

# Children's Resilience Initiative

## One Community's Response to ACEs through Resilience



# Children's Resilience Initiative



# Children's Resilience Initiative

## Our Goal Today

To explore the impact of **Resilience**– the powerful force that can drive action forward for our community–

instead of focusing on ACEs– which would risk failing our children



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## Key learning:

- How daily childhood experiences affect how the brain develops
- How that shapes who we become as adults and what kind of life we have
- That early negative experience is not fate, that an ACE score is not a life sentence
- That we can help our children develop the resilience to rise above life's challenges
- There is a very real promise of hope and healing



# Children's Resilience Initiative

## A community response to **A**dverse **C**hildhood **E**xperiences

- Broad-based CRI Team
- Raise awareness of ACEs
- Foster resilience and message of hope
- Embed principles in the practice of organizations and programs



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## *Goal:*

**To create a community conversant  
in ACEs and Resilience:**

- Community education
- Agency partnerships
- Parent awareness
- Learning tools
  - Interactive website
  - Playing Cards
  - Parent Handbook
  - Coloring Book
  - Treasure Hunt



**Through a shift  
in community  
thinking**



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Use a “Trauma Lens” to better understand a child’s behavior

A shift in perspective from:  
*“What is wrong with this child?”*  
to  
*“What has this child been through?”*

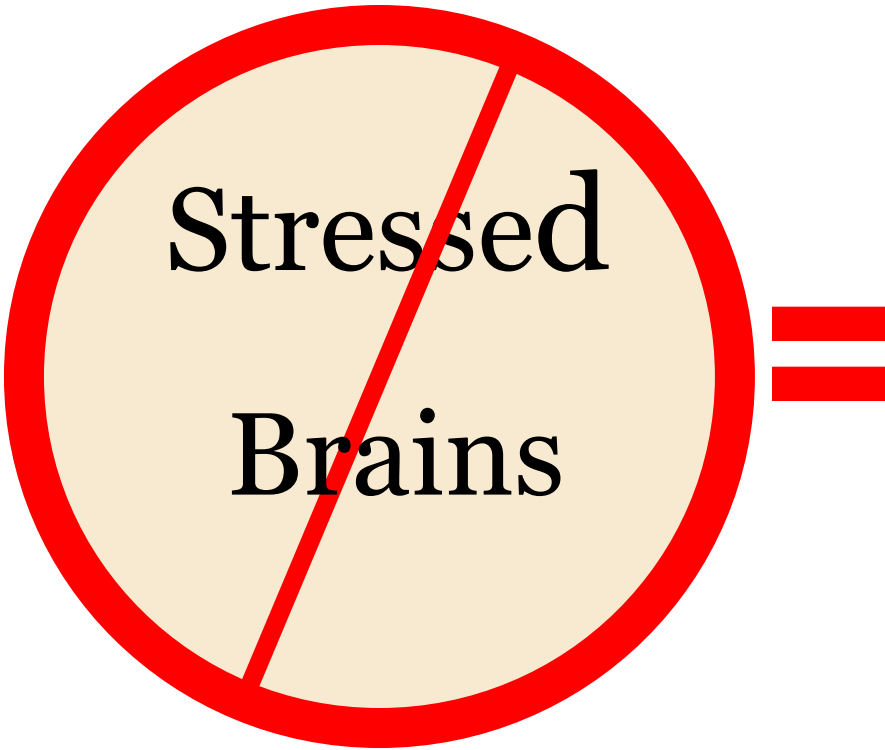


# Survival Mode Response

Can't effectively:

- Respond
- Learn
- Process

Allow time to calm & return to higher brain functioning



Stressed  
Brains

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# 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

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## Language of Resilience

- Vocabulary reinforces feelings and beliefs
- Helps guide behavior
- The more concepts that are understood, the greater the options for acting in ways that help children meet the crises in their lives with strength and hope
- Children who learn the vocabulary are better able to recognize resilience in self/others
- Also become aware ***of how to promote it***



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## SKILL BUILDING

Think	Not
Lack of Skill	Intentional Misbehavior
Building Missing Skills	Shaming for Lack of Skills
Nurture	Criticize
Teach	Blame
Discipline	Punishment



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## ♥ Resilience TRUMPS ACEs ♠

◆ Start Here! ◆  
[Click here for an introduction](#)





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CRI Walla Walla Wa: Teri Barila, 509-386-5855 and Mark Brown (509) 527-4745



# Children's Resilience Initiative






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**Parents**  
Home  
What is Resilience?  
Deck of Cards & Handbook

**Providers**  
Home  
What is Resilience?  
Building a thriving community  
Resources  
News & Events  
Deck of Cards & Handbook

**Community**  
Home  
More ACEs = Greater Risks  
What is Resilience?  
Building a thriving community

Find us on Facebook



When a child experiences....

