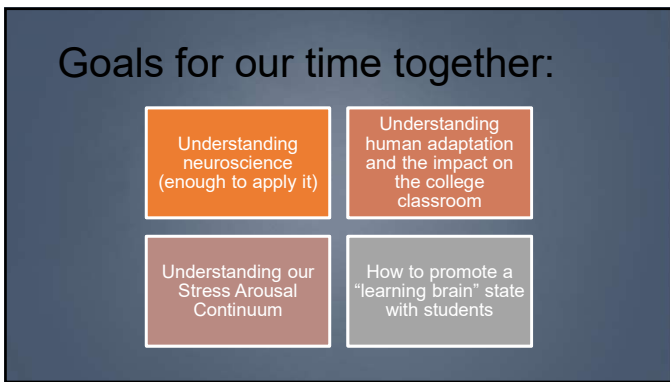
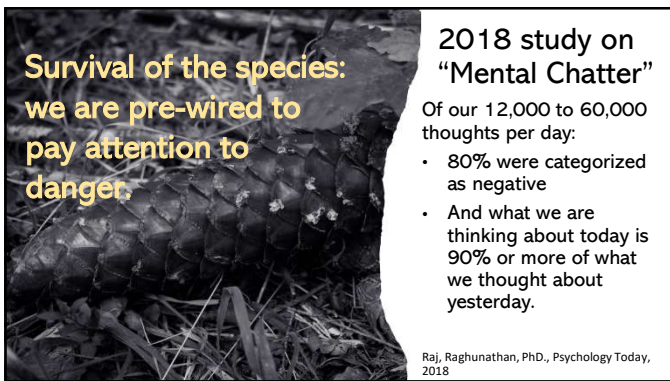



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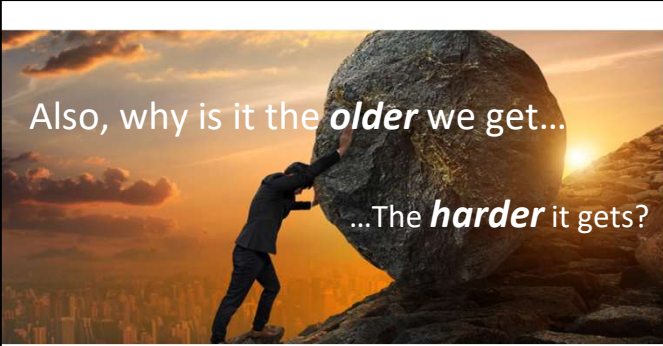


It turns out...

- We feel, and then we think. Not the other way around (even if the latter appears to be true for us, we might just be more regulated than others).
- If we are not feeling well (unsafe, unsure, depressed, anxious, and of course, ill) it is very difficult to think well.
- The brain works sequentially, and the order is this:

Regulate
Relate
Reason

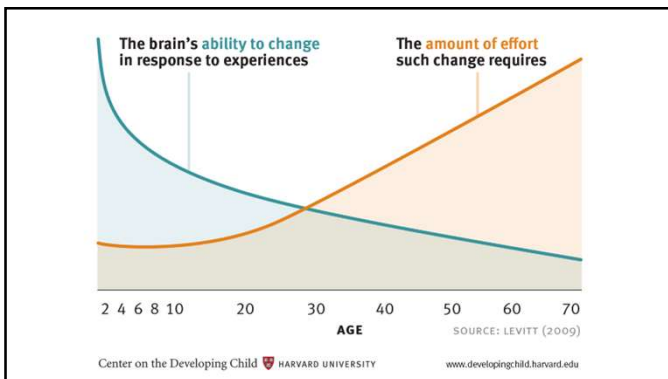
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Also, why is it the **older** we get...

...The **harder** it gets?

