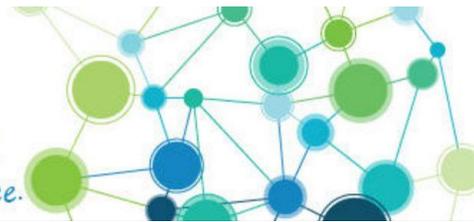


ACEs Connection

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GLOSSARY TERMS FOR AND FROM THE FIELD

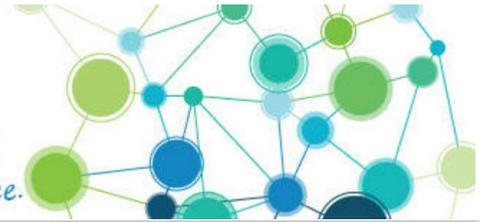
These terms have been defined with respect to ACEs science.

TERM	DEFINITION	SOURCE
accountable care community	The Accountable Care Community is focused on improving the health of the community and incentivizing the health system to reward improved health while delivering cost effective care. Success is measured by factors such as the improved health of the whole community, cost effectiveness and cost savings in the healthcare system, improved patient experience for those using the healthcare system, job creation and more.	Akron Accountable Care Community via Building Community Resilience Project Glossary
accountable health communities	The Accountable Health Communities Model is based on emerging evidence that addressing health-related social needs through enhanced clinical-community linkages can improve health outcomes and reduce costs. Unmet health-related social needs, such as food insecurity and inadequate or unstable housing, may increase the risk of developing chronic conditions, reduce an individual's ability to manage these conditions, increase health care costs, and lead to avoidable health care utilization.	Centers for Medicare & Medicaid Services Accountable Health Communities Model via Building Community Resilience Project Glossary
ACE Study	The Adverse Childhood Experiences Study is the 1998 groundbreaking epidemiological study conducted by the U.S. Centers for Disease Control and Prevention and Kaiser Permanente in San Diego. The study investigates the link between childhood adversity and the adult onset of chronic disease, mental illness, violence, being a victim of violence, and a host of other consequences.	CDC ACE Study
ACEs	This term refers to adverse experiences that happen in childhood: adverse childhood experiences. The original CDC-Kaiser Permanente Adverse Childhood Experiences Study (ACE Study) published in 1998, of more than 17,000 members of Kaiser Permanente, looked at 10 different categories of ACEs. These included physical and emotional neglect; physical, verbal and sexual abuse; parental abandonment through separation or divorce; a parent with a mental illness or alcohol (or other drug) problem; and a family member in jail. Later ACE studies have included experiences such as racism, bullying, living in an unsafe neighborhood, witnessing violence outside the home, losing a family member to deportation, and involvement with the foster care system. Some of these experiences are called ACEs (adverse community experiences) or ASEs (adverse systems experiences). These events can produce toxic stress and can result in chronic stress responses. The difference between "ACEs" and "trauma" is that ACEs refers to specific experiences that are chronic and have been measured as part of the original ACE Study or subsequent expanded ACE surveys, while trauma is a general term that people define differently. Some people think that trauma is a car crash, but don't think trauma is living with a family member who's addicted to alcohol or a family member who's depressed.	ACEs Connection Network
ACEs champion	A person who recognizes the importance of ACEs science and engages in an initiative to integrate trauma-informed and resilience-building practices based on ACEs science in her or his community.	ACEs Connection Network

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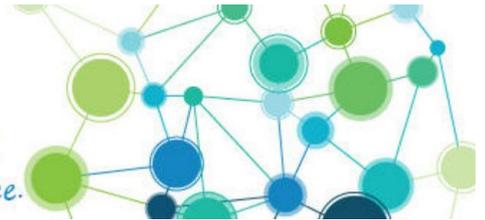


