

# Trauma Focused and Social Emotional Resources

Northwest Education Service District 189  
January 20<sup>th</sup>, 2017

# What was the Ace Study?

- Adverse Childhood Experiences study
- CDC and Kaiser Permanente—HMO (1997)
- Relationship between childhood trauma and health and behavioral outcomes later in life
- Higher ACEs score related to higher prevalence of liver, lung, kidney, and heart disease
- Higher ACEs score related to higher prevalence of addictive disorders, mental health disorders, obesity

- **Finding Your ACE Score**
- **While you were growing up, during your first 18 years of life:**
- 1. Did a parent or other adult in the household **often or very often**: Swear at you, insult you, put you down, or humiliate you? Or - Act in a way that made you afraid that you might be physically hurt?
- 2. Did a parent or other adult in the household **often or very often**: Push, grab, slap, or throw something at you? Or- **Ever** hit you so hard that you had marks or were injured?
- 3. Did an adult or person at least 5 years older than you **ever**:: Touch or fondle you or have you touch their body in a sexual way?
- 4. Did you **often or very often** feel that no one in your family loved you or thought you were important or special? Or - Your family didn't look out for each other, feel close to each other, or support each other?
- 5. Did you **often or very often** feel that ...You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or - Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
- 6. Were your parents **ever** separated or divorced?
- 7. Was your mother or stepmother: **often or very often** pushed, grabbed, slapped, or had something thrown at her? Or -**Sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard? Or- **Ever** repeatedly hit at least a few minutes or threatened with a gun or knife?
- 8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
- 9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
- 10. Did a household member go to prison?
- **Now add up your "Yes" answers: \_\_\_\_\_ This is your ACE Score.**

# Learning

- ▣ Traumatized children:
  - Are 2.5x more likely to fail a grade in school
  - Score lower on standardized achievement tests
  - Have more struggles in receptive & expressive language
  - Are suspended & expelled more often
  - Are more frequently placed in special education

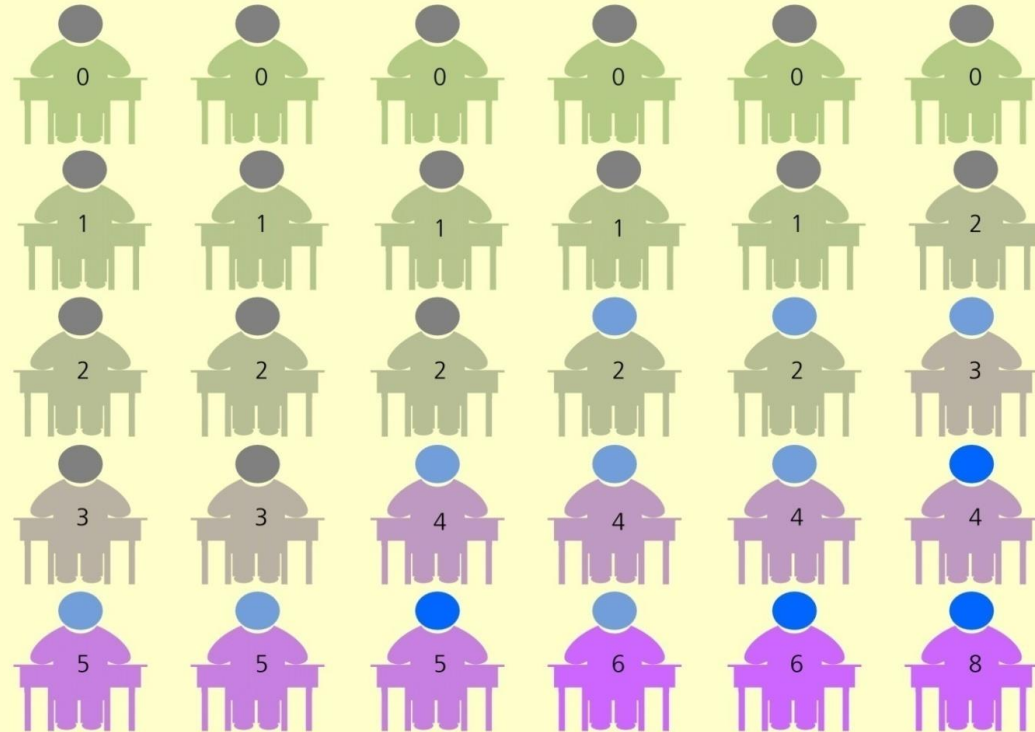
It is not what is  
wrong with you  
but...what  
happened to you?

