CAHMI The Child & Adolescent Health Measurement Initiative
Promoting early and lifelong health using family-centered data and tools

JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Building the collective ecosystem to create a sustainable culture of mattering, connection and healing

"The success of the intervention depends upon the interior condition of the intervenor(s)"

Christina Bethell, PhD, MBA, MPH
Professor, Bloomberg School of Public Health,
Johns Hopkins University

HAPPY WORLD KINDNESS DAY! NOVEMBER 13, 2020

inspire kindness

School   Work   Fundrais

World Kindness Day 2020

World Kindness Day is a global day that promotes the importance of being kind to each other, to yourself, and to the world. This day, celebrated on November 13 of each year, has the purpose is to help everyone understand that compassion for others is what binds us all together. This understanding has the power to bridge the gap between nations.

C. Bethell 2020

7 WAYS TO START MAKING KINDNESS THE NORM IN YOUR DAILY LIFE:

1. Send an uplifting text to a friend or family member.

2. Let that guy merge into traffic with a wave and a smile.

3. Include intentional moments of kindness, laughter and delight in your daily routine.

4. Go *slightly* outside of our comfort zone at least once a day to make someone smile.

5. Share a compliment with a co-worker or friend.

6. Reach out to a family member you haven't spoken to in awhile.

7. Treat someone to a cup of coffee (a friend, stranger, or even yourself).

make kindness the norm.

#WorldKindnessDay
#MakeKindnessTheNorm
www.randomactsofkindness.org

I have no financial relationships to disclose or conflicts of interest to resolve.

Child and Adolescent Health Measurement Initiative

C. Bethell 2020

Objectives: Day 2

Objective 1: Inspire and identify conditions for creating a culture of mattering

Objective 2: Explore fundamental goals and requirements to foster mattering

Objective 3: Identify strategies and needs to take mattering to scale

2 self reflection polls

1-22 short group experiential exercises

2-3 breakout sessions and follow up group dialogue

The goal for the breakouts are to deepen self-learning, identify ideas to help address what is important to you and specific "small experiments" and actions to make progress. We want to end up with clarity on where people are, what they hope for and want and what help and support they need.

C. Bethell 2020

Mattering consists of two complementary psychological experiences: *feeling valued and adding value*

C. Bethell 2020

https://www.wordsonimages.com/pics/43922-o.jpg

Four Developmental Stages of Mattering

(Bethell, C. Mattering, Health, Joy and Social Change, 2020)

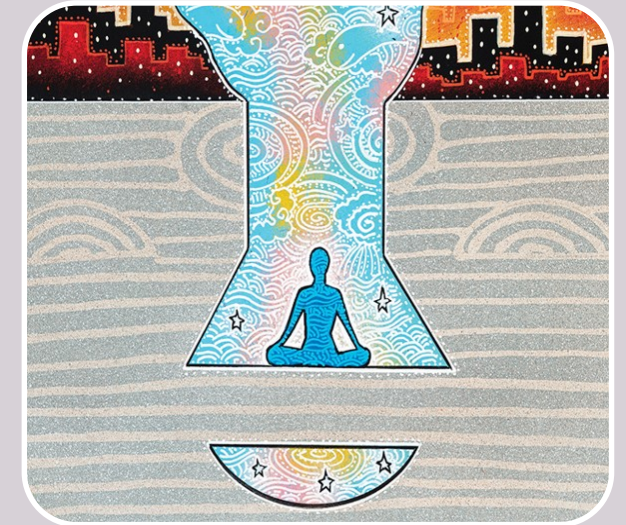Mattering, identity & sense of self, world view (healthy attachment and safe & nurturing relationships)

Mattering, vulnerability, courage and emotional agility

(ability to track, manage and share thoughts & emotions)

Mattering, hope, trust and safety

(seeking and receiving care and support to heal)

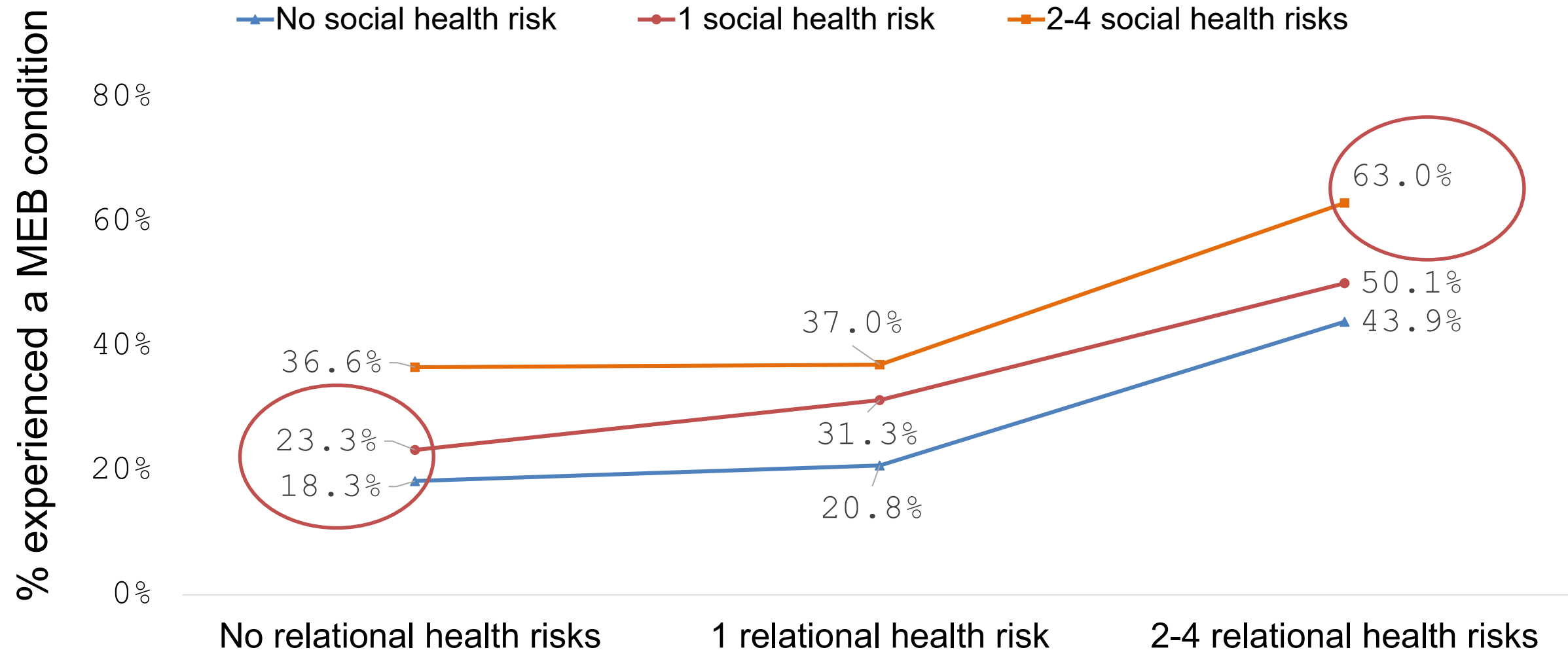

Mattering, growth &, response-ability mindset (compassionate ongoing improvement, accountable to self and others)

C. Bethell 2020

Whole Child Complexity Index
National Prevalence of Adolescents with Mental, Emotional, Behavioral (MEB) Problems
By the **social and relational health risks they experience**

Legend:
- No social health risk
- 1 social health risk
- 2-4 social health risks

Y-axis: % experienced a MEB condition (0%, 20%, 40%, 60%, 80%)

X-axis: No relational health risks | 1 relational health risk | 2-4 relational health risks

Data values:
- 36.6% (2-4 social, no relational)
- 23.3% (1 social, no relational)
- 18.3% (no social, no relational)
- 37.0% (2-4 social, 1 relational)
- 31.3% (1 social, 1 relational)
- 20.8% (no social, 1 relational)
- 63.0% (2-4 social, 2-4 relational)
- 50.1% (1 social, 2-4 relational)
- 43.9% (no social, 2-4 relational)

Bethell, C, Garner, A, Bergman, D, et. al. Relationships First: A national and across state profile of opportunities for a whole child health policy. (In review)

C. Bethell 2020

Antecedents, correlates, an[...]
of feeling like you don't ma[...]
with maltreatment, lonelin[...]
anxiety, and the five-factor [...]

Gordon L. Flett [a] ⊠, Abby L. Goldstein [b], Ingrid G. Pechenkc[...]
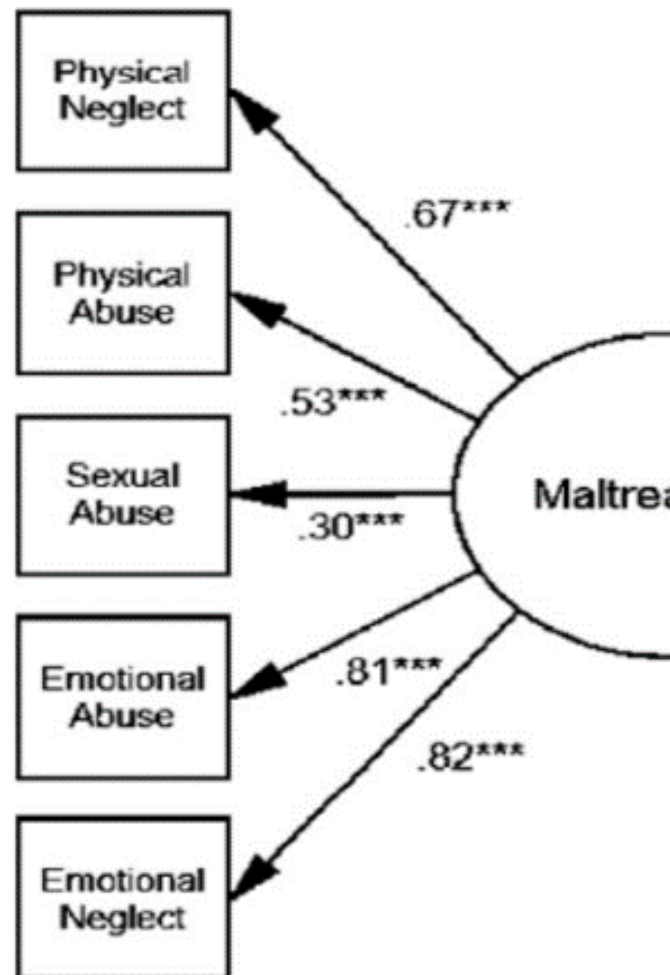
- •Tested if childhood maltreatment contributes to a sense of not mattering.

- •Investigated the links between mattering and psychosocial adjustment.

- •Mattering was linked with higher emotional maltreatment and neglect.

- •Mattering was further linked with greater loneliness and social anxiety.

- •Mattering mediated the associations between maltreatment and maladjustment.

C. Bethell 2020

Mattering, stigma and reaching youth

ORIGINAL ARTICLE

Feelings of Not Mattering, Perceived Stigmatization for Seeking Help, and Help-Seeking Attitudes among University Students

Amy Shannon[1] · Gordon L. Flett[1] · Joel O. Goldberg[1]

"…feelings of not mattering are associated with perceived stigmatization by others for seeking help.

However, levels of mattering were not linked with help-seeking attitudes or self-stigma for seeking help.

…results suggest that individuals who feel as though they do not matter may be especially vulnerable to perceptions of being stigmatized
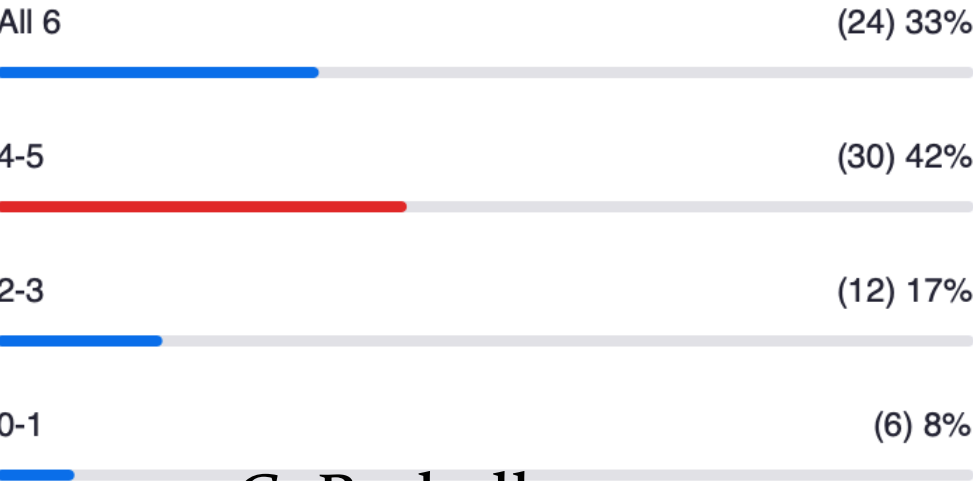
…this may promote a tendency for people to avoid seeking help and perhaps isolate themselves from others. "

C. Bethell 2020

1. Setting aside that you may also have negative experiences, how many aspects of flourishing do you experience today?

All six   (13) 16%

At least 5   (37) 45%

About 3-4   (27) 33%

Two or less   (5) 6%
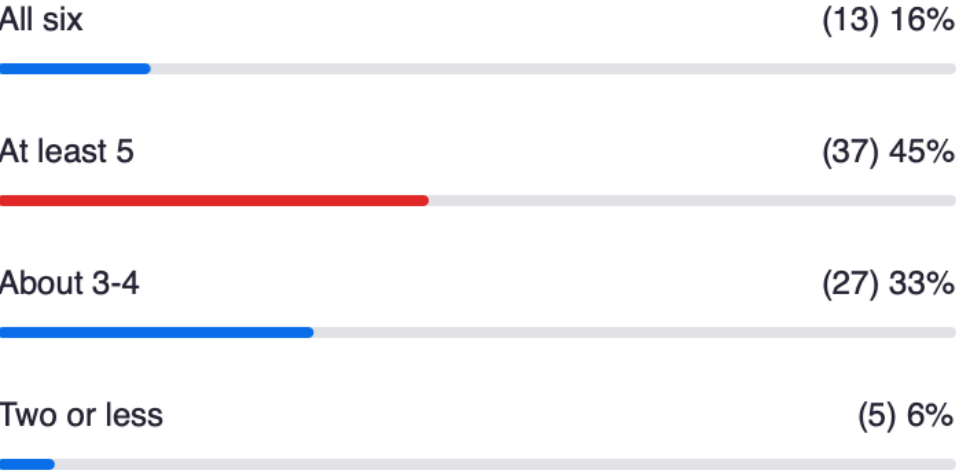
1. How many of the six "mattering statements do you relate to in your life?

