

Resilience-informed
Elevator speeches, Grocery line
chats & other brief encounters

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My Objectives for Us

- Prepare for ***conversations*** about ACEs and Resilience and
- “Join the MRBN conversation” (our mission)
- Refresh understanding of ACEs, Social Determinants, Resilience-building
- Spread awareness of ACEs and resilience via the 90 sec preview to MRBN’s 30, 60, 120 minute, etc. training opportunities
- Learn about brief encounter interactions
- Reflect on trauma- and resilience-informed practices for encounters
- Leave with awareness, skills, values, and resources

Your Objectives for the session?

What do you imagine getting from this?

What are examples of encounters/conversations that...

- You would initiate?

- You would respond to what others initiate?

What has/hasn't worked?

Elevator Speeches and other brief encounters

- Elevator speech (intention to convey a message for effect)
- Grocery Line chat (uninvited opportunity to support)
- Wondering (offering someone a new lens or perspective)
- Pivoting (response that joins and shifts focus without confronting)
- Creative listening (facilitating partner coming up with own answer)
- Question answering (succinctly with offer to followup)
- Building toward “tipping point” (developing critical mass for change)
- ...

“Elevator Speeches”

- # “floors”
- 30 seconds
- 140 character tweet
- 90 words
- 10 sentences
- 2-3 3x3 post it notes
- “Hook” that will prompt curiosity and questions
- What you have to Offer
- Who’s involved?
- Your worth
- Call to action, next steps
- ?

Hook (from.....)

- A statement that makes your audience go “Wow!”
- Use social math:
 - – *“Data show the number of youth in our high schools who feel an adult doesn’t care about them would fill our hospital cafeteria three times over.”*
- Or use an anecdote:
 - – *“Our local Pop Warner star athlete, Tom, always seemed happy. But because no one knew the warning signs of trauma and depression, it came as a complete shock when he took his own life.”*
- Different audiences, different priorities and values. An effective hook:
 - – Aligns with their values
 - – Focuses on what keeps them up at night

SAMHSA examples

SAMHSA Center for Application of Prevention Technologies

- Coalition focus
- Why it matters and why it matters to them
- Coalition accomplishments
- Core prevention strategies
- Identified sustainability goals
- Existing partnerships
- How they can support the coalition efforts

What do you want the person to do as an immediate next step?

Think small steps:

- Visit a Web site?
- Read a press kit?
- Attend a meeting/event?
- Share email addresses?
- Exchange business cards?
- Set up a meeting to discuss further?

SAMHSA: National Child Traumatic Stress Network

Nancy Widdoes

DE

- Know your community.
 - Who are the big system players?
 - What critical issues do they face?
 - What value can you bring to them?
 - How can partnering with XX help meet mutual programmatic goals?
- Be compelling and passionate about your message.

Jacob Ham

HEARTS

- Visualize a specific target audience to help tailor your pitch.
- Start by including everything and then pare away until your message is tight and powerful.
- Overcome fear of pride; Look at yourself through the eyes of your audience.
- Keep the language simple.
- Practice sounding natural and fluid.

“Wonderings” (Open-ended, mutual wonder vs pressure or right answer)

- I wonder how many of our expulsions and suspensions relate to unresolved stress from adversities?
- I wonder what skills would help kids cope with...
- I wonder what Tommy would do if he needed to feel safe. What are safe ways?
- Did you ever wonder if ...

“Pivots” (Join and redirect)

- When you think we need to send Tommy home from school for misbehaving...*I wonder where his parents can send him for misbehaving? And could we help find that resource for them or us, first?*
- You’re right that he sure wasn’t using his head, when he punched Tom for teasing him. *Actually, sometimes when kids are stressed they are so focused on the threat that their brain has blinders from thinking ahead. How do we loan him some problem-solving before he gets that stressed.*

RWJF webinar slides: (Ann Christiano) slide # 61

Nine Facts About Facts

1. Less is always more.
2. Use complementary-not competing data.
3. Context is king.
4. Specific examples matter.
5. Don't let numbers be forgettable...
6. Break down big numbers.
7. The value in a number is in its...
8. Imagine why someone might...
9. Overall messaging rules still apply.

RWJF: A New Way to Talk About the Social Determinants of Health (2010)

- **Overview**

<http://www.rwjf.org/en/library/research/2010/01/a-new-way-to-talk-about-the-social-determinants-of-health.html>

- **Messaging Guide**

<http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023>

- **Frequently Asked Questions**

<http://www.rwjf.org/content/dam/files/rwjf-web-files/Research/2010/faqsocialdeterminants20101029.pdf>

- **Webinar Slides** (See especially 26, 37-38, 49-50, 61 #slides within presentation)

http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023/subassets/rwjf63023_1

RWJF webinar slides: (Drew Westin) #37-38

Talking about Social Determinants: Keys to Effective Messaging

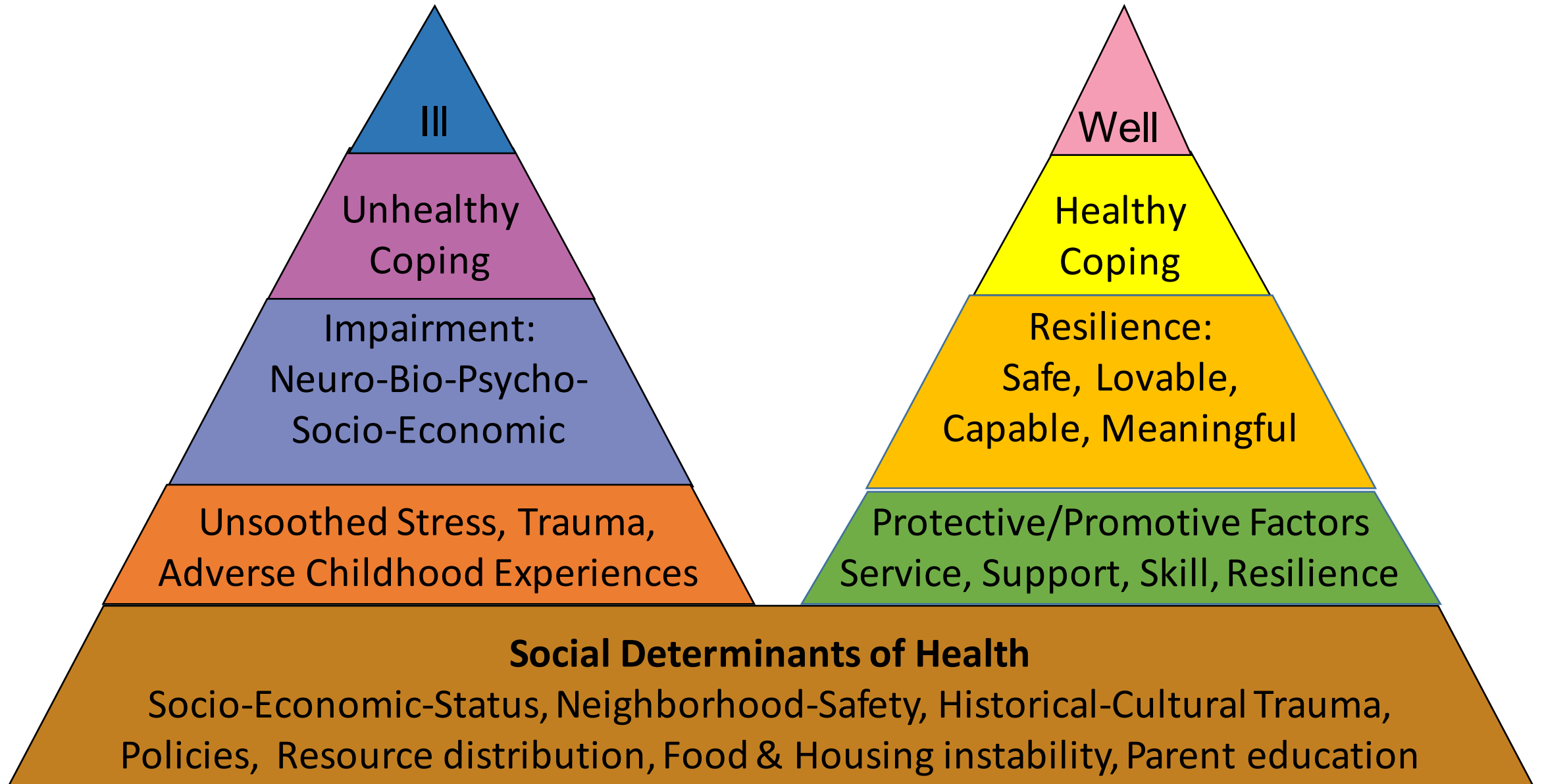
1. Traditional phrasing of “social determinants” language consistently tested poorly in every phase of research
2. Priming audiences about the connection with messages they already believe makes the concept more credible.
3. When messages are presented in colloquial, values-driven, emotionally-compelling language they are more effective.
4. Use one strong and compelling fact—a surprising point that arouses interest, attention and emotion—for maximum impact.
5. Identify the problem, but offer potential solutions
6. Incorporate the role of personal behavior.
7. Mix traditional conservative values with traditionally progressive values.
8. Focus broadly on how social determinants affect all Americans (versus a specific ethnic group or socioeconomic class).

RWJF webinar slides: (Elizabeth Carger) slide #26

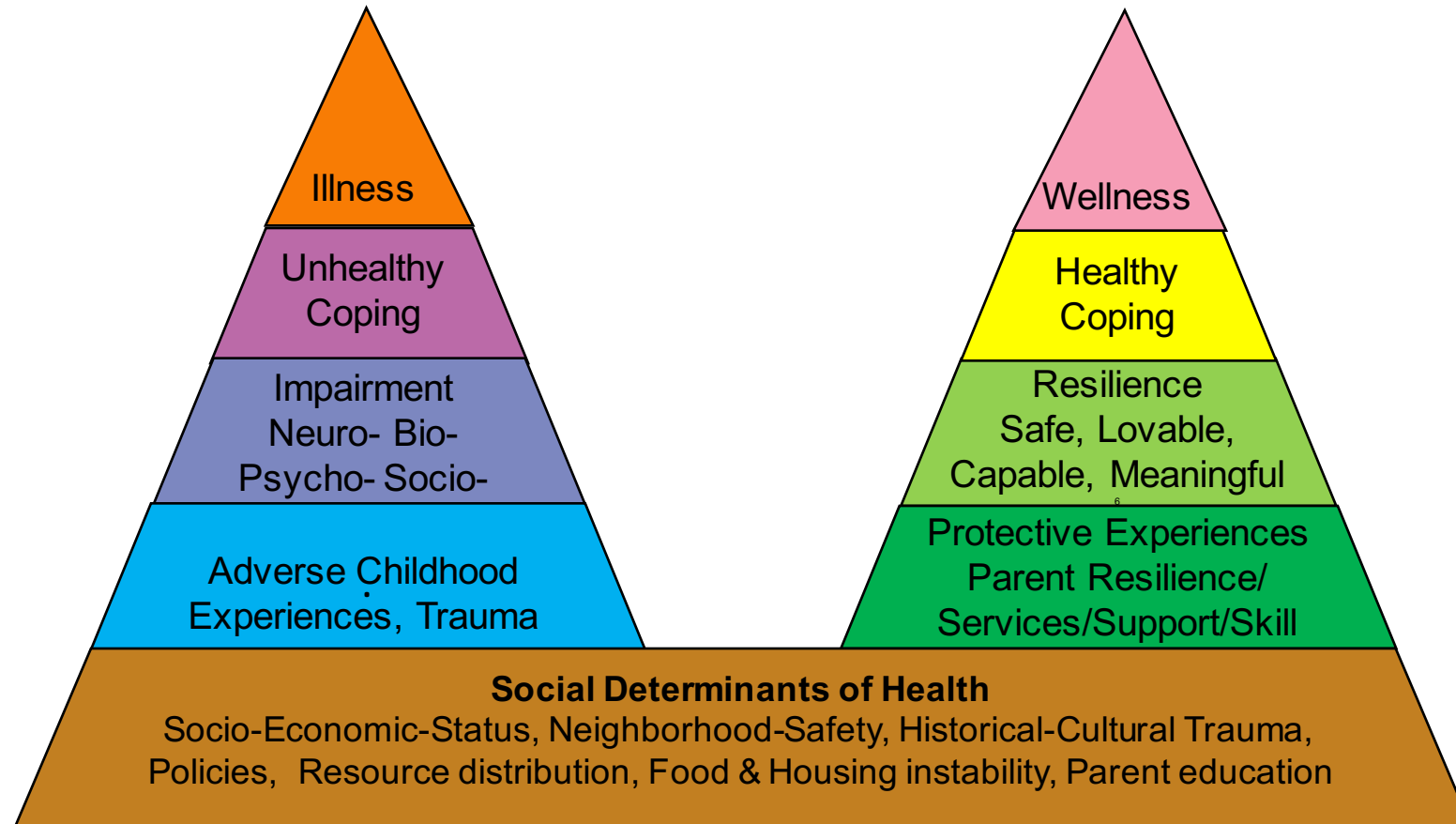
The Two Parties View Balance and Equality Differently

	Democrat	Republican
Imbalance in levels of health...	... is unjust	... is natural
Equality...	<p>... should be our goal</p> <ul style="list-style-type: none"> • Equal distribution of resources • Equal treatment for all • Equal outcomes 	<p>... Is unrealistic and unfair</p> <ul style="list-style-type: none"> • Taylor distribution of (limited) resources to particular needs, not same for all • Can not guarantee equal outcomes
We need to...	... 'level the playing field'	... 'raise the bottom'
Individual/Society	Society bears the primary responsibility for inequality, thus to fix it requires more change in society than in the individual.	Both society and individual choices create disparities, thus social aid must be balanced against individual responsibility.

The Message: ACEs, Resilience, & Social Determinants

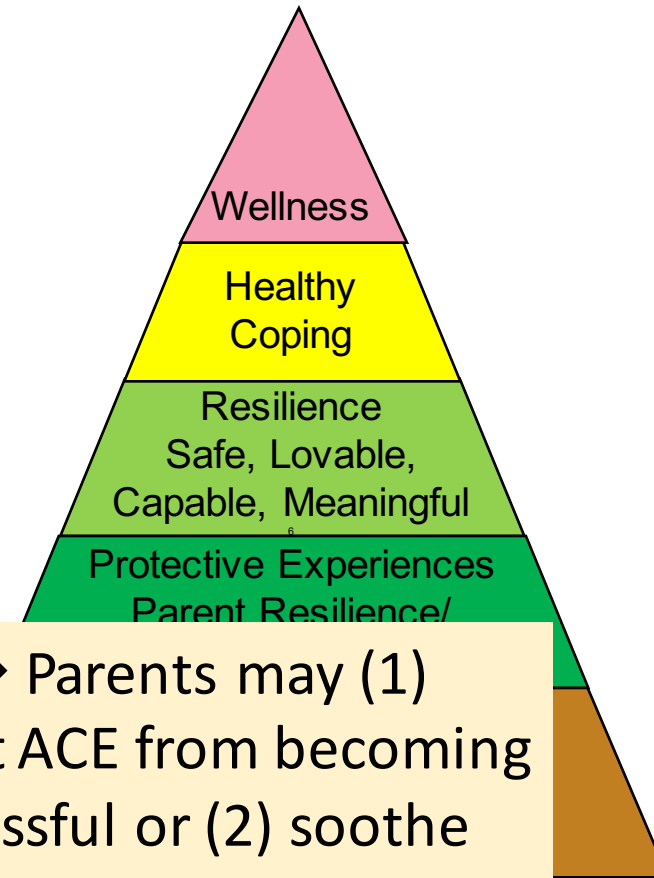
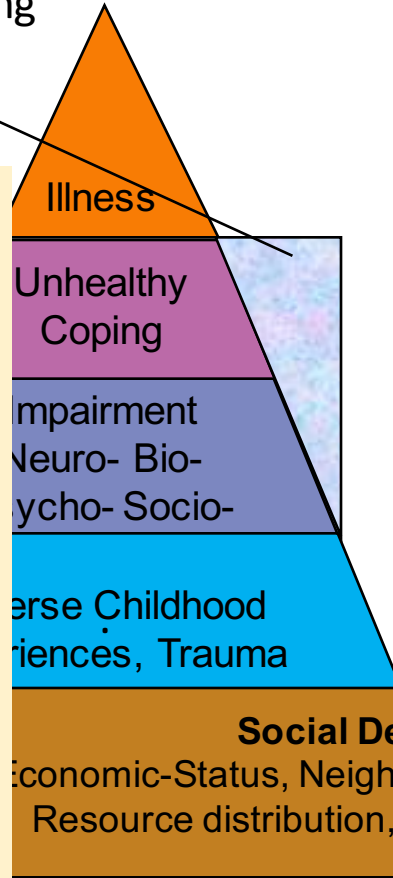


Start at any level and link to another



Start at any level and link to another

Some people with Impairment don't use unhealthy coping
How is that?



ACE **exposure** can lead to **experience** of chronically impaired activation of stress response systems, contributing to illness **effects**, e.g: ulcer, obesity, diabetes, asthma, caries, autoimmunity, ADHD, depression, PTSD, etc...
...if they remain unsoothed. But many with exposure to ACEs don't experience this or develop effects. Why? ->

Why? -> Parents may (1) prevent ACE from becoming too stressful or (2) soothe child stress response before effects become toxic or lead to impairment or (3) build child resilience to stress

Resilience Expectations: Safe, Lovable, Capable, Meaningful

Scientific terms	Popular terms	Attachment Theory	Ginsberg '7 Cs'	Antonovsky	Etc
Safety	Safe	Protected & Soothed		Supports +	
Self-Esteem	Lovable	In a Secure	Connection*	Sense of Coherence <i>(Life is: Comprehensible Manageable Meaningful)</i>	
Self-Efficacy	Capable		Competence Confidence Control Coping		
Meaningfulness	Meaningful	Attachment	Contribution		

Resources

- <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023/subassets/rwjf63023_1