

# Interim Study

## Adverse Childhood Experiences

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# Overview of ACEs

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- ACEs have negative enduring effects
  - on health and physical well-being
  - on school and economic success
  - on relationships and the next generation
- ACEs directly affect health through exposure to toxic stress
- ACEs impact the developing brain, impairing memory, attention, self-control, self awareness, empathy
- ACEs often passed from generation to generation, with roots in historical or family traumas

# 10 Categories of Childhood Adversity

- Verbal Abuse
- Physical Abuse
- Sexual Abuse
- Physical Neglect
- Emotional Neglect
- Witness IPV
- Substance Abuse in Home
- Separated/Divorced Parents
- Family Member Incarcerated
- Family Member Mentally Ill or Suicidal



<https://www.cdc.gov/violenceprevention/cestudy/>

# ACES can have lasting effects on....



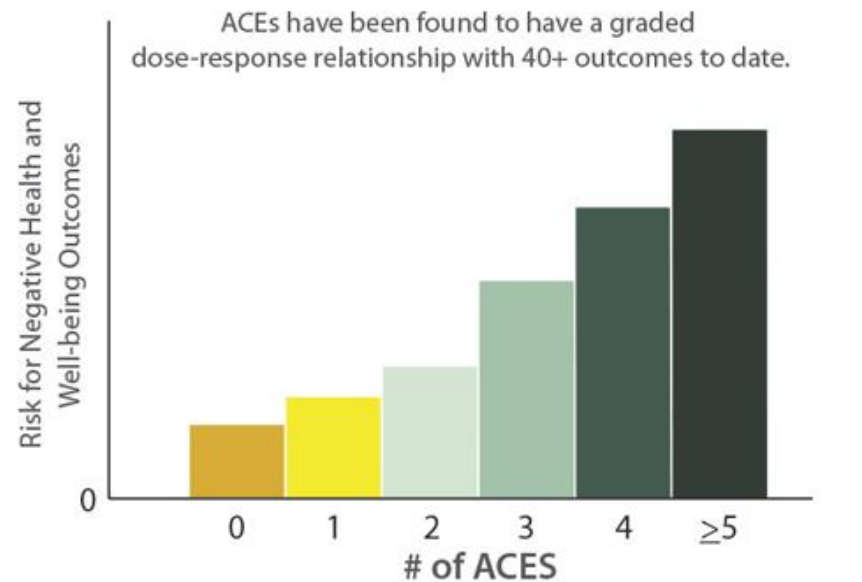
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)



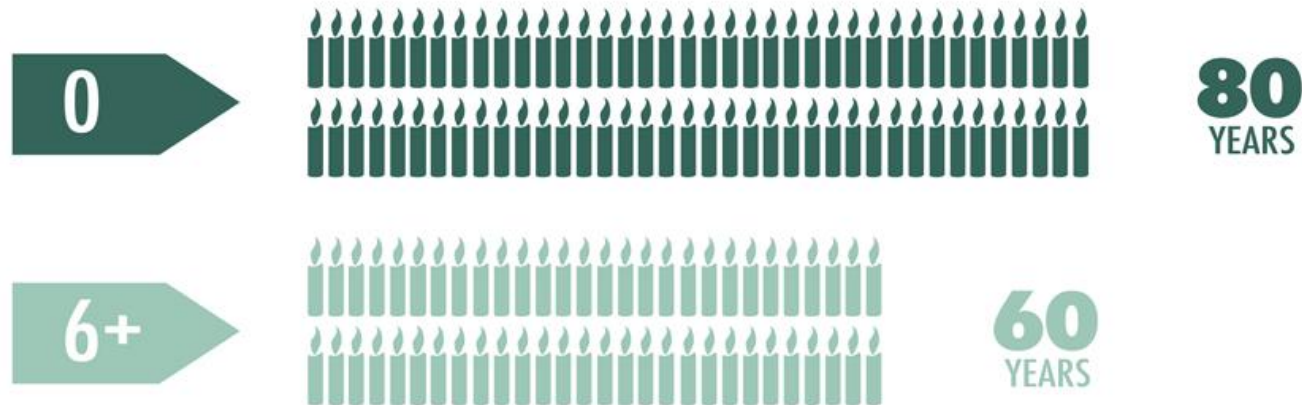
Life Potential (graduation rates, academic achievement, lost time from work)



