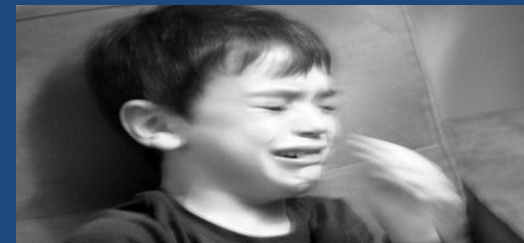
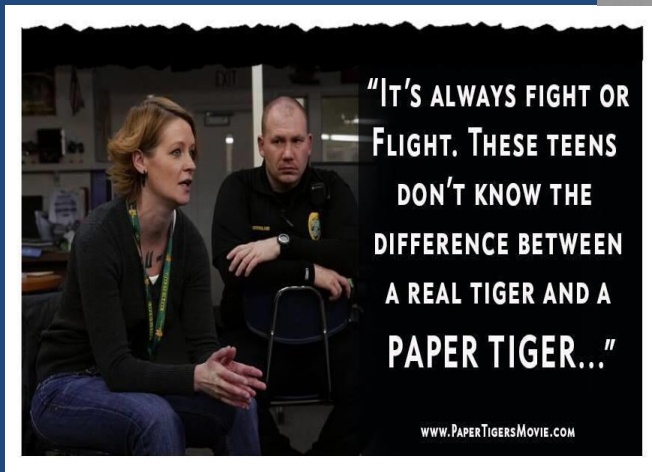
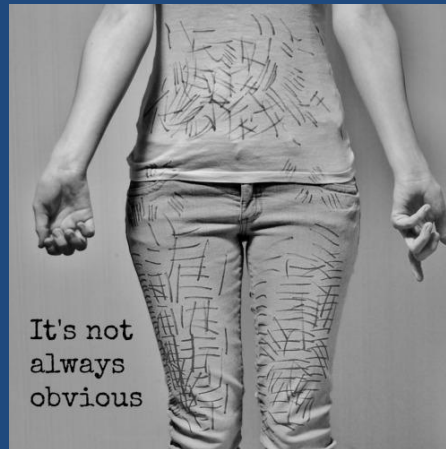
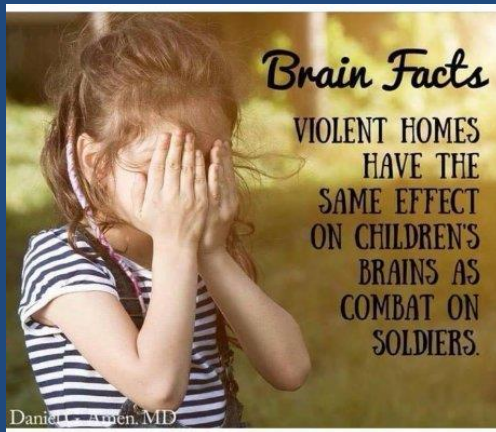
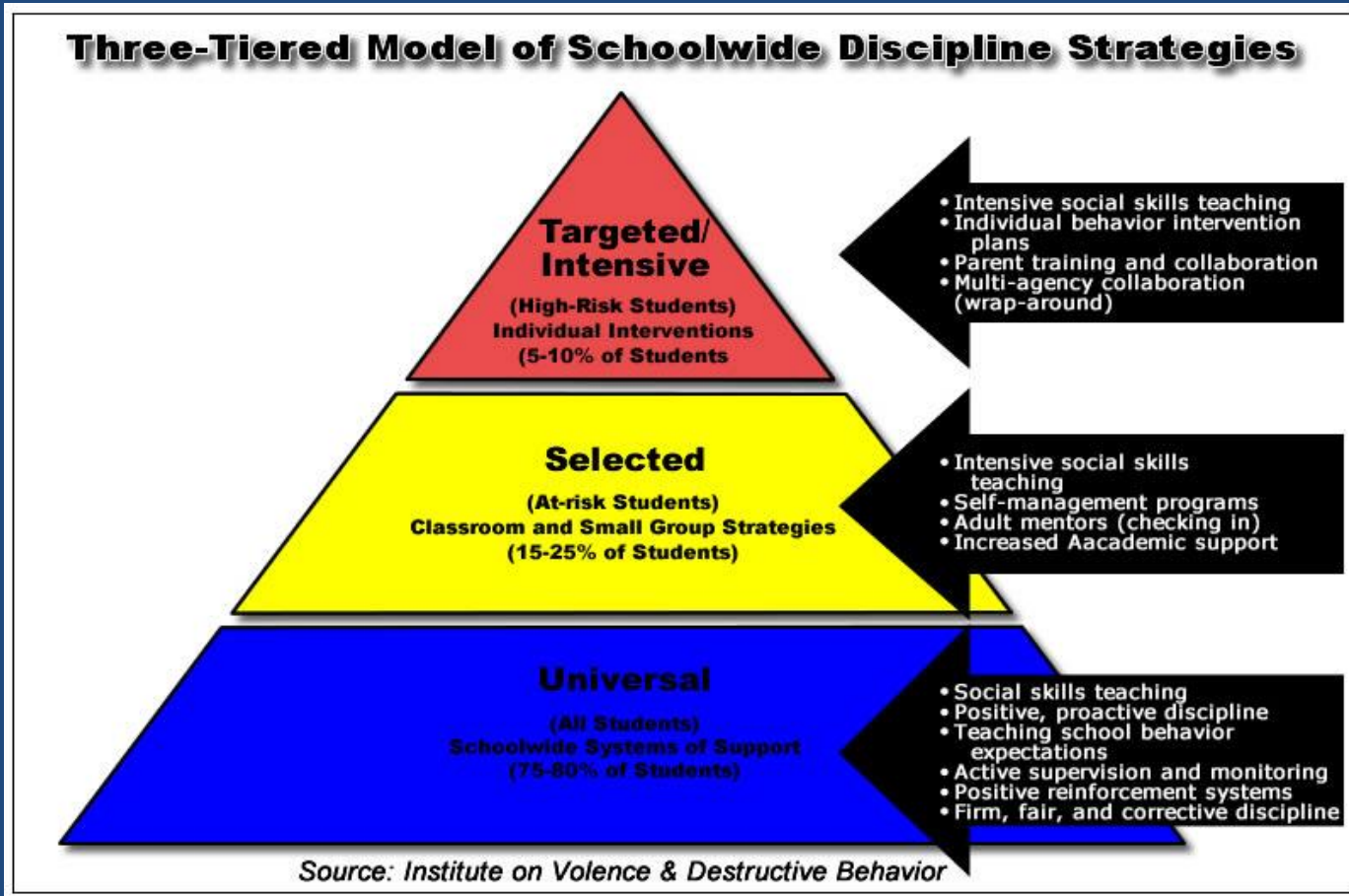


Moving Toward.....Trauma Responsive Schools Being with Children & Youth in Pain



Michael McKnight
mcknightmichael816@gmail.com
4 Directions Seminars- 2018

Creating Systems of Care and Support.....



The Context We Live & Teach In...

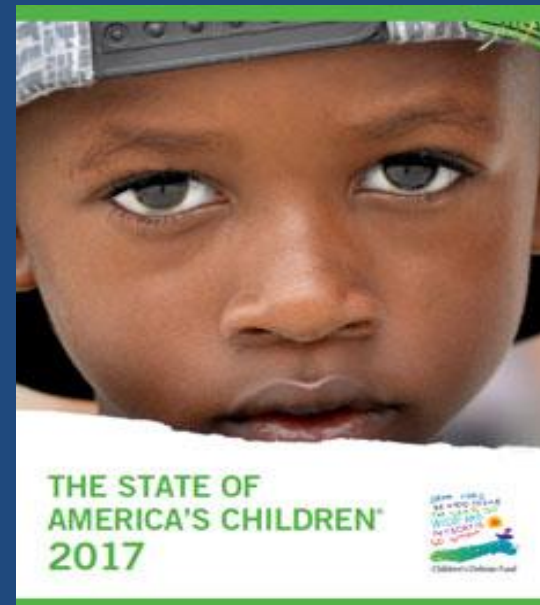
**There can be no keener
revelation of a society's
soul than the way in
which it treats its
children.**

—Nelson Mandela



Each Day in America for All Children

- 4 children are killed by abuse or neglect.
- 7 children or teens commit suicide.
- 8 children or teens are killed with a gun.
- 45 children or teens are injured or killed with a gun.
- 167 children are arrested for violent crimes.
- 311 children are arrested for drug crimes.
- 589 public school students are corporally punished.*
- 1,759 babies are born into poverty.
- 1,854 children are confirmed as abused or neglected.
- 2,805 children are arrested.
- 2,857 high school students drop out.*
- 12,816 public school students are suspended.*



The State of Kids in Indiana

Homelessness

- 19,205 homeless children were enrolled in public schools during 2014-2015.

Child Welfare

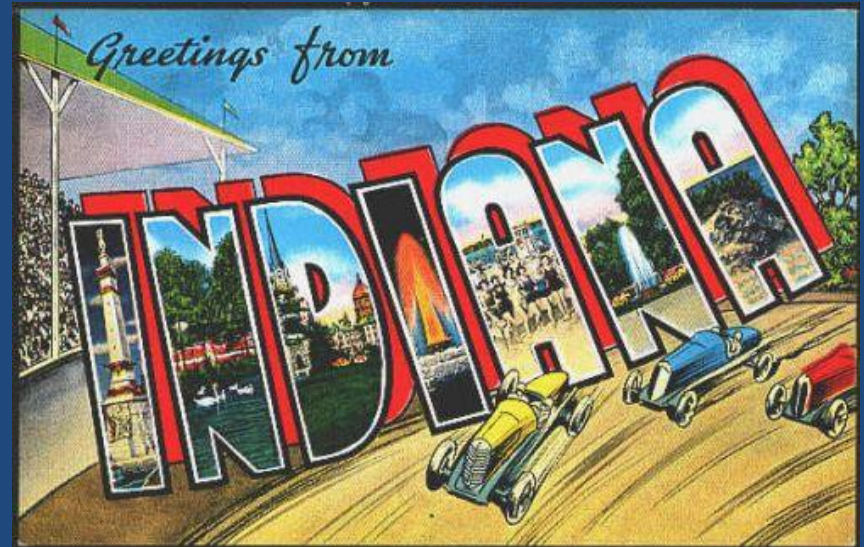
- 26,397 children were abused or neglected in 2015.
- 19,837 children were in foster care on the last day of FY2016.

Juvenile Justice

- 1,563 children were in residential placement in 2015.
- 36 percent were Black
- 7 percent were Hispanic
- 53 percent were White.
- 34 children were in adult jails or prisons in 2015.

Gun Violence

- 81 children and teens (4.6 per 100,000) were killed with a gun in 2015.



Percentage of Public School Students Receiving Free or Reduced Lunch: 2018

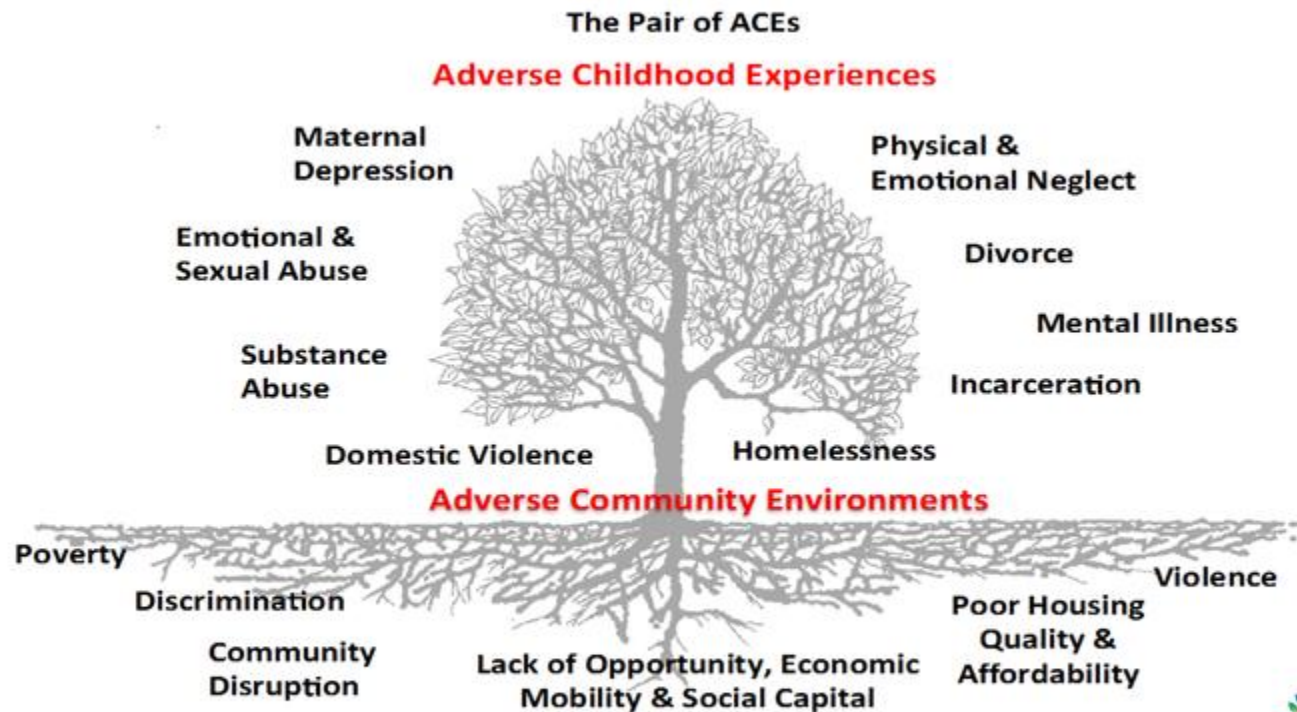
5 Lowest Counties	Percent	5 Highest Counties	Percent
Hamilton	17.0%	Marion	70.2%
Boone	19.5%	Fayette	63.5%
Hendricks	27.1%	Crawford	63.1%
Hancock	27.6%	Scott	60.8%
Warrick	31.6%	Wayne	59.9%

Indiana University Bloomington

- 29.3% of Indiana students reported feeling sad or hopeless in 2015.
- 1 out of every 20 children in Indiana have a behavior or conduct problem.
- 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.
- 19.8% of Indiana high school students seriously considered suicide in 2015, the third highest in the nation.



The Pair of ACEs



TYPES OF STRESS

Positive Stress

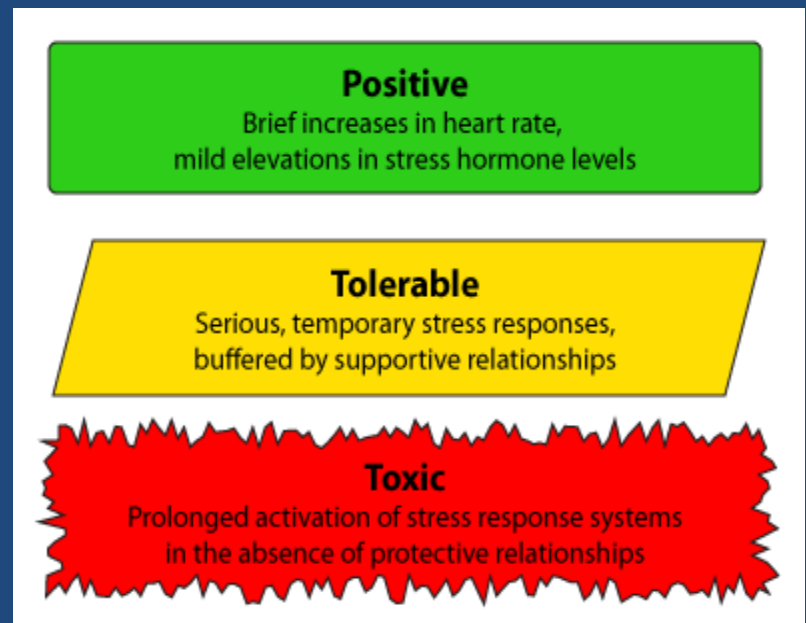
- Adverse experiences that are short-lived
- Part of the normal developmental process

Tolerable Stress

- More intense but relatively short-lived
- With adequate support, unlikely to cause long-term problems

Toxic Stress

- Sustained adversity
- Children are unable to manage toxic stress by themselves
- Can lead to permanent changes in brain development



What Happened to these kids?

Pain Based Behavior...

