Kids in Crisis: Effective Pediatric Care from a Trauma-Informed Lens

Kira Mauseth, Ph.D.





Agenda





What to prioritize for parents and caregivers



Naming the problem and specific issues



What to prioritize for kids



-Russell Ackoff



"A problem never exists in isolation; it is surrounded by other problems in space and time. The more of the context of a problem that a scientist can comprehend, the greater are their chances of finding a truly adequate solution."

- Nearly 20% of children and young people ages 3-17 in the United States have a mental, emotional, developmental, or behavioral disorder.
- Suicidal behaviors among high school students increased more than 40% in the decade before 2019.
- Mental health challenges were the leading cause of death and disability in this age group.
- These trends were exacerbated during the COVID-19 pandemic.

2022 National Healthcare Quality and Disparities Report [Internet]. Rockville (MD): Agency for Healthcare Research and Quality (US); 2022 Oct. CHILD AND ADOLESCENT MENTAL HEALTH. Available from: https://www.ncbi.nlm.nih.gov/books/NBK587174/ From 2008 to 2020, the rates of death from suicide among people age 12 and over increased 16% overall, from 14.0 per 100,000 population to 16.3 per 100,000 population. Specifically, the rate for youths ages 12-17 increased from 3.7 per 100,000 population to 6.3 per 100,000 population.

Data on Suicide

youths from 4.9 per 100,000 population to 5.0 per

2022 National Healthcare Quality and Disparities Report [Internet]. Rockville (MD): Agency for Healthcare Research and Quality (US); 2022 Oct. CHILD AND ADOLESCENT MENTAL HEALTH. Available from: https://www.ncbi.nlm.nih.gov/books/NBK587174/

• The rate of suicide death increased by 2% for Hispanic 100,000 population between 2018 and 2020. The rate for non-Hispanic White youths decreased by 13% from 8.5 per 100,000 population to 7.4 per 100,000 population.



What happened to kids during the pandemic?



Pandemic factors

What Happened to Kids During COVID According to a CDC analysis, in 2021, high school students nationally reported they:

Parent or other adult in the home lost their job

Experienced physical abuse by a parent or other adult in the home

Experienced emotional abuse by a parent or another adult in the home

> Persistently felt sad or hopeless during the past year

Experienced poor mental health during the COVID-19 pandemic



2X OVERALL MENTAL HEALTH CLAIMS

100%

INCREASE IN INTENTIONAL SELF HARM 119% INCREASE IN OVERDOSES



INCREASE IN GENERALIZED ANXIETY DISORDER 84%

INCREASE IN MAJOR DEPRESSIVE DISORDER

DATA REFLECTS CLAIM LINES OF 13–18 YEAR OLDS IN 2020 COMPARED TO SAME TIME PERIOD IN 2019. DATA FROM FAIR HEALTH: PRIVATE HEALTHCARE CLAIMS DATA

63%

INCREASE IN SUBSTANCE USE DISORDER

90% INCREASE IN ADJUSTMENT DISORDER

Systematic (international) review of mental health impacts on kids 4-19 years old N = 65,508

Children and adolescents with psychiatric and/or developmental disorders, such as severe obesity, chronic lung disease, attention deficit hyperactivity disorder, cystic fibrosis, and obsessive-compulsive disorders, were especially vulnerable to the mental health effects of the COVID-19 pandemic.

> Theberath M, Bauer D, Chen W, et al. Effects of COVID-19 pandemic on mental health of children and adolescents: a systematic review of survey studies. SAGE Open Med. 2022;10:20503121221086712. doi:10.1177/20503121221086712 - DOI - PMC - PubMed

Anxiety (28%), depression (23%), loneliness (5%), stress (5%), fear (5%), tension (3%), anger (3%), fatigue (3%), confusion (3%), and worry (3%) were the most common mental health issues reported.



Female gender and higher grade levels were associated with higher risk for depression and anxiety during the pandemic.

