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| **TX FOCUS**  | **INTERVENTION** | **PURPOSE** | **RESOURCE** |
| **Emotional Regulation**  | **SLEEP** | * Children ages 5 to 12 need 10-11 hours of sleep
* About 69 percent of children 10 and under experience some type of sleep problem, according to the National Sleep Foundation's (NSF) 2004 Sleep in America poll
* Poor inadequate sleep can lead to mood swings, behavioral problems (hyperactivity & cognitive problems) which impact their ability to learn in school
* Sleep problems and disorders are prevalent at this age
 | <http://www.sleepforkids.org/html/sheet.html><http://www.sleepforkids.org/html/problems.html>  |
| * Melatonin can stabilize and promote normal sleep and daily bodily rhythms is presently certain.
* Pineal stores of melatonin are typically released into the circulation **when illumination diminishes**, and may help explain why most of us sleep better when the lights are off.
* Lack of sleep might increase behavioral and psychological problems during the day
 | <http://www.webmd.com/balance/alternative-therapy> Thomas (2002) Building Brilliant Brains through Bonding  |
| **EATING HABITS** | * Cod Liver Oil and Omega 3 (increases energy and ability to concentrate)
 | <http://www.healthvitaminsguide.com/natural-nutrients/cod-liver-oil.htm> |
| * Clinical trials suggest that omega-3 fatty acids improve the outcome of depression. This study aimed to evaluate the association between intake of cod liver oil, rich in omega-3 fatty acids, and high levels of symptoms of depression and anxiety in the general population.
 | <http://www.ncbi.nlm.nih.gov/pubmed/17184843>  |
|  |  | * Looking at results from ACE study gives us a lot of information about Health Risks exist for persons with adverse childhood experiences (trauma). One of those risks is obesity and so eating healthy is really critical for this population.
 | <http://www.cdc.gov/ace/outcomes.htm>  |
| **Self-Regulation** | **SELF CARE** | * All parents, clinicians and kids need self care plans
* While I do not have an official form for a “self care plan” here is the general idea
* Get a schedule (like a weekly planner) and help a parent/therapist/supervisor schedule time each day for themselves … if possible twice a day
* Then a make a list of different relaxation exercises they will try during this time … and we process those (yoga, bubble baths, walking, Tai Chi, biofeedback practice, breathing, music) … and the list goes on
* Then in therapy sessions (of clinical supervision) we track both if they are keeping to the to the schedule … if so what has been important to do that, if not what gets in the way
* We also track the experience with the exercises and what seems to work well for them
* It is also important to develop a crisis self care plan … in terms of “When I get to the end of my rope … this is who I will call and these are the activities in which I will engage”
 | **Potential Self Care Tools for Clients**<http://socialworktechblog.com/2011/05/25/making-a-self-care-plan-on-brushes-for-ipad-intervention/> <http://www.bettyfordcenter.org/uploaded-assets/pdfs/5starflash/FSF_CA_Summer_2009-06-12c.pdf> **Self Care Tools for Professionals**<http://www.greencross.org/index.php?option=com_content&view=article&id=184&Itemid=124> <http://www.socialwork.buffalo.edu/students/self-care/developing-maintenance-plan.asp>  |
| **SELF REGULATION** | **Mindfulness** | * “Mindfulness is the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgementally to the unfolding experience of the moment” (**Kabat-Zinn, 2003, pp, 145-146)**

Studies indicate mindfulness …. (Siegel, 2007)* + Improves capacity to regulate emotion
	+ Combats Emotional Dysfunction
	+ Improves patterns of thinking
	+ Reduces negative mindsets
	+ Enhances body functioning
		- Healing immune responses
		- Stress Reactivity
		- General Sense of Physical Well Being
 | **Cites with Mindfulness Tools** <http://marc.ucla.edu/> <http://www.innerkids.org><http://www.meditationgeek.org/2010/07/inner-kids-class-mindfulness-program.html> <http://www.thehawnfoundation.org/curriculum>  |