ACEs initiative	Any organized effort that uses ACEs science to develop trauma-informed and resilience-building practices to prevent, address or heal trauma and build resilience in a community. May also be called a trauma-informed, resilience, or resilience-building initiative.	ACEs Connection Network
ACEs science	ACEs science and research form the foundation of the new understanding and knowledge about human behavior; this science informs trauma-informed and resilience-building practices. <ol style="list-style-type: none"> 1. the epidemiology of adverse childhood experiences (the ACE Study and expanded ACE surveys), 2. the neurobiology of toxic stress caused by ACEs (effects on a child's developing brain), 3. the short- and long-term health consequences of toxic stress caused by ACEs (effects on the brain and body), 4. the epigenetic consequences of toxic stress (how the effects of ACEs are passed on from generation to generation), 5. resilience research, which shows that the brain is plastic and the body wants to heal. 	ACEs Connection Network
adverse community experiences	There are manifestations, or symptoms, of community trauma at the community level. The symptoms are present in the social-cultural environment, the physical/built environment, and the economic environment. They include violence, dilapidated buildings, deteriorating roads, poor transportation, and crippled local economies.	Prevention Institute
adverse system experiences	Adversity experienced in systems by how systems practice and interact with their patients, clients, students, prisoners, etc. Children experience adversity in zero-tolerance schools; in non-trauma-informed juvenile detention, probation, courts, or prisons; in non-trauma-informed medical practices; in non-trauma-informed foster care systems, etc. These systems can also retraumatize already traumatized adults, including clients and the people who work in the systems, such as welfare, unemployment, and other social service agencies.	ACEs Connection Network
adversity	Hardship, distress, or suffering. In the context of ACEs, adversity refers to circumstances in a child's life including neglect, abuse, family dysfunction, racism, community violence, and involvement with systems that further traumatize already traumatized children and adults. It can also refer to hardships faced by individuals and communities due to natural disaster, violence, discrimination, or poverty.	Community Resilience Cookbook
allostasis	Allostasis refers to the way the brain and body respond to challenges or stresses to return to homeostasis, e.g., by reacting, adapting, and then recovering.	Community Resilience Cookbook
allostatic load	If the stress is extreme, negative, and unrelenting, the brain and body pay a price. That accumulated wear-and-tear, called allostatic load, can cause chemical imbalances, accelerate certain diseases, and even alter brain structures. The social and physical environment, diet, genetics, and early brain development can all influence a person's allostatic load.	Community Resilience Cookbook

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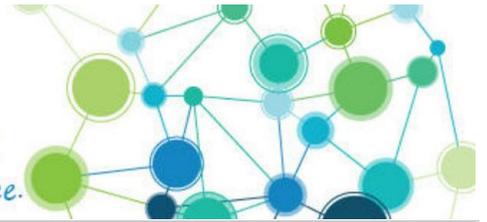


brain science	<p>Brain development — The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Brains are built from the bottom up: basic circuits lay the foundation for more complex circuits and behaviors that follow. Interaction between genes and experience shapes the developing brain, and relationships are the active ingredient in this serve and return process. Executive function skills help us plan, reason, focus, solve problems, and use information in new and complex ways. These skills can be taught and should be geared up in children as early as possible. Cognitive, emotional, and social capacities are inextricably intertwined: learning and behavior are inter-related with physical and mental health over the life course. Toxic stress damages the developing brain and leads to problems in learning and behavior and to increased susceptibility to poor physical and mental health over time. Brain plasticity and the ability to change behavior decreases as we mature: getting it right early is easier and less costly to society and individuals than trying to fix it later.</p>	<p>Harvard University Center for the Developing Child via Change in Mind Initiative</p>
climate resilience	<p>The capacity for a socio-ecological system to absorb stresses and maintain function in the face of external stresses imposed upon it by climate change and to adapt, reorganize, and evolve into more desirable configurations that improve the sustainability of the system, leaving it better prepared for future climate change impacts.</p>	<p>Wikipedia via Change in Mind Initiative</p>
community engagement	<p>The process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests, or similar situations with respect to issues affecting their well-being. In the context of the BCR initiative, community engagement refers to direct interaction with community residents to involve them in prioritizing, developing, implementing, and/or evaluating strategies to improve population health in their community.</p>	<p>CDC Principles of Community Engagement via Building Community Resilience Project Glossary</p>
community of practice	<p>Communities of practice on ACEsConnection.com are groups of people who participate in an ACEs initiative in their community and have launched a group on ACEsConnection.com to support their actions toward the goal of integrating practices based on ACEs science into all organizations within the community.</p>	<p>ACEs Connection Network</p>
community resilience	<p>The capability of a community to anticipate risk, limit impact, and bounce back rapidly through survival, adaptability, evolution, and growth in the face of turbulent change and stress. The capability to endure and thrive despite adversity.</p>	<p>Norris, et. al., 2008 via Building Community Resilience Project Glossary</p>

