

# Youth Voice Impacting Systems Change: Trauma Informed and the Power of Resilience

April 6, 2017



# Youth Voice

- Youth, ages 11 to 24, partners with the Juvenile Services Team of the Mid-City Police Division in City Heights.
- Founded on October 16, 2008
- Multi-generational mentoring supports developmental model through trauma informed, resilience building, multiple intelligence, social - emotional learning, with service learning projects focused on a specific aim of social justice
- Leadership development through public speaking and civic engagement



Presenting on Sex Trafficking:  
Commission on Gang Prevention &  
Intervention May 18, 2016



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

- Understand the impact of youth exposed to trauma



- Understand the power we have to build empathy and resilience



- Youth Voice advocating for systems change



# The five parts of ACEs science

**Epidemiology** of childhood adversity -- ACE surveys (who, how many, with what consequences). Original 10 questions (family focused), plus community and systems trauma.

**Neurobiology** -- Effects of toxic stress from ACEs on a child's developing brain.

**Health** consequences – Long-term effects of toxic stress from ACEs on the body.

**Epigenetic** consequences – Effects of toxic stress from ACEs that are passed from generation to generation.

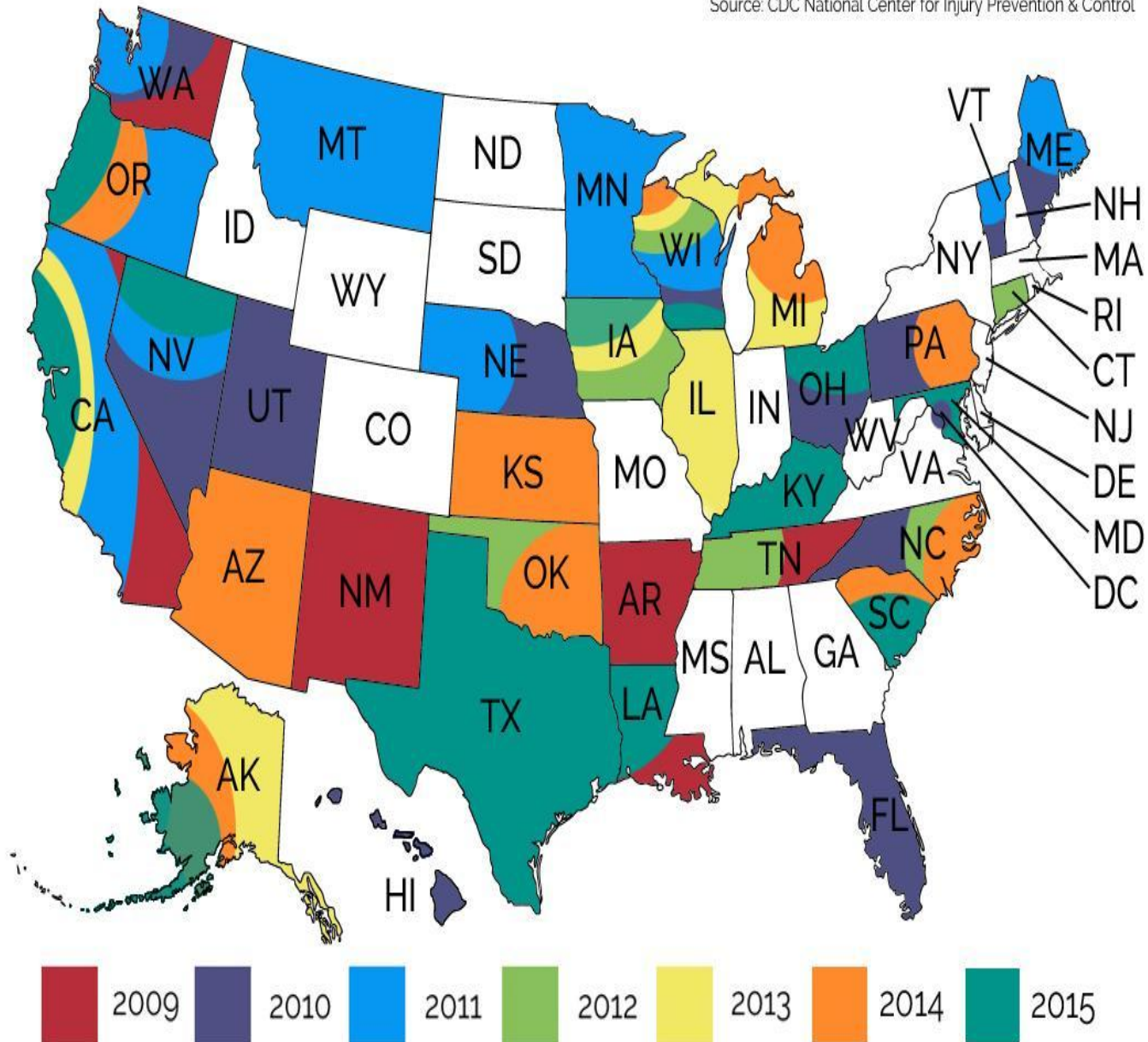
**Resilience** research – Ranging from studies that examine how brains can heal, to how trauma-informed schools heal children.

