

Trauma Informed Interventions

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TCASE

interactive

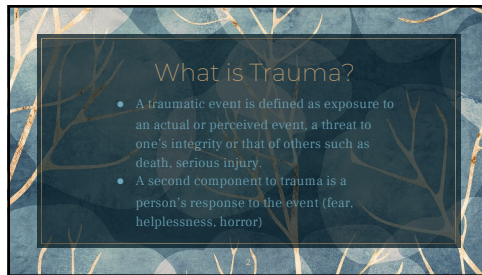
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you are our people

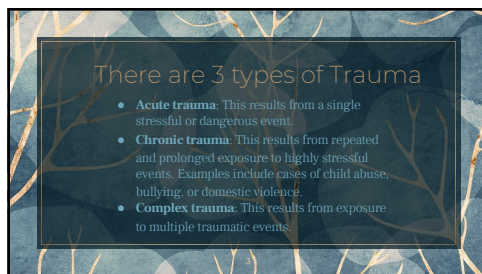




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Why is it important to know?

- Over (35million) over half of all children in the U.S. have experienced one or more traumatic event (Stevens, 2013).
- One-third of all youth in the U.S. have experienced two or more traumatic events.
- Prolonged exposure to traumatic events can permanently alter a child's brain structure and cognitive development.
- Traumatized children are often misdiagnosed with ADD, ODD, conduct disorder, and others.

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What does it look like?

5-years and younger

- This is the most reactive group exaggerated internal and external behaviors: separation anxiety, regressive types of behaviors like thumb sucking, bed-wetting, excessive clinging, crying, whining, screaming, etc.

6 to 11-years old

- Internal - withdrawal, irrational fears, depression, anxiety, lack of focus, sleep problems
- Externalizing behaviors - irritability, aggression, crying, yelling, screaming, threatening, etc.

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What does it look like?

12-17 years old

- Internal - Avoidance, flashbacks and nightmares, confusion, depression, withdrawal and isolation, somatic complaints, academic or vocational decline, suicidal thoughts, revenge fantasies, guilt.
- External - Interpersonal conflicts, aggressive responses, school refusal, substance abuse, antisocial behavior.

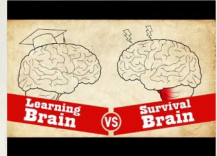
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Response to Threat

Fight	Flight	Freeze
<ul style="list-style-type: none">• Aggressive• Irritable• Short temper• Defensive• Harsh words	<ul style="list-style-type: none">• Avoidance• Anxiety• Fear• Hiding	<ul style="list-style-type: none">• Numbing• Detachment• Giving up• Not speaking

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Learning Brain vs. Survival Brain

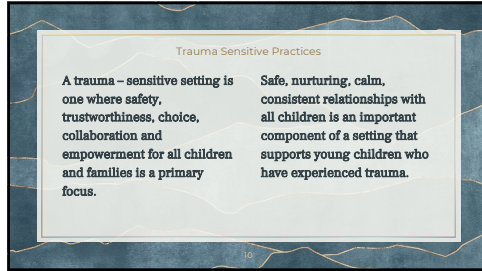


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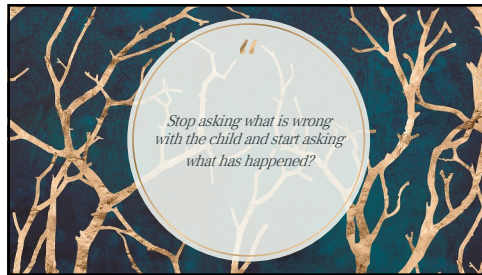
Trauma impacts the development of the attachment system and emotional regulation.



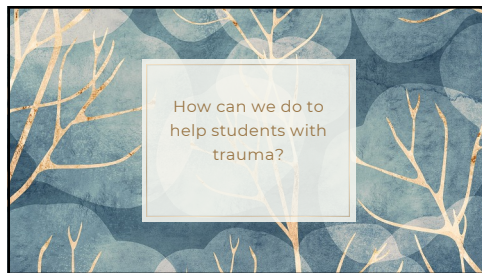
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Trauma Sensitive Attachment/Relationship Strategies



1. Offer clear expectations
2. Hold the structure
3. Offer choices
4. Use clear visuals
5. Model giving permission
6. Model and offer coping options
7. Grounding
8. Mindfulness

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Grounding

- With the student, do the following:
 - Name 5 things you can see
 - Name 4 things you can feel
 - Name 3 things you can hear
 - Name 2 things you can smell
 - Name 1 thing you can taste
- Focus on using sense to bring the student back to their body and ground.

