The Clinician’s Toolbox:
Utilizing Trauma Informed Interventions with Young Children and Their Caregivers

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Experiential Activity
**Learning Objectives**

- Identify factors to consider when preparing interventions for use with children and families who have experienced trauma.
- Identify therapeutic interventions stemming from a trauma informed approach.

**This presentation is NOT:**
- A complete summary of the Neurosequential Model of Therapeutics
- A complete listing of interventions to provide when working with young children and their caregivers
What is a Trauma Informed Approach?

• recognizing the signs and symptoms of trauma in children, caregivers, staff, and others (SAMHSA, NCTSN)
• responding to the impact of traumatic stress on the children, caregivers, and service providers (SAMHSA, NCTSN)
• acting in collaboration... to facilitate and support the recovery and resiliency of the child and family (NCTSN)
• seeking to actively resist re-traumatization (SAMHSA)
Trauma and Behavior Part 1: How Trauma Affects the Brain
Trauma and Memory

- Actions such as typing, playing the piano, or riding a bike
- Names, faces, facts

Cortex: Cognitive Memory

Limbic: Emotional Memory

Midbrain/Cerebellum: Motor-Vestibular Memory

Brainstem: State Memory

Fear, pleasure, sadness

Anxiety or arousal states
Fight or Flight
Cognitive
Emotional
Motor-Vestibular
State

Cognitive
Emotional
Motor-Vestibular
State

Abstract thought
Concrete Thought
Affiliation/reward
"Attachment"
Sexual Behavior
Emotional Reactivity
Motor Regulation
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

www.ChildTrauma.org
Bruce D Perry, MD, PhD © 2010-2013
<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>30 ↔ 15</th>
<th>15 ↔ 8</th>
<th>8 ↔ 3</th>
<th>3 ↔ 1</th>
<th>1 ↔ 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Controlling Brain Areas</strong></td>
<td>NEOCORTEX Cortex</td>
<td>CORTEX Limbic</td>
<td>LIMBIC Midbrain</td>
<td>MIDBRAIN Brainstem</td>
<td>BRAINSTEM Autonomic</td>
</tr>
<tr>
<td>Cognition</td>
<td>Reflective Rational Abstract</td>
<td>Concrete</td>
<td>Emotional</td>
<td>Reactive</td>
<td>Reflexive</td>
</tr>
<tr>
<td>Internal State</td>
<td>CALM</td>
<td>ALERT</td>
<td>ALARM</td>
<td>FEAR</td>
<td>TERROR</td>
</tr>
</tbody>
</table>

Table 1. State dependent decision making

When we are under threat, our minds and bodies will respond in an adaptive fashion, making changes in our state of arousal (mental state), our style of thinking (cognition) and in our body's physiology (e.g., increase heart rate, muscle tone, rate of respiration). To understand how we respond to novelty or threat it is important to appreciate that as we move along the arousal continuum – from calm to arousal to alarm, fear and terror – different areas of our brain control and orchestrate our mental and physical functioning. The more threatened we feel, the more ‘primitive’ (or regressed) our style of thinking and behaving becomes. Novelty – and new ideas – are threatening and provoke concrete and emotional, defensive responses.
Neuro-Sequential Brain Development with Consideration of Pre and Post Natal Trauma in Relationship with the Brigance Parent-Child Interaction Scale

I look at or read children’s books to my child.

Neurodevelopment

- **CORTICAL**
  - Establish State Regulation
  - Executive function
  - Language delays, disorganized thought processing, Cognitive delays

- **LIMBIC**
  - Facilitate Socio-emotional
  - Attachment, self-regulation, impulse control
  - Relational difficulties, impairment of neural input responses; weak flexible thinking, behavioural issues

- **DIENCEPHALON**
  - Incorporate Somato-Sensory Integration
  - Sleep, arousal, feeding, co-ordination
  - Depressive symptoms, poor motor skills, sensory issues, communication delays, hyper-arousal

- **BRAINSTEM**
  - Establish State Regulation
  - HR, Respiration, BP, swallowing, tracking
  - Hyper-vigilant, gastro-intestinal issues, SIDS, heart, respiration & blood pressure irregularities

I play with my child and show him or her things about toys.

http://amothersdaypottedplant.blogspot.com/
Core Elements of Positive Developmental, Educational, and Therapeutic Experiences

• Relational (safe)
• Relevant (developmentally matched)
• Rhythmic (resonant with neural patterns / positive entrainment)
• Repetitive (patterned)
• Rewarding (pleasurable)
• Respectful (child, family, culture)

Adapted from Bruce D. Perry 2010
Brain Stem Interventions
Rhythmic and Sensory Input (auditory, tactile, motor)

Attuned and responsive caregiving

Massage
Rhythm
Reiki Touch
EMDR

* Singing
* Rocking
* Drumming
* Cuddling
* Lotion massage

* Parent-Child Yoga
* Sensory Boxes
* Baking (kneading)
* Infant games / Nursery Rhymes

* Music Instruments
* Clapping Games
* Play Dough
* Relaxation Exercises

Sequential Neurodevelopment and Therapeutic Activity - Bruce D. Perry, 2006
Diencephalon Interventions
More complex rhythmic movements
Simple narrative
Emotional and physical warmth

Music and movement
Reiki Touch
Therapeutic massage
Equine or canine interactions

* Mirroring
* Songs/chants with hand motions
* Nursery rhymes
* Poems

* Mazes
* Swings
* Balls
* Tunnels
* Jungle gym

* Scribble Chase
* Music Tag
* Bubbles
* Ribbons
* Reading

Sequential Neurodevelopment and Therapeutic Activity - Bruce D. Perry, 2006
Limbic Interventions
Complex Movement
Narrative
Social Experiences
Play and Play Therapies
Performing/Creative Arts
Parallel Play

* Social skills games
* Sharing games
* Obstacle course
* Family rituals
* Sleeptime rituals
* Art / Drawing / Crafts
* Puppet shows
* Pretend / dramatic play
* Social stories
* Movement songs (Hokey Pokey, Head/Shoulders/Knees/Toes)

Sequential Neurodevelopment and Therapeutic Activity - Bruce D. Perry, 2006
Cortex Interventions
Complex Conversation
Social Interactions
Exploratory Play
Solitude, Satiety, Security
Storytelling, Drama
Traditional insight oriented or CBT interventions

* Mutual story telling
* Therapeutic cards
* Drawings
* Collage
* Social skills training
* Problem solving skills
* Bibliotherapy
* Role plays
* Therapeutic workbooks
* TF-CBT

Sequential Neurodevelopment and Therapeutic Activity - Bruce D. Perry, 2006
Resources

- [www.samhsa.org](http://www.samhsa.org) Substance Abuse and Mental Health Services Administration
- [www.nctsn.org](http://www.nctsn.org) National Child Traumatic Stress Network
- [www.childtrauma.org](http://www.childtrauma.org) The Child Trauma Academy
- [www.fcrp.unc.edu](http://www.fcrp.unc.edu) Family and Children’s Resource Program (video)
Resources

- Developmental Art & Play (handout) – Linda M. Chapman
- The Neurosequential Model of Therapeutics – The Child Trauma Academy (2010)
- The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma – Ludy-Dobson and Perry (2010)
- Implementing the Neurosequential Model of Therapeutics – Ayala and Grove (2015)