



Lunch and Learn

ACEs Bootcamp:

Introduction to the ACEs-LA Clinical Response Toolkit

August 17, 2023

Agenda

- *Clinical Response to ACEs and Toxic Stress*
- *ACEs-LA Clinical Response Toolkit*
- *Q&A Session*
- *Closing Statements*

Rachel Gilgoff MD

Board-certified general pediatrician, child abuse pediatrician, and integrative medicine specialist, who brings a multidisciplinary approach to ACEs, toxic stress, healing, and well-being. She has been a co-investigator of the Pediatric ACEs Screening and Resilience Study, the Medical Director of the Clinical Innovations and Research Team within Center for Youth Wellness, and co-founder of the National Committee on Asthma and Toxic Stress. She is currently an advisor with the California ACEs Aware Initiative and is dedicated to addressing health issues resulting from child abuse and toxic stress.





Clinical Response to ACEs and Toxic Stress

ACEs LA Network of Care
August 17th, 2023

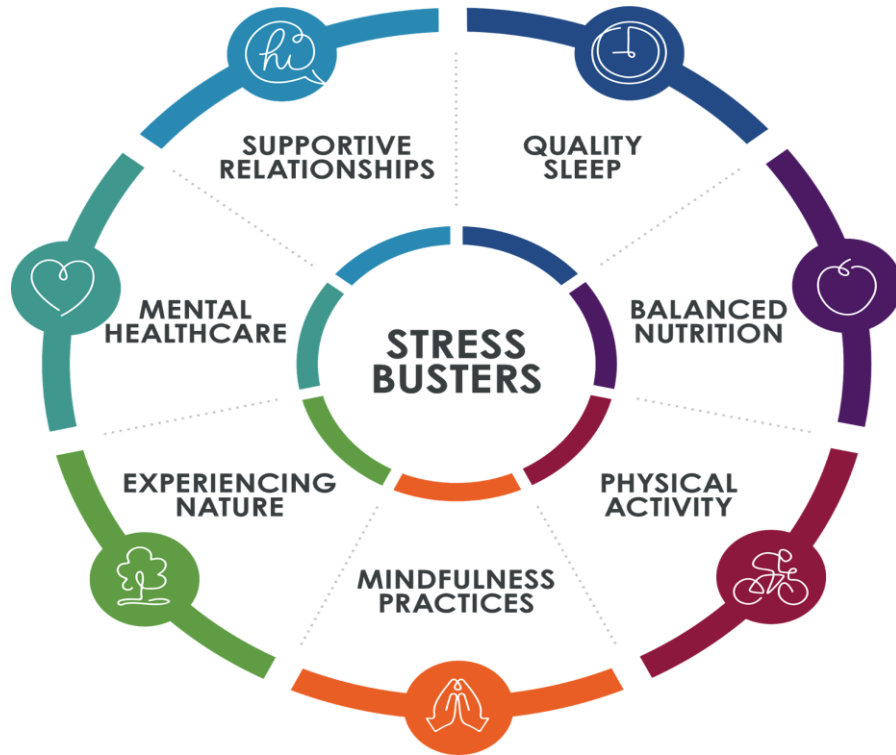
Rachel Gilgoff MD

