



Orange County's Child Abuse Prevention Council is responsible for facilitating trainings and workshops to educate family-serving professionals and community members about child abuse prevention and related topics, and to distribute Continuing Education Units (CEUs) to professionals. One of the Child Abuse Prevention Council's key focus areas for training is Adverse Childhood Experiences (ACEs) and toxic stress. As of November 2020, five virtual no-cost trainings have been presented on the topics of ACEs and trauma, including:

- **July 2020: Recognizing the Nature and Extent of Prejudice with Dr. Gerardo Canul**
  - 394 attendees
  - 200 CEUs distributed
- **August 2020: ACEs Awareness and Prevention with Dr. Mark MacMillin**
  - 290 attendees
  - 435 CEUs distributed
- **September 2020: Understanding Vicarious Trauma with Dr. Bina Parekh**
  - 473 attendees
  - 250 CEUs distributed
- **October 2020: Understanding the Neurobiology of Trauma with Dr. Kim Vander Dussen**
  - 500 attendees
  - 350 CEUs distributed
- **November 2020: ACEs Awareness and Prevention, Part Two, with Dr. Mark MacMillin**
  - 260 attendees
  - 200 CEUs distributed
- **December 2020: Psychological Effects on Children Witnessing Domestic Violence Workshop with Dr. Guy Balice**
  - 375 attendees

- 100 CEUs distributed

\*Please see *Upcoming Training* section below for details regarding the **January 2021** trainings.

For more information about upcoming trainings, please follow The Raise Foundation on Facebook, Instagram and Twitter, or email Gary Taylor at [gary@theraisefoundation.org](mailto:gary@theraisefoundation.org). (*will be hyperlinked*)



**Title:** Adverse Childhood Experiences (ACEs) Training

**Date & Time:** January 15, 2021 at 1 p.m.

**Presenter:** Dr. Mark MacMillin, Licensed Psychologist and faculty member at The Chicago School of Professional Psychology

**Description:** The CDC lists Adverse Childhood Experiences (ACEs) as having a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. This FaCT virtual training will be an informative session to learn how we can help create safer neighborhoods and communities where every child has the ability to thrive.

This no-cost training will be held via Zoom. To register for the training, [click here](https://www.eventbrite.com/e/aces-training-tickets-133165057271).  
<https://www.eventbrite.com/e/aces-training-tickets-133165057271> (*will be hyperlinked*)

**Title:** Cultural Differences in Crisis Intervention

**Date & Time:** January 21, 2021 at 10 a.m.

**Presenter:** Dr. Breeda McGrath, Licensed Psychologist and faculty member at The Chicago School of Professional Psychology

**Description:** More information about this training and registration link to follow.

If you have any questions, please contact Gary Taylor at [gary@theraisefoundation.org](mailto:gary@theraisefoundation.org).



## **Regulating the Stress Response in Kids:**

### **Top Five Takeaways**

*ACEs Aware is an initiative led by the Office of the California Surgeon General and the Department of Health Care Services to give Medi-Cal providers training, clinical protocols, and payment for screening children and adults for Adverse Childhood Experiences (ACEs). In their August webinar, ACEs Aware asked a panel of experts to share their tips and best practices for primary care providers to help pediatric patients and parents manage stress.*

*Read key takeaways from Dr. Dayna Long, Dr. Hilary M. Bowers, and Dr. Pradeep Gidwani below. [Watch the full ACEs Aware webinar here](https://www.acesaware.org/events/august-webinar): <https://www.acesaware.org/events/august-webinar>*

#### **1. Cool-Down Corner**

Parents are familiar with timeouts, especially as disciplinary measures. For example, if your child is out in the middle of the street, or violated a house rule that resulted in a broken window, these actions could result in discipline like a timeout, which is parent-controlled and parent-directed.

Conversely, a cool-down corner is about giving space for social and emotional self-regulation. A child may choose to cool-down for five seconds, five minutes, or an hour – it's really up to them. The decision is up to the child for when they feel they are ready to come out and resume interacting in a healthy way.

As a provider, you can help educate caregivers to model the behavior they want for their children. To demonstrate how it works, you can recommend for the caregiver to express that they are feeling frustrated or upset, and to ask the child to sit in the cool-down corner. When caregivers see an opportunity to use the cool-down corner, they should also make sure they communicate when it's cool-down time by saying, "Hey, it's cool-down time," and let the child direct the time he or she needs. Children can also use things like crayons, paper, a pinwheel or items they helped to pick out in advance to help them cool down.

