A PAIR OF ACES FOR INJURY AND VIOLENCE PREVENTION WEBINAR 2:

USING AND FINDING DATA AND ENGAGING WITH PARTNERS

JANUARY 10, 3:00-4:30 EST
A PAIR OF ACES FOR INJURY AND VIOLENCE PREVENTION WEBINAR SERIES

• LISTEN TO WEBINAR 1, INTRODUCING THE PAIR OF ACES TO INJURY AND VIOLENCE PREVENTION AT THIS LINK HTTPS://BIT.LY/2BRVFML

• TUNE IN TO WEBINAR 3: APPLYING PAIR OF ACES TO INJURY PREVENTION PRACTICE FEBRUARY 14, 3-4:30 EST
TECHNICAL NOTES AND LOGISTICS

• THIS WEBINAR IS BEING RECORDED

• THE SLIDES AND RECORDING WILL BE MADE AVAILABLE TO REGISTERED ATTENDEES

• PLEASE ENTER YOUR QUESTIONS IN THE CHAT BOX AS THEY OCCUR TO YOU. WE WILL ANSWER THEM AS TIME PERMITS.

• PLEASE CALL IN USING YOUR TELEPHONE AND PLACE YOURSELF ON MUTE. PARTICIPANTS WILL ONLY BE ABLE TO LISTEN TO PRESENTERS, BUT CAN INTERACT VIA THE CHAT BOX.
OUR SPEAKERS

Kathryn Ports, PhD
Centers for Disease Control and Prevention | CDC · Division of Violence Prevention

Caitlin Murphy, MPA-PNP
Program Manager of the Building Community Resilience Collaborative at the Milken Institute School of Public Health at George Washington University.

Vontriece McDowell, MSW
Director of Community Based Interventions for Alive and Well Communities.
Adverse Childhood Experiences: Using Data to Inform Prevention Action

Katie A Ports, PhD
Pair of ACEs Webinar: January 10, 2019
the issue

1 BILLION CHILDREN EXPERIENCE VIOLENCE ANNUALLY
When you think of children’s exposure to violence, you might picture this...
...but probably not this
Violence Compromises Early Brain Development
Violence Compromises Early Brain Development

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

ACES not included in the traditional measure:
- Bullying
- Out of home placement
- Poverty
- Witness violence in community or school
- Racism
- Death of a parent
- Historical trauma

Graphic Credit: Robert Wood Johnson Foundation
Although the study ended in 1997, some states are collecting information about ACEs in their population through the Behavioral Risk Factor Surveillance System (BRFSS).
The ACE Study Continues…

Behavioral Risk Factor Surveillance System (BRFSS)

• Health-related telephone surveys that collect state data about U.S. residents
• Three parts:
  1. the core component: fixed core, rotating core, and emerging core
  2. optional modules, and
  3. state-added questions
How Common are ACEs?

ACE Score Prevalence
CDC-Kaiser ACE Study

Zero: 36.1%
One: 12.5%
Two: 9.5%
Three: 15.9%
Four or More: 26.0%

ACE Score Prevalence
2011-2014 BRFSS ACE Module

Zero: 38.4%
One: 15.8%
Two: 13.4%
Three: 23.5%
Four or More: 8.8%
Prevalence of Adverse Childhood Experiences From the 2011-2014 Behavioral Risk Factor Surveillance System in 23 States

Melissa T. Merrick, PhD; Derek C. Ford, PhD; Katie A. Ports, PhD; Angjo S. Gunn, MPH
## ACEs in Children & Adolescents

<table>
<thead>
<tr>
<th>ACE Constructs</th>
<th>NatSCEV</th>
<th>NSCAW II</th>
<th>LONGSCAN</th>
<th>NSCH</th>
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<tbody>
<tr>
<td>Physical Abuse</td>
<td>●</td>
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<tr>
<td>Sexual Abuse</td>
<td>●</td>
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<td>Physical Neglect</td>
<td>●</td>
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<tr>
<td>Emotional Neglect</td>
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<tr>
<td>Psychological / Emotional Abuse</td>
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<td></td>
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<tr>
<td>Caregiver Treated Violently</td>
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<td></td>
<td></td>
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<tr>
<td>Household Substance Abuse</td>
<td>●</td>
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<tr>
<td>Household Mental Illness</td>
<td>●</td>
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<tr>
<td>Parent Separation or Divorce</td>
<td>●</td>
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</tr>
<tr>
<td>Incarcerated Household Member</td>
<td>●</td>
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</tbody>
</table>

* (caregiver only)
ACEs in Children & Adolescents

% of sample reporting ACEs

- NatSCEV
- NSCAW II
- LONGSCAN

Total Number of ACEs

0 1 2

34.5 26.4 17 16 19 18 23 73 57

0 10 20 30 40 50 60 70 80
ACEs in Children & Adolescents

![Bar chart showing the percentage of children and adolescents with no adverse childhood experiences, one adverse childhood experience, and two or more adverse childhood experiences.]

