

Trauma Informed Care (TIC) – Part 3: Relationship, Reason to Be, Caregiver Capacity March 2018



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Learning Objectives

- To appreciate the frequency of adverse experiences in people's lives and gain a better understanding of the social, emotional, physiological and developmental effects of trauma on people, families and communities
- To understand and respond to behavior from a trauma informed perspective
- To understand the value of developmentally informed activities to enhance regulatory capacity
- To understand techniques that can enhance relational well being for clients who have experienced adversity
- To understand ways to inspire a sense of purpose, belonging and safety with our clients
- To understand techniques that can enhance the capacity to care and appreciate the connection between caregiver capacity and client outcomes
- To be motivated to start putting ingredients together in practice to enhance services to clients who have experienced adversity

Introduction

- Introduction
- History
- Housekeeping

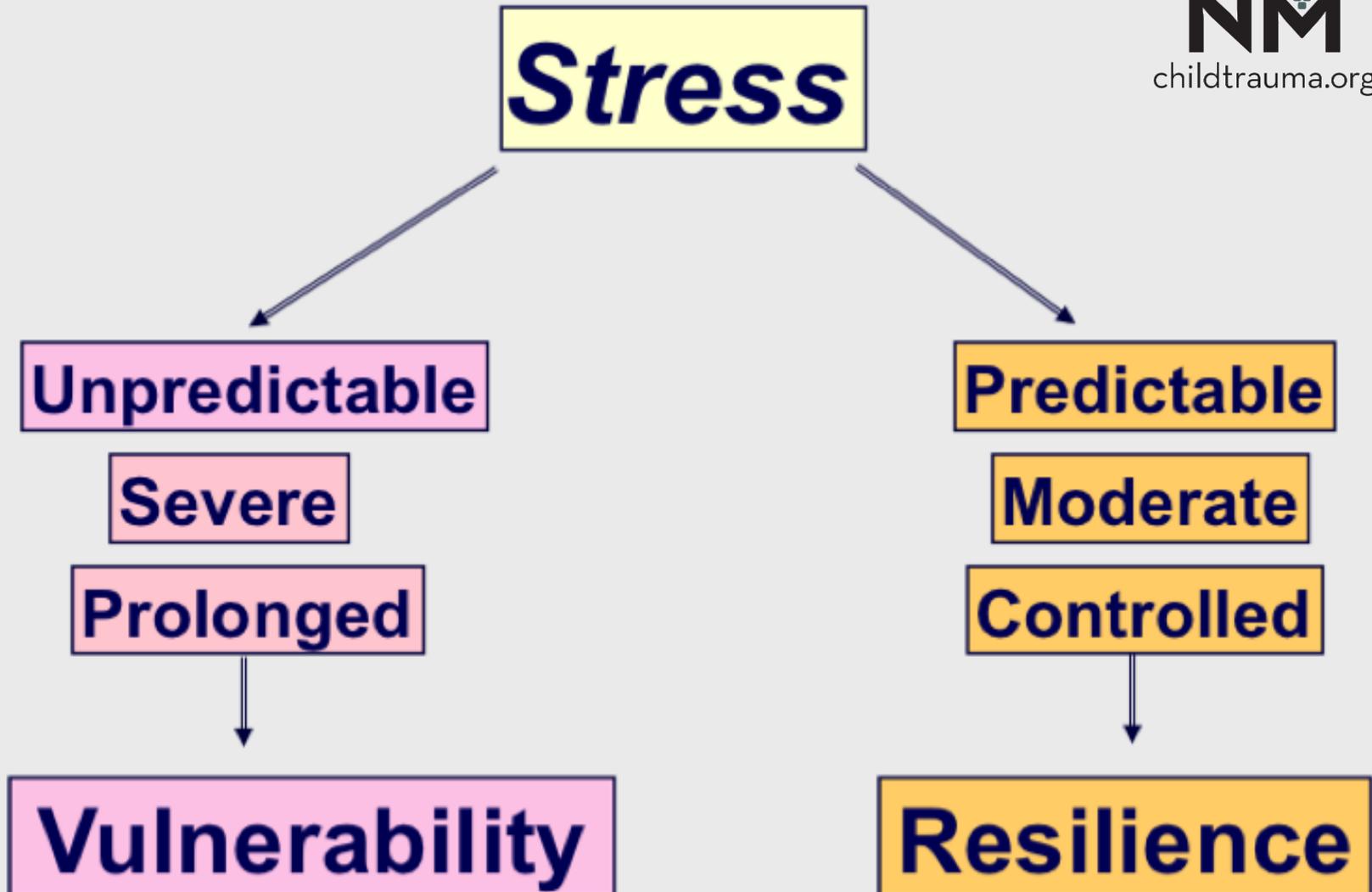


Stay Connected

- Social Media: @SaintAorg #7ei
- Join our mailing list: www.sainta.org/trauma-informed-care/inquiry-form
- Visit our website: www.sainta.org
- Additional Training: www.sainta.org/trauma-informed-care/community-training
- Become a 7ei trainer: www.sainta.org/trauma-informed-care/train-the-trainer
- Foster /Adopt: www.growhope.net

Trauma Definition

- 1) Exposure to an event that threatens/harms physical or emotional integrity of the individual or someone close to them
- 2) Overwhelms the person's ability to respond
- 3) Creates significant difficulty in functioning



Trauma Informed Care

7 Essential Ingredients

1. Prevalence
2. Impact
3. Perspective Shift
4. Regulation
5. Relationship
6. Reason To Be
7. Caregiver Capacity

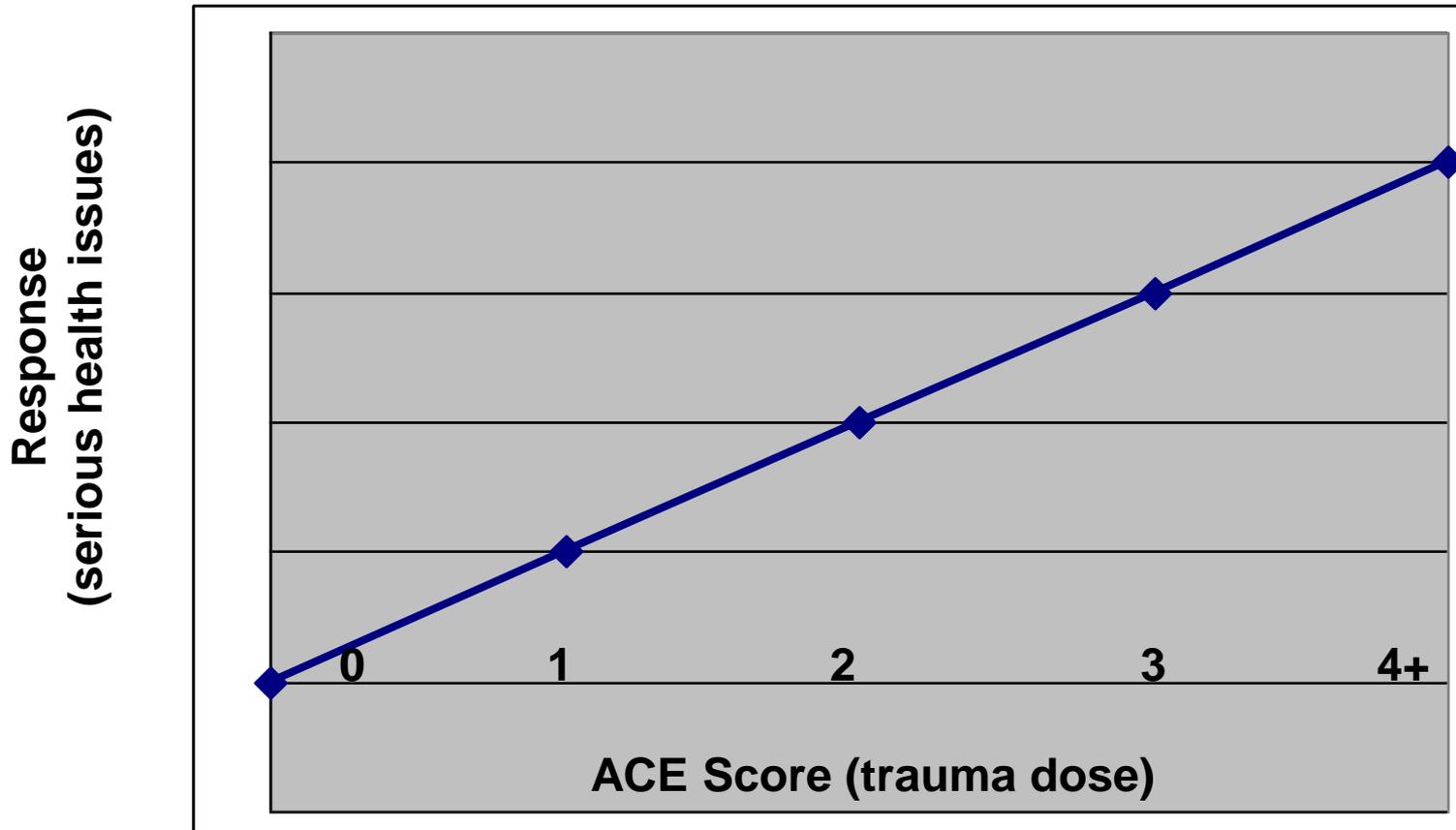
#1 Prevalence Overview

- How often does this happen?
- For whom?
- How does it compare?
- What about your population?

#2 Impact Overview

- Toxic stress/Physiological Impact
- Triggers/Epigenetics
- Impact of ACEs
- Stress Response
- World View

Impact: ACE Related Health Outcomes



ACE Attributable Problems

- Adolescent pregnancy
- 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

Impact on Worldview

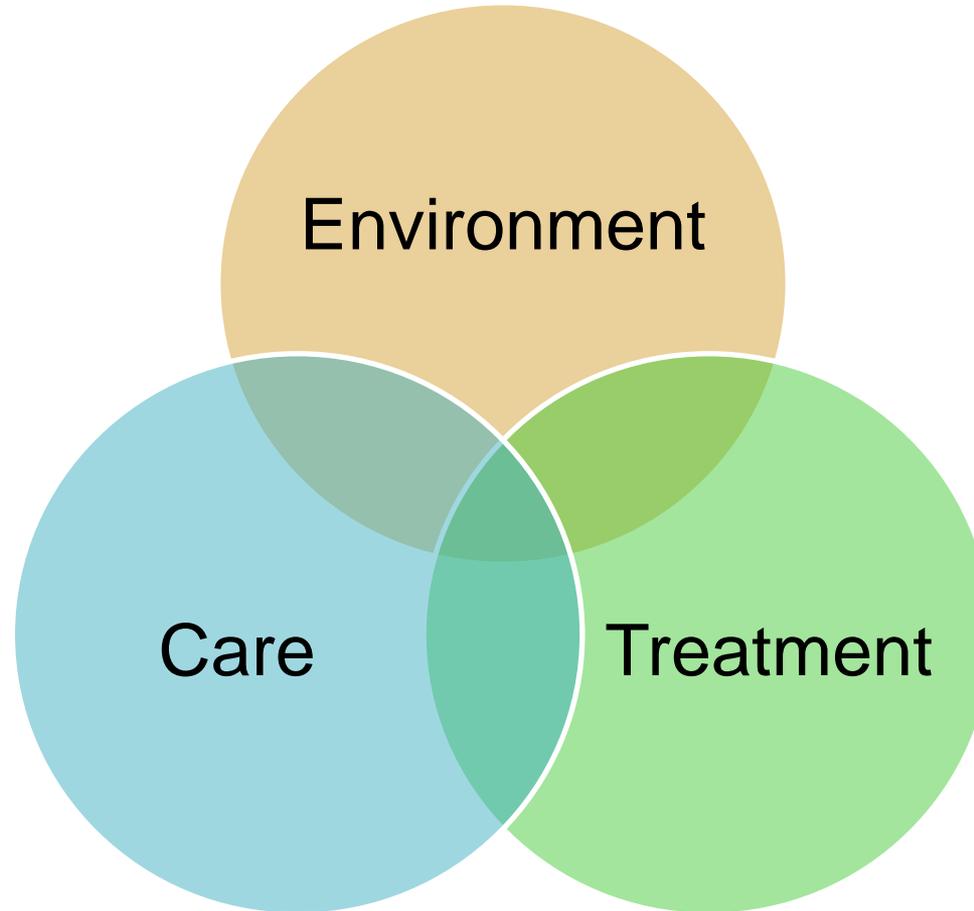
Typical Development vs. Developmental Trauma

- Humans = safe
 - Relational tolerance
 - Bad things – “accidents”
 - Risk is + reinforced
 - Prioritize opportunities to thrive
- Humans = threat
 - Relational sensitivity
 - Bad things – “on purpose”
 - Risk is – reinforced
 - Prioritize safety
- THESE ARE ADAPTIVE!**

#3 Perspective Shift Overview

- Identify perspective
- Mirror neurons
- Perspective as an intervention
- Traditional vs. TIC

Our Trauma Informed Care Perspective

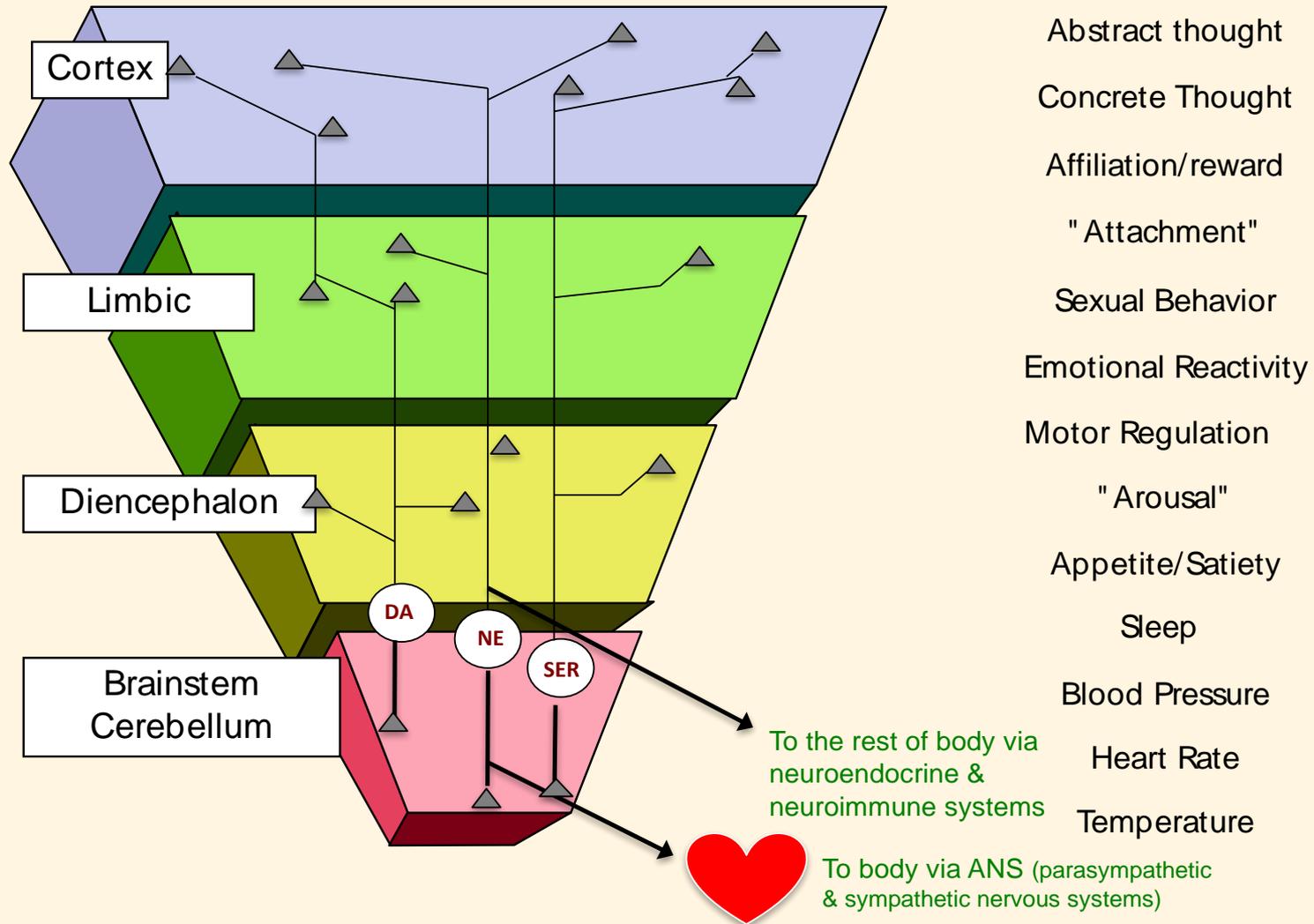


2 Foundation Beliefs about Children:

- *“Children do well if they can”*
Ross W. Greene
- *“Children do well if they want to”*
Almost all incentive programs

#4 Regulation Overview

- Neurodevelopment 101
- State dependent functioning
- Regulation interventions

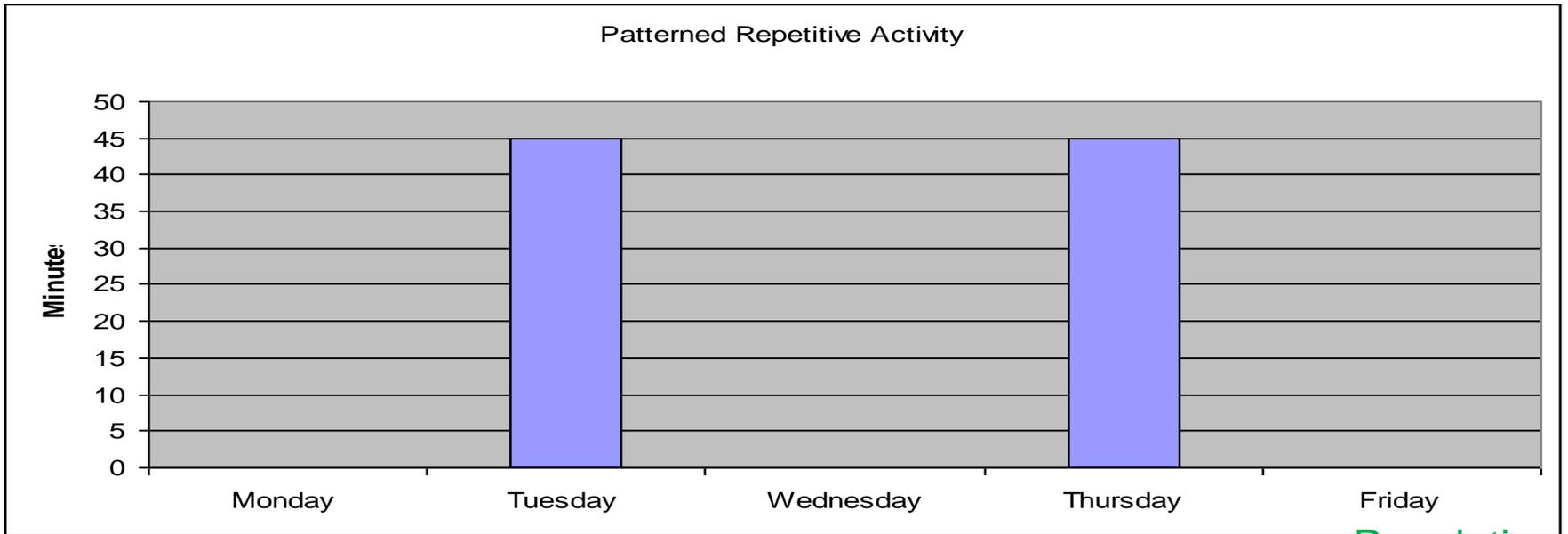
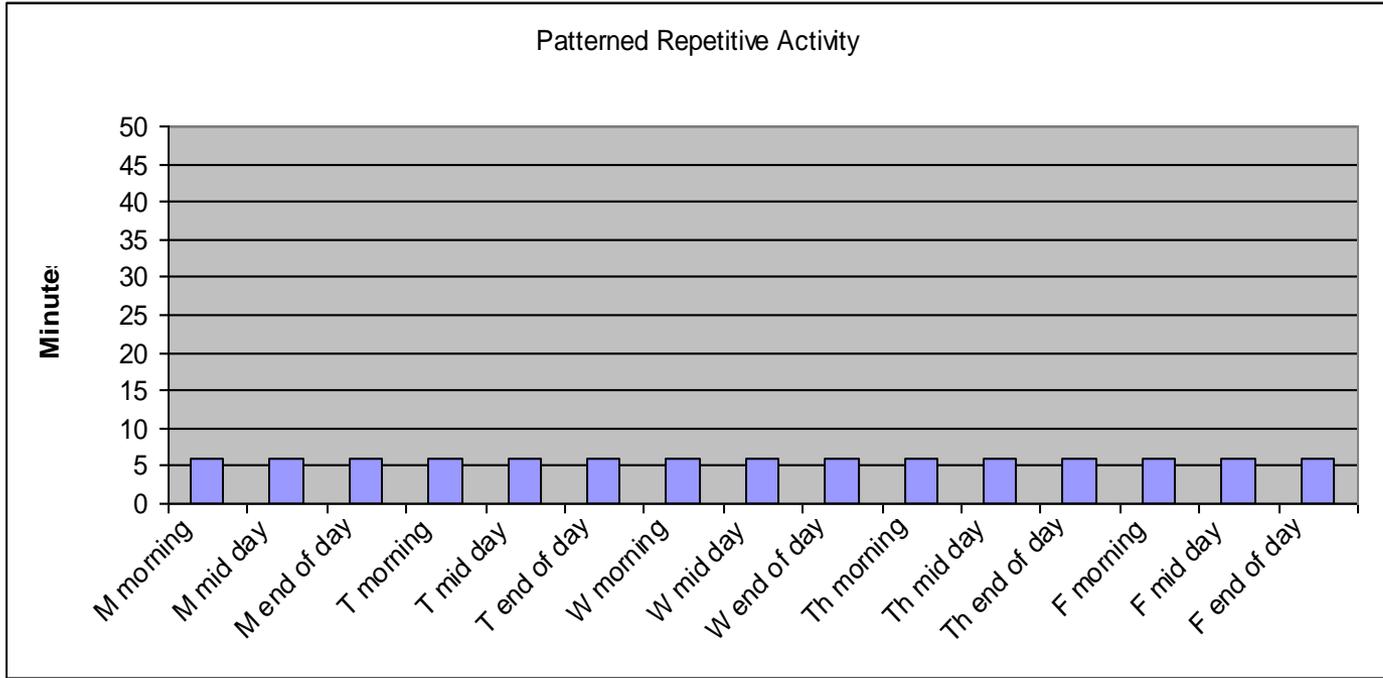


What is regulation?



Regulation Associations





Sensory based activities

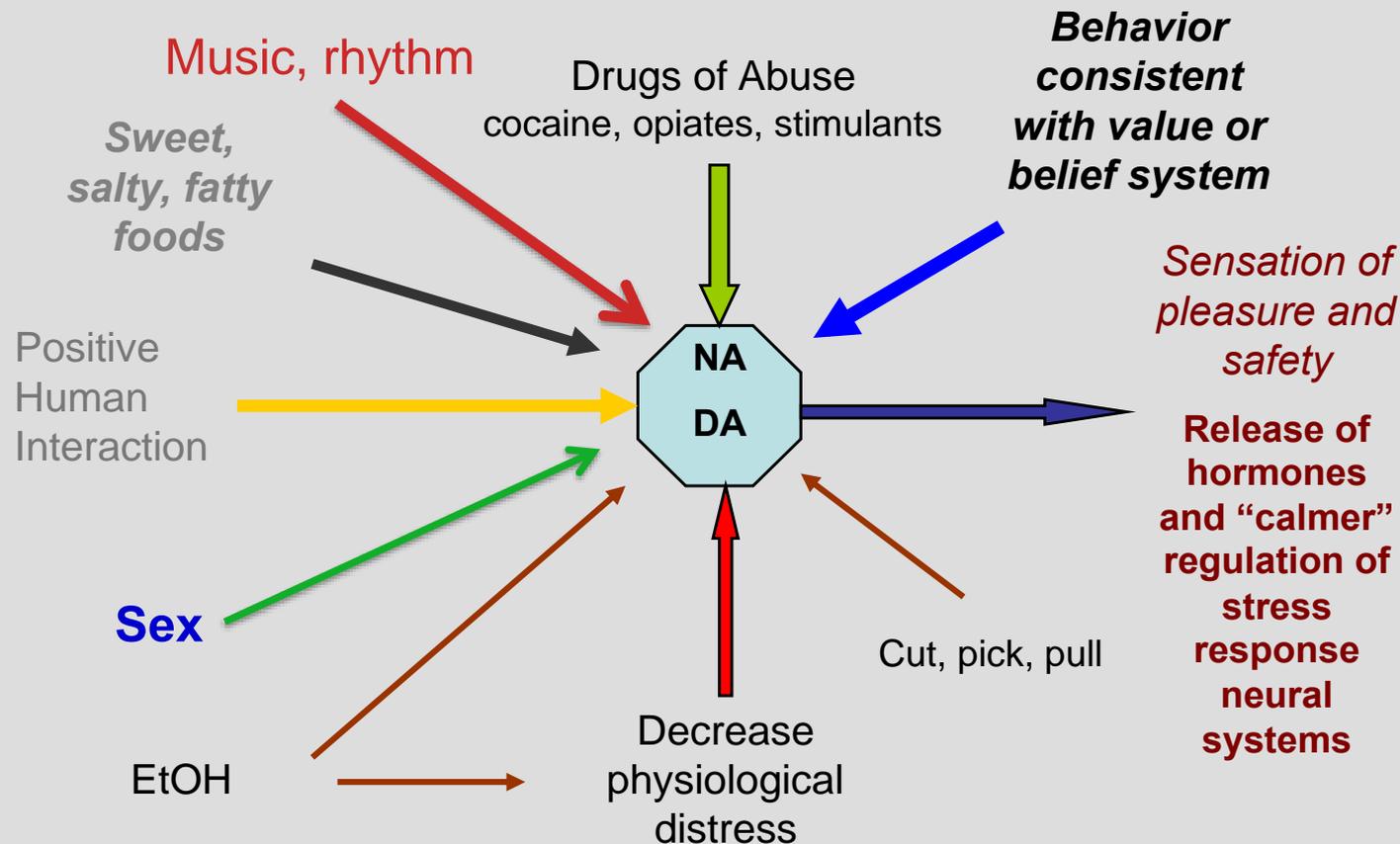
- Touch: Weighted vests/ blankets; Massage/ pressure, fuzzy, squishy stuff
- Sound: Music, silence
- Sight: Pictures, videos
- Smell: Candles, lotion, aromatherapy
- Taste/ oral: Sucking through a straw (applesauce, milkshake etc.)
- Vestibular: Swinging, rocking
- Proprioception / Movement: Swimming, walking/running, jumping

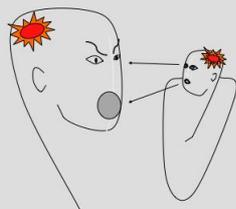
#5 Relationship Overview

- Creating a template
- Safety
- Attunement
- Consequence
 - Sequencing
 - Withholding relationship

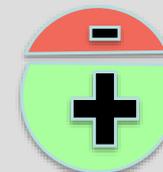
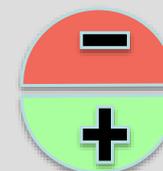
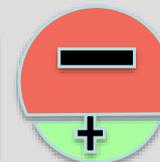
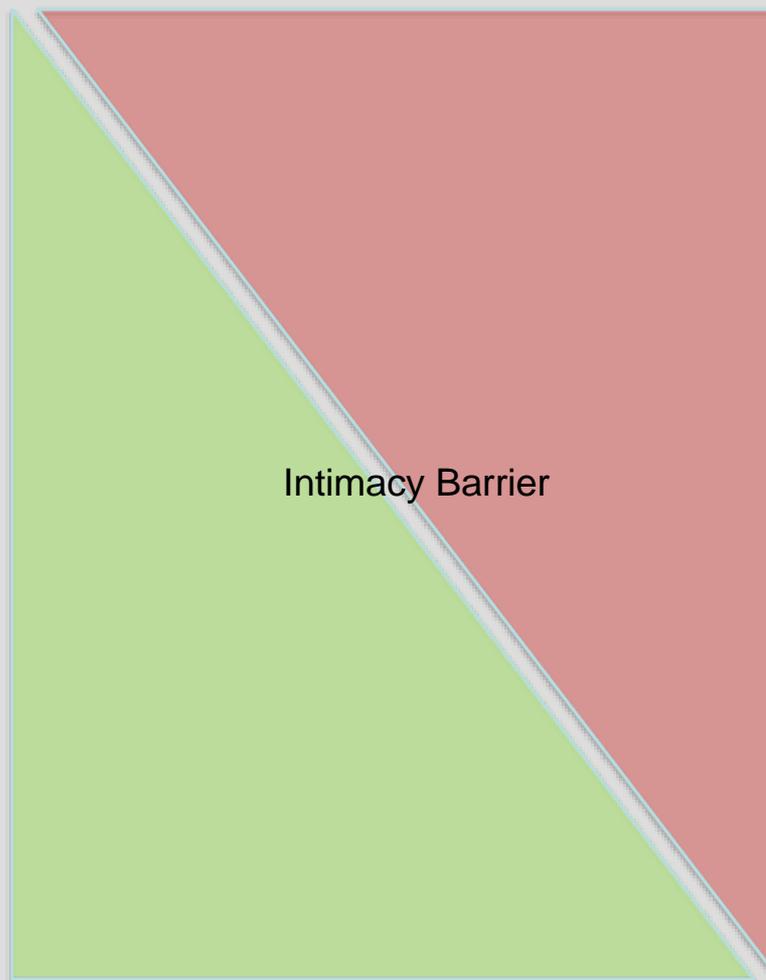
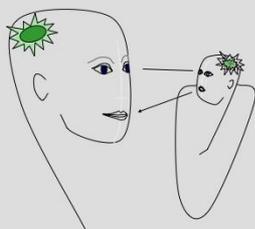


