

A close-up photograph of a person's hand, showing the back of the hand and fingers. The person has dark hair and is wearing black nail polish on all visible fingers. A small, light-colored bandage is wrapped around the base of the thumb. The background is dark and out of focus.

2020

Adverse Childhood Experiences (ACE's)

What are they and why do we need to know?

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What are Adverse Childhood Experiences (ACEs)?

2020

ACEs are potentially traumatic events that occur in childhood (age 0-17)

- Experiencing violence, abuse, or neglect
- Witnessing violence in the home or community
- Having a family member attempt or die by suicide
- Family or caregiver substance misuse
- Family or caregiver mental health issues
- Instability due to parental separation or household members being incarcerated
- Verbal Abuse or threats
- Being made to feel unloved or unimportant
- Death of parent or caregiver
- Food insecurity/ Basic needs not met

| History of the ACEs

CDC Kaiser ACEs Study

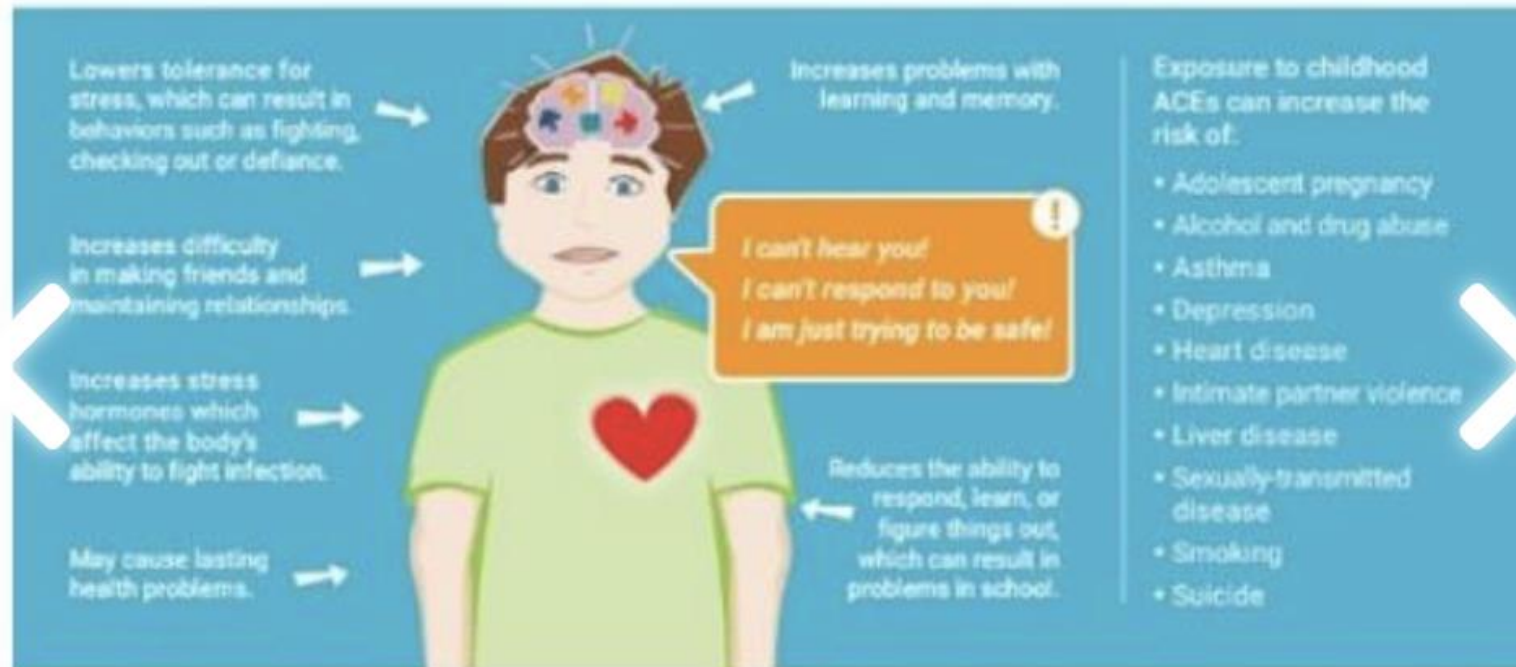
The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being.

