ACEs and Restorative Practices

What are They and What Do They Have in Common???
Partner Time
Partner Time
FINDING MORE CONNECTIONS

how multiple forms of childhood adversity can affect many important PUBLIC HEALTH PROBLEMS
What is trauma?
Adverse Childhood Experiences ARE COMMON

<table>
<thead>
<tr>
<th>Household Dysfunction</th>
<th>Neglect</th>
<th>Abuse</th>
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<tbody>
<tr>
<td>Substance Abuse 27%</td>
<td>Emotional 15%</td>
<td>Emotional 11%</td>
</tr>
<tr>
<td>Parental Sep/Divorce 23%</td>
<td>Physical 10%</td>
<td>Physical 28%</td>
</tr>
<tr>
<td>Mental Illness 17%</td>
<td></td>
<td>Sexual 21%</td>
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<tr>
<td>Battered Mothers 13%</td>
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<tr>
<td>Criminal Behavior 6%</td>
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TOTAL 10 ACEs
ACE Score = Number of ACE Categories

ACE Scores Reliably Predict Challenges During the Life Course
ACEs are Common, Interrelated, Powerful

- High ACE Scores in Population
- Increased Risk of Multiple Health and Social Problems
- Intergenerational Transmission of ACEs
Population Attributable Risk

- Alcohol, binge drinking: 36.7%
- Tobacco use: 22.2%
- Asthma: 40%
- Recent depression: 40%
- Suicide: 67%
- Life dissatisfaction: 67.2%
- Conditions disturbed 14+ days of work/activity: 61.4%
- Disability interrupted day: 52%
- Anxiety: 55.7%
- Marijuana use: 54.3%
Core Protective Systems

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

*Ann Masten, 2009*
Restorative Practices

What are they and how are they related to ACEs?
Restorative Practices

Skills & Methods

FORMAL
More energy & time

Informal Circle

Responsive Circles
Decision making
Problem solving
Proactive Circles
Community building
Academic content

Informal
Little energy & time

Restorative Conference
Mediation Circle

Circles

Affective Questions
Affective Statements
Culturally Responsive Teaching
Positive, Respectful Manner, Tone
*Behavior is communication*

What we see: Behavior

What we don't see: What's under the surface

Social Skills  Basic Needs  Physical Safety  Need to Belong

Security

Executive Functioning

Environmental Stressors

Hunger

Thoughts

Attachment

Need for Connection

Power

Sleep

Sensory Needs

Emotions

Attention

Developmental Level

Sadness

Self-Esteem

Need for Attention

Fear

Anger
<table>
<thead>
<tr>
<th>Serene</th>
<th>Fulfilled</th>
<th>Calm</th>
<th>Balanced</th>
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</thead>
<tbody>
<tr>
<td>Easygoing</td>
<td>Chill</td>
<td>Thoughtful</td>
<td>Content</td>
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<tr>
<td>Satisfied</td>
<td>Grateful</td>
<td>Tranquil</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Comfy</td>
<td>Complacent</td>
<td>Peaceful</td>
<td>Mellow</td>
</tr>
<tr>
<td>Lively</td>
<td>Upbeat</td>
<td>Excited</td>
<td>Ecstatic</td>
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<tr>
<td>Enthusiastic</td>
<td>Energised</td>
<td>Inspired</td>
<td>Hyper</td>
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<tr>
<td>Motivated</td>
<td>Surprised</td>
<td>Focused</td>
<td>Pleasant</td>
</tr>
<tr>
<td>Joyful</td>
<td>Blissful</td>
<td>Hopeful</td>
<td>Happy</td>
</tr>
<tr>
<td>Sad</td>
<td>Lonely</td>
<td>Tired</td>
<td>Bored</td>
</tr>
<tr>
<td>Glum</td>
<td>Drained</td>
<td>Apathetic</td>
<td>Down</td>
</tr>
<tr>
<td>Pessimistic</td>
<td>Concerned</td>
<td>Exhausted</td>
<td>Miserable</td>
</tr>
<tr>
<td>Discouraged</td>
<td>Drained</td>
<td>Spent</td>
<td>Alienated</td>
</tr>
<tr>
<td>Tense</td>
<td>Nervous</td>
<td>Restless</td>
<td>Troubled</td>
</tr>
<tr>
<td>Peeved</td>
<td>Worried</td>
<td>Frightened</td>
<td>Uneasy</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Stressed</td>
<td>Irritated</td>
<td>Panicked</td>
</tr>
<tr>
<td>Stunned</td>
<td>Annoyed</td>
<td>Angry</td>
<td>Furious</td>
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Partner Time
Partner time

HARM TO ME, HARM THROUGH ME

Experience of Being Harmed

What happened?
How did you feel at the time?
What did you need?
Partner time

Harm to Me, Harm through Me

Experience of Causing Harm

What happened?

How did you feel at the time?

What did you need?
Restorative Questioning

Finding Out the Story:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

When Someone Has Been Harmed:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

*Ann Masten, 2009*
YOU! What can YOU do to change our world?