

RESILIENCE



**TALKING ABOUT RESILIENCE
COMMUNITY OF PRACTICE SONOMA COUNTY
MARCH 21, 2017**

Overview



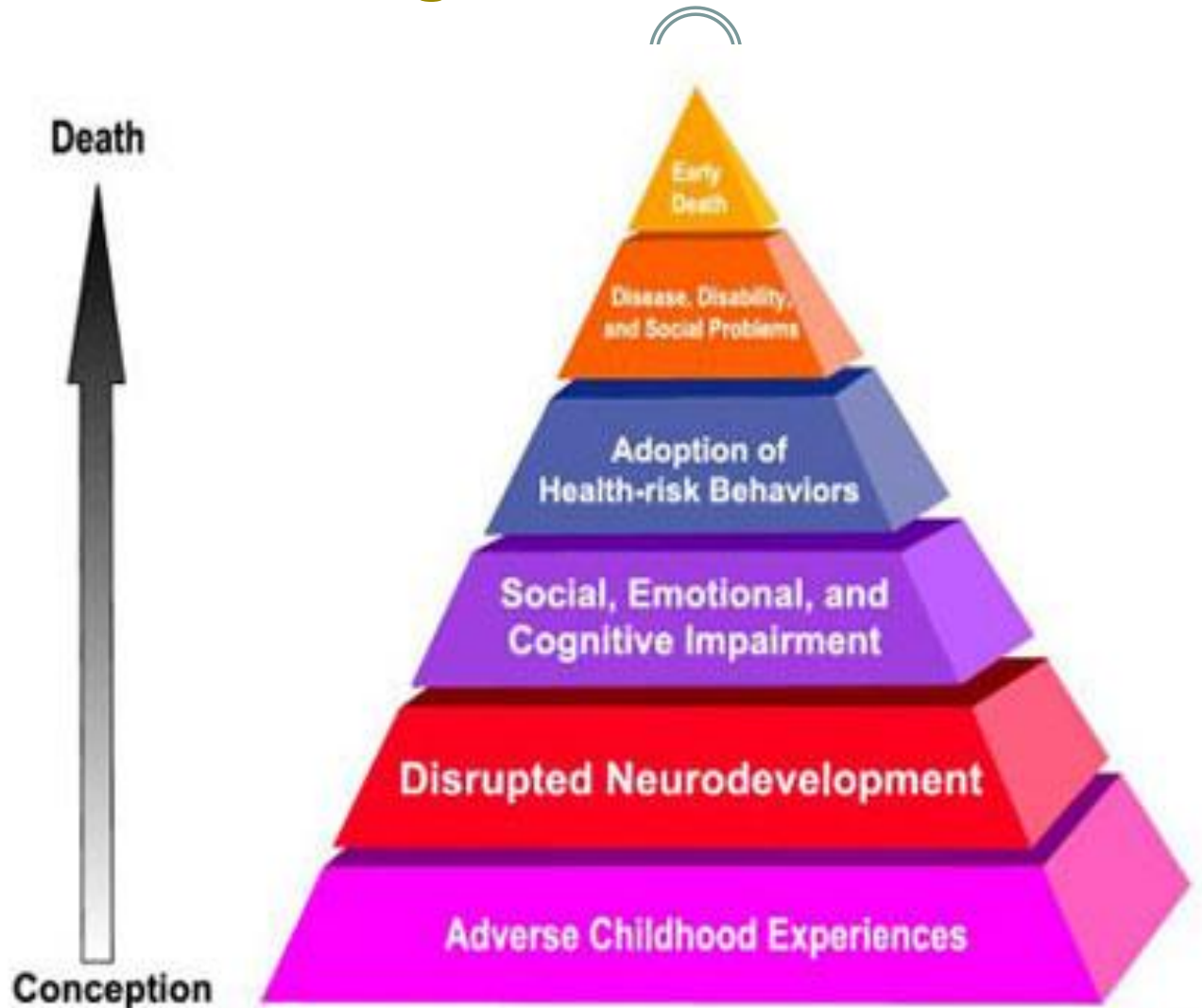
- ACES Just Started the Conversation
- Resilience and ACE Interface Materials
- The Resilience Scale
- Resilience and Hope
- Resilience and Trauma Informed Care
- Resilience and Policy

"I am still learning."

- MICHELANGELO -
(At Age 87)



Original ACES PYRAMID



Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

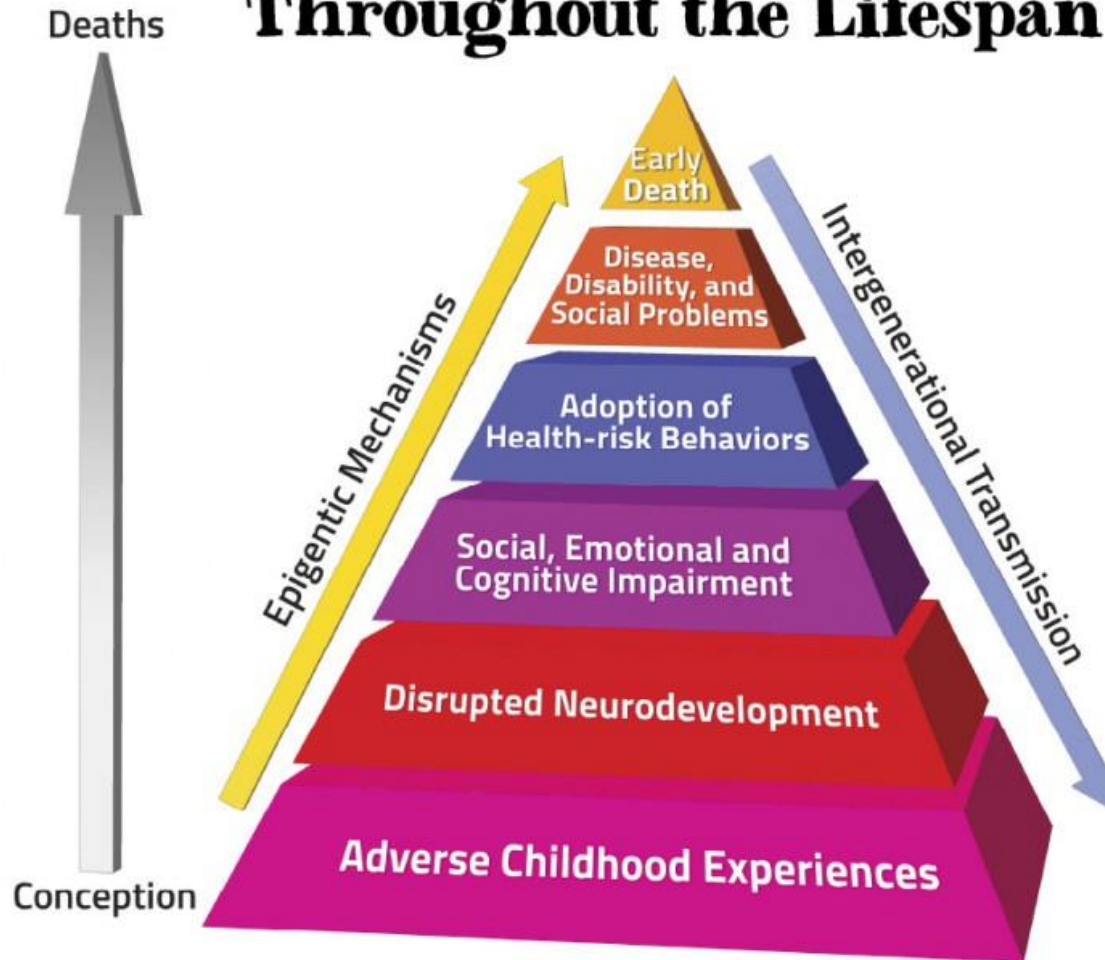
Health Risk Behaviors: **Coping Mechanisms**



