



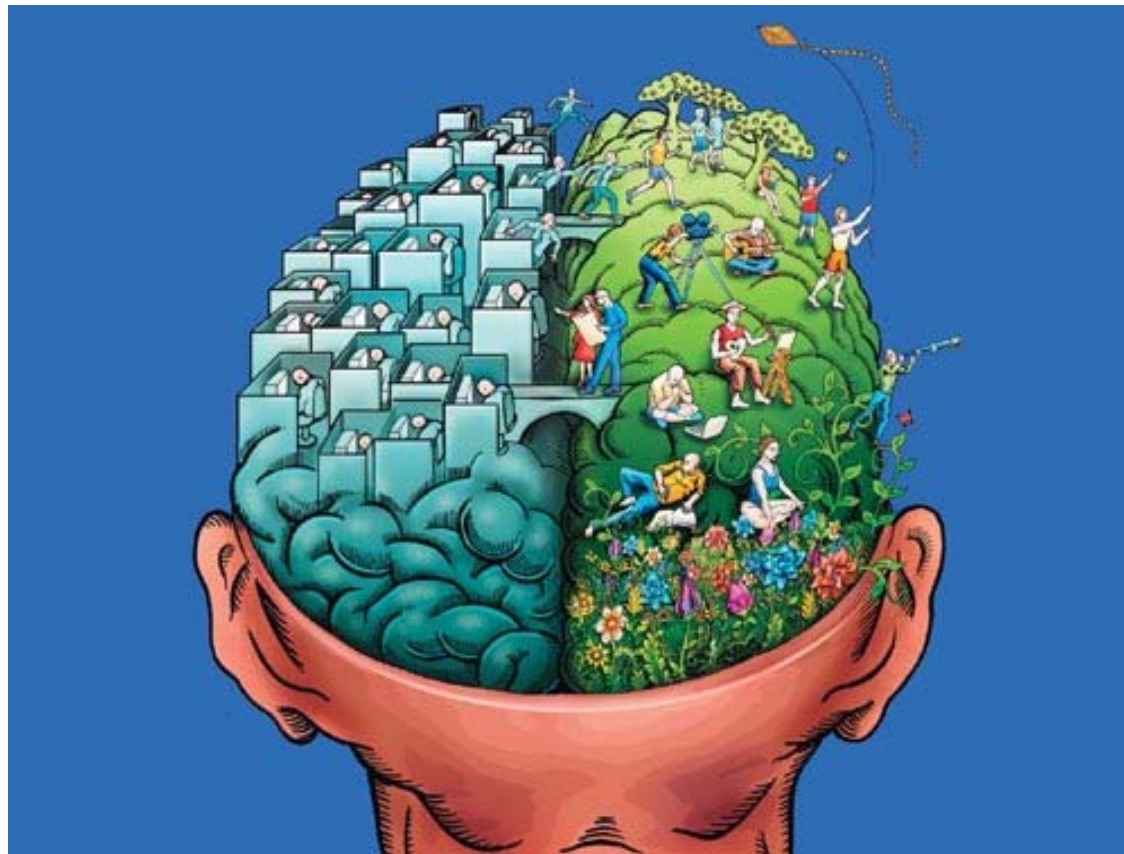
*Building on What is Strong, not What is Wrong:
Relevance of Trauma and Resilience to Youth and
Families in Virginia.*

Presented by:

Dr. Allison Sampson-Jackson, LCSW, LICSW, CSOTP



Impact to Right and Left Hemisphere Talk



Left Right Brain Conflict



BLUE YELLOW BLACK
RED BLUE ORANGE
GREEN PURPLE RED
BLACK RED ORANGE
GREEN BLUE BLACK
RED PURPLE YELLOW

Self-Care Alert!

- Step out and take a break
- Talk to someone you trust
- Do something relaxing



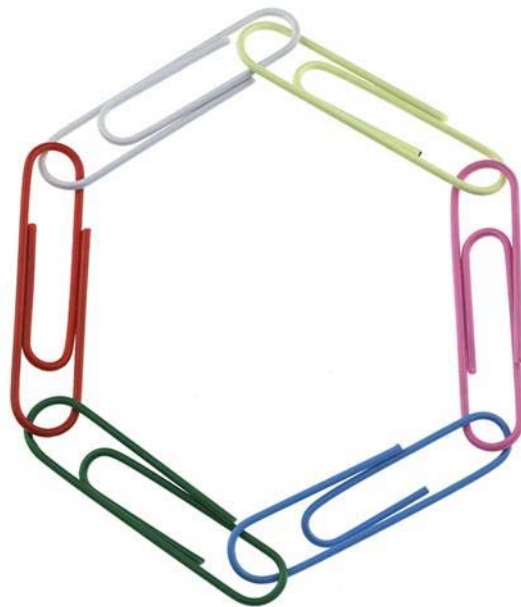
*What is Trauma ?
Why Does it Matter?*

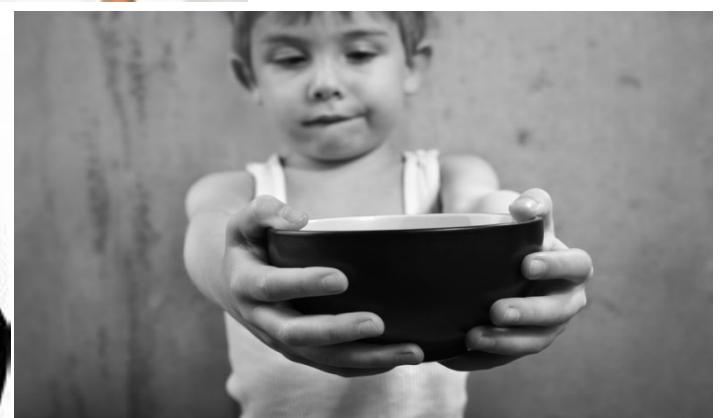


Defining Trauma

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







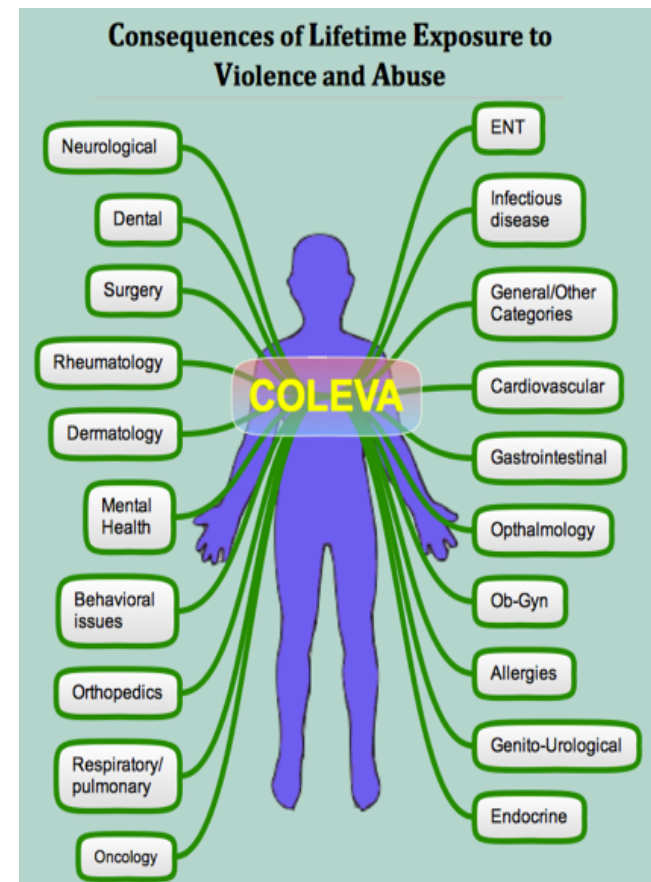
Adverse Childhood Experiences (ACEs) – A Primer Video

- Emotional abuse
- Physically abuse
- Sexual abuse
- Not loved, not important
- Poverty
- Using drugs/substances
- Separation/divorce
- Mother- interpersonal violence
- Substance abuse
- Mentally health diagnosis
- Prison

*Remember this is a research tool or for your personal reflection now, not intended to be read to someone and used independently as a screen

Consequences of a Lifetime Exposure to Violence and Abuse

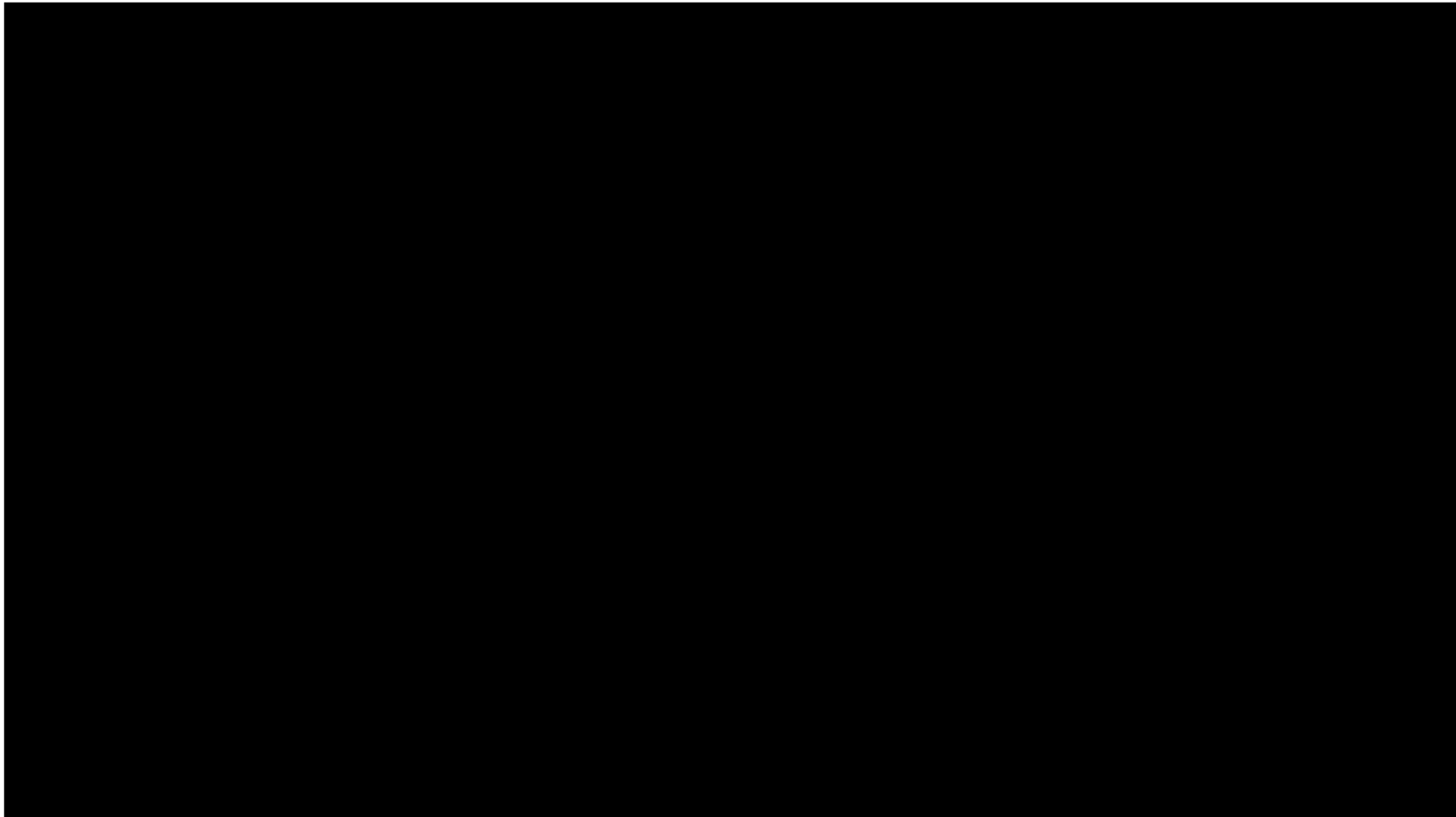
- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)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



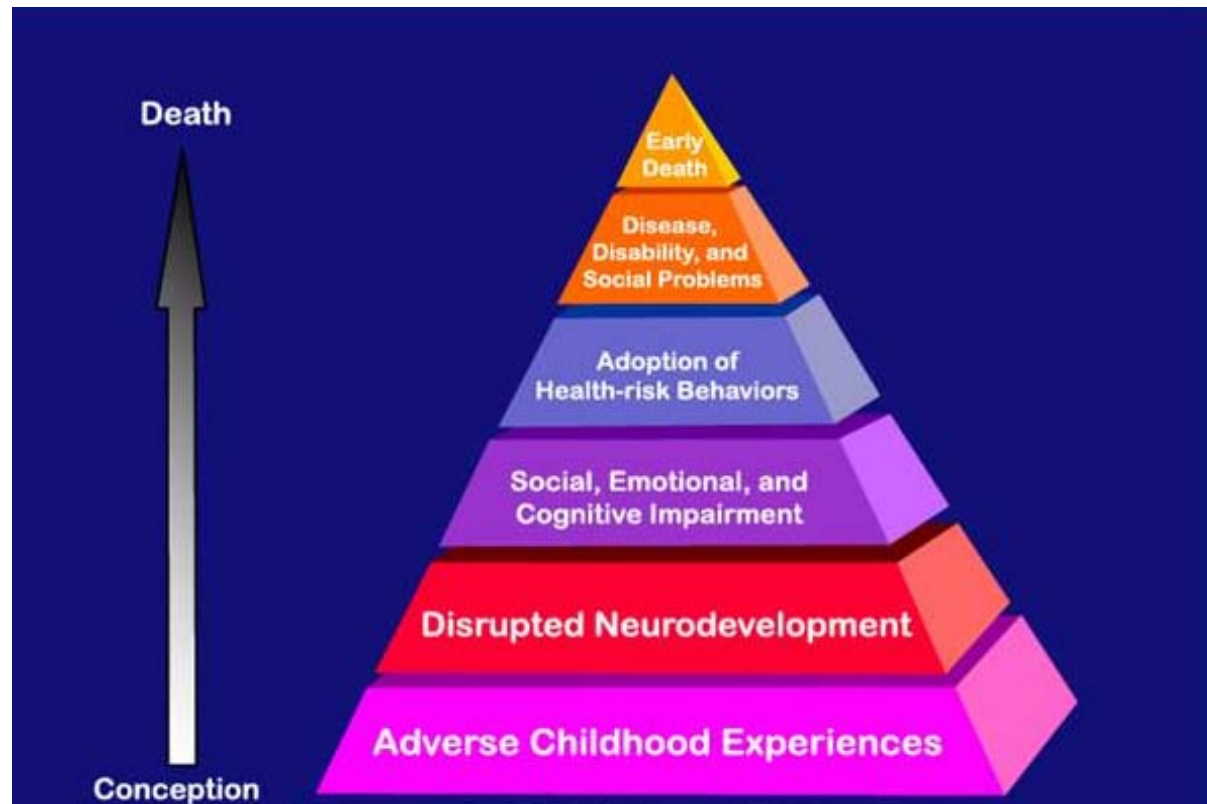
Shift from an ACEs Score of 0 to 4 Population Health

- 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

Listening to Our Youth



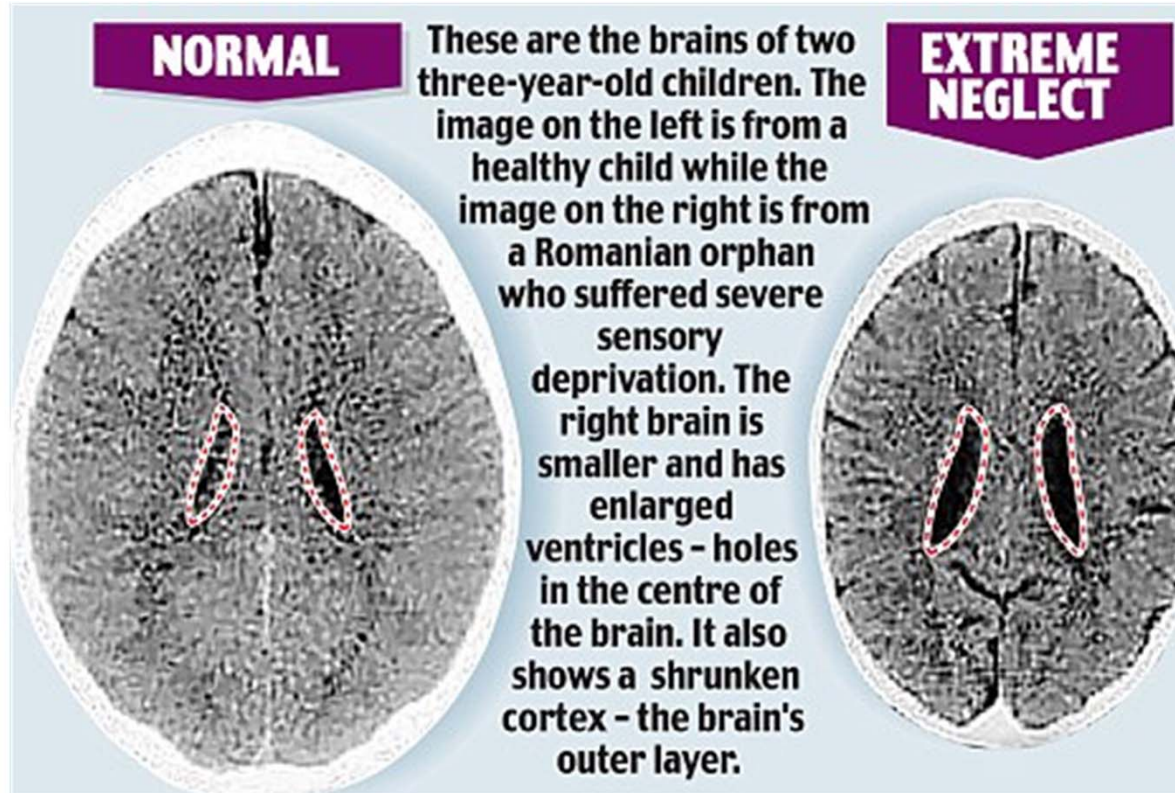
Mechanisms by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



Trauma's Impact on the Brain



Severe Trauma's Impact to the Brain




How Stress Changes the Brain



HOW STRESS CHANGES A CHILD'S BRAIN

3-YEAR-OLD CHILDREN


Normal



■ 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.

Extreme neglect



■ 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.

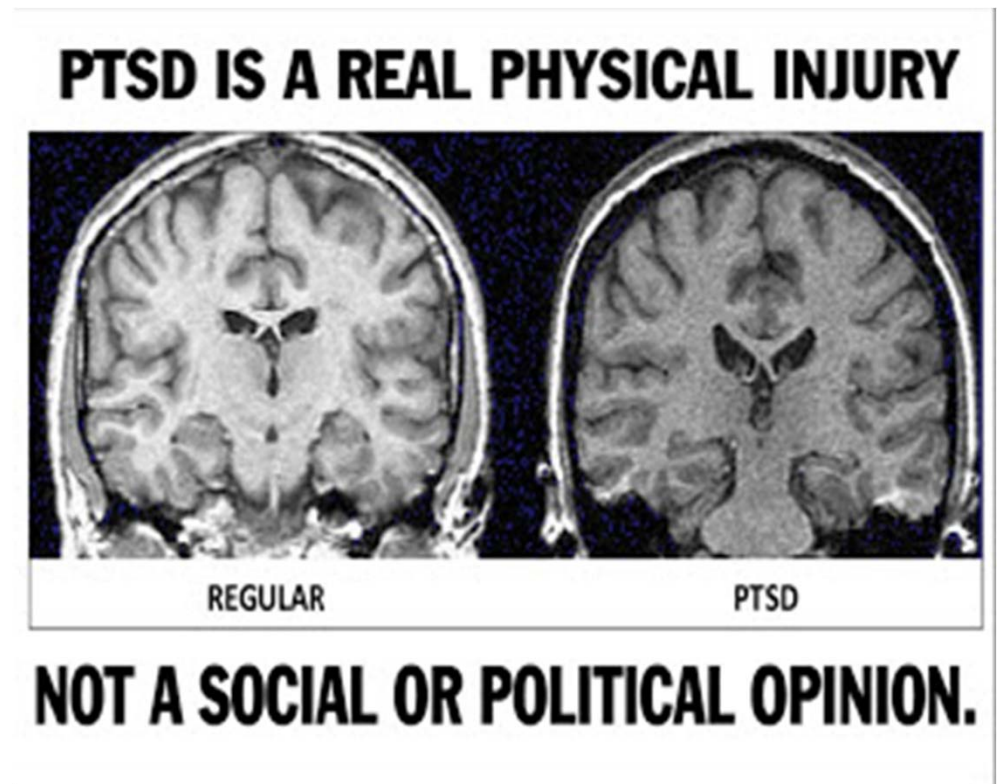
■ Associated with greater risk of chronic disease and mental health problems in adulthood.

PTSD

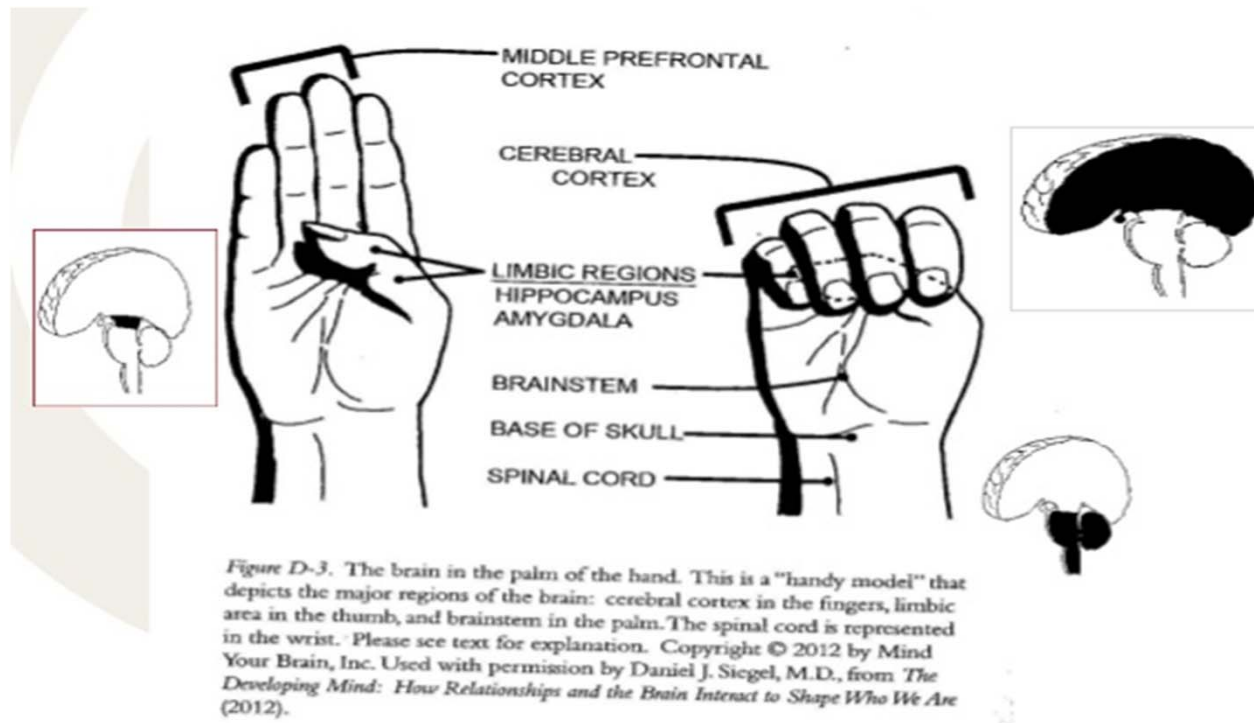
Recent studies have shown that victims of childhood abuse and combat veterans actually experience physical changes to the hippocampus, a part of brain involved in learning and memory, as well as in handling of stress.

Hippocampus works closely with medial prefrontal cortex, area of brain that regulates our emotional response to fear and stress.

Neuroscience is changing the direction of mental health services. Psychotherapy is no longer a "soft science." This brain scan shows the changes in the brain of person suffering from PTSD.



Dr. Dan Siegel's "Handy Model"





Effects on Behaviors

- Respond to the need
- Don't react to the behavior



BIG PICTURE ...



Many of the symptoms we are seeing in the children we work with are direct results of coping with trauma ...

When we try to take away their coping, families and children often withdraw and protect themselves from us ...

Be aware of the “invisible suitcase” that our children and parents bring with them as they move into the system and often away from everything they know ...

Cross Generational Trauma ...

What about the caregivers



Perspective of a parent ...



Poem ...

Perspective on children of trauma who have now grown up to be parents ...

Understanding how trauma may be impacting a birth parent

Impact of trauma on communication and decision making of adult caregivers

Data on caregivers needs



Cross- Generational Trauma Histories

*Hendricks (2012) Chapter 12 of Creating Trauma Informed Child Welfare Systems
Using Trauma Informed Services to Increase Parental Protective Factors*

Why does it matter to us ?

- Affects the emotions and behaviors of the parents and thus their communication and decision-making
- All that we have learned about trauma, attachment, and the brain now applies to the parents
- Is an important consideration in kinship care and relative placements
- Not addressing parental trauma history decreases the parenting abilities of all caregivers in the child's life ... results in disrupted placements and client recidivism



Cross-Generational Trauma Histories

*Hendricks (2012) Chapter 12 of Creating Trauma Informed Child Welfare Systems
Using Trauma Informed Services to Increase Parental Protective Factors*

If a parent has had chronic trauma in their own childhood it impacts

- Ability to engage in positive parent child interactions
- Ability to protect their own children
- Ability to help their children recover from trauma
- Ability to cope and function with Child Welfare interventions (including removal) with their children



Cross-Generational Trauma

*Hendricks (2012) Chapter 12 of Creating Trauma Informed Child Welfare Systems
Using Trauma Informed Services to Increase Parental Protective Factors*

- Women who have experienced trauma are more likely to self-medicate with a substance (55-99%) (1)
- Intergenerational transmission of trauma (Depression, PTSD) (2)
- Unresolved childhood trauma can lead to reenactments with partners in adult relationships and/or with their children (3)
- Unresolved childhood trauma can lead to difficulty forming secure attachments with their children (4)
- Childhood trauma can result in parenting styles that include threats & violence (2)
- Childhood sexual abuse survivors can miss “red flags” of sexual abuse with their own children due to avoidance of trauma memories themselves (2)

1) Najavits, Weiss, & Shaw (1997) *The American Journal on Addiction*, 6 (4), 273-283

2) Hendricks, A. (2012). *Using Trauma-Informed Services to Increase Parental Factors* (pp. 89-91)

3) Walker (2007) *Journal of Social Work Practice*, 21 (1), 77-87.

4) Main & Hess (1990) In M. Greenberg, D. Cicchetti, & E. Cummings (Eds.), *Attachment in the preschool years: Theory, research, and intervention* (pp. 121-160)



Cross-Generational Trauma

*Hendricks (2012) Chapter 12 of Creating Trauma Informed Child Welfare Systems
Using Trauma Informed Services to Increase Parental Protective Factors*

Caregiver functioning following a child's exposure to trauma is a major predictor of child's functioning (1 & 2)

If we want to improve a child's outcome, we must address parent's trauma history ... failure to do so can result in (2) ...

- Failure to engage in treatment services
- An increase in symptoms
- An increase in management problems
- Retraumatization
- An increase in relapse
- Withdrawal from service relationship
- Poor treatment outcomes

1) Linares et al (2001) *Child Development*, 72, 639-652

2) Liberman, Van Horn, & Ozer (2005) *Development and Psychopathology*, 17, 385-396

3) Hendricks, A. (2012) pp. 91

Pro-Active Approaches with Parents



- Utilize trauma focused screening and assessment and treatment services with all family members including the birth family
- Don't just make a referral to general mental health services, substance abuse services, or domestic violence services
- Advocate for better trained service providers
- Promote awareness of parent trauma across Child Welfare System

Hendricks, A. (2012) *Using Trauma Informed Services to Increase Parental Protective*

Trauma and Schools



Developing Trauma Informed Schools



Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

University of Southern California

USC School of Social Work

Principal Investigator, USC/LAUSD/RAND/UCLA

Trauma Services Adaptation Center

for Resilience Hope and Wellness in Schools and Communities

National Child Traumatic Stress Network

LAUSD Trauma Informed Beginnings – February 1984

49th Street School

- Sniper Shooting – 57 high power rounds
- Two killed – one 9 year old child and one adult
- 12 students and faculty wounded
- Led to the creation of the first school district crisis team

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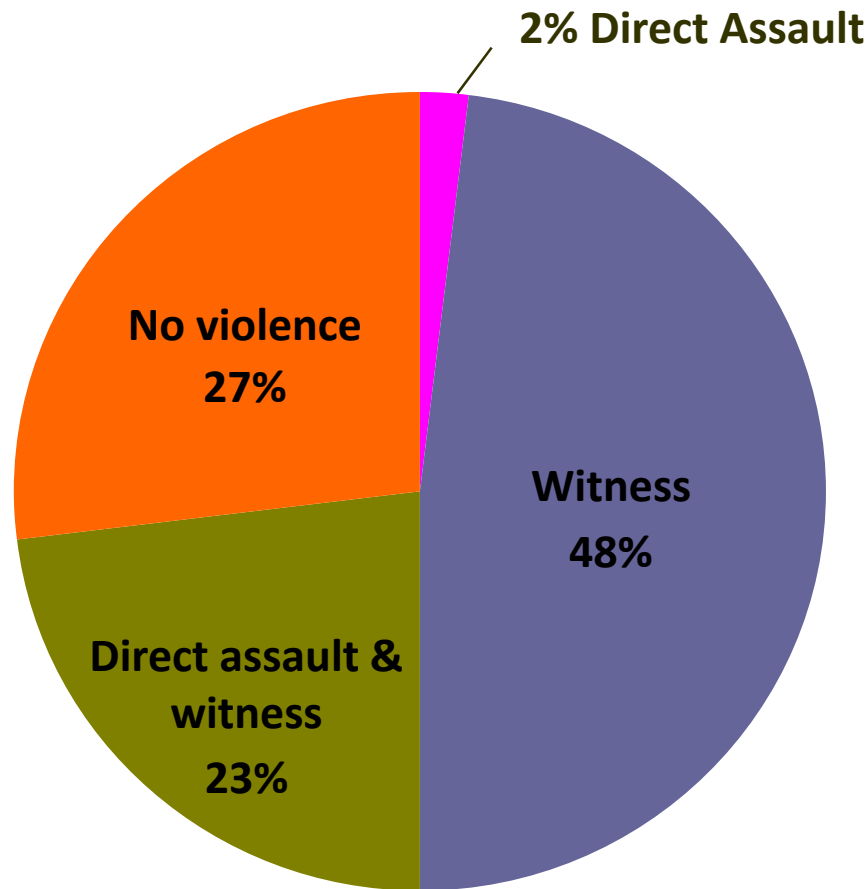
Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

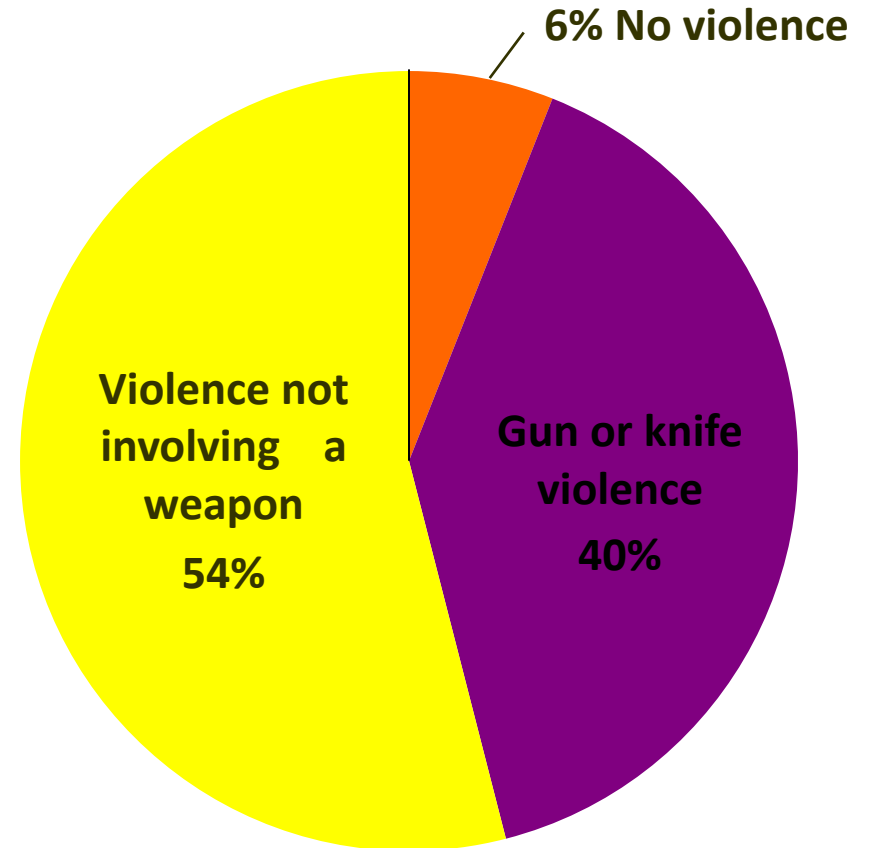
University of Southern California, School of Social Work



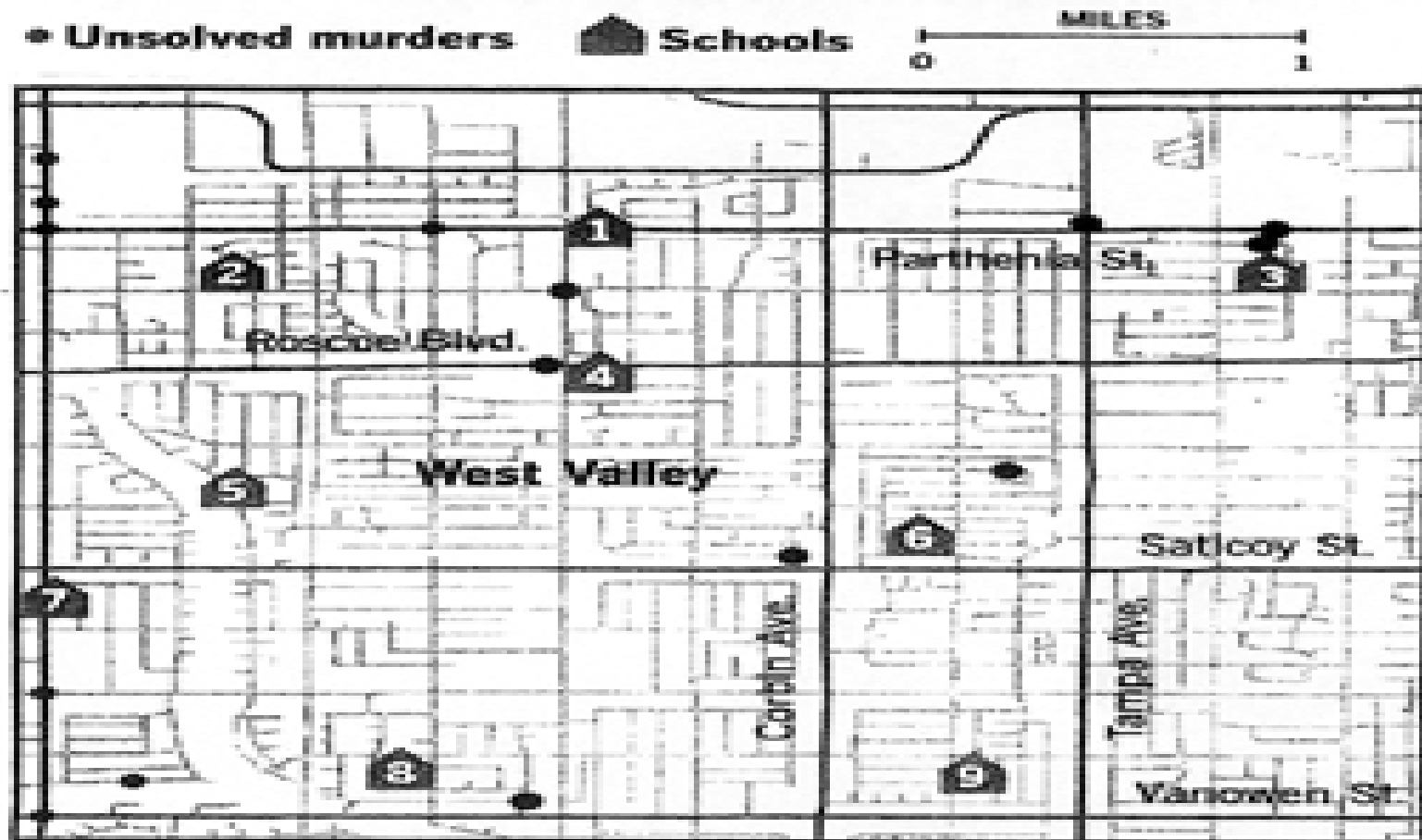
A Startling Number of Students Are Exposed to Violence



National Survey of Adolescents 1995



The LA Unified School District
6th-Grade Students, 2004

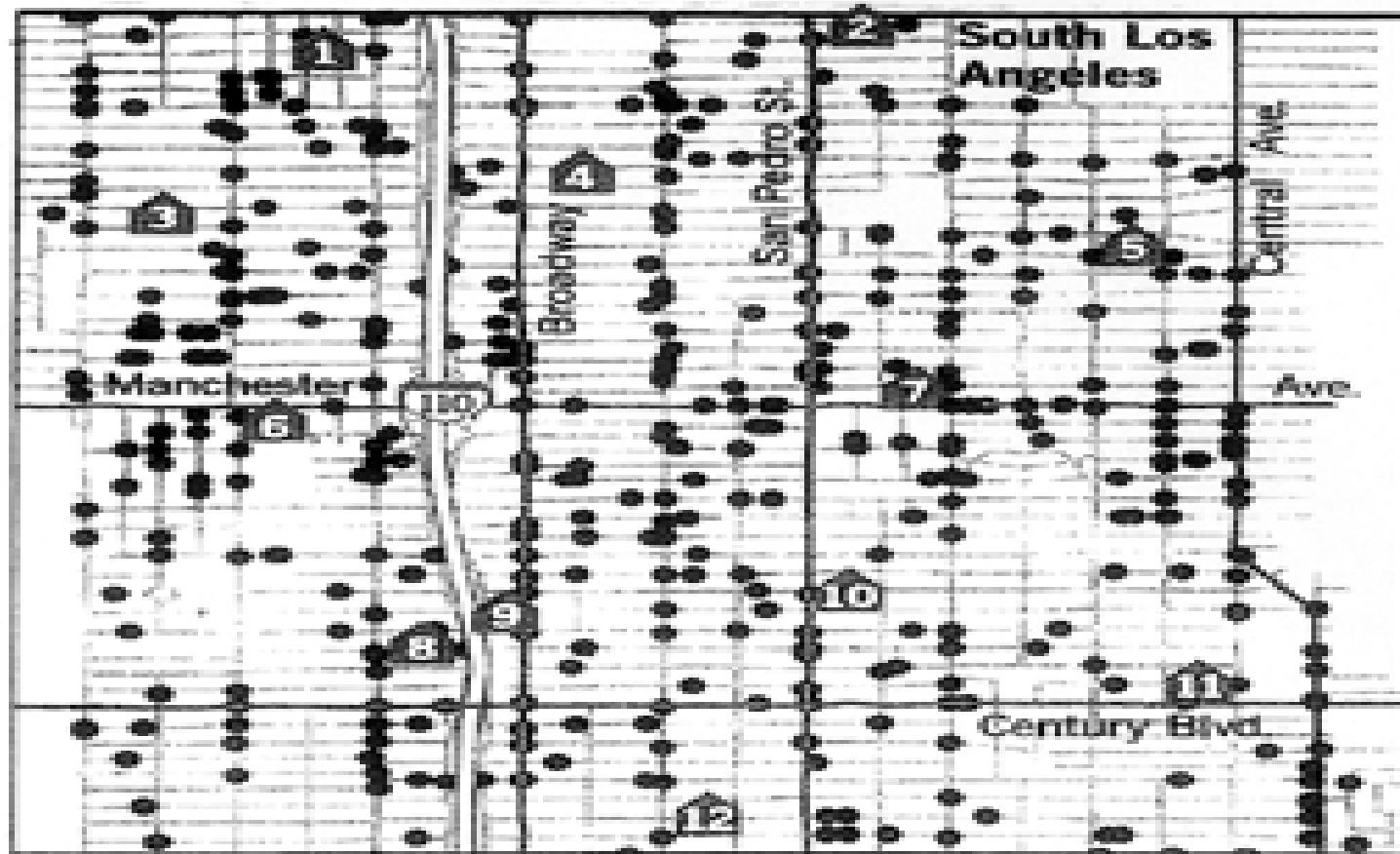


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Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work



* Blocks of 0.25 square miles or greater are not shown.

Sources: Los Angeles Police Department, U.S. Census Bureau, Los .

Adapted from NASW 2016 Presentation:

Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work

What are the Consequences of Trauma?



One night a year ago, I saw men shooting at each other, people running to hide. I was scared and I thought I was going to die. After this happened, I started to have nightmares. I felt scared all the time. I couldn't concentrate in class like before. I had thoughts that something bad could happen to me. I started to get in a lot of fights at school and with my brothers...

– Martin, 6th grader

Adapted from NASW 2016 Presentation:

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Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work



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



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Types of Trauma

Acute trauma - a single traumatic event or sudden loss, physical or sexual assault.

Chronic trauma - Multiple and varied events-domestic violence, a serious car accident, a victim of community violence.

Complex trauma - Multiple interpersonal traumatic events from a very young age.

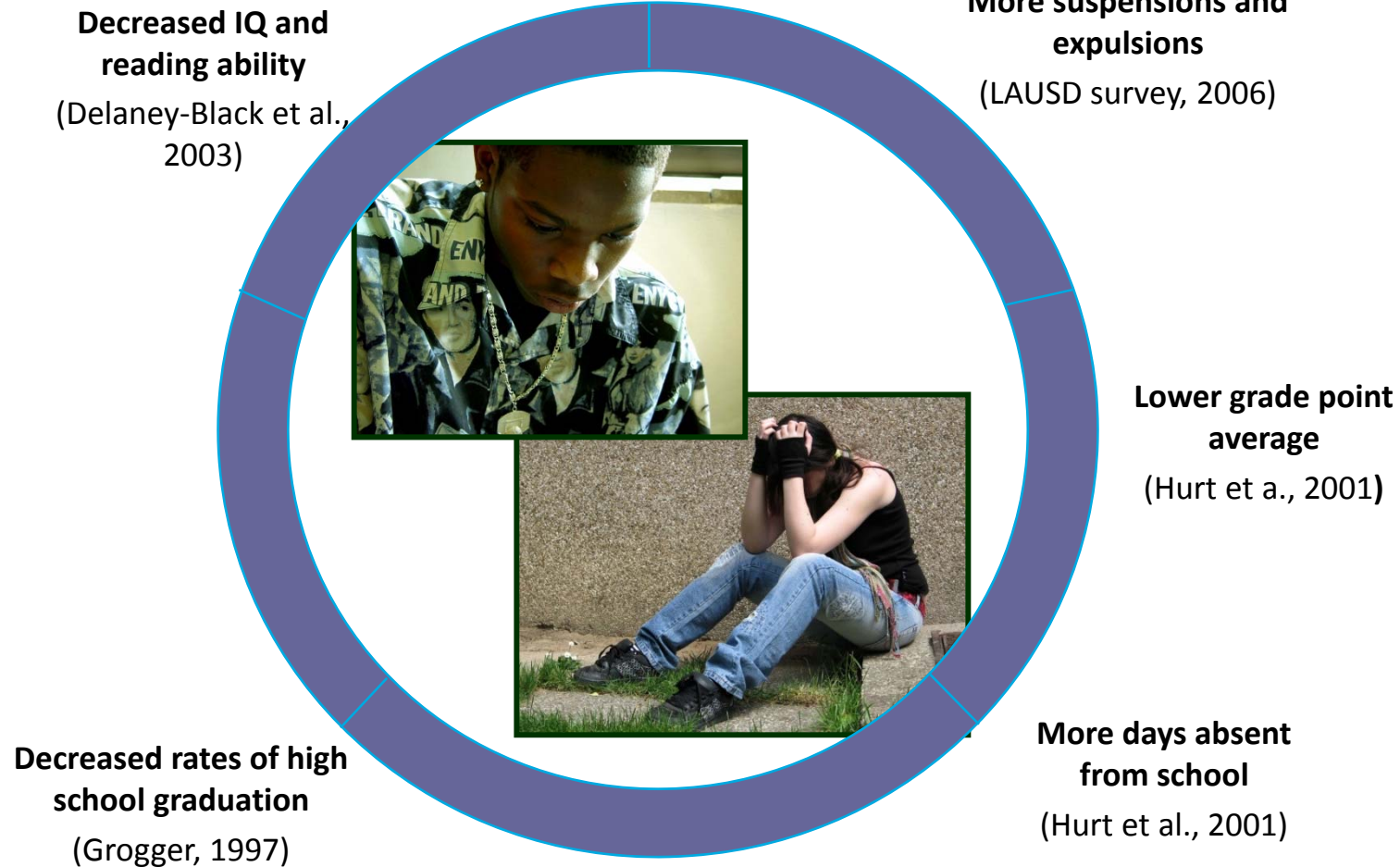
**All have profound effects on nearly
every aspect of a child's
development and functioning.**

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Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work



Adapted from NASW 2016 Presentation:

Marleen Wong, Ph.D. LCSW, Senior Associate Dean and Clinical Professor
University of Southern California, School of Social Work

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

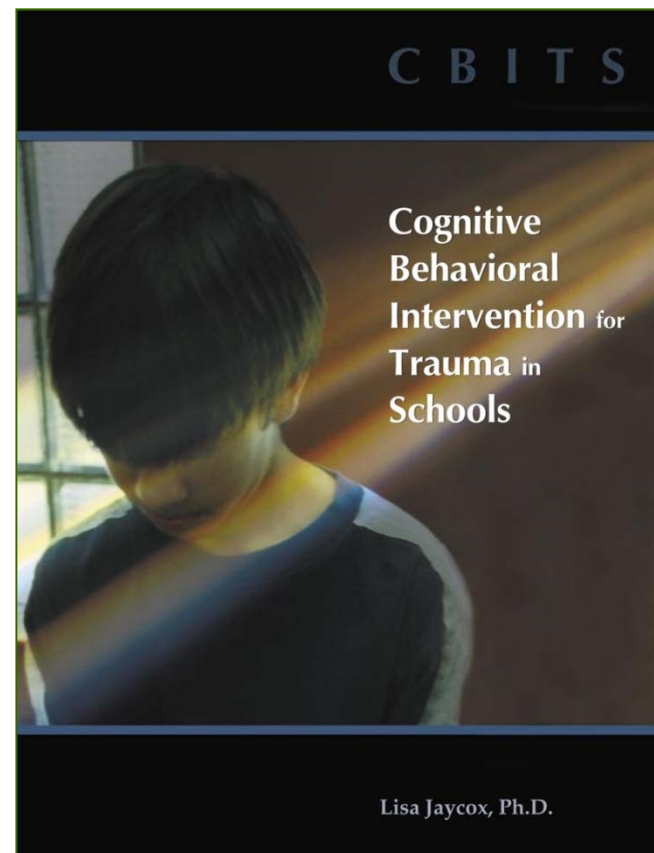
- School-based intervention
- Delivered by licensed mental health professionals
- Proven effective in research trials
- Visit: Rand.org OR cbitsprogram.org

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Support for Students Exposed to Trauma (SSET) – Modified for Use by Teachers

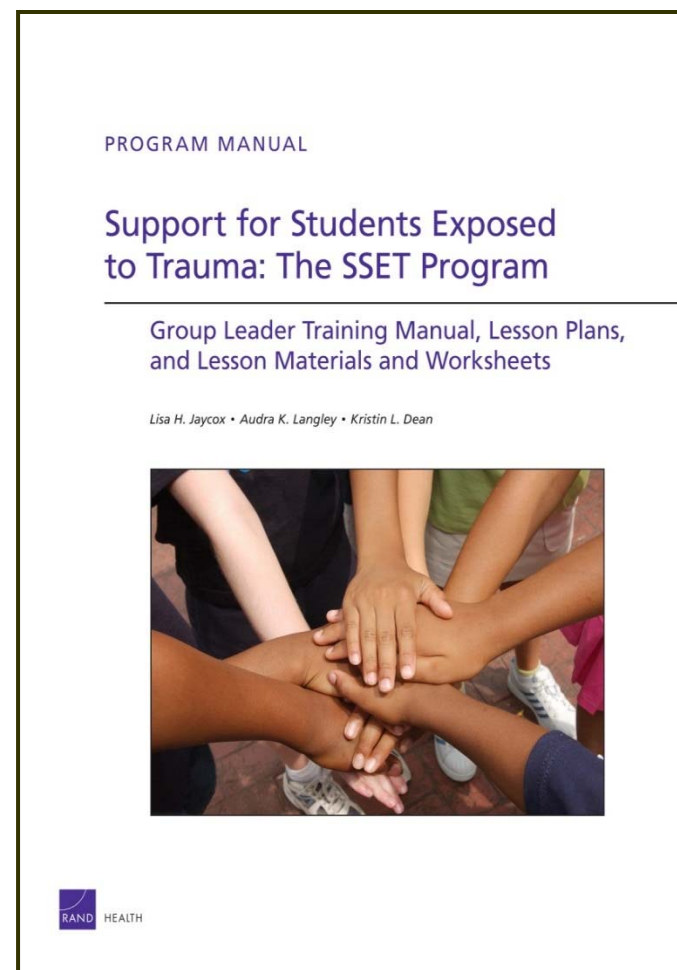
- Modified version of CBITS
- Delivered by: Teachers, Graduate Interns and School Counselors
- Proven effective in research trials

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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.



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Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work



What is the School to Prison Pipeline?

Policies and practices that push children out of classrooms and schools

Policies and practices that are primarily punitive and law enforcement focused.

Funding practices that eliminate social work and other services that are preventive in nature and developmental in scope.

(American Academy of Pediatrics, 2003)

Adapted from NASW 2016 Presentation:

Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work

How do Schools Contribute to the Prison Pipeline?

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...”

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



Adapted from NASW 2016 Presentation:

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Senior Associate Dean and Clinical Professor

University of Southern California, School of Social Work

Lawsuit v. Compton Unified

- Class Action Suit
- Plaintiffs are students in High School
- Filed in Federal Court in May 2015
- Civil Rights Action
- Complaint: No 504 Accommodations for Students with Complex Trauma



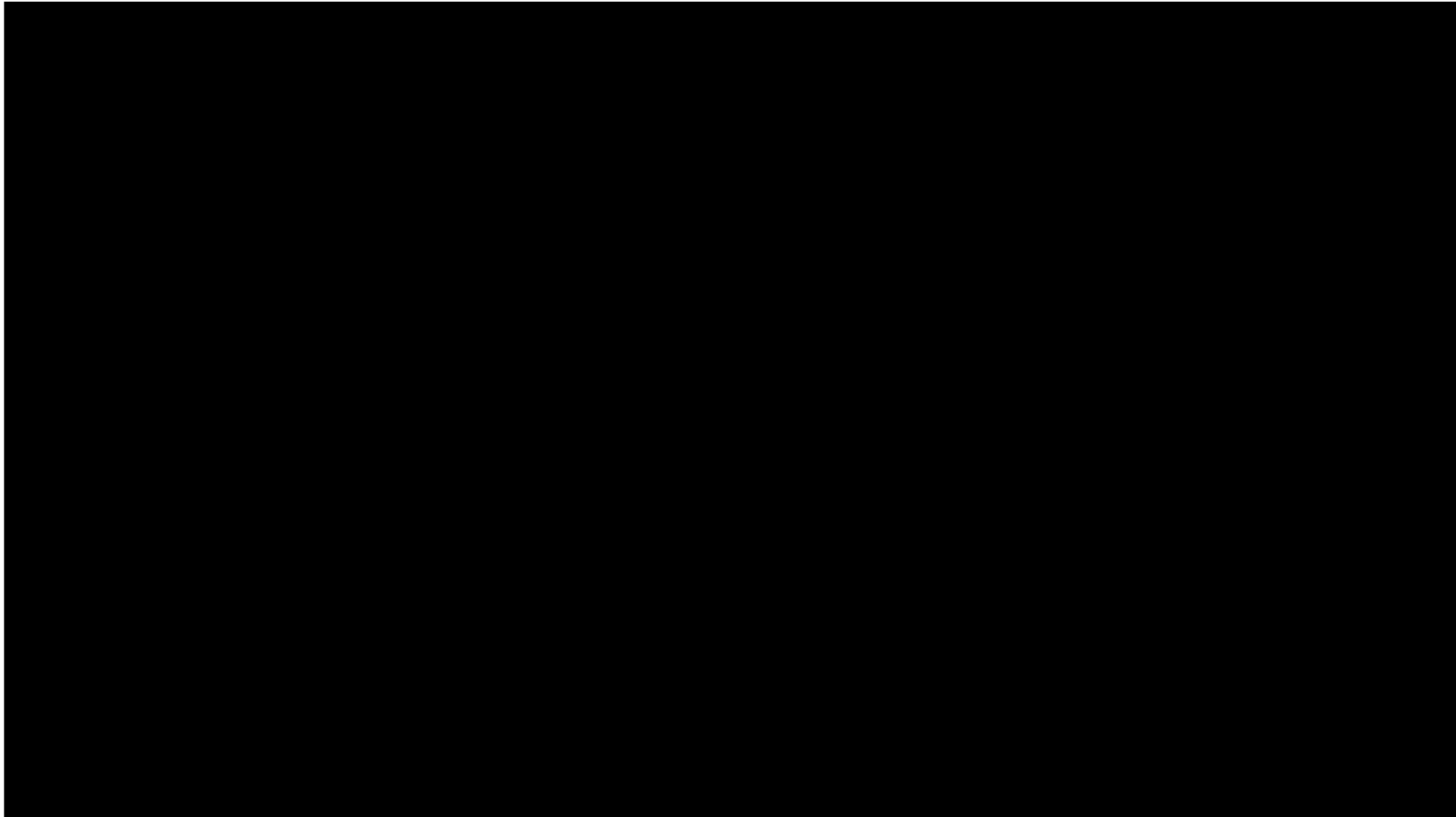
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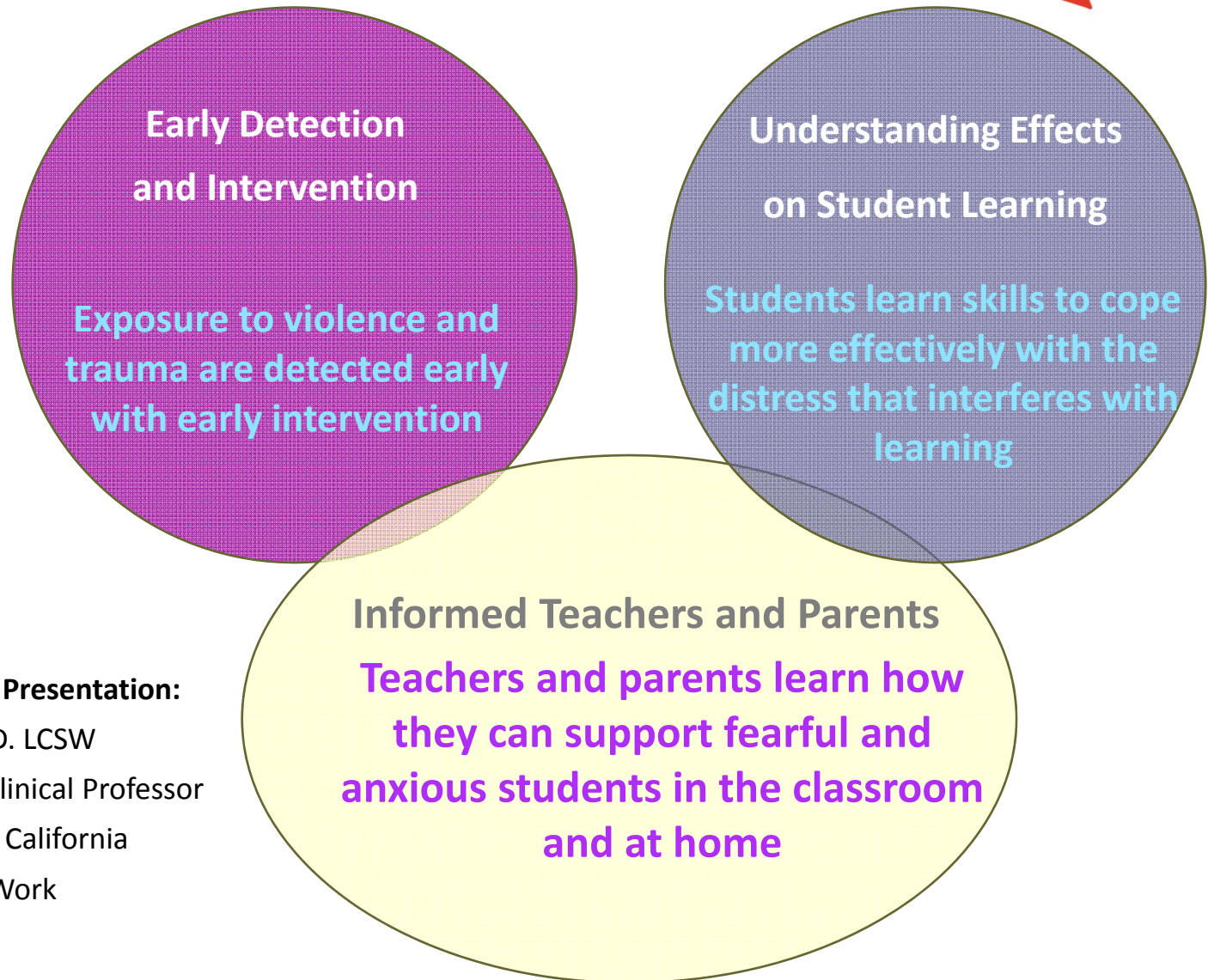
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Traumalearning.org



Core Concepts in Trauma Informed Schools



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University of Southern California

School of Social Work

Resilience Trumps ACEs

Children's Resilience Initiative

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

Website: www.resiliencetrumpsaces.org



Building Individuals Resilience in our Communities

A Game of Hope

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



Individual and Family Resilience





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



Children's Resilience Initiative

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



Children's Resilience Initiative

Skill Building

Adapted from the research of Dr. Margaret Blaustein

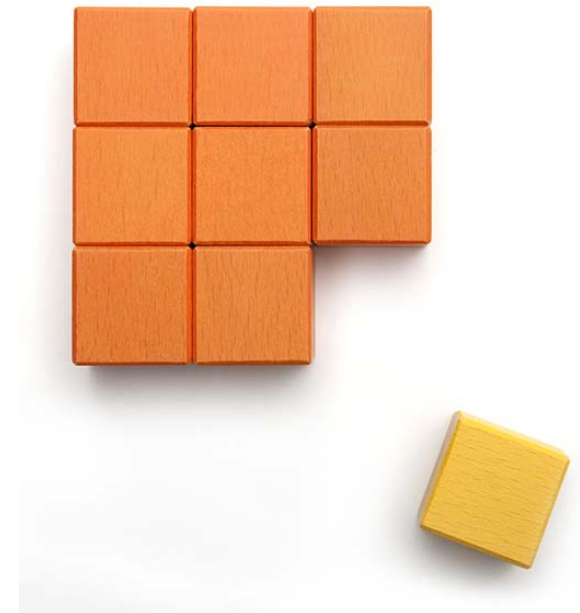
Think: lack of skill, not intentional misbehavior

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)



More Caregiver Skills



- **Teaching Self Compassion**

- Exercise on self-critic, mindfulness, self-compassion
- Developing a mantra

<http://self-compassion.org/>

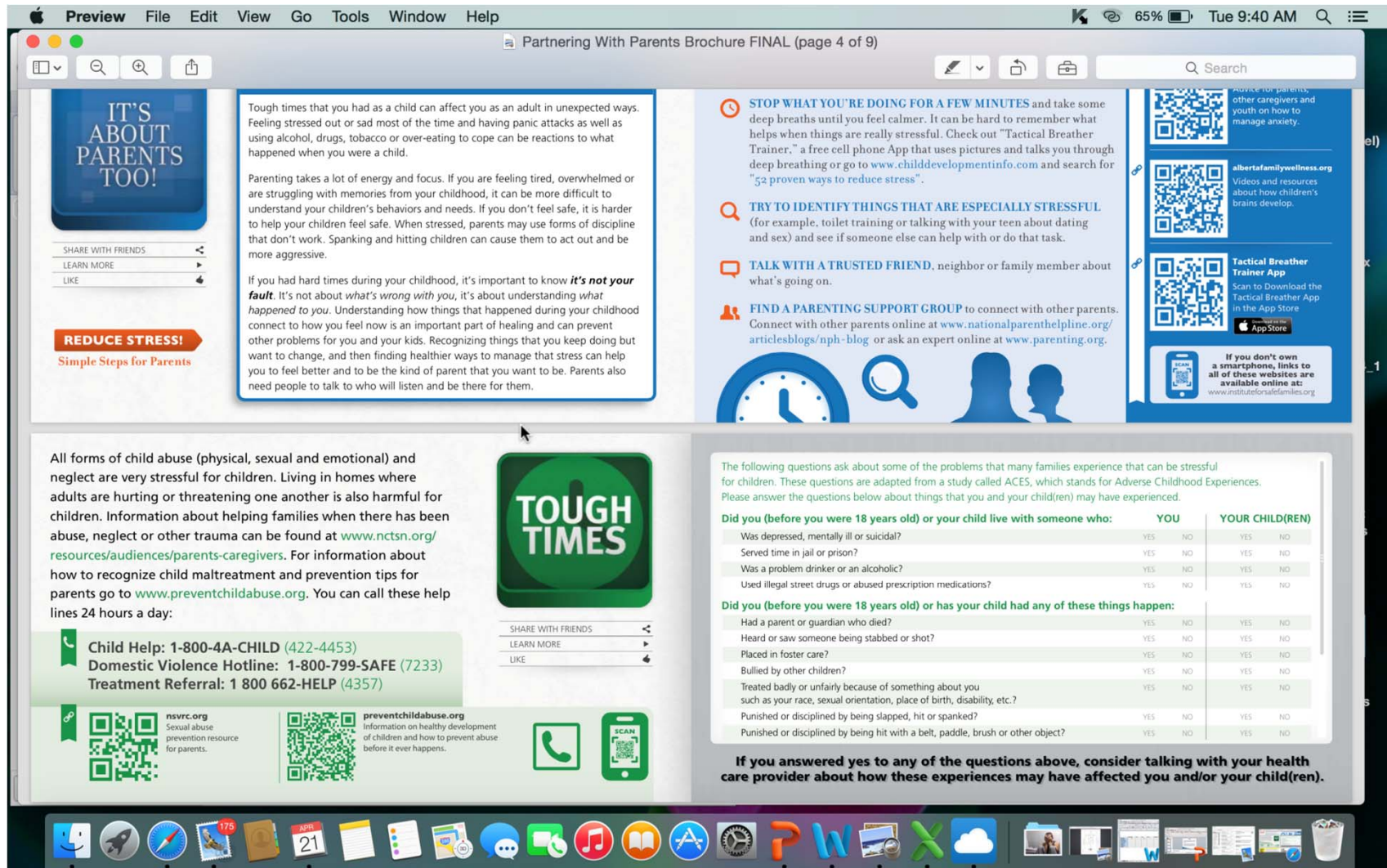
- **CAPPD**

- Emergency plan for you
- Self-care for you

<http://multiplyingconnections.org/>



Needs of Adults and Caregivers are often no different ...



Attunement Games

- Snap, Clap, Stomp Games
- Mirroring each others hands
- “Yes” “And” Game
- Mirroring back sounds (drumbeats, guitar notes, etc.)



GIVE Skill

A way to remember these skills is the word GIVE:

Gentle (Be)

Interested (Act)

Validate

Easy Manner (Use an)

http://www.dbtselfhelp.com/html/dbt_skills_list.html



Practicing Empathy



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 Adolescents

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 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

Building Resiliency

- www.resiliencetrumpsaces.org
- Resilience Games

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

Shame, Vulnerability and the Power of Connection
Dr. Brene Brown's Work



Defining Shame

- **Guilt** = I did something bad
- **Shame** = I am bad
- **Embarrassment** = Fleeting, can laugh about it later
- **Humiliation** = “I didn’t deserve that”



Brené Brown. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Gotham Books, 2012. (287 pages)

Twelve Categories of Shame



- Appearance and body image
- Money and work
- Motherhood/fatherhood
- Family
- Parenting
- Mental and physical health
- Addiction
- Sex
- Aging
- Religion
- Surviving trauma
- Being stereotyped or labeled



Brené Brown. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Gotham Books, 2012. (287 pages)



What is SHAME and why is it so hard to talk about it?

- We all have it. Shame is universal and one of the most primitive human emotions that we experience.
- We're all afraid to talk about shame.
- The less we talk about shame, the more control it has over our lives

...shame is the fear of disconnection (68)

Brené Brown. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Gotham Books, 2012. (287 pages)

Shame Resilience



1. Recognizing Shame and Understanding Its Triggers. Shame is biology and biography.

Can you physically recognize when you're in the grips of shame, feel your way through it, and figure out what messages and expectations triggered it?

2. Practicing Critical Awareness

Can you reality-check the messages and expectations that are driving your shame? Are they realistic? Attainable? Are they what you want to be or what you think others need/want from you?

3. Reaching Out

Are you owning and sharing your story? We can't experience empathy if we're not connecting.

4. Speaking Shame

Are you talking about how you feel and asking for what you need when you feel shame?

Brené Brown. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*. Gotham Books, 2012. (287 pages)

Man in Arena Speech



“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.

The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

Excerpt from the speech "Citizenship In A Republic" delivered at the Sorbonne, in Paris, France on 23 April, 1910

Factors that Enhance Resilience



Sources: Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227-238.

National Child Traumatic Stress Network, Juvenile Justice Treatment Subcommittee. (in preparation). *Think trauma: A training for staff in juvenile justice residential settings*. Will be available from <http://www.nctsnet.org/resources/topics/juvenile-justice-system>

Community Resilience



**TURN
KNOWLEDGE
INTO
ACTION**



What is Trauma Informed Care?

Definition of trauma - the three E's:

- Event(s)
- Experience of the event(s)
- Effect

Definition of a trauma-informed approach - The four R's:

- Realize
- Recognize
- Respond
- Resist re-traumatization

- SAMHSA definition 2014

Resist Re-Traumatization



“Helping Henry”

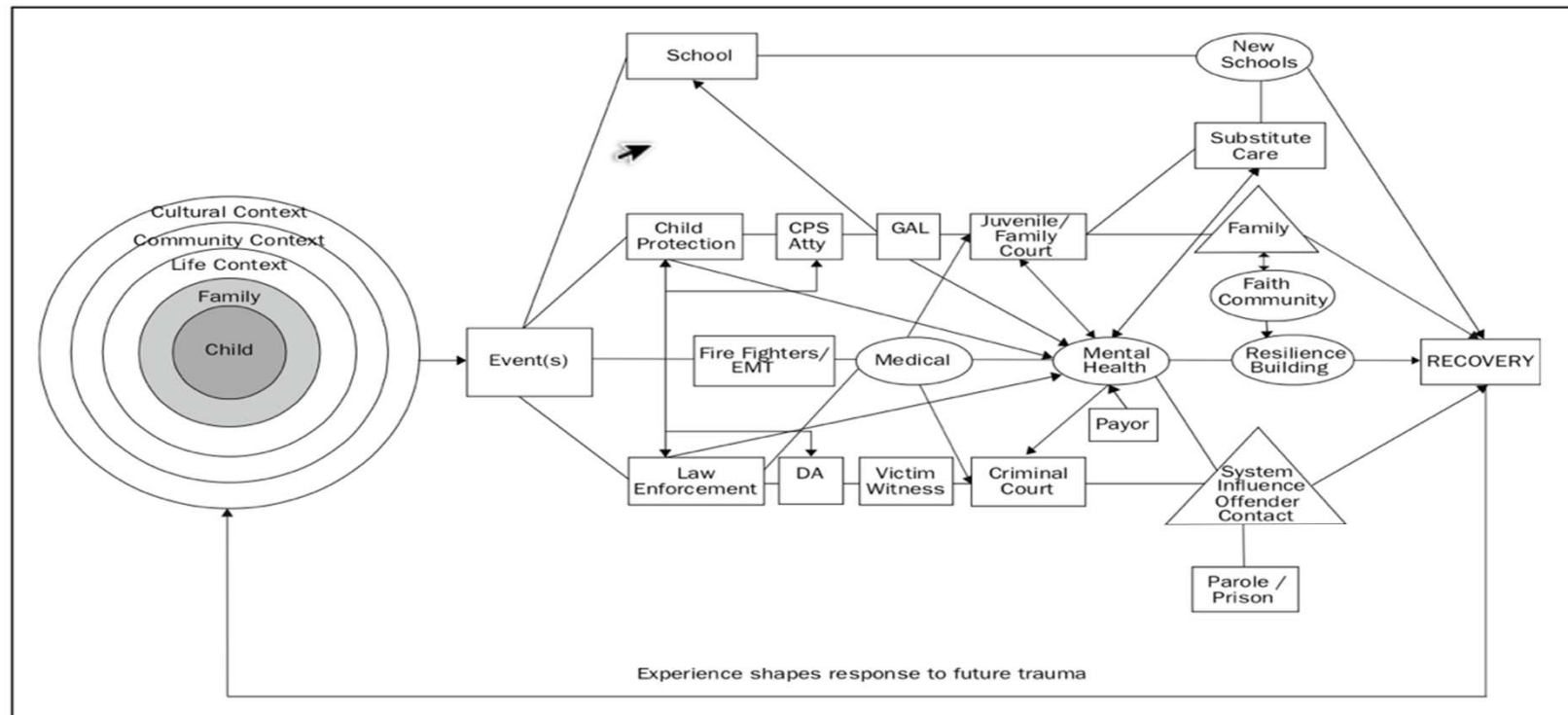


- Child Welfare System
- Juvenile Justice System
- School System
- Mental Health System
- Court System Professionals
- Eligibility/Benefit Programs
- Housing
- Health Departments
- Parks and Recreation
- Faith Based Community
- Residential Facilities
- Resource Parents
- First Responders
- (Police & 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



Child Welfare Trauma Training Toolkit: Emotional Chain of Custody | March 2008
The National Child Traumatic Stress Network
www.NCTSN.org

1

Walla Walla Model



Washington



Funded Community Networks showed significant improvement in Severity Index

- Out of home placement
- Loss of parental rights
- Child hospitalization rates for accident and injury
- High School Drop Out
- Juvenile suicide attempts
- Juvenile arrests for alcohol, drugs and violent crime
- Juvenile offenders
- Teen births
- Low birth weights
- No third trimester maternity care
- Infant mortality
- Fourth grade performance on standardized testing

NEAR Science

- Neuroscience
- Epigenetics
- Adverse Childhood Experiences
- Resilience

<http://www.healthygen.org/resources/nearhome-toolkit>

<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 out 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

<http://www.healthygen.org/resources/laura-porter-keynote-address-near-science-wa-state-resilience-findings>

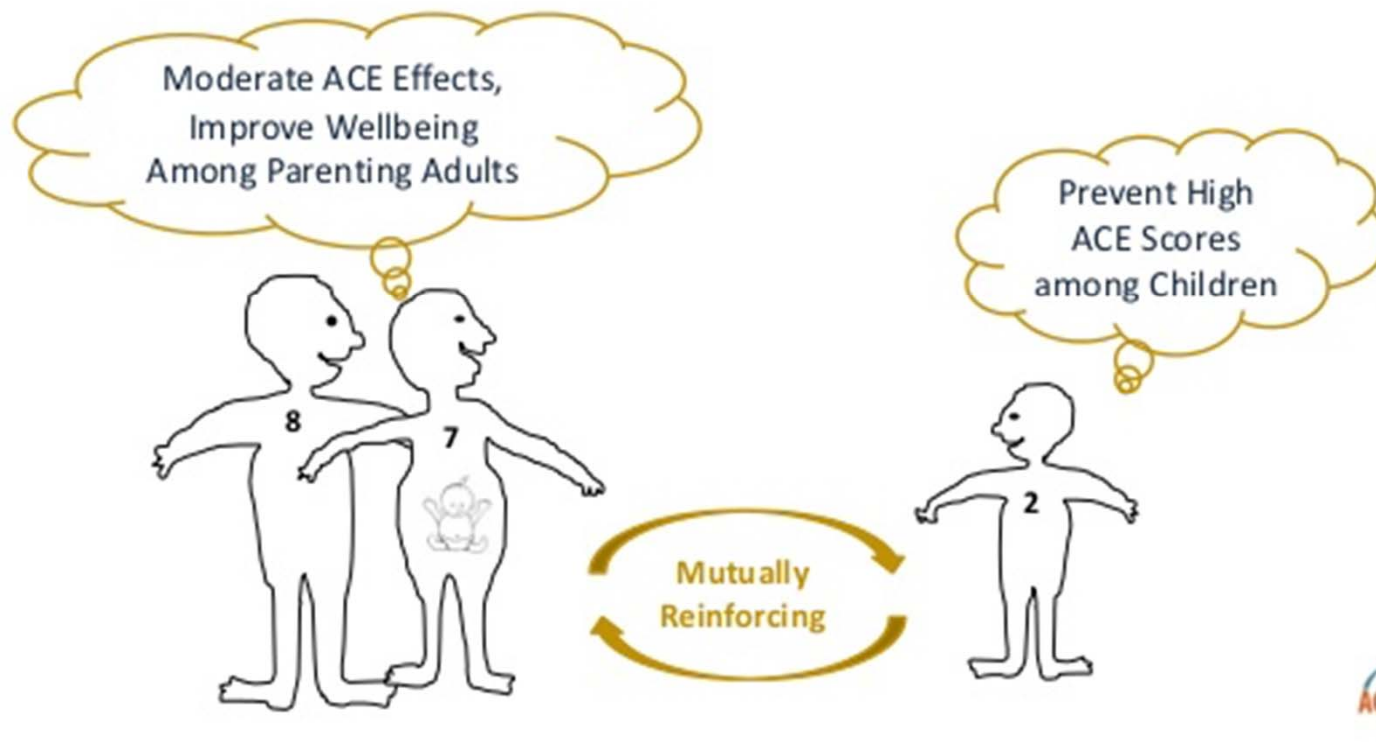
Creating a Change Vision



Creating the Virtuous Cycle



Promote Virtuous Cycle of Health



Five Road Signs: Strengthening Families Framework



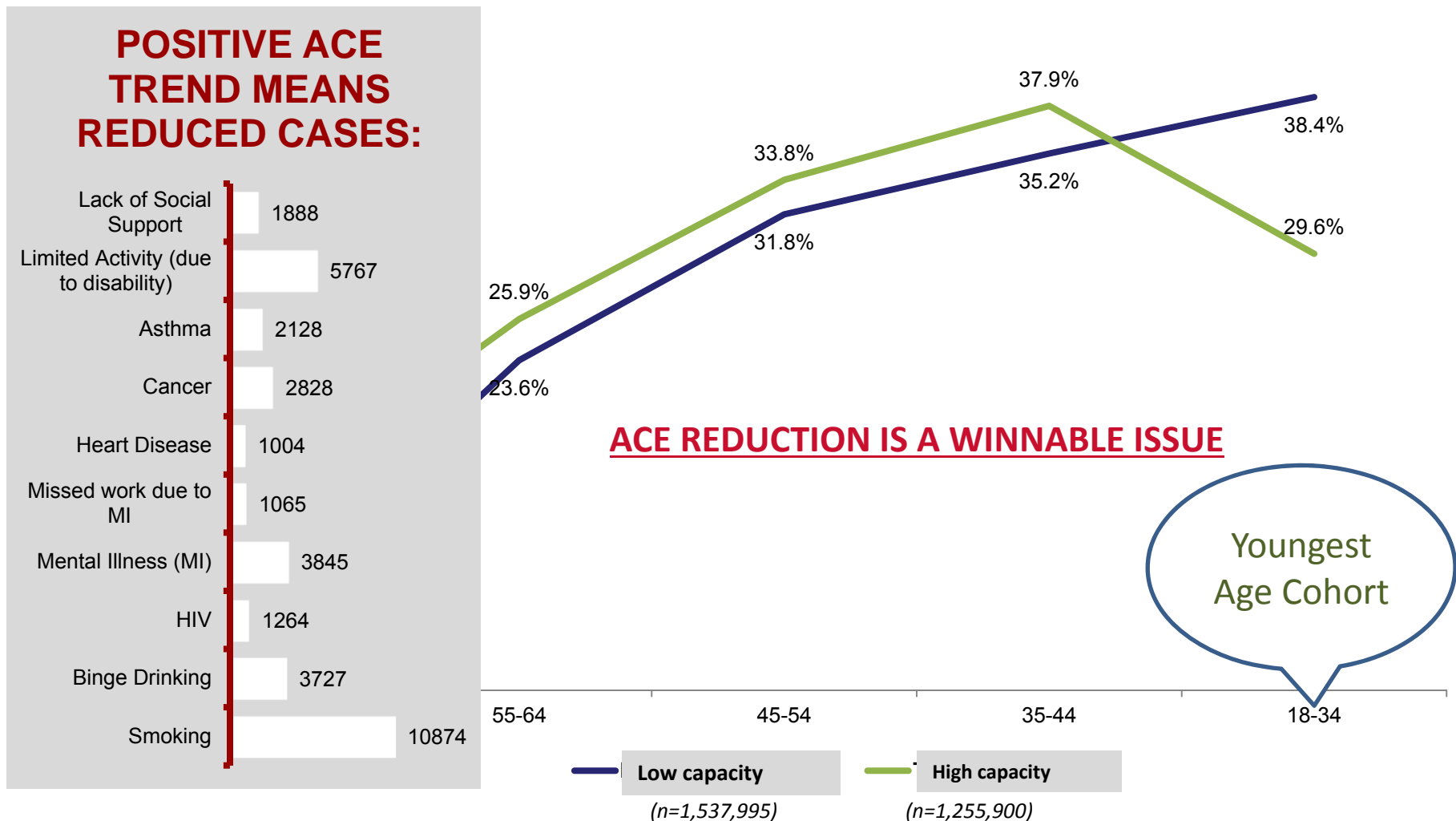
<http://resiliencetrumpsaces.org/>

Building a Trauma Informed Community – Resilience Trumps Aces



<http://resiliencetrumpsaces.org/>

High Capacity Communities Reduce Percent of Young Adults With ≥ 3 ACEs



Washington



Funded Community Networks showed significant improvement in Severity Index

- Out of home placement
- Loss of parental rights
- Child hospitalization rates for accident and injury
- High School Drop Out
- Juvenile Suicide Attempts
- Juvenile arrests for alcohol, drugs, and violent crime
- Juvenile offenders
- Teen births
- Low birth weights
- No third trimester maternity care
- Infant mortality
- Fourth grade performance on standardized testing



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



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.

<http://nctsn.org/>





Trauma Informed System

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

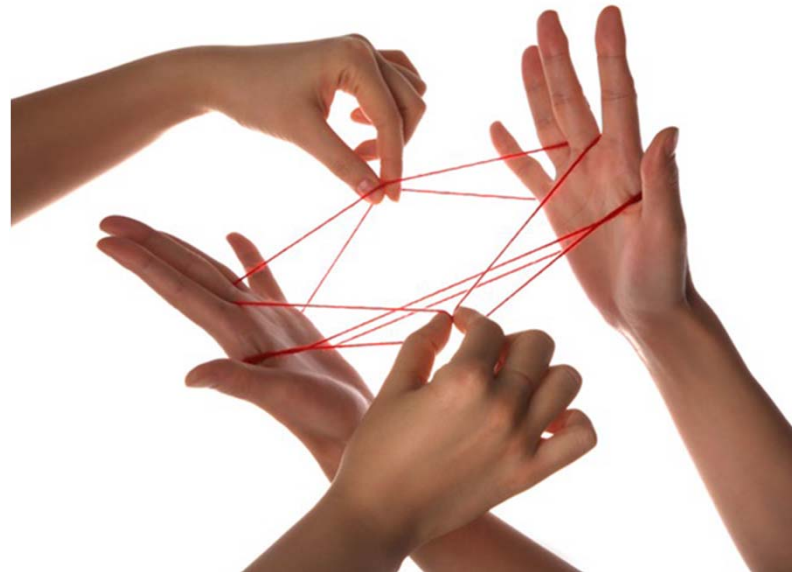
- Routinely screen for trauma exposure and related symptoms
- Use culturally appropriate evidence-based assessment and treatment for traumatic stress and associated mental health symptoms
- Make resources available to youth, families, and providers on trauma exposure, its impact, and treatment
- Engage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

<http://nctsn.org/>



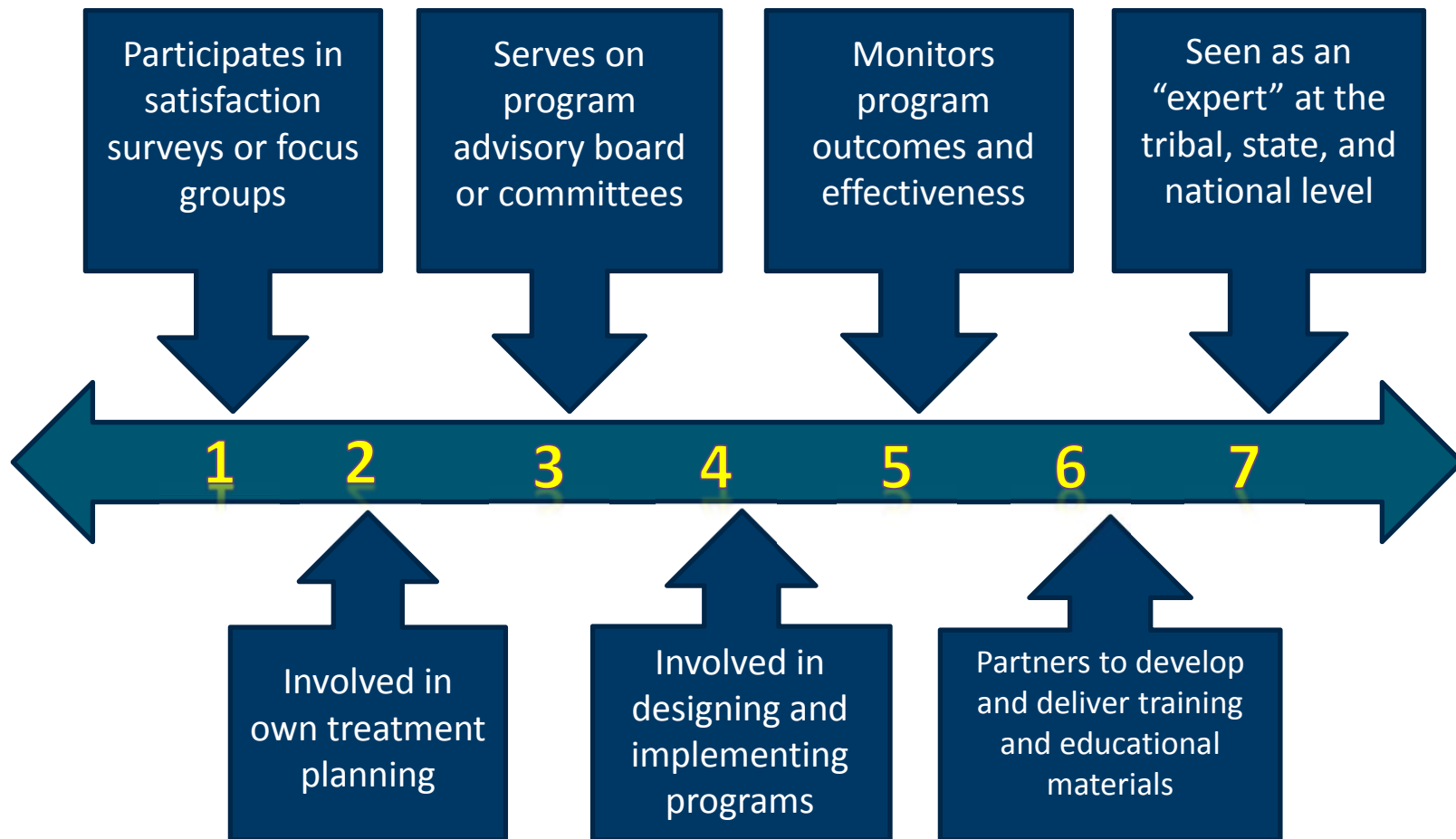
DOMAIN 6 work resulted in this very training

A desire to collaboratively engage
with partners in becoming a more
trauma informed workforce





Continuum of Participation



What will be your Community's Story ?





Setting Intentions

Hearing the Voice of Children and Families

What are your intentions as you walk away today?

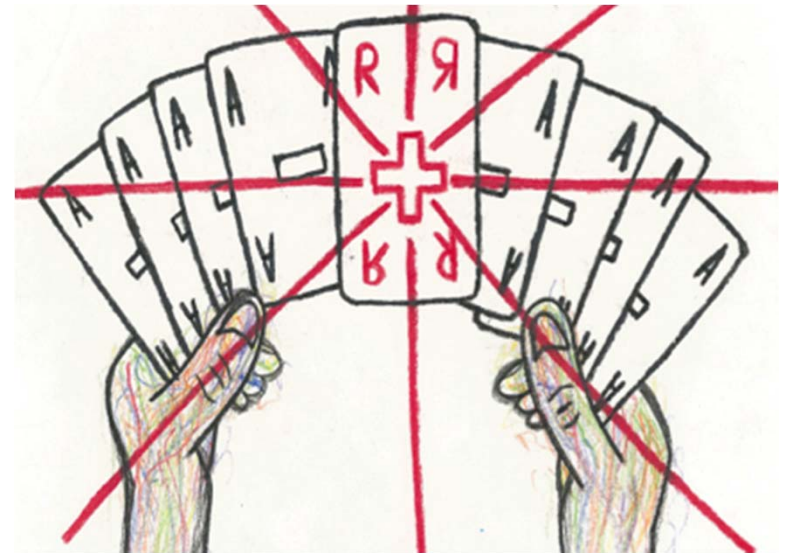
Write your intention on the white board

Have someone take a picture of your intention and if you'd like,
text them to 804-432-0056

*Be a **F.O.R.S.E.** in your community*

Focus
On
Resilience &
Social-**E**motional
(competence)

Image by Lincoln High student Brendon Gilman



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Thanks

