Trauma Informed Care, Schools & Your Approach to Students/Yourself

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Understanding trauma is not just about acquiring knowledge. It’s about changing the way you view the world.

Sandra Bloom, 2007
Trauma Informed Care (TIC) is.....

Not a mental health intervention...it is....

• Organizational structure
• Treatment framework
• Understand, recognize, respond to trauma effects
• Emphasis on physical, psychological and emotional safety for both consumers and providers
• Help survivors rebuild a sense of control and empowerment

4 Essentials of TIC

• Connect – Focus on Relationships
• Protect – Promote Safety and Trustworthiness

Hummer, V., Crosland, K., Dellard, N., 2009
Essentials of TIC

- Respect – Engage in Choice and Collaboration
- Redirect (Teach and Reinforce) – Encourage Skill-Building and Competence

Core Principals Revisited
(Fallot & Bebout; APA Convention 2013)

Consumers: ask these 5 questions
- Safety - physical/emotional safety
- Trustworthiness - maximize, make tasks clear; appropriate boundaries
- Choice - enhance consumer choice and control
- Collaboration - max and share power
- Empowerment - prioritize and skill building every opportunity

Staff: ask these 5 questions
- Safety - ensure for staff
- Trustworthiness - maximize as administrators and supervisors; make tasks and procedures clear; be consistent
- Choice - enhance staff control in their day to day work
- Collaboration - max and share power with staff members
- Empowerment - prioritize staff skill building; provide resources

The Basic Lesson
Fallot & Bebout 2013 APA Convention

- Staff members — all staff members — can only create a setting of, and offer relationships characterized by, safety, trustworthiness, choice, collaboration, and empowerment only when they experience these same factors in the program as a whole. It is unrealistic to expect it to be otherwise.
TIC is like a coin toss.... need both sides for it to work.

Trauma...

is something which threatens one’s physical or psychological integrity.

Traumatization occurs when both internal and external resources are inadequate to cope with external threat.”

Bessel van der Kolk, 1989
4 Types of Trauma

Types of Trauma

- Acute
- Chronic
- Complex
- Historical/Intergenerational

Acute trauma:

A single event that lasts for a limited time
- car accident
- witnessing a crime
- natural disaster
Chronic trauma:

The experience of *multiple* traumatic events, often over a long period of time.

Complex Trauma...

Specific kind of chronic trauma:

- Multiple traumatic events that begin at a very young age, typically under 5.
- Caused by adults who should have been caring for and protecting the child.

Historical Trauma...

- Accumulative emotional and psychological pain over lifespan
- Across generations
- Result of massive group trauma
Historical Trauma can impact genetic make-up (epigenetics) and world view:

- Varied effects on individuals:
  - unsettled trauma or grief
  - depression, high mortality
  - increase of alcohol abuse, child abuse and domestic violence
  - Response to authority figures or individuals in uniform

- Examples
  - Lakota and other American Indian
  - Jewish Holocaust survivors and descendants.
  - African Americans

[Brave Heart, 2000]

Traumatic Stress...

Results from exposure to traumatic experiences

- Physical and emotional responses
  - pounding heart
  - Rapid breathing
  - Trembling
  - Dizziness
  - Loss of bladder or bowel control
  - Overwhelms ability to cope
  - Elicit feelings of terror, powerlessness, and out-of-control physiological arousal

[Marinich, L, 2010, CA Institute of Mental Health]

What causes stress to become toxic?
Center on the Developing Child/Harvard University

Positive
Brief increases in heart rate, mild elevations in stress hormone levels.

Tolerable
Serious, frequent stress response, buffered by supportive relationships.

Toxic
Prolonged activation of stress response systems in the absence of protective relationships.
Long-term trauma can interfere with healthy development and affect an individual’s:

- Ability to trust others
- Sense of personal safety
- Ability to manage emotions
- Ability to navigate and adjust to life’s changes
- Physical and emotional responses to stress

How Individuals Respond to Trauma (cont.)

A individual’s reactions to trauma will vary depending on:

- Age and developmental stage
- Temperament
- Perception of the danger faced
- Trauma history (cumulative effects)
- Adversities faced following the trauma
- Availability of supportive adults who can offer help, reassurance, and protection
Essentially TIC is.....

**RESILIENCE**

Building resilience in individuals/organizations so that the whole community/system can thrive!!!

*Adverse Childhood Experiences (ACE) Study*

Decade long study involving 17,000 people.

Examines the health and social effects of ACEs throughout the lifespan.

Largest study ever done on this subject.

General Findings: Childhood experiences are powerful determinants of who we become as adults.
The study

Survey of 17,821 members of the Kaiser Health Plan in San Diego County from 1995-1997

Demographics: primary care setting, educated, middle class, predominantly white

Confidential survey asking questions about childhood maltreatment and family dysfunction and current health status and behaviors combined with physical examination results

What it found

Many have more than one Adverse Childhood Experience

<table>
<thead>
<tr>
<th>Number of ACEs</th>
<th>Those surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>36%</td>
</tr>
<tr>
<td>1</td>
<td>26%</td>
</tr>
<tr>
<td>2</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>9.5%</td>
</tr>
<tr>
<td>4 or more</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Iowa Population Estimates of ACEs Co-Occurrence study done in 2012
ACE Study
Impaired Worker Performance

Iowa’s ACEs Data: Conventional ACEs

Advantages:
- Highlights incidence of trauma regardless socioeconomic, racial/ethnic, gender background
- Emphasizes ACEs as a public health issue
- Replication of data collection method across multiple states

ACEs Conceptual Framework

Early Death
Disease, Disability, & Social Problems
Adoption of Health Risk Behaviors
Social, Emotional, & Cognitive Impairment
Disrupted Neurodevelopment
Adverse Childhood Experience
Iowa's ACEs Data: Conventional ACEs

Challenges:
- ACEs are not comprehensive
- Largely focuses on trauma internal to the home
- Data does not connect to trauma caused by systems or community issues
- Historical trauma, epigenetics, and social determinants of health not fully addressed

Emerging Movement: Expanded ACEs

Emerging Research:
- With sole focus on conventional ACEs, the rates of childhood adversity may be underestimated as other communities have found in research
- New collection additions have alignment with key components of social determinants of health
Emerging Movement: Expanded ACEs

Philadelphia Urban ACE Study (2013):
1. Witnessing violence other than a mother being abused
2. Experiencing discrimination based on race or ethnicity
3. Feeling unsafe in your neighborhood or not trusting your neighbors
4. Bullying
5. Ever in foster care

Southeastern Pennsylvania:
- 13.9% of respondents “experienced only Expanded ACEs and would have gone unrecognized if only Conventional ACEs were assessed.” (Cornholm PF, et al, 2015)
- “Clear differences in ACE exposure based on demographic characteristics; gender, race and poverty were associated with higher exposure to Expanded (community-level) ACEs but not Conventional (household-level) ACEs (Forke Young, 2015)

Center for Youth Wellness ACE-Q
- Involvement in foster care system
- Bullying
- Loss of parent or guardian due to death
- Deportation or migration
- Medical trauma
- Exposure to community violence
- Discrimination due to race, sexual orientation, place of birth, disability or religion
Emerging Movement: 
Expanded ACEs

WHO ACEs International Questionnaire (ACE-IQ)
- Witnessing community violence
- Exposure to collective violence

The Impact on Brain Development

Research tells us....
- Neuroscience has shown us how trauma and toxic stress can impact brain development.
What causes stress to become toxic?

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**Protective Factor:**
Positive Adult Relationships

- Moderate, short-lived stress can build a healthy stress response system.
- Toxic stress can weaken brain architecture

**But** caring adults can provide a buffer for children to reduce the effects that toxic stress can have on learning, behavior, and both physical and mental health.

