

Trauma & Community Violence in a Socio-Ecological Model

Co-Presentation

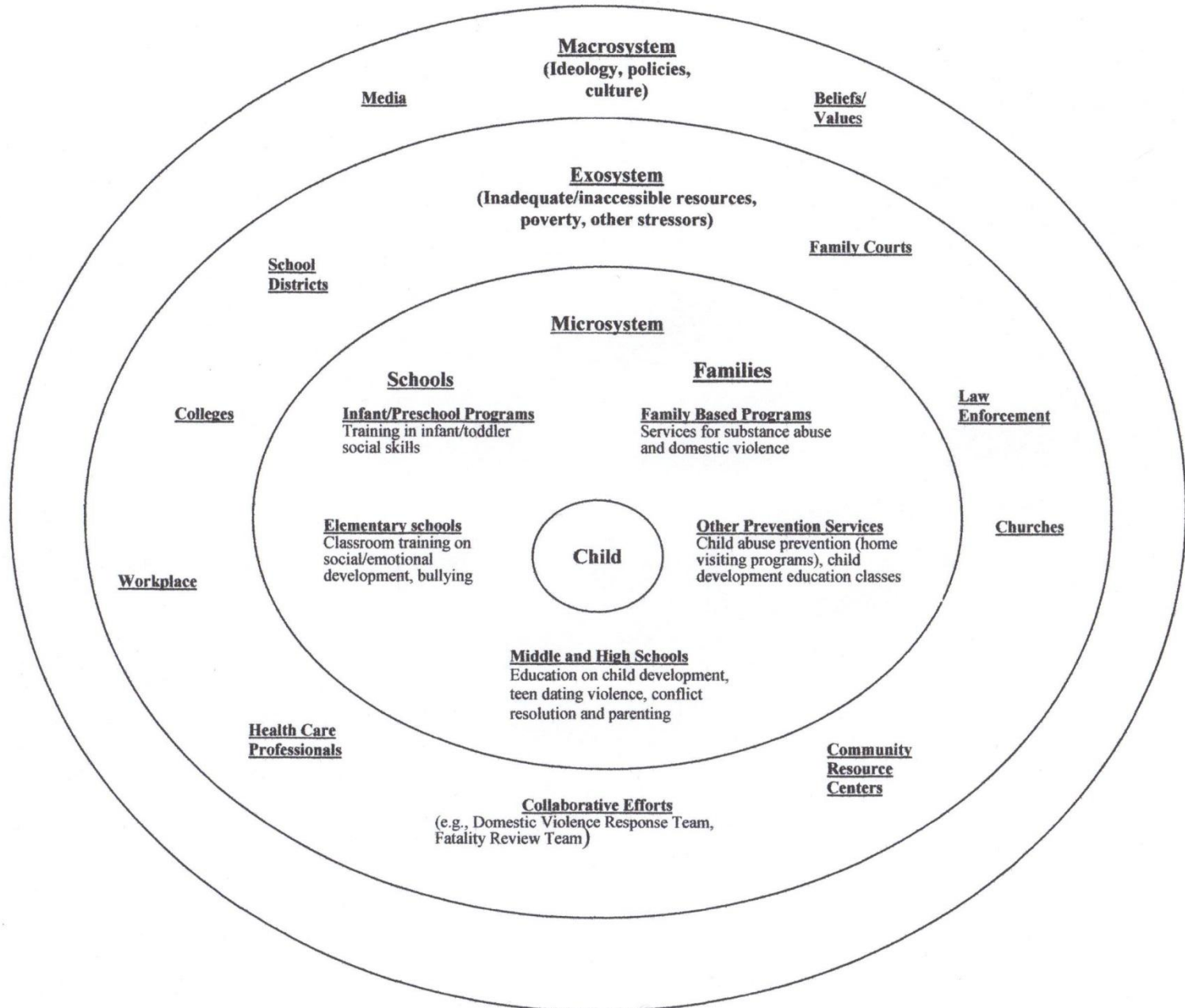
Dana Brown, Councilmember Marti Emerald, Trustee Marne Foster,
Dr. Audrey Hokoda, Francisco Mendoza, Agin Shaheed, Lynn Underwood

