

Welcome!

THE WEBINAR WILL BEGIN SHORTLY

While you're waiting...



ICEBREAKER QUESTION

Big or small, tell us the most recent goal you accomplished.

Please enter your answer in the Chat.



RECORDING & RESOURCES

Available in 48 hours;
links will be sent to your registration email.



SURVEY & CERTIFICATE OF COMPLETION

Available following the webinar.



CONNECT WITH CALTRIN

California Training Institute



www.caltrin.org



Facebook.com/caltrin



Twitter.com/cal_trin



linkedin.com/company/caltrin

Raffle winners announced on social media tomorrow

Meet your CalTrin Trainers



Dana Jarzynka, MA

Training Coordinator
djarzynka@rchsd.org



Jessica Mattly, MBA

Training Coordinator
jmattly@rchsd.org

CALIFORNIA *Regions Map*



Quick Notes

- This presentation is being recorded.
- A brief survey will be available after the webinar.
- Most controls are located on the tool bar at the bottom of your screen:



Test and change your audio connection



Enter questions for the presenters and read their responses

- When using the Chat feature, please reply to the attendees as well as the panelists; *when appropriate and within comfort level.*

All panelists

All panelists and attendees





Attn: Note Takers

- Access the presentation slides now! Download link is available in the Chat.
- A follow-up email will be sent to all participants within 48 hours of the webinar. This message includes:
 - Webinar Recording
 - PowerPoint Slides
 - Handouts & Resources

Hi, We're CalTrin

Who We Are:

- The California Training Institute (CalTrin)
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- Comprehensive, science-based professional education program



This [training, webinar, publication, etc.] was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions and or recommendations expressed are those of the [Grantee name] and do not necessarily reflect the views of the California Department of Social Services.





The California Training Institute (CalTrin)

Who We Serve:

- California administrators, staff, and stakeholders of:
 - Family Resource Centers (FRCs)
 - Child Abuse Prevention Councils (CAPCs)
 - Child Welfare Agencies

What We Offer:

- Live Webinars & Small group training
- Virtual Self-Paced Courses
- Job Aids & Other Resources

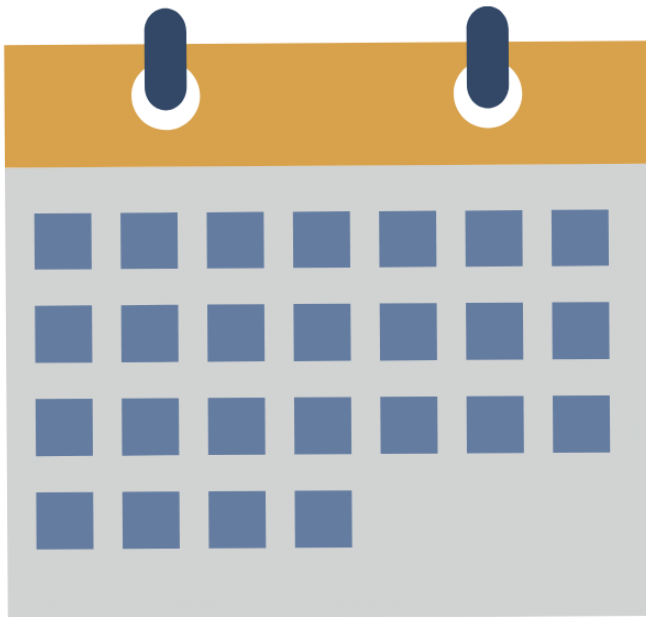


Upcoming Training Topics

Mark your calendars!



November



11/10
*Protective Factors Framework
Overview & Resources*



11/12
Intro to Parent Cafes



11/17
*Foundations of Gender-Inclusive
Work: Dimensions of Gender*



11/18
*The Family as a Cultural Asset:
Latinx Youth Development*



11/30
*Introduction to Strengthening
Families: Focus on the Protective
Factors Framework*

December



12/01 & 12/02
*Childhood Exposure to Trauma:
Tribal Communities*



12/07 & 12/08
*HOPE in Administration &
HOPE in Practice*



12/09
*Trauma, Parenting & Challenging
Behaviors (Adolescent)*



12/15 & 16
*HOPE in Administration &
HOPE in Practice*

Visit caltrin.org to view the full training calendar.



Spreading HOPE

Presenter: Amanda Winn, MSW

RGHS is not responsible for the creation of content and any views expressed in its materials and programming.





Speaker SPOTLIGHT



Amanda Winn, MSW
HOPE West Coast Project Manager

- Directed a National Resource Center providing training and technical assistance to providers supporting families affected by substance abuse and/or HIV
- Has worked extensively supporting LGBTQ+ families at the school district, medical, and community levels.

RCHSD is not responsible for the creation of content and any views expressed in its materials and programming.



Spreading HOPE

November 3, 2021

HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

© COPYRIGHT TUFTS MEDICAL CENTER 2021

The HOPE Team (most of us . . .)