# What you should know about ACEs

[ACEs Primer \(4.59 minutes video\) on Vimeo](#)

# States Collecting ACEs Data 2009 - 2015

Source: CDC National Center for Injury Prevention & Control



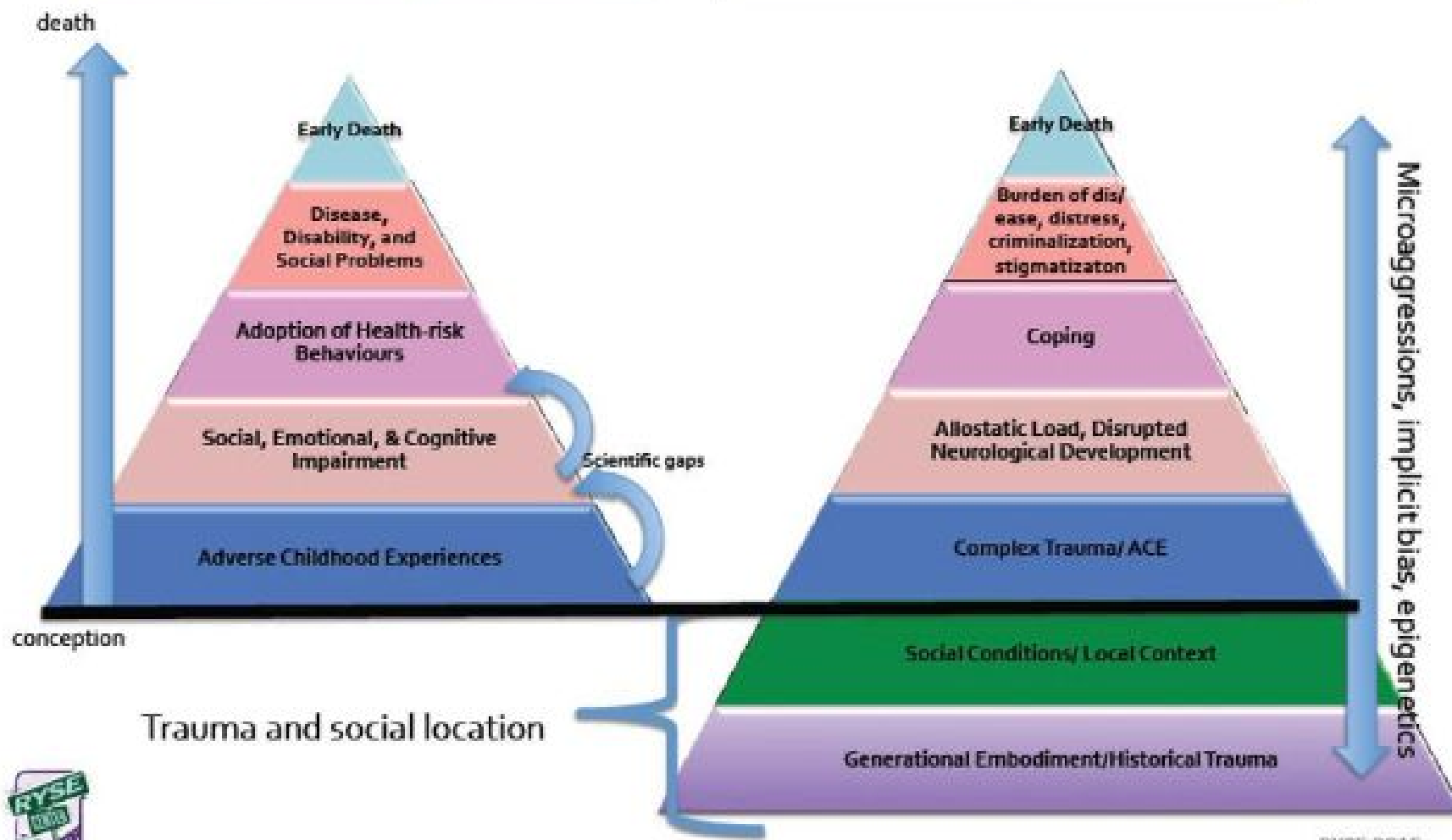


- Understand the impact of youth exposed to trauma

# Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment

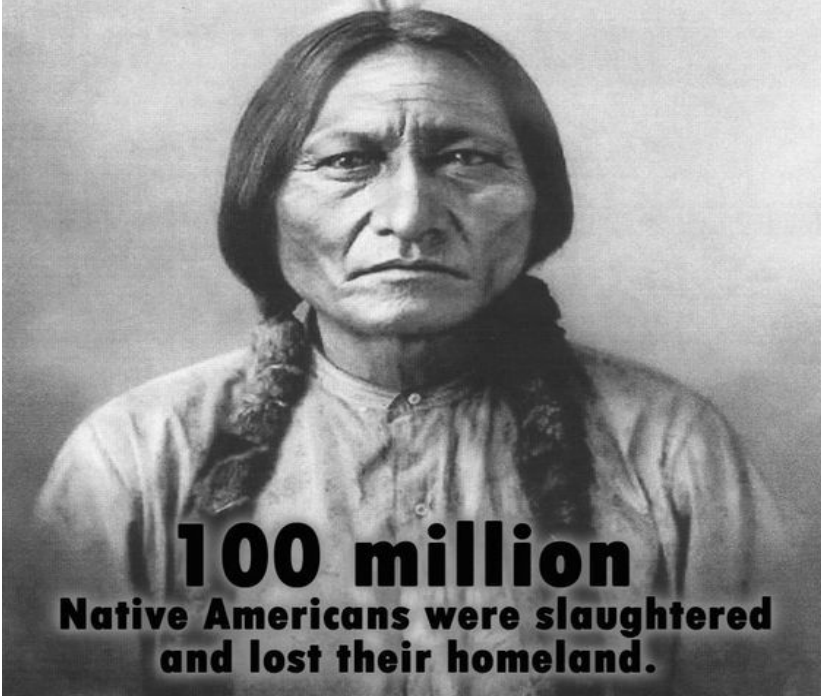


**Adverse Childhood Experiences**

racism  
violence  
fear  
discrimination  
helplessness  
oppression  
toxic stress  
poverty  
hopelessness  
ignorance  
intergenerational  
child abuse  
homophobia  
isolation  
gentrification  
persecution  
slavery  
no legal status for immigrants  
lack of status for immigrants  
lack of curiosity  
powerlessness  
colonization  
systemic injustice  
too much too fast  
not healed  
insecurity  
pain  
denial  
old  
classism  
prolonged terrorization  
school discipline  
traumatization of marginalized communities  
school shootings  
penal system  
hate  
exclusion  
systemic oppression  
inequality  
destruction  
lack of resources  
chronic poverty  
separation  
displacement  
apathy  
historical oppression  
torture  
deprivation violence  
suicides  
losing sight of humanity  
revenge  
re conflict  
shaming children  
unhealthy coping  
institutional racism  
unwitnessed  
violence in the home  
vicious cycle  
instability  
abuse of power  
family violence  
looking for danger  
unhealed experience  
linked by experiences  
historical trauma  
segregation  
marginalization



**The biggest genocide in human history  
didn't occur in Nazi Germany,  
but on American soil.**



Source: [www.pinterest.com/pin/97390410667251406/](http://www.pinterest.com/pin/97390410667251406/)

White supremacy, the system of power behind the suspicion and exclusion of Asian and Asian-American Buddhists, is the same system that justified the founding and building of the U.S. through the genocide of indigenous peoples and the labor of enslaved Africans. Undeniably, America has been created by excluding people whose differences were deemed inferior—a process known as racial othering—so as to establish a seemingly natural superiority of white people.

<http://www.acesconnection.com/blog/we-ve-been-here-all-along-lionsroar-com>

# White Privilege Systemic Racism



[Veteran apologizes to Lakota Nation \(2.45 minutes\)](#)



Source: [pic2fly.com](https://pic2fly.com)

