Building Trauma Informed Communities:
Engaging what is strong, not what is wrong

Ron Brown, Financial Coach / Pathways
Credit to: Dr. Allison Jackson, LCSW, CSOTP
CEO of Integration Solutions
Engaging the Whole Brain

Before Brain Gym: Oscillation every 90 minutes

After Brain Gym: Oscillation every 90 minutes

http://www.lisaferentz.com
Impact to Right and Left Hemisphere Talk
Left Right Brain Conflict
WHAT IS TRAUMA?
WHY DOES IT MATTER?
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
List of the TOP Ten ACES

• Emotional Abuse
• Physical Abuse
• Sexual Abuse
• Emotional Neglect
• Physical Neglect
• Caregiver Divorce or Separation
• Domestic Violence
• Substance Abuse
• Mental Health Challenge/Diagnosis
• Family Member Incarcerated
Key Component of Trauma

Is the experience of loss!
Loss of:
- boundaries
- safety
- trust
- power and control
- innocence
- protection
- attachment
- possessions
- consistency/predictability
- sense of self/body image

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

Shift from an ACE Score of 0 to 4

• 242% more likely to smoke
• 222% more likely to become obese
• 357% more likely to experience depression
• 443% more likely to use illicit drugs
• 1133% more likely to use injected drugs
• 298% more likely to contract an STD
• 1525% more likely to attempt suicide
• 555% more likely to develop alcoholism
Prevalence of Trauma

• 1 in 4 children/adolescents experience at least one potentially traumatic event before the age of 16 (Costello et al. 2002)
ACE SUMMIT in California
TRAUMA’S IMPACT ON THE BRAIN
Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan
A mirror neuron is a neuron that fires both when an animal acts and when the animal observes the same action performed by another.

Thus, the neuron "mirrors" the behavior of the other, as though the observer were itself acting.
These are the brains of two three-year-old children. The image on the left is from a healthy child while the image on the right is from a Romanian orphan who suffered severe sensory deprivation. The right brain is smaller and has enlarged ventricles - holes in the centre of the brain. It also shows a shrunken cortex - the brain's outer layer.
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.
PTSD IS A REAL PHYSICAL INJURY

REGULAR

PTSD

NOT A SOCIAL OR POLITICAL OPINION.
Figure D-3. The brain in the palm of the hand. This is a "handy model" that depicts the major regions of the brain: cerebral cortex in the fingers, limbic area in the thumb, and brainstem in the palm. The spinal cord is represented in the wrist. Please see text for explanation. Copyright © 2012 by Mind Your Brain, Inc. Used with permission by Daniel J. Siegel, M.D., from The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are (2012).
Mechanisms by which Adverse Childhood Experiences influence health and well-being throughout the lifespan.
A Startling Number of Students Are Exposed to Violence

2% Direct assault

6% No violence

- No violence: 27%
- Direct assault: 23%
- Witness: 48%

- Violence not involving a weapon: 54%
- Gun or knife violence: 40%

National Survey of Adolescents 1995

The LA Unified School District 6th-Grade Students, 2004
* Blocks of 0.25 square miles or greater are not shown.

Sources: Los Angeles Police Department, U.S. Census Bureau, Los Angeles.
RAND/USC/UCLA Research

- 88 to 92% Violence Exposure
- 27% PTSD
- 16 % Childhood Depression
- 76 % of Parents wanted family referrals
- Zip Codes – High Crime, Poverty, Gang Conflicts, Drug Sales/Use/Abuse
Decreased IQ and reading ability (Delaney-Black et al., 2003)

Lower grade point average (Hurt et al., 2001)

Decreased rates of high school graduation (Grogger, 1997)

More suspensions and expulsions (LAUSD survey, 2006)

More days absent from school (Hurt et al., 2001)
Why Trauma Informed Schools are Important to Education Now

The School Pipeline to Prison is REAL. Schools have helped to build it and maintain it due to current disciplinary policies and practices.
How do Schools Contribute to the Prison Pipeline?