The HOPE Team

HOPE NATIONAL RESOURCE CENTER

Robert Sege, MD, PhD – HOPE Principal Investigator

Jeff Linkenbach, MA, EdD – HOPE Co-Investigator

Baraka Floyd, MD – Core HOPE Faculty

Dina Burstein, MD, MPH – HOPE Project Director

Amanda Winn, MSW – HOPE West Coast Project Manager

Loren McCullough – HOPE Research Assistant

Laura Gallant, MSW- HOPE Research Assistant

Allison Stephens, MEd, PhD- HOPE Program Manager

CONSULTANTS

Kay Johnson, Johnson Group Consulting

Judy Langford, Center for the Study of Social Policy

Jabeen Yusef, Health+ Studio

TUFTS MEDICAL CENTER

Susan Harrington, Development

Oral Benjamin, Finance

NATIONAL ADVISORY BOARD

Mayra Alvarez, The Children's Partnership

Corey Best, Mining for Gold

Renee Boynton Jarret, Vital Villages

Mary Crane, PhD, American Academy of Pediatrics

Stephanie Ettinger de Cuba, Children's Health Watch

Ronald Ferguson, PhD, The Basics

Baraka Floyd, MD, Stanford University School of Medicine

Andrew Garner, MD, Partners in Pediatrics

Nia Heard Garris, MD, American Academy of Pediatrics

Jennifer Jones, Change in Mind Institute

Bart Klika, Prevent Child Abuse America

Danielle Laraque-Arena, MD, The New York Academy of Medicine

Cailin O'Connor, Center for the Study of Social Policy

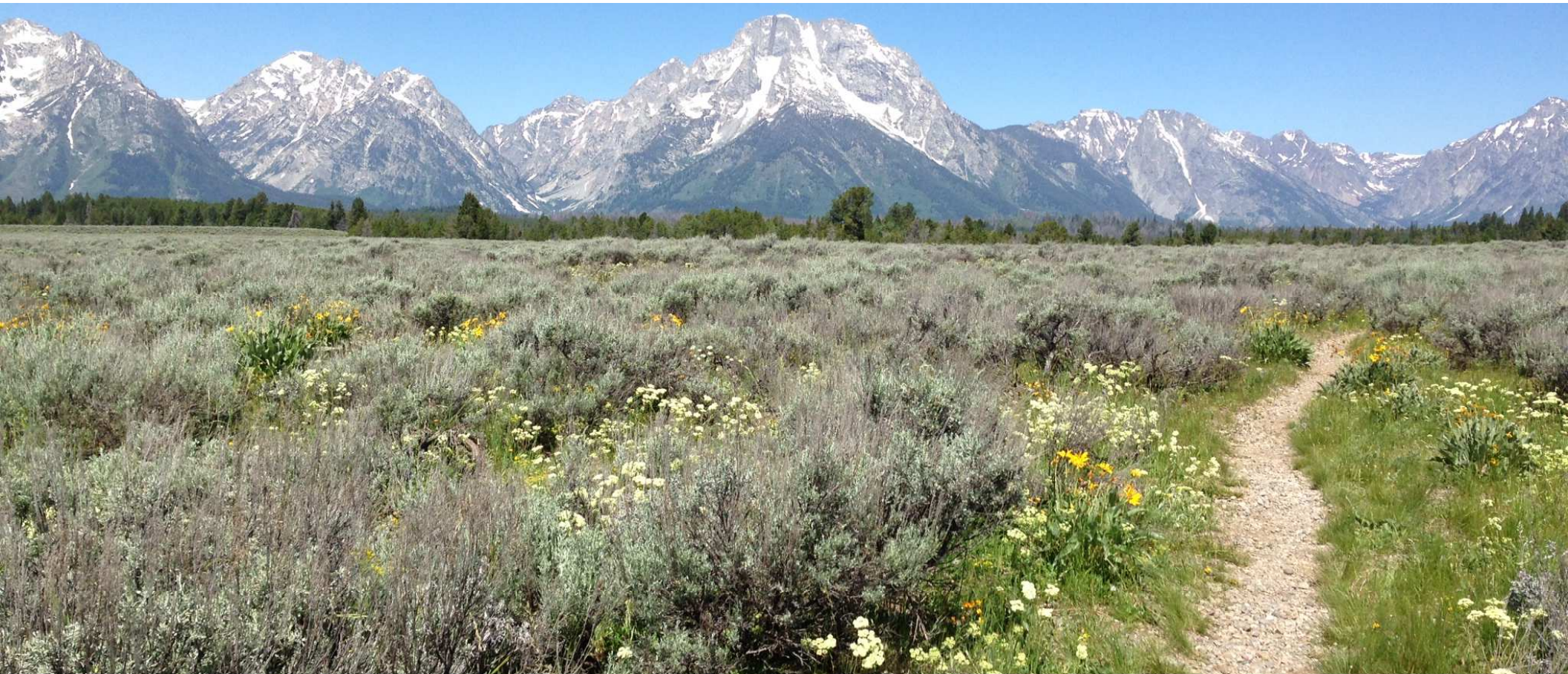
David Willis, MD, Center for the Study of Social Policy

Phyllis Niolon, PhD, liaison to the Centers for Disease Control and Prevention

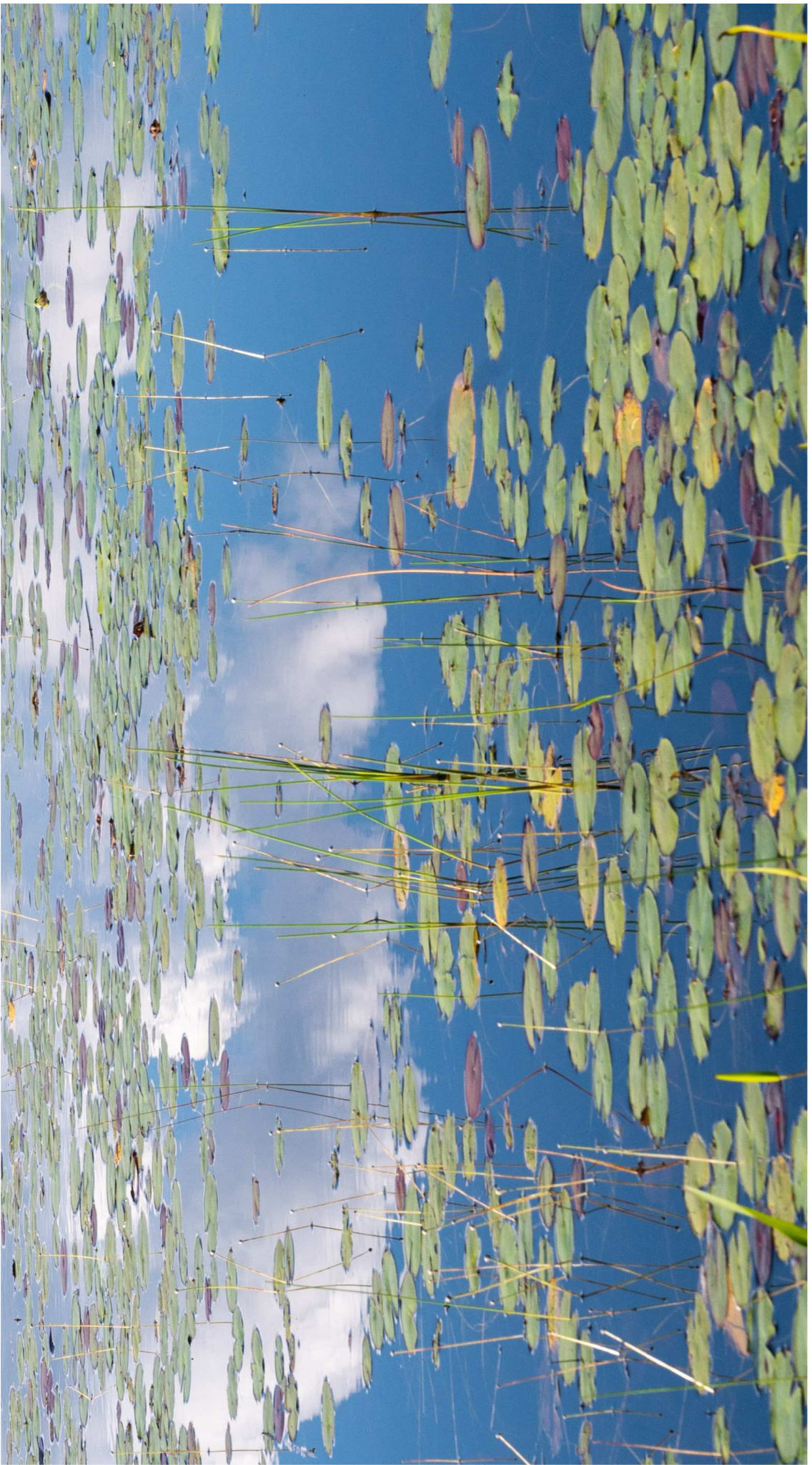




Join the path to HOPE



Vision: A world that recognizes, honors, and fosters positive experiences as being fundamental to people's health and well-being.





HOPE

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

Why HOPE Exists

Positive experiences can help children grow into more resilient, healthier adults. HOPE aims to evolve our understanding and support of these key experiences.



Core Assumption

of The Science of the Positive:

The POSITIVE exists, it
is real, and is worth
growing

Positive experiences are so important

RESEARCH SHOWS that positive experiences:

- promote children's health and well-being
- allow children to form strong relationships and meaningful connections
- cultivate positive self-image and self-worth
- provide a sense of belonging
- build skills to cope with stress in healthy ways
- protect adult mental health



Yet, we tend to focus on the negative

Focusing on adversity alone can overlook the value of positive experiences in preventing, mitigating, and even healing childhood trauma.

HOPE AIMS TO SHIFT THE NARRATIVE Children need positive experiences.

Parents are defined not only by their challenges but by their strengths as well.





Topics

- **Childhood experiences affect adult health outcomes**
- Plausible biological mechanisms
- The 4 Building Blocks of HOPE
- Incorporating HOPE into your work



Poll

How much do you know about Adverse Childhood Experiences (ACEs)?

- A. Nothing – what are ACEs?
- B. A little – I have heard the term before.
- C. More than a little but probably still have a lot to learn.
- D. I am well versed in ACEs and their effects on health.
- E. I am an ACEs expert!