Senior Clinical and Science Advisor

ACEs Aware Initiative

UCLA UCSF ACEs Aware and Family Resilience Network

Implementation: 3 Step Framework for Responding to ACEs and Toxic Stress

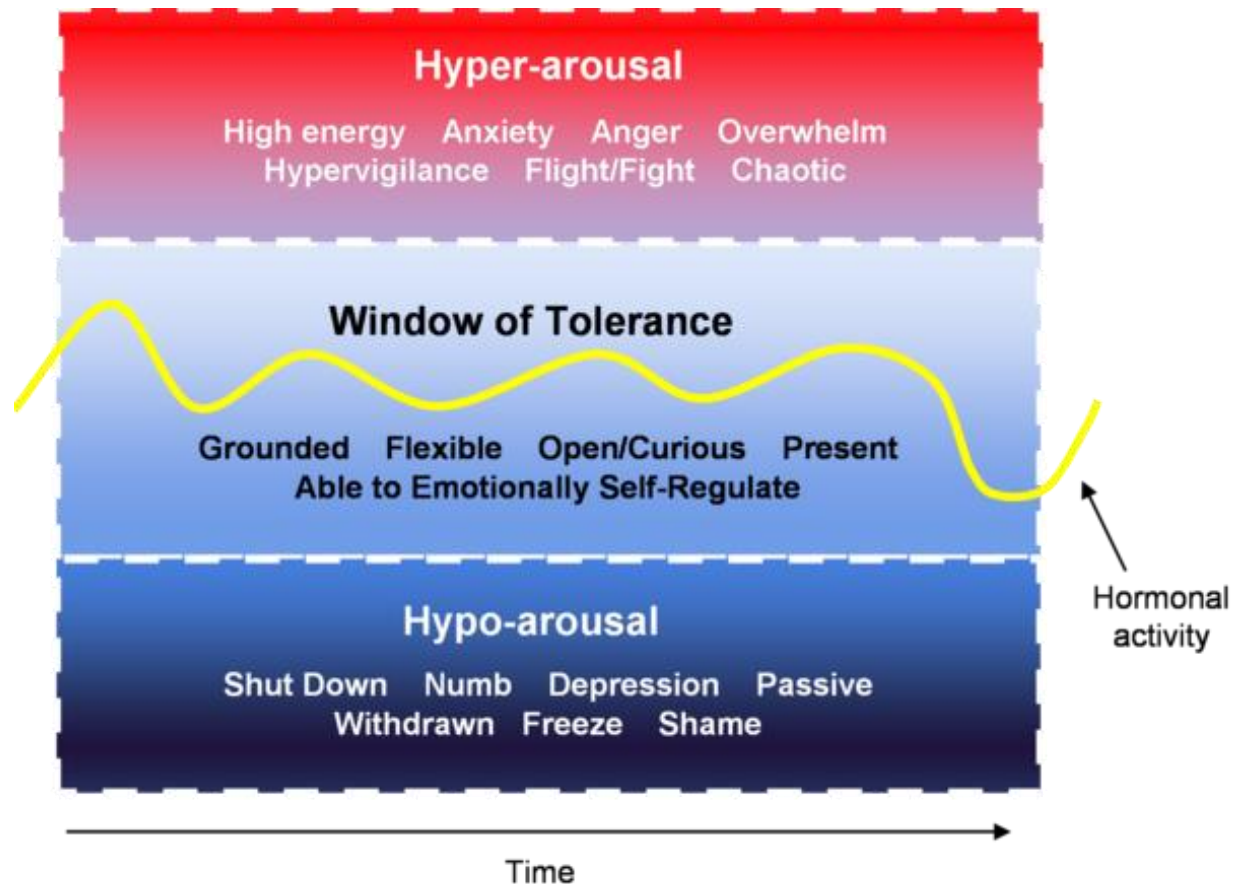


1. Address current stressors
2. Support the "in the moment" stress response
3. Support long-term healing

1. Stressors: Help decrease your patient's current stressor load.

- Assess current safety and provide any needed resources
- Find tools and resources on www.acesaware.org/manage stress to support you and your patients.
- Connect them with resources from <https://www.1degree.org/> or your local 2-1-1 which can also provide resources such as housing, childcare, and legal services.
- Leverage your networks of care resource list for the resources most often needed in your community. These can be found on your clinic's One Degree page and connect with the ACEs-LA team for support.

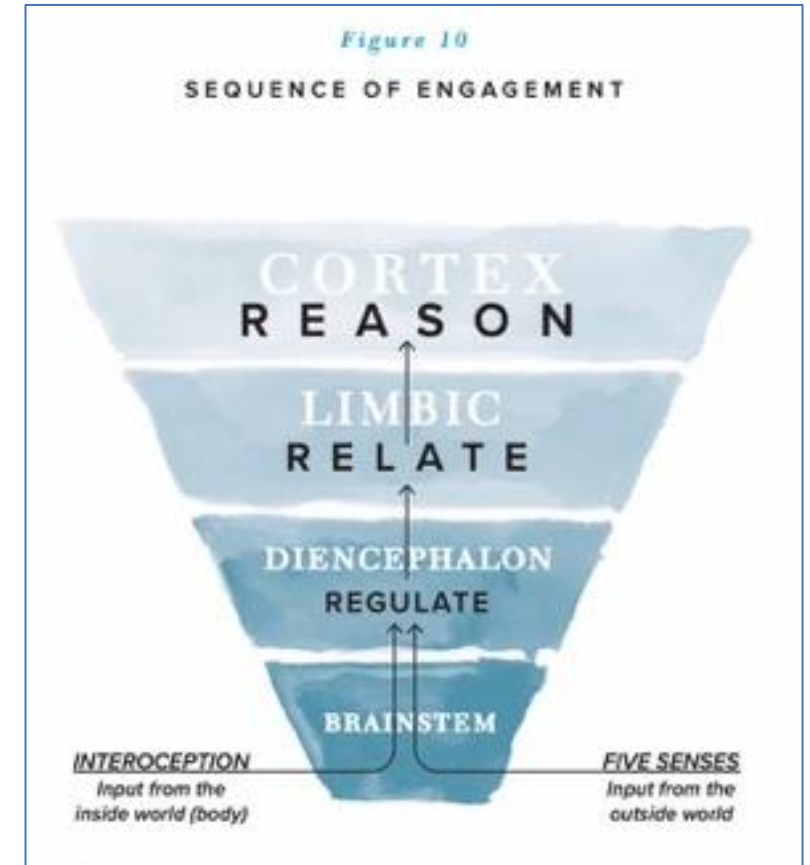
2. Immediate Stress Response: Build skills and coping strategies



