



# HOPE Conquers ACEs

# Learning Objectives



Understand more about the HOPE Framework as an antidote to ACEs



What we are doing to build a community of practice with trainers



Learn how we are using the framework in training



What does this look like on the ground and with partners

# Community of Practice

**HOPE**—Health Outcomes from Positive Experiences—and **ACE**—Adverse Childhood Experiences—are key concepts in understanding what we need to do in our homes and communities to create the best environments for children to thrive.

When we say “HOPE Conquers ACEs” we mean that when children grow up with a preponderance of positive experiences in their lives and when we can reduce or eliminate the adverse experiences, whole generations of children’s lives will be better.



- 40 Trainers strategically located
- Monthly calls
- Yearly face to face
- Coordinator
- Evolving curriculum

## Hope Conquers ACES (HCA) Trainings Offered

The training curriculum was developed to provide flexible and interactive sessions focused on brain development, Adverse Childhood Experiences, Idaho specific data, protective factors, and tactics to integrate the approach into your life/organization. Trainers use a variety of tools presented one time or in multiple sessions over several weeks. Some of the tools include:

### **The Brain Architecture Game**

This fun and interactive game gives a hands-on demonstration of the impacts that both positive and negative experiences have on the developing brain.

**1.5 hours**

### **STRONG**

A multi-piece curriculum designed to teach the Strengthening Families protective factors approach to parents or professionals. It includes 50 interactive lesson plans.

**1-8 hours**

### **Neglect Prevention: It starts with you**

This training uses the socio-ecological framework to understand neglect in the context of the learner's personal experiences. The participant will complete an ecomap and identify the protective factors they did and didn't have. This approach provides an opportunity for rich discussion about how to increase neglect prevention efforts at multiple levels.

**2.5-3 hours**

### **Stewards of Children**

An adult-focused child sexual abuse prevention training program that focuses on improving the awareness of the prevalence, consequences, and circumstances of child sexual abuse. The training aims to educate adults to prevent, recognize, and react responsibly to child sexual abuse.

**2 hours**



## Screenings Offered

### **"Resilience" Film**

A one hour long film that discusses the origins of the Adverse Childhood Experiences Study along with case studies on how organizations and communities are using ACES as a tool to prevent child abuse and neglect. A post-film facilitated discussion is strongly suggested.

**1.5-2 hours**

### **Broken Places**

*Ernest Hemingway wrote: "The world breaks everyone but afterward many are strong in the broken places." This film explores how early adversity affects the developing brain, why some children are more resilient, and what early childhood interventions strengthen resilience.*

