12B

Participants in ACE Training

May 24, 2018

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Richfield PS
scan # 8A

November 29, 2018

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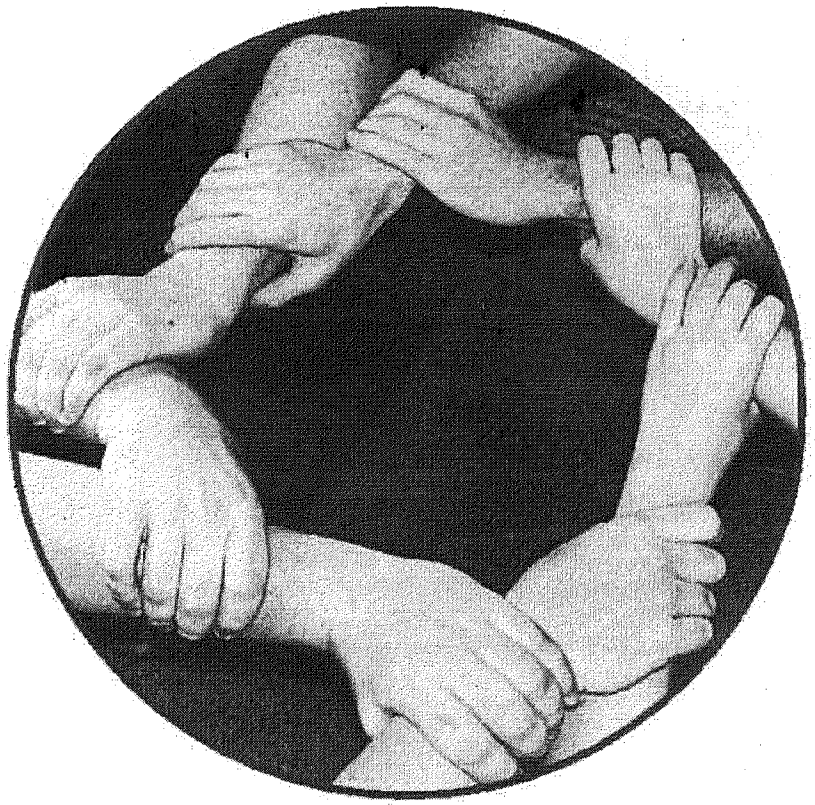
12. Meg Huttner
13. Kathy Soucy
14. Carole McNaughton
15. Liz Morales
16. Ruth Evangelista
17. Lisa Kalata
18. Kathy Krantz
19. Ahmod Noor
20. Zam Zam Ahmed
21. Herberto Vargas
22. Victoria Johnson
23. Jessica Anderson
24. Sarah Jesperian
25. Eva Carcione
26. Paula Arthur
27. Tara Keegan
28. Marlioni Villancero
29. Jose Salgado

Case #
68086

30. Sarah Wenthold
31. Carolyn Brown
32. Najma Abdille
33. Shafi Qanjare
34. Felis Aided

UNDERSTANDING
Adverse Childhood Experiences

Building Self-Healing Communities



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01/12/14

NEWS

Early Adversity Increases Physical, Mental, Behavioral Problems, Scientists Report

Dr. Robert Anda & Dr. Vincent Felitti
Investigators

Centers for Disease Control & Prevention, Kaiser Permanente Study

Over 17,000 study participants

The ACE Study confirms, with scientific evidence, that adversity early in life increases physical, mental and behavioral problems later in life.

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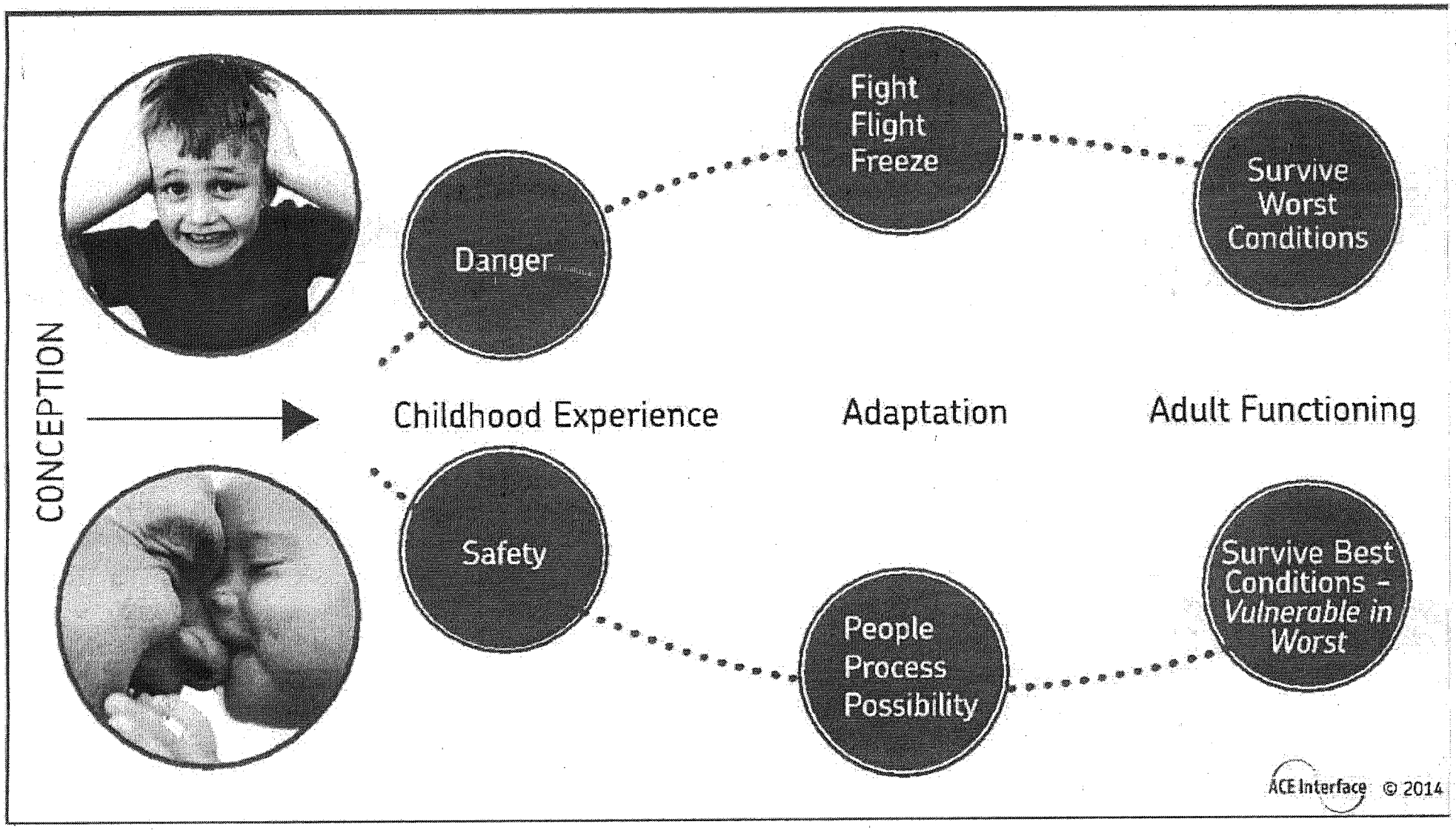
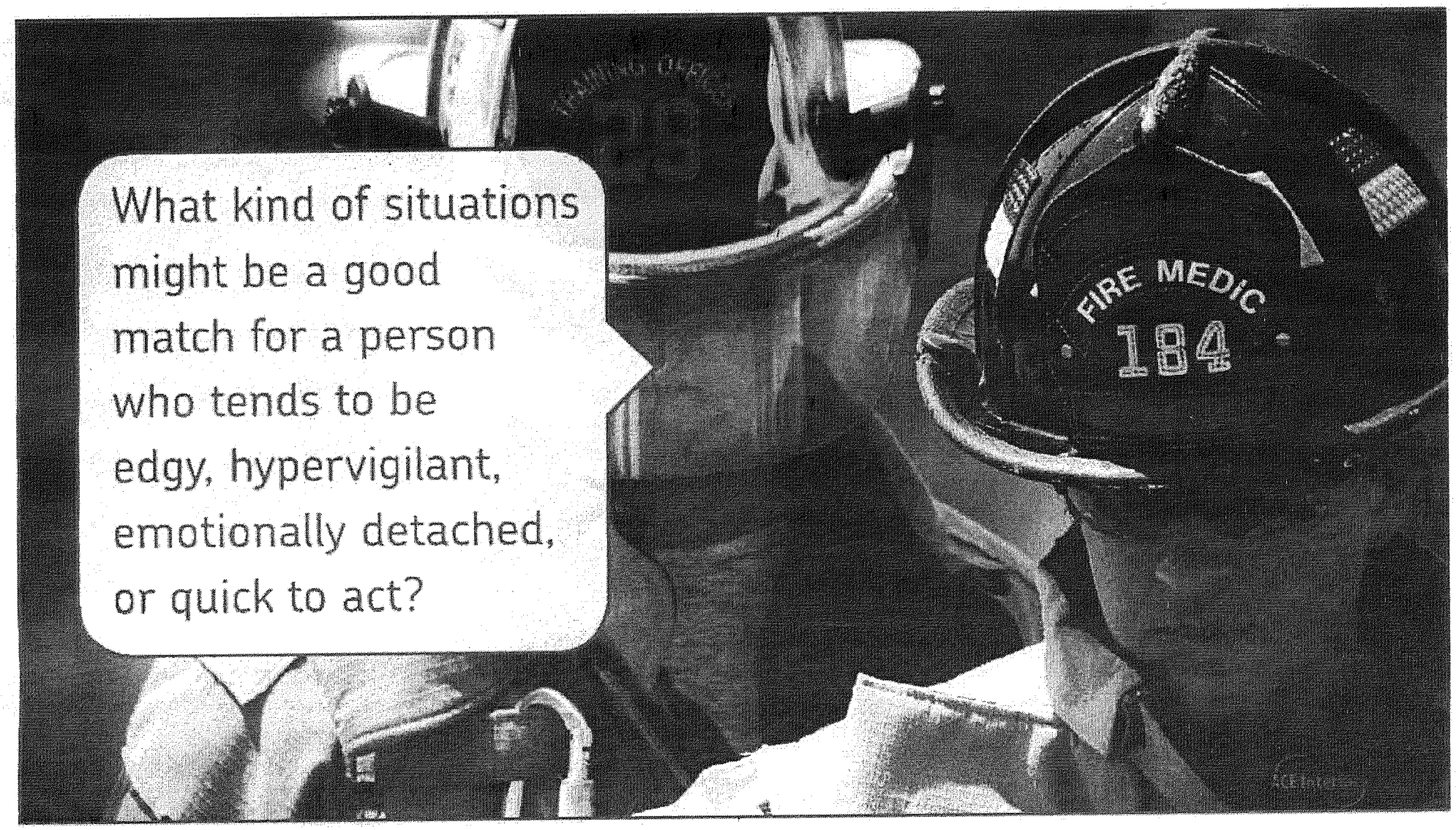
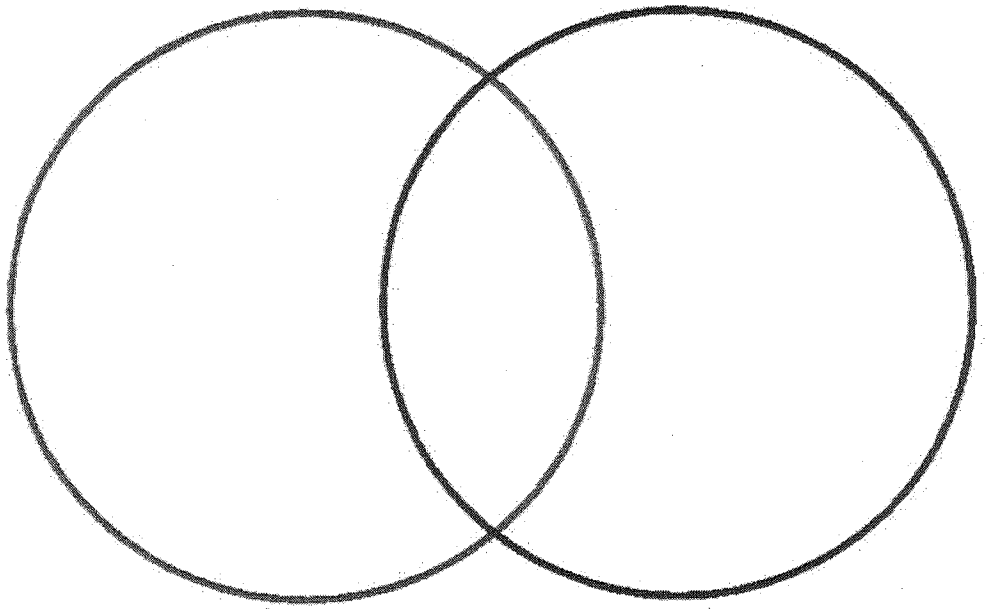

