



TEXAS
JUVENILE  JUSTICE
DEPARTMENT

Foundation of the Trauma-Responsive Model

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Trauma-Informed

- How I became involved

Trauma-Informed

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse

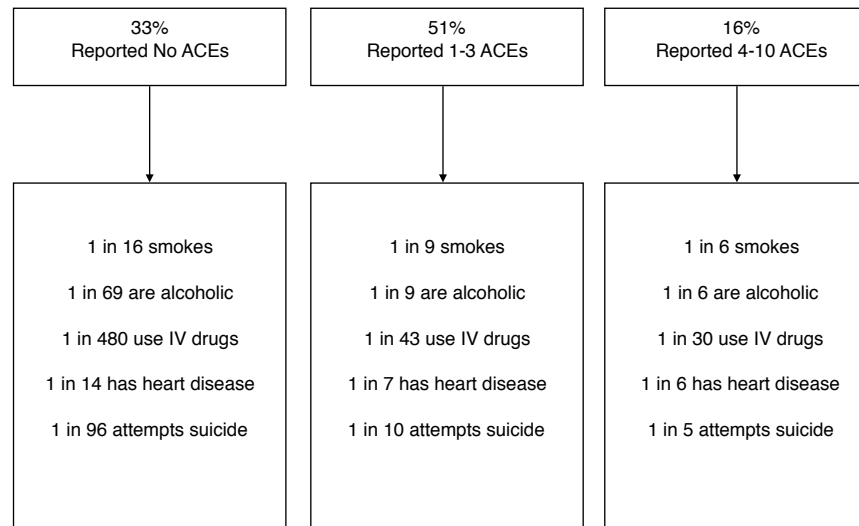


Divorce

Trauma-Informed

The ACE Study Revealed:

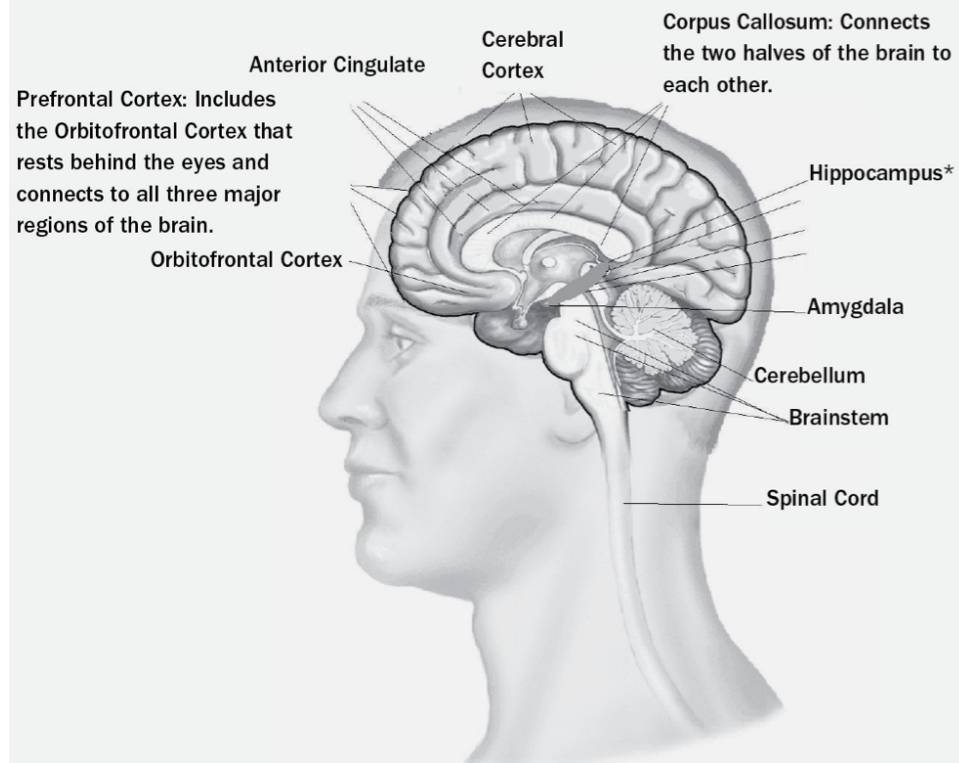
Out of 100 People



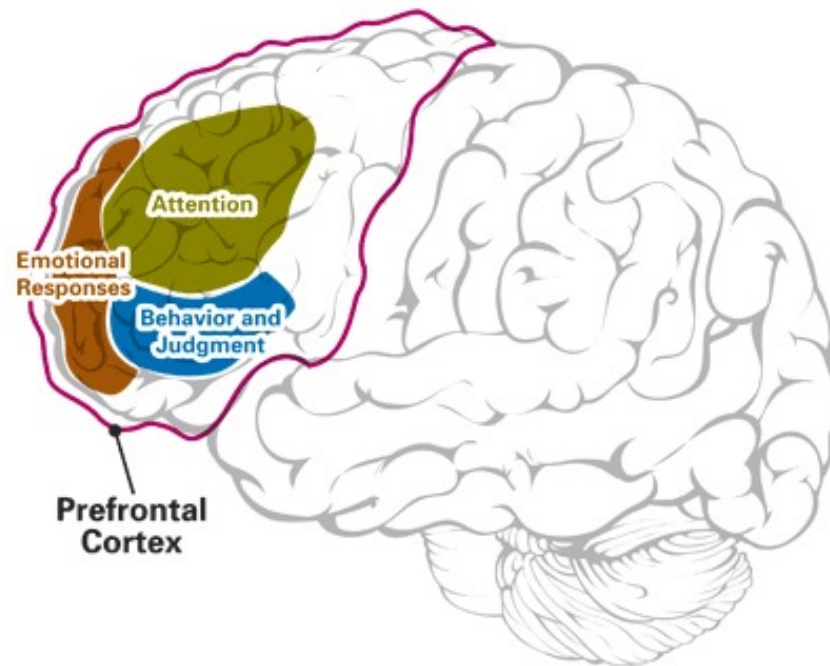
Expanded ACEs



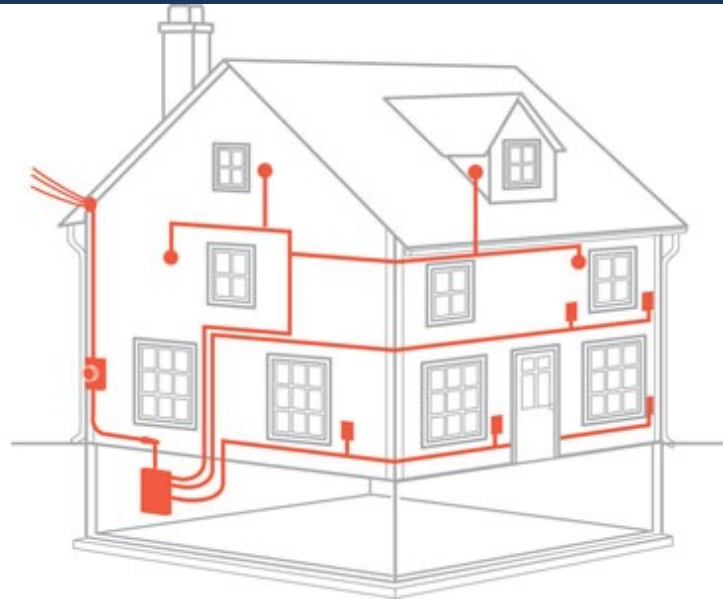
Brain Basics



Pre-frontal Cortex



How the Brain Develops and Wires



- "Lower brain" wires to the "Upper brain" during development.
- These connections are "hard-wired."

Attachment Cycle and Styles

Inhibitory

Neurotransmitters Firing

Parasympathetic

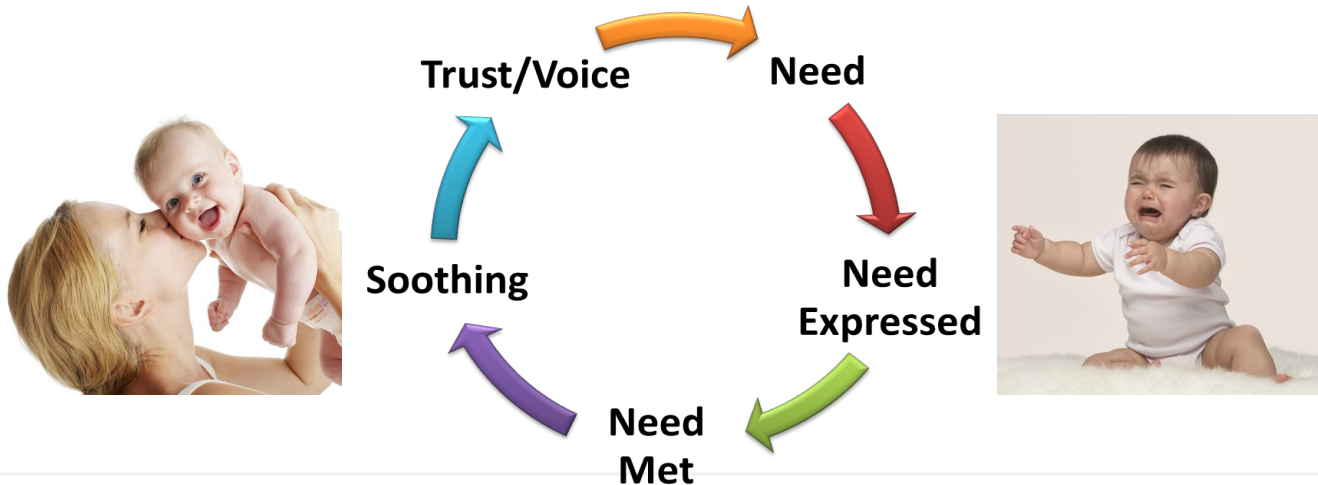
Nervous System

Excitatory

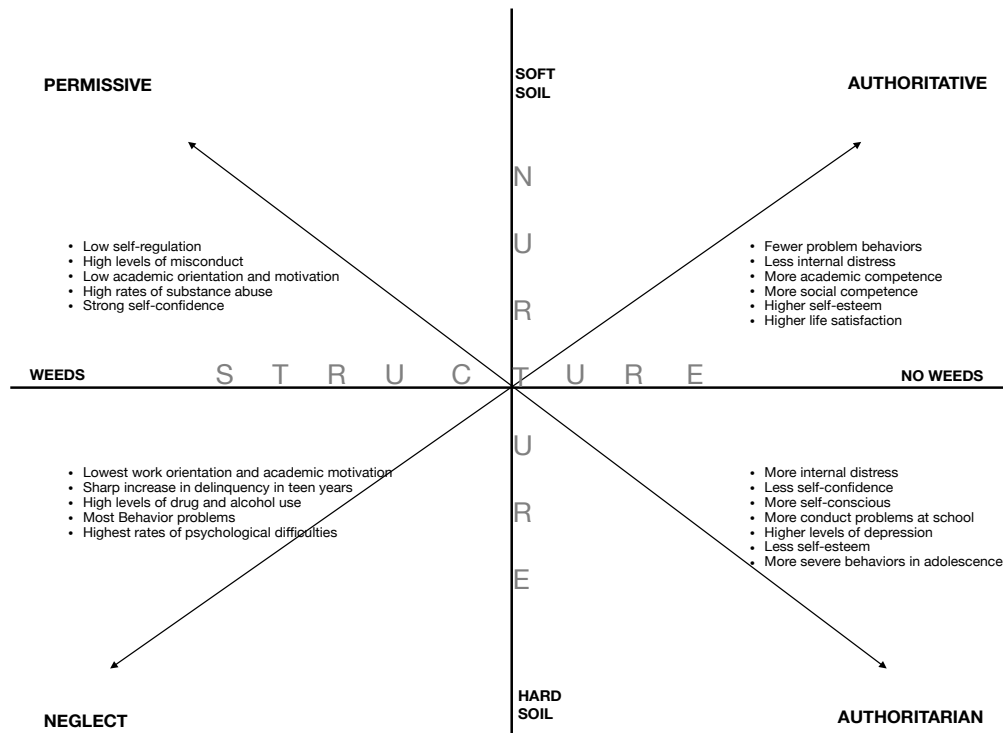
Neurotransmitters Firing

Sympathetic

Nervous System



CAREGIVING STYLES

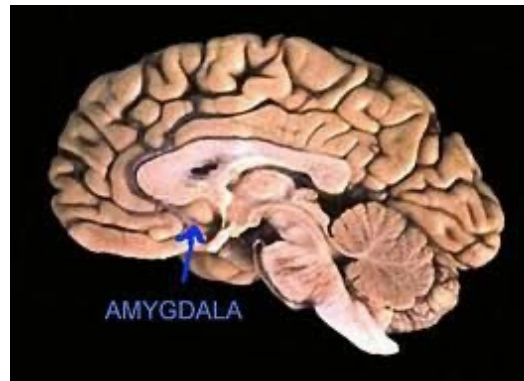


Fear and the Brain



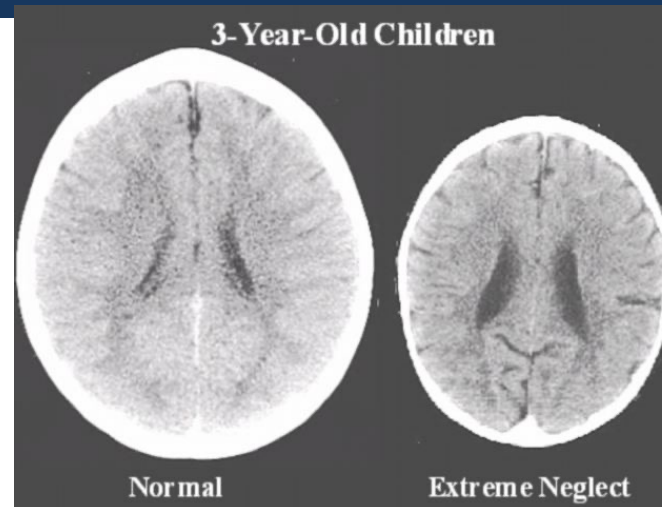
- Fear sends the brain backwards to the brainstem.
- This can disengage the pre-frontal cortex where non-reactive, executive thinking occurs.
- Repetitive fearful events will create a hyperactive amygdala with constant anxiousness.
- The brain is more interested in keeping you alive than keeping you happy.

Complex Developmental Trauma



- Repetitive trauma overdevelops the amygdala and brainstem
- This brain is wired for survival, not attachment
- This survival mode results in “bad behavior” that is actually protective behavior
- Processing disorders (auditory, sensory) may result from this
- Child will have chronic anxiety, racing thoughts, poor sleep, poor attention, poor self-regulation, frequent tantrums or shut-downs, etc.

Complex Developmental Trauma



- Repetitive trauma leads to decrease size in the corpus callosum and cortex
- Can lead to seizure activity, learning delays
- Imbalance of hemispheres and poor connectivity of the hemispheres with each other (no emotions vs over emotional, etc.)
- Not only is this child's perception of nurturing relationships skewed, their brain has not yet been developed for secure relationships.

Complex Developmental Trauma



- They have lacked nurturing care as well as received trauma
- These children have not been able to fully develop neurobiologically and will most probably be developmentally delayed
- They may act much younger than their age
- They may want to go back to infant or toddler care/habits
- The day a child from a hard place walks into your home, he or she will not instantly change. It will take time through nurturing and restoring a loving, trusting relationship

Complex Developmental Trauma



Toxic levels of cortisol (stress hormone):

- damages connections in the pre-frontal cortex
- significantly decreases or debilitates function in the pre-frontal cortex (poor thought process, forgetfulness, poor self regulation)
- disrupts normal sleep/wake cycles

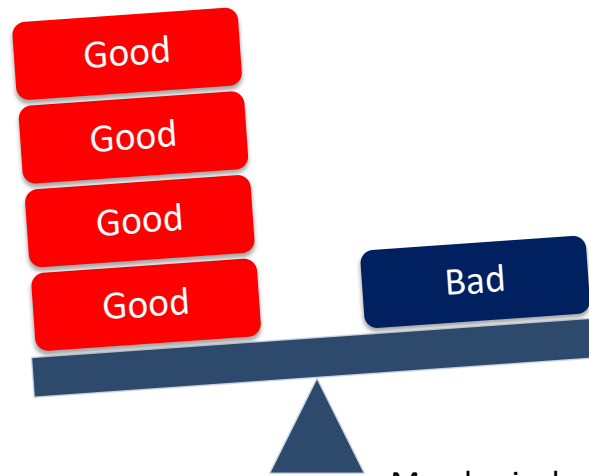
Increased levels of glutamate can cause tantrums/seizures:

- Too much play/activity
- Missed nap or snack
- Too hot or cold

Secure Child

Parasympathetic

Sympathetic

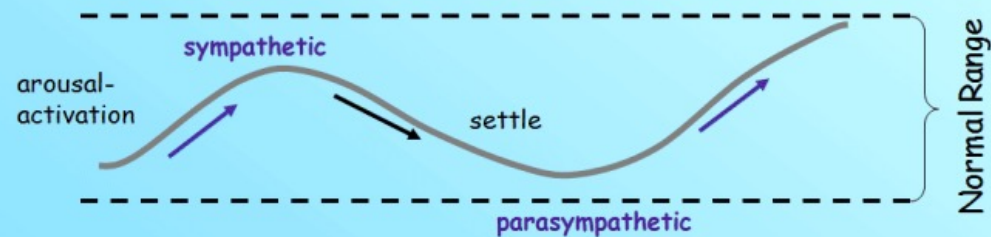


- I feel protected
- I feel precious
- I feel heard

- My physical needs are taken care of
- My emotional needs are taken care of

Normative Brain Response to Life Experiences

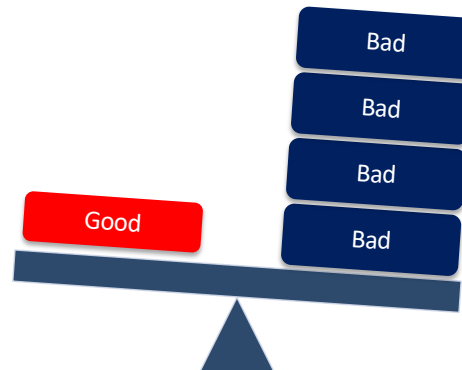
A Healthy Nervous System



Child from a Hard Place

Parasympathetic

Sympathetic

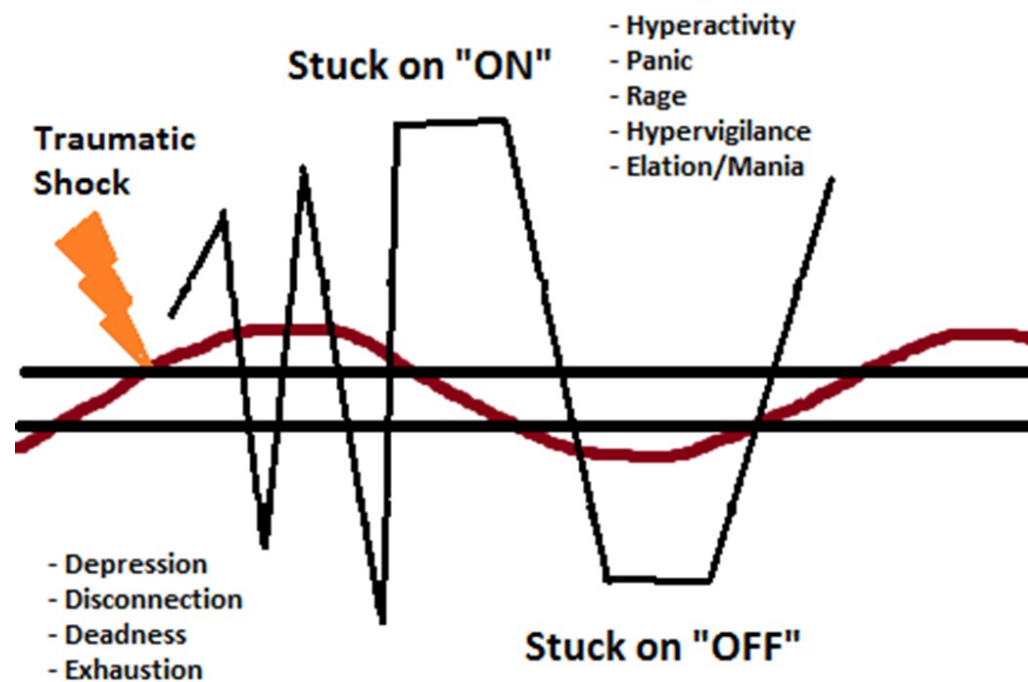


Trajectory of Mental Problems:

- 2-3 years old
 - Behavioral Dysregulation
- 4-6 years old
 - ADD/ADHD
- 8-10 years old
 - Depression/Anxiety
- 12+ years
 - Bipolar Disorder (behavioral/emotional disintegration)

Dysregulated Brain Response to Life Experiences

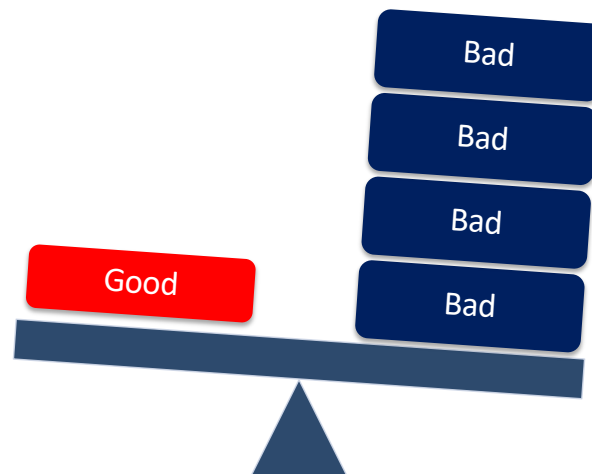
Overactivated Nervous System



Child from a Hard Place

Parasympathetic

Sympathetic



- What will punishment do for this child?
- How will they respond?

Attachment Cycle and Styles

Excitatory

Neurotransmitters Firing

Sympathetic

Nervous System



Need



**Need
Expressed**



Attachment Cycle and Styles



Excitatory
Neurotransmitters Firing
Sympathetic
Nervous System



Need



**Need
Expressed**



Attachment Cycle and Styles

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Neurotransmitters Firing

Parasympathetic

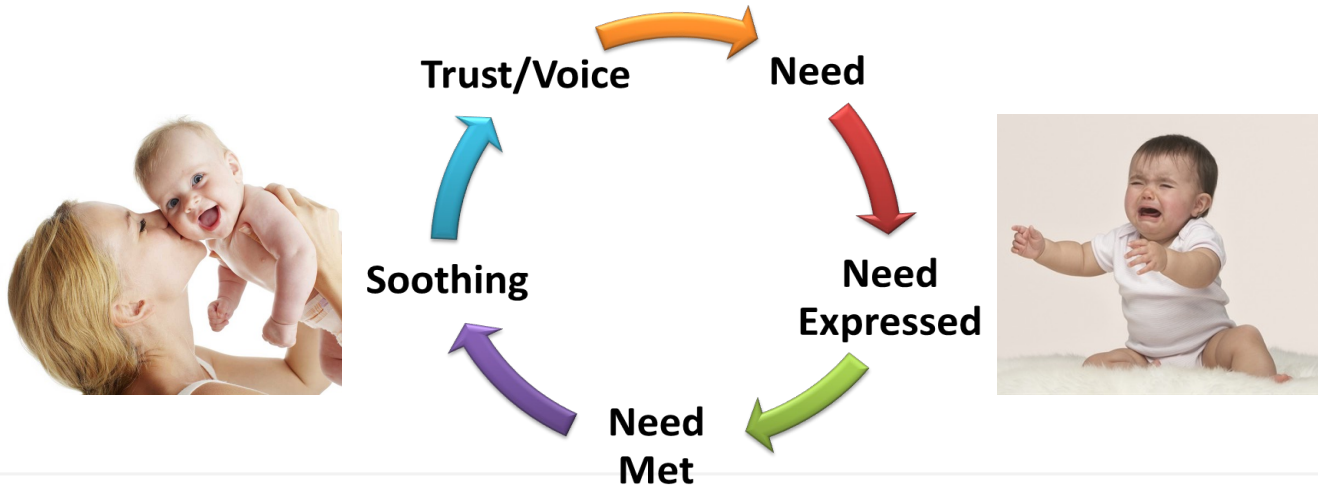
Nervous System

Excitatory

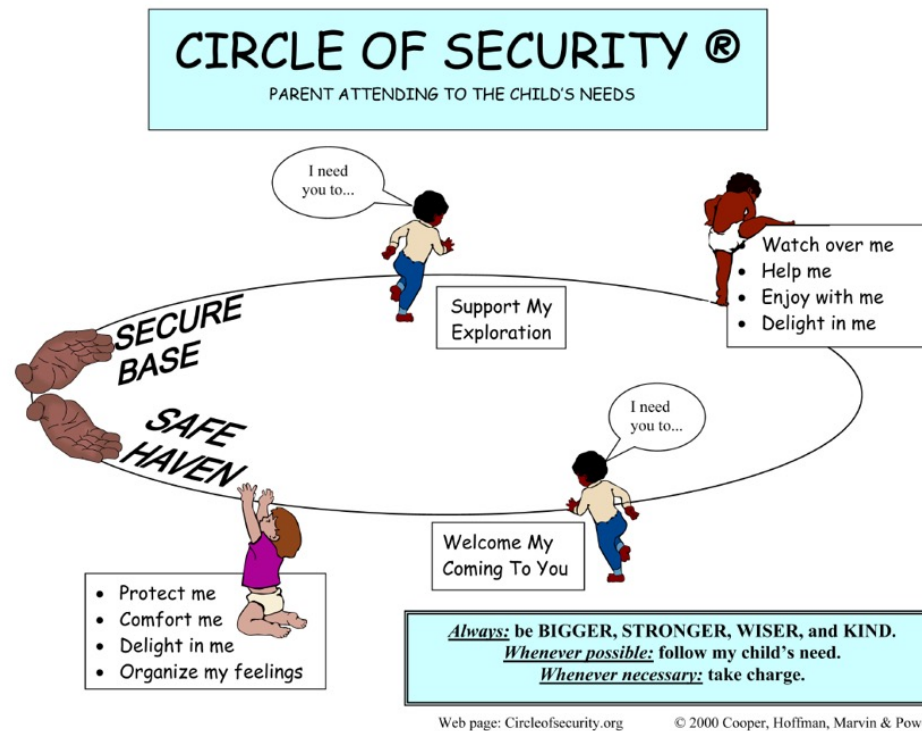
Neurotransmitters Firing

Sympathetic

Nervous System



Attachment Cycle and Styles



Attachment Cycle and Styles

Inhibitory

Neurotransmitters Firing

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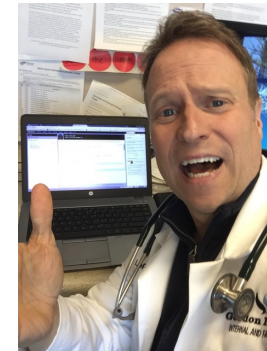
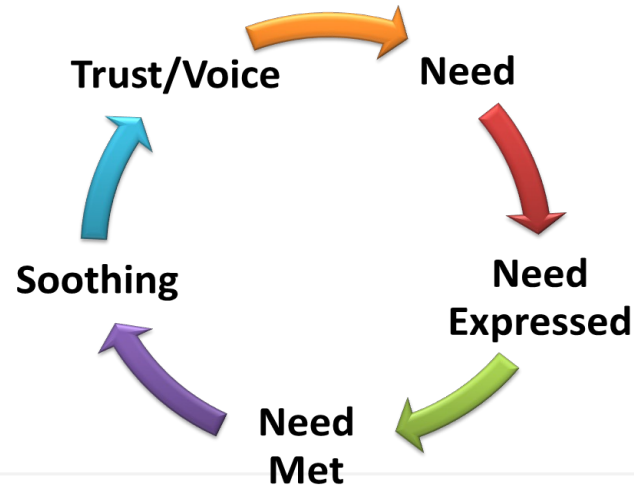
Nervous System

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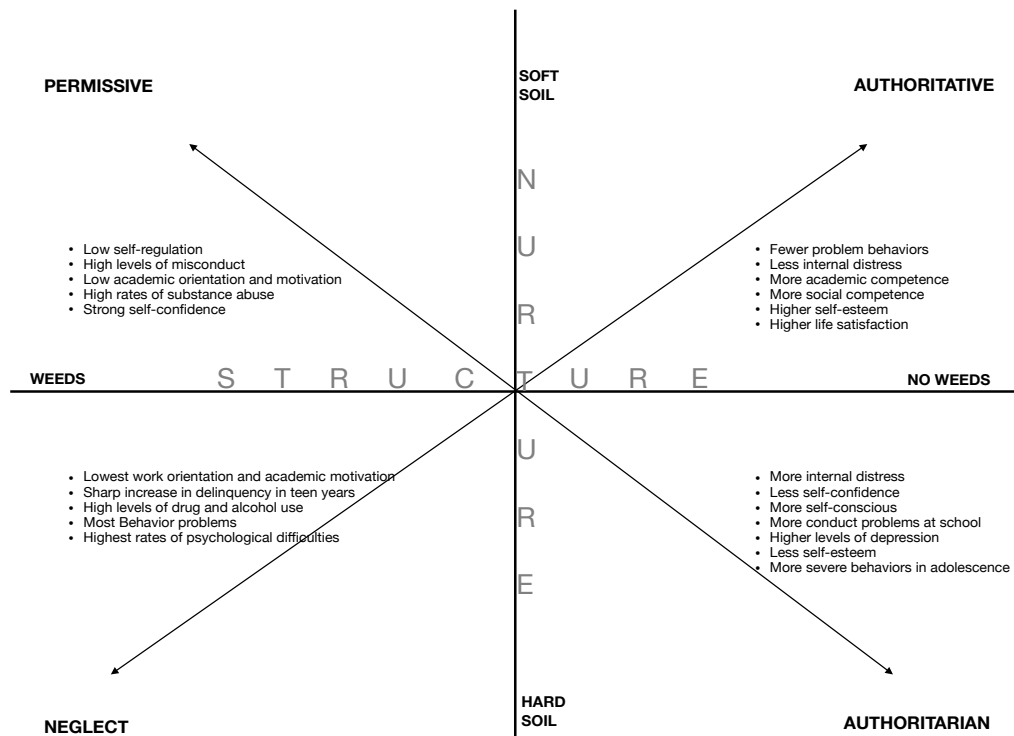
Sympathetic