Adverse Childhood Experiences (ACEs)

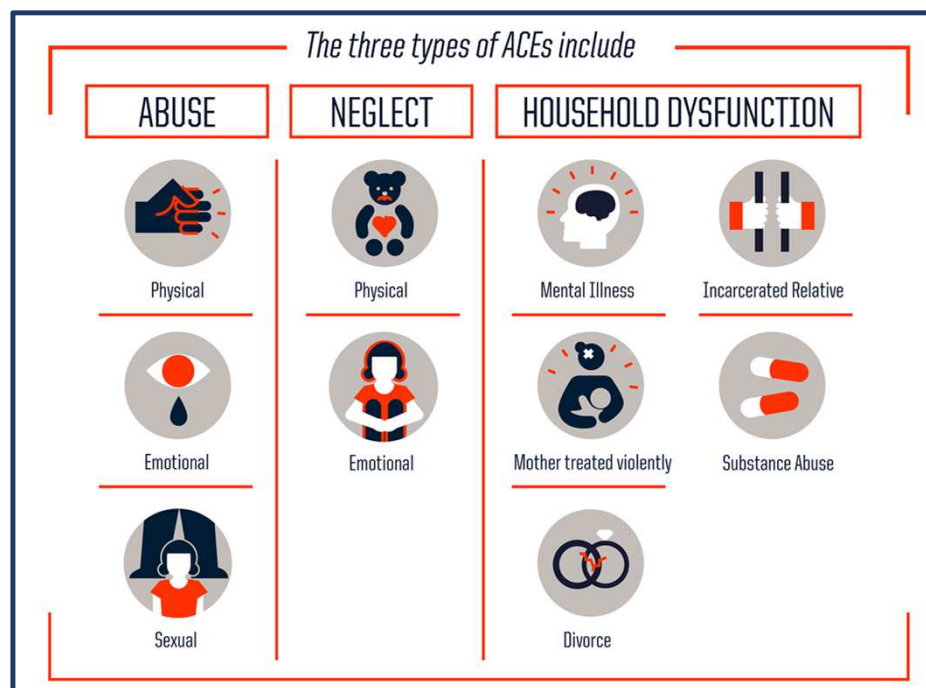


Image courtesy of RWJF



ACEs cause chronic disease: Population attributable fractions by ACEs score

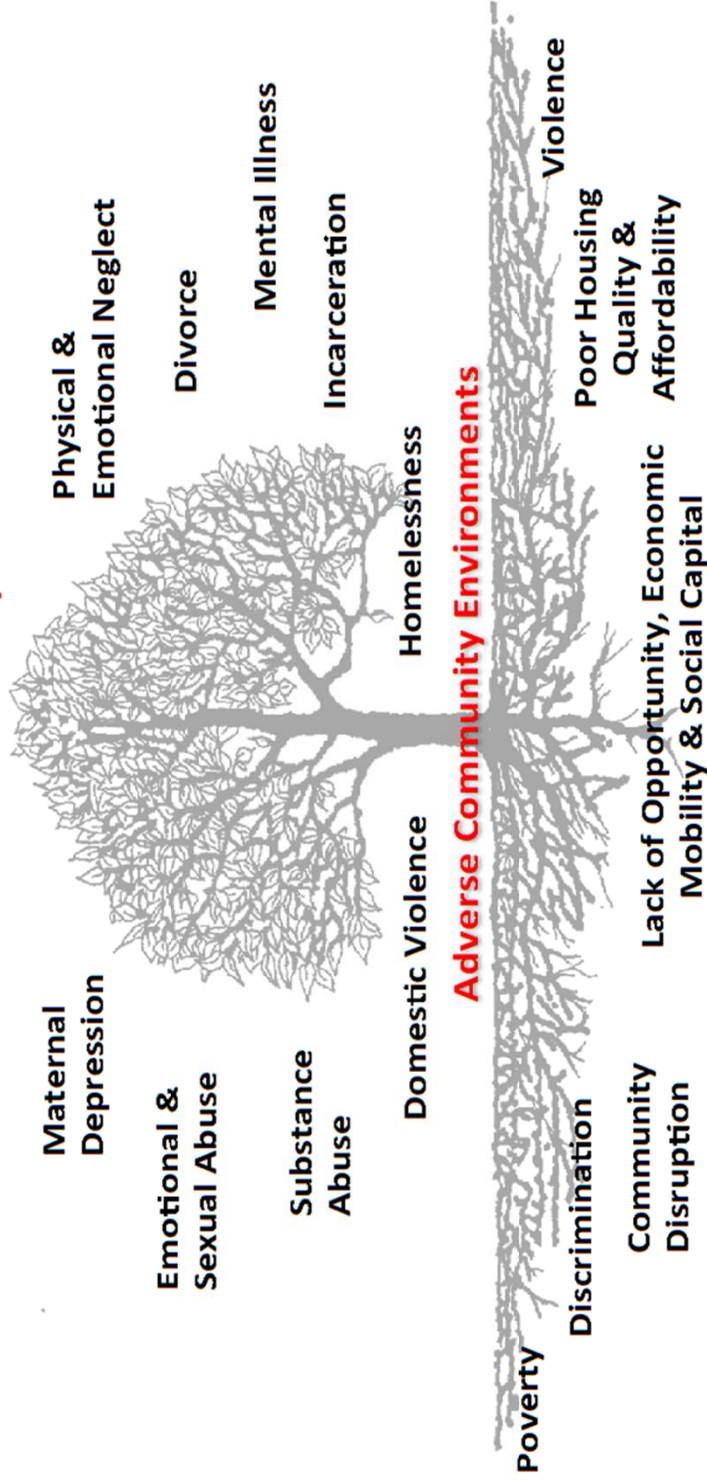
Outcome	Overall Attributable Fraction
Coronary Heart Disease	12.7
Asthma	24.0
Depression	44.1
Heavy Drinker	23.9
Education < HS	4.6

Merrick MT, Ford DC, Ports KA, et al. *Vital Signs: Estimated Proportion of Adult Health Problems Attributable to Adverse Childhood Experiences and Implications for Prevention — 25 States, 2015–2017*. *MMWR Morb Mortal Wkly Rep*. ePub: 5 November 2019



The Pair of ACEs

Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



Adverse Childhood Experiences and Other Risk Factors for Toxic Stress

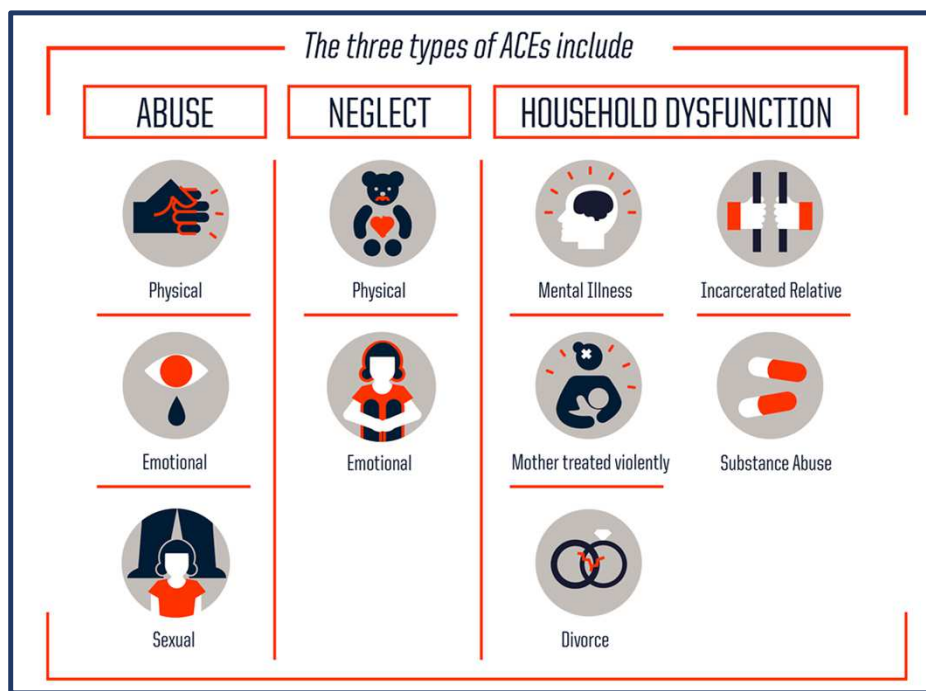


Image courtesy of RWJF

Additional community and societal factors that contribute to toxic stress:

- Poverty
- Institutional racism
- Historical Trauma
- War and migration
- Neighborhood effects





Poll

How much do you know about Positive Childhood Experiences (PCEs)?

- A. Nothing – what are PCEs?
- B. A little – I have heard the term before.
- C. More than a little but probably still have a lot to learn.
- D. I am well versed in PCEs and their effects on health.
- E. I am a PCEs expert!



