



CymruWellWales

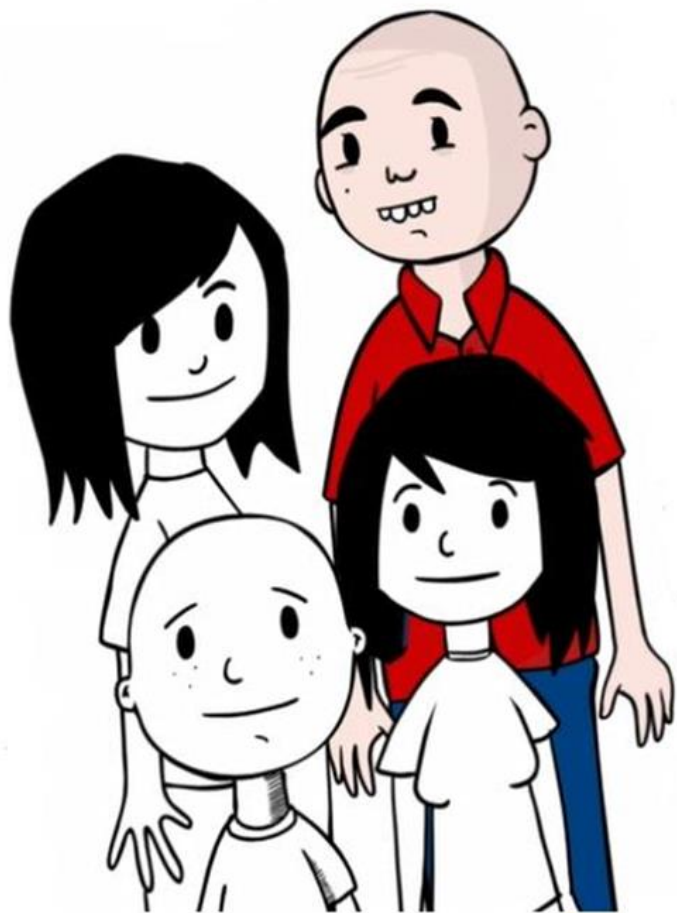
Adverse Childhood Experiences (ACEs)

ACE Coordinators

Emma Reed, Barnardos Cymru / Stephanie Sibanda, NSPCC

Early Intervention and Prevention Project –
Breaking the Generational Cycle of Crime

Siân Griffiths - Education Lead.



Barnardo's
Cymru

NSPCC



GIG
CYMRU
NHS
WALES
Iechyd Cyhoeddus
Cymru
Public Health
Wales

Aim of workshop:

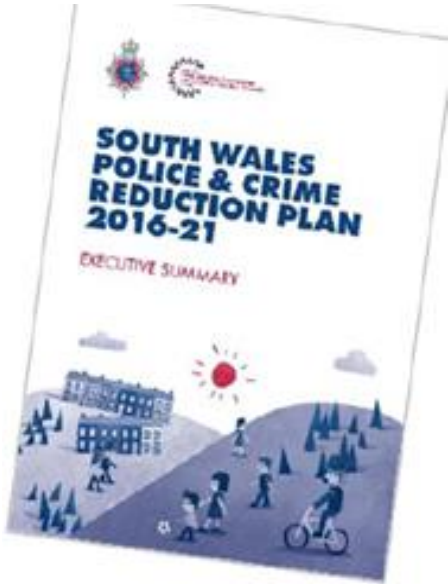
- To provide education on impact of toxic stress on brain
- To increase awareness of adverse childhood experiences and impact of trauma
- To update regarding Early Intervention Project

Session Structure

- Introductions
- Name, role and favourite TV programme when you were a child
- Consider information being discussed – keeping ourselves safe
- What support is available?

The Project

Early Intervention and Prompt Positive Action: Breaking the Generational Cycle of Crime



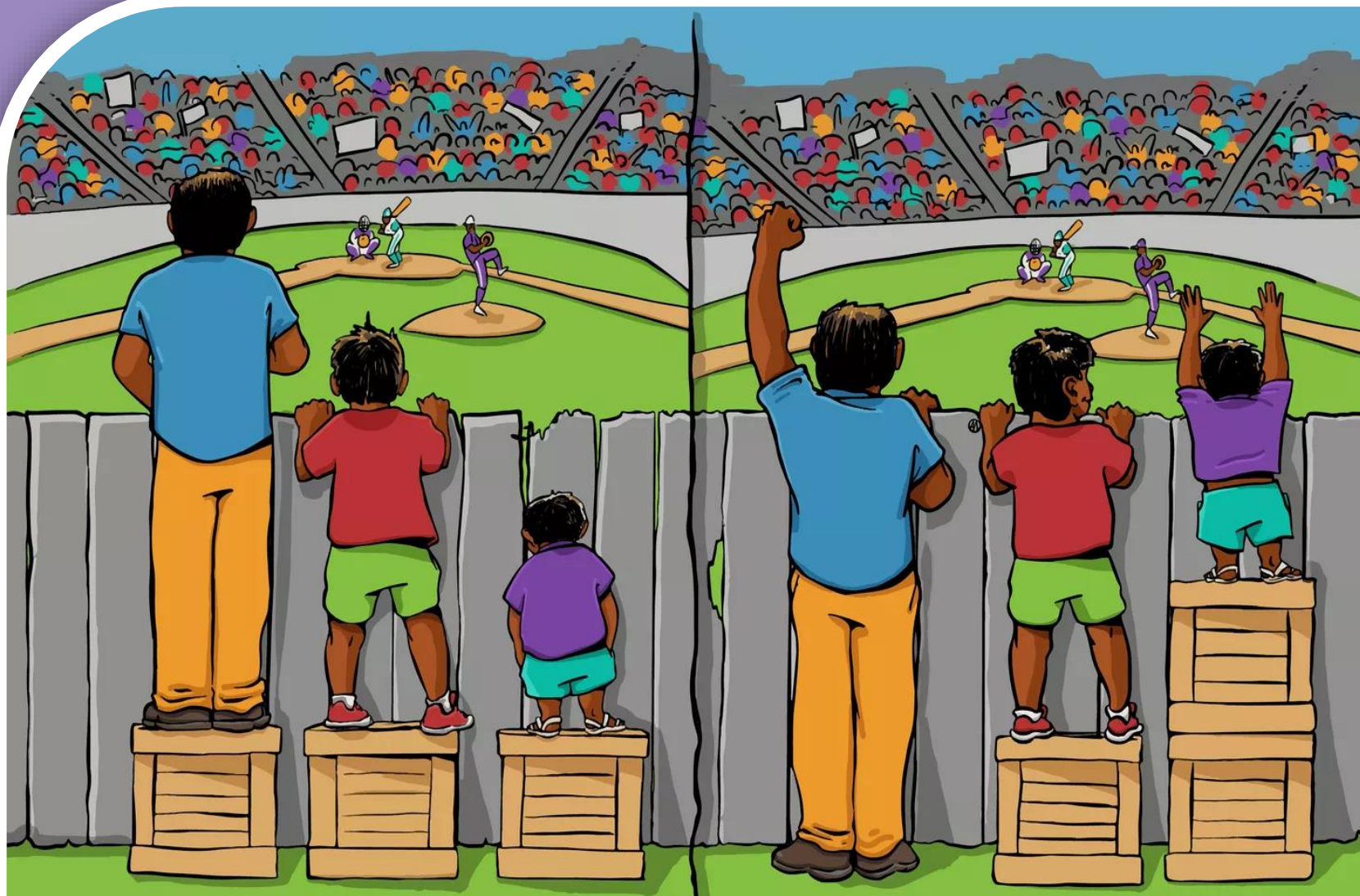
- The two year programme being piloted in Bridgend.
- Funded by the Police Innovation Fund and delivered by Public Health Wales, NSPCC and Barnardos is being piloted in the Bridgend area.
- Early intervention and prevention is a priority for public bodies striving for a healthier, safer, more equal Wales.
- Focus on the long term health and social benefits of tackling the root causes of harm and adversity instead of struggling to pick up the pieces when it's far too late.



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Why are we here today?

- Early Intervention and Prevention Project: Breaking the Generational Cycle of Crime
- Successful Futures – The New Curriculum
- Keeping Learners Safe (2015)
- Well being of Future Generations (Wales) Act 2015



EQUALITY

EQUITY

Activity



**How does it make
you feel?
What happens to
your body?**



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Impact of stress



Positive Stress –

Mild and short lived stress response required for healthy development



Tolerable Stress –

More severe stress response but limited in time and allows for recovery



Toxic Stress –

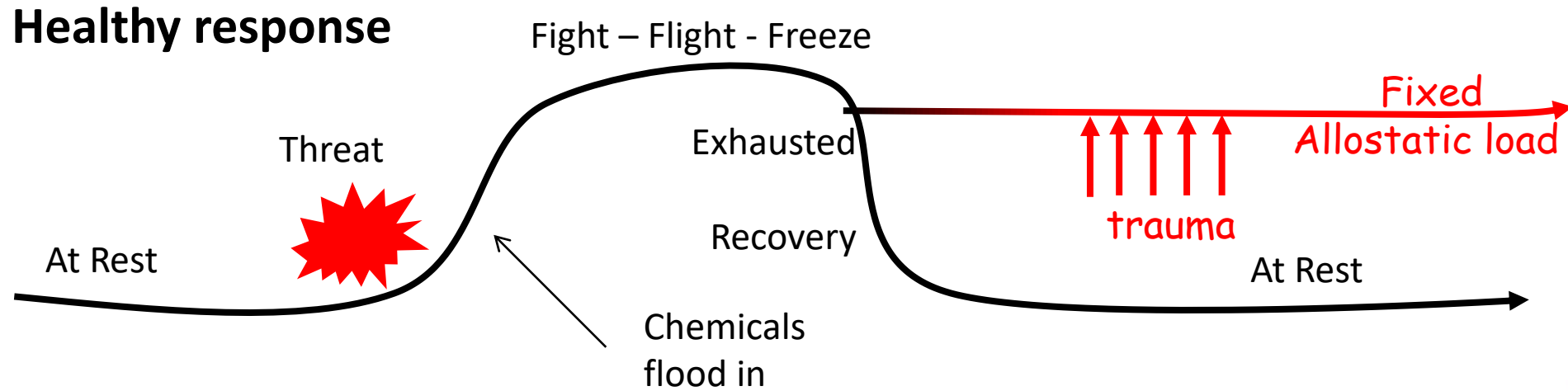
Extreme, frequent or extended activation of body's stress response without buffering of supported adult

Positive role model, emotional buffering, resilience

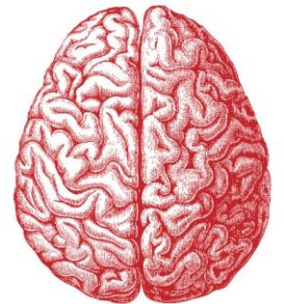
Intense, repeated, unaddressed

Trauma – Brain Development

Trauma response and the impact on brain development

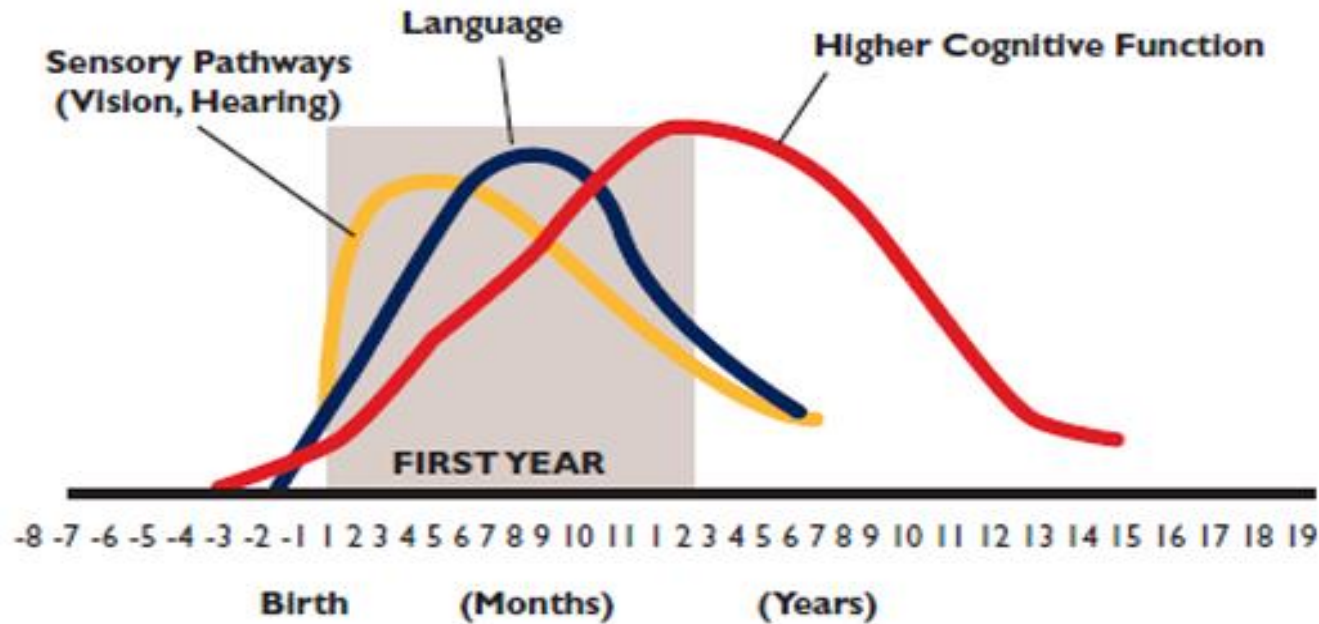


Toxic Stress from trauma will over-develop ‘life-preserving’ part of the brain.



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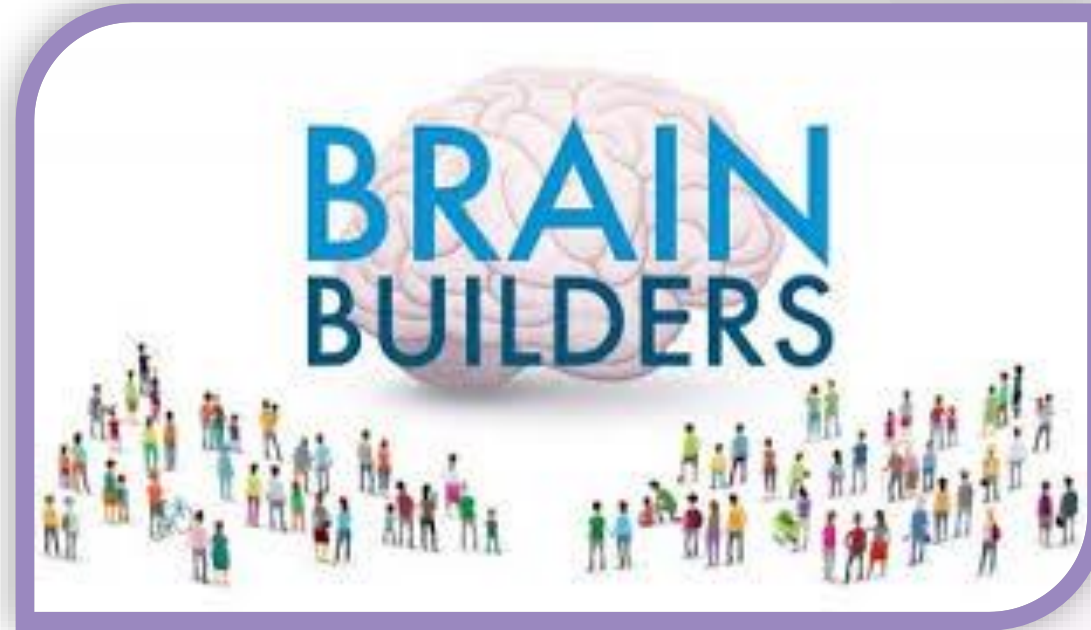
The Critical Years – make the difference



Data source: C. Nelson (2000); Graph courtesy of the Center on the Developing Child at Harvard University

- In the first 2 years a baby's brain grows from 25% to 80% of its adult size
- Development continues in childhood learning empathy, trust and community

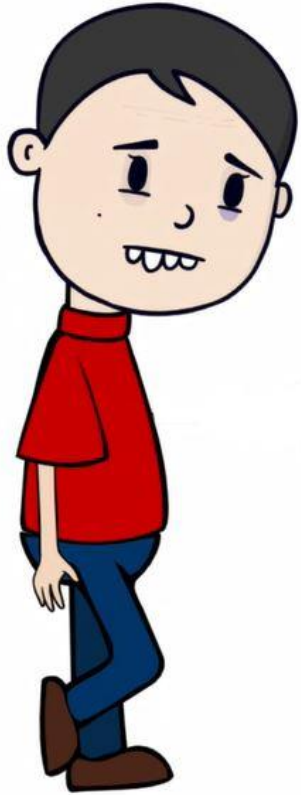
Trauma – Brain Development



<https://www.youtube.com/watch?v=hMyDFYSkZSU>



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What are ACEs?

