Building on What is Strong: Building Resilience in Children and Communities

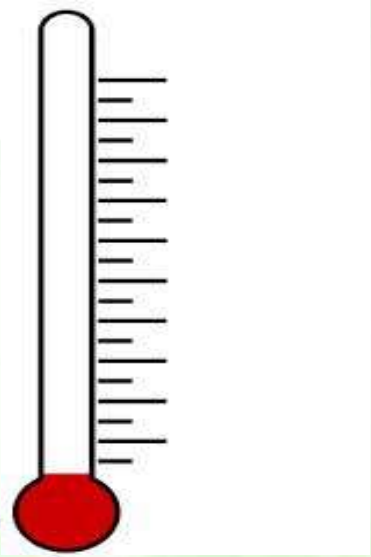
Dr. Allison Sampson-Jackson
LCSW, LICSW, CSOTP
Integration Solutions, Inc.

integration solutions

Engaging the Whole Brain

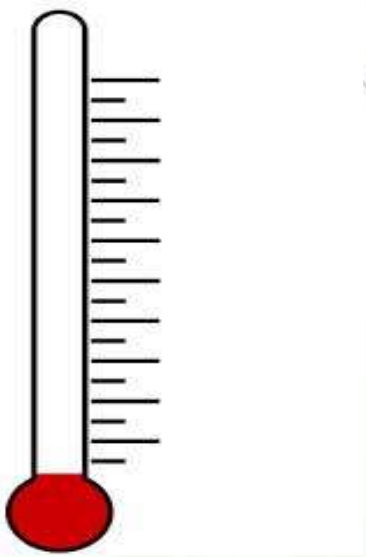
- **Oscillation every 90 minutes**

0-10



Before Brain Gym

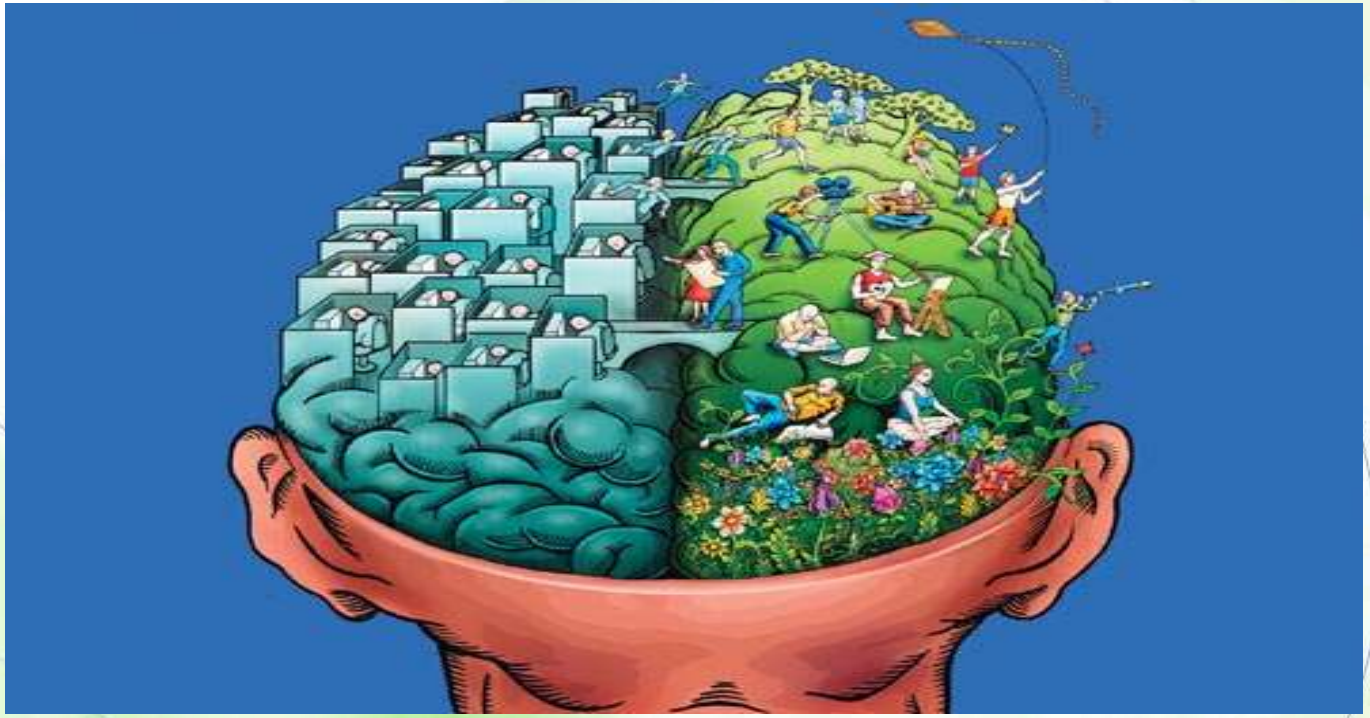
0-10



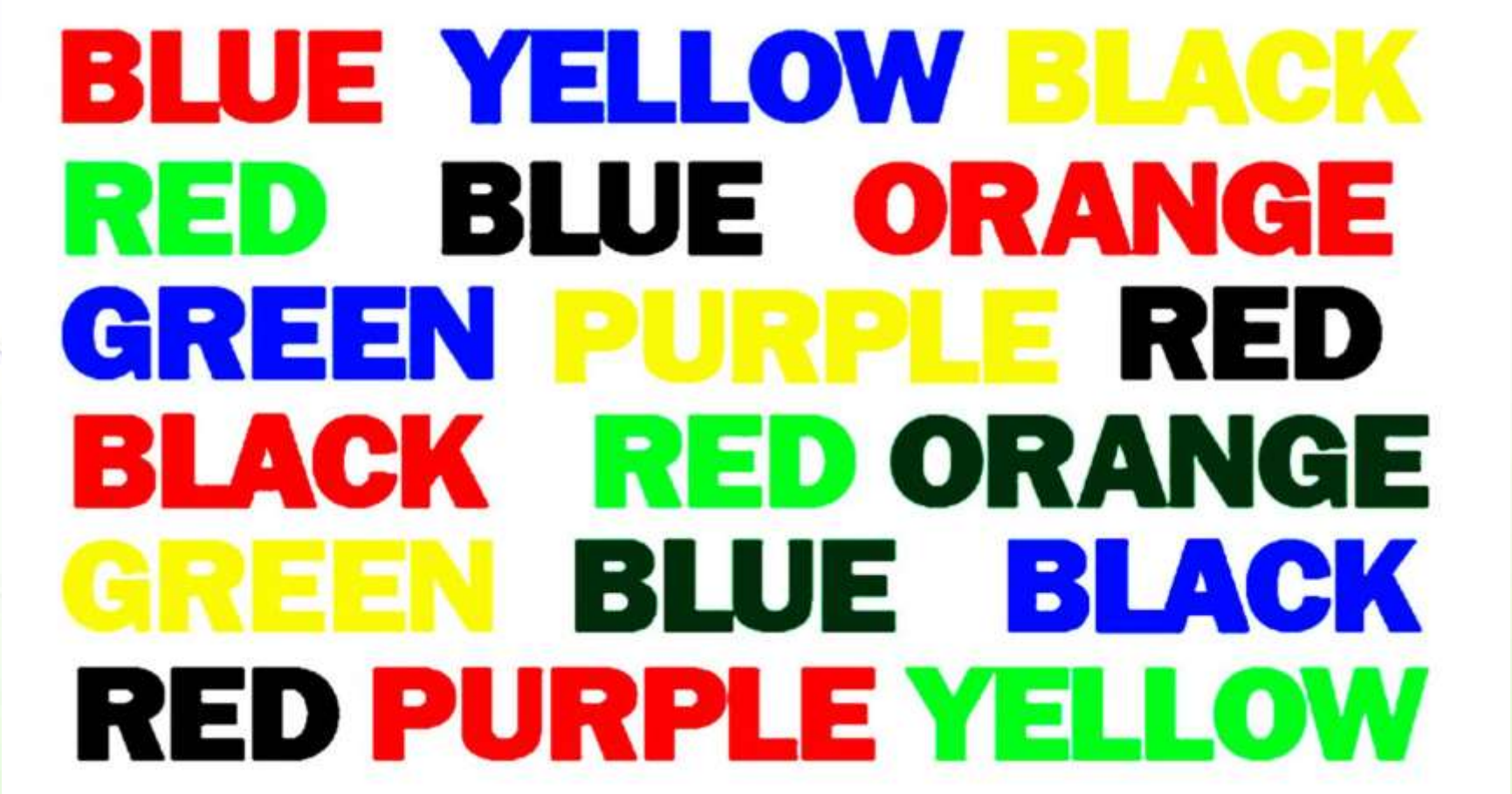
After Brain Gym

http://www.lisaferentz.com

Impact to Right and Left Hemisphere Talk

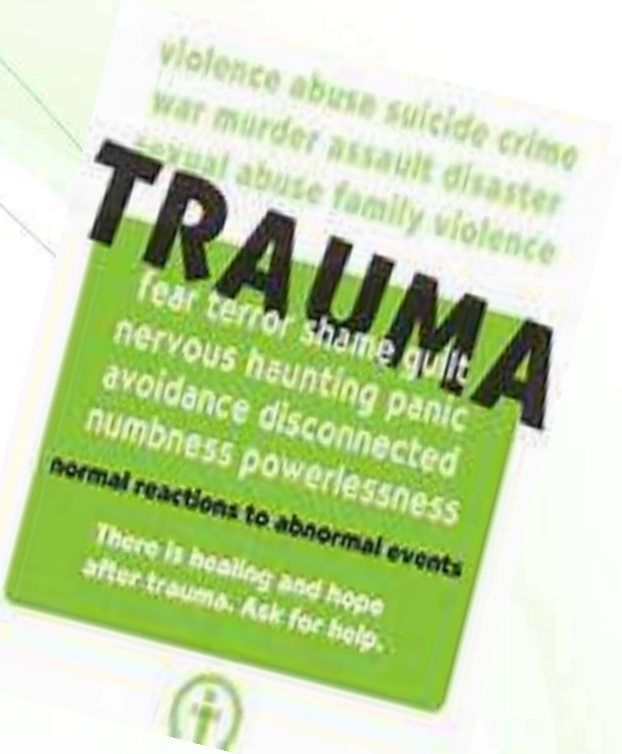


Left Right Brain Conflict



WHAT IS TRAUMA ?
WHY DOES IT MATTER?

STOP
ACES


violence abuse suicide crime
war murder assault disaster
sexual abuse family violence
TRAUMA
fear terror shame guilt
nervous haunting panic
avoidance disconnected
numbness powerlessness
normal reactions to abnormal events
There is healing and hope
after trauma. Ask for help.

Effects of Stress On Your Health
Toxic Stress
Poor Health
TOXIC
TOXIC
TOXIC
TOXIC
TOXIC
TOXIC

Defining Trauma

Individual trauma results from an* event*, series of events, or set of circumstances that is* experienced *by an individual as physically or emotionally harmful or life threatening and that has lasting adverse* effects *on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

- SAMHSA definition 2014

Exposure to Violence in Childhood

46 million of 76 million children
are exposed to violence, crime and abuse each year

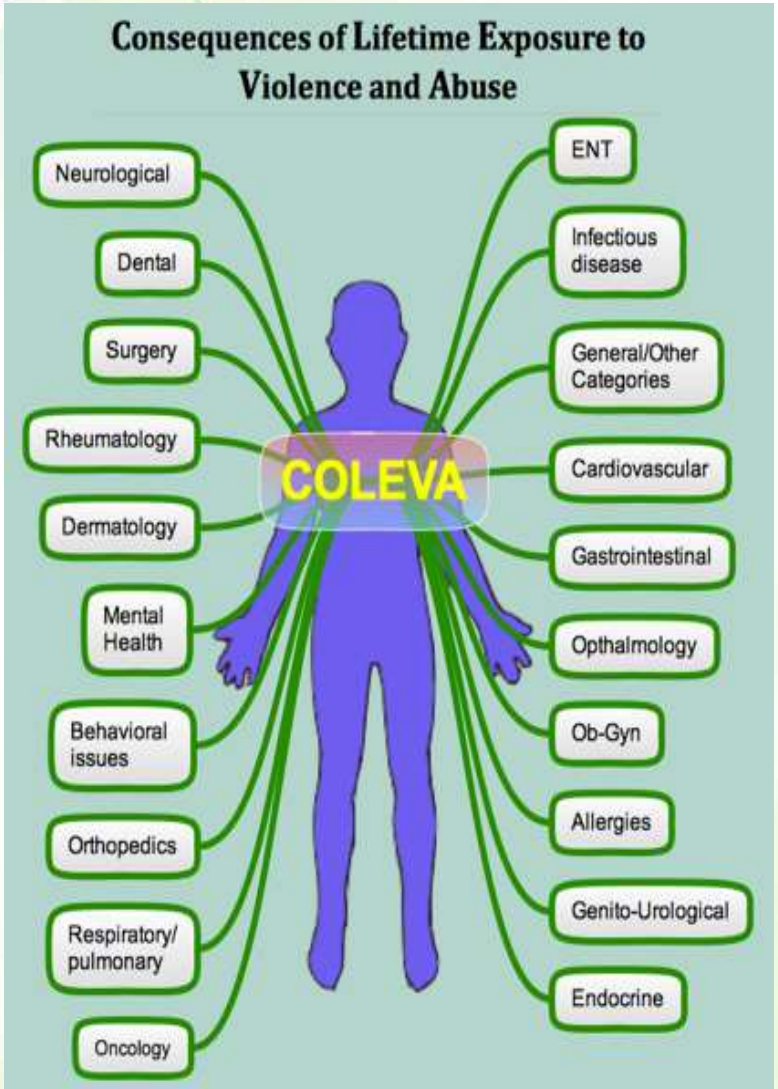
Finkelhor, D., et al. (2010). Trends in childhood violence and abuse exposure: evidence from 2 national surveys. *Archives of Pediatric and Adolescent Medicine, 164*(3), 238–242.

