



ADOLESCENT MEDICINE

THE INVISIBLE WOUNDS:

Effects of Complex Trauma on Brain development: Promoting
Healing Via Trauma Informed Care/Consciousness
Housing Institute 2016

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Objectives

- Understand the effects of trauma on brain development
- Become familiar with Attachment Theory and ARC (Attachment, Self Regulation, and Competency)
- Create interventions that promote healing via ARC
- Understand Normative Abuse
- Explore interventions from an "out-of-the-box," Trauma-Informed perspective
- Outline a Self-Care Plan

Disclaimer

- You still have time to escape
- Ignorance is a bliss
- Don't ask Don't tell
- LESS answers MORE questions
- More questioning
- More discomfort
- Does FUNDING tie you in this?

Mindfulness

- “Paying attention in a particular way”
- On Purpose
- In the Present Moment
- Non-Judgmentally

Jon Kabat-Zinn

Mindfulness (cont'd)

The "What" Skills

1. Observe: Pay attention to the experience
2. Describe: Put words on the experience, Name your feelings
3. Participate: Become one with the experience

The "How" Skills

1. Do not Judge: See without evaluation
2. Stay Focused: Do one thing at the time
3. Do What Works: Do what you need to do to achieve your goals

From: SPARCS: (Structured Psychotherapy for Adolescents Responding to Chronic Stress)
Mandy Habib, Psy. D; Victor Labruna, Ph.D (2005)

States of Mind

- Intellectual
- Emotional
- (Intuition)
- Wise

From: **SPARCS**: (Structured Psychotherapy for Adolescents Responding to Chronic Stress) Mandy Habib, Psy. D; Victor Labruna, Ph.D (2005)

Trauma

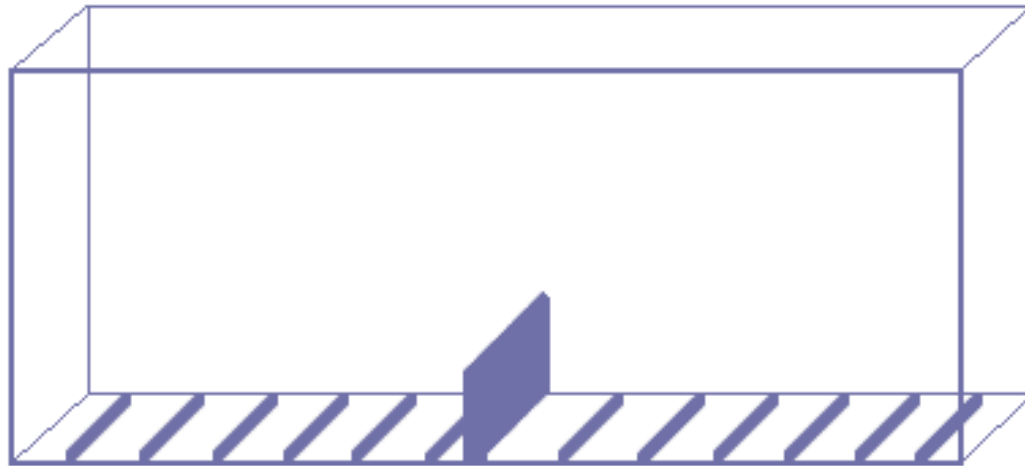
- What is Trauma?
 - Trauma: (noun) from Gr. Meaning wound or injury
- Elements of Trauma
 - It is unexpected
 - The person is unprepared
 - Nothing one can do to prevent it from happening
 - It leaves the person feeling vulnerable, helpless, & ineffective
 - Most common, preventable and treatable factor

Complex Trauma

- The term *complex trauma* describes the dual problem of children's *exposure* to multiple traumatic events and the *impact* of this exposure on immediate and long-term outcomes.
- Why consider this diagnostic descriptor for the youth we work with?



Learned Helplessness



Shuttle Box used in
Learned Helplessness Experiments

Learned Helplessness

Romanian Orphans

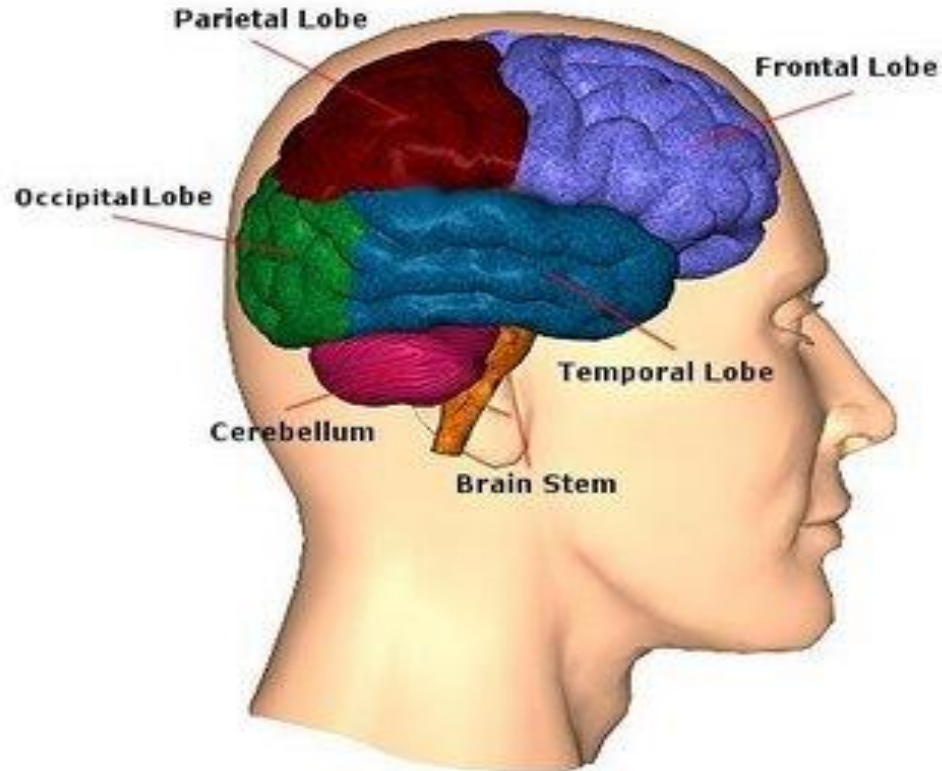


Heidi & Daniel Solomon

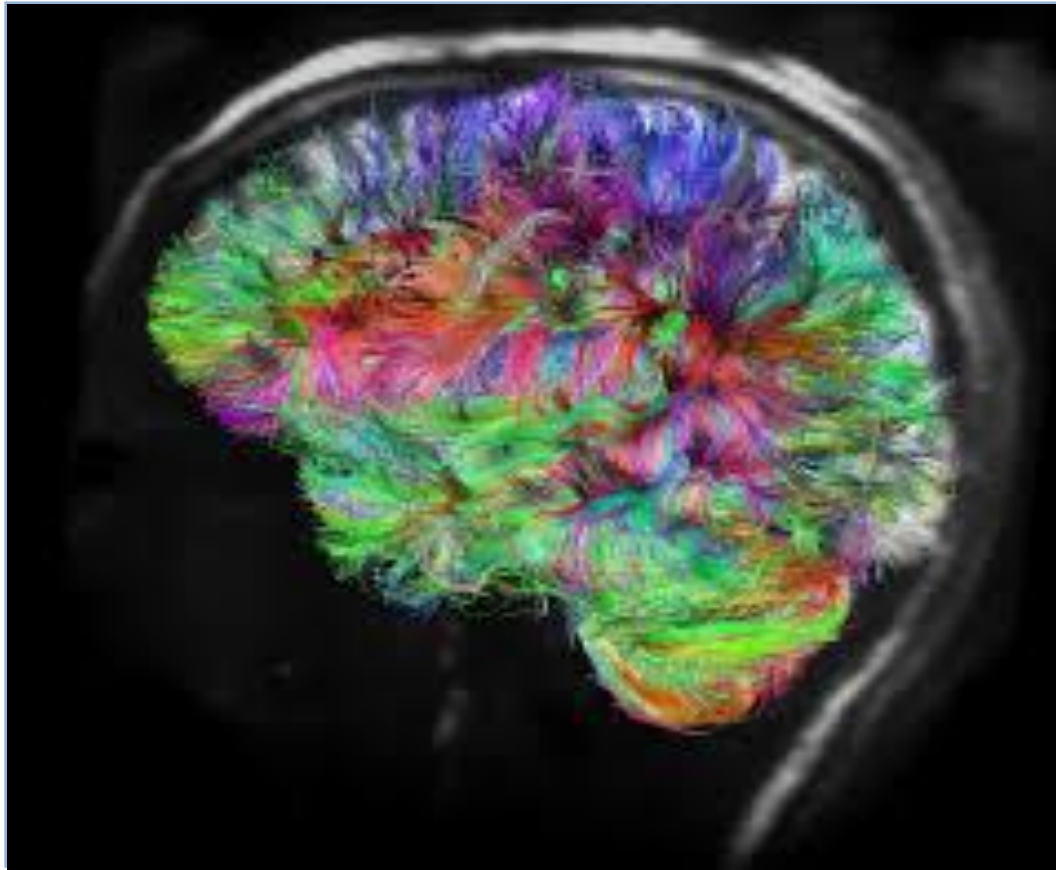


The Brain:

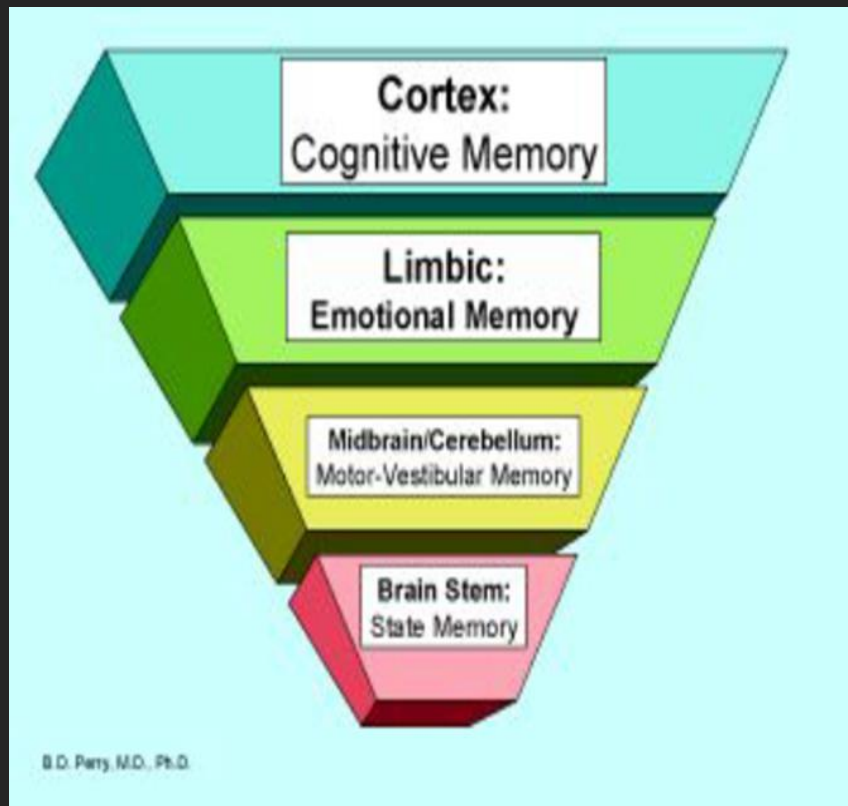
the goal of the brain is to produce an organism that is well suited to the demands of the environment
Gabby Grant 2012/ Teicher, Tomoda and Andersen, 2006



The Orderly Brain by *Megan Scudellari*



Brain Functions



The Human Brain



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

Normal Brain Development



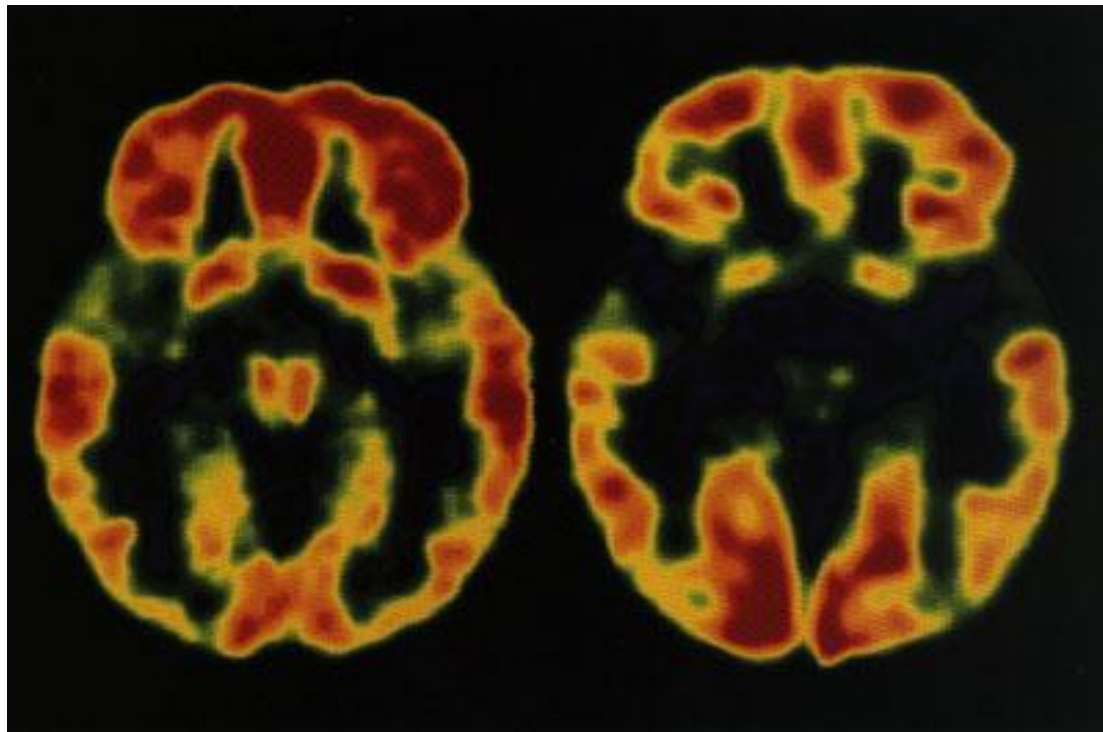
Cortisol

Brain Image by B. D. Perry 1997



"Normal" & Neglected Brain

(Image from Children's Hospital Michigan)



Attachment Theory

- First outlined by John Bowlby in 1958.
- Attachment describes the preferential bond between an infant and a care giver
- Attachment has ontogenic origins since it promotes the survival of the species
- Every human develops in the context of relationships
- Attachment figure: The person with whom the child makes and maintains a strong emotional bond

Attachment

Attachment is the capacity to form and maintain a healthy emotional bond with another person or persons which is a source of safety and mutual enjoyment

Attachment

Repeated and prolonged unavailability of the caregiver results in the following stages:

1. Protest
2. Despair
3. Detachment