

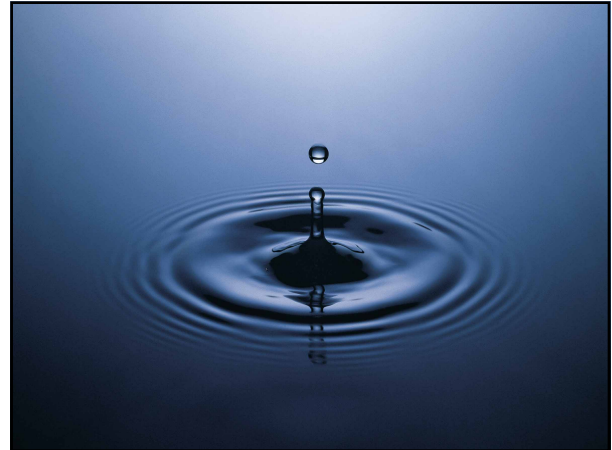
“We must *move* from viewing the *individual* as *failing* if s/he does not do well in a program..to viewing the *program* as *not providing* what the individual needs in order to succeed.”

- Dubovsky, 2000

What is Trauma?

What is trauma?

- A. Overwhelming event or events that render a child helpless, powerless, creating a threat of harm and/or loss.
- B. Internalization of the experience that continues to impact perception of self, others, world, and development.



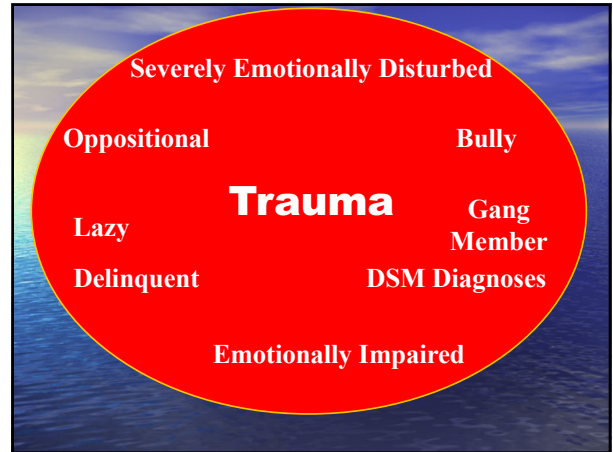
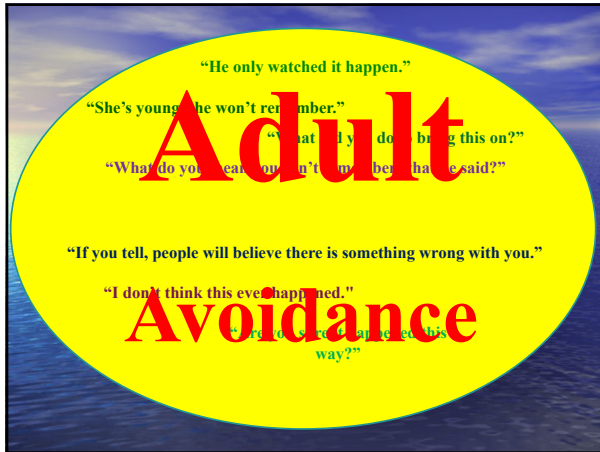
Traumatic Stress

- Stress and the tiger
 - Our bodies are designed to respond to stress
 - Adrenalin and cortisol help us **run** from tiger or **hide**
 - Threat of short duration



BUT...when the tiger lives in **your** home, neighborhood, or life...

