



ACEs and Resilience Community of Practice 2020 Webinar Series Summary Report and Links to Resources



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



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Trauma-Informed Workplaces: Practice applications in equity, empathy, and employee development

Presenters: Delena Meyer and Toby Lucich

Building a more compassionate workplace can feel overwhelming. After researching best practices and employee experiences for the last five years, Toby and Delena have found some emerging practices that can change the way people show up at work. We call it “Human at Work”.

This webinar will help participants understand what trauma-informed approaches might begin to look like when applied to workplace policy, management, and employee experience.

Presenter Biographies:

Delena Meyer, Owner and Strategist, Way Enough Decision Coaching: Delena brings more than two decades of expertise and application in the fields of public health, prevention, and human services. Her uncanny ability to blend vulnerability and humor into the hardest of subjects and her commitment to bringing the research of social determinants of health, ACEs, and trauma-informed approaches into the mainstream makes her unique in her field.

Whether she’s leading a workshop to help others get up to speed on these important subjects, securing funding for great programs, or offering valuable perspective and guidance for business leaders, Delena is a fierce advocate of trauma-informed communication, connection, and practice across all sectors.

Toby Lucich, Managing Partner and Founder, KineticHealth: One of Toby's many talents is finding patterns where others don't see them. Recombining data and expert insights to improved patient (or employee, or stakeholder) experiences has long been a part of Toby's work in organizations. Early work at Southwest Washington Medical Center focused on understanding the value of improved patient experiences, from process change initiatives, to scheduling design reviews, to technology-enabled patient and provider experiences. These early experiences sparked a passion for data-driven investments, as well as a deep appreciation for intentional communications and education as part of lasting change efforts.

By founding Kinetic Health, Toby delivers measurable results to clients. Sure, he's good with words, but he's still a numbers guy at heart, and he studies his clients' numbers until patterns emerge that inform strategy and solutions.

Summary: Trauma-Informed Workplaces

Many Workforce challenges can be addressed through trauma-informed practice including: job satisfaction, absenteeism, workplace injury rates, productivity, physical and emotional health. TIC has a positive economic and social impact on businesses. Corporations generally have not had conversations about ACEs and the root causes of toxic stress. Toxic stress is a human problem. Social determinants of health don't stay at home, school, or at the doctor's office. It shows up at work. Research shows it can cost employers 200x annual salary to replace employees.



Productivity is the ability to create a culture where people are in the flow, on task and engaged in work and mission. Using the Human at Work domains we can improve employee experience and organizational performance. The 3 principles and 6 domains build on the Missouri model of trauma informed workplaces. The goal is building a team of resilient, responsive and regulated people. Resilience increases flexibility, adaptability, and agility. Regulated includes self-regulation and co-regulation practices to help calm self, stay connected and productive as individuals and teams navigate changes and challenges.

Three principles, action areas, are central to address: Policy, Management, and Employee Experience. Decide where to invest using change management strategies and organizational data.

Making progress in any of the six domains benefits the whole system:

- Security and Belonging: Trusting relationships and knowing I am connected and contributing to something bigger than myself.
- Choice and Empowerment: Wherever possible give employees the freedom and autonomy for how and when work takes place. Engage employees to craft solutions to challenges.
- Trust and Empathy: As a leader, am I worthy of their trust? Do I give feedback in ways that honors them as a human? Can they come to me with challenges?
- Communication and Engagement: Consider how much transparency, communication, and engagement is needed, warranted, and effective.
- Learning and Accountability: How do encourage learning, safe to fail experiments, and equitable accountability.
- Collaboration and Co-creation: We depend on diversity to help us innovate and solve complex challenges. Building the quality of relationships and learning needed for adaptive leadership pays off.

Resilience is a capacity we can strengthen over time. It is an individual and a collective capacity. The key is building this collectively – in organizational cultures and in communities. Developing compassionate boundaries improves our capacity to serve the mission and build the resilient organizations and communities we need to respond to the challenges and opportunities we face.