- ❖ “Risk” behaviors begin as survival skills for the traumatized child
- ❖ Immediate psychological benefit as coping devices
- ❖ When human interactions cannot induce reward, people turn to other ways of relieving distress
- ❖ Yesterday’s solutions often cause problems today



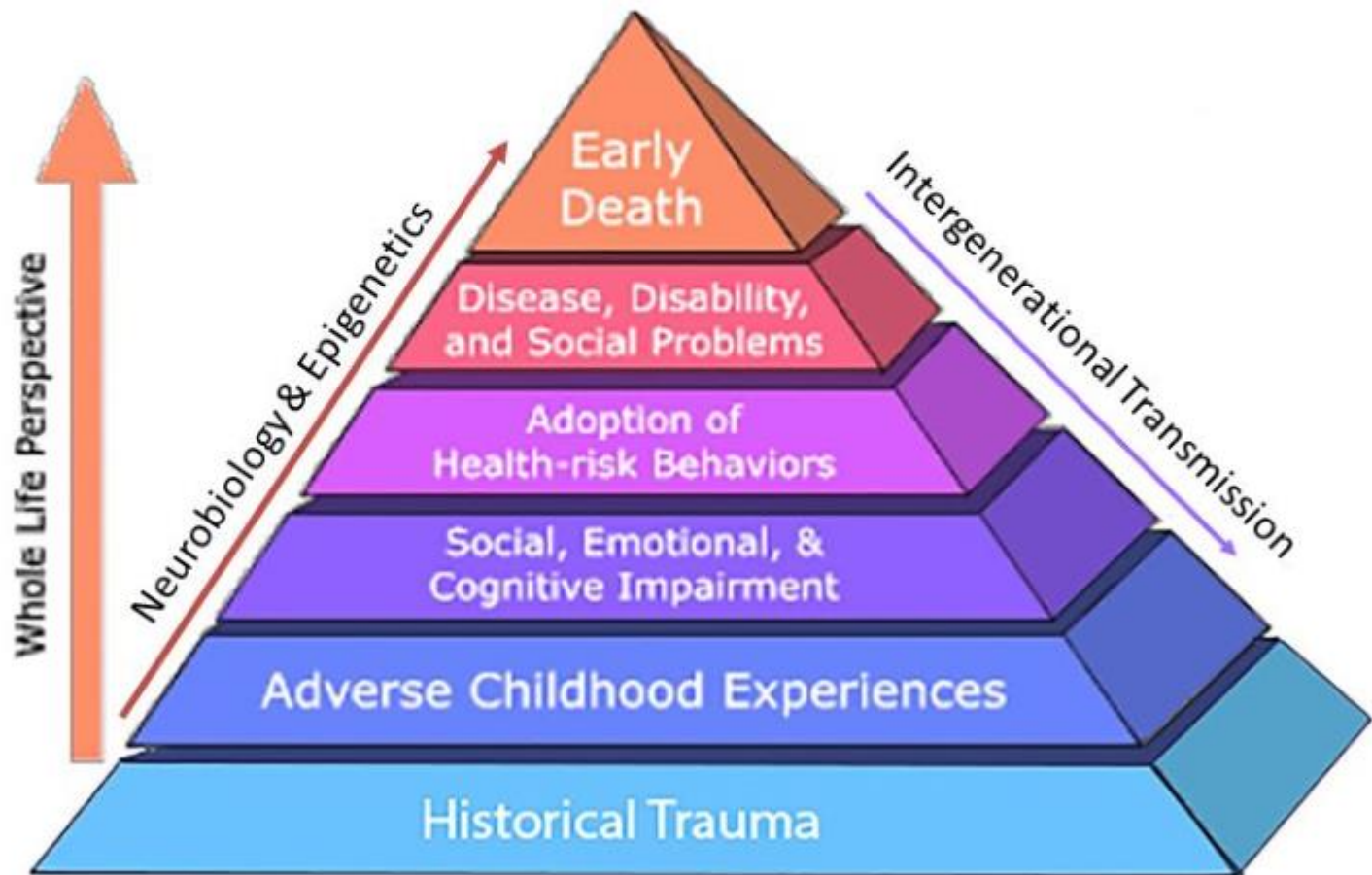
Mechanisms by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



