

Not Present, Not Accounted For: Trauma, Learning, and School Discipline

How to Create Buy-in for Change

How did this emerge as a critical issue for us?

- Campaign for Grade Level Reading
- Issue of Attendance and Chronic Absenteeism
- What are the factors that keep kids out of school in general?

What are ACES?

- 1. Recurrent physical abuse
- 2. Recurrent emotional abuse
- 3. Sexual abuse
- 4. An alcohol and/or drug abuser in the household
- 5. An incarcerated household member
- 6. Someone who is chronically depressed, mentally ill, institutionalized, or suicidal
- 7. Mother is treated violently
- 8. One or no parents
- 9. Emotional or physical neglect
- Other Factors: witness to violence, chronic poverty, shame

How Do Children Respond to ACES?

- Withdrawal/Flight

- Acting Out/Fight

- Paralysis/Freeze

and

- De-Valuing

Occam's Razor

- ACES are:
- Greatest single predictor for attendance, behavior, and health
- Second strongest predictor after Special Education for academic failure

Relationship between academic achievement and health status appears to be more strongly related to ACES than to income

Inoculating Against ACES

- Conditions that support health and well being
- Critical for everyone regardless of gender, ethnicity, race, or income
- Attend to protective factors
- Build resilience
- Utilize Trauma Informed Care
- Build buffers that provide support and coping strategies

What Does This Mean?

- Support parents in caregiving with specific information, tools, and strategies
- Build kid's ability to identify and regulate emotions
- Intentionally teach social skills
- Provide healthy outlets and develop competencies in arts, exercise, group activities
- Take timely action if there is a concern

How do we help kids achieve this?

- hope, trust, and a sense of belonging
- Attachment to a caring adult
- Ability to express feelings and calm oneself
- _earn to sense triggers that create negative behaviors and accept ownership of behaviors
- _earn responsibility, problem solving, and decision making
- _earn to ask for help and accept help
- _earn to show appreciation and empathy
- _earn to self-advocate and develop self-esteem
- Develop friendships and share something important
- Develop a sense of control
- Work as a team and give back to the community
- Master a skill and experience success

How do Adults Factor In?

- Model appropriate behavior
- Model problem solving skills
- Set clear expectations and rules
- Establish consequences
- Teach youth self-discipline and responsibility
- Assign chores to give youth responsibility
- Have regular check-ins with youth
- Let youth know they are loved
- Let youth know you are available to help
- Help youth express their feelings
- Help youth develop problem-solving skills
- Help youth appreciate cultural and ethnic heritage
- Give youth choices
- Respect youth's ability to make decisions
- Allow youth's experience of success and failure



Resilience Initiative

- The Flexible Framework is a Universal Design approach that guides the development of learning environments able to accommodate individual needs in building resilience in children and cultivating support safe and welcoming schools. The intervention would affect all members of the school community—students, teachers, support staff, administrators, and parents.

Resilience Initiative cont'd

- Pilot in targeted schools
- Build on work with Joe Ristuccia from MassAdvocates, train all adults through Joe's presentation
- Train 12-25% of teachers (the Core) in targeted schools Lesley University Curriculum; of these identify one per school as a trainer
- Train parents and youth development workers in modified Lesley Curriculum

Resilience Initiative cont'd

- Work with Clark University to create a community of practice

How are we building an authorizing environment for change?

- Partnership with Latino Education Institute
- *Not Present, Not Accounted For* Initiative
- Forum in May of 2013
- White Paper with Executive Summary (for distribution) and recommendations
- Op Ed pieces
- Program with Joel Ristuccia and MassAdvocates for Children x 2
- Individual Meetings with School Committee members, opinion leaders, other critical stakeholders
- Ongoing, shared work with District Administration
- Language shift to *resilience* from *trauma*