

# Understanding and Managing Trauma Symptoms without Medications

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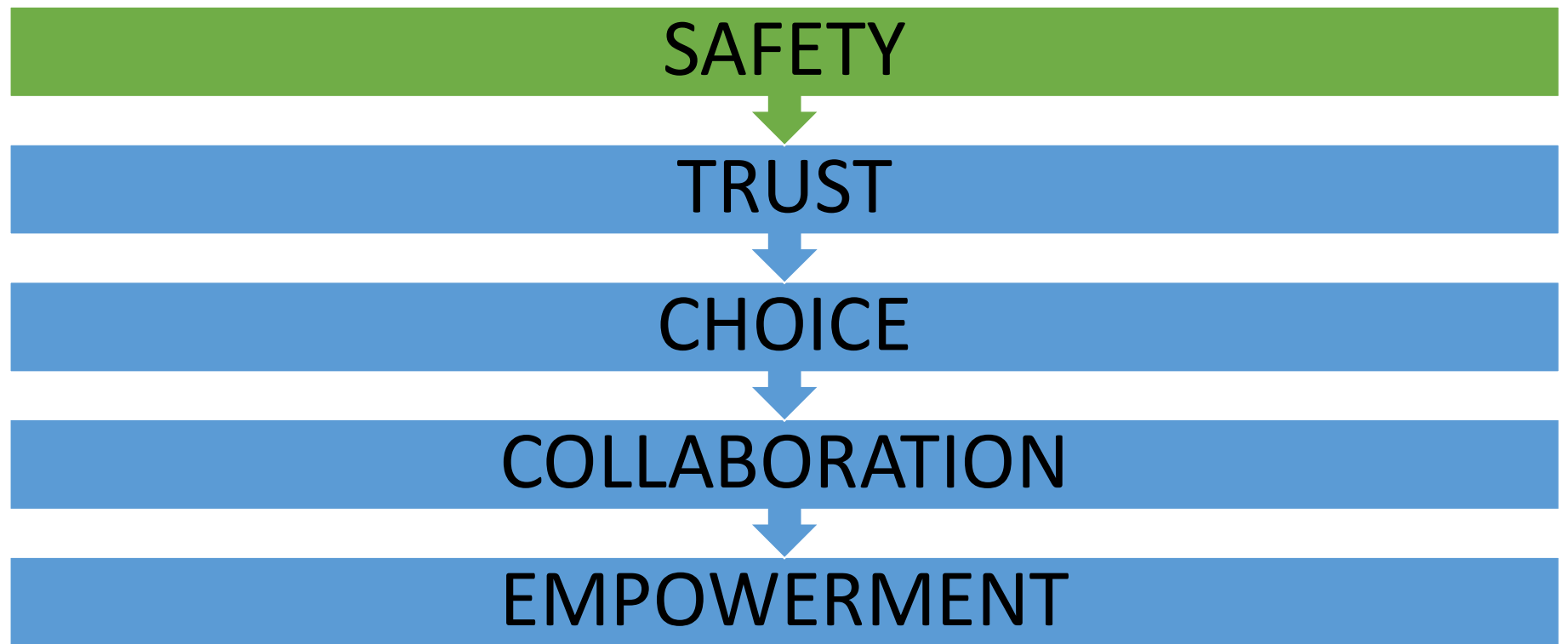
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Center for Excellence in CHILD Well-Being

What are some trauma symptoms?

