

ACES and Trauma-Informed Care

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Adverse Childhood Experiences (ACES)

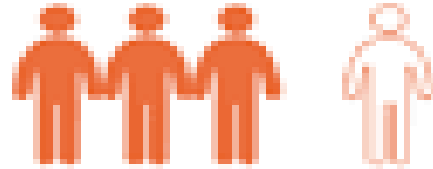




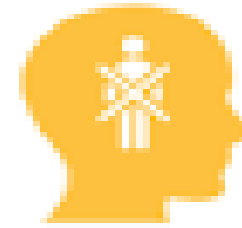
Bullying



Poverty



**Peer rejection and
having no friends**



**Experience of
racism**



**Death, multiple and
traumatic loss**



**Community
violence**



**Food
scarcity**



**Experience of
the care system**



**Poor academic
performance**



**Living in an unsafe
environment**

Alternative Markers of ACEs

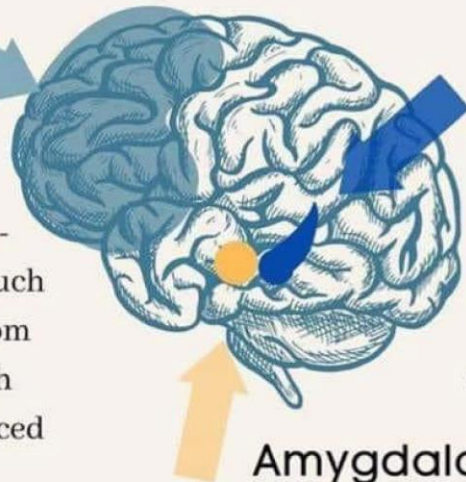
- ACES = Trauma/Stress
- Lots of ACES over time =

- **Complex Trauma**
- **Chronic Stress**
- **Toxic Stress**
- **PTSD**
- **Complex PTSD**

HOW TRAUMA AFFECTS THE BRAIN

Prefrontal Cortex

Rational thinking - regulates emotions such as fear responses from the amygdala - with PTSD this has a reduced volume



Hippocampus

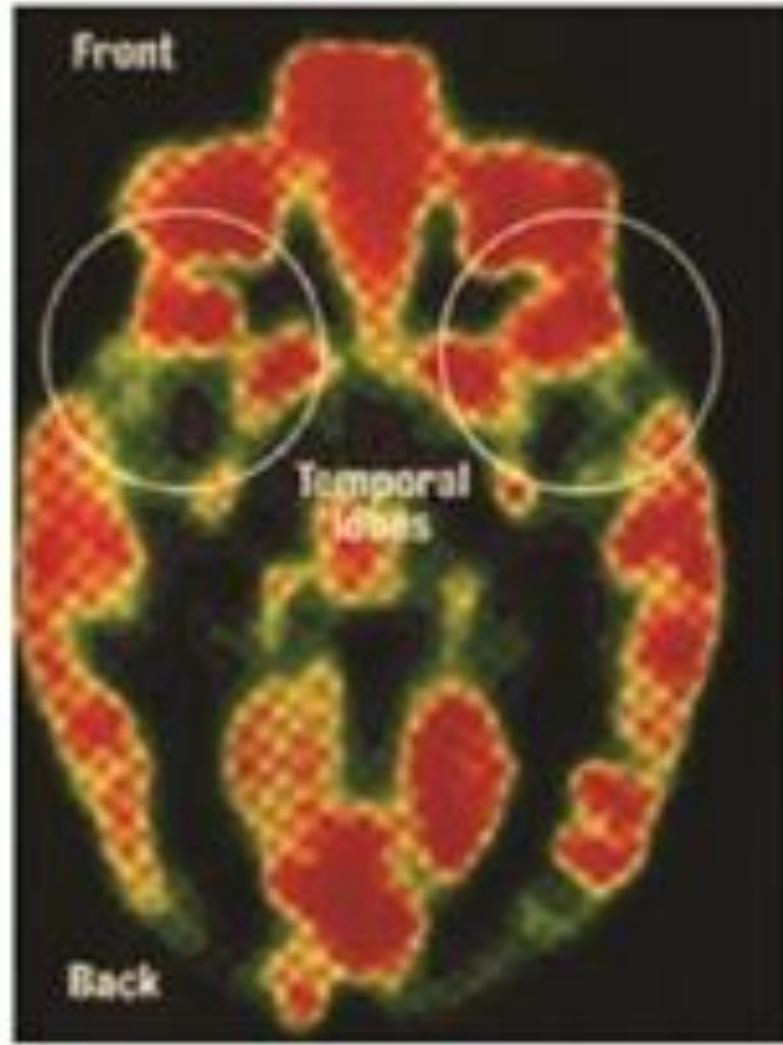
Responsible for memory and differentiating between past and present – works to remember and make sense of the trauma. With consistent exposure to trauma, it shrinks.

