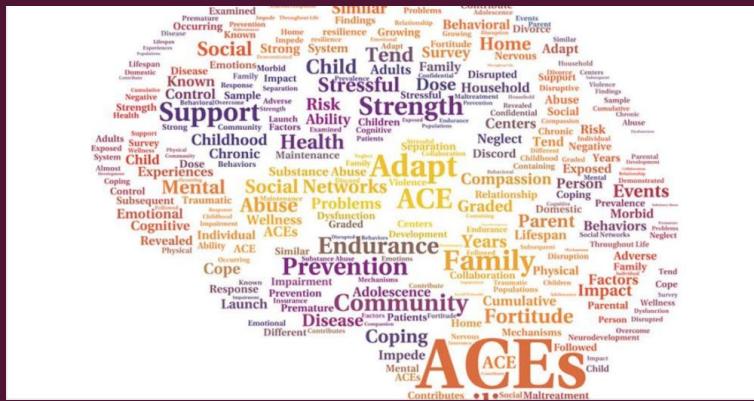


Adverse Childhood Experiences

Presented by: Adriana Izquierdo, BSW

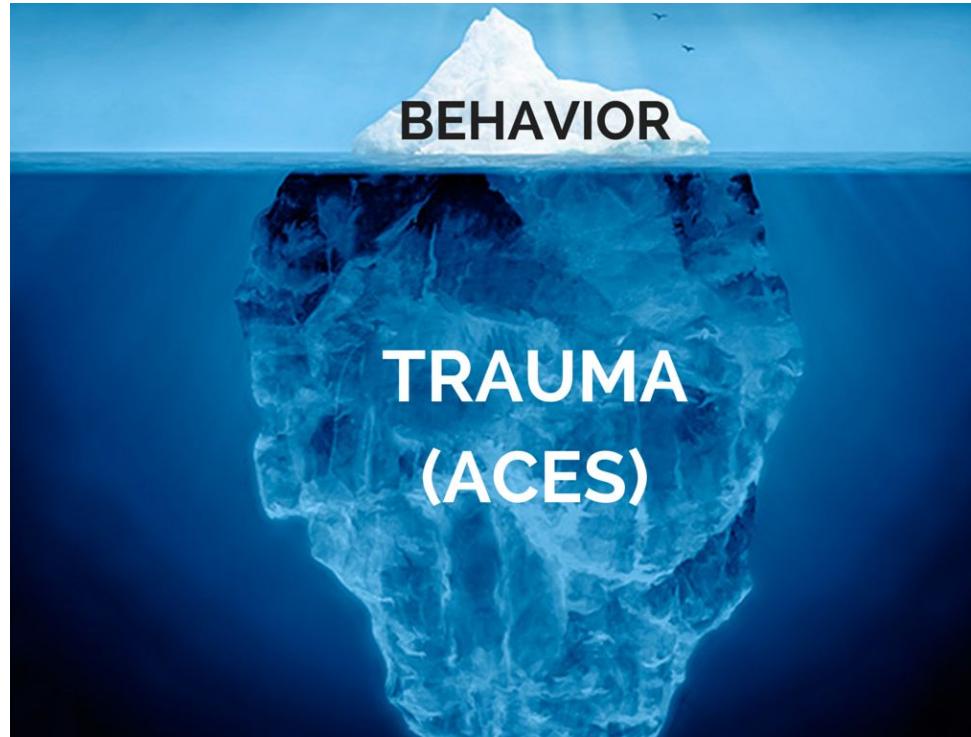


What is ACEs and Why is it important?

