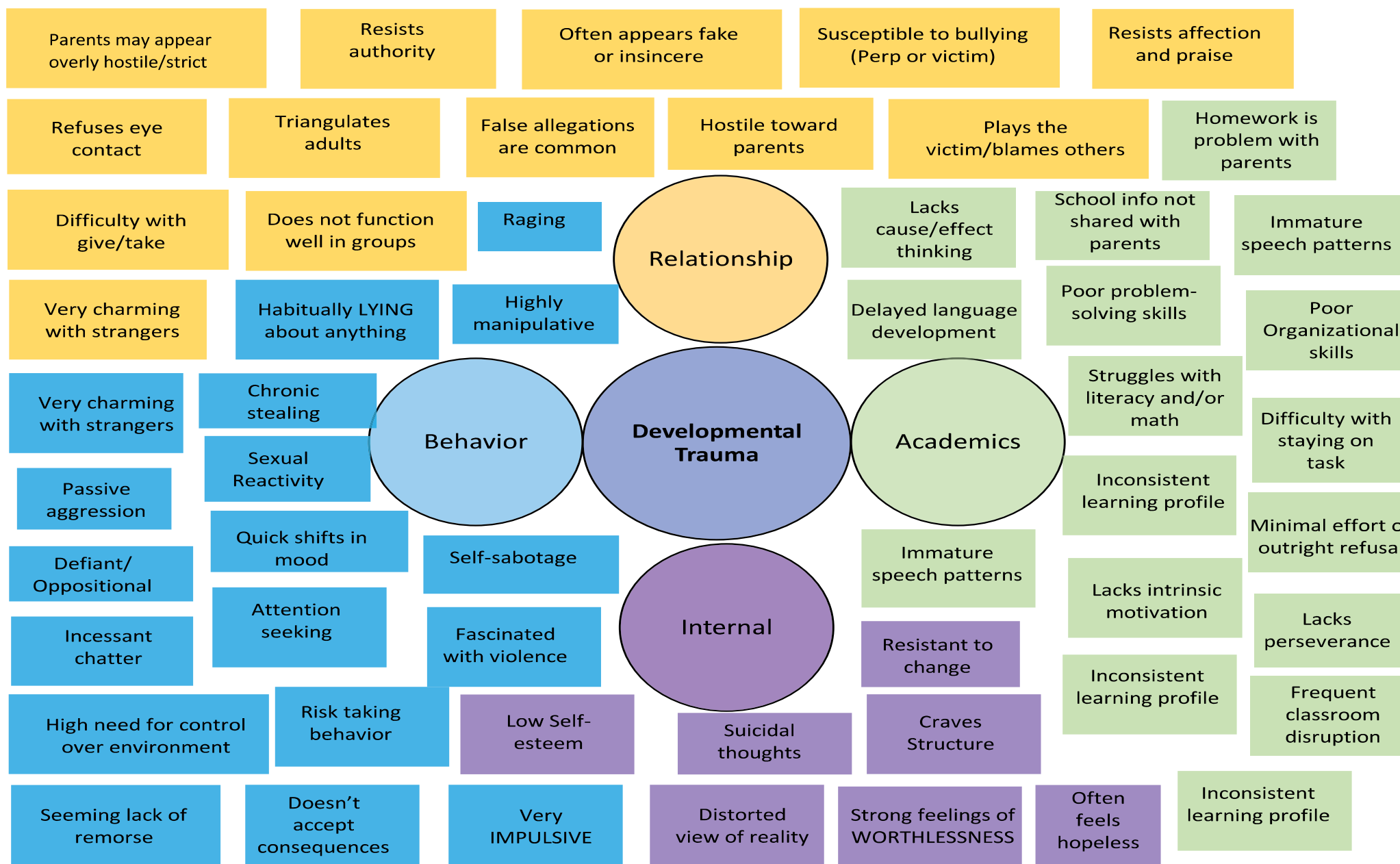
What Trauma-Sensitive Schools Do...

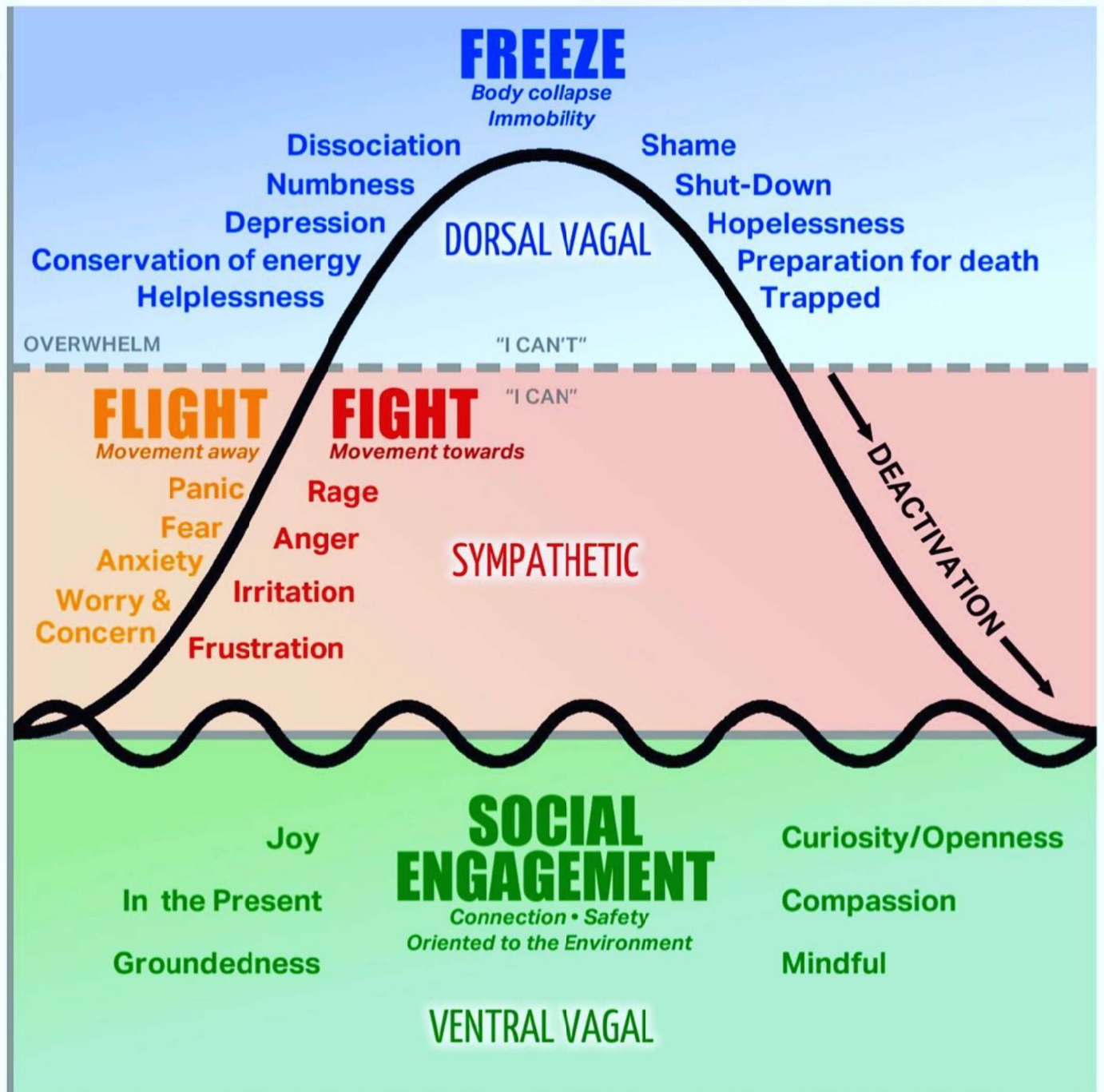
Help Students

Feel safe Get regulated
Be connected Learn

They Benefit Everyone!

© Jen Alexander 2016





Adapted by Ruby Jo Walker from: Cheryl Sanders, Steve Hoskinson, Steven Porges and Peter Levine

How Trauma Impacts Four Different Types of Memory

EXPLICIT MEMORY

SEMANTIC MEMORY

What It Is

The memory of general knowledge and facts.

Example

You remember what a bicycle is.

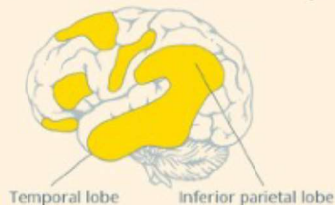


How Trauma Can Affect It

Trauma can prevent information (like words, images, sounds, etc.) from different parts of the brain from combining to make a semantic memory.

Related Brain Area

The temporal lobe and inferior parietal cortex collect information from different brain areas to create semantic memory.



EPISODIC MEMORY

What It Is

The autobiographical memory of an event or experience – including the who, what, and where.

Example

You remember who was there and what street you were on when you fell off your bicycle in front of a crowd.

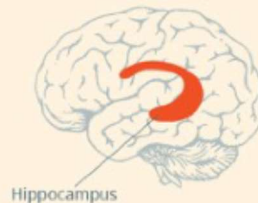


How Trauma Can Affect It

Trauma can shutdown episodic memory and fragment the sequence of events.

Related Brain Area

The hippocampus is responsible for creating and recalling episodic memory.



IMPLICIT MEMORY

EMOTIONAL MEMORY

What It Is

The memory of the emotions you felt during an experience.

Example

When a wave of shame or anxiety grabs you the next time you see your bicycle after the big fall.

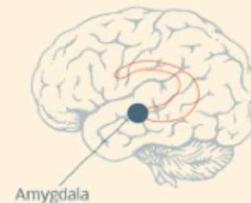


How Trauma Can Affect It

After trauma, a person may get triggered and experience painful emotions, often without context.

Related Brain Area

The amygdala plays a key role in supporting memory for emotionally charged experiences.



PROCEDURAL MEMORY

What It Is

The memory of how to perform a common task without actively thinking

Example

You can ride a bicycle automatically, without having to stop and recall how it's done.

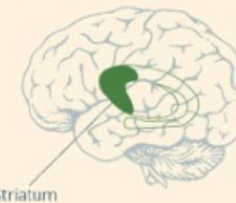


How Trauma Can Affect It

Trauma can change patterns of procedural memory. For example, a person might tense up and unconsciously alter their posture, which could lead to pain or even numbness.

Related Brain Area

The striatum is associated with producing procedural memory and creating new habits.



Name: Brianni

Date of Birth: 4/5/2012

Grade: 3rd

Teacher: Mrs. Sunshine

STUDENT'S STRENGTHS: (ACADEMIC, SOCIAL EMOTIONAL, EXTRACURRICULAR, RESOURCES)		
• Likes interacting with people • Cheerleader • Excellent dancer • Father is supportive (currently incarcerated) • Has good ideas for writing • Healthy • Good attendance		
WHAT DOES THE STUDENT SAY?	WHAT DOES THE STUDENT THINK/FEEL?	
• "No one likes me." • "I'm no good at learning." • "I hate math" • "Mrs. Sunshine does not like me" • "I'm always in trouble." • "I love to dance and cheer." • "I didn't do it."	• She has no friends • Lonely • She doesn't like school	
WHAT DOES THE STUDENT DO?	WHAT IS THE STUDENT'S 3 WISHES?	
• Walk around the room. • Interrupt others when they are speaking. • Start a task but not complete it. • Blame others. • Steal things from classmates. • Bother classmates. • Constant movement.	• To have friends • To be good at school • To dance on Broadway and have my father watch	

TEACHER CONCERNS:

Brianni is constantly moving around the room. She bothers the other students when they are working. During group work she takes control but doesn't understand the activity. She can be bossy. She causes problems with anyone who tries to befriend her by lying. She is bright but doesn't apply herself. She struggles with reading and math but I'm not sure if it's the content or the fact that she rarely pays attention. She frustrates easily, gives up, and won't try again. Her mother will occasionally attend meetings about Brianni. She does not answer emails.

DATA REVIEW:

- ✓ Report Card Summary (Attach 2 most recent report cards)– 1st MP 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 phys.ed. and a B in art. She failed Spanish.
- ✓ Standardized Test Score Review – Partially proficient in Grade 2 test in both ELA and math.
- ✓ District Summative Assessment Review – started but did not complete the fall district writing assessment. Scored a 77% on the fall district math assessment.
- ✓ Review recent work samples from each core content area. (Attached)
Handwriting is neat but small. It gets larger and messier as she becomes frustrated. None of the assignments are completed.