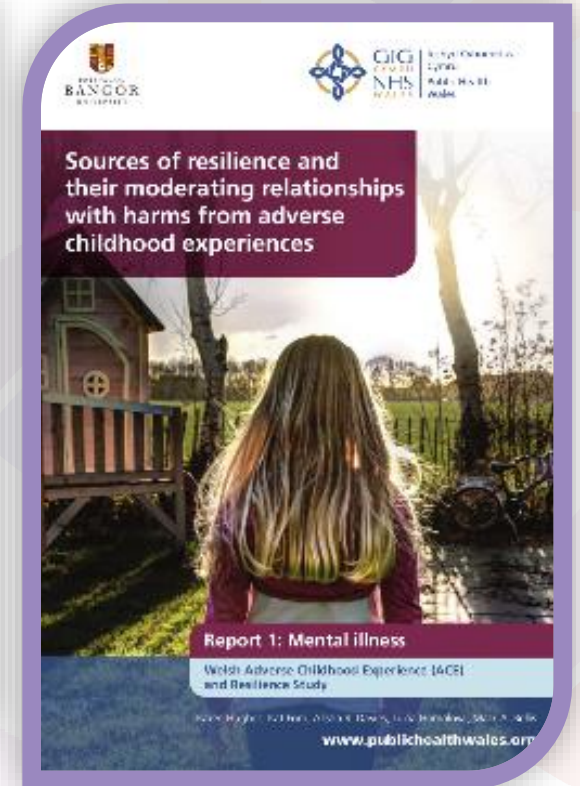
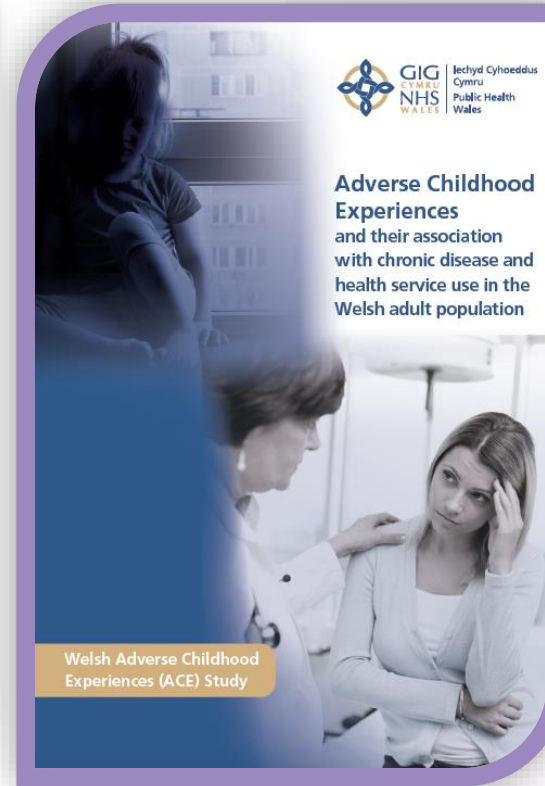
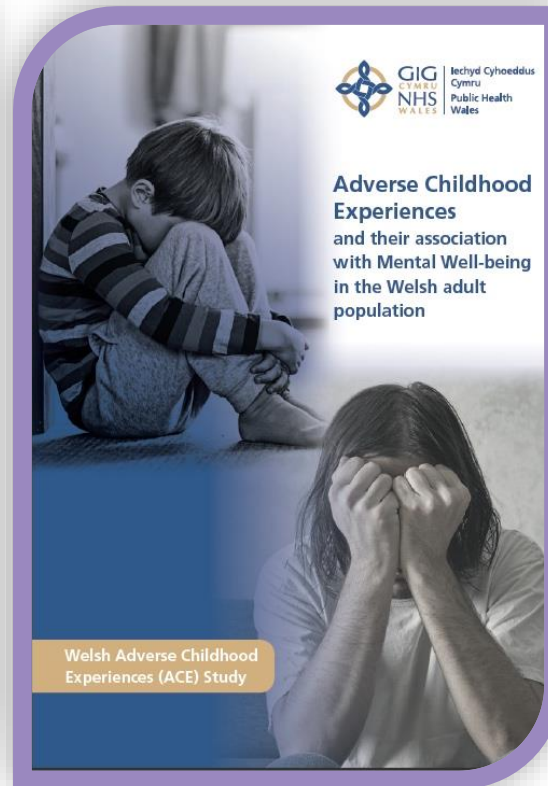
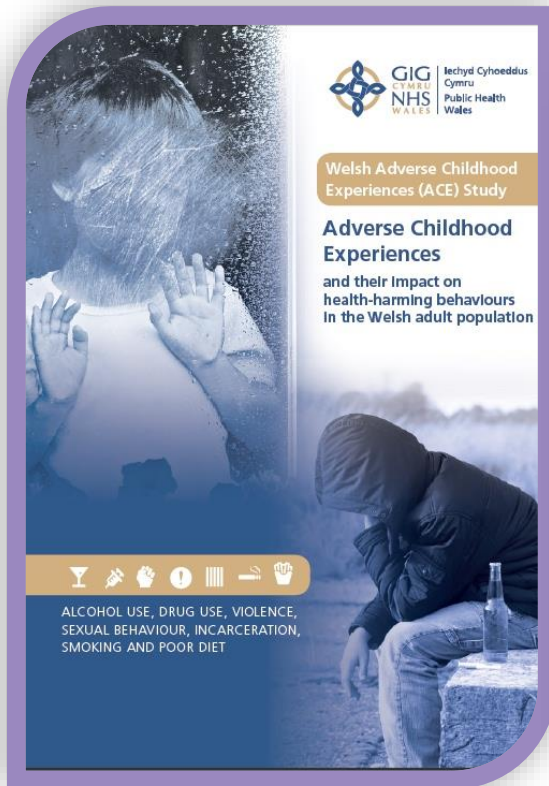
‘Adverse Childhood Experiences (ACEs) are stressful experiences occurring during childhood that directly harm a child (e.g. sexual or physical abuse) or affect the environment in which they live (e.g. growing up in a house with domestic violence)’

Bellis et al 2016



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ACEs and their impact in Wales



How many adults in Wales have been exposed to each ACE?

CHILD MALTREATMENT



Verbal abuse
23%



Physical abuse
17%



Sexual abuse
10%

CHILDHOOD HOUSEHOLD INCLUDED



Parental
separation
20%



Domestic
violence
16%



Mental
illness
14%



Alcohol
abuse
14%



Drug
use
5%



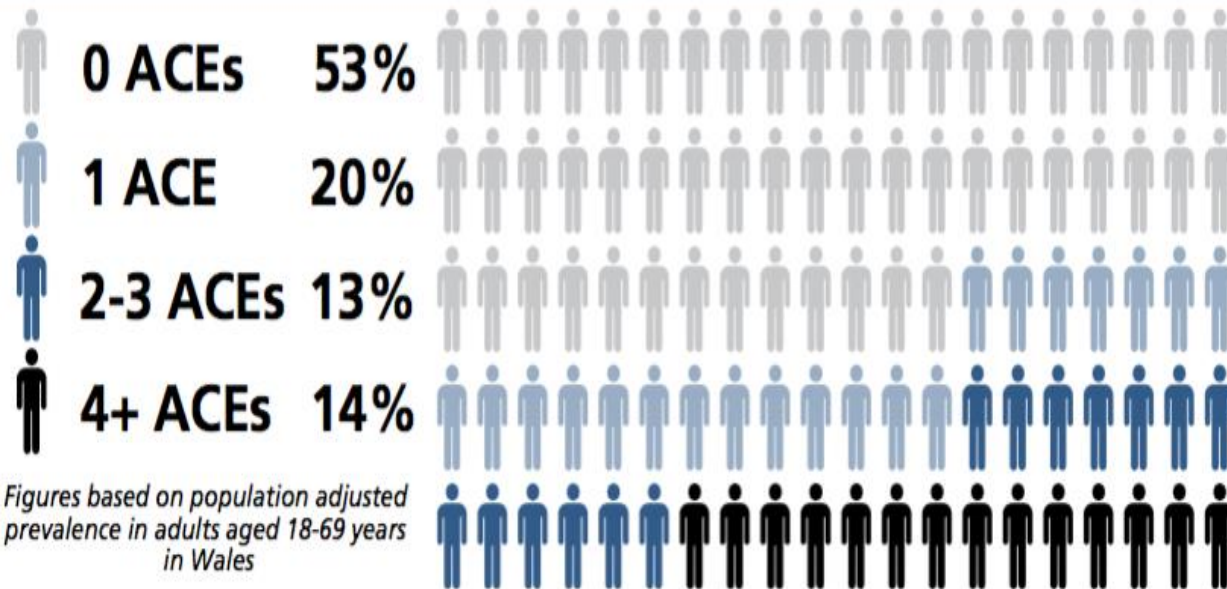
Incarceration
5%



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Welsh ACE study - Prevalence

For every 100 adults in Wales 47 have suffered at least one ACE during their childhood and 14 have suffered 4 or more.



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ACEs – The Increased Risk

Compared with people with no ACEs, those with 4+ ACEs are:

- 4 times more likely** to be a high-risk drinker
- 6 times more likely** to have had or caused unintended teenage pregnancy
- 6 times more likely** to smoke e-cigarettes or tobacco
- 6 times more likely** to have had sex under the age of 16 years
- 11 times more likely** to have smoked cannabis
- 14 times more likely** to have been a victim of violence over the last 12 months
- 15 times more likely** to have committed violence against another person in the last 12 months
- 16 times more likely** to have used crack cocaine or heroin
- 20 times more likely** to have been incarcerated at any point in their lifetime



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Mental Well-being

Over the past two weeks, compared to people with no ACEs, those with 4+ ACEs were also:

- 3 times more likely** to have never or rarely felt relaxed
- 3 times more likely** to have never or rarely felt close to other people
- 4 times more likely** to have never or rarely been thinking clearly
- 5 times more likely** to have never or rarely to have dealt with problems well
- 5 times more likely** to have never or rarely been able to make up their own mind about things
- 6 times more likely** to have never or rarely felt optimistic about the future
- 6 times more likely** to have never or rarely felt useful



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ACEs – The Health System Impact

Up to the age of 69 years, those with four or more ACEs were 2x more likely than those with no ACEs to be diagnosed with a chronic disease*^s

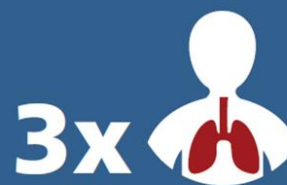
For specific diseases they were:



4x
more likely to develop
Diabetes (Type 2)



3x
more likely to develop
Heart Disease



3x
more likely to develop a
Respiratory Disease

Levels of health service use were higher in adults who experienced more ACEs*[#]

Over a 12 month period, compared to people with no ACEs, those with four or more ACEs were:



2x
more likely to have
frequently visited a GP**



3x
more likely to have
attended A&E



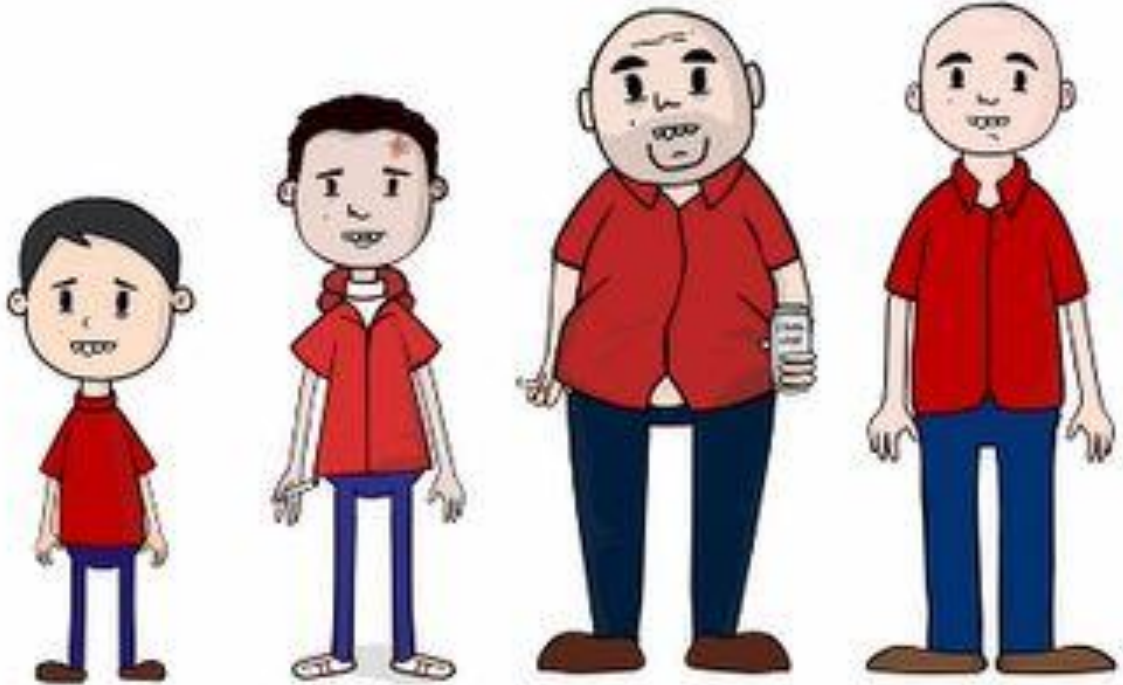
3x
more likely to have stayed
overnight in hospital

*After taking age, sex, ethnicity and residential deprivation into account. All data was self-reported.; ^sIncludes Type 2 Diabetes, Stroke, Cancer, Coronary Heart Disease, Liver or Digestive Disease and Respiratory Disease; [#]Excluding reasons relating to pregnancy; **Visited a GP six or more times over the past 12 months.



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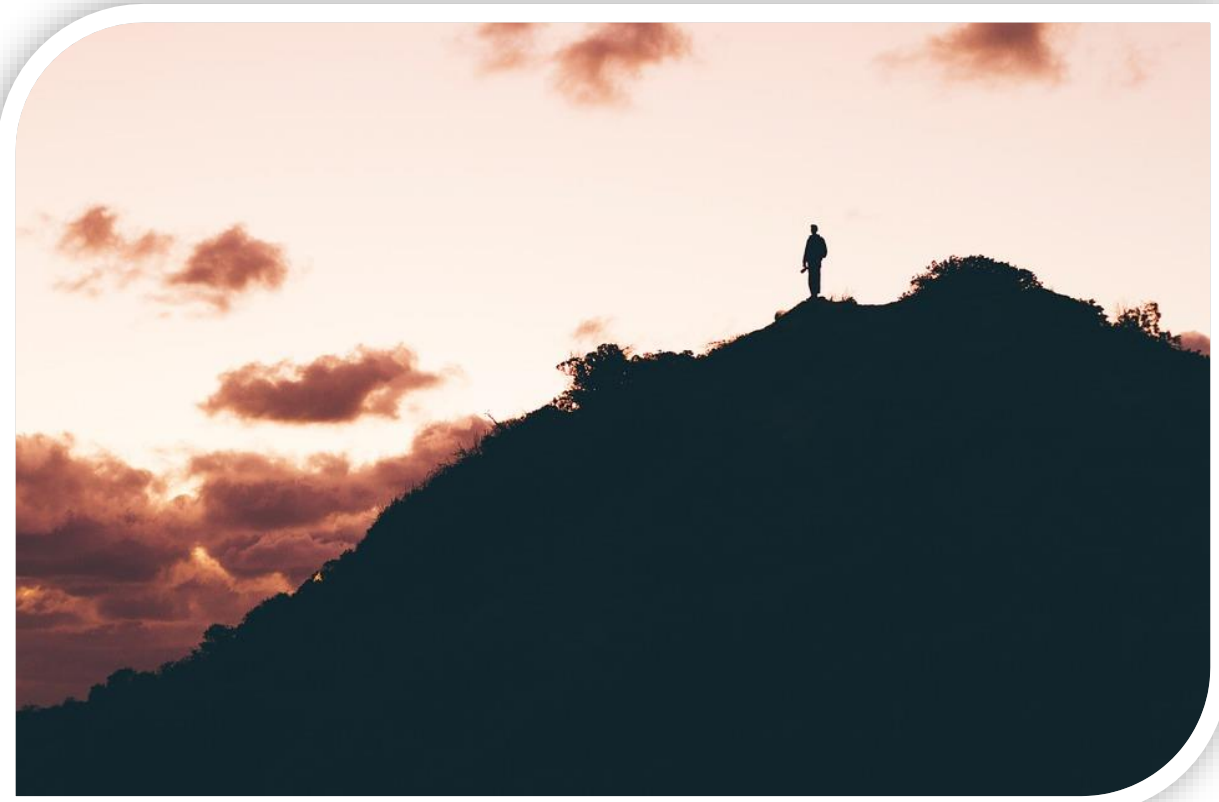
ACE Animation



www.aces.me.uk clip

ACE Animation





Activity –
Close your eyes...



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Behaviour is communication



- Children who experience trauma, can find it hard to communicate emotions.
- Triggers
- What's life like for the child....
- Instead of 'what's wrong with you', 'what's happened to you'?

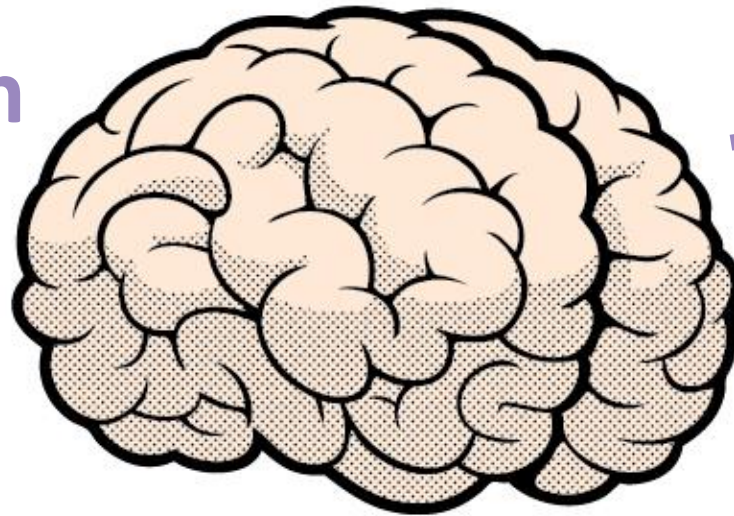


Working with trauma

- Shaken up when experiencing trauma
- How do we relieve the pressure safely?
- Gradual release, to keep calm

The Brain

Mammalian
Emotional (feelings)



Reptile part
Survival (fight, Flight, freeze)

Cerebral cortex / rational
Thinking (learning)



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<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Case Study



In groups, read and discuss your case study and –

- Identify ACEs for Sian and Matt and how this has impacted on Matt
- What School Staff will have contact with Matt and how can they support him
- What would Matt need in an educational setting to reduce triggers or further trauma
- What behaviour is Matt likely to display in school and would this potentially change as he becomes older
- How has Sian's trauma affected her ability to support Matt's education and what strategies can be used to overcome this

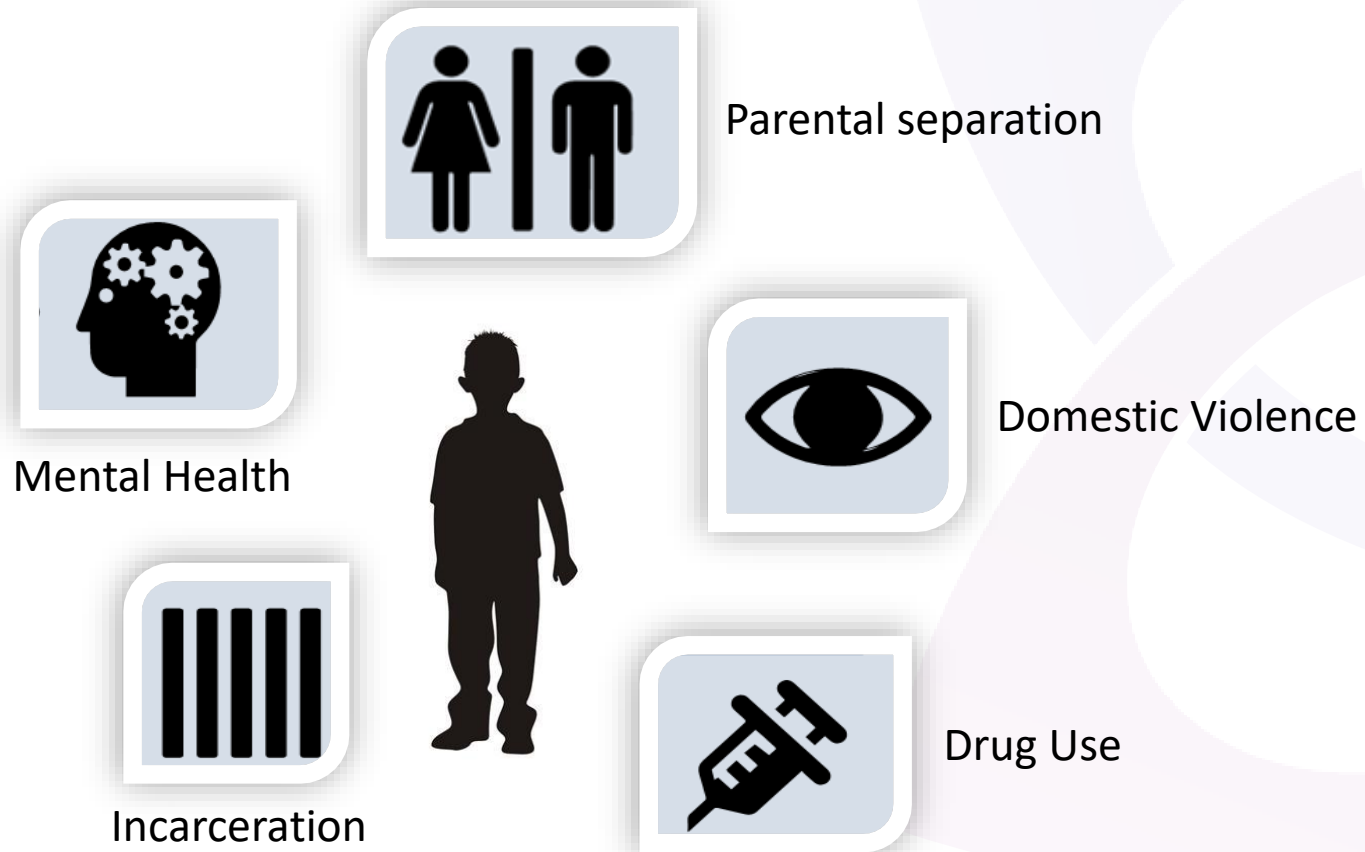


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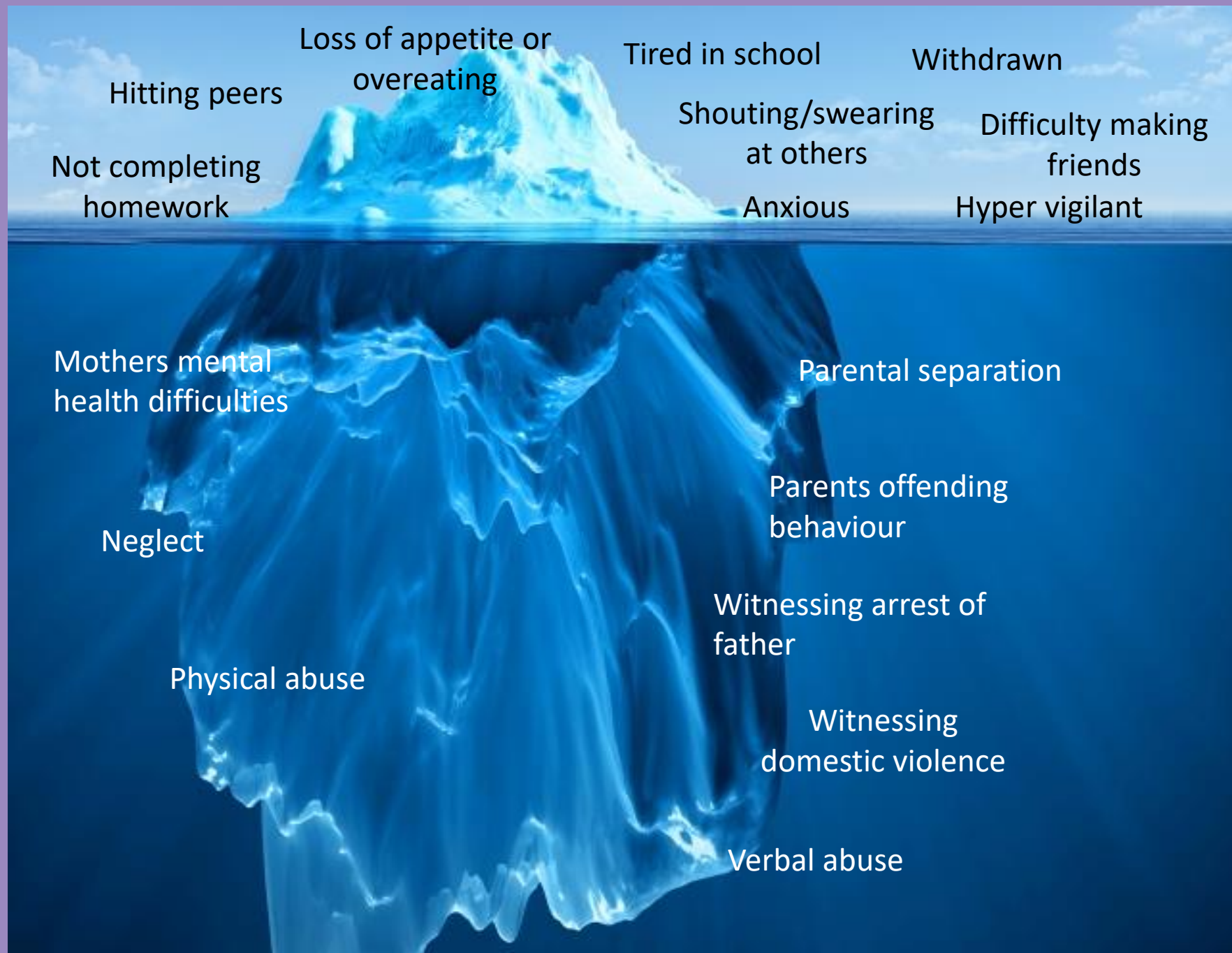
How many ACEs are in Sian's life?



How many ACEs are in Matt's life?



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Trauma – The Effects

ANXIOUS

**ALWAYS PREPARED TO
FIGHT OR FLEE**

**EDGY, HOT
TEMPERED**

DISENGAGED



POOR LEARNER

IMPLUSIVE

HYPER-VIGILANT

DIFFICULTY BUILDING RELATIONSHIPS



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GESTURES THAT CAN HEAL

As a supportive, caring adult in a child's life, you could be the most important factor in helping them overcome the effects of childhood trauma. Here's what you can do:



CELEBRATE

Use "put-ups," not "put-downs."

[READ MORE](#) [+]



COMFORT

Stay calm and patient.

[READ MORE](#) [+]



COLLABORATE

Ask for their opinions.

[READ MORE](#) [+]



LISTEN

Show an interest in their passions.

[READ MORE](#) [+]



INSPIRE

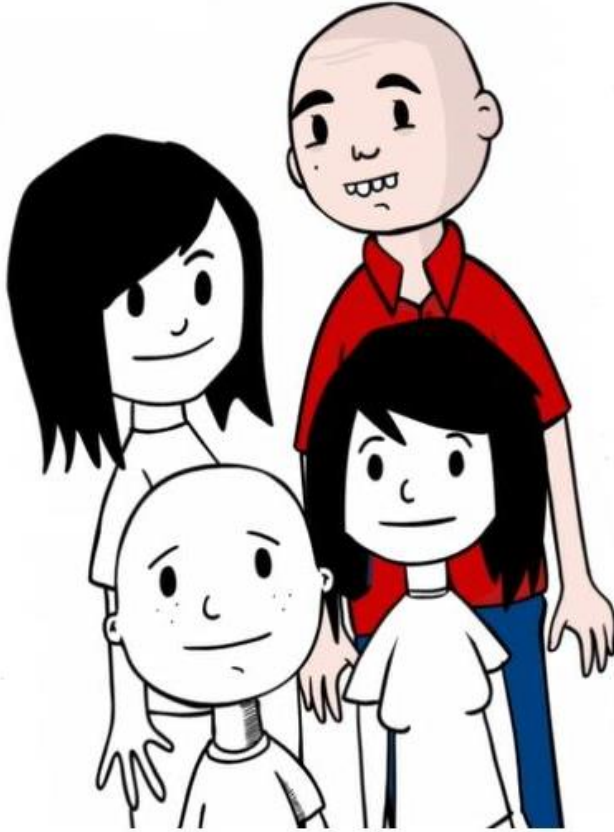
Expose them to new ideas.

[READ MORE](#) [+]

<https://changingmindsnow.org/>

ACEs – Breaking the cycle

ACEs can last a lifetime
but they don't have to!



- Healing can occur
- Safe, stable, nurturing relationships and other protective factors heal
- The cycle can be broken

What happens next?

- Build on existing skills and school interventions. Complete the Readiness tool, prior to training to audit existing practice.

How to deal with trauma and building resilience

- ACE Awareness is recommended to be held on an inset training day as a ½ day session.
- ACE informed practice working with trauma, resilience and PATH approach to becoming an ACE Informed school is also recommended to be held on an inset training day as a ½ day session.
- Action plan resulting from PATH approach. Build into the School Improvement plan.

Reversible Writing Poem

Reversible Writing



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Something to Nothing

Ian Wright



Hyrwyddo a
Herio dros Newid

Thank you!

Any questions?

Please contact: ACE@wales.nhs.uk



@acehubwales



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