Nervous System



ADDICTION IS A BYPRODUCT

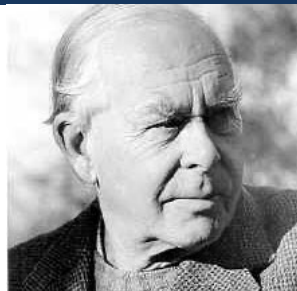
CAREGIVING STYLES



Attachment Cycle and Styles

It takes secure attachment to
create secure attachment!

ATTACHMENT THEORY

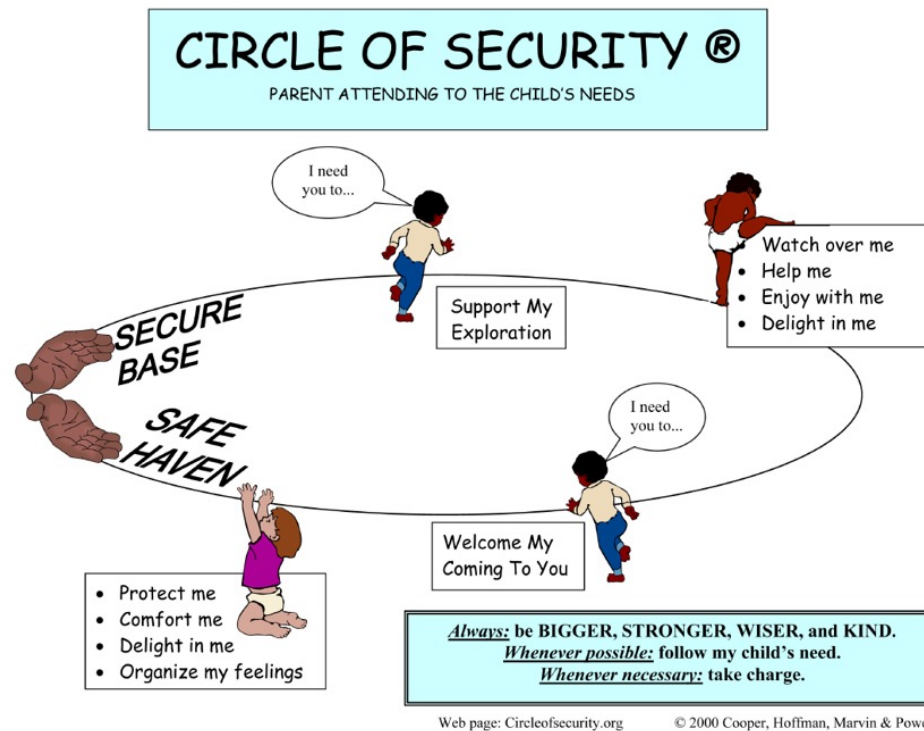


Science shows that our children will become who we are rather than what we say or do. The most important factor in successful parenting is the caregiver making sense of their own past.

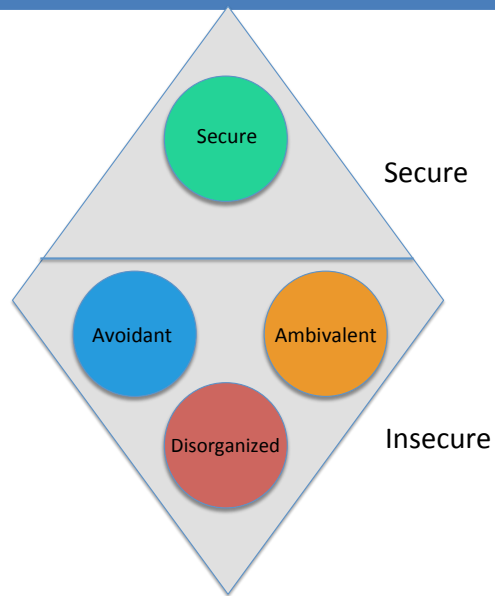
The Adult Attachment Interview (AAI) can predict with up to 85% accuracy the attachment style of the child.

We must LIVE what we want those around us to learn. It is the only way that teaching works.

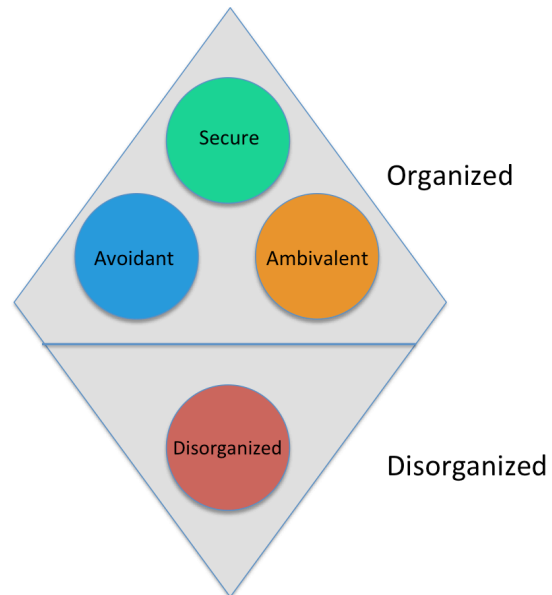
ATTACHMENT THEORY



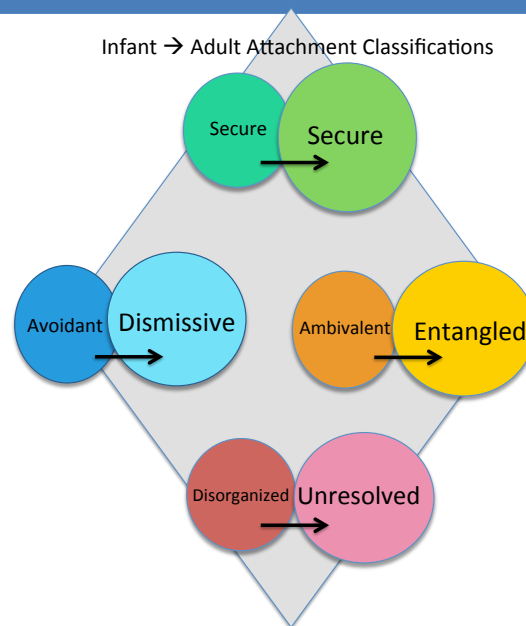
ATTACHMENT STYLES



ATTACHMENT STYLES



ATTACHMENT STYLES



ATTACHMENT STYLES: SECURE

Pillars of Secure Attachment:

- Give care
- Receive care
- Negotiate
- Okay with autonomous self

ATTACHMENT STYLES: SECURE

Secure attachment breeds:

- Self regulation
- Flexibility
- Organization
- Empathy

ATTACHMENT STYLES

- Research shows that securely attached adults do better in life overall, including employment, marriage, parenting, and friendships.
- Insecure attachment styles will struggle in relationships and will lead to a sense of un-fulfillment.

ATTACHMENT STYLES

Avoidant Attachment

- Often does not speak out when has a need
- May have inability to negotiate
- May resist help unless at end point

ATTACHMENT STYLES

Ambivalent Attachment

- Give inconsistent care
 - Care may be intrusive or absent
 - Responses may be nurturing at times or punitive at others

ATTACHMENT STYLES

Disorganized Attachment

- No real strategy to deal with stressors
- Aggression
- Manipulation
- Control
- Difficulty completing tasks, focusing (chaotic)

ATTACHMENT THEORY: SECURE

ATTACHMENT THEORY: AVOIDANT

ATTACHMENT THEORY: AMBIVALENT

SELF-REGULATORY SKILLS



THE MOST IMPORTANT FACTOR

The Most Important Factor in Successful Caregiving

- The least known factor
- The most rejected factor

The Caregiver Making Sense of Their Own Past

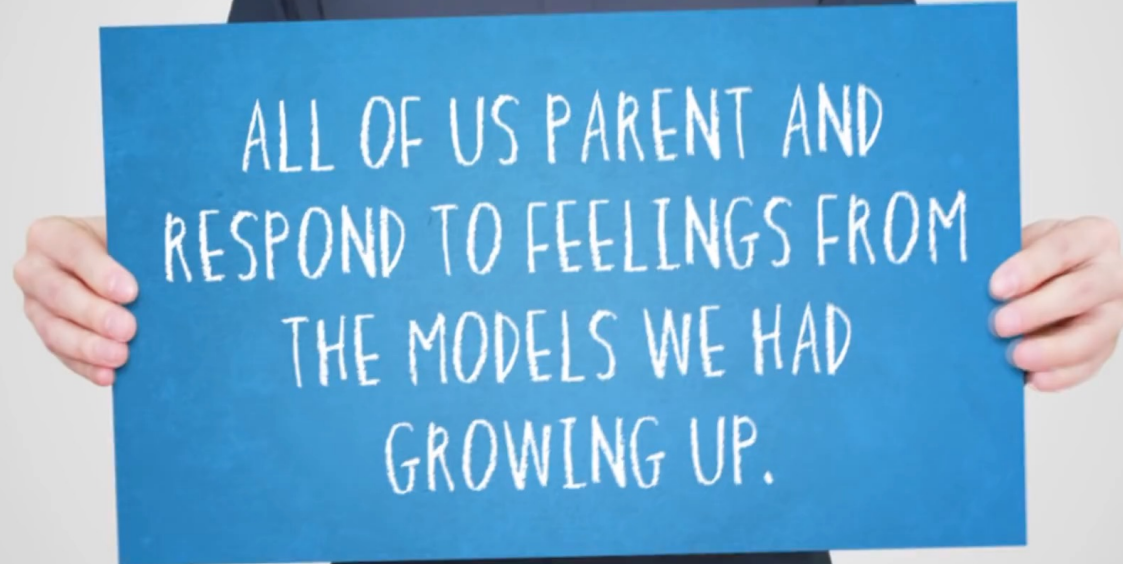
ACTIVITY

- Google “How We Love Quiz”
- Click on link “Love Style Quiz – How We Love”

SECURE ATTACHMENT

- Four Pillars
 - Give care
 - Receive care
 - Negotiate
 - Okay with autonomous self

CAREGIVING STYLES VARY GREATLY

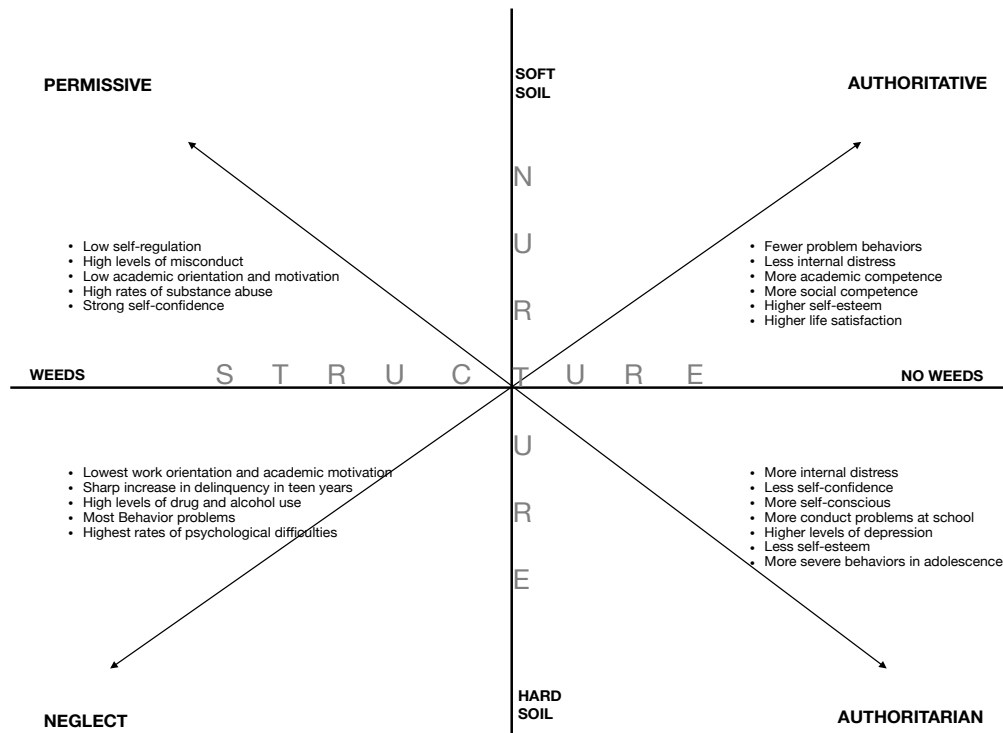
A person wearing a dark blue button-down shirt is holding a rectangular blue sign with both hands. The sign has white, hand-drawn text that reads: "ALL OF US PARENT AND RESPOND TO FEELINGS FROM THE MODELS WE HAD GROWING UP." The background is a plain, light gray wall.

ALL OF US PARENT AND
RESPOND TO FEELINGS FROM
THE MODELS WE HAD
GROWING UP.

INTERPERSONAL NEUROBIOLOGY

- BIG paradigm shift in caregiving
- HIGH structure, HIGH nurture (does not allow for disruptive behavior)
- Discipline with the definition of structure that aids in training a disciple
- It isn't "fixing the person" or changing behavior as much as it is changing the relationship
- HIGH investment, but HIGH yield
- Optimally guides behavior with maintaining the person in the pre-frontal cortex
- Will require caregiver to spend much work on themselves

CAREGIVING STYLES

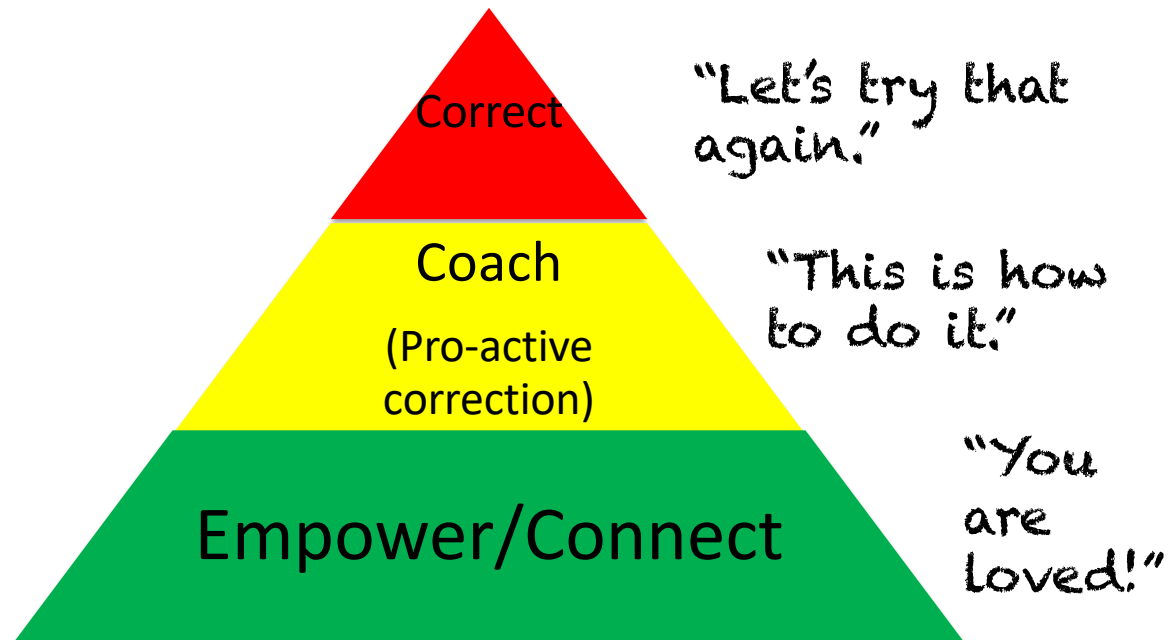


TBRI: Basics

3 PRINCIPLES:

1. EMPOWER (Body)- Meeting the needs of the child allowing the child to feel safe and well cared for.
2. CONNECT (Spirit)- engaging through activities and healthy touch. Including child in decisions. Building a trust-based relationship.
3. CORRECT (Soul)- Guiding new behavior by re-directing and working on behavioral skills proactively. Coaching a child and preparing them in a playful setting with the skills that will allow them to get it right the first time in daily life events. Stop wrong behavior and re-do with praise once right behavior is achieved.

TBRI: Basics



Putting it All Together

Bridging the Tools: “The most important factor in successful caregiving”

- Understand the individual tools of the therapeutic model
- Attachment style is foundational to emotional intelligence (EQ) and trauma-informed therapeutic models
- Learn to bridge the tools together

Putting it All Together

Emotional intelligence:
Aware of what is going
on within me and around
me. This requires me
knowing who and where
I am in any given situation.

No Therapeutic tools.



Putting it All Together

Therapeutic
Model without
EQ



Putting it All Together



EQ



Tools

Putting it All Together



KNOWLEDGE IS NOT UNDERSTANDING

