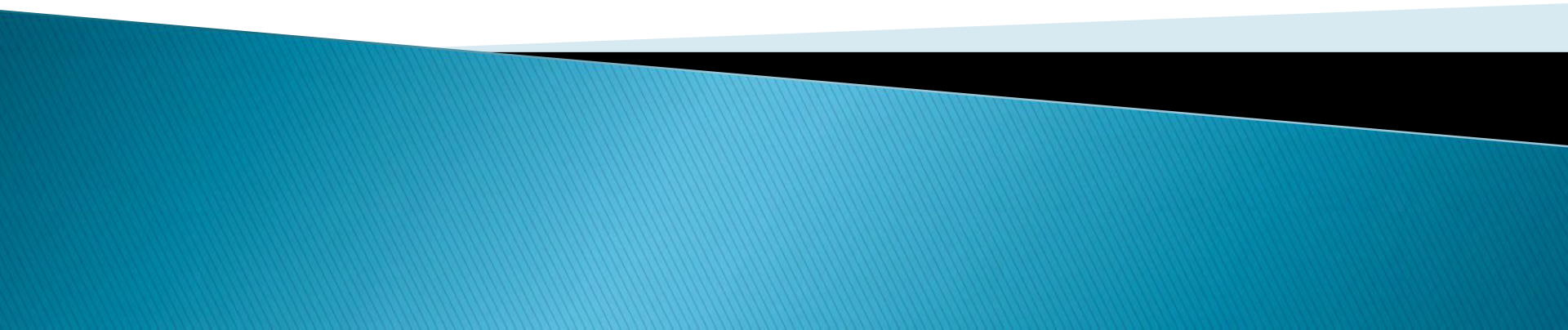


ACES
2017 First Breath / My Baby
& Me
Regional Practice Sessions

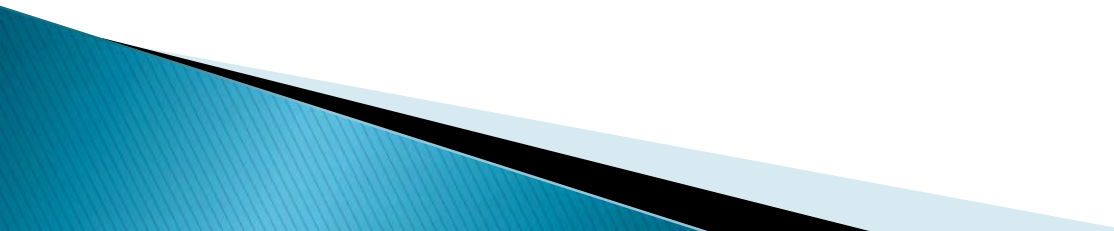


Changing Behaviors

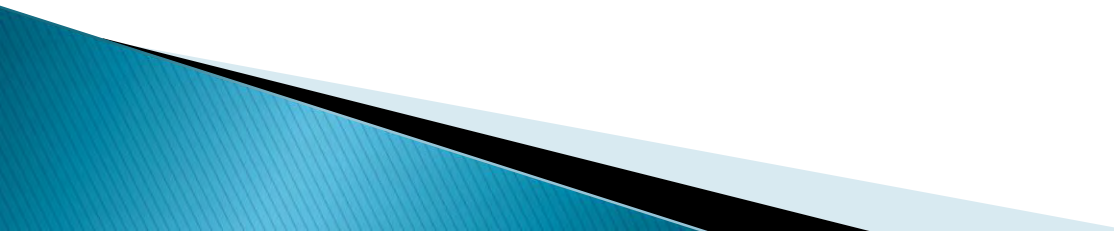


- ▶ Think of something that you have voluntarily changed in your life
- ▶ How and why did you make that change?
- ▶ Introduce yourself to someone sitting near you and talk with each other about what change you made and how and why you made it.

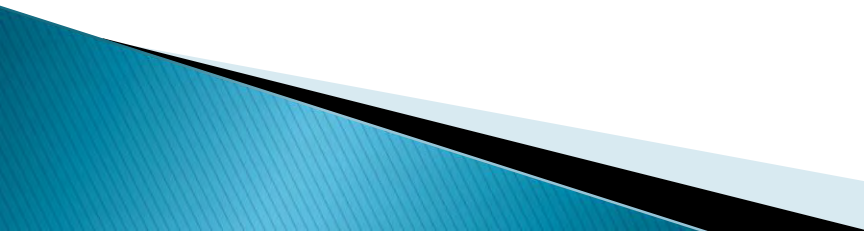
Changing Behaviors

- ▶ Think of something that you changed in your life because someone made/forced you to change?
 - ▶ How and why did you make that change
 - ▶ Talk with your same partner about what change you made and how and why you made it.
- 

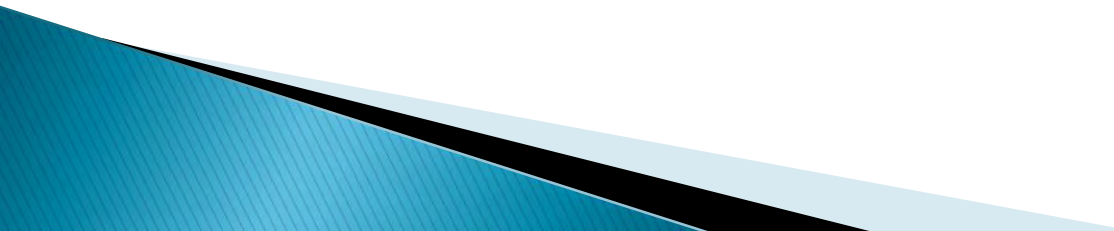
Process

- ▶ How did it feel talking to your partner about the voluntary change you made?
 - ▶ How did it feel talking to your partner about the involuntary change you made?
 - ▶ Did you notice anything about the process?
- 

Stages of change

- ▶ Stage 1: Pre-contemplation– There is no problem
 - ▶ Stage 2: Contemplation– Thinking their might be a problem
 - ▶ Stage 3: Preparation– Making a plan for how to address the problem
 - ▶ Stage 4: Action– Actually doing something different
 - ▶ Stage 5: Maintenance –Continue action and relapse
 - ▶ (Prochaska & DiClemente, 1983).
- 

ACE Study

- ▶ Dr. Vincent Felitti at Kaiser Permanente Insurance San Diego working with Obesity and seeing that people were making changes and meeting their goals and then gaining all the weight back
 - ▶ Started to ask questions and found that all of the individuals who were gaining the weight back had been sexually abused
 - ▶ Dr. Robert Anda (CDC) in Atlanta working on cardiovascular disease/smoking and seeing connection with early stressors and heart disease
- 

ACE STUDY

- ▶ ACE: Adverse Childhood Experiences
- ▶ The Ace study is a longitudinal study of how adverse affects affect the developmental lifespan of a human being.
- ▶ The ACE Study, a collaboration between the Centers for Disease Control and Prevention (CDC) and Kaiser Permanente's Health Appraisal Clinic in San Diego, uses a retrospective approach to examine the link between childhood stressors and adult health. Over 17,000 adults participated in the research, making it one of the largest studies of its kind. Each participant completed a questionnaire that asked for detailed information on their past history of abuse, neglect, and family dysfunction as well as their current behaviors and health status. Researchers were particularly interested in participants' exposure to the following ten ACE

What are the Adverse Experiences?

