

A HOLISTIC APPROACH TO TREATING TRAUMA IN CHILDREN

Presented by:

Jonnie Galvan, OTR/L &

Nancy Longo, ACSW

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GOAL

To promote greater awareness of Trauma Informed Care model, how to screen and assess for trauma, and increase a child's resiliency through the use of easily accessible interventions.

LEARNING OBJECTIVES



DESCRIBE THE IMPACT OF ADVERSE EXPERIENCES ON MULTIPLE CHILDHOOD FACTORS AND THE TRAUMA INFORMED CARE MODEL.



APPLY SCREENING/ASSESSMENT TOOLS FOR IDENTIFYING TRAUMA.



UTILIZE TRAUMA INFORMED INTERVENTIONS AT ANY LEVEL OR ACROSS MULTIPLE SETTINGS.

REAL TALK: We just love what we do and hope to make you as passionate about showing up for the magic that you all do everyday! And maybe give you tools to do that in a new way!

PRESENTERS BACKGROUND:
HOW AN OCCUPATIONAL
THERAPIST AND MENTAL HEALTH
THERAPIST TEAMED UP

Multi-Disciplinary approach

Nancy

How I became an MSW

Jonnie

Working at the school district

A-ha! Moments



I AM...



ACES



SCREENING



ASSESSMENT

"ONE IN TEN CHILDREN
NATIONALLY HAS
EXPERIENCED THREE
OR MORE ACES,
PLACING THEM IN A
CATEGORY OF
ESPECIALLY HIGH
RISK." (SACKS & MURPHEY,
2018)



ADVERSE CHILDHOOD EXPERIENCES (ACE) AND TRAUMA



History of ACEs



New ACEs generation of trauma

COMMON TYPES OF CHILDHOOD TRAUMA

- Abuse and neglect
- Family Violence
- School Violence
- Life-threatening accidents and injuries
- Frightening or painful medical procedures
- Serious and untreated parental mental illness
- Loss of or separation from a parent or other loved one
- Natural or manmade disasters
- War or terrorist attacks
- Forced displacement or refugee status
- Discrimination
- Extreme poverty

<https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>



Baby ACEs and Other ACE Considerations

SUBSTANCE EXPOSURE

DISENGAGEMENT CUES
 IRRITABILITY
 DELAYS IN OVERALL MILESTONES
 LANGUAGE DELAYS
 TREMORS
 IMPACTED SLEEP ROUTINES

PHYSICAL ABUSE

HYPERVIGILANT
 FEARFUL OF ADULTS
 ANXIOUS
 AGGRESSIVE-VERBALLY & PHYSICALLY

SEXUAL ABUSE

RISKY BEHAVIORS- INTERACT WITH STRANGERS
 ENGAGE IN SEXUALIZED BEHAVIORS
 PERPETRATE ONTO OTHERS
 KNOWLEDGEABLE OF SEXUAL ACTS

FETAL ALCOHOL SPECTRUM DISORDERS



DOMESTIC VIOLENCE

INCREASE OF AGGRESSION
BULLYING
MANIPULATION
HIGHLY STARTLED
DISSOCIATION
NIGHT TERRORS/NIGHTMARES

NEGLECT

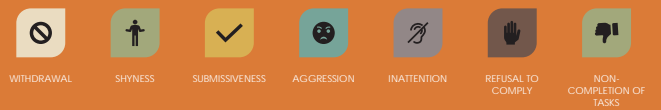
PARENTIFICATION
HOARDING FOOD
SELF-CARE
POOR SOCIAL & PLAY SKILLS
LOW FRUSTRATION TOLERANCE
SEPARATION ANXIETY

NEONATAL ABSTINENCE SYNDROME

- Neurological signs
- Autonomic system dysfunction
- Gastrointestinal abnormalities
- Respiratory signs
- Neurobehavioral abnormalities
- Miscellaneous

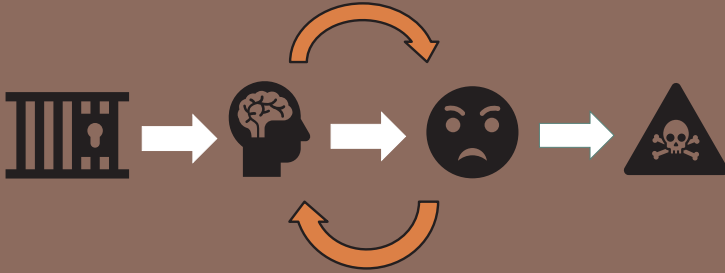
(Chasnoff, 2010) Table 3.1

BEHAVIORAL MESSAGES



(Chasnoff, 2010) Table 9.2

CYCLE OF TRAUMA



McIntyre, M., & Mickelson, A. (2016). Unlocking the door to learning: Trauma-informed classrooms & transformational schools. *Education Law Center*, 26.

