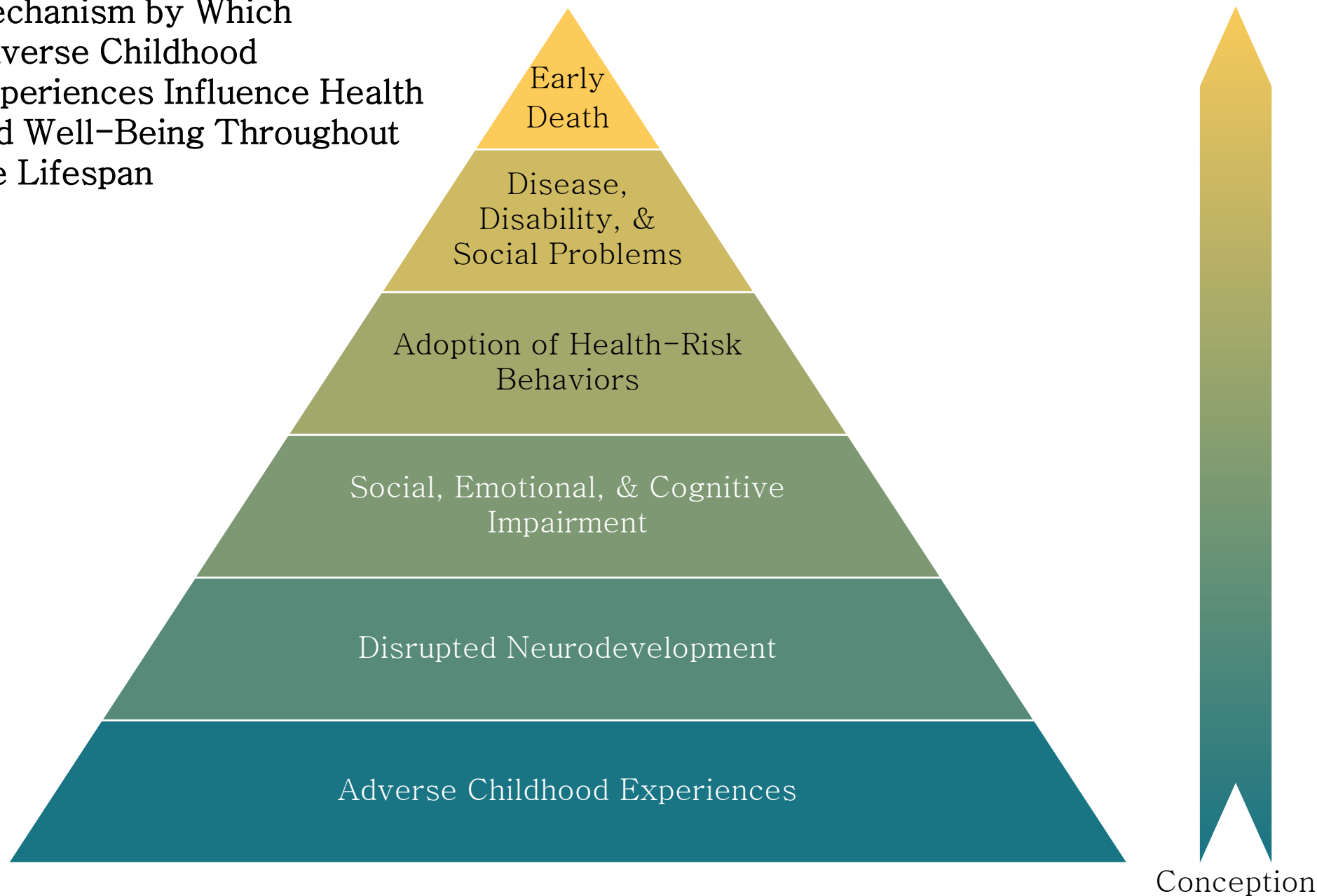


Mechanism by Which  
Adverse Childhood  
Experiences Influence Health  
and Well-Being Throughout  
the Lifespan



**Handout Trauma Training Presenter:** Morgan Beidleman, M.Ed., M.A.

**Original Source:** Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14, 245-258. [http://dx.doi.org/10.1016/S0749-3797\(98\)00017-8](http://dx.doi.org/10.1016/S0749-3797(98)00017-8)

# Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score

1. Did a parent or other adult in the household **often...**  
Swear at you, insult you, put you down, or humiliate you?  
**or**  
Act in a way that made you afraid that you might be physically hurt?  
  
