



The 17th Annual West Coast Character Matters Conference

**Heart Based Language:
Educating our Global Society Students through
Common Core and Trauma-Informed Schools**

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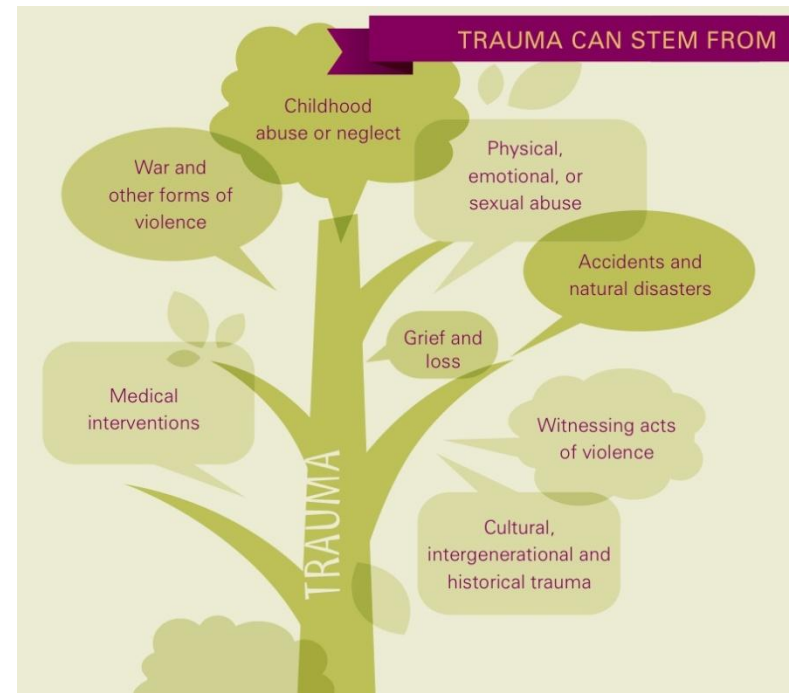
June 27, 2013



I. AN EXPANDED DEFINITION OF TRAUMA

- **Personal Response: Ability to Cope and Ability to Adapt**
- **Integrated Approach: Physical and Behavioral Health**
- **Neuro-Biological Impact**
- **Long-Term Consequences: Adverse Childhood Experiences-ACE Study**
- **Impact of Community Violence**

- **Personal Responses: Ability to Cope and Adapt**

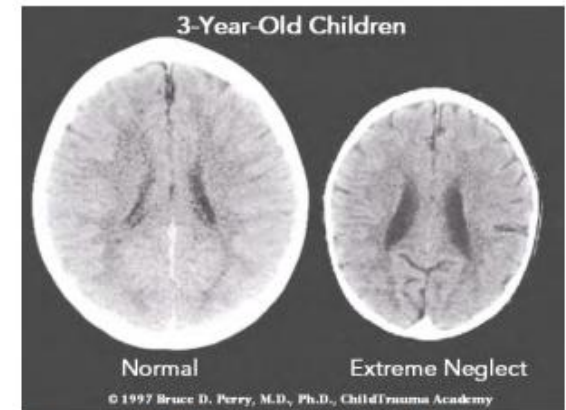
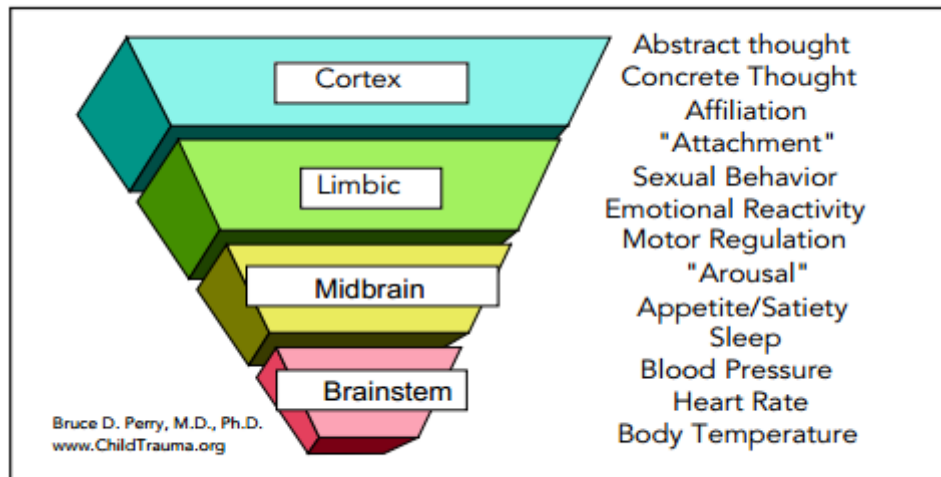
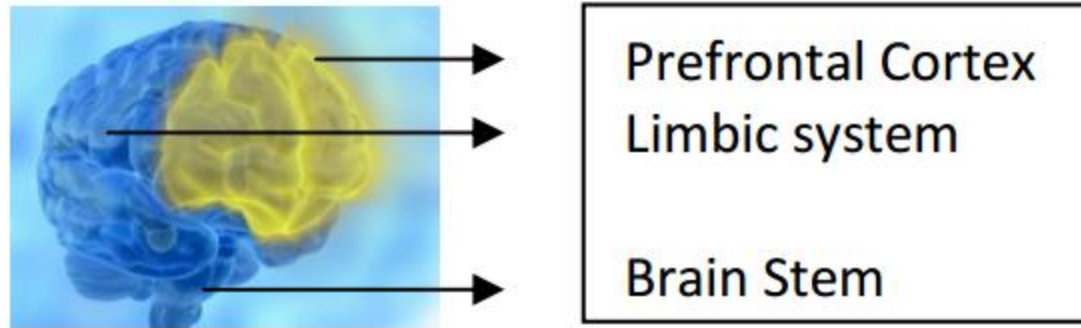


