

7ei of Trauma Informed Care

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Learning Objectives



- To appreciate the frequency of adverse experiences in people's lives and gain a better understanding of the social, emotional, physiological and developmental effects of trauma on people, families and communities
- To understand and respond to behavior from a trauma informed perspective
- To understand the value of developmentally informed activities to enhance regulatory capacity
- To understand techniques that can enhance relational well being for clients who have experienced adversity
- To understand ways to inspire a sense of purpose, belonging and safety with our clients
- To understand techniques that can enhance the capacity to care and appreciate the connection between caregiver capacity and client outcomes
- To be motivated to start putting ingredients together in practice to enhance services to clients who have experienced adversity

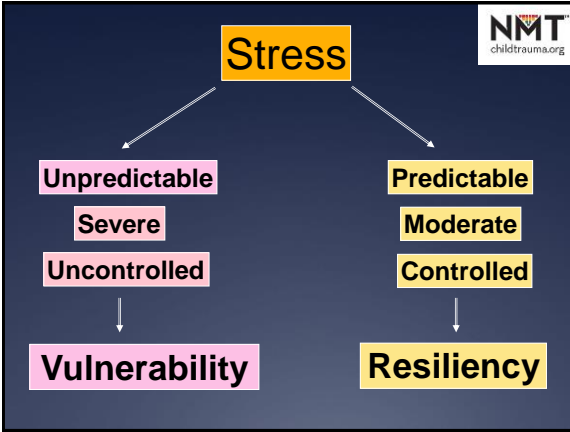
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Trauma Definition

- 1) Exposure to an event that threatens/harms physical or emotional integrity of the individual or someone close to them
- 2) Overwhelms the person's ability to respond
- 3) Creates significant difficulty in functioning

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Differential Diagnosis: Paul, Age 13

- Axis I:
 - ADHD
 - Mood Disorder NOS
 - PTSD
 - RAD
 - Intermittent Explosive Disorder
 - Disruptive Behavior Disorder NOS
 - Depressive Disorder NOS
- Axis II:
 - Sensory Processing Disorder – Deferred
 - Learning Disorder
 - Other Health Impairment
 - Mixed Expressive receptive/ Language Disorder
 - Executive skills dysfunction
 - Developmental coordination disorder

Medications

- Vyvanse
- Seroquel
- Intuniv
- Zyrtec
- Flonase
- Buspar
- Also tried...39 other medications

"In my 30 years of practice as a board certified and adolescent psychiatrist, Paul ranks as one of the top 10 most disturbed children. I have treated in an outpatient basis. His adoptive parents, on the other hand rank as one of the most educated, caring and devoted parents in my practice"

Trauma Informed Care

7 Essential Ingredients

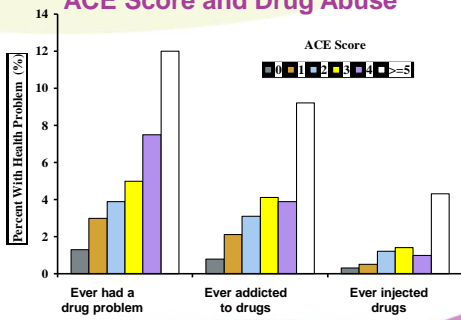
1. Prevalence
2. Impact
3. Perspective Shift
4. Regulation
5. Relationship
6. Reason To Be
7. Caregiver Capacity

Saint A logo in the top right corner.



