

# **Therapy In Action:**

## **Recognizing Trauma and Integrating Trauma Informed Strategies in Treatment**

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OmmWorks™

# Disclosure:

This presentation on Trauma Informed Treatment introduces the use of a program integrating mind-body work.

Ommworks LLC provides Cognitive Active Wellness Programs, Workshops, Trainings and Interactive Web App available to children and families in all areas of life, home, education, medical, mental health, child welfare/foster care, juvenile justice. All agencies/places/organizations that impact lives of children and families.

Both presenters are affiliated with Ommworks. Kathi Donnelly is the owner/founder of the program.

Margaret Gaestel is the owner founder of Synergy Behavioral Health Group Public Benefit LLC. Part of the mission of Synergy is to bring awareness and training to clinicians and others impacting the lives of children regarding Trauma Informed and Specific Treatment. To enhance the knowledge regarding Trauma. She is also Clinical Consultant for Ommworks.



# What Is Trauma?



# The Systematic Study of Trauma

- Most people exposed to extreme stress are somehow able to go on
  - Immediately after a traumatic event all people suffer from intrusive thoughts which help them learn from their experience and plan restorative actions (accommodation) or
  - Accept and re-adjust (assimilation)
  - Passage of time modifies the way in which the brain processes trauma related information.
  - Becomes integrated and stored as an unfortunate event.
- Some people are unable to integrate the experience and develop patterns of avoidance and hyperarousal
- Difference is in how people organize their lives around the trauma, not the event itself
- Persistence of intrusive and distressing recollections varies a great deal from person to person

# Contemporary Neuroscientific Research into Effects of Trauma - 2022

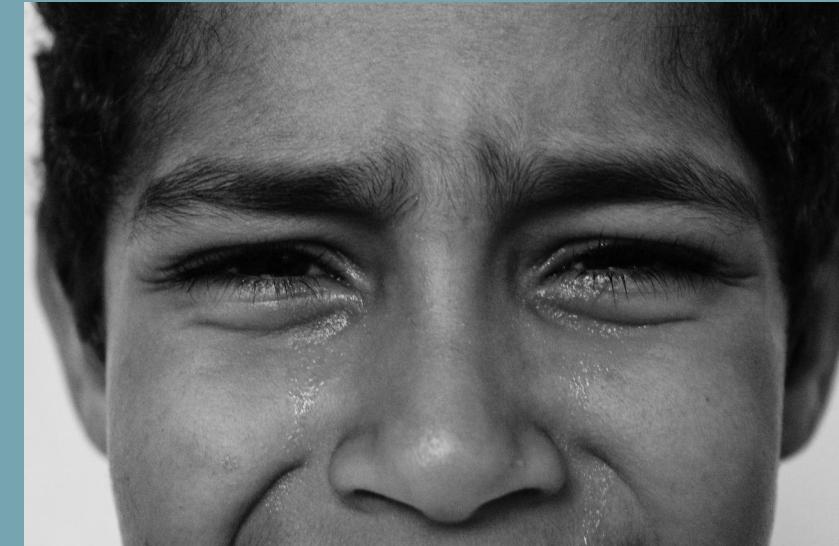
- Trauma leaves an imprint not only on the brain but on the mind and body
- Defense responses of the autonomic nervous system lead to becoming dysregulated into hyperarousal and/or hypoarousal state
- Responses include fight/flight/freeze linked to low self esteem, shame and guilt other effects include hearing voices and eating difficulties can look like mental illness unless a comprehensive trauma history is taken into account
- Other adaptive responses to trauma include explosive anger, avoiding services, extreme apathy, overcompliance also adaptive responses to trauma
- Dysregulation can benefit from emotional understanding and adaptive regulation strategies
- Learning to self-regulate can heal the effects of trauma

# Understanding Trauma - The “event”

Trauma is an external event with long-lasting effects on one's well-being. This can include a real, tangible threat or perceived threat by the brain/body.

- Can be single event or series of events compounded over time
- Common forms include physical/sexual violence, childhood abuse and neglect, natural disasters and community violence (bullying, war, gang culture, rape)
- Less well-understood forms include racism, urbanicity, poverty, inequality, oppression and historical (legacy of entire groups having experienced violence such as slavery, the Holocaust, or genocide)

Responses to trauma should include an understanding of the past and current contexts and conditions of people's lives, individually and collectively.



# Understanding Trauma - The experience

Trauma must be understood in the context of the individual's experience of the event.



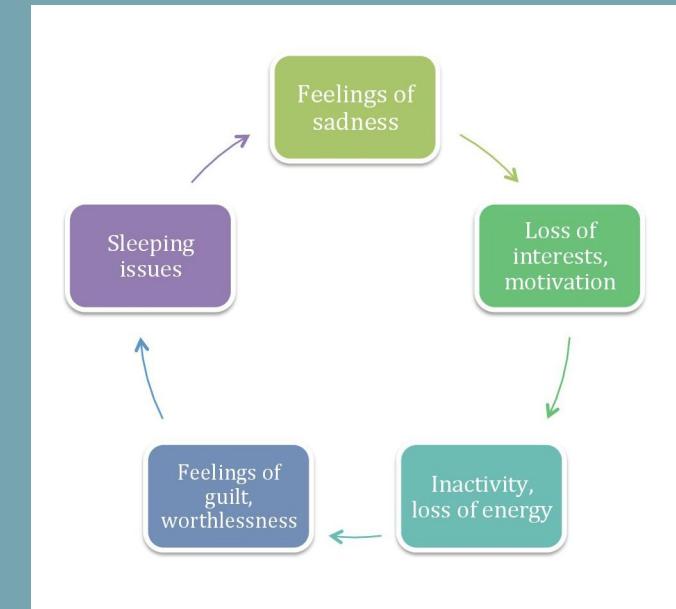
- No two people will experience the exact same thing in the exact same way.
- Traumatic events involve “power over” one person or group, or an event has power over another.
- Experiences of trauma can lead to feelings of guilt, shame and betrayal, shattering trust.
- Connected to individual and cultural beliefs, social supports, gender, age and a multitude of factors.

Services can be retraumatizing, where they are based on “power over” relationships and there is a lack of trust. Retraumatization in the mental health system can prevent good outcomes from being achieved.

# Understanding Trauma - The effects

- Can occur immediately or have a delayed onset
- Duration can be short term or long term
- Person may not connect trauma experiences with effects
- Trauma can affect physical, mental and emotional health, neurological development and development of interpersonal skills
- Interpersonal relationships significantly impacted struggle to trust
- Ability to cope with day-to-day life and normal daily struggles
- Cognitive processes can be disrupted, including memory, attention and thinking
- Trauma effects include terror, hypervigilance, constant arousal, psychosis, numbing and dissociation, cause exhaustion and wear people down.

The wide-ranging effects of trauma suggest a need for holistic approach to services and supports.



# *Some people are unable to integrate the experience and develop patterns of avoidance and hyperarousal.*

They experience persistent intrusions of memories related to the trauma interferes with other incoming information

They sometimes compulsively expose themselves to situations reminiscent of the trauma

They actively attempt to avoid triggers of trauma-related emotions and experience a generalized numbing of responsiveness

They lose the ability to modulate their physiological responses to stress in general leading to decreased capacity to utilize body signals as guides for actions

They suffer from generalized problems with attention, distractibility and stimulus discrimination; and

They have alterations in their psychological defense mechanism and in personal identity

# Understanding Trauma and its Layers

- Traumatic experiences are those that are overwhelming invoke intense negative affect, and involve some degree of loss of control and/or vulnerability (varies from person to person, subjective and developmentally bound, happens within a context)
- Multi-layered nature of trauma:
  - Overt harm (i.e. physical/sexual abuse)
  - Lack of need fulfillment (neglect)
  - Interpersonal context (i.e. betrayal of caregiving expectations; loss, abandonment)
  - Disrupted working models (Damaged self/other)

1. Traumatic experiences can alter people's psychological, biological and social equilibrium.
2. Impacting people's ability to come to terms with real experiences that have overwhelmed their capacity to cope.
3. Truly effective treatment needs to resolve the whole spectrum; intrusions, compulsive re-exposure; avoidance, numbing, hyper arousal; problems with attention, distractibility, and stimulus discrimination; altered perceptions of self and others; dissociation and somatization
4. Treatment needs to address twin issues of helping patients (1) regain a sense of safety in their bodies and (2) complete the unfinished past.

Systematic Study of  
Trauma/Treatment Implications

# Things to Consider: Treatment Implications

- Clinicians need to attend to and prioritize critical treatment issues
- Somatization and affect dysregulation - help patients acquire skills to label and evaluate meaning of sensation and affective states to discriminate present from past and interpret social cues in the context of current realities rather than past events.
- Utilize emotions as signals rather than as fight-flight
- Written accounts of personal experience has shown that verbalizing plays a critical role in maintaining physical and psychological health
- First task of treatment is for patients to regain a sense of safety in their bodies
- Foundations of treatment is the safety of the therapeutic relationship
- Requires strategically staged, multimodal treatment approach
- Includes patient's fear of confronting their helplessness and shame
- Their fear of the traumatic memories
- Their fear of involvement with life itself
- In therapy memory needs to become an act of creation rather than the static recording of events

# OmmWorks - Therapy in Action

Ommworks encourages the development of resilience while encouraging participation of primary caregivers. ACEs research data reveals most children **will** be exposed to adverse childhood experiences sometime in their lives. Ommworks is a preventive model, some have said "*Therapy in Action.*" Participants in Ommworks develop resilience, create their individualized toolbox of skills to recognize/identify the stress and trauma that all experience. Recognizing the stress naming it/normalizing it; results in participants utilizing the strategies they learn, practice and incorporate in their everyday lives. An ounce of prevention is worth a pound of cure, reducing the need for intervention in the future.



# OmmWorks™

Relieve Stress • Create Success

“When we discover our **unique gifts** and **recognize** the gifts of others,  
we create **true success** for ourselves, our **community**, and the **world!**”

# Stress

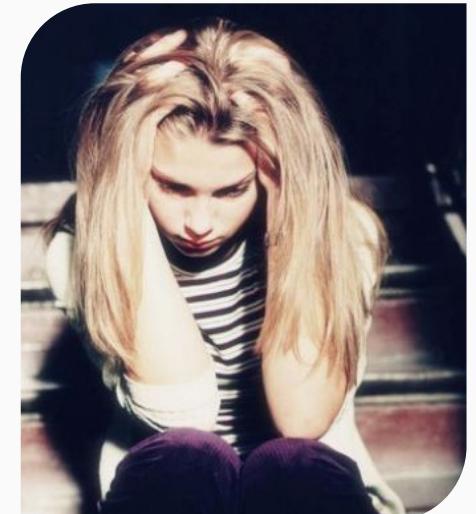
*"Let's talk about **STRESS** baby, Let's talk about **you & me**. Let's talk about all the **good** things and the **bad** things that may be, Let's talk about **stress**. Let's talk about **stress**..."*

We all encounter **stress**, right? It's in our **human design** and it doesn't have to be all bad!



We can **channel stress to bring energy** and **motivation to intentions**

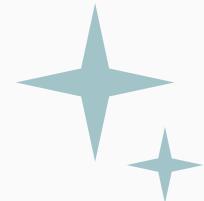
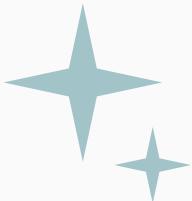
- *Sleeping*
- *Eating*
- *Focusing*
- *Relationships*
- *Daily functioning*
- *Illness*



# Can We Remove Stress?



We **cannot** remove stress, however, we can **learn tools & techniques** to relieve anxiety and manage daily stress

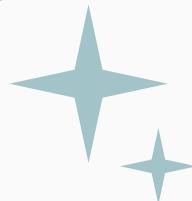


# Creating Success - What is Success?



OmmWorks is **changing the definition of success!**

We believe that everyone has unique gifts to offer the world. **Everyone has a purpose, and everyone can feel successful.**



“When we discover our **unique gifts** and we **recognize** and **honor** others, we create **true success** for ourselves, our **community**, and the **world!**“

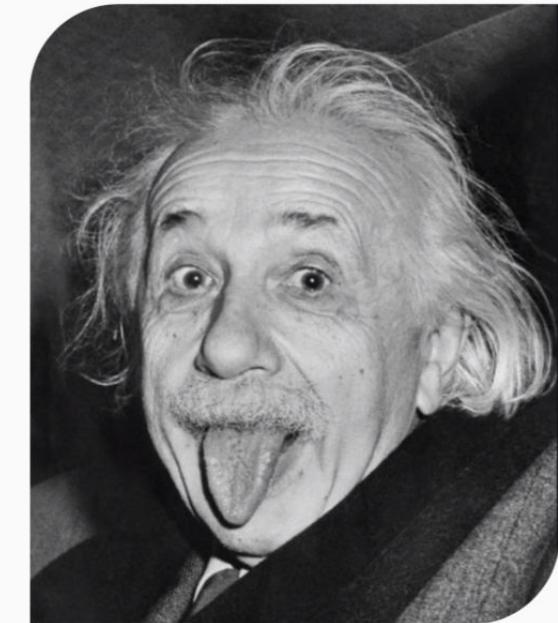
**“Rolling with the Ommies”** - Ommies are positive world **changers** of all ages, sizes and abilities.”

# What is SEA of Intelligence?

S : Social    E : Emotional    A : Academic

*“Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that is stupid”*

- Albert Einstein



*The key to true success is knowing yourself and tapping into the SEA of intelligence within!*



# Mindfulness

**Mindfulness** is the practice of **paying attention to the present moment** and doing it intentionally with non judgement.

\* The definition for mindfulness is: a mental state achieved by focusing one's awareness on **present moment** while **calmly acknowledging** and accepting one's feelings, thoughts, and **bodily sensations**.

Which simply means to practice paying attention to the present moment intentionally and without judgement. Mindfulness is used as a therapeutic tool:)

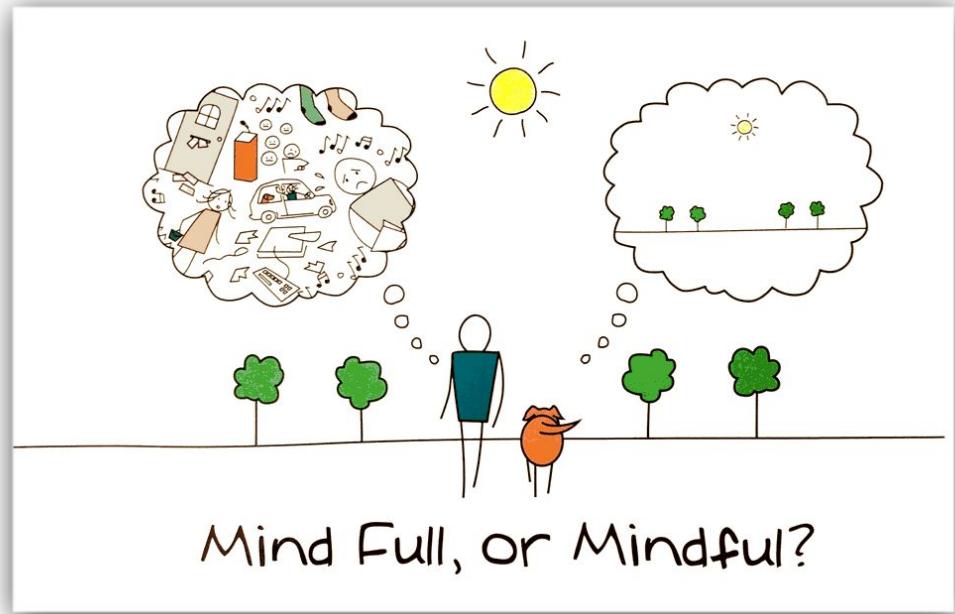
**Practice Present Moment Awareness anywhere, anytime.**

# Mindfulness

**Being mindful** will help you become more aware of how you feel, become a **better choicemaker** and be present in situations, relationships and life.

**Mindfulness and being present** can be developed through **meditation** and other trainings, such as **breathing techniques**.

**Let's take a mindful breath....**Deep inhale through the nose, hold, open your mouth and exhale with the haaaa sound. It's if you are landing right here, right now...



# Mindful Breathing Techniques

Think about how our **breath is always available**, whether we notice or not. Proper breathing is a powerful tool for bringing you to the present moment and instantly self-regulating your emotions.

Breathe with closed mouth for calming - Breathing with mouth open or panting can cause fight flight response. To slow heart rate and calm the mind body. Try the simple breathing techniques below.

## Calming

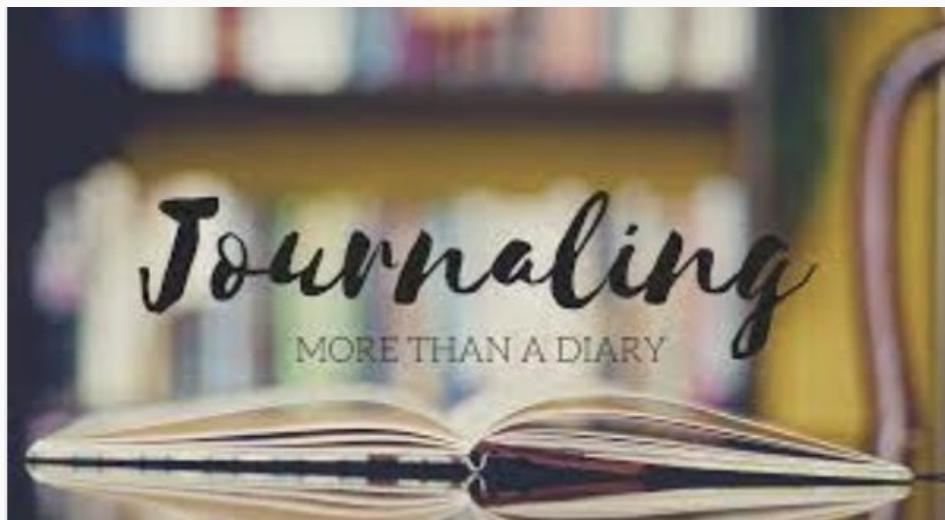
- Belly Breath
- Melting Breath
- Counting Breath

## Energizing

- Fire Breath
- Shining Breath
- Lion's Breath

# Omm Journaling

Journaling is a powerful tool to detox negative emotions and open up to gratitude, positivity, creativity and endless possibilities! Sometimes it's easier to write or draw thoughts and emotions on paper.



- *Morning journaling is great for setting intentions.*
- *Evening is the perfect time for reflection and gratitude. You can also write your todo for tomorrow to get tasks out of your mind for a restful sleep:)*
- *Let's practice! Take out a sheet of paper and take 3 - 5 minutes to write down 3 things you are grateful for. Close your eyes and feel the joy of gratitude.*

# What is Meditation?

Meditation is a practice in which you guide your attention **inward** to **promote inner calm and deep relaxation.**

When you get still within, you can tap into infinite creativity and **connect with your true self.**

People have been practicing and using meditation techniques to move beyond the mind's busy activity, into **profound peace** and **expanded awareness.**



***"All that we are is the result of what we have thought.  
What we think we become."***

# Mindful Movement / Active Wellness

Yoga originated about 5,000 years ago in India. The word “yoga” comes from the **Sanskrit ancient language** of India. Patanjali is known as the founder of yoga.

Yoga was designed to alleviate human suffering mentally, physically, and spiritually. It's also known as an **Active Wellness Practice**, releasing **inner turbulence**.

**Yoga/Active Wellness** is the “union” of **mind, body, and spirit**. When your **physical, intellectual, emotional** and **spiritual** selves are working in **union**, your life becomes balanced. Practicing yoga gives you the ability to know all parts of yourself with compassion and awareness. The practice of yoga enables you to achieve calmness, clarity, a sense of well-being, enthusiasm towards life, and peace of mind.



# The 7 Energy Systems for Wellbeing

The Sanskrit word for **energy system** is Chakra. There are **7 Energy Systems** positioned throughout your body from the base of the spine to the crown of the head. Energy Systems affect **physical conditions, behavior, emotions, and our psychology**.

When our Energy Systems are **out of balance** we can experience mental, physical and psychological **health issues, feel anxious and fearful, have difficulty keeping our emotions in check, play victim, feel isolated, have trouble communicating and use our voice inappropriately, we can also feel limited in our possibilities, destructive, disconnected and hopeless.**

When energy systems **are in balance**, we experience **optimal physical health, balanced emotions, strong inner power, deep connections with others, clear communication, creativity, purpose and vision for our life.**

# Energy Systems

**Energy systems** play a key role in your body's vital energy and overall health: physically, mentally emotionally and spiritually.

Just as your organs perform specific functions, so do your energy systems. Each energy system is **correlated** with specific organs that surround the energy system.

OmmWorks programs are based on the **7 energy systems**. They are a great structure for learning and life.



Be OmmAzing {crown of head}

Be Purposeful {forehead}

Be Expressive {throat}

Be Kind {heart center}

Be Powerful {Solar Plexus}

Be Creative {below belly button}

Be Fearless {base of spine}

# The 7 Energy Systems for Wellbeing

**Energy Systems** are a great way to **understand the internal connection** between our **physical, emotional, psychological** and **energetic body**. For example: You go to the doctor complaining of illness, fatigue, anxiety, depression-lack of energy or any sort of pain. All tests run come back “normal” and yet still you know you are not well. If there is a continued **blockage** or weakness in one or more of our energy systems, **illness will manifest**. These blockages come in all stages of life, starting in utero, birth, into toddler, adolescence, teen and adult.

Through **mind/body awareness**, you can more **easily determine** and **address** the source of your physical, psychological and spiritual ailments. Bringing or returning the self to optimal health and wellbeing, experiencing true connection, peace of mind and enthusiasm towards life.

# Correlating Studies on Energy Systems - CDC

This is what the **ACEs study** was designed to assess.

It was observed that there was a correlation between **stress related illnesses i.e., diabetes, heart disease, high blood pressure, and people who had a history of trauma**. The use of solely **traditional medical interventions** was **unsuccessful**.

The Adverse Childhood Experience Study was conducted by **Kaiser Permanente** and the Centers for Disease Control and Prevention. **Doctors observed that their efforts to treat patients solely with traditional methods were unsuccessful**. Today medical doctors and behavioral health specialists collaborate to treat the whole person, including using the **energy systems**. Realizing the importance of treating areas other than just physical symptoms.

\* *OmmWorks approach empowers individuals to take part in their own **healing process** and maintaining well being by supporting the energy systems' ability to **recognize and improve the body's response to stress & trauma**. This reduces the negative impact on mental, physical, emotional and psychological health from the **inside out**; leading to more successful outcomes and a happier, healthier life.*

**OmmWorks provides Signature Mental Health and Wellness programs positively impact all ages and abilities.**

## **Currently serving**

- Fitness and Wellness Facilities
- Clinical Agencies
- Summer Camps
- Schools
- Corporations

## **Workshops and Certification Training for Staff to provide**

- Professional Development for entire staff
- Certified Instructors to offer signature programs
- Curriculum and Guidebook
- App
- Support Products



**OmmWorks™**  
Relieve Stress · Create Success

*Be Ommazing*  
SPIRIT. ESSENCE. CONNECTION.

*Be Purposeful*  
INSIGHT. INTELLIGENCE. DHARMA.

*Be Expressive*  
COMMUNICATE. COLLABORATE. AUTHENTIC.

*Be Kind*  
LOVE. COMPASSION. EMPATHY.

*Be Powerful*  
DREAMS. GOALS. BELIEFS.

*Be Creative*  
NATURAL. NOURISHMENT. VIBE.

*Be Fearless*  
GROUNDED. SUPPORTED. SAFE.

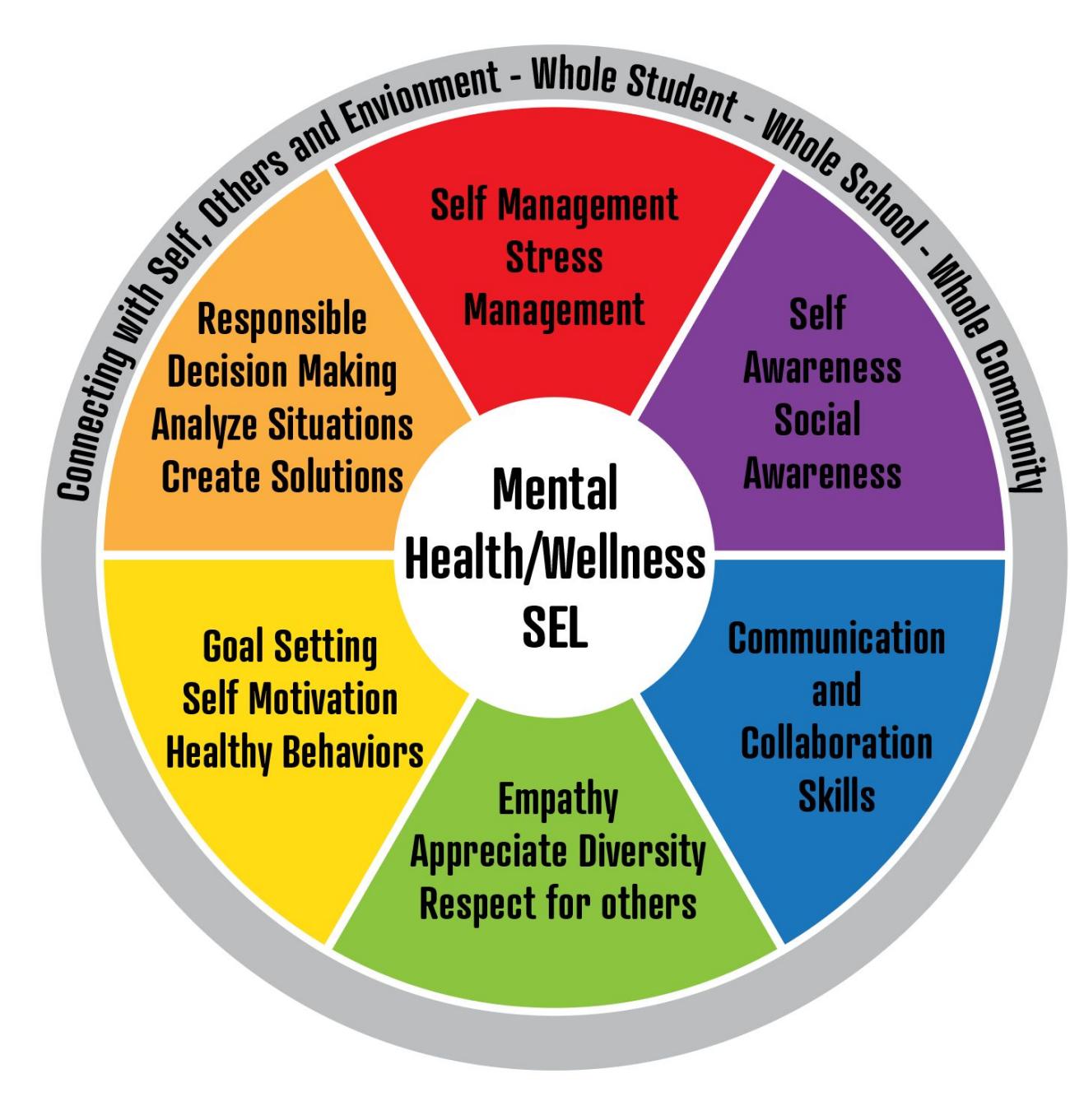
Welcome back!

*Enjoy this  
OmmWorks class  
with Kathi Donnelly -*

*Trauma in Action!*

# OmmWorks Outcomes

*This color wheel displays the outcomes of the OmmWorks practice implemented into the daily lives of our students, clients and facilitators. As we are able to heal trauma and focus on our whole self, we can relieve stress and create true success, for ourselves our community and the world!*



# **Trauma is Complex**

## Dimensions of Traumatic Experience

- Type of exposure
- Age/developmental stage during exposure
- Origin of exposure
- Public versus private
- Chronicity
- Lasting Impact

- Social Support
- Contextual Issues (culture, family, community)
- Presence/absence of additional resources
- Presence/absence of additional vulnerabilities
- Individual differences (cultural factors, coping style, cognitive, temperament)

# Potential Traumatic Exposures

- Acts of Commission
  - Physical abuse/assault
  - Sexual abuse/assault
  - Emotional/verbal abuse
- Acts of Omission
  - Physical/medical/emotional neglect
  - Parental substance use
- Witnessed Events
  - Domestic violence
  - Neighborhood violence
  - School violence
- Chronic Exposure
  - Homelessness; Poverty
  - Immigration separation
  - Culturally-based trauma
  - Race, Ethnicity, Culture, Sexuality
- Acute Trauma
  - Accidents
  - Natural Disasters
  - Traumatic loss/bereavement
  - Homicide/Suicide
- The Trauma Cycle: Continued Stressors
  - Multiple placements
  - Multiple disclosures/interviews
  - Loss of attachment figures
  - Court Testimony
  - Parental trauma response

# Trauma in Infants/Toddlers

- Infants and Toddlers are especially vulnerable when it comes to trauma. Greatest risk for witnessing family violence or experiencing assault by a sibling
- Developmental task is acquiring the skills needed to adjust their behavior adequately in response to changes in environment. Acquiring verbal and communication skills and developing a sense of self.
- Rely heavily on parents to protect them and interpret the meaning of social interactions and events
- Experience overwhelming feelings of helplessness, if unable to rely on the protection of adults
- Recreate in play
- Undeveloped coping skills for comfort
- Behavioral symptoms, clinginess, temper tantrums, toileting and sleep disturbances, phobias, social withdrawal and poor attention
- May act out aggressively toward others, experience difficulty in positively engaging with others (i.e., teachers, day care providers) as well as other family members

# Trauma in School-Aged Children

- School-aged children more capacity compared to toddlers to deal with stress associated with experiencing trauma
- At greatest risk for physical and emotional bullying or teasing, witnessing violence between partners and caregivers, witnessing violence among family members and sexual harassment
- Developmental task is to establish a defined sense of right and wrong, develop the ability to empathize with others and to form relationships with adults, and peers outside the family setting.

# Trauma in School-Aged Children/Impact on Development

- Regress to earlier developmental stages; demonstrating responses similar to that of younger children through sleep difficulties, nightmares, worries about additional violent experiences or worries about other threats.
- Regress to earlier modes of relating to parents through increased struggles over food, self-care, and schoolwork in order to defend against additional traumas.
- Report feelings of reliving the trauma and difficulty with expressing feelings such as sadness and anger.
- Demonstrate aggressive orreckless behaviors
- Suffer inattentiveness, aggressiveness with other students
- Impair the way they act with others in the classroom, social settings.

# Trauma in Adolescence

- Teens are prone to the consequences of experiencing and witnessing trauma even more than infants and school aged children
- A 1995 report by U.S. Department of Justice found that youth between the ages of 12 and 15 are victims of crime more than any other age group
- Adolescent victimization is twice that of the national average.
- Greatest risk for experiencing sexual harassment or assault, dating violence, sexual victimization, community violence, assaults by peers, or school threats
- Consequences of witnessing or experiencing trauma during infancy or early childhood.
- Developmental task is to establish their identity and move toward independence
- Adolescents are more likely to express feelings of fear, guilt and isolation.
- May react by avoiding school, arming themselves at school, or becoming involved in gangs to gain sense of identity and safety
- Withdrawal into fantasy, social isolation or regression to earlier phases of development
- Struggle to achieve at school, connect with peers and develop skills needed to become strong members of community
- Individuals who experience childhood trauma may develop patterns of behavior that, in the long term may impair their ability to form positive relationships with others.
- Run the risk of bringing their experiences into their own families, continuing cycles of violence and abuse.

***What do they  
mean?***

***“Trauma Informed”***

***“Trauma Trained”***

***“Trauma Specific”***

***Programs***

**Trauma Informed Practices:**

- Recognition and comprehensive understanding of prevalence and effects of trauma
- Process of organizational change aiming to create environments and relationships that promote recovery and prevent traumatization
- Understanding of widespread exposure to trauma among clients and providers

**Trained/Specific:**

- Trained-specific interventions directly address effects of trauma i.e. EMDR/Neurofeedback/Internal Family Systems

# **Trauma-Informed Practices I**

- Seeing through a trauma lens
  - Acknowledge/understand high prevalence, common signs and effects of trauma. Understand ways trauma influence emotions and behavior leading to development of coping strategies, excessive, dangerous or harmful
- Appreciation of invisible trauma and intersectionality
  - Broad based understanding include community, social, cultural and historical traumas such as racism, poverty, colonialism, disability, homophobia and sexism: understand context and conditions of people's lives culturally and gender competent: staff remains open-minded and consider all perspectives
- Sensitive discussions about trauma
  - Assessment is respectful, sensitive, appropriate, give clear choice to answer, potential damage is caused by repeating story with no change
- Pathways to trauma specific support
  - When trauma specific treatment is requested, where is it available?
- Preventing trauma in the mental health system
  - Principles of coercion and control can lead to retraumatization and vicarious trauma. Eliminate and/or mitigate potential sources of coercion force and accompanying triggers.

# **Trauma-Informed Practices II**

- Trustworthiness and transparency
  - Trusting relationships built on openness, transparency and respect. Overcome history of betrayal and/or “power-over” relationships
- Collaboration and mutuality
  - Mental health care has helper to a helpee, replicate power imbalance reinforce sense of disability and helplessness. Relationships strive for collaboration through transparency, authenticity and understanding of what both people see as helpful.
- Empowerment, choice and control
  - Use Strengths Based approaches, empowering support individuals to take control of their lives trauma survivors often experience lack of power and control. Resilience over pathology
- Safety
  - Ensure that staff member and individual are emotionally and physically safe. Physical, psychological emotional, social, gender and cultural safety, and created through informed choice and cultural and gender competence.
- Survivor partnerships
  - Mutual and collaborative relationships led and delivered by people with direct experience of trauma and mental health service use

# Assessments in Patients with Trauma

- 1) Ask everyone about trauma
- 2) Ask at the Initial assessment, not during crises
- 3) Ask in the context of the person's general psychosocial history
- 4) Preface trauma questions with a brief normalizing statement
- 5) Use specific questions with clear examples

***Recommended practitioner responses when person discloses trauma and abuse:***

- Reassure that disclosure is a good thing
- Do not try to ascertain the details of trauma or abuse
- Ask if anyone has been told previously and how that went
- Offer trauma specific support and know how to refer people to it
- Ask whether the trauma is related to their current difficulties
- Check their current safety (freedom from abuse)
- Check the person's emotional state at the end of the session
- Offer a follow up appointment

# Adverse Childhood Experiences (ACEs)

- Compelling research has shown that trauma exposure early in life is linked to physical, emotional and mental health problems in adulthood. The Adverse Childhood Experiences (ACE) Study examined adults in the primary care setting and explored the relationship between their current health issues and self-reported experiences of child abuse or family dysfunction recalled from childhood
- Most patients surveyed who had experienced trauma were generally exposed to multiple traumas, rather than just one traumatic event.

ACE's Study (Felitti et.al, 1998)

## *TYPES OF ADVERSE CHILDHOOD EXPERIENCES (ACEs)*

- *Household Exposures*
  - Alcohol Abuse 23.5%
  - Mental Illness 18.8%
  - Battered Mother 12.5%
  - Drug Abuse 4.9%
  - Criminal Behavior 3.4%
- *Childhood Abuse:*
  - Psychological 11.0%
  - Physical 30.1%
  - Sexual 19.9%

# *Resiliency*

- Feel and function best when in balance
- All life is rhythmic, begins in womb rhythmic sounds of heartbeat. Rhythm is regulating.
- Regulation keeps us in balance
- Rhythm is essential to healthy body and mind, this creates ability to help learn to calm down.

*How do we build resiliency?*

- Brain has capacity to change and adapt to the individual world. Neurons and neural networks make a physical change when stimulated.
- Stimulate parts of brain that need to change with use and practice. Unloved become loving.

## Creating and Maintaining Healthy Children and Adults focuses on five key areas



## **Resilience and Protective Factors; Developing a Strengths Based Treatment Plan:**

### **Incorporating in Individual and Groups Modalities**

- Resilience refers to “the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress.”(APA 2011)
  - Resilience equips individuals with the ability to face, encounter, and overcome traumatic circumstances and environments.
  - Not formed in isolation.
- Three Main factors interact to determine child’s level of resilience
    - Individual characteristics: a child’s temperament and IQ level
    - Family Characteristics: parental involvement, positive parental attitudes, a secure parent-child relationship/attachment
    - External supports: employment opportunities, supports for the whole family

## Developing a Strengths Based Treatment Plan:

### Incorporating in Individual and Groups Modalities

- Study of the Brain
  - We become who we are based on interactions with other people
  - Same Caregivers impact on brain development
  - Many caregivers impact brain development
  - Detect regularities in events; Develop skill of reading social cues early
  - Can develop ways to improve this skill later in life if it was interrupted early in life by abuse and neglect
  - Relationships affect our development
  - Know who we are in reaction to our involvement with others around us
  - The brain grows in a use-dependent fashion
- If children feel safe, their brains specialize in play and exploration
- If children are under threat their brains organize themselves for survival and self-protection
- Connected to others, develop parts of brain to help to read others' emotions and react
- Get to know who you are in a predictable environment
- Traumatized brain is unable to communicate with itself
- How to help people develop part of brain to learn from experience
- Help the brain to experience feelings –Know what to do

## Developing a Strengths Based Treatment Plan:

### Incorporating in Individual and Groups Modalities

- What is necessary for effective therapy
  - Safety and Predictability
  - Words – knowing what you feel and how to communicate what your needs are
  - Mastery and Pleasure
  - Relationships: knowing who you can count on, and on whom to model yourself
  - Creation of weak associations
  - Rhythmic attunement with one's surroundings
- Clinical Interventions
  - The child and adult in their environment focus on four key areas:
    - Building Attachments
    - Enhancing Self Regulatory Capacities
    - Increase Competence in Multiple Domains
    - Trauma Processing

## **Developing a Strengths Based Treatment Plan:**

### **Incorporating in Individual and Groups Modalities**

- Develop Effective Treatment Strategies:
  - Create an atmosphere where client can experience success/be good at something
  - Feel good about who they are/
  - Building on success
  - What you are good at develops opportunity to protect the self
- Develop Rituals and Routines
  - Regulate self/emotions/feelings
  - Body Oriented therapies
  - Sensory Integration

# Treatment Approaches

Family Therapy:  
Structural Family Therapy  
Strategic Family Therapy

## Psychotherapy:

- Client Centered – Working with the model developed by Carl Rogers. Developing a strong trusting relationship with the client, family and other identified supports. This opens the door to using other intervention models.
- Eye Movement Desensitization and Reprocessing (EMDR): - When a person is very upset, their brain cannot process information as it normally does. One moment becomes "frozen in time" and remembering a trauma whether big or small, may feel as bad as going through it the first time because the images, sounds, smells and feelings haven't changed. Such memories have a lasting negative effect that interferes with the way a person sees the world and the way they relate to other people.

ARC:  
Attachment, Self Regulation and Competency  
Reinforcing success for children restructures their brain

Mind/Body Connection  
Incorporating Programs such as yoga, theatre, EMDR and Neuro-feedback.  
Based on Training Provided through the Trauma Center at Justice Resource Institute, Boston, Massachusetts Bessel A.van der Kolk

# GROUPS

## Dharma Kids of Delaware Group

Kids exploring their purpose and goal, their gifts, positive energies and how to explore and encourage strengths in their personalities, skills and build on successes while developing positive peer relationships

- Use of trauma informed yoga and movement can enhance feelings of control over ones own body resulting in improved self-regulation and ability to become in tune with feelings.
- Dharma groups will enhance each participants ability to recognize the positive attributes they bring and guide them in a journey of finding their purpose in life and appreciating the gifts of others enhancing relationship and communication skills.

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