



## LESSON PLAN

Put violence toward children in larger context of national public health crisis

Describe the impact of chronic stress on adults who interact with children

Briefly describe the Sanctuary Model, a method we are using in many programs for children to address these issues

The slide has a dark background with a globe and a stack of books visible on the right and left sides. The title 'LESSON PLAN' is at the top in white. Below it are three blue rounded rectangular boxes containing text.



## The Relationship of Adverse Childhood Experiences to Adult Health Status

**A collaborative effort of Kaiser Permanente and The Centers for Disease Control**

**Vincent J. Felitti, M.D.**  
**Robert F. Anda, M.D.**

A 3D rendered red heart that is cracked and broken in the middle, symbolizing emotional pain or trauma.

In 1998, largest study of its kind ever (almost 18,000 participants)

Examined the health and social effects of adverse childhood experiences over the lifespan

Majority of participants were 50 or older (62%), were white (77%) and had attended college (72%).

**THE ADVERSE CHILDHOOD EXPERIENCES STUDY (ACEs STUDY)**

**ACE CATEGORIES**  
**WHEN YOU WERE 18 OR YOUNGER**



**ABUSE**

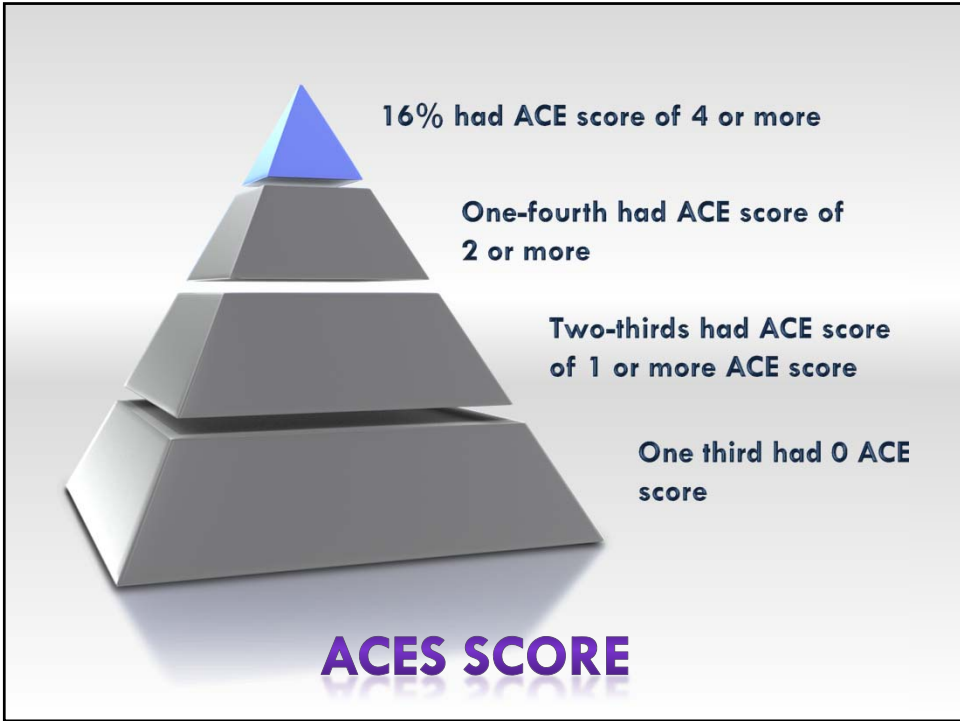
- PHYSICAL ABUSE
- SEXUAL ABUSE
- EMOTIONAL ABUSE
- PHYSICAL NEGLECT
- EMOTIONAL NEGLECT



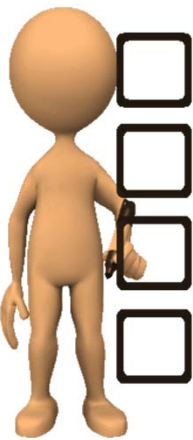
**HOUSEHOLD**

- MENTAL ILLNESS
- SUBSTANCE ABUSE
- DOMESTIC VIOLENCE
- PARENTAL SEPARATION/DIVORCE
- INCARCERATION

1 POINT /CATEGORY – ADD TO GET TOTAL ACE SCORE

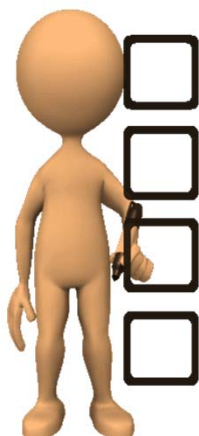


**THE HIGHER THE ACE SCORE THE MORE LIKELY THE PERSON IS TO DEVELOP:**



- HEART DISEASE
- PULMONARY DISEASE
- HEPATITIS
- DIABETES
- OBESITY
- STD'S

**THE HIGHER THE ACE SCORE THE MORE LIKELY  
THE PERSON IS TO DEVELOP:**



DEPRESSION

SUICIDE ATTEMPTS

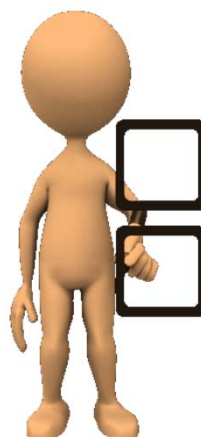
REVICTIMIZATION

TEEN PREGNANCY

**THE HIGHER THE ACE SCORE THE MORE LIKELY  
THE PERSON IS TO DEVELOP:**

ALCOHOLISM

OTHER SUBSTANCE ABUSE



## THE HIGHER THE ACE SCORE THE MORE LIKELY THE PERSON IS TO DEVELOP:

POOR SELF-RATED HEALTH

POOR JOB PERFORMANCE

VIOLENT RELATIONSHIPS



## ACES AND COMORBIDITY

Given an exposure to one category...



As the number of ACE increases ...

- there is 80% likelihood of exposure to another.

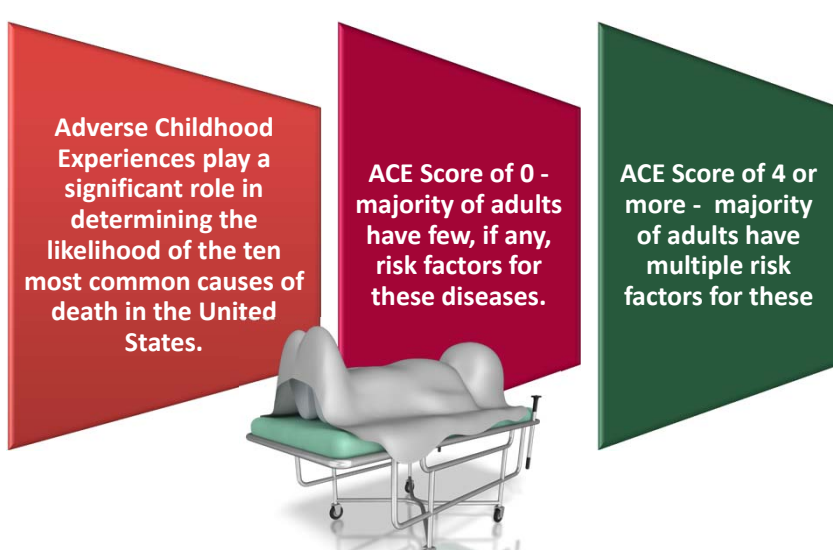
- the number of comorbid" conditions increases.



## ACES SCORE OF 4 OR MORE

- Twice as likely to smoke
- Seven times more like to be alcoholics
- Six times more likely to have had sex before the age of 15
- Twice as likely to have been diagnosed with cancer
- Twice as likely to have heart disease
- Four times as likely to suffer from emphysema or chronic bronchitis
- Twelve times as likely to have attempted suicide
- Ten times more likely to have injected street drugs

## ACE Study




Adverse Childhood Experiences play a significant role in determining the likelihood of the ten most common causes of death in the United States.

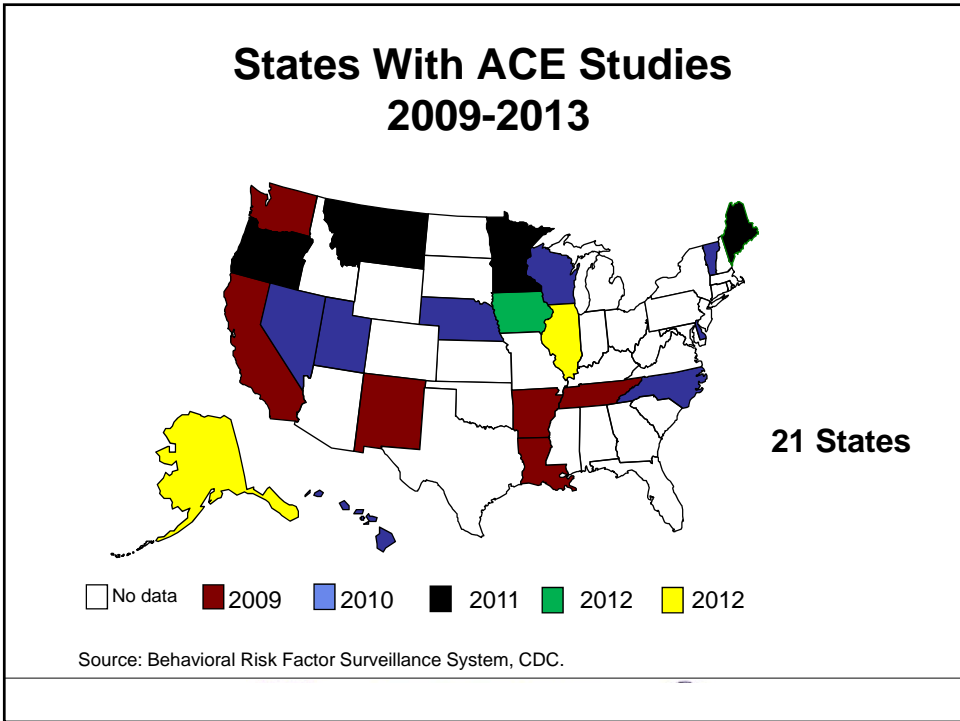
ACE Score of 0 - majority of adults have few, if any, risk factors for these diseases.