Links: [Slides from presentation](#), [Workplace Wellbeing Check-in](#),

Webinar YouTube Link: [Trauma-Informed Workplaces](#)

The Science of Hope: hope predicts adaptive outcomes, hope buffers the effects of adversity, and hope can be influenced and sustained

Presenter: Kody Russell

This presentation will introduce the science of hope and its ability to 1: buffer adversity and stress, 2: lead to positive outcomes, and 3: is a strength that can be nurtured with targeted intervention. Hope is an important protective factor that enables individuals and families to thrive. Hope is also an important coping resource to vicarious trauma and burnout among service providers. This workshop will present the science of Hope as a psychological strength in our ability to cope with traumatic experiences and flourish toward future goals. This presentation will show how (1) hope predicts adaptive outcomes, (2) hope buffers the effects of adversity, and (3) hope can be influenced and sustained. This workshop will also present “hands-on” tools to assess and nurture hope across the lifespan. Attendees will be invited to participate in small group discussions looking at their work from a hope centered approach. Attendees will also be asked to examine how they are a pathway for clients to achieve goals and how they can help clients see them as pathways and not barriers.

Presenter Biography



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

Summary: Hope-Centered and Trauma-Informed Practice: Using Science to Improve Outcomes

Hope has 30 years of science behind it and a shared definition of what HOPE means. Hope is one the best contributors to your ability to flourish. Hope is the best predictor of future health and outcomes.

High Hope People:

- Believe the future will be better than today
- That they have the power to make it that way
- There are many paths to their goals
- None of their paths are free from obstacles.

“Hope is the belief that tomorrow will be better than today...and you have the power to make it so!”
Dr. Chan Helman

Hope theory is about a future goal. It is our goal directed behavior with activated energy! It reflects our *WILL power*, our agency, and our *WAY power*, the steps along the way to the eventual goal.

What if, in our attempt to better respond to childhood trauma, we began to ask: **“What is right with you?”** Is there a psychological strength that allows children, adults, and families, and communities to thrive? Can this strength be easily measured? Can it be nurtured? YES, it’s HOPE.

- What are you doing to help participants dream?
- How do you communicate what you think people are capable of achieving?
- We have a role to help people dream in our community and create pathways to achieving their dreams. You are in a position where you are influencing people’s dreams.

“Hope is being able to see that there is light despite all of the darkness.” Desmond Tutu

As we picture our goals and imagine ourselves achieving it, we create the EMOTIONAL connection to the future memory. It is the sensory experience, feeling, of achieving the goal that helps get us through. Pathway thinking is the construction of the roadmap toward the ultimate goal. Empathy is KEY.

We can use hope strategies to help address implicit bias. Focus on turning points that are targeted, tailored, and timely. A single handwritten note can make a big change! Once a teacher is successful in communicating the student is capable of more, research shows students step up! This increases health and educational outcomes. It also starts changing teacher expectations of students in the classroom.

Hope requires regulation. Environments that promote co-regulation and social emotional learning contributes to better physical and mental health, working memory, planning, organizing, and initiating. When a person is under-stress it’s often hard to just get started. If possible, give “hurdle help” to get to the next step. For example: dial the phone number or make a warm hand off.

The Neuroscience of motivation helps us understand why this works. Our brains are experience built. Repeated experiences create neuropathways. If you practice the process of visioning and create those neural connections it creates pathways to keep the motivation going.

Building hope starts with listening, providing affirmation, respond, and remember! Helping and healing professionals, can be seen as pathways rather than barriers.



Links for more info: [Kody’s science of hope slides](#), [Hope Questions Worksheet](#), [The Hope Scale Toolkit](#), [Brain Circuits Underlying Motivation Harvard Graphic](#)

Webinar YouTube Link: [Hope-Centered and Trauma-Informed Practice](#)

Three Guiding Truths for Building Regulation and Resilience in Children with Significant Trauma Related Needs

Presenter: Tiffany Sudela-Junker

Session Description: Mother by adoption, Tiffany Sudela-Junker shares stories from her own personal and parenting transformation along with the science & insight that led her to uncover Three Guiding Truth's for supporting children, parents and providers. She illustrates how responding in biologically respectful ways builds environments that support regulation, hope and resilience in children with significant trauma related needs.

Presenter Biography:



Tiffany Sudela-Junker is mother by adoption to two children with vastly different trauma-based special needs.

Her award winning documentary, "My Name Is Faith" captures the Junker's early journey, coming to terms with the impact their daughter's difficult beginning would have on them all.

With her own growth process as an example, Tif mentors and advocates for a "empathy + connection before correction" approach to parenting. Stressing EXTRA empathy, mindfulness, humor, attunement, self-compassion and reciprocal atonement as key ingredients to helping tough kids achieve higher function and healthy relationships.

Through stories of struggle and lessons learned with her brilliant, challenging and hilarious children, Tif raises awareness and an authentic understanding for the EXTREME neurology, behavior, circumstances, and the emotional strength found in families struggling to overcome the aftermath of childhood trauma.

Selected as a 2017 Angels in Adoption Award recipient by Senator Patty Murray (WA), Tif is a board alumni and professional member of the Attachment & Trauma Network, a community of parents creating trauma-sensitive schools, building awareness about the lasting impact of trauma and empowering parents to facilitate recovery and help build resilience with their children.

In addition, Tif is on the Leadership Committee for Kitsap Strong, a collective impact initiative with a mission to help all people flourish through an emphasis on empowerment and equity, educational attainment, the prevention of Adverse Childhood Experiences/toxic stress, and the building of resilience & hope.

Summary: Three Guiding Truths for Building Regulation and Resilience in Children with Significant Trauma Related Needs

Tiffany shared her story of adopting 2 children with significant trauma related needs at age 5 and 15 months. “We thought providing structure and providing nurturer would be enough. We became very focused on getting our children’s’ behavior in order, compliance chasing. As we focused on that, their behavior escalated, and our behavior escalated. We didn’t understand why their behavior was different. I didn’t know how to be an effective parent for my kid.”

Attending a workshop in 2005 with Dr. Bruce Perry changed the trajectory of her parenting journey. “Implementing the neuroscience changed everything.” The workshop revealed 3 important truths:

1. Early trauma physically changes the developing brain.
2. Kindness and compassionate responses sooth the nervous system.
3. We need to re-define community, like our brains, communities need to adapt, because we now know what kind of relationships and environments heal trauma.

The brain develops sequentially. For children who experience early trauma, the back part of the brain can over develop, the survival part of the brain. The mid-brain can sometimes under-develop, this is the part that lets us know when danger is gone. This part of the brain needs safe adults to develop. The front of the brain is last to develop. It is responsible for judgement, learning and impulse control.

What I needed to know is - My child who experienced early trauma had a highly sensitized nervous system, so my child had a hyperactive treat response. That meant what I would see with my child was unexpected responses, big feeling floods, and big reactions. I needed to learn about state dependent functioning: function goes down depending on the state a child is in. When kids are in stress, they need *adults* to help them manage their brain states.

Tiffany’s daughter completed the Neurosequential Trauma Assessment with Dr. Bruce Perry. It assesses where in life did trauma occur and what developmental deficits might a child have based on the trauma at that specific age. “I started looking at behavior in an entirely different way. Children can’t do what they are neurobiologically unable to do.”

“We had to help our children sooth their brains. We practiced co-regulation as a pathway to self-regulation. Our kids needed our brains – to share our calm with them.” The focus became soothing the nervous system. Correction was triggering the threat response. We replaced correction with empathy and connection first. We focused on relationship repair. Helping them feel seen, soothed, safe, secure, helps children manage their states.

Our kids needed help building tolerance for structure. Building a structure based on what the kids can tolerate now, giving structure in small tolerable doses. Tiffany also shared the power of dosing regulation. “If every couple of hours you “dose” regulation breaks you’ll help get kids using different part of the brain.”

When we put children in the environment that met thier needs, that understand their development needs they are capable of amazing things and great empathy. The power of co-regulation is amazing, as we create that capacity inside our families, organizations and communities or kids’ resilience blossoms.

Webinar YouTube Link: [Three Guiding Truths](#)

Empowering Parents with the Brain Science and VROOM: Vroom can help you support the families you work with

Presenter: Marilyn Gisser

Research tells us that early childhood is a critical period of brain development. Babies are born learning. They are wired to seek attachment to responsive, caring adults. Caregivers' everyday interactions with their children play a critical role in supporting healthy brain development, creating a foundation for lifelong health and well-being. Positive caregiver-child interactions also boost protective factors that are proven to reduce the likelihood of neglect and abuse.

This research informs Washington's Essentials for Childhood Initiative, a cross-sector partnership working toward the vision that all children thrive in safe, stable, nurturing relationships and environments. One strategy we are deploying is engaging partners and providing training and technical assistance with Vroom. Vroom takes brain science out of the lab and puts it into the hands of parents and caregivers of children birth through age 5. It empowers them to see what they are already doing to support their child's brain development and encourages more. It turns shared, everyday moments into brain building moments, offering tips that are fun, easy, and promote bonding. And it explains the science behind every activity.

Vroom fits in a wide range of programs and settings, including but not limited to social services, community settings like libraries and museums, play and learn, parent education, health services, and more. Vroom can help you support the families you work with, be a tool for engaging families and build common language and connection across systems.

