


***Building Resiliency:
Engaging and Encouraging
Students Exposed to Trauma***

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Making Connections that Matter

Adverse Childhood Experiences Study
www.acestudy.org

- Kaiser Permanente San Diego
- 26K consecutive patients, 71% participate
- 17.3K patients
- 70% attended some college
- 80% White/Latino, 10% African American, 10% Asian
- 46% Men
- Average age 57
- Interviewed about life prior to age 18

From: www.AceStudy.org

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Categories of Adverse Experiences

<ul style="list-style-type: none"> • Abuse <ul style="list-style-type: none"> Psychological 11% Physical 28% Sexual 22% (F=28%, M = 16%) • Neglect <ul style="list-style-type: none"> Emotional 15% Physical 10% • Household dysfunction <ul style="list-style-type: none"> Significant alcohol use 27% Loss of parent before age 18 23% Depression or mental illness in home 17% Mother treated violently 13% Imprisoned household member 6% 	<p>ACE Score</p> <ul style="list-style-type: none"> 0 – 33% 1 – 25% 2 – 15% 3 – 10% 4 – 6% 5 or more 11%
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From: www.AceStudy.org

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ACE SCORE

- 0 – 33%
- 1 – 25%
- 2 – 15%
- 3 – 10%
- 4 – 6%
- 5 or more 11%

Jody McVittie, MD
www.SoundDiscipline.org

Adverse Childhood Experiences
As a National Health Issue

ACEs have a strong influence on:

- Adolescent health-teen pregnancy
- Smoking-alcohol abuse, illicit drug abuse
- Sexual behavior
- Mental health (ACE score of 4, 4.5 times more likely to be depressed, 12x more likely to have attempted suicide)
- Physical health
- Risk of re-victimization, stability of relationships
- Performance in the workforce
- School. With insecure attachment and an ACE score of 4 or more students are 32 X more likely to have attention or behavior problems..

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ACEs increase the risk of:

- Heart disease
- Chronic Lung disease
- Liver disease
- Suicide-Injuries
- HIV and STDs
- Other risks for the leading causes of death
- Continuing the epidemic of intra-family violence

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The problem (misbehavior) you see is a solution to another problem (that you don't see)

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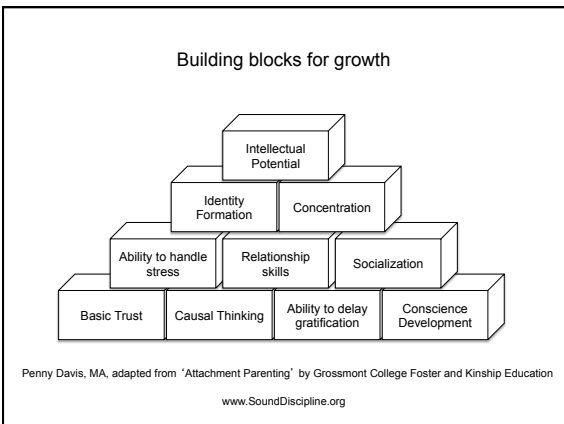
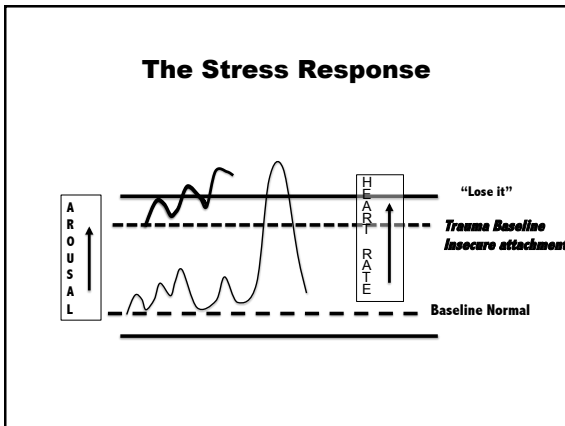
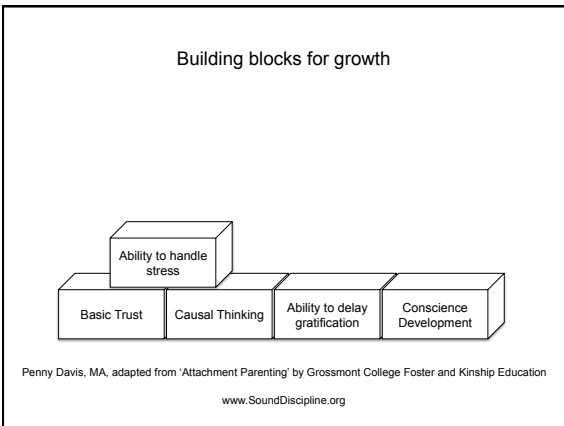
Resiliency

“The deep belief that at one time you really mattered to another human being”

– Dr. Vincent Felitti, MD

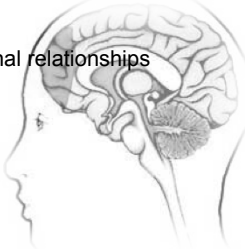


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Functions of the Prefrontal Cortex

- Regulation of body through autonomic nervous system
- Emotional regulation
- Regulation of interpersonal relationships
- Response flexibility
- Intuition
- Mindsight
- Self Awareness
- Letting go of fears
- Morality



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A brain-informed approach to relationship

Cortex Reason
Midbrain Relate
Brainstem Regulate

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Why is this important?

Relationships matter to the growing brain

Attachment is passed on *SOCIALLY*

Brains are plastic. Your intervention makes a difference.

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What makes people do what they do?

- Theory of Alfred Adler (1870- 1937)
- Behavior has a purpose (goal directed)
- Movement toward belonging and significance
- Based on perceptions and private logic (out of awareness)
- We are all equally worthy of dignity and respect

Based on the work of Alfred Adler, 1870-1937
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Perception Interpretation
Decision (Private logic) Belief

Mistaken beliefs lead to mistaken decisions:
"In order to belong or be important here I need to....."

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How do we know we matter?

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Encouragement

- Did things with me
- Knew me
- Trusted me
- Listened to me
- Asked me about me
- Pushed me to do what they knew I could
- Saw something in me I couldn't see
- Saw me in a positive light
- Shared part of themselves (stories, skills)
- Eyes looked happy to see me
- Remembered things I liked
- Took time for me
- Let me teach them something
- Held me accountable

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Courage:

The movement we make in the direction of becoming our best selves.

Encouragement:

The space we make for others to find and develop their best selves

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Descriptive Encouragement:

I notice

Appreciative Encouragement:

I appreciate.... Thank you for.....

Empowering Encouragement:

I have faith..... I know..... I trust.....

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CONNECT BEFORE CORRECT

Connection is critical for human relationships.

Compassion= Being present "with"



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Modeling

- Connect first (listening for emotions)
- Notice that behavior is code for something (the problem you see is a solution for something you don't see)
- Not taking things personally
- Mistakes are opportunities
- The power of repairs
- The power of lightness

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Resources - Books

- Framingham Public Schools *Teachers' Strategies Guide for Working with Children Exposed to Trauma*, 3rd Edition 2008
- Greene Ross: *Lost at School: Why our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*.
- Levine, Peter: *In an Unspoken Voice*
- Medea, Andra *Conflict Unraveled: Fixing Problems at Work and in Families*
- Nelsen, Jane: *Positive Discipline*
- Perry, Bruce: *The Boy Who Was Raised as a Dog*
- Siegel, Daniel and Mary Hartzell: *Parenting from the Inside Out*

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Resources - Online

- ACE study www.acestudy.org Turning Gold into Lead (summary of ACE study)
http://www.acestudy.org/files/Gold_into_Lead_-_Germany1-02_c_Graphs.pdf
- Massachusetts Advocates for Children: Helping Traumatized Children Learn
<http://www.massadvocates.org/download-book.php>
- Bruce Perry's articles on trauma and development:
http://www.childtrauma.org/images/stories/Articles/attcard_03_v2_r.pdf
http://www.childtrauma.org/images/stories/Articles/traumaloss_bdp_final_7_09.pdf
- Mirror Neurons: <http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html>
- Daniel Siegel, brain in hand <http://www.youtube.com/watch?v=DD-lfP1FBfk>
- Carol Dweck's work: <http://nymag.com/news/features/27840/>
- <http://www.stanfordalumni.org/news/magazine/2007/marapr/features/dweck.html>
- Sound Discipline website, newsletters and resources: www.SoundDiscipline.org
- Sound Discipline newsletter – Encouragement and 2x10:
<http://hosted-p0.vresp.com/634436/2c5da0bea8/ARCHIVE>
- Daniel Pink on TED: The Science Motivation
http://www.ted.com/talks/dan_pink_on_motivation.html
- Daniel Pink, RSA Drive: <http://www.youtube.com/watch?v=u6XAPnuFJlc>
- This American Life: Back to School
<http://www.thisamericanlife.org/radio-archives/episode/474/transcript>

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