

Recovering from ACEs

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Special Thanks

- Some of the slides used and material referenced are the work of others, to whom I am greatly indebted, they are:
 - Tim Weider
 - Coordinated Care Services, Inc. (CCSI)
 - Monroe County Office of Mental Health



Adverse Childhood Experiences (ACEs)

- ACE study was published in 1998
- >17,000 middle class Americans
- Clearly demonstrated correlation of ACEs with negative adult physical and mental health outcomes.
- Continues to be reaffirmed with more recent studies.
- Mechanism is not 100% clear, but we are continuing to learn more...



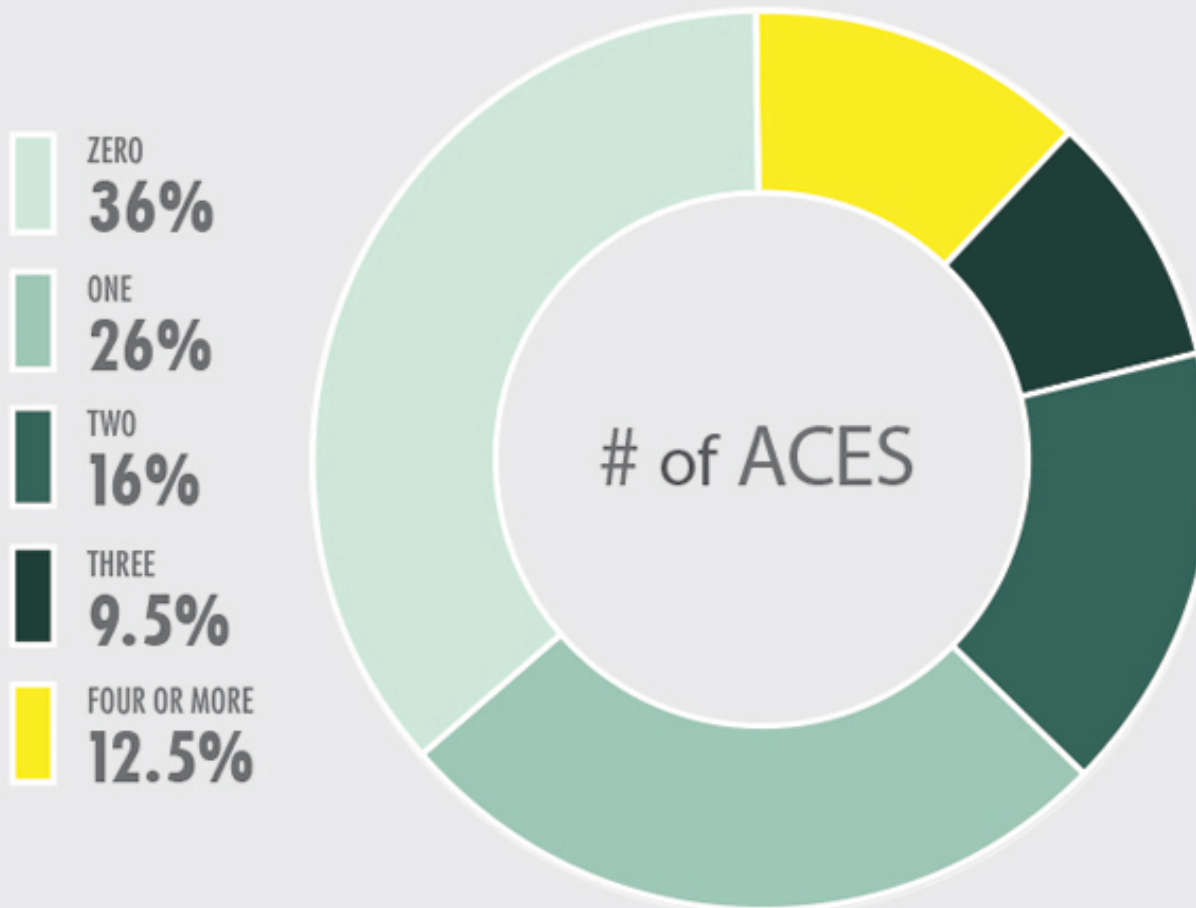
What do we mean by ACEs?

- Abuse (emotional, physical, sexual)
- Neglect (emotional, physical)
- Mother being treated violently
- Household substance abuse
- Household mental illness
- Parental separation or divorce
- Incarcerated household member
- Death of a parent
- Detrimental effects of community violence



How Common are ACES?

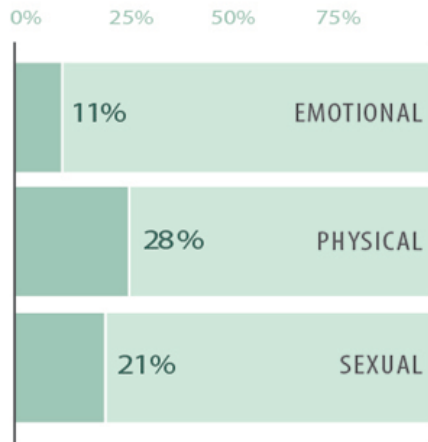
ACE Study



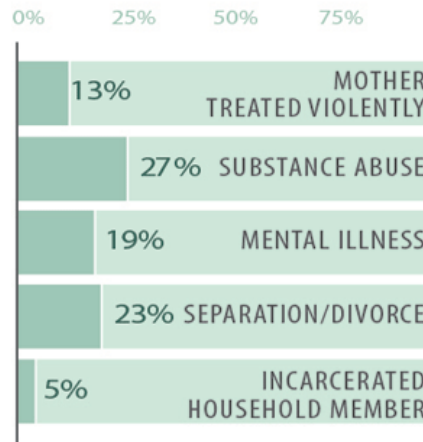
TYPES of ACES

The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges**, which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.

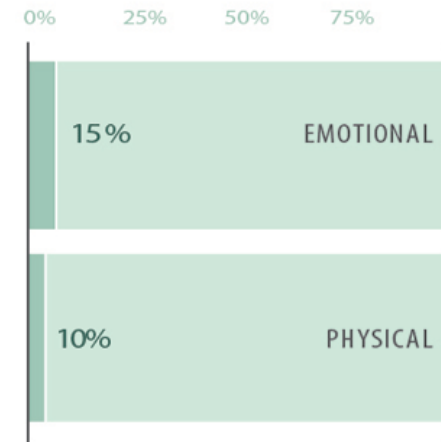
ABUSE



HOUSEHOLD CHALLENGES



NEGLECT



ACES can have lasting effects on....



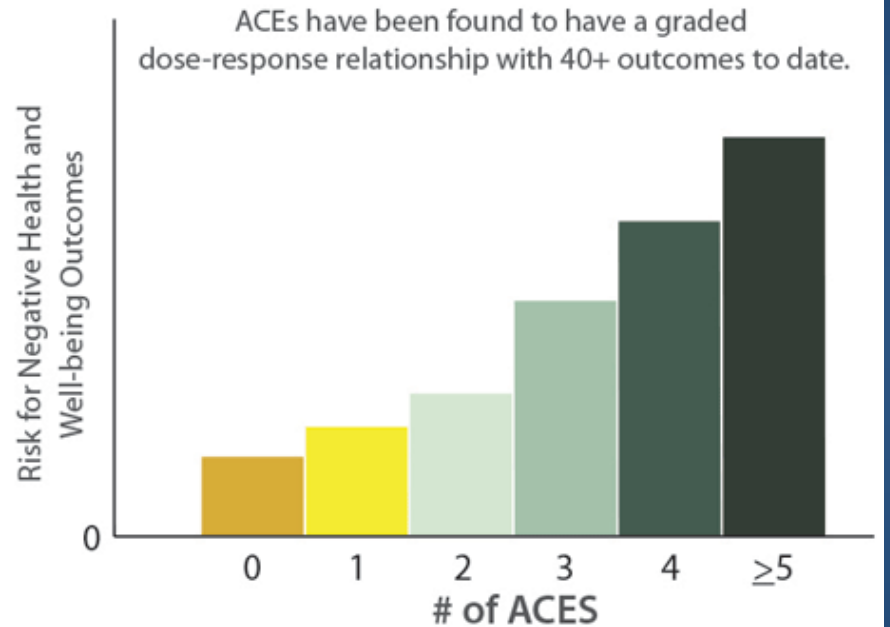
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)

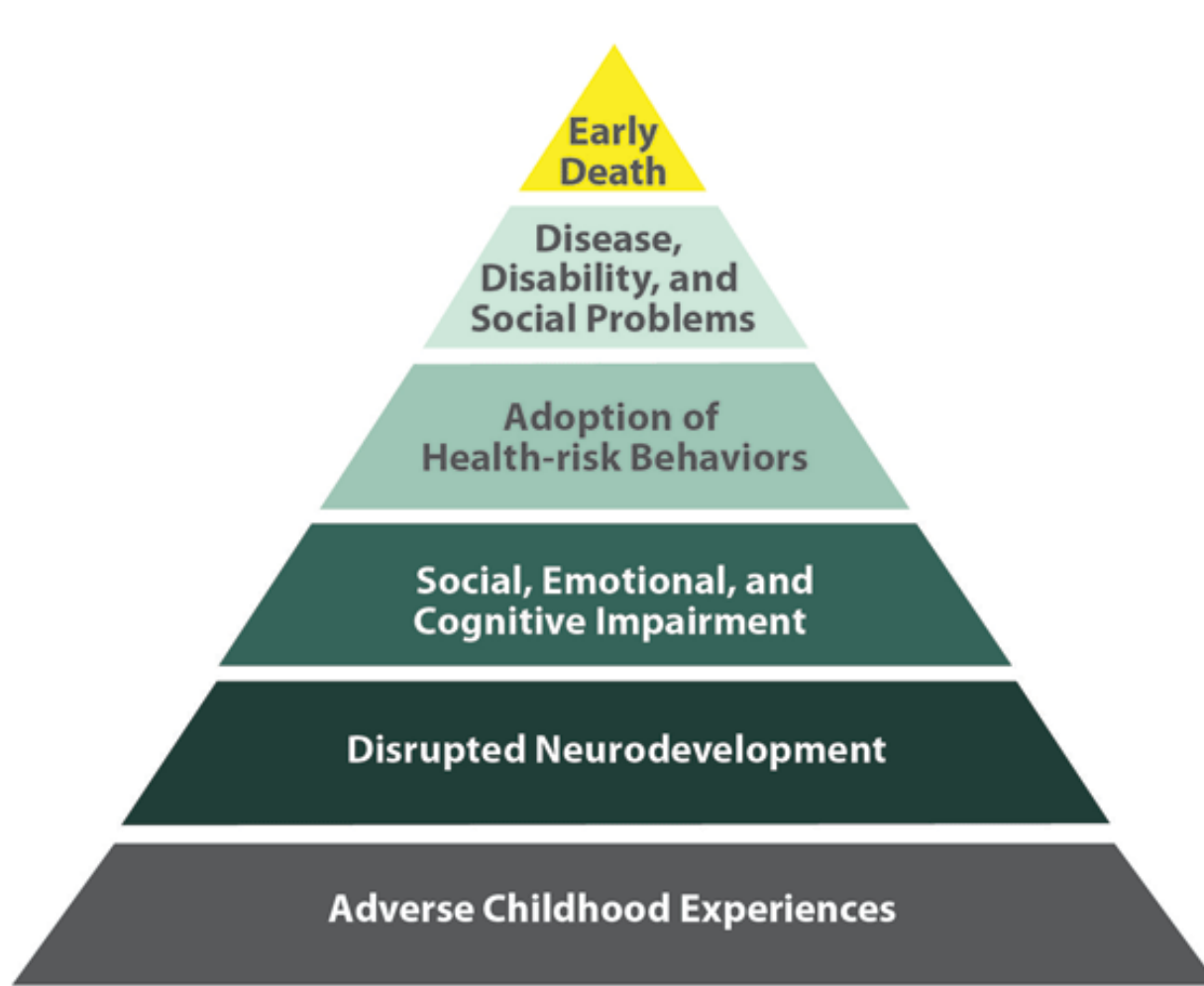


Life Potential (graduation rates, academic achievement, lost time from work)



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.





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



When is Stress “Toxic”?

- Stress - and emotional distress - is a normal and necessary part of development.
- Stress can be categorized as:
 - Positive: promoting growth
 - Tolerable: not helpful, but not damaging
 - Toxic: overwhelming a child’s coping mechanisms and leading to long term impairment



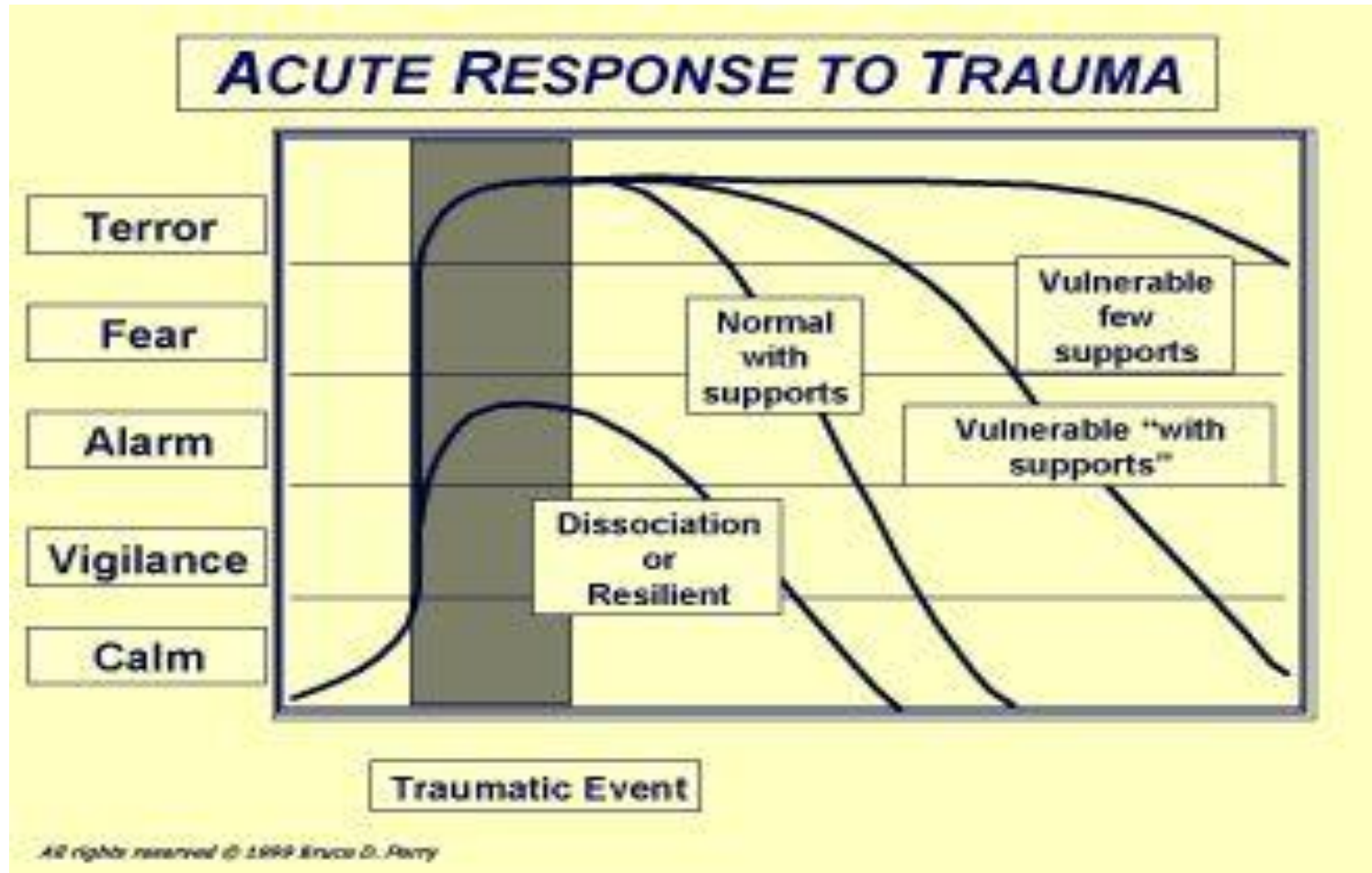
Toxic Stress Response

- Severe, repeated, or prolonged adversity, in the absence of adequate adult support, leads to prolonged activation of the stress response systems.
- This prolonged activation is believed to disrupt the development of brain and other organ system development