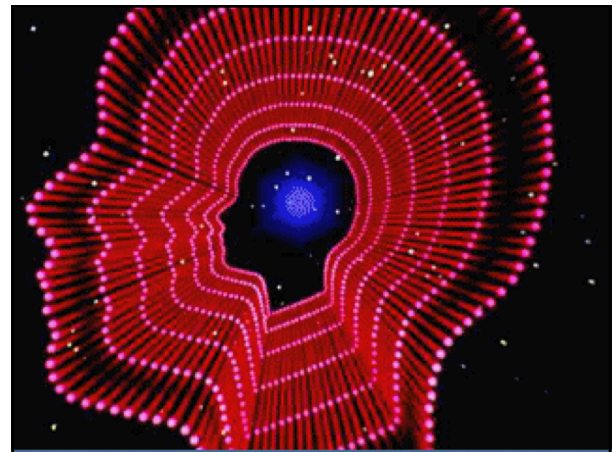
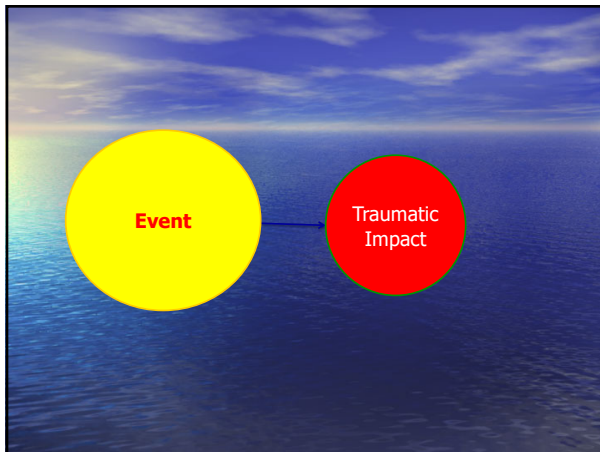
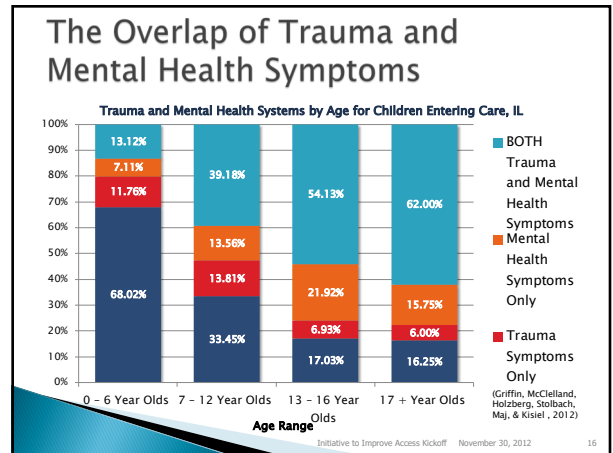