Slide Courtesy of Rob Anda, MD, MS



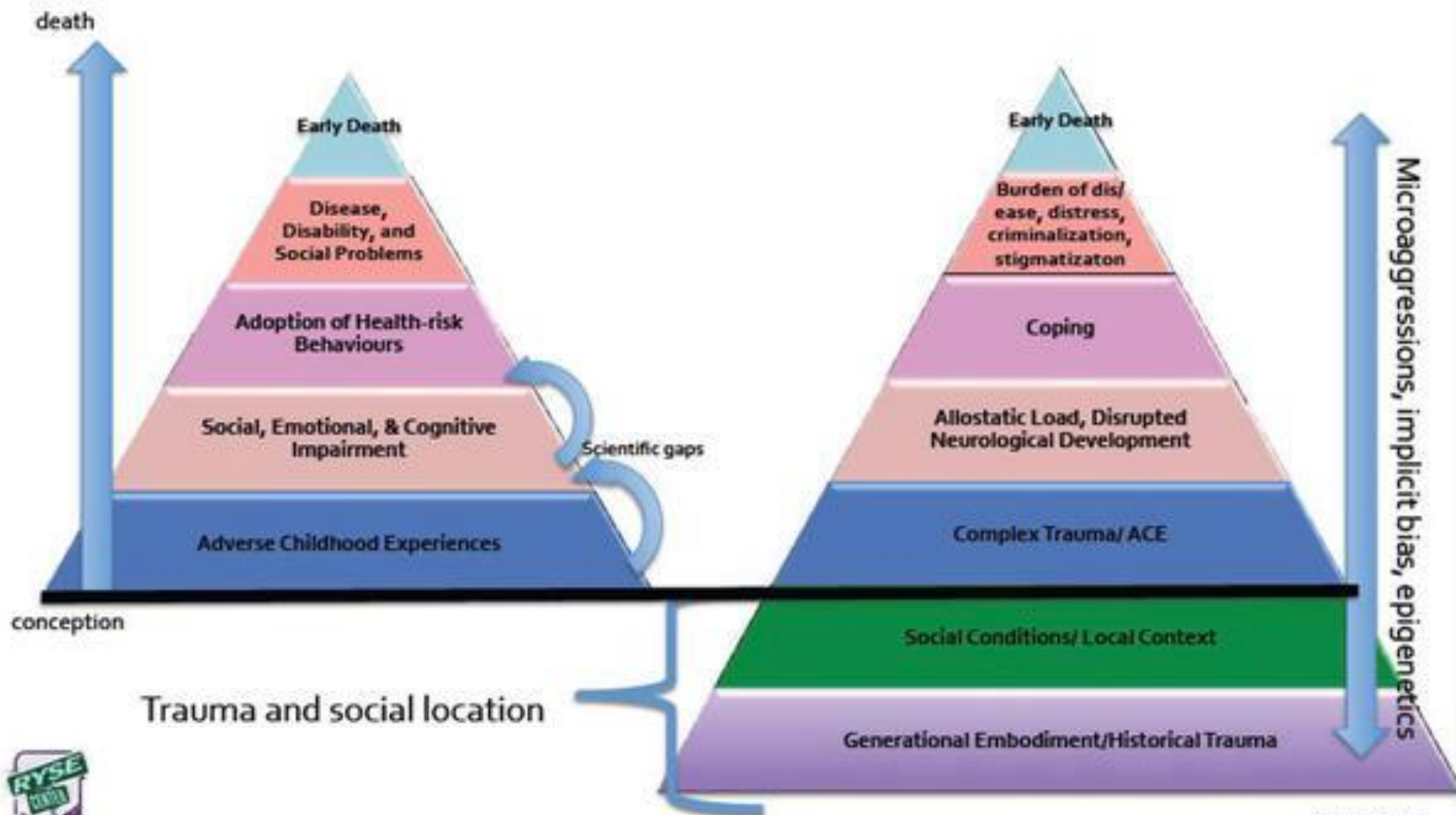
Adverse Childhood Experience Study



Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment



Sticky Resilience



**DEVELOPED BY THE FRAMEWORKS
INSTITUTE**

“Reason and objectivity are not the primary determinants of society’s reactions to traumatized people. Rather... society’s reactions seem to be primarily conservative impulses in the **service of maintaining the beliefs that the world is fundamentally just, that people are in charge of their lives, and that bad things only happen to people who deserve them.**”

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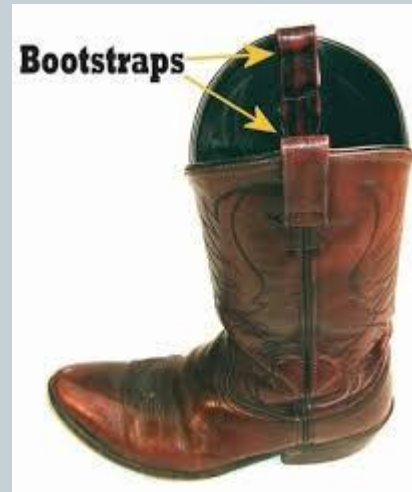
McFarlane & van der Kolk
Traumatic Stress
1996 (p. 35

Resilience

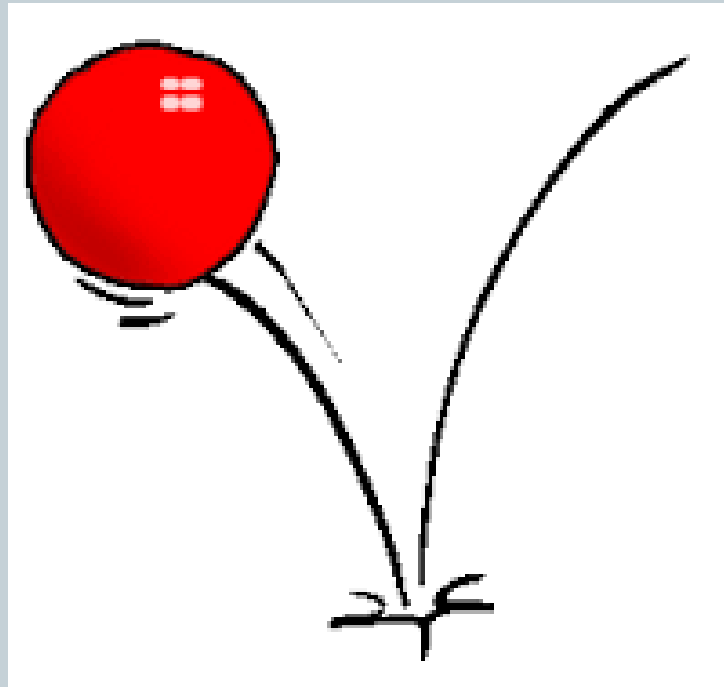


- **Original: Science** term used to describe how and object can return to its original form after being bent, compressed, stretched etc.
- **Applied to Human Biology and Psychology:** the ability to recover from illness, depression, adversity, etc.

What Resilience is NOT



It's Probably Not This Either



It Might Be More Like This!

