



## Transcript:

### Mitigating the Effects of Individual and Family Trauma through a Community Resiliency Approach

Presenter: Cornelia Janke  
Recorded on July 26, 2021

MAUREEN FITZGERALD: Hello, everyone and thank you for joining us today. For today's webinar, mitigating the effects of individual and family trauma through a community resiliency approach, presented by Dr. Cornelia Janke, principal international technical advisor at Education Development Center. Today's presentation is brought to you by the Great Lakes PTTC, with funding from SAMHSA, under the cooperative agreement listed on this slide. Please note that the opinions expressed in this webinar are the views of the speakers and do not reflect the official position of the Department of Health and Human Services or SAMHSA. In this and in all of our presentations, the PTTC network uses affirming language, words of power, people first.

A few housekeeping items before we get started, you can use the chat feature to request technical assistance from our producer, Kristina Spannauer. If you have questions for Dr. Janke, please type them in the Q&A section at the bottom of the screen. Dr. Janke will pause at intervals to address your questions. A recording of this presentation will be available on the Great Lakes PTTC website, along with the PowerPoint slides, usually within a few days to a week after the live presentation. And we will mail email certificates of attendance to all participants within one to two weeks after the event.

And a final note of housekeeping, at the end of the presentation you'll be directed to a brief survey. We thank you in advance for filling it out. Now I'll turn the presentation over to my colleague, Chuck Klevgaard. Chuck?

CHUCK KLEVGAARD: All right, thank you Maureen. I want to take a few moments as we get started today to kind of frame this issue a little bit for us and as we turn it over to Cornelia in just a moment, I wanted to acknowledge a couple of things. This has been something that we have thought about and talked about a lot with you over the course of the last year and want to kind of create this quick frame for just in the last year, year and a half the number of stressors that have been sort of exerted on communities and neighborhoods in cities where we all live.

We've had a global pandemic, another wave of overdose fatalities, which we've spent a lot of time talking about. All of the trauma impacted children and communities from both of those sort of crises happening at the same time.



And then a significant sort of economic crisis and eroded social determinants of health, another sort of, again, major stressor on neighborhoods that were still feeling as we come out on the other side of this pandemic at some point.

A lot of evolving tobacco, cannabis, and alcohol policy which, again, sort of major sort of changes in our lives and stressors on prevention systems. The impacts of alcohol use disorders, opioid use disorders, and suicide rates all sort of going up and down in, again, very stressful and scary ways. A racial justice movement like one that we haven't seen in decades, and then a very politically divisive election in transition and I mention all of these issues, as they set the stage of thinking about how have our communities and neighborhoods been impacted.

You'll hear Cornelia talk about stressors and shocks to the system and any one of those could have been a significant event in the last year, and the fact that we had eight things going on I think makes the point even stronger. That it's time to think about and carefully consider our communities. So this is a two part webinar. We're going to spend some time today looking at resiliency through a model, and we'll differentiate a little bit between individual family community.

We'll talk about elements of resilience and spend some time towards the end today talking a little bit about strategic areas to focus on. Part two will get us right into an example of a resilience project at the community level and neighborhood level here in Chicago. So you'll hear our second speaker in that second part in August talk about and frame and talk about how some of the elements and models that are going to get introduced today, how they impact that particular neighborhood resiliency project.

So I want to take a moment to do a quick poll with you all as we get started, to get you engaged and interact. So this poll is going to invite you to look at different ways that people think about resilience. So if, in fact, you think it's in the way that you do your work resilience means the ability to respond to stress, anxiety, trauma, crisis, or disaster, you'd check that box. If you feel like it's also, or in addition, it could be focused on larger issues of adjustment and adaptation and that's how you've always thought about resilience in the way that you approach your work.

Thirdly, if you think about resilience as really develop through protective factors and processes, check that box. And then finally, the acquisition of developmental assets is language that, again, some of us have been much more familiar with and we think of resilience that way, so check that box at the same time. And then finally, if you've always thought about resilience as within an ecological framework of development, looking at various levels of operation, then you would check box.



So go ahead and take a moment and vote and again, you can select all that apply in the way that you think about resilience, so more than one. You can click elements are all the above. All right, let's take a look at our results.

Awesome, lots of folks thinking about that first one. In the field of prevention, think about the work of Emmy Werner way back when we thought about that resilience is most often framed in our work as response to and in spite of trauma or other kinds of issues and things that have happened or events even. So, like to see this greater variety through protective factors and developmental assets. Lots of support there, as well, and lots of folks saying all of the above. So cool.

