



Creating Safe, Stable, and Nurturing  
Relationships and Environments for All Kids

## **ACEs and Resilience Learning Network 2019 Webinar Series**



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## Table of Contents

Racism Using a Neurodevelopment Lens.....	4
Building Family Resilience & Health in Yakima and the Valley.....	6
Application of Trauma-Informed Guiding Principles to HR Practices in Public Health Seattle & King County.....	8
Building Resilience Across the Lifespan Community Resilience Initiative Conference Insights.....	10
Kitsap Strong: Collective Impact Through Collaborative Learning.....	12

# Racism Using a Neurodevelopment Lens

May 22, 2019

Presenter: Rick Griffin, Director of Training & Curriculum Development for Community Resilience Initiative



## [Webinar recording](#)

This webinar uses discoveries in neuroscience to offer a new way of understanding racism and other forms of discrimination. The course suggests that the key to overcoming racism is looking beneath the behaviors of racisms to its origins in neurodevelopment. Seeing issues like racism as a developmental process allows us to see that only a compassionate and ideology-free attitude toward the racist can help us understand what it is that he or she needs to learn to be more inclusive.

## Biography

Rick Griffin is the Director of Training and Curriculum Development and a Master Trainer for Community



Resilience Initiative (CRI), a non-profit organization dedicated to creating a citizenship conversant in trauma and resilience. Griffin speaks to thousands of groups from all over the country and is widely recognized for his work in trauma-informed care. Whether he is working with educators, health care professionals, or law enforcement; he is dedicated to helping professionals connect with those in their charge. Rick uses his passion for neuroscience to develop cutting edge content and deliver engaging presentations. He not only educates, but also entertains. Griffin has developed several outstanding trauma-informed programs and practices including

many of CRI's signature resilience courses. He is currently working on his latest program, Resilient Relationships, designed to integrate resilience science with the practices of building interpersonal relationship. Amid all this he still finds the time for his highest priorities, his faith, his family, and his friends.

## Webinar summary

Griffin invites us to use a different map to look at racism and all the other 'isms – the Neurodevelopment Map for Healthy Interactions. We learn every step of the way. We have the capacity as humans to have healthy interactions.

Understanding the limbic system is key: The way that the brain stores memories, how emotional arousal of memories is conditioned, and how emotional reactivity is triggered neurobiologically.

The Neurodevelopment Map for healthy interaction – shows how capacity in the brain is developed early in life and through experience. Griffin invited each of us to reflect on our own “disruptions” in neurodevelopment of healthy interactions. There can be severe disruption with traumatic experience.

Neuroscience has us look at bad behavior in a different way. Start looking at what drives behavior. Applying the same thinking to racism, may illuminate some of the clashes. We have to learn how to interact with others in positive ways. Increase dosing, scheduling and safe exposure to folks who are different is key.

**CARE for Racism** - Every individual can provide CARE for Racism. This is for all of us to do. We believe fostering resilience and capacity building is essential.

**Hope:** The first step is for us to desire to do better. “I want things to be better between you and I – between your group and my group.”

**Empathy:** Believing people are doing the best they can with the challenges they have and what they know.

**Awareness:** Help individuals become aware of the signs and symptoms of their delay or disorder. Awareness of how emotions, feelings, and thoughts drive behavior, and how to skillfully intervene.

**Reframe:** Help individuals see where their experience is compared to the general human experience and what is possible.

**Teach:** Teach them healthier interactions and healthy ideas and model healthy examples. Help us see things that are different are not necessarily a threat. Teach with love a different way.

**Support:** Stop villainizing individuals. Support them through encouragement, help and compassion-based accountability.

We can make an amazing impact on this work.

How can you take this responsibility to do this education now that you know what will you do?

# Building Family Resilience & Health in Yakima and the Valley

June 5, 2019

Presenter: Minerva Pardo, Family Engagement Coordinator in West Valley School District in Yakima and National Trainer for the National Alliance of Children's Trust and Prevention Funds.