September 16, 2013

SDSU Child, Family Development 437 – Dr. Jacki Booth



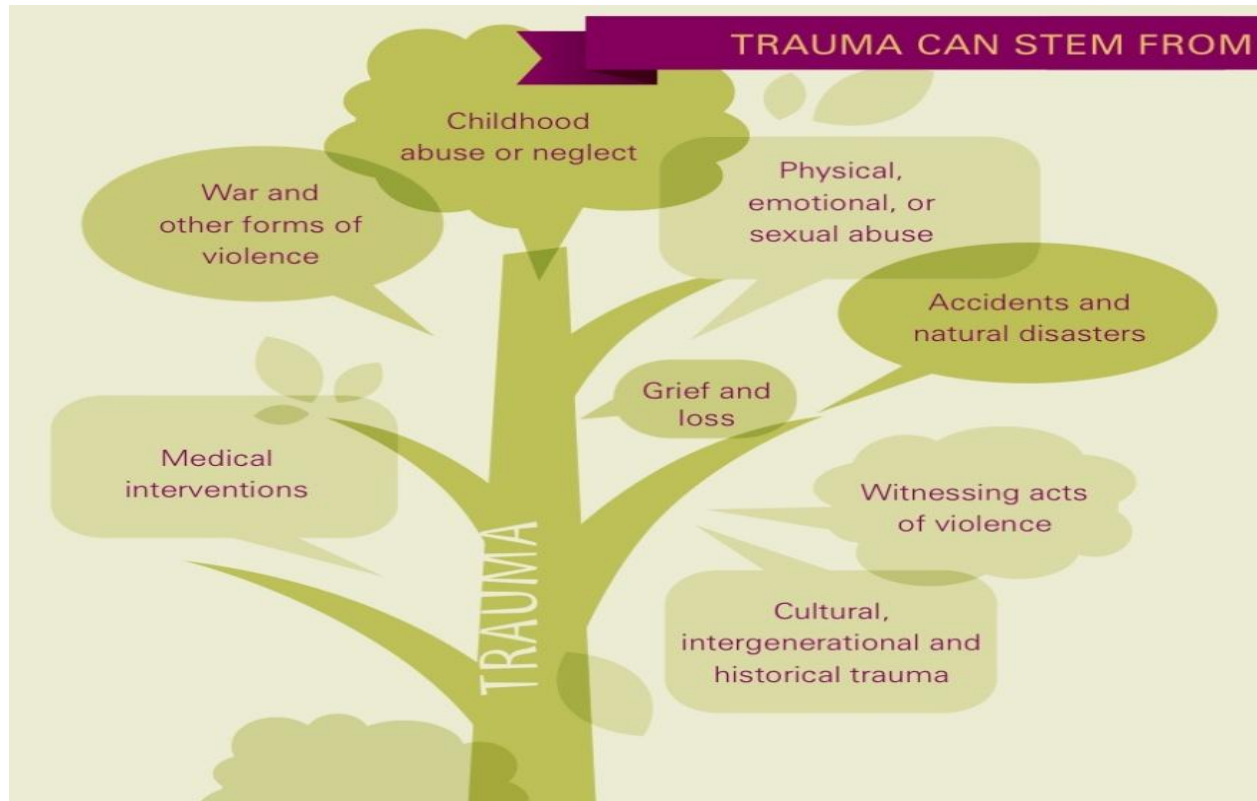
Ecological Model for Addressing Positive Conflict Resolution



Trauma Informed Systems

Protective Factors for Children

1. Strong supportive relationship with a caring, committed adult
2. Connection with a positive role model or mentor
3. Recognition and nurturance of their strengths and abilities
4. Some sense of control over their own lives
5. A sense of membership in a community larger than themselves, such as their neighborhood or cultural group or peer group



Tools & Resources to Respond to the Impact of Violence and Trauma in our Communities Using Trauma Informed Approach, (Tracy L. Fried & Associates, 2012, Funded by

Mental Health Services Act Prevention and Early Intervention)

Trauma-Sensitive Schools
Trauma-Informed Classrooms
Compassionate Schools
Safe and Supportive Schools

All different names to describe a movement that's taking shape and gaining momentum across our Nation. Develop programs and services that help the students learn skills to [build resilience](#), specifically to:

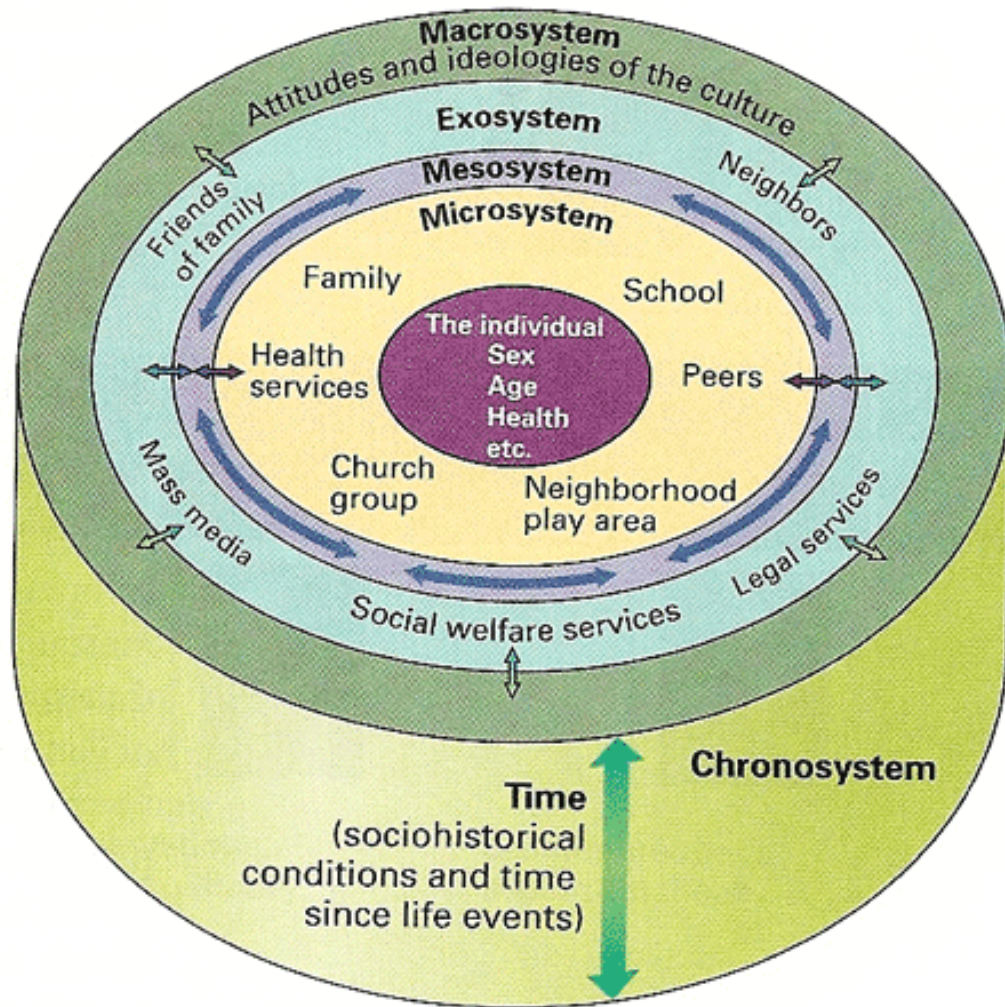
- **create social connectedness**
- **provide concrete support in times of need**
- **teach social and emotional competence**

