

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

ECASD HOMELESS STUDENTS

MEMORIAL HIGH SCHOOL

MARCH 13, 2018

Professional Development – Homeless Emphasis

Memorial High School

March 13th 2018

Preparations before session:

- Inform staff to bring technology with internet access to session to use briefly (iPad, Chromebook, cell phone)
- Prepare computer, overhead projector, screen, and internet access
- Cue PowerPoint and Playspent.org

Session:

5 min. Get settled and very brief introduction of Dani Claesges and our focus today: Culturally Relevant practices when working with kids who are homeless or ‘things just don’t seem right’, which all falls under PBIS, which is a part of our Multi-level Systems of Support. As we continue building these systems in our district, we work towards ANY student that walks through our classroom and office doors to have that safe and predictable environment and be successful, no matter what is going on in their lives.

5 min. Give Memorial and district numbers and information on what homelessness looks like. Talk about ACEs and Maslow’s Hierarchy of School Needs.

5 min. Talk about protocol for getting information to their counselor as soon as possible. They will be able to talk with the student more and find out what is going on. If it’s a homeless situation they’ll be referred to the homeless program, but not matter what is going on it’s important to get them in contact with that support asap.

Briefly touch on being at peace with not knowing all or any of the information and just knowing that something is not right, but still ready to support that student while they’re going through a tough time by providing a Supportive Learning Environment for them. **(SHARE STORY ABOUT KIT’S EXPERIENCE)- never have to apologize, always be Kind and Respectful.** Every student walks through our doors is a unique person with unique past and present experiences, and we can’t expect that working with them in only one way and having only one set of expectations will meet their learning needs and allow them to be successful. EXAMPLE: Expecting your students to go home and use the internet, expecting them to go home and finding time to do homework, expecting them to walk through your classroom door ready to learn. And the great thing is, we know our students better than anyone because we see them every day.

5 min. So what do you do when a student or parent/guardian shares with you their struggles?

Watch Brene Brown’s video: <https://www.youtube.com/watch?v=1Evwgu369Jw>

Remind staff that a number of our families have a different monthly income and socio-economic environment than we do and Eau Claire community on a whole has reported that over 47% of our community reports an income level close to or below the poverty line. It’s important to make sure that our behavior does not look like to a student or parent that we’re out of touch with their daily reality. Be looking for ways to connect all the time and build those relationships. We find things in common and relate appropriately to parents - a powerful way to enhance relationships for the good of the student.

10 min. – So how do you continue to SUP-UP your classrooms? TELL DELONG TEACHERS AND NORTH 5-QUESTIONS STUDENT STORY.

-Tell staff they have 5 minutes to brainstorm anything they're already doing or can do for students who walk through their door. Be WILD and THINK OUTSIDE THE BOX, BECAUSE YOUR STUDENTS WHO NEED THESE ARE OUTSIDE THE BOX. What can you do in your classrooms to enhance your Supportive Learning Environment?

-Have each table share one great idea or practice, and tell them we'll be taking all the lists and compiling them so that everyone has all these great ideas and can use them as needed in your classroom with your unique students.

Most of you see our kiddos every day. The work you do affects these kids daily, good or bad.

As you go away from this experience, consider:

-How will we hold one another accountable and support each other to work towards providing the most supportive learning environment?

-How will people know you're using the ideas and info that came out of today? What will your classroom look like in 6 months as a result of today's work? What will your school as a whole look like? What different outcomes will we see?

www.Playspent.org explanation



Memorial

- Reduced: 62 students (3.6% of students)
- Free: 348 students (20.1% of students)

ECASD

- Reduced: 555 students (5.2% of students)
- Free: 3618 students (34.1% of students)



- **MEMORIAL**

- 2017-2018: **26** STUDENTS HOMELESS
- 2016-2017: **37** STUDENTS HOMELESS

- **ECASD**

- 2017-2018: **152** STUDENTS HOMELESS
- 2016-2017: **369** STUDENTS HOMELESS



HOMELESSNESS IN THE CHIPPEWA VALLEY

- DOUBLED-UP
- EMERGENCY AND TRANSITIONAL SHELTERS
- MOTEL/HOTEL
- CAMPER OR TENT
- CAR

What's Your ACE?

Adverse Childhood Experiences Score

1. Did a parent or other adult in the household often ...

Swear at you, insult you, put you down, or humiliate you? OR Act in a way that made you afraid that you might be physically hurt?

2. Did a parent or other adult in the household often ...

Push, grab, slap, or throw something at you? OR Ever hit you so hard that you had marks or were injured?

3. Did an adult or person at least 5 years older than you ever...

Touch or fondle you or have you touch their body in a sexual way? OR Try to or actually have oral, anal, or vaginal sex with you?

4. Did you often feel that ...

No one in your family loved you or thought you were important or special? OR

Your family didn't look out for each other, feel close to each other, or support each other?

5. Did you often feel that ...

You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? OR Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

6. Were your parents ever separated or divorced?

7. Was your mother or stepmother...

Often pushed, grabbed, slapped, or had something thrown at her? OR

Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? OR

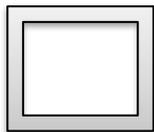
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

8. Did you live with anyone who was a problem drinker, alcoholic or who used street drugs?

9. Was a household member

Depressed or mentally ill or did a household member attempt suicide?

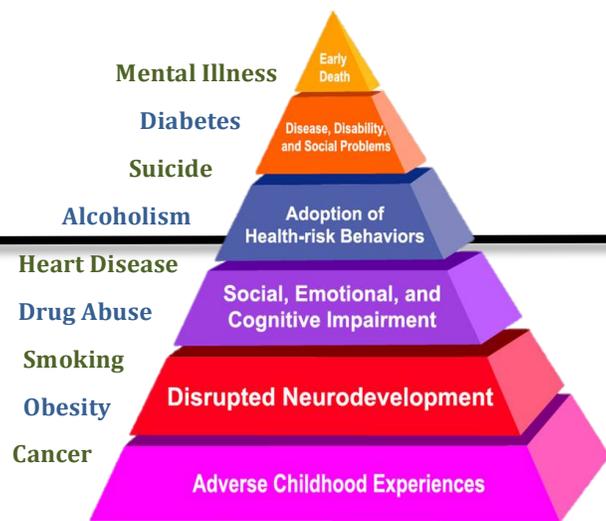
10. Did a household member go to prison?



Add up the all the 10 questions that you answered as **YES**. This is your ACE score. Score can be 0 – 10.



HANDS ARE FOR HOLDING
STOP SPANKING.ORG



What are the Health Risks?

The higher your ACE Score, the greater risk for long-term psychological and physical health problems. We can build resiliency within ourselves and in our children to help buffer against these negative outcomes.

The Adverse Childhood Experiences (ACE) Study is the largest longitudinal study of its kind to empirically demonstrate that various types of childhood toxic stress increase the risk for physical and mental disease in adulthood. As your ACE score increases, so does the risk of disease and emotional problems. ACEs are very common.

Household dysfunction

Substance Abuse	27%
Parental Separation/Divorce.....	23%
Mental Illness	17%
Battered Mother	13%
Criminal Behavior.....	6%

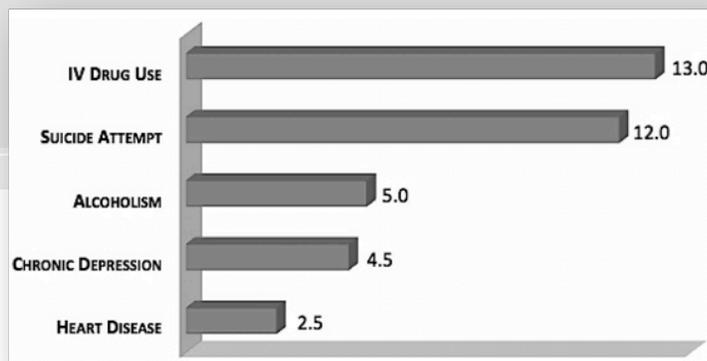
Abuse

Psychological	11%
Physical	28%
Sexual.....	21%

Neglect

Emotional.....	15%
Physical.....	10%

For example, with an ACE score of 4 your risk for heart disease is 2½ times greater and your risk for abusing alcohol is 5 times greater!



Learn more about
the ACE study:

How Do I Develop Resiliency?

ACEs increase our risk of experience a range of mental and physical health problems. Resiliency creates a buffer that protects us from these risks. Building our own resiliency also helps us develop resiliency in our children. How are you resilient and where do you need more support?

Relational Health (Relational Reward)

How good do our relationships make us feel? If relationships are unpredictable, or we are afraid to seek compassion and support from others, then we will have to rely on other, less effective ways, to feel good.

- I have good friends who support me.
- I have mentors or someone who shows me the way.
- I feel secure in my close relationships.
- I am empathetic to others.
- I trust my close friends.
- My role as a caregiver/provider is important.
- I feel like I belong in my community.
- I am lovable.
- I regularly reach out those I trust for comfort when I'm distressed.
- I can ask for help.
- It is OK if some people do not like me.
- I am able to say no.

Sensory Reward

These questions help clarify if you are able to enjoy healthy sensory reward in a way the consistently restores your sense of wellbeing. We may rely too heavily on sensory reward to feel better, due to problems with self-regulation and/or our relationships.

- I have a hobby that I enjoy.
- I have a satisfying love life.
- I enjoy regular physical contact with my loved ones.
- I enjoy listening to music, singing, playing an instrument.
- I regularly enjoy moving in my body.
- I eat when I am hungry, drink when I'm thirsty, sleep when I'm tired.
- My weight is within a healthy range.
- I have few or no alcoholic drinks, 1 or less daily.
- I do not use tobacco: smoke, chew, dip
- I eat a healthy diet most days, 5 fruits/vegies.

Advanced Mind

Our advanced mind develops best when our bodies feel good and our relationships nourish us. These are the conditions that help us to develop the most human part of our brain that feels empathy toward the world and ourselves. It is our "big picture" thinking. When this part of our brain is engaged, we can tolerate life's difficulties more easily, and stay connected to others even if we're suffering.

- I practice mindfulness or meditation.
- I am creative.
- I communicate effectively with others.
- I try many different ways to solve a problem.
- I enjoy learning and seek out new knowledge.
- I am open to new ideas.
- I can usually find something to laugh about.
- I express my emotions.
- I am flexible.
- My life has meaning.
- I am a friend with myself.
- When I make plans, I usually follow through.

Self-Regulation

What is your baseline level of arousal and reactivity that you experience both in a physical (elevated heart rate, breathing, perspiration, respiration) and emotional way?

- I can calm myself down.
- I usually wake up feeling refreshed.
- I exercise 2+ times a week.
- I regularly engage in breath centered activities (yoga, tai chi, qigong, walking, running)
- I have the energy I need to do the things that are important to me

Watch a free webinar to learn more about **resiliency** and the meaning of this assessment:



For more information, contact:

Robbyn Peters Bennett, LPC

www.RobbynPetersBennett.org
robbypeters@outlook.com
(503) 288-8313

<https://stopspanking.org/nip/resiliency/>

STRESS & EARLY BRAIN GROWTH

Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas -- a list is shown below -- that result in toxic stress that can harm a child's brain. This toxic stress may prevent child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by another child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or any other form of discrimination
15. Being homeless
16. Natural disasters and war

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

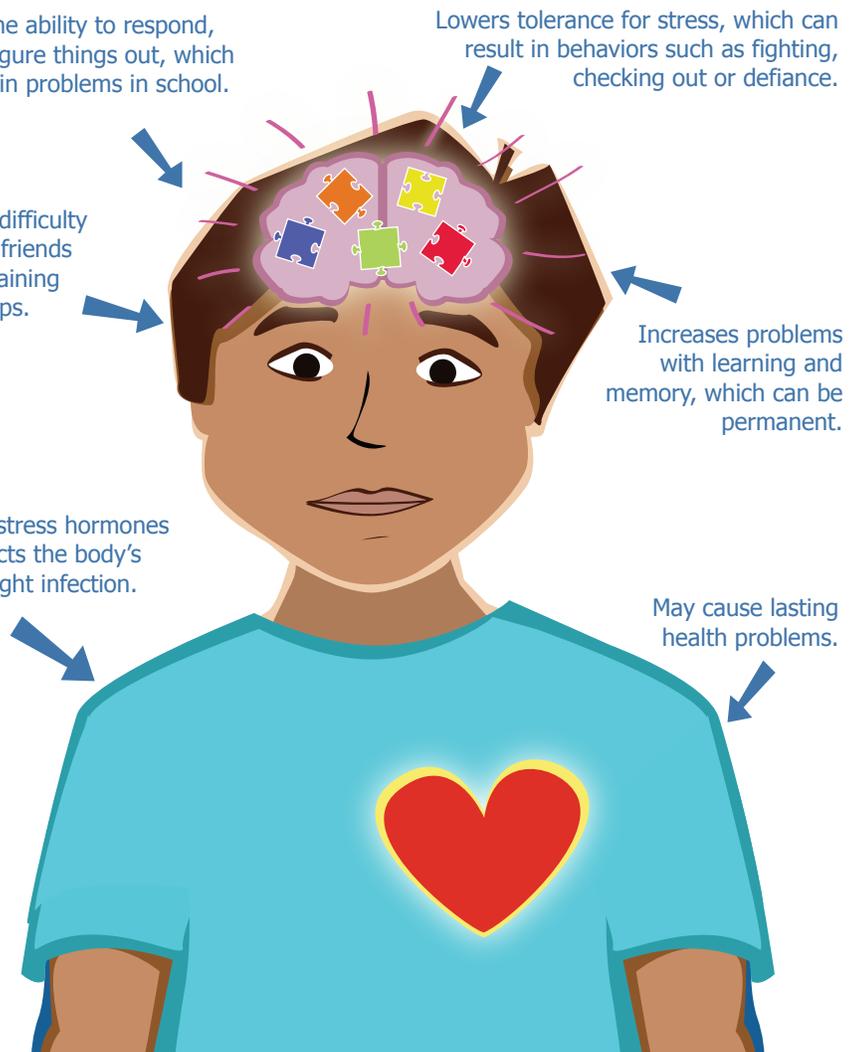
Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.

Increases difficulty in making friends and maintaining relationships.

Increases problems with learning and memory, which can be permanent.

Increases stress hormones which affects the body's ability to fight infection.

May cause lasting health problems.



A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority. In other words:
"I can't hear you! I can't respond to you! I am just trying to be safe!"

The good news is resilience can bring back health and hope!

What is Resilience?

Resilience is the ability to return to being healthy and hopeful after bad things happen. Research shows that if parents provide a safe environment for their children and teach them how to be resilient, that helps reduce the effects of ACEs.

Resilience trumps ACEs!

Parents, teachers and caregivers can help children by:

- Gaining an understanding of ACEs
- Helping children identify feelings and manage emotions
- Creating safe physical and emotional environments at home, in school, and in neighborhoods

What does resilience look like?

1. Having resilient parents

Parents who know how to solve problems, who have healthy relationships with other adults, and who build healthy relationships with their children.

2. Building attachment and nurturing relationships

Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical and emotional needs.

3. Building social connections

Having family, friends and/or neighbors who support, help and listen to children.

4. Meeting basic needs

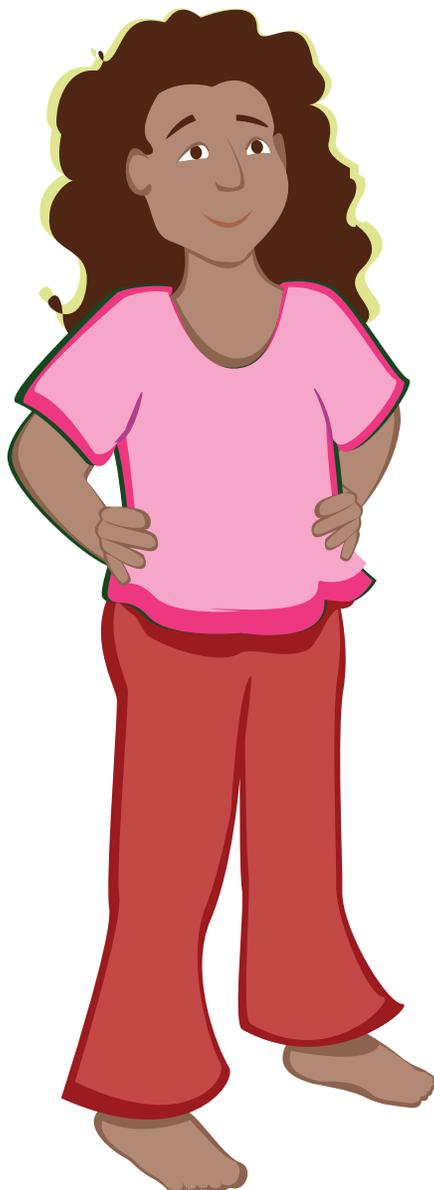
Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education.

5. Learning about parenting and how children grow

Understanding how parents can help their children grow in a healthy way, and what to expect from children as they grow.

6. Building social and emotional skills

Helping children interact in a healthy way with others, manage their emotions and communicate their feelings and needs.



Resources:

ACES 101

<http://acestoohigh.com/aces-101/>

Triple-P Parenting

www.triplep-parenting.net/glo-en/home/

Resilience Trumps ACEs

www.resiliencetrumpsACEs.com

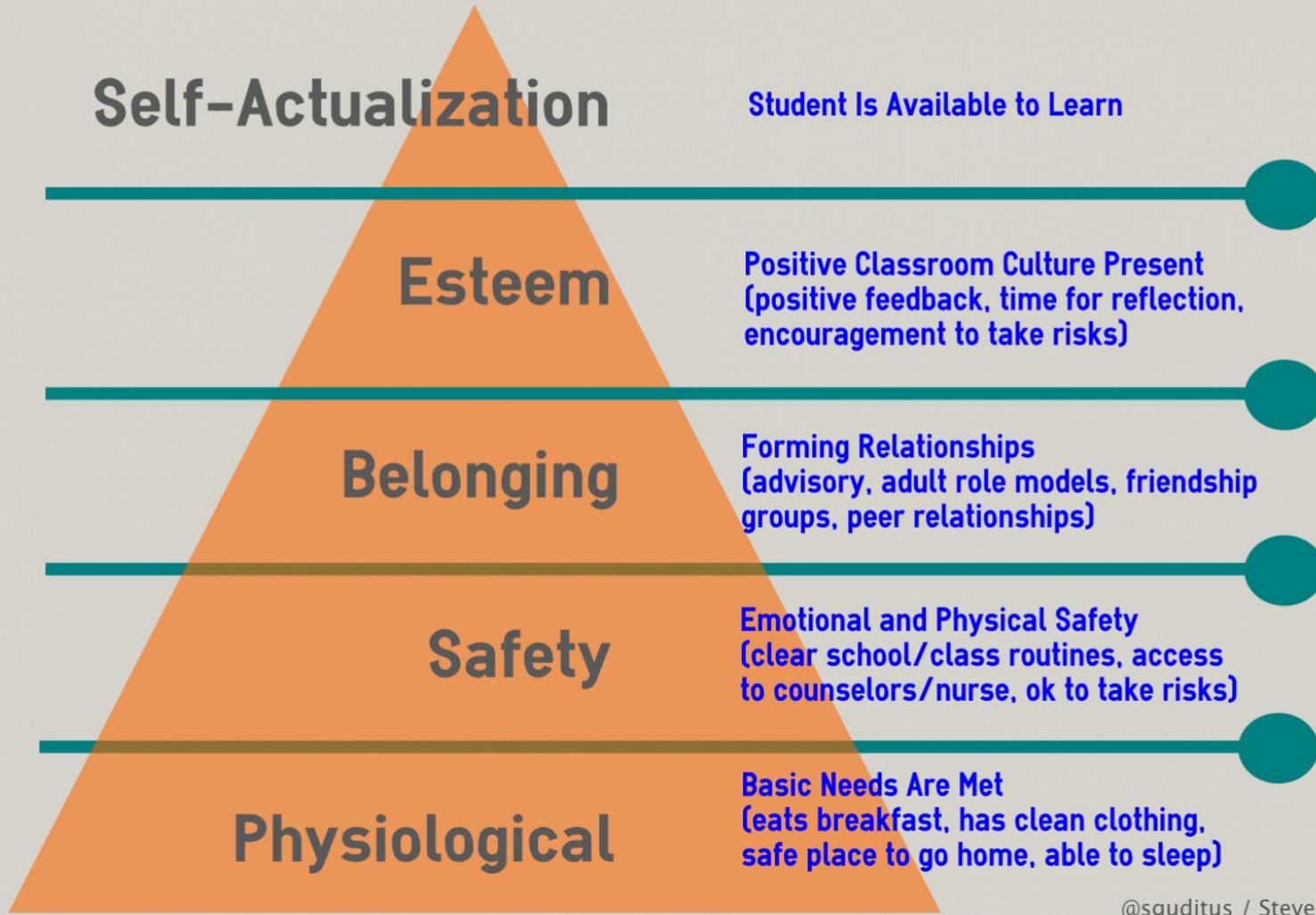
CDC-Kaiser Adverse Childhood Experiences Study

www.cdc.gov/violenceprevention/acestudy/

Zero to Three Guides for Parents

<http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/>

Maslow's Hierarchy of School Needs





SIGNS THAT SOMETHING'S JUST NOT RIGHT

- Tired/Sad/Angry
- Hungry/Poor Nutrition
- Unable to concentrate
- Social Decline
- Missing necessities
- Missing/incomplete homework
- Declining/Poor Health
- Wearing the same clothes
- Attendance issues
- Loss of school materials
- Hygiene concerns

BRENÉ BROWN ON EMPATHY -

<https://www.youtube.com/watch?v=1Evwgu369Jw>



**SO HOW CAN YOU
SUPE UP YOUR LEARNING
ENVIRONMENT?**





thank you,
teachers...



for being
someone's
Hero.



The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text 'PLAYSPENT.ORG' is centered in the middle of the image.

PLAYSPENT.ORG

Ways to support MHS students within your learning environment

- ✚ Have conversations with your students instead of saying, “get to work”
- ✚ Build relationships with your students (you will learn so much about them!)
- ✚ Take notice of signs & concerns and connect with their counselor asap
- ✚ Create a shame-free way for students to ask for things needed
(online request form?)
- ✚ Snacks in rooms, let students know they’re available
- ✚ Mini school supply shelf in classrooms and Student Services office
- ✚ Keep copies of community resource flyers in classrooms
- ✚ Easily accessible hygiene items for students
- ✚ Journal time to help handle their situation and emotions
- ✚ Scholarships for AP tests, fieldtrips for students non-Free & Reduced qualified
- ✚ Allow students to have tough days, provide alternative plan
- ✚ Share your own stories
- ✚ Weekend Kids Meals for Memorial students
- ✚ Support the Giving Tree and recommend students to counselors
- ✚ Provide a questionnaire to your students on first day of new class and/or semester
- ✚ Give “I would like my teacher to know...” opportunities often (journals?)
- ✚ Evaluate and maintain your safe learning environment

- ✚ Allow extra time for (or exempt from) completing work, as appropriate
- ✚ Build in 'work time' during class
- ✚ Modify assignments
- ✚ Be flexible with assignment/performance requirements, as appropriate
- ✚ Be understanding, not judging
- ✚ Provide clothing (extra sweatshirts, P.E. clothing, winter hats & gloves)
- ✚ Allow students to create a 'give-and-take' box to donate and grab items as needed
- ✚ Start each class with something light-hearted (joke of the day, fun question)
- ✚ Promote charitable community events and volunteer opportunities
- ✚ Invite community guests to speak about ways to help our community
- ✚ Host a classroom donation drive (food, blankets, school supplies, etc.)
- ✚ Don't assume all students have access to technology, especially for homework assignments
- ✚ Host a school charitable event to generate scholarship funds
- ✚ Equip students with assistance info, especially before an extended school break
- ✚ Laundry option at school
- ✚ Practice empathy, not sympathy