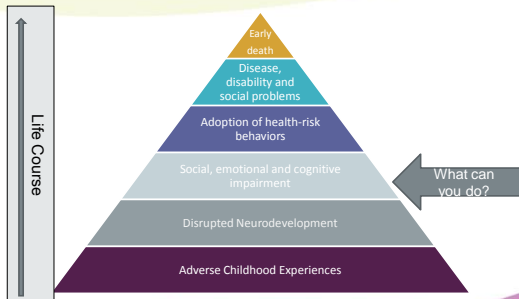
Impact

ACE Score and Drug Abuse



Dr. Robert Anda – CDC

ACEs over the Life Course



Adapted from Center for Disease Control and Prevention, 2014

ACE Attributable Problems Saint

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy

CDC, 1995-1997

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Impact on Worldview Saint

<p>Optimal Development</p> <ul style="list-style-type: none"> • Nurturing and stable attachments with adults • Belief in a predictable and benevolent world/generally good things will happen to me • Feeling of positive self-worth /others will see my strengths • Optimism about the future • Feeling that I can have a positive impact on the world 	<p>Developmental Trauma</p> <ul style="list-style-type: none"> • Basic mistrust of adults/inability to depend on others • Belief that the world is an unsafe place/bad things will happen and they are usually my fault • Assumption that others will not like me • Fear and pessimism about future • Feelings of hopelessness and lack of control
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#3: Perspective Shift Saint

What is perspective shift?




SCIENCEPHOTOLIBRARY

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How do we view children?

Traditional View	Trauma Informed View
<ul style="list-style-type: none"> • Acting out • Anger management problems • Willful and naughty • Manipulative • Uncontrollable • Pushing "buttons" • In need of consequences to motivate • Slow/delayed 	<ul style="list-style-type: none"> • Emotionally dysregulated • Scared/ Fight, flight, freeze • Maladaptive patterns • Seeking to get needs met • Lacking skills • Negative template or worldview • In need of skills to self regulate • Dissociative

Perspective Shift

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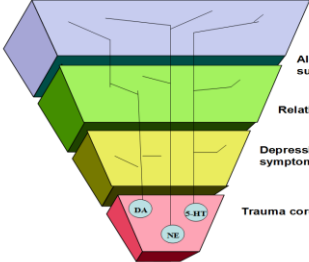
#4: Regulation



Regulation


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NMT™




Guilt Shame	Abstract thought
	Concrete Thought
Alcohol - substance abuse	Affiliation/reward
	"Attachment"
Relational difficulties	Sexual Behavior
	Emotional Reactivity
Depressive & affect symptoms	Motor Regulation
	"Arousal"
Trauma core symptoms	Appetite/Satiety
	Sleep
	Blood Pressure
	Heart Rate
	Body Temperature

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Adaptive Response	Rest	Vigilance	Freeze	Flight	Fight
Hyperarousal Continuum	Rest	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest	Avoidance	Compliance	Dissociation	Fainting
Primary secondary Brain Areas	F-CORTEX	CORTEX	LIMBIC	MIDBRAIN	BRAINSTEM
	Cortex	Limbic	Midbrain	Brainstem	Autonomic
Cognition	Abstract	Concrete	Emotional	Reactive	Reflex
Mental State	CALM	AROUSAL	ALARM	FEAR	TERROR

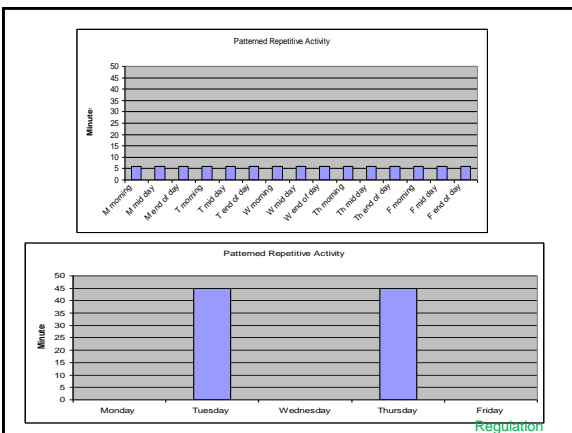
Bruce D Perry © 2010 www.ChildTrauma.org



Core elements of positive developmental, educational and therapeutic experiences

- * Relational (safe)
- * Relevant (developmentally-matched)
- * Repetitive (patterned)
- * Rewarding (pleasurable)
- * Rhythmic (resonant with neural patterns)
- * Respectful (child, family, culture)

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Categories of Strategies

- Sensory
- Regulatory
- Relational



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What are our current strategies?