Psychobiological States

HYPER VIGILANCE



A Vicious Cycle

- ACEs can impact parenting capacity and lead to maladaptive responses to children.
 - Diminished capacity to respond appropriately to stressors in healthy way
 - Consequences of ACEs (e.g. SUDs, IPV, risky behaviors, etc.) which lead to perpetuating continuing exposure to ACEs across generations
 - Transmission of epigenetic changes!



CULTURAL NORMALIZATION OF VIOLENCE

▶ PROPENSITY TO ANGER AND VIOLENCE:

- ▶ High levels of exposure to community violence:
 - lead to increased aggressive behavior
 - **decreased reported psychological distress**

Ng-Mak, Daisy S.; Salzinger, Suzanne; Feldman, Richard S.; Stueve, C. Ann

- ▶ Community violence effects:
 - posttraumatic stress disorder (PTSD)
 - **externalizing problems.**

PTSD symptoms predicted by *victimization, witnessing, or hearing* about community violence.

- **adolescents reported externalizing behaviors**
- **children exhibited greater internalizing problems**

Patrick J. Fowler^{a1} [et al.](#), Carolyn J. Tompsett^{a1}, Jordan M. Braciszewski^{a1}, Angela J. Jacques-Tiura^{a1} and Boris B. Baltes^{a1}



A child born in Rochester's crescent will be exposed to 500 homicides and 3,000 violent crimes before he reaches 15 years of age.

Rochester Crescent risk by age 15

(US Dept of Justice Study)



95% of 12 – 17 Year Olds in Juvenile Justice
from Rochester Crescent Neighborhoods are
Children of Color with
Multiple Diagnostic Labels
Indicative of Trauma.

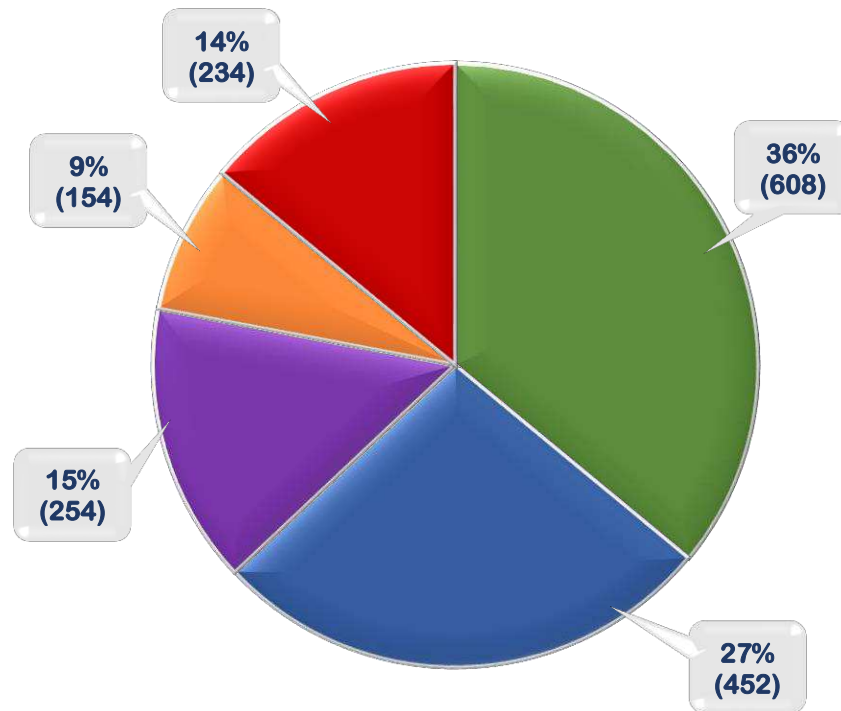


Assessing the ACEs in Monroe County
THE YOUTH RISK BEHAVIOR SURVEY

2017 data

From ACEs to Assets: Growing Resilience in Monroe County

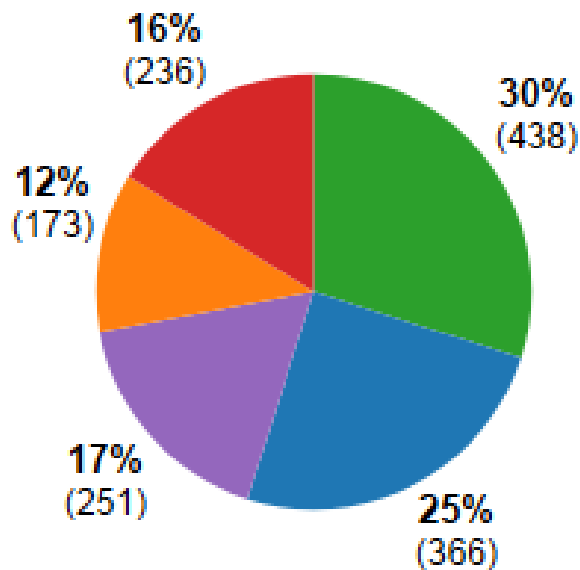
The 2017 Monroe County ACEs sample included 1702 respondents, representative of both urban and suburban districts.



How many kids are we talking about? (2015 data)

Distribution by ACES Total Score Category

n=1464



ACES Total Score Category

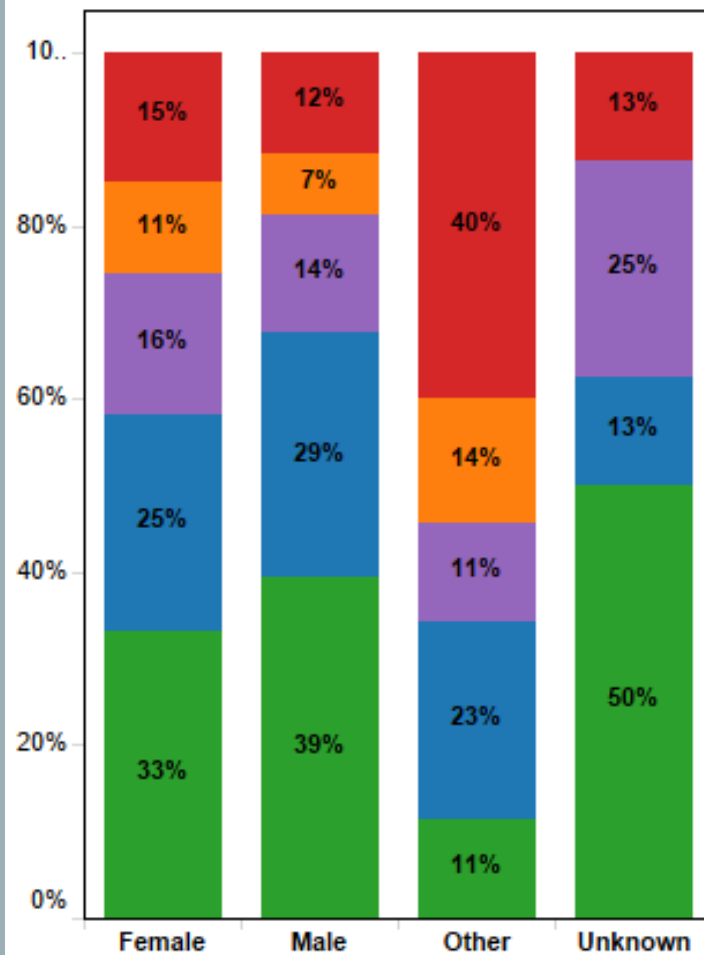
- No ACES Flags
- 1 ACES Flag
- 2 ACES Flags
- 3 ACES Flags
- 4 or More ACES Flags

MONROE COUNTY ACES BY GENDER

Demonstrates the distribution of ACE scores within each self-identified gender category

ACES Total Score Category

- No ACES Flags
- 1 ACES Flag
- 2 ACES Flags
- 3 ACES Flags
- 4 or More ACES Flags



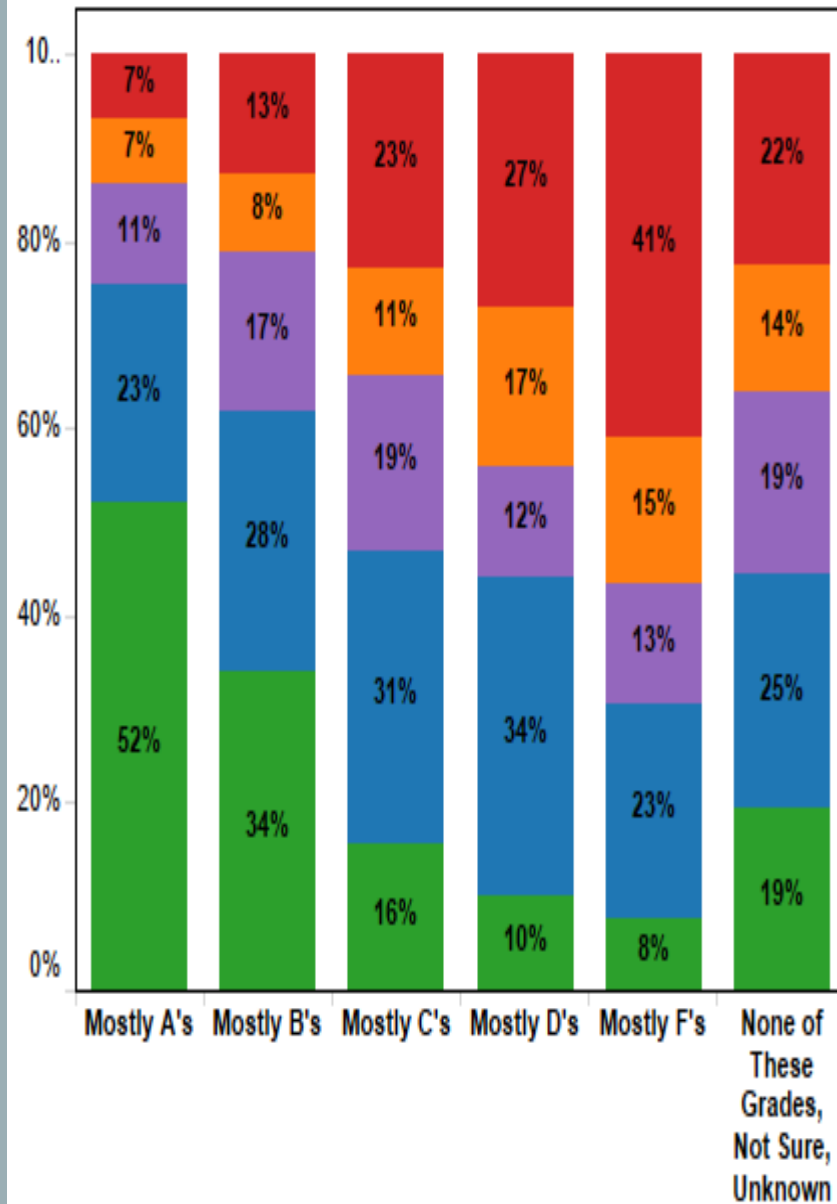
THE ACADEMIC IMPACT

Students were asked to identify their average grades over the last 12 months

- 56% of those who reported receiving Mostly F's have experienced 3 or more ACEs

ACES Total Score Category

- No ACEs Flags
- 1 ACEs Flag
- 2 ACEs Flags
- 3 ACEs Flags
- 4 or More ACEs Flags

