From ACEs to Assets

Part II
The Power of Resilience
11.12.20
Learning is a Leap of Courage
Goals of the Series

01 Review the impact of stress, adversity & trauma

02 Increase the ability to recognize signs of stress or trauma

03 Introduce school-based approaches to build resilience
Understanding Resilience

Increasing Our Ability to Respond to Stress, Adversity and Trauma
The Case for Universal Precautions

- All humans experience stress
- 35-40% of us have experienced 2+ ACEs
- The experiences of childhood adversity, toxic stress, and trauma impacts our ability to be healthy, grow, learn, and relate to one another
- Trauma-responsive approaches are good for everyone!
A Trauma-Responsive School...

• Develops shared understanding
• Supports safety
• Meets needs holistically
• Builds connections between students, school, and the community
• Embraces teamwork and shared responsibility
• Anticipates and adapts to changing needs
Creating Conditions to Shift the Balance

- Having One Caring Consistent Adult
- Receiving Encouragement at School
- Feeling Valued by the Community
Aligned Frameworks

- Social-Emotional Learning
- Positive Behavior Interventions & Supports
- Equity | Culturally Responsive Education
- Restorative Practices
- Mindfulness
- Mental Health | Wellness
- Response to Intervention
- And More!
Resilience

The ability to adapt to stress and adversity in a healthy manner.
All students can develop resilience within positive learning environments where they can grow, learn, and succeed.
7 C’s of Resilience

1. Competence
2. Confidence
3. Connection
4. Character
5. Contribution
6. Coping
7. Control
Applying What We Know

Strategies to Respond within a Multi-Tiered System of Support
Trauma-Responsive Actions

- District
  - Policies
  - Code of Conduct
  - Investment
- Building
  - Universal Strategies
  - School Climate
  - Practices
- Individual
  - 1:1 Interactions
  - Supports/Interventions
Action Areas

Safety

Connection

Stress Management | Coping
Maslow’s Hierarchy of Needs
Two Components of Safety

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
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<tbody>
<tr>
<td>An environment in which one feels safe from threats to physical harm. This may include aspects of violence as well as facilities maintenance.</td>
<td>An environment in which one feels safe to express emotions, security, and confidence to take risks, feel challenged and excited to try something new.</td>
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Strategies for Safety

- Build a culture of learning through failure
- Clear the air emotionally
- Avoid Shame | Provide privacy
- Address aggression and disparities
- Foster and support problem-solving
- Provide opportunities for control
- Embed within Classroom norms/procedures
- Stay Regulated | Body Language | Tone
- Employ Restorative Practices - Accountability
Building Connection

“Love is seeing someone as they deserve to be seen, as they really are.”
~ Dr. Kenneth Ginsburg

- Separate from Achievement
- Apart from Worst Moments
- Embraces Uneven-ness
- Maintains Boundaries
- Communicates Safety and Value
## Two Components of Boundaries

<table>
<thead>
<tr>
<th>Respect</th>
<th>Loving Kindness</th>
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<tbody>
<tr>
<td>• Identifying strengths</td>
<td>• Being attuned</td>
</tr>
<tr>
<td>• Withholding judgement</td>
<td>• Being thoughtful and open</td>
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<tr>
<td>• Active Listening</td>
<td>• Unidirectional</td>
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<tr>
<td>• Recognizing people are the experts in their own lives</td>
<td>• Identifying as a facilitator, guide, or mentor</td>
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Strategies for Connecting

- Maintain boundaries
- Adopt a Curious Mindset
- Targeted Feedback
- Photo Album; journal record
- Hang in There; Seek support if needed
- Reframe Attention-Seeking as Attachment-Seeking
- The Dot Project
- 2 by 10
Connecting through Challenges  Partnering to explore support and interventions

Dr. Kenneth Ginsburg
Effective Strategies for Stress Management & Self-Care

Increase Self-Awareness
- Mindfulness
- Meditation
- Journaling

Build Connections
- Home
- Work

Practice Self-Care
- Regular
- Practical
Every moment matters

Build connections – say it out loud

Remove extraneous stress

Visualization

Make a class to-do list | Direction Summarize

Reading for pleasure

30 min. Daily: Exercise | Singing | Instrument Practice

Calming Corner | Sensory Tools

Role Model: I don’t understand | I need help | I’m sorry
Improving our ability to Cope

I______ed it out...
As an Educator, I can… But will it matter?

✓ Greet everyone by name
✓ Call parents/caregivers to share good news
✓ Practice gratitude and share good news with my colleagues
✓ Learn about the community and cultures in our school
✓ Practice compassionate curiosity when faced with challenging behaviors
✓ Make sure that the students know I care about them “No Matter What”
✓ Maintain good boundaries
✓ Listen and pay attention without judgment
✓ Practice Self-Care and model Self-Regulation
One Small Change
Impact beyond measure
### Resources

**Books:**  
- Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
- Reaching and Teaching Children Who Hurt by Susan Craig
- Reaching Teens by Dr. Kenneth Ginsburg et al

**Apps:**  
- CALM, 10% Happier, Insight Timer

**Websites:**  
- 3 Minute Breathing Meditation
- TEND Academy Resources
- Compassion Resilience Toolkit
- Center for Parent-Teen Communication