



Enhancing Fatality Review with Lessons from Brain Science

Telling Each Story to Save Lives Nationally





KEY FUNDING PARTNERS

FEDERAL ACKNOWLEDGEMENT

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HOUSEKEEPING

Before we get started

- This webinar is being recorded and will be available on the National Center's webpage (URL: www.ncfrp.org).
- Participants are muted. Use the question and answer box to ask questions.
- Due to the large number of participants, the speakers may be unable to answer all questions. Unanswered questions will be answered and posted with the recording.
- Contact the National Center (email: info@ncfrp.org) for any tech problems.





EVALUATION

<https://www.surveymonkey.com/r/32BRMMX>

Bethany Miller, MEd, MSW,

Welcome and Introductions

Branch Chief,

Adolescent Health Branch

Division of Child, Adolescent and Family Health

Maternal and Child Health Bureau

Health Resources and Service Administration





HRSA'S VISION FOR THE NATIONAL CENTER

IMPROVING SYSTEMS OF CARE AND OUTCOMES FOR MOTHERS, INFANTS, CHILDREN, AND FAMILIES

Assist state and community programs in:

- Understanding how CDR and FIMR reviews can be used to address issues related to adverse maternal, infant, child, and adolescent outcomes
- Improving the quality and effectiveness of CDR/FIMR processes
- Increasing the availability and use of data to inform prevention efforts and for national dissemination

Speakers



Abby Collier, MS
Director
National Center for Fatality
Review and Prevention



Jennifer Jones, MSW
Chief Strategy Officer
Prevent Child Abuse
America



Stacy Phillips, DSW
Victim Justice Specialist
Office for Victims of Crime
U.S. Department of Justice



The Social-Ecological Model (SEM)

Gain an understanding of the SEM and how it applies to all aspects of fatality review.



Applying SEM and Brain Science

Promote systems focused reviews by applying SEM and lessons from brain science to all aspects of fatality review.



Key Questions to Ask

Identify and discuss key questions to ask during the death scene investigation, review meeting, and prevention discussion.



Documenting in NFR-CRS

Recognize where to document data elements that impact brain science in NFR-CRS.



Promoting Resiliency

Building individual and community resilience can prevent the pair of ACEs.



Presentation Goals

Social-Ecological Model

Effective Discussions Lead to Effective Interventions



Levels of the Social-Ecological Model

Reaching Across Levels for Effective Interventions

Individual

Identifies individual risk and protective factors, including experiences, behaviors, and genetic predispositions.

Relationship

Examines close relationships that increase or reduce risk and is often the individual's closest circle.



Societal

Considers broad factors that help create or eliminate risk factors.

Community

Explores the settings in which relationships exist which is commonly schools, neighborhoods, and churches.

Applying SEM and Brain Science

SHIFTING THE DISCUSSION



PROMOTES A SYSTEMS FOCUS

Helps to shift discussion and practice from individual blaming to exploring systems.



TARGETS THE WHOLE SYSTEM

Allows team members to identify and explore the complex ways the community interacts. This systematic approach identifies the factors that drive behaviors and impact outcomes.



During the Death Scene Investigation

Key Questions to Ask

- Medical history
- Biological parents and caregivers
- Family and social relationships
- Living environment
- School and occupational experiences

Review Meeting Discussions

Applying SEM and Brain Science

- Did the child have at least one healthy relationship?
- Describe the child's early experiences, including ACEs and PCEs?
- Did the child have access to medical care?
- Did the caregivers experience ACEs or toxic stress?
- What services were available to the community?





Documenting in NFR-CRS

By using a combination of quantitative and qualitative fields a complete picture of how the child, community, systems, and death causing event can be captured. These data are vital for prevention work.

Life Stressors in NFR-CRS

Added in April 2020, Version 5.1 of NFR-CRS (https://www.ncfrp.org/wp-content/uploads/NCRPCD-Docs/CDR_CRS_v5-1.pdf)

