Early Identification and Promising Interventions in Middle Childhood

Moderator:
Joyce Dorado

Presenters:
Chris Blodgett, Joyce Dorado, Derek J. Smith
The direct impact of ACEs on school success and emerging strategies to support sustainable change

Christopher Blodgett, Ph.D.
CLEAR Trauma Center
Washington State University
The learning impacts of ACEs are established early in life

- In more than 1,600 Spokane families
  - 50% of parents experienced 4+ ACEs
  - 25% of 2-4 year olds already experienced 4+ ACEs
- As children’s ACEs increase, teachers’ assessments of school readiness and social emotional development demonstrate the ‘ACE dose’ effect.
Spokane Elementary ACEs Study: Odds for academic and health problems with increasing ACEs

<table>
<thead>
<tr>
<th>Student Exposure</th>
<th>Academic Failure</th>
<th>Severe Attendance Problems</th>
<th>Severe School Behavior Concerns</th>
<th>Frequent Reported Poor Health</th>
</tr>
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<tbody>
<tr>
<td>N=2,101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three or More ACEs N =248</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Two ACEs N=213</td>
<td>2.5</td>
<td>2.5</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>One ACE N=476</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>No Known ACEs N=1,164</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
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A multi-generational challenge to schools- As ACEs in community adults increase, school success is reduced.

The Interaction of Poverty and Community ACEs on Grade 4 Percent Met Math Standard

<table>
<thead>
<tr>
<th>Mean Group Percent Met Standard</th>
<th>15-30% High ACEs</th>
<th>31% to 35% High ACEs</th>
<th>More than 35% High ACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;30% FRM N=231</td>
<td>72</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>31-50% FRM N=292</td>
<td>60</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>More than 50% FRM N=501</td>
<td>54</td>
<td>55</td>
<td>51</td>
</tr>
</tbody>
</table>
Moving from the ‘what’ to ‘how’ as the framework for action

• Complex Trauma- A mental health concept we can adapt to guide how we respond
• Toxic stress and biology
• The ‘complex’ in complex trauma risk:
  • Early exposure at times of critical development
  • Multiple risks
  • Unpredictable and persistent.
  • Who you love is who you may not be able to count on.
• Three emerging approaches to trauma-informed school response
CLEAR and the potential to move academic success

- The CLEAR Model (Collaborative Learning for Educational Achievement and Resilience)
  - Persistent, brief, and cumulative professional development
  - Creating a shared approach and shared language
  - Creating space to reflect
  - Coaching to support individual and building practice
  - Parallel focus on staff and leadership change

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>CLEAR Intervention Schools</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Comparison Schools 1</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>Comparison Schools 2</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Comparison Schools 3</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>State Average</td>
<td>55</td>
<td>57</td>
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</table>
Promoting Resilience and School Success by Creating Trauma-Informed, Safe and Supportive Schools: Six Core Guiding Principles

Joyce Dorado, PhD
Director and Co-Founder, UCSF HEARTS
(Healthy Environments and Response to Trauma in Schools)

Division of Infant, Child, and Adolescent Psychiatry
UCSF-Zuckerberg San Francisco General Hospital
Shift Your Perspective

Change the paradigm from one that asks, "What is wrong with you?" to one that asks, "What has happened to you?"

(from Wisconsin Dept. of Health Services  www.dhs.wisconsin.gov/tic)

Provides context, fosters compassion, helps us to see strengths in face of adversity
Trauma-Informed Principles for Promoting School and Community Success

Understand Trauma & Stress

Leadership

Staff

Students and Families

Cultural Humility & Responsiveness

Safety & Predictability

Empowerment & Collaboration

Resilience & Social Emotional Learning

Compassionate & Dependable Relationships

Modified from SFDPH Trauma Informed Systems Initiative, 2015

J. Dorado (2015), UCSF HEARTS, Child & Adolescent Services, UCSF/SFGH

J. Dorado (2016), UCSF HEARTS, 2016
Bay Area Trauma Informed Systems Regional Collaborative

Connecting communities with compassionate systems.
Reclaiming Bay Area futures.

7 Bay Area Counties

- San Mateo
- San Francisco
- Marin
- Alameda
- Santa Cruz
- Contra Costa
- Santa Clara

Trauma-Informed Principles for Promoting Wellness and Resilience
(San Francisco Department of Public Health Trauma-Informed Systems Initiative)
Trauma-Informed Schools: Core Guiding Principle

Understand Trauma & Stress

(Modified from SF DPH Trauma Informed Systems Initiative, 2014)

J.Dorado, UCSF HEARTS, 2016
Trauma “Wears a Groove” in the Brain

“The Fear Song”
J.Dorado, UCSF HEARTS, 2016
Learning Brain and Survival Brain

- **Learning Brain = Rider**
  - Makes informed, rational decisions
- **Survival Brain = Horse**
  - Protective instincts based on feelings
- **When triggered, the rider falls off the horse**
  