CONCEPTION
Danger
Fight
Flight
Freeze
Survive
Worst
Conditions
Childhood Experience
Adaptation
Adult Functioning
Safety
People
Process
Possibility
Survive Best
Conditions –
Vulnerable in
Worst
ACE Interface © 2014


What kind of situations might be a good match for a person who tends to be edgy, hypervigilant, emotionally detached, or quick to act?
FIRE MEDIC
184

ADAPTATIONS VS EXPECTATIONS

WHEN BIOLOGY
collides
WITH SOCIAL
EXPECTATIONS
we run into
TROUBLE



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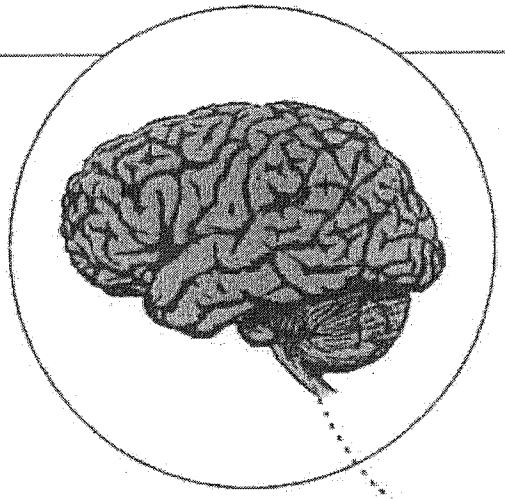
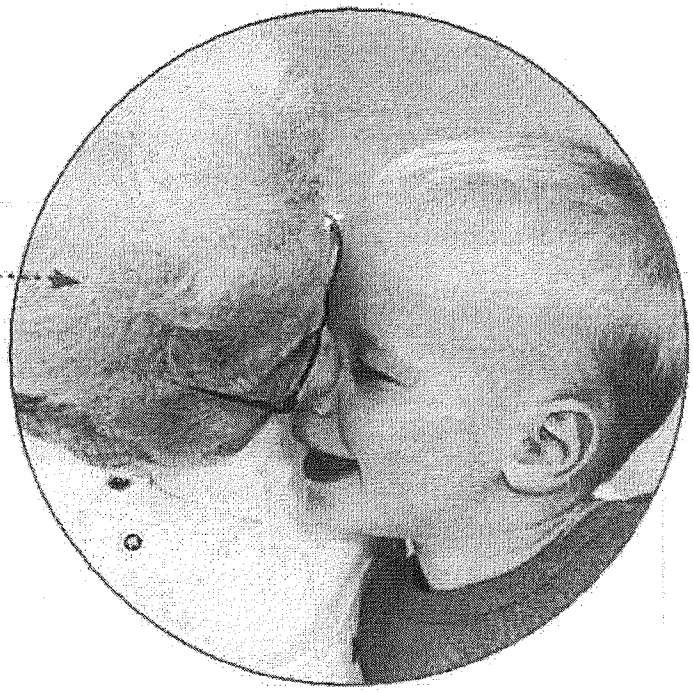
EXPERIENCE & ADAPTATION

sensitive periods

Cause-Effect





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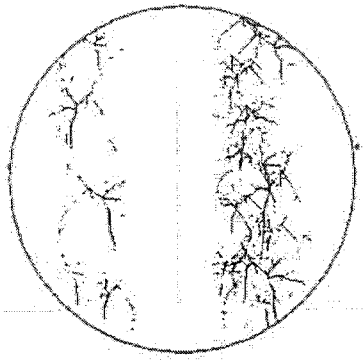
STRESS

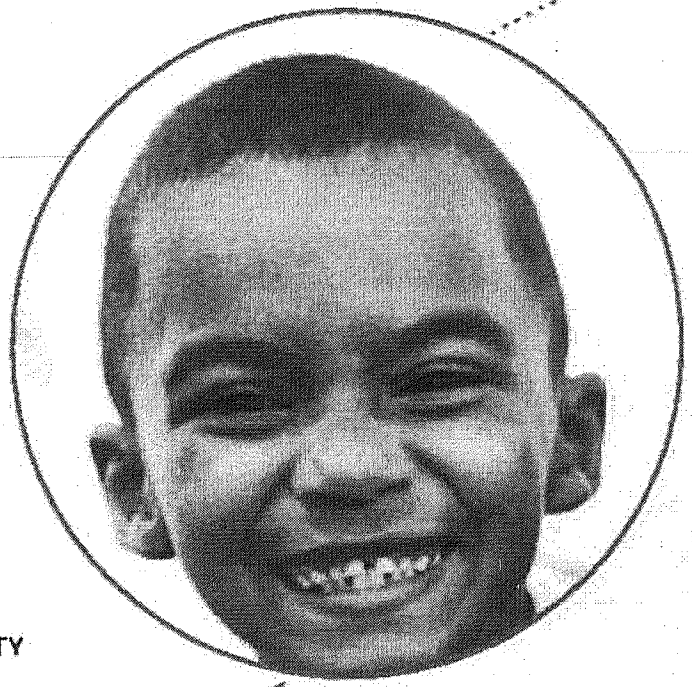
Interpretations Can Differ

set points in place by
EARLY ADULTHOOD

At Birth

SYNAPTIC DENSITY





Elementary Age

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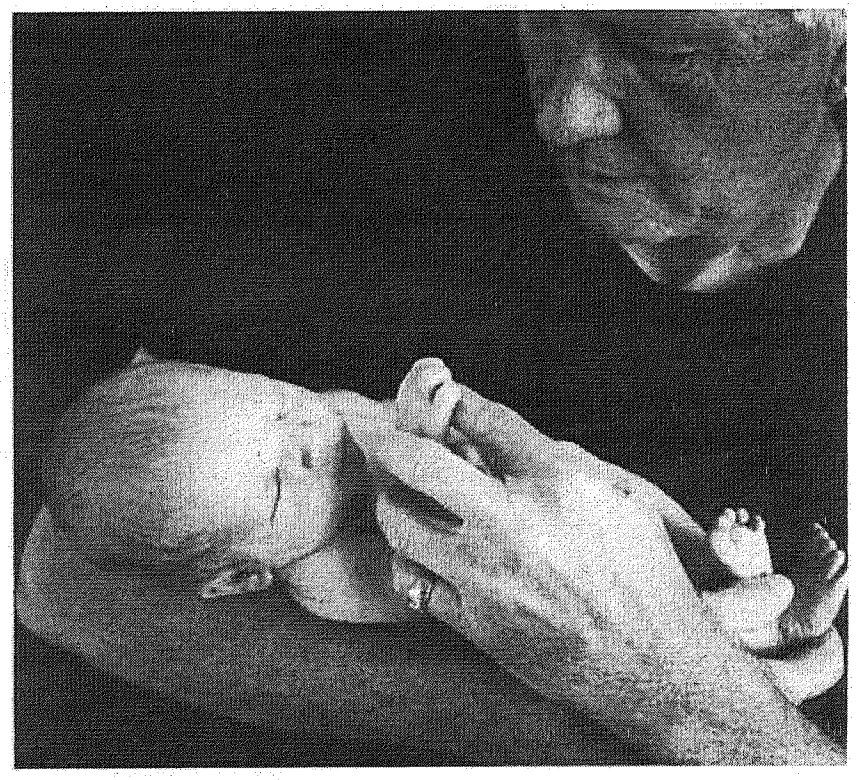
We

