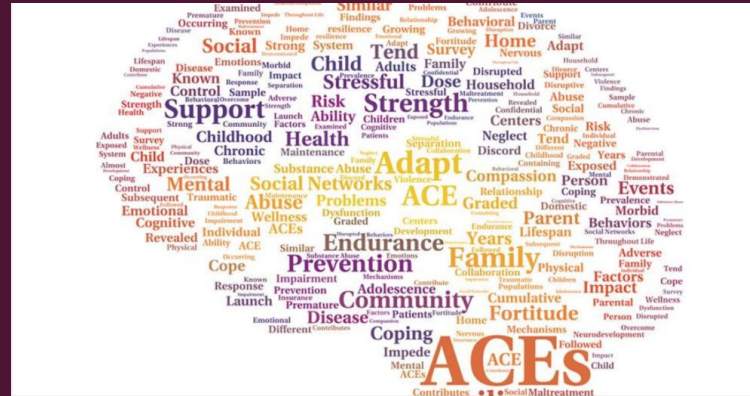


Adverse Childhood Experiences

Presented by: Adriana Izquierdo, BSW

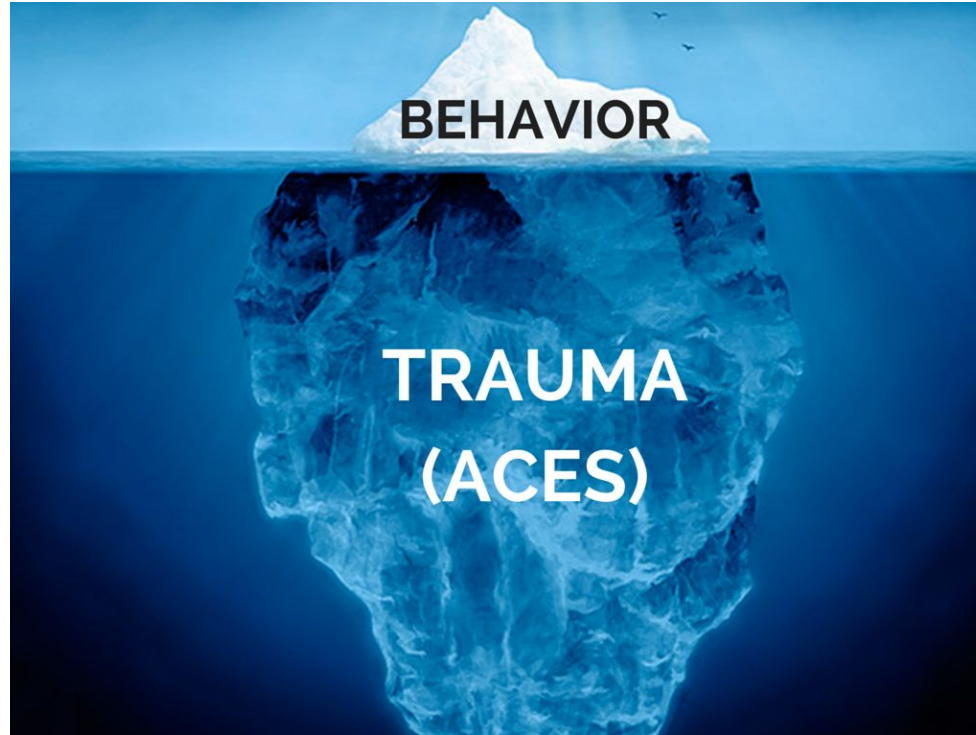


What is ACEs and Why is it important?