Naming the problem and specific issues





ACE

 PREVIOUS ADVERSITY
 CHALLENGING BIOLOGICAL / PHYSICAL CONCERNS

PRIMARY COVID IMAPCTS

- INFECTIONS
- DEATHS
- ISOLATION

SECONDARY COVID IMAPCTS

- ECONOMIC
- POLITICAL
- SOCIAL
- EDUCATIONAL

TRAUMA/ DISASTER CASCADE POTENTIAL







COMMON EXPERIENCES OR CHALLENGES









COMMON RESPONSES

EMOTIONAL ISSUES

- IRRITABILITY
- EASILY FRUSTRATED
- ANGRY
- TEARFULNESS
- HOPELESSNESS

COGNITIVE/ THINKING ISSUES

- TROUBLE CONCENTRATING
- DIFFICULTY **TRACKING DETAILS**
- TROUBLE WITH ORGANIZATION
- TROUBLE FOCUSING
- MEMORY ISSUES

PHYSICAL ISSUES

- HEADACHES
- STOMACHACHES
- TROUBLE SLEEPING
- APPETITE
- MUSCLE TENSION

BEHAVIORAL ISSUES

- AGGRESSION
- SUBSTANCE USE
- SHUTTING DOWN
- WITHDRAWAL
- ISOLATION



THE NEUROSCIENCE OF RESPONSE AND RECOVERY

Limbic System

Areas	Functions	
Cingulate gyrus	Autonomic functions regulating heart rate and blood press attentional and emotional processing.	
Parahippocam pal gyrus	Spatial memory	
Hippocampus	Long-term memory	
Amygdala	Anxiety, aggression, fear conditioning; emotional memory ar	
Hypothalamus	Regulates the autonomic nervous system via hormone production a regulates blood pressure, heart rate, hunger, thirst, sexual arousal ar cycle.	
Mammilary body	Memory	
Nucleus accumbens	Reward, Addiction	

sure as well as cognitive,

nd social cognition.

and release. Secondarily affects and nd the circadian rhythm sleep/wake



"The prefrontal cortex (PFC) intelligently regulates our thoughts, actions and emotions through extensive connections with other brain regions."

**** DOES NOT FULLY DEVELOP** UNTIL EARLY to MID 20s

Prefrontal Cortex



"The reduction in PFC functioning that occurs during stress is highly relevant to understanding human mental and physical health. loss of self-control during stress exposure can lead to relapse of a number of maladaptive behaviors, such as drug addiction, smoking,

drinking alcohol and overeating."

Arnsten AF. Stress signalling pathways that impair prefrontal cortex structure and function. Nat Rev Neurosci. 2009 Jun;10(6):410-22. doi: 10.1038/nrn2648. PMID: 19455173; PMCID: PMC2907136.

Li CS, Sinha R. Inhibitory control and emotional stress regulation: neuroimaging evidence for frontal-limbic dysfunction in psycho-stimulant addiction. Neurosci. Biobehav. Rev. 2008;32:581–597. [PMC free article] [PubMed] [Google Scholar] This paper relates prefrontal dysfunction during stress to substance abuse.



What we are looking for

THIS IS EVEN MORE CHALLENGING FOR KIDS

- higher-level thinking and pre-frontal cortex activity RATHER than limbic system activity.
- responding that is strongly influenced by

- is balanced brain

What to prioritize for parents and caregivers





Identify internal strengths and external resources

Develop insight, awareness (and selfregulation)

Ε

Engage in resilience building

Roadmap for a healthy recovery: the IDEAL process

How do we get there?





Active coping techniques to reduce symptoms

Listening and other healthy communication tactics





IDENTIFY

INTERNAL STRENGTHS

- Cooperation and communication
- Problem solving
- Self-awareness
- Empathy
- Advocating for yourself
- Goals and aspirations



EXTERNAL RESOURCES

- What has worked well for you in the past?
- Who can you reach out to?
- What resources are still needed?



Being aware of your internal (and external) states; how you express yourself, how you approach others, and how regulated you are, or what to do when you are dysregulated. A dysregulated adult CANNOT regulate a dysregulated child.

Develop Insight &

Engage in resilience building



Purpose What are you striving for, or what helps you move forward?

Adaptability

respond with curiosity?

Hope

Connection To whom or what are you connected?

How can you make adjustments that are needed and

What are the <u>realistic</u> new opportunities you have?

Active Coping

Anxiety

- Sensory interventions:
 - Frozen orange,
 ice
 - Music
 - Shower
 - Fuzzy slippers
- Apps
- Breathing = calming



5 5 5

Exhaustion

- Sleep hygiene
 Same bed and wake times
 - Alcohol and
 - Alconol and
 Alconol and
 - sugar
 - considerations
 - Notepad (not
 - phone or laptop)
- Apps
- Boundaries



Depression

- Behavioral activation: Small steps
- Get a "this makes me feel better" list made on a good day
 5 minutes to 5 hours
- Movement of any kind
- Connection and support from others



Listening & Effective Communication

- 1. Knowing what "temp zone" you are in
- 2.Recognizing what "temp zone" others are in.
- 3. Application of a "challenge" mindset (rather than threat)
- 4. Mindful use of your non-verbal messages.5. ACTIVE LISTENING





ACTIVE LISTENING

KIDS	5-1	2
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ANY WINDOW IS A GOOD WINDOW
THEY DON'T COMMUNICATE ON OUR SCHEDULES
REGRESSION IN DEVELOPMENT
SHIFT EXPECTATIONS

KIDS 13-18

MODEL CAREFUL REACTIONS, SLOW DOWN
ASK ABOUT GOALS: WHAT DO THEY WANT OR HOPE FOR?
FUTURE FOCUS HELPS WITH HOPE
POSITIVE REINFORCEMENT FOR REGULATED COMMUNICATION