## [Webinar recording](#)

In this webinar, Minerva Pardo shares how they are building family resilience and health in Yakima and the Valley, helping communities and families to heal. She led the effort to translate Strengthening Families Curriculum into Spanish and is training communities throughout the valley. She has also brought parenting sessions and after school clubs culturally relevant for Spanish speaking families. It is inspiring to see the movement and momentum. The presentation includes Spanish resources for Adverse Childhood Experiences (ACEs) and Resilience that Pardo and her network have found helpful.

## Biography

Minerva Pardo is originally from Mexico City. A passionate educator, she has been involved in the field for 30 years. In Mexico, she taught English as a Foreign Language to children, adolescents, and adults.



She also founded a bilingual and bi-cultural elementary school in Mexico City. She holds Bachelor's degrees in Bilingual Education and Psychology and is currently pursuing a Master's degree in Education.

In 2012, Pardo moved to Yakima, Washington, where she continues to serve children and their families. As the Family Engagement Coordinator for the West Valley School District, she works with and supports students with significant Adverse Childhood Experiences scores.

Because of her work with the area's Hispanic communities, Pardo saw the need to translate the Alliance's *Bringing the Protective Factors Framework to Life in Your Work* curriculum for her parent trainings. Working with the Alliance, Pardo has been instrumental in translating all of the training materials into Spanish. A certified translator, she believes participants will always feel more comfortable working and learning when they can use their mother tongue.

## Webinar summary

My life changed when I was trained on Strengthening Family Protective Factors Framework. My Spanish language sessions are packed! Families are so hungry for the learning, and our Spanish families need support. Our kids experience things that affect the brain, anything in my power to help, I will do it.

The framework is research-based to reduce childhood abuse and neglect by creating protective factors. The framework is strengths based. We are not denying existence of risk factors but honor families' strengths as a way to work with them. It helps with all families. It is about building connection with the families.

Yakima Valley Community Foundation provided funding for training, for translation of the curriculum into Spanish, and for a cohort of bilingual trainers. When we are talking about emotions and resilience we can understand better in our own language; words and activities need to be adapted. Videos, participant materials, and all materials have been translated into Spanish. We are doing training throughout the Yakima Valley in English and Spanish. California is the only other state with a bilingual cohort.

Strengthening families has become a national and international movement. The Protective Factors are:

- 1) Parental Resilience: We help parents that face everyday stressors, develop their inner strength to protect and keep their kids safe.
- 2) Concrete Support in Times of Need: When families struggle with a problem we can provide support and links to services in the community. All of us need help sometimes.
- 3) Knowledge of Parenting and Child Development: Parents learn about their child's development, how they grow, what to expect and what they need.
- 4) Social and Emotional Competence of Children: When children develop the skills to cope with their emotions, they will develop strategies to communicate better with their parents. We as adults need to develop that emotional competence as well. It is a protective factor.
- 5) Social connection: Providing opportunity to interact with others and build a support system.

Strengthening Families is an approach and a parenting program. We are helping parents build resilience in practice. It includes training families, home visiting component, linking families to the right services, Parent Cafés, and after school programs for kids. Pardo uses a program with teens after school called Mind Matters.

There is a clear need for Strengthening Families. During the webinar we discussed possible opportunities in relation to the [Greater Columbia Accountable Community of Health](#), state Health Care Authority and in the Yakima Valley. We heard about the state Department of Children, Youth & Families Wraparound with Intensive Services (WISe), a delivery model for Medicaid Services, and discussed the need for referrals to evidence-based programs. We were curious if Strengthening Families could fit in that model. See examples of [other evidence-based programs](#) [click here](#).

If you are interested in being a trainer contact Pardo at [pardom@wvsvd208.org](mailto:pardom@wvsvd208.org).