- Increase consequences (suspension, take away privileges, room time)
- Set up reward system/ level systems/ incentives or other operant strategies
- Lower expectations
- Insight oriented learning and self-reflection
- Cognitive behavioral therapy
- Behavior management programs




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Sensory Needs


Sensory categories

- Proprioception / Movement
- Vestibular/ Balance
- Temperature/Touch
- Auditory
- Vision
- Smell
- Taste/ Chewing



- What might sensory triggers look like?
- What might sensory preferences/ seeking look like?

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Sensory based activities

- **Proprioception / Movement:** Swimming, walking/running, jumping
- **Vestibular/balance:** Swinging, rocking, walking a line of tape on the floor
- **Temperature /Touch:** "Under-armor", personal fan, blankets; Massage/ pressure, fuzzy, squishy stuff
- **Sound:** Music, silence, noise cancelling headphones, white noise
- **Sight:** Pictures, videos, fish tank
- **Smell:** Candles, lotion, aromatherapy
- **Taste/ chewing:** Sucking through a straw (applesauce, milkshake etc.), chewing gum, fruit, hard candy

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Self Regulation

- Art
- Music
- Yoga, stretching,
- Bouncing a basketball, playing catch
- Aerobic Exercise <https://www.youtube.com/watch?v=6Rlvrc5-2CQ>
- Bal-a-vis-x <https://www.youtube.com/watch?v=-mbQv34Zs-w>
- Comfort/ sensory rooms
- Pet assisted work
- Ritual and routine
- Deep breathing,
- Mindfulness https://www.youtube.com/watch?v=U9-pHw18I08&feature=player_embedded
- **For more examples:**
https://media.dpi.wi.gov/sspw/av/trauma_sensitive_scho ols_mod_9/story.html




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#5 Relationship Repeating the pattern

- Co-regulation: Adult and youth
- Co-dysregulation: Adult and youth
- Disengaged youths




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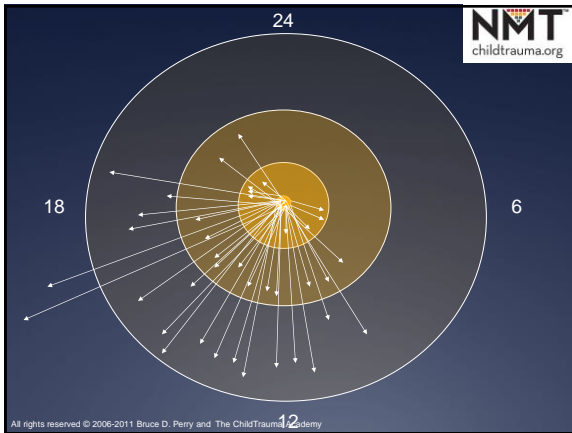
Safety

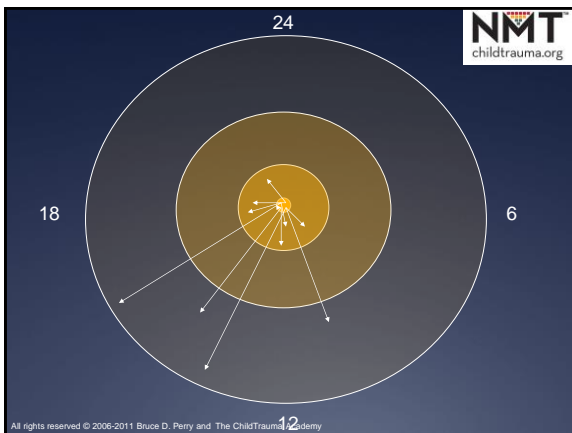
- Predictable structure and routines
- Consistency
- Growth mindset
- Build on strengths
- Meeting needs
 - Physical safety
 - Recognizing triggers
 - Seclusion and restraint



Relationship

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NMT
childtrauma.org

History of Relational Interactions

Intimacy Barrier

Casual - Routine - Personal - Intimate

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#6: Reason to Be

- Past: How did I come to be?
- Present: Who am I and what is my purpose?
- Future: Who do I hope to become?