## **2. Encouraging Conscious Breathing as Mindfulness Practice**

Both parents and children have an opportunity to regulate their stress with conscious breathing. Breath work helps us connect our emotions and our mind. By flipping the switch from our sympathetic to our parasympathetic nervous system, which helps to regulate the toxic stress response, we can calm and slow down. Breath work can also be done anywhere, anytime and anyplace.

### *Box Breathing*

Sit up straight with your feet grounded on the floor, and close your eyes. Breathe in through your nose to the count of four. Hold it a moment, then breathe out through your mouth to the count of five. Like playing a wind instrument, you want to breathe out longer than you breathe in. Using this technique throughout the day can help you maintain focus.

### *Breath Work for Children*

Different children will respond to different techniques. One favorite is drawing a candle on one side of a piece of paper and a flower on the other side. Have the child smell the flower, then turn the paper over and ask them to blow out the candle. The visual helps engage the child and is a fun way for the parent and the child to interact. Blowing bubbles or belly breaths – asking the child to put their hands on their belly and feel it blow up like a balloon when they breathe in through their nose and out through their mouth – are also great ways to facilitate breath work. Again, what you're trying to do is help them slow down their minds and be more present in their bodies.

## **3. Journaling for Stress Relief**

We often recommend journaling for both children and caregivers. Journaling is a concrete actionable item that patients can take with them as we guide caregivers to adopt these stress management tools for themselves and their children. Similar to how a food diary can uncover health patterns that seemed mysterious and daunting, journaling emotions can help reveal patterns of behavior.

This can be a closed journal for self-reflection or a shared experience of child and caregiver writing back and forth to one another. Often this technique leads to a breakthrough moment when caregivers can understand how much their child, particularly adolescents, has been struggling when they aren't conveying their feelings with words.

### *Closed Journal*

A closed journal is for your own self-reflection. In this space you are writing your own feelings, thoughts, and pictures, and the journal is kept for yourself with the expectation of privacy from the caregiver.

### *Open Journal*

In an open journal, the child or caregiver writes something down and shares it with the other. Often, it's hard to say something face to face that's very important to us. Opening this new communication channel between caregiver and child helps keep the conversation moving. Some families have even created a "mailbox" to share these letters and even decorate the mailbox as a fun arts and crafts activity. Whether these letters or notes are placed in the mailbox or shared in a spiral-bound notebook, this can be a great tool that works across ages.

### *Color Journaling*

In a color journal, the child and/or caregiver uses colors instead of words. To begin, across the top of the page or front of the journal, you can draw a rainbow of colors – or whatever colors you want. Assign each color a mood, such as happy, sad, contemplative, etc. Then draw a calendar and select one or two colors for each day that reflect your mood and continue doing this each day. By the end of the week or month, you have a good visual of what things were like over that period. For some families, this is the breakthrough moment when they understand how much their child has been struggling because sometimes the words might not be conveyed.

## **4. Incorporating Imagination and Visualization**

One of the things we like to do with kids as they get older is ask them to use their imagination when they're upset and need a little time to collect themselves to get their emotions in check. We also know when we have strong emotions, it takes time to recover. Encouraging children to engage their imagination while their mind is active allows their emotions to remain calm.

Remind patients that they can use visualization techniques anytime – during math class, when lying down on their bed, or walking with a friend – because other people don't know what's going on in their head.

### *Color Visualization*

One visualization technique deals with color. For this activity, you need to close your eyes and imagine a red circle. In your mind, trace this circle on your head, on your chest, and on your belly while imagining objects that are red, such as strawberries, apples, fire engines, stop signs, or roses. As you're breathing in through your nose and out through your mouth, imagine the circles growing bigger and changing to orange. The orange circle could be filled with California poppies and oranges. The circle then changes to yellow, and you continue on naming objects for each color as you move through the rainbow. By the time you get to the color purple, you have this big purple circle that's covering you, and purple is a much calmer color than red. While you're doing this activity, you're also breathing out the stress that has been building up.

### *Painting Your Happy Place*

Imagining and creating a special happy place can be fun and unique to a child. By thinking of a place that makes us calm or a place we would rather be, we can decrease our heart and respiration rates. When we do that, we can step forward and address our stressors. What does the happy place look like, smell like, feel like, taste like, and sound like? Where would you rather be? If a child really likes animals, they could go to a zoo or the forest and talk with the animals. Some kids like castles. Encourage imagination and have a lot of fun with this activity. You can do this exercise out loud, on a piece of paper, or in your own head. Be descriptive with it so you can be transported to that location.

## **5. Promoting Stress Management During COVID-19**

Now more than ever, stress management strategies can help pediatric patients and their caregivers navigate these uncertain times.

