



# Resilience Resource Review

May 17, 2024

## Durham Resources and Happenings

Do you have an announcement about a new resource, program, or event? This is the spot to share it!

**BLACK SEL HUB**  
*SUMMER*  
**INSTITUTE**

**Social Justice,  
Racial Equity,  
Leadership, and  
More!**

**NOW  
ACCEPTING  
200 STUDENTS!**

[www.blacksel.org](http://www.blacksel.org) | [info@blacksel.org](mailto:info@blacksel.org)

[Black SEL Summer Institute 2024](#), June 17-21 9:00am-3:00pm

Black Social-Emotional Learning (SEL) is a specialized approach that integrates a cultural lens, resonating with the lived experiences and requirements of Black students and communities. This tailored form of SEL recognizes that Black students encounter a distinctive set of challenges stemming from racism, prejudice, and marginalization. In light of the persistent racial trauma and stress prevalent in the lives of many Black students, these hurdles can exert a detrimental influence on both their academic achievements and overall social-emotional well-being. The Black SEL Hub Summer Institute is an initiative crafted to delve into the lived experiences of Black students concerning social-emotional development. Over the course of five days, this institute will explore our Black SEL curriculum, providing students with training in social justice skills, racial equity, African-American leadership, workforce development, character development, understanding the political landscape, exploring a child's media diet, all while integrating the five competencies of SEL. In addition, we emphasize civic engagement to empower participants as active contributors to their communities. The overarching objective is to nurture confidence, resilience, character, morals, values, and a sense of civic responsibility. We aim to extend the reach of this impactful work by inviting students and teachers from across the state of North Carolina to actively participate in this transformative experience. [Register here](#).

[The Mental Health Aspects of Trauma and Intellectual Disability](#), Friday May 17, 2024 12:00pm-1:00pm

Children with intellectual disabilities and mental health conditions are vulnerable and need support that is trauma informed. They are at risk of being placed away from their homes, engaging with law enforcement, and losing natural supports. It is crucial for caregivers to understand the unique needs of these children and provide support without triggering problematic behavior. Join our guests, Ashley Bass Mitchell and Dr. Uzama Price as they address this topic, critical to mental health awareness. [Register here](#).

# **Lunch & Learn**

## **with Exchange Family Center**

You're invited to join the Exchange Family Center for a lunch and learn event on Thursday, May 23rd. This will be an opportunity to hear about the services we provide and to network with community partners who are passionate about supporting children and families in Durham!

**MAY 23RD, 2024**  
**12-1 PM**

3400 CROASDAILE DRIVE, SUITE 206  
DURHAM, NC 27705

Lunch will be provided! Please RSVP to Rebecca Worley at [rebeccaw@exchangefamilycenter.org](mailto:rebeccaw@exchangefamilycenter.org) to reserve your spot.





# Partnership for a Healthy Durham

Join us for a  
**Community Discussion**  
for young people ages 18-25

**We want to hear from YOU!**  
**Thursday, May 23rd**  
**5:30pm-7:30pm**  
**Rofhiwa Book Cafe**  
**406 S Driver Street Durham, NC 27703**

Share your ideas on Durham's top health priorities!

**FREE Meal & a \$25 gift card will be provided!**



Register in person  
or by using this QR  
code

For more  
information  
contact:

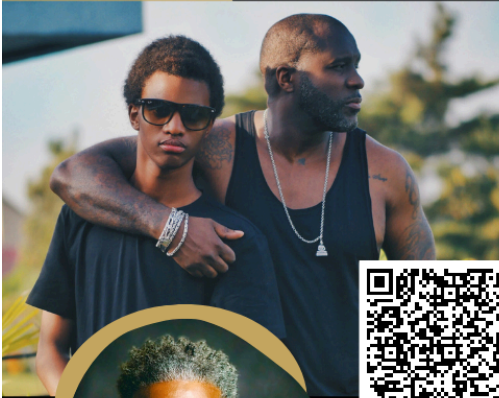
Bria Miller  
[briamiller@dconc.gov](mailto:briamiller@dconc.gov)

**Racial Equity Principles:**

Cultivate community power and leadership, Transform inequitable systems using justice and accountability, Operationalize internal equity, Connect our humanity, Admit language and history matter.

