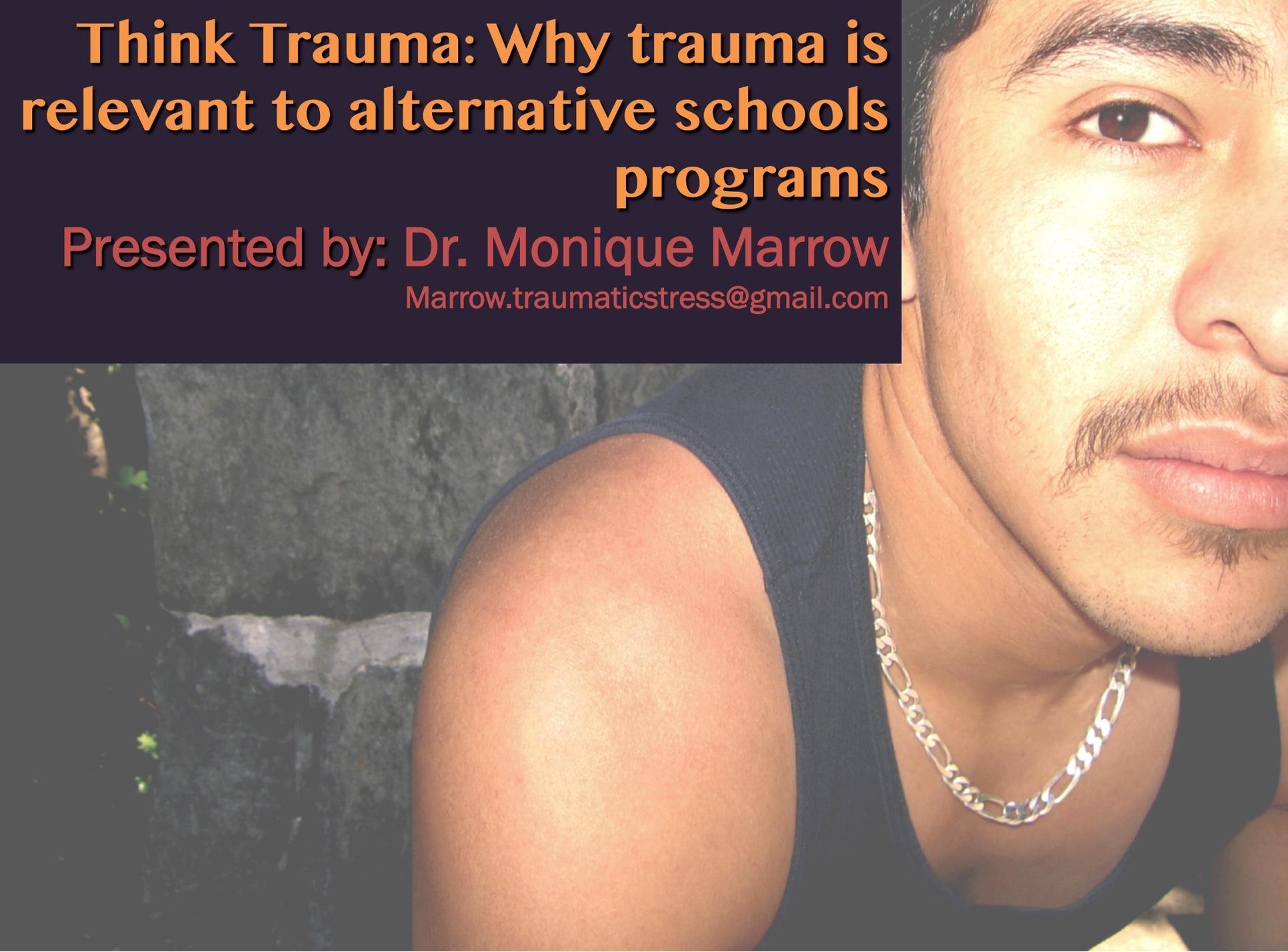


Think Trauma: Why trauma is relevant to alternative schools programs

Presented by: Dr. Monique Marrow

Marrow.traumaticstress@gmail.com



Self-Care Alert!





Does this behavior look familiar?

- Are these characters in this story like the youth you work with?





Reaction to *Freedom Writers*



- What was your reaction as you watched the clip?
- What events did you see that you consider traumatic?
- What types of traumatic events have your youth experienced?



What is a potentially traumatic event?

