



ACES AND TRAUMA- INFORMED PRACTICES

Successful Solutions Professional Development LLC

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ECE Virtual Classroom
Online Courses for Early Childhood Educators



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ACEs and Trauma-Informed Practices

4 clock hours early childhood education

Course Description

Adverse Childhood Experiences create prolonged toxic stress. There are very serious effects of that toxic stress. It can severely harm brain development, lower immune system responses, rewrite a person's DNA, and make them susceptible to a plethora of health conditions. In childhood it can severely impact learning and development. This topic will discuss the differences between stress in adulthood and stress in childhood, as well as discuss how trauma effects behavior, social and emotional development, and cognitive development in children.

- **Washington STARS credit: Health, Safety and Nutrition (4 hours)**
- **CDA Content Area: Planning a Safe and Healthy Learning Environment (4 hours)**

CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes

- ✓ Discuss the difference between stress in adulthood and stress in childhood.
- ✓ Explain how reactions to stress change with age.
- ✓ Analyze an analogy for ACEs for fit.
- ✓ Identify support groups and resources for communities to help prevent ACEs.
- ✓ Discuss the effects of genetics and environment on childhood brain development.
- ✓ Explain myelination, the impact of negative experiences, and brain growth concepts.
- ✓ Identify the three main parts of the brain.
- ✓ Discuss how trauma effects behavior, social and emotional development, and cognitive development in children.
- ✓ Explain the correlation and cause of ACEs and future health effects.
- ✓ Compare brain plasticity and resiliency.
- ✓ Predict how ACEs can be prevented.

Course Content

1. Course Agenda
2. Stress Mountain



3. Kinds of Stress
4. Effects of Stress in Kids
5. Discussion: Comparing Stress (1/7)
6. Support Systems
7. Tightrope Walker Scenario (2/7)
8. The Brain
9. Brain Architecture
10. ACEs in Early Childhood
11. Blueprint for Brain Development
12. Nature vs Nurture ACEs (3/7)
13. Brain Growth and ACEs
14. Myelination
15. Brain Development (4/7)
16. Behavior and Brain Development
17. Social and Emotional ACEs
18. Cognitive Function
19. ACEs and Development (5/7)
20. Where do we go from here?
21. Supportive Communities
22. Goals for Community Support
23. Supportive People
24. Supportive Families
25. Discussion: Community Resources (6/7)
26. Building Resiliency through Neuroplasticity
27. Trauma Informed Practice
28. Moving Forward
29. Quiz (7/7)
30. Evaluation Form

Sources

1. Adverse Childhood Experiences (ACEs) (April 1, 2016); *from Centers for Disease Control*; <https://www.cdc.gov/violenceprevention/acestudy/>
2. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults; by *Vincent J Felitti MD, Vincent J Felitti, Robert F Anda MD, MS, Dale Nordenberg MD, David F Williamson MS, PhD, Alison M Spitz MS, MPH, Valerie Edwards BA, Mary P Koss PhD, James S Marks MD, MPH*; [http://www.ajpmonline.org/article/S0749-3797\(98\)00017-8/fulltext](http://www.ajpmonline.org/article/S0749-3797(98)00017-8/fulltext)



3. Relationships between Childhood Trauma and Adult Health and Well-Being; by *Trauma Informed Oregon*; <http://traumainformedoregon.org/resources/adverse-childhood-experiences-ace-study/>
4. The toll of ACEs: Adverse childhood experiences and their effect on lifelong health; by *Caitlin Suginaka, M.P.H.'13, and Barbara Dietrich Boose*; <http://www.iowaaces360.org/uploads/1/0/9/2/10925571/dmumag-wtr14-coverstoryx.pdf>
5. The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology; by *Robert F. Anda, Vincent J. Felitti, J. Douglas Bremner, John D. Walker, Charles Whitfield, Bruce D. Perry, Shanta R. Dube, Wayne H. Giles*; <https://traumasensitiveschools.org/wp-content/uploads/2013/06/Anda-Article-Enduring-Effects-of-Abuse.pdf>
6. Fact Sheet: Adverse Childhood Experiences and the Well-Being of Adolescents; by *Kristin Moore, Ph.D, Vanessa Sacks, M.P.P., Tawana Bandy, B.S., and David Murphey, Ph.D.*; https://www.childtrends.org/wp-content/uploads/2014/07/Fact-sheet-adverse-childhood-experiences_FINAL.pdf
7. Adverse Childhood Experiences of Low-Income Urban Youth; by *Roy Wade, Jr, MD, PhD, MPH, Judy A. Shea, PhD, David Rubin, MD, MSCE, and Joanne Wood, MD, MSHP*; <http://pediatrics.aappublications.org/content/pediatrics/early/2014/06/10/peds.2013-2475.full.pdf>
8. ADVERSE CHILDHOOD EXPERIENCES: looking at how ACEs affect our lives & society; by *the State of Michigan*; https://www.michigan.gov/documents/mdhhs/Adverse_Childhood_Experiences_Infographic_CDC_508995_7.pdf
9. Early and Middle Childhood Brain Development; by *Better Brains for Babies Georgia*; <http://bbbgeorgia.org/brainTimeEarlyChild.php>
10. Adulthood Brain Development; by *Better Brains for Babies Georgia*; <http://bbbgeorgia.org/brainTimeAdulthood.php>
11. Learning from Washington's Adverse Childhood Experiences (ACE) Story: A Case Study; by *National Center for Injury Prevention and Control Division of Violence Prevention*; https://www.cdc.gov/violenceprevention/acestudy/pdf/ace_case_study_washington.pdf
12. Building Resilience; by *Jill Suttie*; http://greatergood.berkeley.edu/article/item/building_resilience
13. ACEs Science FAQs; ACEs Too High News; found at <https://acestoohigh.com/aces-101/>



Glossary of Terms

ACEs

Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders.

Adverse Childhood Experiences have been linked to:

- ✓ risky health behaviors,
- ✓ chronic health conditions,
- ✓ low life potential, and
- ✓ early death

https://www.cdc.gov/violenceprevention/acestudy/about_ace.html

Center for Disease Control (CDC) and Kaiser-Permanente Study

1995-1997 study that first identified ACEs and outcomes. The Study includes 17,337 adults enrolled in the Kaiser HMO in San Diego, CA. Fully two-thirds of the study participants reported at least one adverse childhood experience such as abuse or neglect, with most reporting more than one. By bringing understanding of the childhood origins of myriad health and social problems across the lifespan, this study shows that prevention of ACEs, such as abuse and neglect, can have enormous impact on the health of our society.

<https://www.cdc.gov/violenceprevention/acestudy/about.html>

Trauma-Informed Practices

Designed to help professionals understand the emotional, mental, and behavior impact of early abuse and neglect in children. Trauma Informed Care and Practice (TICP) is an approach which recognizes and acknowledges trauma and its prevalence, alongside awareness and sensitivity to its dynamics, in all aspects of service delivery.

<https://www.zerotothree.org/resources/398-trauma-informed-practice>

Dose-Response

The change in an outcome to a stressor.

Resiliency

The ability to recover from stress.

Brain Stem

At the base of the brain and connects the brain to the spinal column.



Cerebrum

Controls balance and coordination.

Cerebral Cortex

Most of the brain that has the wavy appearance.

Sulci

Groove on the surface of the brain.

Gyri

The folds on the surface of the brain.

Neurons

A cell that transmits nerve impulses in the brain.

Synapses

A connection between two nerve cells.

Myelination

Pruning of brain synapses.

Neuroplasticity

When the brain grows and adjusts to improve itself as a result of positive experiences.

Optional Resources for Further Study

- Childhood Stress by Kids Health; <http://kidshealth.org/en/parents/stress.html#>
- STRESS: How positive, tolerable, and toxic stress impact the developing brain; <http://www.albertafamilywellness.org/what-we-know/stress>
- Alberta Family Wellness Video Resources; <http://www.albertafamilywellness.org/resources/results?search-term=&topic=stress>
- Myelination in Development by Cognition Web, <http://cogweb.ucla.edu/CogSci/Myelinate.html>
- Brain Development Processes by Better Brains for Babies, <http://bbbgeorgia.org/brainDevProcess.php>



- The Basics of Brain Development (Dec 2010) by Joan Stiles and Jerry Jernigan for Neuropsychology Review, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989000/>
 - Child Development and Early Learning by Facts for Life, <http://www.factsforlifeglobal.org/03/1.html>
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Course Author

The curriculum for this course was developed by Aurora Tollestrup, BS Ed.

Aurora is a full time Coordinator of Online Learning and Instructional Technology with Successful Solutions Training in Child Development. She is also an approved PD Specialist. She can be found in the PD Specialist search on the CDA Council website under Port Orchard, WA.

Aurora Tollestrup graduated from Grand Canyon University with a Bachelor of Science degree in Elementary Education and a minor in English. She has worked with children and families from preschool to seventh grade in public and private schools in her community as a teacher, advocate and volunteer. A strong community connection and working relationships with colleagues influenced her teaching practices and continue to inspire her work in Education

Aurora strives to create a comfortable learning environment for participants. She provides competency-based education through online instruction to adult students and encourages student success in the online class environment. Aurora strives to provide leadership to our team of skilled facilitators; to command attention, generate interest, and foster total learner engagement in the virtual classroom environment.

ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach's role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.



Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: www.myececlass-safety.com

E-mail: info@myececlass.com

Phone: (360) 602-0960

Student Support Hours

Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

Phone Support

Monday - Friday	7 am – 6 pm
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Required Assignments

Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.



Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses.

If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

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Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse



or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.

Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

The following states have *pre-approved* our courses:

- Washington State DEL MERIT Trainer: *Aurora Tollestrup STARS ID 4070153592*
- Louisiana Pathway: *Aurora Tollestrup Trainer Number IND-001526*
- Texas: *Aurora Tollestrup Trainer Number 13257*



- Illinois - *Organization Approval Number B102312 (Successful Solutions Prof. Dev.)*
- Colorado Early Childhood: *Aurora Tollestrup Approved Trainer number 547*
- NewMexicoKids Trainer Registry Master Trainer: *Aurora Tollestrup*
- Minnesota Level 2 Trainer: *Aurora Tollestrup*
- Wyoming: *Aurora Tollestrup STARS Trainer ID 4563*
- Ohio (*Aurora Tollestrup OPIN # 1118-074*) * (*Entity OIN # 21084413*)
- North Carolina - *Organization approval (Successful Solutions Prof. Dev.)*
- Utah - *Organization approval for Online Career Ladder Courses (Successful Solutions)*
- Vermont - *Organization Approval (Successful Solutions Prof. Dev.)*
- Arkansas: *Aurora Tollestrup - Intermediate Level Trainer #27540*

Our courses may be accepted many states that do not require pre-approval.

Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
 - Microsoft Edge, Safari and Firefox are other acceptable browsers.
 - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
 - Make sure you're using a current operating system (for example, Windows 10).
 - Outdated operating systems may cause technical difficulties.
- Internet Speed
 - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

