



Thursday, April 22, 2021

Spaces that Inspire

Creating Safe and Supportive Learning Environments through a Trauma-Conscious Approach

ACTION FOR
HEALTHY
KIDS 

Nice to Meet You!

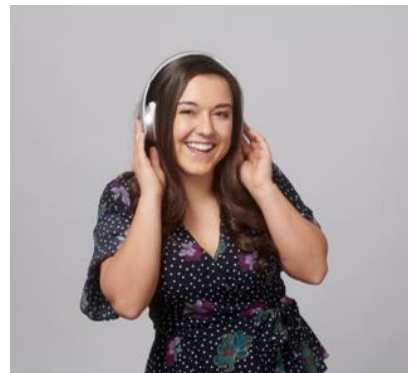
Let us know who's here with us today. **Share in the chat** your name, role and where in the world you're joining us from!



Ashley Green

Senior Program Manager, Social-Emotional Health
Action for Healthy Kids

Certified Yoga Teacher; Trauma-Conscious Yoga Method Certified;



Ali Armacost

Program and Field Coordinator
Action for Healthy Kids

Certified Yoga Teacher



Mindful Minute: Weather Check

Tell us in the chat!

Weather Metaphor: Describe how your day is going by using a weather metaphor to demonstrate feelings or emotions.

Example: My day has been partly sunny... with a wild mid-day windstorm (might indicate a so-so or fair day (content, calm) with a busy spell.

Learning Objectives

After today's session, participants will...

- » Be able to define and recognize what makes a safe and supportive learning environment at school and at home
- » Understand the basics of trauma and identify strategies for adopting a more trauma-conscious approach to working with others
- » Understand the role of nurturing adult relationships within safe and supportive learning environments

Logistics

A few notes to make sure you have a smooth user experience!

- » Listen in with your telephone or computer speakers
- » Everyone is muted
- » This session is being recorded
- » Step away as needed.
- » Ask questions
- » Stay engaged and participate

All materials and session recording will be shared in follow up.

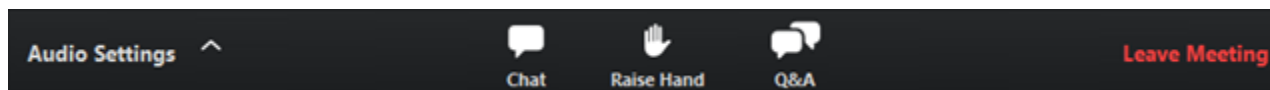
Chat vs Q&A

» Chat

- Use this space for introductions and to respond to prompts/ice breakers from the facilitator.
- During the session, we'll also share resources via the chat box.

» Q&A

- Use this space to ask questions regarding the content, with technology issues, etc.
- We'll do our best to answer questions at a scheduled time during the session. If not, a compiled list of common questions and answers will be shared in follow up.



Agenda

AFHK Overview

- Who We Are, What We Do & How We Work

Safe and Supportive Learning Environments

- Background and Importance
- Components

Trauma-Conscious Approach

- Foundations of Trauma
- ACES and Stress
- Leveraging a Trauma-Conscious Approach