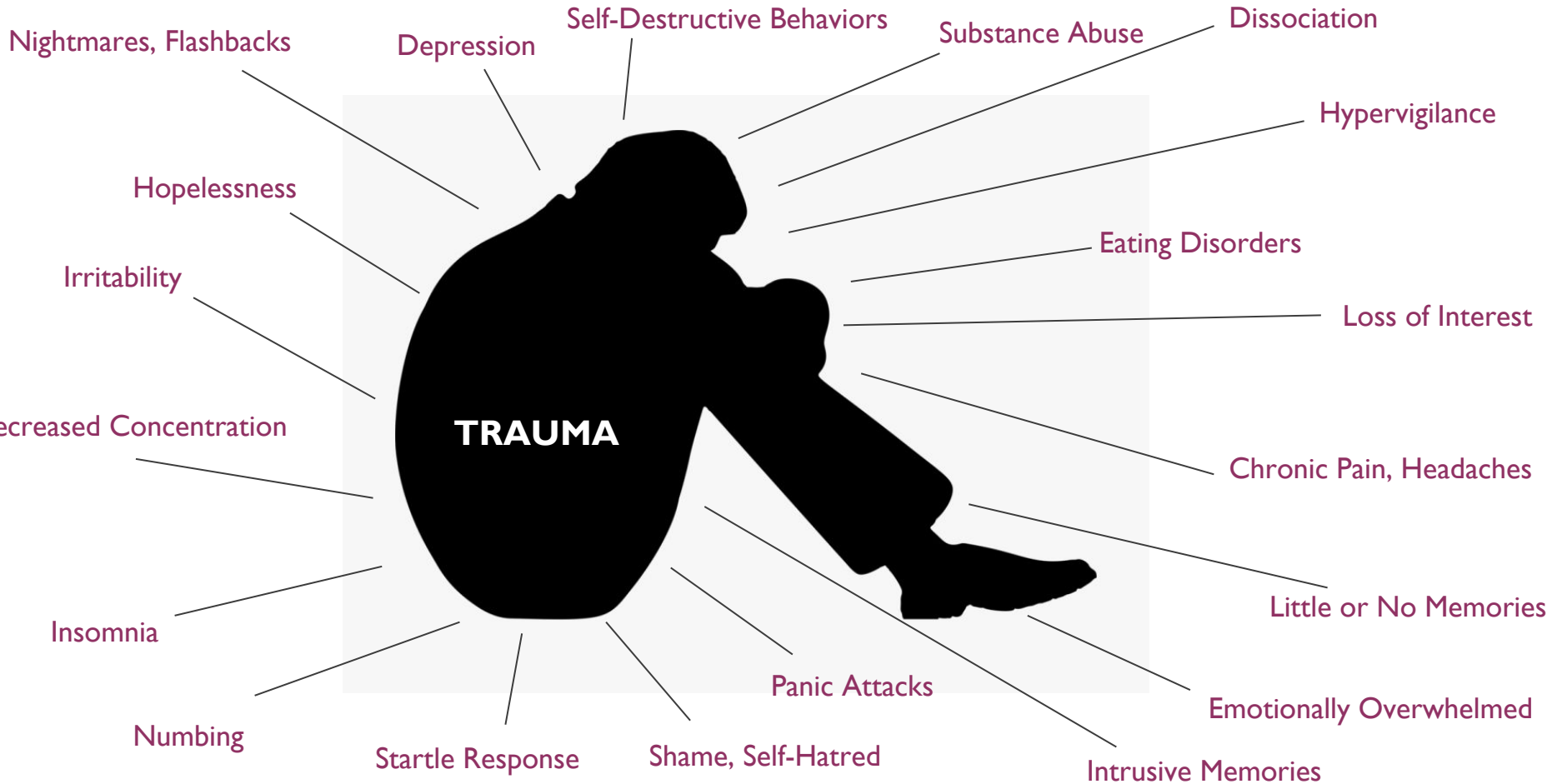
“What is predictable is preventable” - Robert Anda, MD ACES study Co-Founder



Understand before consequencing



EVENT + EXPERIENCE = EFFECT



ACEs can have lasting effects on...



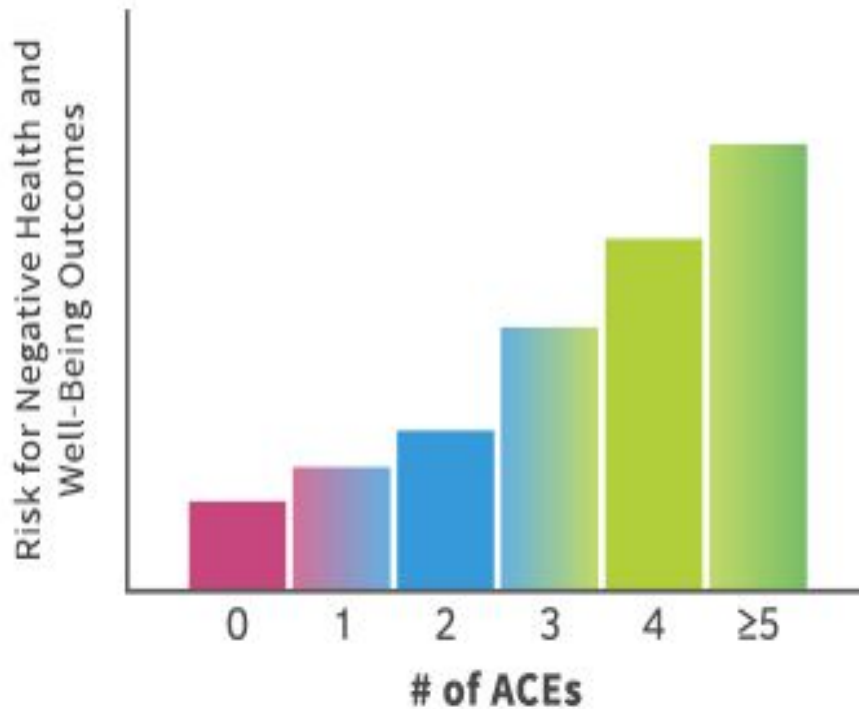
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)