So this frame is, again, helpful for us as we think about kind of moving into this dialogue today. Cornelia is going to share some of what will become a more comprehensive or integrated view of resilience as we move through this morning presentation. Cornelia is a principal international technical advisor at EDC.

She designs and manages international education programs, mobilizing communities to become active participants. She has considerable expertise in assessing, planning, and implementing international education programs and helped to manage change through education reform in some of the world's most challenging environments over the last 20 years. So without further ado, Cornelia Janke.

CORNELIA JANKE: Hello, everyone. It's such a pleasure to be with you this morning. As Chuck said, most of my work does take place overseas and so it's a real treat for me to be able to speak with folks on this side of the ocean. So I hope that what I share with you today will also resonate with you, and I look forward to learning from you about ways that you are thinking about this stuff once we share some of our ideas.

I should say up front that this part of this two part series is more idea focused, so there's going to be a lot of concepts and definitions. So I apologize for that. At the same time, I hope that this can be useful for you as a frame for thinking further about the work you do in the contexts where you work. OK, next slide.

So I wanted to start off this morning with a parable that maybe some of you are familiar with. It's the story about the blind men and the elephant and it goes like this. Six blind men were asked to determine what an elephant looked like by feeling different parts of the elephant's body.

So one blind man felt a leg and said, oh, it's like a pillar. And another one felt the tail and said, oh, it's like a rope. Another one who felt the trunk said, oh, it's a tree branch, and so on. And once they all had their say, they were a bit perplexed because everybody said something different and how could that be if they were feeling the same elephant?



Well, of course, they were all right and the reason that every one of them was telling it differently was because every one of them touched a different part of the elephant. And they didn't have access to the rest of the elephant. But what we know, of course, is the elephant had all of those characteristics and resilience really is the same sort of thing.

It's a broad concept. It's applicable in many different domains and contexts, but each one of us rarely works on a broad array of those pieces of resilience. And so we tend to think about resilience based on what we do and how we interact with that term and hopefully this presentation is a bit of a reminder that yes, it certainly is that one piece. But it's also many other pieces, and keeping that in mind might actually sometimes be helpful. OK next slide.

I'd like to spend a little bit more time on this definition of resilience. And what you have in front of you here is a definition that was put together by folks within the Chicago recast project, which is managed by EDC. They define resilience as the awareness and power of a person, family, organization, or community to find, use, and create resources to recover from challenges and generate positive change.

Now you'll notice that I've color coded a lot of the words in this definition, and that's intentional. So the first color that I'd like to call out is the black, which is challenges. So resilience, first and foremost, among many other things, is usually in response to some sort of challenge or difficulty or adversity. And that is a really defining feature of this term and the ideas associated with it.

A second really important aspect of this definition is that it touches on numerous different levels from individuals, family, organizations, and communities. The third thing that the definition usually will touch on when we describe resilience is this ability to respond to the challenges, right, so awareness, power to find use and create resources to recover and generate positive change. The next definition, next slide that I'd like to share with you comes from my work on the international side. And you'll see that in some ways, it's similar.

In most ways, it's similar, but the words in black, difficulties words, talks about shocks and stresses. And the cross level definition is people, households, communities, institutions, systems, and societies. And the way they react, of course, is absorbing, adapting to, and transforming as a result of shocks and stresses. So if we read it all together, resilience is the ability of people, households, communities, institutions, systems, and societies to absorb, adapt to, and transform as a result of shocks and stresses. Next slide.

So we wanted to go into a bit more detail about the shocks and stresses business. Shocks are short and acute, short term and acute. They happen suddenly, they might not last that long, but you really notice them. And you'll see here, we have some lists some examples of shocks, some of which I'm sure you have experienced in your own community as recently.



OK, the other side of the coin is stresses, which are ongoing and long term. And you'll see some examples on the slide as well. And the important thing to recognize about shocks and stresses is, of course, you can have multiple shocks and stresses that coexist at the same time and interact with one another in a very complex way.

And this is important to remember, because it means that each individual or family or community may have a very unique set of challenges that they are grappling with at any given time. And recognizing that helps us on the social service side of things remember that even when we provide the best resources that we can, different individuals or families or organizations or communities are going to deal differently with what we put forward. OK, next slide.

OK, so here we would like to ask you to type into the chat an example of some sort of a short term acute shock that you experienced in your community over the past year. Why don't you go ahead and take the time to do that right now and Kristina will read those out.

KRISTINA: Job loss, overdose, deaths, house fire, lockdown, banning homeless folks from utilizing public areas, storm, loss of relationships, killing on TV, death of a child, school closures, tornado damage, teen suicide. being—

CORNELIA JANKE: Yeah, thanks. We could go on and on, right? Yeah, it's shocking how many shocks we all experienced. Thank you, Kristina. At the same time, we'd now like you to go ahead and type in any stresses, long term, ongoing stresses that you've felt in your community over the past year. Go ahead and Kristina will read those out.

KRISTINA: Tornado, extreme poverty, COVID, trauma, illness, job loss, political division, loss of transportation, grief, inflation, racism.

CORNELIA JANKE: Yeah, yeah, yeah. There, right, all the time, debilitating and then when you're living with one or multiples of these and then you have a shock come on top of it, it's a lot. It's a lot to handle.

OK, so we're going to pause on the chat and move to the next idea that we wanted to share here. Also, I'm guessing this is something that's familiar to a lot of you. It's the social ecological model, and the most important thing to recognize here is that we all exist in a layered ecosystem, right? With individuals at the center, a family and household, community, organizational, institutional, and societal effects sort of radiating outward, with this sort of nested system where things that are happening in one level, certainly affect things that are happening at the other level. And that's a really important element to understand about resilience.



OK, next slide. So here is a framework that we use on the international side of things, which essentially takes that social ecological model and smushes it out in a sort of two dimensional left to right way. We did that for ease of unpacking some of the levels but certainly, it's important to remember that these are nested and also, of course, that they don't occur in neat columns like you see here. But there's a lot of blending that happens across them.

There are two things that I'd like to call your attention to about this slide. The first one is-- I'm sure you've noticed this blue zone of social cohesion that extends from somewhere in the family community level through some point of the community and society level. And by social cohesion, what we mean is the degree of shared trust and values that exist among people and between people in organizations and institutions in their community. And I will come back to that. I just wanted to call that out at this time.

The other thing I wanted to highlight for you is that last row, resilience building. This focuses on the role of social service organizations, like EDC, maybe also like your organization, what we can do to reinforce resilience at the different levels that we'll work at. And this is important because we can't make an individual, a family, a community, an institution, our society, we cannot single handedly make one of them resilient.

It's really something that the individual needs to do for themselves. But we can provide resources that will hopefully be helpful for them. And we'll talk a little bit more about that further on in the presentation. Next slide, please. So the first level that I'd like to unpack a little bit is the individual level. I'm guessing [AUDIO OUT]. This is [INAUDIBLE] resources that people have to grapple with difficulties in their lives. I've listed some social and emotional skills that are particularly useful.

These sort of roll up into two broad categories. One is agency, or the ability to make decisions that are positive for the individual and not detrimental to those around them. Similarly meaning-making ability, the ability to make sense of the world, make a positive-- give yourself a positive way of understanding what's happening and again, in a way that's not detrimental to those around you. OK, next slide.

So this next level, the sort of family household and community level, this really focuses on relationships, right? We look for ones that are stable and trusting when we talk about resilience. We look for stable, trusting relationships that happen across the life span, from infancy right through to your most senior years. And we look for these relationships in many different contexts, from the family and household, to the neighborhood, to the school, to faith organizations, and recreation.

A little bit about how we understand family and community, how we define this, we consider a family as a functional unit. It may or may not be super functional. It might be dysfunctional, but we consider that as individuals



interact with one another. Of course, family resilience affects the impact of a particular challenge or adversity on the individuals and on the family as a whole. We understand communities to be groups of individuals that share a geographic boundary and governance structure, and communities include built, social, and economic factors and all of these interact in complex ways.

OK, next slide. So I think that for the purposes of our conversation today, this is probably my favorite slide and hopefully this is one that will be helpful for you as you think about community resilience. You'll see here that we've sort of put aspects of community resilience into four broad buckets. And starting from the upper left hand quadrant, the first bucket is the social and economic bucket. And this really is what resources people have available to them in their community.

It could be livelihood resources, what sort of work opportunities exist. It could be natural resources if you live in a rural area, like many of the places where I work in developing countries. Can you sustain yourself? Can you grow food? It also has to do with social services. Are these accessible, are they equitable, and are they of decent quality for people in the community? How accessible are they?

Moving to the next quadrant there, upper right, we talk about social capital and this is really the shared sense of community and the degree to which people participate in the community and support one another within the community. And there are three really useful additional words here. These are bonding, bridging, and linking.

Bonding is the kinds of relationships that people have with one another, the relationships that you have with your family or your friends or your neighbors. Bridging are the relationships that you have between different social groups in a community, could be ethnic groups, it could be religious communities, or it could be social economic differences. Linking is this idea of how well does this community connect with other resources external to that community or other groups external to that community. So those are three really important ideas for social capital.

The next bucket that we talk about for community resilience is community competence. When a shock occurs, how well and how cohesively does that community respond? Are they able to come together and think about how they would [AUDIO OUT] the situation, and do they remember the weakest among them?

The last quadrant, information and communication, is all about what is communicated, by whom, by what means, and what people do with that information. And this is a good place now to give you some examples from the time we're living in right now with COVID. So I think we're all aware of the challenges that we've had around information, sharing, and then decision making related to not only COVID, but the vaccine. So where you get your



information and the spin that is put on that information has a lot to do with what people decide to do. And you probably trust what your neighbors are going to say to you or your friends are going to say to you more than you might trust particular news outlets, and that gets tricky.

And if we look at the economic and social development side of the story here in terms of COVID, this might mean what kind of work is available during COVID. How many front line or essential workers did we have in that community and if there were a lot, what kind of resources were there for child care or education? Did schools provide tablets or internet connectivity for children so they could connect via Zoom? If you look at social capital and community competence under COVID, these kind of go together. The more connected a community is, the stronger the leadership and unity within a community, probably the better able they were to respond and problem solve related to COVID and meet the needs of the most vulnerable.

I think I'm going to stop here for just a moment, because I know I've said [AUDIO OUT] a lot and there's a lot of ideas, just to see if anybody has any questions that I can maybe clarify.

KRISTINA: We don't have anything in the Q&A right now. If anyone does have a question and wants to quick pop it in there, that would be great and Dr. Janke, I think maybe we've had a couple of times where your audio just very briefly broke up. But maybe you could try turning your camera off.

CORNELIA JANKE: Sure thing. Yeah, I will do that. Thank you. Sorry, bye everybody.

KRISTINA: OK and also, nothing in the Q&A now. So we can just check back in a little—

CORNELIA JANKE: OK, well this is a good time then to pause and actually come back to all of you. And we're going to do another poll here and we're curious for the folks listening today, which elements of community resilience do you work on the most? Which one, when I was describing those, sort of clicked for you in terms of, oh right, yeah, mhm, I know that one. Please go ahead and type it in. And Kristina, just let us know when you think there's enough input to share.

KRISTINA: Sure. How about 10 more seconds, so get your answers submitted if you would like to. All right.

CORNELIA JANKE: Interesting, information and communication, huh. Well, I hope that when we have time at the end of for Q&A, I hope people will share some of their reflections and stories about their community experiences in information and communication or any of these other buckets. I find it really interesting.





OK, we're going to move to the next level. So Chuck, if you could move to the next slide. All right, this is another idea heavy slide. So hopefully you'll follow along with me. Now we're talking about community and societal resilience.

And at this level, we're really talking about contextual resources and what I mean by that in particular is the kinds of organizations and institutions that exist in a given community. And those organizations can be public or private, they can be businesses, they can be government organizations, they can be NGOs, they can be even smaller than NGOs. They can be neighborhood associations, all of the organizations and institutions that are in a given environment to provide access to services like some of the ones you see listed on the screens.

Now, I'd like to make an important distinction here between the word that you see on the screen, institutions, and the word organization and I like to define these somewhat differently. So to me an organization is a little bit more autonomous, might be more local, it might be more mission driven. That mission might have bubbled up from the needs that exist in a given community. You might have locations in several communities, but you're very close to the people and the challenges that exist in that community.

Institutions are interesting, in that they really have two faces, right? So think about schools, for example. On the one hand, they really seem like a community organization. Hopefully you know your teachers, you know the kids that go to school, there are community events, people are very connected through the school.

On the other hand, that same school is part of a larger school system, and that system might have decisions or other challenges that are made or pressing on them from outside that community. There might be norms, there might be budgets, there might be leaders that don't really take your particular community into account and that's really challenging. And the reason this matters is because when you think about that term that I mentioned earlier, social cohesion, so on the one hand it's relatively easier for an organization to share trust in values with a particular community.

But when that organization is part of a-- is really an institution and is part of a larger system, sometimes that trust and those shared values might not be there, right? If that particular-- if that institution can't provide accessible, equitable, and decent quality service, you begin to question whether that institution really shares your values and is there for you. And once that social cohesion starts to erode, that's when we get into some challenges. And in particular, we start thinking about this social contract.

