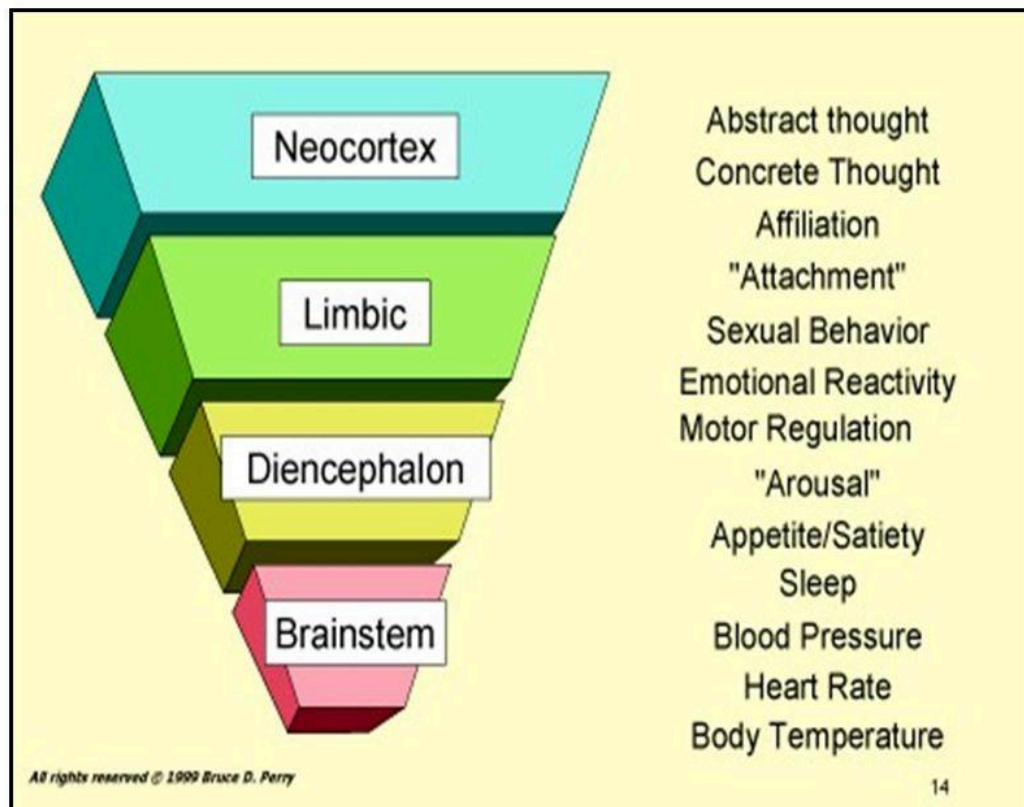


NFI Family Center

- Developmental trauma: a series of traumatic events that happen within the first 5 years of your life, involving people in your life, and this behavior becomes the norm
 - **It's not just what you remember, it's what you learned** (you learned this physiologically, you don't remember everything yourself, but your body does) may result in more sweating, higher resting heart rate (they can't even slow their own heart rate)
 - Questions that arise later on in secondary ed from these experiences:
 - How did I get through it?
 - Who helped me?
 - What does this mean for me and about me?
 - Can my parents take care of me?
 - Is the world safe?
 - Think about what happened to them that made being in a classroom so hard, how can you help NOT what's wrong with them?
- Trauma: single incident trauma, an experience that overwhelms a person's ability to cope -- development may slow, transitions that are hard for those who didn't experience trauma are huge obstacles for those who have
 - Your base tree is growing around a rock
- Bruce Perry: doctor and neuroscientist -- people have been providing treatment as though their brains grew up in a healthy way, but there are people whose brains have not had that experience and aren't at the same stage
 - There are brain "growth spurts"
 - Grows sequentially from bottom to top, inside to outside
 - 80% grown by age 5 (vulnerable position for traumatic experience)
 - Brainstem: conception - 9 months (controls the things you don't think about -- flight, fight, freeze [flock or fling])
 - Diencephalon: 6 months - 2 years (sensory inputs, motor skills)
 - Limbic region: 1 - 4 (alarm system -- emotional states, social language, interpretation of nonverbal information)
 - Cortex: 3 - 6 years (abstract cognitive functions, socioemotional integration)
- The lower down you go on the scale, the harder something like staying warm becomes, need more repetition to become habit. We can learn a new word in another language and be fine, those with trauma may not be able to:

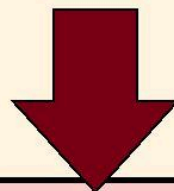


Bruce Perry: The ChildTrauma Academy, 5161 San Felipe, Suite 320
Houston, Texas 77056

-
- Caregiving system: caretakers giving us what we need to be successful later on
- **Attachment:** where the trauma happens
- Healthy attachment sequence:
 - Physical or psychological need
 - State of high arousal (crying)
 - Attunement/satisfaction of need (parent comforts)
 - Relaxation
 - Through repetition, a base is established, you learn how to take care of yourself, you know everything is going to be okay, follows into adolescence "how special mom and dad think we are", we can tolerate hard feelings but are able to remember times when we have gotten through a stressful situation
- Unhealthy attachment sequence
 - Physical or psychological need
 - State of high arousal (crying)
 - Misattunement/needs disregarded (either ignored or met with anger/abuse)
 - Anxiety/rage/numbing (shut down due to reliance on caregivers)
 - Foundation created is wanting to reach for the parent because they need them, but are also scared of them, response follows into adolescence

when faced with stressful situations (either deeply internalize or respond aggressively -- don't trust anyone, especially adults)

- Disturbed template
- 7 domains of Impairment (apply to all trauma but are ESPECIALLY effective in developmental trauma)
 - Biology: Body and brain
 - Hyper-hypo sensitivity to body (hyper- papercut kid/hypo- floppy hand kid)
 - ACES (People who experienced developmental trauma before age 18 were more likely to have physical health problems in adulthood)
 - Neurodevelopment
 - Attachment and Relationships
 - Insecurity
 - Poor or no boundaries
 - Lots of conflict (drama as well)
 - Mistrust of adults
 - Emotion Regulation
 - Don't notice what you're feeling, can't notice what others are feeling
 - Cognition and Learning
 - Poor cause/effect thinking, black and white thinking, organizational/planning skills
 - Behavior
 - Poor command
 - Acting out
 - Dissociation
 - Disconnect in various forms
 - Self-concept
 - Feelings of shame and guilt
 - Poor expectations for the future
- What is good for one kid with trauma is good for all kids regardless



Sense of Time	Extended Future	Days Hours	Hours Minutes	Minutes Seconds	Loss of Sense of Time
Primary secondary Brain Areas	NEOCORTEX <i>Subcortex</i>	SUBCORTEX <i>Limbic</i>	LIMBIC <i>Midbrain</i>	MIDBRAIN <i>Brainstem</i>	BRAINSTEM <i>Autonomic</i>
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

Sequence of Engagement

