

EXPLORATION OF CORE CONCEPTS

BUT FIRST: CHECK-IN

Self-Care Questions

- Share one situation that caused you stress over the last week and describe how you responded to the stressor.
- What could be your one "positive ideal" word that could help ground you when you are feeling stressed?
- What would you describe as your "safe place" for you to think about when you are feeling stressed?
- Report back to the class (remember to take notes)







WHAT DOES IT MEAN TO BE TRAUMATIZED?

TRAUMA IN MANY CONTEXTS

- Individual trauma is an event or set of circumstances experienced by an individual that has a lasting impact on the individual's functioning or well-being.
- Interpersonal trauma is an event that occurs between two people.
- **Social** trauma are the traumatic events or situations that involve a community or one's social group.
- **Cultural** trauma is an attack on the fabric of a society, affecting the essence of a community and its members.

TRAUMA IN MANY CONTEXTS

- **Historical** trauma is the cumulative exposure of traumatic events that effects and individual and continues to effects subsequent generations
- Intergenerational/Multigenerational trauma occurs when trauma is not resolved, subsequently internalized, and passed from one generation to the next
- *Insidious* trauma is characterized by the frequent lower level, deleterious incidences that occur over a lifetime related to ones marginalized status



AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) DEFINITION

• Trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives. Psychologists can help these individuals find constructive ways of managing their emotions.

DEFINITIONS OF TRAUMA

DSM-V



ETHNOCENTRIC BIAS & MENTAL HEALTH

- Definitions of healthy and normal
- Insight
- Self disclosure
- Level of expressiveness
- Natural help giving networks



SAMHSA'S CONCEPT OF 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.

DEFINITIONS OF TRAUMA

Bruce Perry's and the three E's





- Individual trauma occurs in the context of community
- Communities that provide a context of understanding and self-determination may facilitate the healing and recovery process
- Communities that avoid, overlook, or misunderstand the impact of trauma may often be re-traumatizing
- Individuals can be retraumatized by the very people whose intent it is to be helpful.

SO WHY DOES THIS MATTER?

Normative

- Foundations of connection
- Develops a framework for communication.
- Affect tolerance and regulation strategies
- Establishes foundational understanding for problem solving and awareness.
- Starts to develop a basic sense of capacity to have an impact upon the world.
- Earliest understanding of self, others and self in relation to others grows in the contact of the caregiver relationship.

Trauma Impact

- Fragmented development of communication
- Over vigilance and misinterpretation
- Difficulty negotiating in early relationships
- Lack of ability to develop self-soothing techniques
- Lack of exploration of environment
- Development of rigid control strategies
- Development of triggers that result in a danger response.

INFANCY THROUGH PRESCHOOL



Typical Development Children begin to connect and form

- Children begin to connect and form important relationships with people outside their immediate family.
- Become invested in school, community and peer group
- Internal Working Model begins to include "filters" with which they will later interpret experiences.
- Children are very concrete, and are informed by present moment experiences.

Trauma Impact

- Children begin to demonstrate challenges in development in peer and/or school functioning.
- Trauma effects cognitive development, impacting:
 - Capacity to concentrate
 - Ability to modulate arousal levels, ability to regulate behavior, and control impulses
 - Frustration tolerance skills, and
 - Interpersonal relationship capacities
- Negative self-concepts and blame may be internalized
- May notice rigidity in relationships (may approach others with a



ADOLESCENT S

Typical Development

- Increased capacity for abstract thinking
- Peer group becomes a primary support
- Relationship development focus
- Developing skills for emotion regulation
- Internalized vs. externalized behaviors
- Many, many things are changing, physically, emotionally and socially for this population
- Increased cognitive abilities
- Maturing social skills and ability to form perspectives
- Bodies experience growth spurts and reach sexual maturation
- Major developmental task: gain a cohesive sense of self-identity
- Prepare to leave the family and go out into the world

Trauma Impact

- High risk time for youth, particularly for those exposed to trauma.
- Teens without resourcing skills or coping strategies may become further isolated and disconnected
- Sense of being "examined" or "evaluated" can affirm internalized negative self-identities
- May begin to rely more on dissociation, depersonalization, and derealization strategies if trauma was chronic or began early in life.
- May experience difficulties forming and sustaining interpersonal relationships
- May swing between states of hyper or hypoarousal connected with mood swings
- Splintered sense of self and identity that may be fractured and lacking integration across time, experience,

BEHAVIORS = COMMUNICATION

Problem behaviors are often expectable behaviors at earlier stages of development

Often behaviors are stuck at the age at which trauma occurred or needs were not met

Behaviors can be understood as an attempt to cope with a survival threat

Behavior change is the best measurement of progress in children

TRAUMA IS LESS ABOUT THE EVENT AND MORE ABOUT THE LACK OF SUPPORTS AND RESOURCES TO GET THROUGH THE EVENT.

Attachment plays a significant role in getting us through trauma.

Attachments deficits make one more vulnerable to developing PTSD.

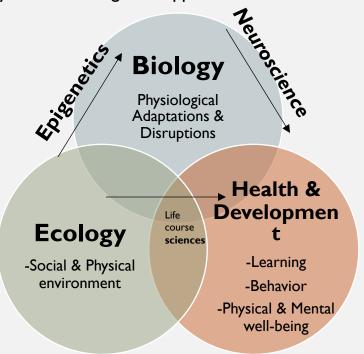
Attachment strengths and deficits are connected to the Ventral Vagal Nervous System

ECOBIODEVELOPMENTAL FRAMEWORK

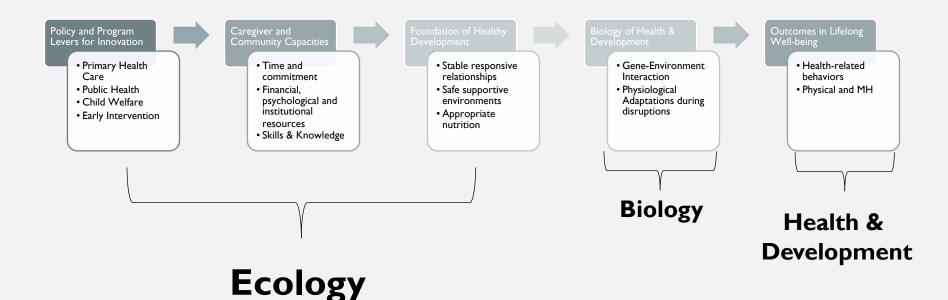
Early social and environmental experiences (the ecology) and the genetic predispositions (the biology) influence the development of adaptive behaviors, learning capacities, lifelong physical and mental health, and future economic productivity. The new integrated approach is referred to as the ecobiodevelopmental

framework.

Video click here



ECOBIODEVELOPMENTAL FRAMEWORK FOR EARLY CHILDHOOD POLICIES AND PROGRAMS



"NATURE DANCING WITH NURTURE OVER TIME,"

EBD – a way to help physicians and policy makers think about how early childhood adversity can lead to lifelong impairments in learning, behavior, and both physical and mental health.

Development is an ongoing interaction between:

- biology (as defined by genetic predispositions) and
- ecology (as defined as social & physical environment).

Epigenetics and developmental neuroscience demonstrate that early

childhood ecology is biologically embedded within the body and continues to influence learning, behavior and health for years, even decades.



EBD Framework- Snapshot

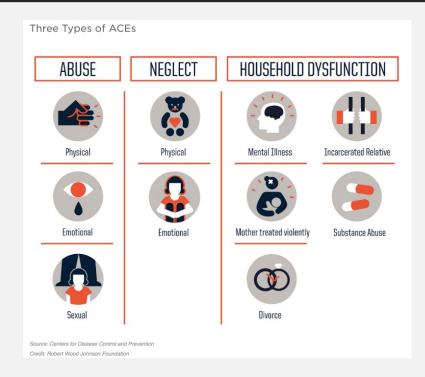
- Childhood ecology is biologically embedded into the way the genetic program is read and in the way the foundational architecture of the brain is formed, resulting in a cumulative by dynamic dance (btw the ecology and one's biological program) that drives developmental outcomes across the lifespan.
- Policy implications?
- EBD framework is a means of understanding and addressing the biological basis for disparities in education, poverty, and health.

GROUNDING ACTIVITY

ADVERSE CHILDHOOD EXPERIENCES

- ACEs typically include three general categories that were experienced before the age of 18: household dysfunction, neglect, and abuse.
- Dr. Burke Ted Talk

(Feletti et al., 1998; Lange et al., 2019; Schickedanz et al., 2018)



ACE STUDY: TWO MAJOR FINDINGS ACE's are vastly more common than recognized or acknowledged.

ACE's have a significant impact on later adult health and well-being.



Adverse Childhood Experiences (ACE)

ACE's have a strong influence on:

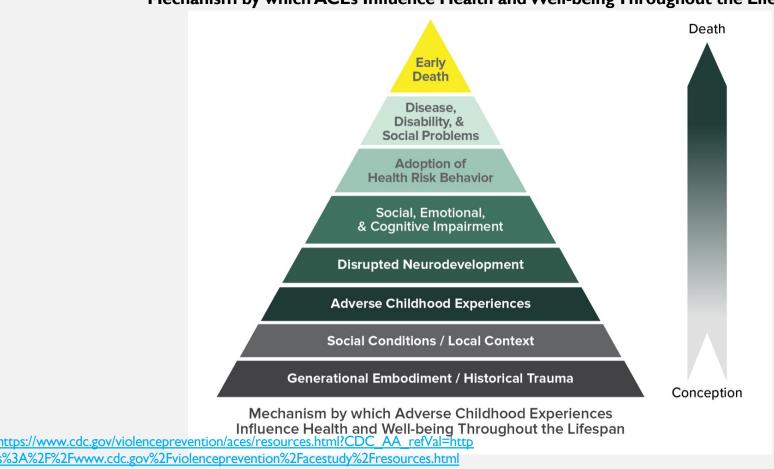
- Adolescent health
- Teen pregnancy
- Smoking
- Alcohol misuse
- Illicit drug misuse
- Sexual behavior
- Mental health
- Risk of re-victimization
- Stability of relationships
- Performance in the workforce

- Heart disease
- · Chronic lung disease
- Liver disease
- Suicide
- Injuries
- HIV and STD's
- Other risks for the leading causes of death

PREVALENCE

THE RESIDENCE OF THE PROPERTY	
Household dysfunction:	
Substance abuse	27%
Parental sep/divorce	23%
Mental illness	17%
Battered mother	13%
Criminal behavior	6%
Abuse:	
Psychological	11%
Physical	28%
Sexual	21%
Neglect:	
Emotional	15%
Physical	10%

ACES Pyramid →
Mechanism by which ACEs Influence Health and Well-being Throughout the Lifespan



How the ACES Work

Adverse Childhood Experiences

- •Abuse and Neglect (e.g., psychological, physical, sexual)
- •Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)



Impact on Child Development

- •Neurobiologic Effects (e.g., brain abnormalities, stress hormone dysregulation)
- •Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
- •Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)



Long-Term Consequences

Disease and Disability

- •Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- ·Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational transmission of abuse

Social Problems

- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting problems
- •High utilization of health and social services
- Shortened Lifespan

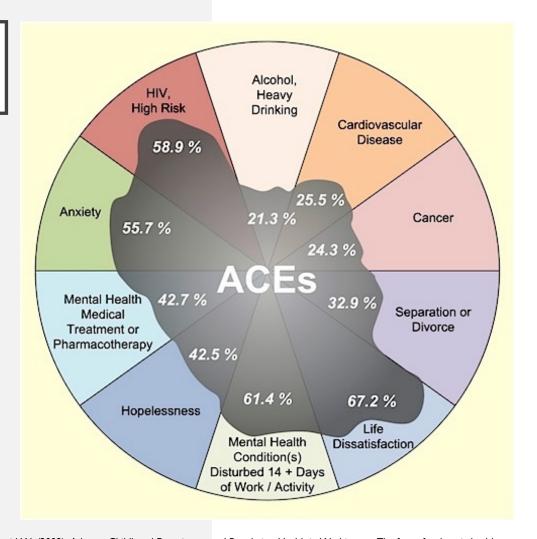
CANarratives.org

ADVERSE CHILDHOOD EXPERIENCE S, CONT.

- ACE score ≥ 4
 - Twice as likely to smoke
 - Seven times as likely to have alcohol abuse/dependence
 - Twice as likely to have cancer or heart disease
 - Four times as likely to have emphysema or COPD
 - Twelve times as likely to have attempted suicide
- Men with an ACE score ≥ 6 were 46 times more likely to have injected drugs
- People with ACE score ≥ 7 had 360% higher risk of ischemic heart disease (and didn't smoke, drink to excess, and were not overweight)

ACES PREDICT NEGATIVE OUTCOMES

The wheel depicts the percentage of each outcome that is Type equation here. attributable to adverse childhood experiences in a study of 17,000 individuals from Washington State.



Anda, Robert F., Brown, David W. (2009). Adverse Childhood Experiences and Population Health in Washington: The face of a chronic health disaster.

PAIR OF ACES & BROADENING THE NARRATIVE RE:
ACES

ADVERSE COMMUNITY ENVIRONMENTS (ACES) – THE SOIL IN WHICH SOME CHILDREN'S LIVES ARE ROOTED – AND THE

ADVERSE CHILDHOOD EXPERIENCES (ACES) OF THEIR FAMILY ENVIRONMENT, OR BRANCHES ON WHICH CHILDREN BUD AND GROW.

The Pair of ACEs

Adverse Childhood Experiences

Maternal

Depression

Physical &

Emotional Neglect

Emotional &

Sexual Abuse

Divorce

Mental Illness

Substance Abuse

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Community Disruption

Lack of Opportunity, Economic **Mobility & Social Capital**

Poor Housing Quality & Affordability

Milken Institute School of Public Health THE GEORGE MASHINGTON UNIVERSITY Ellis W., Dietz W. BCR Framework Academic Peds (2017)

Building Community Resilience

SMALL GROUP REFLECTION

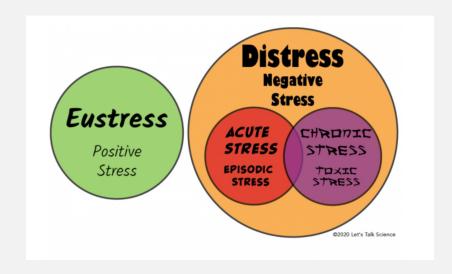
I. What is your opinion on ACE research studies?

- 2. Do you think ACE studies are culturally sensitive? What limitations do you notice?
- 3. When working with children in a research setting, what are some guidelines we need to follow?
- 4. Do you believe health-care professionals should be required to screen trauma patients and include such patients in research projects?

TYPES OF STRESS



STRESS



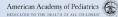
POSITIVE V. TOLERABLE STRESS



Positive Stress Response

- Brief, infrequent, mild to moderate intensity
- Most normative childhood stress
 - 2 year-old stumbles while running
 - Beginning school or child care
- Social emotional buffers allow a return to baseline
- Builds motivation and resiliency
- Positive Stress is not the absence of stress

https://developingchild.harvard.edu/science/key-concepts/toxic-stress/. Accessed on July 16, 2018. American Academy of Pediatrics

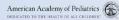




Tolerable Stress Response

- Exposure to non-normative experiences
 - Death in family
 - Natural disaster
- Social emotional buffers can provide protection and promote a return to baseline
- · A single major negative event does not necessarily mean long-lasting problems

SourceToxic Stress. Center on the Developing Child at Harvard University Website. https://developingchild.harvard.edu/science/key-concepts/toxic-stress/. Accessed on





TOXIC STRESS RESPONSE



Toxic Stress Response

- Long lasting, unremitting stress, not a "single bad stressor"
- · Adverse child experiences
 - Abuse
 - Household dysfunction
- Insufficient social-emotional buffering
- Potentially permanent changes and long-term effects
- Epigenetics
- · Brain architecture

Source Toxic Stress. Center on the Developing Child at Harvard University Website. https://developingchild.harvard.edu/science/key-concepts/toxic-stress/. Accessed on July 16, 2018.







GROUP WORK

- In your small group, review your assigned vignette.
- Identify a definition of trauma in the readings and use that specific definition to identify the traumatic experiences of Jack, Samuel, Dinah, or Paloma.

QUESTIONS?

COMMENTS?



GROUNDING ACTIVITY

QUESTIONS?

COMMENTS?