All 6   (24) 33%

4-5   (30) 42%

2-3   (12) 17%

0-1   (6) 8%

C. Bethell 2020

Creating a Culture of Mattering

C. Bethell 2020

Relationships At the Core of Adaptive Systems: (Masten, '14)

Relational Wounding Requires Relational Healing!
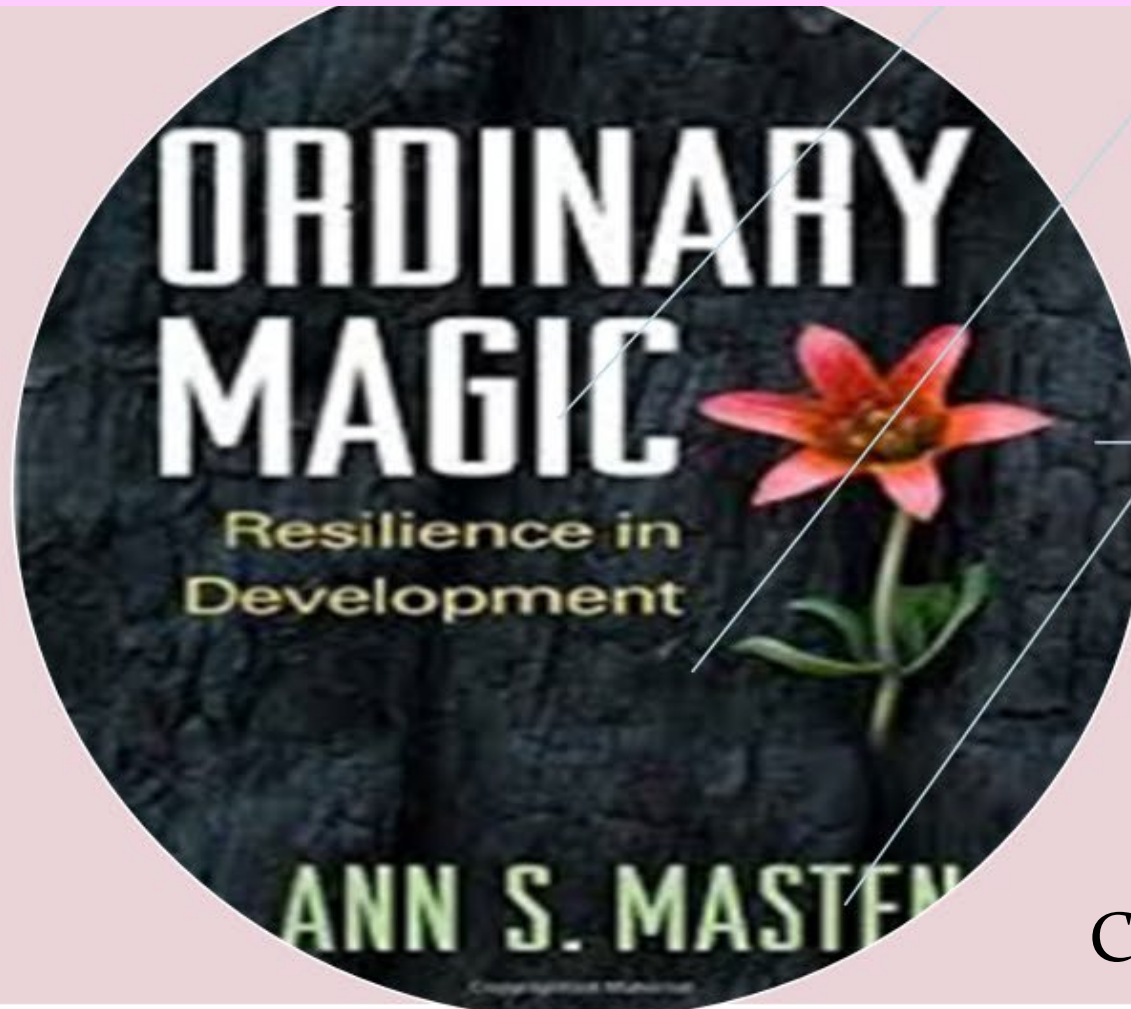
Relationships

- Safe, stable, nurturing
- Effective parents and caregivers
- Connections to other competent and caring adults

Child

- Awareness of sensations, feelings, meaning; self soothing
- Problem solving skills; resourceful;
- Positive beliefs about self
- Beliefs that life has meaning; goals
- --Spirituality and faith; hope

Community & Environment

- Socioeconomic sufficiency
- Pro-social culture and peers
- Effective teachers/schools
- Safety and trust
- Collective efficacy and capacity for problem solving

ORDINARY MAGIC

Resilience in Development

ANN S. MASTEN

C. Bethell 2020

MATTERING AS A COMMUNITY HEALTH PROMOTION AND PREVENTION STRATEGY

Prevent the 4 without mattering

Mattering at the Intersection of Psychology, Philosophy, and Politics

Isaac Prilleltensky

Highlights

- Reviews the construct of mattering.
- Discusses mattering in the context of contemporary political debates.
- Relates mattering to existing constructs within community psychology.

» Prevents **d**evaluation of people

» Prevents relational **d**isconnection

» Prevents **d**isengagement

» Prevents community **d**isintegration

C. Bethell 2020

Curated and conceptualized for policy translation and presentation by C. Bethell with reference to: Mattering at the intersection of psychology, philosophy and politics. Isaac Prillelttensky, March 2020. https://pubmed.ncbi.nlm.nih.gov/31407358/

WHY MAKE MATTERING A COMMUNITY VALUE

» Embracing mattering as a community value leads to feeling valued, respected and recognized because it enables people to exert control over their lives, participate and help others, bring their unique voice to the community and care a livable world!

C. Bethell 2020

WHAT IS A CULTURE OF MATTERING?

A culture of mattering is a WE culture.

WE cultures balance:

1. personal well-being and liberty
2. relational well-being and fraternity
3. community well being and equality

WE cultures distribute mattering equally versus concentrating mattering on those who already have power and privlege

C. Bethell 2020

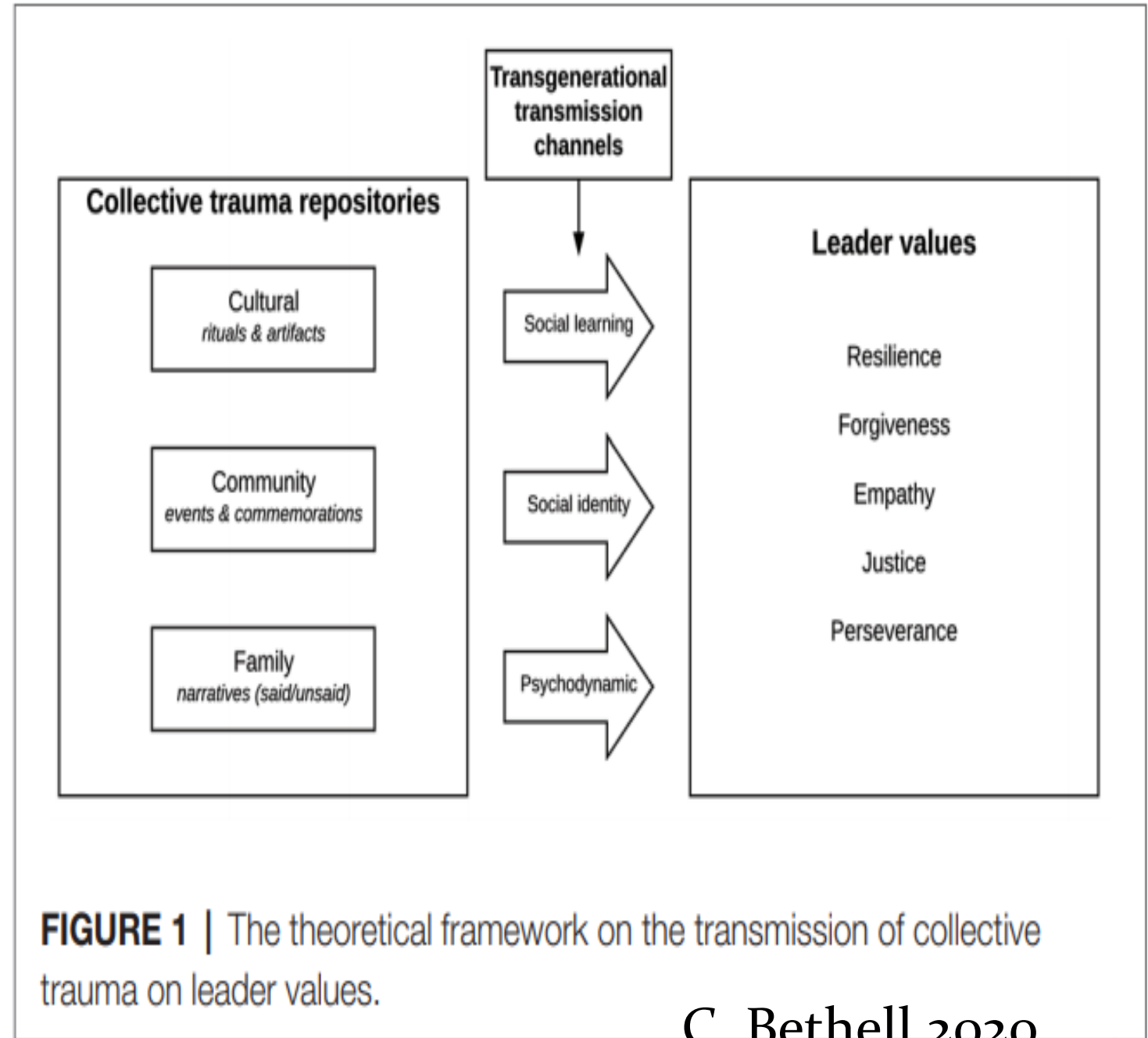# Collective Traumas and the Development of Leader Values: A Currently Omitted, but Increasingly Urgent, Research Area

FIGURE 1 | The theoretical framework on the transmission of collective trauma on leader values.

C. Bethell 2020

Activate

MATTERING DISTORTED

» Deflecting –"Get over it and pull yourself up."

» Resentment—"I will force you to see and hear me even if it means harming you."

» Inequitable distribution—only value those with power

C. Bethell 2020

Resolving the crisis of mattering

Key actions and cautionary tales

» Foster a WE culture

» Reject the policy use and abuse of mattering
- ❑ Blame those that feel put down (pull yourself up by yourself)
- ❑ People who feel put down seek to restore mattering by putting others down
- ❑ Opportunity hoarding

» Embrace movements to balance feeling values with adding value to self and community (rights w/responsibilities; well-being with fairness)

C. Bethell 2020

The Choices We Make In the Midst of Adversity Determines Our Path

Source: ITRC Robert Doplett
Adapted from S. Joseph, *What Doesn't Kill Us* (pp. 69)

Growth

Adverse Event

Level of Functioning

Recovery

(Resilience or "bouncing back" to "pre-crisis" conditions)

Dysregulation

Time ⟶
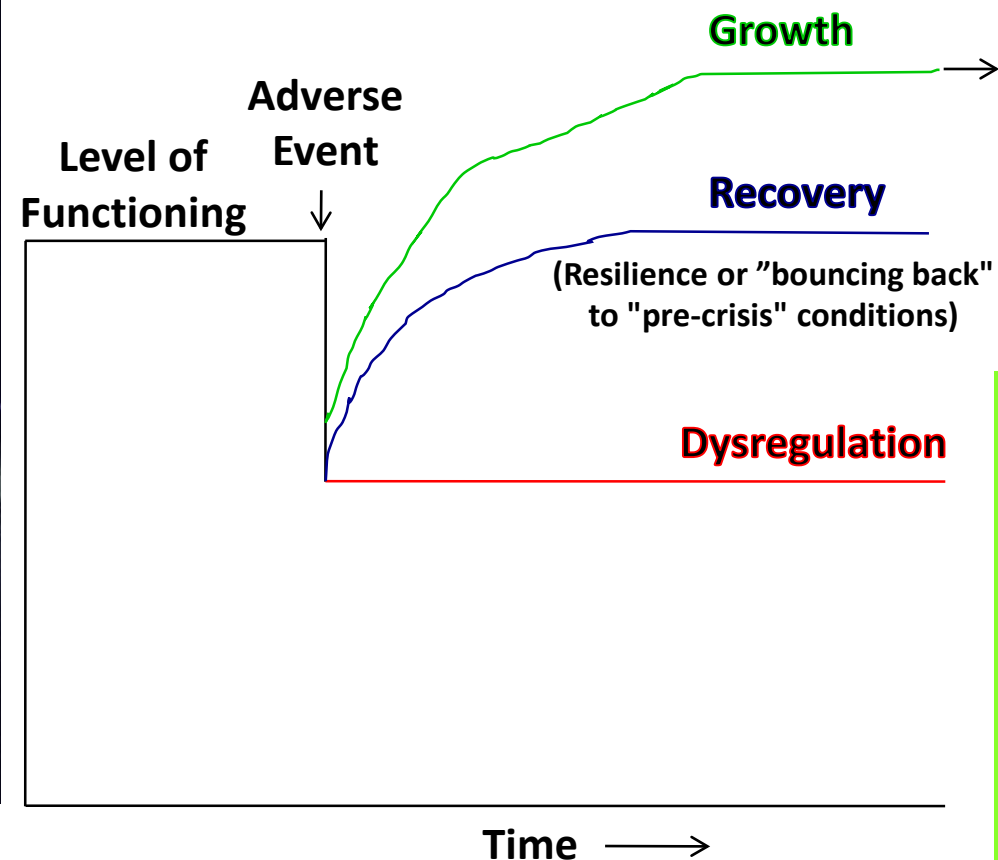
Transformational Resilience: moving well beyond previous levels of functioning while holding the pain of trauma

Requires a Choice:

Continue to suffer, or use the experience to honestly examine and learn about the world and self

and

find new sources of meaning, purpose and hope in life

C. Bethell 2020

Poll #1

On a scale of 0-10, with 10 being the highest, how committed is your community to findings ways to grow through the adversities they face and carry?

1. 0-1
2. 2-3
3. 4-5
4. 6-7
5. 8
6. 9-10

Your Being, Their Well Being

WORD FOR THE DAY

For us to transform as a society, we have to allow ourselves to be transformed as individuals. And for us to be transformed...we have to allow for the incompleteness of any of our truths and a real forgiveness for the complexity of human beings.

angel Kyodo williams

C. Bethell 2020

EVERYTHING YOU SAY AND DO CREATES AN IMPACT

CLEARCHANNEL

Every Interaction Creates a Reaction!

C. Bethell 2020

C. Bethell 2020

Development and Validation of a Tool to Measure Patient Assessment of Clinical Compassion

Brian W. Roberts, MD, MSc; Michael B. Roberts, PsyD; Jady Yao, MHA; Joshua Bosire, MS; Anthony Mazzarelli, MD, JD, MBE; Stephen Trzeciak, MD, MPH

Belonging and being seen:

Where "feeling valued" and "adding value" are the same thing!

Box. Final Items of the 5-Item Compassion Measure[a]

1. How often do you feel your provider[b] cares about your emotional or psychological well-being?
2. How often do you feel your provider is interested in you as a whole person?
3. How often do you feel your provider is considerate of your personal needs?
4. How often do you feel your provider is able to gain your trust?
5. How often do you feel your provider shows you care and compassion?

[a] Each item response scaled as 1, never; 2, sometimes; 3, usually; 4, always.

C. Bethell 2020

RELATEDNESS ENERGIZES

From Fixing to Connecting

- 40%: emotional exhaustion
- 22%: depersonalization
- 19% low sense of personal accomplishment
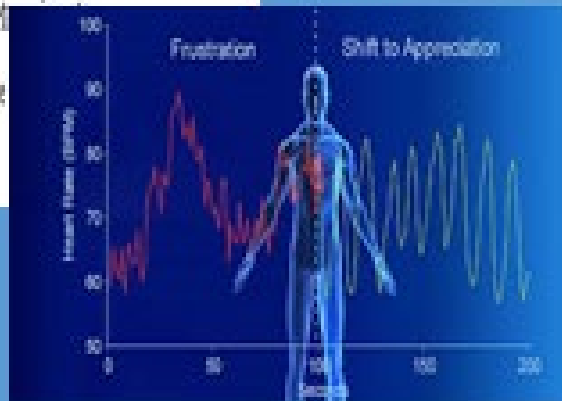- (Maslack Burnout Inventory)

Review | meta-analysis

Burnout in mental health professionals: A systematic review and meta-analysis of prevalence and determinants

Karen O'Connor* , Deirdre Muller Neff* , Steve

*Department of Psychiatry, University College Cork, Ireland
*Institute of Leadership, Royal College of Surgeons of Ireland, Ireland

O'Connor K, Muller Neff D, Pitman S. Burnout in mental health professionals: A systematic review and meta-analysis of prevalence and determinants. Eur Psychiatry. 2018 Sep;53:74-99.

"We've always heard that burnout crushes compassion. It's probably more likely that those people with low compassion, those are the ones that are predisposed to burnout," Trzeciak said. "That human connection — and specifically a compassionate connection — can actually build resilience and resistance to burnout."

Compassionomics (released May 6, 2019)

One study they cite shows that when patients received a *message of empathy, kindness and support* that lasted just 40 seconds their anxiety was measurably reduced.

