

SUPPORTING CHILD WELL-BEING THROUGH BUILDING

BUILDING RESILIENCY

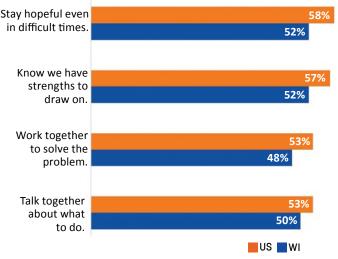
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WHY we chose this topic

Children are resilient when they have strong coping skills to recover from challenges and overcome adversity. A child's ability to become resilient is heavily influenced by social conditions-the ability to access high quality schools, health providers, neighborhoods, and employment.

WISCONSIN FAMILIES DON'T DEMONSTRATE AS MUCH RESILIENCY AS THE REST OF THE NATION!

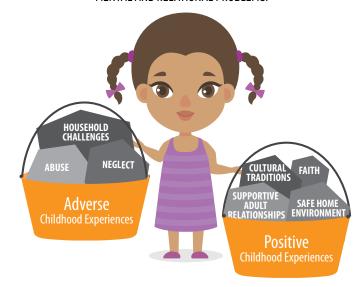
How often families...



WHAT THE RESEARCH SAYS

Children who experience adverse childhood experiences such as abuse, neglect, parental incarceration, or substance misuse struggle to build the resiliency needed to cope with toxic stress in a healthy way. Indications of poor resiliency in a child include disruptive behaviors, lack of social skills, and inability to regulate emotions.

ADVERSITY CAN BE OUTWEIGHED BY PROACTIVELY PROMOTING POSITIVE CHILDHOOD EXPERIENCES TO PREVENT ADULT MENTAL AND RELATIONAL PROBLEMS.²



WHAT'S HAPPENING IN WISCONSIN?

In 2020, the Department of Health Services launched a statewide initiative offering resources to strengthen healthy, resilient communities. Resilient Wisconsin brings together the latest evidence-based tools and trauma-informed practices so people living with or affected by trauma or toxic stress can find the support and resources they need.

- ► The <u>Hope in Action report</u> is a tool for organizations seeking best practices for serving people who have experienced adversity.
- By identifying what's working well, what to avoid, and opportunities to maximize impacts, this report is a helpful tool for organizations seeking best practices, tools, and techniques for addressing the root causes of harmful substance use.

Resilient Wisconsin website:

https://www.dhs.wisconsin.gov/resilient/index.htm

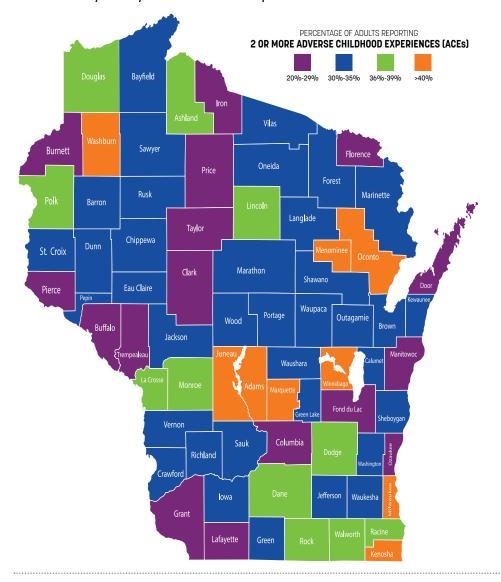




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PREVALENCE OF ADVERSE CHILDHOOD EXPERIENCES

Experiencing one or more ACEs creates a significant amount of toxic stress that makes it difficult for many children to develop in a healthy way. At least 20% of adults in every county in Wisconsin had experienced 2 or more ACEs.3



WHAT WF CAN DO

PARENTS

It's not always possible to prevent your child from being stressed, but you can help them build coping skills and become resilient. Provide one-onone time to help to strengthen bonds and build trust, give a child a safe space to make mistakes and try again, and brainstorm with your child about possible solutions to problems.

SCHOOLS

Notice and reinforce positive qualities in students. Provide empathy during stressful times and teach them how to rebound from academic disappointments.

COMMUNITIES

Provide opportunities for positive adult mentors to model resiliency through the practice of faith and cultural traditions. Ensuring every child has a safe home environment to flourish.

POLICYMAKERS



Support policies that improve access to quality care such as telehealth. Support early childhood programs to maximize the effectiveness of adult-child relationships, and socialemotional learning programming as standard educational practice. 4,5

REFERENCES:

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- ² Child and Adolescent Health Measurement Initiative. [National Survey of Children's Health, Data Query] [2017-2018]. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved [10/26/2020] from [www.childhealthdata.org].
- ³ Centers for Disease Control and Prevention (CDC). Behavioral Risk Factor Surveillance System Survey Data. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, [2013-2018].
- ⁴ National Scientific Council on the Developing Child (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13. Retrieved from www.developingchild.
- ⁵ Durlak, J., Weissberg, R., et al. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." Child Development, January/February 82 (1): 405-432.