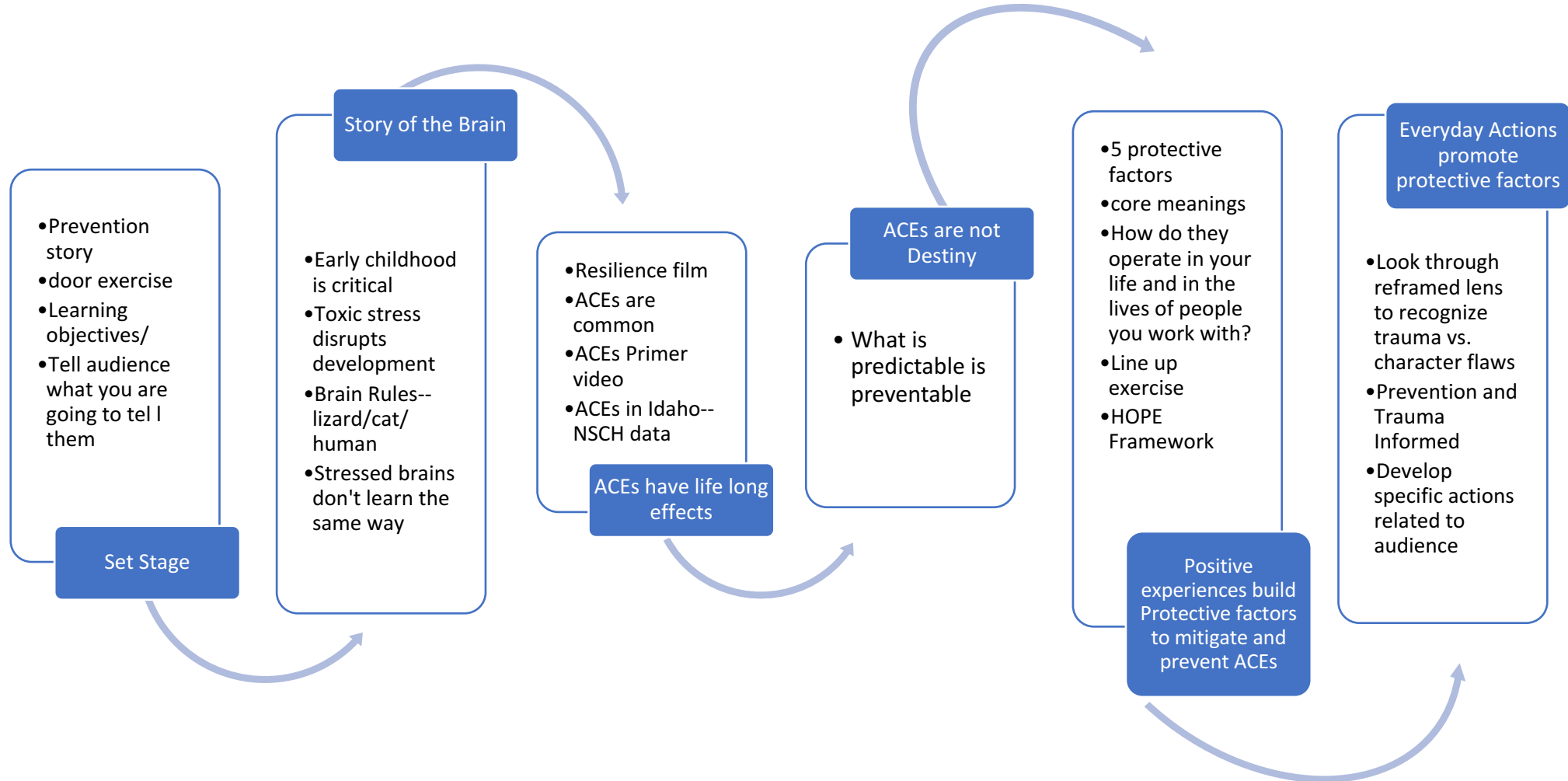
**1.5-2 hours (with discussion)**

### **"Paper Tigers" Film**

This documentary follows five students at Lincoln Alternative High School in Walla Walla. It demonstrates the school's trauma-informed practices and their effects on the students.

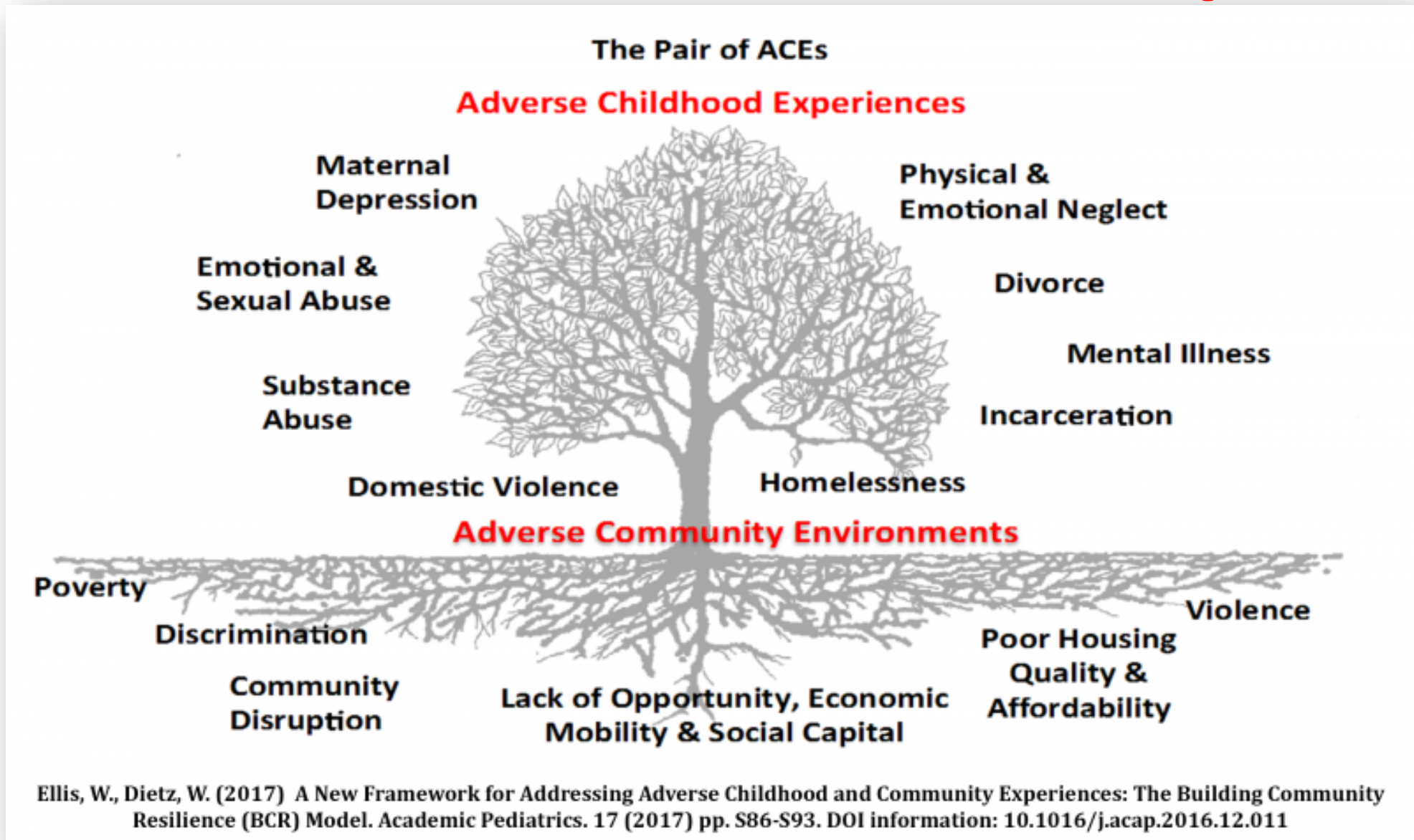
**1.5-2 hours (with discussion)**

# HOPE Conquers ACEs Flowchart

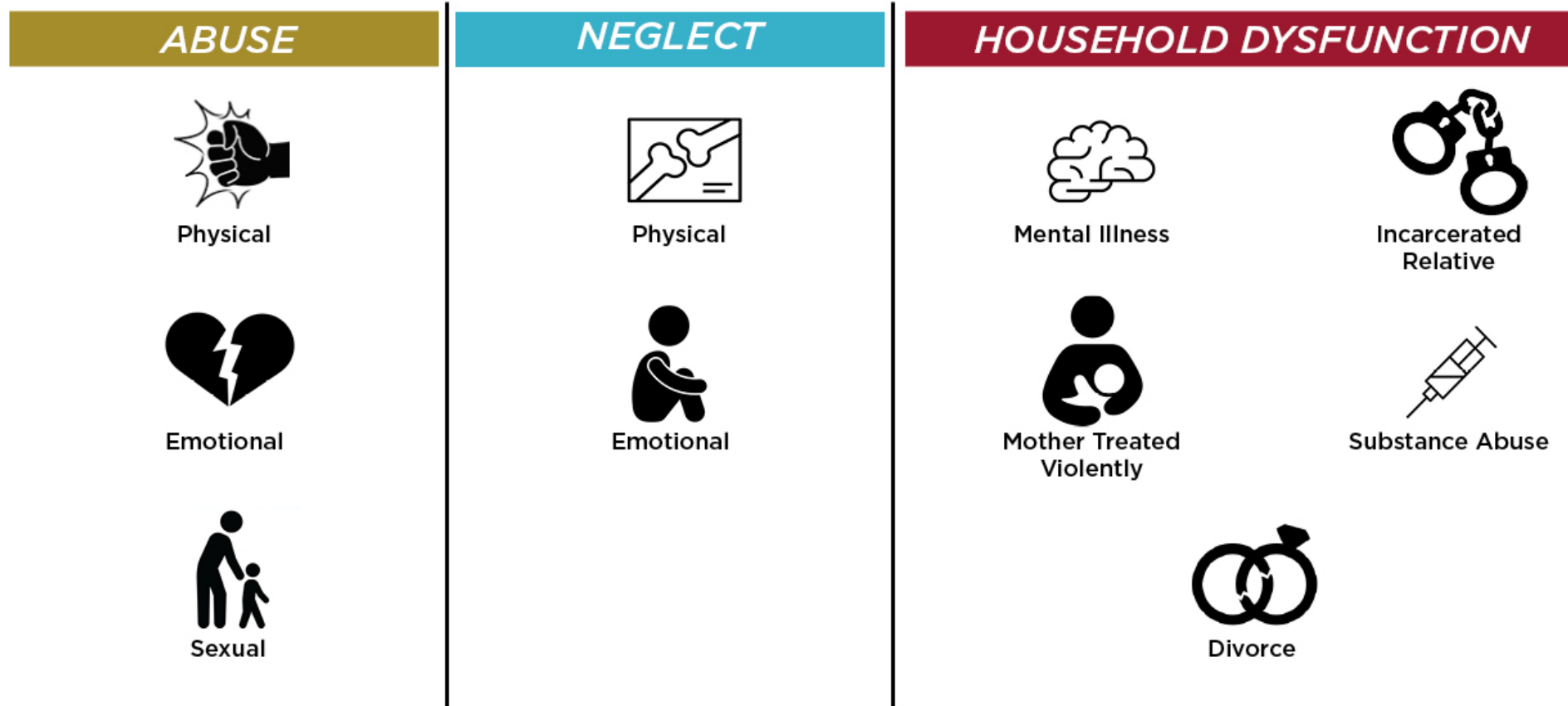


# A Reminder of what we need to prevent

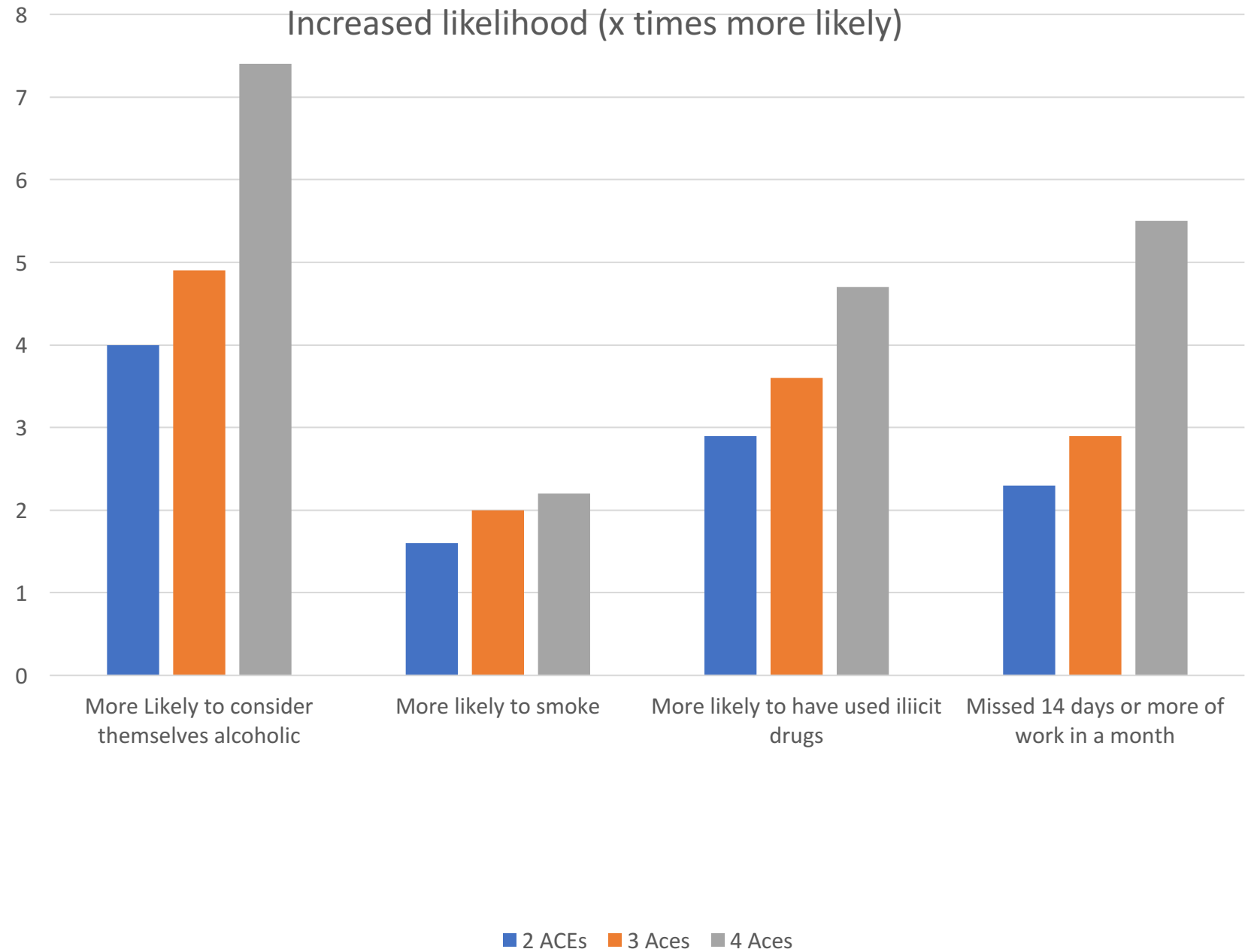
Our  
Scope  
of  
Work



# Adverse Childhood Experiences



## Behavioral Impacts of ACEs





# How ACEs Impact Your Health

According to a study by Vincent Felitti, a person with 4 or more ACEs is:

**4.6x**

more likely to report feeling **depressed** for 2 weeks or more in a year

**2.2x**

more likely to develop **heart disease**

**12.2x**

more likely to attempt **suicide**

**2.4x**

more likely to have a **stroke**

**1.9x**

more likely to have **cancer**

**1.6x**

more likely to have **diabetes**

**7.4x**

more likely to be an **alcoholic**

**3.9x**

more likely to have **chronic bronchitis or emphysema**