### *Staying Connected with Others*

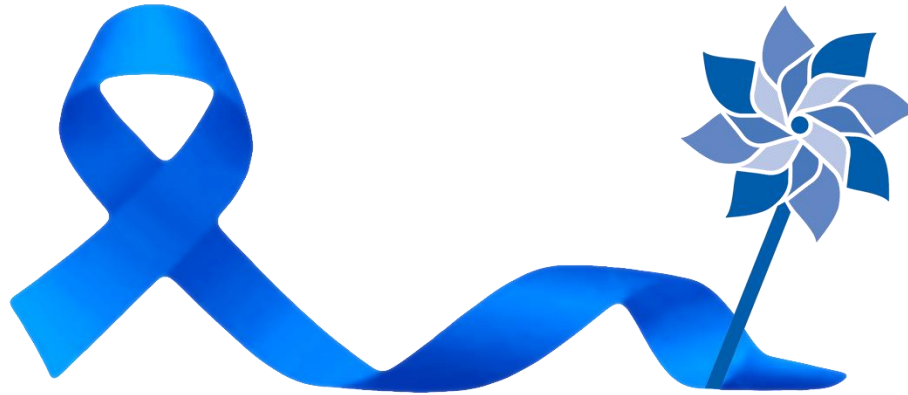
During the COVID-19 pandemic, we must encourage caregivers to get creative with how they can connect with people outside of their household. It is very important to give purpose to children by finding ways for them to share themselves and get outside of their own head. Could they participate in Zoom calls with grandparents or other relatives? Maybe say hi to a friend through a window? Whether it's baking for others, writing notes, or talking on the phone, it's never been more important for patients to maintain supportive relationships that mitigate stress.

### *Teaching Stress Management via Telemedicine*

Many of these stress management tips are easy to describe or show on the video screen with patients via telemedicine. Work with patients and their caregivers to identify the ones that work best for their family. Teaching these techniques is an opportunity to have fun and connect with families in a way that lets them know you care about and support them. Telemedicine can be an important tool for staying on track with follow-up visits and ensuring that care is still being delivered.

*For more on discussing behavioral and mental health care strategies with pediatric patients and caregivers, [read more from Dr. Bowers on the ACEs Aware blog](#).*

*<https://www.acesaware.org/blog/spotlight-series-dr-hilary-bowers/>*



## Calling for Award Nominations: Celebrating Role Models Who Keep Kids Safe

Orange County's Child Abuse Prevention Council is calling for nominations for two countywide awards; the Blue Ribbon Award and the Shining Light on Children Award. The Blue Ribbon Award recognizes an individual or group in Orange County dedicated to the field of child abuse prevention and goes above and beyond to help keep kids safe. The Shining Light on Children Award recognizes a person or group in Orange County that advocates for the wellbeing of children in a variety of ways. Award recipients will be honored during Child Abuse Prevention Month in April 2021. The purpose of these awards is to spotlight heroes among us that help keep children safe, to illustrate a variety of ways everyone can help children and to inspire people to take action.

The 2020 Blue Ribbon honoree is Deputy Jonathan Israel of the Orange County Sheriff's Department for his dedication to their Homeless Outreach Team and to helping homeless families personally. The 2020 Shining Light on Children honoree is community volunteer Bobbie Ott. Among her many accomplishments, she has fostered and adopted numerous children with special needs and she serves as a Girl Scout leader for children who reside at the Orange County Rescue Mission.

We encourage you to submit your nominations by Friday, January 15, 2021. Please direct any questions to [kerigee@theraisefoundation.org](mailto:kerigee@theraisefoundation.org).

To download the 2021 Blue Ribbon Month Nomination Form, click here.  
<http://theraisefoundation.org/blue-ribbon/>.



## **Raising Confident, Competent Children**

As children grow older, Positive Parenting Program encourages parents to promote six core skills that will help children to be more confident, produce better academic results and develop positive social skills. These core skills include:

- **Being Respectful with Others**
- **Showing Consideration**
- **Demonstrating Good Communication and Social Skills**
- **Maintaining Healthy Self-Esteem**
- **Working Through Difficult Problems**
- **Becoming More Independent**

### **Being Respectful with Others**

By helping children to learn to be respectful, they will be more likely to enjoy positive relationships with parents, siblings, friends and teachers. There are a number of ways in which children can learn and express concepts of respect. Politeness and manners are important skills for children to develop and can be demonstrated through saying please and thank you, properly addressing adults with their titles (i.e., Mr. or Mrs.) and following established rules at home or school. Children who are polite are more likely to be actively heard and have their needs promptly addressed, and with more positive interactions children can continue to be inquisitive. Following rules is an important facet of respect, as children feel more secure when they know an adult is in control and what the adult expects of them.

