

Helen Bader School of Social Welfare

*Improving lives and strengthening communities
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partnerships*

- Criminal Justice
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Childhood Trauma & Effective Trauma Care: Part I

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Agenda

- Define psychological trauma, particularly for children
- Explore consequences and prevalence of childhood trauma
- Discuss frameworks for addressing trauma
- Focus on trauma-sensitive and trauma-informed approaches
- Q & A

Trauma Definition

Potential Traumatic Event

- **Trauma is a two-fold phenomenon: exposure and symptoms**
- **Potential traumatic event (as defined by DSM 5):**
 - Death, serious physical injury, sexual violence
 - Direct experience, witnessing, or learning about love one , secondary exposure
 - Examples...childhood physical abuse, witnessing IPV, violent crime, car accident, etc.
- **Is this an exhaustive definition?**
 - Non-physical events (Coercive relationships, job loss, homelessness, etc.)
 - Chronic stressors (Racism, prolonged death of a loved one, generational poverty)
 - Childhood events (Physical discipline, emotional abuse, neglect)

Operating Definition

- Individual trauma results from an **event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening** with **lasting adverse effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (SAMHSA)

Simple vs Complex PTEs

- Single Incident: Type I
 - Often adulthood & recovery probable
 - Childhood, recovery probable with support

- Multiple Incident: Type II
 - Often prolonged, enduring or chronic
 - Relational field and context of social exploitation
 - Leads to complex symptom presentation
 - Often in childhood (due to vulnerable nature of children): **CDT**

Consequences & Prevalence

Primary Symptoms of Trauma (I or II)

- Intrusion (re-experiencing, intrusive memories, nightmares, dissociative flashbacks)
- Avoidance (effortful or automatic, thoughts and feelings and external reminders)
- Cognition &/or mood alterations (memory disturbance, self and world schemas, negative mood)
- Hyperarousal (hypervigilance, sleep disturbance, aggression and irritability, concentration problems)