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UNDERSTANDING
Adverse Childhood Experiences
Building Self-Healing Communities






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01/12/14 **NEWS**


Early Adversity Increases Physical, Mental, Behavioral Problems, Scientists Report

Centers for Disease Control & Prevention, Kaiser Permanente Study
Over 17,000 study participants

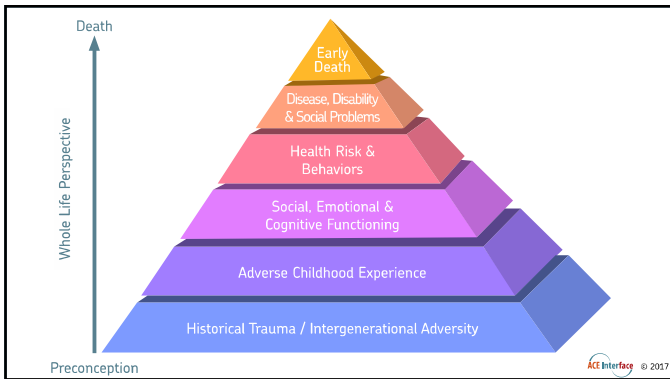
The ACE Study confirms, with scientific evidence, that adversity early in life increases physical, mental and behavioral problems later in life.

Dr. Robert Anda & Dr. Vincent Felitti
Investigators

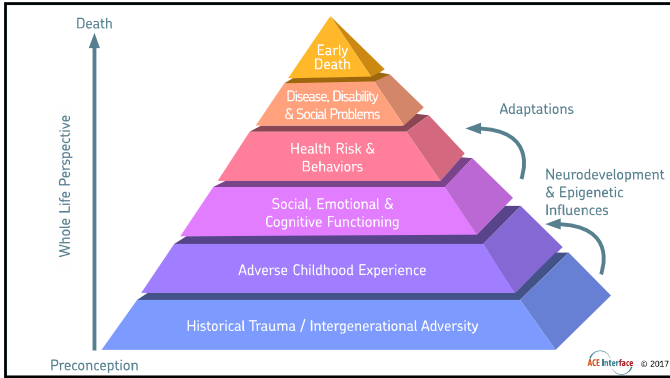


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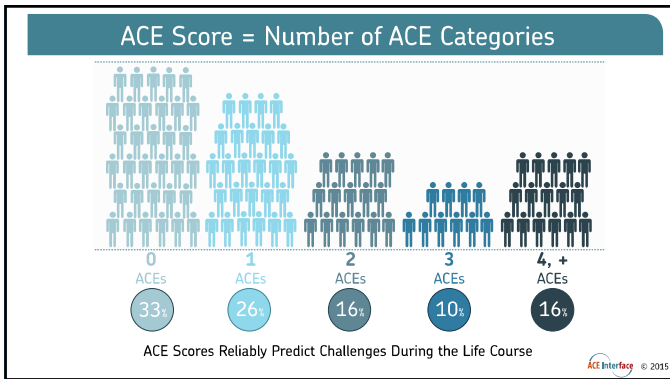
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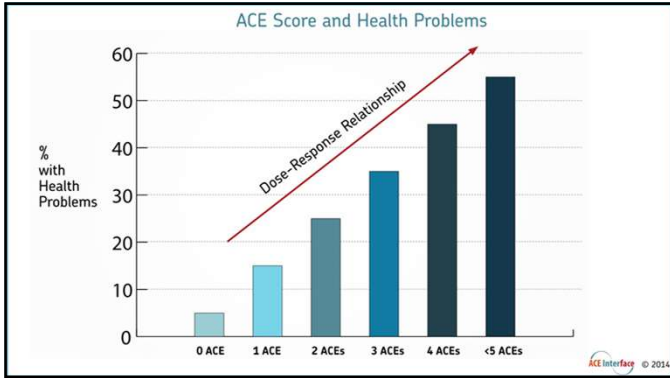
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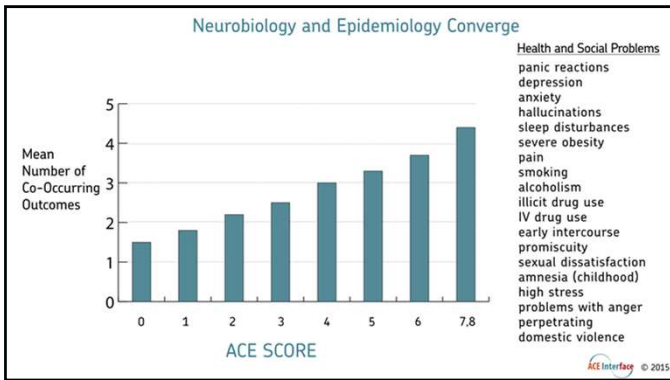
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EXAMPLES OF ACE-ATTRIBUTABLE PROBLEMS

