



## THE LENS OF TRAUMA NEWSLETTER

March 2020

### Article

#### **The Ripple Effect by Dan St. Romain**

Dan St. Romain was the keynote speaker at the Indiana School Counselor Association's annual conference in November of last year. He gave a presentation about what children and youth need to be successful. His talk was based upon the 40 Developmental Assets. Here is the list:

1. Support--support from family and adults at school and in his/her neighborhood and a caring school environment.
2. Empowerment--sense of safety, feels valued and appreciated, has opportunities to help others and to make decisions.
3. Boundaries--family and school have clear rules and consequences, adults model positive and responsible behavior.
4. Time--child/youth is involved in life-enhancing activities and adults provide time for quality interaction with child/youth
5. Learning--child/youth is engaged his his/her learning and cares about school
6. Positive values--adults provide child/youth opportunities to develop positive character traits and instills a sense of social justice
7. Relationships--child is taught to develop healthy relationships with others with an awareness of the needs of those around him/her.
8. Positive identity--child/youth likes him/herself, takes pride in accomplishments, and has hope for his/her future.

In summary, seven of the eight assets are based upon relationships with adults. Each school year students spend 1,000 hours at school. What can you do with these thousand hours each school year to influence your students in these eight important areas to be

successful at school and in their life?

For more information on the 40 Developmental Assets and to download the list, visit <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>



#### Video

#### Remember My Story-ReMoved Part 2

This video continues the story of Chloe in the video, "ReMoved." This video explores more about what happened to Chloe in foster care, the court process when her mother fought for her return, and ends with seeing a glimpse of Chloe's future as an adult. I hope that you watch it. It is only about 23 minutes long. Here is the link:

<https://www.youtube.com/watch?v=I1fGmEa6WnY>

How can you use the information shared in this video to help your students?

- Chloe experienced many losses. How did these losses impact her?
- Much of what happened to Chloe was out of her control. How did she respond to this?
- How did the court process affect Chloe?
- What did her foster mother do to stay connected with her even when Chloe rejected her? How did her foster mother's ability to love her unconditionally influence her future outcome?
- Do you know students in a similar situation? Are they showing reactions similar to Chloe's? What are they communicating through their behavior? What do they need from you?

#### Quick Tip

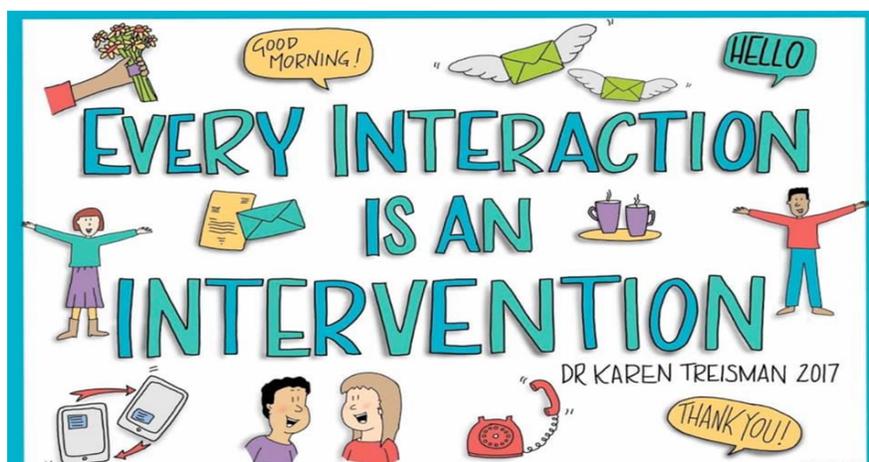
From Chad Mann, Assistant Principal at BGMS

One of the most important pieces in the success that I have experienced is what I call the "Triangle for Success". As you know, a triangle has three sides and can be one of the strongest geometric structures when constructed properly. My approach to education starts with a strong "Triangle for Success". At the top vertex is the student and the bottom two vertices are the parents and teachers.

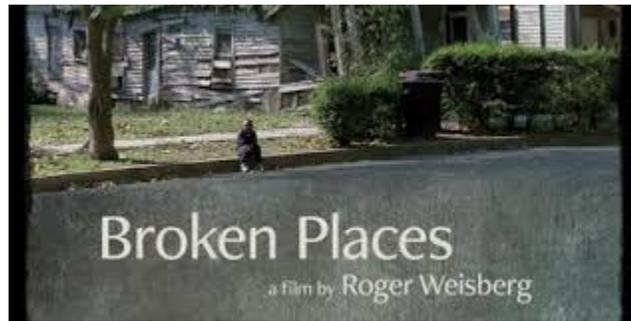
From my time in the classroom: I would send out weekly progress reports via Skyward. My goal was to simply inform and generate a line of communication. This email would go to the student and the parents. This was about a 2-minute process, and I found it to be very beneficial.

From my time in the classroom and as an assistant principal: I try to identify the students who are struggling the most, my top 10. They may be experiencing academic struggles, behavior struggles, and/or social struggles. From there I attempt to establish a weekly or bi-weekly contact. I have found that contacting their parents at unexpected times to simply check-in has given me very positive results. By "unexpected time", I mean on a Saturday afternoon if I am in school working or after a school sporting event before I go home. My goal is to take 5 minutes and make as many calls as I can just to check-in.

My findings - I have found these efforts to pay great dividends for building a strong "Triangle for Success". I can't say that it has worked for every situation or for every student. However, I can say that I have had a tremendous amount of success in establishing a rapport with parents and students, which has given the student the best chance for success.



**What are you communicating through your interactions?**



## **BROKEN PLACES**

Coming to PBS on April 6th at 10:00 PM

BROKEN PLACES explores why some children are severely damaged by early adversity while others are able to thrive. By revisiting some of the abused and neglected children we profiled decades ago, we're able to dramatically illustrate how early trauma shaped their lives as adults. BROKEN PLACES interweaves these longitudinal narratives with commentary from a few nationally renowned experts to help viewers better understand the devastating impact of childhood adversity as well as the inspiring characteristics of resilience. For more information visit the website and scroll down to find the link to the trailer: <https://brokenplacesfilm.com/>