This webinar will cover:

- Brain science basics, and why early relationships are so important.
- Introduction to Vroom: what it is, how it helps caregivers make the most of their time with their children and build protective factors
- How Essentials for Childhood can help you incorporate brain science and Vroom into your work, through learning opportunities, tools and more.

Presenter Biography



Marilyn Gisser, MHS, has over twenty years' experience in Washington State government public health and health services planning and administration. For most of that time she has worked to promote the health and well-being of children, families and communities.

As part of the Washington State Essentials for Childhood initiative team, Marilyn brings a positive, prevention approach to the vision that that all children in Washington State thrive in safe, stable, nurturing relationships and environments. Marilyn leads work to embed brain science into programs and initiatives that reach families of young children and empower parents and caregivers to support their child's brain development. She also works on partnership efforts on other Essential's strategies including the ACEs and Resilience Community of Practice.

Marilyn has a Masters of Health Services Administration from the University of Michigan.

Summary: Empowering Parents with the Brain Science and VROOM: Vroom can help you support the families you work with.

Every interaction with a child can help build a strong foundation for brain health and development. Early development happens in relationship. Babies are born wired for these relationships. The moments we connect are the number 1 brain builders. Eye gaze and following what they are seeing helps babies learn. Children also watch the emotional responses of the adults in their lives.

Promoting brain building moments and parenting also helps us strengthen families! VROOM can be woven into broader initiative to help families. These are the 5 strengthening family's protective factors: Growing parental resilience, social connections, knowledge of parenting and child development, social and emotional competencies of children, and concrete support in times of need.

VROOM takes the science out of the lab and puts it into the hands of parent in a fun and easy way. VROOM was developed by the Bezos Family Foundation in partnership with leaders in science, early learning and brain development. Brain building moments are all around us. Children love to learn in relation to trusted adults around them. The 5 brain building basics are LOOK, FOLLOW, CHAT, TAKE TURNS, and STRETCH the conversation.

“You already have what it takes to be a brain builder! Make any moment a brain build moment.”

VROOM is accessible via the VROOM App, text, YouTube, print or website. You can pick the tip that is right for you and the moment. There are many packages available online in many languages. They can be shared via social media and through parenting classes, community settings, well child visits and home visits.

VROOM also has CALM resources and tips for stressful times: <https://www.vroom.org/tools-and-resources/?materialSetId=5s6AIO0Y9vVrzUsJbjA6Kh>

Marilyn shared a breadth of resources to help families. She encouraged us to *stay engaged!* She is here to support those working with VROOM to help kids and families!

Stay Engaged and Learn More:

Email essentials4childhood@doh.wa.gov for Vroom updates

Learn more about Vroom, brain science, and protective factors

- Vroom <https://www.vroom.org/>
- Vroom videos <https://www.youtube.com/user/joinvroom/playlists>
- Institute for Learning & Brain Sciences (I-LABS), University of Washington <http://modules.ilabs.uw.edu/outreach-modules/>
- Center on the Developing Child at Harvard University <https://developingchild.harvard.edu/>
- Center for the Study of Social Policy: Protective Factors Framework <https://cssp.org/our-work/projects/protective-factors-framework/>

Marilyn's Slides can be found [here](#). The Essentials for Childhood Vroom Tip Sheet is [here](#).

Webinar YouTube Link: [Empowering Parents with the Brain Science and VROOM](#)

Connection Saves Lives: Youth Mental Wellbeing

Presenters: Kristi Slette, M.Ed, Lisa Moulds, M.A, Danielle Humphreys, Wil Henkel

Decreasing depressive episodes for adolescents as well as suicide attempts and death by suicide are national goals in the [HealthyPeople2020](#) plan and in the [Health & Human Services Strategic Plan](#) .

In Washington State, suicide is the second leading cause of death for teens 15 to 19 years old. According to the Washington Healthy Youth Survey (2018), 32 percent of eighth graders, 40 percent of 10th graders, and 41 percent of 12th graders felt so sad or hopeless for 2 weeks or more that they stopped doing their usual activities. 16 percent of 8th graders, 18 percent of 10th graders, and 18 percent of 12th graders reported making a suicide plan. (Washington Office of Superintendent of Public Instruction, <https://www.k12.wa.us/>). Results from the Washington State Healthy Youth Survey show that youth mental health outcomes have gotten worse. From 2008 to 2018, an overall increase of 33% of youth reported feeling hopeless, an increase of 35 percent of youth reported suicidal thoughts and an increase of 39% of youth reported having a suicide plan (<http://www.askhys.net/>).

