

THE HUMAN CONDITION: The Impact of Adversity The Power of Resiliency

Matt Buckman, Ph D

Stress & Trauma Treatment Center, Inc

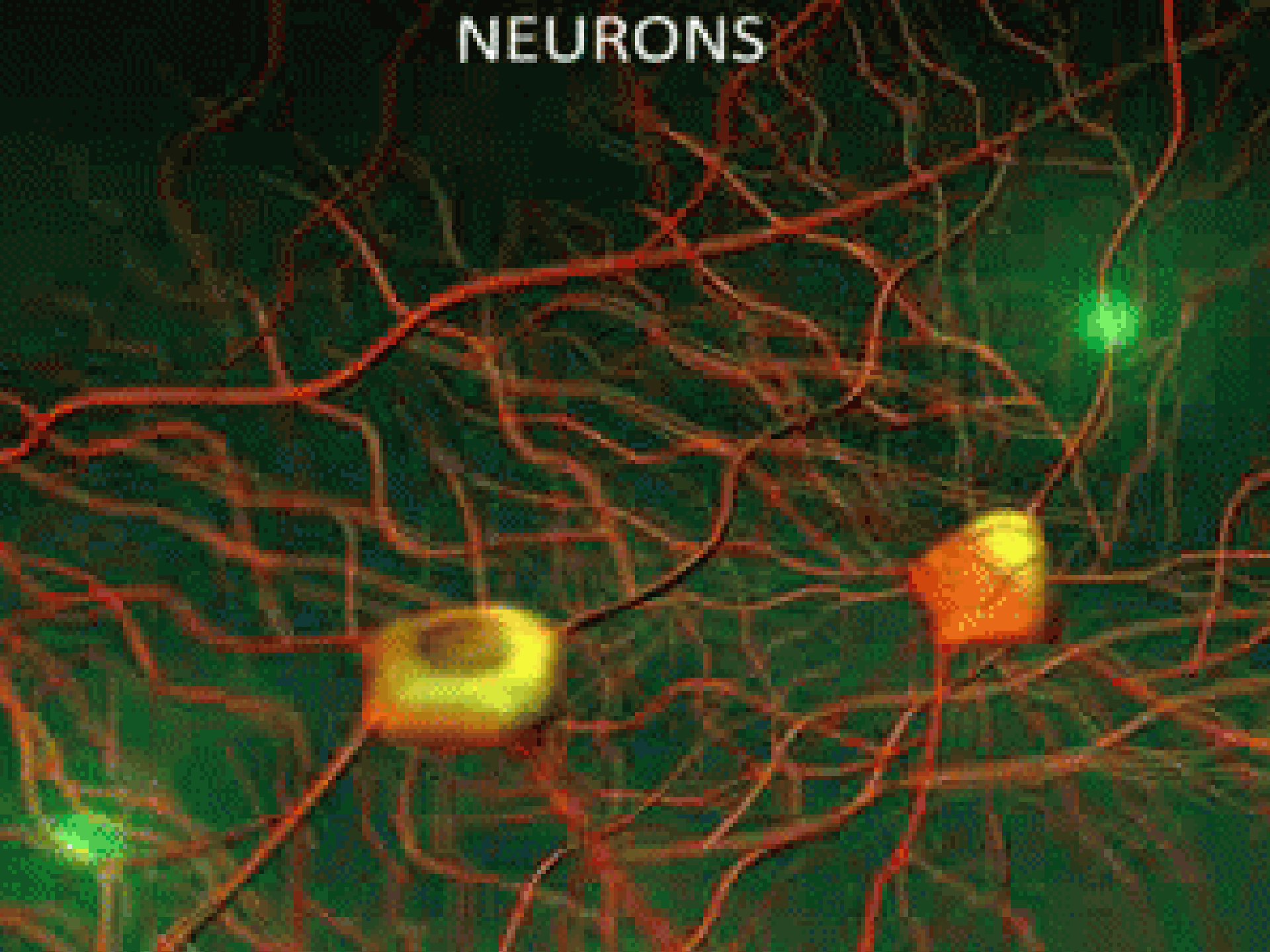
This Morning

- ◆ Brain Development
- ◆ Vulnerability & Resiliency
- ◆ Overview of ACEs
- ◆ How Adults Help Children Heal

CONTENT WARNING:

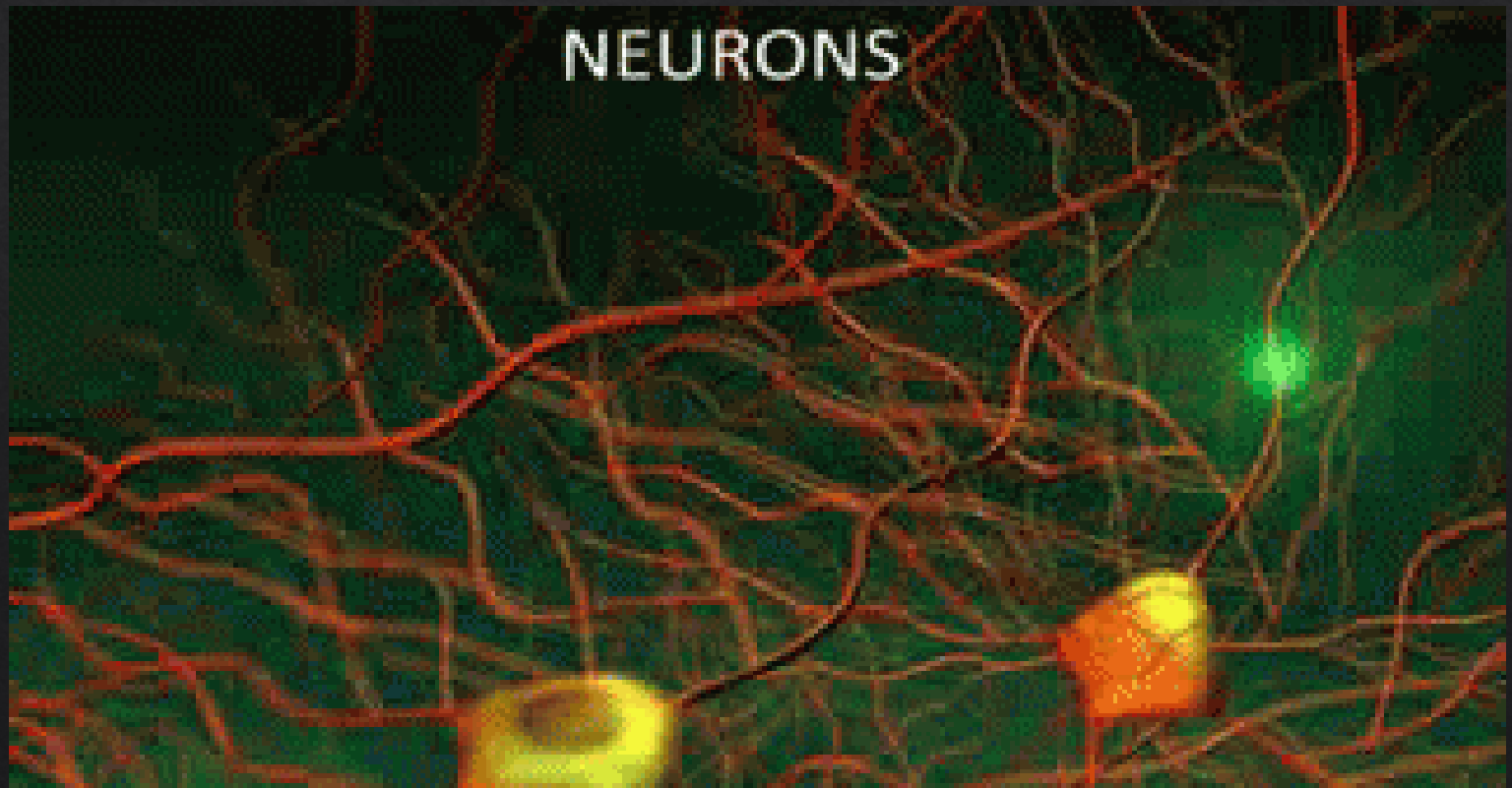
This program contains discussion of adversity, trauma, and stressors.

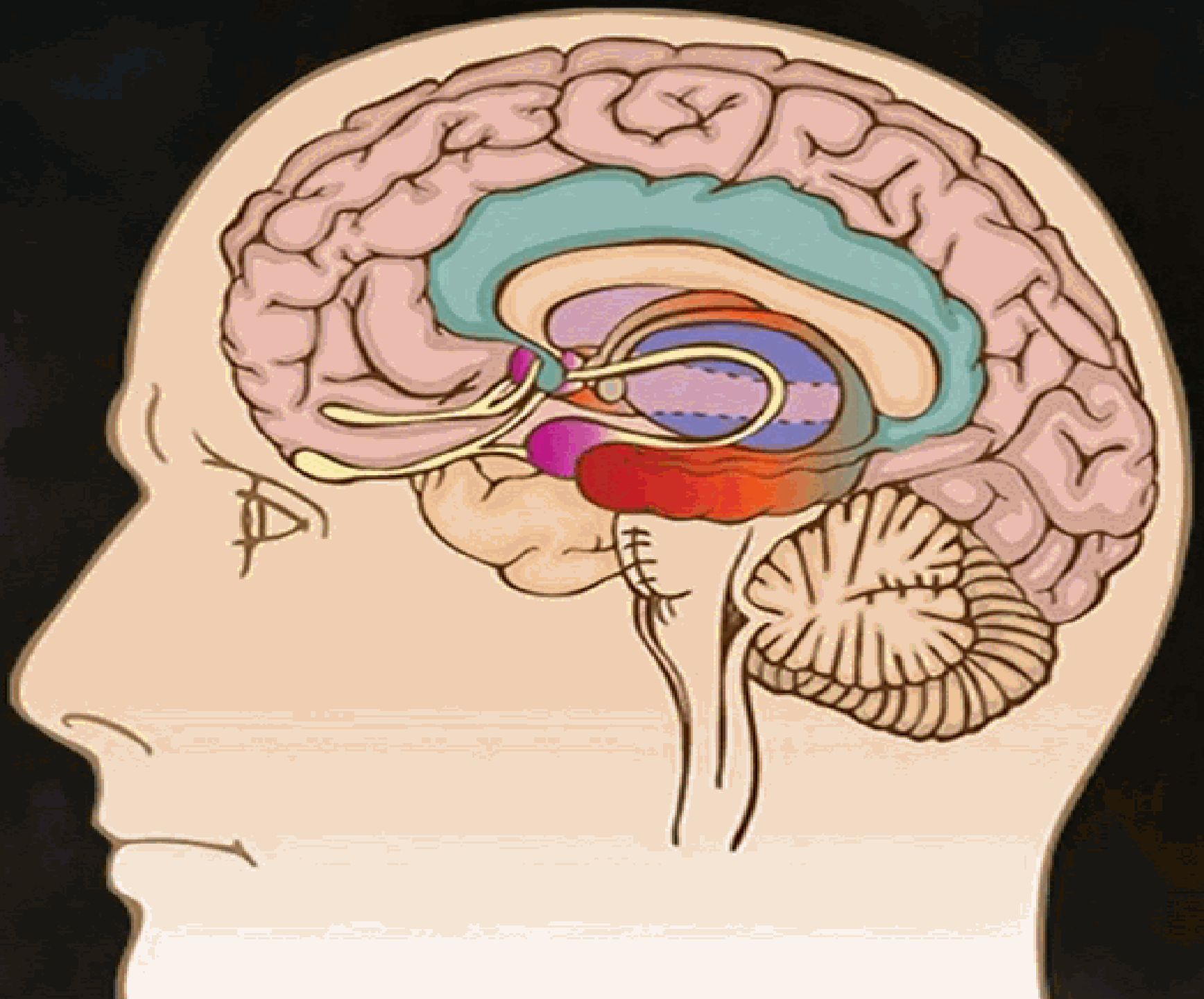
NEURONS



“Where your attention goes, energy flows, and that’s what grows.”

The more we use something, the more it will grow



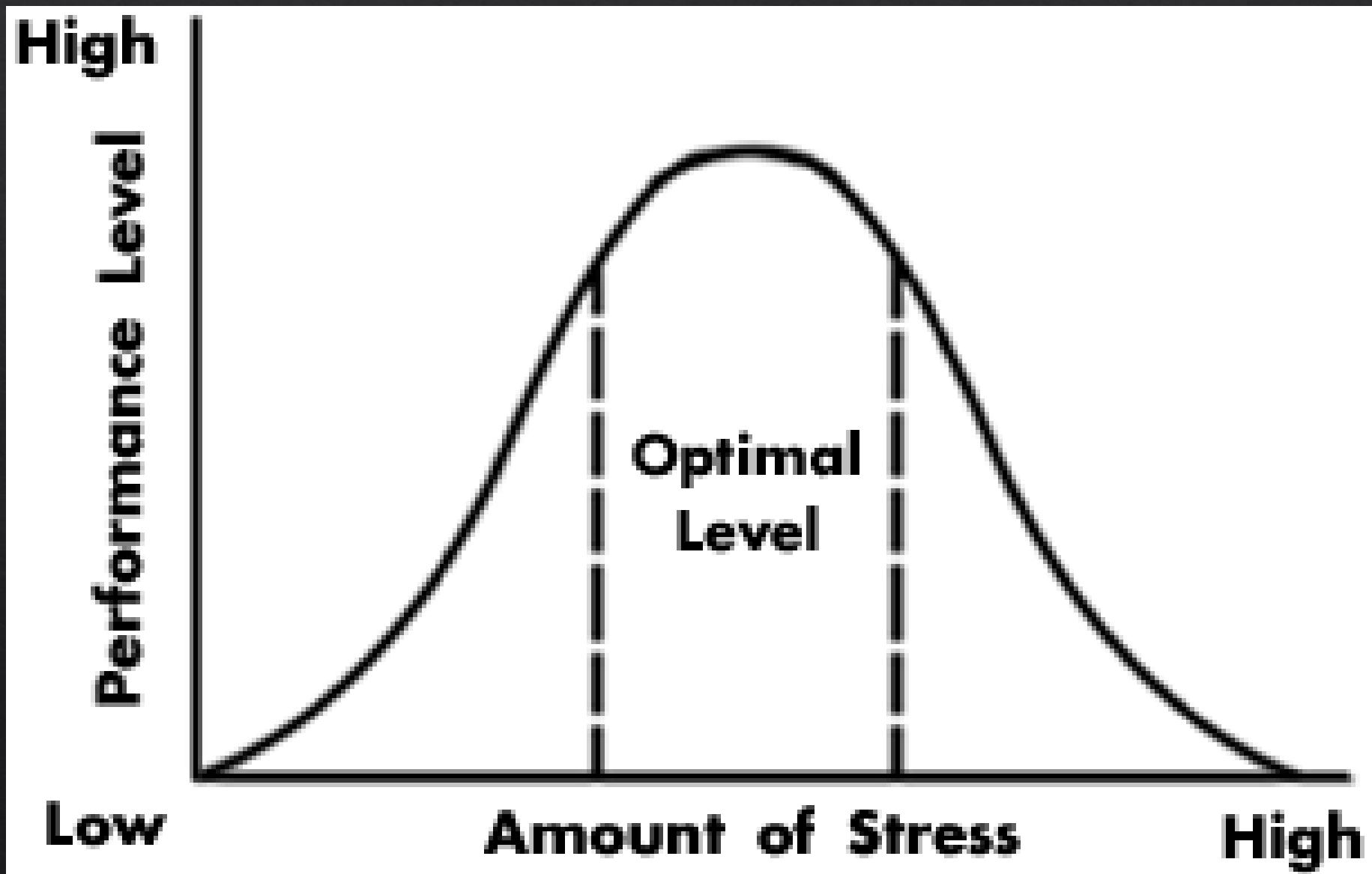


Real Life



The Cerebral Cortex (AKA “CEO”)