Abuse

- ▶ Emotional
- ▶ Physical
- ▶ Sexual

Neglect

- ▶ Emotional
- ▶ Physical

Physical Household Dysfunction

- ▶ Mother treated violently
 - ▶ Household substance abuse
 - ▶ Household mental illness
 - ▶ Parental separation or divorce
 - ▶ Incarcerated household member
-
- ▶ The key piece to adversity is “toxic stress”

Health Consequences

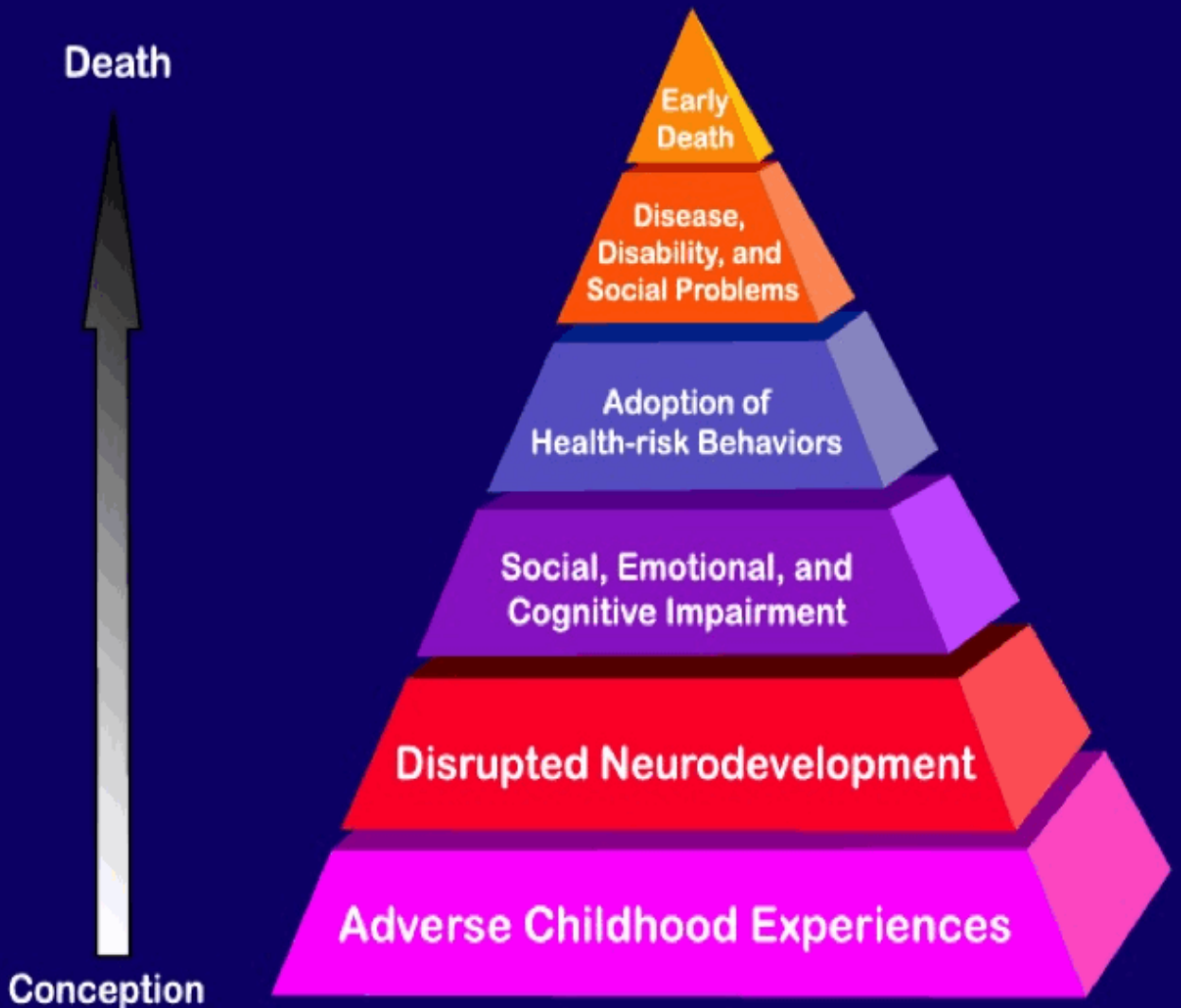
The short and long-term outcomes of ACE include a multitude of health and behavioral problems. As the number of ACE a person experiences increases the risk for the following health outcomes also increase

- ▶ Heart disease
- ▶ Cancer
- ▶ Depression
- ▶ Alcoholism
- ▶ Fetal death
- ▶ Illicit drug use
- ▶ Liver disease
- ▶ Risk for domestic violence
- ▶ Multiple sexual partners
- ▶ STI's
- ▶ Smoking
- ▶ COPD
- ▶ Suicide attempts
- ▶ Unintended pregnancies

What can Toxic Stress Do?

