Entering the Heart of Home
Human development, childhood adversity and flourishing in an era of ordinary magic

Christina Bethell, PhD, MBA, MPH
Professor, Johns Hopkins University
July 28, 2019
Celebrate Life Festival
Wardenburg, Germany
This simple statement is what I most want to say. This is the statement that arose from a prayer I made to discover what I most wish to say as I live my soul’s journey!

Arose June, 2019
I have no financial relationships to disclose or conflicts of interest to resolve.
History is not destiny
(history is also not history)

“In my beginning is my end.” (?)
T.S. Eliot, Four Quartets

“What if the sun waited for me to rise?”
Thousand Pieces of Soul (CB)

separate......alone

with......together
Well-Being is Upon Us
(and within and between us)
*When our science, lived experience and policies meet*

WE ARE THE MEDICINE
Ours is a social brain.

Healing developmental trauma and proactively promoting positive health are matters of public health.

Knowledge about the biology of human relationships, brain plasticity, epigenetics and the healing journey make self-awareness, healthy relationships and mindfulness key public health strategies.
Our Exquisite Sensitivity
"How are you?"

"Oh, I'm just..."

Like a river eddy blocks the natural flow of water, trauma resulting from lack of attuned, safe connection blocks healthy brain, body and social and emotional development.
Developmental Trauma Disorder (DTD): (National Traumatic Stress Network)

1. dysregulation of a child’s stress response (often categorized as mental and behavioral health diagnoses now)

2. internalized negative attributions and diminished hope and expectations for life;

3. difficulty with self-esteem regulation; and

4. functional impairments in key areas such as making social connections, participating in school, etc.

Source: Bessel Von Der Kolk, 2010
Neuroplasticity — the brain can grow and change

Inspire to rewire…Neurons that fire together, wire together!

• Our brain changes itself based on our experiences.
• By changing our experiences we can actively reshape our brains.
• The ability to be intentionally aware of our experience as it is unfolding and to exercise conscious choice and intention in an open, caring and nonjudgmental way.
A page of random numbers?
Or a pattern you can learn?
The Healing Journey: Victim, Surviving, Thriving, Transcending

Wounding

Individual
- Culture, History
- Relationships
- Developmental timing
- Context, Opportunity

Healing

Emergent
- Recognition
- Truth Telling
- Reconciliation
- Hope
- Self-acceptance
- Helping others

Healing Relationships
- Kindness
- Unconditional love

Safety - Trust
- Persistence

Acquiring internal resources
- Reframing
- Responsibility
- Resilience
- Positivity

Persistence
- Safety

YOUR FEELINGS ARE ALSO YOUR SUPER POWERS

TUS SENTIMIENTOS SON PURA MAGIA

YOU'RE DOING GOOD, BABY

#WhyWeRise
One day
The glacier said
Quite kindly
To the sea….
I would never want to be like thee…

Like this I can be
My own earth
My own sky
Were I to melt
Surely I’d die

Such powers you have
The sea answered back
And she meant every word
For there was nothing
He lacked

Rather he had
Just one thing to shed
The fear of the melting
The mistaken dread

(Christina Bethell, 2011)
Let Us Begin!
Objectives

Objective 1: Discovering Home: Raise awareness about the science of human development and requirements for well-being

Objective 2: Restoring Home: Learn about childhood trauma, impacts and approaches to healing and recovery

Objective 3: Being Home: Learning as leadership to restore home in self, community and the world
HUMAN NERVOUS SYSTEM

Nervous system ORCHESTRATES BODY FUNCTIONS & PERCEPTIONS

Neuroscience HELPS US UNDERSTAND WHY ACEs ARE SO POWERFUL

ACEs = Adverse Childhood Experiences
Neuroscience
Epigenetics
Attachment
Resilience

The New Science of Thriving

Our well-being—individually and as a society—depends on mindfulness.