<http://acesconnection.com/video/what-is-trauma-1-min>

Trauma Sensitive School in Pulaski, Wisconsin

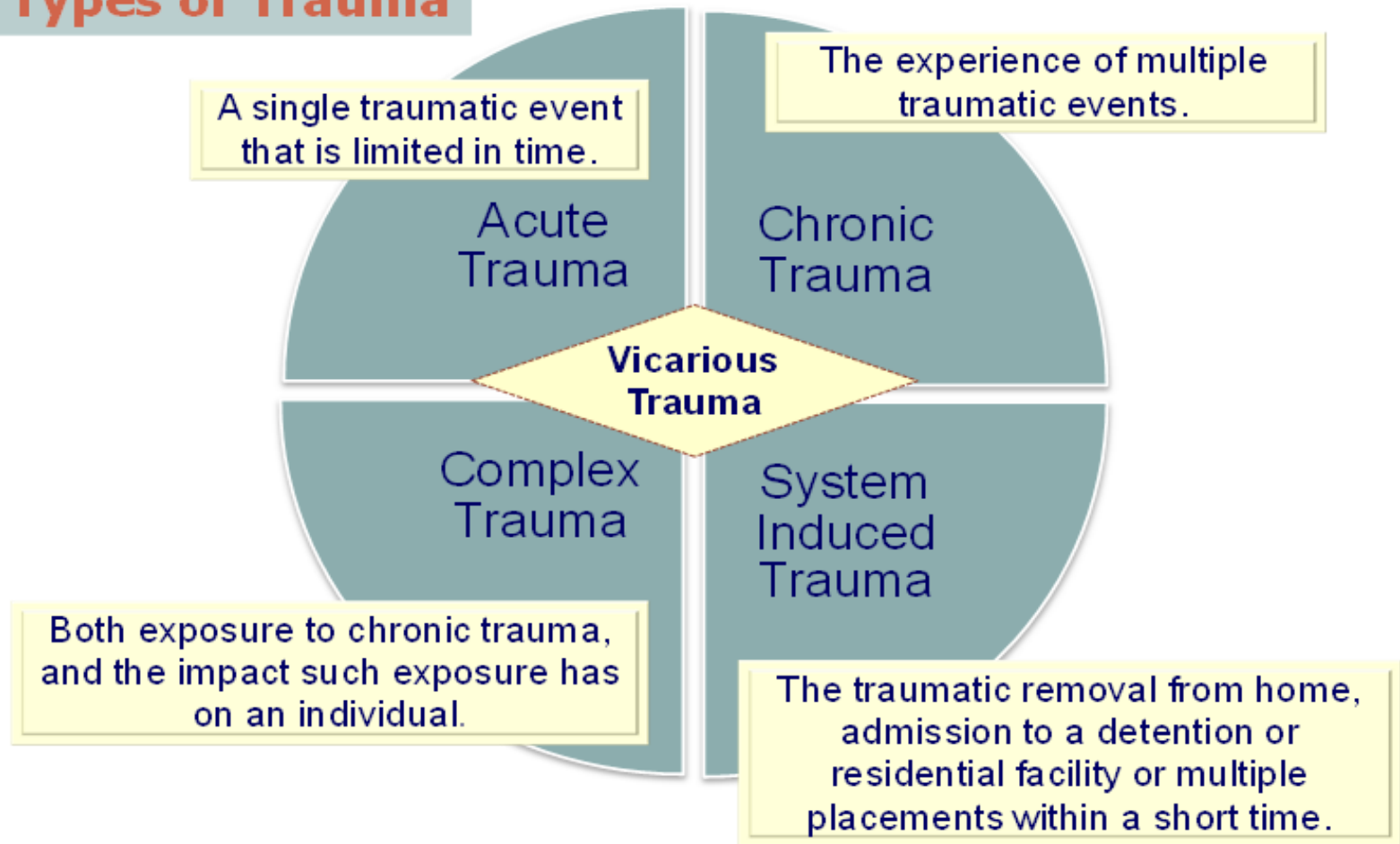
SYSTEMS IMPACT

Community Violence and Cumulative Trauma



- Poverty
- Child Abuse
- Domestic Violence
- Gang and Gun Violence
- Refugees
- Lack of Access to Physical and Behavioral Healthcare
- Traumas Involving Community Agencies and Systems (e.g., Schools, Child Welfare Services, Law Enforcement, Courts, Immigration)

Types of Trauma



Training provided by San Diego Trauma-Informed Guide Team

Many individuals and families have experienced Acute, Chronic, Complex, and/or System-Induced Trauma which create Toxic-Stress and Impact their well-being and capacity to thrive.

TRAUMA INFORMED AND COMPASSIONATE PRACTICES WITHIN A SCHOOL & COMMUNITY CULTURE

- **Identification of behaviors associated with trauma:**



Trauma Symptoms - Heightened Arousal

- fears and anxieties
- startles and hypervigilance
- sleeping problems (nightmares)
- overreactivity, anger outbursts, and irritability
- overcontrolling, “grown up”, excessively responsible behaviors



Avoidance (Dissociative and Depressive Symptoms)

- withdrawal, passivity, and non-responsiveness
- emotional numbing
- memory and concentration problems
- denial and somatic complaints
- other depressive symptoms



Understanding trauma effects on learning and behaviors

Trauma effects on children interfere with their development of social-emotional and behavioral skills needed to learn and thrive in the classroom