  (van der Kolk)(Ford, 2009)
At Systemic Level: Chronic Stress and Trauma Can Lead to Dis-organization

Must address stress & secondary trauma on organizational level

J.Dorado, UCSF HEARTS, 2016
A Trauma-Informed School System:

• **Realizes**
• **Recognizes**
• ** Responds**
• **Resists re-traumatization**

(Adapted from SAMHSA Trauma Informed Approach)
Trauma-Informed Schools: Core Guiding Principle

Practice Cultural Humility & Responsiveness

(Modified from SF DPH Trauma Informed Systems Initiative, 2014)

J. Dorado, UCSF HEARTS, 2016
Practice Cultural Humility

“Cultural Humility is a process of communal reflection to analyze the root causes of suffering and create a broader, more inclusive view of the world.”

• Lifelong learning and critical self-reflection
• Recognizing and changing power imbalances
• Developing institutional accountability

(Tervalon & Murray-Garcia, 1998)

J.Dorado, UCSF HEARTS, 2016
Context Matters

Matters

Racism

Oppression

Homophobia

Inequity

Sexism

Microaggressions

Classism

Injustice

Xenophobia

Synergistic Trauma

Implicit Bias

J.Dorado, UCSF HEARTS, 2016

Modified from San Francisco Department of Public Health Trauma Informed Systems Initiative, 2015
Practice Cultural Humility and Responsiveness
Establish Safety & Predictability
Facilitate Empowerment & Collaboration
Promote Resilience & Social Emotional Learning
Foster Compassionate & Dependable Relationships
Understand Trauma & Stress
Leadership
Staff
Students and Families
Practice Cultural Humility and Responsiveness
Establish Safety & Predictability
J. Dorado, UCSF HEARTS, 2015
Modified from SFDPH Trauma Informed Systems Initiative, 2015
UCSF HEARTS Public Health Approach to Addressing Stress and Trauma in Schools

Intensive/Tertiary Intervention (5%)
- Trauma-informed psychotherapy with students + consultation with teachers
- IEP consultation

Early/Secondary Intervention (15%)
- Participation in Care Team Meetings for at-risk students and school-wide issues
- Trauma-informed discipline policies; Teacher wellness groups

Primary Prevention (80%)
- Capacity building with school staff
  - Training on effects of complex trauma in schools and trauma-sensitive practices
  - Promote staff wellness and address stress, burnout, & vicarious trauma

Use of stress and trauma lens to augment universal supports
- Positive Behavioral Interventions and Supports (PBIS)
- Health education on coping with stress
- Safe and supportive school climate
- Social Emotional Learning (SEL) curricula
- Restorative Practices / Restorative Justice

J. Dorado, UCSF HEARTS, 2016
CLEAR California

• California Endowment funded partnership between Washington State University CLEAR Trauma Center and UCSF HEARTS

• Developing, piloting, and evaluating a scalable, sustainable model for creating trauma-informed schools

J.Dorado, UCSF HEARTS, 2016
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Oakland Unified School District (OUSD)

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• SF Dept. of Children, Youth, and Their Families
• Department of Education, Project Prevent Grant (SFUSD and OUSD)

J.Dorado, UCSF HEARTS, 2016
TURNAROUND FOR CHILDREN

Derek J. Smith
Chief Program Officer
There is a regular and recurring pattern of challenges in underperforming schools.

- **STUDENTS UNREADY FOR LEARNING**
- **2-4 YEARS BEHIND GRAD LEVEL**
- **UNHEALTHY CULTURE**
- **UNPREPARED STAFF**
MISSION

TURNAROUND FOR CHILDREN translates neuroscientific research into tools and strategies for schools with high concentrations of students impacted by adversity, in order to accelerate healthy development and academic achievement.

VISION

One day all children in the United States will attend schools that prepare them for the lives they choose.
ENVIRONMENT + SKILLS and MINDSETS = ACCELERATED HEALTHY STUDENT DEVELOPMENT and ACADEMIC ACHIEVEMENT

- Relational Trust
- Emotional Support
- Physical Safety

- Self-Regulation
- Mindfulness Skills
- Relationship Skills

- Growth Mindset for Students and Teachers
- Sense of Belonging
- Sense of Purpose
BUILDING BLOCKS FOR LEARNING

A Framework for Comprehensive Student Development
A three-tiered approach based on Multi-Tiered Systems of Support

HOW TURNAROUND WORKS IN SCHOOLS:

LEADERSHIP ENGAGEMENT
Prioritize building and measuring a climate that is physically and emotionally safe and trauma-informed.

TEACHER TRAINING
Provide tools and practices to teachers through professional development and technical support in classroom practices that promote engagement and develop the skills and mindsets requisite for successful learning.

STUDENT SUPPORT
Establish a student support system that ensures that students who need individual behavioral or instructional support receive it.
Relationships and environments shape the developing brain.
TURNAROUND FOR CHILDREN

turnaroundusa.org  

Twitter  Facebook  LinkedIn