

Teach CTE: Supporting Our Students and Schools Through a Trauma-Invested Approach

Presented by:

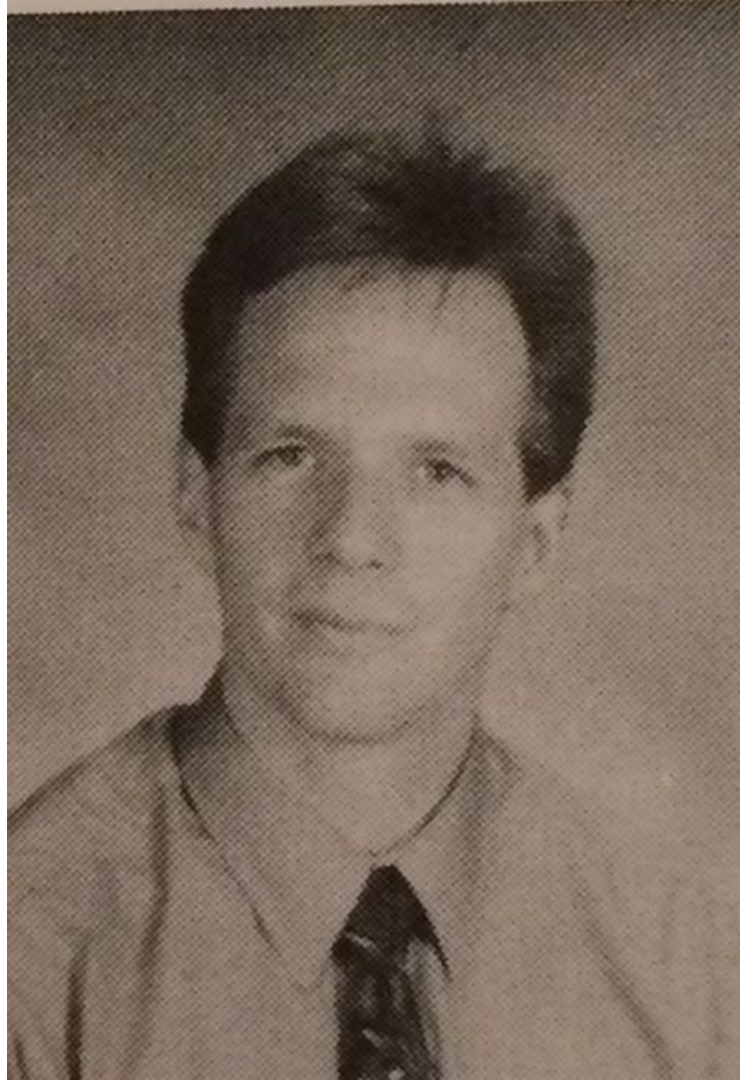
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(AEIOU-Y) Norms:

- Rule #1 Take Care of Yourself
- **A**sk Questions (There is more power in the question mark than the period).
- **E**ngage Fully
- **I**ntegrate New Information
- **O**pen Your Mind to Diverse Views
- **U**tilize What You Learn
- **Y**our Own Devices -
 - Don't let them pull you away







Who is this man?

How has he changed your life?

Session Outcomes

- Understand ACEs research and trauma-invested schools to impact student academic and social outcomes
- Begin to apply the ACEs information to your learning spaces.
- Explore current challenges that might be supported by a deeper understanding of the key elements trauma-invested care

