

Building Trauma Informed Communities: REBOUNDED STRONG:

Engaging what is strong, not what is wrong





Trauma Informed Care

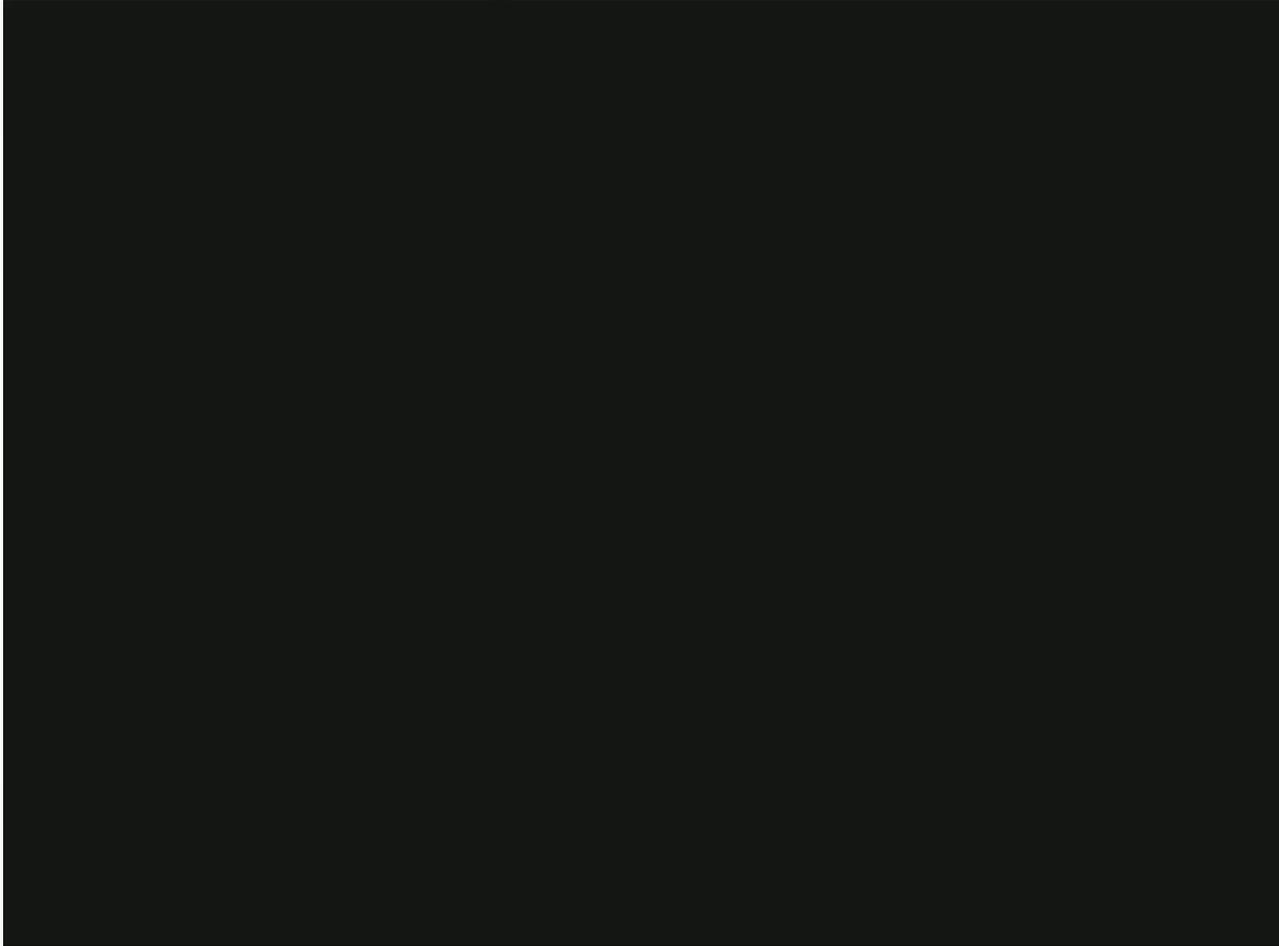
“An organization, system, or community that incorporates an understanding of the pervasiveness of trauma and its impact into every aspect of its practice or programs. It emphasizes **physical and emotional safety** for both providers and survivors, and creates opportunities for survivors to rebuild / maintain a sense of control and empowerment.”

