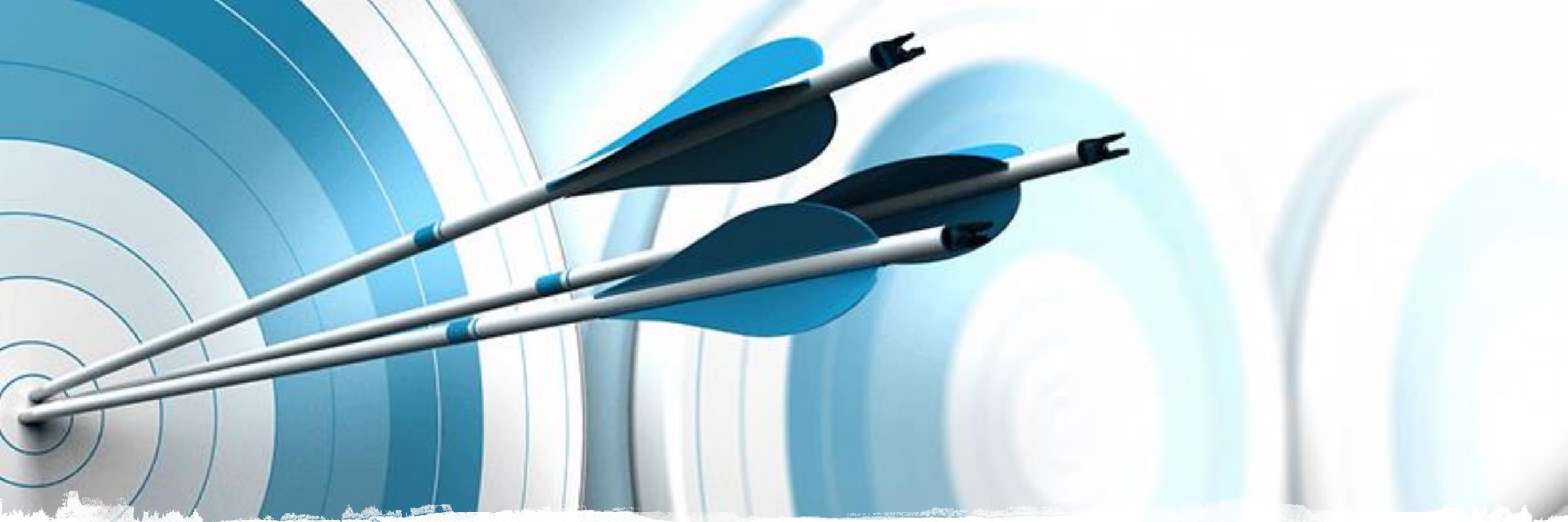




Overview: Moving from “What’s Wrong with You?” to “What Happened to You?”: Facilitating the Wraparound Process Through the Trauma Lens