17. LIFE STRESSORS		
Please indicate all stressors that were present for this child around the time of death.		
a. Life stressors - Social/economic <input type="checkbox"/> None listed below <input type="checkbox"/> Racism <input type="checkbox"/> Discrimination <input type="checkbox"/> Poverty <input type="checkbox"/> Neighborhood discord <input type="checkbox"/> Job problems <input type="checkbox"/> Money problems <input type="checkbox"/> Food insecurity <input type="checkbox"/> Housing instability <input type="checkbox"/> Witnessed violence <input type="checkbox"/> Pregnancy scare	b. Life stressors - Relationships (age 5 and over) <input type="checkbox"/> None listed below <input type="checkbox"/> Family discord <input type="checkbox"/> Argument with parents/caregivers <input type="checkbox"/> Parents' divorce/separation <input type="checkbox"/> Parents' incarceration <input type="checkbox"/> Argument with significant other <input type="checkbox"/> Breakup with significant other <input type="checkbox"/> Social discord <input type="checkbox"/> Argument with friends <input type="checkbox"/> Bullying as a victim <input type="checkbox"/> Bullying as a perpetrator <input type="checkbox"/> Cyberbullying as a victim <input type="checkbox"/> Cyberbullying as a perpetrator <input type="checkbox"/> Peer violence as a victim <input type="checkbox"/> Peer violence as a perpetrator <input type="checkbox"/> Isolation <input type="checkbox"/> Stress due to sexual orientation <input type="checkbox"/> Stress due to gender identity	c. Life stressors - School (age 5 and over) <input type="checkbox"/> None listed below <input type="checkbox"/> School failure <input type="checkbox"/> Pressure to succeed <input type="checkbox"/> Extracurricular activities <input type="checkbox"/> New school <input type="checkbox"/> Other school problems
d. Life stressors - Technology (age 5+) Stress/negative consequences due to: <input type="checkbox"/> None listed below <input type="checkbox"/> Electronic gaming <input type="checkbox"/> Texting <input type="checkbox"/> Restriction of technology <input type="checkbox"/> Social media	e. Life stressors - Transitions (age 5 and over) <input type="checkbox"/> None listed below <input type="checkbox"/> Release from hospital <input type="checkbox"/> Transition from any level of mental health care to another (e.g. inpatient to outpatient, inpatient to residential, outpatient to inpatient, etc.) <input type="checkbox"/> Release from juvenile justice facility <input type="checkbox"/> End of school year/school break <input type="checkbox"/> Transition to/from child welfare system <input type="checkbox"/> Release from immigrant detention center	f. Life stressors - Trauma (age 5 and over) <input type="checkbox"/> None listed below <input type="checkbox"/> Rape/sexual assault <input type="checkbox"/> Previous abuse (emotional/physical) <input type="checkbox"/> Family/domestic violence g. Life stressors - Describe any other life stressors: (age 5 and over)

