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*\*Raffle winners announced on social media tomorrow\**

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**Meet your CalTrin Trainers**

**Dana Jarzynka, MA**  
 Training Coordinator  
[djarzynka@chsd.org](mailto:djarzynka@chsd.org)

**Jessica Matly, MBA**  
 Training Coordinator  
[jmatly@chsd.org](mailto:jmatly@chsd.org)

**CALIFORNIA Regions Map**

**CALTRIN**  
 Central Valley Health System

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All panelists  
 All panelists and attendees

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## Hi, We're CalTrin

**Who We Are:**

- The California Training Institute (CalTrin)
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- Comprehensive, science-based professional education program




This [training, webinar, publication, etc.] was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions and/or recommendations expressed are those of the [Garcia name] and do not necessarily reflect the views of the California Department of Social Services.



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## The California Training Institute (CalTrin)

**Who We Serve:**

- California administrators, staff, and stakeholders of:
  - Family Resource Centers (FRCs)
  - Child Abuse Prevention Councils (CAPCs)
  - Child Welfare Agencies

**What We Offer:**

- Live Webinars & Small group training
- Virtual Self-Paced Courses
- Job Aids & Other Resources

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## Upcoming Training Topics

*Mark your calendars!*




**November**


- 11/10 **Protective Factors Framework Overview & Resources**
- 11/12 **Intro to Parent Cafes**
- 11/17 **Foundations of Gender-Inclusive Work Dimensions of Gender**
- 11/18 **The Family as a Cultural Asset: Lettre Youth Development**
- 11/30 **Introduction to Strengthening Families: Focus on the Protective Factors Framework**

**December**

- 12/01 & 12/02 **Childhood Exposure to Trauma: Tribal Communities**
- 12/07 & 12/08 **HOPE in Administration & HOPE in Practice**
- 12/09 **Trauma, Parenting & Challenging Behaviors (Adolescent)**
- 12/15 & 16 **HOPE in Administration & HOPE in Practice**



Visit [caltrin.org](http://caltrin.org) to view the full training calendar.

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## Spreading HOPE

**Presenter: Amanda Winn, MSW**

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## Speaker SPOTLIGHT



**Amanda Winn, MSW**  
HOPE West Coast Project Manager

- Directed a National Resource Center providing training and technical assistance to providers supporting families affected by substance abuse and/or HIV
- Has worked extensively supporting LGBTQ+ families at the school district, medical, and community levels.

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### The HOPE Team

**HOPE NATIONAL RESOURCE CENTER**  
 Robert Sege, MD, PhD – HOPE Principal Investigator  
 Jeff Linkenbach, MA, EdD – HOPE Co-Investigator  
 Baraka Floyd, MD – Core HOPE Faculty  
 Dina Burstein, MD, MPH – HOPE Project Director  
 Amanda Winn, MSW – HOPE West Coast Project Manager  
 Loren McCullough – HOPE Research Assistant  
 Laura Gallant, MSW – HOPE Research Assistant  
 Allison Stephens, MEd, PhD – HOPE Program Manager

**CONSULTANTS**  
 Kay Johnson, Johnson Group Consulting  
 Judy Langford, Center for the Study of Social Policy  
 Jabben Yusuf, Health+ Studio

**TUFTS MEDICAL CENTER**  
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 Oral Benjamin, Finance

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 David Willis, MD, Center for the Study of Social Policy  
 Phyllis Nolon, PhD, liaison to the Centers for Disease Control and Prevention

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**HOPE**  
HEALTHY OUTCOMES  
FROM POSITIVE EXPERIENCES

## Why HOPE Exists

Positive experiences can help children grow into more resilient, healthier adults. HOPE aims to evolve our understanding and support of these key experiences.

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## Core Assumption of The Science of the Positive:

**The POSITIVE exists, it  
is real, and is worth  
growing**

Liukkonen, J. (2007, 2018). The Science of the Positive: The Seven Core Principles Workbook: A Publication of The Montana Institute, LLC.

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## Positive experiences are so important

RESEARCH SHOWS that positive experiences:

- promote children's health and well-being
- allow children to form strong relationships and meaningful connections
- cultivate positive self-image and self-worth
- provide a sense of belonging
- build skills to cope with stress in healthy ways
- protect adult mental health



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## Yet, we tend to focus on the negative

Focusing on adversity alone can overlook the value of positive experiences in preventing, mitigating, and even healing childhood trauma.

**HOPE AIMS TO SHIFT THE NARRATIVE** Children need positive experiences.

Parents are defined not only by their challenges but by their strengths as well.



HOPE

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### Topics

- **Childhood experiences affect adult health outcomes**
- Plausible biological mechanisms
- The 4 Building Blocks of HOPE
- Incorporating HOPE into your work

HOPE

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### Poll

How much do you know about Adverse Childhood Experiences (ACEs)?

- A. Nothing – what are ACEs?
- B. A little – I have heard the term before.
- C. More than a little but probably still have a lot to learn.
- D. I am well versed in ACEs and their effects on health.
- E. I am an ACEs expert!

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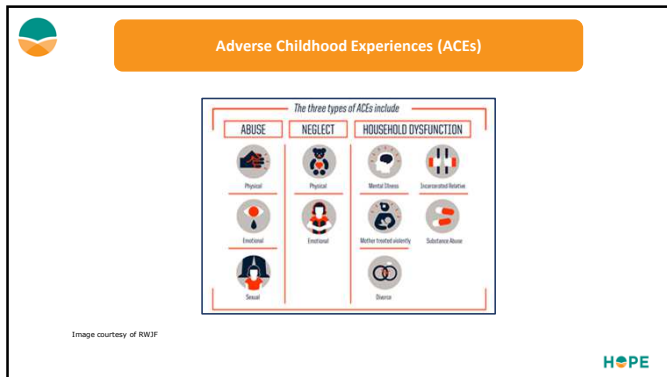
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**ACEs cause chronic disease: Population attributable fractions by ACEs score**

Outcome	Overall Attributable Fraction
Coronary Heart Disease	12.7
Asthma	24.0
Depression	44.1
Heavy Drinker	23.9
Education < HS	4.6

Merrick MT, Ford DC, Ports KA, et al. Vital Signs: Estimated Proportion of Adult Health Problems Attributable to Adverse Childhood Experiences and Implications for Prevention — 25 States, 2015–2017. *MMWR Morb Mortal Wkly Rep.* ePub: 5 November 2019

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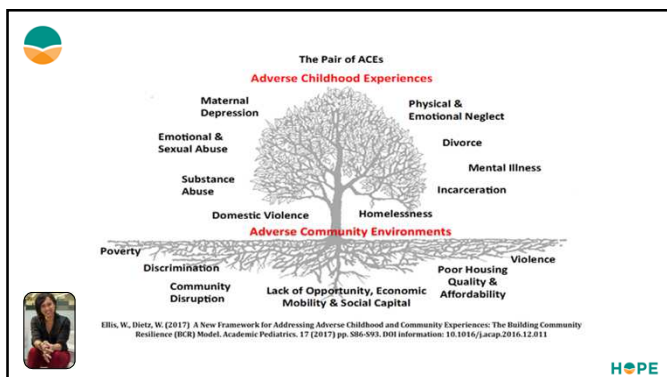
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**Adverse Childhood Experiences and Other Risk Factors for Toxic Stress**

The three types of ACEs include:

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION
Physical	Physical	Mental Illness
Emotional	Emotional	Substance Abuse
Sexual		Mother treated violently
		Divorce

Additional community and societal factors that contribute to toxic stress:

- Poverty
- Institutional racism
- Historical Trauma
- War and migration
- Neighborhood effects

Image courtesy of RWJF

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**Poll**

How much do you know about Positive Childhood Experiences (PCEs)?

A. Nothing – what are PCEs?  
 B. A little – I have heard the term before.  
 C. More than a little but probably still have a lot to learn.  
 D. I am well versed in PCEs and their effects on health.  
 E. I am a PCEs expert!

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### Developing the Positive Childhood Experiences Score

ACEs	PCEs <b>NEW</b>
<ul style="list-style-type: none"> <li>➤ 1998 study of employed people in Southern California</li> <li>➤ Patients answered questions about their childhood</li> <li>➤ Correlated with mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2015 population study in Wisconsin</li> <li>➤ Part of the Behavioral Risk Factor Surveillance Survey</li> <li>➤ Asked about ACEs</li> <li>➤ Asked about Positive Childhood experiences</li> <li>➤ Correlated with mental health</li> </ul>



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Positive Childhood Experiences (PCEs) questions asked how often respondent:

1. Felt able to talk to their family about feelings
2. Felt their family stood by them during difficult times
3. Enjoyed participating in community traditions
4. Felt a sense of belonging in high school
5. Felt supported by friends
6. Had at least two non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home



