



## Adverse Childhood Experiences

*Can last a lifetime, but they don't have to...*



# Strong Communities Raise Strong Kids

Arizona's Continuing Efforts to  
Prevent ACEs and Strengthen  
Families

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# Our Vision

Arizona is a state that has safe, stable and nurturing families and communities that contribute to a prosperous society.





# Goals



- **Educate** community and state leaders on impact and long term effects of ACEs
- **Expand collaboration** to promote safe, stable and nurturing communities
- **Promote evidence-based prevention and treatment** (positive parenting, trauma-informed care, protective factors, resilience)



# Multidisciplinary, Cross Systems Approach



- Health care, public health, behavioral health
- Community service providers
- Child welfare
- Child advocacy
- Media
- Peer support, recovery
- Education, Early Childhood
- Corrections

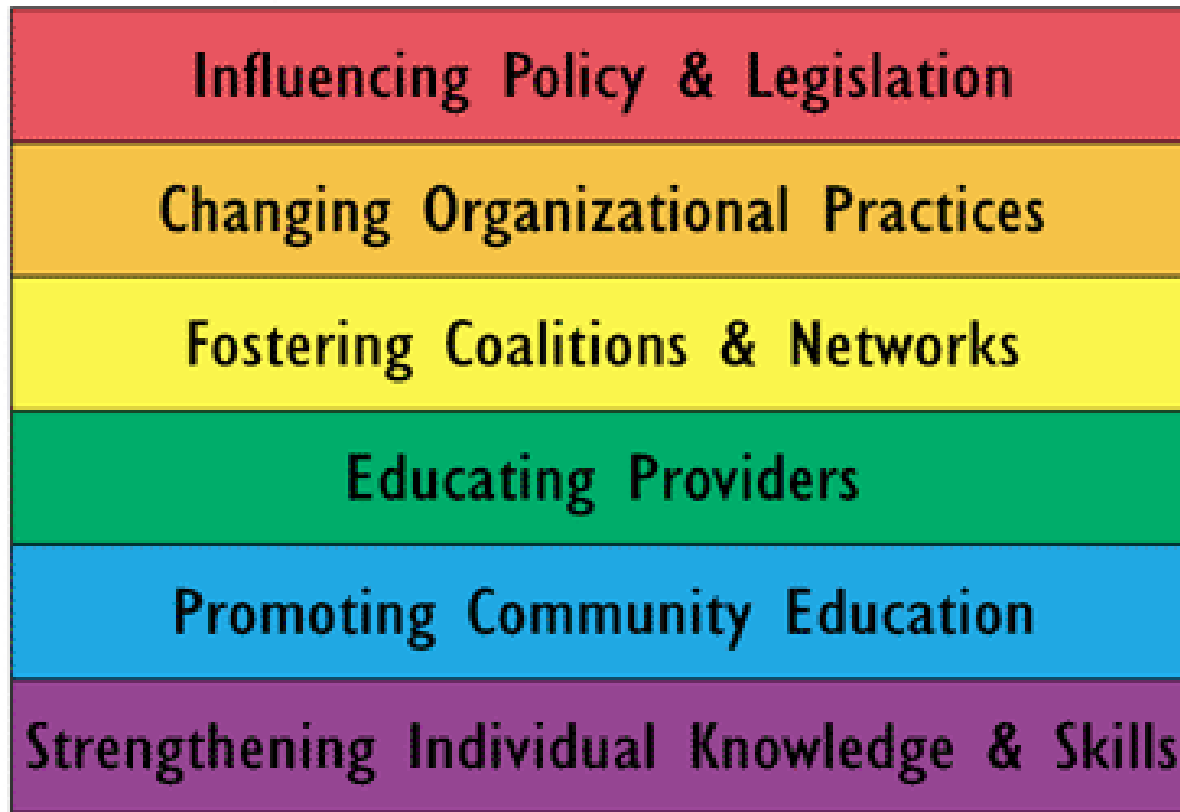


# How We Got Started 2006



# Prevention Institute

## The Spectrum of Prevention

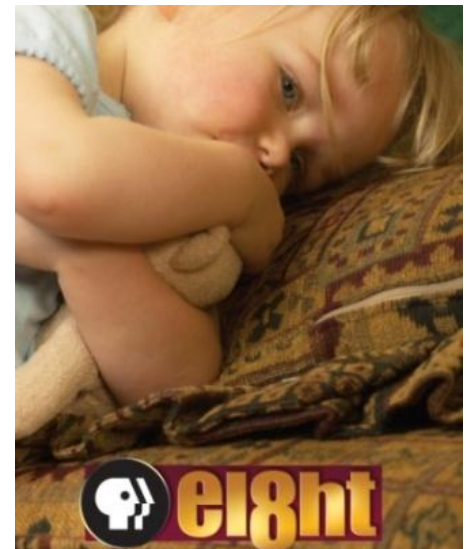


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# Education



- Local Conferences
- Primetime TV
- Print Materials
- “Healing Neen” Community Screening
- 2013 Child Well-Being Summit
- Orientation New Clinical Staff



# Train the Trainer



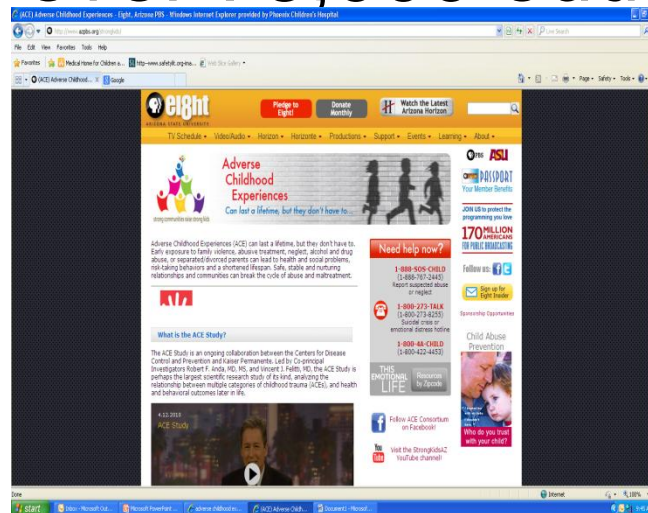
- ACE research
- Early brain development
- Protective factors
- Resilience
- Trauma-informed care
- Community engagement
- Community resources
- “Survivor” story of hope, resilience





# Communications/Social Media

- Web - [www.azpbs.org/strongkids](http://www.azpbs.org/strongkids)