- Grounding techniques.
- Breathing techniques.
- Sensory support.
- Progressive muscle relaxation.
- Exercise.
- Reach out to your support person

Regulate Relate Reason

1. First, **regulate** ourselves and co-regulate the other person. Help them feel safe and calm, reducing their stress responses.
2. Then **relate** to their emotions. Help them feel understood and connected.
3. Once the other person feels safe and understood, engage them to process what happened through **reason**.



Skill Building and Collaborative Problem Solving

- **Behavior as communication:** When children are acting out, they are trying to communicate something.
- **Teach skills:** Often kids who are not doing well, cannot do well because they are missing a skill (usually affect regulation). It is not because they need more “motivation” but rather they were not taught or modeled these skills.

“Kids with challenging behavior don’t lack the *will* to behave well.

They lack the *skills* to behave well.”

Collaborative Problem Solving

Compassionate Accountability

COMPASSIONATE ACCOUNTABILITY + REPAIR SOUNDS LIKE:



My behaviors make sense, given what I've been through.



AND I still need to apologize, the way I snapped was not ok.



Shame is what I rightfully deserve.



I did the best with what I knew at the moment.



I am not worthy of self-forgiveness.



I know better now. There are consequences I have to own up to.

@holisticallygrace

3. Long-term healing: Address long-term effects from toxic stress

- Consider strategies and interventions that can improve neurologic, endocrine, immune, and metabolic function.