- Internal consistency reliability: 0.77
- Principal components factor analysis: single factor with an Eigenvalue > 1 (2.95).
- Factor loadings ranged from 0.57 ("felt safe/home") to 0.72 ("family stood by/difficult times")



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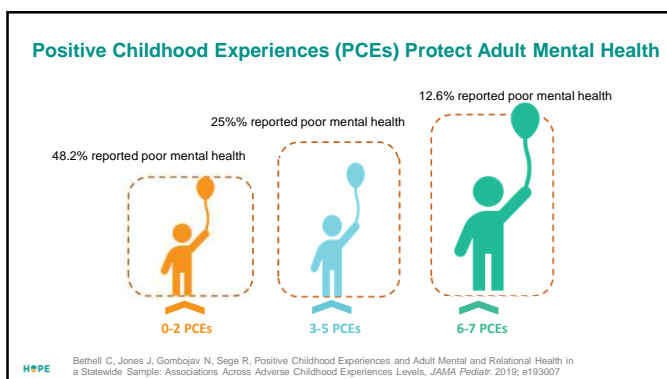
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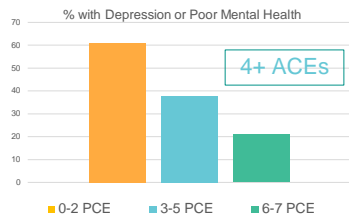
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### Positive Childhood Experiences Mitigate ACEs Effects



HOPE Bethell C, Jones J, Gombojav N, Sege R, Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels, *JAMA Pediatr*. 2019; e193007

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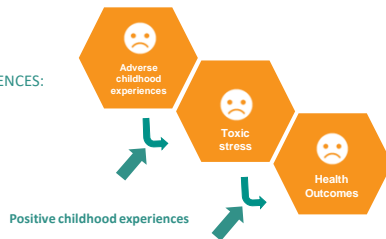
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### HOPE Promotes Flourishing

#### POSITIVE CHILDHOOD EXPERIENCES:

- Prevent ACEs
- Block toxic stress
- Promote healing



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### Topics

- Definitions
- Childhood experiences affect adult mental health
- **Experiences affect brain growth**
- The 4 Building Blocks of HOPE
- Incorporating HOPE into your work

HOPE

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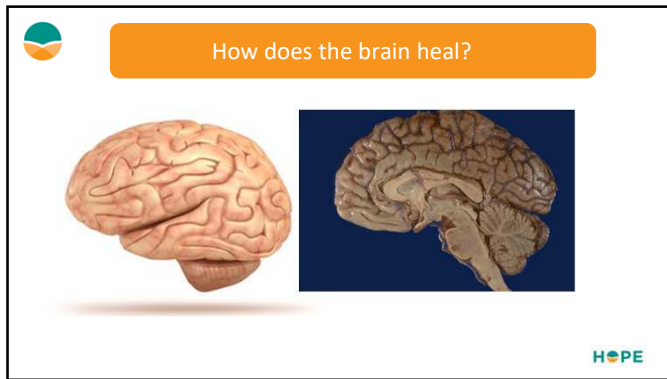
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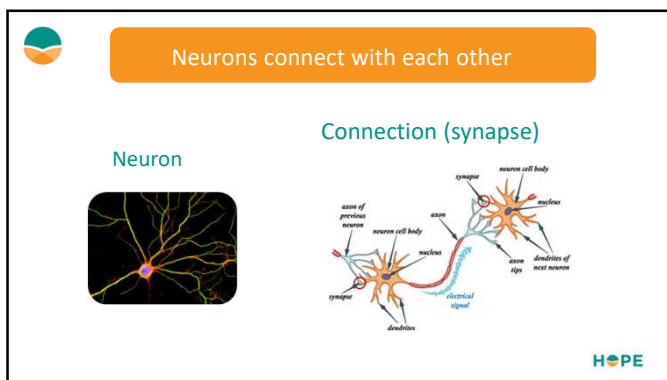
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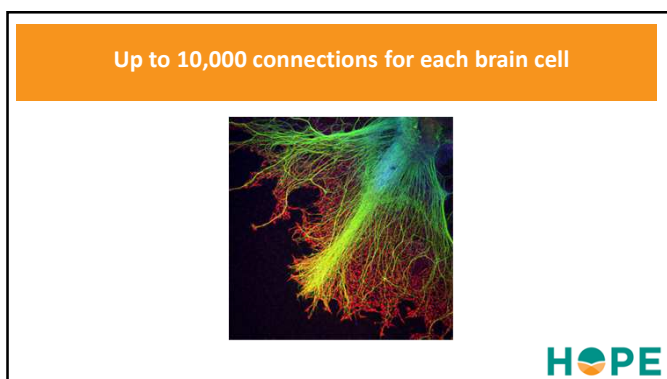
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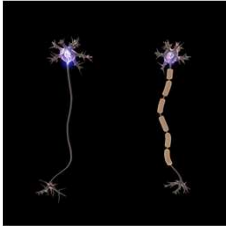
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### Superhighways in the brain

