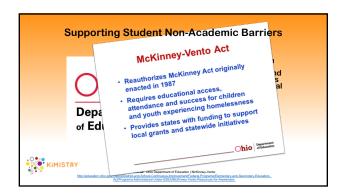
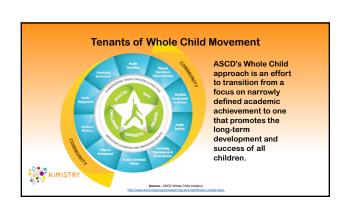
Supporting Student Non-Academic Barriers "Non-academic barriers" often get in the way of creating the right conditions for students and families. Some of these barriers are health-related such as dental and medical needs. Other non-academic barriers to learning can be classified as social and developmental. These barriers include child abuse and neglect, domestic violence, substance abuse, mental health needs and family-related problems.





	THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP				
	External Assets	Internal Assets			
1	SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.	COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.			
	EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.	POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.			
5	BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.	SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.			
iMISTRY	CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.	POSITIVE IDENTITY Measures a child's self-worth.			

	The 20 External	Assets	The 20 Interna	Assets
	Support	Family support Positive family communication Other adult relationships Caring neighbourhood	Commitment to Learning	Achievement motivation School engagement Homework Bonding to school Reading for pleasure
		Caring school climate Parent involvement in schooling	Positive Values	Caring Equality and social justice
	Empowerment	Community values youth Youth as resources Service to others Safety	•	Integrity Honesty Responsibility Restraint
	Boundaries and Expectations	Family boundaries School boundaries Neighbourhood boundaries Adult role models Positive peer influence	Social Competencies	Planning and decision making Interpersonal competence Cultural competence Resistance skills Peaceful conflict resolution
KIMISTRY	Constructive Use of Time	High expectations Creative activities Youth programs Religious community Time at home	Positive Identity	Personal power Self-esteem Sense of purpose Positive view of personal future

Adverse Childhead Eynerianese Study / Seera
Adverse Childhood Experiences Study / Score
Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Physical neglect
5. Emotional neglect
6. Intimate partner violence
7. Mother treated violently
Substance misuse within household
9. Household mental illness
10. Parental separation or divorce
11.Incarcerated household member
KIMISTRY
Source: Substance Abuse and Mental Health Services of America https://www.samhsa.gov/capt/practicing-effective-prevention-betievering-betievering-childhood-experiences,

Adverse Childhood Experiences and Adult Illness

ACEs and Substance Use

- · Early initiation of alcohol use.
- Higher risk of mental and substance use disorders as an older adult (50+ years).
- · Continued tobacco use during adulthood. Prescription drug
- Lifetime illicit drug use, drug dependency, and self-reported addiction.

ACEs and Behavioral Problems

- Suicide attempts.
- · Lifetime depressive episodes.
- Sleep disturbances in adults.
- · High-risk sexual behaviors.
- Fetal mortality.
- Pregnancy outcomes.



SAMHSA's Trauma List

- Sexual abuse
- Emotional abuse
- Psychological abuse
- · Physical abuse
- Neglect, abandonment
- Domestic violence experienced or witnessed
- · Muggings, assault
- Terrorism

- Trafficking
- Catastrophic injury or illness
- Institutional abuse and neglect

- Community and school violence, bullying
 Historical/generational trauma; racism; genocide
 Forced migration /immigration
 War

- Natural disasters



Trauma-Informed Approach

 A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sectorspecific.



S.A.M.H.S.A.'s Six Key Principles

- 1. Safety
- 2. Trustworthiness and Transparency
- 3. Peer Support
- 4. Collaboration and Mutuality
- 5. Empowerment, Voice and Choice
- 6. Cultural, Historical, and Gender Issues



Source: Substance Abuse and Mental Health Services of Ameri

Trauma-Specific Interventions

- The survivor's need to be respected, informed, connected, and hopeful regarding their own recovery
- The interrelation between trauma and symptoms of trauma such as substance abuse, eating disorders, depression, and anxiety
- The need to work in a collaborative way with survivors, family and friends of the survivor, and other human services agencies in a manner that will empower survivors and consumers



Source: Substance Abuse and Mental Health Services of Amer