ACE Score of 4 or more - majority of adults have multiple risk factors for these

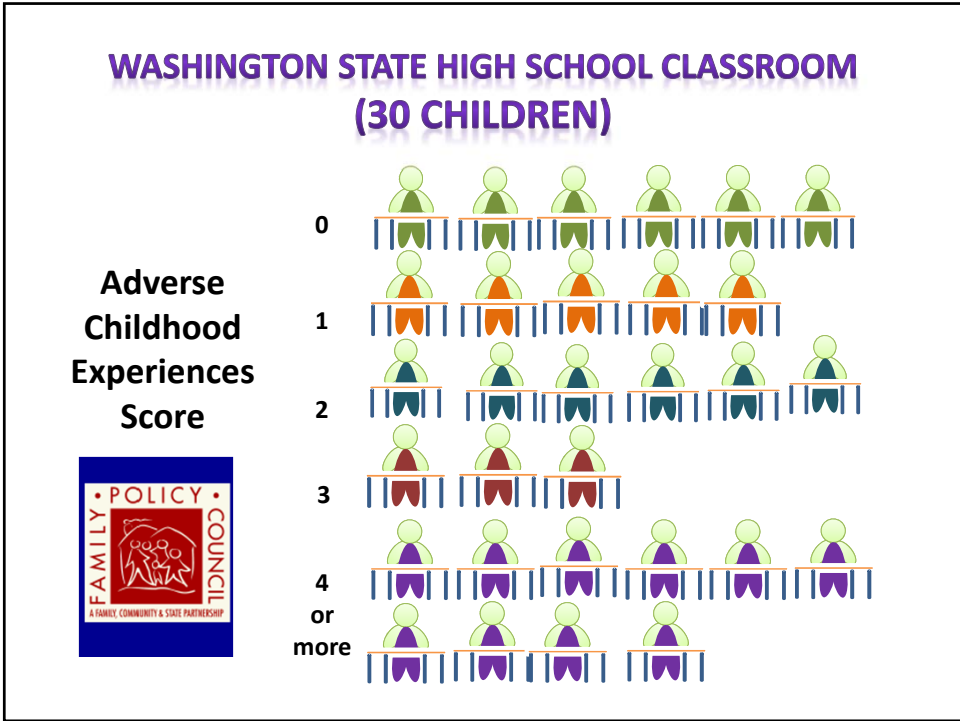
### ACES IN ADULTS – FIVE STATES, 2009 (DECEMBER, 2010)



- Arkansas, Louisiana, New Mexico, Tennessee, Washington
- Sample = 26, 229
- 59% ACEs score 1 or more
- 9% 5 or more ACEs
- No significant racial, ethnic differences







## “BLOOD ON OUR HANDS”

BY MORGAN ZALOT  
JUNE 19, 2012



*Police say the violence in neighborhoods has become so commonplace that many residents have mentally checked out, too desensitized to take an effective stand against the people who turn their communities into war zones and force their children to learn to duck at the sound of gunfire before they've even started school (p.4).*

## Justice Department Releases Survey Findings of the Nature and Extent of Children's Exposure to Violence

More than 60% of the children surveyed were exposed to violence within the past year, either directly or indirectly.

Nearly ½ of the children and adolescents surveyed were assaulted at least once in the past year, and more than 1 in 10 were injured as a result.

Nearly ¼ of respondents were victim of a robbery, vandalism or theft

1/10 of respondents were victims of child maltreatment, including physical and emotional abuse, neglect, or family abduction

1 in 16 were victimized sexually

## TO BUILD RESILIENT CHILDREN, FAMILIES, AND SYSTEMS....

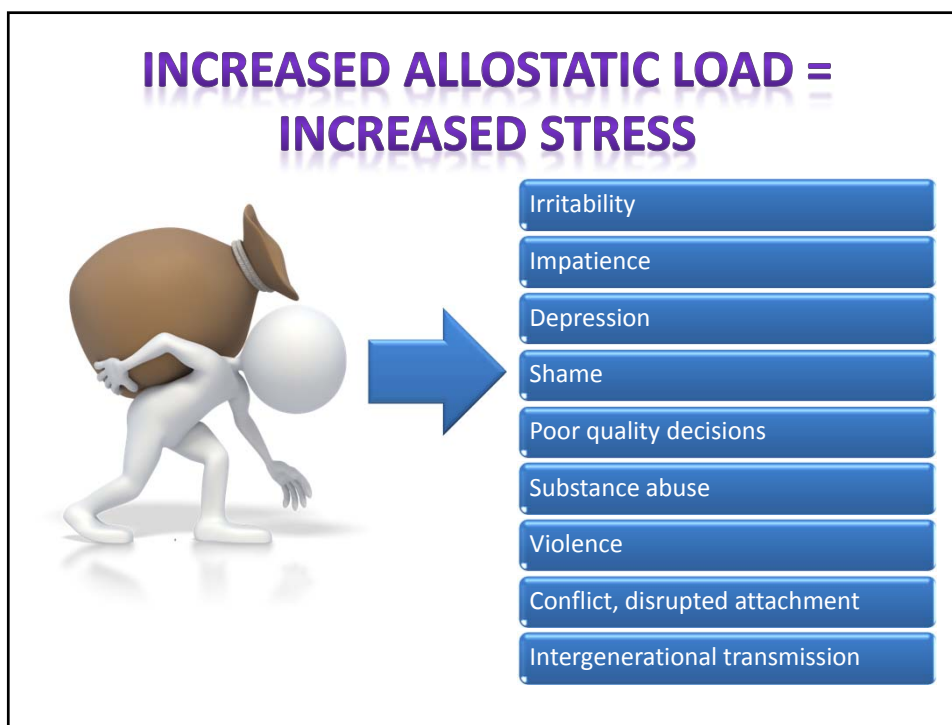
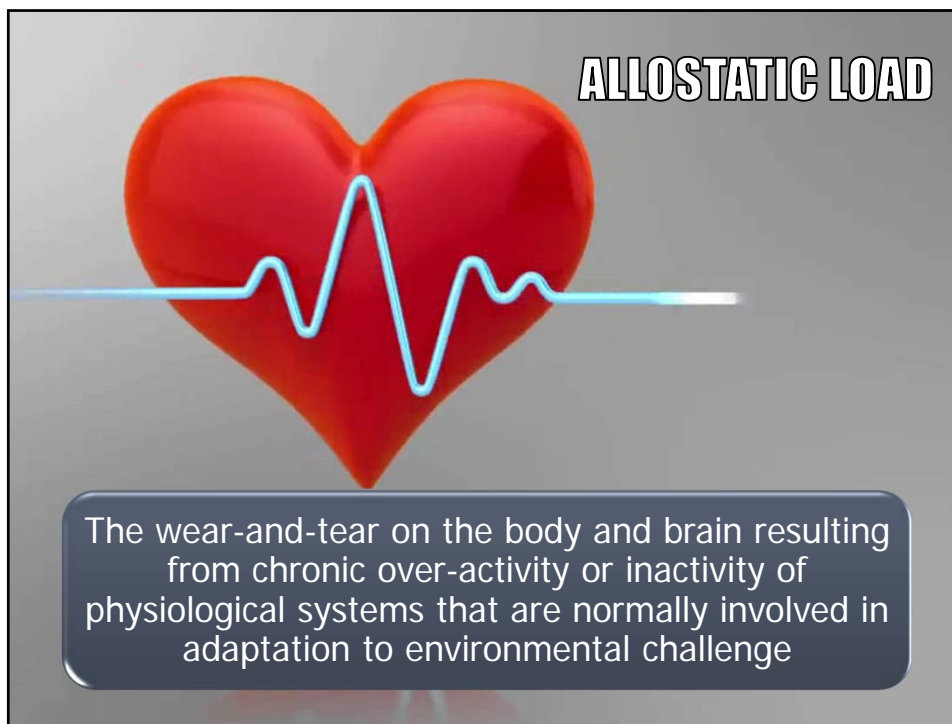


We have to know what we are dealing with

We have to know what we are up against

We have to know how to get around obstacles





# TOXIC STRESS

Sexual abuse, physical punishment/abuse, neglect, domestic violence – any repetitive fear

Strong and prolonged activation of the body's stress management systems

Particularly problematic during critical developmental periods

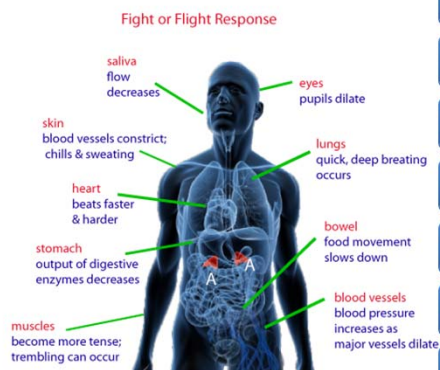
Effects basic brain architecture



*Traumatization occurs when both internal and external resources are inadequate to cope with external threat.*

Van der Kolk, 1989

## WHAT ARE WE UP AGAINST? OUR OWN BIOLOGY: HUMAN STRESS RESPONSE:



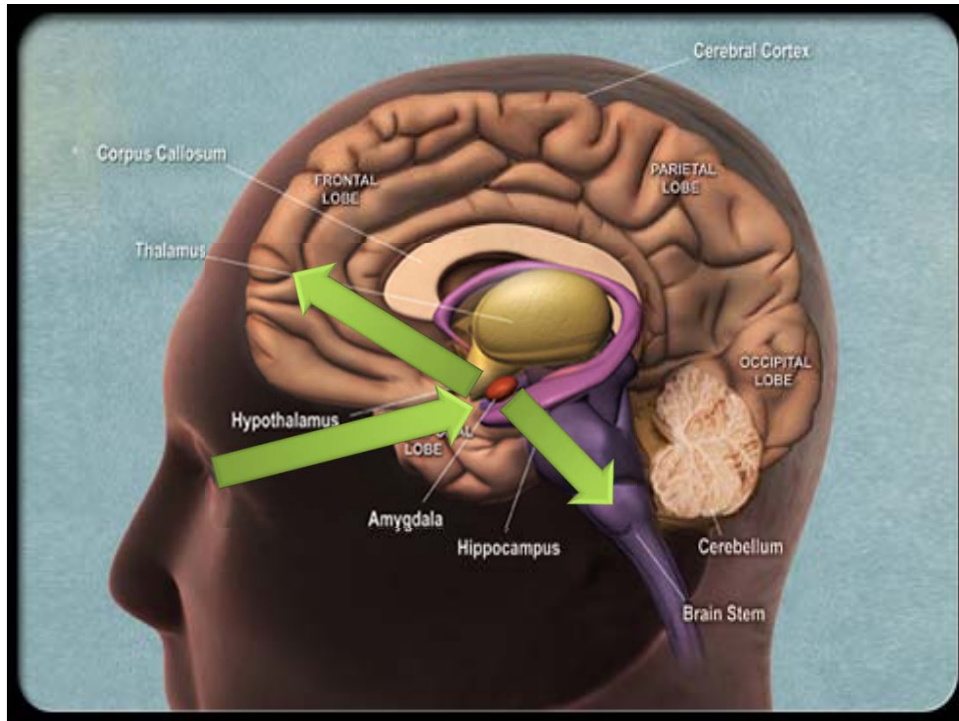
- State of high alert
- Action, not thought
- Inability to think clearly
- Extreme thoughts
- Attention to threat
- Intense and prolonged anxiety
- Drive to take action

**A DISASTER WHEN THIS BECOMES CHRONIC**



- Epinephrine (adrenalin)
- Cortisol
- Beta-endorphins

## THE HUMAN STRESS RESPONSE



Epigenetics may produce a solution to the nature/nurture argument

Events in the environment can turn genes on or off

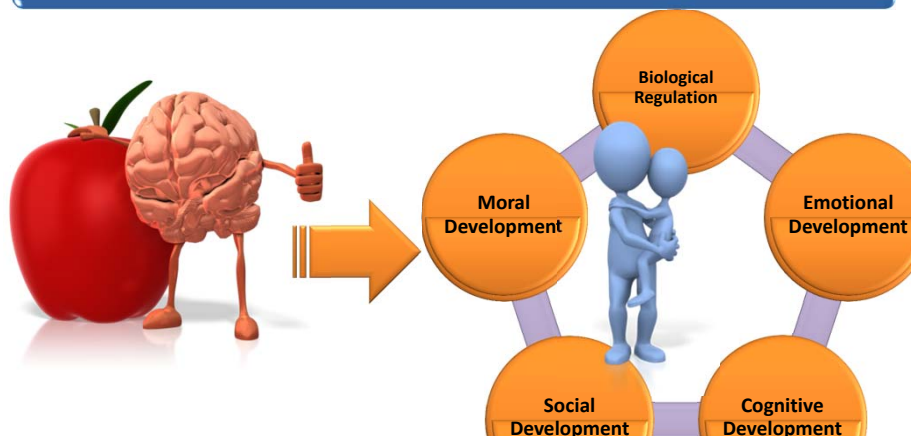
This may mean that environmental events may impact subsequent generations through epigenetic markers.