Again, this is a big idea, but it's really quite simple. It's been around for hundreds of years, actually. A social contract is simply that idea that we agree to cooperate and live in a community, in a society and we will be OK in giving



up certain individual liberties, like for example, self-defense, if in return the larger government or society provides those for us, right?

So security is a good example, but it could be education, it could be health care, it could be different things. If we see that the system is there for us, we're more willing to go along. When the system isn't working for us, that's where that social contract and that social cohesion start to erode. So these are big ideas, but they're really, I think, relevant for this idea of community resilience.

Resilient communities are, hopefully, those that have a high degree of shared trust and values, not only among the individuals, not only between the individuals and the organizations but ideally, also between the individuals, the organizations, and the institutions that exist within that community. OK, almost done here. Next slide.

So here we share some early ideas with you and we hope to hear from you, as well, about how organizations, like ADC, maybe also like yours can support resilience at the community level or really across these different levels. So certainly, social and emotional well being and development is a big focus for a lot of organizations. And there's plenty of room there because there's a lot of need, and that spans, of course, both individuals and families and there is a communal aspect to that as well.

Safety, safe and supportive learning environments, are there places that kids can go to learn about the world, to develop those relationships outside of their family where they feel known and loved and safe? Trauma, of course, if you are experiencing trauma, do you have someplace that you can go? Are there people there that you can trust?

Supporting informal community groups has been a really big piece of the work that EDC does internationally, particularly with youth. Because in many societies youth don't have a safe space where they can be heard and where they can actually be active and pro-society, pro-constructive in their work. They want to contribute, but do they have a place to contribute?

And then on the community and society level, this whole idea of really helping to build the resilience of institutions, helping those resilience build trust and reflect the values of the people that they serve. And then also having those institutions build the resilience of the communities and the individuals they're there to serve. So those are some initial ideas. I'm just going to flash the integrated resilience framework on the screen one more time to put it all together for you, and that is it for me and I look forward to our discussion.

Thank you very much.

KRISTINA: And if anyone has a question, please put them in the Q&A. It's located at the bottom of the screen. And it looks like we just had one



submitted. We are trying to develop and encourage more youth to participate in prevention. Do you have any information you can share?

CORNELIA JANKE: Well, what I can say from my perspective is I'm probably not the best person to answer the question when it comes to prevention. I guess the question would be prevention of what? My domain in particular, I focus on the communities that are in crisis or conflict affected settings.

So in the work that we do with youth, we're looking at how can we help youth develop economic and social ties. And so we do a lot of after school youth groups, we try and connect with employment. And one of the strategies that we use there is something that we call youth development alliances where we provide what we call work readiness skills for youth. Things like knowing how to manage your time, knowing how to speak so that people can understand when you speak, knowing how to work in a team, knowing how to work as an individual, how to communicate.

And then we also bring employers together and try and match youth with employers. And then we have sort of community meetings where youth will put forward some ideas they may have for community improvements that they can make. Employers might agree to sponsor individual youth entrepreneurs, and it's actually been a really interesting model in many conflict affected places. Because it turns out that there are ways to connect to use in the private sector and service providers. And I'll also ask others of you, maybe Chuck as well, who might have other angles on this term prevention that's more from the public health side.

MAUREEN FITZGERALD: Thanks Dr. Janke we have another question. And that is, how do you get more protective factors in your community when there's so many marijuana stores and nothing for the youth to do in the community?

CORNELIA JANKE: Oh, I think you answered your question right there. Nothing for the youth to do. That's exactly right. Youth love being productively engaged. They do.

They're at that time in their life, right, where they want to engage. They are hungry for it. They build their identities through their engagement and the richer we can make that environment, the more opportunities they have.

And if that environment only provides opportunities that are going to lead them to make destructive decisions for themselves or their community, then that's what they're going to do. Because they're out of time in their lives where they need to act and they need to be involved. And again, I'm going to also defer to others of you who might have answers as well.

MAUREEN FITZGERALD: Here's a related question that came up in the chat. Is there a website for youth development alliances?



CORNELIA JANKE: There isn't a website, per se. It's a practice that we have developed in our international work at EDC, but we can certainly share some information and research that we have done about that internationally. And you can have a look at it. I think a lot of the concepts apply equally well in the United States.

