



Mental Health, Behavior, & Correlates to Trauma

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<https://www.youtube.com/watch?v=LZ055illiN4>





Trauma work is

- Strengths-based
- Resilience-focused
- Focused on protective factors
- Focused on Connection

Competence

Control

- Focused on mastery

It's what you do every day

Objectives



1. Gain an understanding of the impact of a complex trauma history on mental health and behavior.
2. Understand the correlates of trauma-based mental health and behavior concerns across the lifespan
3. Discuss a resilience-based approaches to support with focus on the components of the Trauma-Sensitive Classroom
 - Build a supportive community
 - Establish clear expectations & employ consistent classroom routines & procedures
 - Offer alternatives
 - Respect cultural differences
 - Practice emotion coaching
 - Establish back up support systems



Definitions of Mental Health

US Department of Health & Human Services

“Mentally healthy children can learn, relate to others, and regulate their emotions”

“... the springboard of thinking and communication skills, learning, emotional growth, resilience and self-esteem.”



Mental Health is . . .

“Mental health is not just the absence of mental illness – it is the presence of skills for youth to cope with life’s challenges while learning and relating to peers and adults.”

-- Doll & Cummings, 2008

School-based Supports

A decorative graphic of a brain, rendered in a stylized, colorful manner. The brain is shown in profile, facing right. It features a rainbow-colored band across the top, and various floral and leaf patterns in shades of purple, blue, and green are scattered around it. The background is a soft, light purple.

- A robust MTSS system – Tiers 1 - 3
- SEL
- PBIS

Our People – Nevada Youth Risk Survey Data

- Results of the YRBS for 2015, indicated the following for students in the State of Nevada:
 - 16.4% reported they live in a household where domestic violence is occurring
 - 30.4% reported living with parents who abuse substances
 - 34% reported living with a parent with mental illness
 - 9.8% reported having attempted suicide



Remember the ACES

- 25% of a typical middle class population have been exposed to 4 or more ACES
- “our past becomes the present and continues inside us”
- just because “it” happened a long time ago, when someone was young, doesn’t mean they don’t have a memory of it




Adverse Childhood Experience Study

Dr. Vincent Felitti and Dr. Robert Anda

Epidemiological survey of the medical, psychiatric and developmental history of 17,337 individuals enrolled in the Kaiser-Permanete Health Plan in California.


Prospective pharmacy records were available on 15,033 (86.7% of the analytic sample).



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Population attributable risk associated with early adversity:

- 50% for drug abuse
- 54% for current depression
- 65% for alcoholism
- 67% for suicide attempts
- 78% for iv drug use

Dube, S.R., Felitti, V.J., Dong, M., Chapman, D.P., Giles, W.H., and Anda, R.F. (2003) Childhood abuse, neglect, and household dysfunction and the risk of illicit drug use: the adverse childhood experiences study. *Pediatrics* 111, 564-572

Pharmacological Consequences of Childhood Maltreatment

Increased Risk of Prescriptions with ≥ 5 ACEs

| | |
|--------------------|-----------|
| ● Anxiolytics | 2.1 fold |
| ● Antidepressants | 2.9 fold |
| ● Antipsychotics | 10.3 fold |
| ● Mood-Stabilizers | 17.3 fold |