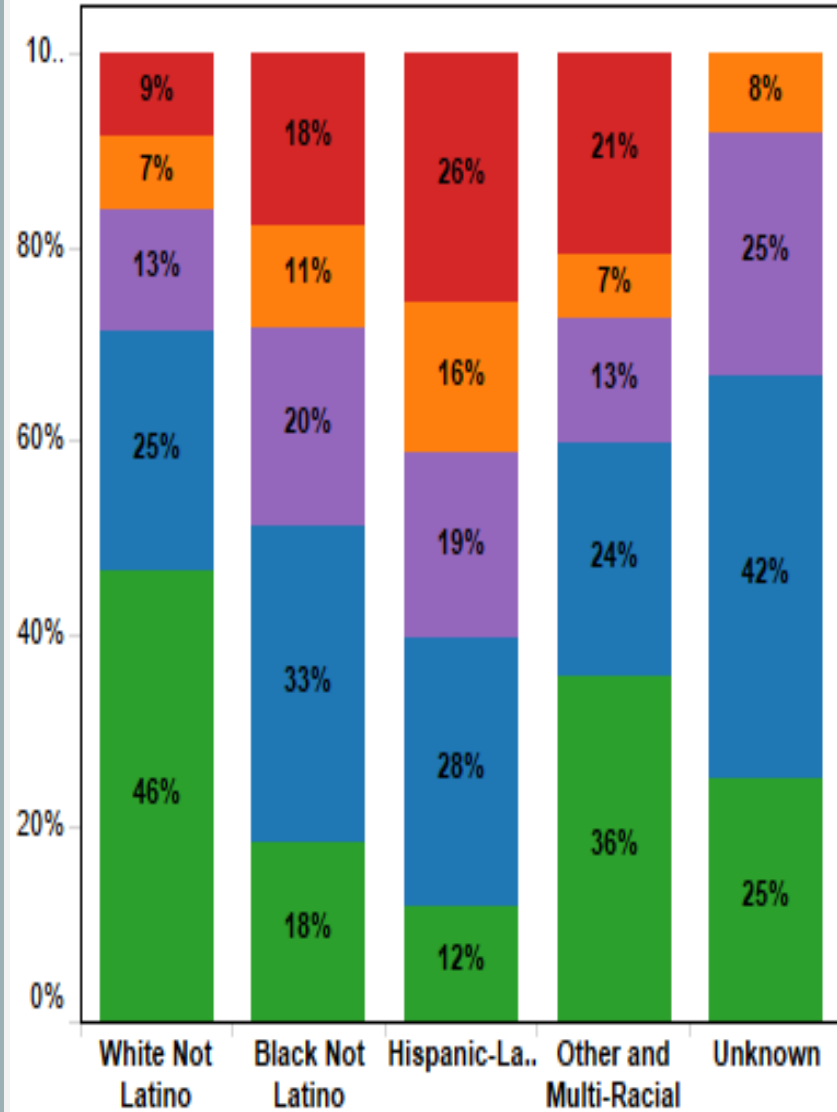


MONROE COUNTY ACES BY RACE-ETHNICITY

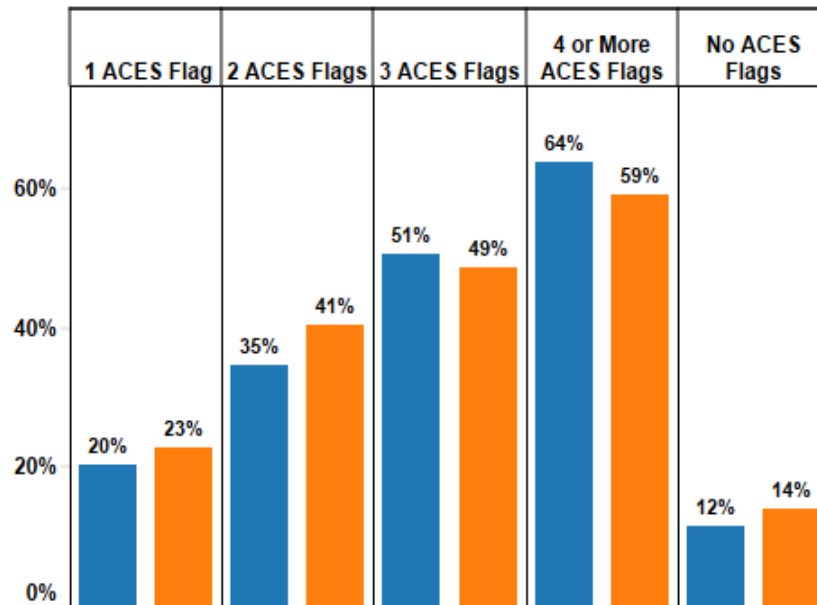
Demonstrates the distribution of ACE scores within each self-identified racial or ethnic category

ACES Total Score Category

- No ACES Flags
- 1 ACES Flag
- 2 ACES Flags
- 3 ACES Flags
- 4 or More ACES Flags



MENTAL HEALTH

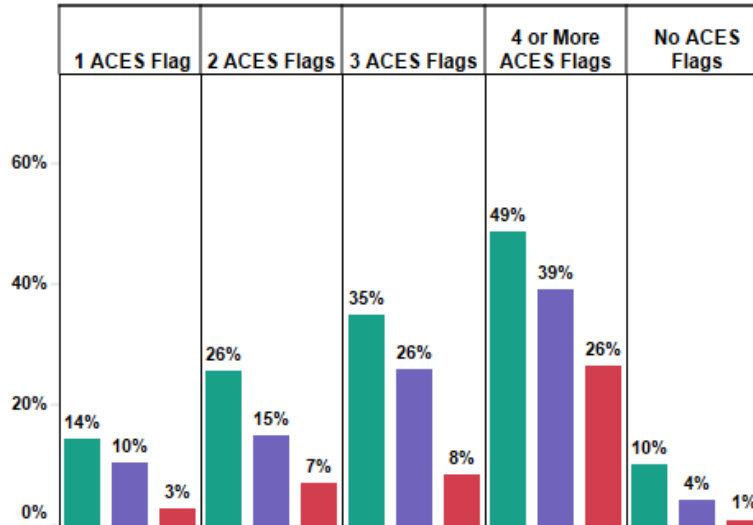


■ % total felt sad 2+ weeks in past year

■ % total for emotional problems

- 64% of students with **4 or more ACEs** reported feeling sad for 2 or more weeks in the past year
- 59% of students with **4 or more ACEs** reported difficulties from emotional problems

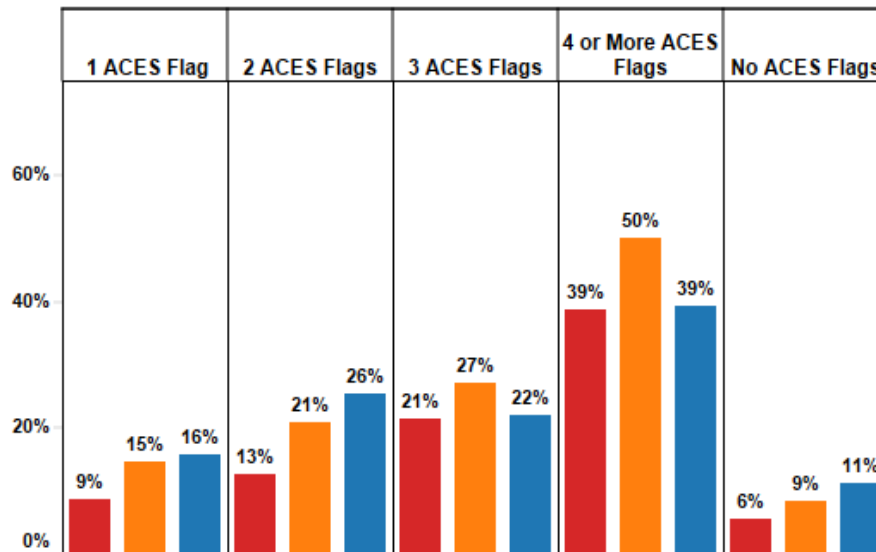
SUICIDE



- % total non-suicidal self-injury ever
- % total considered suicide in the past year
- % total attempted suicide in the past year

- 49% of student with **4 or more ACEs** reported engaging in self-injury
- 39% of students with **4 or more ACEs** reported considering suicide in the past year
- 26% of students with **4 or more ACEs** reported attempting suicide in the past year

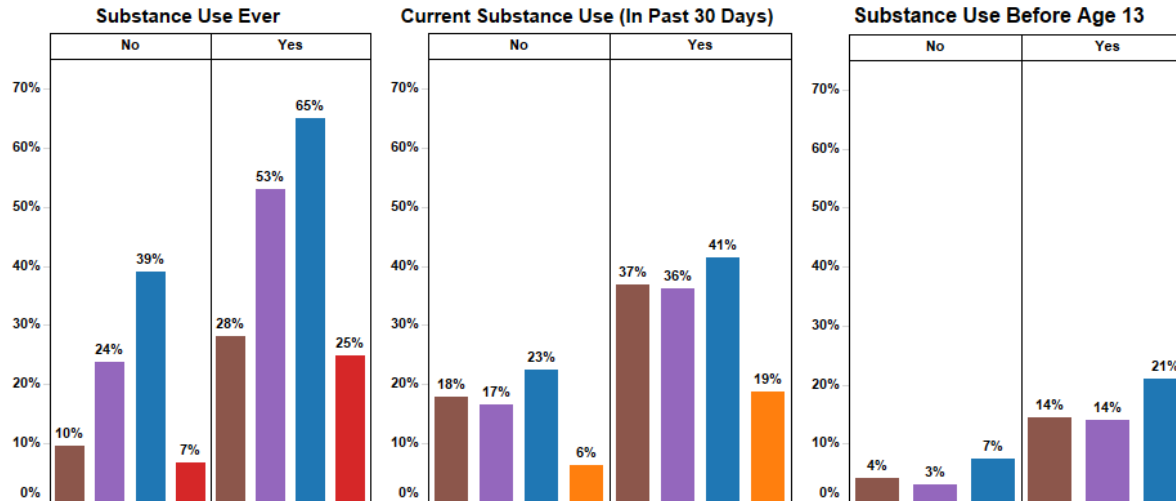
VIOLENCE



- % total carried weapons
- % total engaged in a fight
- % total victim in past 30 days

- 39% of students with **4 or more ACEs** reported carrying a weapon in the past 30 days
- 50% of students with **4 more ACEs** reported engaging in a fight in the past year
- 39% of students with **4 more ACEs** reported being a victim of violence in the past 30 days

SUBSTANCE USE



- Tobacco
- Marijuana
- Alcohol
- Any other drug
- Under the influence at school

➤ Risk comparisons based on Yes vs. No response to the Substance Use – Gambling ACE Flag

Dose effect of ACEs

Compared to youth with 0-1 ACE, in Monroe County, youth with 2 or more ACEs are:

- 9 times more likely to have attempted suicide
- 5 times more likely to feel sad for 2+ weeks within a 12 month period
- 4 times more likely to have come to school under the influence of substances



What *can* Be Done About ACES?

