



Children's Resilience Initiative

One Community's Response to ACEs through Resilience

October 20, 2014

WA Prevention Summit

Please do not copy or distribute beyond participants attending presentation



Our Goal



ReAIGEsce



The **powerful force** that can drive forward action for our community

Opportunities for Resilience



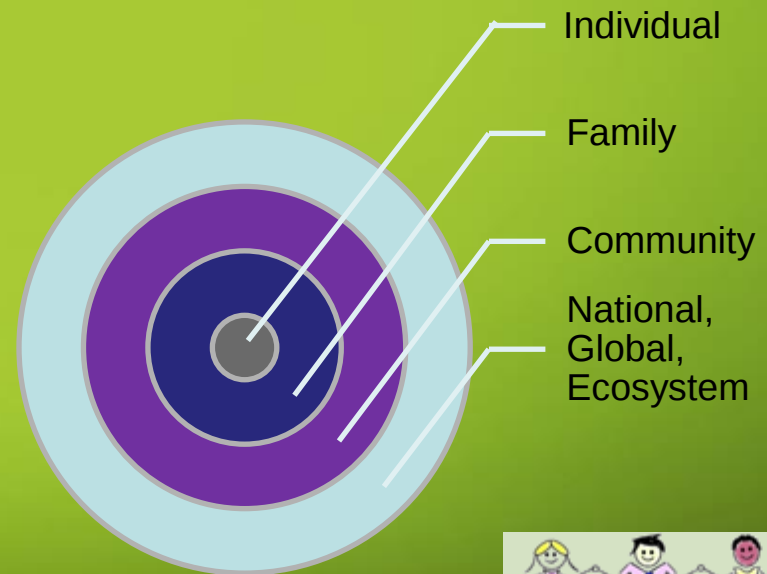
*Moving forward with
this **powerful**
information*

Current research is
discovering that
nurturance is actually
reparative and
regenerative!!

What is Resilience?



Resilience - the ability to bounce back from challenges - is the most important tool you can give a child.



Resilience Building Blocks



<http://www.resiliencetrumpsaces.org/>



MODELS OF RESILIENCE



Grotberg

Boss

Blaustein

Masten

**Brooks &
Goldstein**

I HAVE
(external
supports)

Attachment
&
belonging

Attachment

Connection

Positive
relationship
w/caring
adult

I AM
(personal
strengths)

Community,
culture &
spirituality

Regulation

Affirmation

Self-esteem
through
emotional
awareness &
control

I CAN
(social &
interpersonal
skills)

Capability

Competence

Chores,
choices,
mastery of
skills

Effectiveness
in one's own
world



RESILIENCE

- **Able to *recognize* resilience in self/others**
 - **Become aware of *how to promote it***
- **Vocabulary *reinforces* feelings and beliefs**

Trauma-informed vs. Traditional



Think

Not

“I need to know how hard this is for you.”

“It’s not that difficult.”

“I’m here. You’re not in trouble.”

“Go to the principal’s office.”

“I don’t want you alone in this. Let me help you.”

“You need to learn to deal with life.”

“It’s okay to feel.”

“Stop crying.”

“That really set you back, didn’t it?”

“Stop being such a baby.”

Language of Resilience



I HAVE

Safety &
Security

I AM

Inner
strength/hope;
feelings &
beliefs

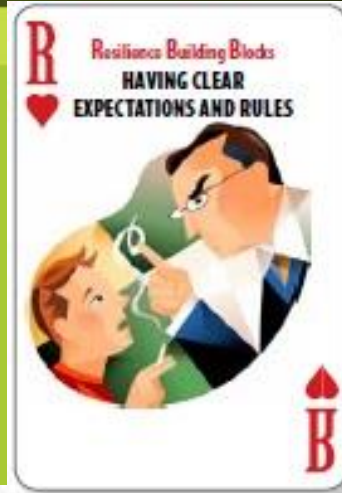
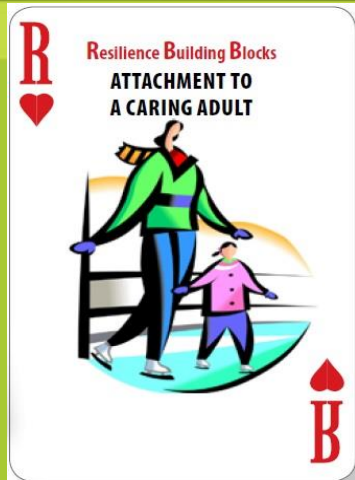
I CAN

Mastery &
Sense of future



Grotberg, Boss, Blaustein, Masten, Brooks & Goldstein

I HAVE (external supports)



= safety & security: core for developing resilience

I AM (internal, personal strengths)



= inner strength or hope; feelings, attitudes and beliefs within the child

I CAN (social/interpersonal skills)



= mastery, sense of future



Trauma Smart!