ADULTS

•PAY ATTENTION TO SIGNALS THAT THE PERSON IS READY TO TALK •TRY TO START SENTENCES WITH "I" RATHER THAN "YOU" •IF THINGS BECOME TOO HEATED, IT'S OK TO TAKE A BREAK

What to prioritize when working with children, youth and teens





TRUST

What do Children, Youth and Teens need?



patterns



Forward thinking

honest answers and explanations

SAFETY, ROUTINE, STABILITY consistency, plans and predictable

CONTROL AND A SENSE OF FUTURE



Include them in decision making and discussion of concerns and options at a developmentally appropriate level (academic, social, media)

Allow them active participation in cultural ,family and community practices, rituals, ceremonies, etc (particularly around grief and loss)



Don't hide the truth from kids or lie to them. Be honest, and share things at an appropriate emotional level.



TRUST

SAFTEY, ROUTINE AND STABILITY Transitioning to and from "Emergency Mode"

- The brain and body need an opportunity to let down on the 'threat scanning' and be more accurately tuned in to day-today ups and downs.
- ADDICTION TO THE EMERGENCY IS A REAL THING.
- Key physiology: Dopamine, Adrenaline / Epinephrine / Norepinephrine / Cortisol
- IDEAS: Slow down and evaluate the criticality of a task or a job before you start to do it. Does it need to be done "RIGHT NOW" or can it realistically wait or be prioritized behind other things? Establish a practice of this evaluation for any new task / ask.

The benefits of orienting to "right now" increase a sense of safety

- Taking part of your day to 'tune in' to the present moment (mindfulness, deep breathing, meditation) is related to decreases in anxiety and depression.
- Being oriented about right now reminds us that we are not currently under 'threat'.
- Mindfulness can improve cognitive functioning and emotion regulation for people who are experiencing grief and bereavement.
- *** Mindfulness and meditation as practices are not "one size fits all", and they can be triggering for some people.



PAST

FUTURE

PRESENT

- <u>https://news.harvard.edu/gazette/st</u> ory/2018/04/harvard-researchersstudy-how-mindfulness-may-changethe-brain-in-depressed-patients/
- <u>https://askthescientists.com/brain-</u> meditation/
- <u>https://www.frontiersin.org/articles/1</u> 0.3389/fnhum.2018.00541/full



Functional MRI (left) showing activation in the amygdala when participants were watching images with emotional content before learning meditation. After eight weeks of training in mindful attention meditation (right) note the amygdala is less activated after the meditation training. Courtesy of Gaelle Desbordes

Control and a Sense of Hope for the Future

For young children



Finding ways that they can actively participate in the home or classroom - having a 'job' to do is helpful.

Help them engage in imaginative play where they can think creatively



Help them find and seek out new opportunities that may be available- new friendships, hobbies etc.

For youth and teens

What is something meaningful that they can contribute to?

What is a small step they can take in the very near term that will help get them on the road they want to be on?

What is their idea for something they could do that is FAR in the futurea big dream?

What is something they care about that they can be part of?

Other considerations





Safety and good decision making for teens

Healthy Control



The good brain chemicals

Catching Up

Children are remarkably resilient

- Parents and other caregivers can help them recover by:
 - Physical activity and lots of outside time
 - Reading
 - Re-engaging social connections and play dates
 - Helping children re-enter activities like sports, dance, and arts
 - Modeling and practicing self-care and boundaries
 - Being intentional about being fully present when with kids
 - Encouraging and MODELING active coping
 - Monitoring and reducing screen time for kids



PARENT AND CAREGIVER SELF CARE IS MISSION CRITICAL -NOT OPTIONAL

• BOUNDARIES • WHAT WORKS FOR YOU? • REMEMBER RESILIENCE • CONNECTION ◦ FLEXIBILITY • PURPOSE • HOPE

• MODEL WHAT YOU WANT TO SEE

• KEEP IN MIND THE CONTEXT

Resources for behavioral health and CRISIS SUPPORT

 Back to Classroom THINK toolbox for parents, caregivers and teachers

Behavioral Health Toolbox for Families

Workplace Resilience

Crisis support

Suicide Prevention Lifeline: 988

•<u>Crisis Text Line</u> provides confidential text access from anywhere in the U.S. to a trained crisis counselor. Text HOME to 741741(24/7/365)

•Crisis Connections is a 24-hour crisis line that connects people in physical, emotional and financial crisis to services. Call 866-4-CRISIS (866-427-4747)

•Teen Link: call or text 866-833-6546

•National Disaster Distress Helpline: 800-985-5990 or text "TalkWithUs" to 66746.

- Mental Health Resources for Parents, Caregivers and kids https://wrap-em.org/index.php/mentalhealth **General DOH Behavioral Health** <u>Resource Page</u>
- **Behavioral Health** Guidance for Youth and Teens in Crisis

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baie dankie यवाद molte grazie təşə

