Guiding our community’s children through life’s critical moments with trauma-informed mental health and child development services.
Surviving and Thriving: Trauma and Resilience

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Impact of Right and Left Hemisphere Talk
One in four children will experience trauma by age four.

Source: SAMHSA
Definition of Trauma

Trauma is an event or experience that creates extreme stress that overwhelms a person’s ability to cope.
Some Signs of Trauma

- Avoidance of trauma-related thoughts or feelings
- Intrusive memories of the event or nightmares about the event
- Hyper-arousal or exaggerated startle response
- Hyperactivity
- Irritable or aggressive behavior
- Withdrawal or social isolation
Key Component of Trauma

Is the experience of loss!
Due to that loss, people seek:

• Power and Control
• Boundaries
• Safety, Trust and Protection
• Attention
• Attachment and Connection
• Consistency
• Positive Sense of Self (purpose and contribution)
• Tension Release
• Soothing
• Sensation and Feeling
Key Components of Trauma-Informed Care

Respond to the need rather than react to the behavior.
Key Components of Trauma-Informed Care

Ask the question...

“What happened to you?”

(Instead of “what is wrong with you?”)
<table>
<thead>
<tr>
<th>Types of Trauma Include...</th>
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<tbody>
<tr>
<td>Community Violence</td>
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<tr>
<td>Domestic Violence</td>
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<tr>
<td>Medical Trauma</td>
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<tr>
<td>Natural Disasters</td>
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<td>Physical Neglect</td>
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<tr>
<td>Physical Abuse</td>
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<tr>
<td>Refugee Trauma</td>
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<tr>
<td>School Violence</td>
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<tr>
<td>Sexual Abuse</td>
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<tr>
<td>Terrorism</td>
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<td>Traumatic Grief</td>
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<tr>
<td>House Fire</td>
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<tr>
<td>Homelessness</td>
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<tr>
<td>Death of a Caregiver</td>
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<tr>
<td>Military Deployment</td>
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<tr>
<td>Substance Abuse</td>
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</tbody>
</table>
ACES- Adverse Childhood Experiences

1. Emotional Abuse
2. Physical Abuse
3. Sexual Abuse
4. Emotional Neglect (feeling unloved and unwanted)
5. Physical Neglect (including poverty)
6. Parental Separation or Divorce
7. Domestic Violence
8. Substance Abuse in Family
9. Mentally Ill Family Member
10. Incarcerated Family Member
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
- 298% more likely to contract an STD
- 555% more likely to develop alcoholism
Risk Associated with Trauma

Shift from an ACE Score of 0 to 4:

• Nearly 400% increase in the risk of emphysema or chronic bronchitis
• 1200% increase in the likelihood of suicide
Risk Associated with Trauma

On average, people with an ACE score of 6 or higher will have a lifespan shortened by 20 years.
Increased ACE score is correlated with problems with:

- 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
Childhood Experiences vs. Adult Alcoholism
ACE Score and the Risk of *Perpetrating* Domestic Violence

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

Risk of Perpetration (%) vs. ACE Score
Childhood Experiences Underlie Suicide Attempts

Mental Health

% Attempting Suicide

ACE Score

0 1 2 3 4+

0 5 10 15 20 25
Impact of TRAUMA on the Brain
Types of Stress

- Positive Stress
- Tolerable Stress
- Toxic Stress
Mechanisms by which adverse childhood experiences influence health and well-being throughout the lifespan.
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.
Mechanisms by which adverse childhood experiences influence health and well-being throughout the lifespan.
Misbehavior or Stress Behavior? or Skill That Was Never Learned?

“Read the signs and reframe the behavior.”

Respond to right-brain behavior with a right-brain communication.