**Native American Board Schools - Carlisle**



## Somewhere in America

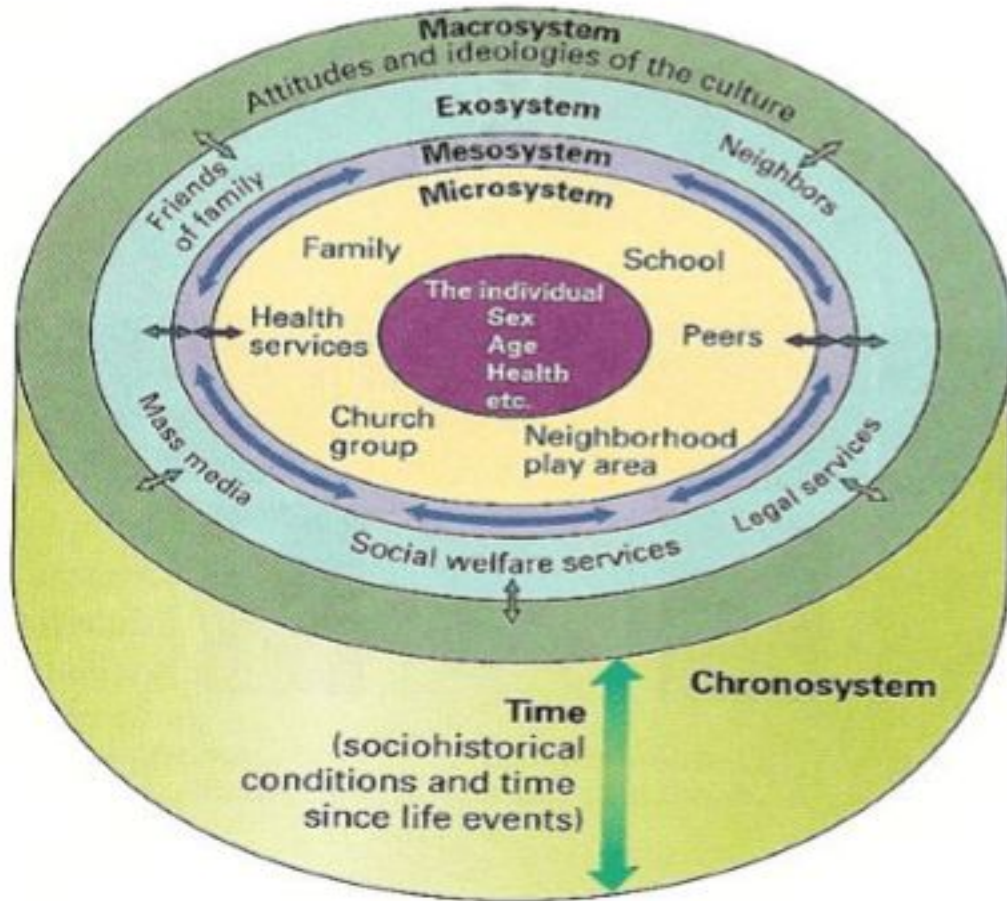
3.44 minutes



# Contextualizing stress: Influences of diversity and macro factors on stress and mental health

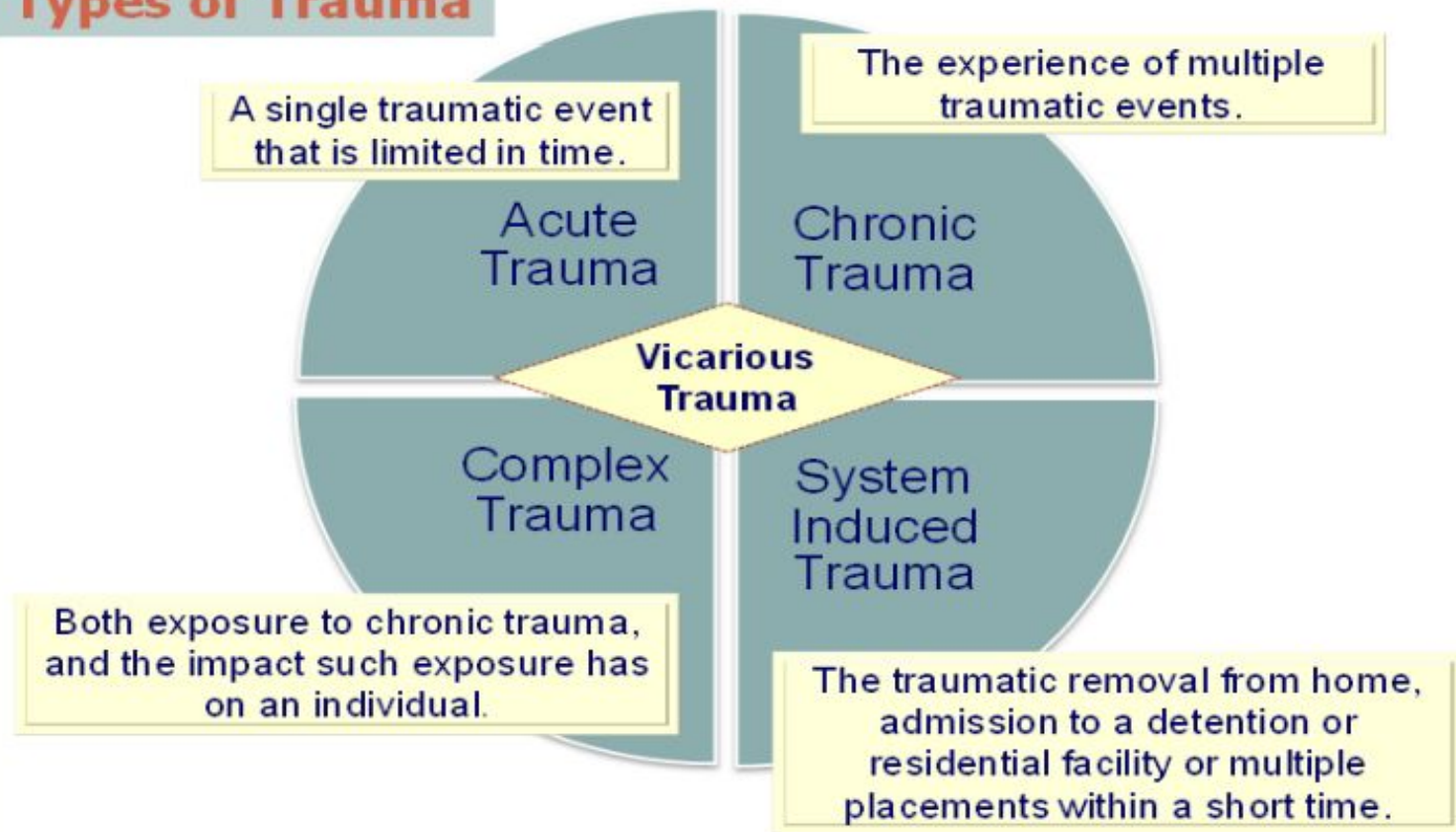
## SYSTEMS IMPACT

### Community Violence and Cumulative Trauma



- Poverty
- Child Abuse
