

Mobilizing Communities for Healthy Relationships Convening

California Department of Public Health

Connecting ACEs & Trauma Informed Strategies to Prevention

Youth Voice Leader: Tatiana Sanchez

Youth Voice Co-Founder, Dana Brown

ACEs Connection, Southern CA Regional Community Facilitator

June 28, 2016



Youth Voice

Youth Voice, initiated October 16, 2008, is a drop-in leadership program held at the Mid-City Police Division every Thursday. Law enforcement and community based organizations partner with the goal of providing youth, ages 11 to 24, with meaningful support and opportunities to positively impact their leadership development with a focus on Connection to Self, Connection to Others, Connection to Community, and Connection to Law Enforcement.

Through Public Speaking, community advocacy and activism, and youth leadership roles, **Youth Voice** provides a sanctuary for inner city youth to recognize their unlimited potential to influence policy and serve as Change Agents within their communities.



Youth Voice teaching SDSU seniors on ACEs, being trauma informed and building resilience on March 24, 2016.

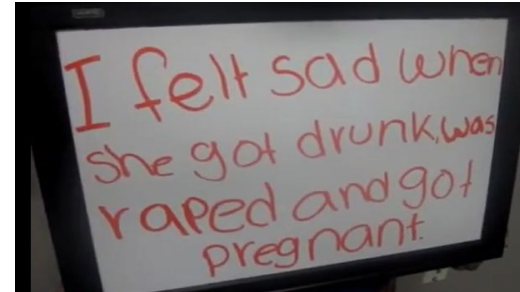
<http://www.acesconnection.com/g/city-heights-san-diego-neighborhood-aces/blog/youth-voice-students-introduce-sdsu-college-seniors-to-aces>

Learning Objectives - Co-Presentation

- **Understanding the impact of adverse childhood experiences, community violence/community trauma, through youth-led messaging**

<https://youtu.be/OuIT-SvCcnw>

Impact of Complex Trauma from
the voice of youth (3.26 minutes)



- **Explore strategies of youth leaders resilience building and increased protective factors through inter-generational models of prevention**



- **Call to Action! Youth-led civic engagement through service learning projects on trauma informed social justice and community mobilization**

City of SD Youth Commission
Youth Voice presentation on
Risk & Resilience Factors
January 18, 2012

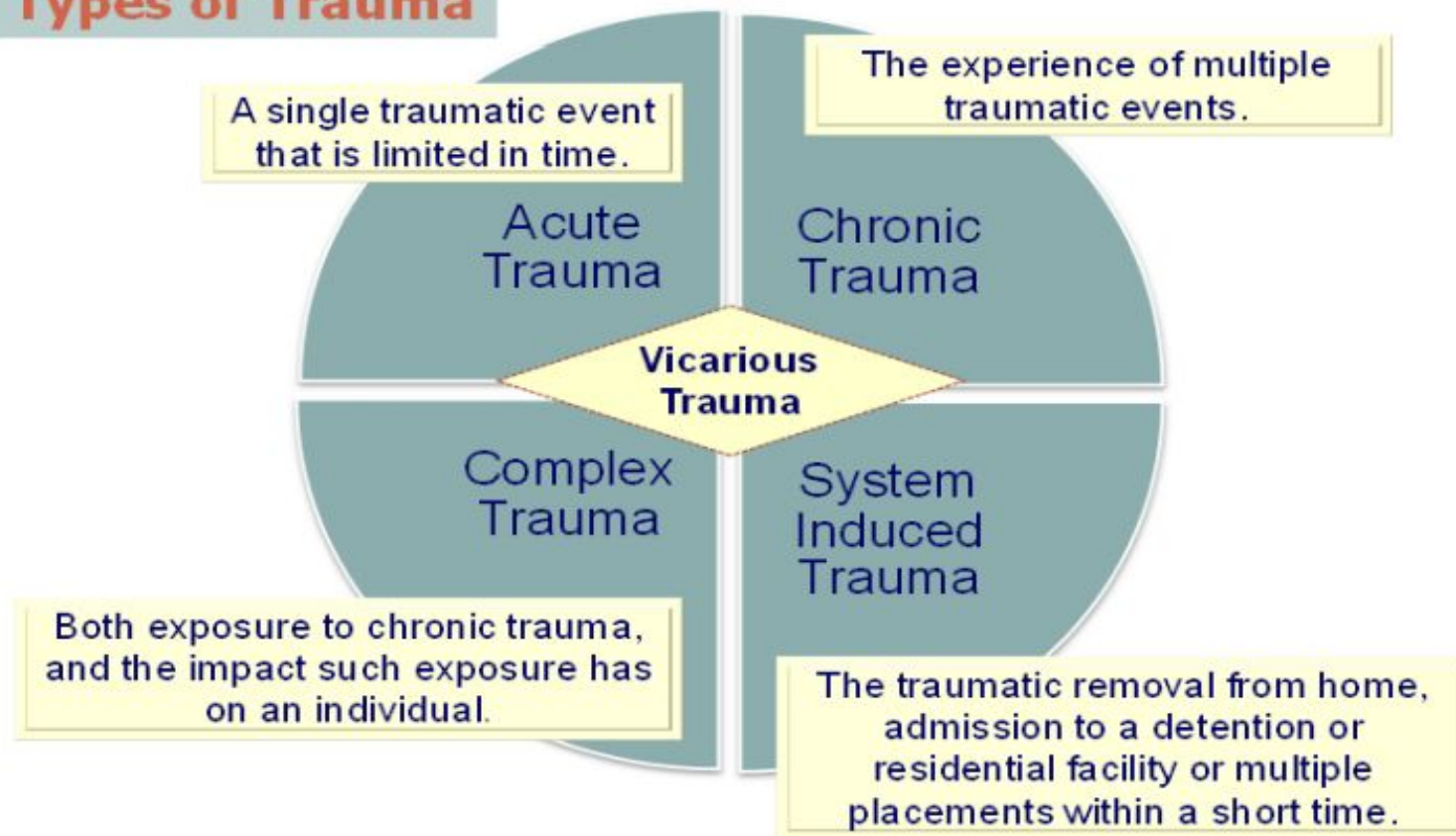


- **Understanding the impact of adverse childhood experiences, community violence/community trauma, through youth-led messaging**



Credit: Devika Shankar, Co-Chair, TIC Task Force of Greater LA

Types of Trauma



Training provided by San Diego Trauma-Informed Guide Team

Many individuals and families have experienced Acute, Chronic, Complex, and/or System-Induced Trauma which create Toxic-Stress and Impact their well-being and capacity to thrive.

ACE Study: Adverse Childhood Experiences
<http://www.cdc.gov/violenceprevention/acestudy/about.html>

[ACEs Connection](#) and [ACEsTooHigh](#)



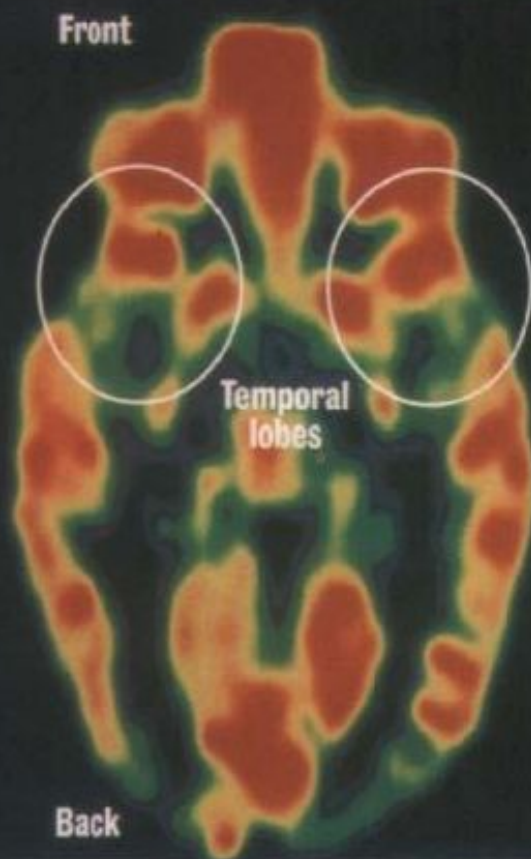
<http://www.acesconnection.com/clip/watch-what-happens-when-former-nyc-foster-kids-speak-truth-to-power-jjje-org>



[Childhood Trauma: America's Hidden Health Crisis \(5 min. The California Endowment\)](#)

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



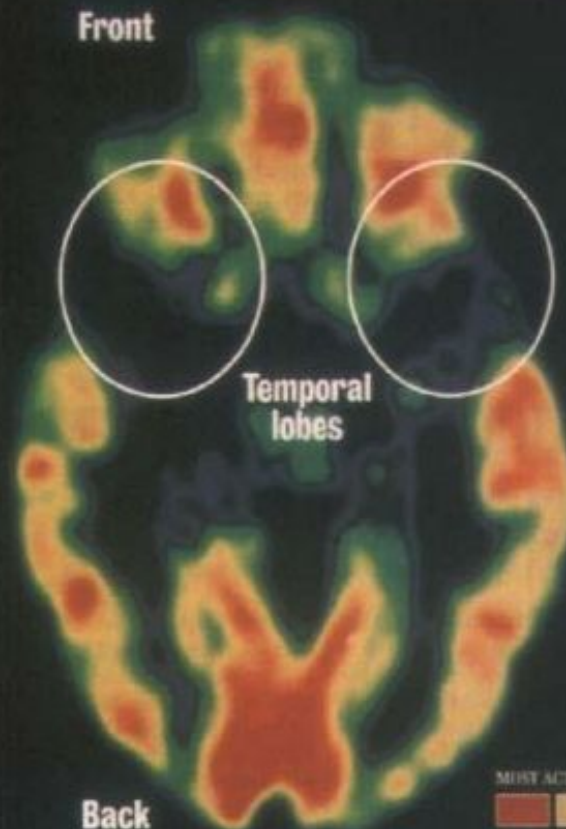
Front

Temporal lobes

Back

An Abused Brain

This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



MOST ACTIVE LEAST ACTIVE

CDC
CENTERS FOR DISEASE CONTROL
AND PREVENTION



Children with toxic stress live much of their lives in fight, flight or fright (freeze) mode. They respond to the world as a place of constant danger. With their brains overloaded with stress hormones and unable to function appropriately, they can't focus on learning. They fall behind in school or fail to develop healthy relationships with peers or create problems with teachers and principals because they are unable to trust adults. Some kids do all three. With despair, guilt and frustration pecking away at their psyches, they often find solace in food, alcohol, tobacco, methamphetamines, inappropriate sex, high-risk sports, and/or work and over-achievement. They don't regard these coping methods as problems. Consciously or unconsciously, they use them as solutions to escape from depression, anxiety, anger, fear and shame.

"The Adverse Childhood Experiences Study — the largest, most important public health study you never heard of — began in an obesity clinic."

By Jane Ellen Stevens.... ACEsTooHigh News

October 3, 2012



<https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>

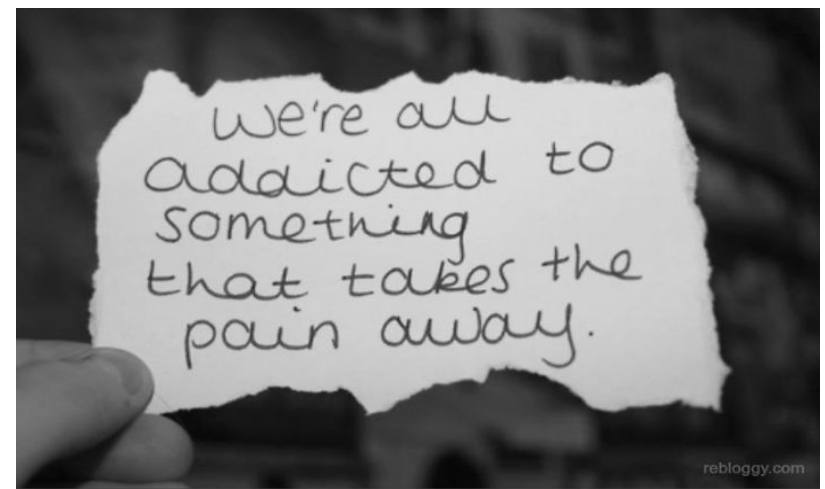
Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score revised 10/24/06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often...
Scream at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If you enter 1: _____
2. Did a parent or other adult in the household often...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If you enter 1: _____
3. Did an adult or person at least 5 years older than you ever...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If you enter 1: _____
4. Did you often feel that...
No one in your family loved you, or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If you enter 1: _____
5. Did you often feel that...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If you enter 1: _____
6. Were your parents ever separated or divorced?
Yes No If you enter 1: _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If you enter 1: _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If you enter 1: _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If you enter 1: _____
10. Did a household member go to prison?
Yes No If you enter 1: _____

Now add up your "Yes" answers: _____ This is your ACE Score



rebloggy.com



<http://www.cdc.gov/violenceprevention/acestudy/>

What you should know about

ACEs

<https://vimeo.com/139998006>

ACEs Primer

Understanding trauma effects on learning and behaviors

Trauma effects on children interfere with their development of social-emotional and behavioral skills needed to learn and thrive in the classroom

- **Attention and Information Processing**
- **Executive Functions: Planning and Problem-solving**
- **Attentiveness to Classroom Tasks**
- **Emotional Regulation**
- **Aggression, Impulsivity, and Reactivity**



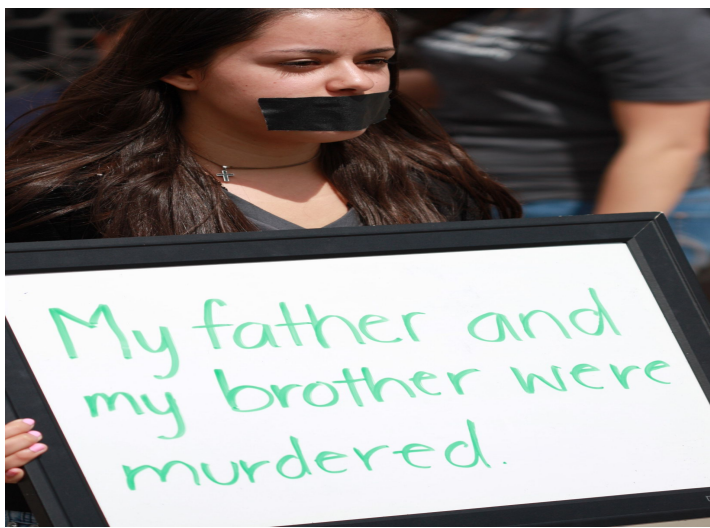
Teachers may describe them as:

- **Spacey or zoned out**
- **Disrespectful or rude**
- **Lacking intelligence**
- **“Out of control”**
- **Anxious**
- **Annoying**
- **Aggressive**

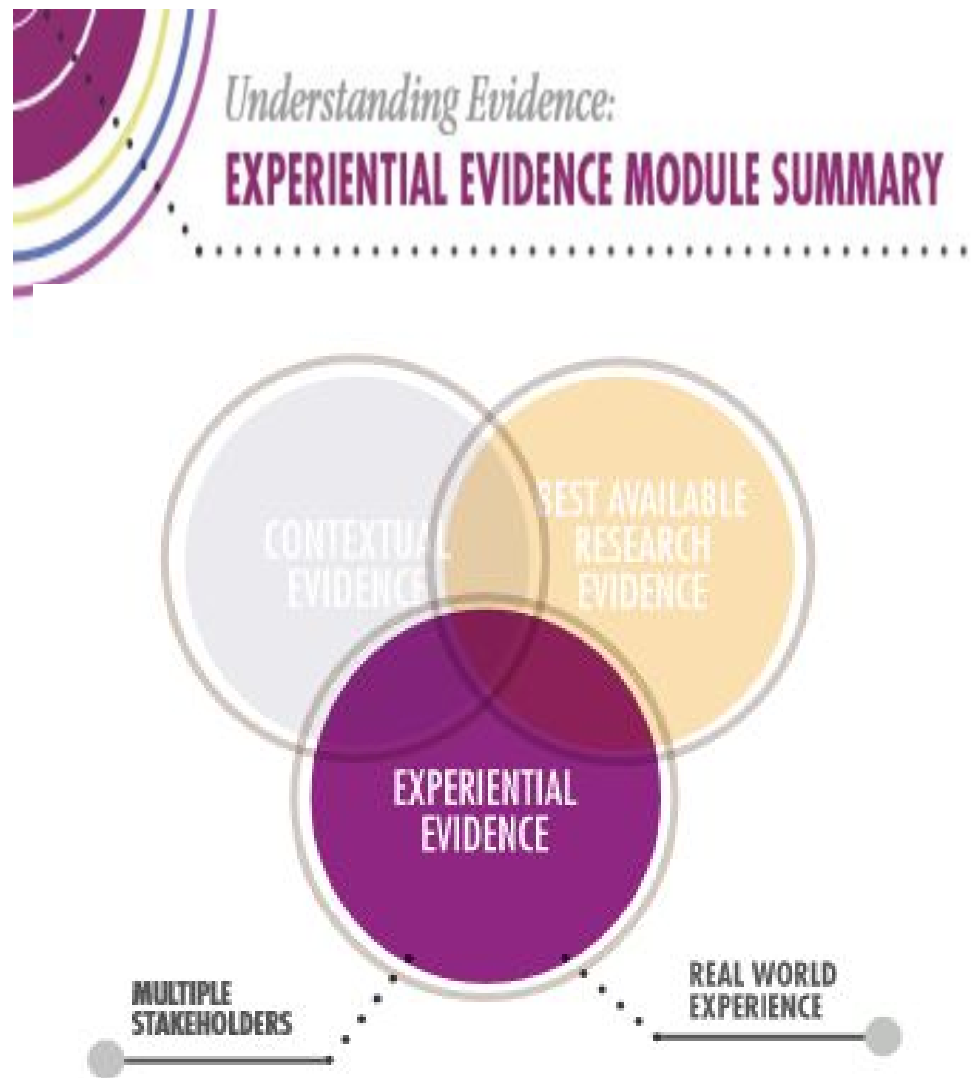
PTSD at Different Ages

<u>Preschool</u>	<u>School-Aged</u>	<u>Adolescence</u>
<p>Regress in functioning</p> <ul style="list-style-type: none"> - losing bladder and bowel control -irritable and crying -sucking thumbs -fears, separation anxiety -eating and sleeping problems <p>Reenact the trauma through play</p>	<p>Fears and anxieties</p> <p>Somatic complaints</p> <ul style="list-style-type: none"> - headaches, stomachaches <p>School problems</p> <ul style="list-style-type: none"> - inattention, decrease in performance <p>Social problems</p> <ul style="list-style-type: none"> - fighting or withdrawing from peers <p>Sleep disturbances</p> <ul style="list-style-type: none"> - nightmares, bedwetting <p>Elaborate play reenactment</p>	<p>Somatic complaints</p> <p>Social problems</p> <ul style="list-style-type: none"> - withdrawal or aggression <p>Antisocial behaviors</p> <ul style="list-style-type: none"> -substance abuse -delinquency <p>Loss of appetite and sleep</p> <p>School problems</p> <ul style="list-style-type: none"> -failure, drop-out <p>Suicidal thoughts</p>





Partnering with SDSU's Child, Family
Development Department
2nd ***"These Hands Don't Hurt"***
Violence Awareness Fair
April 16, 2013



[CDC: Experiential Evidence Module](#)

Experiential evidence is the collective experience and expertise of those who have practiced or lived in a particular setting. It also includes the knowledge of subject matter experts.