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)

ACEs have been found to have a graded dose-response relationship with 40+ outcomes to date.

*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.*
ACE Score and Cardiovascular Disease

ACE Score and Suicide Attempts

ACE Score and Life Potential

Adjusted Odds Ratio

High School Noncompletion
Unemployment
Household Poverty Status

ACE Score

0
1
2
3
4 or more
The power of prevention

Preventing ACEs in future generations could reduce levels of:

- Early sex (before age 16) by 33%
- Unintended teen pregnancy by 38%
- Smoking (current) by 16%
- Binge drinking (current) by 15%
- Cannabis use (lifetime) by 33%
- Heroin/crack use (lifetime) by 59%
- Violence victimisation (past year) by 51%
- Violence perpetration (past year) by 52%
- Incarceration (lifetime) by 53%
- Poor diet (current; <2 fruit & veg portions daily) by 14%
Preventing ACEs requires understanding why some children and families are at greater risk than others.
Comment

Adverse childhood experiences or adverse childhood socioeconomic conditions?

David C Taylor-Robinson, Viviane S Straatmann, Margaret Whitehead
Assuring safe, stable, nurturing relationships and environments for all children
CDC’s Essentials for Childhood Framework

- Raise Awareness and Commitment to Support Safe, Stable, Nurturing Relationships and Environments
- **Use Data to Inform Action**
- Create the Context for Healthy Children and Families through Norms Change and Programs
- Create the Context for Healthy Children and Families through Policies

http://www.cdc.gov/violenceprevention/childmaltreatment/essentials.html
Strategies to Prevent Child Abuse & Neglect

- Strengthen economic supports for families
- Change social norms to support parents and positive parenting
- Provide quality care and education early in life
- Enhance parenting skills to promote healthy child development
- Intervene to lessen harms and prevent future risk

Using Data to Inform Solutions: State Examples

- **Wisconsin**
  - Examining ACE “Hotspots”
  - Added Poverty and Neglect Items to BRFSS
  - Oversampled AI/AN Population

- **Washington**
  - Legislators changed the definition of work participation for TANF recipients
  - Juvenile offenders needed additional support to mitigate future adverse outcomes
Making the Case: Engaging Businesses

Resources and Tools

Violence Education Tools Online (Veto Violence) – https://vetoviolence.cdc.gov
Working together to make a difference

- Public health
- Education
- Government (local, state, federal)
- Social services
- Business/labor
- Health services
- Justice
- Housing
- Media

- Non-governmental organizations such as rape crisis centers, SV and DV coalitions
“One of the most powerful ways to change the world is to make it better for kids.”

-Jack Shonkoff
Katie A Ports, PhD
kports@cdc.gov

Visit CDC’s National Center for Injury Prevention and Control web site: www.cdc.gov/ncipc

Visit the Division of Violence Prevention’s ACE web site: www.cdc.gov/violenceprevention/acestudy

Visit our ACE Online Resources: vetoviolence.cdc.gov/apps/phl/images/ACE_Accessible.pdf vetoviolence.cdc.gov/apps/aces/

For more information, contact CDC
1-800-CDC-INFO (232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
“No Stories without Data; No Data without Stories”: Connecting with Partners about the Pair of ACEs

Caitlin Murphy, MPA-PNP
Project Manager, Building Community Resilience
BCR Tools: Making Change Happen

- Shared Understanding & Language
- Coalition Building
- Identify Community Resources
- Identify and Connect New Partners
- Advocacy for Practice and Policy Change

Pair of ACEs:

- Health Care Systems
- Parents
- Local Funders
- Justice System
- Education
- Faith-Based Organizations
Building Community Resilience: Process of Assessment, Readiness, Implementation & Sustainability

- Organizational linkages
- Citizen Leadership
- Social supports
- Attachment to place

- ACEs
- Resilience
- Narratives of the community

Shared Understanding

State of Readiness

- Provider Capacity/Capability
- System Capacity/Capability
- Policy Supports

Engaged Families & Community

- How to connect
  - Resource distribution
  - Community & Political Partnerships
  - Collaboration

Cross-Sector Partners

- Building Community Resilience

Process of Assessment, Readiness, Implementation & Sustainability
BCR Coalition Building & Communications Guide

- Defines key terms and concepts
  ACEs, community resilience, SDH, trauma-informed care

- Talking points
  “ACEs are an American public health problem.”
  “Every system or organization that touches an aspect of a child’s life and family can contribute to community resilience.”