Exposure to Stress

- ◆ Vulnerable (sensitivity)
 - ◆ Unpredictable
 - ◆ High intensity
 - ◆ Prolonged exposure

Exposure to Stress

- ◆ Resilient (tolerance)
 - ◆ Predictable
 - ◆ Moderate or low intensity
 - ◆ Controlled exposure

Acute Reaction to ACE

- ❖ During an acute event, we go through a variety of feelings, thoughts, and physical reactions that are frightening.
- ❖ Universal distress



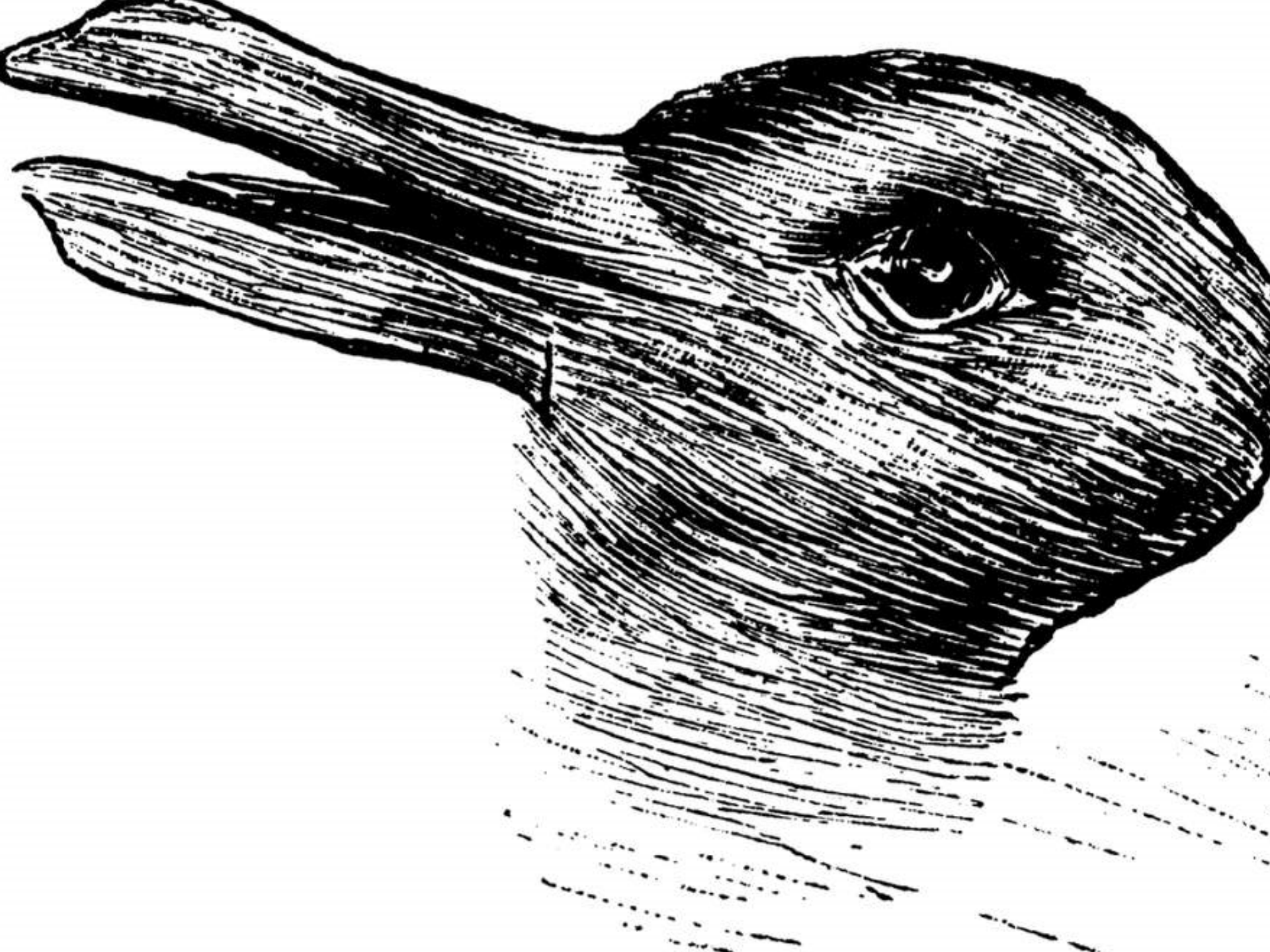
Responses to Traumatic Events Are Unique

◆ Something that is perceived as traumatic for one person may not be perceived as traumatic for another person.

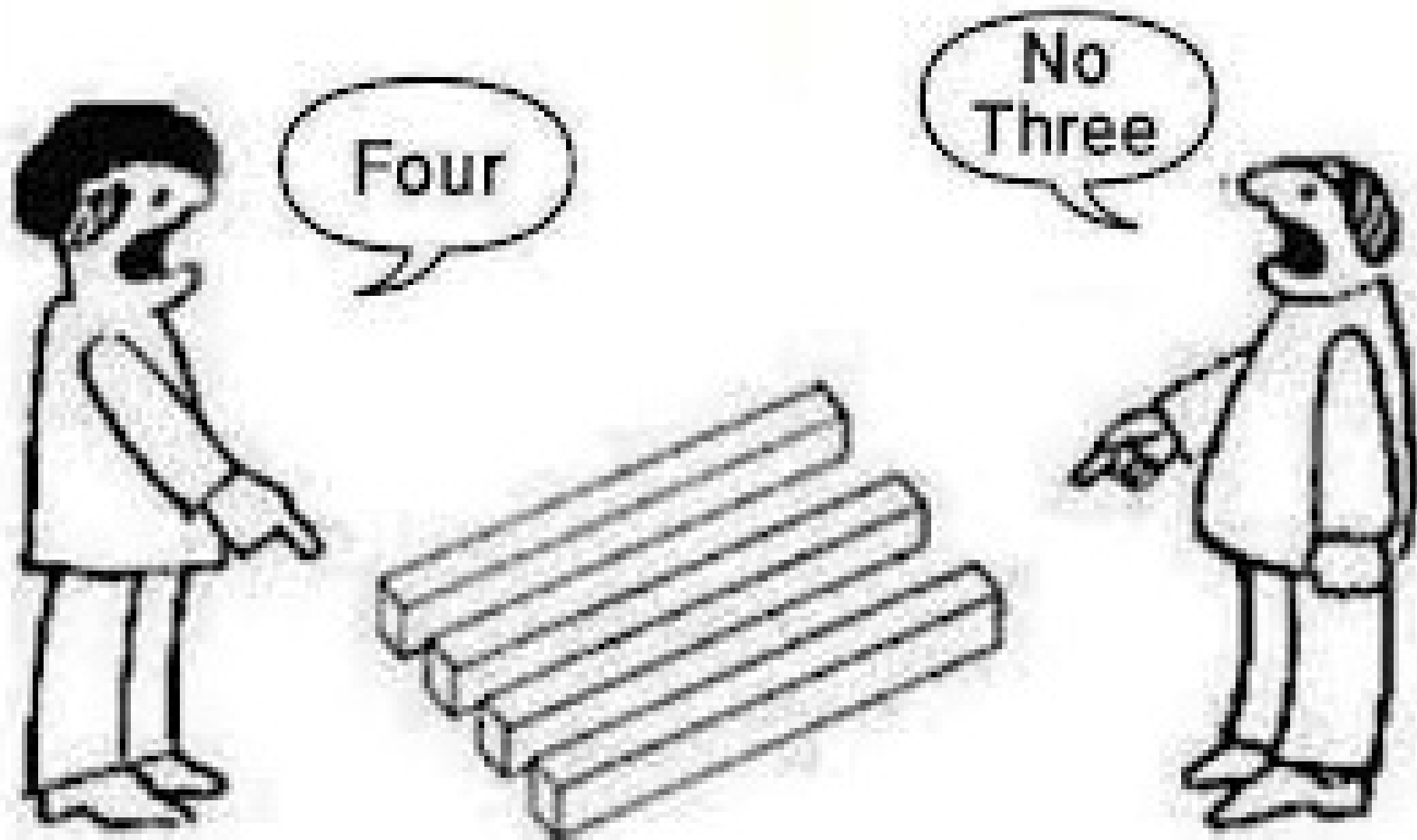
◆ Risk & protective factors







It is really confusing!!!



What is Traumatic Stress

- ◆ Overwhelm a person's capacity to cope and elicit feelings of terror, powerlessness, and out-of-control body response.

May affect:

- ◆ Ability to trust others
- ◆ Sense of personal safety
- ◆ View of the world and self
- ◆ Ability to navigate stressful events and changes in life



What is Toxic Stress

◇ *“The excessive or prolonged activation of the physiological system in the absence of the buffering protection afforded by stable, responsive relationships.”*

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Adverse Childhood Experiences Study (ACES)



Robert F. Anda, MD, MS
Epidemiologist, Centers for
Disease Control, Atlanta



Vincent J. Felitti, MD,
Internist
Kaiser Permanente, San Diego

Adverse Child Events (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...

Swear at you, insult you, put you down, or humiliate you?

or

Act in a way that made you afraid that you might be physically hurt?

Yes No

If yes enter 1 _____

2. Did a parent or other adult in the household **often** ...

Push, grab, slap, or throw something at you?

or

Ever hit you so hard that you had marks or were injured?

Yes No

If yes enter 1 _____

3. Did an adult or person at least 5 years older than you **ever**...

Touch or fondle you or have you touch their body in a sexual way?

or

Try to or actually have oral, anal, or vaginal sex with you?

Yes No

If yes enter 1 _____

4. Did you **often** feel that ...

No one in your family loved you or thought you were important or special?

or

Your family didn't look out for each other, feel close to each other, or support each other?

Yes No

If yes enter 1 _____

Yes No

If yes enter 1 _____

5. Did you **often** feel that ...

You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?

or

Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

Yes No

If yes enter 1 _____

6. Were your parents **ever** separated or divorced?

Yes No

If yes enter 1 _____

7. Was your mother or stepmother:

Often pushed, grabbed, slapped, or had something thrown at her?

or

Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?

or

Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

Yes No

If yes enter 1 _____

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

Yes No

If yes enter 1 _____

9. Was a household member depressed or mentally ill or did a household member attempt suicide?

Yes No

If yes enter 1 _____

10. Did a household member go to prison?

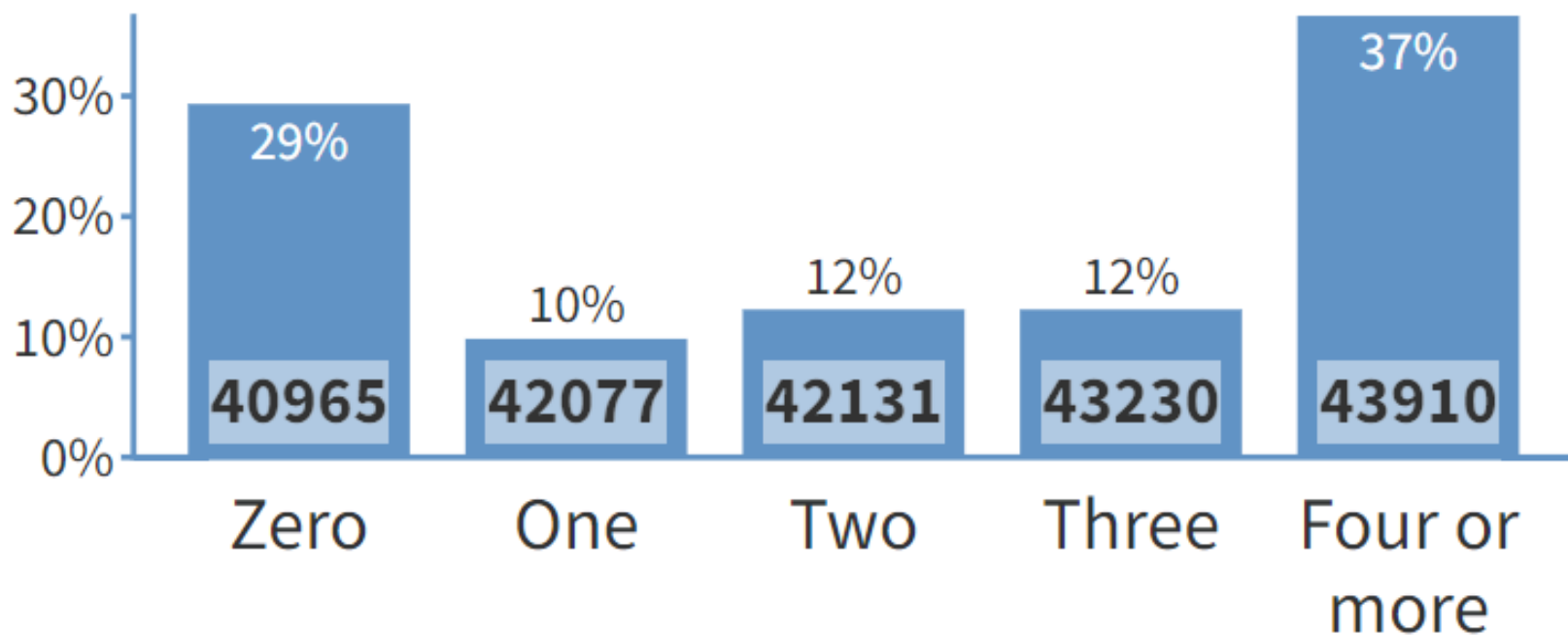
Yes No


If yes enter 1 _____

i Poll is full and no longer accepting responses



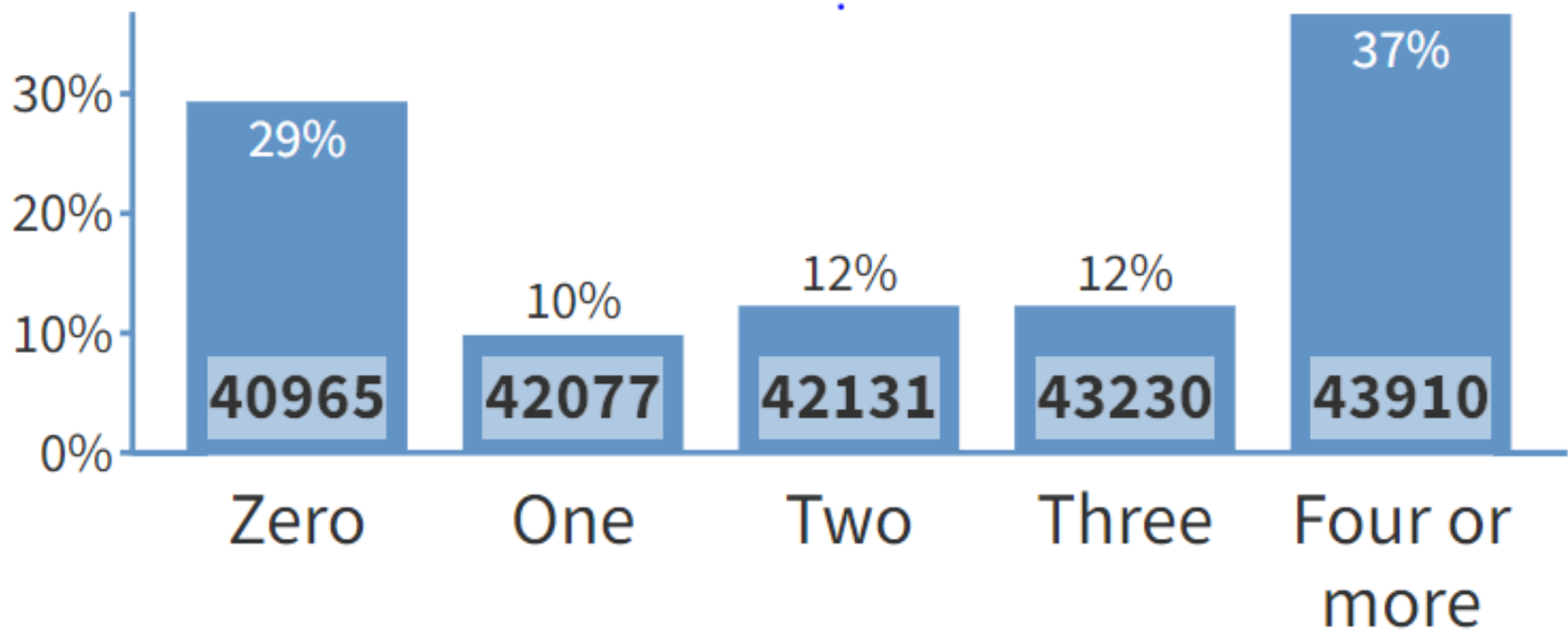
How many ACEs have you had?



