

The National Child Traumatic Stress Network: Resources and Opportunities

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Overview

- ▲ Sandi Gallagher will provide an orientation the National Child Traumatic Stress Network and collaboration opportunities
- ▲ Pat Penn will describe the NCTSN toolkit for adolescents, trauma and substance abuse
- ▲ Liz Wong will introduce the NCTSN toolkit for child welfare training
- ▲ NCTSN resources will be included by all



Child Abuse in America

- ▲ van der Kolk (2001) reviewed the prevalence and consequences of child abuse and concluded it is a major public health problem.
- ▲ He indicated that more than 3 million cases are reported each year, 1 million of which are substantiated.



Child Abuse in America, cont.

- ▲ Research indicates a range of possible sequelae and disorders:
- ▲ PTSD, depression, substance abuse, borderline PD, suicidal behavior, self-mutilation, somatization, sexual behavior problems, dissociative disorders, learning disorders, risk for violent offending/victimization



National Child Traumatic Stress Network

A nation-wide network of researchers and clinicians dedicated to improving care for traumatized children, their families, and their communities

www.NCTSN.org



The Mission of NCTSN

- ▲ To raise the standard of care and improve access to services for traumatized children, their families and communities throughout the United States



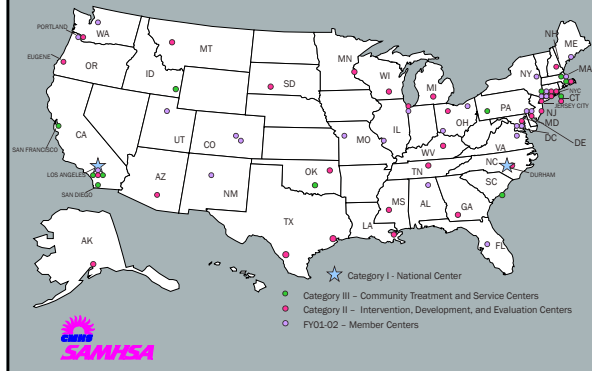
NCTSN

Innovative Collaborative Venture

- ▲ UCLA & Duke University National Center for Child Traumatic Stress
- ▲ 13 current Treatment and Services Adaptation Centers
- ▲ 31 current Community Treatment and Service Centers
- ▲ 25 additional member centers



National Child Traumatic Stress Network Sites



Specific Evidenced-Based Interventions For:

- ▲ Domestic Violence
- ▲ Sexual Abuse
- ▲ Community Violence
- ▲ War
- ▲ Disaster and Terrorism
- ▲ Traumatic Bereavement
- ▲ Life-threatening Medical Illness
- ▲ Immigrant Populations with Trauma Histories



NCTSN Resources

Extensive, free resources for many audiences:

- ▲ For survivors, caregivers, schools, media, first responders, law enforcement and behavioral health professionals
- ▲ Books, pamphlets, videos, webcasts, workbooks, fact sheets
- ▲ http://www.nctsn.org/nctsn/nav.do?pid=hom_main

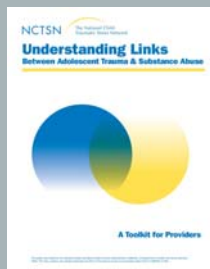


NCTSN Vision Statement Summary

- ▲ Raise public awareness
- ▲ Improve the standard of care by integrating developmental and cultural knowledge
- ▲ Work with established systems of care
- ▲ Dedicated to wide collaboration



The Relationship Between Child Traumatic Stress and Substance Abuse



Development

- ▲ *Developed by the NCTSN adolescent trauma and substance abuse committee*
- ▲ *Additional funding provided by a grant to Boston University*



Information in the toolkit

- ▲ *Contains materials for health care providers, parents, and teenagers*
- ▲ *Designed to raise awareness about the needs of youth with traumatic stress and substance abuse problems*
- ▲ *Aims to promote evidence-based practices in clinical settings*
- ▲ *Meant to serve as a training guide for providers working with this population*



Fact sheets for providers

1. *Making the Connection: Trauma and Substance Abuse:*

- ▲ *An introduction for providers, this fact sheet describes ways in which these co-occurring conditions can affect youth.*





Raphael was a 15-year-old boy who lived in a group home. I am a clinician in the community mental health clinic that he came to for group and individual psychotherapy. Raphael had been raised by his mother and stepfather, but the courts decided to place him in a group home after CPS involvement with his family due to his ongoing truancy, being caught several times using marijuana and selling drugs, and being deemed unmanageable by his parents.