Youth Voice Ensemble

Impact of Violence & Trauma in our Community
Building Effective Community Solutions Conference
August 30, 2011



SAMHSA (Substance Abuse and Mental Health Services Administration)

<http://www.samhsa.gov/nctic/trauma-interventions>

SAMHSA's Six Key Principles of a Trauma-Informed Approach

1. Safety 2. Trustworthiness and Transparency 3. Peer Support 4. Collaboration and mutuality 5. Empowerment, Voice and Choice 6. Cultural, Historical, and Gender Issues

Youth-led Town Hall meeting on Impact of Underage Drinking
Channel 10 Special Edition
May 10, 2012

Complex Traumas:

- Driving
- Fights
- Suicide
- High Risk Sex
- Sexual Assault



<https://youtu.be/OuIT-SvCcnw>

(3.26 minutes)

Underage Drinking and...

HIGH RISK SEX

Trauma Informed Community Building (TICB) Health Equity Institute, San Francisco. **TICB** recognizes the impacts of sustained stress and trauma in all aspects of neighborhood well-being. It's strategies are framed by the social-ecological model, which portrays the interconnectedness of individuals with the social and environmental dynamics that influence them including interpersonal, community and system factors (McLeroy, Bibeau, Steckler, & Glanz, 1988; Stokols, 1992; Dahlberg & Krug, 2002).

- Explore strategies of youth leaders resilience building and increased protective factors through inter-generational models of prevention



Credit: Devika Shankar, Co-Chair, TIC Task Force of Greater LA

All Roads Lead to Resilience



ROAD TO
Concrete Support
in Times
of Need

ROAD TO
Social
Connections

ROAD TO
Parental
Resilience

ROAD TO
Social &
Emotional
Competence

ROAD TO
Knowledge of
Parenting & Child
Development





Image: beyondblue.org.au

Social and Emotional Learning Core Competencies



CASEL: Collaborative for Academic, Social, and Emotional Learning

Mindfulness is being in a heightened state of involvement and wakefulness or being in the present.

Langer et al, 2000



Cherokee Point Youth Leader during Mindfulness Minutes

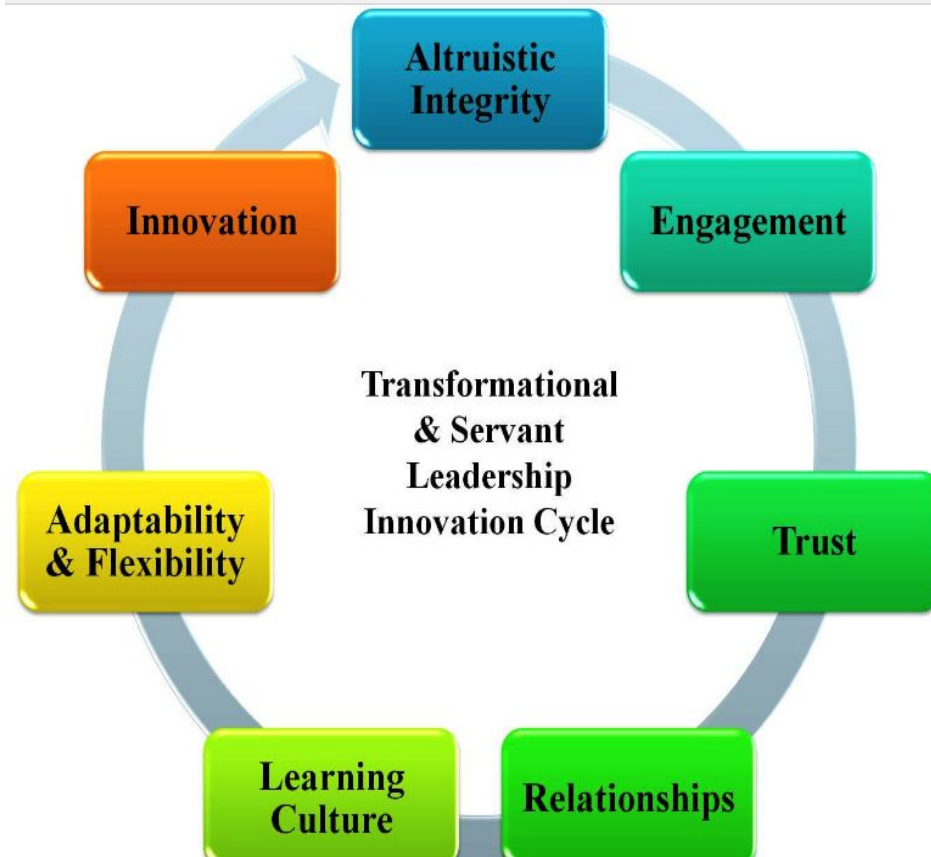
Social-Emotional Learning programs for elementary and middle school youth seek to promote various social and emotional skills and have been linked to positive social and academic outcomes (Payton et al., 2008)

Strengths-based, developmental model of leadership



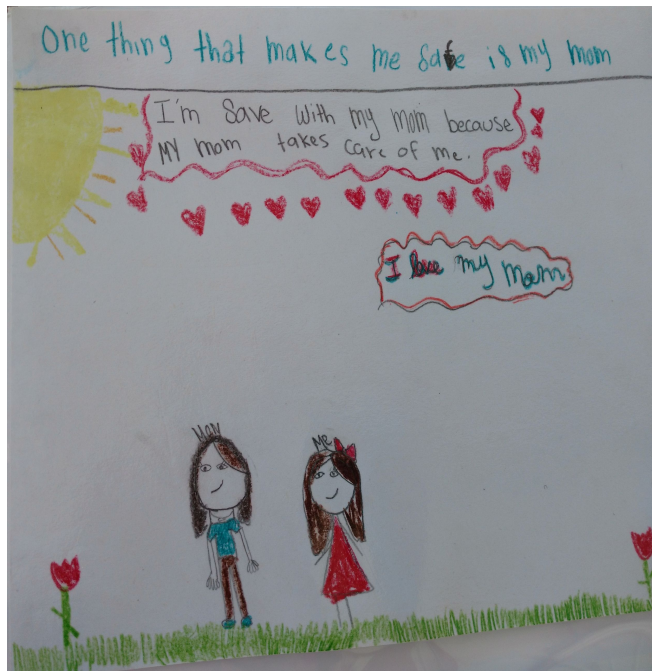
Multiple Intelligences

Gardner, H. (1983/1993/2011) Frames of mind: The theory of multiple intelligences. New York: Basic Book



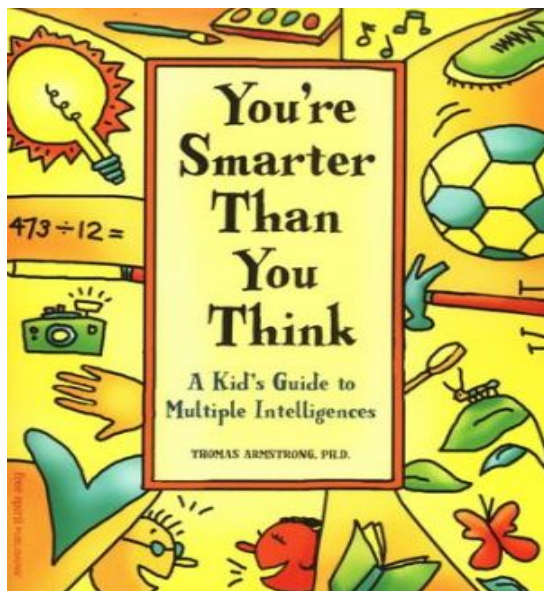
Researchers across cultures have found that transformational/visionary leaders display four common types of behaviors- **charisma, inspirational motivation, intellectual stimulation, and individualized consideration.**

Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.



Multiple Intelligences

Body Smart * Existential Smart * Logic Smart * Music Smart * Nature Smart *
People Smart * Picture Smart * Self Smart * Word Smart



The Developmental Relationships Framework

Express CARE

Show that you like me and want the best for me.

- Be Present—Pay attention when you are with me.
- Be Warm—Let me know that you like being with me and express positive feelings toward me.
- Invest—Commit time and energy to doing things for and with me.
- Show Interest—Make it a priority to understand who I am and what I care about.
- Be Dependable—Be someone I can count on and trust.

