



Crittenton Children's Center

## Trauma Smart

### What is Trauma?

- A Perception
- An Experience
- An Emotion

“Any event that places overwhelming demands on the body’s physiological systems resulting in a profound sense of helplessness and loss of control.”—RD Macy



### Types of Trauma

#### Acute

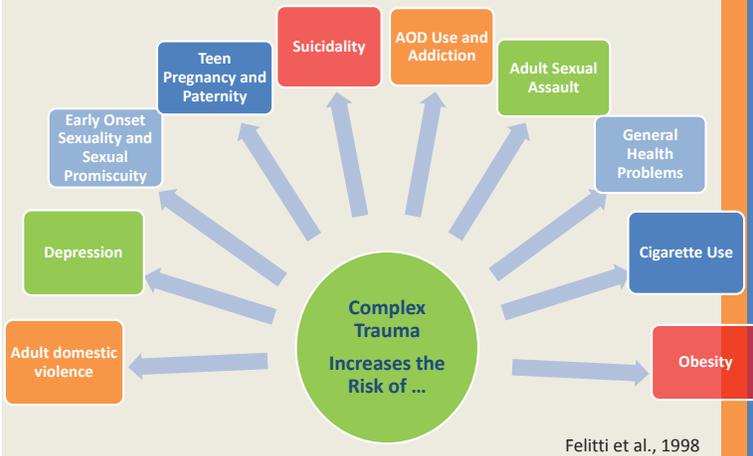
- A single traumatic event

#### Complex

- Multiple traumatic events often related to the caregiving system

How do these events **IMPACT** the child's current & future development?

## Future Impact

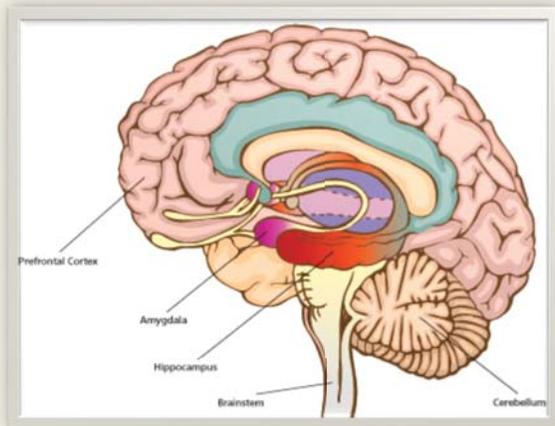


## Current Impact:

### How does Trauma Affect Children?

- Tantrums
- Withdrawn/Fearful
- Inability to get along with others
- Separation Anxiety
- School Phobia
- Eating Problems
- Stomachaches/Headaches
- Spacing Out

## The Human Brain



## Brain as a Car



## Trunk: Physical State



Fight : hitting, kicking, yelling, lying

Flight: running away; giving up

Freeze: becoming numb, checking out, dissociation

## Back Seat: Emotional State



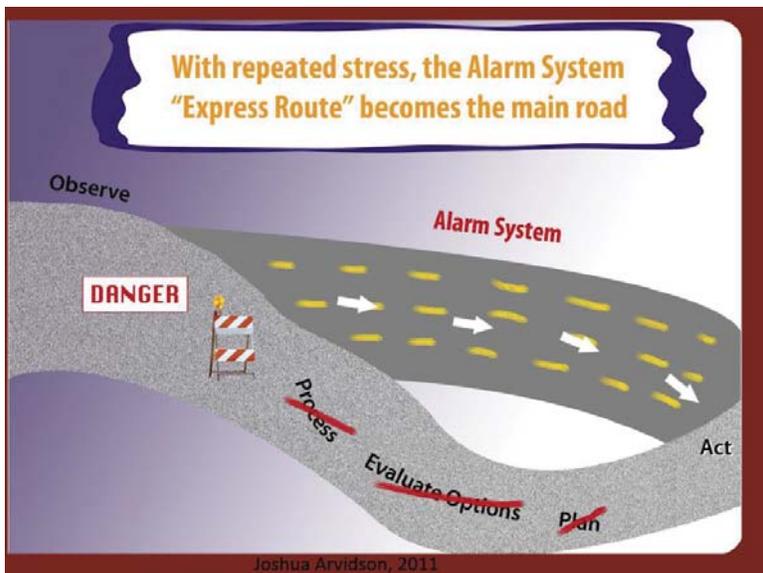
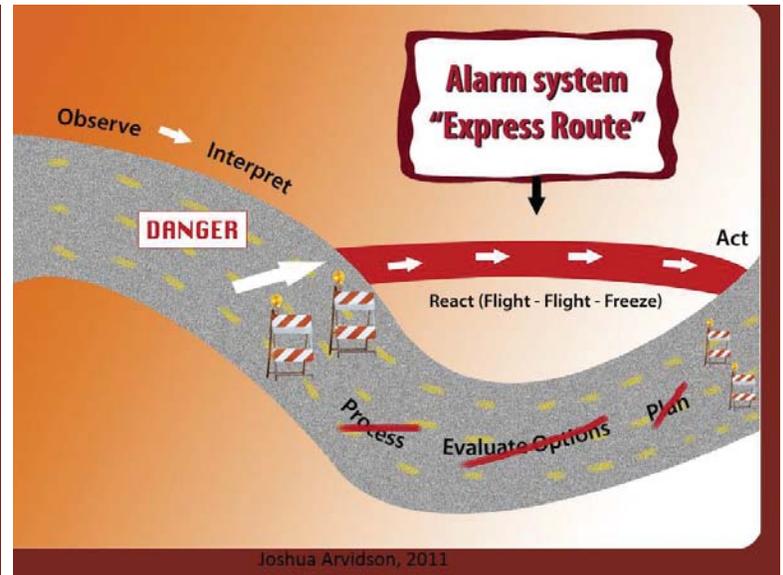
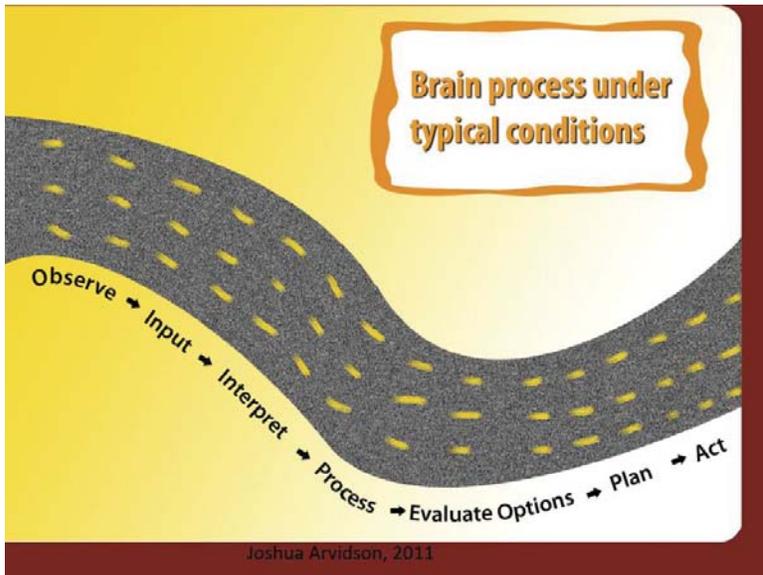
- Emotional Center
- Memories related to fear and anxiety
- Amygdala

## Front Seat: Thinking State



- Problem Solve
- Impulse Control
- Decision-Making
- Regulates Emotion
- Skills begin to develop at 3 to 5yrs
- Not fully developed until mid 20s

What happens to the thinking state of the brain when repeated trauma is part of a child's everyday experience?



## Triggers

When someone experiences a trauma, the brain creates short cuts called triggers.

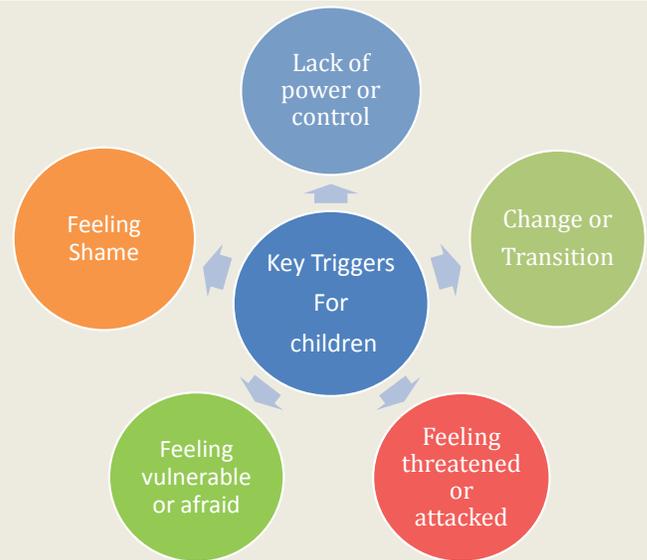
A trigger is anything that reminds a person of a prior negative event.

## Triggers

A trigger's job is to keep us safe from danger.

Once the trigger is established, it becomes automatic and works when there is real OR perceived danger.

Triggers are often outside of conscious awareness.



## Traumatic Beliefs

- I am not safe.
- People want to hurt me.
- The world is dangerous.
- If I am in danger, no one will help.
- I am not good enough/ smart enough/ worthy enough for people to care about me.
- It will never get better, etc.



## Ask the Questions...

What did the child learn about relationships?

What did the child learn about him/herself?

What did the child have to do to survive?

Consider these questions for yourself and for your team.

## Food for Thought

Notice when you are in the back seat or trunk of your brain.

How did you move to the driver's seat?

Identify one situation that triggers a 'back seat' or 'trunk' reaction in your classroom or with your work team.

## Attachment, Self-Regulation, & Competency

A Comprehensive Framework for Intervention with Complexly Traumatized Youth

Margaret Blaustein, Ph.D.  
Kristine Kinniburgh, LICSW

[www.traumacenter.org](http://www.traumacenter.org)

Children with histories of trauma often struggle with.....



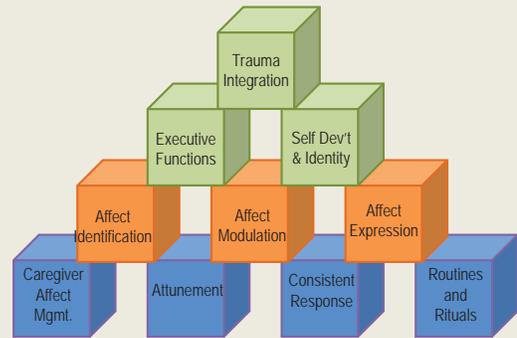
Competency

Self-Regulation



Attachment

## Attachment, Self-Regulation, & Competency



Kinniburgh and Blaustein, 2005

## Trauma Smart

### Crittenton Staff provides:

#### Staff Training

20 hours of training for all staff in year one  
20 hours of training for new staff in subsequent years  
Refresher training for all staff in subsequent years



#### Coaching

Coaching support for all agency staff as they implement concepts from the training in their classroom or work

#### Parent Education

Educational meetings specifically designed to assist parents in implementing Trauma Smart® concepts with their children at home

#### Therapy for Children

On-site assessment and therapy services for identified children and psycho-education for their parents provided by licensed clinician

For more information:

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Crittenton Children's Center

[www.traumasmart.org](http://www.traumasmart.org)