Adverse Childhood Experiences in Minnesota: the Research, the Data and the Minnesota Response

How Communities can Reduce ACEs and Build Resilience
This session will focus on:

- Brain Science Basics
- Adverse Childhood Experiences
- Resilience
- Minnesota Data on ACES, Trauma and Resilience
- Current Minnesota Trauma Prevention and Resilience Promotion Activities
Agenda

1. Trauma and Resilience Research
2. Minnesota Data on Trauma + Resilience
3. Group Discussion of Current Efforts to Address Trauma and Resilience
4. Handouts and Q + A
PART 1: TRAUMA AND RESILIENCE RESEARCH
Neuron
Neurons

Billions

Dendrites

Synapses

Trillions

Axon terminals

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Synaptically Challenged

- Every experience counts
- Every environmental input counts
- Synapses grow 700/second
Synaptic Growth

- Arborization
- 700 per second
Synaptic Growth

- All experience is captured
- Right brain > responsibility - sensory
- Verbal memory starts at 3 years
Dense Arborization

- Maximized synaptic density around 6 years of age
Pruning Begins

• Then the brain starts to sort through all those synapses to identify which ones are going to be the most important in this person’s life.

• Over the next several years the synapses that are not reinforced or utilized much get pruned away.

• Those that are used get reinforced and eventually fixed in place.
Human Brain

- Billions of neurons
- Trillions of synaptic interconnections
- Genes responsible for basic architecture
- Not enough genetic info to prescribe the final wiring
- Final form sculpted by experience
Defining Adversity or Stress

- **Positive Stress**
  - Brief, infrequent
  - Mild to moderate intensity

- **Most normative childhood stress**
  - Inability of 15 month-old to express their desires
  - The 2-year-old who stumble while running
  - Beginning daycare or school
  - The big project in middle school

- **Social emotional buffers** allow child to return to baseline
- Builds motivation and resiliency
- *Positive stress is not the absence of stress*
Defining Adversity or Stress

- Tolerable stress
  - Potentially to trigger stress responses large enough to disrupt brain development
  - But don’t—because they are relieved by supportive relationships
What Outcomes Might You See?

• Emotion processing regions are robust and efficient
• There is an abundance of “happy” well regulated hormones
• More white matter especially in the emotional and executive functioning areas

• Less likely to self-medicate
• Less need for health care services
• Longer life span
• Better reproductive health
• Delayed pregnancies
• Lower average number of pregnancies
Defining Adversity or Stress

- **Toxic stress**
  - Long lasting, frequent, or strong intensity
  - More extreme precipitants of childhood stress (ACEs)
    - Physical, sexual, emotional abuse
    - Physical, emotional neglect
    - Household dysfunction
  - Insufficient social-emotional buffering
  - Potentially permanent changes with life-term consequences
    - Epigenetics—there are lifelong and intergenerational changes in how the genetic stress response is turned on or off
    - Brain architecture—the mediators of stress impact upon mechanisms of brain development and connectivity
What Outcomes Might You See?

- Emotion processing regions are smaller and less efficient
- Increased production of stress chemicals
- Less self-calming capacity
- Multiple health complaints
- Increased risk of self-medicating
- Seeking out dependent relationships
- Increased risk for
  - Cancer
  - Heart Disease
  - Diabetes
  - Arthritis
  - Reproductive risks
  - Immune system dysfunction
  - Hormonal problems
    - Thyroid
    - Menstrual complications

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Out of Balance?

Prefrontal Cortex
- Cold Cognition
- Judgmental
- Reflective
- Calculating
- Think about it

Biological maturity by 24

Amygdala
- Hot Cognition
- Emotional
- Reactive
- Impulsive
- Just do it

Biological maturity by 18

Adapted from Ken Winters, Ph.D.
Let’s pause.

Given the material we just covered on how early experiences shape brain development, can you think of a person you know whose behavior makes more sense to you now?
PART 2: MINNESOTA DATA ON TRAUMA + RESILIENCE
CDC/Kaiser Permanente Adverse Childhood Experiences Study

ACE SCORE
What are ACEs?

