

ACES and Trauma-Informed Care

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Prefrontal Cortex

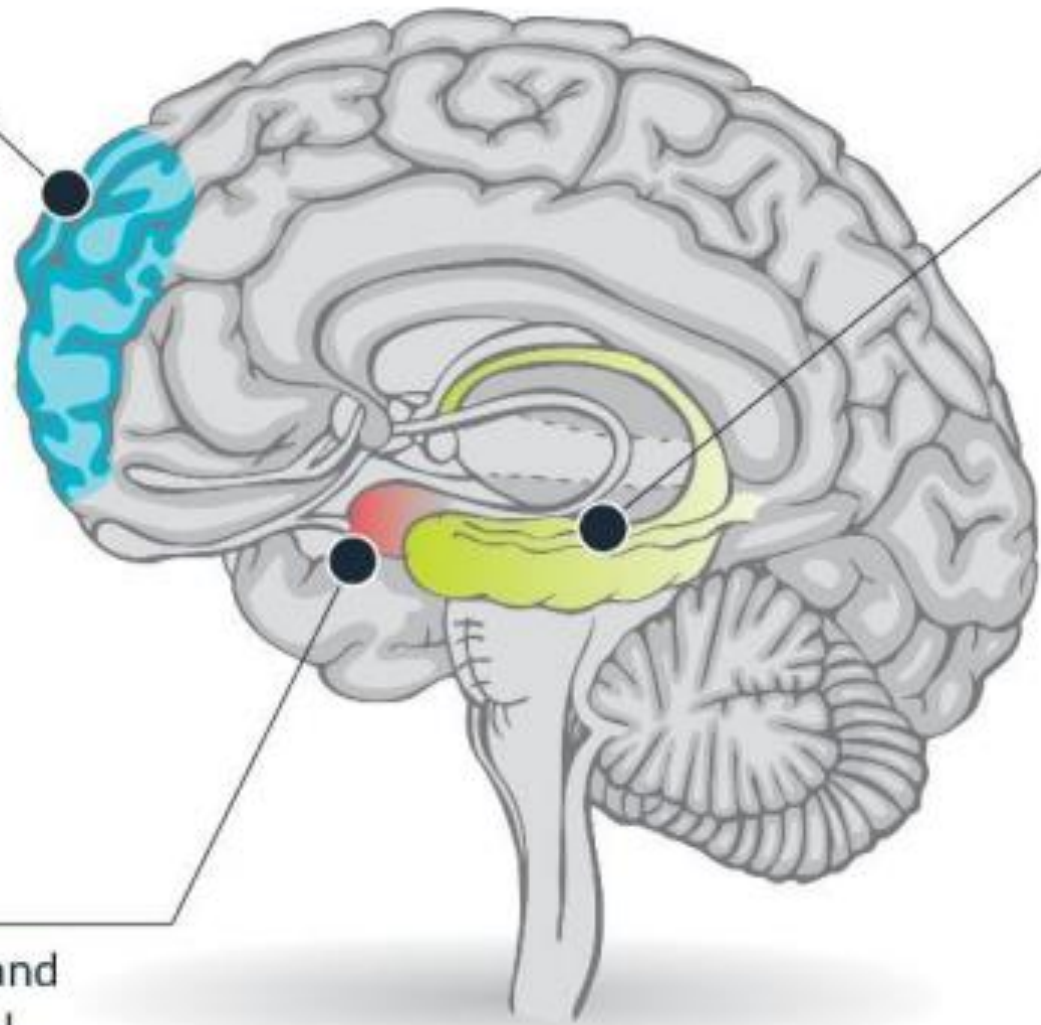
Regulates thoughts,
emotions, behavior

Hippocampus

Stores learning
and memory

Amygdala

Reacts to stress and
emotional arousal



Adverse Childhood Experiences (ACES)





