

Thriving in a World of
Chaos:
Recognizing the Impact of
Adverse Childhood
Experiences (ACE).



Outcomes

Attendees Will:

1. Gain a basic understanding of chaos theory and the butterfly effect.
2. Learn what are Adverse Childhood Experiences.
3. Learn how the wired brain impacts a reaction or response to stress.
4. Learn techniques to assist people with stress and create environments for support.



Group Activity



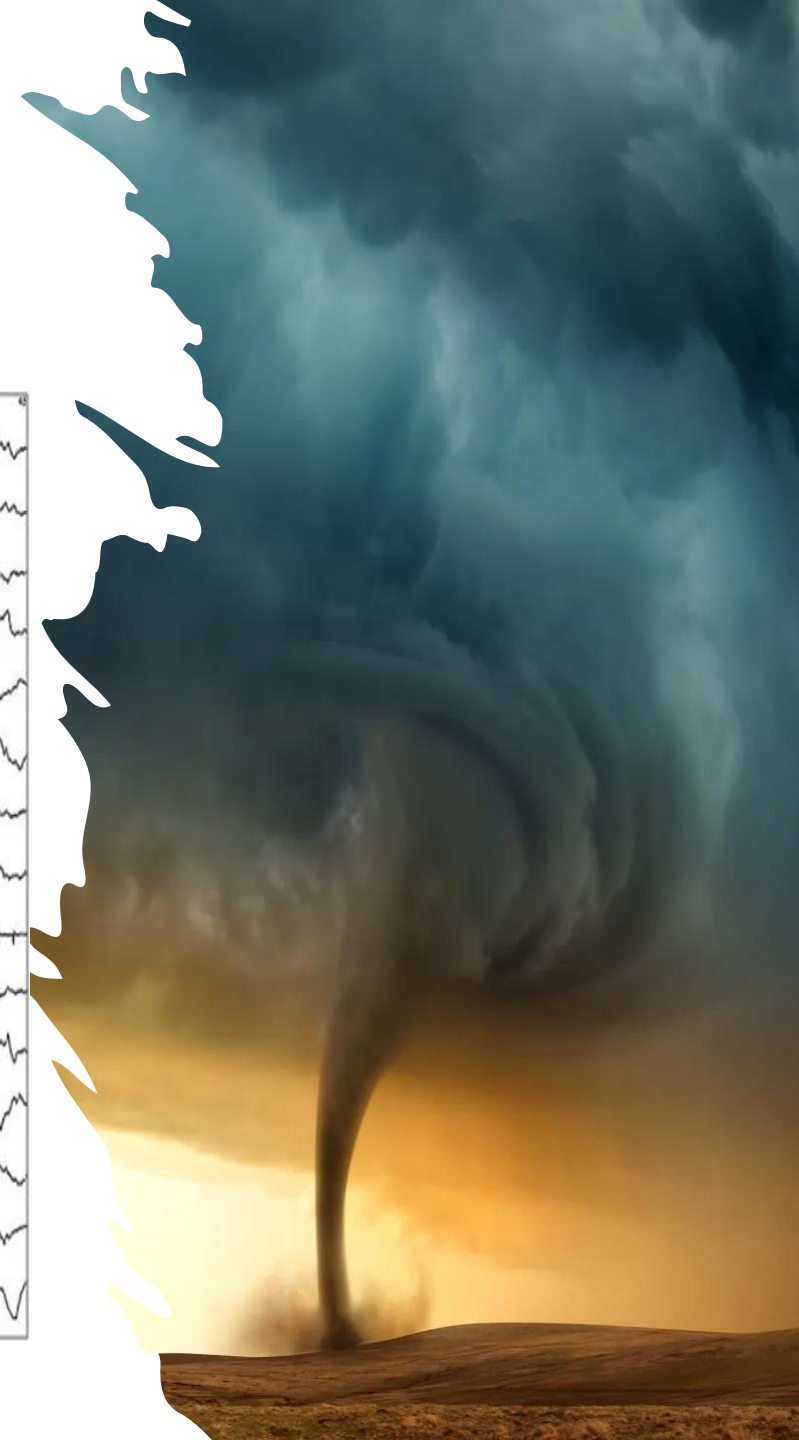
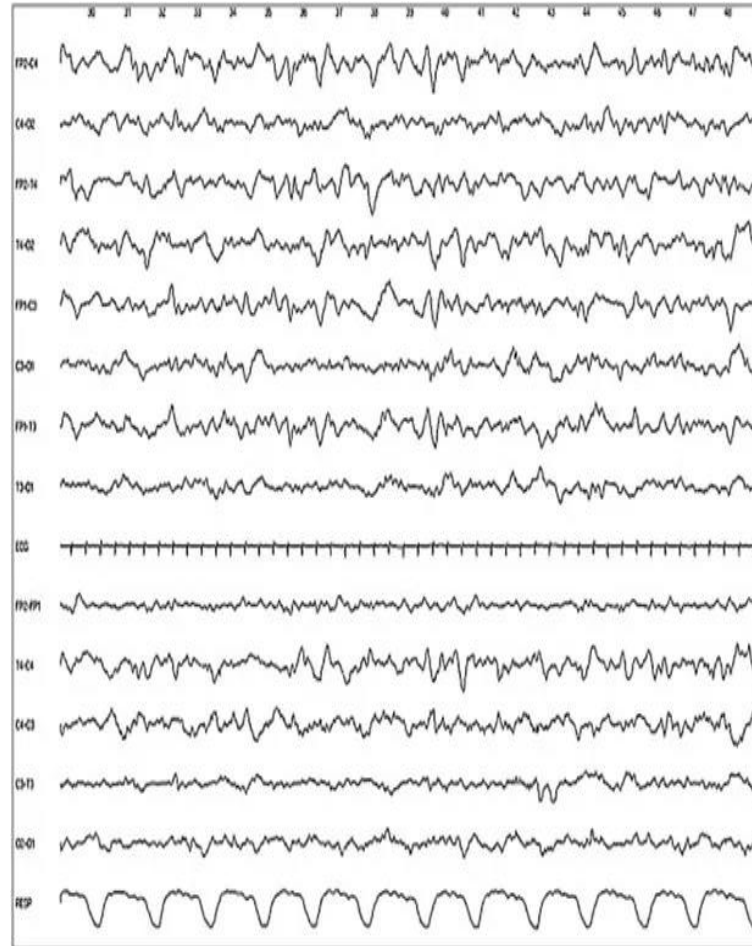
CHAOS....perceived or real?