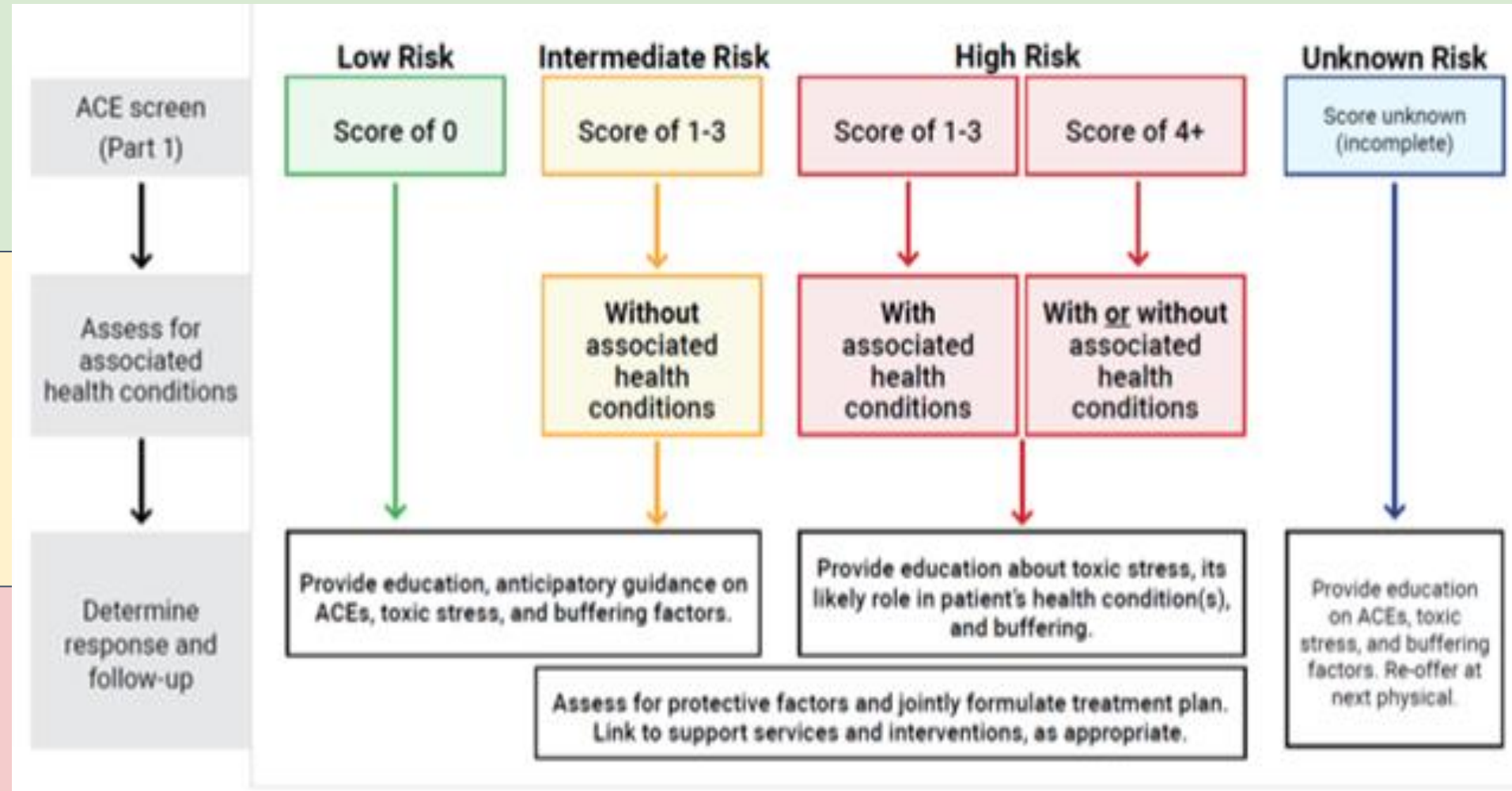


A Toxic Stress Action Plan!

Low Risk

Intermediate Risk

High Risk



Healthy Relationships

- Anticipatory guidance:
 - We live longer!
 - Hugs are protective!
 - Talk Read Sing and Reach Out and Read
 - Encourage “time in” – with your children, friends and relatives!
 - Universal home visiting
 - Group clinic visit model
- Connect with community programs and resources on One Degree
 - Support groups
 - Parenting programs: Triple P, Video Interaction Project, Incredible Years
- Mental health, Family Therapy, and targeted dyadic interventions:
 - Attachment and Biobehavioral Catch-up (ABC), Child-Parent Psychotherapy (CPP), and Parent-Child Interaction Therapy (PCIT)

Sleep

- Anticipatory guidance:
 - Sleep disturbances are common.
 - Healthy sleep can improve neurological, endocrine, metabolic and immune regulation
 - Sleep hygiene
- Additional support: night light, weighted blanket, relaxation techniques, journaling, or conversations with a trusted adult/friend to address specific worries.
- Meditation, yoga, exercise during the day
- Medications
- Sleep Study and referral to sleep speciality
- Referral to mental health for cognitive-behavioral therapies.

Nutrition

- Anticipatory guidance:
 - Stress can INCREASE or DECREASE appetite
 - Stress can increase cravings for high-fat and high-sugar foods
 - Western diet associated with increased inflammation
 - Anti-inflammatory diet: fruit, vegetables, fish, whole grains
- Consider Omega-3 Fatty Acid supplementation
- Trauma-informed weight loss programs
- Tie into other domains - eat with family and friends, physical activity, mindful eating
- Nutritionist or Dietician support
- Referral to needed specialist (anorexia clinics, obesity clinics, Cardiology, Endocrinology, GI, etc.)

Physical Activity

- Anticipatory guidance:
 - Physical activity - improved memory, attention, cognition, mental health, immune function
 - May help promote the positive stress response, metabolize increased energy associated with anxiety or stress, and increase resilience factors
- Brief physical activity breaks to release excess energy
- Moderate-intensity aerobic activity, for longer durations, three times or more a week
- Activities that combine physical activity with self-regulation skills and breathing techniques, such as martial arts and yoga, may also be beneficial
- Low mood and stress have been identified as barriers to exercising; professional support may help patients overcome these barriers.

Mind-Body Interventions

- Anticipatory guidance:
 - Nonjudgmental, moment-to-moment awareness that involves attention, intention, and a kind attitude
 - Can support trauma healing and regulation of stress
 - Improved cardiovascular and immune health
- Online and downloadable apps
- Other mind-body practices: including tai chi, yoga, acupuncture, breathing techniques, and massage therapy
- Mindfulness-based stress reduction (MBSR)

Nature

- Anticipatory guidance:
 - Parks, local green spaces, playgrounds, and even indoor plants.
 - Decreases diabetes, depression, heart rate, blood pressure, and mortality
 - Calms the stress response system and increases healthy behaviors such as physical activity, mindfulness, and relational health
 - Lunch and Learn: <https://youtu.be/waIUfpAe9Lw>
- Park Prescriptions! Parkrx.org
- Encourage green space.
- Providers can recognize that there may be cultural, community, and policy barriers to equal access to nature. Access to nature is a social justice health issue.
- Referral to ecotherapy or adventure-based treatment programs.