MAUREEN FITZGERALD: Great. Another question. I am based in Fort Wayne, Indiana but currently in Harare, Zimbabwe and I'm involved with a local agency trying to get a grasp of Crystal Meth, a drug so very new in our community. How can we engage the community riddled with poverty and not much known about Meth?

CORNELIA JANKE: Right, so that, I think, is one of the challenges that we're going to see more and more of, actually. And again, I am not a public health person so I'm afraid I'm not going to be able to give you a very public health specific answers. I think, certainly, bringing the community together and having conversations about some of the deeper challenges, those shocks and stresses that exist for everyone, is a good first step. And certainly in the work that we do internationally, the first step is always understanding that context.

Understanding not only the shocks and stresses but who are those community leaders, of all stripes, not just the official community leaders but who are the folks that other people gravitate toward and listen to.

And particularly in international environments, it is important to bring youth together and give youth a place to share their perspective on the world and begin to connect with one another. And then again, offering positive alternatives to them is one good strategy. But of course, the resources are always the big challenge. Where do we get those resources? So happy to brainstorm with you offline if you're interested.

MAUREEN FITZGERALD: Thank you, and another related question. Hi, everyone. It's Rose [? Gotto ?] from Bridge Family Services Indiana with a branch in Harare, Zimbabwe. Do you have any information to share for preteens and young adults who have no entertainment at all or on community activities we can start? We're facing a lot of drug increase in my country.

CORNELIA JANKE: Ah, yes well, there are many different ways to start.

Certainly after school clubs are great, savings clubs can be good, community problem solvers are good. Even gathering a small bucket of resources and helping youth identify pieces about their neighborhood that they would like to improve to give them a sense of ownership and place. All of those things can be relatively low cost and have lots of benefits.

And there are also possibilities once those initial clubs take root and there's a little bit of momentum, it's possible to find community support in different



places. Even contributions, small contributions for painting a community structure or clearing a field for a soccer game. So those are some initial ideas.

MAUREEN FITZGERALD: Thank you. Next question. Where are resilient communities? Are the communities self aware of their resiliency?

CORNELIA JANKE: I think that is a great question. My thought is they would never refer to themselves as resilient, of course. And that gets us into a thicket that we encounter a lot in my work.

The words don't really matter. What matters is what's behind the words and maybe some of you also have had an experience that there are some communities where things click. People are motivated, they meet on their own, they show up on time, and you're able to kind get things done. And then there are other communities where things are just not working the way they should.

I think communities that have strong leaders, that also have sort of social entrepreneurs, who see problems and try and [AUDIO OUT] very small ways, those things really make a difference. I think that there's a bit of momentum that's created, as well, when people see that something is possible, it inspires others to take some small steps. And one final thing I'll say there. If you can identify a particularly effective community or a resilient community and work with those leaders to be a bit more specific about the things about their communities that they recognize as being a source of strength, those folks are the best advocates. If you can then encourage those folks to talk with neighboring communities about their challenges and how they've dealt with them, that is the best kind of inspiration.

MAUREEN FITZGERALD: Thank you, and I believe that topic is going to be covered in part two of this webinar series. And I can post the link to that in the chat box. Actually, I believe Kristina already did, but I will do that again.

CORNELIA JANKE: May I ask a question for the participants? Because I am relatively new to the domestic side of things, I would love to hear some examples from some of you about your community work and the kinds of challenges that you see. And also the kinds of resilience that you see and ways that you can imagine building that resilience. And I don't know if participants are allowed to speak, so maybe I'm speaking out of turn here. But I would love to just hear some ideas.

KRISTINA: If-- excuse me, if you use the raise the hand feature, it's located at the bottom of your screen. I can unmute you, and we already had someone who is ready to share, so I will let them do that. This was Jamie or Jamie.

JAMIE: Yeah, it is Jamie and Jamie at the same time. That's cool. My name's Jamie, and I'm a person in long term recovery and I'm in Michigan. I know that our counties where I'm from, towards the middle of Michigan, they're-- I think



the struggle is the being alone and having like extra money and extra food card. And I know it helps a lot of families, but sometimes in people that are an active illness, it just gives them more to harm themselves with.

And so there has been a lot of overdoses and deaths. So I think-- but there's a lot of them that are also coming for the narcans though. So I think that's like the resiliency in it, because they're showing up to get them and they actually-- because I know in the past they would be like, yeah, I'm not going to that thing. But yeah, so I see them trying.

KRISTINA: Thank you.

CORNELIA JANKE: And when I'm curious again this is a kind of a new area for me so I would love to hear more. So when they do show up, what do you all do? Are there other sorts of services or opportunities that you offer?