ACEs in NFR-CRS

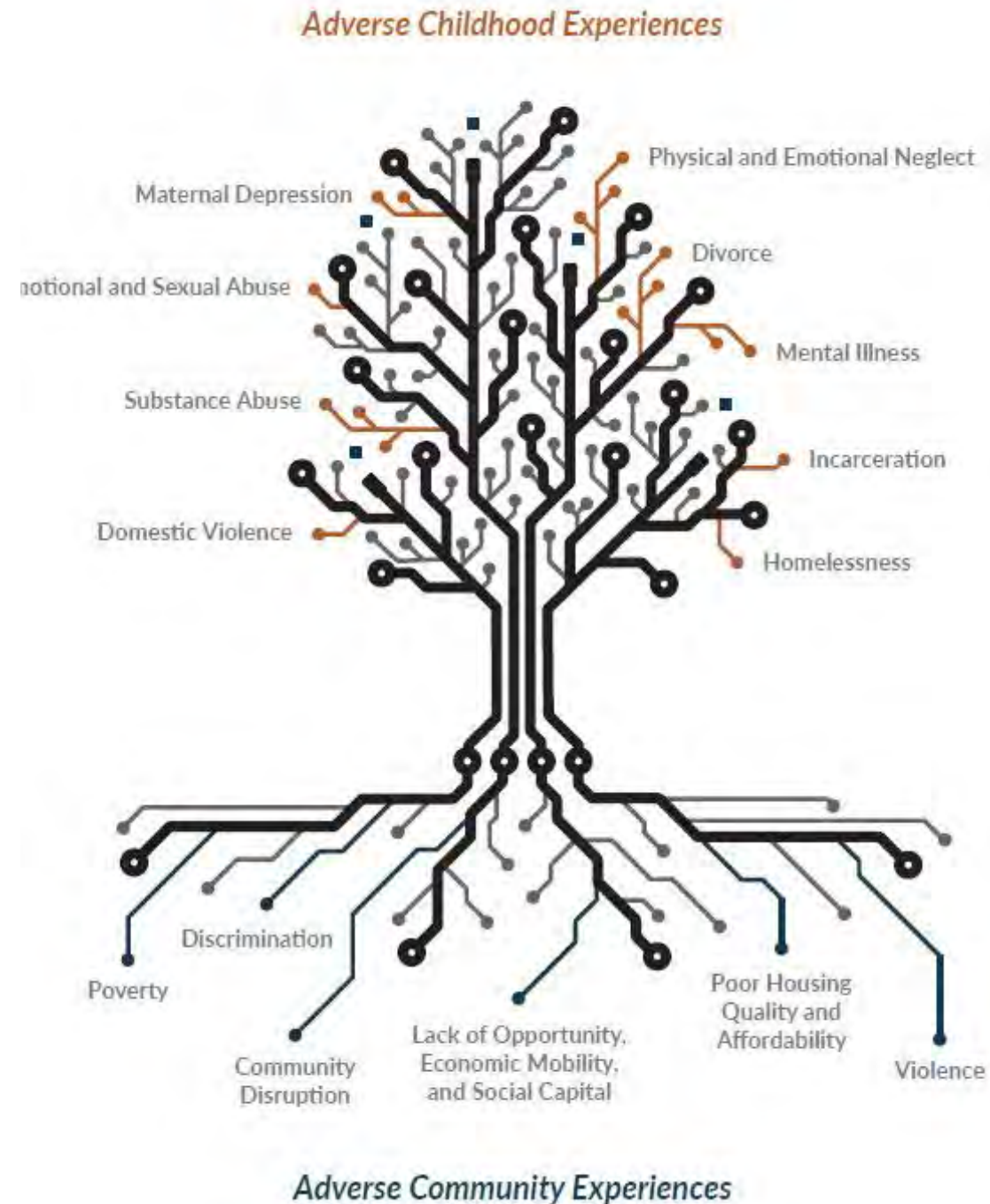
Identifying Where ACEs Appear in NFR-CRS

ACE	NFR-CRS Question
Emotional, physical, sexual abuse or neglect	A22.Child had history of child maltreatment? If yes as victim, check all that apply (options are: physical, neglect, sexual, emotional/psychological)
Violence	B17, C18, D13. Did the parent, caregiver, or supervisor have a history of intimate partner violence?
Household Substance Abuse	B12, C13, D9. Did the parent, caregiver, or supervisor have a history of substance use or abuse? If yes, specify.
Mental Illness	B15, C16, D11, Did the parent, caregiver, or supervisor have a history of disability or illness? If yes, specify.
Criminal History	B18, C19, D14. Did the parent, caregiver, or supervisor have a history of criminal activities? If yes, specify.
Divorce	Life Stressors

Building Resiliency

For Team Members

- Take time to acknowledge what went well
- Allow team members to opt out of reviews
- Incorporate resilience-building activities into meetings





