

Welcome

Compassion Nonprofit • County • Faith
Action Network



Early Childhood Trauma and the Brain

Wednesday, September 27 from 10:00 - 11:30 AM

Fridley Civic Campus

7071 University Ave NE, Fridley, MN 55432

Attendees will learn:

- How trauma impacts the developing brain
- Understand the states of the brain and skills that apply to the states
- How trauma can impact caregivers who work with kids who have trauma
- Identifying interventions to promote a secure attachment
- How to assist caregivers in implementing these interventions
- How can the community best support kids and their families
- What are some evidence based practices

Presenters:



Jamie Mosley, LPCC-CDWF, Owner, Conscious Healing

Jamie Mosley is a Licensed Professional Clinical Counselor who has completed her Master's Degree in Mental Health Counseling from Walden University along with achieving her CDWF. After 20+ years with Head Start, Jamie pursued her long-term career goal of becoming a therapist. Jamie's experience includes substance abuse work, inpatient mental health, and group, individual, and couple's therapy. She is trained in Dialectical Behavior therapy, EMDR, Conscious Discipline, Shame Resilience and is trauma informed. Jamie is passionate about living a wholehearted life.



Jordan Myhre, MA, LPCC, Supervisor, Lee Carlson Center for Mental Health and Well-Being

Jordan Myhre is a supervising therapist at Lee Carlson Center who specializes in the early childhood program. Jordan has worked with children 0-5 for about 7 years in day treatment settings, school based programs, in homes, and clinics. She is certified in TF-CBT, in the ABC model of therapy in infant/early childhood and currently getting trained to be an ABC supervisor in order to continue to support early childhood workers

This event is free and open to the public



Our Mission:

To foster collaborative opportunities to creatively address community needs in Anoka County.

If there is a topic you would like CAN to cover at the next event, please talk to us after or visit our website and send us a message

www.compassionactionnetworkanoka.org



Agenda

10:00 **Welcome**

10:05 - 11:05 **Jamie Mosley, LPCC-CDWF, Owner, Conscious Healing**

11:05 - 11:25 **Jordan Myhre, MA, LPCC, Supervisor, Lee Carlson
Center for Mental Health and Well-Being**

11:25 - 11:30 **Q & A, Evals**



Early Childhood Trauma and The Brain

Jamie Mosley, LPCCC, CDWF, ACS



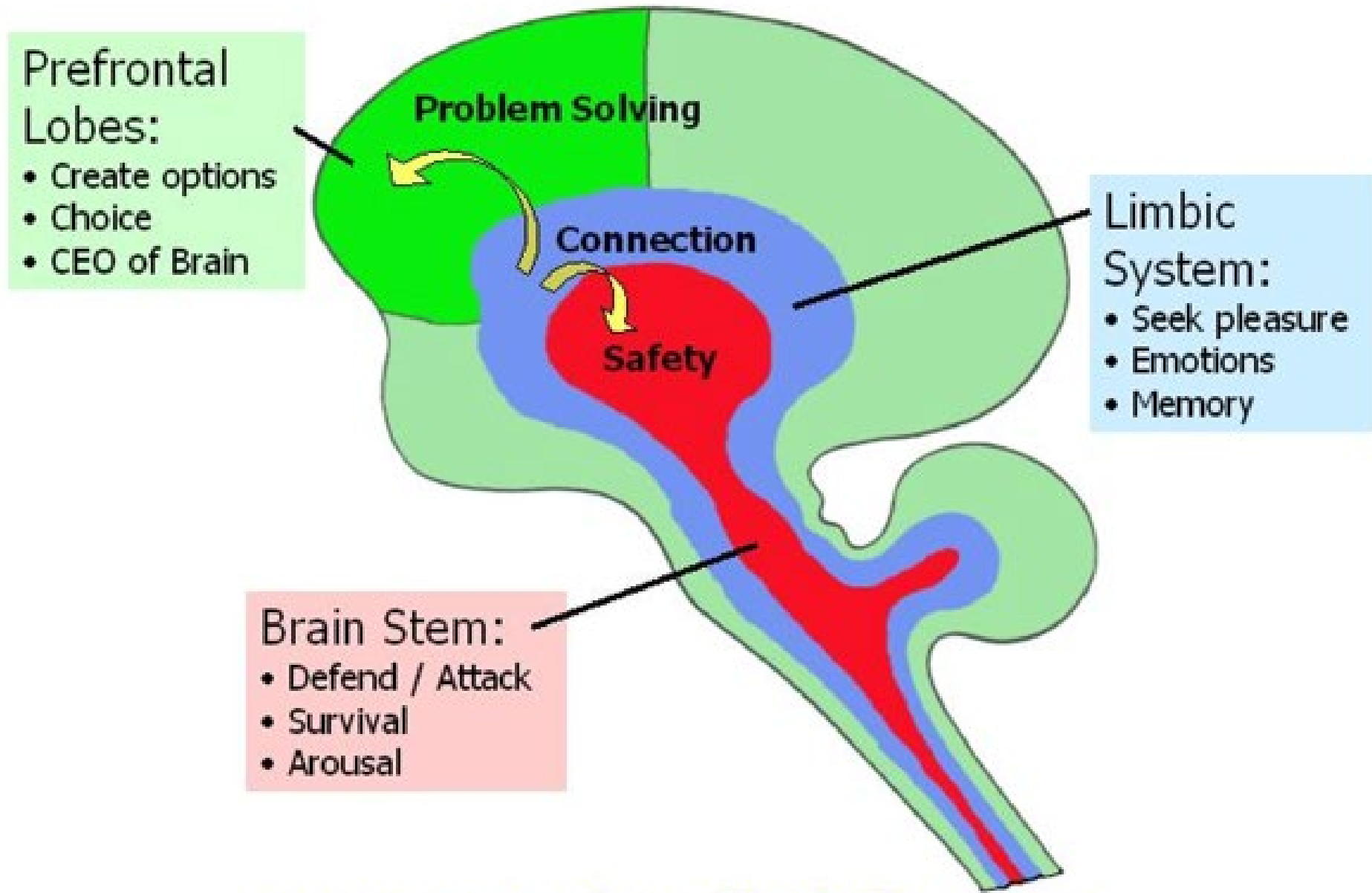
Where are we going?



