TRAUMA INFORMED PRACTICES—EQUITY FOR ALL

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ACSA LEADERSHIP ASSEMBLY 2017
~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 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
- Mother treated violently
- Substance Abuse
- Incarcerated Relative
- Divorce
ACE AND THE BRAIN

PET Scan
Adverse Childhood Experiences and Suicide Attempts

% Attempting Suicide

ACE Score

0 1 2 3 4+

15x - increase
ACE Score vs. Intravenous Drug Use

% Have Injected Drugs

ACE Score

N = 8,022
p<0.001

12x - increase

N = 8,022
p<0.001
TOXIC STRESS DERAILES HEALTHY DEVELOPMENT

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
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
• 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

- Reason
- Relate
- Regulate
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
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