### Washington School Classroom (30 Students)

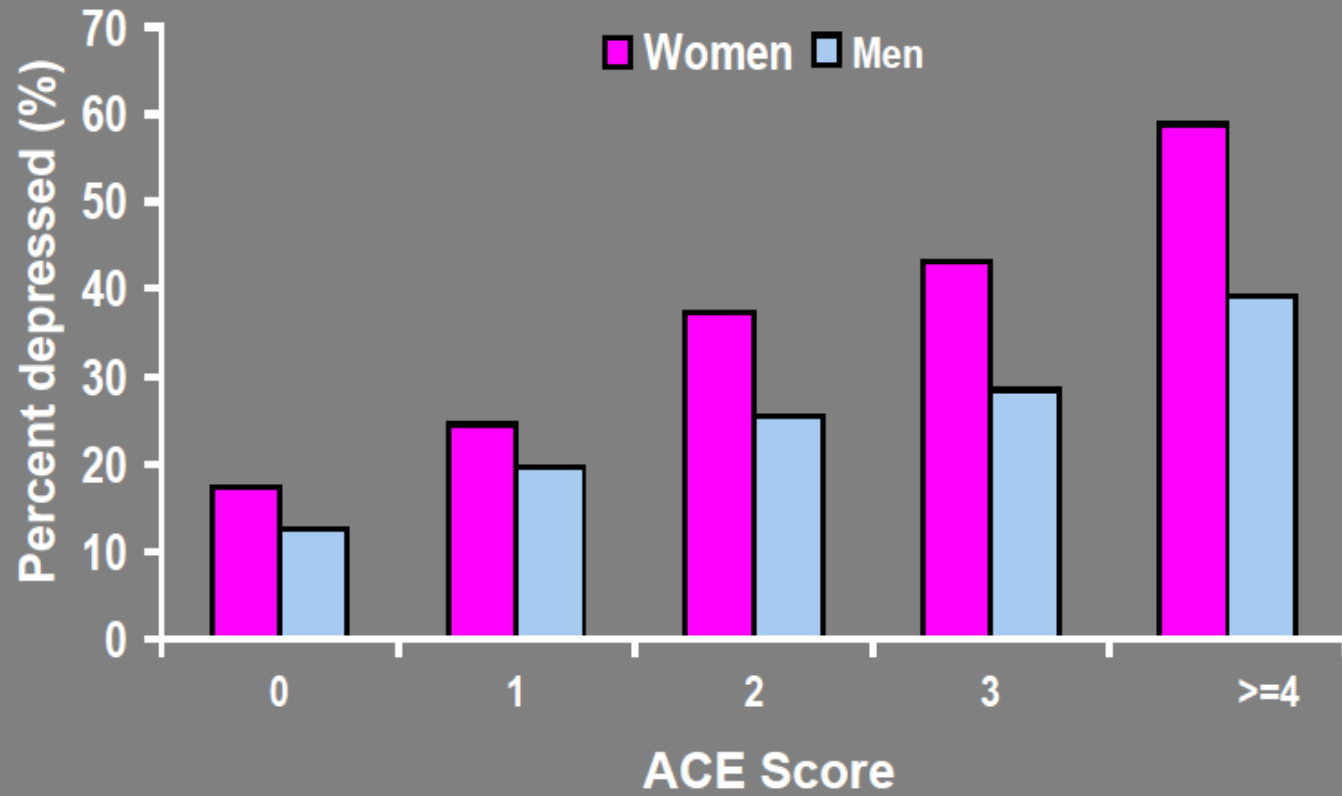
#### Adverse Childhood Experiences (ACEs)