Story by Christina Bethell - Illustrations by Joel Nakamura

Source: Bethell, C 2016
Relationships and the Brain (short video)

http://www.youtube.com/watch?v=VNNsN9Ijkws
Fundamentals of Child Development and Adult Functioning
The Critical Role of Healthy Attachment Attuned, Safe, Stable, Nurturing Relationships

Young children cannot go away from threat

Serve and Return

ADULT VERSION
S.C.A.R.F
(David Rock: Your Brain On Work)

I matter
I know
I choose
I connect
I trust
<table>
<thead>
<tr>
<th>Attachment type</th>
<th>Caregiver Behaviours</th>
<th>Child Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure</td>
<td>• React quickly and positively to child’s needs</td>
<td>• Distressed when caregiver leaves</td>
</tr>
<tr>
<td></td>
<td>• Responsive to child’s needs</td>
<td>• Happy when caregiver returns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seek comfort from caregiver when scared or sad</td>
</tr>
<tr>
<td>Insecure – avoidant</td>
<td>• Unresponsive, uncaring</td>
<td>• No distress when caregiver leaves</td>
</tr>
<tr>
<td></td>
<td>• Dismissive</td>
<td>• Does not acknowledge return of caregiver</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does not seek or make contact with caregiver</td>
</tr>
<tr>
<td>Insecure – ambivalent</td>
<td>• Responds to child inconsistently</td>
<td>• Distress when caregiver leaves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not comforted by return of caregiver</td>
</tr>
<tr>
<td>Insecure - disorganized</td>
<td>• Abusive or neglectful</td>
<td>• No attaching behaviours</td>
</tr>
<tr>
<td></td>
<td>• Responds in frightening, or frightened ways</td>
<td>• Often appear dazed, confused or apprehensive in presence of caregiver</td>
</tr>
</tbody>
</table>
The Key Link Is the Parent
First Focus on Self

The best predictor of a child’s security of attachment is not what happened to his parents as children, but rather how his parents made sense of those childhood experiences.

Daniel Siegel, Mindsight
First Focus on Self:
Making sense is a source of strength and resilience for you and your child!

Evidence of Sense Making
Being able to put your story into words to convey it clearly to another person so they really get how your mind has shaped your memories of the past to explain who you are in the present.

1. The way you feel about the past and your understanding of why people behaved as they did. Included having accessed “implicit” memories.
2. The impact of those events on your development into adulthood
3. What you know about how you are seeking to continue to develop and how you are planning to do so
Interoception develops naturally with healthy child development and is interrupted by trauma.

Interoception is the skill we use to sense and understand what is going on inside our bodies.

People who have disruptions in this skill have a harder time knowing when they feel hungry or cold, when their breathing is shallow, when they feel anxious and overall have a hard time with self-regulation.
“Mentalization” (Peter Fonagy) develops naturally with healthy child development. When I learn to “mentalize” I can sense myself and you AT THE SAME TIME. I can sense if you sense me and if you can sense that I sense you. I have empathy for you and can allow your experience and see it as different from mine.

Mentalization

- the capacity to recognise and understand the existence of minds, both one’s own and those of others.

- to recognize that human behavior is motivated by mental states—by things like thoughts, beliefs, feelings, and desires.

‘The baby looks at his mother’s face and finds himself there’

D. Winnicott

‘She/he thinks that I think, therefore I am’
Comprehensive Neural Integration

Body Proper, Nervous System, Brain Stem, Limbic System and Cortex

When horizontal and vertical neural integration occurs, we become more:

Flexible
Adaptive
Creative
Energized
Stable (in a dynamic way)

(Reference: Dr. Dan Siegal, Director of the MindSight Institute)
Positive Childhood Experiences Are the Key: Adult Depression Rates By Childhood Experiences

Able to talk to family about feelings\textsuperscript{a}  
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Felt family stood by them during difficult times\textsuperscript{a}
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Felt safe and protected by adult in your home\textsuperscript{b}
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Had at least 2 non-parent adults who took genuine...
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Felt supported by friends\textsuperscript{a}
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Felt a sense of belonging at high school\textsuperscript{a}
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Enjoyed participating in community traditions\textsuperscript{a}
- Very often or often\textsuperscript{a}/Most or all of the time\textsuperscript{b}
- Never, rarely, or sometimes\textsuperscript{a}/Never, a little or some of the time\textsuperscript{b}

Positive Childhood Experiences (PCEs) Cumulative Score

<table>
<thead>
<tr>
<th>PCEs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 PCEs</td>
<td>48.2%</td>
</tr>
<tr>
<td>3-5 PCEs</td>
<td>25.1%</td>
</tr>
<tr>
<td>6-7 PCEs</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Bethell, Jones, Gombojav, et al. Positive Childhood Experiences and Adult Mental and Relational Health Across Adverse Childhood Experiences Exposure

Levels in a Statewide Sample, February 2019 (Under Review)
The Journey From Childhood Trauma to Positive Health

Natural Characteristics of a Child

Valuable

Less than ----
Better than

Low or inappropriate self-esteem

Strong self-worth

Vulnerable

Too vulnerable
-- invulnerable

Difficulty setting appropriate boundaries

Feeling safe, ability for authentic connection

Imperfect

Bad/Rebellious ---
Good/Perfect

Difficulty feeling and expressing adult needs, wants

Self-acceptance, ability for self-reflection

Dependent

Overly dependent
-- Anti-dependent

Difficulty taking care of adult needs and wants

Self-care, Self-reflection Self-love

Spontaneous Open

Immature, chaotic
--- overly mature, controlling

Difficulty experiencing/expressing one's reality

Self-awareness, Ability to be “present”

Adapted from Pia Mellody Model of Healing, Chart II: The Effect of Dysfunctional parenting on the Natural Characteristics of a Child, [http://www.windhorsetherapies.com/PiaHealingModel.html](http://www.windhorsetherapies.com/PiaHealingModel.html)
MAKING SENSE OF THE PAIN
Source: Adapted from Bucci, M., et al. Toxic Stress in Children and Adolescents, 2016
The Adverse Childhood Experiences Study -- the Largest Public Health Study You Never Heard Of

"Adverse childhood experiences" has become a buzzword in social services, public health, education, juvenile justice, mental health, pediatrics, criminal justice, medical research and even business. The ACE Study - the CDC's Adverse Childhood Experiences Study -- has recently been featured in the New York Times, This American Life, and Salon.com. Many people say that just as you should know your cholesterol score, so you should know your ACE score. But what is this study? And do you know your own ACE score?

http://www.acesconnection.com/collection/aces-101
Get your ACEs Score

Adverse Childhood Experience (ACE) Questionnaire
Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often …
   Swear at you, insult you, put you down, or humiliate you?
   or
   Act in a way that made you afraid that you might be physically hurt?
   Yes No If yes enter 1 ________

2. Did a parent or other adult in the household often …
   Push, grab, slap, or throw something at you?
   or
   Ever hit you so hard that you had marks or were injured?
   Yes No If yes enter 1 ________

3. Did an adult or person at least 5 years older than you ever …
   Touch or fondle you or have you touch their body in a sexual way?
   or
   Try to or actually have oral, anal, or vaginal sex with you?
   Yes No If yes enter 1 ________

4. Did you often feel that …
   No one in your family loved you or thought you were important or special?
   or
   Your family didn’t look out for each other, feel close to each other, or support each other?
   Yes No If yes enter 1 ________

5. Did you often feel that …
   You didn’t have enough to eat, had to wear dirty clothes, and had no one to protect you?
   or
   Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
   Yes No If yes enter 1 ________

6. Were your parents ever separated or divorced?
   Yes No If yes enter 1 ________

7. Was your mother or stepmother:
   Often pushed, grabbed, slapped, or had something thrown at her?
   or
   Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
   or
   Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
   Yes No If yes enter 1 ________

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   Yes No If yes enter 1 ________

9. Was a household member depressed or mentally ill or did a household member attempt suicide?
   Yes No If yes enter 1 ________

10. Did a household member go to prison?
    Yes No If yes enter 1 ________

   Now add up your “Yes” answers: ________ This is your ACE Score
“…international studies reveal that a quarter of all adults report having been physically abused as children and 1 in 5 women and 1 in 13 men report having been sexually abused as a child. Additionally, many children are subject to emotional abuse (sometimes referred to as psychological abuse) and to neglect.”

ACE Score and Health Problems

% with Health Problems

Dose-Response Relationship

0 ACE 1 ACE 2 ACEs 3 ACEs 4 ACEs <5 ACEs
ACEs Impact Multiple Outcomes

ACEs

- Smoking
- Alcoholism
- Promiscuity
- High Perceived Risk of HIV
- Obesity
- Illicit Drugs
- IV Drugs
- Multiple Somatic Symptoms
- Cancer
- Skeletal Fractures
- Sexually Transmitted Diseases

Risk Factors for Common Diseases

- Relationship Problems
- Married to an Alcoholic
- Difficulty in job performance

General Health and Social Functioning

- High perceived stress

Prevalent Diseases

- Liver Disease
- Chronic Lung Disease
- Ischemic Heart Disease

Sexual Health

- Teen Paternity
- Fetal Death
- Teen Pregnancy
- Unintended Pregnancy
- Sexual Dissatisfaction

Mental Health

- Depression
- Sleep Disturbances
- Anxiety
- Memory Disturbances
- Panic Reactions
- Poor Anger Control

Poorness Self-Rated Health

- Hallucinations
- Early Age of First Intercourse

- Unintended Pregnancy
- Teen Pregnancy
- Fetal Death
- Sexual Dissatisfaction
- Memory Disturbances
- Panic Reactions
- Poor Anger Control
- Hallucinations
- Early Age of First Intercourse
Flourishing and Adverse Childhood Experiences (US Children Age 6-17)

- 55.4% with 0 ACEs
- 46.3% with 1 ACE
- 38.7% with 2-3 ACEs
- 29.5% with 4+ ACEs

Flourishing (based on factors possible for parents to observe):
1. **Motivation**: Curious and interested in learning new things
2. **Resilience**: Stays calm and in control when faced with a challenge
3. **Attention**: Follows through and finishes tasks

1 in 7 Children With Special Needs with 2+ ACEs Flourish

Bethell, C. “Family Resilience and Connection Promote Child Flourishing, Even Amid Adversity” Health Affairs, May 2019
Flourishing by Household Income: By ACEs

Prevalence of Flourishing, Age 6-17 Years

Rich or poor
The withholding of love
Pierces

May you be led to the mysterious transfiguration this piercing can allow

And open to the truth from within like the nautilus closing off all former layers

And slowly, patiently rising up into the love that always was

Mirrored or not
Always was
Always will be

Excerpt from “Breaking Ground” Christina Bethell

Bethell, C. “Family Resilience and Connection Promote Child Flourishing, Even Amid Adversity” Health Affairs, May 2019
Early Stress

CHILDHOOD STRESS

Hyper-responsive stress response; calm/coping

Chronic “fight or flight;” cortisol / norepinephrine

Changes in Brain Architecture

Andy Garner (with permission)
Events → Experience → Impact

Each step an opportunity to prevent trauma and heal.
Microglia: The Powerful Little Immune Cell – Hiding in Plain Sight

- Microglia: long thought to be boring “housekeeper” cells that simply cart away dead neurons.
- Recent discovery: microglia are immune cells and **function as the white blood cells of the brain**.
- Microglia are easily activated by stressors just like our body’s immune system!
- When microglia detect a threat – toxic stress, emotional trauma, pathogens, infections – microglia morph into “Pac Man-like cells” and eat away at and destroy even healthy synapses.

In stores and available online
January 21, 2020
Genome Advance of the Month

Child abuse leaves epigenetic marks

By Roseanne Zhao, Ph.D.
NIH Medical Scientist Training Program Track 3 Scholar

Child abuse is a serious national problem. Each year, more than 1.25 million children are reported as victims of abuse and neglect. This extensive review, from The National Human Genome Research Institute, is about the stressed genome, epigenetic marks left by childhood trauma. The research shows that epigenetic changes such as DNA methylation can be passed down from generation to generation.

Kindness in the blood: A randomized controlled trial of the gene regulatory impact of prosocial behavior


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Article Info

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Received 24 April 2016
Revised 27 September 2016
Accepted 7 December 2016
Available online 1 January 2017
Keywords:
Positive psychology
Health psychology
Psychoneuroendocrinology

Abstract

Context: Prosocial behavior is linked to longer-term health outcomes. The purpose of this randomized controlled trial was to identify the causal mechanisms by which this occurs, and to determine whether participation in a brief intervention involving changes in gene expression that may be associated with prosocial behavior is associated with enhanced prosocial behavior, and whether these changes are sustained.

Design, setting, participants: In the current study known as the Conserved Transcriptional Response Intervention (CoTIRI), participants were randomized to receive an intervention consisting of participants in the current study known as the Conserved Transcriptional Response Intervention (CoTIRI), participants were randomized to receive an intervention consisting of 4 weeks of exercise or relaxation exercises designed to enhance prosocial behavior.

Results: The intervention was associated with significant changes in the expression of approximately 500 genes, including genes associated with stress and inflammation. Participants who received the intervention were significantly more likely to engage in prosocial behavior than those who did not receive the intervention. These changes were sustained for at least 4 weeks after the intervention ended.

Conclusion: This study provides evidence for the potential of gene expression changes to mediate the relationship between brief interventions and enduring changes in prosocial behavior.
Shining a light on ACEs is more than a “Courtesy Alert”

“In my beginning is my end.” (?)  
T.S. Eliot, Four Quartets

“Where you stumble, there your treasure lies”  
Joseph Campbell
Growing Evidence Based Strategic and Resources are Available

Entering the Heart of Home
HUMAN DEVELOPMENT, CHILDHOOD ADVERSITY AND FLOURISHING IN AN ERA OF ORDINARY MAGIC
Celebrate Life Festival | "Home Is Self" Workshop | July 18, 2019
Facilitator: Christina Bethall

The Orchid and the Dandelion
Why Some Children Struggle and How All Can Thrive
W. Thomas Boyce, M.D.

The Whole-Brain Child
REVOLUTIONARY STRATEGIES TO NURTURE YOUR CHILD’S DEVELOPING MIND
NEW YORK TIMES BESTSELLER
Daniel J. Siegel, M.D., and Tina Payne Bryson, Ph.D.
Authors of The Yes Brain
The way I see it, every life is a pile of good things and bad things. The good things don’t always soften the bad things. But, vice versa, the bad things don’t necessarily spoil the good things, or make them unimportant.

Health operates on a dual continuum: absence of illness and adversity does not equal positive health and positive health can exist in the midst of disease and adversity.
Death increased by as much as 62% over a 10-year follow-up for adults who were not flourishing, which represents 8 in 10 US adults.

The effect of the absence of positive mental health on mortality was independent of the individual and joint effects of factors known to be causally related to death.
Relationships at the core of resilience and flourishing (Masten, ‘14)

Relational Wounding Requires Relational Healing!

Relationships
- Safe, stable, nurturing
- Effective parents and caregivers
- Connections to other competent and caring adults

Child
- Awareness of sensations, feelings, meaning; self soothing
- Problem solving skills; resourceful;
- Positive beliefs about self
- Beliefs that life has meaning; goals
  --Spirituality and faith; hope

Community & Environment
- Socioeconomic sufficiency
- Pro-social culture and peers
- Effective teachers/schools
- Safety and trust
- Collective efficacy and capacity for problem solving
“...research would say, they shouldn’t be this way

But love sprung out
Their improbable outspout
Until eventually even they ran dry

Improbably then
The real journey begins
Held down with a howl
An in spout installed
Pain rising up to be skimmed

Excerpt “Improbable Few” CB

Spontaneous art can mirror “implicit” memories and show the mind to itself so differentiation can take place and healing of “the trauma” can begin (versus identifying “as the trauma”)
LEGACIES OF CHILDHOOD SHAME**

“In 20 years of therapeutic practice, I have born witness to these results of powerful and sustained early shaming.

- Self-doubt
- Distrust of one's needs
- Difficulty with creating boundaries
- Perpetual efforts to "fix" oneself
- Fundamentalisms of all kinds
- Little or no tolerance for criticism
- Critical and long held secrets
- Blaming oneself when getting hurt
- Believing it is wrong to be angry or defend oneself
- Unwillingness to almost ever be vulnerable
- Dismissing one's feelings
- Believing that one is not intelligent
- Believing that one is not beautiful
- A pattern of abusive relationships
- Most addictive and hurtful dependency patterns
- More physical symptoms than I can name

Desire for the light brings light.

Simone Weil
Chicken or egg questions—is it trauma and poor resilience or the diagnosis?

Prevalence of emotional, mental or behavioral conditions 3.6 times lower among children who experience 2 or more Adverse Childhood Experiences when they are taught resilience (all US children ages 6-17)

BELONGING IS HARD WIRED (Time With)
Prevalence of Resilience Among Children with EMB Conditions and 2+ ACEs Exposures by Key Protective Factors


- **Belonging is hard wired (Time With)**
- **Prevalence of Resilience Among Children with EMB Conditions and 2+ ACEs Exposures by Key Protective Factors**

**Table: Prevalence of child resilience when result is YES vs NO**

<table>
<thead>
<tr>
<th>Key Protective Factor</th>
<th>YES Prevalence</th>
<th>NO Prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has at least one adult mentor/trusted adult</td>
<td>32.7%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Parent and child share ideas and discuss things that matter (very well)</td>
<td>40.6%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Child’s parent usually/always stressed/aggravated with child</td>
<td>38.3%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

Prevalence of child resilience when result is YES
Prevalence of child resilience when result is NO
We Are the Medicine
It’s Time to Heal

Time In
(BEING)

Time With
(BELONGING)

Time For
(BECOMING)

Can Meditation Slow Rate of Cellular Aging? Cognitive Stress, Mindfulness, and Telomeres

Elissa Epel, Jennifer Daubenmier, Judith Teddie Moskowitz, Susan Folkman, and Elizabeth Blackburn

*University of California San Francisco, Department of Psychiatry, San Francisco, California, USA

*University of California San Francisco, Department of Medicine, San Francisco, California, USA

*University of California San Francisco, Department of Biochemistry & Biophysics, San Francisco, California, USA

Understanding the malleable determinants of cellular aging is critical to understanding human longevity. Telomeres may provide a pathway for exploring this question. Telomeres are the protective caps at the ends of chromosomes. The length of telomeres offers insight into mitotic cell and possibly organismal longevity. Telomere length has now been linked to chronic stress exposure and depression. This raises the question of mech-
The healing power of a coherent narrative—also strongest predictor of healthy mother-child attachment
Are We Suffering from a Societal Level “Hard-Easy” Cognitive Bias?

The transformative power of growth mindset – adopting a developmental orientation toward self and life.

Depression Lowers When Teens Learn They Can Change, Study Shows

Sept. 23, 2014

A low-cost, one-time intervention that educates teens about the changeable nature of personality traits may prevent depressive symptoms often seen during the transition to high school, according to new research from The University of Texas at Austin. Source: Bethell, C 2016
12 Minute Wheel of Awareness Exercise

http://drdansiegel.com/resources/wheel_of_awareness/
Inside Out: ‘vastly more complex than a $175m studio tentpole has any right to be’

Pixar’s latest effortlessly conveys the idea that its hero is both the sum of her emotions and somehow independent of them.

“Pixar’s latest effortlessly conveys the idea that its hero is both the sum of her emotions and somehow independent of them.”
“You can go good places with your mind if you can’t go good places with your body.”
Stephen Porges, PhD
Professor Emeritus, University of Illinois at Chicago. Director, Brain Body Center in the Department of Psychiatry. Author: The Polyvagal Theory

“Without mindfulness, there is no therapy. Mindfulness is a necessary state to be in to live your life. All growth occurs because you are in a state of mindfulness. Without mindfulness, there is no growth.”
Bessel van der Kolk
Professor of Psychiatry, Boston University. Author: Treating Traumatic Stress in Children and Adolescents
“The Body Keeps the Score”
Mindfulness Practice Enhances (and restores) Middle Prefrontal Functions

- Bodily Regulation
- Attuned Communication
- Emotional Balance
- Fear Extinction
- Flexibility
- Insight
- Empathy
- Morality
- Intuition

Not only is mindfulness an antidote to stress and capable of improving our emotional and physical well being, research studies indicate it improves our memory, learning, concentration, coherence and creativity.

— Yale Research/The Week Health and Science Section
Home Visitor’s FAN®
Facilitating Attuned Interactions

From Fixing to Connection

THINKING
- Collaborative Exploration
  - ARC Middle
  - Affect contained
  - Understanding child together

DOING
- Capacity Building
  - Parent attuned to child
  - Parent helping child
  - Parent ready to try new way
  - Capacity Building Moment
  - Angel Moment

FEELING
- Empathic Listening
  - ARC Beginning
  - Verbal/non-verbal feelings

CALMING
- Mindful Self-Regulation
  - ARC Pre-Contact
  - Home Visitor feels dysregulated

PARENTS’ CONCERN

HOME VISITOR’S CONCERN

INTEGRATION
- ARC End
- Insight “Aha” Moment

Increased Parental Confidence

Strengthen Parent/Child Relationship

Promote Healthy Development of Parents and Child

©Gilkerson, 2016, rev 2015
Erikson Institute Fussy Baby Network
Other key resources:

1. Non-Violent Communication (Marshall Rosenberg)


   INNER BONDING®

   THE SIX STEPS

   STEP 1 Willingness to feel pain and take responsibility for your feelings.

   STEP 2 Consciously move into the Intent to learn, inviting Spirit/compassion into your heart.

   STEP 3 Dialogue with core Self and wounded self, exploring feelings, memories, false beliefs, and what you want to control and/or avoid. Release pain and anger. Discover what brings you joy.

   STEP 4 Dialogue with higher Guidance to discover the truth and the loving actions toward the wounded self and the core Self.

   STEP 5 Take the loving action(s), based on the truth, learned in Step 4.

   STEP 6 Evaluate the action(s). If you are feeling a deeper sense of worth, you are behaving lovingly. If not, back to STEP 3.
Only Begins (SP/CB: April 2016)

I am in the world
And the world is in me
From my toes, to my nose,
to my belly, to my knees
What’s in is out,
What’s out is in
Endings can’t be endings
‘Cause there’s only begins

Begins are like flowers
That lean toward the light
When I am aware of what is there
It’s never really night
The scariest of scaries
Are just frights from before
I’m almost never afraid
Of what’s actually at my door

Healing Wisdom Learned

I am impacted by my experiences.

It’s not what’s wrong with me, it’s what happened to me.

My body and brain are all effected in seen and unseen ways.

It’s not what happened, it’s how it impacted me.

My reactions to life are patterns I learned before.

They impact others, just as others impact me (mutuality).

When I get quiet and notice the moment inside, I can meet each one new, choose to be present for my life, and not stuck in the patterns and a trance of trauma.

When I stay present I can remind myself to focus on what is really happening and ask for help if I need it.

Most of the time I am safe;
If not, I know what to do.
I (and my body) may never forget,
but I can use skills to heal for my whole life.

Noticing that I do not feel afraid all the time anymore helps me know what feeling good is like—then I can choose things that feel good like I could not do before.
Being Home
“One mistake the arts would never make is to presume that a part or role can be exactly specified independent of the performer, yet this is the idea that has dominated work organizations for most of the 20th century.”

Peter B. Vail  Managing as a Performing Art: 1989
The Theory and Logic of A Healing Relationships Model for Promoting Positive Health

One study they cite shows that when patients received a message of empathy, kindness and support that lasted just 40 seconds their anxiety was measurably reduced.

“The Fort Worth medical school, in collaboration with Osmosis, will train the next generation of physicians for the future of medicine through the use of technology with an emphasis on empathy, compassion, and communication. This new curriculum not only benefits the patient with a compassionate and attentive doctor but also provides the students themselves with the tools they need to put their mental health and well-being first.”
PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

www.biglifejournal.com

PRAISE
FOR:
- Effort
- Strategies
- Progress
- Hard work
- Persistence
- Raising to a challenge
- Learning from a mistake

NOT FOR:
- Being smart
- Born gifted
- Talent
- Fixed abilities
- Not making mistakes

SAY:
“YOU TRIED VERY HARD AND YOU USED THE RIGHT STRATEGY!”
“What a creative way to solve that problem.”

THE POWER OF “NOT YET”
SAY:
“YOU CAN’T DO IT YET.”
“YOU DON’T KNOW IT YET.”
“BUT IF YOU LEARN AND PRACTICE, YOU WILL!”

FAILURES AND MISTAKES = LEARNING
SAY:
“You can learn from your mistakes.”
“Mistakes help you improve.”
“Let’s see what other strategies you can try.”

ASK
“What did you do today that made you think hard?”
“What new strategies did you try?”
“What mistake did you make that taught you something?”
“What did you try hard at today?”

GROWTH MINDSET
YOU CAN GROW YOUR INTELLIGENCE

FIXED MINDSET
YOU CAN’T IMPROVE NATURAL ABILITIES YOU WERE BORN WITH

BRAIN CAN GROW
SAY:
“Your brain is like a muscle. When you learn, your brain grows. The feeling of this being hard is the feeling of your brain growing!”

RECOGNIZE YOUR OWN MINDSET
BE MINDFUL OF YOUR OWN THINKING AND OF THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

BASED ON CAROL DWECK’S BOOK “MINDSET: THE NEW PSYCHOLOGY OF SUCCESS”
A fish is swimming along one day when another fish comes up and says “Hey, how’s the water?”
The first fish stares back blankly at the second fish and then says “What’s water?”

**Figure 1. Shifting the Conditions that Hold the Problem in Place**

Six Conditions of Systems Change

- Policies
- Practices
- Resource Flows
- Relationships & Connections
- Power Dynamics
- Mental Models

Structural Change (explicit)

(semi-explicit)

Transformative Change (implicit)

Source: Waters of System’s Change
My Role in a Social Change Ecosystem

- Equity
  - Inclusion
  - Liberation
  - Justice
  - Solidarity
  - Resiliency
  - Interdependency

- Builders
- Healers
- Artists
- Storytellers
- Disrupters
- Bridge-Builders
- Frontline Responders
- Caregivers
- Visionaries

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NETWORK ROLES IN POLICY AND ADVOCACY

CONVENER

DATA PROVIDER

STORY GATHERER + STORY TELLER

LOYBYIST

MOVEMENT BUILDER

ALLY

EDUCATOR

MEDIA ADVISOR

SUBJECT MATTER EXPERT

PEER RESOURCE

DISSEMINATOR

...

4 Minute Reflection

Think about using this science in your spheres of influence to create transformational improvement in your life and other people’s lives...

What would you like to be doing?
Let Us Transition
Over 50 Years of Research Linking Well-Being to Safe, Stable, Nurturing Relationships and Stress

1968
John Bowlby publishes *Attachment and Loss*

1975
Herbert Benson of Harvard University publishes *The Relaxation Response*

1976
Norman Cousins (UCLA) publishes *Anatomy of an Illness* in the NEJM

1982
Richard Davidson publish first neuroscience paper evaluating the effects of meditation on brain physiology and attentional and affective capacities.

1986
David Barker publishes landmark research and theories on the fetal and *early life origins* of health and adult disease, launching a now vital new field of study on the developmental origins of health and adult disease (DOHaD).

1990
Jon Kabat-Zinn publishes bestselling *Full Catastrophe Living* -- the first textbook describing mechanisms of stress on the body-mind and role of mindfulness-based stress reduction approaches to reduce pain and improve mental and physical health

1996
CDC/Kaiser Permanente launch the Adverse Childhood Experiences (ACE) Study to understand links between childhood social and emotional experiences and adult health.

1998
Former JHU NIMH scientist central to Nobel Prize winning discovery of the opioid receptor site publishes *Molecules of Emotion* documenting the molecular underpinnings of the mind-body connection.

2000
The Institute of Medicine/National Academy of Sciences releases *Neurons to Neighborhoods*

Source: Bethell, C 2016
Over 50 Years of Research Linking Well-Being to Safe, Stable, Nurturing Relationships and Stress

2010

The World Health Organization World Mental Health Survey Initiative documents impact of ACEs and other adversities across 21 countries, finding similar results as the CDC/Kaiser ACE study.

Nobel Prize winning Elizabeth Blackburn’s research team finds mindfulness meditation may slow the rate of cellular aging and extend life expectancy.

2011

The National Survey of Children’s Health includes questions about ACEs and resilience, providing first ever population based data for all US children, youth and families.

2012

The American Academy of Pediatrics issues its first policy statement to pediatricians explaining and advancing the science and practice of preventing and addressing early childhood stress and trauma.

Exponential uptake of ACEs Study and other accumulated findings lead to national, state, local and international efforts that include paradigm shifting “trauma-informed initiatives that incorporate mindfulness-based approaches in schools, policing, medicine, social work, community, city and public health.”

2013-2015

Numerous high profile studies published linking early childhood investments to adult health

Precedent setting lawsuit launched against CA School District giving children with social and emotional trauma rights under the American’s With Disabilities Act

2016

The American Academy of Pediatrics will publish its first policy statement to US pediatricians on the use of mind-body methods to improve health of children and youth.

North Carolina ACO specifically studies Community Resilience Model as strategy for chronic disease management

Exponential uptake of ACEs Study and other accumulated findings lead to national, state, local and international efforts that include paradigm shifting “trauma-informed initiatives that incorporate mindfulness-based approaches in schools, policing, medicine, social work, community, city and public health.”

The American Academy of Pediatrics issues its first policy statement to pediatricians explaining and advancing the science and practice of preventing and addressing early childhood stress and trauma.

Over 50 Years of Research Linking Well-Being to Safe, Stable, Nurturing Relationships and Stress

Child and Adolescent Health Measurement Initiative

Source: Bethell, C 2016
This simple statement is what I most want to say. This is the statement that arose from a prayer I made to discover what I most wish to say as I live my soul’s journey!

Arose June, 2019
We Are the Medicine

Healing is Upon Us!
(and within and between us!)

Source: Bethell, C 2016