JAMIE: Oh definitely.

CORNELIA JANKE: Yeah and how is that going?

JAMIE: It's going good. Meeting people were they're at and letting them know that we have meetings that are a safe place to talk, even if you are in contemplation mode or what not. If you just want someone to talk to you, we don't care if that you have used in the last two hours.

Talk to us, because we can plant that seed and we have events and all kinds of good things going on. And so we just try to pump them up a little bit and get them excited. And they show up, some of them, and it's really cool when they do, because then I'm just overjoyed, like you came.

CORNELIA JANKE: Thank you for that.

MAUREEN FITZGERALD: We do have another comment in the Q&A section. And that is, we have ongoing high rates of child abuse and neglect and I have long thought that the roadblock and healing and developing real resilience is a lack of trust in the community. This is not an overnight cure and even community organizations and leaders are ready to move on.

CORNELIA JANKE: Yes, that, I think, is such a powerful comment because it's so layered, isn't it? It's all so layered. I mean when you really start peeling back those different pieces of the puzzle-- that's a bad metaphor, but you know what I mean-- we realize how interconnected we all are.

It starts from really when babies are in the womb, right, and in the kinds of relationships and opportunities that grow from there and the resources that they have. And again, in this case I encourage all of us to think outside of our box, right? Because resilience is so many different things. It's different sectors.



Sometimes, maybe what people need at a particular time is not a public health intervention. Maybe they just need a social outlet or they need some recreation. And I know that this is stuff that you all know and do. It's part of our work and just to remember that it's all very interconnected. Yeah.

KRISTINA: Next up is Kristina Chandler. So you should be able to unmute yourself now.

KRISTINA CHANDLER: Thank you. I'm the coordinator for our local family resource center here in Grant County in Indiana and we had some staggering statistics going on with childhood fatalities and entering the foster care system and childhood poverty. So we created this really unique family resource center to be able to lift up the community and in turn, we're really building resilience.

We are recognizing that the best way in our community to be able to do that is to normalize parenting, making sure that everyone understands that no one is perfect, that the struggles that they are-- the families are facing are the same ones that others are facing as well. And then building those family fun events to be able to have the positive interactions that they can have with their families or with their children and that those children get to experience that as well. So that's just a few of the things. We have a whole program that we're going to be implementing on making sure that families understand that parenting is difficult and that there's no instruction book and that we are there for any resources that they need.

CORNELIA JANKE: I love that example. How is it going? How are families responding?

KRISTINA CHANDLER: Going really well. In the beginning, it was hard to kind of get people in here. Again, I think that they just saw us as another agency and even some-- a little bit of push back from the agencies themselves. But now we have really worked hard on building the unity. So we have a lot of supports from these agencies.

We have some co-locating services that actually come in and provide services here. So it's like a one-stop shop for families if they're needing to sign up for child care or get financial education, things like that. We also have a separate room where we can engage the children that come in while the parents are actually getting services. So we're just kind of building and breaking down those barriers as they come. It's going well.

CORNELIA JANKE: I think that's a really important point, and I think we all struggle with this, right? We all-- on the one hand, there is such a need for sort of a deep focus on a particular sector or challenge that exists and so we go deep, and that's OK. But it doesn't mean that all the other stuff that's



happening around there is any less important, but sometimes we forget that and this idea that it's a big tent and that really, we all need to work together. I mean you-- I mean, we all know it from our own lives. I mean, we don't divide up into different sectors and sub-sectors in our lives. We're just people living in our communities, but the services that we access, of course, have to think in these much more siloed ways. But at the community level, it all really needs to flow together seamlessly in order for people to make the most use of it. So yeah, thank you for that.

KRISTINA: Kristina, you actually have a question from Q&A. Someone asked you if you could share a way to reach out to learn how to-- or how you succeeded in connecting with parents.

KRISTINA CHANDLER: Oh sure, absolutely. We have-- it was kind of a challenge when we first started. We were really bringing in the agencies, but it was hard connecting to the individuals in the community.

So we started going door to door, we started thinking outside the box, going to laundromats to advertise, really having some pretty big family fun events to be able to bring awareness as to what we do. And that's really been kind of trickling more and more people every week. I think last week we've had 48 people come in in one week and we just opened in January. So our numbers are growing every week.

CORNELIA JANKE: You mentioned something else there that made me go back to that community resilience graphic that I shared with the four quadrants and this thing about social capital, the bonding and the bridging and the linking, right? So what you're describing here, if people have a positive experience, chances are they're going to tell somebody in their close circle, hey, I just did this thing. It was great.