As you read the pages that follow, think about cases like Raphael's and consider the following questions:

- ▲ What are the challenges involved in engaging an adolescent in treatment who has a history of both trauma and substance abuse?
- ▲ What are the challenges associated with being able to accurately identify histories of trauma and/or substance use among adolescents?
- ▲



Fact sheets (cont.)



2. *Understanding Traumatic Stress in adolescents:*

- ▲ This fact sheet is meant to broaden providers' understanding of adolescent traumatic stress and the problems that often follow trauma exposure in adolescence.



Ex: What is a Traumatic Stress?

Traumatic stress in childhood involves physical and emotional responses to exposure to extreme threat, injury or death.

Traumatic events overwhelm a child's capacity to cope and elicit feelings of terror, powerlessness, and out-of-control physiological arousal.



Ex: Potential Long-term Impacts of PTSD

- ▲ Difficulty establishing healthy relationships
- ▲ Difficulty keeping a job
- ▲ Difficulty parenting
- ▲ Medical visits
- ▲ Suicide
- ▲ Addiction



Fact sheets (cont.)



3. *Understanding Substance Abuse in Adolescents*

- ▲ This fact sheet is meant to broaden providers' understanding of adolescent substance use and abuse and the reasons why teens are drawn to drugs and alcohol.

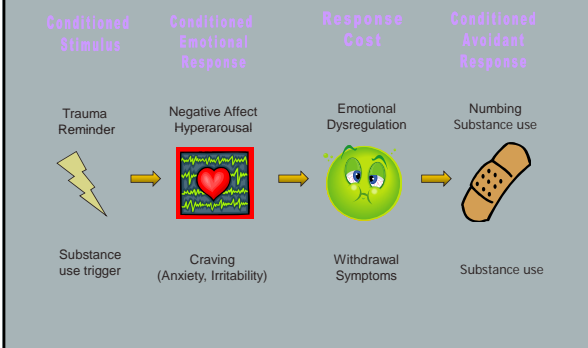


Ex: Prevalence of Trauma and Substance Abuse in Youth

- ▶ *Traumatic stress and substance abuse problems frequently co-occur among adolescents*
- ▶ *Overall rates of co-occurrence of PTSD and substance abuse can range from 13.5% to 29.7%, up to 47% in adolescents*
- ▶ *Co-occurrence is greater in treatment settings, with rates highest among females*



Common patterns observed in populations with trauma and substance abuse problems



Fact sheets (cont.)

4. Treatment for Youth With Traumatic Stress and Substance Abuse Problems

- ▶ This fact sheet is meant to help identify youth at risk and provide some guidance about integrated treatment approaches for youth afflicted with traumatic stress and substance abuse problems.



Ex: Trauma Focused - CBT

- ▲ Evidence-based
- ▲ Ages 3-18
- ▲ 12-18 sessions
- ▲ Non-gender specific
- ▲ Adapted for specific populations
- ▲ Culturally sensitive
- ▲ Family involvement



TF-CBT Components

- ▲ **A Practice**
 - ▲ Assessment
 - ▲ Psycho-education & Parenting Skills
 - ▲ Relaxation
 - ▲ Affect Modulation
 - ▲ Cognitive Processing
 - ▲ Trauma Narrative
 - ▲ In Vivo Desensitization
 - ▲ Conjoint Parent-Child Sessions
 - ▲ Enhanced Safety & Social Skills



Fact Sheets (cont.)



5. "Engaging Adolescents in treatment":

- ▲ identifying and encouraging youth to seek help
- ▲ getting adolescents into initial treatment sessions
- ▲ addressing practical barriers to care
- ▲ getting families involved
- ▲ building alliances
- ▲ enhancing community awareness



Ex: Building Alliances

Finding out what the adolescent wants to talk about:

- ▲ Discovering and displaying both genuine interest in and respect for his/her unique interests, concerns, and worldview
- ▲ Showing some understanding of the culture the adolescent is surrounded by.
- ▲ Offering wisdom and guidance that can help the adolescent solve his/her life problems as he/she sees them.