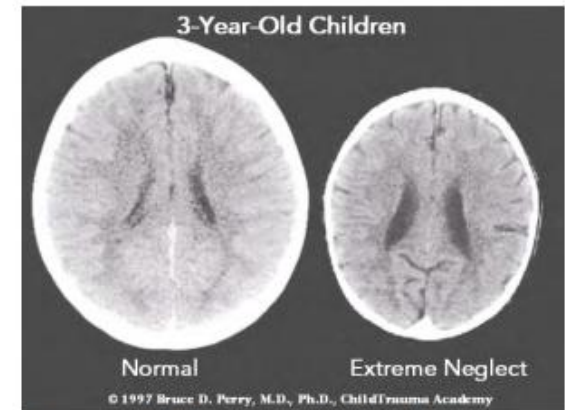
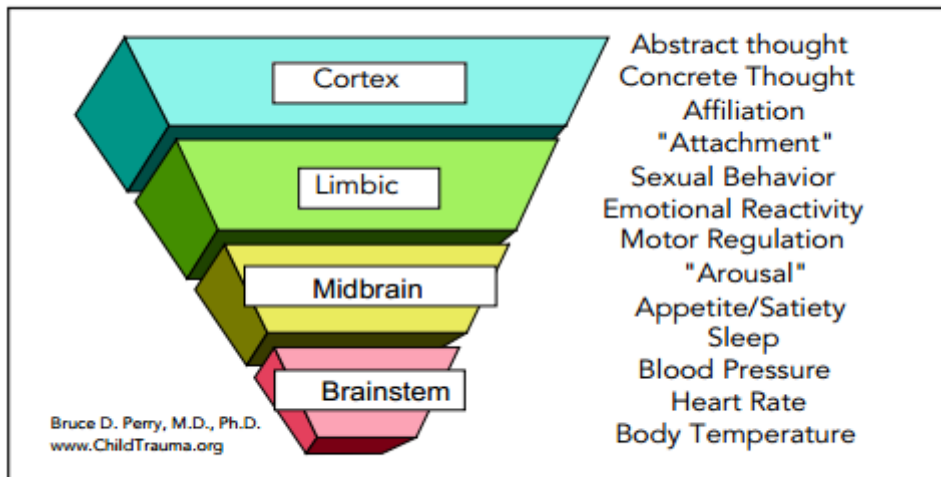
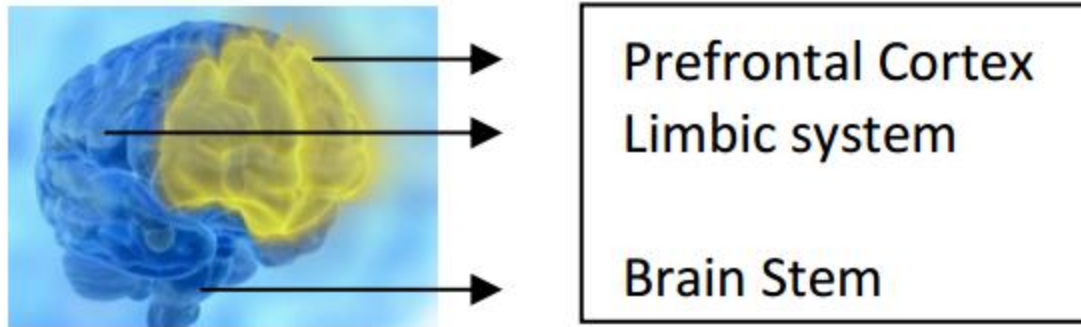
- **Attention and Information Processing**
- **Executive Functions: Planning and Problem-solving**
- **Attentiveness to Classroom Tasks**
- **Emotional Regulation**
- **Aggression, Impulsivity, and Reactivity**



Teachers may describe them as:

- **Spacey or zoned out**
- **Disrespectful or rude**
- **Lacking intelligence**
- **“Out of control”**
- **Anxious**
- **Annoying**
- **Aggressive**

- **Neuro-Biological Impact of Trauma**



"These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy 3-year-old with an average head size. The image on the right is from a 3-year-old suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average and has abnormal development of cortex." These images are from studies conducted by a team of researchers from the Child Trauma Academy (www.ChildTrauma.org) led by Bruce D. Perry, M.D., Ph.D. (Reprinted with permission.)

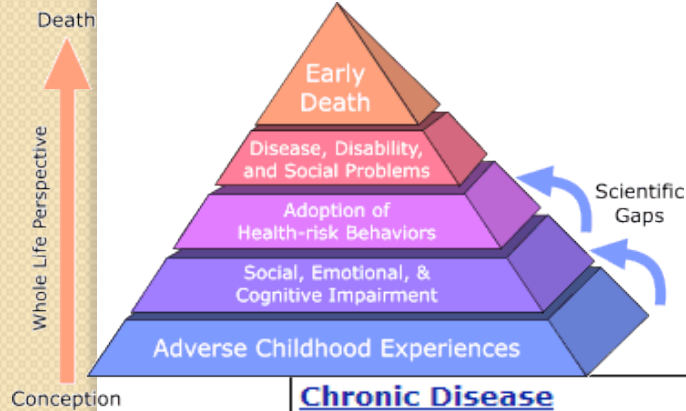
Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household often...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you ever...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you often feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you often feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents ever separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

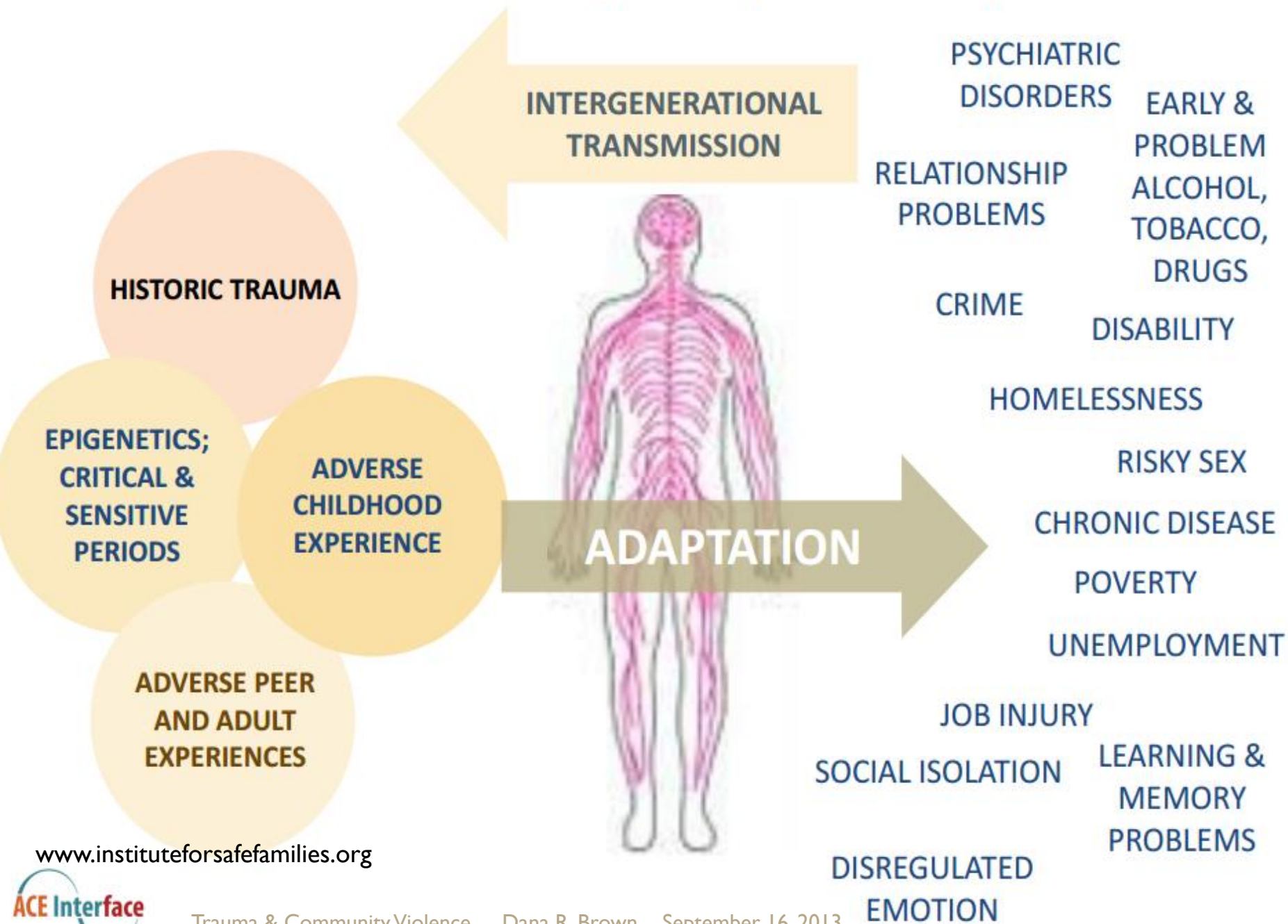
Now add up your "Yes" answers: _____ This is your ACE Score



Long-Term Consequences: Adverse Childhood Experiences-ACE Study

<p><u>Chronic Disease</u></p> <ul style="list-style-type: none"> • Autoimmune Disease • Chronic Obstructive Pulmonary Disease • Frequent Headaches • Health-Related Quality of Life • Ischemic Heart Disease • Liver Disease • Lung Cancer 	<p><u>Reproductive Health/Sexual Behavior</u></p> <ul style="list-style-type: none"> • Fetal Death • Promiscuity • Sexual Risk Behaviors in Women • Sexually Transmitted Diseases • Teen Pregnancy • Unintended Pregnancy
<p><u>Health Risk Behaviors</u></p> <ul style="list-style-type: none"> • Alcohol Abuse • Drug Abuse • Obesity • Smoking 	<p><u>Special Populations</u></p> <ul style="list-style-type: none"> • Children of Alcoholics • Child Sexual Abuse Victims
<p><u>Mental Health</u></p> <ul style="list-style-type: none"> • Autobiographical Memory Disturbances • Depression/Depressed Affect • Hallucinations • Neurobiology • Suicidality • Work Absenteeism 	<p><u>Victimization and Perpetration</u></p> <ul style="list-style-type: none"> • Intimate Partner Violence

Cascade of Often Co-Occurring Effects; Societal Response Matters



www.instituteforsafefamilies.org



Key Systems Promote Resilience



COMMUNITY,
CULTURE,
SPIRITUALITY

ATTACHMENT &
BELONGING

CAPABILITY

www.instituteforsafefamilies.org



CAPABILITY

- Intellectual & employable skills
- Self-regulation – self-control, executive function, flexible thinking
- Ability to direct and control attention, emotion, behavior, positive self-view
- Efficacy

ATTACHMENT & BELONGING

- Bonds with parents and/or caregivers
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide sense of security/help with emotion coaching
- Social/emotional support

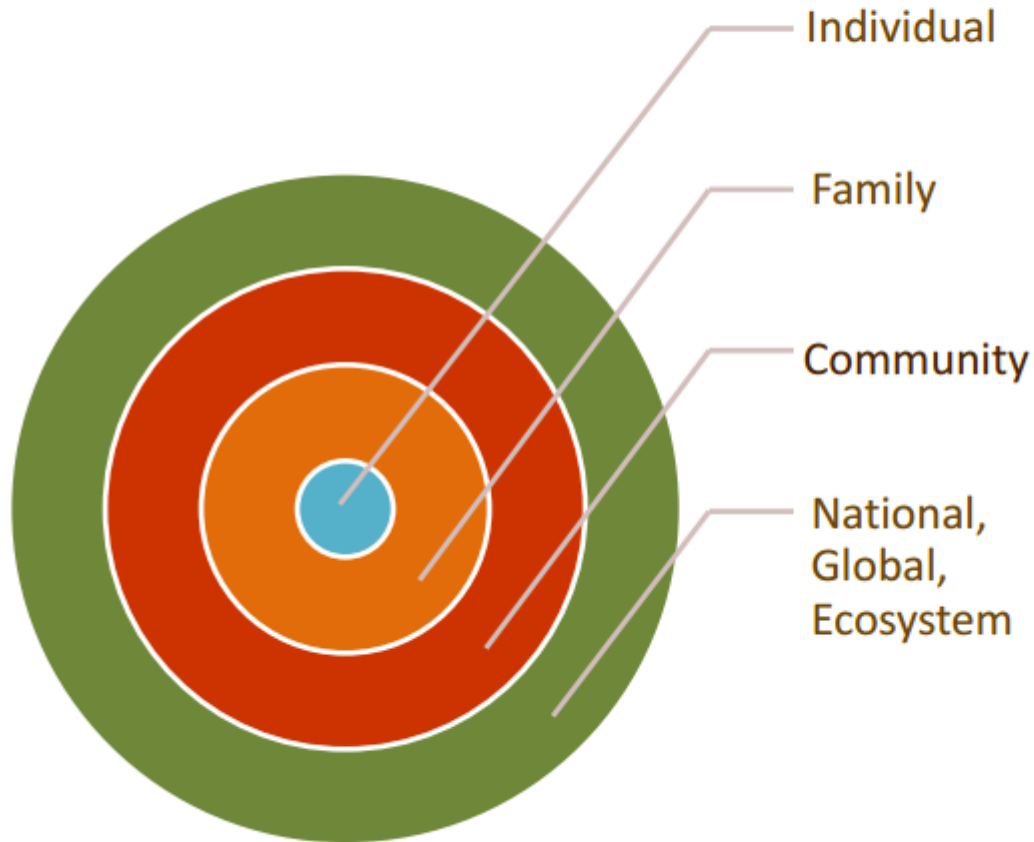
COMMUNITY, CULTURE, SPIRITUALITY

- Faith, hope, meaning
- Engagement with effective organizations – schools, work, pro-social groups
- Network of supports/ services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports

Resilience

The natural human capacity to navigate life well.

(HeavyRunner & Marshall, 2003)



**RESILIENCE
OCCURS AT
ALL LEVELS**

SUPPORTING COPING SKILLS

- Principles of Trauma Informed Care Cultural Considerations



Keys to Greater Community Capacity & Efficacy

1. Opportunities for everyone to help – to co-lead
2. Coming together; shared understanding
3. Learning together – reciprocity
4. Results-based decisions

Measures are highly correlated with population-level positive outcomes.

Washington State Family Policy Council; See for example: Community Capacity Development - Implementation Guide; Porter, L. et. al.; 2011;
<http://www.fpc.wa.gov/publications/How-To.Community.Capacity.2011.pdf>



SELF CARE

- **Defining self care**
- **Levels of exposure**
 - **Primary**
 - **Secondary**
 - **Vicarious**
 - **Compassion fatigue**
- **Importance of self care**
- **Modeling self care**

Primary Traumatic Stress

Direct exposure to, or witnessing of, extreme events and one is overwhelmed by the traumatic experience.

Secondary Traumatic Stress

Direct exposure to extreme events directly experienced by another person, and one is overwhelmed.

Vicarious Traumatization (VT)

The transmission of traumatic stress by bearing witness (hearing about) survivor's stories of traumatic events (McCann & Pearlman, 1990).

Compassion Fatigue

...the cumulative effect of: primary, secondary, and vicarious trauma. Compassion fatigue symptoms are normal displays of chronic stress resulting from care giving work. Day in and day out, workers struggle to function in caregiving environments that constantly present heart wrenching, emotional challenges.



Live well, San Diego!

3-4 Self-Care Assessment

Self-Assessment Tool: Self Care

(Adapted from Saakvitne & Pearlman & TSI Staff,
Transforming the Pain: A Workbook on Vicarious Traumatization, 1996).

How often do you do the following?

	Frequently	Occasionally	Sometimes	Never	It never occurred to me	
						Physical Self Care
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eat regularly (e.g. breakfast & lunch)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eat healthfully
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exercise, or go to the gym
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lift weights
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Practice martial arts
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get regular medical care for prevention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get medical care when needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take time off when you're sick
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get massages or other body work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Do physical activity that is fun for you
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take time to be sexual - with yourself, with a partner
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get enough sleep



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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wear clothes you like |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take vacations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take day trips, or mini-vacations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Get away from stressful technology such as pagers, faxes, telephones, e-mail |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ |

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Psychological Self Care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make time for self-reflection |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Go to see a psychotherapist or counselor for yourself |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Write in a journal |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Read literature unrelated to work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do something at which you are a beginner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take a step to decrease stress in your life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Notice your inner experience - your dreams, thoughts, imagery, feelings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Let others know different aspects of you |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Engage your intelligence in a new area - go to an art museum, performance, sports event, exhibit, or other cultural event |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Practice receiving from others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Be curious |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Say no to extra responsibilities sometimes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time outdoors |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ |

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Emotional Self Care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time with others whose company you enjoy |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Stay in contact with important people in your life |



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|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Treat yourself kindly (supportive inner dialogue or self-talk) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Feel proud of yourself |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Reread favorite books, review favorite movies |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Identify comforting activities, objects, people, relationships, places - and seek them out |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Allow yourself to cry |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Find things that make you laugh |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Express your outrage in a constructive way |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Play with children |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Other: _____ |

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spiritual Self Care |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Make time for prayer, meditation, reflection |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Spend time in nature |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Participate in a spiritual gathering, community or group |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Be open to inspiration |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Cherish your optimism and hope |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Be aware of nontangible (nonmaterial) aspects of life |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Be open to mystery, not knowing |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Identify what is meaningful to you and notice its place in your life |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Sing |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Express gratitude |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Celebrate milestones with rituals that are meaningful to you |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Remember and memorialize loved ones who are dead |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Nurture others |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Have awful experiences |



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- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Contribute to or participate in causes you believe in |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Read inspirational literature |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Listen to inspiring music |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Other: _____ |

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Workplace/Professional Self-Care |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Take time to eat lunch |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Take time to chat with co-workers |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Make time to complete tasks |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Identify projects or tasks that are exciting, growth-promoting, and rewarding for you |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Set limits with clients and colleagues |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Balance your caseload so no one day is "too much!" |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Arrange your workspace so it is comfortable and comforting |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Get regular supervision or consultation |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Negotiate for your needs (benefits, pay raise) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Have a peer support group |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Develop a non-trauma area of professional competence |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Other: _____ |

Feeling Empathy for our Students and their Families

If We Could See Inside Others' Heart

http://www.youtube.com/watch?v=Wl2_knlv_xw

Cleveland Clinic (4.45 minute video)

By **Everyone Matters**

Everyone Matters is a big-tent awareness and call-to-action campaign involving leading organizations and celebrities - and all of us! - with a collective message to judge others less, see the humanity in everyone, and emphasize that everyone has the right to be exactly who they are.

Join us at www.facebook.com/everyonematters