From ACES to Assets
Fostering Resilience to Improve Outcomes
Best Practice Seminar
4/19/18
Objectives

By the end of our session we will be able to:

• Cite the three essential Building Blocks of Resilience
• Identify the 7 C’s of Resilience Development
• Understand the value in adopting a “Resilience Development Mindset” to mental, physical and/or behavioral healthcare
Understanding ACEs

The impact on Health, Wellness & Education
What are the ACEs?

Before the age of 18 did you experience...

<table>
<thead>
<tr>
<th>Abuse</th>
<th>Neglect</th>
<th>Household Dysfunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Physical</td>
<td>Mental Illness</td>
</tr>
<tr>
<td>Emotional</td>
<td>Emotional</td>
<td>Incarcerated Relative</td>
</tr>
<tr>
<td>Sexual</td>
<td></td>
<td>Mother Treated Violently</td>
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<tr>
<td></td>
<td></td>
<td>Substance Abuse</td>
</tr>
</tbody>
</table>

www.acestudy.org www.rwjf.org
A Dose-Response Relationship

Response = Health, Social, Learning Issues, etc...

Dose = Accumulation of ACEs

1 ACE

2 ACEs

3 ACEs

4 or more ACEs
As ACEs Increase so does Risk...
Assessing the ACEs in Monroe County, NY
The Prevalence of ACEs

- 36% (608) with 4+ ACEs
- 27% (452) with 3 ACEs
- 15% (254) with 2 ACEs
- 9% (154) with 1 ACE
- 14% (234) with 0 ACEs

n=1702
Mental Health

- 64% of students with **4 or more ACEs** reported feeling sad for 2 or more weeks in the past year
- 59% of students with **4 or more ACEs** reported difficulties from emotional problems
Suicide

- 49% of students with **4 or more ACEs** reported engaging in self-injury
- 39% of students with **4 or more ACEs** reported considering suicide in the past year
- 26% of students with **4 or more ACEs** reported attempting suicide in the past year

![Bar chart showing percentages of students in different ACE categories](chart.png)

- **% total non-suicidal self-injury ever**
- **% total considered suicide in the past year**
- **% total attempted suicide in the past year**
Violence

- 39% of students with 4 or more ACEs reported carrying a weapon in the past 30 days
- 50% of students with 4 more ACEs reported engaging in a fight in the past year
- 39% of students with 4 more ACEs reported being a victim of violence in the past 30 days
Substance use

- Risk comparisons based on Yes vs. No response to the Substance Use – Gambling ACE Flag

- Tobacco
- Marijuana
- Alcohol
- Any other drug
- Under the influence at school
Resilience trumps ACEs
WHAT IS RESILIENCE?

Resilience is an individual’s ability to adapt to stress and adversity in a healthy manner.
Resilience is ordinary
not
extraordinary
Creating the conditions to shift the balance...

Trauma
- ACEs
- Toxic Stress

Resilience
- Social & interpersonal skills
- Internal, personal strengths
- External Resources & Supports
I Can...

• Talk to others about things that frighten me or bother me
• Find ways to solve problems that I face
• Control myself when I feel like doing something not right or dangerous
• Figure out when it is a good time to talk to someone or to take action
• Find someone to help me when I need it
I Am...

• A person people can like and love
• Glad to do nice things for others and show my concern
• Respectful of myself and others
• Willing to be responsible for what I do
• Sure things will be all right
I Have...

- People around me I trust and who love me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn
FOSTERING RESILIENCE: The 7 C’s

- Competence
- Confidence
- Connection
- Character
- Contribution
- Coping
- Control

“I believe we all have the capacity to become resilient. But our parents, siblings, extended family & community can either give us resilience or reduce our resilience. I also believe that resilience is like a muscle. You can strengthen your resilience just as you strengthen a muscle.”

~ Tina Marie Hahn, MD
Adopting a Resilience Development Mindset
Does our interpretation matter?

