

WHAT ARE THEY?

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

Introduction to Adverse Childhood Experiences (ACEs) PBSES: A Collaborative Approach to Building Student Resiliency

Toxic Stress

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

PREFRONTAL CORTEX

Center of executive functions; regulates thought, emotions, and actions. Especially vulnerable to elevation of brain chemicals caused by stress.

AMYGDALA

Triggers emotional responses; detects whether a stimulus is threatening. Elevated cortisol levels caused by stress can affect activity.

HIPPOCAMPUS

Center of short-term memory; connects emotion of fear to the context in which the threatening event occurs. Elevated cortisol levels caused by stress can affect growth and performance.

WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

Types of Stress

Positive Stress

Mild/moderate and short-lived stress response necessary for healthy development

Tolerable Stress

More severe stress response but limited in duration which allows for recovery

Toxic Stress

Extreme, frequent, or extended activation of the body's stress response without the buffering presence of a supportive adult

Intense, prolonged, repeated and unaddressed

Social-emotional buffering, parental resiliency, early detection, and/or effective intervention

Impact of ACEs on Learning

ACADEMIC	BEHAVIOR	RELATIONSHIPS
• Ability to process oral information • Memory • Understanding cause and effect in relationships • Identification of emotion • Ability to feel empathy • Setting goals, developing a plan, and reflecting • Transitions • Engagement in learning	• Fight or Flight Mode • Aggression • Defiance • Withdrawal • Perfectionism • Hyperactivity and impulsiveness • Rapid and unexpected emotional shifts	• Lack of trust • Difficulty interpreting verbal and non-verbal information • Poor sense of self and perspective taking • Difficulty identifying emotion • Decreased motivation to relate to others

RESOURCES:

- [HTTP://WWW.RWJF.ORG/EN/LIBRARY/COLLECTIONS/ACES.HTML](http://www.rwjf.org/en/library/collections/aces.html)
- [HTTP://WWW.ACESCONNECTION.COM/](http://www.acesconnection.com/)
- [HTTP://WWW.CDC.GOV/VIOLENCEPREVENTION/ACESTUDY/INDEX.HTML](http://www.cdc.gov/violenceprevention/cestudy/index.html)
- [HTTP://DEVELOPINGCHILD.HARVARD.EDU/SCIENCE/KEY-CONCEPTS/TOXIC-STRESS/](http://developingchild.harvard.edu/science/key-concepts/toxic-stress/)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?FEATURE=PLAYER_DETAILP&v=JUJHVBPRLOI](https://www.youtube.com/watch?feature=player_detailp&v=JUJHVBPRLOI)
- https://www.youtube.com/watch?v=cqO7YoMscU&feature=player_detailpage
- https://www.youtube.com/watch?v=xSf7pRpOgu8&feature=player_embedded