Resources and Support





Action for Healthy Kids

Who We Are, What We Do, and How We Work

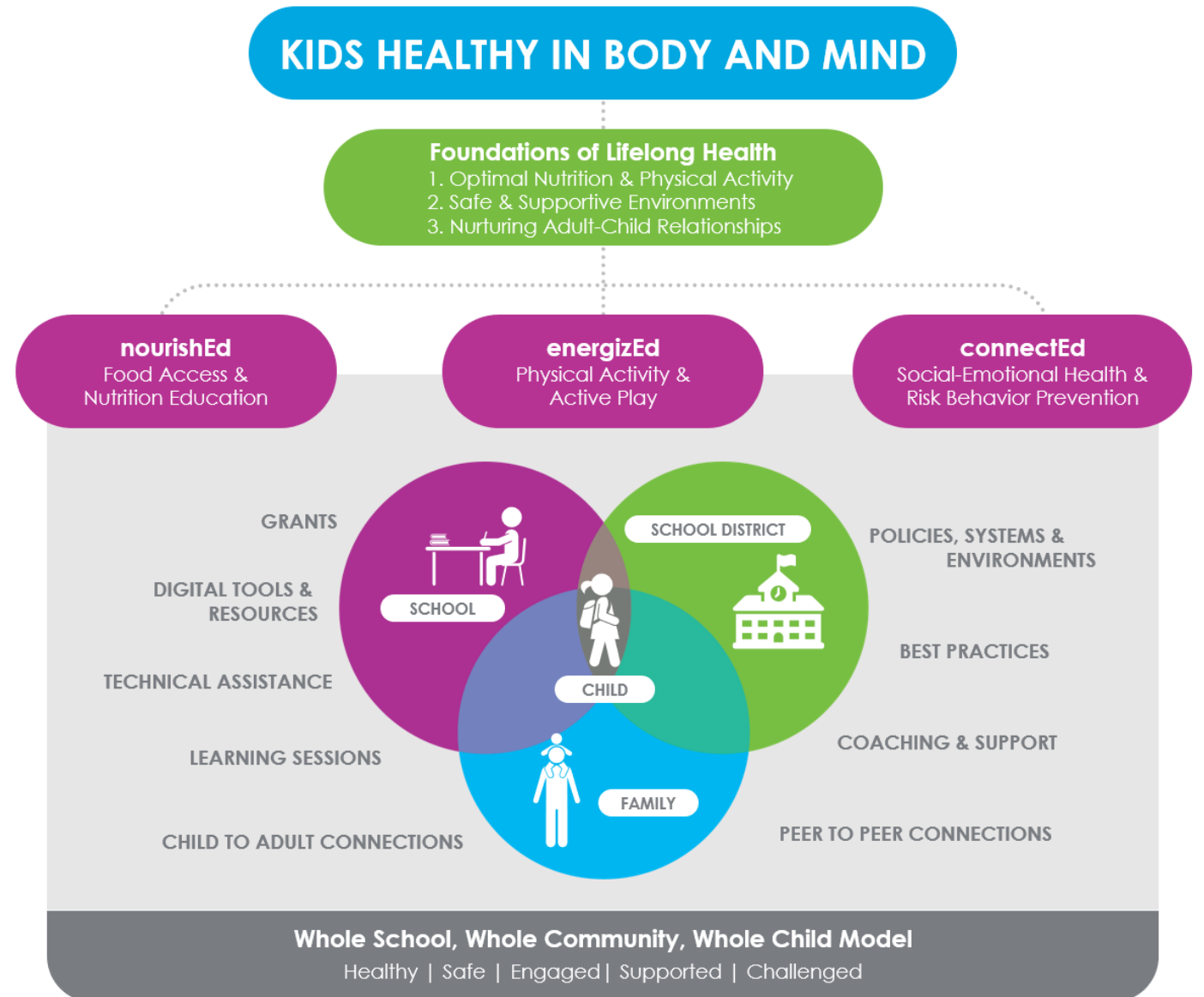
Who We Are

Action for Healthy Kids is a national nonprofit organization committed to the belief that healthy kids create a better world. We pursue this vision by mobilizing family-school partnerships to address the child health crisis and prepare kids to be healthy in body and mind.



What We Do

We collaborate with families, schools and school districts to support three key areas of child health.



How We Work



Whole School, Whole Community, Whole Child Model (WSCC)



Family-School Partnerships



Collective Impact

Healthy Kids. Better World.