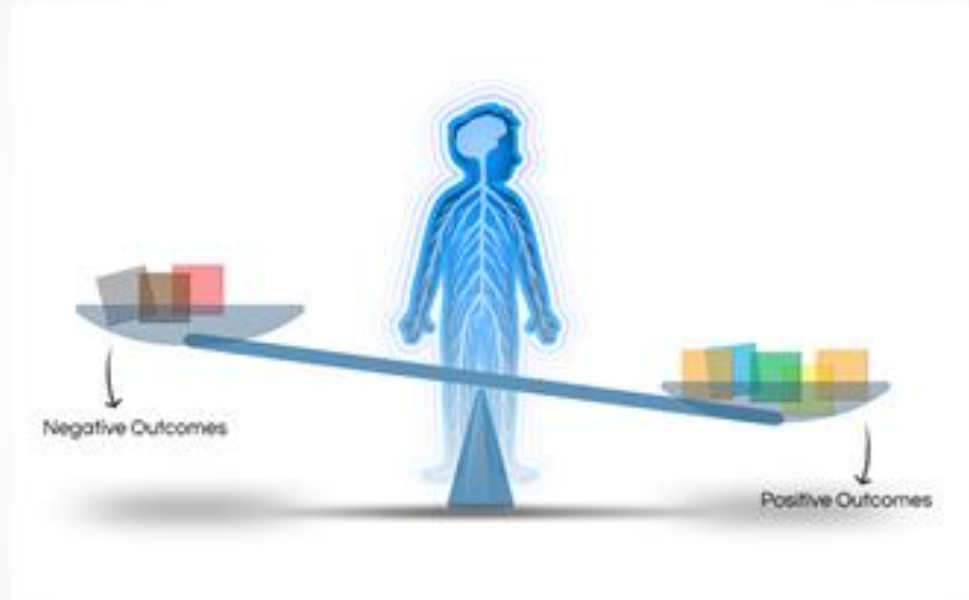


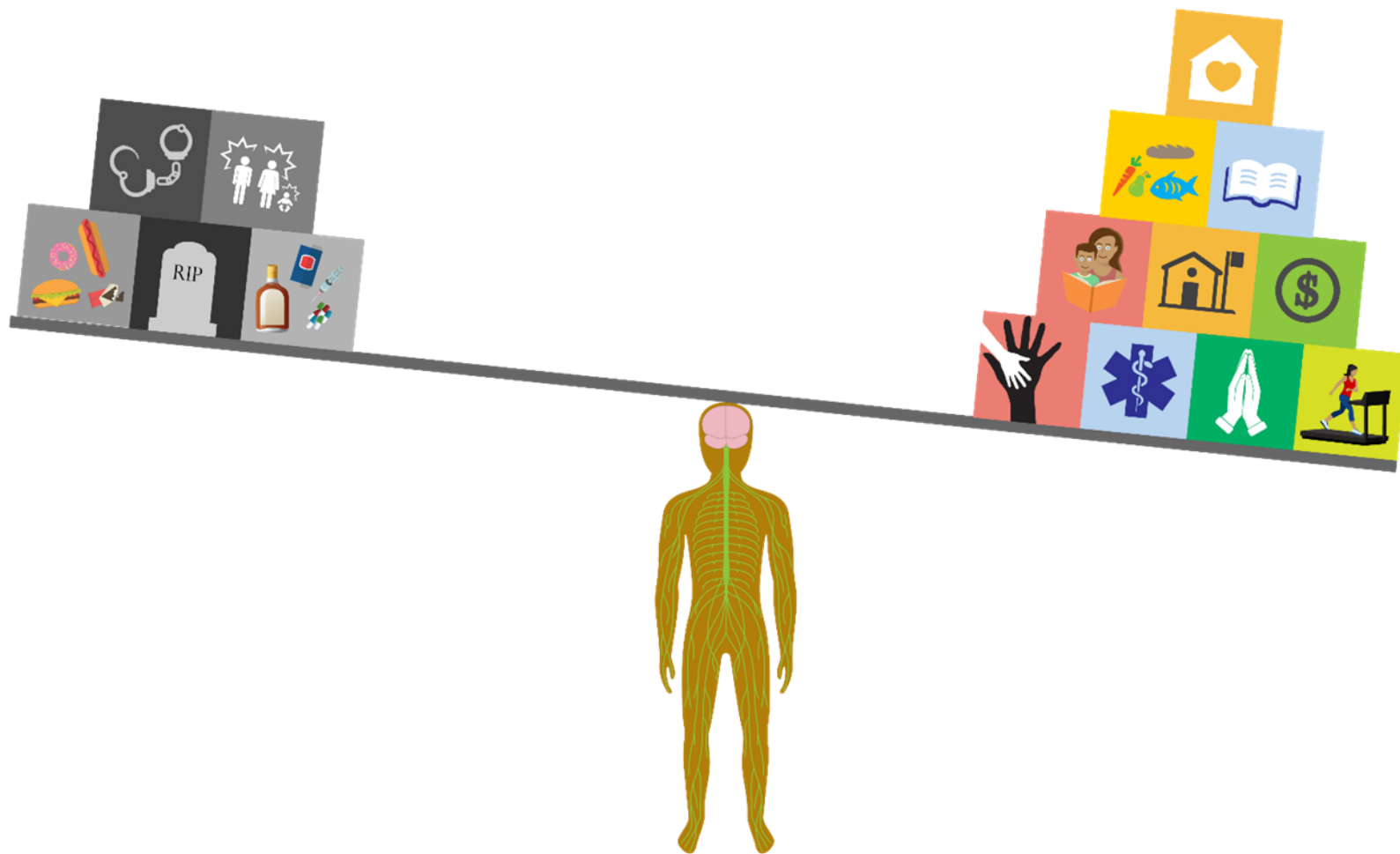
Using 2 “sticky” metaphors to explain resilience



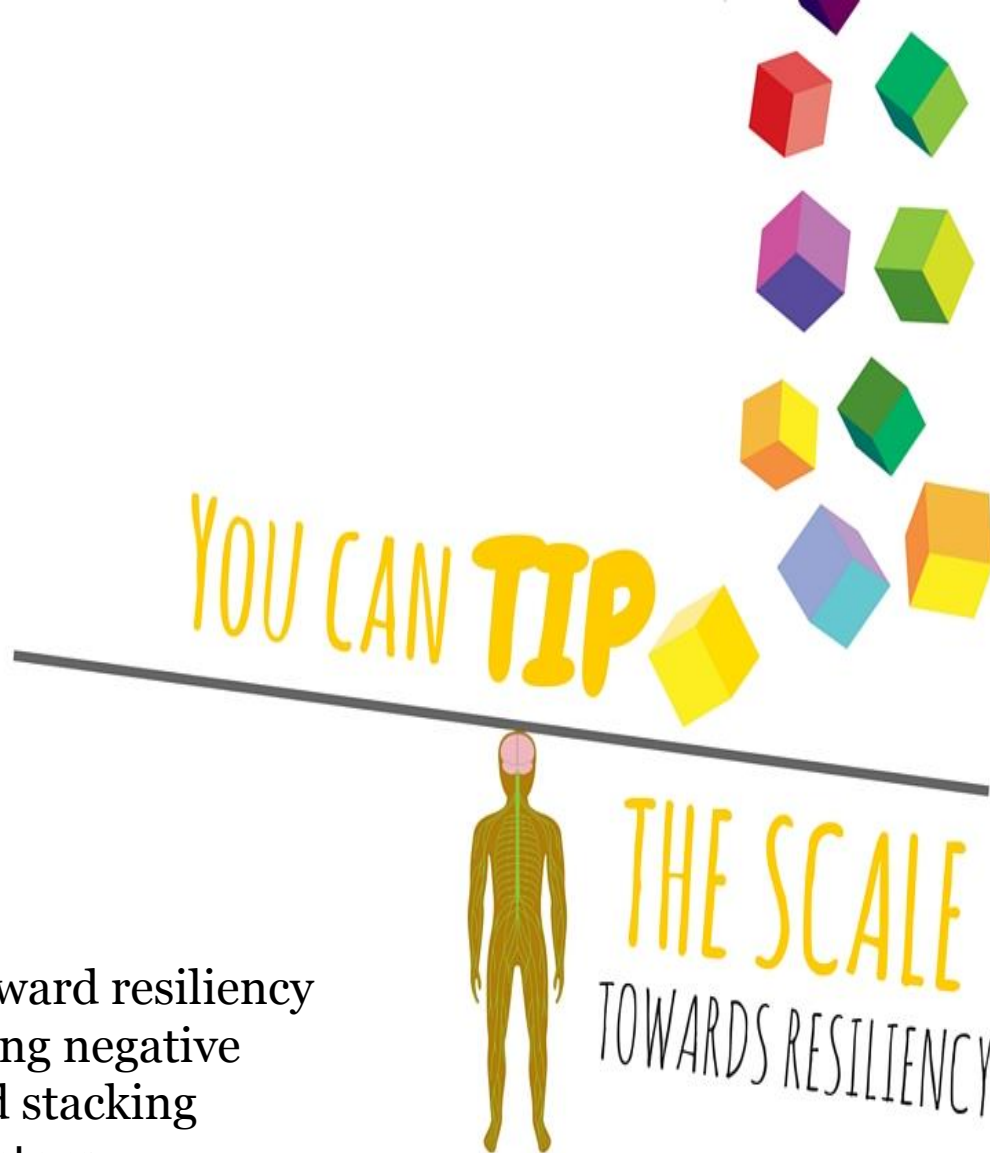
- **Resiliency Scale**
 - Positive and Negative stacking factors
 - Tipping toward resiliency
- **Resource Grid**
 - Understanding that resiliency is nested within systems of support
 - Filling in the gaps of a resource grid

