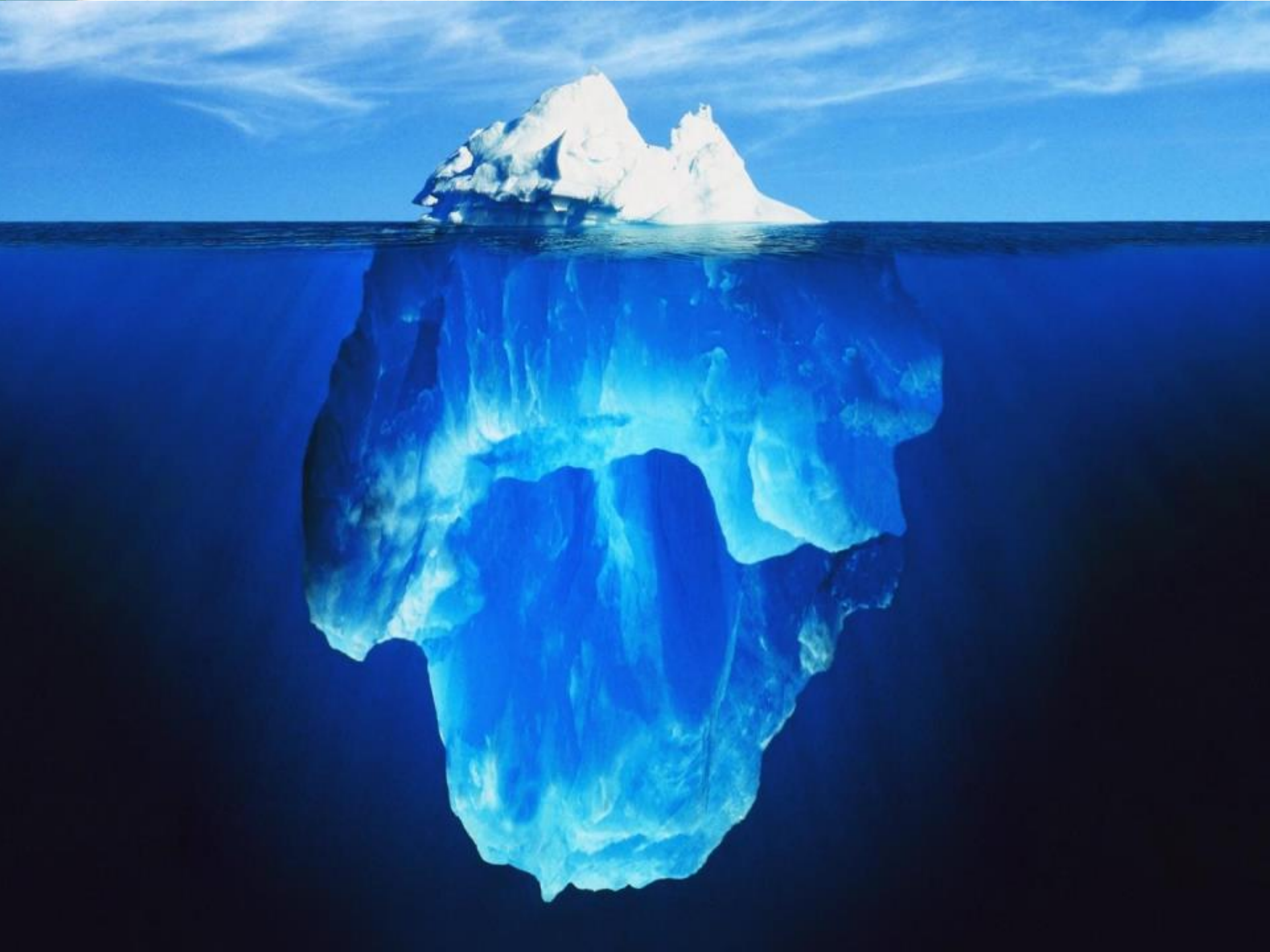


TRAUMA/ACEs 101

Matt Buckman, Ph D
Egyptian Public and Mental Health

What will be covered

- Overview of Child Trauma
- Overview of the Adverse Childhood Experiences (ACE) Study.
- Effects of Trauma on the Brain
- Resiliency and Healing
- Select Strategies that Work



What is a Traumatic Event

- Overwhelm a child's capacity to cope and elicit feelings of terror, powerlessness, and out-of-control body response.

What is Toxic Stress

- “The excessive or prolonged activation of the physiological system in the absence of the buffering protection afforded by stable, responsive relationships.”
- - American Academy of Pediatrics

What are ACEs

- First 18 years of life
- Abuse
 - Emotional abuse
 - Physical abuse
 - Sexual abuse
- Household Challenges
 - Mother treated violently
 - Household substance abuse
 - Mental illness in household
 - Parental separation or divorce
 - Criminal household member
- Neglect
 - Emotional neglect
 - Physical neglect

Trauma Impacts School Performance

- Lower GPA
- Higher school absences
- Higher drop-out rate
- More suspensions and expulsions
- Decreased reading ability
- Lower cognitive functioning
- Effects attention, memory, and thought processes

Behavioral Manifestation

- Impulsive and reactive
- High frustration, anxiety, and anger
- Poor control of emotions
- Physical symptoms (e.g. headaches)
- Poor problem solving and choices
- Overreacting when told what to do
- Misperceived situations or triggers

Responses to Traumatic Events

- Something that is traumatic for one child may not be traumatic for another child.
- Nature of the event
- Risk & protective factors



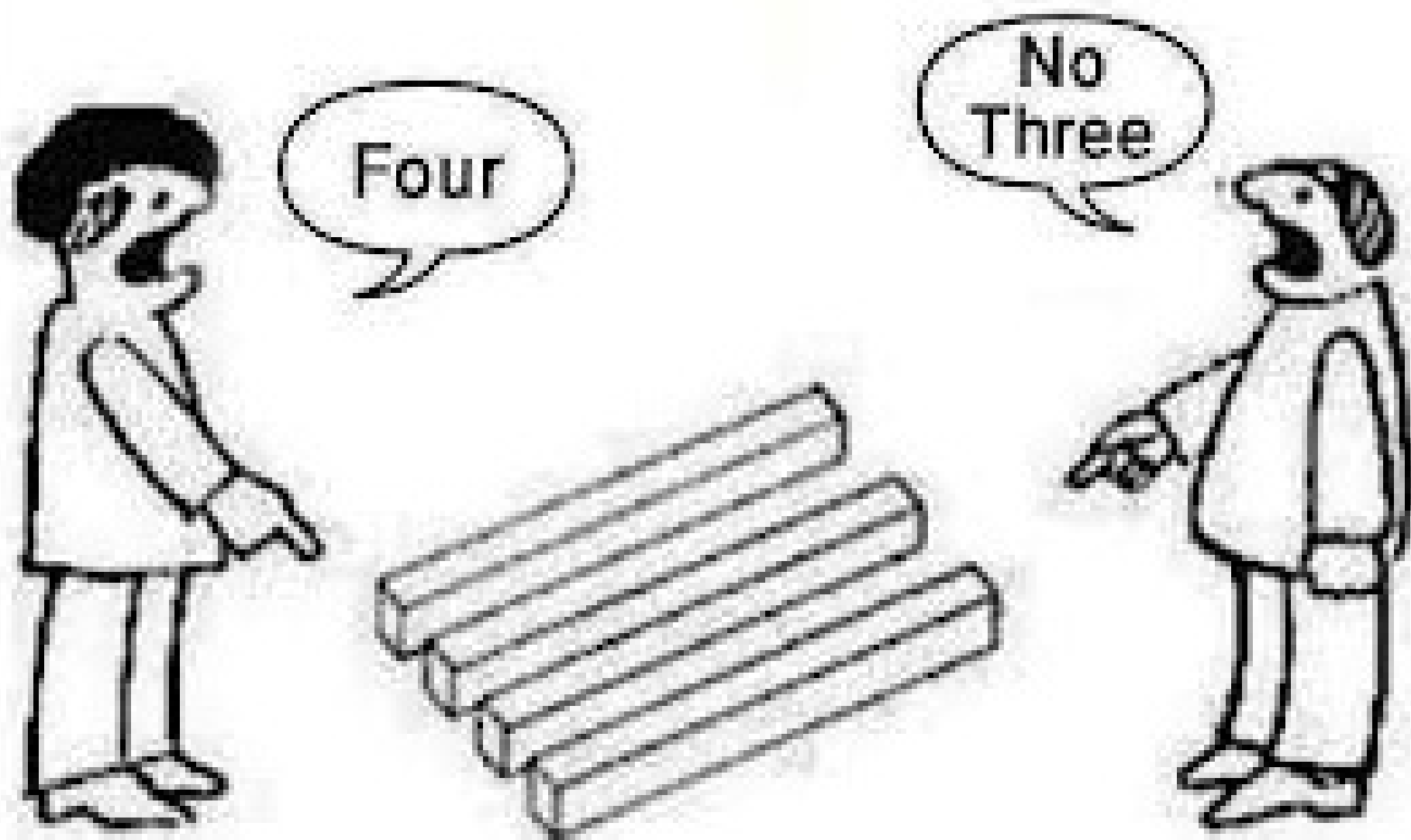
Risk Factors

- Age of Victimization
- Previous trauma experiences
- Severity/extent/proximity of trauma
- Separation from the caregiver and support
- Genetic predisposition
- Lack of material/social resources
- Previous psychological functioning
- Caregiver distress and psychopathology
- Significance to the child





It is really confusing!!!





Fear Example

- Write top three fears
- Fear Ladder

Adverse Childhood Experiences Study (ACES)



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Epidemiologist, Centers for
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Internist
Kaiser Permanente, San Diego

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...

Swear at you, insult you, put you down, or humiliate you?

or

Act in a way that made you afraid that you might be physically hurt?

Yes No

If yes enter 1 _____

2. Did a parent or other adult in the household **often** ...

Push, grab, slap, or throw something at you?

or

Ever hit you so hard that you had marks or were injured?

Yes No

If yes enter 1 _____

3. Did an adult or person at least 5 years older than you **ever**...

Touch or fondle you or have you touch their body in a sexual way?

or

Try to or actually have oral, anal, or vaginal sex with you?

Yes No

If yes enter 1 _____

4. Did you **often** feel that ...

No one in your family loved you or thought you were important or special?

or

Your family didn't look out for each other, feel close to each other, or support each other?

Prevalence of ACEs

ACE Category	Women Percent (N = 9,367)	Men Percent (N = 7,970)	Total Percent (N = 17,337)
ABUSE			
Emotional Abuse	13.1%	7.6%	10.6%
Physical Abuse	27%	29.9%	28.3%
Sexual Abuse	24.7%	16%	20.7%

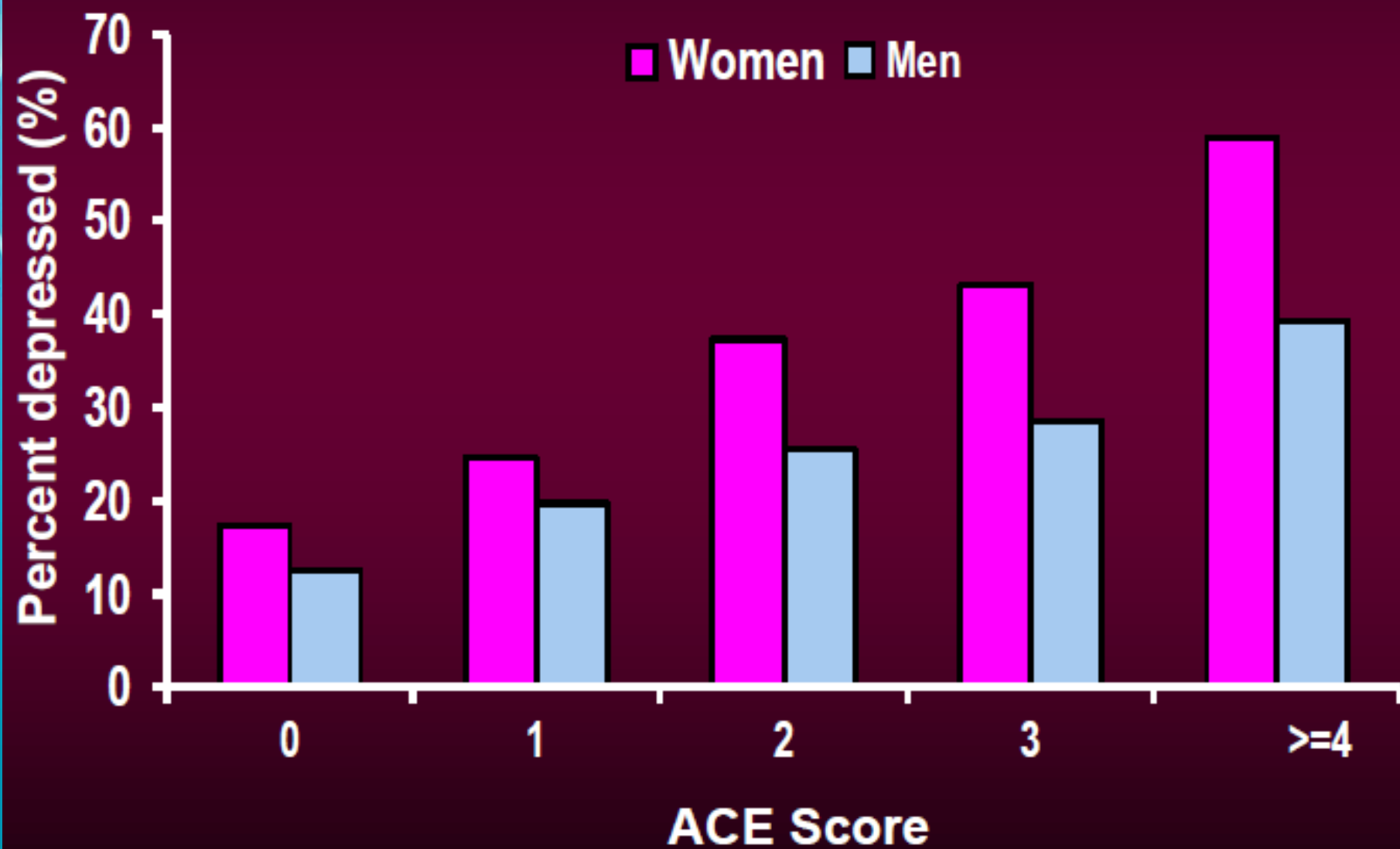
Prevalence of ACEs

ACE Category	Women	Men	Total (N = 17,337)
HOUSEHOLD CHALLENGES			
Mother Treated Violently	13.7%	11.5%	12.7%
Household Substance Abuse	29.5%	23.8%	26.9%
Household Mental Illness	23.3%	14.8%	19.4%
Parental Separation or Divorce	24.5%	21.8%	23.3%
Incarcerated Household Member	5.2%	4.1%	4.7%

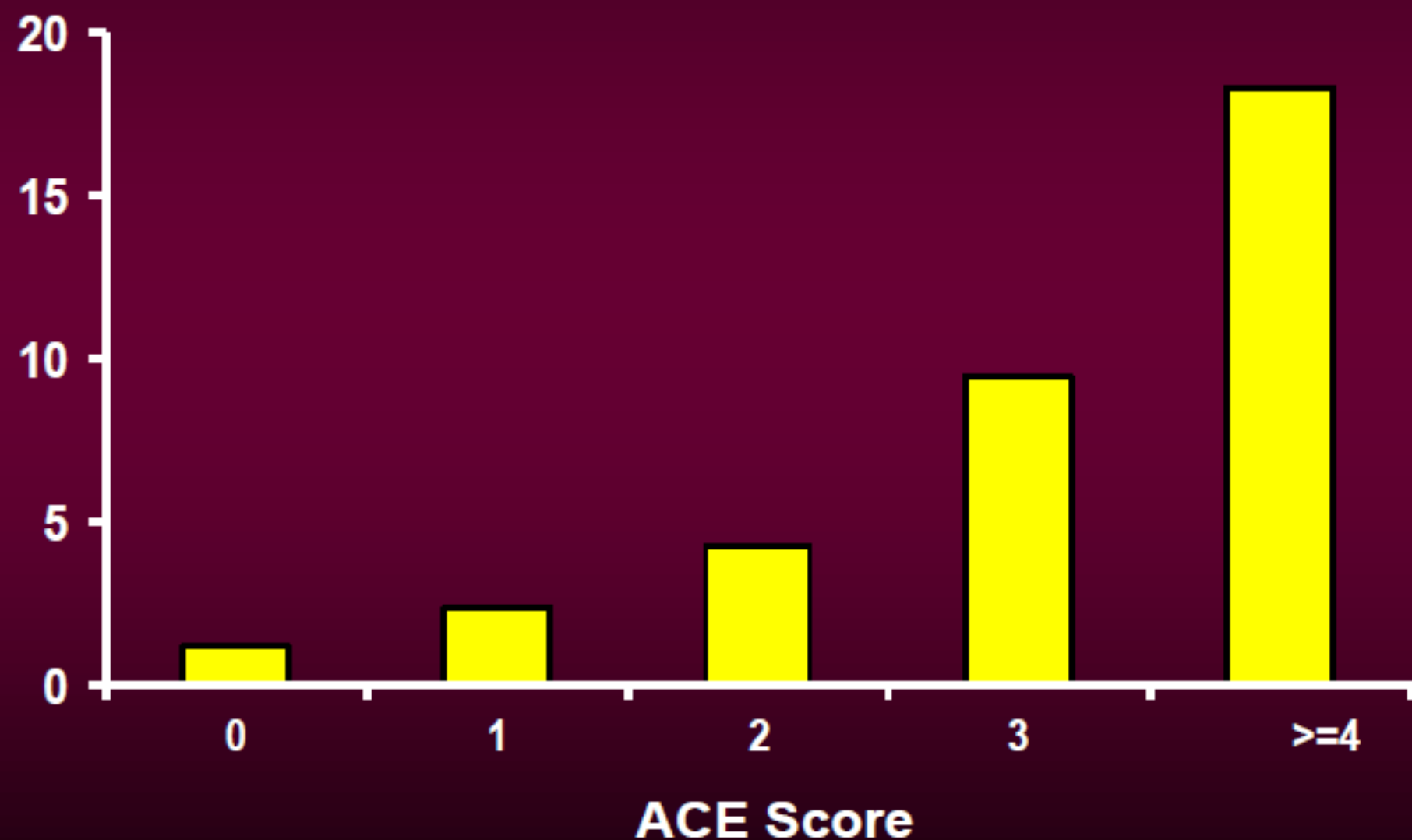
Prevalence of ACE Score

ACE Score	Women	Men	Total
0	34.5%	38.0%	36.1%
1	24.5%	27.9%	26.0%
2	15.5%	16.4%	15.9%
3	10.3%	8.5%	9.5%
4 or more	15.2%	9.2%	12.5%

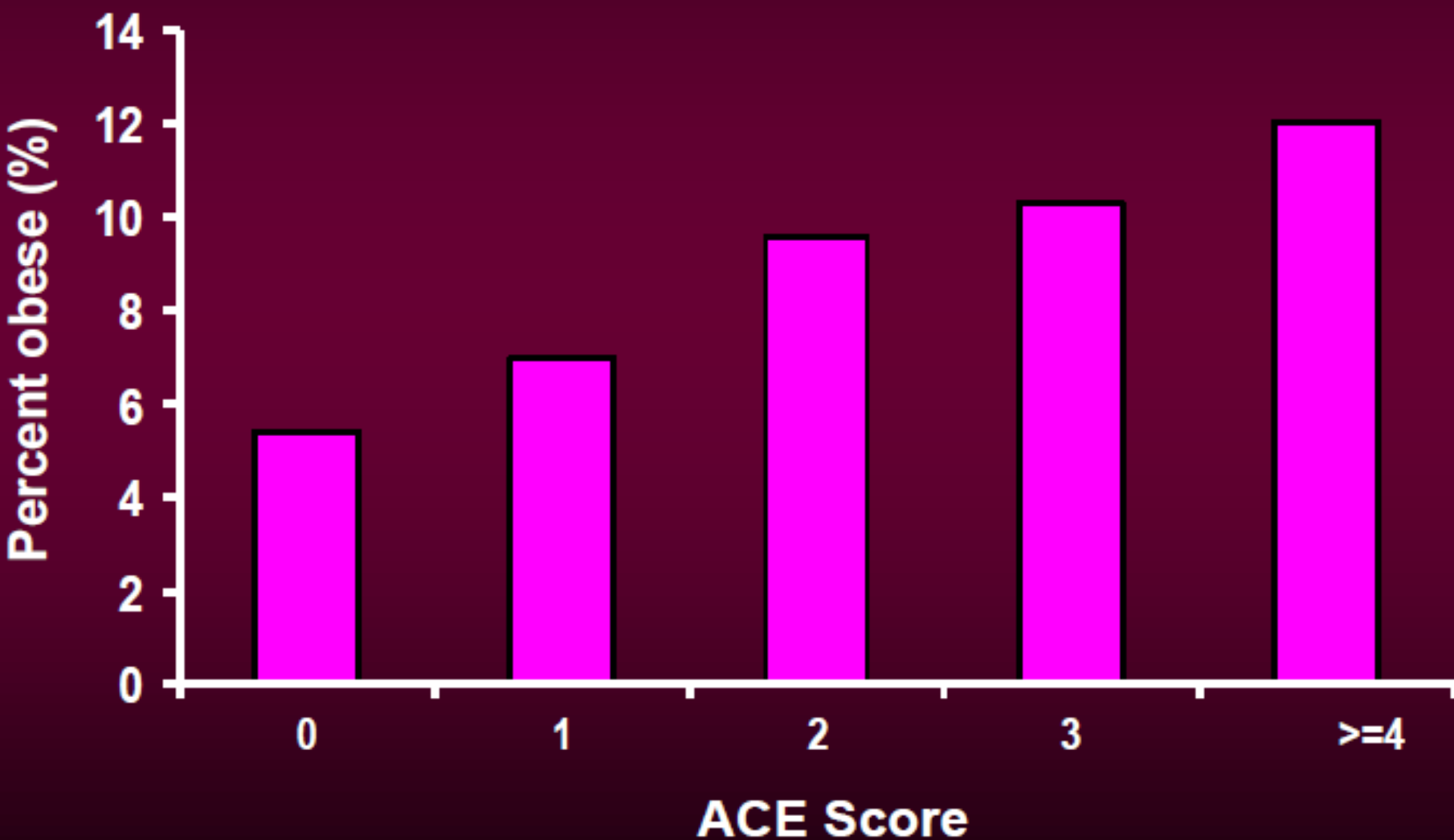
The ACE Score and a Lifetime History of Depression