What is chaos? The scientific definition.

Chaos is the science of surprises, of the nonlinear and the unpredictable. It teaches us to expect the unexpected. While most traditional science deals with supposedly predictable phenomena like gravity, electricity, or chemical reactions.

Chaos Theory deals with nonlinear things that are effectively impossible to predict or control, like turbulence, weather, the stock market, our brain states, and so on.



Have you ever been in a location that is overwhelming to you but the person sitting next to you is calm and undisturbed?



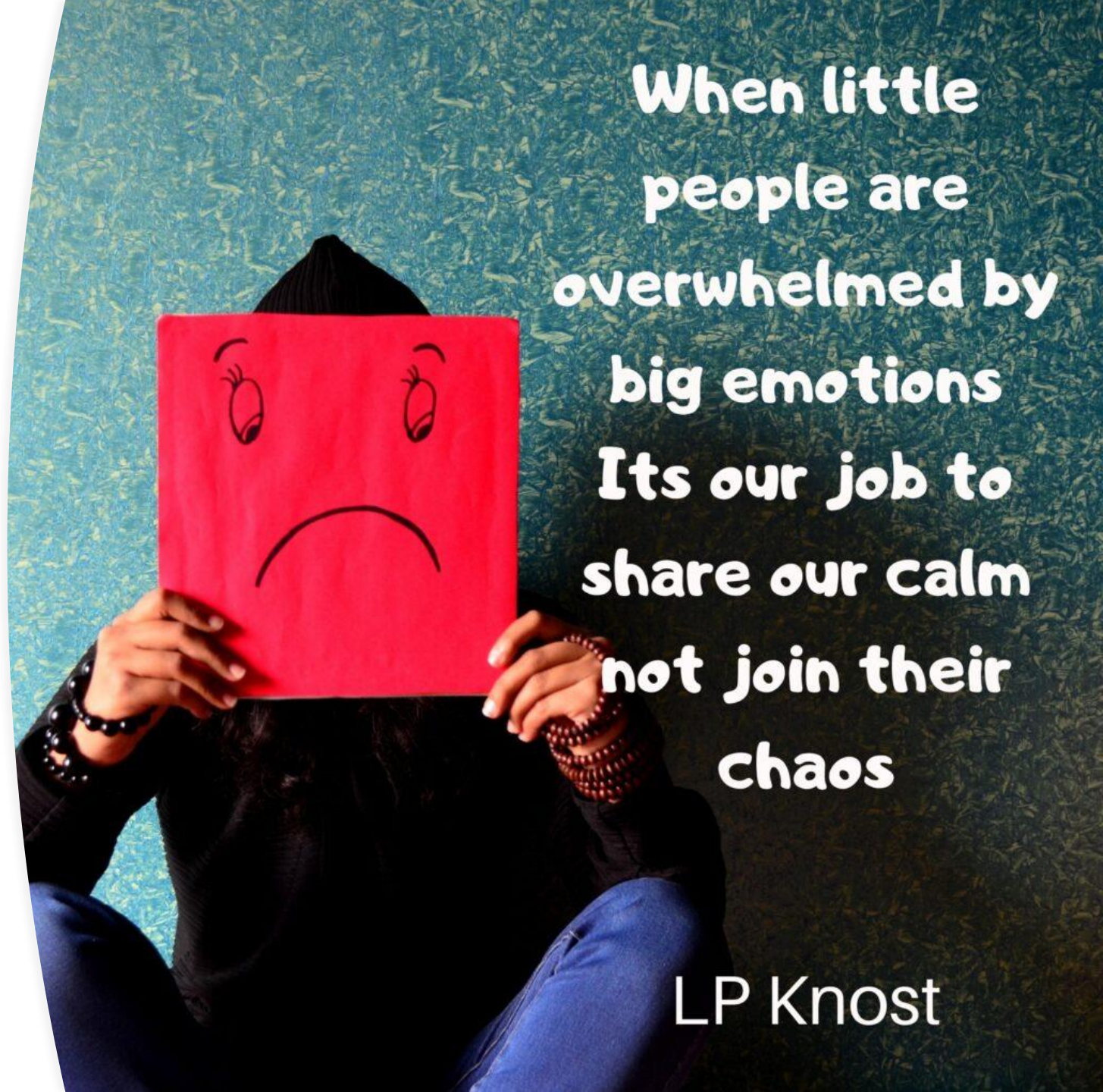


People and Chaos

Some people survive chaos and that is how they grow.

And some people thrive in chaos, because chaos is all they know.

Nikita Gill



**When little
people are
overwhelmed by
big emotions
Its our job to
share our calm
not join their
chaos**

LP Knost

The Path to Chaos: How People Encounter Chaos

1. Being raised in a chaotic environment.
2. Traumatic experiences or events.
3. Present or past substance abuse.



Often times the source of
chaos for people are the
experiences of
Adverse Childhood
Experiences (ACEs).

Types of Adverse Childhood Experiences

Abuse



Physical



Emotional



Sexual

Neglect



Physical



Emotional

Household Challenges



Mental
illness



Household member
with substance use



Parental
separation



Household member
incarcerated



Domestic
violence

Low Socioeconomic Status



ACE and LSS can alter adequate development of brain systems which are the foundations of learning including memory, attention, and planning, including regulating emotions.

Can You Imagine?

Think about traumatic events, adverse child environments, and low socioeconomic situations.

Write down what you envision is occurring in these environments that impact children.



What kind of behaviors can an ACE student exhibit?

One person find the yellow strip of paper in the middle of the table and read to your table group.

The complete list is found in your packet.