- Domestic Violence
- Gang and Gun Violence
- Refugees
- Lack of Access to Physical and Behavioral Healthcare
- Traumas Involving Community Agencies and Systems (e.g., Schools, Child Welfare Services, Law Enforcement, Courts, Immigration)

## Types of Trauma



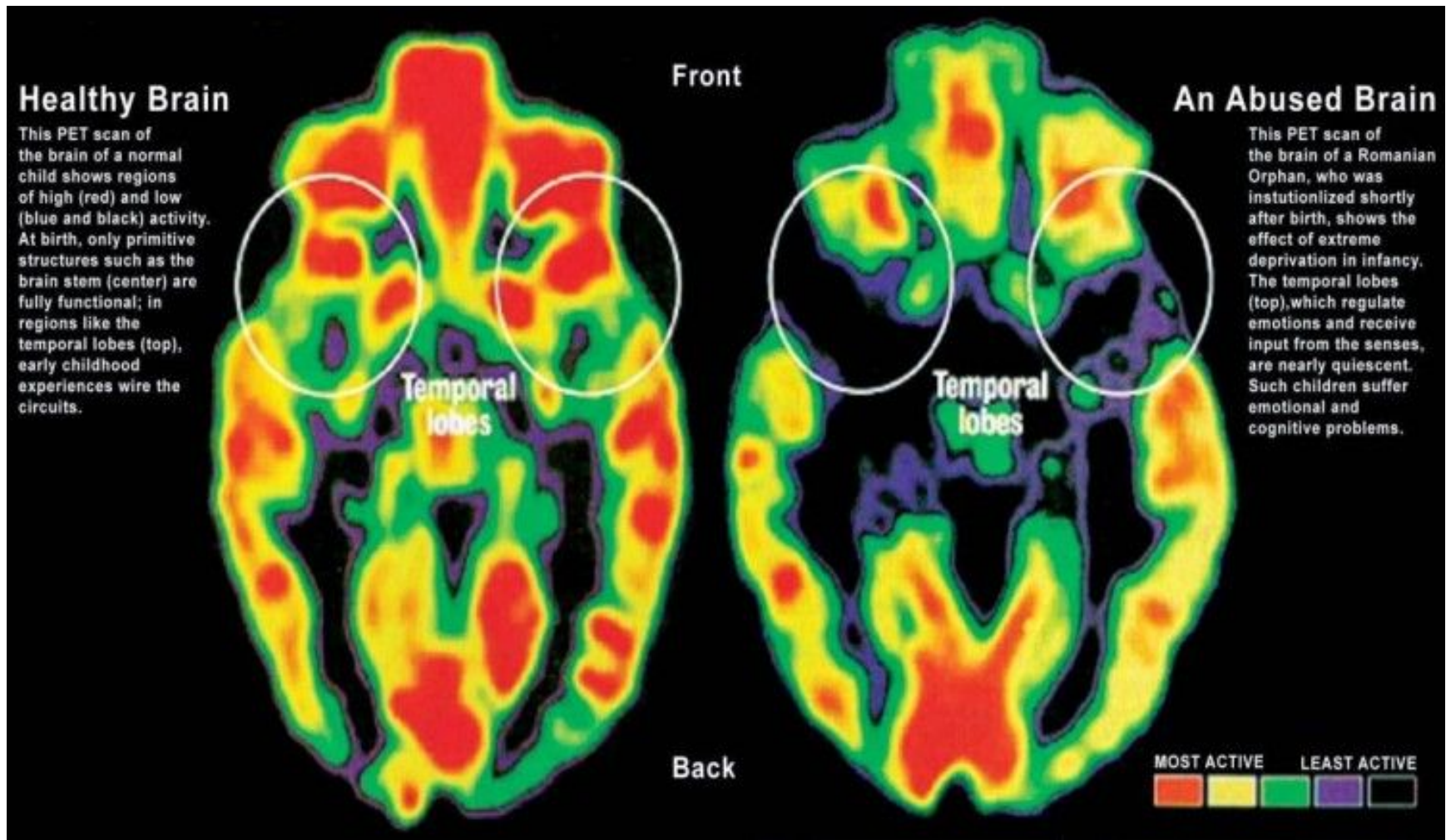
Training provided by San Diego Trauma-Informed Guide Team

**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](#)

# The impact of stress on our brain



Source: Dr. Harry Chugani M.D., Chief, Division of Pediatric Neurology, Director, *Positron Emission Tomography* (PET) Center, Children's Hospital of Michigan



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.**

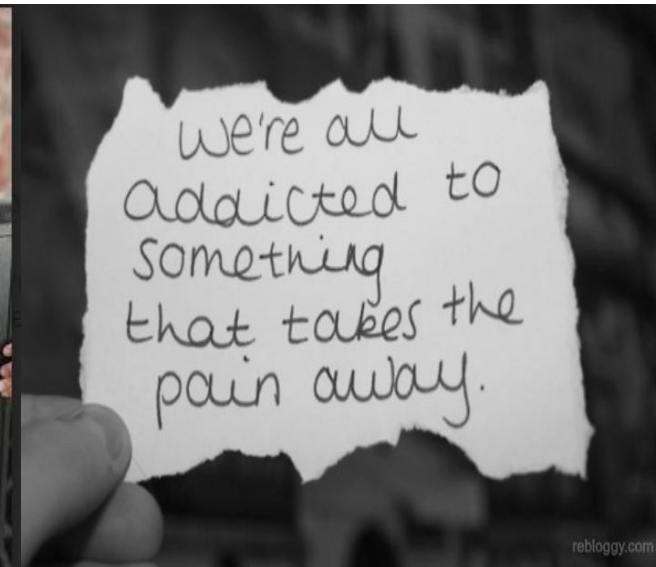
**"The Adverse Childhood Experiences Study – the largest, most important public health study you never heard of – begun in an obesity clinic."**

**By Jane Ellen Stevens... ACEsTooHigh News**

**October 3, 2012**

**HURT PEOPLE HURT PEOPLE.  
PEOPLE HURT OTHERS AS A  
RESULT OF THEIR OWN  
INNER STRIFE AND PAIN.**

**-WILL BOWEN-**



# Understanding trauma effects on learning and behavior

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



[www.socialworkhelper.com](http://www.socialworkhelper.com)



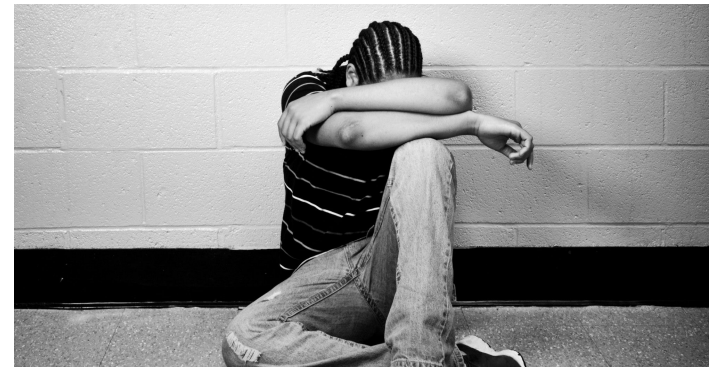
[www.empoweringparents.com](http://www.empoweringparents.com)

Teachers may describe them as:

- Spacey or zoned out
- disrespectful or rude
- Lacking intelligence
- “out of control”
- Anxious
- Annoying
- Aggressive



[shapingdestinythebook.com](http://shapingdestinythebook.com)