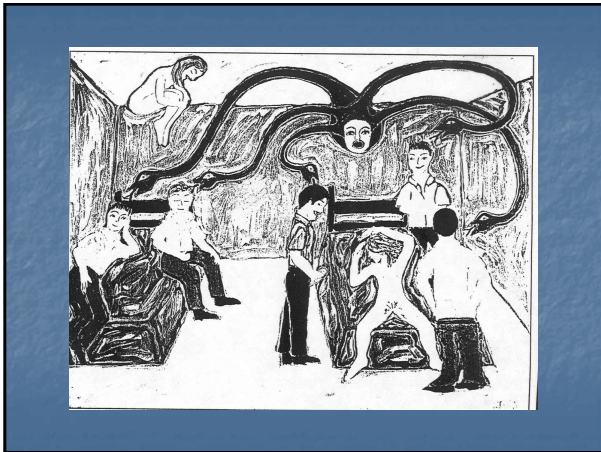
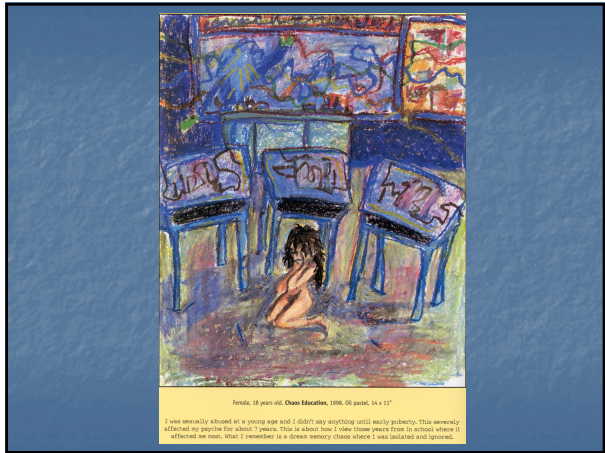
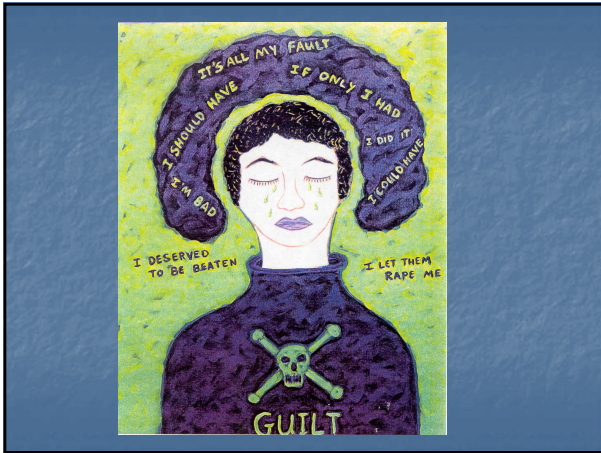
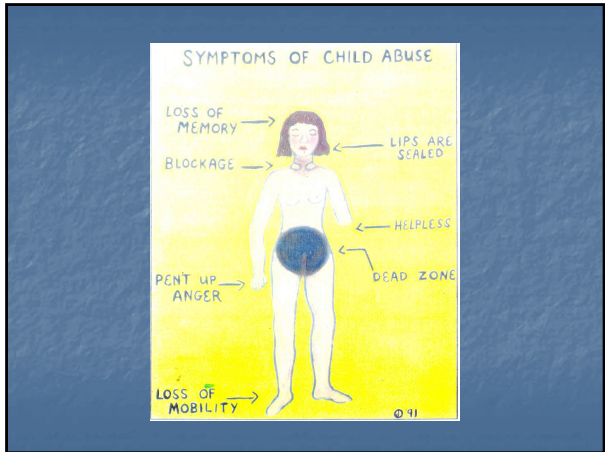
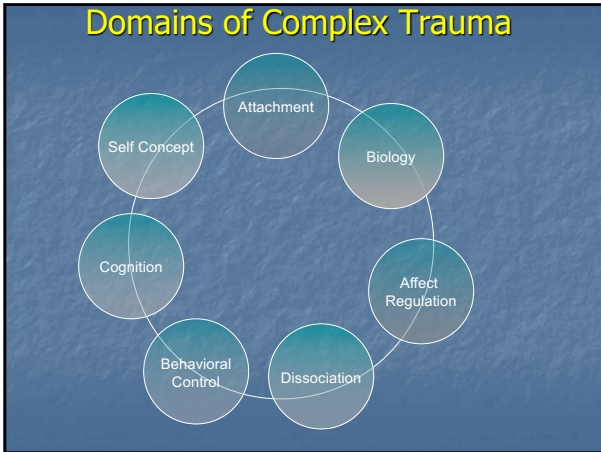