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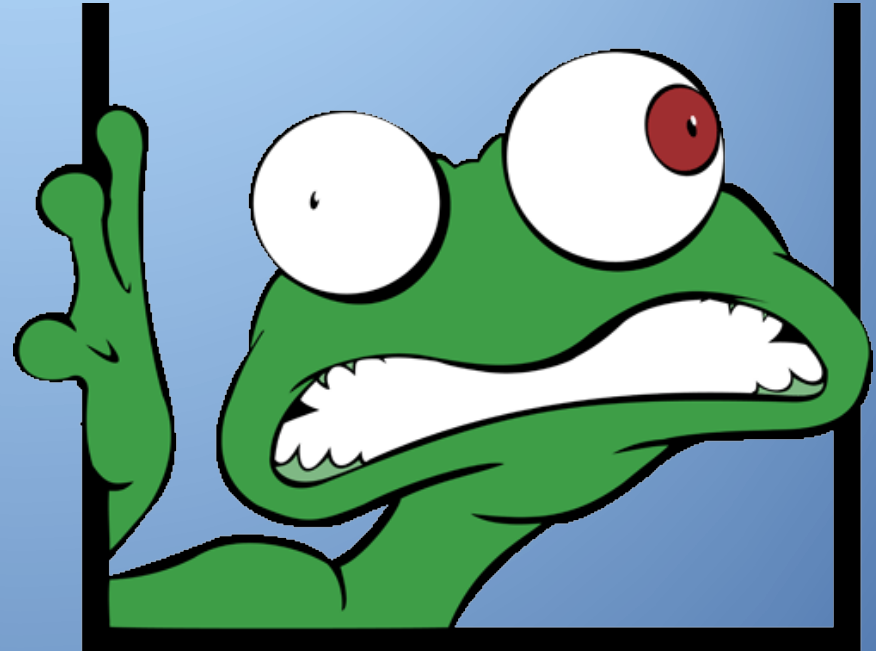


Conscious Discipline® Brain Model



Brain Stem

- Programmed for Survival
- Brain is hard wired to survive
- Brain is pattern seeking
- **CAN NOT** be trusted
- Fight—Flight—Fool
- Like talking to a Frog



Fear Triggers Stress Responses

- In times of stress the brain will “downshift”
- Releases stress hormones that throw you into fight or flight
- It’s as if your receptive arms suddenly shut down to information



The Disassociate/Trauma Response: *Fall*

Neuro Cognitive Indications

Somatic Indications

Body Responses

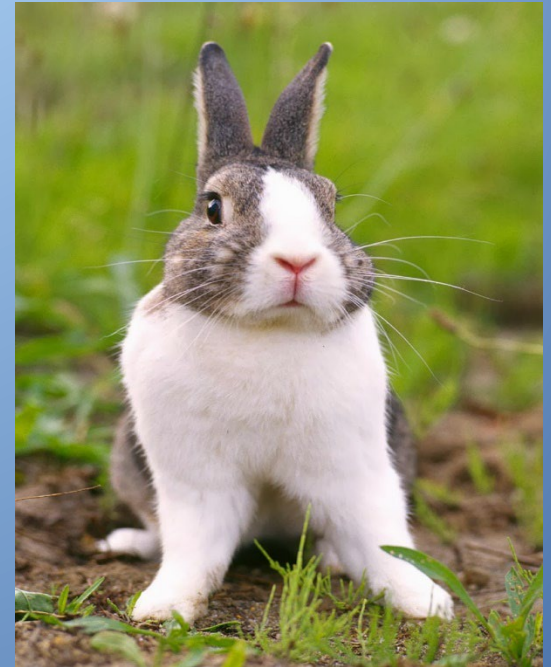
Eye Movement Changes

Respiration Changes

Verbal/Language Changes

Difficulty Verbalizing

Changes in Writing





BRAIN STEM ASKS:

AM I SAFE?

State physical no judgment

Assertive voice

NO CHOICES

Breathing



Conscious Discipline® Brain Model

Prefrontal Lobes:

- Create options
- Choice
- CEO of Brain

Problem Solving

Connection

Safety

Limbic System:

- Seek pleasure
- Emotions
- Memory

Brain Stem:

- Defend / Attack
- Survival
- Arousal

www.consciousdiscipline.com

Limbic (**Unconscious**)

- CD-ROM
- Only has learned skills
- 90% of full potential – age 3
- Highly charged emotional memory
- Female larger - bonds
- Moody—



Limbic Question: Am I Loved/Do I Belong?

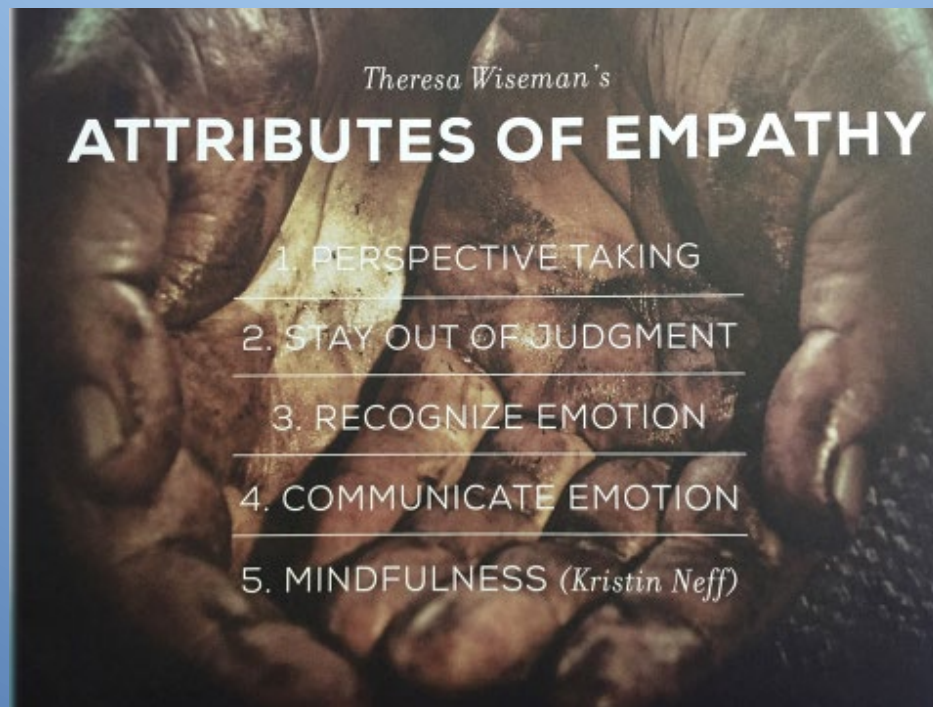


Limbic

- Empathy
- Choices
- DBT
- **Developmental Need**
– **CONNECTION**



Let's Start with Empathy

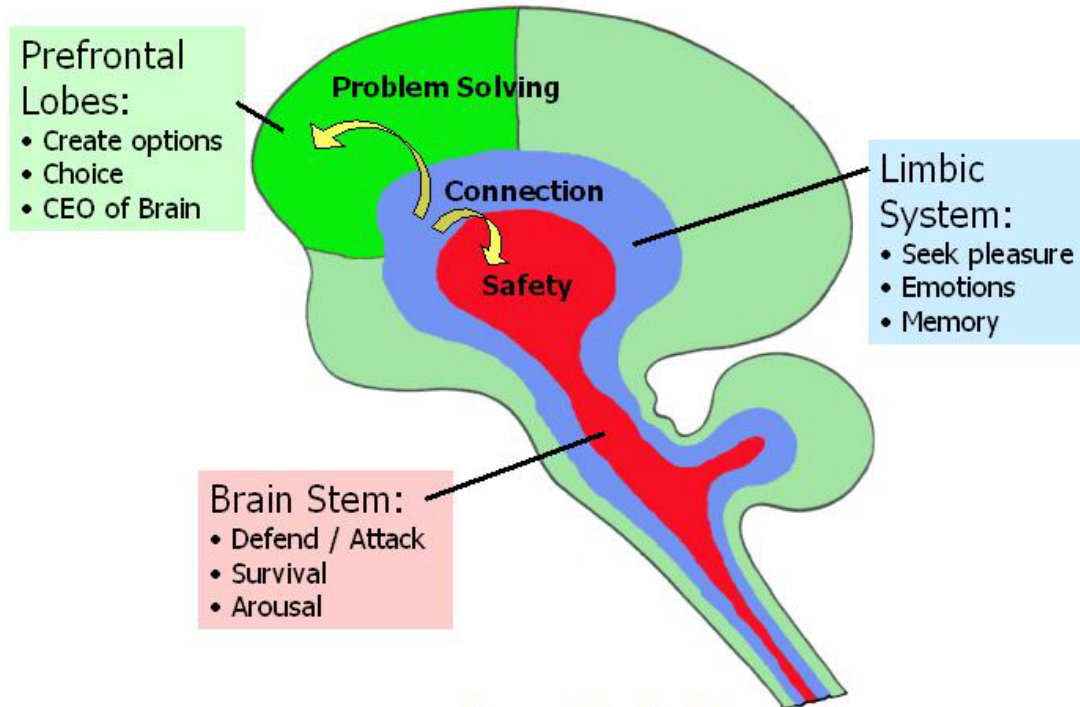


Listen to Hear Not to Fix

- <https://www.youtube.com/watch?v=-4EDhdAHrOg>



Conscious Discipline® Brain Model



www.consciousdiscipline.com

Frontal Lobes (Cortex)

- CEO of the Brain
- Problem solving
- Makes up new responses
- Serial Killers 92% less function
(*source Dr.Becky Bailey)
- ADHD 22% less function
(*source Dr.Becky Bailey)



Frontal Lobe



Working memory



Sustained attention



Planning, Prioritizations,
Initiation



Organization, time
management



Goal Stick-to-it-ness



Online with the whys

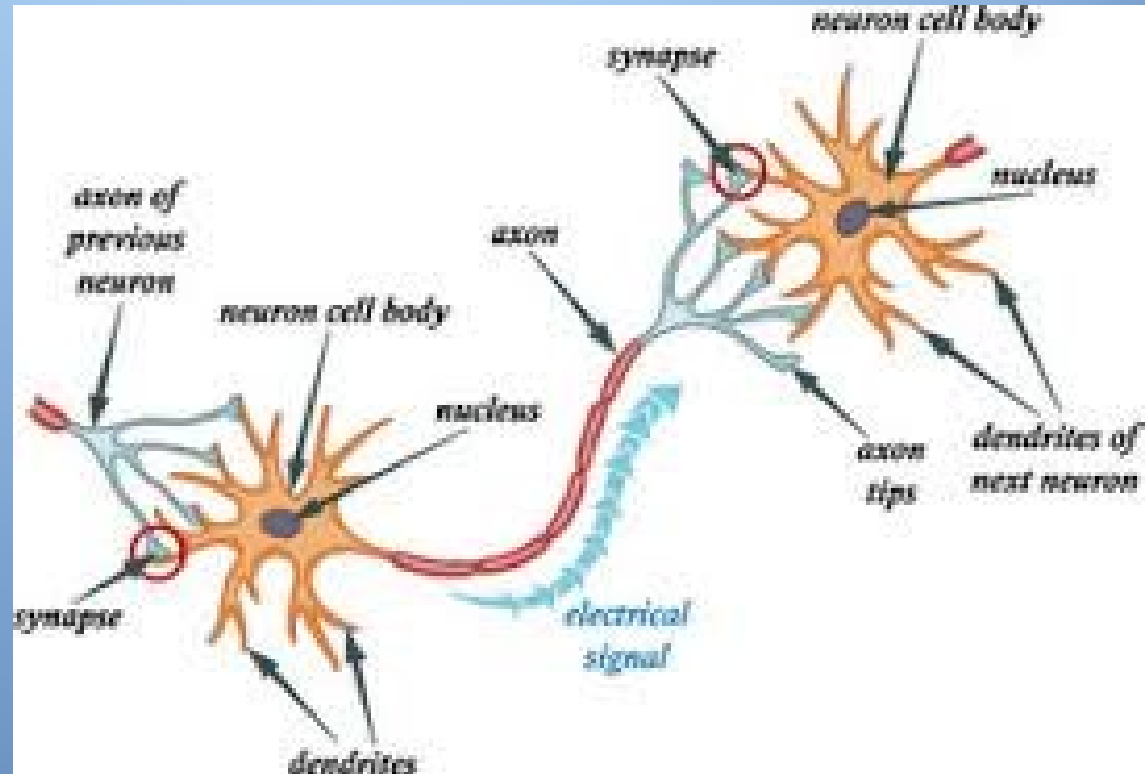


Frontal Lobe Question: How Do I solve the Problem

- Stop/go stimulates brain
- Crossovers
- Organized patterns
- Movement helps impulse control
- Exercise
- **Developmental Need**
 - **STIMULATION**



The Know and The Do



We Are Doing It Backward S

Brain
Stem

- Regulate self first
- Breath
- Grounding/Noticing

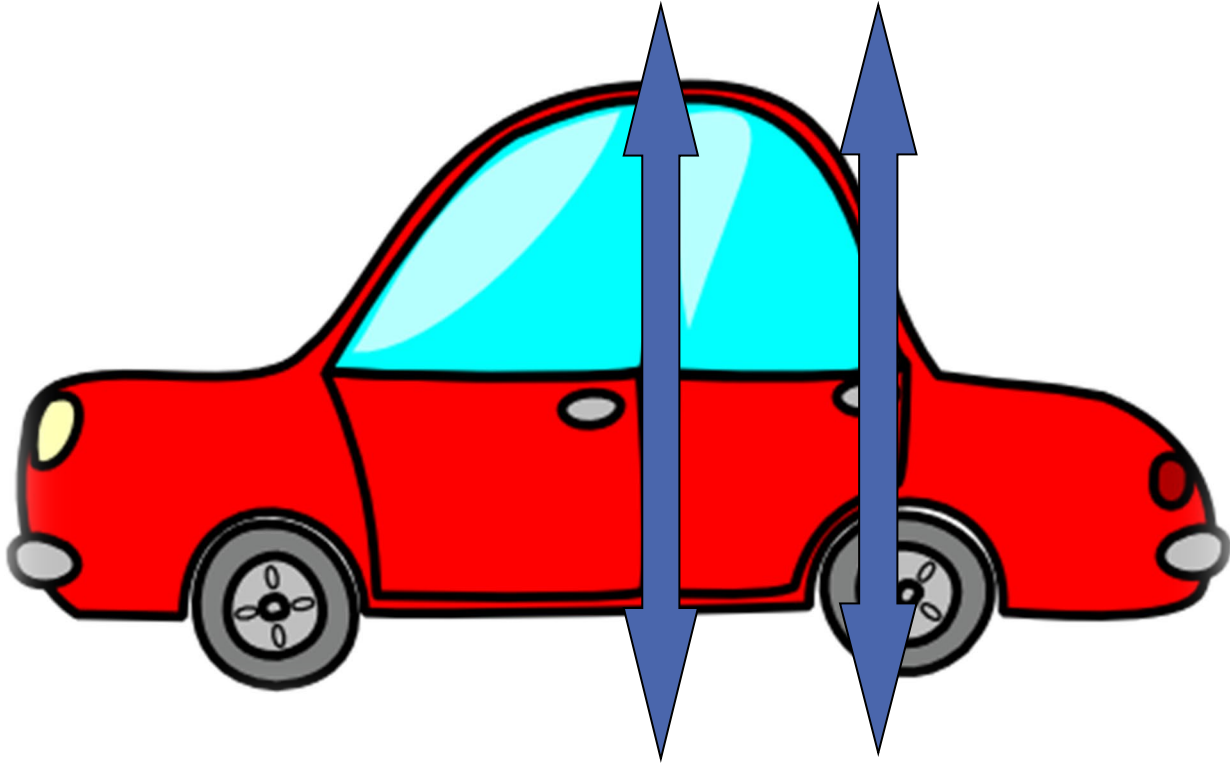
Limbic

- Self-compassion
- Empathy
- Choices

Frontal
Lobe

- Consequences
- Data





What We Know

- Trauma can result from adverse childhood experiences, natural disasters, accidents, interpersonal violence or war
- Early, severe and/or chronic trauma can affect the brain which can result in behaviors and emotions that appear maladaptive
- Trauma has an extremely high correlation with poor health and social outcomes





WHY DO I NEED
TO KNOW
ABOUT TRAUMA
AND HOW IT
IMPACTS THE
BRAIN?



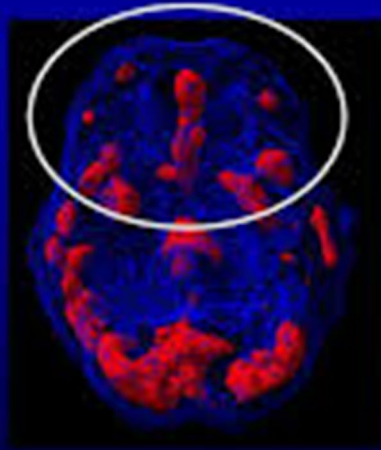
The Brain Registers Shame as Trauma

Shame is the intensely
painful feeling that
we are unworthy
of love and belonging.

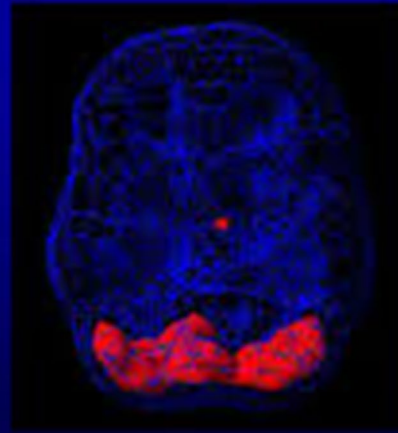
Brene Brown, PHD, LMSW



PTSD vs Healthy



PTSD

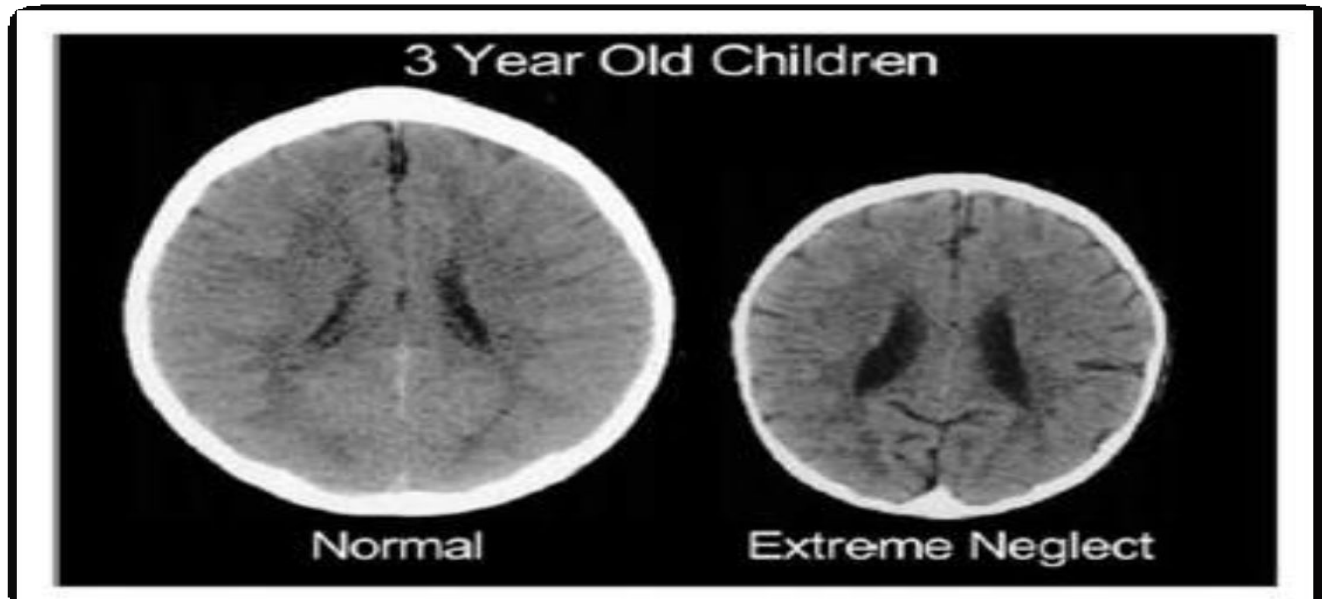


Healthy

Using SPECT, we can distinguish between emotional trauma and physical trauma.

Daniel G. Amen, MD

Early Stress



Source: Bruce Perry, MD, PhD, Child Trauma Academy

When the brain experiences Trauma

- Definition of trauma
 - A stressful occurrence “that is outside the range of usual human experience, and that would be markedly distressing to anyone”



Not the definition that matters....

- It is the symptoms of trauma
 - Second guessing ourselves is the beginning of PTSD
 - Re-experiencing the trauma
 - Avoidance of people/problem
 - Hyperarousal
 - Affecting regulation: either too low or too high



- Heightened Emotional Reactivity
- Violent outbursts
- Impulsive/Reckless behaviors
- Disassociation
- Feeling defeated, diminished ,worthless, shame
- Pervasive feelings of guilt
- Negative self-concept
- Interpersonal disturbances: difficulty attaching to others, little interest in social engagements, difficultly maintaining relationships



TRAUMA TAKES KNOWING WHAT WE NEED



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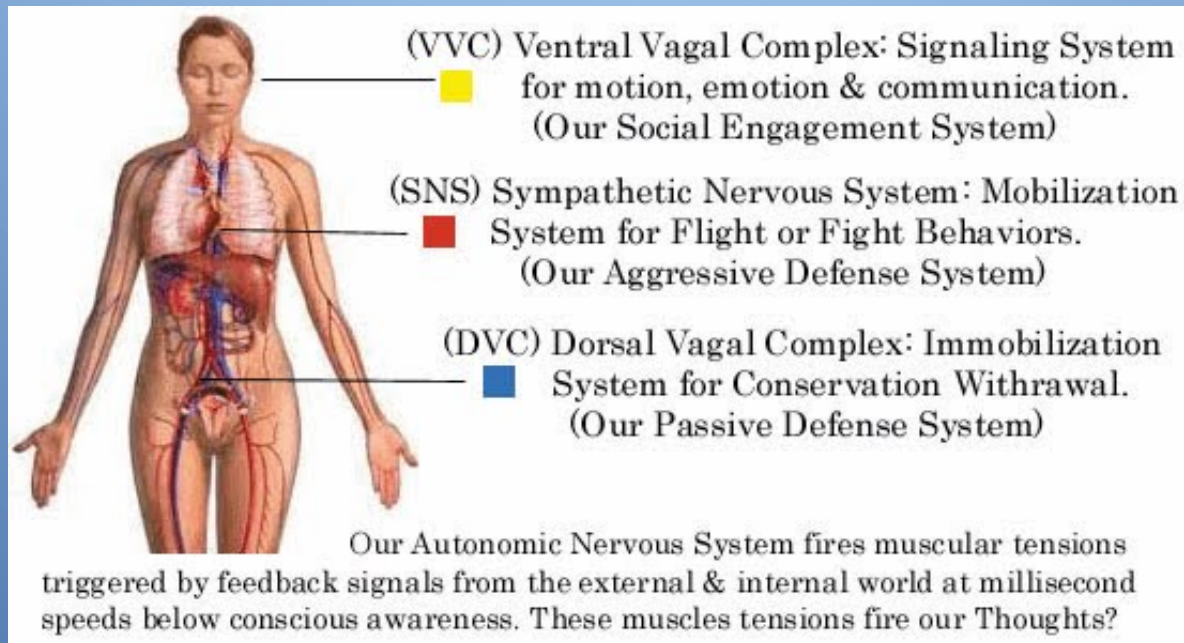
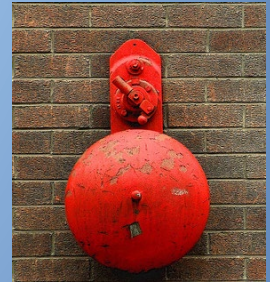


The Core of Traumatic Reactions

- Hyperarousal- increased heartbeat, tension, jitteriness,
- Constriction– accompanied by hyperarousal constriction in our bodies and actions ensures all our efforts are directed at the threat
- Flight/Flight
- Freezing (immobility) associated with helplessness–
- Dissociation– protects us from the pain of death

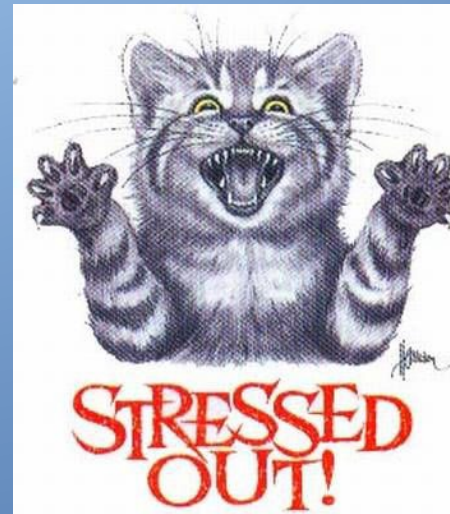


The Alarm System



Over-Sensitive Alarm System

- High Adrenaline – YIKES!!
- Characteristics
- Emotions run high



Under Sensitive Alarm System

- Low Adrenaline – **WHATEVER!**
- **I don't care**
- **Risk takers**

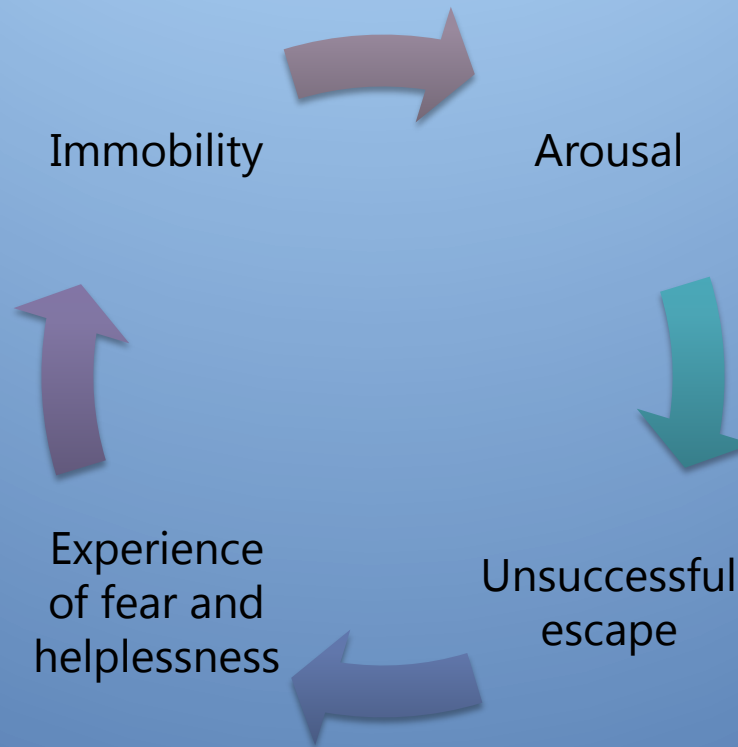




WHEN THE TRAUMA CYCLE IS INCOMPLETE



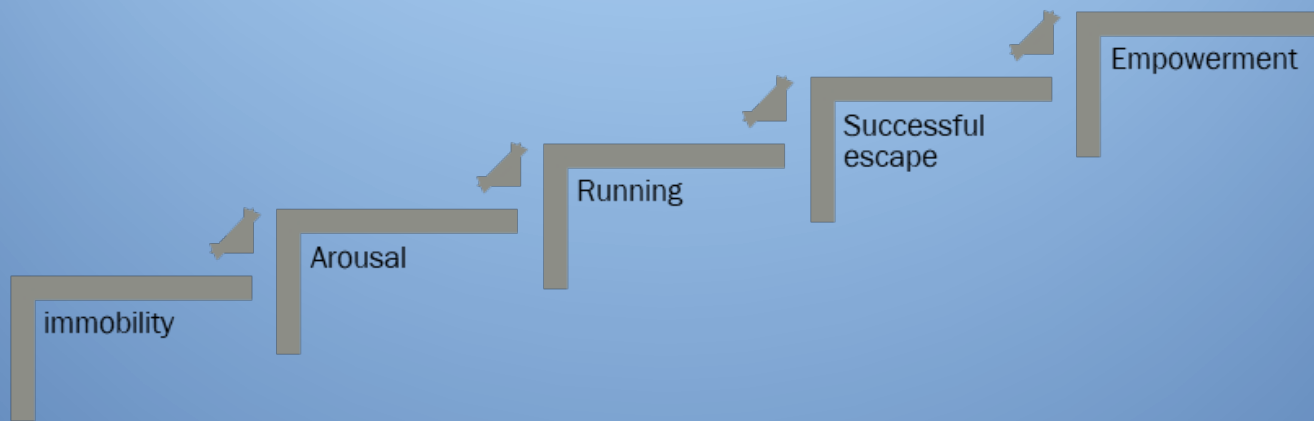
The Incomplete Trauma Response





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Completing the Cycle



- Slow it down: key person into their body example: numb, shaky, adrenaline rush, hot/cold
- Feel to heal: Okay to shake (releases the shock)
- Okay to take a break
- Secondary phase: Emotions begin to come up— feel without judgment— may continue to have body sensations
- Let emotions move through you
- When person is sharing if become dysregulated: breathing changes, feeling sick, stop talking and cue into body sensations— regulate breathing—then return to story
- Retelling story if they have an urge to do something at that time they should do that



Vicarious/Secondary Trauma

Begins with exhaustion

Working too hard without sufficient rest

Feeling less effective or less able to make impact

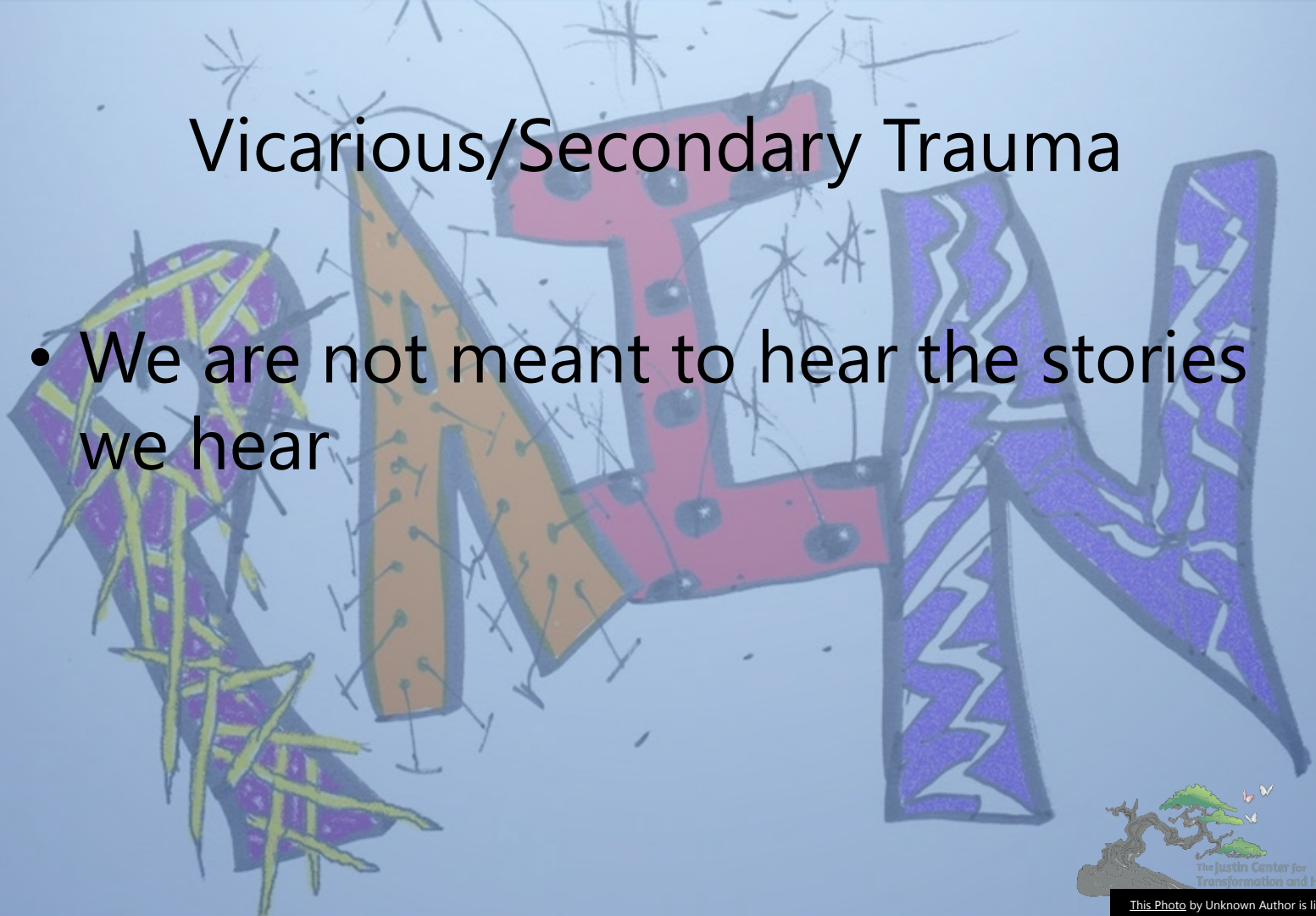
Becoming cynical, critical, judgmental, and irritable

Increasingly unappreciated



Vicarious/Secondary Trauma

- We are not meant to hear the stories we hear



Lower
immunity

Chronic
Fatigue

Difficult sleep
patterns (too
much or
can't)

Health issues

Impact of Trauma on YOU



Impact of Trauma on YOU

- Resets resting level of arousal
- Increases your comfort with dysregulation
- Engages survivor guilt





Relational Issues

- Impacts relationship with self
 - Core values and loyalties
 - View of the world
 - Body
 - Spirituality



What can You Do

Routines of care from the
outside

Routines of care from the
inside

Routines of care from
others



Massage

Chiropractor

Higher power/spirituality

Change your environment

Change your pattern

Outside Interventions



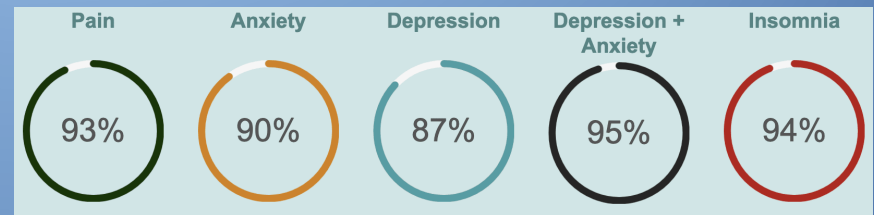
Inside Interventions

- Wishing Well/Prayer
- Actions of Care
- Containering
- Imagery
- Breathe work
- Self-compassion



Alpha Stim

- The Alpha-Stim electrotherapy device works by transmitting a unique, patented electrical waveform to modulate the cells' signals to return to baseline, normal functioning



Teasing out your blind spots.....Knowing you

What makes you loop

What is your hardest case

What is currently your hardest relationship

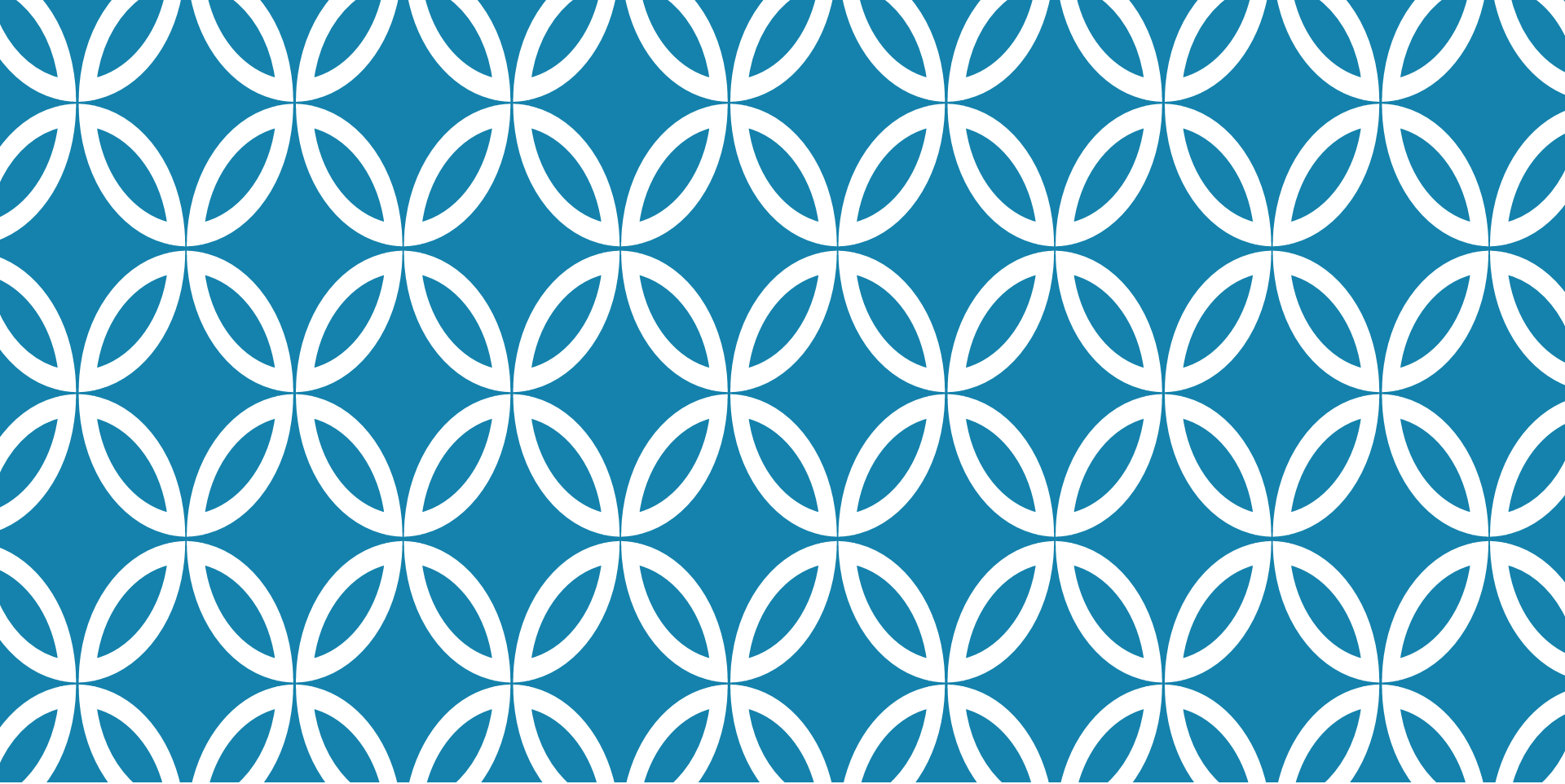
What is the easiest relationship

How do we tolerant not being able to help



Where we have been



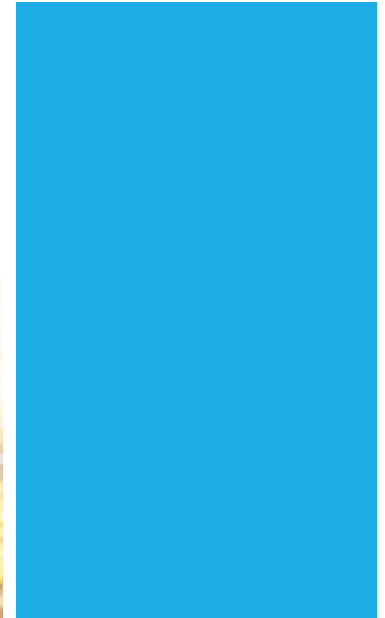


TREATMENT OF EARLY CHILDHOOD

Jordan Myhre,
MA, LPCC

LEARNING OBJECTIVES

- Identifying interventions to promote a secure attachment
- How to assist caregivers in implementing these interventions
- How can the community best support early childhood kiddos and their families
- What are some evidence based practices



A photograph of a family of four sitting on a brown leather couch. A man with short brown hair and a beard is laughing heartily, looking down at a young boy lying on his back. The boy is also laughing with his mouth wide open. A woman with dark hair pulled back is smiling and looking at the boy. A young girl with long dark hair is sitting next to the woman, also smiling and looking towards the boy. The scene is warm and joyful. The text "RELATIONSHIP IS THE FOUNDATION" is overlaid in white, bold, sans-serif capital letters in the center of the image. A thin white vertical line is positioned to the right of the text.

RELATIONSHIP IS THE
FOUNDATION



INTERVENTIONS

- Nurturing your child
- Being with and enjoying your child
- Avoid frightening behaviors
- Co-Regulation



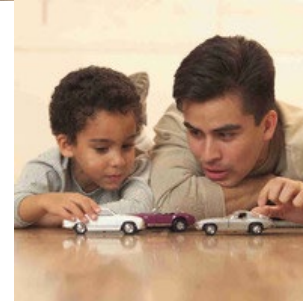
NURTURING YOUR CHILD

- Physical comfort
- Verbal comfort
- Facial Expressions
- Hug
- Pat/rub their back
- Pull them onto your lap
- They need this even if they don't appear like they do



BEING WITH AND ENJOYING YOUR CHILD

- Play with your child
- Comment on what they are doing
- Repeat their words and noises
- Copy their play
- Get down on their level
- Smile and laugh with them



AVOID FRIGHTENING BEHAVIORS

- Raising your voice/tone of voice
- Threatening behaviors
- No punishments!
- No timeouts!



CO-REGULATION

- Stay calm yourself
- Stay close
- Identify and name the feeling, don't fix the feeling
- Offer physical touch
- Model regulation strategies
- Reassure them that you are here when they are ready
- Don't lecture
- Move spaces if needed
- Don't take things personally



SUPPORTING THE CAREGIVER

- Validation
- Normalizing parenting
- Identifying strengths
- Modeling
- Gentle suggestions/Coaching
- Communication
- Providing resources and tools
- Language is so important!



HOW CAN WE HELP

- Reinforce the importance of the role of the caregiver
- Be available to be a strong support system
- Provide resources and help access those resources
- Assist in the learning and understanding of parenting skills
- Do not judge
- Identify the outcomes
- Advocate!



EVIDENCE BASE PRACTICES

- Attachment Bio-behavioral Catch up (ABC)
- Child Parent Psychotherapy (CPP)
- Trauma Focused Cognitive Behavioral Therapy (TFCBT)
- Play Therapy

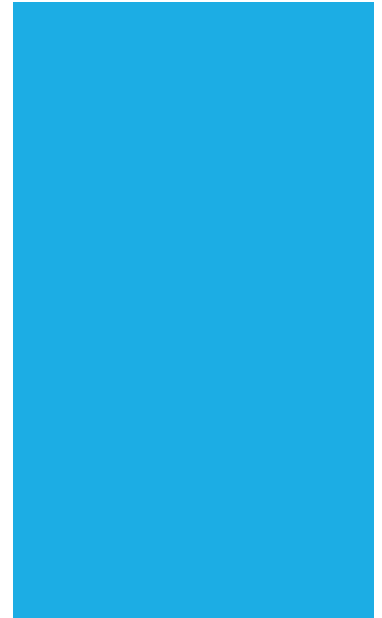
• <https://www.abcintervention.org/>

• <https://www.circleofsecurityinternational.com/>



OUTCOMES

- Children are more likely to be securely attached to their caregivers
- On average, children develop more normative diurnal stress hormone patterns
- Children develop better impulse control
- Children are less likely to express anger during a challenging task
- Children are better able to switch between tasks (executive functioning)
- Children have more advanced receptive language abilities
- Parents respond to their young children with more sensitive behaviors
- <https://www.abcintervention.org/>



QUESTIONS?

