The Adverse Childhood Experience Study

- **Abuse**
  - Psychological 11%
  - Physical 28%
  - Sexual 22% (F=28%, M = 16%)

- **Neglect**
  - Emotional 15%
  - Physical 10%

- **Household dysfunction**
  - Significant alcohol use 27%
  - Loss of parent before age 18 23%
  - Depression or mental illness in home 17%
  - Mother treated violently 13%
  - Imprisoned household member 6%

ACE Score

- 0 – 33%
- 1 – 25%
- 2 – 15%
- 3 – 10%
- 4 – 6%
- 5 or more 1%

From: www.AceStudy.org

The problem (misbehavior) is a solution to another problem (that you don’t see)

ACES increase the risk of:
- Many leading causes of death and disability
- Continuing the epidemic of intra-family violence

ACES have a strong influence on:
- A host of important social issues: depression, victimization, alcohol use, early sexual activity
- School. With insecure attachment and an ACE score of 4 or more students are 32 X more likely to have attention or behavior problems.
Resiliency

“The deep belief that at one time you really mattered to another human being”

– Dr. Vincent Felitti, MD

© Sound Discipline

Attachment matters:

- Attuned
- Responsive
- Coherent
- Consistent

© Sound Discipline

Arousal / Relaxation Cycle

Relaxation -> Need

Need met

Arousal

Trust

Security

Secure attachment

Attuned

Responsive

Coherent

Consistent

Penny Davis, MA, adapted from "Attachment Parenting" by Grossmont College Foster and Kinship Education

www.SoundDiscipline.org

Disrupted Arousal / Relaxation Cycle

Emotional Distress

Malnurt

Insecurity

Insecure attachment

Need NOT met

Arousal

Need

Penny Davis, MA, adapted from "Attachment Parenting" by Grossmont College Foster and Kinship Education

www.SoundDiscipline.org

Building blocks for growth

Basic Trust

Causal Thinking

Ability to delay gratification

Conscience Development

Ability to handle stress

The Stress Response

AROUSAL

TRMNA

BASLINE

Insecure attachment

"Lose it"

Baseline Normal

Penny Davis, MA, adapted from "Attachment Parenting" by Grossmont College Foster and Kinship Education

www.SoundDiscipline.org
Basic Trust
Causal Thinking
Ability to delay gratification
Conscience Development

Ability to handle stress
Relationship skills
Concentration

Building blocks for growth

Functions of the Prefrontal Cortex
- Attuned communication
- Emotional balance
- Response flexibility
- Fear modulation
- Empathy
- Insight
- Moral Awareness
- Intuition

Penny Davis, MA, adapted from "Attachment Parenting" by Grossmont College Foster and Kinship Education

www.SoundDiscipline.org

A brain-informed approach to relationship
- Reason
- Relate
- Regulate

Cortex
Midbrain
Brainstem

www.SoundDiscipline.org

Structure of Power

Leadership

Lighter skinned people
Darker skinned people

Kings
Peasants
Workers

Bosses
Women

Men

 Adults

Children

Control of environment
Control of voice

Control of rules
Control of resources

Threats
Death

Rewards
Traditions

Punishment
Institutions

Control of

ước

Control of

tron

Source: Adapted from Raising Respectful Kids in a Rude World: McKay, McKay, Eckstein and Maybell, 2001

How do we know we matter?

© Sound Discipline
Encouragement

- Did things with me
- Knew me
- Trusted me
- Listened to me
- Asked me about me
- Pushed me to do what they knew I could
- Saw something in me I couldn’t see
- Saw me in a positive light
- Shared part of themselves (stories, skills)
- Eyes looked happy to see me
- Remembered things I liked
- Took time for me
- Let me teach them something
- Held me accountable

Courage:
The movement we make in the direction of becoming our best selves.

Encouragement:
The space we make for others to find and develop their best selves

Descriptive Encouragement:
I notice …………..

Appreciative Encouragement:
I appreciate…. Thank you for………..

Empowering Encouragement:
I have faith….. I know….. I trust………..

Why is this important?
Relationships matter to the growing brain

Brains are plastic.
They grow in relationship.
Practice is critical.
Neurons that fire together wire together

CONNECT BEFORE CORRECT
Connection is critical for human relationships.
Compassion= Being present “with”

First steps:
- Grow ADULT skills
- Support systems that invite adults to reflect and shift perspectives
- Social learning is not a “head” thing.
  – Rethink our approaches
  – Make time for practice using real life situations.
  – The sense of community is critical (at many levels)
Giving adults training and tools can have a dramatic impact on student (and adult) behavior

### Resources - Books
- Framingham Public Schools Teachers’ Strategies Guide for Working with Children Exposed to Trauma, 3rd Edition 2008
- Greene Ross: Lost at School: Why our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them.
- Levine, Peter: In an Unspoken Voice
- Medea, Andra: Conflict Unraveled: Fixing Problems at Work and in Families
- Nelsen, Jane: Positive Discipline
- Perry, Bruce: The Boy Who Was Raised as a Dog
- Siegel, Daniel and Mary Hartzell: Parenting from the Inside Out
Resources - Online

- ACE study: www.acestudy.org (Turning Gold into Lead (summary of ACE study)
  http://www.acestudy.org/files/Gold_into_Lead-_Germany1-02_c_Graphs.pdf)
- Massachusetts Advocates for Children: Helping Traumatized Children Learn:
- Bruce Perry’s articles on trauma and development:
- Mirror Neurons: http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html
- Daniel Siegel, brain in hand: http://www.youtube.com/watch?v=QD-TPF8Jk
- www.sounddiscipline.org
- Sound Discipline newsletter – Encouragement and 2x10:
  http://hosted-p0.vresp.com/634436/2c5da0bea8/ARCHIVE
- Daniel Pink on TED: The Science Motivation
  http://www.ted.com/talks/dan_pink_on_motivation.html
- Daniel Pink, RSA Drive: http://www.youtube.com/watch?v=6X8huFj
- This American Life: Back to School
  http://www.thisamericanlife.org/radio-archives/episode/47/transcript