Symptoms that Overlap with Child Trauma and Mental Illness

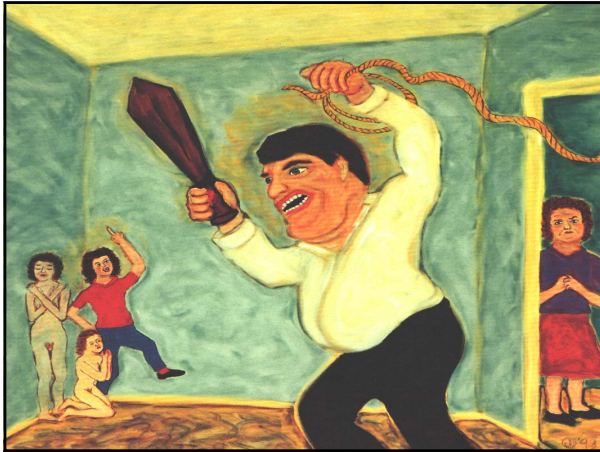
Mental Illness	Overlapping Symptoms	Trauma
Attention Deficit/Hyperactivity Disorder	Restless, hyperactive, disorganized, and/or agitated activity; difficulty sleeping, poor concentration, and hypervigilant motor activity	Child Trauma
Oppositional Defiant Disorder	A predominance of angry outbursts and irritability	Child Trauma
Anxiety Disorder (incl. Social Anxiety, Obsessive-Compulsive Disorder, Generalized Anxiety Disorder, or phobia)	Avoidance of feared stimuli, physiologic and psychological hyperarousal upon exposure to feared stimuli, sleep problems, hypervigilance, and increased startle reaction	Child Trauma
Major Depressive Disorder	Self-injurious behaviors as avoidant coping with trauma reminders, social withdrawal, affective numbing, and/or sleeping difficulties	Child Trauma

(Griffin, McClelland, Holzberg, Stolbach, Maj, & Kisel, 2012) Initiative to Improve Access Kickoff November 30, 2012 15





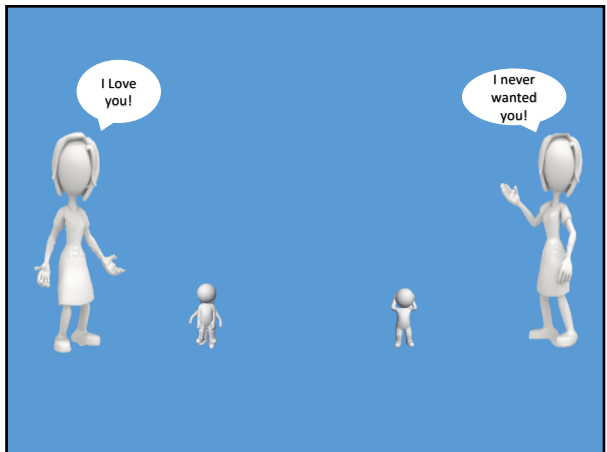
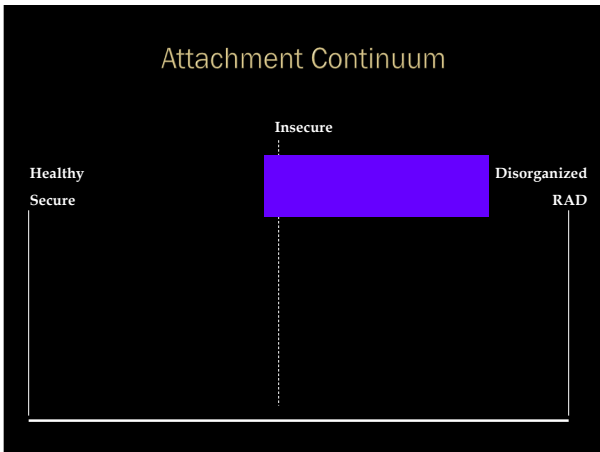
- ### Dissociation
- Distinct alterations of consciousness
 - Depersonalization and derealization
 - Impaired memory for state based events
 - Common in sexual abuse
 - Inconsistent behavior responses to their child/children



- Recognition that fear due to unresolved early childhood trauma may curtail parents conscious deployment of attention to infants fear signals to avoid their own retriggering

Van der Kolk: "The earliest and possibly most damaging psychological trauma is the loss of a secure base."

- Attachment is key determinant in resolving childhood traumatic experiences as it is "a protective risk factor in child's ability to cope."