Clock hours available!

We invite you to attend a training by Avis Smith, LCSW, director of St. Luke's Crittenton Prevention Services and Children's Resilience Initiative. They will be sharing their work around trauma and how it affects children's emotions. Ms. Smith has been a key leader in the pilot program "Head Start Trauma Smart". Learn more about how each of us can impact trauma education and awareness for young children in our valley, as we continue to expand our community's response to ACE's, brain development and resilience strategies. This session is open to anyone involved in child development or in working with families with young children.

where:

Walla Walla Airport Community Room
45 Terminal Loop Road

when:

October 9th, 8:30 a.m.-3:30 p.m.

Sponsors:

WWCC Early Learning Coalition
WWPS Head Start/ECEAP
Children's Resilience



CITY HALL - 15 N. 3rd Avenue
Walla Walla, WA 99362-1859
509-527-4522
FAX: 509-524-7900

PROCLAMATION

WHEREAS, there is compelling evidence of a correlation between the experience of childhood trauma and resulting behavioral and health problems, when the trauma is unrecognized and unaddressed; and

WHEREAS, the cumulative effects of such trauma over a lifespan, if ignored, are detrimental to individuals and communities; and

WHEREAS, the Children's Resilience Initiative of Walla Walla has a vision of a community where all young people thrive and all parents raise their children with consistency and nurturance to develop lasting resilience, and a mission to mobilize the community through dialogue to radically reduce the number of Adverse Childhood Experiences while building resilience and a more effective delivery system.

NOW, THEREFORE, I, Jerry Cummins, Mayor of Walla Walla, do hereby proclaim October 2014 to be:

Children's Resilience Month in Walla Walla

and urge all residents to become informed about childhood trauma and how to create resilience in individuals who have suffered such trauma, to integrate these principles into their everyday work and practice, and to otherwise support the work of the Children's Resilience Initiative.



Jerry Cummins
Jerry Cummins, Mayor

www.ci.walla-walla.wa.us

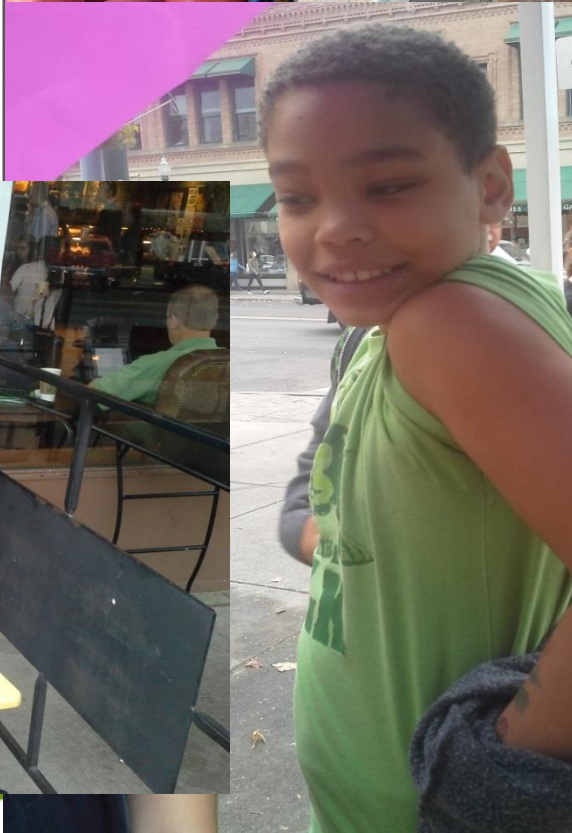




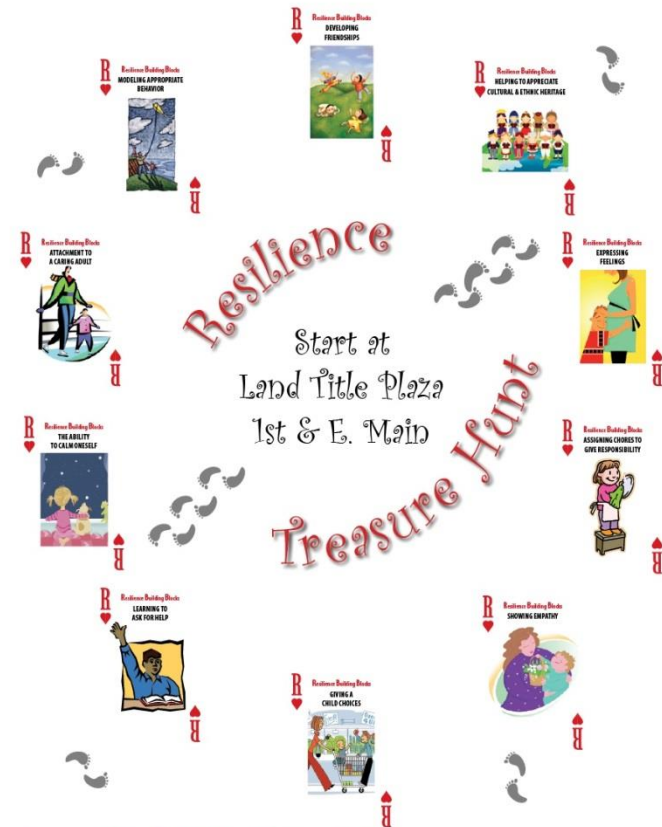
Resilience Building Blocks THE ABILITY TO CALM ONESELF



LAHABILIDAD PARA



October is Children's Resilience Month!



Sponsored By: The Children's Resilience Initiative – www.resiliencetrumpsaces.org





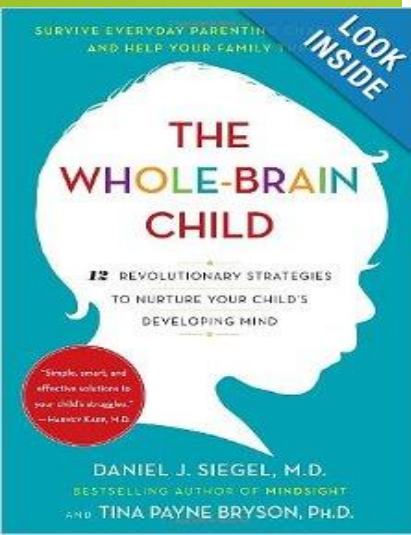
Resilience Rocks Treasure Hunt



Teach how brains work!



Daniel Siegel's **Whole Brain Child**



Car as an analogy of brain



Brain Stem

Physical

Need is safety



Limbic System

Emotional

Need is connection



Prefrontal Cortex

Thinking

Need is to create meaning

Integration



https://www.youtube.com/watch?v=G0T_2NNoC68&index=5&list=PLeE6SEu5P6di1LG0G5tO3NajNelgDDL4g&t=13s

Dan Siegel explaining upstairs,
downstairs brain

Our work to teach the brain



<https://www.youtube.com/watch?v=ZcDJVNwOWGY>

Upstairs brain

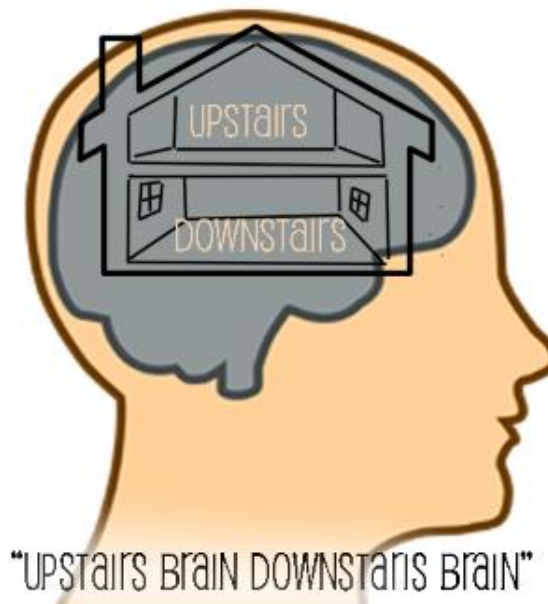
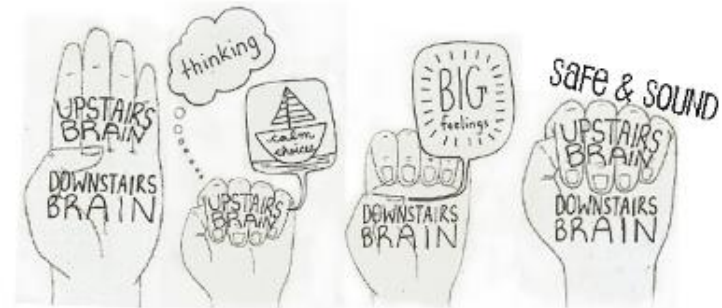
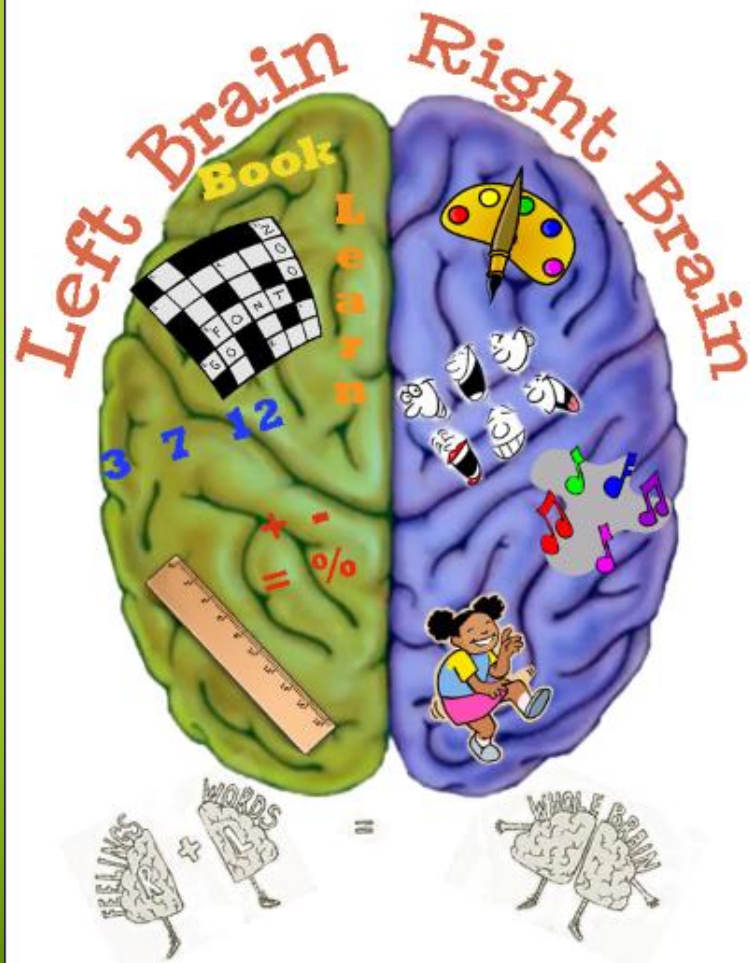
<https://www.youtube.com/watch?v=Ml8xqusk7j8>

Left/right brain

<https://www.youtube.com/watch?v=RYjISNV4q0w>

Three major parts

Graphics to use with songs



Dan Siegel's hand model and whole brain graphic from his book

“Trauma keeps stealing their opportunities to succeed moment by moment and day by day”



Head Start Trauma Smart

- **Preschool expulsions 13 times > K-12**
- **ALL adults trauma trained- common context to work from- lack biological foundations and behavior skills**
- **Learn how to calm and feel sense of connection**
- **Safe spots to calm-down**

Building blocks to success:

Adapted from the research of Dr. Margaret Blaustein



Attachment - feeling connected, loved, valued, a part of family, community, world

Regulation - learning to identify emotions and feelings and how to express them in a healthy way

Competence - acting rather than reacting, accepting oneself and making good choices