Medical Consequences of Childhood Maltreatment

Individual with ≥ 6 of 10 ACEs

- Nearly 20 year reduction in life span

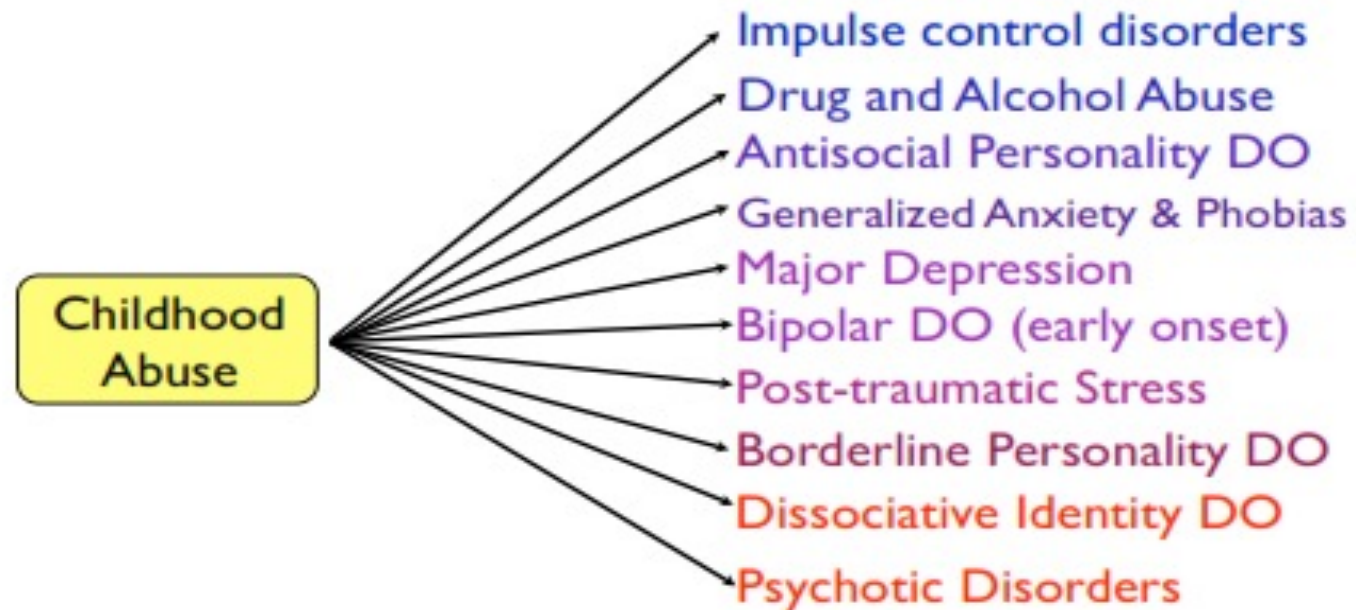
Brown, D.W., Anda, R.F., Tiemeier, H., Felitti, V.J., Edwards, V.J., Croft, J.B., and Giles, W.H. (2009) Adverse childhood experiences and the risk of premature mortality. *Am J Prev Med* 37, 389-396

Signs and Symptoms



- reexperiencing
- arousal and reactivity
- avoidance
- cognitive and mood symptoms

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Why?