Emily Bradshaw and Neil Mallon



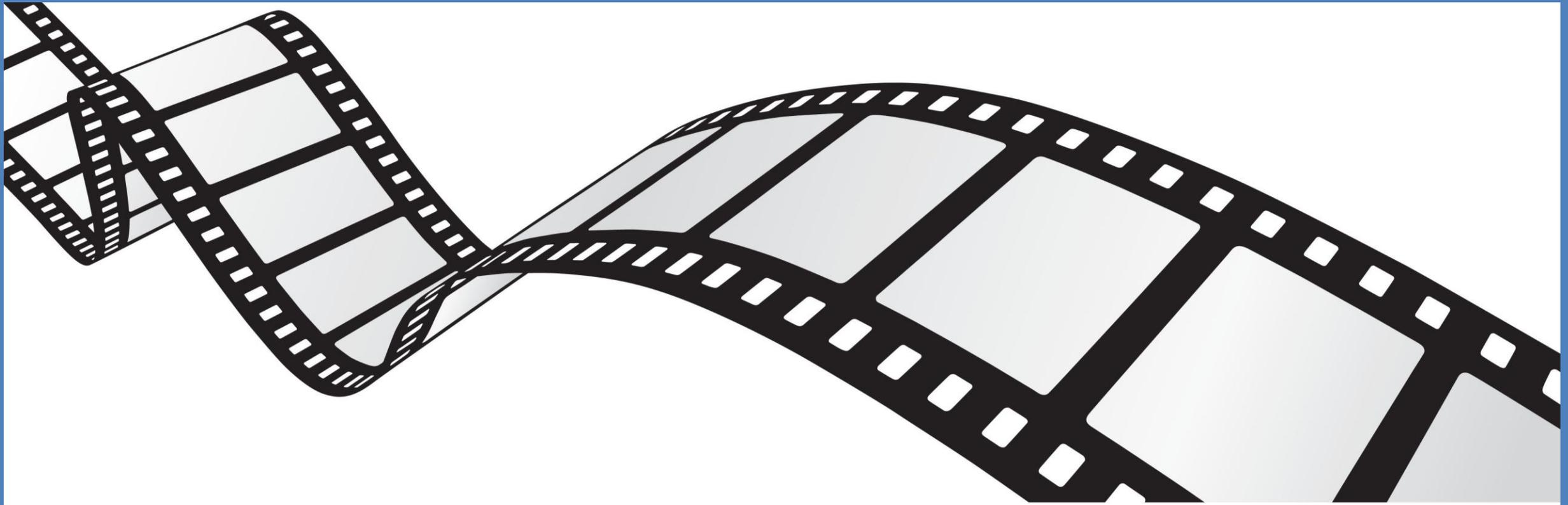
Training Objectives

- Participants will be able to understand the impact of trauma experiences on a youth's development, behavior, and emotional responses, as well as the long-term effects on physical and mental health through adulthood.
- Participants will consider how a trauma-informed approach fits within the different components of the Wraparound process

What is Childhood Trauma?

- Witnessing or experiencing an event that poses a real or perceived threat
- The experience of an event that is emotionally painful or distressful
- The event overwhelms the child's ability to cope





Film: Remembering Trauma



Trauma is the great
imitator

Moving from “What’s
wrong with you” to
“What Happened to
you?”

Requires a Shift in Thinking

From: Seeing the person as
engaging in meaningless
frustrating, and dangerous
behavior



To: Understanding the behaviors
are an expression of profound pain
which has meaning for the person