In Whatcom County, Whatcom Family & Community Network (WFCN), through programming of Whatcom Prevention Coalition (WPC) will share the lived experience of addressing and promoting youth mental wellbeing and suicide prevention. The M.A.D.-H.O.P.E. (Making a Difference – Helping Other People Everywhere) Youth Suicide Prevention program, a partnership with WFCN, Bellingham Public Schools, Whatcom County Health Department and WPC was created with youth to address youth mental wellbeing through peer to peer interaction. Across nine years, M.A.D.-H.O.P.E. has developed curriculum for middle and high school youth and community audiences. In our work, we believe that “Connection Saves Lives!” (www.madhope.org).

In 2019, WFCN was selected as one of five national pilot sites for the National Council on Behavioral Health’s (NCBH) Connected! Project. Connected! Focuses on youth engagement to address youth mental wellbeing peer to peer. Three Whatcom County young adults serve at national youth influencers as WFCN works to better engage youth in breaking down stigma, and providing resources and supports, especially for underserved youth who identify with four target populations: Rural youth, Native American youth, LGBTQ+ Youth and Hispanic/Latino youth.

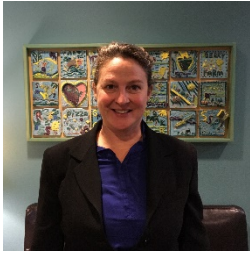
In this session, the WPC/ M.A.D.-H.O.P.E. and Connected Team share about county-wide efforts to grow community capacity and find solutions to the need for mental wellbeing supports as well as innovative youth-led efforts in school and community settings that open up new opportunities for resilience and hope for youth.

Presenters’ Biography



Kristi Slette, M.Ed., is Executive Director at Whatcom Family & Community Network, a community capacity building nonprofit focused on promoting wellbeing and convening & supporting neighborhoods and communities to build their capacity so children, youth and families thrive. Kristi has been a leader and educator in the local social services field for the past 25 years. She’s served WFCN since late 2015. She is a trainer on NEARH (Neurobiology, Epigenetics, Adverse and Positive Childhood Experiences, Resilience and Hope) Sciences. She taught Human Services at WWU for 15 years, served as a program director with

Washington Campus Compact; the Mt. Baker Chapter of the American Red Cross, Retired and Senior Volunteer and brings expertise in leveraging relationships and resources to improve capacity toward solving complex community problems. Kristi is mom to two children, ages 14 and 16, who feel the stress of not being able to be with friends, miss playing the sports they love and are figuring out how to self-motivate for academics when technology offers more enticing content and connection.



Lisa Moulds, M.A. is WFCN’s Prevention Program Manager. She co-chairs the Whatcom Prevention Coalition and manages the M.A.D.-H.O.P.E. Youth Suicide Prevention partnership. Lisa’s relationship based approach to building resilience in community stems from expertise in developing community partnerships between University staff, students and Whatcom County social services and school district as director of WWU’s Center for Service Learning. Prior to joining WFCN in 2017, she worked in the fields of domestic violence, community information and assistance, and as a program manager within Woodring College of Education at WWU. Lisa is mother to Jamie, a freshmen at Arizona State University, who recently made the life transition from home to college, but now back to home-- studying online thanks to COVID-19.



Danielle Humphreys, Youth Suicide and Mental Wellbeing Specialist joined the WFCN/M.A.D.-H.O.P.E. in October 2019. She brings a background in working with diverse youth in faith-based and environmental service settings. Danielle is a trainer and program manager and understands the protective factors associated with increasing wellbeing in the lives of youth. She is mother to three elementary aged school aged children, adapting to being at home for school for the remainder of the school year.



Wil Henkel, one of three Connected! Project National Youth Influencers with the NCBH at the WFCN pilot site, is freshmen at Western Washington University hoping to earn a degree in psychology at Fairhaven College. He is a M.A.D.-H.O.P.E. trainer and consultant for Bellingham Public Schools for a peer-centered outreach/peer-centered support program that was innovated by himself and fellow student and M.A.D.-H.O.P.E. volunteer during their senior year at Sehome High School. Wil is a youth advocate for mental wellbeing and youth engagement.

Summary: Connection Saves Lives - Youth Mental Wellbeing

"I really appreciate you all coming to our class and talking about the suicide and how to address it. I feel people don't take it seriously as it should be taken-even adults-and it's really awesome that there's people that actually care and know how to help. I've been the friend that talks the other friend out of suicide and I'm glad that I know how to do it better now. Thank you!"

Whatcom Family and Communities Network (www.wfcn.org) shares pathways toward HOPE. WFCN focuses on solution finding. We need to give youth roles in making their future better and creating pathways of hope. WFCN works closely with the county health department, public schools and communities. Together they are creating a trauma-informed and self-healing community.



The 2017 Resilience Summit, **Hope in a Complex world**, focused on creating Youth resilience and Youth mental well-being. Convened in partnership with NAMI, over 100 people gathered to understand what is going on and what needs to change. Our very complex world is creating hard states for youth to be in. Youth need more honesty, ability to be aware of needs and take action. Youth are asking to be allowed to have experiences, with genuine support from adults, parents and teachers.

Keys to ending youth suicide are youth engagement, community capacity building, authentic engagement, and nurturing emerging leaders. M.A.D. Hope (www.madhope.org) is a collaborative program aimed at offering HOPE through positive action to prevent youth suicide. The team shared the story of a youth led initiative in the Bellingham Public Schools engaging over 200 youth and adults. The youth suicide prevention program provided training every year for hundreds of youth and adults, for over 10 years.

The current program is 90-minute, offered in middle school and high school classrooms. They've also done trains for adults and college students. The training goes over the risk and protective factors, builds skills, grows peer to peer support, and creates partnerships with trusted adult. Reaching out to demographics with higher rates of anxiety, depression and suicide is key. Connection truly saves lives.

Youth know before adults if a peer is hurting. Peer to Peer strategies work.

Whatcom is one of 5 national pilot sites working to better engage youth in peer to peer approaches. Youth are interested in authentic relationships where we can build trust and model hope for each other. Youth led a trusted adult campaigns, community conversations, wellbeing through music and art. We are creating new partnerships across the county - calling for us to unite around youth engagement.

We live in a tumultuous time with many fears, opportunities and changes. Youth are balancing being traumatized for our planet and seeing people oppressed - while being asked to see and create a brighter future. "We've severed our connection with the land, community, and one another. It is a confusing and hard time for us to be growing up. How do we create spaces of change that are youth driven - having space to dream, pursue opportunities, and find roles to influence positive change.

[Link to presentation](#)

M.A.D. Hope Packet: <http://madhope.org/wp-content/uploads/2018/07/MAD-HOPE-Packet.pdf>

Webinar YouTube Link: [Connection Saves Lives](#)

Resilience in Washington State: What Works and How to make it Happen

Presenters: Dr. Suzette Fromm Reed, Community Psychologist, and Dario Longhi, Change/Sociology researcher

What works? What kinds of resilience increase community-wide levels of well-being and moderate ACE impacts? Come learn about the evidence of the effects of contextual resilience based on research from 108 Washington state communities.

How to make it happen? What we can learn from strategies employed by Walla Walla to increase community capacity, implement trauma-informed practices, change the culture of schools, and involve neighborhoods.

Come hear summaries of the research findings and discussion of implications for Washington and beyond.

Presenter Biographies

Dario Long, since 1990, has been researching what works in Social and Health programs at DSHS. Dario has a long history of following the data in Washington and using data to help us understand what works and what helps. As a research manager, Dario is gifted at helping communities translate the data into practical community organizing strategies. Dario was Research Director of the Family Policy Council. Now retired, since 2012, he is still doing formative evaluations and consulting with community organizations, as a partner, in Participatory Research Consulting with Marsha Brown. Dario is committed to educational equity.

Dr. Suzette Fromm Reed serves as Associate Professor, founding director/chair of National Louis University's (NLU) Ph.D. program in Community Psychology. Prior to NLU, she led research and evaluation for non-profit, child welfare organizations at both the national and local levels. She holds an MA in Clinical Psychology and a Ph.D. in Psychology in the Public Interest. Her research, recent publications and community trainings focus on the buffering role of community/organizational resilience between Adverse Childhood Experiences (ACEs) and mental and physical health, as well as academic and employment outcomes.

Summary: Resilience in Washington State: What Works and How to make it Happen

“The work you are doing in Washington state on the ground is amazing – the nation is watching! “

~ Dr. Suzette Fromm Reed, Associate Professor and Chair of Community Psychology Ph.D. Program, National Louis University

We are flattening the ACEs curve in our resilient communities. Higher capacity communities are mitigating the impact of ACEs and reducing the intergenerational transmission of ACEs. Once you have a system change there are reinforcing or cascading effects. These improvements are measurable. Resilience’s moderation of the effects of ACEs was independent of poverty and race/ethnicity in these communities. Without intervention, ACEs trend to increase generation to generation.

Adult and Youth Contextual Resilience have a strong buffering effect on trauma. Contextual Resilience leads to better mental health for adults, better mental health for youth, it reduces the effects of ACEs, reduces intergenerational transmission of ACEs, increases youth coping behaviors, and dramatically improves school performance. There is also less childhood maltreatment when contextual resilience is present.

The results are quite impressive such as 10 percent less serious depression in adults, and a 75 percent decrease in school failure when contextual resilience is in place in high ACE communities.

There is an amplifying or generative effect of Resilience. Receiving social support leads to individual resilience. Those receiving social support often become leaders in the community and offer social support to others. Eighty-eight percent (88 percent) of the positive actions and change can be attributed to social support and creating positive contexts in the community.

The context, the supportive environment, and the community can lessen the effects of trauma and community-wide events or experiences. There is a need for systemic shifts, moving past educational efforts. Consider what the skill-building is and what are the supports that need to be put in place? How do we create more Positive Childhood Experiences (Bethell, et al, 2019)?

How to make it Happen – Building Blocks to Increase Resilience.

1. Build community capacity by scaffolding initiatives that expand leadership.
2. Implement Trauma-Informed Practices (TIPs).
3. Change school and organizational cultures stuck in punitive mode rather than in skill-building and growth mindset mode.
4. Support community-wide/neighborhood reciprocity, cohesion, and help.

You are the expert in your community. The crucial part is how to empower the local community. Start with something simple, start with small wins. Work where the energy is in the community and with leaders in the community. Know what they want to do first, work on it together. Once you change the structure of respect for the kids – the kids help change the culture of the school.

Research, evaluation, and coaching support from the outside is often needed. It is important to have this skillset and technical assistance available in the statewide community of practice to help with research, evaluation support, and coaching. How can we continue the research and impact across Washington?

Relationships take time to build. Practice patience and slow changes in relationships. Once the network is built it can respond to other challenges and opportunities that arise, even a pandemic!

Resources and Learn More

Slides from the presentation are attached.

What is available currently, to get more in-depth details on Contextual Resilience building efforts and research in Washington State and Walla Walla

On resilience effects community-wide in Washington State and what formative evaluations can do:

- 2088 MARC grant report - <https://criresilient.org/wp-content/uploads/2018/03/Creating-a-Culture-of-Resilience-MARC-Final-Report.pdf>
- hopefully forthcoming American Psychology 2020 paper

On community capacity and Walla Walla scaffolding:

- general -- <https://criresilient.org/wp-content/uploads/2017/11/Walla-Walla-scaffolding-case-study-as-example-of-FPC-community-capacity-building-phase-model-final-March-6-2016.pdf>
- in-depth Haley report - <https://criresilient.org/wp-content/uploads/2017/11/Walla-Walla-A-History-of-Building-Community-Resilience.pdf>

On implementing Trauma-Informed Practices across organizations:

- among Walla Walla organizations - <https://criresilient.org/wp-content/uploads/2017/11/Walla-Walla-Trauma-Informed-Practices-final-March-6-2016.pdf>
- survey form - <https://criresilient.org/wp-content/uploads/2017/11/CRI-Organizational-Survey-2017-Mental-Model-Shift.pdf>

On changing school cultures, patterns, and Lincoln High resilience and academics:

- general - <https://criresilient.org/wp-content/uploads/2017/11/A-short-strategy-paper-with-end-notes-April-28.pdf>
- Lincoln High specific - <https://criresilient.org/wp-content/uploads/2017/11/LH-report-final-March-1-2015.pdf>

On resilience and action in neighborhoods - how to measure changes (attached May 2020 report):

- Edith-Carrie Story Project - Final Report

On recent advances in developing a 26item scale of both individual and contextual resilience for pre-post testing of effort to increase resilience among elementary school children (attached 1919 draft report):

- Resilience Analyses and Notes

On Self-Healing Communities model:

- Robert Woods Johnson publication <https://www.rwjf.org/en/library/research/2016/06/self-healing-communities.html>
- Walla Walla published in Journal of Prevention and Intervention in Community <https://www.tandfonline.com/doi/full/10.1080/10852352.2019.1633071>
- Resource list created by Dario Longhi Ph.D. 5706 Boston Harbor Rd. NE Olympia WA 98506 USA longhid@uw.edu cell: 360-951-8080

Suzette Fromm-Read spoke of the Community Psychology program at National Louis and their research. They offer degree and non-degree programs.