have a collective
CHOICE



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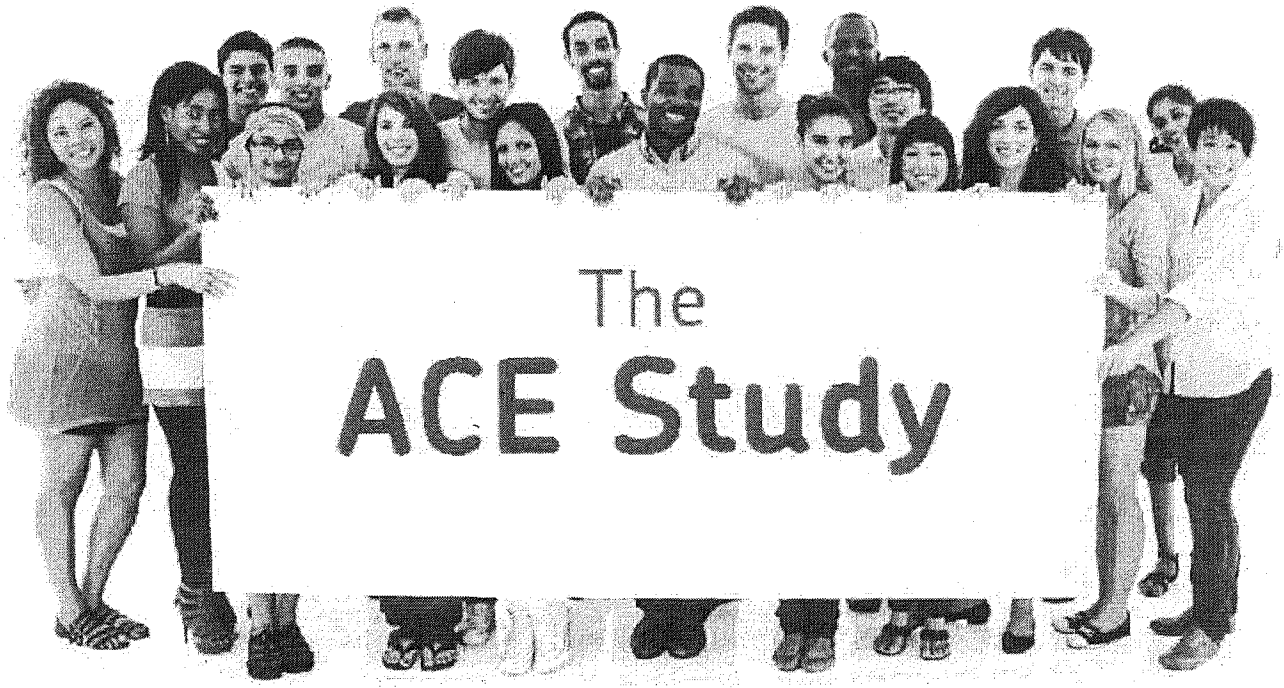

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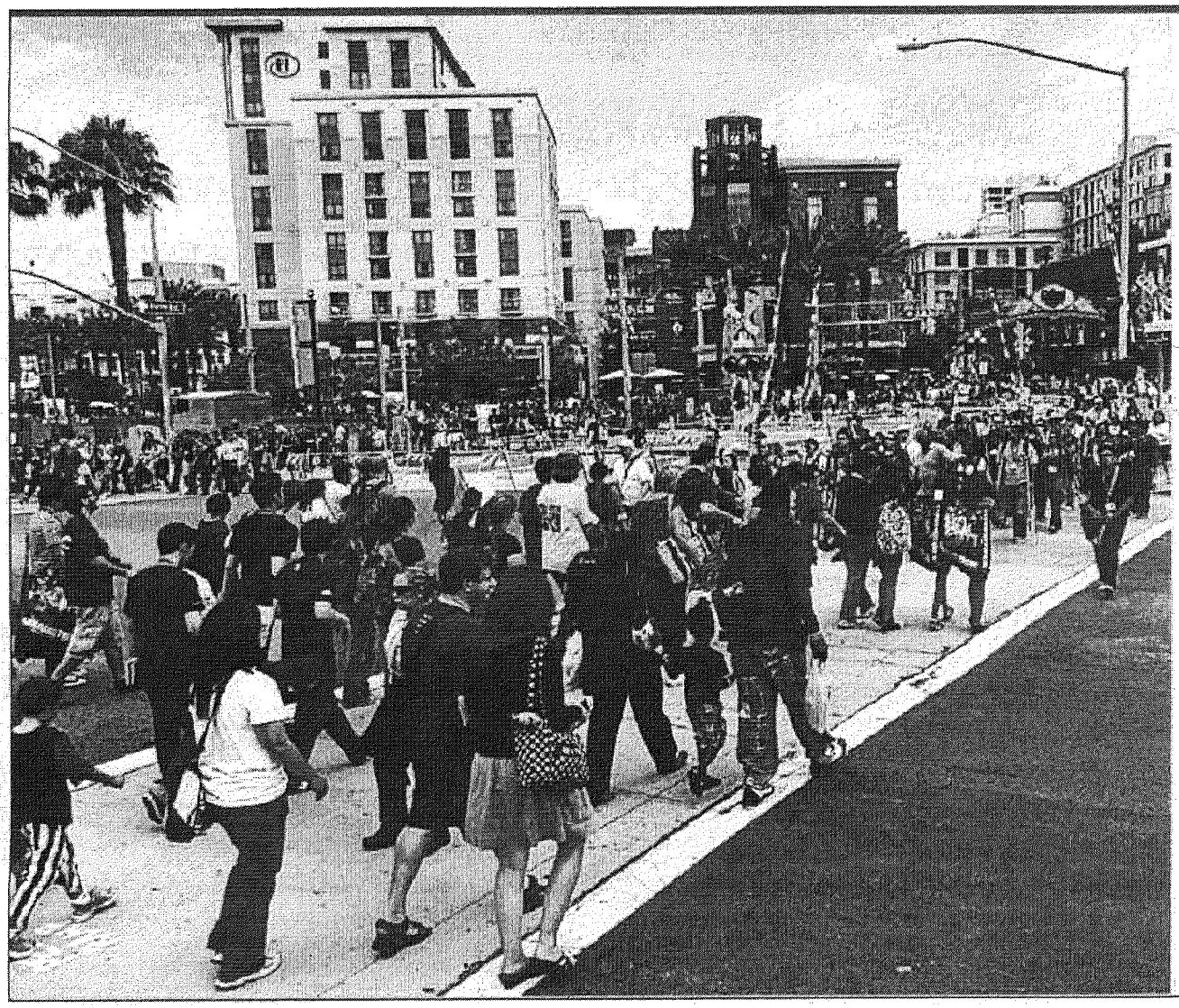


FINDING MORE CONNECTIONS

how multiple forms of **childhood adversity** can affect many important **PUBLIC HEALTH PROBLEMS**

ACE Interface © 2014

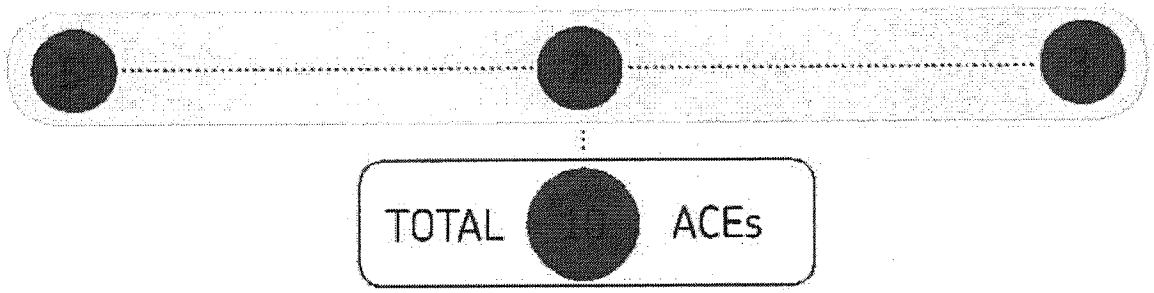
Adverse Childhood Experiences

ARE COMMON

Household Dysfunction	
Substance Abuse	27%
Parental Sep/Divorce	23%
Mental Illness	17%
Battered Mothers	13%
Criminal Behavior	6%

Neglect	
Emotional	15%
Physical	10%

Abuse	
Emotional	11%
Physical	28%
Sexual	21%



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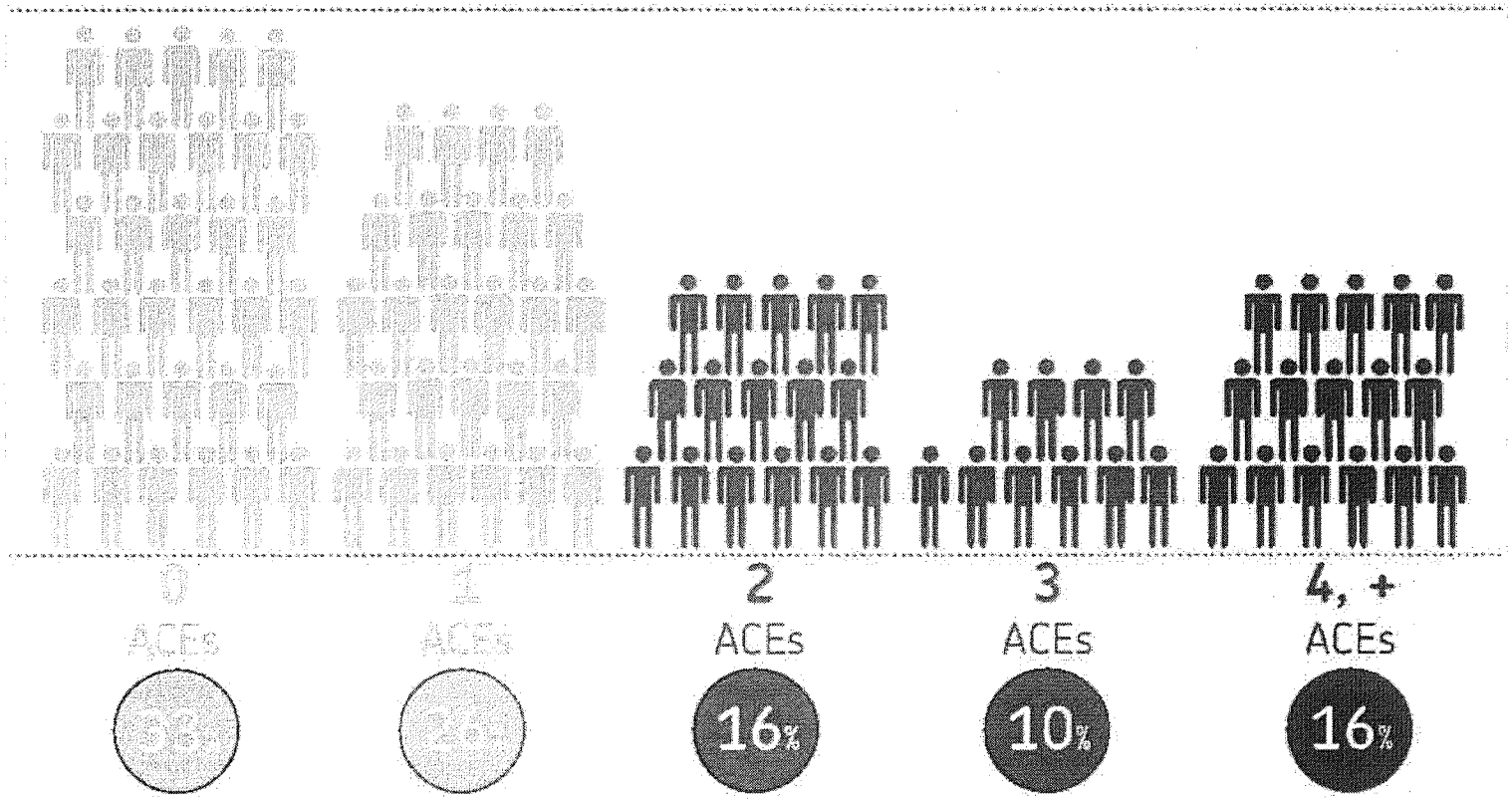
ACE Score = Number of ACE Categories



ACE Scores Reliably Predict Challenges During the Life Course

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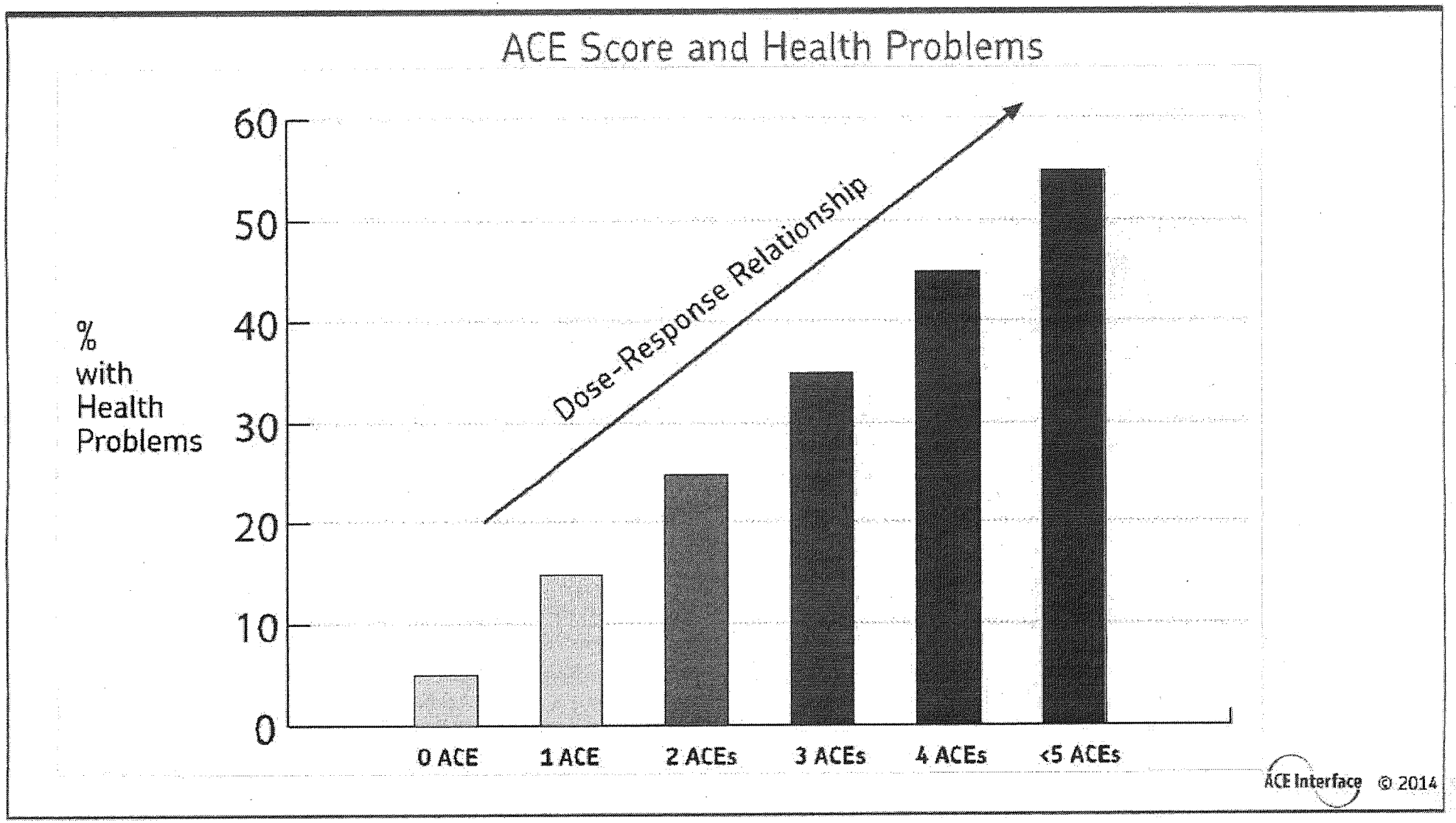
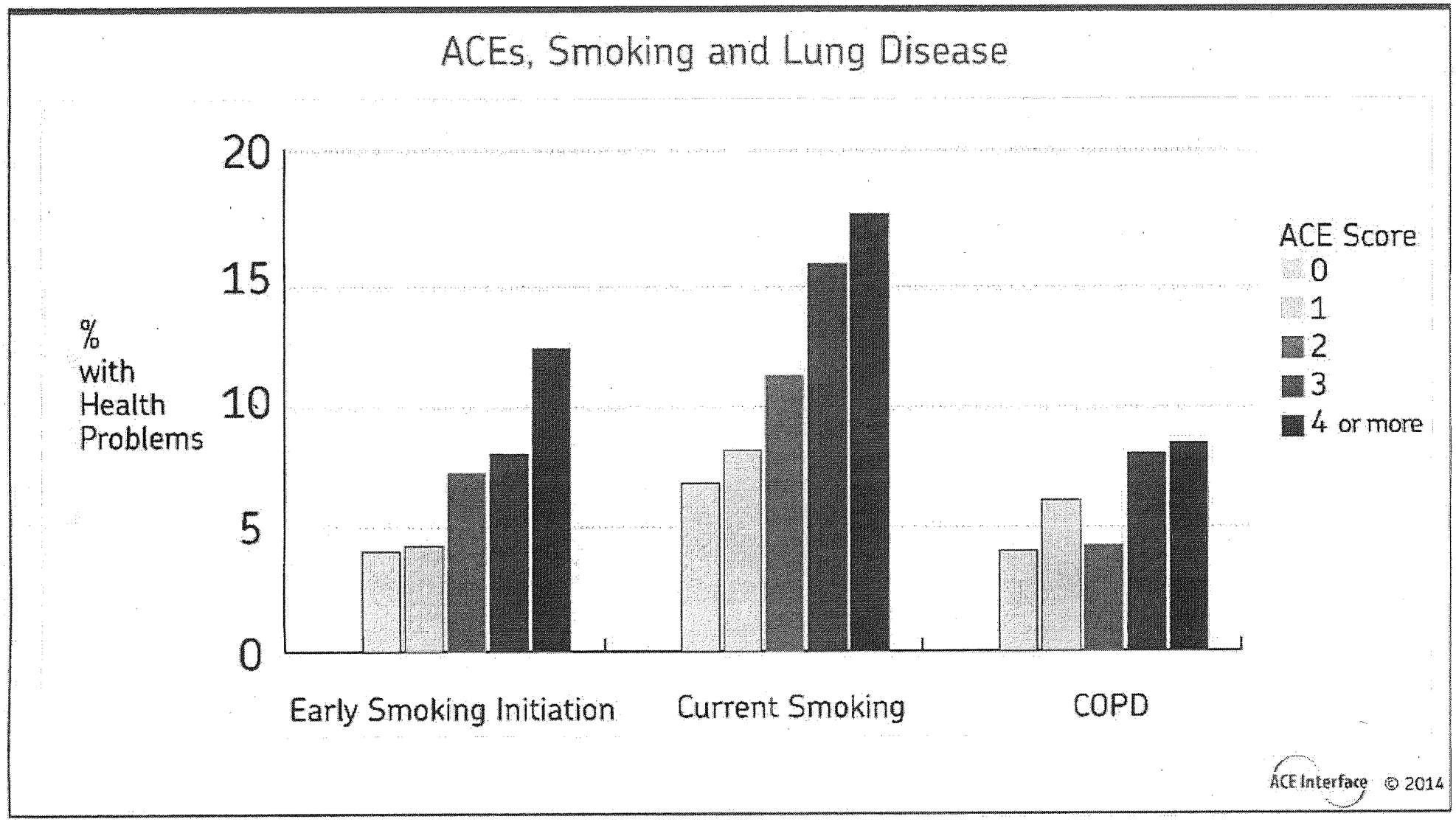
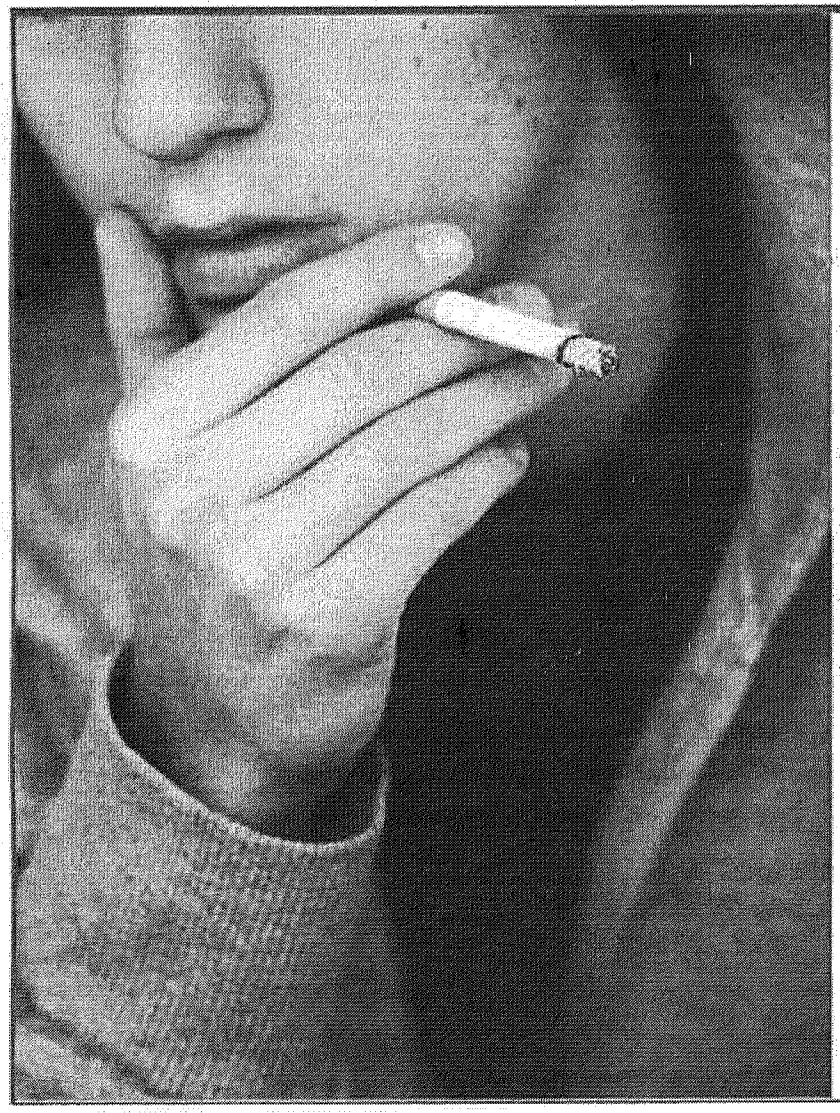