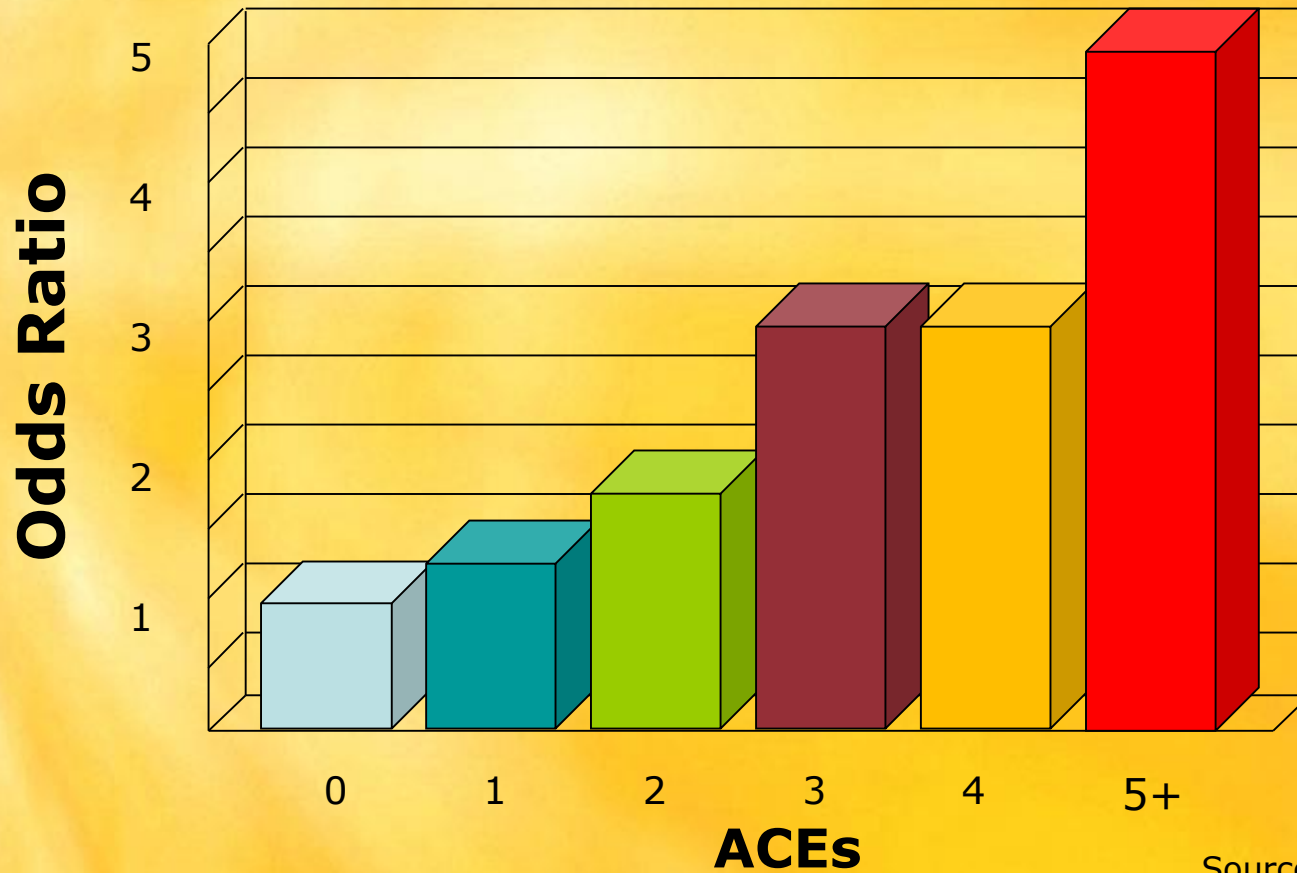
Short Term Secondary Symptoms

- Attachment
- Attention regulation
- Affect regulation
- Cognitive development
- Social adjustment
- Self-concept

