7ei of Trauma Informed Care

Mike Joranger, LCSW, Staff Development Coordinator
Sara Daniel, MSW, LCSW, Director of Clinical Services and Staff Development

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

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
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”
#1 Prevalence: Adverse Childhood Experiences (ACE) Study

<table>
<thead>
<tr>
<th>Household dysfunction</th>
<th>Kaiser*</th>
<th>WI**</th>
<th>IL Cohort***</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Substance abuse</td>
<td>27%</td>
<td>27%</td>
<td>62%</td>
</tr>
<tr>
<td>• Parental separation/divorce</td>
<td>23%</td>
<td>21%</td>
<td>62%</td>
</tr>
<tr>
<td>• Mental illness</td>
<td>19%</td>
<td>16%</td>
<td>42%</td>
</tr>
<tr>
<td>• Violence between adults</td>
<td>13%</td>
<td>16%</td>
<td>31%</td>
</tr>
<tr>
<td>• Incarcerated household member</td>
<td>5%</td>
<td>6%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Abuse

- Psychological /Emotional: 11% / 29% / 54%
- Physical: 28% / 17% / 42%
- Sexual: 21% / 11% / 27%

Neglect

- Emotional: 15% / 54%
- Physical: 10% / 42%

* Center for Disease Control and Prevention 1995-97
** WI CTF, 2012-2014
*** SaintA, 2014

Prevalence

- What is the cost? ($500,000,000,000)
- How does it compare?
  - Autism
  - Childhood Obesity
  - Childhood Cancer
  - Toxic Stress
- Link to Impact….

#2 Impact

Healthy Brain

An Abused Brain

- The left and right sides of the brain are not symmetrical.
- The left side of the brain is more verbal, logical, and analytic.
- The right side of the brain is more visual, creative, and emotional.
- In both, the prefrontal cortex, which is responsible for decision-making and impulse control, is more active in the left hemisphere.
- The left hemisphere is more involved in language, reading, and writing, while the right hemisphere is more involved in spatial awareness, music, and art.
- The corpus callosum is the thick band of nerve fibers that connects the two hemispheres and allows them to communicate.
- The corpus callosum is thinner in people with autism, which can affect their ability to process information and communicate effectively.
- The left side of the brain is more involved in planning, organization, and problem-solving.
- The right side of the brain is more involved in intuition, creativity, and emotional intelligence.
- The left side of the brain is more involved in logical, analytical thinking, while the right side of the brain is more involved in holistic, intuitive thinking.
- The left side of the brain is more involved in language, while the right side of the brain is more involved in music and art.
ACE Score and Drug Abuse

Dr. Robert Anda – CDC

ACEs over the Life Course

Adapted from Center for Disease Control and Prevention, 2016
ACE Attributable Problems

- 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

Impact on Worldview

**Optimal Development**
- 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

**Developmental Trauma**
- 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

#3: Perspective Shift

What is perspective shift?
How do we view children?

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>Trauma Informed View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting out</td>
<td>Emotionally dysregulated</td>
</tr>
<tr>
<td>Anger management problems</td>
<td>Scared/ Fight, flight, freeze</td>
</tr>
<tr>
<td>Willful and naughty</td>
<td>Maladaptive patterns</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Seeking to get needs met</td>
</tr>
<tr>
<td>Uncontrollable</td>
<td>Lacking skills</td>
</tr>
<tr>
<td>Pushing “buttons”</td>
<td>Negative template or worldview</td>
</tr>
<tr>
<td>In need of consequences to motivate</td>
<td>In need of skills to self regulate</td>
</tr>
<tr>
<td>Slow/delayed</td>
<td>Dissociative</td>
</tr>
</tbody>
</table>

#4: Regulation

Guilt Shame
Alcohol – substance abuse
Relational difficulties
Depressive & affect symptoms
Trauma core symptoms

Abstract thought
Concrete Thought
Affiliation/reward
“Attachment”
Sexual Behavior
Emotional Reactivity
Motor Regulation
“Arousal”
Appetite/Safety
Sleep
Blood Pressure
Heart Rate
Body Temperature
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)
Categories of Strategies

- Sensory
- Regulatory
- Relational

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

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?
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

Self Regulation

- **Art**
- **Music**
- **Yoga, stretching,**
- **Bouncing a basketball, playing catch**
- **Aerobic Exercise** [https://www.youtube.com/watch?v=6Rivxc52C0](https://www.youtube.com/watch?v=6Rivxc52C0)
- **Bal-a-vis-x** [https://www.youtube.com/watch?v=_mbQv34Zsw](https://www.youtube.com/watch?v=_mbQv34Zsw)
- **Comfort/ sensory rooms**
- **Pet assisted work**
- **Ritual and routine**
- **Deep breathing,**
- **Mindfulness** [https://www.youtube.com/watch?v=U9phWL8t08&feature=player_embedded](https://www.youtube.com/watch?v=U9phWL8t08&feature=player_embedded)

#5 Relationship

Repeating the pattern

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

- Predictable structure and routines
- Consistency
- Growth mindset
- Build on strengths
- Meeting needs
- Physical safety
- Recognizing triggers
- Seclusion and restraint
10/31/2016

Intimacy Barrier
History of Relational Interactions
Casual - Routine - Personal - Intimate

All rights reserved © 2006 - 2011 Bruce D. Perry and The ChildTrauma Academy

#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?

Reason to Be: Past

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

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

Reason to Be: Future

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

The Cost of Caring

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
Regulation

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

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

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
Reason to be
- Environmental Wellness
- Spiritual Wellness
- Intellectual Wellness
- Emotional Wellness
- Occupational Wellness
- Financial Wellness

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

Promising practices…
- Bottom up
- Top down
- EMDR
- De briefing
- Change the narrative
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

Sara Daniel 262-305-0711 sdaniel@sainta.org
Mike Joranger 414-463-1880 ext. 85702 mjoranger@sainta.org

Credits/Resources

• Child Trauma Academy (Dr. Bruce Perry), http://childtrauma.org
• National Center for Trauma Informed Care, http://mentalhealth.samhsa.gov/ntic/
• The Emotional Brain, J. LeDoux, 1998
• http://health.howstuffworks.com/brain.htm (info on brain functioning)
• Bessel van der Kolk, http://www.traumacenter.org
• The CT Mirror, April 17, 2013 (Steve Sharfstein quote)
• Wang et al, 2012 (cost of Child Maltx)

Credits/Resources

• Juli Alvarado, http://www.coaching-forlife.com/
• Heartmath, http://www.heartmath.com
• The Tipping Point, Malcom Gladwell
• Dr. Robert Anda, CDC (ACES study)
• Glasser & Faskely, Transforming the Difficult Child
• Flow, Mihaly Csikszentmihalyi
• Development of perceptual expertise in emotion recognition, Pollak, Meszner, Kistler & Cohn 2008
• Are you Brave Enough? Managing Secondary Traumatic Stress at the Agency Level, Pulido & Naturale, ISTSS presentation, November 2011
Credits/Resources

- R Avery, Children and Youth Services Review, Vol 32, 2009
- Helping Traumatized Children Learn, Massachusetts Advocates for Children 2005
- The Heart of Learning and Teaching Compassion, Resiliency & Academic Success Wolpoff, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. 2009
- Bill Hubert, Resonance, 2007
- Beth Caldwell, National Technical Assistance Center
- Emotional Intelligence, Daniel Goleman
- F McMaster, NMT Symposium. “Exercise and Mental Health”, July 2014
- http://www.willbowen.com/ (Complaint Free World)
- John Medina, Brain Rules
- David Brooks, NY Times, Sep 27 2012
- Centers for Disease Control and Prevention, The ACE Study, 1995-1997
- Centers for Disease Control and Prevention, 2014
- Anda & I. Porter, ACE Interface, 2013
- Ed Tronick, University of Massachusetts Boston, Still Face Experiment
- Seligman, M.E.P. Helplessness: On Depression, Development and Death. 1991
- Pavlov, I. Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex