



YELLOW ZONE

a place where you can flourish

creating a Yellow Zone for
children **birth to five**

Acknowledgement

The Yellow Zone resiliency initiative was developed by Brittany Pfannenstien & Danielle Protivinsky, Stearns County Health and Human Services Public Health Coordinators. Dani and Brittany have developed the Yellow Zone Initiative by compiling evidence-based research and practical resources to be used in the Stearns County community. The Yellow Zone initiative is a continuation of community ACE's initiatives. With influence from Dr. Corey Keyes, and other organizations; Yellow Zone can support the community as a whole to enhance flourishing.

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Public Health
Prevent. Promote. Protect.

Stearns County

Everyone deserves opportunity for Mental Health and Well-Being.

- Brains are built through experience. The interaction between our biology and experiences shapes the chemicals and structures of our brains, particularly during early childhood and adolescence.
- Fear, trauma, and chronic stress negatively impacts Mental Health and Well-Being. While we all experience stress and hard times, the cumulative impact of chronic or intense stress is real. It gets built into our bodies and is passed on to the next generation.
- Where we live, learn, work, and play impacts our Mental Health and Well-Being. This includes structures and environments that are safe, nurturing, inviting, toxin free, and facilitate relationships, community and culture.
- Resilience is not enough in the face of oppression. Oppression is bad for our Mental Health and Well-Being. Intentional systemic changes to end oppression are essential to help individuals, families and communities thrive.
- Physical health & Mental Health and Well-Being are intertwined. When we experience physical illness, injury or pain it has a negative impact on our Mental Health and Well-being.

Everyone and every system has a role and responsibility in ensuring our collective Mental Health and Well-Being. We all benefit when public and private organizations work together.

- Mental Health and Well-Being happens in and through community. We can spread and protect Mental Health and Well-Being by building positive relationships, social connections and drawing on community and cultural assets.
- Mental Health and Well-Being requires a sense of purpose and power. To truly experience Mental Health and Well-Being we need to feel that we have the power to shape our world and change our lives and conditions for the better. For many, historical trauma is a reality that takes away our sense of purpose and power and continues to be part of our lived experience and reality.
- Positive relationships are central to Mental Health and Well-Being. Relationships provide meaning and facilitate skill development and feelings of belonging. Lack of positive relationships and isolation are detrimental. Positive relationships are not automatic; families and communities need information, resources, and other supports to help cultivate and sustain them.
- Culture shapes our definitions and understanding of Mental Health and Well-Being. It is OK and healthy for individuals and communities to have different perspectives on what it means to be well and how to achieve well-being. Culture is a source of healing, connection and strength.
- Everyone needs opportunity to learn and practice skills to manage life and engage in the world. Skills to manage stress, find balance and focus, and engage socially, are critical components that should be cultivated throughout the lifespan in both formal and informal settings. Skills and experiences that help people feel valuable and engage in their family, community and economy are also critical.

Introduction to the Yellow Zone

The Yellow Zone is an initiative created by Stearns County Public Health to help schools, businesses, and the community establish an environment that supports the positive well-being of healthy, productive and flourishing individuals.

A Yellow Zone is a place that cultivates well-being through five basic pillars: Helping, Socializing, Learning, Playing, and Spirituality. All five of these pillars are components that nurture the psychological, emotional, and social aspects of mental health.

Stearns County Human Services is dedicated to supporting the mental health and well-being of Stearns County residents through this Public Health initiative.

A Guide to Creating a Yellow Zone

The Yellow Zone Guide is a free resource created by Stearns County Human Services. This Public Health initiative is aimed at improving mental well-being among the community. Through collaboration with local schools and community partners the Yellow Zone initiative:

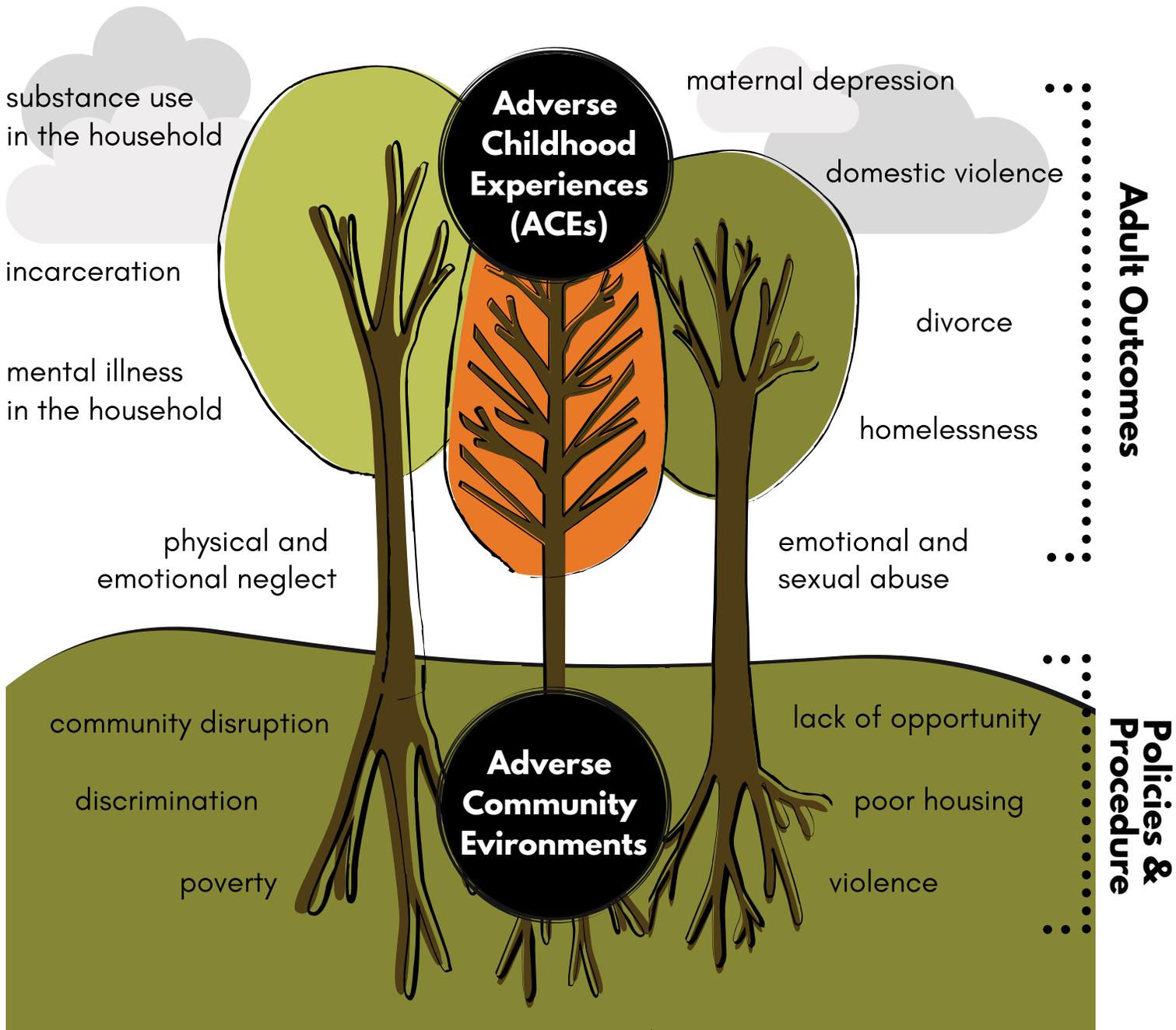
- Addresses the difference between mental health and mental well-being
- Provides easy to use information, strategies and promotional resources to cultivate an environment of flourishing

How to Use this Guide

The Yellow Zone Birth to 5 Guide was created to empower and promote flourishing among children in their early years. You can create a Yellow Zone for young children by simply utilizing the strategies and promotional materials created by Stearns County Public Health that are provided through out this guide.

Review the 5 pillars and identify areas of languishing that could be targeted with the provided resources and get started today! By working together, we can overcome the barriers that lead to languishing to build an environment of flourishing through cognitive growth and learning.

THE PAIR OF ACES



The **Building Community Resilience Pair of ACEs Tree** illustrates the relationship between adversity within an individual and adversity within the community. The **leaves** on the tree represent the “symptoms” of Adverse Childhood Experiences (ACEs). ACEs can increase a person’s risk for chronic stress and adverse coping mechanisms, and result in lifelong chronic illness such as depression, heart disease, obesity and substance use. The tree is planted in **poor soil** that is steeped in systemic inequities, robbing it of nutrients necessary to support a thriving community. Adverse Community Environments create a negative cycle of ever worsening soil that results in withering leaves on the trees. ACEs are a national public health concern that demonstrates the need for policy, practice and programs to support and build resilience.

Learn more at www.go.gwu.edu/BCRvideos

BUILDING A FLOURISHING COMMUNITY

in central minnesota

% of adults that as children...

lived with an adult with mental illness
17% **17%** **19%**
 National MN Stearns

experienced physical abuse from a parent or other adult
18% **16%** **15%**
 National MN Stearns

witnessed domestic violence
18% **14%** **15%**
 National MN Stearns

Children in Out of Home Placement per 1,000 kids ages 0-17
11.4 **11.8**
 MN Stearns

Households with income less than poverty level
13% **10%**
 MN Stearns

Adverse Childhood Experiences (ACEs)

% of 8th grade students who have experienced...

a parent or adult on the household that hit, beat, kicked or physically hurt them in any way
12% **12%**
 MN Stearns

a parent or adult on the household that regularly swears, insults or puts them down
14% **12%**
 MN Stearns

Students who report being connected to a caring adult
60% **62%**
 MN Stearns

Serious crimes committed per 100,000 residents
2,363 **3,108**
 MN Stearns

Adverse Community Environments

% of adults that as children experienced Adverse Childhood Experiences (ACEs)

38% **37%**
 National Stearns

62% of Stearns County adults that as children experienced 2 or more ACEs living at less than or equal to 200% of poverty level

Sources: Behavioral Risk Factor Surveillance System (BRFSS), 2016 Stearns County Community Health Survey, MDH Out-of-Home Care and Permanency Report, Minnesota Compass, 2016 Minnesota Student Survey

The Science of Flourishing

Mental health is the psychological, emotional, and social aspects that affect our well-being whereas mental illness is a condition where the psychological, emotional, and social aspects of our life affect our well-being to the point where day to day life is difficult such as depression and anxiety.

Dr. Corey Keyes created the dual Mental Health Continuum acknowledging that mental health and mental illness are interrelated, but have distinct dimensions. One continua portrays the presence or absence of mental illness whereas the other continua portrays the presence or absence of mental health.

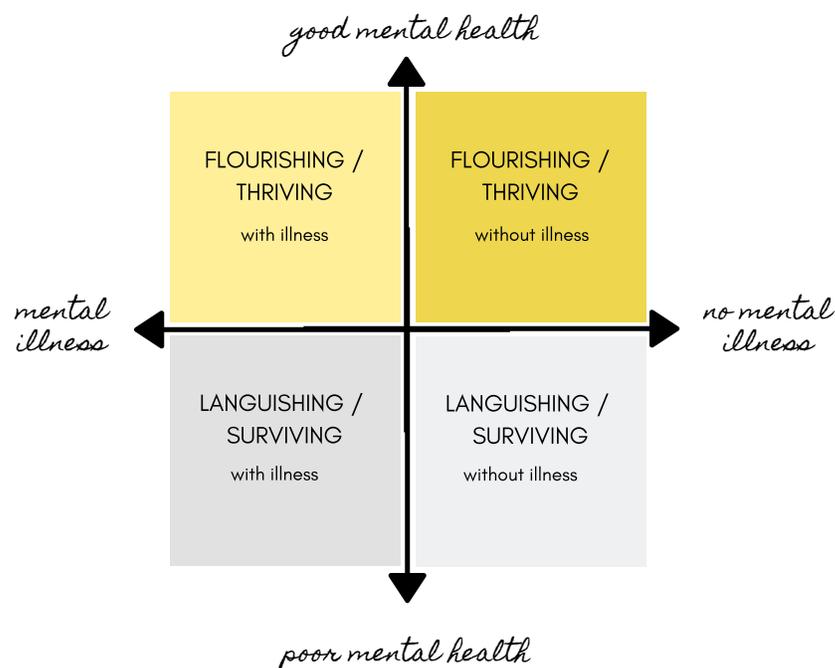
Keyes denotes that an individual is “flourishing” when they are not merely free of mental illness, but rather filled with high levels of emotional well-being, psychological well-being, and social well-being.