• Adverse childhood experiences (ACEs) are stressful or traumatic experiences, including abuse, neglect and a range of household dysfunction

• “ACEs have created a Chronic Public Health Disaster” — Dr. Robert Anda, CDC
Kaiser/CDC ACE Study Design

- Ten ACEs identified through a comprehensive literature review
- 1996 survey on ACEs mailed to 13,494 adults who had completed a standardized medical evaluation (71% responded)
- Respondents followed over time to monitor morbidity, mortality, out-patient visits, ER visits, and pharmacy use
Findings: ACE are Common

• Abuse
  – Psychological (11%)
  – Physical (28%)
  – Sexual (21%)

• Neglect
  – Emotional (15%)
  – Physical (10%)

• Household Dysfunction
  – Substance abuse (27%)
  – Mental illness (19%)
  – Battered mother (13%)
  – Criminal behaviors (5%)
  – Parent separation (23%)

Centers for Disease Control & Prevention, 2010  www.cdc.gov/ace/index.htm
# Findings: ACEs Cluster

<table>
<thead>
<tr>
<th># ACEs</th>
<th>Women</th>
<th>Men</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>34.5%</td>
<td>38.0%</td>
<td>36.1%</td>
</tr>
<tr>
<td>1</td>
<td>24.5%</td>
<td>27.9%</td>
<td>26.0%</td>
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<td>15.5%</td>
<td>16.4%</td>
<td>15.9%</td>
</tr>
<tr>
<td>3</td>
<td>10.3%</td>
<td>8.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>4+</td>
<td>15.2%</td>
<td>9.2%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Centers for Disease Control & Prevention, 2010  [www.cdc.gov/ace/index.htm](http://www.cdc.gov/ace/index.htm)

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Age at First Use of Alcohol, by ACE Score

Dube et al., 2006 J Adolescent Health

Percentage of ACE Study Adults Reporting Age at First Use

Under age 14:
- ACE Score 0: 4.2%
- ACE Score 1: 6.1%
- ACE Score 2: 8.5%
- ACE Score 3: 12.1%
- ACE Score 4+: 16.9%

Ages 14-17:
- ACE Score 0: 25.7%
- ACE Score 1: 28.5%
- ACE Score 2: 33.4%
- ACE Score 3: 36.2%
- ACE Score 4+: 33.0%

Minnesota Department of Human Services + Minnesota Department of Health 2014
Adult Alcohol Use, by ACE Score

Dube et al, 2002 *Addictive Behaviors*

Percent of ACE Study Adults Reporting Alcohol Outcomes

- Heavy drinking
- Alcoholic
- Married alcoholic

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Heavy drinking</th>
<th>Alcoholic</th>
<th>Married alcoholic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10.2%</td>
<td>3.1%</td>
<td>12.2%</td>
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<tr>
<td>1</td>
<td>12.5%</td>
<td>5.2%</td>
<td>15.7%</td>
</tr>
<tr>
<td>2</td>
<td>15.7%</td>
<td>7.8%</td>
<td>16.1%</td>
</tr>
<tr>
<td>3</td>
<td>19.9%</td>
<td>10.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>4+</td>
<td>26.2%</td>
<td>17.1%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

Graph shows the percentage of adults reporting specific alcohol outcomes by ACE score level.
Suicide Attempts by ACE Score

Dube et al., 2001 JAMA

Percent of ACE Study Adults Reporting Suicide Attempts Across Lifespan

- Attempts during childhood/adolescence
- Attempts during adulthood

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
ACE Study Adults Reporting Lifetime Depressive Episodes, by ACE Score

Chapman et al., 2004, *Journal of Affective Disorders*
Minnesota Department of Human Services
Minnesota Department of Health 2014