Retrieved September 23, 2015 <http://www.traumainformedcareproject.org/>

CONTENT

- ◆ The impact of trauma (toxic stress) on the brain and on development and behavior
- ◆ How to identify and target needs rather than behavior
- ◆ Resilience and protective factors
- ◆ How to incorporate trauma informed care thinking into day to day interactions with youth
- ◆ Self-Care

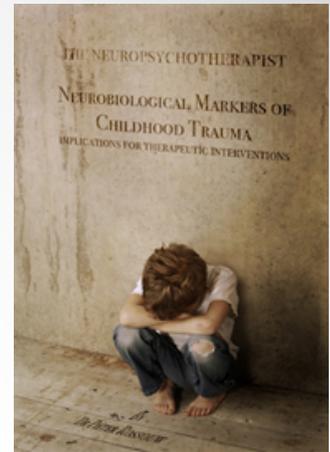
Can you relate?





**WHAT IS TRAUMA OR TOXIC STRESS or
ADVERSE EXPERIENCES ?
WHY DO THE EFFECTS MATTER?**

What is Trauma?



*Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.*

SAMHSA definition, 2014

Types of Trauma

- **Acute**

- ❖ A single event that lasts for a limited time

- **Chronic**

- ❖ The experience of multiple traumatic events, often over a long period of time

- **Complex**

- ❖ Multiple traumatic events that begin at a very young age.
- ❖ Caused by adults who should have been caring for and protecting the child.



NCTSN 2010

Types of Trauma

-

- **Neglect**

- ❖ Failure to provide for a child's basic needs
- ❖ Perceived as trauma by an infant or young child completely dependent upon adults for care
- ❖ Opens the door to other traumatic events
- ❖ May reduce a child's ability to recover from trauma



NCTSN 2010

49,868 children reported as possible victims of abuse or neglect

33,020 completed reports were accepted by Virginia's city and county departments of social services

What were the outcomes of these reports?

6,592 children in founded* investigations *Founded means that a review of the facts gathered during an investigation met the preponderance of the evidence standard.

9,467 children involved in unfounded investigations

33,809 children involved in reports that received a family assessment. This means that a child protective services worker completed a family services needs assessment with the family and developed a written safety plan and provided or arranged for services, if needed

Virginia Stats 2015



Types of Traumatic Stress



A person can have multiple traumas

- Community violence
- Domestic violence
- Early Childhood Trauma
- Medical Trauma
- Natural Disasters
- Neglect
- Physical / Verbal Abuse
- Homelessness
- School Violence
- Sexual Abuse
- Divorce
- Traumatic Grief

Trauma is an individual's subjective experience that determines whether an event IS or IS NOT traumatic.

Trauma is the experience of loss



Loss of:

Boundaries

Safety

Trust

Power & Control

Innocence

Protection

Possessions

Consistency

Predictability

Attachment

Sense of Self / BodyImage

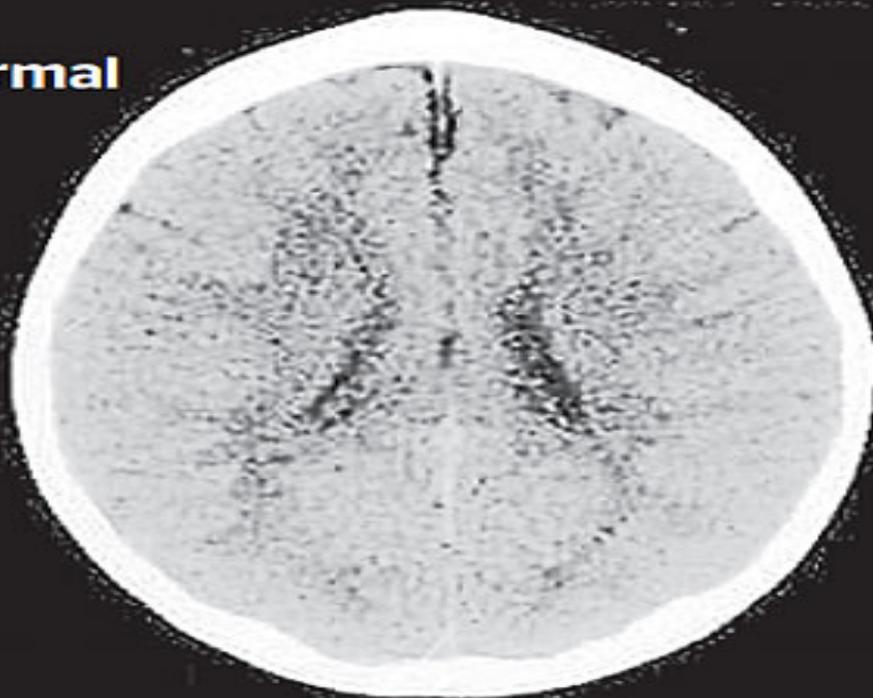
<http://www.lisaferentz.com/>

