ACTIVATE RESILIENCE
Stabilizing and strengthening our traumatized families

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The ACE Studies:
Helping us to understand that context matters.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Physical</th>
<th>Mental Illness</th>
<th>Incarcerated Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Emotional</td>
<td>Mother treated violently</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Sexual</td>
<td></td>
<td>Divorce</td>
<td></td>
</tr>
</tbody>
</table>

Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation

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ACE’S
INFLUENCE HEALTH & WELLBEING
THROUGHOUT THE LIFESPAN

Conception
Adverse Childhood Experiences
Disrupted Neurodevelopment
Adoption of Health Risk Behaviors
Disease, Disability & Social Problems
Early Death

How ACES Cross Generations

Generation 1
Child Abuse

Aggression Conduct Problems
Depression
PTSD
Anxiety
School Problems

Revictimization
Depression
PTSD
Anxiety
School Dropout
Substance Abuse

Parenting Problems
Domestic Violence
Maternal Depression
PTSD
Poverty
Substance Abuse

Child
Adolescent
Adult

Generation 2
Child Abuse

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Ace Score and Health Risk

As the ACE score increases, risk for these health problems increases in a strong and graded fashion:

<table>
<thead>
<tr>
<th>BEHAVOR</th>
<th>PHYSICAL &amp; MENTAL HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of physical activity</td>
<td>Severe obesity</td>
</tr>
<tr>
<td>Smoking</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>Depression</td>
</tr>
<tr>
<td>Drug use</td>
<td>Suicide attempts</td>
</tr>
<tr>
<td>Missed work</td>
<td>STDs</td>
</tr>
<tr>
<td></td>
<td>Heart disease</td>
</tr>
<tr>
<td></td>
<td>Cancer</td>
</tr>
<tr>
<td></td>
<td>Stroke</td>
</tr>
<tr>
<td></td>
<td>COPD</td>
</tr>
<tr>
<td></td>
<td>Broken bones</td>
</tr>
</tbody>
</table>

Fight Flight Freeze

Survival Skills

Stress Response System

Trauma & Chronic Stress

Survival skills save us; what's wrong with that?
**SURVIVAL SKILLS**

**Intended to help us...**
- escape or deter perceived threats
- alleviate pain or distress caused by a perceived, inescapable threat

**Survival tools often look like...**
- Aggression
- Impulsivity
- Self-centeredness

*THINK OF SURVIVAL SKILLS AS WAYS THAT ANY REASONABLE PERSON WOULD ACT IN ORDER TO ESCAPE A THREAT OR ALLEVIATE PAIN.*

*WE MUST STOP PUNISHING TRAUMA RESPONSES & SURVIVAL SKILLS!*

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**YOUTH AND FAMILY DEFINITION OF RESILIENCY**

“Kids can walk around trouble if there is some place to walk to and someone to walk with.” Ex-Gang Member, Tito

- Resiliency is an inner capacity that when nurtured, facilitated, and supported by others—empowers children, youth, and families to successfully meet life’s challenges with a sense of self-determination, mastery, hope, and well-being.

**Nurtured**
- Family, Faith, & Friends

**Facilitated**
- Services, Supports, & Accommodations

**Supported**
- Community Education, Opportunities, Resources, & Safety

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### Resiliency Consensus Statement

<table>
<thead>
<tr>
<th>Basics Needs, Safety, &amp; Supports</th>
<th>Courage &amp; Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation &amp; Valuing</td>
<td>Positive Connections</td>
</tr>
<tr>
<td>Sanctuary</td>
<td>Expectations that maximize potential</td>
</tr>
<tr>
<td>Justice</td>
<td>Contributions &amp; Participation</td>
</tr>
<tr>
<td>Competencies</td>
<td>Hope</td>
</tr>
<tr>
<td>Self-Wisdom</td>
<td>Sense of Meaning &amp; Joy</td>
</tr>
</tbody>
</table>

### RISK AND RESILIENCY RESEARCH

- **The more assets the better**
- **The more protection the better**
- **The less risk the better**