# BREAKING THE CYCLE

Black Fathers Protecting Black Children



ft. facilitator Dr. Clifton Garner, Sr., PsyD.



**SATURDAY JUNE 1ST**  
**10:00-12:00 PM**

Provident 1898, 411 W. Chapel Hill St, Durham

This important conversation will provide a safe space for Black fathers/caregivers to learn about the impact of adverse childhood experiences, and provide strategies to build resilience to “break the cycle” and support positive childhood experiences for Black youth.

**FREE —REGISTRATION REQUIRED**

- Free & open to the community
- Catered lunch provided
- Limited FREE childcare slots available on-site
- For more info: [toyia@epic-nc.org](mailto:toyia@epic-nc.org)

Part of the EPiC effort to dismantle systemic racial inequities in education. [EPiC-NC.org](http://EPiC-NC.org)

# Free Monthly Webinar

## Proyecto de Aceptación Familiar: Helping Latino Families to Support & Affirm LGBTQ Children & Youth

Presented by: Caitlin Ryan, Ph.D.









June 14th  
12:00-1:30pm  
EST

El Futuro   
La Mesita  
join us: [la-mesita.mn.co](http://la-mesita.mn.co)

### [Helping Latino Families to Support and Affirm LGBTQ Children and Youth](#), June 14th 12:00-1:00pm

Over the past two decades, the Family Acceptance Project (FAP) conducted the first research on LGBTQ youth and families and developed the first evidence-based family support model to decrease family rejection and health risks – including depression, suicide, illegal drug use and HIV – and to increase family acceptance and well-being for LGBTQ children and youth. As part of this work, FAP has provided education and training for more than 125,000 families, providers and religious leaders on increasing family support for LGBTQ children and youth, developed multilingual evidence-based education materials that are Best Practice resources for suicide prevention and helped ethnically, racially and religiously diverse families to learn to support their LGBTQ children, including families that are very socially and religiously conservative. This workshop will describe FAP’s family support framework that helps Latino and other families to learn to support and affirm their LGBTQ children and will

discuss specific strategies and resources to decrease family rejection and increase acceptance and support. [Register here.](#)

 <p><b>Have you heard about North Carolina's new SUN Bucks program?</b></p> <p>Beginning this summer, SUN Bucks will provide families with a <b>one-time payment of \$120 in food assistance benefits per eligible child.</b> Benefits will be issued on debit-like cards that can be used to buy healthy food at grocery stores, farmers markets, and some online retailers. SUN Bucks is a new program that will provide grocery-buying benefits to qualifying families with school-aged children during the summer months when schools are on summer break.</p> <p><b>Who is eligible for SUN Bucks?</b> Some children will automatically qualify for SUN Bucks based on their participation in one or more benefit programs, while other children will need to apply by August 31, 2024. The 2024 SUN Bucks application will be available beginning in May. Visit <a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> for more information about eligibility and the application.</p> <p><b>Stay updated on SUN Bucks!</b> Visit <a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> for more information and frequently asked questions. Follow @NCDHHS on Instagram, Facebook, and X (Twitter) to stay in the loop for important program updates and announcements.</p>   <p><a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> • NCDHHS is an equal opportunity employer and provider. • 4/2024</p>	 <p><b>¿Has oído hablar del nuevo programa SUN Bucks de Carolina del Norte?</b></p> <p>A partir de este verano, SUN Bucks proporcionará a las familias un pago <b>único de \$120 dólares en beneficios de asistencia alimentaria por cada niño elegible.</b> Los beneficios se emitirán en tarjetas de débito que podrán utilizarse para comprar alimentos sanos en tiendas de comida, mercados de agricultores y algunos comercios en línea. SUN Bucks es un nuevo programa que proporcionará beneficios para la compra de alimentos a las familias con niños en edad escolar que cumplan con los requisitos durante los meses de verano, cuando las escuelas están en receso de verano.</p> <p><b>¿Quién es elegible para SUN Bucks?</b> Algunos niños podrán calificar automáticamente para SUN Bucks basándose en su participación en uno o más programas de beneficios, mientras que otros niños tendrán que solicitarlo antes del 31 de agosto de 2024. La solicitud de SUN Bucks 2024 estará disponible a partir de mayo. Visita <a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> para más información sobre los requisitos y la solicitud.</p> <p><b>¡Mantente al día sobre SUN Bucks!</b> Visita <a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> para obtener más información y consultar las preguntas más frecuentes. Síguenos en @NCDHHS en Instagram, Facebook, y X (anteriormente Twitter) para mantenerte al tanto de las actualizaciones y anuncios importantes del programa.</p>   <p><a href="http://www.ncdhhs.gov/sunbucks">www.ncdhhs.gov/sunbucks</a> • NCDHHS es un empleador y proveedor que ofrece igualdad de oportunidades. • 4/2024</p>
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### [Summer Institute for Systems Change](#), series starts June 11th

This interactive training series will provide a variety of practical ideas, tools, and methods to help collaborative groups pursue systems change to improve outcomes for children and families. In particular, the sessions will help partnerships and coalitions clarify their role in creating systems change and enhance their ability to understand systemic root causes affecting their outcomes and design powerful systems change strategies.

### [Biennial Latine Mental Health Conference](#), September 26-27, 2024

Mental health professionals working with the Latine community may find themselves engaging with more than just the individual in the room, often including a clients' social systems into treatment. However, providers typically operate within a health-care framework that focuses on treating individuals, or their symptoms, in isolation. El Futuro's 2024 Conference, ***Nunca Caminamos Solos: Supporting Latine Families Across the Lifespan***, centers on exploring the nuanced ways in which families and social contexts can connect to the mental health and well-being of our Latine clients.

Using a developmental approach, national speakers invited to participate in this 2-day virtual conference will guide participants through life's developmental stages, discussing the interplay of family systems and social context within each, and their role in mental health treatment. Each 90-minute session will offer practical tools and evidence-based approaches to support family systems

integration to client care, all with the goal of moving us towards El Futuro's mission: **Nurturing stronger *familias* to live out their dreams.** [Register here.](#)

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## ACEs and Resilience Research and News

This section contains research—academic, community, and organization—about topics related to ACEs and resilience. Did you recently release a report or publish an article or read something that informed your practice? Share it here!

### [Child Fatality Task Force Releases Annual Report, New Policies](#)

The [NC Child Fatality Task Force \(Task Force\)](#) has submitted its [2024 Annual Report](#) to Gov. Cooper and the NC General Assembly. The report contains data on child deaths, updates on Task Force work, and recommendations for changes in law and state funding to prevent child deaths and promote child well-being. Recommendations from the Task Force for 2024 reflect a continued focus on the importance of firearm-safe storage through seeking sustained funding for the NC S.A.F.E. firearm safety campaign and the newly created NC Office of Violence Prevention, as well as an effort to strengthen the state's child access prevention law. On May 13 at 11 a.m., the Task Force is [hosting a webinar](#) addressing the recently released 2022 [child death data](#) and [infant mortality data](#) from the NC State Center for Health Statistics. Learn more about the [Task Force](#), a legislative study commission that examines data surrounding child deaths, strategies to prevent child deaths, and makes recommendations to the governor and General Assembly to prevent child death, prevent abuse and neglect, and support the safety and well-being of children.

### [Thriving and Healthy Kids: We All Have a Role to Play in Promoting Positive Childhood Experiences](#)

Everyone plays an important role in ensuring all children are safe, healthy, and thrive in their community. The Administration for Children and Families (ACF) and Centers for Disease Control and Prevention (CDC), in partnership with parent leaders and the American Academy of Pediatrics and Prevent Child Abuse America, hosted a virtual event on April 23, 2024. The event promoted a deeper understanding of Positive Childhood Experiences (PCEs) and Adverse Childhood Experiences (ACEs) and their implications for lifelong health. The resources below were developed to help everyone learn more about how they can use existing strategies and resources to play a role in preventing adversity and promoting positive experiences so children can thrive.

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## Funding Opportunities

This section contains local, state, federal, and foundation funding opportunities for work related to ACEs and resilience. If you would like to further discuss an opportunity with other DART members and would like support coordinating conversations, let Jess know.