# Health Impact > Behavioral

“When you look at ACEs they’re actually a stronger predictor of heart disease than any of the traditional risk factors...and yet I was never trained on this in one day in Medical School.”

- Dr. Nadine Burke  
Harris, Center on Youth Wellness

People with an ACE score of 7 who: don’t drink, don’t smoke, are not diabetic, do not have high cholesterol, still have a 360% greater risk of heart disease



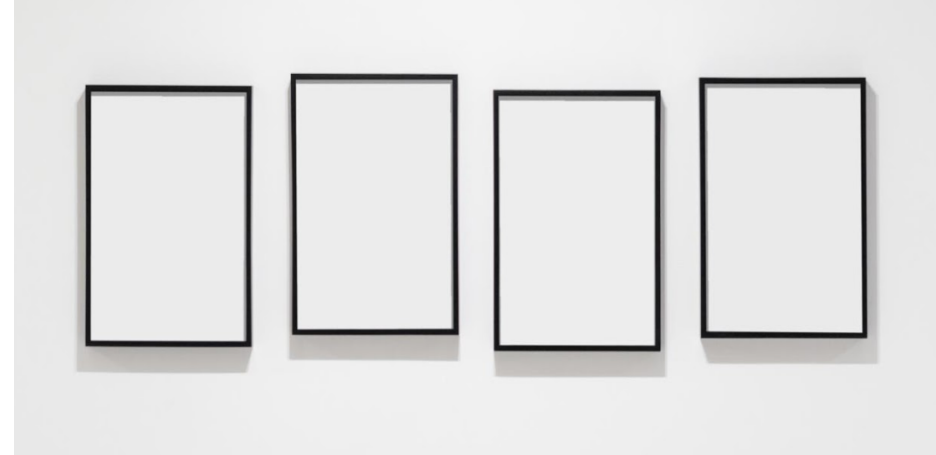
# ACE STUDY PROVIDES A PARADIGM SHIFT

FROM *'WHAT'S WRONG WITH YOU'*  
TO *'WHAT HAPPENED TO YOU'*

# Reframing Behavior

## IS IT THIS?

- ☐ Anger management problems
- ☐ Willful, naughty, uncontrollable
- ☐ Manipulative
- ☐ Purposefully 'pushing buttons'
- ☐ In need of punitive consequences to motivate better behavior



## OR THIS?

- ☐ Emotionally dysregulated
- ☐ Scared
- ☐ In perpetual flight, fight, or freeze mode
- ☐ Using adaptive coping patterns
- ☐ Seeking to get needs met the only way he or she knows how
- ☐ Lacking positive coping and self-regulation skills