COMPASSIONOMICS
THE REVOLUTIONARY SCIENTIFIC EVIDENCE THAT CARING MAKES A DIFFERENCE

STEPHEN TRZECIAK
ANTHONY MAZZARELLI
Foreword by SENATOR CORY BOOKER
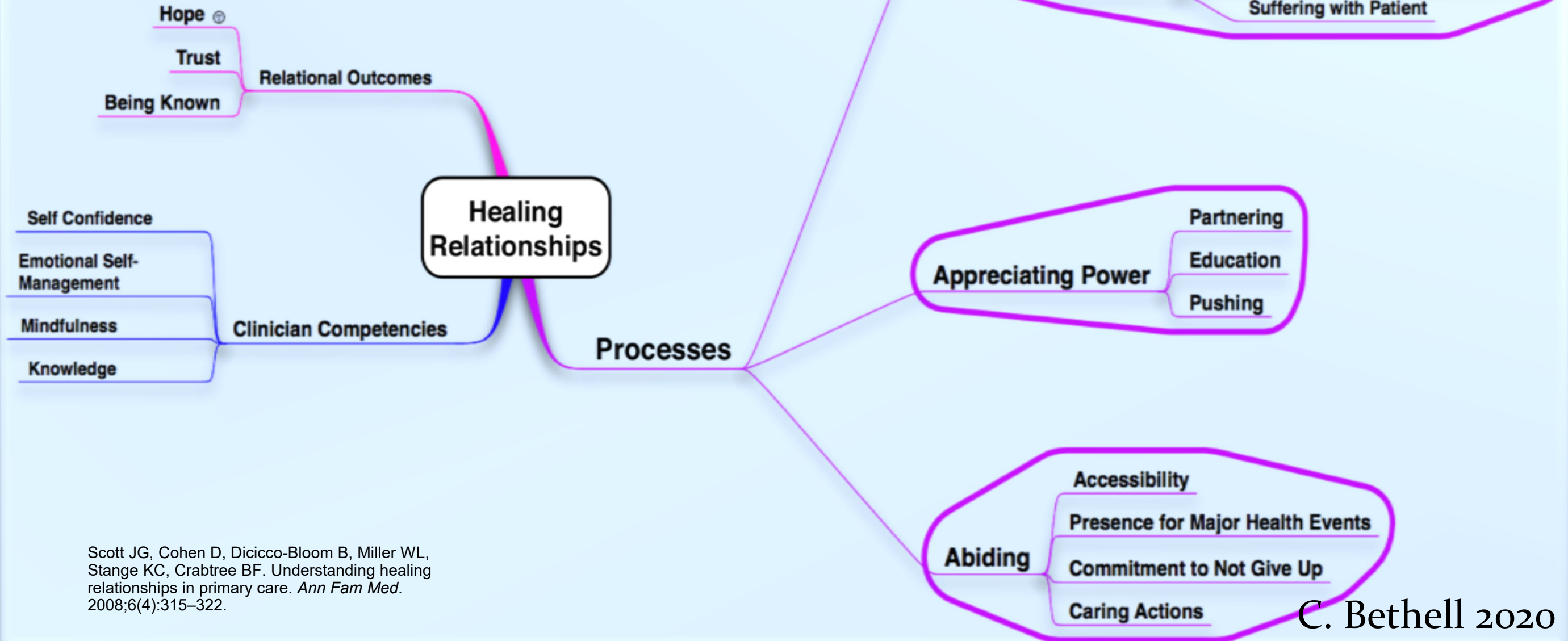
C. Bethell 2020

The Theory and Logic of A Healing Relationships Model for Healing Trauma and Fostering a Sense of Belonging and Mattering

Valuing
- Nonjudgmental Stance
- Connecting
- Presence
  - Full Attention in Encounter
  - Paying attention to Ilness Experience
  - Suffering with Patient

Hope
Trust
Being Known
Relational Outcomes

Healing Relationships

Self Confidence
Emotional Self-Management
Mindfulness
Knowledge
Clinician Competencies

Processes

Appreciating Power
- Partnering
- Education
- Pushing

Abiding
- Accessibility
- Presence for Major Health Events
- Commitment to Not Give Up
- Caring Actions

Scott JG, Cohen D, Dicicco-Bloom B, Miller WL, Stange KC, Crabtree BF. Understanding healing relationships in primary care. *Ann Fam Med*. 2008;6(4):315–322.

C. Bethell 2020

Cultivating Felt Sense of Presence & BioSynchrony

"...oscillatory processes in the interacting individuals' brains have to become synchronized to one another so that information of any sort can flow between them – "*analogous to a wireless communication system in which two brains are coupled via the transmission of a physical signal (light, sound, pressure or chemical compound) through the shared physical environment*" (Hasson et al., 2012).
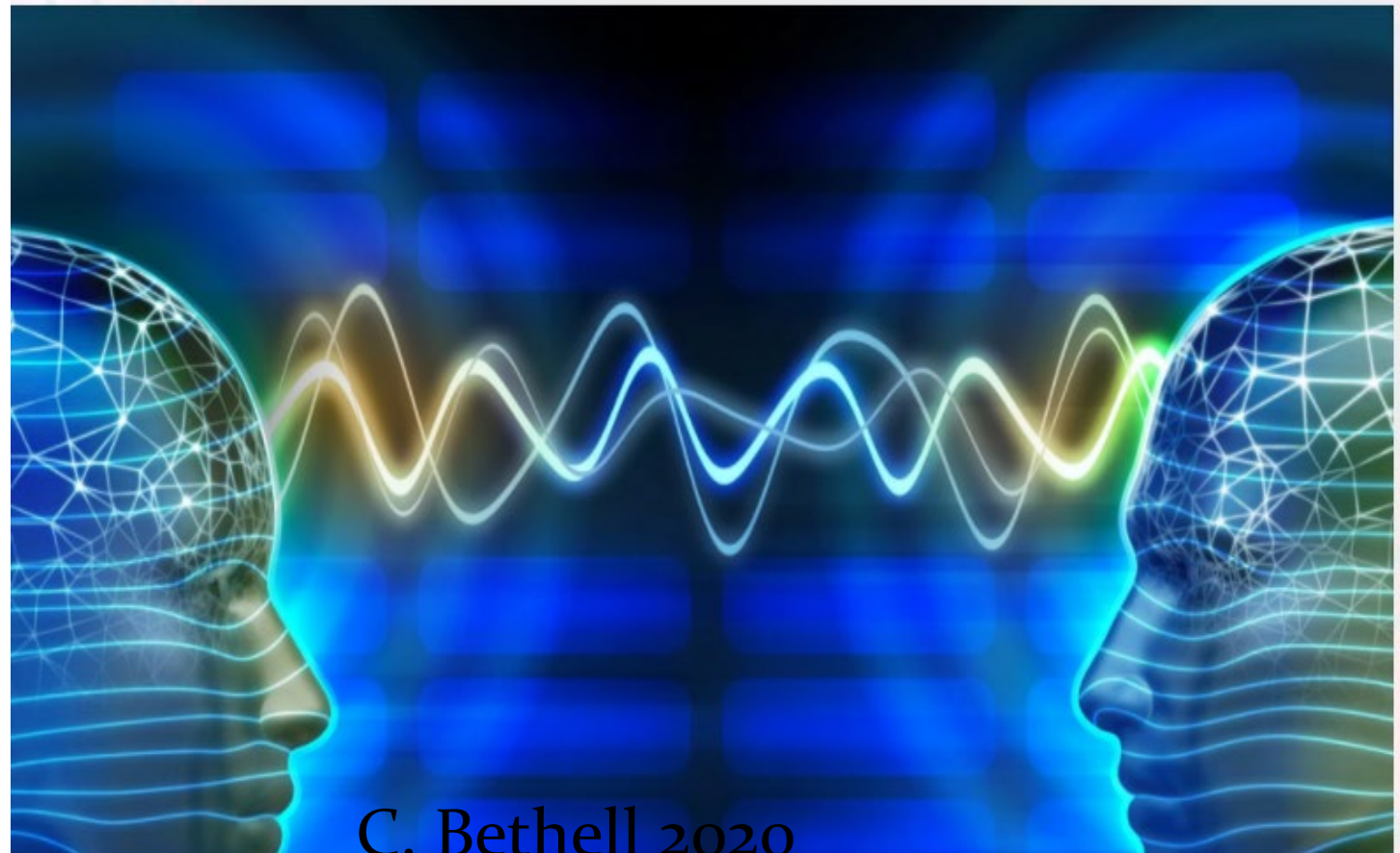
Bio-Behavioral Synchrony during Parent-Child Interaction and its potential Link to Attachment

BY PASCAL VRTICKA

COMMENT 1

JANUARY 18, 2019

C. Bethell 2020

Establishing a Healing Presence and Approach

Addiction doc says: It's not the drugs. It's the ACEs...adverse childhood experiences.

He says: Addiction shouldn't be called "addiction". It should be called "ritualized compulsive comfort-seeking".

He says: Ritualized compulsive comfort-seeking (what traditionalists call addiction) is a *normal* response to the adversity experienced in childhood, just like bleeding is a normal response to being stabbed.

He says: The solution to changing the illegal or unhealthy ritualized compulsive comfort-seeking behavior of opioid addiction is to address a person's adverse childhood experiences (ACEs) individually and in group therapy; treat people with respect; provide medication assistance in the form of buprenorphine, an opioid used to treat opioid addiction; and help them find a ritualized compulsive comfort-seeking behavior that won't kill them or put them in jail.

This "he" isn't some hippy-dippy new age dreamer. He is Dr. Daniel Sumrok, director of the Center for Addiction Sciences at the University of Tennessee Health Science Center's College of Medicine. The center is the first to receive the Center of Excellence designation

"Treat people with respect instead of blaming or shaming them. Listen intently to what they have to say. Integrate the healing traditions of the culture in which they live. Use prescription drugs, if necessary. And integrate adverse childhood experiences science: ACEs."

C. Bethell 2020

Cumulative risk, teacher-child closeness, executive function and early academic skills in kindergarten children☆

Noelle M. Suntheimer*, Sharon Wolf

University of Pennsylvania, United States of America

ARTICLE INFO

ABSTRACT

We tested the role of teacher-child closeness in moderating the associations between early childhood adversity, measured as a cumulative risk index, and child outcomes during the kindergarten year. Using the ECLSK:11, a national dataset of kindergarteners in the 2010–11 academic year, we examined three dimensions of executive function (cognitive flexibility, inhibitory control, working memory), as well as early reading and math scores, as key skills that facilitate the transition to school. Cumulative risk was negatively associated with all outcomes, and teacher-child closeness was positively associated with all outcomes. Teacher-child closeness moderated the relation between cumulative risk and working memory and cumulative risk and reading scores in a protective manner, but not cognitive flexibility, inhibitory control, or math scores. Implications for research in early childhood adversity and education are discussed.

Effects of Teacher-Child Closeness

- Cumulative risk index was negatively predictive of all 5 outcomes: inhibitory control, cognitive flexibility, working memory, reading scores, and math scores.

- **Teacher-child closeness positively predicted all 5 outcomes**

- **For all children, scores declined with higher levels of cumulative risk, but teacher-child closeness was effective in moderating the negative association between risk and outcomes.**

C. Bethell Oct. 2020

C. Bethell 2020

Stress and Coping Patterns in Teachers

- Used teachers' self-reported levels of stress and coping to predict teacher practices and student outcomes over time
- Nearly all teachers were characterized with high stress/high coping (66%) OR high stress/low coping (28%)
- High stress/low coping pattern led to higher burnout, lower self-efficacy, higher rates of observed reprimands, and higher student-reported depression
- Low stress/high coping led to lower burnout, greater parent involvement, and higher student prosocial skills
- The results helped better inform efforts to improve teacher well-being and have a positive influence on student learning environments.

Teachers' Profiles of Stress and Coping

	Stress	Coping
Low Stress/High Coping (6%)	3.33 (2.40)	9.34 (1.49)
High Stress/Low Coping (27%)	8.73 (2.37)	2.90 (1.49)
High Stress/High Coping (66%)	8.00 (2.37)	7.50 (2.01)
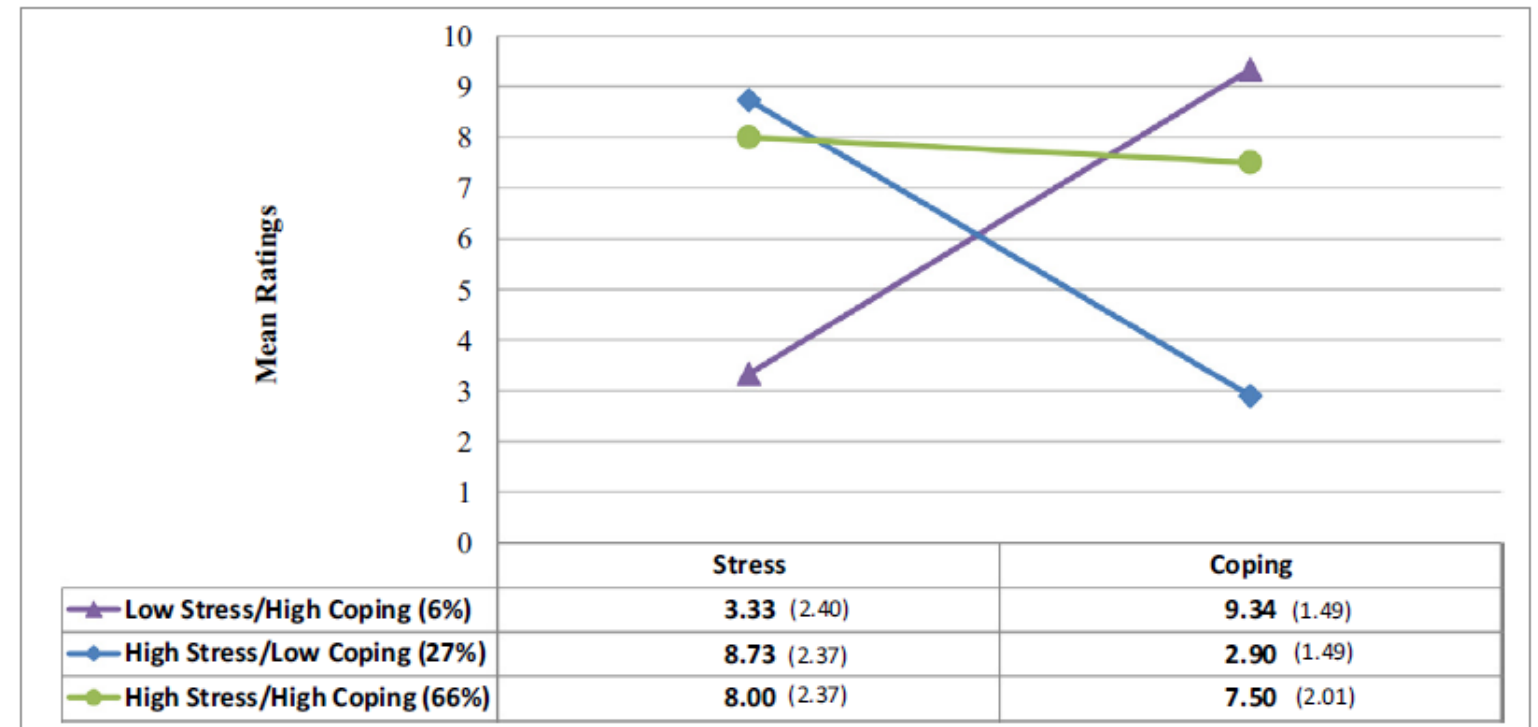
Figure 1. Teachers' profiles of stress and coping with mean scores and standard deviation.

