Injuries to Teachers from Students

Your Presenters
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  Executive Director, Shasta Trinity Schools Insurance Group
  Redding, CA (Shasta and Trinity Counties)
• Cindy Wilkerson, ARM-P/E
  Executive Director, Schools Insurance Group
  Auburn, CA (Placer and Nevada Counties + 3 individual districts)
• Including data from Schools Insurance Authority
  Sacramento, CA (Sacramento and El Dorado Counties + individual districts)

National Data
• 2015-16 School Year-10% of public school teachers reported being threatened with injury by a student from their school.
• 5.4% of teachers had actually been physically attacked. National Center for Education Statistics “Indicators of School Crime and Safety”
• Over 26% of all injuries were student-related; 8% resulted in lost work time
• Assaults or violence against staff accounted for 13% of all workers’ comp injury claims from the educational sector in the 2012-15 school years. University of Minnesota Duluth “Student-inflicting injuries to staff in schools: comparing risk between educators and non-educators September 20, 2017”
National Data

- Metropolitan districts had a higher rate of injury than non-metropolitan districts.
- Intermediate* districts had the highest rate of student-related total claims, which was over seven times higher than the rate among public schools overall.
- Rates of more severe lost-time claims were almost tenfold higher in intermediate* districts versus public schools.
- Women experienced double the rate of student-related injury compared with men.

*“Intermediate” is defined as a school district formed as a cooperative effort of two or more school districts offering integrated services for secondary, post-secondary, and adult students in the areas of vocational education, special education, and other authorized services.

National Data

- Special Education Aides experienced the highest rate of injury.
- Educational Aides experienced the second highest.
- Special Education Aides experienced the highest rate of lost-time claims.
- Transportation employees were the second highest.

Claims Data STSIG/SIA

<table>
<thead>
<tr>
<th>Frequency / Severity</th>
<th>FY 2013/14</th>
<th>FY 2014/15</th>
<th>FY 2015/16</th>
<th>FY 2016/17</th>
<th>FY 2017/18</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Caused Injuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>121</td>
<td>136</td>
<td>175</td>
<td>190</td>
<td>190</td>
<td>798</td>
</tr>
<tr>
<td>Incurred</td>
<td>$1,638,154</td>
<td>$723,592</td>
<td>$424,378</td>
<td>$875,430</td>
<td>$615,902</td>
<td>$4,287,456</td>
</tr>
<tr>
<td>Average Incurred / Claim</td>
<td>$13.58</td>
<td>$5.39</td>
<td>$2.41</td>
<td>$5.02</td>
<td>$3.24</td>
<td>$5.37</td>
</tr>
</tbody>
</table>
Claims Data for STSIG & SIA

Student Caused Claims: 20%
All Other Causes: 80%

Injuries Physically Caused By Students v. All Other Causes
FY 2013/2014 - 2017/2018

Claims Data SIG

Frequency / Severity

<table>
<thead>
<tr>
<th>Student Caused Claims</th>
<th>FY 2013/14</th>
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<th>FY 2017/18</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>113</td>
<td>117</td>
<td>127</td>
<td>124</td>
<td>139</td>
<td>630</td>
</tr>
<tr>
<td>Incurred</td>
<td>$1,320,838</td>
<td>$1,614,890</td>
<td>$475,496</td>
<td>$554,580</td>
<td>$534,580</td>
<td>$4,899,171</td>
</tr>
<tr>
<td>Average Incurred / Claim</td>
<td>$11,689</td>
<td>$13,802</td>
<td>$3,471</td>
<td>$7,688</td>
<td>$3,846</td>
<td>$7,770</td>
</tr>
</tbody>
</table>

Claims Data SIG

Injuries Physically Caused By Students v. All Other Causes
FY 2013/2014 - 2017/2018
Epigenetics

"Genes alone don’t tell the whole story. Recent increases in chronic diseases like diabetes, childhood asthma, obesity or autism cannot be due to major shifts in the human gene pool as those changes take much more time to occur. They must be due to changes in the environment, including diet and physical activity, which may produce disease in genetically predisposed persons."