Developing the Positive Childhood Experiences Score

ACEs

- 1998 study of employed people in Southern California
- Patients answered questions about their childhood
- Correlated with mental and physical health

PCEs

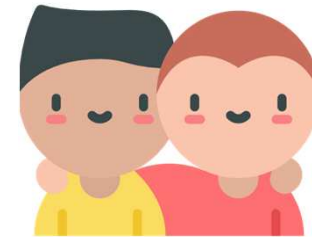
NEW

- 2015 population study in Wisconsin
- Part of the Behavioral Risk Factor Surveillance Survey
- Asked about ACEs
- Asked about Positive Childhood experiences
- Correlated with mental health



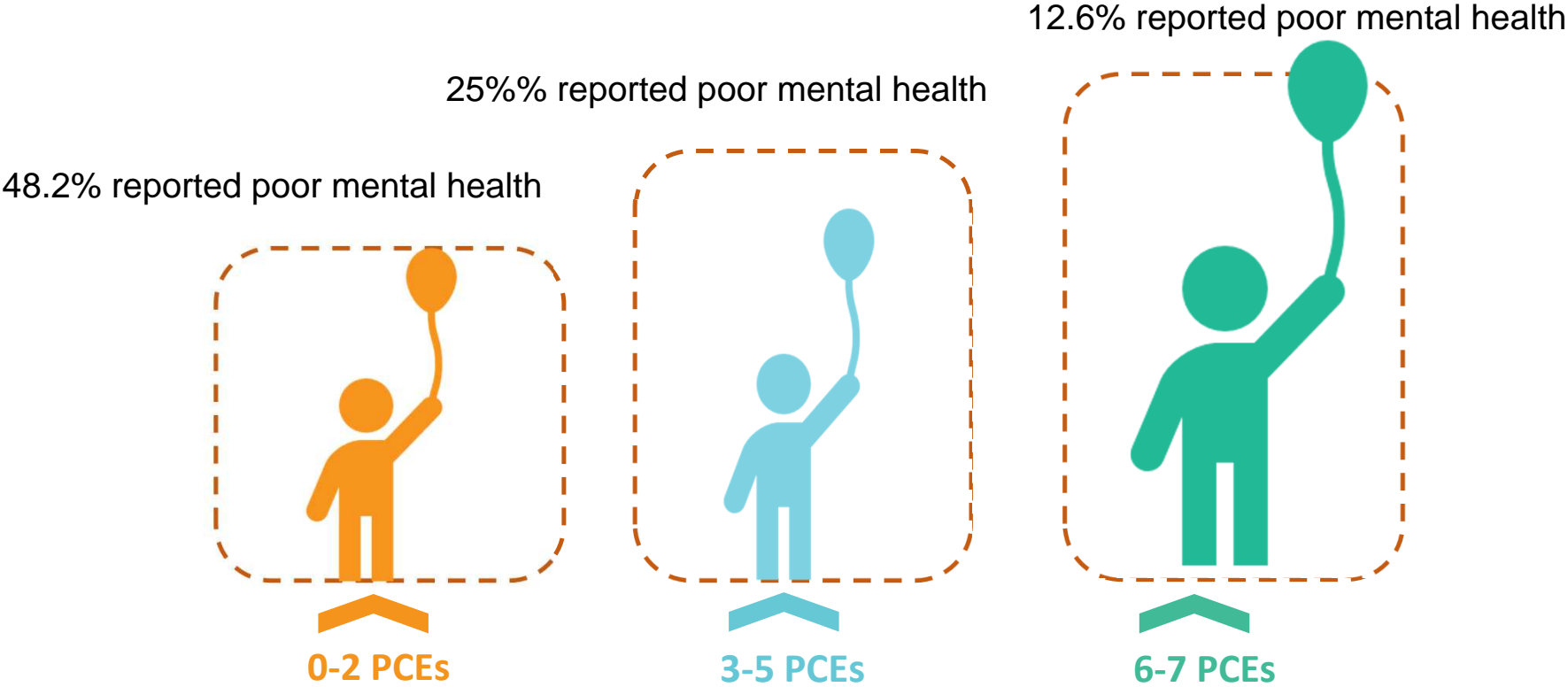
Positive Childhood Experiences (PCEs) questions asked how often respondent:

1. Felt able to talk to their family about feelings
2. Felt their family stood by them during difficult times
3. Enjoyed participating in community traditions
4. Felt a sense of belonging in high school
5. Felt supported by friends
6. Had at least two non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home



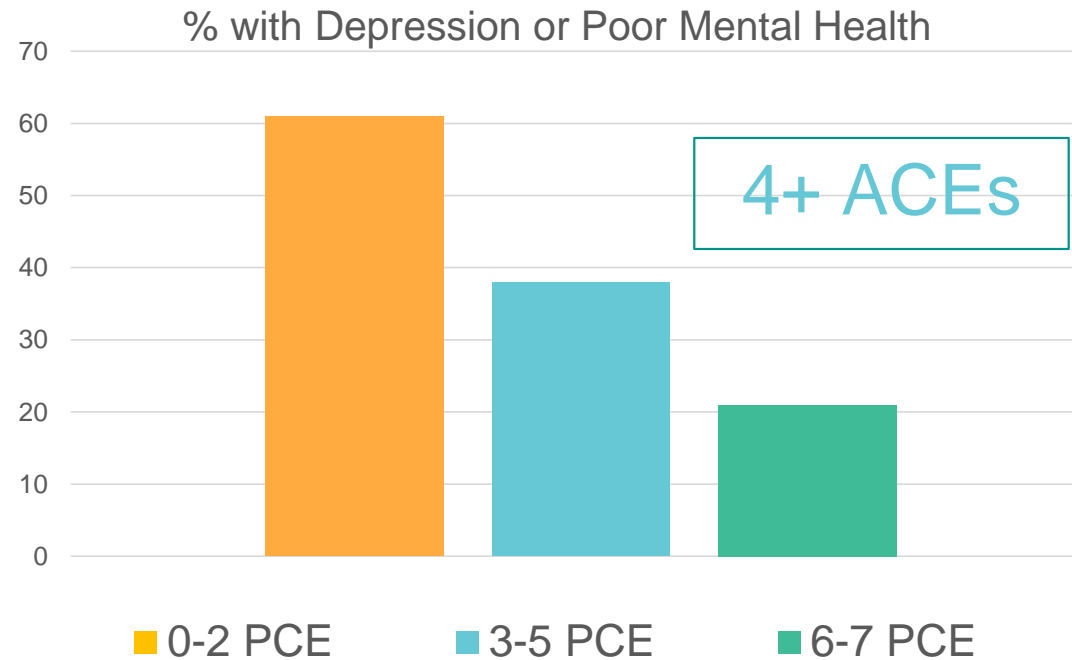
- *Internal consistency reliability: 0.77*
- *Principal components factor analysis: single factor with an Eigenvalue > 1 (2.95).*
- *Factor loadings ranged from 0.57 (“felt safe/home”) to 0.72 (“family stood by/difficult times”)*

Positive Childhood Experiences (PCEs) Protect Adult Mental Health



Bethell C, Jones J, Gombojav N, Sege R, Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels, *JAMA Pediatr.* 2019; e193007