ACE Score and Health Problems
%
with
Health
Problems
60
50
40
30
20
10
0
Dose-Response Relationship
0 ACE
1 ACE
2 ACEs
3 ACEs
4 ACEs
<5 ACEs
ACE Interface © 2014


ACEs, Smoking and Lung Disease
% with Health Problems
20
15
10
5
0
Early Smoking Initiation
Current Smoking
COPD
ACE Score
0
1
2
3
4 or more
ACE Interface © 2014



Anxiety
Depression
Difficulty Concentrating
SMOKING

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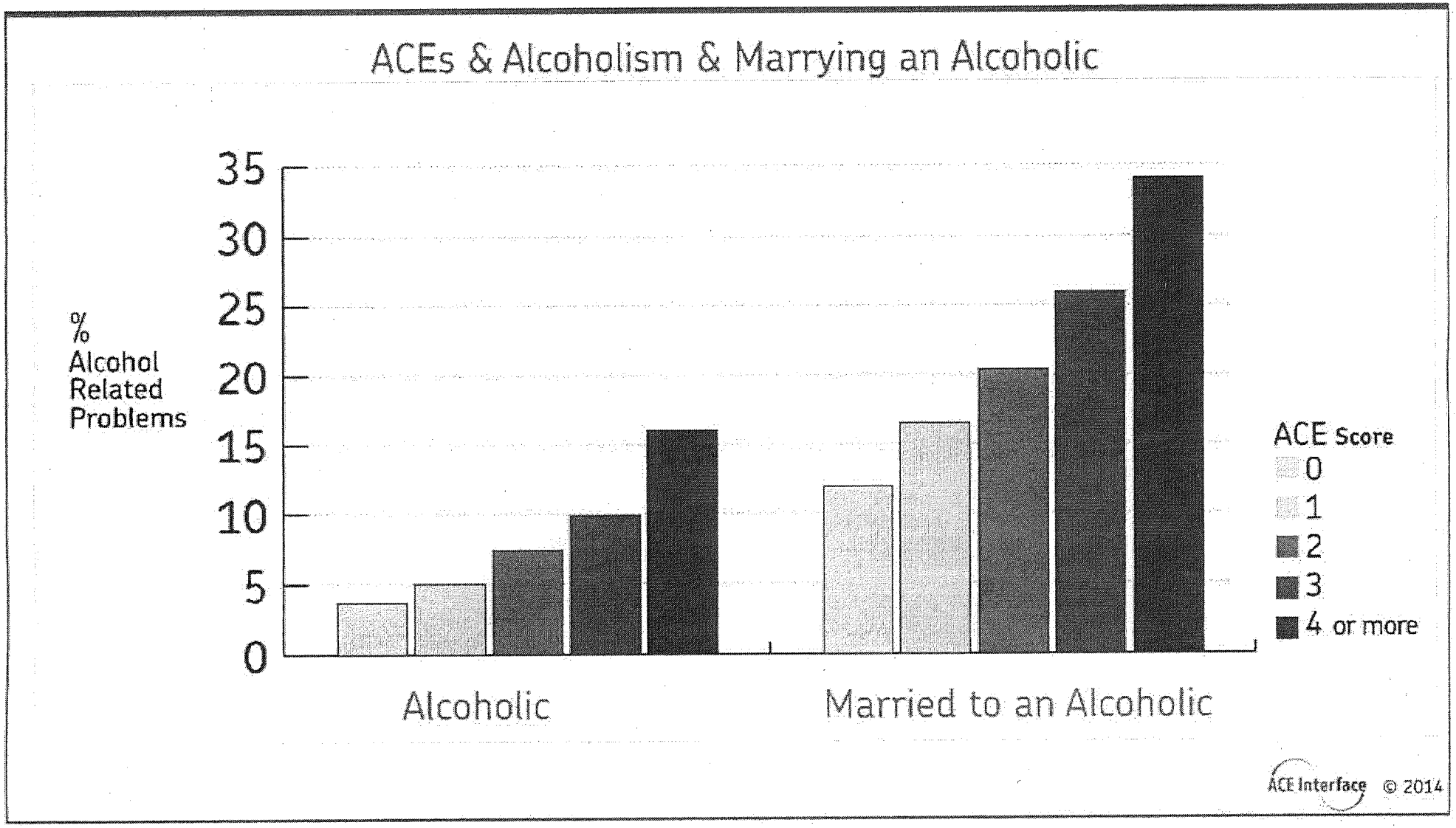
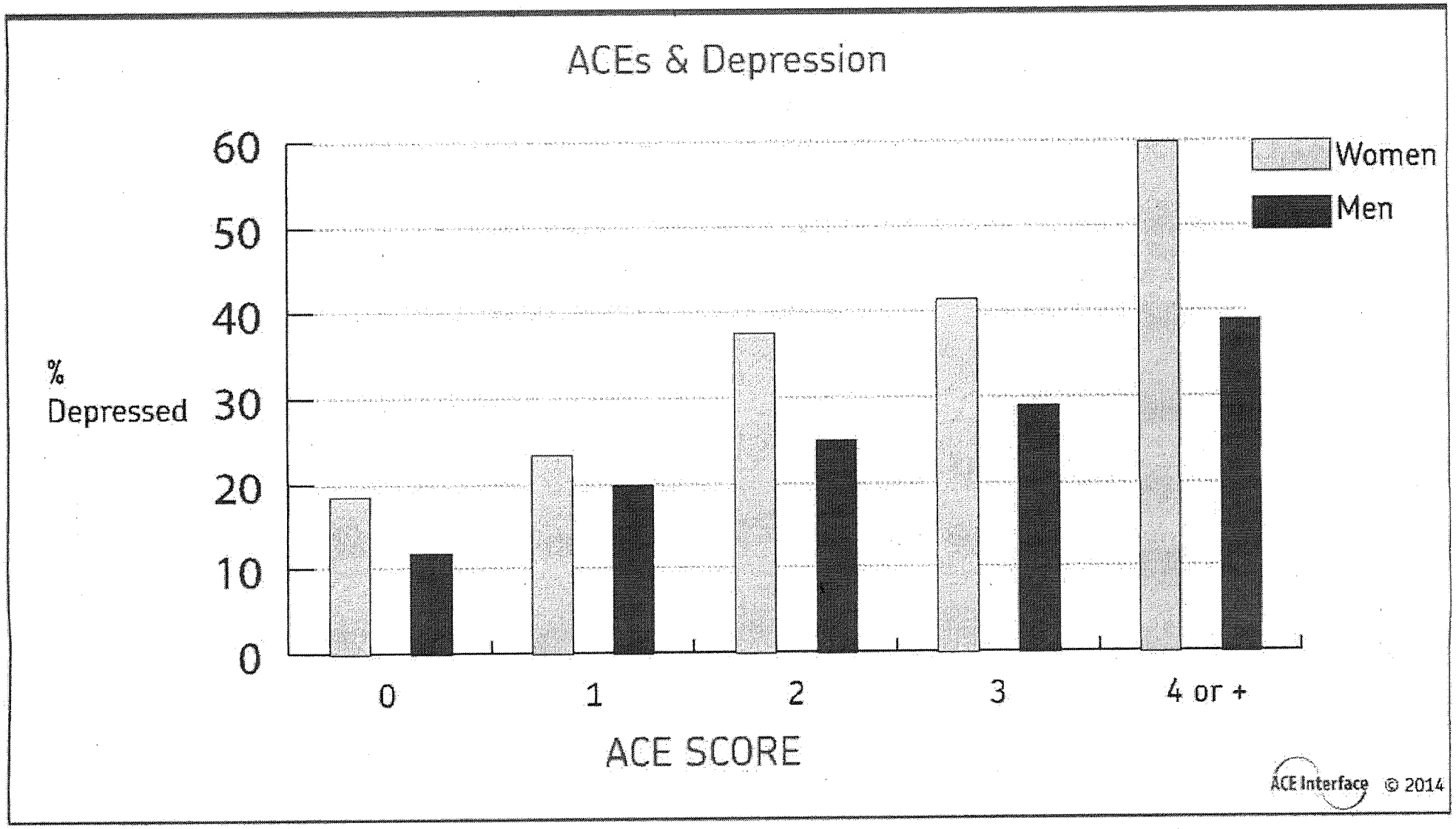

ACEs & Alcoholism & Marrying an Alcoholic
% Alcohol Related Problems
35
30
25
20
15
10
5
0
Alcoholic
Married to an Alcoholic
ACE Score
0
1
2
3
4 or more
ACE Interface © 2014


ACEs & Depression
60
50
40
30
20
10
0
% Depressed
Women
Men
0
1
2
3
4 or +
ACE SCORE
ACE Interface © 2014

EXAMPLES OF ACE-ATTRIBUTABLE PROBLEMS

- Alcoholism & Alcohol Abuse
- Chronic Obstructive Pulmonary Disease
- Coronary Heart Disease
- Depression
- Drug Abuse & Illicit Drug Use
- Fetal Death
- Intimate Partner Violence
- Liver Disease
- Mental Health Problems
- Obesity
- Sexual Behavior Problems
- Smoking
- Unintended Pregnancy
- Violence
- Workplace Problems