# Application of Trauma-Informed Guiding Principles to HR Practices in Public Health Seattle & King County

June 19, 2019

Presenters: Tina M. Abbott, Human Resources Manager for Public Health-Seattle & King County, and Sarah Wilhelm, MPH, Strategic Advisor for Trauma-Informed Systems, Best Starts for Kids

## [Webinar recording](#)

This webinar discusses the journey of Public Health Seattle & King County to become a more trauma-informed, healing health department; with specific emphasis on work under way around human resources practices. It describes the journey to date including structure and process, development of guiding principles, support for staff-led “minigrant” projects to put principles into action, developing and rolling out training, and exploring intersections with anti-racism, equity, and social justice work. It then takes a deeper dive into work under way to develop more prevention-oriented and restorative approaches to human resources investigations.

## Biographies



Tina M. Abbott’s work has focused on issues of equity in HR practice for the last 20 years. She developed the “Countering Bias in Hiring” workshop which was developed into a brief video training for interview panels. She is passionate about anti-racism, employee engagement, change management, and professional coaching.



Sarah Wilhelm has been with Public Health Seattle & King County for almost six years, first as a Program Manager supporting school-based health centers before transitioning to her current role with the Best Starts for Kids initiative’s core policy team and its Trauma-Informed & Restorative Practices strategy. She has a Master’s in Public Health from the University of Washington with a focus on maternal and child health. Wilhelm has more than 10 years experience in program management and training development, with emphasis on strengthening health systems in Haiti and Tanzania. In her current role she provides leadership to the Best Starts for Kids initiative with focus on leading the school partnerships funding strategies, and in advancing a more trauma-informed and healing approach to the policy development in King County and beyond.

## Webinar Summary

Our vision is to create a public health department whose employees, programs, services and systems build resilience and support healing at all levels.

We have a huge opportunity to improve the health outcomes for the communities we serve. We have been looking at how trauma and toxic stress impact us, also looking at the process of healing and recovery. Our vision is becoming a healing organization. This is a continuum or journey. We are finding more spaces of learning and growth. Our goal is to approach adverse events, more and more often, with a lens of healing and resilience.



We wanted to start with our staff and how we work with each other. We also have done intensive work with our executive team in establishing our Guiding Principles. “What does it mean to us as a health department?” The goal is to promote integration of the work in our departments.

We are looking at all our HR practices and processes. Including investigations and grievances, hiring and recruitment and reflective practice. We are doing training in reflective supervision. We explore how the work is impacting us as people, emotional responses to challenges, and how to take a more reflective approach. We have seen encouraging results in employee morale, ability to solve conflict, stress management, and more. Leaders are becoming more skilled at dealing with conflict early, seeing conflict as an opportunity.

Addressing racism, equity and other forms of injustice within our systems is central to becoming healing centered. We are working to provide trauma informed training at individual level and have trained 200 of our staff. Simultaneously we are having policy level discussions. Looking at how our systems are structured, and how we can interrupt patterns that are not trauma informed.

Best Starts for Kids is thinking about how to bring these principles into their contracting process. We are also building more authentic relationships with our contractors and working with conflict earlier.

Our approach to working with communities is to take a strength-based and more healing-oriented approach. Looking at what our systems gets in the way of what is right with them. Focusing on how we get to healing and resilience at the level of the county.

Reforming human resources practices has been a clear need, we can be doing more. We have been revamping our investigation processes to integrate our guiding principles. We are aware how rarely doing an investigation solves anything. One of the outcomes of this work is we are only doing investigations for those required by law or policy. We are working with complaints, conflicts and performance issues differently. We are, also, adding support for those who are going through investigations.

We have a long way to go in King County as a whole. We are needing more integration and partnerships with other departments including behavioral health and juvenile justice.

Our advice for those organizations on the journey to become trauma informed: Start where you are with what you know and keep moving forward toward your vision. We are playing the long game.

Resources from the webinar: [Slides](#), and [From Investigation to Conflict Engagement Process Map](#)

# Building Resilience Across the Lifespan Community Resilience Initiative Conference Insights

July 10, 2019

Presenter: Theresa (Teri) Barila, Executive Director and Founder Community Resilience Initiative

## [Webinar recording](#)

The [Community Resilience Initiative](#) (CRI) held its annual Learning Conference June 26-27, 2019 in Pasco, Washington, bringing together practitioners, leaders, and champions from across Washington and nationally to accelerate the movement of Resilience and Trauma Informed Care. In this webinar Barila shares some breakthrough insights, latest research, and innovative practices.

