

# Learning in the Context of Adversity

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# Objectives

- 1) Discuss how to engage in cross-disciplinary collaborations to build academic resiliency and support for adversity at the community level
- 2) Identify ways in which adversity impacts student learning
- 3) Describe a framework that outlines transactional processes in an adversity-informed learning environment.
- 4) Discuss potential mechanisms that can mitigate or promote learning resiliency



# Highlighting Education and Learning in the Context of Childhood Abuse, Neglect, and Related Stressors

Edited by Shanta Rishi Dube

Volume 75,

Pages 1-158 (January 2018)

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# Articles Published

Child Abuse & Neglect 75 (2018) 50–60



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Child Abuse & Neglect

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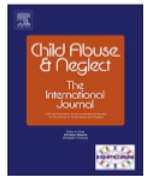
Child Abuse & Neglect 75 (2018) 73–81



Contents lists available at [ScienceDirect](#)

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## Educational neglect: Understanding 20 years of child welfare trends

Melissa Van Wert<sup>a,\*</sup>, Barbara Fallon<sup>b</sup>, Nico Trocmé<sup>a</sup>, Delphine Collin-Vézina<sup>a</sup>

<sup>a</sup> Centre for Research on Children and Families, McGill University, 3506 University Street Montreal, Quebec, H3A 2A7, Canada

<sup>b</sup> Factor Inwentash Faculty of Social Work, University of Toronto, 246 Bloor Street W, Toronto, Ontario, M5S 1V4, Canada



## The grip of trauma: How trauma disrupts the academic aspirations of foster youth

Brenda M. Morton

College of Education at George Fox University, Newberg, OR 97132, United States



Child Abuse & Neglect 75 (2018) 92–103



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Research article

## Promoting the development of resilient academic functioning in maltreated children<sup>☆</sup>

Megan R. Holmes<sup>a,\*</sup>, Susan Yoon<sup>b</sup>, Kristen A. Berg<sup>a</sup>, Jamie L. Cage<sup>d</sup>, Adam T. Perzynski<sup>c</sup>

<sup>a</sup> Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University, United States

<sup>b</sup> The College of Social Work, The Ohio State University, United States

<sup>c</sup> Center for Health Care Research and Policy, Case Western Reserve University, United States

<sup>d</sup> School of Social Work, Virginia Commonwealth University, United States



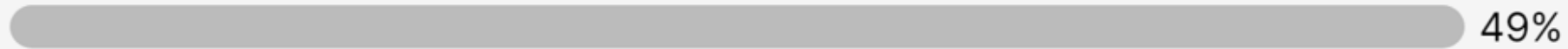
## Are you currently working in an educational setting within your region/country?

Yes



51%

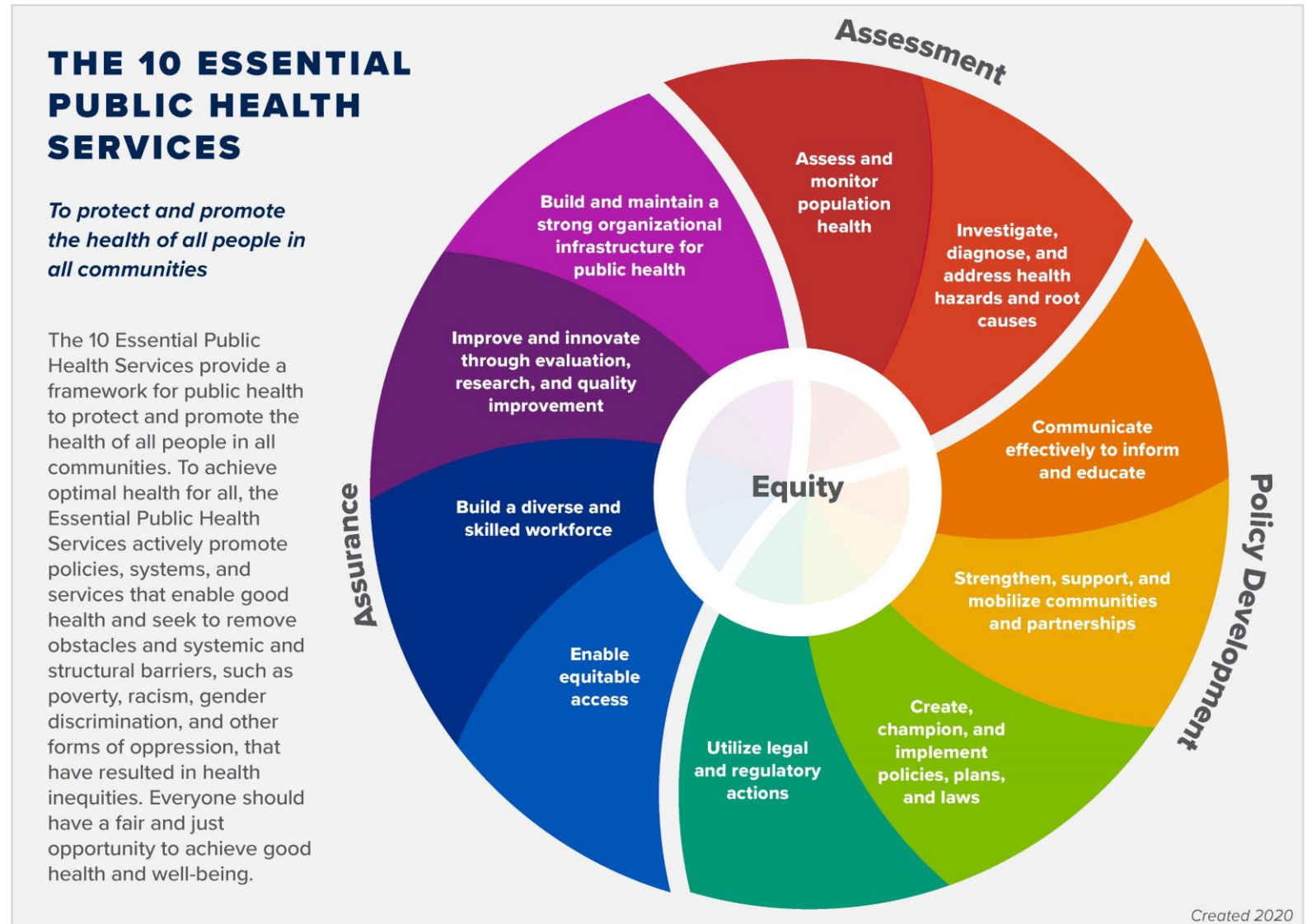
No



49%

# Public Health

**Public Health:** The branch of medicine focused on population health. The patient is the community or population.



# Public Health

**U.S. Healthy People 2030 and World Health Organization --** Public health infrastructure described as what it is and what it does.

It includes these key components:

- A capable and qualified workforce
- Up-to-date data and information systems
- Agencies capable of assessing and responding to public health needs



# Education

- [illegible]





# Education

## Child Well-Being Index

- **Material** —Deprivation, possessions, wealth, employment (child income, deprivation, and work)
- **Health and safety** —Health, birth and immunization, and child mortality
- **Family and peer relationships** —Family structure, and peer and family relationships (family relations, peer relations)
- **Behavior and risks** —Risk behaviors, experience of violence, and health behaviors
- **Subjective well-being** —Health, personal, and school well-being. (life satisfaction scale, liking school a lot).
- **Education** —Achievement, participation, and aspirations

Adapted from Measurement and Analysis of Child Wellbeing in Middle and High Income Countries, Heshmati, A, Bajalan CSJ, Tausch A. 2007.

## Nexus of Education and Public Health

### Examples of Social Determinants of Health:

- Income and social protection
- Education
- Unemployment and job insecurity
- Working life conditions
- Food insecurity
- Housing, basic amenities, and the environment
- Early childhood development
- Social inclusion and non-discrimination
- Structural conflict
- Access to affordable health services of decent quality.

[https://www.who.int/health-topics/social-determinants-of-health#tab=tab\\_1](https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1)

## Nexus of Education and Public Health

### Education is a leading social determinant of health

- Epidemiological studies -- morbidity, mortality, poor quality of life, high burden of behavioral risks among persons with less than high school.
- Most epidemiological studies examine educational data as a social determinant of health **among adults**

# Nexus of Education and Public Health

As of 2016, Americans without a high school diploma or GED have the highest rates of smoking.