CHALLENGE Growth

Insist that I try to continuously improve.

- Inspire—Help me see future possibilities for myself.
- Expect—Make it clear that you want me to live up to my potential.
- Stretch—Recognize my thoughts and abilities while also pushing me to strengthen them.
- Limit—Hold me accountable for appropriate boundaries and rules.

Provide SUPPORT

Help me complete tasks and achieve goals.

- Encourage—Praise my efforts and achievements.
- Guide—Provide practical assistance and feedback to help me learn.
- Model—Be an example I can learn from and admire.
- Advocate—Stand up for me when I need it.

Share POWER

Hear my voice and let me share in making decisions.

- Respect—Take me seriously and treat me fairly.
- Give Voice—Ask for and listen to my opinions and consider them when you make decisions.
- Respond—Understand and adjust to my needs, interests, and abilities.
- Collaborate—Work with me to accomplish goals and solve problems.

Expand POSSIBILITIES

Expand my horizons and connect me to opportunities.

- Explore—Expose me to new ideas, experiences, and places.
- Connect—Introduce me to people who can help me grow.
- Navigate—Help me work through barriers that could stop me from achieving my goals.



Search Institute: Research update on **Developmental Relationships** Framework:

* Express CARE * CHALLENGE Growth * Provide SUPPORT * Share POWER * Expand POSSIBILITIES

<http://www.search-institute.org/downloadable/Dev-Relationships-Framework-Sept2014.pdf>

The Heart of Learning and Teaching:

Compassion, Resiliency, and Academic Success

Written by: Ray Wolpow
Mona M. Johnson
Ron Hertel
Susan O. Kincaid

Resilience/Stress Questionnaire

Person completing Questionnaire: Mother Father Professional Other _____
Birth Year(s) of child(ren) 19__ 200__

Your answers are confidential. You do not need to share them with anyone but you may find it helpful to do so. If answering any of the questions is disturbing, you may answer them at another time if you prefer.

Please circle the most accurate answer under each statement:

1. I believe that my mother loved me when I was little.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
2. I believe that my father loved me when I was little.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
3. When I was little, other people helped my mother and father take care of me and they seemed to love me.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
4. I've heard that when I was an infant someone in my family enjoyed playing with me, and I enjoyed it, too.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
5. When I was a child, there were relatives in my family who made me feel better if I was sad or worried.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
6. When I was a child, neighbors or my friends' parents seemed to like me.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
7. When I was a child, teachers, coaches, youth leaders, or ministers were there to help me.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
8. Someone in my family cared about how I was doing in school.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
9. My family, neighbors and friends talked often about making our lives better.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
10. We had rules in our house and were expected to keep them.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
11. When I felt really bad, I could almost always find someone I trusted to talk to.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
12. As a youth, people noticed that I was capable and could get things done.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
13. I was independent and a go-getter.
Definitely True Probably True Not Sure Probably Not True Definitely Not True
14. I believed that life is what you make it.
Definitely True Probably True Not Sure Probably Not True Definitely Not True

How many of these Protective Factors did I have as a child and youth?

How many still help me now?

Comments on Resilience and Protective Factors:



Image: naturalhealingwatersaz.net

SELF CARE

- **Defining self care**
- **Levels of exposure**
 - **Primary**
 - **Secondary**
 - **Vicarious**
 - **Compassion fatigue**
- **Importance of self care**
- **Modeling self care**

Primary Traumatic Stress

Direct exposure to, or witnessing of, extreme events and one is overwhelmed by the traumatic experience.

Secondary Traumatic Stress

Direct exposure to extreme events directly experienced by another person, and one is overwhelmed.

Vicarious Traumatization (VT)

The transmission of traumatic stress by bearing witness (hearing about) survivor's stories of traumatic events (McCann & Pearlman, 1990).

Compassion Fatigue

.....the cumulative effect of: primary, secondary, and vicarious trauma. Compassion fatigue symptoms are normal displays of chronic stress resulting from care giving work. Day in and day out, workers struggle to function in caregiving environments that constantly present heart wrenching, emotional challenges.

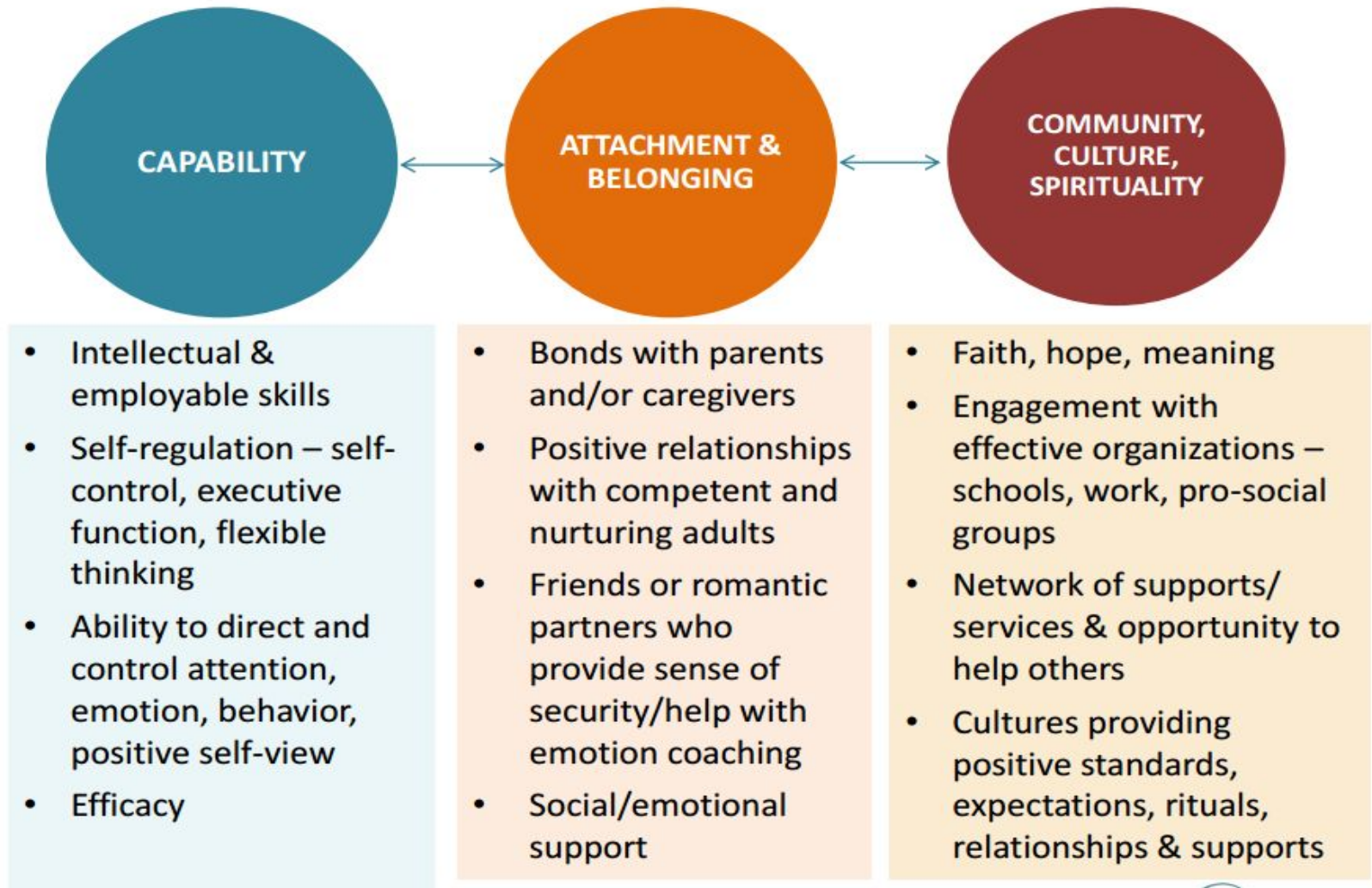


Image: naturalhealinghub.com

Research has found that hugging reduces blood pressure, stress and anxiety when we hug someone we trust.



<http://medicalxpress.com/news/2013-01-good.html>



www.instituteforsafefamilies.org



Informed by [Attachment, Self Regulation, and Competency \(ARC\)](#)

Resilience

The natural human capacity to navigate life well.

(HeavyRunner & Marshall, 2003)



**RESILIENCE
OCCURS AT
ALL LEVELS**



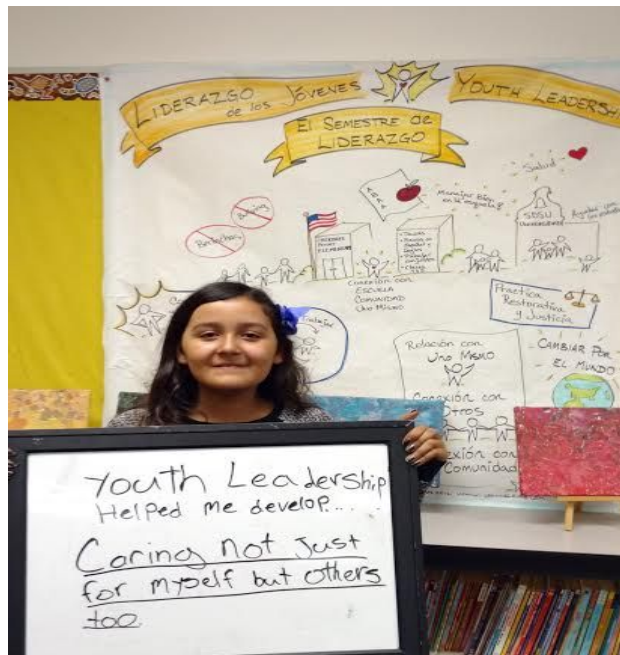


Resilience Building & Empathy Building



Selected for Self-Esteem photo award with Museum of Photographic Arts (MOPA).