## Emotional Abuse


Emotional abuse is defined as emotional or psychological injury to the child as evidenced by a substantial change in behavior, emotional response or anxiety, depression, withdrawal, or aggressive behavior.

Many organizations and programs in our community offer direct services to help with the impact of ACEs; other organizations and programs offer help by building resilience. Some do both.

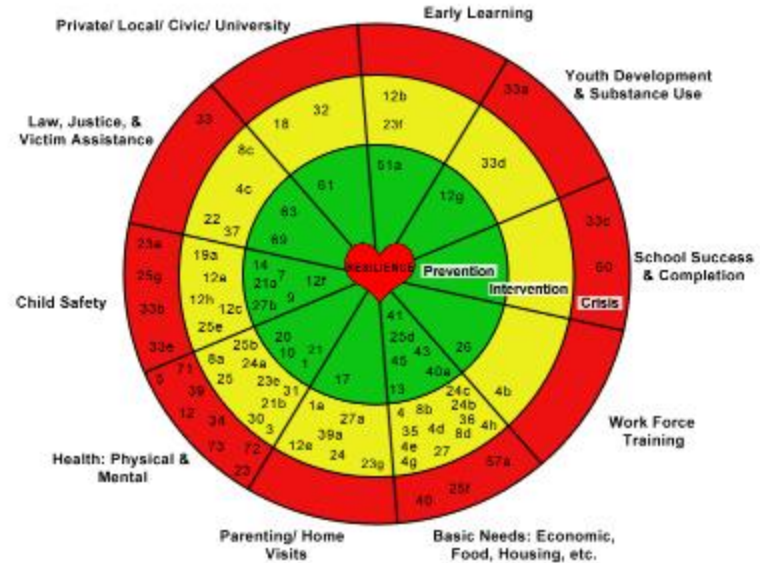
Each segment of this model represents an important part of creating a thriving community and improving the quality of life in Walls Walls.

By hovering your computer mouse over any number below, you can learn more about services available. The numbers in the circle represent programs and organizations providing services in the Walls Walls Valley. For a full list of these organizations, [click here](#). Click on the heart in the center for more information about building resilience.

**A** Above Childhood Experiences  
**CHILD EMOTIONAL ABUSE**



[Learn what can happen without help](#)





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[Parents](#) | [Providers](#) | [Community](#) | [Site Map](#)





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## Walla Walla organizations that build resilience

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Children's Resilience Initiative - Resilience Trumps ACEs

19 people like Children's Resilience Initiative - Resilience Trumps ACEs.





The diagram is a circular chart with a central red heart labeled 'RESILIENCE'. It is divided into 12 segments, each representing a different sector. The segments are color-coded: red for the outer ring, yellow for the middle ring, and green for the inner ring. Each segment contains a central number and several smaller numbers representing specific data points. The sectors are: Private/ Local/ Civic/ University, Early Learning, Youth Development & Substance Use, Law, Justice, & Victim Assistance, School Success & Completion, Child Safety, Work Force Training, Health: Physical & Mental, Parenting/ Home Visits, Basic Needs: Economic, Food, Housing, etc., and Crisis. The inner ring is further divided into 'Prevention' and 'Intervention'.



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**NOW WHAT AM I  
SUPPOSED TO DO?!**  
a guide for new parents



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Resilience Deck of Cards  
includes 42 resilience  
building block and 10 ACE  
cards, with 2 sets of Jokers  
and a Parent Handbook



# 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)*

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## Lincoln Alternative High School & The Health Center

Out of school suspensions: 798 to 135

Discipline referrals: 50% decrease

Expulsions: 50% decrease

Police reports: 48 to 17

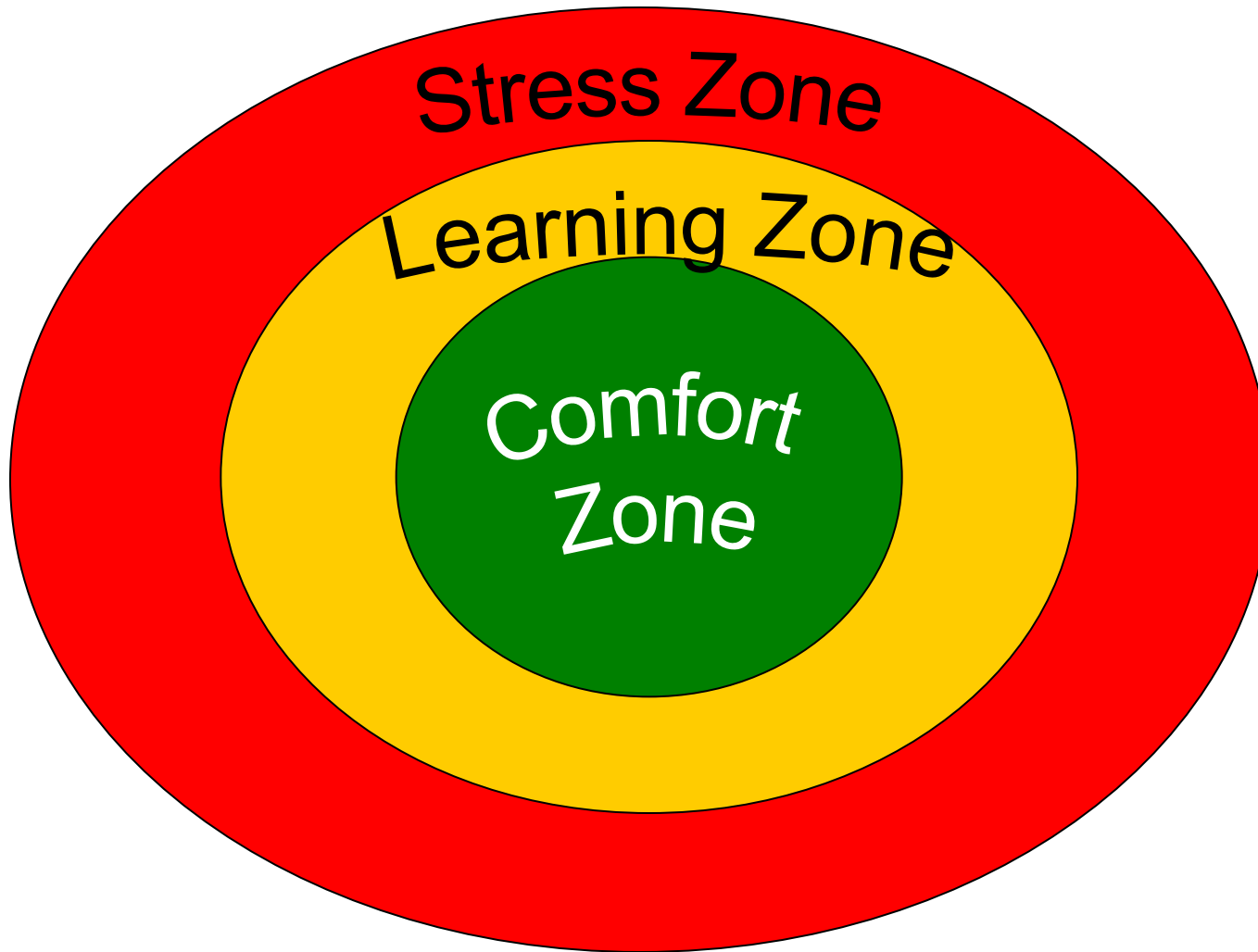
Paradigm shift that “traditional” disciplinary protocol for students with trauma history was not effective.

Accountability was maintained or even increased  
GPA, Credits, Attendance all up



[Aces Too High](#) [Huffington Post](#) [www.thehealthcenterww.org](http://www.thehealthcenterww.org)

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One strategy  
for helping  
child identify  
emotional  
state

Great for role  
modeling  
too!

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## Accomplishments

- A community team built from the ground up, with community leaders and involved, engaged parents
- A demonstrated increase in recognition of terminology and key principles of ACEs, impact on brain development and resilience
- Integration of principles into daily practice of local organizations
- Long-term change utilizing multiple exposure through multiple media
- Concrete tools that are accessible, understandable and practical



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From the individual to the collective:  
lessons being learned

- Community mental models→ emphasize understanding and sensitivity→ trauma history
- Providers, parents and community→ shame and blame →positive healing→ social support→ positive change
- A community can come together→ work collectively→ build resilience into the daily life experience of a child



# Children's Resilience Initiative

The public health impact of ACEs can now only be ignored as a matter of conscious choice. With this information comes *the responsibility to use it.*

R. Anda, MD & D. Brown, DSc/W. Foege

What we cannot argue anymore is that there's nothing we can do.

We can change our approach.

Paul Tough, How Children Succeed



# Children's Resilience Initiative

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

For further information, please contact:

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**Mark Brown**, Friends of Children of Walla Walla  
(509) 527-4745