<table>
<thead>
<tr>
<th>Interpretation A</th>
<th>Interpretation B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiant, oppositional, non-compliant</td>
<td>May value autonomy, may feel unsafe. May be in fight mode</td>
</tr>
<tr>
<td>Uncooperative, resistant, oversensitive</td>
<td>May feel overwhelmed or unsafe. May be in flight mode</td>
</tr>
<tr>
<td>Passive, unmotivated, compliant, doesn’t care</td>
<td>May not trust their responses will impact receiver, may feel unsafe. May be in freeze mode</td>
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</tbody>
</table>

And our interpretations guide our behaviors, words, and interventions.
6 Principles of Trauma-Responsive Care

- Cultural, historical & gender issues
- Trustworthiness & transparency
- Peer support
- Empowerment, voice & choice
- Collaboration & mutuality
- Safety

All principles should be addressed systemically and interpreted at all levels. However, specific terminology and methods of application may vary.
The ARC Model

- Skill development
- Framework for intervention design
- Trauma-responsive approach
<table>
<thead>
<tr>
<th>Reflective Questions</th>
<th>Opportunities</th>
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</table>
| Am I helping them build the educational, social, and stress-reduction skills necessary to make him competent in the real world? | • Mindfulness  
• Self Care Plans  
• Deep Breathing  
• Group work |
| Do I communicate in a way that empowers them to make their own decisions?            | • Voice and Choice  
• Role Modelling  
• Collaborative Problem-Solving  
• Decision trees |
| Do I let them make safe mistakes so they have the opportunity to right themselves?   | • Adults be “ok” with process  
• Learn through error  
• Eliminate shame  
• Specific Feedback  
• Process following attempt |
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<td>Do I praise them often? Do I praise them honestly about specific achievements?</td>
<td>• Hard work and effort over success</td>
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<td></td>
<td>• Observe incremental success (progress monitor)</td>
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<tr>
<td>Do I unintentionally push them to take on more than they can realistically handle?</td>
<td>• Know their baselines</td>
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<tr>
<td></td>
<td>• Encouragement</td>
</tr>
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<td></td>
<td>• Equity over Equality</td>
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<tr>
<td>Do I avoid instilling shame?</td>
<td>• Assess physical environment</td>
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<tr>
<td></td>
<td>• Restorative practices</td>
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<tr>
<td></td>
<td>• Unconditional + Regard</td>
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<tr>
<td></td>
<td>• Self-monitoring systems</td>
</tr>
<tr>
<td>Reflective Questions</td>
<td>Opportunities</td>
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<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
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<tr>
<td>Do I help individuals I work with understand and express all types of emotions?</td>
<td>• Teach emotional vocabulary&lt;br&gt;• Bibliotherapy&lt;br&gt;• Reflective listening&lt;br&gt;• Comic Stripping</td>
</tr>
<tr>
<td>Do we practice resolving conflict proactively and adaptively?</td>
<td>• Restorative practices&lt;br&gt;• Mediation&lt;br&gt;• Collaborative Problem-solving&lt;br&gt;• Family or Couples Therapy</td>
</tr>
<tr>
<td>Do I support the individuals I work with in developing close relationships with others?</td>
<td>• Group counseling&lt;br&gt;• Self-regulation skills&lt;br&gt;• Family engagement</td>
</tr>
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<td>Opportunities</td>
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<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>Do I help the individual’s I work with clarify their own values?</td>
<td>• Match values with actions</td>
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<td></td>
<td>• Reflective listening</td>
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<td></td>
<td>• Specific feedback</td>
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<td></td>
<td>• Bibliotherapy</td>
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<tr>
<td>Does my site or office model the value of safety and the importance of community?</td>
<td>• Assess the physical environment</td>
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<td></td>
<td>• Policy &amp; Protocols</td>
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<td></td>
<td>• Voice &amp; Choice</td>
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<td>Am I careful to avoid racist, ethnic, or hateful statements or stereotypes?</td>
<td>• Equity over equality</td>
</tr>
<tr>
<td>Am I careful to challenge internal biases when making diagnoses or assessment?</td>
<td>• Acknowledgement of social disparities</td>
</tr>
<tr>
<td>Am I clear how I regard these thoughts and statements whenever and wherever the</td>
<td>• Advocate</td>
</tr>
<tr>
<td>individuals I work with are exposed to them?</td>
<td>• Self-reflection</td>
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<tr>
<td>Do I emphasize the value of service to others? And create opportunities for each individual to contribute in some specific way?</td>
<td>• Options to nurture/mentor</td>
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<td></td>
<td>• Service projects</td>
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<td></td>
<td>• Identify internal strengths and opportunities to share strengths</td>
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<tr>
<td>Do I expose individuals to others who might serve as role models in their contribution to their communities and the world? Do I use these as examples to encourage the individuals I work with to be the best they can be?</td>
<td>• Bibliotherapy</td>
</tr>
<tr>
<td></td>
<td>• Highlight young people making a difference –local or worldwide</td>
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<tr>
<td></td>
<td>• Share examples of public figures with similar challenges who have succeeded</td>
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</tbody>
</table>
A reminder...