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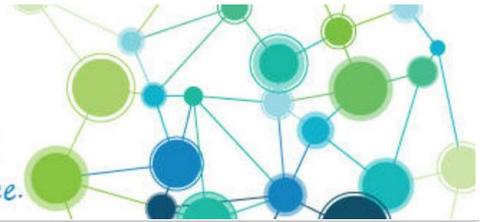


complex trauma	Another term used in place of "ACEs". When children are exposed to multiple traumatic events, such as ongoing physical or sexual abuse, witnessing family or community violence, racism, bullying, or separation from family members, they may suffer complex trauma with deep and long-lasting effects on their ability to think, learn, and relate to others. Research has shown that the more ACEs a person has, the higher his or her risk for a range of consequences, including addiction to alcohol and other substances, heart disease, cancer, auto-immune diseases, depression, anxiety, self-harming behaviors, more marriages, more broken bones, and obesity. In the criminal justice community, complex trauma is often referred to as "polyvictimization".	NCTSN
epigenetics	Even our genes respond to what happens to us, through chemical reactions that turn certain parts of the genome on or off in response to stress, diet, behavior, toxins, and other factors. Epigenetics is the study of how the social and physical environment change the expression of our genes.	What is Epigenetics? Epigenetics 101 - a beginner's guide to explaining everything
evidence-based policy	Evidence-based policy is public policy informed by rigorously established objective evidence. There are different levels of evidence. There is a hierarchy of validity associated with different types of evidence.	Center for Evidence-Based Management, 2016 via Change in Mind Initiative
evidence-based practice	Evidence-based practice is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of the individual. It means, "integrating individual clinical expertise with the best available external clinical evidence from systematic research."	Sackett, Rosenberg, Muir Gray, Haynes, & Richardson, 1996 via Change in Mind Initiative
faultlines	This is a framework developed by journalist Robert Maynard, who said that there were five enduring forces that shape lives and social tensions in this country. The original faultlines were race, economic class, gender, generation, and geography. We've added religion, nation of origin, and disability to the list. When a community develops a plan to educate its members and organizations about ACEs science, faultlines are used in addition to sectors to capture all parts of a community.	The Maynard Institute
five protective factors	The five protective factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. If this resilience-building approach is paired with an understanding of ACEs science, parents who understand their own ACEs will be more successful in practicing the five protective factors because they understand how their own history affects their parenting, they are more inclined to ask to learn about parenting skills because they don't want to pass their own ACEs onto their children, and their empathy for their children increases. More on how this is being applied can be found here .	ACEsTooHigh.com CSSP

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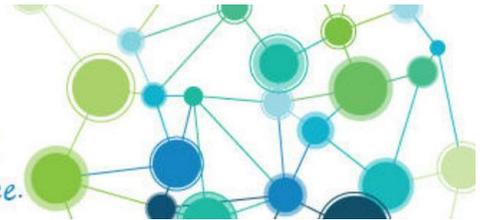