- ▶ High levels of stress hormones, including cortisol, can suppress the body's immune response. This can leave an individual vulnerable to a variety of infections and chronic health problems.
- ▶ Sustained high levels of cortisol can damage the hippocampus, an area of the brain responsible for learning and memory. These cognitive deficits can continue into adulthood.
- ▶ Amygdalar Highjacking





Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

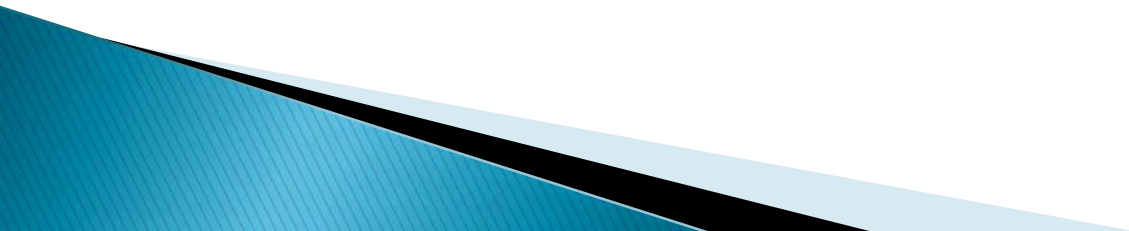
Brain Development



Goals of the brain

1) Survive

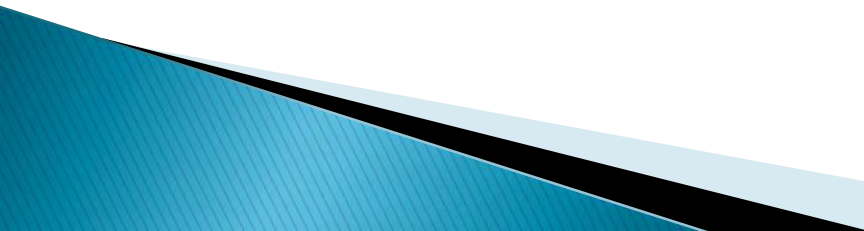
2) Succeed



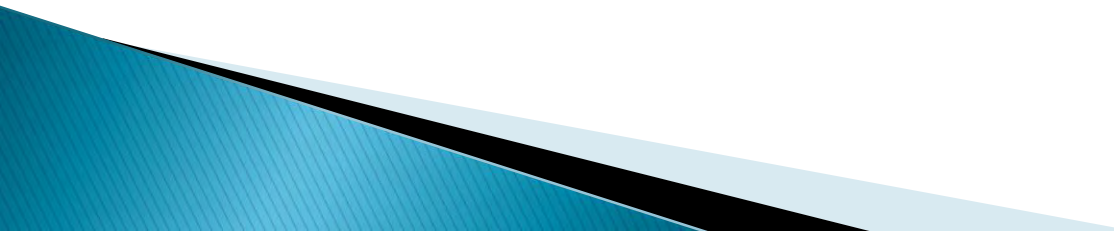
Birth to Five

- ▶ 90% of brain development happens in the pre-school years
- ▶ 100 billion brain cells at birth these cells need to connect with each other and prune
- ▶ Brain is EXPERIENCE DEPENDENT
- ▶ Brain makes pathways based on experience whether negative or positive experiences
- ▶ Chronic negative experiences are hard to overcome but helping a family practice something different repeatedly will create new pathways (jump the fence)

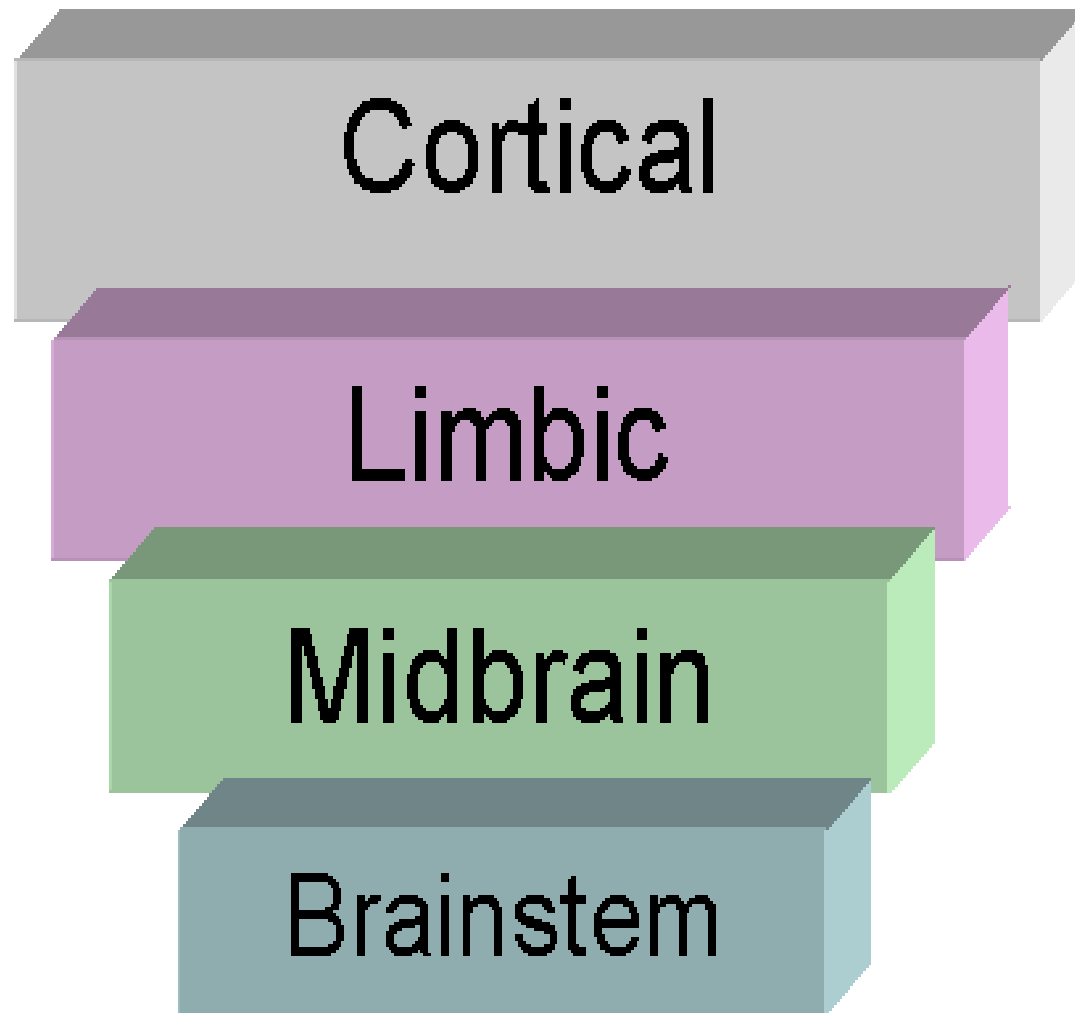
Brain is flexible

- ▶ The younger the brain the more flexible it is the take in a new experience and change easier than an older brain.
 - ▶ The longer a child has been exposed to certain behaviors or feelings the deeper the groves in the path and the more difficult to change (Oregon Trail)
 - ▶ Repeated different experience is needed to help the child trust, heal, and gain skills to have different relationships.
- 