Two Parallel Systems

http://houseofmind.tumblr.com/post/798664415/the-autonomic-nervous-system-divide
<table>
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| Do I help understand the difference between a true crisis and something that just feels like an emergency? | • Avoid shame but offer perspective  
• Support development of Judgement  
• Comic stripping |
| Do I offer guidance in developing positive, effective coping strategies? | • Role Modelling  
• Make life’s challenges overt  
• Mindfulness/Self-Regulation  
• Sensory diet  
• Sleep Hygiene/nutrition |
| Do I model problem-solving step by step? | • Role Modelling  
• Specific Feedback  
• Ladder Activity |
Two Ladders

A mountain into a molehill strategy...
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| Do I help them recognize even small successes to increase their experience that they can succeed? | • Emphasize practice  
• Learn through failure  
• Specific feedback  
• Ladder Activity |
| Do I help my students understand that life’s events are not purely random and most things happen as a direct result as a series of actions and choices? | • Specific feedback  
• Voice & Choice  
• Consumer & Family leadership  
• Strategic use of positive and negative outcomes |
Today, I can...

But will this matter?

- Maintain presence in a world of distraction
- Provide targeted feedback
- Create opportunities to learn new skills within a safe environment
- Understand there may be underlying causes to what is showing up as “big behaviors” and begin to deepen my compassionate curiosity
- Make sure that the individuals I work with know I care about them “No Matter What”
- Listen and pay attention without judgment
I have at least one non-parental adult support...

When youth have at least 1 non-parental adult support risk for being under the influence at school, suicide ideation and depression all decline.

Youth with 2 or More ACEs: YES = 425  NO = 275
When youth feel encouraged at school risk for being under the influence at school, suicide ideation and depression all decline.

Youth with 2 or More ACEs:  

YES = 298  
NO = 303
When youth feel they matter to their community, risk for suicide ideation and depression decline.

Youth with 2 or More ACEs: Yes: 216   No: 253
One Positive, Caring, Consistent Adult makes all the difference...
Contact Information
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585-749-0336
• Allostasis and Allostatic Load:  

• Dr. Nadine Burke TED Talk:  
  https://www.youtube.com/watch?v=950vIJ3dsNk

• Rachel Yehuda’s interview on OnBeing:  
  http://www.onbeing.org/program/rachel-yehuda-how-trauma-and-resilience-cross-generations/7786

• CDC site on ACE Study:  
  https://www.cdc.gov/violenceprevention/acestudy/

• ARC Model:  http://www.traumacenter.org/research/ascot.php

• National Center for Trauma-Informed Care:  
  http://www.samhsa.gov/nctic

• Child Trauma Toolkit for Educators:  www.NCTSN.org

• Helping Traumatized Children Learn:  
  http://traumasensitiveschools.org

• The Heart of Learning and Teaching:  
  www.www.k12.wa.us./CompassionateSchools/Resource.aspx

• Reaching Teens:  
  https://shop.aap.org/reaching-teens/