6 students with no ACE  
5 students with 1 ACE  
6 students with 2 ACEs  
3 students with 3 ACEs  
7 students with 4 or 5 ACEs  
3 students with 6 or more ACEs

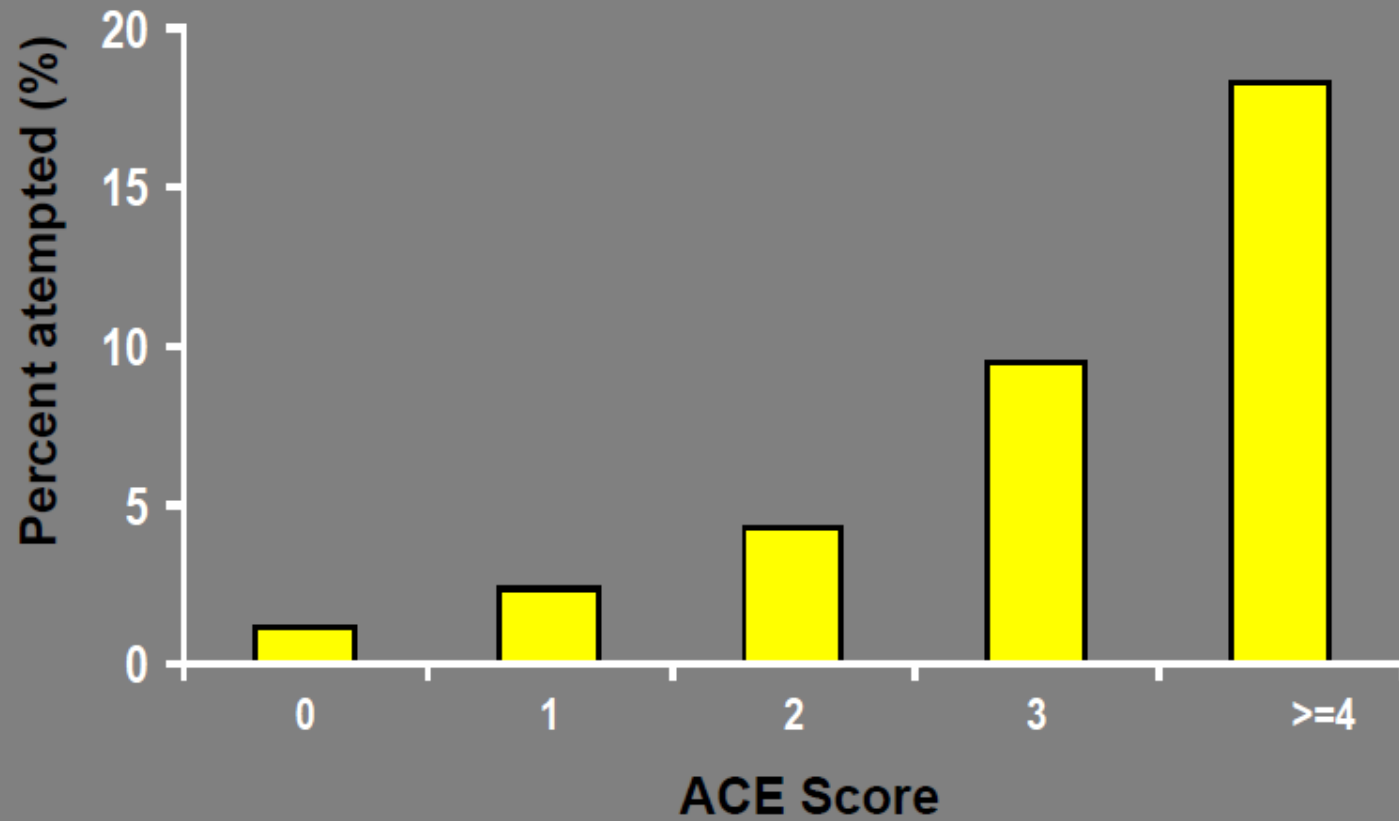
58% (17) students with no exposure to physical abuse or adult to adult violence  
29% (9) of students exposed to physical abuse or adult to adult violence  
13% (4) of students exposed to physical abuse and adult to adult violence



## The ACE Score and a Lifetime History of Depression



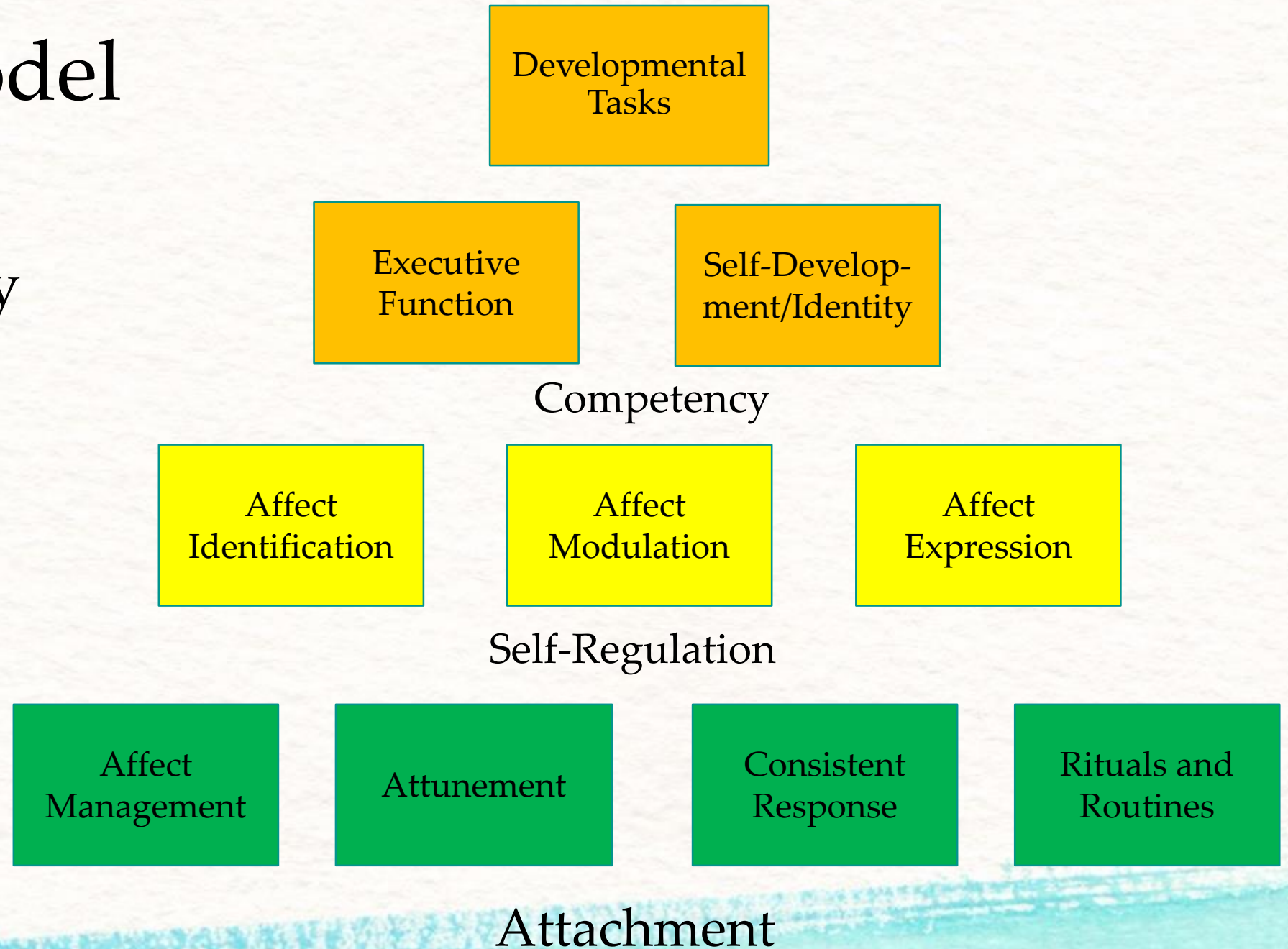
## The ACE Score and the Prevalence of Attempted Suicide