**EPIGENETICS**

## ATTACHMENT DETERMINES COMPLEX FUNCTION AND INTERACTION WITH THE WORLD

Most neural network development occurs after birth

Childhood environment determines basic brain architecture



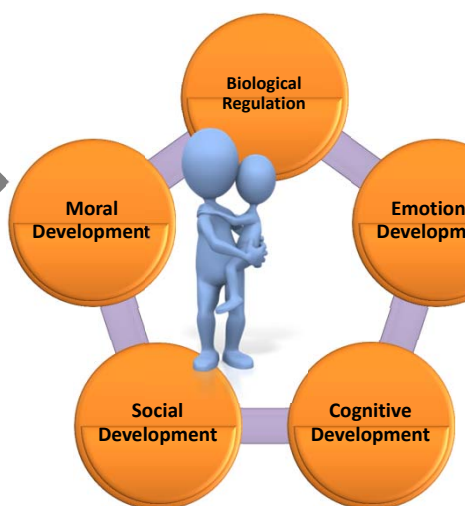
## ATTACHMENT DETERMINES WHETHER WE DEVELOP INTEGRATED FUNCTIONS

Behavior

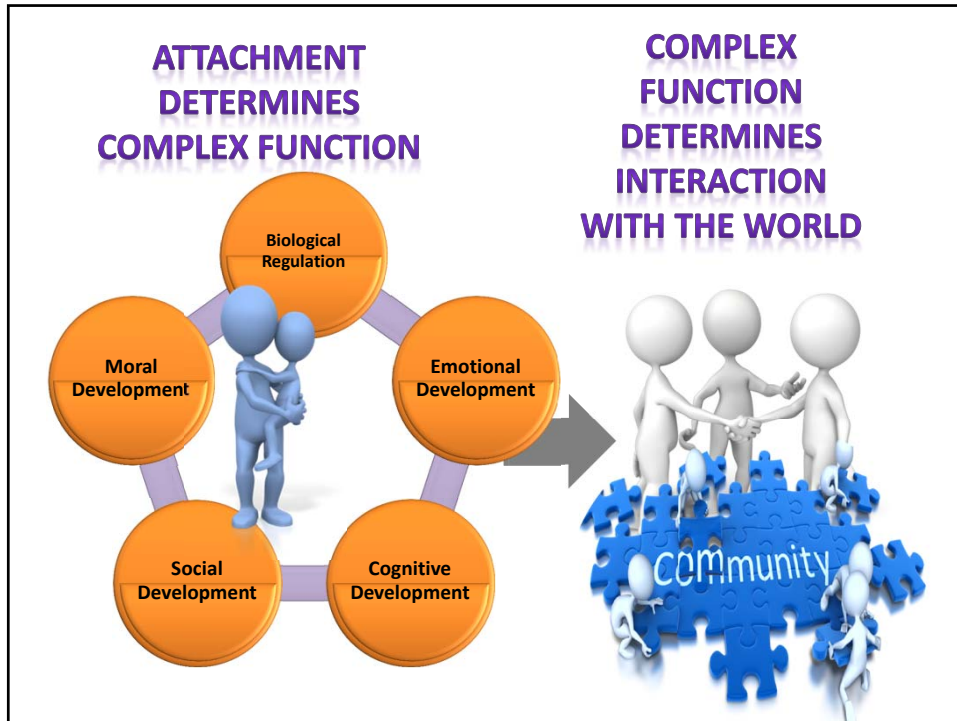
Emotions

Sensation

Knowledge







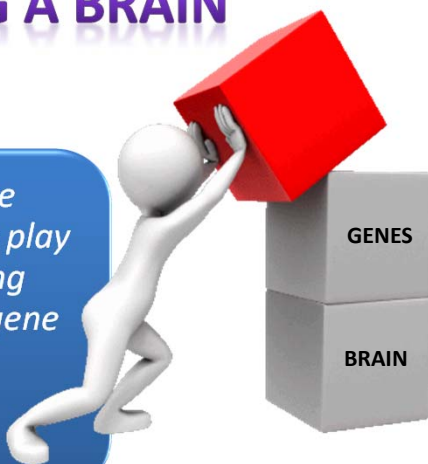
## TOXIC STRESS CHANGES BRAIN ARCHITECTURE

- Abnormal cortical development
- Diminished corpus callosum size
- Diminished left hemisphere development
- Diminished left hippocampal volume
- Decreased right-left cortical integration
- Increased EEG abnormalities

PresenterMedia

## BUILDING A BRAIN

*There is increasing evidence that environmental factors play a crucial role in coordinating the timing and pattern of gene expression, which in turn determines initial brain architecture.*



### BEHAVIOR

- All body movements

### EMOTIONS

- All emotions

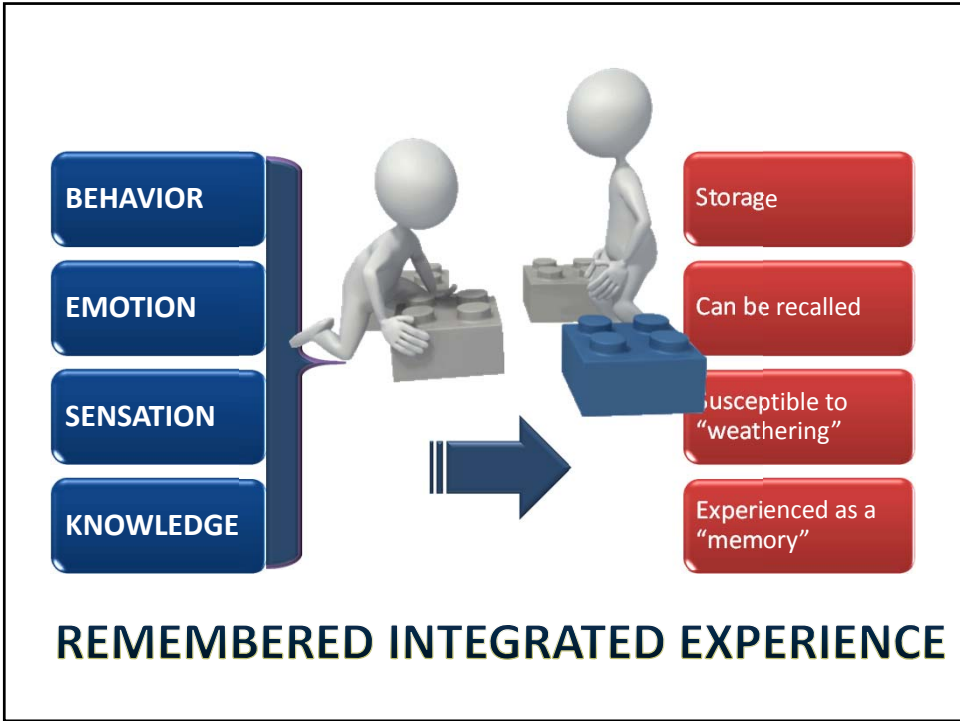
### SENSATIONS

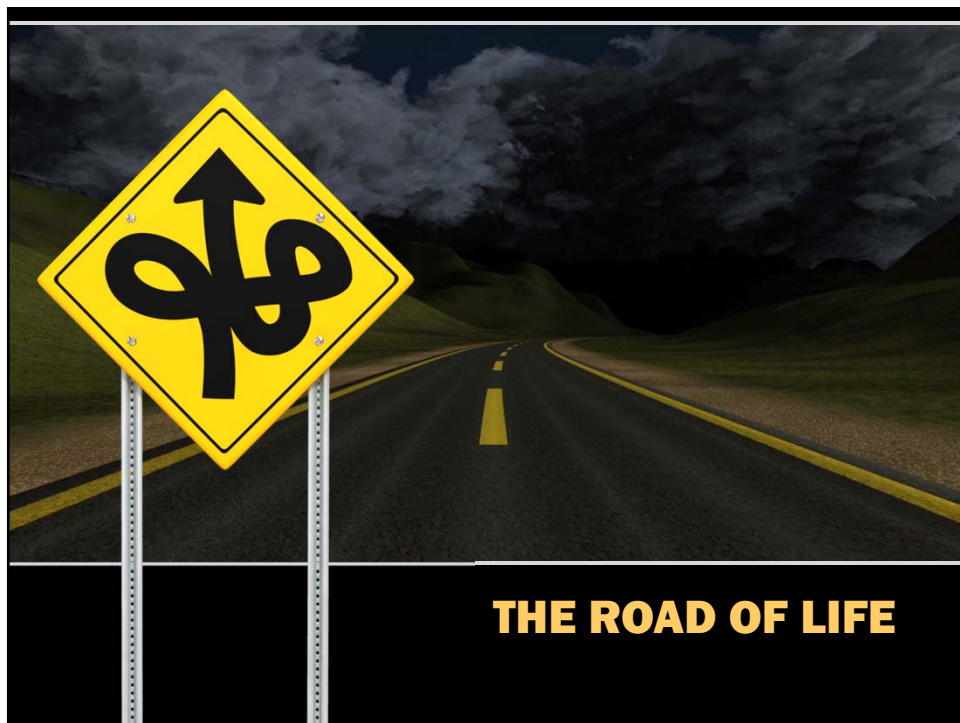
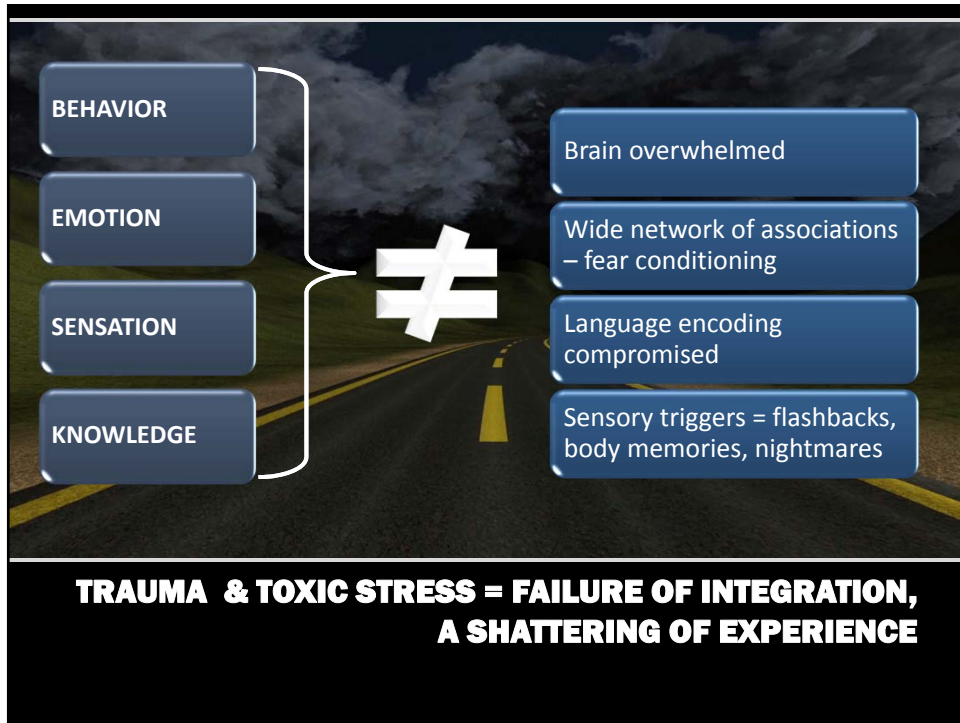
- Sights, sounds, smells, pressure, pain