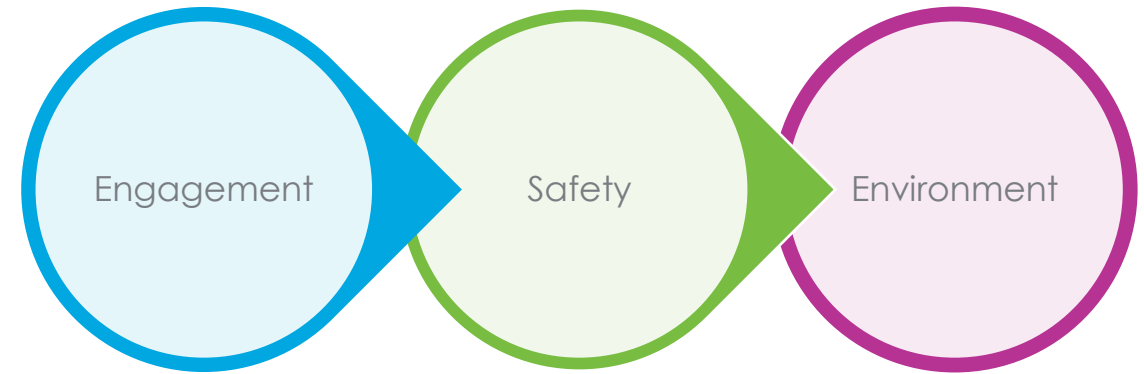
Safe and Supportive Learning Environments

Tell Us in the Chat!

How do you define a safe and supportive learning environment?



What is a Safe & Supportive Learning Environment?



- » Providing children with an emotionally safe and supportive environment **encourages children to try new things, make mistakes, learn and grow and allows them to explore their emotions without fear of judgment or punishment.**
- » Creating a safe and supportive learning environment also allows children to **open up to the possibilities of growth** both at home and at school and begin to **see beyond their own experiences and become more socially aware** of those around them.

Components of a Safe & Supportive Learning Environment



Engagement

- » There are strong relationships between students, teachers, families, and schools and amongst the broader school community.
 - Culturally responsive and socially aware
 - Inclusive and participatory
 - Foster connectedness

Components of a Safe & Supportive Learning Environment



Safety

- » Schools and school-related activities are safe from violence, bullying, harassment, and controlled-substance use.
 - Emotional safety
 - Physical safety

Components of a Safe & Supportive Learning Environment



- » The physical, academic, and disciplinary environments are well-managed, supportive, and fair.
 - Physical environment
 - Instructional environment
 - Physical health
 - Mental health
 - Discipline

Environment



Leveraging a Trauma-Conscious Approach

Foundations of Trauma

Trauma is a reflection of what is happening within the body.

- » *Trauma is a bodily response to what we've experienced.*
- » *While there may be a social and/or emotional cost, it's biologically correct – particular and predictive.*



Bottom Image source: Joining Forces for Children
<https://www.joiningforcesforchildren.org/what-are-aces/>

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are comprised of **adversity** (defined as: state or instance of serious or continued difficulty or continued misfortune) and **trauma** (defined as: inability of an individual or community to respond in a healthy way to acute or chronic stress)