■ High school diploma or GED ■ No high school diploma or GED ■ Some college, no bachelor's degree  
■ Bachelor's degree or higher

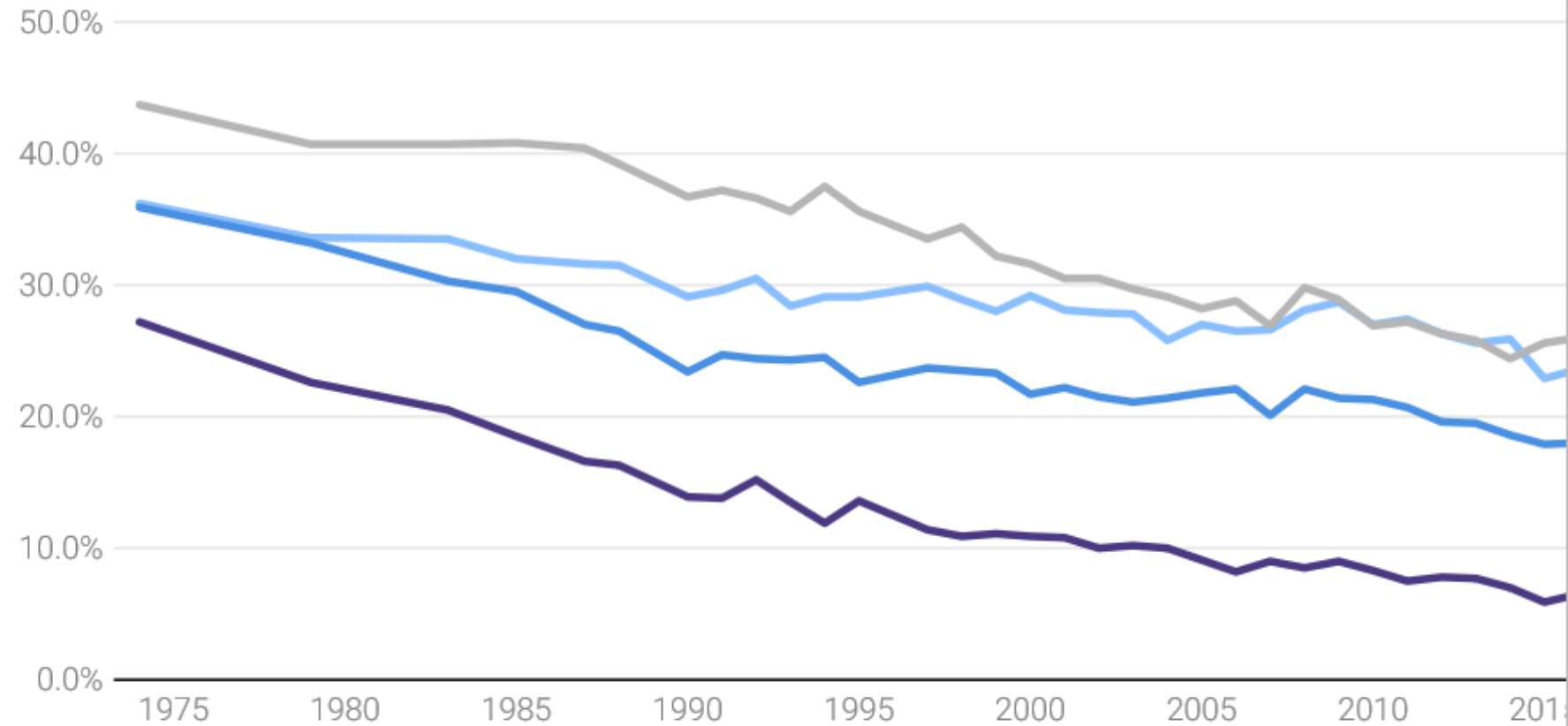


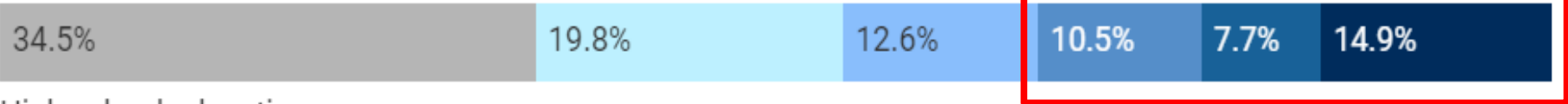
Chart: The Conversation, CC-BY-ND • Source: [Centers for Disease Control and Prevention](#) • [Get the data](#)