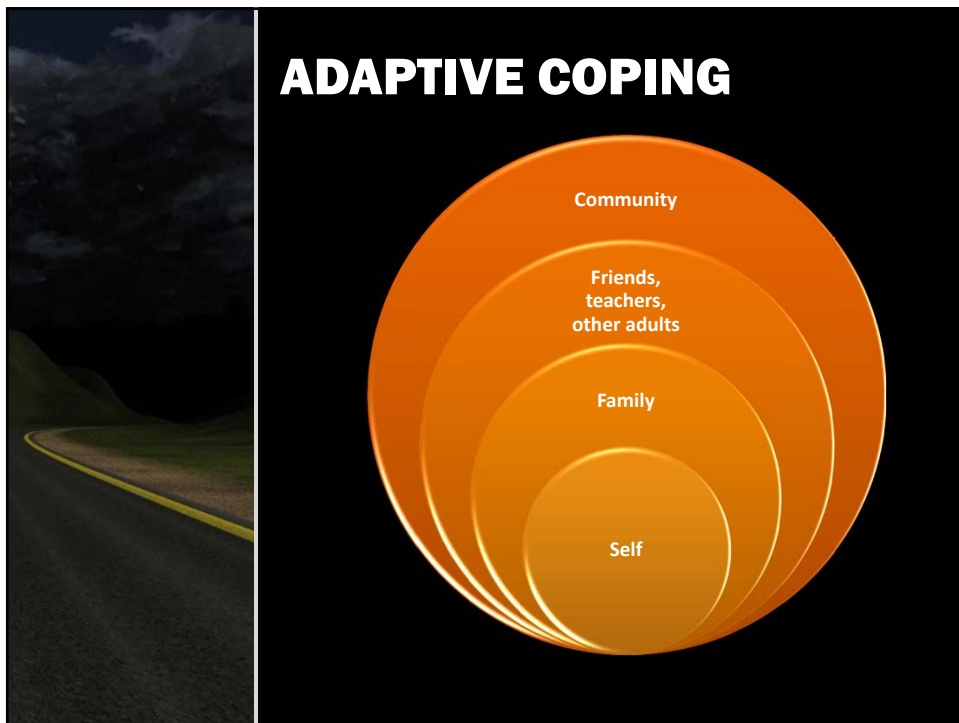
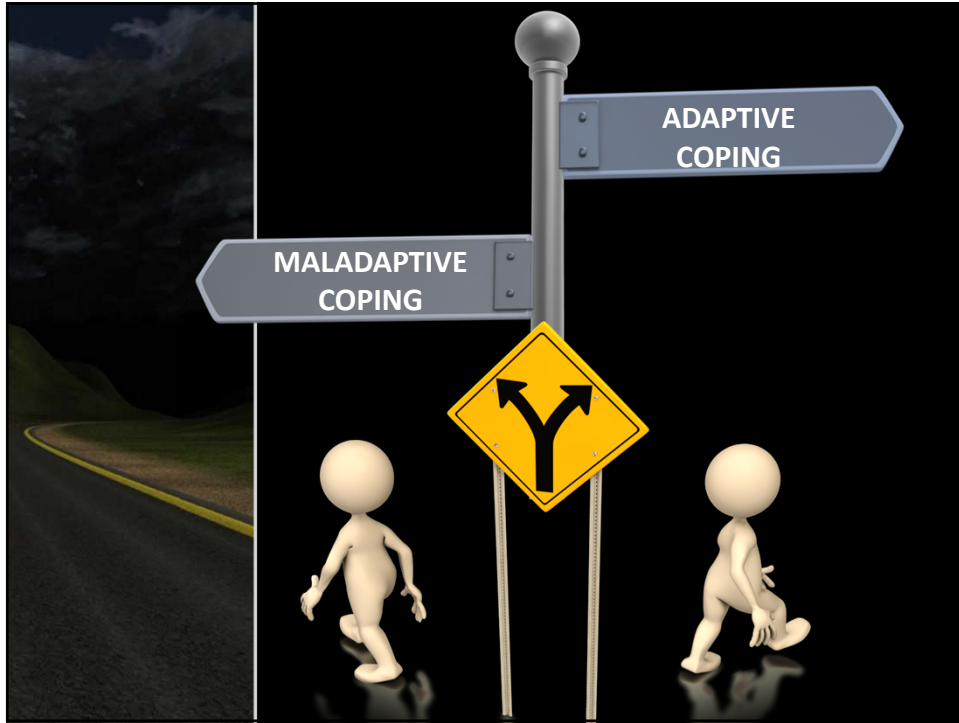
### KNOWLEDGE

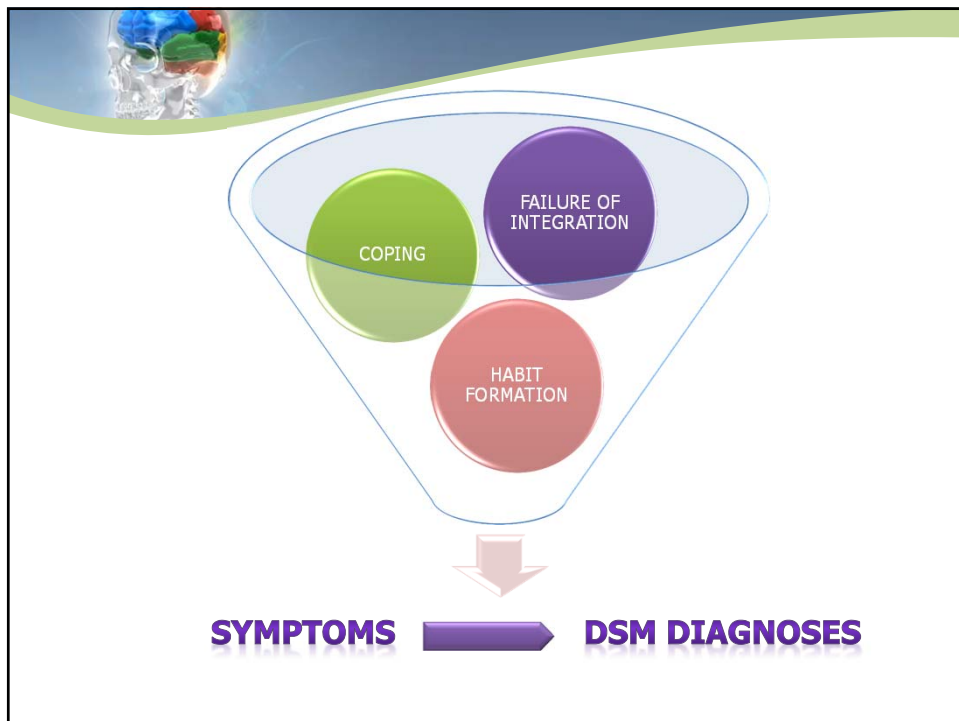
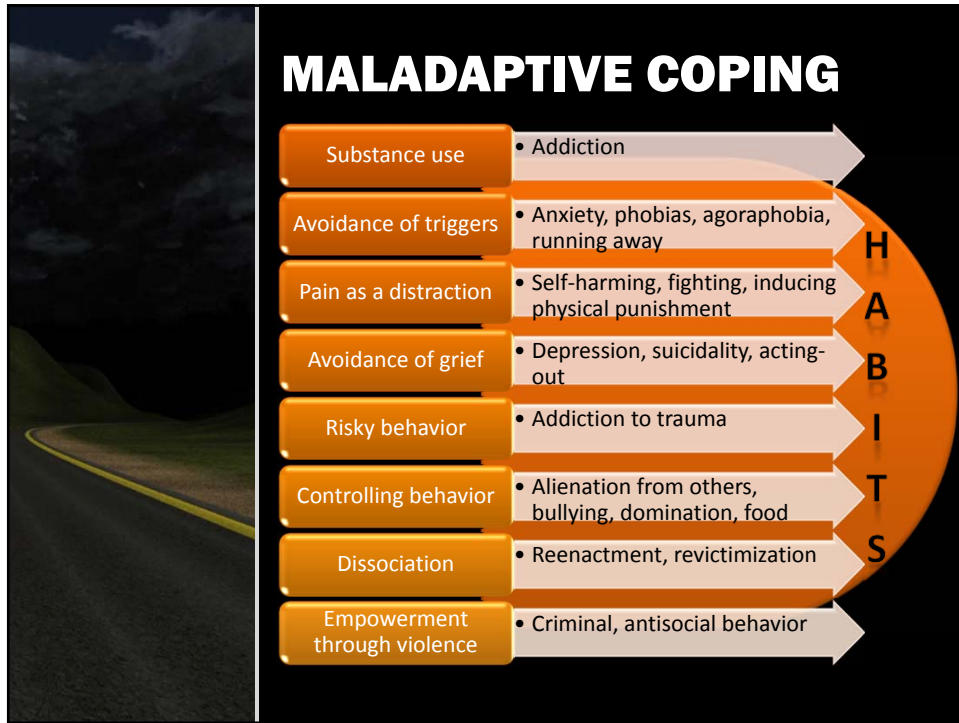
- Cognitive, conscious awareness of what happened, in logical sequence, with context, interpretations, and beliefs

REMEMBERED INTEGRATED EXPERIENCE



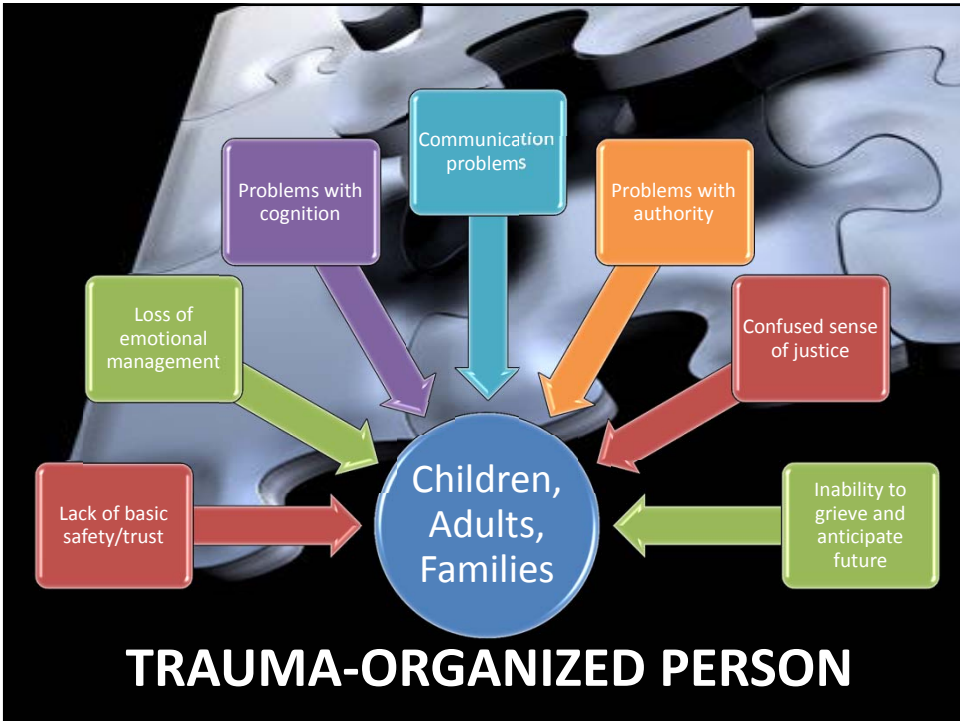


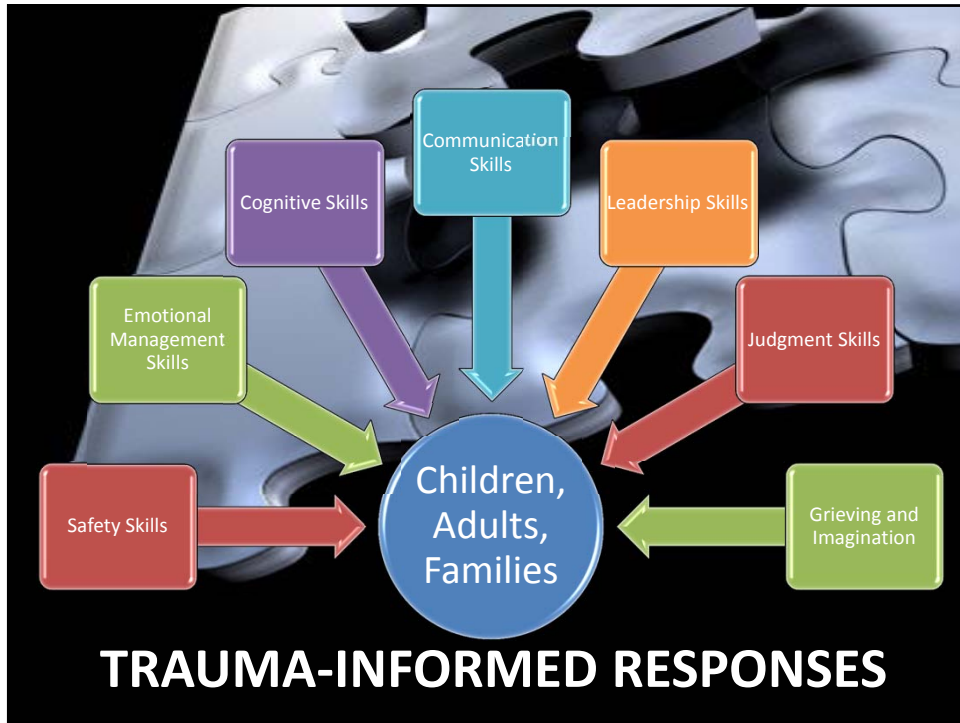




## MANY DIAGNOSES – LITTLE HELP

- Personality disorder
- Depression
- Generalized anxiety disorder
- Panic disorder
- Conduct disorder
- Oppositional disorder
- ADHD
- ETC
- ETC





## WHO IS SUPPOSED TO SUPPLY THESE COMPLEX INTERVENTIONS?

Teachers

Parents

Other Caregivers

Mental health workers

Child welfare workers

Healthcare providers

Corrections officers, probation, parole





## WHAT IS REQUIRED?

Secure, reasonably healthy adults,

With good emotional management skills,

With intellectual and emotional intelligence,

Able to actively teach and be a role model,

Are consistently empathetic and patient,

Able to endure intense emotional labor,

Are self-disciplined, self-controlled and never abuse power



*A growing proportion of the U.S. workforce will have been raised in disadvantaged environments that are associated with relatively high proportions of individuals with diminished cognitive and social skills.*

Knudsen, Heckman et al. (2006)

*Proceedings of the National Academy of Science*



## WORKFORCE CRISIS



## WORKPLACE VIOLENCE

The infographic is titled "ASSAULT ON LEARNING" and features a grid of nine articles. A blue callout box is overlaid on the right side of the grid.

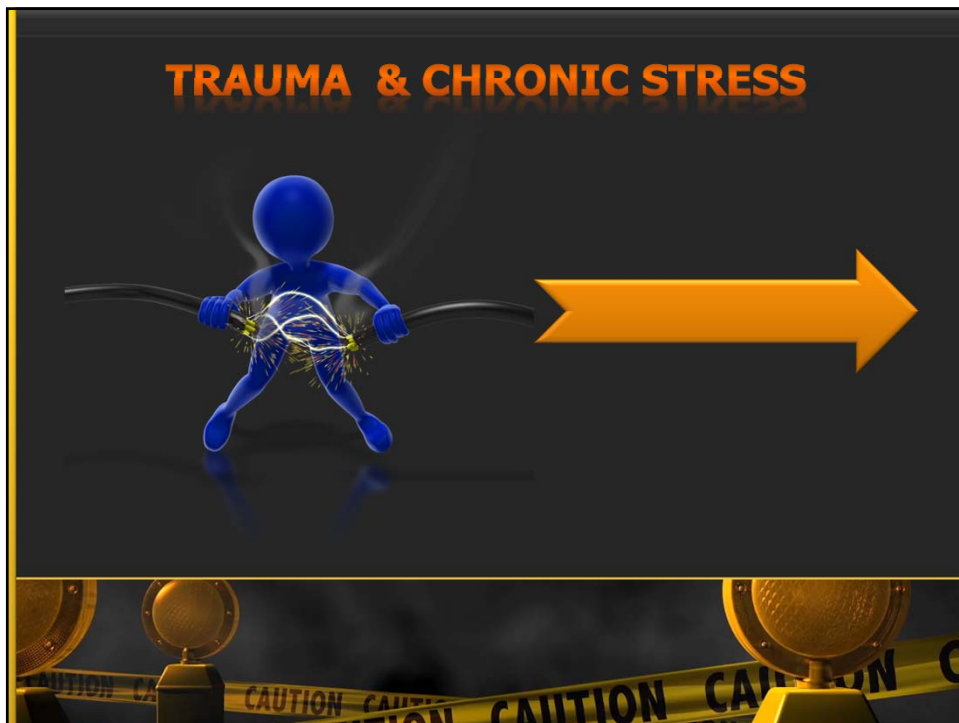
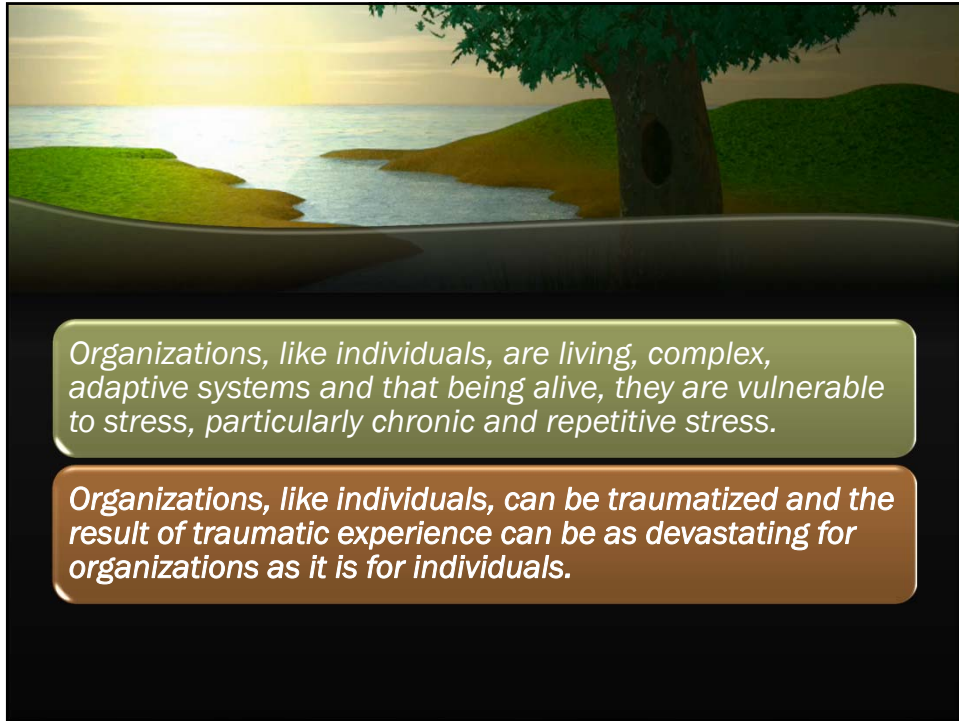
<b>ONE</b> CLIMATE OF VIOLENCE STIFLES CITY SCHOOLS	<b>TWO</b> UNDERSUPPORTING HIDES VIOLENCE	<b>THREE</b> YOUNG AND VIOLENT, EVEN KINDERGARTNERS
<b>FOUR</b> TEACHERS, STAFF ATTACKED	<b>FIVE</b> A FLAWED SYSTEM INTERVENTION	
<b>SIX</b> ANTIVIOLENCE EFFORTS THAT WORK	<b>SEVEN</b> HEALING SOUTH PHILA. HIGH'S WOUNDS	<b>EIGHT</b> DATA SEARCH FOR SCHOOLS IN RISK

**Violence in Philadelphia schools is more than the sheer numbers. The specter of violence traumatizes students and teachers, and stifles learning.**

## WORKPLACE CRISIS

- Lack of mission clarity: Educate? Treat? Rehabilitate? Control?
- High workload, high complexity, little training
- Ambiguous role definitions
- History of hierarchical, top-down administration
- Lack of innovation, creativity
- System fragmentation, no shared language or conceptual framework
- Massive social denial:





**ORGANIZATIONAL HYPERAROUSAL**



**WHEN EVERYTHING IS A CRISIS**





## COMMUNICATION UNDER STRESS



Perceptions narrow

Context is lose

One-way communication, top-down

Feedback loops erode as a result

## THE UNDISCUSSABLES



## THE UNDISCUSSABLES

- Questionable business practices
- Financial inequities
- Criminal behavior
- Suicides
- Homicides
- Sexual abuse
- Other assault
- Sexual misconduct
- Other shameful acts



## I HEARD IT THROUGH THE GRAPEVINE



70% of all organizational communication comes through this system of informal communication

