Trauma Focused Cognitive Behavior Therapy
“A youth’s story of coping and recovery”

MACCAC
March 3, 2017
Agenda

* Review “What is trauma?”
* Trauma Focus Cognitive Behavioral Therapy (TFCBT) an Evidence Based Practice
* Case Presentations
* Questions and moving forward
93% of juvenile offenders reported at least one or more traumatic experiences.

The average number of different traumas reported was six.

Youth in the JJ population have rates of PTSD comparable to those of service members returning from Iraq.
Development’s Missing Stairs

When children endure multiple traumatic events over long periods of time they are especially likely to have multiple gaps in their development.
Definition of Child Traumatic Stress

The **experience** of an **event** by a child that is emotionally painful or distressful which often results in lasting mental and physical **effects**.

* Event
* Experience
* Effects

*Source: National Institute of Mental Health*
How Youth Respond to Trauma: Traumatic Stress Reactions

- Reexperiencing/Reenactment
- Hyperarousal/Reactivity
- Avoidance/Numbing
- Dissociation
- Negative Alterations in Mood
How Youth Can Respond to Trauma: Reexperiencing/Reenacting

Re-experiencing/Reenacting: Images, sensations, or memories of the traumatic event recur uncontrollably.

This includes
- nightmares
- disturbing thoughts
- flashbacks
• Hyperarousal/Reactivity: jumpiness, nervousness, or quick to startle. For some youth this feeling never fully goes away.

• Hyperarousal can lead to hypervigilance: a need to constantly scan the environment and other people for danger.
Avoidance/Numbing means that the youth feels numb, frozen, shut down, or separated from normal life, and may pull away from friends and activities, even those he/she used to enjoy. Sometimes youth withdraw to avoid any reminders of the traumatic event.
How Youth Can Respond to Trauma: Negative Alterations in Mood

- Inability to remember an important aspect of the traumatic event, typically due to dissociative amnesia
- Persistent and exaggerated negative beliefs or expectations
- Persistent negative emotional state
- Persistent inability to experience positive emotions
How Youth Can Respond to Trauma: Dissociation

- One form of withdrawal and avoidance
- Mentally separating the self from the experience
- May experience the self as detached from the body, on the ceiling, somewhere else in the room
- May feel as if in a dream or unreal state
- May lose blocks of time
- May lose touch with parts of the self
Things, events, situations, places, sensations, and even people that a youth consciously or unconsciously connects with a traumatic event.
Screening and Assessment

- Massachusetts Youth Screening Instrument (MAYSI-2)
- UCLA Child and Adolescent Reaction Index
- Trauma symptom checklist for Children (TSCC-A)
Evidence-Based Treatments

- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
- Trauma & Grief Component Therapy - Adolescents
- Child-Parent Psychotherapy (CPP)
- Parent Child Interactive Therapy (PCIT)
TF-CBT Components

- Psycho-education and parenting skills
- Relaxation
- Affective expression and modulation
- Cognitive coping and processing
- Trauma narrative development and processing
- In vivo mastery of trauma reminders
- Conjoint child-parent sessions
- Enhancing future safety and development
Psycho-ed Iceberg Exercise
Iceberg exercise

Smart, funny, goofy, troubled, talented,
criminal, not-goin' anywhere going-somewhere,
innocent runner, hard worker, stressed,
problem solver, don't hold grudges.

Quiet-EV

Stressed

Foster-care, attend EAEV,
school

Employer,
Criminal background,
Foster home,
New chance,
Sensitive,
Drug user-EV,
User-EV
* Happy, funny, outgoing, creative
* Talented, good mom, different
crazy, mean
* Ugly, fat, weird
* Ghey, insecure, kinda depressed, scared of new things, still searching to find who I am, know what really happened to me.
The body responds to a threat that is detected automatically.
<table>
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<tr>
<th>Persons</th>
<th>Places</th>
<th>Situations</th>
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<tr>
<td>Old friends</td>
<td>Trains and buses</td>
<td>Summer</td>
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<td>Some Adult men</td>
<td>North and South side</td>
<td>Groups of People</td>
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<td></td>
<td>Regular school</td>
<td>Being Alone</td>
</tr>
<tr>
<td></td>
<td>The park where I met T</td>
<td>Feeling states</td>
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</table>
Relaxation

- Breathing exercises
- Progressive muscle relaxation
- Counting backwards from 100
- Visualization
- Journaling/singing/writing poems
- Exercising
- Talking to someone
- Being alone for awhile
- Drawing/coloring
EXPERIENCING FEELINGS IN YOUR BODY

Remember the feelings and colors you listed on Page 147. We're going to use those colors now to show where in your body you experience each feeling. You don't have to do all the feelings you listed; you and your therapist can choose which feelings you want to include. For each feeling you choose, close your eyes and imagine having that feeling right now. Where do you experience that feeling in your body? Please color in the places on your body where you experience each feeling and tell your therapist what it feels like.

Our bodies tell us how we are feeling.
Working on Feelings identification

- Excited
- Nervous
- Happy

- Anxious
- Disappointed

3, July 1, 2, 3, 7, 13, 18, 21

- Scared
- Powerless
- A Sense of Loss
- Feltful
- Interested
- Thankful
- Determined

Feeling Pie

- Understanding
- Happy
- Loving
- Proud
- Challenged
- A Sense of Loss
- Confident
- Worked Up
- Determined
Cognitive Coping (cog triangle)

Thoughts:
- I miss you!
- Who is this?
- Why is he doing this?
- He was a partner, and he doesn't remember me.

Feelings:
- Scared, Love, Incredible

Action:
- Pulled away?
- Kissed him
- Cried

Is something missing from your life that you used to be involved in?
This is done in the format that each individual would prefer. Could include art, music, story, etc..

We do provide an outline if done in a narrative.
Case Presentation
Luis

Name and details have been altered to protect identity
Case Presentation

Nashawna

Name and details have been altered to protect the identity
## UCLA 4 Scoring Report

**Client ID:** 3052-065-00042  
**Client:** NLL

Assessments scored more than 45 days after administration should be interpreted with caution.

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<th>Criterion C:</th>
<th>Criterion B:</th>
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<td>Follow Up 03/20/15</td>
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### 3052-065-00042 UCLA 4 Scores

- **Overall Score:**
  - Baseline 12/18/14  
  - Follow Up 03/20/15  
  - End of treatment 05/07/15

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Everyone can make a difference

https://www.changingmindsnow.org
Trauma Resources

- National Child Traumatic Stress Network
  www.nctsn.org

- National Center for Trauma-Informed Care
  www.samhsa.gov/nctic

- DHS Trauma-Informed Care
  www.dhs.state.mn.us

- National Registry for Evidence-Based Practices
  http://www.nrepp.samhsa.gov/
Video Resources

https://www.youtube.com/watch?v=rVwFkcOZHJw

https://changingmindsnow.org/
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