

**LEAVING AN IMPRINT:
ONE STUDENT, ONE FAMILY, ONE
ADULT AT A TIME...
TOWARD SYSTEMIC CHANGE**

As experienced by Susan R.K. Jones



AGENDA

Brief introduction of self

Mindful Minute

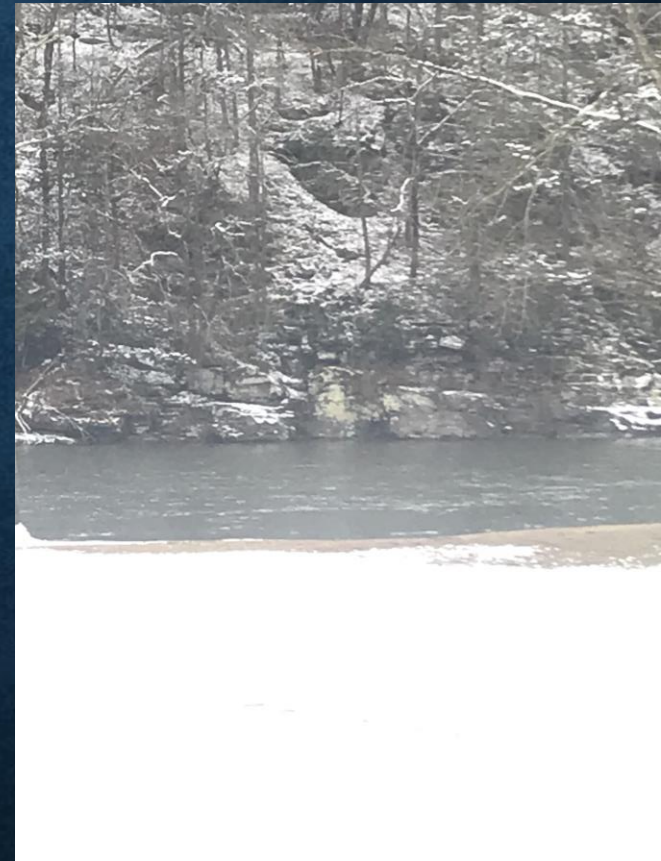
Objectives reviewed

Shared learning

Questions, Comments



**A LITTLE BIT
ABOUT ME...**





Graduation 2010

MINDFUL MINUTE



JUST A THOUGHT...

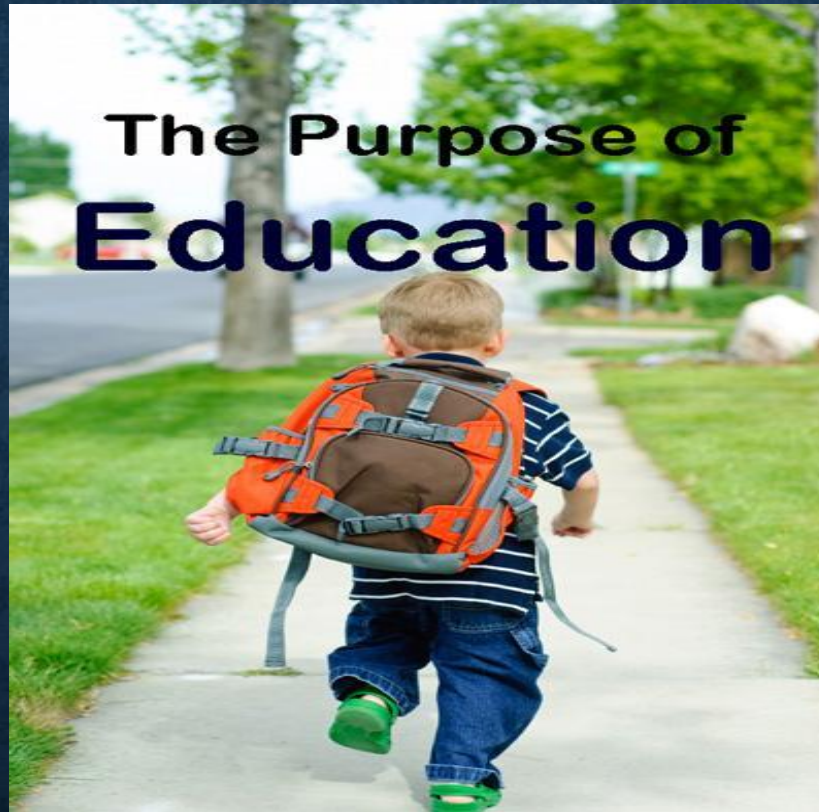
“We, as individuals in the EDUCATION SYSTEM, need to do education differently if our system is going to positively change to ensure equitable outcomes for all students. It has to begin with us.”

Sue Jones

OBJECTIVES

- Increase awareness of the ACE Study, trauma, toxic stress, and the impact trauma can have on brain development.
- Understand the Conflict Cycle and your role.
- Implement ideas on how to promote resilience through focusing on building trusting connections with students, families & larger community.
- Identify how to utilize the Circle of Courage as a framework to individualize and personalize learning.
- Improve understanding of the importance of collaboration.

WHAT IS THE PURPOSE OF EDUCATION?



BUMPER STICKER

- Discuss what you think/feel the purpose of education is.
- Either individually or with a group, think about your response then write it down.
- Will ask for 2 individuals/groups to share out.
- Display for others to view.

Why am I here?



THERE ARE STUDENTS AND FAMILIES

Whom we are serving in education today, whose needs we are failing to meet.

INEQUITIES/INJUSTICES

- Poverty
 - Trauma
 - Suspensions
 - Expulsions
 - Drop out
 - Hurting each other/themselves
 - Incarcerated/juvenile system (School to prison pipeline)
 - Restraints
 - Achievement gaps (Opportunity gaps)
 - Racism
- Services
 - Supports
 - Attendance
 - Feeling of less than, devalued

THINK ABOUT IT...



UCK YOU BITCH
UCK MY DICK.
Love mis Jones
Love my Dad
Dear Javon,





Enter
Child

ACE
Study

Trauma &
Toxic Stress

ALL IT TAKES IS ONE INDIVIDUAL

ACE STUDY – ADVERSE CHILDHOOD EXPERIENCES STUDY

- Study completed by Kaiser Permanente's in 1998.
- Compared the relationship between childhood abuse & household dysfunction to adult health risk behaviors, overall health and disease.
- Leading cause of morbidity (disease state of an individual) and mortality in the US is related childhood exposures.

EXPOSURES INCLUDE:

- Parent or adult often insulting
- Hitting so hard to leave a mark
- Not feeling important
- Having to wear dirty clothes
- Parents separated/divorced
- Mother or stepmother physically abused
- Household member depressed or mentally ill
- Family member in prison

relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. 1998 American Journal of Preventive Medicine. Am J Prev Med 1998;14(4)

RESULTS...

If a student has 4 or more experiences they are
4 – 12 times as likely to end up with health risks including:

Alcoholism, Drug Abuse,
Depression, heart disease and Suicide

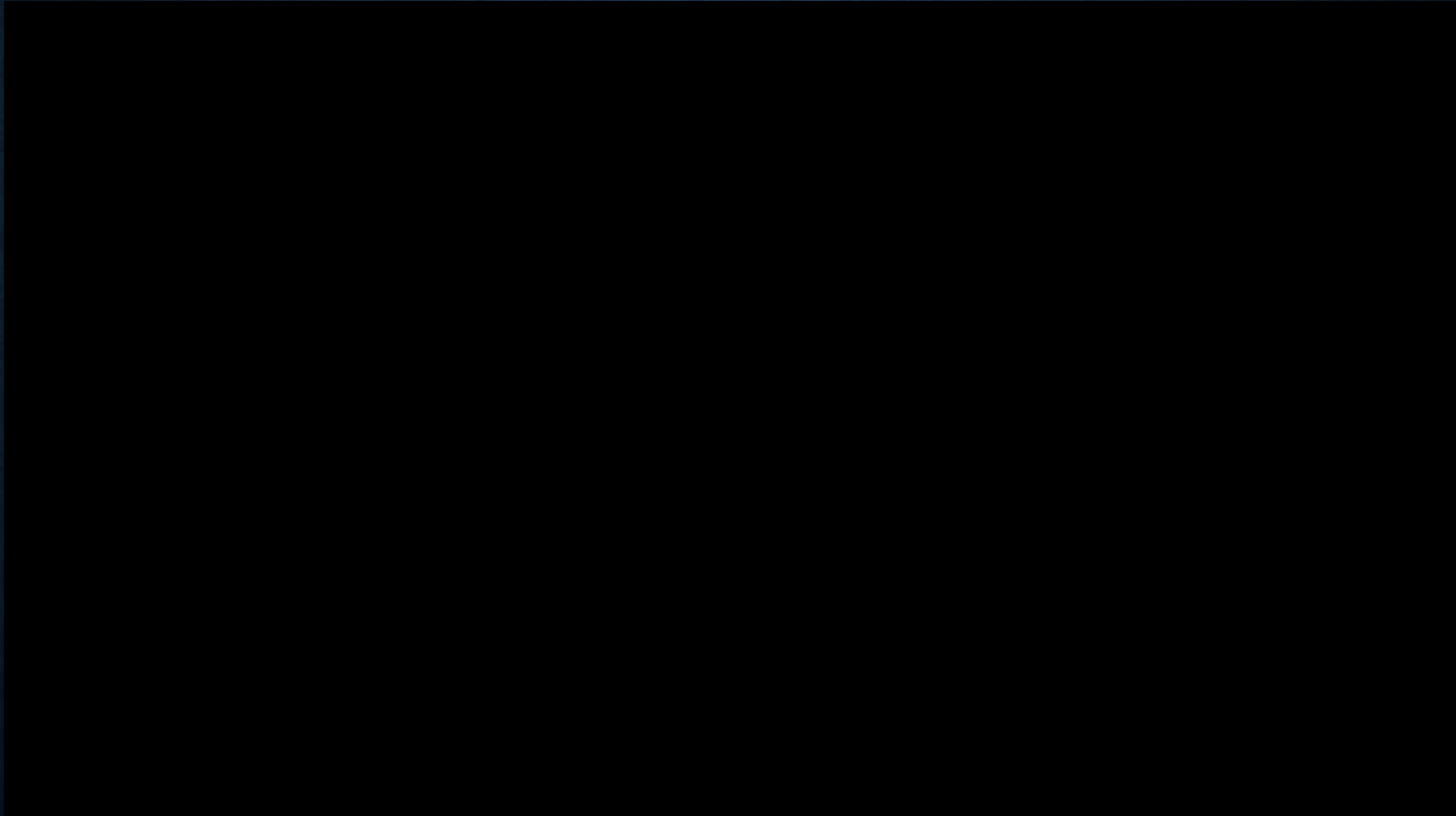
Interventions may mean the difference between **life** or **death...**

