Objectives

1) The science of Development. Identity, Social, Physical, Academic, etc.

2) The Why of developing a Social-Ecological Immune System around our youth.

3) Discuss helpful steps and examples to support implementation of effective partnership between schools, community, and home.

Toxic Stress
Cortisol
Zones of Anxiety Scale, Lewis D, 2019
Protective Factors, Risk Factors, & Resiliency

**Protective Factors:** Individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events.

**Risk Factors:** A combination of individual, relationship, community, and societal factors contribute to increased stress. Risk Factors are linked to experiencing toxic stress, or stress that is prolonged and repeated. Toxic stress can negatively change the brain development of children and youth.

**Resiliency:** The result of a combination of protective factors. Neither individual characteristics nor social environments alone are likely to produce positive outcomes for children who experience prolonged periods of toxic stress.
Always Nature and Nurture (Give & Take)

World around us
- Home
- School
- Extracurricular
- Community
- Exposures
- Experiences
- Work

DNA

Good Stress vs. Toxic Stress

Feeling Well
Optimal Zone for Development
Baseline Anxiety Levels

Not feeling so great!
Toxic Stress
Optimal Zone for Development & Performance
Less Stress
Baseline Anxiety Levels

Cortisol

Zones of Anxiety Scale, Lewis D. 2019

Baseline Anxiety Levels
Less Stress
Cortisol
Adverse Childhood Experiences

- Abuse
  - Physical
  - Emotional
  - Sexual
- Neglect
  - Physical
  - Emotional
- Household Dysfunction
  - Domestic violence
  - Parental mental illness
  - Parental substance abuse
  - Living with a member of the household who is a substance abuser
  - Lost a parent to death
Clinical Range of Social Emotional Challenges

Typical Emotional Range

Feeling Down or Depressed

Typical Emotional Range

Anxious

Clinical Range

Feeling Down or Depressed

Anxious

Good Stress vs. Toxic Stress

Baseline Emotional State

Maximal Zone for Development

Cortisol

Not feeling so great!

Optimal Zone for Development

Cortisol

Feeling Well

Not feeling so great!

Drivers

BX
1) Safety  
2) Attachment  
3) Nourishment  
4) Esteem (Success)
POSITIVE IDENTITY PROMOTION

- Trust + Empower
- Self+ Care & Health
- High + Consistent Expectations & Accountability
- Naming the Individual Successes + Creating a System of Named Successes
- Quantify & Communicate the Results + Examples
- Action: Celebrate the Small Successes - After making previous successful attempts
Thinking and Processing Brain

Prefrontal Cortex

Amygdala

Experience Embedding

Sens
Felt (physically and emotionally)
Heard
Children’s questions at the start of school year?

- Am capable?
- Am cared about?
- Is the future bright?
- Do people believe in me?
- Will I have successes?

What will be the answers to these questions?

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Beliefs Over Time

- I am capable
- I am a failure
- The future is bright
- People believe in me
- I have successes

458,00 Total Messages

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Strength Based Perceptions

- I am capable
- I am a failure
- The future is bright
- People believe in me
- I have successes

458,00 Total Messages

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Good Stress VS. Toxic Stress

Baseline Emotional State

Feeling Well

Optimal Zone for Development

Cortisol

Not feeling so great!

Multi-Systemic Feedback Loops

School

Community

Home

Recreation

Optimal Zone for Development
CFSD - Environmental Stress Factors (CCT's)

- Tsunami's
- Normal/Disease Changes
- Loss of Caregivers
- Substance Use
- Fishing Season
- Incarceration
- Economic Stress
- Natural Disaster Alarms
- Access to Nature

CFSD - Environmental Strength Factors (ESF's)

- Small Community
- Social Bonds
- Community Willing to Support
- Access to consistent Medical Care
- High Support for Extracurriculars
- School Connectedness

Interfering Behaviors / Symptoms

- Proactive Protective Factors = Healthy Development

- Understanding self, others, and the environment
- Healthy self-esteem
- Learning and academic skills
- Good physical health
- Social skills
- Manage stress
- Healthy coping strategies

- Externalizing and Internalizing Problems
- Peer support
- Social support
- Positive self-concept
- Positive self-esteem
- Good social skills
- Good communication skills
- Good problem-solving skills
- Good stress management

Tangible Stress Reducers

- Anticipatory Stress Reducers

Access to consistent Mental Health Support
- Access to consistent Mental Health Support
- Segregated from the Community
- Community Health Clinic
- Healthy Cultural Identity

ESF's – Causes of Complex Trauma, identified by 100+ staff and community / June 2020

D.Lewis 6.2020

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