BULLIED

BEING ABUSED

SEEING SOMETHING VIOLENT

LOSING A LOVED ONE

NOT FEELING SAFE IN YOUR HOME

NOT FEELING SAFE IN YOUR NEIGHBORHOOD

LIVING THROUGH A DISASTER LIKE A BAD ACCIDENT, FIRE, OR HURRICANE

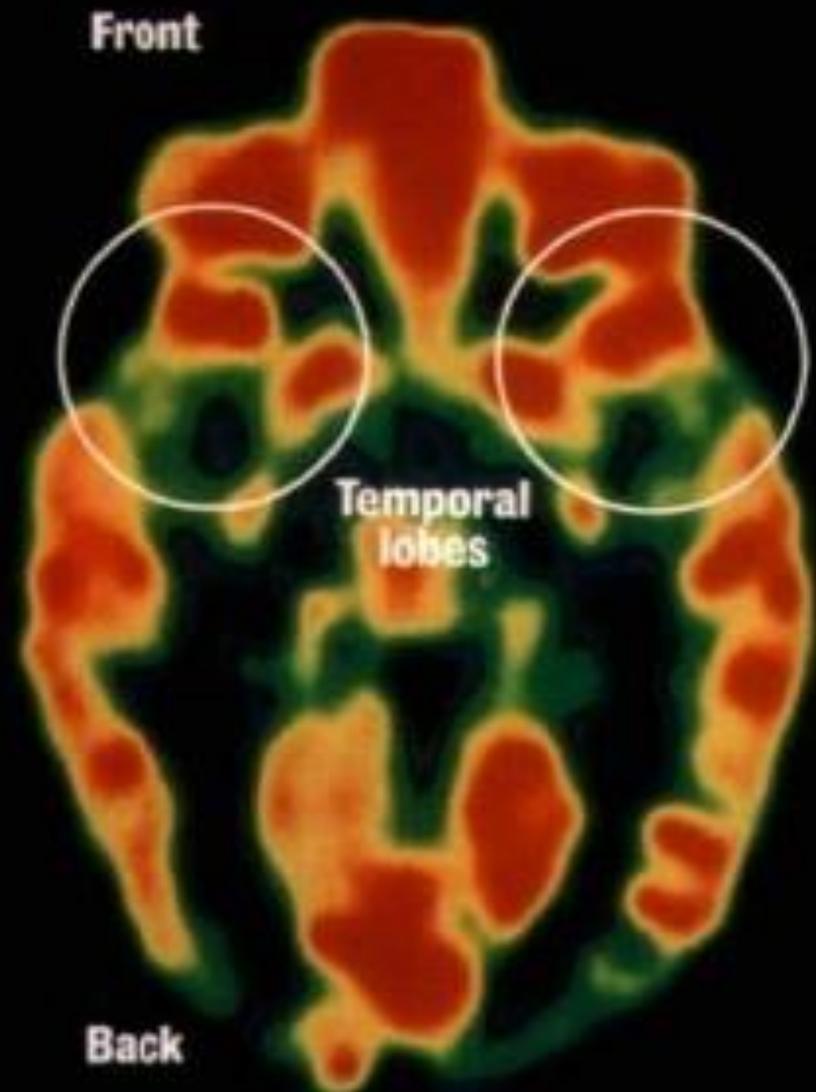
BEING EXPOSED TO SOMETHING BAD THAT HAPPENED TO A LOVED ONE

Types of Trauma

- **Acute**- is a single traumatic event that is limited in time
- **Chronic**- refers to the experience of multiple traumatic events
- **Complex**- describes both exposure to chronic trauma—usually caused by adults entrusted with the child's care—and the impact of such exposure on the child

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



An Abused Brain

This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



Complex Trauma and the Brain

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

- Neurobiological 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
 - Family violence
- High utilization of health and social services



Film: Remembering Trauma Part 2

Identify and Provide Options for Trauma-Informed Practices

Trauma-Informed Interventions

- TF-CBT, ARC, CBITS, FFT, MST, TARGET, DBT, SPARCS, TST, EMDR, etc.

Alternative Therapies

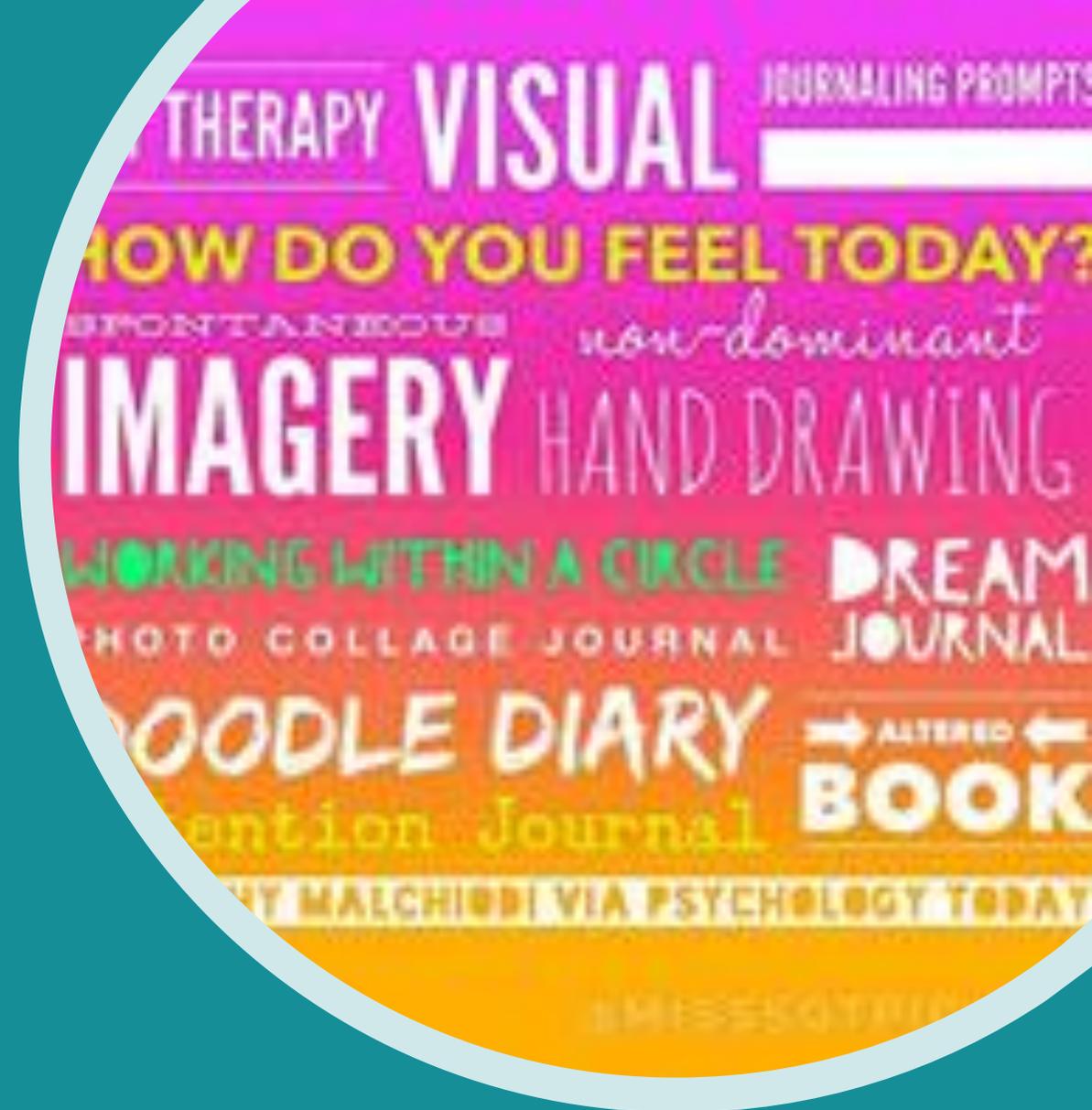
- Yoga, Acupuncture, Hypnotherapy, Biofeedback, TMS, Meditation Tai Chi, etc.

