



Aligning Resources Across Georgia To Support Resiliency

To Our Resilient Georgia Partners and Stakeholders:

As we begin a new month, we hope you are all managing to remain resilient as we continue to navigate these difficult times. Resilient Georgia continues to be here to support you and share as many helpful resources as possible.

In this edition of the newsletter, we are maintaining our focus on taking a preventative approach to addressing the impact of the global pandemic on mental health, and are now including a section each month focused on resources and news related to Adverse Childhood Experiences (ACEs). We will also continue to provide additional resources on managing back-to-school anxiety, COVID-19, and racial equity.

We would like to highlight several resources from our partners:

- Resilient Georgia board member Dr. Sarah Vinson and Randee Waldman of Emory Law co-authored a powerful piece published by Lancet Child and Adolescent Health, titled, [*The Pandemic Paused the U.S. School-to-Prison Pipeline: Potential Lessons Learned*](#).
- We are proud of the work of Dr. Gene Brody, a Regents' Professor in the Owens Institute for Behavioral Research and director of the Center for Family Research at the University of Georgia, and his team, for having received a \$10

million grant from the National Institutes of Health to explore how growing up in poverty and experiencing racial discrimination can affect physical health. Read more about the P50 Research Center of Excellence established by the grant [here](#).

- The Georgia Early Education Alliance for Ready Students and Georgia Association for the Education of Young Children are hosting a virtual event, Zero to Five: Building Connections for Lifelong Impact on Thursday, October 15th from 3 to 5 PM. Keynote speaker Dr. Neal Horen, Director of Early Childhood at the Center for Child and Human Development at Georgetown University, will kick off a discussion on the importance of the early childhood period for making connections, building socio-emotional health, and overall healthy development for all children. He will be joined by a panel of local experts in policy, program, and practice. Register [here](#).
- The federal government is awarding \$100M in grants to support anti-human trafficking efforts in Atlanta. Read more about the announcement in this [NPR feature](#).
- Cobb Collaborative is presenting a monthly series of parent/caregiver discussion topics led by a Licensed Professional Counselor. Each session will be offered at 12 pm and 7 pm on a Thursday to accommodate varied schedules. Register [here](#).
 - Oct 22, 2020, 12:00 PM & 7 pm – Good Grief: Helping Our Kids Process Loss
 - Nov 19, 2020 12:00 PM & 7pm – Talk It Out Part 1 – Creating Open & Healthy Communication
 - Dec 17, 2020 12:00 PM & 7pm – Talk it Out Part 2 – Race & Racial Injustice
- We would like to congratulate Vira Salzburn, Program Director of Prevent Suicide Today and Pittulloch Regional Grantee, who was recognized by the Chatham County Board of Commissioners for her program's work dedicated to increasing awareness of suicide prevention. September was officially declared Suicide Prevention Awareness Month in Chatham County.

Lastly, be sure to take a look at and follow our [Instagram](#) and [Facebook](#) pages, which represent additional opportunities for us to share helpful content. Please continue to share your thoughts and resources with us as we will continue to highlight relevant insights throughout these challenging times.

Sincerely,

Brenda Fitzgerald, MD
Executive Board Chair
&
Emily Anne Vall, PhD
Executive Director

ResilientGEORGIA

Mental Health is the Next Pandemic

While the outsized impact of the global pandemic on the mental

health of teens, young adults, and caregivers of young children has been more prominently brought to light, the impact of COVID-19 on mental health in infancy and early childhood is also now being explored. PublicSource.org lays out some of the pros and cons of the pandemic on infant mental health [here](#), and this [webinar](#) from the Center on the Developing Child at Harvard University reviews how experiencing the pandemic in early childhood can affect lifelong health.



JAMA Pediatrics [published a piece](#) co-authored by Jonathan Todres, JD, a Professor at Georgia State University College of Law and Angela Diaz, MD, on the amplified impact of COVID-19 on vulnerable populations, specifically those at risk of or exploited in human trafficking. There is widespread agreement among child advocates that COVID-19 had spurred an increase in child maltreatment. The trauma of child maltreatment, increased time on the street, or the combination of both leaves young people at greater risk of human trafficking.