Catherine Lhamon, Assistant Secretary for Civil Rights, US Dept. of Education

Filing CR Complaints of discrimination against school districts with harsh, punitive and reactive suspension/expulsion policies, targeting students of color. “We have the trust of the national community bringing to us their deepest hurts and asking for resolution...”

Marleen Wong PhD University of Southern California
Harsh Facts

• Black students are suspended and expelled at a rate four times greater than white students, a trend that begins in preschool.

• Black students represent
  – 16% of student enrollment,
  – 31% of students subjected to a school-related arrest.
Core Concepts in Trauma Informed Schools

Early Detection and Intervention
Exposure to violence and trauma are detected early with early intervention

Understanding Effects on Student Learning
Students learn skills to cope more effectively with the distress that interferes with learning

Informed Teachers and Parents
Teachers and parents learn how they can support fearful and anxious students in the classroom and at home

Marleen Wong PhD University of Southern California
Resilience Trumps ACEs

Children’s Resilience Initiative

Empowering community understanding of the forces that shape us and our children

Website: www.resilencetrumpsaces.org

A Game of Hope Video

From Trish Mullen, Chesterfield Community services Board
Three Targeted Areas for Building Individual Resilience

• Positive Self-Identity and Competency
  • Positive Self-Concept
  • Positive Path for Self-Development
• Self-Regulation
  • Feelings Regulation
  • Being “present”
  • Body Regulation
• Co-regulation (Relationships)
  • Secure working model of caring relationship
  • Empathy
  • Interpersonal Effectiveness Skills
Three basic building blocks to success:

**Attachment** - feeling connected, loved, valued, a part of family, community, world

**Regulation** - learning about emotions and feelings and how to express them in a healthy way

**Competence** - acting rather than reacting, accepting oneself and making good choices

*Adapted from the research of Dr. Margaret Blaustein*
From Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
Children’s Resilience Initiative

SKILL BUILDING

Think: lack of skill not intentional misbehavior
Think: building missing skills not shaming for lack of skills
Think: nurture not criticize
Think: teach not blame
Think: discipline not punishment
Attachment Skills
(Connection)
Skill One
Caregiver Self Monitoring

• Caregiver Education about Trauma
• Building Caregiver Self-Monitoring Skills
• Building Affect Management Skills
• Enhancing Supports

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
More Caregiver Skills

- **Teaching Self Compassion**
  
  - Exercise on self-critic, mindfulness, self-compassion
  - Developing a mantra

- **CAPPD**
  
  - Emergency plan for you
  - Self Care for you
The needs of the adults and caregivers of the youth ... are often no different

They are often trauma survivors too
Skill Two
Attunement

• Reading Children Cue’s
• Responding Appropriately
  – Respond to the need, not the behavior

• Education about Trauma Triggers
• “Becoming a Feelings Detective”
• Reflective Listening Skills

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
Reflective Listening Practice

- Show that feelings matter
- Show that it is possible to talk about uncomfortable or complicated feelings
- Show that we care about the child’s feelings
- Teach the child that all feelings are acceptable, even though certain behavior is not
- Defuse an uncomfortable situation
- Reduce a child’s urge to act out because the child feels heard
- Teach the child a vocabulary for articulating how they feel
- Reduce whining, anger and frustration

From http://cultureofempathy.com
Reflective Listening Principles

• Listening before speaking
• Deal with personal specifics, not impersonal generalities
• Decipher the emotions behind the words, to create a better understanding of the message
• Restate and clarify how you understand the message
• Understand the speaker’s frame of reference and avoid responding based only on your own perception
• Respond with acceptance and empathy

From http://cultureofempathy.com
Skill 3
Consistent Response

• Research Tells us no “right way” to parent

• Research does say consistent response important

• Knowing rules and predicting adult response

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
Skill Four
Routines and Rituals

• Building Routines
  – Routines at Home
  – Routines during transitions
  – Bedtime

• Recognizing Ritual and Routine Triggers

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
REGULATION SKILLS
Skill One
Self-Regulation

Feelings (Affect) Identification

– Trauma and “Speaking Feelings”

– Reflecting language of emotional states
  • Building a feelings vocabulary

– Raising awareness of physical and emotional states
  • Being a feelings detective and teaching children to be one too

– Connection between emotions and experiences
  • Teaching the upstairs and downstairs brain

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
Skill 2
Self Regulation

Modulation
• Challenges regulating body and emotion
• Building understanding of degrees of feelings
• Building toleration of arousal
• Feeling Toolboxes

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent
Skill 3
Self Regulation

Affect Expression

- Sharing emotional experiences
- Building Block of Relationship Building
- Trauma – blocks willingness to be vulnerable
- Children need help with:
  - Identifying safe communication resources
  - “pick your moment”
  - Effective non-verbal communication (space boundaries, tone of voice, eye contact)
  - Effective verbal communication (“I” statements)
  - Building self-expression strategies

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
Mindfulness

• Practicing Mindfulness Activities
  – One thing exercise
  – Somatic experiences
    (Observe, describe, participate)
  – Wise Mind
    (breathing, self reflection)
  – Bi lateral movements
  – Mystery Game of Mindfulness
Competency
What is Competency?

• Mastery and Success across life domains
  – Social Connections
  – Community Involvement
  – Academic Engagement

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents

• Building Resiliency
  – www.resiliencetrumpsaces.org

  – Resilience Games
Skill One
Competency

• Executive Functions
  – PFC (prefrontal cortex)
  – Accessing upstairs brain
    • Delay responses
    • Anticipate consequences
    • Evaluate outcomes
    • Make a decision
  – Build Problem Solving Skills
  – Acting vs Reacting
  – Awareness of Choice

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
Skill 2
Competency
Self Development and Identity

• Seeing a sense of future
• Developing
  – Unique self
  – Positive Self
  – Coherent Self (before and after trauma)
  – Future Self

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents
Factors that Enhance Resilience

Sources:
TURN KNOWLEDGE INTO ACTION

Community Resilience
NCTSN Youth and Family Service System

A trauma-informed youth- and family-service system is one in which all parties involved recognize and respond to the impact of traumatic stress on those within the system including youth, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They collaborate with all those involved, using the best available science, to facilitate and support the recovery and resiliency of the youth and family.
Trauma Informed System

A service system with a trauma-informed perspective is one in which programs, agencies, and service providers do the following:

1. Routinely screen for trauma exposure and related symptoms
2. Use culturally appropriate evidence-based assessment and treatment for traumatic stress and associated mental health symptoms
3. Make resources available to youth, families, and providers on trauma exposure, its impact, and treatment
4. Engage in efforts to strengthen the resilience and protective factors of youth and families affected by and vulnerable to trauma
5. Address parent and caregiver trauma and its impact on the family system
6. Emphasize continuity of care and collaboration across youth-serving systems
7. Maintain an environment of care for staff that addresses, reduces, and treats secondary traumatic stress and increases staff resilience
What is Trauma Informed Care?

Definition of trauma (the three “Es”):
- Event(s)
- Experience of the event(s)
- Effect

Definition of a trauma-informed approach (the four “Rs”):
- Realize
- Recognize
- Respond
- Resist retraumatization
RESIST RE-TRAUMATIZATION
Helping “Henry”

Child Welfare System
Juvenile Justice System
School System
Mental Health System
Court System Professionals
Eligibility/Benefit Programs
Housing
Health Departments
Parks and Recreation

Faith Based Community
Residential Facilities
Resource Parents
First Responders
(Police & Fire Fighters)
Medical Community and
Primary Care
Child Advocacy Agencies
Helping Henry and His Family Navigate to Recovery

Module 4, Activity 4B

Emotional Chain of Custody

Experience shapes response to future trauma

The National Child Traumatic Stress Network
www.NCTSN.org
Theory of Change

https://www.youtube.com/watch?v=urU-a_FsS5Y
Changing a Culture

John Kotter, What Leaders Really Do
Building the Urgency

Kick offs of Trauma 101
Sharing information with Children and Families
Shifting the conversation of “what’s wrong with you” to “what has happened to you”?
Teaching Validation Skills
Including all partners that touch Henry’s life and family in the conversation
Shift the focus from reacting to behaviors to responding to needs

http://resiliencetrumpsaces.org/?page_id=743
Building TIC Change Teams

• Find Trauma Champions
• Include change agents across departments and community organizations
• Take a 360 approach to team membership
• Include members of the community, children, adults, families who are impacted
• Think about your organizational team and your community team’s goals and role
• TILT team approach (Trauma Informed Leadership Teams)
Petersburg Trauma Informed Community Network (TICN)

Question becomes where do I turn in my community for resources? Education? Consultation?

The Petersburg Trauma Informed Community Network (TICN) is a diverse group of professionals in your community dedicated to supporting all child welfare stakeholders in utilizing strengths based trauma informed practices in their work with children and families. In short, we are here to support and honor the important role you have in facilitating a positive environment for change in children and caregivers' lives using trauma informed practices to guide your way.
Community Education and Collaboration

- Department of Criminal Justice
- Department of Education
- Juvenile Domestic Relation Courts
- Child Advocacy Agencies
- Local Schools
- School Administration
- Judge’s Conferences
- Court Service Units
- Truancy Officers
- Department of Social Services (child and family)
- Law Schools and Clinics
- Department of Mental Health
- Learning Collaborative
- Adoption Advocacy Agencies
- Parent/caregiver groups
- Consumer Conferences
Creating a Change Vision
Building a Trauma Informed Community

Resilience Trumps Aces

Walla Walla Story
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
Creating the Virtuous Cycle

Promote Virtuous Cycle of Health

- Moderate ACE Effects, Improve Wellbeing Among Parenting Adults
- Prevent High ACE Scores among Children

Mutually Reinforcing
Five Road Signs: Strengthening Families Framework
Walla Walla organizations that build resilience

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Washington ACEs and Resilience Data
Laura Porter Keynote

https://www.youtube.com/watch?v=jr-w_uBCbYY
NEAR SCIENCE

• Neuroscience

• Epigenetics

• Adverse Childhood Experiences

• Resilience

http://www.healthygen.org/resources/laura-porter-keynote-address-near-science-wa-state-resilience-findings
NEAR: What Help actually Helps?

• **Support:** Feeling socially and emotionally supported and hopeful
  ─ Social Emotional Competence Building
  ─ Hope and a Sense of Future

• **Help:** Having two or more people who give concrete help when needed
  ─ Concrete Supports (not Facebook Friends)

• **Community Reciprocity:** Watching our for children, intervening when they are in trouble, and doing favors for one another
  ─ Primary network of protection in your community
  ─ People you see each day and see you

• **Social Bridging:** Reaching Outside one’s immediate circle of friends to recruit help for someone inside that circle
  ─ Asking for help
  ─ Trusting Systems and People outside your circle to respond and be safe

What will be your story?
Setting Intentions

Hearing the Voice of Children and Families

What are your intentions as you walk away today?

Write your intention on the white board

Have someone take a picture of your intention (and you if you like!!)

Text them to 804-385-1216
Be a F.O.R.S.E. in your community

Image by Lincoln High student Brendon Gilman

Focus
On
Resilience &
Social-Emotional
A Call to Connection: Making Childhood Trauma Personal | Dr. Allison Jackson | TEDxRVA
THANK YOU ......

Together we can make a difference

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