ADVERSE CHILDHOOD EXPERIENCES

Mental health
disorders
undetected
Psychiatr
for more fac

Unloved
and
Unwanted

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy



Shift from an ACE Score of 0 to 4 Population Health

- **242% more likely to smoke**
- **222% more likely to become obese**
- **357% more likely to experience depression**
- **443% more likely to use illicit drugs**
- **1133% more likely to use injected drugs**
- **298% more likely to contract an STD**
- **1525% more likely to attempt suicide**
- **555% more likely to develop alcoholism**

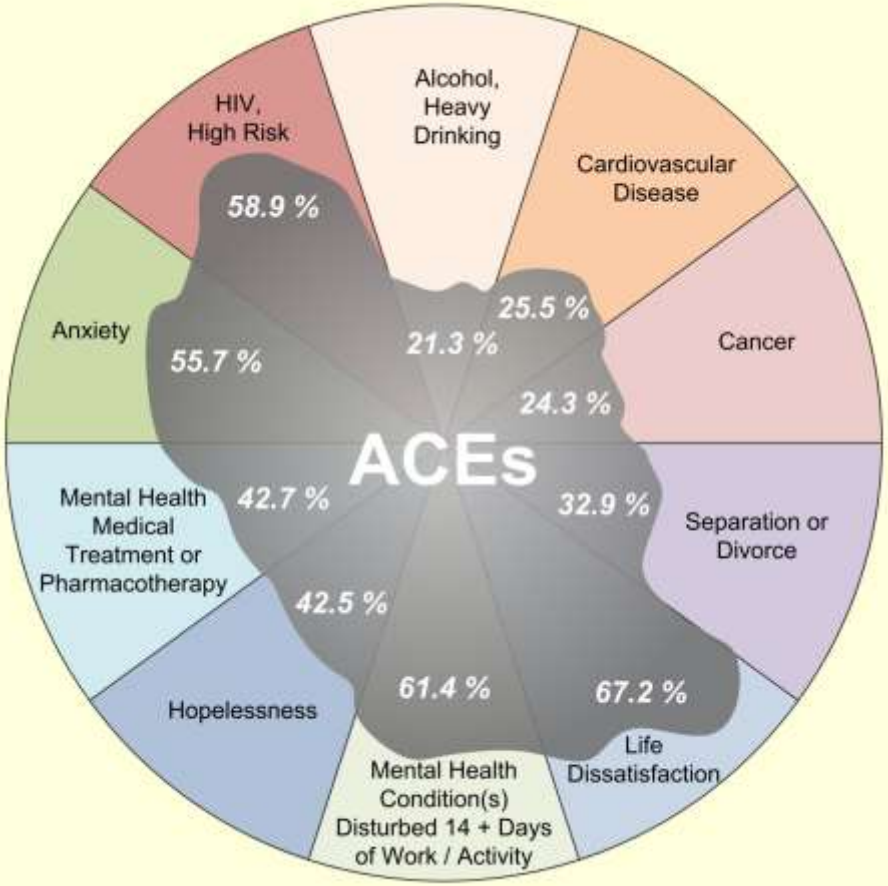
ACEs Score
Adoption of At-Risk Health Behaviors

ACE Score	Risk
4	- 260% more likely to develop COPD - 500% more likely to develop alcoholism - Females are 500% more likely to become victims of domestic violence. - Females are almost 900% more likely to become victims of rape - 242% more likely to smoke - 222% more likely to become obese - 357% more likely to experience depression - 443% more likely to use illicit drugs - 1133% more likely to use injected drugs - 298% more likely to contract an STD - 1525% more likely to attempt suicide - 555% more likely to develop alcoholism
6	- 250% more likely to become adult smoker - A male child with an ACE score of 6 has a 4,600% increase in the likelihood that he will become an IV drug user later in life - More likely to die 20 years younger than a person with no ACEs
7	- Adult suicide attempts increased 3,000% - Childhood and adolescent suicide attempts 5,100% - 5,000% more likely to develop hallucinations - Increased the risk of suicide attempts **51-fold** among children/adolescents - Increased risk of suicide attempts **30-fold** among adults

POPULATION ATTRIBUTABLE RISK

A large portion of many health, safety and prosperity conditions is attributable to Adverse Childhood Experience.

ACE reduction reliably predicts a decrease in all of these conditions simultaneously.

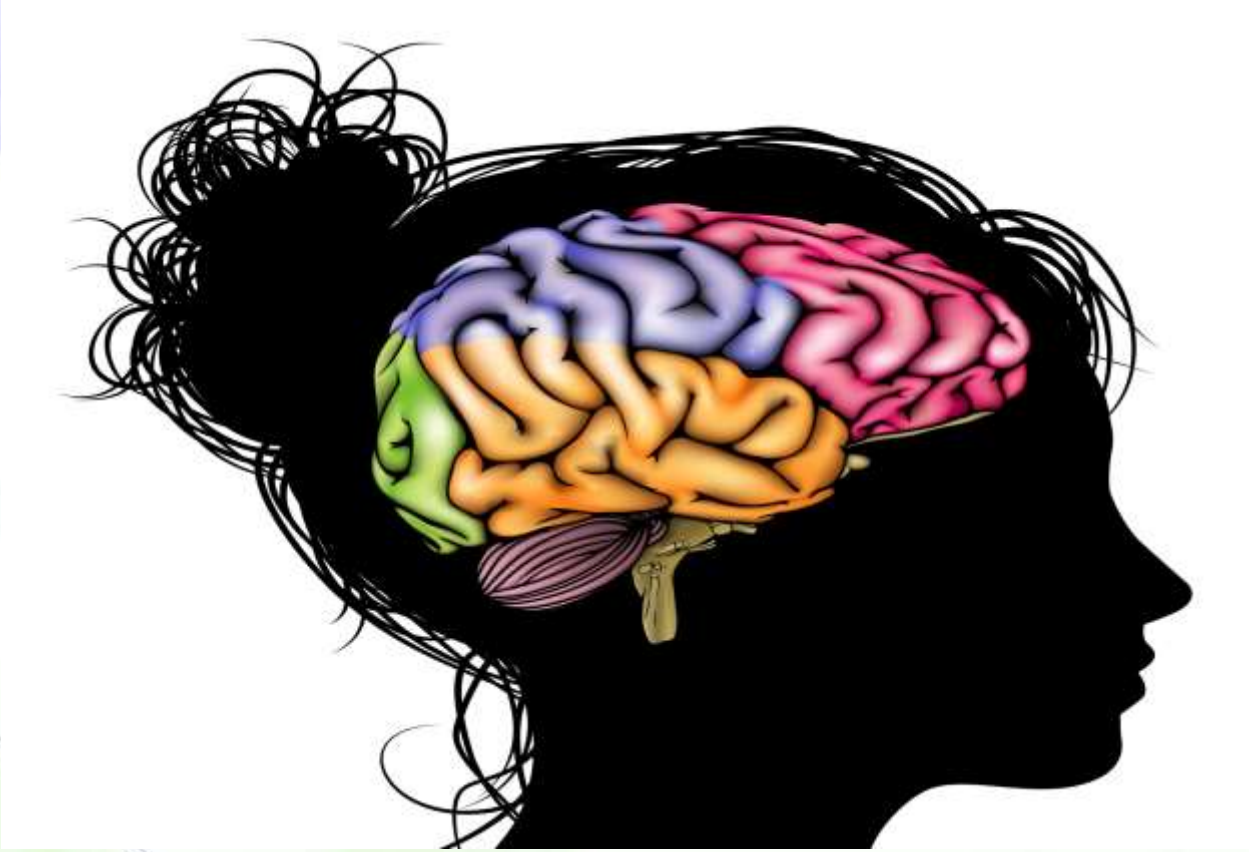


1 year of violence=
124 billion dollars in recovery costs

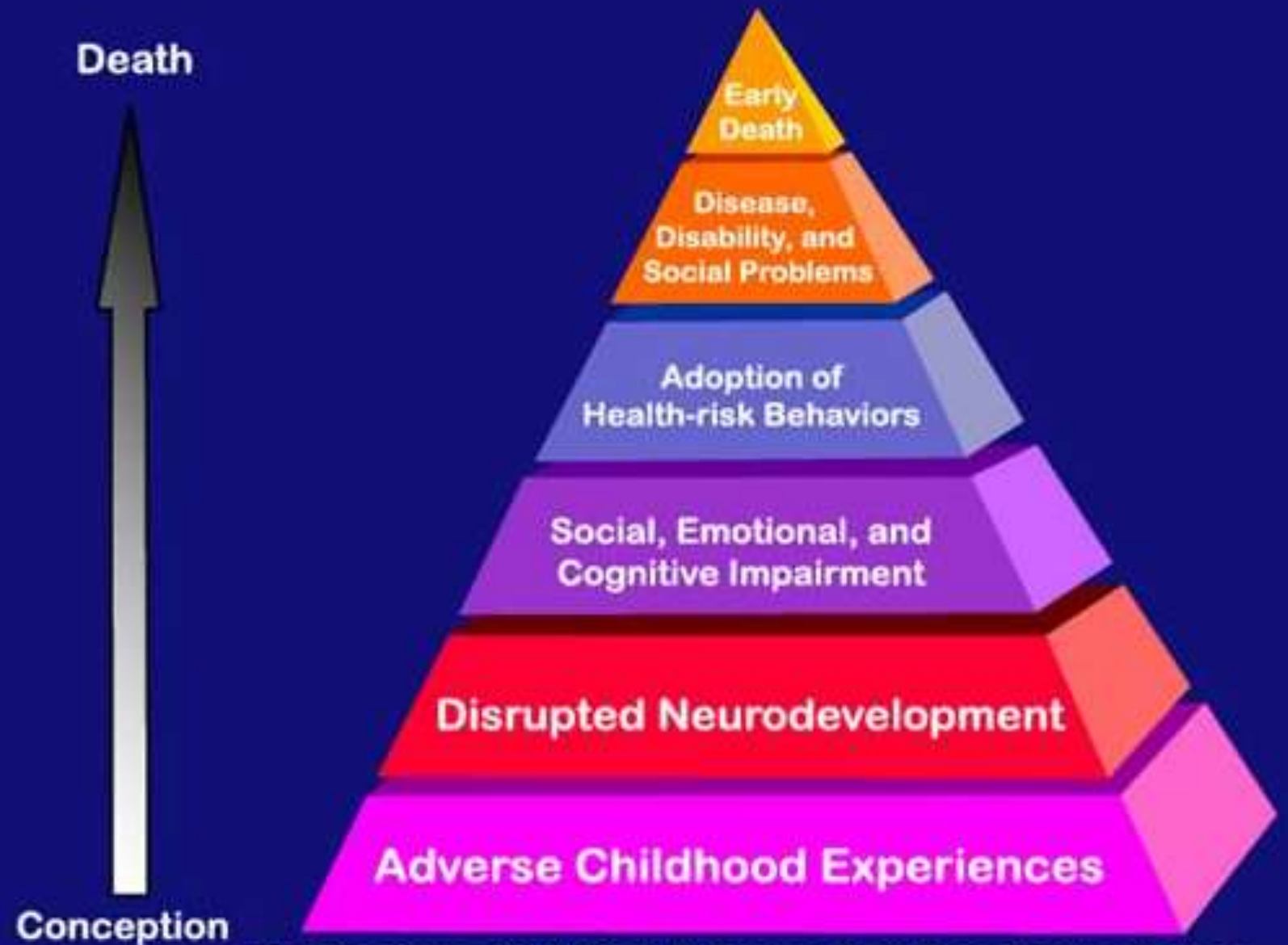
The breakdown per child is:

- $32,648 in childhood health care costs
- $10,530 in adult medical costs
- **$144,360 in productivity losses**
- $7,728 in child welfare costs
- $6,747 in criminal justice costs
- $7,999 in special education costs

ACE SUMMIT in California



TRAUMA'S IMPACT ON THE BRAIN



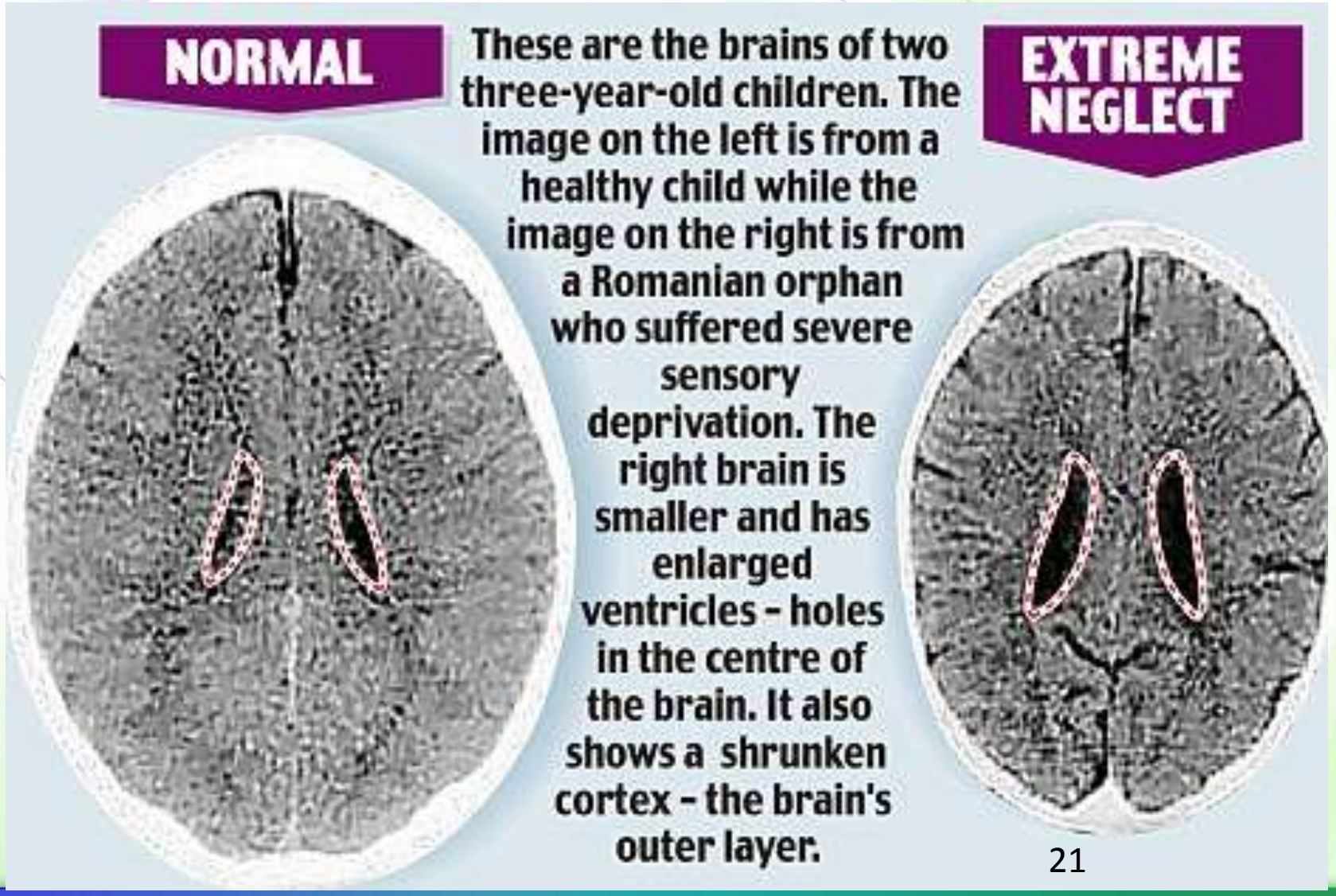
Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Mirror Neurons

A **mirror neuron** is a neuron that fires both when an animal acts and when the animal observes the same action performed by another.