ACEs

- HIV, High Risk: 58.9%
- Alcohol, Heavy Drinking: 25.5%
- Cardiovascular Disease: 24.3%
- Cancer: 32.9%
- Separation or Divorce: 21.3%
- Mental Health Condition(s): 61.4%
- Disturbed 14+ Days of Work/Activity: 67.2%
- Hopelessness: 42.5%
- Mental Health Medical Treatment or Pharmacotherapy: 42.7%
- Anxiety: 55.7%
2011 Behavioral Risk Factor Surveillance System (BRFSS)

ACES AMONG MINNESOTA ADULTS
adverse
CHILDHOOD
EXPERIENCES
IN MINNESOTA

FINDINGS & RECOMMENDATIONS BASED ON THE
2011 Minnesota Behavioral Risk Factor Surveillance System

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
MN BRFSS

• Neglect not included; drinking + drug use problem in household separated into two

• Over half of Minnesota adults experience one ACE—of those, 60% have two or more ACEs + 15% have five or more ACEs

• Results are consistent with the original ACE study, and with findings from other states
<table>
<thead>
<tr>
<th>Number of ACEs</th>
<th>Depression (%)</th>
<th>Anxiety (%)</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>8%</td>
<td>5%</td>
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<td>1</td>
<td>12%</td>
<td>10%</td>
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<tr>
<td>2</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>4</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td>31%</td>
</tr>
</tbody>
</table>

**Table 16: Number of ACEs by Chronic Mental Health**

(Minnesota 2011 Data)
### TABLE 17: NUMBER OF ACEs BY Chronic Health Conditions

<table>
<thead>
<tr>
<th>Number of Ace</th>
<th>Asthma</th>
<th>Diabetes</th>
<th>Obesity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>8%</td>
<td>7%</td>
<td>23%</td>
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<td>1</td>
<td>11%</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>14%</td>
<td>6%</td>
<td>29%</td>
</tr>
<tr>
<td>4</td>
<td>14%</td>
<td>8%</td>
<td>28%</td>
</tr>
<tr>
<td>5+</td>
<td>22%</td>
<td>8%</td>
<td>32%</td>
</tr>
<tr>
<td>6+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: MINNESOTA 2011*

**Source:**
Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Policy Recommendations—Data

• Disseminate data on ACEs and related outcomes to raise awareness, and describe the benefits of preventing/reducing ACEs
• Designate funds to continue the collection, analysis, and dissemination of ACEs data
• Develop an inventory of existing agency and community efforts to reduce ACEs and support resilience
ACES AMONG MINNESOTA YOUTH

2013 Minnesota Student Survey (MSS)
2013 Minnesota Student Survey

• 84% of public schools agreed to participate
• Across the state 66% of 5\textsuperscript{th} graders, 71% of 8\textsuperscript{th} graders, 69% of 9\textsuperscript{th} graders, and 62% of 11\textsuperscript{th} graders participated
• Some questions on adverse childhood experiences were new in 2013; some were reworded to better align with national surveys
MSS “ACE Score” (0-7)

- Students reporting that they have a parent or guardian who is currently in jail, and/or who has been in jail in the past
- Students reporting they live with someone who drinks too much alcohol
- Students reporting they live with someone who uses illegal drugs or abuses prescription drugs
- Students reporting a parent or other adult in the household has verbally abused them
- Students reporting a parent or other adult in the household has physically abused them
- Students reporting parents or other adults in the home physical abuse each other
- Students reporting an adult or other person outside the family, and/or an older or stronger family member, has ever sexually abused them
## Distribution of ACEs

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>70829</td>
<td>64.4%</td>
</tr>
<tr>
<td>One</td>
<td>19945</td>
<td>18.1%</td>
</tr>
<tr>
<td>Two</td>
<td>9444</td>
<td>8.6%</td>
</tr>
<tr>
<td>Three</td>
<td>4995</td>
<td>4.5%</td>
</tr>
<tr>
<td>Four</td>
<td>2690</td>
<td>2.4%</td>
</tr>
<tr>
<td>Five</td>
<td>1258</td>
<td>1.1%</td>
</tr>
<tr>
<td>Six</td>
<td>579</td>
<td>0.5%</td>
</tr>
<tr>
<td>Seven</td>
<td>213</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
ACE Score + Past 30 Day Alcohol Use

Minnesota 8th, 9th, and 11th Graders Reporting Any Past 30 Day Alcohol Use, by ACE Score, 2013 MSS

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0</td>
<td>10.9%</td>
</tr>
<tr>
<td>1</td>
<td>20.6%</td>
</tr>
<tr>
<td>2</td>
<td>27.6%</td>
</tr>
<tr>
<td>3</td>
<td>34.6%</td>
</tr>
<tr>
<td>4</td>
<td>47.0%</td>
</tr>
</tbody>
</table>
ACE Score + Binge Drinking

Minnesota 8th, 9th, and 11th Graders Reporting Any Past 30 Day Binge Drinking, by ACE Score, 2013 MSS

- ACE Score 0: 4.9%
- ACE Score 1: 9.7%
- ACE Score 2: 13.8%
- ACE Score 3: 18.3%
- ACE Score 4+: 29.5%
ACE Score + Cigarette Smoking

Minnesota 8th, 9th, and 11th Graders Reporting Any Past 30 Day Cigarette Smoking, by ACE Score, 2013 MSS

- ACE Score 0: 3.4%
- ACE Score 1: 9.9%
- ACE Score 2: 14.6%
- ACE Score 3: 21.7%
- ACE Score 4+: 32.8%
ACE Score + Suicide

Minnesota 8th, 9th, and 11th Graders Reporting Past Year Suicidal Ideation and Attempts, by ACE Score, 2013 MSS

- Seriously considered suicide in the last year
- Actually attempted suicide in the last year

- ACE Score 0: 4.9% (1.0%)
- ACE Score 1: 13.7% (3.6%)
- ACE Score 2: 22.5% (7.2%)
- ACE Score 3: 30.7% (10.8%)
- ACE Score 4+: 41.9% (20.6%)

Minnesota Department of Human Services + Minnesota Department of Health 2014
ACE Score + Mental Health

Minnesota 8th, 9th, and 11th Graders Reporting Having Significant Problems in the Last 12 Months with Feeling Very Trapped, Lonely, Sad, Blue, Depressed, or Hopeless About the Future, by ACE Score, 2013 MSS

- **ACE Score 0:** 18.6%
- **ACE Score 1:** 36.3%
- **ACE Score 2:** 50.8%
- **ACE Score 3:** 59.9%
- **ACE Score 4+:** 70.3%

Minnesota Department of Human Services + Minnesota Department of Health 2014
Minnesota 8th, 9th, and 11th Graders Reporting They Have Any Physical Disability or Long-term Health Problems (Such as Asthma, Cancer, Diabetes, Epilepsy, or Something Else), by ACE Score, 2013 MSS
Minnesota 8th, 9th, and 11th Graders Describing Their General Health, by ACE Score, 2013 MSS

ACE Score + General Health

Excellent Very good Good Fair Poor
ACE Score 0 ACE Score 1 ACE Score 2 ACE Score 3 ACE Score 4+

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Minnesota 8th, 9th, and 11th Graders Reporting They "Strongly Agree" or "Agree" They Feel Safe..., by ACE Score, 2013 MSS

- Going to and from school:
  - ACE Score 0: 97.4%
  - ACE Score 1: 95.0%
  - ACE Score 2: 92.8%
  - ACE Score 3: 90.2%
  - ACE Score 4+: 84.7%

- At school:
  - ACE Score 0: 95.4%
  - ACE Score 1: 91.2%
  - ACE Score 2: 88.1%
  - ACE Score 3: 84.2%
  - ACE Score 4+: 77.7%

- In my neighborhood:
  - ACE Score 0: 97.8%
  - ACE Score 1: 94.7%
  - ACE Score 2: 92.1%
  - ACE Score 3: 88.2%
  - ACE Score 4+: 81.4%

- At home:
  - ACE Score 0: 99.4%
  - ACE Score 1: 94.0%
  - ACE Score 2: 88.4%
  - ACE Score 3: 77.9%

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
ACE Score + Bullying Behavior