 Poll is full and no longer accepting responses



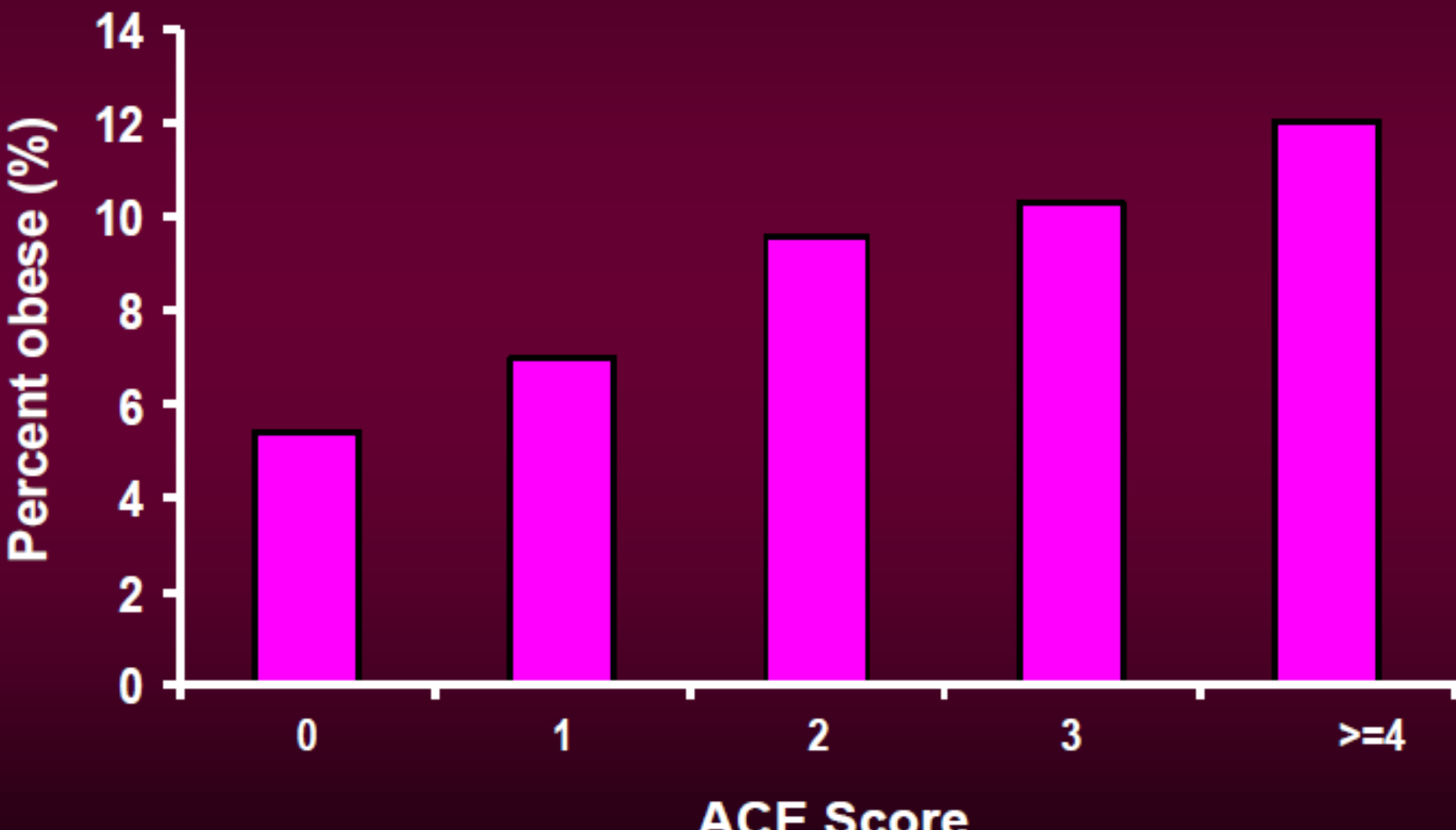
How many ACEs have you had?



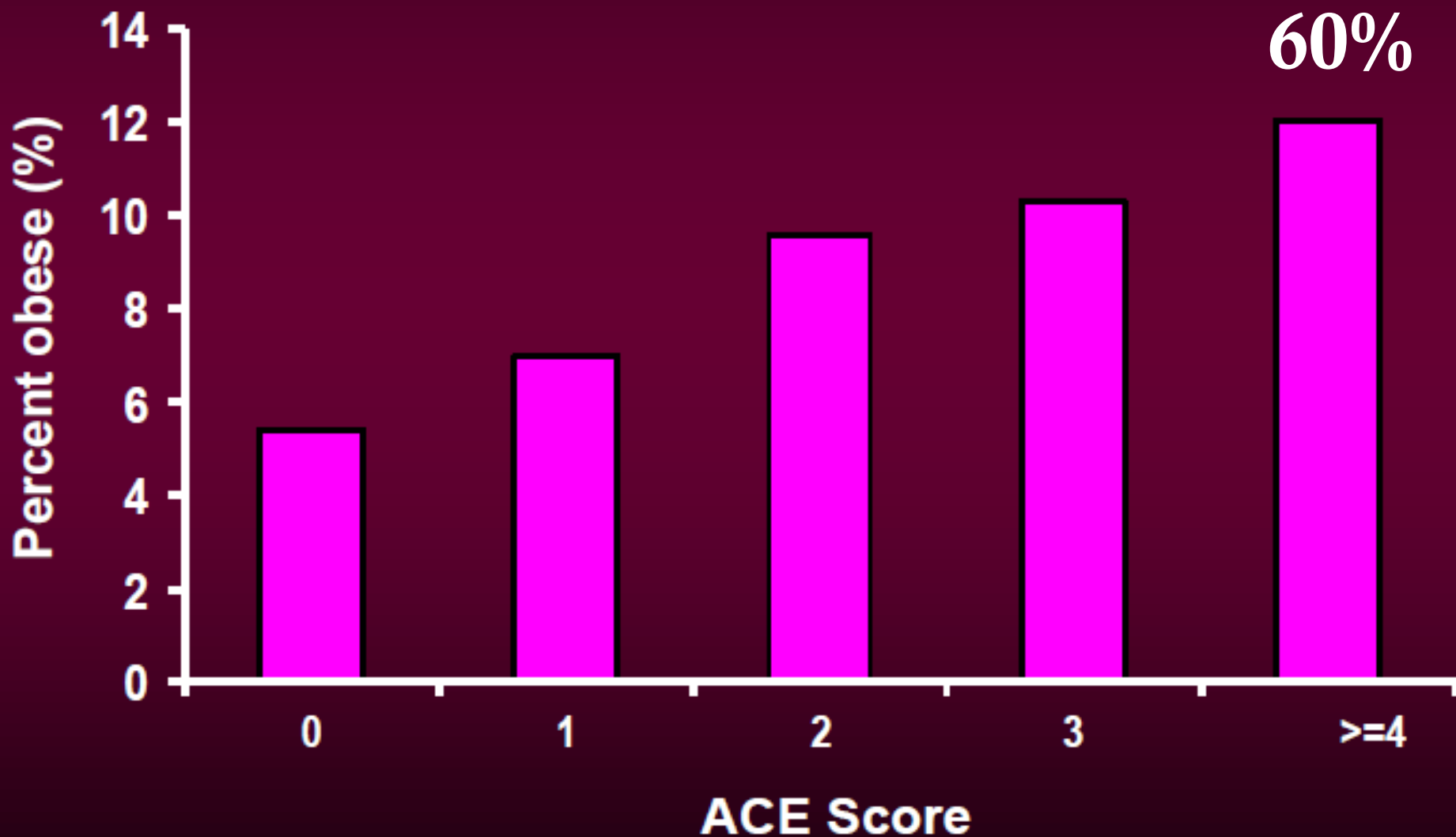
Prevalence of ACE Score

ACE Score	Women	Men	Total
0	34.5%	38.0%	36.1%
1	24.5%	27.9%	26.0%
2	15.5%	16.4%	15.9%
3	10.3%	8.5%	9.5%
4 or more	15.2%	9.2%	12.5%

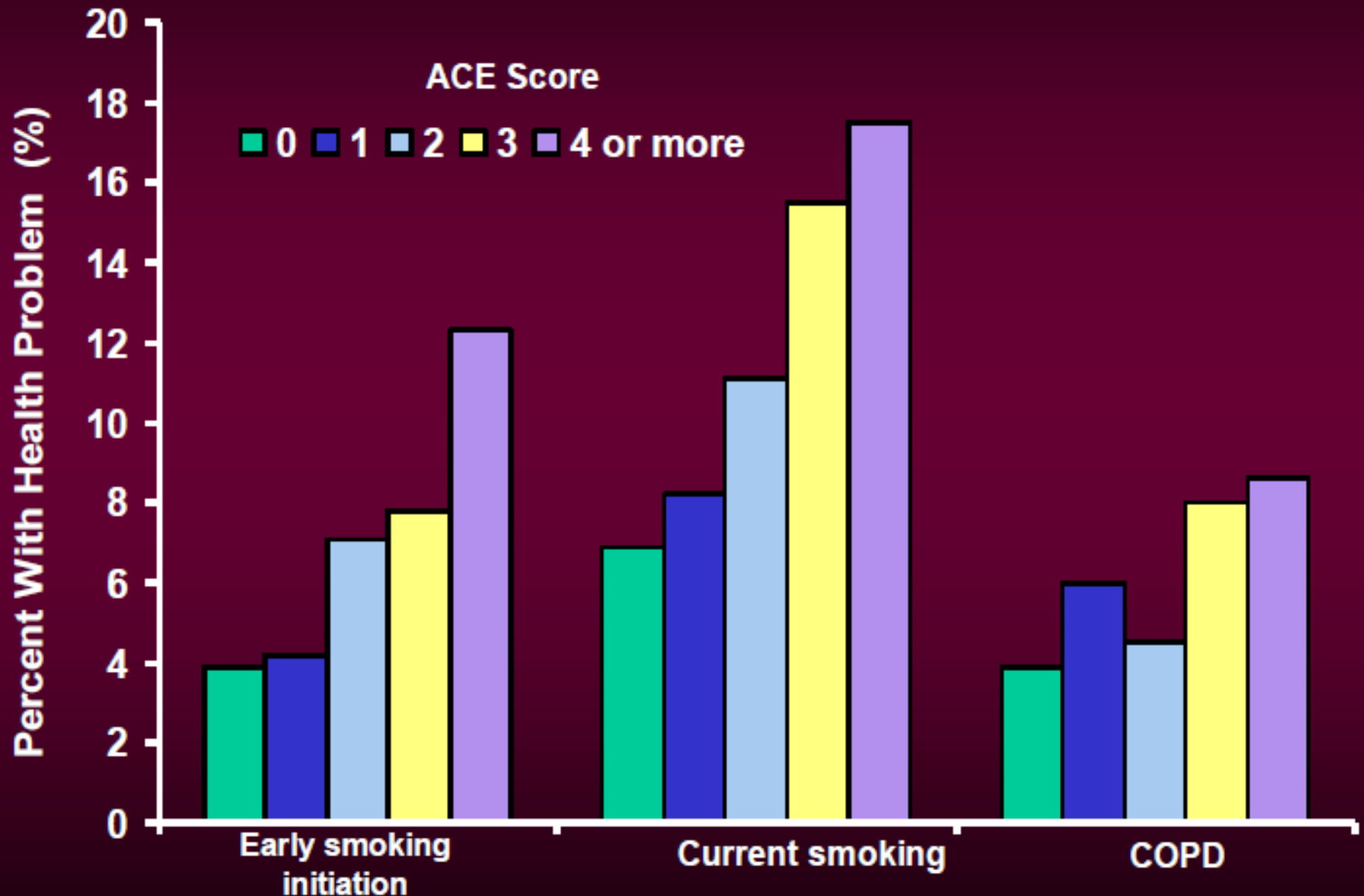
The ACE Score and the Prevalence of Severe Obesity (BMI ≥ 35)



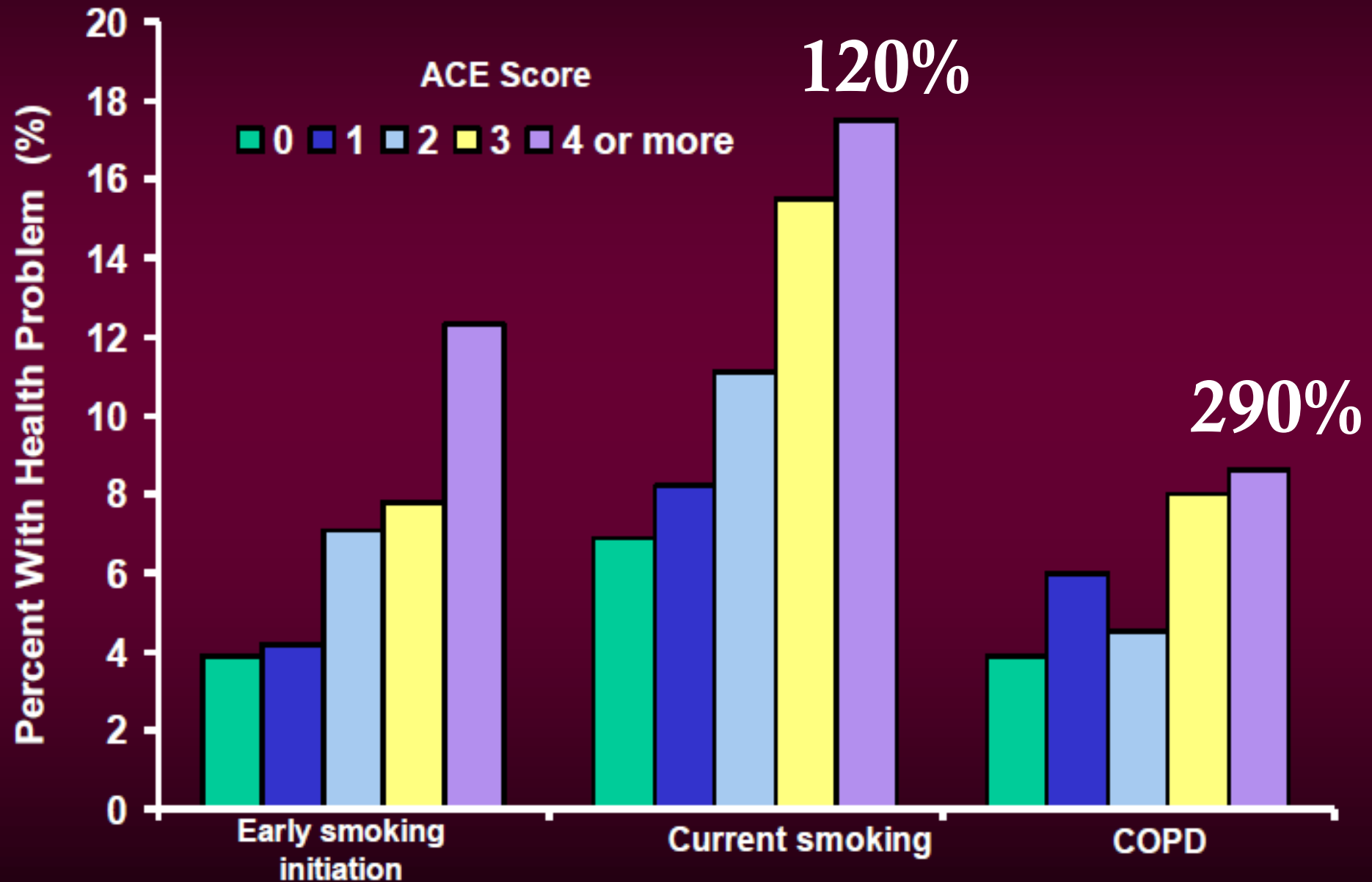
The ACE Score and the Prevalence of Severe Obesity (BMI ≥ 35)



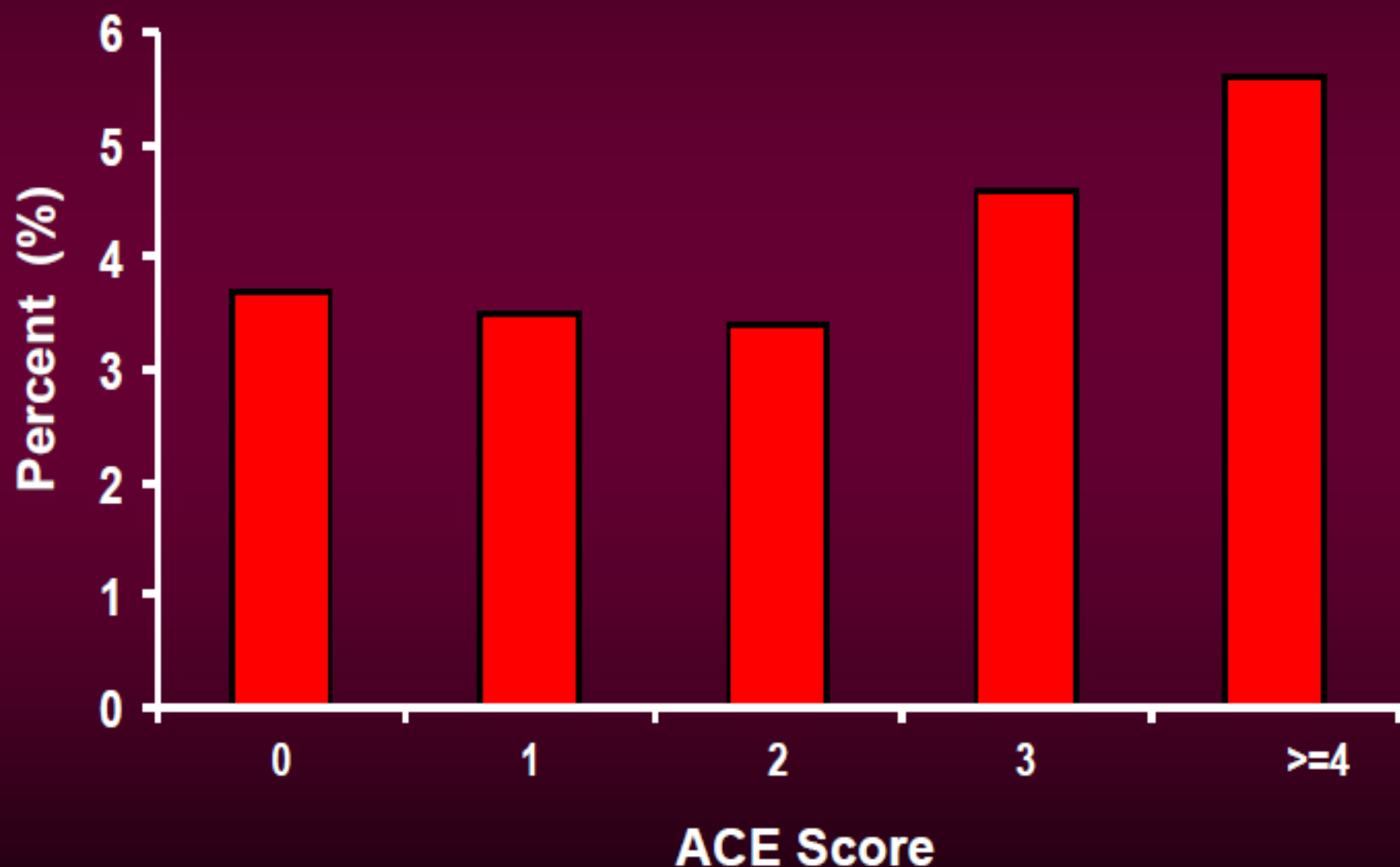
ACEs, Smoking, and Lung Disease



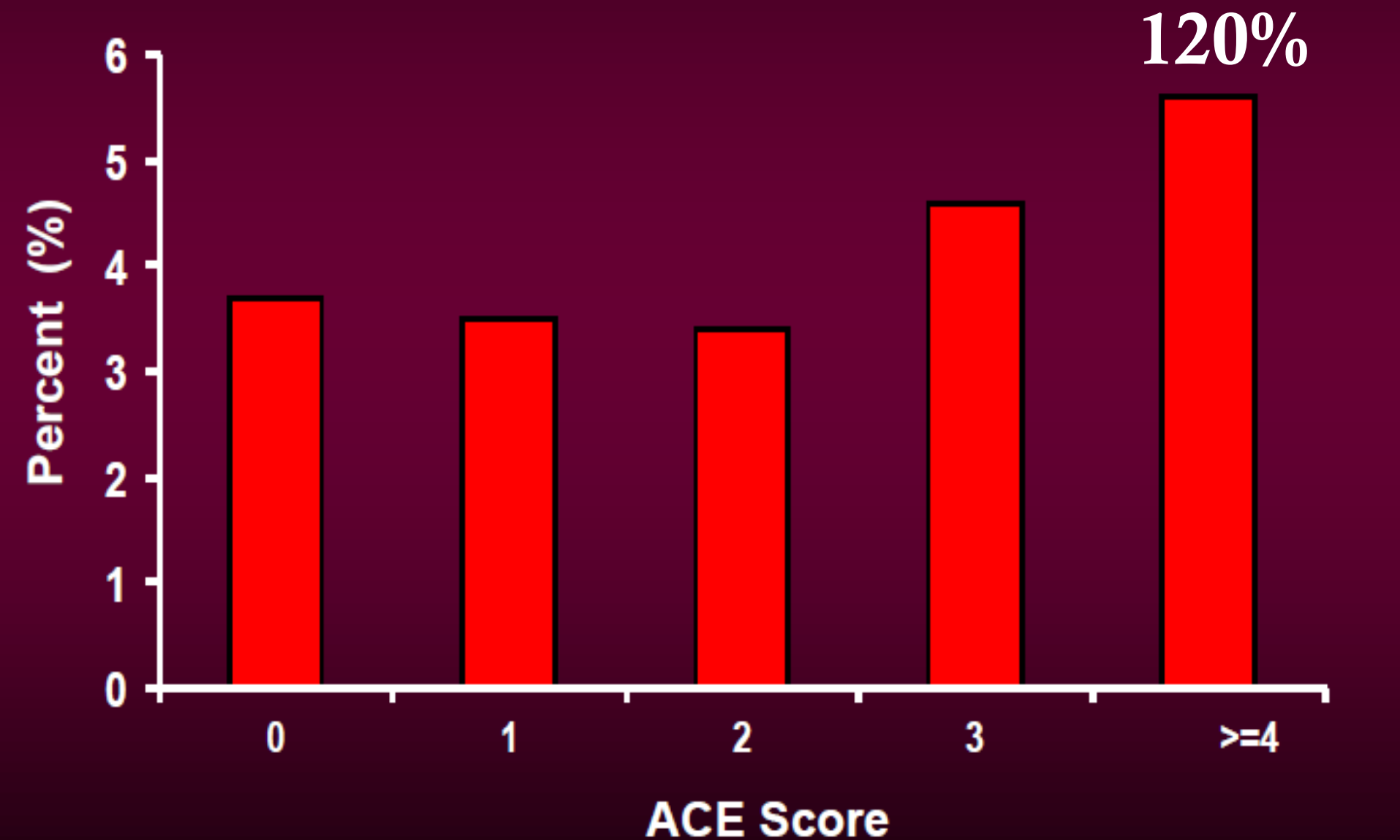
ACEs, Smoking, and Lung Disease



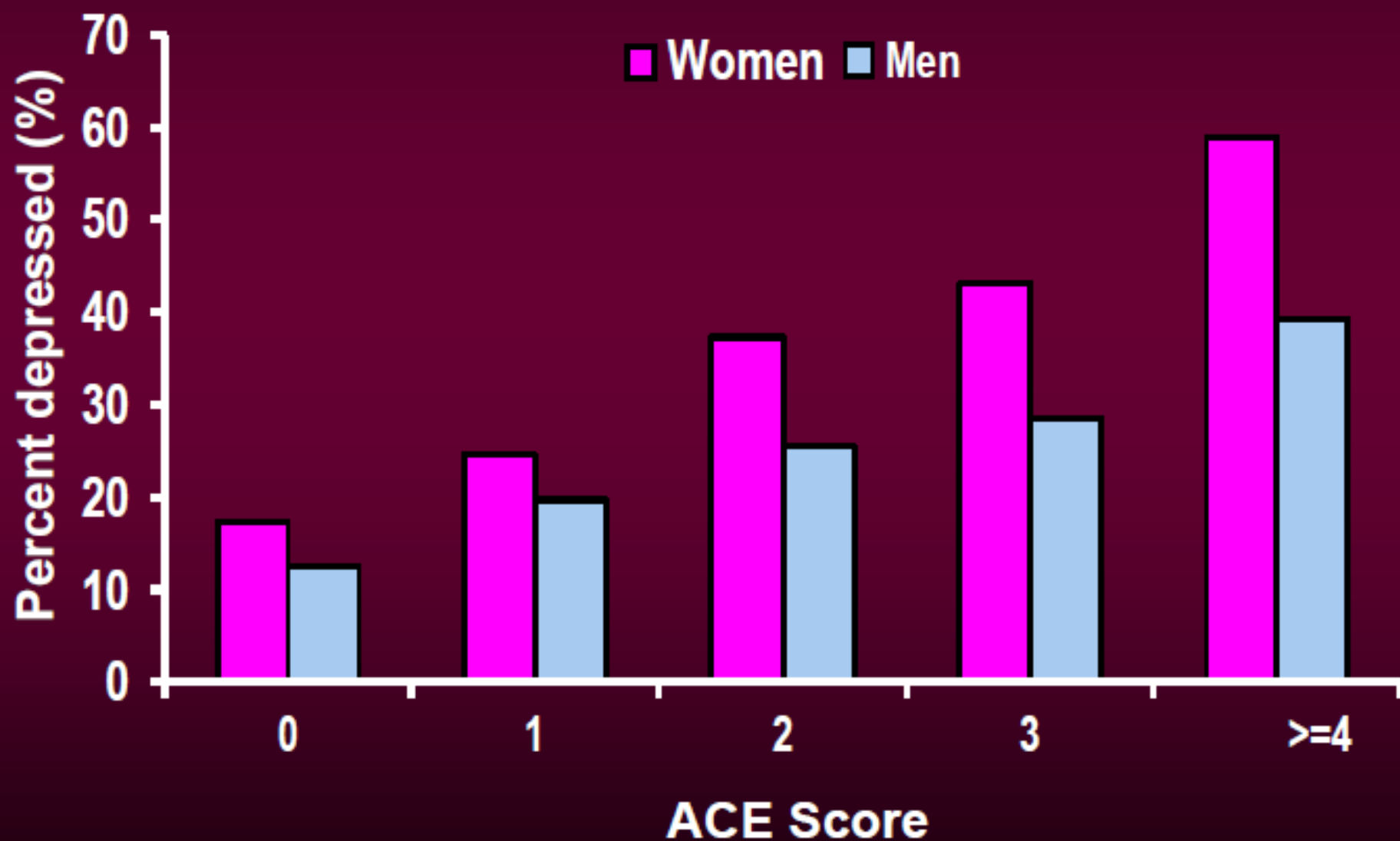
The ACE Score and the Prevalence Ischemic Heart Disease



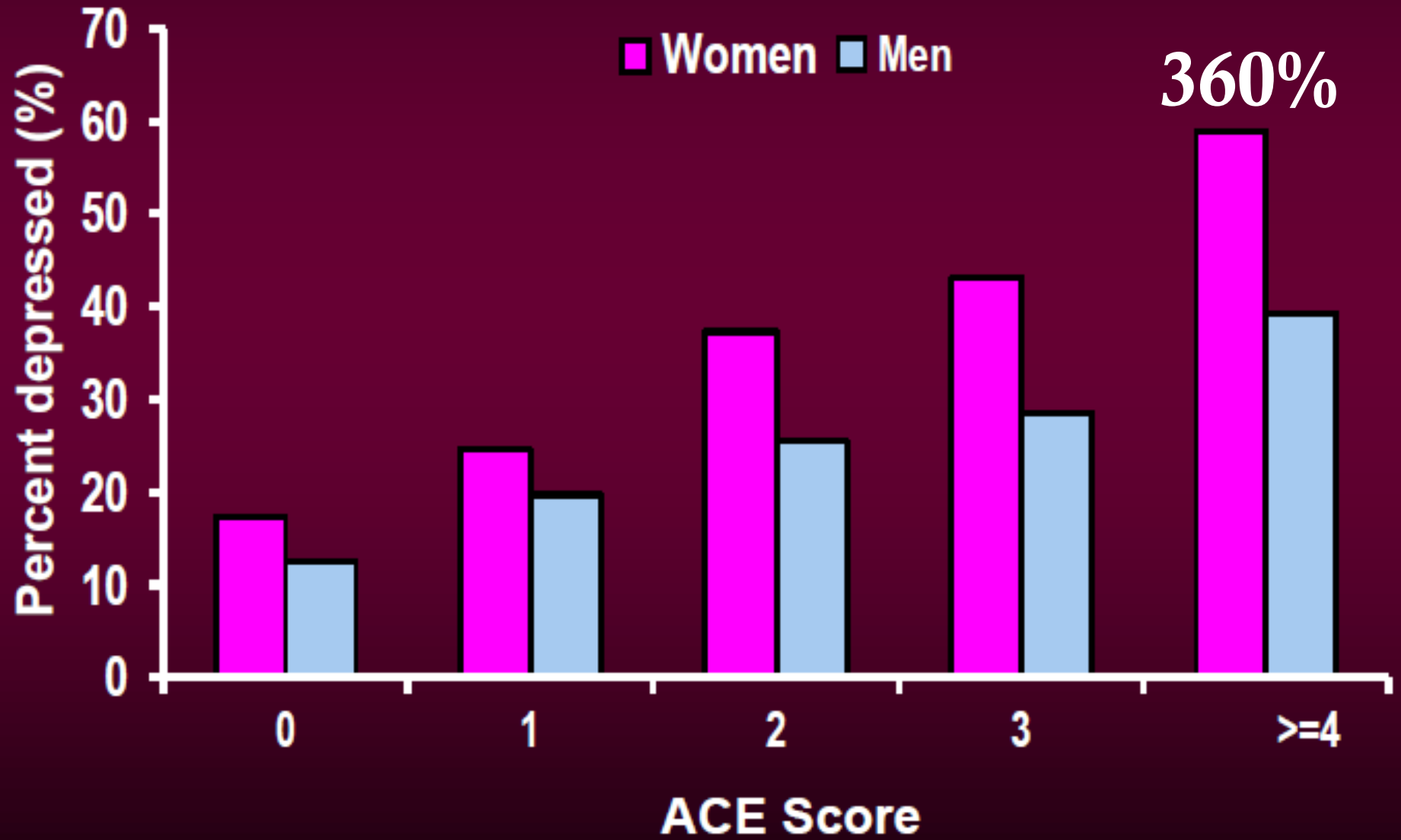
The ACE Score and the Prevalence Ischemic Heart Disease