\*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

# LIFE EXPECTANCY

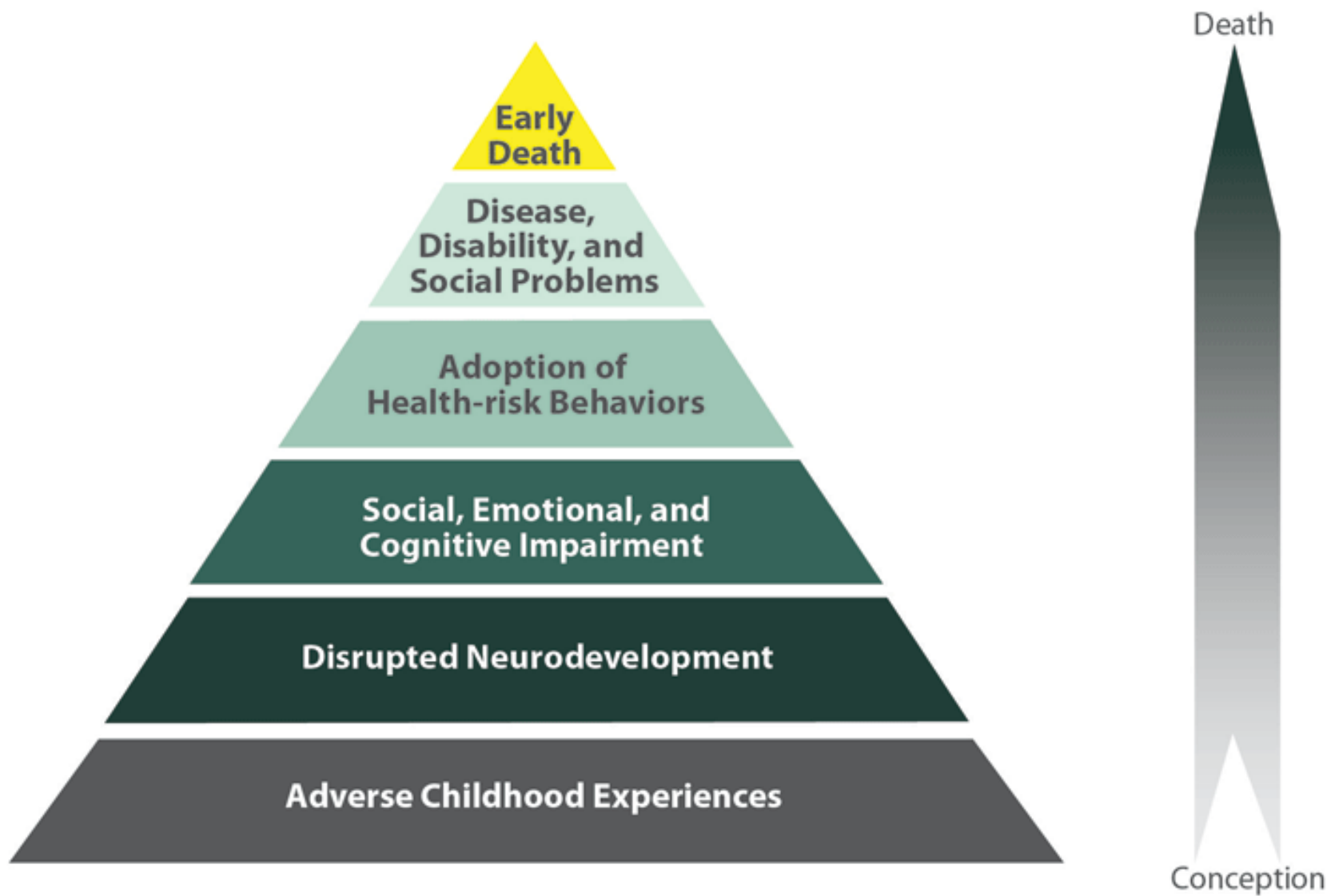
People with six or more ACEs died nearly **20 years earlier on average** than those without ACEs.



