



**Center for
Childhood
Resilience**

Resilient Kids. Stronger Communities. Brighter Futures.

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Children's Hospital of Chicago®

Whole Child Task Force: Discussion of Definitions and Core Concepts

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Definition of Trauma

What is Trauma?

The 3 Es

An emotionally painful or distressing
event

The **experience** of the event induces
an abnormally intense and prolonged
stress response

The event and experience of the event
result in lasting physical & mental
effects

Types of Trauma

- **Extreme Acute Event**
Examples: car accident, assault,
natural disaster
- **Chronic Stressful Events**
Examples: abuse, violence,
poverty, historical and systemic
racism

Childhood Traumatic Grief

- Typical grieving process is
complicated if the death was
traumatic

Different Types of Trauma

- **Community, domestic, and school violence**
- **Physical and sexual abuse**
- **Neglect**
- **Complex trauma (multiple traumatic events and severe impact)**

- **Early childhood trauma (any traumatic event experienced by children aged 0-6)**
- **Medical trauma**
- **Natural disasters**
- **Terrorism, refugee and war zone trauma**

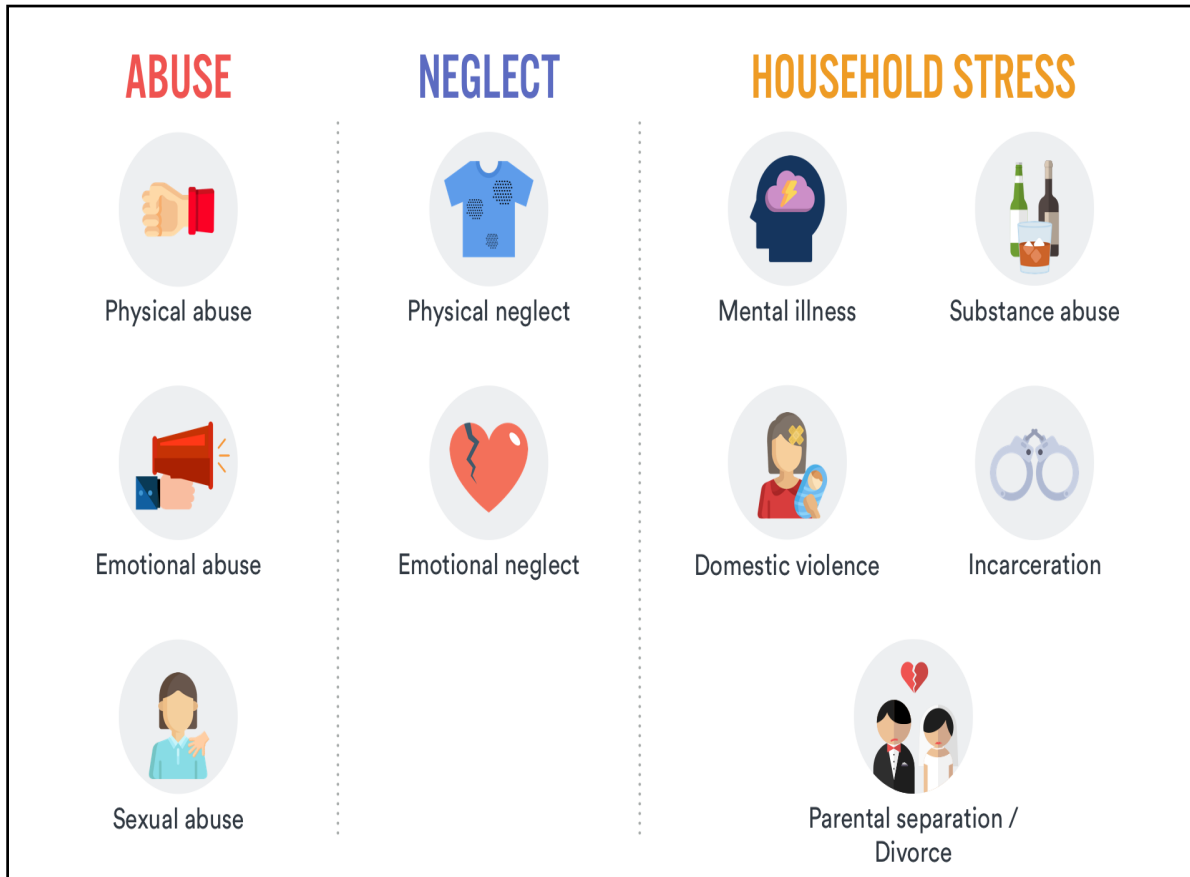
Adverse Childhood Experiences Study

ACE Score: add up total number of ACEs; range from 0 to 10

Findings:

1. ACEs are common
2. ACEs are interrelated
3. ACEs are cumulative; ACE= 6 or more >> risk of early mortality

CDC and Kaiser Permanente, 1998



Community trauma

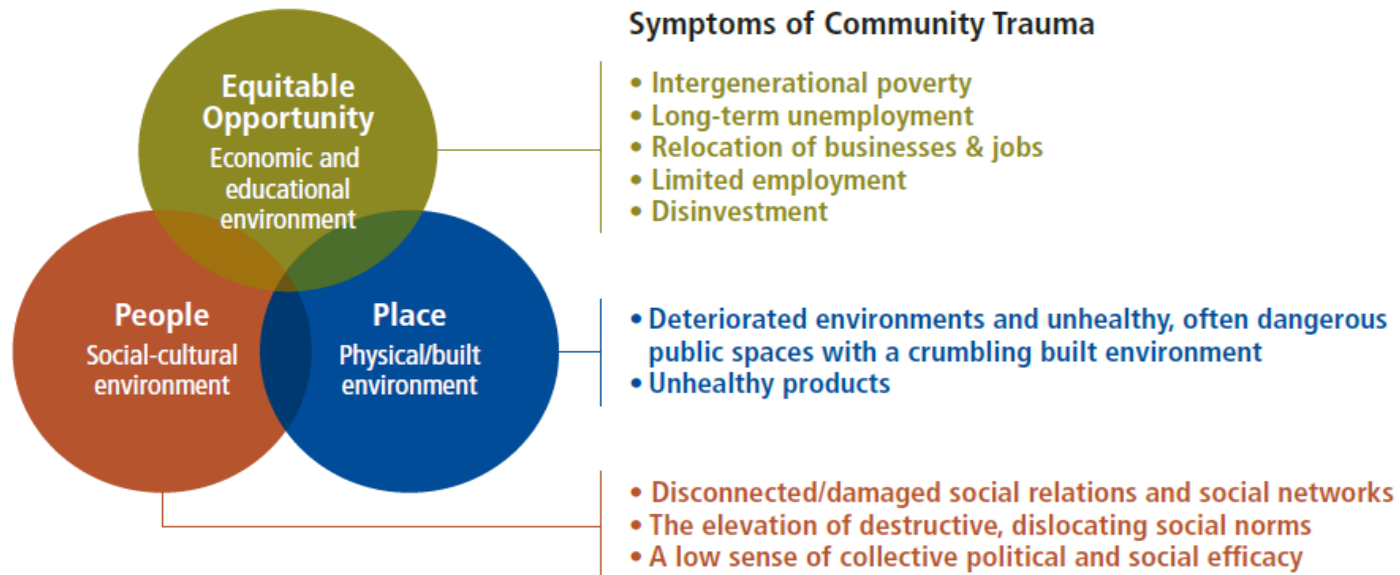


Figure 1 The Community Environment

Pinderhughes H, Davis R, Williams M. (2015). *Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma*. Prevention Institute, Oakland CA.

Illinois Poverty Report: Cycle of Risk: The Intersection of Poverty, Violence, and Trauma

- Poverty and well-being, by county, as measured by four key indicators:
 - Poverty
 - Unemployment
 - Teen births
 - High school graduation
- The County Well-Being Index highlights counties experiencing negative conditions:



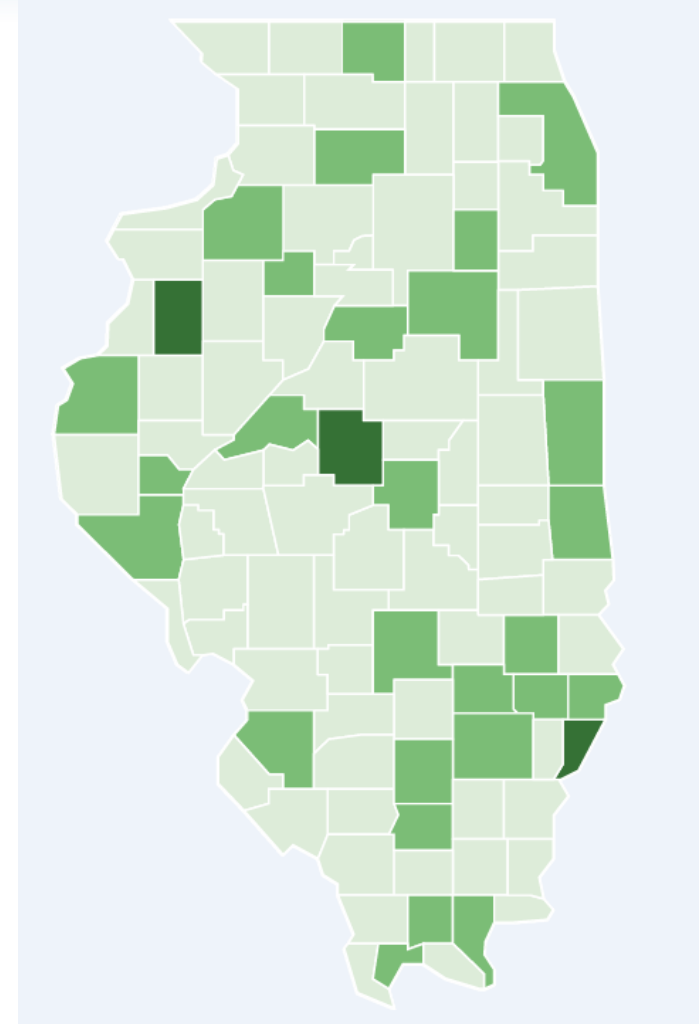
WATCH

County has an indicator score of 4 or 5 and needs to be monitored.



WARNING

County has an indicator score of 6, 7, or 8 and needs to initiate corrective action.



Expanded view of ACEs

Standard ACE Indicators: Growing up (prior to age 18) in a household with...

Emotional Abuse

Physical Abuse

Sexual Abuse

Physical Neglect

Emotional Neglect

Substance Using Household Member

Mentally Ill Household Member

Witnessed Domestic Violence

Incarcerated Separation/Divorce

Parental Separation

Historical Trauma as the original “ACEs” (Atrocious Cultural Experiences)

Enslavement

Genocide

Colonization

Denial of Basic Human Rights

Forced Family Separations

Removal of Property

Ghosh Ippen &
Mays, 2016

Adverse childhood experiences
(Leaves and branches)



Adverse community environments
(Roots)



Adverse collective historical experiences (Soil)

Adapted from Ellis W, Dietz W, BCR Framework, Academic Peds (2017).

Beyond ACES-Stress, Tolerable Stress & Toxic Stress

Negative Social Determinants of Health
Unmet Social Needs
Adverse Childhood Experiences

POSITIVE



A normal and essential part of healthy development

EXAMPLES
*getting a vaccine,
first day of school*

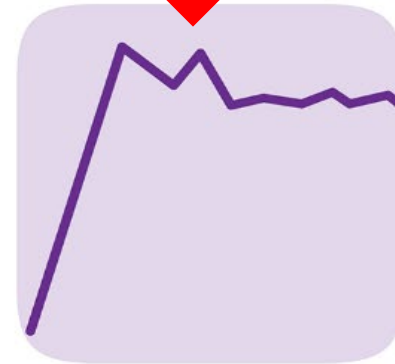
TOLERABLE



Response to a more severe stressor, limited in duration

EXAMPLES
*loss of a loved one,
a broken bone*

TOXIC



Experiencing strong, frequent, and/or prolonged adversity

EXAMPLES
*physical or emotional abuse,
exposure to violence*

Positive Stress



Short, stressful events like meeting new people or starting the first day of school are healthy for brain development. They prepare the brain and body for stressful situations later in life.

Tolerable Stress




Tragic, unavoidable events like a natural disaster or losing a loved one aren't good for us. But if supportive caregivers are around to buffer the stress response, these events won't do lasting damage to the brain and body.

Toxic Stress



Ongoing, repeated exposure to abuse or neglect is bad for brain development. If no supportive adults are present to help buffer the stress response, stress hormones will damage developing structures in the child's brain. The result is an increased vulnerability to lifelong physical and mental health problems, including addiction.