"When I wasn't in Youth Leadership, I got bullied. I just felt really mad. Now, I don't feel bullied anymore."



"I learned in Youth Leadership there was finally somebody I could talk to."



"One important thing I learned in Youth Leadership is to care about others, and... to be yourself!"

Cherokee Point Youth Leaders Educate Community on Child Abuse Prevention



Youth leaders form living blue ribbon in honor of CAP Month, while another youth leader speaks about basic needs: "I feel safe when I have food, clothing and my home with my family. Cherokee Point Elementary has food and clothing for any students who may need them. I'm a Youth Leader and I care about other families having everything they need too."

<http://www.acesconnection.com/blog/cherokee-point-youth-leaders-educate-community-on-child-abuse-prevention>

Four Recommended Strategies for Building Youth Engagement

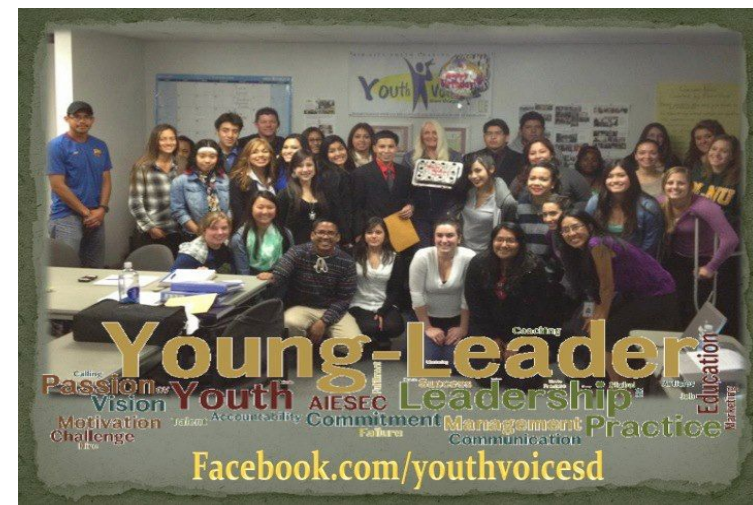
1. Develop young people's connections to their own identity, culture, and community
2. Recognize that young people are assets to and experts about their communities
3. Engage young people as community leaders on issues that matter to them
4. Bring young people and adults together to work as equal partners

Innovation Center for Community and Youth Development. 2004



Potential Benefits

- Leadership skill development facilitates youth involvement in solving community problems and increases their civic participation (O'Brien & Kohlmeier, 2003).
- Processes of adolescent empowerment include: interacting with positive adult role models, working in a safe and supportive environment, and making real contributions to their community (Zimmerman, 1995: 2000).
- Participation in out-of-school programs provide youth with positive attachments, support, self-confidence (e.g. Furstenberg et al., 1999; National Research Council and Institute of Medicine (NRC/10M), 2002; Roth & Brooks-Gunn, 2000).
- Youth leaders involved in decision making instills a stronger sense of connection to the community (Zeldin et al, 2000).



Distinguished Award for Leadership given by Neighborhood House Association to Policy Council Representative Elia Ramirez, Youth Voice Alum

3rd Annual Honoring Women in Prevention San Diego County Office of Education





Youth Voice Advisory Board Engages with Youth to Gain Their Perspectives on Public Health Initiatives



Captain McKinney (now Assistant Chief), Officer Lem Sainsanoy, Amelia Barile-Simon (County Health and Human Services Central Region), Annie Lyles (Prevention Institute) and other Youth Voice Advisory Board Members (Dana Brown, Rosa Ana Lozada) meet with Youth Voice



April 16, 2013

Youth Voice partnered with SDSU's Child and Family Development Student Organization (CFDSO) and SDSU's Youth Violence Prevention program, leading educational activities and distributing resource information at ***These Hands Don't Hurt*** fairs. Youth Voice were trained by SDSU on the HHSA Office of Violence Prevention-SDSU Healthy Dating Relationships curriculum, and then led interactive activities that teach about sexual assault and violence to SDSU students at the fair



2nd Fair: April 29, 2014

violence awareness and prevention fair

Tuesday, April 29, 2014
10 am - 3 pm
North Library Walkway,
SDSU

National Sexual Assault Awareness Month

Support provided by

SAN DIEGO STATE UNIVERSITY

Brought to you by the SDSU Child & Family Development Student Organization

- FREE community fair
- FREE resources & educational games
- Live music, fashion show, & art
- Possible job/volunteer opportunities
- Life-saving advice for friends and family
- Break the silence, end the violence

For more information, contact: thesehands.sdsu@gmail.com
www.facebook.com/thesehands.sdsu
www.youtube.com/thesehandsdonthurt



Honoring slain Officer Chris Wilson with signed photos of his picture for SDPD Southeast Police Division,.

Collaborative partnership with San Diego Police Department's Mid-City Police Division's Juvenile Services Team since October, 2008.

Thank you to (then) Captains; (retired) Asst. Chief Lawrence McKinney, Asst. Chief Todd Jarvis, Captain Dave Nisleit, Captain Chris McGrath and Captain Michael Hastings!



Positive Relationships with Law Enforcement ~ Inter-generational Mentoring



- **Call to Action! Youth-led civic engagement through service learning projects on trauma informed social justice and community mobilization**

A word cloud featuring various terms related to social justice and community engagement. The most prominent words are 'understanding differences' in large orange letters and 'world peace' in large dark blue letters. Other visible words include 'equality' in large teal letters, 'safety and security' in large green letters, 'governance' in brown, 'supporting the arts' in yellow-green, 'democracy and personal freedom' in light blue, 'justice system' in green, 'immigration' in brown, 'ethical behavior' in dark blue, 'global relations' in orange, 'diversity' in dark blue, 'support networks' in purple, 'human rights' in green, 'leadership' in blue, 'interpersonal communication' in brown, 'social programs' in blue, and 'understanding and conflict' in green.

understanding differences

world peace

equality

safety and security

governance

supporting the arts

democracy and personal freedom

justice system

immigration

ethical behavior

global relations

diversity

support networks

human rights

leadership

interpersonal communication

social programs

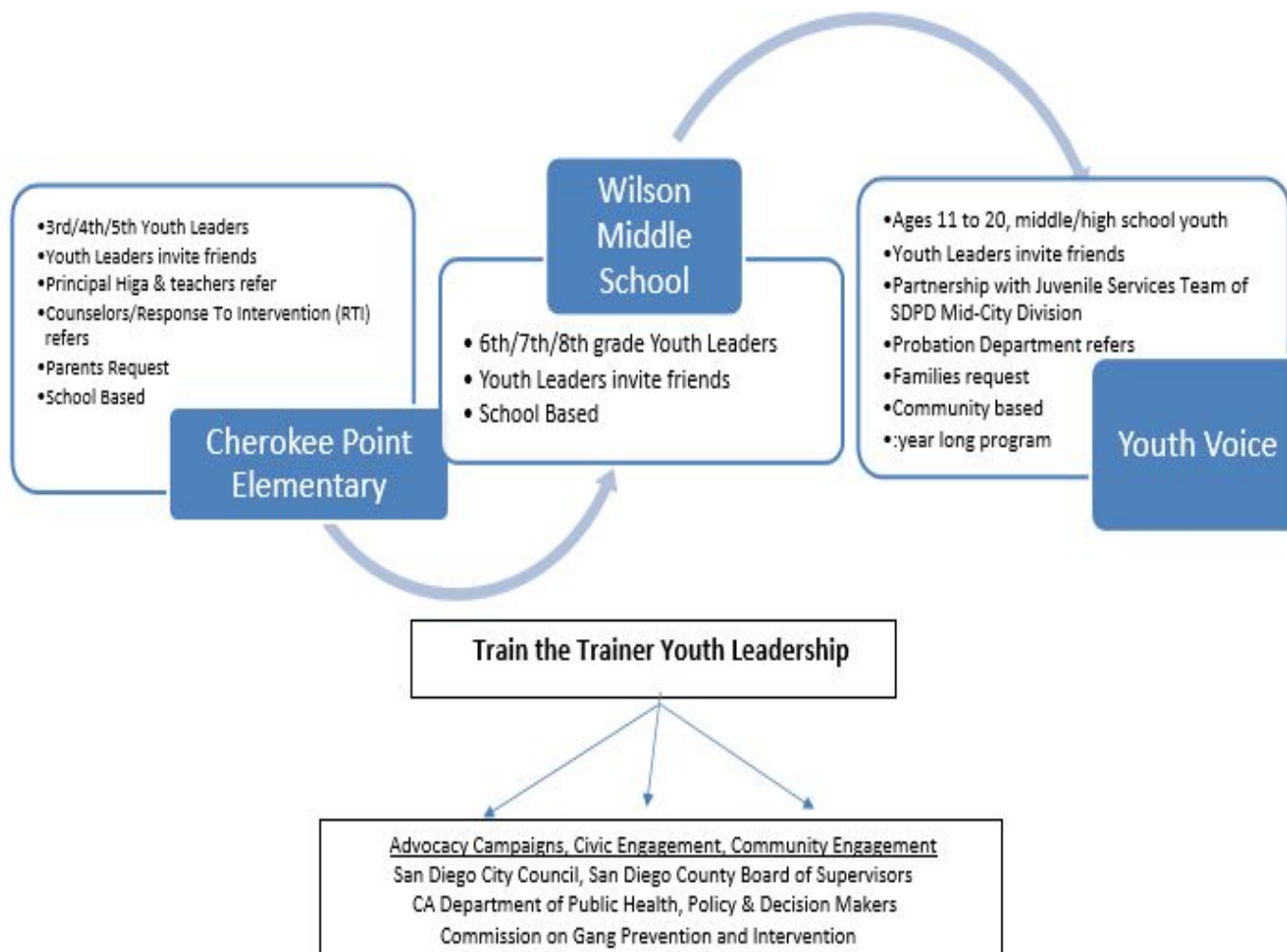
understanding and conflict

Transformational Youth Leadership, ages 8 to 24

School to Community-Based Prevention Model

Trauma Informed & Resilience Building Curriculum

Continuum of Mentoring and Engagement



Congratulations on Participating in
Cherokee Point Elementary's Youth Leadership Program!

Trauma-Informed Community Schools (TICS)



Cherokee Point
elementary school • city heights

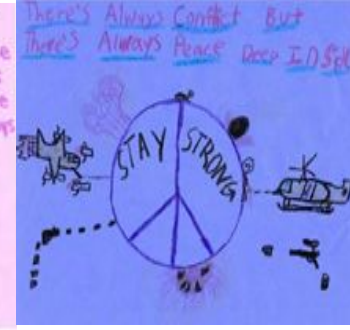


With County Health and Human Services Agency, Youth Leaders created videos on family and gang violence representing their thoughts on how trauma and toxic stress impact their lives.

Youth Leaders read Pledge of Non-Violence at ***Family Violence Prevention & Response Initiative***
County Board of Supervisors - May 5, 2014

<https://youtu.be/cvED6ePQG20>

Cherokee Point Elementary School: Youth Leadership



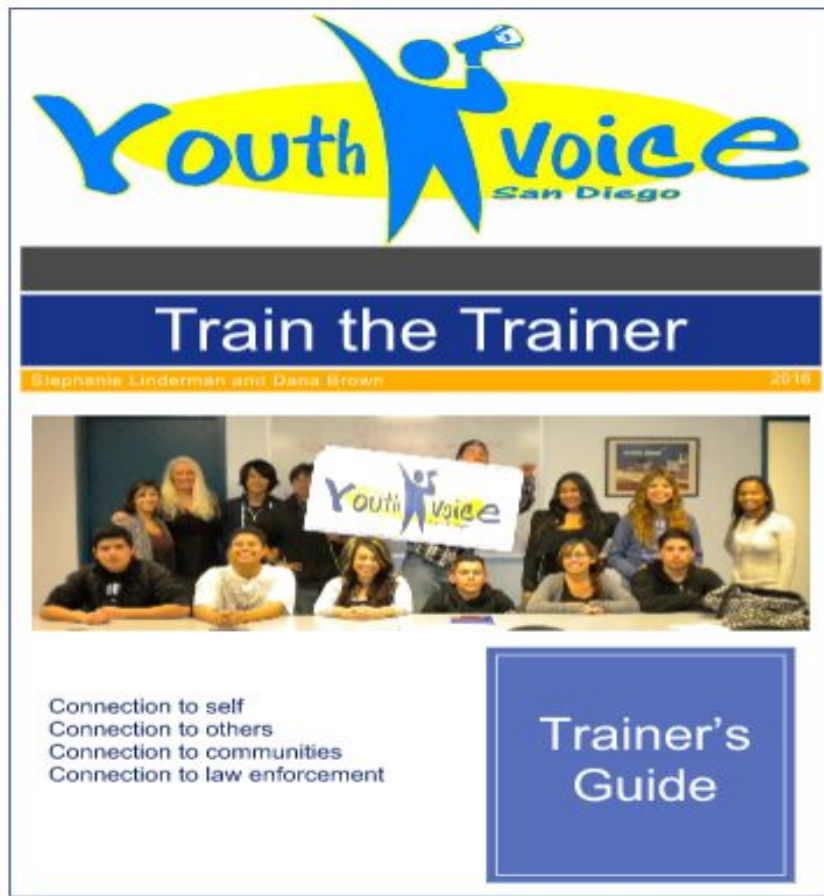
Youth Leaders shared their Homelessness video with the San Diego City Council and had a Call to Action of Trauma Informed Homeless Shelters.

Youth Leaders express compassion and empathy for students lost to terrorism with Teaching for America educator, Elaine Dang, in Kenya, Africa at Nairobi Westgate Mall. Elaine lost several students in the terrorist attack.

Wilson Middle School: Restorative Justice Social Leadership Club



Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. Robert K. Greenleaf Foundation



Gang Awareness presentation with Monroe Clark Middle School students and parents, 2010.



Youth-led presentation at Fay Elementary during Principal's Coffee on Immigration Rights.



Mid-City Police Division and Youth Voice supporting annual Community Toy Drive in City Heights, 2011..



Youth Voice presenting before the City of San Diego's Youth Commission

Giving Impact on Risk and Protective Factors for Healthy Youth

January 18, 2012



Common Risk and Resilience Factors		
	RISK FACTORS	RESILIENCE FACTORS
COMMUNITY	<ul style="list-style-type: none"> • Limited Job Opportunities (2) • Low Levels of community participation (0) • Discrimination and oppression by peers, adults, or community (0) • Firearms and other weapons (2) • Availability of alcohol and other drugs (4) • Destruction, damage or decay of community or buildings (0) • Housing issues, frequent moving and relocating of individuals (0) • Incarceration and returning/readjusting to communities (2) 	<ul style="list-style-type: none"> • Job security and the ability to earn and save money (5) • Strong social networks, community members working together to provide positive services for each other (0) • Equal opportunities for meaningful participation (3) • Positive ethnic, racial and intergroup relations (3) • Community surroundings and design that encourages positive social interaction (lack of graffiti, good lighting) (0) • Artistic and creative opportunities (5)
SCHOOL	<ul style="list-style-type: none"> • Illiteracy, not being able to read or write (0) • School system failure (4) • Truancy, Ditching/Cutting class (1) • Bullying (4) 	<ul style="list-style-type: none"> • High graduation rates (4) • Feeling safe and supported at school (2) • Feeling connected to school as a student and your school being connected to the community (0) • High expectations (3)
FAMILY	<ul style="list-style-type: none"> • Negative relationships between family members • Harsh, neglectful or inconsistent discipline • Parental substance abuse or mental illness • Criminal or incarcerated parents • Unsupportive, unaware or uninvolved parents 	<ul style="list-style-type: none"> • Positive parenting skills • Engaged parents including frequent shared activities and presence during parts of daily routine such as waking/going to sleep, leaving/returning from school • Long-term presence of reliable adults within both the family and community
INDIVIDUAL	<ul style="list-style-type: none"> • Trauma, experiencing and witnessing violence and often experiencing negative emotions or symptoms of other mental illness • Involvement and use of alcohol and other drugs • Hanging out with the "wrong crowd" and participating in negative activities • Getting bad grades and not caring about school • Disliking or feeling isolated by people in general 	<ul style="list-style-type: none"> • Mental health which includes building resiliency • Hanging out with positive people and involvement in appropriate activities • Discussing problems with a trusted, supportive and positive adult or caregiver • Being aware of what is upsetting or makes you angry and being able to control negative reactions • Being able to consider other's feelings and point of view, to put yourself in their shoes • Religion

Note: Scores are based on Youth Voice Exercise with Annie Lyles from Urban Networks to Increase Thriving Youth (UNITY) on March 1, 2011.

Prevention Institute, Annie Lyles, led a think tank with Youth Voice on Risk & Resilience Factors impacting inner city youth which was presented to the City of San Diego's Youth Commission.

Harmonium's Resident Leadership Academy (RLA), June 2014

1st 100% youth-led in county of San Diego.

