*Note: The scale is free to use but we request that you contact the authors prior to use.*

**SPACES**

For each of the following statements, please tick whether you think it is Correct, Incorrect, or whether you Do not know.

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| **Statement** | **Correct** | **Incorrect** | **Don’t know** |
|  | | | |
| The acronym ACEs stands for Adaptable and Considerate  Education. |  |  |  |
| The acronym ACEs stands for Adverse Childhood Experiences |  |  |  |
|  | | | |
| ACEs may involve environments which are deprived of emotional and cognitive stimuli important for development |  |  |  |
| All adverse experiences are traumatic |  |  |  |
| Physical neglect is NOT recognised as an ACE |  |  |  |
| Transition from nursery to primary school is recognised as an ACE |  |  |  |
| Parental divorce or separation is NOT recognised as an ACE |  |  |  |
| The incarceration of a family member is recognised as an ACE |  |  |  |
| Physical abuse is recognised as an ACE |  |  |  |
| Emotional abuse is NOT recognised as an ACE |  |  |  |
| ACEs can shape children’s brain in the early years through the stress response system and endocrine functions |  |  |  |
| Having a family member with a mental health challenge or disorder (for example depression, suicide attempt) is recognised as an ACE |  |  |  |
| Witnessing one’s parent or guardian being abused (physically, emotionally or sexually) is NOT recognised as an ACE |  |  |  |
| Having a family member who abuses alcohol and/or drugs is NOT recognised as an ACE |  |  |  |
| Sexual abuse is recognised as an ACE |  |  |  |
| Poverty is NOT recognised as an ACE |  |  |  |
| Children exposed to ACEs have also been exposed to stress |  |  |  |
| As the number of adversities a child experiences in life increases, the danger to encounter developmental, health or mental health problems increases too |  |  |  |
| Long term unemployment of a family member is NOT recognised as an ACE |  |  |  |
| Loss of one's family member or close friend is recognised as an ACE |  |  |  |

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| Statement | **Correct** | **Incorrect** | **Don’t know** |
| Serious illness or accident within one’s family and close friends is NOT recognised as an ACE |  |  |  |
| Children with history of adversity will function typically for their age when they are in stable and predictable environments |  |  |  |
| Children misbehave in class in an effort to push their teacher’s buttons |  |  |  |
| Relationships of people with ACEs with other people can be marked by mistrust, anxiety, and/or avoidance |  |  |  |
| New challenges or a surprise change of schedule can be perceived as a threat by children with ACEs |  |  |  |
| Children with ACEs misbehave on purpose or to manipulate |  |  |  |
| Children who have experienced adversity CANNOT learn similarly to those who haven’t |  |  |  |
| Children with ACEs are less sensitive in perceiving danger or threat |  |  |  |
| The frequency of exposure and/or the severity of ACEs increases pressure on the stress response system and the endocrine system, which can affect health |  |  |  |
| Children with different forms of ACEs may present with motor problems |  |  |  |
| Trauma results from an event which the individual experiences as threatening, and can have lasting adverse effects on mental, physical, and social emotional well-being |  |  |  |
| ACEs do NOT affect emotion regulation development in children |  |  |  |
| All children who have experienced adversity suffer from trauma |  |  |  |
| Children with ACEs can face developmental delays |  |  |  |
| ACEs are NOT linked with mental health problems in adult life |  |  |  |
| Children with ACEs become well-adjusted immediately after they encounter a stable environment |  |  |  |
| ACEs impact on brain development through the making of connections that bias the system towards atypical skills (for example the early detection of danger) |  |  |  |
| When children with ACEs feel fear or threat they may become dissociated |  |  |  |
| When children with ACEs feel fear or threat they may act out |  |  |  |
| Children with ACEs will NOT present with behaviours that look regressive (i.e. act younger than their age) whey they feel fear or threat |  |  |  |
| When children with ACEs feel fear or threat they may isolate or withdraw |  |  |  |
| Children with ACEs are overrepresented among children with learning difficulties |  |  |  |
| Children with ACEs can perceive threat in the environment even where there is no actual threat |  |  |  |
| ACEs are NOT linked with health problems in adult life |  |  |  |
| When children with ACEs perceive threat in their environment they can engage in fight-flight-freeze behaviours |  |  |  |
| In every school there are specific procedures, practices and guidelines in place to support children with ACEs |  |  |  |
| Typical behavioural approaches, including rewards and punishments, are the most appropriate to use with children with ACEs |  |  |  |
| Children learn best when they feel seen and heard |  |  |  |

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| --- | --- | --- | --- |
| Statement | **Correct** | **Incorrect** | **Don’t know** |
| Children with ACEs might need to be pushed in order to behave |  |  |  |
| To date there are NO evidence-based practices and approaches that are informed about trauma and can help one support children who have suffered trauma in class |  |  |  |
| Challenging behaviour of children with ACEs communicates that something is emotionally upsetting to them |  |  |  |
| When a child misbehaves in class we need to correct their behaviour before anything else |  |  |  |
| Children misbehave because they have not been taught how to respect limits |  |  |  |
| Children misbehave because they are unable to regulate their behaviour |  |  |  |
| When we encounter misbehaviour we first need to connect and cater to child’s emotional needs |  |  |  |
| Four important pillars of trauma informed support in schools are: safety, connection, familiarity, and acceptance |  |  |  |
| Four important pillars of trauma informed support in schools are: safety, correction, limits and discipline |  |  |  |
| Trauma informed practices entail nurturing approaches and attachment aware approaches as a means to engage kids |  |  |  |
| A trauma informed approach emphasizes relationships and a sense of belonging to engage kids |  |  |  |
| Trauma informed practices (TIP) are NOT a whole school approach |  |  |  |
| Trauma informed practices put emphasis on empathy towards children and parents |  |  |  |
| In TIP, emphasis is on children feeling valued and cared for |  |  |  |
| In line with TIP, educators should feel empowered to take focus away from the curriculum |  |  |  |
| TIP is NOT about adjusting expectations to children’s abilities on a day to day basis |  |  |  |
| Children with ACEs should be treated with compassion and professional curiosity |  |  |  |
| TIP is NOT about supporting the families of children with ACEs |  |  |  |
| TIP is based on the principles of safety, trustworthiness, transparency, peer support, collaboration, empowerment, voice and choice. |  |  |  |

Thank you for taking part!