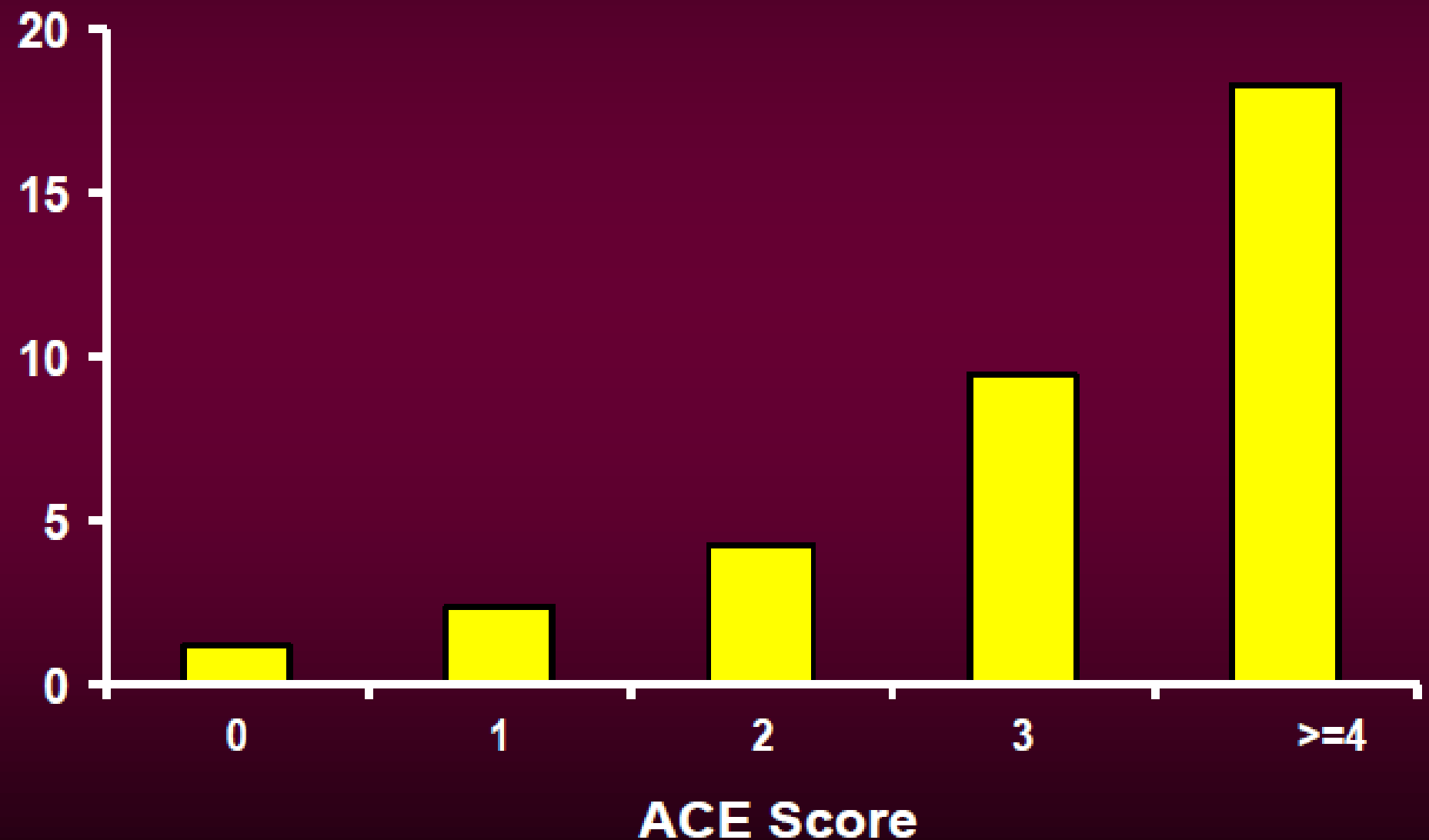
The ACE Score and a Lifetime History of Depression



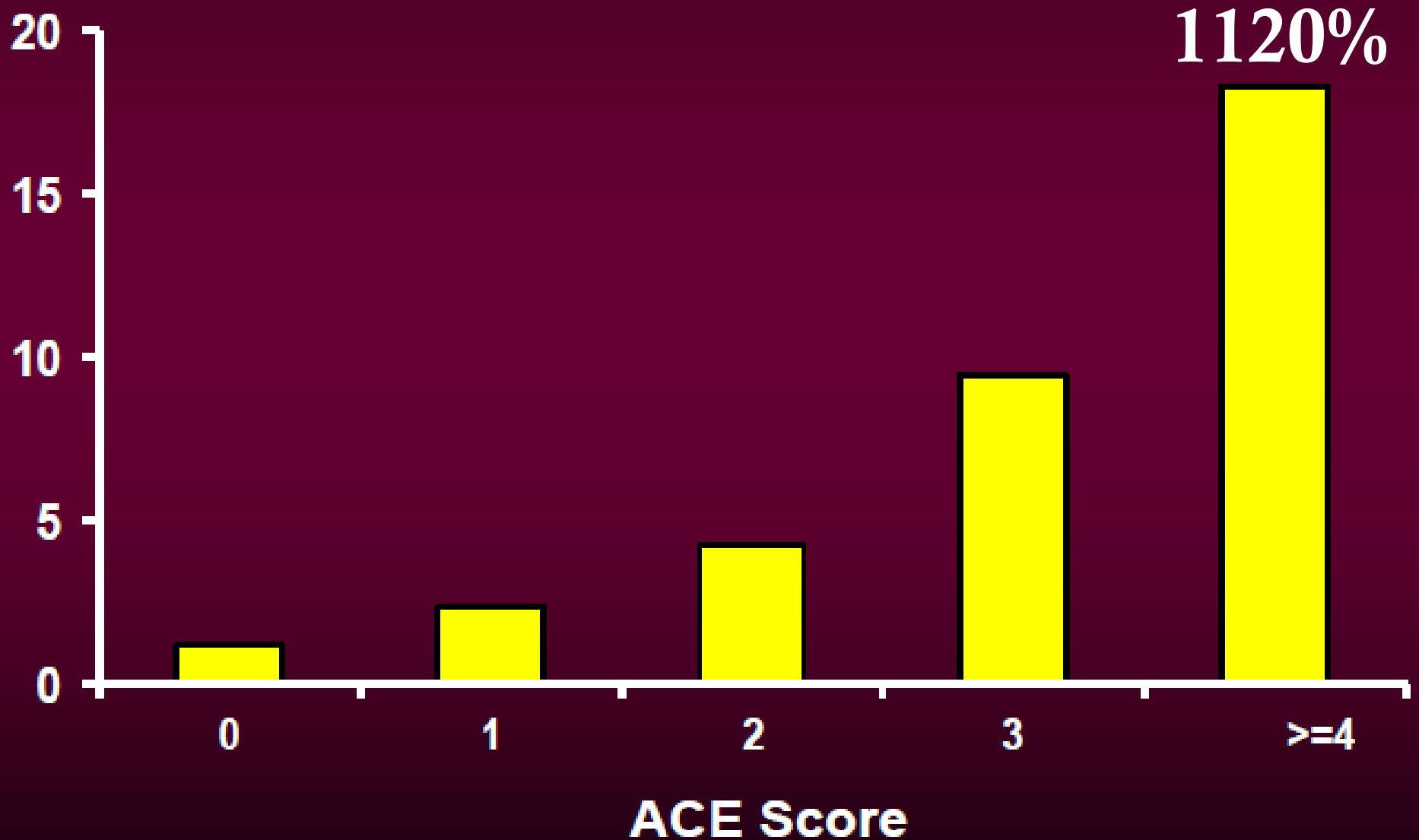
The ACE Score and a Lifetime History of Depression



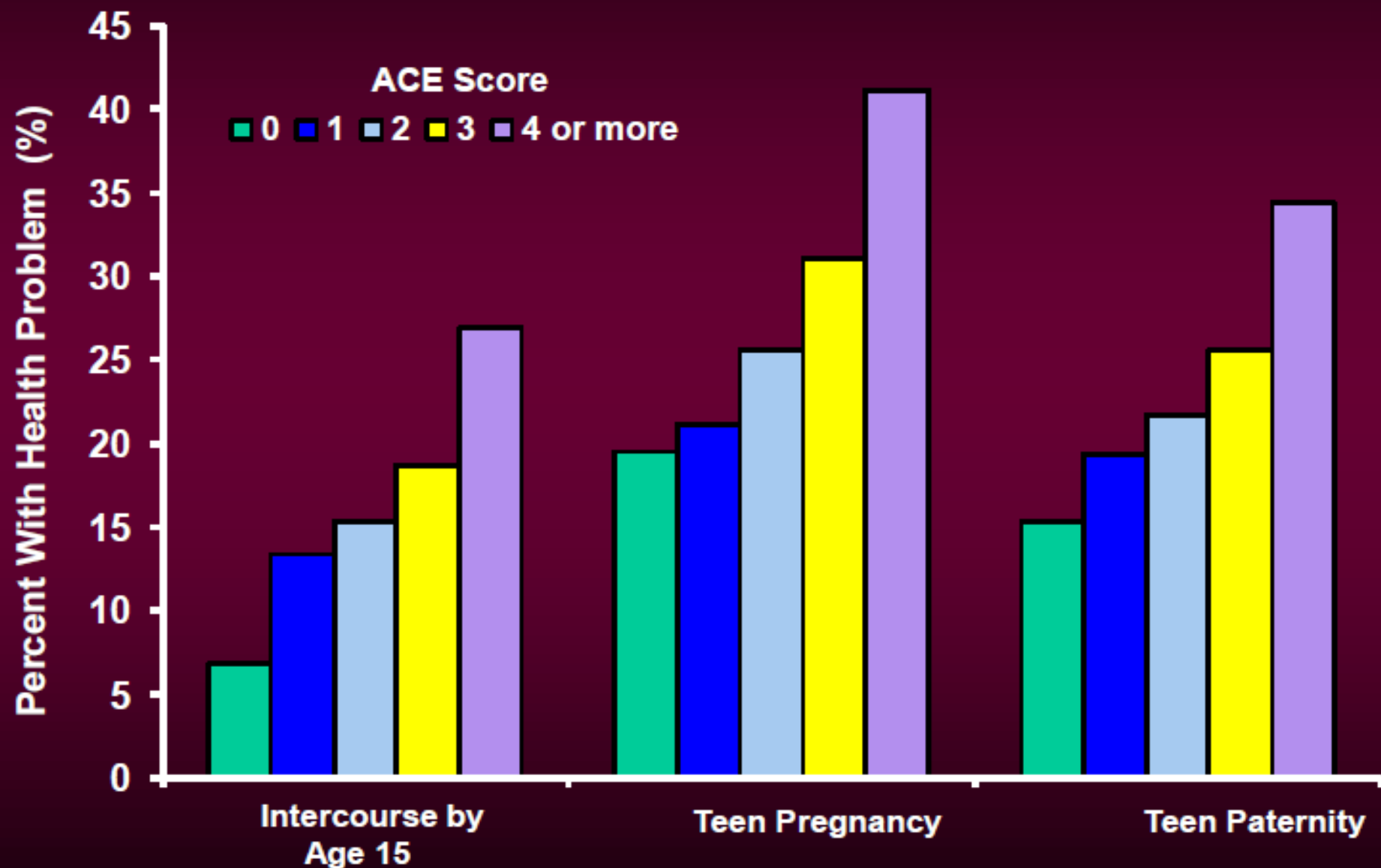
The ACE Score and the Prevalence of Attempted Suicide



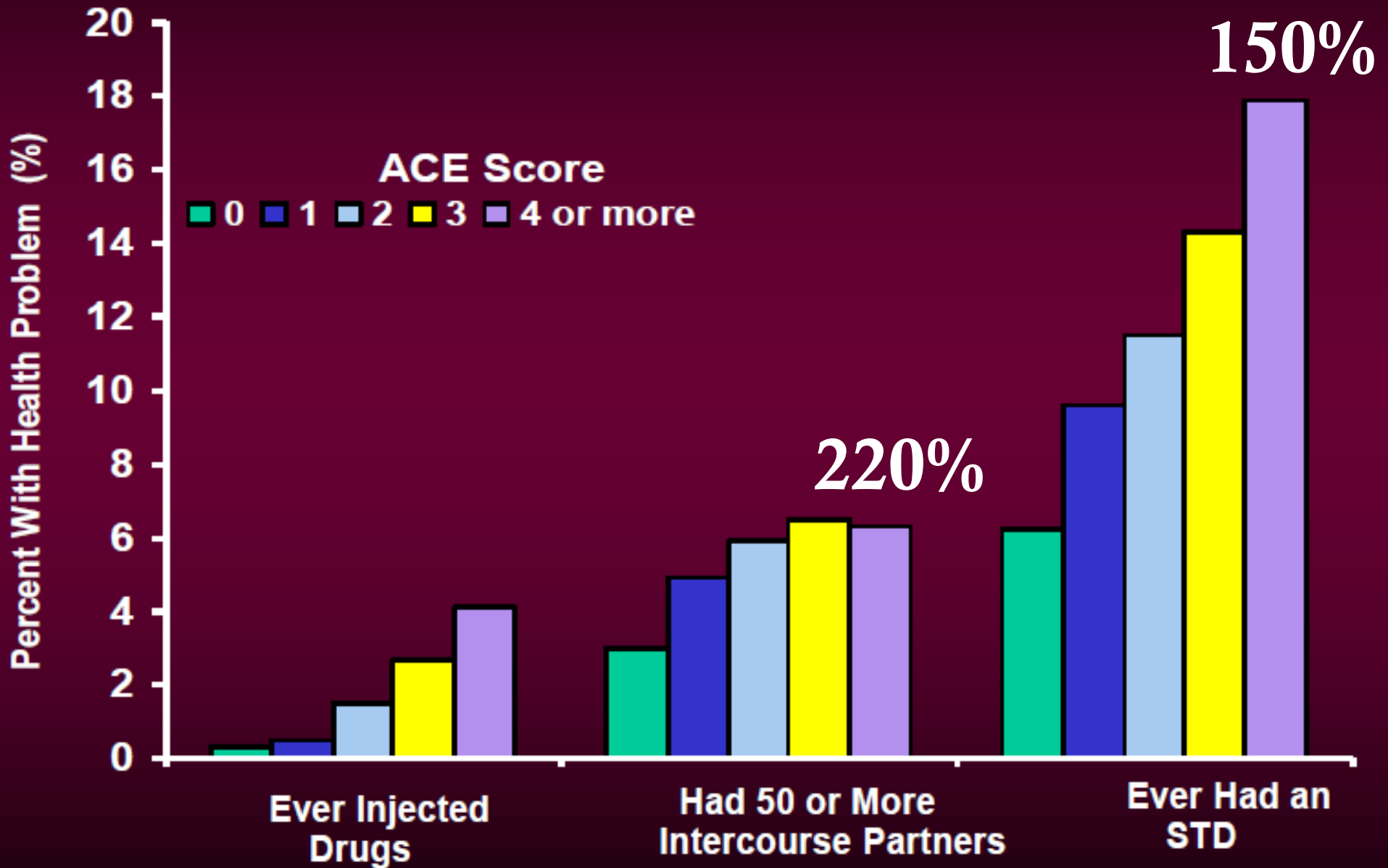
The ACE Score and the Prevalence of Attempted Suicide