- To begin, observe- but on an intuitive level. No checklists, no notes, no histories- just watch him. Watch him watching his world. Go silently behind his eyes to see his world. When you see what he feels, you will have learned all that you need to know...
Then begin ! (L. Tobin)



Defining 2 Types of Trauma in Children

1. ACUTE TRAUMA

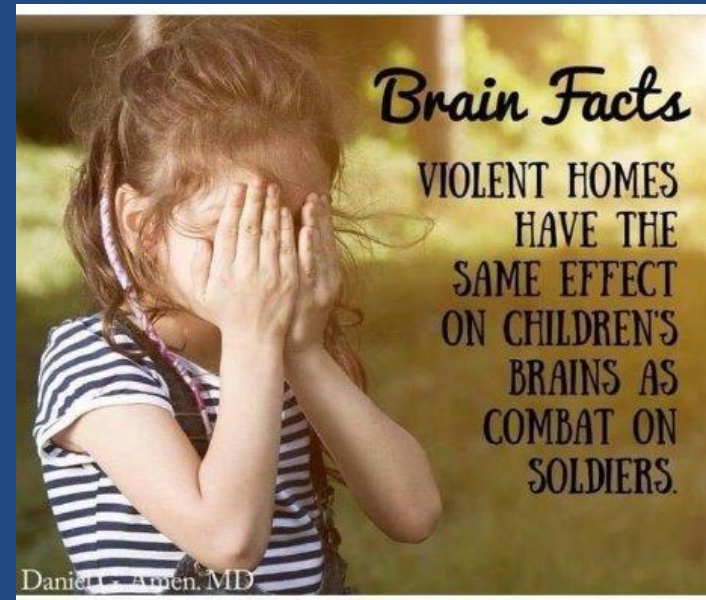
- ❖ Children who have experienced or witnessed a single traumatic episode.
- ❖ These children often develop post traumatic stress disorder (PTSD) symptoms such as problems with focus and concentration, hyper-vigilance, helplessness, night terrors and flashbacks.



Types of Trauma

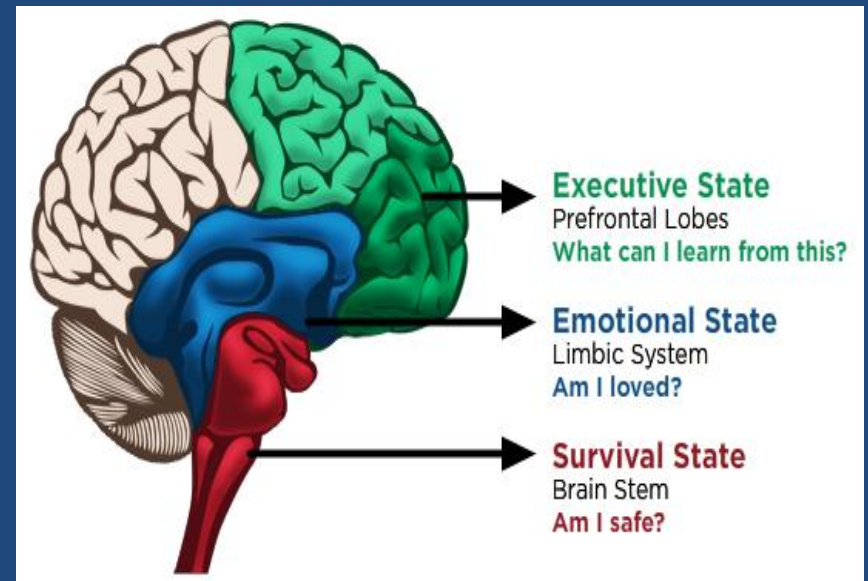
2. DEVELOPMENTAL TRAUMA

- ❖ Complex developmental trauma occurs when children experience “multiple, chronic, and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature...and with early life onset.”
- ❖ Because the trauma is sustained and occurs in childhood, the impact of development is more pervasive than with acute trauma.
- ❖ These children exhibit a more pronounced deficit in developmental brain-based stress response systems.



Survival Brain vs Learning Brain

- We all have normal alarm systems in our brain/body that let us know when we are under threat and mobilize us to fight, flee (flight) or freeze in the face of a threat.
- When youth experience continuous threats/trauma, the brain/body is put into a chronic state of fear, activating the “survival brain” (mid/lower areas of the brain).
- This can create an overactive alarm system in the developing brain.



Persistent State of Alarm..

Repeated and overwhelming stress “sensitizes” the amygdala and it becomes hyper-alert to danger.

Troubled children reset their normal level of arousal.

Even when no external threats exist, they are in a persistent state of alarm...

(Bruce Perry)



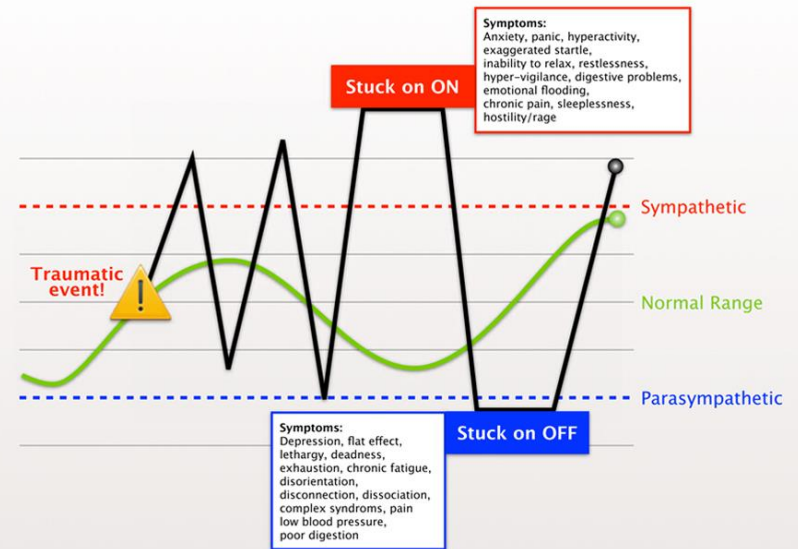
Traumatic Stress

A Healthy Nervous System



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Symptoms of Un-Discharged Traumatic Stress



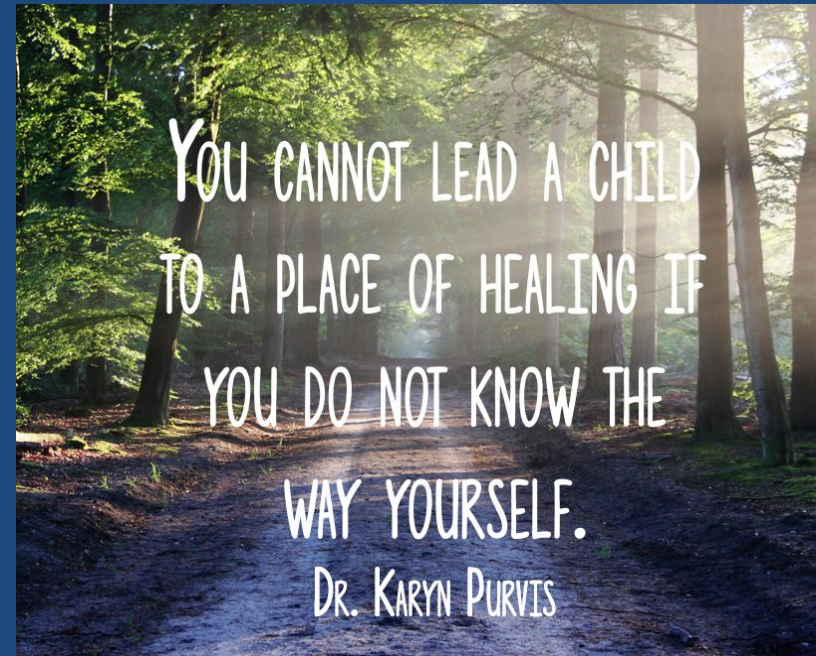
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3 Pillars of Trauma Informed Schools

Pillar 1: SAFETY

Pillar 2: CONNECTIONS

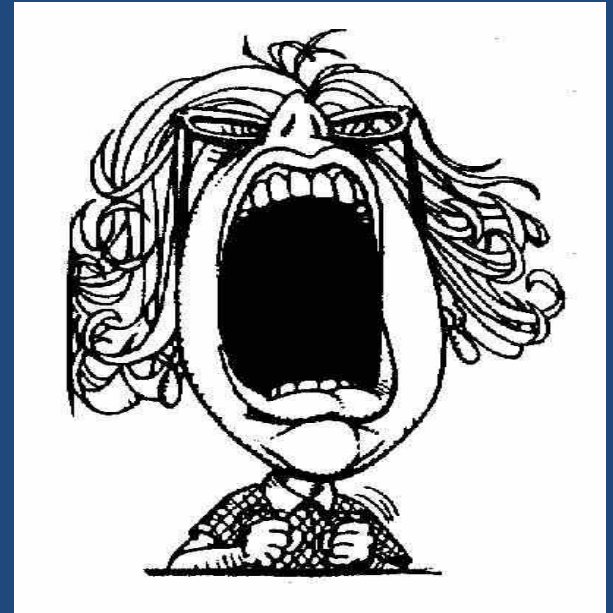
Pillar 3: MANAGING EMOTIONS



(Howard Bath- Reclaiming Children & Youth)

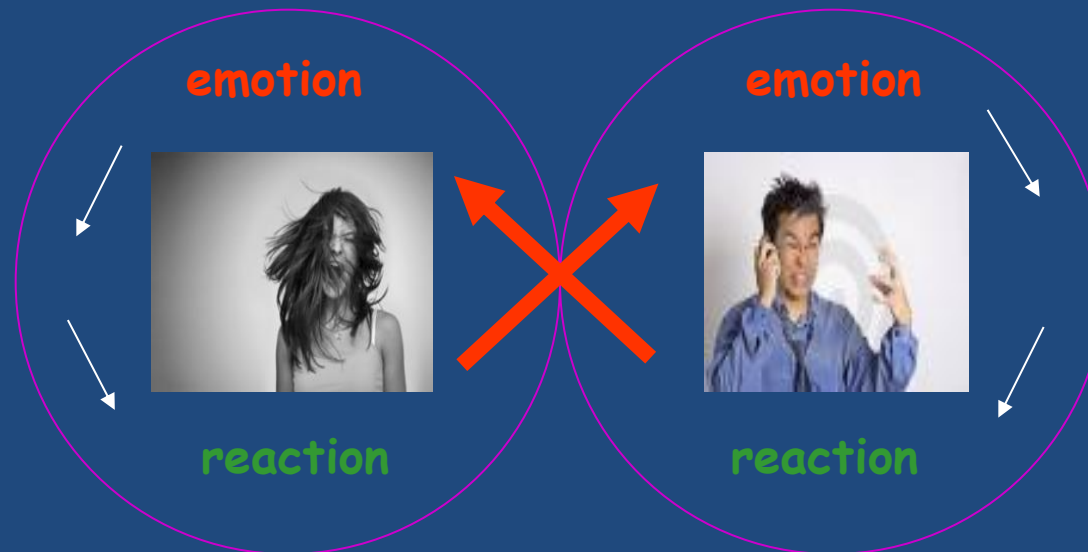
Emotions are Contagious

*Kids in stress create in adults their feelings and, if not trained, the adults will mirror their behavior.
(Long & Fecser, 2000)*



Tit for Tat Emotional Reaction (ER) Cycles

©2005 Circle of Courage

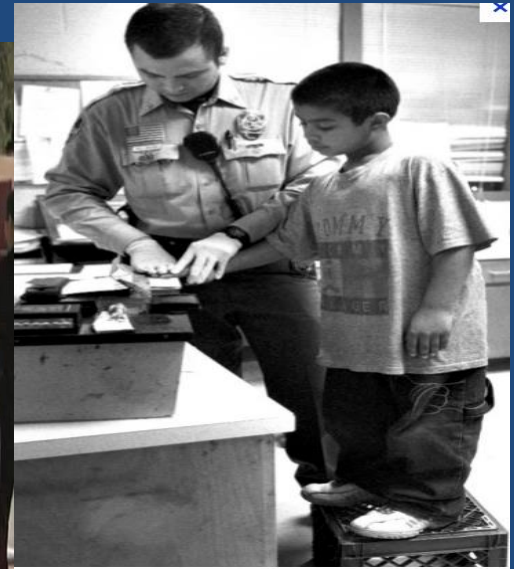


Young person reacts
With PAIN-BASED
BEHAVIOUR

Adult reacts
With PAIN-BASED
DISCIPLINE

Becoming Trauma Responsive...

