



Trauma-Informed Interventions



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Learning Objectives

- * Define trauma reminder.
- * Describe how thoughts and feelings influence behaviors.
- * Identify three trauma-informed interventions to address trauma reminder reactions.

Trauma

- * “Trauma is any event that threatens someone’s well-being or the well-being of a loved one.”
- * “Witnessing or experiencing an event that poses a real or perceived threat to the life or well-being of the child or someone close to the child.”

Trauma Reminders

- * A person, place, situation, sensation, feeling, or thing that reminds a child of a traumatic event.
- * A child may re-experience the intense and disturbing feelings associated with the original event.



Trauma Reminder Responses

Child may:

- * Feel frightened, jumpy, angry or might shut down.
- * Feel vulnerable or helpless.
- * Have strong emotional outburst.
- * Be unable to verbalize the memories.
- * May act out the traumatic events in play.
- * Dissociate.

ANS Regulates Three Physiological States

- * First level is Social Engagement: Here, we call out for help, support and comfort from the people around us.
- * Second level is Fight-Flight: This a more primitive way to survive, as no one comes to our aid, or we are in immediate danger.
- * Third level is Freeze or Collapse: Occurs when the second level fails, as we are unable to fight off our attacker, run to a safe place and are held down or trapped. The organism tries to preserve itself by shutting down and expending as little energy as possible.

Intervention

- * Consider the child's history from his or her point of view
 - * What you know
 - * What you don't know
- * Create safe environment
 - * Physical
 - * Psychological/Emotional
- * Challenge beliefs

What Happens When a Child is Outside the *Window of Tolerance*?

- * Caregivers respond to a child's discomfort and distress with empathy and emotional support.
- * Security provides children with opportunities to develop the capacity for self-regulation.
- * Interventions must assist the child with regaining regulation and managing the distress.
- * Defensive reactions are rooted in anxiety and profound fear from their traumatic experiences.
- * Restraint is not a therapeutic intervention.

Tips for Regulated Caregivers

- * In a calm and receptive state
- * Tolerate the behaviors, and remain curious about them
- * Accept the affect and perceptions that drive the behavior
- * Help the child feel felt, and supported in reflecting on what the behavior means
- * New experiences create the possibility of new beliefs



Support Ways to Increase Feelings of Safety

- * Identify triggers
- * Sensory processing
- * Consider your emotional tone
- * Help the child learn safety, protection, problem solving and communication skills
- * Calm the amygdala
- * Reawaken the hippocampus

Dr. Van Der Kolk

- * “Being able to feel safe with other people is probably the single most important aspect of mental health; safe connections are fundamental to meaningful and satisfying lives.”
- * “Social support is not the same as merely being in the presence of others. The critical issue is reciprocity: being truly heard and seen by the people around us, feeling that we are held in someone else’s mind and heart.”