[www.huffingtonpost.com](http://www.huffingtonpost.com)

# PTSD at Different Ages

## Preschool

Regress in functioning

- losing bladder and bowel control
- irritable and crying
- sucking thumbs
- fears, separation anxiety
- eating and sleeping problems

Reenact the trauma through play



<http://www.whattoexpect.com/toddler/photo-gallery>

## School-Aged

Fears and anxieties

Somatic complaints

- Headaches, stomachaches

School problems

- inattention, decrease in performance

Social Problems

- Fighting or withdrawing from peers

Sleep disturbances

- nightmares, bedwetting

Elaborate play reenactment



<http://neatoday.org/>

## Adolescence

Somatic complaints

Social problems

- withdrawal or aggression

Antisocial behaviors

- substance abuse
- delinquency

Loss of appetite and sleep

School problems

- failure, drop-out

Suicidal thoughts



<http://purposelychosen.org/?3>

**PTSD is a disorder that develops in some people who have experienced a shocking, scary or dangerous event. People who have PTSD may feel stressed or frightened even when they are not in danger.**

<https://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>



# Imperativeness of *Self-Care* & *Self-Compassion*



"Just Breathe" by Julie Bayer Salzman & Josh Salzman (Wavecre...



[Just Breathe \(3.41 minutes video\) on Mindfulness](#)

# Youth Voice share self-care





- Understand the power we have to build empathy and resilience.

self sufficiency  
community churches  
right to make a choice  
safety educating about trauma  
empowering the community  
flexibility empathetic relationships  
cultivating youth involvement  
structural change training teachers and school staff  
connecting the dots inclusiveness repair  
abandoning judgement  
unique journeys to healing  
connecting with your neighbor  
self care  
understanding  
community  
empathy  
connection  
support  
compassion  
education  
hope  
trust  
spirituality  
inner teacher  
recognition  
forgiveness  
being heard  
change  
information about human biology  
understanding body energy and mind  
uplifting voices  
respect within and without  
strengthen community goal  
safe space for children  
across communities  
team effort  
vitality  
feeling safe  
offering a voice  
educating caregivers  
feel heard and validated  
bridging gaps within cultures  
facilitating positive locus of agency  
kids and families  
unity  
curiosity  
self care  
connecting with your neighbor  
unique journeys to healing  
abandoning judgement  
connecting the dots  
structural change  
training teachers and school staff  
cultivating youth involvement  
flexibility  
empathetic relationships  
empowering the community  
safety  
educating about trauma  
right to make a choice  
community churches  
self sufficiency

**Understand our power to  
build empathy and resilience**

# **All Roads Lead to Resilience**





**Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. It means “bouncing back” from difficult experiences.

<http://www.apa.org/helpcenter/road-resilience.aspx>





# Resilience through socio-ecological model

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).

## (Microsystem & Exosystem)



Image: [beyondblue.org.au](http://beyondblue.org.au)

## Self- Efficacy (Individual)



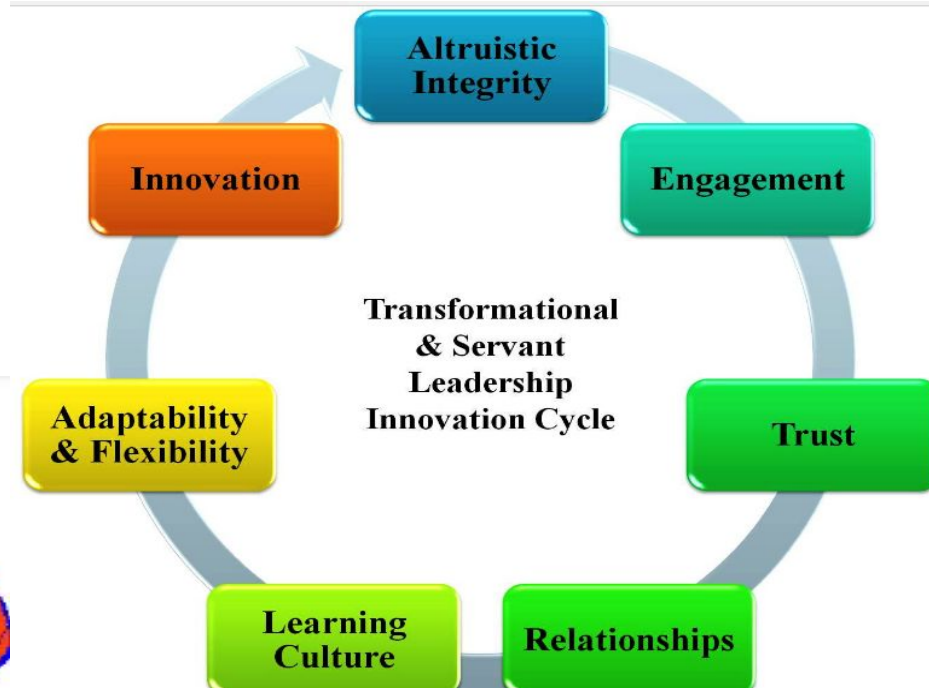
## Social and Emotional Learning Core Competencies