Respond, not react



Notice- check in with yourself; notice feeling or need of child

Name-

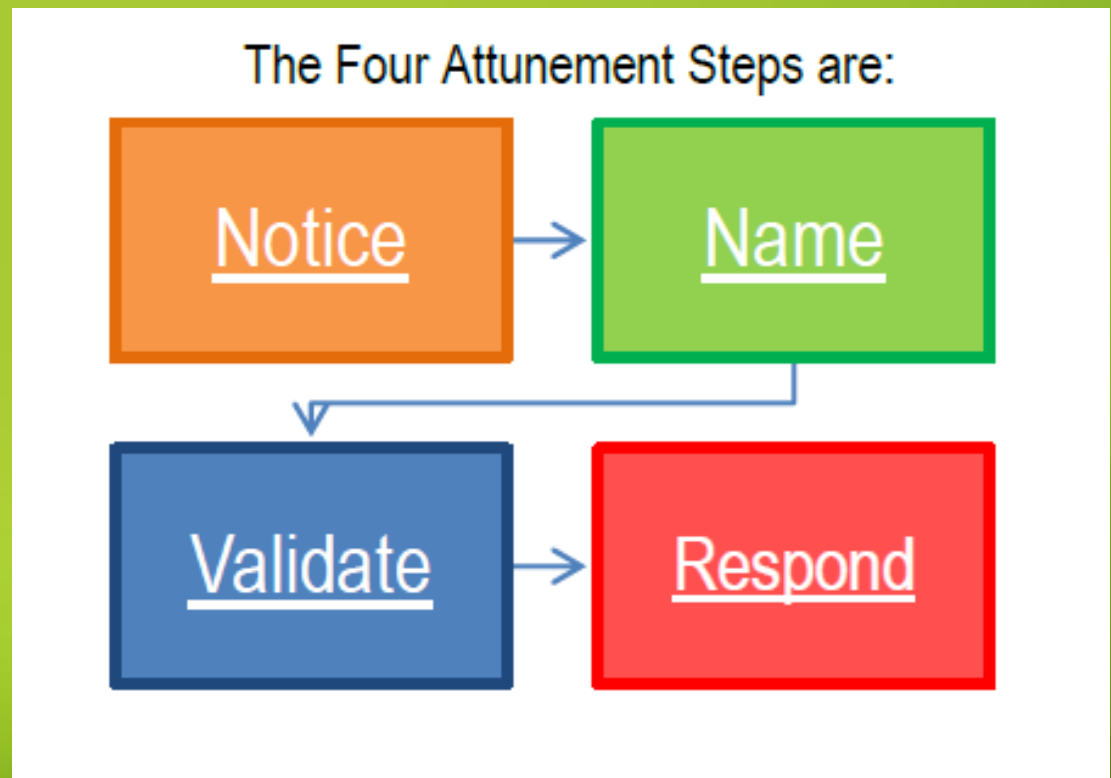
“It seems you are
mad right now.”

Validate-

“It’s hard when...”

Respond-

“How can I help?”



A troll doll with a large, voluminous pink afro hairstyle is standing behind a pink sign. The doll has a light brown complexion, large eyes, and a small smile. The sign is pink with white text that reads "Notice, Name, Validate , Respond". The background is a blue textured surface.

Notice, Name, Validate , Respond

Safe Spot

To be safe

- physically
- emotionally
- mentally



The Safe Pocket System

No More Red Light, Green Light!



By Sally Naughey

Entry Task – How am I feeling this morning



Classroom Safety Song/Mantra

We are Safe!

Who's safe at Edison?

I am safe.

All of the time or some of the time?

All of the time!

Who's in charge to keep you safe?

You, the teachers keep me safe.

All of the time or some of the time?

All of the time!

Safe Pocket Strategy



Safe Zone Strategy – Teaches Self-Regulation

Safe
Zone



Trauma Stewardship

Laura van Dernoot Lipsky



Feeling helpless & hopeless

Can never do enough

Hypervigilance

Loss of creativity **Embracing complexity**

Anger & cynicism

Deliberate avoidance

Addictions

Sense of persecution

Grandiosity

Numb

Minimizing

Dissociative moments

Fear

Exhaustion & ailments

Guilt

Interrupt cortisol with oxytocin & opiates

Daily practice of centering



Professional

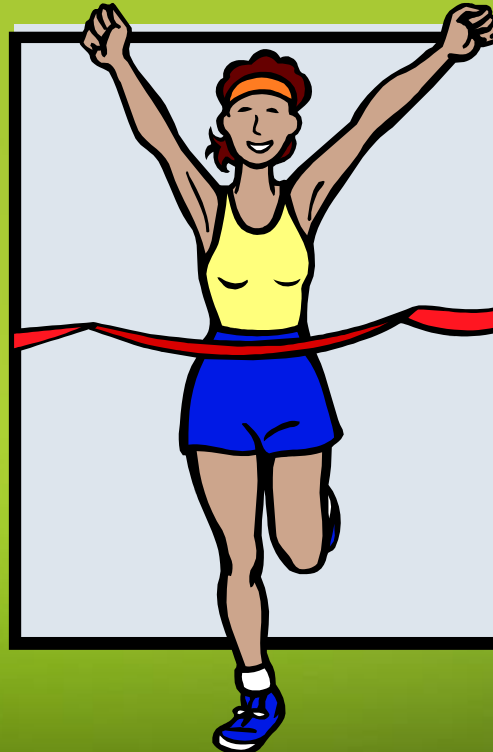
Self-care

Personal

Know the warning signs

Get support

Who will be your Champions?



Community Partners

- Law Enforcement
- School Districts
- **Public Health**
- Medical Community
- DSHS
- **Mental Health**
- Social Service Providers
- Neighborhoods
- **Businesses**
- Municipalities
- Public Library
- **Alternative Programs**
- Employment
- Parents
- **Court Ordered Clients**



Paradigm shift: “Traditional” disciplinary protocol for students with trauma history was not effective.

Accountability was maintained or even increased!



Lincoln Alternative High



The Health Center at Lincoln

<http://thehealthcenterww.org/>

Mental health support = 80% of visits

Staff uses trauma-informed, empathic response



Marci's “Behavior” Classroom

- 1st semester : ACEs, the brain, brain development and resilience
- 2nd semester: Writing projects and social skills, including resilience games designed by students



Lincoln High police office says farewell, notes decrease in police reports as other schools' reports increase.



Children's Home Society

One of first partners to embed principles into:

- Parenting classes
- Counseling/relationship sessions
- Parent Aide Home Team Program
- Field tested CRI parent products
- Nominated CRI to national Exchange Club conference

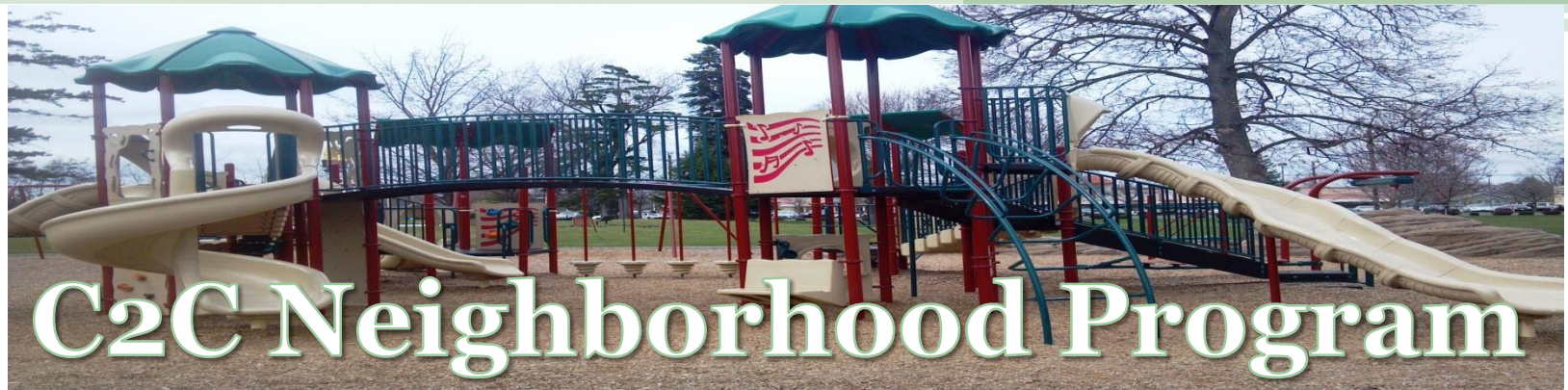


Walla Walla Public Library

Partnering in “Resilience Corner”

- Dedicated section for parents and children
- Features books promoting resilient mindset
- Resources and materials for further learning
- Annotated bibliography
- Hosted parent and child resilience events





