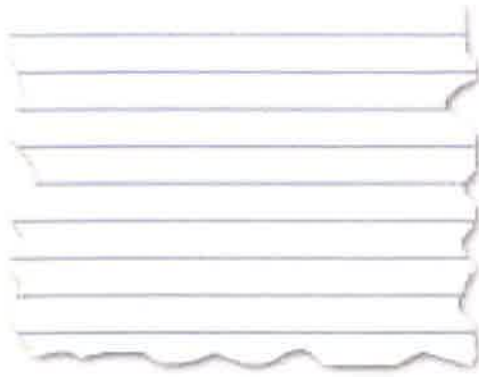
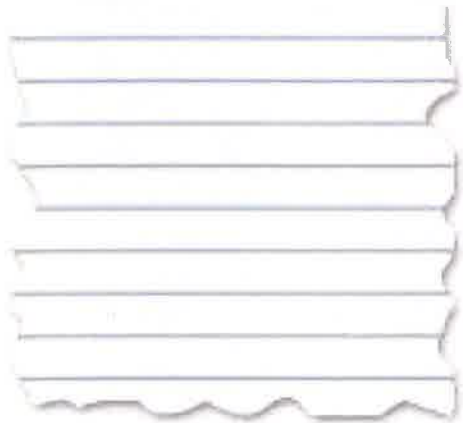


A. Introduction

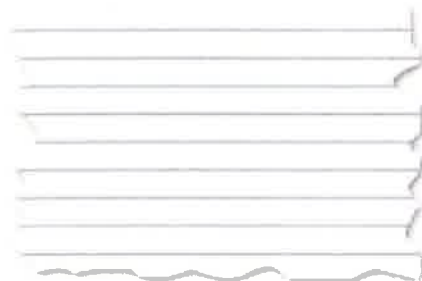
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B. The ACE study


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OVER TO YOU:

My long-term "to-do"s

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My immediate "to-do"s

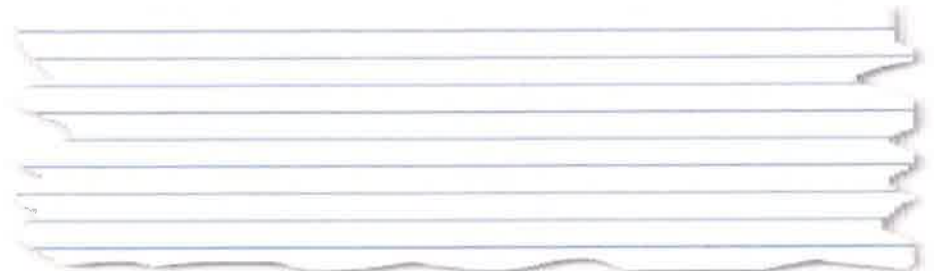
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C. Why are Adverse Childhood Experiences so adverse and what can we do?

C1. Pregnancy

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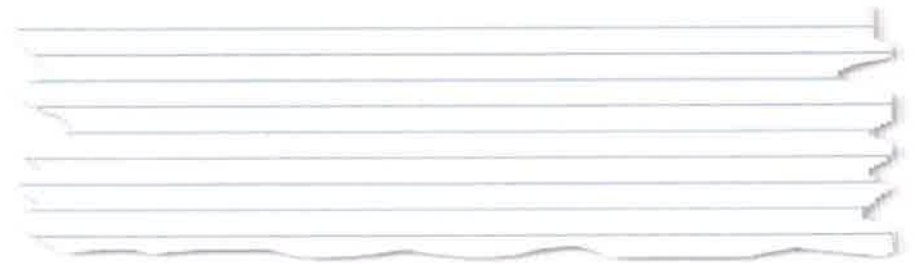
C2. Early Childhood

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C3. Middle Childhood

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C4. Adolescence & Beyond

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D. Application to my sector(s)

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Trauma-Informed Principles

Moving from

“What’s wrong with you?”

to

“What has happened to you & how can I help?”



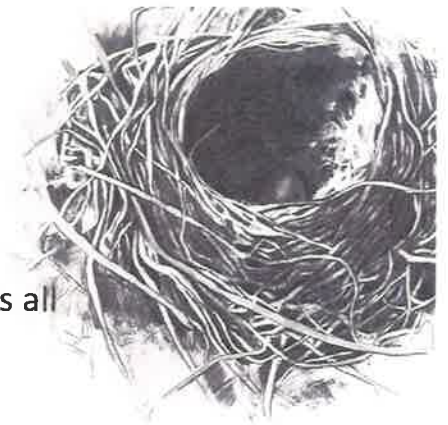
A trauma-Informed approach:

Realizes presence of trauma

Recognizes how trauma affects all individuals, including SELF

Responds by putting knowledge into practice

Resists re-traumatizing people



ALASKA
RESILIENCE
INITIATIVE



ALASKA
RESILIENCE
INITIATIVE

Source: Mickey Sperlach, PhD, CPM

Trauma-Informed Principles

- Safety
- Trustworthiness & transparency
- Collaboration & mutuality
- Empowerment, voice, & choice
- Peer support
- Awareness of cultural, historical, & gender issues/equity



ALASKA
RESILIENCE
INITIATIVE

Source: SAMHSA

ABOUT STRENGTHENING FAMILIES™ AND THE PROTECTIVE FACTORS FRAMEWORK

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors:

Parental resilience: Managing stress and functioning well when faced with challenges, adversity and trauma

Social connections: Positive relationships that provide emotional, informational, instrumental and spiritual support

Knowledge of parenting and child development: Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

Concrete support in times of need: Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

Social and emotional competence of children: Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

What is the Protective Factors Framework?

Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. Most often, we see them as attributes that help families to successfully navigate difficult situations.

A protective factors framework is an organized set of strengths-based ideas that are used to guide programs, services, supports and interventions aimed at preventing child maltreatment and promoting healthy outcomes.

The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy distills extensive research in child and family development into a core set of five protective factors that everyone can understand and recognize in their own lives.

For more information, visit
www.strengtheningfamilies.net



FINGERHOLDS

This practice comes from Indonesian culture and is found in many other cultures throughout the world. It can help children and adults identify and manage strong negative emotions. You can do fingerholds to yourself or to another person, such as a toddler who is having a tantrum.



Identify which negative emotion you are experiencing, and hold that finger with the opposite hand. Breathe in deeply, recognizing and acknowledging the strong or disturbing feelings or emotions you are holding inside. As you breathe out slowly, imagine the feelings draining out of your finger into the earth.

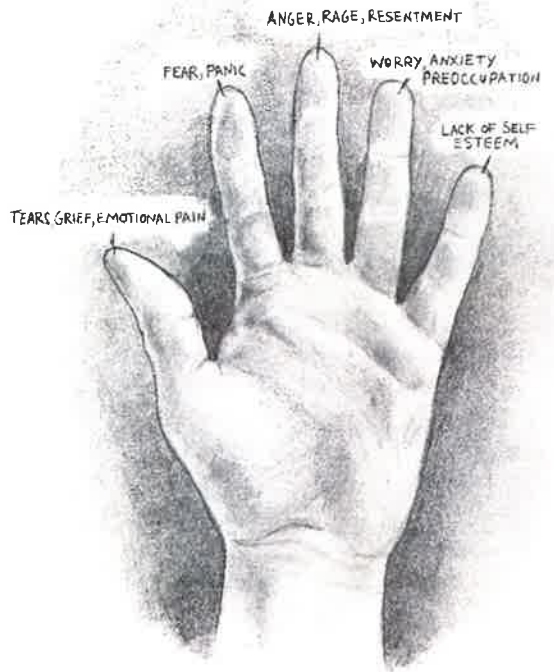


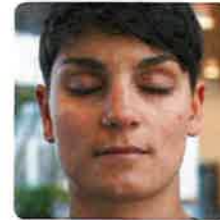
Illustration by Melanie Lombard. Description provided by Dr. Linda Chamberlain.



BRAIN-BODY HEALING MOVEMENTS

from Capacitar International

BELLY BREATHING



Release any tension in shoulders. Close or lower your eyes. Breath in slowly through the nose while counting to 4. Hold the breath, counting to 4. Breath out slowly through the nose while counting to 4. Count to 4 before breathing in again. Complete a minimum of 4 breaths.

Use as a protective gesture before sharing difficult experiences.

RESTING IN YOUR SAFE PLACE



Sit comfortably in a chair. Put right hand on heart. Then place left hand on top. Release any tension in shoulders. Close or lower your eyes. Breathe in, slowly and deeply through your nose. Bring that breath to your heart. Exhale slowly through your nose. Repeat for another breath. With each inhale, bring your breath into your heart. Hold it. Protect it. Create a safe place.

Source: Capacitar International, Dr. Linda Chamberlain
Photos by Laura Norton-Cruz

Switching can be difficult, especially for those who have experienced trauma. Use this movement to prepare for a transition.

SWITCHING



Sit comfortably in a chair or do this standing.
Cross left ankle over the right.
Extend arms out in front of you with thumbs pointing down.
Cross right hand over the left and interlace fingers.
Bring hands to chest by bending elbows and twisting hands under and up to chest, like a pretzel.
Close or lower eyes.
Gently rest tongue behind upper teeth.
Take slow, deep inhales, bringing the breath into a deep, safe place inside yourself—a place you can keep safe regardless of what is happening around you. It's okay if this is difficult to find—if so, just bring the breath into your heart.