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

- Musical-rhythmic and harmonic
- Visual-spatial
- Verbal-linguistic.
- Logical-mathematical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic



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

## Individual



- Intellectual & employable skills
- Self-regulation – self-control, executive function, flexible thinking
- Ability to direct and control attention, emotion, behavior, positive self-view
- Efficacy

## Relationships



- Bonds with parents and/or caregivers
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide sense of security/help with emotion coaching
- Social/emotional support

## Community



- Faith, hope, meaning
- Engagement with effective organizations – schools, work, pro-social groups
- Network of supports/ services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports



# Love City Heights

## City Heights (San Diego) Neighborhood ACEs

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VIDEO

## Resilience Blossoms (Rita Grant) 9.06 minutes

 **DANA BROWN** ● 1/1/17 ⌚ 2:42 PM



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[Resilience Blossoms](#)

- Youth Voice advocating for systems change

Love

City Heights

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[YOUTH VOICE: BUILDING COMMUNITY CONNECTIONS - LEARN-SHARE-CONNECT \(2.59 MINUTES\)](#)

VIDEO

YOUTH LEADERSHIP

## Youth Voice: Building Community Connections - Learn-Share-Connect (2.59 minutes)

**DANA BROWN**
6/4/16
8:52 PM

Youth Voice SD: Building Community Connections

Biennial Youth Resilience & Gang Prevention Summit on April 25, 2012 at the University of San Diego

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October 2016 (0)	January 2016 (9)
September 2016 (1)	December 2015 (1)
August 2016 (1)	November 2015 (0)
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VIDEO YOUTH LEADERSHIP

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

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(left to right) James Redford, Dale Fleming, Jane Stevens, Arturo Soriano, Jessica Rivera

Jessica was on a panel with six other individuals following the Resilience screening hosted at Cherokee Point Elementary on June 21, 2016.

Tatiana and Dana co-presented on "Connecting ACEs & Trauma Informed Strategies to Prevention" on June 28, 2016 at the CA Dept. of Public Health in Sacramento. The audience was 33 youth serving agencies from across the state.







On May 29, 2016, Youth Voice leaders Call to Action on ensuring human trafficking and sexual slavery statistics are included with the Commission meetings Information Scan transformed policy.

<http://www.acesconnection.com/g/city-heights-san-diego-neighborhood-aces/blog/youth-ask-san-diego-gang-commission-to-stay-the-course-on-human-and-sex-trafficking-issues>

## Teralta Park Youth Empowerment Community Wrap Around







**Youth Voice  
engaging with  
eight women  
leaders on  
December 9,  
2016, promoting  
Peace &  
Security from  
eight countries  
in the European  
Delegation.**

<http://www.acesconnection.com/g/city-heights-san-diego-neighborhood-aces/blog/san-di-ego-youth-voice-leaders-educate-european-delegation-about-aces-science>





**Youth Voice presented on trauma and resilience on March 30, 2017 with Young Leaders RISE: Renew, Inspire, Serve and Empower from the countries of Chad, Egypt, Iraq, Israel, Morocco, Palestinian Territories, Saudi Arabia and Tunisia.**

# How can *YOU* be part of the solution?



**JOIN NOW!**

(IT TAKES JUST 60 SECONDS)

....the most active, influential ACEs community in the world. Connect with people using trauma-informed/resilience-building practices. Stay current with news, research, events.

**[www.acesconnection.com](http://www.acesconnection.com)**



*(l to r) Sienna, one of the teens from Youth Voice from City Heights; Dana Brown, ACES Connection Network regional facilitator and co-founder of Youth Voice; Francisco Mendoza, CEO, Mendoza Consulting; Jessica, Youth Voice; Lizette, Youth Voice; Talitha Thompson, Youth Voice co-facilitator; Joshua Aguirre, RISE Up Industries board of directors; Stephanie Linderman, Youth Voice mentor; Arturo Soriano, Youth Empowerment co-founder; (in front) Adrian, Youth Voice.*

<http://www.acesconnection.com/g/city-heights-san-diego-neighborhood-aces/blog/aces-connection-network-confab-southern-california-may-10-2016>

Share one word of how you're feeling in your heart right now.





# 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.