Overcoming the Effects of Adverse Childhood Experiences (ACEs)
A Movement in Healing & Prevention!

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The “ACE” Study
The Tragic Consequences of Unaddressed Childhood Trauma

This is Anna at age one and a half

Anna Caroline Jennings Story
1960 - 1992

This is Anna years later – in a mental institution
What Happened?
ACE Study
Adverse Childhood Experiences

Wounds that Won’t Heal – 9 min video
http://www.youtube.com/watch?v=tMXtOxXBCRo

Family Secrets!
Roles We Play!

DYSFUNCTIONAL FAMILY ROLES

HERO  SCAPEGOAT  MASCOOT  INVISIBLE
3 Rules!

• Not to Tell
• Not to Trust
• Not to Feel
Beginning to Heal!

• Not Your Fault
• You Did Not Cause It
• Child not Adult
• Learning New Skills to Cope

Play, Learn and Grow... Together!
Impact of Trauma Over the Life Span

Effects of Childhood Adverse Experiences, ACE’s Study (Anda & Fellitti)

- Neurological
- Biological
- Psychological
- Social

http://www.cdc.gov/ace/index.htm
What are ACES?
http://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html

NPR - ACE Survey
http://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean

ACEs
http://buncombeaces.org/your-ace-score/
Shift Our Perspective

Change our paradigm

What happened?

Provides context, fosters compassion, helps us to see strengths & courage in face of adversity.
Summary of Findings

Adverse Childhood Experiences (ACEs) are:
• very common, and
• strong predictors of health risks & disease from adolescence to adulthood

This combination of findings makes ACEs one of the leading, if not the leading determinant of the health & social well-being of our nation

http://www.cdc.gov/ace/index.htm
Impact of Trauma on the Child

• Cognitive/academic
• Physical
• Emotional
• Spiritual
• Developmental
ACE & School Performance

Traumatized children are:

• 2.5x more likely to fail a grade in school
• score lower on standardized achievement tests
• more likely to have struggles in receptive & expressive language
• suspended & expelled more often
• frequently placed in special education
Facts about Trauma on the Brain

• **Lack of attachment** can result in physical structural damage on the amygdala and limbic functions.
• Studies show that these areas are **stunted and smaller**.
• Infants exposed to extreme levels of arousal (corticotropin, noradrenaline, adrenaline levels in the brain)
  – too low in case of neglect
  - too high in case of abuse
experience an extended period of negative emotional state, overall disorganization and the **de-regulation** of homeostasis.

Brain Development & Trauma – 5 min
https://www.youtube.com/watch?v=RYj7YYHmbQs
Our mind misinterpret situations or circumstances because of ingrained patterns experience, emotions, and reaction.

These reactions open us to experiences that have the texture of stress, anxiety, frustration, anger and fear.

Courage to Move from Scared or Anger to Resilience
Toxic Stress

Brain is overwhelmed with “Cortisone”

The brain cannot physiologically take in new knowledge or problem solve when it's STRESSED!!!

Why Zebras Don’t have Ulcers
Stress Portrait of a Killer, Nat. Geo., Dr. Sapolsky, (Telomeres)

http://www.youtube.com/watch?v=efbJ5w803cg
Trauma Impact on the Brain

• If there is danger, the “THINKING” brain shuts down, allowing the “DOING” brain to act

• Traumatized children experience changes in brain structures, neuro-chemistry & genetic expression
Hijacked Brain