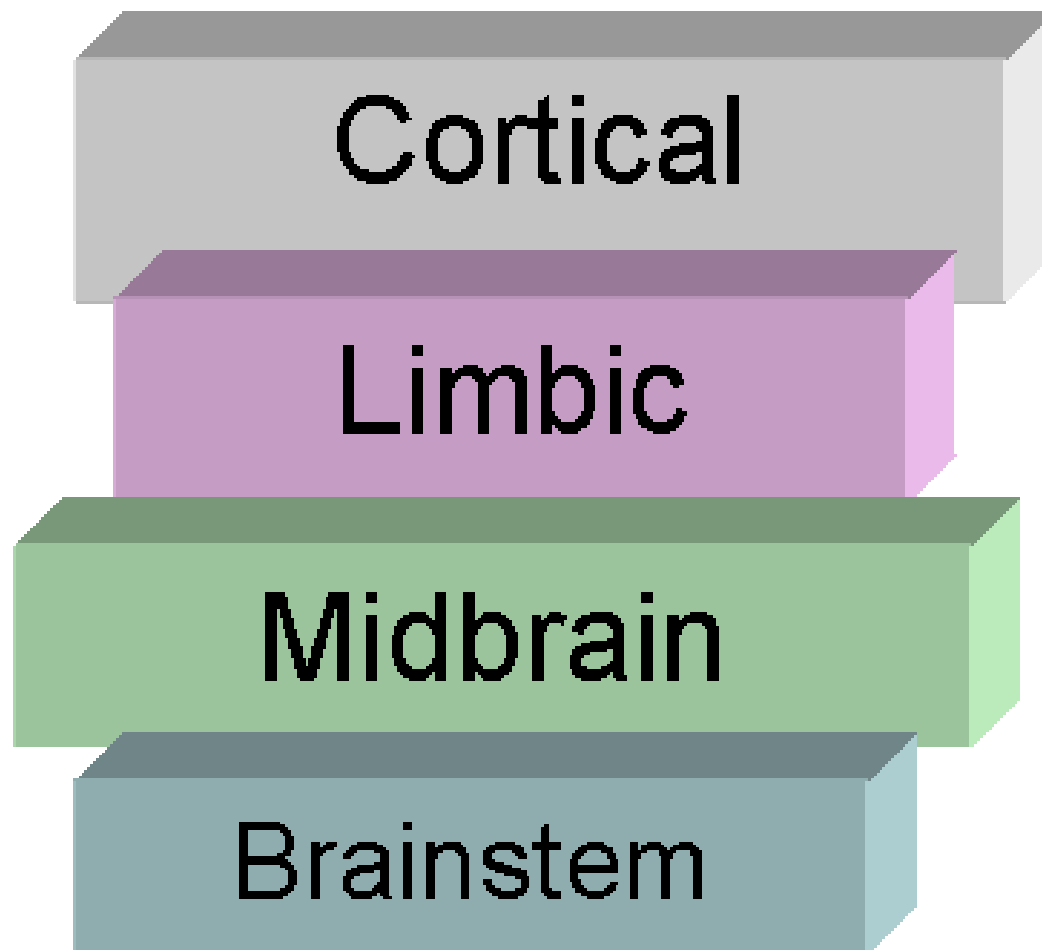
Typical brain development

- ▶ Brainstem– in a full term baby this is fully developed, breathing, heart rate, blood pressure
 - ▶ Midbrain–movement, sensory, learning
 - ▶ Limbic–Emotions, attachment, memory
 - ▶ Cortex–Thinking area of the brain, should have most cells and connections. Still developing into the individuals 20's, prioritize, imagine, abstract thinking,
- 

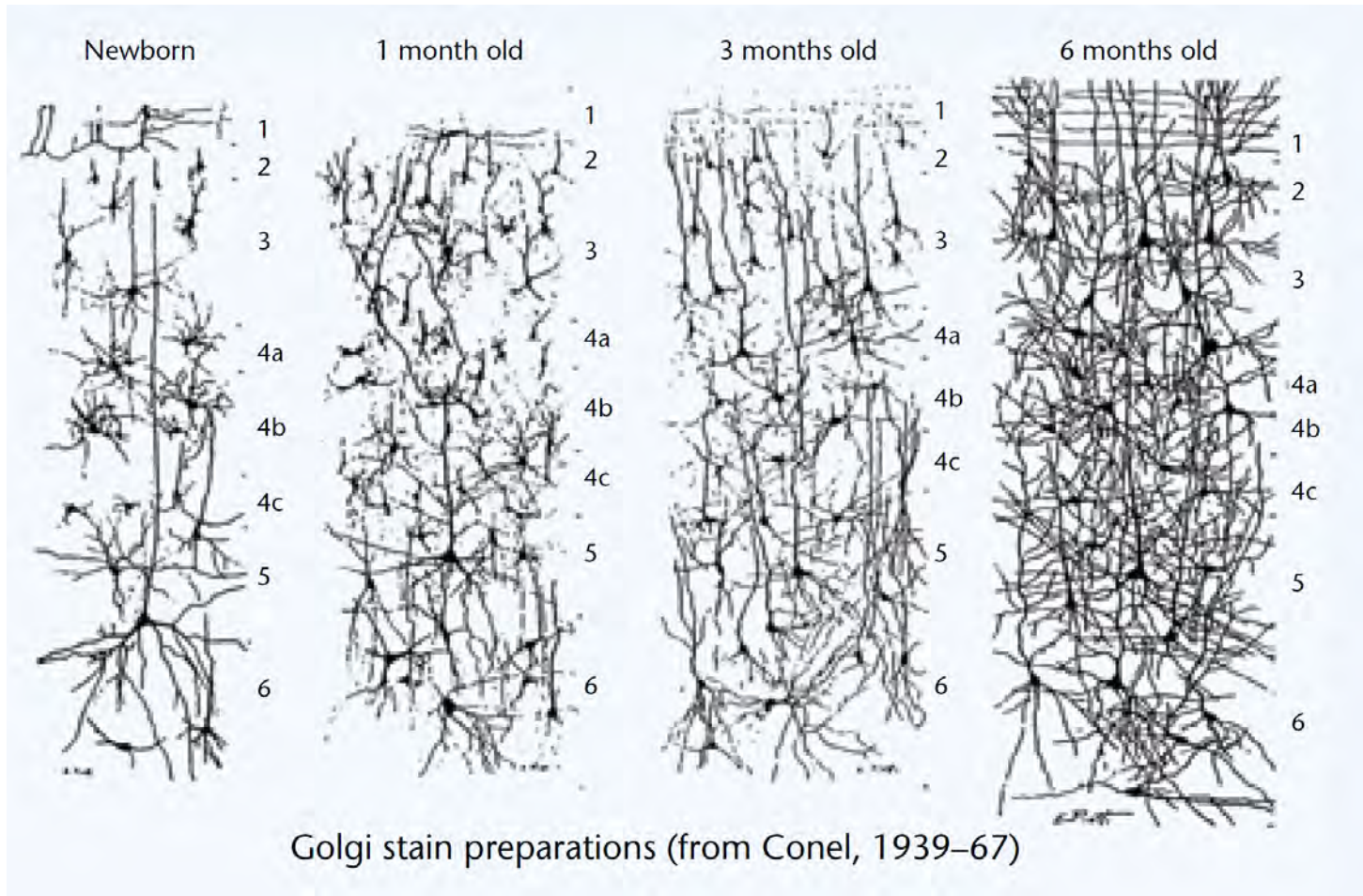
PROPORTIONED DEVELOPMENT OF THE BRAIN



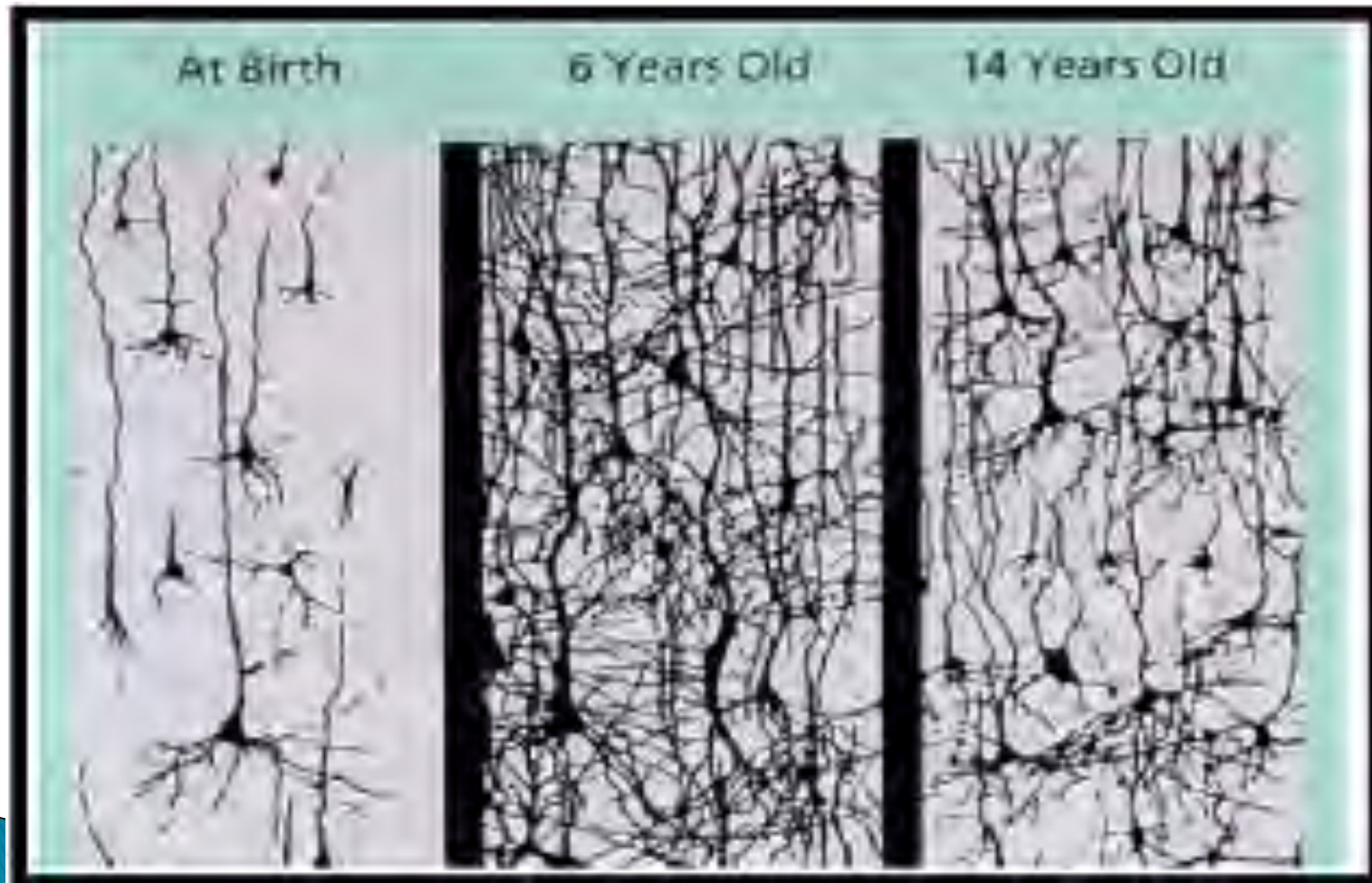
DEVELOPMENTAL NEGLECT AND TRAUMA



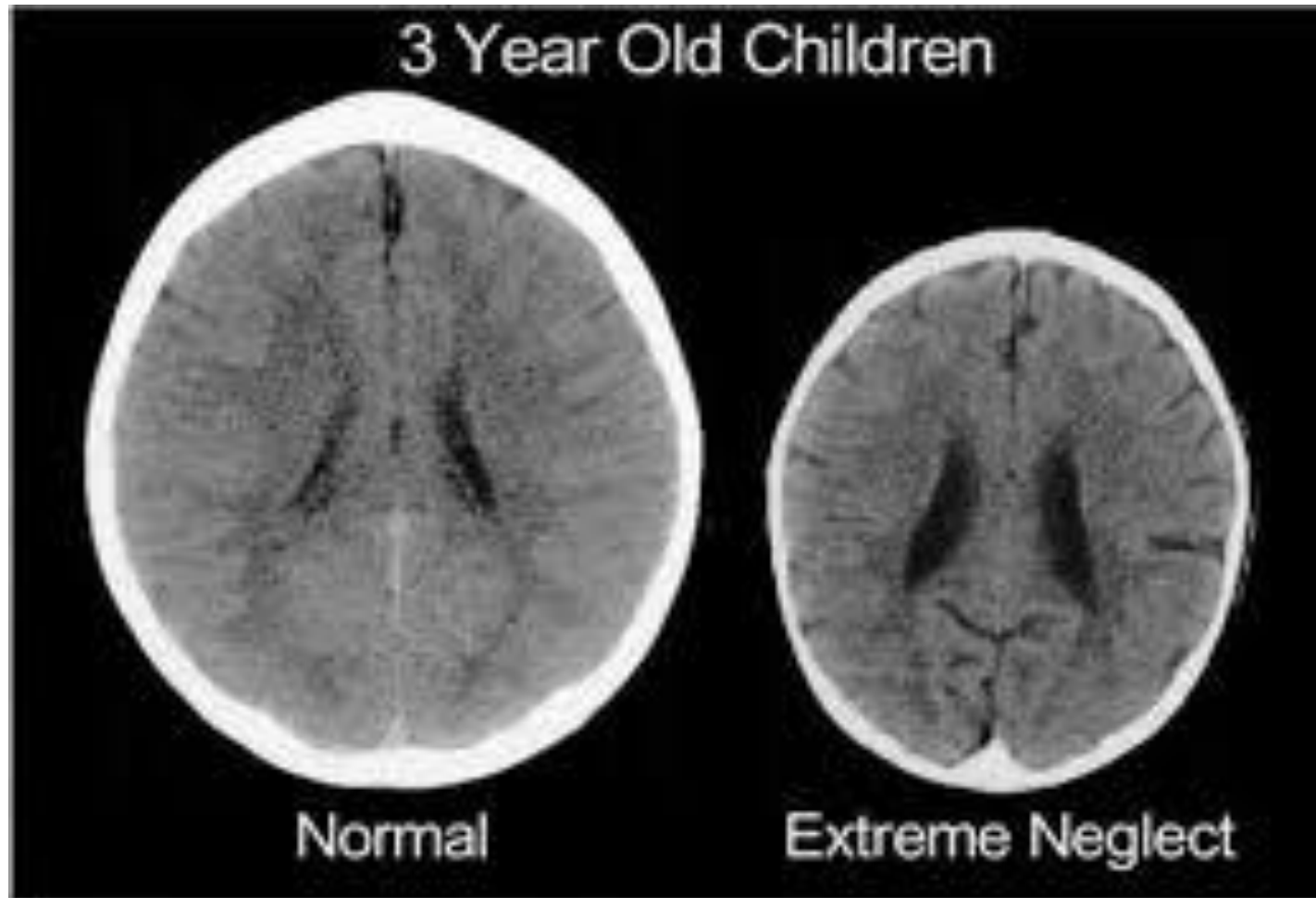
Early connections



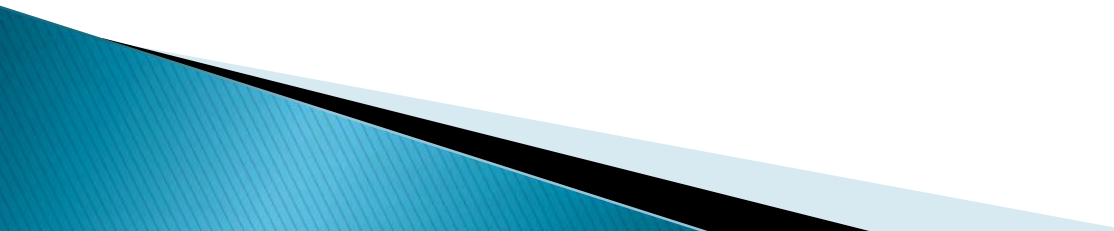
Pruning



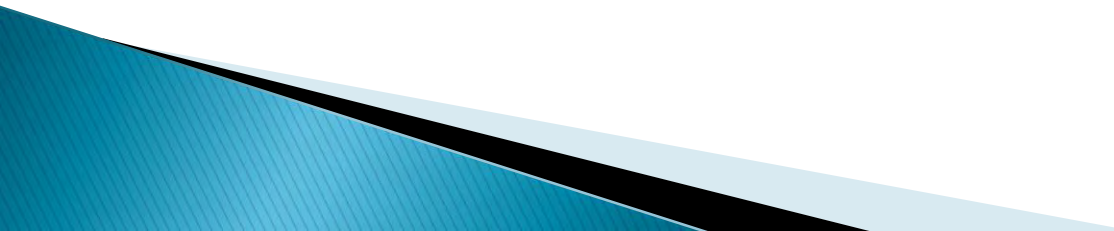
Brain and Neglect



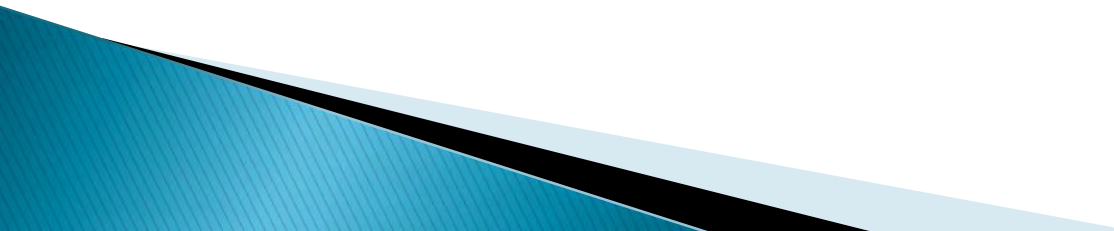
Definition

- ▶ Trauma– Greek for “a wound”
 - ▶ Often described in Medical terms as an injury.
 - ▶ Psychologically “a deeply distressing or disturbing experience”
- 

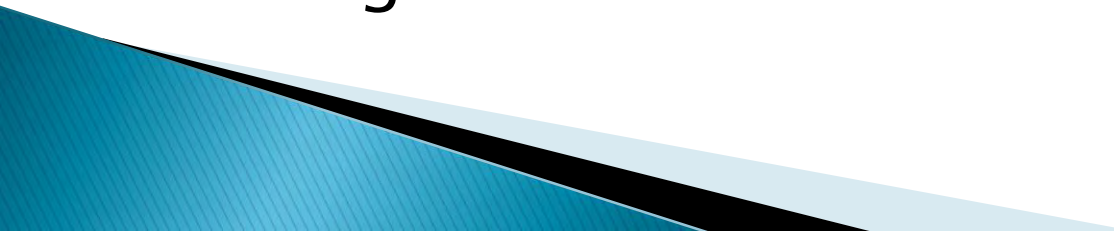
Trauma and Resilience

- ▶ A Child/adult can experience a traumatic event and not be traumatized.
 - ▶ Build resilience
 - ▶ Strengthen relationships
 - ▶ Create safe environments
 - ▶ Help children cope with loss
 - ▶ Help Parents cope with their own trauma issues and work on guilt parents may feel.
- 