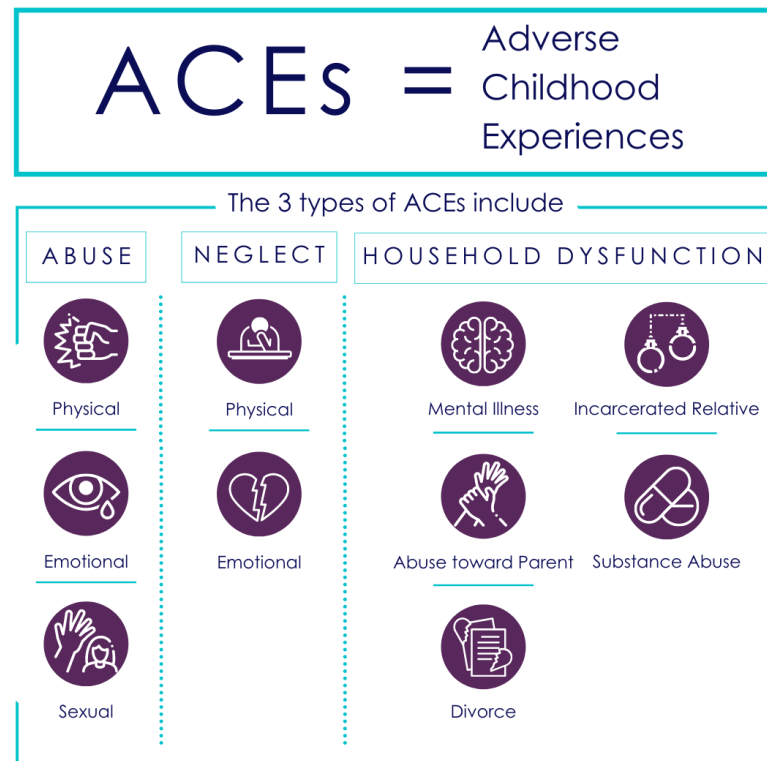


Image source: advokids
<https://advokids.org/adverse-childhood-experience-study-aces/>

- » Experiencing racism
- » Witnessing abject violence of any kind
- » Living in unstable neighborhood
- » Living in foster care
- » Experiencing bullying

Studies:

- » [Original CDC-Kaiser Study](#)
- » [Philadelphia Expanded ACE Survey](#)
- » [ACEs Connection](#)
- » [Building Community Resilience – Pair of ACEs](#)

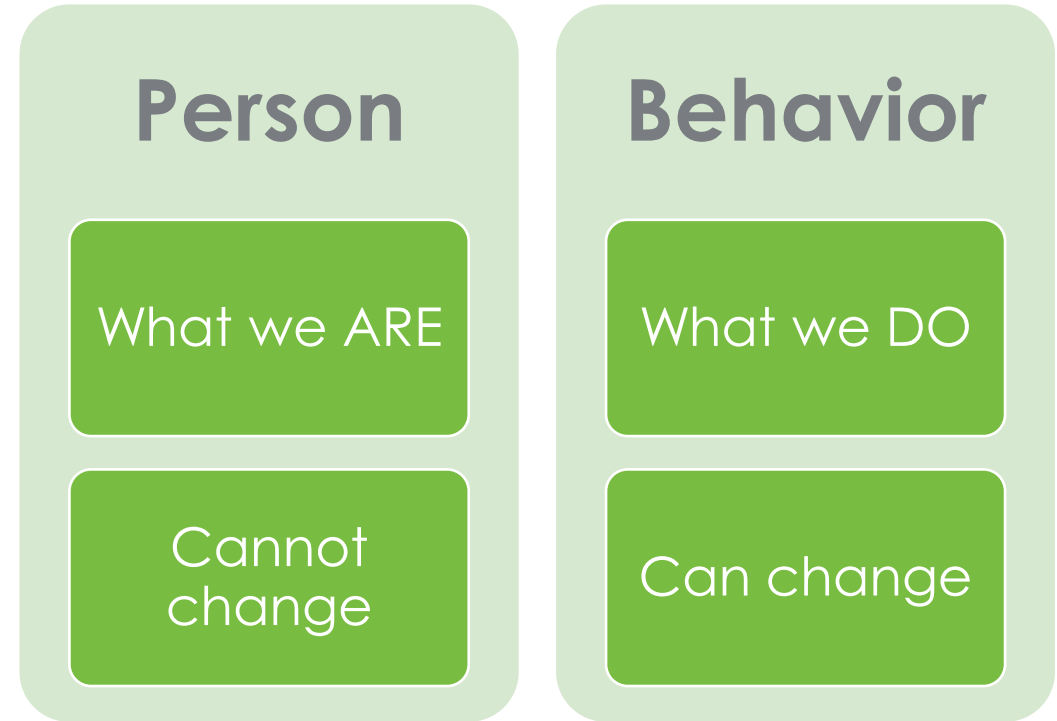


Adapted by Stan Sonu, MD from Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience Model.