Long-Term Effects of Complex Trauma

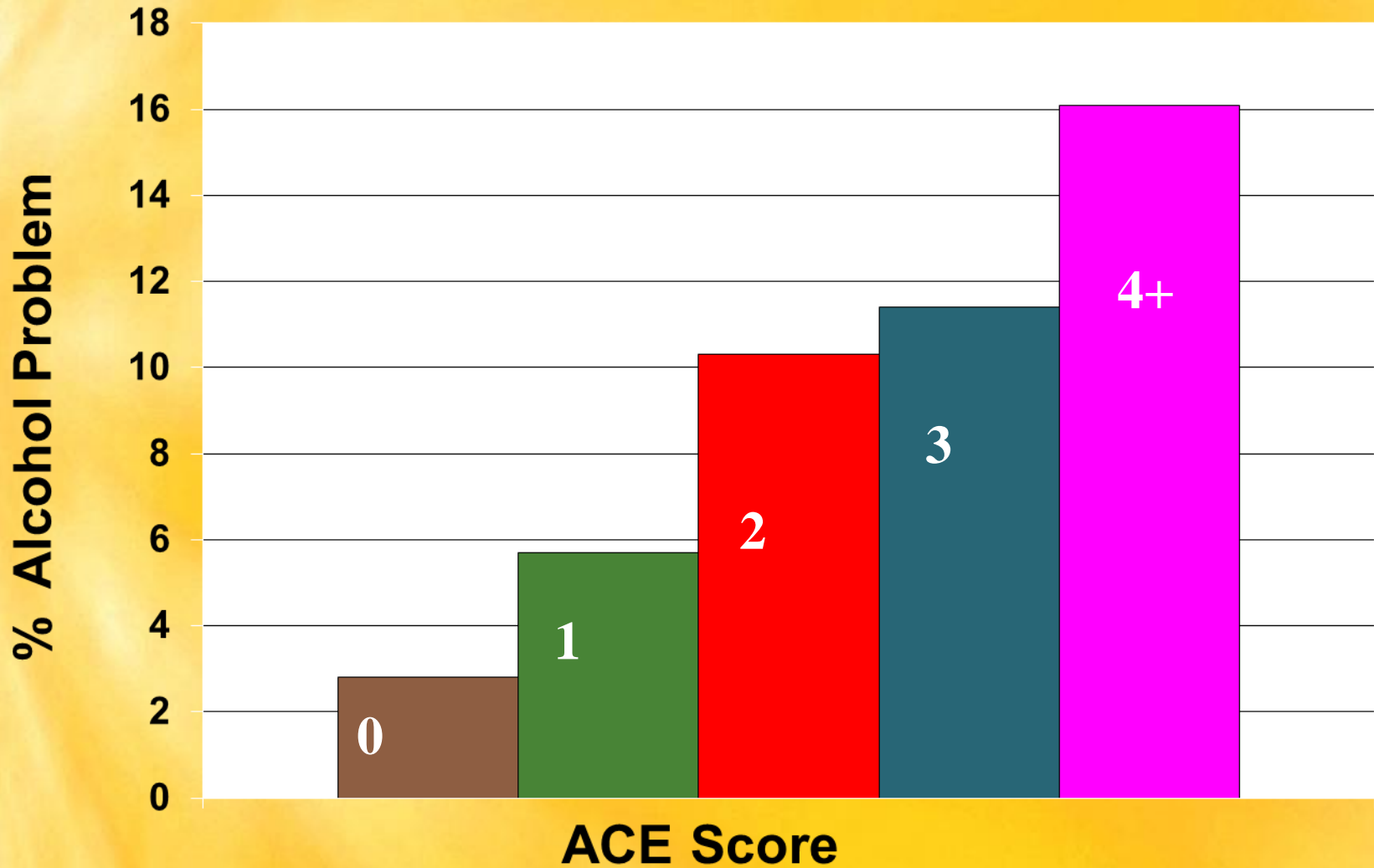
- Mental health impairments
- Behavioral health impairments
- Physical health impairments
- School Failure
- Unemployment