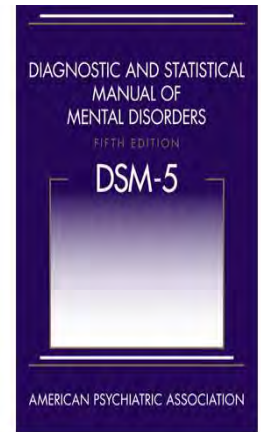
Who is affected when traumatic events happen to children?

- ▶ Parents
 - ▶ Children
 - ▶ Extended family
 - ▶ Community
 - ▶ Classmates
 - ▶ Siblings
 - ▶ Tax payers
- 

Communities:

- ▶ Strengthen substance abuse, mental health and domestic violence services.
 - ▶ Integrate early childhood mental health services into primary health care and early care and education settings.
 - ▶ Invest in home visiting programs (NFP)
 - ▶ Ask providers to use Trauma assessments and evidence based practices
 - ▶ Use judicial leadership to leverage systems change.
- 

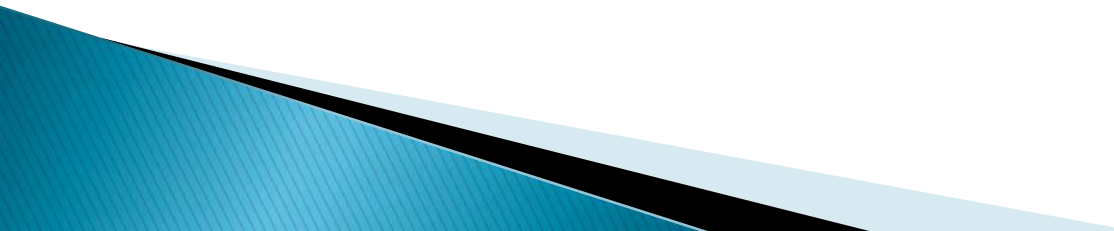
Mental Health Diagnosis




- ▶ Show us how someone is acting when they are at their worst. (Ross Greene)
- ▶ Child or adult is not always like that but will appear that way when stressed.
- ▶ What would your spouse/partner, boyfriend/girlfriend, parents, children, friends, co-workers say about you when you are at your worst, the most stressed?
- ▶ What are the signs that you are stressed?

DSM-V

Trauma- and Stressor-Related Disorders

- ▶ PTSD
 - ▶ PTSD Preschool Subtype (6 Years or younger)
 - ▶ Dissociative Subtype of PTSD
 - ▶ Acute Stress Disorder
 - ▶ Adjustment Disorders
 - ▶ Reactive Attachment Disorder
- 

We are the tool for change

- ▶ Importance of professionals modeling good boundaries and healthy behavior
 - ▶ Use supervision when or if you are not able to do that, It is normal to have times where you cannot do that.
 - ▶ We the professionals are the tool for facilitating change, providing families with interventions to make the changes. If nothing is happening you are doing the wrong thing.
 - ▶ Any change in the family system will change the dynamics of individuals
 - ▶ Chaotic Families need structure, structured families need chaos.
- 

- ▶ The language used is important, talking about success and what things were like when the problem did not exist.



RESILIENCE IS THE PATH TO HEALING AND HOPE

Protective Factors We Can Build that Make a Real Difference



~~Impossible~~
~~able~~



WHAT ARE YOU GOOD AT?



REMEMBER WHAT YOU ARE GOOD AT. DO MORE OF THAT STUFF!



CARING RELATIONSHIPS



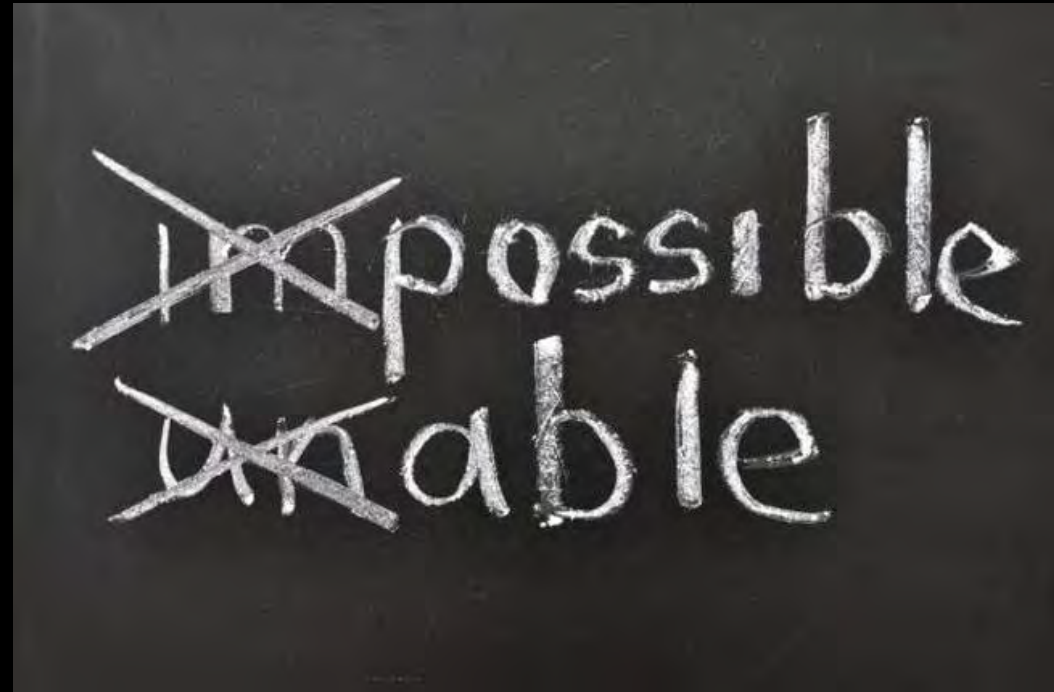
BUILDING COMMUNITY

MEANINGFUL PARTICIPATION



POSITIVE AND HIGH
EXPECTATIONS

....WITH SUPPORT



WHAT ARE YOU GOOD AT?