Bullying



Poverty



**Peer rejection and
having no friends**



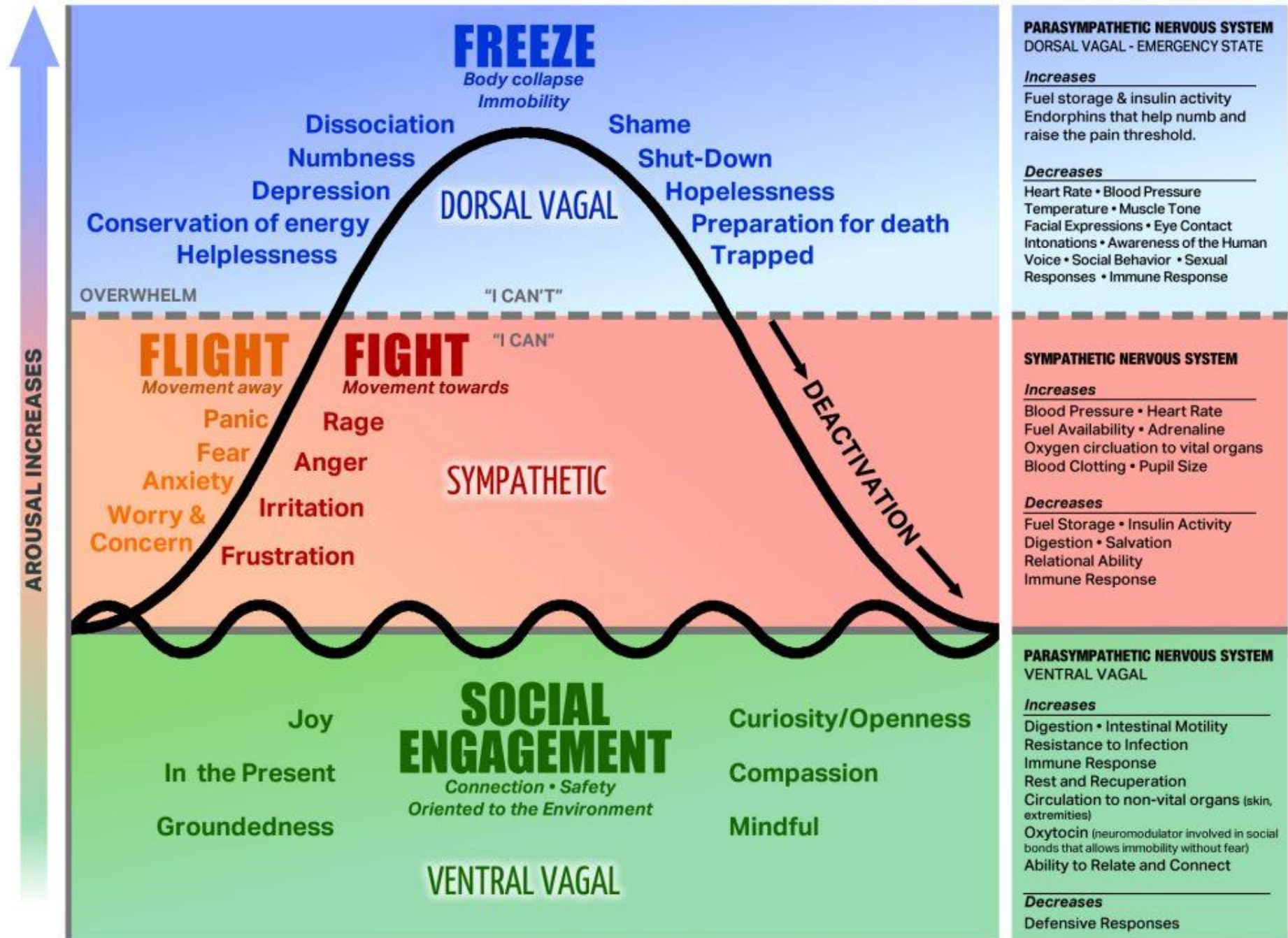
**Experience of
racism**



**Death, multiple and
traumatic loss**



Alternative Markers of ACEs



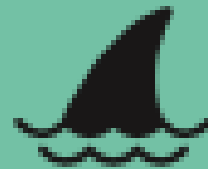
Flood, fawn or fatigue?

US psychologist Curtis Reisinger reckons we have three more responses



FLOODING

Being flooded with sudden emotion



FAWNING

Submitting to a large threat or a captor



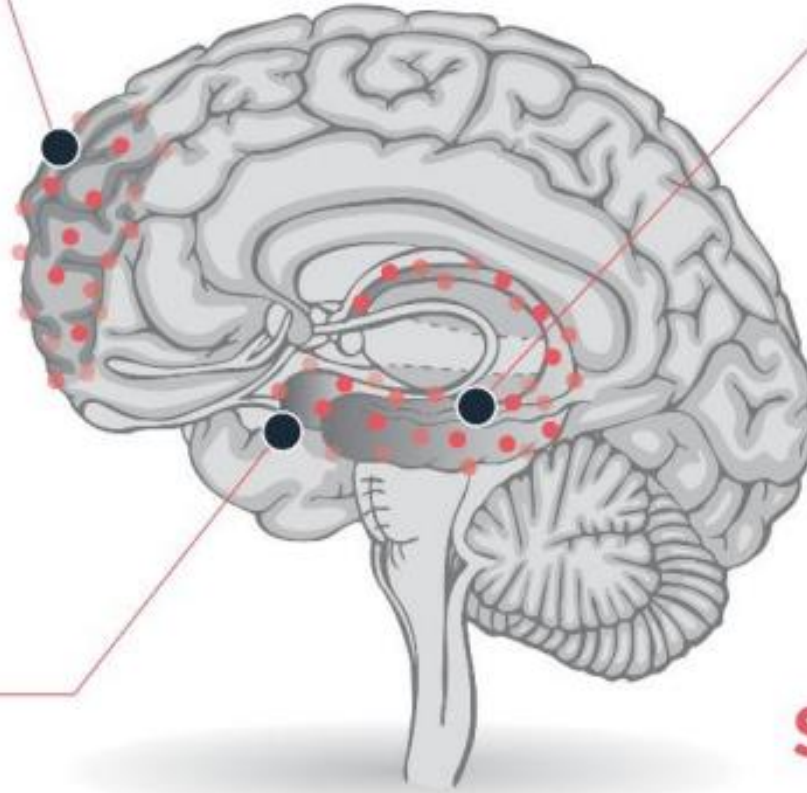
FATIGUE

Sleeping so as to manage the crisis situation

Prefrontal Cortex

Structural changes including fewer and altered connections

Functional challenges including difficulty regulating thoughts, emotions, behavior



Hippocampus

Structural changes including fewer connections, fewer new neurons created, and smaller volume

Functional changes including difficulty with memory, contextualizing new situations and information, and storing new learning

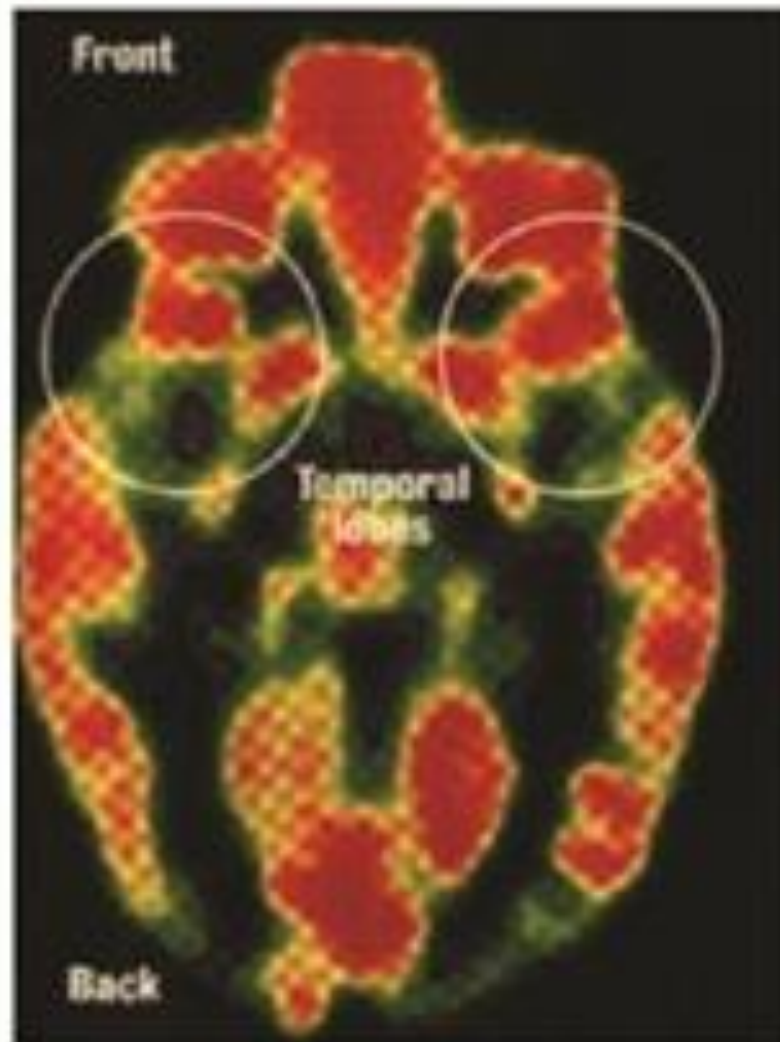
Amygdala

Structural changes including altered connections and volume

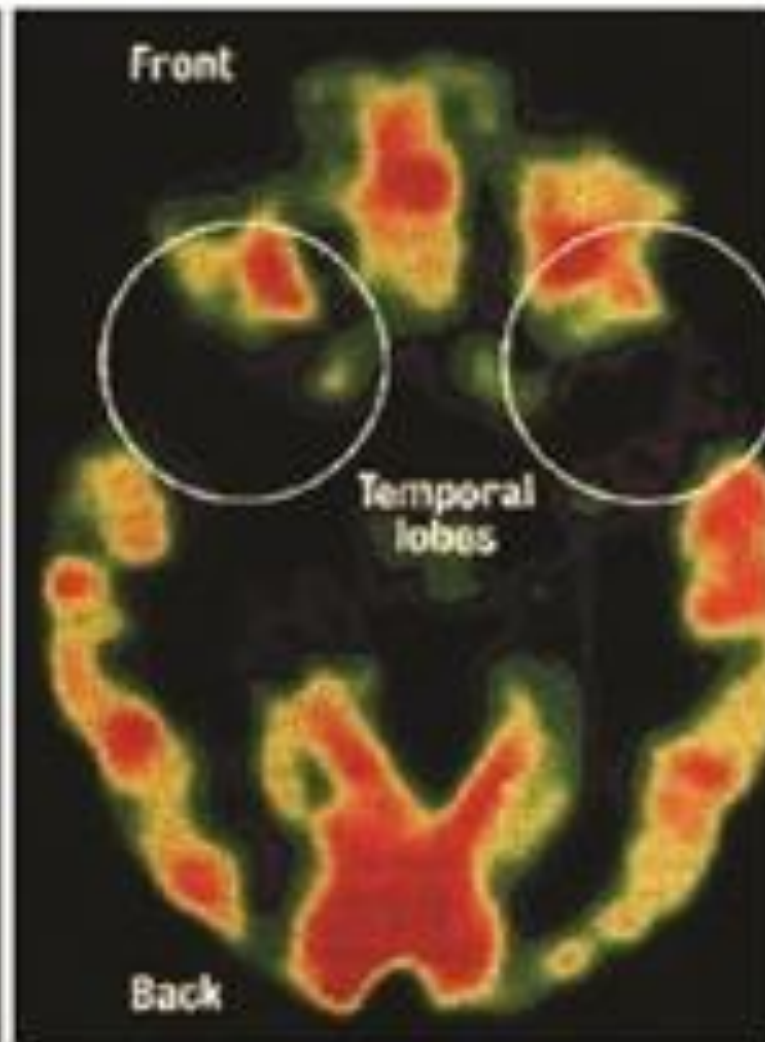
Functional changes including a hyperreactive stress response


**Stress Hormone
Cortisol**

Healthy Brain

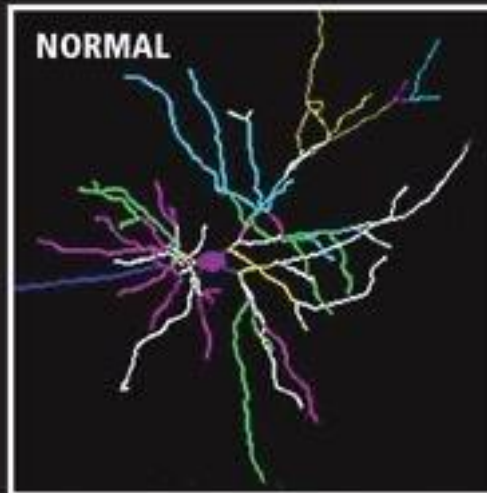


Results of Chronic Stress



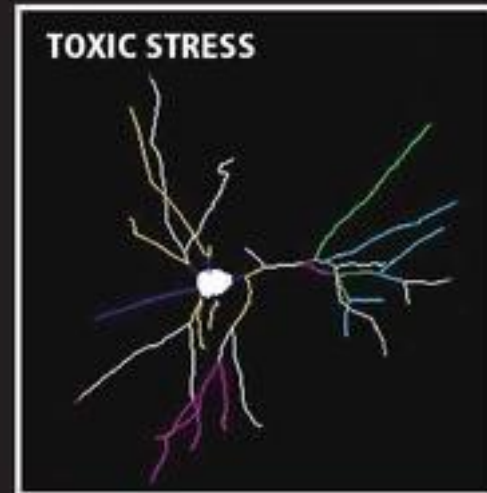
HOW TOXIC STRESS IN CHILDHOOD ALTERS THE BRAIN

Exposure to major adversity in early childhood can weaken brain development. This can permanently set the body's stress response system on high alert. A stable, nurturing environment can prevent these responses and outcomes for learning, behavior and health.



A typical neuron with many connections looks like this.

SOURCES: J.J. Radley Neuroscience 2004



A neuron damaged by toxic stress has fewer connections.

MARTHA THIERRY/DETROIT FREE PRESS

ACE's can have lasting effects on:



Health

Obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones.



Behaviours

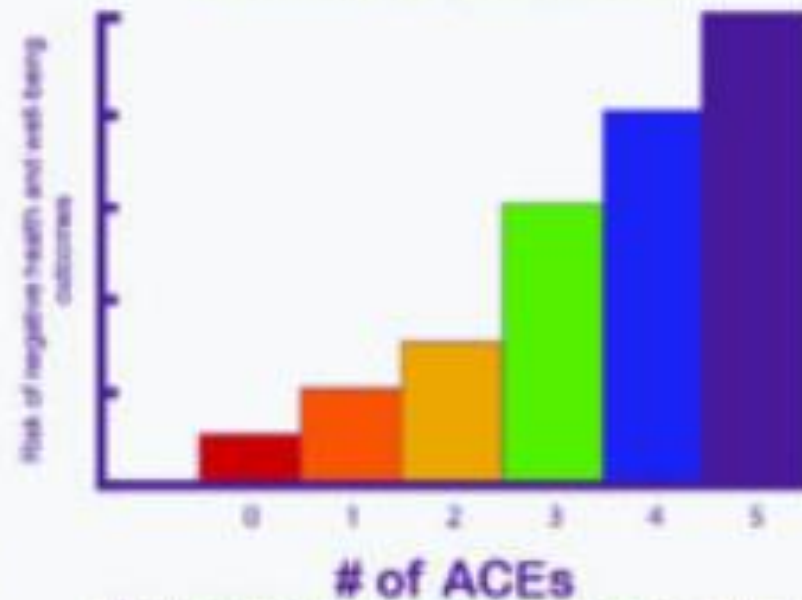
Smoking, alcoholism and drug abuse.



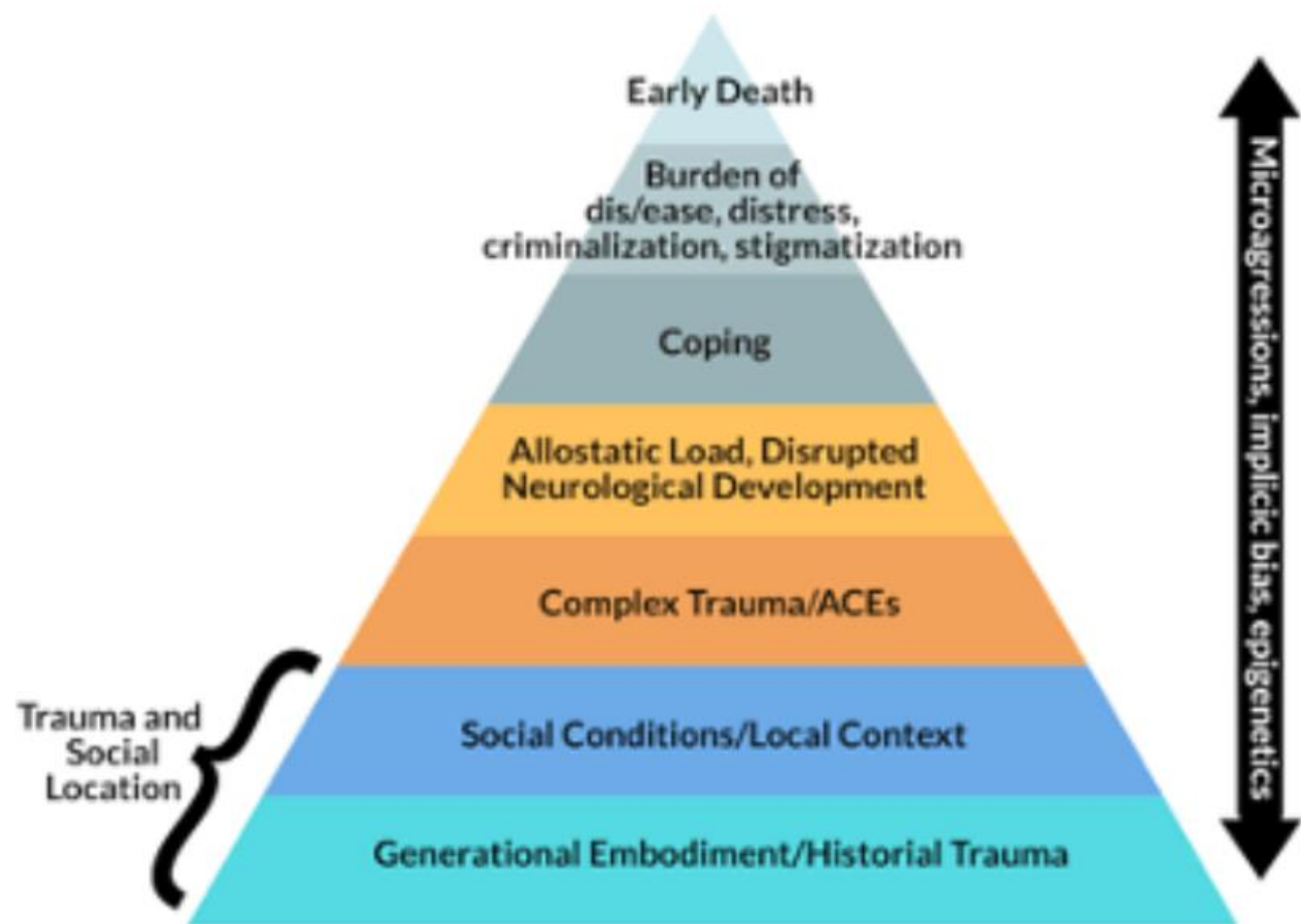
Life Potential

Graduation rates, academic achievement, lost time from work.

ACEs have been found to have a graded dose-response relationship with 40+ outcomes to date.



*This pattern holds the 40+ outcomes, but the exact risk values vary depending on the outcome.



Adapted from the **RYSE** CENTER

Executive Functioning Skills



Planning is the ability to figure out how to accomplish our goals.



Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



Working Memory is the mental processes that allow us to hold information in our minds while working with it.



Metacognition is being aware of what you know and using that information to help you learn.

Pathway
2 SUCCESS

Self-Control is the ability to regulate yourself, including your thoughts, actions, and emotions.



Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.



Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.



Flexibility is the ability to adapt to new situations and deal with change.

www.thepathway2success.com

How common are ACEs?

Number of ACEs



A Trauma-Informed Approach (Four R's)

A trauma-informed program, organization, or system:

Realizes

- Realizes widespread impact of trauma and understands potential paths for recovery

Recognizes

- Recognizes signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds

- Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Resists

- Seeks to actively resist re-traumatization.

From SAMHSA's Concept Paper



SAMHSA'S 6 PRINCIPLES

of a

TRAUMA-INFORMED APPROACH



SAFETY

Prevents violence across the lifespan and creates safe physical environments.

TRUSTWORTHINESS

Fosters positive relationships among residents, City Hall, police, schools and others.

EMPOWERMENT

Ensures opportunities for growth are available for all.

COLLABORATION

Promotes involvement of residents and partnership among agencies.

PEER SUPPORT

Engages residents to work together on issues of common concern.

HISTORY, GENDER, CULTURE

Values and supports history, culture and diversity.

- <https://traumainformedoregon.org/wp-content/uploads/2020/03/Considerations-for-COVID-19-Trauma-Informed-Response.pdf>
- Rationale: For most people, COVID-19 will be associated with increased uncertainty and stress. When we are under acute stress we are more likely to be operating from the survival areas of our brain, which means that our thinking becomes much more black and white, our attention is more narrowly focused on the immediate here and now, we start to have difficulty planning or thinking ahead, we have difficulty regulating our emotions, and we become less able to make decisions. Stressful times are associated with threats to our safety and a loss of power and control. A trauma informed approach can help reduce or prevent a trauma response.

Trauma- Informed Approach for COVID-19

Take the ACES Quiz

- <https://americanspcc.org/take-the-aces-quiz/>
- You may want to wait until you are in a safe space – the questions could be triggering.



Questions?

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