Understanding and Managing Trauma Symptoms without Medications

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What are some trauma symptoms?
Trauma Informed Care Components

- SAFETY
- TRUST
- CHOICE
- COLLABORATION
- EMPOWERMENT
SAFETY – Physical AND Emotional

• WORDS: “You are safe” “This is a safe place”
• TOUCH: Follow child’s lead – touch can be comforting or triggering
• KNOW: Situations or relationships that are safe or unsafe
• SAFE SPACE: Calming Corner – promote self-regulation
Big Bird’s Comfy Cozy Nest
Safe, Stable, Nurturing Relationships

SAFE = free from harm

STABLE = a high degree of consistency

NURTURING = compassionate, responsive caregiver(s)

CDC’s Essentials for Childhood Framework

Assuring safe, stable, nurturing relationships and environments for all children
Preparing Ourselves

This is real.

This is hard.

You have to be your best self... or at least your next-best self.
Self-Regulation: The eye of the storm

- Monitor your own stress, reactivity, reactions in context of your own trauma, background, cultural norms.
- “Share your calm, do not contribute to the chaos!”
- Create your own Action Plan!
**GREEN ZONE:**
Prevention and Maintenance

**YELLOW ZONE:**
Management Steps and Quick-Relief Measures

**RED ZONE:**
Continue Management Steps, Quick-Relief Measures
Reach out for help!

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**The Overwhelm Action Plan**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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**Mission Statement and Target Population:**

**Accountability Partner(s):**

**Frequency of Meetings:**

**Career Mentor:**

**Frequency of Meetings:**

<table>
<thead>
<tr>
<th>Tendency to Get Overwhelmed:</th>
<th>Known Overwhelm Triggers:</th>
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<tbody>
<tr>
<td>Intermittent or Persistent</td>
<td>Email:</td>
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<tr>
<td>Intermittent</td>
<td>Over-commitment</td>
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<tr>
<td>Persistent</td>
<td>Presentation:</td>
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<tr>
<td>Very</td>
<td>Big deadlines</td>
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<tr>
<td>Moderate</td>
<td>Stress/Emotion</td>
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<tr>
<td>Severe</td>
<td>Per-personal dynamics</td>
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**Green Zone, Strong Work - Prevention & Management Steps**

- Updating and reviewing method of capturing and organizing next steps
- Daily: Bi-weekly: Weekly
- Peak productive time or periods: __________
- Check ins with accountability partner(s): __________ times a __________
- Meetings with mentor: __________ times a __________
- Work shutdown routine: __________
- For meetings, speaking or interpersonal dynamics induced overwhelmed: ADD: other: __________
- Other: __________

**Yellow Zone, Caution! - Management Steps and ADD QUICK-TRIAGE Measures**

- Delegate & Tame Approach: Name all the things causing overwhelm, determine to delegate, reschedule, or remove
- Rapid Evaluate & Act Cycle: Spend 15 minutes addressing tasks that can be completed in 2 minutes followed by deep focus for 35 min on the toughest task on list (goal is use a small win to make progress), repeat for __________ hours
- Other Approach: __________

**Red Zone, EMERGENCY - Management, Quick-Triage Steps and GET HELP!**

- Reset Measure: Sample measures: sleep, break, exercise, meditate
- OR/AND
- Seek Another Perspective: Sample perspective: therapist, coach, or additional source
- Other: __________

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Developed by Chidiogo Anyigbo, MD, MPH. Updated: 9/21/21
### Tendency to Get Overwhelmed:

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### Known Overwhelm Triggers:

- □ Emails
- □ Over-commitment
- □ Big deadlines
- □ Presentations
- □ Many to-dos
- □ Rushing
- □ Inter-personal dynamics
- □ Stress/Emotions
- □ Sudden changes
- □ Lack of sleep or exercise
- □ Other:

### Mode
t:

- □ Mild
- □ Moderate
- □ Severe

Season:
- □ Fall
- □ Winter
- □ Spring
- □ Summer
- □ Other:

Date Last Reviewed:

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**GREEN ZONE**

- Feeling in control
- Feeling of satisfaction/accomplishment
- Healthy integration of work and rest

**ACTION ITEMS:**

- Most productive times
- To-do list: making, reviewing, editing
- Check-in with mentor, support person
- Scheduled ME-TIME

