



# Southern Oregon Success & the Southern Oregon ACEs Training Team

A collaboration of all levels of education, health care, mental health care, human services, public safety and workforce development in Jackson and Josephine counties.

# Self-Healing Communities

- ▶ 6 Community Leaders from education, health care and mental health care trained for 2 days in April of 2016 with Dr. Rob Anda and Laura Porter of ACE Interface on the NEAR Sciences.
- ▶ The team began presenting ACEs training sessions in May of 2016, bringing on additional presenters in March of 2017 and July of 2019. As of today, they have presented over 370 trainings to over 13,000 participants across all sectors in our region.
- ▶ There are now also resident ACEs training teams at Rogue Community College and Southern Oregon University.
- ▶ With our partnership with our early learning hub, Southern Oregon Early Learning Services (SOELS), we are helping to implement trauma-informed practices at all levels of education—as well as throughout our communities.

# The ACEs Training (NEAR Sciences)

- ▶ Neurobiology
- ▶ Epigenetics
- ▶ Adverse Childhood Experiences Study
- ▶ Resilience

Ace Interface, 2014

# The Neurobiology

“Our bodies cannot not remember what happens to us.”

--Todd Bloomquist, Grants Pass School District

# Toxic Stress--Key Points

- ▶ “Triggers” & Stress Hormones
- ▶ “The Hand Brain Model” (Dr. Dan Siegel)
- ▶ “Fight, Flight or Freeze”
- ▶ No such thing as “Maladaptive”

# The Impact on Development

- ▶ When the experience of toxic stress occurs matters.
- ▶ What the experience is matters.
- ▶ Gender matters.
- ▶ Toxic stress impacts basic ability to learn, adapt and self-regulate.

# What the ACEs Study Shows

- ▶ With over 17,000 participants, individual interviews, health records, etc., the study shows that there is a “dose-response” relationship between the experience of toxic stress and health and social problems. (Ace Interface, 2014)
- ▶ The Core Protective Systems of Resilience are the “antidote” to toxic stress.

# 3 Core Protective Systems of Resilience

- ▶ Individual Capabilities (including Self-Regulation)
- ▶ Attachment & Belonging
- ▶ Community Culture/Spirituality

▶ Ann Maston, 2001





Building Resilience:  
a cross-sector, dual  
generation  
approach.

Self-Regulation is  
foundational.

# A Crisis in Self-Regulation



Increased suspensions of preschoolers, Kindergarteners, 1<sup>st</sup> & 2<sup>nd</sup> graders nationwide.



Among youth with high ACE scores in juvenile justice facilities, 85% had been suspended by 2<sup>nd</sup> grade. (ACE Interface, 2014)

# The Toll on Our Children



HIGHEST LEVELS OF  
DIAGNOSED CASES OF  
DEPRESSION AND ANXIETY  
OF ANY GENERATION IN  
OUR HISTORY (APA)



CENTER FOR DISEASE  
CONTROL REPORTS TEEN  
SUICIDE RATES INCREASED  
BY 28% OVER THE PAST  
DECADE



AND "TWEEN" SUICIDE  
RATES (10 TO 14-YEAR  
OLDS) INCREASED BY 52%  
OVER THE PAST DECADE

# And Our Families Overall

- ▶ Divorce rate for American families is 40% to 50% (American Psychological Association)
- ▶ Suicide rates overall have increased by over 24% since 1999 (Center for Disease Control & Prevention)

# What We're Seeing in Our Society



INCREASE IN HATE  
CRIMES



MASS SHOOTINGS

# A Perfect Awful Storm



High ACEs Score in All Populations  
(Center for Disease Control)



Along with severe damage done to  
the Core Protective Systems of  
Resilience (Individual Capabilities,  
Attachment & Belonging, Community)

# We're Wired To Move, But...



Only 30% of children under 18 have the American Academy of Pediatrics recommended average of 7 hours of physical activity per week; only 3% have the recommended average of 1 hour each day. (Exeter, 2018)



Decrease in non-screen playtime (Who plays "Red Rover" anymore?) to the point that the American Academy of Pediatrics is urging doctors to prescribe outdoor play time for their patients (2018)

# The Impact of Technology

Studies show that preschoolers spend 2 to 4 hours per day using screen media.



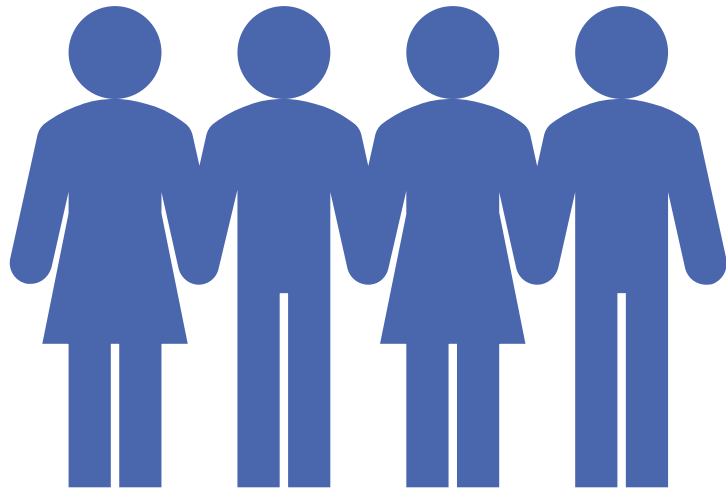
Including when they're multitasking, 8 to 18 year-olds consume an average of 7 hours and 11 minutes of screen media per day—an increase of 2.5 hours in just 10 years.



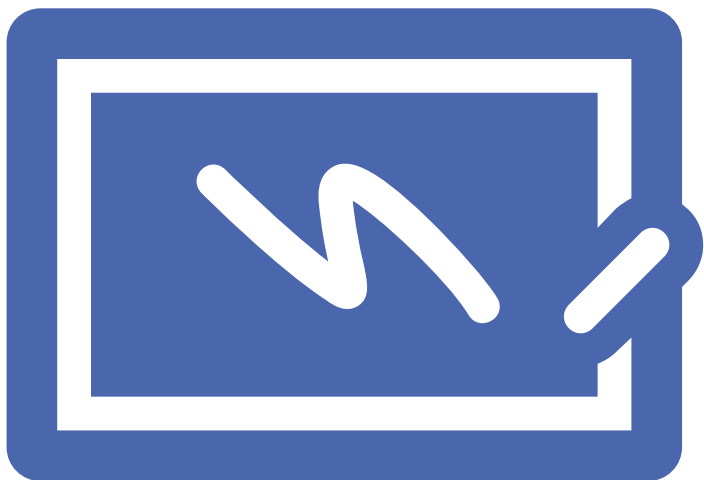
For older children and adolescents, excessive screen time is linked to hyperactivity, emotional and conduct problems, difficulties with peers and poor school performance. (Lewis, 2018)



# The Empathy Gap



University of Michigan research (2017) suggests today's college students are 40 percent less empathetic compared to their peers 30 years ago. Meanwhile, the level of narcissism has increased by 58 percent.



“We have to teach connection skills we never had to teach before.”

--Jodie McVittie, M.D.,

“Sound Discipline”  
(2019)

# What Do All Of Us Need?

- ▶ 1. To Feel Safe
- ▶ 2. To Feel Like We Matter
- ▶ 3. To Feel That We Belong

--Dr. Alfred Adler (1870-1937)

# Moving Forward

- ▶ 1. Continue to increase awareness of how our brains work and ACEs & Resilience for current and future parents
- ▶ 2. Specific workshops in Self-Regulation & Resilience
- ▶ 3. Multi-sector network focus on dual generation approach to Kindergarten Readiness

# For Educators Interested & Willing

Early Childhood:  
Play & Learn  
groups, PAX  
Good Behavior  
Game

Elementary  
Schools: PAX  
Good Behavior  
Game and  
"Positive  
Discipline"

Middle & High  
Schools:  
Restorative  
Justice and the  
Discovery  
Program

For All:  
Connection,  
Connection,  
Connection

## An Example of What We're Seeing

- ▶ Phoenix High School, which has been implementing Restorative Justice and other trauma-informed practices for 4 years now, saw their graduation rate increase by 10% in 2018—and their graduation rate for students on special education increase by 20%. When asked the main reason for this progress, Superintendent Brent Barry responds with one word—"Connections."

# Thanks & Resources

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