

<https://www.youtube.com/watch?v=huez5QyZ5II>

Tracy Chapman – Behind the Wall

What is TRAUMA?

Types of TRAUMA?

Activity 1:

While the song will play, the participant are asked to visualize the place where eveything happens , hear noise, the voices , the tone, the message. Based on all of that in groups of 4-5 they will be asked to define and clasify trauma.



Aim

- A. Further understanding and knowledge about abuse and its affect through a systemic lens (child – family – system)
- B. Present prevention and intervention measures that would reflect the needs of the choosen system view of abuse.

Objectives

1. *Describe factors that contribute to the treatment needs of abused children.*
2. *List the three primary domains targeted by the described trauma intervention.*
3. *Identify at least one sample intervention in each trageted domain*

1. What is trauma
2. Types of trauma
3. Identifying triggers
4. Triggers
5. Trauma Glass
6. Risk factors
7. Introduce Vicarious Trauma
8. Self care
9. The ARC Framework



Imagine that you are a house, you have been the victim of breaking and entering, people vandalized the interior and the exterior of the house. Therefore you have made some changes: bought and installed an alarm system, have a dog outside and one inside, you bought a gun. You alarm system triggers very easily, so you can be prepared for anything those nasty little thieves have planned.

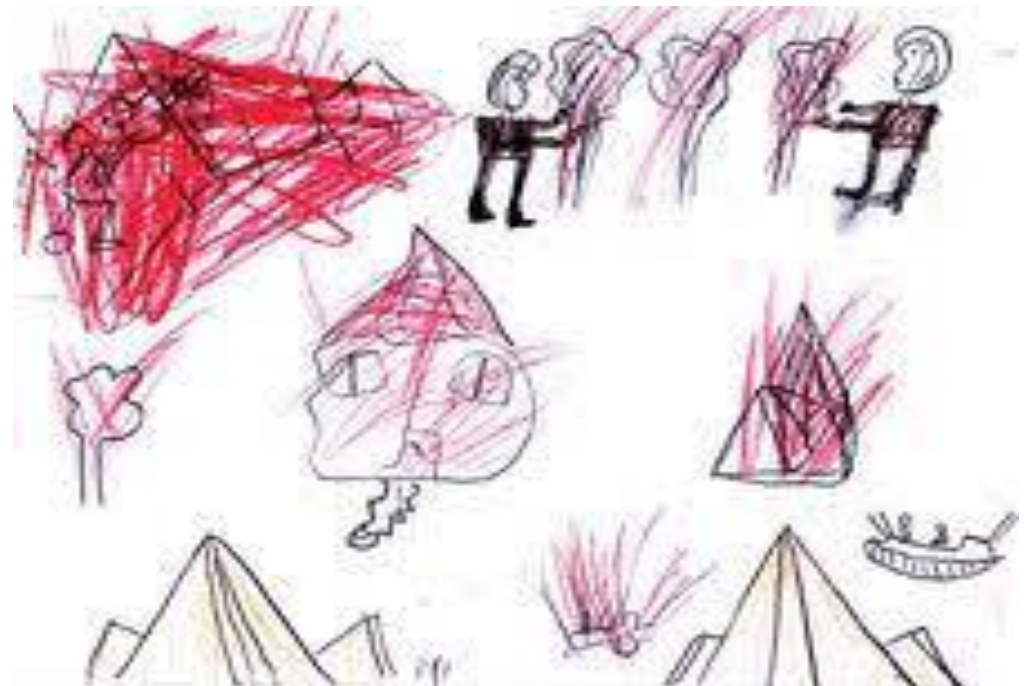
Triggers (Activity 2)

Place a whole bunch of cards (Point of you) or any other pictures on a table or the floor face down. Ask each participant to express the mening of the card related to trauma triggers.

The facilitator will giude the discussion with the help of questions:

1. *What do you see?*
2. *Where are you?*
3. *How is the picture related to the topic?*

Triggers -----Response-----Perception of others



Content - Trauma Glasses (Please try on)

Johnny Cash – Hurt <https://www.youtube.com/watch?v=4ahHWROn8M0>

Activity #3 - Create groups of 4 people. Each group will have a table (see table below) with 8 adjectives that describe behaviour. First each group will have to find 8 cards (points of you, or any other images that the facilitator will provide) that best resemble the adjective that they have in one of the columns from the table. Afterwards, using the same cards and putting on their trauma glasses, they will be asked, as a group to reframe (give an alternative explanation) the adjectives and their view.

Without trauma glasses	Trauma glasses on
Lazy	
Resistant	
Manipulative	
Disrespectfull	
Attention seeking	
Bully	
Arogant	



If you want others to be happy, practice compassion. If you want to be happy, practice compassion, Dalai Lama



The inevitable process of change that happens because you care about the people you serve; over time, it results in changes in your psychological, physical and spiritual life, and then affects you, your family, your organization, and the patients you serve

Soundgarden-Fell on black days

https://www.youtube.com/watch?v=JiaZDQjsbuw&list=RDJiaZDQjsbuw&start_radio=1



Self-care activity #4
(How heavy is the glass)



Content - PREVENTION - Risk Factors

An important prevention measure for abuse and maltreatment is understanding the risk factors that would increase the likelihood of abuse.



I Social or geographic isolation of the child, young person or family, including lack of access to extended family (Elliott, Cunningham & Gross, 2005)

- Damaged attachment
- Damaged social competence
- Damaged self-concept

II. Previous abuse or neglect of a brother or sister (Tucker et al., 2014; Mackey et al., 2010)

III. Family history of violence including domestic violence (Howell et al, 2016; Chamberlain, 2001; Holt, 2015)

- Homelessness
- Learning, behavior and wellbeing
- Physical health
- Trauma
- Multi-victimization
- Parenting and domestic and family violence
- Children's experiences

IV. Physical or mental health issues for the parent or caregiver which affects their ability to care for the child or young person in their care (depression, anxiety, bipolar disorder, borderline personality disorder etc.) (Nicholson, Sweeny & Geller, 1998; Gupta & Ford-Jones, 2014)

- Depression
- Depression among Fathers

V. Parent or caregivers' abuse of alcohol or other drugs (Freisthler, Holmes, & Wolf, 2014; Appleyard, Berlin, Rosanbalm, & Dodge, 2011).

VI. Intergenerational trauma (Fergusson, Boden, & Horwood, 2006; Higgins, 2004; Temple et al., 2013).

VII. Poverty

VIII. Parental education

The ARC Framework (Blaustein & Kinniburgh, 2010) utilizes evidence-based components to address trauma in three core domains:

- ❑ **attachment** (e.g., building caregiver affect-management and attunement skills, building family routines and rituals)

- ❑ **self-regulation** (which ARC defines as affect/emotion identification, expression, and modulation)

- ❑ **competency** (e.g., executive functioning, self-development and identity).

The ARC Framework

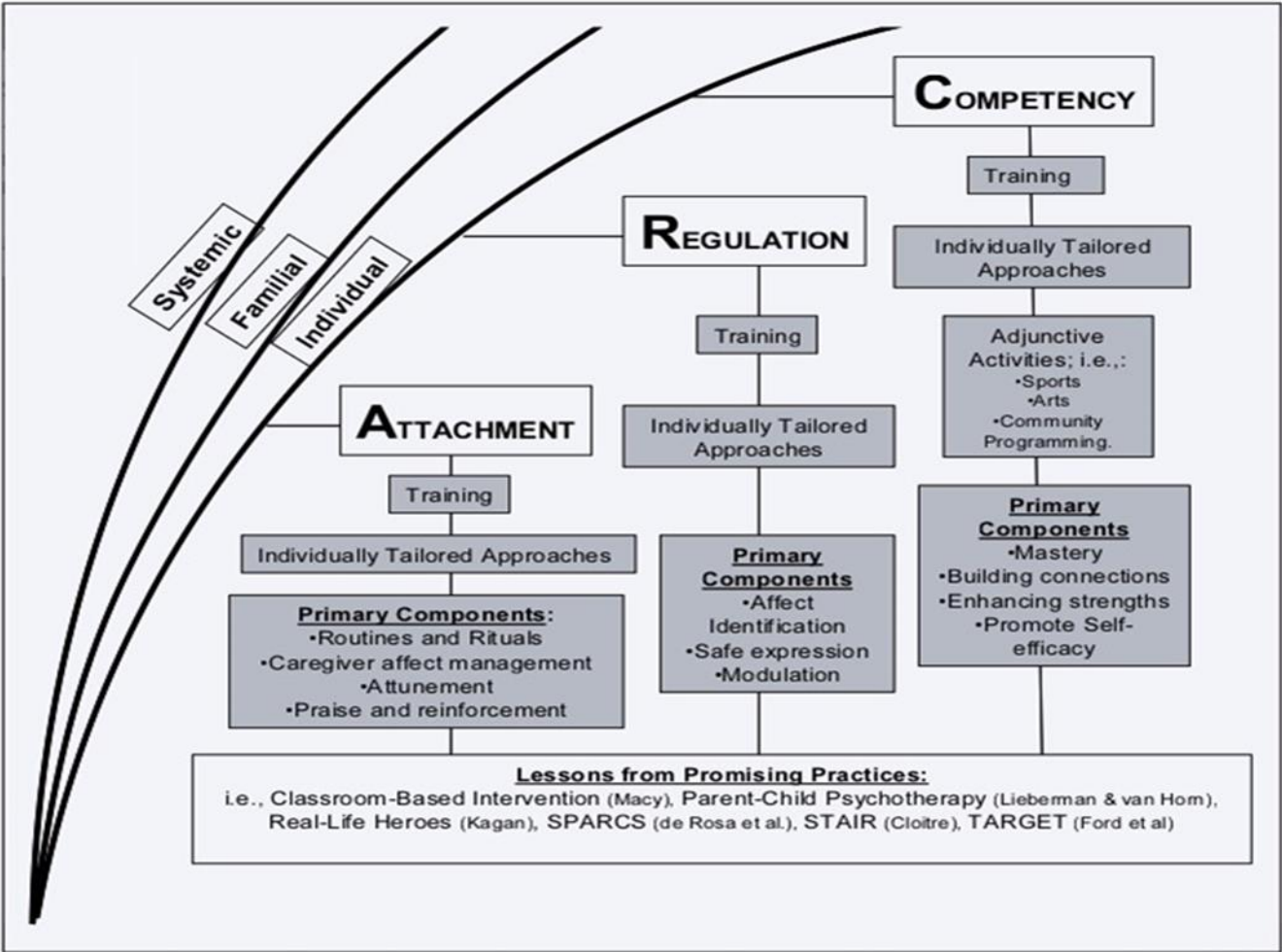


Figure. Attachment, Self-Regulation, and Competency: a framework for intervention with complexly traumatized youth.

Attachment domain contains the following components:

- Routines and Rituals
- Caregivers affect management
- Attunement
- Praise and Reinforcement



Regulation domain contains the following components:

- Affect Identification
- Affect Expression
- Affect Modulation



Regulation involves the capacity of an individual to effectively manage experiences on various levels: physiological, emotional, cognitive and behavioural. The caregiving system plays a very important role in the successful development in all aspects of regulation, hence the importance of attachment (Schneider, Atkinson, & Tradif, 2001; Cloitre, Koenen, Cohen, & Han, 2002).

Elephant in the room (Activity #4)

A set of behaviours or events are listed on various pictures. These pictures are not easily discussed in a normal conversation, unless there is a reason (a trigger). By providing structure around the conversation and a plan of how to deal with them when they arise, is the key in teaching and modelling REGULATION.

Group of people:

8 pictures – behaviours or events

Flipchart

Pens/pencils

20 minutes /time



Competency domain contains the following components:

- Opportunity for mastery
- Opportunity for connection
- Building strength
- Practice and evaluate outcomes



Trauma derails developmental competencies across domains of functioning and across developmental stages (Shapiro & Levendosky, 1999; Blaustein & Kinniburgh, 2018).

APPLICATION

- ✓ Build safe / trauma-informed caregiving systems and safe relationships that support children / adolescents
- ✓ Help caregivers to better understand children / adolescents
- ✓ Build active curiosity
- ✓ Build reflective listening skills
- ✓ Use attunement skills in support of youth regulation
- ✓ Build pleasure / positive engagement

APPLICATION (cont.)

- ✓ Provide training in trauma impact, including the role of triggers and the human danger response
- ✓ Make it real: Integrate trauma concepts into routine staff Forums
- ✓ Develop, on a per client basis, an understanding of individual “communication strategies” and useful responses
- ✓ Focus on long-term goals, rather than short-term behaviours: what are you trying to teach?
- ✓ Incorporate behavioural strategies which minimize power struggles; pay attention to issues such as limited child choice, problem-solving language, and use of positive reinforcement
- ✓ Be clear about rules, and keep these to the basics (“Show respect”, rather than “Don’t curse”, “Don’t talk back”, “Don’t argue”, etc.).
- ✓ Engage with students in a dialogue about the values underlying the rules.
- ✓ Teach families and professionals to “choose their moments” in applying consequences.
- ✓ Differentiate modulation from opposition; incorporate child modulation strategies in addition to, or instead of, consequences
- ✓ Build (realistic) communication strategies among across levels Individual, Familial and Systemic

APPLICATION (cont.)

- ✓ Consider use of modulation strategies to facilitate key aspects of routine
 - Down-regulation strategies at end of activities, before transitions, at end of day
 - Up-regulation/engagement strategies at the start of the day
 - Prior to transitions, sleep, etc.
- ✓ Pay attention to the role of modulation in dysregulated behaviour – support the use of regulatory strategies prior to (or instead of) application of consequences, and prior to problem-solving
- ✓ Incorporate modulation strategies and supports into the milieu (i.e., calming-down corners, sensory room, etc.)
- ✓ Adjunctive Activities: Think about activities that children can take part in that naturally support modulation. Consider sports, yoga, music, drama, dance, etc.
- ✓ Practice: Allow time each week to practice these skills. It will take time and repetition to support the child in their ability to apply these skills in the NOW
- ✓ Pay attention to parallel process – support staff modulation as well as youth

Things to consider

- ✓ Pair attunement with affect identification: Caregiver attunement skills can be used to support the child in affect identification.
- ✓ Consider doing the work simultaneously.
- ✓ Be mindful of cultural influences: Culture and context impact our language for emotion, as well as our experience of it. Be cautious of making assumptions.
- ✓ Use your own imagination and creativity to create feelings relevant activities.
- ✓ Work with all caregivers to incorporate basic feelings identification into their own interactions with the child.
- ✓ Choose your moments: Much of this work happens in the moment and in conversation.
- ✓ Tune into opportunities to explore affect in the material children are already bringing in.

The ARC Framework



Children are not a reflection of their parents, children are resources, whole beings with a wide range of strengths, vulnerabilities and challenges.

ARC provides a framework that seeks to recognize factors that disrupt standard or normative development with the goal to aid children, families and systems to build or rebuild healthy developmental pathways for all affected by abuse.

It will happen but it will take time.”
— John Bowlby

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