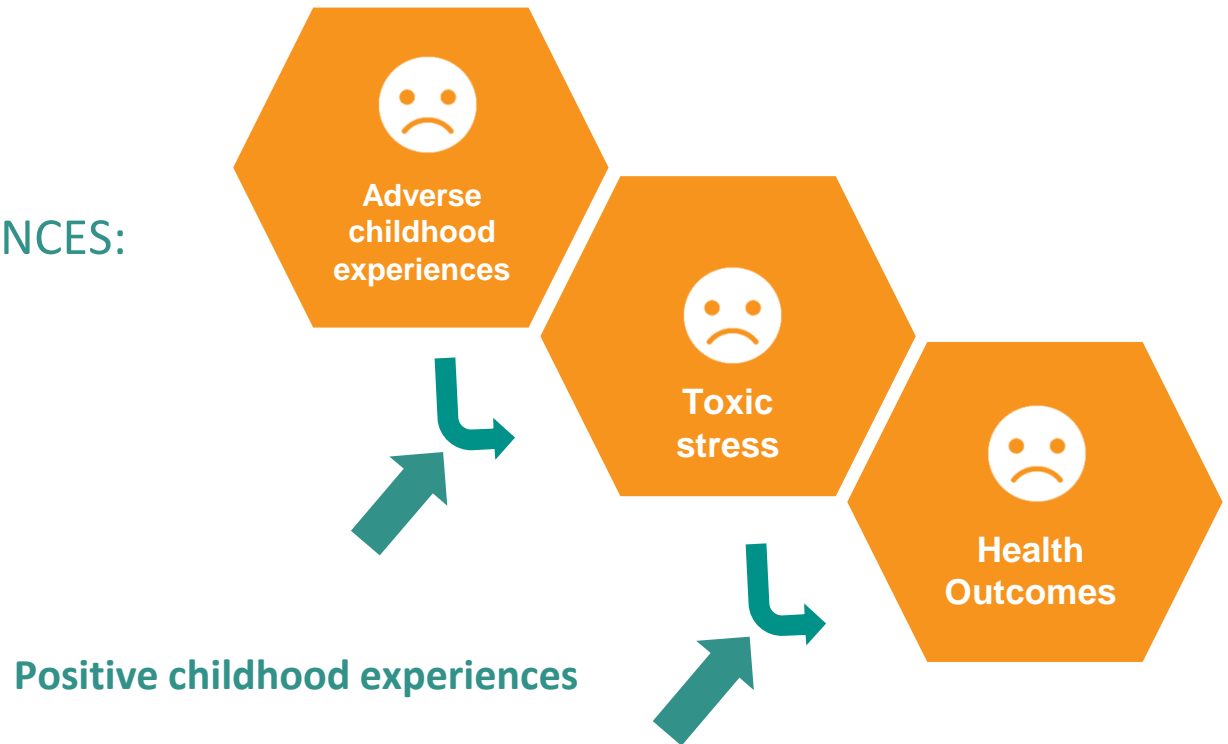
Positive Childhood Experiences Mitigate ACEs Effects



HOPE Promotes Flourishing

POSITIVE CHILDHOOD EXPERIENCES:

- Prevent ACEs
- Block toxic stress
- Promote healing



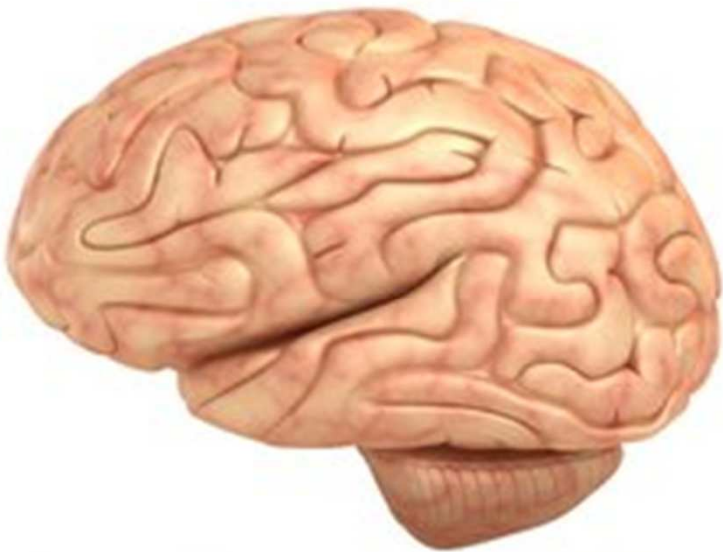


Topics

- Definitions
- Childhood experiences affect adult mental health
- **Experiences affect brain growth**
- The 4 Building Blocks of HOPE
- Incorporating HOPE into your work



How does the brain heal?

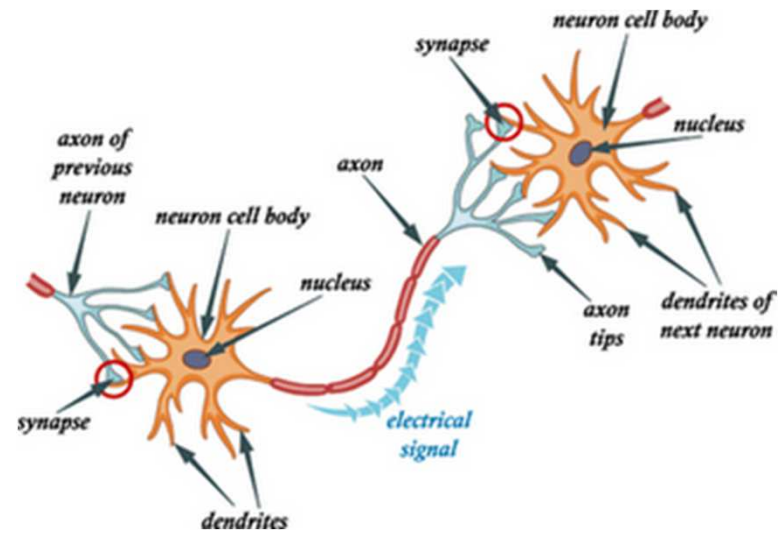
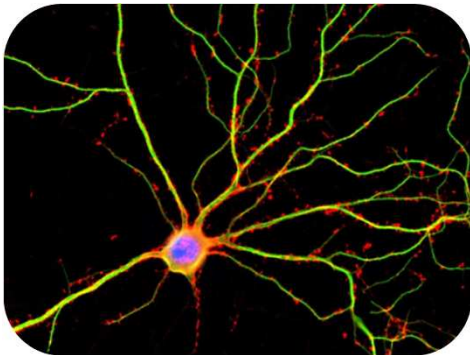




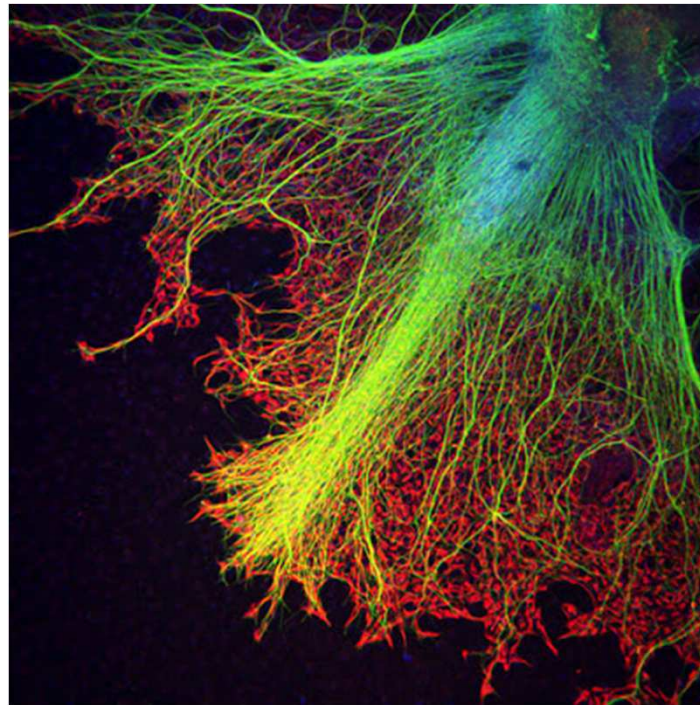
Neurons connect with each other

Connection (synapse)

Neuron



Up to 10,000 connections for each brain cell



HOPE



Superhighways in the brain



https://upload.wikimedia.org/wikipedia/commons/4/48/Saltatory_Conduction.gif



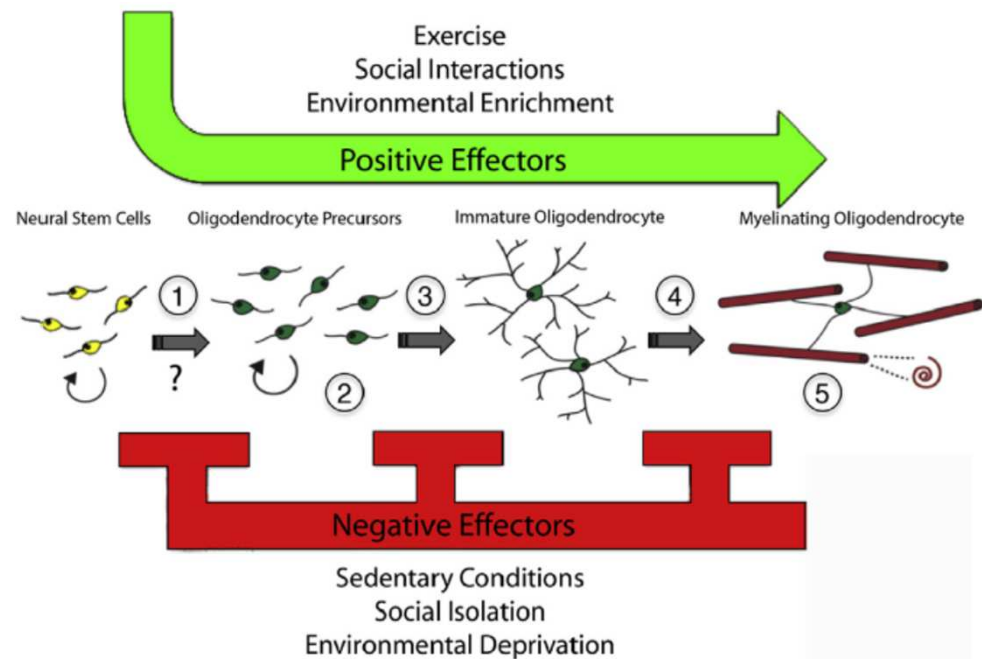
Experiences build brain super highways

Experiences that **promote** brain cell development:

- Exercise
- Social interactions
- Environmental stimulation

Experiences that **suppress** brain cell development:

- Sedentary lifestyle
- Social isolation
- Environmental deprivation



Tomlinson et al. (2016) Behavioral experiences as drivers of oligodendrocyte lineage dynamics and myelin plasticity. *Neuropharmacology*. 110: 548-562.



Topics

- Definitions
- Childhood experiences affect adult mental health
- Experiences affect brain growth
- **The 4 Building Blocks of HOPE**
- Incorporating HOPE into your work



The Four Building Blocks of HOPE



Relationships with other children and with other adults through interpersonal activities.



Safe, equitable, stable environments for living, playing, learning at home and in school.



Social and civic engagement to develop a sense of belonging and connectedness.



Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85



Relationships

The Four Building Blocks of HOPE



Relationships with other children and with other adults through interpersonal activities.



Use the Chat Box:

Ideas about promoting **relationship** from your work or life



Environment

The Four Building Blocks of HOPE



Safe, equitable, stable environments for living, playing, learning at home and in school.



Use the chat box:

Ideas about promoting the **environment** building block from your work or life



Engagement

The Four Building Blocks of HOPE



Social and civic engagement to develop a sense of belonging and connectedness.



Use the Chat Box:

Ideas about promoting the building block of engagement from your work or life



Emotional Growth

The Four Building Blocks of HOPE



Emotional growth through playing and interacting with peers for self-awareness and self-regulation.



Use the chat box:

Ideas about promoting the building block of **emotional growth** in your life and work

A photograph of a pond filled with lily pads and reeds. The water is a deep blue, reflecting the sky and the surrounding vegetation. The lily pads are mostly green, with some showing signs of aging or damage. The reeds are tall and thin, with some showing signs of being cut or broken. The text "What were the PCEs?" is overlaid in the center of the image in a bold, black, sans-serif font.

What were the PCEs?



QUESTIONS





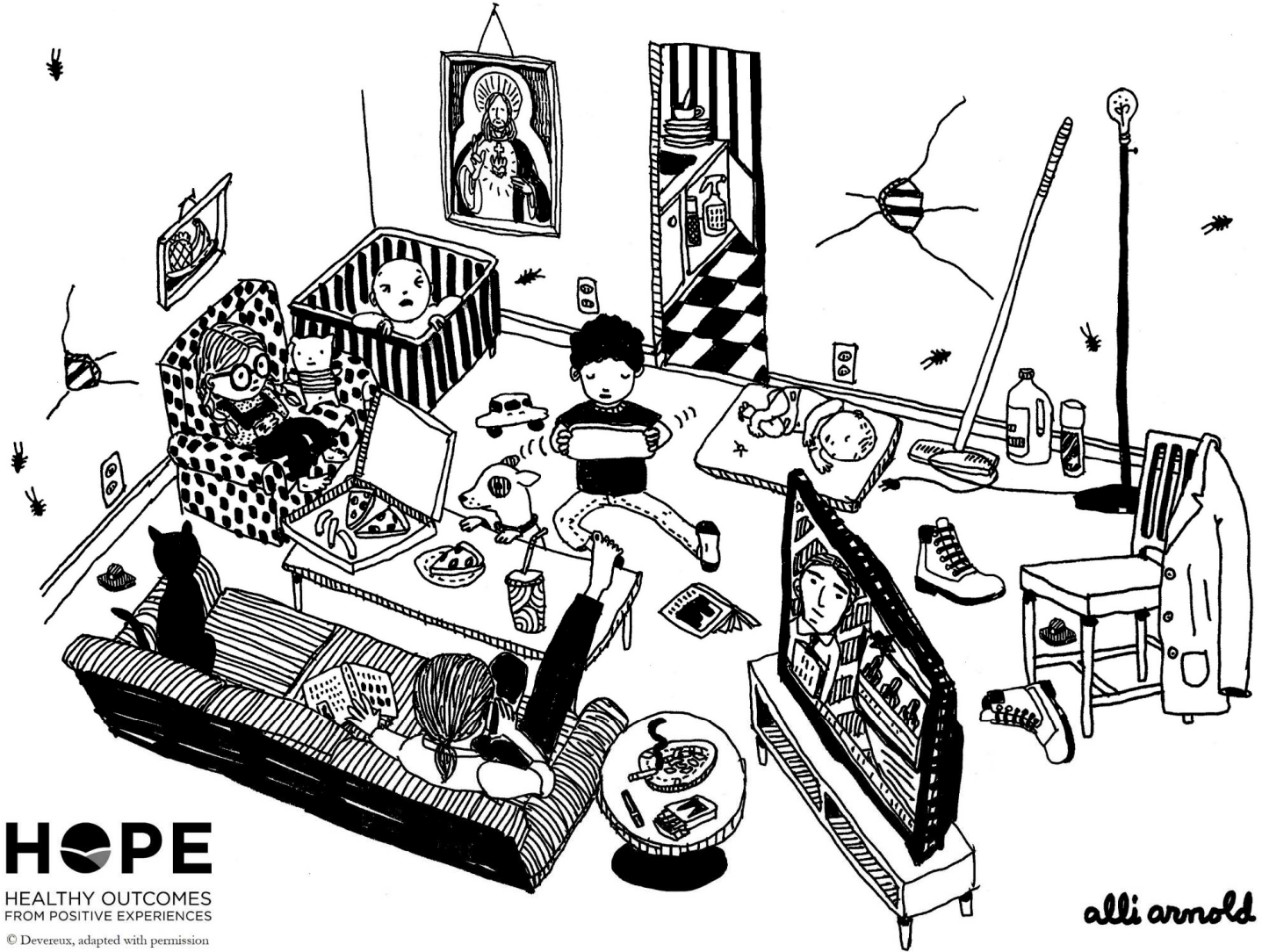
Topics

- Definitions
- Childhood experiences affect adult mental health
- Experiences affect brain growth
- The 4 Building Blocks of HOPE
- **Incorporating HOPE into your work**



What RISK factors do you see?

