

Accommodations Through an ACE's Lens

Strengthening Connection and Regulation

What do you need? | What can we do to make it better? | How can I help?

What do you need?

Many of our students who need emotional support and resources do not have an IEP or 504 or a team of educators and staff available and who consistently meet their social and emotional health needs each day! These students often come to school in a survival brain state and they are plagued by the adversities that have accumulated throughout the days, weeks, months or years. **This template is created collaboratively to support all students who come to school with significant Adverse Childhood Experiences.** These supports and resources are for our children and youth who carry in pain-based behaviors, needing accommodations and possible modifications during the school day regarding their environments and schoolwork. These supports will address the critical needs of attachment and regulation. Often, as students move to different classrooms and environments, we are not consistent in providing a routine of two or three practices that students can implement to calm and regulate while building relationships with other adults or students throughout the school day.

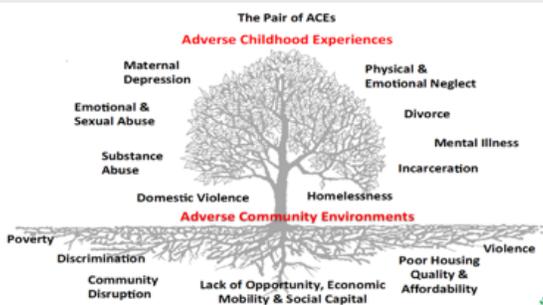


What can we do to make it better?

We are not adding more work to what we are already doing, we are intentionally and transparently, handling this child or adolescent with care and understanding that pain based behaviors show up in disrespectful, defiant, or shut down ways and that these accommodations can occur naturally through our procedures, routines, transitions and morning bell work and meetings!

How can I help?

We know that many of our roughest and dysregulated students do not have these accommodations with accompanying accountability ... or if they do, they are not consistently available and monitored! **As a district, school, department, classroom or grade level, we need to create these accommodations, so they are consistently dispersed, discussed and implemented each day**





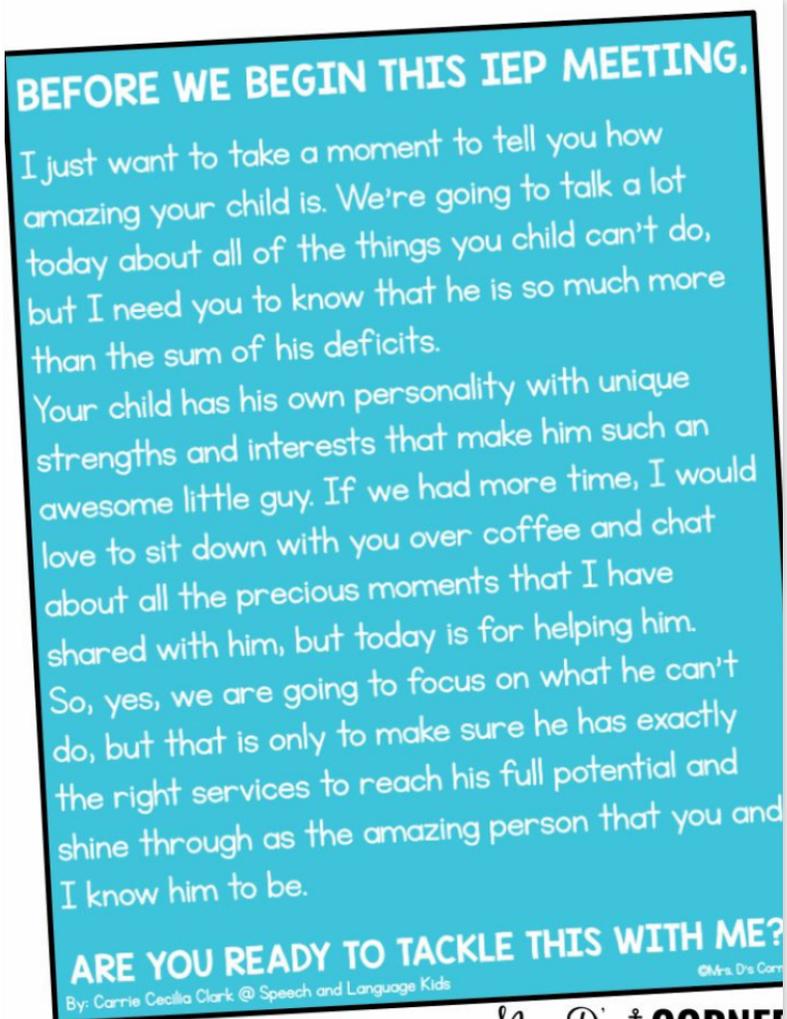
WHY?

If our social and emotional learning outcomes, programs and competencies are to be reflective of the current brain research addressing the severe life disruptions/ trauma that are occurring in our student populations across the country, we need to address specific areas of brain development with regard to acquiring these competencies. Brain development is complex, and even today, we know very little about how individual regions of the brain work collectively through neuronal connections and projections. ***We do know, however, that human brains are not complete at birth, but, by design, continue to develop throughout a person's life.*** This development is intimately impacted by experiences.

Are you ready to tackle this with me?

Because our students spend over 13,000 hours in school during their K-12 span, educators have the opportunity and the obligation to address the social and emotional skills, competencies, through creating the modifications and adjustments needed for emotional, social and cognitive well-being. In order to address these experiences at school we need to look at a complete picture of the whole child:

- Strengths/ Interests
- Trauma/ Triggers
- Members of child's team at home and school
- Goals/ Ways to help



A Comparison of Traditional Accommodations and Accommodations using the lens of Adverse Childhood Experiences (ACE's) as well as Adverse Community Environments

Traditional Accommodations	<i>Accommodations using ACE's Lens</i>
1. Seating at the front of the class	1. I NEED A SEAT WHERE I FEEL SAFE AND SECURE. <i>Dr. Stephen Porges suggests a classroom would be best as a circle of learners where all students have their backs against the wall.</i>
2. Graph paper to line up math problems	2. TWO ADULTS IN THE BUILDING I CAN TRUST AND A PLACE TO WALK WHEN I BEGIN TO FEEL TRIGGERED
3. Multiplication table or use of calculator	3. A PERSONALIZED ROUTINE OF THREE INTERVENTIONS THAT I CAN IMPLEMENT WHEN I BEGIN TO FEEL ANXIOUS, ANGRY, OR NEGATIVE IN ANY WAY(getting a sip of water, five deep breaths, drawing for a few mins.)
4. Repetition and explanation of directions when needed	4. ACCESS TO SENSORY AREA OR TABLE IN OUR CLASSROOM FOR PATTERNED REPETITIVE ACTIVITIES USED TO CALM ME DOWN
5. Pre-printed classroom notes from the teachers	5. A PERSONALIZED SET OF MY ACCOMMODATIONS GIVEN TO ALL WHO WORK WITH ME TO ALLOW ME TO DE-ESCALATE AND CALM DOWN AND BECOME READY TO LEARN.

School Accommodations:

6. Occupational therapy every Wednesday	6. MEETING WITH MY RESILIENCY TEAM EACH WEEK (Two or three individuals at school I trust) .
7. Math one on one tutoring twice a week during study hall	7. ONE ON ONE SCHEDULED TIME WITH MY PRE-ARRANGED MENTOR WHOM I MEET WITH REGULARLY AS A CHECK IN AND WHO I CAN GO SEE TO HELP ME CO-REGULATE AS NEEDED

Test Accommodations:

Traditional Accommodations	Accommodations using ACE's Lens
1. Extended time on tests and quizzes	1. EXTENDED TIME TO REGULATE IF I NEED THIS AND ACADEMIC MODIFICATIONS OF MY ASSIGNMENTS WHEN I AM DYSREGULATED
2. Quiet testing room with small group setting	2. QUIET AREA FOR ME TO USE WHEN I NEED TO REGULATE MY NERVOUS SYSTEM – ROUTINE OF THREE OPTIONS

My Goals:

Traditional:	ACE's Lens Goals:
Improve my mental math skills	TO LEARN TO REGULATE WITH AN ADULT BEFORE I REACH THE TIPPING POINT
Get better at asking for help when needed	LESSEN THE NUMBER OF TIMES I NEED TO USE THE RESILIENCY TEAM AND THE AMYGDALA RESET AREA
Join a school club or activity	CREATE A JOURNAL OF MY UPS AND DOWNS TO TRACK MY PROGRESS

I. *Strengths to Help Me with My Goals*

I love to learn. I'm seen as a leader and good friend by others.

I have a great imagination

I know how I feel and learn best!

I work quickly

I notice everything

I am good at sensing others and all nonverbal communication

II. *Interests/ Areas of Expertise*

III. *Triggers*

What are the experiences, events, sights, sounds, smells, relationships, and people who can unexpectedly trigger you producing anxiety or negative emotion?

IV. *Members of this student's Resiliency or Support Team*

V. *Key Adult Mentor assigned to this student*

