

# HOME VISITATION LEADERSHIP ADVISORY COALITION

Wednesday, July 18, 2018

10:00 am – Noon

OSDH, Eighth Floor

**Room 806**

## **This meeting available via VideoConference!**

*Click link above for VideoConference registration instructions or contact OSDH/FSPS for more information, (405) 271-7611.*

***MUST register at least (2) business days prior to meeting for VideoConference participation!***



## **Agenda**

*Please bring or forward in advance any related materials, brochures, calendars specific to your program for sharing!*

### **WELCOME**

- Introductions and sharing of program information [Roll Call – by County]
- Announcements – upcoming conferences, community resources, and related discoveries that would benefit other home visitation efforts across the state!

## **Special Presentations**

- **Working Towards Understanding and Mitigating the Impact of Adverse Experiences**

The presentation will focus on a quick overview of Adverse Childhood Experiences (ACES) and the impact of ACES in the state of Oklahoma. We will also discuss how trauma impacts brain development and interventions and programs that can help mitigate the impact of ACES.

**Lana Beasley, PhD**

**Associate Professor, Oklahoma State University**

- **I got 99 problems and stress ain't one.**

Life today has many demands and it can be hard to find time for ourselves in all the juggling. Join me for a discussion about the importance of taking care of ourselves and managing stress differently.

**Amy Huffer, PhD, LCSW, IMH-E (IV-C)**

- **parentPRO Data Discussion\***

Feel free to bring your questions and/or needs as all things data will be discussed.

**John Delara, MPH**, Epidemiologist, Family Support and Prevention Service (OSDH)

*\*While all participants are welcome to stay and enjoy this topic, it may only prove relevant to those involved with parentPRO programs.*

**2018 Home Visitation Meeting Calendar – [CLICK HERE](#)**

### **ADJOURN**

#### **Please note:**

Meetings are from 10:00 a.m. until Noon at the Oklahoma State Health Department, room 806 (8<sup>th</sup> floor) 1000 NE 10<sup>th</sup> St, Oklahoma, City, OK 73117 (405) 271-7611

*\*Every attempt will be made to provide VideoConference capability so this meeting may be attended at a health department in your community, but is based on availability of video conference equipment which can only be reserved three months in advance.*

## Home Visitation Leadership Advisory Coalition

**July 18, 2018**

10:00 a.m. to 12:00 p.m.

ODSH Room 806

### ***Minutes***

#### **Central Office Attendance:**

Lana Beasley, PhD, OUHSC

John Delara, OSDH/FSPS

Patti DeMoraes, LCDA

LaChez' English, OSDH/FSPS

Tiffany Holmes, OSDH/FSPS

Amy Huffer

Vicki Land, Smart Start Central Oklahoma

Alesha Lilly, OSDH/CG

Yolanda Lucero, OKC PAT

Alora McCarthy, OSDH/CEE

Kethzia Njikam, OKC PAT

Shawna Norman, Parent Promise

Canielle Preston, OHCA

Gina Richardson, OSDH/SoonerStart

Persephone Starks, OSDH, FSPS

Mindy Turner, Bethany PAT

Amanda Watson, OHCA

Lisa Williams, OSDH/FSPS

#### **VideoConference Attendance:**

**Marshall:** Brook Pruitt, Children First

**Muskogee:** Charo Brown, parentPRO PAT; Syreta Mason, parentPRO PAT, Norma Prato, MHD

**Tulsa:** Cristi Almader, parentPRO; Ariane Betancourt, CAP Tulsa; LouAnn Beuke, C1; Elise Borbon Gonzalez, GKFF; Kelly Brown, C1; Lamisha Brown, C1; Michelle Coonfield, C1; Jenny Fairchild, PCCT; Michelle Hirtart, PCCT; Marisol Ibarra, PCCT; Dana James, CAP Tulsa; Dava Kramer, C1; Kaitlin Moore, C1; Catherine Ndhlovu, C1; Sarah Neyman, C1; Kyla Pfannestiel C1; Cathy Sullivan, C1; Ijeoma Stephen, C1; Dana Taylor, C1; Sheylo Torrence, PCCT