- Primetime public television
- Quarterly newsletters, factsheets
- Facebook, etc.
- Link to over 73,000 educators



# Promoting Evidence Base Prevention and Treatment

- Triple P – Positive Parenting Program
  - public health approach
- Trauma-Informed Treatment

Parents,  
stay  
positive!



# On a Shoestring Budget



- Strong Kids Logo
- Trainer the Trainer Workshop and Tool Kits
- PBS Specials
- Child Well-Being Summit





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# Adverse Childhood Experiences (ACEs) can last a lifetime... but they don't have to

Early exposure to family violence, abusive treatment, neglect, alcohol and drug abuse, or separated/divorced parents can lead to health and social problems, risk-taking behaviors and a shortened lifespan. Safe, stable and nurturing relationships and communities can break the cycle of abuse and maltreatment.

For more information about ACEs, visit [www.azpbs.org/strongkids](http://www.azpbs.org/strongkids), [www.acestudy.org](http://www.acestudy.org), or visit these media locations:



## Parenting Resources

- [www.childhelp.org](http://www.childhelp.org), or call 1-800-4-A-CHILD (1-800-422-4453)
- Birth to Five Helpline 1-877-705-KIDS (1-877-705-5437)
- [www.pbs.org/parents/childdevelopment/](http://www.pbs.org/parents/childdevelopment/)
- [www.pbs.org/thisemotionallife](http://www.pbs.org/thisemotionallife)
- [www.cdc.gov/parents](http://www.cdc.gov/parents)

To Report Suspected Child Abuse or Neglect, call 1-888-SOS-CHILD (1-888-767-2445)

*Strong communities raise strong kids* is a consortium of these community partners:



In partnership with these Regional Child Abuse Prevention Councils:

Coconino Coalition for Children & Youth • Committee for Prevention of Child Abuse • Douglas for Stronger Families Council • Graham-Greenlee Regional CAP Council • Grand Canyon CAP Council • Greater Phoenix CAP Council • Greater Tuba City Regional CAP Council • Healthy Options for Parents Through Education (HOPE) • Kingman CAP Council • Lake Havasu City CAP Council • Pima County CAP Council • Pinal Council for Child Abuse Prevention & Education • San Pedro Family Resource Council • Verde Valley & Sedona CAP Council • Williams CAP Council • Winslow CAP Council • Yuma County CAP Council

ACY 12068 P0306 (9-13)040

# Adverse Childhood Experiences (ACEs) can last a lifetime...

## but they don't have to



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For more information about overcoming ACEs, visit [www.azpbs.org/strongkids](http://www.azpbs.org/strongkids), [www.acestudy.org](http://www.acestudy.org), or visit these media locations:



# Parent Resources

A PARENT'S GUIDE

to Learning About Your  
**Infant's and Child's,  
Resilience, Protection  
and Stress (ACES)**



H. Burt Richardson, MD, FAAP  
Gladys Richardson, MA

# Child Well-Being Summit

Tuesday, April 9, 2013 8am – 4pm

**Creating Safe Environments –  
Advocacy, Prevention, and Support for Children in Arizona**

A Summit for Leaders:  
Health, Education, Government, Business, Non-Profits



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Register @ [azpbs.org/strongkids](http://azpbs.org/strongkids)

Please join us for this important day of keynote presentations and breakout sessions at Eight, Arizona PBS. Gain research perspectives from Dr. Vincent Felitti, Dr. Ron Prinz, Dr. Dennis Embry, Dr. Dean Coonrod, Clarence Carter, and other experts from the field. Welcome by City of Phoenix Mayor Greg Stanton. Registration is now open at [azpbs.org/strongkids](http://azpbs.org/strongkids).

Continental breakfast, lunch, and parking included.

Summit funded by a grant from:



growing stronger families through education, the arts and human service

Additional funds provided by:



# Quarterly Newsletters, Fact Sheets



## Adverse Childhood Experiences

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### Our Values:

**Health:** We believe that early childhood trauma is a significant social issue that affects public health.

**Community:** We believe that a strong community supports families to raise strong, physically and emotionally healthy children.

**Commitment:** We are committed to bring a clear understanding to the people of Arizona of the effects of child abuse and neglect and its ramifications on public health.

**Education:** We believe that the awareness of the impact of childhood trauma and its subsequent health effects will contribute to a societal commitment to acknowledge child abuse and neglect as a public health issue.

**Collaboration:** We believe in working together to prevent child abuse and neglect and in promoting resiliency and healing through treatment.

### FEBRUARY 2013 ACE CONSORTIUM QUARTERLY NEWSLETTER

Emphasizing the wonderful impact teachers can have on our children.

## The Teacher's Powerful Gift

The effects of a traumatic childhood often reverberate throughout the lifetime. Joyce, long since acquainted with adverse experience (she has an ACE score of 10) understands this notion well. In a recent conversation with her, Joyce candidly shared details of her painful childhood and the debilitating health problems affecting her life today. Her story is one of struggle, resilience, and acceptance, and it highlights the importance of the role that educators can play in the lives of traumatized children.

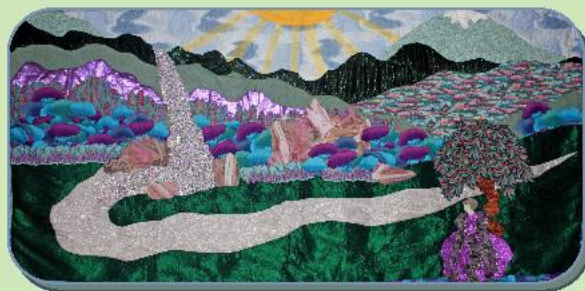
A shy and withdrawn child, Joyce never felt safe in her environment; whether at home or at school, she avoided meaningful personal relationships. Even at home, where she enjoyed the company of her family around the dinner table, Joyce felt invisible and unheard. In addition to her struggle to communicate and connect with her family and peers, Joyce had difficulty learning new subjects in school. Often told that she was a "dummy," Joyce's adverse academic and social experiences perpetuated a cycle of self-doubt, leading to further withdrawal.