### **Showing Consideration**



By being considerate of others feelings and needs, children can build social connections more easily. Being considerate includes taking turns when playing games or with toys, listening to others as they are speaking and raising hands when the child has a question or concern. Parents can be the best models for showing consideration by giving praise for accomplishments, saying thank you to the child when following directions or helping out around the house and promoting empathy in children by asking them how they think their actions have affected others.

### **Demonstrating good communication and social skills**

Children with more developed social skills are more likely to make and maintain friends and have less disagreements with siblings and peers. Parents can help children to develop social skills by talking about what friendship means and how to make new friends. Parents can model how to develop these skills by discussing their first close friends and activities they did when younger that are cherished memories. Parents can suggest to their children to invite their friends for a playdate or birthday party as this provides an opportunity for parents to monitor the child's interaction with peers, provide encouragement for playing nicely and sharing and explain and enforce consequences if issues like teasing or aggression become more apparent.

### **Maintaining Healthy Self-Esteem**

Positive self-esteem is directly linked to children being happier, making friends with greater ease and being more successful academically. Parents that give positive praise, affection and attention help children to develop more positive estimations of themselves. Parents can also provide secure and predictable environments with regular routines, help children to set goals like receiving high grades and provide outlets for their ideas and opinions. Listening to their jokes and sharing laughs with your child are simple and very positive emotional releases that help children to feel good about themselves and their relationships.

### **Working Through Difficult Problems**

Problem solving, an important skill for adults and children alike, can be emphasized and taught to children through actively working on difficult problems together. Fixing a bike tire, setting up a new desk or math with children helps them to observe the process of problem solving and following directions. As children grow older, parents can give children the framework for independently solving more complex problems by asking them to clearly state the issues, laying out some potential solutions, trying the solution to gauge results and asking them how they felt about the process during resolution. Parents can also encourage children to seek help and support when they are starting to feel overwhelmed.

### **Becoming More Independent**

Early independent steps that children can take include setting out their own clothes for school, brushing their teeth without supervision and making simpler meals for themselves like pouring a bowl of cereal or

making a sandwich. Parents can help children to become more independent by modeling consistent daily routines. Waking up when the alarm goes off, organizing and preparing for the next day the night before, eating meals and going to bed at a conventional time are all examples of routine development that children can model independently as they grow older.

For more resources and information about Triple P Seminars such as “Raising Resilient Children”, “Raising Confident, Competent Children” and “The Power of Positive Parenting”, please contact Gary Taylor at [gary@theraisefoundation.org](mailto:gary@theraisefoundation.org).

*Triple P is a parenting program developed by Professor Matthew R. Sanders and colleagues in the Parenting and Family Support Centre, School of Psychology at The University of Queensland.*

*Matthew R. Sanders and Karen M.T. Turner*

*2004, The University of Queensland*

*2004, Triple P International Pty Ltd.*



## **Orange County Food Distributions**

**Grab 'N' Go Food Distributions (Boys & Girls Clubs of Greater Anaheim-Cypress)**

4 p.m. to 5 p.m. (while supplies last)

Tuesdays:

La Palma Park

1125 N. La Palma Parkway

Anaheim, CA 92801

Wednesdays:

West Anaheim Youth Center

320 S. Beach Boulevard

Anaheim, CA 92804

Thursdays:

Clara King Elementary School

8710 Moody Street

Cypress, CA 90630

**Friday Food Distribution (Latino Health Access)**

Fridays from 12 p.m. to 4 p.m.

Latino Health Access

450 W. 4th Street

Santa Ana, CA 92701

**Drive-Thru Food Pantry (First Christian Church of Huntington Beach)**

Second and fourth Sundays of each month, 1 p.m. to 3 p.m.

1207 Main Street

Huntington Beach, CA 92648

**Santa Ana Unified School District Nutrition Services**

Mornings, Afternoons and Evenings, Monday through Friday from January 4, 2021 to June 3, 2021

(closed on the following dates: January 18, February 12, 15, and 19, April 5 – April 9, and May 31)

Meals available at no-cost for all children ages 1 to 18.

For the full list of locations and additional information, click here.

<https://www.sausd.us/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=6157&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=102797&PageID=1>

For information about additional and upcoming distributions, please follow The Raise Foundation on Facebook, Instagram and Twitter. If you would like to submit information about other food distributions or community resources, please email [info@theraisefoundation.org](mailto:info@theraisefoundation.org).