#### **Welcome:**

- Introductions and sharing of program information
- Announcements

#### **Special Presentations:**

##### **Working Towards Understanding and Mitigating the Impact of Adverse Experiences**

*The presentation focused on a quick overview of Adverse Childhood Experiences (ACEs) and the impact of ACEs in the state of Oklahoma. Discussion also included: How trauma impacts brain development and interventions and programs that can help mitigate the impact of ACEs.*

**Lana Beasley, PhD**

**Associate Professor, Oklahoma State University**

***PowerPoint Attached***

**I got 99 Problems and Stress Ain't One.**

*Life today has many demands and it can be hard to find times from ourselves in all the juggling.  
Discussion included the importance of taking care of ourselves and managing stress differently.*

**Amy Huffer, PhD, LCSW, IMH-E (IV-C)**

***PowerPoint Attached***

**parentPRO Data Discussion**

*John responded to questions asked about the ETO System.*

**John Delara, MPH**

***Epidemiologist, Family Support & Prevention Service***

**To view the meeting visit the following link:**

**<https://manage.lifesizecloud.com/#/publicvideo/c233b96a-55b6-4304-814f-8f7763d94afd?vcpubtoken=9e279bbd-b0be-4be6-a143-1c764da0ca43>**

**Upcoming 2018 Meeting Dates**

- Wed, September 19, 2018 (OSDH – Room 806 – Video Conference may be available)\*
- Wed, November 14, 2018 (OSDH – Room 806 – Video Conference may be available)\*

**Meeting Adjourned at 12:00 pm**

## WORKING TOWARDS UNDERSTANDING AND MITIGATING THE IMPACT OF ADVERSE CHILDHOOD EXPERIENCES

Lana Beasley, Ph.D.  
Associate Professor  
Human Development and Family Science  
Oklahoma State University




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## ADVERSE CHILDHOOD EXPERIENCES



Robert Wood Johnson Foundation, 2016




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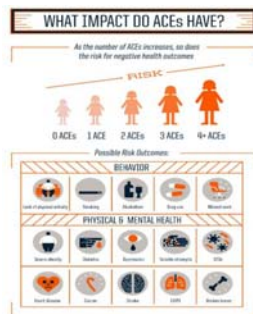
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## ADVERSE CHILDHOOD EXPERIENCES



Robert Wood Johnson Foundation, 2016




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## ADVERSE CHILDHOOD EXPERIENCES



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

CDC, 2016

### Three Levels of Stress Response

#### Positive

Brief increases in heart rate, mild elevations in stress hormone levels.

#### Tolerable

Serious, temporary stress responses, buffered by supportive relationships.

#### Toxic

Prolonged activation of stress response systems in the absence of protective relationships.

Center on the Developing Child HARVARD UNIVERSITY

## THE ACE IMPACT IN OKLAHOMA

- In a recent national study, Oklahomans were among those at greatest risk for ACEs (Sacks et al., 2014)
  - At least 10% of Oklahoma children experience 4+ ACEs
  - Oklahoma was the only state that fell in the highest prevalence quartile for eight of the most commonly assessed ACEs.
- Perhaps not coincidentally, Oklahoma ranks among the worst in the nation on health conditions associated with high levels of ACEs

## OKLAHOMA ACES

Oklahoma parents were surveyed about child's ACEs (2011-12)

- 30% - Economic Hardship (ranked 45th)
- 30% - Divorce (ranked 50th)
- 17% - Parent abused alcohol or drugs (49th)
- 11% - Witnessed domestic violence (50th)
- 12% - Had a parent with a mental illness (43rd)
- 10% - Had a parent incarcerated (48th)
- 13% - Was a victim of or witnessed neighborhood violence (49th)
- 17% - Already experienced 3 or more ACEs (49th)
- Highest rates (with Montana and W. Virginia) of children with ≥4




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## ACES HIGHER AMONG IMPOVERISHED FAMILIES

A study of "at-risk" families in Oklahoma  
(families eligible for some form of government assistance with at least one child  
age 0-36 months)  
(Bard, et.al. 2015)

ACE Score	CDC-Kaiser (N = 17,337)	MIECHV At-Risk Parents Baseline (N=1,229)
1	10.0%	10.0%
2	26.0%	16.7%
3	9.5%	24.2%
4+	12.5%	21.3%

22% CDC-K vs 45.5% "at-risk" Oklahomans  
Experience 3+ ACEs!!!