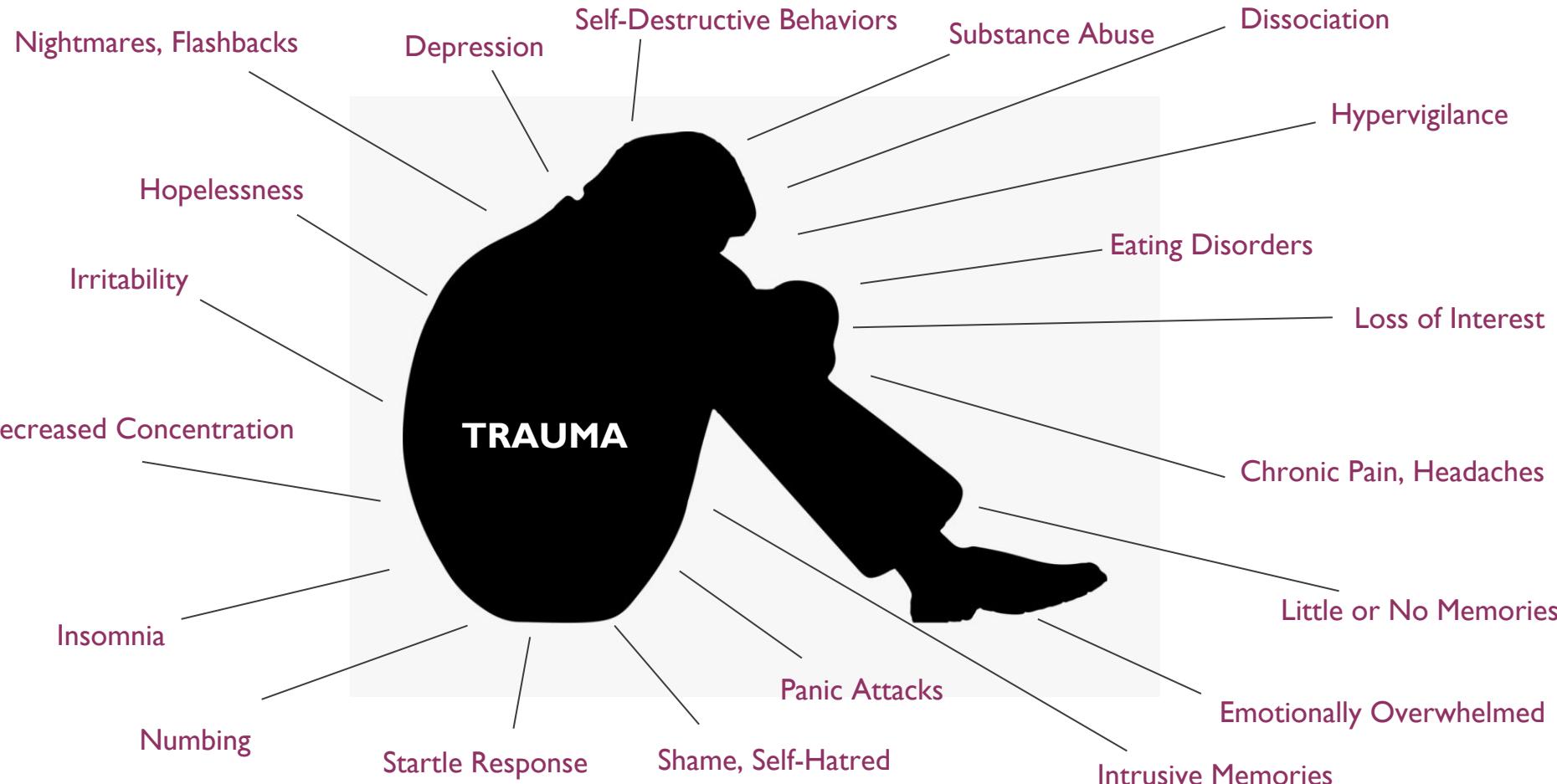
“What is predictable is preventable” - Robert Anda, MD ACES study Co-Founder