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Grounding

- Jumping
 - Can be done with a jump rope or without.
 - You can ask student to jump fast, slow, forward, backwards, or a specific number of times.
- Rock/stone
 - Have a variety of rocks for a student to choose from.
 - Have student sit with the rock.
 - Start a conversation. What color is the rock? Is it cold? Warm? Smooth? Rough?
 - Student can place rock back in container or in a spot and it can be "their rock"
 - Can also do painted rocks

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Mindfulness

- Blowing bubbles
 - Inside or outside
 - Challenge student to create them bigger/smaller
 - Students can pop them or you can pop them
- Pinwheel
 - Students can blow the pinwheel
 - Students can move it with their hand
 - Can change speed and direction

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Mindfulness

- Playdoh
 - Have different colors of playdoh students can choose.
 - Students can roll, form, smash, etc.
 - Depending on emotional state you can ask student to describe texture, color, how it feels when being rolled, ballled, mashed, etc.
 - Don't share playdoh with multiple students. Once a container is opened, write the student name on it.
- Art
 - Drawing, coloring, painting, and other forms
 - Can be on rocks, paper, poster board, etc.
 - Student can scribble hard with pencil or another tool for anger.

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Mindfulness

- Bubble wrap
 - Student can pop bubble wrap when upset/frustrated.
 - Provide various sizes of bubble wrap
 - Don't use a pop it as a substitute. They serve different functions.
- Balloons
 - Students can blow up their own or have it provided for them.
 - Can slowly let out air, squeeze it, or pop it.

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Calm Down Jar

- You can have some premade ones or have the student make one or two of their own.
- Easy recipe:
 - Fill half the bottle with water
 - Add in sequins, glitter, beads, pompoms, etc.
 - Put in a tablespoon (add two if it's a large bottle) of glycerin and add a lit more water.
 - An alternative to glycerin is glue.
 - Close bottle and shake to see how it swirls around. Add more glycerin or glue to make items move slower.
 - Top off with water and use a hot glue gun to seal lid.

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Vision/Manifestation Board

- Only completed when student is calm
- Student can create a goal/vision for themselves
 - What is their goal/vision? Can be immediate future or long-term.
 - Student can look through pictures, items, etc that represent their vision and cut/glue into a paper or board that they can look at to keep focused on their goal. Can even keep a list of progress towards that goal. They can write on the board, draw their own pictures, etc.

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Other ideas...

- Throwing a ball
 - Can be done indoors or outdoors. Softer ball is better for inside.
 - Student can throw against wall as hard and as much as needed. Can create/use a target that the student aims for when throwing.
 - Know which students this wouldn't be a safe idea for.
- Ripping paper
 - Have a box of different colored paper, cardstock, magazines, etc. You want different thicknesses and material.
 - Student can rip when angry.

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EFT - Emotional Freedom Technique

- EFT focuses on pressure points to restore balance to the body and mind to relieve negative emotions.
- Five Steps
 - Step 1 - Identify the issue.
 - What is the emotion?
 - Step 2 - Rate the emotion.
 - On a scale of 1-10 how intense is it?
 - Step 3 - The setup.
 - Tapping needs to focus on two main goals:
 - acknowledging the issues
 - accepting yourself despite the problem

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EFT - Emotional Freedom Technique

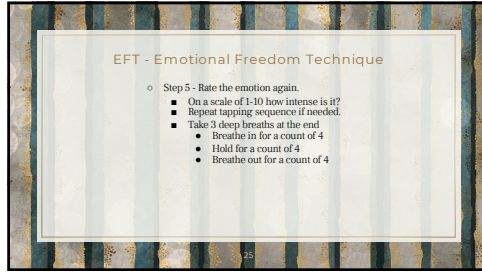
- The common setup phrase is: "Even though I have this [fear or problem], I deeply and completely accept myself."
- You can alter this phrase, but it must not address someone else's problem/emotion. For example, you can't say, "Even though my mother is sick, I deeply and completely accept myself." You have to focus on how the problem makes you feel in order to relieve the distress it causes. It's better to address this situation by saying, "Even though I'm sad my mother is sick, I deeply and completely accept myself."

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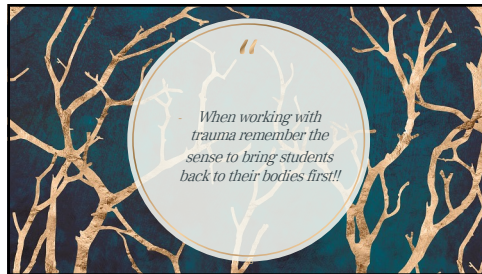
EFT - Emotional Freedom Technique

- Step 4 - EFT tapping sequence
 - karate chop
 - top of eyebrows
 - side of the eyes
 - under the eyes
 - under the nose
 - chin
 - beginning of the collarbone
 - under the arm
 - on top of head
 - hug yourself

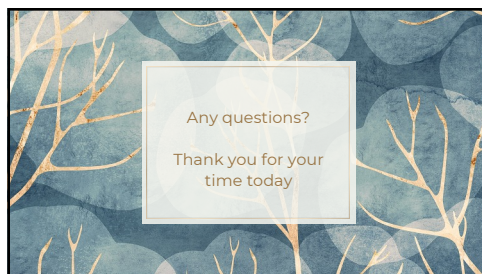
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