Alcoholism & Alcohol Abuse	Liver Disease
Chronic Obstructive Pulmonary Disease	Mental Health Problems
Coronary Heart Disease	Obesity
Depression	Sexual Behavior Problems
Drug Abuse & Illicit Drug Use	Smoking
Fetal Death	Unintended Pregnancy
Intimate Partner Violence	Violence
	Workplace Problems

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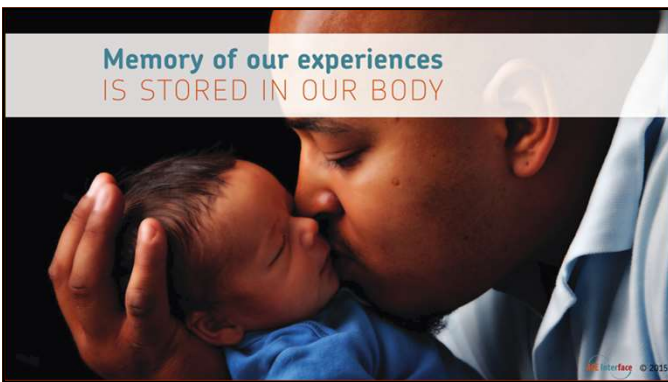
Bottom Line

- Early development and adaptation neurologically changes how we interact with the world and strongly influences our adulthood choices (patterns of behavior)
- Tendency to quick activation can mean coping behaviors, seemingly automatic reactions, and adult health problems
- Serious childhood trauma (one in four experience this) can impact our immune system and stress tolerance



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Memory of our experiences IS STORED IN OUR BODY

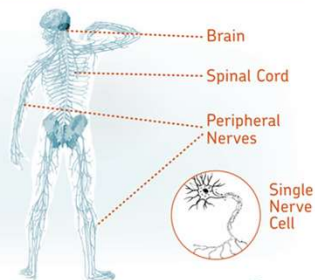


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HUMAN NERVOUS SYSTEM

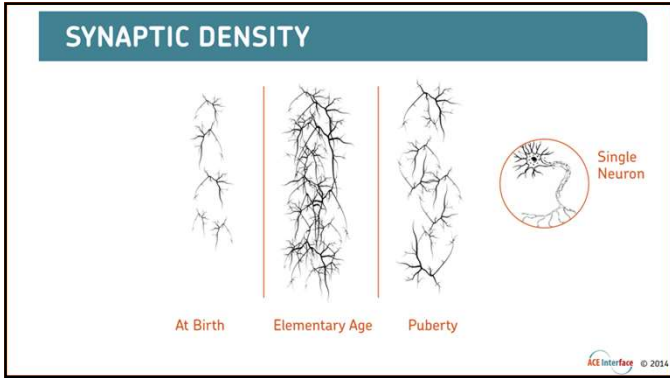
Nervous system
ORCHESTRATES BODY
FUNCTIONS & PERCEPTIONS

Neuroscience
HELPS US UNDERSTAND WHY
A C E S
ARE SO POWERFUL

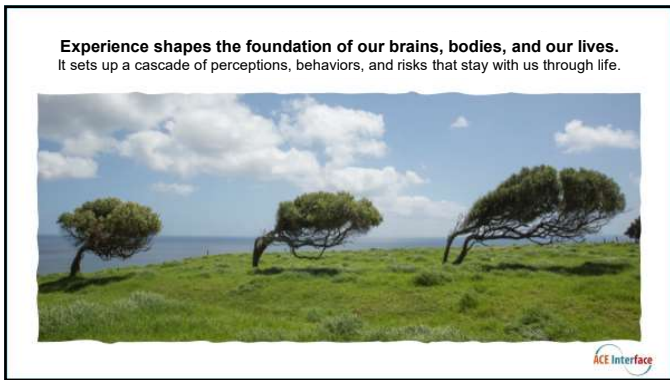


ACE Interface © 2014

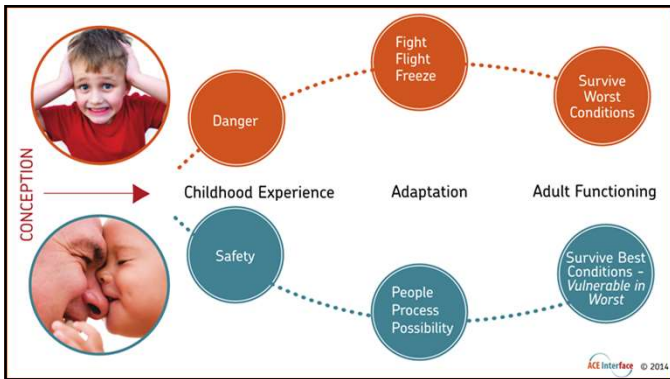
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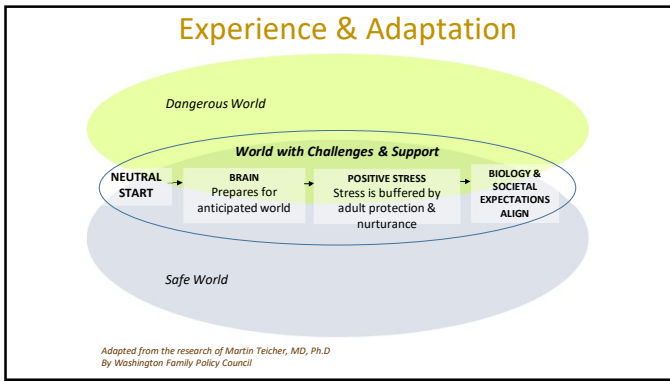
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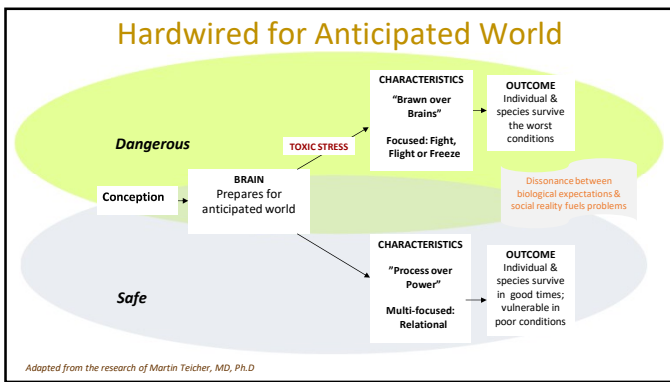
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Core Protective Systems

- Capabilities
- Attachment & Belonging
- Community Culture Spirituality

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”


Ann Masten, 2009

ACE Interlag © 2014

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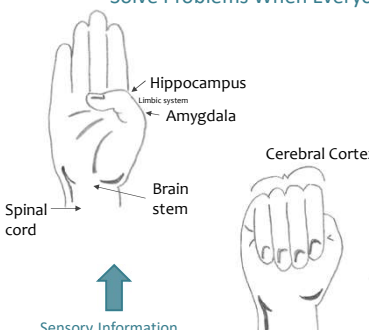
Core Principles of a Trauma-Informed System of Care

- **Safety** – ensuring physical and emotional safety
- **Trustworthiness** – maintaining appropriate boundaries and making tasks clear
- **Choice** – prioritizing choice and control (for people who have had control taken away, having small choices makes a big difference)
- **Collaboration** – maximizing collaboration
- **Empowerment** - prioritizing empowerment and skill-building



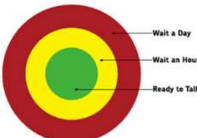

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Solve Problems When Everyone Can Think Clearly



Sensory Information ↑

Trauma-Informed Conversation



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Before we dive a little deeper...

- What is coming up for you?
- What is your mind thinking about?
- What questions do you have?
- What do you want to learn more about?
- How might this information be useful to your teaching?

- One minute of silent reflection
- Then, with 2 or 3 people, share what you feel comfortable sharing.

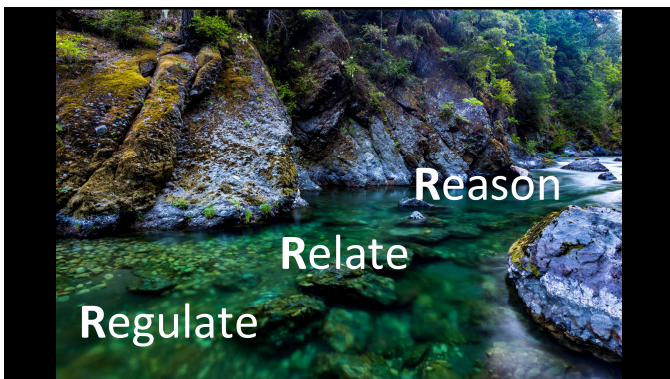
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Neurosequential Model In Education

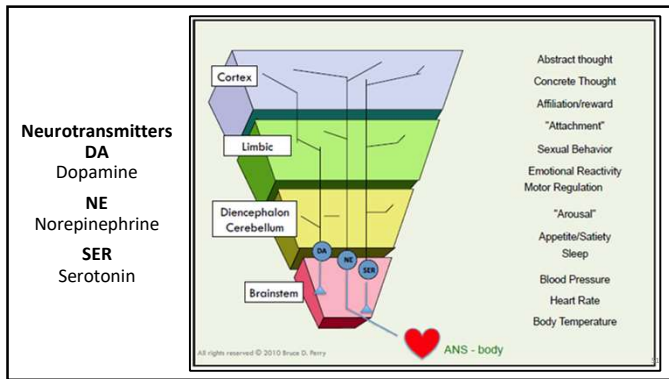
Shedding some light on what is happening inside our students (and all of us!).



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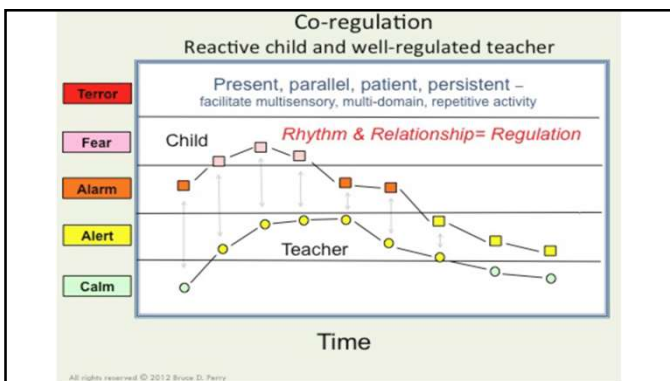
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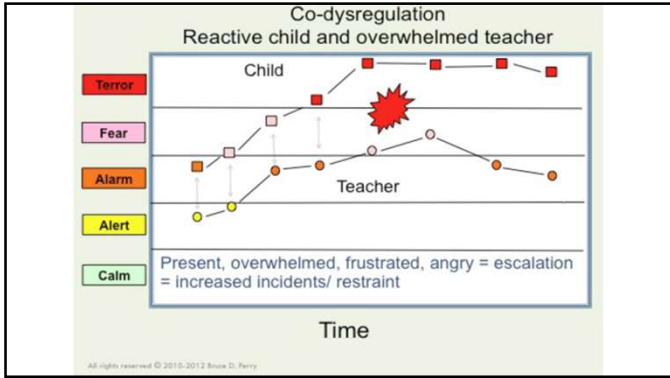
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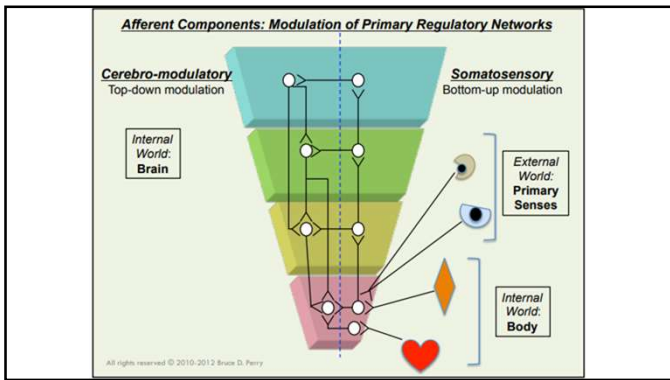
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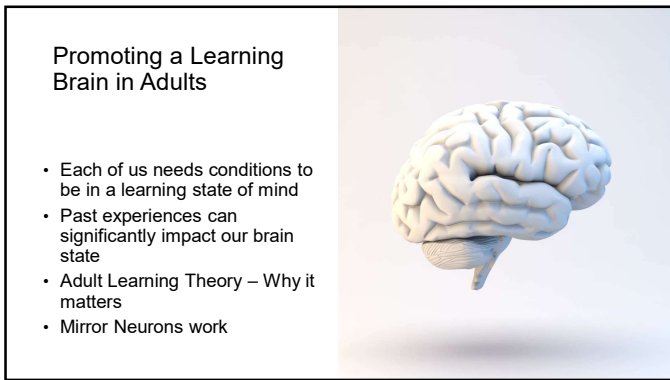
Changing Behavior