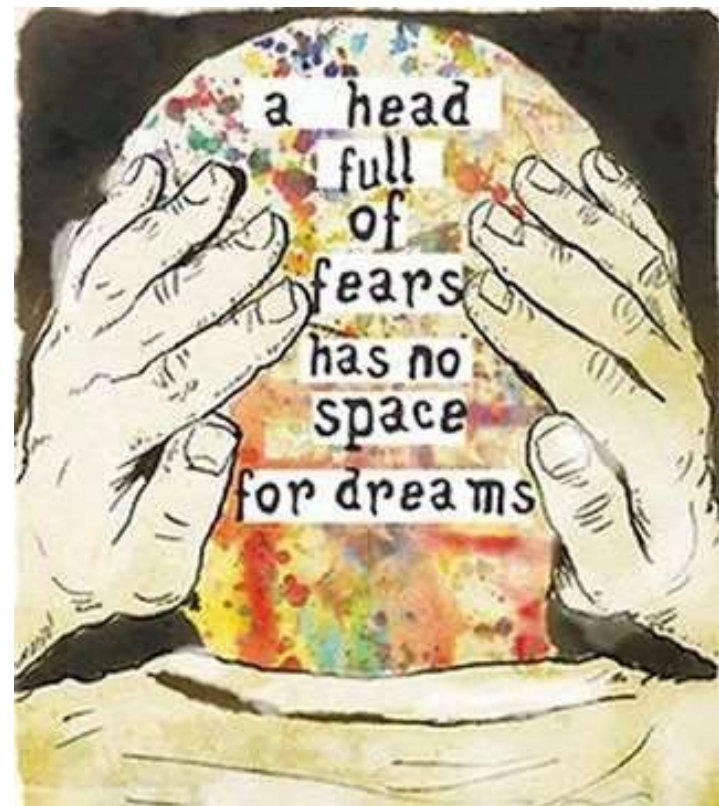


# Trauma Informed Care Components



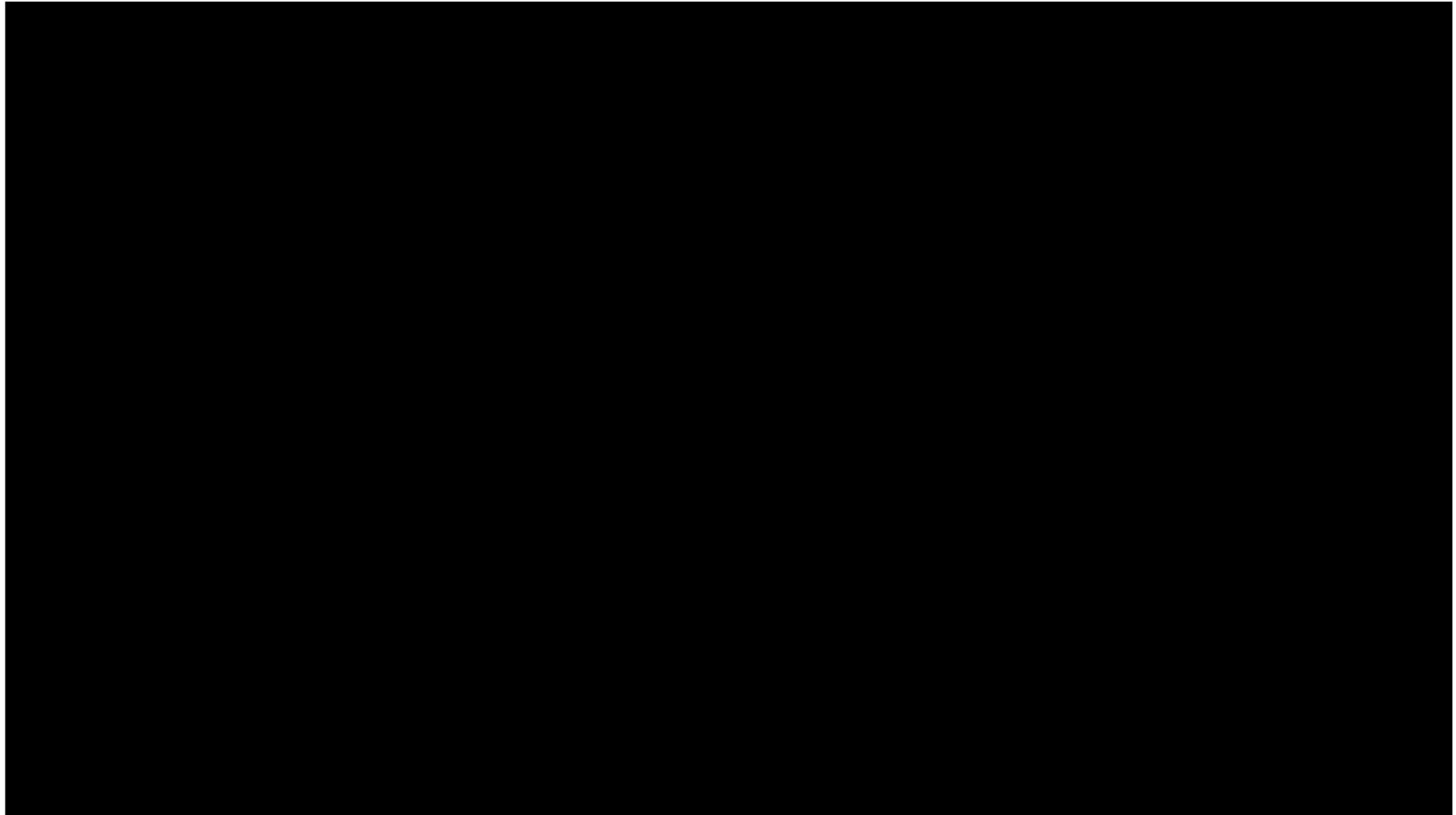
# SAFETY – Physical AND Emotional

- 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, 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



Safe



Stable



Nurturing

# Preparing Ourselves



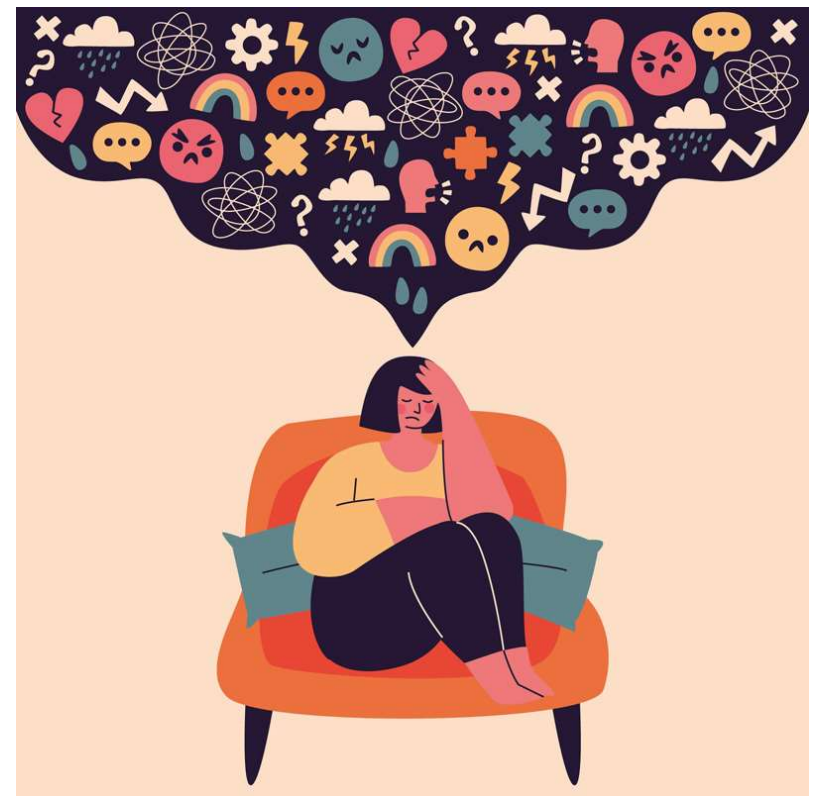
This is real.

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!