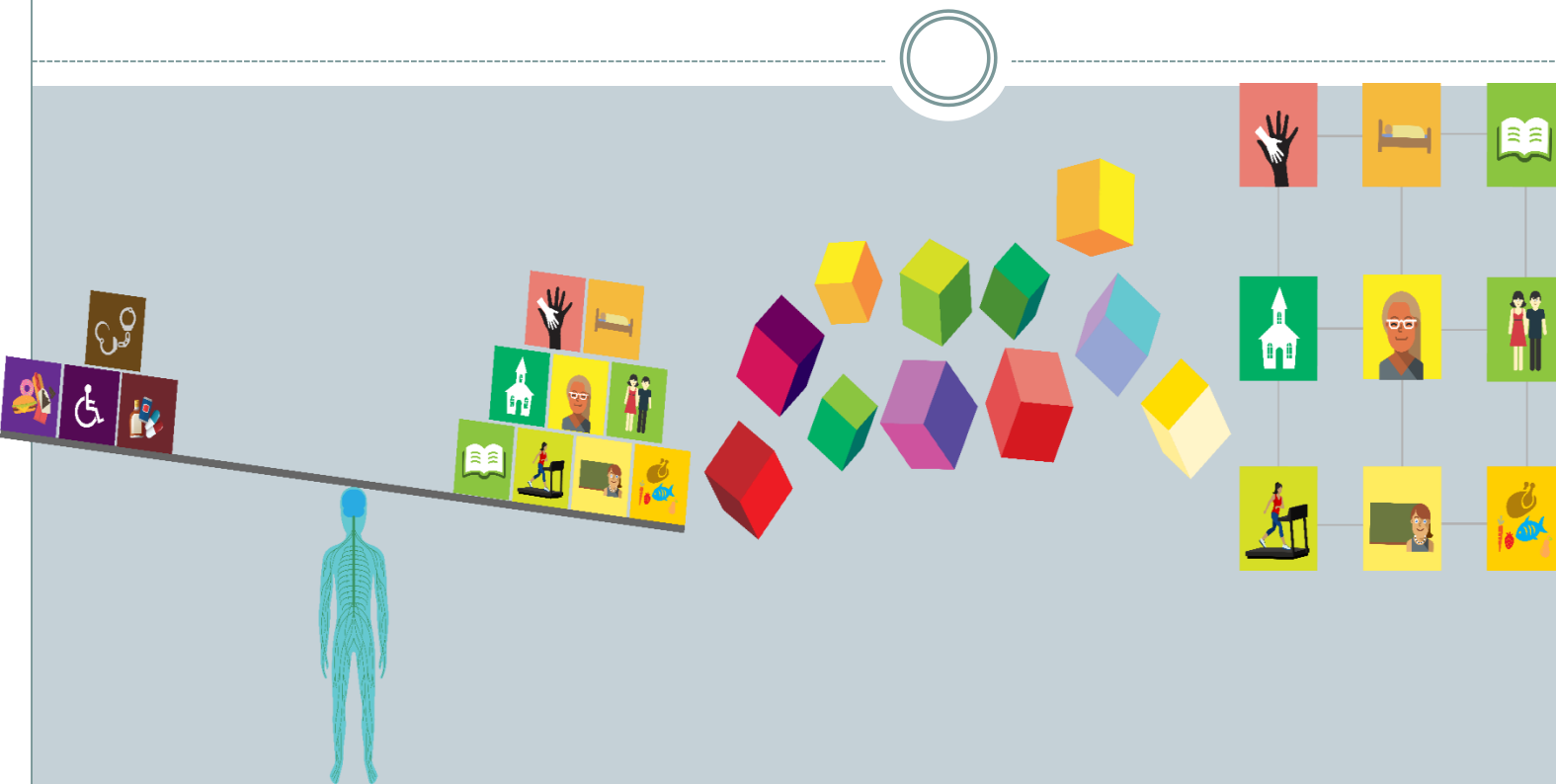
The Resilience Scale





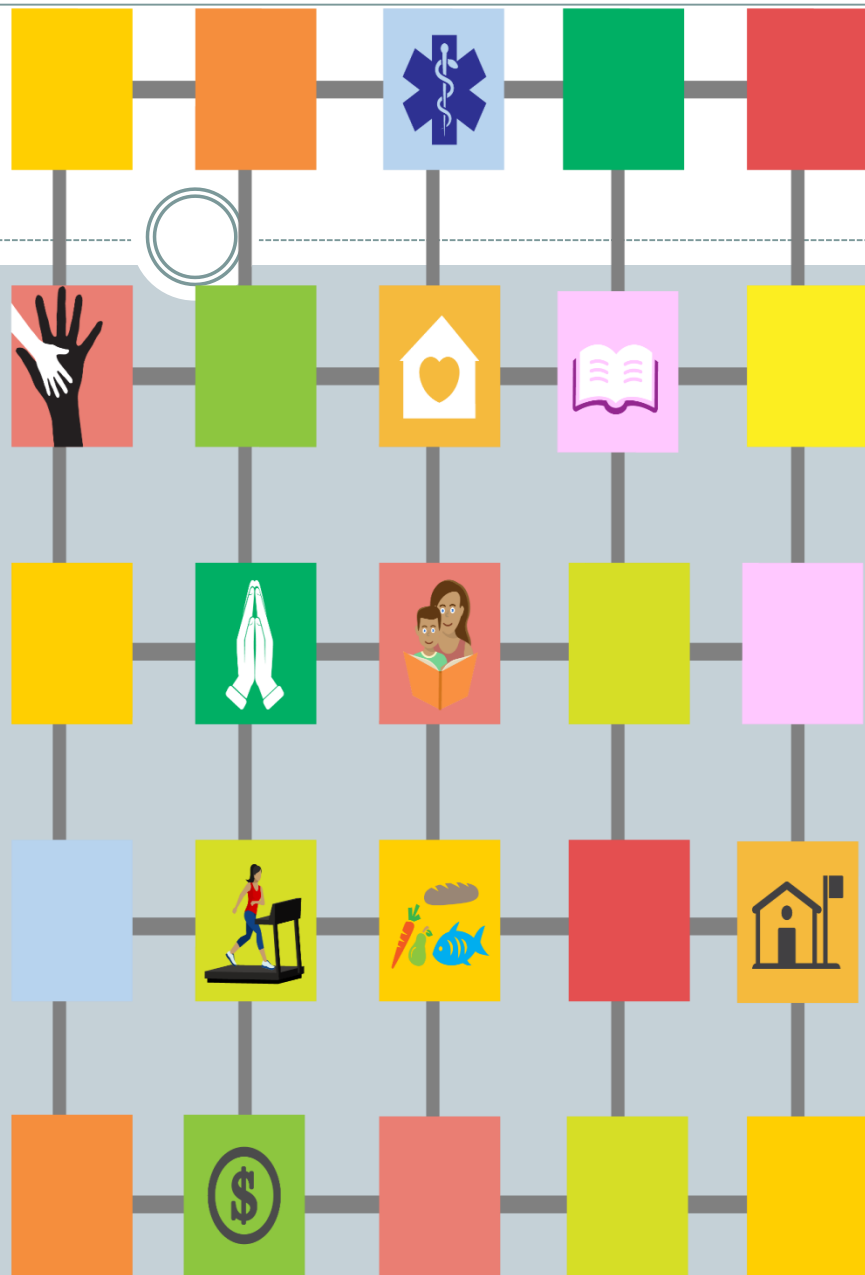
Tipping toward resiliency
by offloading negative
factors and stacking
positive factors.