Proposed Framework for Consideration

Trauma Sensitive Schools in Wisconsin

- "Trauma Sensitive Schools (TSS) is an innovation in which schools infuse the core values of safety, trust, choice, collaboration and empowerment into their Multi level System of Support's practices, assessments and program adjustments.
- TSS acknowledges the high prevalence of traumatic exposure for students, the importance of staff wellness and strives to meet the unique needs of all learners."

Black, P., Cook, E., & Daniel, S. 2017

Stages of the Missouri Model

1 - TRAUMA AWARENESS: School staff have been informed about trauma, including historical and community trauma, are able to comfortably speak to its impacts, and have begun to consider how to translate that information into changes within the school.

2 - TRAUMA SENSITIVE: Schools have started to explore the principles of trauma informed care (safety, trustworthiness, choice, collaboration, and empowerment) and how they apply to existing practices. Schools designate core leaders to guide the change process. Leadership shows a high level of buy-in. Schools have shared with their community and stakeholders that they have begun this journey and worked with them to develop a shared vision of accountability.

3 - TRAUMA RESPONSIVE: Schools have begun to change existing practices and policies and implement new ones to better support staff and students. Schools are starting to integrate a trauma-informed approach throughout all existing programs in a school (i.e. Character Education, Restorative Practices, RTI, PBIS, MTSS, etc.). Individual staff members are beginning to clearly demonstrate changes in their action and behaviors. Community and stakeholders become increasingly involved and integrated into the process.

4 - TRAUMA INFORMED: Schools begin to see results from the changes they have implemented. A core team continues to look for new opportunities to improve. All staff within the building are bought in and demonstrating practices that reflect the needs of students. Data, including data intentionally disaggregated by race and other demographic factors, is used to drive decision making. Schools are working closely and responsively with parents and community members to meet the ongoing needs of a school. This stage is not one that is meant to ever be “completed.” Because school environments, resources, and needs are always changing, there must always be a focused effort on addressing these changes through a trauma-informed lens.

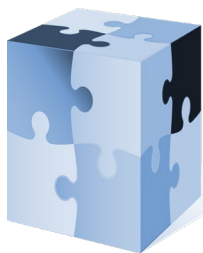
Trauma informed is a process, not a destination.

Key Components of Trauma-Informed Care



Multi-Tiered Systems of Support

Purpose



Create school communities that **promote student resiliency** through:

- **Promoting awareness** and trauma-sensitive strategies
- Developing a **central coordinating structure** for trauma-focused (and other Tier 2 and 3) social, emotional and behavioral health services
- Establishing **community partnerships** to support the promotion of SEL and/or mental health service delivery
- Connecting students to appropriate **evidence-based interventions**
- Collecting, interpreting, reporting on relevant **student data** to improve service quality