Funded by Community Health Improvement Partners (C.H.I.P.)
Partnership with Health, Human Services Agency (HHSA)

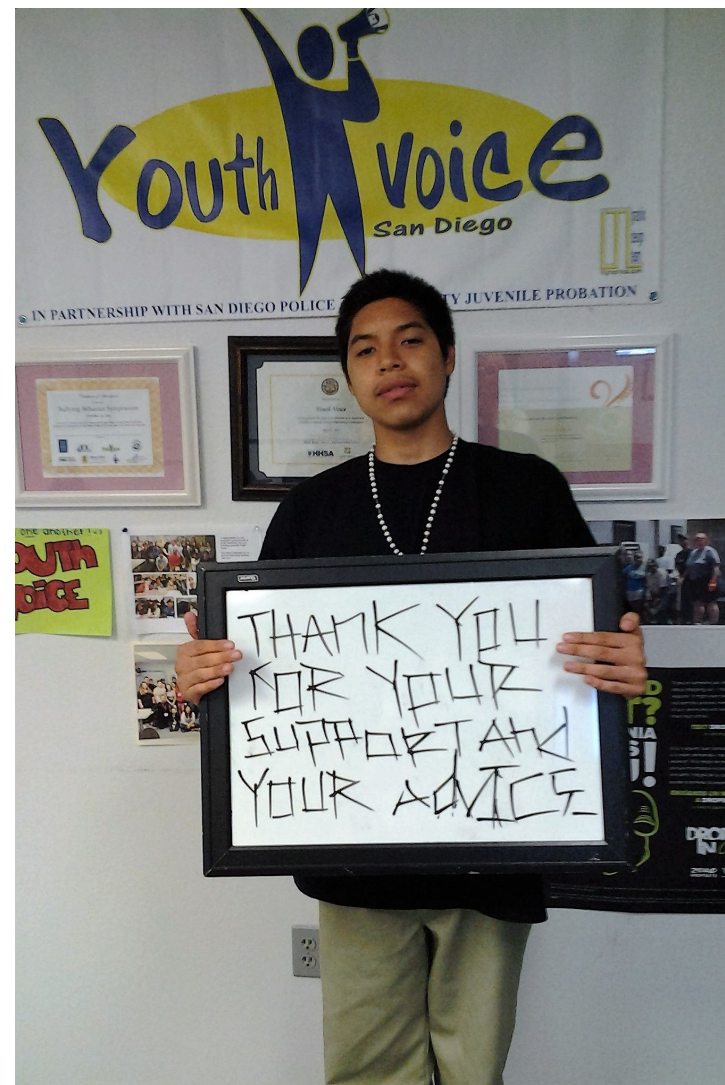
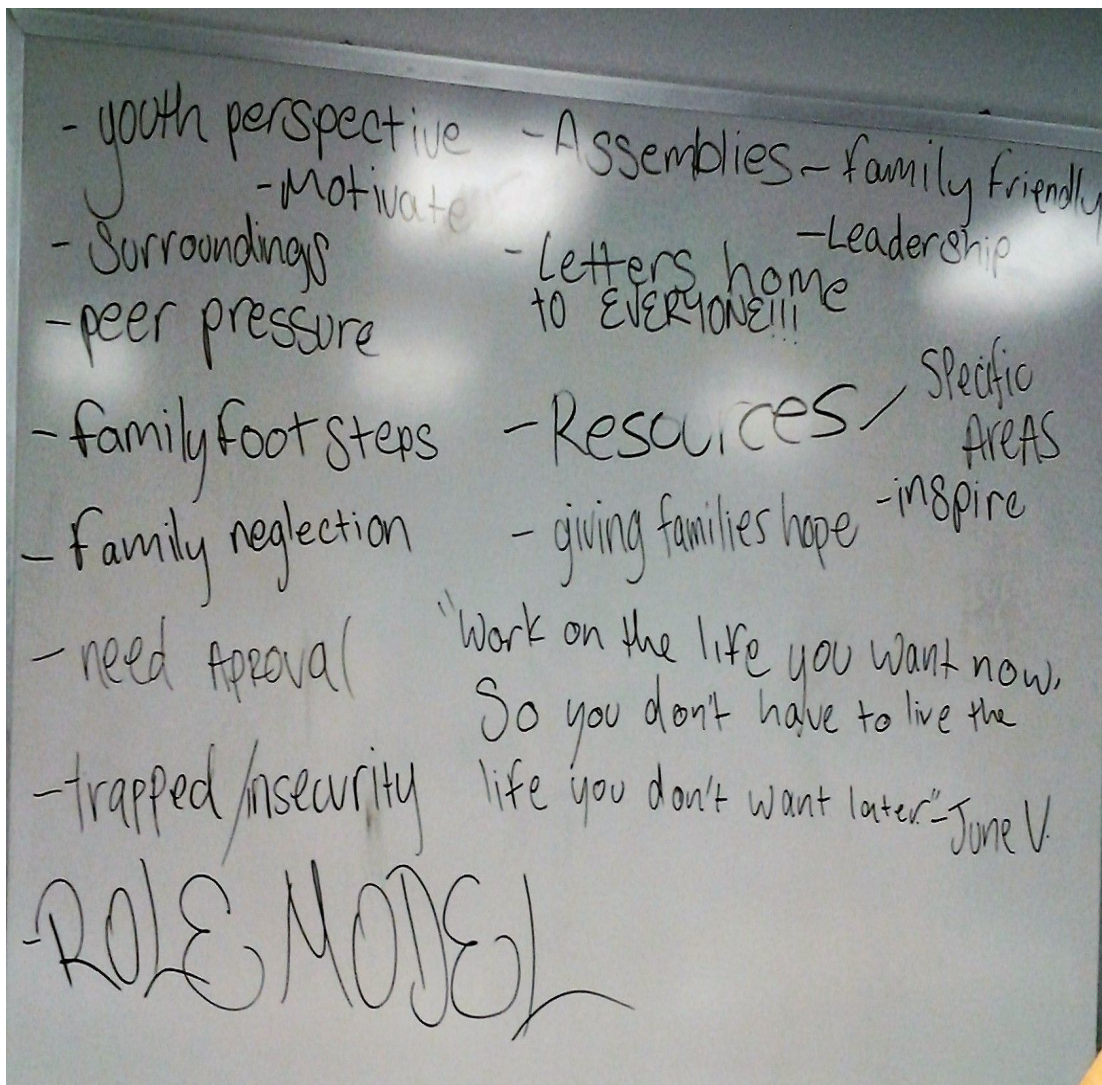


ireport.cnn.com

[Youth Voice Gang
Violence video](#)

Youth-led **Community Health Improvement Project** was a video with messaging of empathy for gang members with Youth Voice sharing how violence impacts their health, safety and well being.

Think tank on why youth choose the streets and gangs



- Efforts to change the narrative about a community
- Adverse Community Experiences and Resilience - Prevention Institute
[A Framework for Addressing and Preventing Community Trauma](#)

Youth Voice: Building Positive Relationships with Law Enforcement
We Can't Wait: Early Childhood Mental Health Conference
Trauma Informed Care: A Lifelong Perspective for Living Well
September 17, 2015





“Community Safety Initiative” graduation

Harmonium awarded Local Initiative Support Corporation (LISC)
Be REAL (Resilience - Empathy - Advocacy - Leadership)
2014 - 2015

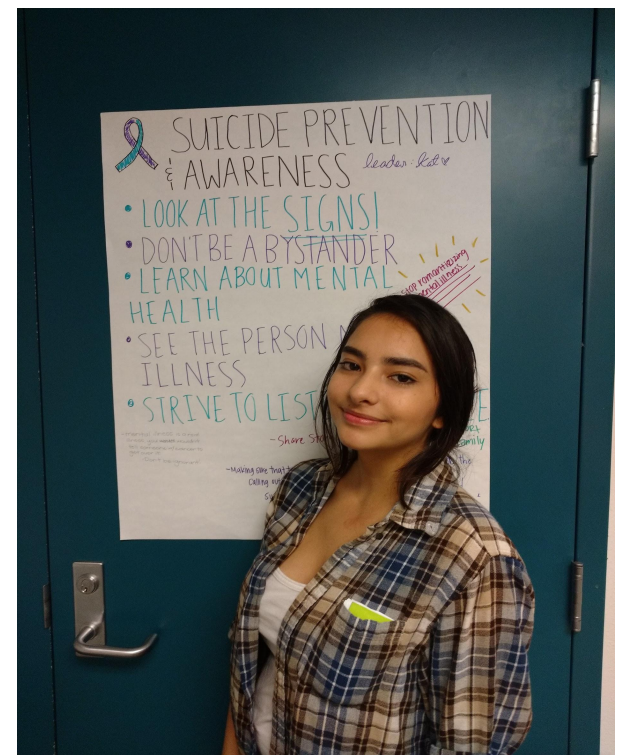
12 month Curriculum: Advocacy, Compassion, Connectedness,
Courage, Diversity, Empathy, Find Your Passion, Friendship,
Gratitude, Kindness, Leadership, Pay It Forward



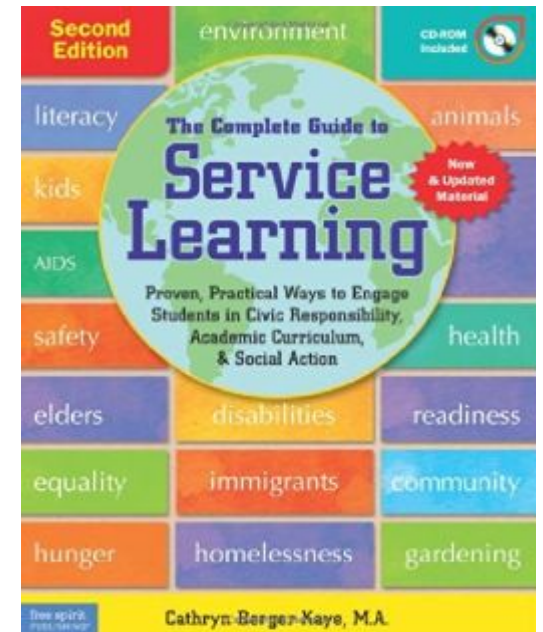
All the gift bags delivered by the Mid-City Police Division, December 2014, included a hand written letter of caring from Youth Voice leaders. The annual community toy drive and delivery supports children and families in need through a partnership with local schools.



