



UNIVERSITY OF  
**ILLINOIS**  
URBANA-CHAMPAIGN

# WEEK ONE: OVERVIEW OF TRAUMA TYPES, TRAUMA RATES, AND TRAUMA-INFORMED

# TYPES OF TRAUMA

- There are over a dozen distinctly different types of trauma. Trauma is an experience that leaves an individual feeling intensely threatened. Types of traumatic events include community violence, natural disasters, war, rape, refugee violence, domestic violence, peer violence, among others.
- Review each type of trauma from the National Child Traumatic Stress Network by accessing the link below.
- As you read about each type of trauma, identify if you, or someone you know have survived an event similar to any of the ones described.
- As you read, identify who you think is most at risk for each type of trauma? Do you notice any pattern? Are some people at an increased risk for multiple types of trauma?
- <https://www.nctsn.org/>

# ADVERSITY AND TRAUMA IN HUMAN SERVICE CONTEXTS

- Understanding the **difference between adverse events and traumatic events** is important so we can identify traumas, and child maltreatment. Knowing how to **identify trauma and maltreatment** leads to improved interventions and greater capacity to prevent future events.
- School and health professionals are mandated to take steps to prevent or disrupt maltreatment, a specific type of trauma. School and health professionals are trained to help trauma survivors cope with the lasting effects.
- **Adverse events** described by clients and students are common, and often **require interventions** in order to lessen symptoms, or for improvements to occur. Many people who experience adversity gain resiliency when they are supported in their efforts to cope with the adversity(ies).
- **Trauma**, particularly trauma that is chronic and toxic, often results in lasting negative effects.
- The focus of this class is on the impact of trauma, specifically one type of trauma: **Child Maltreatment**. We focus on this because of the lasting, negative impacts in the lives of survivors. Prevention of this type of trauma is critical for school and helping professionals.

# ADVERSITY AND TRAUMA

- As you read the articles and information on the websites this week, identify the difference between an **adverse event** and a **traumatic event**.
- It is not always clear if an event is adverse or traumatic.
- The difference is usually defined in terms of how most people are impacted. For instance, living with a parent who has a mental illness is often categorized as an adversity rather than a traumatic event.
- However, it really depends on the unique circumstances in the child's life, including the other supports and caretakers in the child's life, the quality of the relationship between the parent and child, the child's tendencies and coping, among other important factors.
- What is experienced as an adverse event for one person may be experienced as a traumatic event by someone else.

# TERMINOLOGY: ACUTE VS CHRONIC TRAUMA

## Acute Trauma

- Acute trauma occurs primarily when people experience fear related to survival. In other words, someone who is held up at gunpoint fears for his or her life as does someone who is raped, even if the perpetrator does not intend or have any means to kill their victims.
- Acute traumatic events can lead to temporary and long-term mental health reductions, including Post Traumatic Stress Disorder.
- Life disruptions can result, but usually are temporary in nature and treatment is generally effective
- For most people, acute traumas do not result in *lasting* negative health or *significant* reductions in life outcomes.
- However, minorities who survive acute traumas do/can experience significant emotional and mental distress, often in the form of anxiety or stress related disorders. Anxiety disorders that result from acute traumas respond favorably to treatment interventions, such as Trauma Informed CBT.

## Chronic Trauma

- **Chronic Trauma**, sometimes called **Complex Trauma**, or **Toxic Stress Trauma**, is ongoing and persists for months or years, often beginning in childhood.
- Includes child abuse (which is typically a pattern over extended time); living with domestic violence; extreme poverty; living in war or combat zones.
- Can lead to reductions in a range of life outcomes including in learning and educational outcomes; increased risk for drug and alcohol abuse; vocational and employment deficits; increased risk for mental and physical impairments and disabilities.

# WATCH VIDEOS FROM THE CHILD DEVELOPMENT CENTER AT HARVARD UNIVERSITY

- [https://www.youtube.com/watch?v=chhQc0HShCo&index=17&list=PLuKMerO1zya\\_3krFpcOKgaeB2\\_2zQgYua](https://www.youtube.com/watch?v=chhQc0HShCo&index=17&list=PLuKMerO1zya_3krFpcOKgaeB2_2zQgYua)
- <https://www.youtube.com/watch?v=rVwFkcOZHjw>
- Identify key points from each video.

## WATCH THE TED TALK BY DR. NADINE BURKE HARRIS, A LEADING RESEARCHER, CLINICIAN, AND ADVOCATE FOR TRAUMA SURVIVORS

- <https://www.youtube.com/watch?v=95ovlJ3dsNk>
- Dr. Burke-Harris's TED Talk summarizes many of the key points covered in this week's readings. The video is 16 minutes.

# READING STUDY GUIDE: FELITTI, ET AL (1998) ACE STUDY

- Who and what was investigated in this study? For what purpose?
- What categories of household dysfunctions were assessed in the childhood experiences questionnaire?
  - Which ones are traumas and which are adversities?
- What are the primary findings outlined in this article?
  - Which category of adversity was reported the most?
  - What percent of sample reported more than 4?
  - What were some of the specific diseases connected to those who reported more than 4 exposures?
  - True or False: People who reported one adverse event were significantly more likely to report other adverse events
  - True or False: People who reported 4 or more exposures indicated an increased odds for cancer 1.9 times higher compared to those with no adverse childhood exposures. (table 7)



## READING

### STUDY GUIDE:

#### GLASER, D. (2011) FRAMEWORK FOR UNDERSTANDING EMOTIONAL ABUSE AND NEGLECT

- What exactly is, and is not, required for the presence of emotional abuse or neglect?
- Provide examples of emotional abuse and emotional neglect.
- Think about the points Glaser discusses related to threshold, severity, who commits, commission and omission, level of concerns
- Watch video on the science of neglect:
- <https://www.youtube.com/watch?v=bF3j5UVCSCA>
- What is the key point from this video?
- What is 'serve and return' in regard to the parent-child dyad?

## READING

### STUDY GUIDE:

HARRIS, M. & FALLOT, R.D. (2001) ARTICLE, ENVISIONING A TRAUMA-INFORMED SERVICE SYSTEM: A VITAL PARADIGM SHIFT

- What does it mean to be "informed about trauma"? Trauma informed services do not treat symptoms. Rather they are focused on what?
- What is the difference between "The Traditional Approach" and "The Trauma Informed Approach" to understanding trauma?
- When working with clients from a trauma-informed care perspective, you do not ask "How do I understand this problem or symptom?" What is the more appropriate question you should ask yourself?
- How do you build trust in the first session (what mindset should you have)?
- The article provided us with requirements for creating a trauma informed system of care. In which ways do you think these requirements could be difficult to maintain?

## READING

### STUDY GUIDE:

KO, S.J ET.AL. (2008), CREATING TRAUMA-INFORMED SYSTEMS CHILD WELFARE, EDUCATION, FIRST RESPONDERS, HEALTH CARE, JUVENILE JUSTICE

- While reading the Ko, S.J et. al. (2008) article, *Creating Trauma-Informed Systems Child Welfare, Education, First Responders, Health Care, Juvenile Justice*, answer the following questions:
- What is the NCTSN ? What do they do? What are they committed to? (p. 397)
- Where are most children receiving mental health services? Why is this an issue for children exposed to traumatic event(s)?
- If juvenile justice services do not address traumatic stress, what could the negative effects be?
- Understand the recommendations for independent practitioners on p. 401

# ACKNOWLEDGEMENTS

This training was developed with support from the Vocational Rehabilitation Technical Assistance Center for Targeted Communities (VRTAC-TC or Project E3) at the Department of Rehabilitation and Disability Studies, Southern University, Baton Rouge, LA funded by the U.S. Department of Education, Rehabilitation Services Administration (Grant# H264FI5003).

The ideas, opinions, and conclusions expressed, however, are those of the authors and do not represent recommendations, endorsements, or policies of the U.S. Department of Education.



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