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## RECOGNIZE THE IMPACT TRAUMA HAS HAD ON THE CHILD

- We learn by experience



NCTSN  
The National Child  
Traumatic Stress Network




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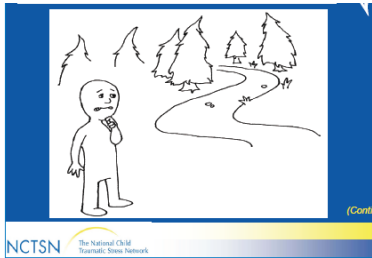
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# RECOGNIZE THE IMPACT TRAUMA HAS HAD ON THE CHILD

- We learn by experience




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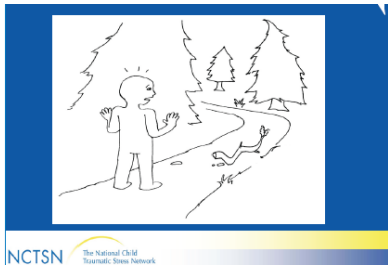
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# RECOGNIZE THE IMPACT TRAUMA HAS HAD ON THE CHILD

- We learn by experience




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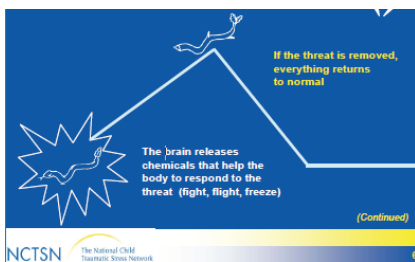
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# RECOGNIZE THE IMPACT TRAUMA HAS HAD ON THE CHILD

- Your Internal Alarm System




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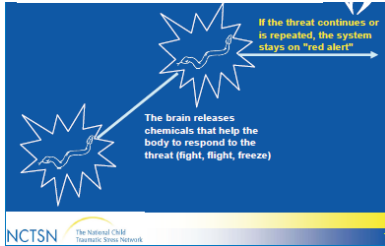
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## RECOGNIZE THE IMPACT TRAUMA HAS HAD ON THE CHILD

### • Your Internal Alarm System




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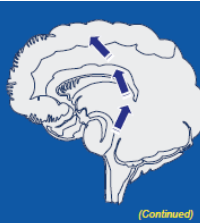
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## EXPERIENCE GROWS THE BRAIN

- Brain development happens from the bottom up:
  - From primitive (basic survival)
  - To more complex (rational thought, planning, abstract thinking)



NCTSN The National Child Traumatic Stress Network

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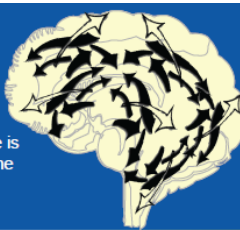
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## EXPERIENCE GROWS THE BRAIN

- The brain develops by forming connections.
- Interactions with caregivers are critical to brain development.
- The more an experience is repeated, the stronger the connections become.



NCTSN The National Child Traumatic Stress Network

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## TRAUMA DERAILS DEVELOPMENT

- Exposure to trauma causes the brain to develop in a way that will help the child survive in a dangerous world:
  - On constant alert for danger
  - Quick to react to threats (fight, flight, freeze)
- The stress hormones produced during trauma also interfere with the development of higher brain functions.




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## POTENTIAL IMPACT OF TRAUMA ON INFANTS AND TODDLERS

- Brain Development
  - Size reduction and deficits/dysfunction in specific brain regions:
    - Hippocampus
      - Memory, learning, emotion expression
    - Amygdala
      - Emotion regulation, fear, decision-making
    - Hypothalamus
      - Stress reactivity (cortisol production)
    - Prefrontal cortex
      - Executive functioning, impulse control, emotion regulation, conscious thought
  - Generalized brain impacts




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## POTENTIAL IMPACT OF TRAUMA ON INFANTS AND TODDLERS

- Physical Health
- Social and Emotional Functioning
- Relational
- Cognition and Language




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## WHAT CAN HELP FAMILIES?

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### PACES: PROTECTIVE AND COMPENSATORY EXPERIENCES THAT BUFFER TRAUMA/STRESS

- Our communities, organizations, extended families and friends can be part of buffering the damaging effects of adversity and stress.
- Developmental psychologists have identified a number experiences that mitigate or reduce the harmful consequences of ACEs
  - Unconditional love, connectedness, community engagement
  - Security: order, predictability, mastery/self-efficacy
- Because the brain is constantly creating new networks of synapses (based on experiences), creating protective environments can help at any age.




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### PROTECTIVE AND COMPENSATORY EXPERIENCES (PACES) - MORRIS, HAYS-GRUDO ET AL. (2015)

Relationships and connections	Environmental conditions and resources
Did you have someone who loved you unconditionally (you did not doubt that they cared about you)?	Did you have an engaging hobby -- an artistic or intellectual pastime either alone or in a group?
Did you have at least one best friend (someone you could trust, had fun with)?	Did you have an adult (not a parent) you trusted and could count on when you needed help or advice?
Did you do anything regularly to help others or do special projects in the community to help others?	Did you live in a home that was typically clean and safe with enough food to eat?
Were you regularly involved in organized sports groups or other physical activity?	Did your school provide the resources and experiences you needed to learn?
Were you active in at least one social or civic (non-sport) group with peers?	Were there routines and rules in your home that were clear and fairly administered?




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## PARENTING PRACTICES STUDY: METHODS

- Dr. David Bard and Dr. Yamaoka
- National Survey of Children's Health (NSCH) 2011/12
  - Cross-sectional survey by telephone
  - Children aged 0-5 years old (n=29,997, 31.4% of the total NSCH sample)
- Child Risk for Low Social-Emotional Wellbeing
  - What factors impact this outcome?




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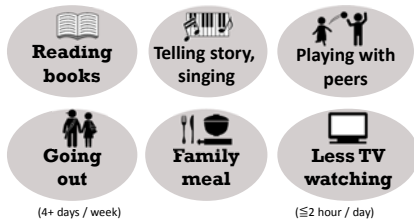
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## POSITIVE PARENTING PRACTICES

Six parenting practices




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### Risk for becoming Low social-emotional wellbeing

Predicted probability

No ACEs (0)  
Low Parenting (0-2)  
30.4% Risk

ACE Score  
 0  
 1  
 2-3  
 4+  
 Model 2b  
 ACEs Excluded

High ACEs (4+ )  
High Parenting (6)  
22.3% Risk

Model 2 Parenting excluded

Number of Positive Parenting Practices




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## EARLY CHILDHOOD EDUCATION PROGRAMS

- Early care and education play a significant role in child development through impacting:
  - Self regulation
  - Academic achievement
  - Psychosocial functioning
- Long-term impact documented




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## BENEFITS OF EARLY CHILDHOOD EDUCATION PROGRAMS

- Perry Preschool Project
  - High quality preschool for children from disadvantaged backgrounds
    - 3-4 year old children
    - African-American
    - Weekday mornings for 2.5 hour sessions
    - Weekly home visit 1.5 hour
    - Child-teacher ratio 6:1
  - Curriculum:
    - Active learning
    - Decision making and problem solving
- Randomized Controlled Trial
- 1962-1967




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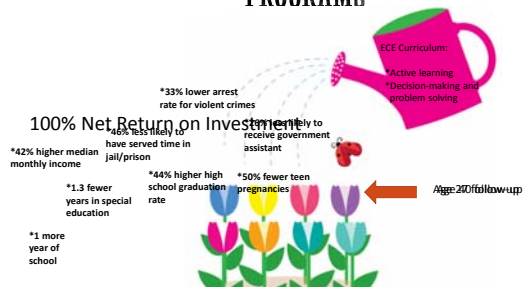
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## BENEFITS OF EARLY CHILDHOOD EDUCATION PROGRAMS




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## HOME-BASED PARENTING SERVICES

- SafeCare
- Nurse Family Partnership (Children's First)
- Parents as Teachers (PAT)



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**THANK YOU!**



**Questions?**

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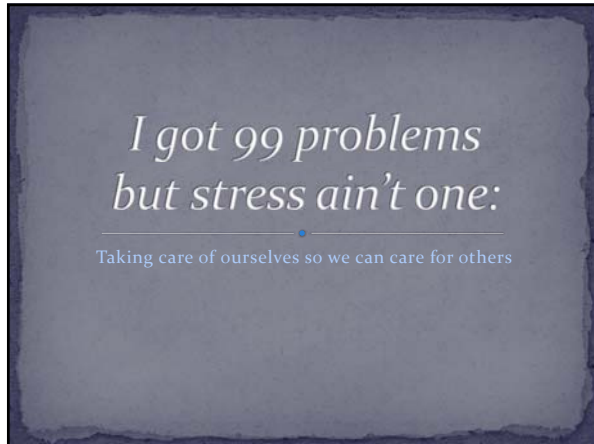
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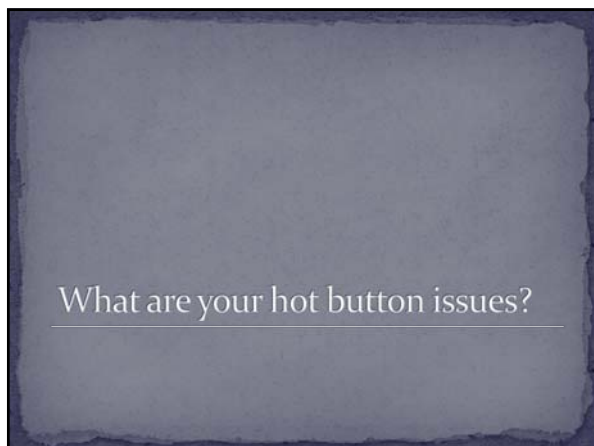
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### Common Sources of Stress

- Limited resources of our clients
- Limited resources of agency
- Case Loads
- Differences in management styles
- Family issues
- Noise level in homes
- Traffic
- Behavior challenges
- Conflict with children
- Conflict with parents
- Conflict with staff
- Time pressure
- Things breaking
- Illness
- Documentation

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How does your body react to stress?

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### What is stress?

- The stress response is the body's way of protecting you.
- At some point, however, stress stops being helpful and starts causing major damage to health, mood, productivity, relationships, and quality of life.
- As stress levels rise, attitudes throughout the company become tense, work becomes sloppy, and costly mistakes are made.

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## Bodily Reactions to Stress

- Fatigue
- Headache
- Heart racing/rapid pulse/palpitations
- Rapid, shallow breathing
- Muscle tension and aches
- Rashes, hives, itchiness
- Shaking, tremors, twitches, tics
- Stomach discomfort and digestive problems
- Dry mouth
- Grinding teeth
- Talking fast
- Sweaty hands/feet

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## What does stress look like?

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## Symptoms of Stress

- Nervous habits
- Eating too much or too little
- Loss of interest in sex
- Problems sleeping
- Increased use of alcohol, tobacco, drugs
- Cranky, angry, hostile, impatient
- Worried or anxious
- Panicky
- Difficulty concentrating, problems with memory
- Feeling overwhelmed
- Difficulty seeing the humor in things

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## Compassion Fatigue

Stress resulting from or wanting to help a traumatized or suffering person.

### Symptoms:

- Decreased empathy
- Decreased feelings of pleasure
- Increase in anxiety, sleeplessness and negativity

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Kelly McGonigal

Health Psychologist

Ted Talk - June 2013

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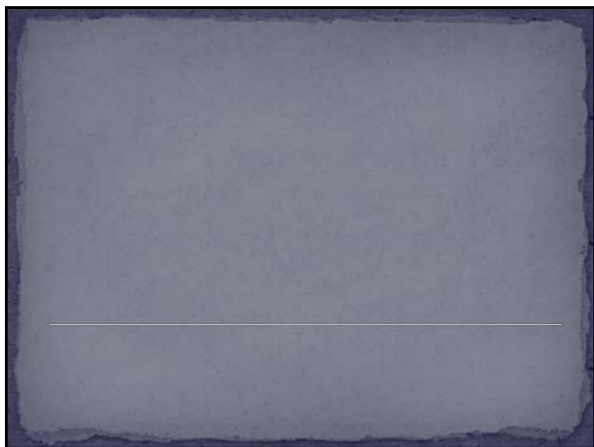
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## Highlights from TED Talk

- Our bodies are programmed to respond to high intensity situations through our stress response system. This is a good thing.
- Stress should not be demonized.

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## Three Levels of Stress Response




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## Highlights from TED Talk (con't)

- People who THINK about stress differently actually change their body's response to stress.
- For example, people who had a lot of stress and viewed stress as harmful had a 43% larger risk of dying than those who had a lot of stress but believed stress NOT to be harmful.

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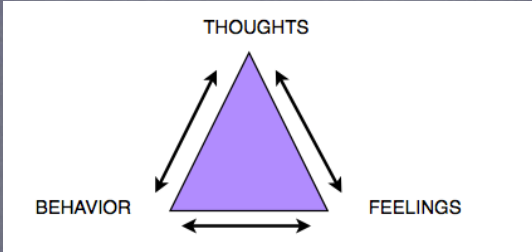
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## Cognitive Triangle




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## Social Creatures

- Oxytocin is part of the stress response system and aids in the recovery process after a stressful event.
- Oxytocin is also released when we reach out to others.
- The heart has receptors SPECIFICALLY designed for oxytocin, which help repair heart muscle after a stressful event.

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## Potential Risks




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How do we become better at stress?




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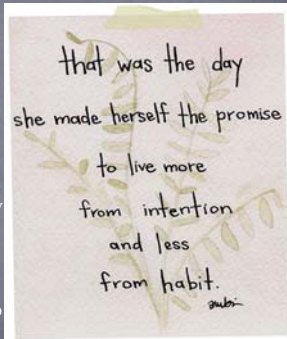
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Let's get better about stress

1. Intention shapes our thoughts and words.
2. Thoughts and words mold our actions.
3. Thoughts, words and actions shape our behaviors.
4. Behaviors sculpt our bodily expressions.
5. Bodily expressions fashion our character.
6. Our character hardens into what we look like.




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Incorporating Stress Relief into Our Work with Families

- Daily meditation or mindfulness practice
- Yoga
- Clay Play
- Physical Exercise
- High/Low Game
- Freestyle art/writing
- Music
- Guided imagery
- Progressive relaxation

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## Mindfulness

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” – Victor Frankl

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## Mindfulness

- Mindfulness is a state of active, open attention on the present. When you're mindful, you observe your thoughts and feelings from a distance, without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience.
- Benefits:
  - mindfulness meditation can help ease psychological stresses like anxiety, depression, and pain
  - Functional MRI scans showed stronger connections in several regions of the meditators' brains—especially those associated with attention and auditory and visual processing.

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## Mindfulness

*Whatever your attention is on, that's what life is for you at any given moment.*




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## Thoughts on Mindfulness

- [Mindfulness] is simply observing, watching, examining. You are not a judge, but a scientist. ~ Walpola Rahula
- Mindfulness is about being fully aware of whatever is happening in the present moment, without filters or the lens of judgment. ~ Jon Kabat-Zinn, Ph.D.
- Men go forth to marvel at the heights of mountains and the huge waves of the sea, the broad flow of the rivers, the vastness of the ocean, the orbits of the stars, and yet the neglect to marvel at themselves. ~ St. Augustine

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## Benefits of Mindfulness

- **It lowers stress -- literally.** Research published just last month in the journal Health Psychology shows that mindfulness is not only associated with *feeling* less stressed, it's also linked with decreased levels of the stress hormone cortisol.
- **It changes the brain in a protective way.** University of Oregon researchers found that integrative body-mind training -- which is a meditation technique -- can actually result in brain changes that may be protective against mental illness.
- **It could help your doctor be better at his/her job.** Mindfulness meditation could help you provide better care for your clients. Research from the University of Rochester Medical Center shows that doctors who are trained in mindfulness meditation are less judgmental, more self-aware and better listeners when it comes to interacting with patients.

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## How can I practice Mindfulness?

- One Minute Mindfulness
- Mindful Observation
- Touchpoints
- Mindful Listening
- Fully experiencing a regular routine
- A Game of Fives

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## One Minute Mindfulness

- Start by breathing in and out slowly, holding your breath for a count of six once you've inhaled. Then breathe out slowly, letting the breath flow effortlessly out back into the atmosphere.
- 4 x 4 Breathing
  - Count 4, Breathe in
  - Count 4, Pause
  - Count 4, Breathe Out
  - Count 4, Pause
- Notice sensations within your body as you inhale and exhale. Naturally your mind will try and wander amidst the valleys of its thoughts, but simply notice these thoughts, let them be for what they are and return to watching your breath.

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## Mindful Observation

- Pick a natural organism within your immediate environment and focus on watching it for a minute or two. This could be a flower or an insect, the clouds or the moon.
- Don't do anything except notice the thing you are looking at. But really notice it. Look at it as if you are seeing it for the first time.
- Notice sensations of your breath/body and don't forget to leave judgments behind.

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## Touchpoints

- Choose a touch point that resonates with you today. Instead of going through the motions on auto-pilot, stop and stay in the moment for a while and rest in the awareness of this blessed daily activity.
- Allow yourself to be completely mindful of where you are, how you feel and what you are doing.
- This might be an opportunity for you to do 4x4 breaths or another breathing exercise.

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## Mindful Listening

- This exercise is designed to open your ears to sound in a non-judgemental way.
- Close your eyes and use headphones if you can. Don't think about the genre or the artist. Instead, allow yourself to get lost in the journey of sound for the duration of the song. Allow yourself to explore the intricacies of the music. Let your awareness climb inside the track and play among the sound waves.

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## Fully Experiencing a Regular Routine

- The intention of this exercise is to cultivate contentedness in the moment, rather than finding yourself caught up in that familiar feeling of wanting something to end so that you can get on to doing something else.
- Rather than a routine job or chore, create an entirely new experience by noticing every aspect of your actions. Feel and become the motion of sweeping the floor, notice the muscles you use when scrubbing the dishes, observe the formation of dirt on the windows and see if you can create a more efficient way of removing it.

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## A Game of Fives

- In this mindfulness exercise, all you have to do is notice five things in your day that usually go unnoticed and unappreciated. These could be things you hear, smell, feel or see.
  - Are you aware of how these things really benefit your life and the lives of others?
  - Do you really know what these look and sound like?
  - Have you ever noticed their finer, more intricate details?
  - Have you thought about what life might be without these things?
  - Have you thought about how amazing these things are?

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### Three Minute Practice




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### Wanderer

- Your mind will INEVITABLY wander.
- The practice of GENTLY pulling your mind back to the present moment is the practice.  
     Notice and acknowledge your mind wandering.  
     Gently bring focus back to your breath

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### Benefits to Acknowledging the Wandering Mind

1. It is training in concentration.
2. By noticing WHERE you drifted, you may discover feelings that you would not be otherwise aware of.
3. You can better sense physical symptoms when you bring them back into the present moment.

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## Yoga for Children and Infant Massage

- Develop strength, flexibility and coordination – of both body and mind
- Improve focus
- Raise self-awareness
- Build self-esteem
- Release stress
- Relax completely
- Breathe well
- Cultivate healthy habits
- Generate a sense of inner peace and contentment they can share with the world




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## Other Strategies

- Attunement and Awareness
- Work towards positive relationships with coworkers and supervisors
- Build current relationships with friends and family by making time and planning enjoyable activities
- Increase social support with others through community groups, support groups, exercise groups, or religious groups.
- Seek out reflective consultation.
- Seek out therapeutic services.

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## Make Glitter Jars



- Plastic Water Bottle/Jar
  - VOSS Water Bottles
- Glitter
- Elmer's Clear Glue
- Water Color or Food Coloring

No Measuring Required

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## Create a Stress Management Plan

- Think about the strategies that may work best for you
  - Make a List and Pull together needed items
- Set short and long term goals
  - REACHABLE GOALS
- Make a plan for how and when you will use the strategies
  - Be specific about when to use the plan, what you want to accomplish and how you know it worked.

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## Other Resources

- A Mindfulness-Based Stress Reduction Workbook
  - Bab Stahl, Ph.D. and Elisha Goldstein, ED.D.
- Eat What You Love and Love What You Eat
  - Michelle May, M.D.
- Where You Go, There You Are
  - Jon Kabat-Zinn, Ph.D.

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**"WE CAN'T PRACTICE  
COMPASSION WITH  
OTHER PEOPLE IF WE  
CAN'T TREAT  
OURSELVES KINDLY."  
- BRENE BROWN**

**TEDx**

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