**YELLOW ZONE**

- Increased irritability
- Feeling stuck
- Feeling overwhelmed
- Problems balancing sleeping, working, and rest

**Delegate & Tame Approach:** Name all the things causing overwhelm, determine to delegate, reschedule, or remove

**Rapid Evaluate & Act Cycle:** Spend 15 minutes addressing tasks that can be completed in 2 minutes followed by deep focus for 35 mins on the toughest task on list (goal is use a small win to make progress), repeat for ____ hours

**RED ZONE**

- Difficulty focusing
- Irritability/anger outbursts
- Feeling overwhelmed
- Physical/Behavioral changes (pain, change in appetite, insomnia)

**Reset Measure:** sleep, break, exercise, meditate OR/AND

**Seek Another Perspective:** therapist, coach, mentor

**QUICK-TRIAGE Steps & GET HELP!**

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Developed by Chidiogo Anyiúbó, MD, MPH
Reasons Children May Dysregulate

FEAR: Kids may have increased vigilance, may misread facial expressions or other cues. Triggers may seem random – smells, touch, tone of voice.

NEEDS: Emotional or physiologic – actual or perceived

COPING MECHANISM: Self-soothing behaviors may look like “problem behaviors” but may be efforts to calm or regulate themselves.
Co-regulation

• Validate and reflect
• Use emotional language
• Visual cues – facial expression, colors for emotions

What do you notice about these pictures?
Co-regulation when kids don’t like hugs

@the_therapist_parent

STAY CLOSE

STAY CALM

Breathe

I can see you are angry

I'm here when you need me

NAME THE FEELING BEHIND THE BEHAVIOUR

HELP WHEN THEY ARE READY

I'm here when you need me
Sensory – Soft, squishy, heavy, rocking, swinging
Violent episodes

• Safety, safety, safety

• Do not entrap or restrain

• Sit calmly, practice your own breathing, grounding exercises

• Use 5 senses
Behavior always has a meaning

• “Get curious, not furious”

• Understand that thoughts, feelings and behaviors are all connected.

• Examples:
  • Child worries that they can’t fall asleep, feels stressed, then cannot fall asleep, thoughts about their inability to fall asleep are reinforced.

• Response to behavior:
  • “It is okay to feel angry, but it is better to tell me that you are angry than to throw your toys and break them. Let’s think about how you might let me know how you feel.”
Cognitive Triangle

THOUGHTS

BEHAVIORS

EMOTIONS

- Silly
- Nervous
- Confused
- Excited

- Sad
- Angry
- Tired
- Frustrated

- Mad
- Happy
- Calm
- Sick

- Annoyed
- Embarrassed
- Upset
- Worried
States of Regulation

Distressed – LID IS FLIPPED
- Do not explain, No discipline
- NOT a teaching moment, focus on regulation and calming

Able to Reflect
- Name feelings
- Alternative reactions/behaviors

Problem Solving – Thinking Brain
- How can we prevent issues?
Prevention – Structure, Routine, Expectations

- Visual Schedules
- Schedule down-time
- Knowing what to expect: “If, then” POSITIVE statements
Instructions that teach

• Eye contact
• Use as many words as the child is old (2 year old, 2 word instruction)
• Allow for 10 second to respond
• If able have child repeat instruction
• Tell them what TO DO instead of what NOT to do

Instead of telling children what NOT to do, suggest what they CAN do.

2) Instead of, "Don’t run in the house," say, "Walk please."
3) Instead of, "Don’t touch the lamp," say, "You can play with the pans."
4) Instead of, "Stop fighting," say, "Outside" or, "Hug time."
Positive Parenting

Parenting Pyramid

- Time Out
- Rewards
- Collaborate & Problem Solve
- Educate
- Distract or Ignore
- Attuned Listening
- Positive Specific Praise
- Be a Role Model
- Routines & Rituals
- Time In
Healthy Outcomes from Positive Experiences

“HOPE from a parenting perspective is recognizing my child’s ability to grow, to learn, to continue to have a growth mindset, and that his current situation isn’t fixed.”

“I am now recognizing how much it mattered to me to have someone who really watched out for me, cared for me, and ensured that I was accountable.”

www.positiveexperience.org
InBrief: The Science of Resilience
Center on the Developing Child at Harvard University
Every child is one caring adult away from being a success story.

- Josh Shipp