Separating the Behavior from the Person

It's about shifting the mindset:

- From “how is trauma created” to “how does the body get pushed to a point where it must mitigate or adapt”
- From “what is wrong with you” to “what has happened to you”



Responding to Trauma

Our role is to

- **ADDRESS** the impact of trauma that has already happened
- **PREVENT** new or traumatization
- **DISRUPT** the causes of future trauma

- » **De-escalation techniques**
- » **Trauma intervention**
- » **Trauma informed approach**
- » **Trauma informed care:**

SAHMSA defines as:

- Realizing impact of trauma on individuals, families, groups, organizations, understanding path to recover
- Ability to recognize signs and symptoms of trauma
- Integration of trauma knowledge into policies, program and practices
- Seek to avoid re-traumatization

Equity-Centered Trauma-Informed Education

Equity-Centered Trauma-Informed Education Framework developed by Alex Shervin Venet, MEd

Anti-racist, anti-oppressive

Asset-based

Systems-oriented

Universal and proactive

Human-centered

Social-justice focused

- » Shift from savior mentality to a mentality of unconditional positive regard and acceptance
- » Shift the questions from being about the student to being about the practice
- » Focusing on making lasting change through the shifting policies
- » Practicing equity-centered trauma-informed policy

Trauma-Conscious Approach

- Put equity at the center
- Prioritize systemic change without losing sight of small wins along the way
- Expand your knowledge and capacity
- Listen to marginalized communities



1-2-3 of Resilience

Bonnie Benard – Resilience: What We Have Learned

- 1) Caring Adult
- 2) High Expectation Messaging
- 3) Meaningful Contribution





3R's: Reminders, Repetition, Rituals

Let Us Know!

Open the camera on your mobile device to scan the QR code on the screen.

Complete this survey to help us continuously improve our learning sessions.

Time: 10 minutes or less



Resources and Support

- Digital Tools and Resources
 - Healthy Kids Blog
 - Events and Learning Opportunities
- ... and more!

Visit actionforhealthykids.org or email us at contactus@actionforhealthykids.org!





We are here to support you!

Reach out to contactus@actionforhealthykids.org!

Connect with Us!

Join in conversation discover fun activities and healthy recipes, learn of ways to get involved and take action!



@Action for Healthy Kids



@act4healthykids



@Act4HlthyKids



@act4healthykids



@Action for Healthy Kids



@action-for-healthy-kids



Next Steps

- » [Check out AFHK's event calendar](#) for additional learning sessions coming up including:
- » Start thinking about how you want to [celebrate Every Kid Healthy Week](#) – at school or at home.
- » [Complete the post-learning session](#) survey and let us know how we can best support you.

Questions?

Email us at contactus@actionforhealthykids.org

Our programs team is available to answer your questions, connect you with resources or put you in touch with another member of our team!



Every kid healthy, active and ready to learn

actionforhealthykids.org • 600 W. Van Buren St., Suite 720, Chicago, IL 60607 • 1.800.416.5136

References

<https://safesupportivelearning.ed.gov/school-climate-improvement> (National Center for Safe and Supportive Learning Environments)

<https://eric.ed.gov/?id=ED386327> (ERIC)

<https://www.rwjf.org/en/library/collections/aces.html> (Robert Wood Johnson Foundation)

<https://www.joiningforcesforchildren.org/what-are-aces/> (Joining Forces for Children)

https://www.cdc.gov/violenceprevention/aces/fastfact.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Ffastfact.html (CDC)

<https://www.nctsn.org/> (National Child Traumatic Stress Network)

<https://dovetaillearning.org/download/we-are-resilient/> (Dovetail Learning)



Every kid healthy, active and ready to learn

actionforhealthykids.org • 600 W. Van Buren St., Suite 720, Chicago, IL 60607 • 1.800.416.5136