YES 1 NO 0

2. Did a parent or other adult in the household **often...**  
Push, grab, slap, or throw something at you?  
**or**  
**Ever** hit you so hard that you had marks or were injured?  
  
YES 1 NO 0

3. Did an adult or person at least 5 years older than you **ever...**  
Touch or fondle you or have you touch their body in a sexual way?  
**or**  
Try to or actually have oral, anal, or vaginal sex with you?  
  
YES 1 NO 0

4. Did you **often** feel that...  
No one in your family loved you or thought you were important or special?  
**or**  
Your family didn't look out for each other, feel close to each other, or support each other?  
  
YES 1 NO 0

5. Did you **often** feel that...  
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?  
**or**  
Your parents were too drunk or high to take care of you or take you to the doctor if you needed to it?  
  
YES 1 NO 0

6. Were your parents **ever** separated or divorced?  
  
YES 1 NO 0

7. Was your mother or stepmother:  
**Often** pushed, grabbed, slapped, or had something thrown at her?  
**or**  
**Sometimes or often** kicked, bitten, hit with a fist, or hit with something hard?  
**Ever** repeatedly hit over at least a few minutes or threatened with a gun or knife?  
  
YES 1 NO 0

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?  
  
YES 1 NO 0

9. Was a household member depressed or mentally ill or did a household member attempt suicide?  
  
YES 1 NO 0

10. Did a household member go to prison?  
  
YES 1 NO 0

Add up your “yes” answers: \_\_\_\_\_ This is your ACE Score

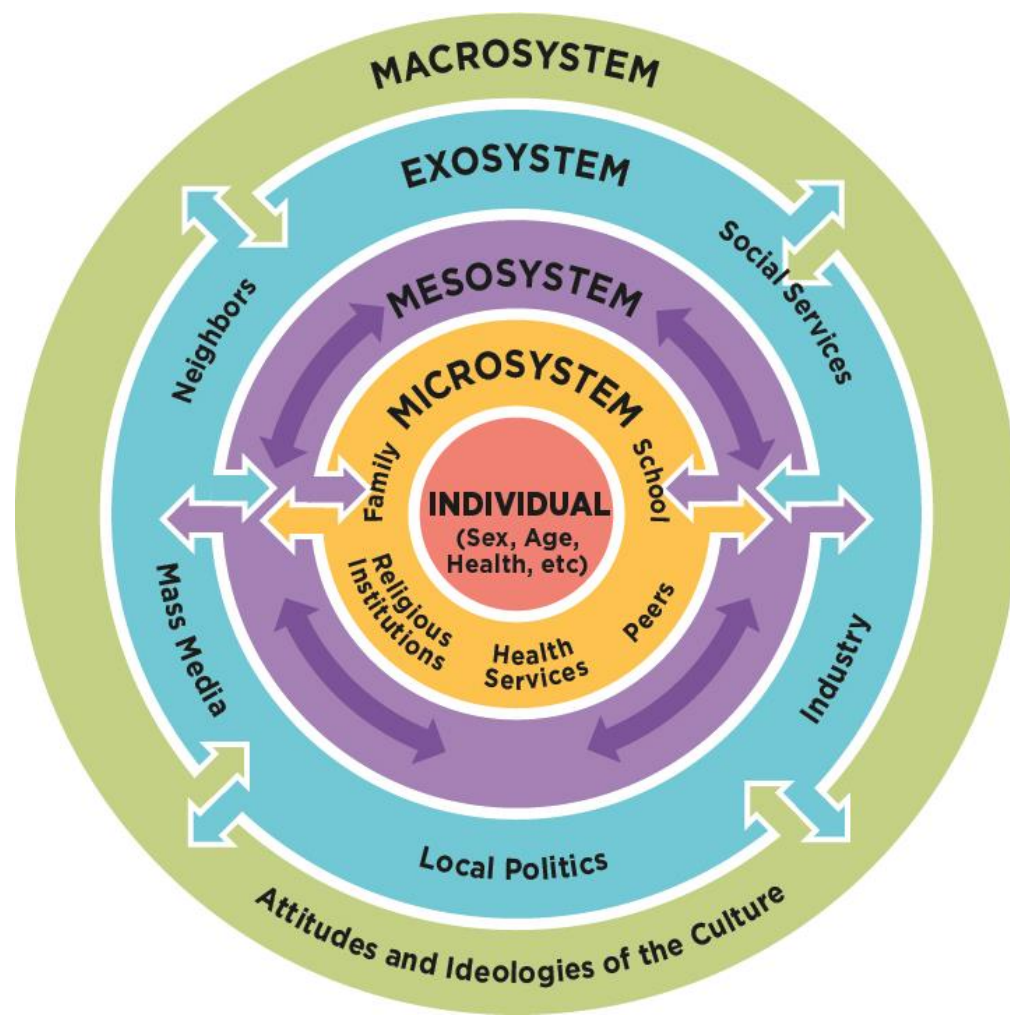
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# Risk and Protective Factors