Mental Health

- Anticipatory guidance:
 - Mental health providers can help patients build skills and capacities for resilience, directly address trauma-related symptoms, provide a safe, supportive, and trusting clinical relationship
 - Behavioral and mental health programs may improve physical health and neuro-endocrine-immune-metabolic dysregulation
- Address barriers to mental health services (access, engagement, stigma)
- Consider: multidisciplinary teams, integrated behavioral and mental healthcare, care coordination, and medical home models
- Linguistic and cultural congruence between provider and patient is critical
- Referral to Developmental and Behavioral Pediatrics, Mental Health, Neurofeedback
- Medications

Evidence-Based Mental Health Therapies

Therapy	Ages	General Description
<u>Child-Parent Psychotherapy</u>	Birth to 6 years	Dyadic intervention for young children and their caregivers that supports family strengths and relationships. ^{586,587,994}
<u>Parent-Child Interaction Therapy</u>	2 - 12 years	Dyadic parent training treatment that emphasizes improving the quality of the parent-child relationship and interactions. ⁹⁹⁵⁻⁹⁹⁷
<u>Cue-centered therapy</u>	8 - 18 years	Protocol of 15 sessions through which children and caregivers learn about traumatic stress, how to cope rather than avoid, and the value of verbalizing their life experiences. ^{998,999}
<u>Trauma-focused cognitive behavioral therapy (TF-CBT)</u>	Verbal children and adults	A structured, short-term treatment model for children and adults who have experienced trauma. ¹⁰⁰⁰⁻¹⁰⁰²
<u>Eye movement desensitization reprocessing (EMDR)</u>	Verbal children and adults	Focuses on helping clients resolve unprocessed traumatic memories. ¹⁰⁰³⁻¹⁰⁰⁵
Family systems therapy	Verbal children and adults	Supports resolving family conflict or issues. ^{1006,1007}
Cognitive processing therapy	Adolescents and adults	A type of CBT, generally 12 sessions, that helps modify maladaptive thinking related to their trauma. ¹⁰⁰⁸
Prolonged exposure therapy	Adolescents and adults	A CBT approach that helps clients gradually approach their memories, feelings, and situations of trauma. ¹⁰⁰⁹



Prevent/Address ACEs & Other Stressors (External Events and Environment)

- Provide public education about ACEs, other stressors, and toxic stress prevention
- Address current safety and unmet social needs
- Prevent and interrupt ACEs and other risk factors for toxic stress, including racism and discrimination
- Collaborate across sectors: health care, public health, early childhood, education, social services, justice, and others
- Advocate for proactive public policies and reform deleterious ones
- Implement trauma-informed care principles



Treat Toxic Stress Physiology (Internal Biology)

- Address neurologic, endocrine, immune, metabolic, and genetic disruptions
- Provide patient education about toxic stress and strategies to regulate the stress response: supportive relationships, quality sleep, balanced nutrition, physical activity, mindfulness practices, and mental health
- Train providers on clinical interventions
- Engage researchers to further develop biomarkers and therapeutic interventions



Improved health

- ✓ Physical
- ✓ Mental
- ✓ Emotional
- ✓ Developmental
- ✓ Cognitive
- ✓ Relational
- ✓ Behavioral

Gilgoff R, Schwartz T, Owen M, Bhushan D, Burke Harris N. Opportunities to Treat Toxic Stress. *Pediatrics*. 2023 Jan 1;151(1):e2021055591.

Stressbusters on TREAT PAGE



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[TREAT](#) ▾

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[Network of Care](#) ▾

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Clinical Response Toolkit Kit de Respuesta Clínica



- ▶ **Patient Education / Educación para Pacientes**
- ▶ **Supportive Relationships / Relaciones de Apoyo**
- ▶ **Quality Sleep / Sueño de Calidad**
- ▶ **Balanced Nutrition / Nutrición Equilibrada**
- ▶ **Physical Activity / Actividad Física**
- ▶ **Mindfulness Practices / Prácticas de Conciencia**
- ▶ **Experiencing Nature / Contacto con la Naturaleza**
- ▶ **Mental Healthcare / Atención de Salud Mental**

<https://aces-la.org/treating-aces/>

Next Steps

- Contact the ACEs-LA team for a refresher
 - tmarin-lopez@dhs.lacounty.gov
- Send feedback
 - Aces-la@dhs.lacounty.gov

Thank you!

Upcoming Lunch and Learn:
Thursday, September 21, 2023
Noon – 1pm