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**The Brain as a Car**

Avi Smith, LCSW, slide from June 2015 presentation at 5th Annual Psychological Trauma & Juvenile Justice conference
**Trunk: Physical State**
- *Fight*: hitting, kicking, yelling, lying
- *Flight*: running away; giving up
- *Freeze*: becoming numb, checking out, dissociation

**Need: Safety**

**Back Seat: Emotional State**
- Emotional Center
- Amygdala
- Hippocampus
- Memories related to fear and anxiety

**Need: Connection**

**Front Seat: Thinking State**
- Problem Solve
- Impulse Control
- Decision-Making
- Regulates Emotion
- Skills begin to develop at 3 to 5yrs
- Not fully developed until mid 20s

**Need: To find meaning**
Trauma Shapes Thought: Ourselves – Relationships – The World

Invisible Suitcase Exercise
What do we do??

Remember the 4 Essential Elements of TIC

1. Connect- focus on the relationship
2. Protect- focus on safety and trustworthiness
3. Respect- focus on choice and collaboration
4. Redirect- focus on skill building and competence

You are your best tool!

Practice the 4 Essential elements:
We Are Dividing the Room into Quadrants

Quadrant #1: Connect: in groups of 2-3 spend 5 minutes and get to know something you didn’t know about your partner.

Quadrant #2: Protect: in groups of 2-3 spend 5 minutes listing ways you can build trustworthiness and safety.

Quadrant #3: Respect: in groups of 2-3 spend 5 minutes listing choices you can give the students.

Quadrant #4: Redirect: in groups of 2-3 spend 5 minutes and reframe these negatives to positives-list them.
  - Hyperactive, Demanding, Difficult, Attention Seeking, Intrusive, Aggressive
Interventions: Brene Brown “Empathy vs. Sympathy

Recovering from Trauma: The Role of Resilience

• Resilience is the ability to recover from traumatic events.

• People who are resilient see themselves as:
  • Safe
  • Capable
  • Lovable

Grow Resilience

Factors that can increase resilience include:

• A strong relationship with at least one competent, caring adult
• Feeling connected to a positive role model/mentor
• Having talents/abilities nurtured and appreciated
• Feeling some control over one’s own life
• Having a sense of belonging to a community, group, or cause larger than oneself
What Is The Cat Hair?
Panksepp, J (1998)


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What is the Cat Hair??

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Children and Adults have their own “Cat Hairs”

Triggers (AKA “cat hairs”) are:

- Things that remind us of past negative events
- Meant to alert us to danger; keep us safe
- Can become automatic if we feel threatened or unsafe
- Usually unconscious
“There is a cost to caring”: We need to take care of ourselves

How can I help?

• Provide **CONSISTENCY** via Caregivers & Physical Environment.

• Take Care of **YOUR MENTAL HEALTH**: Children sense your emotions & they need you calm & in control.

• Make EVERYTHING about **SAFETY**.

**Tool: Oxygen Mask**

° Vicarious Trauma (Compassion Fatigue)
° Practice Self-Care (Caring for Children Workshop)
Practice: read the example below and use the attunement steps

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eddie (4 years old)</strong></td>
<td><strong>Eddie (4 years old)</strong></td>
</tr>
<tr>
<td>Eddie often wants to stay up late, even though he is obviously tired.</td>
<td>Eddie usually arrives at school late, and is very tired. He does better when he can start the day slowly, sitting on the bean bag in the calm down space of the room.</td>
</tr>
<tr>
<td>You know that he sometimes wakes up during the night with nightmares.</td>
<td>Today, when Eddie arrives, Jacob is sitting on the bean bag. You are tired from being up with a sick child last night.</td>
</tr>
<tr>
<td>You also know that if he doesn’t get a good night’s sleep, he will be angry tomorrow.</td>
<td>You are tired from being up with a sick child last night.</td>
</tr>
<tr>
<td>You are tired and exhausted from a long day.</td>
<td></td>
</tr>
</tbody>
</table>

How can we use the attunement steps to manage this situation?