Amygdala

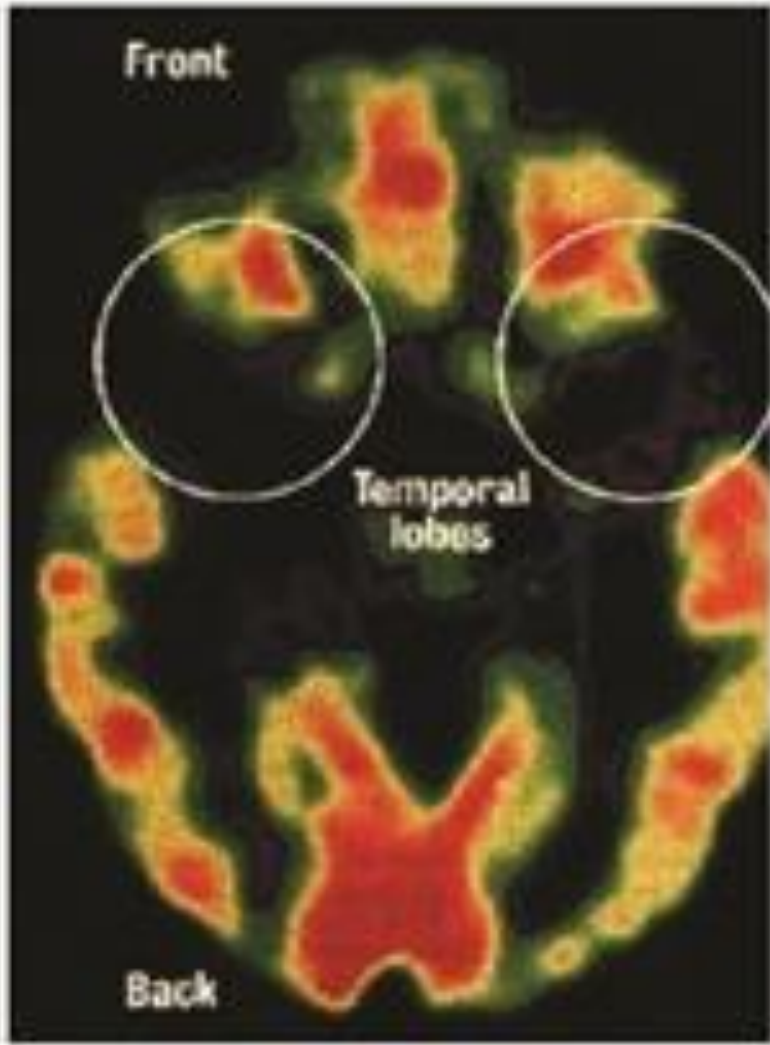
Wired for survival, when active it is hard to think rationally. The more hyperactive the amygdala is, the more signs of PTSD are present.



Healthy Brain

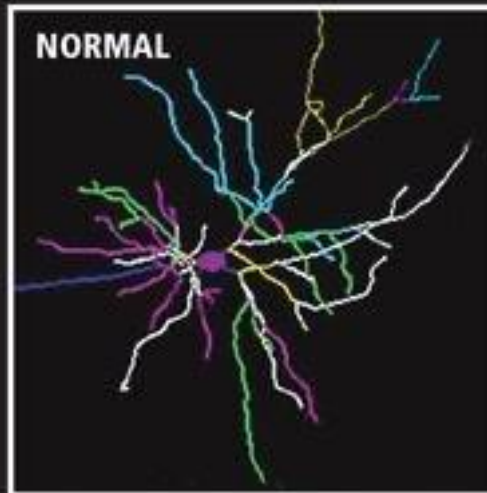


Results of Chronic Stress



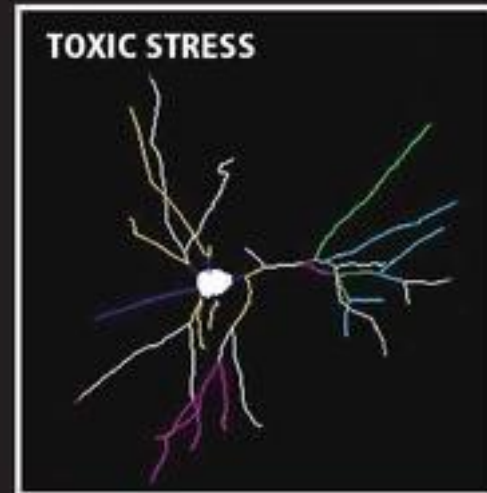
HOW TOXIC STRESS IN CHILDHOOD ALTERS THE BRAIN

Exposure to major adversity in early childhood can weaken brain development. This can permanently set the body's stress response system on high alert. A stable, nurturing environment can prevent these responses and outcomes for learning, behavior and health.



