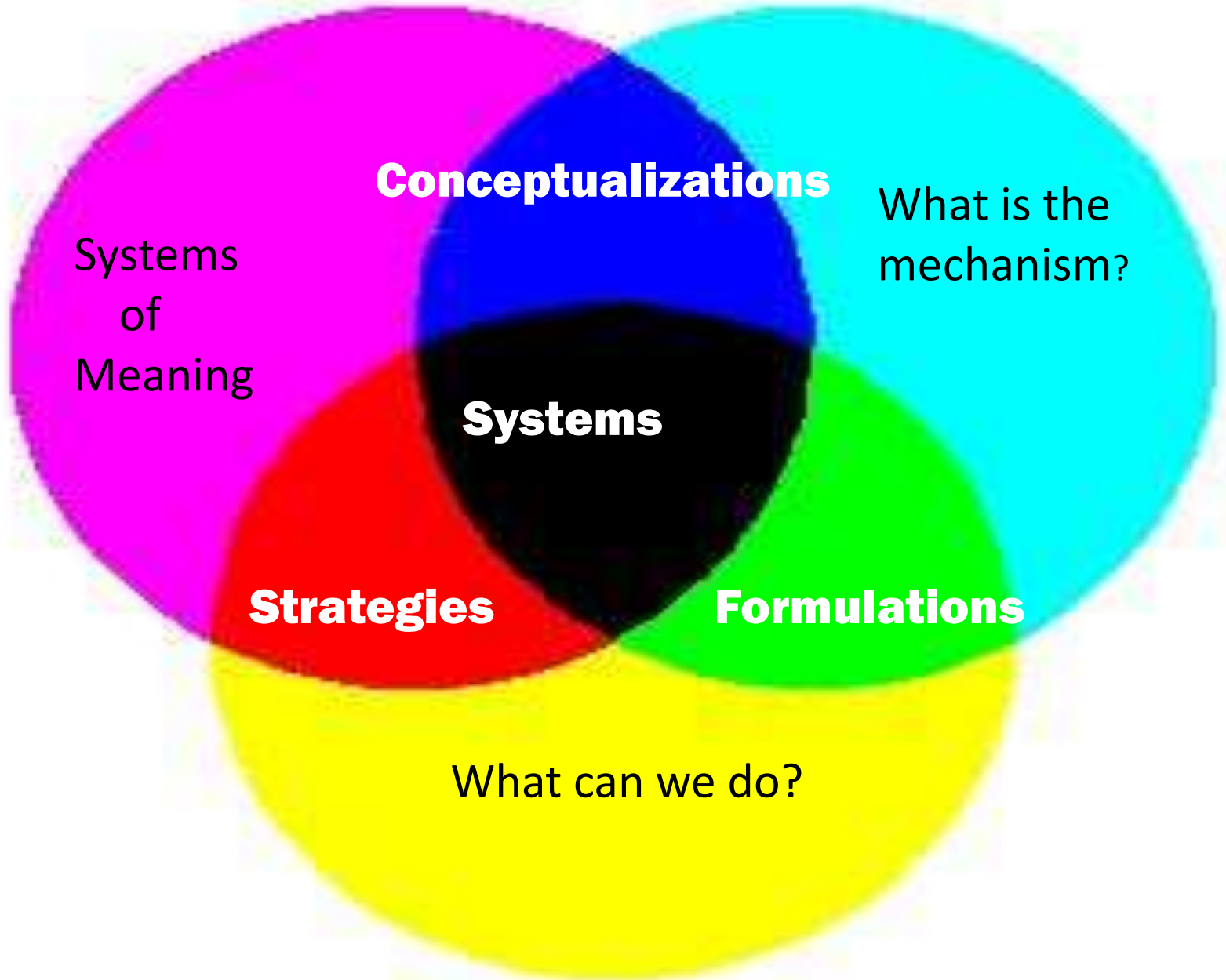


Surges of Pain: Impact of Trauma

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Human Brain accounts for only 2 to 3% of total body weight but uses 25-25% of the bodies available biological resources.