"TREVOR'S" Story

TRAUMA INFORMED CARE IS
WHOLE PERSON CARE

3 PILLARS OF TRAUMA INFORMED CARE



Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming children and youth*, 17(3), 17-21.

TRAUMA INFORMED CARE

01

Realize

02

Recognize

03

Respond

04

Resist Re-Traumatization

“ We live in a world in which we need to share responsibility. It is easy to say ‘It’s not my child, not my community, not my world, not my problem.’ Then there are those who see the need and respond. I consider those people my heroes.” – Mr. Fred Rogers

WHY UNDERSTANDING TRAUMA AND IMPLEMENTING A TIC MINDSET MATTERS

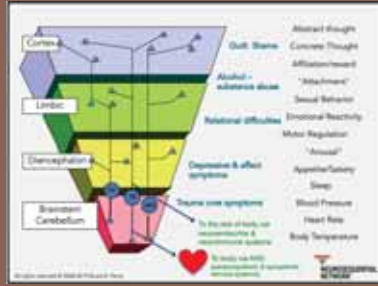
LEARNING

5 DOMAINS OF DEVELOPMENT

ATTACHMENT



HIERARCHY OF NEEDS AND BRAIN HIERARCHY

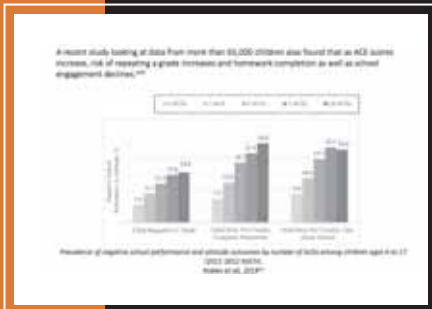


“CLEMENTINE” Story

LEARNING

IMPACTED BRAIN FUNCTION

- Memory formation
- Fear centers activated which increases behavioral response
- Executive functions



(Trauma-Informed Care in Schools, 2019)

Core principles of mitigating the effect of ACEs and toxic stress on learning .

1. Early detection and early intervention improve outcomes

2. Safe stable and nurturing environments (and relationships) are healing

(Trauma-Informed Care in Schools, 2019)

"VICTORIA'S" Story



SECURE ATTACHMENT



ANXIOUS-AVOIDANT



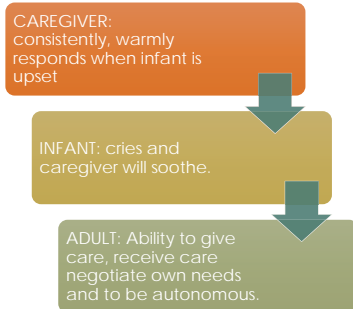
ANXIOUS-AMBIVALENT



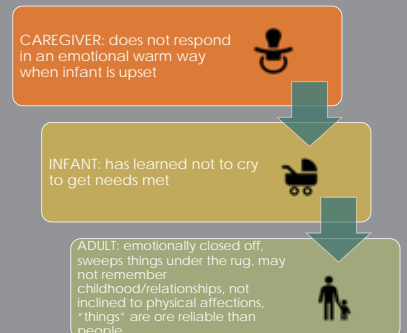
DISORGANIZED



SECURE ATTACHMENT



ANXIOUS-AVOIDANT





ANXIOUS-AMBIVALENT

CAREGIVER: inconsistently responds when infant is upset

INFANT: cries and is difficult to soothe in an effort to stay in caregiver's attention

ADULT: may have anger, resentment towards parents and/or identity if closely tied to parents, may be intrusive in caregiving and in relationships



DISORGANIZED

CAREGIVER: frightening, response is traumatic

INFANT: no clear strategies when upset

ADULT: unresolved loss or trauma, mentally checking out, unable to be present in the moment, dysfunctional relationships, detachment & anger serve to protect, does not respect the needs and boundaries of others, vulnerability is challenging

"You treat a disease: you win, you lose.
You treat a person, I guarantee you win-no matter what the outcome."