Download the tools at go.gwu.edu/BCR
Crafting Messages for Specific Audiences

- **Smart Chart Message box** helps articulate shared values, possible barriers, one create ask, and a shared vision

- Examples of messages for specific audiences: faith-based organizations, education, healthcare, etc.

- Guidance to connect to new possible partners

*Developed by Spitfire Strategies*
Finding Data to Help Tell Your Story

Data Resource Center for Child & Adolescent Health: www.childhealthdata.org
- State-level data on child & family ACEs, resilience, SDH, community, school, & family activities, neighborhood support, etc.
- Can select 25+ demographic topics to subgroup data by, including by ACE exposure.

The Annie E. Casey Kids Count Data Center: www.datacenter.kidscount.org
- State-level, select county and city data on child & family economic wellbeing, education, health, community support, etc.
- Some data can be subgrouped by race/ethnicity, age, or gender.

7% of children without ACEs miss over a week of school
20% of children with 2+ ACEs miss over a week of school
Finding Data to Help Tell Your Story

**County Health Rankings:**
http://www.countyhealthrankings.org/
- **County and state-level data** on community violence, drug overdoses, access to healthy foods, children in juvenile justice, foster care, etc.

**Community Commons**
www.communitycommons.org
- Provides **county-level data** on topics such as unsafe housing, unaffordable housing, grocery store access, etc.
- Can pull data from long list of publically available data sources, will display data on maps
Communicating those Data...

Making the Scope Accessible:
✓ Consider selecting a reference point commonly known within your community
✓ For example: “the number of children in our city who have experienced two or more traumatic experiences would fill up our XYZ stadium three times”.

Highlighting the Inequity of Impact:
✓ Several data sources allow users to break data down by race/ethnicity, income, SHCN, etc.
✓ For example: highlight the % of children of color, % of low-income children, or % of CSHCN in your state impacted by ACEs, as compared to all children.
Know Your Audience:
✓ Think about what topics would persuade your audience, and explore the data which exist on these topics.
✓ Ex: for education champions, explore education indicators which exist (missed school days, school readiness).

No Data Without Stories:
✓ Decisions are usually made on an emotional level, and data are then used to rationalize these decisions.
✓ Therefore ...data should always be tied to personal stories.

Using Simple Visuals:
✓ Find a way to discuss your data simply – if it’s not distracting, consider using a graphic to illustrate your point.
Using Data & Visuals to Tell Your Story

- **Visuals** draw new partners in; make complex ideas more accessible.
- Power in telling both an adversity and a **resilience story**.
- Examples and templates at go.gwu.edu/bcr.
Examples and templates at go.gwu.edu/bcr.
How Do I Customize this to My Community?

• A free, customizable version of this infographic is available at go.gwu.edu/bcrinfographicdata

• Templates are fillable PDF forms with space to include your state and county data

• All BCR tools are available at go.gwu.edu/bcr.
What Resilience Looks Like

BCR is working to transform programs, practices, and policies across systems to improve the health and life outcomes of children, families, and communities.

- Fewer children in foster care
- Fewer justice-involved youth
- Reduced crime
- Supportive adults & healthy households
- Fewer youth in mental health crisis
- Families drawing on their strengths
- Steady employment
- Connected systems & supports

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Examples and templates at go.gwu.edu/bcr.
BCR Policy & Advocacy Guide
Delivering Your Message

Remember: Politicians love stories, especially about constituents; but staff need the data. Make sure you are speaking to both audiences.

1) Issue Statement

   In the schools we’re working in, attendance and test scores are up since we co-located mental health services and made our school trauma informed. Let me tell you a story about a student named John…”

2) Hook

3) Solution

   Our program is reducing absenteeism in our schools, but its reach is limited to our school...

4) Ask
Policy version of the template is available at go.gwu.edu/bcrinfographicpolicy.
Questions?

Caitlin Murphy, MPA-PNP
Project Manager, BCR
cmurphy26@gwu.edu
go.gwu.edu/bcr
Using Data to Engage Stakeholders
Alive and Well Communities activate communities to heal.

We do this by:

- **Elevating community wisdom**, centering those who have experienced trauma as leaders of the work.
- **Disrupting systemic oppression** and responding to the impact of historical trauma.
- **Acting with urgency**, not waiting for another day or generation.
- **Leading innovative solutions** based on the science of trauma, toxic stress and resiliency.
The Core Principles

- Trustworthiness
- Empowerment
- Safety
- Choice
- Collaboration

EQUITY
Pair of ACEs used beginning in introductory Trauma Awareness trainings with all sectors, including our monthly community trainings.
Adverse Childhood Experience (ACE) Study

Without intervention, adverse childhood events (ACEs) may result in long-term disease, disability, chronic social problems and early death. Importantly, intergenerational transmission that perpetuates ACEs will continue without implementation of interventions to interrupt the cycle.

