



ACE Network North East



www.celandt.org



The CPD Certification Service

Building a village to raise a child:  
From the bottom up.

Recognising the risks that ACE can present

**Aims**

- ❖ To understand what ACEs are
- ❖ To reflect upon ACEs and wellbeing
- ❖ To develop our understanding of behaviour displayed by pupils

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## What are ACEs and why are they important

Discovered by Vincent Felitti and Robert Anda (1985)

Reported within the Kaiser Permanente study

Impact-

There are five main parts to ACEs science:

1. how many
2. Toxic stress and brain functioning.
3. Toxic stress and physical impact on the body.
4. Toxic stress intergenerational
5. Resilience

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**ABUSE**

- Physical
- Emotional

**NEGLECT**

- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**

During your first 18 years of life:

1. Verbally abusive
2. Physically abusive
3. Sexually abusive
4. Disconnected family links (neglect)
5. Hungry – unclean-neglect
6. Parents separated or divorced?
7. Domestic Violence
8. Alcohol- Drugs
9. Mental health of adult
10. Imprisonment

4 OR MORE ACEs

- 3x lung disease AND Smoking
- 14x Suicide attempt
- 4-5x Depression
- 11x use drugs
- 4 x early sexual activity
- 2x liver disease
- TRAUMA**
- 15x more likely suicide
- 4x Alcoholic
- 4 x STD
- 3 X ON ANTI-DEPRESSANTS
- 3 X SERIOUS EMPLOYMENT ISSUES

HOW MANY

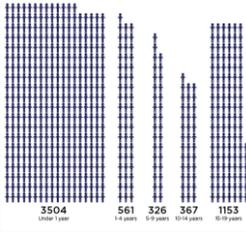
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## Reasons for ACEs (loss and trauma)

Remains long after the initial impact

Sibling death: every year estimated that **1,951 children (around 5 day)**

5911 Deaths



Death of parent- carer including war or armed services)  
*new information suggests 40,000 a year = 112 per day*

Acts of terrorism

Children born today not living with both natural parents on 16<sup>th</sup> birthday.

Divorce, separation, single parenting **48%**

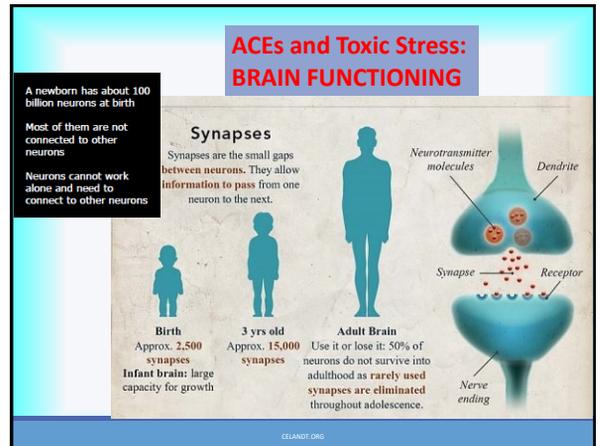
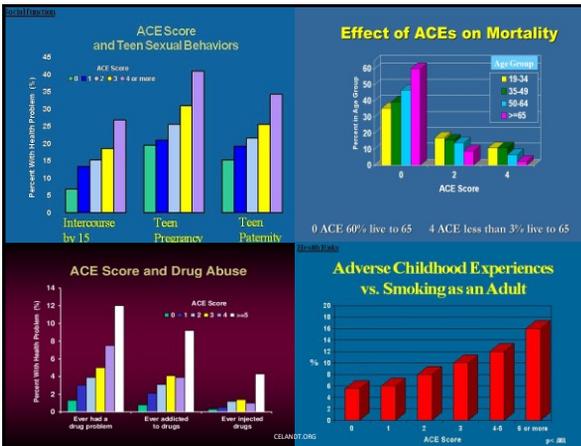
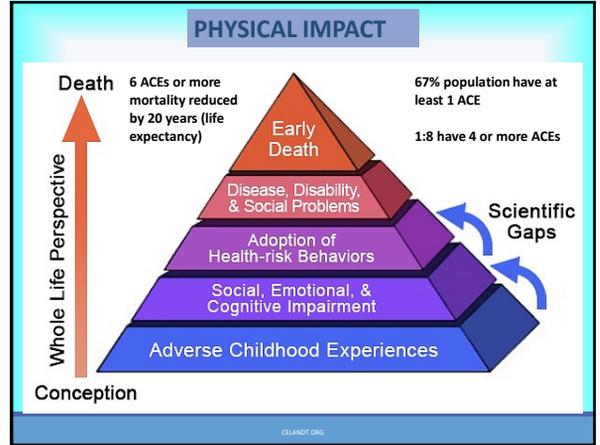
Imprisonment of parent/ carer- 100-200,000 children