# Trauma Focused Resources

# ARC Model

Attachment  
Regulation  
Competency



**Field Experts Aces/ Trauma Informed Care**

**Dr. Rob Anda**

**Dr. Chris Blodgett - WSU**

**Ace Trainers :**

**NWESD Behavioral Health and Prevention – Jodie DesBiens**

**Josh Webb – Marysville School District**

**Maurene Stanton – Stanwood School District**

**Arc Trainers:**

**Dr. Chris Blodgett and Natalie Turner – WSU –and Project Clear**

**Maurene Stanton- Stanwood School District**

**OSPI Resources:**

**Heart of Teaching and Learning – Authors: Dr. Mona Johnson/ Ron Hertel**

**Compassionate Schools – Ron Hertel**

**Films:**

**Paper Tigers and Resiliency**

**Contacts: Jim Sporleder and Brooke Bouchey**

## Community Partners:

Amy Hockenberry, MPH, CPP Prevention Coordinator, Whatcom County:  
AHockenb@co.whatcom.wa.us

Joe Fuller – Whatcom County Health: Jfuller@co.Whatcom.wa.us

Cynthia Stark- Wickman Prevention Coordinator San Juan County Health:  
prevention@centurytel.net

Lyndie Case Skagit County Child and Family Consortium Case,  
Lyndie.Case@unitedgeneral.org

Liza Patchen-Short, Children's MH Liaison Snohomish County:  
Liza.Patchen-Short@snoco.org

## **Conferences:**

**NatCon 17 – Seattle, WA - April 2017**

**Student Support Conference – Yakima, WA - May  
2017**

**Beyond Paper Tigers – Walla Walla, WA- June 2017**

# Additional Resources

The Adverse Childhood Experiences Study <http://Acestudy.org>

Ace Massachusetts Advocates of Children <http://www.massadvocates.org>

Washington State The Heart of Learning and Teaching  
<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

Creating Sanctuary in Schools by Sandra Bloom  
<http://www.sanctuaryweb.com/Home.aspx>

Child Trauma Toolkit for  
Educators [http://www.nctsn.org/nctsn\\_assets/pdfs/Child\\_Trauma\\_Toolkit\\_Final.pdf](http://www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf) (2008)

Trauma Center at Justice Resource  
Center [http://www.traumacenter.org/about/about\\_landing.php](http://www.traumacenter.org/about/about_landing.php)

