

Trauma-Informed Care: Creating Safe Spaces within Your Practice

March 20, 2025



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Name and Credentials	Role in Activity	Was there a relevant Financial Disclosure	List of Mitigated Disclosures
Mary Elsner, JD	ICAAP Staff	No	N/A
Bako Orionzi, MD	Faculty/Presenter ACEs Advisory Committee Member/Content Developer	No	N/A
Kristen Kenan, MD, MPH	Faculty/Presenter ACEs Advisory Committee Member/Content Developer	No	N/A
Abby Creek	ICAAP Staff	No	N/A
Erin Moore, MS	ICAAP Staff	No	N/A
Patrick Dolan, MD	CME Reviewer	No	N/A
Wayne Franklin	CME Reviewer	No	N/A

Upcoming ACES Webinar



April 17

Resilience Through Connection: Leveraging Community Partnerships to Mitigate ACES

Moderator: Dr. Kenan, MD, MPH, FAAP

Speakers: Ann Behrns, Gloria Berrera, &
Preethi Raghupatruni, MD, FAAP

Today's Speaker



Dr. Bako Orionzi, MD, FAAP

Attending Physician, Division of Advanced
General Pediatrics & Primary Care, Ann &
Robert H. Lurie Children's Hospital of Chicago

Clinical Instructor of Pediatrics, Northwestern
Feinberg School of Medicine

Learning Objectives



Upon completion of this webinar, participants will be able to:

- Describe the AAP stratified public health concept in trauma-informed care.
- Recognize how ACEs screening can identify traumatic experiences contributing to toxic and traumatic-stress related health issues.
- Identify methods to create a supportive and collaborative environment with community-based resources to promote resilience in children.

Presentation Outline

- Define trauma-informed care (TIC), relational health, and resilience
- Expand on the AAP Stratified Public Health Framework and where TIC fits in
- Discuss strategies for creating a safe space within your practice
- Discuss building your community utilizing local resources

Exposure to Trauma

- Half of American children (~34 million under 18 years) have faced at least one potentially traumatic early childhood experience
- More than 1 in 7 adults report exposure during childhood to 4 or more ACEs



Trauma- Informed Care

Medical care in which all parties involved realize, recognize, and respond to the effects of traumatic stress on children, caregivers, and health care clinicians

Not “What’s wrong with you?” but “ What happened to you?”

Relational Health

Promotion of developing safe, stable, and nurturing relationships

Reduction of external stressors on families

Support for strengthening core life skills

Resilience

- A dynamic process of positive adaptation to or despite significant adversities
- Relational health is a type of resilience



AAP Stratified Public Health Framework of Toxic Stress



Primary Prevention



Secondary Prevention



Tertiary Prevention

Primary Prevention

Prevent the
occurrence of adverse
childhood events by
addressing social
influencers of health

Universal promotion
of resilience factors

Primary Prevention



Social Influencers of Health Screening



Universal Promotion of Resilience

Adaptational Mechanisms of Resilience

T	Thinking and learning brain, with opportunity for continued growth; cognitive development
H	Hope, optimism, faith, belief in a future for oneself
R	Regulation (self-regulation, self-control of emotions, behaviors, attention, and impulses)
E	Efficacy (self-efficacy) or sense that one can impact their environment or outcomes
A	Attachment, secure attachment relationship with safe, stable, and nurturing caregiver or competent caregiver
D	Development, mastery of age-salient developmental tasks
S	Social context, or the larger network of healthy relationships in which one lives and learns

**Primary
Prevention**

Primary Prevention



Universal Promotion of Resilience

Child learning to fall asleep

- Building self-regulation and self-efficacy skills

Child struggling to sleep due to trauma

- Use thinking and attachment mechanisms to repair these skills



Adapted from Masten AS. Ordinary magic. Resilience processes in development. *Am Psychol.* 2001;56(3)227-238; Forkey H, Griffin J, Szilagyi M. *Childhood Trauma and Resilience: A Practical Guide.* Itasca, IL: American Academy of Pediatrics; 2021.