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ACEs are Common, Interrelated, Powerful

High ACE Scores
in Population

Increased Risk of Multiple
Health and Social Problems

Intergenerational
Transmission of ACEs

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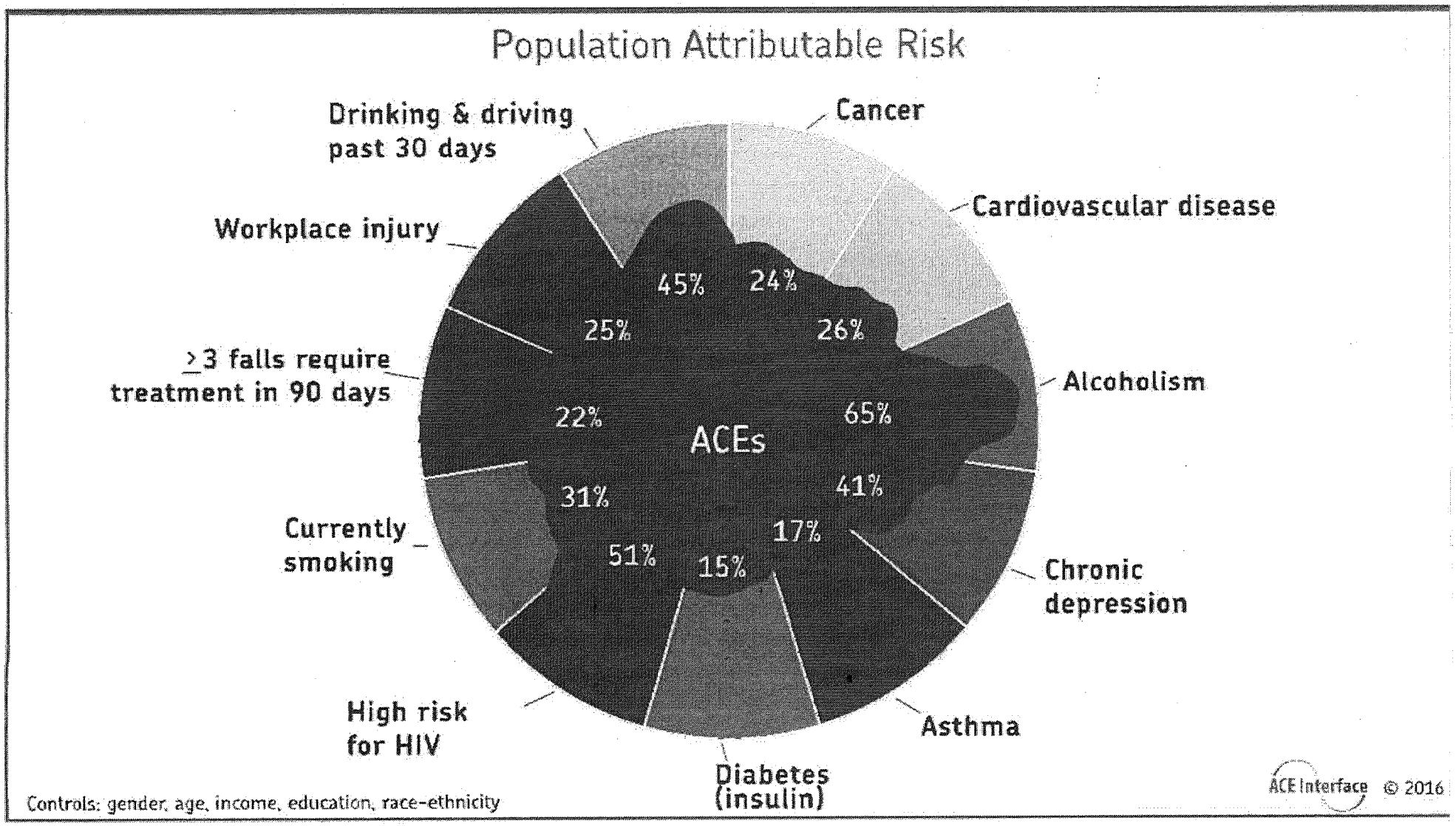
Population Attributable Risk
Drinking & driving past 30 days
Cancer
Cardiovascular disease
Workplace injury
45%
24%
25%
26%
≥3 falls require treatment in 90 days
Alcoholism
22%
65%
ACEs
31%
41%
Currently smoking
17%
51%
15%
Chronic depression
High risk for HIV
Asthma
Diabetes (insulin)
Controls: gender, age, income, education, race-ethnicity
ACE Interface © 2016

We

have the power to
shift the dynamics
that lead to
high ACE scores.

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Core Protective Systems

"Nurturing the healthy development of these protective systems affords the most important preparation or 'inoculation' for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals."

Ann Masten, 2009

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Individual Capabilities

Positive

view lets me know I am important and valuable

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Reflection

- How does your school and/or organization build a child's individual capabilities? (specific strategies/programs/curriculum/resources)

- Where are the gaps?

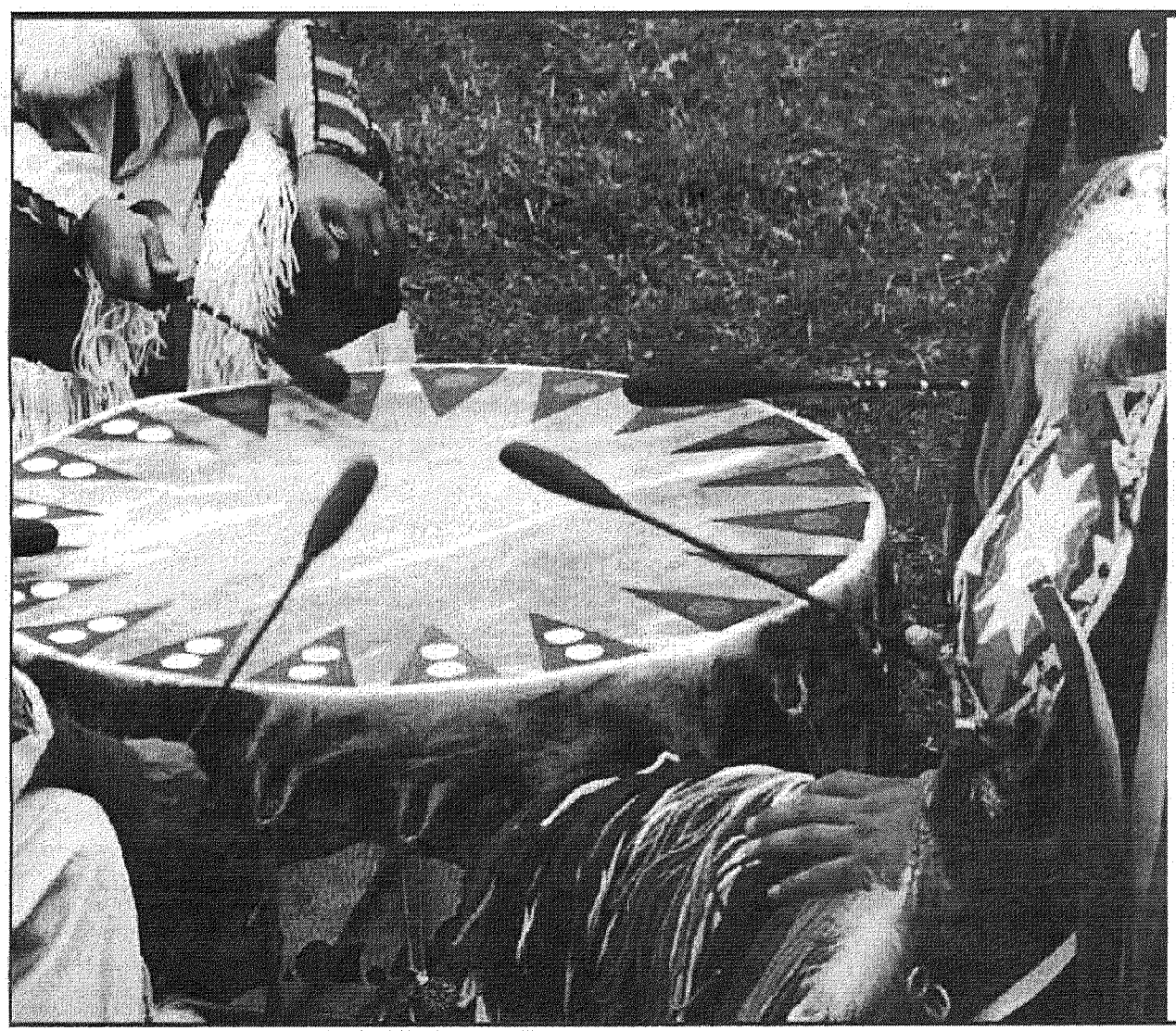
Attachment & Belonging

RELATIONSHIPS
with caring and competent
people are
—VITAL—
contributors to
resilience & recovery

Reflection

- How does your school and/or organization build a child's attachment and belonging? (specific strategies/programs/curriculum/resources)

- Where are the gaps?