Stress may “poison the grapevine” – rumors, gossip increase



**INTERPERSONAL CONFLICT INCREASES**

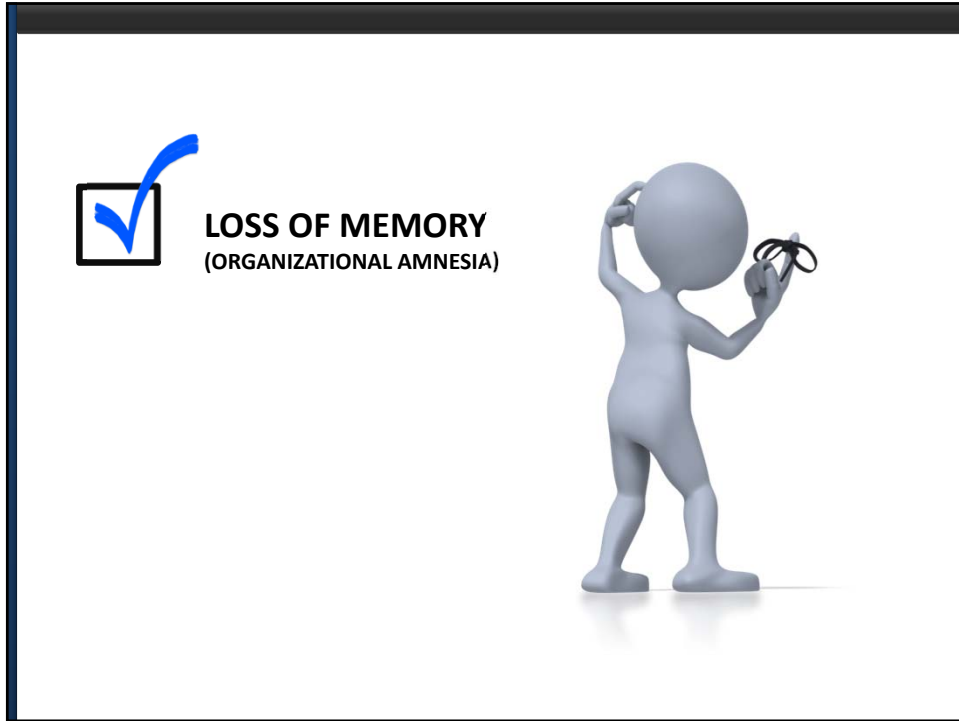
**TASK CONFLICT DECREASES**

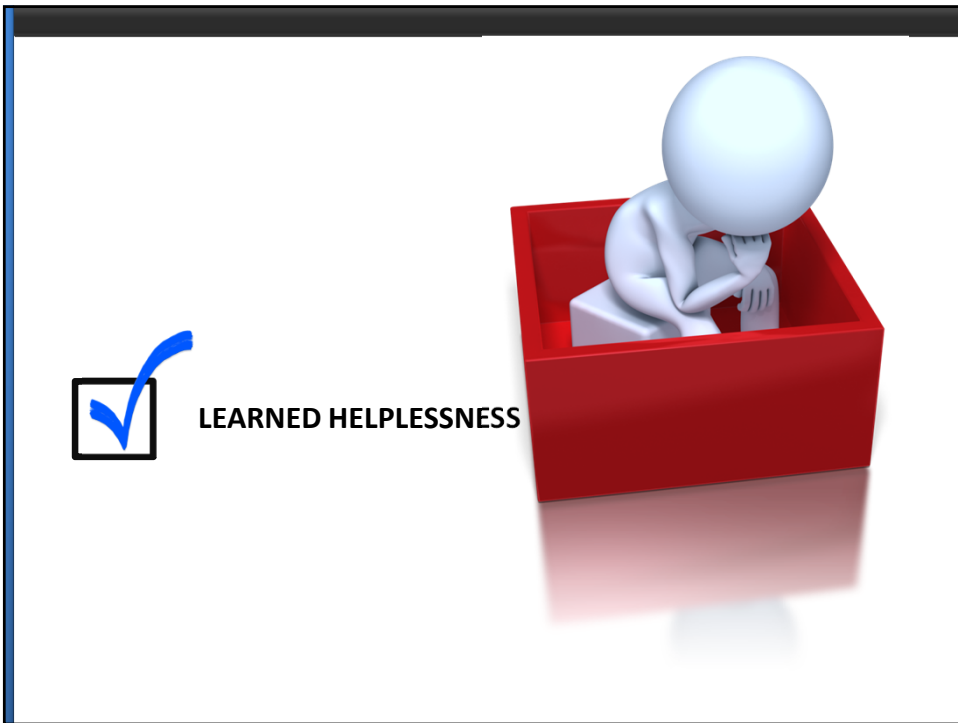


**SILOS INCREASE**

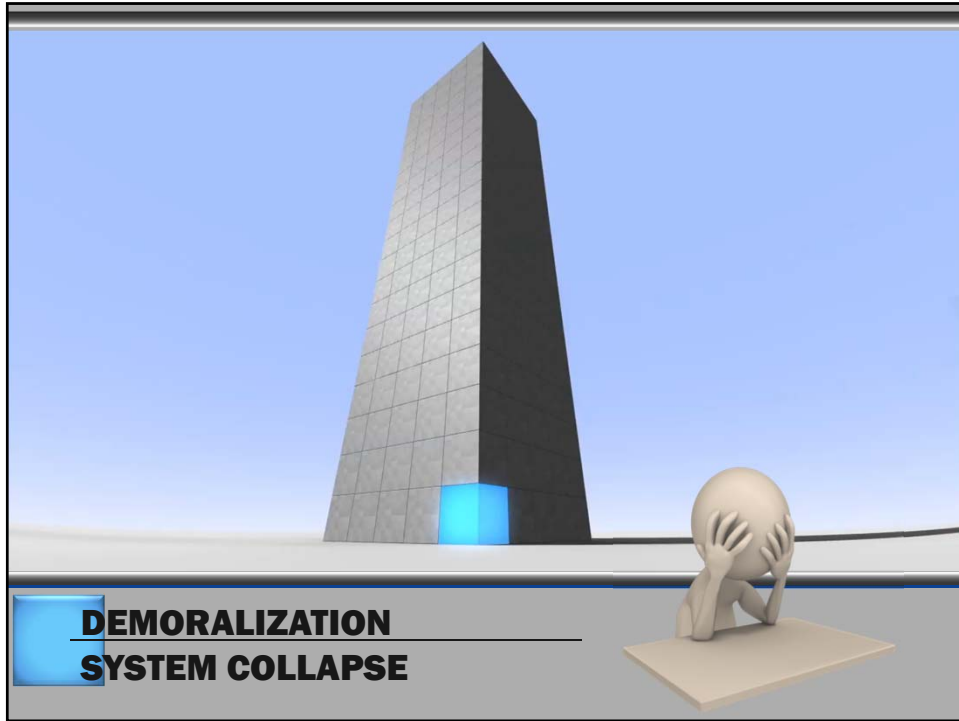


**ORGANIZATIONAL DISSOCIATION**





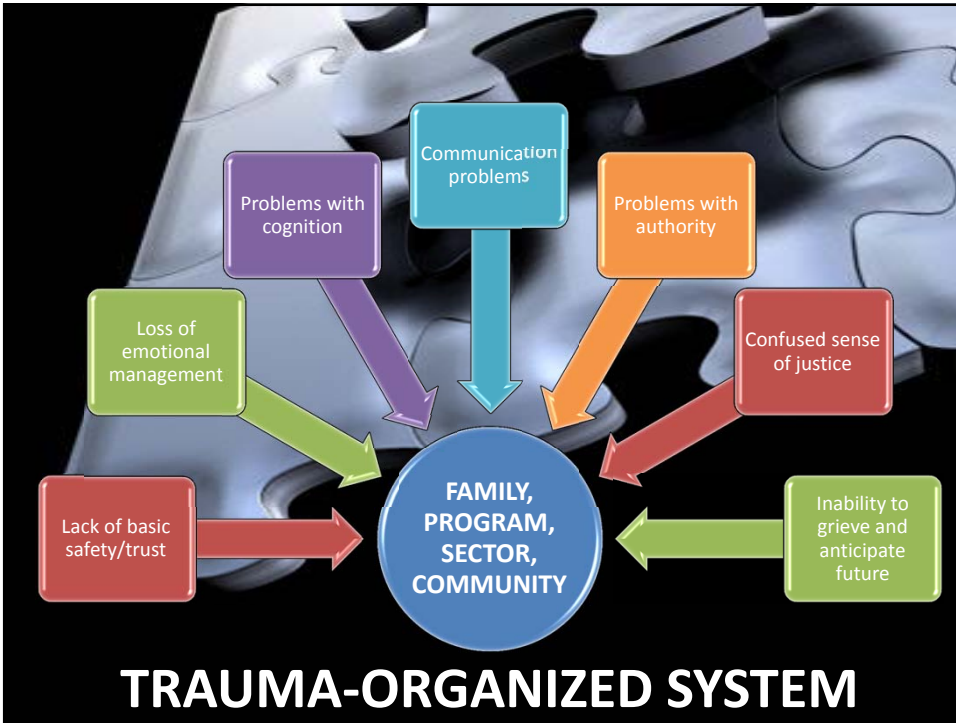
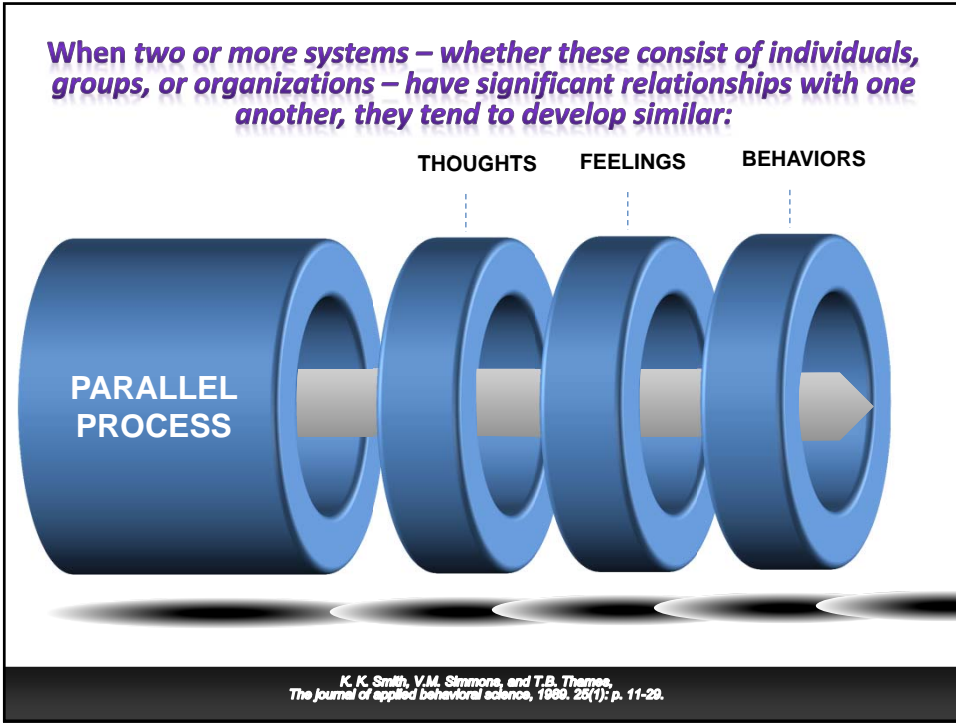