- **Rehearsed neural pathways** are strongest (even if not preferred)
- **New patterns** must be practiced in **State 2** (and even 3 to some extent)
- With **regular stimulation**, without slipping into State 4, we can train the brain for a new pathway
 - In the brain-hand model, think half-flipped
 - Regular practice creates **tolerance** and **resilience**

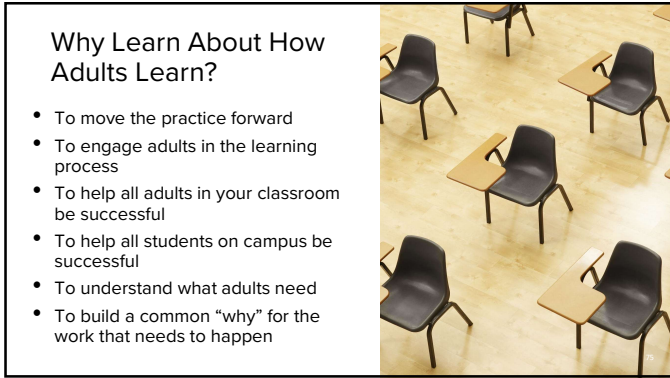
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FACTORS TO CONSIDER

1. **Time:** available time, time of day
2. **Audience:** familiarity, ability, formal, attitude, size
3. **Purpose:** interaction, fears/agendas, team, laughs
4. **Sensitivity:** memories, embarrassment

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Adult Learners

- Want to know the reason **why**
 - Important
 - Effectiveness
 - Life quality
- Seen as capable of **Self-direction**
 - Natural
 - Resist force
 - Cognitive dissonance
- Diverse **Experience** and Expertise
 - Connect to it
 - Accurate/inaccurate

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Adult Learners

- Ready when they "**Need to Know**"
 - Correlate to vocational development, "perceived needs"
- Want learning in **Context of Real-life**
 - Solve problems, perform better, reinforce connection
- Influenced more by **Intrinsic Motivations**
 - **Intrinsic:** desire to improve, resist learning that violates adult learning principles, advancement, their attitude
 - **Extrinsic:** Raises, better jobs, their "perceived" ability, time constraints

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Bonus: Adult Educators...

- Help adults know **Why**
- **Engage** adults in the learning
 - active participation, demonstration insufficient, provide practice (even coaching)
- Connect to **Experience-Job**
 - realistic and relevant, avoid ambiguity

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Bonus: Adult Educators...

- Create a **Safe Environment**
- **Vary Pace and Instructional Methods**
 - Keeps adult learner interest high
 - Mix in discussion, simulation, problem-solving
 - Case-study, role-playing (modeling vs springing roleplaying on the participants)
- Adopt the **Role** of a **Facilitator**
 - Makes the trainer more approachable
 - We are suspicious of “founts of knowledge”

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Thinking about teaching adults...

- With a partner, discuss these adult educator ideas: Role of ACES, neuropathways, the Stress Continuum, Adult Learner qualities
- Think of a time when you experienced a presenter who did not attend to these concepts. What was the impact?
- If your students aren't getting what you need them to get, what could you do differently, based on the science?

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