[https://upload.wikimedia.org/wikipedia/commons/4/48/Saltatory\\_Conduction.gif](https://upload.wikimedia.org/wikipedia/commons/4/48/Saltatory_Conduction.gif)


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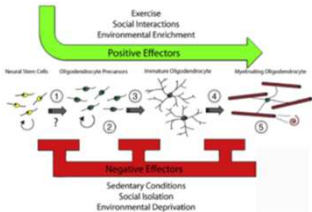
### Experiences build brain super highways


Experiences that **promote** brain cell development:

- Exercise
- Social interactions
- Environmental stimulation

Experiences that **suppress** brain cell development:

- Sedentary lifestyle
- Social isolation
- Environmental deprivation



Tomlinson et al. (2016) Behavioral experiences as drivers of oligodendrocyte lineage dynamics and myelin plasticity. *Neuropharmacology*. 110: 548-562.
 

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### Topics

- Definitions
- Childhood experiences affect adult mental health
- Experiences affect brain growth
- **The 4 Building Blocks of HOPE**
- Incorporating HOPE into your work



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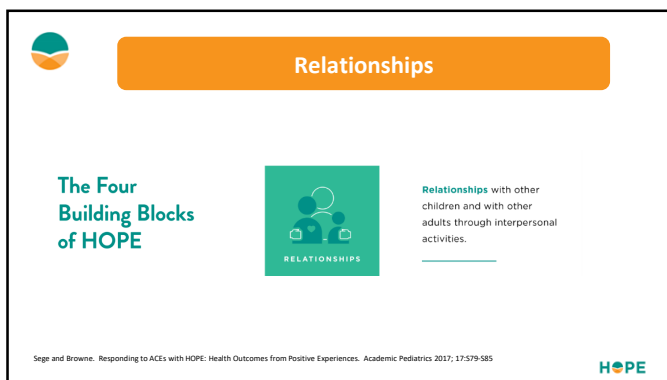
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## Environment

The Four Building Blocks of HOPE



Safe, equitable, stable environments for living, playing, learning at home and in school.

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:579-585



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Use the chat box:

Ideas about promoting the **environment** building block from your work or life

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## Engagement

The Four Building Blocks of HOPE



Social and civic engagement to develop a sense of belonging and connectedness.

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:579-585



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Use the Chat Box:

Ideas about promoting the building block of engagement from your work or life

Photo courtesy of Artists For Humanity

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## Emotional Growth

### The Four Building Blocks of HOPE



Emotional growth through playing and interacting with peers for self-awareness and self-regulation.

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:579-585

**HOPE**

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Use the chat box:

Ideas about promoting the building block of **emotional growth** in your life and work

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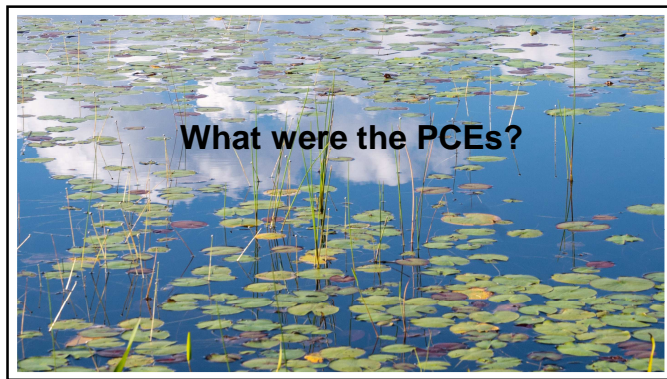
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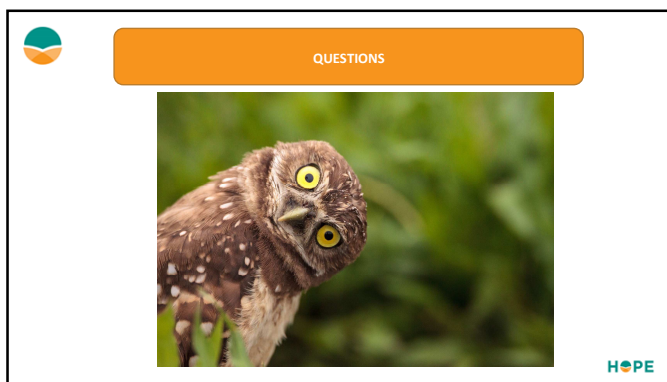
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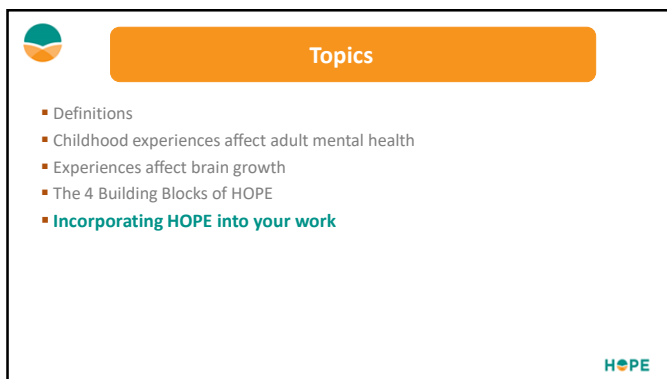
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What RISK factors do you see?

Share in Chat Box

**HOPE**  
HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES  
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*elli arnold*

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What PROTECTIVE factors do you see?

Share in Chat Box

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HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES  
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Poll

Were the risk factors or protective factors easier to see?

A. The risk factors were easier to see.  
B. The protective factors were easier to see.  
C. They were about the same.

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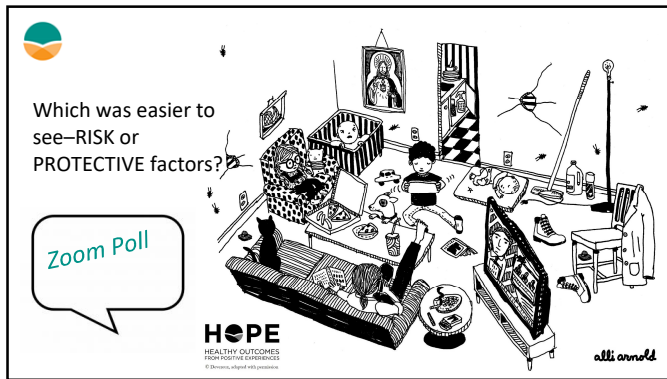
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**Type 1 vs. Type 2 thinking**

<p><b>Type 1 thinking</b></p> <ul style="list-style-type: none"> <li>✓ Fast, intuitive, unconscious thought</li> <li>✓ Everyday activities</li> <li>✓ Effortless</li> <li>✓ Training and experience</li> </ul>		<p><b>Type 2 thinking</b></p> <ul style="list-style-type: none"> <li>✓ Slow, calculating, conscious thought</li> <li>✓ Solving a problem</li> <li>✓ Takes more effort!</li> <li>✓ Something novel</li> </ul>
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HOPE

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**Type 1 vs. Type 2 thinking**

<p>Implicit biases are imbedded in Type 1 thinking</p>  <p>Unconscious, immediate reactions to difference</p>	<p>Type 2 thinking can help us notice and navigate our biases</p>  <p>Project Implicit®</p> <p>Slow, conscious strategies to mitigate bias</p>
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**Family story:**

- Mom arrives at FRC with 5-year-old and 7-year-old.
- Previously homeless, currently living on friend's couch.
- Strong bond.
- Mom has a history of substance use, sober for 18 months.



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Age Group: 5 to 12 years

**The Four Building Blocks of HOPE**  
are composed of key Positive Childhood Experiences (PCEs), and the sources of these experiences and opportunities—that help children grow into healthy, resilient adults.

**Los Cuatro Pilares Fundamentales de HOPE**  
se componen de Experiencias Infancia Positiva esenciales (EIPC) por los niños en inglés y las fuentes de esas experiencias y oportunidades, que ayudan a los niños a convertirse en adultos sanos y resilientes.