- Increase **Promotive** Factors in Multiple Environments
- Increase **Protective** Factors in Multiple Environments
- Reduce **Risk** Environments and Behaviors

**Skills, Competencies & Abilities**
- Contribution
- Futures Orientation
- Safe Neighborhoods
- Supportive Family
- School Connectedness
- Risk generating people and environments
- Family conflict
- Truancy

*(Shepler, adapted from Mannes, 2008; Masten & Tellegen, 2012)*

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**RISK AND RESILIENCY RESEARCH**

- Safety and Basic Resources are Foundational
INDIVIDUALIZED RESILIENCE PLAN: BLUEPRINT FOR SUCCESS

• **A mental wellness IRP** that follows the child: provides each person, who touches the life of that child, what they need to know to facilitate their success.

• **Guided by youth and family expertise:** main informants

• **Identify challenges that need buffering:** behaviors; emotions; skill-deficits and delays; vulnerabilities; trauma reactivity; etc.

• **Identify facilitative responses and supports:** promotes successful functioning across life domains with emotional support; accommodations; realistic & achievable expectations; collaborative problem solving; etc.

• **Resiliency Plan:** Positive connections, relational supports, skill sets, competency promotion, opportunities for contribution, and strategic accommodations that facilitate success.

• “**Children do well if they can.**” (Ross Greene)

BOTH THE PERSON AND THE CONTEXT MATTER

[Diagram showing the interconnectivity of School, Family, Peers, Community, and Work with positive (+) and negative (-) factors.]

+ = Protective Factors  
- = Risk Factors

Center for Innovative Practices, 2006, 2009
Activating Resilience

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**Internal Challenges**

**Emotional:** trauma reactivity; limited emotional regulation skills

**Behavioral:** poor impulse control; risk taking

**Cognitive:** maladaptive thinking patterns

**Developmental:** skill set deficits; disabilities

**External Challenges**

**People:** Negative peers; family conflict; unhelpful responses

**Places:** limited functional success (e.g. school); triggering environments

**Things:** Substance use

**Safety & Trauma**
IDENTIFY HELPFUL RESPONSES AND SUPPORTS

Sometimes you have to know what doesn’t work, to find what does.

Unhelpful Responses

- Making it and/or taking it personal
- Not letting go; extending the negative interaction
- Convincing
- Piling on consequences
- Ineffective communication
- Use of force, fear, threats
- Reactive response; intensify situation
- Challenging youth beyond their ability

Behavioral Escalation
Activate Resilience
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Helpful Responses

- Flexible; Adaptive
- Emotionally Supportive; Validation
- Facilitative; Assistive; Accommodations
- Focus on understanding the behavior
- Realistic & achievable expectations
- Consistency & predictability
- Effective Communication
- Fairness

Adaptive Behavior

Resilience Plan Components

- Accommodations
- Supportive Connections
- Regulating Activities
- Skills & Assets
- Opportunities & Futures Orientation
- Safety & Resources

Resilience
### Individualized Resilience Plan

#### Basic Needs and Safety

<table>
<thead>
<tr>
<th>Safety &amp; Resources</th>
<th>1) Physically and emotionally safety</th>
<th>2) Reduce risk generating situations</th>
<th>3) Basic needs &amp; resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanctuary</td>
<td>1) Planned Respite</td>
<td>2) Access to safe/calming space</td>
<td>3) Self-care</td>
</tr>
</tbody>
</table>

#### Accommodations and Supports Across Settings

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>1) Calm, non-reactionary communication</th>
<th>2) Cueing; Predictability</th>
<th>3) Achievable goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports; Connections</td>
<td>1) Family &amp; youth peer support</td>
<td>2) Positive connections (youth and family) across settings</td>
<td>3) Positive family relationships, structure &amp; adaptability</td>
</tr>
</tbody>
</table>

#### Competencies and Skill Building

<table>
<thead>
<tr>
<th>Competencies; Skills</th>
<th>1) Problem solving</th>
<th>2) Conflict resolution</th>
<th>3) Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulating Activities</td>
<td>1) Calming activity: Yoga/ Mindfulness</td>
<td>2) Physical activity: Sport activity</td>
<td>3) Sense regulation: Art, Music</td>
</tr>
</tbody>
</table>

#### Wellness and Developmental Growth

| Asset building | 1) Identify and | 2) Build assets in multiple | 3) Build internal and |

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### IMPLICATIONS FOR PRACTICE

- **Change our perceptions**
  - Cultural humility
  - Hope and positive expectancy
  - Never give up on youth and families
  - Realistic expectations based on abilities

- **Change our focus**
  - Focus on adaptation, functioning, compensatory strengths; abilities; talents; etc.

