



Trauma 101 & Resiliency

*Presented by
Heather Perry*

*Thank You for your participation
and partnership!*



Heather Perry, B.A.



Heather began her career in social services in California in 2001 where she worked with adolescent youth in residential treatment. Since that time she has also worked with adults with co-occurring mental health diagnoses and substance use disorder, and completed a Bachelor's degree in psychology from Antioch University in 2008. In 2010, Heather relocated to the Seattle area where she worked as a foster home licensor and then a supervisor for a therapeutic foster care program. Heather joined the Coordinated Care team as a Community Educator for Apple Health Core Connections in 2015. In 2019 Apple Health Core Connections earned their CARE designation in Snohomish County, and Heather continues to participate in Coordinated Care's trauma informed leadership team.



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Trauma 101



Trauma 101

- Types of Trauma
- Trauma and the brain
- Understanding Trauma responses
- Trauma reminders
- Maximize Safety



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Why Focus on Trauma?

- Trauma affects an individual's behavior, feelings, relationships and view of the world in profound ways
- Trauma often leads to physical problems
- Trauma impairs learning
- Clients bring their trauma with them
- Our client's trauma affects you too!
Secondary Traumatic Stress, Compassion fatigue, burnout etc.



What Is Traumatic Stress?

- The physical and emotional responses to threatening situations
- Trauma can have a long-term, cumulative effect on a person's development
 - Ability to trust others
 - Sense of personal safety
 - Effectiveness in navigating life changes
- A individual's response to a traumatic event may have a profound effect on their perception of self, others, the world, and the future



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Trauma: Types of Exposure



Acute	Chronic	Complex
<ul style="list-style-type: none">• Single traumatic event• Limited in time	<ul style="list-style-type: none">• Multiple traumatic event exposures• Effects are cumulative	<ul style="list-style-type: none">• Exposure to chronic trauma, usually caused by adults entrusted with the child's care• Impacts development

(Chadwick Center, 2015)

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What About Neglect?

- Failure to provide for a someone's basic needs
- Perceived as trauma by someone who is completely dependent on others for care
- Opens the door to other traumatic events
- May reduce an individual's ability to recover from trauma



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Other Types of Trauma

- Historical Trauma
 - A personal or historical event or prolonged experience that continues to have an impact over several generations
- Medical Trauma
 - Ongoing or chronic illness, medical exams, medical treatments or procedures
- System-related Trauma
 - Multiple placements, experiences in detention or residential settings



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Other Sources of Ongoing Stress

- Poverty
- Discrimination
- Separations from family
- Frequent moves
- School problems
- Traumatic grief and loss
- Refugee or Immigrant Experiences

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Breakout Room Discussion

What types of trauma are you observing in your role?



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Effects of Trauma Exposure

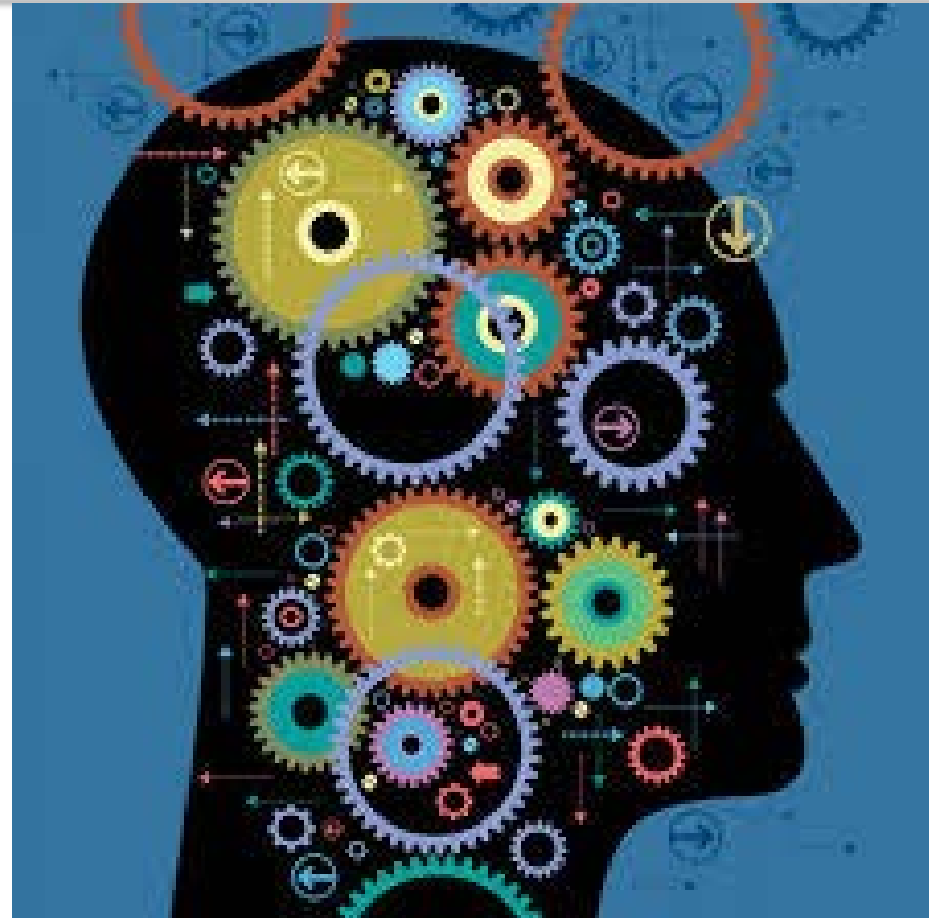


- Attachment
- Biology
- Mood Issues
- Dissociation
- Behavioral Control
- Cognition
- Self Concept



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Trauma and the Brain



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Trauma and the Brain

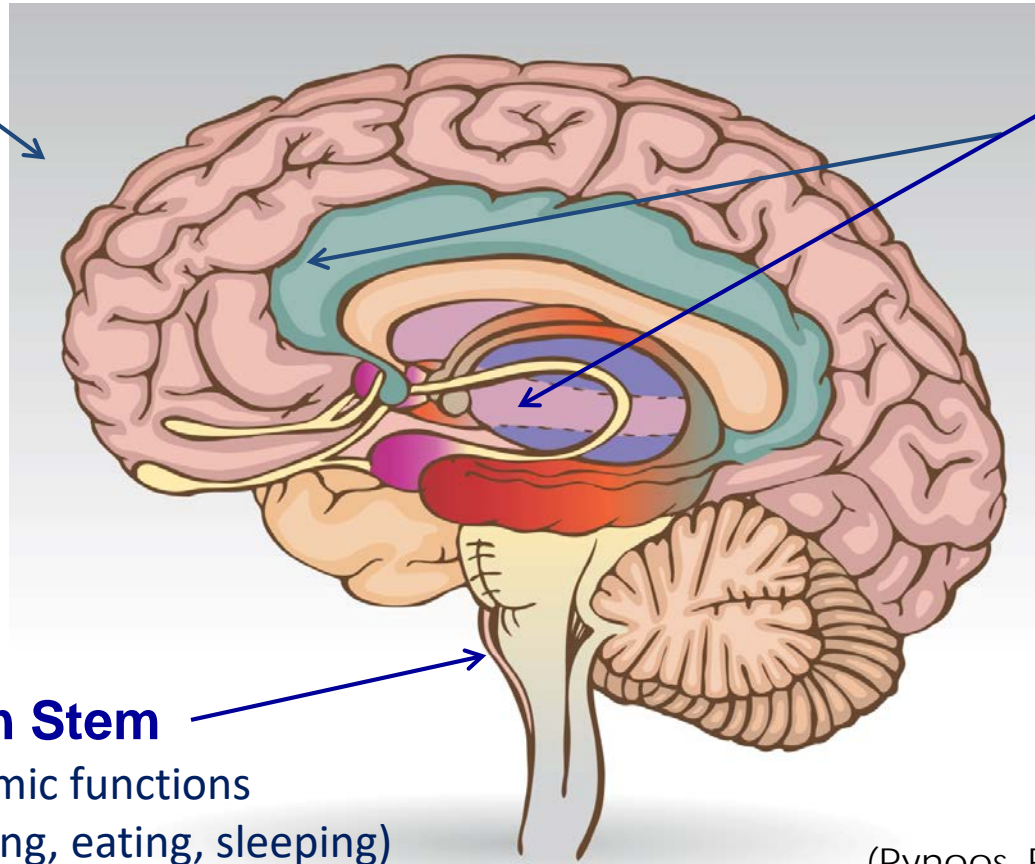
- Alterations in biological stress systems can adversely affect brain development
- Trauma-exposed youth display changes in their levels of stress hormones similar to those seen in combat veterans
- Plasticity means the brain continues to change in response to repeated stimulation
- Risk and opportunity: impact of trauma but also corrective experiences



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Prefrontal Cortex

Abstract thought, logic, factual memory, planning, ability to inhibit action



Limbic System

Emotional regulation & memories, "value" of emotion

Brain Stem

Autonomic functions (breathing, eating, sleeping)

(Pynoos, R. et. al.,1997)



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Appreciation



Resilience



Empowerment

Flip the Lid (Hand Model of the Brain)



Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.



Figure 1. A model of the brain.

Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to “**Flip our Lid**” which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we’re not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

-Dr. Dan Siegal



Figure 2. Flipping your lid.



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Trauma and the Brain

- Trauma can have a serious impact on the normal development of children's brains. It can alter the chemicals in their brain and nervous system.
- Changes in the way our bodies handle stress can cause harm to the growing brain. It also can cause delays learning and language.
- These chemical changes may affect the way their brain responds to future stress in their lives and may also negatively impact their health for many years to come.



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Break



The Impact of Trauma on Behavior and Relationships

- Understanding trauma responses
- Maximize the sense of safety



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Understanding Responses to Trauma

- Those who have experienced trauma often exhibit extremely challenging behaviors and reactions
- When we label these behaviors as “good” or “bad,” we forget that the behavior is reflective of their experience
- Many of the most challenging behaviors are strategies that in the past may have helped the individual survive in the presence of trauma



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We Learn by Experience



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We Learn by Experience (Continued)



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We Learn by Experience (Continued)



Re-experiencing Trauma

- Intrusive images, sensations, dreams
- Intrusive memories of the traumatic event or events



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Hyper-arousal

- Nervousness
- Jumpiness
- Quickness to startle

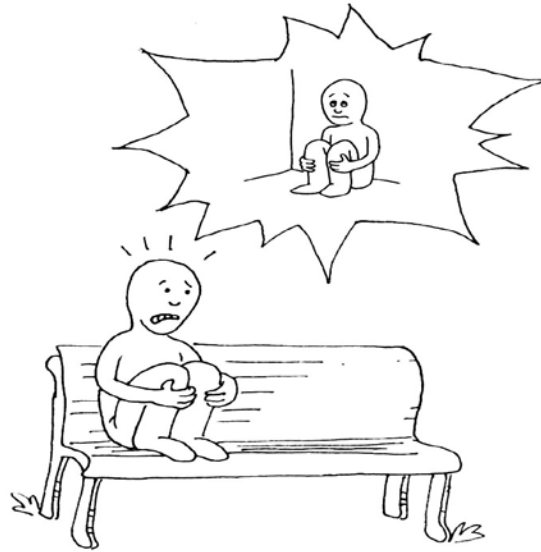


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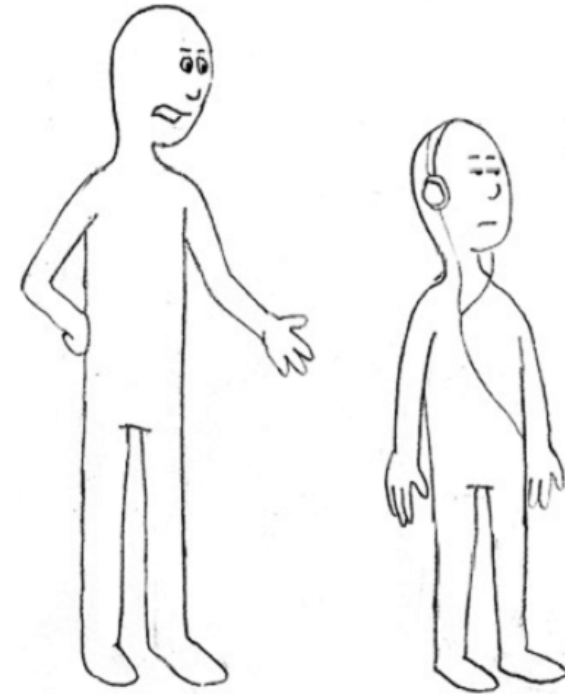


Empowerment



Avoidance and withdrawal

- Feeling numb, shut down, or separated from normal life
- Pulling away from activities and relationships
- Avoiding things that prompt memories of the trauma



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Appreciation



Resilience



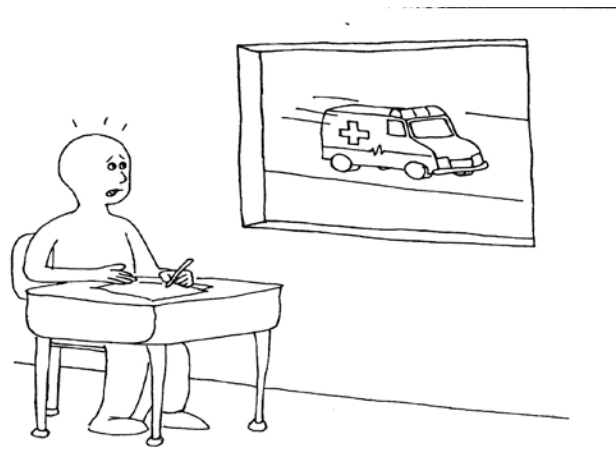
Empowerment





Trauma Reminders

Things, events, situations, places, sensations, and even people that an individual associates with a traumatic event



May result in:

- Re-experiencing
- Withdrawal
- Disassociation

Breakout Room Discussion

What traumatic stress responses have you observed in your role?

- Hyper-arousal
- Re-experiencing
- Avoidance/withdrawal
- Trauma Reminders



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Maximize the Sense of Safety



- Traumatic stress overwhelms an individual's feeling of safety. It can lead to a number of survival strategies for coping.
- Safety is not just about *physical* safety. Safety also includes *psychological* safety.
- A sense of safety is very important for a child's physical and emotional growth.
- When talking about painful things in their past, make sure they feel emotionally safe.

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BREAK



Resiliency



Resiliency

- Human Adaptive Process
- Core Protective Systems & Activity
- Healing From Trauma
- Rage Pathway v. Seeking Pathway
- Key “I” Messages



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Ways to Define Resilience

A class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development. –

Ann Masten

Resilience:

We live on, but we also live with. –

Gonzales



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Human Adaptive Processes



- Attachment
- Agency, Self-efficacy and mastery motivation system
- Intelligence: central nervous systems for problem-solving and information processing
- Regulatory systems for controlling arousal, affect, attention, and action
- Microsystems, including family, peers, classroom and work
- Community-level systems and collective efficacy
- Macrosystems: Culture, media, and national and international organizations

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Video Options

Rita Pierson
“Every Kid Needs a Champion”

Josh Shipp
“EVERY KID IS ONE CARING ADULT AWAY FROM A SUCCESS STORY”

Patrick Willis
“ESPN Presents Patrick Willis”

Or find your own!



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Breakout Room Discussion

What elements of the human adaptive process did you observe in the video clip that contributed to resilience?



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Break





“Resilience does not come from rare and special qualities but from the everyday magic of the ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships and their communities.” -Ann Masten



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Core Protective Systems

CAPABILITY

ATTACHMENT &
BELONGING

COMMUNITY,
CULTURE,
SPIRITUALITY

Nurturing the healthy development of these protective systems affords the most important preparation or 'inoculation' for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals." -

- Ann Masten, 2009



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Core Protective Systems



- Intellectual & employable skills
- Self regulation – self control, executive function, flexible thinking
- Ability to direct & control attention, emotion, behavior
- Positive self view, efficacy



- Bonds with parents and/or caregivers
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide a sense of security & belonging, help with emotion coaching



- Faith, hope, sense of meaning
- Engagement with effective orgs – schools, work, pro-social groups
- Network of supports/services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports

- Ann Masten, 2009



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***Think of a time when you were
struggling...***

What/who helped you through?

**Find a Partner and tell the story...
write “what/who helped you” on a
sticky note**



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1. Sublimation
2. Altruism
3. Suppression
4. Anticipation
5. Humor

Five Approaches to Dealing with Past Trauma Associated with Good Outcomes

Rage Pathway vs. Seeking Pathway

Rage Pathway – Mechanism in the brain that causes one to fight

Seeking Pathway – Assertive goal-directedness



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Children who are resilient see themselves as:

Safe
Capable
Loveable

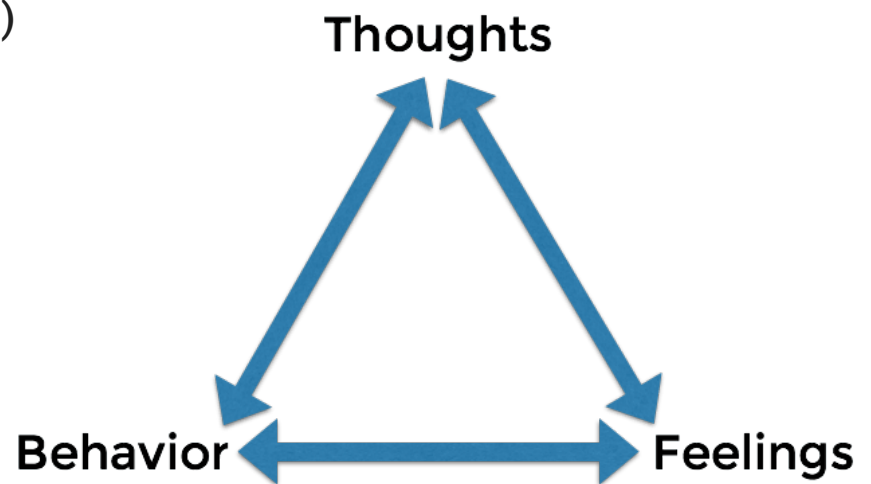


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Five Key “I” Messages

- I AM (likeable, capable, unique and valued)
- I CAN (treat others the way I want to be treated, achieve and do unique things)
- I HAVE (strengths, capabilities and people who care about me)
- I WILL (make healthy choices and achieve my dreams)
- I BELIEVE (I have a purpose)



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Breakout Room

Share your personal “I message”
with the group



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Empowerment

References

Surviving Survival; The Art and Science of Resilience

by Laurence Gonzales 2012

Ordinary Magic; Resilience in Development

by Ann S Masten 2014



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