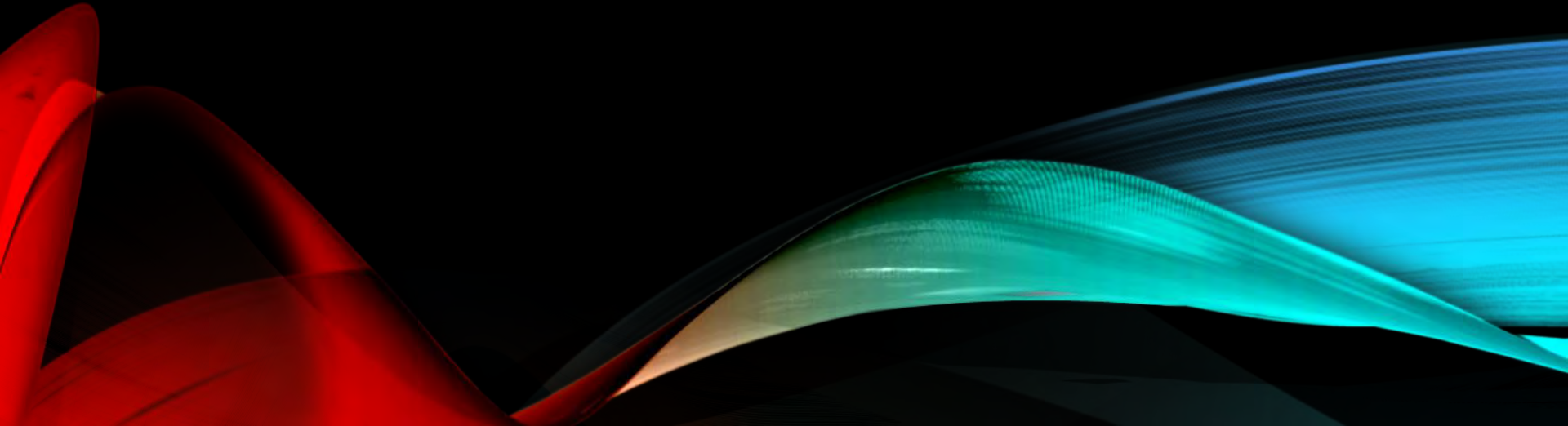
REMEMBER WHAT YOU ARE GOOD AT. DO MORE OF THAT STUFF!

MASTERY





When Ordinary Conversations Become
Extraordinary



CREATIVE EXPRESSION

“If your heart is broken, make art with the pieces”

-Shane Koyczan, Poet



SERVICE TO OTHERS

“We rise by lifting
others.”

-Robert Ingersoll





CULTURAL IDENTITY

To Be Seen. Understood. Empowered.

Individual Student Resiliency Plan*



Student Name:	Team:
Plan Start Date:	Grade:
<i>Resiliency - the capacity to rise above difficult circumstances, allowing our children to exist in this less-than perfect world, while moving forward with the optimism and confidence.</i>	



Resiliency Protective Factors

Caring Relationships - Relationships that convey compassion, respect, empathy, interest and encouragement. Connecting with others.

Individual plan:

Who:

Timeline:

Meaningful Participation- Allowing young people to have a voice and speak up for what they need. Don't do *for*, do *with* them.

Individual plan:

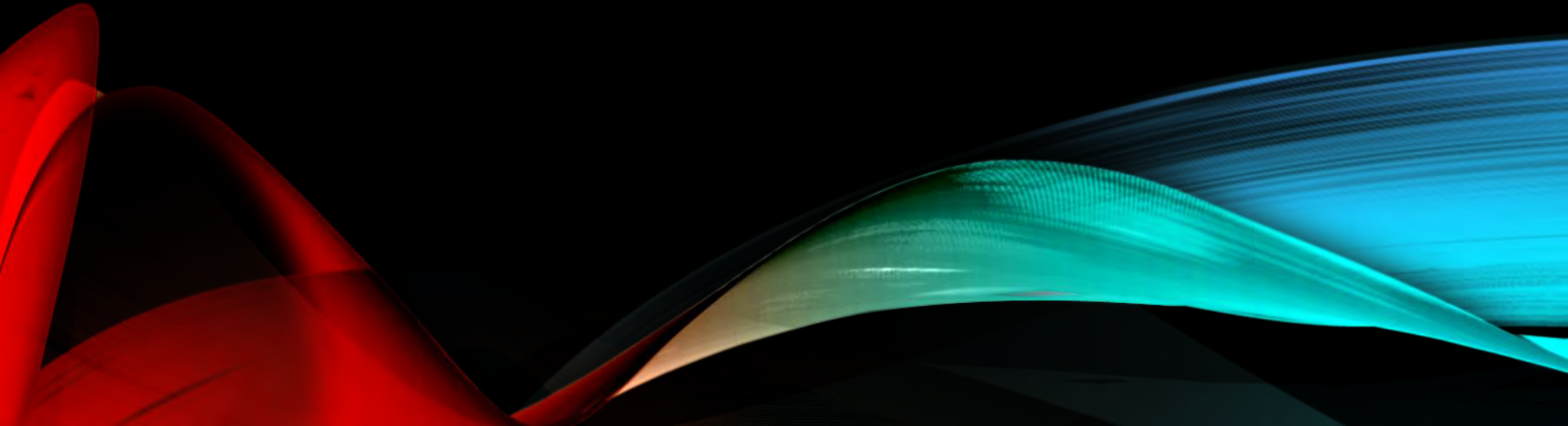
Who:

Timeline:

High Expectations- Messages of high expectations convey a belief in the youth's abilities (may need to have support in place). Look for strengths. Provide clear limits and consequences (even with trauma impacted students).

FAMILIES AS PARTNERS IN BUILDING RESILIENCE

Don't Forget the Families.
The Search Institute (2012)



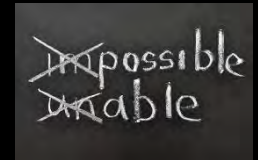


RESILIENCE IN US

What is unexamined stress?

Meaning and Purpose?

Reaching out.



Thank you

Monica.Wightman@dpi.wi.gov

WHAT ARE YOU GOOD AT?



REMEMBER WHAT YOU ARE GOOD AT. DO MORE OF THAT STUFF!



Questions?????

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- ▶ aweideman@co.chippewa.wi.us