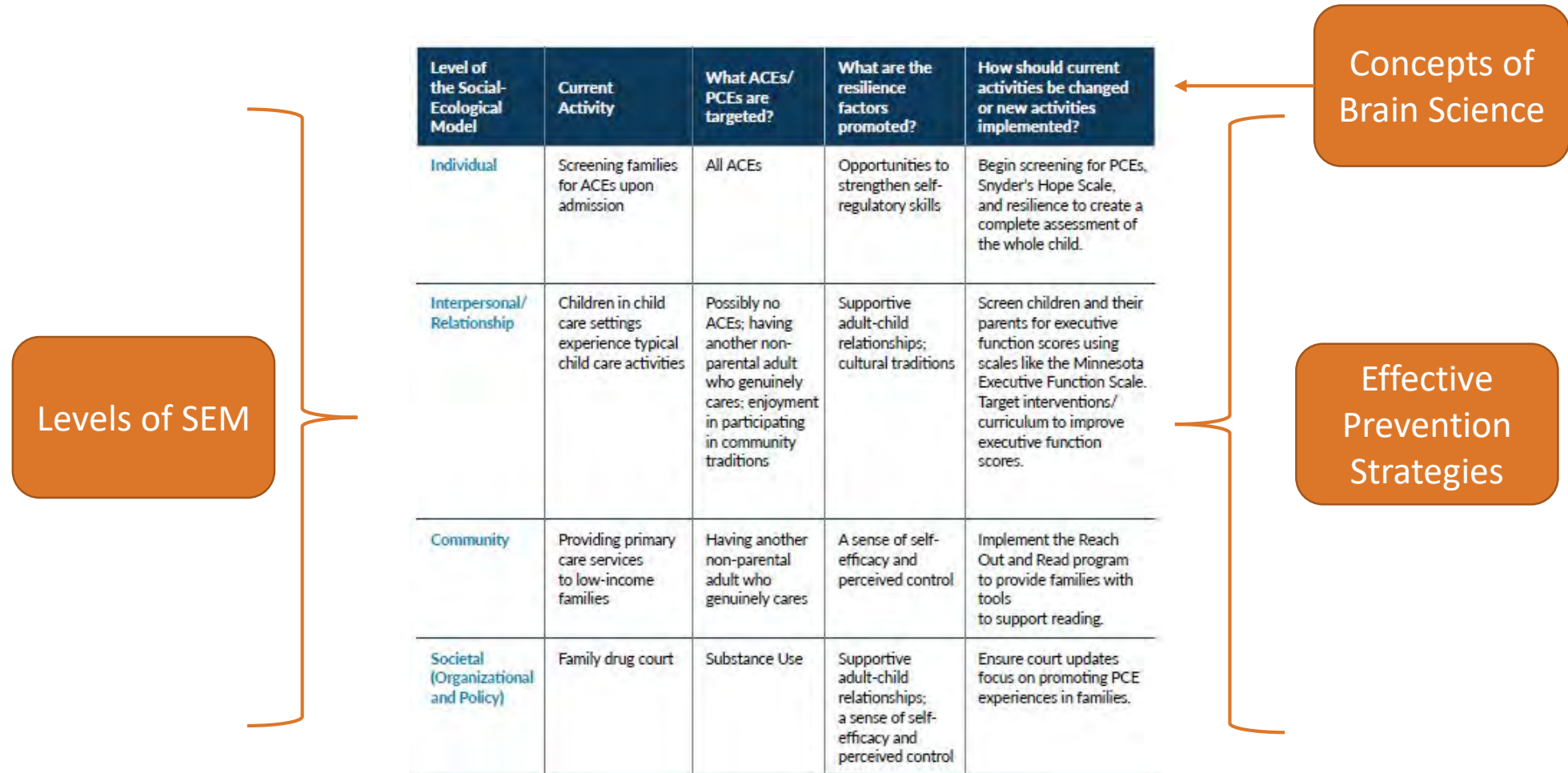
THE SIX FOUNDATIONS FOR CHANGE

Building Resiliency in Community

- People
- Systems thinking
- Adaptability
- Transformability
- Stabilization
- Sustainability
- Courage

Prevention Matrix

A Framework for Implementing Brain Science



Enhancing Fatality Review with Lessons from Brain Science

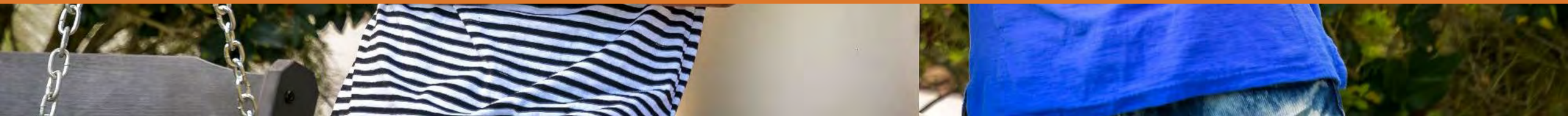
Guidance is available at https://www.ncfrp.org/wp-content/uploads/Brain_Science_Guidance_Jan2021.pdf

Fillable PDF of prevention matrix is available under equity/disparities <https://www.ncfrp.org/center-resources/written-products/>





Connecting the fundamental concepts of brain science with the Social-Ecological Model and fatality review findings and recommendations provides a community with the opportunity to analyze the complex nature of how families build relationships, access services, and interact with their environment.



A close-up portrait of a young girl with dark, curly hair, smiling warmly at the camera. Her hand is raised, touching her hair. The background is a soft, out-of-focus green, suggesting an outdoor setting. A dark blue semi-transparent banner is positioned in the lower-left corner, featuring a small yellow vertical bar on its left edge and the word "Questions" in white text.

Questions



EVALUATION

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