## PARALLEL PROCESS

*Complex interaction between  
traumatized children, stressed staff,  
pressured organizations, and the social  
and economic environment.*





As a result, our systems frequently recapitulate toxic experiences

- For CHILDREN
- For FAMILIES
- For EVERYONE



## SANCTUARY TRAUMA



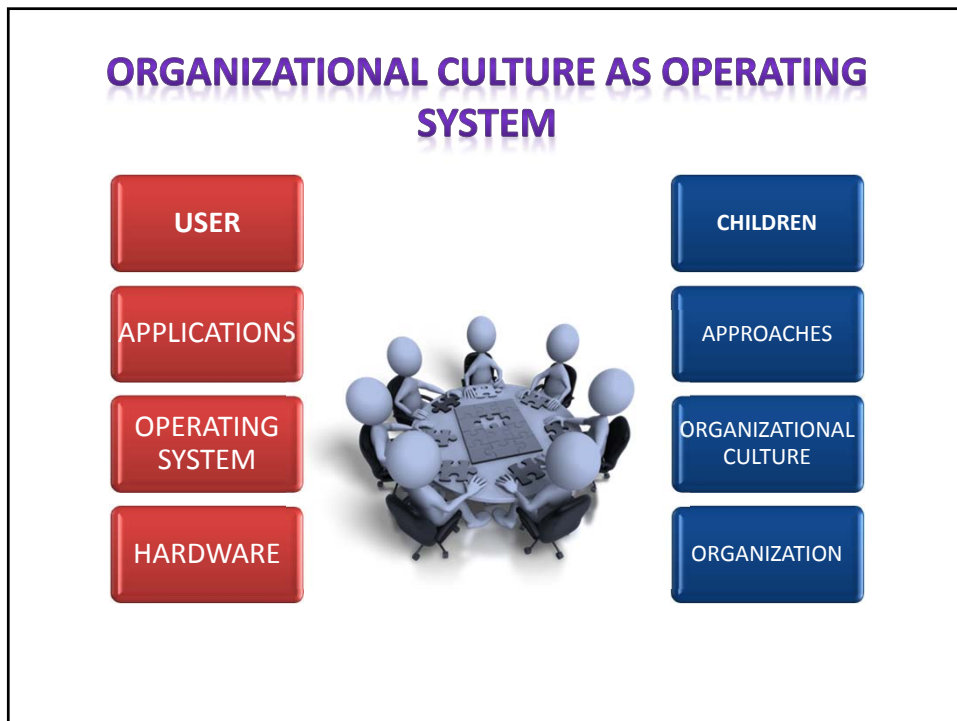
Expecting a protective environment and finding only more trauma.

Dr. Stephen Silver (1986) *An inpatient program for post-traumatic stress disorder: Context as treatment.* *Trauma and Its Wake.*

## SANCTUARY TRAUMA





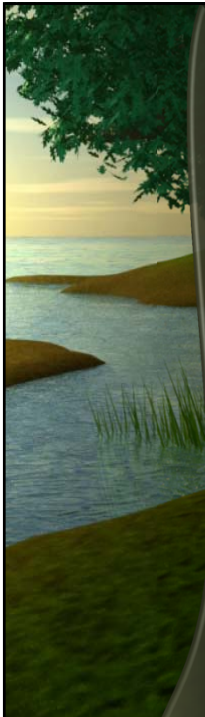


## SANCTUARY: A NEW OPERATING SYSTEM FOR ORGANIZATIONS

CHILDREN	CHILDREN
APPROACHES	APPROACHES
ORGANIZATIONAL CULTURE	SANCTUARY
ORGANIZATION	ORGANIZATION

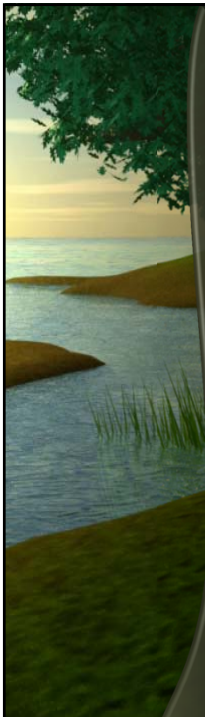


*“Creating Sanctuary”  
refers to the shared  
experience of creating  
and maintaining  
safety within a social  
environment - any  
social environment.*



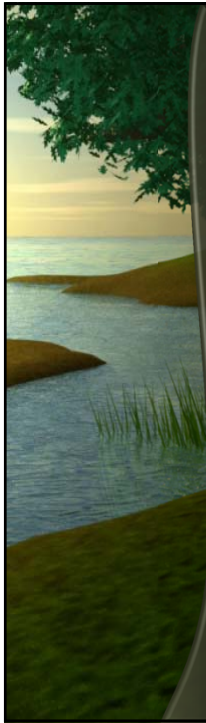
## THE SANCTUARY MODEL

- Theory-based
- Trauma-informed
- Whole culture approach
- Evidence-supported
- Clear and structured methodology



## THE SANCTUARY MODEL: Environmental Antidote to Trauma

- Promote innovation, not reenactment
- Promote resilience, not rigidity
- Promote attachment, not dehumanization



### THE SANCTUARY MODEL: Environmental Antidote to Trauma

- Schools
- Residential treatment programs
- Juvenile justice programs
- Outpatient programs
- Healthcare and mental health care
- Shelters
- Businesses
- Academic centers
- Communities

### THE FOUR PILLARS OF SANCTUARY



- TRAUMA THEORY
- SANCTUARY COMMITMENTS
- S.E.L.F.
- SANCTUARY TOOLKIT

## TRAUMA THEORY



Provides scientifically and developmentally-grounded, integrative framework for all human systems

## SANCTUARY COMMITMENTS: *UNIVERSAL PRINCIPLES*




Those beliefs about human conduct that are common to human rights cultures around the world, regardless of gender, ethnicity, religious belief, or location on the globe.





<b>IMAGINE</b>	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
OPEN COMMUNICATION	DEMOCRACY
SOCIAL RESPONSIBILITY	GROWTH & CHANGE



**IMAGINE THE KIND OF  
WORKPLACE/COMMUNITY  
YOU WOULD LIKE TO HAVE**





***"It doesn't have to  
be this way"***

To panel list main   
To panel board main 

<b>IMAGINE</b>	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
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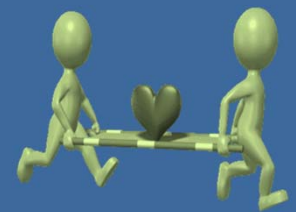




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To panel board main 

IMAGINE	NONVIOLENCE
<b>EMOTIONAL INTELLIGENCE</b>	SOCIAL LEARNING
OPEN COMMUNICATION	DEMOCRACY
SOCIAL RESPONSIBILITY	GROWTH & CHANGE

### EMOTIONAL LABOR

Required to display specific sets of emotions (both verbal and non-verbal) with the aim of inducing particular feelings and responses among those for whom the service is being provided.



To panel list main   
To panel board main 

IMAGINE	NONVIOLENCE
EMOTIONAL INTELLIGENCE	<b>SOCIAL LEARNING</b>
OPEN COMMUNICATION	DEMOCRACY
SOCIAL RESPONSIBILITY	GROWTH & CHANGE

### THE LEARNING ORGANIZATION


- Adapts
- Makes good decisions
- Learns from mistakes
- Manages complexity
- Extends learning to everyone



To panel list main   
To panel board main 




IMAGINE	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
<b>OPEN COMMUNICATION</b>	DEMOCRACY
SOCIAL RESPONSIBILITY	GROWTH & CHANGE




MEAN WHAT YOU SAY

SAY WHAT YOU MEAN

DON'T BE MEAN WHEN YOU SAY IT


To panel list main 


To panel board main 


IMAGINE	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
OPEN COMMUNICATION	<b>DEMOCRACY</b>
SOCIAL RESPONSIBILITY	GROWTH & CHANGE

*Democracy represents the ideal of a cohesive community of people living and working together and finding fair, nonviolent ways to reconcile conflicts.*


John Gastil  
*Democracy in Small Groups: Participation, Decision Making, and Communication.*



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To panel board main 

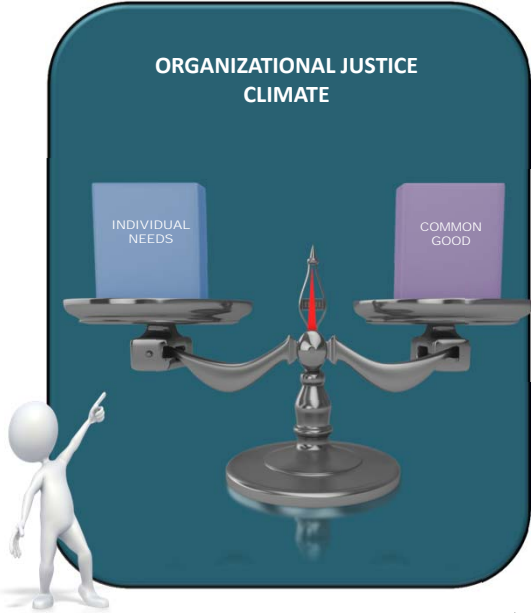
## DEMOCRACY AS ANTIDOTE TO TRAUMA





- Requires process and patience
- Requires emotional management
- Must use words as substitute for action
- Have to share decision making
- Requires social skills to participate
- Minimizes abusive use of power
- Empowers, counteracts helplessness
- Demonstrates justice
- Builds trust
- Requires negotiation and compromise

IMAGINE	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
OPEN COMMUNICATION	DEMOCRACY
SOCIAL RESPONSIBILITY	8

### ORGANIZATIONAL JUSTICE CLIMATE



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To panel board main 

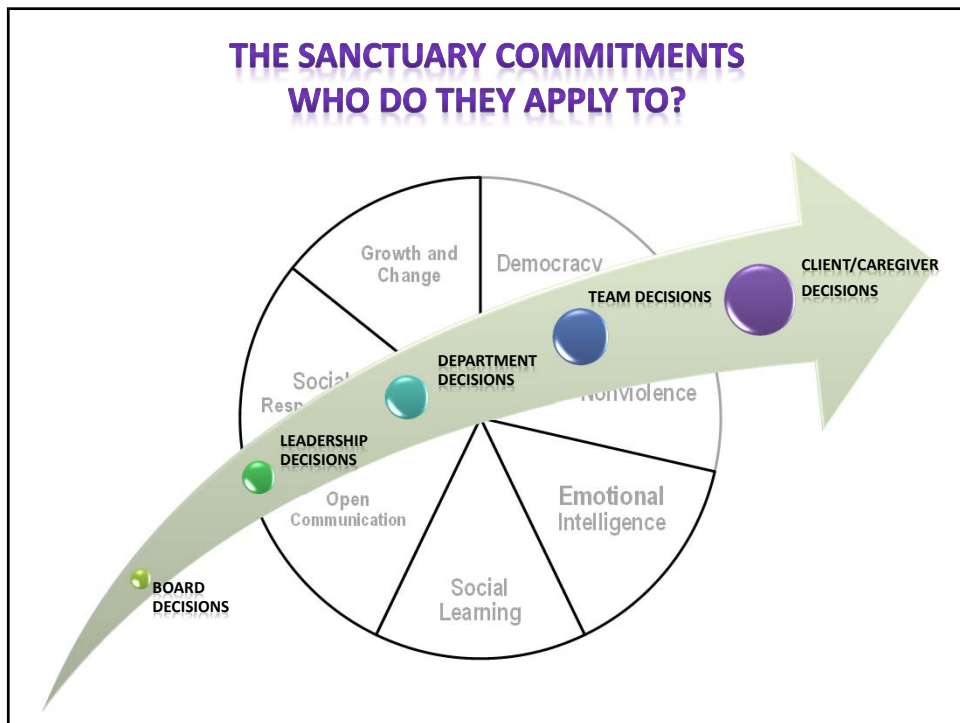
IMAGINE	NONVIOLENCE
EMOTIONAL INTELLIGENCE	SOCIAL LEARNING
OPEN COMMUNICATION	DEMOCRACY
SOCIAL RESPONSIBILITY	GROWTH & CHANGE

WHAT IF NOTHING WE DO WORKS?