I didn't know that they had all these resources. You should check it out. That's the way that so much of this information spreads and is trusted and so the more that you can get out there and reach even just a few, those people can then spread the word for you and that is the best way, if possible.

KRISTINA: Thank you. Yonette Fredericks had her hand raised for a while, so I'll read what she put in the chat. In Essex County, New Jersey some of the challenges in this community have been access to affordable housing and adequate employment. The resilience has been the community support in trying to develop affordable housing, partnering with governmental entities and housing agencies. So thank you, Yonette.

CORNELIA JANKE: That's a great example there of building those bridges between individuals and organizations and the government. And that goes back to that social capital thing again, that linking that I mentioned. Do you have individuals in your community who get that, who are able-- who have those skills and that motivation to know how to bring resources in.





Do they know how to talk to the government folks in a way that those government folks are going to respond to, and are there government folks who are willing and able to listen? And cultivating those connections and those individuals is something, again, it goes back to how it's all interconnected. That could be a kid in school who just happens to be that social butterfly in third grade who just knows how to connect with people. If that kid grows up and stays in school and is somehow able to continue being that connector in that community, that's a resource that you can build around. But it might not show up necessarily in a public health way for many years. So it's all connected.

KRISTINA: And then we had another-- someone who had written in, and then Bethany Gosar. After this, if we have time, I'm going to go to Bethany. That might be all we have time for.

But Robin Griffin Lowman wrote, in the past, I worked on stigma and language choice destigmatizing SUD, using words like being in recovery and person first language. We also had narcan trainings.

CORNELIA JANKE: It's all connected, all important stuff. Because if that person that you speak with now is not going to be feeling marginalized by the words that you use to connect with them, maybe they're going to be more confident this time. These are all things I know that you know so well and I've been really interested and honored to hear some of your ideas. It makes me want to come over and work on the domestic side. So yeah, thank you for sharing.

KRISTINA: OK, so Bethany, I've just asked you to unmute. So if you'd like to share, please go ahead.

BETHANY: Hi, so I am a youth advocate at a domestic abuse, sexual assault agency in central Wisconsin and my primary focus when working with the youth is to give them a voice. And through all of this, I do presentations in schools, I work with different schools so that way I can provide one on one on advocacy within schools. I have participants that have told me that, especially on the sexual assault side, their parents are more likely to be the ones telling them that they just need to get over it.

And I work with them to try and build them up and make sure that they have that voice and they're able to talk with their parents and be like, hey, you may be ready to get over it, but I'm not ready to get over it. And they work with me and they talk with me, and they find that space for them to be able to talk about the things and work on how to improve or what they can do to better their relationships. We talk about healthy relationships within my one on ones.

I did a presentation at a school on consent and ended up having four individuals step forward and for the first time, actually acknowledge that they



were sexually assaulted and come forward and report. So just in having those conversations and being able to get into the schools and being able to do those presentations has created this what is it-- safe space, I guess, for them to feel comfortable enough to step up and talk to me or talk to their counselors and understand what happened to them. And be able to acknowledge that, hey, that was what that was and being able to recognize what those different things are so then that way it's kind of that knowledge base, where they don't have that knowledge to begin with. So then they don't think that whatever happened was anything wrong until they finally get that knowledge and be able to then realize what the next step is and how they can move forward.

And then they have that resource, me, that's there that they can speak to as to, OK, now what do I do? So that's kind of what we try and do within our communities. We serve two counties and myself and the other youth advocate go into those schools and we work with the schools to do those presentations and to have that one on one space where we can work with the kids and build their voice. That's the biggest thing that I always tell my kids-- to those is that I want them to have a voice and I'm there to help them build that voice.

CORNELIA JANKE: That's so right. It's step by step. Never think that any little thing that you do is too small, because it's not as huge. It's huge and all of these things work together to create this web and that's really-- that's what resilience is. It's having a whole lot of resources around that you can draw on when you need them in many different ways.

I think we're at time. Thank you so much all of you who shared your experiences and your questions and all of you who haven't shared, I hope that some of the ideas here will be useful for you. And thank you for coming today.

SARAH HERNANDEZ: Thank you Dr. Janke. Thank you Chuck Klevgaard. This was a wonderful presentation. I did, again, put webinar two link for registration in the chat, and thank you to everyone who attended for sharing your time with us this morning. Have a great rest of your day.