The resilience research coming out is stunning in terms of improvement in youth and adult mental health, ability to work, school performance, and coping behaviors.



## Biography

Teri Barila is a researcher by heart, always wanting to go into the depth of the science and the details of the practice of trauma-informed care. She has been involved in community engagement work for 20 years, with the past 10 years focused on the hope and healing that is generated in the culture shift



toward self-healing communities that comes with an understanding of the power of the NEAR sciences, particularly the impact resilience plays in buffering negative outcomes at the personal and at the community levels. In creating a community conversant in ACEs, brain science and resilience, Barila has helped bring her community to national attention, including the framework for the documentary *Paper Tigers* and its sequel *Resilience*. She participated in the first two National ACEs Think Tanks, and has presented widely on her community's work in resilience. Her science background (Master's of Science in Fisheries Management) and 20 years experience with salmon and steelhead recovery efforts on the Snake and Columbia River systems provided her strong grounding in systems thinking and application. Her ability to translate science principles into layman terms and embed the principles into practice is her strength, and she delights in knowing her tools and products are being used internationally to help teach about resilience building blocks.

## Webinar summary

Building Resilience Across the Lifespan was the theme for the conference and all of CRI's work. Forty amazing presenters offered sessions, focused on implementation and solutions at each of the development stages.

**CRI's constant framework is safety, connection, and learning.** We build resilience with relational trust, using the NEAR Science to understand the roots of behavior and implementing solutions at every age.

**Resilience equals restoration.** It is critical to work using a living systems approach. What is predictable is preventable. As we start to study the patterns, and predictability of the patterns, we can see how to shift patterns, practice, and standards - developing new norms and conditions for health and flourishing.

**Life stages for trauma-informed communities.** Communities and projects/initiatives go through predictable life stages for becoming a trauma-informed ecosystem:

- **Incubation:** A period of time marked by processing, reflection, and vision crafting that lays the foundation for the initiative before becoming public. For CRI I knew “We have to think of this communitywide and in a way this applies to the entire community.”
- **Birth:** Public demonstration and initial spark for the movement taking off.
- **Nourishment for growth:** How to develop the messages and content for establishing a community that is conversant in ACEs, neurobiology and Resilience.
- **Identity and life vision:** Distinguishing the personality, priorities, principles of the organization.
- **Participation and co-Learning:** The process through which the community’s growth and mutual learning inspires expansion of initiatives.
- **Applying the knowledge:** Understandings and truth of these principles ignite into action and inspire new ways of broadening communication.
- **Sustainable Communities of Practice:** Continuous nurturing of the community outreach and practice.
- **Sharing and learning with other communities:** Be the ripple effect for other communities.

**A revelation on resilience:** In the depths of adversity, we can see how people developed the overwhelming resilience for culture and place. The capacity for building resilience exists everywhere. We work toward building the capacity using the life signs of resilience. The word resilience is a verb. Know and practice the verbs of resilience and exercise with repetition the patterns of resilience.

Focus, Shared leadership, Learning and Result was the Family Policy Council’s Resilience model.

Barila also shared two key articles and one book she loves: [The Verbs of Resilience](#), and [Put Down the Self Help Books, Resilience is not a DIY Endeavor](#), [Beyond Behaviors](#) by Mona Delahooke, PhD

**The National Resilience Champions Awards** honored Karen Pritzker, Laura Porter, and Jane Stevens. Karen, in receiving the award, acknowledged the incredible movement underway nationally and internationally. “We can’t solve problems alone we need educators, pediatricians, juvenile justice professionals, agencies, faith- based communities and parents to work together in new ways. Each group takes the information to develop thoughtful solutions to help the people they are working with. It is humbling to know it is literally happening all over the globe.”

# Kitsap Strong: Collective Impact Through Collaborative Learning

Presenter: Kody Russell, Executive Director of Kitsap Strong

## [Webinar recording](#)

Systems have largely been built on mental models that believe individuals are always “in control” and make “choices” about their behavior. Science about trauma has shown this fundamental assumption is wrong! How can we support leadership teams across systems in our community to learn this science, think critically about their services from a new perspective, and adopt trauma-informed practices and innovative approaches to help clients/staff flourish? This webinar describes Kitsap Strong’s Collaborative Learning Academy (CLA), an innovative approach to building organizational knowledge and capacity across nearly 50 organizations and schools, to become a trauma-informed community.

## Biography



Kody Russell is Executive Director of Kitsap Strong, an engaging and entertaining “Master trainer” certified in the [ACE Interface](#) NEAR sciences (neuroscience, epigenetics, Adverse Childhood Experiences – ACEs, & resiliency) curriculum, who uses storytelling & lived experience to help people understand complex information. As Executive Director, he provides support to 100+ agencies working to implement NEAR sciences and become a trauma-informed community.

## Webinar summary

Our work is a journey, we’ve been on the journey for a decade or more. We have over 100 organizations in the network. Our work is incredibly complex as we are working to address intergenerational trauma and oppression, and to build resilience. Evaluation is the set of tools we need along the journey. We think of evaluation from a developmental approach to help us learn, inspire action, and collaboration.

Our backbone staff supports the community leaders who are innovating and trying new approaches. The way we walk together, be together, matters. We work with a Collective Impact Approach, we are trauma informed and equity centered, we are strengths and asset based, we work intergenerationally from a life course perspective, we use a living systems and complexity approach grounded in the self-healing communities model, we nurture innovation, and our funding and evaluation supports learning.

Working as a network we make different decisions and distribute resources differently. Leading with humility, we see the mission is the center – helping our communities to flourish. We at Kitsap Strong are a node in the network and not the hub. We work with unrestricted learning-based funds. We recognize issues are complex and interconnected. We can’t just address one of them. Given the massive complexity of the problems we need low cost solutions that change systems and improve lives.

“Community is a living spiritual entity supported by every responsible adult.” Communities are powerful. Everyone deserves to parent in a community that supports them.

Russell shared the founding story of Kitsap Strong and the Collaborative Learning Academy.

“We wanted to transform systems, transform the culture of our community, and what it felt like to be a parent here in our community. We know that this includes addressing advocacy at the state, federal, and local level, as well as with our funding partners. These are our community aspirations. We work in this direction focusing on strategic learning, high leverage activities, and co-creation of solutions with community.

Each year there has been significant growth in the network and more partners coming on board. There is also work at the state level and the policy level. We are working to develop the ecosystem and change the dynamics in the community. We use a network approach. We find people who are passionate about topics, convene them, and see what happens. We have a network of over 30 NEAR speakers, learning in a community of practice, and providing training to over 8,000 people in our community.”

The Collaborative Learning Academy (CLA) Cohort has had three cohorts. In 2017, the Innovation Network Monthly Community of Practice launched to help provide a “brave space” for leaders across systems in our community to engage in conversations about implementing trauma-informed care, learning together, and inspiring collaboration, innovation, and application.

We believe that every systemic challenge/issue has a community solution, that learning is an outcome, and relationships are impact. The CLA is our strategy to promote learning and facilitate relationships across sectors in our community. We value everything our partners bring to the work and provide learning-focused micro-grants, honoring the social gift of spending time together and learning. We leverage relationships to bring in local expertise in racial equity, implicit bias, and cultural humility, and believe in creating “brave spaces” to engage in difficult conversations.

Thank you for the honor of sharing our story. We believe we are developing the relationships, trust, and capacity through shared learning and goals to develop brilliant community solutions to the systemic issues/dynamics impacting people in our community. Our journey continues... we will keep learning, listening, innovating, and improving!

Webinar resources: slides: [Collaborative Learning Academy](#); video highlighting the [Trauma-Sensitive Schools CLA](#)