general community capacity	General community capacity refers to the ability of people in a city, town or region to come together, build authentic relationships and reflect honestly about things that matter, share democratic leadership, and take collective actions that assure social and health equity for all residents. Increasing the GCC of a community is a holistic, long-range, culture-change strategy that includes connecting people so that they can provide support and assistance for each other and generate solutions for locally prioritized issues. Better adapted, more resilient communities with high community capacity have extensive, community-wide networks of relationships through which reciprocity can flow and foster collaboration.	RWFJ
heal	Short-term, as it relates to ACEs' effects on neurobiology: Reducing toxic stress so that the body can return to homeostasis, an equilibrium where heart rate, blood pressure, and breathing are in a normal range, and where a person can self-regulate (i.e., respond to stress by consciously bringing heart rate, blood pressure, and breathing back to normal levels). Long-term: Repairing damaged tissue or organ systems so that they are within normal range of operation.	ACEs Connection Network
implementation science	Implementation science is the study of factors that influence the full and effective use of innovations in practice.	National Implementation Research Network via Change in Mind Initiative
life course orientation	Life course orientation is a focus on health equity and social determinants with an updated understanding of how biology and environment interact, offering a richer understanding of how health develops over a life time and across generations.	Maternal and Child Health Bureau via Building Community Resilience Project Glossary
living system in communities	Communities are complex, dynamic systems. Concurrently, individuals affect community, and community affects the lives of individuals. Making improvements within complex, dynamic systems is not a deterministic process. There is no silver bullet. Communities need to continuously learn, manage, and improve their strategies; focus on preventing the origins of health and social problems; and develop redundancies and habits of working that would enable rapid response and course correction when unintended consequences occurred.	RWFJ
N.E.A.R. science	Neurobiology, epigenetics, ACEs, and resilience science. Another term for ACEs science and the unified science of human development.	RWFJ
neuroplasticity	Where ACEs science is concerned, neuroplasticity is the good news. It refers to the brain's ability to grow, adapt, reorganize and form new connections throughout life. Exercise, sleep, music, spending time in nature, meditation, support from family and friends, and a reduction in stress can all help the brain recover from the effects of adverse experiences. Neuroplasticity means that ACEs are not destiny; the brain can be hurt, but it can also heal.	Community Resilience Cookbook

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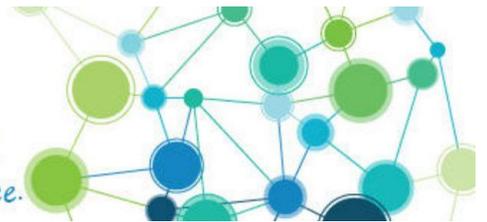


<p>Post-Traumatic Stress Disorder (PTSD)</p>	<p>It's human nature to react to fear or danger. This is often called the "fight, flight or freeze" response. People who have post-traumatic stress "disorder" feel frightened even when they're no longer at risk. PTSD can develop after experiencing a traumatic event such as war, sexual assault, a plane crash, or an earthquake. It can also develop in response to the chronic stress of ACEs. Many leaders in ACEs science do not define this state of being as a "disorder", but as a normal and expected response to a real or perceived threat that is reminiscent of the original threat.</p>	<p>Community Resilience Cookbook</p>
<p>public policy</p>	<p>Public policy refers to any official decision, instituted by government or government extension that, "guides the activities of organizations operating in the public interest."</p>	<p>Max Bell Foundation via Change in Mind Initiative</p>
<p>protective factors</p>	<p>Think of these as the opposite of ACEs—the factors or circumstances in a child's life that buffer her/him from harm and promote stability and resilience. Research has shown that supportive family and social relationships, exercise, adequate sleep, proper nutrition, spending time in nature, listening to music, and meditation are key protective factors for individuals. Protective community factors include adequate housing, access to good health care, support in times of need, involvement with healthy systems (e.g., trauma-informed schools), adequate-paying jobs for parents so that they can spend time with their children, healthy work environments for parents so that they don't bring trauma home with them, and caring adults outside the family who serve as mentors and role models.</p>	<p>Community Resilience Cookbook</p>
<p>resilience</p>	<p>The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. Whether it is considered an outcome, a process, or a capacity, the essence of resilience is a positive, adaptive response in the face of significant adversity. It is neither an immutable trait nor a resource that can be used up. On a biological level, resilience results in healthy development because it protects the developing brain and other organs from the disruptions produced by excessive activation of stress response systems. Stated simply, resilience transforms potentially toxic stress into tolerable stress. In the final analysis, resilience is rooted in both the physiology of adaptation and the experiences we provide for children.</p>	<p>National Scientific Council on the Developing Child via Change in Mind Initiative</p>
<p>resilience-building practices</p>	<p>Practices based on ACEs science that build the capacity to cope with stress, overcome adversity, and thrive. For example, Lincoln High School in Walla Walla, WA, incorporated resilience-building practices in the school to help students with high ACE scores grow and thrive. See Resilience practices overcome students' ACEs in trauma-informed high school, say the data --</p>	<p>ACEsTooHigh.com</p>
<p>restorative justice</p>	<p>Restorative justice is a resilience-building set of practices (restorative practices) that are reparative, inclusive, and balanced. Restorative justice emphasizes repairing harm, inviting all affected to talk together to figure out how to do so, and giving equal attention to community safety, victim's needs, and offender accountability and growth.</p>	<p>Centre for Justice and Reconciliation Restorative Justice for Oakland Youth</p>