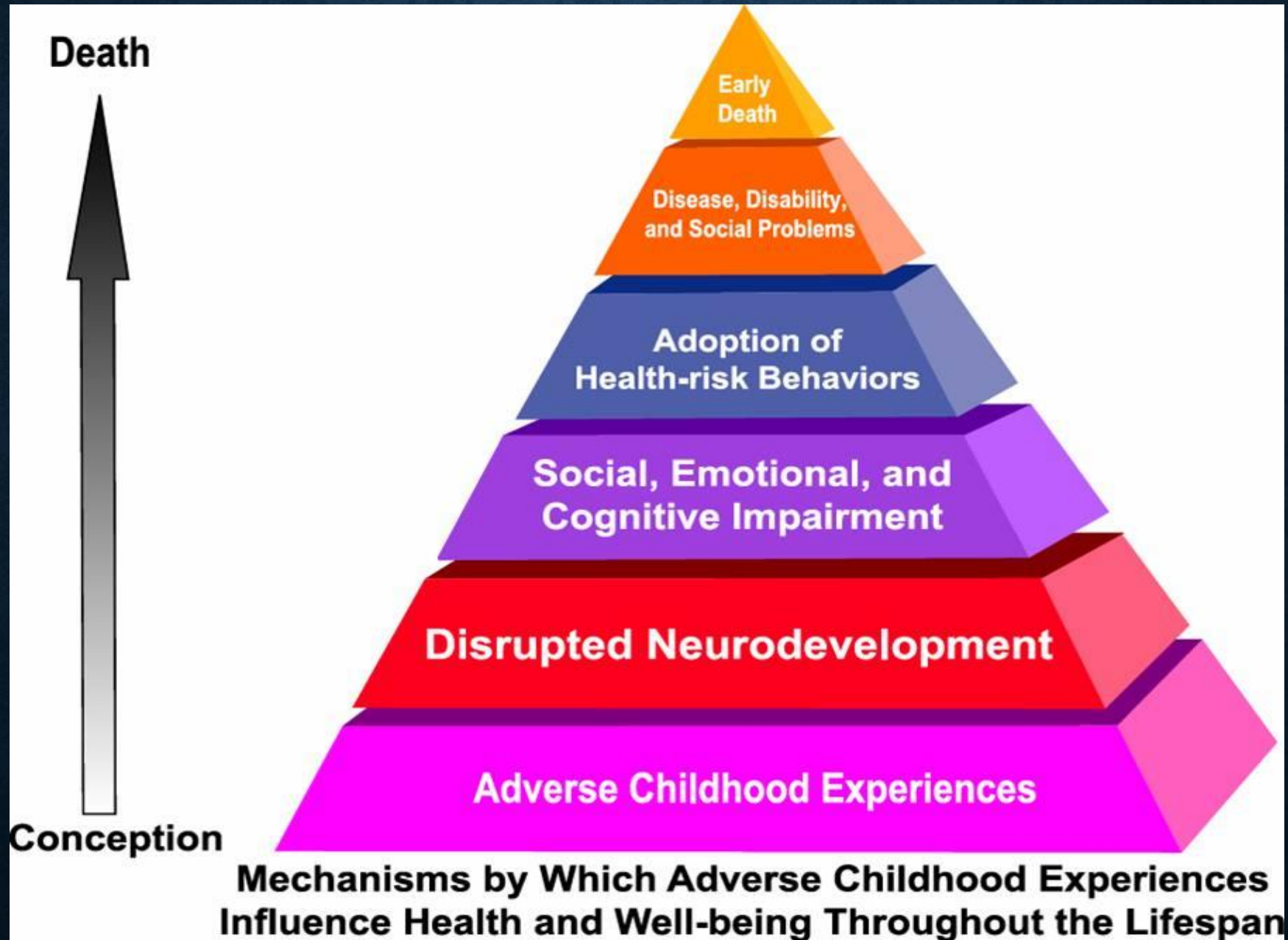
If a student has an ACE score of **6 or greater**, they are at risk of their life span being shortened by...

20 years.

Interventions may mean the difference between **life**
or **death...**

ACE STUDY





OUR STUDENTS ARE MORE THAN Their ACE Score!!

ACEs are just ONE PART of ACEs science. The Five Parts of ACEs Science:

- The ACE Study and other ACE surveys (epidemiology).
- How toxic stress from ACEs damages children's brains (neurobiology).
- How toxic stress from ACEs affects our short- and long-term health.
- How we pass ACEs from parent to child through our genes (epigenetics).
- And how resilience research shows our brains are plastic, our bodies can heal.

STRESS



The diagram consists of three overlapping circles stacked vertically. The top circle is teal and labeled 'POSITIVE'. The middle circle is yellow and labeled 'TOLERABLE'. The bottom circle is red and labeled 'TOXIC'. Each circle overlaps with the one below it, creating a continuous vertical flow.

POSITIVE

Brief increases in heart rate,
mild elevations in stress hormone levels.

TOLERABLE

Serious, temporary stress responses,
buffered by supportive relationships.

TOXIC

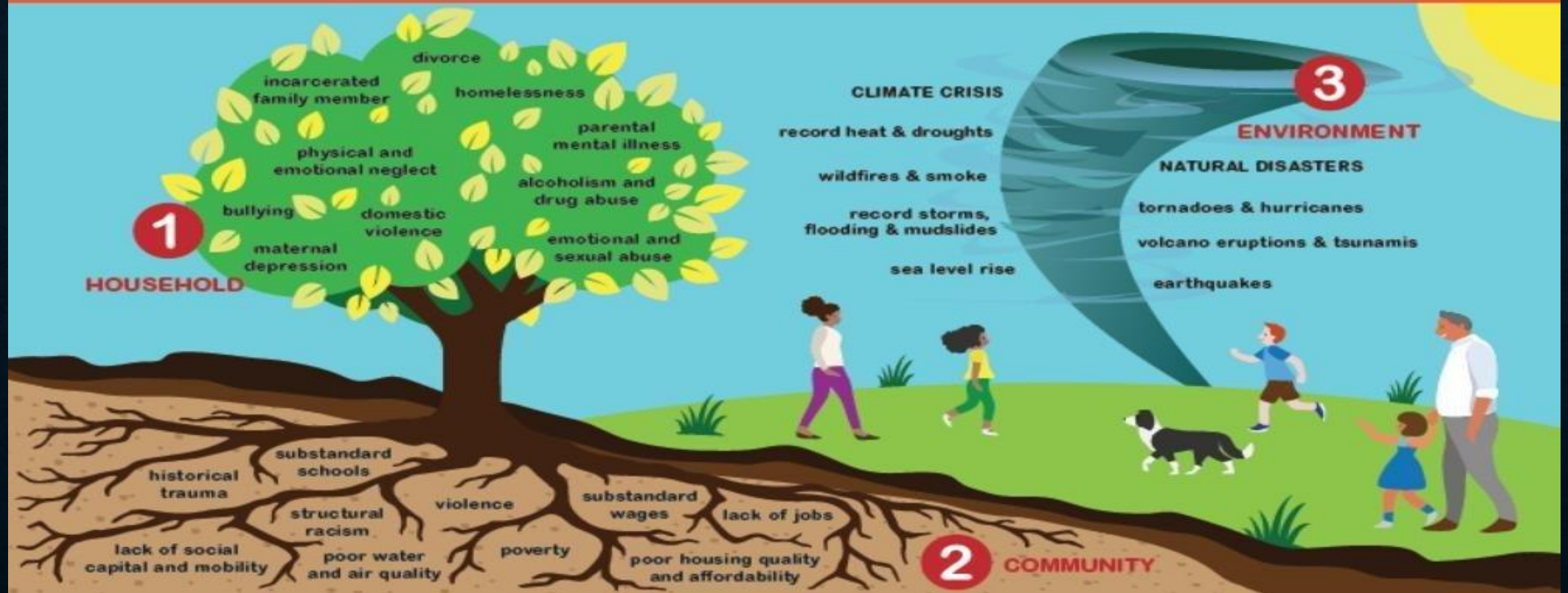
Prolonged activation of stress
response systems in the absence
of protective relationships.

TOXIC STRESS



3 Realms of ACEs

ACEs Connection accelerates the global movement to prevent and heal adverse childhood experiences (ACEs), and supports communities to work collaboratively to solve our most intractable problems. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. The ACEs in these three realms intertwine throughout people's lives, and affect the viability of organizations, systems and communities.



No student can learn
without hope--
hope is the foundation
upon which motivation
is built.

-Richard L. Curwin



**SOMETHING TO
CONSIDER...**

Child who has
experienced trauma
– terror and utter
helplessness

(Brendtro, Mitchell, McCall, 2009 pg.86)

**Pain-based
behavior:** Children
who have been
hurt/betrayed are highly
sensitive to “threats”
Re-experiencing previous
pain

(Brendtro, Mitchell, McCall, 2009 pg. 86)

Understanding
Brain Functioning
of children who
have experienced
trauma

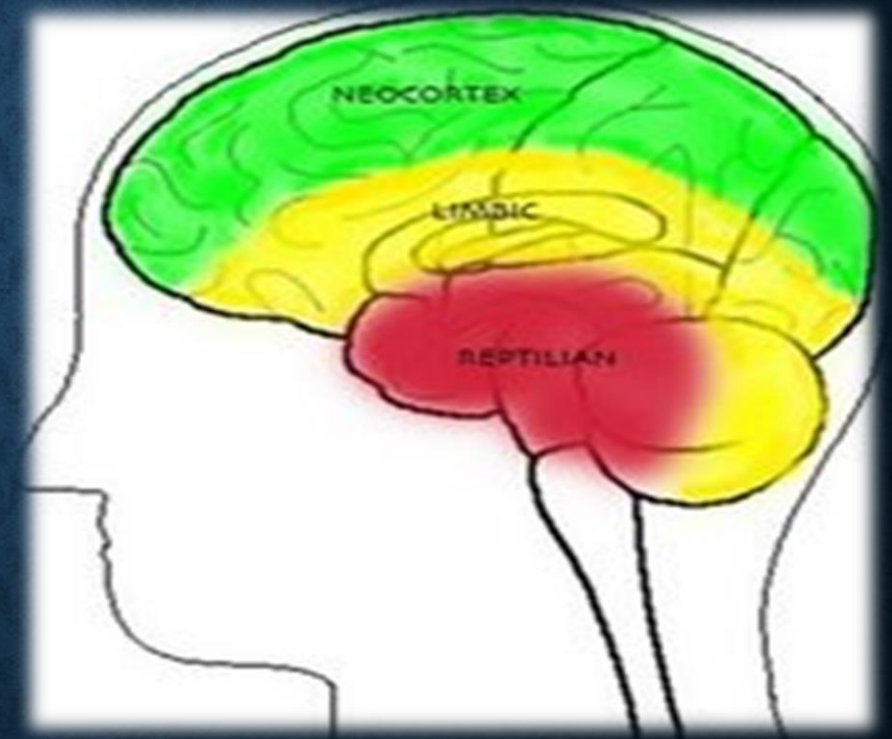
Relationship that is: Trusting, meaningful, purposeful, heartfelt, genuine,
empathetic

ALL IT TAKES IS ONE INDIVIDUAL

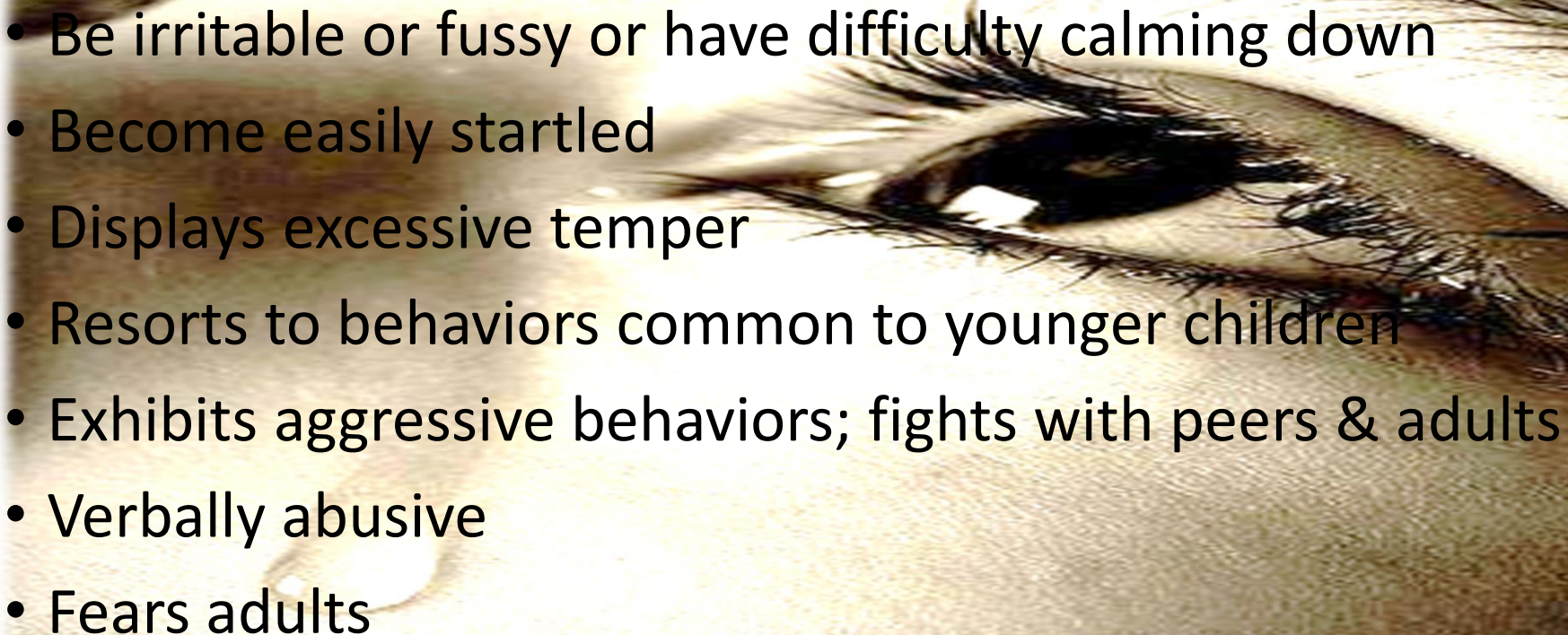
A LITTLE BIT ABOUT THE BRAIN

Brain = Command center

Lower survival brain	reacts
Deep emotional brain	values
Higher logical brain	reasons

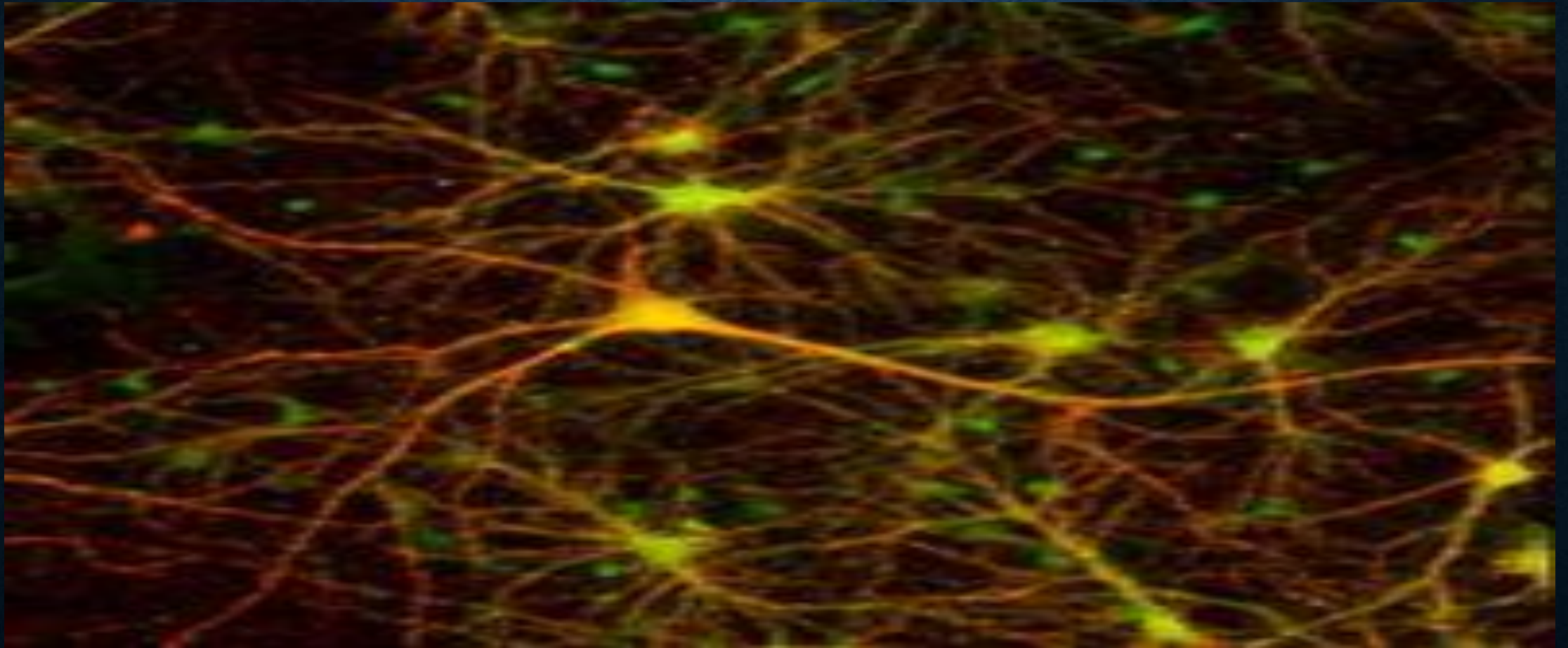


Possible reactions of Children- 12 and younger

- 
- A close-up, high-contrast photograph of a child's eye. The eye is dark and looking slightly to the right. The eyelashes are long and dark. The skin around the eye is light and textured. The lighting is dramatic, with strong highlights and shadows.
- Be irritable or fussy or have difficulty calming down
 - Become easily startled
 - Displays excessive temper
 - Resorts to behaviors common to younger children
 - Exhibits aggressive behaviors; fights with peers & adults
 - Verbally abusive
 - Fears adults



BUILDING NEW PATHWAYS





sentis

RESILIENCY

- “Built over time.”
- “Not just in the person, its in the interaction between the person and the environment.”

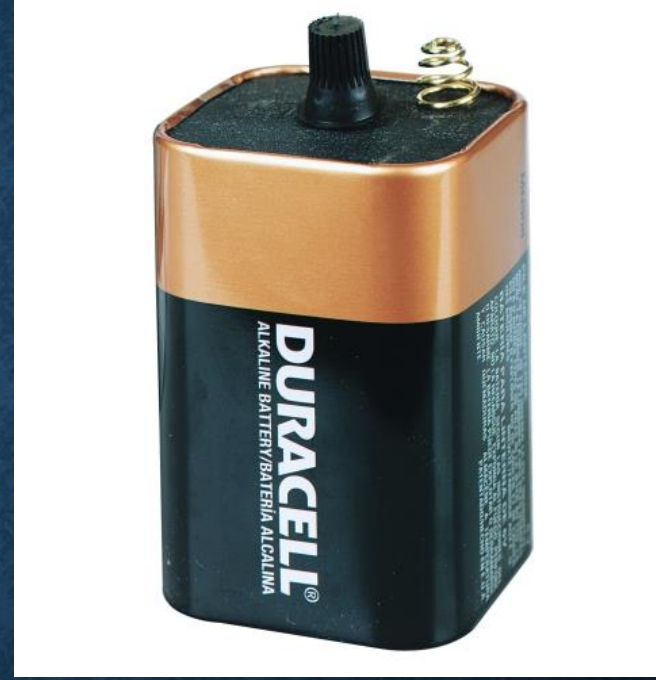
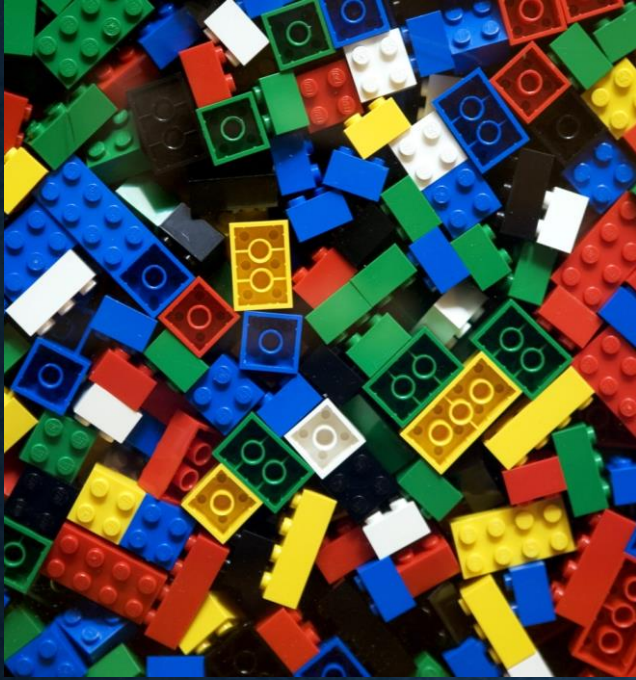
Jack Shonkoff, MD

Center on the Developing Child at Harvard University

- “... kids in pain, take their problems forward into adulthood. To survive, they need to develop resilience now.

(Brendtro, Larson, 2006 pg. 33)





MY “AH-HA” MOMENTS

IMPORTANT FACTORS TO CONSIDER

It has to begin with us...

SECONDARY TRAUMATIC STRESS

- Secondary Traumatic Stress is the natural consequent behaviors and emotions resulting from knowledge about a traumatizing event experienced by a significant person. It is the stress resulting from wanting to help a traumatized or suffering person.

WHY ARE WE SUSCEPTIBLE?

- We all work closely with people/students who have been exposed to trauma and toxic stress. Empathy.
- We work with a population of children/young adults who are the most vulnerable members of society.
- Insufficient Recovery Time. We hear and see painful, frightening things.
- Unresolved Personal Trauma & life stress.
- Lack of Systemic Resources.

INDIVIDUAL INDICATORS

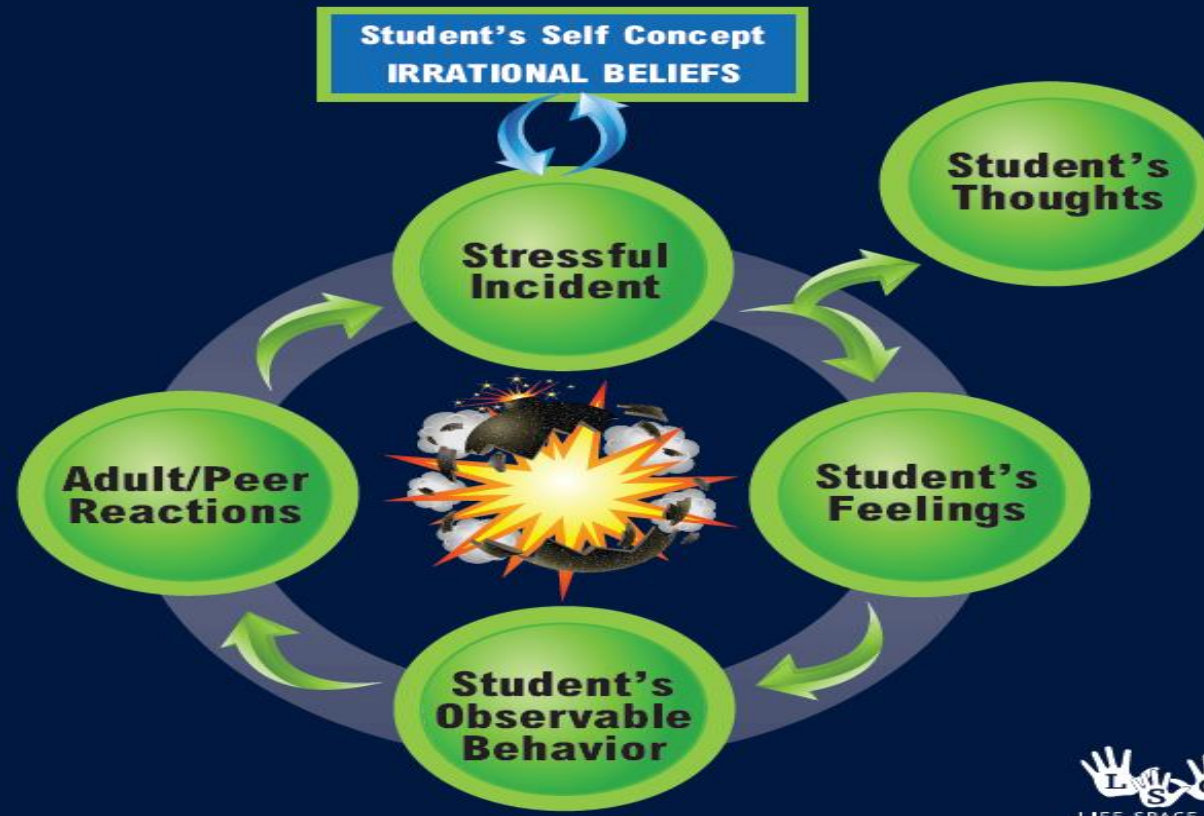
- Emotional – Anger, Sadness, Depression, Anxiety
- Physical – Headaches, Stomach Aches, Lethargy
- Social & Psychological - Self-isolation, Mood Swings, Irritability with spouse/family
- Workplace – Avoidance of certain students, staff, Tardiness, Lack of Motivation

“ It is one of the most beautiful compensations for this life that no man can sincerely try to help another without helping himself.”

Ralph Waldo Emerson

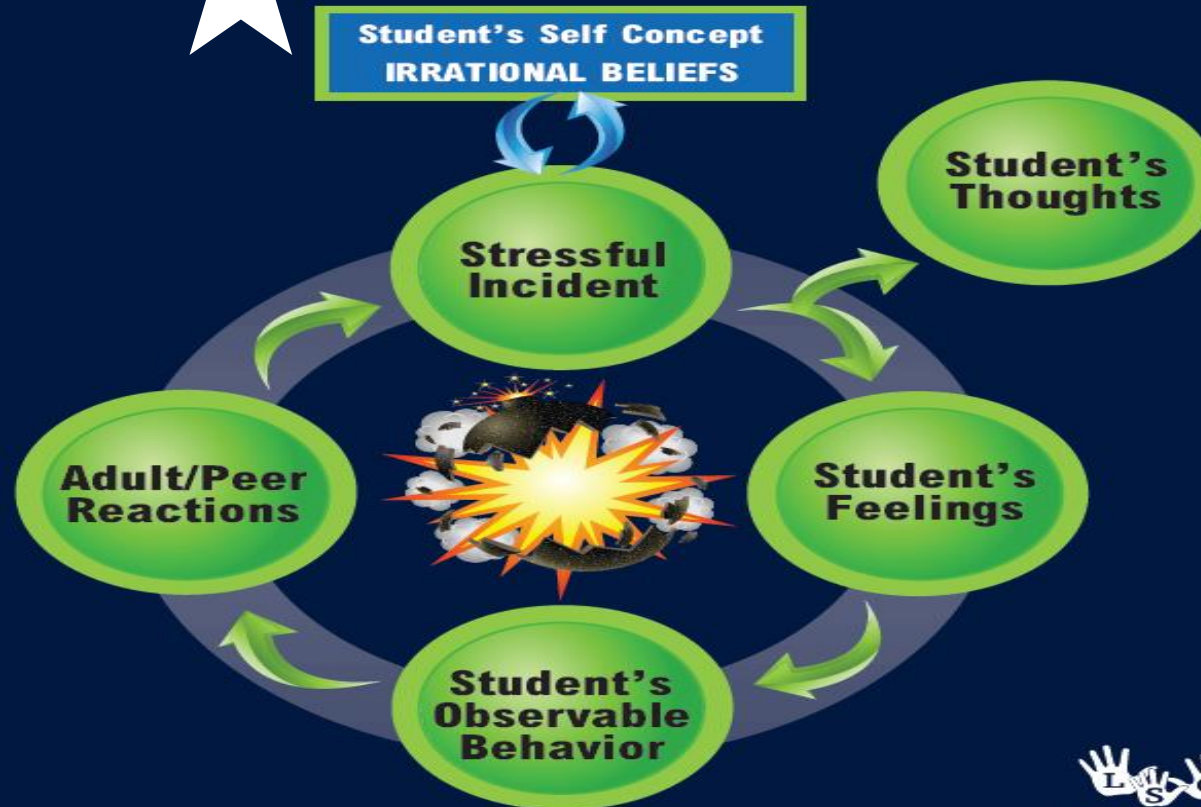
LET'S TALK ABOUT CONFLICTS

The LSCI Conflict Cycle



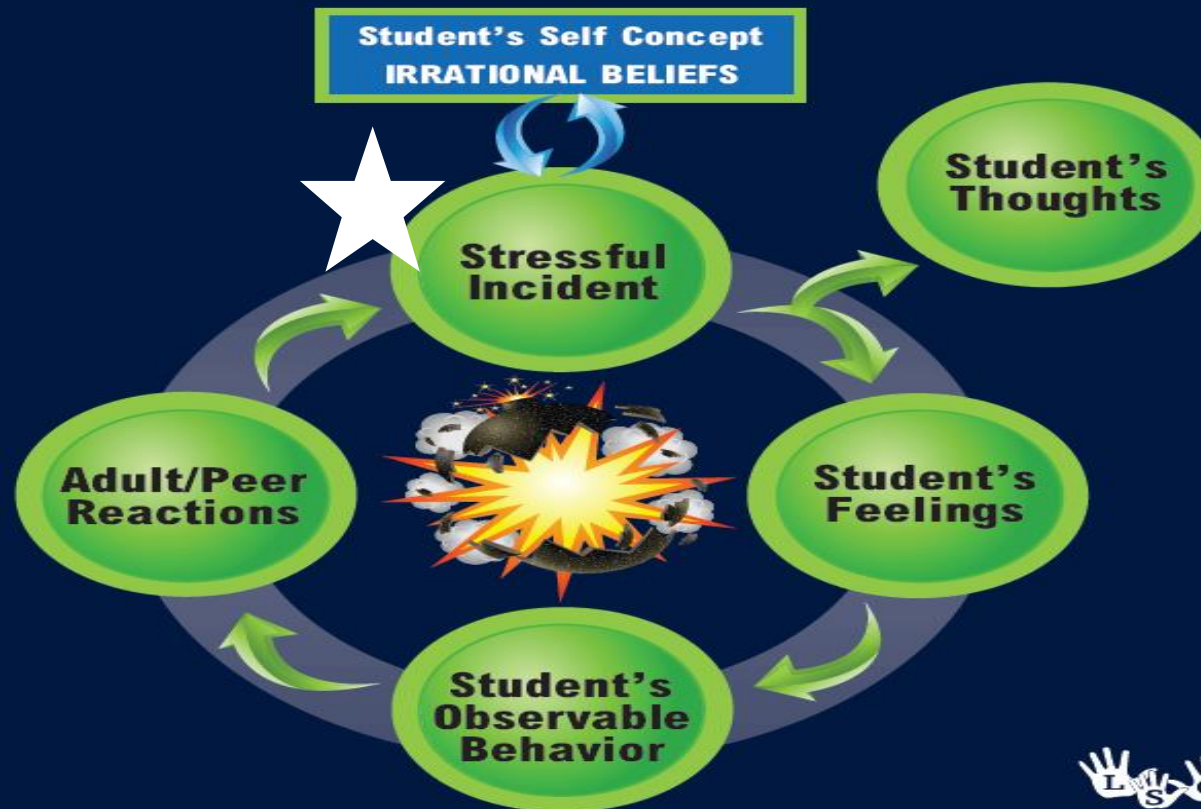
STUDENT'S SELF CONCEPT IRRATIONAL BELIEFS

The LSCI Conflict Cycle

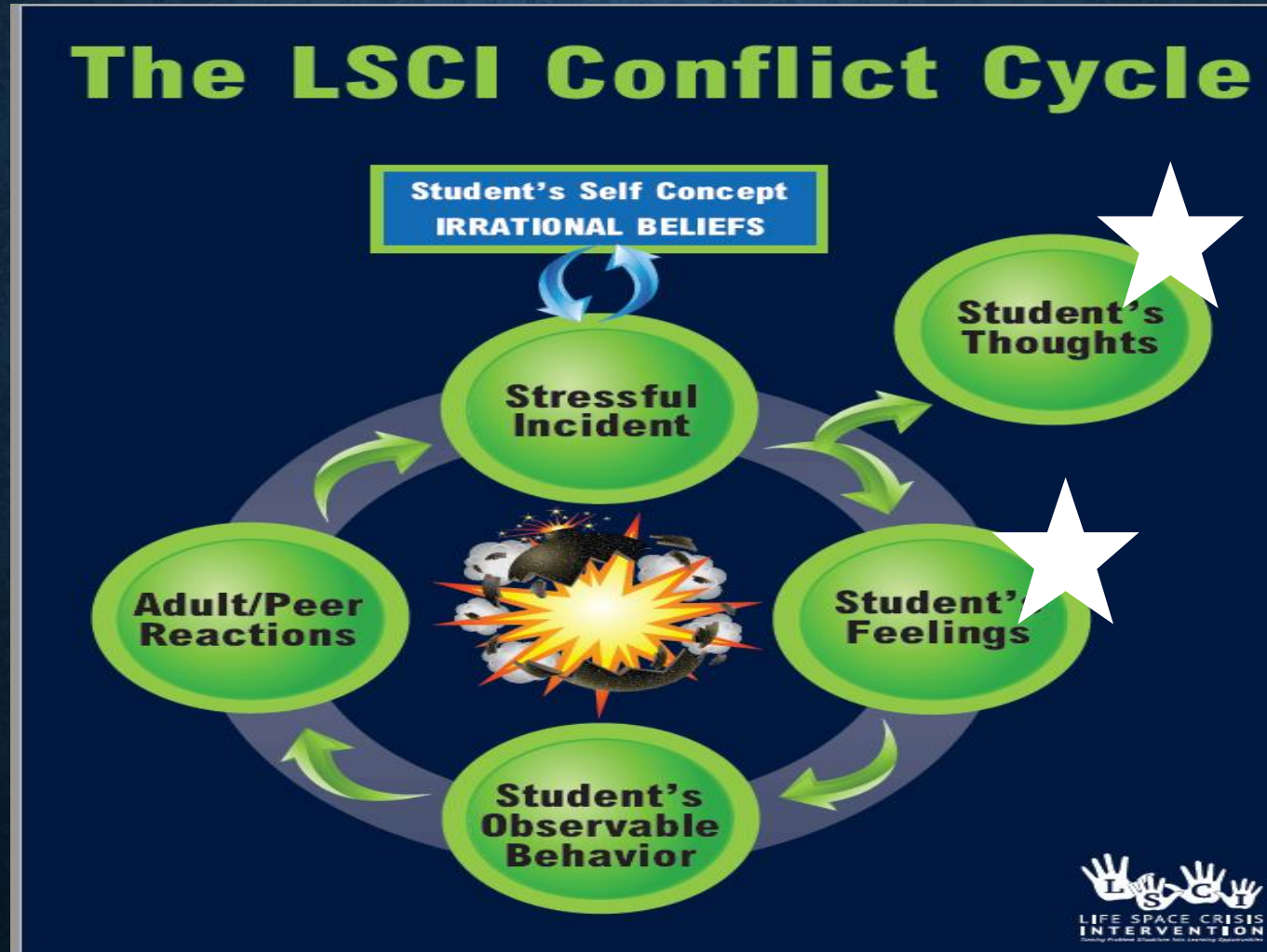


STRESSFUL INCIDENT

The LSCI Conflict Cycle

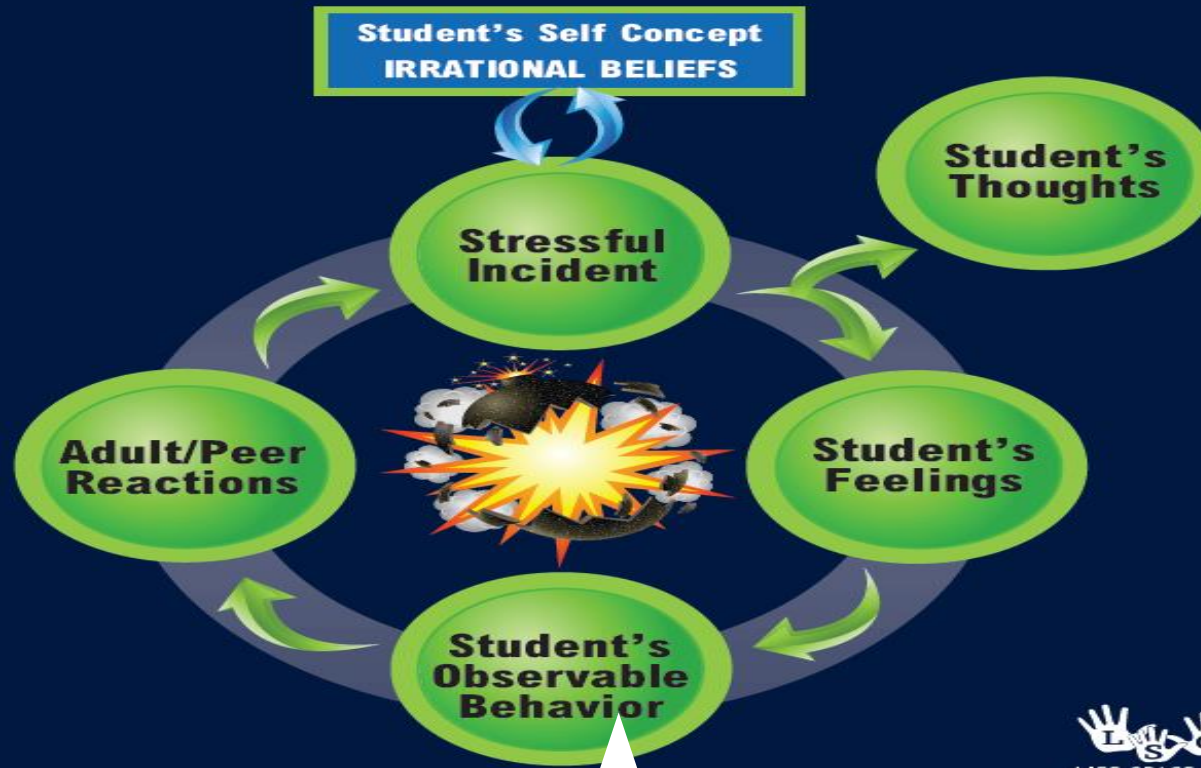


STUDENTS THOUGHT'S & FEELINGS



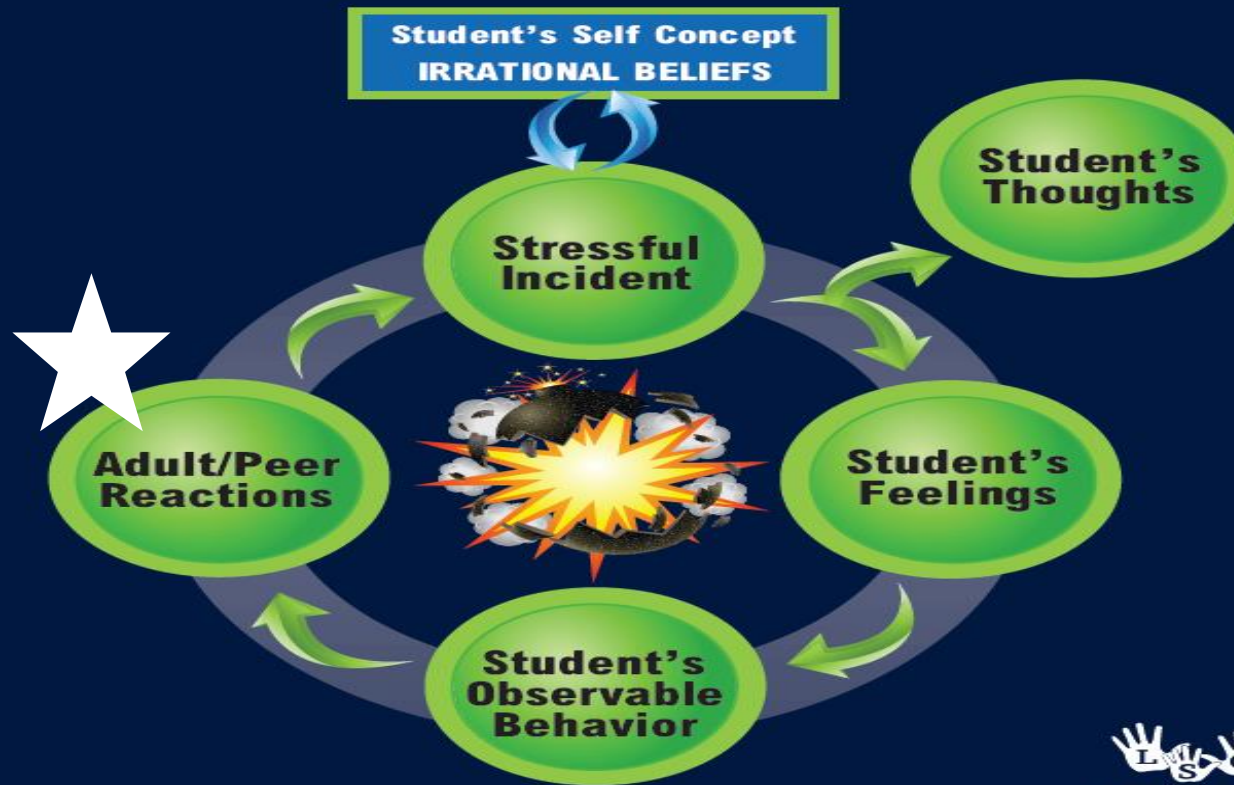
LET'S TALK ABOUT CONFLICTS OBSERVABLE BEHAVIOR