| Art  | Art therapy techniques such as visual journaling, simple drawing techniques, collage work and mandalas can assist in trauma recovery work | **Resources for Art Tools** <http://www.nytimes.com/2007/09/17/arts/design/17ther.html?_r=1&ref=todayspaper&oref=slogin><http://abgoodwin.com/mandala/links/creating.html><http://www.soulfulliving.com/mandala_blessings.htm><http://www.free-mandala.com/en/start.html> |
| **Self-Regulation****Self-Regulation** | Journaling with 2 hands | Some clinicians (and myself) have had clients keep picture and word journals and write with different hands so that the left and right brain can pull up memories and express those memories. Different experiences of the memory come out. | Drawing from the Right Side of Your Brain[http://www.amazon.com/New-Drawing-Right-Side-Brain/dp/0874774195/ref=pd\_bbs\_sr\_1?ie=UTF8&s=books&qid=1203700190&sr=1-1](http://www.amazon.com/New-Drawing-Right-Side-Brain/dp/0874774195/ref%3Dpd_bbs_sr_1?ie=UTF8&s=books&qid=1203700190&sr=1-1) |
| Biofeedback | * Vehicle for awakening “person” to the inner world
* Enhances belief in mind/body connection
* Supports exercising self-talk abilities
* Increases internal coping mechanisms
* Increases Heart Rate Variability
* Breath, Heart, Mind Connection
* Decreases stress
* Increases immune system functioning
* Increases self capability of self-governance
 | Wild Divine Project<http://www.wilddivine.com/>Future Health (BioQ Ring)<http://www.futurehealth.org/stressma.htm> |
| Neurofeedback | In neurofeedback (NFB), electrical brain activity is recorded by placing a sensor on different locations on the head and then transmitting the brain’s signals via electrodes to a computer screen. One then can provide direct feedback about brain activity with auditory and visual cues. Which brainwaves are desirable varies from person to person and has both objective (e.g., EEG) and subjective elements (e.g., reporting what makes you feel more alert, focused, relaxed, secure, etc.). As the brain is rewarded for making specific brainwaves, it can gradually learn to re-regulate its own functioning. The mechanism of action is similar to other forms of learning: the more the brain is rewarded while being trained in a desirable frequency, the more it will function in that frequency after training.  | EEG Spectrum<http://www.eegspectrum.com/>van der Kolk[**http://www.traumacenter.org/research/neurofeedback\_study.phpn**](http://www.traumacenter.org/research/neurofeedback_study.phpn) |
| Yoga | <http://www.traumacenter.org/clients/yoga_svcs.php> <http://www.traumacenter.org/research/research_overview.php>  | Yoga |
| Meditation | Meditation is one way to practice mindfulness that offers clients (and yourself) a “mental vacation”. This practice enhances physical and mental well-being.  | Daniel Siegel[http://www.amazon.com/Mindful-Brain-Reflection-Attunement-Cultivation/dp/039370470X/ref=pd\_bbs\_1?ie=UTF8&s=books&qid=1203700097&sr=1-1](http://www.amazon.com/Mindful-Brain-Reflection-Attunement-Cultivation/dp/039370470X/ref%3Dpd_bbs_1?ie=UTF8&s=books&qid=1203700097&sr=1-1)<http://www.meditation-ptsd.com/>  |
| PTSD Guided Imagery | Some clinical folks have researched what specific types of guided imagery are most helpful (and best tolerated) by individuals who have experienced different levels of trauma. Belleruth Naparstek has some excellent CDs and guided imageries specifically designed for individuals who have experienced trauma.  | <http://www.healthjourneys.com/product_detail.aspx?id=19> |  |
| Breathing Exercises | Brain follows hearty follows breath. Breathing and training in breathing is one of the best ways to improve heart rate variability and healthy brain function (in terms of a brain functioning in higher levels versus from the limbic system).  | <http://www.mindtools.com/pages/article/newTCS_05.htm><http://www.allaboutdepression.com/relax/>  |  |
|  | Hand Warming | A form of biofeedback, hand warming taps into galvanic skin response and helping reduce fight, flight or freeze symptoms. Helping the body relax and the mind accessing solutions.  | <http://www.expertvillage.com/video-series/1442_stress-hand.htm> |  |