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**Reasons for ACEs (loss and trauma)**

**Looked After or Adopted**

	2013	2014	2015	2016	2017
All children looked after at 31 March	68,070	68,820	69,500	70,450	72,670
Gender					
Male	37,490	38,020	38,520	39,680	40,960
Female	30,580	30,800	30,980	30,770	31,710
Age at 31 March (years)					
Under 1	4,310	3,880	3,700	3,540	3,820
1 to 4	12,330	11,410	10,070	9,120	9,170
5 to 9	13,250	13,920	14,310	14,080	14,100
10 to 15	24,470	25,170	26,170	27,240	28,540
16 and over	13,710	14,440	15,240	16,480	17,040
Category of need <sup>6</sup>					
Abuse or neglect	42,570	42,600	42,850	42,630	44,600
Child's disability	2,290	2,340	2,290	2,300	2,290
Parent's illness or disability	2,490	2,460	2,380	2,310	2,320
Family in acute stress	6,130	6,160	6,200	6,160	6,030
Family dysfunction	10,110	10,820	10,890	10,930	11,150
Socially unacceptable behaviour	1,230	1,200	1,110	1,050	1,080
Low income	110	130	130	110	100
Absent parenting	3,140	3,100	3,650	4,960	5,100



**3 Year Old Children**

Normal Extreme Neglect

www.ChildTrauma.org

**6 week old child with FAS**

SOLDIERS CHILDREN

- multiple domains of functioning.
- understanding of "where" the child is developmentally.

- developmental "age" and **not chronological age** in any given domain
- multiple disciplines: neurosciences, anthropology, developmental psychology, public health.

(British Broadcasting Corporation (BBC), 2016)

The first brain area to develop in the womb is the brain-stem, this is the part of the brain responsible for keeping the child alive when in danger.

The second area to develop, from around 9 months old is called the Limbic brain.

Emotional Epicentre

The third area of the brain to develop is called the cortical brain

Learning and Development central Fully developed around age 25

To watch the full video: <https://www.youtube.com/watch?v=W6m-1FBrDxU> Beacon House

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**Corpus Callosum** Nerve fibres connecting right and left hemisphere of brain

**Forebrain:** credited with the highest intellectual functions of thinking, planning, and problem solving covered by cerebral cortex which processes information

**Striatum:** co-ordinates smooth movement

**Thalamus:** serves as a relay station for virtually all the information coming into the brain

**Septum** not well understood - Wall between halves - connections - hippocampus possibly relay station between

**Septal nuclei** considered part of the limbic system - receive incoming connections e.g. amygdala,

**Amygdala** a key role in the processing emotions, part of the limbic system.

**Hippocampus:** Involved more directly in memory formation and retrieval

**Hypothalamus:** contains neurons that serve as relay stations for internal regulatory systems, monitoring information coming in from the autonomic nervous system

The cerebral cortex also contains major internal structures

**Amygdala - Fear.** The reason for being afraid of things beyond own control Controls reactions to stimulus **individual** perceives as potentially threatening or dangerous.

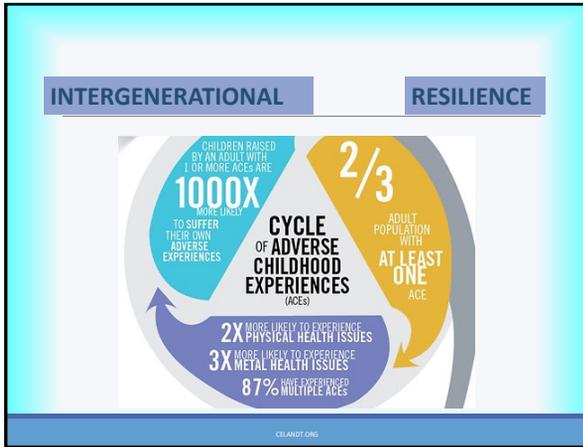
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Our minds are **continually shaped** by emotions, experiences, relationships, opportunities, attitudes, values and beliefs, knowledge and genes. However, there is an **instinctive priority of attachment over the brain's exploratory system – feeling Safe and Secure is more important than learning**

The YIPPEE project (Jackson and Cameron 2014), investigating the post compulsory education of children and young people in care across five different European countries, reported that children in all countries **saw school as a safe haven, where they felt secure – except for one country.**

**That one exception was ..... the United Kingdom.**

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**Have You Found Your Tribe?**

You know that you have found your tribe when:

- 1 You are inspired and energized by them.
- 2 You feel that your ideas and opinions matter.
- 3 You are motivated to share with them.
- 4 You feel accepted and appreciated.
- 5 You feel nourished from the outside and from the inside.
- 6 You can turn to them for help at any time.
- 7 They advise you without judgement.
- 8 You share similar passions and beliefs.
- 9 You are on the same wavelength.
- 10 Life just wouldn't be the same without them.

What is your ACE score      Who are your 'tribe'

**"There is NEVER just one cause for any complex behaviour and 'explanations' of someone's behaviour may be in terms of the individual (both genetic/ biological and past experience), the family and the wider society. All of these play a part."**

Gallagher E (n.d) Childrens Violence to Parents available at: <http://www.ediogallagher.com.au/violence%20to%20parents.html>

- ❖Biology (Brain development/impairment)
- ❖Experience (Trauma, attachment, PTSD)
- ❖Systems

Behaviour is language

Normal      Challenging      Violence

**Behaviour is Language**

- ❖Are we listening?
- ❖What are we hearing?
- ❖What is our behaviour communicating in response?

## Endurance

A rigid mindset where you're continually pushing your body and mind to the limit not giving up –

**WE ENDURE**

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### The Stress Bucket

(Source: Brabban & Turkington 2002)

Stress flows into the bucket

Vulnerability is shown by the size of the bucket

If the bucket overflows, problems develop – "snapping"

Good coping = tap working lets the stress out  
Bad coping = tap not working so water fills bucket and overflows

## Resilience

The ability to thrive in challenging circumstances – it means you can bounce back quickly from difficult situations

- Genes
- Attachment
- Our Stories
- Children
- Health
- School
- Work
- Money
- Partner
- MAP reps
- Mundane crap

### The Stress Bucket

Stress flows into the bucket

Imagine there is a tap here

Vulnerability is shown by the size of the bucket

If the bucket overflows, problems develop such as "snapping"

Good coping would mean the tap is working to let the stress out.  
Bad coping would mean the tap is broken so the bucket overflows

Brabban & Turkington 2002

#### Resilience traits

- ❖ A long-standing positive attitude to life
- ❖ An organised and confident approach
- ❖ Recognition of both strengths and limitations
- ❖ Supportive partners and others
- ❖ A strong sense of purpose, sometimes related to religious beliefs.

## Tipping point?

*(Resilience is) a set of qualities or processes that enable a person to make use of internal and external resources.*  
(Schofield, 2001; Yates et al., 2003)

Stress Vulnerability Model - Zubin & Spring 1977, Brabban & Turkington 2002

It Takes A Village To Raise A Child - Jimmie Proctor

Illustrated: Long

## Creating a Village to raise a child



## FRIENDS RESILIENCE

**Why this one**

- ❖ Can be used from age 4 through adulthood
- ❖ Impact rating- 3 (would be a 4 with more studies)
- ❖ Cost effective 1
- ❖ Endorsed by World Health Organisation as the effective intervention for children and young people,
- ❖ Endorsed and recognised by Department of Education (in their Guidance to Schools 2016) and
- ❖ by Department of Health
- ❖ **Effective to 80% reduction in stress, depression, anxiety with clear increase in behavior, achievement**
- ❖ Is effective anti bullying and diversity promoting
- ❖ 2<sup>nd</sup> most used intervention and approach in the world



## FRIENDS RESILIENCE

- ❖ Facilitators (school staff or community group) licensed for 3 years with organisation so becomes community led intervention
- ❖ Everyone takes part
- ❖ No ongoing cost once trained
- ❖ Only individual children need whole strategy (book) whilst whole school/ community group can embed ethos
- ❖ Promotes physical health
- ❖ Provides ACE informed intervention and is attachment/ trauma approach as part of programme meeting new Designated Teacher requirement as well as NICE requirement



## FRIENDS RESILIENCE






School agenda from central government

- Promote positive mental health ✓
- Promote Anti-Bullying ✓
- Promote Healthy life choices ✓
- Raise achievement ✓
- Promote learning for all ✓
- Promote diversity and cultural awareness ✓
- Develop community partnerships ✓
- Develop positive behaviour ethos in school ✓

FRIENDS RESILIENCE  
MY FRIENDS YOUTH PROGRAM

## More information

[www.celandt.org](http://www.celandt.org) for wider reading, podcasts and videos and more links from that point

<http://www.innerworldwork.co.uk/> for school/ family and professionals resources

Beacon House for understanding process and theory