



Charlie Crist, Governor
George H. Sheldon, Secretary

Trauma-Informed Care Overview

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**Mission: Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families,
and Advance Personal and Family Recovery and Resiliency.**



Key Points

- Definition of trauma and complex trauma
- Impact of trauma and complex trauma on child development and functioning
- Prevention and treatment practices proven to be effective for children and their families



Trauma

The experience of violence and victimization including sexual abuse, physical abuse, severe neglect, loss, domestic violence and/or the witnessing of violence, terrorism or disasters.

(NASMHPD, 2006)



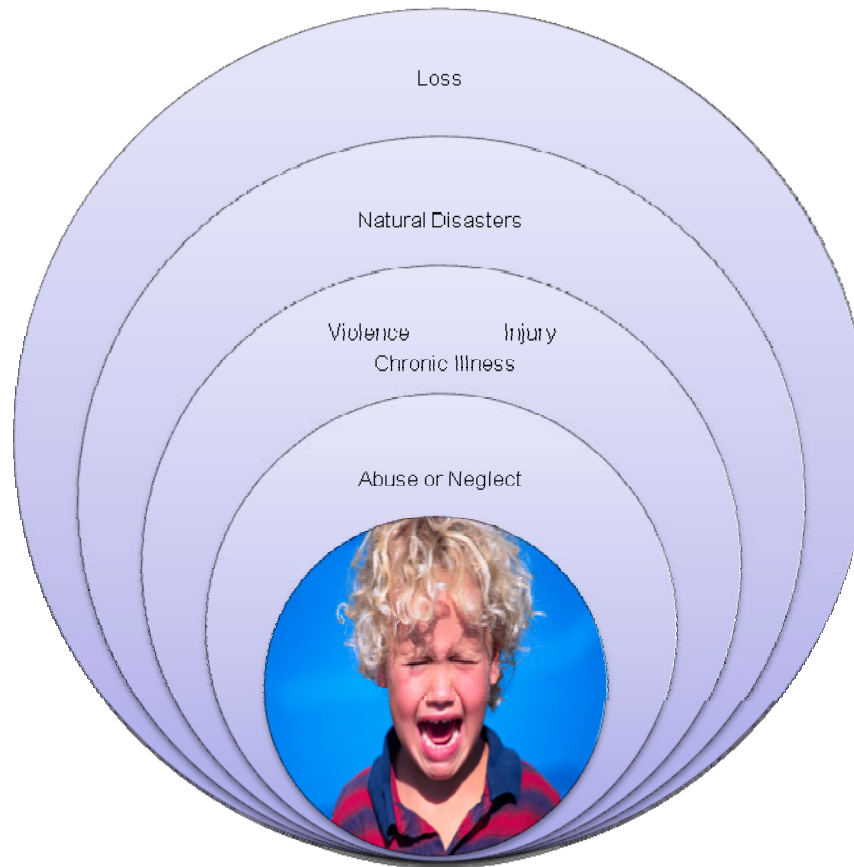
Complex Trauma

“...the experience of multiple and/or chronic and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature (e.g., sexual or physical abuse, war, community violence) and early-life onset. These exposures often occur within the child’s caregiving system and include physical, emotional, and educational neglect and child maltreatment beginning in early childhood.”

(van der Kolk, 2005)



Sources of Trauma





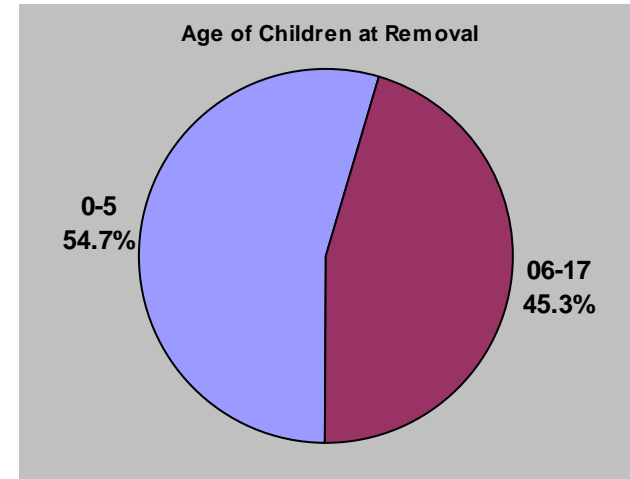
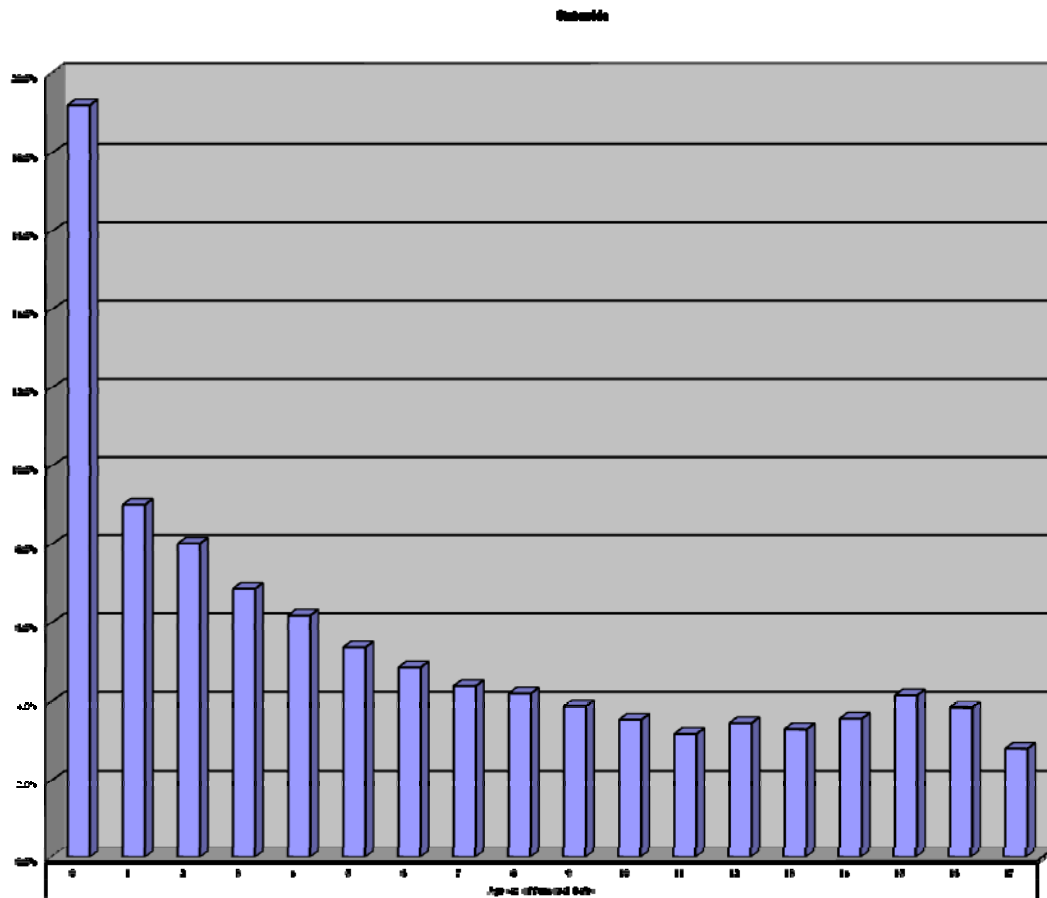
Abused or Neglected Children

