

Resiliency



1. Communities with the following characteristics are protecting their children from the poor outcomes of ACEs:

- Adequate Housing
- Access to Health Care
- Access to Social Services



For more information go to:
dhss.alaska.gov/abada/ace-ak/Pages/default.aspx

Detail: These factors come from the Strengthening Families™ work

Sources: [Strengthening Families Alaska](#)

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

Nationally, the Center for the Study of Social Policy (CSSP) coordinates Strengthening Families and works with more than a dozen national partner organizations to create a new vision in which communities, families, institutions, service systems and organizations:

- Focus on protective and promotive factors
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

For more information on Strengthening Families contact – Shirley.Pittz@alaska.gov

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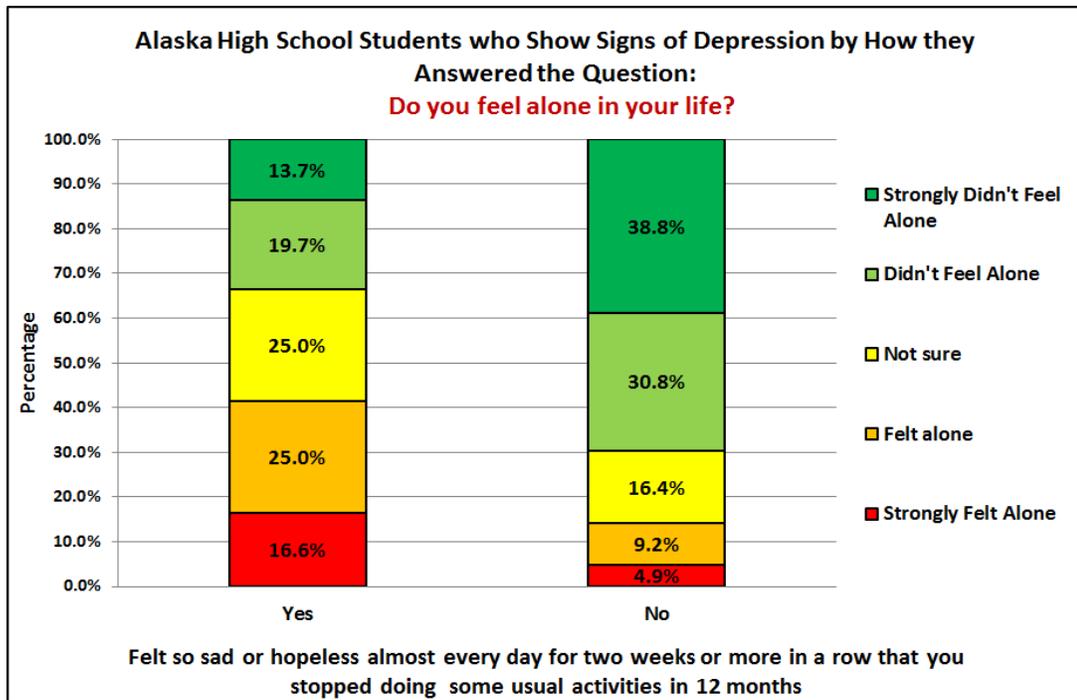


2. Youth who can discuss problems with their parents and are connected to other adults are more able to avoid the poor outcomes associated with ACEs.

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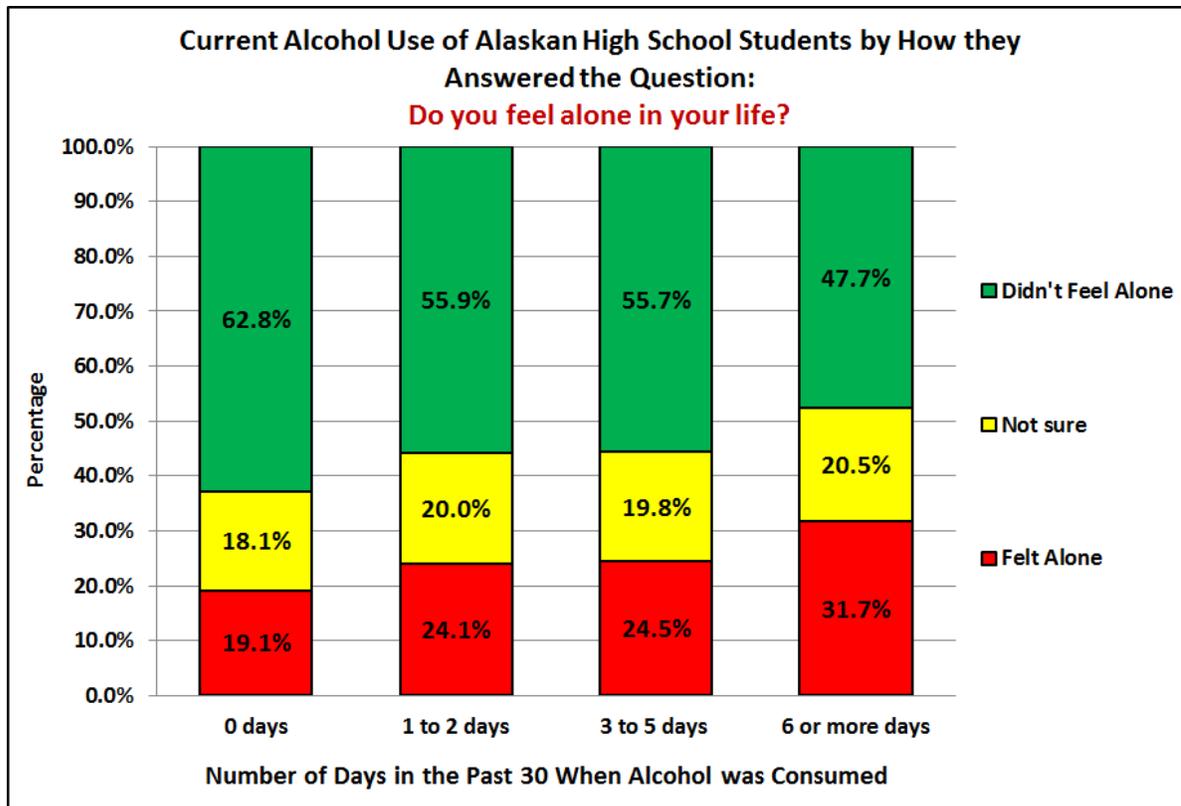
Detail: Alaska high school students are surveyed every two years through the Youth Risk Behavior Survey (YRBS). Students report much higher levels of depression and substance abuse if they “feel alone” Some school districts around the state are taking this research to the school house and making sure that every child in the school has an adult checking in with them.