Her world finally began to change in 11<sup>th</sup> grade, in an unlikely way. That year, a home economics teacher managed to do what no other had seemed to accomplish: create a safe space where Joyce, and other students, could thrive. Joyce remembers immediately feeling safe around this teacher, connecting with the way she seemed to truly care about her. This teacher did not have teacher's pets but rather acknowledged the special gifts

of every student in her class. She treated all of her students equally, establishing firm guidelines and reinforcing them the same way for each student, regardless of their standing in the class. Joyce felt especially comfortable in this class because of this woman's teaching style: each lesson was broken down into sequential steps, each step accompanied by a clear explanation. This simple, structured explanation struck a chord in Joyce, and she became more confident in her ability to learn.

It was in this class that Joyce discovered that she was a tactile learner, meaning that if she had something in her hands it was easier for her to focus. She simultaneously discovered she had the gift of sewing, a gift that was validated by her teacher: she received her first "A" ever on her first sewing project.

This class not only helped Joyce to develop a natural skill for sewing, but it transformed the way she learned. She gained confidence in her abilities and in herself. She felt like she could become something. As a direct result of the guidance, education, and encouragement she received from this teacher, Joyce went on to become a seamstress, owning a successful bridal shop for over 10 years. Although recent health issues have impacted her ability to continue in the business, Joyce's love for sewing has not wavered. Today, she is an accomplished artist, using sewing as therapeutic technique to help her cope with challenges that would otherwise be overwhelming. Below is an example of her exceptional quilt work entitled "Now I See."



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### An Arizona ACE Consortium Fact Sheet for Educators

## A closer look at trauma in the classroom...

Traumatic experiences for children may occur once or can be ongoing, also known as, toxic stress.

One of the key findings of the Adverse Childhood Experiences study is how prevalent adverse childhood experiences are in the population.

Traumatic experiences and/or toxic stress can impact academic outcomes for students in some of the following ways:

- Higher absenteeism
- Increased suspensions and/or expulsions
- Decreased ability to focus, organize, and process information
- Disruptions in memory, attention, problem-solving, and/or planning

How trauma manifests in the classroom varies for each student. Some children may have behavioral problems or obvious signs of distress while other children may not exhibit any signs at all.



According to the National Child Traumatic Stress Network, **1 out of every 4** children attending school has been exposed to a traumatic event.

### What can educators do?

- Help others understand that challenging behaviors may be temporary and related to trauma.
- Help student to reestablish a sense of safety and control.
- Be clear about the schedule and maintain normal routines.
- Help student transition throughout the day
- Use verbal and non-verbal approaches to enhance student's focus and attention.
- Build a non-academic relationship with student. Get to know the student.
- Maintain consistency with classmates-be honest if there are any differences.
- Present information in multiple ways.
- Follow reporting procedures if you suspect abuse and/or neglect.
- Encourage a trauma-sensitive evaluation of academic performance.

### Helpful Links for Educators

Arizona ACE Consortium  
[www.azpbs.org/strongkids/](http://www.azpbs.org/strongkids/)

Find us on  
**Facebook** at

[ACE Consortium Strong Communities Raise Strong Kids](http://www.acesstudy.org)

The Adverse Childhood Experiences Study  
[www.acesstudy.org](http://www.acesstudy.org) or  
[www.odc.gov/acef/](http://www.odc.gov/acef/)

The National Child Traumatic Stress Network **Child Trauma Toolkit for Educators**

[http://www.promoteprevent.org/sites/default/files/root/NCPublicationsTools/081712\\_childhood\\_trauma.pdf](http://www.promoteprevent.org/sites/default/files/root/NCPublicationsTools/081712_childhood_trauma.pdf)

# Are We Making a Difference?



- Unified prevention message statewide
- Widespread sharing of research/best practices
- 250 local trainers driving community response
- Large audiences of community members
- Website/Primetime PBS Specials
- Triple P Statewide Plan
- **On-going Collaboration**



# Lessons We're Learning



- Widespread interest; community is “ready”
- Complicated issue; requires collaboration
- Synergy in working together
- Collaboration is cost effective
- You have to be in it for “the long haul”



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# 2013 and Beyond



- Physician Leadership
- Data
- Assessment Tools
- Community Resources
- Expand participation
- Policy changes
- **Meaningful** investment in prevention



If our **society is to prosper in the future**, we need to make sure that **all** children have the opportunity to develop intellectually, socially and emotionally.



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