Adverse Childhood Experiences

- Abuse of Child
  - Psychological abuse
  - Physical abuse
  - Sexual abuse
- Trauma in Child’s Household Environment
  - Substance Abuse
  - Parental separation &/or Divorce
  - Mentally ill or suicidal Household member
  - Violence to mother
  - Imprisoned household member
- Neglect of Child
  - Abandonment
  - Child’s basic physical &/or Emotional needs unmet

Impact of Trauma & Adoption of Health Risk Behaviors

Neurobiologic Effects of Trauma
- Disrupted neuro-development
- Difficulty controlling anger
- Hallucinations
- Depression
- Panic reactions
- Anxiety
- Multiple (6+) somatic problems
- Impaired memory
- Flashbacks

Health Risk Behaviors
- Smoking &/or Drug abuse
- Severe obesity
- Physical inactivity
- Self Injury &/or Suicide attempts
- Alcoholism
- 50+ sex partners
- Sexually transmitted disease
- Repetition of original trauma
- Eating Disorders
- Dissociation
- Perpetrate domestic violence

Long-Term Consequences Of Unaddressed Trauma

Disease & Disability
- Ischemic heart disease
- Cancer
- Chronic lung disease
- Chronic emphysema
- Asthma
- Liver disease
- Skeletal fractures
- Poor self rated health
- HIV/AIDS

Social Problems
- Homelessness
- Prostitution
- Delinquency, violence & criminal Behavior
- Inability to sustain employment-
  - Re-victimization: rape; domestic Violence
- Inability to parent
- Inter-generational transmission Of abuse
- Long-term use of health & social services

The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Emotional & Sexual Abuse
- Substance Abuse
- Domestic Violence

Adverse Community Environments

- Physical & Emotional Neglect
- Divorce
- Mental Illness
- Incarceration
- Poverty
- Discrimination
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital
- Poor Housing Quality & Affordability
- Violence

What's missing?

What’s in our soil?

### Adverse Community Environments

<table>
<thead>
<tr>
<th></th>
<th>St. Louis County</th>
<th>St. Louis City</th>
<th>Jackson County</th>
<th>Clay County</th>
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<tbody>
<tr>
<td>Rate of <strong>violent crimes</strong> (per 100,000 ppl)</td>
<td>298 crimes</td>
<td>1,703 crimes</td>
<td>823 crimes</td>
<td>NA</td>
</tr>
<tr>
<td>% children living in <strong>poverty</strong></td>
<td>13%</td>
<td>38%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>% <strong>severely unaffordable or unsafe homes</strong> (monthly costs over 50% of income, no kitchen, no plumbing, or over-crowding)</td>
<td>14%</td>
<td>23%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>% low-income families with <strong>limited access to a grocery store</strong></td>
<td>6%</td>
<td>3%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Rate of <strong>drug overdose</strong> deaths (per 100,000 ppl)</td>
<td>516</td>
<td>287</td>
<td>336</td>
<td>15</td>
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*Go to go.gwu.edu/bcrsnapcite for data source information.*
Using the Pair of ACES to Build, Connect, & Activate

- Ambassador Orientations
- Trauma Awareness Trainings
- Steering Committee
- Learning Collaboratives (Justice, Health, & Education)
Examples of Impact

- Highlights Community Trauma
- Encourages Difficult Conversations – What’s in your soil?
- Identifies Commonalities
- Exposes Inequities
- Advances Conversations around Equity
Tina Mosley
Normandy and 24:1 Community

Dionne Ferguson
The Academy Neighborhood

Steve Parish
The Ville

Phillip Brooks
Ferguson and Dellwood

Aja Owens
Jennings

LaChrisa Crenshaw
College Hill, Hyde Park, University City and Jeff-Vander-Lou
What We’ve Heard: Community Consultants’ Evaluation Report

94% of the interviewees described an actual behavior change that improved their own emotional wellbeing and/or that of someone else.

The most frequent behavior changes mentioned included improving self-care practices and recommending the workshop to friends and family.

68% of interviewees reported a change in attitude about someone they know who has experienced toxic stress and/or trauma.

Of those who did not endorse a change in attitude, 50% said that their attitude had already been positive before the workshop, but their existing attitudes and knowledge were reinforced by the CEWs.
## Building Momentum

<table>
<thead>
<tr>
<th>Build</th>
<th>Building an Equity Lens</th>
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<tbody>
<tr>
<td>Connect</td>
<td>Engaging Stakeholders in Action Planning</td>
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<tr>
<td>Activate</td>
<td>Developing a Policy Agenda</td>
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</table>
The Core Principles

- Trustworthiness
- Empowerment
- Choice
- Safety
- Collaboration

EQUITY
QUESTIONS FOR ALL PRESENTERS

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