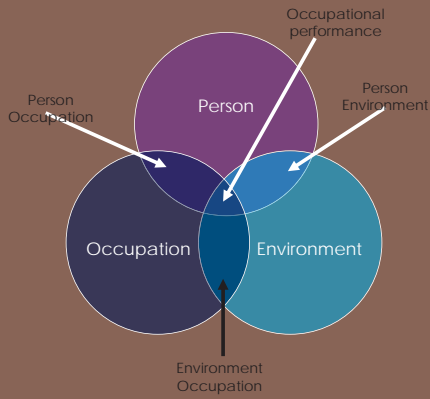
- Robin Williams in Patch Adams

AOTA FACTSHEETS



THEORIES, MODELS & FRAMES OF REFERENCE

- TRAUMA INFORMED CARE
- ATTACHMENT THEORY
- PERSON, ENVIRONMENT, OCCUPATION (PEO)
- APPROACHES BASED ON INDIVIDUAL NEEDS
 - DEVELOPMENTAL
 - SENSORY INTEGRATION
 - BIOMECHANICAL
 - ETC.



OCCUPATIONS

ADLS
REST & SLEEP
PLAY
SOCIAL PARTICIPATION



CLIENT FACTORS

MENTAL FUNCTIONS
SENSORY FUNCTIONS
MUSCLE FUNCTIONS
MOVEMENT FUNCTIONS
"BODY FUNCTIONS"



INTERVENTIONS

OCCUPATION SPECIFIC
PREPARATORY METHODS
EDUCATION & TRAINING
ADVOCACY

SECONDARY IMPACT



Secondary post traumatic symptoms



Compassion fatigue



Lack of self-care



Burn out



One's own trauma impacts the relationship

INTERVENTIONS

INTERVENTIONS & GO-TO
RESOURCES ON HAND



LOVE
powered.ca



CAREGIVER EDUCATION



ROUTINES



FEEDING



INFANT CUES



SELF-CARE

"SHRIMPS" & "ZEVA" Stories



INFANCY



EARLY
CHILDHOOD

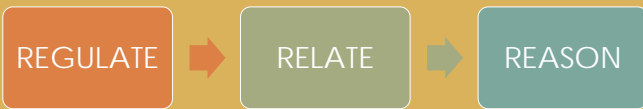


ADOLESCENT



ADULTS

THE 3 R's



"MCQUEEN'S Story

AFFIRMATIONS/ MANTRAS FOR ANXIETY & WORRY

"I AM STRONG AND SUPPORTED. I AM NEVER ALONE. CLIMBING THESE MOUNTAINS WILL LEAD ME HOME."
-SLUMBERKINS *ALPACA*

"I AM CONFIDENT, I AM SELF-ASSURED, I AM FEARLESS, I SEE CHALLENGES AS OPPORTUNITIES TO LEARN AND GROW."
-LOVE POWERED LITLES

TIP

"FEELINGS COME IN ALL SHAPES AND SIZES. WHEN YOU HELP CHILDREN EXPRESS AND UNDERSTAND THEIR EMOTIONS, YOU'RE HELPING THEM TO OVERCOME CHALLENGES, UNDERSTAND OTHERS, AND COMMUNICATE."
-SESAME STREET COMMUNITIES

<https://sesamestreetincommunities.org/topics/emotions/>

WORRY/ANXIETY

Draw or write your worries and place them in a worry backpack

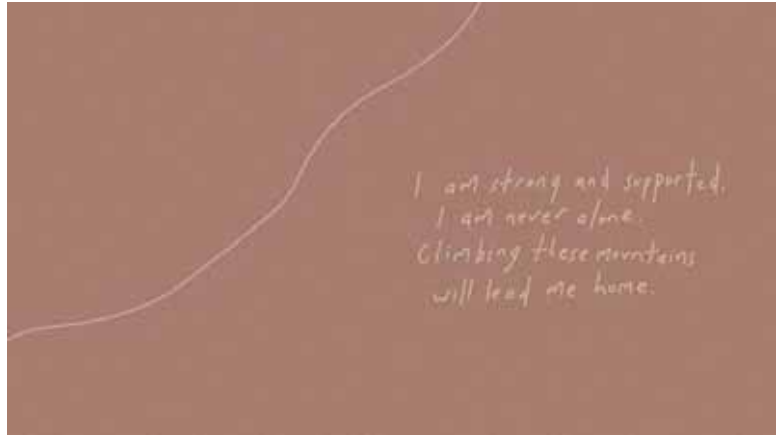
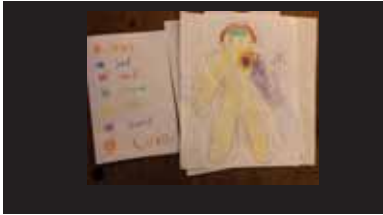
Shred your worries (can also work for nightmares)