According to Keyes, only 17% of individuals are truly flourishing.

Dr. Keyes’ research consistently demonstrates that individuals who are diagnosed as languishing, either with or without mental illness, are functioning worse in terms of physical disease, healthcare utilization, work productivity, and psychosocial functioning (Keyes 2002, 2004, 2005, 2006, 2007). This demonstrates the importance of helping people find pathways from a state of low mental health (languishing) to high mental health (flourishing).

Flourishing individuals are truly living rather than merely existing.

The Mental Health Continuum



YELLOW ZONE

for early childhood

Young children who experience trauma are at risk because their rapidly developing brains are extraordinarily vulnerable.

From birth to five young children's brains are going through an amazing and sensitive period of growth – 85% of brain development happens during these years. A growing body of research has established that young children have long term effects due to experiencing events that threaten their safety or the safety of their caregivers, and their symptoms have been well documented.

Young children depend exclusively on caregivers for survival and protection—both physical and emotional. When trauma also impacts the caregiver, the relationship between that person and the child may be strongly affected. Without the support of a trusted caregiver to help them regulate their strong emotions, children may experience overwhelming stress, with little ability to effectively communicate what they feel or need. They often develop symptoms that caregivers don't understand and may display uncharacteristic behaviors that adults may not know how to appropriately respond to.

“The resilience of children depends on all of us.”

– Dr. Ann Masten

instead of
what is wrong with this child?

ask yourself
what happened to this child?

what does this child need to reach their potential?

YELLOW ZONE

for early childhood

Development is influenced by many factors, including a child's relationships, experiences and environment.

Young children need to feel safe and secure in order to be able to develop. Until they feel safe and secure development can be compromised. Once they feel secure, the magic of everyday moments – showing affection, talking with, comforting, and playing with children, etc – helps build strong, healthy brains. If children's systems are protected by adult caregivers and are in good working order, development and resiliency can be robust even in the face of adversity.

Young children who demonstrate difficulties do not intend to be disruptive to themselves/others; their early development has been compromised by persistent/complex trauma and relational stress. We know that children's behaviors reveal their efforts to cope, often with too few resources. Children who have experienced trauma tend to present as developmental younger than their chronological age. It is imperative to keep this in mind when caring for these children.

Culture also plays a significant role in how children develop and experience/understand the world around them. It is important to consider the child/family's cultural background and personal stories when implementing interventions to support development.

It is important to note that very young children 0-5, can participate in relationship-based therapies (with their caregivers). Services can assist children in returning to developmental trajectory, fostering parent/child relationships, learning co-regulating techniques, organizing experiences, developing a sense of safety in relationships, etc.

The strategies in this guide are intended to help repair the impact of trauma on the developing child. As recognition has grown about the prevalence and impact of trauma on young children, more age-appropriate treatment approaches have been developed and tested for this population. These interventions share many of the same core components. For example, they are generally relationship-based, and focus on healing and supporting the child-parent relationship.



YELLOW ZONE

Less than
20 percent
of the US population
is flourishing. ¹

3 : 1

the ratio of positive to
negative emotions that
serve as a tipping point
for whether people live
a flourishing life. ²

40 percent

of a person's
happiness is
attributed to their
thoughts, plans and
behaviors. ³

A Place Where You Can Flourish.

Created by Stearns County Public Health

To *flourish* means to live within an optimal range of human functioning, one that has high levels of emotional well-being, psychological well-being, and social well-being, according to Dr. Corey Keyes.

Individuals with less than flourishing mental health report more physical ailments and chronic disease, miss more days of work, use more health care (more prescriptions, more hospitalizations, more visits for physical, mental, emotional reasons), are more likely to die prematurely, and are more likely to develop mental illness.

5 Yellow Zone Pillars

Help - Socialize - Learn - Play - Spiritual

A Yellow Zone is an environment that cultivates well-being through 5 pillars, which nurture the psychological, emotional, and social aspects of mental health. As a result, a Yellow Zone will promote flourishing among individuals.

You can create a Yellow Zone by utilizing the tools and resources provided through out the Yellow Zone Toolkit.

help

In safe, kind, nurturing, consistent, and stable relationships children learn that adults can help them. It is through modeling from adult providers/caregivers that children learn to help others. Helping teaches infants and young children empathy towards those around them. Helping develops mastery of tasks, empowerment, strong sense of self, and belonging. The following are ways to encourage and support development through helping.

Additionally, adults can help children by creating a predictable schedule. It is important to prepare children before a change in their schedule or a transition so they know what to expect. Routine is so important!

Infant: Birth to 18 months

Encourage mastery skills. This can include holding their cup while learning independence in a highchair setting, holding a spoon during feeding, cuddling during breast or bottle feeding.

Label their feelings. You are happy, sad, excited, sleepy, etc.

Create a safe environment for exploring. Look at the world through their eyes, such as the crawling space, where a gate may be needed, electrical outlets, etc.

Toddler: 18 months to 36 months

Practice sorting. This can be done with colored blocks, markers, etc. Group items by color, size, shape!

Empathetic communication. Truly listen to what the child tells you. Repeat what they told you to demonstrate you heard them and their voice matters.

Assist them in self-care. Be patient with your child and let them try to do simple tasks with your help. This can be during bath time, while getting dressed, putting shoes on, getting a snack, etc.

Let them choose. Give them multiple choices to pick from, such as a movie choice, snack item or toy.

Helper. Allow children to help whenever possible. They may not do a perfect job, but it boosts their confidence and self-esteem.

Holding a handshake or a hug for at least 6 seconds releases oxytocin, the neurochemical that helps us feel connected and loved.

help

Preschool: 3 year to 5 years

Practice sorting. This can be done with colored blocks, markers, etc. Group items by color, size, shape!

Empathetic communication. Truly listen to what the child tells you. Repeat what they told you to demonstrate you heard them and their voice matters.

Assist them in self-care. Be patient with your child and let them try to do simple tasks with your help. This can be during bath time, while getting dressed, putting shoes on, getting a snack, etc.

Let them choose. Give them multiple choices to pick from, such as a movie choice, snack item or toy.

Helper. Allow children to help whenever possible. They may not do a perfect job, but it boosts their confidence and self-esteem.

Random Acts of Kindness

Random Acts of Kindness (RAOK) can be a very simple, yet effective way to brighten another person's day. When teaching children about RAOK, ensure you provide a clear understanding of what kindness looks like. You may teach them the term "bucket filling," which refers to a system that encourages children to fill up each other's invisible buckets by doing RAOK.

And did you also know that kindness is teachable? "It's kind of like weight training, we found that people can actually build up their compassion 'muscle' and respond to others' suffering with care and a desire to help." - Dr. Ritchie Davidson, University of Wisconsin

Lead by Example!

**Smile and say hello to a stranger · Give someone a compliment · Hold the door open for others
Leave a positive note for the mail person · Write a thank you note · Say "please" and "thank you"
Donate unused toys · Read to each other · Give a hug · Tell your child you appreciate them**

Kindness Educational Books

The Kindness Quilt
by Nancy Elizabeth Wallace

Kindness is Cooler, Mrs. Ruler
by Margery Cuyler

Have You Filled a Bucket Today?
by Carol McCloud

Those Shoes
by Maribeth Boelts

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socialize

A child's first experience of socialization begins in their relationship with caregivers. The interactions between infant/ young child and caregiver sets the blueprint for future relationships with peers, family and members. Children need to establish basic interactions skills such as cooperative play, gratitude, and empathy in order to learn more advanced ways to interact later in life. It is important to allow a child to stay close to a regulated, caring adult when they need extra time to adjust to an environment. Often children will utilize a 'security or transition object', it is important that caregivers allow and support children in utilizing their developed strategies to socialize and adjust. Socializing begin to teach cause and effect (for example, if I do ____, adults respond by doing ____). The following are examples of ways to encourage and support develop through socialization.

Infant: 0-18 months

Interact. Use eye contact, smile often, listen and respond to infant's babbles and coos. Also, describe how you are taking care of the infant such as saying *I am washing your hands* or *I am making a bottle*.

Read books. The more stories you read aloud, the more words your child will be exposed to and the better he or she will be able to talk. Use expression to teach a variety of sounds and emotions.

Play games together. They can be as simple as Peek-a-boo or using their favorite toy. If using a toy that you can make noise with, make a pattern with the sounds, take a pause, and repeat the pattern.

Toddler: 18 months to 36 months & Preschool: 3 years to 5 years

Assist them in conflict resolution. Toddlers learn through experiences. Provide young children with opportunities to work on their problem solving skills and offer gentle guidance and encouragement when they are struggling.

Encourage free play. Let them use their imagination and explore together!

Encourage play with other children. Use turn taking activities such as rolling a ball between children. This is also a great time to model positive interactions, such as sharing, trading and taking turns.

Teach children how to be in relationships. Acknowledge cues, talk about empathy, discuss needs and perspectives of others. This can also be a good time to teach and encourage boundaries. Additionally, you can identify feelings of the other children during interactions (such as she is sad because you took her ball without asking).

Read. Explore stories about cooperative play such as sharing, trading and taking turns.

Sensory play. Use playdoh, water, sand, etc.

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learn

The experiences a child has during these early years will shape the architecture of their brain and build the connections that allow them to develop lifelong skills like problem-solving, communication, self-control, and relationship building. These skills allow them to survive and thrive within their family, community, and culture. Learning and teaching are not the same thing. Children require environments and experiences that foster and encourage learning. Take time to experience the world with your child instead of just “teaching” them the academic skills of naming colors and shapes. While encouraging brain development can include things like colors, letters, and shapes, it is more important for children to experience a huge variety of environments so that all the areas of their brain can get stimulated and grow. Young children learn in a world of motion and sensation.

Infant: 0-18 months

Exploration. Encourage infants to explore items in different ways through sensory play. This can be done by touching, tasting, banging, stacking, & shaking.

Playtime. Keep it simple, such as hiding a toy under a blanket for the child to find.

Have Conversations. Repeat the sounds and words your child uses and have back-and-forth conversations. It doesn't have to make sense, just allow your child to be heard and responded to! Don't forget to use expression and laughter, too.

Toddler: 18 months-36 months

Get Moving. Use music, singing, or rhythms to encourage them to move their bodies while learning.

Have Conversations. Talk to each other as you play, do errands, or visit friends and family.

Give Tasks. Allow your toddler to help with simple chores and tasks at home such as putting toys away or cleaning up a small spill. It may not be done perfectly and take patience, but they are learning!

Preschool: 3-5 years

Playtime. Make or use an obstacle course, play a board game, use their imagination!

Ask Why? Ask preschoolers questions that get them thinking. For example, when reading a book together, ask *Why do you think the girl is laughing?* or *How would that make you feel?*

Help your child be a good problem-solver. Give them the support they need to be successful without completely solving the problem for them.

Read and Sing. Also, encourage storytelling or have them create their own songs. Try to help them create stories with a beginning, middle, and end.

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play

Play encourages children to use creativity while developing their imagination and physical, cognitive, emotional strength. Children's sensory development is supported through different types of play including child directed and caregiver directed play, as well as, imperative for healthy brain development. Play is a form of communication for children. It is through play, with a regulated caregiver nearby, that children at a very early age engage and interact in the world around them. The following are examples of ways to encourage and support develop through play and relationships.

Infant: Birth to 18 months

Body: Clap their hands gently together, stretch their arms (crossbody, overhead, out wide), move their legs as if they are riding on a bicycle, sensory motor play (water, sand, paint), tummy time.

Watching: Encourage visual exploration, provide opportunities to watch other children and people.

Interactive: Shake rattles or noise making toys, face-to-face time, bath-time, sing songs together.

Toddler: 18 months to 36 months

Body: Build a fort, running games such as tag, go for walks, do art projects such as coloring or painting, explore the world through talk and touch.

Watching: Describe the movement of themselves, others, objects and scenes

Interactive: Back and Forth games such as catch and face-to-face interactions with others

Preschool: 3 years to 5 years

Body: Expand gross and fine motor skills learned in infancy and toddler age ranges, practice pedaling bikes, balancing.

Watching: Encourage child to describe their visual environment.

Interactive: Play games such as Hide-and-seek, put together Legos or engage in imagination play.

**"Children learn as they play. Most importantly,
in play children learn how to learn."**

- O. Fred Donaldson

Ways to Encourage Play Each Day

Make Time. Children need the freedom to play which won't easily happen when their schedule is full of structured activities and screen time. Look at how to free up time if necessary.