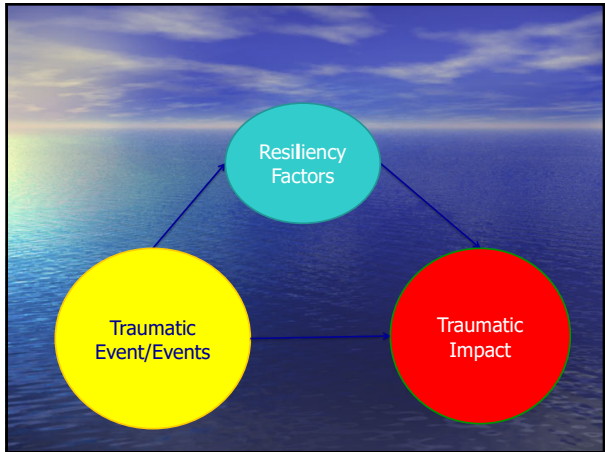
82% maltreated youth have serious disturbances in their attachment to caregivers

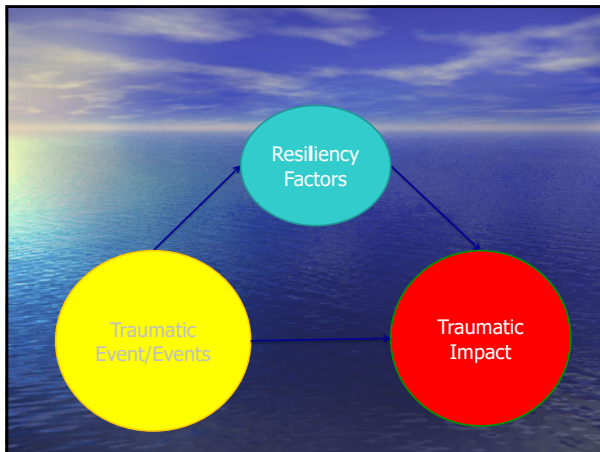
Recognizing impact to neurodevelopment, perception of others, and perception of self

Resiliency

Resiliency *contextualizes* a child's strengths (individual, familial, community) against her/his adverse experiences (Zolkoski & Bullock, 2012)

- Resiliency Factors (Masten, 2014; Southwick & Charney, 2012)*
- Effective caregiving and parenting quality
 - Close relationships with other capable adults
 - Close friends and romantic partners
 - Intelligence and problem solving skills
 - Self control, emotional regulation, planfulness
 - Motivation to succeed
 - Self Efficacy
 - Faith, hope, belief that life has meaning





Sense of Relatedness

- ▶ Relationships with others and sense of relatedness serves as a *protective factor* against stress.

(Maston, 2011; Prince-Embury, 2008)

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How relatedness is experienced

- 1) Comfort with others
- 2) Psychological safety with others; Feeling understood
- 3) Belief that there is *access to support* from others when in need

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How relatedness is experienced

- 4) Belief that what another says is *true* and that they are *reliable*.
- 5) The capacity to have differences with and still be in positive relationship with others.
- 6) "I am *lovable* and know that I am loved." (attachment based)

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Resiliency Interventions

- ▶ Everyone has the opportunity to create *comfort and safety* for our children which is the foundation of relatedness
- ▶ Appreciate that relatedness is the most vulnerable to long term harm. (Therefore do not expect too much!!)

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Relatedness

- ▶ Enter the *relatedness dance* with traumatized children being secure in your own skin.
 - How do you handle rejection?
 - How do you handle a lack of gratitude?
 - How do you handle double messages?

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BABY STEPS

Sense of Mastery

- ▶ Optimism, self-efficacy and adaptability increases the likelihood that the individual will be able to cope with adverse circumstances.

(Maston, 2011; Prince-Embury, 2008)

Shifting from victim to being empowered

Adult Trauma Training Participant (Nov. 2012)

- ▶ “I was raised in foster care. My worker said that I was not smart and would never graduate from high school. I said to myself that I was going to show her she was wrong. I did graduate from high school and what motivated me the most was proving my caseworker wrong.”