Depression

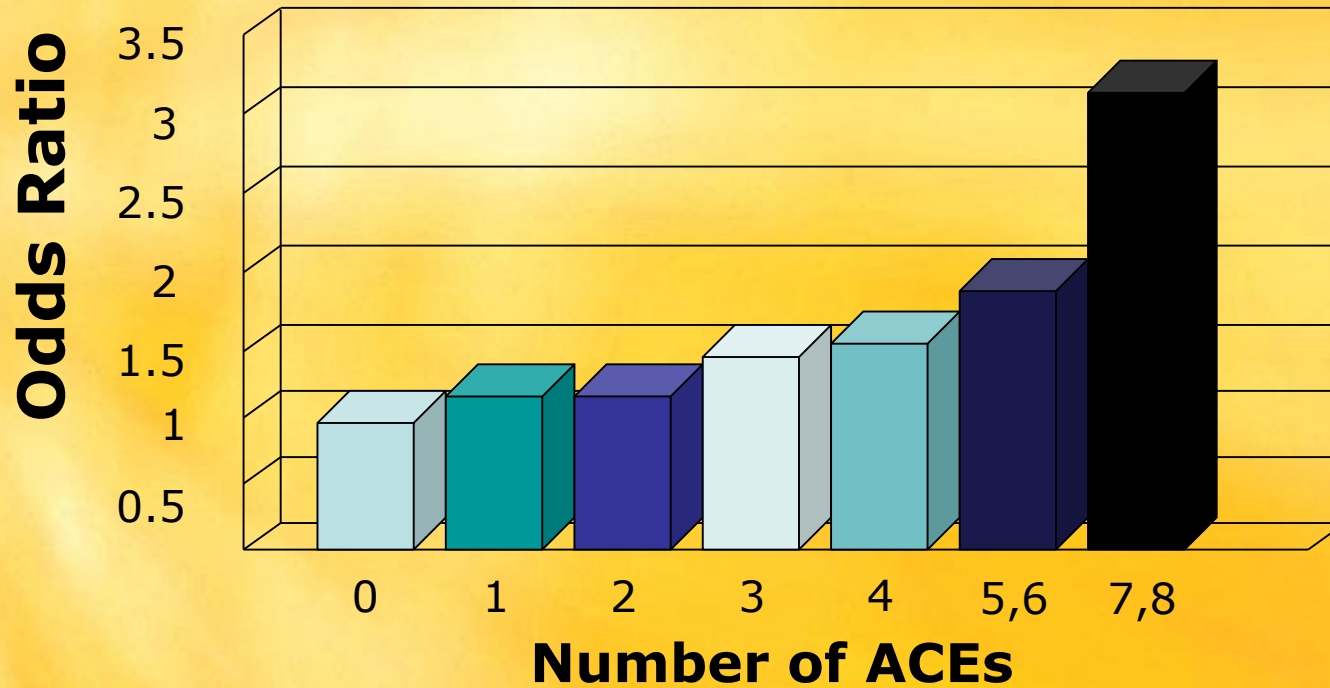


Source: Chapman et al, 2004

Alcohol Abuse

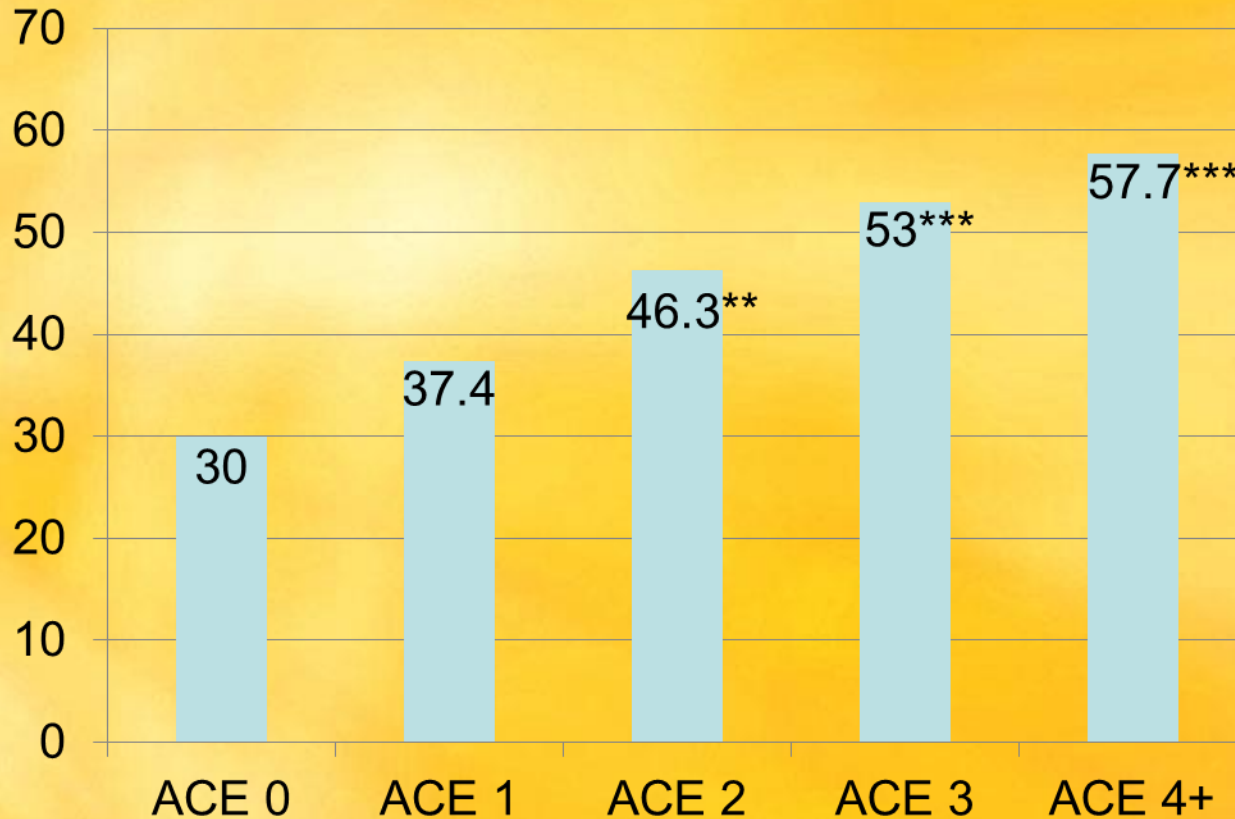


Heart Disease

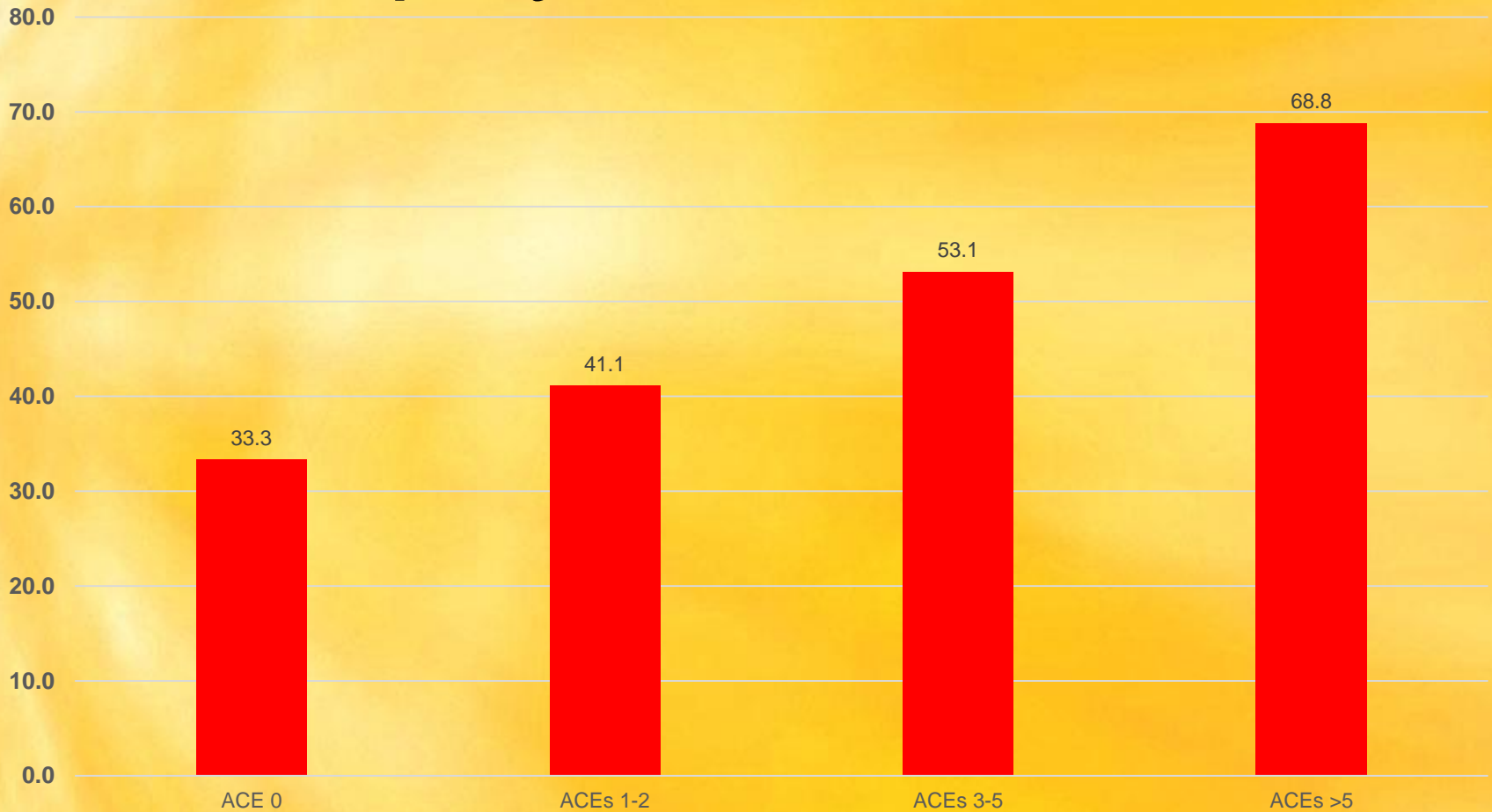


Q1: High School Dropout

Mean Rates



Employment Problems



Prevalence of Complex Trauma

Prevalence of individual ACEs across current and original ACE study samples

Individual ACEs, Prevalence (%)	ACE Study (N = 3,948)	Milwaukee Study (N = 199)
Abuse:		
Verbal	7.8	<u>38.2</u>
Physical	7.9	<u>41.2</u>
Sexual	17.1	21.6
Neglect:		
Emotional	12.5	<u>38.2</u>
Physical	10.7	<u>29.1</u>
Household dysfunction:		
Domestic violence	12.0	<u>29.6</u>
Household substance abuse	25.5	<u>48.2</u>
Mental illness in household	14.3	19.1
Parental separation or divorce	22.6	<u>60.8</u>
Incarcerated household member	4.9	<u>51.3</u>

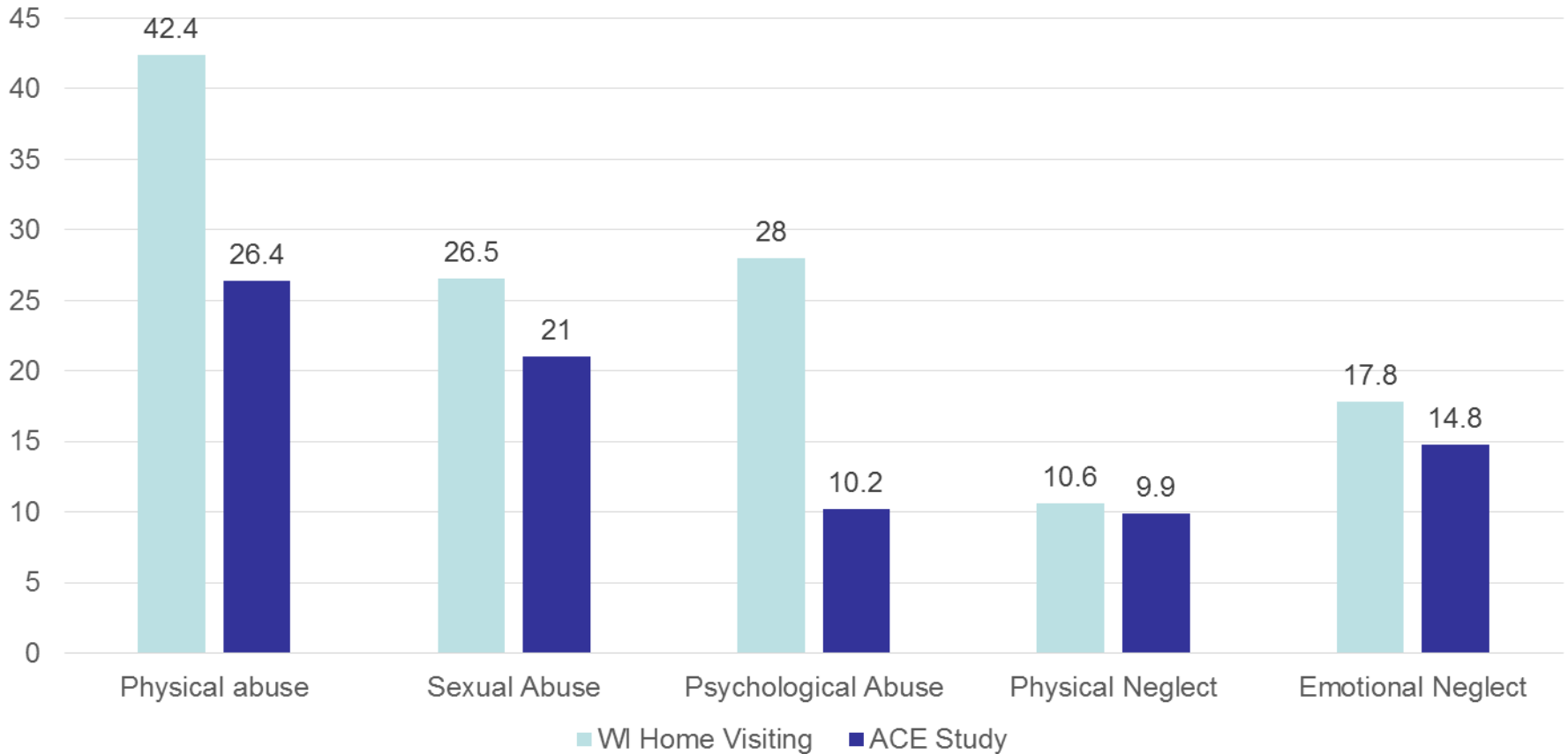
Cumulative Trauma

Prevalence of Adverse Childhood Experiences among Men

ACE Index Score, Prevalence, %	ACE Study N=3948	Milwaukee Study N=199
0	34.2	15.7
1	27.3	11.6
2	16.4	17.2
3	9.3	8.1
4	4.8	<u>8.6</u>
≥5	8.0	<u>38.8</u>

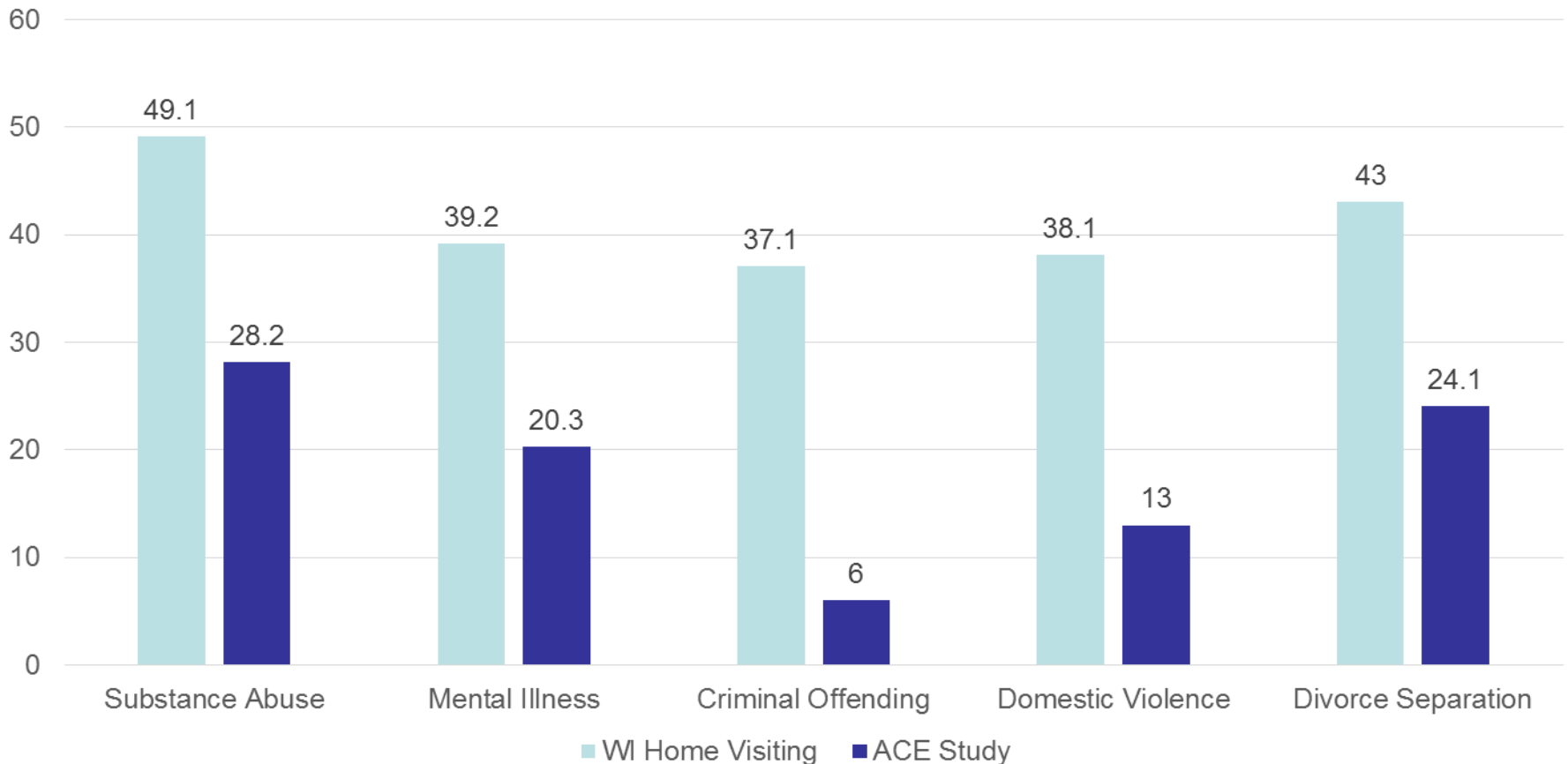
ACEs (Women)

Adverse Childhood Experience Prevalence (%)



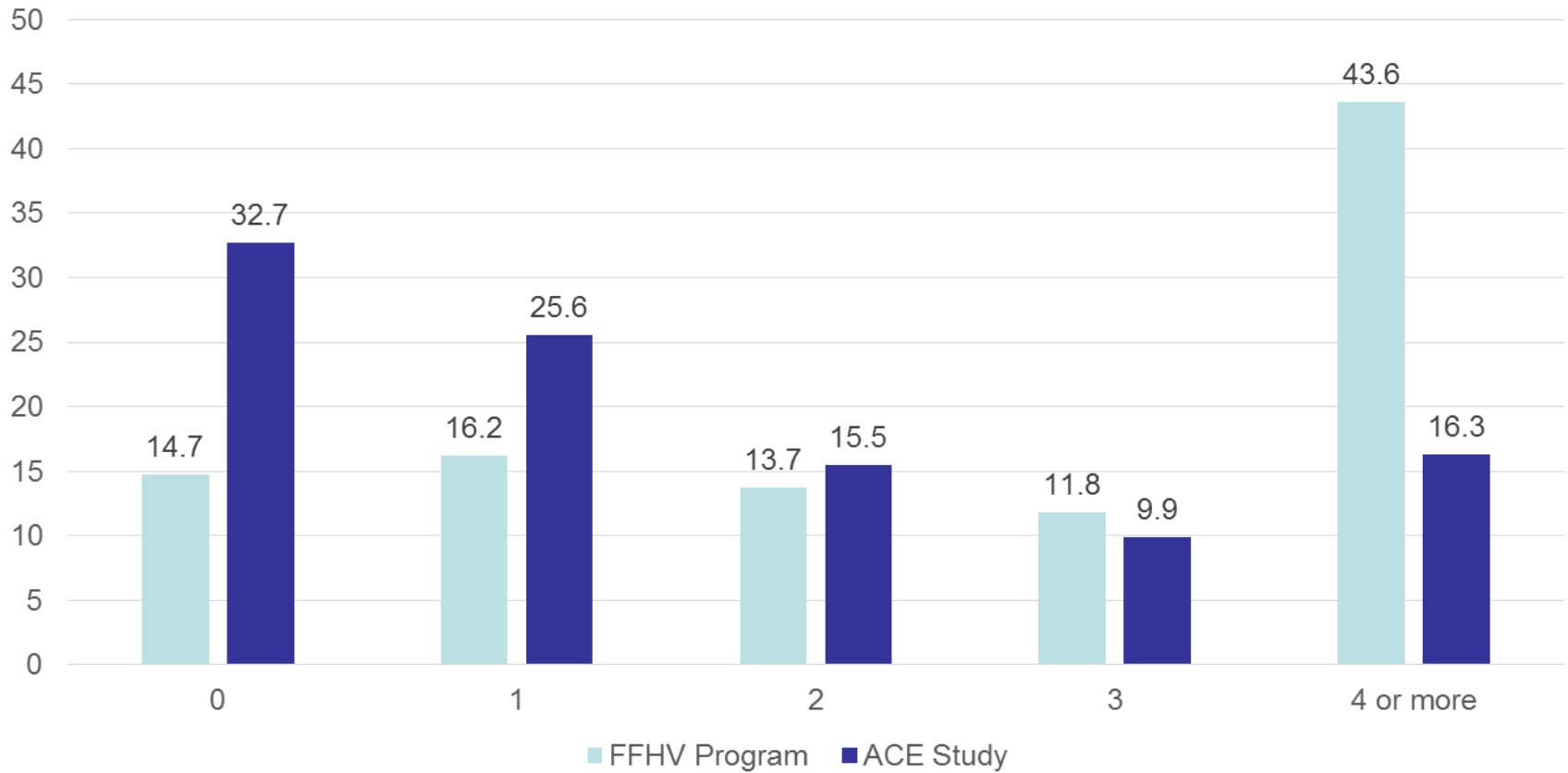
ACEs and Poverty (Women)

Adverse Childhood Experience Prevalence (%)



ACE Score

Exposure to Number of ACEs Prevalence (%)



Trauma Service Frameworks

Levels of Trauma-Related Services

- Trauma-Sensitive
- Trauma-Informed
- Trauma-Focused

Trauma Sensitive

- Know trauma definition, effects, and prevalence
- Remove unnecessary trauma triggers e.g., via structure, warmth
- Act as emotion regulators for clients, e.g., during necessary triggers
- Provide emotion regulation learning opportunity
- Partner w/colleagues & referral network

Trauma Sensitive School Practices

- Trauma awareness: manifestations & scope
- Safety: structure and predictability
- Regulation: attention, emotion & behavior
- Skill mastery: practicing regulatory skills
- Relationship: with all staff
- Coordination: within and outside school
- Caregiver context: include family
- Tiered

Trauma Sensitive Schools: Resources

- Massachusetts:
 - traumasensitiveschools.org/ or TLPI
- Washington:
 - <https://acestoohigh.com/category/washington-state/>
- Wisconsin:
 - <http://dpi.wi.gov/sspw/mental-health/trauma/modules>

Trauma-Informed

- Overarching Approaches
 - Realize widespread impact
 - Recognize signs and symptoms
 - Resist re-triggering
 - Implement TIC practices
- Practices
 - Assess
 - Psychoeducation
 - Emotion & cognitive regulation
 - Motivational enhancement
 - Refer
 - Intra- and inter-system coordination

Trauma-Focused

- Trauma-sensitive plus trauma-informed plus
- Address causes of post traumatic disturbances
 - Present life focus
 - emotion regulation and relational work
 - Past life focus
 - trauma narrative
 - Future life focus
 - self-concept work

Trauma-Sensitive & Trauma-Informed

Reflection

- What are the ways in which you or your school provides trauma-sensitive or trauma-informed services?
- What are the effects of such services?
- How could they be improved?

Questions?

Thank you

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