Dr. Melissa Sadin
www.traumasensitive.com

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

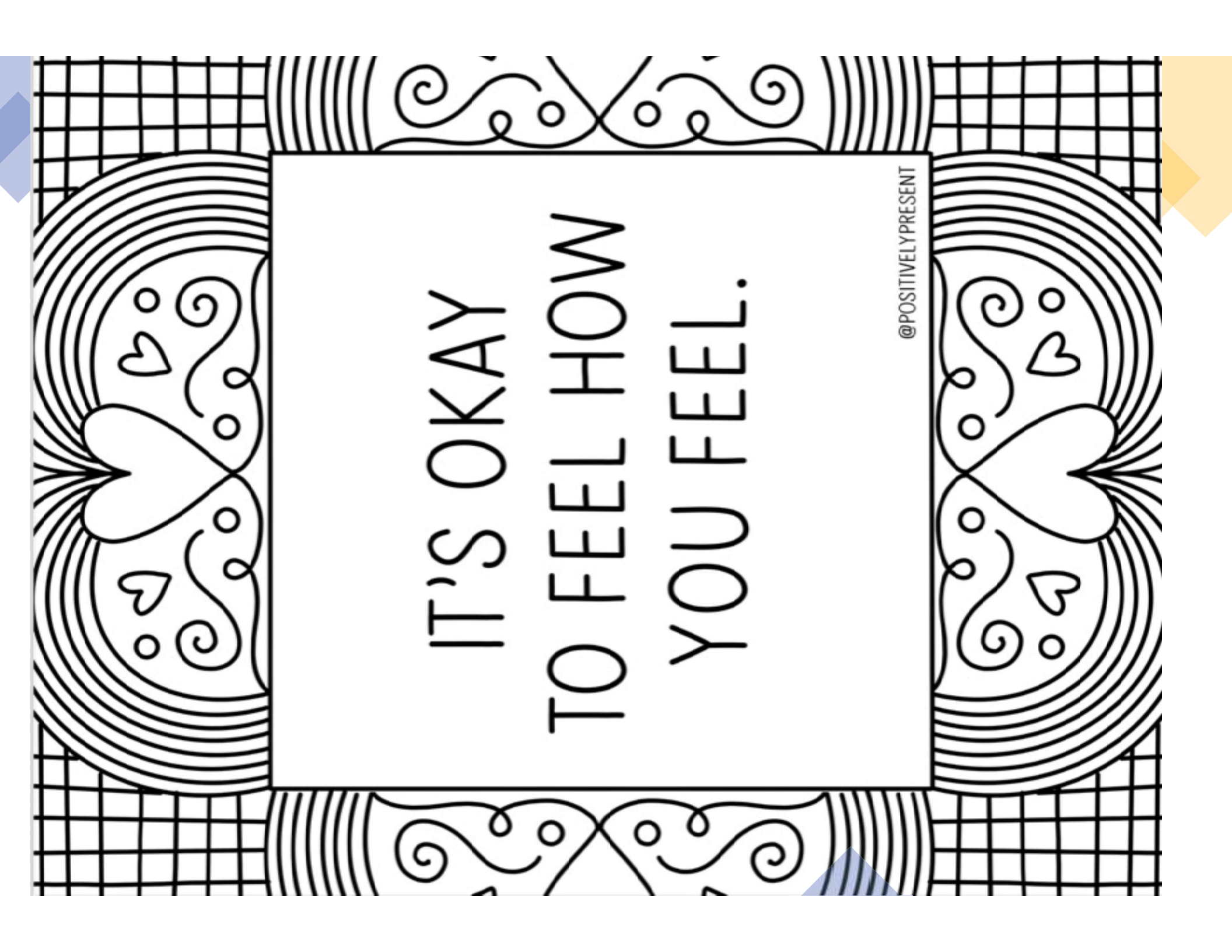
Case Manager: _____

Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:



FIND JOY AND
INSPIRATION
WHEREVER
YOU CAN.

@POSITIVELYPRESENT



IT'S OKAY
TO FEEL HOW
YOU FEEL.

@POSITIVELYPRESENT