## The Overwhelm Action Plan

Name _____		Position _____	
Mission Statement and Target Population: _____ _____			
Accountability Partner(s): _____		Frequency of Meetings: <u>Weekly</u>	
Career Mentor: _____		Frequency of Meetings: <u>Weekly</u>	
<b>Tendency to Get Overwhelmed:</b> <input type="checkbox"/> Intermittent or Persistent <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<b>Known Overwhelm Triggers:</b> <input type="checkbox"/> Emails <input type="checkbox"/> Over-commitment <input type="checkbox"/> Big deadlines <input type="checkbox"/> Presentations <input type="checkbox"/> Many to-dos <input type="checkbox"/> Rushing <input type="checkbox"/> Inter-personal dynamics <input type="checkbox"/> Stress/Emotions <input type="checkbox"/> Sudden changes <input type="checkbox"/> Lack of sleep or exercise <input type="checkbox"/> Other: _____ Season: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Other: _____ Date Last Reviewed: _____		
<b>Green Zone: Strong Work! – Prevention &amp; Management Steps</b>			
You have <u>ALL</u> of these: • Sense of perspective and control in actions • Feeling of satisfaction/accomplishment • Incorporating work and rest • Restful sleep	<input type="checkbox"/> Updating and reviewing method of capturing and organizing next steps <input type="checkbox"/> Daily <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Weekly <input type="checkbox"/> Peak productive time or periods: _____ <input type="checkbox"/> Check ins with accountability partners _____ time(s) a _____ Week _____ Month <input type="checkbox"/> Meetings with mentor _____ times a _____ Week _____ Month <input type="checkbox"/> Work shutdown routine: _____ <input type="checkbox"/> Other: For meetings, speaking or interpersonal dynamics induced overwhelm, <u>ADD</u> : <input type="checkbox"/> dsad _____, _____ times before activity or interaction For triggering emails, comments <u>ADD</u> : <input type="checkbox"/> _____ pause period before response		
<b>Yellow Zone: Caution! – Management Steps and ADD QUICK-TRIAGE Measures</b>			
You have <u>ANY</u> of these: • Increased irritability • Feeling stuck • Problems balancing sleeping, working, and rest	<input type="checkbox"/> Delegate & Tame Approach: Name all the things causing overwhelm, determine to delegate, reschedule, or remove <b>OR</b> <input type="checkbox"/> 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) <input type="checkbox"/> Other Approach: _____ If you have been in this zone for 1-2 weeks with no progress, please reach out to your mentors and accountability partners!		
<b>Red Zone: EMERGENCY! – Continue Management, QUICK-TRIAGE Steps and GET HELP!</b>			
You have <u>ANY</u> of these: • Difficulty focusing • Irritability/anger outbursts • Feeling overwhelmed • Physical/Behavioral changes (pain, change in appetite, insomnia)	<input type="checkbox"/> Reset Measure: _____ Sample measures: sleep, break, exercise, meditate <b>OR/AND</b> <input type="checkbox"/> Seek Another Perspective: _____ Sample perspectives: therapist, coach, or additional source <input type="checkbox"/> Other: _____		

Developed by Chidiogo Anyigbo, MD, MPH. Updated: 9/21/21

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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	<b>Date Last Reviewed:</b>			

### 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  
 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!**

Developed by Chidiogo Anyigbo, 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.



**TO AVOID  
DANGER**

**TO GET  
NEEDS  
MET**



**MALADAPTIVE  
SELF-CALMING**

# 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



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.”

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™



Pediatric Approach to Trauma, Treatment and Resilience





THOUGHTS



Cognitive  
Triangle

BEHAVIORS



EMOTIONS

# States of Regulation

## Distressed – LID IS FLIPPED

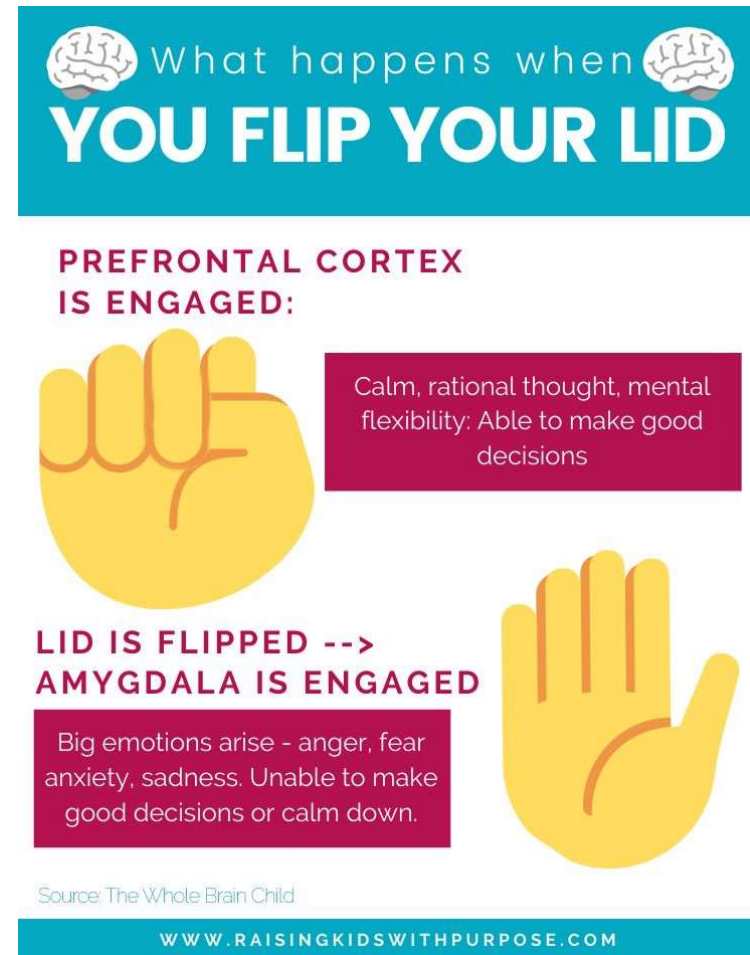
- Do not explain, No discipline
- NOT a teaching moment, focus on regulation and calming

## Able to Reflect

- Name feelings
- Alternative reactions/behaviors

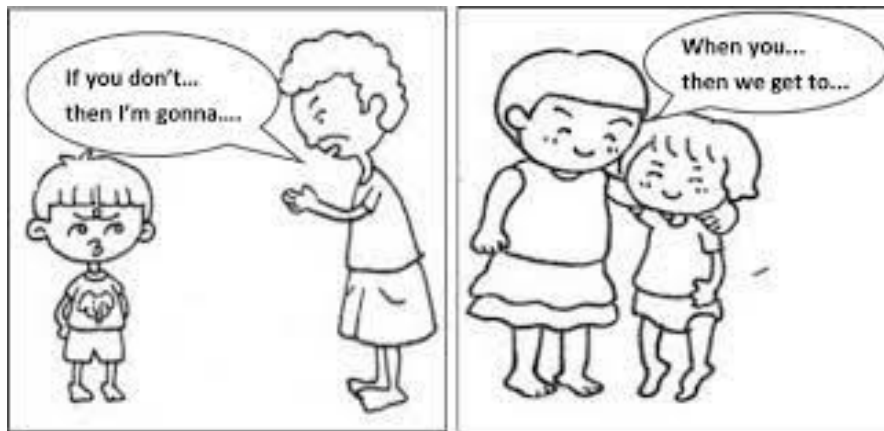
## Problem Solving – Thinking Brain

- 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



Do  
vs  
Don't

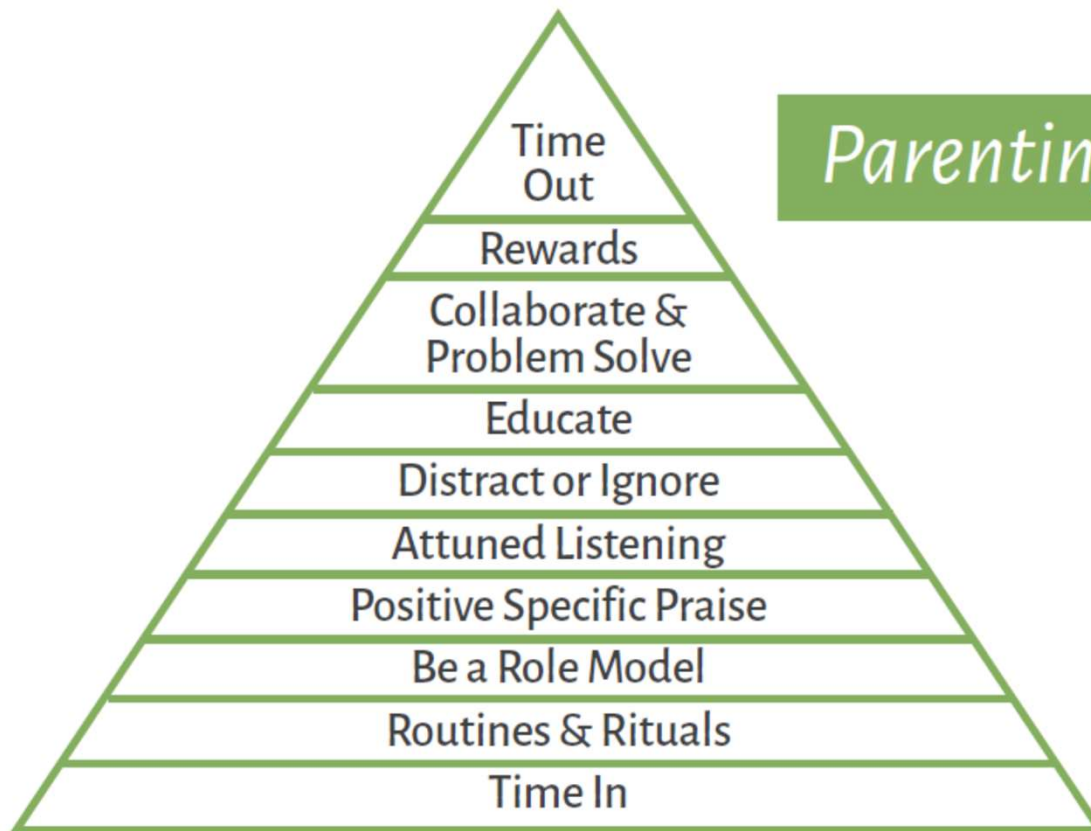
FROM POSITIVE DISCIPLINE  
BY JANE NELSEN