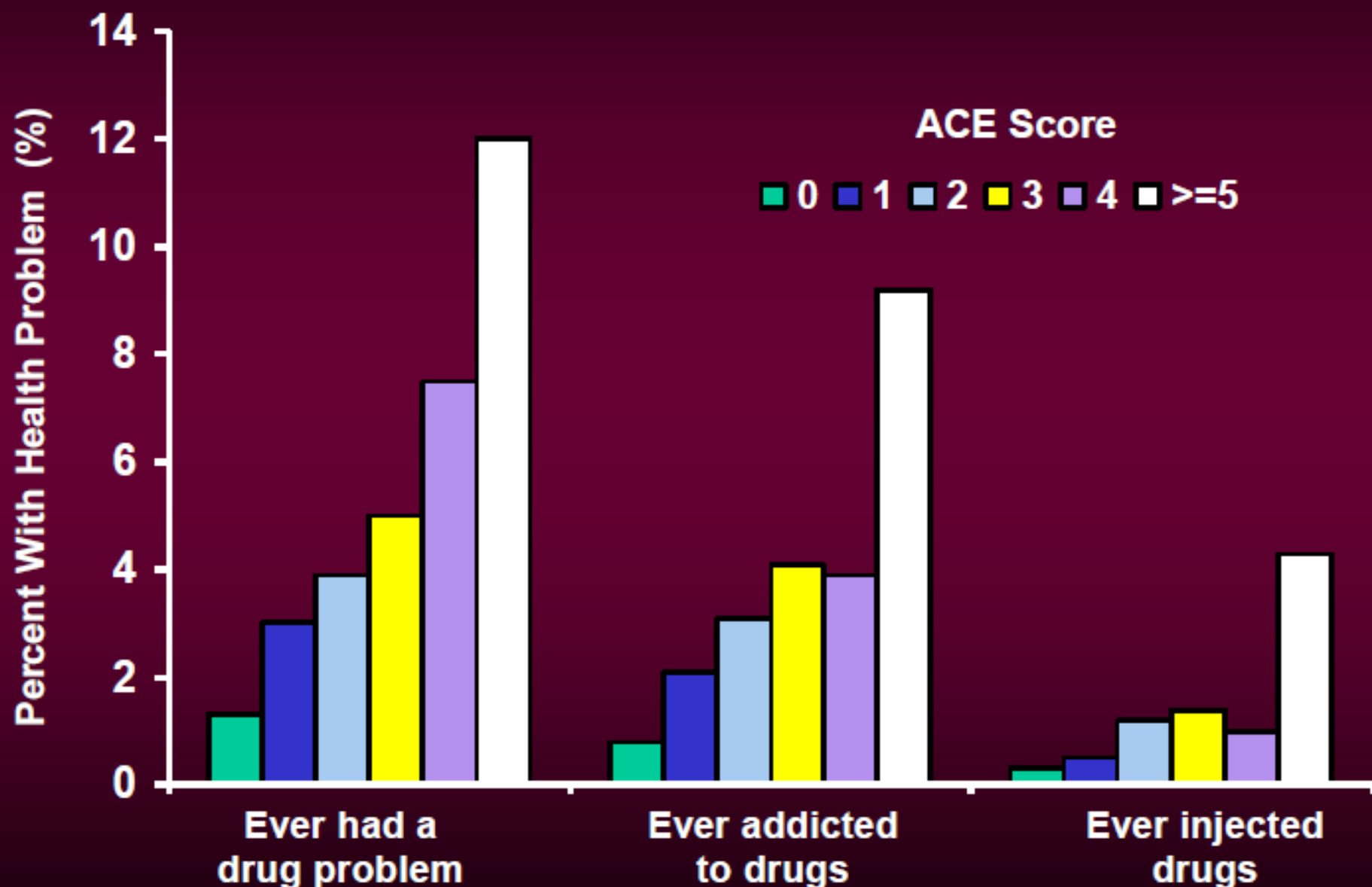
ACE Score and Teen Sexual Behaviors



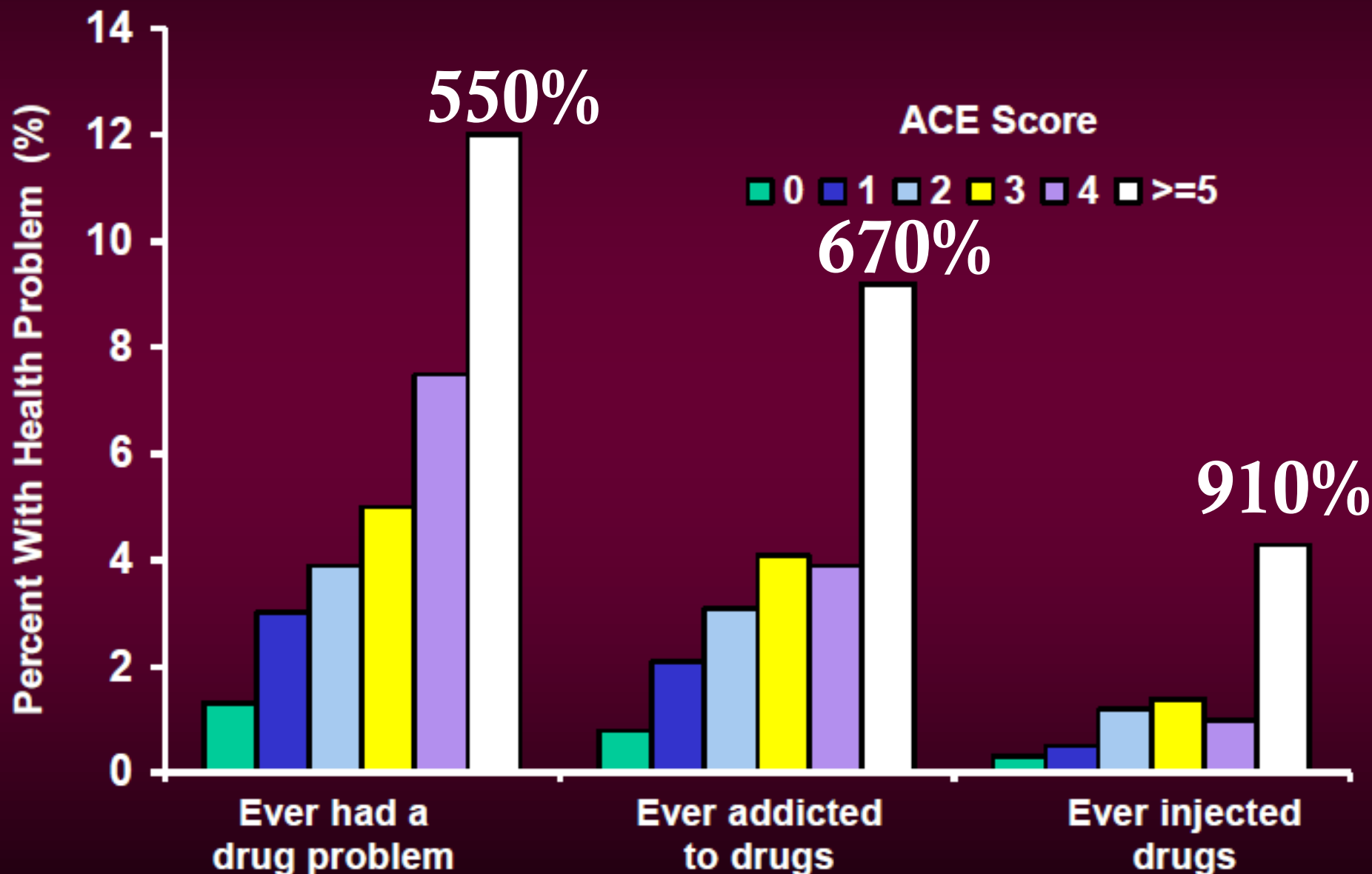
ACE Score and HIV Risks



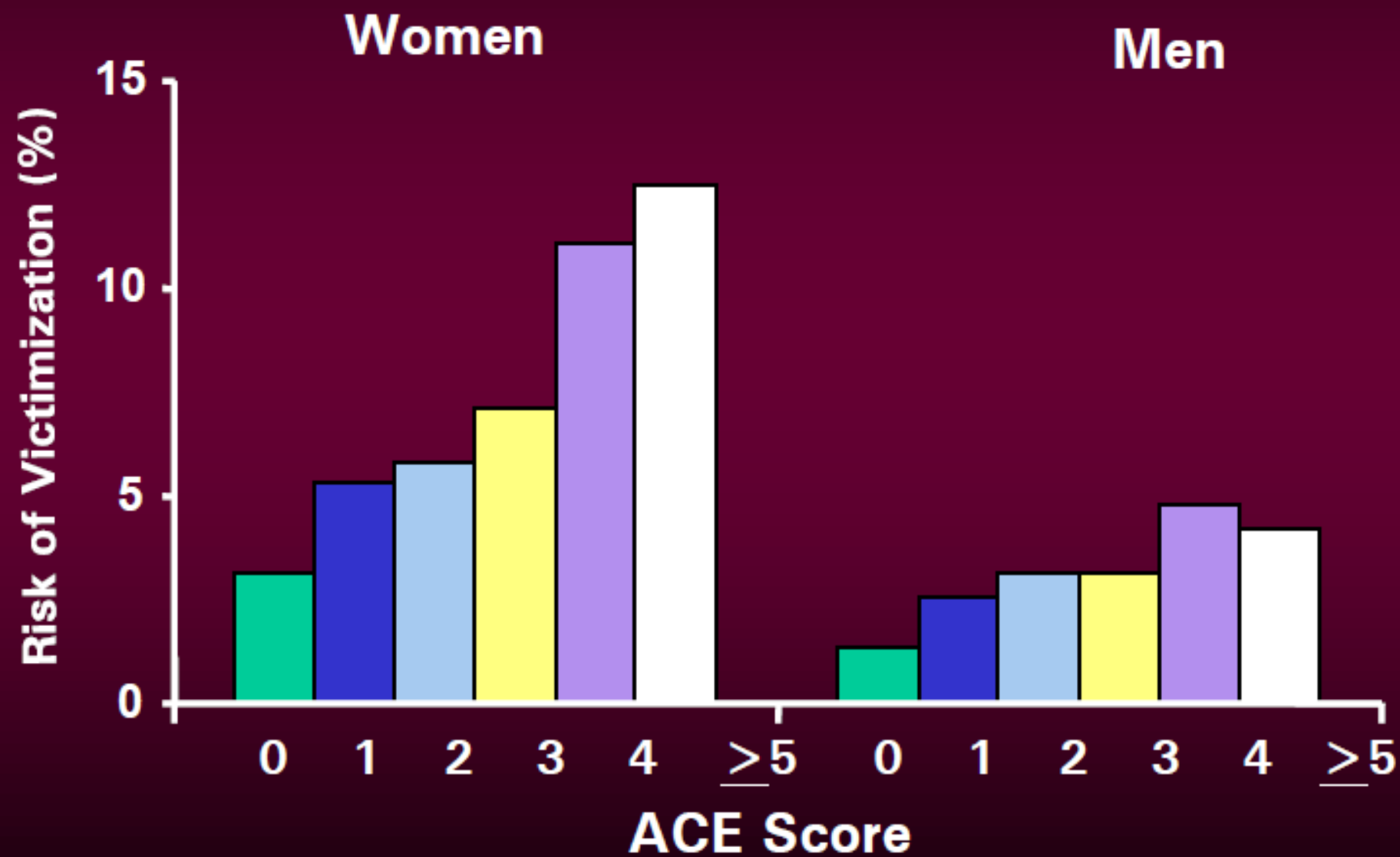
ACE Score and Drug Abuse



ACE Score and Drug Abuse



ACE Score and the Risk of Being a Victim of Domestic Violence



How ACEs Add Up...

2 ACEs =

8x behavioral problems

2 ACEs =

2x repeat a grade in school

At least 1 ACE accounts for

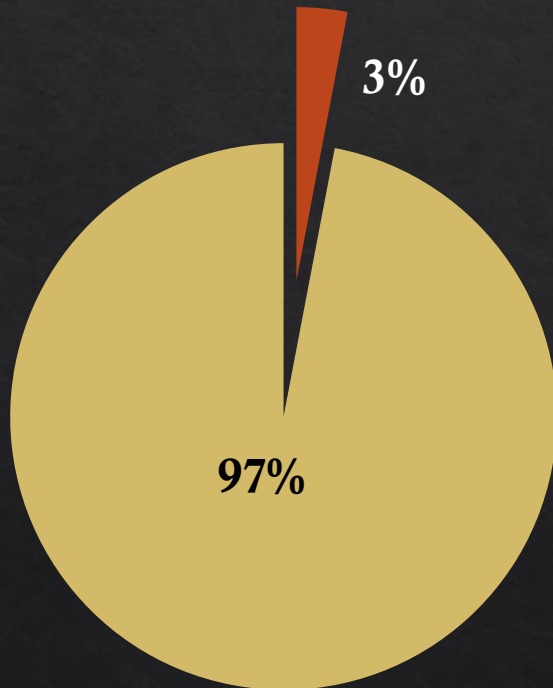
85%

**of the behavioral problems that
educators see in school.**

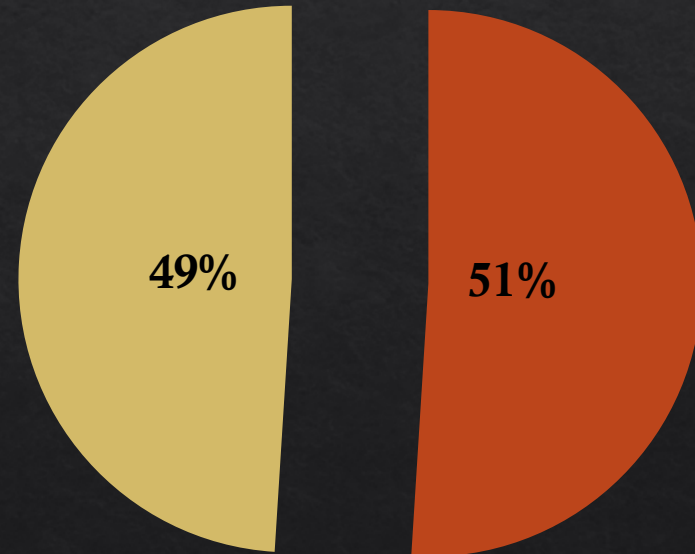
(Bethell, et al., 2014)



Impact of ACEs on Educational Disabilities

Children with 0 ACEs



Children with 4 or More ACEs



-  LD or Behavioral Problems
-  No LD or Behavioral Problems

(Burke, et al., 2011)

Increased Lifetime Risk

- ◊ Alcoholism
- ◊ Alcohol abuse, tobacco use, illicit drug use
- ◊ Alzheimer's
- ◊ Liver disease
- ◊ Poor health – related quality of life
- ◊ Poor Work Characteristics
- ◊ Risk for unintended pregnancy
- ◊ Post-Traumatic Stress Disorder
- ◊ Death



Coping Solutions

- ◆ What are conventionally viewed as Public Health *problems* are often personal *solutions* to long concealed adverse childhood experiences.



strong communities raise strong kids

By adolescence, we seek relief:

- ◆ Drinking alcohol
- ◆ Smoking tobacco
- ◆ Using drugs
- ◆ Sexual promiscuity
- ◆ Overeating/eating disorders
- ◆ Delinquent behavior, violence
- ◆ High-risk sports, etc.



strong communities raise strong kids

Keep
the "reducer"
happy

'METHEDRINE'[®] in OBESITY

means help

- For those who eat too much
- For those who are depressed

'Methedrine' dispels abnormal craving for food, subtly elevates the mood.

A genuinely brighter
outlook for the
depressed patient
'METHEDRINE'[®]
brand
Methamphetamine
Hydrochloride



Creating
the
right
attitude...