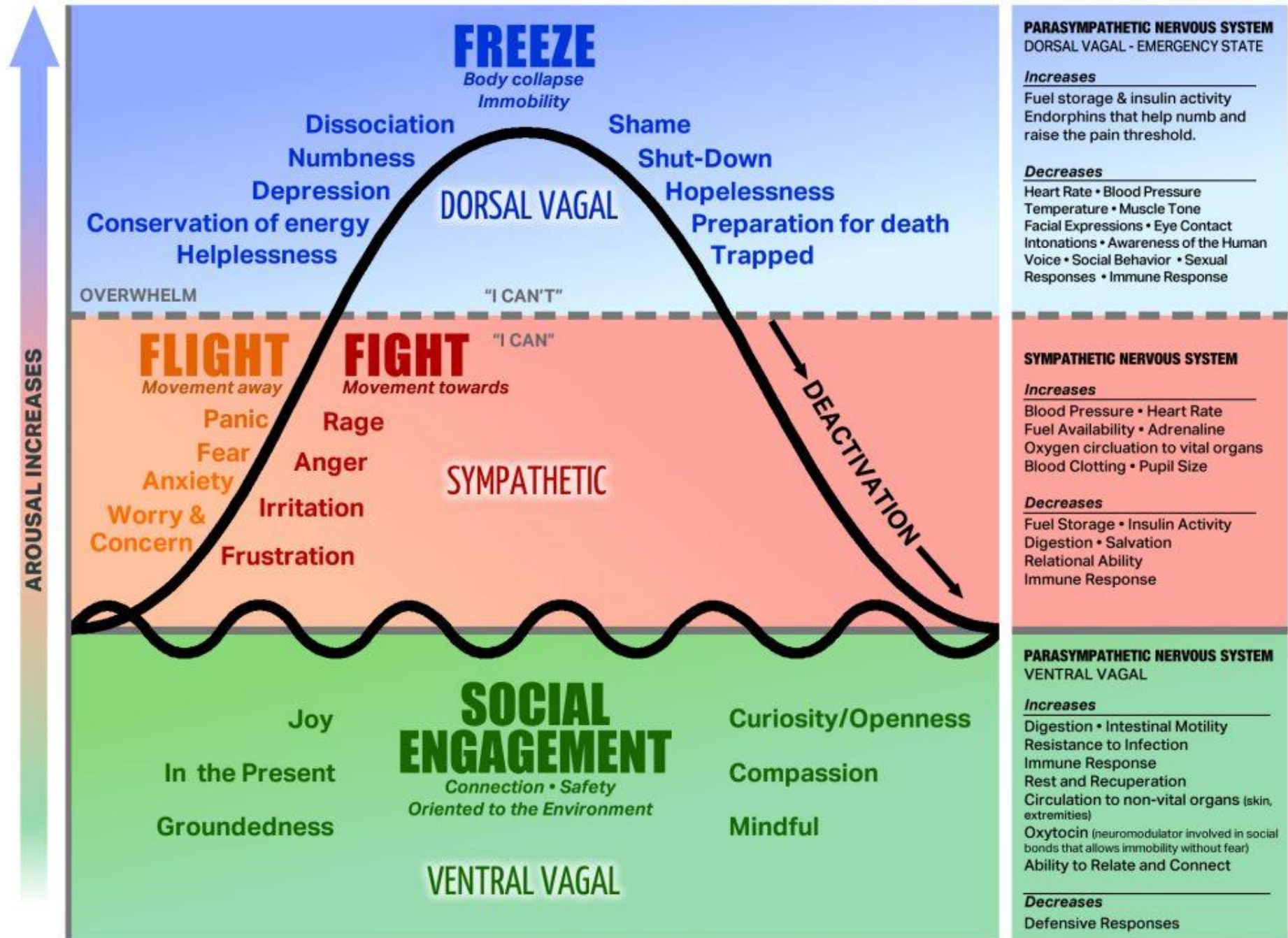
A typical neuron with many connections looks like this.