The LSCI Conflict Cycle



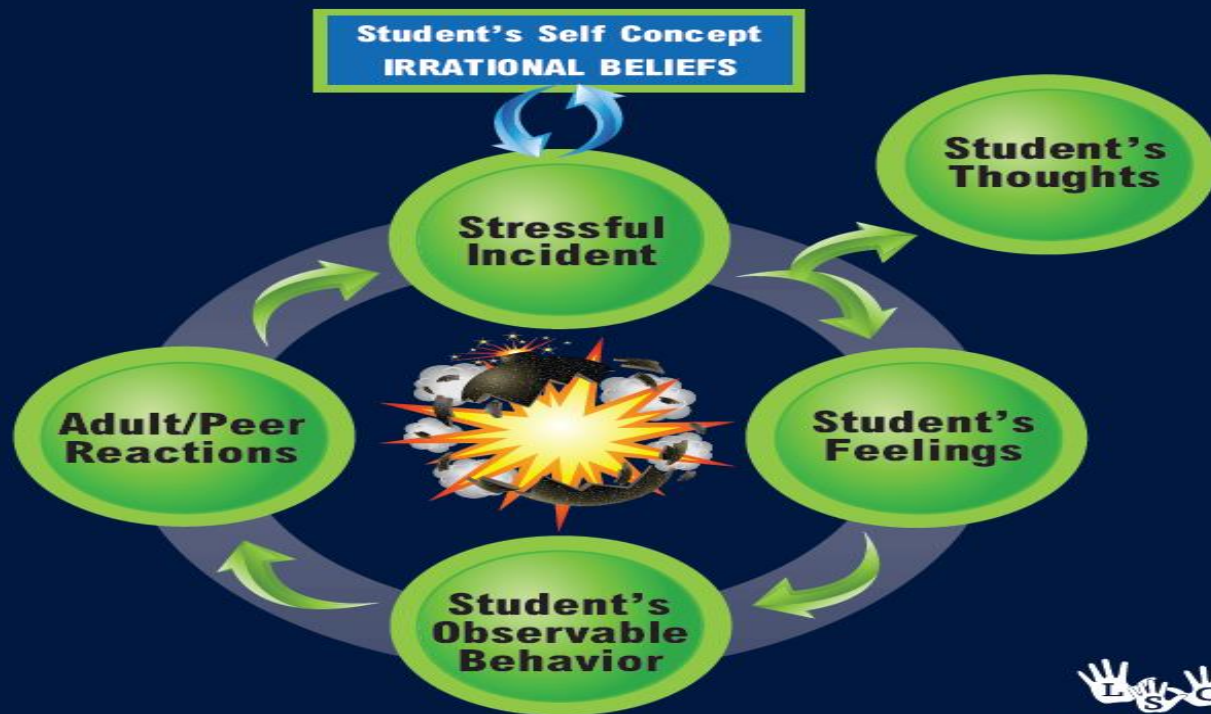
ADULT REACTION

The LSCI Conflict Cycle



SELF REFLECTION

The LSCL Conflict Cycle



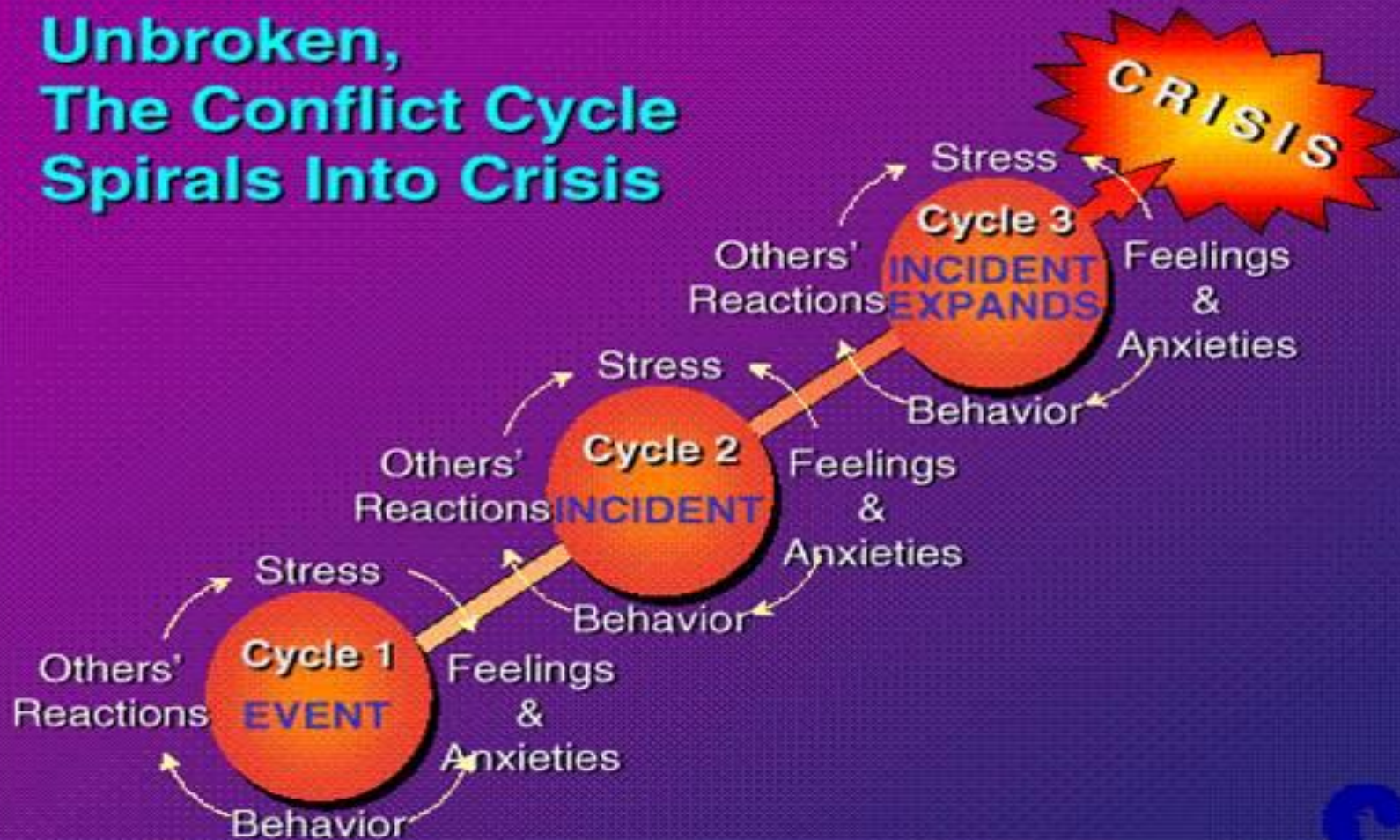
Think of one student.

Think of a situation in which your Reaction was one which created the next stressful incident.

What are you thinking and feeling?

What is one thing you will do different?

Unbroken, The Conflict Cycle Spirals Into Crisis

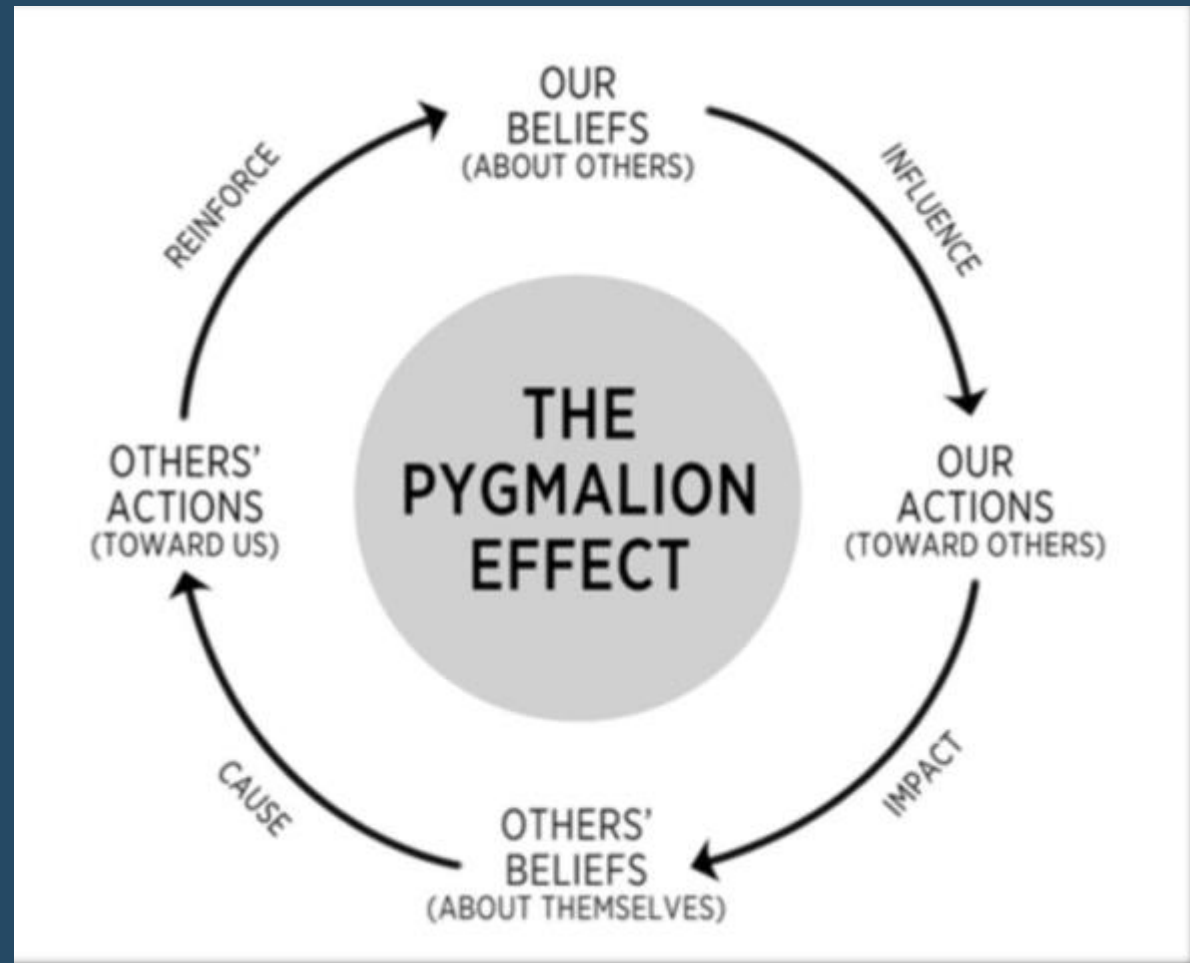


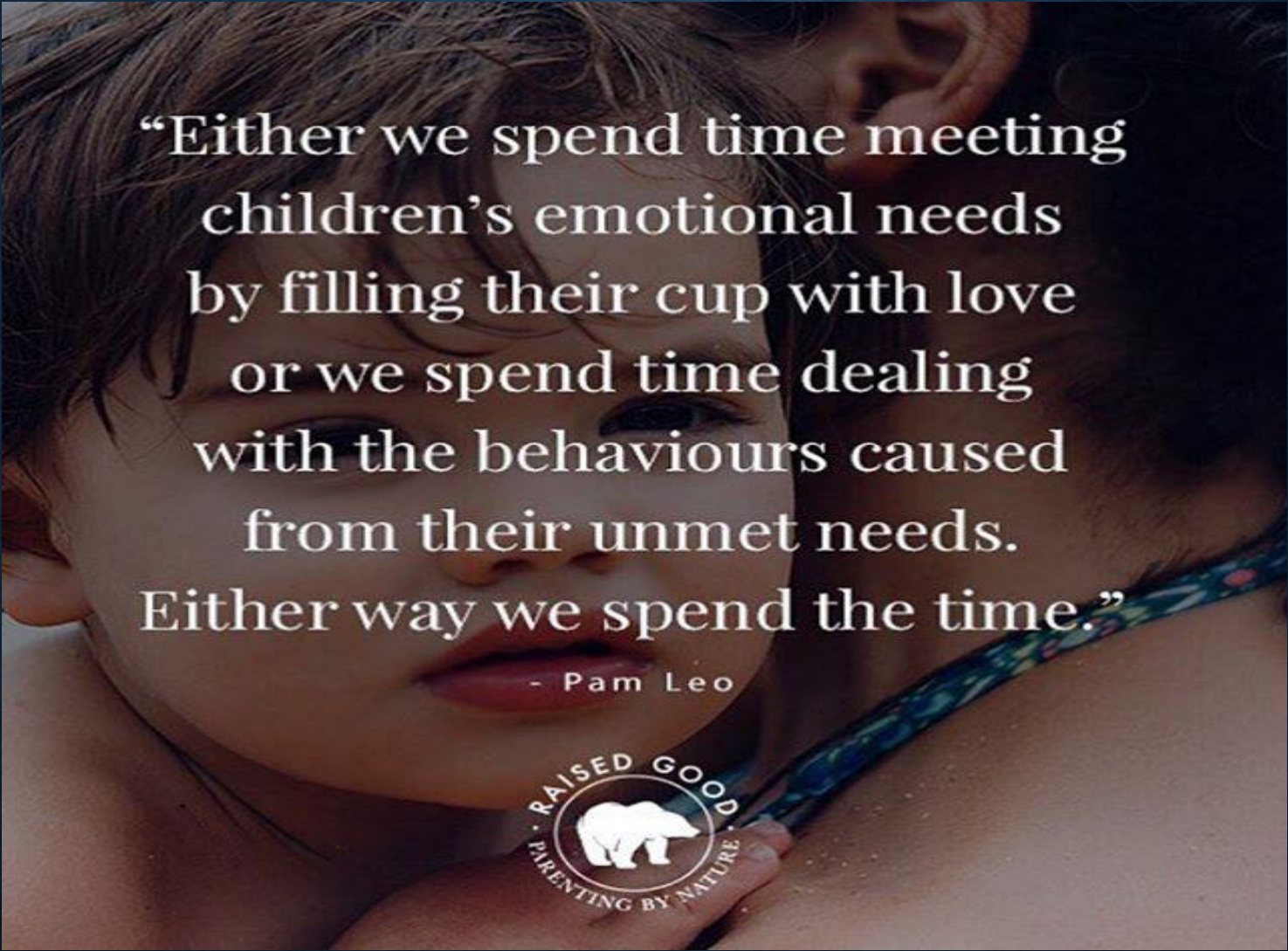
IMPLICIT BIAS

- Part of being human
- Not a character flaw, but a feature of the human brain
- Although hardwired, the targets of those biases are not
- Distort our perceptions; impair how we process and act on information about other people
-is not unchangeable. We can become aware of and reduce these biases.