Thus, the neuron "mirrors" the behavior of the other, as though the observer were itself acting

Brains mirroring Social Experience


NORMAL
These are the brains of two three-year-old children. The image on the left is from a healthy child while the image on the right is from a Romanian orphan who suffered severe sensory deprivation. The right brain is smaller and has enlarged ventricles - holes in the centre of the brain. It also shows a shrunken cortex - the brain's outer layer.
EXTREME NEGLECT

HOW STRESS CHANGES A CHILD'S BRAIN

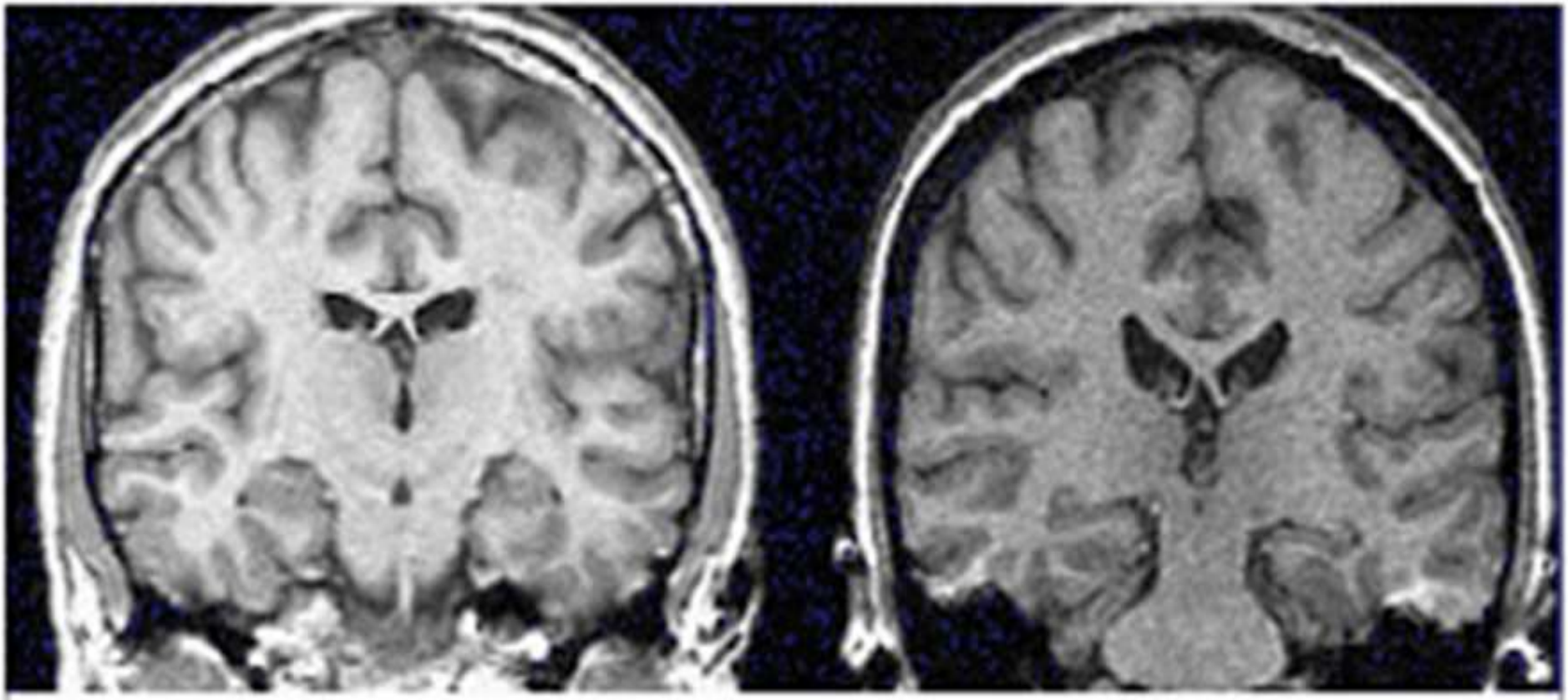
3-YEAR-OLD CHILDREN

Normal

Extreme neglect

- Prolonged exposure to trauma triggers physiological changes in the brain.
- Neural circuits are disrupted, causing changes in the hippocampus, the brain's memory and emotional centre.
- This can cause brain shrinkage, problems with memory, learning and behaviour.
- A child does not learn to regulate emotions when living in state of constant stress.
- Associated with greater risk of chronic disease and mental health problems in adulthood.

PTSD IS A REAL PHYSICAL INJURY



REGULAR PTSD

NOT A SOCIAL OR POLITICAL OPINION.

Handy Model

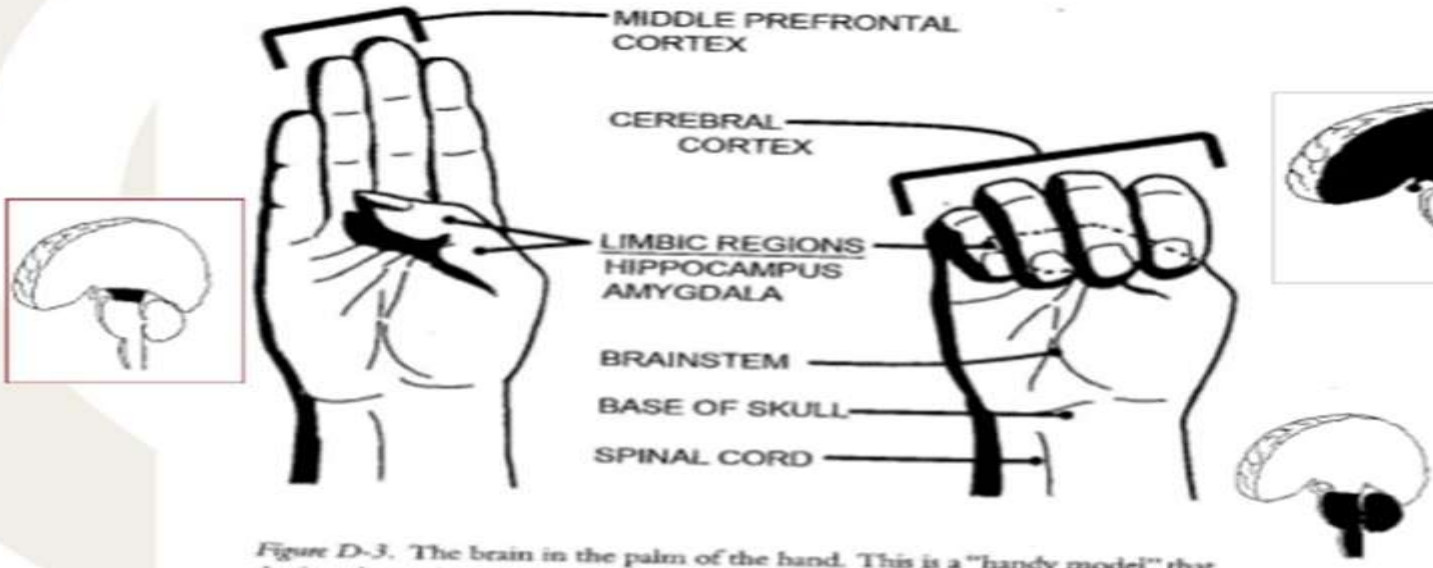
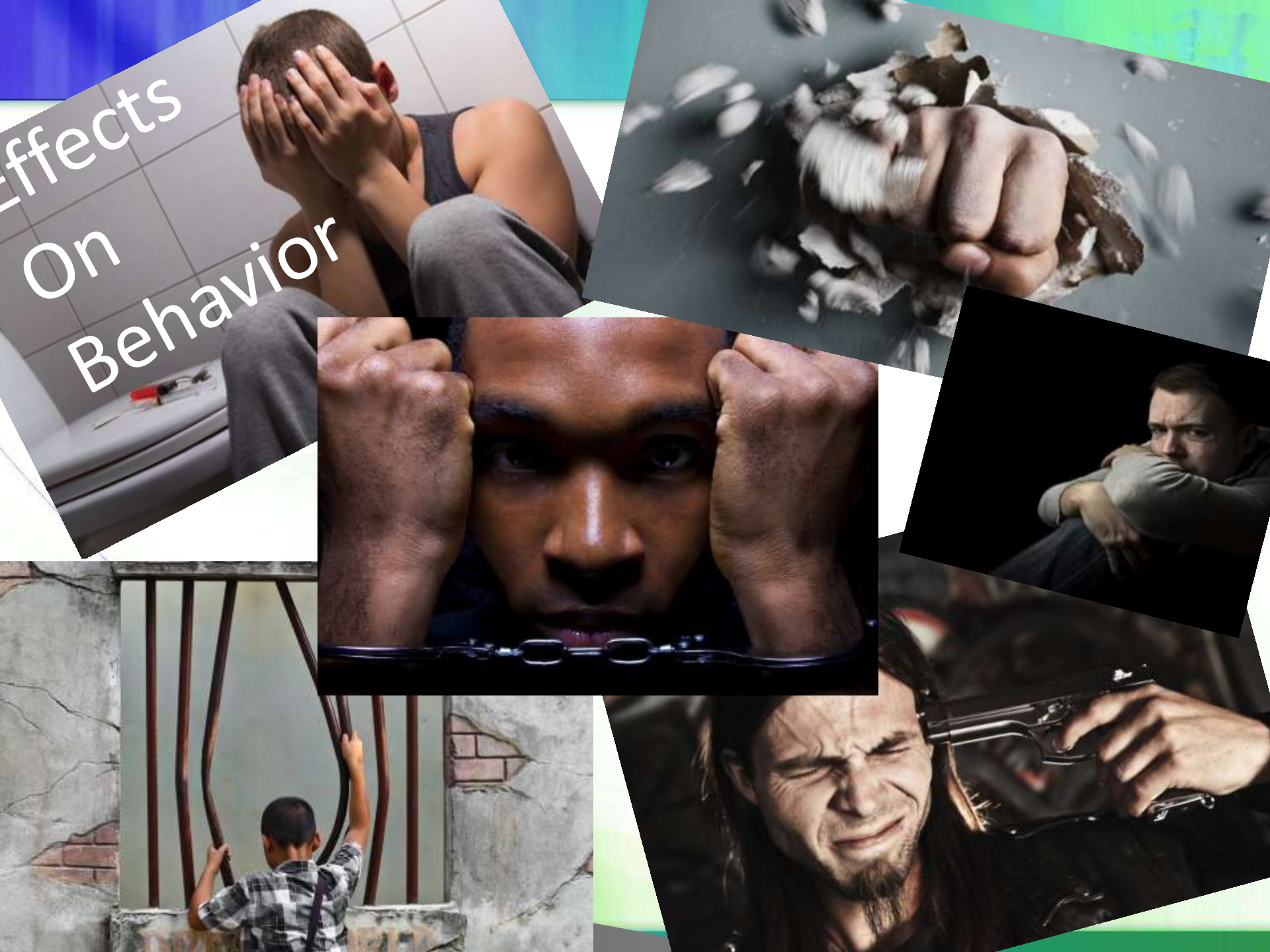
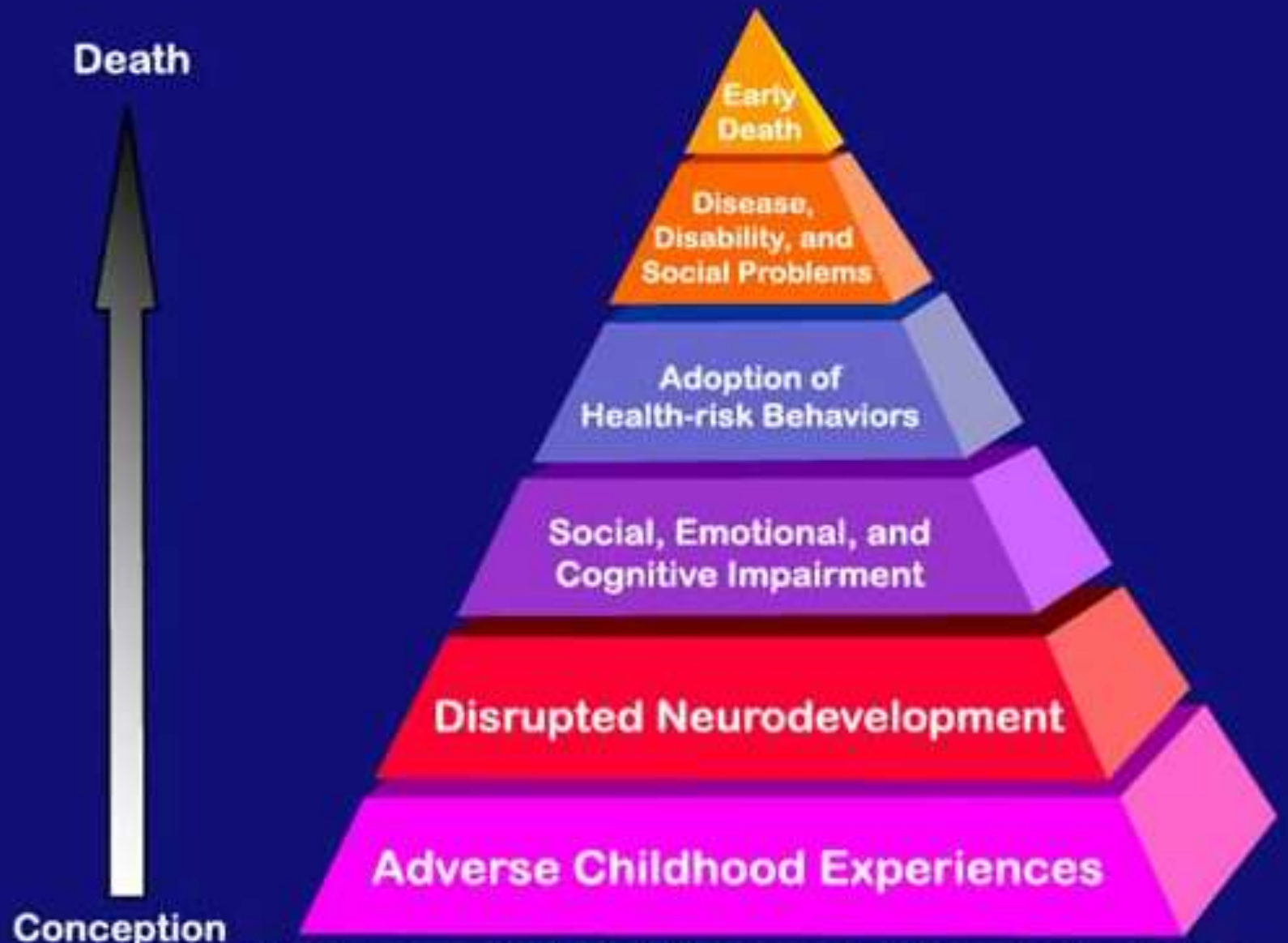


Figure D-3. The brain in the palm of the hand. This is a "handy model" that depicts the major regions of the brain: cerebral cortex in the fingers, limbic area in the thumb, and brainstem in the palm. The spinal cord is represented in the wrist. Please see text for explanation. Copyright © 2012 by Mind Your Brain, Inc. Used with permission by Daniel J. Siegel, M.D., from *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (2012).