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Reason to Be: Past

- Cultural identity
- Family identity (my real life)
- Family loyalty
- Cultural responsive

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Reason to be: Present

- Personal identity
- Competence
- Student driven decisions
- Belonging and acceptance
- Meaning
- Resilience



Gang leader to Graduate
<https://www.youtube.com/watch?v=RXJGccqJckA>

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Impact: Resilience

7 Factors Related to Resilience

1. Access to supportive **relationships**
2. Development of a desirable **personal identity**
3. Experiences of **power and control**
4. Experiences of **social justice**
5. Access to material **resources**
6. Experiences of a sense of **cohesion** with others
7. Adherence to **cultural traditions**

Michael Ungar, PHD 2007

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Reason to Be: Future

- Vision
- Mission/ Values
- Diverse exposure
- Growth mindset
- Optimism, hope and perseverance




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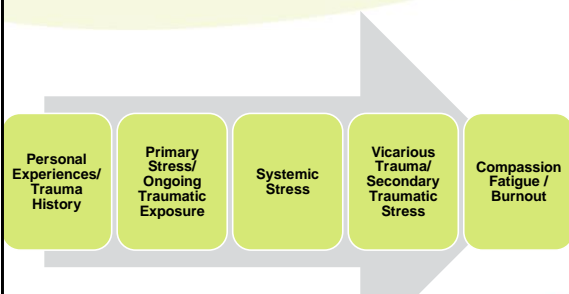
Capacity Quiz.....

- 1) Has your circle of friends changed since you started this work?
- 2) Have you ever struggled to remember what day a meeting happened within the same week?
- 3) Does the TV remote get stuck on Law & Order, CSI, etc.?
- 4) Have you ever remembered at 4:00 that you had to go to the bathroom at 12:00?
- 5) Have you had diminished interest in things that once brought you happiness?

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The Cost of Caring



Personal Experiences/
Trauma History

Primary Stress/
Ongoing Traumatic Exposure

Systemic Stress

Vicarious Trauma/
Secondary Traumatic Stress

Compassion Fatigue /
Burnout

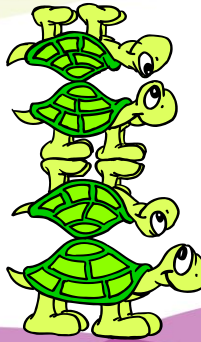
Brene Brown on Empathy
<https://www.youtube.com/watch?v=1Ewvgu369Jw>

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Positive School Culture

- Wellness program
- Work/life balance is valued
- Open communication
- Positive problem solving
- Supportive culture (ask for help, tapping out)
- Gratitude and celebrations



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Regulation

- Exercise
- Yoga, stretching
- Mindfulness/ Meditation
- Comfort items
- Sensory strategies



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Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy




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Relationship

- Calling a friend
- Date night with partner
- Marriage counseling
- Girls night/ boys night out
- Game night with friends
- One-one-one time with children
- Regulation *and* relationship
- Designated school support person
- Debriefing


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Reason to be Saint 


- Environmental Wellness
- Spiritual Wellness
- Intellectual Wellness
- Emotional Wellness
- Occupational Wellness
- Financial Wellness



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Personal Mission Saint 

- Who are you?
- What are you about? (personal mission)
- What is your most recent evidence?



Kafele, Baruti 2009

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Promising practices... Saint 

- Bottom up
- Top down
- EMDR
- De briefing
- Change the narrative

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We need more...

Full day Training at our site or yours
<http://www.sainta.org/trauma-informed-care/community-training/>

7 EI Train the Trainer
<http://www.sainta.org/trauma-informed-care/train-the-trainer/>

Organizational Consultation
Trauma assessment and recommendations

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Credits/Resources

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