Resiliency Study (Marton, 1988)

Positive self-esteem found to be related to having a sense of self and a significant attachment figure.

Resiliency Study (Miller,2002)

- ▶ Difference between resilient and nonresilient students were that resilient students
 - Ability to identify their own successes
 - Able to identify their strengths
 - Showed strong determination to succeed

Sense of Mastery: Child Perspective


- ▶ “I am not going to turn out like my parents.”
- ▶ “I want something different.”
- ▶ “I just know I can make it after all I have been through.”

Efficacy Interventions

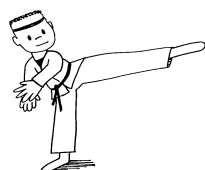
- ▶ Recognizing the seed of efficacy
- ▶ Nurturing the seed slowly by framing what is present that the child does not even know
- ▶ Avoid setting the bar too high to reduce discouragement and a return to victimization

Makin it real!

- ▶ Frame failure as **universal** (batting example)
- ▶ In times of failure be accessible: building relatedness
- ▶ Praise the **process** not the content



But the big thing I've got to get through my thick skull is that it's not my fault how things have worked out. Especially stuff about my mother. I just think about her or see some other mom with her kid and I feel like I'm sinking into a black hole. I can't stop thinking that we could be together if I took better care of her or if I were a better kid or if I had done something different. If I'm not feeling guilty, I feel so angry toward her that you can't begin to imagine. She should have taken care of me.



Some kids seem to make it through OK and others fall apart. Now Jeremy, this counselor at summer camp, he had an even tougher time than me, but he says he's happy now. He told me it took him a long time before he got it together. I think he said something about getting tired of being angry and deciding to take control of his life. He got into karate, too. But most of all he got adopted by a decent family. It must be nice to find a mother who really loves you.

Emotional Reactivity

- ▶ The primary impact of exposure to trauma is “emotional dysregulation.” (van der Kolk, 2009)
- ▶ An inability of the left side of the brain to talk to the right side of the brain.

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Makin it Real

- ▶ “My brain is dead when I get upset.”
- ▶ “All of a sudden there is a volcano inside me.”
- ▶ “When I get upset, my brain is paralyzed.”

(Prince-Embury, 2008)

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You KIDS GO WASH UP AND AFTER DINNER WE'LL PLAY CATCH, OK SON?

Can you believe they expect me to do well in school? I know I should get good grades, but my mind always wanders to thoughts of my mother, or to my little sister who lives with my grandparents, or to just how I'd rather be with a real mom who loves me. And how about a dad who could act like a dad?

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It's hard to pay attention to math problems when you get as worried or sad as I do. When I try to get work done, I get so frustrated. Or I'll get upset at dumb things another kid might say. This anger inside of me comes from nowhere and sweeps me away like a tornado. I'll run off or hit somebody or do something mean. Or get myself thrown out of one foster home and into another. Half the time I'm not quite sure what set me off other than this feeling of being out of control and miserable and wanting someone to make the ugliness go away.

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Regulation Interventions: Rewiring the Brain

- ▶ Framing regulation as a skill and brain based for parents and children
- ▶ Building skills demands practice and repetition
- ▶ Integrating the left and right hemispheres of the brain

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Coping with Trauma Reminders: Square Breathing

Breathe In
4 seconds
4 seconds
4 seconds
4 seconds
Breathe Out
HOLD
HOLD



SOS: Three Steps to Focusing

Step #1: SLOW DOWN
Take a time out; sit comfortably; allow one thought at a time; pay attention to the natural rhythm of your breathing.

Step #2: ORIENT YOURSELF
Notice your surroundings – where you are and who is with you; Focus on something of interest that you can see or hear.

Step #3: SELF - CHECK
How much stress? How much control?

Stress Level: Low Stress 1 2 3 4 5 6 7 8 9 10 High Stress

Personal Control: No Control 1 2 3 4 5 6 7 8 9 10 Complete Control