Effects
On
Behavior



Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Respond to the need ….

Not react to the behavior

HOWARD STORY

LEADING CHANGE
TRANSFORMING LIVES

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National Association of Social Workers

Developing Trauma Informed Schools

Marleen Wong, Ph.D. LCSW

Senior Associate Dean and Clinical Professor

University of Southern California

USC School of Social Work

Principal Investigator, USC/LAUSD/RAND/UCLA

Trauma Services Adaptation Center

for Resilience Hope and Wellness in Schools and Communities

National Child Traumatic Stress Network

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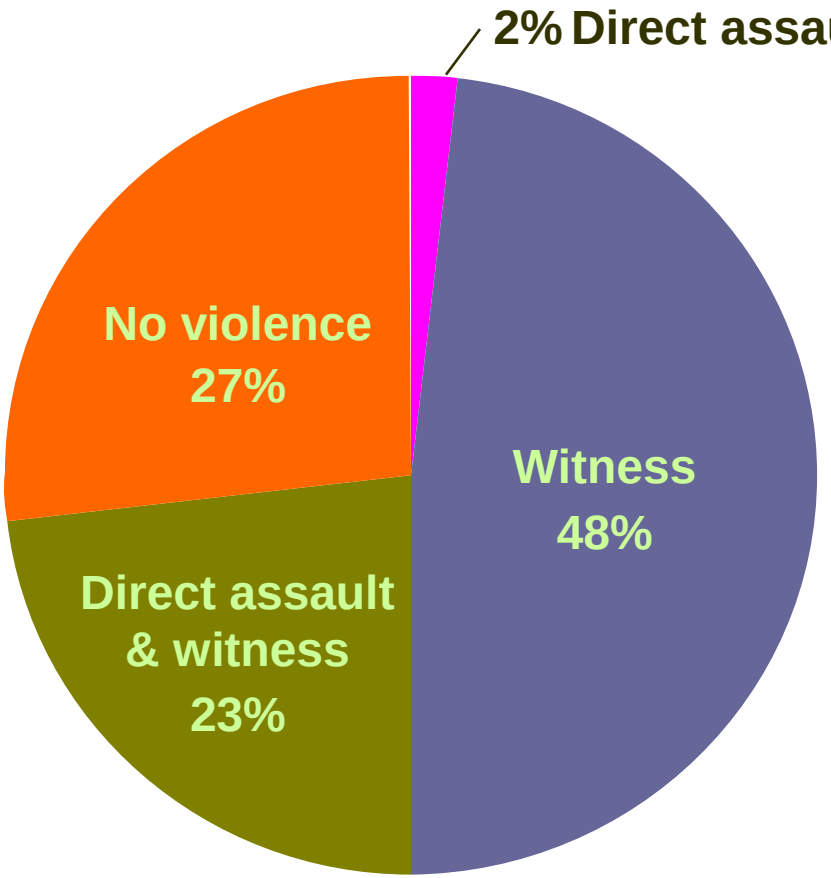
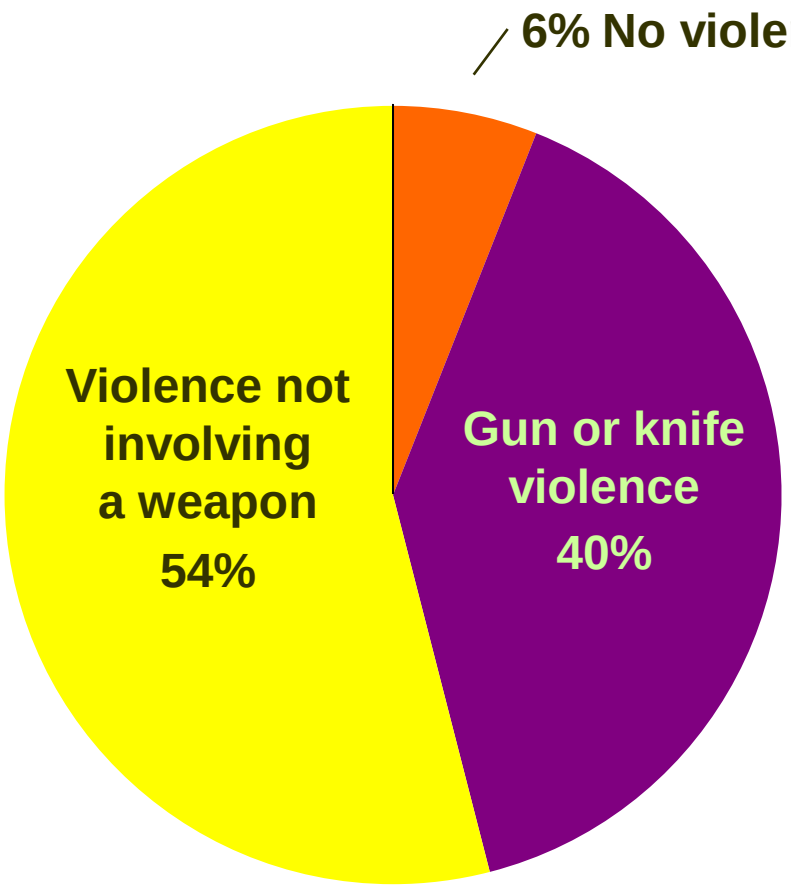
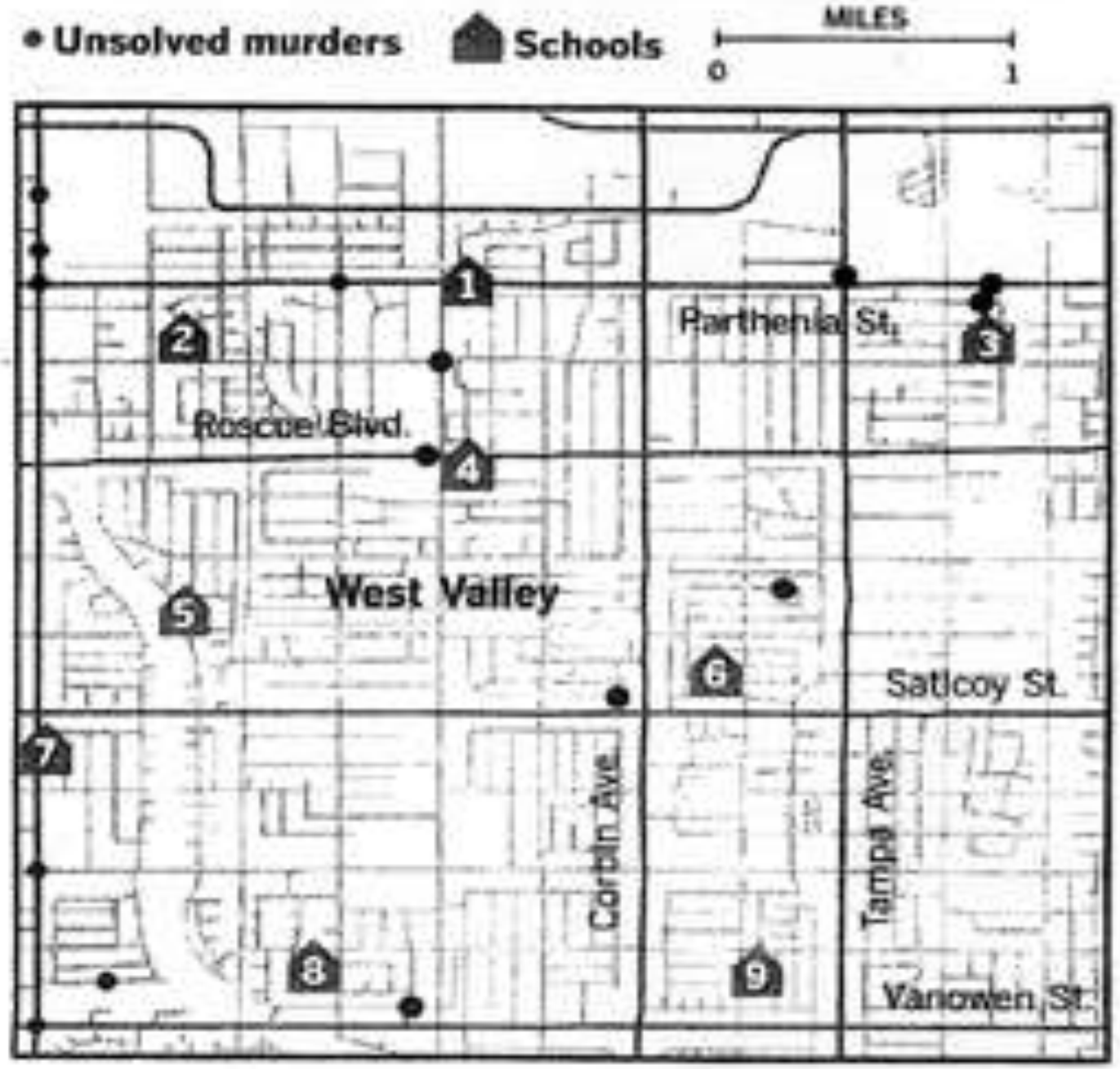
A Startling Number of Students Are Exposed to Violence

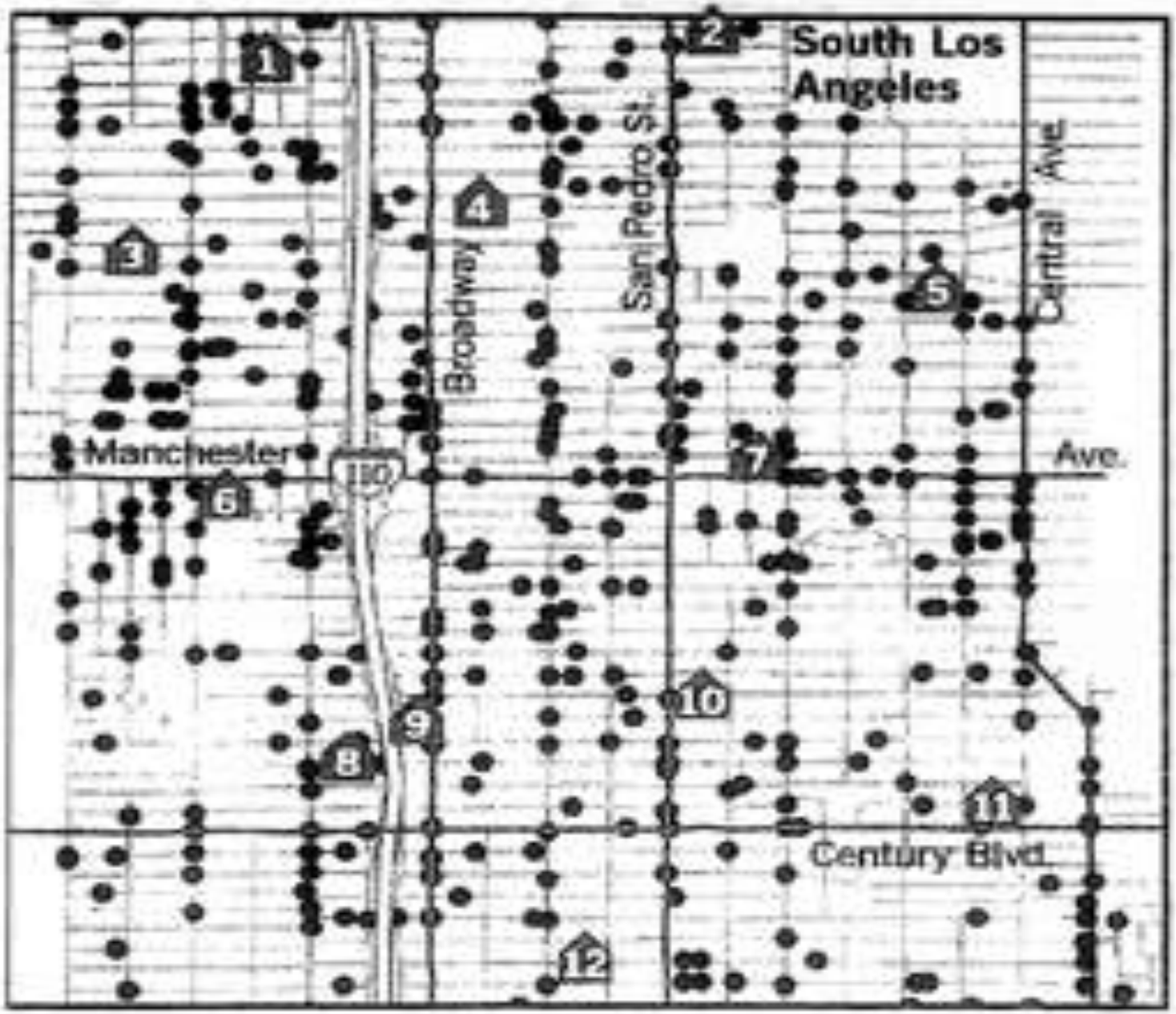


National Survey of Adolescents
1995



The LA Unified School District
6th-Grade Students, 2004


• Unsolved murders
Schools
MILES
0
1
Parthenia St.
Roscoe Blvd.
West Valley
Satsoy St.
Corbin Ave.
Tampa Ave.
Vanowen St.
1
2
3
4
5
6
7
8
9



* Blocks of 0.25 square miles or greater are not shown.

Sources: *Los Angeles Police Department, U.S. Census Bureau, Los*

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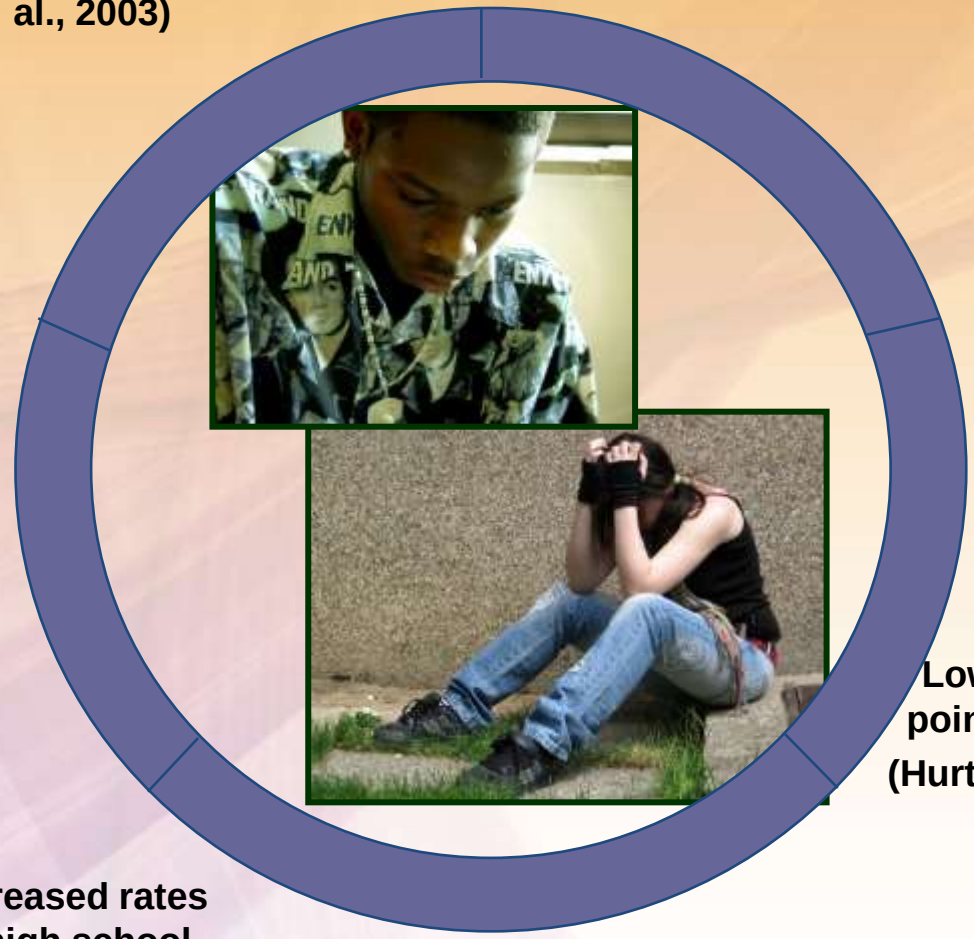
Decreased IQ and reading ability (Delaney-Black et al., 2003)

More suspensions and expulsions (LAUSD survey, 2006)



Lower grade point averalge (Hurt et a., 2001)

Decreased rates of high school graduation (Grogger, 1997)

More days absent from school (Hurt et al., 2001)

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Lawsuit v. Compton Unified

- Class Action Suit
- Plaintiffs are students in High School
- Filed in Federal Court in May 2015
- Civil Rights Action
- Complaint: No 504 Accommodations for Students with Complex Trauma

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TraumaLearning.org

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Core Concepts in Trauma Informed Schools

Early Detection and Intervention

Exposure to violence and trauma are detected early with early intervention

Understanding Effects on Student Learning

Students learn skills to cope more effectively with the distress that interferes with learning

Informed Teachers and Parents

Teachers and parents learn how they can support fearful and anxious students in the classroom and at home

PAPER TIGERS

Results of Lincoln High School

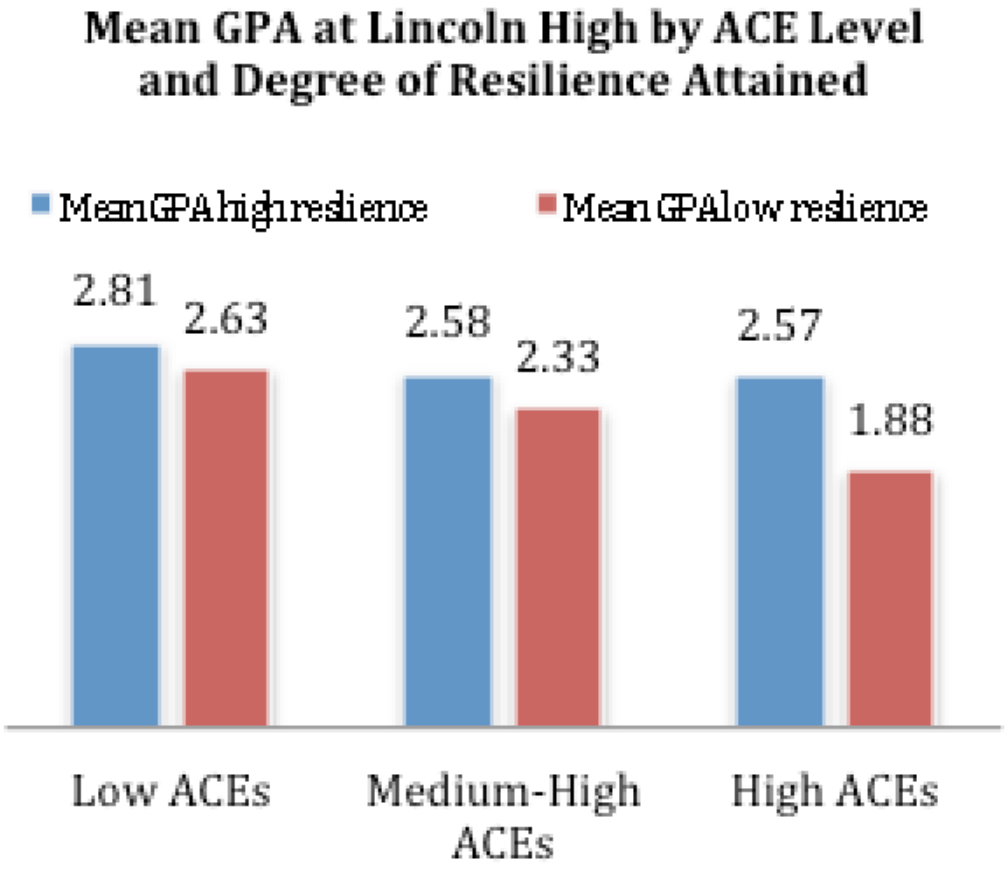
2009-2010 (Before new approach)

- 798 suspensions (days students were out of school)
- 50 expulsions
- 600 written referrals

2010-2011 (After new approach)

- 135 suspensions (days students were out of school)
- 30 expulsions
- 320 written referrals

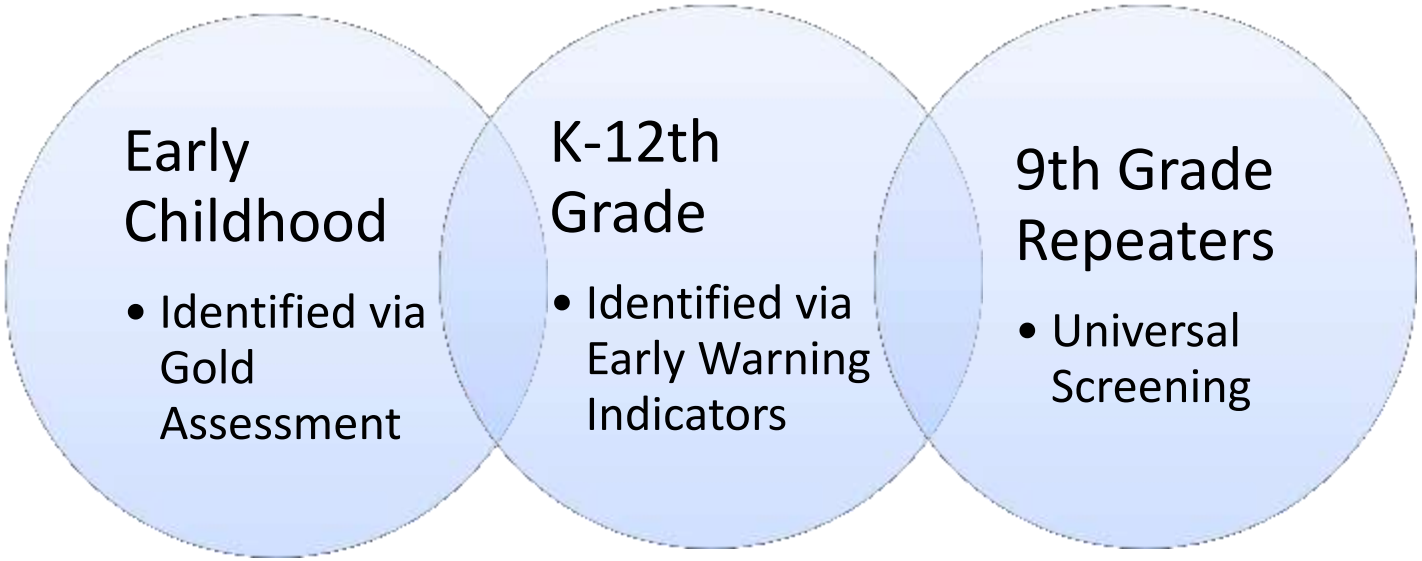
Lincoln High School (WA)



72% percent of students with an initial low resilience level improved to average and/or high resilience levels.

DISTRICT OF COLUMBIA

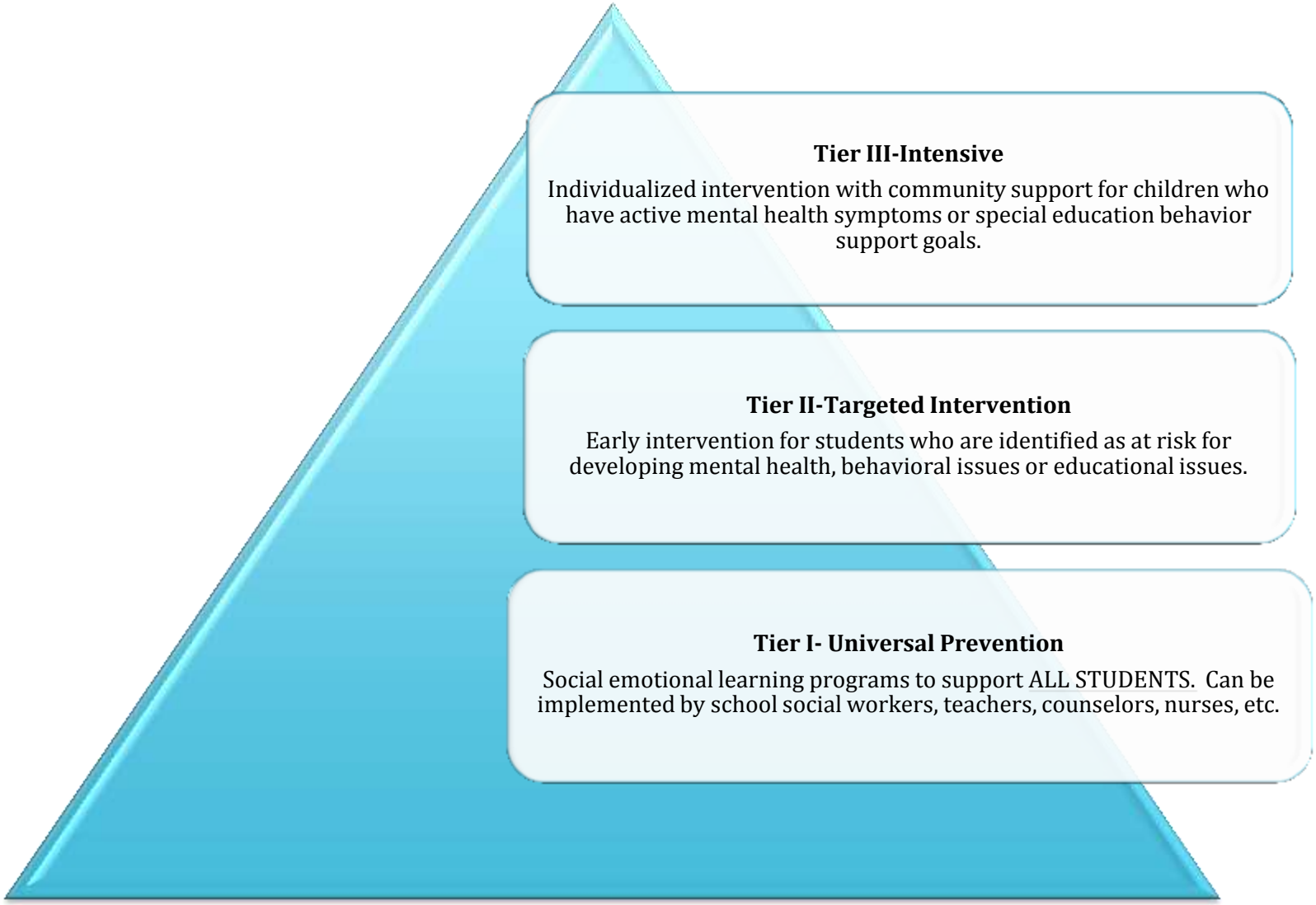
District of Columbia Trauma Sensitive Process



Early Warning Indicator System Screening for MH and Trauma

Early Warning Indicators	On-Track (Tier I)	Sliding (Tier II)	Off-Track (Tier III)
BEHAVIOR	No Office Discipline Referrals (ODR)or suspensions	2-3 ODRs and/or 1 suspension	3+ ODRs and/or 2+ suspensions
ATTENDANCE	missed < 5% instructional days	missed ≥ 5-9% instructional days	≥ 10% instructional days
ACADEMICS: READING and Math	Above Proficient or Proficient on interim assessment	Below Proficient	Far Below Proficient

Tiered Trauma Sensitive Model



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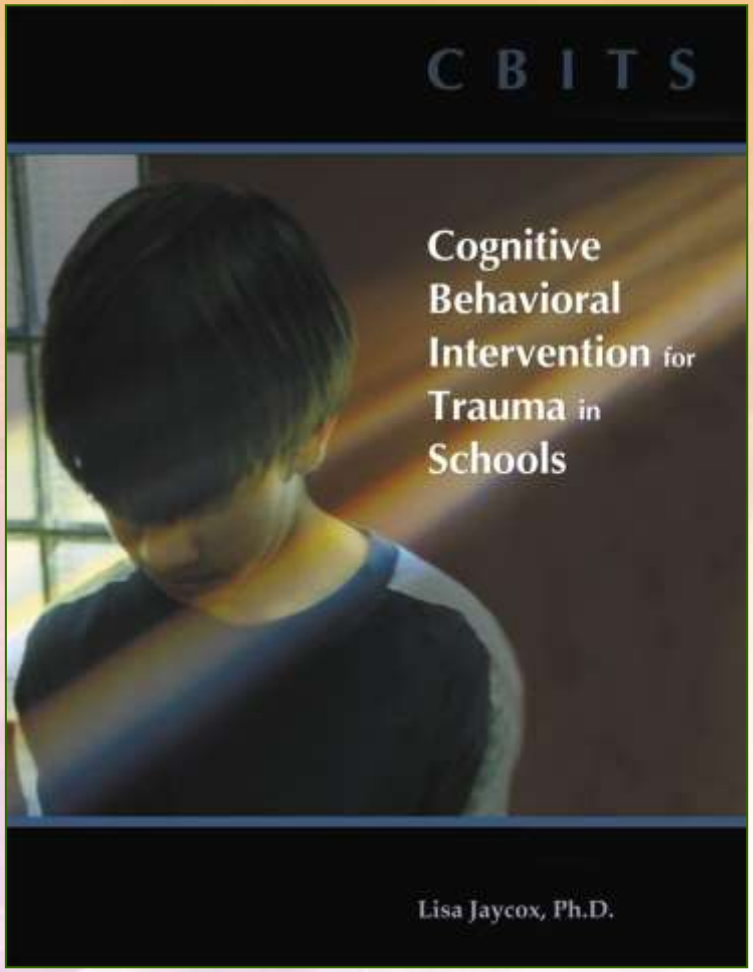
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)



- School-based intervention
- Delivered by licensed mental health professionals
- Proven effective in research trials
- Visit: Rand.org OR cbitsprogram.org