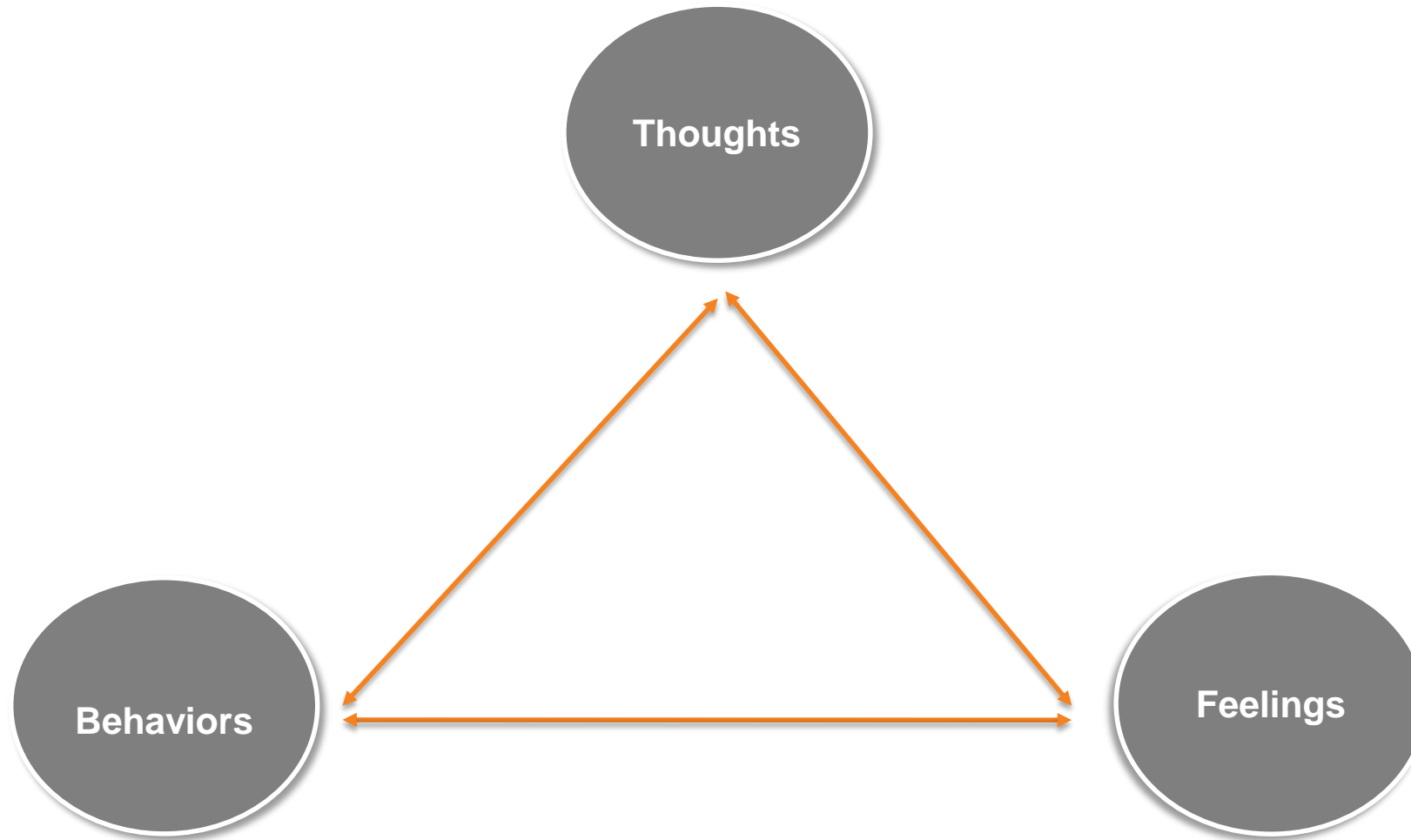
Anger as a Form of Communication

- * Support child to recognize, name, express, label and regulate their feelings.
- * Showing anger may give the child a temporary sense of power and invulnerability.
- * Anger is usually seen as a bodyguard emotion and as a mask emotion.
- * Anger is often married to other emotions, such as feeling hurt, sad, fearful or shame.
- * Keep in mind that it is the hurt, trauma, pain, fear, vulnerability that one is arguing with or facing, rather than the child.

Avoidance Behavior

- * Avoidance behavior occurs when fear and terror threaten to overwhelm the child.
- * The behavior is usually accompanied by some sign of emotional distress; crying, frightened eyes, screaming.
- * Child has to feel that they are in control of their actions, rather than driven to act by their emotions.

Thoughts, Feelings and Behaviors



Pay Attention to SIFT

- * Sensations, Images, Feelings, Thoughts
- * Insight + Empathy = Mindsight
- * Mindsight is all about seeing your own mind, as well as the mind of another.
- * Wheel of Awareness is a tool to help kids become aware of and integrate the many different parts of themselves, the key concept is personal insight.
- * Develops fulfilling relationships, while maintaining a healthy sense of self.

Trauma-Informed Interventions

Thought Stopping: The 5 Rs

- * Recognize
- * Refuse
- * Relax
- * Reframe
- * Resume

Trauma Can be Healed

- * The roots of trauma lie in our instinctual physiologies. As a result, it is through our bodies, as well as our minds, that we discover the key to healing.
- * The healing of trauma is a natural process that can be accessed through an inner awareness of the body.
- * Trauma evokes a biological response that needs to remain fluid and adaptive, not stuck and maladaptive.
- * Post-traumatic symptoms are fundamentally, incomplete physiological responses suspended in fear.

Self-Reflection and Self-Care

- * Be aware of your own emotional reactions
- * Triggers
- * Hot spots
- * Practice self-care
- * Practice self-reflection

Resources

- * Centers for Disease Control and Prevention www.cdc.gov/violenceprevention/acestudy/
- * ACES Too High acestoohigh.com/
- * Child Welfare Information Gateway www.childwelfare.gov/
- * National Child Traumatic Stress Network www.nctsn.org/
- * Center on the Developing Child at Harvard University developingchild.harvard.edu/
- * ACE's Resource Packet childhealthdata.org/docs/default-source/cahmi/aces-resource-packet_all-pages_12_06-16112336f3c0266255aab2ff00001023b1.pdf?sfvrsn=2

Recommended Further Reading

- * Allan Schore
- * Stephen Porges
- * Bessel Van Der Kolk
- * Jaak Panksepp
- * Daniel Siegel
- * Bruce Perry
- * Pat Ogden
- * Babette Rothschild
- * Alan Fogel
- * Susan Aposhyan
- * Martin Teicher

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- * Becker-Weidman, A., Ehrmann, L., & LeBow, D. H. (2012). The attachment therapy companion: key practices for treating children & families. New York: W.W. Norton & Co.
- * www.isrc.us/sites/default/files/workshops/Trauma%20FINAL%20collinsville.pdf Dr. Bruce Perry's NME Core Concepts and Trauma Informed Practices
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Videos

- * Emotional Brain: science360.gov/obj/video/9ef4f1d7-8c3d-45a6-a97b-2d35b86f008c/mysteries-brain-emotional-brain
- * InBrief – Resilience Series: developingchild.harvard.edu/resources/inbrief-resilience-series/
- * Remembering Trauma Official Film (2017) www.youtube.com/watch?v=v13XamSYGBk
- * Josh Shipp – One Caring Adult: joshshipp.com/one-caring-adult/