TRAUMA INFORMED PRACTICES AND EFFECTIVE TREATMENTS IN SCHOOL AND COMMUNITY SETTINGS

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What will be covered

- Overview of Child Trauma
- Effects of Trauma on the Brain
- Adverse Childhood Experiences (ACEs)
- Resiliency and Healing
- Overview of effective treatment
What is Traumatic Stress

- Overwhelm a child’s capacity to cope and elicit feelings of terror, powerlessness, and out-of-control body response.

- May affect:
  - Ability to trust others
  - Sense of personal safety
  - View of the world and self
  - Ability to navigate stressful events and changes in life
Below is a list of VERY SCARY, DANGEROUS, OR VIOLENT things that sometimes happen to people. These are times where someone was HURT VERY BADLY OR KILLED, or could have been. Some people have had these experiences; some people have not had these experiences. Please be honest in answering if the violent thing happened to you, or if it did not happen to you.

<table>
<thead>
<tr>
<th>FOR EACH QUESTION:</th>
<th>Check &quot;Yes&quot; if this scary thing HAPPENED TO YOU</th>
<th>Check &quot;No&quot; if it DID NOT HAPPEN TO YOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Being in a big earthquake that badly damaged the building you were in.</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>2) Being in another kind of disaster, like a fire, tornado, flood or hurricane.</td>
<td>Yes [ ] No [ ]</td>
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<td>3) Being in a bad accident, like a very serious car accident.</td>
<td>Yes [ ] No [ ]</td>
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<td>4) Being in place where a war was going on around you.</td>
<td>Yes [ ] No [ ]</td>
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<tr>
<td>5) Being hit, punched, or kicked very hard at home.</td>
<td>Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>(DO NOT INCLUDE ordinary fights between brothers &amp; sisters).</td>
<td></td>
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<tr>
<td>6) Seeing a family member being hit, punched or kicked very hard at home.</td>
<td>Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>(DO NOT INCLUDE ordinary fights between brothers &amp; sisters).</td>
<td></td>
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<tr>
<td>7) Being beaten up, shot at or threatened to be hurt badly in your town.</td>
<td>Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>8) Seeing someone in your town being beaten up, shot at or killed.</td>
<td>Yes [ ] No [ ]</td>
<td></td>
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</tbody>
</table>
What is Toxic Stress

• “The excessive or prolonged activation of the physiological system in the absence of the buffering protection afforded by stable, responsive relationships.”

• - American Academy of Pediatrics
Trauma Impacts School Performance

- Lower GPA
- Higher school absences
- Higher drop-out rate
- More suspensions and expulsions
- Decreased reading ability
- Lower cognitive functioning
- Effects attention, memory, and cognition
Behavioral Manifestation

- Impulsive and reactive
- High frustration, anxiety, and anger
- Poor control of emotions
- Physical symptoms (e.g. headaches)
- Poor problem solving and choices
- Overreacting when told what to do
- Misperceived situations or triggers
Brain Development
The Cerebral Cortex (AKA “CEO”)
May not have memory of stressful events

May have never known the student without their emotional and behavioral reactions

Significant stressful events in utero or as a baby change neurological structure
Exposure to Stress

• Vulnerable (sensitivity)
  – Unpredictable
  – High intensity
  – Prolonged exposure

• Resilient (tolerance)
  – Predictable
  – Moderate or low intensity
  – Controlled exposure
Adverse Childhood Experiences Study (ACES)

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Internist
Kaiser Permanente, San Diego
The ACE Score and a Lifetime History of Depression

- **Women**
- **Men**

Percent depressed (%) vs. ACE Score:
- 0: Women 10%, Men 10%
- 1: Women 20%, Men 20%
- 2: Women 30%, Men 30%
- 3: Women 40%, Men 40%
- >=4: Women 50%, Men 50%
The ACE Score and the Prevalence of Attempted Suicide
The ACE Score and the Prevalence of Severe Obesity (BMI $\geq$35)
The ACE Score and the Prevalence Ischemic Heart Disease

<table>
<thead>
<tr>
<th>ACE Score</th>
<th>Percent (%)</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>&gt;=4</td>
<td>5+</td>
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</tbody>
</table>
ACE Score and Teen Sexual Behaviors

ACE Score
- 0
- 1
- 2
- 3
- 4 or more

Percent With Health Problem (%)

- Intercourse by Age 15
- Teen Pregnancy
- Teen Paternity

Graph showing the relationship between ACE score and sexual behaviors among teens.
ACE Score and Drug Abuse

- Percent With Health Problem (%)
- ACE Score categories: 0, 1, 2, 3, 4, >=5
- Graph showing the percentage of people with health problems based on their ACE Score:
  - Ever had a drug problem
  - Ever addicted to drugs
  - Ever injected drugs
ACEs, Smoking, and Lung Disease

ACE Score
- 0
- 1
- 2
- 3
- 4 or more

Percent With Health Problem (%)

Early smoking initiation
Current smoking
COPD

ACE Score
- 0
- 1
- 2
- 3
- 4 or more

Percent With Health Problem (%)

Early smoking initiation
Current smoking
COPD

ACE Score
- 0
- 1
- 2
- 3
- 4 or more

Percent With Health Problem (%)

Early smoking initiation
Current smoking
COPD
ACE Score and the Risk of Being a Victim of Domestic Violence

Risk of Victimization (%)

Women

Men

ACE Score

0 1 2 3 4 >5 0 1 2 3 4 >5
Increased Lifetime Risk

- Alcoholism
- Alcohol abuse, tobacco use, illicit drug use
- COPD – Chronic Obstructive Pulmonary Disease
- Heart disease
- Liver disease
- Death
- Poor health – related quality of life
- Sexually Transmitted Infections (STIs)
- Obesity
Increased Lifetime Risk

- Depression
- Risk for intimate partner violence
- Risk for unintended pregnancy
- Increase teenage sexual activity
- Suicide attempts
- Post-Traumatic Stress Disorder
Resiliency & Healing
Those who manage to continue to be successful despite severe adversity are called “resilient”

- It is an innate ability to adapt

- Sometimes coping skills are unhealthy but necessary.
Unhealthy Coping

• Alcohol, tobacco, illicit drug use (self-medication; arousal)
• Teenage sexual activity (arousal)
• Suicide attempts (communication; way out)
• Depression (Isolation; avoidance)
• Chronic stress (on guard; protection)
• Unhealthy eating and obesity (arousal)
• Intimate partner violence (power; control)
The Power of a Relationship

• Relationships & lack of relationships can hurt
• Relationships can heal

• Social Reinforcement is Expected
• Social Reinforcement is the glue that holds us all together
3 Year Old Children

Normal

Extreme Neglect
Counterconditioning
Goldilocks Rule/ Therapeutic Window
The Cerebral Cortex (AKA “CEO”)
What can we do to keep the “CEO” working

• Calm self first – slow deep breaths

• Calm tone

• Slow pace

• Physical position and size

• Location of door/cornering
Exposure to Stress

• **Vulnerable (sensitivity)**
  – Unpredictable
  – High intensity
  – Prolonged exposure

• **Resilient (tolerance)**
  – Predictable
  – Moderate or low intensity
  – Controlled exposure
NCTSN’s Core Components of Treatment
Core Components: Cultivation

- High risk screening
- Triage to different levels and types of intervention
- Systematic assessment, case conceptualization, and treatment planning
- Engagement/addressing barriers to service-seeking
- Motivational interviewing
- Psychoeducation about trauma reminders and loss reminders
- Psychoeducation about posttraumatic stress reactions and grief reactions
Core Components: Connect

- Teaching emotional regulation skills
- Maintaining adaptive routines
- Parenting skills and behavior management
- Constructing a trauma narrative
- Teaching safety skills
- Advocacy on behalf of the client
Core Components: Consolidate

- Teaching relapse prevention skills
- Monitor client progress/response during treatment
- Evaluate treatment effectiveness
Review

• Adverse Childhood Experiences impact the entire life of the individual
  – Six or more

• Trauma & toxic stress changes the structure and functioning of the brain

• Effective strategies and treatments are available

• Healing can occur
  – Naturally or with professional intervention
Thank you!

- Thank you, Gracias, Hahoo, Dank u wel, Dua netjer en etj, Vinaka, Kiitoksia, Merci, Aayya, Danke, Efcharisto, Toda, Takk, Go raibh maith agat, Arigato, Gratia, Webale, Grazzi, Laengz zingh, Nihedebil, Bayarlalaa, Tusen takk, Dzieki, Obrigado, Da-wah-eh, Spasibo, Multumesc, Tapadh leibh, Hvala, Sha ja non, Gracies, Inwali, Tack, Khawp khun, Diolch