*optimism and cooperation
are encouraged by*

'Methedrine'[®]

Evidence Suggests

- ◆ Chronic Disease has early roots
- ◆ Risk factors/behaviors for chronic diseases start early

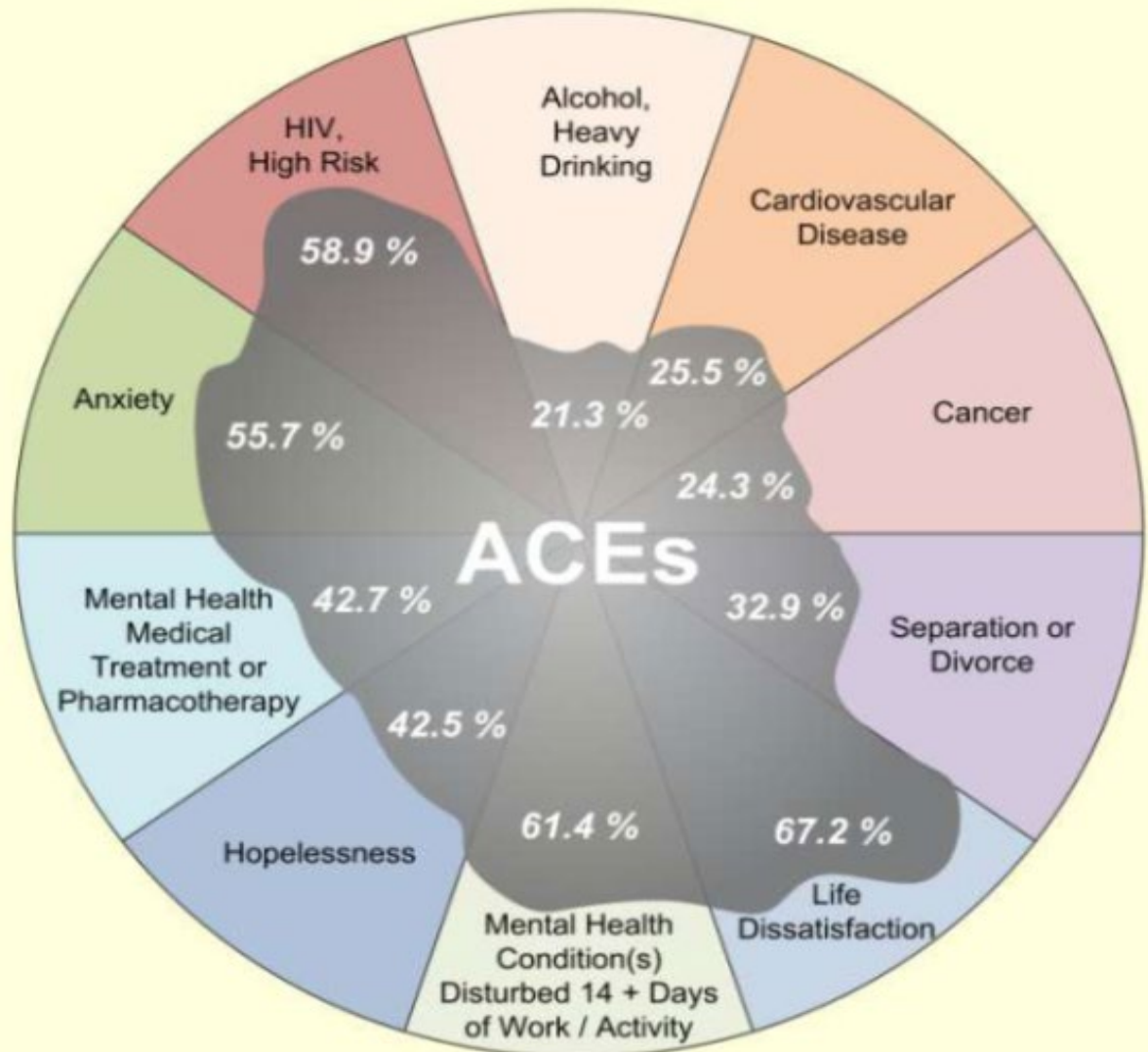


strong communities raise strong kids

MAGNITUDE OF THE SOLUTION

ACE reduction
reliably predicts
simultaneous
decrease in all of
these conditions.

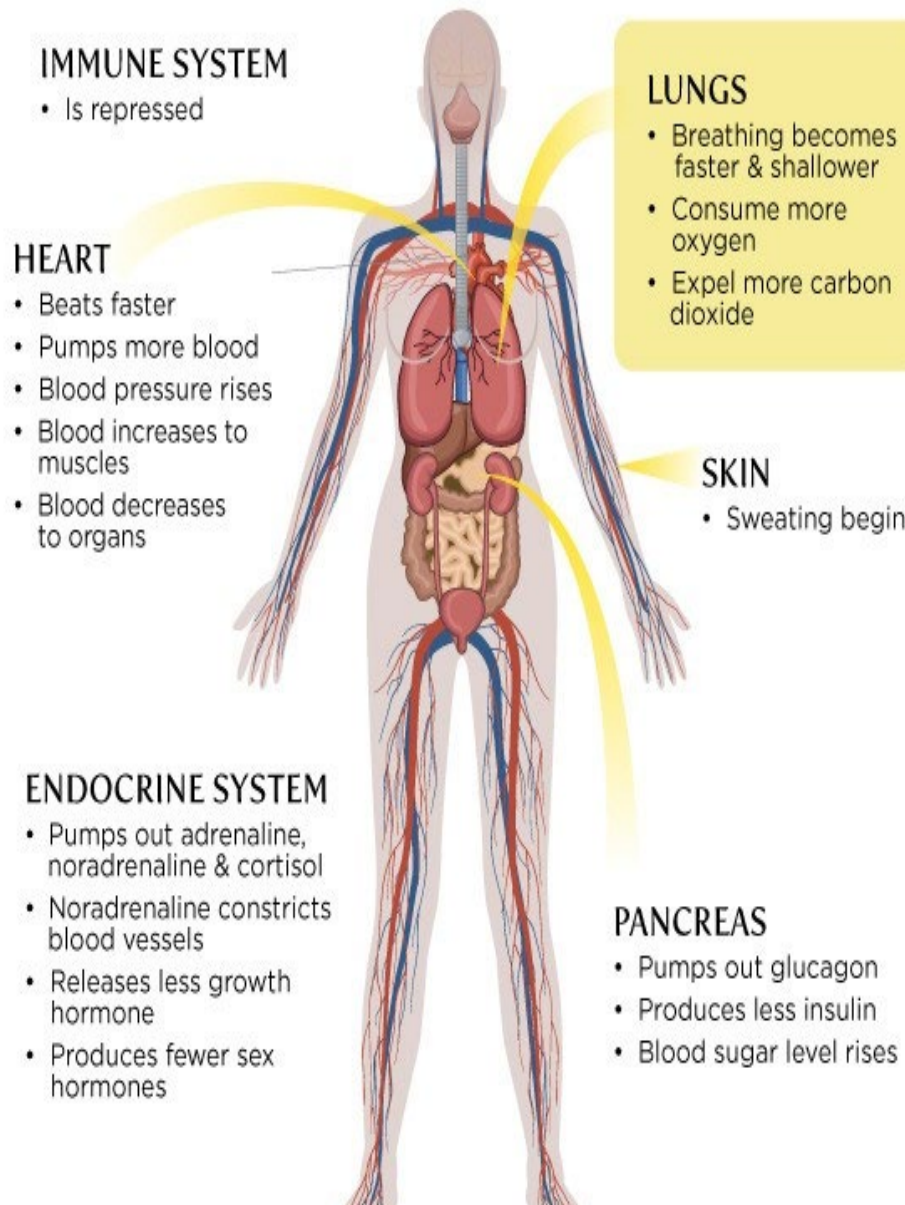
**Population
attributable risk**



Overactive Fear Response System

- ◇ “Turned on Too Much”
- ◇ “Turned on Too Long”

Fight-or-Flight Response



What Can It Look Like?

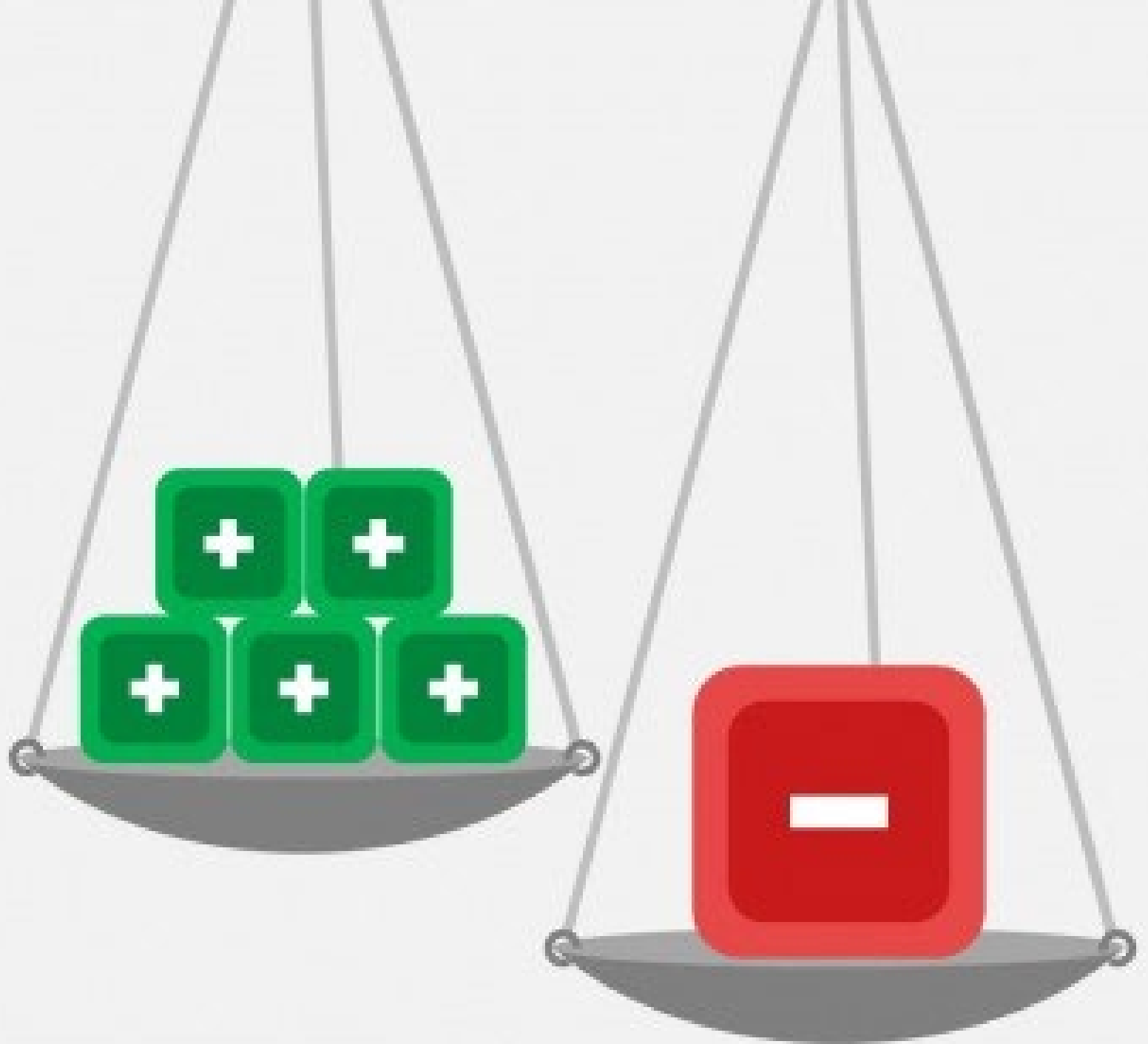
- ◆ High frustration, anxiety, and anger
- ◆ Impaired attention, memory, and cognition
- ◆ Impulsive and reactive
- ◆ Poor control of emotions
- ◆ Physical symptoms (e.g. headaches)
- ◆ Poor problem solving and choices
- ◆ Overreacting when told what to do
- ◆ Misperceived situations or triggers

Note: Early Stress & Adversity

- ◆ May not have memory of stressful events
- ◆ May have never known the person without their emotional and behavioral reactions
- ◆ Significant stressful events in utero or as a baby change neurological structure

Resiliency

- ◆ Those who manage to continue to be successful despite severe adversity are called “resilient”



Build Protective Factors

- ◆ Family support
- ◆ Peer support
- ◆ Connectedness
- ◆ Competence in something
- ◆ Belief in self to be successful at something
- ◆ Belief in self to be good
- ◆ Belief in a positive future
- ◆ Coping skills
- ◆ Spiritual beliefs

OPTION 2: SECTION C

Please circle one answer for each question.

	No	Sometimes	Yes
1. Do you have people you want to be like?	No	Sometimes	Yes
2. Do you share with people around you?	No	Sometimes	Yes
3. Is doing well in school important to you?	No	Sometimes	Yes
4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?	No	Sometimes	Yes
5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?	No	Sometimes	Yes
6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?	No	Sometimes	Yes
7. Is there enough to eat in your home when you are hungry?	No	Sometimes	Yes
8. Do you try to finish activities that you start?	No	Sometimes	Yes
9. Do you know where your family comes from or know your family's history?	No	Sometimes	Yes
10. Do other children like to play with you?	No	Sometimes	Yes
11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?	No	Sometimes	Yes
12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)?	No	Sometimes	Yes
13. Do you have friends that care about you?	No	Sometimes	Yes
14. Do you know where to go to get help?	No	Sometimes	Yes
15. Do you feel you fit in with other children?	No	Sometimes	Yes
16. Do you think your family cares about you when times are hard (for example, if you are sick or have done something wrong)?	No	Sometimes	Yes
17. Do you think your friends care about you when times are hard (for example if you are sick or have done something wrong)?	No	Sometimes	Yes
18. Are you treated fairly?	No	Sometimes	Yes
19. Do you have chances to show others that you are growing up and can do things by yourself?	No	Sometimes	Yes
20. Do you know what you are good at?	No	Sometimes	Yes
21. Do you participate in religious activities (such as church, mosque)?	No	Sometimes	Yes
22. Do you think it is important to help out in your community?	No	Sometimes	Yes
23. Do you feel safe when you are with your family?	No	Sometimes	Yes
24. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?	No	Sometimes	Yes
25. Do you like the way your family celebrates things (like holidays or learning about your culture)?	No	Sometimes	Yes
26. Do you like the way your community celebrates things (like holidays, festivals)?	No	Sometimes	Yes

1. Ungar, M., and Liebenberg, L. (2011). Assessing resilience across cultures using mixed-methods: Construction of the Child and Youth Resilience Measure-28. *Journal of Mixed Methods Research*, 5(2), 126-149.
2. Liebenberg, L., Ungar, M., and Van de Vijver, F. R. R. (2012). Validation of the Child and Youth Resilience Measure-28 (CYRM-28) Among Canadian Youth with Complex Needs. *Research on Social Work Practice*, 22(2), 219-226.

Please circle one answer for each question.

1. Do you have people you want to be like?

2. Do you share with people around you?

3. Is doing well in school important to you?

4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?

5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?

6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?

7. Is there enough to eat in your home when you are hungry?

8. Do you try to finish activities that you start?

9. Do you know where your family comes from or know your family's history?

10. Do other children like to play with you?

11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?