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HOW STRESS CHANGES A CHILD'S BRAIN

3-YEAR-OLD CHILDREN

Normal



Extreme neglect



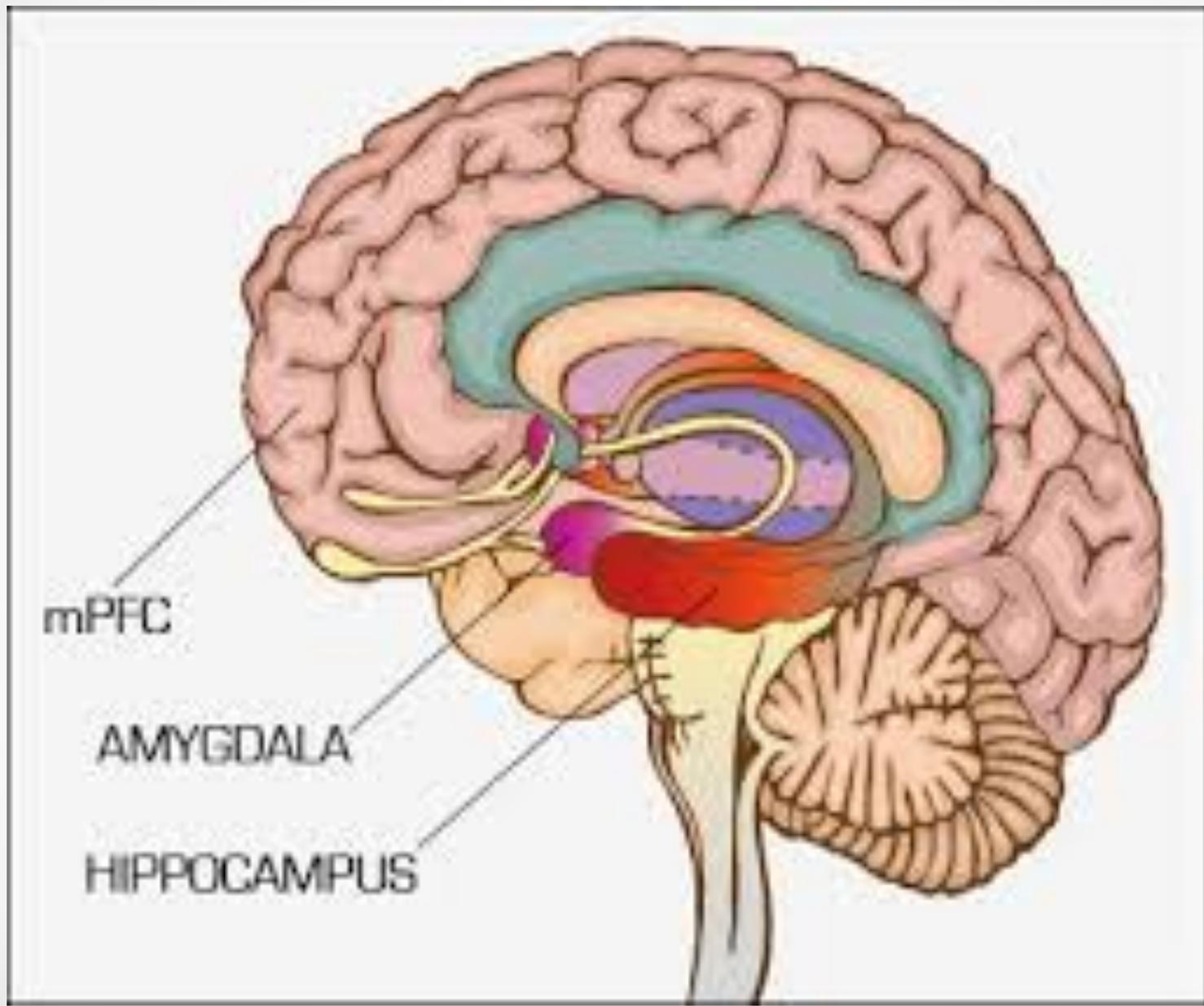
■ Prolonged exposure to trauma triggers physiological changes in the brain.

