

Creating Trauma Informed Communities

Poverty & Opportunity Forum

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Stress

- Positive Stress: moderate, brief, and generally a normal part of life (e.g. entering a new childcare setting).
- Tolerable Stress: events that have the potential to alter the developing brain negatively, but which occur infrequently and give the brain time to recover (i.e. the death of a loved one).
- Toxic Stress: strong, frequent, and prolonged activation of the body's stress response system (e.g. chronic neglect).

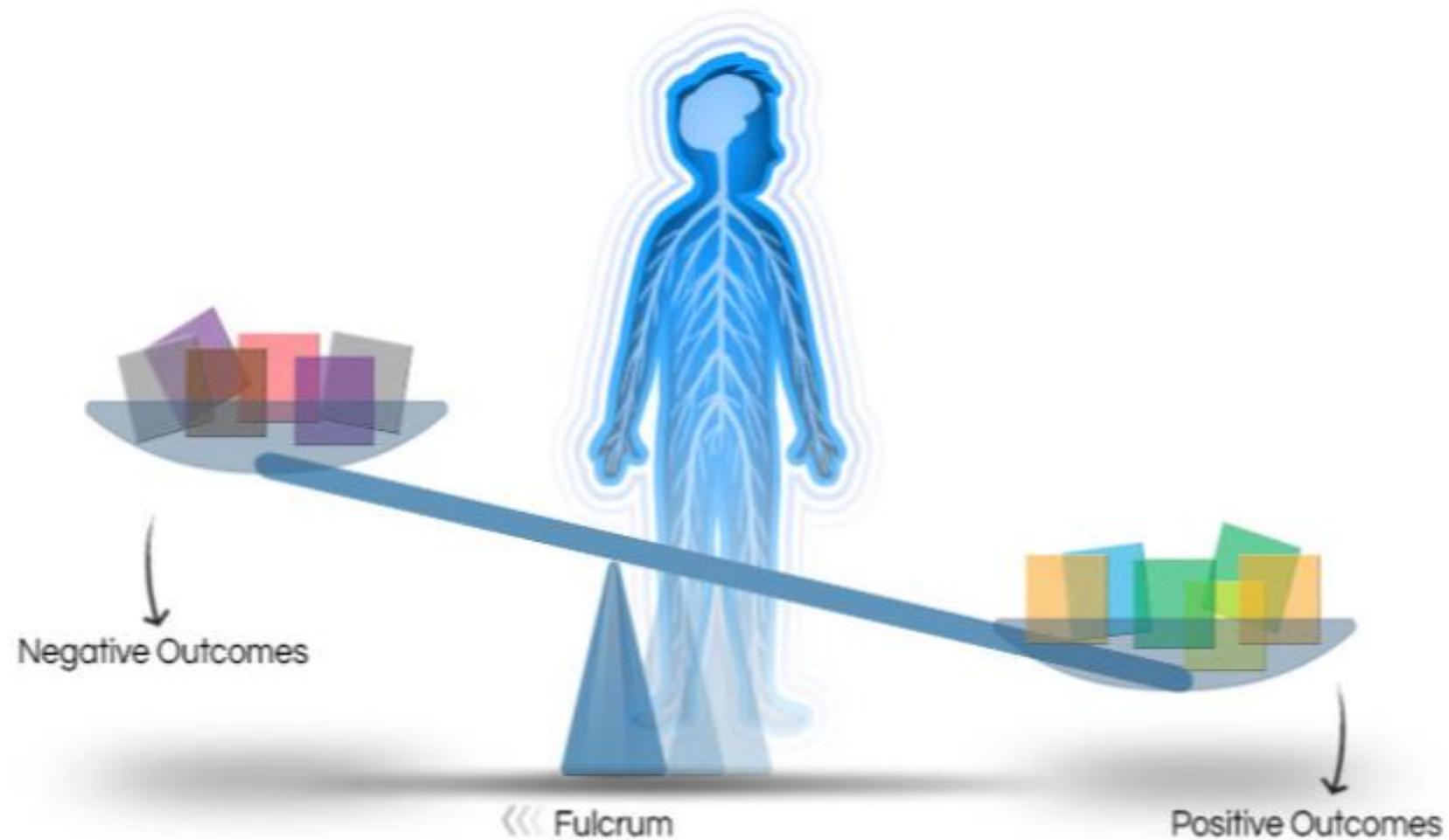
Resilience is “the capacity for adapting successfully and functioning competently, despite experiencing chronic stress or adversity following exposure to prolonged or severe trauma.”

Deep Brain Learning. Larry Brendtro and Martin Mitchell.