- | |
|--|
| 12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)? |
| 13. Do you have friends that care about you? |
| 14. Do you know where to go to get help? |
| 15. Do you feel you fit in with other children? |
| 16. Do you think your family cares about you when times are hard (for example, if you are sick or have done something wrong)? |
| 17. Do you think your friends care about you when times are hard (for example if you are sick or have done something wrong)? |
| 18. Are you treated fairly? |
| 19. Do you have chances to show others that you are growing up and can do things by yourself? |
| 20. Do you know what you are good at? |
| 21. Do you participate in religious activities (such as church, mosque)? |
| 22. Do you think it is important to help out in your community? |
| 23. Do you feel safe when you are with your family? |
| 24. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)? |

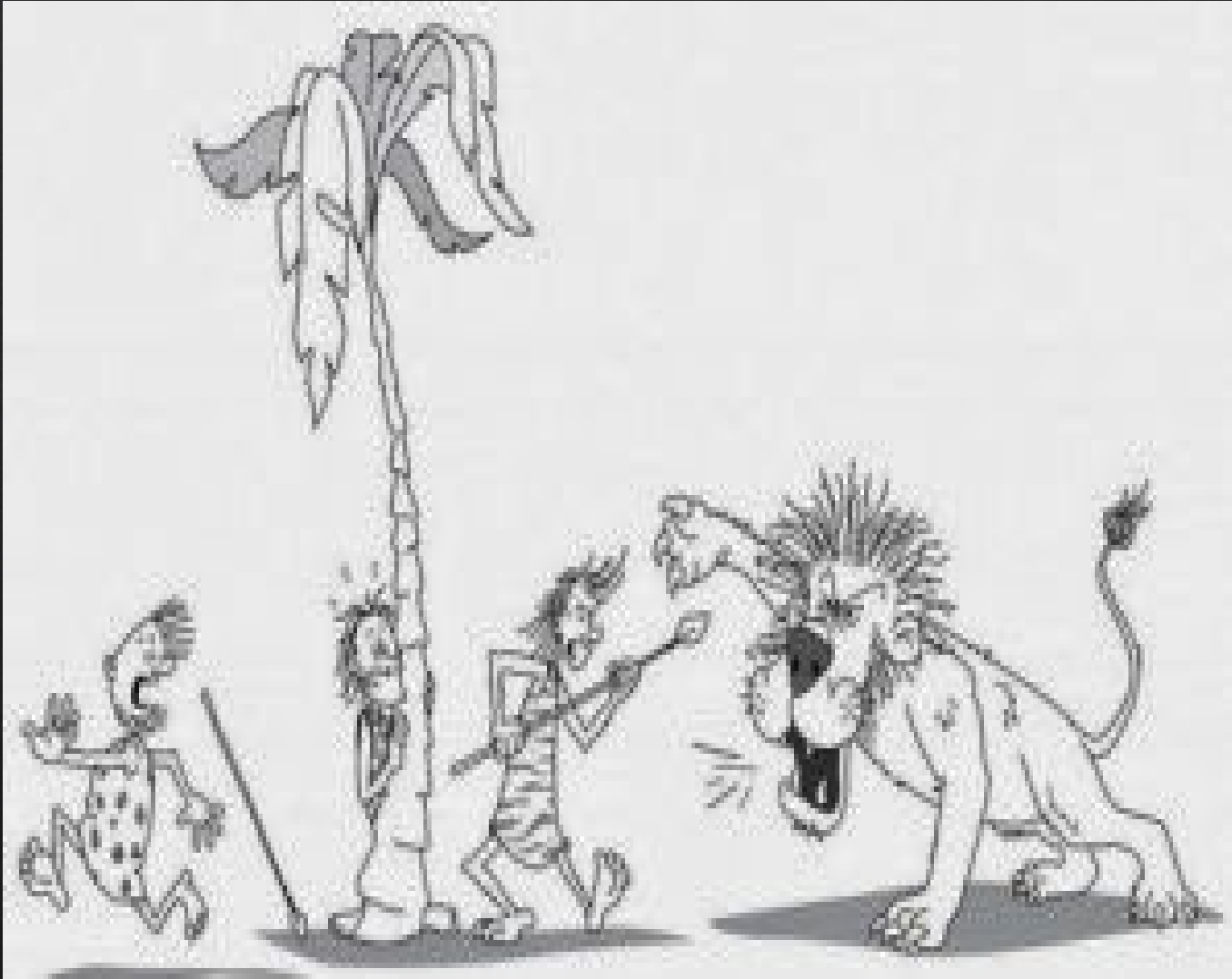
Reduce Risk Factors

- ◆ Significance to the child
- ◆ Separation from the caregiver and supports
- ◆ Lack of material/social resources
- ◆ Caregiver distress and psychopathology
- ◆ Genetic predisposition: activating event



I Am a
SURVIVOR

Accept it is Normal: Fight, Flight, Freeze



Goldilocks Rule/ Therapeutic Window



Counterconditioning



THE SECRETS OF HAPPY COUPLES

What do scientists know about people in happy relationships? A lot!



5:1

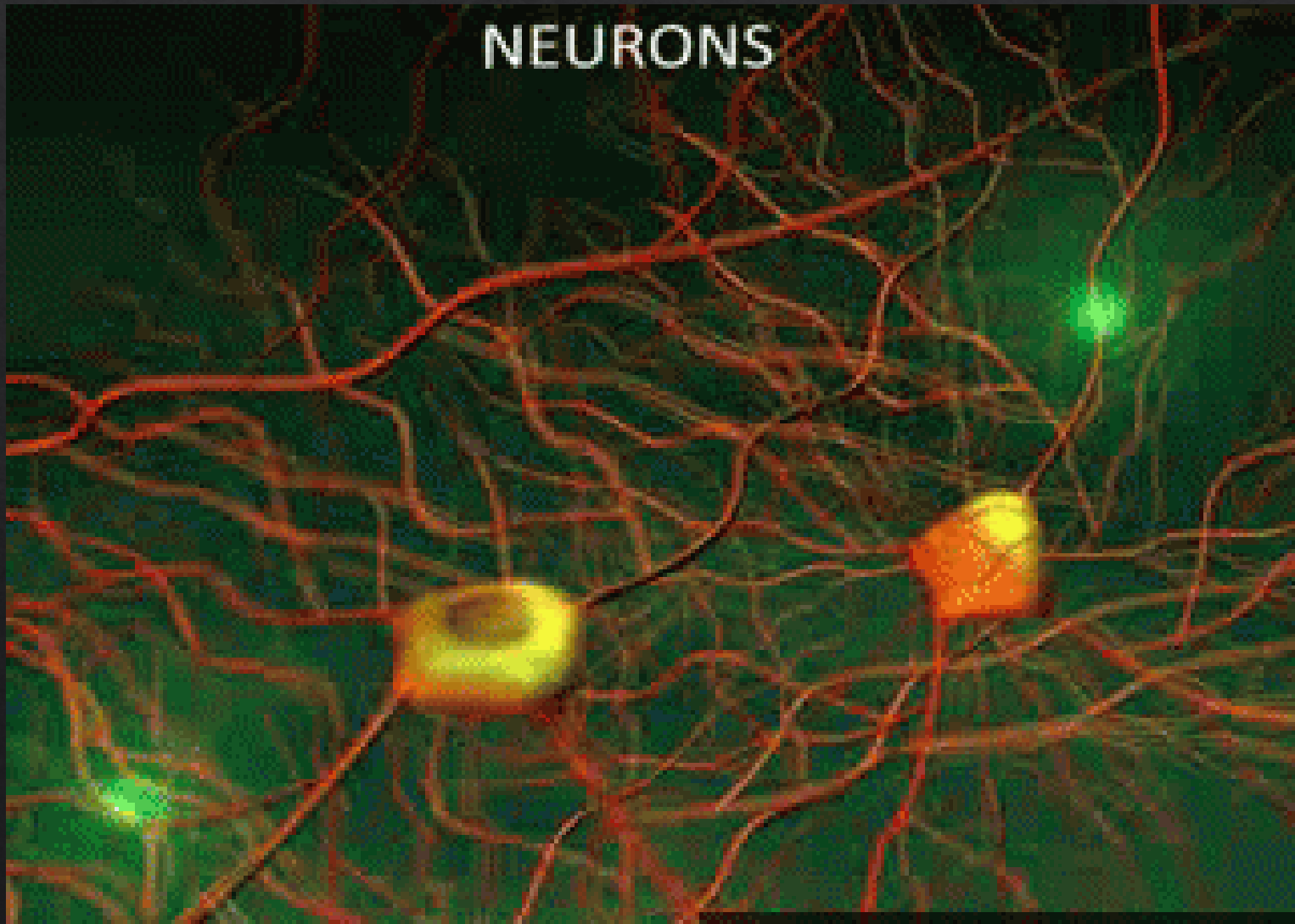
Happy couple ratio



0.8:1

Couples who ultimately divorced

More Experience = More Experiences



Healthy Brain

The left image shows the normal pattern of brain activity in a healthy brain. The right image shows the pattern of brain activity in a brain with Alzheimer's disease. The areas of the brain that are affected by Alzheimer's disease are highlighted in red. The areas of the brain that are not affected are highlighted in green.

Front



Back

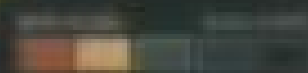
Front



Back

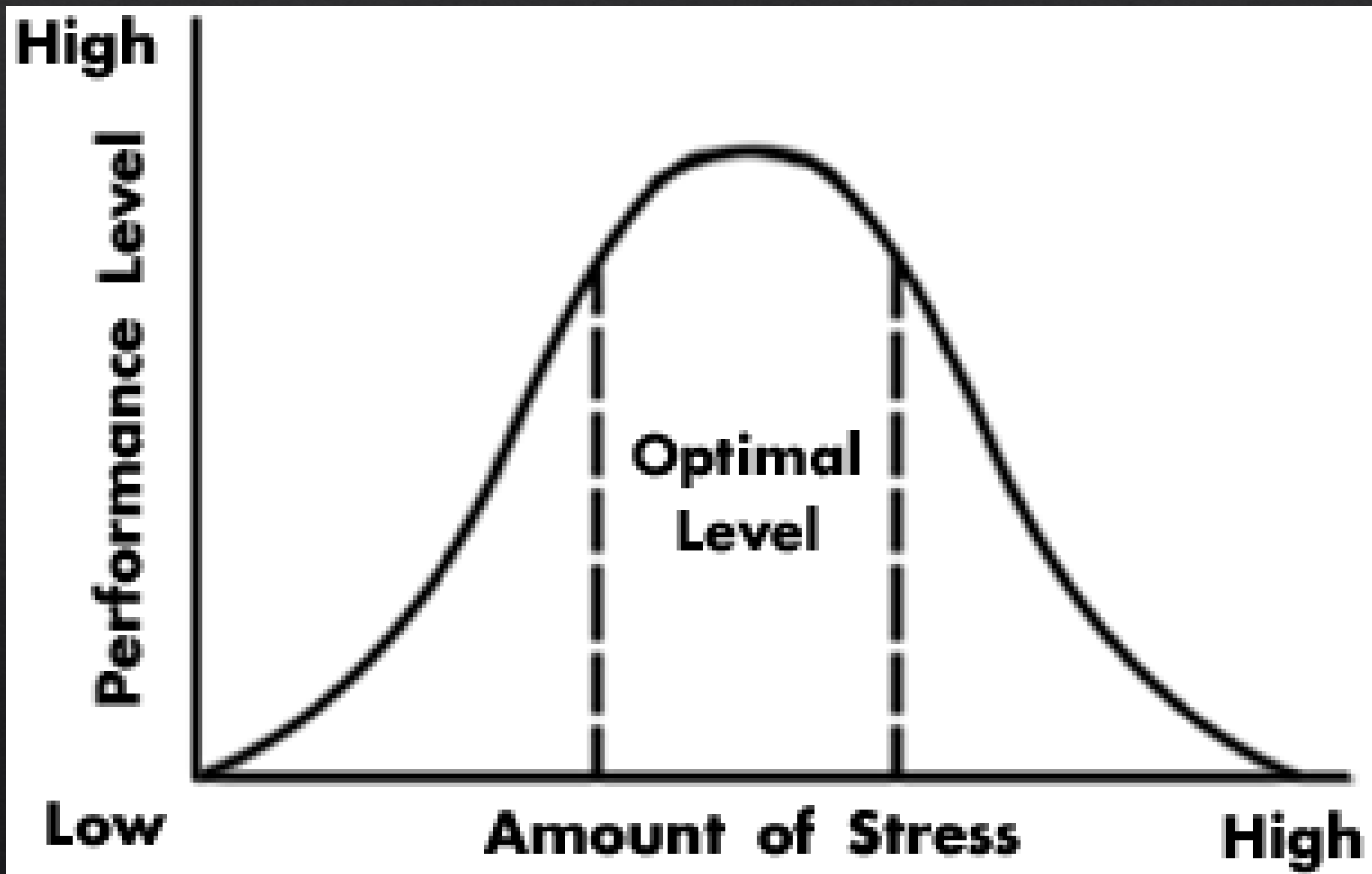
Alzheimer's Brain

The right image shows the pattern of brain activity in a brain with Alzheimer's disease. The areas of the brain that are affected by Alzheimer's disease are highlighted in red. The areas of the brain that are not affected are highlighted in green.



The Cerebral Cortex (AKA “CEO”)







Calm/Relaxed is Contagious

- ◆ Calm/Relaxed is incompatible with stress
- ◆ Calm/Relaxed is contagious
- ◆ De-escalation techniques
 - ◆ Increasingly calm tone
 - ◆ Pace
 - ◆ Location of door
 - ◆ Physical position and size
 - ◆ Model relaxation skills

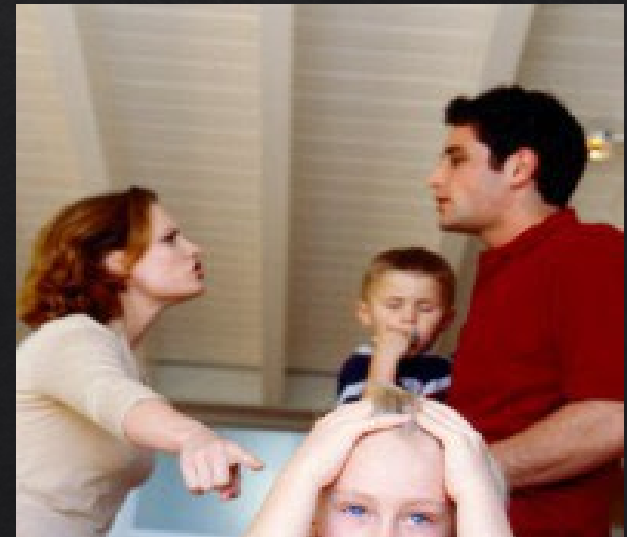


Brain Changing Lifestyles

- ◆ Safe & comfortable place
- ◆ Stable relationship
- ◆ Sleep
- ◆ Adult modeling

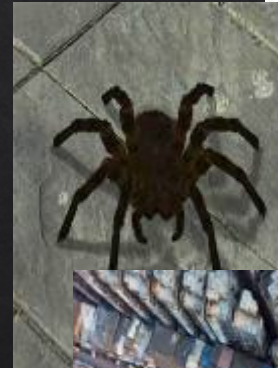
The Adults in the Lives of Children Matter

- ◆ Decreased parental distress
- ◆ Directly or vicariously experienced trauma
- ◆ May have their own symptoms and distress
- ◆ A child's environment can support or hurt
 - ◆ Dosage matters



Reminder

- ◆ People are doing the best they can with what they have.
- ◆ Problem behaviors are short-term solutions.
- ◆ Experience can be like constantly being around the the thing we fear most.



Self Care/Wellness

Emotional Needs

Trusting relationships

Laughter and joy

Personal Counseling

Physical Needs

Healthy diet

Ample sleep

Regular exercise

Mental Needs

Training/Consultation

Relaxation Techniques

Boundaries

Spiritual Needs

Meditation

Creating meaning and
purpose

Time in nature

Review

- ◆ Adverse Childhood Experiences impact the entire life of the individual
 - ◆ Especially, six or more
- ◆ Trauma & toxic stress changes the structure and functioning of the brain
- ◆ Resiliency and healing can occur
 - ◆ Naturally or with professional intervention
- ◆ It does not take therapist to be therapeutic

Stable Relationships are #1

◆ Stress Exposure Developing Resiliency

- ◆ Predictable

- ◆ Moderate or low intensity

- ◆ Controlled exposure



Thank you!

◆ Thank you, Gracias, Hahoo, Dank u wel,
Dua netjer en etj, Vinaka, Kiitoksia, Merci,
Aayya, Danke, Efcharisto, Toda, Takk, Go
raibh maith agat, Arigato, Gratia, Webale,
Grazzi, Laengz zingh, Nihedebil,
Bayarlalaa, Tusen takk, Dzieki, Obrigado,
Da-wah-eh, Spasibo, Multumesc, Tapadh
leibh, Hvala, Sha ja non, Gracias, Inwali,
Tack, Khawp khun, Diolch