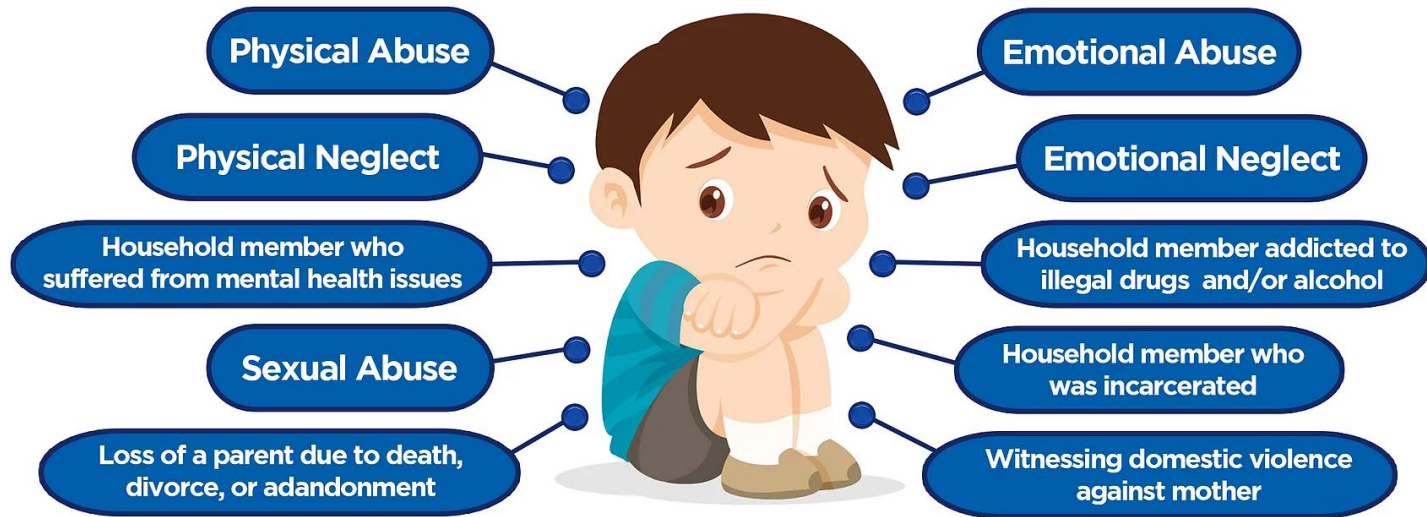
ACEs Overview

Adverse Childhood Experiences (ACEs) alter the brain development of children and adolescents. Heightening our awareness and modifying or amplifying the practices below will provide a buffer to help ALL students find success and maximize their learning potential.

- Foster Positive Relationships
 - Adults Must Foster Care for themselves and Colleagues
- Build Safe and Predictable Environments
- Explicitly Instruct SEL and Executive Function Skills
- When Disciplining: Seek to Restore Justice a Maintain Accountability
- Build a Culture of Care
 - All Staff support each other
 - All Staff support ALL students

ACEs Primer

ADVERSE CHILDHOOD EXPERIENCES INCLUDE:



ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO:

