

A Trauma-Informed Approach to Juvenile Justice

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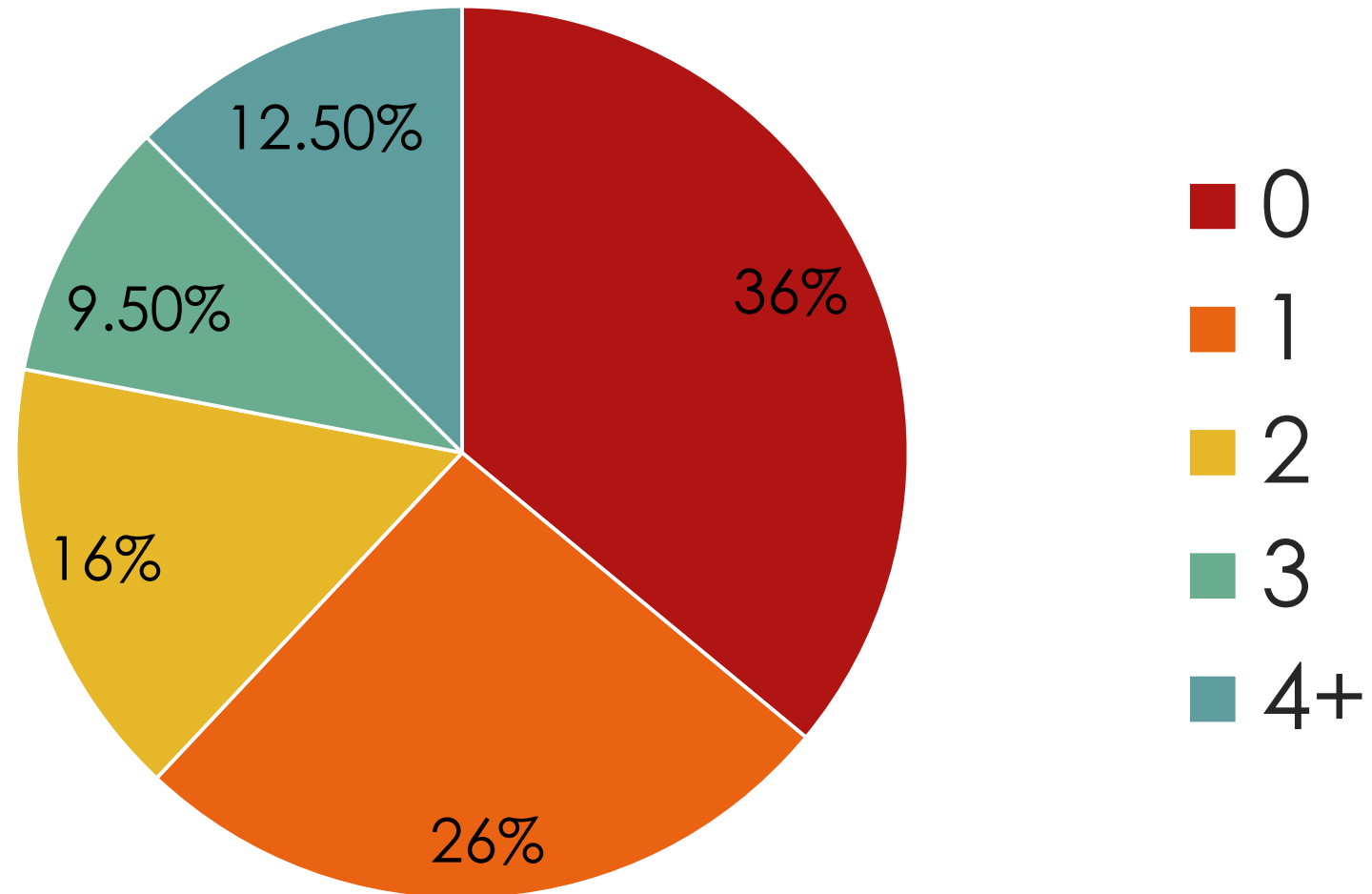


What's Your ACE Score? Why
Does it Matter?

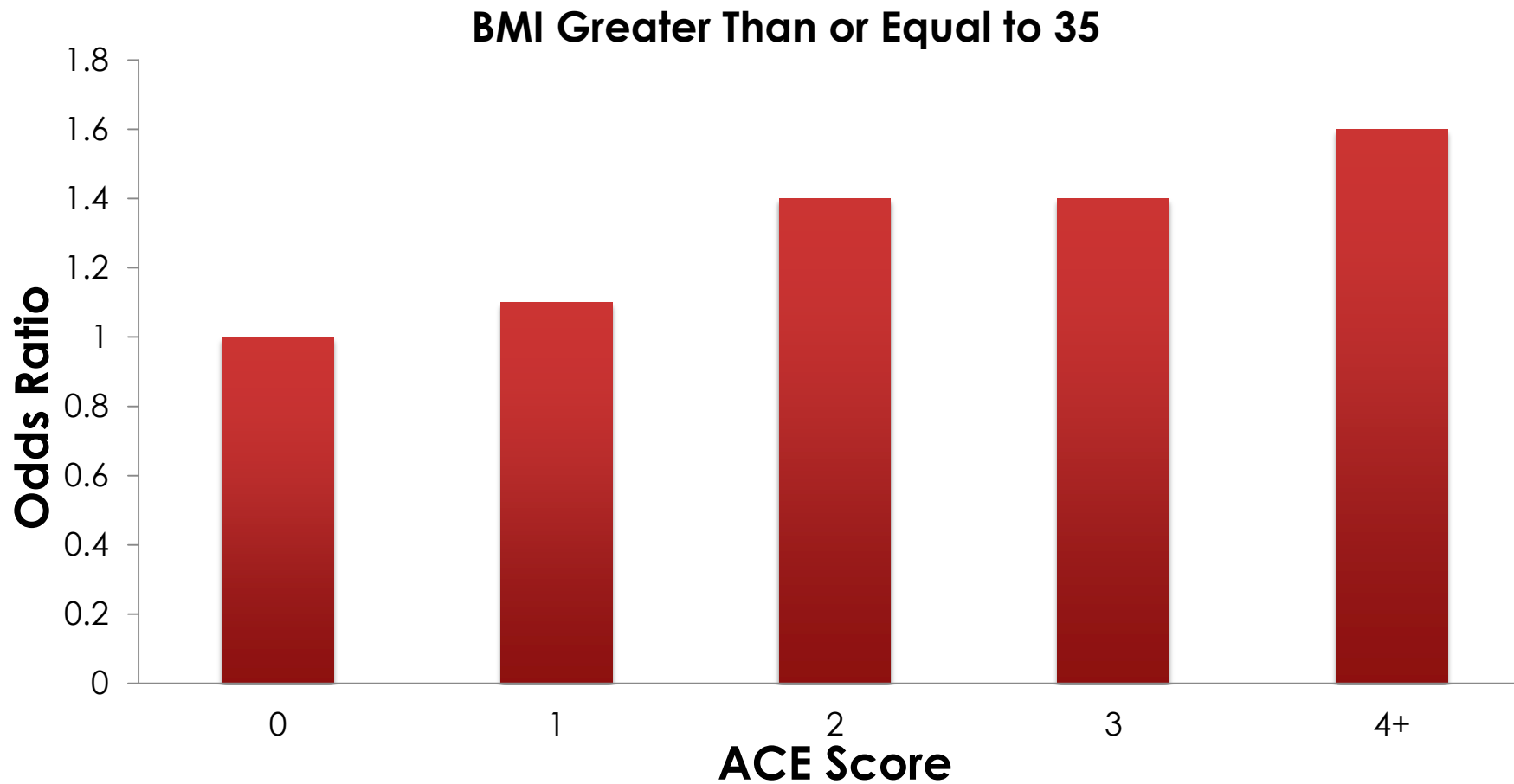
Adverse Childhood Experiences (ACE) Study

- ▶ CDC and Kaiser, San Diego, CA
- ▶ Initial phase: 1995-1997
- ▶ >17,000 participants
- ▶ Study Population
 - ▶ 75% Caucasian
 - ▶ 75% had at least attended some college
 - ▶ Only 7% did not finish high school

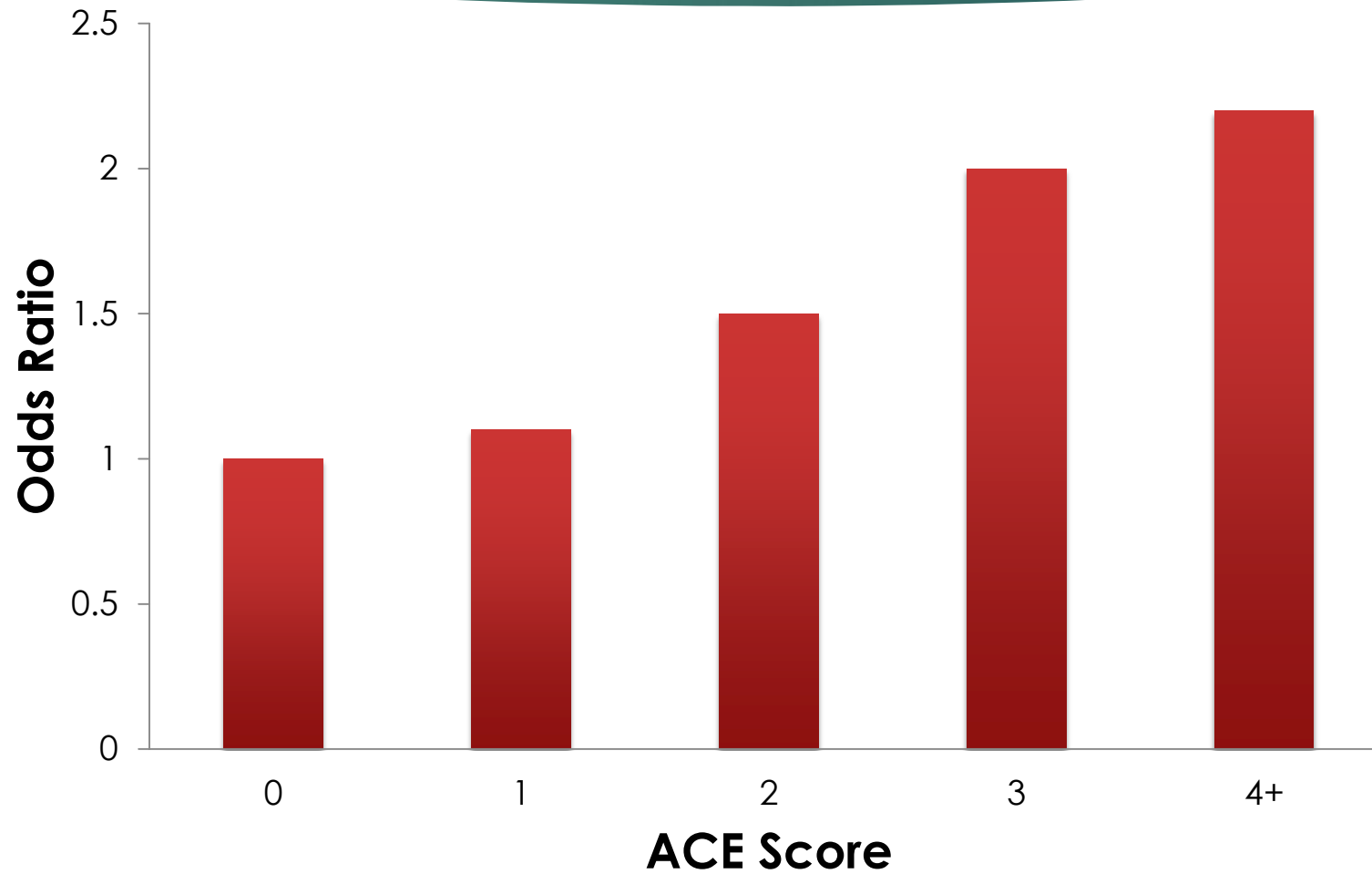
How Common are ACES?



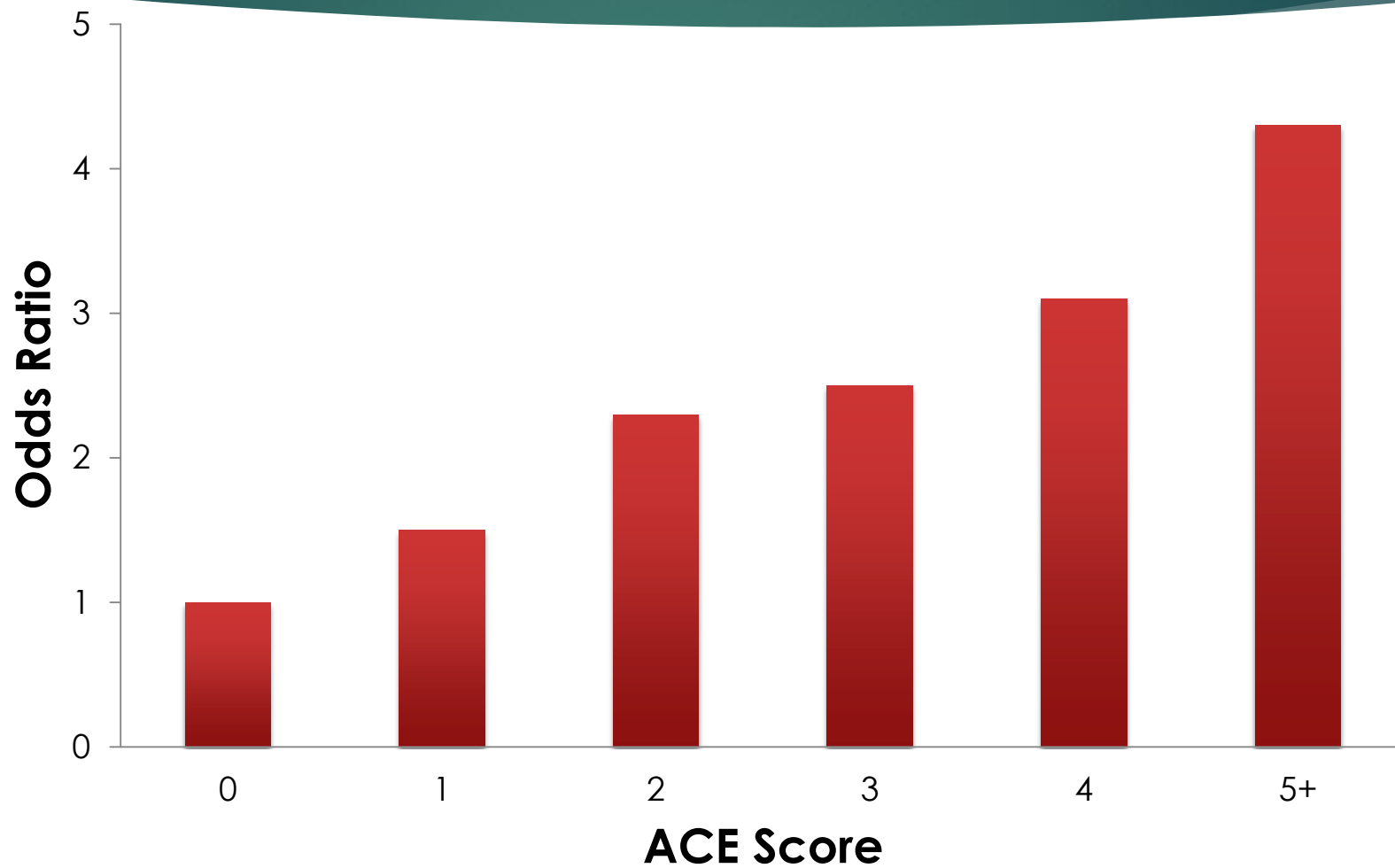
ACEs and Severe Obesity



ACEs and Smoking Status

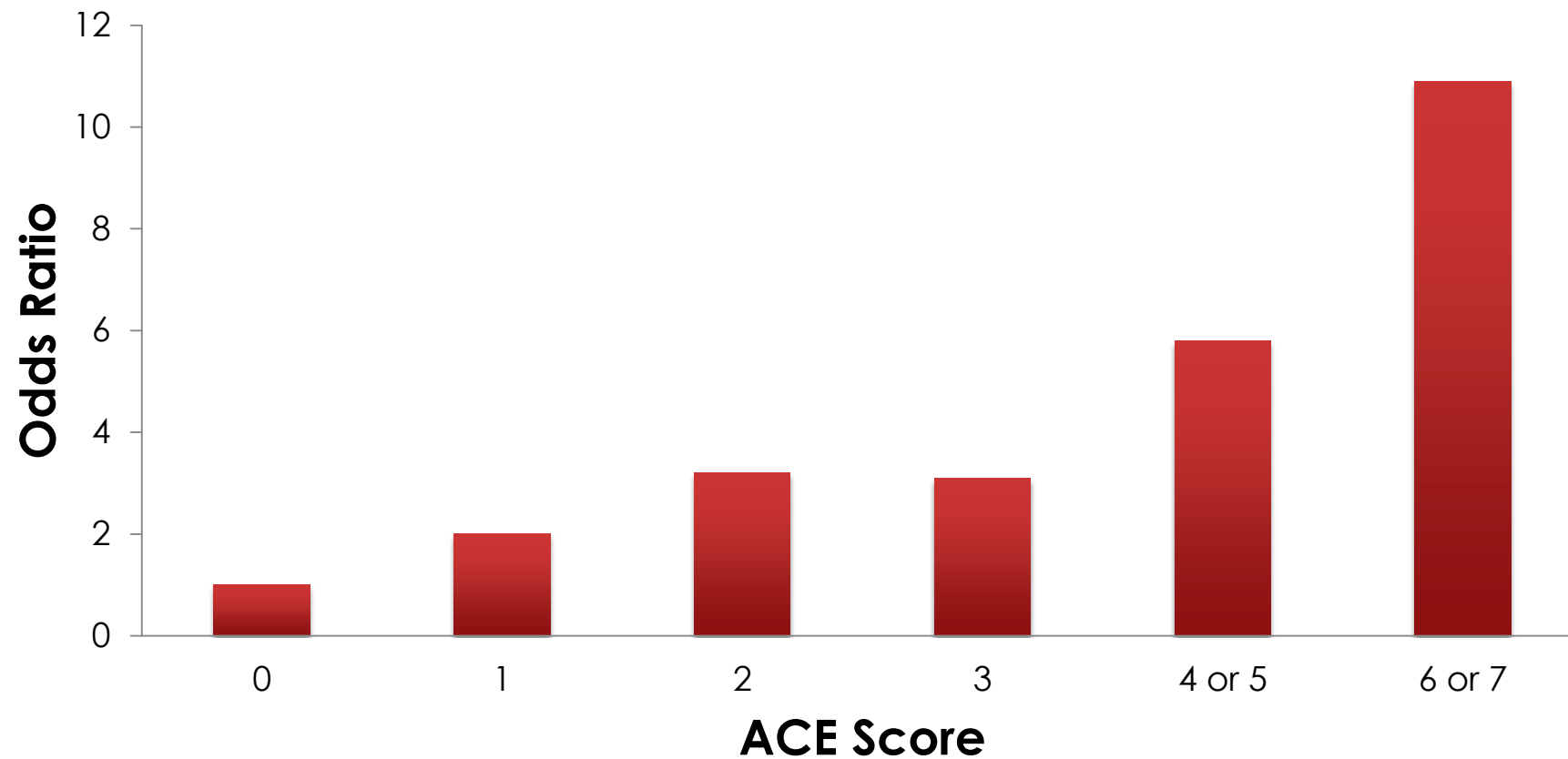


ACEs and Lifetime Use of Illicit Drugs



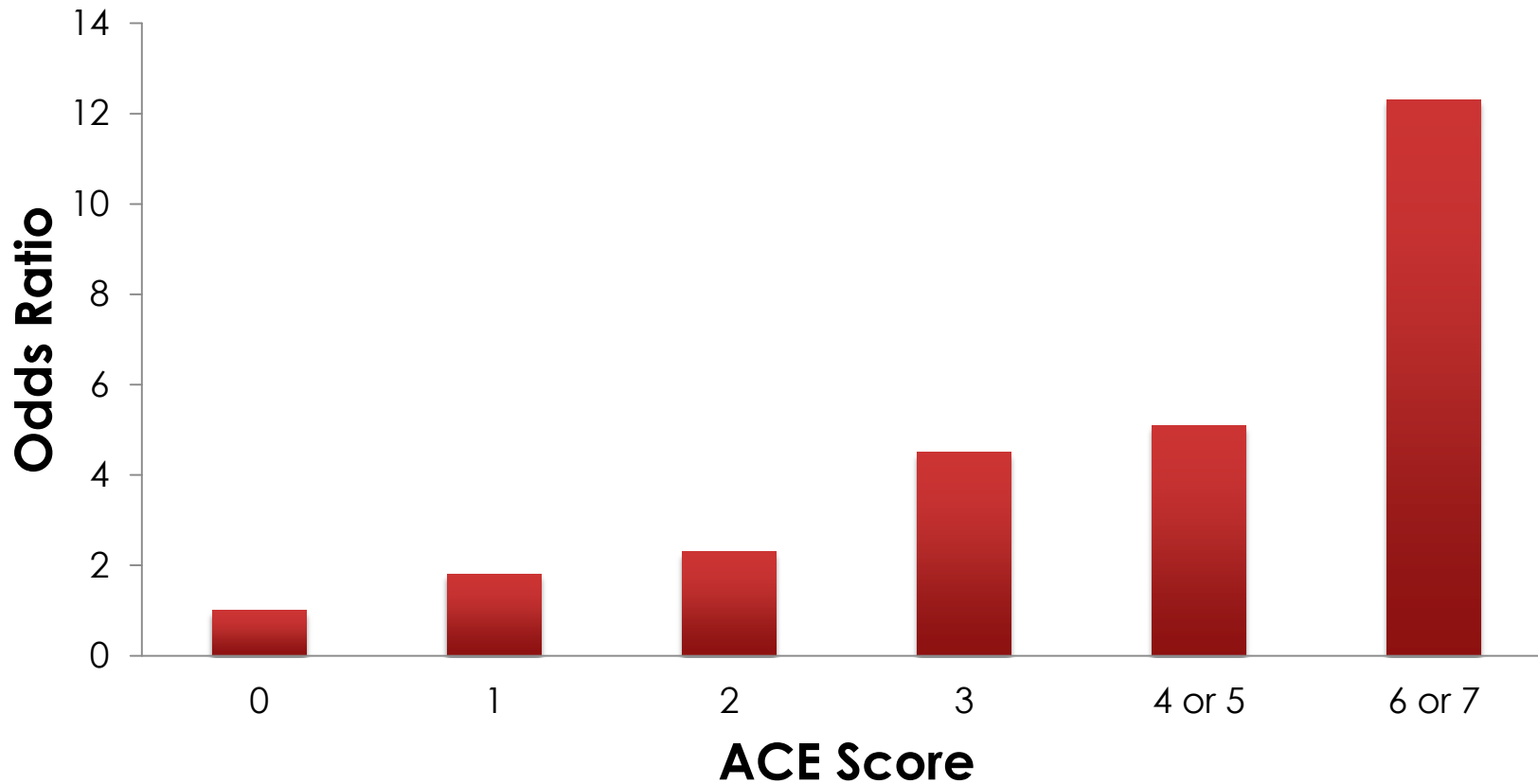
ACEs Sexual Risk Behaviors in Women

First Sexual Encounter Prior to 15 years of Age



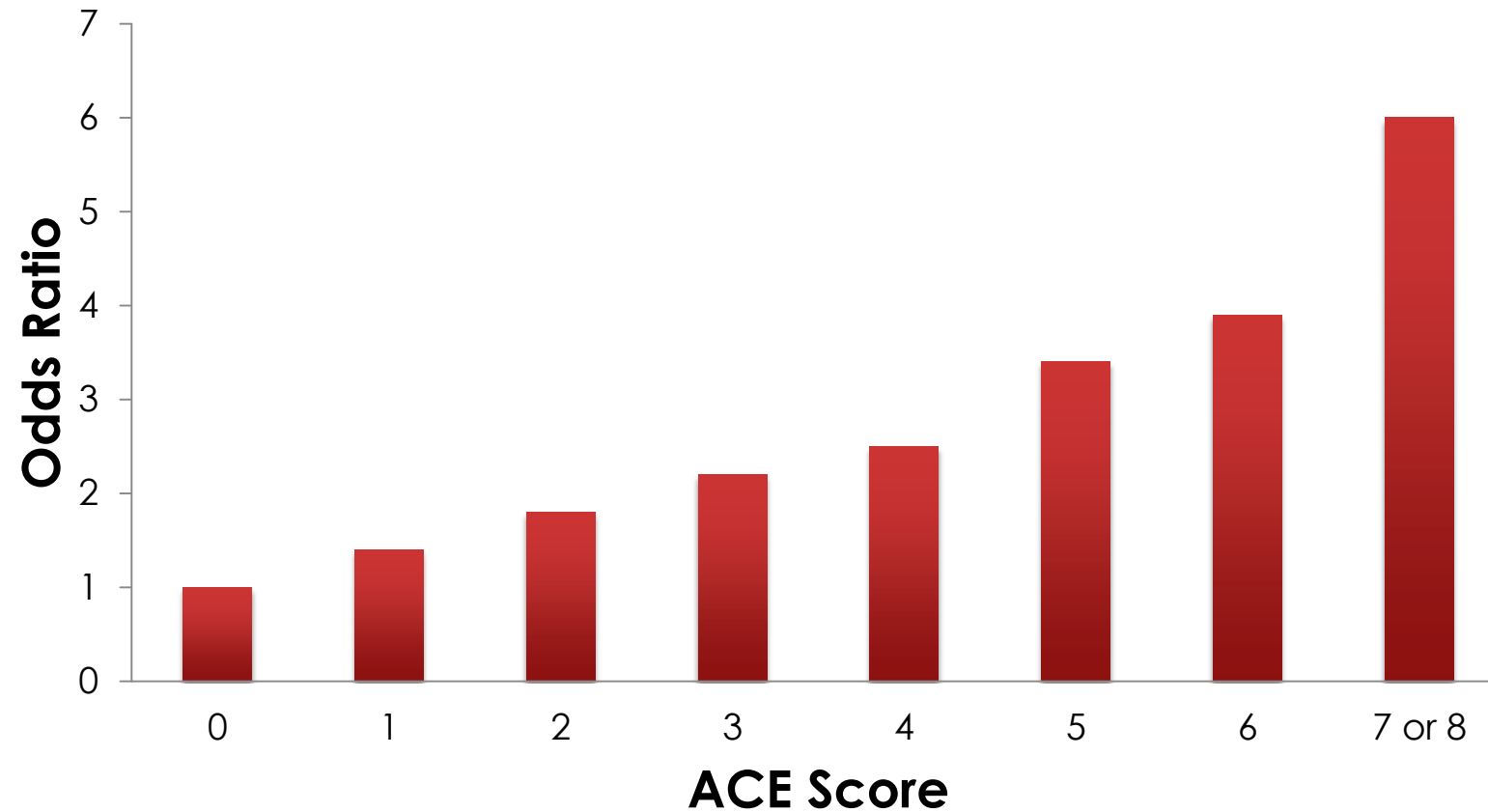
ACEs and Sexual Risk Behaviors in Women

30+ Partners



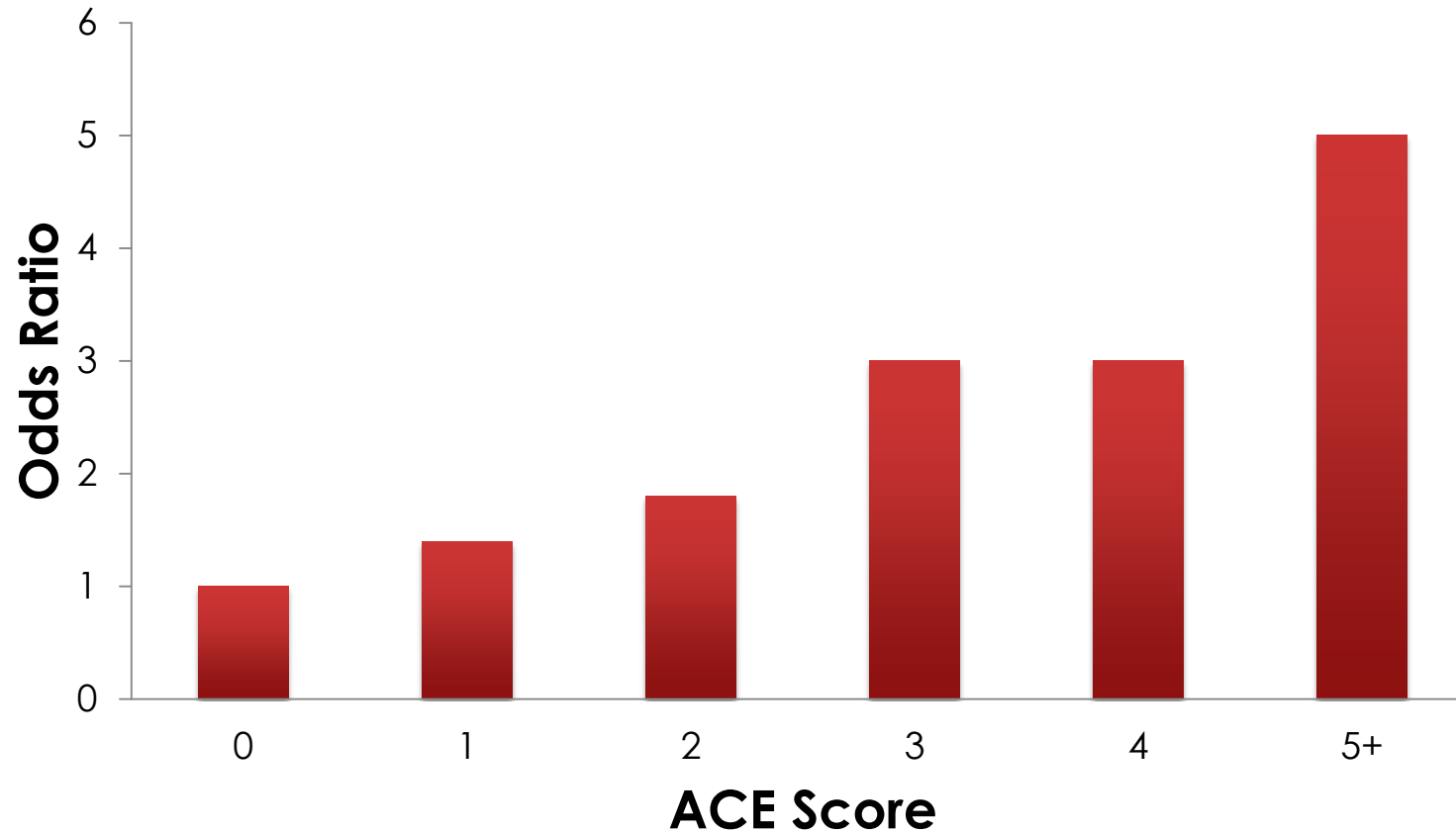
ACEs and Adolescent Pregnancy

Adolescent Pregnancy



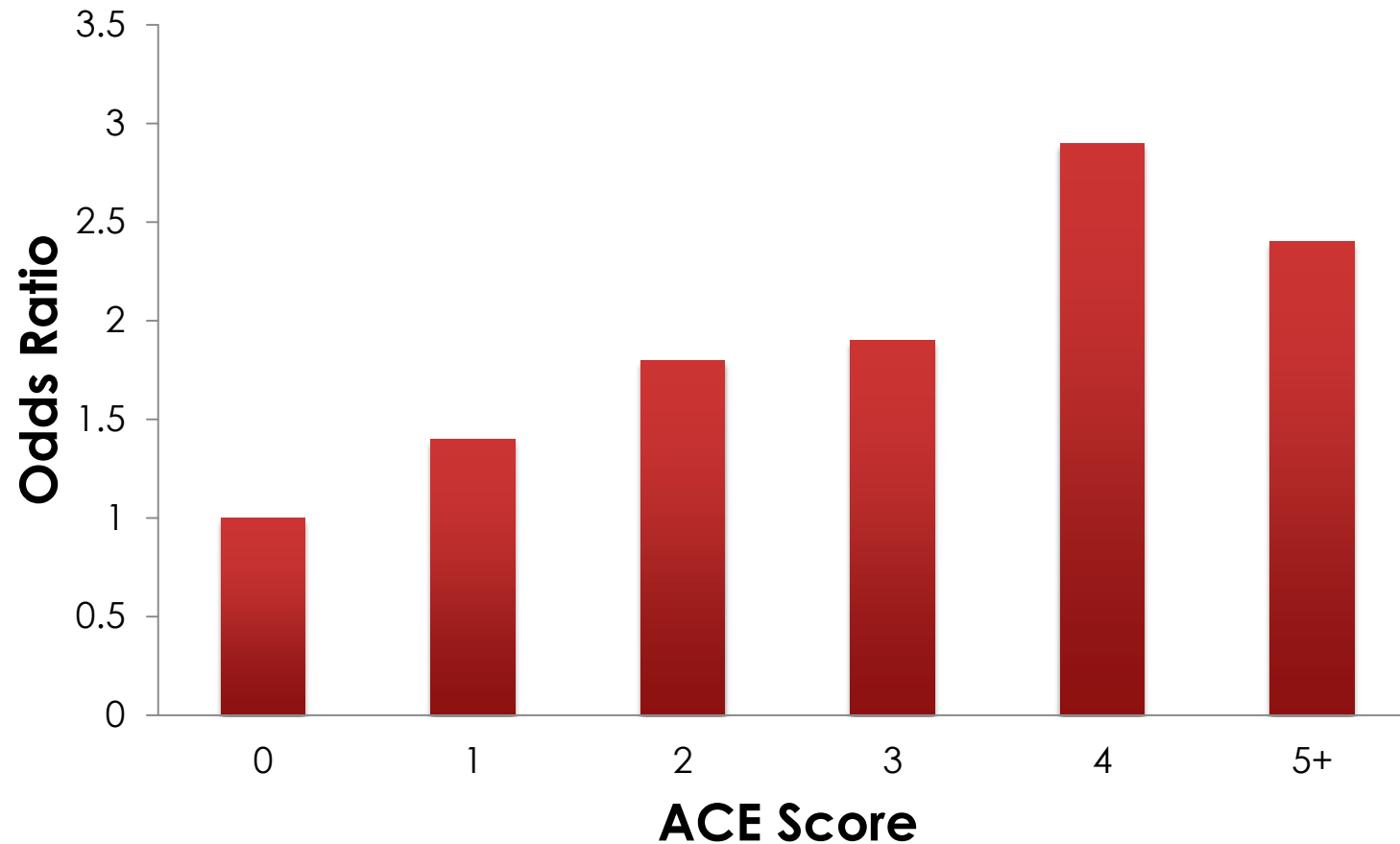
ACEs and Depressive Disorders

Lifetime History of Depressive Disorders Among Women



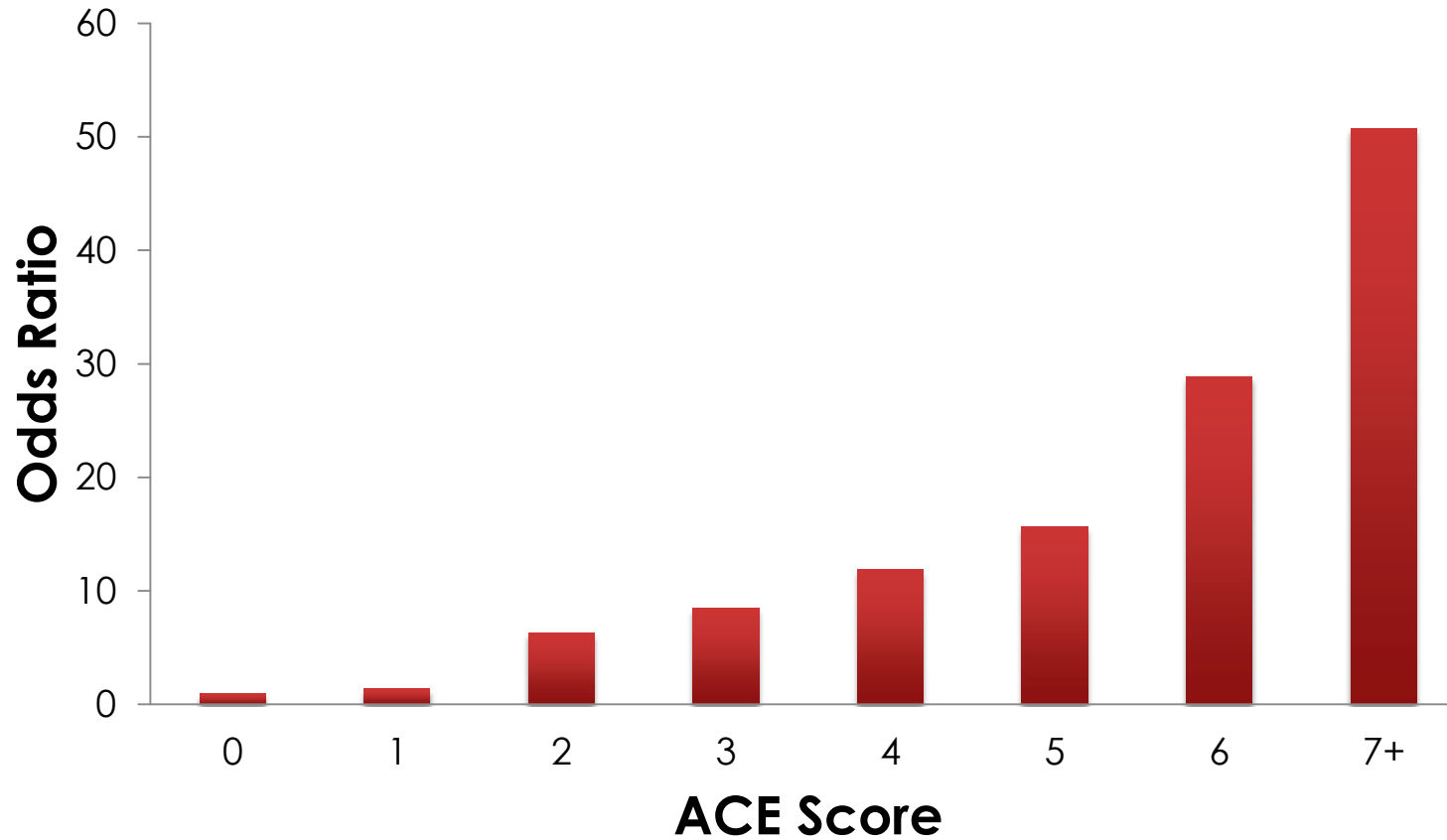
ACEs and Depressive Disorders

Lifetime History of Depressive Disorders in Men

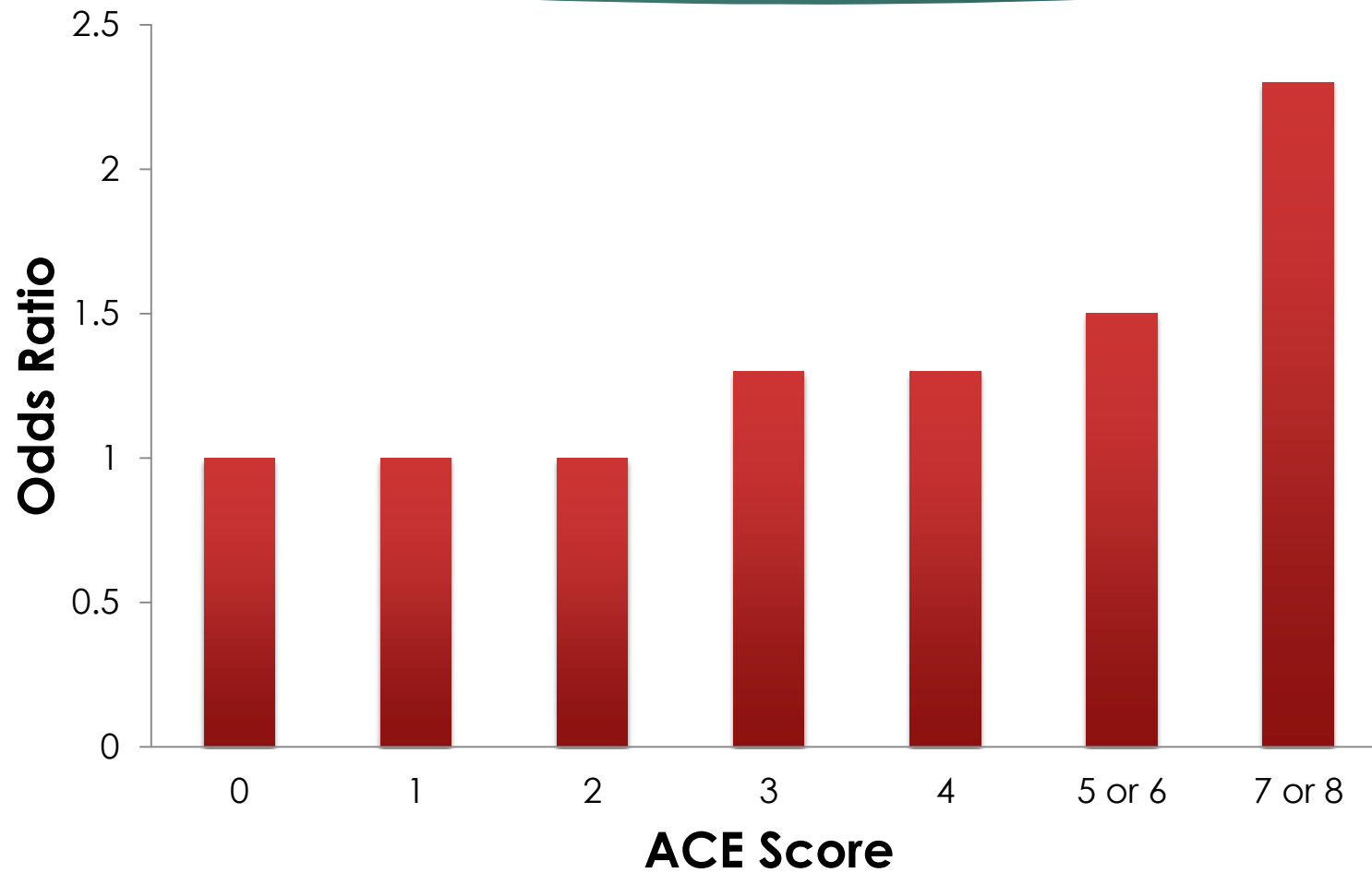


ACEs and Suicide

Suicide Attempts During Childhood/Adolescence

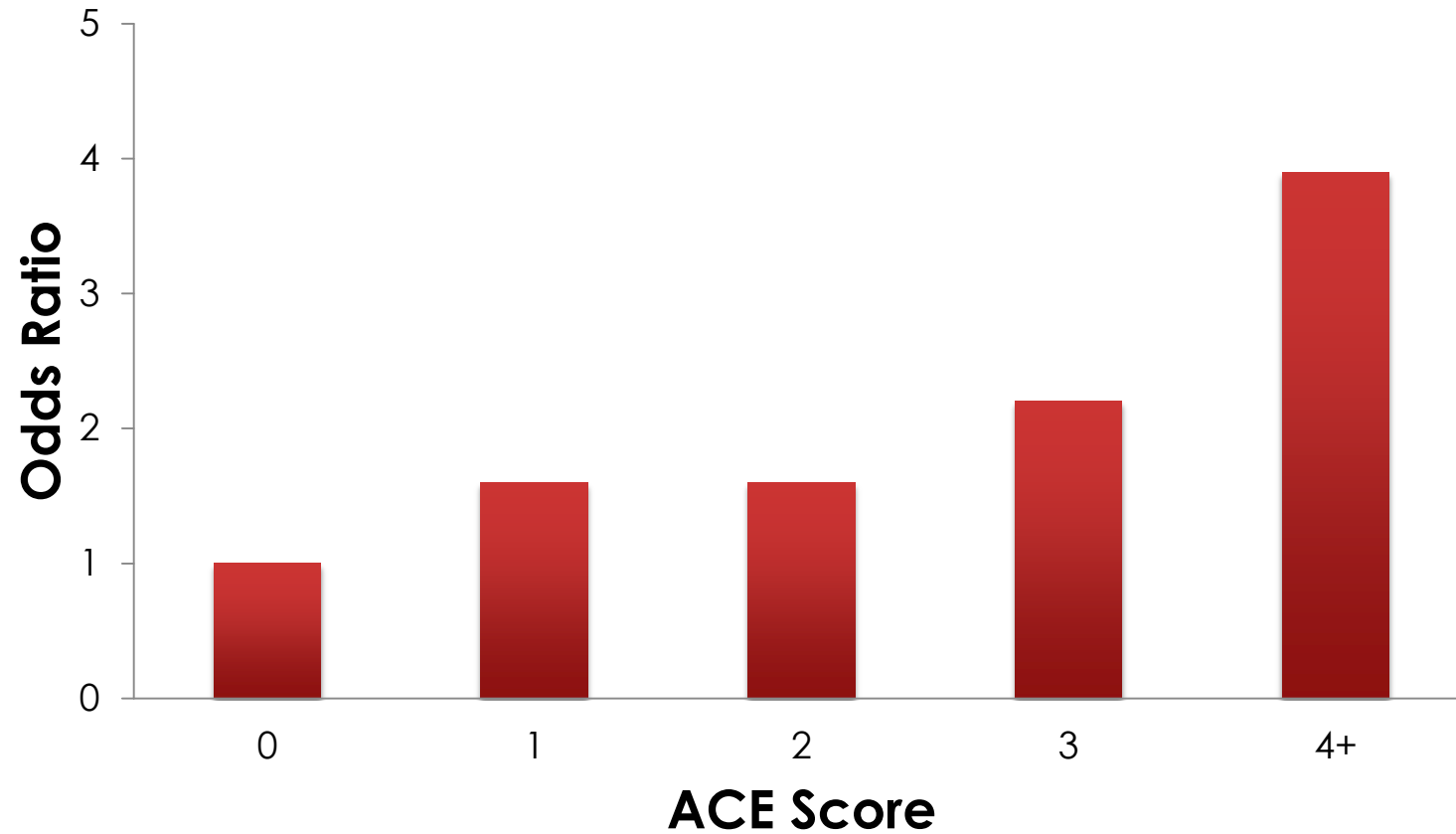


ACEs and Prevalence of Ischemic Heart Disease



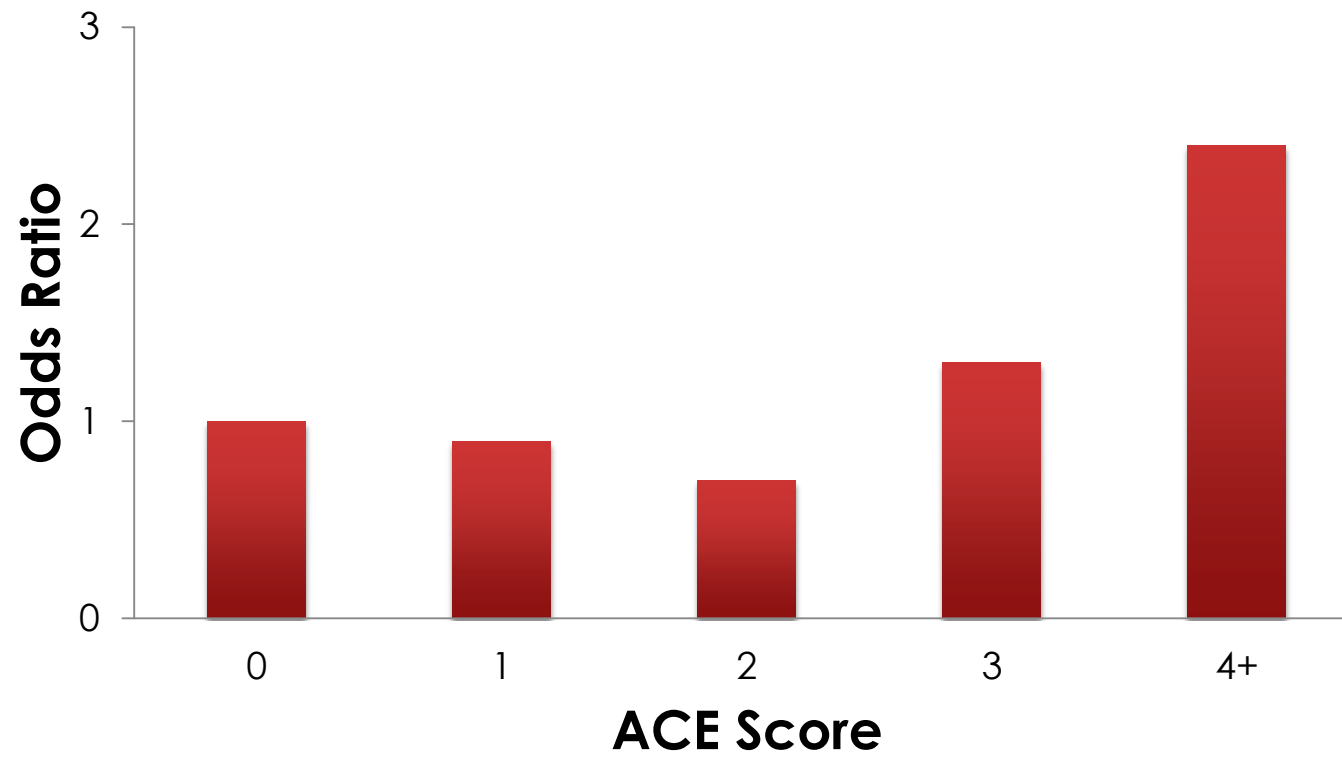
ACEs and COPD

Chronic Bronchitis or Emphysema

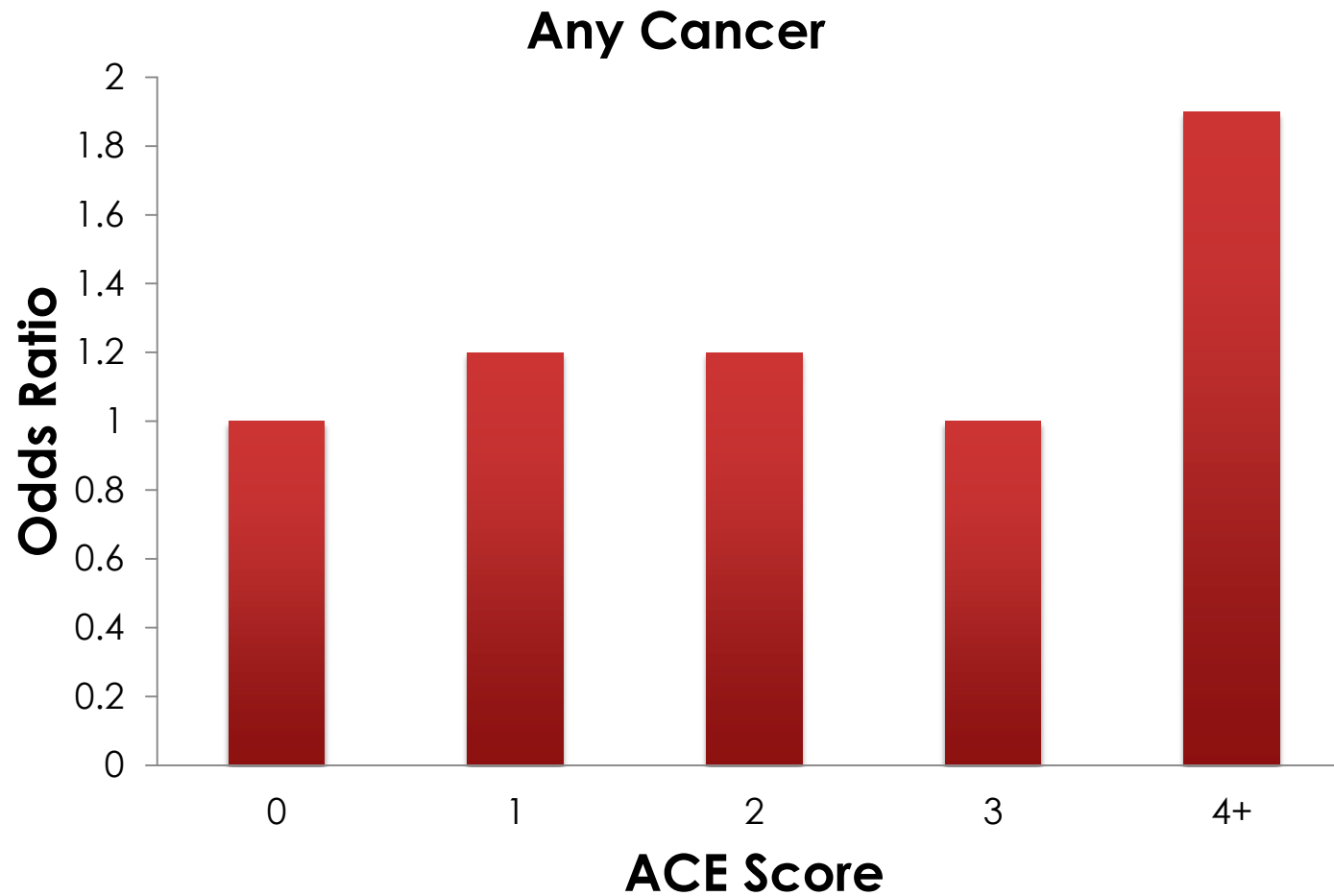


ACEs and Stroke

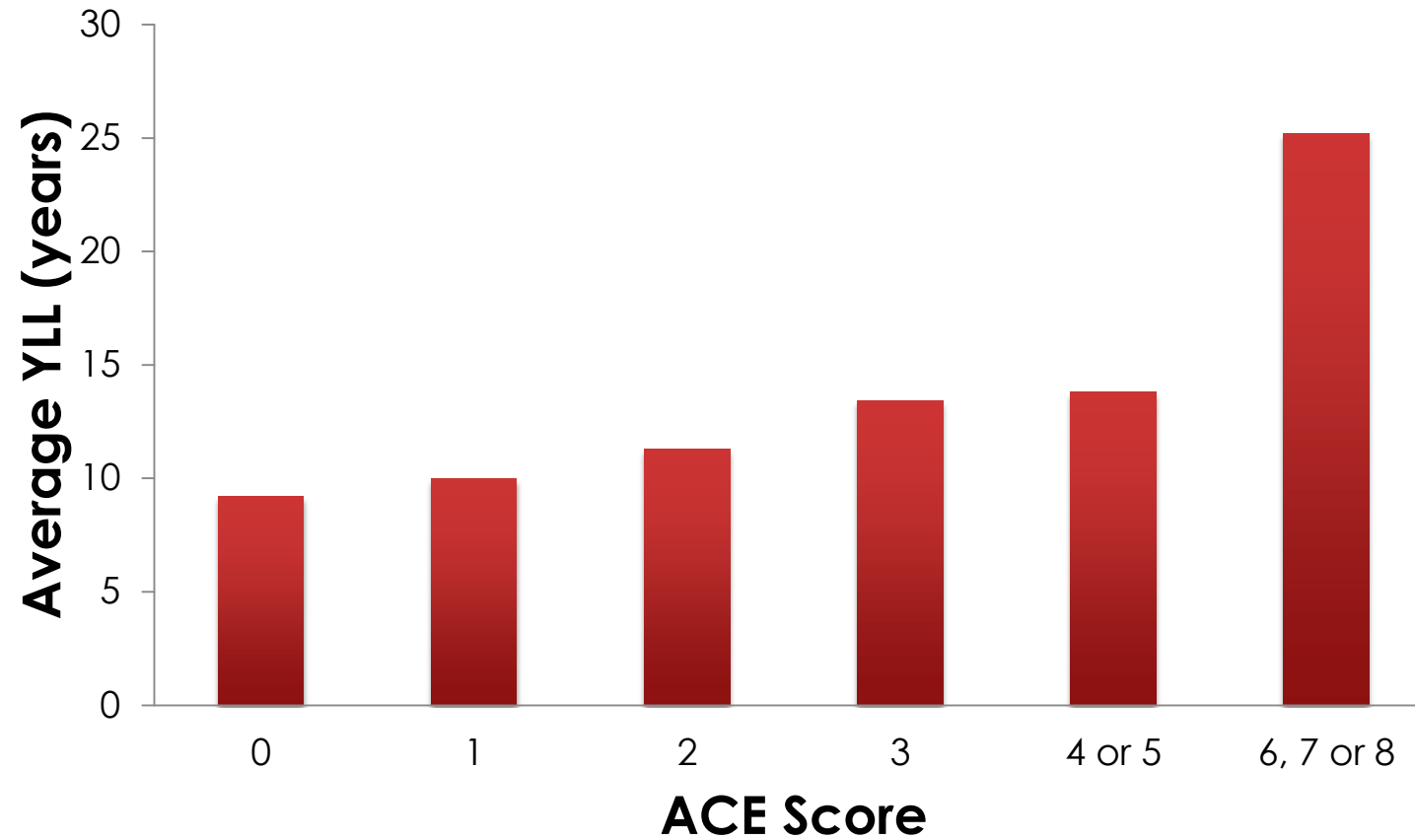
History of Stroke



ACEs and History of Cancer



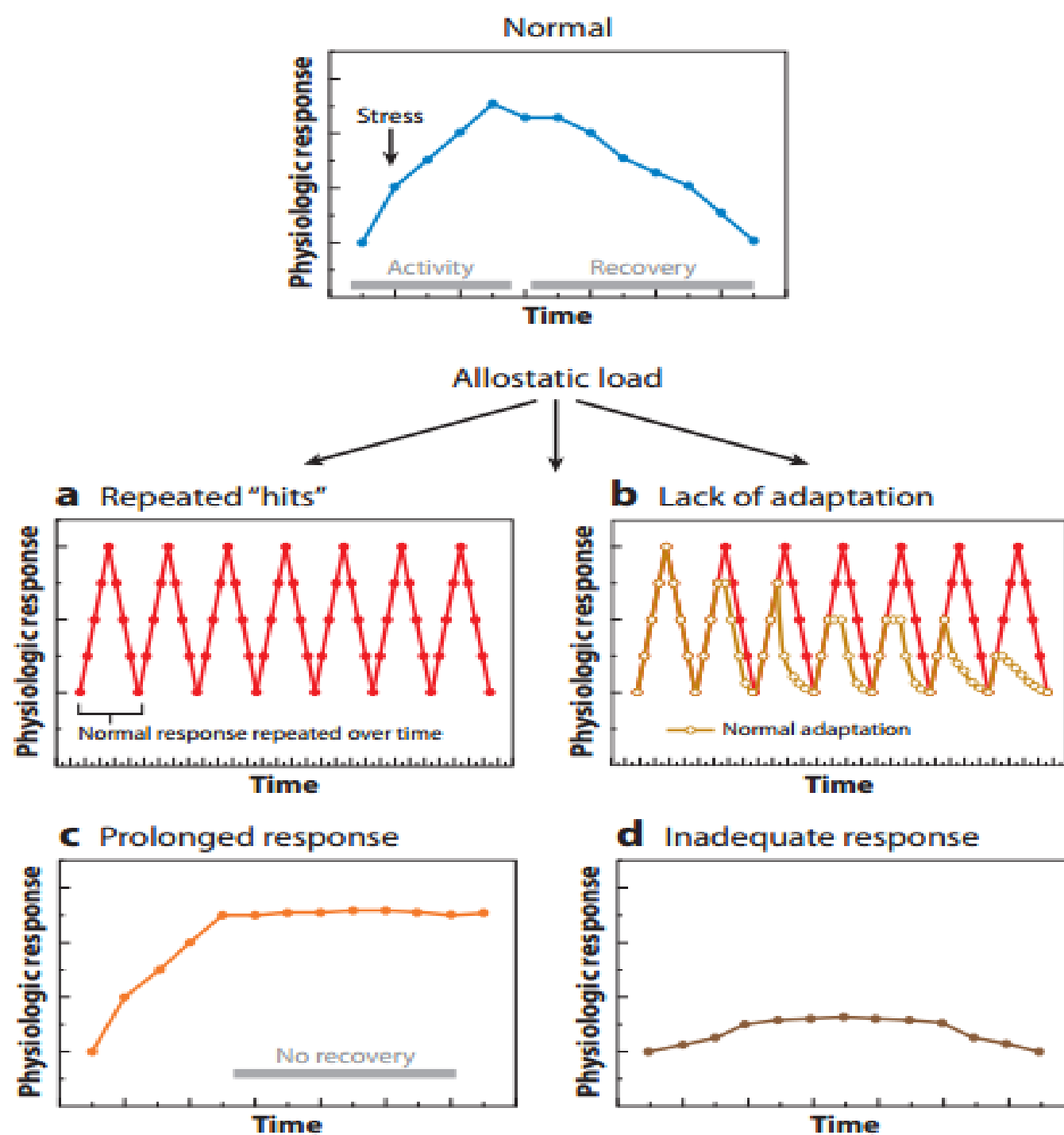
ACEs and Mortality





The Biology of Stress: How Stress Gets Under Our Skin

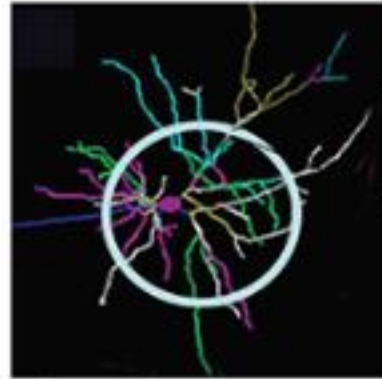




McEwen, B.S. and Gianaros, P.J. [Stress- and Allostasis-Induced Brain Plasticity](#). Annual Reviews of Medicine, 62, 5.1-5.15 (2011).

Persistent Stress Changes Brain Architecture

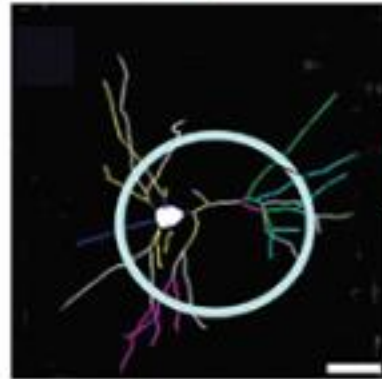
Normal



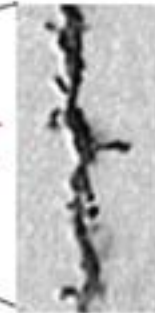
Typical neuron—
many connections



Toxic
stress

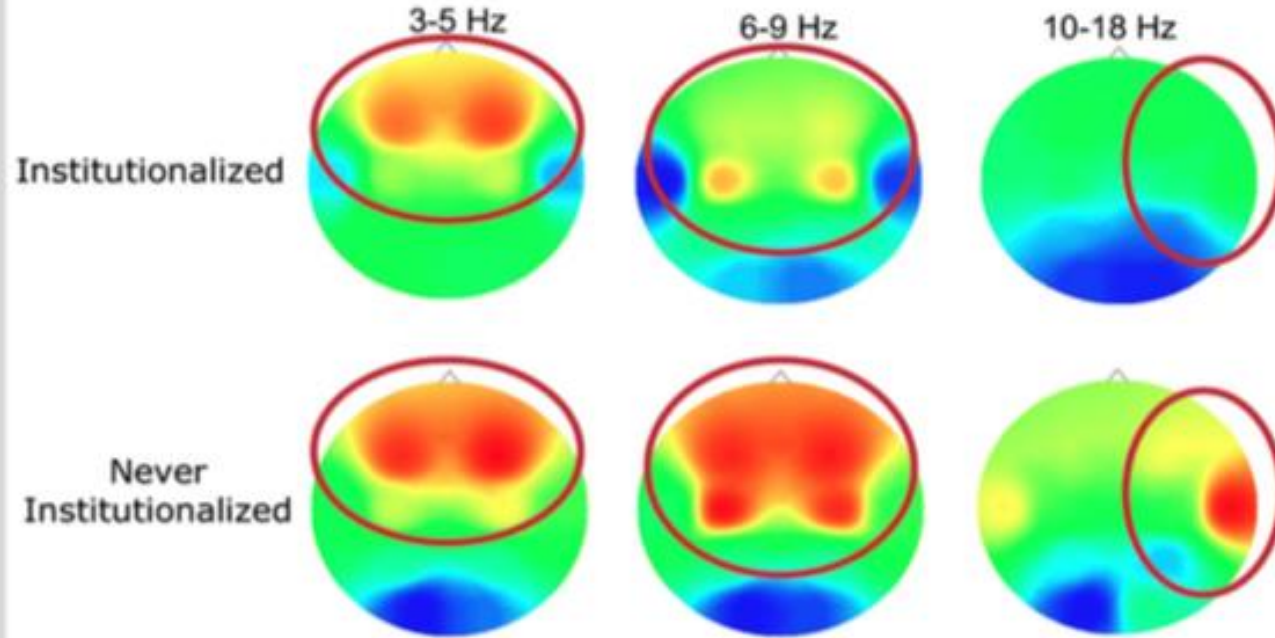