Think about these within the Ecological Systems model—how could they be both risk and protective factors?

- Poverty
- Substance use
- Community involvement
- Single parenting
- Household rules
- Access to health care
- Parental stress
- Community violence
- Social isolation
- Child disability
- Domestic abuse
- Housing stability



**Handout Trauma Training Presenter:** Morgan Beidleman, M.Ed., M.A.

**Original Sources:** Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Design and Nature*. Cambridge, MA: Harvard University Press.

Preventing bullying through science, policy, & practice. (2016). F. Rivara & S. Le Menestrel (Eds.) Washington, DC: The National Academies Press.

# WINDOW OF TOLERANCE

## State of Arousal

## Observed Behaviors



### **Hyperarousal**

- Emotional reactivity
- Disorganized processing

- Getting in others' space
- Moving from thing to thing
- Spinning, jumping, pounding
- Making noises/sounds
- Calling out



### **Optimal Arousal**

- Emotions tolerated
- Information integrated

- Effective communication
- Self-regulation
- Logical thought
- Emotional expression
- Eye-contact

\*Width of window changes depending on baseline, context, state of mind, etc.



### **Hypoarousal**

- Emotional numbing
- Disabled processing

- Verbalizes disinterest
- Easily gives up
- Whines
- Unresponsive to others
- Head on desk
- Arms/legs pulled into self

Handout Trauma Training **Presenter:** Morgan Beidleman, M.Ed., M.A.

**Original Sources:** Siegel, D. J. (1999). *The developing mind* (Vol. 296). New York: Guilford Press.

Norman, J. (2017). Nervous system symptoms of regulation and dys-regulation in the classroom. *Braindrops Play Therapy*.

# Developmental Indicators of Trauma

## Elementary School

- Worries about safety
- Clingy with adults
- Unusually moody
- Inattention
- Withdrawal
- Aggression
- Absenteeism
- Distrust of others
- Changes in responses to social cues
- Somatic complaints (headaches, stomachaches)
- Playing or drawing the trauma
- Questions about death
- Hyperarousal
- Emotional numbing
- Over- or under- reaction to physical touch, loud noises

## Middle School

- Anxiety about safety of self or others
- Worry about consequences
- Decreased concentration
- Increased activity level
- Change in academic performance
- Irritability
- Angry outbursts
- Withdrawal from activities
- Absenteeism
- Somatic complaints (headaches, stomachaches)
- Expressions of revenge
- Repeated discussion of trauma
- Hyperarousal
- Avoidance behavior related to trauma
- Emotional numbing

## High School

- Anxiety about safety of self or others
- Worry about consequences
- Withdrawal from activities or others
- Irritability
- Angry outbursts
- Change in academic performance
- Increased risk-taking behavior
- Increased or initial substance use
- Lack of trust in others
- Suicidal ideation
- Difficulty with authority
- Hyperarousal
- Emotional numbing
- Repeated discussion of trauma



# Preemptive Strategies: The Two Step



## Check In & Connect

Teacher register is informal to lower scholar defenses. **Example** check in and connect questions include: “Hey buddy, what’s up? What’s going on? How are you?”