The original ACE Study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection. Over 17,000 Health Maintenance Organization members from Southern California receiving physical exams completed confidential surveys regarding their childhood experiences and current health status and behaviors.

Adverse Childhood Experiences

Understanding ACEs

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



The Role of Resilience

The good news is **RESILIENCE**
can bring back health and hope!

What is Resilience?

Resilience is the ability to be healthy and hopeful despite experiencing stressful events. Research shows that when caregivers provide physically and emotionally safe environments for children and teach them how to be resilient, the negative effects of ACEs can be reduced.

Resilience Trumps ACEs!

Parents, teachers and caregivers can help children by:

- Gaining an understanding of ACEs
- Helping children identify feelings and manage emotions
- Creating safe physical and emotional environments at home, in school and in neighborhoods

What Does Resilience Look Like?

1. Having resilient caregivers

Caregivers who know how to solve problems, who have healthy relationships with other adults, and who build healthy relationships with the children in their care.

2. Building attachment and nurturing relationships

Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical and emotional needs.

3. Building social connections

Having family, friends and/or neighbors who support, help and listen to children.

4. Meeting basic needs

Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education.

5. Learning about parenting and how children grow

Understanding how parents and caregivers can help children grow in a healthy way, and what to expect from children as they grow.

6. Building social and emotional skills

Helping children interact in a healthy way with others, manage their emotions and communicate their feelings and needs.



Resources:

1-2-3 Care Toolkit

srhd.org/1-2-3-care-toolkit

ACES 101

acestoohigh.com/aces-101

CDC Parent Information

cdc.gov/parents

CDC Kaiser Adverse Childhood Experiences Study

cdc.gov/violenceprevention/acestudy

Community Resilience Initiative

cresilient.org



Community and Family Services Division
1101 W. College Ave., Spokane, WA 99201
509.324.1618 | TDD 509.324.1464 | srhd.org

Updated January 2019

Potential Covid-19 Lockdown Influence

2020

- On April 17, 2020, Morris County Sherriff James M. Gannon reported that “Morris County, right now, is following a statewide trend of increased fatal overdoses. It’s possible that individuals struggling with addiction feel increased stress during this pandemic or, because of social distancing, lack direct contact with supportive friends and family who normally would check on their welfare.” Overdoses were up 38% over same period in 2019. (Morristowngreen.com)
- Barriers to treatment: Most outpatient treatment, individual therapy and recovery meetings are all through telehealth or Zoom; Limited movement (intake and discharge) and available staff for inpatient treatment.
- Reluctance to seek medical attention or visit hospitals
- Social Isolation and loneliness!

No Really, How Are You Doing?

Seattle secondary school (6-12)
University Prep Conducted 2
surveys during Covid-19
Lockdown

"Part of this experience has taught me how much school is my link to a social life"

"I wonder if I'll ever get used to this; I can FaceTime my close friends, but I miss the people I'm not best friends with who I still kind of talk to"

"I wonder how my classmates who don't have their own rooms are doing."

Survey Findings:

- Students are seeking more support services, including strategies for better sleep and how to balance screen/non-screen time. Eleventh and 12th graders reported that they are concerned about changes to their mood (33% and 40%), and students in all grades reported wanting the school to plan virtual meetups so they could talk with peers during the school day.
- The majority of students (56%) report low motivation to get their schoolwork done. Difficulty finding motivation increases with grade level: sixth and seventh graders report the least trouble finding motivation (29% and 27%), while 11th and 12th graders report the most trouble finding motivation (66.7% and 85.3%). We typically see drop in motivation to complete work during the spring of senior year.