Somatic and Oral Health

- Trauma informed and responsive primary care physicians and dentists

Community Based Support

- Recreational outlets, mentoring, creative arts, volunteerism, civic involvement



Care Planning to Heal the Brain

Relationships are at the heart of healing

Resiliency is built through meaningful connections with others

Rest the brain-

Nourish the brain through exercise, sleep and breaks

Recalibrate the alarm system

Increase communication between the upstairs and downstairs brain

Repetition

Train, practice with feedback, repeat

Remember the 4 R's!

Additional Considerations: Keeping a Trauma Lens

Ensure that:

- Environments are trauma responsive
- Behaviors are reframed as adaptive and protective
- Family is the expert on their experiences
- Supportive people are at the table that the youth and family trust



PRACTICE

Practice

PRACTICE

(& then PRACTICE some more...)

Next Steps

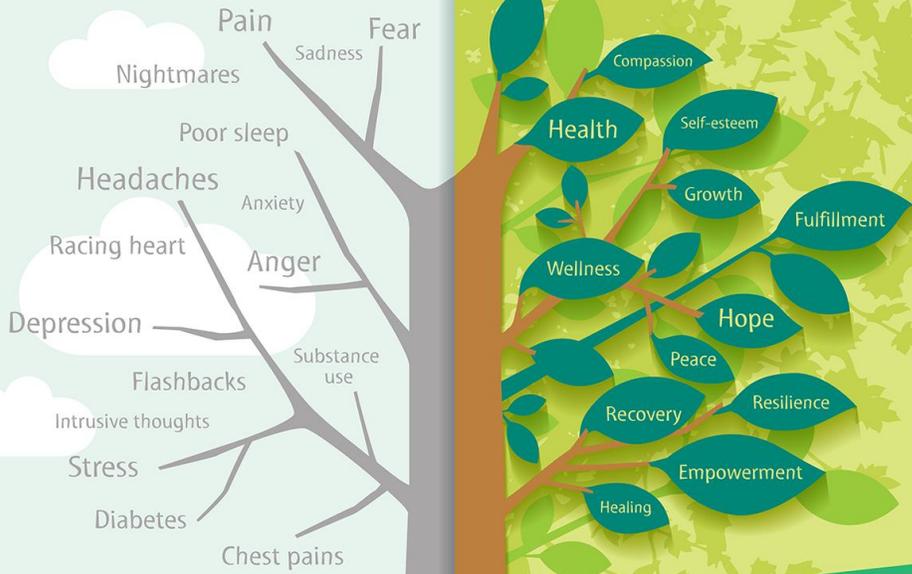
Biggest takeaway from today?

One thing you will do to use the trauma lens in your engagement approach?

One thing you will do to use the trauma lens in your facilitation of the Wraparound process?



There is hope beyond hurt.



Trauma and toxic stress involve feeling overwhelmed by difficult life experiences that can lead to physical, emotional and substance use problems.



We can help. Healing is possible.

People start to heal the moment they feel heard

-Cheryl Richardson

- Essential Elements of a Trauma Informed Juvenile Justice System
 - http://www.nctsn.org/sites/default/files/assets/pdfs/jj_ee_final.pdf
- NCTSN Trauma Informed Interventions
 - http://nctsn.org/nctsn_assets/pdfs/CCG_Book.pdf
- Remembering Trauma
 - www.rememberingtrauma.com
- Substance Abuse and Mental health Services Administration, SAMHSA
 - www.samhsa.gov

LINKS & RESOURCES