Community, Faith &
Cultural Processes

WE

foster
thriving
communities

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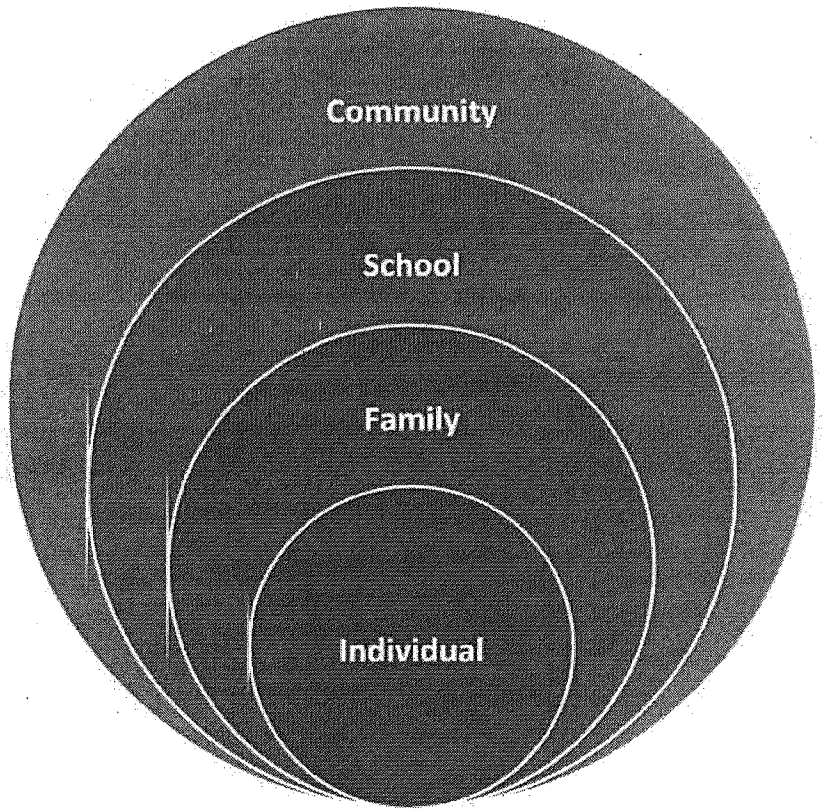
Protective Factors



-Adults in community care
-Neighborhood is safe
-Participation in pro-social community activities

-Educational engagement
-Teacher-student relationships
-Participation in school activities

-Other adult relatives care
-Can talk to at least one parent about problems

-Hope for future
-Ability to make good decisions
-Feeling valued and appreciated
-Having useful roles

Educational Engagement

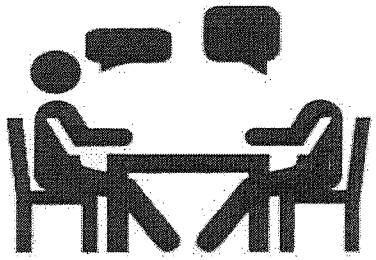
Among those with **2+ ACEs**, students with greater educational engagement are less likely to report:

- Past month alcohol use: 23% vs. 40%
- Past month Rx misuse: 10% vs. 19%
- Past year suicidal ideation: 27% vs. 38%

Teacher-Student Relationships

Among those with **2+ ACEs**, students with stronger teacher-student relationships are less likely to report:

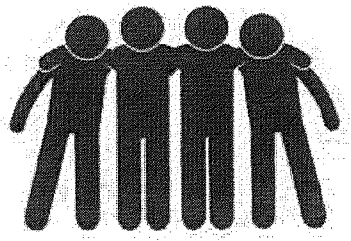
- Past month alcohol use: 25% vs. 36%
- Past month Rx misuse: 9% vs. 16%
- Past year suicidal ideation: 21% vs. 35%



Caring Adults in Community

Among those with **2+ ACEs**, students who feel adults in their community care about them are less likely to report:

- Past month alcohol use: 22% vs. 32%
- Past month Rx misuse: 9% vs. 14%
- Past year suicidal ideation: 19% vs. 35%



Community Capacity Development

Leadership Expansion

Coming Together

Shared Learning

Results-Oriented Decisions

Leadership Expansion

Coming Together

Shared Learning

Results-Oriented Decisions

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Leadership Expansion

Where will YOU lead us

?

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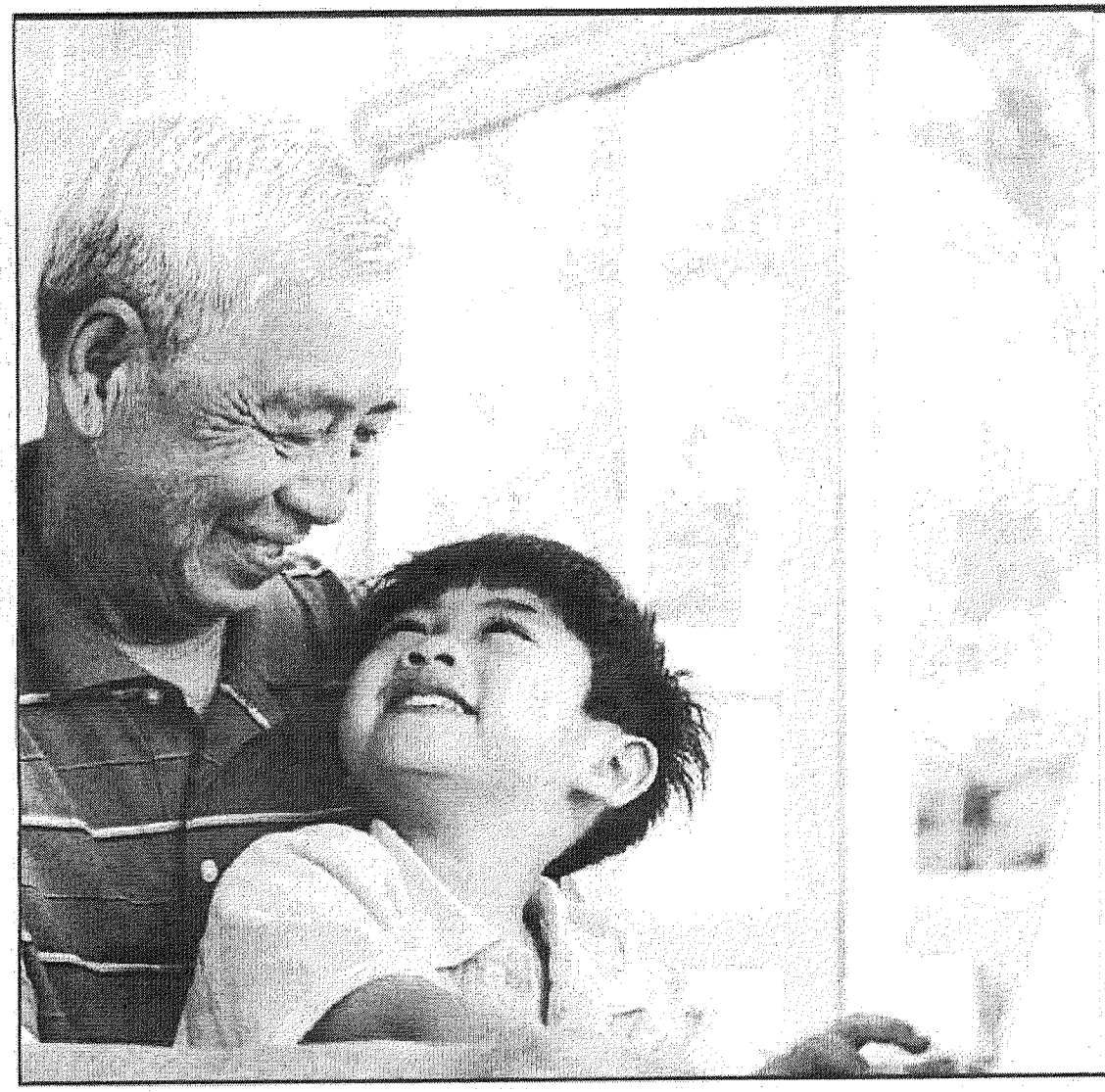
Coming Together

Interface © 2015



Shared Learning

give & receive

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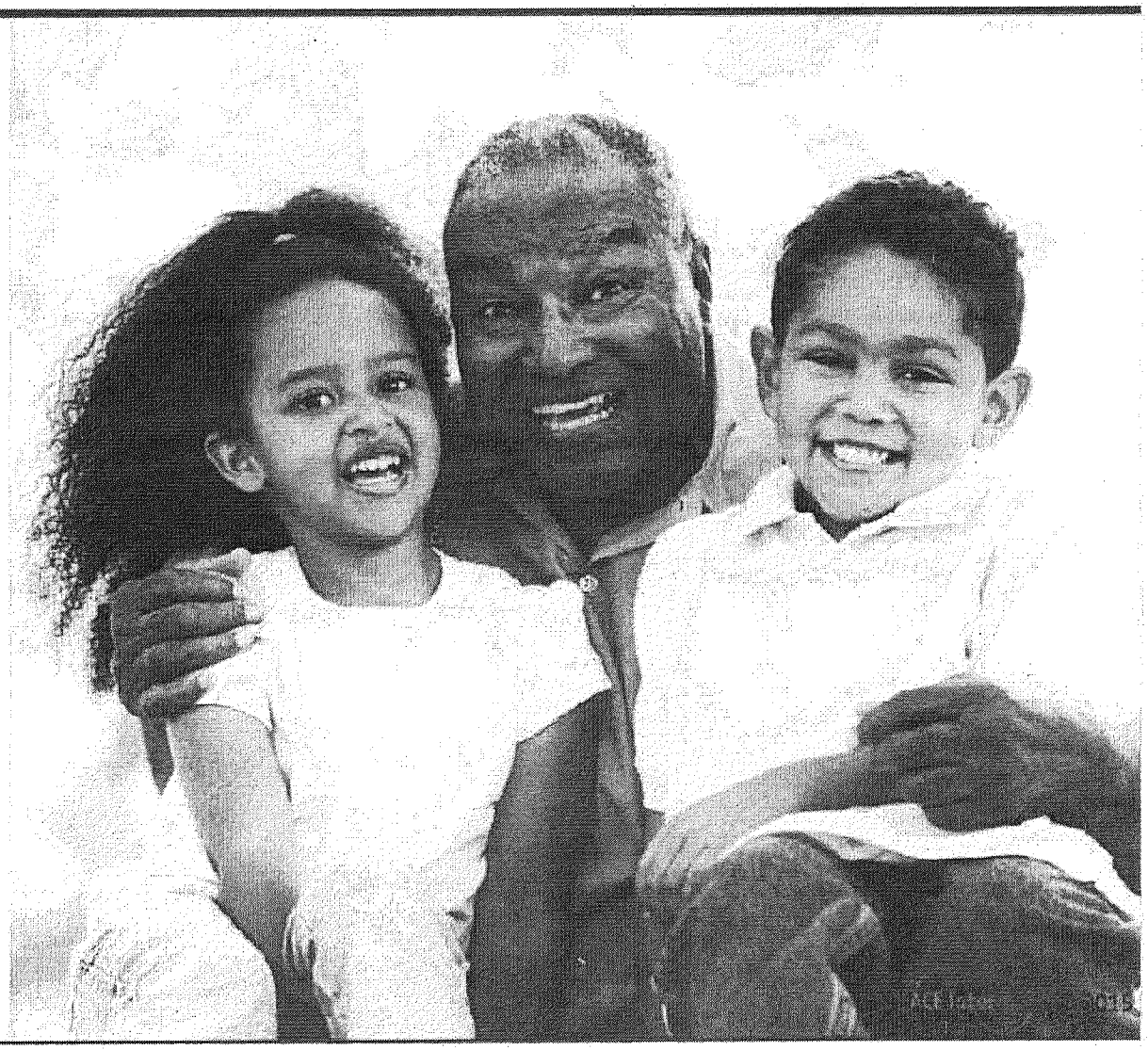
Decision Making

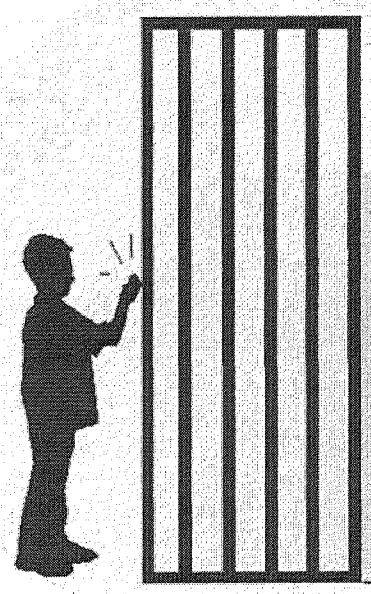
WE ARE DECIDING
to build on past successes
and engage more people
to help our communities
to
THRIVE



Results Oriented Decision Making: Data

Not Safe at Home

Not Welcome at School



Among Adjudicated Youth with High ACE Scores, **85%** were first suspended from school in second grade

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Cultural Respect and Continuity is Vital

Reclaiming cultural ways after a time of loss is a powerful driver of well-being. "One of the first things that has to be done is to ask the community what is important to the community."