SOURCES: J.J. Radley Neuroscience 2004



A neuron damaged by toxic stress has fewer connections.

MARTHA THIERRY/DETROIT FREE PRESS



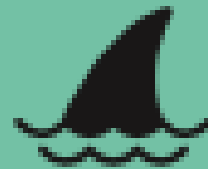
Flood, fawn or fatigue?

US psychologist Curtis Reisinger reckons we have three more responses



FLOODING

Being flooded with sudden emotion



FAWNING

Submitting to a large threat or a captor

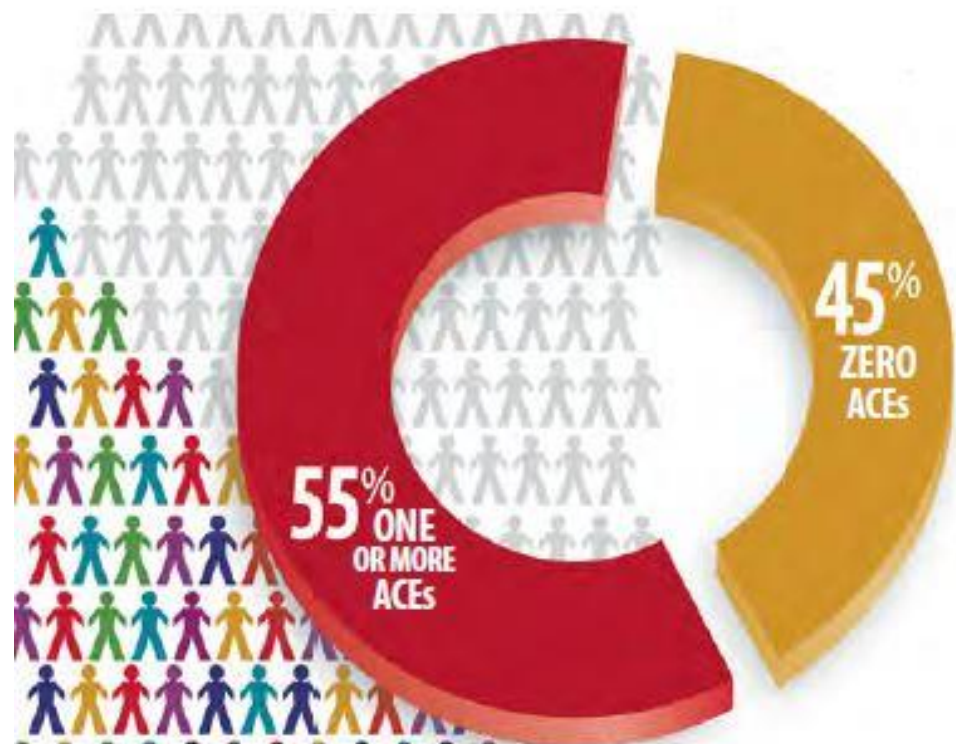


FATIGUE

Sleeping so as to manage the crisis situation

When Trauma = “Normal”

- We are MORE COMFORTABLE when we are in a state of arousal AKA “triggered.”
- We begin to expect, look for, and even SEEK OUT trauma/drama