| **Co-Regulation** | Family Attachment Narrative Therapy (FANT) | Teaches parents and caregivers how to nurture their children and enhance feelings of safety for children through four types of narratives:* Claiming Narratives
* Developmental Narratives
* Trauma Narratives
* Successful Narratives
 | <http://www.familyattachment.com/pages/narrative.html> |
| DBT | **Dialectical behavior therapy** (DBT) is a system of therapy originally developed by [Marsha M. Linehan](http://en.wikipedia.org/wiki/Marsha_M._Linehan), a psychology researcher at the [University of Washington](http://en.wikipedia.org/wiki/University_of_Washington), to treat people with [borderline personality disorder](http://en.wikipedia.org/wiki/Borderline_personality_disorder) (BPD).[[1]](http://en.wikipedia.org/wiki/Dialectical_behavior_therapy#cite_note-isbn0-88048-761-5-0)[[2]](http://en.wikipedia.org/wiki/Dialectical_behavior_therapy#cite_note-nutshell-1) DBT combines standard [cognitive-behavioral](http://en.wikipedia.org/wiki/Cognitive_behavioral_therapy) techniques for [emotion regulation](http://en.wikipedia.org/wiki/Emotional_self-regulation) and reality-testing with concepts of distress tolerance, acceptance, and [mindful awareness](http://en.wikipedia.org/wiki/Mindfulness_%28psychology%29) largely derived from [Buddhist](http://en.wikipedia.org/wiki/Buddhist) meditative practice. DBT may be the first therapy that has been experimentally demonstrated to be generally effective in treating BPD.[[3]](http://en.wikipedia.org/wiki/Dialectical_behavior_therapy#cite_note-2)[[4]](http://en.wikipedia.org/wiki/Dialectical_behavior_therapy#cite_note-3) A meta-analysis found that DBT reached moderate effects.[[5]](http://en.wikipedia.org/wiki/Dialectical_behavior_therapy#cite_note-4) | <http://en.wikipedia.org/wiki/Dialectical_behavior_therapy> Dialetical Behavior Therapy (DBT) website [**www.behavioraltech.org**](http://www.behavioraltech.org) Tools for Clinicians: <http://behavioraltech.org/resources/tools_clinicians.cfm>Tools for Consumers: <http://behavioraltech.org/resources/tools_consumers.cfm>Trainings: <http://behavioraltech.org/training/>Products: <http://behavioraltech.org/products/> |
| Co-Regulation  | Mirroring | Requires Eye Contact and Playing very close attention to other person (being in sync) … not distractions of verbal interaction |  |
| Personal Space | Allows personal space to be taught in a more real way than “arms length” approach. Participants learn behaviors that bring others closer and distant others as well as can practice having the power to create distance and closeness with others depending on feelings of safety |
| Hula Hoop Races | Requires two persons to work together, Oxygen to the Brain, Laughter, allows for counselors to observe dyad interactions and using skills to coach caregiver and child OR peers in positive ways to be close (thus decreasing avoidance behaviors) |
| Standing Up Together | Requires two or more persons to work together, involves problem solving together, usually spawns feelings of pride and accomplishment (closeness) between participants, allows counselor to watch and support caregiver and child OR peers in positive ways to be close |
| Getting Untangled | Requires two or more persons to work together, involves problem solving together, usually spawns feelings of pride and accomplishment (closeness) between participants, allows counselor to watch and support caregiver and child OR peers in positive ways to be close |

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| **EDUCATION** | **INTERVENTION** | **PURPOSE** | **RESOURCE** |
| TEACHING ABOUT TRAUMA | Happy/Terrified Child | Useful with caregivers and clients in helping them understand how we want to their body to work and how it does work because of what they have been through … Also teaching parasympathetic and sympathetic brain (gas and brakes)Based on Ledoux’s original work on the emotional brain, can draw the cycle even without all the chemicals with client and caregiver to show relationship with Hippocampus and Amygdala  | Dr. Brian Post’s Stress Model can also be useful in explaining these concepts but is not presented here … <http://www.postinstitute.com/resources/the-stress-model.html>  |