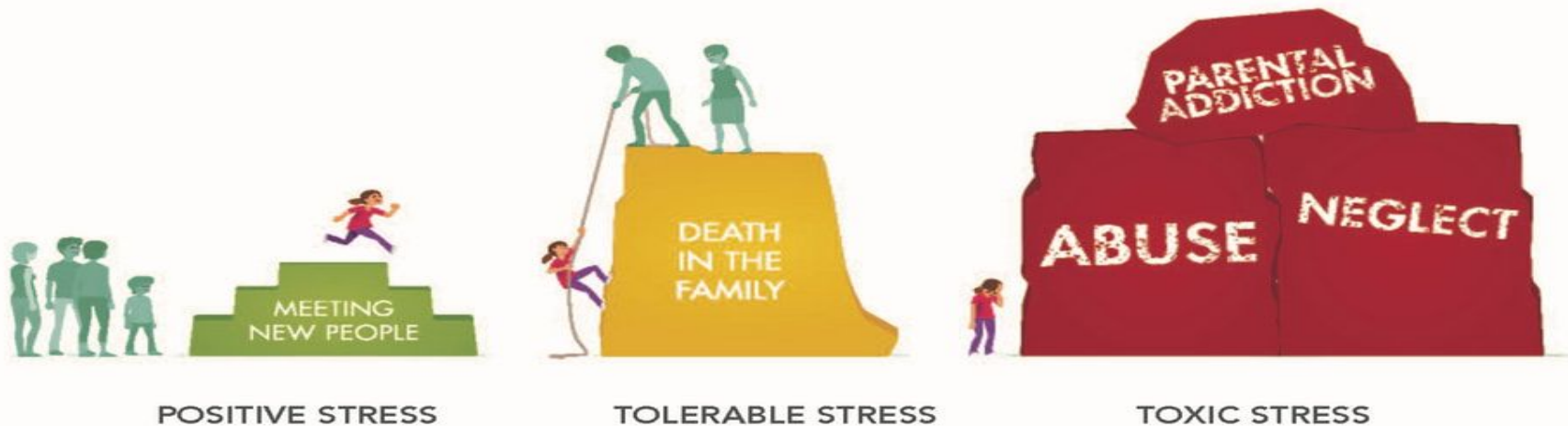


Life Potential (graduation rates, academic achievement, lost time from work)



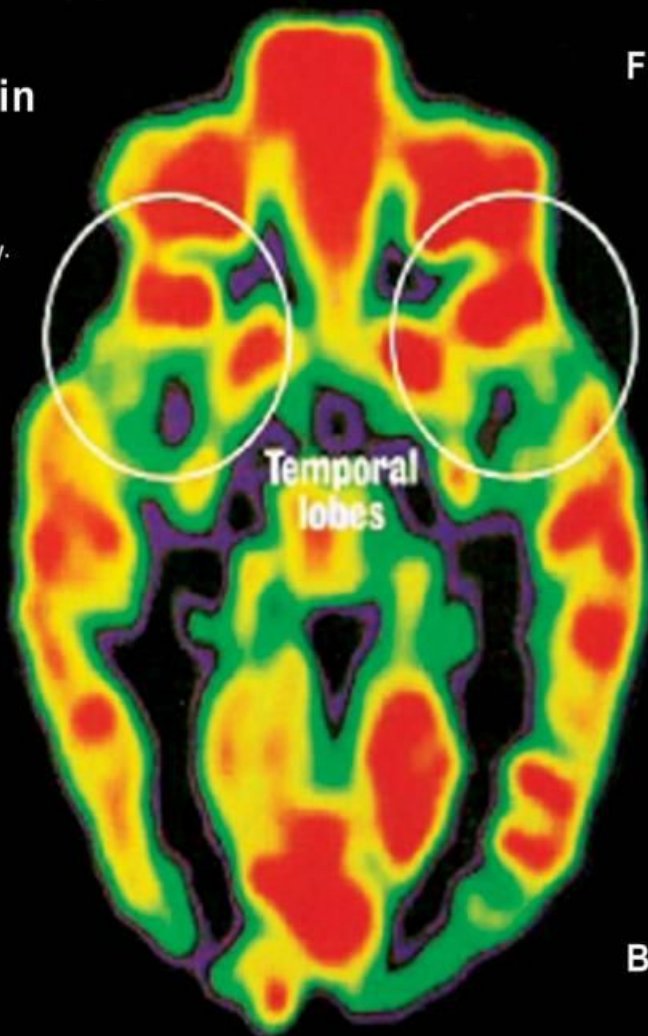
TOXIC STRESS

A force that disrupts brain architecture



Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

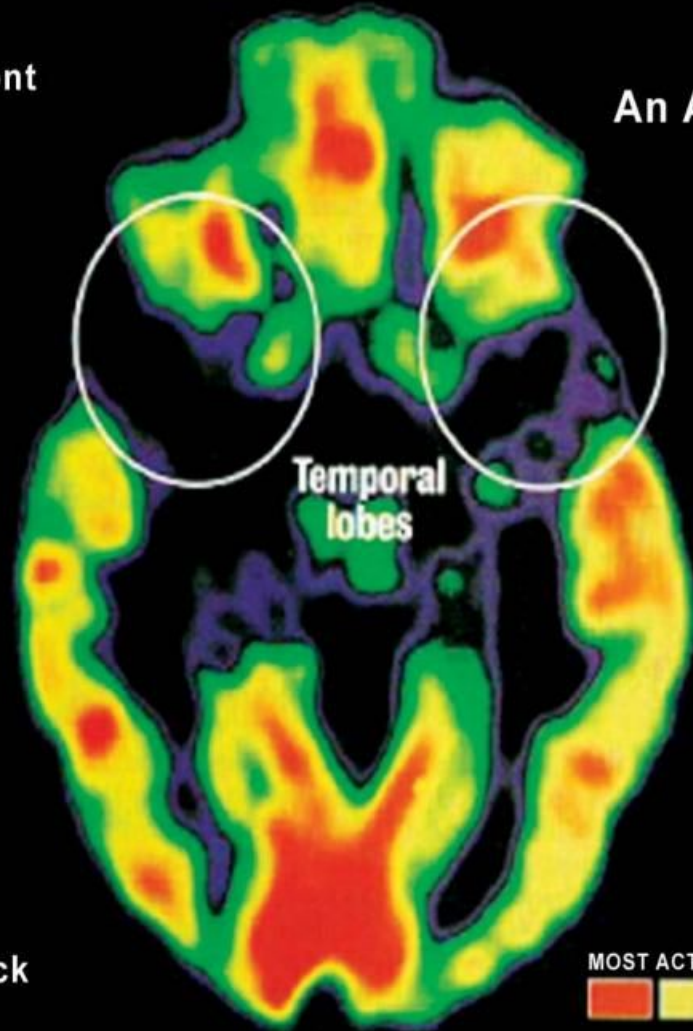


Front

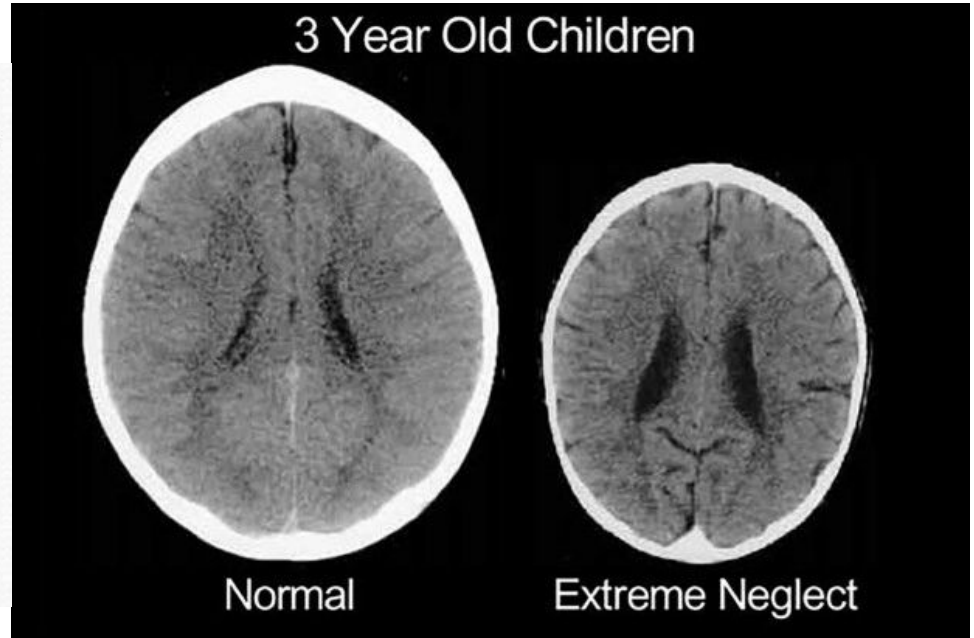
Back

An Abused Brain

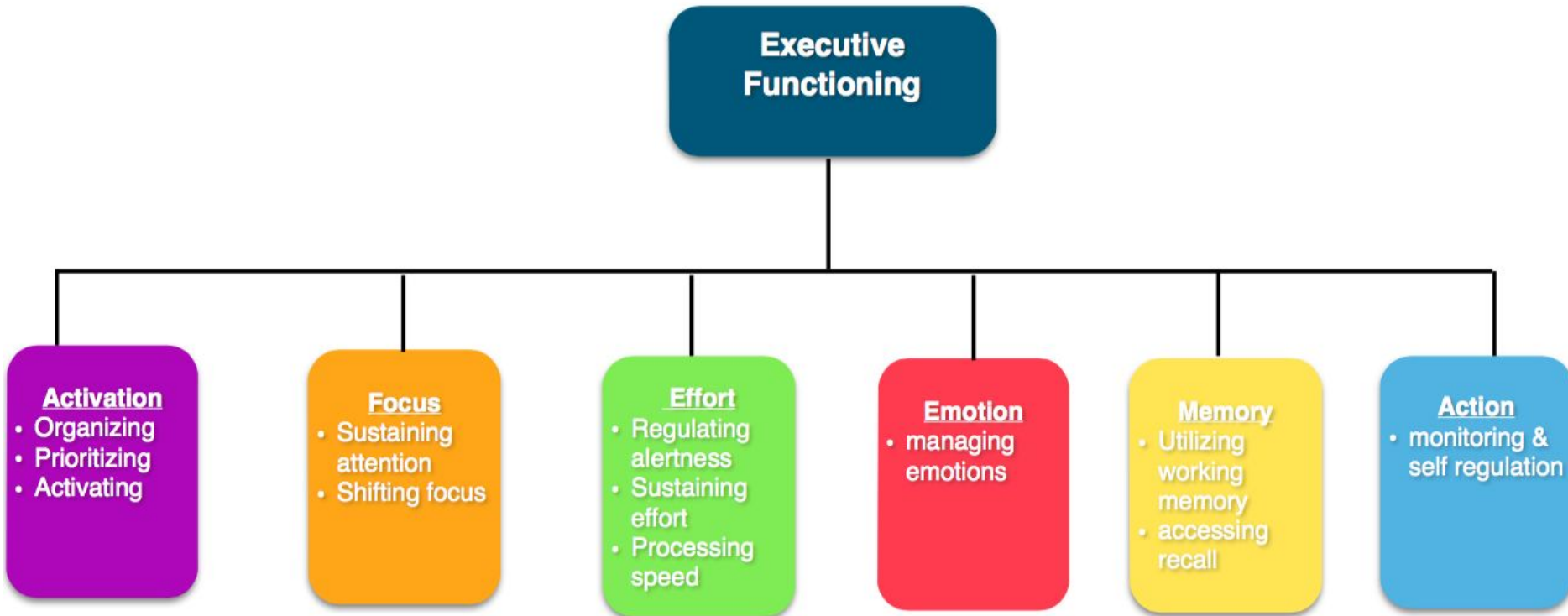
This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy three year old with an average head size. The image on the right is from a three year old child suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average and has abnormal development of cortex.



What is Executive Functioning?



How to build Executive Functioning

Journaling & Self-talk - Journaling & positive self-talk can help the brain problem-solve in healthy and realistic ways.

Goal Setting - They allow you to assess your life and what you want accomplished, help overcome procrastination, gives motivation, and measures progress.

Sports - Focused attention and skill development inherent in competitive sports draw on the ability to monitor one's own and other's actions, quick decisions, and respond flexibly to play. Ongoing, challenging aerobic activity can also improve executive function.