Stimulation of “Reward” Neural Systems in the Human Brain: *Multiple Mediators*





History of Relational Interactions



Casual - Routine - Personal - Intimate

Safety

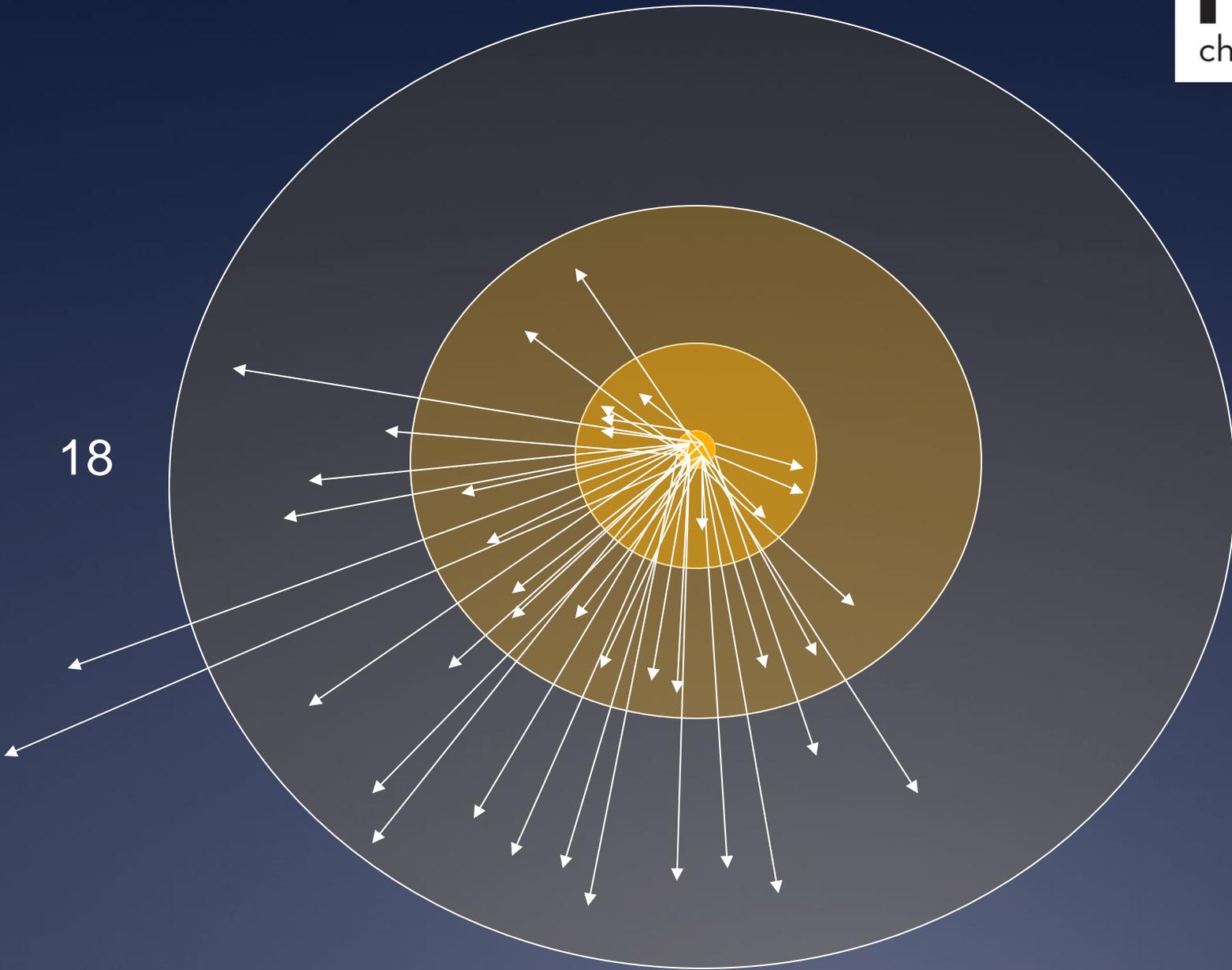
- Predictable structure
- Consistency
- Building on strengths
- Meeting needs
 - Physical safety
 - Recognizing triggers
 - Seclusion and restraint