C. Bethell 2020
C. Bethell Oct. 2020

CAHMI

Core Competencies

<u>Attune</u> to your and your client's sense of being and experience at the same time (Being)

<u>Connect</u>, sense and align with the other –"biosynchrony" –titrating to and following the embodied sense of connection (Belonging)

<u>Notice and identify possibilities</u> and strengths and bring these to the pain or challenge ("Finding the Jewel"*)

<u>Run small experiments</u>, discern the impact of new ways of holding difficulty, thinking, responding and foster continuous learning, experimenting, evolving. (Becoming)

*Finding the Jewel is a healing exercise from C. Bethell, 2011)

C. Bethell 2020

Poll #2:

How confident do you feel to build and restore mattering among the children, youth and families you serve/work on behalf of? Select the answer you most relate to.

1. I feel confident most of the time
2. I have important areas where I feel confident and other areas where I do not feel confident at all
3. I often lack confidence, but am learning each time
4. I lack confidence and am unsure if I can improve as much as I would like to

When it pours, RAIN!

C. Bethell 2020

COMPETENT COMMUNITIES ARE NOT JUST LUCKY

CAHMI
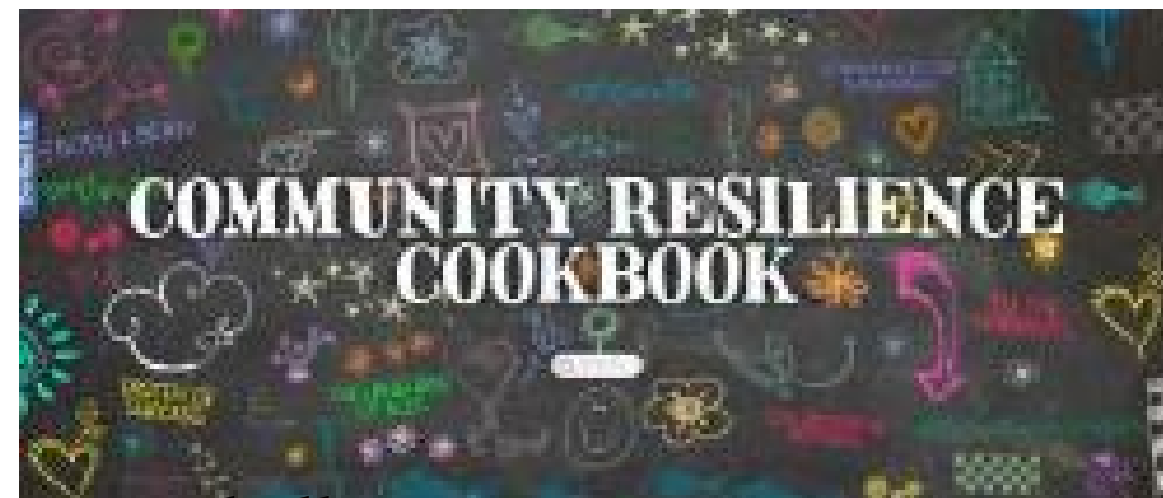
C. Bethell 2020

C. Bethell 2020

The Fundamental Engine for Change: The Competent Community (1985)

Commitment to Well-Being

Machinery to facilitate interaction and decision making

Self-Other Awareness

Resourceful.

8 Conditions of the Competent Community

(Goeppinger and Baglioni, 1985)

Shared Undersatnding

Participation and Engagement

Conflict Accommodation and Containment

Effective Communication

C. Bethell 2020
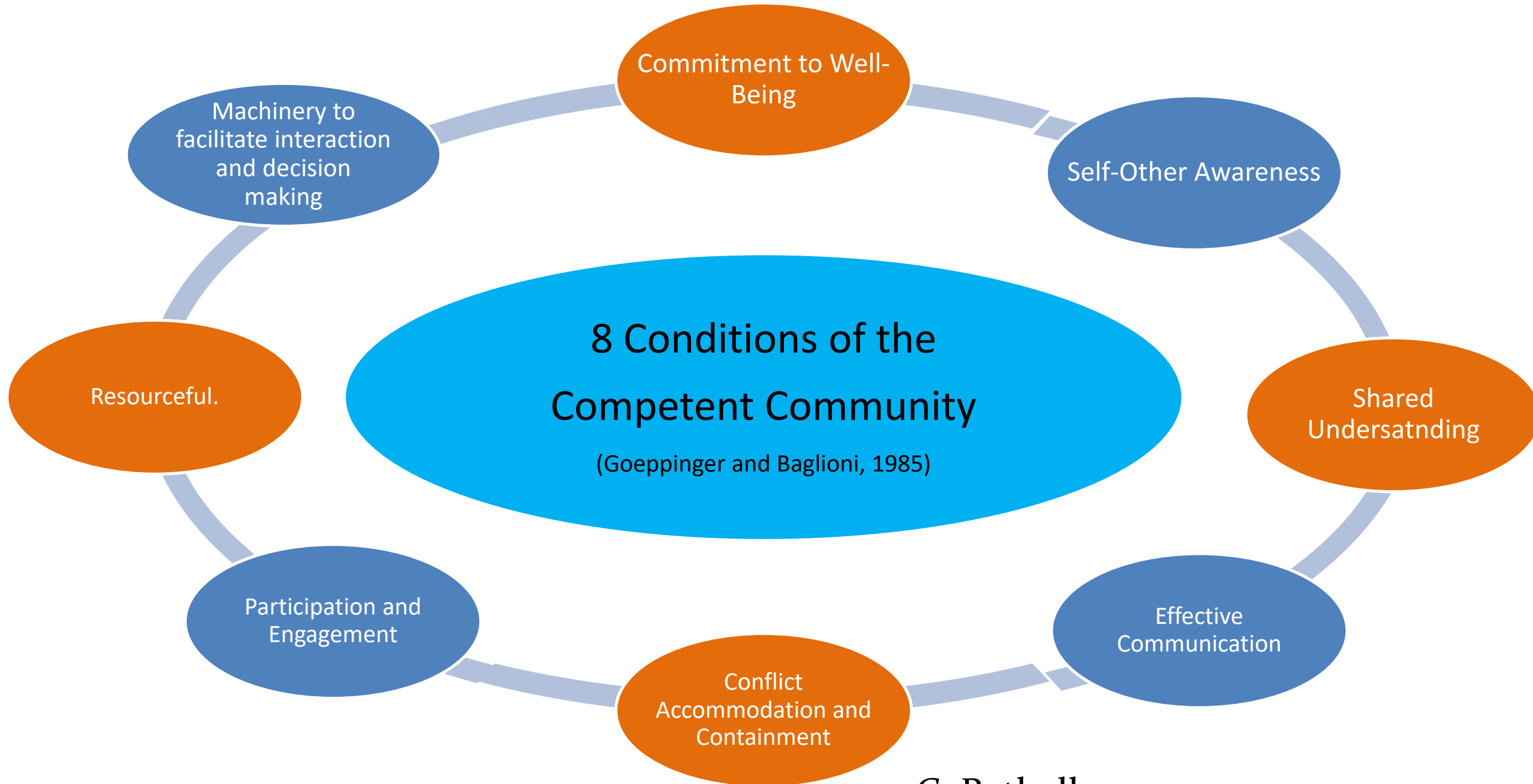
Roadmap for Creating a Culture of Mattering, Connection and Healing

(Bethell, C. Mattering, Health, Joy and Social Change, 2020)
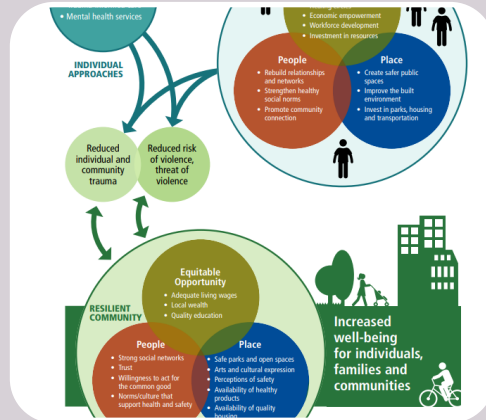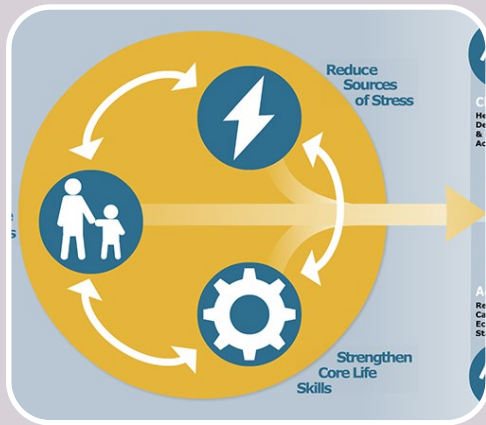
Collective Awareness

Collective Engagement

Collective Agency

Collaborative Safe Spaces

Collaborative Action

C. Bethell 2020

Collective Awareness

Biological Systems Interact With Each Other and the Environment

When external threats trigger the body's stress response, multiple systems spring into action like a team of highly skilled athletes, each with a specialized capability that complements the others. Systems relating to brain activity, heart and lung function, digestion, energy production, and fighting infection are all interconnected and influence each other's development.

Environmental Stressors

Brain & Autonomic Nervous System
MANAGE & RESPOND

Environmental Stressors

Neuroendocrine System
MAINTAIN HORMONAL BALANCE

Stress Response
FIGHT OR FLIGHT

Heart & Cardiovascular System
PUMP BLOOD, DISTRIBUTE OXYGEN & GLUCOSE

Immune System
DEFEND AGAINST INFECTION & HEAL INJURY

Gut & Metabolic System
TURN FOOD INTO ENERGY

Bio-Behavioral Synchrony during Parent-Child Interaction and its potential Link to Attachment

BY PASCAL VRTICKA
JANUARY 18, 2019

COMMENT 1

---

npr

SIGN IN · NPR SHOP · DONATE NOW

NEWS · ARTS & LIFE · MUSIC · SHOWS & PODCASTS · SEARCH

Shots HEALTH NEWS FROM NPR

PUBLIC HEALTH

Positive Childhood Experiences May Buffer Against Health Effects Of Adverse Ones

September 5, 2018 · 1:25 PM ET
Heard on All Things Considered
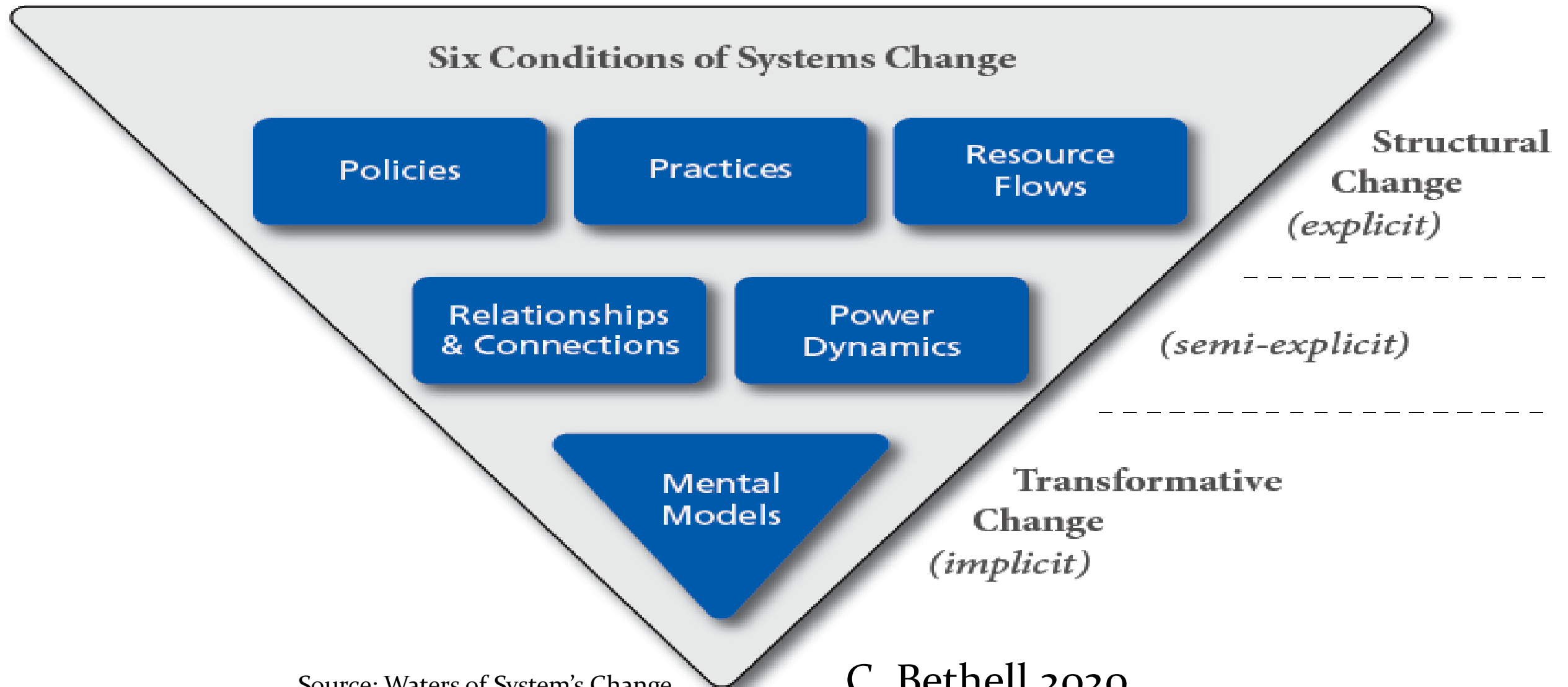
3-Minute Listen

C. Bethell 2020

"I'm afraid you've had a paradigm shift."

"Paradigms are the sources of systems. From them, from shared social agreements about the nature of reality, come system goals and information flows, feedbacks, stocks, flows and everything else about systems."

(Meadows 1999)

C. Bethell 2020

A fish is swimming along one day when another fish comes up and says "Hey, how's the water?"
The first fish stares back blankly at the second fish and then says "What's water?"

FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE

Six Conditions of Systems Change

Policies

Practices

Resource Flows

Relationships & Connections

Power Dynamics

Mental Models

Structural Change *(explicit)*

(semi-explicit)

Transformative Change *(implicit)*

Source: Waters of System's Change

C. Bethell 2020

Collective Engagement

_Theory U Model Collective presencing, purposing and healing

C. Bethell 2020

CROSSING the THRESHOLD: STEPPING into the FIELD of the FUTURE

DOWNLOADING PAST PATTERNS

SUSPENDING

SEEING with FRESH EYES

REDIRECTING

SENSING from the FIELD

LETTING GO

PRESENCING CONNECTING to SOURCE

PERFORMING by OPERATING from the WHOLE

EMBODYING

PROTOTYPING by LINKING HEAD, HEART, HAND

ENACTING

CRYSTALLIZING VISION and INTENTION

LETTING COME

BIRD 2014
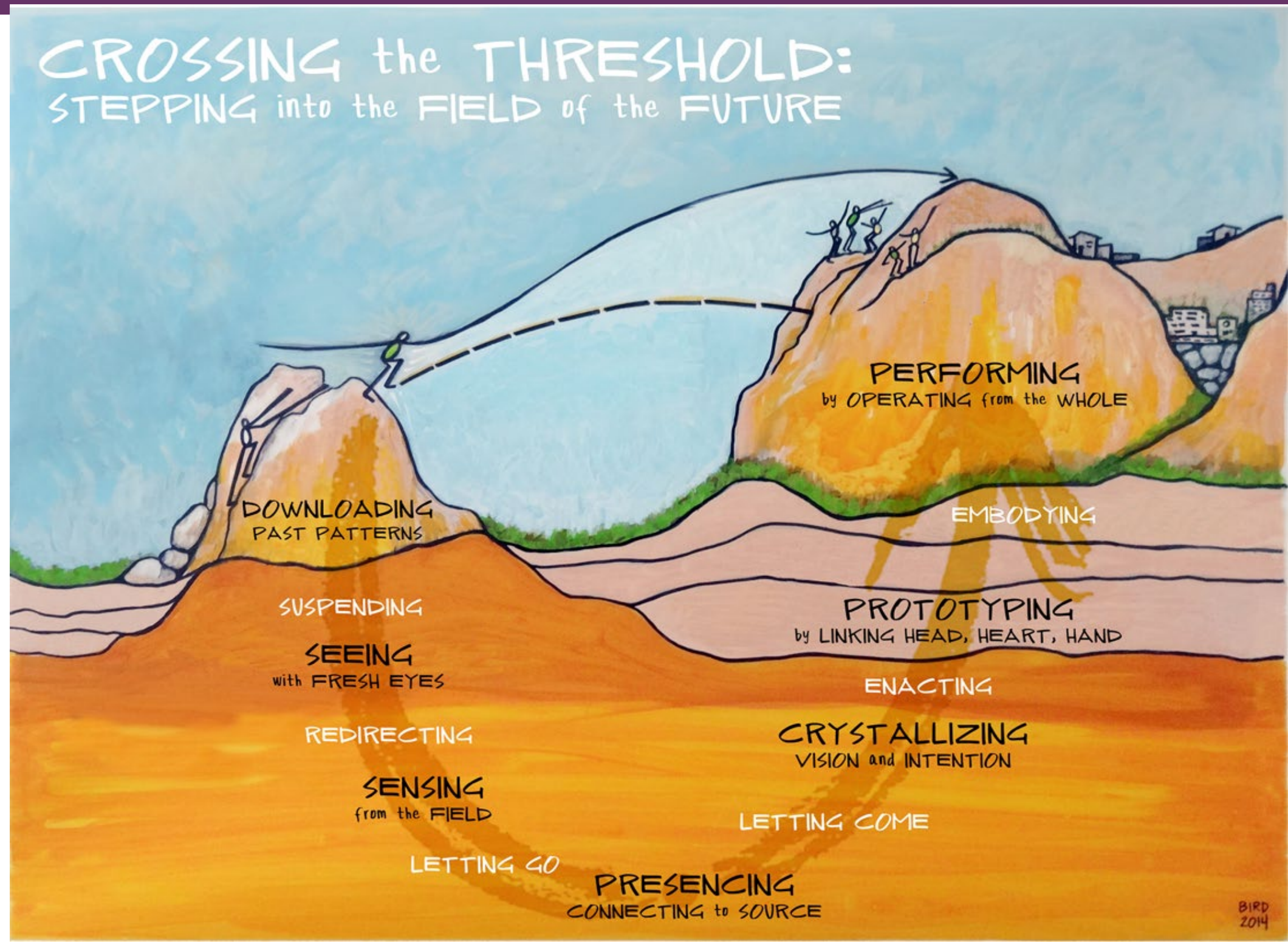
BUILDING MATTERING THROUGH COMMUNITY ENGAGEMENT

A person can not add value without VOICE and VISIBILITY

Giving VOICE and VISIBILITY to people who carry trauma or have been oppressed requires reconciliation, healing and skill

C. Bethell 2020

Cultivating capacity for deliberate, transformational resilience requires "through any door" awareness of world views, attitudes, beliefs, perceived agency and purposeful intentions for healing and change
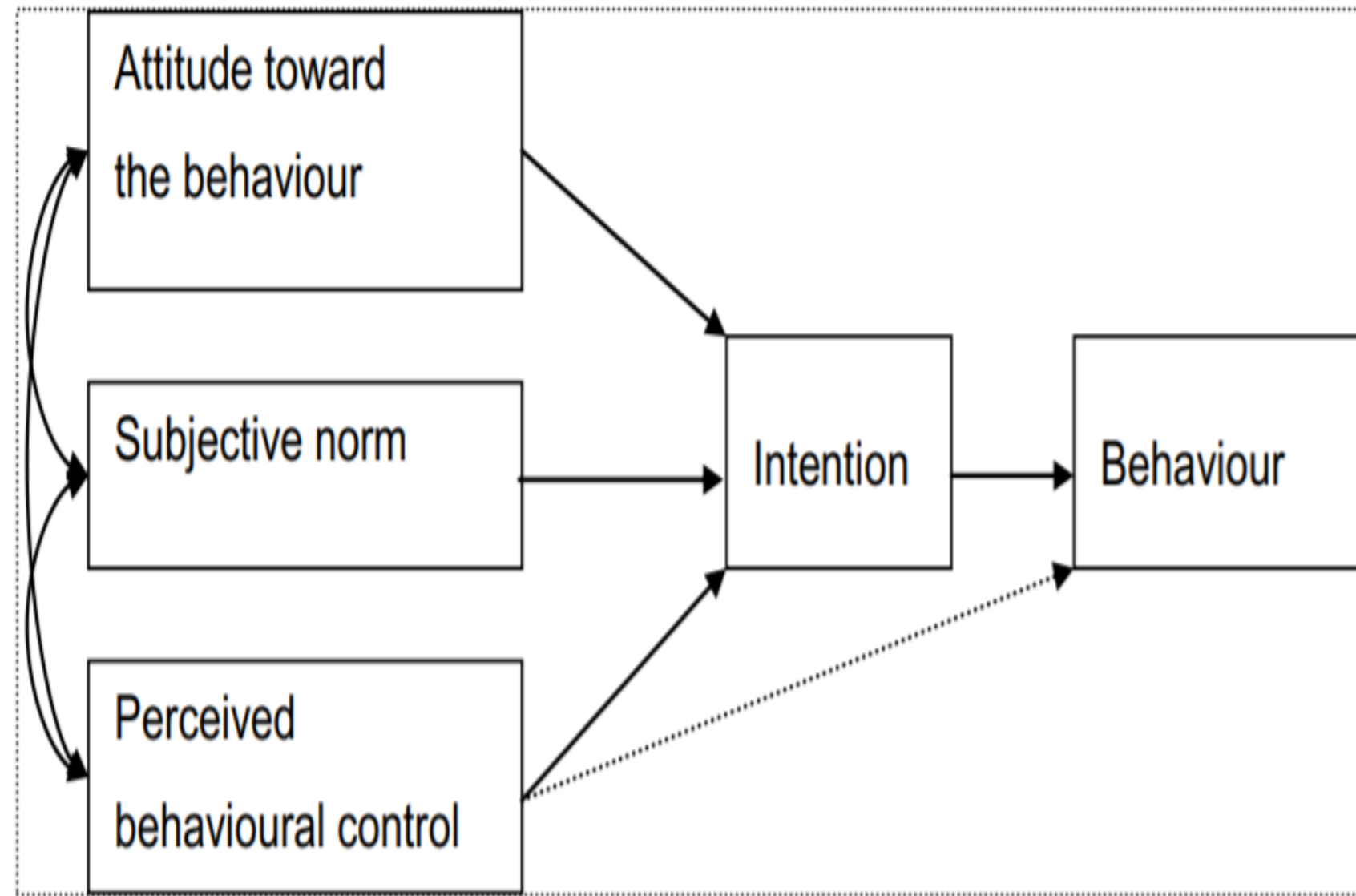
Figure 1 A framework of the theory of planned behaviour [17]; see also [63].
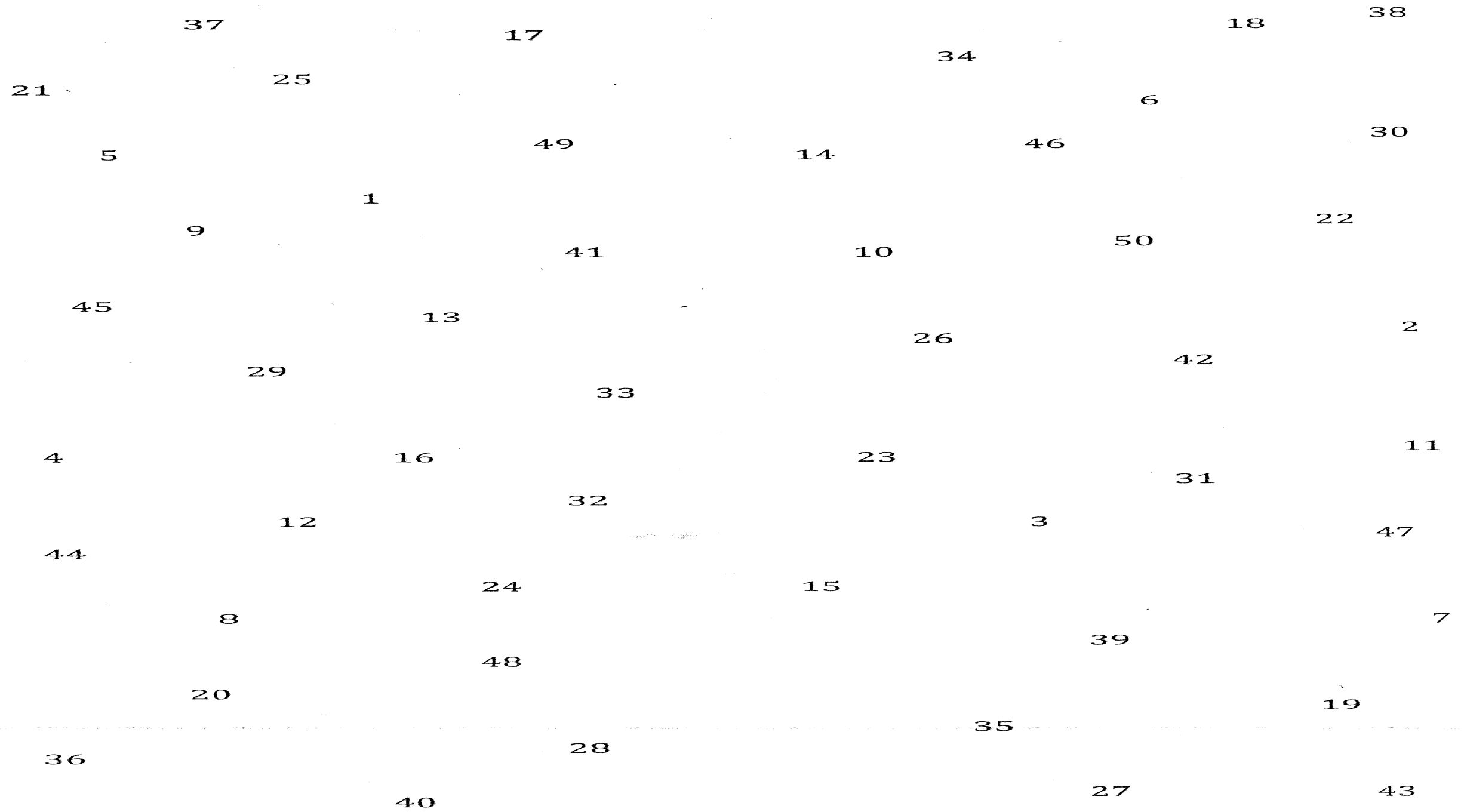
C. Bethell 2020

37 17 18 38

34

25

21 6

5 49 14 46 30

1 22

9 50

41 10

45 13 2

26

42

29 33

4 16 23 11

31

32

12 3 47

44

24 15

8 7

39

48

20 19

35

36 28

40 27 43
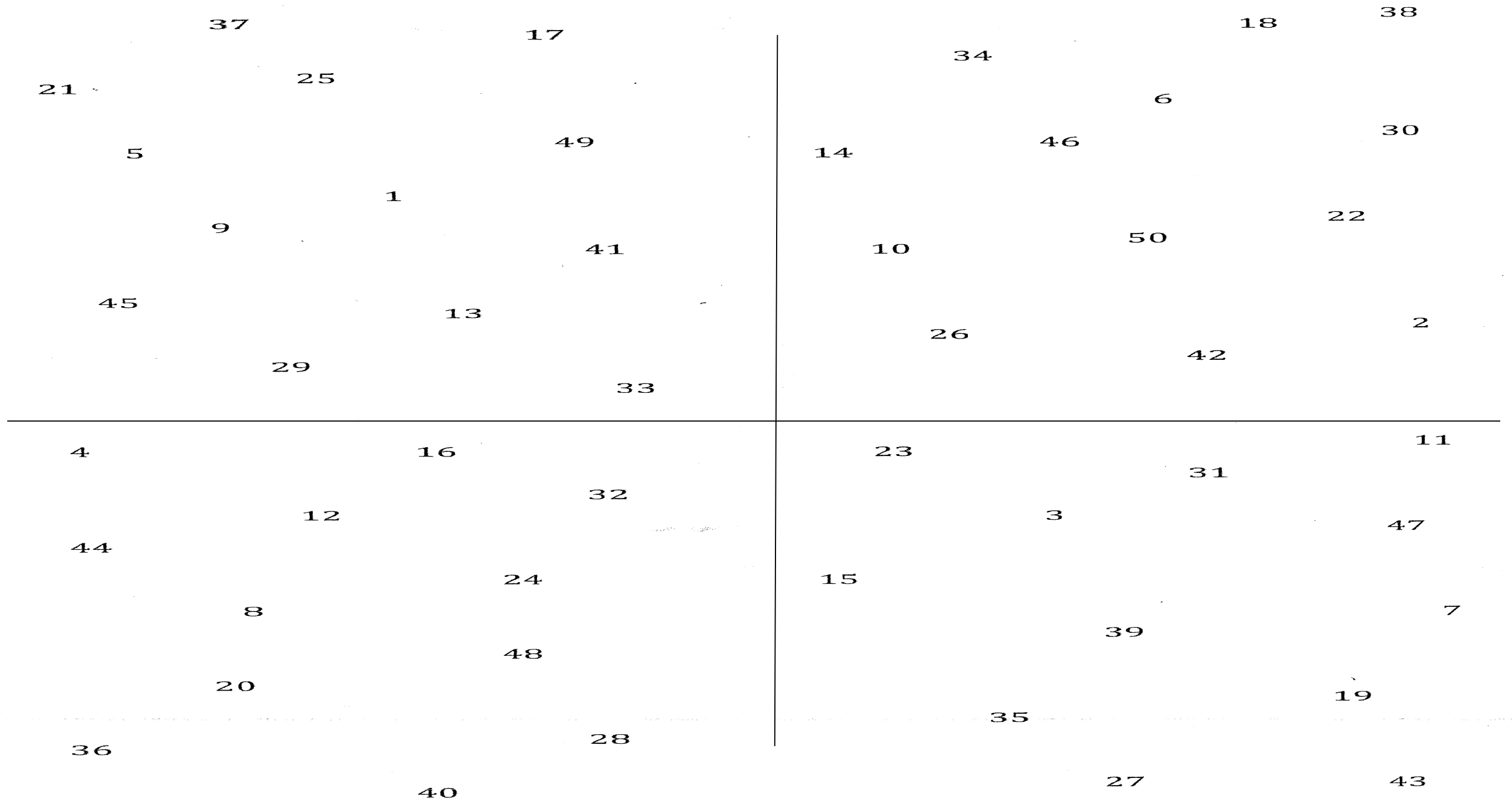
C. Bethell 2020

C. Bethell 2020

Collective Agency
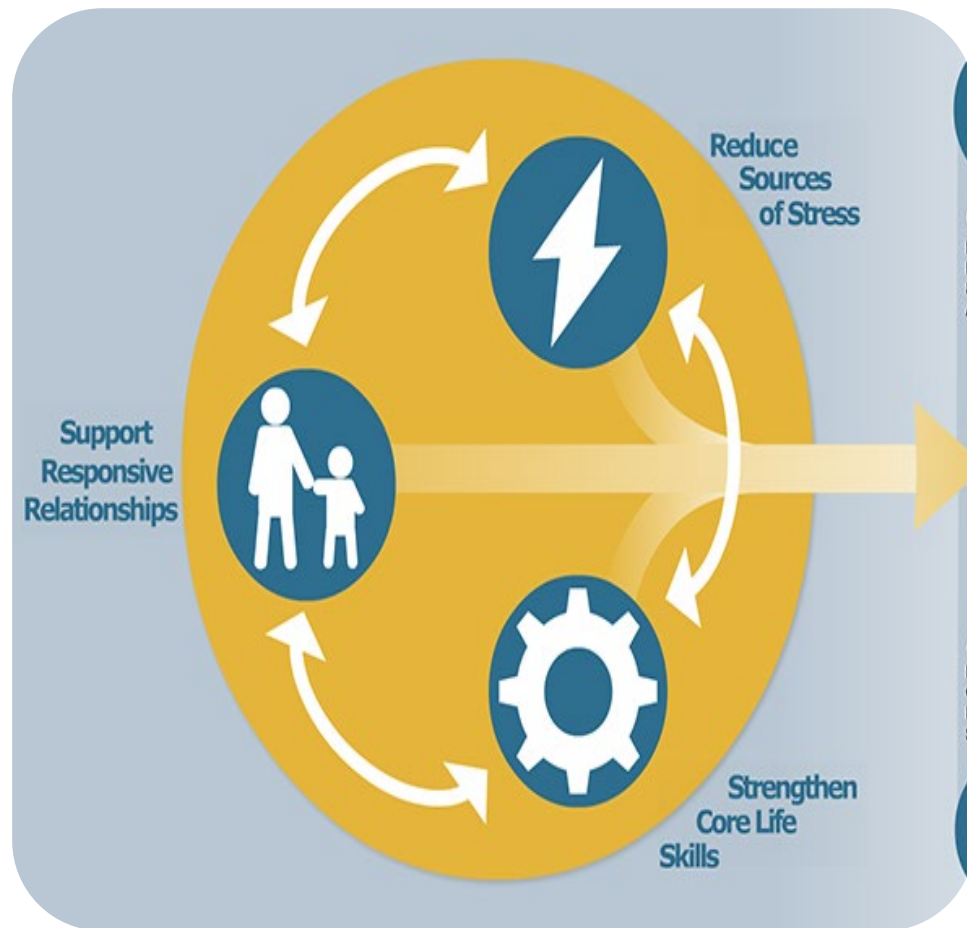
STRATEGIC LEARNING

The extent to which efforts uncover insights key to future progress.