■ Neural circuits are disrupted, causing changes in the hippocampus, the brain's memory and emotional centre.

■ This can cause brain shrinkage, problems with memory, learning and behaviour.

■ A child does not learn to regulate emotions when living in state of constant stress.

■ Associated with greater risk of chronic disease and mental health problems in adulthood.



mPFC

AMYGDALA

HIPPOCAMPUS

There are 3 ways to respond to potential threat

Fight



Flight



Freeze



When trauma is triggered, this response is automatic. If a person takes time to think about how to respond under serious threat, they will likely not “survive.”

The Hand Model of the Brain



Dysregulated Brain "Flipping their lid"



"The Lid" = Middle Prefrontal Cortex

Judgement

Logic

Reasoning

Planning

Limbic & Hippocampus = implicit memories

THE BARKING DOG

Brainstem = Sleeping, Eating, Breathing



ACES

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

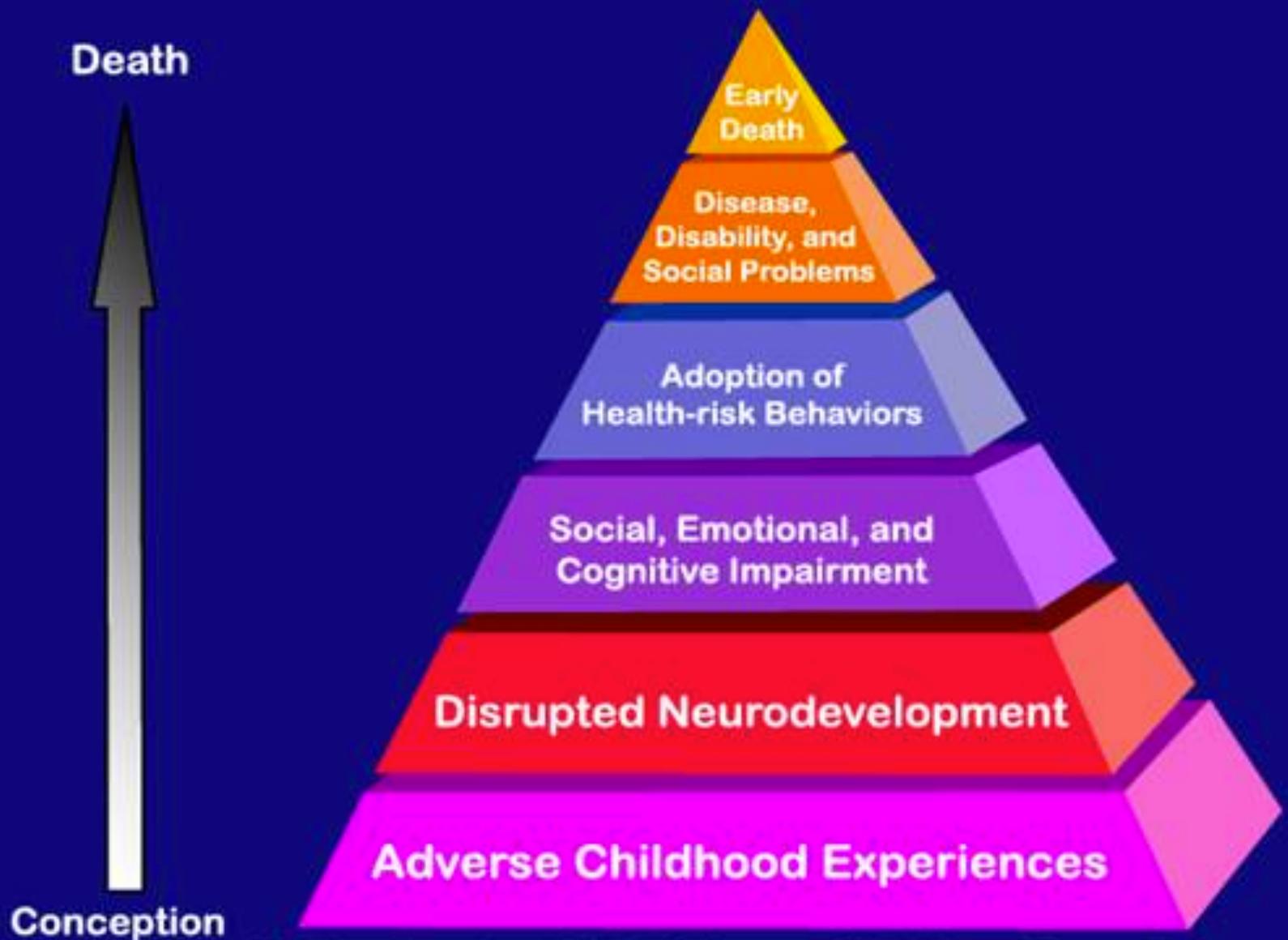


Substance Abuse



Divorce





Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Risk Associated with Trauma

- **64% of adults have at least 1 ACE**
- **If a person has 1 ACE, they are 87% more likely to have 2 or more ACES**
- **If a person has an ACE score of 4, they are twice as likely to smoke and 7 times more likely to become an alcoholic**
- **If a person has an ACE score of 4, they are 1200% more likely to commit suicide**

Risk Associated with Trauma

- High ACE scores lead to
 - higher probability of violent behavior,
 - More marriages,
 - More broken bones,
 - More drug prescriptions,
 - More depression, and more autoimmune diseases.
 - Higher likelihood of committing violence and/or being a victim of violence

Impacts of Complex Trauma

Attachments and Relationships

Physical Health: Body and Brain (sensory integration)

Emotional Expression and Regulation

Behavior

Thinking and Learning

Self Concept

Future Orientation

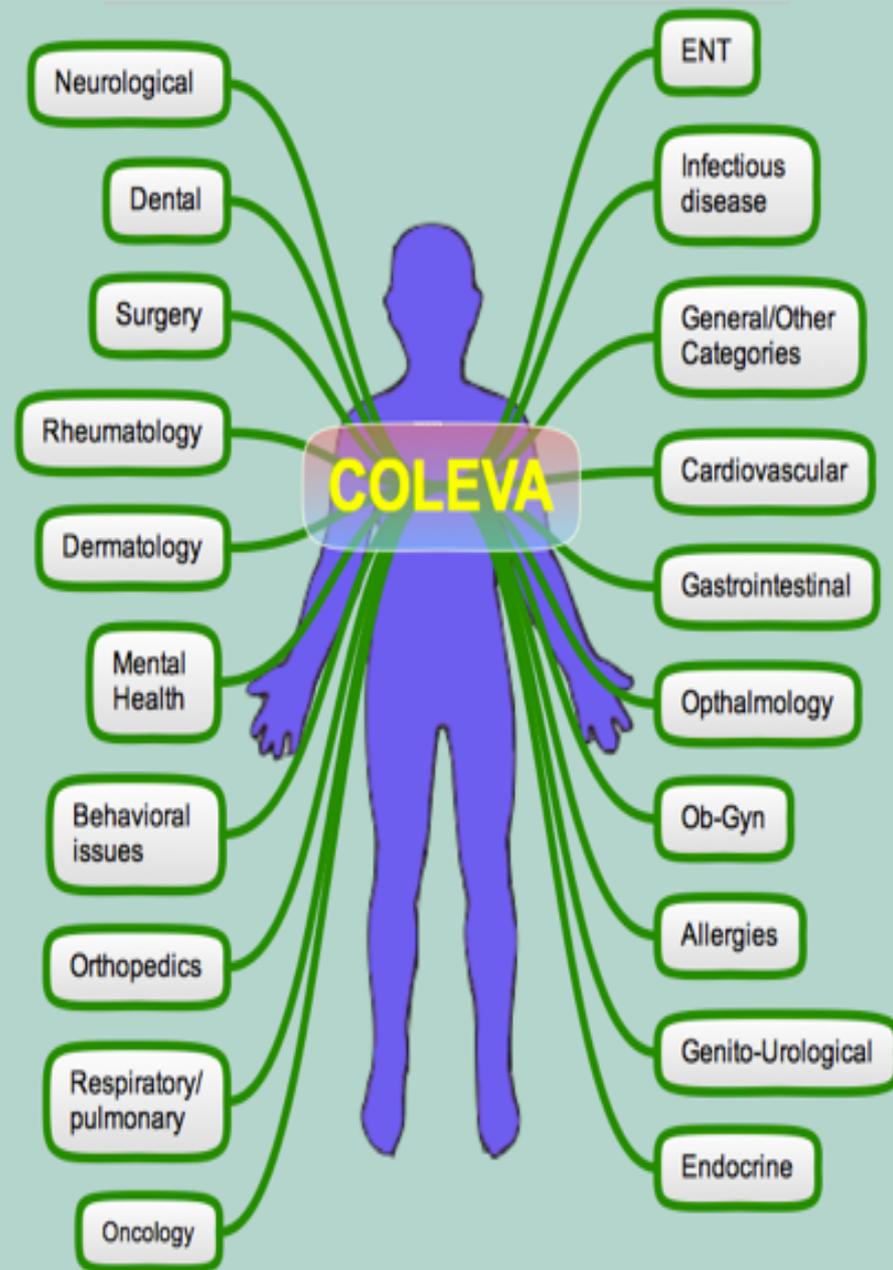


Two Different Individuals



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

Consequences of Lifetime Exposure to Violence and Abuse



How Children Respond to Trauma

- Long-term trauma can interfere with a child's healthy development and they might:
 - ❖ Find it hard to trust others
 - ❖ Not feel safe
 - ❖ Be overly emotional and jumpy, easily startled
 - ❖ Have regular bad dreams or bad memories of the unpleasant events

Respond to the need ...

Not react to the behavior

And, ask....

What happened?

NOT

~~What's wrong with you?~~

Resilience



Community Resilience

- Increase the Resilience of the Youth and Parents with Higher ACEs and Higher Risk by promoting INDIVIDUAL youth and parent resilience
- Change the communities POPULATION health by decreasing the NEXT GENERATION's ACE Scores through PARENTAL RESILIENCE

PROTECTIVE FACTORS

- ✓ PARENTAL RESILIENCE
- ✓ SOCIAL CONNECTIONS
- ✓ KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT
- ✓ CONCRETE SUPPORT IN TIMES OF NEED
- ✓ CHILD'S SOCIAL & EMOTIONAL SKILLS

Three Targeted Areas for Building Individual Resilience

Positive Self-Identity and Competency

- Positive Self-Concept
- Continuing to grow and develop

Self Control

- Recognizing and naming feelings
- Being “present”
- Controlling your own body

Developing meaningful relationships with others

- Having real caring relationships
- Able to put yourself in someone else’s shoes
- Good skills in interacting with others



Everyone Can Make a Difference

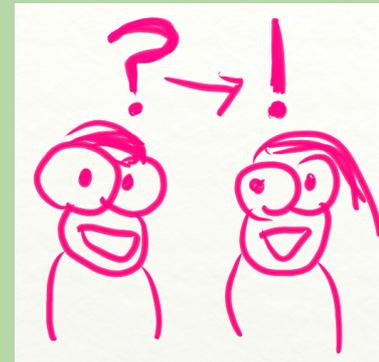
No significant learning can occur without a significant relationship.

- James Comer



Reflective Listening Practice

- Show that feelings matter and that we care
- Show that it is possible to talk about uncomfortable or complicated feelings
- Teach individuals that all feelings are acceptable, even though certain behavior is not
- Reduce urge to act out because the person feels heard
- Teach vocabulary for expressing how they feel



GIVE Skill

A way to remember these skills is the word **GIVE**

Gentle (Be)

Interested (Act)

Validate

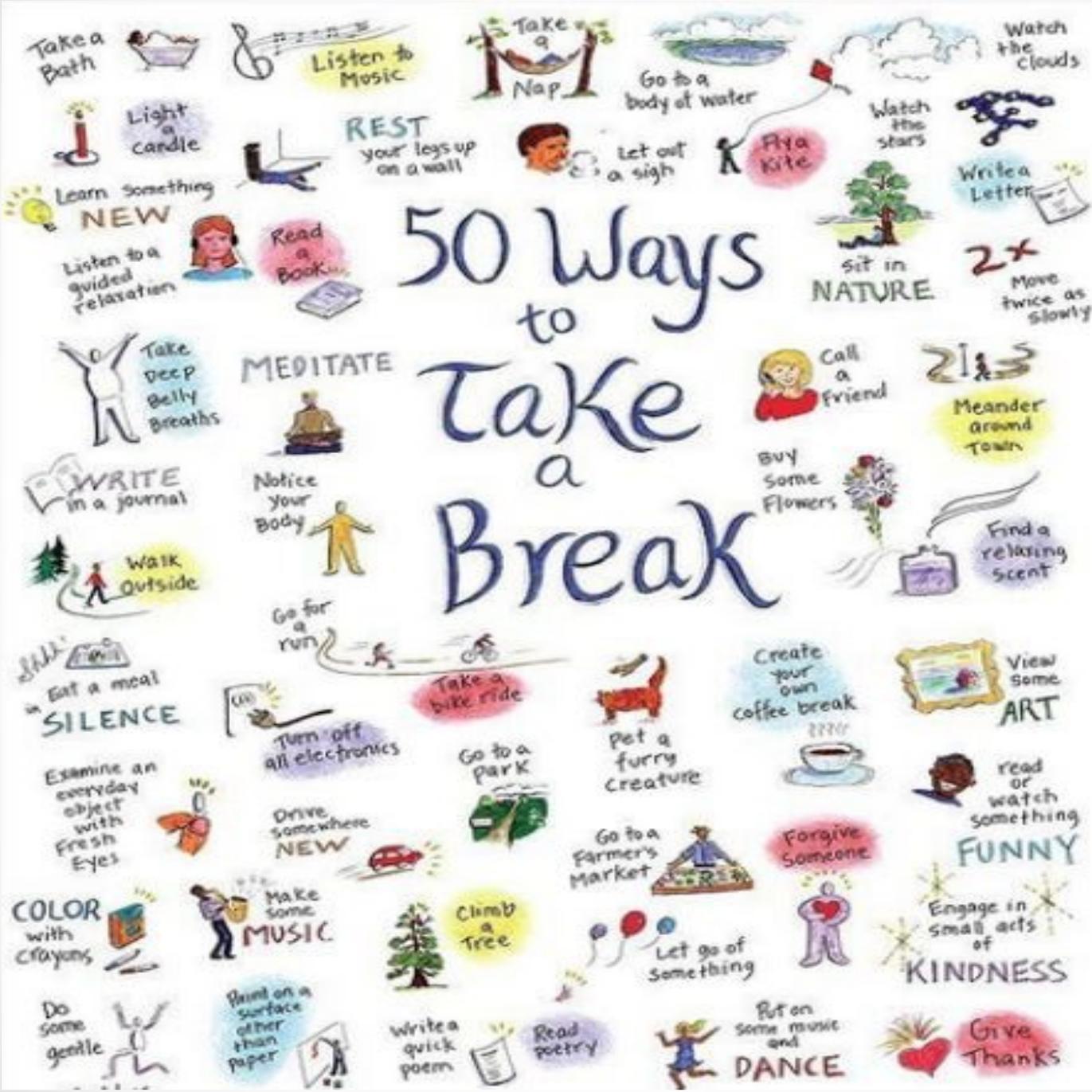
Easy Manner (Use an)



http://www.dbtselfhelp.com/html/dbt_skills_list.html

Self-Care Comes First





50 Ways to Take a Break

Take a Bath, Listen to Music, Take a Nap, Go to a body of water, Watch the clouds

Light a candle, REST your legs up on a wall, let out a sigh, Fly a Kite, Watch the stars, Write a Letter

Learn something NEW, Listen to a guided relaxation, Read a Book, sit in NATURE, 2x Move twice as slowly

Take Deep Belly Breaths, MEDITATE, Call a friend, Meander around Town

WRITE in a journal, Notice your Body, Buy some Flowers, Find a relaxing scent

Walk Outside, Go for a run, Take a bike ride, Create your own coffee break, View some ART

SILENCE, Turn off all electronics, Go to a park, Pet a furry creature, read or watch something FUNNY

Examine an everyday object with Fresh Eyes, Drive somewhere NEW, Go to a Farmer's Market, Forgive Someone, Engage in small acts of KINDNESS

COLOR with crayons, Make some MUSIC, Climb a Tree, Let go of something, Put on some music and DANCE

Do some gentle, Paint on a surface other than paper, Write a quick poem, Read poetry, Give Thanks

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