Aim for an hour a day of uninterrupted time or 2 x 30 minutes as a minimum. Children need time to develop an idea and let it run on. More is better of course!

Reduce the reliance on structured toys and equipment that limit a child's ability to use the toy creatively by putting time limits on the use of these toys.

Offer support to younger children who are learning to play creatively and may find deep play more demanding at first. Act as a second in command playmate but offer options when things falter to keep the play going. Don't direct however tempting that may be.

Declutter play spaces. Too many toys can swamp creativity and encourage children to flit from toy to toy without getting the experience of deep play.

Focus on the process not the outcome. Don't look for results or expect to be told what happened or how it went. Play can have a dream like quality which can't easily be described but is none the less important.

Benefits of Play

Physical. Active play helps children with coordination, balance, motor skills, and spending their natural energy (which promotes better eating and sleeping habits).

Emotional. During play, children learn to cope with emotions like fear, frustration, anger, and aggression in a situation they control. They can also practice empathy and understanding.

Social. Playing with others helps children negotiate group dynamics, collaborate, compromise, deal with others' feelings, and share, etc.

Communication. Play lets children exchange thoughts, information, or messages by speech, signals, writing, or actions.

Creative. By allowing imaginations to run wild during play, kids create new worlds, and form unique ideas and solutions to challenges.

Cognitive. Children learn to think, read, remember, reason, and pay attention through out play.

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Preschool: 3 to 5 years

Do calming strategies. This can include simple stretches and deep breathing exercises.

Color. Let them use their imagination to create a picture on blank paper or use a coloring page.

Sensory interventions. Give hugs, roll them up in a blanket, use a fidget toy, swing, etc.

One on one time. Quality time together can be limited. Truly enjoy the moment with little electronic distraction.

Read and look at books. Not only can you read to them, but have them look at the pictures and "read" to you, too!

Positive Thought and Affirmations

Children who have negative experiences or trauma often possess the belief that they are unworthy, damaged, or worse. These negative thought patterns build the belief system that is carried on through adulthood. It is important to help build children's self-esteem and positive belief system. Giving children positive affirmations daily will help them internalize positive beliefs about themselves, which will boost their confidence and help them to possess a healthy self-esteem.

Example Positive Thoughts & Affirmations

**I am worthy · I believe in myself and my abilities · I have many talents · I matter
My family and friends love me for who I am · Every day I get better
I am deserving of love, happiness, trust and kindness · Today, I am a leader
I believe I can be whatever I want to be · Everything will be ok · Today I will be happy
All of my problems have a solution · Today is going to be a great day
I believe in my goals and dreams · I can make a difference · Every day is a fresh start**

**Emotions can transfer, so check your mood and be intentional!
What do we want to pass along to children?**

spirituality

It is first through the child's relationship with caregivers that the child develops an understanding of themselves. Caregivers' interactions form how the child perceives and feels about themselves in moment by moment interactions. When a caregiver responds to a child's needs in a kind, safe and consistent manner the child learn that they are important, loved and will be cared for. Caregivers also provide the foundation for helping the child understand their emotions and become partners in helping the child regulate these emotions. Children do not have the ability to self-regulate and need the caregivers in their life to help them through co-regulation. It is through co-regulation that the foundation is laid for future self-regulation and mindfulness. It is important that the caregiver themselves is regulated when they are helping the child calm down. The following are ways to encourage and support development through spirituality.

Infant: Birth to 18 months

Provide comfort. Give a sense of safety and calm to the child when they cry or seem distressed. You CANNOT spoil an infant!

Sing lullabies and rock your child back and fourth.

Comforting physical touch. Give gentle messages to their feet, hands or back.

Snuggle up. Wrap them in their favorite blanket or or give them a stuffed animal.

Practicing noticing and naming feelings. Happy, excited, upset, frustrated, sad.

Toddler: 18 months to 36 months

Read together. Every single day!

Playtime. What is their favorite game? Share laughs while playing Hide and Seek or coloring a picture.

Praise them. Even on the little things! Tell them positive phrases such as *you are great at coloring* or *thank you so much for putting your blanket away today.*

Acknowledge and label feelings. For example, *I know you are sad you have to go to bed, but you are tired and ready for sleep.*

Practice slow breathing with the child with bubbles or pinwheels. This can also be a great strategy to use if they are feeling upset or frustrated.