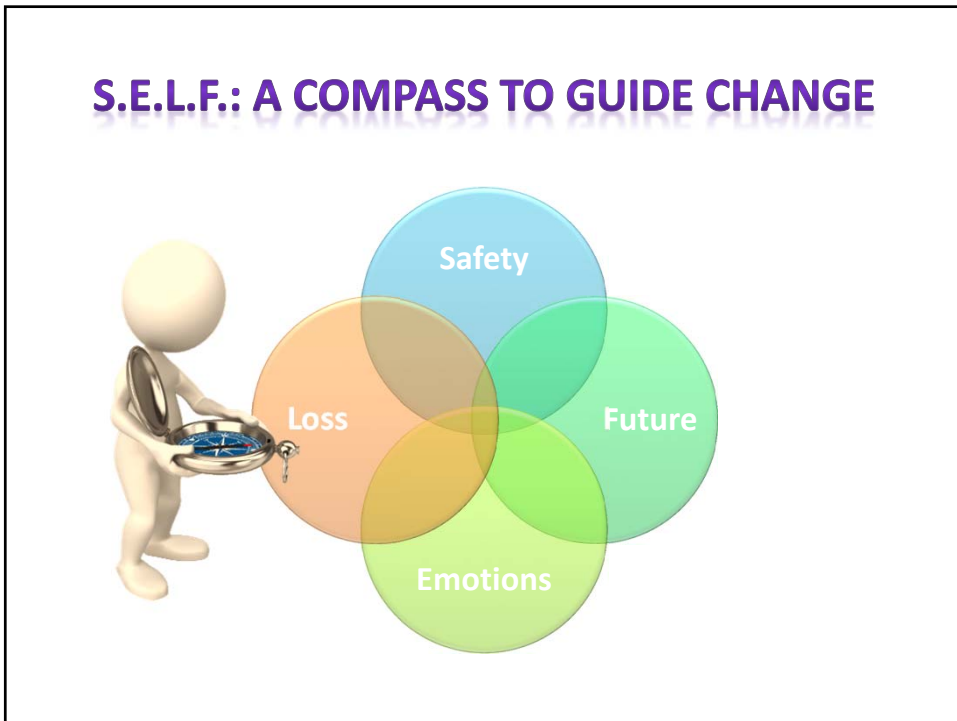
WHAT IF WE ARE SUCCESSFUL?

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## S.E.L.F. SHARED LANGUAGE

Assessment

Psychoeducation

Planning

Emergent situations

Problem-solving

Evaluating progress

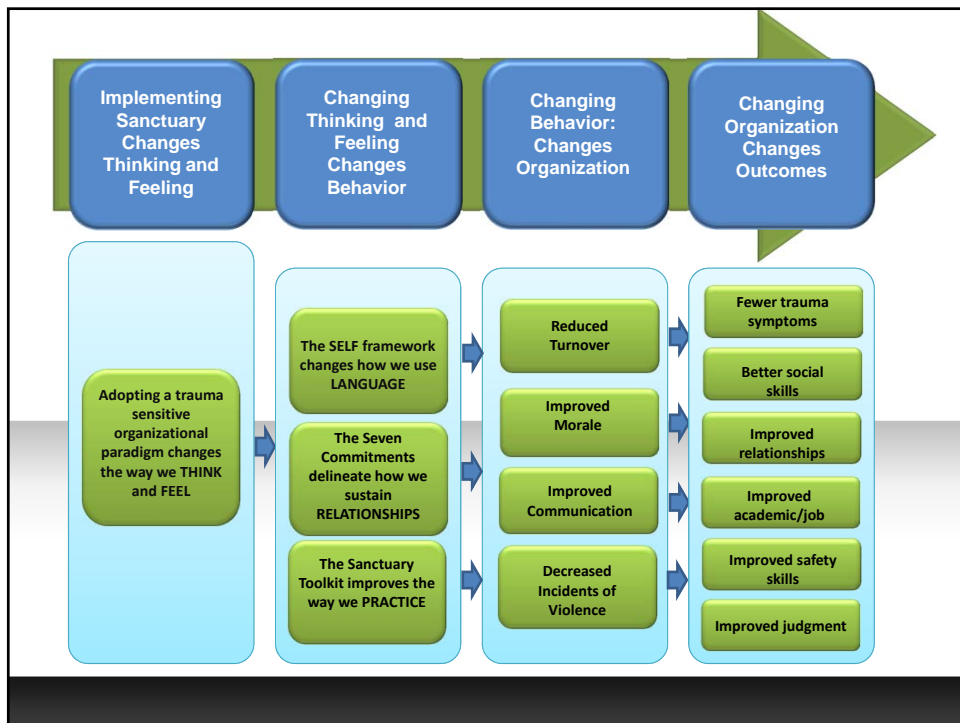
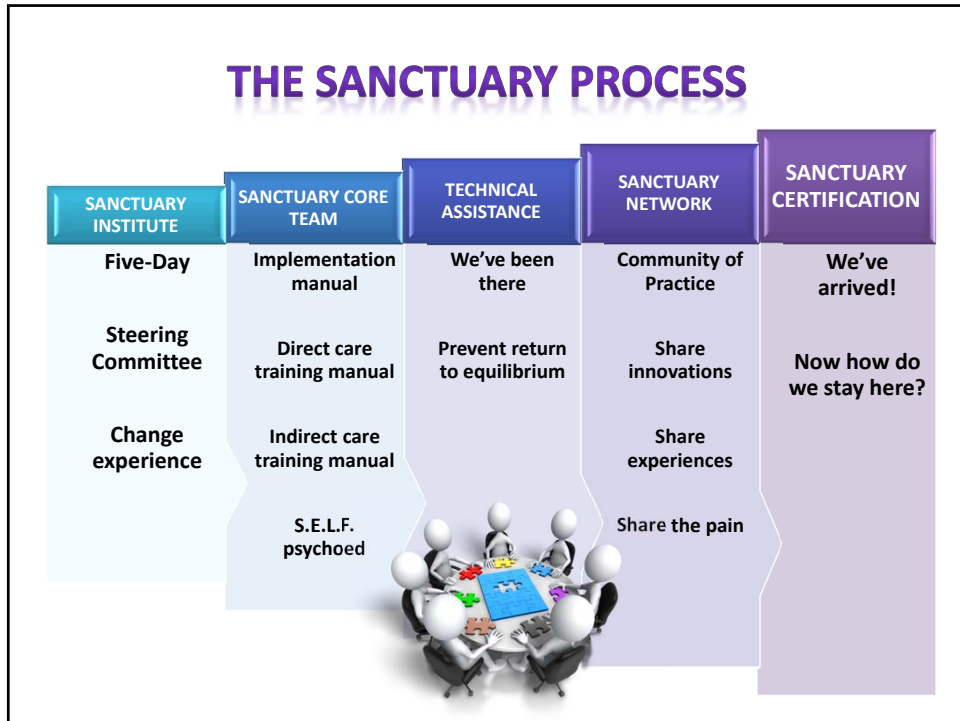
Managing change

## SANCTUARY TOOLKIT

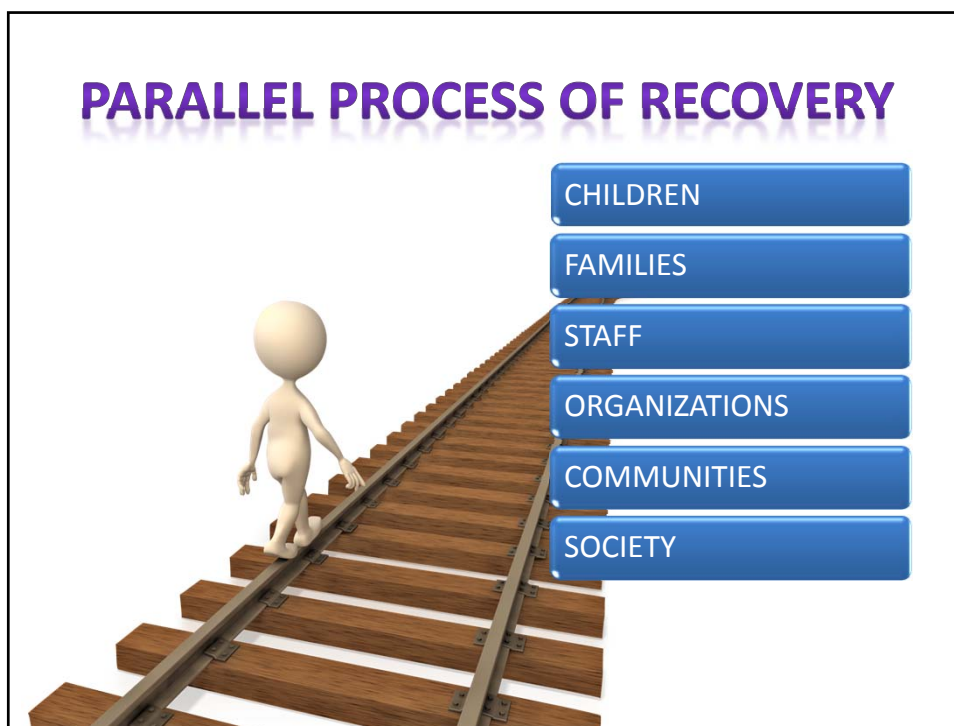


A range of practical skills that enable individuals and organizations to:

- more effectively deal with difficult situations
- build community
- develop a deeper understanding of the effects of adversity and trauma
- build a common language



## PARALLEL PROCESS OF RECOVERY



## TIPS FOR COMMUNITY MEMBERS





## TIPS FOR COMMUNITY MEMBERS

Assess for safety: moral, social, psychological AND physical safety

Assess for emotional management

Assess for losses

Remember, *"it's what happened to you?"* not *"what's wrong with you?"*



## TIPS FOR COMMUNITY MEMBERS

Values-based, visionary leadership

Buckle-up for the long plod ahead

You are part of a movement not an event



## SO MAKE SURE YOU...



Feed each other

Rest

Learn from each other

And have a lot of laughs along the way