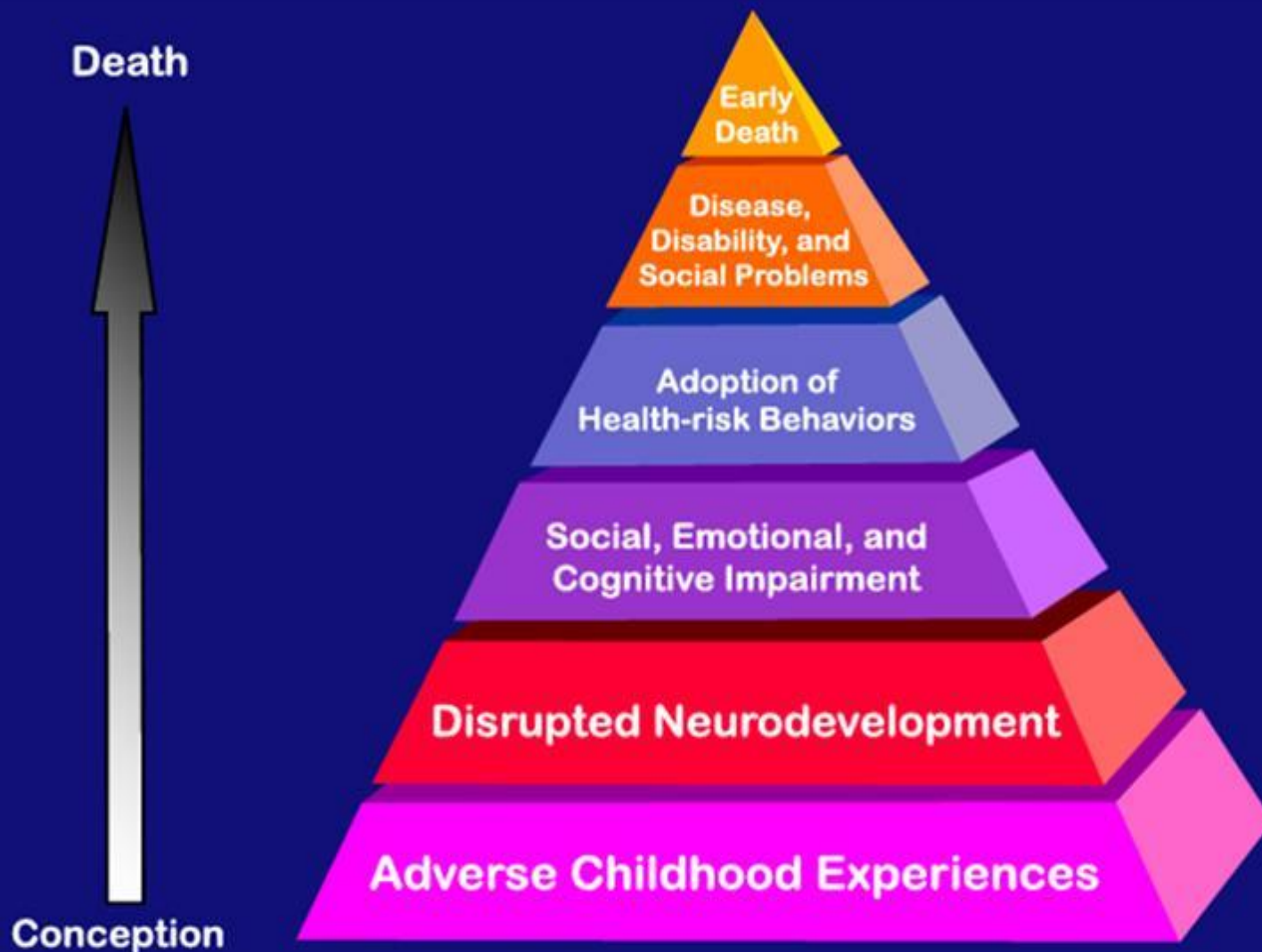


Connections

With your elbow partner...

- Discuss your previous knowledge/experience with the ACEs research
- Pair Share your thoughts on the video
- Whole group debrief – popcorn sharing

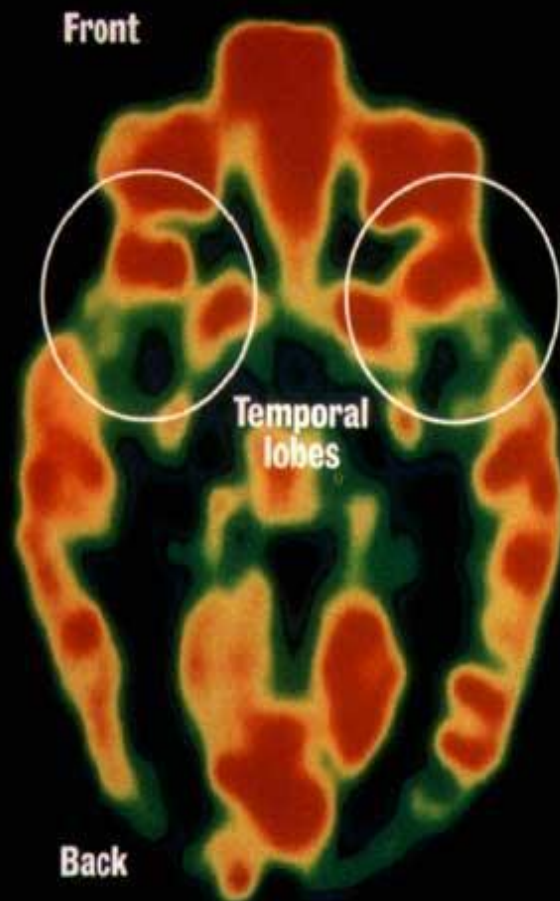




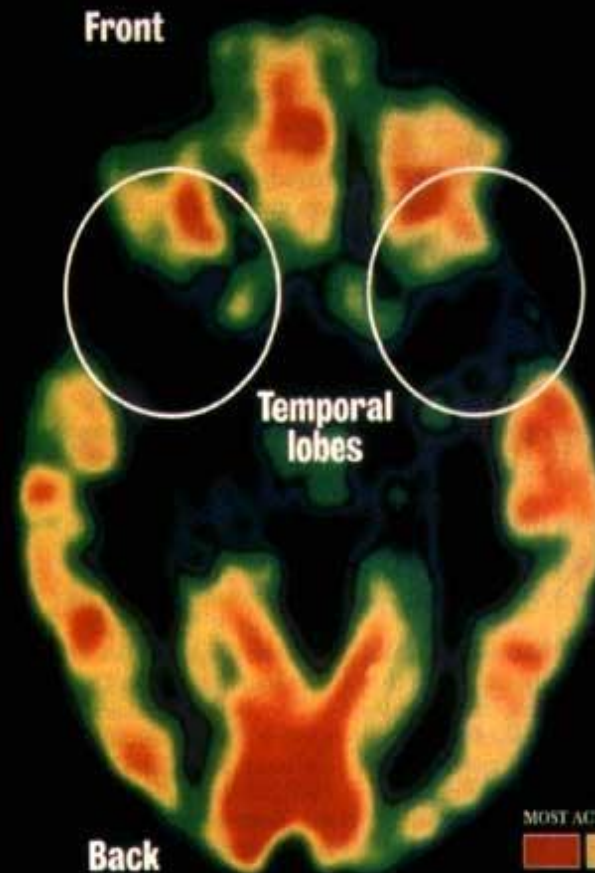
Mechanisms by which Adverse Childhood Experiences influence health and well-being throughout the lifespan

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



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.