RESILIENCE BUILDING: PRACTICAL APPLICATION

Three Targeted Areas for Building Individual Resilience

- Positive Self-Identity and Competency
  - Positive Self-Concept
  - Positive Path for Self-Development
- Self-Regulation
  - Feelings Regulation
  - Being “present”
  - Body Regulation
- Co-regulation (Relationships)
  - Secure working model of caring relationship
  - Empathy
  - Interpersonal Effectiveness Skills

Three basic building blocks to success:

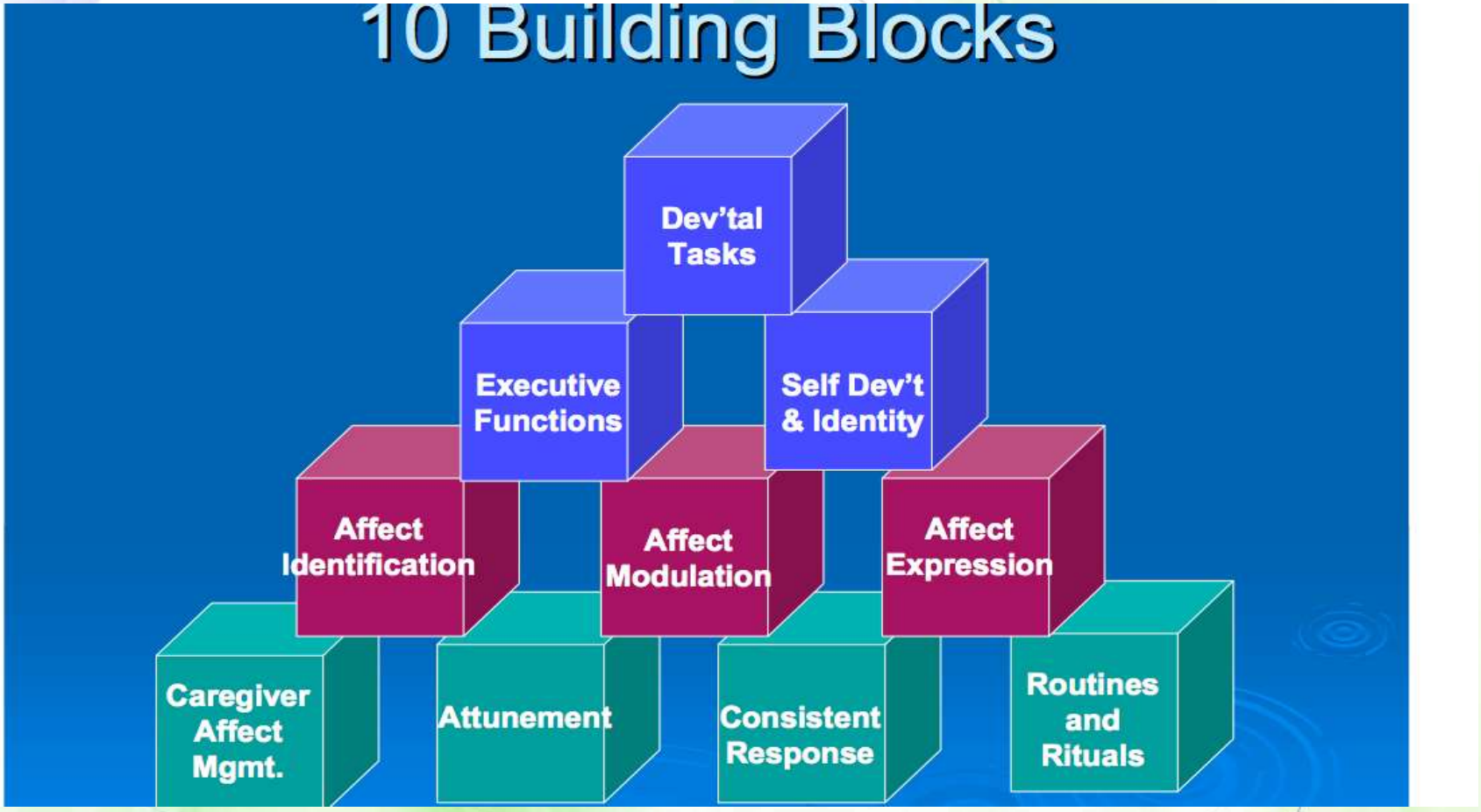
Adapted from the research of Dr. Margaret Blaustein

Attachment - feeling connected, loved, valued, a part of family, community, world

Regulation - learning about emotions and feelings and how to express them in a healthy way

Competence - acting rather than reacting, accepting oneself and making good choices

ARC Model



From Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents

SKILL BUILDING

Think: lack of skill not intentional misbehavior

Think: building missing skills not shaming for lack of skills

Think: nurture not criticize

Think: teach not blame

Think: discipline not punishment

Attachment Skills (Connection)

Skill One
Caregiver Self Monitoring

- Caregiver Education about Trauma
- Building Caregiver Self-Monitoring Skills
- Building Affect Management Skills
- Enhancing Supports

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent

More Caregiver Skills

- Teaching Self Compassion
  - Exercise on self-critic, mindfulness, self-compassion
  - Developing a mantra
- CAPPD
  - Emergency plan for you
  - Self Care for you

The needs of the adults and caregivers of the youth …
are often no different

They are often trauma survivors too

Skill Two :Attunement

- Reading Children Cue's
- Responding Appropriately
  - Respond to the need, not the behavior

- Education about Trauma Triggers
- "Becoming a Feelings Detective"
- Reflective Listening Skills

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent

READING CUES

Attunement Games

- Snap, Clap, Stomp Games
- Mirroring each others hands
- “Yes” “And” Game
- Mirroring back sounds (drumbeats, guitar notes, etc.)

Triggers and Trigger Mapping

- **Incredible 5 point scale** (Buron & Curtis, 2012)
  - 1-5 rating
  - Looks Like
  - Feels Like
  - Safe People can help me by ….

Practice !!

Reflective Listening Practice

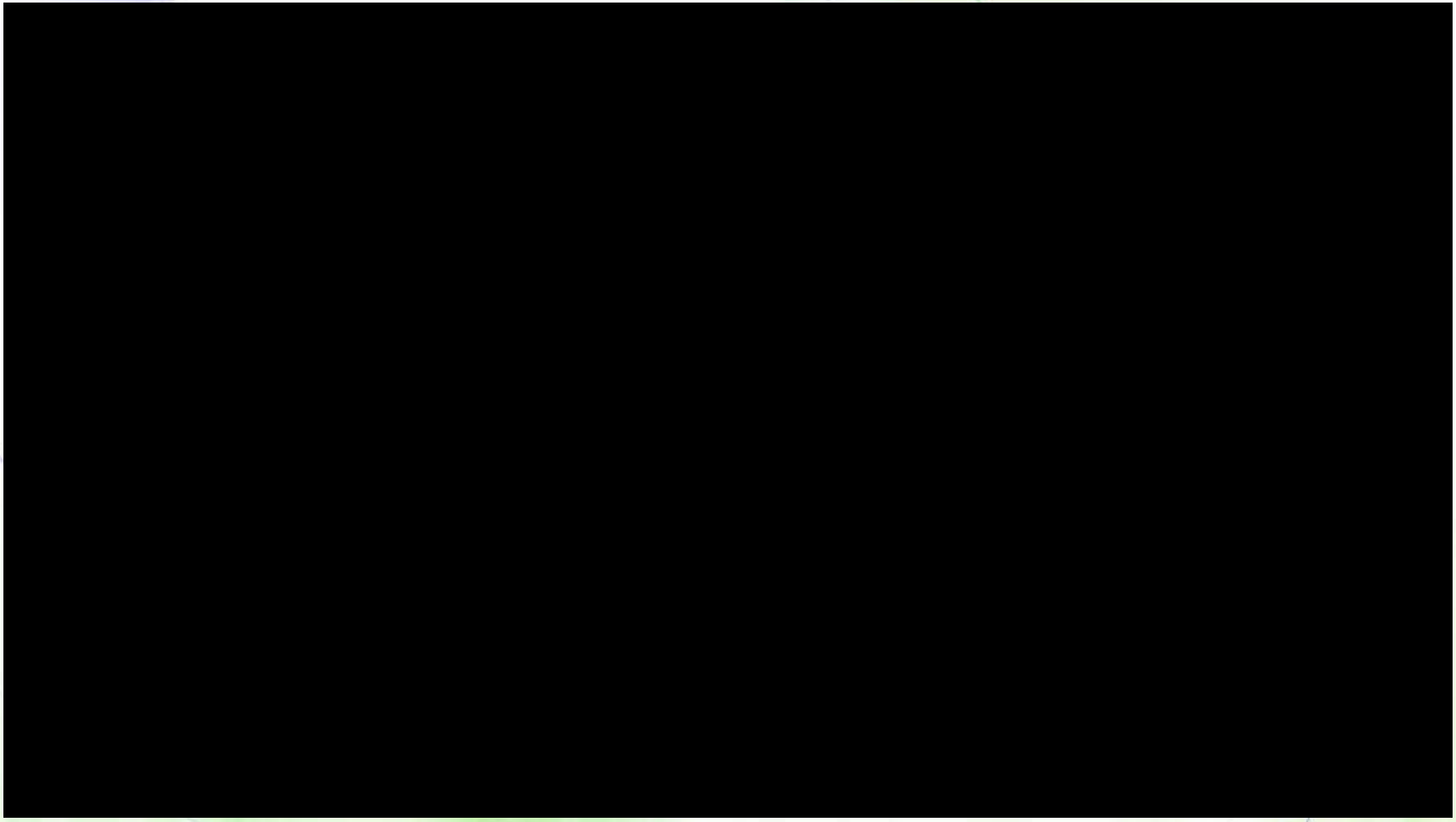
- Show that feelings matter
- Show that it is possible to talk about uncomfortable or complicated feelings
- Show that we care about the child's feelings
- Teach the child that all feelings are acceptable, even though certain behavior is not
- Defuse an uncomfortable situation
- Reduce a child's urge to act out because the child feels heard
- Teach the child a vocabulary for articulating how they feel
- Reduce whining, anger and frustration

From http://cultureofempathy.com

Reflective Listening Principles

- Listening before speaking
- Deal with personal specifics, not impersonal generalities
- Decipher the emotions behind the words, to create a better understanding of the message
- Restate and clarify how you understand the message
- Understand the speaker's frame of reference and avoid responding based only on your own perception
- Respond with acceptance and empathy

From http://cultureofempathy.com



EMPATHIC COMMUNICATION

REGULATION SKILLS

Skill 3: Self Regulation

Affect Expression

- Sharing emotional experiences
- Building Block of Relationship Building
- Trauma – blocks willingness to be vulnerable
- Children need help with:
  - Identifying safe communication resources
  - “pick your moment”
  - Effective non-verbal communication (space boundaries, tone of voice, eye contact)
  - Effective verbal communication (“I” statements)
  - Building self-expression strategies

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent

Mindfulness

- Practicing Mindfulness Activities
  - One thing exercise
  - Somatic experiences
    (Observe, describe, participate)
  - Wise Mind
    (breathing, self reflection)
  - Bi lateral movements
  - Mystery Game of Mindfulness

Competency

What is Competency?

- Mastery and Success across life domains
  - Social Connections
  - Community Involvement
  - Academic Engagement

- Building Resiliency
  - www.resiliencetrumpsaces.org

  - Resilience Games

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescen

Skill One: Competency

- **Executive Functions**
  - PFC (prefrontal cortex)
  - Accessing upstairs brain
    - Delay responses
    - Anticipate consequences
    - Evaluate outcomes
    - Make a decision
  - Build Problem Solving Skills
  - Acting vs Reacting
  - Awareness of Choice

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent

Skill 2 : Competency

Self Development and Identity

- Seeing a sense of future
- Developing
  - Unique self
  - Positive Self
  - Coherent Self (before and after trauma)
  - Future Self

Adapted from Blaustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescent

Shame, Vulnerability and the Power of Connection

DR. BRENE BROWN'S WORK

Defining Shame

- Guilt = I did something bad
- Shame = I am bad
- Embarrassment = Fleeting, can laugh about it later
- Humiliation = “I didn’t deserve that”

Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

12 Categories of Shame

- Appearance and body image
- Money and work
- Motherhood/fatherhood
- Family
- Parenting
- Mental and physical health
- Addiction
- Sex
- Aging
- Religion
- Surviving trauma
- Being stereotyped or labeled

Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

WHAT IS SHAME AND WHY IS IT SO HARD TO TALK ABOUT IT?

1. We all have it. Shame is universal and one of the most primitive human emotions that we experience.

2. We're all afraid to talk about shame.

3. The less we talk about shame, the more control it has over our lives

…shame is the fear of disconnection (68)

Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

Shame Resilience

1. Recognizing Shame and Understanding Its Triggers. Shame is biology and biography.
Can you physically recognize when you're in the grips of shame, feel your way through it, and figure out what messages and expectations triggered it?

2. Practicing Critical Awareness.
Can you reality-check the messages and expectations that are driving your shame? Are they realistic? Attainable? Are they what you want to be or what you think others need/want from you?

3. Reaching Out.
Are you owning and sharing your story? We can't experience empathy if we're not connecting.

4. Speaking Shame.
Are you talking about how you feel and asking for what you need when you feel shame?

Brené Brown. Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. Gotham Books, 2012. (287 pages)

Man in Arena Speech

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The **credit belongs to the man who is actually in the arena**, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

THE MAN IN THE ARENA

Excerpt from the speech "Citizenship In Republic” delivered at the Sorbonne, in Paris, France on 23 April, 1910

Factors that Enhance Resilience

Sources: Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227-238.

National Child Traumatic Stress Network, Juvenile Justice Treatment Subcommittee. (in preparation). *Think trauma: A training for staff in juvenile justice residential settings.* Will be available from http://www.nctsnet.org/resources/topics/juvenile-justice-system

Community Resilience
TURN
KNOWLEDGE
INTO
ACTION

What is Trauma Informed Care?