**Posture:** Open, side-by-side  
**Body:** BREATHE, smile, consider light touch on the shoulder, back, hands, eye-contact  
**Language:** Open ended questions  
**Register:** Informal, shift to directive at the end

**Specific Job:**  
Provide a specific job to the scholar during the lesson or work time.  
**Note:** think through ahead of time

**Scaffold through academic coaching:**  
Academically coach at the beginning of a task. This provides relationship and scaffolding of an academic task that may seem overwhelming.

**Reduce Expectation:**  
Allow the scholar to pick X number of problems to complete or sentences to write or pages to read, etc.

## Check In & Disconnect

Pull the scholar and talk with them for 1 to 2 minutes about something unrelated to your current expectation. Stay in the classroom. **Examples:** 2 truths and a lie, riddles, jokes, ask non-expectation related questions.

**Posture:** Open, side-by-side  
**Body:** BREATHE, smile, consider light touch on the shoulder, back, hands, eye-contact  
**Language:** Open ended questions  
**Register:** Informal, shift to directive at the end

**Search and support:** Give the scholar a task where they have to search for something that will support you. An example of this includes asking a scholar to go find you a green marker. The scholar has to search through the markers, find a green one, and bring it to you to be a support.

## The Pair of ACEs

### Adverse Childhood Experiences

Maternal  
Depression

Physical &  
Emotional Neglect

Emotional &  
Sexual Abuse

Divorce

Substance  
Abuse

Mental Illness

Domestic Violence

Homelessness

Incarceration

### Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing  
Quality &  
Affordability

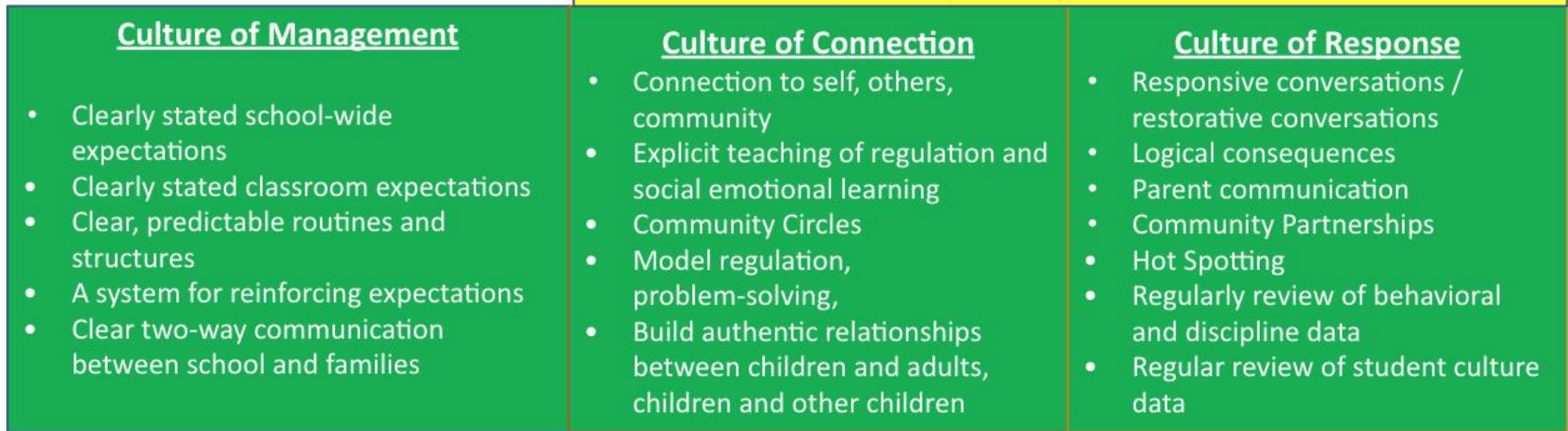
Community  
Disruption

Lack of Opportunity, Economic  
Mobility & Social Capital

Handout Trauma Training Presenter: Morgan Beidleman, M.Ed., M.A.