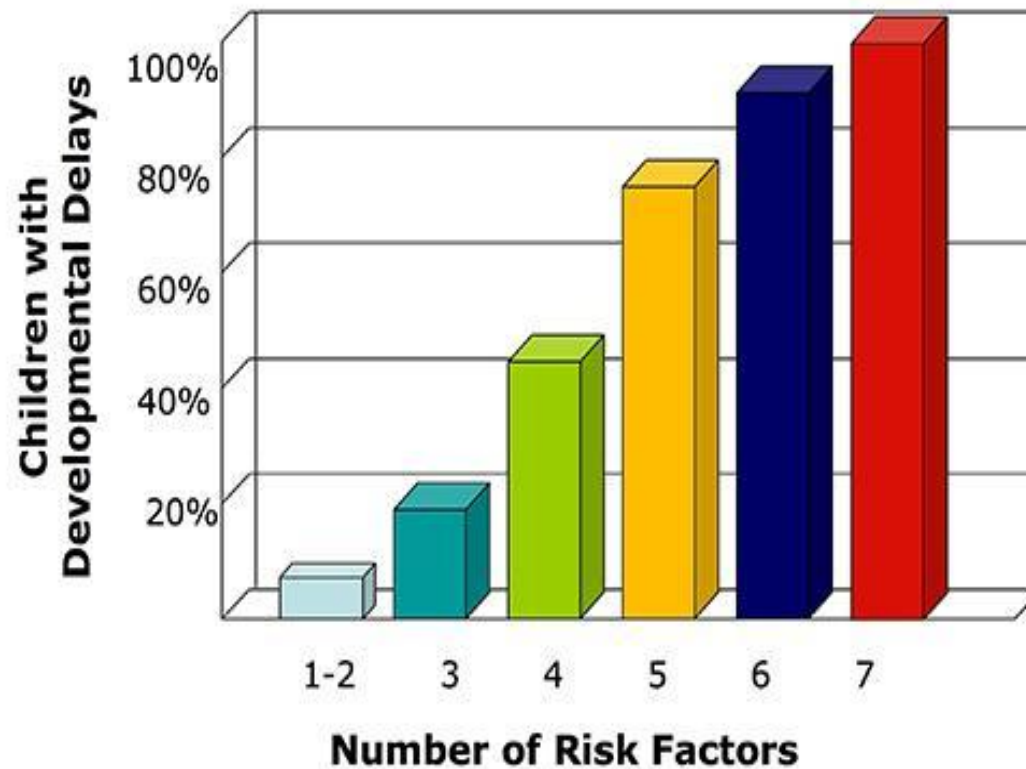
MOST ACTIVE LEAST ACTIVE
[Red] [Orange] [Green] [Blue] [Black]

Probability of Outcomes

Given 100 American Adults

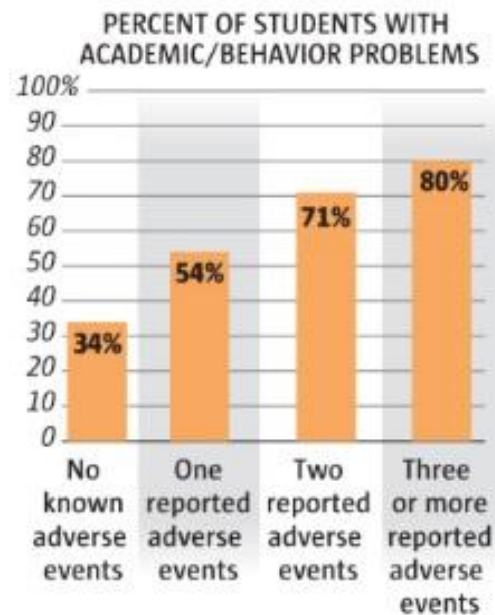
33 No ACEs	51 1-3 ACEs	16 4-8 ACEs
<u>WITH 0 ACEs</u> 1 in 16 smokes 1 in 69 are alcoholic 1 in 480 uses IV drugs 1 in 14 has heart disease 1 in 96 attempts suicide	<u>WITH 3 ACEs</u> 1 in 9 smokes 1 in 9 are alcoholic 1 in 43 uses IV drugs 1 in 7 has heart disease 1 in 10 attempts suicide	<u>WITH 7+ ACEs</u> 1 in 6 smokes 1 in 6 are alcoholic 1 in 30 use IV drugs 1 in 6 has heart disease 1 in 5 attempts suicide