The graph below illustrates how more than 12,000 students answered the questions about depression and feeling alone. Alaskan high school students who report depressive symptoms are much more likely to also report feeling alone.



Source: State of Alaska Department of Health and Social Services, Division of Public Health, Chronic Disease & Health Promotion. *Youth Risk Behavior Survey* [year].
<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/yrbs.aspx> . 2011 & 2013 Data. These results are from 12,994 Alaska High School Students responses to the YRBS. This slide was prepared by the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse.

Alaskan high school students are also more likely to report drinking alcohol more often the more they feel alone.



Source: State of Alaska Department of Health and Social Services, Division of Public Health, Chronic Disease & Health Promotion. *Youth Risk Behavior Survey* [year].

<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/yrbs.aspx>. 2011 & 2013 Data. These results are from 12,104 Alaska High School Students responses to the YRBS. This slide was prepared by the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse.

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3. High quality child care and preschool programs have been shown to lead to higher graduation rates and more future employment. They also are very cost effective in the long run.



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Detail: Investing in young children improves economic, social and health outcomes. It's cost effective too.

Source: [The Heckman Equation](#), “**James J. Heckman** is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a **Nobel Memorial Prize winner in economics** and an expert in the economics of human development. Through the university's Center for the Economics of Human Development, he has conducted groundbreaking work with a consortium of economists, developmental psychologists, sociologists, statisticians and neuroscientists showing that quality early childhood development heavily influences health, economic and social outcomes for individuals and society at large. Heckman has shown that there are great economic gains to be had by investing in early childhood development.”

Source: [Early Childhood Programs and Local Economic Development](#), “**Dr. Bartik** has done extensive recent work **analyzing early childhood programs as local economic development programs**. The essential argument is that such programs, by increasing the quality of the local labor supply, can effectively promote the economic development goal of higher local per capita earnings. Furthermore, compared to business incentives, early childhood programs have more progressive distributional effects, and they have positive spillover effects on other states versus the negative spillover effects of business incentives. Early childhood programs can also benefit a wide variety of income groups. For example, universal preschool programs have dollar benefits on future earnings for children from middle-class families that are almost as large as the dollar benefits for children from low-income families, although the percentage benefits are greater for low-income children.”

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4. Trauma informed schools have learned that changing how adults interact with kids improves outcomes – fewer suspensions and more instruction time.



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dhss.alaska.gov/abada/ace-ak/Pages/default.aspx

Detail:

Source: There's no such thing as a bad kid in these Spokane, WA, trauma-informed elementary schools, <http://acestoohigh.com/2013/08/20/spokaneschools/>

Source: [Safe Supportive and Successful Schools in Alaska](#), “Welcome to the Safe, Supportive & Successful Schools website. Creating and maintaining Safe, Supportive & Successful Schools requires careful planning, implementation and coordination of efforts by many stakeholders. The graphic below illustrates the many overlapping and interrelated components that contribute to Safe, Supportive & Successful Schools. Click on any icon for more information.” [Go to the website and click on the topics below.](#)



For more information on School Health, including trauma informed practices contact, Sharon.Fishel@alaska.gov

Resiliency



5. Parents who understand child development are more likely to provide appropriate responses to their children's behavior. Safe, secure and consistent homes lead to successful outcomes.



For more information go to:
[dhss.alaska.gov/abada/ace-ak/
Pages/default.aspx](https://dhss.alaska.gov/abada/ace-ak/Pages/default.aspx)

Detail:

Source: [Zero to Three](#), “The first three years of life are a period of incredible growth in all areas of a baby’s development. Below is a list of key behavior and development topics you will find on our site.”

Source: [The Amazing Brain and Other Resources](#) Prepared for Alaskans the following electronic booklets will help parents raising children of any age:

“The Amazing Brain: **Trauma and the Potential for Healing**”

“The Amazing Brain: **What Every Parent and Caregiver Needs to Know**”

“The Amazing Teen Brain: **What Parents Need to Know**”

“The Amazing Brain and Discipline: **Positive Parenting Builds Healthy Brains**”

“Partnering With Parents: **Apps for Raising Happy, Healthy Children**”

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6. When children are taught how to regulate their emotions and can effectively communicate their feelings with adults and peers, they have a strong protective factor against ACEs.



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Executive Functioning is defined by the Center on the Developing Child below:

“**Executive function** and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

Visit their website at the [link](#) attached.

Sometimes these skills like regulating emotions and expressing your feelings can seem unimportant for adults in an information-age economy. It seems they may be essential. Nobel Prize winning economist, James Heckman considers these skills of executive functioning when he discusses the importance of early childhood programs. Find his analysis at the following [website](#).