Role play-whisper your worries into a pet or stuffed animals ears

Draw your mountains & have parent, therapist or OT write out their worries before reading mantra

Create a stress ball or calm down sensory jar

Draw/write out your feelings



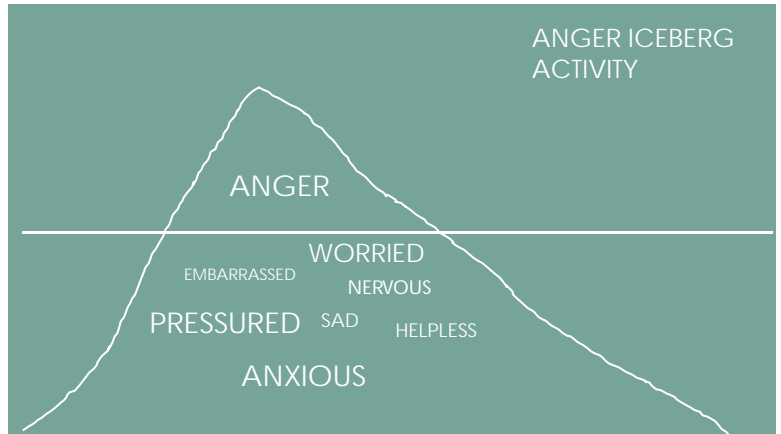
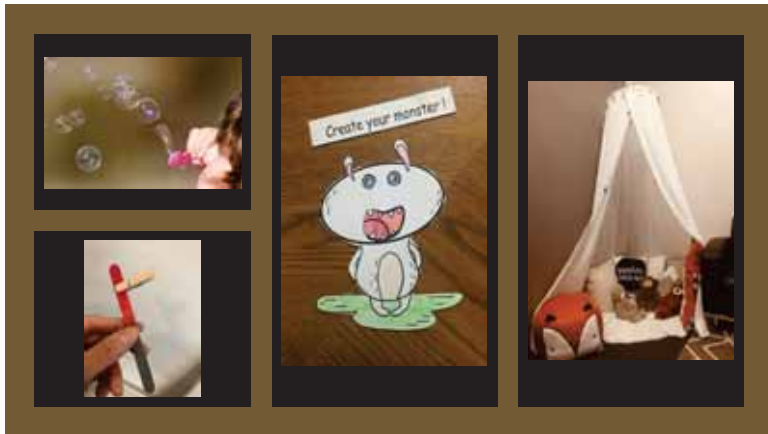
AFFIRMATIONS AND MANTRAS FOR ANGER

- "I FELT MAD, NOW I'M CALM. I CAN USE MY WORDS INSTEAD. I'M SORRY I HURT YOU, I STILL WANT TO BE FRIENDS." -SLUMBERKINS "HAMMERHEAD"
- "I AM PATIENT, I AM CALM, I AM FORGIVING, I TAKE A DEEP BREATH AND TRUST THAT EVERYTHING WILL ALWAYS WORK OUT." - LOVE POWERED LITTLES

"Each day of our lives we make deposits in the memory banks of our children."
- Charles L. Swindoll

ANGER

- Blow bubbles
- Rhythmic activities
- Feelings barometer
- Hopscotch
- Create a comfort corner to cool down
- Time ins vs time outs
- Create your own monster
- Label the feeling; don't punish



AFFIRMATIONS/ MANTRAS FOR TRANSITIONS

- "I AM SAFE, I AM LOVED. I CAN GET THROUGH THIS PART. IT'S NOT MY FAULT THAT THINGS CHANGED, AND I CAN KEEP AN OPEN HEART." - SLUMBERKINS "FOX"
- "I AM SAFE, I AM LOVED. EVEN IF WE ARE FAR APART, I'LL KEEP YOU WITH ME, HELD HERE IN MY HEART." -SLUMBERKINS "HARTLEY"

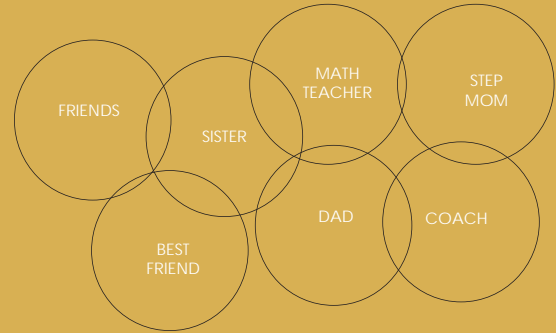
"I AM ADAPATABLE, I AM FLEXIBLE, I AM EASY-GOING, I WELCOME CHANGE WITH EASE AND AN OPEN MIND."
-LOVE POWERED LITTLES