1. Learning about what we are doing
2. Learning about how we are thinking
3. Learning about how we are being

SYSTEMS CHANGE

The extent to which efforts change the systems underlying complex issues.
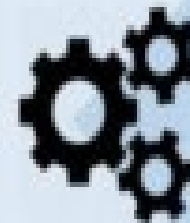
1. Changes in drivers of system behaviors
2. Changes in behaviors of system actors
3. Changes in overall system behavior(s)

MISSION OUTCOMES

The extent to which our efforts help to make lives better.
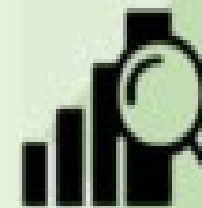
1. Outcomes for individuals
2. Outcomes for targeted geography/groups
3. Outcomes for populations

C. Bethell 2020

Reduce Sources of Stress

Support Responsive Relationships

Strengthen Core Life Skills

Community Resiliency Model®
Family Resiliency Program Toolbox

www.traumaresourceinstitute.com

The Community Resiliency Model (CRM)® Family Resiliency Program skills are designed to help you return to a calmer, more resilient space when you are upset so that you can listen and talk to your child from the best part of yourself.

The model will help you identify whether or not you and your child are in the High Zone, Low Zone or the "OK" Zone, and provide you with a set of six skills to help restore a sense of balance and wellbeing in the body and mind.

Learning to read signals in your body when in different zones can help you understand the different ways humans respond to stressful situations. Most importantly, it can help you begin to create different, healthier responses to stress. The first task is to learn the skills for your own self-care. Then you can teach the skills to your children.

This booklet will provide scripts to help you teach the skills to your children, as it is good to have a common language. The scripts will give you simple ways in which to share all six skills of the Community Resiliency Model (CRM)® Family Resiliency Program (CFRP).

We will learn:
1. The Zones
2. Common survival responses
3. Tracking or reading the nervous system
4. How to develop resources
5. How to ground
6. The Help Now! strategies to Reset Now!
7. How to pay attention to calming gestures
8. How to Shift and Stay to get back to our OK Zone/Resilient Zone

Parent Toolbox & Activities | Community Resiliency Model® Family Resiliency Program (CFRP)

$25.00

ADD TO CART

It is TRI's desire to make our wellness skills and accompanying products accessible to caregivers in order to enhance resiliency during these challenging times.

Price includes access to one PDF file that includes two products: The Community Resiliency Model Family Resiliency Program Toolbox and the Community Resiliency Model Parent and Child Activities.

If you are unable to afford to pay the discounted price, please contact Claire Bridge, cbridge@communitytri.com.

f FACEBOOK   🐦 TWITTER   📌 PINTEREST

Activate Windows
Go to Settings to activate Windows

C. Bethell 2020
https://www.traumaresourceinstitute.com/special-trainings/cfrp-toolbox-and-activities

Teaching core competencies among parents, teachers, youth –like a growth mindset.

Policy makers can catalyze restoration of core competencies and healing by curating and making training and resources widely available for all schools as well as across all government services, etc.

https://transformingeducation.org/resources/growth-mindset-toolkit/

https://www.innerdrive.co.uk/how-to-develop-a-growth-mindset/#:~:text=There%20is%20no%20set%20way,Encoura ging%20a%20sense%20of%20curiosity

C. Bethell 2020

Growth Mindset
Stories and Science
by @Inner_Drive
www.innerdrive.co.uk

Overcome setbacks

Larry Page co-founded Google but initially he struggled to convince others of its value. How did he cope with early setbacks? By "having a healthy disregard for the impossible".

Masters call it practice

Thierry Henry scored 228 goals for Arsenal and is regarded as one of their best ever players. But he didn't score for his first eight games. His Twitter bio gives an insight into his mindset: "Amateurs call it genius. Masters call it practice."
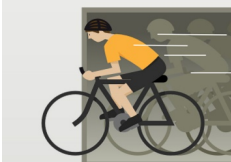
Raise your expectations

In round one of a study, people were asked to cycle 4,000m as fast as they could. In round two, the same cyclists managed a much faster time. Why? In round two, the cyclists thought they had raced against their first ride, but really they had raced against a faster competitor.

Success takes time

Research has shown that it takes, on average, about 750 competitive chess matches for a pro player to reach their peak in chess rankings. There are no quick fixes. It takes many years of practice to get as good as you can be.

UCSF HEARTS:
Healthy Environments and Response to Trauma in Schools

Partnering with school communities to promote healing, social justice, and school success

https://hearts.ucsf.edu/
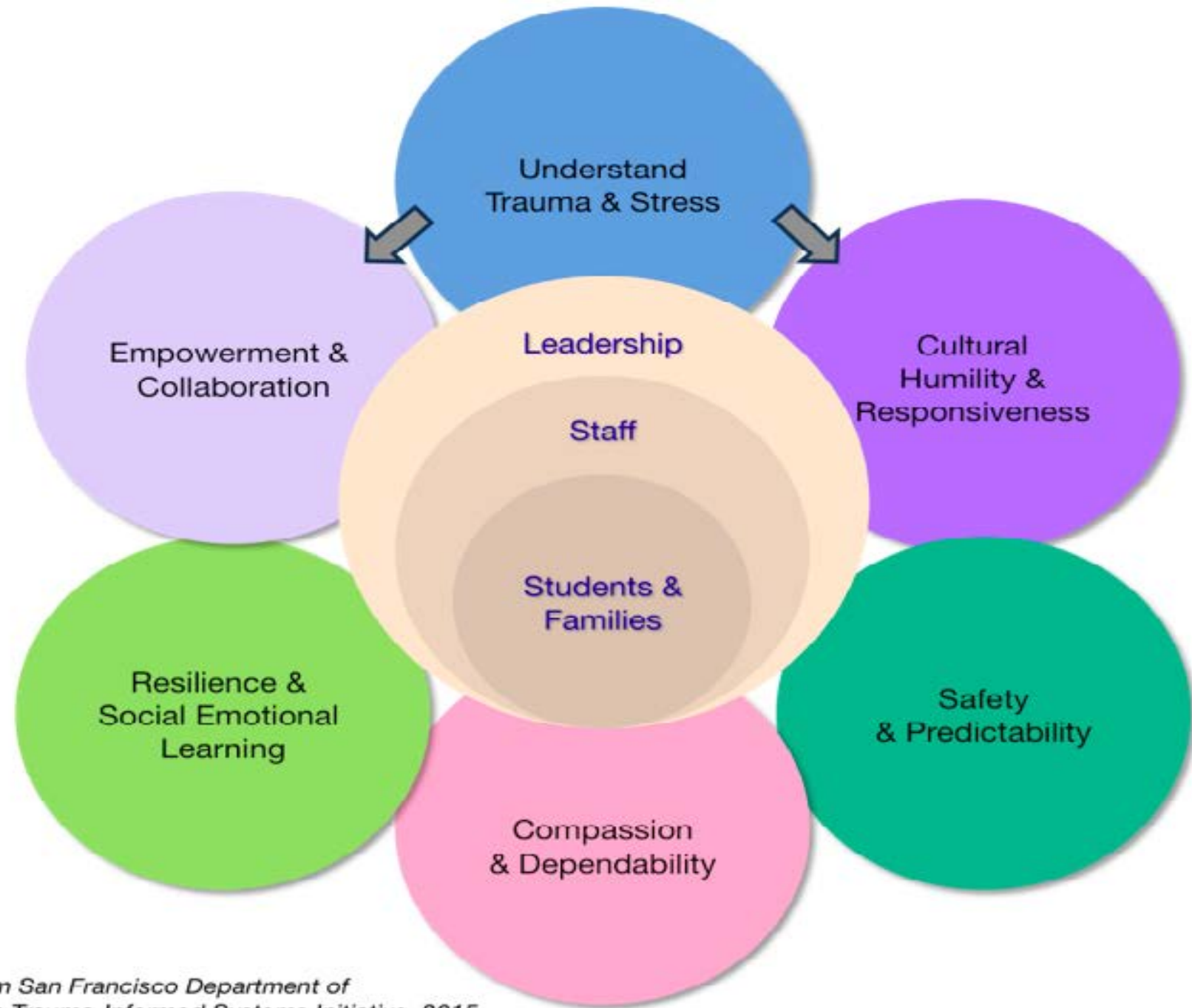
C. Bethell 2020

Modified from San Francisco Department of Public Health Trauma-Informed Systems Initiative, 2015

Collaborative Safe Spaces

C. Bethell 2020

Creating Brave Spaces

1. Co-initiating: uncover common intent
stop and listen to others and to
what this calls you to do

VOJ

5. Co-evolving: embody the new in ecosystems that facilitate seeing and acting from the whole

2. Co-sensing: observe, observe, observe
go to the places of most potential and
listen with your mind and heart wide open

VOC

VOF

4. Co-creating: prototype the new
in living examples to explore the
future by doing

3. Presencing: connect to the source of inspiration and will
go to the place of silence and allow
the inner knowing to emerge

C. Bethell 2020

Vicious Cycles Within a Dysfunctional Social System As It Struggles to Heal and Co-Create
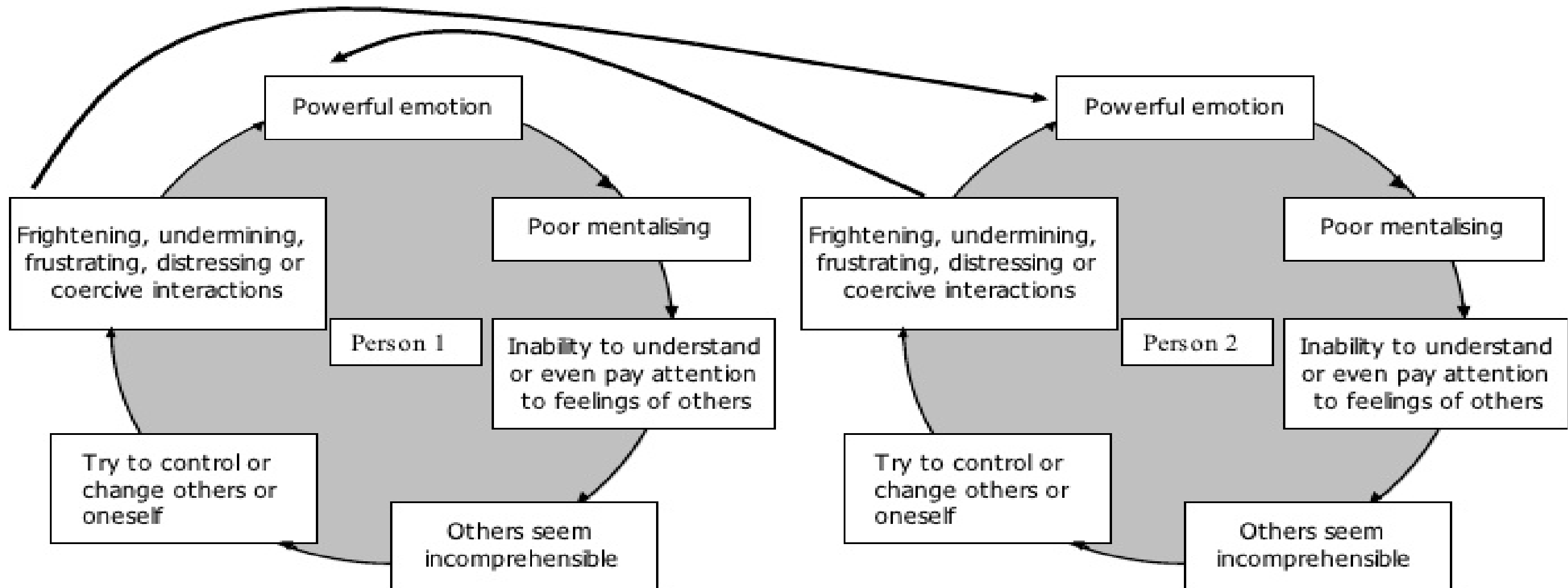
C. Bethell 2020

Levels of Listening

LISTENING 1:
from habits

Automatic Pilot; Confirming the Past

reconfirming old opinions & judgments

LISTENING 2:
from outside

Noticing differences; disconfirming [new] data

LISTENING 3:
from within

seeing through another person's eyes emotional connection

LISTENING 4:
from the whole

connecting to an emerging future whole; shift in identity and self
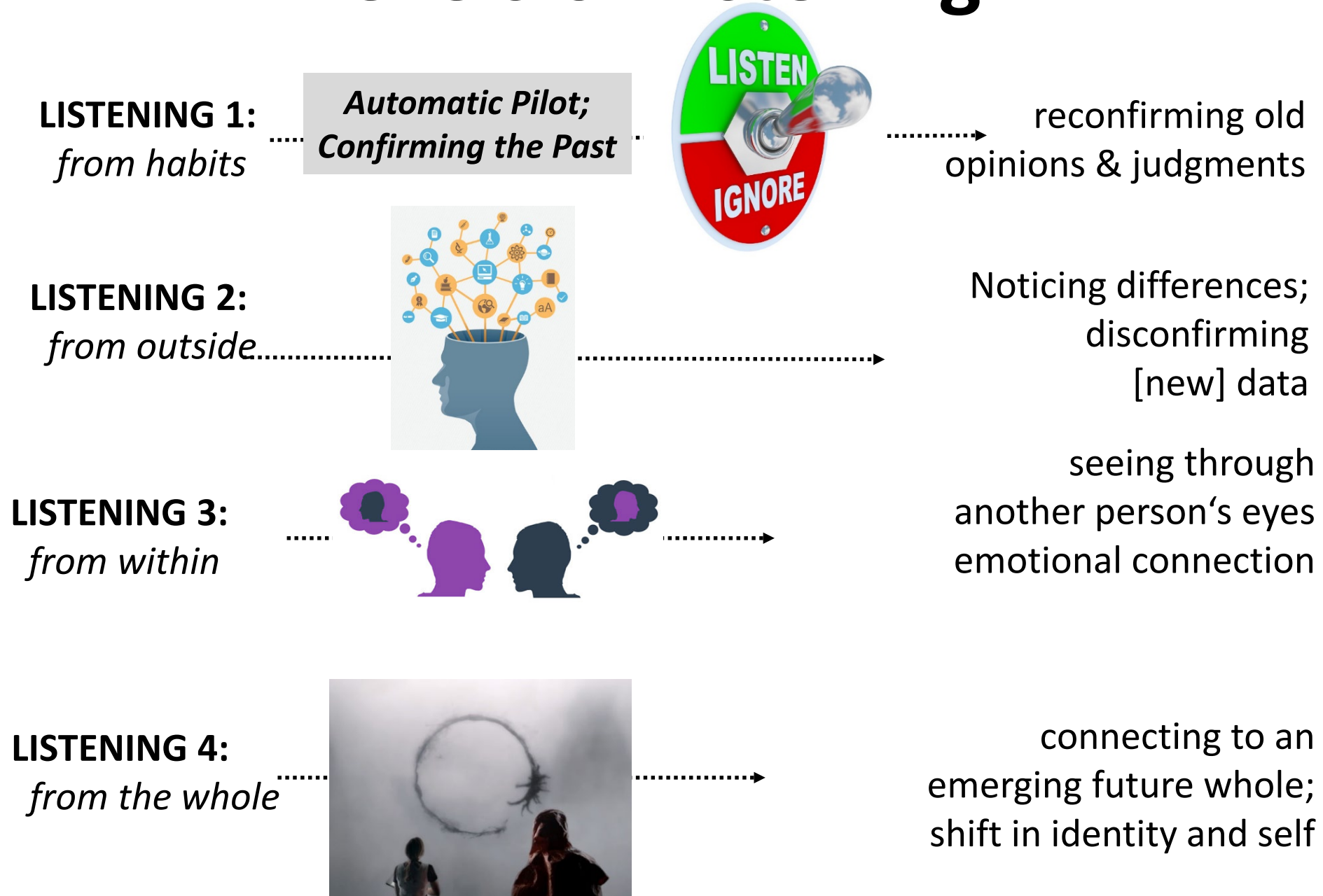
C. Bethell 2020

Ending the Gridlock! Back to the vulnerability, courage and authenticity thing!