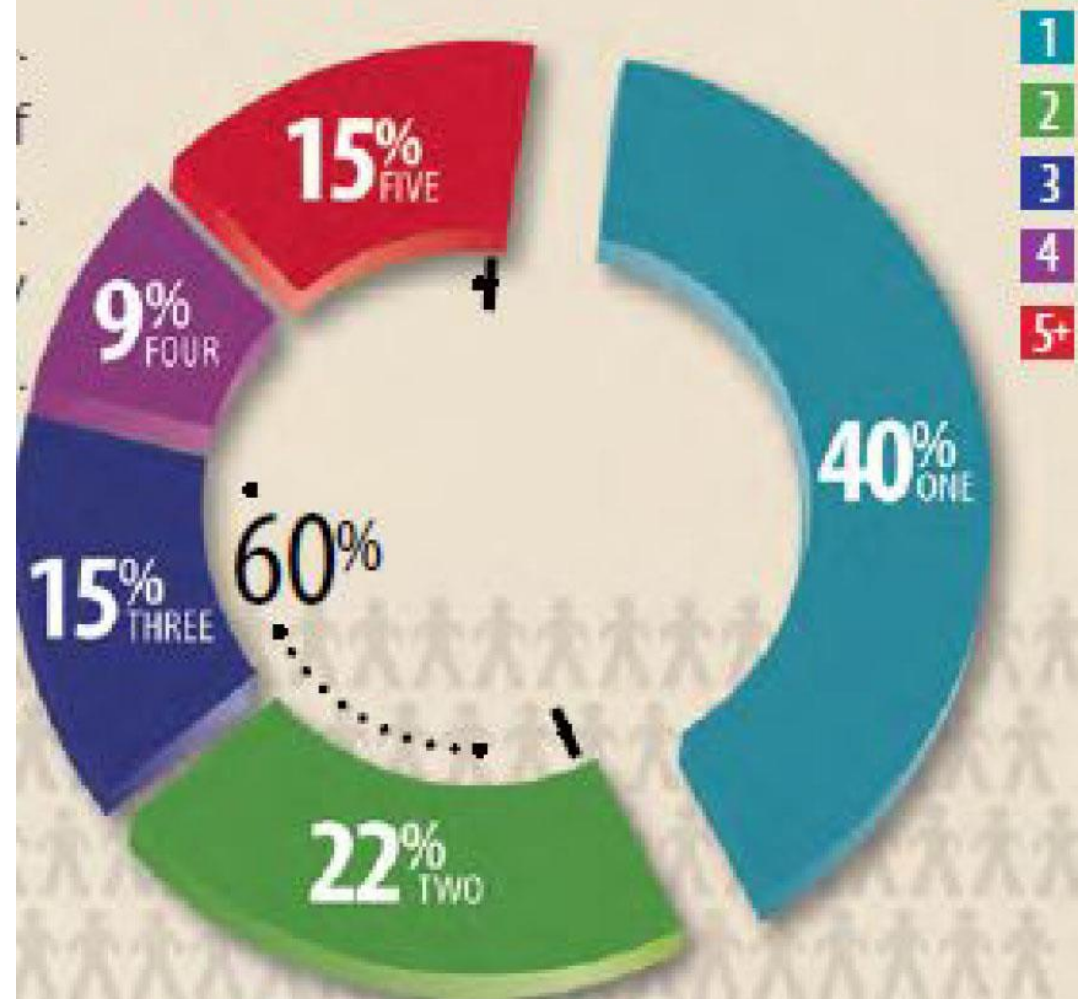


DISTRIBUTION OF ACEs

MINNESOTA 2011

AMONG THOSE WITH AT LEAST 1 ACE

Number of ACEs





Adapted from the 

Executive Functioning Skills



Planning is the ability to figure out how to accomplish our goals.



Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



Working Memory is the mental processes that allow us to hold information in our minds while working with it.



Metacognition is being aware of what you know and using that information to help you learn.

Pathway
2 SUCCESS

Self-Control is the ability to regulate yourself, including your thoughts, actions, and emotions.



Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.



Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.



Flexibility is the ability to adapt to new situations and deal with change.

www.thepathway2success.com

A Trauma-Informed Approach (Four R's)

A trauma-informed program, organization, or system:

Realizes

- Realizes widespread impact of trauma and understands potential paths for recovery

Recognizes

- Recognizes signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds

- Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Resists

- Seeks to actively resist re-traumatization.

From SAMHSA's Concept Paper



SAMHSA'S 6 PRINCIPLES

of a

TRAUMA-INFORMED APPROACH



SAFETY

Prevents violence across the lifespan and creates safe physical environments.

TRUSTWORTHINESS

Fosters positive relationships among residents, City Hall, police, schools and others.

EMPOWERMENT

Ensures opportunities for growth are available for all.

COLLABORATION

Promotes involvement of residents and partnership among agencies.

PEER SUPPORT

Engages residents to work together on issues of common concern.

HISTORY, GENDER, CULTURE

Values and supports history, culture and diversity.

- <https://traumainformedoregon.org/wp-content/uploads/2020/03/Considerations-for-COVID-19-Trauma-Informed-Response.pdf>
- Rationale: For most people, COVID-19 will be associated with increased uncertainty and stress. When we are under acute stress we are more likely to be operating from the survival areas of our brain, which means that our thinking becomes much more black and white, our attention is more narrowly focused on the immediate here and now, we start to have difficulty planning or thinking ahead, we have difficulty regulating our emotions, and we become less able to make decisions. Stressful times are associated with threats to our safety and a loss of power and control. A trauma informed approach can help reduce or prevent a trauma response.

Trauma- Informed Approach for COVID-19

Take the ACES Quiz

- <https://americanspcc.org/take-the-aces-quiz/>
- You may want to wait until you are in a safe space – the questions could be triggering.



Questions?

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