TRANSITIONS

- Make paper people chain and talk about the special people in a child's life
- Make a "family" tree
- Spiral activity with mantra
- Hand over hand painting (termination activity)
- Comfort item or transition object
- Draw or write some of your favorite things to do with your family.
- Family puzzle



CIRCLE OF INFLUENCE



AFFIRMATIONS/ MANTRAS FOR SELF-ESTEEM

"I AM TRUE TO MYSELF. I LET MY LIGHT SHINE! I CAN BE WHO I AM. THAT'S FOR ME TO DEFINE."
-SLUMBERKINS "UNICORN"

"I AM KIND. I AM STRONG. I AM BRAVE AND UNIQUE. THE WORLD IS BETTER BECAUSE I AM HERE. I LIKE ME."
-SLUMBERKINS "BIGFOOT"

"I AM AUTHENTIC. I AM GENUINE. I AM HONEST. I HONOR MYSELF AND OTHERS BY FEELING MY FEELINGS AND SPEAKING MY TRUTH."
-LOVE POWERED LITTLES

"I AM COURAGEOUS, I AM POWERFUL, I AM BRAVE. I STAND UP FOR WHAT IS IMPORTANT FOR ME."
-LOVE POWERED LITTLES

SELF-ESTEEM

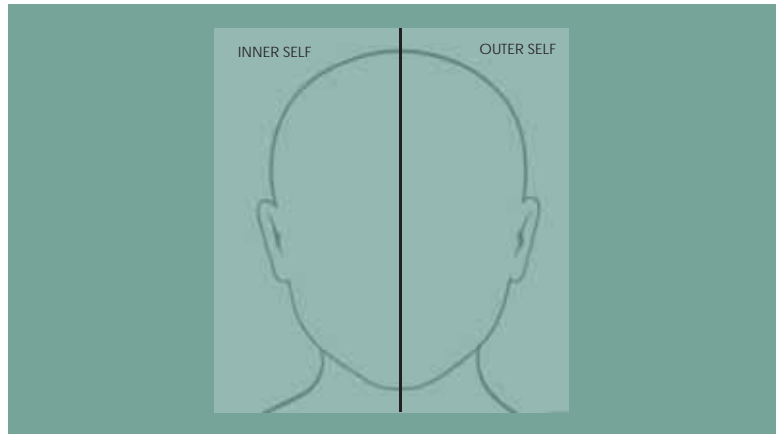
Glow in the dark sensory bottle

Self-portrait and listing positive words/affirmations ("I am...")

Making unicorn horn headband with positive affirmations

Play tic-tac-toe feelings
(<https://www.therapeuticplay.com/wp-content/uploads/2016/07/2016-07-20-Play-Tic-Tac-Toe-Feelings.pdf>)

Reflect on all of your child's strengths utilizing: Questions to Grow On
(<https://www.therapeuticplay.com/wp-content/uploads/2016/07/2016-07-20-Questions-to-Grow-On.pdf>)



AFFIRMATIONS/ MANTRAS FOR GRIEF & LOSS

"THOUGH TODAY IS HARD I AM
GOING TO START THE JOURNEY
AHEAD WITH YOU IN MY HEART."