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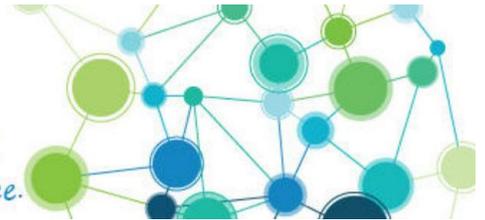


retraumatization	Retraumatization is a situation, attitude, or environment that reminds a person of the events or dynamics of the original trauma and triggers the overwhelming feelings and reactions associated with them. This can happen at any time, but is very noticeable in an organization that is supposed to be a caring organization, such as a school, healthcare clinic, substance-abuse clinic, or place of worship.	Hosting a Meeting & Acronyms Document
secondary trauma	This refers to the suffering and stress that comes from witnessing, helping, or trying to help a person who has ACEs and exhibits signs of trauma. Nurses, teachers, hospice workers, foster parents, child welfare workers, physicians, police officers, judges and emergency responders may experience secondary trauma. Symptoms of secondary trauma can include sadness, anger, poor concentration, emotional and physical exhaustion, and shame.	Community Resilience Cookbook
self-healing community	Self-healing communities build capacity to intentionally generate new cultural norms and thereby improve health, safety, and productivity for current and future generations. They improve rates of many interrelated and intergenerational health and social problems by investing in the people most at risk and reducing and preventing adverse childhood experiences. In this new paradigm, it is becoming increasingly clear that direct-service interventions are necessary but not sufficient to produce transformative health improvements, generate population-based change, or catalyze the social movement necessary to address the scope of the problems generated by ACEs. Direct services reach only a small portion of the people affected, and the cost of direct services prohibits their use as a primary strategy for preventing ACEs, their intergenerational transmission, and the wide array of serious health and social problems they cause. Moreover, these services are often limited in their effectiveness and generally not designed to address complex and comorbid health and social problems concurrently, even though co-occurring problems are common among children and adults with high ACE scores. Challenges associated with the maze of eligibility and application processes, silos of programming, and limited service availability in communities that are most in need do nothing to slow the escalation of adversity across the life course that leads to a vicious cycle of ever-increasing demand on service systems. The SHCM has three properties, each of which is essential to the process by which change occurs: Partners; Principles; Process.	RWJF
social determinants of health	In some ways, a person's health is due to the "luck of the draw" or the "universal lottery" of birth. All the circumstances in which people are born, grow up, live and work affect how they develop physically, mentally, and emotionally. These circumstances—an individual's neighborhood, family, education, race, gender, class background, diet, workplace, and access to health care, for instance—are in turn shaped by a larger set of forces: economics, social policies, and politics. But the social determinants of health are not fixed. Individuals and communities can change those circumstances so all people have equal opportunities to grow and thrive.	Community Resilience Cookbook

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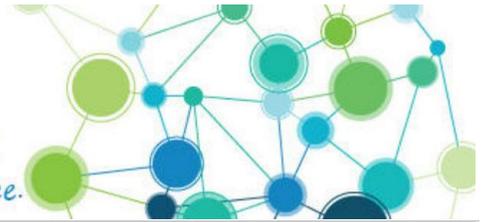