Of the 905,000 children in the U.S. who were determined to be victims of child maltreatment in 2006, the youngest children accounted for the largest percentage of victims. 100,142 of the children were under 1 year of age, 72,940 were 1-3 years of age, and 213,194 were 4-7 years of age.

(U.S. Department of Health and Human Services, Administration for Children, Youth and Families, 2008)



Percent By Age of Children at Time of Removal During FY 08-09 in Florida





Effects of Exposure

Children who have experienced chronic neglect, abuse or exposure to violence may show decreased attention and concentration, hyperactivity, and distractibility among other symptoms. Children exposed to chronic trauma may show dissociation, anxiety, hyperarousal, aggression, and an inability to self soothe.

(NCTSN White Paper, 2001)



Trauma System

A traumatized child who is not able to regulate emotional states

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A social environment/system of care that is not sufficiently able to help the child regulate these emotional states

(Saxe, Ellis, & Kaplow, 2007)



Trauma-Informed Care

- Trauma awareness
- Emphasis on safety
- Provision of opportunities to rebuild control and power
- Strength based approach

(Hopper, 2007)



Trauma-Informed Goals

- Maximize the child's sense of safety
- Assist children in reducing overwhelming emotion
- Help children make new meaning of their trauma history and current experiences
- Address the impact of trauma and subsequent changes in the child's behavior, development, and relationships
- Use comprehensive assessment of the child's trauma experiences and their impact on the child's development and behavior to guide services
- Support and promote positive and stable relationships in the life of the child
- Provide education, support, and guidance to the child's family and caregivers



Trauma- Specific Services

“Trauma-specific’ services are designed to treat the actual sequelae of sexual or physical abuse trauma. Examples of trauma-specific services include grounding techniques which help trauma survivors manage dissociative symptoms, desensitization therapies which help to render painful images more tolerable, and behavioral therapies which teach skills for the modulation of powerful emotions (Harris & Fallot, 2001).”



Infant Mental Health

Infant Mental Health is the developing capacity of the child from birth to three to:

- Experience, regulate, and express emotions
- Form close relationships
- Explore the environment and learn

...all in the context of family, community, and cultural expectations for young children.

(Zero To Three Infant Mental Health Task Force, 2001)



Prevention/Early Intervention Efforts

LEVEL 1

- Strengthening the Caregiver/Child Relationship

LEVEL 2

- Developmental, Relationship-Focused Early Intervention

LEVEL 3

- Infant Mental Health Treatment



Evidence Based Practices

- Trauma Focused- Cognitive Behavior Therapy (TF-CBT)
(Cohen & Mannarino, 1998)
- Trauma Affect Regulation: Guide for Education and Therapy (TARGET)- (Ford, 2005)
- Dialectical Behavior Therapy (Linehan, 1993)
- Cognitive-Behavioral Intervention for Trauma in Schools (CBITS) (Stein, et al., 2003)
- Trauma Systems Therapy (TST) (Saxe, et al, 2005)
- Multisystemic Therapy (MST) (<http://www.mstservices.com/>)
- Seeking Safety (Najavits, 200)



Online Resources

- National Child Traumatic Stress Network
www.nctsn.org
- Cognitive Behavioral Intervention for Trauma in Schools:
A Rand Health Project
<http://www.rand.org/health/projects/cbits/publications.html>
- International Society for Traumatic Stress Studies
www.istss.org
- TARGET
http://www.advancedtrauma.com/html/julian_d_ford.html