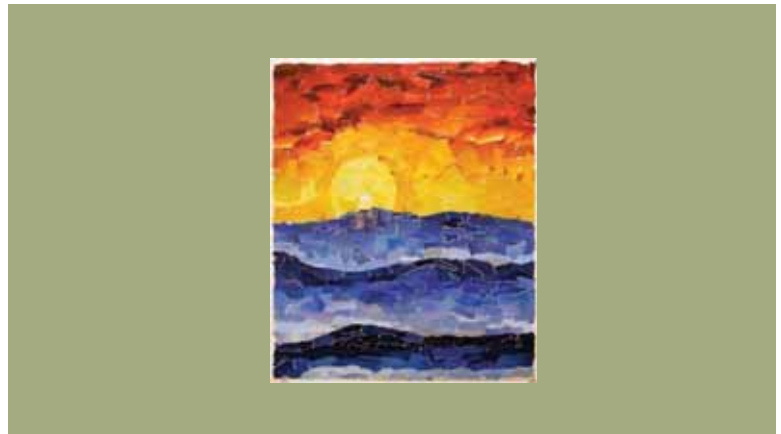
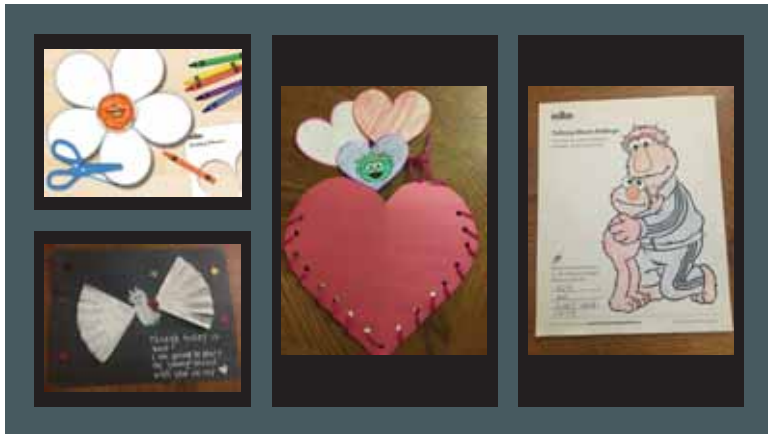
-SLUMBERKINS "SPRITE"

"I AM CONFIDENT, I AM SELF-
ASSURED, I AM FEARLESS, I SEE
CHALLENGES AS OPPORTUNITIES TO
LEARN AND GROW."
-LOVE POWERED LITTLES

"I AM SAFE, I AM SECURE, I AM
PROTECTED, I AM ETERNALLY
LOVED, GUIDED AND CARED FOR."
- LOVE POWERED LITTLES

GRIEF AND LOSS

- Answer questions honestly
- Store your memories
- Routines create normalcy
- permission to play
- Include in family decisions
- Make your own Sprite
- Write or draw on hearts about the special people in a child's life <https://www.memoriesforchildren.com/wp-content/uploads/2018/04/Heart-Print-Booklet18m-3.pdf>
- Sit and talk with your child about their feelings. Utilize: <https://www.memoriesforchildren.com/wp-content/uploads/2018/04/Heart-Print-Booklet18m-3.pdf>



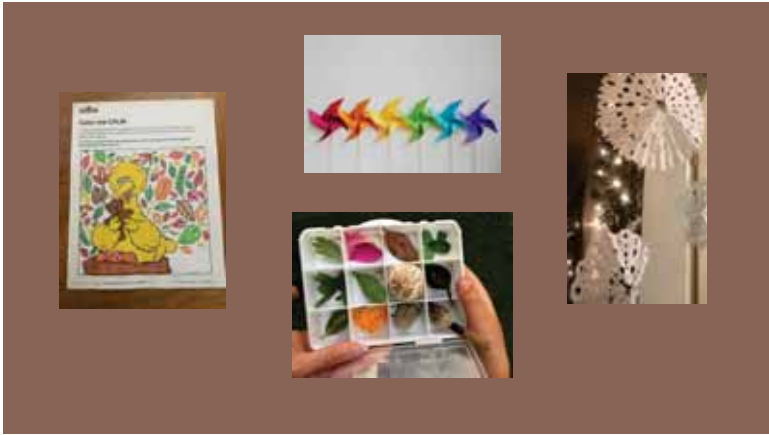
AFFIRMATIONS/MANTRAS FOR MINDFULNESS

"I SLOW DOWN AND AM CALM. I SIT VERY STILL. I TAKE DEEP BREATHS, RELAX AND CHILL."
-SLUMBERKINS "YETI"

"I AM PEACE, I AM STILL, I AM CENTERED, I QUIET MY MIND, BREATHE IN DEEPLY, AND TRUST THAT ALL IS WELL."
- LOVE POWERED LITTLES

MINDFULNESS

- Deep breathing together with child and caregiver
- Angel feather blowing
- Yoga rest pose- Laying on ground and having feet pressed against wall
- Breathing bracelet
- Breathing with pinwheels
- Make/decorate snowflakes
- Nature walk with caregiver ("I Spy")
- Sensory bag activity



"CRAYON'S Story



REFERENCES

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- *Trauma-Informed Care in Schools: Written statement of full committee hearing before the Committee on Education and Labor, House of Representatives*, 115d Cong. (2019) (testimony of Dr. Nadine Buke Harris).

NOTE: PLEASE REFER TO ADDITIONAL HANDOUT
FOR OTHER RESOURCES MENTIONED