

Trauma Informed Care

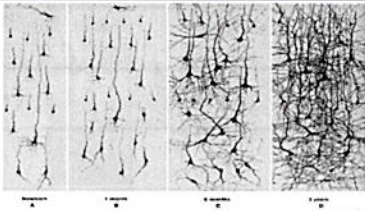
Daniel LaCroix, LCSW

- I. Healthy Development and Attachment
- II. Trauma
- III. Impact of Trauma on Families and Children
- IV. Implications for Interactions

VIDEO: <http://gucchdtacenter.georgetown.edu/TraumaInformedCare.html>



I. Healthy Development and Attachment



VIDEO: [Three Concepts in Early Development](#)

I. Experiences Shape the Brain



I. Hierarchy of the Brain

Cortex/Neo-Cortex

Limbic

Diencephalon

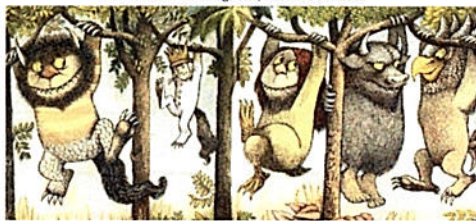
Brainstem



Childtrauma.org

I. Safety > Trust > Exploration > Growth

Where the Wild Things Are, Maurice Sendack



VIDEO: Trauma, Brain & Relationship: Helping Children Heal.

I. Secure Attachment: Attunement

- Meets child's basic needs
- Calm, open, engaged
- Eye contact, mutual gaze, facial contact
- EEG's are in sync
- Heart rates are synchronized
- Children who don't have this have trouble forming healthy attachments
- Critical to developing self-regulation

Childtrauma.org, 2012

I. Self-Regulation

"Self-regulation is the ability to control one's own emotions, behaviors, and thinking processes."

"The growth of self-regulation is the cornerstone of early childhood development that cuts across all domains of behaviors..."

Zigler, Singer, Bishop-Josef, 2006

II. Trauma

Sense of safety in the world is undermined.

II. Trauma

Exposure to actual or threatened death, serious injury, or sexual violence

- directly exposed
- witnessed
- heard about it

II. Trauma Types

Complex: trauma(s) occur within primary caregiver system

Chronic: trauma is ongoing

Acute: trauma is a single event

II. Prevalence of Trauma

- "Children exposed to trauma – especially those with multiple experiences – are particularly vulnerable to a range of psychological, behavioral, and emotional problems." (Fairbank, J. 2008)
- urban youth in a large U.S. city by the age of 23 years, the lifetime occurrence of exposure to any trauma was 82.5%, males (87.2%) females (78.4%)
- lifetime prevalence of PTSD was higher for females (7.9%) than males (6.3%)
- 84% of youth in a detention center reported multiple exposures to trauma, with a majority exposed to six or more.

II. Adverse Childhood Experiences Study



II. Trauma

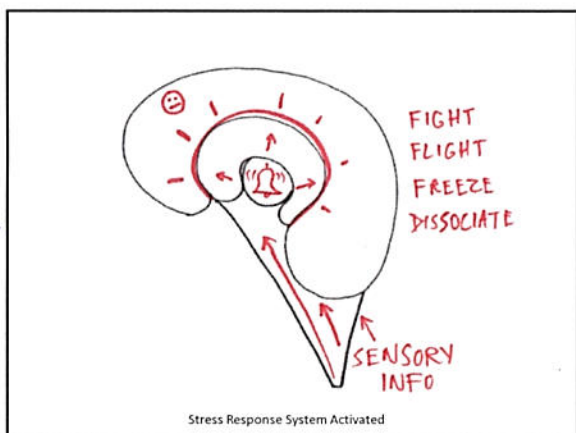
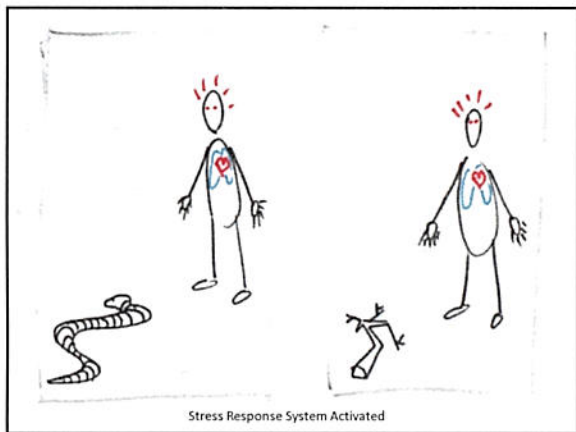
- Sensory experience- sights, sounds, smells, etc.
- Sense of safety gone > variety of survival strategies for coping.
- "Traumatic memories are stored in the body."

Dr. Bessel van der Kolk

84% of inmates in detention center
had 6 or more events of
trauma

"Traumatic memories are stored in the body."

Dr. Bessel van der Kolk



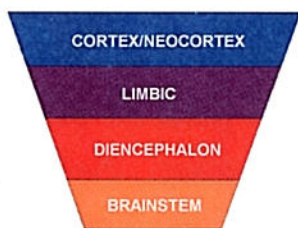
III. Impact of Complex Trauma

Skewed self-image,
Guilt/Shame

Relational difficulties,
substance abuse

Depressive and affect
symptoms

Trauma core symptoms



Childtrauma.org

III. Common Diagnosis

- Posttraumatic stress disorder (PTSD)
- Attention-deficit/hyperactivity disorder (ADHD)
- Oppositional defiant disorder (ODD)
- Conduct disorder
- Bi-polar
- Depression
- Anxiety disorders
- Eating disorders
- Sleep disorders
- Communication disorders
- Separation anxiety disorder
- Reactive attachment disorder



flg.bozzi.uni.me

IV. Core Components of Trauma Intervention

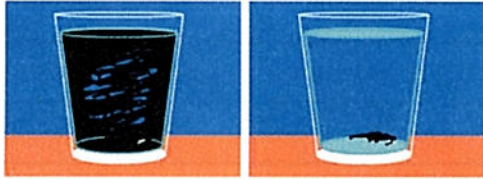
1. Safety
2. Self-regulation
3. Self-reflective information processing
4. Traumatic experiences integration
5. Relational engagement
6. Positive affect enhancement

National Child Traumatic Stress Network

READ: [Helping Traumatized Children: A Brief Overview for Clinicians](#) (Bruce Perry)

muddy water
 settle their life
 down & the water
 clears, the dirt &
 is compartmentalized

IV. Posttraumatic Growth



Daniel LaCroix, 2012

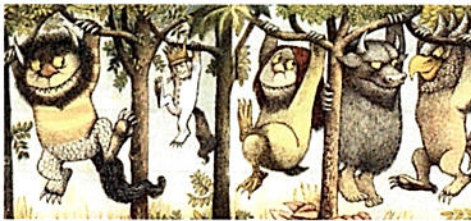


* They have survived, they
 are the heroes!

They deserve our honor
 and respect

2. sometimes their acting-out
 is their adaptive behavior
 -don't see it as defiance

IV. PLAY



Where the Wild Things Are, Maurice Sendack

Create a defined space
 that is SAFE

- We notice NEW things
 more - so if you provide
 the unique hour of
 their week... it is
 powerful

IV. Posttraumatic Growth

- Mastery, Competency, Autonomy
- Self-Regulation, coping skills
- Positive attachment and connections
- Easy going, positive temperament

the world is safe ∴ I can grow & explore

IV. Posttraumatic Growth

- Survive and thrive
- Creativity (special talents)
- Making meaning
- Spirituality

protective intelligence

References

- Child Trauma Academy. www.childtrauma.org
- Gaskill, R.L. (2012) Neurobiologically Informed Play Therapy Interventions. Rick Gaskill and The Child Trauma Academy.
- The National Child Traumatic Stress Network. www.nctsn.org
- Portland State University. Regional Research Institute for Human Services. (2007). Complex Trauma in Children and Adolescents. Focal Point, Vol. 21 (1), 4-8.
- Schore, A. (1994). Affect Regulation and the Origin of the Self: The Neurobiology of Emotional Development. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Trauma Center at Justice Resource Institute. www.traumacenter.org
- Van der Kolk, B.A. (2005). Towards a Rational Diagnosis for Chronically Traumatized Children. Psychiatric Annals, May, 36-53.

Resources:

Websites:

- www.nctsn.org
- www.childtrauma.org
- www.traumacenter.org

Books:

- Born for Love, by Szalavitz and Dr. Bruce
- The Boy Who Was Raised As a Dog by Szalavitz Dr. Perry
- Traumatic Stress, Edited by Dr. van der Kolk, McFarlane, Weisaeth
- Last Child in the Woods, by Robert Louv

Neurosequential Model of Therapeutics Functional Brain Map

NEO-CORTEX -Cerebral cortex	31. Insight/ Reflective Cognition	29. Math/ Symbolic Cognition	27. Planning/ Sequencing	28. Modulate Reactivity/ Impulsivity	30. Abstract/ Conceptual Cognition	32. Values/Beliefs/ Morality
CORTEX -Frontal lobes -Temporal lobes -Parietal lobes -Occipital lobes -Corpus callosum	25. Speech Articulation	23. Expressive/ Receptive Language	21. Somato/ Motor Sensory Integration	22. Sense of Time/ Delayed Gratification	24. Self-Aware/ Self-Image	26. Concrete Cognitions
LIMBIC -Amygdala -Hippocampus -Basal ganglia	19. Share/ Relational	17. Attunement	15. Reward	16. Affect Regulation/ Mood	18. Psychosexual	20. Short-term Memory/ Learning
Diencephalon/ Cerebellum -Thalamus -Hypothalamus		13. Neuroendocrine Hypothalamic	11. Dissociative Continuum	12. Arousal Continuum	14. Sleep	
		9. Fine Motor Skills	7. Feeding/ Appetite	8. Primary Sensory Integration	10. Coordination/ Large Motor Functioning	
BRAINSTEM -Midbrain -Cerebellum -Pons -Medulla Oblongata			5. Suck/ Swallow/ Gag	6. Attention/Trac king		
			3. Temperature Regulation/ Metabolism	4. Extraocular Eye Movement		
			1. Cardiovascular	2. Respiratory		

Source: Child Trauma Academy 2010

* Bruce Perry - writer on
trauma & the brain