

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.

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			

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) when 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			

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!