Learning to live through a crisis, particularly as we continue to understand its potentially devastating impacts, can be quite challenging. In [this NPR piece](#), writer Terri Cheney says learning to cope with bipolar disorder for decades has given her insights on how to handle the isolation and anxiety of the pandemic. Cheney stresses the importance of having compassion for oneself, and if supporting another person, resisting the urge to give advice and simply listening.

Adverse Childhood Experiences (ACEs)



Grace Chiang writes about her parents' high levels of childhood trauma, which they did not realize could affect their kids, in her New York Times piece titled [Healing the Whole Family](#). Chiang cites her parents' ACEs scores in the piece.

Harvard University's Center on the Developing Child's latest working paper, [Connecting the Brain to the Rest of the Body](#), highlights these five

key takeaways:

1. All biological systems in the body interact with each other and adapt to the contexts in which a child is developing - for better or for worse.
2. Excessive and persistent adversity early in life can overload biological systems and lead to long-term consequences.

3. The brain's developing circuits are highly sensitive to the disruptive effects of elevated stress activation.
4. Early, frequent activation of the immune system which defends the body against an infection and a variety of toxic substances, can result in a "double hit" against lifelong health.
5. The combination of stress and inflammation is especially threatening to health and well-being through its effects on the cardiometabolic system.

Looking toward prevention, [The Center for American Progress](#) highlights the role of policy in creating and addressing adverse childhood experiences and the importance of policymakers understanding the roots of adversity in unjust systems. Lastly, we would like to congratulate the Georgia Department of Public Health for being [one of the four state departments](#) to be awarded with the CDC's Data to Action ACEs prevention funding. The awardees will measure, track, and prevent ACEs within their states.

Managing Back-to-School Anxiety

Kaiser Permanente has developed [back-to-school guides](#) which contain grade-specific activities that follow a five-week pathway designed to boost socio-emotional skills of students, staff, and families.

As many Georgia counties are gearing up to return to in-person learning in public schools in the next few weeks, the CDC has created a helpful [checklist](#) for parents to aid with this transition and ensure they can be as diligent with their children's health and safety as they are with their studying.



Leaders at NewSchools Venture Fund wrote a report examining how schools can meet students' social-emotional needs during the pandemic, and discuss its implications [here](#). The report's four main takeaways are:

1. Students who feel physically and emotionally safe tend to do better academically.
2. When students believe their abilities and skills can grow with effort, they are more likely to have higher learning outcomes.
3. Students who develop ways to cope with stress, emotions, feelings, and behaviors in different situations are likely to do better academically.
4. More than any single culture factor or social-emotional competency, these two "power pairs" are associated with higher learning outcomes:
 - a belief their abilities and skills can grow with effort and they feel physically and emotionally safe, or
 - a belief their abilities and skills can grow with effort and they feel their teachers expect a lot from them in terms of effort, persistence, and learning.

COVID-19 Resources

- United Way of Greater Atlanta has partnered with the City of Atlanta to create the Atlanta COVID-19 Emergency Rental Assistance Program for Atlanta residents facing job loss or financial hardship as a result of the pandemic. Find out if you are eligible and submit an application [here](#).
- The Georgia Department of Early Care and Learning (DECAL) has launched their new [Supporting Onsite Learning for Virtual Education \(SOLVE\) program](#) which will offer financial assistance to families of students ages 5-12 whose schools have decided to move forward with virtual learning.
- A [CDC Atlanta study](#) shows that although the risk of severe health outcomes from COVID-19 in young adults without underlying health conditions is relatively low, faculty, university staff, and close contacts of college students at home and in the community might be at a considerably higher risk for severe illness and death if they were to become infected.



Racial Equity Resources



- Cobb County commissioners approved the creation of a [citizen advisory board](#) to help identify and address racism. The Council's creation comes three months after commissioners approved a resolution condemning racism and protests following the death of George Floyd.
- Rainier Harris, a senior at Regis High School, a Catholic high school on Manhattan's Upper East Side, [writes in the New York Times](#) about how the school took a new and innovative approach to the racism he experienced there: "it's the only way real change can be made."

“Although the world is full of suffering, it is also full of the overcoming of it.”

-Helen Keller

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Difference



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