Minnesota 8th, 9th, and 11th Graders Reporting Experiencing or Exhibiting Bullying Behaviors in the Past 30 Days, by ACE Score, 2013 MSS

- Experienced past 30 day bullying (victim)
  - ACE Score 0: 37.3%
  - ACE Score 1: 53.8%
  - ACE Score 2: 64.7%
  - ACE Score 3: 69.5%
  - ACE Score 4+: 77.2%

- Exhibited past 30 day bullying (bully)
  - ACE Score 0: 21.3%
  - ACE Score 1: 34.3%
  - ACE Score 2: 42.5%
  - ACE Score 3: 47.3%
  - ACE Score 4+: 55.8%
Minnesota 8th, 9th, and 11th Graders Describing Their Grades for the School Year, by ACE Score, 2013 MSS

ACE Score + Grades

Mostly As | Mostly Bs | Mostly Cs | Mostly Ds | Mostly Fs | Mostly Incompletes

- ACE Score 0: 50.2% | 31.9% | 35.5% | 11.4% | 2.0% | 0.5%
- ACE Score 1: 31.9% | 39.5% | 37.2% | 27.9% | 7.9% | 2.2%
- ACE Score 2: 22.5% | 27.0% | 23.3% | 8.1% | 2.2% | 1.2%
- ACE Score 3: 17.5% | 17.5% | 27.9% | 6.4% | 1.6% | 0.7%
- ACE Score 4+: 0% | 20% | 40% | 60% | 80% | 100%

Minnesota Department of Human Services + Minnesota Department of Health 2014
ACE Score + Caring Relationships

Minnesota 8th, 9th, and 11th Graders Reporting Others Care About Them "Quite a Bit" or "Very Much", by ACE Score, 2013

My parents
Other relatives
My friends care about me "quite a bit" or "very much"
My teachers and other adults at school
Adults in my community

ACE Score 0  ACE Score 1  ACE Score 2  ACE Score 3  ACE Score 4+

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
If something interests me I try to learn more about it

I think things I learn in school are useful

Being a student is one of the most important parts of who I am

Minnesota 8th, 9th, and 11th Graders Reporting They "Strongly Agree" or "Agree" That..., by ACE Score, 2013 MSS

ACE Score 0
ACE Score 1
ACE Score 2
ACE Score 3
ACE Score 4+

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Minnesota Students' ACE Score by Race/Ethnicity, 2013

ACE Score 0 | ACE Score 1 | ACE Score 2 | ACE Score 3 | ACE Score 4+
---|---|---|---|---
American Indian Non-Hispanic: 37.6% | 28.2% | 13.6% | 10.0% | 0.6%
Asian Non-Hispanic: 61.4% | 19.7% | 9.9% | 5.4% | 3.5%
Black Non-Hispanic: 51.6% | 23.6% | 11.2% | 6.9% | 6.7%
White Non-Hispanic: 68.7% | 16.7% | 7.5% | 3.7% | 3.4%
Hispanic: 50.2% | 23.0% | 11.8% | 7.3% | 7.7%

Minnesota Department of Human Services + Minnesota Department of Health 2014
## Caring Teachers

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Among Students Who “Strongly Agree” or “Agree” Teachers at Their School Care About Students</th>
<th>Among Students Who “Strongly Disagree” or “Disagree” Teachers at Their School Care About Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE Score = 0</td>
<td>10% (n = 6217)</td>
<td>21% (n = 1194)</td>
</tr>
<tr>
<td>ACE Score = 1</td>
<td>19% (n = 3036)</td>
<td>30% (n = 863)</td>
</tr>
<tr>
<td>ACE Score = 2</td>
<td>26% (n = 1859)</td>
<td>36% (n = 635)</td>
</tr>
<tr>
<td>ACE Score = 3</td>
<td>32% (n = 1151)</td>
<td>43% (n = 500)</td>
</tr>
<tr>
<td>ACE Score = 4+</td>
<td>42% (n = 1314)</td>
<td>58% (n = 784)</td>
</tr>
</tbody>
</table>
Caring Teachers

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Among Students Who “Strongly Agree” or “Agree” Teachers at Their School Care About Students</th>
<th>Among Students Who “Strongly Disagree” or “Disagree” Teachers at Their School Care About Students</th>
</tr>
</thead>
<tbody>
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<td>ACE Score = 0</td>
<td>4% (n = 2744)</td>
<td>10% (n = 571)</td>
</tr>
<tr>
<td>ACE Score = 1</td>
<td>13% (n = 2013)</td>
<td>20% (n = 577)</td>
</tr>
<tr>
<td>ACE Score = 2</td>
<td>21% (n = 1525)</td>
<td>28% (n = 494)</td>
</tr>
<tr>
<td>ACE Score = 3</td>
<td>28% (n = 1009)</td>
<td>38% (n = 439)</td>
</tr>
<tr>
<td>ACE Score = 4+</td>
<td>40% (n = 1232)</td>
<td>47% (n = 641)</td>
</tr>
</tbody>
</table>
## Student Engagement

<table>
<thead>
<tr>
<th></th>
<th>Among Students Who Care About Doing Well in School “All” or “Most” of the Time</th>
<th>Among Students Who Care About Doing Well in School “Some” or “None” of the Time</th>
</tr>
</thead>
<tbody>
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<td>ACE Score = 0</td>
<td>10% (n = 6313)</td>
<td>24% (n = 1288)</td>
</tr>
<tr>
<td>ACE Score = 1</td>
<td>18% (n = 3019)</td>
<td>33% (n = 1008)</td>
</tr>
<tr>
<td>ACE Score = 2</td>
<td>24% (n = 1813)</td>
<td>41% (n = 750)</td>
</tr>
<tr>
<td>ACE Score = 3</td>
<td>30% (n = 1126)</td>
<td>48% (n = 569)</td>
</tr>
<tr>
<td>ACE Score = 4+</td>
<td>41% (n = 1300)</td>
<td>61% (n = 872)</td>
</tr>
</tbody>
</table>
Useful Roles + Responsibilities

Compared to students who are “very/often” or “extremely/almost always” given useful roles and responsibilities, those who are not:

• Almost 2x more likely to report current alcohol use
• 2.5x more likely to report current marijuana use
• Over 3x more likely to misuse prescription drugs
• Over 2x more likely to report feeling depressed or hopeless
• Almost 3x more likely to report past-year self-harm
• Over 3x more likely to report past-year suicidal ideation
Parental Support + Communication

Compared to students who can talk to their mother “most” or “some” of the time about problems they are having, those who can not:

• Almost **2x** more likely to report current alcohol use
• Over **3x** more likely to report past-year suicidal ideations

Youth who cannot talk to their father “very often” or “at all” about problems are:

• **2x** more likely to report current marijuana use
• Almost **3x** more likely to report past-year self-harm
What surprised you?

What additional data would you like to see?
Current Minnesota Trauma Prevention and Resilience Promotion Activities
Resilience is common and... arises from normal rather than extraordinary human capabilities, relationships, and resources. In other words, resilience emerges from ordinary magic.

Ann Masten, 2009
Key Components of Resilience

How is your community nurturing these three components for resilience throughout the lifespan?

- INDIVIDUAL CAPABILITY
- ATTACHMENT & BELONGING/RELATIONSHIPS
- COMMUNITY, CULTURE, SPIRITUALITY

Minnesota Department of Human Services + Minnesota Department of Health 2014
3 Core Protective Systems

1. Capabilities
2. Attachment & Belonging
3. Community, culture, Spirituality

Think of a difficult time in your life... what helped you get through?

Then, Please
Name, What helped?
Core Protective Systems:

**INDIVIDUAL CAPABILITIES**

Several Key Individual Competencies

- Hope, positive narrative about life
- Self-efficacy and purpose
- Ability to gauge one’s internal state and self-regulate

Individual Competencies Impacted by Toxic Stress

- Same capabilities are significant in both resilience and in the effects of toxic stress
- More effort is not always the answer

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Core Protective Systems: RELATIONSHIPS

CARING & COMPETENT RELATIONSHIPS

- Family, Friend,
- Teacher, Mentor, etc.
- Provide Security & Belonging
- Share skills with each other
- Help learn social cues
- Security to improve skills and competencies

Minnesota Department of Human Services + Minnesota Department of Health 2014
Core Protective Systems:
COMMUNITY, FAITH & CULTURAL PROCESSES

Opportunity:
• Social Connections
• Safety and belonging
• Develop new skills
• Opportunity for relationships
• Important for adults and children

Community capacity
• A distinct resilience building mechanism
• Leadership & growth opportunities
• Community self-determination
• Impact on health and ACE in community

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Example: Washington State

Community Capacity-

A public health approach to solving interrelated problems by improving people’s connections, their shared responsibility and the collective impact of their efforts.
Leadership Expansion

www.resiliencetrumpsaces.org
Basic System Principles For Reducing Toxic Stress

• First, do no harm, universal precautions
• Maximize stability
• Explain transitions, transition slowly
• Involve families in appropriate ways
• Reduce Stress and Provide Safe Environment
• Refer Families with Trauma to Mental Health Professionals with Experience in Trauma Evidence Based Practices
Reducing Risk for Trauma

- Prenatal care - prevent premature birth
- Reduce stress of pregnant women
- Screen and treat depression in mothers
- Reduce child maltreatment
- Avoid multiple foster care placements
- Reduce family violence
- Reduce neighborhood violence
- Clean up toxins
- Prevent homelessness

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
Asset-Focused Strategies Within Communities

- Financial resources
- Food, water, shelter, medical and dental care
- Tutor, nurse, Guardian ad litem
- Educate parents (ECFE)
- Educate teachers and first responders
- Quality childcare, early education programs
- Build schools, playgrounds, libraries
- Build or restore community services
- Stabilize housing, schooling, case managers
- Scholarships from early childhood into adulthood

Minnesota Department of Human Services
+ Minnesota Department of Health 2014
System Focused Strategies

• Foster secure attachment relationships
• Promote bonds with competent/caring adults
• Support healthy family life and function
• Protect and nurture brain development
• Facilitate school bonding and engagement
• Foster friendships with pro-social peers
• Integrate systems of care
• Provide opportunities to succeed & develop talents
• Support cultural traditions that provide children with adaptive tools and opportunities to connect with pro-social adults
Public Health Client Dialogue

• Jefferson County, Washington

• Intake Process includes ACE questions
  – Improved identification of appropriate services
  – Clients felt respected and empowered
Creating Compassionate, Caring Schools

- School-Wide Positive Behavioral Interventions and Supports: a framework for safe, predictable environments

- Social Emotional Learning: the skills of relationship

- Restorative Practices: building community and repairing harm
Trauma-informed teaching resources

- http://www.k12.wa.us/CompassionateSchools/

Calmer classrooms
A guide to working with traumatised children

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success

Minnesota Department of Human Services +
Minnesota Department of Health 2014
Universal Responses To Trauma

• The Wakanheza Project is a community-wide effort that provides tools and strategies for creating welcoming environments.
  
  www.co.ramsey.mn.us/ph/cp/wakanheza.htm

• Policies and programs that support healthy sleep, food and physical activity.
Reflection

• How might you share this trauma and resilience information

• How might public discussion of resilience be challenging for people?
Additional Resilience Data/Measures

- Flourishing Children Project, Child Trends: 

- A Public Health Approach to Children’s Mental Health: A Conceptual Framework—Chapter 6, Georgetown University Center for Child and Human Development: 
  [http://gucchdtacenter.georgetown.edu/publications/PublicHealthApproach.pdf](http://gucchdtacenter.georgetown.edu/publications/PublicHealthApproach.pdf)

- Strengthening Families: The Protective Factor Framework, Center for the Study of Social Policy: 
Additional Trauma Data

- Kids Count Data Center, The Annie E. Casey Foundation: http://datacenter.kidscount.org
- Child Trends DataBank: http://www.childtrendsdb.org