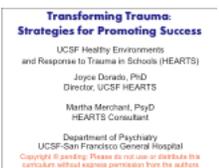
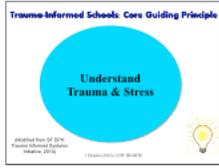


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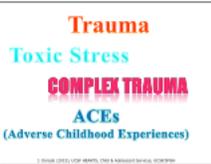
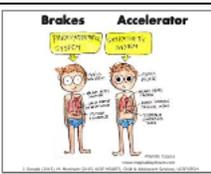
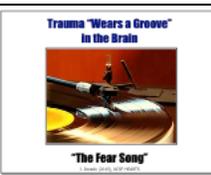
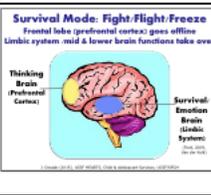
<p>1.</p>		<ul style="list-style-type: none"> • HEARTS has been in partnership with SFUSD since Dec 2008. • Our aim is to promote school success and resilience for trauma-impacted students by creating more safe, supportive, and engaging learning and teaching environments. • HEARTS has had promising results at the schools where we have provided the most intensive services, including positive changes in school staff’s knowledge about and implementation of trauma-informed practices, increases in instructional time (time on task and time spent in classroom per teacher report), and in the school where we have been present the longest, decreases in disciplinary office referrals, decreased student physical aggression, and decreases in out of school suspensions.
<p>2.</p>		
<p>3.</p>		<ul style="list-style-type: none"> • These People Made it Through and Changed the World • What helped them be resilient in the face of adversity? • When you look back at their histories, more often than not you will find a caring adult who loved them “warts and all,” and who believed in them. This is consistent with the research around what is most highly associated with resilience.
<p>4.</p>		<ul style="list-style-type: none"> • Trauma-Informed Principles for Promoting School and Community Success: • Understand Trauma & Stress • Practice Cultural Humility & Responsiveness • Establish Safety & Predictability • Foster Compassionate & Dependable Relationships • Promote Resilience & Social Emotional Learning • Facilitate Empowerment & Collaboration
<p>5.</p>		<ul style="list-style-type: none"> • Understand Trauma and Stress: • Without understanding trauma, we are more likely to misinterpret trauma-related behaviors as willful, “sick,” or “crazy,” which can lead to ineffective, stigmatizing and/or punitive reactions to trauma-impacted people. Understanding how trauma and stress can affect individuals, relationships, organizations, health, and work, can help to reframe otherwise confusing, aggravating, or fear-producing behavior. This reframing can help us to recognize these effects more accurately, which can then lead to more compassionate and strength-based, effective responses to trauma-impacted people that can promote healing as opposed to reacting in a way that inadvertently re-traumatizes and causes harm.
<p>6.</p>		<ul style="list-style-type: none"> • “Learning about the psychobiology of stress, toxic stress, and trauma is liberating for people. It gives us explanatory reasons for some of the puzzling behaviors we engage in and the feelings that can come to dominate us.” <i>Cite: Bloom, 2013, p. 48</i>

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7.		<ul style="list-style-type: none"> •
8.		<ul style="list-style-type: none"> • If you're feeling stressed out and watching this happen, you might ask yourself "What is WRONG with the student?"
9.		<ul style="list-style-type: none"> • Similarly, if you're feeling stressed out and watching this happen, you might ask yourself "What is WRONG with the teacher?"
10.		<ul style="list-style-type: none"> • This is a main take-home message of this entire training • When someone is behaving in an aggravating, possibly scary way, instead of asking yourself about this person "What is WRONG with you?" can we ask the question "What has HAPPENED to you?"
11.		<ul style="list-style-type: none"> •
12.		<ul style="list-style-type: none"> •
13.		<ul style="list-style-type: none"> • Exhale activates "brakes" in body (parasympathetic nervous system) • Re-sets brain and body • Allows body to metabolize stress arousal
14.		<ul style="list-style-type: none"> •
15.		<ul style="list-style-type: none"> • Yerkes Dodson Law The law dictates that performance increases with physiological or mental arousal, but only up to a point. • When levels of arousal become too high, performance decreases.
16.		<ul style="list-style-type: none"> • Event – Actual or extreme threat of harm • Experience – Terror/horror/pain + fight/flight/freeze + helpless to escape Overwhelms brain and body • Effect – Dis-integration – Dysregulation • Lasting adverse effects