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. **Safe, stable, and nurturing relationships and environments (SSNREs)** can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development.
Example: Nurse-Family Partnership



Home visiting to pregnant women and families with newborns



Parenting training programs



Intimate partner violence prevention



Social support for parents



Parent support programs for teens and teen pregnancy prevention programs



Mental illness and substance abuse treatment



High quality child care



Sufficient income support for lower income families



Hope: Resilience

- ACEs do not equal destiny at an individual level.
- ACEs can be counterbalanced with protective factors to foster resilience.
- Increasing numbers of evidenced based prevention and treatment strategies are available.



Protective Factors

- Healthy attachment relationships
- Ability to regulate emotions and behaviors
- Supportive environmental systems
 - Faith-based communities
 - Education system
 - Cultural beliefs
- Cognitive factors (e.g. motivation to learn)



There is HOPE: RESILIENCE trumps ACEs

Many assets reduce risk for one or more behavioral concerns. However, when any of these assets are present:

I matter to my community

I have at least one non-parental adult support

or

I receive encouragement at school

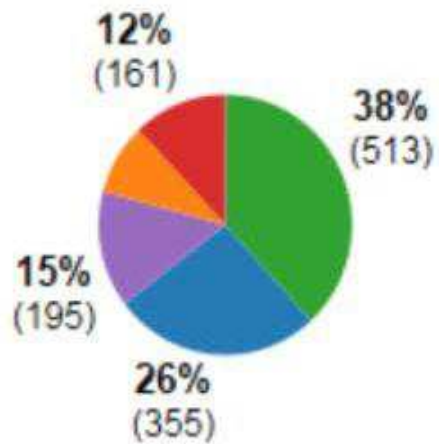
We reduce the risk for both feeling sad for 2+ weeks in a year and consideration of suicide.

There is a role for every adult to play in increasing health and well-being in youth.

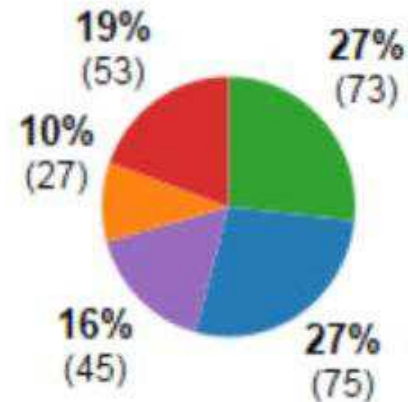


I HAVE AT LEAST ONE NON-PARENTAL ADULT SUPPORT

Yes



No



No ACES Flags

2 ACES Flags

4 or More ACES Flags

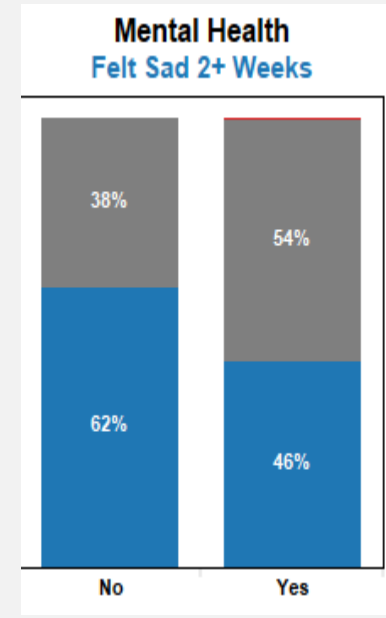
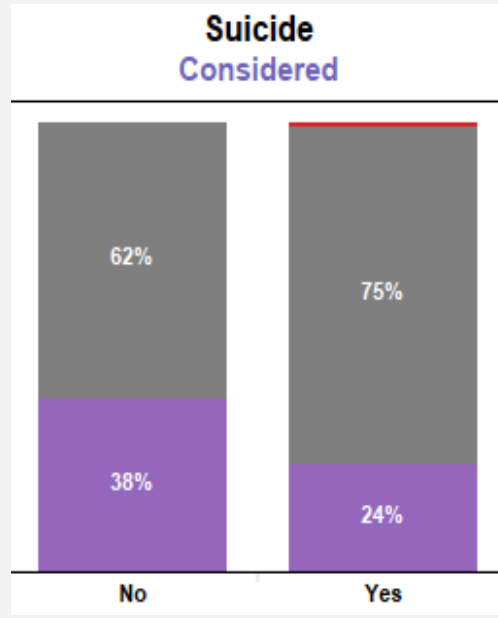
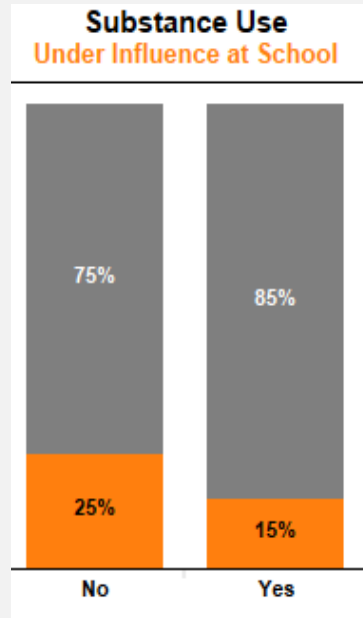
1 ACES Flag