Create a safe and calm place to regulate. Provide them with a safe and calm place for your child to use when they are upset or sad. Encourage them to use this space to clam down any time. This can be in their bedroom, on the couch, etc.

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The Mental Health Continuum – Short Form Scoring

Items 1 - 3: Emotional Well-being

Flourishing: answered "every day" or "almost every day" at least once

Languishing: answered "never" or "once or twice" at least once

Moderately mentally healthy: neither languishing nor flourishing

Items 4 - 8: Social Well-being & Items 9 - 14: Psychological Well-being

Flourishing: answered "every day" or "almost every day" at least 6 times

Languishing: answered "never" or "once or twice" at least 6 times

Moderately mentally healthy: neither languishing nor flourishing

Resources & Tools

Statewide Health Improvement Partnership (SHIP) supports community-driven solutions to expand opportunities for active living, healthy eating and commercial tobacco-free living, helping all people in Minnesota prevent chronic diseases including cancer, heart disease, stroke and type 2 diabetes. www.health.state.mn.us/ship

Adverse Childhood Experiences (ACEs) are serious and more common than you might think. In some cases, the number of Central Minnesotans who have had ACEs is higher than national averages. In Central Minnesota, several organizations are working to address the impact of ACEs. Through a collaborative effort, these organizations continue to identify the tools and resources needed to address and prevent ACEs from having devastating effects on our communities. www.feelinggoodmn.org/adverse-childhood-experiences

The Bounce Back™ Project is a unique collaborative of physicians, nurses, hospital leaders, staff and community partners in Wright County, MN, who have come together for a single purpose – to impact the lives of individuals, communities, and organizations by promoting health through happiness. The tools shared by Bounce Back™ are easy to use, can make a difference and anyone can do them! These tools include: Random Acts of Kindness, Three Good Things, Gratitude Letters, Social Connections and Self-care and Mindfulness. www.bouncebackproject.org

Developmental Repair is an intervention for young children (ages 3 to 3rd grade) who need intensive early intervention because their aggressive and disruptive behavior is harming themselves and others, and they have not been able to benefit from usual community resources. Unlike most children, even those with less severe behavioral problems, these very at risk children are unable to make this developmental transition from home to larger community participation. www.washburn.org/wp-content/uploads/2015/07/WCCDevRepair-revised.pdf

At times all parents feel lost or without a clue about what our child might need from us. Imagine what it might feel like if you were able to make sense of what your child was really asking from you. The **Circle of Security® Parenting™** program is based on decades of research about how secure parent-child relationships can be supported and strengthened. www.circleofsecurityinternational.com

ZERO TO THREE provides parents, professionals, and policymakers the knowledge and know-how to nurture early development. By supporting the caring adults who touch the lives of infants and toddlers, ZERO TO THREE intends to maximize our long-term impact and contribute to the creation of a society with the knowledge and will to support all infants and toddlers in reaching their full potential. www.zerotothree.org

Health Powered Kids is a free, online resource that includes school and community-based lessons and activities on nutrition, physical fitness, hygiene and mind-body balance, activities for families to do at home and in their community, mind-body activities for stress-reduction and relaxation and health and wellness information available through the internet and printed materials. www.healthpoweredkids.org

Helping Traumatized Children Learn includes tools and resources to help individual teachers and administrators convert the urgency they feel about trauma sensitivity into the awareness and action of a committed coalition—and, ultimately, to the understanding and engagement of the entire school. www.traumasensitiveschools.org

Peacemaker Resources is a non-profit organization based in Bemidji, MN that offers universal prevention tools to groups leading to systemic changes that benefit individuals and communities. They work with youth and adults in programming related to three focused areas: Social and Emotional Learning, Cultural Responsiveness and Trauma-informed Practices. www.peacemakerresources.org

The **Minnesota Department of Health** provides learning opportunities for anyone interested in building resilience and promote mental well-being. Effective well-being strategies and practical implementation steps from communities across Minnesota help communities, families, and youth thrive. <http://www.health.state.mn.us/divs/cfh/topic/mentalhealth/community.cfm>

Dr. Corey Keyes - Promoting and Protecting Mental Health as Flourishing, A Complementary Strategy for Improving National Mental Health among children and youth

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