**Instructions for Parents:** Reflect on positive aspects of your child's life that fit each of the four building blocks and select the boxes provided next to each building block that you feel your child has in their life.  
**Instrucciones para los padres:** Reflexione sobre los aspectos positivos de la vida de su hijo que se ajusten a cada uno de los cuatro pilares y seleccione las casillas que se encuentran junto a cada uno de los pilares que cree que su hijo tiene en su vida.

<p>Relaciones con la familia y con otros niños y adultos, mediante actividades interpersonales.</p>  <p><b>RELACIONES</b> RELATIONSHIPS</p>	<p>Relationships within the family and with other children and adults through interpersonal activities.</p> <p><input type="checkbox"/> A healthy relationship with an adult that lives with them  <input type="checkbox"/> A healthy relationship with an adult that does not live with them  <input type="checkbox"/> A healthy relationship with an adult at school  <input type="checkbox"/> Other: _____</p>
<p>Entorno seguro, consistente y estable en casa y en la escuela, para vivir, jugar y aprender.</p>  <p><b>AMBIENTE</b> ENVIRONMENT</p>	<p>Safe, equitable, stable environments for living, playing, learning at home and in school.</p> <p><input type="checkbox"/> Regular access to healthy foods or resources to get them  <input type="checkbox"/> A safe &amp; stable place to live  <input type="checkbox"/> A safe place to play at home  <input type="checkbox"/> A safe place to play outside of the home  <input type="checkbox"/> Other: _____</p>



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**Participación social y cívica para desarrollar un sentido de pertenencia y a relacionarse con otros.**



**PARTICIPACIÓN**  
ENGAGEMENT

**Crecimiento emocional mediante el juego y la interacción con los compañeros, para el conocimiento de sí mismo y autorregulación emocional.**



**CRECIMIENTO**  
EMOTIONAL GROWTH

**Social and civic engagement to develop a sense of belonging and connectedness.**

☐ A group that they meet with regularly (e.g. a play group, music group, church, etc.)  
☐ Participation in activities that connect them with their cultural heritage (music, art, etc.)  
☐ Participation in activities they feel passionate about (e.g. community service)  
☐ Other: \_\_\_\_\_

**Emotional growth through playing and interacting with peers for self-awareness and self-regulation.**

☐ A friend they play with regularly at home  
☐ A friend they play with regularly at school or outside the home  
☐ A friend that helps them feel supported  
☐ Other: \_\_\_\_\_

**HOPE** HEALTHY OUTCOMES FROM POSITIVE EXPERIENCES [www.positiveexperience.org](http://www.positiveexperience.org)



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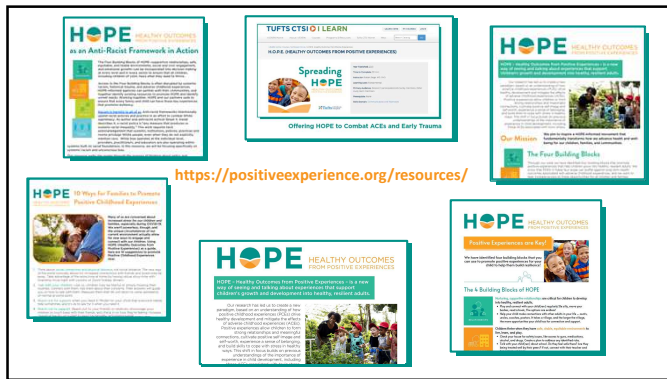
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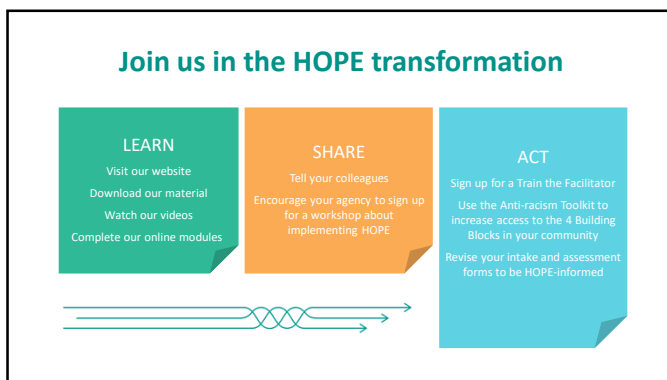
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Evaluation Link: <https://forms.gle/tgKaw6GTm9awyrxU9>



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