# ECONOMIC TOLL

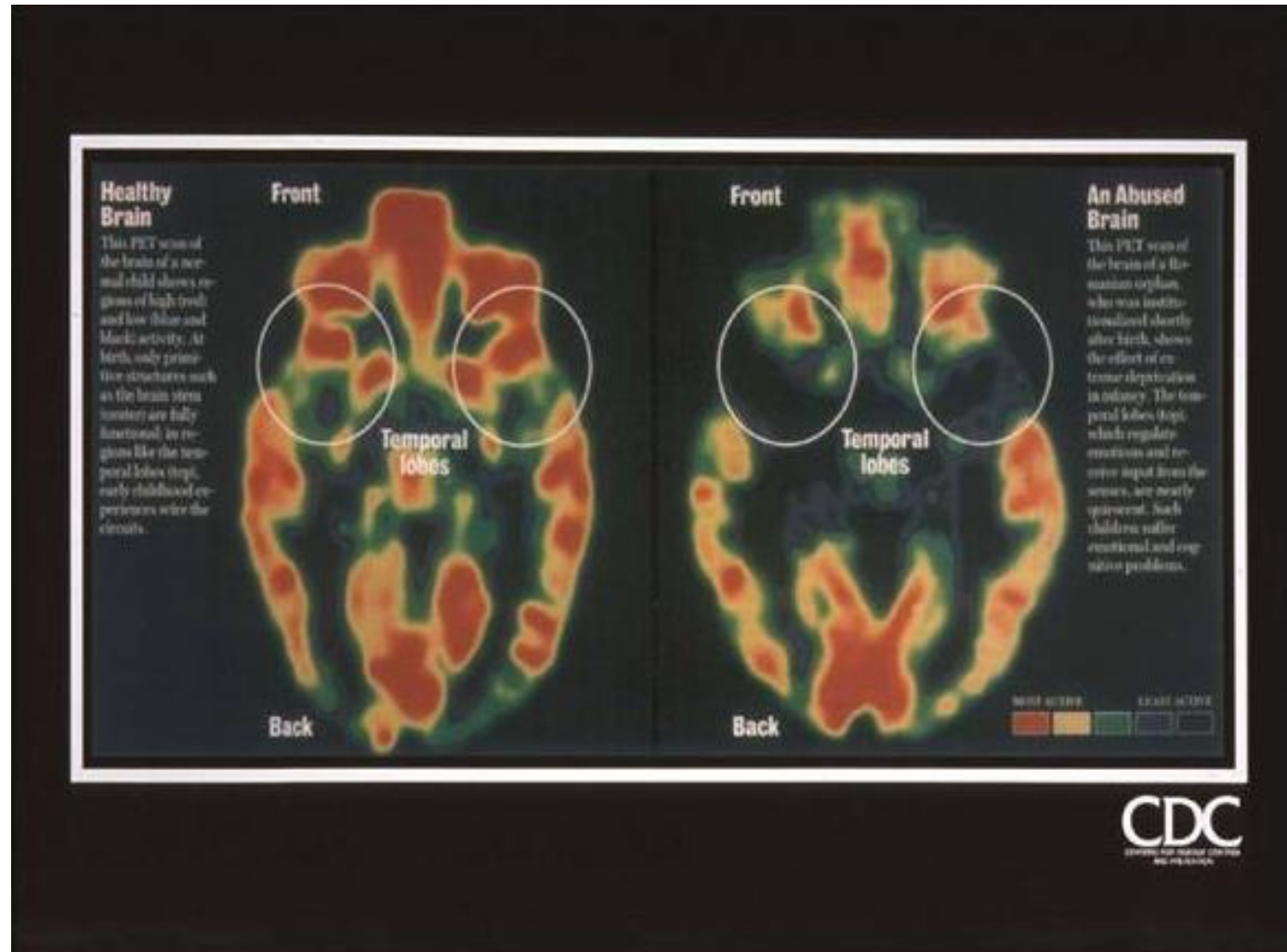
The Centers for Disease Control and Prevention (CDC) estimates the lifetime costs associated with child maltreatment at **\$124 billion**.



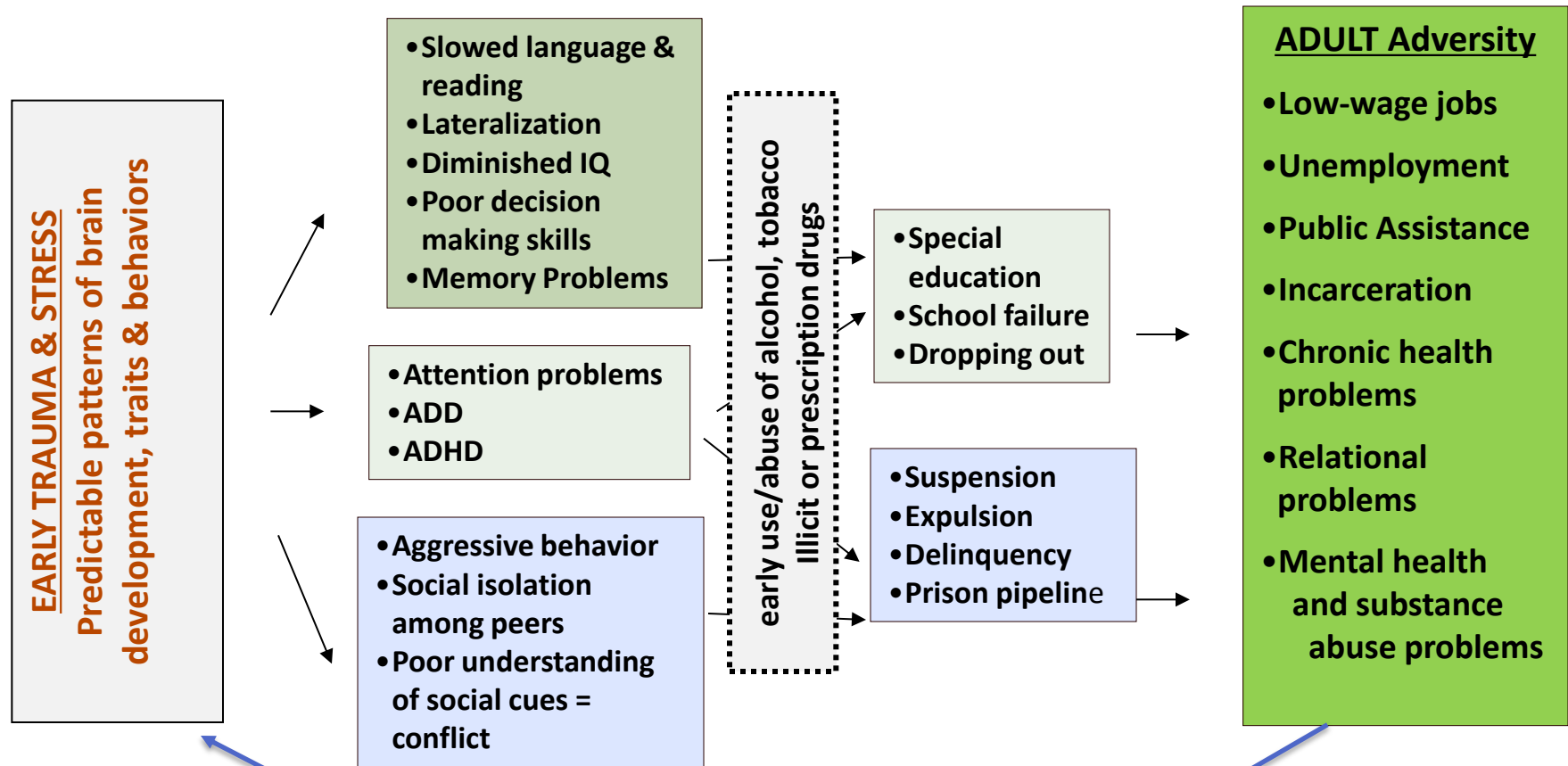


Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

# ACEs affect brain development



# The Progressive Nature of Adversity in the Life-Course



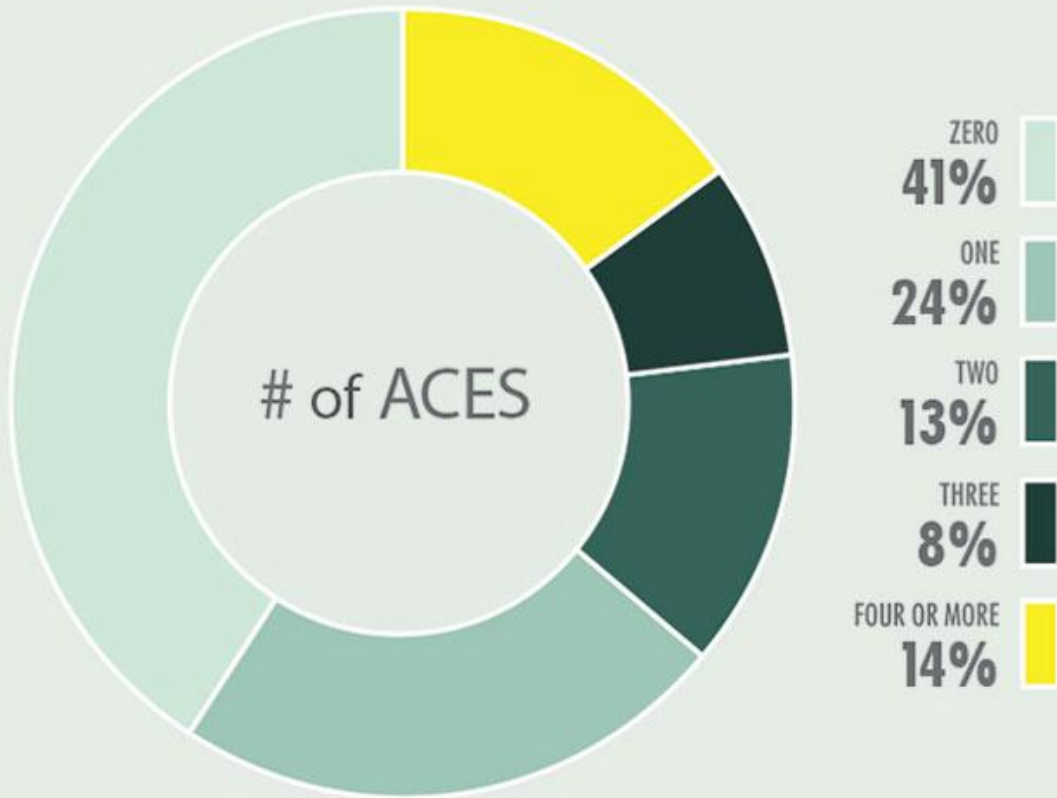
**Intergenerational Risk**



# How Common are ACES?

ACE Score Prevalence for Participants  
Completing the ACE Module on the 2010 BRFSS

BRFSS



2010  
BRFSS

# ACEs in Oklahoma children

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 (48<sup>th</sup>)
- 13% - Was a victim of or witnessed neighborhood violence (49<sup>th</sup>)
- 17% - Already experienced 3 or more ACEs (49th)
- Highest rates (with Montana and W. Virginia) of children with  $\geq 4$

# What *can* Be Done About ACEs?

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. **Safe, stable, and nurturing relationships and environments** (SSNREs) can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development.  
**Example: Nurse-Family Partnership**



Home visiting to pregnant women and families with newborns



Parenting training programs



Intimate partner violence prevention



Social support for parents



Parent support programs for teens and teen pregnancy prevention programs



Mental illness and substance abuse treatment



High quality child care



Sufficient Income support for lower income families

# Protective and Compensatory Experiences (PACEs) – Morris, Hays-Grudo et al (2015)

## Relationships

Have someone who loved you unconditionally (you did not doubt that they cared about you)?

Have at least one best friend (someone you could trust, had fun with)?

Do anything regularly to help others or do special projects in the community to help others?

Have an adult (not your parent) you trusted and could count on when you needed help or advice?

Were you an active member of at least one civic group or a non-sport social group?

# Protective and Compensatory Experiences (PACEs) – Morris, Hays-Grudo et al (2015)

## Resources

Have an engaging hobby -- an artistic or intellectual pastime either alone or in a group?

Were you regularly involved in organized sports groups or other physical activity?

Live in a home that was typically clean AND safe with enough food to eat?

Have a school that provided the resources and experiences you needed to learn?

Were there rules in your home that were clear and fairly administered?

# The Hole in the Bridge