| Teaching Trauma Outcome Process  | Joann Schladale is well known as a trainer and practitioner and leader in work with youth who cause sexual harm and helping youth look at the impact of trauma on current behaviorShe has resources for working with trauma outcome process (her TOP workbook is excellent) and her facilitator manual is online  | Joann Schladale, Resources for Resolving Violence, Inc. Freeport Maine (207-865-3111) schladale@aol.com<http://resourcesforresolvingviolence.com>  <http://www.resourcesforresolvingviolence.com/TOP_SHmanual.pdf> |
| Ricky Greenwald’s Trauma Informed Offense cycle | Trauma and Juvenile Delinquency: Theory, Research and Practice … excellent resource … book is edited by Ricky Greenwald who is also involved with the Child Trauma Institute which provides a lot of resources**Two books that are great direct practice books with tools and guided interventions using this approach are:**1. **Child Trauma Handbook**
2. **“A Fairy Tale” (Trauma Intervention Model)**
 | <http://www.childtrauma.com> **Note: purchasing Child Trauma Handbook and reading and taking exam can be 18 CEU credits through his organization!! (See information on site)**  |
| TEACHING ABOUT TRAUMA | Bruce Perry | Lots of resources on his site… presented today is Bruce Perry’s continuum of adaptive responses to threat from a textbook … chapter entitled *The Neurodevelopmental Impact of Violence on Children (p. 238)*Child Trauma Academy also has batteries of assessment and outcome evaluation tools that are of interest to our work  | <http://www.childtrauma.org> <http://www.projectabc-la.org/dl/NeurodevelImpact.pdf>  |
| TEACHING ABOUT THE BRAIN | Teaching Brain Functions (Bottom to Top, Side to Side, and Lobe to Lobe) | To support clients, caregivers and mental health professionals in seeing connection between bio and psychosocial …  | * Neurfeedback Video (can be found on Essential Learning)
* Perry PET Scans
* Happy/Terrified Child
* Building Brains Through Bonding Video

(<http://www.attachment.org/>) |
|  | Amen Clinic | Lots of resources and tools for teaching about the brain View Spect Scans that are based on DSM-IV diagnoses and MH issues … supports with clients and families connection behind “brain work”  | <http://www.amenclinics.com> <http://www.amenclinics.com/brain-science/spect-image-gallery/> <http://www.amenclinics.com/my-brain-health/>  |
| **PHASE TWO RE-PROCESSING**  |
|  | EMDR | “Shapiro proposes that EMDR can assist to successfully alleviate clinical complaints by processing the components of the contributing distressing memories. These can be memories of either small-t or large-T traumas. Information processing is thought to occur when the targeted memory is linked with other more adaptive information. Learning then takes place, and the experience is stored with appropriate emotions, able to appropriately guide the person in the future. A variety of neurobiological contributors have been proposed4,5,6,7,8”  ( <http://www.emdr.com/theory.htm>) | <http://www.emdr.com/shapiro.htm><http://www.emdr.com> |
|  | Progressive Counting  | Dr. Greenwald’s technique of trauma reprocessing that in early research is showing some equally beneficial results to trauma reprocessing as EMDR | <http://www.childtrauma.com/pc.html>  |
|  | Trauma Informed CBT  | Trauma-Focused Cognitive-Behavior Therapy—or TF-CBT—was developed by Drs. Judy Cohen, Esther Deblinger, and Anthony MannarinoWebsite Online Courses states that TF-CBT can support … * “ Providing education to children and their caregivers about the impact of trauma on children and common childhood reactions to trauma
* Helping children and parents identify and cope with a range of emotions
* Developing personalized stress management skills for children and parents
* Teaching children and parents how to recognize the connections between thoughts, feelings and behaviors
* Encouraging children to share their traumatic experiences either verbally, in the form of a written narrative, or in some other developmentally appropriate manner.
* Helping children and parents talk with each other about the traumatic experiences
* Modifying children's and parents' inaccurate or unhelpful trauma-related thoughts
 | <http://tfcbt.musc.edu/>  |

NOTES: