Responding to Behavior Through a Trauma Informed Lens
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Objectives

Day 1:
- Subjective Units of Distress
- Stress Response System

Day 2:
- Trauma Informed Ways of Being “with” youth
  - Frameworks
  - Messages in the Behavior
  - What to do?
- Other Resources

SUDS: Subjective Units of Distress Scale
- Subjective
- Units of
- Distress
- Scale
SUDS: Subjective Units of Distress Scale

0  I am completely relaxed; with no distress. I may be deep in sleep.
1  I am very relaxed. I may be awake but dzing off.
2  I am awake but feel no tension.
3  I feel a little bit of tension; I keep my attention from wandering.
4  I am feeling some mild distress, apprehension, fear, or anxiety, and body tension
5  My distress is somewhat unpleasant but I can still tolerate it.
6  I am feeling moderate distress and unpleasant feelings. I know some worry and apprehension.
7  My body tension now is substantial and unpleasant. I am still tolerate it and think clearly.
8  I am feeling a great deal of distress with high levels of fear, anxiety, and worry. I can't tolerate this level of distress for very long.
9  The distress is so great that it is impacting my thinking. I just can't think straight.
10 I am in intense distress. I am totally filled with panic and I have extreme tension throughout my body. This is the worst possible fear and anxiety I could ever imagine. It is so great that I just can't think at all.
Anger to Emotion

Distress

SUDS: Subjective Units of Distress Scale

Stress/Fear Response System
- Stress Response System
  - The way the Body Responds to Stress
Stress/Fear Response System

Window of Tolerance
Green Zone

Stress/Fear Response System

Hyperarousal
Pink Zone

Stress/Fear Response System

Flooded
Red Zone
Stress/Fear Response System

Hypo-Arousal
Light Blue Zone

Stress/Fear Response System

Dissociation
Blue Zone

Stress/Fear Response System

Brake Pedal Gas Pedal

Combo
Stress/Fear Response System

- **Brake Pedal**
- **Gas Pedal**
- **Dissociation**
- **Blue Zone**
- **Hyper-Vigilance**
- **Combo**

SUDS: SUBJECTIVE UNITS OF DISTRESS SCALE

- **Thinking System is Off-Line**

Stress Response System

- **Fear Response System**
- **Dissociation**
- **Combo**
- **Fight**
- **Flight**
- **Shutdown**
- **Escape**
- **Rage/Anger**

The slides illustrate the stress and fear response systems, including the dissociation and hyper-vigilance responses, along with the SUDS scale to measure distress levels.
Trauma Informed Ways of Being “with” Youth

Neurorelational Framework

Attachment, Regulation and Competency Model – Bluestein and Kinniburgh
Messages Under the Behavior

- Attachment – Regulation – Competency Framework
  - Teach caregivers to be “Feelings Detectives” – look beyond the behaviors to determine the underlying emotion, learn to interpret the function of behavior and identify triggers.

Attunement

- Attachment – Regulation – Competency Framework
  - Capacity of caregiver to accurately read child’s cues and respond appropriately, responding to the underlying emotion rather than the behavior.
  - What is the SUDs level?
  - What is the color?

Competency Vs. Capacity

- What the youth is “able” to do
- How well the youth “is” able to do – at any given moment
Know the Regulation System

- The capacity for deep sleep cycling
- The capacity for alert processing
- The capacity for the adaptive expression of all stress responses
- The capacity for distinct states of arousal and smooth transitions between them
- The capacity for connection to visceral cues
- The capacity for efficient stress recovery

When meeting with Youth

Know the sensory preferences that might help keep the youth regulated

<table>
<thead>
<tr>
<th>Sense</th>
<th>Trigger</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td>A baseball cap</td>
<td>A preferred picture</td>
</tr>
<tr>
<td></td>
<td>An item placed in an office</td>
<td>“Safe Place”</td>
</tr>
<tr>
<td>Sound</td>
<td>Loud noises</td>
<td>Preferred Music</td>
</tr>
<tr>
<td>Tactile</td>
<td>Any material</td>
<td>Felt / Fuzzy Material</td>
</tr>
<tr>
<td></td>
<td>Certain parts of the body</td>
<td>A anchor item</td>
</tr>
<tr>
<td>Smell</td>
<td>* Anything link from past trauma</td>
<td>Vanilla</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lavender</td>
</tr>
<tr>
<td>Taste</td>
<td>Anything connected to past stressors</td>
<td>Sucking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crunching</td>
</tr>
</tbody>
</table>

* Keep in mind smell goes right to the limbic system and bypasses the EF

When meeting with Youth

Know the sensory preferences that might help keep the youth regulated

<table>
<thead>
<tr>
<th>Sense</th>
<th>Trigger</th>
<th>Preferences / Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vestibular</td>
<td>Being off balance</td>
<td>Have a sturdy chair with arms</td>
</tr>
<tr>
<td>Proprioceptive</td>
<td>Not feeling solidly grounded in his/her body, space, and time</td>
<td>Have a sturdy chair, where feet can be placed solid on the ground. Slow down movement during transitions. Take a non-cluttered route to your office</td>
</tr>
</tbody>
</table>
Know their meaning making system

- The capacity to flexibly experience, express, and modulate a full range of emotions in ways that are appropriate to context
- The capacity to learn from experience by scanning and accessing a full range of memories that are appropriate to the context
- The capacity to create meanings that accurately reflect self and others

When meeting with Youth

- Keep Safety in Mind
  - Keep in mind, traumas don’t disappear with age – youth only heal through relationships and therapy
  - Know that complex trauma delays development – keep the youth’s developmental age in mind
  - Keep in mind – youth may perceive threat where no threat is present

What we teach Youth

- We teach them to
  - Identify their feelings – ask them?
  - Identify the intensity – ask them?
  - Slow down & get calm – give them time!
  - Use coping and calming skills – let them use them!
  - Identify their triggers – let them talk!
Know their Executive Functioning System

- The capacity to express spontaneous, automatic, and consciously controlled behaviors in a flexible and purposeful manner
- The capacity to integrate the bottom-up influences of emotions with the top-down control of thoughts
- The capacity to assess, integrate, and prioritize one’s own internal (self) needs in relation to external (context/other) needs

When meeting with Youth

ENGAGEMENT

- Keep the bottom of the brain active
  - Engage them in an activity
    - Throw a ball back and forth
    - Color with them
    - Give them play dough
    - Let them draw
    - Have easy dots to dot
    - Let them do a word search
    - Walk with them
    - Know their sensory preferences

What to do in a Crisis

- Grounding Exercises
  - Name 5 things you can see, hear, feel - Must be real things
  - Pick object or part of a person or self - Describe in detail
  - Make fists with hands/squeeze gently to slowly increase pressure in muscles
  - Make a noise
  - Using hand, rub or gently tap different body parts to feel where body begins & ends
Websites

- www.childtrauma.org
- www.traumacenter.org
- www.nctsn.org
- csefel.uiuc.edu
- ConsciousDiscipline.com
- http://developingchild.harvard.edu

References / Resources

Books
- Perry (2006) The Boy Who Was Raised as a Dog

Books
References / Resources

Books Cont.


Articles


Articles


Van der Kolk, B & Pynoos R. (2009). Proposal to Include a Developmental Trauma Disorder Diagnosis for Children and Adolescents in the DSM-V


Thank You

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