TRAUMA INFORMED CARE

Bea Fallis,
Director of Special Education

Jeannette Stintzi, RN, BSN
Director of Nursing, A.I.M.
Who are We?

Assessment Intervention Management (AIM)

– We are partners in education
– We have school-based educational services for all schools
– We partner with the community to support all learners
– We provide all special education services for public schools
– We provide leadership training and coaching
– We offer private evaluations and services
What is Trauma Informed Care (TIC)?

- TIC means treating a whole person, taking into account past trauma and the resulting coping mechanisms when attempting to understand behaviors and interact with the person.

- The general public lacks understanding of ramifications of trauma – this can lead to judgmental attitudes and even re-victimization of trauma survivors.
Why is this important to schools?

■ Trauma can impact school performance.
■ Trauma can impair learning.
■ Traumatized children may experience physical and emotional distress.
■ Higher referral rates in areas such as Special Education
■ Trauma-informed practices have been shown to:
  – reduce the suspensions and expulsions
  – help students feel safe and stay regulated
  – increase academic achievement scores, and
  – decrease behavioral problems
TIC is in the 86th legislation ...

**SB 1893**- Adding a TIC policy to District Improvement Plan

**HB 1623**- Training for public school personnel about students with behavior health issues

**HB 3718**- Training for public school personnel on TIC

**HB 4183**- Addressing Adverse Childhood Experiences (ACEs)
Adverse Childhood Experiences (ACES)

Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation
Take a moment...
One in four Texas kids (24 percent) have experienced multiple Adverse Childhood Experiences (ACEs)

Source: americashealthrankings.org
ACEs in Special Education

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Source: cdc.gov
Long-term impact of ACEs

<table>
<thead>
<tr>
<th>Leading Cause of Death</th>
<th>Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart disease</td>
<td>2.2</td>
</tr>
<tr>
<td>Cancer</td>
<td>1.9</td>
</tr>
<tr>
<td>Chronic lower respiratory diseases</td>
<td>3.9</td>
</tr>
<tr>
<td>Accident</td>
<td></td>
</tr>
<tr>
<td>Stroke</td>
<td>2.4</td>
</tr>
<tr>
<td>Alzheimer’s</td>
<td>4.2</td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
</tr>
<tr>
<td>Influenza and Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Kidney disease</td>
<td></td>
</tr>
<tr>
<td>Suicide</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Odds Ratios associated with 4 ACEs (CDC 2015, Felitti 1998)
ACEs cause toxic stress

Positive stress (ex. getting a shot) Brief. Part of healthy development.

Tolerable stress (ex. death in family) More severe. Buffered by adult support

Toxic stress (ex. chronic neglect) Strong, frequent and/or prolonged adversity, without enough adult support

Graphic: kaboom.com
Toxic stress harms brain architecture

- Fewer connections grow in “reasoning” section of brain
- Neutral facial expressions may be interpreted as threatening
- Weaker impulse control, shorter attention spans
Plasticity

The brain’s ability to change in response to experiences

The amount of effort such change requires

AGE

SOURCE: LEVITT (2009)

Center on the Developing Child, Harvard University

www.developingchild.harvard.edu
Creating Trauma-Sensitive Schools

- Provide staff development to better understand trauma’s impact on learning
- Help students feel safe
- Taking a holistic approach to the student
- Community
- Accountability
- Adaptability

Source: National Resilience Institute
Safety is Foundational

Image: researchgate.net/figure/Maslows-hierarchy-of-needs-1953_fig1_303784942
The New Proposed Hierarchy

- **Physiological**: Food, Water, Warmth
- **Safety**: Security, Shelter
- **Belonging**: Friends, Family, Community
- **Self-Esteem**: Achievement, Mastery, Recognition
- **Self-Actualization**: Pursue talent, creativity, fulfillment
TIC should involve your entire team

- School nurse
- Teachers
- Related Services Providers
- School Psychologist
- Campus Administrators
- Counselor
- Cafeteria
- Bus drivers
- Parents/Guardians
Why TIC in Schools?

- Struggling Student receiving traditional support
  - Stagnant Outcomes
    - Zero to no education progress
      - More traditional, academic interventions or special programs
        - No significant changes
  - TIC support - trained sped staff, social worker, LSSP, nurses, other service providers
    - Addressing root cause
      - Increase attendance, more focus time on learning, less behavior outbursts, increase in academic performance; therefore, significant academic gains.
#AIMcares can help...

- raise awareness, help start conversations, create a group and vision
- assess the culture of your campus
- craft systems to identify, track, and monitor students
- plan for long-term comprehensive trauma sensitivity
- assemble and train a task force
- create a community resource guide
- ongoing coaching support throughout our partnership