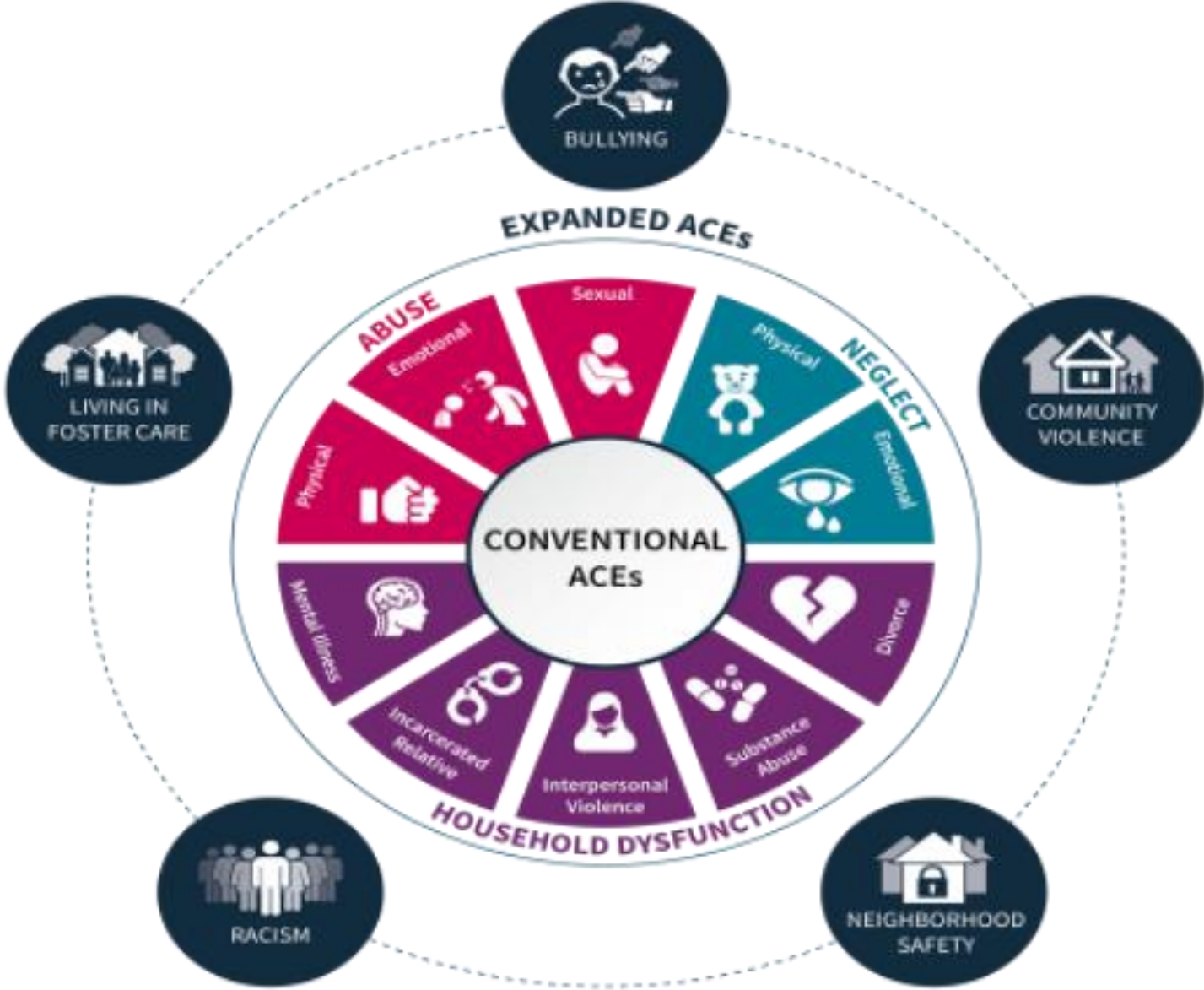
Secondary Prevention

Realize, recognize, and respond to experiences of ACEs, to reduce the incidence of adverse outcomes

TIC lives here

TIC and ACEs screening

Secondary Prevention



Secondary Prevention



Spectrum of Adversity

Discrete threatening experiences

- Being abused or bullied
- Exposure to disasters or other forms of violence

Ongoing, chronic life conditions

- Parental mental illness
- Racism
- Poverty/neglect
- Family separation or placement in foster care
- Pandemic, climate change
- Social rejection

Secondary Prevention



Cultural Humility

- Culturally competent practices (e.g., acknowledgment of diverse values, beliefs, and behaviors) support the understanding of the multilayered intersection between trauma and aspects of culture including race, ethnicity, gender, geographic location, socio-political particularities, and language. It also acknowledges the intricate effect of structural inequity and is sensitive to the unique needs and strengths of ethnic/racial minorities (SAMHSA 2014).



Source: Kenan, K; "Building Brighter Futures: Practical Strategies for ACEs Patients" ICAAP Webinar

TIC and ACEs evaluation

History

- Use validated screens if indicated
 - Patient Health Questionnaire (PHQ-9)
 - Generalized Anxiety Disorder (GAD-7)
 - Pediatric Symptom Checklist (PSC-17)

Physical

- Full growth parameters
- Use a gown
- Offer a chaperone
- Obtain permission before starting exam and throughout

Secondary Prevention

TIC and ACEs evaluation

Parent or child step
out of room to
address positive
screen

End on positive note
with strengths about
the child

Secondary Prevention



Symptoms of Trauma

- Avoiding situations, people, or thoughts / changing routine
- Difficulty sleeping and nightmares
- Loss of appetite
- Disorganization / Difficulty with problem solving
- Poor attention and concentration
- Hyperactivity
- Emotional numbness/inability to feel all emotions
- Hopelessness
- Outbursts of anger and aggression
- Depression
- Hypervigilance / being on edge
 - Struggles to see the difference between safe and unsafe situations
- Drug use
- Thoughts of suicide or attempts to harm oneself
- Poor judgment and continued cycle of victimization

Secondary Prevention

Secondary Traumatic Stress

- The emotional strain that results when an individual hears about or witnesses the traumatic experiences, past or present, of children.



Secondary Prevention

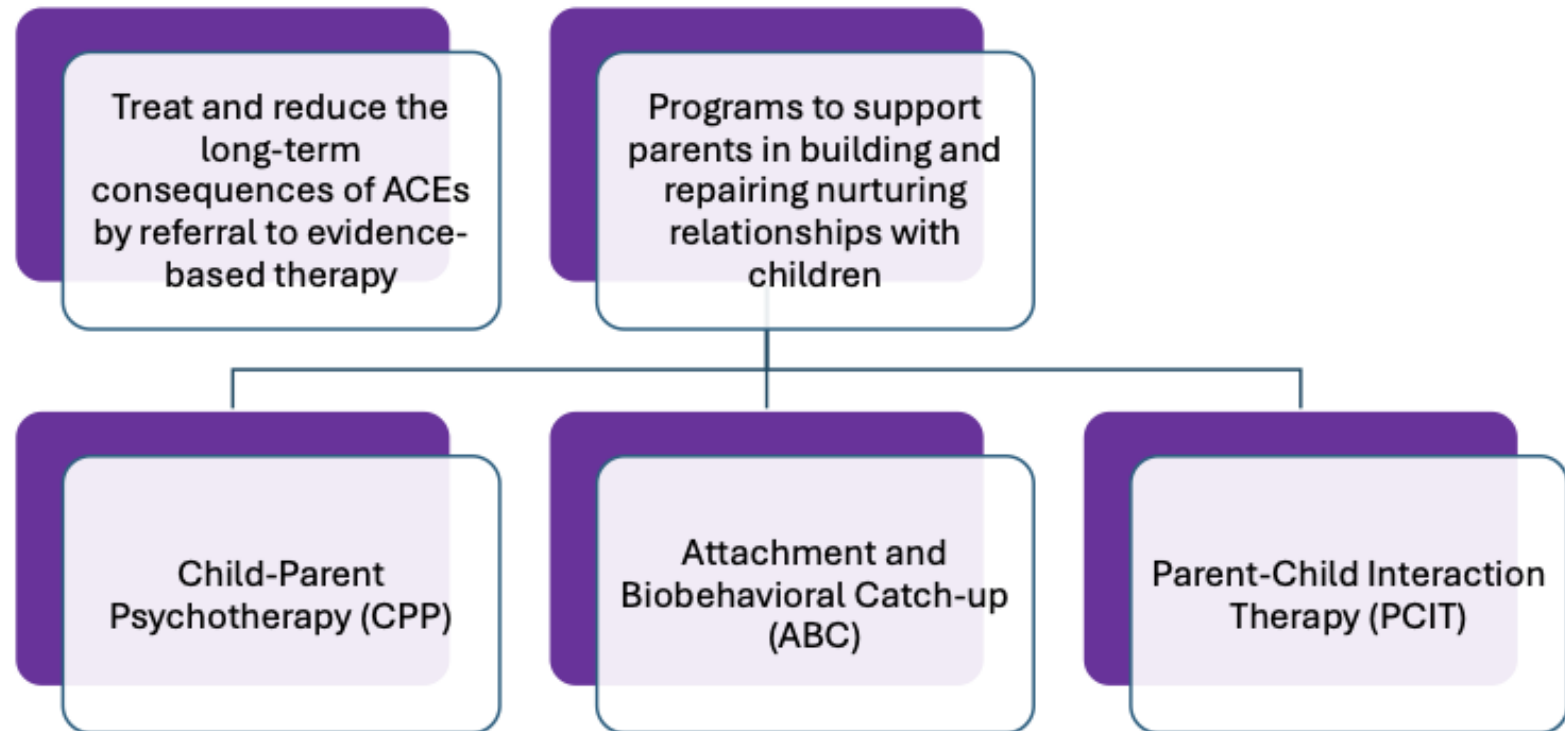
Social Media

- Emotional contagion – when anxiety is spread through sharing of graphic images and unverified facts rapidly through social networks



Tertiary Prevention

Tertiary Prevention



Creating a safe space in your practice

- Signs and posters showing diverse individuals, “all are welcome” space
- Food, formula, diaper pantry resources



Creating a safe space in your practice



Advocate for
policies
encouraging TIC



Educate through
a TIC lens



Integrate
community-
based resources

Community Partners



Source: Kenan, K; "Building Brighter Futures: Practical Strategies for ACEs Patients" ICAAP Webinar

Community Partners



Upcoming Webinar!

April 17, 2025 | 12pm CT



Resilience Through Connection: Leveraging Community Partnerships to Mitigate ACEs

Interactive Q&A session with community partners and organizations to discuss practical strategies for collaboration and resilience-building in pediatric care.

Moderated by *Kristen Kenan, MD, MPH, FAAP*

— Panel Speakers

- ROR Board Member: *Preethi Raghupatruni, MD, FAAP*
- Librarian
- *Gloria Berrera of the IL Association of School Nurses*
- *Annie Behrns ECE Project Director at Metropolitan Family Services*

References

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Thank you!
Questions?

