

Beyond ACEs: Creating Positive Childhood Experiences with Programs



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3 Learning Objectives

- Participants will list 7 positive childhood experiences that buffer against the health impacts of ACE's.
- Participants will learn how PCE research was applied within children and family programming within our agency; including safety revisions made within the past year due to the Covid pandemic and community unrest.
- Participants will be able to identify and discuss two ways this research could impact current and ongoing programming within their agencies.

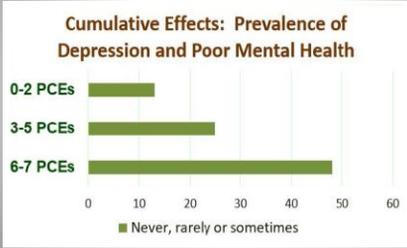


Positive Childhood Experiences (PCE's) Dr. Christina Bethell

- **Research**
 - Study - 6,188 adults at Johns Hopkins
 - Goals: Identify Positive Childhood Experiences (PCEs) that could buffer against the health effects of traumatic ones. A percentage of kids with high ACE scores do nevertheless grow up to have normal development and good adult emotional health; the researchers were looking to identify the factors that created a level of resiliency in these kids that helped them to thrive despite difficult childhoods.
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7224864/> (Research Article)
 - 18 and under
 - Decrease ACE impact with PCE's
 - These 7 PCE's were linked with good emotional and mental health in adults who had ACE's; regardless of ACE score, PCE's buffer
 - Children with PCE's become adults who are able to seek social and emotional support.
 - **Implications**
 - More PCE's, More Resiliency
 - HOPE - can't stop trauma from happening, but can educate parents and children what works to mitigate effects of trauma
 - PCE's are a Universal Precaution
- <https://www.childwelfare.gov/topics/prevention/positive-childhood-experiences/>



PCE's and Depression/Mental Health



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1. Able to talk with my family about my feelings.
2. Felt that my family stood by me during difficult times.
3. Enjoyed participating in community traditions.
4. Felt a sense of belonging in high school.
5. Felt supported by friends.
6. Had at least two non-parent adults who took a genuine interest in me.
7. Felt safe and protected by an adult in my home.



Children's Programming-Current

- Combined Educational/Therapeutic Staffing and Programming
- Specialized TIC Afterschool and Summer Programming (C.R.E.A.T.E.) with Parent & Family Component - specific focus on PCEs
- Play Therapy/Teletherapy/Dyadic and Family Therapy
- Sanctuary Children's and Parent Groups
- Outside Therapies/Enrichment Activities
- Specialized Teen (Leadership & Peer) programming
- Children and Teens Mental Health Awareness Activities
- Mentors/Tutors/Partnership with Performing Arts Center

Successful Practices with Children & Tracking Outcomes

Evidence-Based Practices

- Trauma-Focused Cognitive Behavior Therapy (TF-CBT) with Parent Sessions
- Child Parent Psychotherapy (CPP)
- Circles of Security (COS)

Evidence-Informed Practices

- Executive Functioning Assessments and Groups
- Infant Mental Health Implementation
- Trauma-Informed Behavior Support

Practice-Informed Evidence

- Sanctuary Groups
- **Baseline Data for establishing goal**
- % of families that show an increase in Positive Childhood Experiences for children in the home from initial to exit.
- % of families entering services that strengthened or developed one new additional social support for their children while in counseling



Children's Programming-Future

- Pre- and post Eco-mapping
- Gather the data, interpret and apply the data
- Test effectiveness of interventions with different children's populations, staff, implementation techniques
- Client focus groups and feedback
- Replication of programming in community settings

Identify Ideas for Implementation



Consider the Following during Breakout

- What program changes can you make to incorporate PCEs?
- What aspects of your programming already emphasize PCEs?
- How can you begin to educate your organization about PCEs?
- What changes can you begin as soon as next week?



Questions



Contact

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