Protective Factors:

- At least one stable, caring, and supportive relationship.
- Achieving a sense of mastery over one’s life circumstances.
- Supportive context: Affirming faith or cultural traditions.
- Executive functioning and self-regulation skills:
 - The ability to focus attention
 - Problem-solving
 - Future planning
 - Adaptability
 - Self-regulation
 - Impulse Control

(National Scientific Council on the Developing Child, Center on the Developing Child at Harvard University, 2015)



Over time, the cumulative impact of positive life experiences and coping skills can shift the fulcrum's position, making it easier to achieve positive outcomes.

(National Scientific Council on the Developing Child, Center on the Developing Child at Harvard University, 2015)

Trauma: A Shared Definition

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's Trauma and Justice Strategic Initiative, July 2014)

Developmental or Complex Trauma

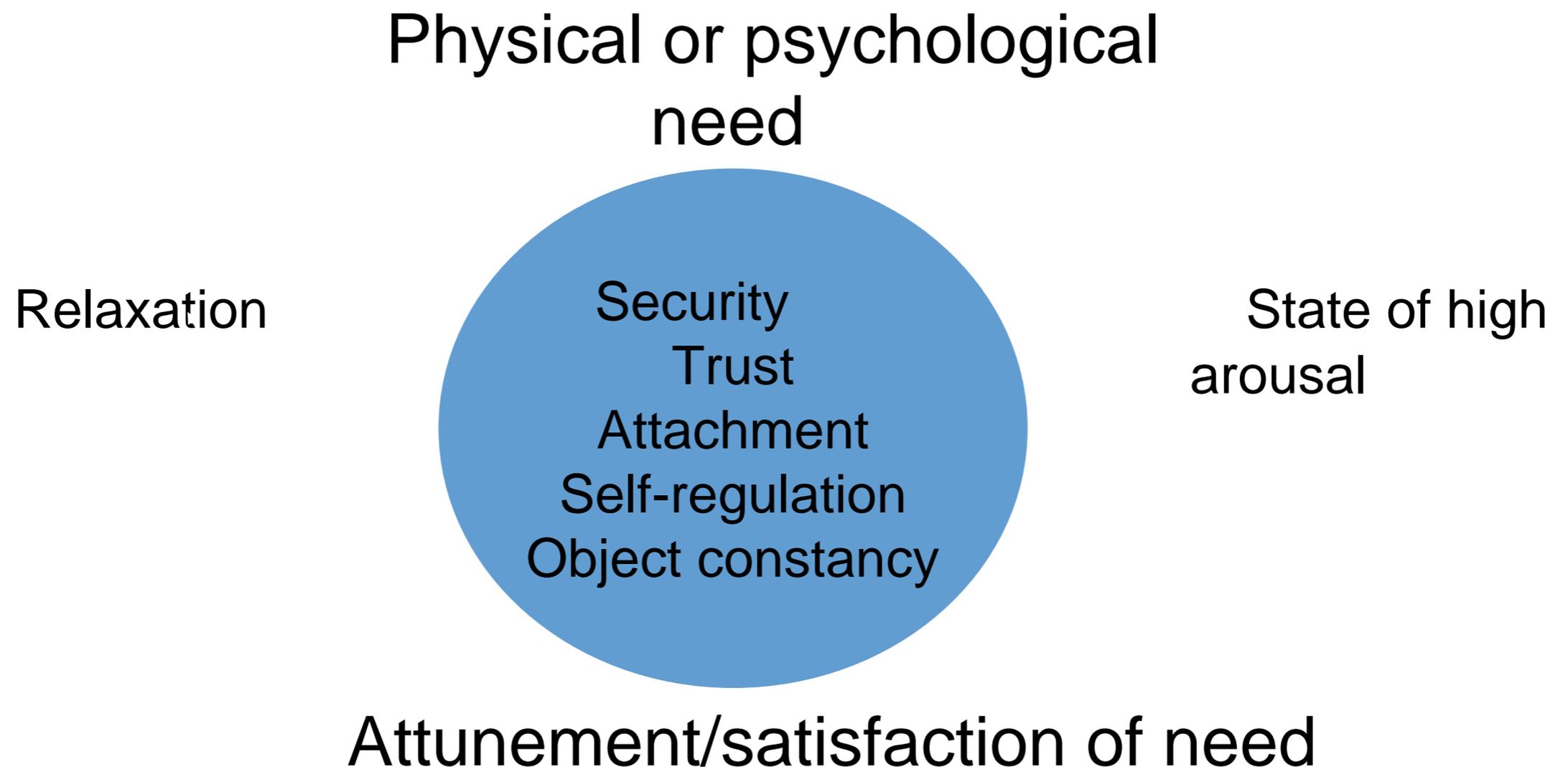
- Chronic and ongoing exposure to abuse, neglect, and/or a chaotic environment within the first days, months, or years of life.
- The source or perpetrator(s) of the trauma are primary caregivers.
- The impact is both immediate and long-term. The child's development is impacted across all domains (i.e. relational, neurological, behavioral, cognitive, and in identity-formation).
- An effective approach to intervention will need to be comprehensive, coordinated, and developmentally sensitive.