3 ACES Flags

YES = 1343

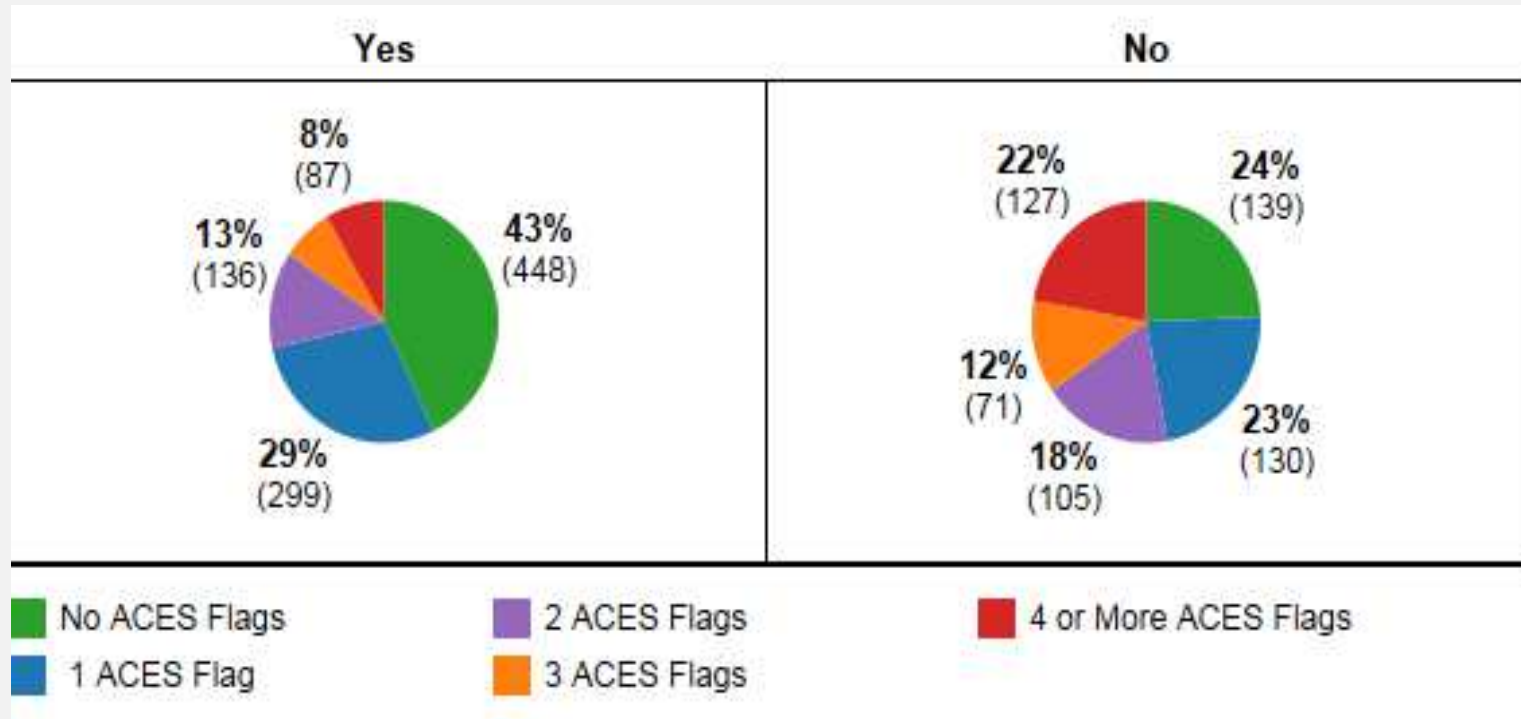
NO = 273

When youth have at least 1 non-parental adult support risk for being under the influence at school, suicide ideation and depression all decline.



Youth with 2 or More ACEs : YES = 425 NO = 275

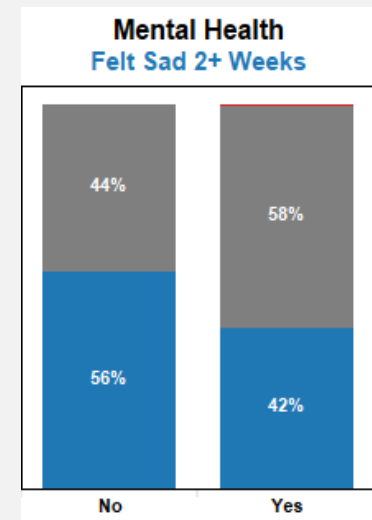
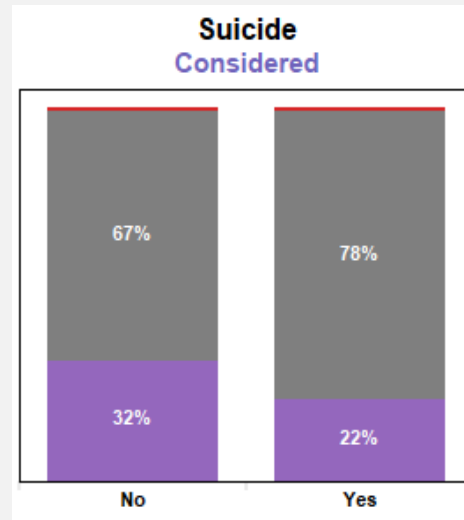
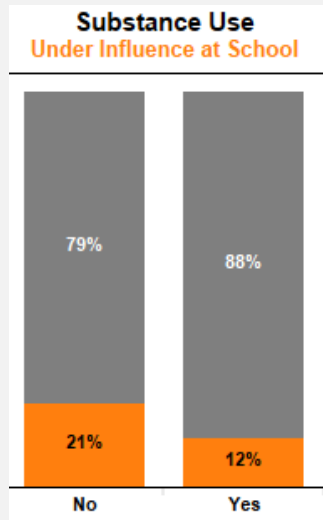
I RECEIVE ENCOURAGEMENT AT SCHOOL



YES = 1045

NO = 572

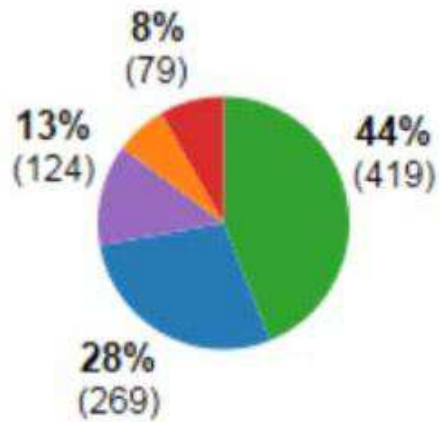
When youth feel encouraged at school risk for being under the influence at school, suicide ideation and depression all decline.



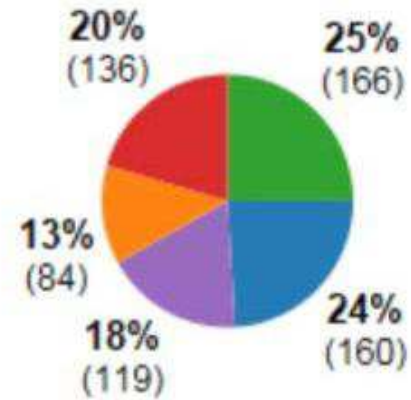
*Youth with 2 or More ACEs: YES = 298 NO = 303

I MATTER TO MY COMMUNITY

Yes



No



No ACES Flags

2 ACES Flags

4 or More ACES Flags

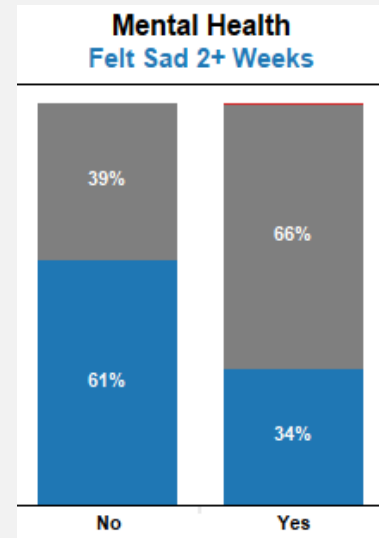
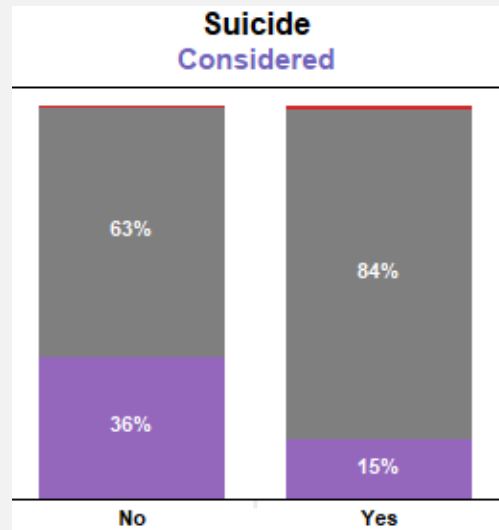
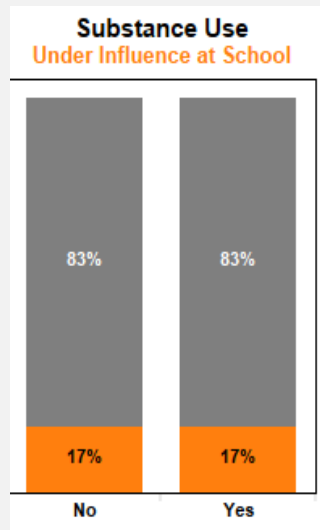
1 ACES Flag

