CHILD HOMELESSNESS & TOXIC STRESS: FAR-REACHING CONSEQUENCES

HOW CHRONIC STRESS & HOMELESSNESS IMPACT THE DEVELOPING BRAIN

Adverse childhood experiences (ACEs) such as poverty and homelessness can cause chronic stress during childhood. Typically, the more adversity a child experiences (the higher their 'ACE score'), the higher their risk for long-term negative consequences.

Chronic stress is powerful because it can alter brain circuits, causing the child's stress response system to go on high alert, unable to shut off. This impairs the pre-frontal cortex, hurting executive function. It also hurts the hippocampus. In turn, a child's ability to learn, regulate their emotions and behaviors, and interact in socially appropriate ways is diminished. This helps explain some of the academic outcomes we see in children who are homeless.

- The **pre-frontal cortex** is involved with:
- solving complex problems
- rich thought
- emotion and personality expression¹

It is also the home of 'executive function.'2 Executive function refers to a suite of cognitive activities such as:

- paying attention
- remembering details
- planning
- information processing³

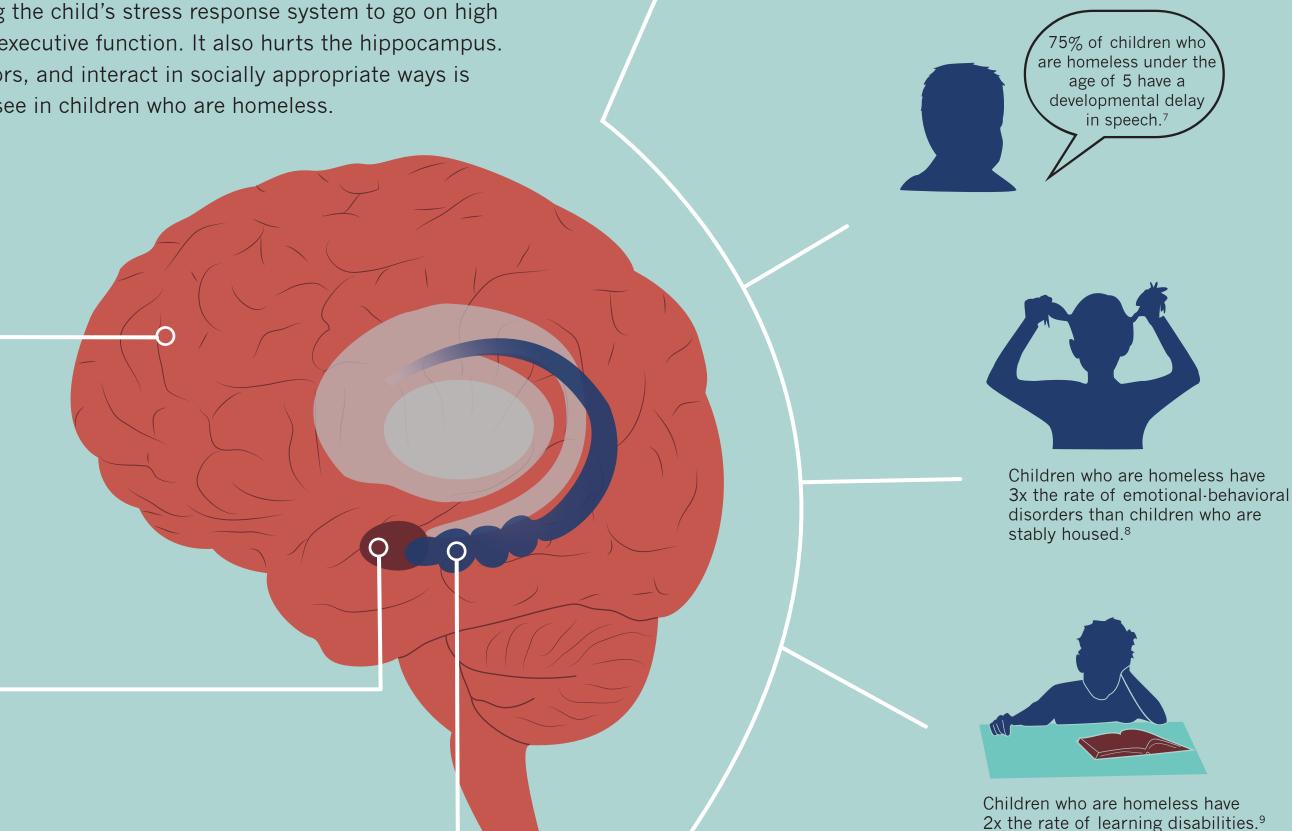
These are all functions hurt by toxic stress in childhood.

The **amygdala** is an almond shaped brain region responsible for:

- detecting harmful or scary environmental stimuli activating our stress response system, which can impair the prefrontal cortex⁴
- When this happens we are less able to:
- think rationally
- control our emotions
- engage in effective planning⁵

The **hippocampus** is important for memory formation, and is essential to learning. It is also affected by chronic toxic stress. This means that stress can:

- cause memory impairment^{4,5}
- hurt knowledge acquisition
- Changes in the hippocampus have been linked to:
- anxiety disorders



Half of children who are homeless experience anxiety, depression and withdrawal.9

PREVALENCE OF STUDENT HOMELESSNESS



The number of schoolchildren who are homeless in Washington state. This is an 82% increase since the 2006-07 school year.¹⁰