RECOGNIZE
Re-frame the goal
Example

One Way
• Adult gives direction
• Child acts out
• Adult punishes
• Child escalates
• Adult escalates

Another Way
• Adult gives direction
• Child acts out
• Adult changes goal: de-
  escalation
• Child de-escalates
• Adult changes activity/direction

Tool: Relationships
(Connecting with Students, Mendler)

Strategies
• 2 X 10
• 4 Hs (High-five, handshake, How
  are you? Hello)
• Greet using a rating scale (1-5)
• Apologize if you “blow it and
  know it)”
Tool: Avoid Power Struggles  
(Power Struggles, Mendler)

**Strategies**
- Understand the Hostility Cycle
- Develop a support network
- Reframe (e.g., late to class)
- Defuse with dignity (P.E.P. – Privacy, Eye contact, Proximity)

“Relationship is the evidence-based practice.”

Christopher Blodgett, 2012

- Breathe
- Talk less
- Give short, simple instructions
• Be aware of voice tone and facial expressions
• Suggest replacement behavior

Neurosequential Model of Therapeutics (NMT)

• Relevant: Developmentally matched
• Repetitive: Patterned
• Relational: Safe
• Rhythm:

(Perry, 2007)

Get Permission but Honor the NO
Interventions:

• Don’t personalize
• Provide tactile coping items; play dough

Interventions continued

• Respond to affect not the behavioral manifestation
• Reframe negative/oppositional behavior
• Help individual focus on competencies rather than deficits
• Identify possible triggers
  • sensory
  • times of day
  • certain activities

• Create a “Safe Place”
• Can rules be changed or flexible?
Remember the 4 Essential Elements of TIC

1. Connect - focus on the relationship
2. Protect - focus on safety and trustworthiness
3. Respect - focus on choice and collaboration
4. Redirect - focus on skill building and competence

You are your best tool!

Relationships teach...Relationships can heal

Don’t Forget to Intervene with Yourself.....

Self Care is the key to regulation so you can help regulate others.....
Definition of Health

A state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity

World Health Organization (1948)

"The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet."

Dr. Rachel Remen, Kitchen Table Wisdom 1996

Caregivers Also Need Care

• We are all human
• Caring for family and friends can be difficult, draining, exhausting, and frustrating
• We all deserve a little TLC
Self-Care Basics

- Get enough sleep
- Eat well
- Be physically active
- Use alcohol in moderation, or not at all
- Take regular breaks from stressful activities
- Laugh every day
- Express yourself
- Let someone else take care of you

Committing to Self-Care: Daily

- Walk the dog
- Play with the cat
- Exercise
- Pray
- Meditate
- Listen to music in the car
- Read a novel
- Write in my journal
- Chat with my neighbors
- Deep breathe

Committing to Self Care: Weekly/Monthly

- Play cards
- Go bowling
- Have a nice dinner out with partner
- Get a manicure, pedicure, etc.
- Go out with a group of friends
- Attend a support group meeting
- Go to the movies
- Attend religious services
Module IV: Secondary Trauma, Burnout, Counter Transference

ABC: Building Personal Resistance to Secondary Trauma

a) Awareness - monitor emotions, needs, limits and resources.
b) Balance - set aside time for reflection, play, relaxation, and family.
c) Connections - utilize social support, resist tendencies to isolate.

Module I: Self-Care Check

Use this self-care plan to identify some strategies that might help you manage your feelings when dealing with intense information. Sample Self Care Plan.

If I become exhausted, emotional, numb or angry:

- I can talk to ______ about my feelings.
- I can take a break.
- I can eat something nutritious.
- I can eat something not so nutritious (chocolate!)
- I can think of some of my most successful clients.
- I can watch something funny or entertaining.
- I can play with my pet or my children.
- I can shoot baskets or play another sport.

These things work well for me when I am overwhelmed at work:

1. ______
2. ______
3. ______

My clinical supervisor is: ______

Resource for self care items

So Remember…..

RESOURCES

- www.traumainformedcareproject.org
- www.traumasmart.org
- www.nctsn.org
- http://www.nctsn.org/products
- www.samhsa.gov/nctic/about.asp
- www.traumacenter.org/about/about_bessel.php
- www.sidran.org/
- www.iowaaces360.org/
- www.resiliencetrumpscores.org
- www.annainstitute.org
- http://developingchild.harvard.edu/
Contact Information

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TIC Project website:
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