**Health
&
Restoration**

Mobilizing

HOMEOSTATIC

DEMAND RESPONSE

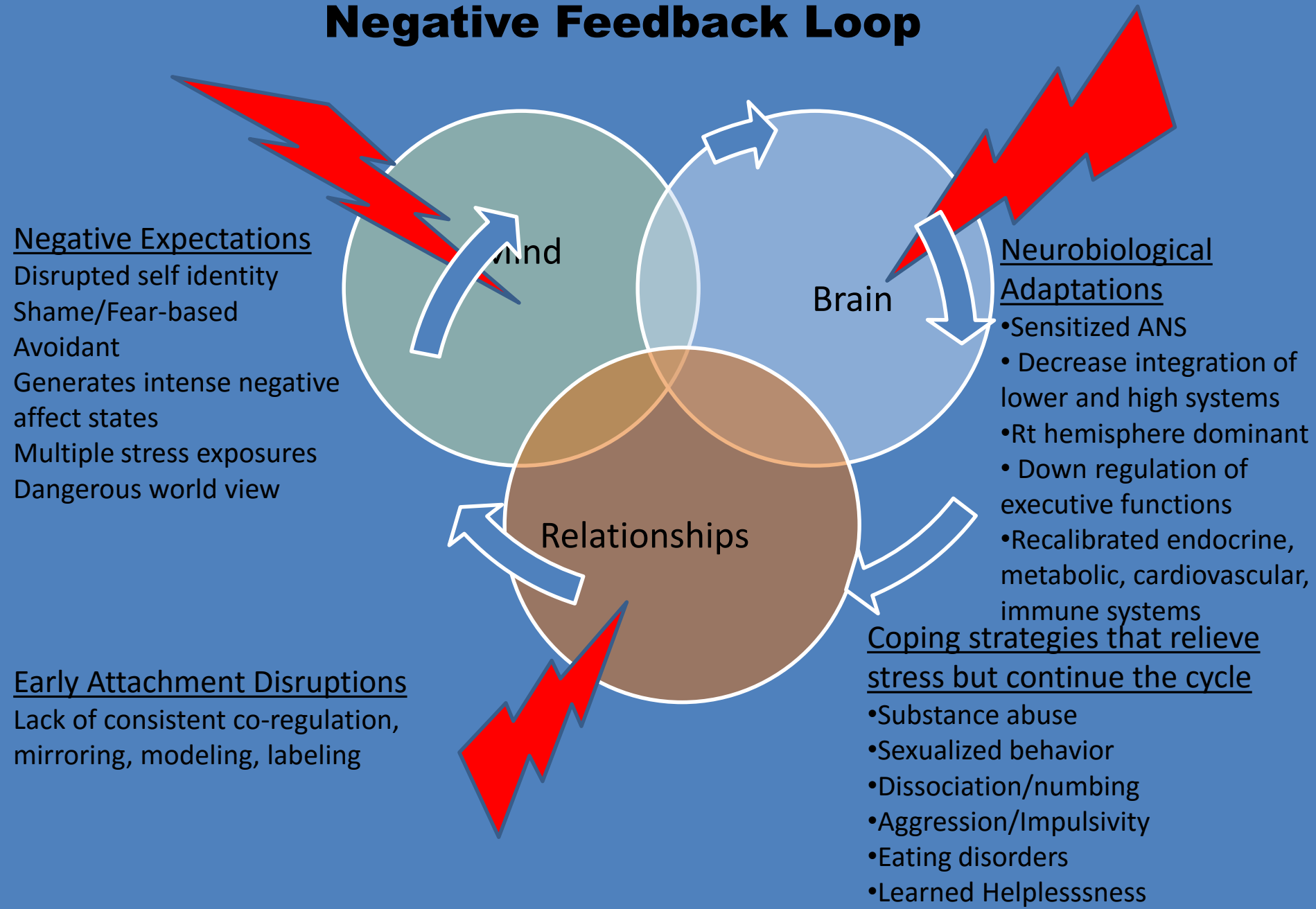
Immobilizing



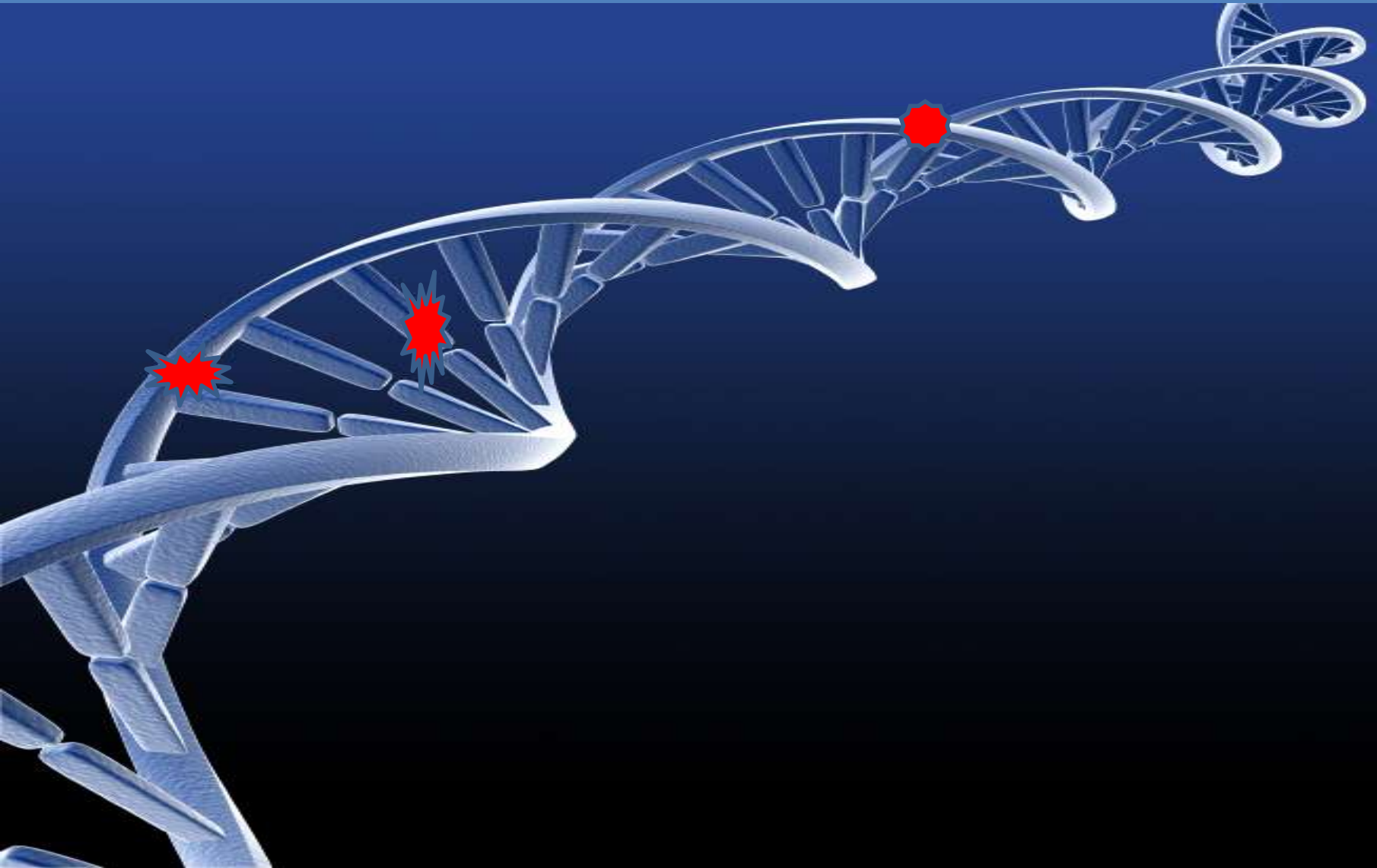


Impact of Traumatic Stress

Negative Feedback Loop



Epigenetics



```
graph TD; A([Traumatic Event]) --> B((Prolonged Stress Response)); B --> C[Altered Behavioral, Emotional, Neurobiology, Epigenetically];
```

Traumatic
Event

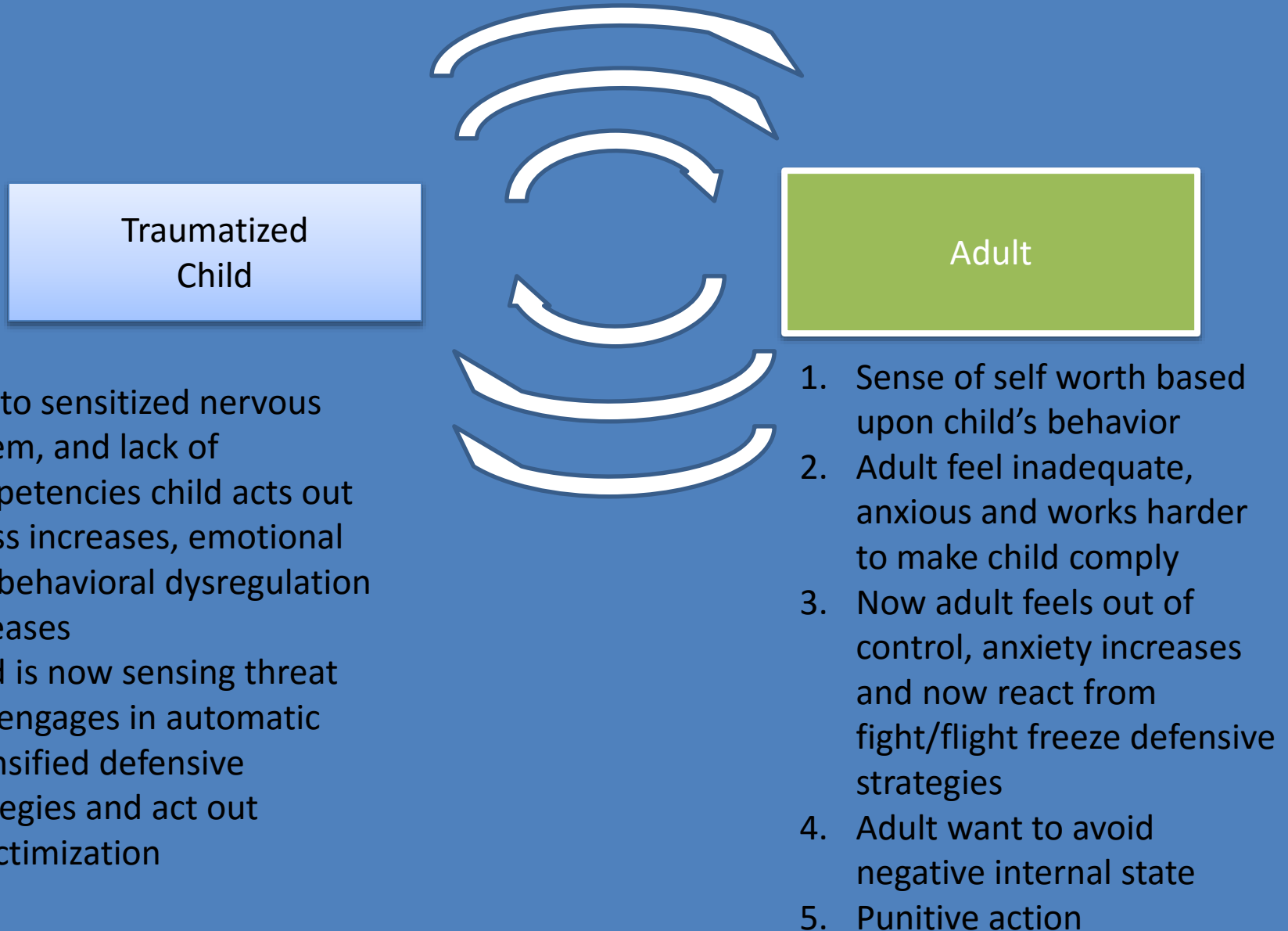
Prolonged
Stress
Response

Altered
Behavioral
Emotional
Neurobiology
Epigenetically

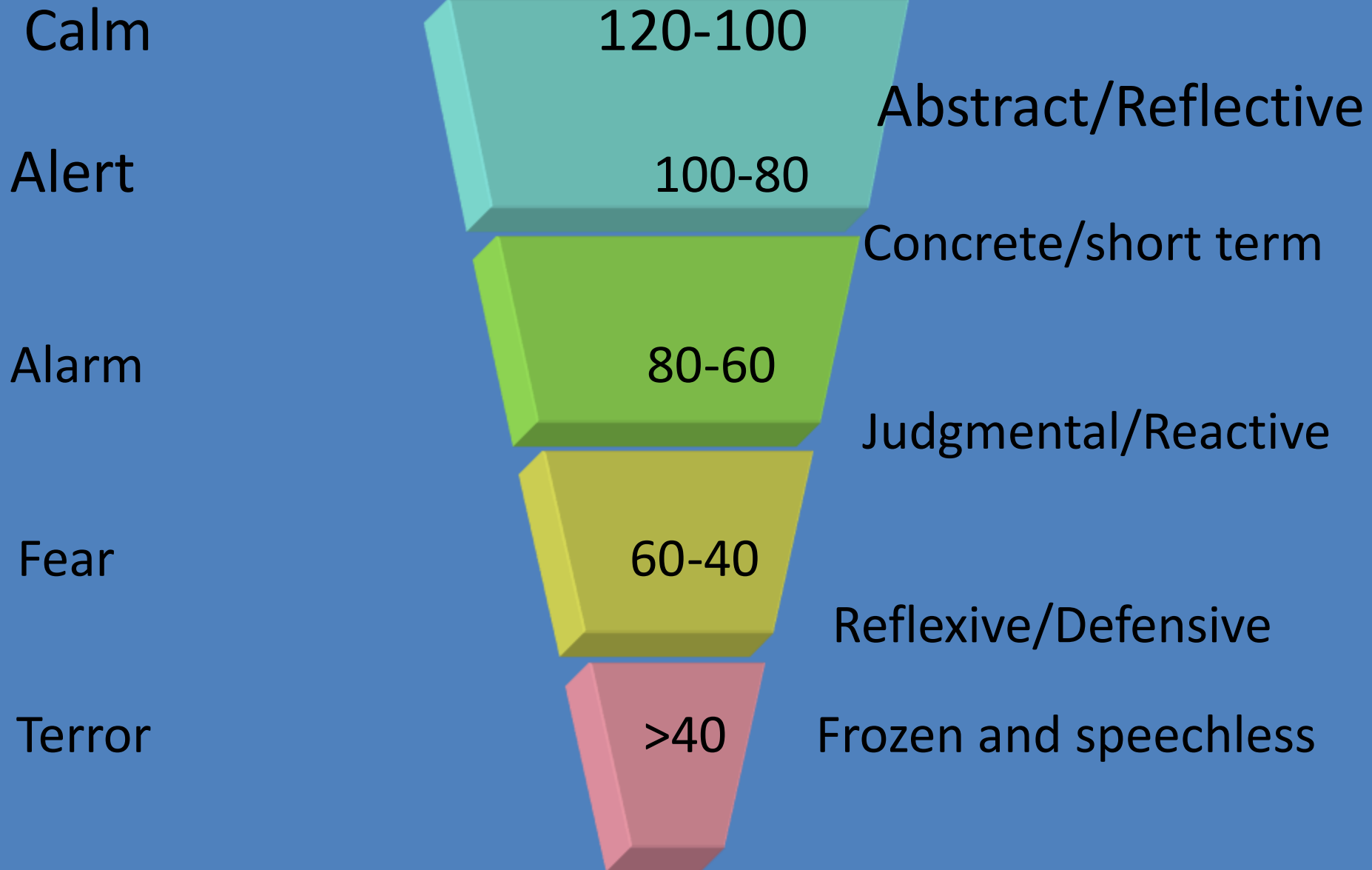
Early childhood maltreatment is a stressor that activates a cascade of physical and neurobiological responses which alter the trajectory of brain development and increase the risk for and the course of psychiatric disorders.

Teicher, 2014

Negative Feedback Loop



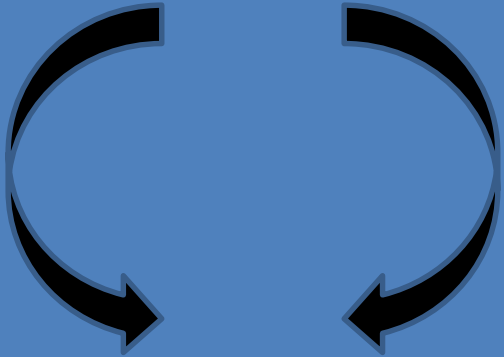
State Dependent Functioning



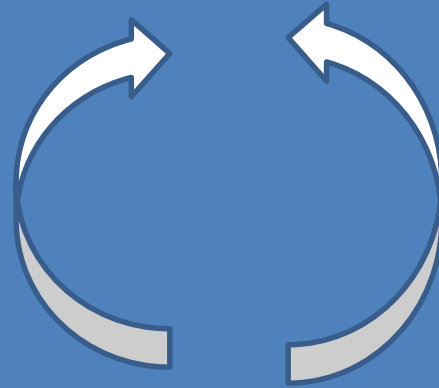
Challenges to Self-Regulation of Physiology and Emotions

- **Emotional and physiological states are experienced as danger signals**
- **Rather than eliciting goal-directed behaviors emotional states activate primitive hormonal and behavioral defensive strategies**
- **Fear states interfere with high neural networks involved in self-awareness, self-reflection, self-motivation, self-monitoring, problem solving, organization, planning, decision making and increase activation of sub-cortical networks and lead to sensitization of threat response and down regulation of left hemisphere regulatory functions**
- **Students begin to identify with negative affect states**

The Question Is:

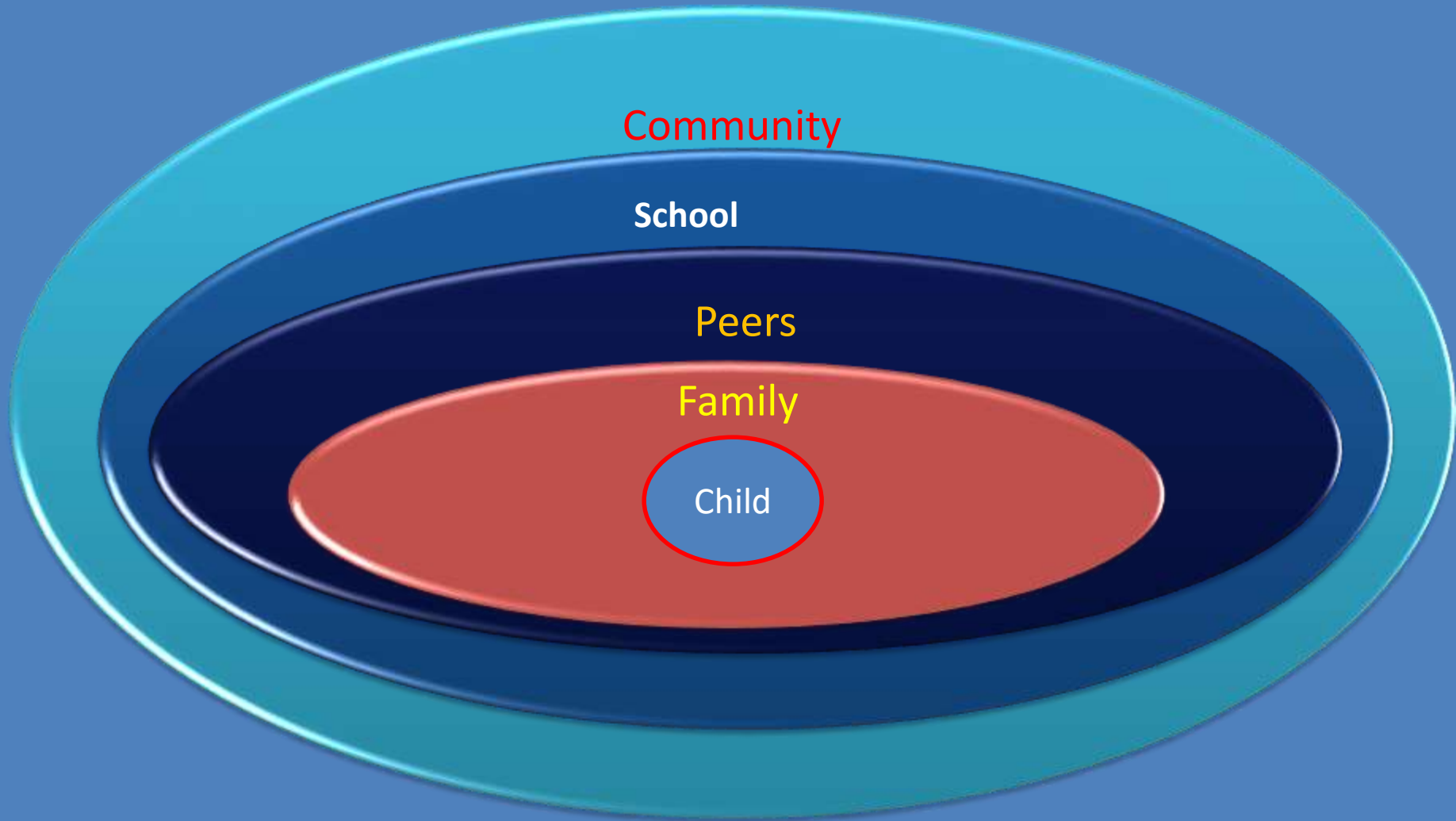


Negative Feedback Loop



Positive Feedback Loop

Therapeutic Web





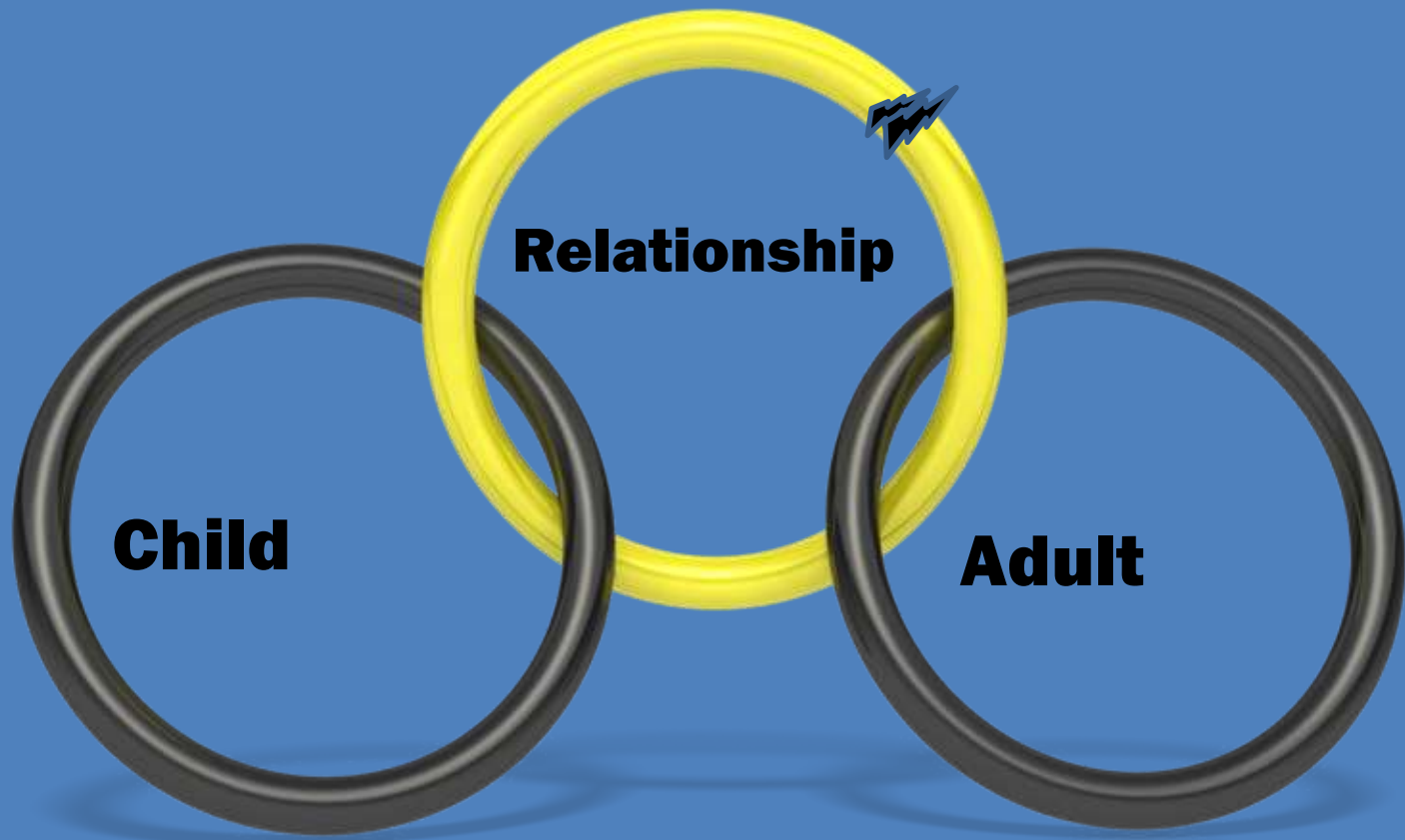
High-Risk

Intervention

Universal

- What is going on inside of the child that might be creating distressing emotional and arousal states that are challenging to manage?

- What is happening outside of the child that might be causing distressing emotional and arousal states that are challenging to manage?



- **Build trusting relationship in which child and adult can engage and learn to manage conflict and repair cycle**
- **Build tolerance for vulnerable emotions**
- **Teach child about body's alarm system and false alarms**
- **Build skills in managing and safely expressing intense emotions**
- **Increase reflective capacity and awareness of choice and accountability**
- **Increase sense of efficacy and self-worth**

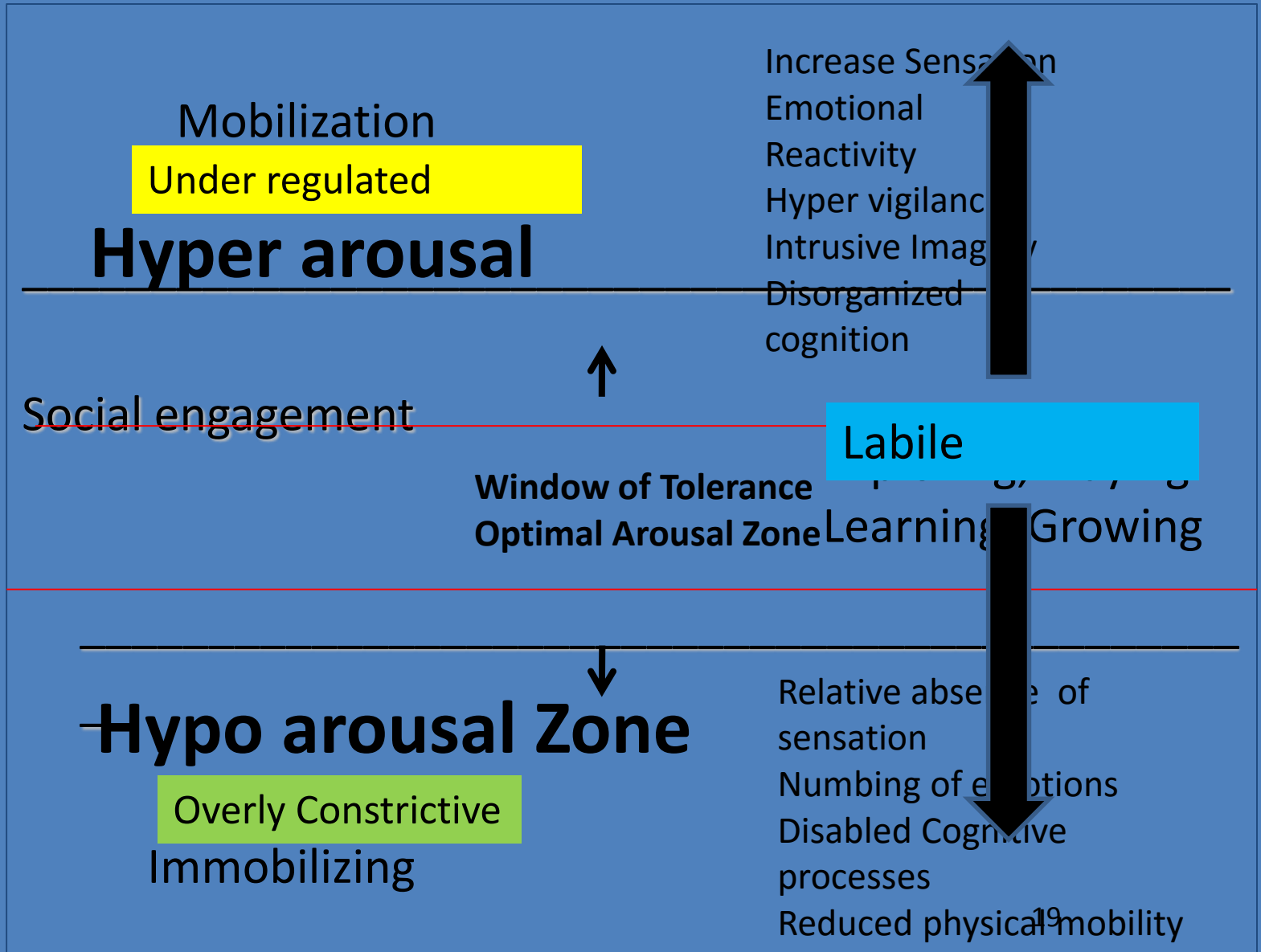


Social/Emotional Intelligence

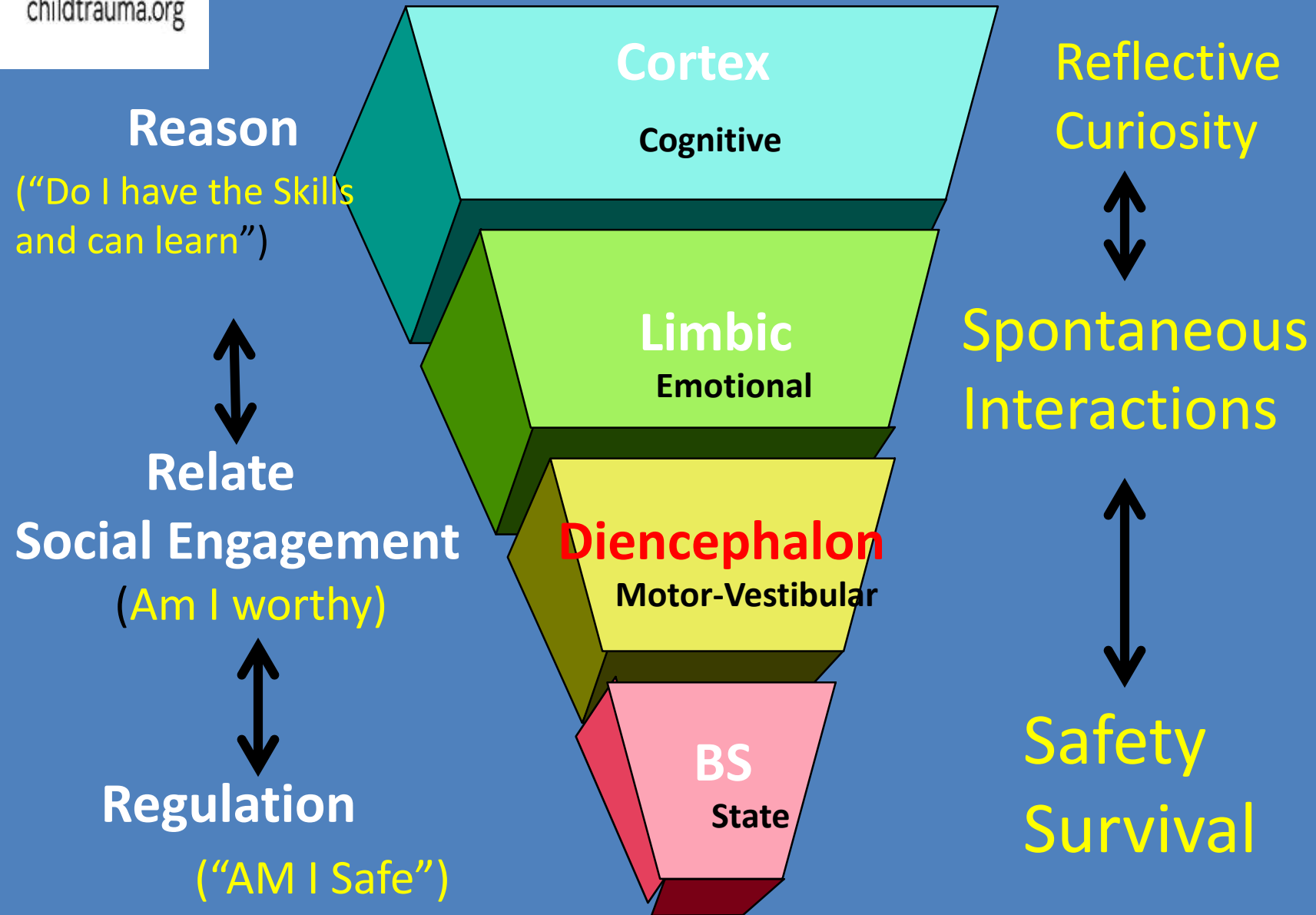
- **Increase capacity to tolerate internal distress**
- **Modulate intensity**
- **Reflective capacity**
- **Identify triggers**
- **Increase range of emotions**
- **Language skills**
- **Connect thinking, feeling and behaving**

Window of Tolerance

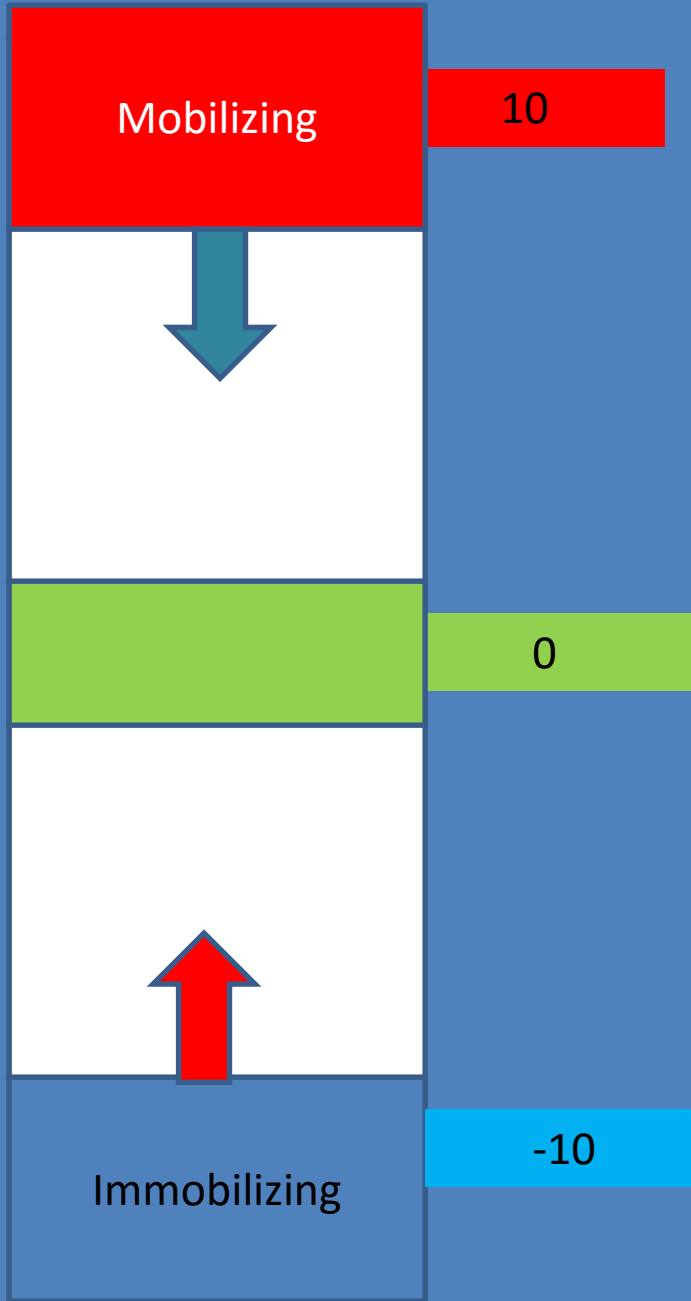
Siegel, 1999



3 R's Brain Sensitive Interactions



Energy Levels Set Points



Develop healthy ways to regulate emotions and energy level. Expand capacity to tolerate vulnerable emotions. Psycho-education, gradual exposure

Increase regulation skills, increase positive events, gradual exposure, psych-education

What can be done at school to help a traumatized child?

- The best intervention for traumatized children is directed at the adults in the child's life.
 - Emotional regulation
 - Mindfulness practice
 - Self-Awareness
 - Knowing one's own triggers
 - Self-compassion
 - Conflict management
 - Focus on internal states and intent not behavior (attunement)

Creating a Therapeutic Relational Web

- Healthy adult-child relationship helps increase sense of self-worth and sense of belonging. Sensitive, attentive and attuned relationships drive academic performance.
- An emotionally, regulated calm adult in close proximity, without being intrusive, to a traumatized child can serve as an external regulator.
- Non-verbal relational cues- tone of voice, facial expressions, posture, gestures, intensity, frequency and duration of responses, timing and rhythm can serve to both sooth and encourage a child.
- Creating a therapeutic space: Give acceptance without solving problems, express curiosity and ask questions, allow space for emotions,
- Tolerate negative and exaggerated emotions, accept their reality, don't try and change them just be loving accepting and kind

What can be done at school to help a traumatized child?

- Create a classroom with strategies for regulation:
- Value relationship over program
- Emotional age guides interventions not chronological age
- Structure and predictability over chaos and sensory overload
- Time in rather than time out
- Movement: patterned, rhythmic, repetitive and rewarding movements active systems that repair, restore a sense of balance. These movements should be encouraged in the classroom (rocking, pacing, stretching, swinging, spinning, and bi-lateral movements).
- Music: listening, singing, drumming
- Sensory: stimulation of five senses
- Breaks: monitor length of time student can effectively maintain attention and regulation
- Simplicity: lighting, wall decorations, calming background sounds
- Food and water: keeping snacks and water available

Comparison of Approaches to Individualized Programs

Traditional View	Trauma-Informed View
Consequence based	Regulatory based
Reward and incentives to create motivation	Relational influences create motivation
External controls (point sheets, privilege levels, isolation, removals)	Internal control skill building (sense of confidence, competence, self-acceptance)
Time-outs	Time-in
Expectations based upon chronological age	Expectations based upon developmental age
Behavior management	Stress management, competencies development
Individual focus /competitive	Community focus/collaborative
Performance outcome based	Process based
Interventions focused	Antecedent focused
Major transitions identified	All transitions identified
Child fits the environment	The environment fits the child
Behavior is a matter of choice	Stress and arousal levels drive behavior

“Child are not resilient
but the are malleable!”

Bruce Perry



Training
Resourcing
Collaborating
Celebrating