The experience of exposure to actual or threatened death, serious injury or sexual violation

AND

The individual



Traumatic Stress Reactions make a difference

- Intrusion
- Avoidance
- Negative alt. in cog/mood
- Hyperarousal/Reactivity



INTRUSIVE SYMPTOMS

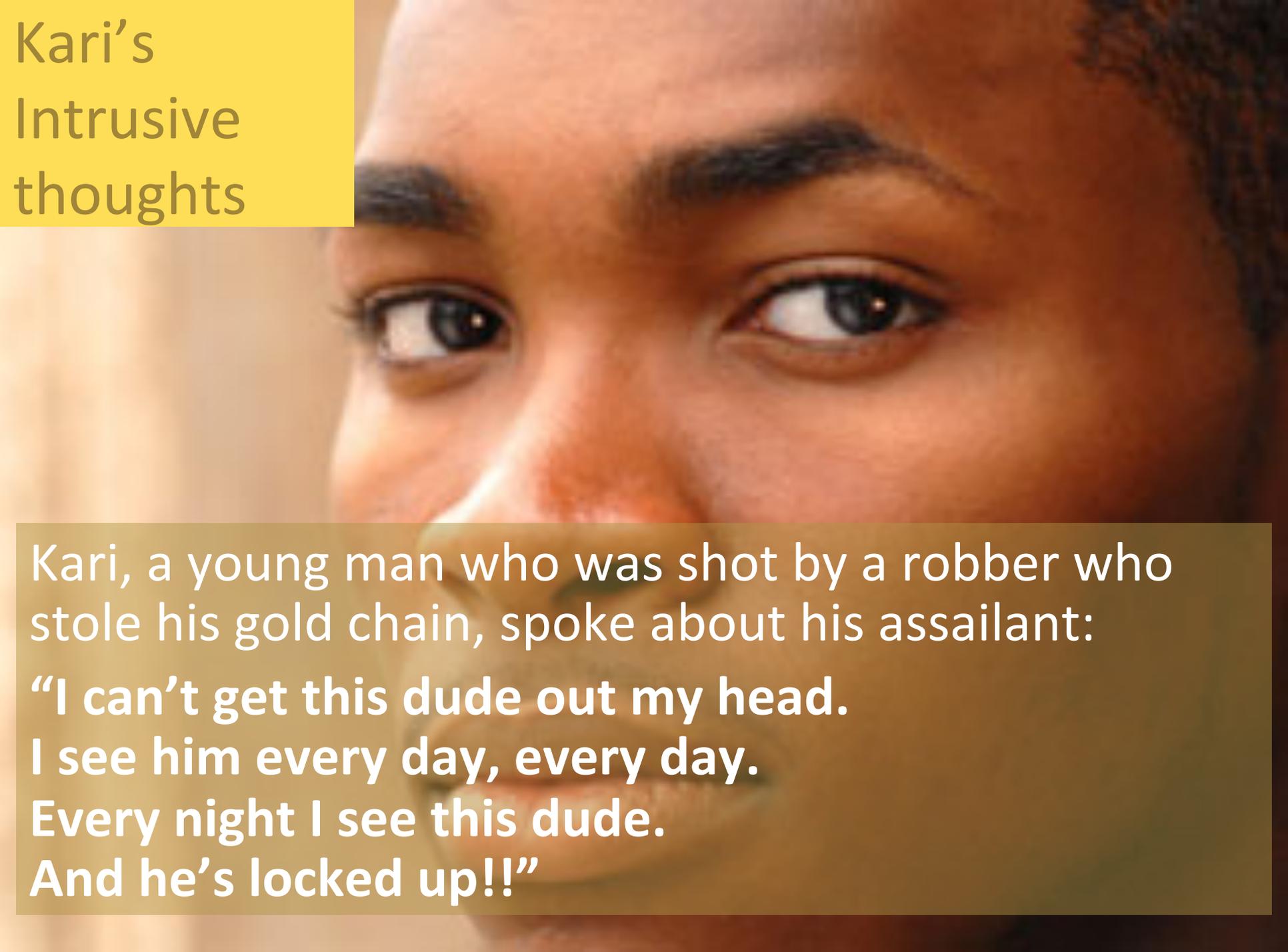
How Youth Respond to Trauma:

Images, sensations, or memories of the traumatic event recur uncontrollably.



This includes:

- nightmares
- disturbing thoughts
- flashbacks
- physiological reactions
- intense/prolonged psychological distress

A close-up, profile view of a young man's face, looking slightly to the left. The image is warm-toned and serves as the background for the text.

Kari's Intrusive thoughts

Kari, a young man who was shot by a robber who stole his gold chain, spoke about his assailant:

**“I can’t get this dude out my head.
I see him every day, every day.
Every night I see this dude.
And he’s locked up!!”**

AVOIDANCE SYMPTOMS

How Youth Respond to Trauma:



Avoidance of internal reminders

- Thoughts, feelings, or physical sensations

Avoidance of external reminders

- People, places, objects
- Activities, situations, conversations

ALTERATIONS IN AROUSAL & REACTIVITY

How Youth Respond to Trauma:

- Irritable or aggressive behavior
- Self-destructive or reckless behavior
- Jumpiness or quick to startle
- Problems with concentration
- Sleep disturbance
- Hyperarousal/Hypervigilance



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NEGATIVE ALTERATIONS IN COGNITION/MOOD

How Youth Respond to Trauma:



- Inability to remember parts of traumatic event
- Persistent negative emotions
- Persistent difficulty experiencing positive emotions
- Decreased interest or participation in activities
- Feeling detached from others
- Persistent exaggerated negative expectations
- Persistent distorted blame of self or others

Numbing: Ian Loses His Fear

“So a lot of things that made me scared or made me nervous, they don’t scare me no more. They don’t affect me.