<https://www.nl.edu/academics/socialbehavioralsciencesdoctoral/phdcommunitypsychology/>
https://works.bepress.com/suzette_fromm_reed/

Webinar YouTube Link: [Resilience in Washington State: What Works and How to make it Happen](#)

An Affordable Housing Model to Support Flourishing Community – Using a Resilient Community Approach

Presenter: Adán Suárez

Neighborhoods are planned housing developments where homes, roads, stores and other features are carefully designed and orchestrated to make living there as convenient and enjoyable as possible. An intentional community is a planned residential community designed from the start to have a high degree of social interconnectedness and collaboration. In this presentation, attendees will learn how an intentional community was birthed on the east side of Pasco, WA. Jubilee Foundation’s practice is rooted in the mutual healing, connection, and holistic transformation of its members. Thus, Tierra Vida neighborhood was created as an intentional community that encourages people to come together and discover meaning and purpose for their lives as they share their gifts and talents to serve the common good. Lastly, there is a level of reciprocity which is key to flourishing in community.

Presenter Biography



Adán Suárez For the last 7 ½ years Adan has worked for Jubilee Foundation, a faith-based organization that developed Tierra Vida, a community here in Pasco. He is a former migrant educator, holding an MA in Educational Leadership from WSU. With his primary work in Tierra Vida, he has learned a lot about community building and feels that true community building is done through getting to know others.

Adan wholeheartedly concurs with Senegalese environmentalist Baba Dioum who said “We won’t save places we don’t love; we can’t love places we don’t know, and we don’t know places we haven’t learned. From the beginning of human history, nothing is more crucial to the survival and flourishing traditional societies than a symbiotic and relational ethos. He prefers doing “with” community than doing “to” community or “doing for”.

He is happily married to Tanya Suárez and has five beautiful children, Elijah Adán (18), Malachi Bleu (16), Jessikah Devyn (14), Diego Seth Brody (12), and Mercedes Love (10).

Summary: An Affordable Housing Model to Support Flourishing Community – Using a Resilient Community Approach

Tierra Vida <https://tierra-vida.com/> is a community-building organization dedicated to creating holistic and flourishing communities. Their vision is to help people and families become healthier, wiser, more able to be self-sufficient, more likely to serve others, especially the most vulnerable amongst them. Tierra Vida is a trauma-informed and Resilience informed community.

They are developing community from the ground up. The community planning and infrastructure development model works with the people in the community to become a flourishing community.

Four strategies:

- Honoring Diversity
- Engagement, especially for higher risk individuals and families
- Nurturing a spirit of care
- Third Places: fostering places to meet each other. These include donating a park to the city, raising funds to create a soccer field, creating community gardens, a coffee shop, and community center.

The theory of change fosters well-being in communities: healthy lifestyles, sufficient economies, engaged citizens, and life enhancing education. Connecting with others and understanding how to bring people's gifts, skills and dreams forward is at the root of the work.

Investment: Our goals are to make cash flow and give back to the community

- 236 single-family homes, 129 Multi-family units, and growing.
- Single-family homes have returned 3 percent of investment.
- Multi-family homes, the expectation was 0 percent ROI (pay off principle) with hope of some return to seed additional housing.
- Year after year performance consistently 2-3 percent
- Mixed-income neighborhoods as part of flourishing.

Rent Model:

- Rent covers all expenses of operation inclusive of all programming positions and activities.
- Rental rates are maintained at levels affordable to those at 50 percent AMI in Franklin County.
- We are privately funded, and foundation funded. We don't take section 8.
- We are looking at a graduated rental rate model for next year.
- We have a helping hand pot of money we budget every year. We work creatively with people and other organizations to help people pay their rent. Community comes together to support others.

Partners: 13 builders including 26 homes built by habitat for humanity, grants and contributors to community garden and soccer field, and over 25 programming partners.

We are partnering with several organizations in Pasco to pilot a flourishing community model in neighborhoods within a 16- block radius. We are engaging the community to discover what is possible.

[Link to slide presentation](#)

Webinar YouTube Link: [An Affordable Housing Model to Support Flourishing Community](#)