“Freeze, Fight, Flight”
SHAME SYMPTOMS

• ADDICTION
• VIOLENCE
• DEPRESSION

“Origins of Addiction”, Dr. Fellitti
“Shame”, Dr. Brene Brown
SHAME VS EMPATHY

SHAME BREEDS
• INPERFECT
• INADEQUATE
• INCAPABLILABLE
• FEAR
• UNWORTHY
• DISCONNECT
• ISOLATE

EMPATHY LEADS
• TRUST
• BELONGING
• COMPASSION
• CONNECTION
• COURAGE
• RESILIENCE
SHAME TRIGGERS

DON’T

• JUDGE
• CRITIZE
• BLAME
• MINIMIZE
• SHOULD

NO

• NO SARCASM
• NO NAGGING
• NO LECTURING
• No DEMANDS
• No ORDERS
Flashback

Sensory Triggers Bring Up Trauma Memories!
# Spectrum of Emotions

<table>
<thead>
<tr>
<th>Physical Ailments Acting In (no feelings)</th>
<th>Stuck Mind Emotions Push Down (Disconnect)</th>
<th>Body Mind Fluid Present Balanced</th>
<th>Stuck Body Emotion Out (Chronic)</th>
<th>Emotional Ailments Acting Out (no mind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Blood Pre</td>
<td>Numb</td>
<td>Anger</td>
<td>Rage</td>
<td>Out Burst</td>
</tr>
<tr>
<td>Irritable Bowel</td>
<td>Numb</td>
<td>Cautious</td>
<td>Paranoia</td>
<td>Eating Disorder</td>
</tr>
<tr>
<td>Chronic Fatigue</td>
<td>Numb</td>
<td>Hurt</td>
<td>Despair/Hopeless</td>
<td>Self Injury</td>
</tr>
<tr>
<td>Headache</td>
<td>Numb</td>
<td>Vulnerable</td>
<td>Helpless</td>
<td>Gambling</td>
</tr>
<tr>
<td>Stomach Ache</td>
<td>Numb</td>
<td>Sad</td>
<td>Depression</td>
<td>Drugs</td>
</tr>
<tr>
<td>Ulcers</td>
<td>Numb</td>
<td>Happy/Relief</td>
<td>Mania</td>
<td>Drinking</td>
</tr>
<tr>
<td>Infertility</td>
<td>Numb</td>
<td>Afraid/Fear</td>
<td>Terror/Panic</td>
<td>Poor Judgment</td>
</tr>
<tr>
<td>Digestive</td>
<td>Numb</td>
<td>Frustration</td>
<td>Overwhelmed</td>
<td>Impulsivity</td>
</tr>
<tr>
<td>Immune</td>
<td>Numb</td>
<td>Concern</td>
<td>Anxiety</td>
<td>Sex Addiction</td>
</tr>
<tr>
<td>Chronic Pain</td>
<td>Numb</td>
<td>Conflicted</td>
<td>Confused</td>
<td>Shoplifting</td>
</tr>
<tr>
<td>PTSD</td>
<td>Numb</td>
<td>Guilt</td>
<td>Shame</td>
<td>Controlling</td>
</tr>
<tr>
<td>Failure Thrive</td>
<td>Numb</td>
<td>Rejected</td>
<td>Abandoned</td>
<td>Clinging</td>
</tr>
</tbody>
</table>

Pediatric Bipolar-Disruptive Mood Dysregulation Disorder DSM-5
### SPECTRUM OF EMOTIONS

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<th>Physical Ailments Chronic (no feelings)</th>
<th>Stuck in Mind Emotions Pushed Down Numb (Disconnect)</th>
<th>Body Mind Fluid Present Balanced</th>
<th>Stuck Body Emotion Out of Control (Chronic)</th>
<th>Emotional Ailments (no mind)</th>
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</thead>
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**Learning How to Regulate Our Emotions & Creating a Balance!**

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**ACTING IN**

- Anger
- Cautious
- Hurt
- Vulnerable
- Sad
- Happy/Relief
- Afraid/Fear
- Frustration
- Concern
- Conflicted

**ACTING Out**
Impact on Relationships

Relationships are developed through the emotional bond between the child & primary caregiver. It is through this relationship we learn to:

• Regulate emotions - “self soothe”
• Develop trust in others
• Freely explore our environment
• Understand ourselves & others
• Understand that we can impact the world around us
Child You Can’t Seem to Reach... What’s Really Going?

The kids who need the most love will ask for it in the most unloving of ways.
Behind behavior is an emotion or need.

ACKNOWLEDGE the emotion and meet the need.