“EXPECTATIONS CAN BREED HOPE OR FUTILITY IN BOTH STUDENTS & STAFF.”

- “When we expect certain behaviors of others, we are likely to act in ways that make the expectant behavior more likely to occur.”





“Either we spend time meeting
children’s emotional needs
by filling their cup with love
or we spend time dealing
with the behaviours caused
from their unmet needs.
Either way we spend the time.”

- Pam Leo



HOME VISITS – TRUSTING PARTNERSHIPS



GET TO KNOW THEIR STORY

- **“You have to know that young person and understand his heart. You have to discover what combination of needs is not being met. Then you can give him the means to meet those needs and the power to interact in a way that will bring more joy in his life.”**

(Chambers, Freado 2015 pg 51)

KEY FINDINGS

- ● Educators shifted beliefs and actions related to families and students
- ● Recognized that previous deficit assumptions about families and students were unfounded
- ● Newfound understanding and empathy, which resulted in changes in their behavior
 - Educators incorporated students' interests and culture; information obtained from the home visits
 - Disciplinary actions reflected an empathic as opposed to a punitive approach
 - Educator's efforts to communicate with families increased after home visits.

THE POWER OF HOME VISITS

- Being able to see the student in “their own environment”
- Knowing where the student comes from and goes home to every day
- First hand history
- What motivates them
- Learning style
- Opening the lines of communication
- Willing to go above and beyond

COLLEGE STUDENTS THOUGHTS

Home visits

- nervous
- intrusion
- judging
- intimidating
- scared
- unpredictable
- heart breaking
- necessary

Home visits

excited
necessary
trust
"nervous"
hopeful

relationship - trust
hope



PARENTS/GUARDIANS THOUGHTS:

- “You are the first one to see my daughter in her own environment.”
- “You allowed me to be a parent again.”
- “Maybe, if I had this partnership in the past, our educational experience wouldn't have been so bad.”
- Builds trust between families and schools, but most importantly it allows for the family member to model for the child, building trusting relationships.”

AN EDUCATIONAL COMPASS CIRCLE OF COURAGE



CREATING ENVIRONMENTS FOR SAFETY:



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Smile and say
hello as you
meet students
in the hallway



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Not knowing
can create a
level of fear



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

Always
treat
children
with dignity

WAYS TO CREATE SAFETY

- Consistent, attentive, nurturing and sensitive attention to meeting needs.
- Predictability, which is created by consistent behaviors & interactions from the adults.
- Be aware of the student's overload point.
- Plan quiet time.
- Let everyone succeed at something.
- Remember, YOU make all the difference.

<https://www.scholastic.com/teachers/articles/teaching-content/creating-emotionally-safe-classroom/>

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Food, water	Compassion	Team Mentality
Adults who want to listen	Understanding	Freedom of Self Expression
	Kindness	Support
		Not compliance driver

CREATE ENVIRONMENTS FOR BELONGING: POSITIVE ATTACHMENTS



Family



Peers



Community



SCHOOL

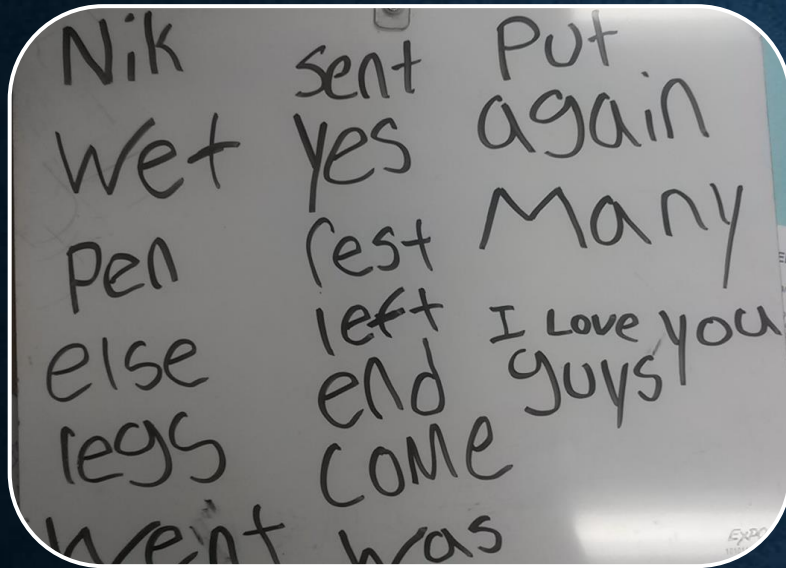
WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Dignity For All	Choices	Supportive
Trust	Use of kind words	Safe
Building relationships	Acknowledging strengths	Open
Visitors	Sharing	Peaceful

WHAT ELSE DO YOU SEE?



MASTERY GAINING SKILLS



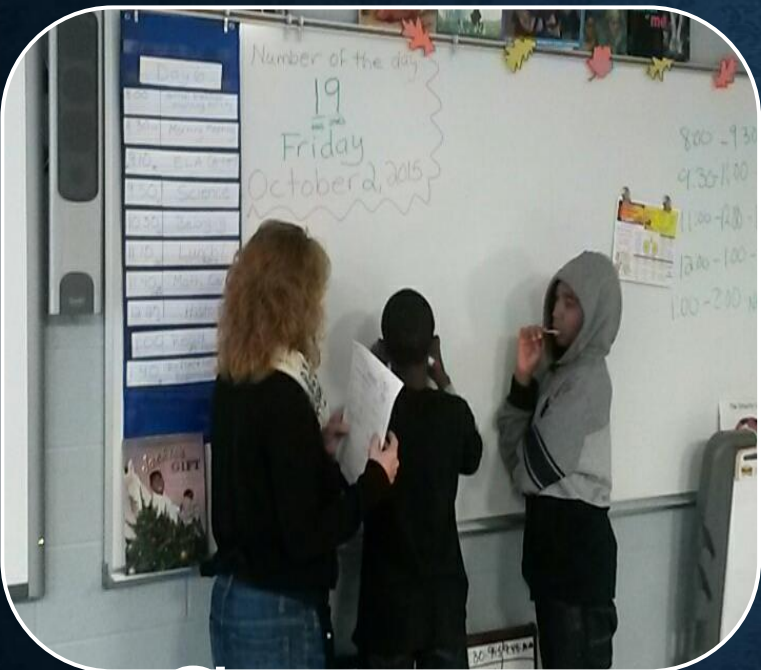
Meet students
where they are
at



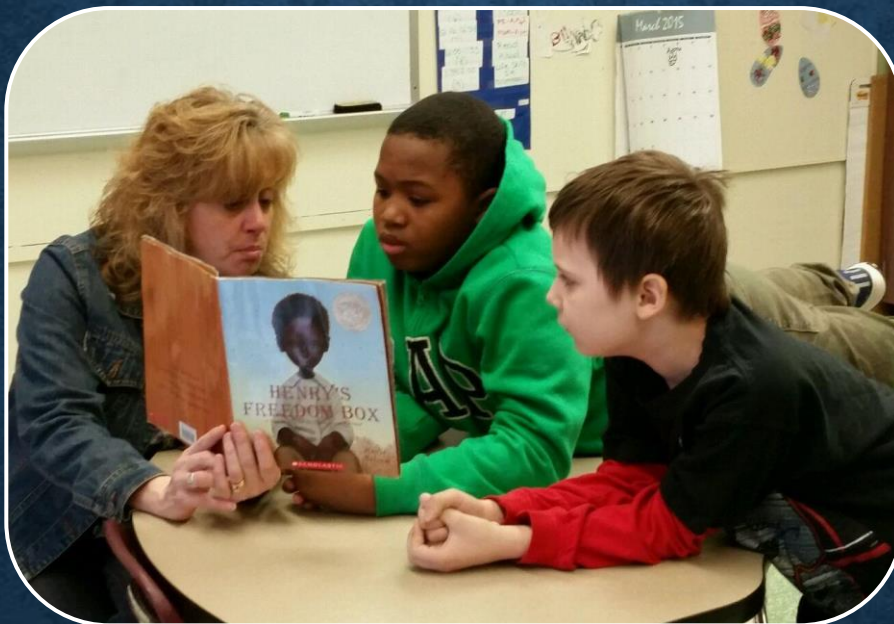
Encourage
peer mentoring



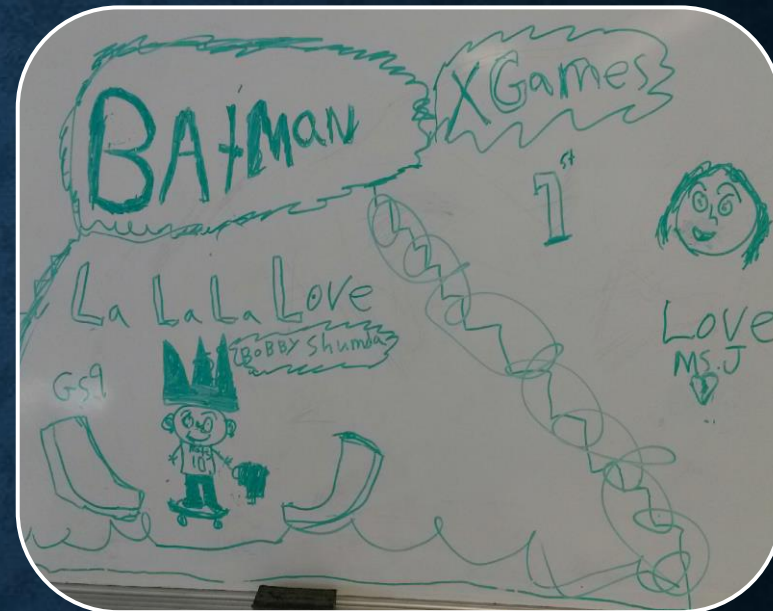
Release some
control



Create an
environment
for success



Allow what
works for the
individual



Consider
differences in
learning style



Guide students in
realizing only they are
in control of their
learning

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Self assessments	Celebration	Courageous
Self regulation	Self Confidence	Powerful
Engaged	Compliments	Successful
Students seek to do more	Staff praising	Confidence

INDEPENDENCE

“YOU ARE IN CONTROL OF YOUR FUTURE”



Teach self-
regulation

TEACHING SELF REGULATION COREGULATION

Understanding
anger cues

Understanding
anger triggers

Understanding
anger style

Calming
techniques,
mindfulness,
breathing

Practice Practice
Practice

Re-Do's

INDEPENDENCE SELF-EFFICACY



One's belief in one's **ability** to succeed in specific situations

RESTORATIVE PRACTICES

Traditional Approach

- Schools and rules are violated.
- Justice focuses on establishing guilt.
- Accountability is defined as punishment.
- Justice is directed at the offender; the victim is ignored.
- Rules and intent outweigh the outcome.
- No opportunity is offered for the offender to express remorse or make amends.

Restorative Approach

- People and relationships are violated.
- Justice identifies needs and obligations.
- Accountability is defined as understanding the effects of the offense and repairing any harm.
- The offender, victim, and school all have direct roles in the justice process.
- Offenders are held responsible for their behavior, repairing any harm they've caused and working toward a positive outcome.
- Opportunities are offered for offenders to express remorse or make amends.

Source: Adapted from San Francisco Unified School District. (n.d.). Restorative practices whole-school implementation guide (p. 19). San Francisco, CA: Author.

WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

Look Like	Sound Like	Feel Like
Taking chances on students	Student choices	Empowerment
Self governance	Student voice	Pride
Self control	Self expressions	Self Confidence
Character	Taking responsibility	Eager to do more

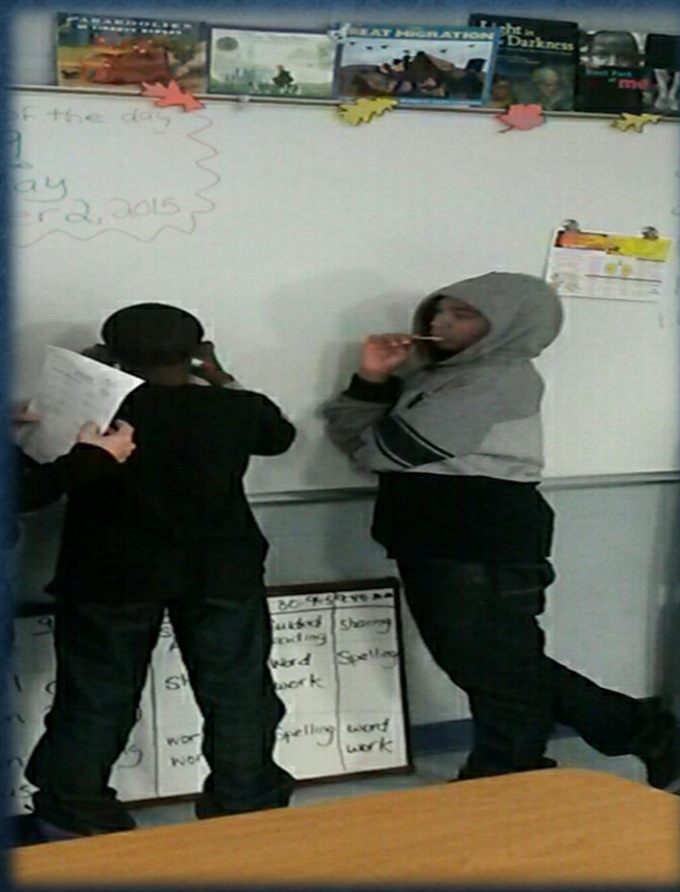
GENEROSITY COMMITMENT TO SOME CAUSE



UNLESS someone like
YOU cares a whole
awful lot. NOTHING
is going to get better.
It's NOT.



COMMITMENT TO SOME PERSON



“I HAVE PURPOSE IN MY LIFE...”

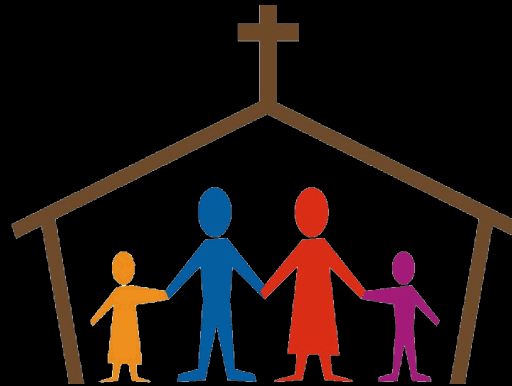


WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE

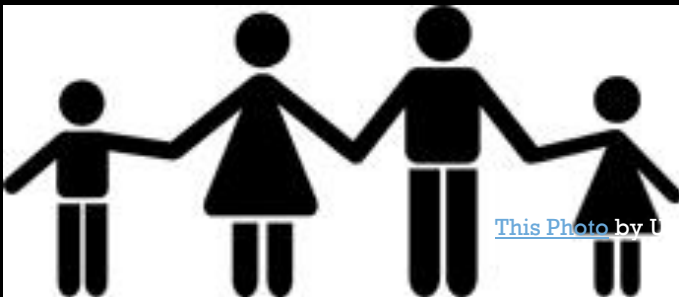
Look Like	Sound Like	Feel Like
Peer Mentoring	Positive self talk	Giving
Service Learning	Asking each other for help	Powerful
Community Volunteer	Compliments	Feeling useful
Student driven	Sincere apologies	Feeling valued

ADVENTURE: CONTINUE TO EXPLORE



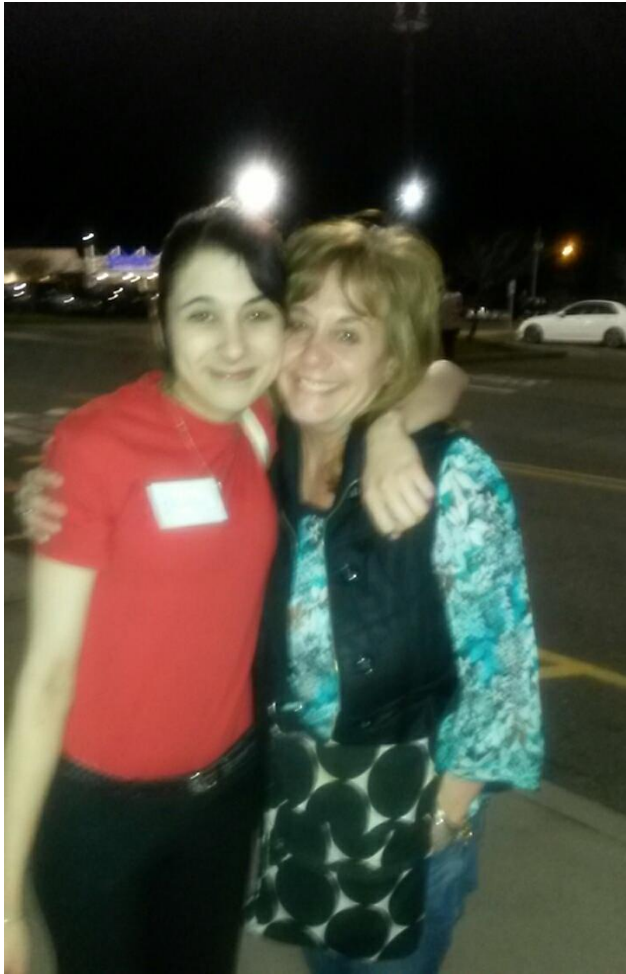


COLLABORATION



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)





LEAVING AN IMPRINT: ONE STUDENT...

“You picked me up so many times and dusted me off, you reminded me that I needed to keep going and that I had something special in me. And now I think of your words every time I doubt myself or think I cant, because I finally realize there’s never a time that I can’t! Nothing is impossible. Thank you for leaving an imprint on me and my life.”

Hailey



ONE FAMILY...

ONE ADULT...



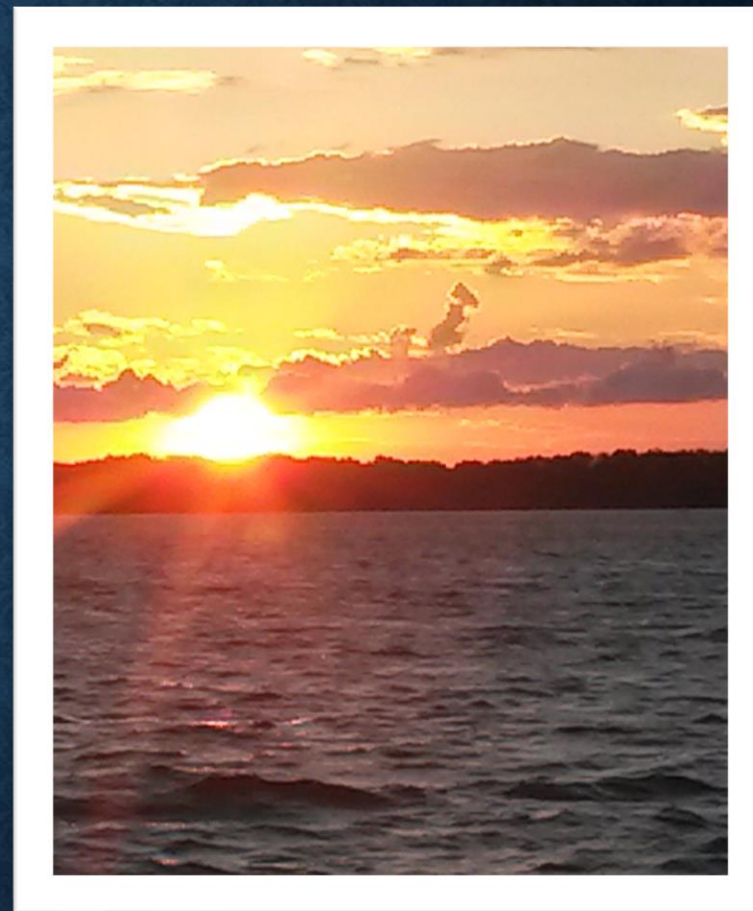
SOMETHING TO CONSIDER...

Professor William Morse of the University of Michigan:

“The day you forget that, under some life circumstances, you could have ended up like your most troubled student is the day you should quit. You will have lost your ability to respond with empathy.”

(Brendtro and Larson, 2006, pg.26)

THANK YOU



CONTACT INFORMATION

Sue Jones, Trauma Informed Practices Coach

607-237-7193

skrausjon@gmail.com

sjones@btboces.org

REFERENCES:

- [Academy on Violence & Abuse]. (2012, April 18). *ACE Study DVD Pre-View.mov* (Video file). Retrieved from https://www.youtube.com/watch?v=v3A_HexLxDY
- Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: Solution Tree Press.
- Brendtro, L. & Larson, S. (2006). *The Resilience Revolution*. Bloomington, IN: Solution Tree Press.
- Brendtro, L., Mitchell, M., & McCall, H. (2009). *Deep Brain Learning*. Albion, Michigan: Starr Commonwealth.
- [Center on the Developing Child at Harvard University]. (2015, April 22). *In Brief: What is Resilience?* (Video file). Retrieved from https://www.youtube.com/watch?time_continue=3&v=cqO7YoMscU
- [Center for Youth Wellness]. (2014, Dec 10). *ACEs – A Public Health Crisis* (Video file). Retrieved from <https://www.youtube.com/watch?v=EorEAJbUnWU>
- Chambers, J. & Freado, M. (2015). *The Art of Kidwhispering. Reaching the Kid Inside*. San Bernardino, CA: Chambers & Freado.
- [Flowers, C.], (2009, Nov 22). *The Power of One* (Video file). Retrieved from <https://www.youtube.com/watch?v=8I7Wk14VWK4&feature=youtu.be>
- Freser, F., Long, N., & Wood, M. (2001). *Life Space Crisis Intervention. Talking with Students in Crisis*. Austin, TX: Pro-Ed Publishing.
- [Juggling Zero]. (2012, Mar 14). Boston 24/7 with Principal McAffe (with captions) (Video file). Retrieved from https://www.youtube.com/watch?v=X9_WwuGF4dM
- Lunne, D. (2012). *The Effects of Stress on a Child's Brain Development* (Video file). Retrieved from <https://www.youtube.com/watch?v=ak7o9nxpWD4>
- Pearce, K. (2015, June 20). *Neuroplasticity: Rewiring your brain for optimal learning* (Format description). Retrieved from <https://www.diygenius.com/neuroplasticity-rewiring-your-brain-for-optimal-learning/>
- Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. (1998) American Journal of Preventive Medicine. Am J Prev Med 1998;14(4).
- Van Bockern, S. (2018). *Schools That Matter: Teaching the Mind, Reaching the Heart*. Winnipeg, Manitoba, Canada: UW Faculty of Education Publishing.