<http://www.vawnet.org/special-collections/DVTraumaInformed-Overview.php>

- **Integrated Approach: Physical and Behavioral Health**



- **Neuro-Biological Impact of Trauma**



"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 3-year-old with an average head size. The image on the right is from a 3-year-old suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average and has abnormal development of cortex." These images are from studies conducted by a team of researchers from the Child Trauma Academy (www.ChildTrauma.org) led by Bruce D. Perry, M.D., Ph.D. (Reprinted with permission.)



Long-Term Consequences: Adverse Childhood Experiences-ACE Study

<u>Chronic Disease</u> • Autoimmune Disease • Chronic Obstructive Pulmonary Disease • Frequent Headaches • Health-Related Quality of Life • Ischemic Heart Disease • Liver Disease • Lung Cancer	<u>Reproductive Health/Sexual Behavior</u> • Fetal Death • Promiscuity • Sexual Risk Behaviors in Women • Sexually Transmitted Diseases • Teen Pregnancy • Unintended Pregnancy
<u>Health Risk Behaviors</u> • Alcohol Abuse • Drug Abuse • Obesity • Smoking	<u>Special Populations</u> • Children of Alcoholics • Child Sexual Abuse Victims
<u>Mental Health</u> • Autobiographical Memory Disturbances • Depression/Depressed Affect • Hallucinations • Neurobiology • Suicidality • Work Absenteeism	<u>Victimization and Perpetration</u> • Intimate Partner Violence