Definition of trauma (the three “Es”):

- Event(s)
- Experience of the event(s)
- Effect

Definition of a trauma-informed approach (the four “Rs”):

- Realize
- Recognize
- Respond
- Resist retraumatization

RESIST RE-TRAUMATIZATION

Helping "Henry"

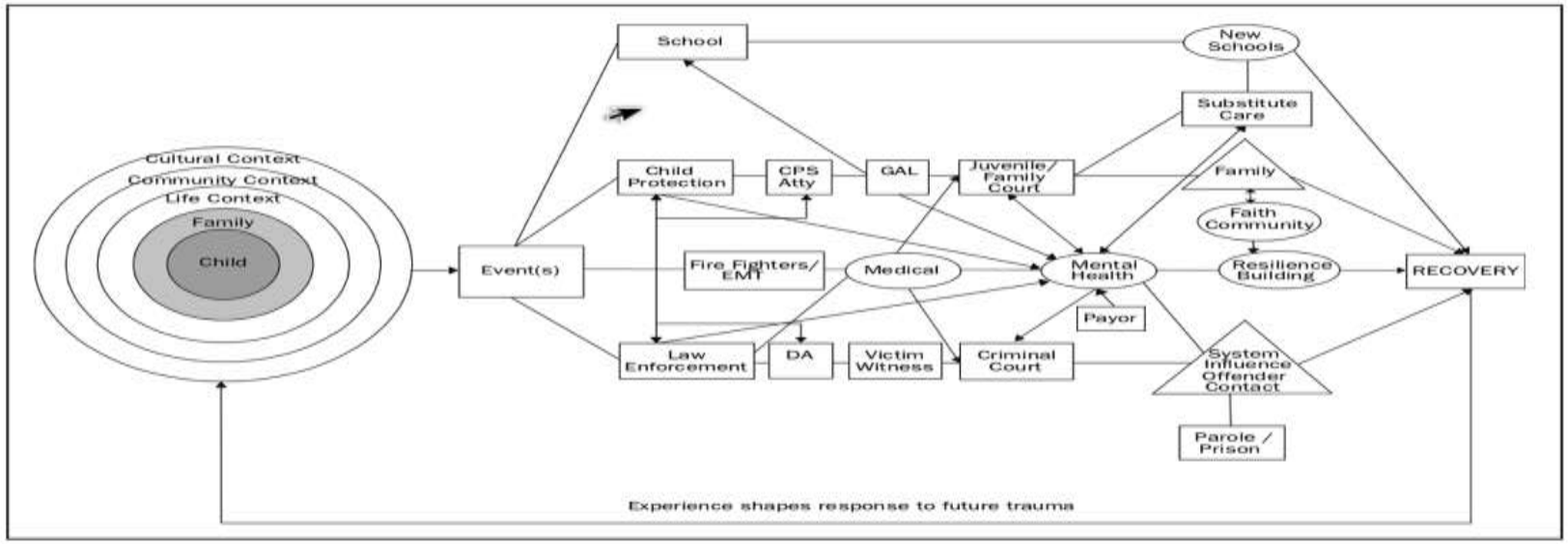
Child Welfare System
Juvenile Justice System
School System
Mental Health System
Court System Professionals
Eligibility/Benefit Programs
Housing
Health Departments
Parks and Recreation

Faith Based Community
Residential Facilities
Resource Parents
First Responders
(Police & Fire Fighters)
Medical Community and
Primary Care
Child Advocacy Agencies

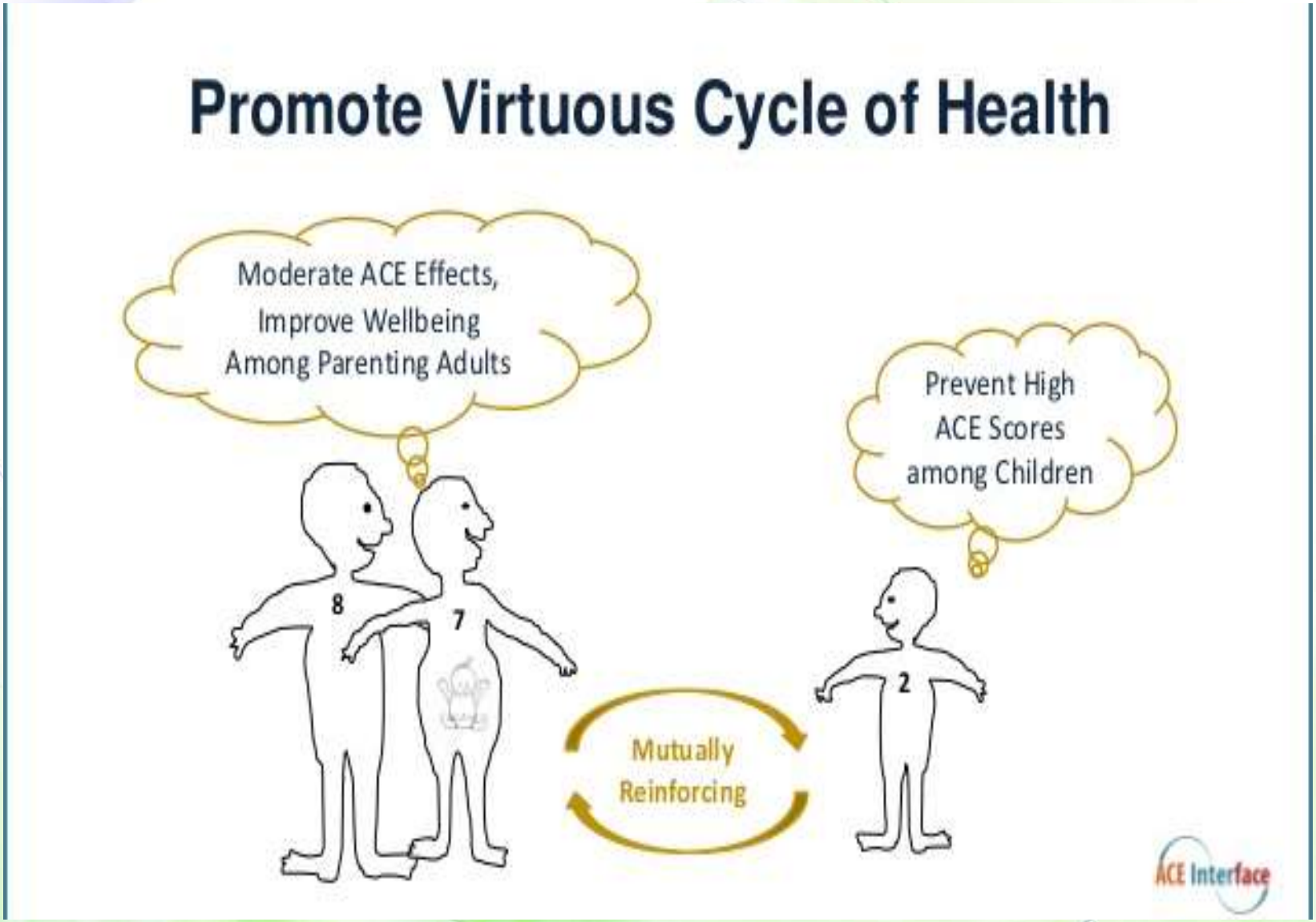
Helping Henry and His Family Navigate to Recovery

Module 4, Activity 4B

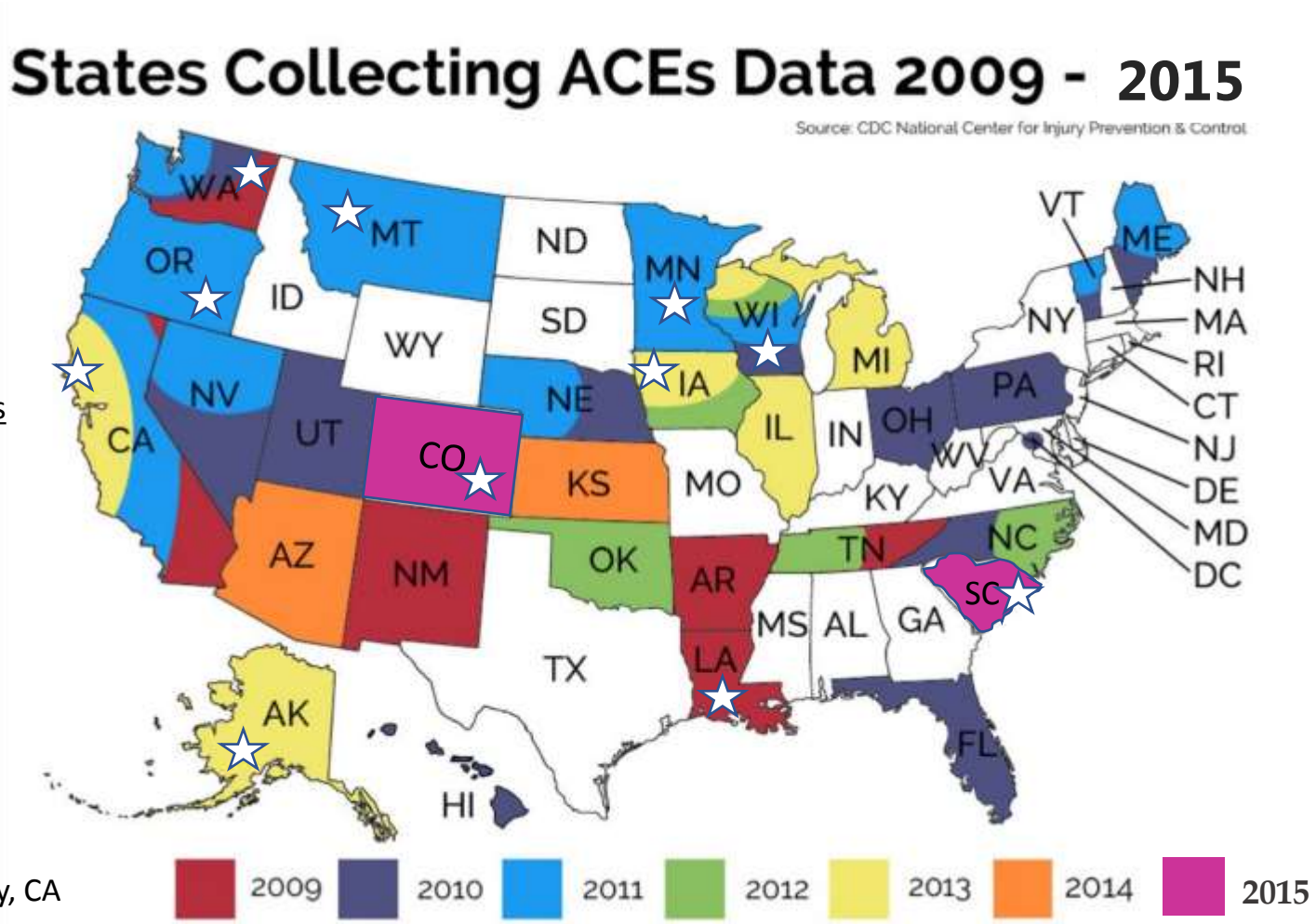
Emotional Chain of Custody



Creating the Virtuous Cycle



<u>ACE Interface Master Trainers Active in 2016</u>
Minnesota
Wisconsin
Alaska
South Carolina
Louisiana
Washington
East Iowa
Colorado
Oregon
Indiana
Sonoma County, CA



Bellingham
Mt Baker
10785
Victoria
Mount Vernon
Anacortes
Port Angeles
Lakewood
Everett
Seattle
Redmond
Bellevue
Bremerton
Tacoma
Renton
Federal Way
Puyallup
Olympia
Lacey
Aberdeen
Hoquiam
Raymond
South Bend
Centralia
Chehalis
Longview
Kelso
Seaside
Mt St Helens
9363
St Helens
Vancouver
Camas
Hillsboro
Tillamook
Astoria
Goldendale
Yakima
Ellensburg
Mt Rainier
14410
Mt Adams
12276
Toppenish
Wenatchee
Ephrata
Moses Lake
Ritzville
Grand Coulee
Chelan
Coulee City
Wilbur
Omak
Okanogan
Republic
Colville
Newport
Spokane
Opportunity
Colfax
Pullman
Dayton
Richland
Kennewick
Pasco
Walla Walla
Hermiston
Columbia R
Snake R
Cascade Range
Olympic Mts
Wenatchee Mts
Yakima River
Columbia Basin
Glacier Peak
10541
Lake Chelan
Franklin D Roosevelt Lake
Olympic Mt Olympus
7969
Quinault R
Chehalis River
Cowlitz River
Grays Harbor
Willapa Bay
Strait of Juan de Fuca
Canada
Washington
5
90
82
84

Children's Resilience Initiative

♥ Resilience TRUMPS ACEs ♠

Parents
Home
What is Resilience?
Deck of Cards & Handbook

Providers
Home
What is Resilience?
Building a thriving community
Resources
News & Events
Deck of Cards & Handbook

Community
Home
More ACES = Greater Risks
What is Resilience?
Building a thriving community