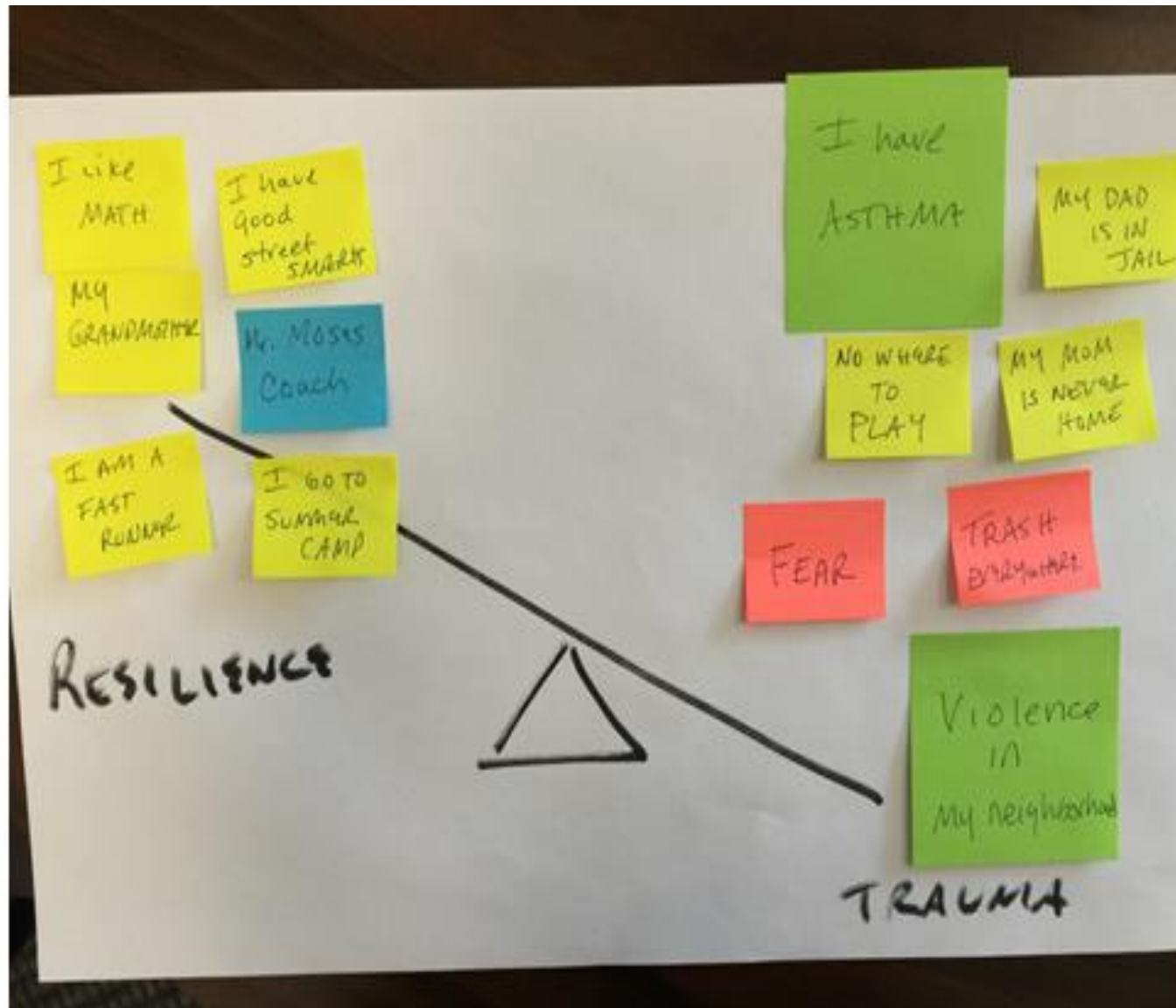




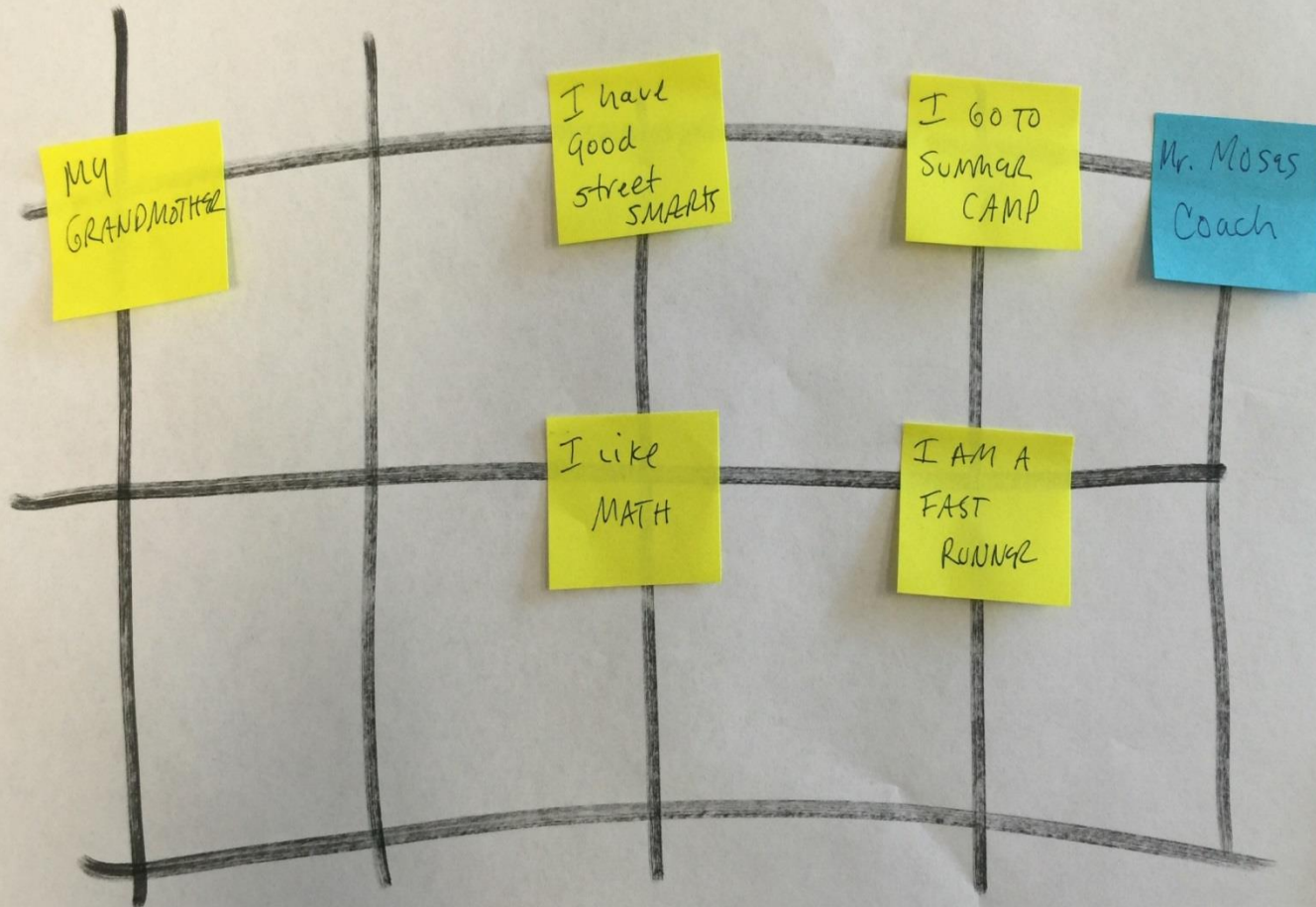
Building out our
resource grid

Resource
Grid:
Identifying
gaps and
filling them in

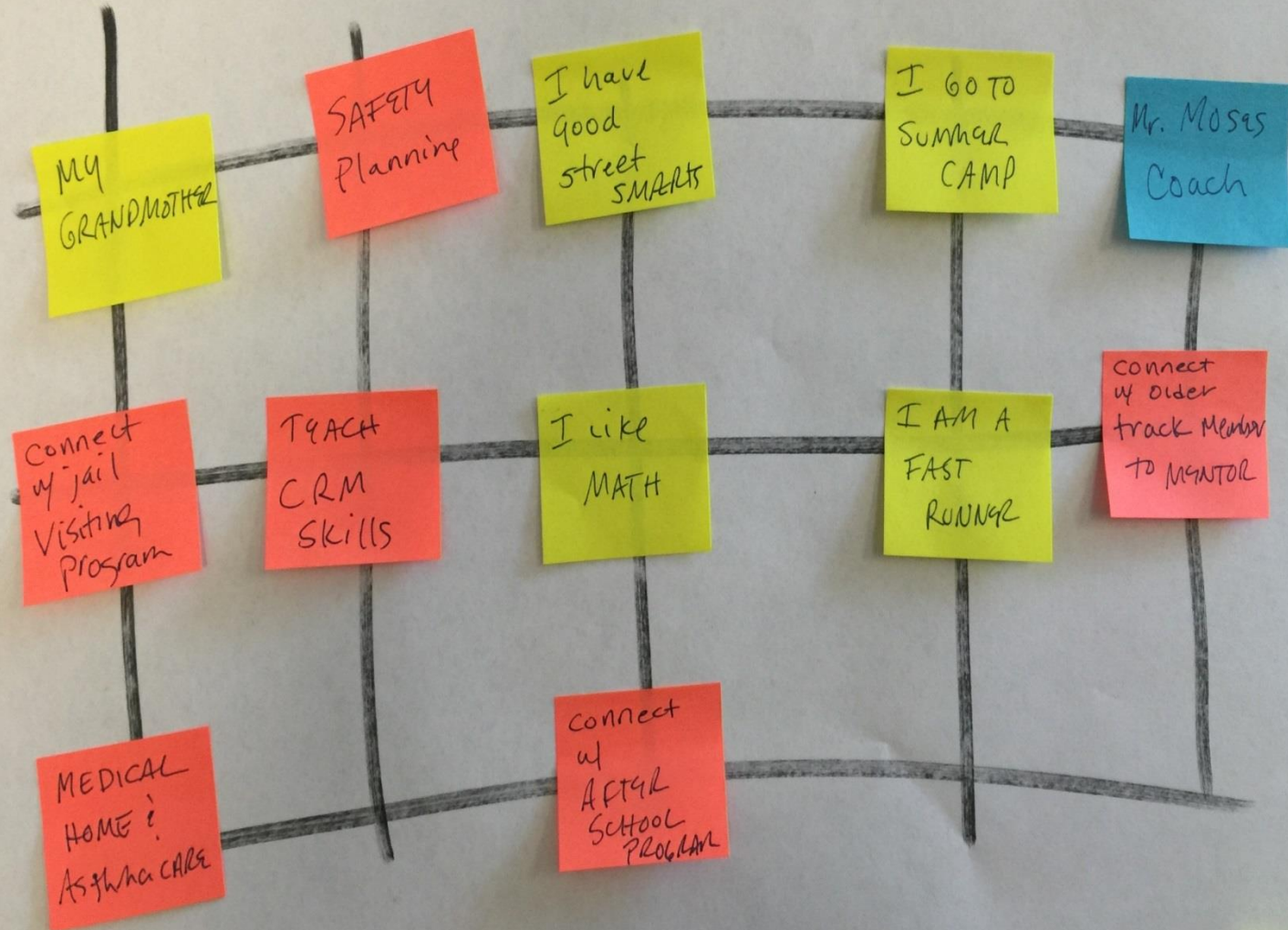




RESOURCE GRID - filling in the GAPS



RESOURCE GRID - filling in the GAPS



Resilience is an OUTCOME



RESILIENCE AND HOPE



RELATIONSHIPS ARE KEY

Some Mammals are Hard Wired



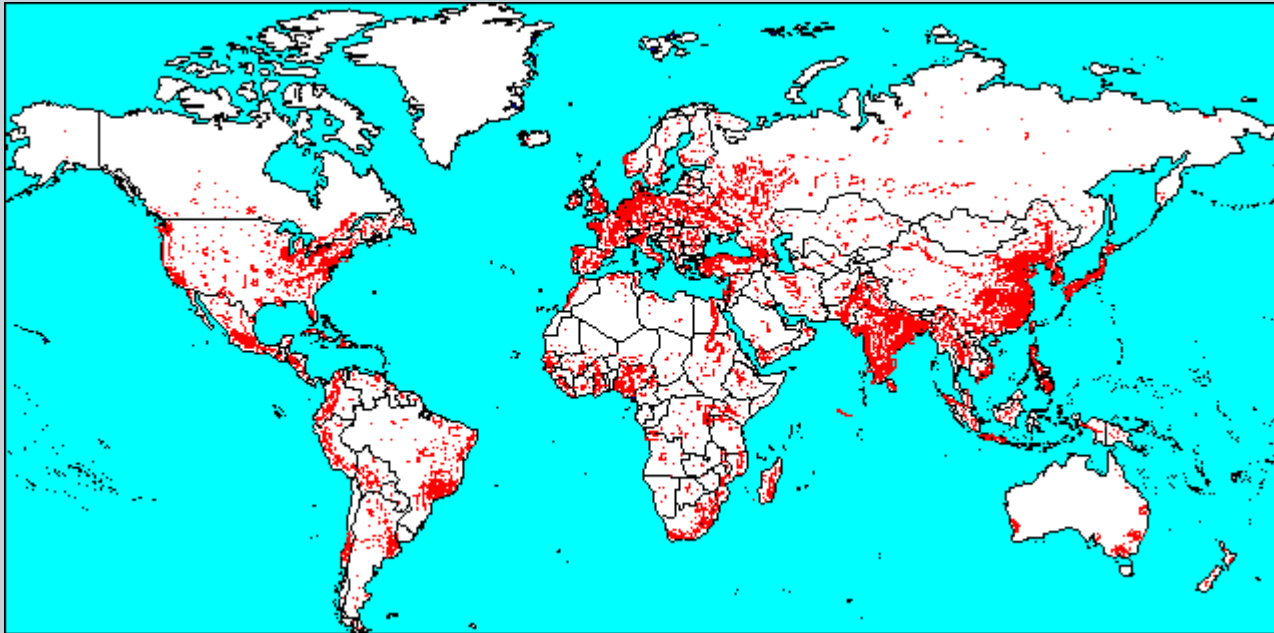
Where Zebras Live



Humans are Live Wired



Where Humans Live



What it Means to be “Life” Wired



Development for a Tough Life



- **Brain**
 - Emotional processing regions smaller, less efficient
 - More efficient production of stress related chemicals
 - Dysregulated “Happy” hormones
 - Fewer receptors for calming
 - Less White Matter

Development for a Tough Life



- **Individual Characteristics**
 - Competitive
 - Hot tempered
 - Impulsive
 - Hyper-vigilant
 - Brawn over Brain Valued
 - Withdraw
 - Emotionally detach

Development for a Tough Life



- **In periods of war or famine the individual and the species is more likely to survive.**



Development for a Good Life



- **Brain**
 - Emotion processing regions robust and efficient
 - Abundant “Happy” hormones
 - High density white matter, especially in mid-brain

Development for a Good Life



- **Individual Characteristics**
 - Relationship Oriented
 - Laid back
 - Reflective
 - Value “Process over Power”

Development for a Good Life







RESILIENCE & TRAUMA INFORMED CARE



RELATIONSHIPS ARE KEY

What do we need to create resilience?



- **Attachment to caring adult(s), mentors**
