



Library podcast

Resilience

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[00:00:31] Good evening.

[00:00:37] My name is Devita Ingram and I'm the public engagement program's manager and I'm really excited to have you here not just for the screening of resilience but also for the conversation we'll have afterwards. This evening was made possible because we've had a really fantastic partnership with Northwest Children's Fund. I want to extend a special thank you to all of our speakers tonight and also to Kelly rhymers Lynch and Keith Pugh. Can we give them a round of applause. So one of the things about tonight that I find really special is that we're having a moment where we get a chance to really think about how adverse childhood experiences affect us and to have that dialogue in the library.

[00:01:31] So when we when we think about trauma informed care we know that abuse and adversity knows no bounds. So across race income and ethnic backgrounds you will find that people have experienced trauma. But when we think about equity and inclusion we know that some communities have more things that they're working against in our conversation tonight. We all have a moderator names to keep the. Q I'm very excited to have heathy here because she runs our early learning programs at the library and we also will be able to have a social justice framework as we discuss the valuable research on adverse childhood experiences that shows how being responsive to patterns of trauma may help us to end toxic stress. So if you kind of think about it at every program in public engagement we acknowledge that we're on Duwamish land and in our shared histories of Native genocide the chance land sex slave trades imperialism and racist and xenophobic patterns with immigration. We know that our social contract here in the US often hides state violence and abuse. And at the same time demands personal accountability. This has not led to healthy communities or social equality. So our conversation tonight is tempered by thinking about how to think through how all of us caregivers educators direct service providers can be empowered to advocate for young people and how institutions. And I want to count the library and the Northwest Children's Fund when we think of institutions can use a trauma informed Linds that is deeply complemented by equity and inclusion strategies. Now you might be wondering what do we mean by equity and inclusion. When you work basically from a quality model it's pull yourself up by your bootstraps when you work from an

equity model. You look at who historically has been well resourced and who has been chronically under resourced and you adjust from there so that we all can get to the same finish line.

[00:03:54] That's a tall order. And that's why I think you're in good hands again. Thanks Kelly.

[00:04:01] The program manager at Northwest Children's Fund and Sakine Pugh because they have been very thoughtfully thinking about how to frame our conversation so that we can avoid certain pitfalls.

[00:04:13] We want to center people of color to be thoughtful about economic analysis and to make this a community wide conversation so even that moment did you turn and talk to your neighbor are you going to be quite like this the whole name this year turn it's like to your neighbor.

[00:04:29] Yes. It's a podcast so the verbal part is good. We wanted this to be a type of conversation that brings people who maybe had no connection at the beginning of the night together to see our common humanity our humanity and how we can work together.

[00:04:48] Each of our speakers later on in the night will have a short moment to introduce themselves and to share where they are excited to have an equity and inclusion mind a conversation about resilience. How was your conversation when you checked in about resilience. Did you have interesting definitions.

[00:05:04] Yeah. I hope you'll keep those in mind as we have our conversation later on tonight. Our hash tag tonight is resilience and you can tag at SPL buzz on Twitter did you happen to get an index card.

[00:05:21] If you haven't received the index card. Go ahead and raise your hand and we have volunteers that can pass them out to you. We'll have limited time for Q and A. But we may have time to post your questions on Twitter after the film and when we do the link for the podcast later. And by the way if you're wondering where the podcasts will live on SPL orgy is where you can find previous podcasts. And we're going to ask anybody who speaks tonight to please you use the mic even if you're really loud because it lets people who have hearing impairments hear you in the moment. And it also makes sure that we have crystal clear audio for the podcast.

[00:06:04] I was supposed to pull this slide up earlier but I think you know who I am by now and I'm delighted to bring up my colleague Keith the pews to keep here will be our moderator for tonight.

[00:06:16] And I'm also going to pass the mike to Kelly Lynch Rimer who is our program manager.

[00:06:21] So if he can bring Kelly up thank you so much to you.

[00:06:27] And thank you all for being here with us Children's Fund is so proud to be working with House Public Library. And we thank them for this partnership. For those of you who aren't familiar

with Northwest Children's Fund here's just a quick snapshot. Our mission is laser focused on stopping the intergenerational cycle of child abuse and neglect. We do this work in two ways we find and make grants to the most effective organizations working with children and families leading difficult lives. Since 1986 we've invested over 16 million dollars to strengthening our community. Our second area of focus is on education and outreach efforts through events just like tonight's film screening. We bring together a wide array of stakeholders to share exciting new research and interventions learn from one another and forge partnerships to maximize our collective effort in supporting our communities children. Thank you all so much for being here and engaging in this critical conversation. I want to pass the mike to Keith who will welcome our panelists and helped frame tonight's conversation

[00:07:31] They didn't realize they let an only child hold the mike tonight. I'm very comfortable with that. Good evening welcome to Seattle Public Library. I'm so pleased to see so many faces here for our screening tonight. They mentioned my title earlier but again I'm the early learning program manager. So overall responsibilities really are ensuring that our birth to five services way up to youth and team spaces that we are serving community well. But I tell people the best part of my job actually is not what I do internally inside of the buildings but actually working in partnership outside of library spaces in community. These conversations are so critical this work is so critical because I had first childhood experiences really is something that we all need to be aware of. More importantly is Devita expressed earlier intention in our work really centering communities of color and increasing the capacity of our children staff to recognize what it means to work with whole children whole families and whole communities following our film screening tonight we will have a wonderful panel with good information to share in followed by a discussion and then some community dialogue. Because I do value also bringing people together to share ideas to learn and to talk so tonight's panelist Dr. Janine Jones associate professor and director of the social school scuse me School Psychology Program at the University of Washington. Victor Rodriguez program manager at the Tacoma Pierce County Health Department.

[00:09:13] And Laura Porter co-founder of Ace interface.

[00:09:20] So I first like to invite Dr. Janine Jones up for our first presentation. Again she is the associate professor and director of the school psychology program at the University of Washington. Her research focuses on providing culturally responsive mental health interventions in schools. And she also studies the cultural factors associated with resilience in African-American children.

[00:09:45] Please help me welcome Dr. Janine Jones I am so excited to be here.

[00:09:56] That film was an amazing. It's so educational and it's also sad at the same time because you realize what everybody is being exposed to and how common it is for me. I just want to describe why I've been drawn to this work and why I talk a lot about African-American children probably noticed in the film that there are quite a few African-American children that were experiencing some pretty significant trauma experiences. And at one point in my life I was working in Compton California a community that was experiencing a lot of community violence. And I was doing groups I'm a

psychologist so I was doing groups with kids in school. And what they were actually in the group for is because their parents were incarcerated. And I was trying to give them ways of trying to cope with that and I tried to look for curriculum that might fit the population and I couldn't find anything. And then I started reading the literature about African-American children and resilience and couldn't find anything and everything I could find was negative and it was about pathology and about the all the bad outcomes and all how all the kids all end up in prison. And I got frustrated. And so what I decided was I'm coming. Even though I'm a psychologist and I'm trained in a perspective of looking for diagnoses I'm going to come from a perspective of looking for strengths and trying to figure out what is going to make them heal or be strong despite the negative experiences that they had. So that's where where I started that was in the early 90s. So one of the things that you saw in the film and one of the things that I could see even in the context of the work that I was doing is when kids are in a safe stable nurturing environment or have safe stable and nurturing relationships that they can be more resilient and they can be stronger.

[00:11:53] However what if the environments that they're in are producing opportunities for them to have that prolonged activation of stress. Sometimes it was not big things. So maybe that kids that I was dealing with in Compton yes they were exposed to chronic community violence but sometimes it was more subtle forms of adversity. And that's what I want to chat with you about today because there's things that we may not pay attention to. So in particular one thing I'd just like to use metaphors so I'm going to use a metaphor. As you look at these shoes you probably might make an assumption about what's normal what might you guys. The black shoes are normal why would we say normal for the black shoes because there's more of them. Exactly. So if we think that black shoes are normal we might not ask a person a question about their shoes. We might not ask what size they are what material they're made of what color any of that because we assume that they're normal. But those differences actually do matter. If we think about those differences those sound really silly but you can take it a little bit farther than that because there's actually cultural things that are embedded in what we think about those shoes. I asked my 14 year old daughter what did you think about the owner of the red shoes.

[00:13:09] She said Oh slacker lazy. She came up with all these words about the owner of the shoes just based on what they look like compared to the others. And so those differences are important because what it's doing what that process is is we make decisions about what's normal because of what we're already exposed to. So cultural decisions about those black shoes might imply their age might imply their gender might imply their level of education their experience in life maybe even how much money they make. We assume that based on seeing their shoes. So what that is what I'm describing here is a concept called implicit bias. It's a shortcut our brains make when we see something and we make an assumption and we assume that that is true because we don't like to have to think about and ask a whole bunch of questions to get an understanding of something. So if you think about kids and the experiences that they have if people are have implicit bias in place and they make assumptions about who they are what they're capable of what their future experiences might be what to expect of them. It makes them lose a sense of control and a lack of competence or lack of ability because those expectations are there and they're signaling to them that they are lesser than. So implicit bias is one concept that if you can imagine a kid in a classroom where a teacher or

another adult might actually have an expectation of what they're capable of or not capable of then they're going to make assumptions about oh that's not good. I got a one minute warning y'all.

[00:14:51] Let me let me go to the next one.

[00:14:56] I'm just going to say what the concept is stereotype threat has indeed been heard of that before. OK. So I'll be quick. Stereotype threat is a concept where a person who's had an experience in life repeated experiences of implicit bias and they recognize that how stereotypes fit to them and they live with a fear of confirming that stereotype. So they spend all their time trying to either disprove or just give up and do whatever the stereotype might be so that's another concept so here's here's how I get to the main thing I wanted Giudice and that is this cell. So in my work I have spent years working on what are some concepts or what are some cultural factors that protect kids from negative experiences or negative outcomes. And so the way that I think about resilience I know that they said it's something that's built over time. But I actually think resilience is already there and we chip away and break it down. So the way I think about this cell is I use a biology metaphor just to say that culturally sustaining processes protect our resilience. And so if resilience is preexisting in the nucleus of the cell the cytoplasm that fluid that's wrapped around the nucleus that is actually made up of cultural protective factors.

[00:16:13] So I've done research that has shown that things like kinship formal kinship or relationships spirituality collectivism or being from a culture where you are connected to other people or being having a sense of acculturation where you know where you fit and a strong sense of ethnic identity. These are all variables that have been protective for kids that are African-American in particular. And so when the work that I'm doing is trying to build up the area that's outside Nabat should not actually intersect with the cell because we don't want that. If the pathogen that you see there which has concepts such as implicit bias and stereotype threat and micro aggressions those little negative messages that kids receive are everyday some kids receive every day. If that were to take over the cell then it could absorb all of the protective factors down to the nucleus and absorb the nucleus and that would be the figurative death of the coping and strength of those those children. So what I do is I try to do things that will bolster the exterior of the cell and May and strengthen kids. But from a cultural perspective I'm sorry I went fast

[00:17:42] That that was very good information that we will definitely have an opportunity to expand more on with the moderated discussion to come and even let me hit the clicker.

[00:17:52] Let's see here.

[00:17:53] All right. Next up I would like to welcome Victor Rodriguez again. Mr. Rodriguez is the program manager at the Tacoma Pierce County Health Department. He grew up in Skagit County is the son of Mexican immigrants farm. His professional background includes community organizing social work and public health. But his passion is working for social justice to improve the lives of Children Youth and Families.

[00:18:20] Hell please help me help them Victor Rodriguez.

[00:18:28] Do you hear me OK. I first want to start by just naming the elephant in the room who accidentally hit the button that made this go up.

[00:18:42] I just imagine somebody walking by like oh crap what do I do.

[00:18:46] Anyway sorry I had to say that.

[00:18:51] Yeah. So my name is Victor and I work at the Health Department and Pierce County. And there's there's just one slide that I have that I feel kind of captures the main message I wanted to share with you all here today. So this image was developed by the building community resilience at the George Washington University.

[00:19:15] And it really speaks to or trying to conceptualize adversity happening within the family. Right. It's also happening within an environment. So so accounting for for example someone who is experiencing DV in the home right. And maybe the person expressing the views also live in poverty or will to have access to housing has to make a difficult decision of of of what to do. Right. And that that that actually compounds right and sometimes produces right adversity within the family so so one of the things that when we talk about eyedrops Farhood experiences a lot of times we focus on a childhood experiences and the symptoms that we're seeing. And one of the things we're really encouraging in Pierce County is for us to also look at adverse community environments and adverse community environments are the systemic inequities and injustices that we see play out in things like poverty discrimination. Some of what we just heard from the speaker and lack of affordable housing. Those are the kinds of things that contribute to an adverse community environment and those environments as I mentioned before produce and compound on adversity is happening within the family. So when we think about strategies to support and address this issue it's not just about war. In addition to you know services interventions that address adversity within the family like we saw a lot of examples here today like home visiting services that you know kind of mitigate and build protective factors in addition to that we also need to have you know a policy system and environmental changes that actually create environments that families and kids need to thrive.

[00:21:26] So Pierce County is kind of looking the way we're approaching is by building community momentum to one organized community providers to strengthen protective factors through services right. So one big project that we're more excited about is we just got funded through the legislature to to implement help me grow and help me grow motto is simply a system that identifies families that may be vulnerable and then connecting them to appropriate service. And so we're excited to implement the system while at the same time also focusing on more community based strategies. One of them that has really I think shown a lot of promise and really excited about is participatory budgeting and some of you haven't heard it because Seattle implemented some of that here and really implemented it in a very focused way to build community right into build community power and civic engagement to address the systemic issues that are impacting communities. This is specifically true for communities of color right. So so for example when we talk about addressing incarceration for

example which is one of the aces for communities of color right. The strategy must go beyond individual education. Right. It's really about undoing racism which is beyond saying OK we need to educate yourself about how to support your kids when they're when they're experiencing this right. And similar with other issues right. So still participatory budgeting rights really encourages civic engagement and participation in a way that builds power to address issues like racism but also things like income inequality. And I think that's it.

[00:23:18] I think that's what I wanted to say. Yeah it took five minutes. OK.

[00:23:30] Thank you. So before I introduce our final panel presentation and then transition to our moderated discussion I want to give a shout out and acknowledge sound discipline. Where am I sound disciplined folks.

[00:23:41] Woohoo. Thank you. Thank you.

[00:23:45] And finally I would like to introduce Laura Porter again who's co-founder at ACE interface. She leads the implementation and dissemination of the ACE Study concepts in Washington and also across the country. Providing education facilitation and empowerment strategies for building self healing communities. Please help me welcome Laura Porter.

[00:24:14] So much so I just want to say we live in a time and we live in a generation together that has more power for improving people's lives than ever in the history of the world. And it is an amazing honor to work with all of you in this time because we understand so much more now about how our experiences are shaping us as human beings not only our biology but also our identity and our way of relating with one another. And in Washington in particular we've really worked a lot to share this information and also to gather enough data that we can kind of understand where there are concentrations where there are communities where people have had a lot more adversity in their lives. This particular map is a map of where we see concentrations in the population of large percentages that have an ace score of three or more. That means they have three or more of those categories that we ran through on the film and the darker orange or brown there that those are the communities with the highest aq prevalence in the state and the green I think of green is good. Those have the lower prevalence. I happen to live in the community with the highest AIDS prevalence in the state. And I've been leader there long enough to understand that when we're interacting with people in a community or a neighborhood where people have a lot of adversity we actually need to relate differently. We need to have a little bit slower pace. We need to have more face to face interaction.

[00:25:58] We need to have the building of our own skills to open up the really safe spaces for people to share the truth of their lives. Because for many people they've never been asked for the truth of their lives. And they're very generous and giving more information about how we can support and help in our state. I rarely show disaggregated data but I wanted to make the point with this slide that this map that I just showed you is not a straight up poverty map. The map of where we see concentration of AIDS is more around places where we have populations that have experience historical trauma or assault on their cultural way of being human beings don't do very well when there

are cultural way of being is harmed. It harms our soul. It harms our identity and it makes us hard for us to pass on the kind of experience to the next generation that's really nurturing and healing. There's a rather thinking of this as an issue that's around race we need to think of this as an issue that's around culture and respect and honoring the integrity of people's sense of identity here in the state. And also with whoever their people are and we can see here that we do see higher prevalence in some of the populations here in Washington. And those are populations of experience historical trauma we also know that the resource distribution that's happened over the last many many decades has been based either on per capita or on income it hasn't been based on understanding how experience shapes our challenges in our lives.

[00:27:51] And so we might need a different resource distribution where I place on the left that same map and on the right where we have scarcity of medical services and you can see that some of the very same places where people are having the biggest struggles and will have big struggles and will need great care are places where we simply don't have resources yet in our state. But it's changing because our states one of the first to understand that we need to shift the way we're using resources not only our formal resources but our time our energy our caring and our loving. This is a map in Washington where the only state in the nation that can show us a little bit about how transmission of aces the passing of these stressors from one generation to the next might be occurring and these are in big blocks because of the sample size. But one of the things I wanted to tell you is in our state at least and in some confirming research just being published now we see healing and protective effect of intact cultures from recent immigrants where we see lower age scores and lower AIDS transmission among Spanish speaking and Latino only Tiina families who have their cultural supports in place. And I think that would be true for many cultures. The study has now been cited over 27000 times the concept of the accumulation of adversity having shaping our environment our sound. We understand it studies all over the world now are confirming and now we're starting to see these studies across different countries and across different states confirming that we're more alike than different.

[00:29:38] When we have a pile up diversity we are changed by that experience. We get strengths and we get challenges in our lives and we have an opportunity to hold those together. So I just in closing I wanted to say to you that we are expanding beyond those 10 adversities and many different studies to look at how neighborhood challenges how bullying how disproportionate treatment of people are affecting us. One study in Philadelphia looked at these additional aces on the right. Witnessing violence feeling discrimination feeling unsafe living bullied as a child and living in foster care. And they found that the original Acer's plus those they call them extended. So what did they call it expanded. A says Roy Wade calls them. The combination is very powerful. So we don't want to just limit ourselves to the 10 we want to understand what's happening in the home is important and what's happening in the neighborhood is important. And lastly I want to say I had the amazing privilege to be developing a youth curriculum around the science on neuroscience epigenetics aces and resilience the science that tells us how we are shaped and how our strengths come from our experience with ninth graders and after we got through teaching ninth graders and the big evaluation themes when they wrote about it was thank you for telling us that no child is responsible for her own adversity.

[00:31:16] We didn't know simple things we just tell young people.

[00:31:21] No child is responsible and the second thing we heard was we didn't understand how powerful a generation we are. We didn't know that by changing the experience and the culture among our peers we can actually change brain development.

[00:31:38] We could be more kind. It's a simple thing that's transformational. Thank you

[00:31:56] Ok. Well thank you all so I have a few questions and actually as you were each for speaking I was like Well no maybe I'll ask something different now. This has been so invigorating and I appreciate the diversity of perspective and experience. The first thing I was wondering and this is actually a question for the entire panel so feel free. Whoever wants to respond first given that we've talked sort of at the systemic level at the sort of individual level thinking specifically about community interventions and wondering if each of you could share a little bit about what you believe to be sort of best practices or what culturally responsive interventions look like for children and youth of color.

[00:32:39] I mean to go first. Sure. Yeah.

[00:32:45] I think that one of the concepts that I've really been conscious about using is when we talk about culture is using the term culturally grounded which means that it's grounded in the philosophies and system all of the cultures of the people that we're working with are supposed to you know making you know programs that were not rooted in that right so that they are such a perfect example is this. So mean Latino communities rights there's a lot of diversity right. When we say Latinos. Right. That's it. I mean there's a whole there's a whole lot of different kinds of Latinos. Right. But a big part is that indigenous roots are often a place of strength and provide ceremonies and medicines that have been cultivated for thousands of years that actually get a lot of the things that we're talking about. You know in terms of healing and creating community right.

[00:33:51] And so when I think about like you know programs that are culturally grounded I really try to think about what are the practices that are already part of folks cultures. Right. And I think that that actually has more opportunity for sustainability right. Oftentimes programs actually are difficult to sustain through a long period of time. But yeah that's kind of one of my thoughts.

[00:34:17] You. Since I'm an individual is this on. Yeah.

[00:34:22] Since I'm an individual interventionist I tend to go as far as group interventions but nothing is as broad as community work but most of what I'm doing at the individual level is really activating opportunities for people to talk about their culture and finding ways for kids to have a sense of belonging because that's oftentimes what is broken down in school settings because the school environments are designed to be very kind of I guess Americanized and very individualistic kind of perspectives like you do your achievement is your own you do it by yourself. It's not community connected. And for many collectivistic cultures those are people that do things in community and do things on behalf of the community. And so if I can find a way to find out where they are positioned in

their culture then making that matter in the school setting is really important because we tend to dismiss it or we don't make a space for it. And so little things like thinking about formal kinship what I had said before meaning how do they lean to family when they're stressed. Are there people in their community that are the people that that they lean on and so in some communities informal kin or people that are referred to like family even though they're really not. So you think that they're blood related and they're actually not those people need to be incorporated in any school interventions not just the biological mom dad. And oftentimes that's what we do in schools. So then Mauler things are like pointing out implicit bias is somebody else's problem and not letting them internalize it as their own. You heard Dr. Burke Harris say that the parent or the aunt about's do you think they internalize that. So pulling things out of the child and then also doing things like stereotype replacement meaning if a child says Well they think I'm going to be this way or they think I'm dumb or they think I am I'm not going to go to college that you do things to counter those those messages are those expectations and so sometimes low expectations are problematic for kids of color in school.

[00:36:35] So lots there's lots of things that can be done. Thank you.

[00:36:41] I think what I'd like to say is that we've come from hundreds of years where we had a mental model where experts knew things and they told everyone what to do. And I think we're past that now. We're living in a time where everyone can be an expert in their own journey in their life. And so I think the most important thing is to ask people what's important to them and for our formal systems to be supporting their answer. Because when people know that their ideas are worthy of everyone's action they step up and lead in amazing ways that are culturally right for them. So I really think the big issue is that we have to flip the authority upside down and realize that the authority should hold in our families in our sense of our people and our sense of ourselves thank you.

[00:37:35] So this questions Victor. Victor you've shared a lot of great information in terms of what's happening in Tacoma and Pierce County and I think sort of creating space to share around what other counties are doing is very helpful and sort of gets people thinking around what are possible ideas for thinking about what that means for me in my particular county and my particular community. I'm wondering if you could sort of elaborate more on the collaborative nature of that work that's happening and how you all have intentionally work to center the voices of communities of color as a part of your process. Me one of the examples you mentioned like the participatory budgeting that you talk about that a little more.

[00:38:13] Yeah. So we have a project or initiative that's called making connections and we you know I completely agree with you know Laura just mentioned that I think that that community driven and having the people most impacted by the issues lead the work is is foundational to anything. And frankly I think anything else short of that is going to fail at some point.

[00:38:40] So I so really taking that spirit and having a community driven process we try to kind of integrate you know you know qualitative research meaning gaining information through stories but then also being intentional about how stories were collected and really seen like the research aspect in the beginning of the project as an opportunity for healing. So so in addition to you know gather any

information as is how that information is gathered could actually be a powerful opportunity for healing. Right. And the way that it played out in our in our work is that we as a community organizers and as as.

[00:39:24] So first we had a survey and it was like 30 questions right. And then when we heard from communities like not like wait too long no one's going to want to do it. So we reduce it to three very simple questions which were like What are the top three things that impact your mental health in a negative way. What are the things that impact them in a positive way. And what are taught to be actions that we can take. And we know we just had a kind of informal and really I think to kind of connections of folks to get to stories and then it led to a community assembly where we shared with them a synthesized data about the stories that they shared and and your friends back to the community to say what actions do you all want to take. What can we take. And again using that space also to provide some healing so we have a community alterna mural in the middle.

[00:40:15] We had some folks come and offer songs and one of the most powerful parts was actually the youth the way they contributed to the conversation was through spoken word poetry and theater.

[00:40:28] And so that was a part of part of the beginning of that work.

[00:40:31] And then and then the young children painted rocks about the things that they cared about and then took it to a community garden and a black class of community garden.

[00:40:43] So so far I think for communities of color I think an important part with any group I think has experience difficult things is that is really creating space for healing to happen and that healing takes place through you know relationships. I think authentic connections. So a lot of the work is really just holding space for those authentic to connections to happen.

[00:41:08] Stic thank you. I would actually like to invite audience members if you have an index card where you have written down a question to feel free to pass that to the end of the I always will collect that in a few moments we're going to also open this up for community conversation. One other question that I have and actually Laura this would be directed at you because your work has enabled you to sort of see aces across the state. I mean if you have a very unique and valuable perspective anything about this work and also sort of sitting at a variety of tables what sort of is the momentum around policy.

[00:41:42] Can you discuss more about policy work as it relates to Ace's policy changes happening because the general public is understanding and pressuring policymakers to change. So thank you for being here tonight.

[00:41:59] We have had some amazing changes in our state and there are some amazing changes happening in other states as well. So let me list a few of them. The one that I'm proudest of is an alternatives to the alternative sentencing option for judges in our state who now have the ability to sentence custodial parents who are convicted of a nonviolent crime to do their time at home stay

parenting with their children with an ankle bracelet and be able to have some structured activities so that they get better and better at having the kind of stable life they want for themselves and their children. Those families are doing really well. We're almost six years into that new sentencing judges are using the sentencing and recidivism meaning real offense among those parents is down 400 percent. What was projected. And the reason I'm

[00:42:53] Most proud about it is who are the people sent to prison.

[00:42:58] I mean the incarceration part of aces is the most associated with structural racism. And so not only are we benefiting families in general but we disproportionately are benefiting minority families. So I'm really proud of that change in our state. We've also changed some simple things like how often you have to re authorize your subsidy a subsidy for child care. We used to have people living right at the edge of the line where they got a subsidy for child care and every six months their kids would be kicked out of child care and then back into child care and then shit kicked out of child care. So the very people living right at the edge of the poverty line were having the least stability in child care for their children. So now we have delayed that so that we have long stretches. I think we're at three years maybe now. Anybody know where we don't require families to reauthorize. We know that the stability in child care is important. And then just one more example from Michigan Michigan's decided to take a stand with the Federal Government around Medicaid.

[00:44:07] And they decided that in child when when we do these child well visit. It's called the Driti it's a regular part of. Well this is for children. They're not going to take that child's a score and I have a bunch of issues in my own mind about that. I think it raises some problems. What they're going to be doing though is asking the parents about their ace history their trauma and adversity history and then the pediatricians are all being trained to have a conversation about how that affected you and what do you want for your children. So we're really building on relationship and building on the aspiration of that family. But what's amazing about that work is because that particular well child exam under federal law every risk that comes out of that has to be paid for with Medicaid dollars. They're setting up the precedent that family support and neighborhood building must be paid with federal Medicaid dollars. It's a real game changer in the policy world and we'll see how it unfolds is just happening this year we're starting to see it stick.

[00:45:16] Thank you so I'm going to take a couple of the questions that we generated from the audience and thank you all I encourage you if there's some more.

[00:45:24] Now's the time if you are in the back there. Thank you.

[00:45:31] So this question aces score of 10. What's the prevalence or the physical impact as an adult. Anyone respond to that.

[00:45:40] Here we have to be a little bit careful because the score isn't predictive at the individual level. It's predictive at the Group level so there's a little section in the film a little bit misleading. If I tell you my score is 5 it doesn't tell you anything and it is it doesn't tell you anything about my health.

But if everyone in the room had a score of five it would tell us about our risk as a group. Does that make sense. So if we had a whole bunch of people in the room whose scores were all 10 it would mean a significant increase in the risk not only for heart disease and diabetes and asthma and various mental health challenges substance challenges injury challenges and on and on and on but maybe more importantly it tells us about the risk of having Koah occurring challenges. And the way I like to think about that is I live in the community with the highest AIDS prevalence in the state. So we have a large percentage of our population with scores of six to 10. And what that means is people have Colla occurring mental and physical problems productivity problems and health problems. And on and on and life can feel harder because it is harder. So I think that when we boil it down to what it means if we all had an Iskra of tennis life would feel harder because it would be harder and we'd have to help each other more. Right. So that's why we see in the data in our state reciprocity doing favors for one another having more people that will show up and help you being able to reach out of your immediate circle for help from someone else.

[00:47:14] These kinds of relational strengths are really powerful especially in groups of people with very high schoolers.

[00:47:22] Thank you that's helpful. Actually I want to sort of build on that question because I think you've obviously not all of us sort of speak the language right. And so to be asked the question I appreciate you being able to drill that down. What I'm curious about and I think actually Dr. Jones maybe you would be best to sort of respond to it being that you do also work in schools.

[00:47:38] So when we have maybe teachers or practitioners family support workers that maybe sense that there are some some issues what what would you sort of recommend suggest or advise would be the best way to approach because I think one of the things that the film illustrates so well is whole child. Right. Whole family whole community. What what should we be thinking about as practitioners in terms of providing family support.

[00:48:03] So I think Laura's point earlier is something that I think we should all take away from this that adversity is not the child's issue. And it's not the child as the problem and in schools we often do that. So when we see certain behaviors we make assumptions about the child's ability or disability we think that their behaviors intentional and we forget the fact that the majority of adversity if not all of adversity is because of either adult decisions adult behavior adult circumstances nothing to do with the child. And so if we can think from that perspective then we know that we have to incorporate parents and one of the challenges that we have as school psychology school psychologists is we often say oh we it's hard to get the family to the school because they work multiple jobs. They just aren't available and we make all of these excuses for why we can't connect. And part of my goal is to make sure that we figure out a way. I mean now social media there's like all kinds of ways that we can show that we care enough to bring a family in for all of the work that we do and end 14 years of private practice with children and families. I did not ever do child therapy without incorporating family members because it's impossible you can't make any good outcomes unless you incorporate adults into that into the the work so main point is don't make it about the child make it about all of the adults around and support them.

[00:49:36] Ok I'm going to go in lightning speed because I also want to give you all a chance to turn and talk with each other. This question asks has AIDS been applied in the context of children with disabilities. What does an aces score mean for children with disabilities.

[00:49:57] When we look at adverse childhood experience data in our state we can see scores of young adults go because that's who we've surveyed in our state and we know that disability rates are much higher and that makes sense right. We're shaped by our experience and where we have a lot more adverse experience. The number one disabling condition in our country is depression and depression goes up significantly as a scores go up but also injury. We have more risk for injury and on and on. So I would assume that that's true also for children that the more stress they have in their lives the more they may face some challenges that we might label disability. What I want to say though is that every single human being is a sacred being with amazing strength and gifts and we need to be paying attention to those too. So that's one way I think our policy is shifting as we're beginning to be able to talk more clearly about those strengths and abilities are beginning to structure our system so that we really can see core gifts more clearly and move beyond just ability and disability.

[00:51:10] This is an easy one. Will the presentations be made public. Are you all willing to share your slide decks.

[00:51:17] Ok.

[00:51:20] All right here's one where I've heard that an important support for kids with high scores is teaching the caregivers to be emotional buffers for the child. What does that training look like and where can caregivers find that training.

[00:51:36] Anyone know of resources training opportunities. Well I think I think that parenting like training and support and tips are actually every parent

[00:51:48] I know including myself I'm a father of a 4 month old and a 3 year old and need support on how to support our children's development. So I think that specific to here. I'm not sure exactly. You know I'm sure there's nonprofits and a public health department maybe other folks who know more about that. In Pierce County you know there's like home visiting there's home visiting. I think it's a powerful thing as you saw from the video really that relationship that helps someone through difficult times is I think you know really important and then things like positive parenting. You know it's just like just encouraging caregivers to intentionally create experiences that are positive buffer. You know those kinds of toxic stress that kids are experiencing.

[00:52:41] And I would also add though to is I think that those are really important I think part of the reason why doctors shows that treated that that's important. And there has to be policies that actually support that. Right so for example we could say parents you know you know you just put more time

with your kids but if they're trying to make ends meet and trying to pull me on the table like that's actually not a very effective thing to be asking is that a fair thing to be asking of parents right.

[00:53:02] So yes we do education and when you needed policies in environments that actually make it easy to implement some of these things that are not going to be positive for children. Right. So the burden is not just on individuals and parents it's really on the structure it's really on the broader community right.

[00:53:19] Thank you so the final question that I will pose to the panel when you sort of reflect on your work and thinking about increasingly being able to be in different spaces to increase people's awareness of the movement and why this is important and the need for social supports and trusting adults caring adults in the lives of children. What gives you hope.

[00:53:45] I'm out. Anyone can jump in and answer first.

[00:53:48] What gives you hope doing this work what brings me home. I get so hopeful when I see people recognize that kids are actually thinking and beings that are trying their best and wanting the best all the time. And when I see schools that create environments where families are treated as important individuals in the communities so schools that have a family support center where families come in just to have coffee and just to talk to each other where they're creating a sense for everybody to fit in. That that gives me such joy because it means something for our future for our kids and it shows that we want to work together. We want to connect and we don't want to marginalize certain populations even though there's so many examples that we can give of how that continues over time. And so the whole concept of what the word wraparound services if you've ever heard that so schools that do wrap around where they're trying to be like a one stop shop for every need. Like what Victor describes to me is like the best way that we can approach making life better for our kids and breaking down. You saw over time even now there's more a more prevalence of higher number of aces. We've got to generationally break that. And so we have to fix it for our kids now so we set up programming like that and we think better about how to serve our kids and families in schools because that's where everybody goes. They may not come to therapy but they definitely come to school. So we have to think about how to meet people where they are. That's what gives me hope.

[00:55:35] Thank you.

[00:55:38] Ok. Gives me hope is young people. I feel like young people are always a lot of times the drivers for change. And you know we're looking. So when I see youth organizing when I see you've been involved in their communities that's what I feel is going to be one of the most powerful tools for change. You know for example we see some of these walkouts that are happening in response to you know gun violence. You know it's powerful you know to see young people you know middle school high schoolers you know saying you know well this is enough you know and to think that they're going to be the future gives me hope. I think what gives me hope is also witnessing communities who have gone through law and still find ways to love and to make beautiful music and to make beautiful art and to continue to have a vision for a better world. Right. Like another world is possible and to really see

that one I'm out working with folks in community organizing spaces is very inspiring and makes me feel like I'm not alone and it makes me feel like you know what we can do something about it you know we can as long as we stick together and we actually organized and you know create spaces where we could really like each other's humanity and start from there.

[00:56:58] What gives me hope are the spontaneous people to people solutions because they're amazing. I mean there's a group of men in downtown Minneapolis African-American men all with a family history of slavery that decided they would just start neighboring conversations about what we really want for our grandchildren. And they are so courageous. And the boys that they invited in the conversation said We've never been in the room with the man we never got to be in a conversation with men.

[00:57:30] That has to change things right. To have generational conversations about what we really want in one community. There was a grandma in the room just a room just like this.

[00:57:41] And the grandma said well we have to have grandma to go. And the next time I went down there there were 30 grandmas to go and they just said. Oh

[00:57:51] So it's not spontaneous like why we're not going away we're just going to step out there and change our cultural way of being with one another day by day and create more safety and more solution from our hearts. And people are doing it all over the country.

[00:58:10] And I just think that that that has to create a wave that will be so powerful that there's not any policy that can get in our way.

[00:58:26] So I'd like to end the way that we started with some more community building. I would invite you all here in the next couple of minutes and we'll then follow up and do a couple of reminders as well as some announcements to maybe turn and talk with your partner about what stood out for you. Tonight's conversation and then if you feel really empowered and activated being in this space tonight I would encourage you to grab a piece of paper and think about three things maybe that you will do now that you've seen this film maybe one short term medium term and longer term within the next year.

[00:59:02] This podcast was presented by the Seattle Public Library and Foundation and made possible by your contributions to the Seattle Public Library Foundation. Thanks for listening.