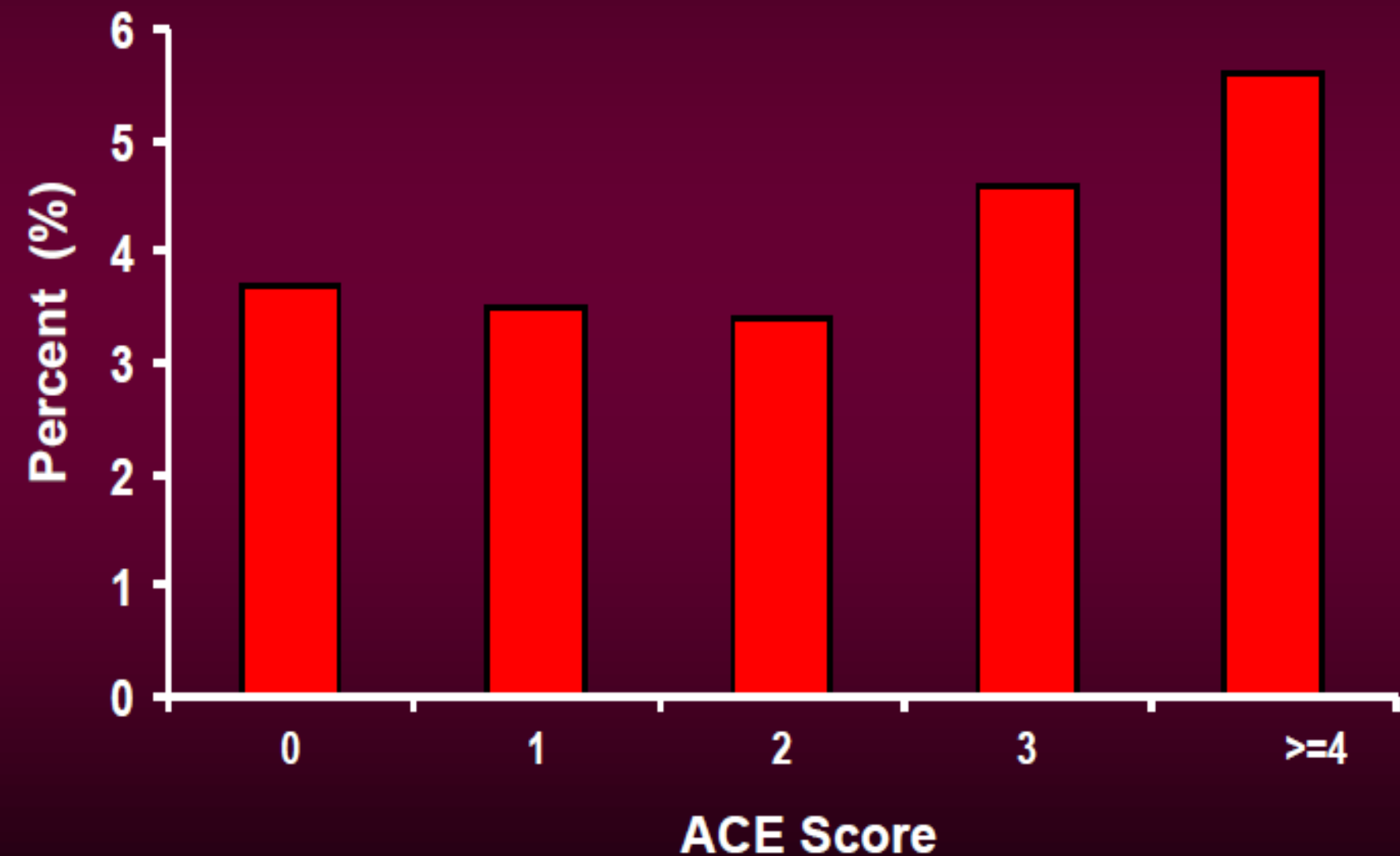
The ACE Score and the Prevalence of Attempted Suicide



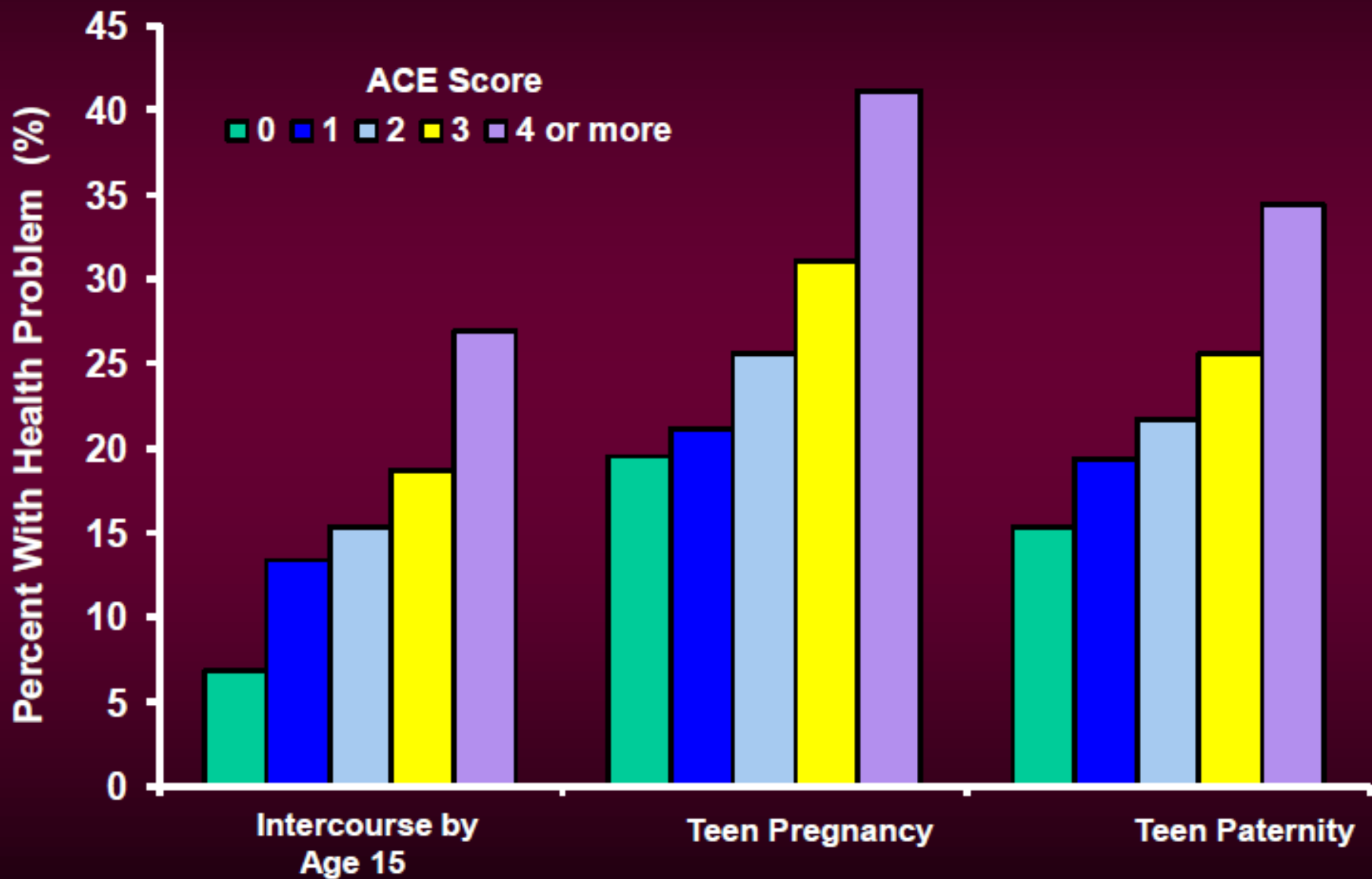
The ACE Score and the Prevalence of Severe Obesity (BMI ≥ 35)



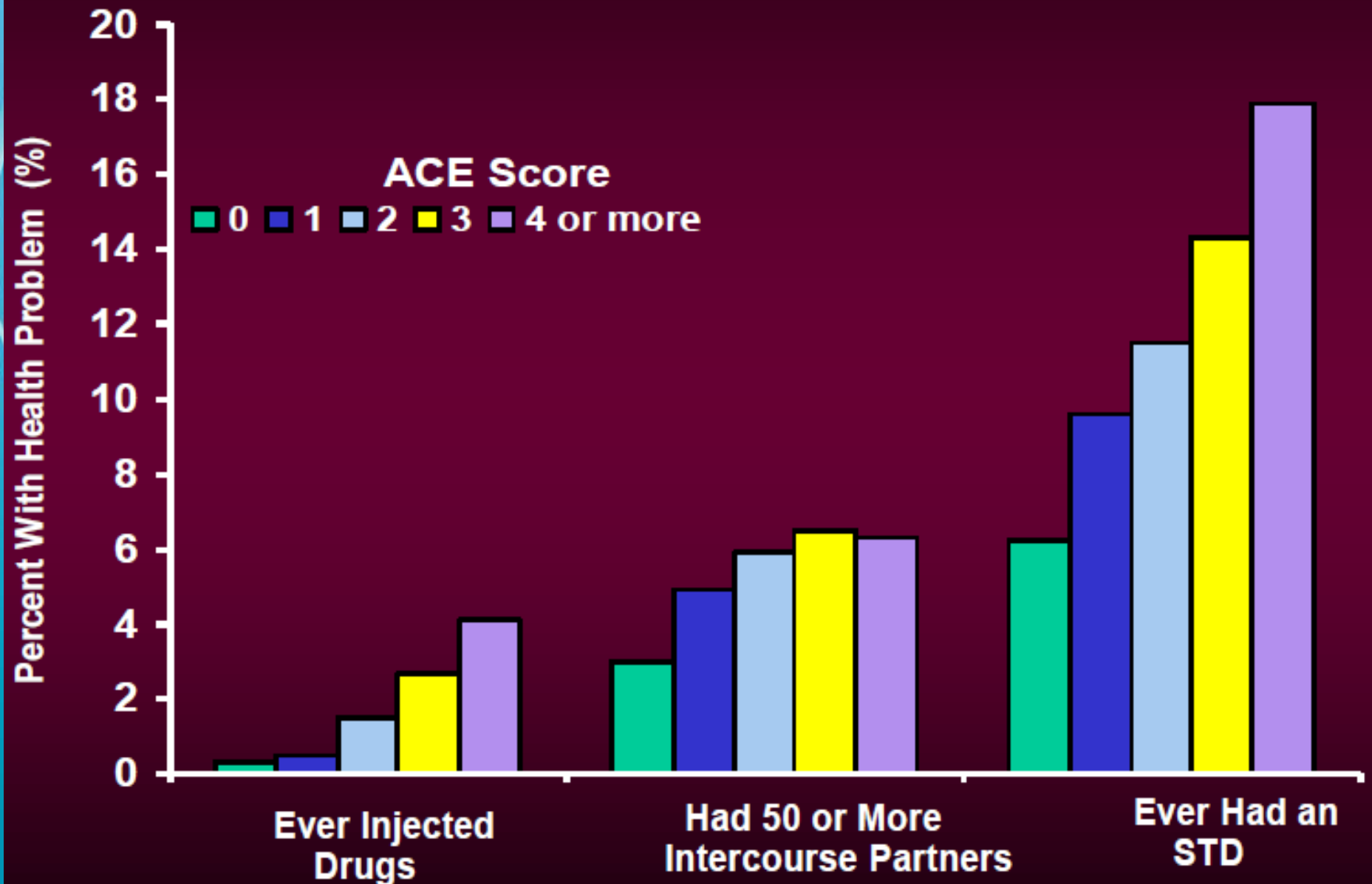
The ACE Score and the Prevalence Ischemic Heart Disease



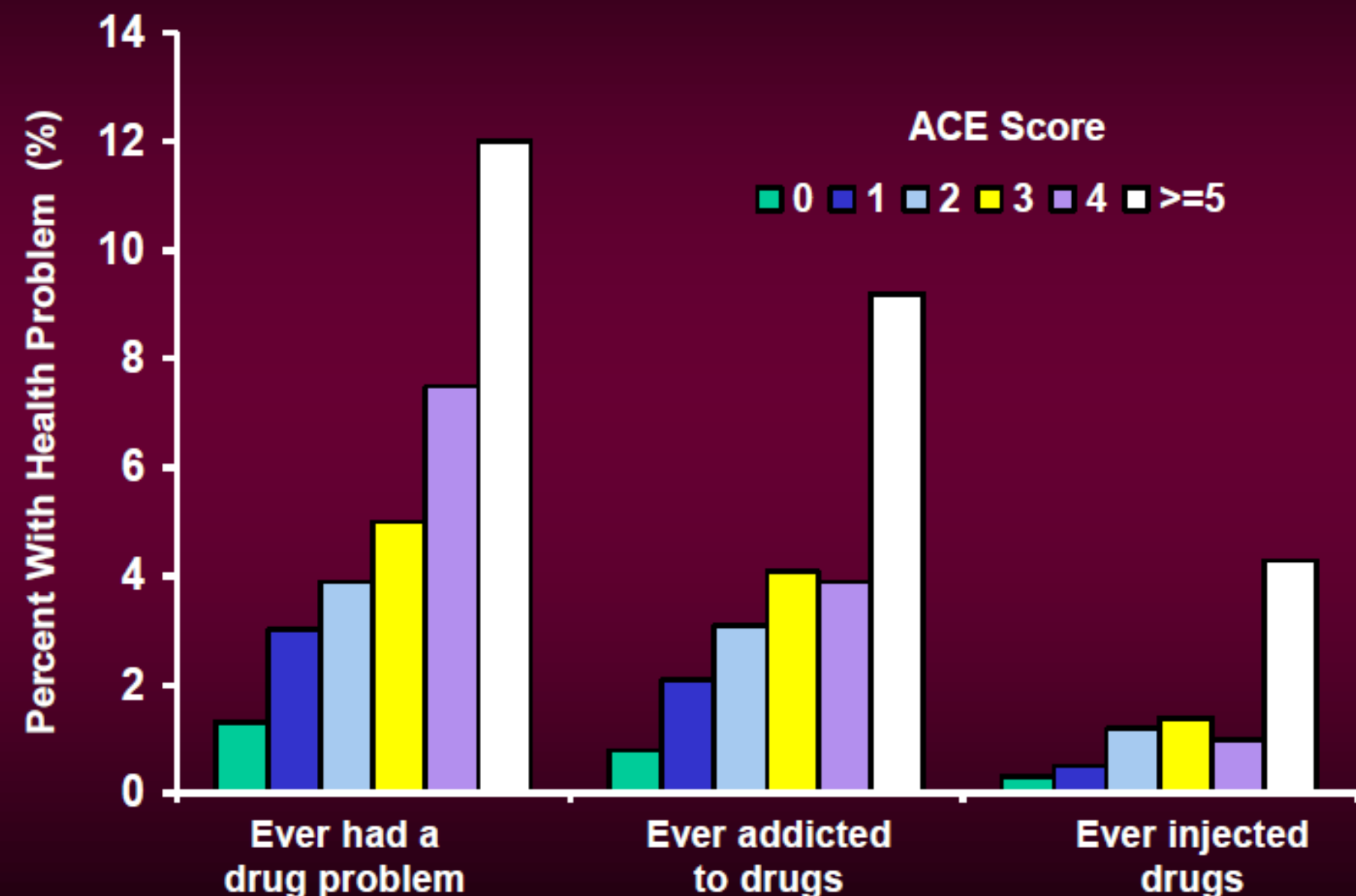
ACE Score and Teen Sexual Behaviors



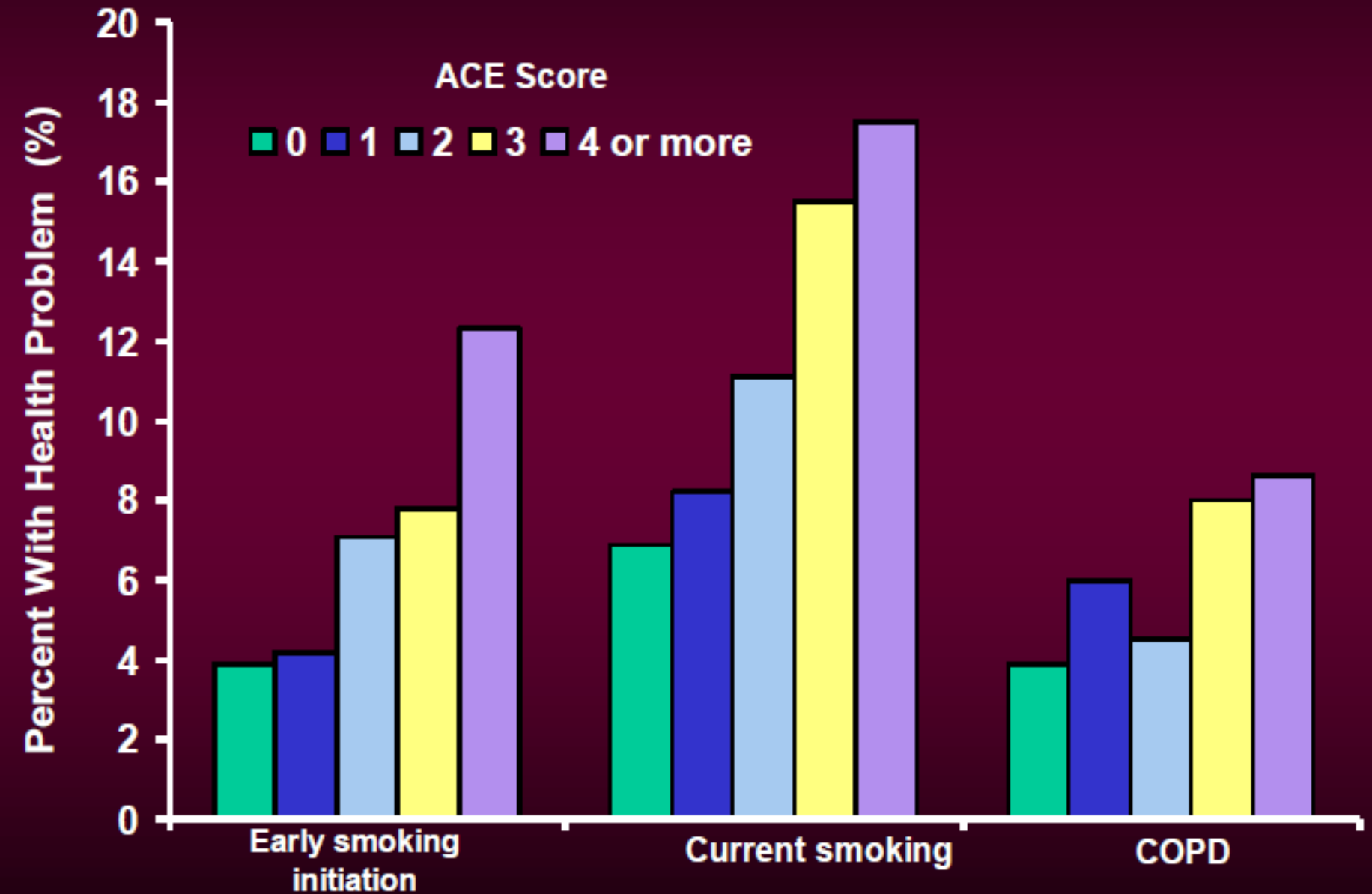
ACE Score and HIV Risks



ACE Score and Drug Abuse



ACEs, Smoking, and Lung Disease



Increased Lifetime Risk

Alcoholism and alcohol abuse
Chronic obstructive pulmonary disease
Depression
Fetal death
Health-related quality of life
Illicit drug use
Ischemic heart disease
Liver disease
Poor work performance
Financial stress
Risk for intimate partner violence

Multiple sexual partners
Sexually transmitted diseases
Smoking
Suicide attempts
Unintended pregnancies
Early initiation of smoking
Early initiation of sexual activity
Adolescent pregnancy
Risk for sexual violence
Poor academic achievement



Brain Development

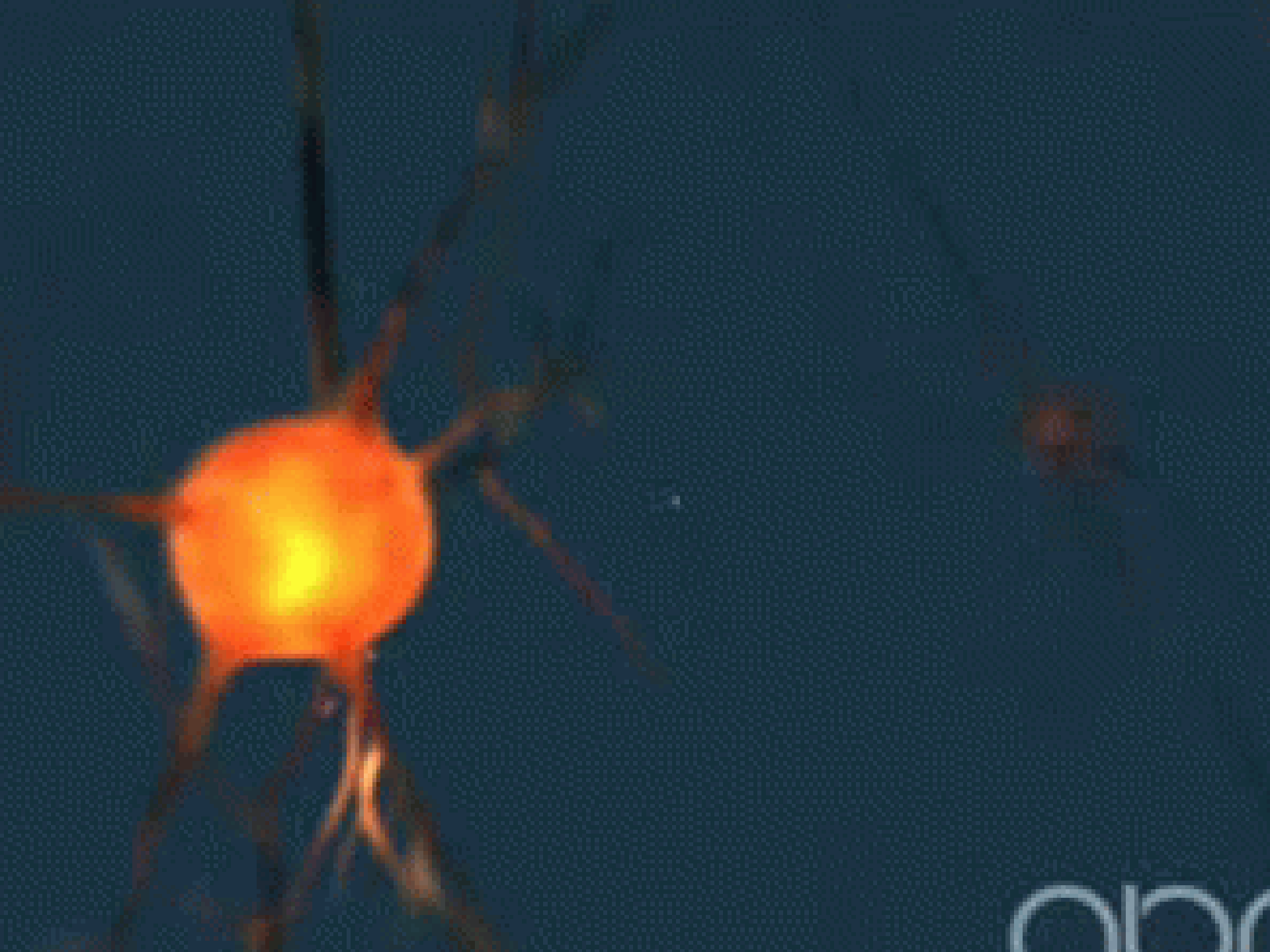


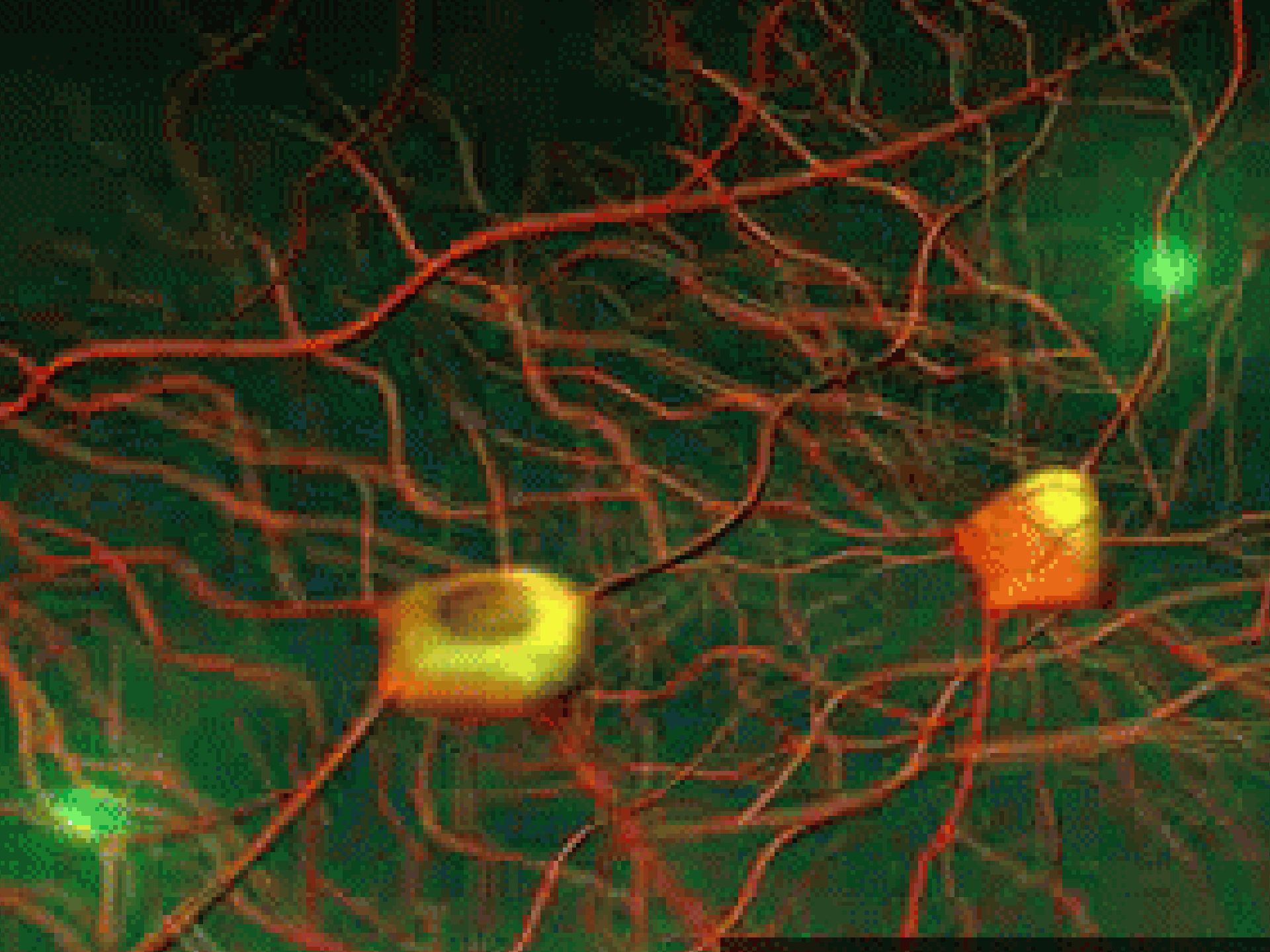


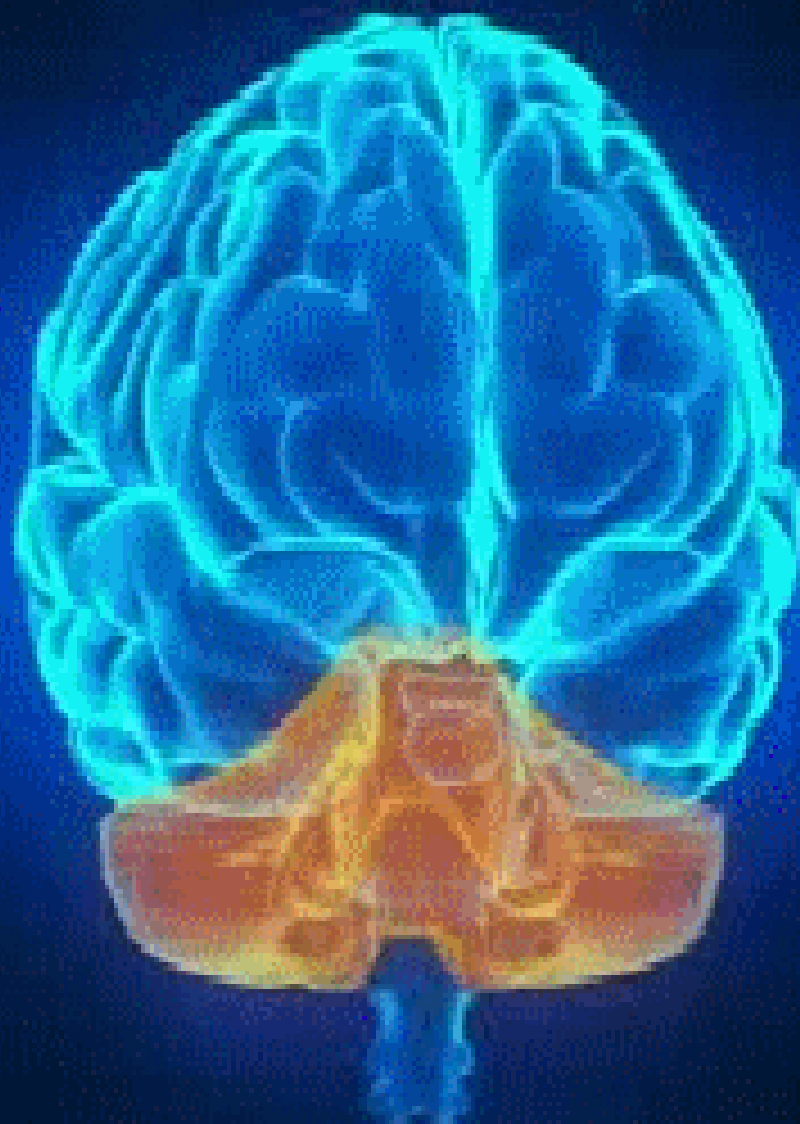


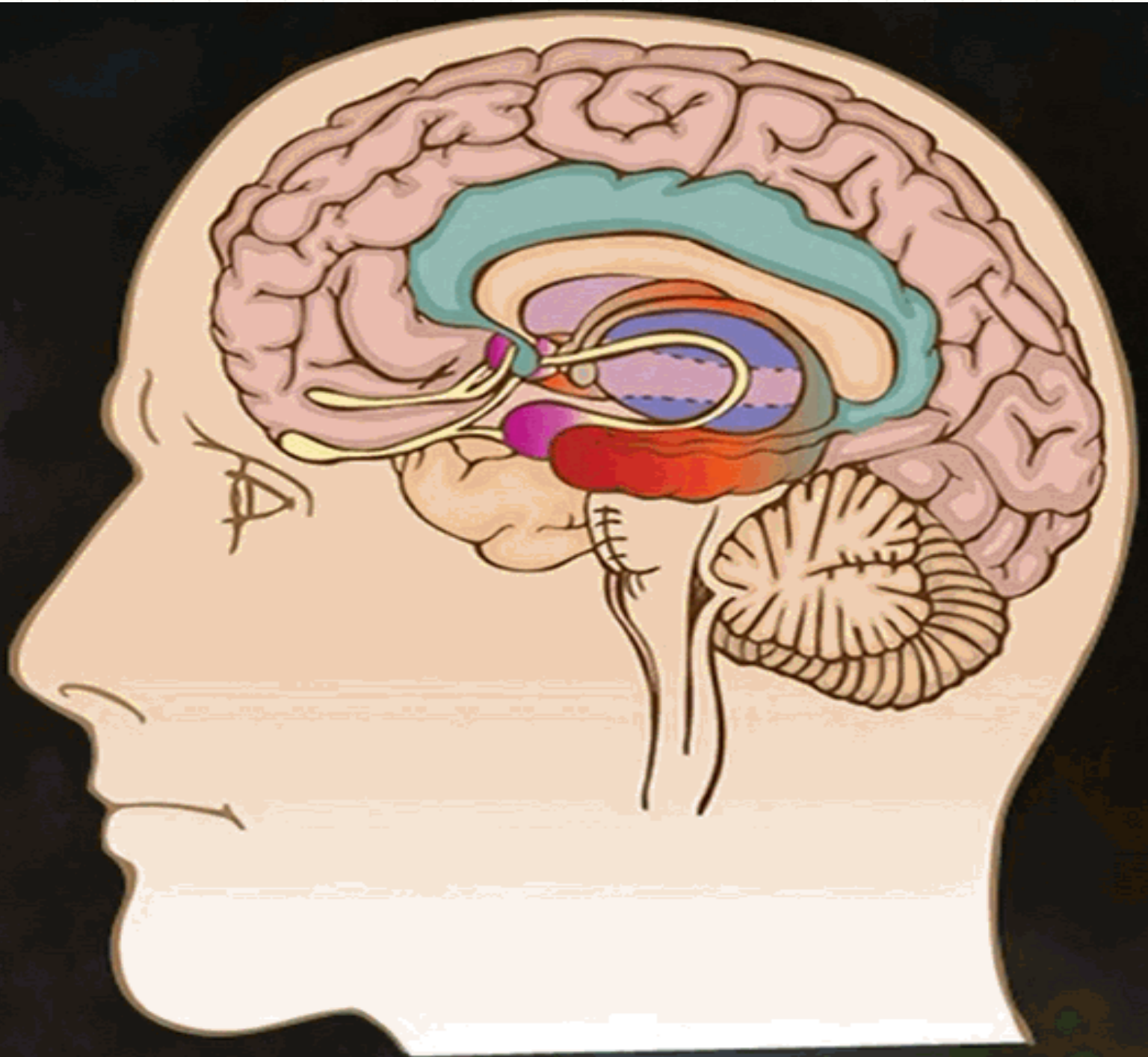








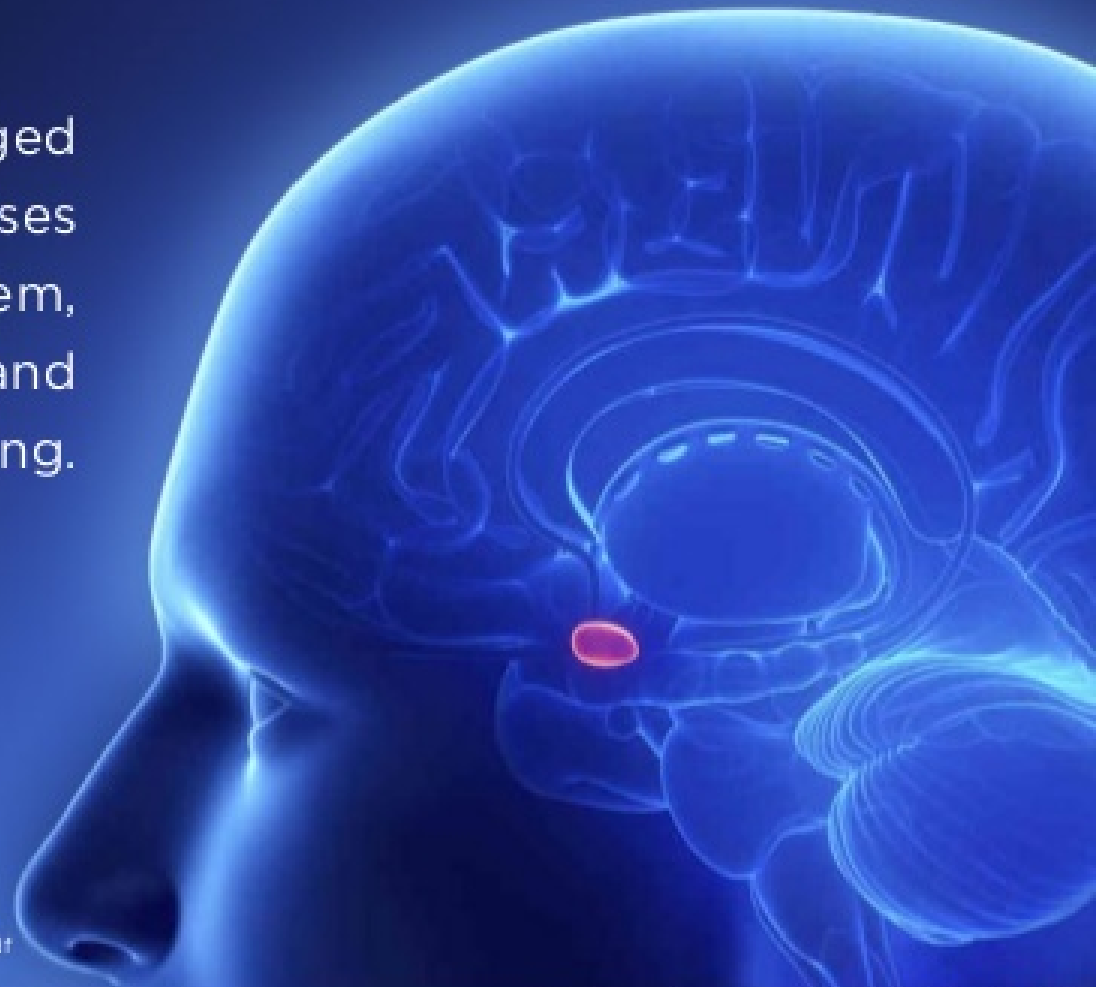




EVENT + EMOTION = UNFORGETTABLE

In an emotionally charged event, the amygdala releases dopamine into the system, which greatly aids memory and information processing.

Medina, J (2008)
Why Emotional Memories Are Unforgettable (May 2008)
Psychiatric Times 14-17
http://www.brainrules.net/pdf/JohnMedina_PsychTimes_May08.pdf

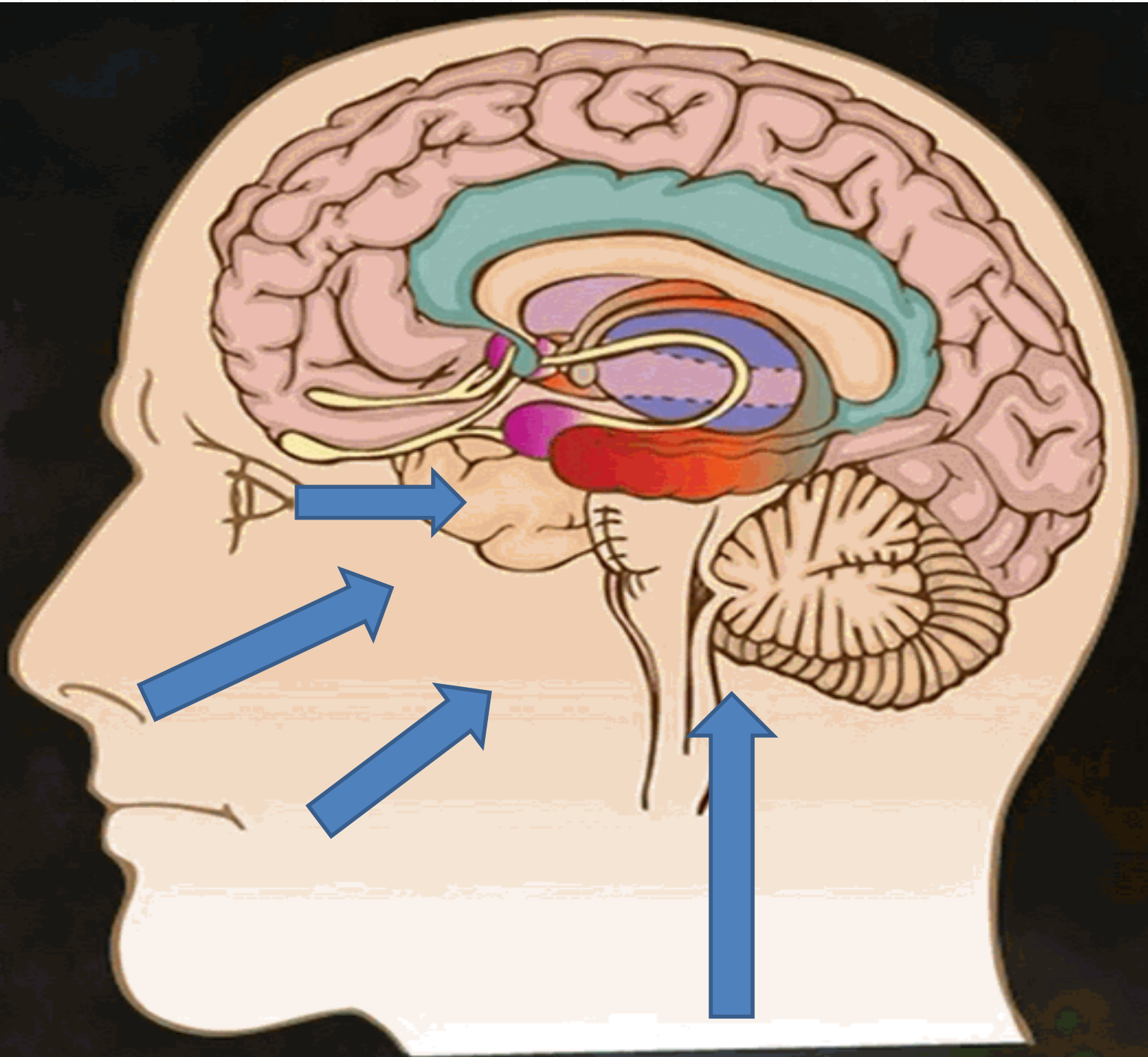


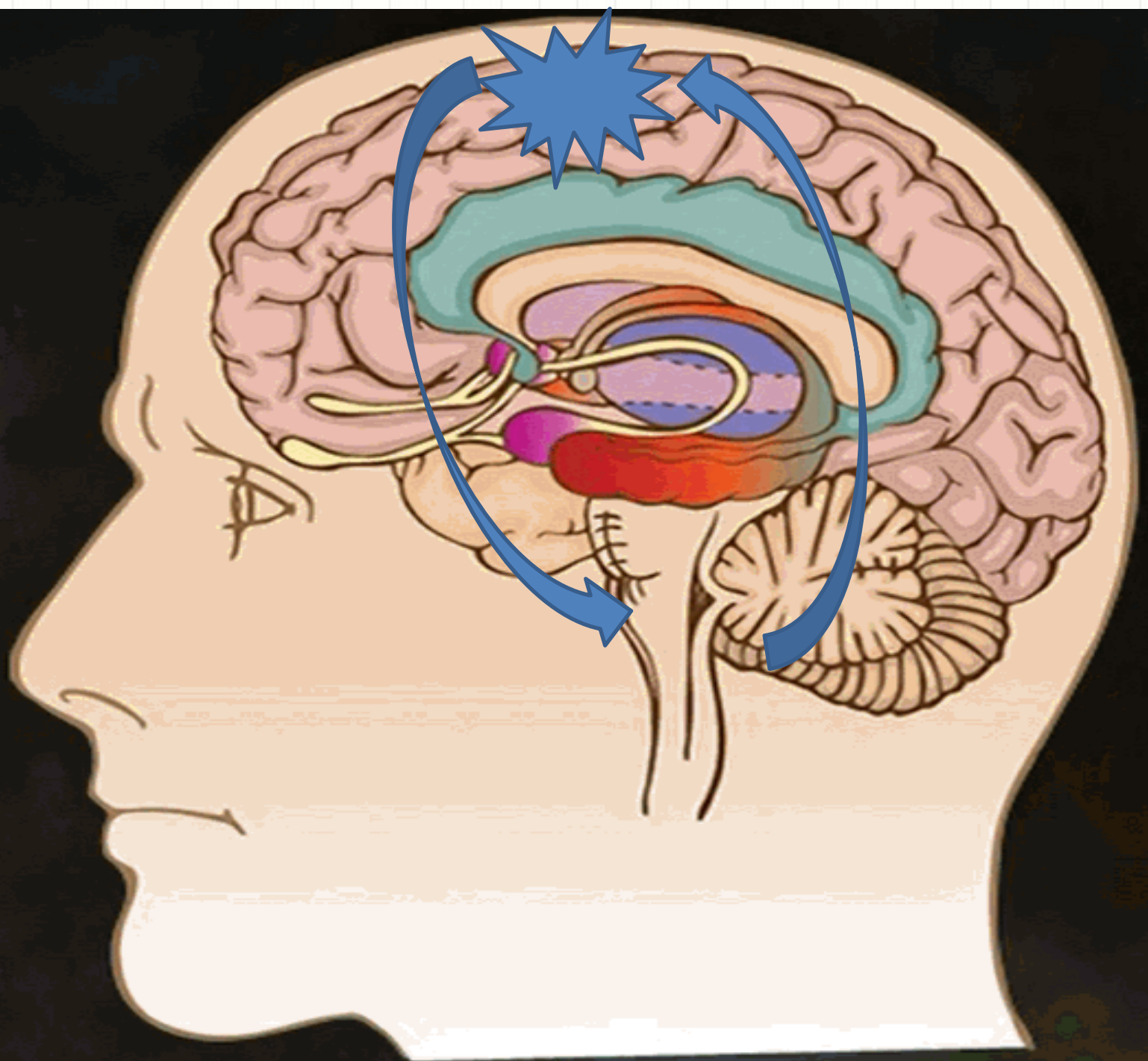
The Cerebral Cortex (AKA “CEO”)



Early Stress & Adversity

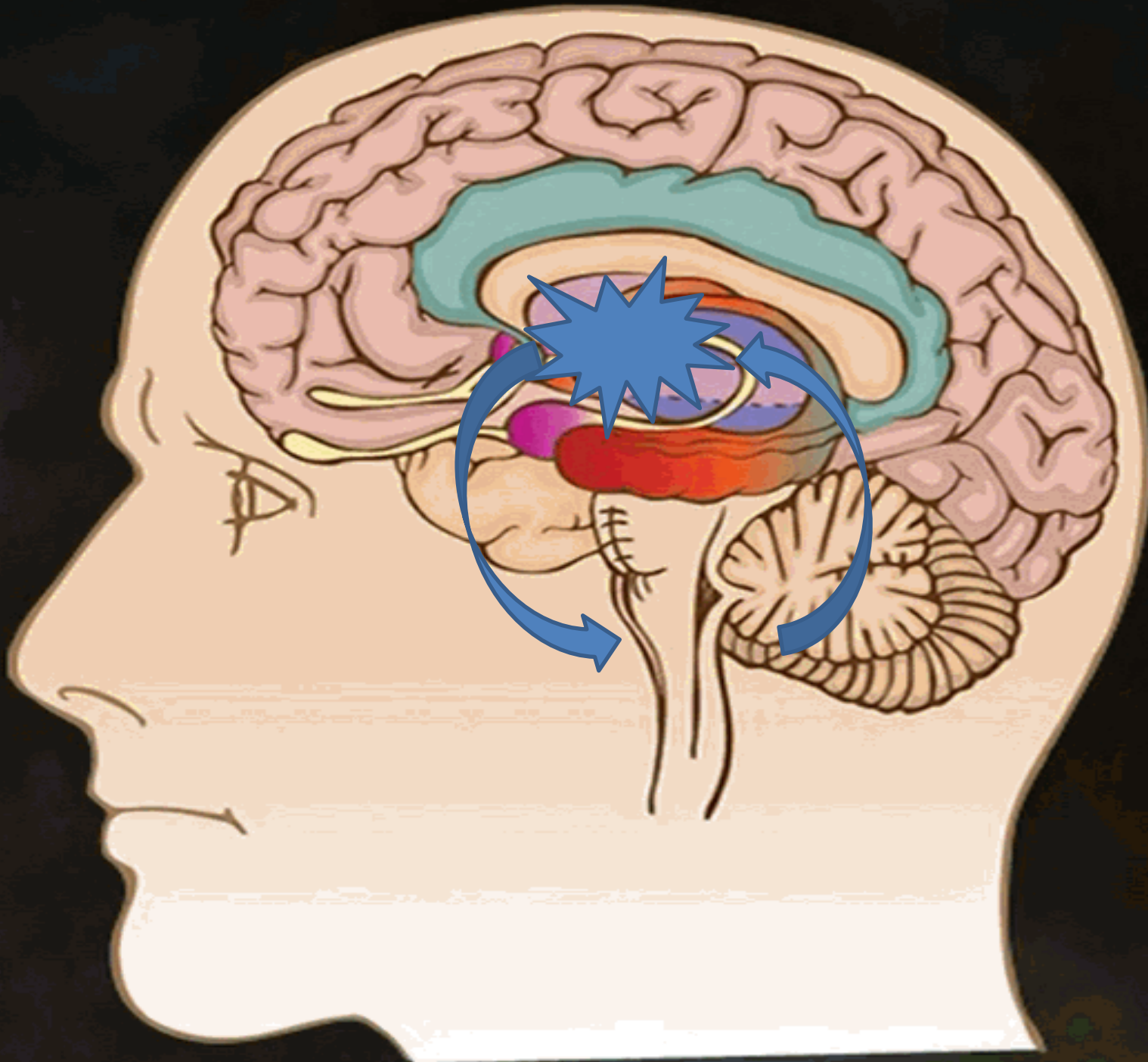
- May not have memory of stressful events
- May have never known the student without their emotional and behavioral reactions
- Significant stressful events in utero or as a baby change neurological structure





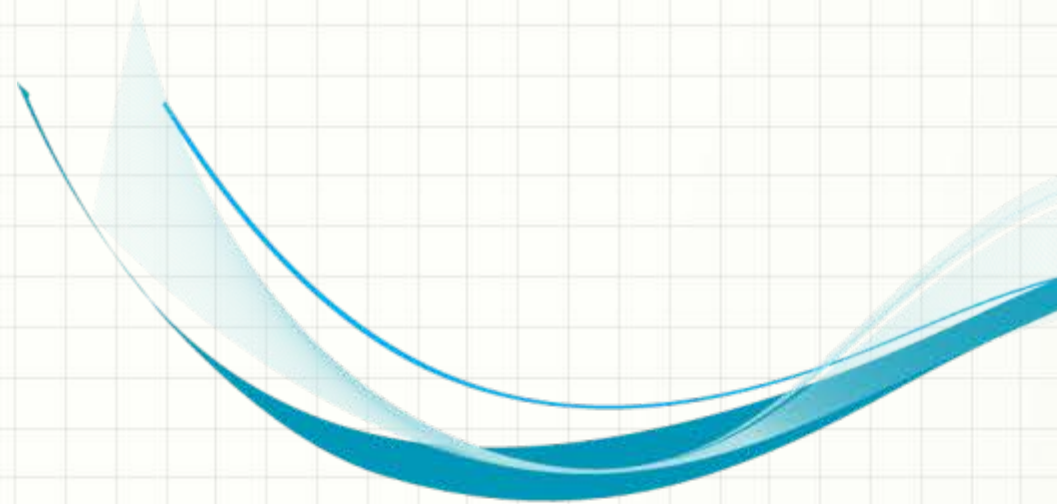






Exposure to Stress

- **Vulnerable (sensitivity)**
 - Unpredictable
 - High intensity
 - Prolonged exposure
- **Resilient (tolerance)**
 - Predictable
 - Moderate or low intensity
 - Controlled exposure



Strategies To Help Students Heal

Resiliency

- Those who manage to continue to be successful despite severe adversity are called “resilient”
- It is an innate ability to adapt
- Sometimes coping skills are unhealthy but necessary.

Public Health Problem/ Personal Solutions

- Alcohol, tobacco, illicit drug use (self-medication; arousal)
- Teenage sexual activity (arousal)
- Suicide attempts (communication; way out)
- Depression (Isolation; avoidance)
- Chronic stress (on guard; protection)
- Unhealthy eating and obesity (arousal)
- Intimate partner violence (power; control)

The Power of a Relationship

- Relationships & lack of relationships can hurt
- Relationships can heal



3 Year Old Children



Normal



Extreme Neglect

Healthy Brain

The left image shows the normal pattern of blood flow in a healthy brain. The right image shows the pattern of blood flow in a brain affected by Alzheimer's disease. The areas of reduced blood flow are indicated by the green and blue colors. The areas of increased blood flow are indicated by the red and orange colors.

Front



Back

Temporal lobes

Front



Back

Temporal lobes

Alzheimer's Brain

The right image shows the pattern of blood flow in a brain affected by Alzheimer's disease. The areas of reduced blood flow are indicated by the green and blue colors. The areas of increased blood flow are indicated by the red and orange colors.

Counterconditioning



Station, Game, Reward, Opportunity



Social Emotional Development/ Resiliency/ Mental Health Treatment

- Direct teaching of skills
- Embedding skills into classroom structure
 - Class rules, interactions, lessons
- Create opportunities, pre-teach, and prompt
 - If...., then.....
 - When....., then....
- Creating social and tangible reinforcement
- Experiential Learning = Most Effective

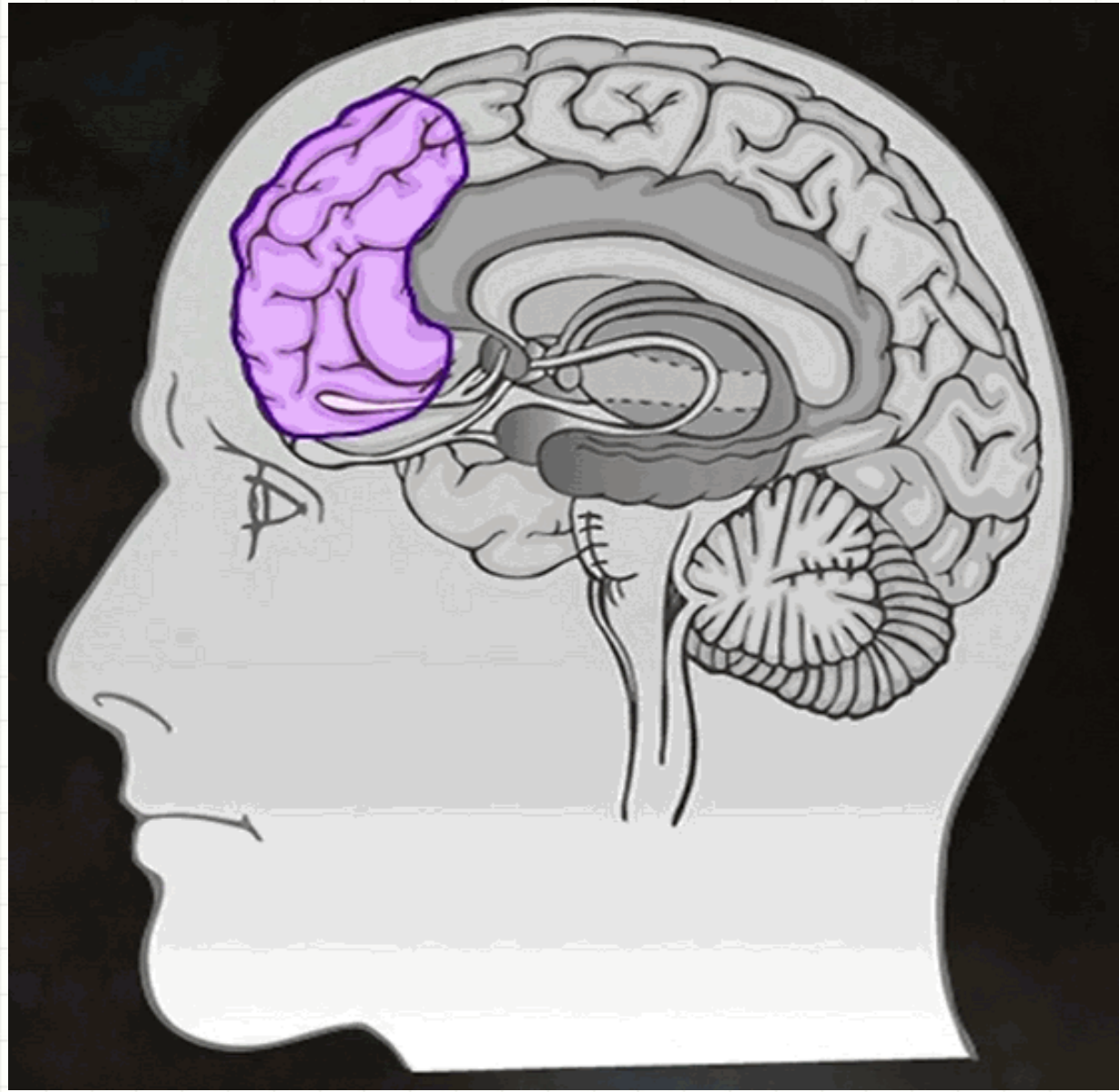
Learn Each Child's Triggers



Be a Dispassionate Cop (Optional)



The Cerebral Cortex (AKA “CEO”)



What can we do to keep the “CEO” working

- Calm self first
 - Emotional Reciprocity
- Calm tone
- Slow pace
- Physical position and size
- Location of door/cornering

Develop Assets



40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
4. **Caring neighborhood**—Child experiences caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.

Empowerment

7. **Community values youth**—Child feels valued and appreciated by adults in the community.
8. **Children as resources**—Child is included in decisions at home and in the community.
9. **Service to others**—Child has opportunities to help others in the community.
10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.

Goldilocks Rule/ Therapeutic Window



Keep Discipline in the Schools: Exposure to Stress Is Good

- Vulnerable (sensitivity)
 - Unpredictable
 - High intensity
 - Prolonged exposure
- **Resilient (tolerance)**
 - Predictable
 - Moderate or low intensity
 - Controlled exposure

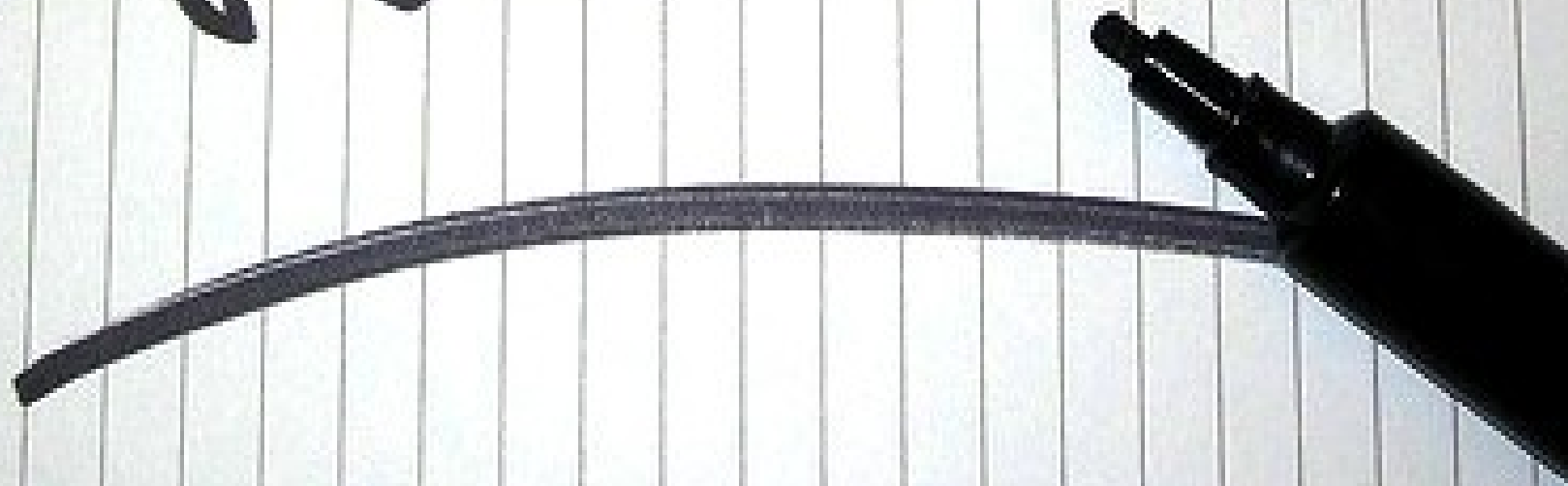
Review

- Adverse Childhood Experiences impact the entire life of the individual
- Trauma & toxic stress change the structure and functioning of the brain
- Effective strategies and treatments are available
- Healing can occur
 - Naturally or with professional intervention

Warning Signs of Compassion Fatigue

- Increased irritability or impatience
- Difficulty concentrating
- Dreams about student concerns
- Denying trauma can impact students/numb
- Intrusive thoughts about students
- Difficulty planning lessons
- Dreading having to work with a student

Questions?



Self Care: “Cost of Caring”

- Emotional Needs
 - Trusting relationships
 - Laughter and joy
 - Personal Counseling
- Physical Needs
 - Healthy diet
 - Ample sleep
 - Regular exercise
- Mental Needs
 - Training/Consultation
 - Relaxation Techniques
 - Boundaries
- Spiritual Needs
 - Meditation
 - Creating meaning and purpose
 - Time in nature

Thank you!

- Thank you, Gracias, Hahoo, Dank u wel, Dua netjer en etj, Vinaka, Kiitoksia, Merci, Aayya, Danke, Efcharisto, Toda, Takk, Go raibh maith agat, Arigato, Gratia, Webale, Grazzi, Laengz zingh, Nihedebil, Bayarlalaa, Tusen takk, Dzieki, Obrigado, Da-wah-eh, Spasibo, Multumesc, Tapadh leibh, Hvala, Sha ja non, Gracies, Inwali, Tack, Khawp khun, Diolch