"We need to receive empathy to give empathy." Marshal Rosenberg

Non-Violent Communication
"A process that teaches people how to go inward, observe a situation, identify their feelings about the situation, see what their underlying needs are and then give a specific and concrete request to the other party as to how they could meet that need."
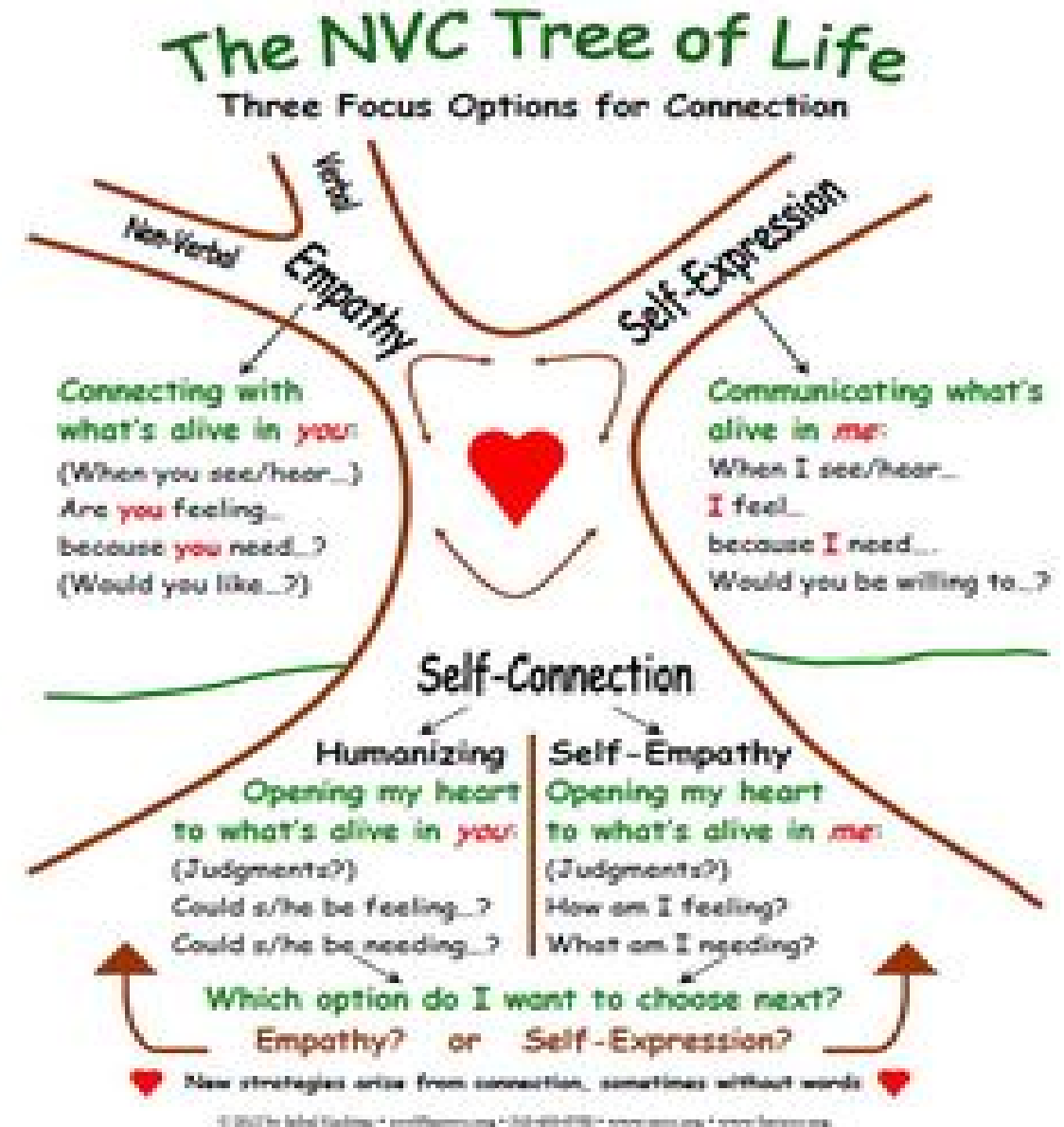
https://innerpeaceouterjoy.com/nonviolent-communication-learn-to-communicate-from-the-heart/

The NVC Tree of Life
Three Focus Options for Connection

C. Bethell 2020
https://www.pinterest.com/yourresonantself/nonviolent-communication/

As one of the world's foremost leaders in trauma-informed care and organizational certification, Dr. Sandra Bloom has compiled her trauma research, knowledge, publications and experience to create this comprehensive model. She and her long-time associate and seasoned organizational consultant Sarah Yanosy have co-developed this new approach.

The PRESENCE model has been designed to support the multi-faceted roles that staff within organizations play in working with individuals who are impacted by trauma. All training and consultation are online for ease of use by staff. Once an organization has contracted with PRESENCE, it will establish its own Enactment Team that will be coached by PRESENCE staff to implement each aspect of the PRESENCE model and prepare for certification. This process will take approximately 18 months depending on the size and scope of the organization.

Introductory Track
This first track is a prerequisite for all other tracks offered in three different options:

- Full organization with coaching
- Full organization without coaching – now with an introductory

C. Bethell 2020

VIDEOS

VIDEO: COLLECTIVE WITNESSING FOR DEEP HEALING

By pocketproject | July 26, 2020

Collective Witnessing for Deep Healing - Thomas Hübl

Watch later   Share

FREE ONLINE WEBINAR SERIES

HEALING COLLECTIVE TRAUMA

with Thomas Hübl

ARTICLES

ARTICLE: COLLECTIVE TRAUMA – HARVARD LONGWOOD CAMPUS WORKSHOPS EXPLORE TRAUMA, RESILIENCE

By pocketproject | June 17, 2020

https://pocketproject.org/videos/video-collective-witnessing-for-deep-healing/

C. Bethell 2020

Collaborative Action

Self Healing Communities Model

Emergence:
Culture of Health

Leadership
Expansion

Results   Community   Focus

Learning

Appreciative Action:
Finds Strengths;
Acts Upon Them

Commissioned by the Robert Wood Johnson Foundation

C. Bethell 2020

FROM TINKERING TO TRANSFORMATION

Our systems are designed to get the exact results they get. Culture and systems change are fundamental to improving child flourishing

National Agenda Priorities to Address ACEs and Promote Child and Family Well-Being

1 Educate about and translate the science of human development, flourishing, resilience, & ACEs

2 Cultivate the conditions for cross-sector collaboration to incentivize shared action and address structural inequalities

3 Fuel "launch and learn" research, innovation, and implementation efforts (change funding, evaluation metrics and methods)

4 Restore and reward for safe and nurturing relationships and self-, family-, and community-led prevention and healing

SUMMARY FROM NATIONAL AGENDA AND FIELD BUILDING COLLABORATION

Prioritizing Possibilities for Child and Family Health: An Agenda to Address Adverse Childhood Experiences and Foster the Social and Emotional Roots of Well-being in Pediatrics
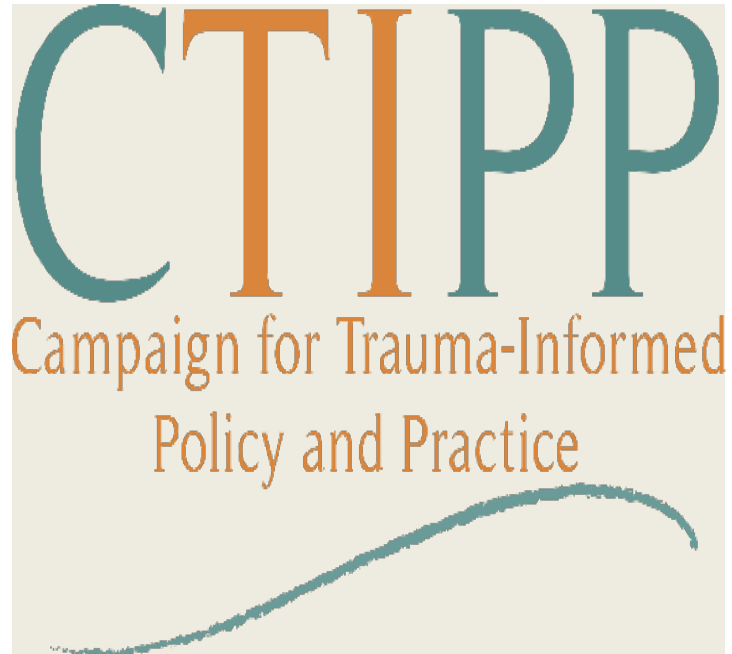
Christina D. Bethell, PhD, MBA, MPH; Michele R. Solloway, PhD, MPA; Stephanie Guinosso, PhD, MPH; Sandra Hassink, MD, FAAP; Aditi Srivastav, MPH; Simpson, MB, BCh, MPH, FAAP

SUPPLEMENT TO ACADEMIC PEDIATRICS
The Official Journal of the Academic Pediatric Association

C. Bethell 2020

The 7C's of for Concrete Policy and Practice Translation

Coverage & Coding

Costs and Payment

Contracting & Accountability

Capacity & Training

Credentialing & Integration

Coordination Within and Across

Communication Within and to the Public & Consumers

Shifting "micro" policies is essential: Regulations, Funding, Rules, etc.

Bethell, C 2016

C. Bethell 2020
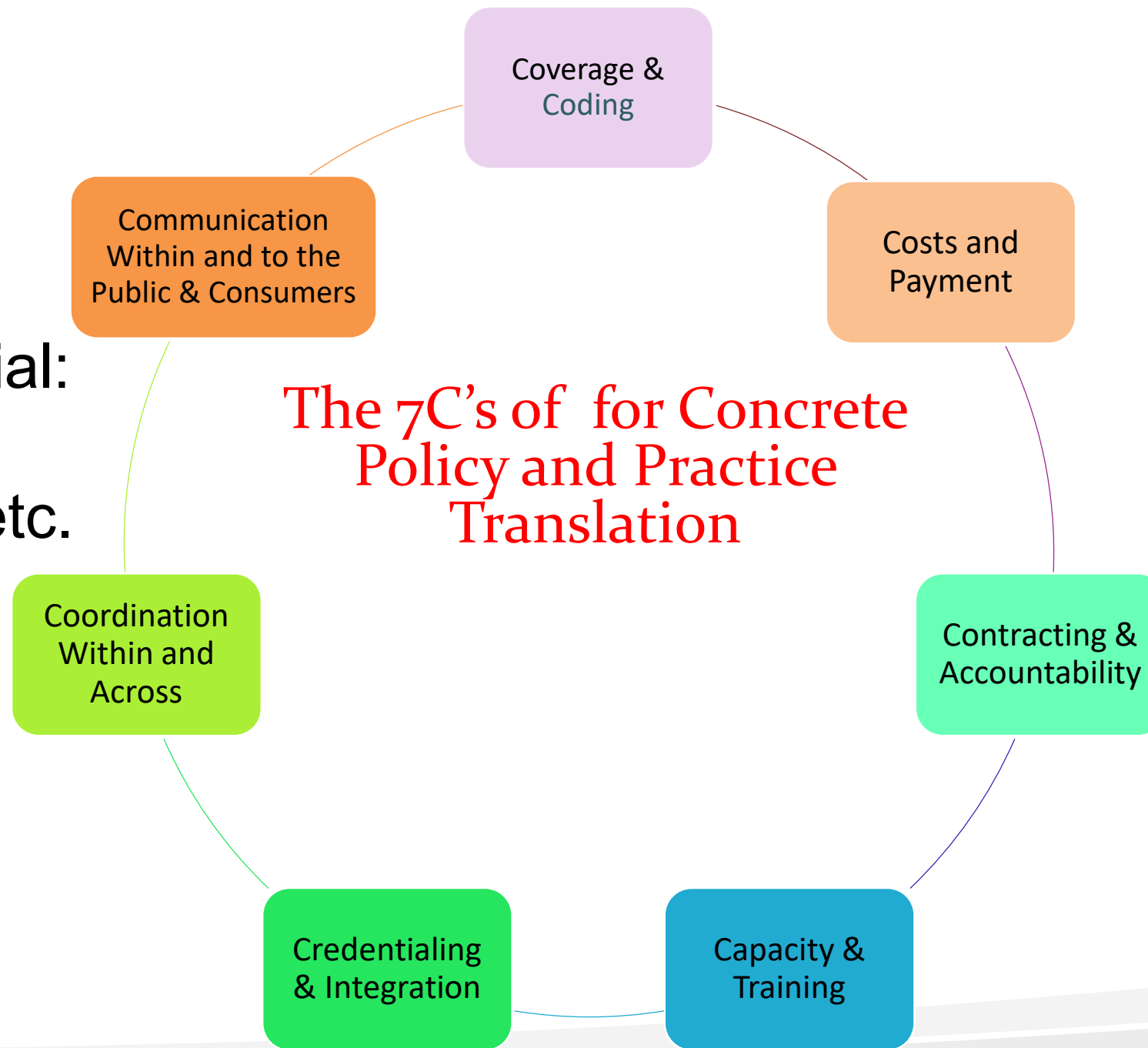
CALIFORNIA Prop 64

Recommendations for Healing-Centered and Trauma-Informed Approaches to Promote Individual, Family and Community Resilience (April 2019)

Relationship- and Engagement-centered Assessment, Interventions, and Healing

- Prioritize relationships and community engagement as central to any effort
- Recruit and retain staff who reflect, and are known to, the communities they serve
- Implement relationship- and engagement-centered trauma screening and assessment practices
- Implement evidence-based, promising, and/or community-driven practices

Training and Capacity Building

- Provide training and ongoing coaching and/or consultation to state departmental employees
- Require that funded entitites receive training and ongoing coaching and/or consultation
- Support and fund the development and retention of a community-based, healing-centered and trauma-informed workforce
- Fund local entities in communities harmed by the war on drugs, and support them to meet state requirements
- Establish a state-level clearinghouse

Cross-Sector Collaboration

- Conduct an interdepartmental assessment to review how healing-centered and trauma-informed approaches are being used for substance abuse services
- Establish a plan to increase use of these approaches across sectors
- Require that funded entitites collaboarate with community members on programs, services, and identification of redundant or missing resources

Learning-Centered Innovation Measurement and Evaluation

- Support data collection and monitoring of county-/local-level indicators and measures
- Fund communication platforms and materials
- Fund the development of an inquiry and evaluation model
- Support funded local entities to access, learn, and improve on their healing-centered and trauma-informed approaches using the inquiry and evaluation model
- Fund learning cohorts to develop, evaluate and share innovative healing approaches

C. Bethell 2020

Training and Capacity Building Resources:
On Becoming Healing-Centered and Trauma-Informed

BACKGROUND

In 2018–2019, the Child and Adolescent Health Measurement Initiative (CAHMI), in partnership with the California Campaign to Counter Childhood Adversity (4CA) and with support from The California Endowment, convened a multidisciplinary Advisory Committee to advance healing-centered and trauma-informed approaches in the administration of certain marijuana tax funds through California's Proposition 64. Leveraging a framework

Learning-Centered Innovation, Measurement and Evaluation:
Tools for Applying a Healing-Centered and Trauma-Informed Lens

BACKGROUND

In 2018 –2019, the Child and Adolescent Health Measurement Initiative (CAHMI), in partnership with the California Campaign to Counter Childhood Adversity (4CA) and with support from The California Endowment, convened a multidisciplinary Advisory Committee to advance healing-centered and trauma-informed approaches in the

Relationship- and Engagement-Centered Healing:
Resources for Applying a Healing-Centered and Trauma-Informed Lens
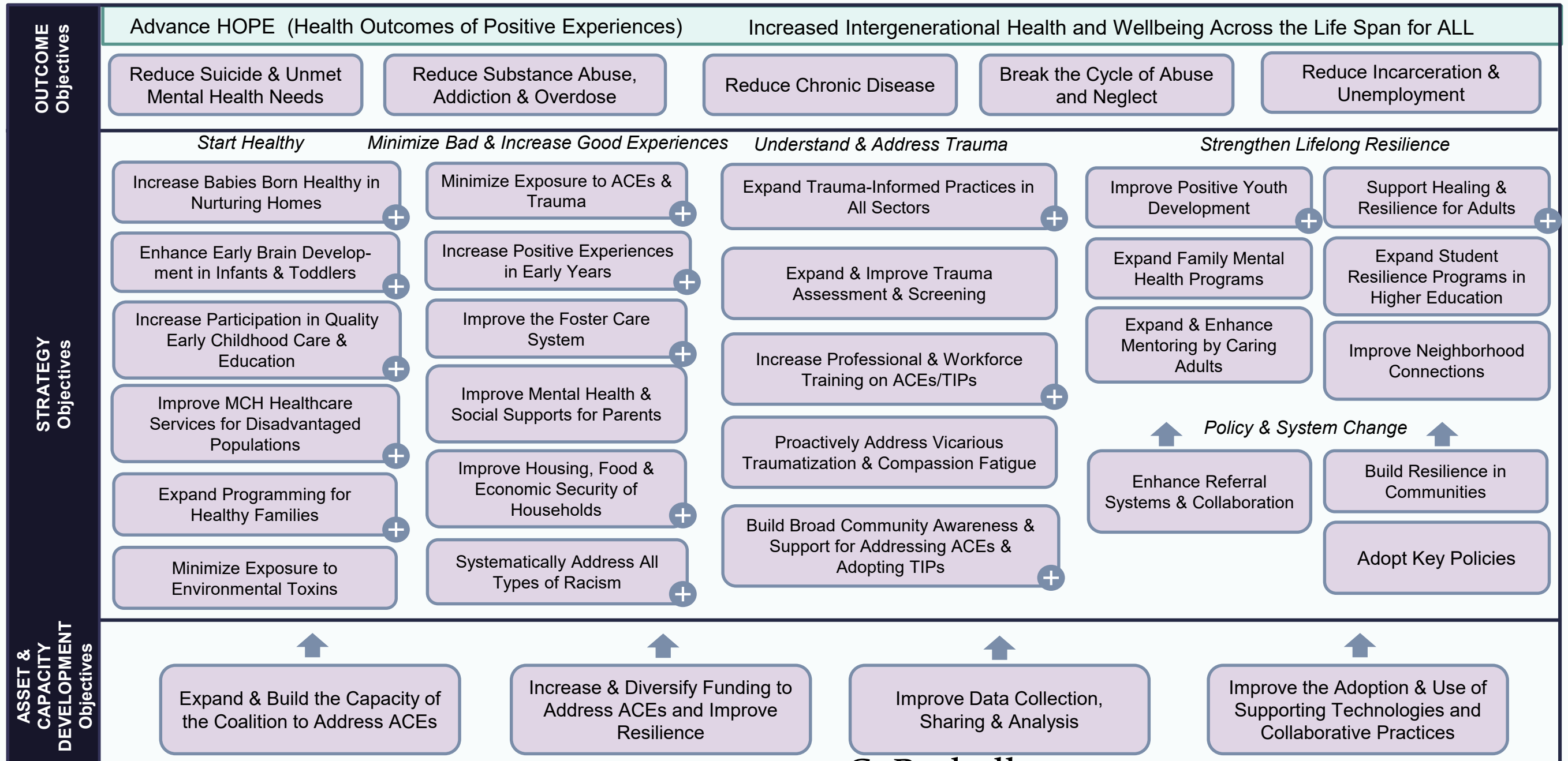
BACKGROUND

In 2018 –2019, the Child and Adolescent Health Measurement Initiative (CAHMI), in partnership with the California Campaign to Counter Childhood Adversity (4CA) and with support from The California Endowment, convened a multidisciplinary Advisory Committee to advance healing-centered and trauma-informed approaches in the

www.prop64roadmap.org

C. Bethell 2020

ACEs and Resilience Strategy Map

OUTCOME Objectives

Advance HOPE (Health Outcomes of Positive Experiences) — **Increased Intergenerational Health and Wellbeing Across the Life Span for ALL**

| Reduce Suicide & Unmet Mental Health Needs | Reduce Substance Abuse, Addiction & Overdose | Reduce Chronic Disease | Break the Cycle of Abuse and Neglect | Reduce Incarceration & Unemployment |

STRATEGY Objectives

Start Healthy
- Increase Babies Born Healthy in Nurturing Homes
- Enhance Early Brain Development in Infants & Toddlers
- Increase Participation in Quality Early Childhood Care & Education
- Improve MCH Healthcare Services for Disadvantaged Populations
- Expand Programming for Healthy Families
- Minimize Exposure to Environmental Toxins

Minimize Bad & Increase Good Experiences
- Minimize Exposure to ACEs & Trauma
- Increase Positive Experiences in Early Years
- Improve the Foster Care System
- Improve Mental Health & Social Supports for Parents
- Improve Housing, Food & Economic Security of Households
- Systematically Address All Types of Racism

Understand & Address Trauma
- Expand Trauma-Informed Practices in All Sectors
- Expand & Improve Trauma Assessment & Screening
- Increase Professional & Workforce Training on ACEs/TIPs
- Proactively Address Vicarious Traumatization & Compassion Fatigue
- Build Broad Community Awareness & Support for Addressing ACEs & Adopting TIPs

Strengthen Lifelong Resilience
- Improve Positive Youth Development
- Support Healing & Resilience for Adults
- Expand Family Mental Health Programs
- Expand Student Resilience Programs in Higher Education
- Expand & Enhance Mentoring by Caring Adults
- Improve Neighborhood Connections

Policy & System Change
- Enhance Referral Systems & Collaboration
- Build Resilience in Communities
- Adopt Key Policies

ASSET & CAPACITY DEVELOPMENT Objectives

| Expand & Build the Capacity of the Coalition to Address ACEs | Increase & Diversify Funding to Address ACEs and Improve Resilience | Improve Data Collection, Sharing & Analysis | Improve the Adoption & Use of Supporting Technologies and Collaborative Practices |

C. Bethell 2020

The path forward may sometimes be unclear. And it may be messy. But the shared heart is calling, and we have an opportunity to make lasting shifts toward love and justice in our world.

Kristi Nelson
Executive Director,
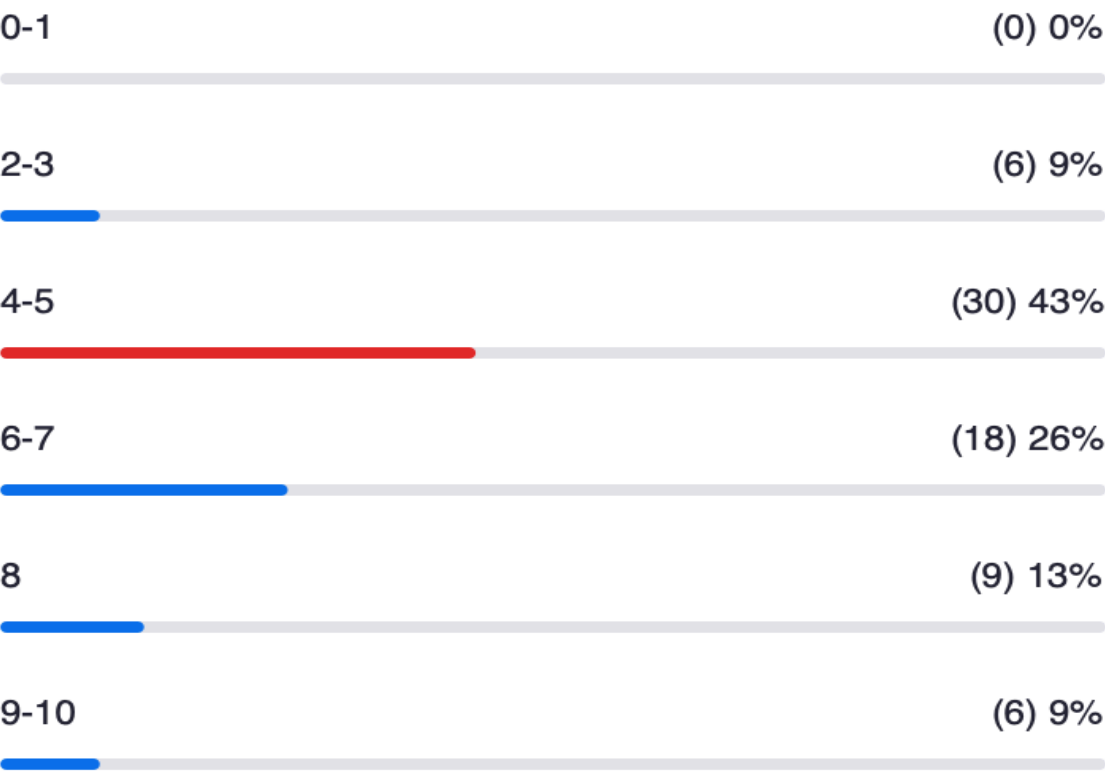*Gratefulness.org*

C. Bethell 2020

We Are the Medicine

Healing is Upon Us!
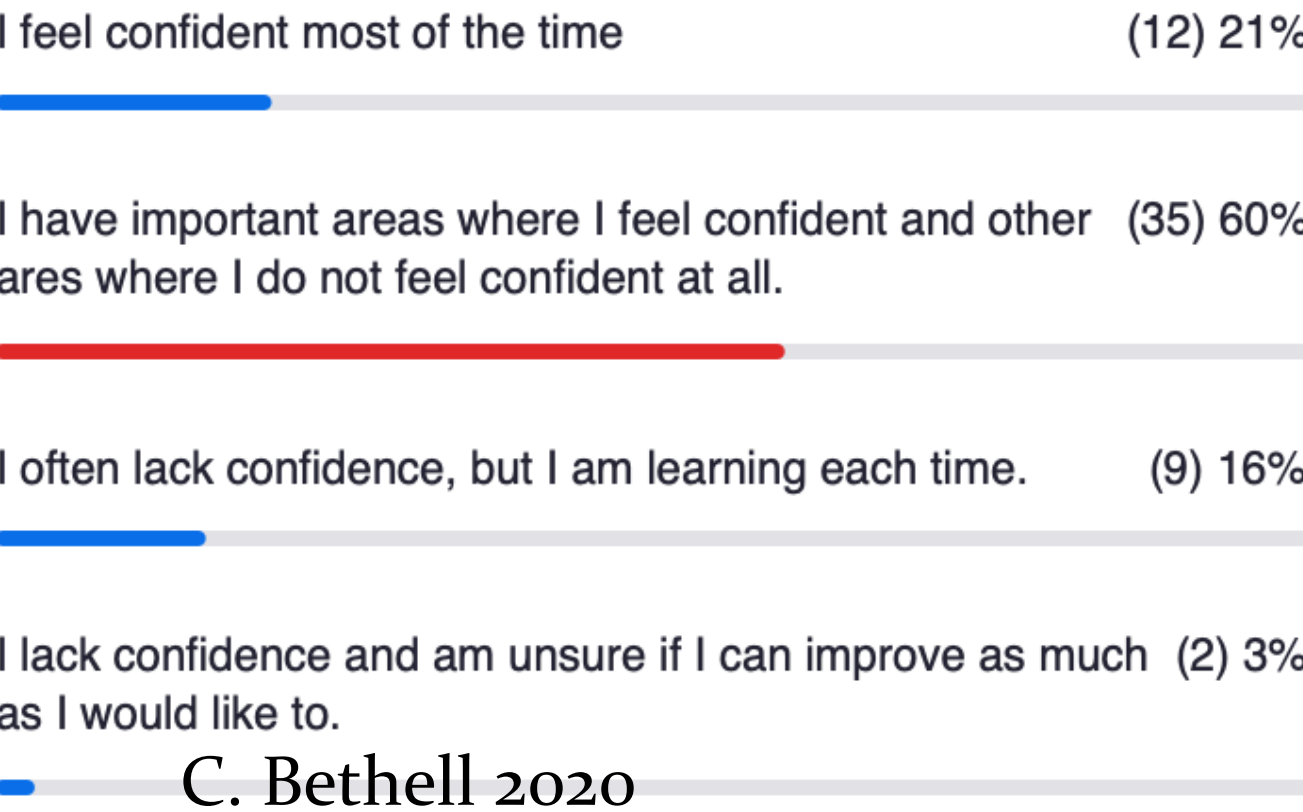## (and within and between us!)

C. Bethell 2020

Finding the Jewel --sharing

Areas of confidence and aspiration -sharing

1. On a scale of 0-10, with 10 being the highest, how committed is your community to findings ways to grow through the adversities they face and carry?

0-1	(0) 0%
2-3	(6) 9%
4-5	(30) 43%
6-7	(18) 26%
8	(9) 13%
9-10	(6) 9%

1. How confident do you feel to build and restore mattering among the children, youth and families you serve/work on behalf of? Select the answer you most relate to.

I feel confident most of the time	(12) 21%
I have important areas where I feel confident and other ares where I do not feel confident at all.	(35) 60%
I often lack confidence, but I am learning each time.	(9) 16%
I lack confidence and am unsure if I can improve as much as I would like to.	(2) 3%

C. Bethell 2020

Breakout Dialogue Envisioning a Culture of Mattering

- Take a walk or drive through your community.

- Do your normal errands in the community.

- Go to work and do what you do professionally.

- Participate in a community resilience council meeting?

- Imagine you wake up in the morning and suddenly everything is as you would like it to be?

WHAT DO YOU SEE?

Question 1: What do you see, notice, experience, do differently when there is culture of mattering?

Question 2: What do you envision doing differently or more of to contribute to this?

Question 3: What do you need to do this? From others, yourself, organizations, policy makers, the community

C. Bethel. 2020

Breakout Dialogue
Harvesting possibilities for short term action!

What is working now to promote a culture of mattering in your personal life, area of work, community or organization?

What more can be done?

What is needed to promote the possible? Be specific as possible.

Prompt:

Imagine you are writing a letter to a leader with the power to make policy changes (Governor, Senator, President, CEO, Commissioner...).

Or, imagine you are writing a proposal to a funder who wants to give you all the support you ask for.

What do you say and ask for?

C. Bethell 2020