IMPACT OF TRAUMA ON CHILDREN AND ADOLESCENTS

AGENDA

• INTRODUCTION/NEEDS OF GROUP
• DEFINITION OF TRAUMA/ CASE EXAMPLES
• IMPACT OF TRAUMA ON DEVELOPMENTAL STAGES/GOALS OF TREATMENT
• PRE AND POST INCIDENT INTERVENTIONS
• SELF-CARE

CHARACTERISTICS OF TRAUMATIC EVENTS

• LEAVES LITTLE TIME TO PREPARE BOTH EMOTIONALLY AND PHYSICALLY (SPEED OF ONSET)
• PEOPLE EXPERIENCE INTENSE FEAR, HELPlessness AND HORROR
• TYPICAL METHODS DO NOT WORK
• LOSS
• LENGTH OF TRAUMA
• DISPLACEMENT
• POTENTIAL FOR REOCCURRENCE
• EXPOSURE TO DEATH AND DESTRUCTION
• DEGREE OF MORAL CONFLICT
• AGENT AND/OR VICTIM
• NUMBER AFFECTED BY INCIDENT
• Source: John Wilson

DEVELOPMENTAL STAGES

Three groups: Preschool-2nd grade, 3rd-5th grade, sixth grade and up

Impact of trauma in each stage

IMPLICATIONS ON HOW TO HELP

• Establish a sense of safety/security
• Help them express all emotions
• Active listening
• Allow opportunity to regress as necessary
• Help them clear up misconceptions
HELP PREDICT AND PREPARE
COGNITIVE BEHAVIORAL
INTERVENTION FOR TREATING
TRAUMA IN SCHOOLS (combines
psychoeducation, exposure, cognitive
restructuring, relaxation, and social
problem solving)

My philosophy

• MEET PEOPLE WHERE THEY ARE...WHEN THEY ARE THERE...AND THEY ARE THE ONLY PLACE THEY CAN BE

PRE AND POST INCIDENT

• 1. Prevention and being proactive
• 2. Primary and Secondary Impacted Group(s)
• 3. Assess relationships
• 4. Assess risk factors and history
• 5. Provide continuum of care /humanitarian assistance