Share in Chat Box



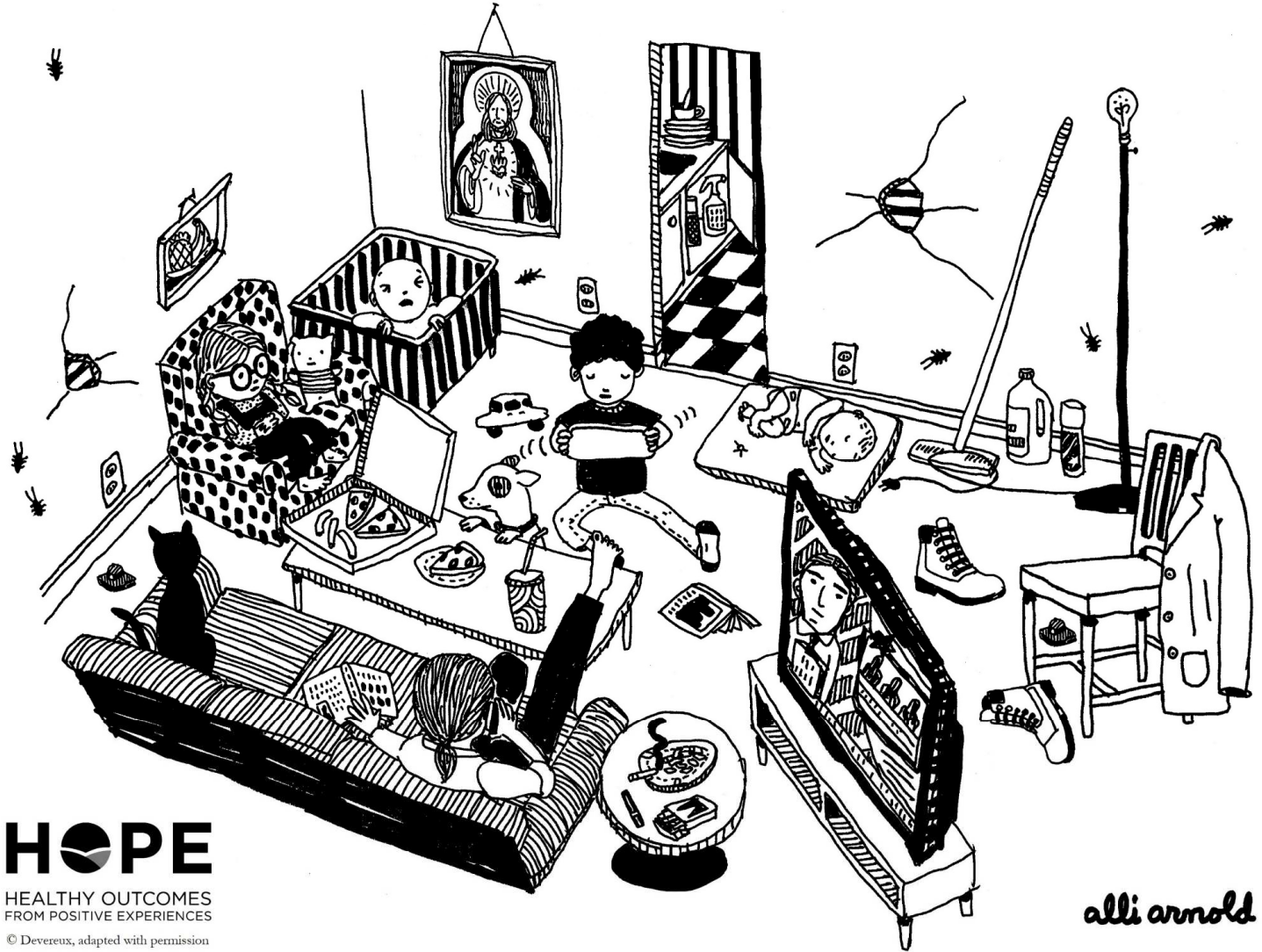
HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES
© Devereux, adapted with permission

alli arnold



What
PROTECTIVE
factors do you
see?

Share in Chat Box



HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES
© Devereux, adapted with permission

alli arnold



Poll

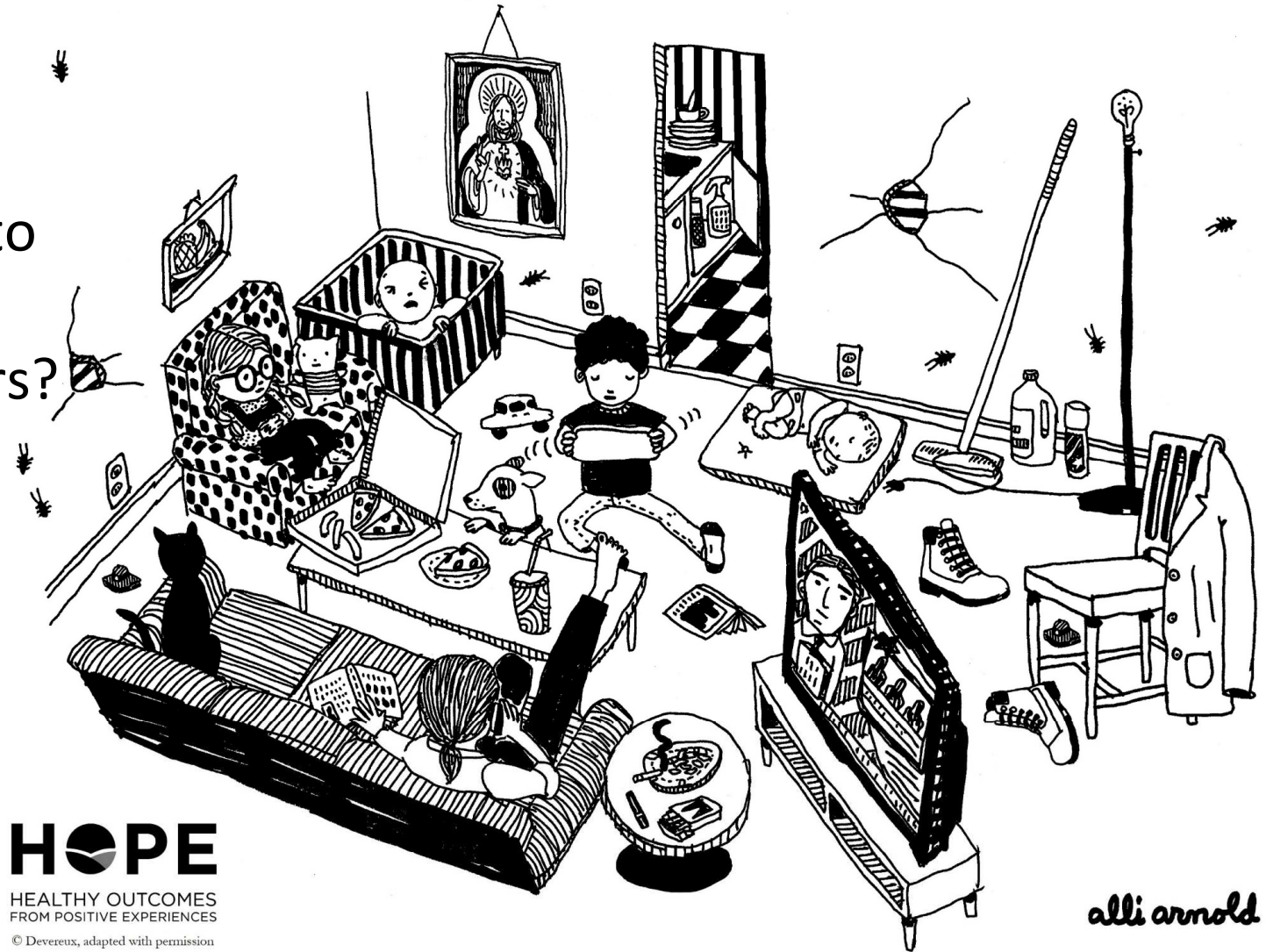
Were the risk factors or protective factors easier to see?

- A. The risk factors were easier to see.
- B. The protective factors were easier to see.
- C. They were about the same.



Which was easier to see—RISK or PROTECTIVE factors?

Zoom Poll



HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES
© Devereux, adapted with permission

alli arnold



Type 1 vs. Type 2 thinking

Type 1 thinking

- ✓ Fast, intuitive, unconscious thought
- ✓ Everyday activities
- ✓ Effortless
- ✓ Training and experience



Type 2 thinking

- ✓ Slow, calculating, conscious thought
- ✓ Solving a problem
- ✓ Takes more effort!
- ✓ Something novel



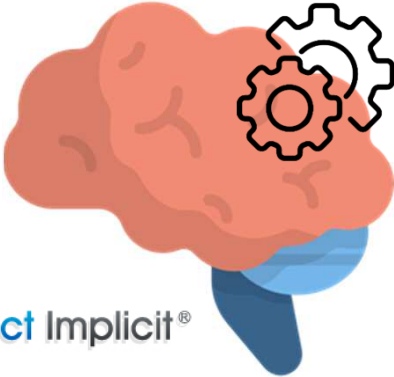
Type 1 vs. Type 2 thinking

Implicit biases are imbedded in Type 1 thinking



Unconscious, immediate reactions to difference

Type 2 thinking can help us notice and navigate our biases



Slow, conscious strategies to mitigate bias



Family story:

- Mom arrives at FRC with 5-year-old and 7-year-old.
- Previously homeless, currently living on friend's couch.
- Strong bond.
- Mom has a history of substance use, sober for 18 months.