- **Change what we offer**
  - Resources, supports, activities, opportunities, physical and sensory regulation

- **Change how we serve**
  - Access: Home and community-based
  - Availability: 24/7
  - Responsiveness: services and supports matched to needs

- **Expand who provides the help**
  - Peers; Informal supports; Mentors; Faith community; etc.

- **Change how we support families**
  - Validation and valuing
  - System navigation and advocacy
  - Parent peer support

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“The problem with the world is that we draw the circle of our family too small.”

Mother Teresa
Establish Positive Connections & Functional Success through Relational Supports and Strategic Accommodations

Strengthen Family Structure & Relationships

Basic Needs, Resources, and Supports

POWERFUL TREATMENTS & PRACTICAL TOOLS

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**INTENSIVE HOME-BASED TREATMENT**

- **Home-Based Service Delivery Modality**
- **Multidimensional Assessment**
- **Comprehensive Treatment Array Matched to Needs and Strengths**
- **Cross-System Collaboration and Service Coordination**
- **Resiliency-Oriented Developmental Perspective**

### Intensive Home-Based Service Delivery Model

<table>
<thead>
<tr>
<th>Location of Service</th>
<th>Home and Community</th>
</tr>
</thead>
</table>
| Intensity           | Frequency: 2 to 5 sessions per week  
Duration: 4 to 8 hours per week |
| Crisis response & availability; active safety planning and monitoring | 24/7 |
| Active safety planning & monitoring | Ongoing |
| Small caseloads     | 4 to 6 families per FTE; 8 to 12 for team of two; **no mixed caseloads** (e.g. Outpatient and IHBT) |
| Flexible scheduling | Convenient to family |
| Treatment duration  | 3 to 6 months |
| Systemic engagement and community teaming | Child and family teaming; skillful advocacy; family partnering; culturally mindful engagement |
| Active clinical supervision & oversight | 24/7 availability; field support; individual & group |
| Program structure and credentials | **Licensed BSW and above; MA preferred**  
Program size: 2 to 8; .5 to 1 FTE IHBT Supervisor; Individual provider versus teaming approach; |
| Comprehensive service array: integrated and seamless; single point of clinical responsibility | Crisis stabilization, safety planning, skill building, trauma-focused, family-focused; resiliency & support-building interventions; cognitive interventions |

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ADVENTURE THERAPY
THE POWER OF EXPERIENCE

A = Affect, feelings
B = Behavior, reactions
C = Cognition, thoughts
R = Relationship

Interventions can address any component, grounded by the relationship and ultimately influence the whole.

AT ACTIVATES RESILIENCE

- Challenge by Choice
- Consistency
- Safety
- Charismatic Adults
- Social Peer Group
- Fun
- Problem Solving
- Social Skills
- Co-Regulation
- Chores & Tasks
- Greater Good
- Expanded Opportunities

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TRAUMA INFORMED BEHAVIOR MANAGEMENT:
THE DO-OVER

1. **Interrupt** the unacceptable behavior quickly, calmly and consistently, stating: “I can’t let you do that because it isn’t safe or isn’t respectful. We want to keep everyone safe, including you!”

2. **Coach** them to do the right thing with specific instructions.

3. Turn away, let them regroup and **decide for themselves**.

4. Repeat as often as necessary. **THIS TAKES TIME/REPETITION.**

5. **Reinforce** any movement toward more appropriate behavior.

Bobbi Beale, 2019

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THE END, THANK YOU!

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