

Protecting Delaware's Children
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Agenda

- Introductions
- Working Definitions
- The CAPPD Strategy
- CAPPD Tools You can Use
- What's ahead in Delaware

Opening exercise: Community Meeting

- * What is your name?
- * How are you feeling today?
- * What do you want to accomplish in your training?
- * Who can assist you?



Understanding trauma is not just about acquiring knowledge

*It's about changing the way you view the world



*It's about changing the question to "What happened to you?"

4

Trauma

A "traumatic event" is an instance when a person experiences actual or threatened death, serious injury, or threat to the physical integrity of oneself or others

American Psychiatric Association's
Diagnostic and Statistical Manual (DSM-IV), 2000

Psychological Trauma

Psychological trauma is not the event itself; it is a response to a stressful experience in which a person's ability to cope is dramatically undermined.

Massachusetts Advocates for Children, 2005

Traumatic events "overwhelm the ordinary adaptations to life... They confront human beings with the extremities of helplessness and terror"

Judith Herman, 1993

Vicarious or Secondary Trauma

Vicarious Trauma occurs when we are affected by the experiences and ... stories of trauma survivors. It is cumulative; inevitable ...normal; and developmental

Turcotte, undated

Vicarious trauma is the process of change that happens because **you** care about other people who have been hurt, and feel committed or responsible to help them. Over time this process can lead to changes in your psychological, physical, and spiritual well-being.

<http://www.headington-institute.org/Default.aspx?tabid=2648>

Trauma Informed Care

Trauma-informed services are designed to deliver health, child welfare, juvenile justice, mental health, education, etc... in a way that acknowledges the role that violence and abuse play in the lives of many children and families.

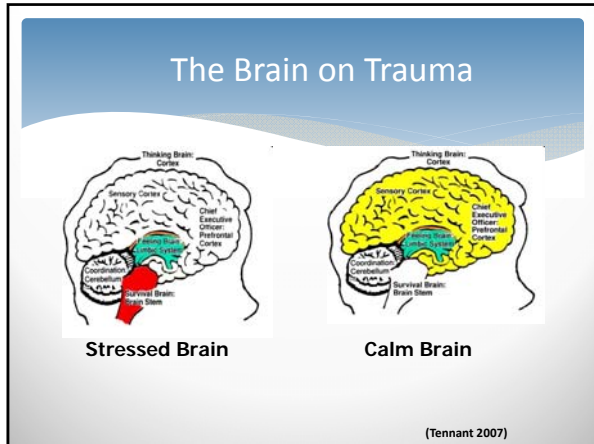
Harris and Fallot, 2001

In a trauma-informed organization, all staff members are aware of the pervasiveness and impact of traumatic stress and of the many paths to recovery, and all programs and policies are designed to be sensitive to the impact of exposure to violence.

American Human Association, 2010

Bruce Perry And Linda Chamberlain First Impressions

<https://www.youtube.com/watch?v=O4zP50tEad0&list=RDO4zP50tEad0#t=6>



But traumatized children frequently...


- * Have been hurt by people who were supposed to love them
- * Put themselves in situations of danger
- * Hurt themselves
- * Get into and stay in relationships with hurtful people
- * Are frequently unable to discern who is to be trusted
- * Don't seem to learn from experience
- * Frequently hurt the people they love the most
- * Don't remember the worst experiences of their lives

Sanctuary, 2006

CAPPD Supports Optimal Brain Development and Promotes Healing

The CAPPD elements create an environment in which stress hormones subside and higher level (executive) functions of the brain can be engaged

Affect Regulation – Control



- Recognize the “SAD → MAD → BAD” equation
- Use the “S.O.S.” approach
 - Slow down
 - Orient
 - Self-Check

What is CAPPD?

- Calm
- || Attuned
- + Present
- |||| Predictable
- ~ Don't Escalate

CALM

- Keep yourself and the children in a relaxed state
- Learn to regulate emotions and return to a calm start after being alarmed or triggered

Suggested activities:

- Read a story
- Breathing retraining --Blow bubbles, visualize being a balloon as you breathe deeply and expand your chest
- Visualize a safe place
- Run around and play outside




Attuned & Present What's the difference?

|| **Attuned**



+ **Present**

- Reactive – Responding to the cues from the child
- Proactive – Paying attention to my own cues
- Seeing past the external cues
- Providing visible/ external cues





Attunement = Tuning In

- Facial Expression
- Sounds (not words)
- Tone of Voice
- Back & Forth “Serve & Response” – match or mismatch?
- Posture
- Intensity/Energy
- Touch
- Eye Contact

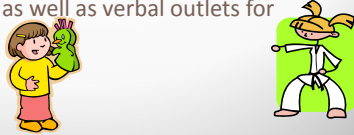
Being Fully Present

- Get at the child's eye level
- Follow the child's gaze
- Listen patiently
- Join in an activity, don't just observe,
- Invite the child to join your activity
- Stop what you are doing, practice active listening
- If you cannot stop right now, offer a specific time when you can and offer reassurance that you will
- Describe actions and feelings
- Ask questions to be sure you understand
- Re-state what you think the child is saying

Actions that Support Attunement & Being Present

- Model a range of expressions for emotions
- Teach specific skills
- Use stories, movies, puppet play to “practice” and observe lots of emotions
- Work with children to **identify and label a range of emotions** and that **all emotions are normal**
- Provide physical as well as verbal outlets for emotions



Predictable

Provide routine, structures and repeated positive experiences

- * Age appropriate growth promoting activities help build new neural pathways



Use visual charts with pictures to tell children a schedule or calendar of what to expect

- * Tell children of a routine change as soon as possible
- * Explain how and why changes in routine will occur



Don't Escalate

- * Step away for a minute
- * Breathe
- * Visualize the child in a calm state
- * Play calming music



- * Keep in control of your emotions and your expression
- * Our emotions can escalate with the child's emotions
- * You can keep the child's world reliable and safe

Bruce Perry and Linda Chamberlain First Impressions Part 2

* <https://www.youtube.com/watch?v=O4zP50tEad0&list=RDO4zP50tEad0#t=6>

A Final Thought...

Ultimately what determines how children survive trauma, physically, emotionally, or psychologically, is whether the people around them – particularly the adults they should be able to trust and rely upon – stand by them with love, support and encouragement. Fire can warm or consume, water can quench or drown, wind can caress or cut. And so it is with human relationships: we can both create and destroy, nurture and terrorize, traumatize and heal each other.

Perry, B.D. *The Boy who was Raised as a Dog* (2006), pg. 5

23

Partners for Protecting Children

Thank you for all that you do!

Jeree Paul has said, "Pulling together the threads of hope and the evidence of possibility is our task".



Resources on the Web

Trauma

The Trauma Center at Justice Resource Institute,
www.traumacenter.org/

Bruce Perry, MD, Child Trauma Academy,
www.childtrauma.org

David Baldwin's Trauma Pages - www.trauma-pages.com/

Anna Foundation - www.annafoundation.org/MDT.PDF

Sandra L. Bloom, MD, Community Works -
www.sanctuaryweb.com

Resources on the Web

Trauma

Sidran Foundation for Traumatic Stress - www.sidran.org

PTSD Alliance - www.ptsdalliance.org

Adverse Childhood Experience Study, www.acestudy.org

International Society of Traumatic Stress -
<http://www.istss.org/>

Resources on the Web

Child Development

The American Academy of Pediatrics - <http://www.aap.org/>

The National Association for Childhood Development
<http://www.nacd.org/>

The National Black Child Development Institute
<http://www.ncbcdi.org/04/>

The National Institute of Child Health and Human
 Development - <http://www.nichd.nih.gov/>

Zero to Three - <http://www.zerotothree.org>

Resources on the Web

Trauma Informed Care

Multiplying Connections Initiative

<http://multiplyingconnections.org>

National Center for Trauma Informed Care

<http://mentalhealth.samhsa.gov/nctic/>

Community Connections – Roger Fallot, PhD

<http://www.communityconnectionsdc.org>

Community Works – Sandra Bloom, MD

<http://www.sanctuaryweb.com/>

National Child Traumatic Stress Network

<http://www.nctsnetwork.org>