Original Source: Ellis, W. & Dietz, W. (2017). A new framework for addressing adverse childhood and community experiences: The building community resilience (BCR) model. *Academic Pediatrics, 17*, S86-S93.

# Layered Continuum



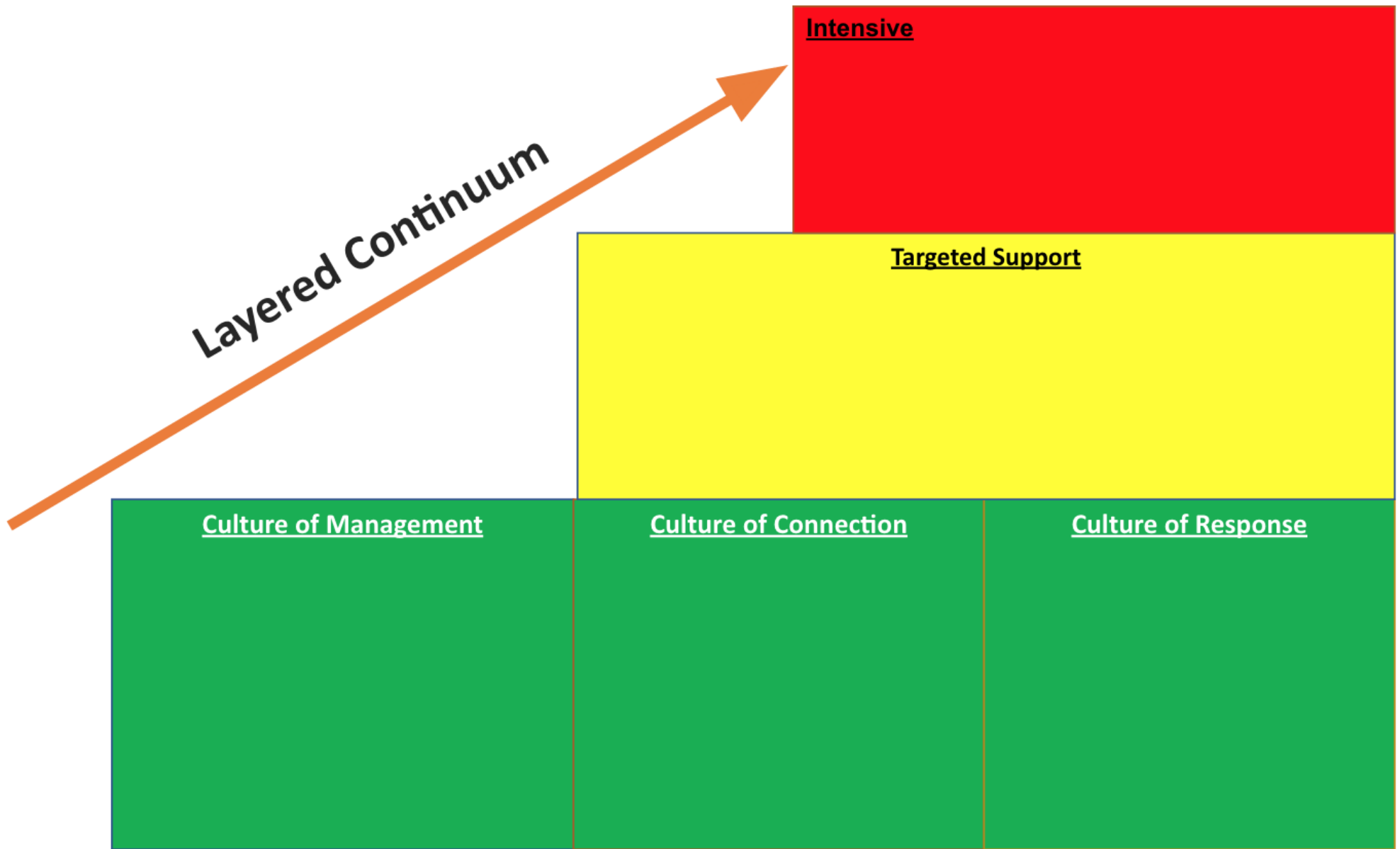
*\*Adapted from Colorado Department of Education*

**Handout Trauma Training Presenter:** Morgan Beidleman, M.Ed., M.A.

Original Source: REACH, LLC.

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# Learning with the Brain in Mind

## **Problem-Solving:**

Consciousness frees us to respond instead of react to life events. It introduces "choice" so we can intentionally create new options for ourselves & others. The freedom of choice is an evolutionary change in perspective from feeling victimized to feeling empowered.

## **Connection:**

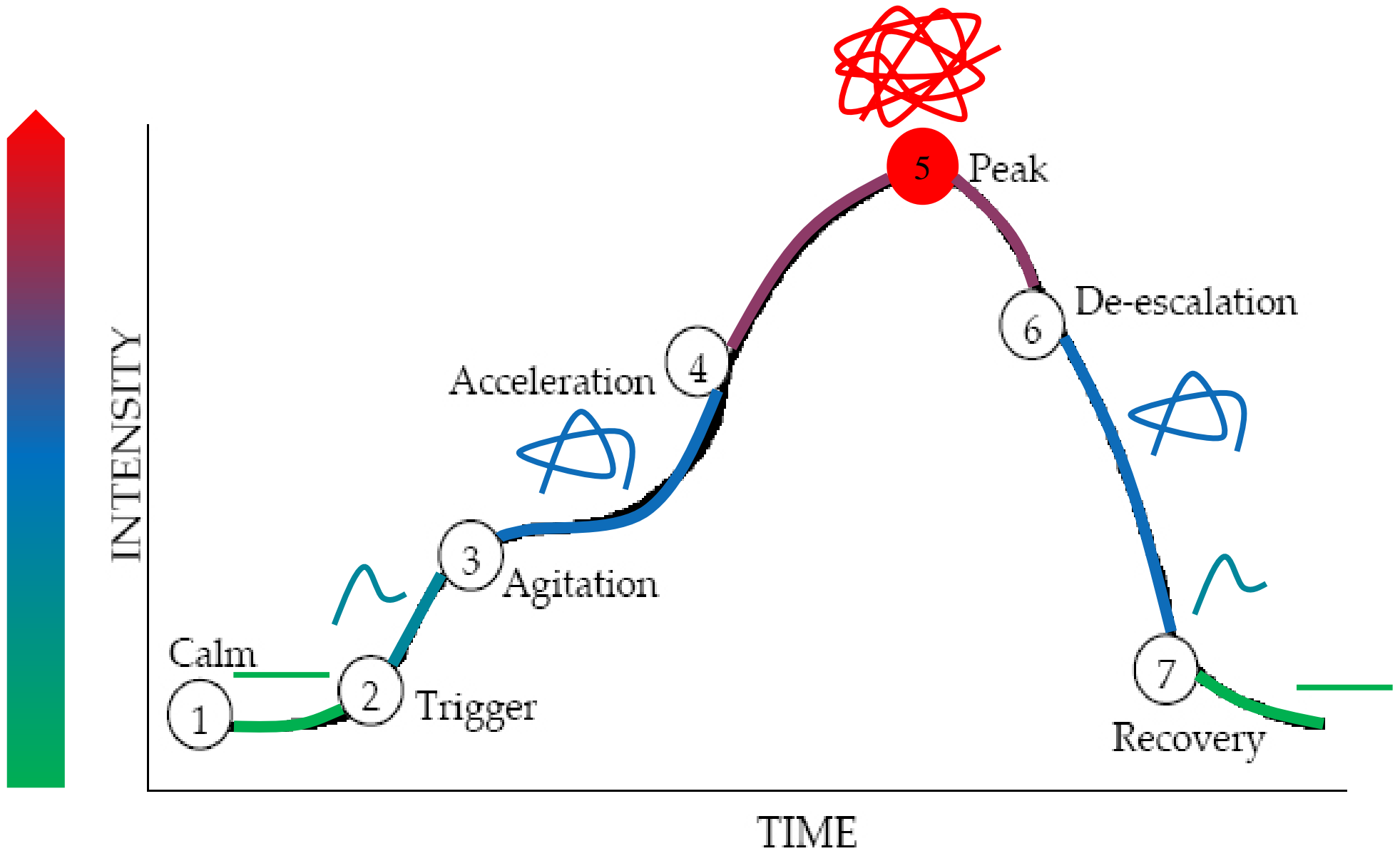
Relationships directly shape the structure & function of the brain. Human connections create neural connections in the brain.