Theater - Being coordinated with choreography, learning lines, and entering/leaving stage on time all requires executive functioning.



Prayer, Yoga, Mindfulness, & Meditation - Supports a state of mindfulness, awareness of moment-to-moment experiences, may help individuals reduce stress, more reflective decision-making, behavior, and sustained attention.

Strategy Games - Classic games like chess, sudoku, word searches, and crossword puzzles help exercise your memory, planning, and attention.

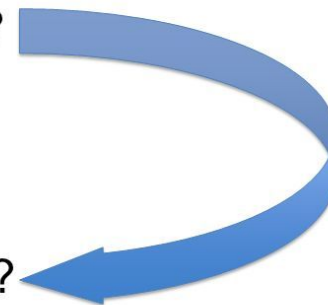
Music - Working memory, selective attention, cognitive flexibility, and inhibition are challenged while developing skills playing instruments, singing or dancing.



Trauma Informed Care

What's wrong with you?

What happened to you?



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 RESEARCH AND EVIDENCE

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

TRAUMA INFORMED CARE

Revised and Updated Edition

"Fascinating and upbeat...Dr. Perry is both a world-class creative scientist and a compassionate therapist."—Mary Pipher, PhD

THE BOY WHO WAS RAISED AS A DOG

*And Other Stories from a
Child Psychiatrist's Notebook*

What Traumatized Children
Can Teach Us About Loss,
Love, and Healing

BRUCE D. PERRY, MD, PhD, and MAIA SZALAVITZ



Educational Practices and Policies

- A survivor of trauma who is in a state of alarm is more anxious, less capable of concentrating, and more sensitive to nonverbal cues and can misinterpret these cues
- May avoid new tasks, feels overwhelmed easily, helpless, or angry.
- Can dissociate (space out), hostile, or avoidant (missing class).
- Even compound commands can be processed inaccurately. Which can create a cycle of their lack of understanding with teacher's frustration and negative connections in the learning process. (Perry, 2006).

Remember: the baseline for that student is a state of low level fear.

What helps?

- A respectful, structured, predictable, and safe learning environment

Protective Factors

- Loving, supportive parents
- Parents who read and talk to their kids
- Healthy relationships with parents, family members and friends
- Learning good communication skills

What can we do?

- Be there for the child when they need support and encouragement.
- Let the child know he or she is loved and has a purpose in life.
- Let them know they can count on you if bad things happen.

Want to know more?

- Resilience movie <https://kpjrfilms.co/resilience/>
- Brain Architecture game <https://dev.thebrainarchitecturegame.com>
- Community Resilience Initiative <https://criresilient.org>
- Center on the Developing Child, Harvard University, <https://developingchild.harvard.edu/resources/three-core-concepts-in-earlydevelopment/>
- ACE response http://www.aceresponse.org/give_your_support/ACEs-in-Education_25_68_sb.htm
- ACEs Connection <https://www.acesconnection.com>
- ACEs Too High <https://acestoohigh.com>
- Connections Matter <http://www.connectionsmatter.org/resources/>
- National Child Traumatic Stress Network <https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- Trauma Sensitive Schools <https://traumasensitiveschools.org>
- Boy who was raised by a dog book by Bruce Perry

References

- Crosby, S. (2015) An Ecological Perspective on Emerging Trauma-Informed Teaching Practices, *Children & Schools*, 37(4). 223-230
- Day, A., Somers, C., Baroni, B., West, S., Sanders, L., Peterson, C. (2015) Evaluation of a Trauma-Informed School Intervention with Girls in a Residential Facility School: Student Perceptions of School Environment. *Journal of Aggression, Maltreatment & Trauma*, (24)10. 1086-1105
- Frydman, J., Mayor, C. (2017) Trauma and Early Adolescent Development: Case Examples from a Trauma-Informed Public Health Middle School Program. *Children & Schools*, 39(4). 238-247
- Nealy-Oparah, S., Scruggs-Hussein, T. (2018) Trauma-informed leadership in schools: From the inside-out: The foundation of being a trauma-informed leader is transformational "inside-out" work that heals adult trauma and develops social-emotional intelligence. How can we teach what we do not embody?. *Leadership*, 47(3). 12-16
- Perry, B. D. (2006). Fear and learning: Trauma-related factors in the adult education process. *New Directions for adult and continuing education*, 110, 21-27. <https://doi.org/10.1002/ace.215>
- Walkley, M., Cox, T. (2013) Building Trauma-Informed Schools and Communities. *Children and Schools*, 35(2). 123-126 .



Questions?