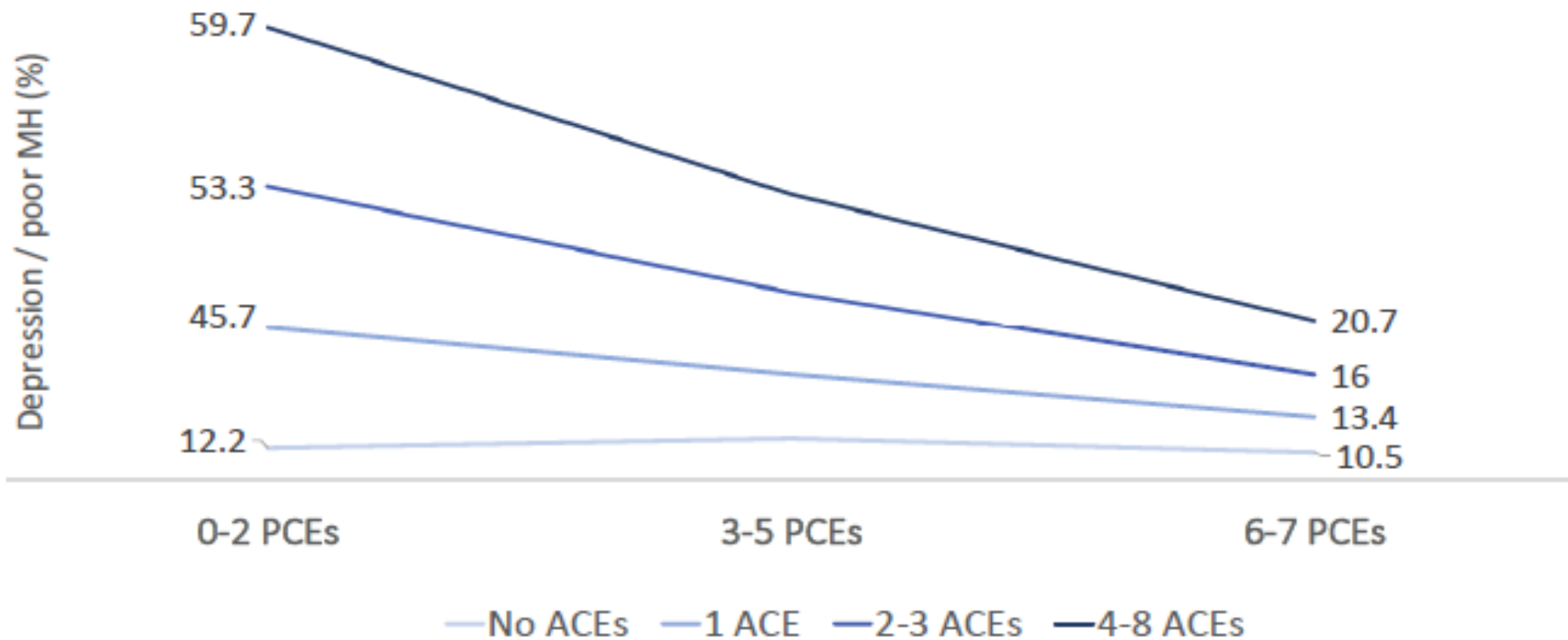


# ACES are not destiny

Protective Factors and Positive Childhood Experiences (PCEs) can mitigate the effects of Adverse Childhood Experiences.

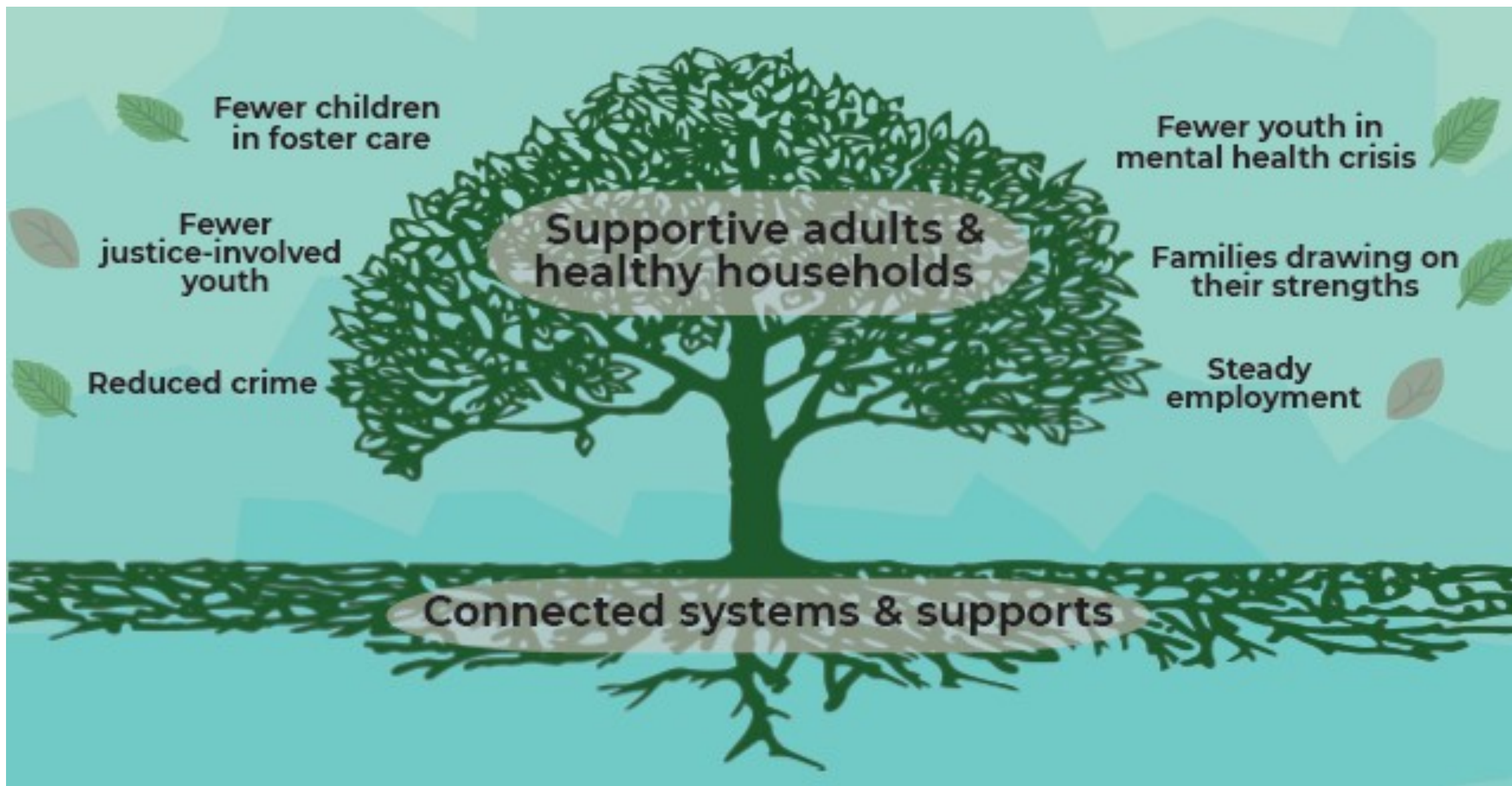


## Positive Childhood Experiences Mitigate ACEs Effects



Bethell , Jones, Gombojav Linkenbach and Sege. *Positive Childhood Experiences . . . JAMA Pediatrics* 2019

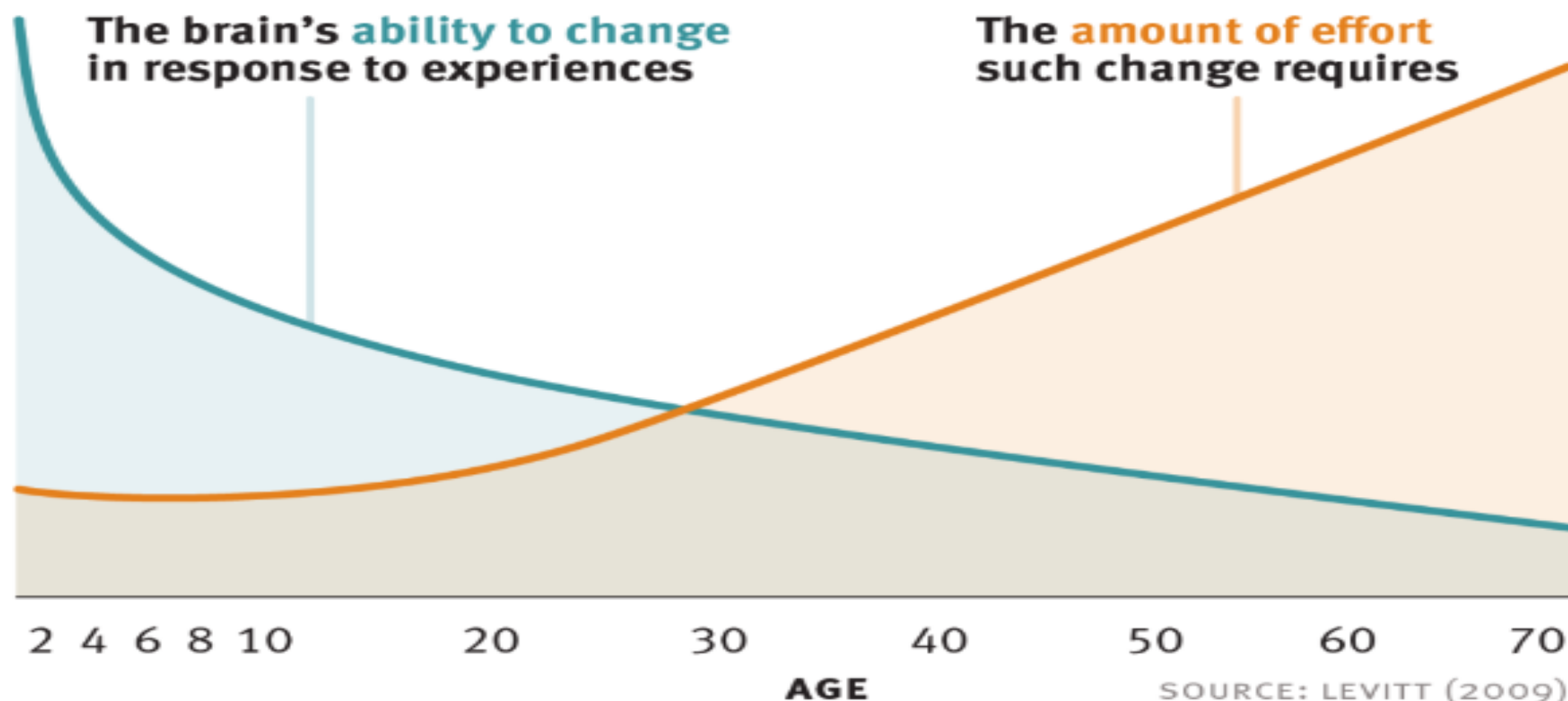




Dr. Jack Shonkoff with the Harvard Center on the Developing Child says this about brain development:

“People ask this question about how flexible and adaptive is the brain? We know that resilience is something that’s built over time. If you have a weak foundation early on because you hadn’t had time to develop resilience, you can develop resilience later, and you can get better and things can be better. So then the question becomes, is it ever too late? It gets harder the older you get.”





Center on the Developing Child  HARVARD UNIVERSITY

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

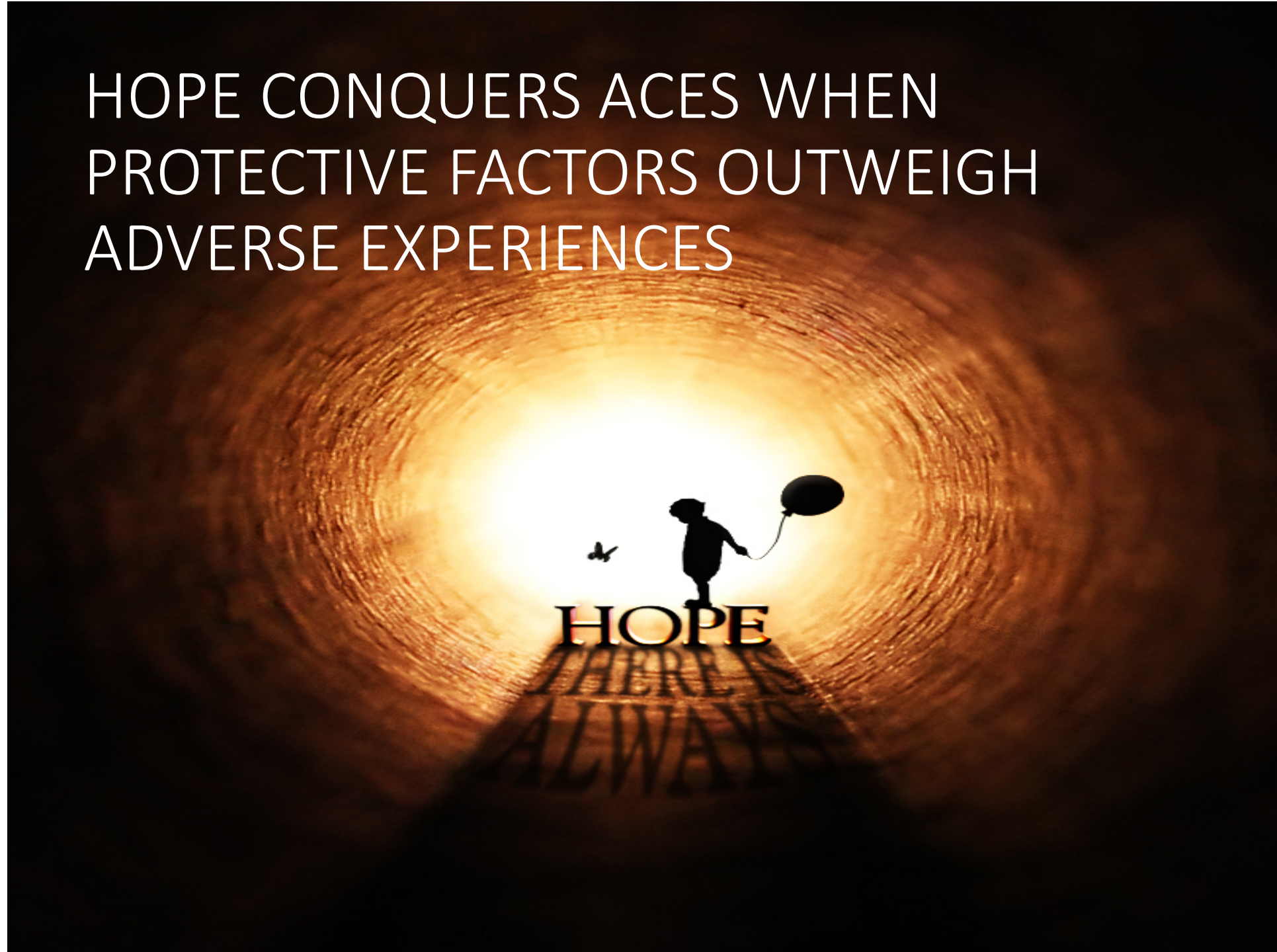
It is easier and less costly to form strong brain circuits during the early years than it is to intervene or "fix" them later.

HOPE=

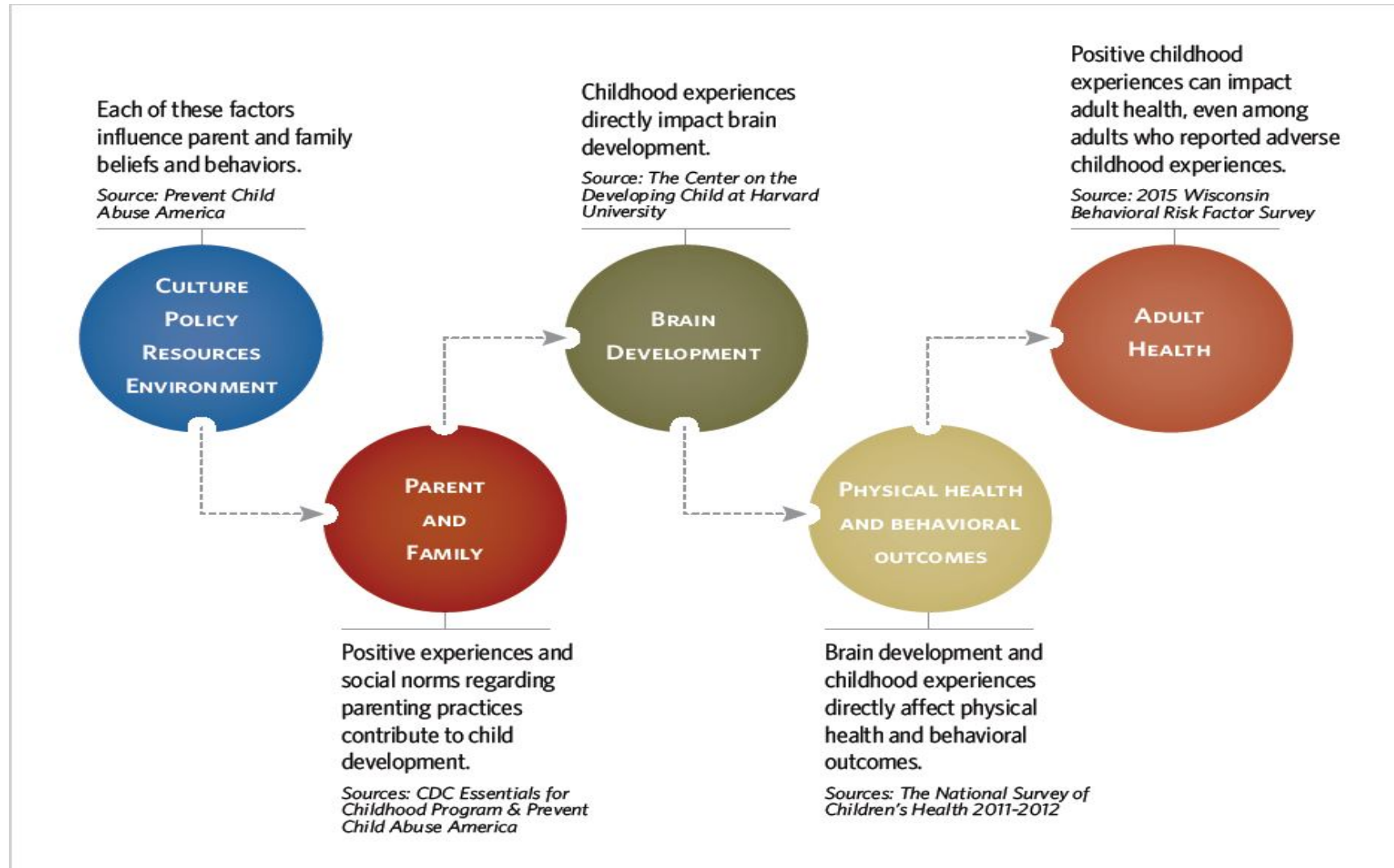


Health  
Outcomes from  
Positive  
Experiences

HOPE CONQUERS ACES WHEN  
PROTECTIVE FACTORS OUTWEIGH  
ADVERSE EXPERIENCES



# Positive experiences can help moderate the effects of ACES



# Positive Childhood Experiences in HOPE Framework

Being in  
nurturing,  
supportive  
relationships\*



Protective Factors: Parental resilience and social connections, knowledge of parenting and child development





# Positive Childhood Experiences in HOPE Framework



Living, developing,  
playing, and  
learning in safe,  
stable, protective,  
and equitable  
environments\*

\* Protective factor: Concrete supports

# Positive Childhood Experiences in HOPE Framework

**Having opportunities for constructive social engagement and to develop a sense of connectedness\***



**\*Protective Factor: Social connections**

# Positive Childhood Experiences in HOPE Framework

Learning social and emotional competencies\*

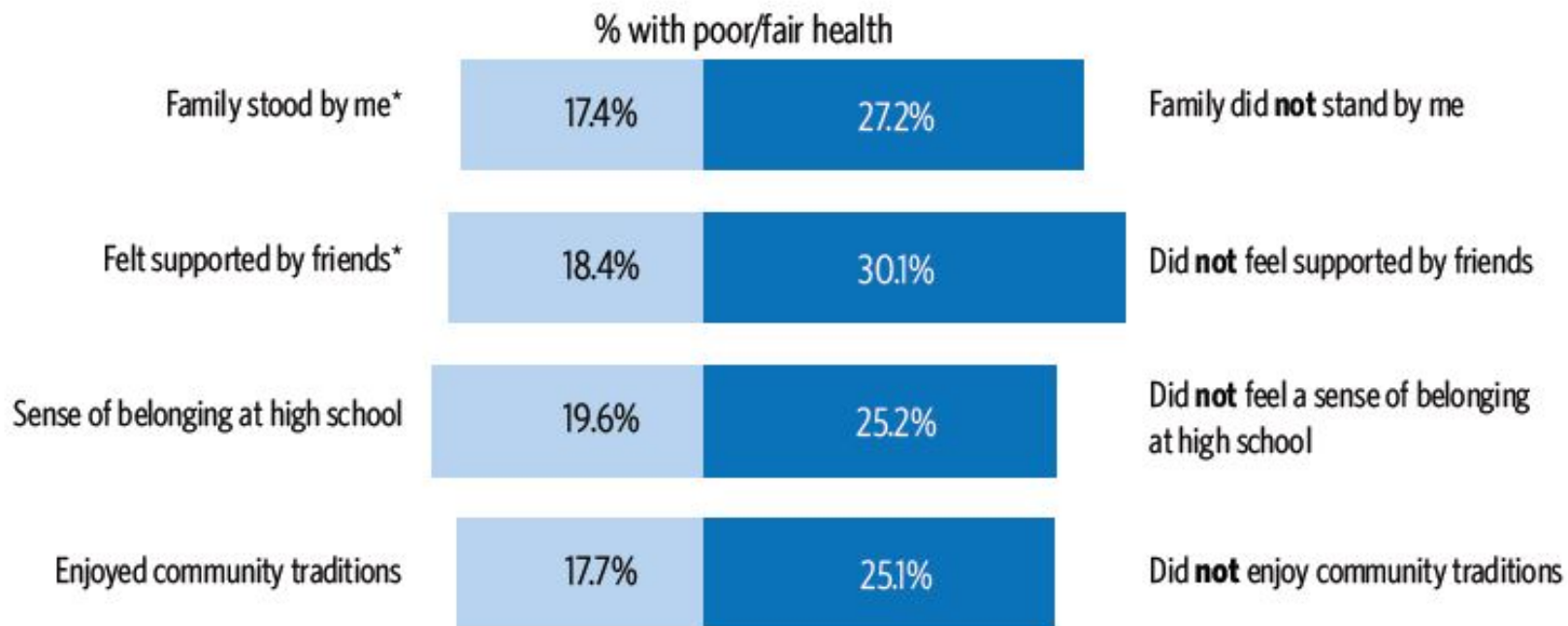


**\*Protective Factor: Social and emotional competence**



# Factors That Moderate the Effects of More Than 3 ACEs on Adult Health

Adults with >3 ACEs AND selected positive childhood experiences had **lower** rates of poor/fair health. (\*= $p<0.05$ )



# Share H.O.P.E.

## Be The Change

- *Ask* students if they feel nurtured and supported at school
- *Ask* students if they feel connected
- *Ask* students if they feel like they belong
- *Be* someone to talk with about difficult feelings; ask for help if you don't know how

## Carry the Conversation

- *Evaluate* your school through this lens:  
*Safe /Stable /Protective/  
Equitable*
- *Capitalize* on existing avenues for constructive social engagement
- *Create* expectations for each other
- *Offer* professional development
- *Share* results

# What Can Be Done About Adverse Childhood Experiences?





To shape and create an environment in Idaho that allows  
all to thrive and be resilient in the face of adversity;  
engage individuals, organizations, leaders, and communities.

What must we do to create a resilient Idaho?

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OUR FOCUS AREAS:

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1

AWARENESS &  
EDUCATION

2

PREVENTION AND  
RESILIENCY-FOCUSED  
STRATEGIES

3

HEALING AND  
COPING STRATEGIES

4

COMMUNITY  
SUPPORT



2  
C

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kiDs

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succeed

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