

Once upon a time





“If 20 million people were infected by a virus that caused anxiety, impulsivity, aggression, sleep problems, depression, respiratory and heart problems, vulnerability to substance abuse, antisocial and criminal behavior, retardation and school failure, we would consider it an urgent public health crisis. Yet, in the United States alone, there are more than 20 million abused, neglected and traumatized children vulnerable to these problems. Our society has yet to recognize this epidemic, let alone develop an immunization strategy.”

**Bruce D. Perry, M.D., Ph.D.
www.childtrauma.org**



COMPLEX TRAUMA

The term ***complex trauma*** has been used to describe individuals who have experienced multiple traumatic events - including emotional abuse, sexual abuse, domestic violence, and other disruptions in care – that are chronically present during the child's development. The impact of complex trauma is substantial, compromising children's sense of safety, attachment, self-concept, affect regulation, response flexibility, impulsivity, and self destructive behavior .



CHANGE



TRAUMA & RESILIENCY INFORMED SYSTEMS





A BUILDING MOMENTUM FOR CHANGE IN TENNESSEE

TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY (TF-CBT) LEARNING COLLABORATIVE

43 AGENCIES

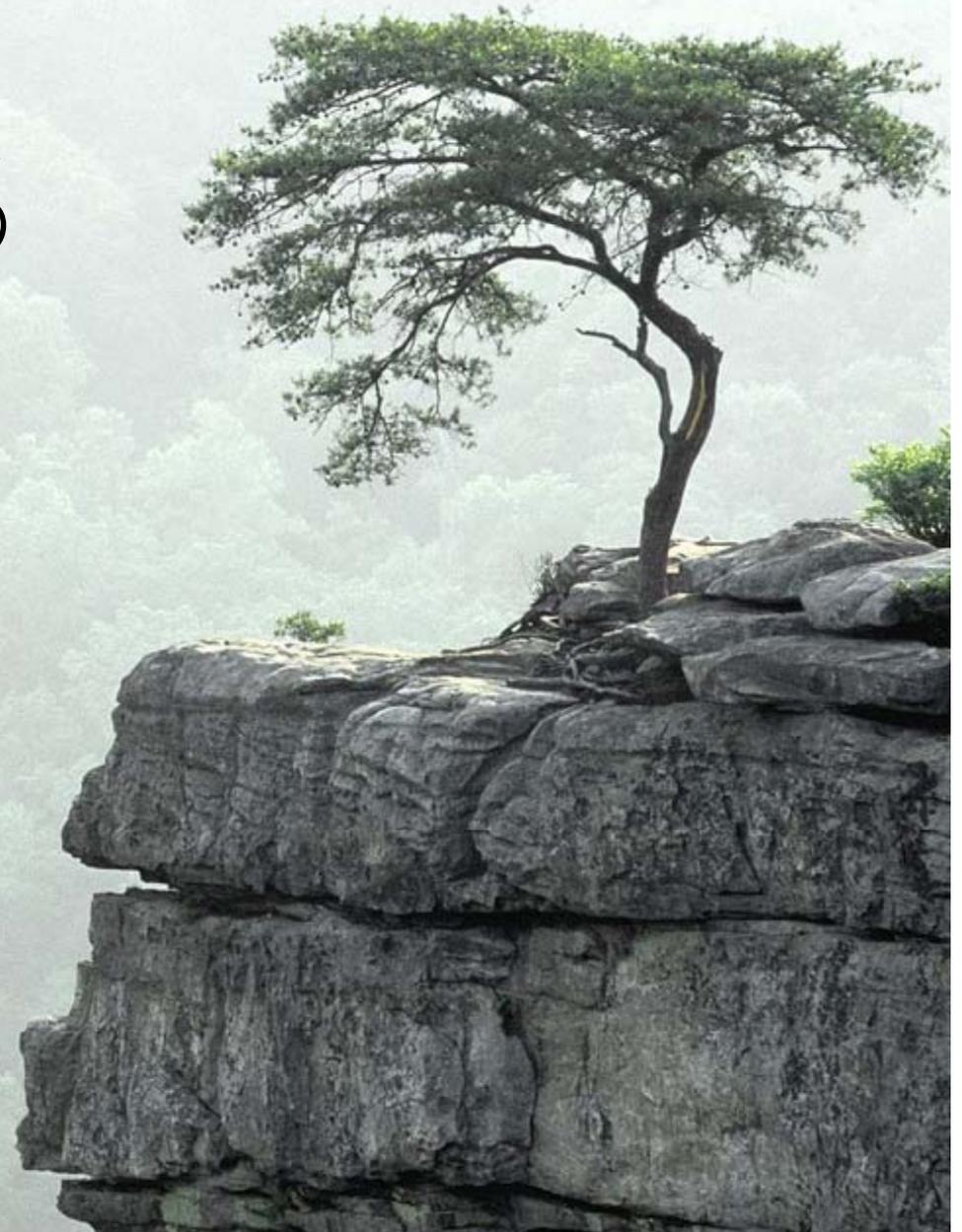
629 CLINICIANS
SENIOR LEADERS



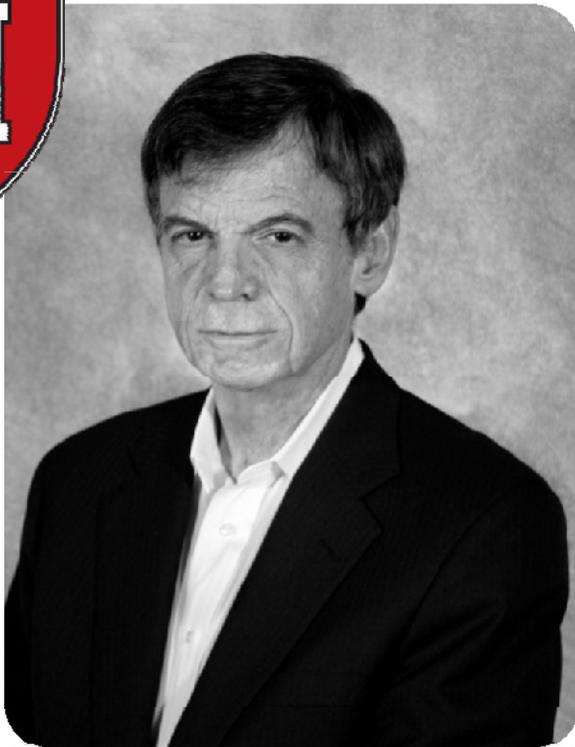
TF-CBT *Web*
A web-based learning course for
**TRAUMA-FOCUSED
COGNITIVE-BEHAVIORAL THERAPY**

- Psychoeducation
- Stress Management
- Affect Expression and Modulation
- Cognitive Coping
- Creating the Trauma Narrative
- Cognitive Processing
- Behavior Management Training
- Parent-Child Sessions

TENNESSEE SUCCESS



DON'T **DECLARE VICTORY** TOO SOON



After a few years of hard work, managers may be tempted to declare victory with the first clear performance improvement. While celebrating a win is fine, declaring the war won can be catastrophic.

~ John Kotter

KEEP GOING UPWARD FOR KIDS AT-RISK



**Thinking beyond the child:
Addressing the needs of
trauma-impacted youth,
families, and systems**

Blaustein & Kinniburgh (2010)

Intervention efforts can not just focus on the child

**trauma impacts
families,
professionals, and
systems as well as
children**

ADAPTED FROM: Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

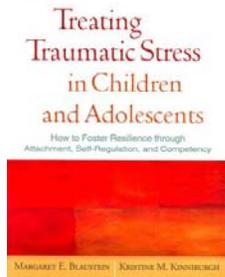




A B C D E

ARC

**ATTACHMENT
REGULATION
COMPETENCY**



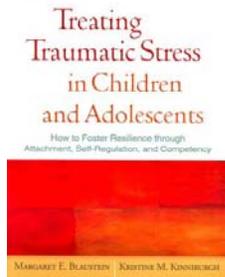
ARC: A Framework for Intervention with Complexly Traumatized KIDS

Core principles of understanding:

- Trauma derails healthy development
- Trauma does not occur in a vacuum, nor should treatment
- Good “intervention” goes beyond individual therapy

3 Core Domains to address:

1. A safe caregiving system (**A**ttachment)
2. The ability to regulate and tolerate experience (**S**elf-**R**egulation)
3. Support in the mastery of an array of tasks crucial to resilient outcome (**C**ompetency)