Significant Adversity Impairs Development in the First Three Years



When ACEs rise, academics fall

A study of 2,100 elementary schoolchildren in Spokane makes clear the relationship between Adverse Childhood Experiences and problems in school.



Source: Washington State University Area Health Project

MARK NOWLIN / THE SEATTLE TIMES

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

WHAT IMPACT DO ACEs HAVE?

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical

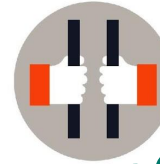


Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

BULLYING

Loss of a friend through violence

POVERTY

POLITICAL
CLIMATE

WHAT IMPACT DO ACEs HAVE?

(Research) ACEs Resources:

ACEs Too High <https://https://acestoohigh.com>

Aces Too High is a news site that reports on research about adverse childhood experiences, including developments in epidemiology, neurobiology, and the biomedical and epigenetic consequences of toxic stress.

ACEs Connection <http://www.acesconnection.com/>

Companion social network to Aces Too High

If you join, you automatically receive a daily digest with summaries and links to the latest news, research and reports about ACEs research and implementation, plus a weekly roundup of activity within the network.

Take a moment to reflect:

- What was something that you have a question about?
- What possibilities for hope do you see for our students?
- What current challenges are you facing at your work site that might be caused by Adverse Childhood Experiences?
- How might a deeper understanding of the ACEs research assist your work site in addressing these issues?





How does this video relate to what is going on in our learning spaces and building?

How can we know the outside “baggage” that impact each member of our community?

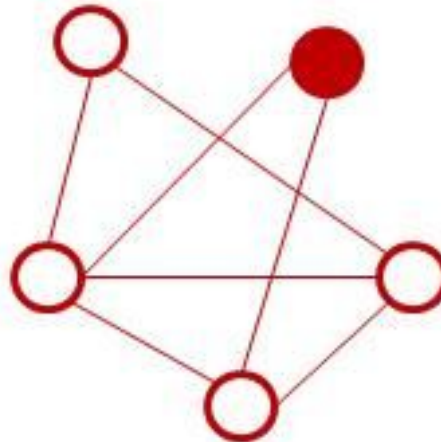
“Remember everyone in the classroom has a story that leads to misbehavior or defiance. Nine times out of ten, the story behind the misbehavior won’t make you angry. It will break your heart.”

Annette Breaux

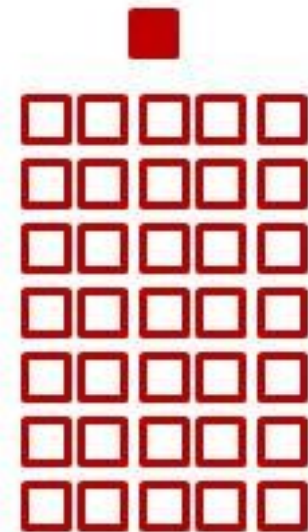
3 Types of Power



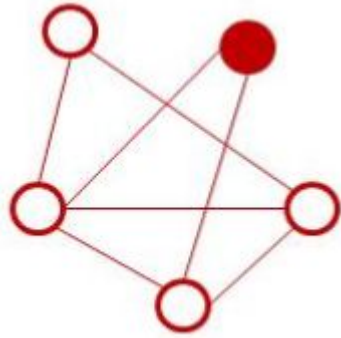
Positional



Relational



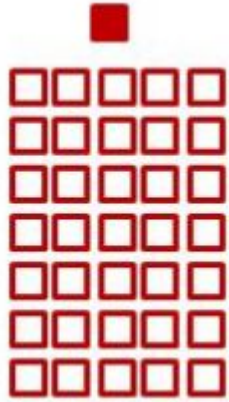
Expertise



Relational Power

“Power With”

1. Ability to affect change comes in understanding one another
2. Power comes from influence
3. Working together, helping each other out, forgiving mistakes
4. Takes a long time to build relational power, but impact is long-term
5. **When you gain relational power, someone else also gains relational power (naturally)**



Expertise Power “Power Through”

1. You have knowledge that others need
2. Contained to only areas that you have specific knowledge on
3. When knowledge becomes outside your expertise, power shifts to another individual (ebb and flow)
4. **When you gain expertise power, you are able to pass along expertise power to others (by choice)**

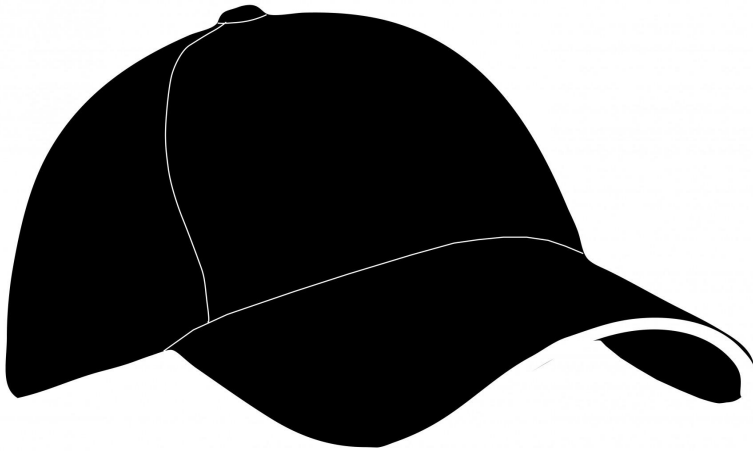


Positional Power/Dominant Power “Power Over”

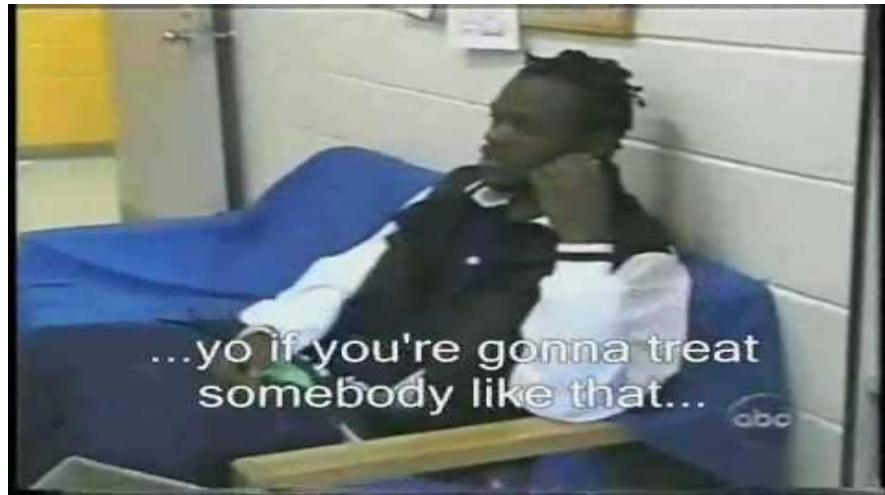
1. Ability to affect change as a result of position, budget, headcount, etc.
2. Blunt and short-term
3. Must continue to demonstrate power to keep positional power
4. **When you gain positional power, someone else must lose positional power**

It's not about the hat . . .

Applying Power Dynamics



- This video is in a secondary setting:
 - Consider the last challenging behavior you had in your room
 - How might those Behaviors be expressed




Consider the various perspectives and triggers present in this video?

- What power dynamic(s) did the principal use?
- What power dynamic(s) did the teacher use?
- What might be a “trigger” for this incident from the teacher’s perspective?



- What power dynamic(s) did the principal use?
- What power dynamic(s) did the teacher use?
- What might be a “trigger” for this incident from the teacher’s perspective?

Emotional needs (self)

My Emotionally Charged Need	Trigger: action/behavior that threatens my need	My Response is...
		

- What were the Teacher's Emotionally Charged Needs?
- What actions/behaviors threatened his needs?
- What should have been his response?

Emotional needs (self)



Student is not
doing any work.

Student is not
following the rules
by having a hat on
his desk.

We can build resiliency and buffer the impact of ACEs by building community and classroom culture that promotes....

Relationship Building



(Positive Adult Interactions and Social Opportunities with Peers)



Inclusion

(Everyone belongs here)

Empathy

(Taking the perspective of others)



Skill building

(Leading to self-sufficiency)

Affective Restorative Questioning

When challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Personal mirror

Consider your emotionally charged needs (see handout) --use the tri-fold sheet and fill in the columns.

Shifting from Embedded SEL to Integrated SEL:

What is the difference between “embedded” and integrated”?