## **Safety:**

The brain functions optimally when it feels safe.



# The Dysregulation Cycle



# Learning Impact Matrix

Student

Memory

Attention

Regulation

Relationships

Language

Behaviors

## Language

### What you might observe:

- Seemingly unsocial behaviors
- Social ineptitude
- Inability or refusal to communicate
- Inattention or ignoration

### What it might indicate:

- Fewer opportunities to learn and practice connection
- Preoccupation with thoughts

## Memory

### What you might observe:

- Trouble remembering directions
- Issues keeping track of assignments and deadlines
- Require multiple prompts to follow through on a task

### Strategies to lend:

- Make eye contact before giving instructions
- Minimize distractions
- Call & response

## Attention

### What you might observe:

- Inattentiveness & distractibility
- Jumping from task to task
- Looks for any excuse to stop or change work

### What it might indicate:

- Safety preoccupation
- Hypervigilance
- Monitoring the moods of others
- Dissociation from the classroom

## Regulation

### What you might observe:

- Shows inappropriate responses
- Difficulty tolerating feedback
- Inability to accept not getting what they want

### Strategies to lend:

- Teach and model stress reduction
- Teach scripts for problem solving
- Discuss coping strategies

## Relationships

### What you might observe:

- Developmentally delayed social skill acquisition
- Frozen social functioning concurrent with age at which trauma occurred
- Regression of social skills

### What works:

- Supportive, caring, & reciprocal relationships b/w students & school staff
- Fostering school connectedness

**Handout Trauma Training Presenter:** Morgan Beidleman, M.Ed., M.A.

**Original Sources:** Thomas, S. (2018). *Executive Skills* [Presentation].

Cole, S. F., O'Brien, J. G., Gadd, M. G., Ristuccia, J., Wallace, D. L., & Gregory, M. (2005). *Helping traumatized children learn: Supportive school environments for children traumatized by family violence*. Retrieved from <http://www.massadvocates.org>

## 28 Regulation Resources

1. Put your hand in front of your mouth & on your belly and “find your breath”

2. Do Brain Gym: PACE, cross crawls, hook ups

3. Interlace your fingers and put your hands behind your neck with your elbows out to the sides

4. Deep pressure on arms and legs; squeeze your muscles

5. Take a walk, get a drink of water, put a cold/hot washcloth on face

6. Do isometrics, wall pushups, or push hands together

7. Carry heavy things or push heavy things around

8. Run, jump, spin, dance with pauses to take deep breaths

9. Describe what is happening in your body out loud

10. Mindful listening, or other mindfulness activity

11. Focus on one sense during transitions

12. Turn on the lights (hypoarousal); dim the lights (hyperarousal)

13. Play Mozart music in the background during challenging times of the day

14. Bounce on a yoga ball, swing, wrap up in a blanket, sway back and forth

15. Get a book, iPad, computer

16. Balance on one foot, then the other

17. Go to a cozy corner

18. Chair or regular yoga

19. Daydream, journal, make a goal to improve on an activity

20. Hang out or have a discussion with a friend

21. Teach someone else how to do something

22. Clean or do a chore

23. Do a crossword or jigsaw puzzle

24. Do a craft like make a bracelet

25. Build with Legos or blocks

26. Write a poem or short story

27. Remember peaceful, quiet scenery; imagine a happy place

28. Draw or color