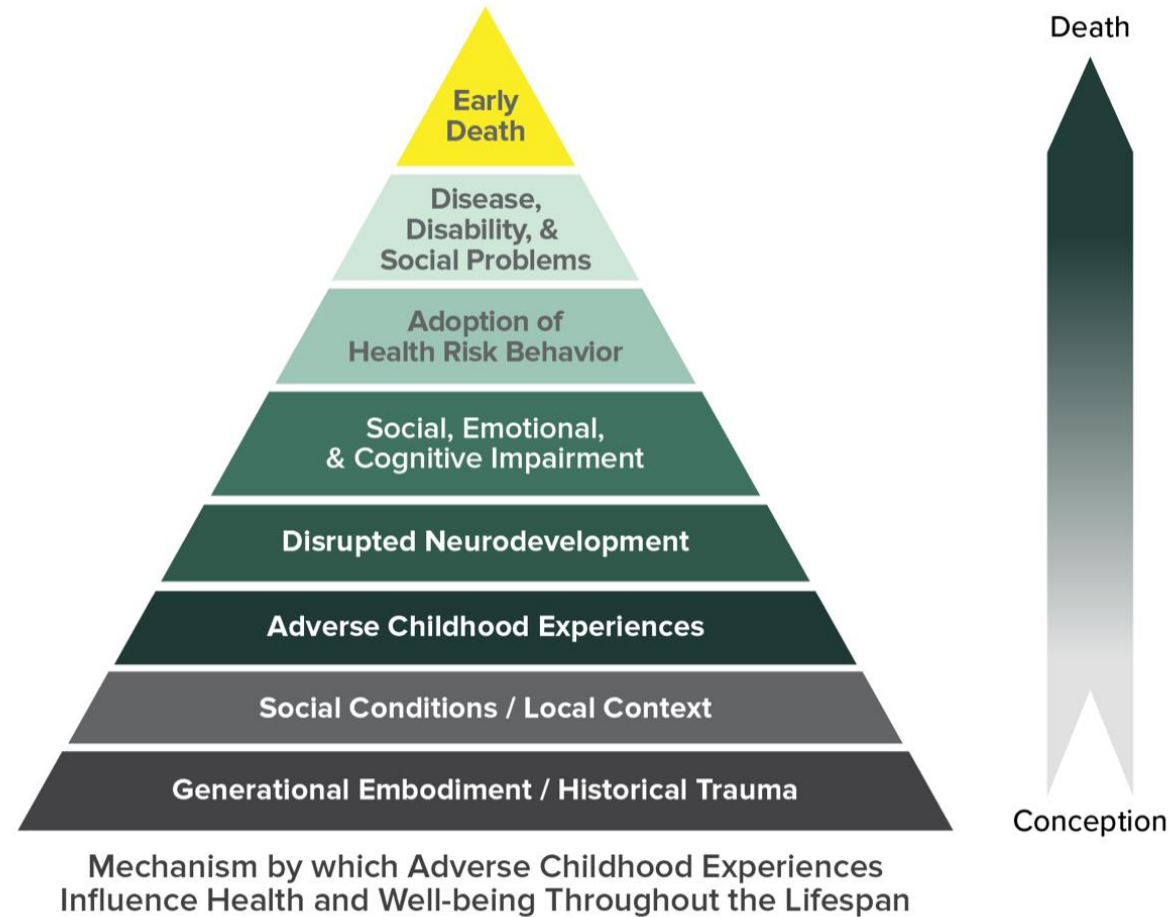
What can I do?

Source: joshshipp.com

A man in a blue button-down shirt is speaking on a stage, with his hands clasped in front of him. He is wearing a small microphone. The background is dark with some greenery visible.

Every Kid is One
Caring Adult Away
From Being a Success
Story

2020



2020

Environmental Influence Opportunities

Where can we make a difference?

Source: CDC

Integrating ACEs into substance misuse prevention efforts

2020

- Collecting State and County level ACEs and engaging in early identification
- Increasing Awareness of ACEs among state and community level substance misuse prevention professionals
- Including ACEs among the primary risk and protective factors when engaging in prevention
- Selecting and implementing programs and strategies to address ACEs, including efforts focused on reducing intergenerational transmission of ACEs
- Using ACEs research and data to identify groups of people who may be at a higher risk for substance use disorders and to conduct targeted prevention.

“All addictions-alcohol or drugs, sex addiction or internet addiction, gambling or shopping -are attempts to regulate our internal emotional states because we are not comfortable, and the discomfort originates in childhood.” Dr. Gabor Mate

Trauma Informed Approach



2020

- Get Curious not Furious!
- Before we can help a child or teen to tolerate, modulate and cope with their own emotional responses, we as Adults in the community must realize that these children and teens take their cues from us.
- Tune in- Attunement may be defined as the capacity of caregivers (Adults) to Children and teens in order to accurately read each other's cues and respond in a way that maintains rhythm, supports a co-regulated state and meets needs.
- Create a safe environment, continue to build awareness (you are doing that now!)