Youth Voice Leaders present with SDSU CFD Students on Youth Leadership and TICS at the California Council on Family Relations



Youth Voice Sex Trafficking Presentation
Lunch & Learn: San Diego Workforce Partnership
December 30, 2015



Center for Community Solutions (CCS)

collaborative partnership with youth engagement

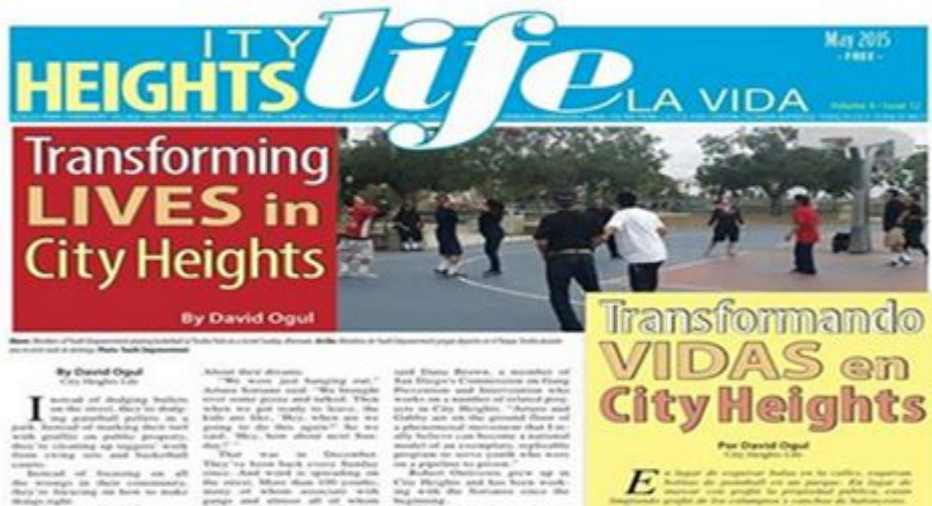


Nicole Meda, a SDSU Youth Violence lab member for 4 years (2012-2016), was trained by CCS Jenny Harper, and incorporated lessons on bystander intervention into sessions she led on bullying and trauma-informed care with Cherokee Point's Youth Leaders (3rd to 5th grade children).

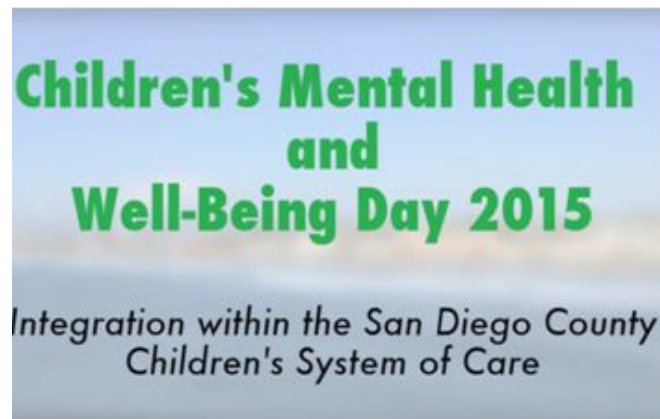
Summer 2016 - Social Media Campaign with Youth Voice

The CCS curriculum threads education about consent, sexual safety, and bystander intervention throughout the curriculum, highlighting the interconnectedness of domestic and dating violence, sexual violence, sexual harassment, and bullying.





For the past year, there have been a series of weekly grass-roots community-organized meetings to help the highest risk/highest needs youth and their families in Cherokee Point neighborhood



<https://youtu.be/tzmvZCMsLiw>

Family, Youth Roundtable

Two youth, who participate in Teralta Park's Youth Empowerment on Sunday afternoons, interviewed Chief Mack Jenkins, SD County Probation Dept. on "What Mental Wellness means to him?". Their interview will be used in a video that will be viewed as part of the CSOC (Children's System of Care) presentation for Children's Mental Health Awareness.



Continued community building in Teralta Park and City Heights with Youth Empowerment's community wrap around at-risk, high needs families with monthly bbq's, sports and engaging activities.

Love City Heights

City Heights (San Diego) Neighborhood ACEs

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Resident Leadership Academy - Community Improvement Project (5.01 minutes)

DANA BROWN · 2 HOURS AGO

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CNN - iReport: Live Well San Diego - Resident Leadership Academy (2.20 minutes)

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Youth Voice students introduce SDSU college seniors to ACEs



DANA BROWN ● 3/30/16 @ 10:17 PM



Youth Voice leaders (left to right) Katherine, Lizette, Jessica, Adrian, Tatiana, Sienna and Angel

Seven youth leaders traveled to San Diego State University last week to explain the science of adverse childhood experiences and the impact of complex trauma, as well as their journey of resilience and transformation to thirty seniors in the university's Counseling and Psychology Department.

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SAN DIEGO COUNTY (CA) ACES CONNECTION

Building ACEs Awareness ~ Building Community ~ Building Resilience



ACESCONNECTION / GROUPS / SAN DIEGO COUNTY ACES CONNECTION / BLOG / ACES CONNECTION NETWORK CONFAB -- SOUTHERN CALIFORNIA, MAY 10, 2016

ACEs Connection Network Confab -- Southern California, May 10, 2016



JANE STEVENS 5/19/16 10:25 PM



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Youth ask San Diego Gang Commission to stay the course on human and sex trafficking issues

 DANA BROWN ● 12 HOURS AGO



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SCHOOLS, COMMUNITY
AND LAW ENFORCEMENT
WORK TOGETHER
TO PROVIDE CARING AND
CONSISTENT RELATIONSHIPS
TO TEACH KIDS...



Youth Leadership Blooms through Resilience (9.06 minutes)

www.sweetsagepictures.com

Telling the Story to Multiple Audiences

National and Regional Websites have already published numerous pieces on Cherokee Point - Trauma Informed Community Schools (TICS)

<http://acestoohigh.com/2013/07/22/at-chokeee-point-elementary-kids-dont-conform-to-school-school-conforms-to-kids/>

<http://acestoohigh.com/2013/03/20/secret-to-fixing-school-discipline/>

<http://www.speakcityheights.org/2013/07/at-chokeee-point-kids-dont-conform-to-school-school-conforms-to-kids/>

<http://www.socialjusticesolutions.org/?s=Cherokee+Point>

TV News Coverage for Cherokee Point WRPP/TICS:

KPBS News: <http://www.kpbs.org/news/2012/jun/11/city-heights-school-sets-bar-school-discipline-ref>

Channel 8 News: <http://www.youtube.com/watch?v=E1AN7ITZkJ0&noredirect=1>

TICS Youth Leadership YouTube Page: <http://www.youtube.com/user/CpYouthLeadership> (see selection below)

Live Well, San Diego Summit

<https://www.youtube.com/watch?v=cvED6ePQG20&feature=youtu.be>

Zumba: WRPP Trauma Informed Self Care

<http://www.youtube.com/watch?v=jn4Vz5L4BQI>

Channel 8 News: Cherokee Point Elementary Youth Leadership

<http://www.youtube.com/watch?v=E1AN7ITZkJ0>

Homelessness PSA - Spring 2012 - WRPP Youth Leadership

<http://www.youtube.com/watch?v=YQMnKBwFKvU>

Prevent Animal Cruelty - Fall 2012 - Youth Leadership

<http://www.youtube.com/watch?v=IRVv1L8e770>

Anti-Bullying Spanish PSA - Spring 2012 - Youth Leadership

<http://www.youtube.com/watch?v=d3SzIhmYxns>

Anti-Bullying English PSA - Spring 2012 - Youth Leadership

<http://www.youtube.com/watch?v=fTDDw8ogsuo>

Animal Rights (Spanish) - Spring 2012 - Youth Leadership

<http://www.youtube.com/watch?v=KPpF3Q9kaki>

Animal Rights (English) - Spring 2012 - Youth Leadership

<http://www.youtube.com/watch?v=GrzkPvudct0>

Youth Voice

<https://www.youtube.com/channel/UCS54zy79ucpb97GaYnMgJGw>

www.youthvoicesandiego.com

Resources

- [ACEs 101](#) – FAQs about adverse childhood experiences research with links to reports, stories and videos.
- [Got Your ACE Score?](#) – Do your ACE score and your resilience score, and find out more about the consequences of each.
- [ACEsTooHigh.com](#) – A news site for the general public. It covers research about ACEs and how people, organizations, agencies and communities are implementing trauma-informed, resilience-building practices based on ACEs research.
- [ACEsConnection.com](#) – A social network for people who are implementing – or thinking about implementing – trauma-informed and resilience-building practices based on ACEs research.
- [The CDC-Kaiser Permanente ACE Study](#) – The official ACE Study site, provided by the CDC.
- [The Center on the Developing Child at Harvard University](#) – Here, take a deep dive into a site rich with reports, tools and videos about the neurobiology of toxic stress and resilience.
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#) -- Introduces a concept of trauma and offers a framework for how an organization, system, or service sector can become trauma-informed. Includes a definition of trauma (the three "E's"), a definition of a trauma-informed approach (the four "R's"), 6 key principles, and 10 implementation domains.

In gratitude for all of your hard work on behalf of all the children and youth you serve...