Age Group: 5 to 12 years

The Four Building Blocks of HOPE

are composed of key Positive Childhood Experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.

Los Cuatro Pilares Fundamentales de HOPE

se componen de Experiencias Infantiles Positivas esenciales (PCE, por sus siglas en inglés)—y las fuentes de esas experiencias y oportunidades, que ayudan a los niños a convertirse en adultos sanos y resistentes.

Instructions for Parents: Reflect on positive aspects of your child's life that fit each of the four building blocks and select the boxes provided next to each building block that you feel your child has in their life.

Instrucciones para los padres: Reflexione sobre los aspectos positivos de la vida de su hijo que se ajusten a cada uno de los cuatro pilares y seleccione las casillas que se encuentran junto a cada uno de los pilares que cree que su hijo tiene en su vida.

Relaciones con la familia y con otros niños y adultos mediante actividades interpersonales.



Relationships within the family and with other children and adults through interpersonal activities.

- A healthy relationship with an adult that lives with them
- A healthy relationship with an adult that does not live with them
- A healthy relationship with an adult at school
- Other: _____

Ambiente seguro, recíproco y estable en casa y en la escuela, para vivir, jugar y aprender.



Safe, equitable, stable environments for living, playing, learning at home and in school.

- Regular access to healthy foods or resources to get them
- A safe & stable place to live
- A safe place to play at home
- A safe place to play outside of the home
- Other: _____

Participación social y cívica para desarrollar un sentido de pertenencia y a relacionarse con otros.



PARTICIPACIÓN
ENGAGEMENT

Social and civic engagement to develop a sense of belonging and connectedness.

- A group that they meet with regularly (e.g. a play group, music group, church, etc.)
- Participation in activities that connect them with their cultural heritage (music, art, etc.)
- Participation in activities they feel passionate about (e.g. community service)
- Other: _____

Crecimiento emocional mediante el juego y la interacción con los compañeros, para el conocimiento de sí mismo y autorregulación emocional.



CRECIMIENTO
EMOCIONAL
EMOTIONAL GROWTH

Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

- A friend they play with regularly at home
- A friend they play with regularly at school or outside the home
- A friend that helps them feel supported
- Other: _____

HOPE

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

www.positiveexperience.org

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

as an Anti-Racist Framework in Action



The Four Building Blocks of HOPE—supportive relationships, safe, equitable, and stable environments, social and civic engagement, and emotional growth—can be incorporated into decision making at every level and in every sector to ensure that all children, including children of color, have what they need to thrive.

Access to the Four Building Blocks is often disrupted by systemic racism, historical trauma, and adverse childhood experiences. HOPE-informed agencies can partner with their communities, and together identify existing resources to promote HOPE and identify unmet needs. Working together, HOPE and our partners seek to ensure that every family and child can have those key experiences that promote resiliency.

Racism is harmful to all of us. Anti-racist frameworks intentionally upend racist policies and practice in an effort to combat White supremacy. As author and anti-racist activist Ibram X. Kendi describes it, a racist policy is “any measure that produces or sustains racial inequality.” This work requires tacit acknowledgement that systems, institutions, policies, practices and norms privilege White people, even when they do not explicitly mention race. While bias operates at the individual level, providers, practitioners, and educators are also operating within systems built on racist foundations. In this resource, we will be focusing specifically on systemic racism and unconscious bias.

This resource walks the reader through the process of thinking about policy and



TUFTS CTSI LEARN

H.O.P.E. (HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES)

Spreading HOPE

Year Published: 2020
 Time to Complete: 10 min
 Instructor: Scott Page, MD, PhD
 Learning Level: Public Health
 Primary Audience: Research participants/community members, Other health care providers
 Prerequisite: None
 Skill Domains: Communication and Teaching

Offering HOPE to Combat ACEs and Early Trauma

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

HOPE – Healthy Outcomes from Positive Experiences – is a new way of seeing and talking about experiences that support children's growth and development into healthy, resilient adults.

Our research has led us to create a new paradigm, based on an understanding of how positive childhood experiences (PCEs) drive healthy development and mitigate the effects of adverse childhood experiences (ACEs). Positive experiences allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways. This shift in focus builds on previous understandings of the importance of experience in child development, including those ACEs associated with toxic stress.


Our Mission We aim to inspire a HOPE-informed movement that fundamentally transforms how we advance health and well-being for our children, families, and communities.

The Four Building Blocks

Through our work we have identified four building blocks that promote positive experiences that help children grow into healthy, resilient adults. We know that PCEs in these four areas can buffer against long term health outcomes associated with adverse childhood experiences, and we want to help increase access to these opportunities for all children and families.

<https://positiveexperience.org/resources/>

HOPE 10 Ways for Families to Promote Positive Childhood Experiences




Many of us are concerned about increased stress for our children and families, especially during COVID-19. We aren't powerless, though, and the unique circumstances of our current environment actually allow for new ways to engage and connect with our children. Using HOPE (Healthy Outcomes from Positive Experiences) as a guide, here are 10 suggestions to promote Positive Childhood Experiences now:

1. Think about social connection and physical distance, not social distance. The new way of the world ironically allows for increased connections with friends and loved ones far away. Take advantage of the extra time at home by having virtual story-time with Grandma, trivia night with cousins, or Zoom holiday dinners.
2. Talk with your children. Like us, children may be fearful or simply missing their routines. Connect with them. Ask them about their concerns. Their answers will guide you on how to talk with them. Reassure them that life will return to some semblance of normal at some point.
3. Reach out for support when you need it. Model for your child that everyone needs help sometimes, and it's ok to ask for it when you need it.
4. Reach out to support. Reach out to your friends or relatives, encourage your children to touch base with their friends, and check in on how they're feeling. Increase opportunities for your child to practice empathy and listening skills.

HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

HOPE – Healthy Outcomes from Positive Experiences – is a new way of seeing and talking about experiences that support children's growth and development into healthy, resilient adults.

Our research has led us to create a new paradigm, based on an understanding of how positive childhood experiences (PCEs) drive healthy development and mitigate the effects of adverse childhood experiences (ACEs). Positive experiences allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways. This shift in focus builds on previous understandings of the importance of experience in child development, including those ACEs associated with toxic stress.



HOPE HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES

Positive Experiences are Key!

We have identified four building blocks that you can use to promote positive experiences for your child to help them build resilience!

The 4 Building Blocks of HOPE

Relationships Nurturing, supportive relationships are critical for children to develop into healthy, resilient adults.

- Play and connect with your child(ren) regularly! Be silly, move your bodies, read a book. The options are endless!
- Help your child make connections with other adults in your life – aunts, uncles, coaches, pastors. It takes a village, and the larger the village, the more opportunities your child has for connection and support.

Safe, Stable, Equitable Environments Children thrive when they have safe, stable, equitable environments to live, learn, and play.

- Check your house for safety issues, like access to guns, medications, alcohol, and drugs. Create a plan to address any identified risks.
- Talk with your child(ren) about school. Do they feel safe there? Are they being treated well by their peers? If not, connect with their teacher and

Join us in the HOPE transformation

LEARN

- Visit our website
- Download our material
- Watch our videos
- Complete our online modules

SHARE

- Tell your colleagues
- Encourage your agency to sign up for a workshop about implementing HOPE

ACT

- Sign up for a Train the Facilitator
- Use the Anti-racism Toolkit to increase access to the 4 Building Blocks in your community
- Revise your intake and assessment forms to be HOPE-informed



Upcoming Implementation Workshops

December 7: HOPE for Administrators

December 8: HOPE for Direct Practice

10:00 AM-12:00 PM





Evaluation Link: <https://forms.gle/tgKaw6GTm9awyrxU9>



E M A I L : HOPE@tuftsmedicalcenter.org W E B S I T E : positiveexperience.org

© COPYRIGHT TUFTS MEDICAL CENTER 2021



Spreading

HOPE



E M A I L : HOPE@tuftsmedicalcenter.org W E B S I T E : positiveexperience.org

© COPYRIGHT TUFTS MEDICAL CENTER 2021