(Signs that students need help due to ACE's)

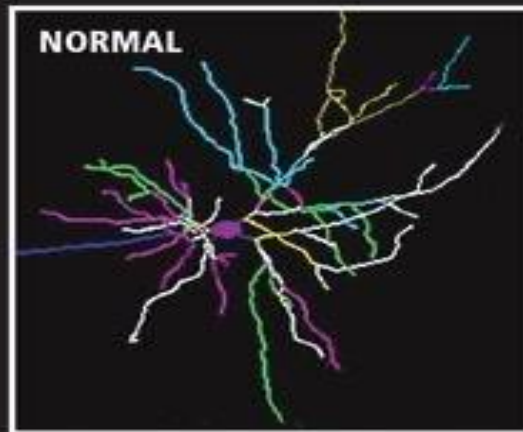
Learn how the wired brain
impacts a
reaction or response to



A Child's Brain and Stress

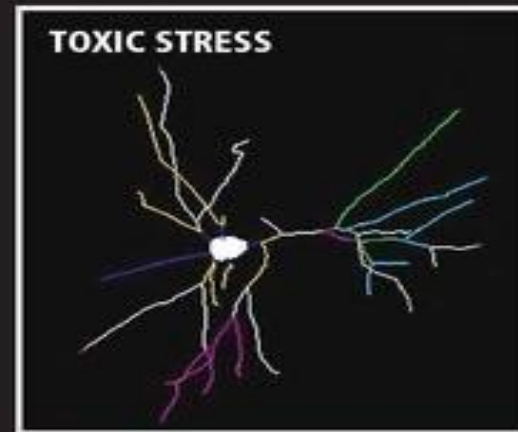
HOW TOXIC STRESS IN CHILDHOOD ALTERS THE BRAIN

Exposure to major adversity in early childhood can weaken brain development. This can permanently set the body's stress response system on high alert. A stable, nurturing environment can prevent these responses and outcomes for learning, behavior and health.



A typical neuron with many connections looks like this.

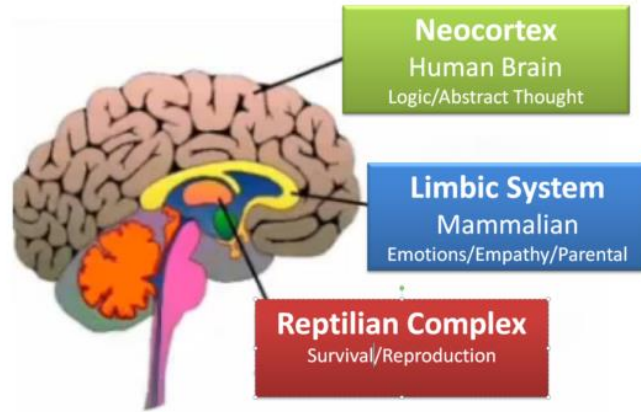
SOURCES: J.J. Radley Neuroscience 2004



A neuron damaged by toxic stress has fewer connections.

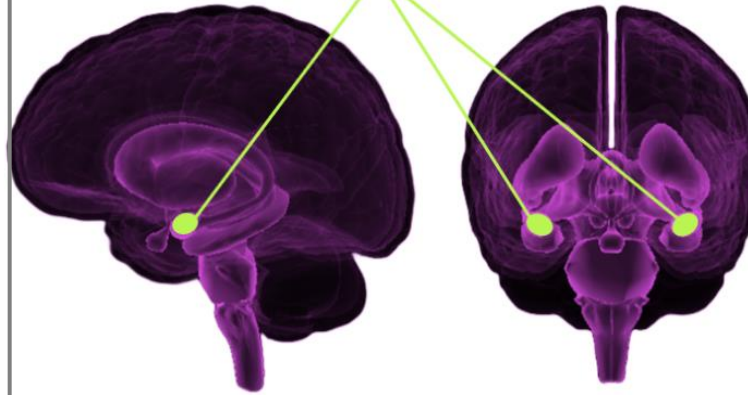
MARTHA THIERRY/DETROIT FREE PRESS

The 3 Brains



get to know your

AMYGDALA



- Part of your Limbic System, the **oldest part of the human brain** (also called the Reptilian Brain or Primitive Brain)
- This system is **responsible for survival functioning** (autonomic functions) as well as **survival responses**
- Your Amydala is responsible for **how to process emotions, particularly fear**
- Links **emotions to memory** & social or environmental interpretations



Refer to your Packet:

Attributes of a Chronically
Stressed-Out Brain

Board 2

There can be long term effects of chronic stress and trauma.