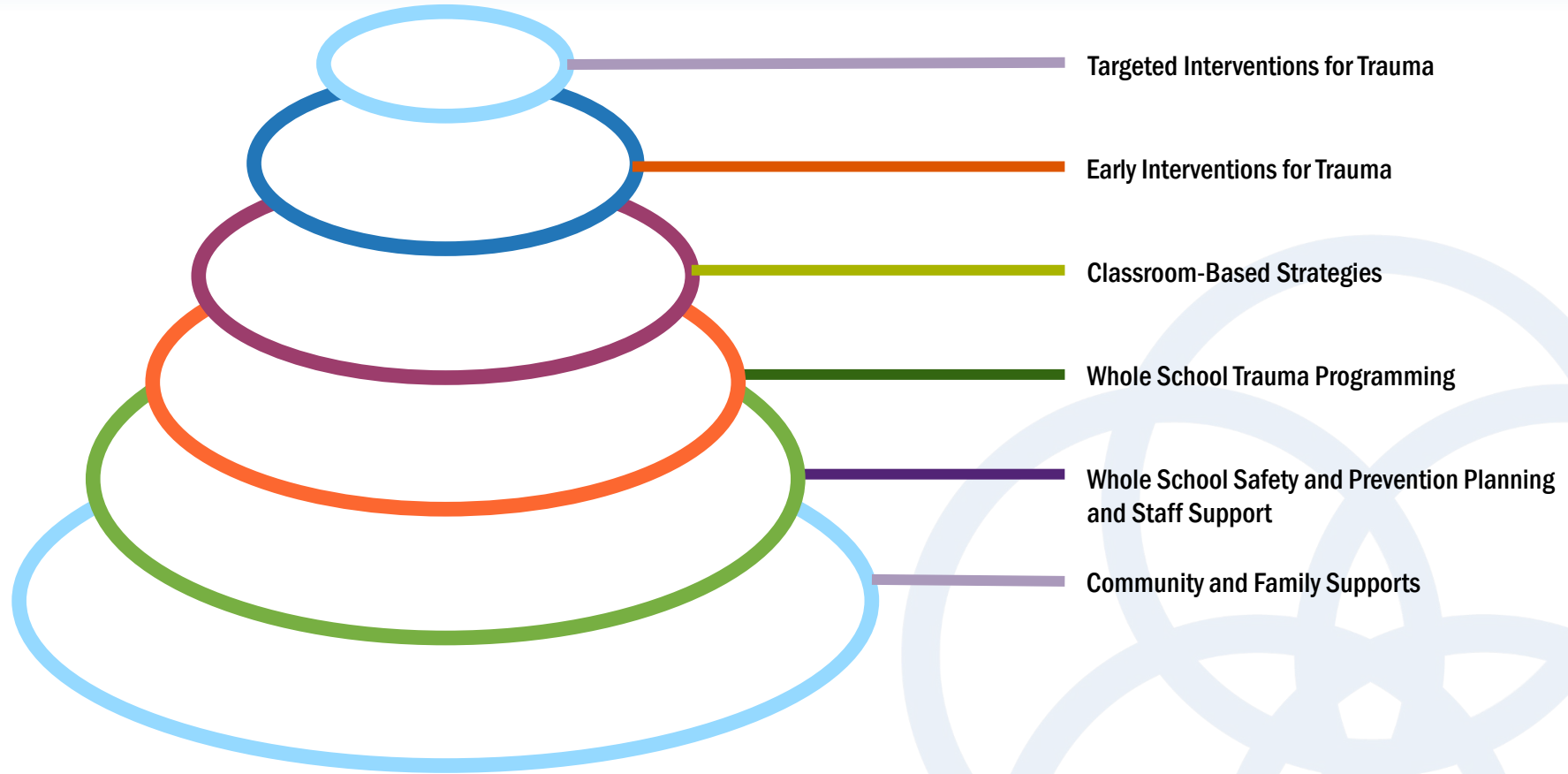
Core Components

**Professional Development:
Trauma Training Series for
educators, school
administrators and clinicians**

**Trauma-Informed Systems,
Structures and Interventions**

**School-Community Mental
Health Partnerships**

Key Components of Trauma-Responsive Schools



Aligns with MTSS-Framework)

CPS vision to become healing-centered

GOAL

To transform Chicago Public Schools into the most **trauma-engaged, culturally-responsive** school district in the country

- **Trauma-engaged:** Not only understanding and being aware of trauma, but proactively promoting collective healing as a whole school system while responsively meeting the individual wellness needs of each student.
- **Culturally-responsive:** Centering equity in healing by promoting a liberatory consciousness, recognizing a broad understanding of trauma (including historic and generational trauma), and affirming all cultures in the healing process.

Trauma informed is a process, not a destination that embodies physical/emotional safety and healing but is also strength-based and culturally responsive to build upon the strength and resilience of individuals, families and communities

- **TRAUMA AWARE/INFORMED**
- **TRAUMA RESPONSIVE**
- **HEALING CENTERED**

TRAUMA AWARE/INFORMED-Basic understanding of the impact of a broad definition of trauma that is developmentally and culturally-based and includes children, communities and staff; and recognizes the biological, cognitive and social-emotional impact on learning. To be comprehensive, this should include multiple stakeholders including educators, school mental health professionals and school/district administrators

TRAUMA RESPONSIVE-Moving from awareness to changes in policies, practices, structures and strategies within the MTSS that promote safety, positive relationships and self-regulation while underscoring the importance of staff wellbeing and cultural responsiveness. This includes developing a multidisciplinary team to complete a self-assessment and action plan to monitor this work and engage stakeholders beyond the school community including parents and students.

HEALING CENTERED- Moving beyond defining trauma and healing as an individual isolated experience by highlighting that trauma and healing are experienced collectively and therefore require more holistic and collaborative approaches that are grounded in culture, spirituality and civic engagement and equity.