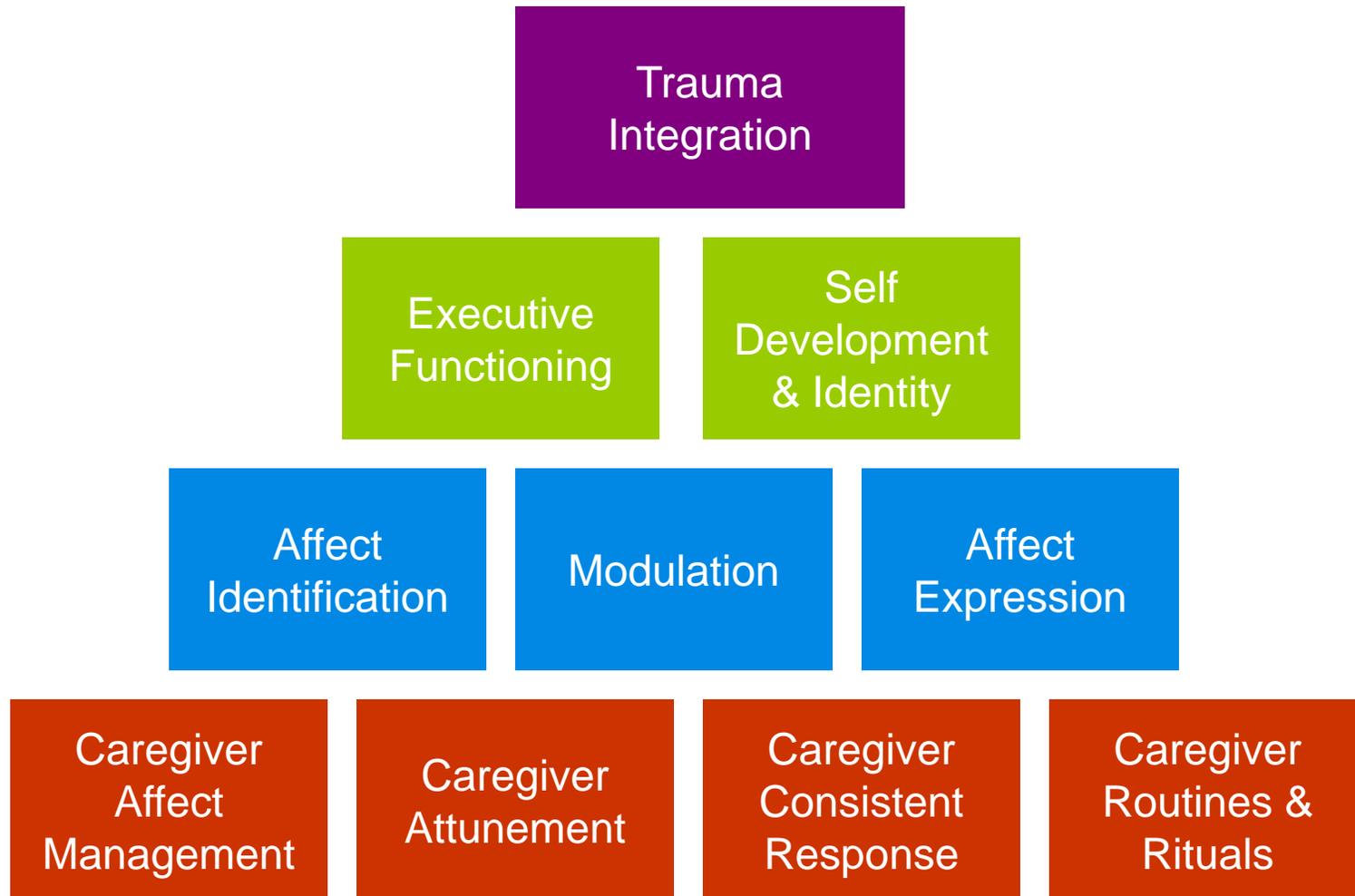
WHO DOES ARC TARGET?

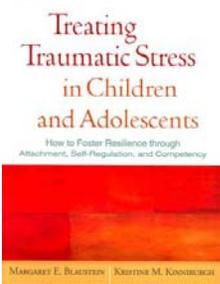
- Designed to target the needs of children, families, and systems impacted by complex trauma
- Core domains translate across children/ families/ systems; applications and goals will vary
- Crucial importance of:
 - Keep an eye on the target, rather than the technique
 - Pay attention to relative goals and relative successes
 - Have a plan, but catch the moments



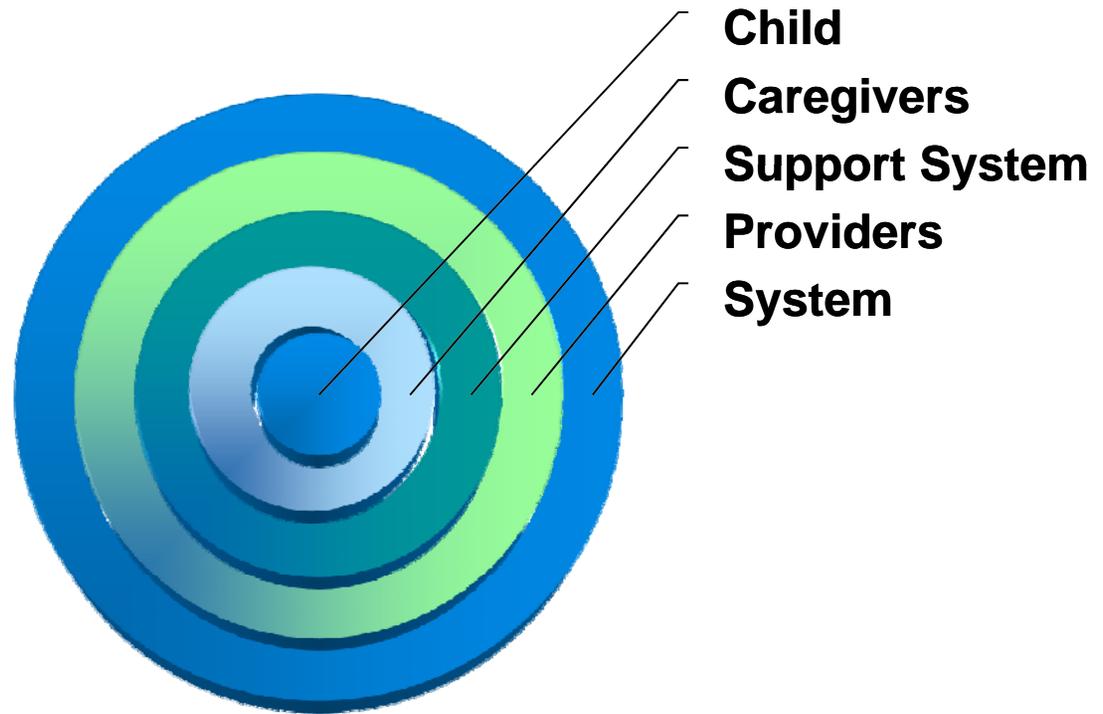
ATTACHMENT, SELF-REGULATION, & COMPETENCY (ARC)

Blaustein & Kinniburgh (2010)





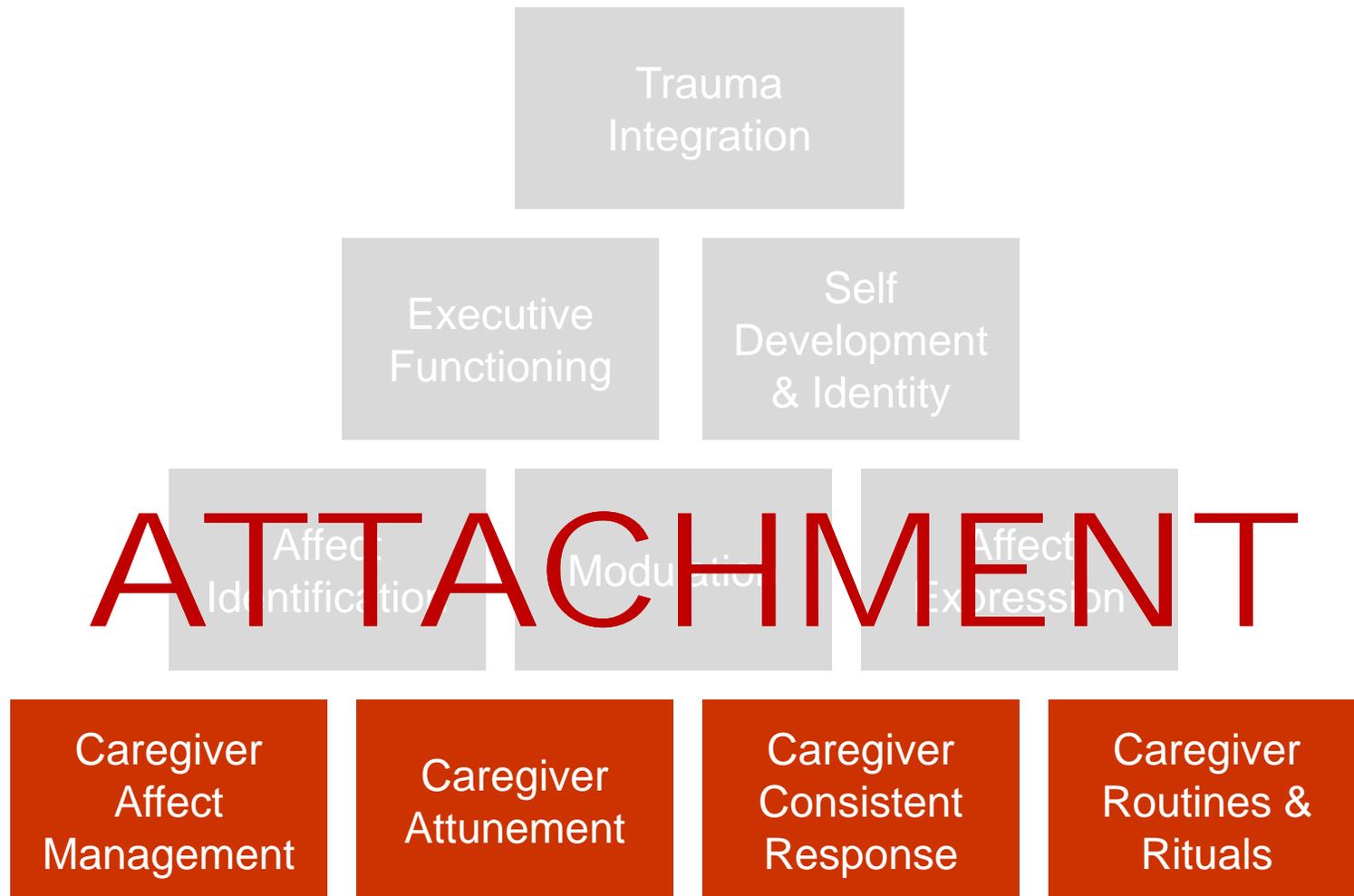
ARC: INTERVENE IN LAYERS, BUILDING A SAFE & SECURE SYSTEM

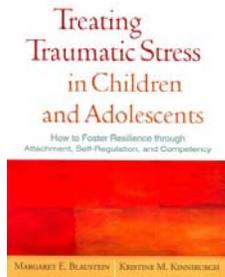


ADAPTED FROM: Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

ATTACHMENT, SELF-REGULATION, & COMPETENCY (ARC)

Blaustein & Kinniburgh (2010)





WHAT IS THE CAREGIVING SYSTEM?

The influential caregiving system for many traumatized children goes beyond the biological parents. Consider the role of:

Foster & Adoptive Parents

Other relatives (grandparents, uncles/aunts, etc.)

Clinicians

Teachers

Milieu staff/residential counselors

Residential programs

Child welfare workers, case managers, and GAL's

Legal personnel

In building a safe environment, attachment work is optimally done at multiple levels of the child's caregiving system

CAREGIVER AFFECT MANAGEMENT

PUT YOUR MASK ON FIRST

Keeps us calm

Models effective coping

Helps us *respond* instead of *react*



ATTACHMENT

Caregiver
Affect
Management

Caregiver
Attunement

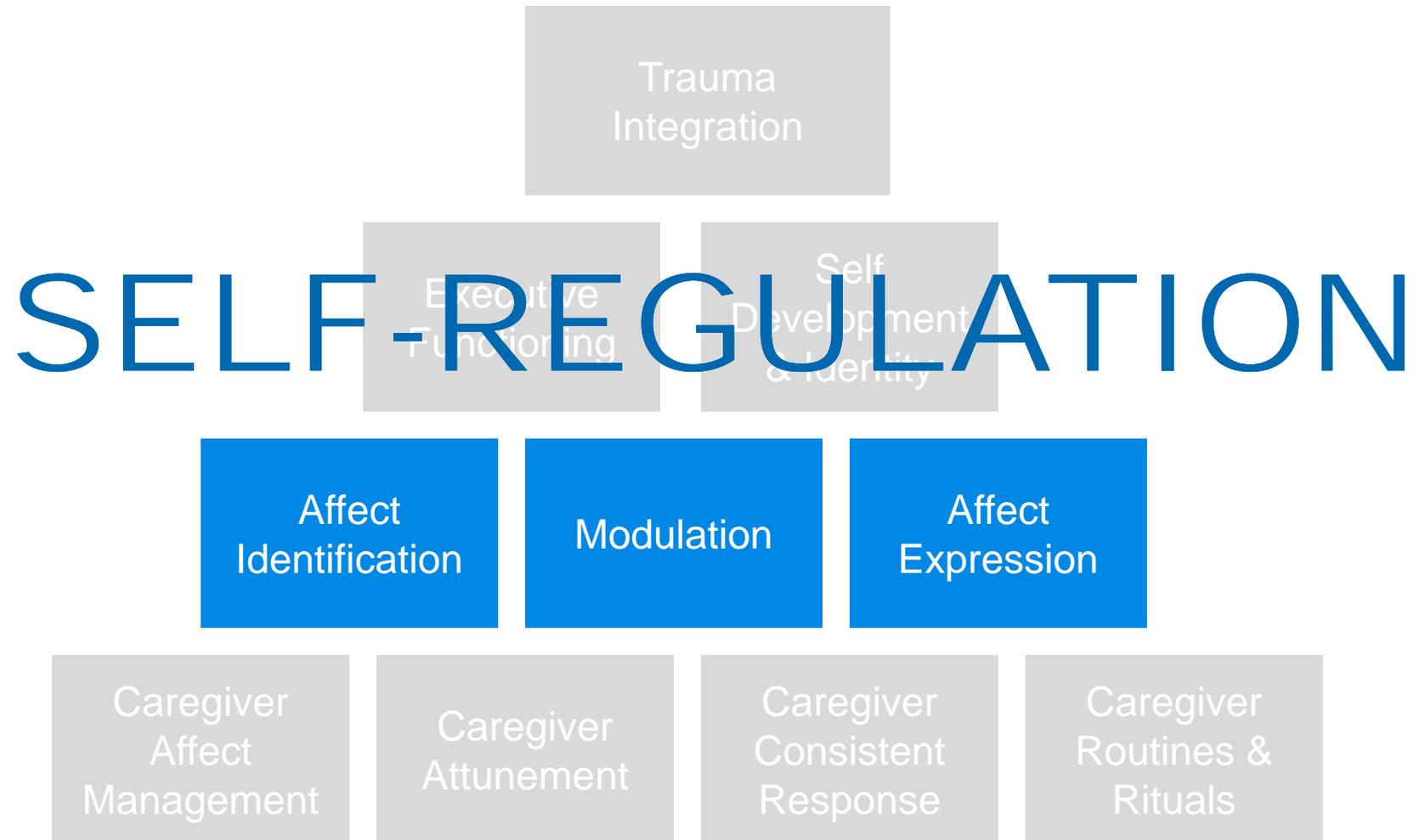
Caregiver
Consistent
Response

Caregiver
Routines &
Rituals

**Develop safety and positive capacities within the
child's caregiving system**

- **Supporting caregivers**
- **Increasing knowledge and skills**
- **Creating positive relationships**
- **Increasing predictability**

ATTACHMENT, SELF-REGULATION, & COMPETENCY (ARC) *Blaustein & Kinniburgh (2010)*



SELF-REGULATION

Affect
Identification

Modulation

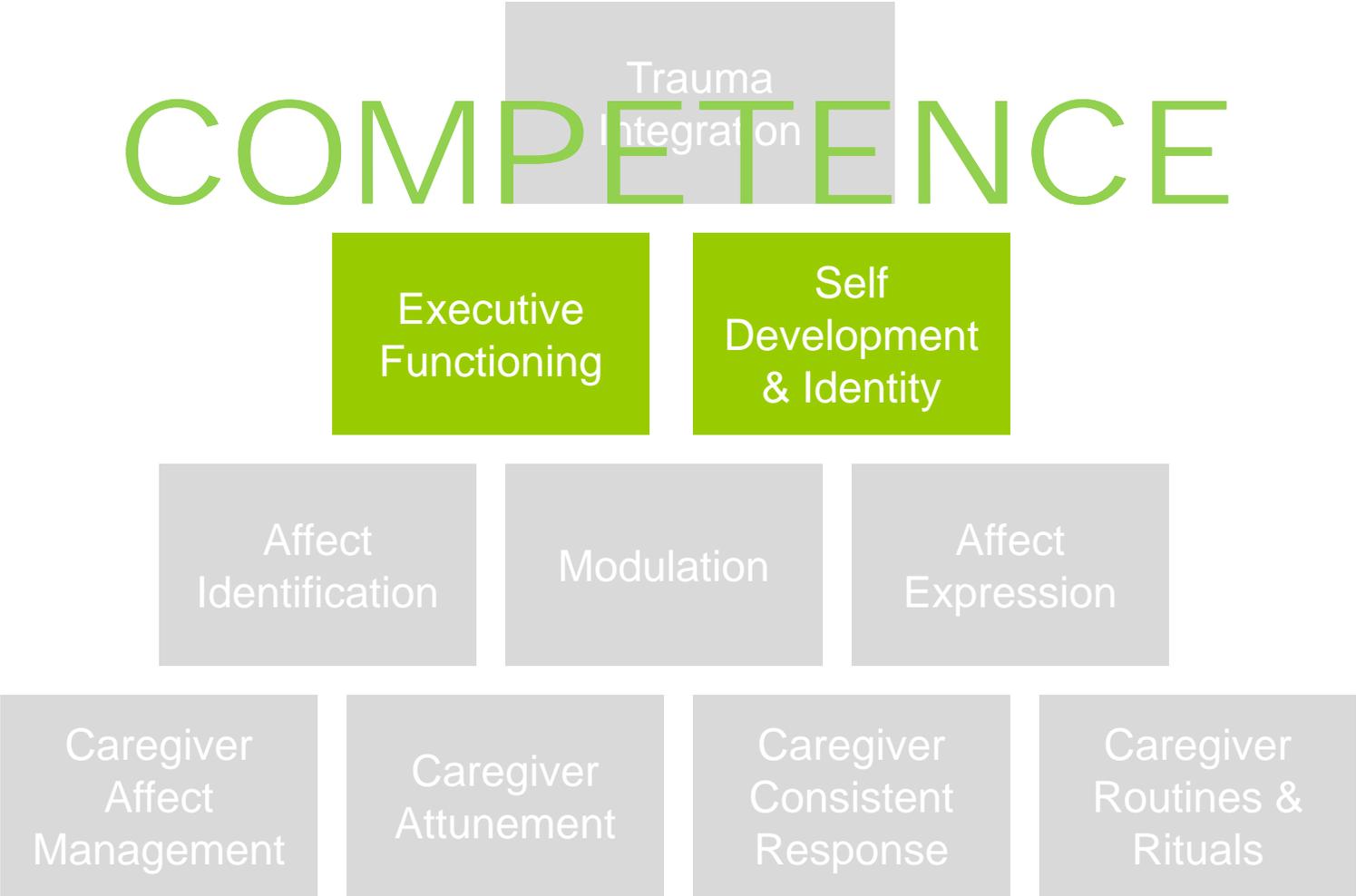
Affect
Expression

Increase child/adolescent capacity to manage emotional and physiological experience

- **Build a language for emotions, energy, and body states**
- **Build capacity to recognize these states in self and others**
- **Explore and support use of tools (individual as well as external and systemic) to better manage experience**
- **Increase communication resources, and capacities to use those resources effectively**

ATTACHMENT, SELF-REGULATION, & COMPETENCY (ARC)

Blaustein & Kinniburgh (2010)



COMPETENCE

Executive
Functioning

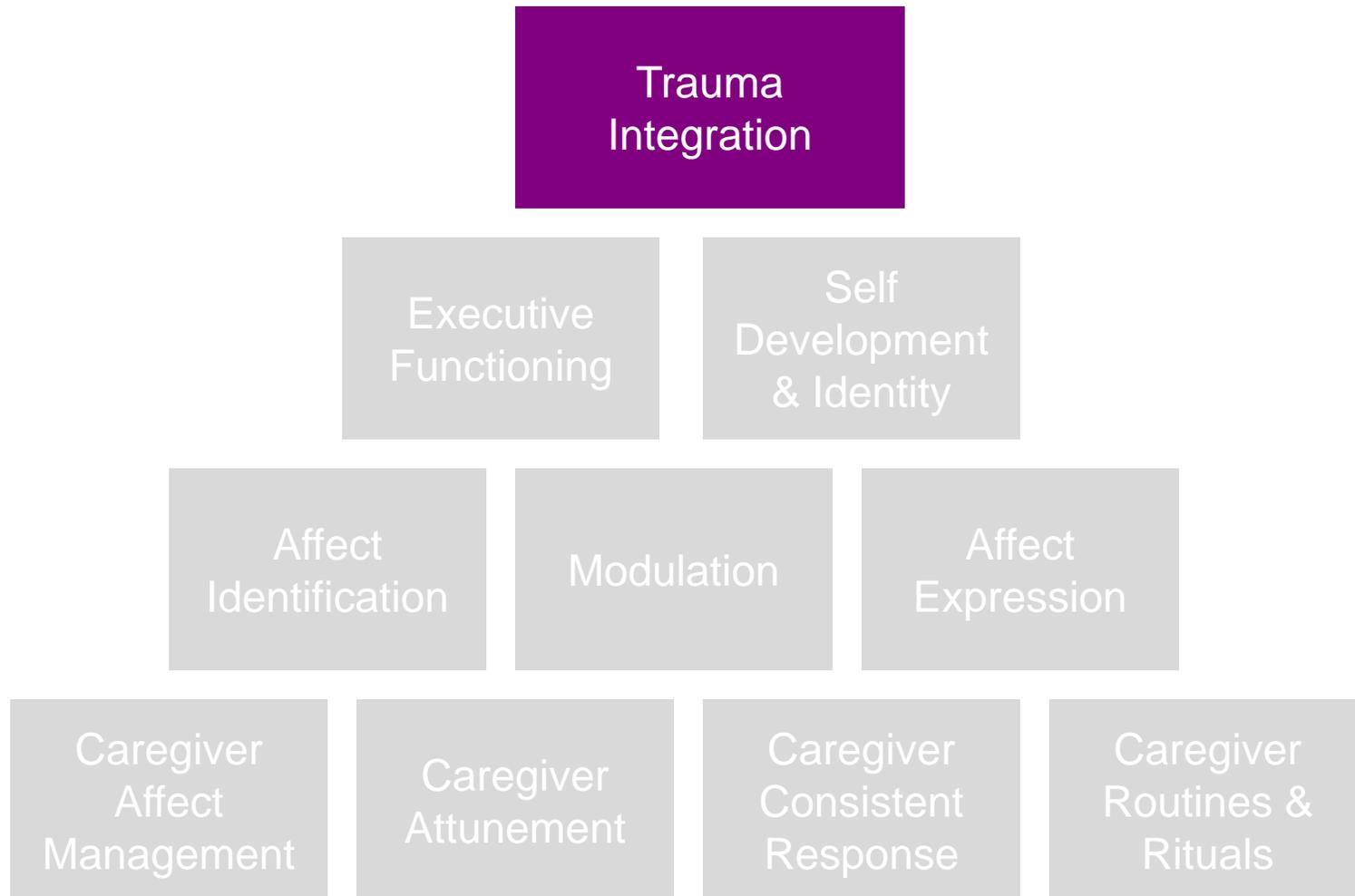
Self
Development &
Identity

Support key reflective capacities, including ability to make active choices and sense of self

- **Notice choices, assist with problem-solving, link actions and outcomes, and reflect on cause-and-effect**
- **Tune in (and support child in tuning in) to attributes, experiences, values, goals, opinions, etc.**
- **Pay attention to the range of areas in which a child may build developmental mastery**

ATTACHMENT, SELF-REGULATION, & COMPETENCY (ARC)

Blaustein & Kinniburgh (2010)



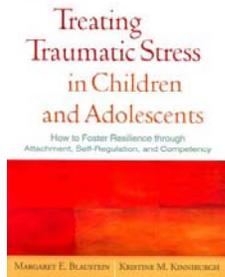
TRAUMA EXPERIENCE INTEGRATION



Trauma
Integration

Support self-reflective capacities, and ability to understand the self and act in the *present*, while taking into account the context of the past.

The integration of many different skills to manage, tolerate, explore, and understand personal experience, relationships, and systems of meaning



ARC PRINCIPLES USED IN..

- ✓ **Out-patient treatment**
- ✓ **In-patient treatment**
- ✓ **Domestic violence shelters**
- ✓ **DV Advocacy programs**
- ✓ **Youth drop-in centers**
- ✓ **Therapeutic foster care**
- ✓ **Residential treatment / IRTP's**
- ✓ **Group homes**
- ✓ **Juvenile justice facilities**
- ✓ **Schools and Head Start programs**
- ✓ **Child welfare training**
- ✓ **Early intervention**

Children are not simply a composite of their deficits, but are whole beings, with strengths, vulnerabilities, challenges, and resources.

ARC provides a framework that seeks to recognize factors that derail normative development, and to work with children, families, and systems to build or re-build healthy developmental pathways.

ATTACHMENT, REGULATION & COMPETENCE (ARC)



I Think I Can I Think I Can I Think I Can I Think I Can



**CAREY COUNSELING CENTER
CATHOLIC CHARITIES
CENTERSTONE
CHEROKEE
FAMILY & CHILDREN 'S SERVICE
FRONTIER HEALTH
HARMONY
HELEN ROSS MCNABB
SEXUAL ASSAULT CENTER
VOLUNTEER BEHAVIORAL HEALTH**