Models on how to integrate SEL Article

In Table Groups:

- Read the article
- Discuss the difference between our current realities of SEL instruction and ideas presented in the article.
- How can you shift current lessons and activities from the embedded format into the integrated? What might that look like in your learning space?

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

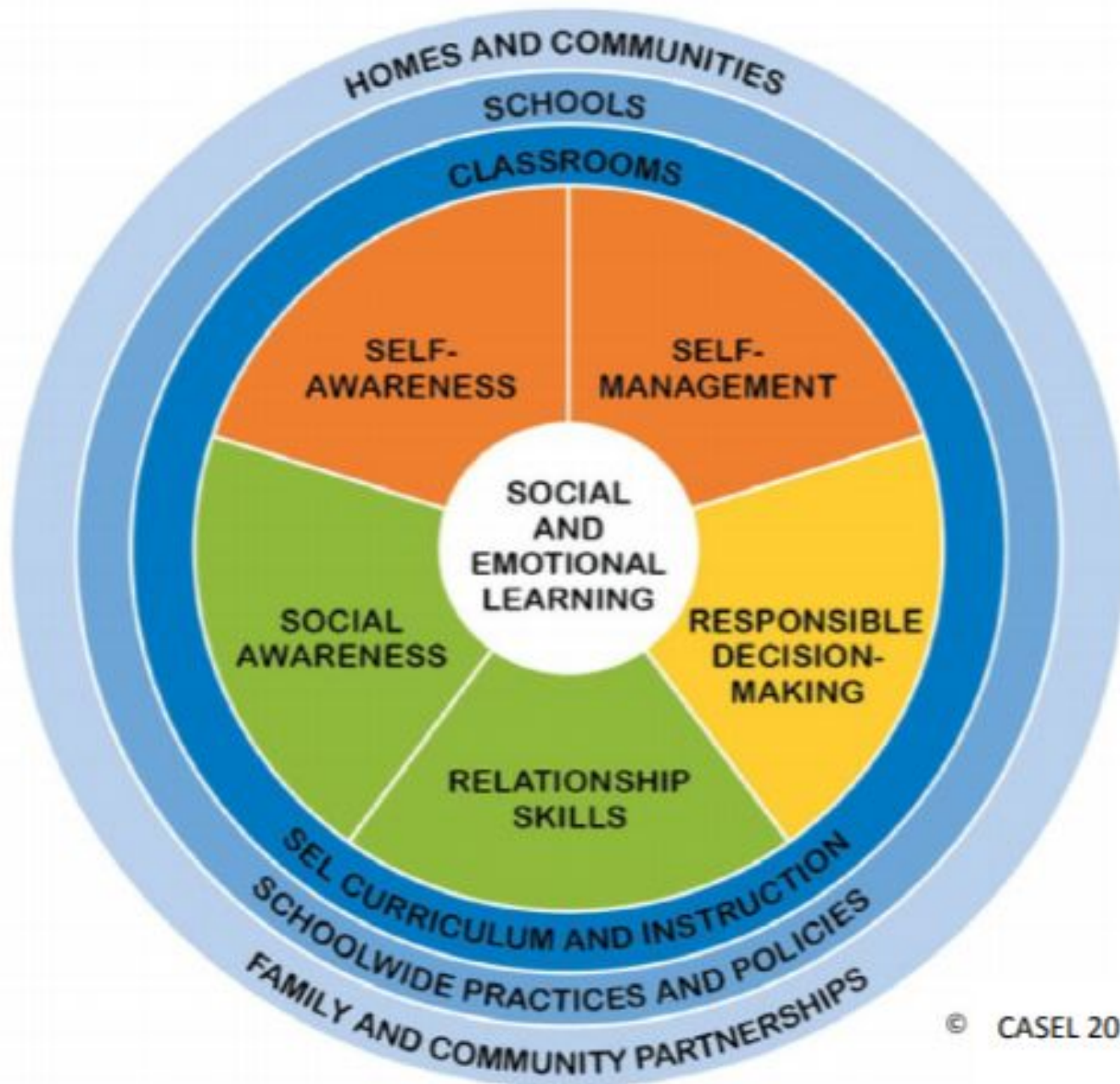
RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➡ IMPULSE CONTROL
- ➡ STRESS MANAGEMENT
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- ➡ REFLECTING
- ➡ ETHICAL RESPONSIBILITY

I.A. Identify and Manage One's Emotions and Behaviors

Early High School Learning Standard	Late High School Learning Standard
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a Generate ways to develop more positive attitudes.
1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