Understand before consequencing



EVENT + EXPERIENCE = EFFECT

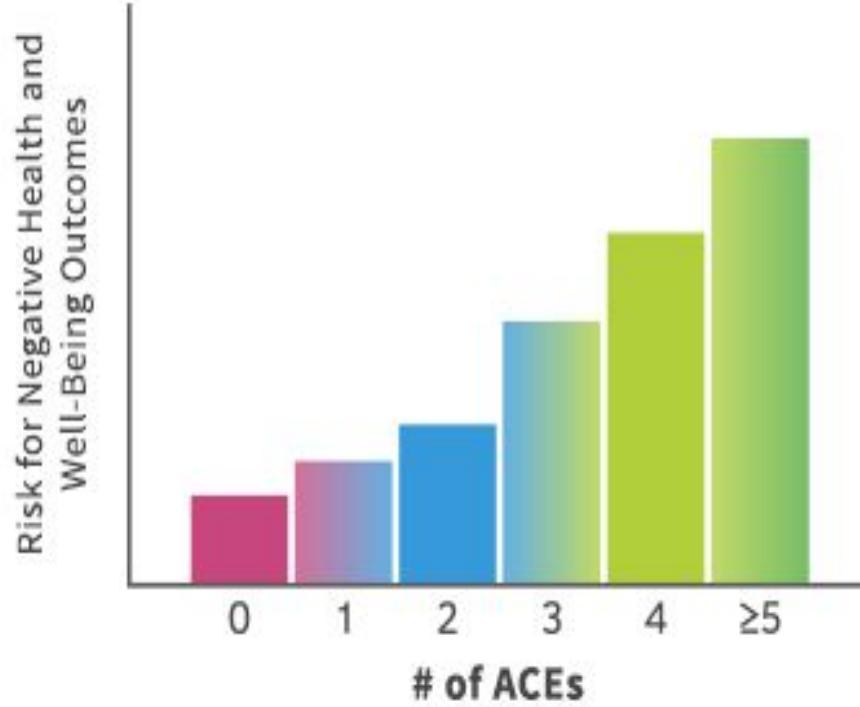


ACEs can have lasting effects on...

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

Medication icon: **Behaviors** (smoking, alcoholism, drug use)

Graduation cap icon: **Life Potential** (graduation rates, academic achievement, lost time from work)

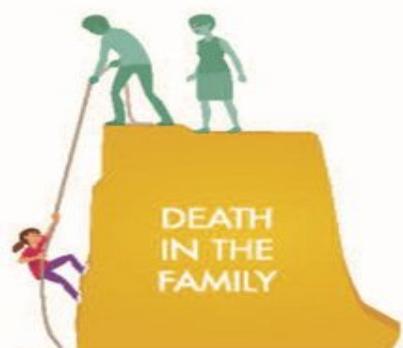


TOXIC STRESS

A force that disrupts brain architecture



POSITIVE STRESS



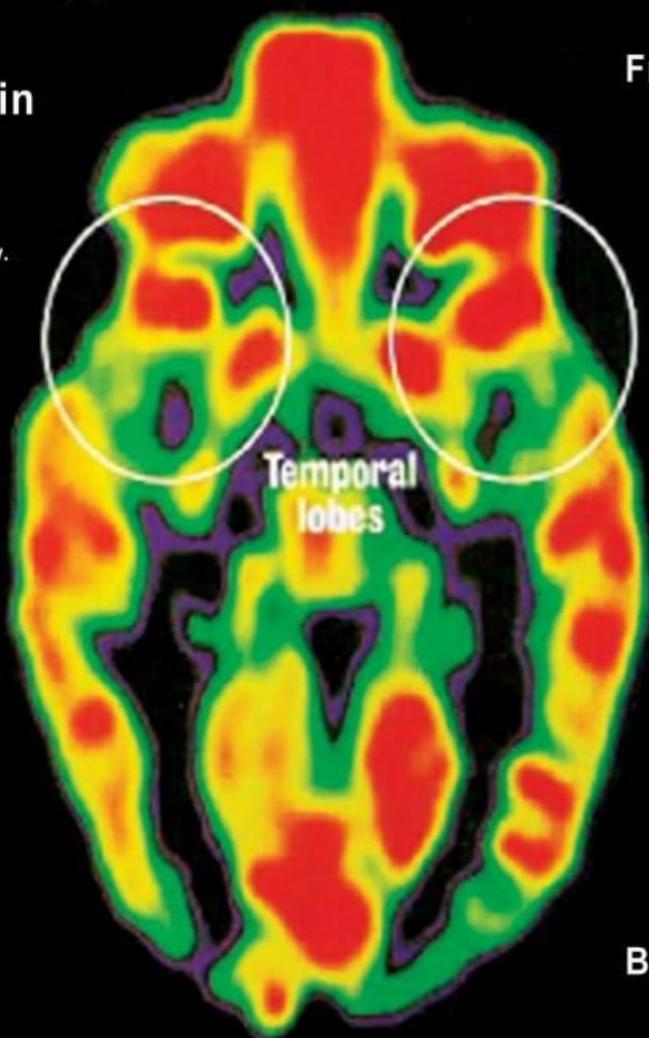
TOLERABLE STRESS



TOXIC STRESS

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.

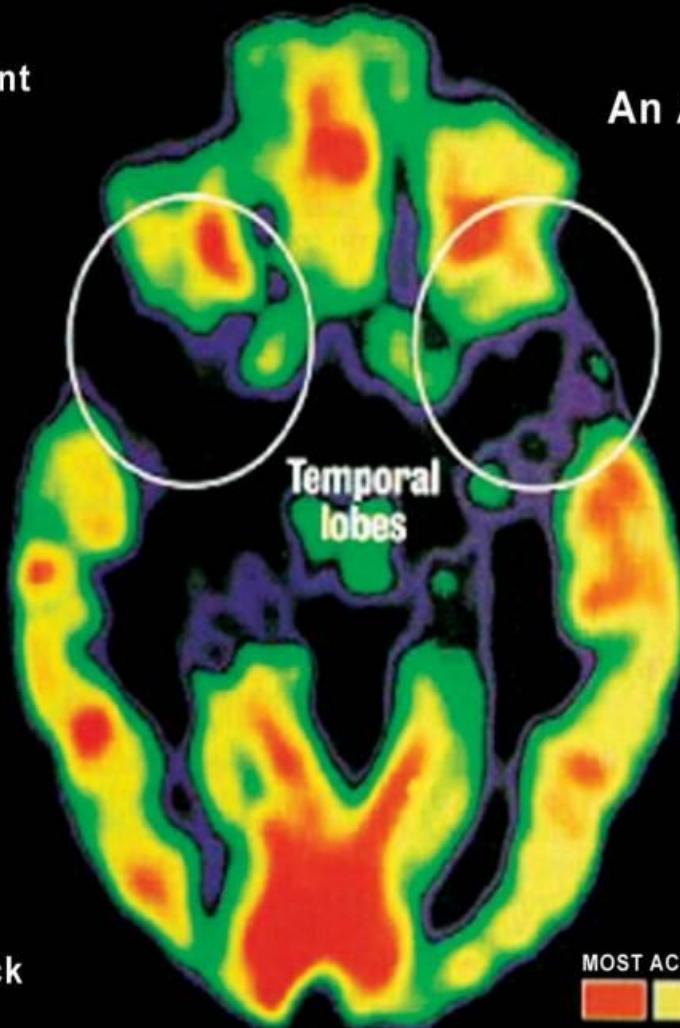


Front

Back

An Abused Brain

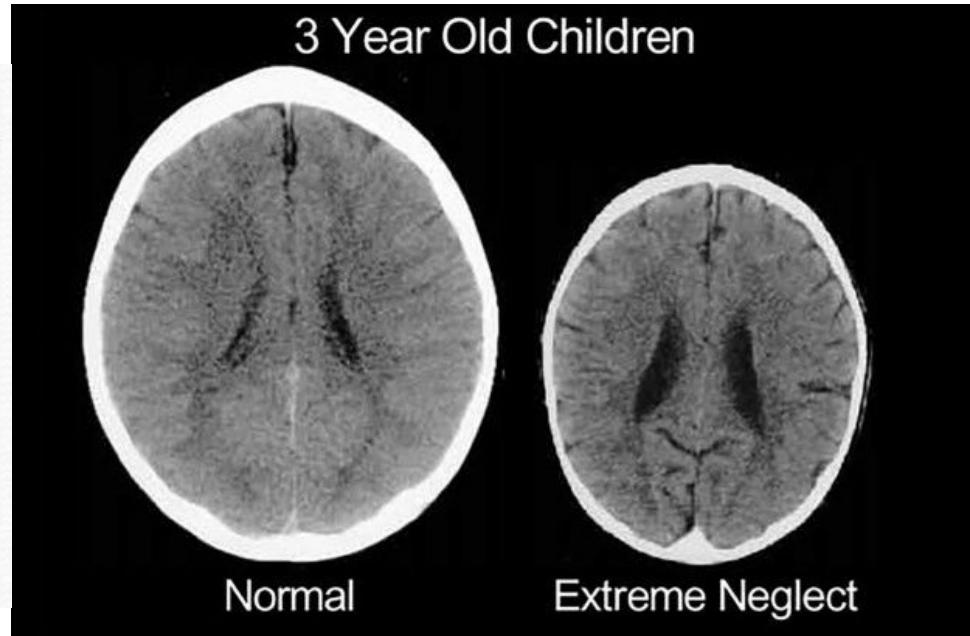
This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



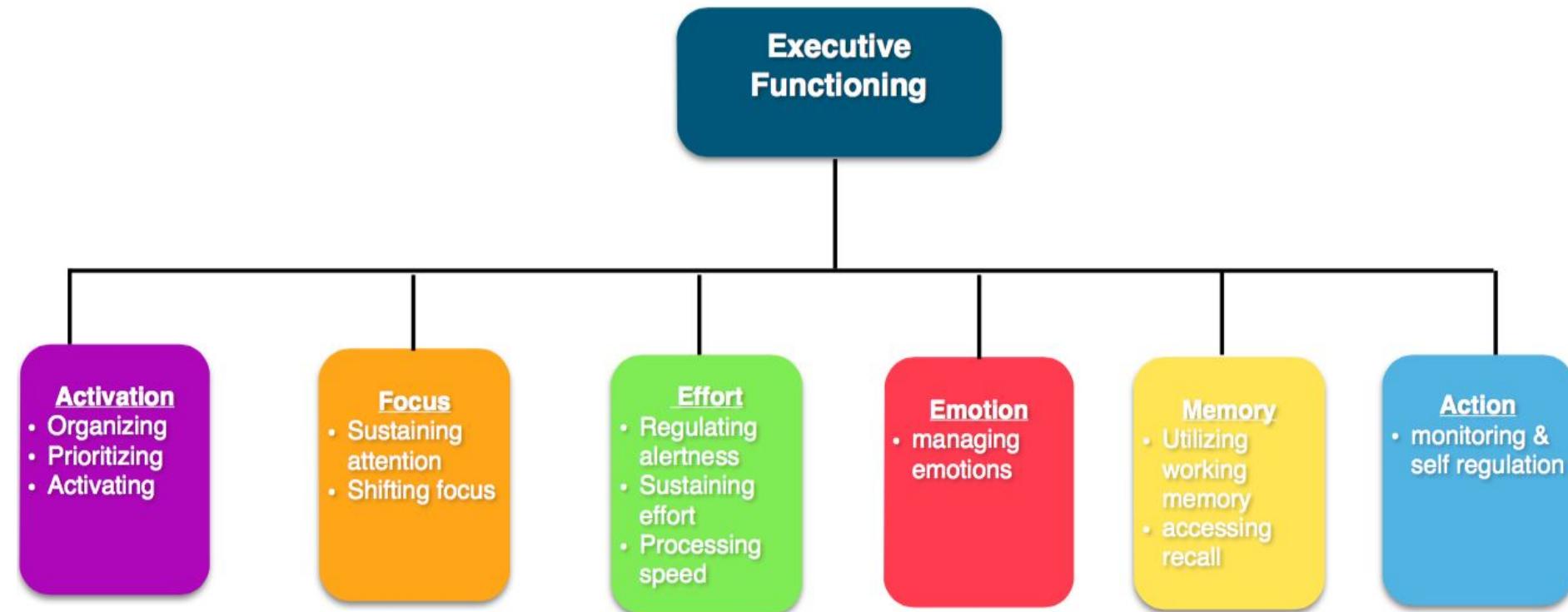
MOST ACTIVE LEAST ACTIVE

A horizontal color bar with five squares. The first square is red, labeled 'MOST ACTIVE'. The last square is black, labeled 'LEAST ACTIVE'. The other three squares are yellow, green, and purple, representing intermediate levels of activity.

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.

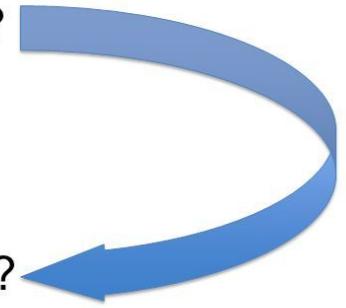
Strategy Games - Classic games like chess, sudoku, word searches, and crossword puzzles help exercise your memory, planning, and attention.

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?



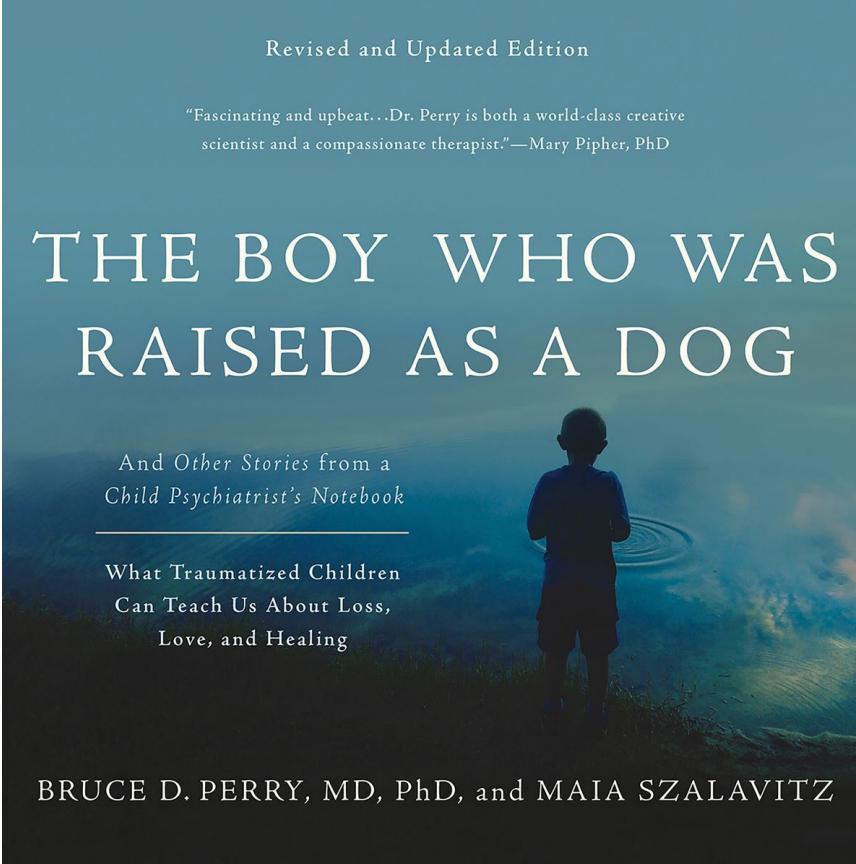
What happened to you?

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

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Questions?