Pamphlet: *“Helping your teen cope with traumatic stress and substance abuse”*

This pamphlet was created to help parents and caregivers whose teen might be or is experiencing substance abuse and/or stress from a traumatic event



Ex: Common Adolescent Reactions

- ▲ More vulnerable: dating, driving
- ▲ Reckless behaviors
- ▲ Decreased academic focus
- ▲ Friendships dropped
- ▲ Guilt, shame
- ▲ Revenge and retribution fantasies
- ▲ Grossest-out or fascinated by grotesque injury or death
- ▲ Anger
- ▲ Depression



Pamphlet: *“Recognizing drug use in adolescents: A quick guide for caregivers and adults”*

This pamphlet:

- summarizes signs of intoxication, use, and abuse commonly reported by substance users
- provides descriptions of numerous substances and their use



Common drugs of abuse:
Marijuana



- ▲ **Acute response:** Relaxation, Loss of inhibition, Increased appetite, Affected perception of color & sound, Impaired coordination, Affected thinking and memory
- ▲ **Withdrawal Symptoms:** Irritability, Anxiety, Physical tension, Decreases in appetite and mood
- ▲ **Short Term Effects:** Increased anxiety and paranoia, increased hunger and sleepiness, impairment in memory and attention, alterations in perception (such as blurry vision), loss of motor coordination, and rapid heart rate, impaired motor, cognitive, and perception abilities, impaired judgment leading to risky behavior
- ▲ **Long-term effects:** Increased risk of lung cancer and/or other respiratory problems, increased susceptibility to illness.

Pamphlet: *“Using drugs to deal with stress and trauma”*

This pamphlet provides information to help teens understand traumatic experiences and some of the reasons behind drug use.



Ex: Motives for Continuing Drug Use



- ▲ *For me, drinking wasn't all about fitting in. If I felt stressed out or upset about something, having a few drinks made me stop worrying about things and forget all my problems.*



The Complete Package

- ▲ *Includes all of the information in the toolkit*
- ▲ *Provides references*
- ▲ *Search: <http://kb.nctsn.org>; search resources: adolescents toolkit*



The Child Welfare Training Toolkit

- ▲ *For use by child welfare workers nationwide.*
- ▲ *Designed to teach basic **knowledge**, **skills** and **values** about working with children in the child welfare system who have experienced traumatic stress*



Child Welfare Training Toolkit

- ▲ *Consists of a **Trainer's Guide** and a **Comprehensive Guide**.*
- ▲ *Teaches how to use knowledge of trauma to support children's safety, permanency and well being.*



Philosophy of the Toolkit...

- ▲ *Designed to take advantage of well-known premises of adult learning:*
 - ▲ *People learn best when new material links to what is already known*
 - ▲ *People are more likely to learn what you want them to learn if you present clear goals and expectations*



Philosophy of the Toolkit...

- ▲ *Effective learning of skills requires modeling and practice*
- ▲ *Useful and lasting acquisition of knowledge requires application of the knowledge*
- ▲ *Attitudes are best learned by example and best changed by situations that challenge them*



Components of the Child Welfare Trauma Training Toolkit

- ▲ *Trainer's Guide*
- ▲ *Comprehensive Guide*
- ▲ *PowerPoint Slides*
- ▲ *Audio Clips*
- ▲ *Video Clips*
- ▲ *Supplemental Handouts*
- ▲ *CWTTT Companion CD*



Trainer's Guide

- ▲ *Divided into an Introduction section and Seven Modules*
- ▲ *Supported by the Comprehensive Guide*
- ▲ *Total approximately 12 training hours*
- ▲ *Includes Materials Checklist, Goals and Objectives, and sample Agenda and Lesson Plan*



Module 1: Creating Trauma Informed Child Welfare Practice: Introduction to the Essential Elements

- ▲ *Makes connection between trauma informed practice and the DHHS' Child and Family Services Review (CFSR) goals of safety, permanency, and well-being.*
- ▲ *Overview of Essential Elements of Trauma Informed Child Welfare Practice*



Module 2: What is Child Traumatic Stress?