Conditions Associated with Multiple Adverse Childhood Experiences

Behavior



Smoking



Drug use



Physical inactivity



Alcohol use disorder



Missed work

Physical and Mental Health



Severe obesity



Diabetes



Depression



Stroke



Cancer



Sexually transmitted infections



Suicide attempt



Heart disease



Broken bones



Chronic obstructive pulmonary disease

FIGHT

to face any
perceived threat
aggressively



FREEZE

inability to
move or act
against a
threat



FAWN

to please
someone
to avoid
conflict



TRAUMA RESPONSES

FLOP

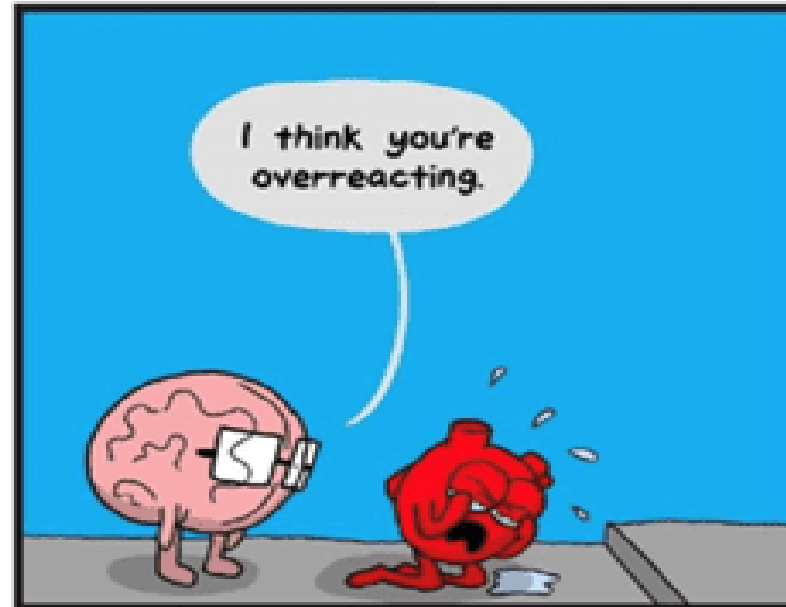
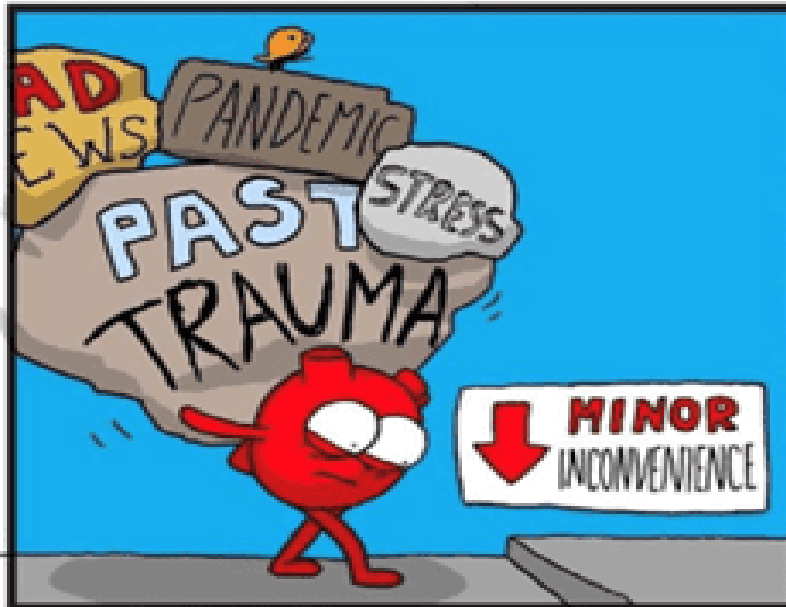
to collapse,
become
unresponsive,
or faint



to run away from
danger or threat

FLIGHT





Someone who feels anxiety is not able to use his brain in a creative way, or to get to a solution. He/she is blocked and caught in a very restricted cognitive thinking pattern.

For this cognitive pattern to emerge, an individual does not necessarily need to be in a situation of real danger.

If the individual perceives the situation as danger to itself, the cognitive response is the same as if the danger was real.

Everyone has learned that there are situations in which to experience fear.

“IT’S JUST SNAKE!”



MacRae 2010

The child that comes into your classroom/school and chronically disrupts your calm and peaceful environment doesn't know how to exist in a calm and peaceful environment. They are used to the continual stressful and chaotic home situations from which they have come.

Can You Say?

It's not their fault.

Techniques to assist people
with
stress and create caring
environments for THRIVING

THRIVING

Flourish

Prosper

Develop Well

Bloom

Advance

Succeed

Healthy

Progressing

Going Strong

Fast Growing

Well Being

Adverse Childhood Experiences (ACEs) to Positive Childhood Experiences (PCEs)



IMPROVING STUDENT OUTCOMES BY CREATING Healing Environments in Schools

IN ORDER TO THRIVE, CHILDREN NEED:

- Nurturing relationships
- Safe, stable, and equitable environments
- Engagement in the community
- Opportunities to develop social-emotional skills

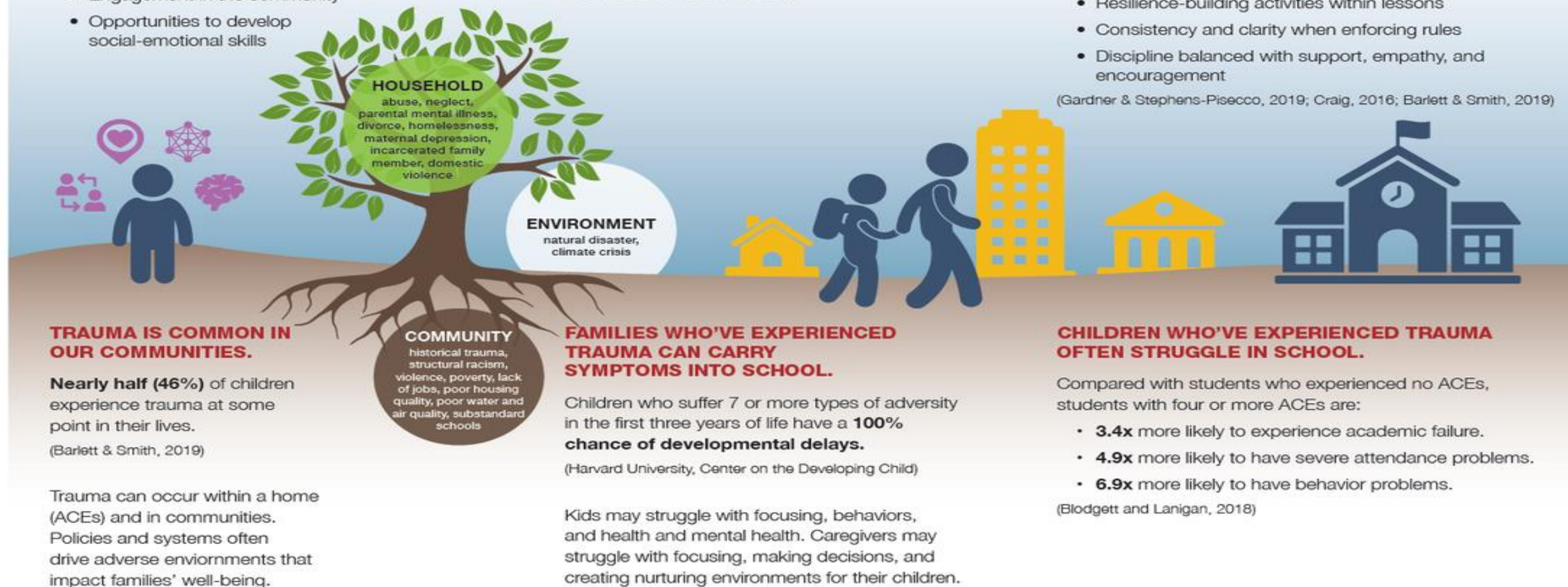
COMMUNITIES CAN FOSTER CHILDREN'S HEALTHY DEVELOPMENT.