Resilience Protective Factors & Essential Skills

- Social Support
- Social Competency
- Emotional Regulation
- Executive Functioning Skills



The Healthy Attachment Sequence



(Beverly James)

Joelle van Lent, Psy.D.

Unhealthy Attachment

Physical or psychological need

Anxiety
Rage
Numbing

Shame
Mistrust
Dysregulation
Disturbed “mental
blueprint”

State of high arousal

Needs are disregarded/attunement disrupted

(Beverly James)

Improving Social Competence

- Perspective-taking.
- Initiating and sustaining a social interaction.
- Accurately reading and responding to nonverbal cues.
- Problem-solving & benefitting from natural consequences.
- Accepting praise & encouragement.
- Creating a positive social interaction & experiencing interactions as positive.
- Making choices that will lead to people having positive feelings about him/her.
- Increasing his/her sense of belonging & the belief that he/she can contribute to the group in a positive way.

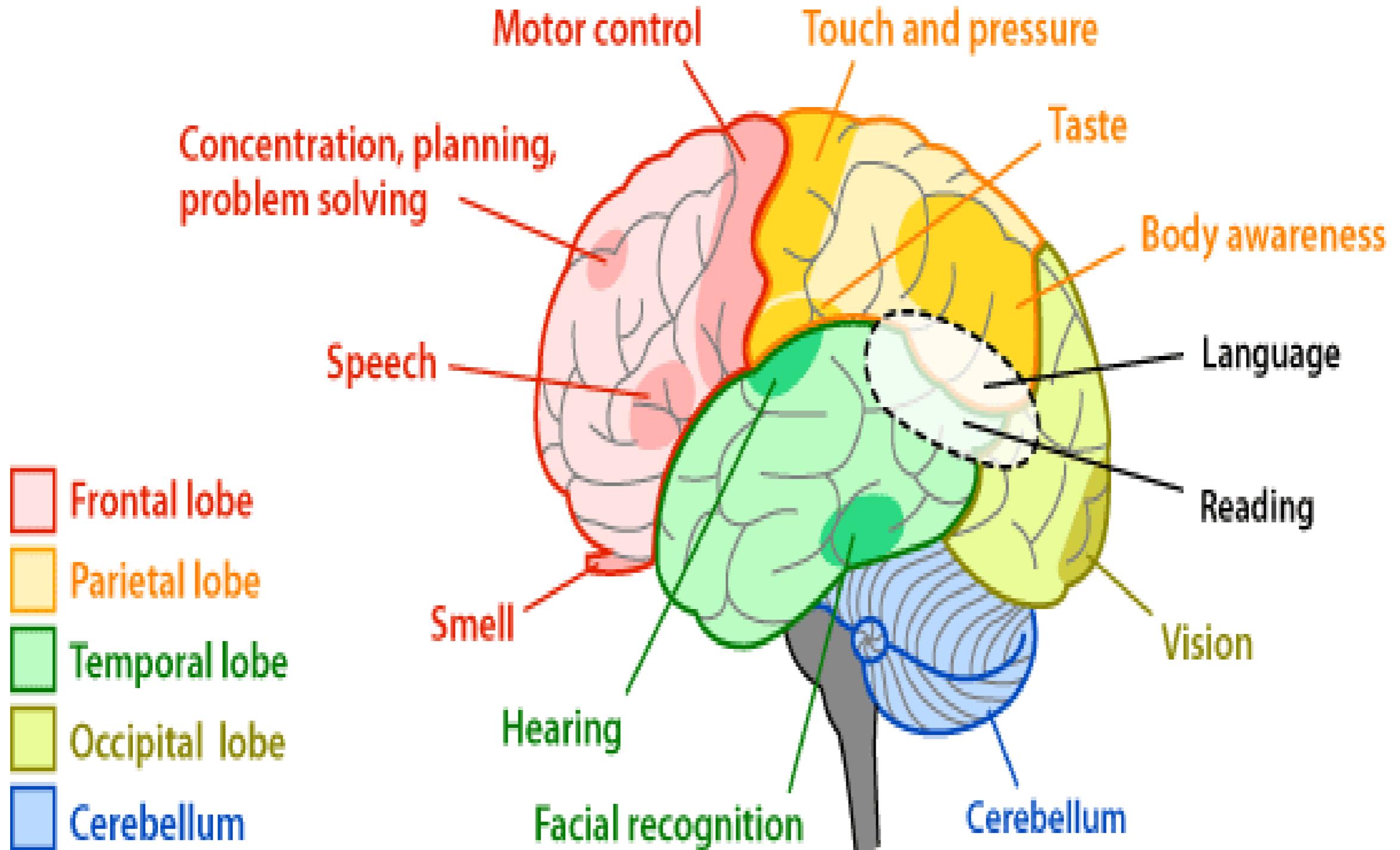
Co-Regulation

From Allan Schore
(Pat Ogden)

Auto regulation is the ability to self regulate alone without other people. It is the ability to calm oneself down when arousal rises to the upper limits of the window of tolerance and also to stimulate oneself when arousal drops to the lower limits.

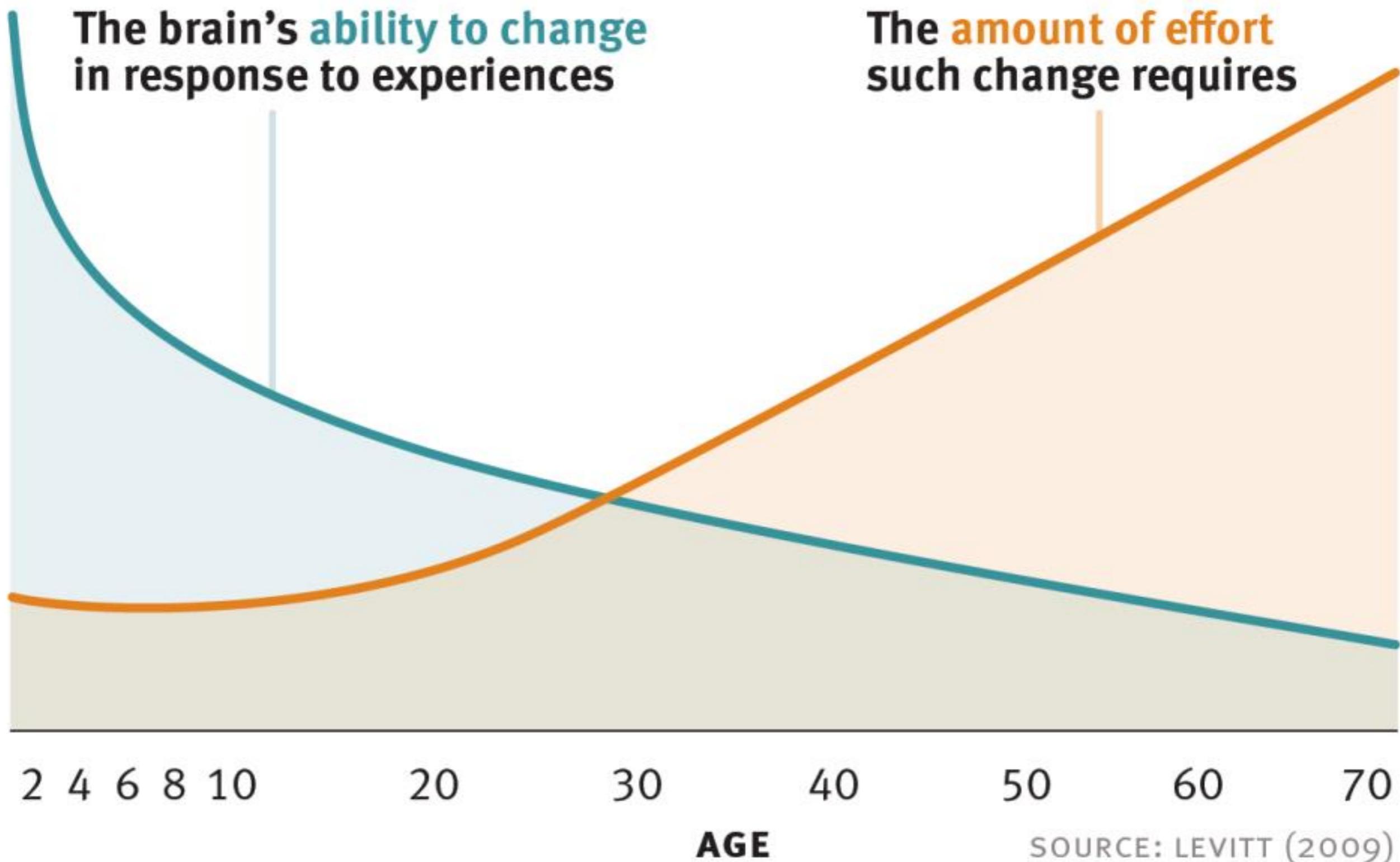
Interactive (psychobiological) regulation involves the ability to utilize relationships to mitigate breaches in the window of tolerance, and to stimulate or calm oneself.

The Human Brain



Key Facts

- The brain develops through experience.
- The brain develops sequentially from the base up.
- 80% of the brain is developed by approximately age 3.
- The remaining brain development occurs through to early adulthood.
- There are sensitive or critical times for development of specific achievements- enrichment at those times is essential.
- Experiences that occur early on have a greater impact on the way the brain forms and functions than those that occur later in life.



SOURCE: LEVITT (2009)

A Trauma Trigger

- Cues or signals that act as a sign of possible danger, based on traumatic experiences, leading to a set of responses oriented toward survival.
- The responses can be emotional, physiological or behavioral.
- The interpretation and response is determined by the perception, beliefs, and assumptions of the individual more so than the “reality” of the situation.

Key themes



- Intentional use of language (separate behavior from character)
- A stance of curiosity
- Reinforce what is working & replace undesired behaviors
- Help children understand why what they are doing is working with more depth & help generalize that learning
- Instill a sense of agency, control & competency
- Tell the truth
- Less talking - more doing

On line Resources

National Child Traumatic Stress Network (NCTSN) Website- www.NCTSNET.org

Child Trauma Academy, Bruce Perry - www.Childtraumacademy.org

The Trauma Center at JRI, www.jri.org

Center on the Developing Child- Harvard University
www.developingchild.harvard.edu

ARC Model: <http://arcframework.org/>

Recommended Resources

Allen, Jeffrey S. and Roger J. Klein. Ready...Set...R.E.L.A.X. A research based program of relaxation, learning, and self-esteem for children.

Blaustein and Kinniburgh. Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency.

Brendtro, Larry, Martin Brokenleg, and Steve Van Brockern. Reclaiming Youth at Risk. Our Hope for the Future.

Brendtro, Larry and Martin Mitchell. Deep Brain Learning. Evidenced-based essentials in education, treatment, and youth development.

Burdick, Debra. Mindfulness Skills for Kids & Teens.

Buron, Kari Dunn., and Mitzi Curtis. The Incredible 5-point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses.

Cole, Susan F. Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence.

Cozolino, Louis. Attachment-Based Teaching. Creating a Tribal Classroom.

Cozolino, Louis. The Social Neuroscience of Education. Optimizing Attachment and Learning in the Classroom.

Recommended Resources

Dawson, Peg, and Richard Guare. Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential.

Denton, Paula. The Power of our Words: Teacher Language that Helps Children Learn.

Gray, Carol. Comic Strip Conversations.

Garland, Teresa. Self-Regulation Interventions and Strategies: Keeping the body, mind and emotions on task in children with Autism, ADHD or Sensory Disorders.

Greene, Ross W., and J. Stuart. Ablon. Treating Explosive Kids: The Collaborative Problem-Solving Approach.

Hanson, Rick and Richard Menduis. Buddha's Brain: The practice neuroscience of happiness, love, & wisdom.

Hughes, Daniel A. Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children.

Kuypers, Leah M., and Michelle Garcia. Winner. The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control.

Recommended Resources

Perry, Bruce Duncan, and Maia Szalavitz. The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us about Loss, Love, and Healing.

Rechtschaffen, Daniel. The Way of Mindful Education. Cultivating Well-Being in Teachers and Students.

Siegel, Daniel J., and Tina Payne. Bryson. The Whole-brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind.

Souers, Kristin. Fostering Resilient Learners. Strategies for Creating a Trauma-Sensitive Classroom.

Teater, Martha and John Ludgate. Overcoming Compassion Fatigue: A practical resilience workbook.

Thich Nhat Hanh. Peace is every step.

The MindUp Curriculum. Brain-focused strategies for learning- and living.

van Dernoot Lipsky, Laura and Connie Burk. Trauma Stewardship: An everyday guide caring for self while caring for others.

Willis, Judy, M.D. Research-Based Strategies to Ignite Student Learning.

Willis, Judy, M.D. Brain-Friendly Strategies for the Inclusion Classroom.s