Slowly reverse back to the beginning. Open your eyes. Bring hands back out in front of you and unfurl fingers. Uncross ankles.

Use this self-regulation movement to help prevent panic attacks and decrease anxiety.

ACUPRESSURE POINT FOR ANXIETY & PANIC



Place finger right below the nose. Apply light pressure for 2 minutes for an adult, or 1 minute for a child. To make this movement less noticeable in front of other people, use a knuckle instead (see photo on right).



Use to these movements to transition students between activities or to help shift energy & help focus.

CENTERING



Sit comfortably in a chair.
Release any tension in shoulders.
Cross right ankle over the left.
Bring hands together in your lap with fingertips touching.
Close or lower your eyes.
Breathe in, slowly and deeply through your nose.
Bring that breath to your heart.
Exhale slowly through your nose.
Repeat for one more breath.

UPHOLDING THE HEAVENS



Start by standing.
Place feet hip distance apart. Focus on where your feet connect with the ground.
Lace fingers together and raise them over your head.
As you inhale, push up against the heavens through the palms of your hands.
As you exhale, push down against the earth through the soles of your feet.
Repeat for 3 to 5 breaths.

ARCHER



Start by standing.
Bring feet wider than hip distance and cross arms over chest, making an x.
Point left foot out. Point left finger up like an arrow, and pull bow back across your chest with right arm.
Look out over your arrow. Take 3 deep breaths.
Bring hands back to center, crossing your chest, and feet back facing forward.

Inattentiveness and Hypervigilance in Students

Students who have experienced trauma may...

- ❖ Constantly look for and attend to perceived threats
- ❖ Rely on body language more than words, hence missing content

Ways to Create a Sense of Safety and Acceptance:

- **Safety Through Physical Environment**

Harsh, rigid, and cluttered environments can overwhelm students and heighten hypervigilance. To prevent this, staff can:

- Give students multiple options for seating
- Soften lighting with lamps or scarves
- Declutter classrooms

- **Safety Through Voice, Facial Expression, and Movement**

For students who rely on body language, a harsh tone or stern face can register as a threat.

- Staff should convey warmth, safety, and unconditional positive regard in their face and voice
- Front office and parking lot greeters should be welcoming and give a warm first impression
- To take care of others, staff must first take care of themselves. Staff should be supported by both school and district administration to practice wellness and discuss issues

- **Safety Through Inclusion**

Negative, little, or no representation of a student's identity in a classroom can cause a sense of shame or vulnerability or be perceived as a threat. Some ways staff can create a sense of safety and acceptance include:

- **Pronouncing names correctly**, even if they have to ask to hear it multiple times
- **Study diverse content**, such as books and examples used in class
 - "Divya has \$8 and each mango is \$2. How many can she buy?"
- **Adding fields to make inclusive forms**
 - Multiple gender options
 - Preferred names/pronunciation
 - Preferred pronouns



Sequential Processing

Students who have experienced trauma may have a hard time...

- ❖ Following long lists
- ❖ Planning, hoping, and anticipating
- ❖ Managing time

Ways to Enhance Focus:

- **Breaking Things Down**

- Break tasks down and illustrate
- Check for understanding, teach-back
- Collaborative work
- Creative group forming

Common triggers for students who have experienced developmental trauma:

- Perception of a lack of power
- Unexpected change/transitions
- Feeling shame
- Feeling vulnerable or frightened
- Feeling threatened or attacked
- Intimacy or positive attention



Ways to Create a Sense of Safety:

- **Describe rather than evaluate**

Positive attention can sometimes feel threatening or disingenuous to students.

Describe what the student has done that is good and let them evaluate themselves. This can give a student a sense of power in a situation and allow them to understand what they can do to succeed again. Describing is also a best practice for promoting a growth mindset, which is part of building resilience.

- **Respect students' privacy and dignity**

To prevent feelings such as shame, or a sense of being threatened or attacked, correct behaviors in a way that does not humiliate the student. Do not bring attention to the correction. This can look like silently putting a hand on the student's desk to show only them that you are noticing their behavior or quietly discussing the behavior with a student while the rest of the class is engaged with something. Correcting away from the attention of others is less likely to cause the student to escalate.

Discipline is about teaching, not punishment. You can help students understand the effects of their choices on themselves and others without creating the feeling within them that they are bad.

- **Transitions**

Give students ample warning of transitions before they happen. Announce the transition 10, 5, and 1 minute beforehand to prevent surprises and give students a chance to self-regulate if they have a strong reaction to the next activity.

Teach behavioral expectations for the new activity before the transition. For example, before going into the hallway, discuss which voice level is appropriate, perhaps using a chart. This explanation gives students a template on how to behave and gives them the power to confidently do what is expected of them.

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking