Early Childhood Specialized Bootcamp Training

June 17-28, 2019

Developed by the Mississippi Department of Education (MDE) in partnership with North Mississippi Education Consortium (NMEC)

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Family Engagement Transition Coach

Adrienne Mercer
Deeda Paul
Kathy Wall
Lydia Boutwell
Marisa Prewitt
Merry Pennell
Oki Ragins
Sharon Errickson
Sandra Watkins
Tammy Wallace

Tonya Pickens
Early Childhood Coaches
Early Childhood Specialized Bootcamp Training Agenda

Week 1

Monday, June 17
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Moving Forward

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Abstract to Active

Dr. Susan Buttross, L.S., M.D.
The University of Mississippi Medical Center
Supporting Early Childhood Development

Tuesday, June 18
Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Who Made You the Teacher?
Turning Lemons into Lemonade

Pam Myrick-Mottley
Early Childhood Consultant
Trauma Sensitive Classroom

Wednesday, June 19
Pam Myrick-Mottley
Early Childhood Consultant
Using Conscious Discipline to Support a Trauma Sensitive Classroom

Thursday, June 20
Jill Dent
Office of Early Childhood
Mississippi Department of Education
Impacting the Traffic Control System of Young Minds

Joyce Greer and Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
Schedules, Standards, and Planning...Oh My!
Kelly Carmody and Leigh-Anne Gant
Office of Early Childhood
Mississippi Department of Education
Linking Lesson Plans and Learning Centers

Friday, June 21
Adrienne Mercer    Deeda Paul
Kathy Wall         Marisa Prewitt
Merry Pennell      Oki Ragins
Sharon Errickson   Sandra Watkins
Tammy Wallace      Tonya Pickens
Early Childhood Coaches
Office of Early Childhood
Mississippi Department of Education
Make-n-Take Putting the Pieces Together
Early Childhood Specialized Bootcamp Training Agenda

June 24th – 28th

Week 2

Monday, June 24
Ginger Koestler
Office of Student Intervention Services
Mississippi Department of Education
.Managing Behaviors in Early Childhood

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
Follow Me: Monitoring Development

Lee Anne Grace Barnes
Tupelo School District
Utilizing Music to Foster Early Literacy

Tuesday, June 25
Sandy Elliott and Laurie Weathersby
Office of Student Intervention Services
Mississippi Department of Education
English Learners and Literacy

Brittany Herrington
REACH-MS
The University of Southern Mississippi
Teaching Pyramid Observation Tool (TPOT)

Jayme Jones
Office of Early Childhood
Mississippi Department of Education
Let Language do the Talking

Wednesday, June 26
Amye Hoskins and Monica May
Office of Early Childhood
Mississippi Department of Education
Stepping into STEM

Candice Taylor
Office of Early Childhood
Mississippi Department of Education
Making Adjustments
Elizabeth Stone and Amye Hoskins
Office of Early Childhood
Mississippi Department of Education
CLASS Overview
CLASSy Connections

Thursday, June 27
Limeul Eubanks
Office of Elementary Education and Reading
Mississippi Department of Education
Come Join Me on an Artistic Exploration

Friday, June 38
Amanda Adams, Angela Towers, and Monica May
Office of Early Childhood
Mississippi Department of Education
Family Engagement and Transition

Melissa Banks
Office of Student Intervention Services
Mississippi Department of Education
#Techfor littles

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Wrapping Up and Moving On

Final Questions & Answers
## Week 1 Early Childhood Specialized Bootcamp Training 2019 Schedule

(\textit{Policy, practices, and checklists will be embedded in discussions throughout presentations.})

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.17</th>
<th>Tuesday 06.18</th>
<th>Wednesday 06.19</th>
<th>Thursday 06.20</th>
<th>Friday 06.21</th>
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</thead>
<tbody>
<tr>
<td>8:30AM-9:45AM</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>JILL DENT</td>
<td>EARLY CHILDHOOD COACHES</td>
</tr>
<tr>
<td></td>
<td>Moving Forward</td>
<td>Who Made You the Teacher?</td>
<td>Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>Impacting the Traffic Control System of Young Minds</td>
<td>Make-n-Take Putting the Pieces Together</td>
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<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>JOYCE GREER AND LYDIA BOUTWELL</td>
<td>EARLY CHILDHOOD COACHES</td>
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<td></td>
<td>Abstract to Active</td>
<td>Turning Lemons into Lemonade</td>
<td>Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>Schedules, Standards, and Planning...Oh My!</td>
<td>Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<td>Q&amp;A</td>
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<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY</td>
<td>EARLY CHILDHOOD COACHES</td>
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<td></td>
<td>Abstract to Active</td>
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<td>Linking Lesson Plans and Learning Centers</td>
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<td>BREAK</td>
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<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>2:30PM-3:45PM</td>
<td>DR. SUSAN BUTTROSS</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY</td>
<td>LEIGH-ANNE GANT AND KELLY CARMODY</td>
<td>EARLY CHILDHOOD COACHES</td>
</tr>
<tr>
<td></td>
<td>Supporting Early Childhood Development</td>
<td>Trauma Sensitive Classroom</td>
<td>Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>Linking Lesson Plans and Learning Centers</td>
<td>Make-n-Take Putting the Pieces Together</td>
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<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
</tr>
</tbody>
</table>

Disclaimer: \textit{Participants are required to attend all sessions (10 days), complete all assignments including videos and written assignments throughout the upcoming year to qualify for the Pre-K endorsement.}
## Week 2 Early Childhood Specialized Bootcamp Training 2019 Schedule
*(Policy, practices, and checklists will be embedded in discussions throughout presentations.)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.24</th>
<th>Tuesday 06.25</th>
<th>Wednesday 06.26</th>
<th>Thursday 06.27</th>
<th>Friday 06.28</th>
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<tbody>
<tr>
<td>8:30AM-9:45AM</td>
<td>AM LIVE FROM JACKSON, HATTIESBURG, AND PM LIVE FROM BELDEN</td>
<td>LIVE FROM JACKSON, AND PM HATTIESBURG, JACKSON</td>
<td>LIVE FROM JACKSON</td>
<td>LIVE FROM JACKSON</td>
<td>AM LIVE FROM OLIVE BRANCH, JACKSON, AND PM FROM BELDEN</td>
</tr>
<tr>
<td></td>
<td>GINGER KOESTLERManaging Behaviors in Early Childhood</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY English Language Learners and Literacy</td>
<td>AMYE HOSKINS Stepping into STEM</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>AMANDA ADAMS, ANGELA TOWERS, and MONICA MAY Family Engagement</td>
</tr>
<tr>
<td>9:45AM-10:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>NICOLE BRICENO Follow Me: Monitoring Development</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY English Language Learners and Literacy</td>
<td>CANDICE TAYLOR Making Adjustments</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MELISSA BANKS #Techforlittles</td>
</tr>
<tr>
<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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</tr>
<tr>
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<td>BRITTANY HERRINGTON Teaching Pyramid Observation Tool (TPOT)</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASS Overview</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>MONNIE VAIL AND GENA PUCKETT Wrapping Up and Moving On</td>
</tr>
<tr>
<td>2:15PM-2:30PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
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<td>JAYME JONES Let Language do the Talking</td>
<td>ELIZABETH STONE AMYE HOSKINS CLASSy Connections</td>
<td>LIMEUL EUBANKS Come Join Me on an Artistic Exploration</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
</tr>
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<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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Who Made You the Teacher?

Cathy Grace, Ed.D.
Boot Camp 2019
June, 2019

Objectives

• Review the responsibilities of the teaching team in pre-kindergarten and kindergarten classrooms
• Identify the benefits of a team approach to teaching pre-k and kindergarten children
• Dissect the issues that can challenge the approach to teaching as a team and develop solutions to the challenges
• Analyze adult communication strategies and determine the most effective
The Responsibilities of the Teacher and Assistant Teacher

Teachers serve as:
- Instructional leaders
- Models for the classroom behavior they want to see and hear in the classroom
- Organizers
- Primary planners
- Point person with parents

Assistant Teachers serve to:
- Reinforce the teacher in providing instruction to students per the teacher’s guidance and joint planning
- Provide reinforcement to the teacher in classroom management techniques so students see the same type of modeling in the adults that defines how they are to interact in the classroom
- Support the teacher in gathering and reviewing student assessment data that guides planning and instruction

Do We REALLY Need Two Teachers in the Classroom?

MDE Pre-K Guidelines: The teacher-child ratio for classrooms serving four-year-olds is 1:10 maximum. If an assistant teacher is assigned in the pre-kindergarten classroom for the entire day, the teacher-child ratio for classrooms serving three-year-olds does not exceed 2:14 maximum at any time, while the teacher-child ratio for classrooms serving four-year-olds does not exceed 2:20 maximum at any time. WHY?

According to the National Institute of Early Education Research (NIEER), Research indicates that class size should be limited to no more than 20 children, and classes should have no more than 10 children per staff member. Smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, work with smaller groups, and offer each child more individualized attention, resulting in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child’s interests, needs, and capabilities (2019).
Do We Currently Have Two Teachers in the Classroom or One Teacher and an Underutilized Professional?

Assessing the efficiency of the assistant teacher’s presence in the classroom:

• Does the assistant teacher (AT) have a copy of the learning standards and the lesson plan in advance of when she is to assist in teaching?
• Does the AT have opportunities to meet and plan with the teacher on a regular basis? Does the teacher regularly model instructional strategies for the AT?
• Does the AT primarily assist the teacher in teaching or in managing paperwork, making bulletin boards, running copies of work sheets and other clerical duties?
• Does the AT have the primary responsibility to instruct children in small groups and learning centers having been given the material in advance of teaching?
• What job expectations does the teacher and principal convey to the AT?

Do You Consider Assistant Teachers Professionals? It Is More Than Pay...

Much has been said and written about the professionalism of teachers and assistant teachers. Morale is low, pay even lower. The pay raise that will start in the upcoming school year has been praised by some and spit on by others. The mood is not the most positive. How does it play out in the classroom?

• As a teacher, do you value your AT by including them in conversations about the schedule of the day, certain children and what and how learning standards will be taught?
• As an assistant teacher, do you ask questions, take initiative to address things that are needed without being asked or told to do so?
• As a teacher are you respectful and consider the AT a true partner in managing the classroom and teaching the children? Do you take time to develop a relationship?
• As a AT do you show up everyday ready to work, regardless of how you feel about being at school that day?
Working Together

• Is there a shared vision of the goals? How to obtain them?
• What leadership style is practiced by the teacher? Boss vs Leader
• How does the AT accept direction?
• How does change affect the AT? Affect the teacher?
• What is intentionally done by both the teacher and AT to develop trust in the partnership?
• Why is trust considered the number one element in successful partnerships?
• How forthcoming are you with your partner about your habits and quirks?
Unpleasant Thoughts…

- If teachers primarily give AT clean up jobs or those that are of a clerical nature, would the principal feel the need to protect the AT when it comes time to utilizing them as a substitute teacher as much as if it is evident that the AT is being utilized as an instructor and important part of the teaching in the classroom?
- If an AT sits down and looks like they are just “passing the time of day”, would the principal or the teacher think they really wanted to work in the school? Would they invest in providing energy to support the AT in future job opportunities?
- If the teacher does begin to expect more from the AT, how will that play out? Will the AT respond positively or negatively?

Turning to Pleasant Thoughts…

- What can be accomplished if the team is hitting on all cylinders?
- What can the school year become for the teaching team and most importantly the students?
- Why does either team member want to teach pre-kindergarten?
- What makes the day a good one?
Making Lemonade When the Day Brings Lemons  
(Lemons are a state of mind... and so is lemonade!)

It is foolish to think that every day will be sunny with no problems to face and solve or tears to dry, those of a child or our own. The important thing to remember is how we approach life as teachers is being conveyed to the children we teach while we are dealing with what life throws at us!

Life is more than teaching; it is family, social responsibilities, health issues, the entrance of new people and responsibilities into our lives as well as people who were important to us leaving. Live is about change, whether we like it or not. As adults, we hopefully have developed coping skills that allow us to address disappointments, frustrations, anger and heartbreak with ways that are healthy and beneficial to moving forward in life. Where, when and who helped us learn those skills? As with any learned behavior, the primary teachers are parents or family members who are present in the first few years of life and are constant in the child's life into adulthood. Teachers are next in line as far as influencing how children react to the world when things do not always turn out as planned, or as they wanted.

Many children are coming to school from homes that are broken. The brokenness is not necessarily due to family income, although studies show that children living in families where income levels are at the poverty level or lower are more likely to experience exposure to violence, drug use among parents, high mobility, lack of health care and the absence of a supportive environment that promotes development. Children from middle and higher income are also subject to the same issues, but research does not indicate the number to be as high.

How do we teach children skills to make lemonade out of lemons? As with many things we teach, we do it through modeling. For teachers to be fully present in the classroom, they will need to leave their troubles in the car and remember they will be there in the afternoon when they return. The seven hours spent teaching will be like a vacation from the personal issues they are facing not necessarily as teachers, but as people who happen to be teachers.

This is a list of tips that will hopefully reduce the stress (lemons) encountered prior to the beginning of school and throughout the year. As you read the list, you will notice a great deal of the listed items involve planning and organizing. The better organized you are the less stress (lemons) you will encounter.

YOU

1. Begin a routine of walking one month prior to school starting to build stamina.
2. Take care of dental and doctor appointments prior to 2 weeks before school starts in case an additional procedure is required and recovery time will not delay your first day of school.
3. Make sure all prescriptions are filled and any new medicine started a week or two before school starts so your body can adjust.
4. Plan to take any vacations in early to mid-July so you will not be tired from vacation when school starts.
5. As with your children, adjust the time you go to bed so you will be ready to leave summer hours and move into school time.
6. Make a list of things you want to do in your house during the month of July and complete one a day.
7. Buy a good pair of shoes that are made for standing and walking, a lot.

Classroom
1. Set aside time prior to the first day teachers are “officially” back at work to go to your classroom and take into account what you have learned in these two weeks and begin to develop a plan to make the changes you feel are necessary to meet the program requirements.
2. Take a serious inventory that will MAKE you throw away or box up learning materials you have not used in two years. If the items belong to the school, tell the principal you need room for storage of items you actually use, and someone needs to pick up the box and take to the district storage building. If dust on them, it is a good sign they need to go. Check with the principal to determine when you can go as to not upset the maintenance people as they clean the building.
3. In mid-July check with your teacher (if you are an assistant) or the principal (if you are the teacher) and check on the status of items you requested for the upcoming school year. If you discover you are not going to receive items you requested, problem solve and determine how you can meet your needs. Start with the principal and the pre-kindergarten guidelines to determine how you will address the problem.
4. If you are given a new curriculum or set of materials you have never taught before, take them home in mid-July and begin to review the first nine weeks.
5. If you are the teacher, check in with your assistant to determine how their summer has gone and ask if they would be interested in meeting you in the room (on their own time) to unpack new items you received for the upcoming year.
6. Get your class roll as soon as possible so you can make name cards for labeling cubbies and additional cards for activities the child will use at the beginning of school.
7. Determine what labels you will need to make or re-do from last year and get them ready to laminate when school convenes.
8. Prepare your center management system so you can begin teaching it on the first day.
9. Obtain your daily schedule and work out the required minutes of learning center instruction as well as other activities listed in the program guidelines.

Curriculum Development and Instruction
1. Determine after Boot Camp if you are teaching with a group of teachers. If so, the team should meet with the principal or curriculum director and develop a plan to write and/or revise lesson plans that meet the Mississippi Department of Education requirements. The plan could involve reimbursement or not, dependent on the financial priorities of the district. Regardless, this is one of the most important activities that you can undertake this summer. When plans are developed in advance, that gives you time to prepare without rushing and experiencing frustration and feeling overwhelmed. If you are the only teacher in pre-k in the district, spend time working on the first two units so you will not be rushed at the beginning of school.
2. When school begins, teachers should set up a 15 minute twice a week planning time with their assistants to share the lesson plan for the following week as well as to discuss the one for the week. Assistant teachers should be shown the learning standards and how you will, as a team, go about teaching them as part of the use of learning centers, small group and large group instruction.

3. Determine the community resources you will need and plan to visit area businesses, scheduling this as a late July activity. Have specific requests in mind such as fast food bags, pizza boxes and menus from various restaurants, bags with logos from community-based shops and grocery stores. All of the items you get from local merchants can be used when you develop and teach a unit on your community. Talk with firefighters and police to set up a date to visit the school when you are teaching community helpers.

The Children and Their Families

1. Write a note or call each family to introduce yourself prior to school starting. If you communicate in early July, provide them with a calendar to daily activities they can do to prepare their child for the first week of school. If you determine you want to make a home visit, do so in pairs. Check with the principal as to the school policy on home visiting.

2. Request your principal to provide you with the records Head Start provided on the children who were previous students and are transitioning to your classroom.

3. Determine if any children entering your class have IEPs and become familiar with their educational needs.

4. Establish a parent conference schedule that can be provided in a monthly calendar that you prepare for the parents to receive the first week of school.

5. Determine if you will use the internet for contacting parents and communicate with them how often you plan to contact them to provide updates on their child’s progress.

The Best Laid Plans ....

Lemon: You overslept, and the traffic was heavy. You made it just under the wire for bus duty and realized your heavy coat was at home. The outside temperature is 45 degrees with a brisk wind.
Lemonade: What can you do?

Lemon: It is Monday morning. The classroom is ready for the children and your assistant teacher is called to the office. She returns to tell you she has to sub three days this week for a teacher in third grade. You were not consulted.
Lemonade: What do you do?

Lemon: The fire drill occurred in the middle of your whole group read aloud. The class was outside for 15 minutes before you were allowed back in the classroom. When they returned to the room, they were very active since they were standing outside and could not play.
Lemonade: What do you do?

Lemon: Your head is hurting, and you are sleep deprived. Your children were up half the night because of a thunderstorm. You know you are not in the best mood. Things that normally don’t bother you are making you irritated.
Lemonade: What do you do?

Lemon: You had planned to prepare the room on Friday for Monday when school was dismissed. The Principal informs the teachers at 1:00 PM on Friday afternoon that they are to leave when the students do because there will be a special community meeting at 5:00 and the maintenance staff need the building emptied so cleaning can take place.
Lemonade: Now what?

Personalities and Dispositions

According to 16 Personalities (https://www.16personalities.com/articles/do-some-personality-types-make-better-teachers) a survey was taken by Strategies which revealed differences in responses, when it came to roles of teachers. Two personality traits stood out:

The Feeling and Judging traits. This suggests that forming strong relationships with students (a strength among Diplomats) and a certain respect for structure and discipline (a hallmark of Sentinels) may be the keys to be an excellent teacher.

In a 2008 article for the New Yorker examining the best methods to identify good teachers, bestselling author Malcolm Gladwell found that measures of teachers’ knowledge, such as test scores, graduate degrees, and certifications, are not useful in predicting their success in the classroom. Instead, Gladwell suggests that the best teachers are socially adept, empathetic communicators, able to monitor and manage group behavior so their classrooms are energetic but not chaotic, and able to offer direct, personal feedback to multiple students in a short time.
If any personality type seems likely to have this skill set, it would be Protagonists (ENFJ) (85%), the type most likely to say they have been called an excellent teacher. In addition to being highly attuned to other people’s feelings and needs and to group dynamics, Protagonists are strong communicators, reliable, tolerant, and dedicated to helping and inspiring others. In other words, they are ideal teachers.

Consuls (ESFJ) (81%) were also highly likely to say that they have been called excellent teachers. As one of Sentinel personality types, Consuls may be somewhat stronger than Protagonists when it comes to areas like organization, structure, and rules. But their Feeling trait keeps them from being too strict or rigid, and these personalities are highly capable of forming bonds with their students and maintaining a positive, fun classroom atmosphere.

Lemonade - Tart or Sweet?

Making lemonade is easy, if all the needed ingredients are easy to find.

1. You have to want to make lemonade.
2. You keep the ingredients and recipe close at hand.
3. You don’t settle for fake ingredients and follow the recipe closely.
4. You make time to enjoy the lemonade.
How Toxic Stress and Trauma Impact Children In School

Mississippi Department of Education Pre-K Boot Camp
June 18 & 19, 2019
Pamela Myrick-Mottley, Presenter

LET’S DO A CHECK-IN!
What is your energy level? 1 - 10

What is your focus/attention level? 1 - 10
What is your emotional state? Grumpy, peaceful, fearful, sad, angry...  1 - 10

Activity: TAPS
Reflection

Our Focus

• Define and describe prevalence of trauma.
  • Become familiar with the Adverse Childhood Experiences (ACE) study.

• Impact of trauma.
  • Obstacles to learning
  • Impact on behavior and relationships

• Describe the relationship between brain development and early adverse experiences.

• Identify, explain and explore resilience building classroom strategies to counter the effects of trauma.
“When we stand back and look at all the ways individuals fail to reach their full potential in our culture, trauma stands out as the most significant common factor across settings.”

Dave Ziegler,

“Traumatic” is often used to describe extraordinary events...
Events are not traumatic in and of themselves; they become traumatic when they exceed a person’s capacity to cope.

Susan E. Craig
“Trauma Sensitive Schools”
TRAUMA

Trauma is the result of, or response to, a frightening and upsetting event; an experience that is deeply distressing or disturbing.

Developmental trauma can also be experienced in the first 3 years of life as a result of ongoing exposure to abuse, neglect, abandonment, domestic violence and the toxic stress of poverty.

TYPES OF TRAUMA

1. Acute trauma is associated with a single event: a car accident, a natural disaster, a violent event...anything that threatens physical and emotional safety.

2. Chronic/Complex trauma refers to multiple and varied events that happen repeatedly and is often of an invasive, interpersonal nature.
KINDS OF TRAUMA

1. Sexual, physical, emotional abuse or assault
2. Neglect
3. Serious accident, illness or medical procedures
4. Victim or witness to domestic and/or community violence
5. Historical trauma (intergenerational assault on culture/well being)
6. School Violence
7. Natural and/or manmade disasters (war/terrorism/political violence/mass shootings)
8. Forced displacement (Refugees)
9. Traumatic grief or separation (death of a parent, primary caregiver, or sibling; abrupt/prefature/unexpected death; abrupt/ indefinite separation from parent...)
10. System induced trauma (removal from home, multiple foster placements, sibling separation)

Research on the biology of stress and trauma shows how major adversity (as we have just described) can weaken developing brain architecture and permanently set the body’s stress response system on high alert.

National Symposium on Early Childhood Science and Policy
What is Attachment?
- A special enduring form of emotional relationship with a specific person
- It involves soothing, pleasure, and comfort
- The loss or threat of loss of the specific person evokes distress
- The child finds security and safety in the context of this relationship
Attunement is necessary for bonding.

- Attunement is a “dance” between caregiver and child...

  The baby sends out a signal; the mother recognizes the signal’s meaning; the caregiver meets the need; the baby calms and is comfortable again; caregiver experiences relief, satisfaction, and pleasure at her baby’s contentment; baby feels safe, loved, and understood.

![Diagram]

- **POSITIVE**: Brief increases in heart rate, mild elevations in stress hormone levels.
- **TOLERABLE**: Serious, temporary stress responses, buffered by supportive relationships.
- **TOXIC**: Prolonged activation of stress response systems in the absence of protective relationships.
The interactive influences of genes and experiences shape the architecture of the brain. The chronic and ongoing nature of toxic stress changes brain architecture.

Chronic toxic stress = Brain shutdown to protect itself. The brain continues working but rate of growth slows and creates a vulnerability to anxiety, depression and hypervigilance.

The younger the brain the more damaging the effects of toxic stress. Prenatal and early childhood brains are incredibly vulnerable to stress hormones which may predispose an infant to being difficult to soothe and cause long-term changes such as learning, memory, attention, impulse and emotional control deficiencies.

Brains are built from the bottom up. The Autonomic Nervous System (ANS) is online at birth.

Physical Effects of Trauma on the Brain
What is epigenetics and how does that relate to historical and generational trauma?

• We believe the DNA we are born with never changes.
• Epigenetic research (the study of how social and other environments turn our genes on and off) indicates that toxic stress can actually change how our genes function, which can lead to long-term changes in all parts of our bodies and brains. What’s more, these changes can be transferred from generation to generation.
• Epigenetics means “above the genome” and refers to changes in gene expression that are not the result of changes in the DNA sequence (mutations).

Poker Face Activity
The Adverse Childhood Experiences Study (ACES) is Helping To Tell an Expanded Story About Childhood Adversity!

- ACE Study (www.acestudy.org) is the largest study of its kind to look at the health and social effects of adverse childhood experiences over a lifespan.

- Originally conducted by Kaiser Permanente 1995-1997 (Non-profit, managed care organization) and currently ongoing through Centers for Disease Control and Prevention.

- 17,000 HMO members were surveyed on their past history abuse, neglect and family dysfunction as well as their current behaviors and health status.

- Participants were middle class Americans from San Diego, 70% white, 74% attended college, average age 57, split evenly between men and women. (Not an impoverished or at-risk population.)

- Continued ongoing monitoring of participants to update morbidity and mortality data.
Three Types of ACEs

### Prevalence of ACEs by Category for CDC-Kaiser ACE Study Participants by Sex, Waves 1 and 2.

<table>
<thead>
<tr>
<th>ACE Category</th>
<th>Women (N = 9,567)</th>
<th>Men (N = 7,970)</th>
<th>Total (N = 17,537)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABUSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>13.1%</td>
<td>7.6%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>27%</td>
<td>29.9%</td>
<td>28.3%</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>24.7%</td>
<td>16%</td>
<td>20.7%</td>
</tr>
<tr>
<td><strong>HOUSEHOLD CHALLENGES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother Treated Violently</td>
<td>13.7%</td>
<td>11.5%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Household Substance Abuse</td>
<td>29.5%</td>
<td>23.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Household Mental Illness</td>
<td>23.3%</td>
<td>14.8%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Parental Separation or Divorce</td>
<td>24.5%</td>
<td>21.8%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Incarcerated Household Member</td>
<td>5.2%</td>
<td>4.1%</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>NEGLECT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Neglect</td>
<td>16.7%</td>
<td>12.4%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Physical Neglect</td>
<td>9.2%</td>
<td>10.7%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

Note: *Collected during Wave 2 only (N=8,629). Research papers that use Wave 1, and/or Wave 2 data may contain slightly different prevalence estimates.

### ACE Score Prevalence for CDC-Kaiser ACE Study Participants by Sex, Waves 1 and 2.

<table>
<thead>
<tr>
<th>Number of Adverse-Childhood Experiences (ACE Score)</th>
<th>Women (N = 9,567)</th>
<th>Men (N = 7,970)</th>
<th>Total (N = 17,537)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>34.5%</td>
<td>38.0%</td>
<td>36.1%</td>
</tr>
<tr>
<td>1</td>
<td>24.5%</td>
<td>27.9%</td>
<td>26.0%</td>
</tr>
<tr>
<td>2</td>
<td>15.5%</td>
<td>16.4%</td>
<td>15.9%</td>
</tr>
<tr>
<td>3</td>
<td>10.3%</td>
<td>8.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>4 or more</td>
<td>15.2%</td>
<td>9.2%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Note: Research papers that use Wave 1 and/or Wave 2 data may contain slightly different prevalence estimates. 

ACEs Identified Health Risks

Summary of ACE Study Findings

1. They are common...nearly two-thirds (64%) of adults have at least one.

2. They cause the onset of chronic disease.

3. ACEs occur in clusters...if you have one, there’s an 87% chance that you will have 2 or more.

4. The more ACEs you have, the greater the risk for chronic disease...

5. Childhood adversity contributes to most of our major chronic health, mental health, economic health and social health issues.

6. It doesn’t matter which ACEs a person has, the harmful consequences are the same.
Sobering Facts

In 2015, an estimated 683,000 children were victims of child abuse.

- More than ½ (63.8 percent) were between birth and 8 years old.
- More than ¼ (27.7 percent) were younger than 3 years old.
- An estimated 18.6 percent were between the ages of 3 and 5.
- An estimated 17.5 percent were between the ages of 6 and 8.

Almost 80 percent of these early traumas occurred at home and were perpetrated by the children’s own parents.

In 2015, Mississippi had 29,770 total referrals for child abuse and neglect. Of those, 24,612 reports were referred for investigation.

In 2015, there were 8,730 victims of abuse or neglect in Mississippi, a rate of 12.0 per 1,000 children, an increase of 3.5% from 2014. Of these children, 75.7% were neglected, 15.7% were physically abused, and 9.9% were sexually abused.

The number of child victims has increased 30.1% in comparison to the number of victims in 2011.

4,773 children in Mississippi lived apart from their families in out-of-home care in 2015, compared with 3,597 children in 2011. Of the children living apart from their families in 2014, there were 1,691 aged 5 or younger, and 639 were 16 or older.

The number of children living apart from their families in out-of-home care has increased 32.7% in comparison to the number of children in out-of-home care in 2011.

www.cwla.org
Mississippi State Level Prevalence of ACEs According to Parental Reporting (February 2018)

<table>
<thead>
<tr>
<th>Percentage of Mississippi’s Children</th>
<th>Number of ACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>0 ACE</td>
</tr>
<tr>
<td>25</td>
<td>1 ACE</td>
</tr>
<tr>
<td>12</td>
<td>2 ACEs</td>
</tr>
<tr>
<td>14</td>
<td>3 – 8 ACEs</td>
</tr>
</tbody>
</table>

Young children exposed to five or more significant adverse experiences in their first three years are 76% more likely to have one or more delays in their language, emotional, or brain development (U.S. Department of Health and Human Services, 2011).
ACE scores don't tally the positive experiences in early life that can help build resilience and protect a child from the effects of trauma. Having a grandparent who loves you, a teacher who understands and believes in you, or a trusted friend you can confide in may mitigate the long-term effects of early trauma.

ACE and School Performance

Traumatized children are:
- 2.5 times more likely to fail a grade in school
- Score lower on standardized tests
- More likely to have struggles with receptive and expressive language
- More frequently placed in special education
ACEs are not destiny, and early trauma does not have to dictate a life story.

The ACE score is meant to offer guidance. It tells you about one type of risk factor among many. It doesn't directly take into account your diet or genes, or whether you smoke or drink excessively — to name just a few of the other major influences on health. It doesn’t reveal the supportive, accepting, loving connections you’ve had with others throughout your life.
One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior. (www.NCTSN.org)

Traumatized/stressed children have been in our schools for generations. Research provides insight that was once hidden and evidence that classrooms/schools can create supportive environments to moderate the effects of trauma and toxic stress.

**Symptoms of Trauma in Children**

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separation anxiety/clinginess towards teachers and caregivers</td>
<td>Regression to previously mastered stages of development</td>
</tr>
<tr>
<td>Increased distress (whiny, irritable, moody)</td>
<td>Re-creating the traumatic event Anxiety about the safety of self and others</td>
</tr>
<tr>
<td>Difficulty at naptime or bedtime, nightmares</td>
<td>Increased somatic (bodily) complaints (headaches, stomachaches, over-reacting to minor bumps and bruises).</td>
</tr>
<tr>
<td>Anger, rage, excessive temper Bossy and controlling</td>
<td>Heightened startle response</td>
</tr>
<tr>
<td>Difficulty focusing/learning</td>
<td>Unreasonable new fears Statements and questions about death/dying</td>
</tr>
</tbody>
</table>
Trauma Creates Obstacles to Learning

- Language and Communication Skills
- Organizing narrative material
- Cause & effect
- Perspective taking
- Attentiveness
- Regulating emotions
- Executive function
- Engaging in curriculum

Trauma Impacts Relationships

It is through the securely bonded relationship with primary caregivers that we learn to:

- Regulate emotions
- Develop trust in others
- Freely explore our environment
- Understand ourselves and others
- Understand that we can impact the world and others
**Trauma Impacts Worldview**

- Nurturing, stable attachments with adults
- Belief in a predictable/benevolent world; generally good things will happen to me
- Feeling positive self-worth/others will see my strengths
- Optimism about the future
- I can positively impact the world

- Basic mistrust of adults/inability to depend on the world
- Belief that the world is an unsafe place, bad things will happen and they will be my fault
- Assumption that others will not like me
- Fear and pessimism about the future
- Feelings of hopelessness and lack of control

**Trauma Impacts the Whole Child**
So, what we now know about childhood adversity is...

“It literally gets under our skin, changing people in ways that can endure for decades. It can tip a child’s developmental trajectory and affect physiology. It can trigger chronic inflammation and hormonal changes that can last a lifetime. It can alter the way DNA is read and how cells replicate, and it can dramatically increase the risk for heart disease, stroke, cancer, diabetes—even Alzheimer’s. ...after having “transcended” adversity in amazing ways, even bootstrap heroes find themselves pulled up short by their biology.”

Nadine Burke Harris
“The Deepest Well”

This research pokes big ragged holes into the long-held belief that if a child who’s failing will just work harder, she or he will achieve success!
A classroom should be more than just a nice place to LEARN for students; it should also be a safe place to HEAL and a healthy place to GROW.

- Joe Martin a.k.a.
TheEducatorMotivator.com

Through intentional actions and practices, educational professionals can have a powerful influence on mitigating the effects of trauma experienced by children who are in our schools and classrooms.

What matters most in helping young children process and cope with physical, emotional and psychological trauma is having caring adults whom children trust and rely on to offer them a sense of safety, unconditional love, support and encouragement.
It is important to recognize that trauma most often occurs in relationship and it is in relationship that healing and recovery will occur.

What can be done at school to help a traumatized child?

• Create a classroom environment that provides children with positive experiences related to safety, connection and problem-solving. Provide a safe place for children to talk about what happens in their lives.

• Teach self-regulation skills (self-calming techniques).

• Teach and maintain consistent daily routines.

• Increase the level of support and encouragement offered to children. Avoid judgement.

• Reframe how you perceive children’s behavior.

• Give children choices when appropriate to help restore some sense of control and order to their lives.

• Be sensitive to events, transitions, cues in the environment that might reactivate traumatic/stressful responses.

• Understand that children may reenact an event in play. Help them work through the memory rather than being frozen in the stressful moment.

• Set clear, firm limits to guide appropriate behavior. Utilize natural and logical—rather than punitive—consequences.
Activity: The Invisible Suitcase

Care for the Caregiver: It’s All About YOU!

Presented by Pamela Myrick-Mottley
Mississippi State Department of Education Boot Camp

Working with young children can be physically, emotionally and intellectually draining. Is this news to you?
Human beings cannot live effectively without stress of some kind. Too much or too little stress can be harmful.

Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration.
It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

Self-care and development of teacher’s social and emotional well-being is a critical component of social and emotional teaching.
You can’t do for others what you can’t first do for yourself!

On an airplane, an oxygen mask descends in front of you. What do you do?

Only when we first help ourselves can we help others. Caring for yourself is one of the most important things you can do as a caregiver. When your needs are taken care of, the people you care for will benefit also. You can only guide children toward social and emotional well-being if you have achieved that for yourself.
So, how are YOU doing?

What are the stressors in your life?
What are the symptoms of stress that you experience?

- Anxiety and Panic Attacks
- Excessive Self-blame
- Eating Disorders
- Innate Belief in Our Badness
- Black and White Thinking
- Numbing, Dissociation
- Inability to Tolerate Feelings
- Addictions/Distractions
- Sexually Acting Out
- Crisis Orientation
- Perfectionism
- Intense Unexplained Fears
- Self-harm
- Intrusive Thoughts
- Suicidal Thoughts
- Role of Rescuer, Victim, Persecutor
Unless we can learn to recognize the causes of stress in our lives and identify the symptoms of stress before they become debilitating, we will be left feeling depleted, anxious, and unwell on a regular basis.

When teachers are suffering from stress, they may become insensitive to children, parents and the job. Teachers may begin to feel that they are just “going through the motions” and become prone to mistakes, carelessness, and poor performance.
We often have unrealistically high expectations of ourselves and add to our feelings of stress by engaging in negative mind-talk like...

“What’s wrong with me?”
“I never do anything right?”
“I’m hopeless”.
“I’m a terrible teacher.”

We may come to see our stress reactions as “normal” and we resolve to “put up with” these responses. This can result in a diminished capacity to give to and nurture young children.
Learning how to relax, stay calm and having a range of simple and effective techniques to draw upon will increase teachers’ abilities to cope and thus lessen stress.

Techniques for managing stress involve learning:
* To recognize the problem
* To choose stress management strategies that fit in with your individual lifestyle and...
* The hardest part...TO DO IT!
Self-Care Strategies That Keep Us Functioning Well

1. [Image]

2. [Image]

3. [Image]

4. [Image]

Self-Care continued...

5. [Image]

6. [Image]

7. [Image]

8. [Image]
Self-Care continued...

9. [Image]

10. [Image]

Self-Care Practice!

[Image] I’m living my best life
What is your EQ (Emotional Intelligence) Quotient?

“Emotional intelligence is a learned ability to identify, understand, experience, and express human emotions in healthy and productive ways."

Nelson, Low and Nelson
Emotional intelligence consists of the abilities to:

- Know and value self
- Build and maintain a variety of strong, productive, and healthy relationships
- Get along and work well with others in achieving positive results
- Effectively deal with the pressures and demands of daily life and work

The development of emotional intelligence is an intentional, active, and engaging process.
The “process” begins with self-reflection and self-awareness!

We all have social and emotional personal histories and we bring those into all of our relationships, especially into the relationships we have with the children we teach!
Reflect on your growing years and how your parents dealt with your emotions.

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Understood</th>
<th>Ignored</th>
<th>Dismissed/Rejected</th>
<th>Punished</th>
<th>Fixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear (Scared)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Sad (Disappointed)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Angry (Frustrated)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Happy (Excited)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Understood: You had a felt sense of validation and safety. You felt understood, so the relationship grew closer and your ability to handle the emotions and situations grew stronger.

Ignored: Your emotions were ignored and the conversation, if any, became one of questions or information-giving to discern blame/fault, punishment, solutions or a way to minimize the feelings/event. The relationship grew distant and the ability to handle future emotions was weakened.
We cannot escape the patterns we experienced, but we can respond with intelligent awareness rather than knee-jerk reactions.

Tamar Jacobson

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**Wonderful Woman**

A wonderful woman lived in a shoe,
She had so many children
She knew exactly what to do.
She held them.
She rocked them
And tucked them in bed.
“I love you, I love you,”
Is what she said.
“Self-reflection is self-loving.”
Harriet Lerner

• Write about it...keep a journal.
• Interview/talk with others who shared or knew of your history.
• Draw about it.
• Get therapy.
• Read and study.
Reflective Drawing.

**Hand Evaluation**
- Ask participants to draw around their hand, and record the following on the fingers of their hand:
  - **Thumb** – Something you want to let go of.
  - **Index Finger** – Something you would like to point out or add.
  - **Middle Finger** – Positive language to replace negative language.
  - **Ring Finger** – Something you want to demonstrate real value for.
  - **Little Finger** – Something you will do to bolster your optimism.
  - **Palm** – A prediction for the future - What are going to do first/next?
What matters most is how you see yourself!

Credits

- The Whole-Brain Child, Daniel J. Siegel, M.D.
- Mindsight: The New Science of Personal Transformation, Daniel J. Siegel, M.D.
- In An Unspoken Voice: How the Body Releases Trauma and Restores Goodness, Peter A. Levine, PhD
- Free to Learn, Peter Gray
- Bridging the Relationship Gap: Connecting with Children Facing Adversity, Sara E. Langworthy, PhD
- Trauma Sensitive Schools, Susan E. Craig
- The Emotional Brain, J LeDoux
- The Deepest Well, Nadine Burke Harris, M.D.
Credits (cont.)

- The Boy Who Was Raised As A Dog, Bruce D. Perry, M.D., PhD and Maia Szalavitz
- Affective Neuroscience: The Foundation of Human and Animal Emotions, J.P. Panksepp
- The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, Bessel van der Kolk.
- I Love You Rituals, Becky A. Bailey, PhD
- Conscious Discipline: Building Resilient Classrooms, Becky A. Bailey, PhD
- Energizers: 88 Quick Movement Activities that Refresh and Refocus, Susan Lattahzi Roser
- Adverse Childhood Experiences Study (ACEs), Robert Anda, M.D., M.S.; Centers for Disease Control (CDC), [https://www.cdc.gov/violenceprevention/acesstudy/index.html](https://www.cdc.gov/violenceprevention/acesstudy/index.html)

Credits (cont.)

- Adverse Childhood Experiences Study (ACEs), Robert Anda, M.D., M.S.; Substance Abuse and Mental Health Services Administration (SAMHSA), [https://www.samhsa.gov/capt/sites/default/files/.../aces-behavioral-health-problems.pdf](https://www.samhsa.gov/capt/sites/default/files/.../aces-behavioral-health-problems.pdf)
- Developmental Trauma Disorder, Bessel vander Kolk. [https://is.muni.cz/el/1423/jaro2013/PSY403/um/Developmental_Trauma_Disorder_Kolk.pdf](https://is.muni.cz/el/1423/jaro2013/PSY403/um/Developmental_Trauma_Disorder_Kolk.pdf)
Credits (cont.)

- The Heart of Learning and Teaching Compassion: Resiliency & Academic Success, Wolpow, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf
- Rhythm Regulates the Brain, Bruce Perry, MD. https://attachmentdisorderhealing.com/developmental-trauma-3/

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