# Social Emotional Resources



**Educating Hearts.  
Inspiring Minds.**

<http://www.casel.org>



**AMERICAN  
INSTITUTES  
FOR RESEARCH®**

<http://www.air.org/topic/social-and-emotional-learning>

Information and Inspiration for  
Innovative Teaching in K-12 Schools

**edutopia** THE GEORGE LUCAS  
EDUCATIONAL FOUNDATION

<https://www.edutopia.org/sel-research-evidence-based-programs>

## Evidence-Based SEL Programs\*

	Practices	Outcomes & Evidence
<p><a href="#">Roots of Empathy</a> K-8</p>	<ul style="list-style-type: none"> <li>•Classroom sessions over a twenty-seven-week program involve nine family visits with a baby (ages 6-12 months). The trainer facilitates the curriculum, and can be anyone except the teacher who participates in a training program with Roots of Empathy.</li> </ul>	<ul style="list-style-type: none"> <li>•Decreased aggression (approximately half as many youth getting into fights each year)</li> <li>•Increased prosocial behavior</li> <li>•Immediate and long-term effects, lasting up to three years after intervention</li> </ul> <p>(<a href="#">Schonert-Reichl, Smith, Zaidman-Zait &amp; Hertzman, 2012</a>; <a href="#">Santos, Chartier, Whalen, Chateau &amp; Boyd, 2011</a>; <a href="#">Cain &amp; Carnellor, 2008</a>)</p>
<p><a href="#">Positive Action</a> K-12</p>	<ul style="list-style-type: none"> <li>•Thinking and doing positive actions</li> <li>•Based on the premise that you feel good about yourself when you think and do positive actions, and that there is always a positive way to do things.</li> </ul>	<ul style="list-style-type: none"> <li>•Academic achievement gains, averaging 14 percentile points</li> <li>•Decreased violent behaviors, averaging 19 percentile points</li> </ul> <p>(<a href="#">U.S. Department of Education, 2007</a>)</p>
<p><a href="#">Responsive Classroom Approach</a> K-5</p>	<ul style="list-style-type: none"> <li>•Morning meetings</li> <li>•Three to five positively stated school rules (developmentally and individually relevant to the child) for the whole school or classroom</li> <li>•Responding to misbehavior with positive redirecting language and logical consequences</li> <li>•Problem-solving strategies in class or small-groups; written agreements with individual students</li> <li>•Modeling, role-playing and positive teacher language to teach expected behaviors</li> <li>•Continuous evaluation of implementation and impact</li> </ul>	<ul style="list-style-type: none"> <li>•Increased math and reading test scores</li> <li>•Improved student attitudes about schools, teachers, and peers</li> <li>•Decreased misbehavior and improved social skills</li> <li>•Teachers felt more effective and positive about teaching, offered higher-quality instruction, and collaborated more frequently with other teachers</li> </ul> <p>(<a href="#">Brock, Nishida, Chiong, Grimm &amp; Rimm-Kaufman, 2008</a>; <a href="#">Sawyer &amp; Rimm-Kaufman, 2007</a>; <a href="#">Rimm-Kaufman &amp; Chiu, 2007</a>; <a href="#">Rimm-Kaufman, Fan, Chiu &amp; You, 2007</a>)</p>
<p><a href="#">Second Step</a> Pre-K-8</p>	<ul style="list-style-type: none"> <li>•Skills in impulse control, (e.g. using self-talk), showing empathy, anger and emotional management, and problem-solving</li> <li>•<a href="#">Brain Builder Games</a> to develop self-regulation skills</li> </ul>	<ul style="list-style-type: none"> <li>•Increased cooperative behavior</li> <li>•Reduced aggression in the classroom, lasting up to six months.</li> </ul> <p>(<a href="#">Cooke, Ford, Levin, Bourke, Newell &amp; Lapidus, 2007</a>; <a href="#">Grossman, Neckerman, Koepsell, Liu, Asher, Beland, Frey &amp; Rivara, 1997</a>; <a href="#">Frey, Nolen, Van Schioack, Edstrom &amp; Hirschstein, 2005</a>)</p>

(\*) Programs and practices listed here received support from at least three studies by independent evaluators and/or peer-reviewed publications, using controlled experimental designs and independent outcome measures. Please leave a comment to alert us to additional programs that have strong evidence of success.

# Other Programs to Consider:

PAX Good Behavior *Gamegoodbehaviorgame.org*

Ripple Effects (Online) <http://rippleeffects.com/education/software/teens.html>

Mental Health Literacy Curriculum- Project Aware WA (Contact Jodie DesBiens NWESD)

Signs of Suicide *www.sprc.org/resources-programs/sos-signs-suicide*

Check and Connect (Mentoring) and Check in Check Out

Project Success Best Practice ATOD/Violence Prevention Program  
Life Skills – Evidenced Based Prevention Program – Grants through OSPI  
Olweus – Evidence Based Bullying Prevention

**Conferences:**

**PBIS Conference – Portland, OR – February 2017**

**National Association School Psychologists San Antonio, TX –  
February 2017**

**NatCon 17 – Seattle, WA - April 2017**

**Student Support Conference –Yakima, WA - May 2017**