# Childhood trauma and education level

U.S. adults with less education are more likely to report adverse childhood events (ACEs), such as physical abuse, divorce or an incarcerated parent.

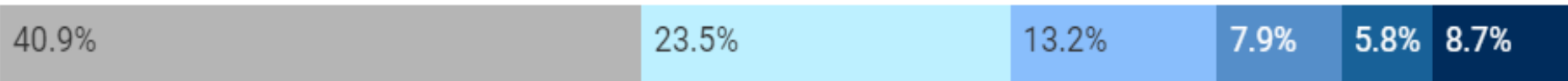
0 ACEs 1 2 3 4 5 or more

Less than a high school education

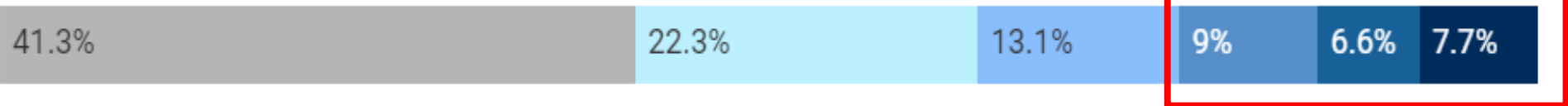


33.1% with 3 or more ACEs

High school education



More than a high school education



22.3% with 3 or more ACEs

Chart: The Conversation, CC-BY-ND • Source: [Centers for Disease Control and Prevention](#) • [Get the data](#)

Data source: <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm5949a1.htm>  
Chart: The Conversation: <https://theconversation.com/how-childhood-experiences-contribute-to-the-education-health-link-89069>

# Learning in the Context of Adversity

## Childhood Exposure:

*Abuse, neglect, parental separation/divorce  
substance abuse in the home  
mental illness in the home  
being in foster care  
Adverse Childhood Experiences  
Other Traumatic Exposures*

## Sub-Indices of Education

School's physical environment conducive to learning  
Primary, secondary, and tertiary school enrollment  
Regular school attendance  
Social-Emotional development  
Literacy  
Educational attainment  
Engagement with learning/curriculum  
Engagement with the school's social environment

# Learning in the Context of Adversity



**“Unseen” impact of childhood adversity**  
**--Shame and Secrecy = STRESSOR!**

## Health-related:

Smoking  
Vaping  
Illicit drug use  
Alcohol use  
Sexual debut  
Suicidality  
Teen pregnancies



## Educational/Justice-related:

Absenteeism  
Trouble concentrating  
Behavioral difficulties  
Suspensions  
Withdrawal  
Anxiety  
Learning difficulties



# Nexus of Education and Public Health

## Education is a Malleable Factor Because We Can Learn

- In the U.S. persons who drop out of high school can take a General Educational Development (GED) exam
- Studies of trauma survivors and thrivers, education and learning associated with healing and recovery<sup>1,2,3</sup>
- Target populations in education:
  - Staff and Teachers
  - All students
    - Students with learning disabilities
    - Foster care and system
- Moving from the school-to-prison pipeline to a restorative approach

1. Dube SR, Felitti VJ, Rishi S. Moving Beyond Childhood Adversity: Association between Salutogenic Factors and Subjective Well-Being among Adult Survivors of Trauma. In: K Rutkowski & M Linden, eds. Hurting Memories and Beneficial Forgetting. London, England: Elsevier, Inc; 2013. (ISBN: 978-0-12-398393-0).