- ▲ *Introduce and define:*
 - ▲ *Child Traumatic Stress*
 - ▲ *Complex Trauma*
 - ▲ *Trauma and the Brain*
 - ▲ *Resiliency Factors*
 - ▲ *What child welfare workers can do to mitigate the impact of trauma*
 - ▲ *Developmental and cultural influences are also discussed*



Module 3: The Impact of Trauma on Children's Behavior, Development & Relationships

- ▲ *Emphasizes the first three Essential Elements:*
 - ▲ *Maximize the child's sense of safety*
 - ▲ *Assist children in reducing overwhelming emotions*
 - ▲ *Help children make new meaning of their trauma history and current experiences*
 - ▲ *Exploration of how trauma affects developmental trajectories and how behaviors and symptoms affect a child's attempts to cope and self-regulate*
 - ▲ *Distinguish between physical and psychological safety*



Module 4: Assessment of a Child's Trauma Experience

- ▲ *Addresses the next three Essential Elements*
 - ▲ *Address the impact of the trauma*
 - ▲ *Coordinate services with other agencies*
 - ▲ *Utilize comprehensive assessment of the child's trauma experience*
 - ▲ *Introduction of the Child Welfare Trauma Referral Tool*



Module 5: Providing Support to the Child, Family & Caregivers

- ▲ *Continuation of the Essential Elements 7 and 8*
 - ▲ *Support and promote positive and stable relationships in the child's life*
 - ▲ *Provide support and guidance to the child's family and caregivers*



Module 6: Managing Professional & Personal Stress

- ▲ *Introduction of Secondary Traumatic Stress (STS)*
- ▲ *Discussion of worker susceptibility to STS*
- ▲ *Warning signs of STS*
- ▲ *Strategies for managing stress*
- ▲ *Self Care Inventory*
- ▲ *Work/Life Balance Handout*



Module 7: Summary

- ▲ *Summary of Training*
- ▲ *Handout: Personal Trauma-Informed Child Welfare Practice Action Plan: Daily Strategies*
- ▲ *Follow up Activities*
- ▲ *Training Evaluation*



Comprehensive Guide

- ▲ Provides background material consistent with the **Trainer's Guide**
- ▲ Defines child traumatic stress
- ▲ Information about incidence and impact of trauma on children in the child welfare system



Comprehensive Guide

- ▲ Describes the Essential Elements of trauma –informed child welfare practice
- ▲ Explains the importance of trauma assessment
- ▲ Identifying trauma-informed providers



Development

- ▲ The **Trainer's Guide** was adapted by Miriam Wolf, LCSW of the California Social Work Education Center (CalSWEC) from materials developed by the NCTSN in collaboration with :
 - ▲ Rady Children's Hospital, Chadwick Center for Children and Families



Development

- ▲ *Child and Family Policy Institute of California (CFPIC)*
- ▲ *California Institute for Mental Health (CIMH)*
- ▲ *The **Comprehensive Guide** was developed by the Child Welfare Committee of the National Child Traumatic Stress Network (NCTSN)*



CATSS

Child and Adolescent Traumatic Stress Services

of Southern Arizona



CATSS Stats

- ▲ SAMHSA NCTSN Grant
- ▲ Children and Adolescents (ages 3-18)
- ▲ A Collaboration of :
 - ▲ Jewish Family & Children's Service
 - ▲ Arizona's Children Association
 - ▲ La Frontera Center
 - ▲ Pima County Attorney's Office-Victim Witness Program



Objectives of CATSS

- ▲ Implement, adapt, and evaluate evidenced-based practices for traumatized children and their families
- ▲ Train human service professionals
- ▲ Establish and maintain a community coalition



CATSS Projects Include:

- ▲ *Services for Families of Deployed Military*
- ▲ *Various Workshops*
- ▲ *Regional Trainings*
- ▲ *TF-CBT Training and Supervision*
- ▲ *SPARCS Training and supervision*
- ▲ *Screening/Awareness Building Tools*
- ▲ *Web Resources*



Opportunities for collaboration

- Tucson: join CATSS!!
- Training available via CATSS
- Join a national level workgroup
- Organize resources in your community



Summary

- ▶ *The NCTSN = a vast, user-friendly, comprehensive resource for children/families and trauma*
- ▶ *Many collaboration opportunities, local and national*
- ▶ *Try it, you'll like it!*



Resources

- ▶ www.nctsn.org
- ▶ Pat Penn ppenn@lafrontera.org
- ▶ Elizabeth Wong
ewong@arizonaschildren.org
- ▶ Sandra Gallagher
sgallagher@lafrontera.org
- ▶ Child and Adolescent Traumatic Stress Services (CATSS)
 - ▶ Contact: Barbara Quade, JFCS
▶ (520) 886-5111 ext. 124