social-ecological model	This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for certain bad outcomes or protect them from those outcomes. Factors at one level influence factors at other level. The model also suggests that to prevent bad outcomes, it is necessary to act across multiple levels of the model at the same time.	Center for Disease Control and Prevention via Change in Mind Initiative
social-emotional intelligence	The ability to monitor one's own and other people's emotions.	Collaborative for Academic, Social, and Emotional Learning (CASEL)
Social-Emotional Learning (SEL)	SEL is a collection of trauma-informed and resilience-building practices through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	Collaborative for Academic, Social, and Emotional Learning (CASEL)
stress: positive stress	Positive stress is a normal and required part of healthy development, such as attending a new school or a taking a test. It is characterized by brief increases in heart rate and mild elevations in stress hormones, which quickly return to normal.	CAHMI
stress: tolerable stress	Tolerable stress results from more serious or stressful events, such as a minor car accident or witnessing violence, and results in a greater activation of the body's alert system. When a child has sufficient support with trusted adults, her/his brain and body can recover from these effects.	CAHMI
stress: toxic stress response	Toxic stress response "can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship – without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment well into adult years."	Harvard University Center for the Developing Child via Change in Mind Initiative
sustainability	Effective community changes and financial support remain in place and continue to evolve to promote progress towards long-term health and equity goals. The relationships between people and organizations created or reinforced by initiatives continue to drive social action to improve health.	Adapted from Community Health Initiatives Sustainability Framework, Kaiser Permanente via Building Community Resilience Project Glossary

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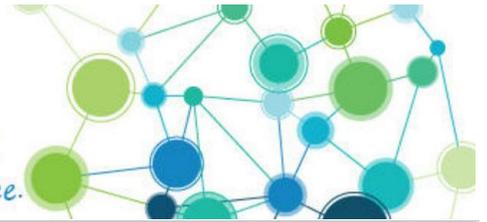


trauma	Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically and/or emotionally harmful, overwhelming, and/or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. A community (e.g., a neighborhood, a city, a region, a state, or a nation) can also experience trauma that results in lasting adverse effects in the entire community's functioning and well-being. Examples include war (Syria, Sierra Leone), natural disasters (e.g., tornadoes, floods, and earthquakes that destroy parts of a city), and violence (West Virginia Tech campus shooting, shootings of children in Newtown, CT).	SAMHSA
trauma-informed	A trauma-informed community or organization has the knowledge and understanding of trauma and its far-reaching implications. It adopts principles and practices that promote a culture of safety, empowerment, and healing. A trauma-informed or trauma-sensitive agency asks: "What happened to you?" rather than "What's wrong with you?" Being trauma-informed includes understanding the science of adverse childhood experiences (See ACEs science). Programs or communities that do not include ACEs science are incomplete in their understanding and knowledge of trauma.	SAMHSA'S Concept of Trauma and Guidance for a Trauma-Informed Approach
trauma-informed approach or care	A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. Referred to variably as "trauma-informed care" or "trauma-informed approach", this framework is regarded as essential to the context of care. Being trauma-informed includes understanding the science of adverse childhood experiences (See ACEs science). Programs or communities that do not include ACEs science are incomplete in their understanding and knowledge of trauma.	SAMHSA'S Concept of Trauma and Guidance for a Trauma-Informed Approach
trauma-responsive	A trauma-responsive environment deliberately sets about to minimize the risk of making things worse for the individuals or families who have experienced trauma and maximize the possibility of improvement while helping to guarantee safety and even recovery, for the workforce involved in providing services. It is not sufficient for such organizations and systems to be trauma-informed. They need the resource allocation and leadership that enables them to become trauma-responsive. A trauma-responsive environment would create a dense network of connection with community resources who could provide actual trauma-specific treatment so that true recovery from traumatic experience is possible.	The Sanctuary Model
trauma-sensitive	See "trauma-informed"	

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trauma-specific services	Trauma-specific services are evidence-based and best-practice-treatment models that have been proven to facilitate recovery from trauma. Examples include: Addiction and Trauma Recovery Integration Model (ATRIUM), Risking Connection, Sanctuary Model, Seeking Safety, Trauma Recovery, and Empowerment Model (TREM and M-TREM).	Hosting a Meeting & Acronyms Document
unified science of human development	Another phrase for ACEs science.	ACEs Connection Network
vicarious trauma	See "secondary trauma"	
wellbeing	<p>Wellbeing is the integration of physical and mental health and includes the “presence of positive emotions and moods, the absence of negative emotions, satisfaction with life, fulfillment, and positive functioning.”</p> <p>Indicators rooted in childhood that influence whether a person will have the likelihood of being a well-educated, economically secure, productive, and healthy adult. These indicators include family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health.</p>	Center for Disease Control and Prevention via Change in Mind Initiative America’s Children: Key National Indicators of Well-Being via Building Community Resilience Project Glossary

created by ACN 4/7/2017