Ne
w
play
spa
ce



New park

Children's project

Outdoor
stage



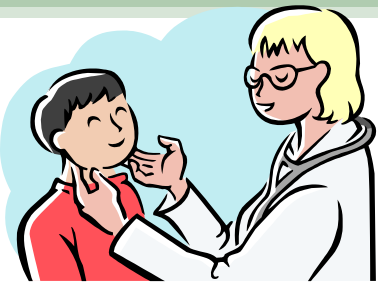
Providence St. Mary Medical Center

- Health Fair
- Employee as internal champion
- Dr. Vincent Felitti staff visit
- All nursing staff (250) trained



Providence St. Mary Medical Center





Portland Pediatric Pilot – Provider Comments:

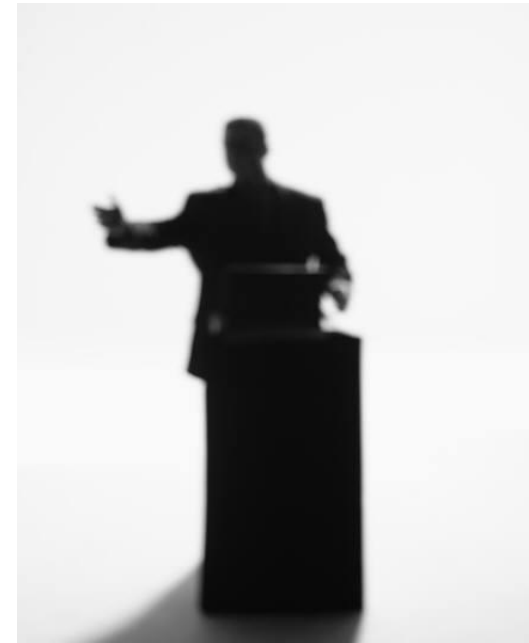
- **“I just had the most amazing conversation...”**
- **“This is the 3rd child in this family. I never knew what mom was working with until we finally asked these questions.”**
- **“This has really deepened the relationships I have with families. They are much more intimate, open and honest.”**
- **“I can’t imagine going back to the way I did things before.”**





Speakers' Bureau

- Created to expand outreach and enhance effectiveness of presentations



Community Action Toolbox

Welcome to our Toolbox!

- *Getting Started: A Fish Tale of Sorts*
- *Plow the Field* • *Once is Not Enough*
- *Mid-Course Adjustments* • *New Targets*
- *Taking It On the Road* • *Vital Learnings*
- *Building the Framework* • *Nuts & Bolts*
- *Integration & Sustainability* • *The “End” Game*



A community of practice- one in which representatives from each effort connect regularly to share what they are learning *(John Kania)*





“What we cannot argue anymore is that there’s nothing we can do...”

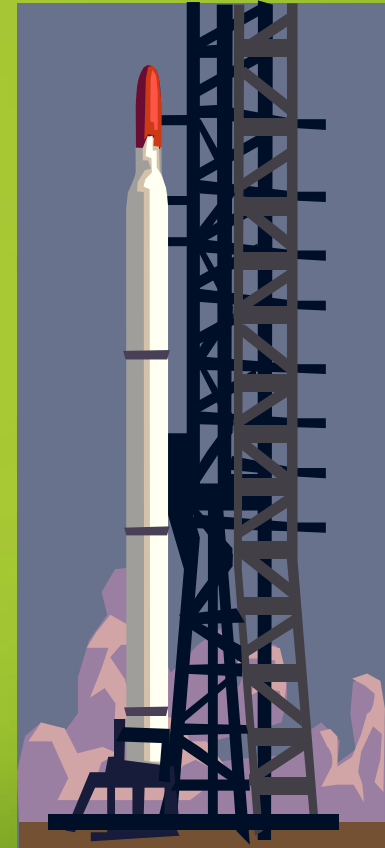
“We can change our approach.”

Paul Tough, *How Children Succeed*

Sparking your community's shift and response



- Talk
 - Share
- Listen
 - Act
- Respond
 - Schedule



Create the future



- What is your 90-day plan? 6-month? Year?
- Who will be your core team?
- How will you integrate?
- Celebrate!



At first, people refuse to believe a strange
new thing can be done.

Then, they begin to hope it can be done.
Then, when it is done, all the world wonders
why it was not done sooner.

Frances Hodgson Burnett





Children's Resilience Initiative



Empowering community understanding of the forces that shape us and our children

Website: www.resiliencetrumpsaces.org