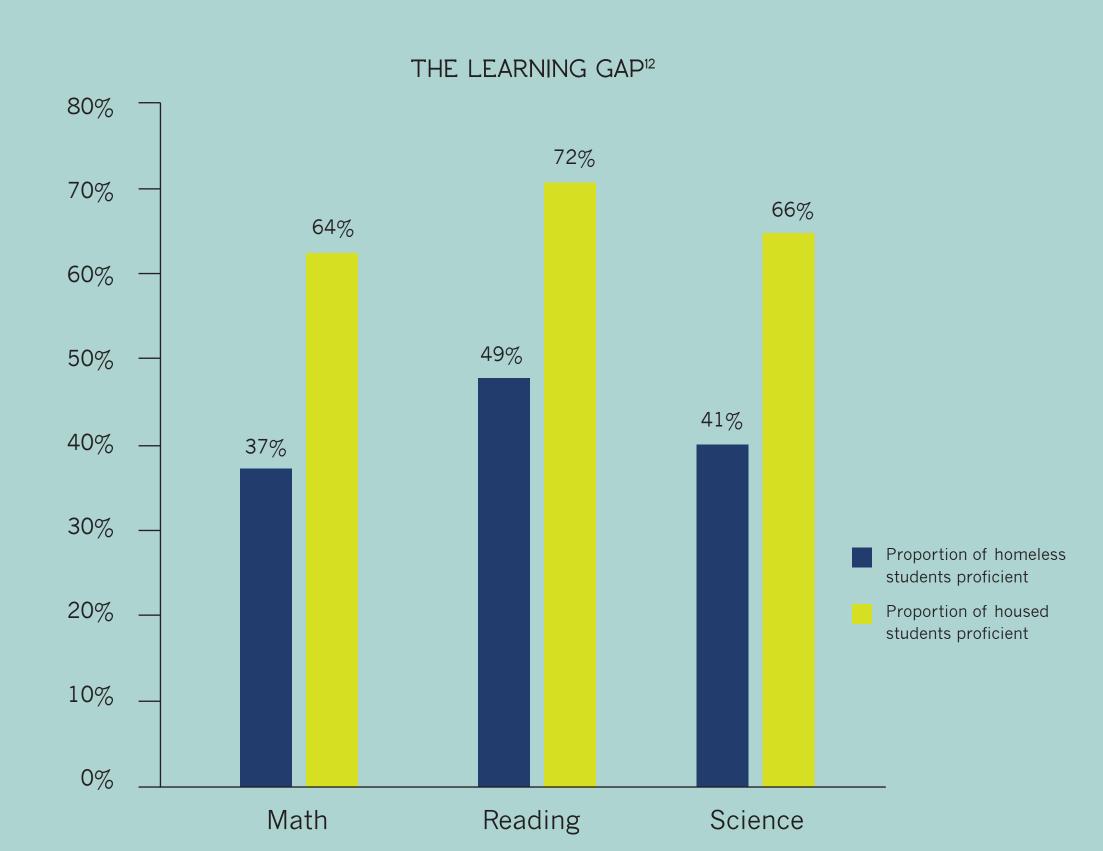


The number of schoolchildren who are homeless in the United States. This is an 8% increase since the last report.¹¹

ACADEMIC CONSEQUENCES



On average, children who are homeless change schools multiple times a year. Each time a student moves, 4-6 months of learning progress is lost, which widens the learning gap. 12



ADVERSE CHILDHOOD EXPERIENCES IN THE CLASSROOM

Children who are homeless are 4x more likely to have a developmental

delay than stably housed peers.6

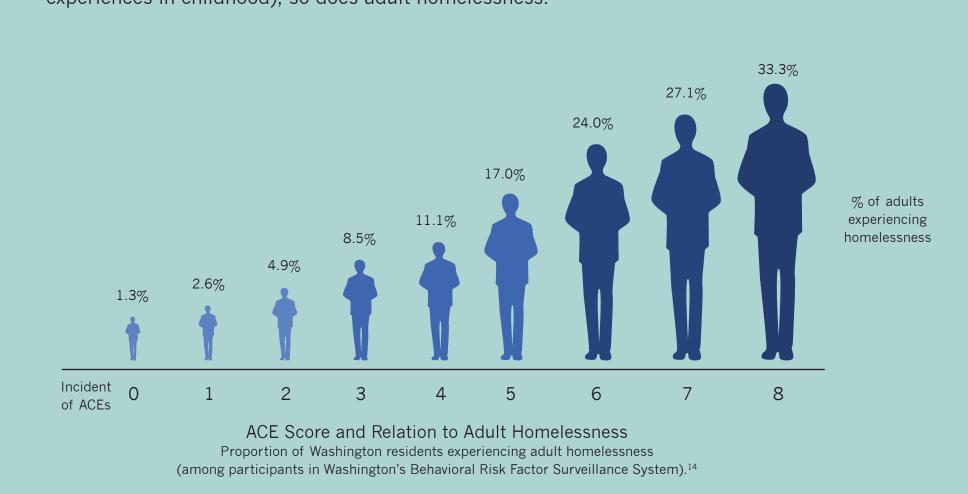
Children coping with significant adversity will have a harder time learning. Out of a 30-child high school classroom, only 11 students will have experienced one or zero ACEs.

6 students with no ACE 2222 2 2 2 2 2

3 students with 6 or more ACEs

MORE ADVERSE CHILDHOOD EXPERIENCES INCREASE RISK FOR ADULT HOMELESSNESS

As ACE scores increase (e.g., the level of adversity someone experiences in childhood), so does adult homelessness.



Created by Seattle University's Project on Family Homelessness with information from: University of Washington. http://bit.ly/1yb4C9n

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