Performance Standard H	Performance Standard I	Performance Standard J
1. Identify stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by reassessing a situation. 6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation	1. Explain the consequences of different forms of communicating one's emotions. 2. Predict how you would feel in giving or receiving help or a compliment. 3. Analyze how time management might improve your decision making. 4. Practice assertive communication to manage stress. 5. Practice dealing appropriately with being wrongly accused of something. 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).	1. Explain how focusing on your community's assets rather than its deficits can affect your choices. 2. Describe how changing your interpretation of an event can alter how you and others feel about it. 3. Recognize the impact of denial defense mechanisms on your mental health. 4. Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assailant, in the presence of a friend). 5. Demonstrate how you might use upset feelings to ask for help rather express anger.

Anchor Standard-simple statement same for ALL grade-levels

Learning Standards:
 9-10 = Early High School
 11-12=Late High School

Performance Standards:

- Statements or ways to assess students abilities in regards to the learning standards above
- Access points for developing clear assessments that target specific TEACHABLE tasks.
- Can be used to monitor growth.

Looking at the Standards . . .

- ★ Individually look over the standards pertaining to the grade level you will be teaching
- ★ Identify links to what you have done or been exposed to in the past
- ★ Begin brainstorming with your colleagues possible ways to implement SEL in your next unit

Resilience beats ACEs



ACEs are not destiny

ACEs are a tool for understanding individual risk for health and social emotional problems, so that we can empower people to make changes for themselves and their children.

Why "trauma invested"?

Trauma research tells us that students who survive trauma and grow to be successful identify one single variable in their success. They were connected to a caring adult who believed in them and cared about them. The study showed that teachers were the most frequently endorsed adult who made a powerful impact on their direction in life. The ACE study should provide the foundation for making a paradigm shift in the manner in which we approach our students.

From the Practical Guide by Jim Sporleder

When you reflect back over your life, and you think about challenges and obstacles that you have faced

Who was it, what was it, that took you beyond that obstacle to this point? How did you make it?

Please write a brief narrative or some notes to spark a conversation. Share only what you feel comfortable sharing, but asking our teachers and students to be vulnerable requires us to do the same--challenge yourself to step out of your comfort zone.

Use this prompt at your table to strengthen your connections with your table group.





What is the power of
our **story**?

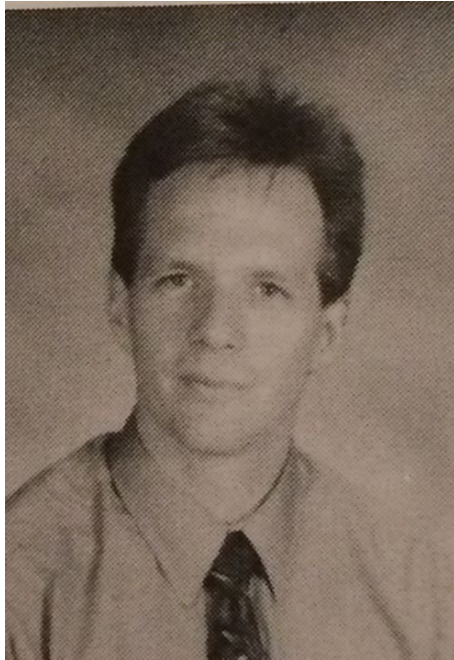
“The world is not
made of atoms.
The world is made
of stories.”

– Muriel Rukeyser





Bringing me to this moment now . . .



Dr. Daryl Fitts
Psychology Teacher

Who are you a
lifeline to?

Who will they be
a lifeline to
down the road?

This didn't start
with us . . .



. . . and it's not going to end
with us either.

What you are going to do
tomorrow, what you plan
and create right now will
ripple throughout our future.

And that is all of our
STORY



With these stories shared and told . . .

Look back at our outcomes.

What are you going to amplify or modify today in order to get “our future” to where you are now?

New Learning and Fresh Eyes . . .

If these things are not on your outcomes list, then please add them . . .

- Allow learners to feel **connected**
 - Model for your students **vulnerability**
 - **Connect** before you redirect
- **Empower** your learners to tell their story
- Foster Positive Relationships
- Build Safe and Predictable Environments
- Explicitly Instruct SEL and Executive Function Skills
- When Disciplining: Seek to Restore Justice and Maintain Accountability
- Build a Culture of Care
 - All Staff support each other
 - All Staff support ALL students

Please fill out the exit slip and
contact me for any information or
assistance I can lend to your efforts.

Jacob.Stewart@d303.org