 - Nurturing is actually reparative and regenerative!
- **Opportunities**
- **Choices**
- **Relationships**
- **Timing**

Building Resilience



The single most common factor for children who develop resilience is at least one stable and committed relationship with an adult

- This can be a teacher, coach or other school personnel
- Nurturing and positive relationship with an adult who sees their strengths
- A relationship as brief as one school year can make a dramatic lasting impact

Resilience is a Developmental Process



- Individuals can develop skills and characteristics that help them adjust to the environment as it challenges us.
- Resiliency occurs across a continuum. You can be resilient in some situations and do poorly in another.
- **None of us is perfect** – we all have experiences where we didn't adapt as well.
 - New boss at work
 - Divorce
 - Child's new girl friend/boyfriend
 - Illness, disability, etc.

Is this a Policy Issue?



Trauma Responsive



- Resilience and context are inseparable.
- In a environment that you perceive as dangerous and threatening, it makes no sense from a survival point of view to appear conspicuously vulnerable.

Tonette Walker -1st Lady Wisconsin (R)



- “Everyone needs to be trauma informed and understand what that means – from the bus driver to the lunch aide, to the school administrator, and even the governor.”
- www.fosteringfutureswisconsin.org



- Grace Harris, MFT



- Parent Resources Director

- **California Parenting Institute**

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