### [Request for Community-Based Organizations to Raise Awareness of Urgent Maternal Warning Signs in Pregnant and Postpartum People](#)

The CDC Foundation is requesting proposals from community-based organizations who serve people who are pregnant or postpartum to help raise awareness about important health warning signs that can happen during and after pregnancy. This work is part of the national Hear Her communication campaign designed to educate communities and help improve communication among people who are pregnant or postpartum, their support network (friends or family) and their healthcare providers. [View RFP here.](#)

**Due Date:** May 31, 2024 at 5:00 p.m. ET

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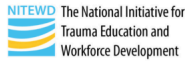
## Webinars, Conferences, and Trainings

[Core Components and Skills for Trauma Informed Practice](#), The National Initiative for Trauma Education and Workforce Development, online, self-paced  
This course promotes the understanding and use of 12 common evidence and trauma-informed practice elements, such as trauma assessment, safety planning, and behavioral interventions, for use in the treatment of children, youth, and families exposed to trauma. The practice elements are introduced through three case vignettes developed by nationally-recognized trauma experts and are filmed with therapists and clients varying by age, race, ethnicity, and gender. Case discussions are facilitated by Drs. Virginia Strand and Sarah E. (Betsy) Bledsoe.

[Advanced Training in Trauma Practice through a Racial Equity Lens](#), The National Initiative for Trauma Education and Workforce Development, online, self-paced

This training is a sequel to the online course referenced below. Each 4-hour session provides a facilitated, synchronous learning experience for practicing clinicians interested in applying the common trauma informed practice elements using a racial equity lens. Each session is worth 4 CEs, and all three sessions

provide a total of 12 CE's for social workers, psychologists or licensed mental health counselors.



### Advanced Training in Trauma Practice Through a Racial Equity Lens: Three Part Series

This training is a sequel to the online course referenced below. Each 4-hour session provides a facilitated, synchronous learning experience for practicing clinicians interested in applying the common trauma informed practice elements using a racial equity lens. Each session is worth 4 CE's, and all three sessions provide a total of 12 CE's for social workers, psychologists or licensed mental health counselors.



- The Case of Emma Grace**
1. Identify three specific ways in which a young child's biological, emotional, social, and cognitive development may be affected by a traumatic experience.
  2. Appreciate two impacts of client and therapist positionality on the therapeutic alliance.
  3. Identify and appropriately apply trauma assessment, psychoeducation, safety planning, and family interventions with young children and caregivers.
  4. Incorporate an understanding of how oppression and discrimination affect children and families in relationship to trauma.



- The Case of Jamal**
1. Identify at least three secondary adversities characteristic of trauma exposure in childhood
  2. Identify how a triggering experience can impact a school-age child who has experienced trauma
  3. Identify two cultural factors and processes which can influence children's and families' experiences of trauma
  4. Understand and apply the practice elements of relaxation, affect regulation, non-verbal interventions, and homework with at least one client



- The Case of Diego**
1. Identify and describe at least three domains of impairment exhibited by adolescents who have experienced trauma
  2. Identify at least one technique for addressing cognitive distortions and apply the cognitive regulation/restructuring intervention element
  3. Identify how underlying goals/values that are important to adolescents can be used to influence beneficial choices and apply one behavioral regulation intervention practice element
  4. Identify at least three components of trauma processing and apply with one client

**Meet your trainers:**



Dana Marlowe, PhD, LCSW



Laura Quiros, PhD, LMSW



Myra Garcia, LCSW



Karen VanDeusen, PsyD, MSW

**PRE-REQUIRE:**

Online Course: Core Components and Skills for Trauma Informed Practice

<https://bhs.unc.edu/course/components-and-skills-trauma-informed-practice>



## CORE COMPONENTS AND SKILLS FOR TRAUMA INFORMED PRACTICE

**Do you want to work with children and families affected by trauma?**

This course promotes the understanding and use of 12 common evidence and trauma-informed practice elements, such as trauma assessment, safety planning, and behavioral interventions, for use in the treatment of children, youth, and families exposed to trauma. The practice elements are introduced through three case vignettes developed by nationally-recognized trauma experts and are filmed with therapists and clients varying by age, race, ethnicity, and gender. Case discussions are facilitated by Drs. Virginia Strand and Sarah E. (Betsy) Bledsoe.

**FREE, REVISED VIRTUAL TRAINING!**  
**4.5 CE CREDITS FROM ASWB, APA, NBCC**  
**SELF-PACED/ASYNCHRONOUS ONLINE**



**PLEASE REGISTER AT:**  
<https://bhs.unc.edu/bhrtim>  
[s/courseview.rho7dc989](https://courseview.rho7dc989)



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