The central challenge facing adults working with children with significant adverse childhood experiences... Is dealing with their primary pain without inflicting secondary pain through punitive or controlling reactions.
- James Anglin



Co-Regulation- Calming Together

“Without...soothing by reliable and consistent caregivers, the troubled child is unable to regulate his or her mental state and restore emotional equilibrium”

- Mollon in Schore, 2003



Co-Regulation vs

Coercive Regulation

Co-Regulation

1. Awareness of own feelings
2. Focus on Child's Feeling
3. Soothing: Assertive Tone
4. Absorbing child's hostility
5. Meeting Support Needs
6. Goal: Helping Child to Calm

Coercive Regulation

1. No awareness of own feelings
2. Focus on the Child's Behavior
3. Loud: Aggressive Tone
4. Retaliating to child's hostility
5. Ignoring child's needs
6. Goal: Stopping Bad Behavior

Emotional First Aide...

Calming the Lower Brain-

Co-Regulation



Be A Thermostat
Not A Thermometer!!



Sequence of Positive Engagement

Bruce Perry- Child Trauma Academy

1st- REGULATE-

Emotional First Aide-

Validate Feelings

Reflective Listening

Clarify child's concern.

2nd- RELATE-

Share. Timeline. Begin to talk about concerns.

3rd- REASON-

Collaborate to create a solution.

Teach New Skills.

Larry Brendtro- Reclaiming Youth

1st- CONNECT

- Treat youth with concern to build trust.
- Recognize the pain beneath the problem.
- Respond to needs rather than react to crisis.

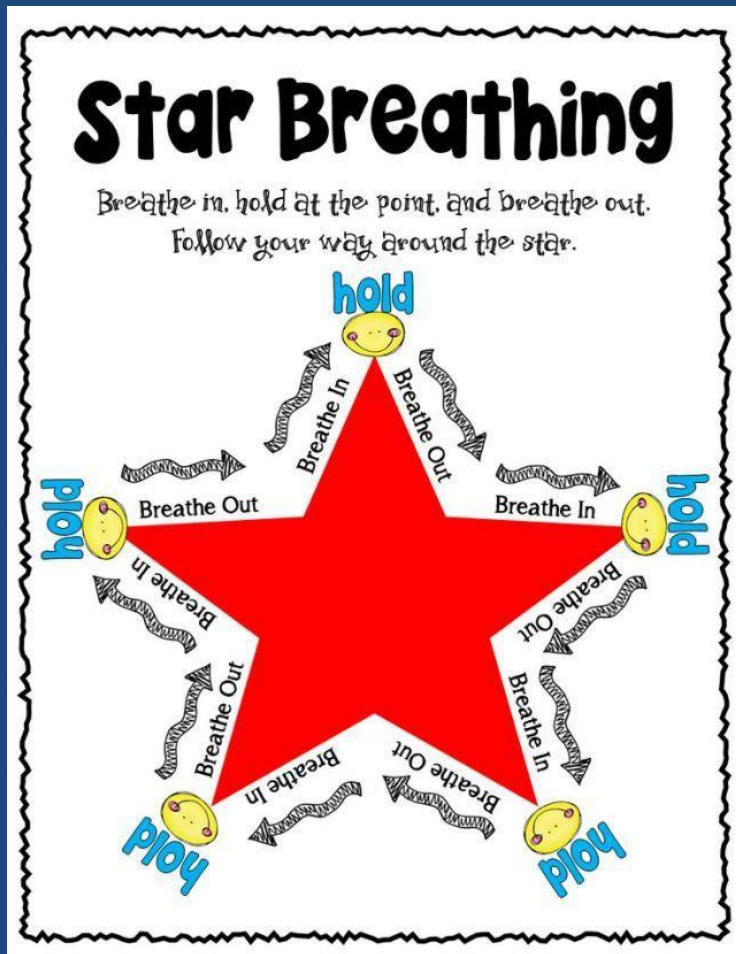
2nd- CLARIFY

- Approach difficult events as teaching moments.
- Explore the logic and motives behind behavior.
- Discover potentials to enable successful coping.

3rd- RESTORE

- Encourage young persons to take responsibility.
- Identify specific ways to build strength and support.
- Mend broken bonds through relationships of respect.
- Restore belonging, mastery, independence, generosity.

Teaching what You Want to SEE



Children and Youth....

"Every child needs at least one adult who is irrationally crazy about him or her."

--Urie Bronfenbrenner