Damaged neuron—
fewer connections



Prefrontal Cortex and
Hippocampus

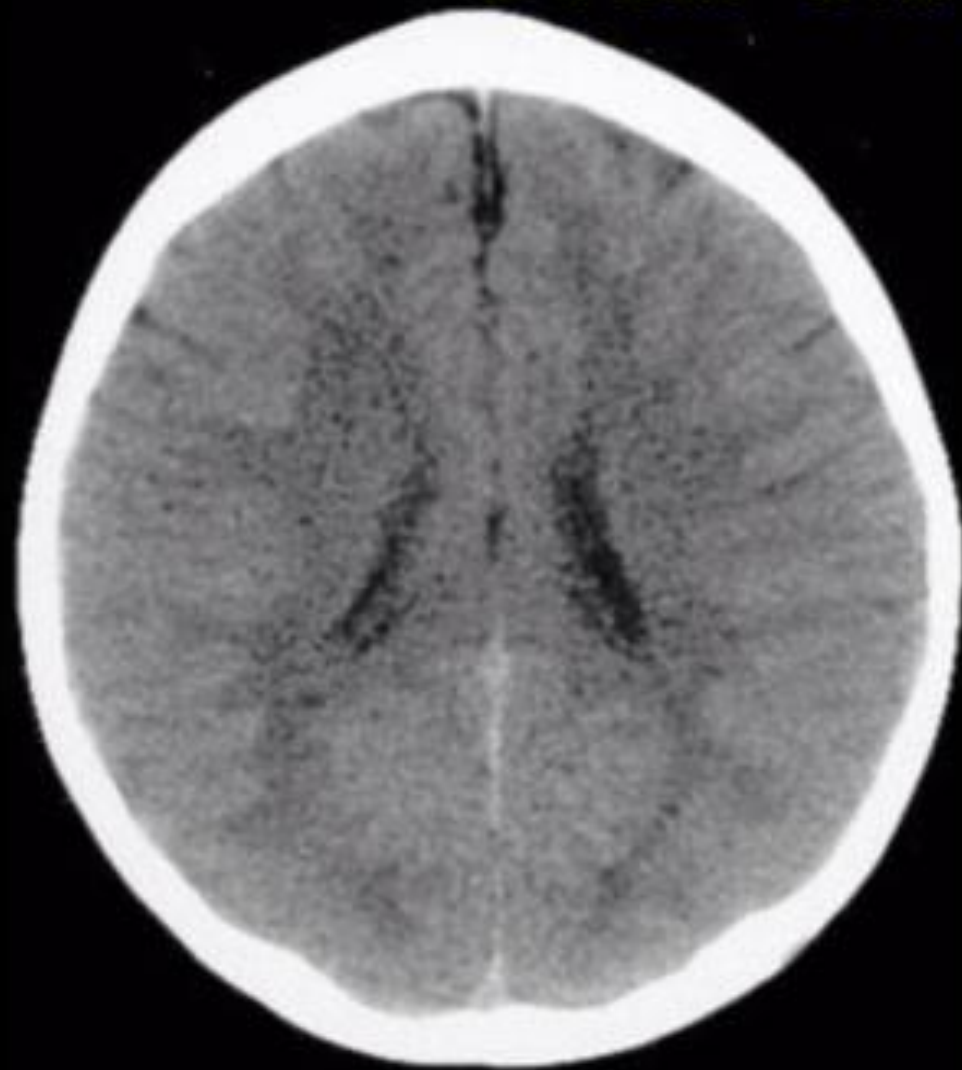
Extreme Neglect Diminishes Brain Power



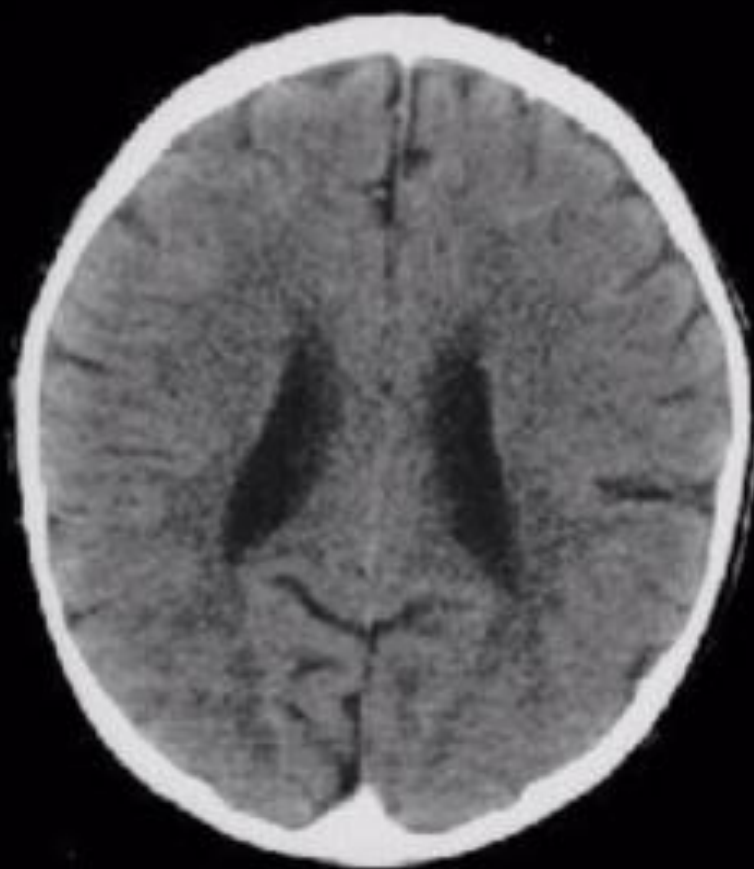
Source: C. A. Nelson (2008); Marshall, Fox, & the BEIP Core Group (2004).

The brain's activity can be measured in electrical impulses—here, “hot” colors like red or orange indicate more activity, and each column shows a different kind of brain activity. Young children institutionalized in poor conditions show much less than the expected activity.

3 Year Old Children



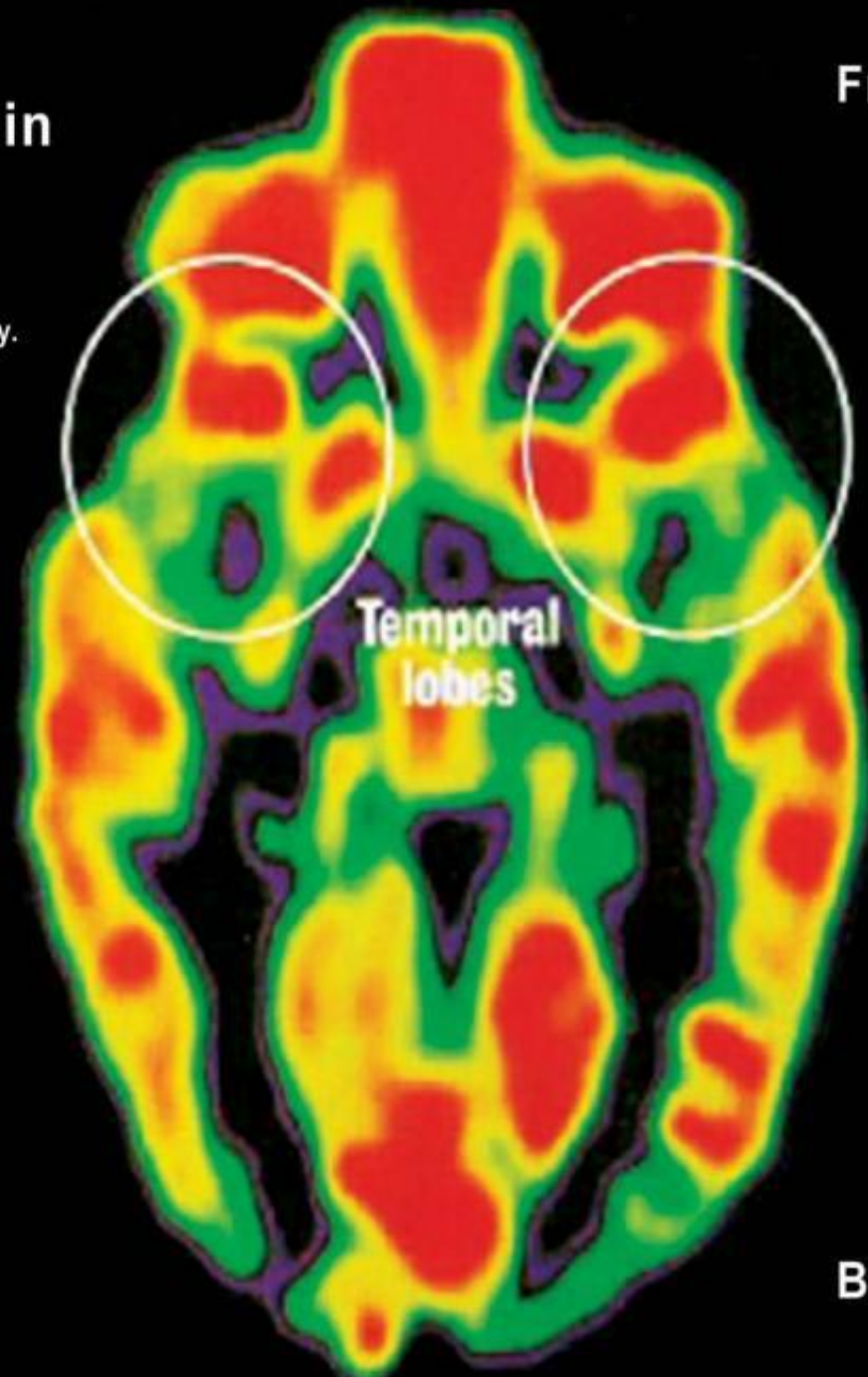
Normal



Extreme Neglect

Healthy Brain

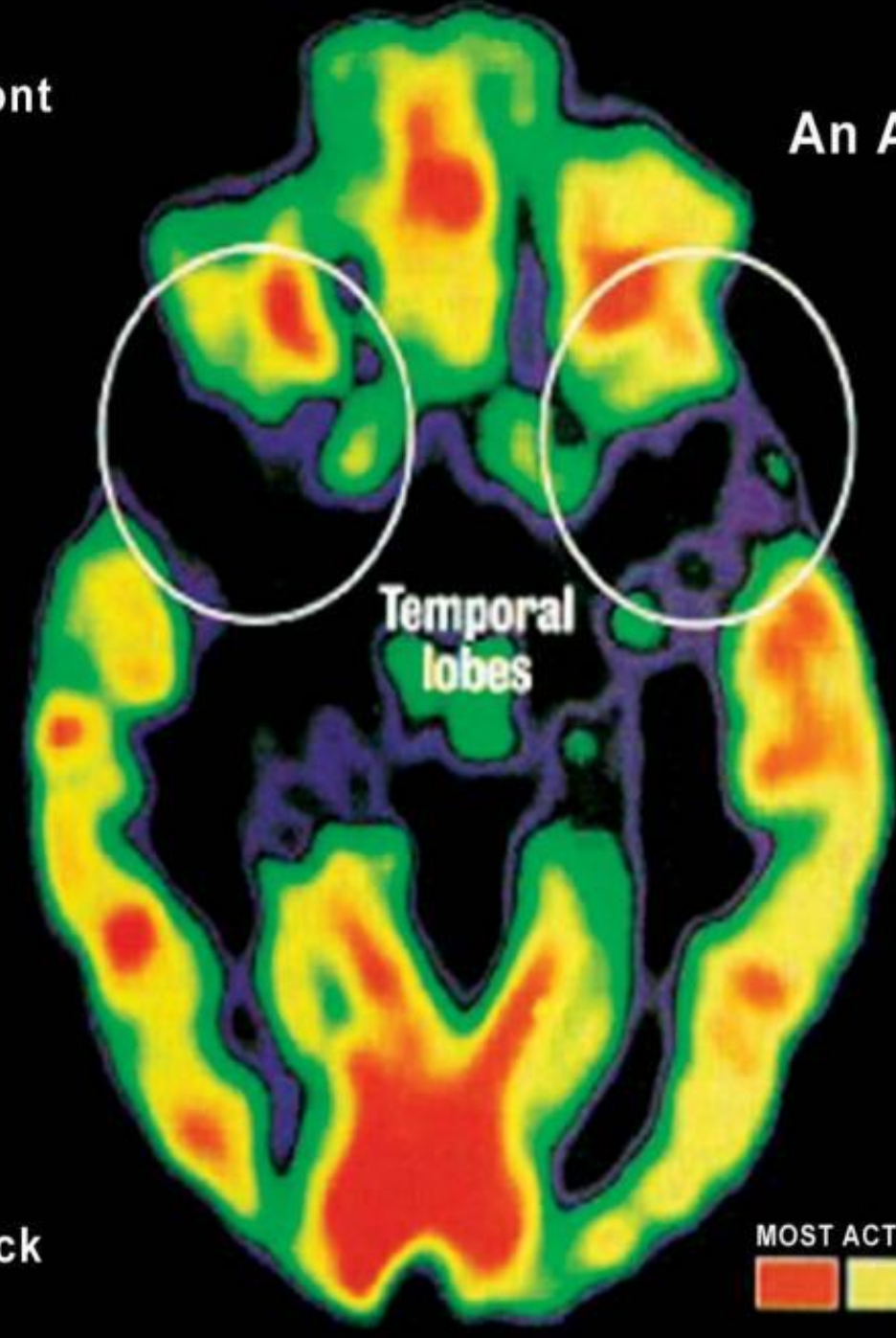
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



Back



Fear and Anxiety Affect the Brain Architecture of Learning and Memory

PREFRONTAL CORTEX

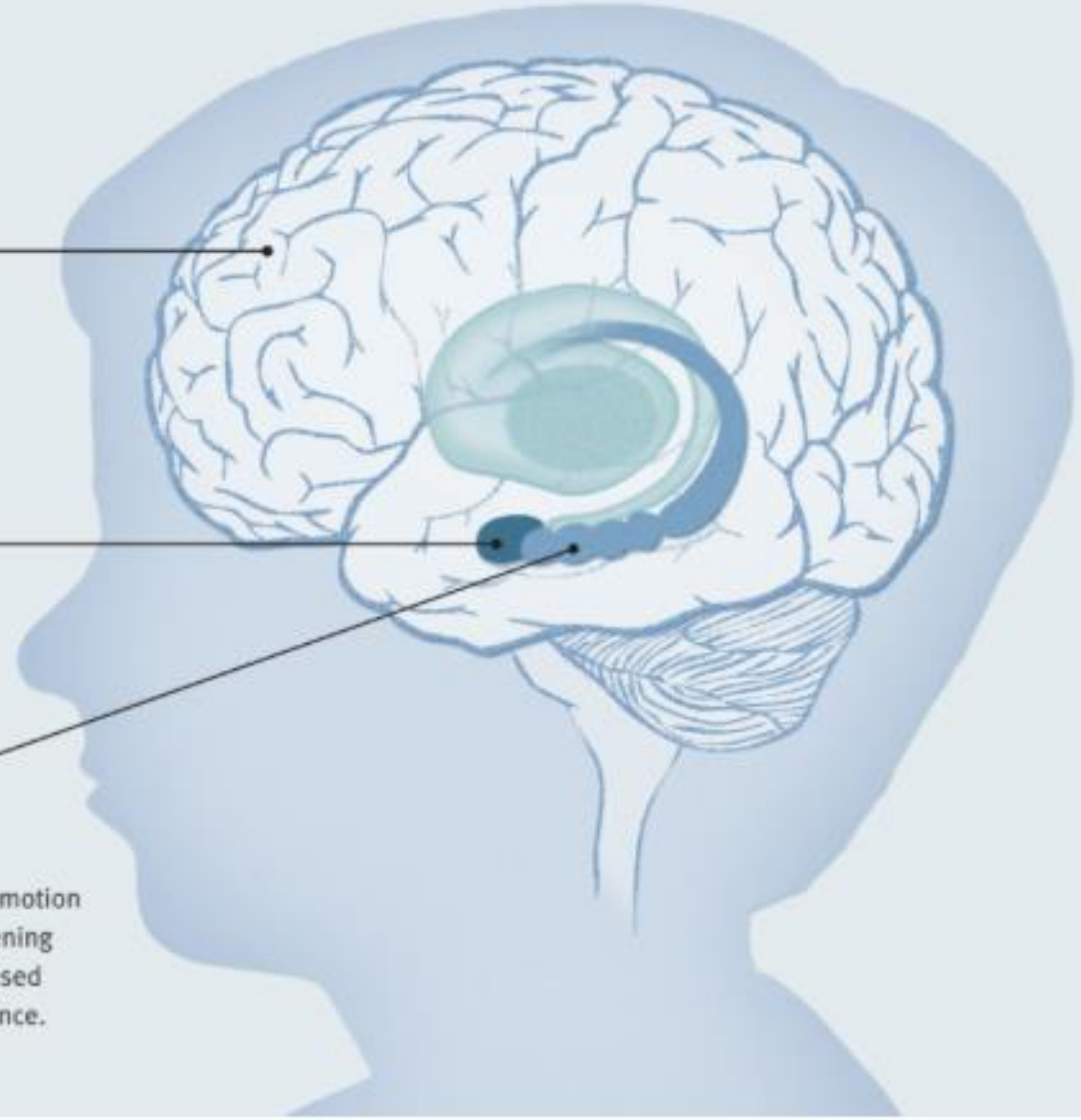
Center of executive functions; regulates thought, emotions, and actions. Especially vulnerable to elevation of brain chemicals caused by stress. Matures later in childhood.

AMYGDALA

Triggers emotional responses; detects whether a stimulus is threatening. Elevated cortisol levels caused by stress can affect activity. Matures in early years of life.

HIPPOCAMPUS

Center of short-term memory; connects emotion of fear to the context in which the threatening event occurs. Elevated cortisol levels caused by stress can affect growth and performance. Matures in early years of life.



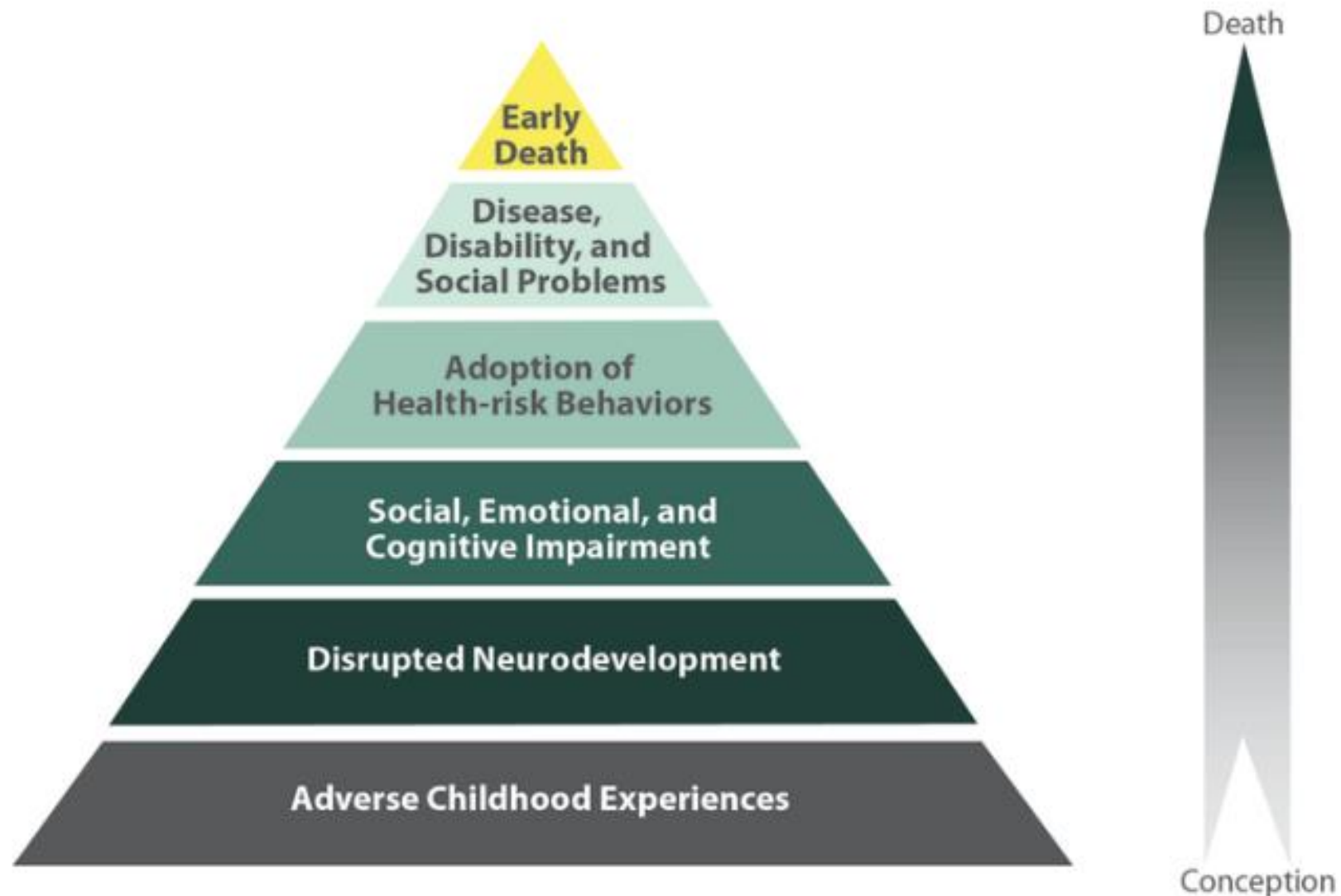
The Effects of Abuse on Early Brain Development

Increased epinephrine, stress hormones and heightened amygdalar response associated with:

- ▶ Dissociation
- ▶ Disengagement
- ▶ Distorted attachments to others
- ▶ Numbing
- ▶ Emotional detachment
- ▶ Inability to feel empathy and remorse

Behavior/Emotional Problems Associated With Trauma: Complex PTSD

- ▶ Reactive Aggression
- ▶ Anger
- ▶ Delinquency
- ▶ Impulsivity
- ▶ School Failure
- ▶ Defiance
- ▶ Addictions
- ▶ Self-harm
- ▶ Extreme Risk Taking
- ▶ Unresolved Grief
- ▶ Distrust
- ▶ Impaired information processing
- ▶ Depression
- ▶ Panic
- ▶ Obsessions/Compulsions
- ▶ Sexual Problems
- ▶ Hopelessness
- ▶ Substance Abuse



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

ILLUSTRATION
All the Light
There Ever Was

ILLUSTRATION
Our Best
Chance for Mars?

ILLUSTRATION
Treatments for
Cells on Fire

SCIENTIFIC AMERICAN

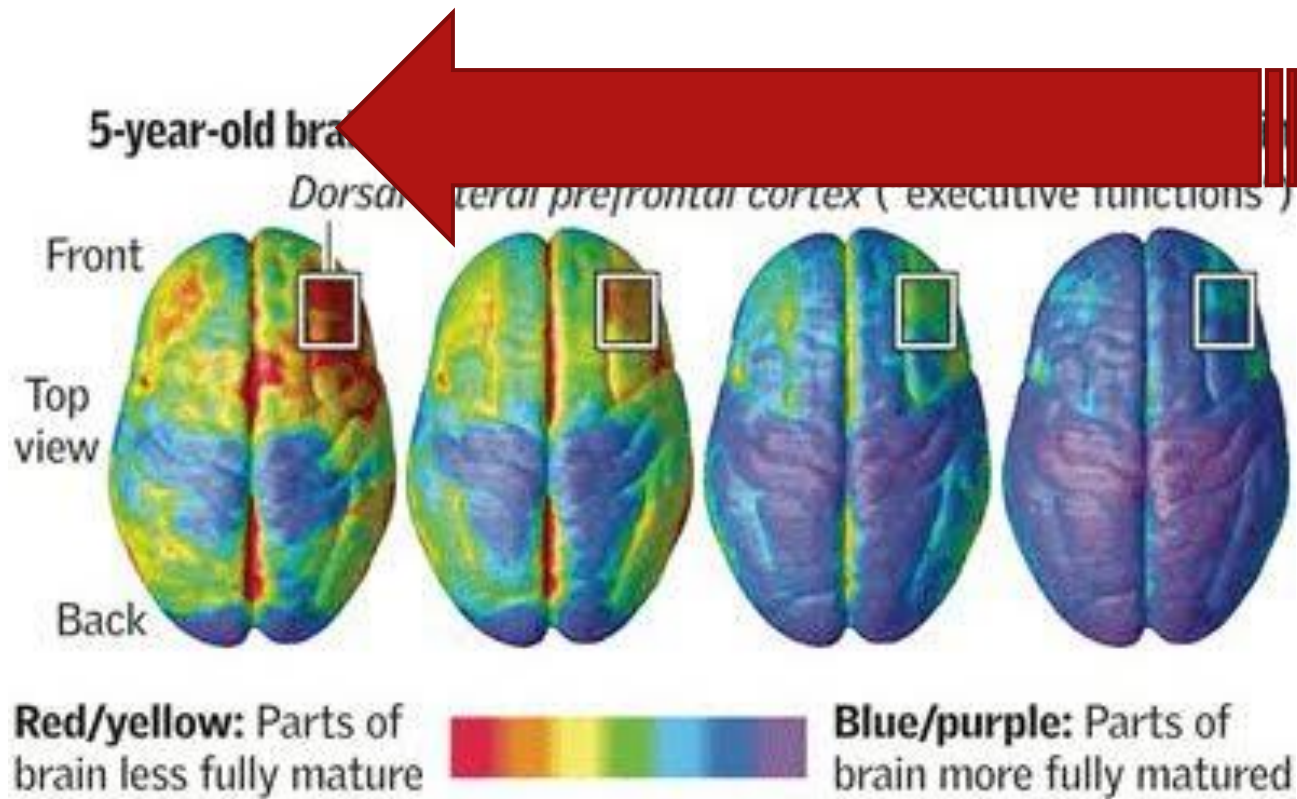
SCIENTIFIC AMERICAN
JUNE 2013



The Amazing Teen Brain

Rapidly changing
wiring leads to
mental agility—
and risky
behavior

© 2013 Scientific American



Sources: National Institute of Mental Health;
Paul Thompson, Ph.D., UCLA Laboratory of
Neuro Imaging

Thomas McKay | The Denver Post

- Frontal lobe is last to mature. Controls executive functioning.
- Limbic system (emotional brain) is more active during adolescence.
- Changes in dopamine production. Helps link actions to sensation of pleasure.



- Increased impulsivity, risk taking, mood swings.
- Susceptibility to peer pressure, decisions heavily influenced by context ("hot" cognition vs "cold" cognition).
- Poor decision making.



Responding to Trauma in the Juvenile Justice System

OJJDP Journal of Juvenile Justice

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ARTICLE

Editor's Note

The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders

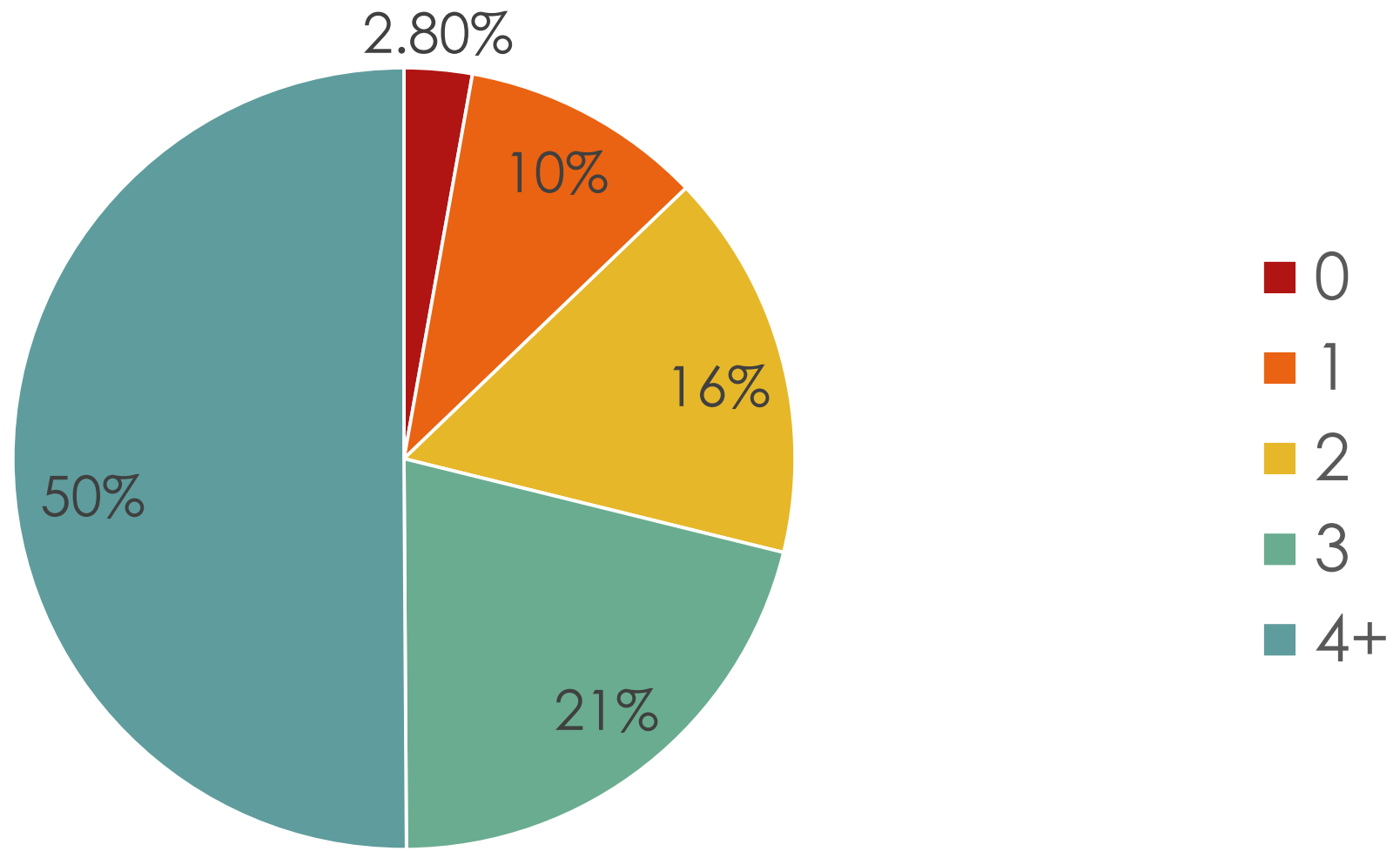
Michael T. Baglivio and Nathan Epps, Florida Department of Juvenile Justice, Tallahassee, Florida

Kimberly Swartz, University of Florida College of Medicine/Levin College of Law, Gainesville, Florida

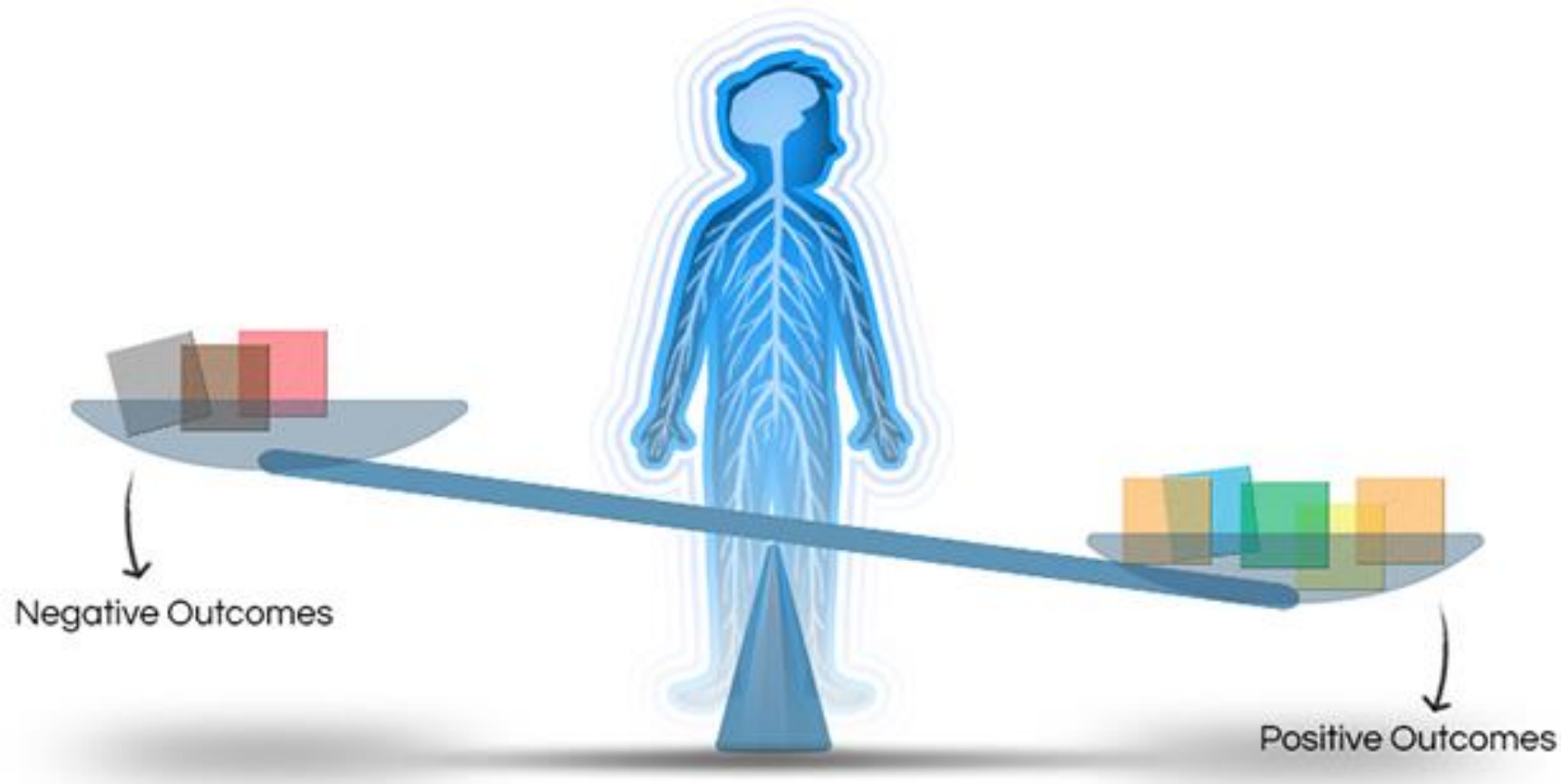
Mona Sayedul Huq, University of Florida College of Health and Human Performance, Gainesville, Florida

Amy Sheer and Nancy S. Hardt, University of Florida College of Medicine, Gainesville, Florida

ACES in Florida Juvenile Offenders



Responding to Trauma: Resiliency



Prevention

Mindfulness

Evidenced-Based
Mental Health
Treatment

Mentoring/Peer
Counseling

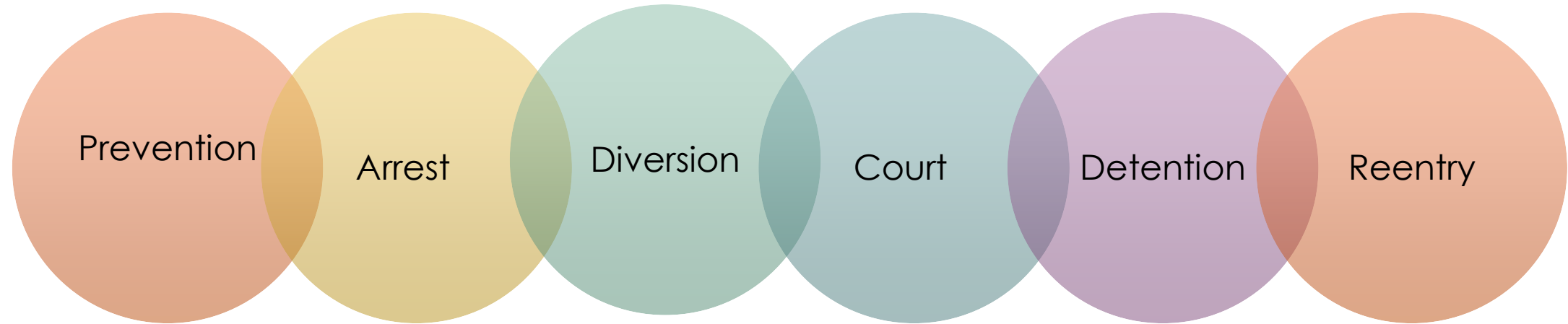
Medications

Education

"Positive
Parenting" (and
relationships)

Developing
Partnerships

Trauma-Informed Juvenile Justice



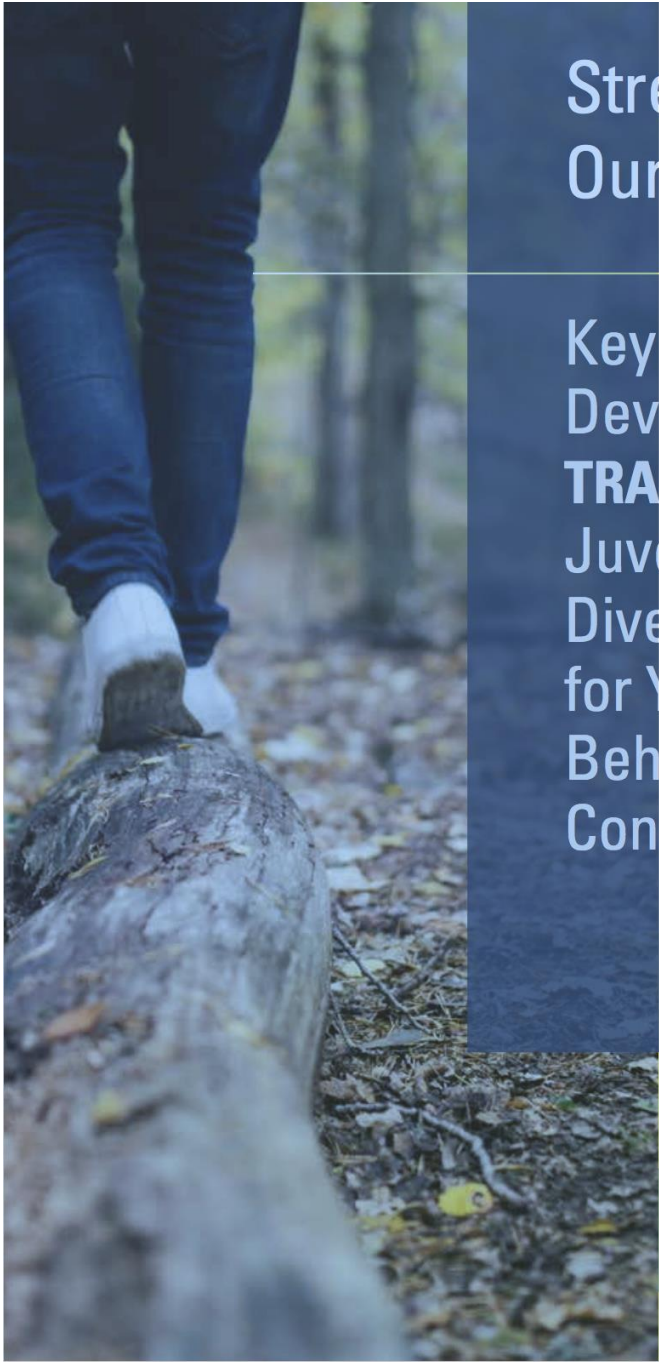
Trauma-Informed: The Four R's

- ▶ **Realize** the widespread impact of trauma and understand potential paths for recovery
- ▶ **Recognize** the signs and symptoms of trauma in participants, families, and staff
- ▶ **Respond** by integrating knowledge about trauma into policies, procedures, and practices
- ▶ Actively **resist re-traumatization**

Essential Elements

of a Trauma-Informed Juvenile Justice System

- 1** **TRAUMA-INFORMED POLICIES AND PROCEDURES**
- 2** **IDENTIFICATION/SCREENING OF YOUTH WHO HAVE BEEN TRAUMATIZED**
- 3** **CLINICAL ASSESSMENT/INTERVENTION FOR TRAUMA-IMPAIRED YOUTH**
- 4** **TRAUMA-INFORMED PROGRAMMING AND STAFF EDUCATION**
- 5** **PREVENTION AND MANAGEMENT OF SECONDARY TRAUMATIC STRESS (STS)**
- 6** **TRAUMA-INFORMED PARTNERING WITH YOUTH AND FAMILIES**
- 7** **TRAUMA-INFORMED CROSS SYSTEM COLLABORATION**
- 8** **TRAUMA-INFORMED APPROACHES TO ADDRESS DISPARITIES AND DIVERSITY**



Strengthening Our Future:

Key Elements to
Developing a
TRAUMA-INFORMED
Juvenile Justice
Diversion Program
for Youth with
Behavioral Health
Conditions



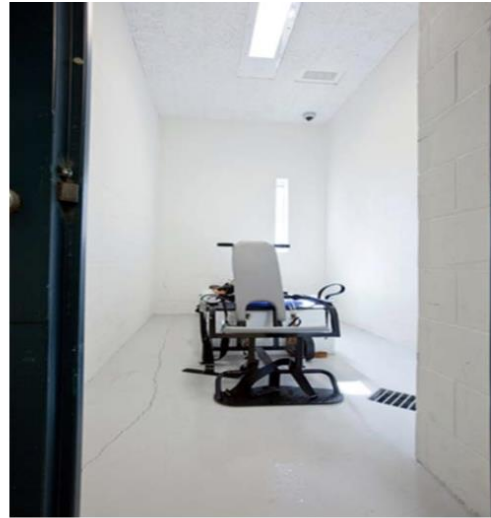
Implementation Domains

- ▶ Leadership
- ▶ Policies and Procedures
- ▶ Environment
- ▶ Engagement and Involvement
- ▶ Cross-Sector Collaboration
- ▶ Intervention Continuum
- ▶ Funding Strategies
- ▶ Workforce Development
- ▶ Quality Assurance and Evaluation

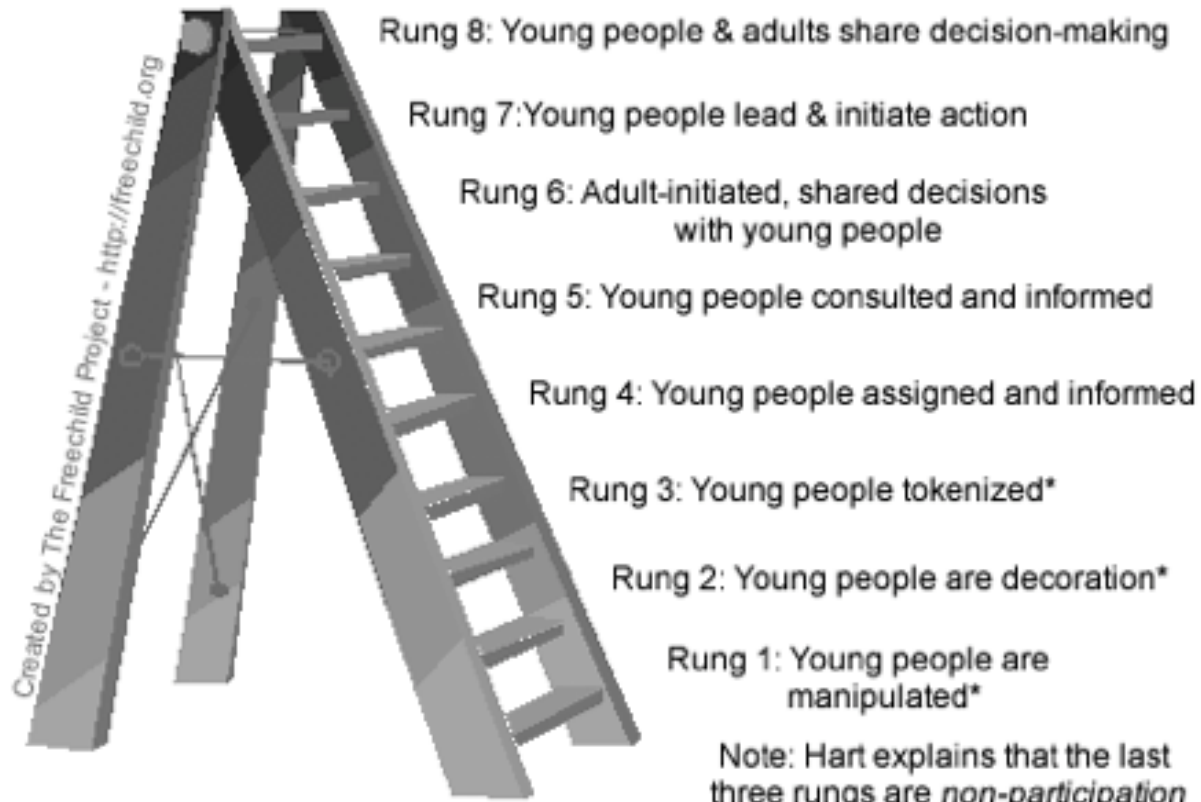


Leadership: Identify Champion(s)

Environment: Physical and Otherwise



Roger Hart's Ladder of Young People's Participation



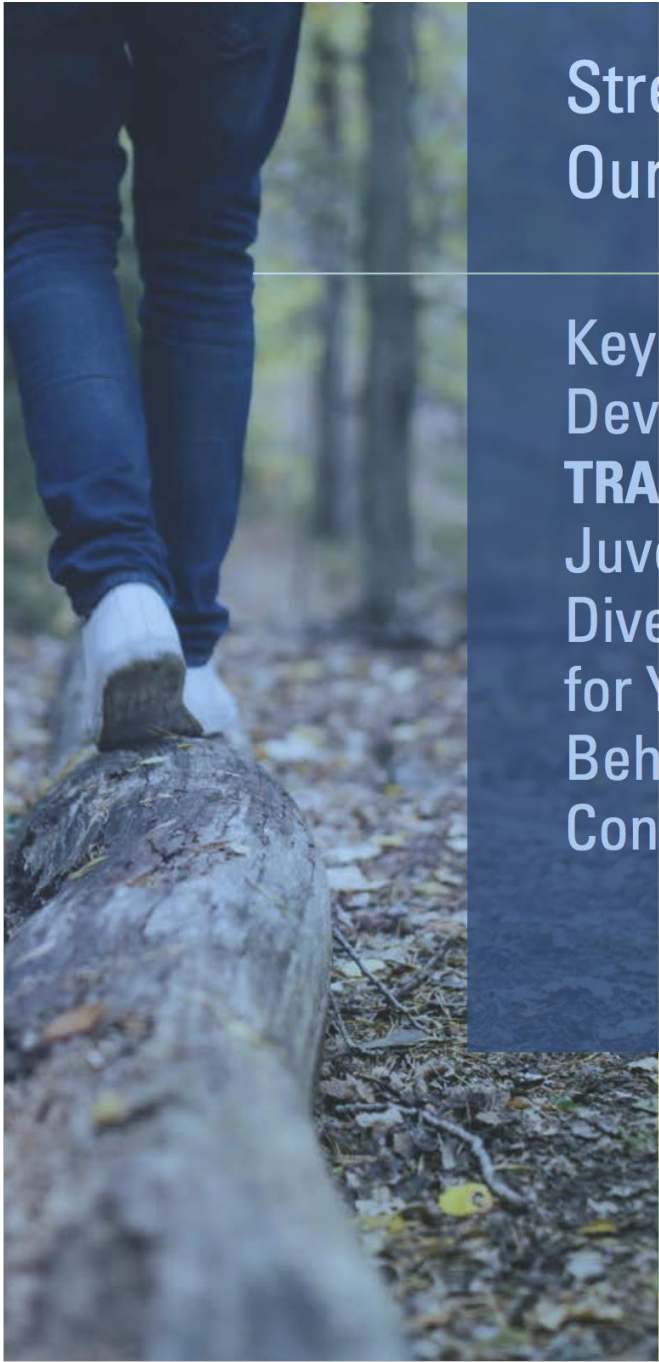
Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Engagement:
Youth (and family)
Voice



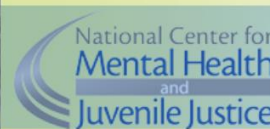
Cross-Sector Collaboration

(with data sharing and coordination
of care)



Strengthening Our Future:

Key Elements to
Developing a
TRAUMA-INFORMED
Juvenile Justice
Diversion Program
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Questions/Comments?

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