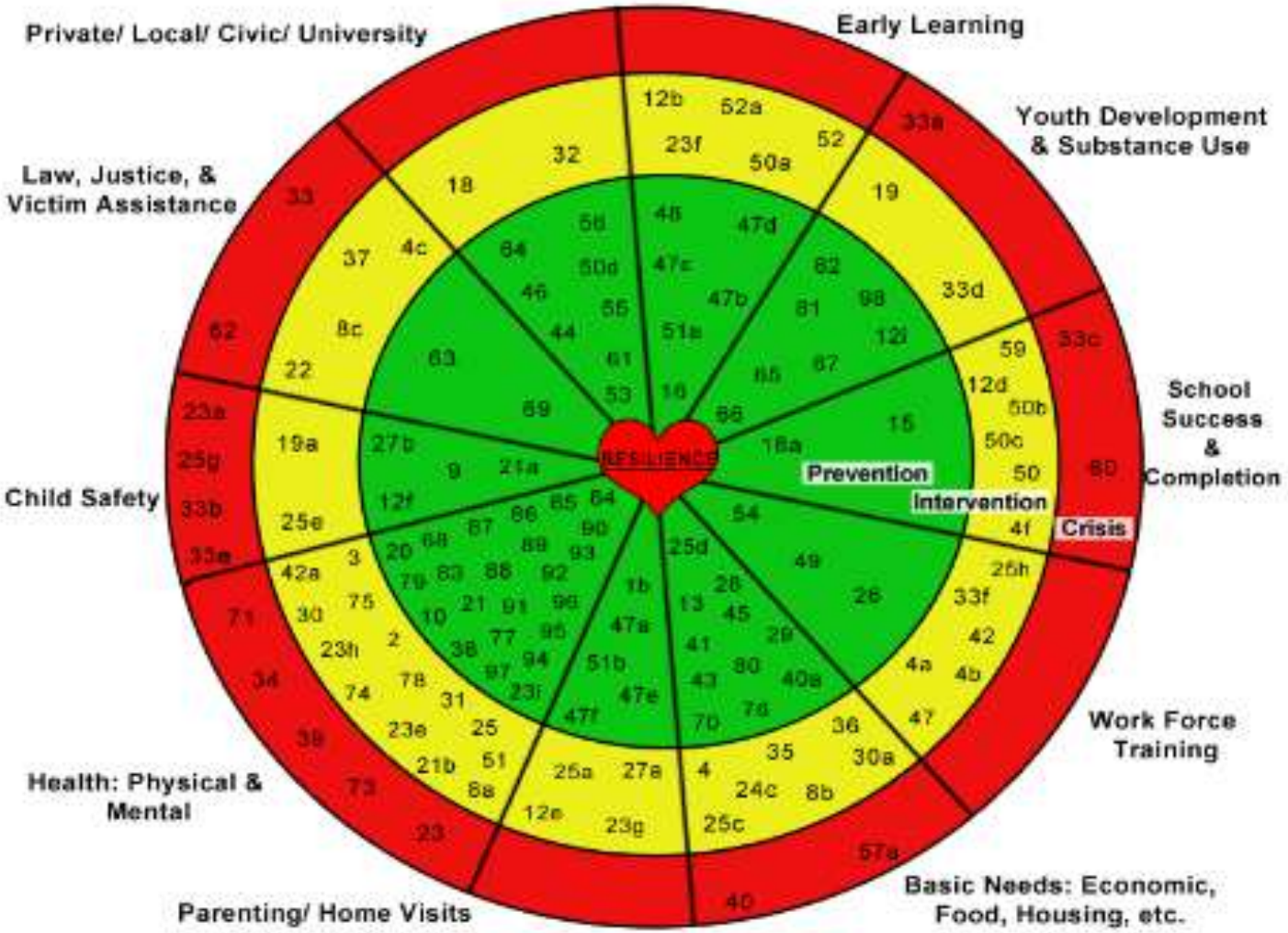
Find us on Facebook

Children's Resilience Initiative - Resilience Trumps ACES

Like

15 people like Children's Resilience Initiative - Resilience Trumps ACES

Walla Walla organizations that build resilience

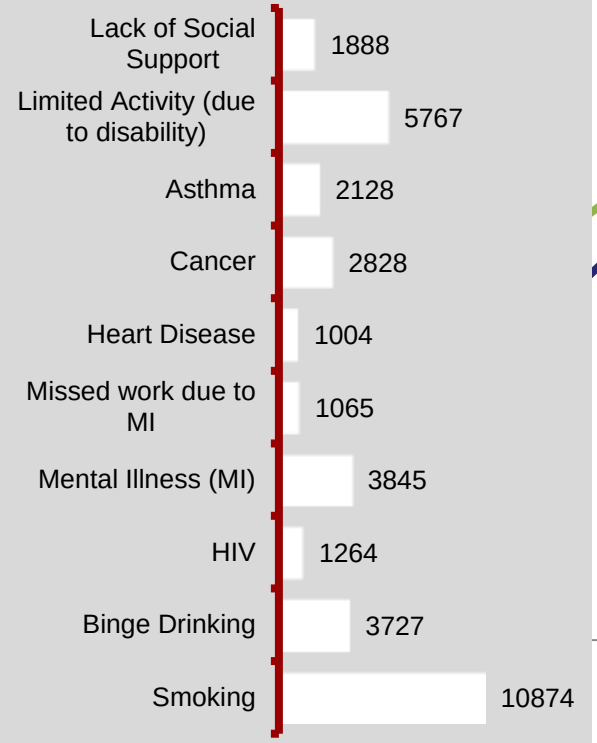


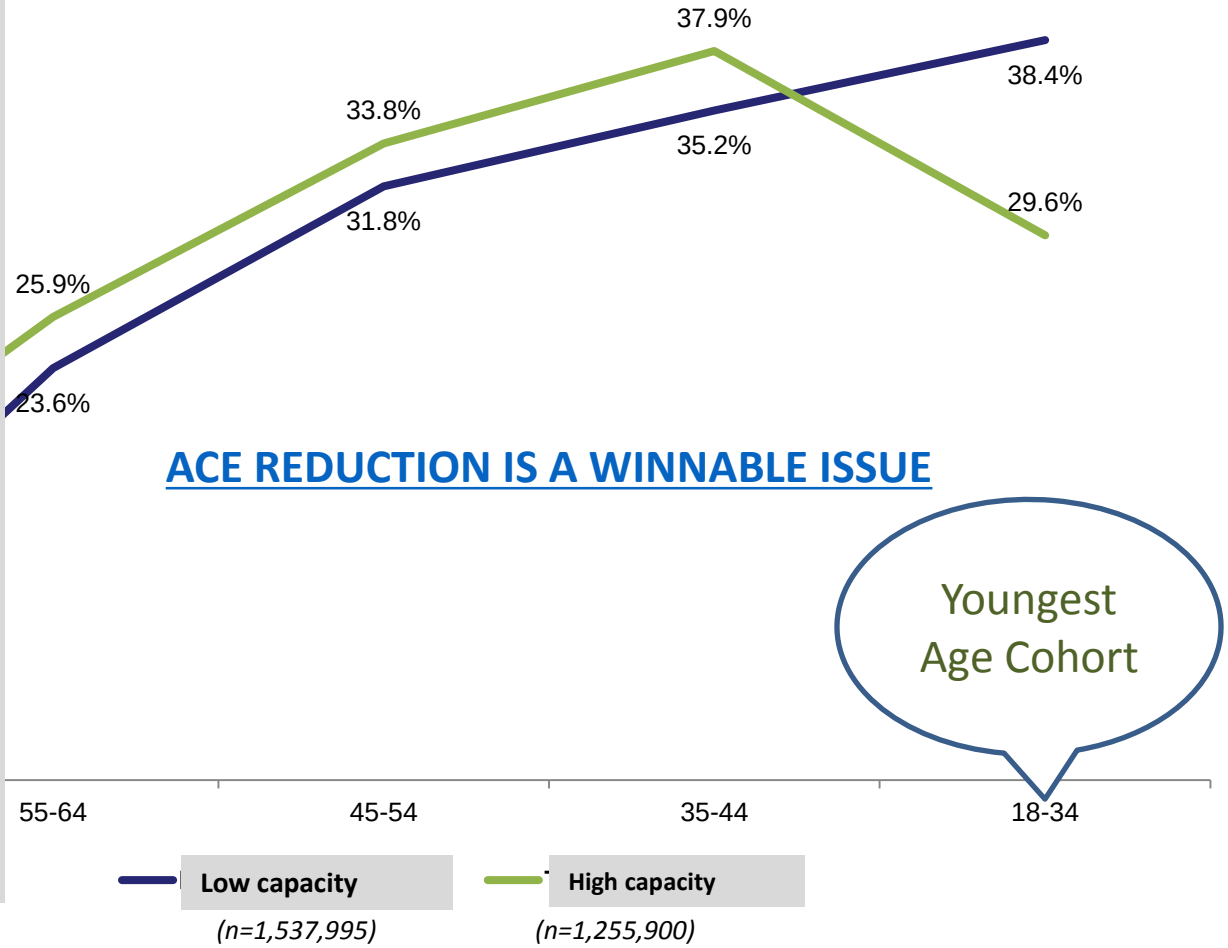
Washington

- Funded Community Networks showed significant improvement in Severity Index
  - Out of home placement
  - Loss of parental rights
  - Child hospitalization rates for accident and injury
  - High School Drop Out
  - Juvenile Suicide Attempts
  - Juvenile arrests for alcohol, drugs, and violent crime
  - Juvenile offenders
  - Teen births
  - Low birth weights
  - No third trimester maternity care
  - Infant mortality
  - Fourth grade performance on standardized testing

High Capacity Communities Reduce Percent of Young Adults With ≥ 3 ACEs

POSITIVE ACE TREND MEANS REDUCED CASES:





NEAR SCIENCE

- Neuroscience
- Epigenetics
- Adverse Childhood Experiences
- Resilience

http://www.healthygen.org/resources/nearhome-toolkit

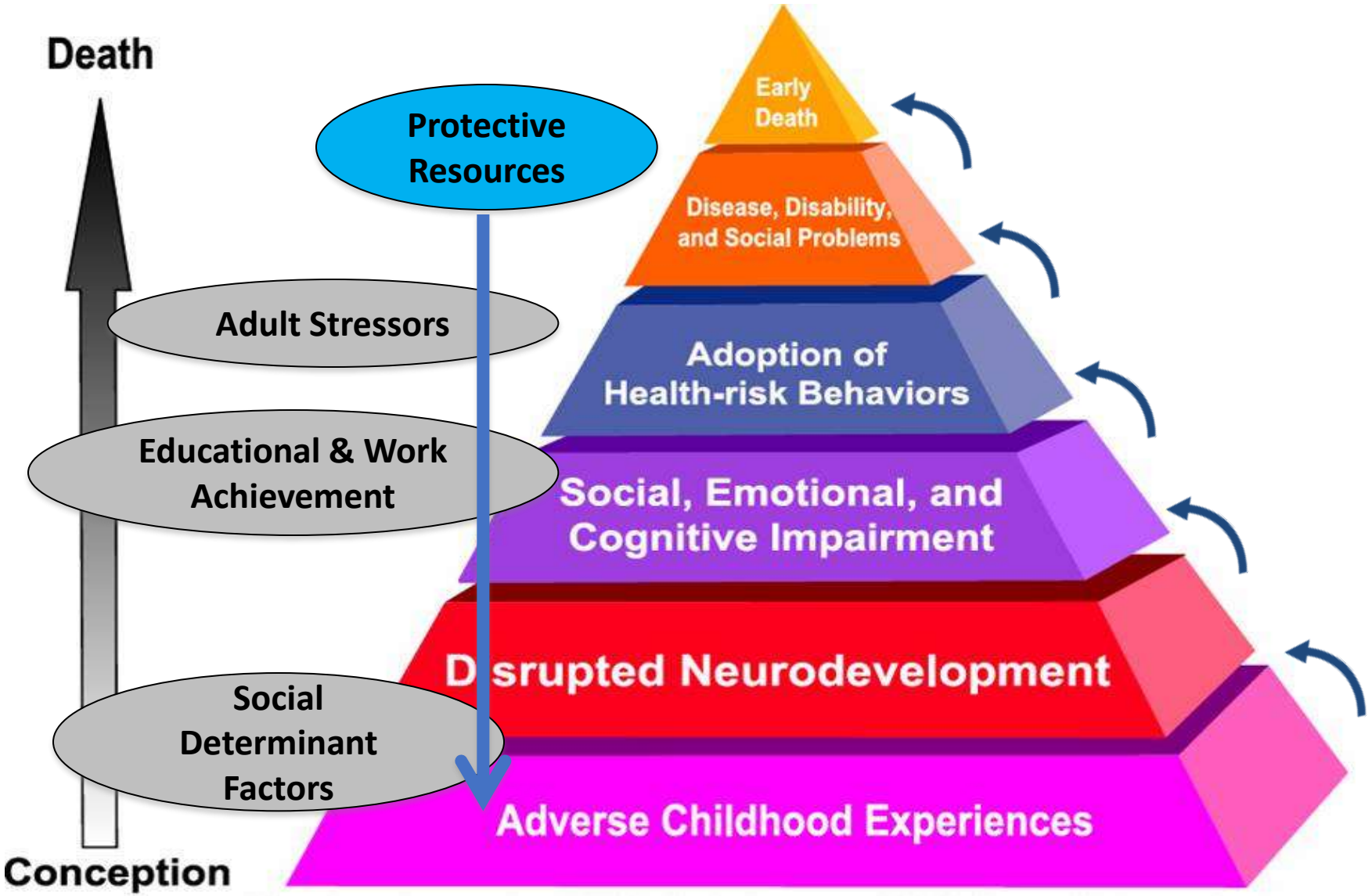
http://www.healthygen.org/resources/laura-porter-keynote-address-near-science-wa-state-resilience-findings

NEAR: What Help actually Helps ?

- Support: Feeling socially and emotionally supported and hopeful
  - Social Emotional Competence Building
  - Hope and a Sense of Future
- Help: Having two or more people who give concrete help when needed
  - Concrete Supports (not Facebook Friends)
- Community Reciprocity: Watching our for children, intervening when they are in trouble, and doing favors for one another
  - Primary network of protection in your community
  - People you see each day and see you
- Social Bridging: Reaching Outside one's immediate circle of friends to recruit help for someone inside that circle
  - Asking for help
  - Trusting Systems and People outside your circle to respond and be safe

http://www.healthygen.org/resources/laura-porter-keynote-address-near-science-wa-state-resilience-findings

Adding Context, Stress Proliferation, & Moderators (+/-) to ACE Influence on Lifespan Health and Functioning



Taken from: http://www.cdc.gov/ace/pyramid.htm

Be a **F.O.R.S.E.** in your community

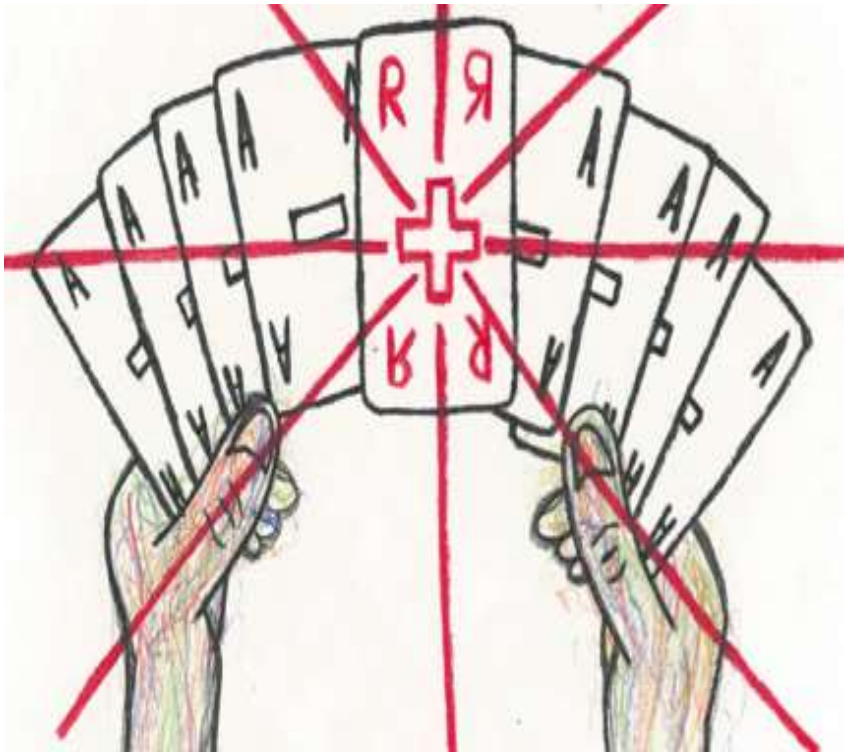
Image by Lincoln High student Brendon Gilman

Focus

On

Resilience &

Social-**E**motional



Implications & Future Directions

- Reduction of ACEs within linked lives context of parents and children
  - Better assessment of factors that serve as mechanisms of stress proliferation, coping and support erosion, disability and health outcomes: Macro, Meso, Micro
  - More data on children's well-being within parental trajectories
  - Main directions of Interventions should be on:
    - Strengthening "adaptive parental function"
    - Interrupting stress proliferation and stress embodiment
    - Resilience cannot thrive at any one level alone: Individual, family, community, structural needed

Paula S. Nurius, University of Washington
Illustrating NEAR-Related Findings from Surveillance Population Data:
Building Partnership Complementarity

Resources

- http://gucchdtacenter.georgetown.edu/TraumaInformedCare/index.html
- https://www.youtube.com/watch?v=3axcjT_zo58
- https://www.youtube.com/watch?v=-HG8H4n2j9I
- https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en

Thank You

Dr. Allison Sampson-Jackson, LCSW, LICSW, CSOTP

Integration Solutions, Inc.

www.integrationsolutions.org

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