Like, if a whole bunch of dudes kept on lookin’ at me, I used to feel nervous. And, if someone kept on like giving me mean looks? I used to get nervous.

It don’t happen no more. It’s like some of the feelin’ is just gone. If they look at me mean now, I look at them right back like, ‘What?’.”



The Invisible Suitcase



beliefs and expectations:



Trauma Reminders

Things, events, situations, places, sensations, and even people that a youth consciously or unconsciously connects with a traumatic event.



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Loss Reminders



- Empty situations
- Shared activities
- Rituals
- Favorite activities

Factors Which Determine the Impact of Trauma or Loss

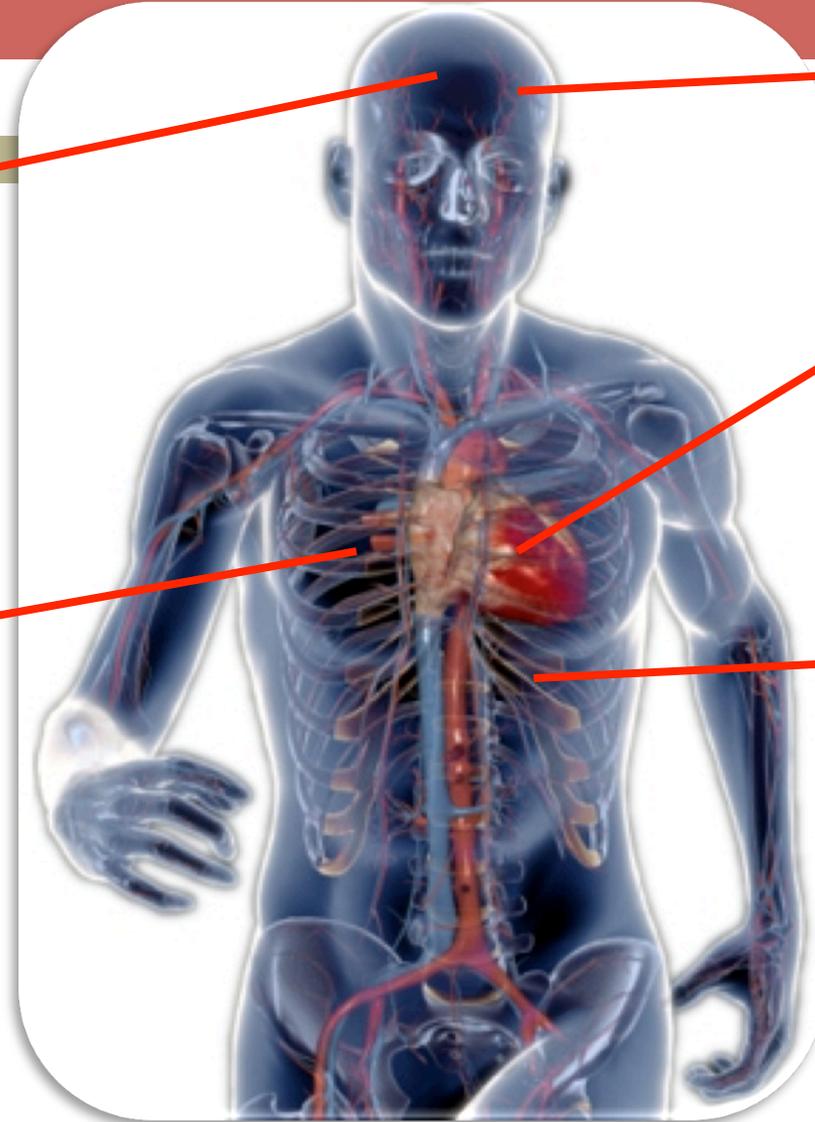
**Age at which
Trauma
exposure
occurs**

**Trauma
History**

**Trauma at the
hand of
caretakers**

**Secondary
adversities/and
pre-existing
adversities**

Fight, Flee, or Freeze (to protect)



Hypothalamus

Hippocampus

Heart rate and blood pressure increase

Breathing rate increases

Release of adrenaline and cortisol



A coping strategy is a behavior individuals use consciously or unconsciously to tolerate adversity, disadvantage, or disability without correcting or eliminating the underlying condition.

So when youth you work with are in trauma mode what do they do to:

- ▣ increase sense of physical and emotional safety
- ▣ decrease anxiety and fear
- ▣ protect themselves from the impact of future traumas or losses