Francis S. Collins, M.D., Ph.D.
Director, National Human Genome Research Institute

Epigenetics

- Fat Gene: FTO
- 2 alleles
  - Average of 7 lbs. heavier
- Expression of the gene is affected by:
  1. Exercise
  2. Diet
  3. Emotional state

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4957847/
Epigenetics

- Learning Disabilities and Behavioral Disorders are not genetic.
- They are environmental or Epigenetic
- This means they are potentially correctable

Special Education Statistics

- 1:500 1st child; 1:20 2nd child; 1:3 3rd child
  - If one autistic identical twin is identified, then 90% chance the other sibling will too - Scientific American Jan 6, 2010
- Autistic Spectrum Disorders are now being diagnosed 1:59 in children 8 years old-2014 (In 2000 1:150)
- Improved diagnosis only explains a small portion
  - Environment is the rest - John Hopkins Bloomberg School of Public Health

Autism Spectrum Statistics

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Economic Costs - CDC website
- Intensive Behavioral Interventions $40K-$60K per year
- The average medical expenditures with Autism Spectrum Disorders exceeds the general population by $4,100-$6,200 per year
Regions of the Brain

**Hemispheric Lateralization**

**Left Brain**
- Literal
- Curious, impulsive actions
- Small picture
- Verbal Communication
- Fine Motor
- IQ
- Math calculations
- Linear and logical thinking
- Likes routine, sameness, familiarity
- Practical/Deliberate

**Right Brain**
- Metaphorical
- Cautious, safe actions
- Big picture
- Nonverbal communication
- Gross Motor
- EQ
- Math Reasoning
- Understanding abstract concepts
- Likes newness, novelty
- Intuition (gut feeling)

Move Well, Eat Well, Think Well, To Be Well
Movements and Thoughts

• If you have a movement disorder, you will have a thought process or learning disability
• If you have a thought process disorder or learning disability, then you will have a movement disorder
• They are one in the same

Infantile Reflexes Gone Astray in Autism - 2004 University of Florida Study

The Gut-Brain and Brain-Gut Axis

Adverse Childhood Experiences Study (ACEs)
How Childhood Trauma Affects Health Across a Lifetime /Nadine Burke-Harris M.D.

• 67% of the population had at least 1 adverse childhood event (ACE)
• 1/8th of the population had 4 or more
• Dose Response Relationship
  • 4 or more ACEs: COPD 2.5x
  • Hepatitis 2.5x
  • Depression 4.5x
  • Suicide 12x
• 7 or more ACEs: Lung Cancer 3x
  • Heart Disease 3x

Head Down vs Head Up

<table>
<thead>
<tr>
<th>Allopathic</th>
<th>Holistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Hardening</td>
<td>Community Matters</td>
</tr>
<tr>
<td>Situational Awareness</td>
<td>Dude. Be Nice (DBN)</td>
</tr>
<tr>
<td>ProAct/CPI</td>
<td>Trauma-Informed in Education</td>
</tr>
<tr>
<td>Tools</td>
<td>ACEs Connection</td>
</tr>
<tr>
<td></td>
<td>Functional movement exercises</td>
</tr>
</tbody>
</table>

Allopathic: the treatment of disease by conventional means, i.e., with drugs having opposite effects to the symptoms.

- Work Hardening: physical conditioning to build muscular structure to support frequent or intense conditions
- ProACT: Professional Assault Crisis Training
- CPI: Behavior intervention techniques including nonviolent crisis intervention, de-escalation, classroom management, and safe restraints
- Tools: Wearing Kevlar sleeves or multiple layers of clothing, barriers, or other means to prevent or mitigate injury
Holistic: characterized by the treatment of the whole person, taking into account mental and social factors, rather than just the physical symptoms of a disease.

- Community Matters: Improving the social-emotional climate in schools with a variety of programs.
- Dude. Be. Nice: Provides tools to build communities that support kindness and compassion.
- Creative Behavior Systems: Trauma-informed education that brings together proven systematic behavioral communication and conflict resolution strategies to diffuse, calm and heal so schools become more resilient.
- Brain Balance Centers: A non-medical and drug-free approach to overcoming the challenges of ADHD, learning disabilities, processing disorders, Asperger Syndrome, and a host of other related childhood learning and developmental issues.

Resources

- Creative Behavior Systems: [https://www.creativebehaviorsystems.com/](https://www.creativebehaviorsystems.com/)
- ACE's Connection: [https://www.acesconnection.com/](https://www.acesconnection.com/)
- Pro-ACT: [https://proacttraining.com/](https://proacttraining.com/)
- Crisis Prevention Institute (CPI): [https://www.crisisprevention.com/](https://www.crisisprevention.com/)
- Brain Balance Centers: [https://www.brainbalancecenters.com/](https://www.brainbalancecenters.com/)
- Primitive Reflex Exercises: [https://www.youtube.com/watch?v=Jx2zIF99g&list=PLrr3z_jrKBLu_qTpJ_PFY8lzYv4I7L6N6](https://www.youtube.com/watch?v=Jx2zIF99g&list=PLrr3z_jrKBLu_qTpJ_PFY8lzYv4I7L6N6)
- Paper Tiger: Movie on Amazon Prime: [https://www.youtube.com/watch?v=KdDr_nZOIk](https://www.youtube.com/watch?v=KdDr_nZOIk)
- Bad Kids Movie on Netflix: [https://www.imdb.com/title/tt5278458/](https://www.imdb.com/title/tt5278458/)