3 ACES Flags

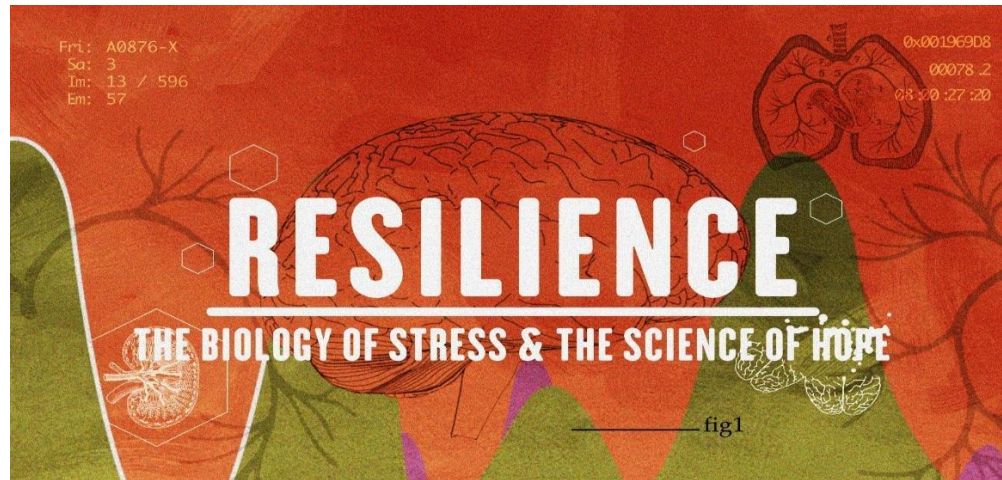
YES = 953

NO = 665

When youth feel they matter to their community, risk for suicide ideation and depression decline.



*Youth with 2 or More ACEs



From ACEs to Assets

Fostering Resilience in Monroe County

Resource Guide

“I believe we all have the capacity to become resilient. But our parents, siblings, extended family & community can either give us resilience or reduce our resilience. I also believe that resilience is like a muscle. You can strengthen your resilience just as you strengthen a muscle. “

~ Tina Marie Hahn, MD

I want to know more...

About **Adverse Childhood Experiences (ACEs)**:

The following links provide brief overviews of the history and background of the ACE study:

ACES Too High

- A website devoted to ongoing research and capacity building for working with and through trauma

ACES Connection

- Connect with people using trauma-informed/resilience-building practices. Stay current with news, research, events

Center for Disease Control

- The Center for Disease Control's overview of the ACE Study

The Philadelphia ACE Project

- The Philadelphia ACE Project was created in 2012 by the Health Federation of Philadelphia to further research and prevention of childhood traumas. The group produced another version of the ACE study that captures adverse events not listed in the original ACE study

5 Minute ACEs Video

- ACEs primer -- great five-minute video that explains ACE Study

Paper Tigers Documentary

- In this documentary by KPJR Films, follow six students over the course of a school year as a new trauma-sensitive program is implemented

Resilience Documentary

- A new documentary that delves into the science of Adverse Childhood Experiences (ACEs) and a new movement to treat and prevent toxic stress



About fostering Resiliency:

The statistics around the ACE study can be overwhelming; however, we know that resiliency “trumps ACEs”. Below are several links with additional information on resiliency:

Community Resilience Initiative

- The Community Resilience Initiative is working to increase the positive, resilience-building experiences in the lives of the children, parents and families in our community

Community Resilience Cookbook

- Resources from other communities in the United States and Canada putting the theories of ACEs and resilience into practice

Road to Resilience

- Building Stronger, More Sustainable Communities

Asset Development

- Search Institute’s research-based framework of Developmental Assets[®] is one of the foundational frameworks in positive youth development

Building Resilience in Children & Teens

- Dr. Kenneth Ginsburg’s essential tips on fostering resilience, including the 7 Crucial C’s



I want to know more...

About [Organizational Approaches](#):

Additional links to resources, information and examples of trauma-sensitive school approaches:

Trauma-Informed Organizations Self Assessment Tool

- A strengths-based organizational self-assessment tool that provides organizations with a point in time “snapshot” of where they are in their journey towards becoming trauma-informed

Reaching and Teaching Children Who Hurt Susan Craig

- Comprehensive overview of the effects of trauma and violence on the brain and their impact on cognitive, social, and emotional development, especially in school settings

National Center for Trauma-Informed Care

- Trauma-Informed Approach and Trauma-Specific Interventions

Trauma Informed Care and Positive Behavioral Intervention & Supports

- Crosswalk between PBIS and TIC developed by the Wisconsin Dept. of Public Instruction

Helping Traumatized Children Learn

- Creating and advocating for trauma-sensitive schools developed by Massachusetts Advocates for Children



National Center for Trauma-Informed Care

- Trauma-Informed Approach and Trauma-Specific Interventions

Trauma Informed Care and Positive Behavioral Intervention & Supports

<http://dpi.wi.gov/sspw/mental-health/trauma/pbis>

- Crosswalk between PBIS and TIC developed by the Wisconsin Dept. of Public Instruction

Helping Traumatized Children Learn

- Creating and advocating for trauma-sensitive schools developed by Massachusetts Advocates for Children

Trauma-Informed Approaches Learning Communities

- Make your school a place all children can learn and thrive with the skills you develop through the Trauma-Sensitive Schools Learning Community from the National Council for Behavioral Health

Online Trauma Training for Educators

- free training resource designed to give anyone who works with children important trauma-focused information about how student learning and behavior is impacted by trauma and how educators and support staff can help students develop a greater sense of safety at school and begin to build new emotional regulation skills

Dr. Nadine Burke Harris Book

- *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*



I want to know more...

About **Local Resources** for More Information and Training:

Interested in more education on trauma and trauma-informed care? Below are links to several local resources committed to trauma response in the Rochester area:

Coordinated Care Services, Inc.

- Trauma-Informed Care training and consultation services

The Consortium on Trauma, Illness, and Grief in Schools

- School-based training, consultation & support related to trauma, illness, grief & more

Finger Lakes ACES Connection

- The Finger Lakes ACES Connection promotes a collaborative approach to raise awareness of adverse childhood experiences and drive sustainable systems change to impact community resiliency

State University at Buffalo

- The Institute on Trauma and Trauma Informed Care has provided training and consultation within the systems of child welfare, adult mental health, developmental disabilities, education, criminal justice and the court system

Mt. Hope Family Center

- A team of psychologists, researchers and clinicians helping to improve the lives of children and families who have experienced violence, abuse, neglect or trauma

The Monroe County Youth Risk Behavior Survey Report

- Access the survey and report for the community



State University at Buffalo

- The Institute on Trauma and Trauma Informed Care has provided training and consultation within the systems of child welfare, adult mental health, developmental disabilities, education, criminal justice and the court system

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The Monroe County Youth Risk Behavior Survey Report

- Access the survey and report for the community

Trauma-Informed Care Network

- A small group comprised of providers, researchers, and advocates to raise awareness and provide support for agencies working to reduce the stresses of traumatic experiences in the community.

Rochester-Monroe Anti-Poverty Initiative

- The Rochester-Monroe Anti-Poverty Initiative is a community-wide effort to reduce poverty in the Rochester and Monroe County region by 50 percent over the next 15 years, with a guiding principle to address trauma.

The Greater Rochester Initiative for Children's Social and Emotional Health Implementation Task Force

- The mission of the Implementation Task Force is to challenge the status quo and inspire action that will significantly improve the social and emotional health of children throughout the Greater Rochester Area.



As a caring adult I can make a difference today...

- I can connect with youth in my neighborhood and community
- I can volunteer at a mentorship program, in a school or in youth activities
- I can offer targeted feedback to the youth I work with about their strengths and value
- I can understand there may be underlying causes to what is showing up as “big behaviors” and begin to ask questions that matter
- Make sure that the youth I know or work with know I care about them **No Matter What**
- I can be one positive, caring, consistent adult in the life of even one youth
- Share & apply what I’ve learned today in my day to day life & work
- Listen & pay attention

Both this PowerPoint presentation and its associated Resource Guide, complete with active links, are posted as PDFs online at www.grmccf.org/outreach.



Questions and Responses