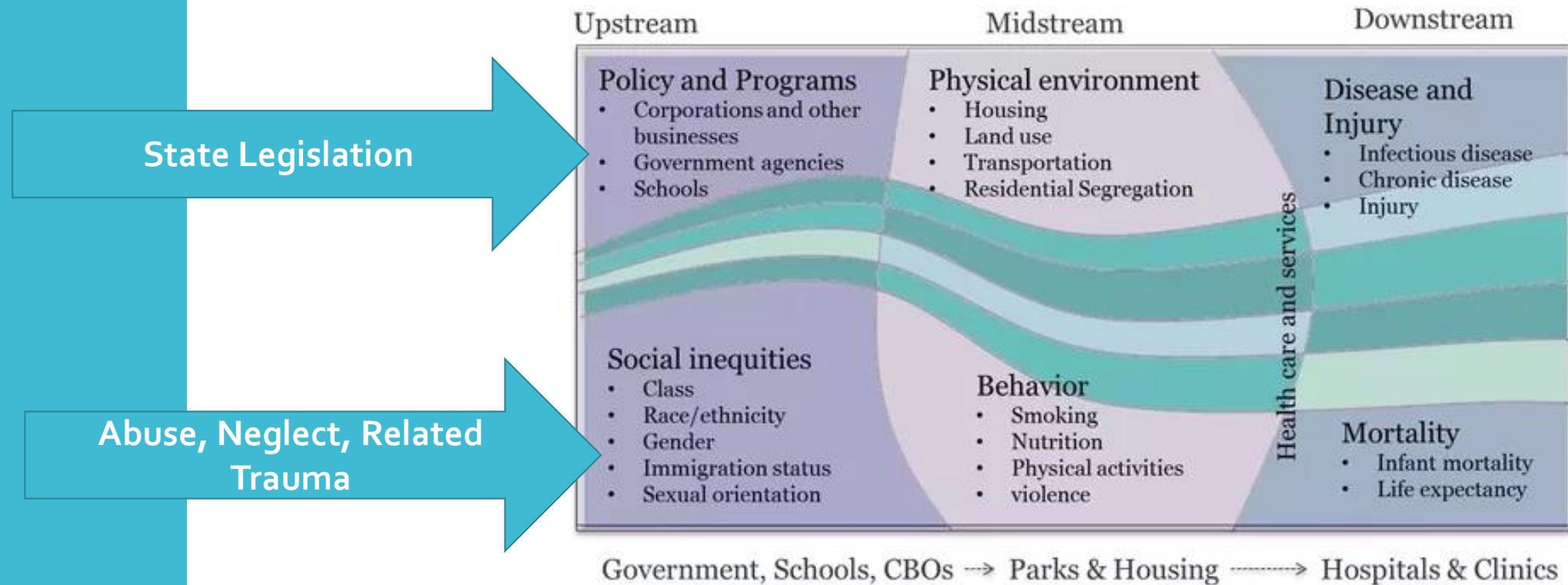
2. Dube SR, Rishi S. Utilizing the Salutogenic Paradigm to Investigate Well-Being among Adult Survivors of Childhood Sexual Abuse and Other Adversities. *Child Abuse Negl.* 2017 Feb 26. pii: S0145-2134(17)30037-6. doi: 10.1016/j.chiabu.2017.01.026

3. Todahl JL, Walters E, Bharwadi D, Dube SR. Trauma Healing: A Mixed Methods Study of Personal and Community-Based Healing. *J Aggress Maltreat Trauma.* 2014 Aug;23(6):611-632..



# Education and Public Health

To address education as a social determinant of health -- must take an UPSTREAM and MIDSTREAM approach



# Legislation on ACEs, U.S. 1999-2019

Between 1999 to 2019, 43 states and the District of Columbia have introduced bills referencing ACEs.

Includes laws that address childhood trauma, child adversity, toxic stress or ACEs specifically.

Many of these bills create a new task force or workgroup, implement training for educators and others on ACEs or trauma-informed practices, or strengthen behavioral health supports for children.

Focus on cross-sectors:

Healthcare

Education

Child Welfare

Law Enforcement/Criminal Justice

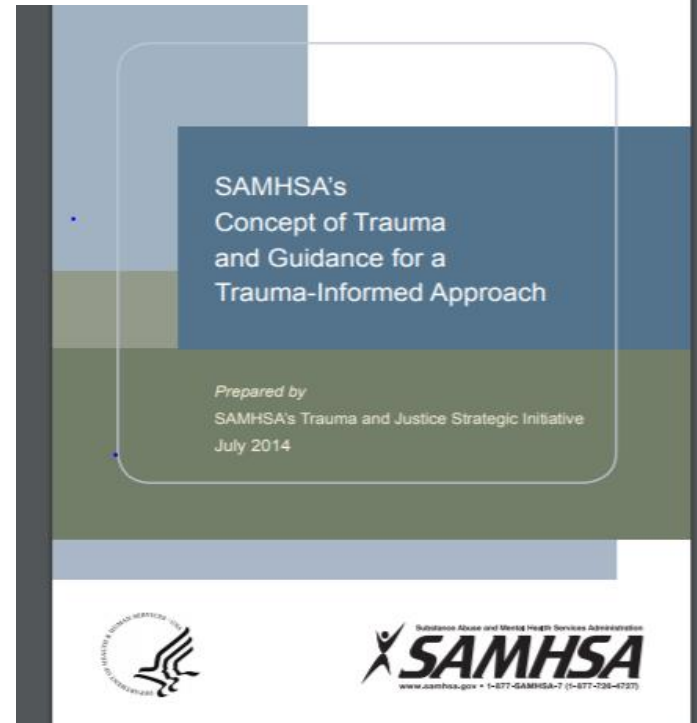
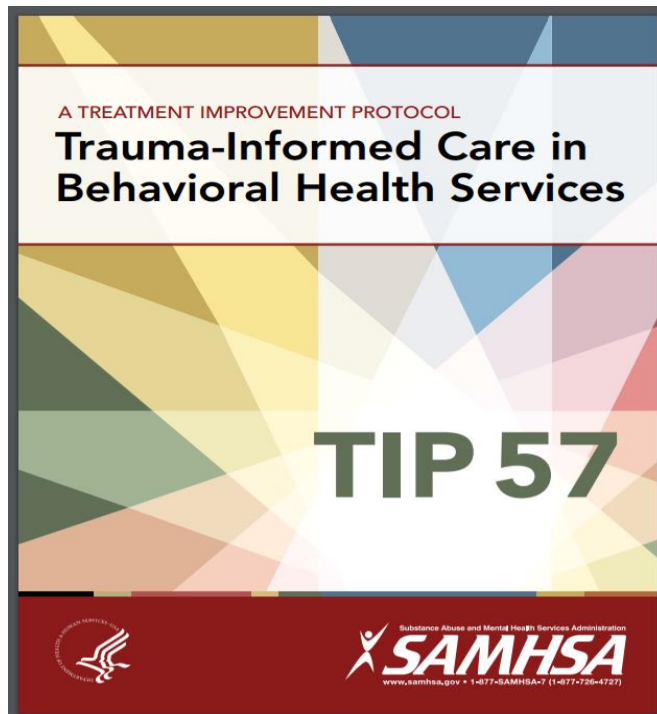
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8837668/figure/F1/>

# Trauma-Informed Framework

## Two Influential Studies That Set the Stage for the Development of TIC

**The Adverse Childhood Experiences Study** (Centers for Disease Control and Prevention, 2013) was a large epidemiological study involving more than 17,000 individuals from United States; it analyzed the long-term effects of childhood and adolescent traumatic experiences on adult health risks, mental health, healthcare costs, and life expectancy.

**The Women, Co-Occurring Disorders and Violence Study** (SAMHSA, 2007) was a large multisite study focused on the role of interpersonal and other traumatic stressors among women; the interrelatedness of trauma, violence, and co-occurring substance use and mental disorders; and the incorporation of trauma-informed and trauma-specific principles, models, and services.



# What We Have Learned

## Nexus of Public Health and Education

- Increase awareness, acceptance, and adoption of ACEs science
- Macro and micro level
- Foster learning environments that are safe, supportive, and nurturing to promote community resiliency
- Study the mechanisms of adverse and positive experiences in the learning environment

## What are the greatest challenges faced with student learning in your regions?



THANK  
YOU!

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