



TRAUMA
INFORMED
PRACTICES~
EQUITY FOR
ALL

Kelly Rizzi
Director of School and
District Support
Shasta County Office of
Education

krizzi@shastacoe.org

ACSA
LEADERSHIP
ASSEMBLY
2017

OBJECTIVE

~To gain an understanding of Trauma Informed Practices, including the ACES Study, neurology of the mind, and direct application for school sites regarding staff and students.



TURN AND TALK

- Turn to someone near you and take turns sharing what you know about Trauma Informed Practices... *(3 minutes)*



THREE TYPES OF ACES

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

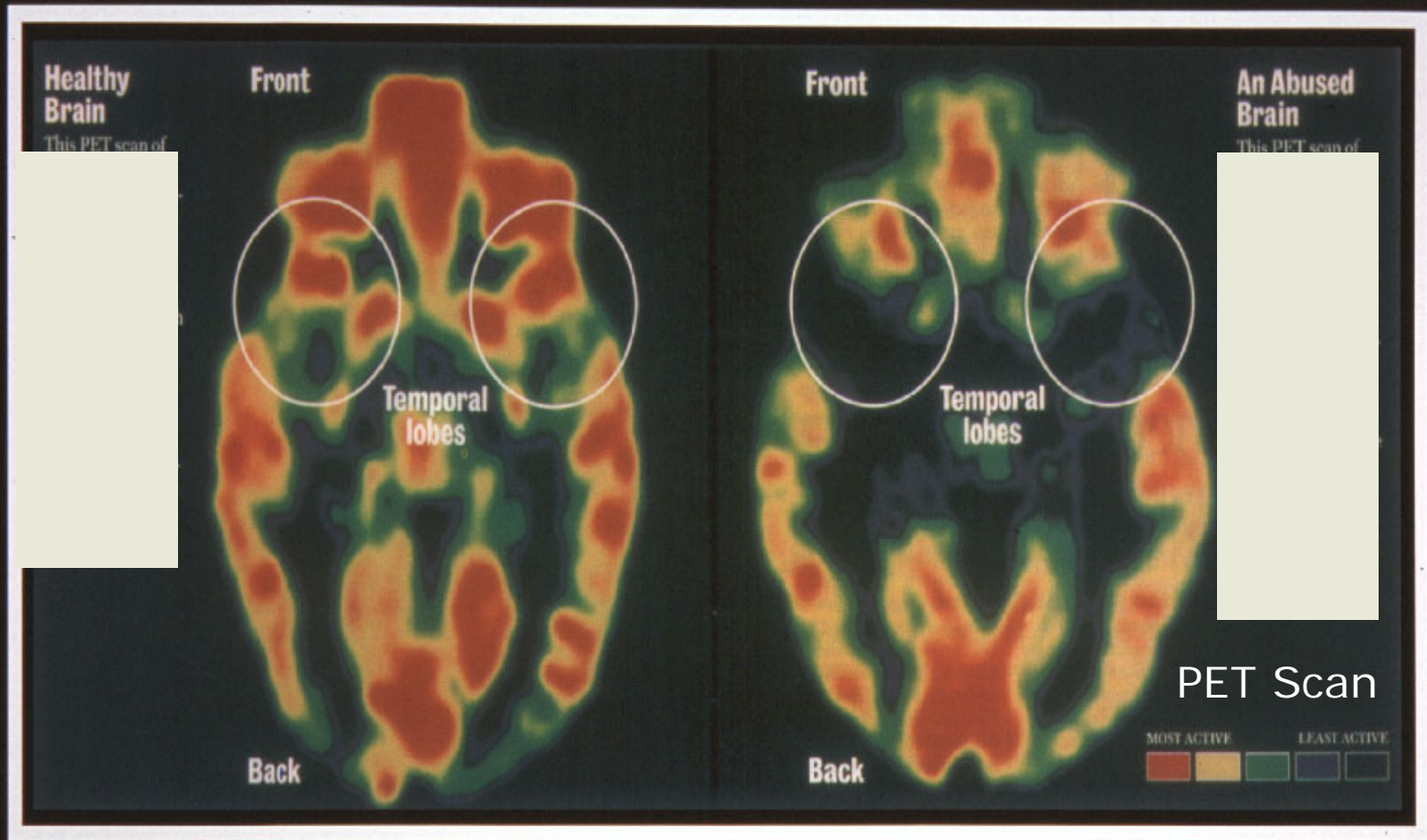


Substance Abuse

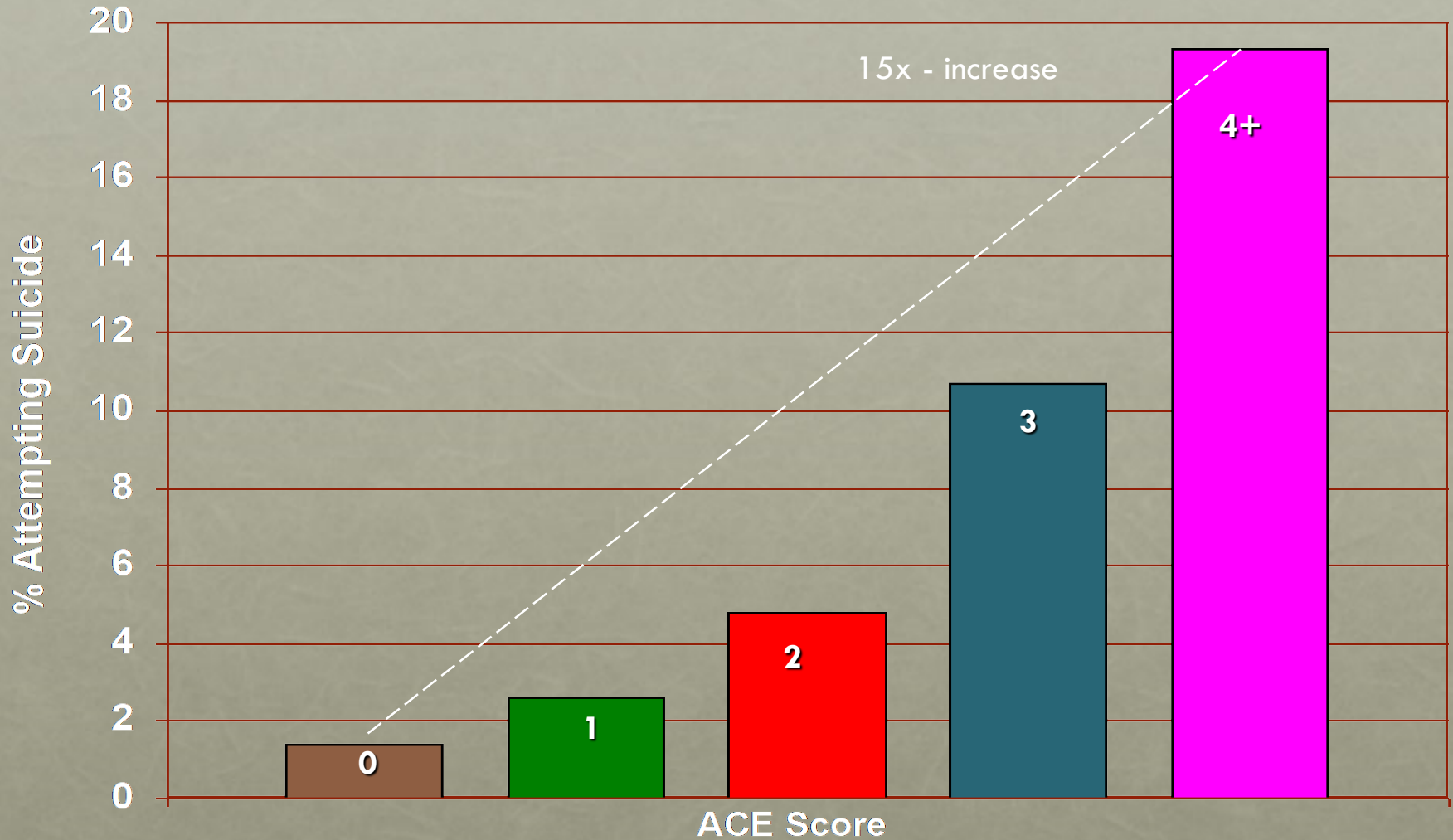


Divorce

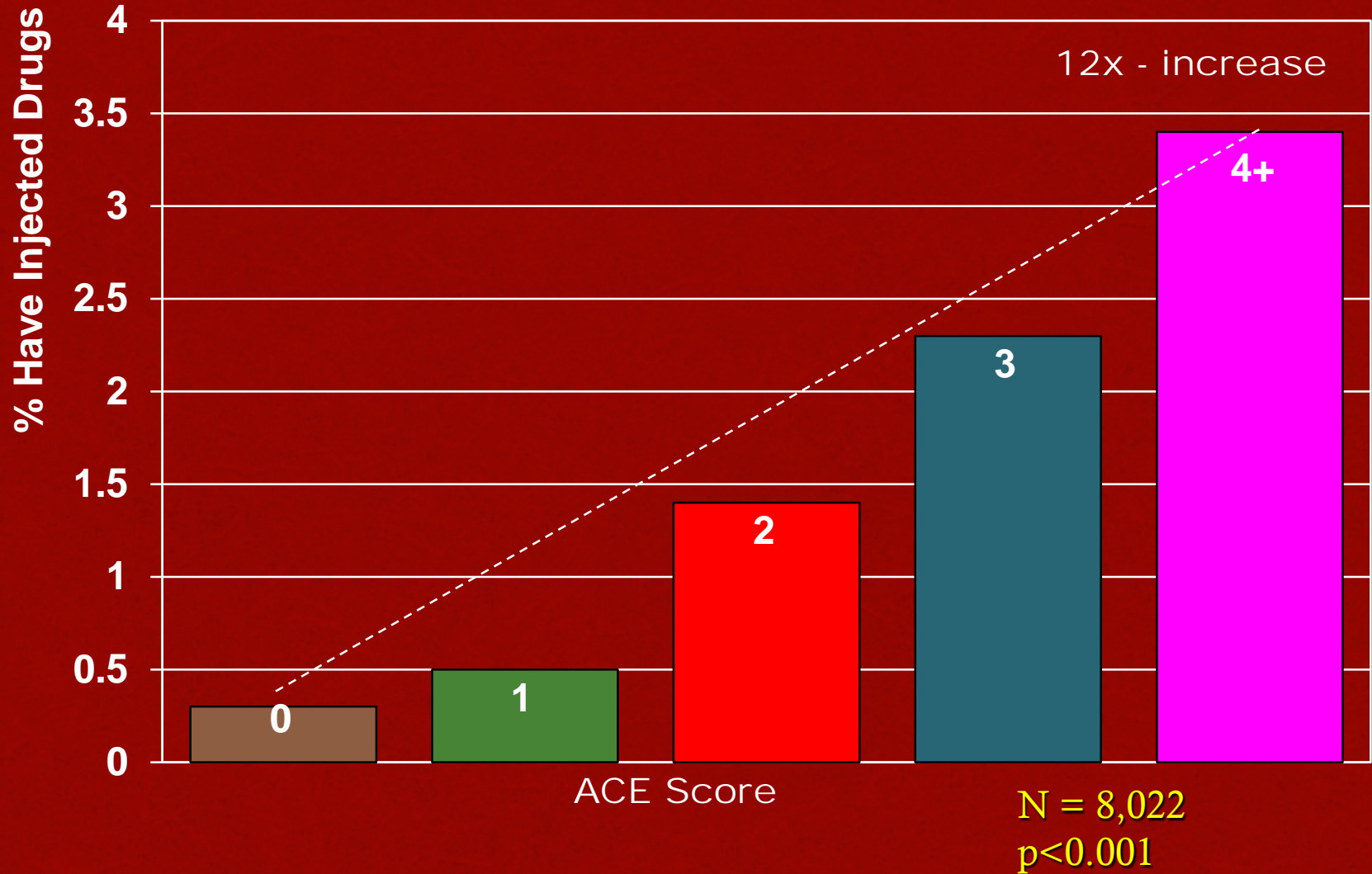
ACE AND THE BRAIN



Adverse Childhood Experiences and Suicide Attempts



ACE Score vs. Intravenous Drug Use



TOXIC STRESS DERAILS HEALTHY DEVELOPMENT

3. Toxic Stress Derails Healthy Development

Three Core Concepts in Early Development

3 Toxic Stress Derails
Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child  HARVARD UNIVERSITY

<http://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/>

DR. BOB ANDA AND LORA PORTER

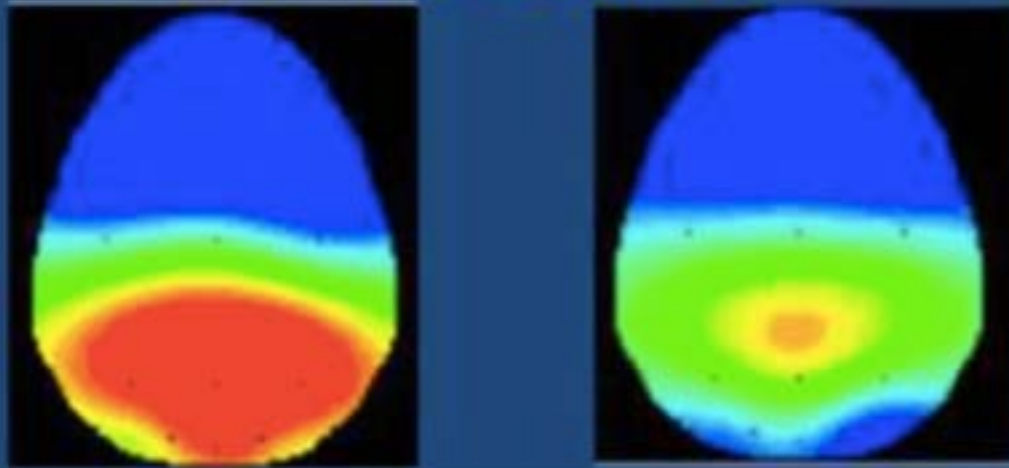


THE SEA OTTER

- Two firm claps
- Pull apart w/fingers and take two deep breaths
- Press palms together and take two deep breaths
- Hands at sides, deep breath and hold arms up to fill the balloon, hold...then release
- Two firm claps



Acute Physical Activity & Cognitive Performance



These scans of a student's brain were taken during a reading test. The picture on the left demonstrates the increased brain activity (red area) that occurred after a physical brain break. The picture on the right shows the student's brain after 30 minutes of uninterrupted testing.

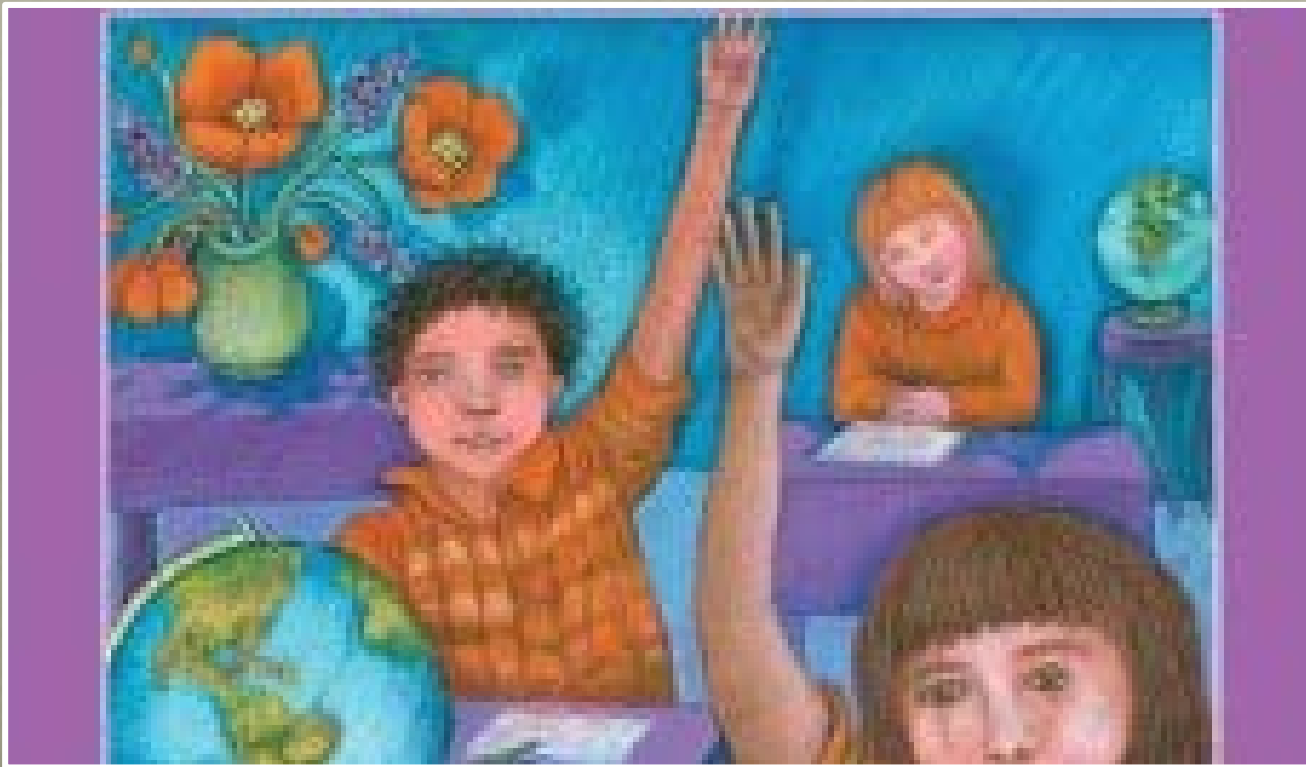
HAND MODEL OF THE BRAIN

- Upstairs/Downstairs Brain
- Amygdala
- Flipped Lid
- Self Regulation Strategies



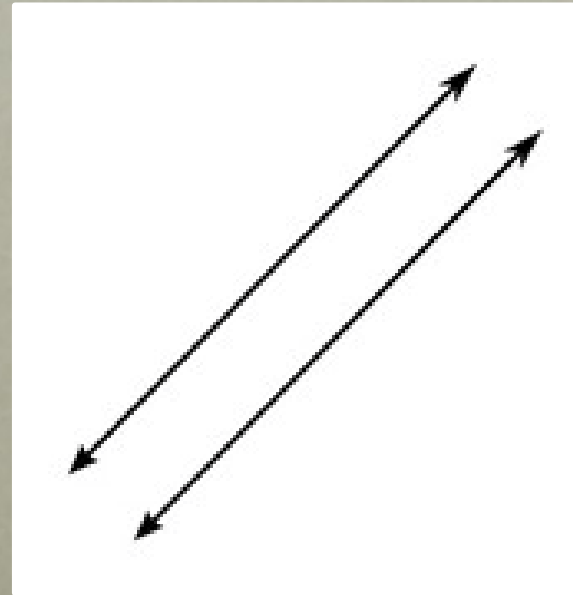
HELPING TRAUMATIZED CHILDREN LEARN

WWW.MASSADVOCATES.ORG

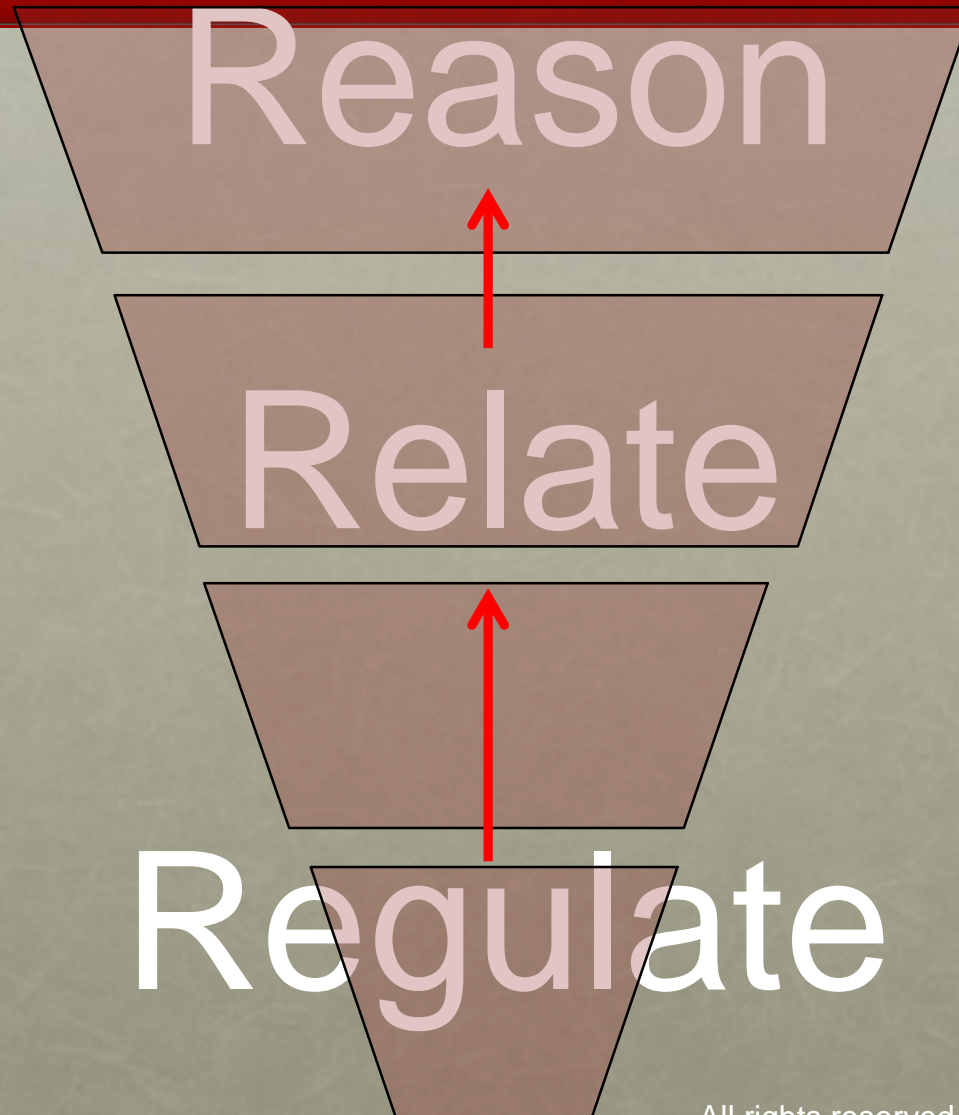


WARNING SIGNS

- Difficulty:
 - Organizing information sequentially
 - Comprehending cause-and-effect relationships
 - Taking another's perspective
 - Attending to classroom tasks because they don't distinguish between relevant and irrelevant information
 - Regulating emotions
 - Executive functions (goal setting, anticipating consequences, carrying out plans)
 - Engaging in the curriculum



Sequence of Engagement

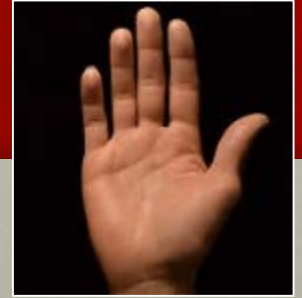


SELF CARE & SELF REGULATION...

- Think for a moment about your own life...What do you do to practice self care?
- How do you self-regulate in the face of heightened emotion?



HAND BREATHING



- Stretch your hand out like a star
- Get your pointer finger ready to trace your fingers up and down
- Slide up each finger slowly, pausing at the tip, then slide down the other side
- Breathe in through your nose-out through your mouth
- Breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.

BE A S.T.A.R.

- Smile
- Take a Deep Breath
- And
- Relax



HOW YOU SEE STUDENTS



- Defines the student...
- Defines you...
- Defines how other students see the child...



CLASSROOM APPLICATIONS

- Learning Targets with motions (whole brain)
- Focus on Relational Health
- Teach children about their brain and how to prepare it for learning
- Rhythmic, regulatory activities
- Brain Breaks throughout the day- Websites:
 - GoNoodle and MindYeti
- Social Contract
- Put students in service
- Team with another teacher for breaks
- Weave choice throughout instruction



CLASSROOM APPLICATIONS

- Brain Booster Cards (hullservices.ca/articles/brain-booster-activity-cards)
- Practice Parallel Placement
- Develop a Growth vs. Fixed mindset (Carol Dweck)
- Post your daily schedule and provide transition time (safety in predictability)
- Weave humor into your day
- Peace Corners (5 min.):
 - Squeeze balls
 - Pinwheels
 - Hacky-sack infused w/lavender or vanilla
 - In the back of the room somewhere



THANK YOU





TRAUMA
INFORMED
PRACTICES~
EQUITY FOR
ALL

Kelly Rizzi
Director of School and
District Support
Shasta County Office of
Education

krizzi@shastacoe.org

ACSA
LEADERSHIP
ASSEMBLY
2017