



Connection Before Expectation

Army Ad

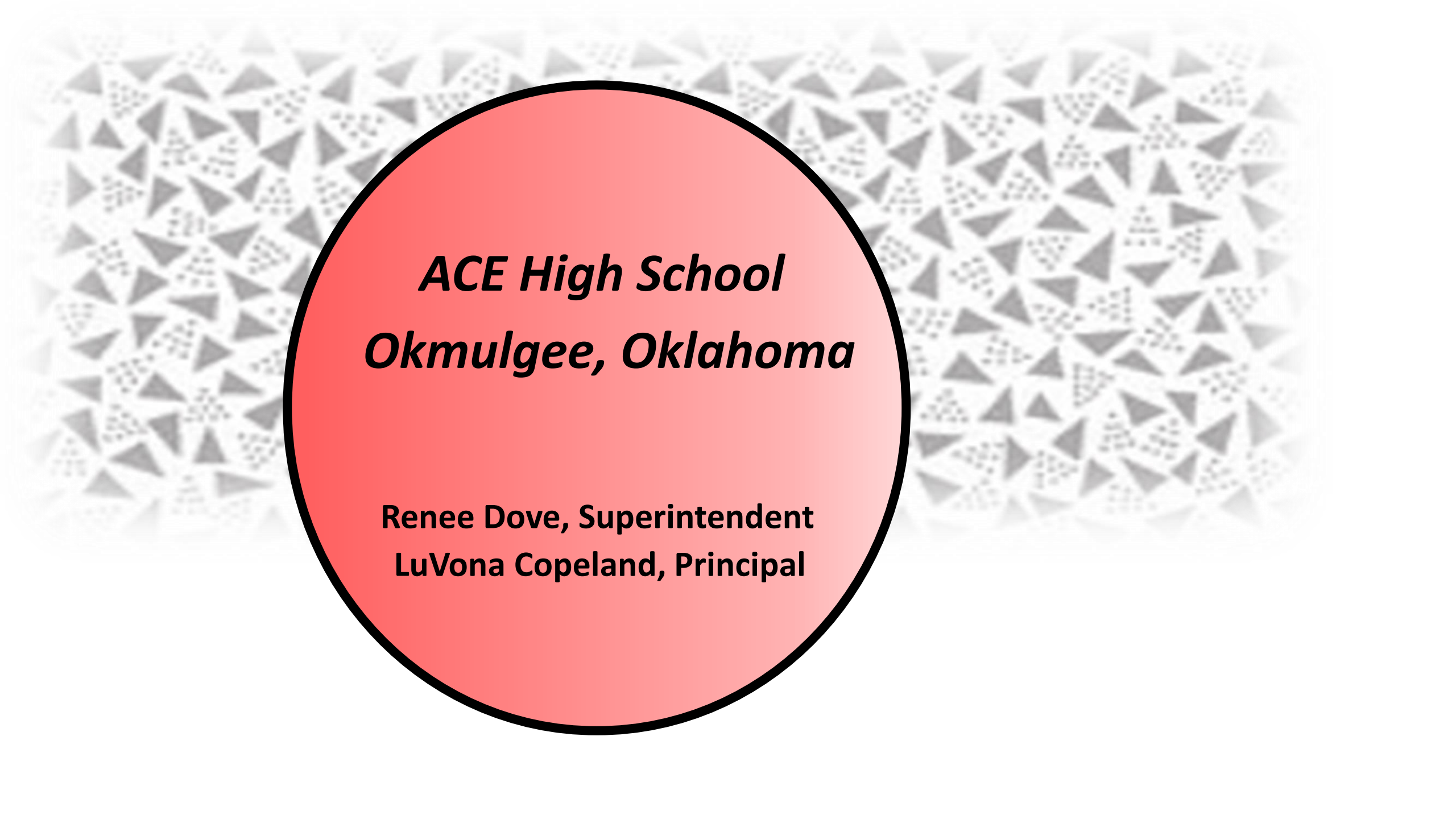
Success

Implementation

Trauma

*ACE
High
School*

*Advanced Contemporary
Education using a
Trauma Informed Approach*



***ACE High School
Okmulgee, Oklahoma***

**Renee Dove, Superintendent
LuVona Copeland, Principal**



***Advanced
Contemporary
Education***

Okmulgee ACE High School is a personalized, blended-learning environment: not only where students are able to dynamically customize their schedule and education, but also where students are nourished toward a culture of success.



Advanced & Contemporary

- **Analytical thinking skills**
 - **Problem identifiers**
 - **Problem solvers**
- **“How to Learn”**
- **Advocate for/own education & selves**
- **Soft skill development**



Nourishing Students

- **Mentoring**
- **Success Coaching**
- **Mindfulness**
- **Values Coaching**
- **Education/Career Planning**
- **Wrap around services**



Wrap Around Services

- **Therapist on Site**
- **Laundry**
- **Clothes**
- **Food Pantry**
- **Personal Hygiene**

Factors in ACE's Birth

- **Gallup Poll:**
 - **8th Grade: 66% Hopeful**
 - **10th Grade: 33% Hopeful**
- **Persistence Rate**
 - **6 Year Average**
 - **Post Secondary Degree**



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Adverse Childhood Experiences (ACEs)

**CDC Definition:
Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18.**



Adverse Childhood Experiences

- **Abuse**
- **Household Challenges**
- **Neglect**



Abuse

- **Emotional**
- **Physical**
- **Sexual**



Household Challenges

- **Mother treated violently**
- **Substance abuse in household**
- **Mental illness in household**
- **Parent separation or divorce**
- **Incarcerated household member**



Neglect

- **Emotional Neglect**
- **Physical Neglect**



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***National Child Trauma
Stress Network***

**Child Trauma
Toolkit for
Educations 2008**

[http://tsaforschools.org/_static/tsa/uploads/files//child trauma toolkit final.pdf](http://tsaforschools.org/_static/tsa/uploads/files//child%20trauma%20toolkit%20final.pdf)

Suggestions for Educators

- Maintain usual routines. A return to “normalcy” will communicate the message that the child is safe and life will go on.
- Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate.
- Increase the level of support and encouragement given to the traumatized child. Designate an adult who can provide additional support if needed.
- Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive— consequences.
- Recognize that behavioral problems may be transient and related to trauma. Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.
- Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.
- Give simple and realistic answers to the child’s questions about traumatic events. Clarify distortions and misconceptions. If it isn’t an appropriate time, be sure to give the child a time and place to talk and ask questions.
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child. For example, victims of natural storm-related disasters might react very badly to threatening weather or storm warnings. Children may increase problem behaviors near an anniversary of a traumatic event.
- Anticipate difficult times and provide additional support. Many kinds of situations may be reminders. If you are able to identify reminders, you can help by preparing the child for the situation. For instance, for the child who doesn’t like being alone, provide a partner to accompany him or her to the restroom.
- Warn children if you will be doing something out of the ordinary, such as turning off the lights or making a sudden loud noise.
- Be aware of other children’s reactions to the traumatized child and to the information they share. Protect the traumatized child from peers’ curiosity and protect classmates from the details of a child’s trauma.
- Understand that children cope by re-enacting trauma through play or through their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.
- Although not all children have religious beliefs, be attentive if the child experiences severe feelings of anger, guilt, shame, or punishment attributed to a higher power. Do not engage in theological discussion. Rather, refer the child to appropriate support.
- While a traumatized child might not meet eligibility criteria for special education, consider making accommodations and modifications to academic work for a short time, even including these in a 504 plan. You might:
 - Shorten assignments
 - Allow additional time to complete assignments
 - Give permission to leave class to go to a designated adult (such as a counselor or school nurse) if feelings become overwhelming
 - Provide additional support for organizing and remembering assignments

Choice

Support

Limits

Behavior

Safe
Sharing



Choice

Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate.



Movement

Environment

- **Atmosphere**
- **Teacher/Success Coach**
- **Quiet/Noise**
- **Light/Dark**
- **How long in each space**

Pace

Individualized Pace

- **Accelerate when connections made**
- **Slow down when more time needed**
- **Student identifies when to change pace**
- **Student identifies pace for each course**

Content

- **Student determines daily work**
- **Student determines their courses**
 - **ICAP (Individual Career Academic Plan)**
 - **Courses based on long term goals**
 - **Green Country Technology**
 - **OSUIT**
 - **College of Muscogee Nation**
- **Student prioritizes content**



Support

Increase the level of support and encouragement given to the traumatized child.

Designate an adult who can provide additional support if needed.

Support

- **Each student assigned a mentor**
- **Meets with mentor weekly**
 - **Group**
 - **Individual**

Mentor Role

- **Makes sure student is on pace**
- **Point person for contact with parent**
- **Determines discipline**
- **Determines weekly meeting topic discussions**



Limits

Set clear, firm limits for inappropriate behavior and develop logical – rather than punitive – consequences.



***Connection
Before
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All based in relationship with Mentor

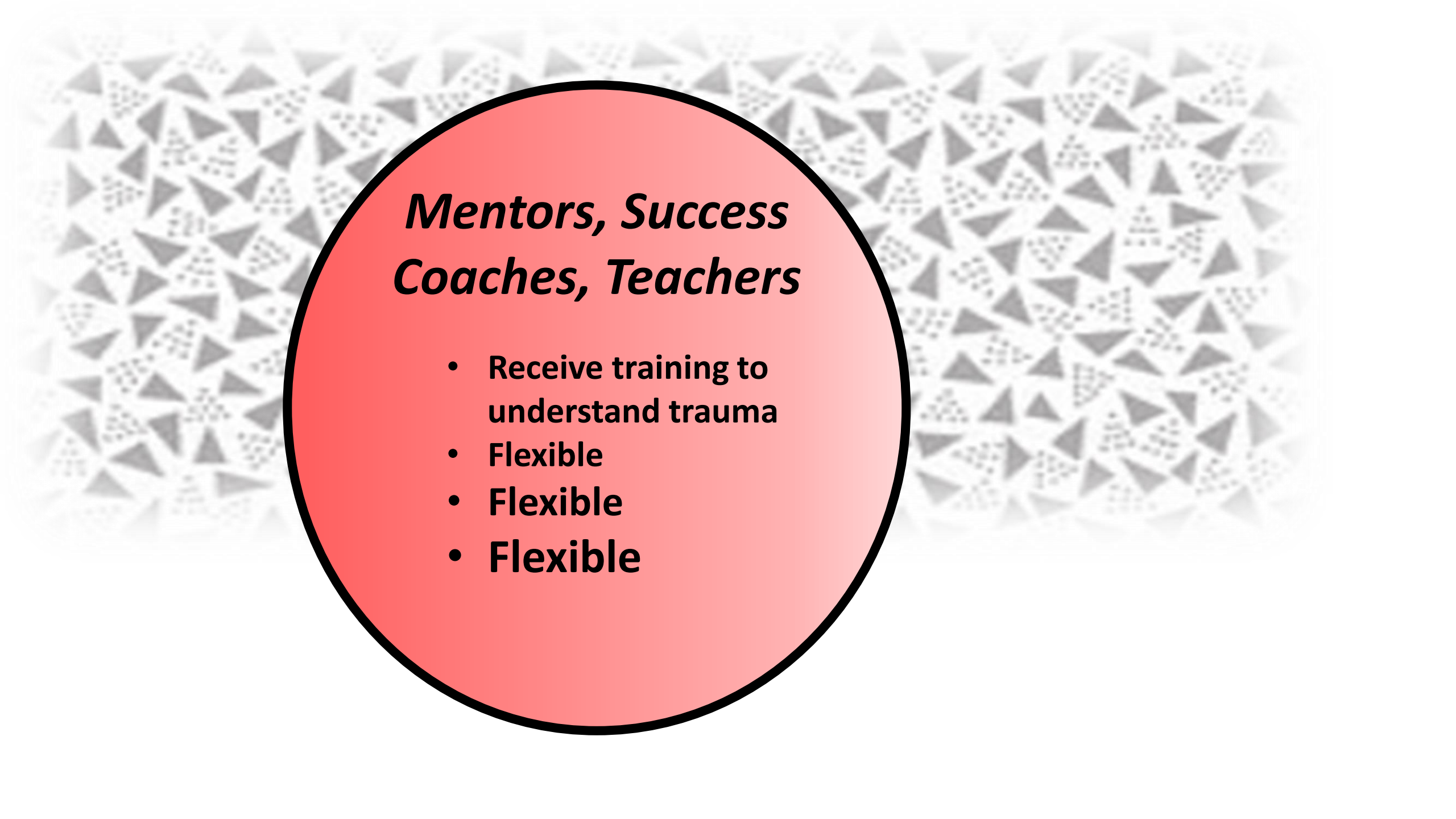
- **Expectations are clear**
- **Expectations developed in each Mentor Group**
- **Expectations are consistent throughout school**
- **Mentor has ability to set logical consequences**



Training

Recognize that behavioral problems may be transient and related to trauma.

Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.



***Mentors, Success
Coaches, Teachers***

- **Receive training to understand trauma**
- **Flexible**
- **Flexible**
- **Flexible**



Environment

Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.



Wrap Around Services

- **Therapist office housed at school**
- **Group therapy on site**



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Military Ads

Only show the uplifting side of military

But

We know the military is DIFFICULT

Freedom

- **Students do NOT know what to do with freedom**
- **Students don't pace themselves**
- **“Grey Area”**



Transition to ACE

First year with this flexibility



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*“In the Grey is
where the
Magic Happens”*

The Grey Allows For
FLEXIBILITY

Concurrent Education

- **OSUIT**
 - **80 Credit Hours**
- **Green Country**
 - **Certifications**
- **College of Muscogee Nation**



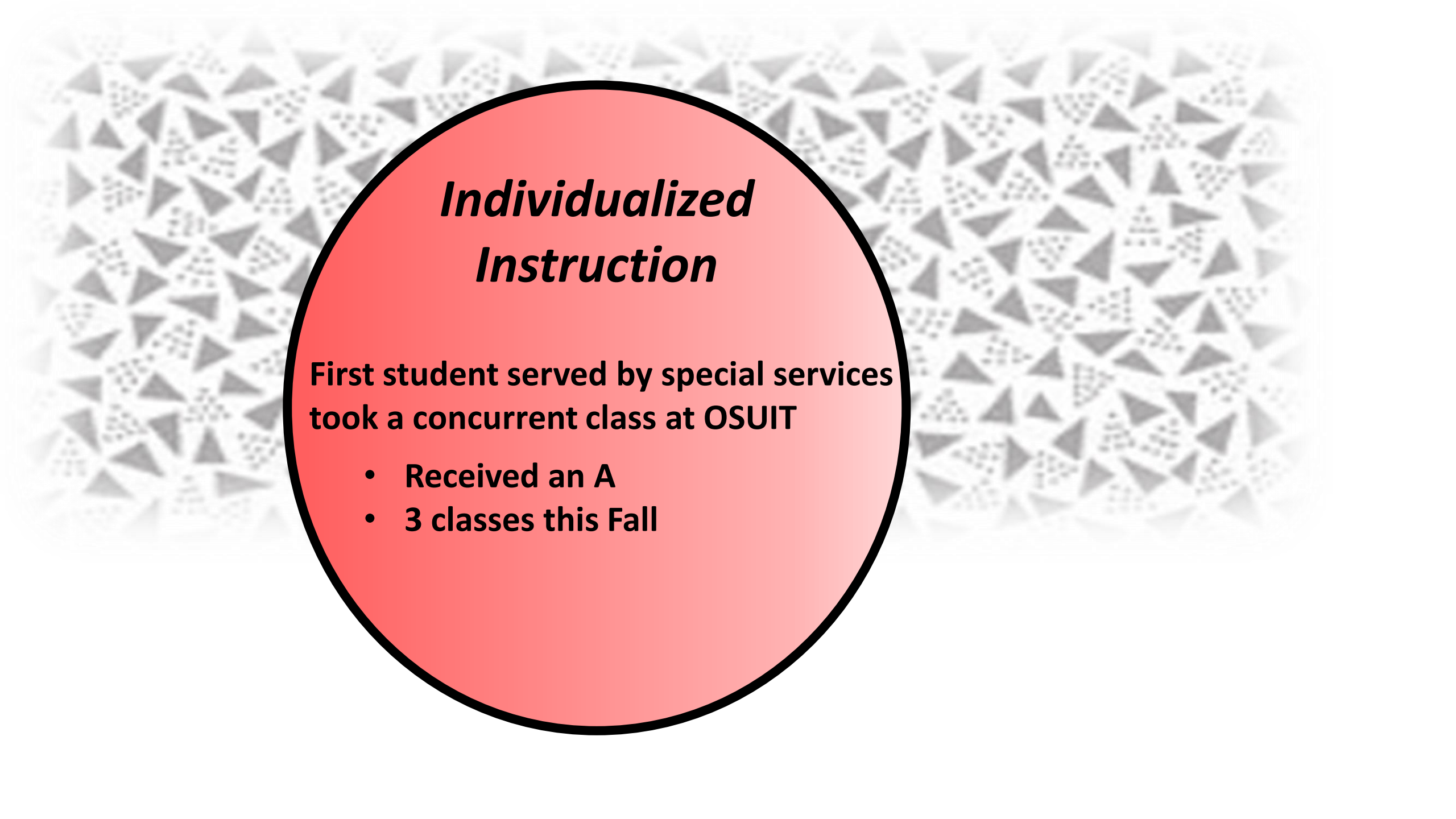
Community

Tours:

- **Reflection**
- **Stories**
- **Community**
- **Cross Peer Group Interaction**

Feedback

- **Immediate**
- **Not contained to a classroom**
- **Parent can see**



Individualized Instruction

**First student served by special services
took a concurrent class at OSUIT**

- **Received an A**
- **3 classes this Fall**



“Good Kids Flourish”

- **Served as a Page in Legislature**
- **Served on Okmulgee
Main Street Board**

Struggling Students

**Student always struggled with school
Student always struggled with emotions**

**Student is managing their emotions
Student is successful in school**

**They will graduate:
THAT is success for that student**



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