Adverse Childhood Experiences and Maladaptive Coping Strategies

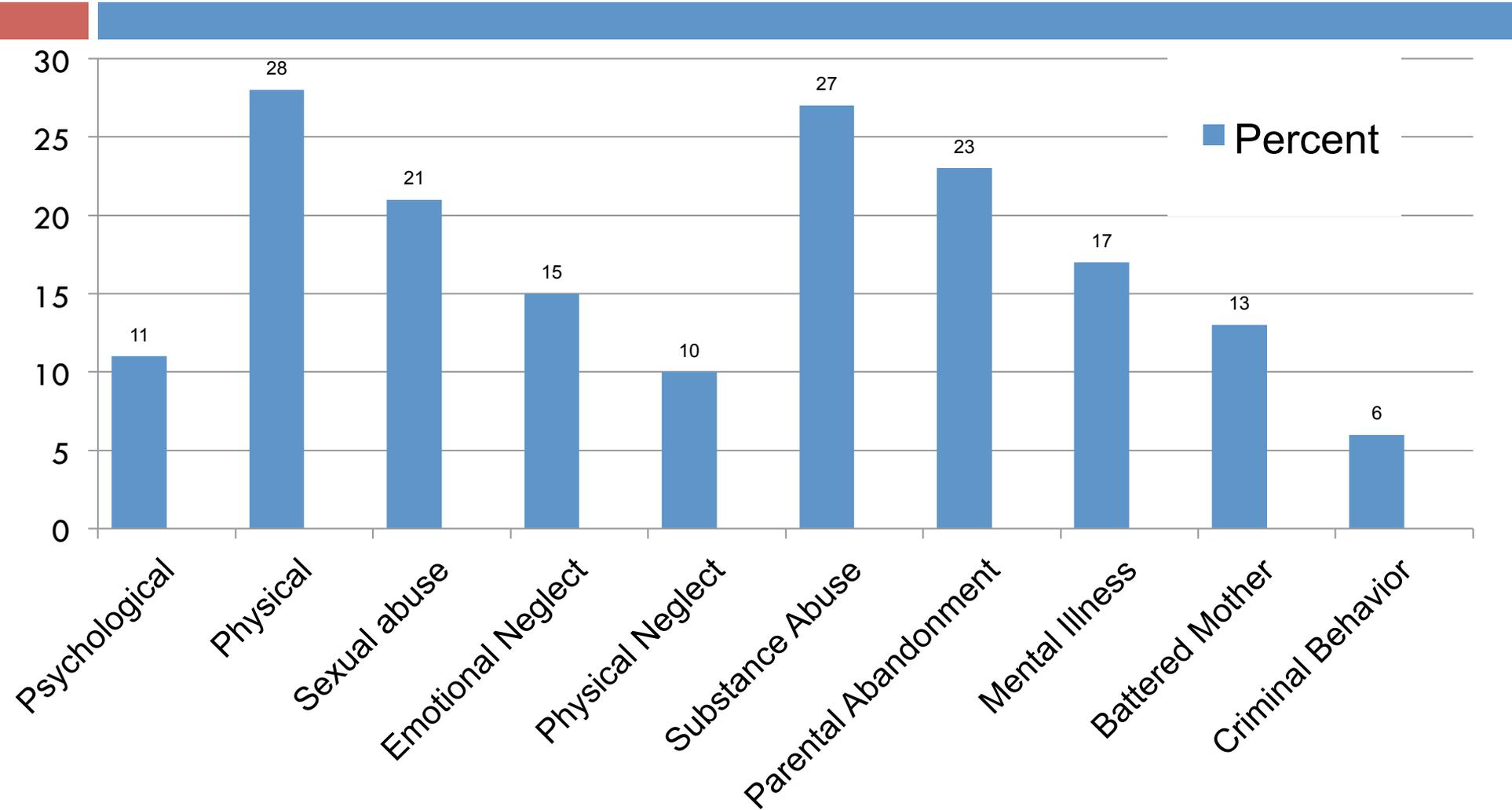


Dr. Felitti—Kaiser Permanente



Dr. Anda—Center for Disease Control and Prevention

Adverse Childhood Experiences N=17,337



Potentially Harmful Responses to Adversity



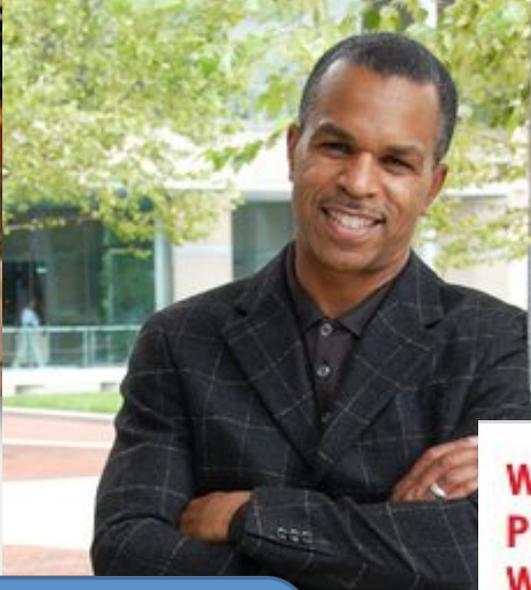
“ACES” Not Covered

Community Violence

- Witnessing a shooting/bombing or riot
- Being shot at
- Being jumped or beaten
- Being stabbed
- Having lost someone close to you to murder



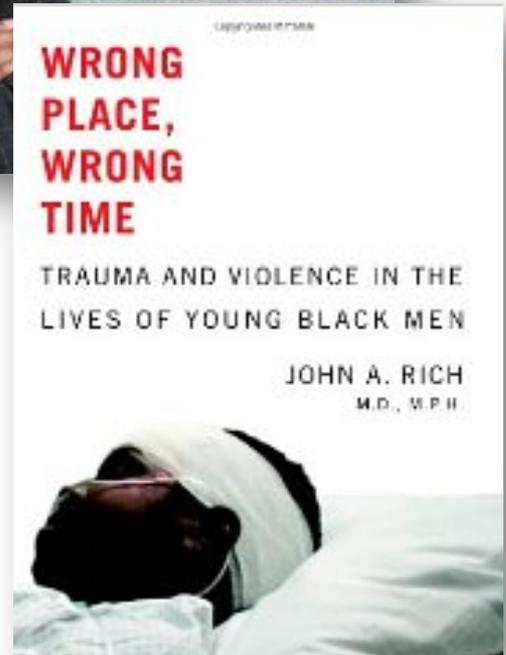
John Rich, M.D.



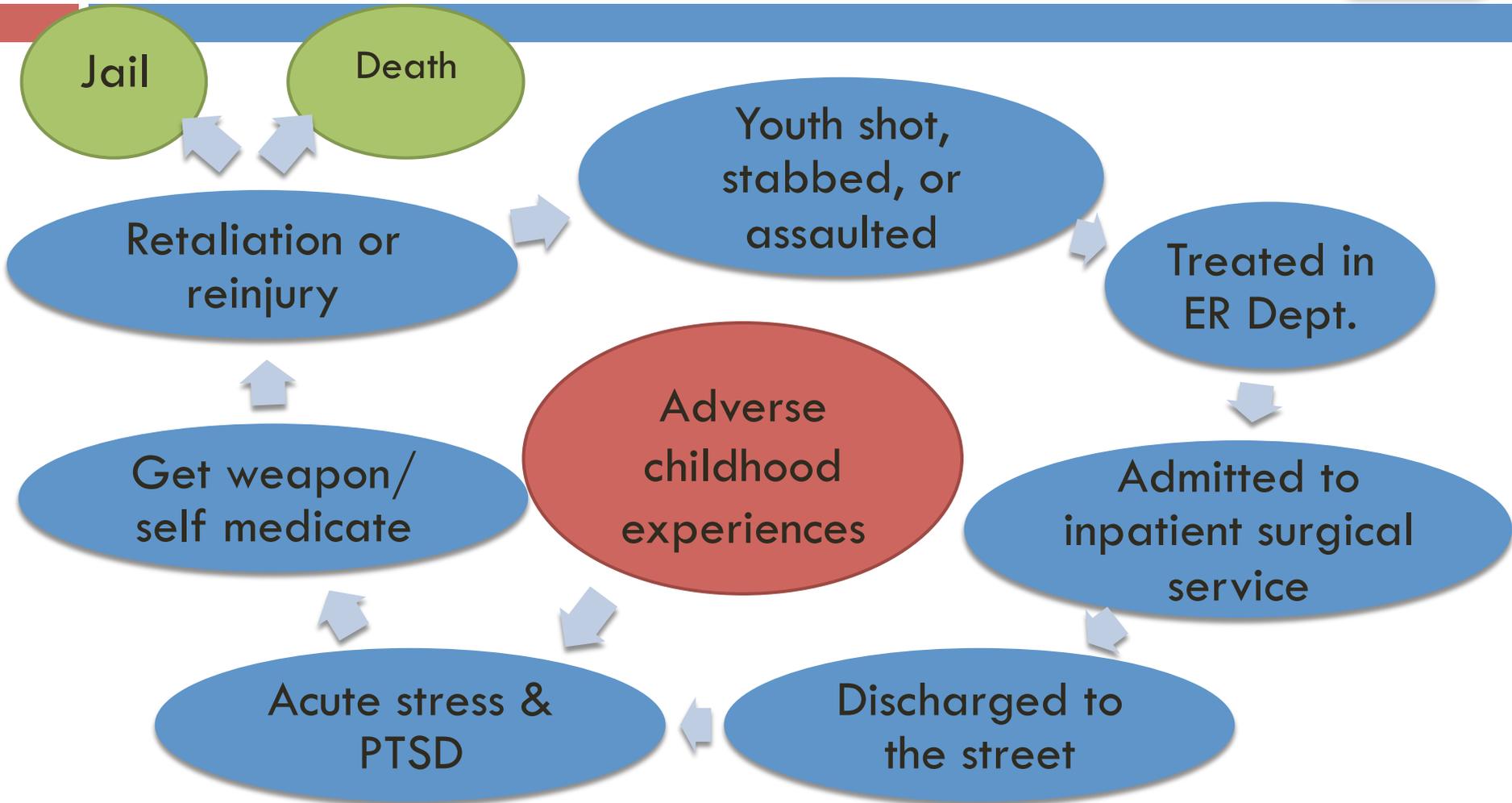
Ted Corbin, M.D.

At 5 years: Recurrence rate for penetrating trauma: 44%

Mortality rate: 20%



Behaviors as Coping Mechanisms



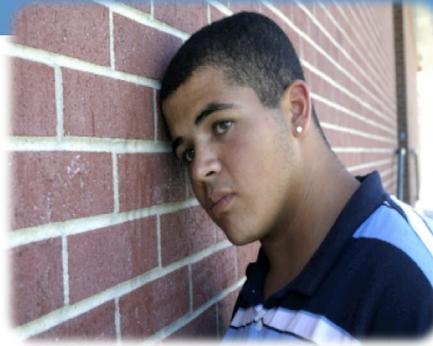
Rates of Trauma



1 in 4 students
have experienced a
traumatic event

(NCTSN Child Trauma Toolkit for
Educators | October 2008)

1 in 10 students
have been sexually
assaulted



15.5 million
children live in
households where
domestic violence
has occurred within
the past year



**75% of students in
URBAN school
districts have
experienced at
least one
traumatic event**

Trauma creates feelings of



Helplessness



Vulnerability



Loss of safety



Loss of control



Intense fear

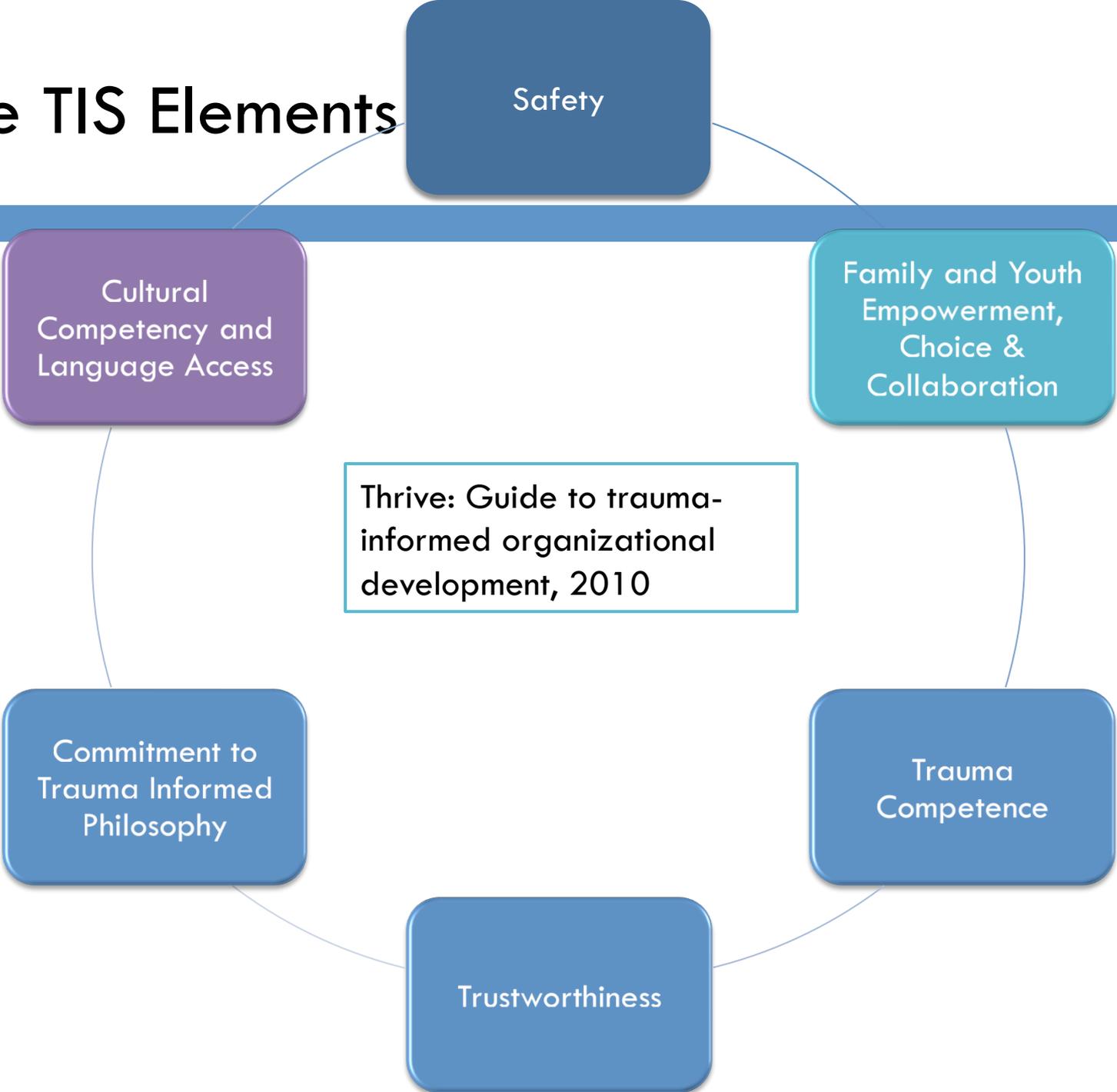


Intense shame



Anger

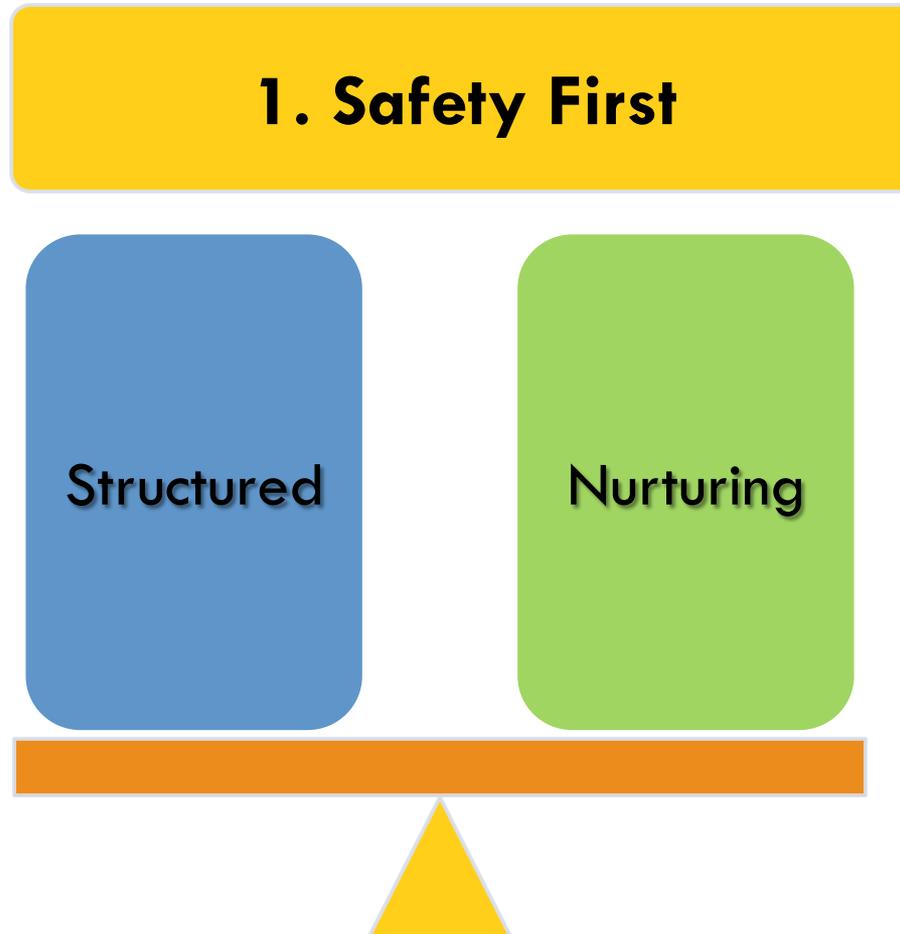
Core TIS Elements



What a Trauma-Sensitive School Does **Not** Look Like?

1. **Not recognizing a traumatized student.**
2. **Judging the severity of the student's trauma.**
3. **Addressing the behaviors only.**
4. **Trying to teach when the student's dysregulated**
5. **Educators get triggered themselves.**
6. **Excluding the parent.**
7. **Feeling "sorry" for the student.**
8. **Punishment vs. discipline.**

What Does a Trauma-Sensitive School Look Like?



Support self-regulation to support growth

- NO Regulation = No Learning
- Co-Regulation – communicates safety, helps the brain and nervous system calm so that learning can occur.

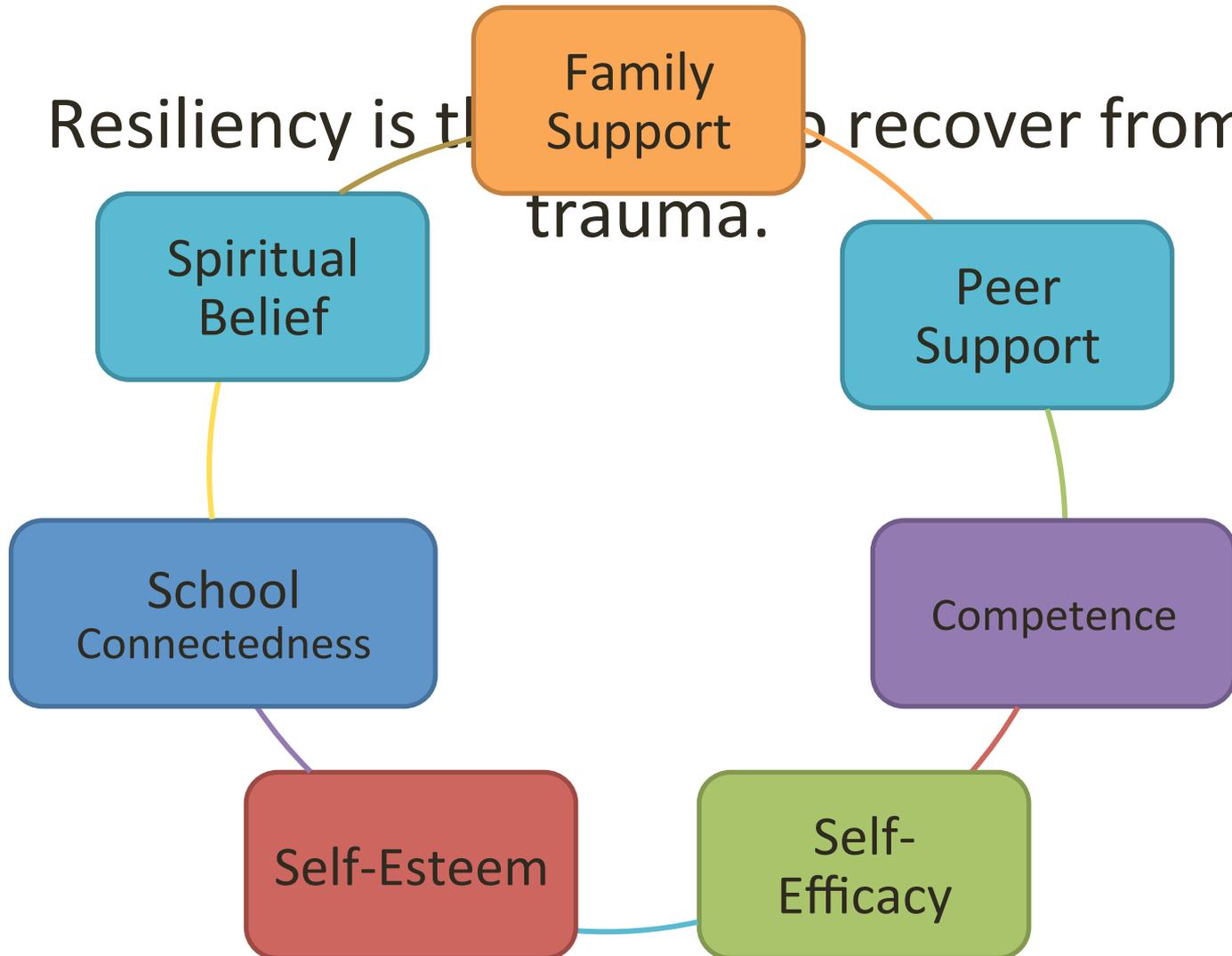


SEL is a Trauma Informed Practice



Building Resilience Skills

Resiliency is the ability to recover from trauma.



Creating a Trauma-Informed Safety Plan

Safety plans should include:

1. Brief trauma history
2. Trauma reminders
3. Early warning signs of losing control
4. Calming behaviors



Calming Behaviors: Use the Senses



Calming Behaviors: Use Proprioception

- Pressure to the body's muscles or joints or activities that require us to use our muscles
- Therapeutic use of weight such as a heavy quilt or weighted blanket
- Pressure and weight can be grounding, calming, and organizing



Calming Behaviors: Use Vestibular Input

The sensation of movement in space





CAUTION

Important Note



CAUTION

Not all calming behaviors are applicable to every youth.

- Proprioception can be a trauma reminder for a youth who has been physically abused.
- Vestibular input may be disturbing for a youth who has been in a serious car accident.
- Asking youth to visualize a calming scene could lead to dissociation in some individuals.

Resources:

National Child Traumatic Stress Network: www.nctsn.org

Substance Abuse and Mental Health Services Administration:
www.samhsa.gov

Child Trauma Toolkit for Educators (2008)

[http://www.nctsn.org/sites/default/files/assets/pdfs/
Child_Trauma_Toolkit_Final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

The Child Trauma Toolkit for Educators provides school administrators, teachers, staff, and concerned parents with basic information about working with traumatized children in the school system.

Childhood Traumatic Grief Educational Materials - For School Personnel (2004)

http://www.nctsn.org/sites/default/files/assets/pdfs/schools_package.pdf

This guide to childhood traumatic grief for school personnel includes the "In-Depth General Information Guide to Childhood Traumatic Grief" and "Brief Information on Childhood Traumatic Grief."

Schools and Trauma Speaker Series

Wednesday, August 25, 2010
12pm PST/3pm EST

Sticks and Stones Will Break My Bones, (and) Words CAN Hurt Me: A Trauma-Informed Understanding of Bullying

Judy Chaisson, PhD — Los Angeles Unified School District
Office of Human Relations, Diversity & Equity

Amy Foster Wolferman, MEd
National Native Children's Trauma Center

Sharon A. Heno MEd, LPC, NCC — Mercy Family Center
Arcy Otten, MEd — National Native Children's Trauma Center

Wednesday, September 22, 2010
12pm PST/3pm EST

Sudden Death On a School Campus: Impact and Response

Joshua Kaufman, LCSW

Los Angeles Unified School District School
Traumatic Stress Network

Communities of Care

Audra Langley, PhD — UCLA

Wednesday, January 26, 2011
12pm PST/3pm EST

Trauma-Informed IEPs: Differential Diagnosis and Trauma-informed Assessment in Schools

M. Elizabeth Ralston, PhD
The Dee Norton Lowcountry Children's Center

Lisa Nicole Herring, EdD
Student Support Services, Charleston County School District

Ben Atchison, PhD, OTR/L, FAOTA
Western Michigan University

Audra Langley, PhD — UCLA

Wednesday, February 23, 2011
12pm PST/3pm EST

Step 1: First create an account (free):

How to get in

- Step 1:** First create an account (free):
<http://learn.nctsn.org/login/signup.php>
- Step 2:** Check your email and confirm your account (click on link)
- Step 3:** Return to <http://learn.nctsn.org>, and enroll in this Speaker Series
- Step 4:** On the day of presentation, login and return to the Speaker Series homepage

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