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

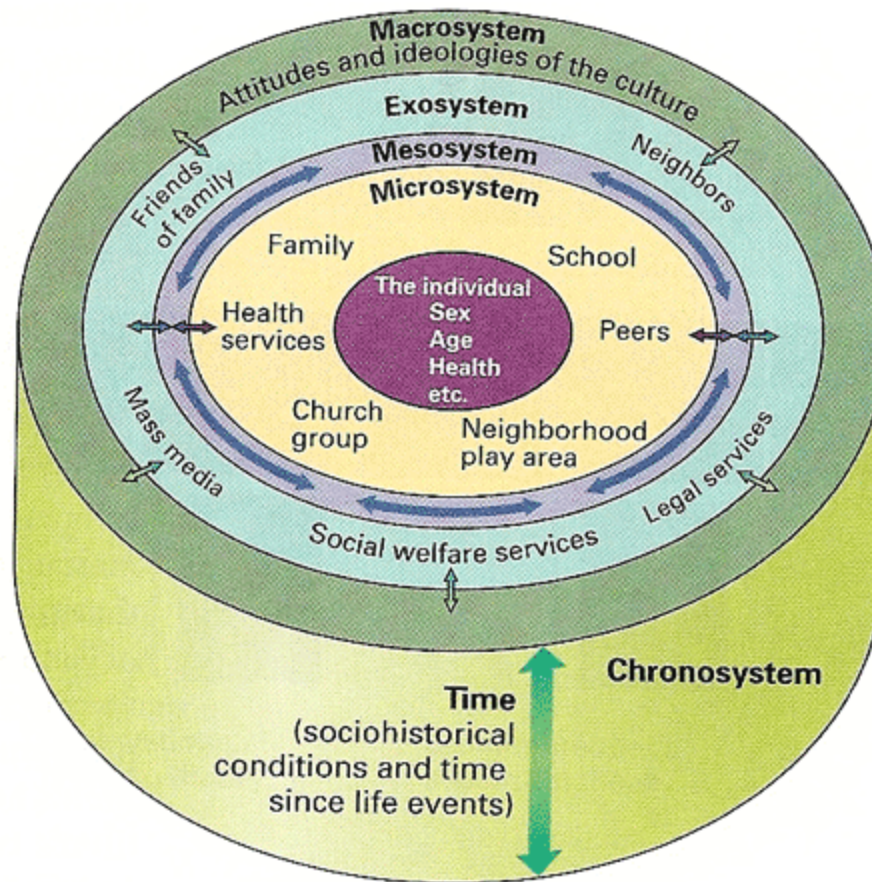
While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **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?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often...**
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
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?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you 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?
Yes No If yes enter 1 _____
5. Did you 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?
Yes No If yes enter 1 _____
6. Were your parents ever separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

II. SYSTEM IMPACT

- **Community Violence and Cumulative Trauma**





III. TRAUMA INFORMED PRACTICES WITHIN A SCHOOL & COMMUNITY CULTURE

- **Identification of behaviors:
Understanding trauma effects on
learning and behaviors**

Tyrone

Six-year-old Tyrone was the terror of his first-grade class. He pinched, hit, and refused to obey the teacher. Frustrated with his unprovoked aggressive behavior, the school began holding suspension hearings. At home and at church, however, he was a different child, clinging to his sister and mother. He would often wake up with nightmares and a bed that was wet. Tyrone had fled with his mother, brother, and sister from a father who had abused them. To Tyrone, school felt threatening, rather than being the place of refuge he needed.

Identifying Trauma Symptoms

Trauma Symptoms - Heightened Arousal



- fears and anxieties
- startles and hypervigilance
- sleeping problems (nightmares)
- overreactivity, anger outbursts, and irritability
- overcontrolling, “grown up”, excessively responsible behaviors



Avoidance (Dissociative and Depressive Symptoms)

- withdrawal, passivity, and non-responsiveness
- emotional numbing
- memory and concentration problems
- denial and somatic complaints
- other depressive symptoms



Description of Thomas

It was quiet reading time. Suddenly there was a loud argument outside when a boy and teacher started screaming at each other. You look up and see Thomas, who suddenly becomes a statue. His smile fades and his face takes on a look of fear. He sits very still, his hand frozen in the air. His back is straight, his eyes are darting around to locate the fighting, and he becomes more and more tense as the fighting continues. When the fighting stopped, Thomas goes back to normal, calm, humming, and continuing his reading like nothing happened.

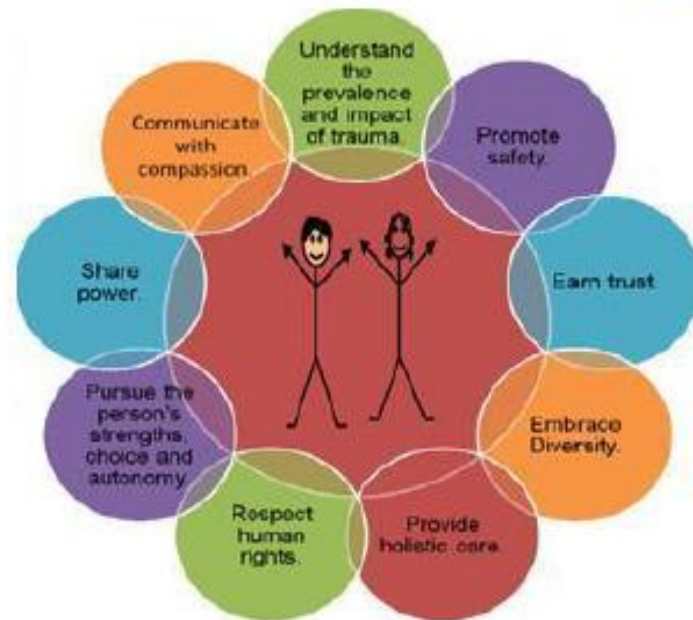
III. TRAUMA INFORMED PRACTICES WITHIN A SCHOOL & COMMUNITY CULTURE

Identification of behaviors: Understanding trauma effects on learning and behaviors

- **Attention and Information Processing**
- **Executive Functions: Planning and Problem-solving**
- **Attentiveness to Classroom Tasks**
- **Emotional Regulation**
- **Aggression, Impulsivity, and Reactivity**

IV. SUPPORTING COPING SKILLS WITHIN THE SCHOOL SETTING

- Principles of Trauma Informed Care Cultural Considerations



IV. SUPPORTING COPING SKILLS WITHIN THE SCHOOL SETTING

Principles of Trauma Informed Care

- **Recognize the impact of violence and victimization on coping skills**
- **Establish recovery from trauma as a primary goal**
- **Employ an empowerment model to elicit and build on strengths**
- **Partner with the individual/client (relational collaboration)**
- **Design the meeting environment to ensure safety, respect, and acceptance**
- **Highlight strengths and resiliency**
- **Be culturally competent by understanding the individual/client from the context of his or her life experiences**

IV. SUPPORTING COPING SKILLS WITHIN THE SCHOOL SETTING

Supporting Staff

- **Identifying needs**
- **Understanding the roles of teach and mental health professional**
- **Building on competencies**

Teaching Students

- **Helping children regulate emotions in order to master social and academic skills**
- **Maintaining high academic standards**
- **Helping children feel safe**
- **Managing behavior and setting limits**
- **Reducing bullying and harassment**
- **Helping children build a sense of control over their environment**
- **Building on strengths**
- **Understanding the connection between behavior and emotion**
- **Avoiding labels**



V. TRAUMA INFORMED PRACTICES

- **Identification**
- **Self Reflection**
- **Mindful Practice**
 - **Attitudes, approaches, compassion**
 - **Respectful environments**
- **Modeling**

V. Reflective Activity

<u>Non-Trauma-Informed Response</u>	<u>Trauma-Informed Response</u>
Juan, how many times do I have to tell you to stay in your seat?	

V. Reflective Activity

<u>Non-Trauma-Informed Response</u>	<u>Trauma-Informed Response</u>
Rita, everyone else understood that the assignment was due today, Is there something wrong with your hearing?	

V. Reflective Activity

<u>Non-Trauma-Informed Response</u>	<u>Trauma-Informed Response</u>
Marie, What is the matter with you? Don't you know you are disruption the entire class?	

VI. SELF CARE

- **Defining self care**
- **Levels of exposure**
 - **Primary**
 - **Secondary**
 - **Vicarious**
 - **Compassion fatigue**
- **Importance of self care**
- **Modeling self care**

Primary Traumatic Stress

Direct exposure to, or witnessing of, extreme events and one is overwhelmed by the traumatic experience.

Secondary Traumatic Stress

Direct exposure to extreme events directly experienced by another person, and one is overwhelmed.

Vicarious Traumatization (VT)

The transmission of traumatic stress by bearing witness (hearing about) survivor's stories of traumatic events (McCann & Pearlman, 1990).

Compassion Fatigue

....the cumulative effect of: primary, secondary, and vicarious trauma. Compassion fatigue symptoms are normal displays of chronic stress resulting from care giving work. Day in and day out, workers struggle to function in caregiving environments that constantly present heart wrenching, emotional challenges.

Self-Assessment Tool: Self Care

How often do you do the following?

[illegible]


Live well, San Diego!

☐	☐	☐	☐	☐	Wear clothes you like
☐	☐	☐	☐	☐	Take vacations
☐	☐	☐	☐	☐	Take day trips, or mini-vacations
☐	☐	☐	☐	☐	Get away from stressful technology such as pagers, faxes, telephones, e-mail
☐	☐	☐	☐	☐	Other: _____

☐	☐	☐	☐	☐	Psychological Self Care
☐	☐	☐	☐	☐	Make time for self-reflection
☐	☐	☐	☐	☐	Go to see a psychotherapist or counselor for yourself
☐	☐	☐	☐	☐	Write in a journal
☐	☐	☐	☐	☐	Read literature unrelated to work
☐	☐	☐	☐	☐	Do something at which you are a beginner
☐	☐	☐	☐	☐	Take a step to decrease stress in your life
☐	☐	☐	☐	☐	Notice your inner experience - your dreams, thoughts, imagery, feelings
☐	☐	☐	☐	☐	Let others know different aspects of you
☐	☐	☐	☐	☐	Engage your intelligence in a new area - go to an art museum, performance, sports event, exhibit, or other cultural event
☐	☐	☐	☐	☐	Practice receiving from others
☐	☐	☐	☐	☐	Be curious
☐	☐	☐	☐	☐	Say no to extra responsibilities sometimes
☐	☐	☐	☐	☐	Spend time outdoors
☐	☐	☐	☐	☐	Other: _____

☐	☐	☐	☐	☐	Emotional Self Care
☐	☐	☐	☐	☐	Spend time with others whose company you enjoy
☐	☐	☐	☐	☐	Stay in contact with important people in your life



Live well, San Diego!

☐	☐	☐	☐	☐	Treat yourself kindly (supportive inner dialogue or self-talk)
☐	☐	☐	☐	☐	Feel proud of yourself
☐	☐	☐	☐	☐	Reread favorite books, review favorite movies
☐	☐	☐	☐	☐	Identify comforting activities, objects, people, relationships, places - and seek them out
☐	☐	☐	☐	☐	Allow yourself to cry
☐	☐	☐	☐	☐	Find things that make you laugh
☐	☐	☐	☐	☐	Express your outrage in a constructive way
☐	☐	☐	☐	☐	Play with children
☐	☐	☐	☐	☐	Other: _____

☐	☐	☐	☐	☐	Spiritual Self Care
☐	☐	☐	☐	☐	Make time for prayer, meditation, reflection
☐	☐	☐	☐	☐	Spend time in nature
☐	☐	☐	☐	☐	Participate in a spiritual gathering, community or group
☐	☐	☐	☐	☐	Be open to inspiration
☐	☐	☐	☐	☐	Cherish your optimism and hope
☐	☐	☐	☐	☐	Be aware of nontangible (nonmaterial) aspects of life
☐	☐	☐	☐	☐	Be open to mystery, not knowing
☐	☐	☐	☐	☐	Identify what is meaningful to you and notice its place in your life
☐	☐	☐	☐	☐	Sing
☐	☐	☐	☐	☐	Express gratitude
☐	☐	☐	☐	☐	Celebrate milestones with rituals that are meaningful to you
☐	☐	☐	☐	☐	Remember and memorialize loved ones who are dead
☐	☐	☐	☐	☐	Nurture others
☐	☐	☐	☐	☐	Have awful experiences

Building Solutions Toolkit: Tools and Resources to Respond to the Impact of Violence and Trauma in our Communities Using a Trauma-Informed Approach (2012).



☐	☐	☐	☐	☐	Contribute to or participate in causes you believe in
☐	☐	☐	☐	☐	Read inspirational literature
☐	☐	☐	☐	☐	Listen to inspiring music
☐	☐	☐	☐	☐	Other: _____

☐	☐	☐	☐	☐	Workplace/Professional Self-Care
☐	☐	☐	☐	☐	Take time to eat lunch
☐	☐	☐	☐	☐	Take time to chat with co-workers
☐	☐	☐	☐	☐	Make time to complete tasks
☐	☐	☐	☐	☐	Identify projects or tasks that are exciting, growth-promoting, and rewarding for you
☐	☐	☐	☐	☐	Set limits with clients and colleagues
☐	☐	☐	☐	☐	Balance your caseload so no one day is "too much!"
☐	☐	☐	☐	☐	Arrange your workspace so it is comfortable and comforting
☐	☐	☐	☐	☐	Get regular supervision or consultation
☐	☐	☐	☐	☐	Negotiate for your needs (benefits, pay raise)
☐	☐	☐	☐	☐	Have a peer support group
☐	☐	☐	☐	☐	Develop a non-trauma area of professional competence
☐	☐	☐	☐	☐	Other: _____



VI. Reflective Activity

What types of physical, psychological, emotional, spiritual, and workplace self-care work for you?

Write down 4 self-care activities you enjoy and help you the most.

Do you engage in these self-care behaviors on a regular basis?

Which types of self-care do you wish you did more of and which type do you do most frequently?