Duran & Duran, 1995

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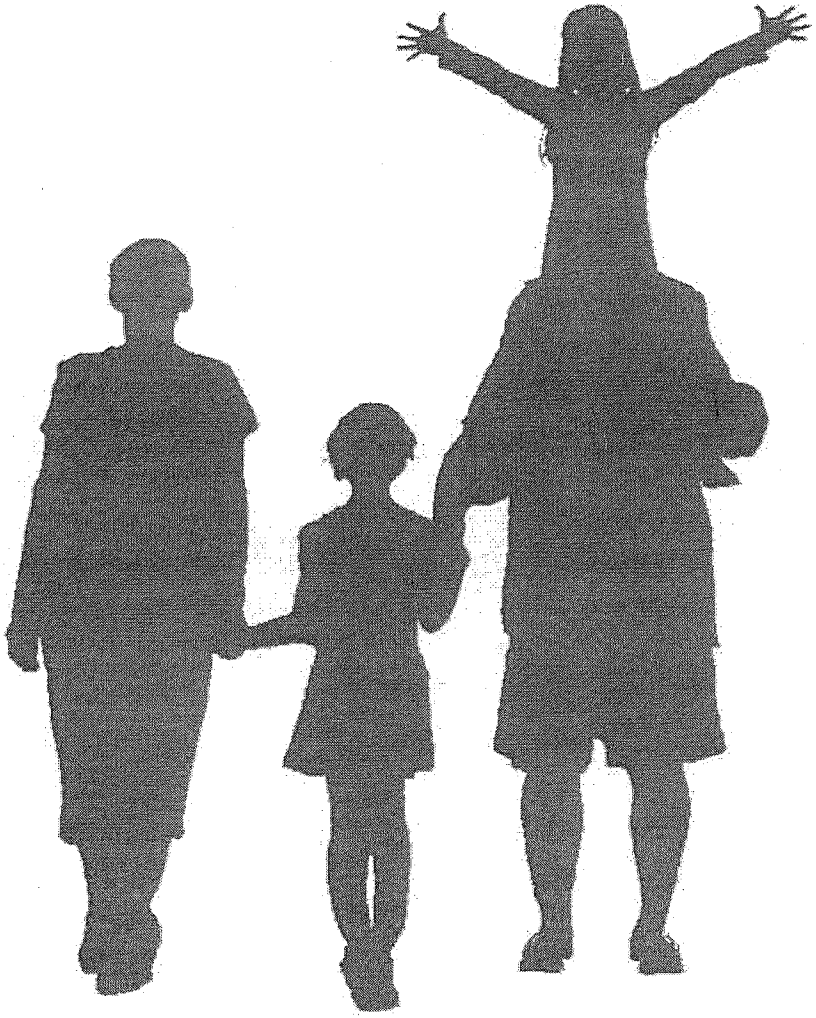
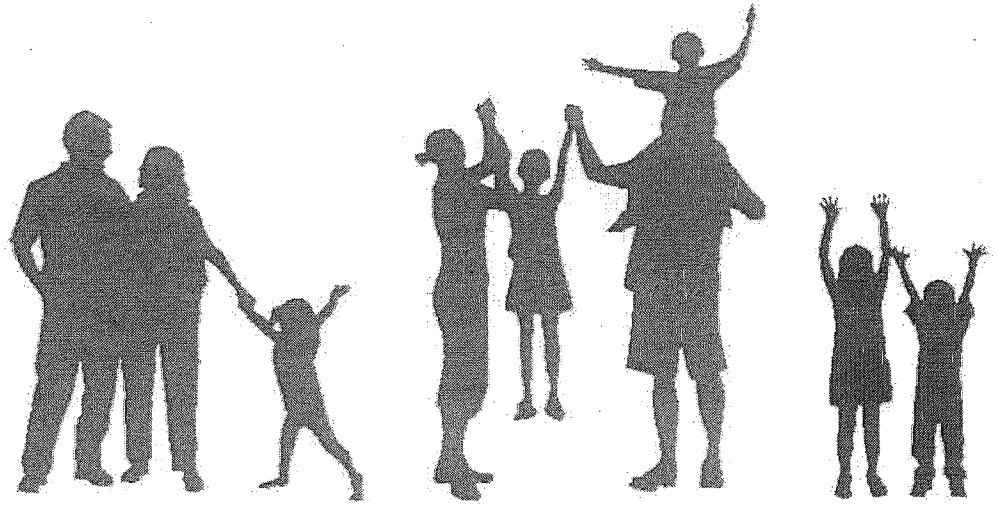
Reflection

- How does your school and/or organization foster building thriving communities? (specific strategies/programs/curriculum/resources)

- Where are the gaps?



lifting all beings



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CHANGE is up to **US**

It is shaped by our thoughts, our conversations, the way we relate with one another in relationships, in families, and in communities.

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Reflection Questions

- How does this change the way you think about your work? Your family? Your community?
- What ideas does this inspire for you?

ACE Interface

Building Self-Healing Communities

Thank YOU!

www.aceinterface.com

ACE Business Solutions - ALASKA Stock Photos - Theresa Barila - Victoria Bigelow - Jani Bryson Photography - Children's Resilience Initiative - Robert Anda - ChildWise Institute - Lina Cramer - Bonnie Duran - Krista Goldstine-Cole, KEN! - Kevin Kowalewski, Cryan Design - iStock Photos - Jane Kretsmann - Community Leaders - Ellen Lepinski - Dario Longhi - Kimberly Martin - Susan Miller - Minnesota Communities Caring for Children - Laura Porter - SaintA - Sasha Silveanu - Jim Sporeader - Martin Teicher - Wisconsin Children's Trust - Photographs of people in these slides are of models; none should be considered victims or perpetrators.

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Participants in CPS Training

March 2, 2018

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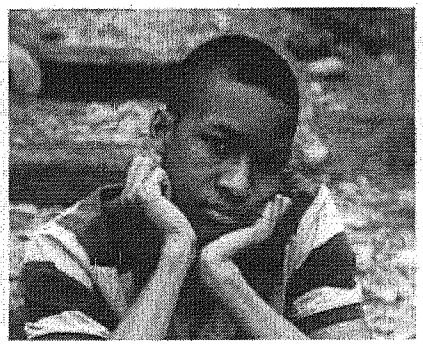
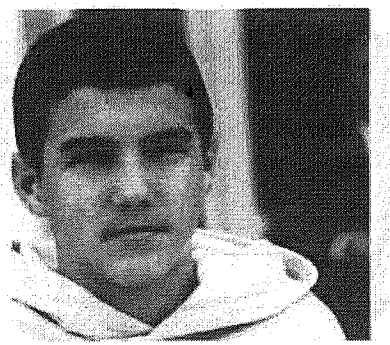
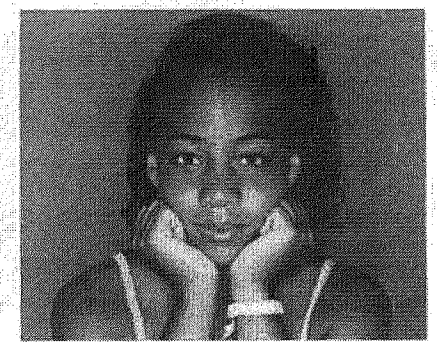
4. Jennifer Wagner
5. Jessica Wolfgram
6. Kimberly Doran
7. Krista McElligott
8. Lindsey Erickson
9. Lu Ann Tauer
10. Marisa Zimmerman
11. Sarah Langer
12. Kirstin Gulland
13. Maribeth Sagmoe
14. Melissa Schramm

September 27th, 2018

1. Warren Matthews
2. Shelby Lageson
3. Henry Lake
4. Megan Helberg
5. Stanley Luke
6. Tre Jackson
7. Alexandra Halzsahuh

Collaborative Problem Solving:
Introductory Exposure

September

RPS • Richfield, MN

Kaye Sweeney

Teresa Rosen

Think:Kids

RETHINKING CHALLENGING KIDS

MGH 1811

DISCLAIMER

We are Think:Kids certified trainers using this material in collaboration with Think:Kids. These slides were developed by Think:Kids and are the property of Massachusetts General Hospital.

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Activity

Think of something that you are NOT good at, lack skill in.

What behaviors or responses do you exhibit when put into a situation where you need to use this skill?

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Kids do well if they can...

© 2016

Kids do well if they can...

...if they can't,
something is getting in the way.
We need to figure out what
so we can help.

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Your understanding of a problem determines your solution ...

Activity

- Pick a partner.
- Person #1 make a fist.
- Person #2 attempt to make the other person release their fist.
- You have 30 seconds.

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Conventional Wisdom

The most common over-simplified understanding:

Because of poor (passive, permissive, inconsistent) parenting, kids learn to use challenging behavior to get things (e.g., attention) or escape / avoid things (e.g., work).

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Logical Solution

The most common over-simplified solution:

Motivate compliant behavior through intensive, consistent programs of rewards, punishments and ignoring.

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