Parents' well-being influences the well-being of kids. Just like building a house, a family's well-being is constructed with the right team and resources in the community.

SCHOOLS CAN IMPROVE STUDENT SUCCESS THROUGH:

- Sensitive and responsive relationships
- Focus on child and parent well-being
- Supportive and stable environments
- Resilience-building activities within lessons
- Consistency and clarity when enforcing rules
- Discipline balanced with support, empathy, and encouragement

(Gardner & Stephens-Pisecco, 2019; Craig, 2016; Barlett & Smith, 2019)



ALL STUDENTS. INTENTIONAL ACTION.

1. Building, Deepening, and Repairing Relationships
2. Establish Predictable, Safe and Supportive Learning Environments.
3. Avoid the Deficit Mindset While Developing New Skills
4. Support a Teaching and Learning Approach to Discipline
5. We Must Be Different (No jumping to conclusions)

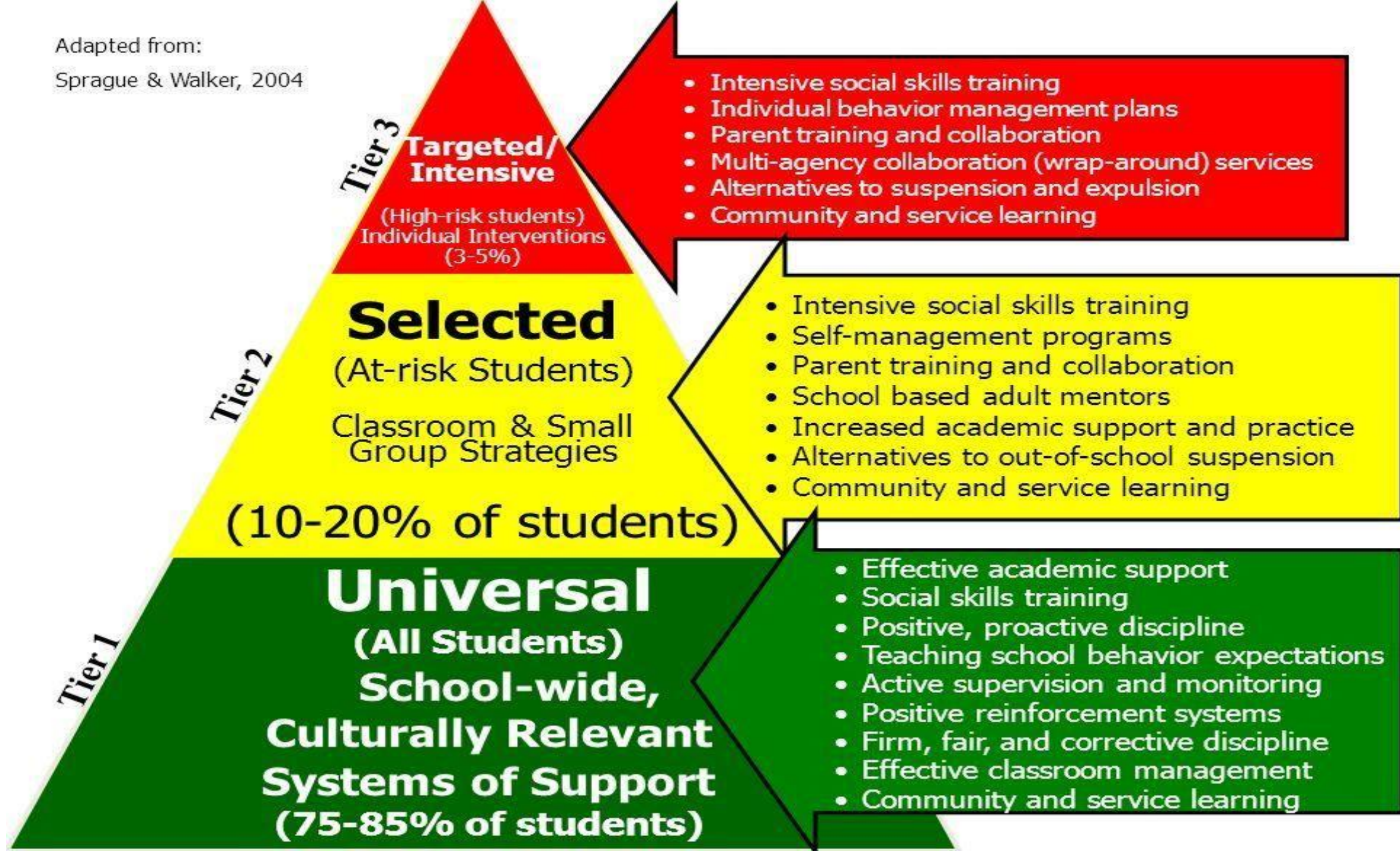
We Must Be Different

We Must Be Different

What does a child need to counteract adverse childhood experiences and be able to thrive?

- Tiered interventions
- Partnerships
- Differentiate for all students' needs.
- Positive behavior interventions
- Classroom behavior management plans.
- Stress Management practices and structures
- Confidentiality of students' records and needs

Adapted from:
Sprague & Walker, 2004



When are Tier 2 and Tier 3 Interventions utilized with students?

Tier 2 provides targeted small group interventions for up to 15% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes.

Tier 3 support systems are individualized. Because many of the difficulties exhibited by students in need of a FBA and BIP are long-standing and significant, school personnel should understand that it is likely to take extended periods of time and intensive intervention before the problems begin to improve.

BUTTERFLY EFFECT

The things that really
change the world,
according to Chaos
theory, are the **tiny things**.



The little events that change the course of the day.

Just as you are leaving for work, the cat knocks over hot coffee into your lap...what can the impact of this be? Is this the beginning of chaos?