24

18

6

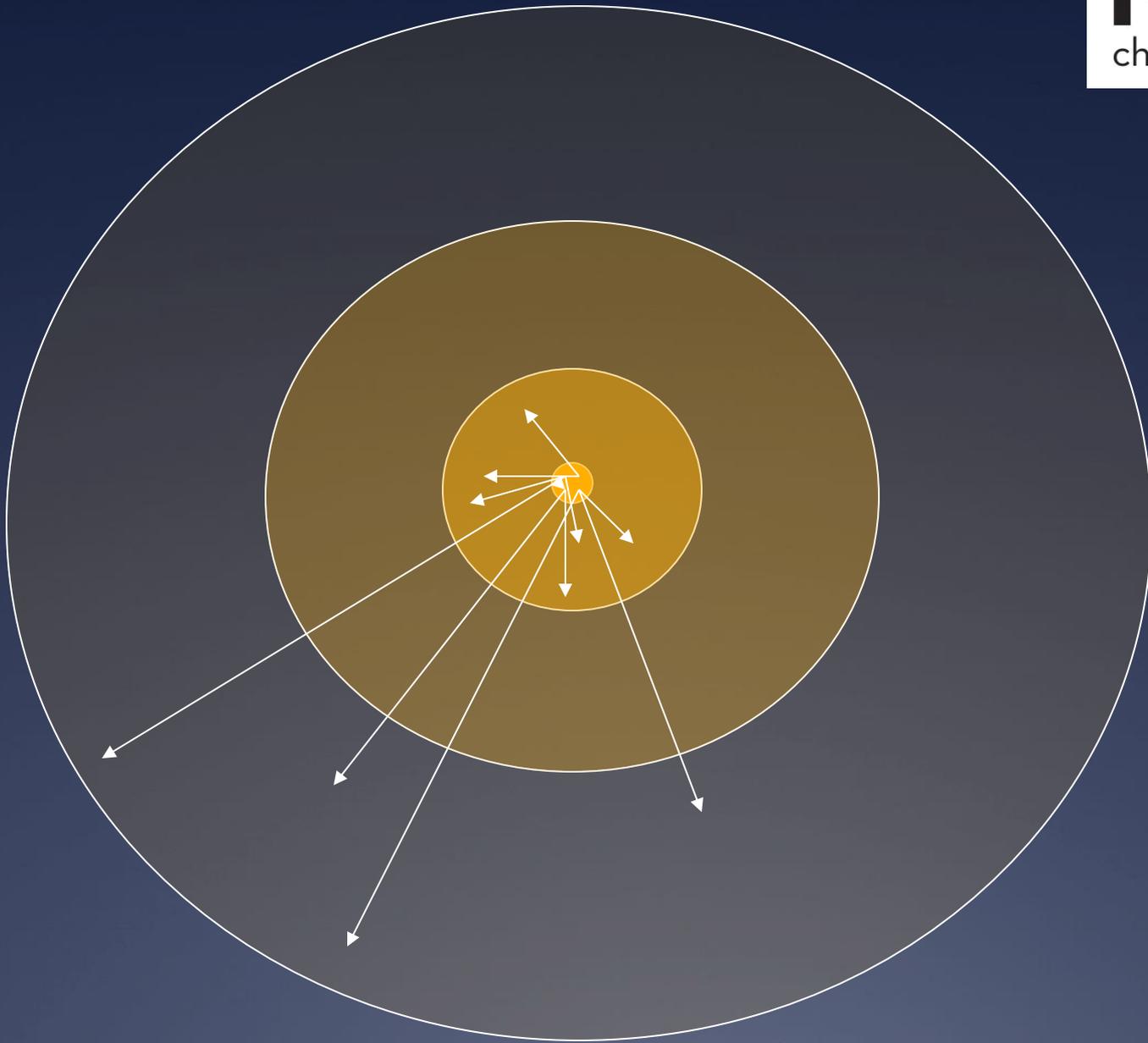


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24

18

6



12

#6: Reason to Be

- Past: How did I come to be?
- Present: Who am I and what is my purpose?
- Future: Who do I hope to become?

Reason to Be: Past

- Cultural identity
- Family identity
- Family loyalty
- Cultural responsive



Reason to be: Present

- Personal identity
- Competence
- Student driven decisions
- Belonging and acceptance
- Meaning
- Resilience



Gang leader to Graduate

<https://www.youtube.com/watch?v=RXJGcqcJckA>

5 Essential Elements of Resilience

Michael Ungar, Ph.D. 2013 www.resilienceresearch.com

1. With Resilience, Nurture Trumps Nature
2. Differential impact of strengths under stress
3. Resilience is cumulative
4. Context and culture Influence what matters most
5. Long term, not all adaptations are advantageous

Reason to Be: Future

- Vision
- Mission/ Values
- Diverse exposure
- Growth mindset
- Optimism, hope and perseverance



#7 Caregiver Capacity Overview

- Wellness
- Secondary trauma
- Balance
- Our Regulation Plan
- A complaint free world



“Classic” Adaptive Response	Rest (M>F)	Flock	Freeze	Flight	Fight
Arousal Continuum	Rest (M > F: A>C)	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest (F > M: C>A)	Avoidance	Compliance	Dissociation	Fainting
Primary secondary Brain Areas	NEOCORTEX <i>Subcortex</i>	SUBCORTEX <i>Limbic</i>	LIMBIC <i>Midbrain</i>	MIDBRAIN <i>Brainstem</i>	BRAINSTEM <i>Autonomic</i>
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

Capacity Quiz.....

- 1) Has your circle of friends changed since you started this work?
- 2) Have you ever struggled to remember what day a meeting happened within the same week?
- 3) Does the TV remote get stuck on Law & Order, CSI, etc.?
- 4) Have you ever remembered at 4:00 that you had to go to the bathroom at 12:00?
- 5) Have you had diminished interest in things that once brought you happiness?

Secondary Trauma

- Signs that it may be “getting to you”
- Emotionally “numb”
- On edge, agitated
- Withdrawn
- Inability to concentrate, poor short term memory recall
- Impaired immune system
- Not willing to talk about it – “they won’t understand”

Pulido & Naturale, ISTSS Presentation,
November 2011

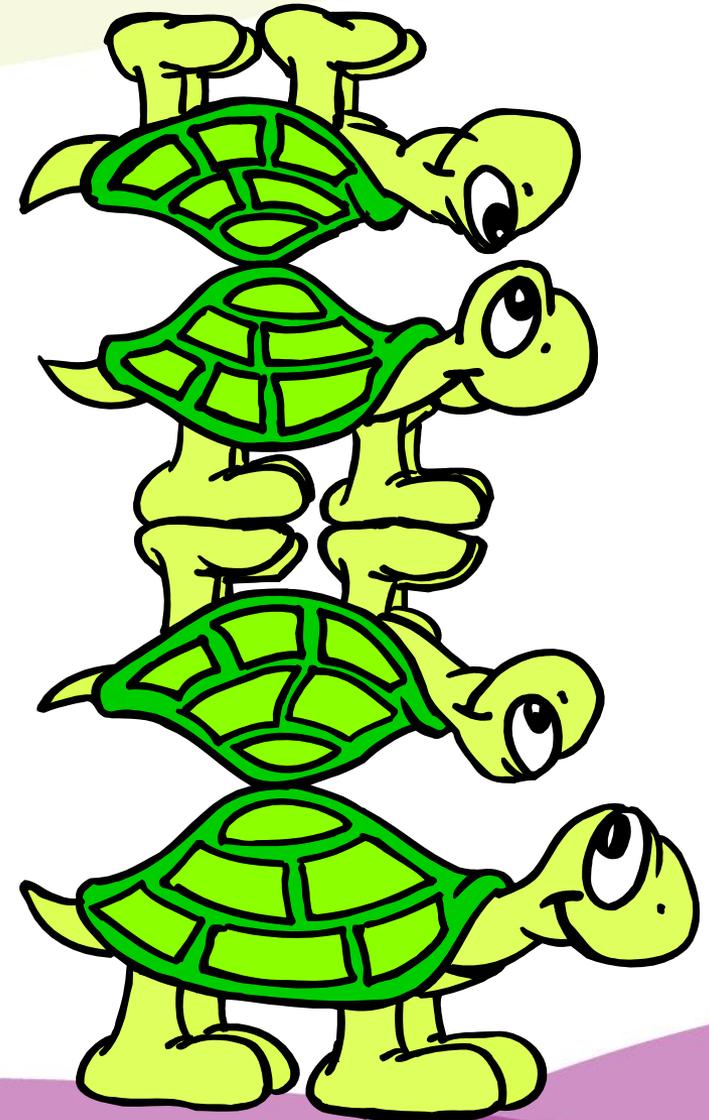
Balance

Did List:

- ✓ managed crisis; client and staff debriefed successfully
- ✓ helped CM find therapist
- ✓ provided effective unscheduled supervision with John
- ✓ did 2 days of e-mail (thorough)
- ✓ created fun in hallway
- ✓ got memo to CEO within an hour

To Do List:

- last week's e-mail
- report for board
- case notes for CSP client
- schedule meeting with Katy
- read grant memo
- f/u with Julie

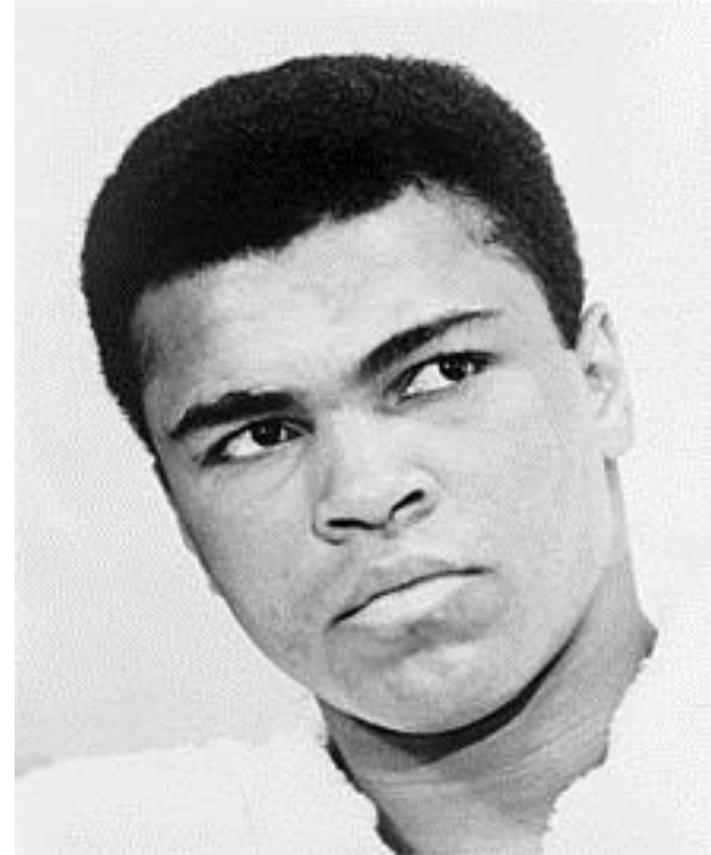


Promising practices...

- Bottom up
- Top down
- EMDR
- De briefing
- Change the narrative

1964

- Civil Rights act signed
- The Beatles
- Cassius Clay
- Cost of a house – 13k
- 42% smokers*



*CDC, 2014

2012

- President Obama re-elected
- Maroon 5
- London Olympics
- Cost of a house – 146k
- 18% smokers*



*CDC, 2014

42% to 18% = 8,000,000 Lives*



*JAMA, 2014

Lessons Learned...

- Adaptation is inevitable
- Every interaction can be therapeutic (or not)
- Pushback happens
- Accountability is still relevant
- Assess trauma relevancy (maybe just ask?)
- Improving the childhood experience for all will not hurt anyone

Next steps



Online Evaluation

Stay Connected

- Social Media: @SaintAorg #7ei
- Join our mailing list: www.sainta.org/trauma-informed-care/inquiry-form
- Visit our website: www.sainta.org
- Additional Training: www.sainta.org/trauma-informed-care/community-training
- Become a 7ei trainer: www.sainta.org/trauma-informed-care/train-the-trainer
- Foster /Adopt: www.growhope.net

Credits



- Slides 5, 16, 22, 23, 25, 26, 33 are used with the permission of the **Child Trauma Academy (CTA)**, Dr. Bruce Perry, <http://childtrauma.org>. These slides cannot be used or copied without the permission of the CTA.
- Dr. Perry is a consultant to the SaintA programs and their trauma informed initiatives, and SaintA is a flagship partner with the CTA. If you are interested in learning more about Dr. Perry's and the CTA's work, including the Neurosequential Model of Therapeutics (NMT), the above website is an excellent place to start.
- Dr. Perry is the author of many books and articles on childhood trauma and its treatment. One of the most widely read among foster and adoptive parents is *The Boy Who Was Raised As a Dog*, (2006). In this work Dr. Perry discusses many of the ideas that form the basis of his work.

Credits

- (Prevalence, Impact), Dr. Rob Anda and Laura Porter, *ACE Interface Master Trainer Education*, <http://www.aceinterface.com/MTE.html>
- (Prevalence, Impact) Centers for Disease Control and Prevention, *Adverse Childhood Experiences Study*, <https://www.cdc.gov/violenceprevention/acestudy/index.html>
- (Perspective Shift) Ross W. Greene, *The Explosive Child*
- (Reason to Be), Michael Ungar, Ph.D.,. 2013
www.resilienceresearch.com

Additional Resources/Selected Bibliography

- National Child Traumatic Stress Network, <http://www.nctsnet.org>
- National Center for Trauma Informed Care, <http://mentalhealth.samhsa.gov/nctic/>
- Bessel van der Kolk, <http://www.traumacenter.org>
- Juli Alvarado, <http://www.coaching-forlife.com/>
- *The Tipping Point*, Malcom Gladwell
- Glasser & Easley, *Transforming the Difficult Child*
- *Are you Brave Enough? Managing Secondary Traumatic Stress at the Agency Level*, Pulido & Naturale, ISTSS presentation, November 2011
- John Medina, *Brain Rules*
- Centers for Disease Control and Prevention, 2014
- Ed Tronick, University of Massachusetts Boston, Still Face Experiment
- Seligman, M.E.P. *Helplessness: On Depression, Development and Death*. 1991

Additional Resources/Selected Bibliography

- *Helping Traumatized Children Learn*, Massachusetts Advocates for Children 2005
- *The Heart of Learning and Teaching Compassion, Resiliency & Academic Success* Wolpow, Ray; Johnson, Mona M.; Hertel, Ron; Kincaid, Susan O. 2009
- <http://www.dpi.wi.gov/sspw/mhtrauma.html> *Creating Trauma-Sensitive Schools to Improve Learning: A Response to Intervention (Rti) Model* Daniel, S.; Dibble N., Dunning, C. Black, P., Hudson, E. Buege, P. 2010
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