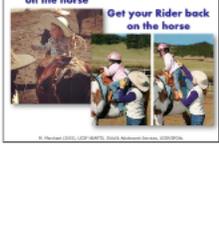
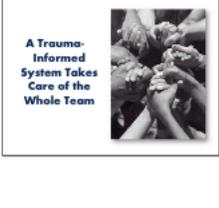
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17.		<ul style="list-style-type: none"> • Toxic stress is caused by strong, prolonged, and/or frequent adversity without adequate support from caring others that causes prolonged activation of the stress response system. • Adverse Childhood Experiences, including physical, emotional, or sexual abuse and witnessing domestic violence, as well as other adversities such as having divorced parents that may or may not be experienced as traumatic. • Research shows that the more ACEs we have experienced in childhood, the more at risk we are for a number of serious medical illness, including heart disease, in adulthood.
18.		<ul style="list-style-type: none"> • Chronic, repetitive harm, neglect, or abandonment either perpetrated by people who we depend upon, or that impairs the ability of people who we depend upon to support and take care of us • This can compromise development • Post Traumatic Stress Disorder (PTSD) does not capture the range of effects that complex trauma can have on functioning
19.		<ul style="list-style-type: none"> •
20.		<ul style="list-style-type: none"> • Autonomic Nervous System • The sympathetic nervous system is the Accelerator in our system. It gives us energy when we need to move quickly. When this is activated, our airways open up, heart rate speeds up, our digestion gets inhibited. • The parasympathetic nervous system is the Brakes in our system. This slows our body back down after it's gotten amped up so that we can "rest and digest." • When healthy, these two systems work together to balance each other out.
21.		<ul style="list-style-type: none"> • Hebb's Rule – Neurons that fire together wire together • Formation of habits (automatic thoughts, feelings, behaviors)
22.		<ul style="list-style-type: none"> •
23.		<ul style="list-style-type: none"> • Triggers can cause us to "flip our lids" and lose access to that logical part of the brain • Frontal lobe (prefrontal cortex) goes offline • Mid & lower brain functions take over
24.		<ul style="list-style-type: none"> • The Thinking Brain is the Rider • The Rider sits up high, makes informed, rational decisions, can use verbal language to communicate

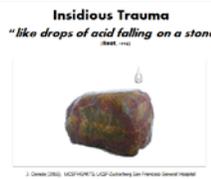
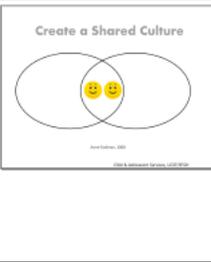
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25.		<ul style="list-style-type: none"> • The Survival Brain is the Horse • The Horse is very strong, acts on protective instincts, based on feelings
26.		<ul style="list-style-type: none"> • When the rider and horse are working together, can get pretty far, do lots of productive work
27.		<ul style="list-style-type: none"> • But when triggered by a trauma reminder, the Rider falls off the Horse. (van der Kolk)(Ford, 2009)
28.		<ul style="list-style-type: none"> •
29.		<ul style="list-style-type: none"> • Understanding the effects of chronic stress and trauma on their interaction can help us to respond more effectively.
30.		<ul style="list-style-type: none"> • Aggravating behavior is “a cause for a pause” Patty Harmon • Take a breath • Ask yourself, “What is happening here?” • Understand that BEHAVIOR HAS MEANING • What are the needs and intentions behind the behavior? • Applies to kids and to adults
31.		<ul style="list-style-type: none"> • The bottom line is that a Trauma-Informed System takes care of its caregivers. That is all of you. • We need to attend to stress, burnout, and secondary trauma through self- care and Organizational Strategies. • This is crucial for creating more safe and supportive care and work environments within our schools.

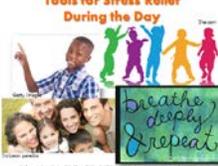
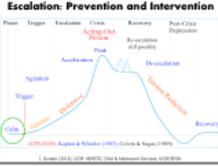
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32.		<ul style="list-style-type: none"> • We come from diverse cultural groups that may experience different traumas and stressors, react to them differently, or experience discrepancies in responses and supports. • When we respond to these differences with cultural humility, we make each other feel understood and equity is enhanced.
33.		<ul style="list-style-type: none"> • Again, ultimately, trauma-informed systems need to promote equity.
34.		<ul style="list-style-type: none"> • Given the communities that we serve, as well as the communities that we come from, we need to take into account the way racism, sexism, heterosexism, etc. layer over trauma and are themselves potentially the source of “insidious trauma” • One overlays the other, one exacerbates the other.
35.		<ul style="list-style-type: none"> • An experience of trauma is unavoidably experienced within the context of our lives. We cannot fully understand other people unless we take the time to look at the context of their lives and consider how their experiences interact with power imbalances, inequity, racism, and other forms of oppression.
36.		<ul style="list-style-type: none"> • Age • Disability (developmental) • Disability (acquired) • Religion & spirituality • Ethnicity/culture • Social class • Sexual orientation • Indigenous heritage/colonization, • National origin, • Immigration/refugee status, • Gender and sex
37.		<ul style="list-style-type: none"> • We understand that our cultural background (and by culture we mean not only race and ethnicity, but gender, class, sexual orientation, religion, etc.) affects who we are, how we behave, how we express ourselves, how we interact with others. • When we are working with another person, we try to create a shared culture with them, in which we try to reach a space of cultural congruence.
38.		<ul style="list-style-type: none"> • When we are stressed out, we go straight to our cultural center, and suddenly if someone else is, for example, expressing emotion in a way that is different than I express emotion, then that person is not simply different from me, but Wrong or Rude.
39.		<ul style="list-style-type: none"> • Joy De Gruy – Grocery store

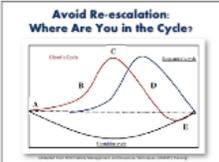
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40.		<ul style="list-style-type: none"> • Trauma unpredictably violates our physical, social, and emotional safety resulting in a sense of threat and need to manage risks. • Increasing predictability in our daily lives and having our core safety needs met (physical, social, and emotional) can minimize our stress reactions and allow us to focus our resources on learning, wellness, and growth.
41.		<ul style="list-style-type: none"> • Ultimately, none of us can upshift into “thinking brain” if we do not feel safe.
42.		<ul style="list-style-type: none"> • Physical Safety: • Protection from harm for students and staff - Clear safety procedures Reduction of unnecessary triggers • Emotional Safety: • Build emotion management skills • Social Safety: • Build relationships with dependable, supportive others that can help when stressed - Prevent victimization and abuses of power • Predictability: • Routines and consistency - Predictable environment (posted schedules, school wide Positive Behavioral Interventions and Supports) , Explicit preparation for changes and transitions
43.		<ul style="list-style-type: none"> • 16 Proactive Classroom Management Strategies • Positive Behavioral Interventions and Supports, Restorative Practices, Trauma Informed Practices
44.		<ul style="list-style-type: none"> • To enhance internal safety and promote wellness, here are tools for stress relief. • Keys to wellness break: give your brain and body a break (don't dwell on or talk about bothersome things while doing wellness activity) • Sleep, healthy eating, and exercise can mitigate adverse physical effects of major stress on a cellular level
45.		<ul style="list-style-type: none"> • One more thing: taking good care of yourself physically can help ameliorate health effects of stress. Recent research indicates that a healthy lifestyle (eating well, sleeping well, and exercise) reduces stress-related cell aging (less telomere shortening) (<i>Puterman et al., 2014</i>)
46.		<ul style="list-style-type: none"> • CALM: Student is cooperative. Accepts corrective feedback. Follows directives. Sets personal goals. Ignores distractions. Accepts praise. Intervention is focused on prevention. • TRIGGER: Student experiences a series of unresolved conflicts. Repeated failures. Frequent corrections. Interpersonal conflicts. Timelines. Low rates of positive reinforcement Intervention is focused on prevention & redirection.

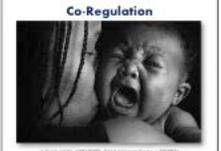
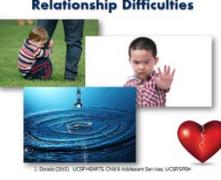
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		<ul style="list-style-type: none">• AGITATION Student exhibits increase in unfocused behavior. Off-task; Frequent start/stop on tasks. Out of seat. Talking with others. Social withdrawal Intervention is focused on reducing anxiety• DE-ESCALATION Student displays confusion but with decreases in severe behavior. Social withdrawal. Denial. Blaming others. Minimization of problem Intervention is focused on removing excess attention• RECOVERY Student displays eagerness to engage in non-engagement activities. Attempts to correct problem. Unwillingness to participate in group activities. Social withdrawal & sleep. Follow through with consequences for problem behavior. Positively reinforce any displays of appropriate behavior. Intervention is focused on re-establishing routines activities.
47.	 <p>The graph shows a cycle with five points labeled A, B, C, D, and E. A red curve starts at A, rises to a peak at C, and then falls to a trough at E. A blue curve starts at A, rises to a peak at B, and then falls to a trough at D. The area between the curves is divided into two regions: 'Escalation' (between A and C) and 'De-escalation' (between C and E). The x-axis is labeled 'Time' and the y-axis is labeled 'Intensity'.</p>	<ul style="list-style-type: none">• This curve combines the following models: CPI Nonviolent Crisis Intervention with Kaplan and Wheeler Assault Cycle; Colvin and Sugai (1989); and Kaplan and Wheeler (1983) <i>adapted from Faupel et al (1998, p. 37)</i>

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48.		<ul style="list-style-type: none"> • Trauma is overwhelming and can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support. • However, when we experience compassionate (attuned), and dependable (trustworthy) relationships, we reestablish trusting connections with others that help us calm down when we are stressed out, and can foster health and well-being.
49.		<ul style="list-style-type: none"> •
50.		<ul style="list-style-type: none"> • Caregiver's ability to help regulate bodily and affective responses of developing infant/child provides "co-regulation" that contributes to the development of self-regulatory capacities in the child. (NCTSN, 2003)
51.		<ul style="list-style-type: none"> • We rely on co-regulation as we get older – safety and help with distress through relationships
52.		<ul style="list-style-type: none"> • Vagal nervous system runs from our brains down to our gut. • It involves the vocal chords: when we are feeling compassion/connection, it changes the tone and timbre of our voice. It slows our breathing and our heart rate. • We can recognize the feeling of connection and compassion in our gut. • One essential ingredient in positive, healthy relationships is "attunement": Being sensitive, responsive, in harmony with the feelings and needs of others. In other words: "I see you, I understand you, I care about you and can sensitively respond to your needs"
53.		<ul style="list-style-type: none"> • Rita Pierson – Every Child Deserves a Champion
54.		<ul style="list-style-type: none"> • In the face of complex trauma a child may develop unhealthy ways to self-regulate (e.g., dissociation, self harm, aggression), which can derail development of healthy self-regulation skills and affect child and relationships into adulthood.
55.		<ul style="list-style-type: none"> • Rather than negatively judging people with these behaviors ("What is wrong with you?"), know that these behaviors are often adaptations: ways people have figured out how to get rid of unbearable feelings of extreme dysregulation in the absence of healthy co-regulation growing up ("What has happened to you?").

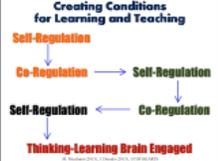
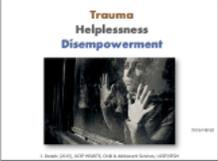
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56.	<p>Strong Relationships: A Fundamental Cornerstone to School Success</p>  <p><small>© Michael Oates, LICHAHEARTS, DEER Education Services, LICHAHEARTS</small></p>	<ul style="list-style-type: none">● Resiliency research: strong relationship with a parent or surrogate caregiving figure in mentoring role (Masten & Coatsworth, 1998) Positive teacher-student relationship particularly important for students with self-regulation difficulties on tasks requiring fine motor skills, accuracy, and attention-related skills (Liew et al., 2010)
57.	<p>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS</p>  <p><small>© Michael Oates, LICHAHEARTS, DEER Education Services, LICHAHEARTS</small></p>	<ul style="list-style-type: none">● Build school community, 5:1, public acknowledgement Predictability, build skills in social emotional learning, relationship
58.	<p>You Can Make a Difference "Big I" = Interventions "Little I" = Interactions</p> <p>Patterned, repetitive stimuli help rewire the brain</p>  <p><small>© Michael Oates, LICHAHEARTS, DEER Education Services, LICHAHEARTS</small></p>	<ul style="list-style-type: none">● All "Big I" interventions are made up of hundreds of everyday "little i" interactions.● Calm, attuned, present, predictable, non-escalating interactions can help to rewire brains towards health.● Every positive, attuned interaction with a trustworthy other can help to rewire the brain

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59.		<ul style="list-style-type: none"> ● Trauma can derail the development of healthy emotion regulation, social information processing, and problem solving skills, which can then compound trauma’s negative effects. ● When we build skills in self-management, self-awareness, social awareness, relationships, and responsible decision making, we are more likely to be resilient and achieve our goals in school and at work.
60.		<ul style="list-style-type: none"> ● Address the needs underlying the behaviors rather than punishing youth for having a skill deficit or being in “survival brain”
61.		<ul style="list-style-type: none"> ●
62.		<ul style="list-style-type: none"> ● Social Emotional Learning (SEL) Curriculum ● Brain breaks ● Alternate high energy and low energy activities ● Mindfulness skills ● Cool Down Kit/Corners ● Restorative Practices
63.		<ul style="list-style-type: none"> ● Trauma involves a loss of power and control that can make us feel helpless and hopeless. So every time we unnecessarily disempower someone, take away a person’s voice and choice, we may be inadvertently be retraumatizing them. ● Being given meaningful opportunities to have voice and choice can be an important component of healing – we know this from research literature around recovering from trauma – the ability to DO SOMETHING, and have a sense of agency helps with healing.
64.		<ul style="list-style-type: none"> ● Disempowerment can also include the way that insidious trauma can be perpetrated by persons who are on the up-side of power on some social or cultural variable (e.g., gender, race), directed towards someone on the down-side of power. ● So every time you disempower someone by taking away their voice and their choice, you are potentially causing harm that may echo with other traumatic experiences that this person may have had.
65.		<ul style="list-style-type: none"> ● When we can have a sense of agency, that what we are doing is going to help in some way, whether it is during the trauma or afterwards, this can help with the healing process. <i>(from Van der Kolk at an ISTSS conference)</i>
66.		<ul style="list-style-type: none"> ● Providing opportunities for students to have voice and choice is empowering.
67.		<ul style="list-style-type: none"> ●

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<p>68.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • National Child Traumatic Stress Network - www.nctsn.org • For Educators: Resources for School Personnel • Massachusetts Advocates for Children: Trauma and Learning Policy Initiative - Helping Traumatized Children Learn (Cole et al.) - Freely downloadable at traumasensitiveschools.org/ • Reaching and Teaching Children Who Hurt: Strategies for Your Classroom (Susan Craig) 	<ul style="list-style-type: none"> • National Child Traumatic Stress Network www.nctsn.org ○ For Educators: Resources for School Personnel • Massachusetts Advocates for Children: Trauma and Learning Policy Initiative Helping Traumatized Children Learn (Cole et al.) Freely downloadable at traumasensitiveschools.org/ • Reaching and Teaching Children Who Hurt: Strategies for Your Classroom (Susan Craig)
<p>69.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators (Costello, Wachtel, & Wachtel) - www.rp.org • The Heart of Learning: Compassion, Resiliency, and Academic Success (Ray Wolpov, et al.) - Freely downloadable at the website below - http://www.k12.wa.us/CompassionateSchools/HeartofLearning.htm • Lost at School (Ross Greene) (Collaborative Problem Solving) - www.livesinthebalance.org • Mindfulness in Education - www.mindfuleducation.org/resources.html 	<ul style="list-style-type: none"> • The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators (Costello, Wachtel, & Wachtel) • Culturally Responsive Teaching and the Brain (Zaretta Hammond) • The Heart of Learning: Compassion, Resiliency, and Academic Success (Ray Wolpov, et al.) Freely downloadable at the website below http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx • Lost at School (Ross Greene) (Collaborative Problem Solving) www.livesinthebalance.org • Mindfulness in Education www.mindfuleducation.org/resources.html •
<p>70.</p>	<p style="text-align: center;">Acknowledgements</p> <p>Lynn Duke, MFT, for collaboration on UCSF HEARTS Training of Trainers Curriculum San Francisco Unified School District Massachusetts Advocates for Children, Trauma and Learning Policy Initiative UCSF HEARTS made possible through generous funding from Metha Fund, as well from the John and Lisa Pitzker Family Fund, the SF Dept. of Children, Youth, and Their Families (Mayor's Wellness Fund), Lief, Cabnesser, Heisman & Bernstein, LLP, The Tipping Point Foundation, and SFUSD School Improvement Grant (SIG) funds</p>	<ul style="list-style-type: none"> •