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

- 1) Instead of, "Don't hit," say, "Touch nicely," and demonstrate.
- 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*

# Healthy Outcomes from Positive Experiences

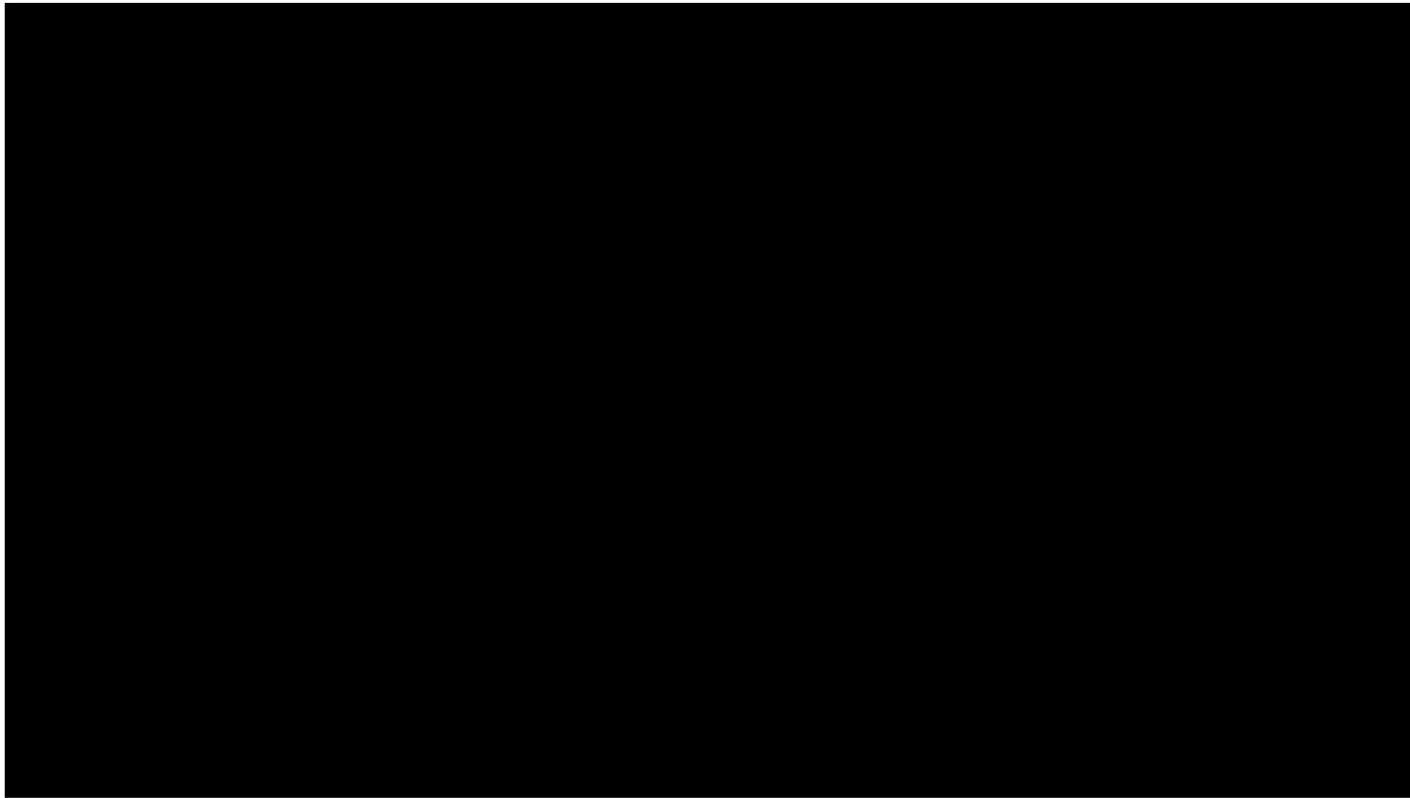
**“HOPE from a parenting perspective is recognizing my child’s ability to grow, to learn, to continue to have a growth mindset, and that his current situation isn’t fixed.”**

**“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.”**



# 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



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