--From Self-Reg by Dr. Stuart Shanker
Connect, then Redirect

The magic formula...
1. Recognize where the person currently is (downstairs brain/emotional tsunami)
2. Connect with the emotion (right brain) until temperature reduces – Empathize
   • Listening with your heart/right brain - it takes effort!
   • Acknowledging feelings first - empathize
   • Non verbal signals - touching, empathetic facial expressions, nurturing tone of voice, and non-judgmental listening
   • Put yourself into their shoes - get a grasp of what is happening for them
3. Redirect with the logic (left brain)

RIGHT (feelings) + LEFT (facts) = Whole Brain INTEGRATION
Three basic building blocks to success:
Adapted from the research of Dr. Margaret Blaustein

**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
Attachment Strategies

• Calling students by name
• Buddies- especially for new students
• Student groups
• Active and Reflective listening
  What else?
Trauma-Informed Responses

• “It makes sense that you are feeling this way.”
• “Help me understand how you feel.”
• “Let’s talk about ways I can help you if you are ready.”
• “I’m sorry that happened. This is not your fault.”
• “I care about you. How can I help?”
• “I am here for you when you are ready for help.”
Regulation Strategies

Emotional Regulation

• Feelings identification and vocabulary
• Empathy for others

What else?
Regulation Strategies

Body Regulation

- Fidgets
- Bouncing
- Standing
- Exercise
- Chair bands
- Play-doh
- Mandalas
- Coloring sheets
- Gum and chewing
- Rhythm

What else?
Competency Strategies

- Student groups
- Support strengths (rather than focus on deficits)
- Give kids jobs

What else?
Questions to ask:

<table>
<thead>
<tr>
<th>Instead of:</th>
<th>Think:</th>
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<tbody>
<tr>
<td>This is intentional misbehavior</td>
<td>This is a lack of a skill</td>
</tr>
<tr>
<td>Shaming for lack of skills</td>
<td>How do we build the missing skills</td>
</tr>
<tr>
<td>Criticism will help</td>
<td>Nurturance will help</td>
</tr>
<tr>
<td>Blaming the individual</td>
<td>Teaching the individual</td>
</tr>
<tr>
<td>Punishment will help</td>
<td>Discipline and structure will help</td>
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Self-Care

How you treat yourself is how you are inviting the world to treat you.

Self-care is not self-indulgence. Self-care is self-respect.
Self-Care

How do we take care of ourselves?

Vicarious Trauma or Secondary Trauma
Creating Trauma-Sensitive Schools

- Training & Professional Development
- Parental Engagement
- Mental Health Services
- Restorative Practices
Definition of a trauma-informed approach

- **Realize** the widespread impact of trauma
- **Recognize** the signs and symptoms of trauma in others
- **Respond** with fully-integrated policies, procedures and practices
- Actively seek to **resist re-traumatization**
Principles of a Trauma-Informed Approach

– Safety
– Trustworthiness and transparency
– Peer support and mutual self-help
– Collaboration and mutuality
– Empowerment, voice, and choice
– Cultural, historical, and gender issues
Ten Implementation Domains of Trauma-Informed Care

1. Governance and Leadership
2. Policy
3. Physical Environment
4. Engagement and Involvement
5. Cross Sector Collaboration
6. Screening, Assessment, Treatment Services
7. Training and Workforce Development
8. Progress Monitoring and Quality Assurance
9. Financing
10. Evaluation
Trauma-Sensitive Schools Checklist

School-wide Policies and Practices

• Predictable and safe environments that are attentive to transitions and sensory needs.
• Discipline policies balance accountability with an understanding of trauma.
• Staff support including supervision and/or consultation with a trauma expert and classroom observations.

From Trauma-Sensitive Schools Checklist: Lesley University, Center for Special Education and the Trauma and Learning Policy Initiative, of Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School
Trauma-Sensitive Schools Checklist

Classroom Strategies and Techniques

• Activities are structured in predictable and emotionally safe ways.
• Regulation of emotions and modulation of behaviors.
• Classrooms employ positive supports for behavior.

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Collaborations with Mental Health

• Policies for mental health referrals.
• Access to trauma-competent mental health services.
• Protocols for helping students transition back to school from other placements.

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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

ACE Interface
Thank you for all that you do for our community!

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