Situation diffused.

Behavior fades.

-Nicole Rinaldo
“When working with “trauma” impacted students, we must reach their hearts before we can reach their heads.”

Dr. Ken Ginsburg
Reading List

• “A Child Called It”, by Dave Pultzer
• “The Boy Raised Like a Dog”; “Born for Love”, by Dr. Bruce Perry
• “Guilty by Reason of Insanity”, by Dorothy Lewis

Dr. Sapolsky, Dr. Gabor Mate
https://www.youtube.com/watch?v=o-brqskIoBw
Trauma-sensitive practices acknowledge the prevalence of traumatic occurrence in children's lives and creates a flexible framework. They provide universal supports, are sensitive to unique needs of children, and are mindful of avoiding re-traumatization.

**Resilience Practices**
- Empathy
- Relationships
- Social Emotional
- Restorative Practices
- Mindful Skills
- 40 Assets
- School Connectedness
Building Adult Capabilities to Improve Child Outcomes

A Theory of Change

Adults acknowledge the prevalence of traumatic occurrence in Childs’ lives & create a flexible framework that provides universal supports, is sensitive to unique needs of child & is mindful of avoiding re-traumatization.

CULTIVATING OUR BRAIN

Negative Thoughts

When trust is broken or one negative interaction, it takes 5-7 positive interactions to make up for it!

Why? The brain is wired to notice the negative as a (threat)!

Positive Thoughts

Your mind is a garden.
Your thoughts are the seeds.
You can grow flowers
Or you can grow weeds.
The Tricky Brain

The Flow of Life
Like all living beings we are just here, now, part of the flow of life.

The Human Brain
... And with a brain we did not design, but evolved through thousands of years of evolution.

New Brain Capacity
Our brains have the capacity to imagine, have complex language and be creative. But they also have the capacity to ruminate and worry.

Shaped
We are shaped by our family, which we did not choose. Ask yourself: would you be the same person if you had been kidnapped as a three day old baby and raised by the Mafia?

It's Not Your Fault
It's not our fault that our brains get caught up in anxious or depressive loops. Our brain is a tricky thing. But we can begin to address those loops using compassion.
Reframe the thinking

Negative Thinking
Helplessness
Destiny
Stress
Mistakes
Avoid
Anger
Illness
Chronic
Early Death

Positive Thinking
Self Soothing
Optimism
Connections
Passion
Courage
Challenge
Growth
Resilience

Make Stress Your Friend!
Trauma-sensitive practices acknowledge the prevalence of traumatic occurrence in children's lives and creates a flexible framework that provides universal supports, is sensitive to unique needs of children and is mindful of avoiding re-traumatization.

Resilience Practices/Tools
- Empathy
- Relationships
- Social Emotional
- Restorative Practices
- Mindful Skills
- 40 Assets
- School Connectedness
Trauma Sensitive Schools

Module 1 – Introduction to Trauma – 11 Min.
Module 2 – A Sense of Safety – 11 Min.
Module 3 – Creating Safety – 11 Min.
Module 4 – Relationships – 14 min.
Module 5 – Trauma and the Brain – 13 min.
Module 6 – Self-Regulation – 12 min.
Module 7 – Empowerment – 8 min.
Module 8 – Self-Care – 10 min.
Module 9 – Disciplinary Practices – 9 min.

Videos created by Madison Metropolitan School District.
http://dpi.wi.gov/sspww/mental-health/trauma/e-resources
Sources of Information

• Wisconsin Toolkit – http://dpi.wi.gov/sspw/mental-health/trauma/e-resources

• ACES Connection - http://www.acesconnection.com/


• The Heart of Learning & Teaching Compassion, Resiliency & Academic Success - http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx


Steps to Creating a Movement

1. Engage Leadership
2. Perform Assessments
3. Review Literature
4. Provide Training
5. Implement Strategies
   • Brain
   • Safety
   • Empowerment
   • Collaboration
   • Choice
   • Trust
So What?

• What did you find interesting?
• What’s tools do we need?
• What's our next step?