Which path do you choose grasshopper?




Do you create the Butterfly Effect?

What little things
can you do that can
have a big impact?

**“If I cannot do
great things, I can
do SMALL things
in a great way.”**

MARTIN LUTHER KING JR.



Every child should have a caring adult in their lives. And that's not always a biological parent or family member. It may be a friend or neighbor. Often times it is a teacher.

Joe Manchin

quote fancy

Refer to your Packet:

***Activities to Counteract the
Effects of Chronic Stress***

Board 3

"Students who are
loved at **home**,
come to school to
learn, and students
who aren't, come to
school to be **loved**.

~Nicholas A. Ferroni




WE are TEACHERS

www.weareteachers.com



Can you say this about your school?

*Kids may come from a home that is filled with chaos, however, **at this school**, we provide a safe and supportive learning environment with loving kindness.*



Children pick up on our
emotional tone
milliseconds before
processing our words. And
that emotional tone
conveys cues of safety or
threat, regardless of what
we're trying to
communicate.

@youthdynamicsmt

Youth Dynamics



Support for Teachers

Refer to your handouts:

10 Tips for Teacher Self Care:
Modeling Wellness for Future
Generations

The Breath - The Sigh

“....a big inhale through the nose and then a second sharp inhalation through the nose, in order to maximally inflate the alveoli of the lungs, and then a long, extended exhale until the lungs are empty—is the fastest way to de-stress in real time.”

Andrew Huberman



"I also know is that a teacher can't do it alone. Effective management inside the classroom relies on effective school culture outside the classroom."

- Karen Baptiste in Education Week Teacher

“So shines a
good deed in a
weary world”

Willy Wonka

Resources and References



Dr. Kurt S. Ream

PBS Consultant - Regional Professional Development Center - UCM

311 E. Clark Street (Foster Knox RM 232)

Warrensburg, MO 64093

Office: 660-543-8240

Cell: 660-909-1603



UNIVERSITY OF
CENTRAL
MISSOURI



Please complete the session feedback survey found in the
Guidebook app!