Children & Trauma: Effective Strategies for Healing and Resiliency

Beth Reynolds Lewis
&
Kay Glidden
Compassion Resiliency
• Definition of and Impact of Trauma
• Adverse Childhood Experiences Study
• Regulation Tools
• Trauma Interventions
Trauma occurs when an external threat overwhelms a person’s internal and external positive coping resources

Traumatic Events
• Single Event
• Enduring, Ongoing (complex)

SAMHSA
Possible Traumatic Childhood Events

- Separation from a parent
- Disruptive home life
- Medical procedures and/or serious illness
- Unmet needs
- Mother with post-partum depression
- Poverty
- Lack of a stimulating environment
- Racial Discrimination
- Sexual, physical, or verbal abuse
- Divorce
- Neglect
- Bullying (including from siblings)
- Absence of consistent rules and boundaries
- Parent’s emotional rigidity
- Domestic fighting or violence
- Witnessing community and televised violence
- Single-parent households
- Two-parent working households
- Multiple Siblings
- Poor nutrition
- Foster care
- Adoption
- Car accidents
- Deaths in the family
- Parent’s failure to express affection
- Depressed parent
- Absent parent
- Un-attuned parent
- Overwhelmed parent
- Frequent moves
- Parent’s failure to praise and encourage
- Sanctuary Trauma
how to support children’s mental health during COVID-19

FROM THE OPTION B COMMUNITY

1. **Validate their concerns and feelings.**
   Children are very smart!

2. **Listen to their feelings about loss and give them space to grieve.**

3. **Build in something to look forward to each day,**
   no matter how big or small.

@OptionB
things to say
WHEN OUR KIDS FEEL ANXIOUS & SCARED
(and we are uncertain, too)

What questions do you have? What are you wondering about?

We don’t know what will happen or when this will end. But this won’t last forever.

This is really hard right now. But I also know that we can deal with this and get through this together.

It’s totally normal to feel worried, sad, disappointed, or even angry in situations like this. Let’s see how we can take good, kind care of your feelings.

I am here and I’ve got your back, sweetheart.

Even though we don’t have all the answers right now, when we know more, I will let you know, too.

We will take it one step at a time and focus on what we do have control over, like doing things that help us to stay safe, taking care of ourselves, and being gentle, forgiving, and kind with each other.
Still Face Experiment
Traumatic Events May Affect a Child

- Brain Development
- Sense of Personal Safety
- Ability to Trust Others
- Sense of the Future
- Behavior and Social Relationships
- Effectiveness in Navigating Life Changes
- Educational Performance: Capacity to Learn
- Children in Foster Care
The Brain, Body, Mind
Trauma and the Brain

3 Year Old Children

Normal

Extreme Neglect

THE BOY WHO WAS RAISED AS A DOG
AND OTHER STORIES FROM A CHILD PSYCHIATRIST’S NOTEBOOK

BRUCE D. PERRY, M.D., PH.D.
and MAIA SZALAVITZ
Based on this first section of the training, we have discussed the definition of trauma, childhood trauma, brain development and serve and return.

What are some of the takeaways from this section?
Trauma Informed Shift in Perspective

What is Wrong With This Child?  What Happened To This Child?
Collaboration between Kaiser Permanente’s Department of Preventive Medicine in San Diego and the Center for Disease Control and Prevention (CDC)

The Adverse Childhood Experiences Study (ACE’s)

...TRAUMA IS NOT JUST AN EVENT THAT TOOK PLACE SOMETIME IN THE PAST; IT IS ALSO THE IMPRINT LEFT BY THAT EXPERIENCE ON MIND, BRAIN, AND BODY.

Bessel van der Kolk

-ACE/CYW Survey Handout
“Even when people score high on ACE’s it doesn’t mean this is determinate of their life course. What doesn’t get accounted for in the ACE score is the concept of resilience; building resilience is a solution to adverse childhood experiences.”

Jane Isaacs Lowe
Robert Wood Johnson Foundation
### The framework of 40 Developmental Assets® for adolescents

<table>
<thead>
<tr>
<th>External assets</th>
<th>Internal assets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support category</strong></td>
<td><strong>Commitment to learning category</strong></td>
</tr>
<tr>
<td>Asset 1: Family support</td>
<td>Asset 21: Achievement motivation</td>
</tr>
<tr>
<td>Asset 2: Positive family communication</td>
<td>Asset 22: School engagement</td>
</tr>
<tr>
<td>Asset 3: Other adult relationships</td>
<td>Asset 23: Homework</td>
</tr>
<tr>
<td>Asset 4: Caring neighborhood</td>
<td>Asset 24: Bonding to school</td>
</tr>
<tr>
<td>Asset 5: Caring school climate</td>
<td>Asset 25: Reading for pleasure</td>
</tr>
<tr>
<td>Asset 6: Parent involvement in schooling</td>
<td><strong>Positive values category</strong></td>
</tr>
<tr>
<td>Empowerment category</td>
<td>Asset 26: Caring</td>
</tr>
<tr>
<td>Asset 7: Community values youth</td>
<td>Asset 27: Equality and social justice</td>
</tr>
<tr>
<td>Asset 8: Youth as resources</td>
<td>Asset 28: Integrity</td>
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<tr>
<td>Asset 9: Service to others</td>
<td>Asset 29: Honesty</td>
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<tr>
<td>Asset 10: Safety</td>
<td>Asset 30: Responsibility</td>
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<tr>
<td>Boundaries and expectations category</td>
<td>Asset 31: Restraint</td>
</tr>
<tr>
<td>Asset 11: Family boundaries</td>
<td><strong>Social competencies category</strong></td>
</tr>
<tr>
<td>Asset 12: School boundaries</td>
<td>Asset 32: Planning and decision making</td>
</tr>
<tr>
<td>Asset 13: Neighborhood boundaries</td>
<td>Asset 33: Interpersonal competence</td>
</tr>
<tr>
<td>Asset 14: Adult role models</td>
<td>Asset 34: Cultural competence</td>
</tr>
<tr>
<td>Asset 15: Positive peer influence</td>
<td>Asset 35: Resistance skills</td>
</tr>
<tr>
<td>Asset 16: High expectations</td>
<td>Asset 36: Peaceful conflict resolution</td>
</tr>
<tr>
<td>Constructive use of time category</td>
<td><strong>Positive identity category</strong></td>
</tr>
<tr>
<td>Asset 17: Creative activities</td>
<td>Asset 37: Personal power</td>
</tr>
<tr>
<td>Asset 18: Youth programs</td>
<td>Asset 38: Self-esteem</td>
</tr>
<tr>
<td>Asset 19: Religious community</td>
<td>Asset 39: Sense of purpose</td>
</tr>
<tr>
<td>Asset 20: Time at home</td>
<td>Asset 40: Positive view of personal future</td>
</tr>
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The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

Bruce D Perry

PICTUREQUOTES.com
Heather Forbes – beyondconsequences.com
Strategies for Regulation

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION
Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!

- **FROG JUMPS**
  Hop, hop, back and forth like a frog

- **BEAR WALK**
  Hands & feet on the floor, hips high – walk left and right

- **GORILLA SHUFFLE**
  Sink into a low sumo squat, with hands on the floor, shuffle around the room.

- **STARFISH JUMPS**
  Jumping jacks as fast as you can, with arms and legs spread wide.

- **CHEETAH RUN**
  Run in place as FAST as you can! Just like the fastest animal in the Sahara.

- **CRAB CRAWL**
  Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.

- **ELEPHANT STOMPS**
  March in place lifting your knees as high as you can and stomping the ground as hard as you can.
How Trauma Can Affect Your Window of Tolerance

**HYPERAROUSAL**
This is when you feel extremely anxious, angry, or even out of control. Unfamiliar or threatening feelings can overwhelm you, and you might want to fight or run away.

**DYSREGULATION**
This is when you begin to feel agitated. You may feel anxious, revved up, or angry. You don’t feel out of control, but you also don’t feel comfortable.

**WINDOW OF TOLERANCE**
This is where things feel just right, where you are best able to cope with the punch in life throws at you. You’re calm but not tired. You’re alert but not anxious.

**DYSREGULATION**
This is when you begin to feel like you’re shutting down. You may feel a little spacy, lose track of time, or start to feel sluggish. You don’t feel out of control, but you also don’t feel comfortable.

**HYPOAROUSAL**
This is when you feel extremely zoned out and numb, both emotionally and physically. Time can go missing. It might feel like you’re completely frozen. It’s not something you choose – your body takes over.

Stress and Trauma Can Shrink Your Window of Tolerance.
This means that it may be harder to stay calm and focused. When you’re outside your window of tolerance, you may be more easily thrown off balance.

Your Work with Your Practitioner Can Help to Enlarge Your Window of Tolerance.
They can help you stay calm, focused, and alert even when something happens that would usually throw you off balance.
When we (or a child) are triggered outside the window, the **first and only** goal is to get ourselves (them) back in the window.
Hyper-arousal – up regulate the nervous system (active). Flight response.

- Agitated
- Angry
- Eyes darting around the room
- Emotional
- Overwhelmed
- Panic
- Feeling unsafe
- Racing thoughts
- Anxiety
- Can’t sit still
- Will not adhere to directions
- Anxious before tests
- Impulsive
Bi-lateral Stimulation-hyper arousal regulation

- Going for a walk
- Exercise
- Sports
- Listening to music
- Dancing
- Singing
- Butterfly hug
- Tapping
- EMDR
- Riding a bike
- Jumping rope
Hypo arousal (freeze response)-
down regulate with calm interactions

- Play dead
- Withdraws for peers
- Shut down
- Numb
- Can’t think
- Ashamed
- Disconnected
- No energy
- Depression
- Staring out the window
- Tardy/Absent
- Forgetful
Hypo Arousal Regulation

- Deep breathing
- Weighted products
- Swinging
- Warm bath
- Hooded Sweatshirt
Dr. Dan Siegel

Hand Model of the Brain
Ideas for Regulation

Movement
- Rocking
- Pacing
- Biking
- Jumping Rope
- Yoga

Mindfulness
- Breathing

Space
- Calming Corner/Peace Chair

Books/Movies
- Which Character is regulated & who’s not?

Simplicity

Lighting

Food & Water

Safety

Co-Regulation

Zones of Regulation: K-12
Tools for Regulation
Calming Corners
The Zones of Regulation Framework

**What it IS**
- A teaching tool
- A thinking framework
- A way to nurture development of skills
- Supportive in nature

**What it ISN’T**
- A discipline model
- A behavior approach
- A way to shame for negative behavior
- Punitive in nature
Four ZONES used to describe levels of alertness and feelings:

• **Blue Zone**: Sad, Sick, Tired, or Bored.

• **Green Zone**: In Control, Calm, Happy, Ready to Learn.

• **Yellow Zone**: More Intense Emotions & States but able to maintain control, Worried, Frustrated, Silly, Excited, Scared, Overwhelmed.

• **Red Zone**: Out of Control, Elated, Angry, Wild, or Terrified.

-Leah Kuypers
Breathing Techniques

Lazy 8 Breathing

Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

breathe in through nose

blow out of mouth

The Six Sides of Breathing

Hold

In

Out

In

Out
Elmo Belly Breathing Video
Weighted Products
Grounding

- Categories game
- Count to 10 or say the alphabet
- Rocking
- Walking barefoot
- Worry stone
- Butterfly hug
Mindful Movements
Trauma Focused Treatment Interventions

- Trauma Focused-Cognitive Behavioral Therapy (TF-CBT)- Ages 0-17
- Eye Movement Desensitization and Reprocessing (EMDR)
- Cognitive Behavioral Intervention for Trauma in Schools (CB ITS)- Grades 3rd-8th
- Seeking Safety- Ages 13-25
- Sand Therapy
- Trauma Trained Therapist
Trauma Focused Treatment Interventions

- **Child Parent Psychotherapy (CPP)**- Integrates a focus on the way the trauma has affected the parent-child relationship. Ages 0-6.

- **Circle of Security**- Early intervention program for parents and children, pre-school to age 5. Parent education and psychotherapy intervention for healthy attachment.

- **PCIT**- Parent Child Interaction Therapy

- **NMT**- Neurosequential Model of Therapeutics neurological interventions. Dr. Bruce Perry
Resources

- Children & Teen Mindfulness Resource List
- Grounding Techniques
- Mindful Breathing Activities for Kids
- Parenting in a Pandemic
- Fun Activities for Kids During a Pandemic
- Talking With Children About COVID
Thank-you, Evaluation

Kay Glidden & Beth Reynolds Lewis

Compassion Resiliency

www.compassionresiliency.com

info@compassionresiliency.com

“To the world, you may be just one person, but to one person, you just may be the world.”