https://www.youtube.com/watch?v=a01QQZyl-I&list=RDa01QQZyl-I&start_radio=1



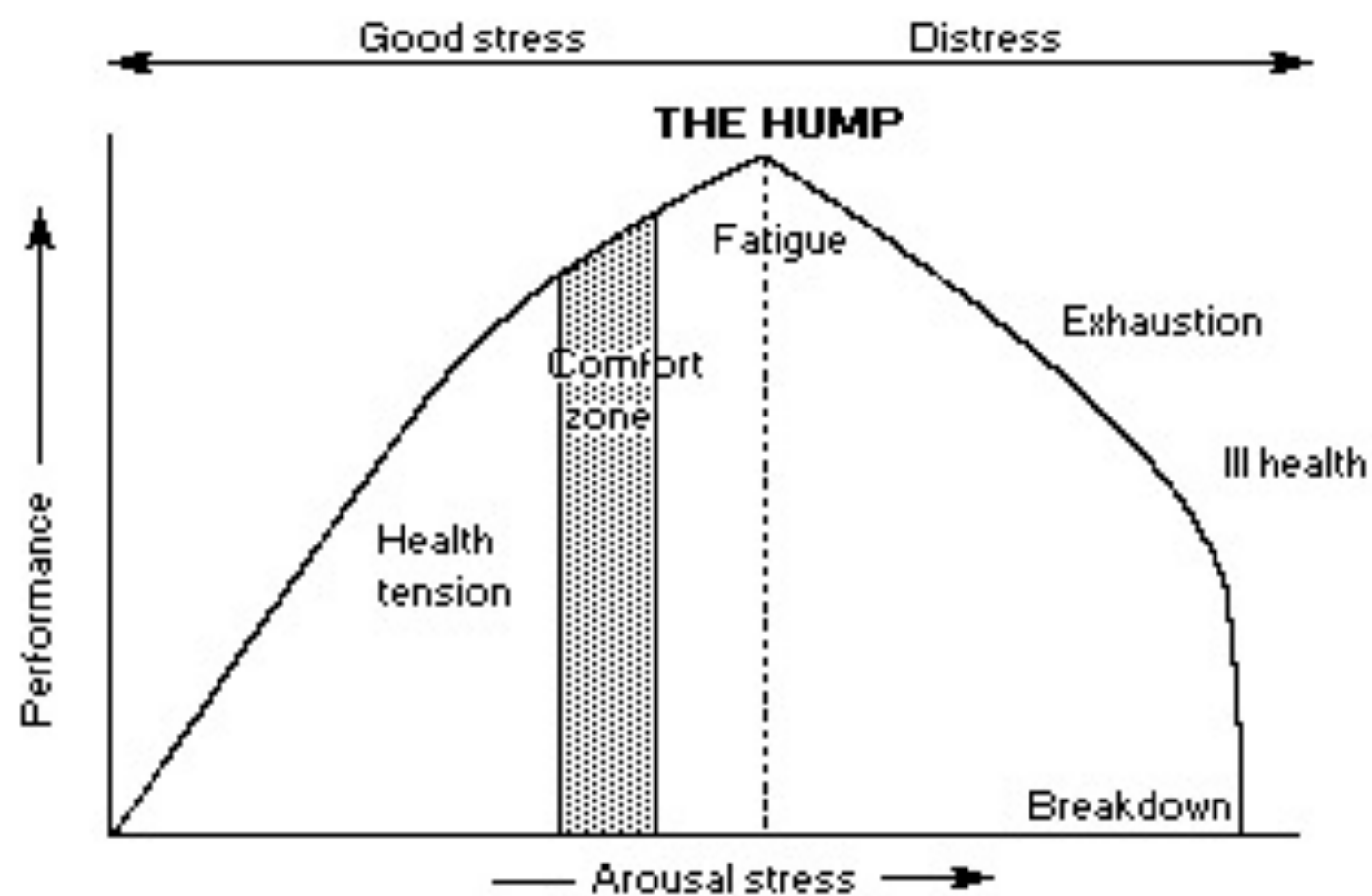
Stress



- The “LOAD” on a system
- A state of anxiety produced when events and responsibilities exceed one’s coping abilities (Lazarus, R, 1984)
- The inability to cope with a perceived, real or imagined threat to one’s mental physical, emotional, and spiritual well-being which results in a series of physiological responses and adaptations (B. Seaward)
- The non-specific response of the body to any demand placed upon it to adapt

FIGURE 1

THE HUMAN FUNCTION CURVE



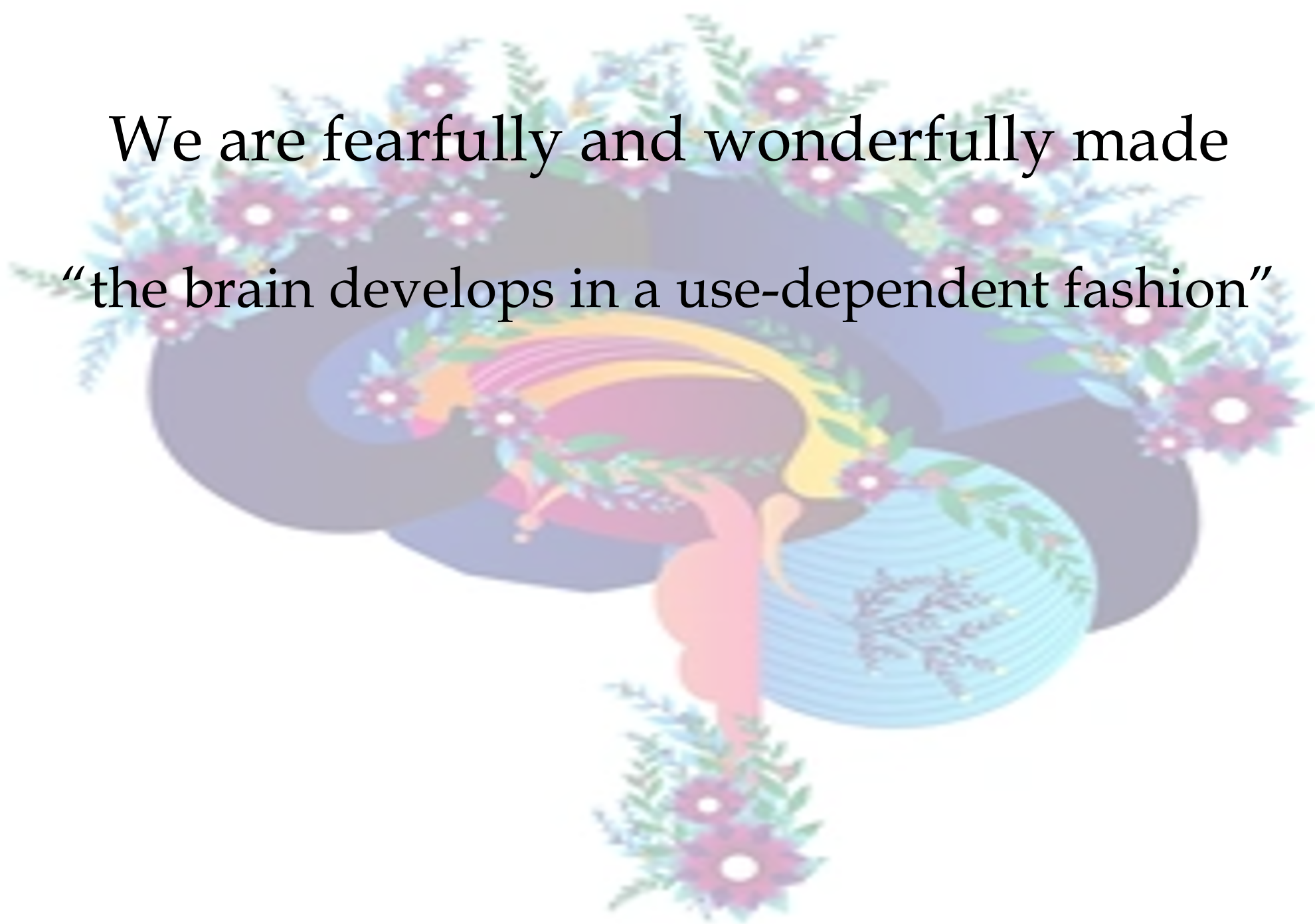
Adapted from: Nixon, P: Practioner, 1979.

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



We are fearfully and wonderfully made

“the brain develops in a use-dependent fashion”





Neural Circuitry: We're all electricians.

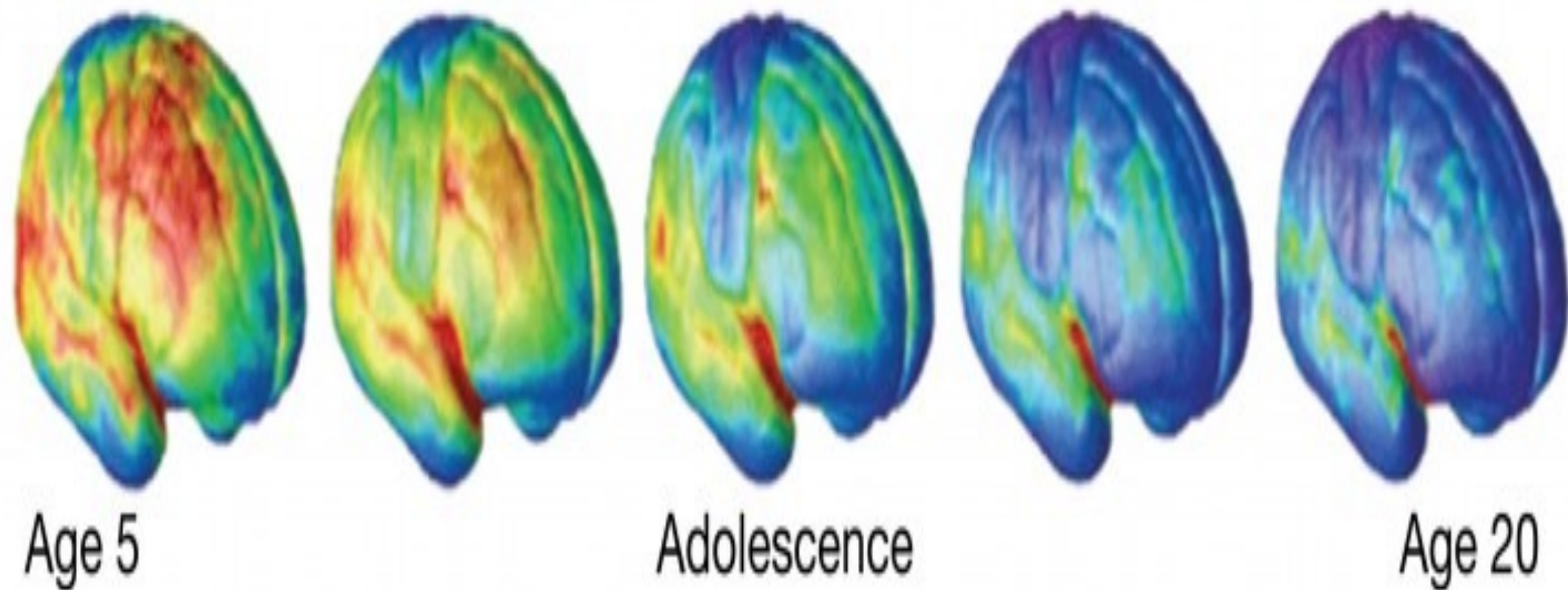
Circuits are being formed, weakened, strengthened, and purged. Experience is like a scalpel. Much happening unconsciously and may be consciously driven.

Meditation is an act of circuit building- if you have an awareness of this, then it's a conscious act of circuit building. The ability to control and to direct your attention is essential to well-being. It is the core of emotional regulation.

Secret to deliberate circuit building: paying attention. Intentional attention.

The ability to connect with, attune to, and help build new neural connections at the heart of psychotherapy. We are all gardeners, helping each other manage and grow our gardens.

Dynamic mapping of human cortical development



Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., Proceedings of the National Academy of Sciences, May 25, 2004; California Institute of Technology.

Signs and Symptoms



- reexperiencing
- arousal and reactivity
- avoidance
- cognitive and mood symptoms

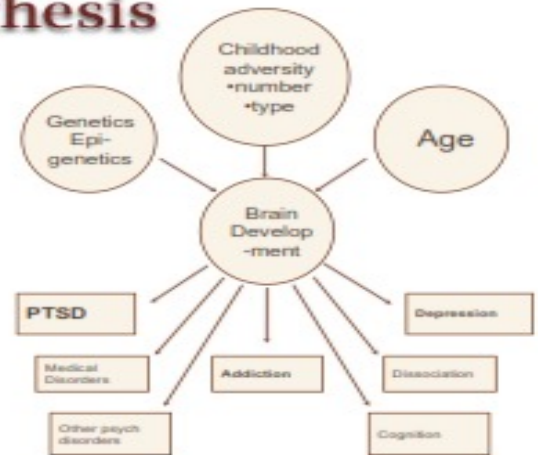


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Hypothesis



Questions

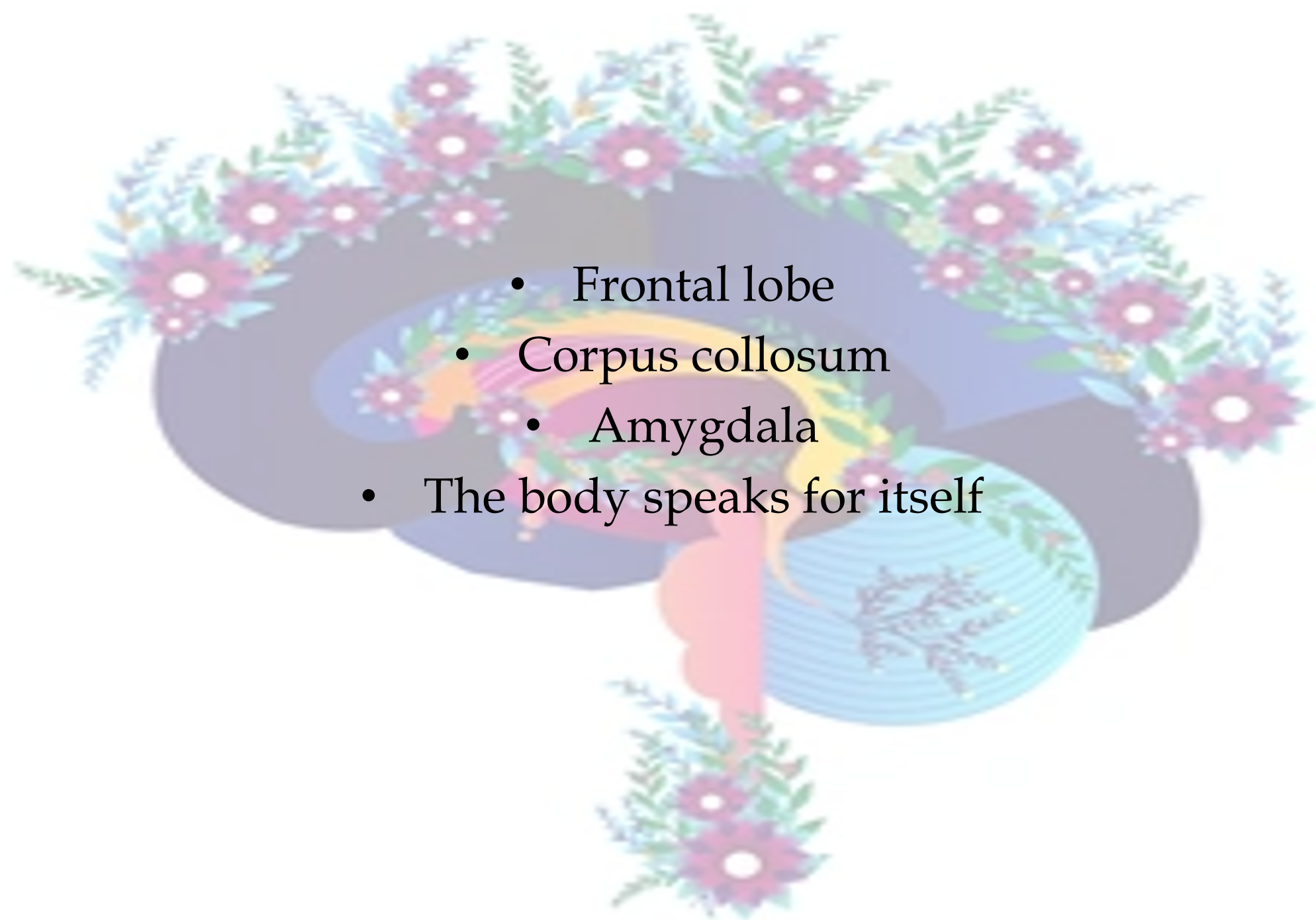
What brain structures are affected by exposure to childhood maltreatment?

Does the type of maltreatment matter or are they all stressors?

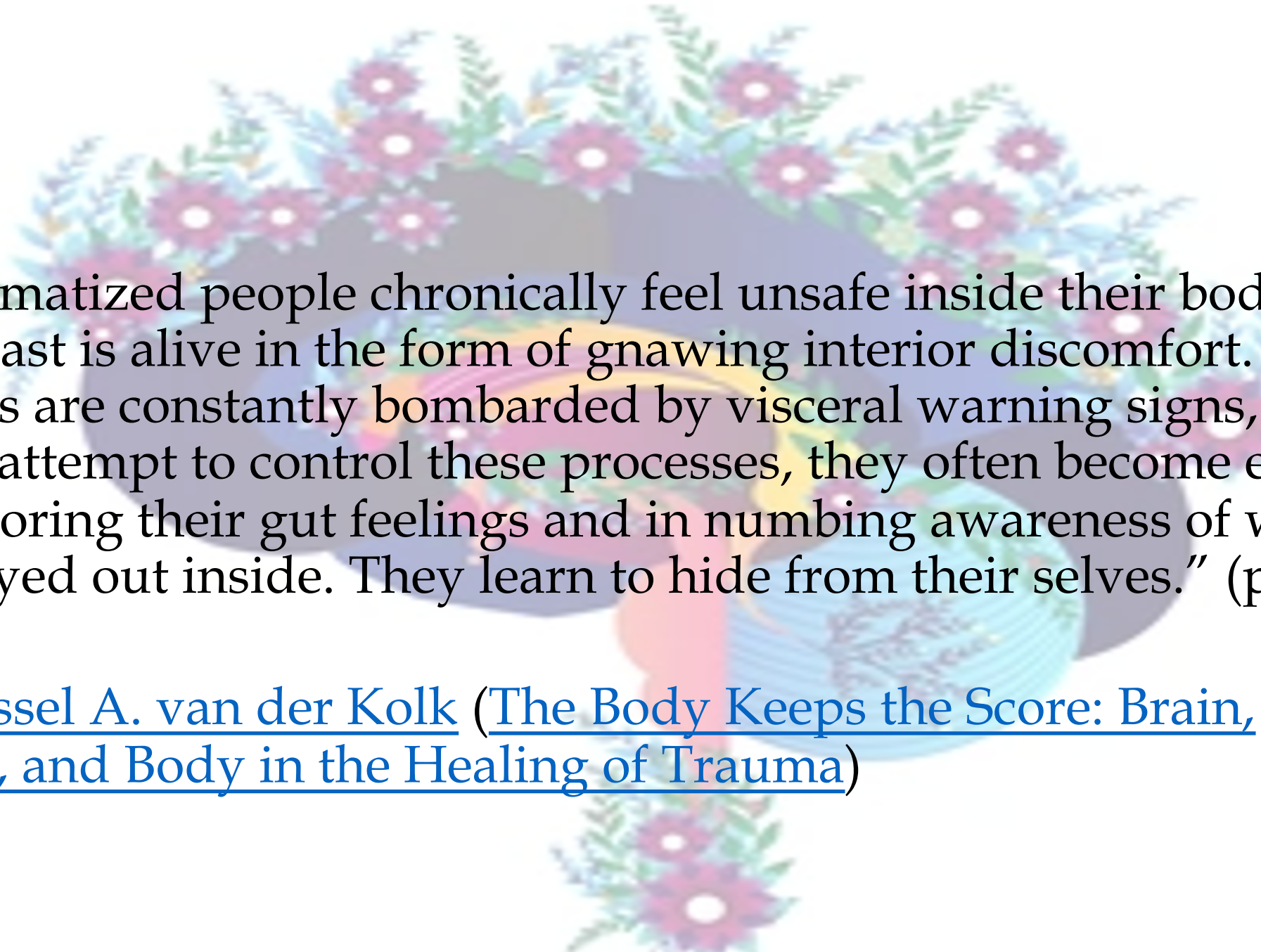
Does age at the time of abuse matter?

What is the relationship between childhood abuse, brain changes and psychiatric illness?





- Frontal lobe
- Corpus collosum
- Amygdala
- The body speaks for itself



"Traumatized people chronically feel unsafe inside their bodies: The past is alive in the form of gnawing interior discomfort. Their bodies are constantly bombarded by visceral warning signs, and, in an attempt to control these processes, they often become expert at ignoring their gut feelings and in numbing awareness of what is played out inside. They learn to hide from their selves." (p.97)"

– [Bessel A. van der Kolk \(The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma\)](#)



Remember

Human response to trauma – fight, flight, freeze

“Our primal desire to stay alive is more important to our body, than even our ability to think about staying alive.”

-- David Puder, MD

The nervous system is always running in the background, which is why we can multitask, walk and chew gum at the same time, etc.

The nervous system works in tandem with the brain, and can take over even when we don't want it to

Early exposure to trauma makes us more vulnerable to more trauma

Vulnerability –
generational trauma
historical trauma
cultural trauma

Personality associated with long term trauma



Behavioral Correlates (DuPree & Beil)



Diagnosis & trauma element

RAD

Anxiety

PTSD

dissociation

Unspecified/unpredictable behaviors



Resilient Supports

Building a safe relationship

Rapport – consistent, bounce-back, language

Building a safe community



Establish clear expectations & employ consistent
classroom routines & procedures

Unsafe = unpredictability

Developing trust is created within structure because kids
understand expectations



Establish clear expectations & employ consistent
classroom routines & procedure

Chaos vs. order

Clear expectations that are attainable

Reinforcement rich environment, where they can experience
clearly defined success

Emotion Coaching

A stylized brain diagram with a rainbow and floral decorations. The brain is shown in profile, facing right, with a rainbow arching across its surface. The brain is decorated with various flowers and greenery. The text 'Emotion Coaching' is at the top, 'Pre-vention' and 'Post-vention' are in the middle, and 'Common Language at Developmental Level' is at the bottom.

Pre-vention

Post-vention

Common Language at Developmental Level



Resilience

“Resilience is the ability . . . to recover and show early and effective adaptation following a potentially traumatic event.”

Strengths-based approaches

Skills-based

Humans are Wired to Survive



“Community is the reparative factor. . . Humans are unavoidably interdependent.”

(Perry, 2020)

Who is your backup system?

Admin., and Admin's Admin

School Mental Health Team

School psychologist

School counselor

School social worker

Community Partners & networks

Re-messaging trauma

| “C” | RESULT | MESSAGE |
|----------------------------|-------------------|--------------------------------------|
| <i>CONNECTION</i> | Sense of Safety | “I am protected” “I am supported” |
| <i>CONTROL</i> | Sense of Agency | “I have choices” “I am powerful” |
| <i>COMPETENCE</i> | Sense of Efficacy | “I am capable” “I can do this” |
| <i>CONTRIBUTION</i> | Sense of Meaning | “I care” “I have purpose” |

Q & A



Don't Forget

<https://www.youtube.com/watch?v=NkDNp4ATCso>



References for further study

Mate, Gabor (2018), *Scattered Minds*, Post Hypnotic Press

Perry, B., & Szalavitz, M., (2006), *The Boy Who Was Raised as a Dog*, Basic Books

Terr, Lenore (2018), *Too Scared to Cry*, Basic Books

Van der kolk, B. (2014), *The Body Keeps the Score*, Penguin Press



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

<https://www.youtube.com/watch?v=6sZFq2K363A>

<https://www.youtube.com/watch?app=desktop&v=4EasImzzHI0>