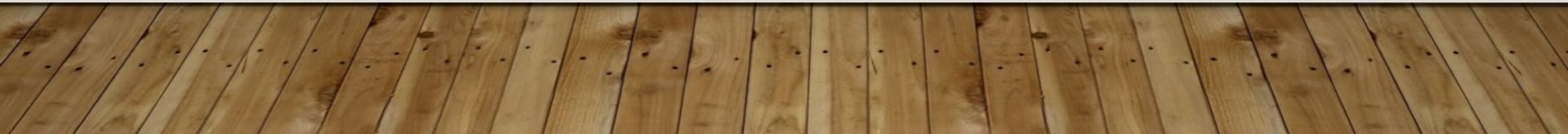
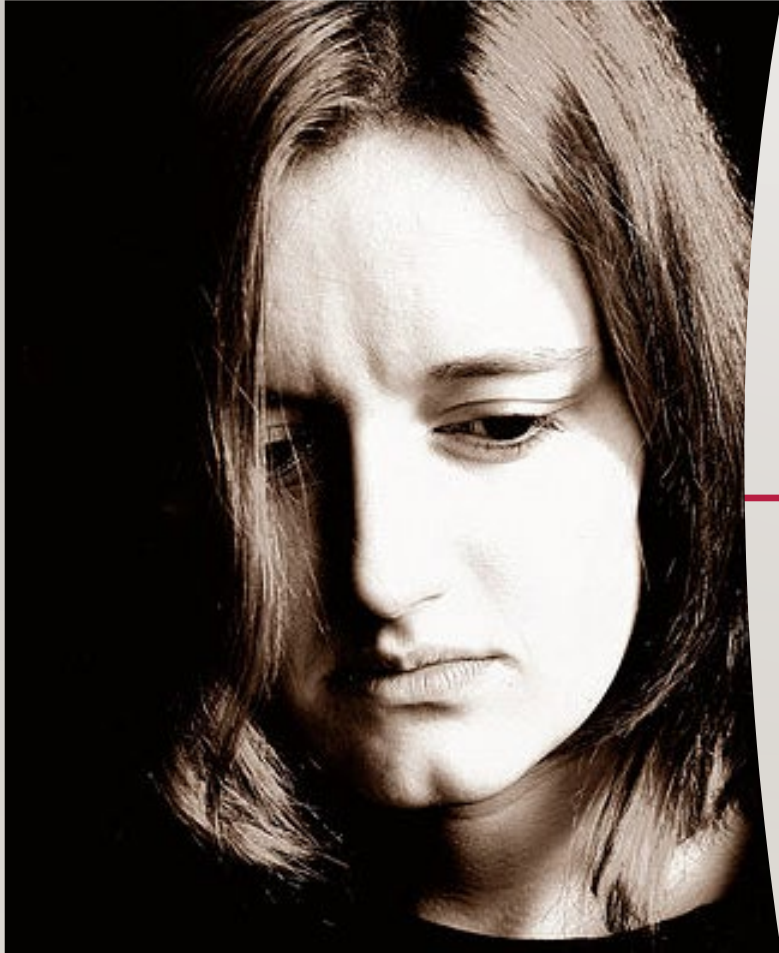




# TRAUMA INFORMED SUPPORT AND THE PATH TO HEALING - PART 2

KARYN HARVEY, PH.D.





# ASSUME TRAUMA

---



# PRESENTED BY KARYN HARVEY, PH.D.

---

[karynharvey911@gmail.com](mailto:karynharvey911@gmail.com)

Materials at:

[Karynharvey.org](http://Karynharvey.org)

Books at [Amazon.com](http://Amazon.com)

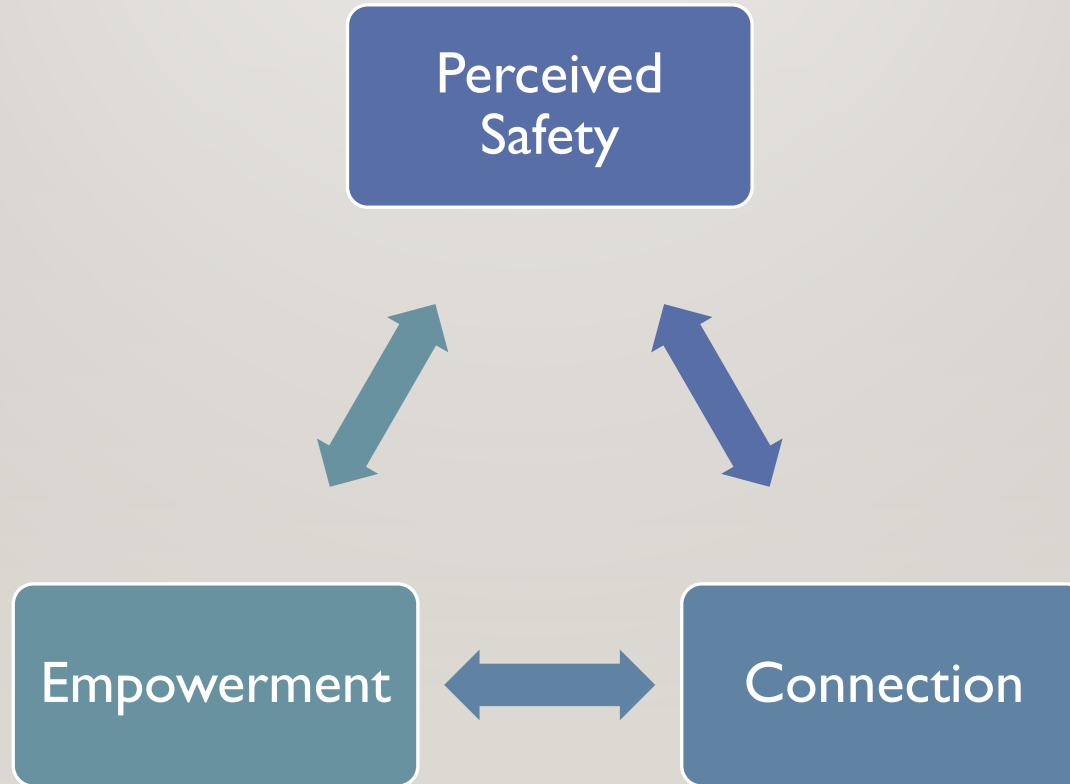


---

**HEALING HAPPENS**

# INGREDIENTS NECESSARY FOR POST TRAUMATIC RECOVERY

---



# EMOTIONAL SAFETY

- Listening
- Conveying positive regard
- Non- threatening
- Peaceful Practices
- Support on emotional level
- Coaching rather than controlling

# DIALOGUE

-

- Gentle Teaching – John McGee



# THE IRAQ PTSD STUDY

---





# HARVARD'S MEN'S STUDY

TED WALDINGER –  
PRINCIPLE  
INVESTIGATOR





CRITICAL  
DEVELOPMENTAL  
STAGES:  
CONFLICTS TO  
RESOLVE –

ERIK ERICKSON





WHO AM I ?

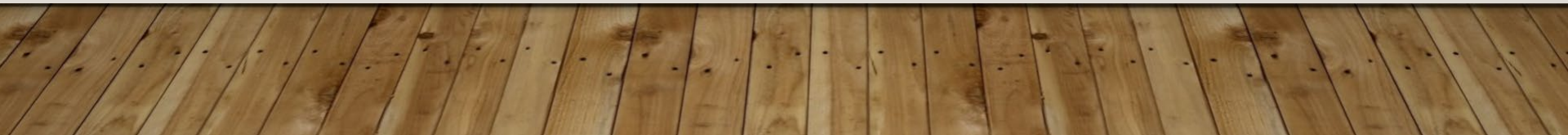
# POSITIVE IDENTITY DEVELOPMENT

- **Negative Identity**

- NOT the person who gets married
- NOT the person who drives
- NOT the person who plays on a high school sport team
- NOT the person who is popular or liked
- Not the cool one

- **Positive Identity**

- Who I am
- What I do well
- Who my friends are
- What my preferences are
- Where I make a difference
- What I am proud of

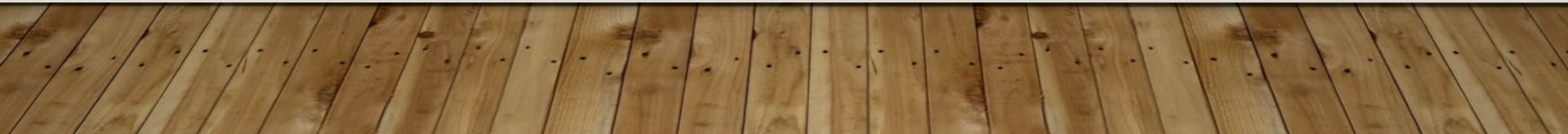




What  
matters  
most  
is how  
**YOU**  
see  
yourself !

# INTERNAL VERSUS EXTERNAL LOCUS OF CONTROL

---



“ULTIMATELY  
HAPPINESS RESTS ON  
HOW YOU ESTABLISH  
A SOLID SENSE OF  
SELF OR BEING.”

---

Daisaku Ikeda



# THE POWER OF POSITIVE REGARD

---

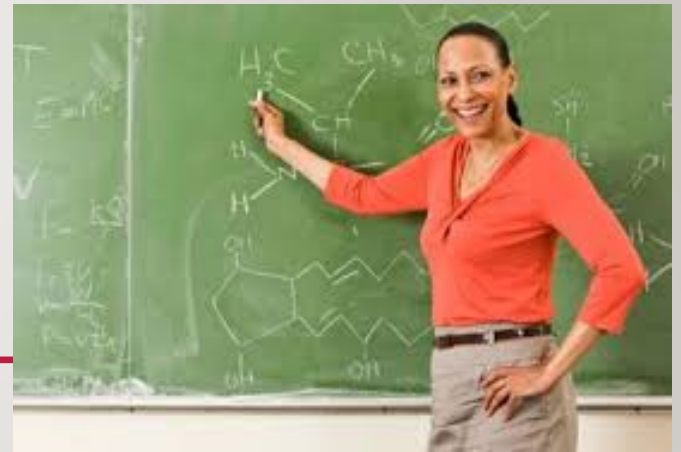
- Mice and Bob Rosenthal
- Signs were put up for experimenters “Smart Rats”  
“Dumb Rats” – All rats were actually the same
- Experimenters had rats run mazes –
- Big difference between the performances – Smart rats ran mazes twice as fast!!





# CAROL DWEK, PH.D.

---



“How you see someone determines how they are able to see themselves!”

Teachers who thought they had gifted children got a significantly better performance from classes they were told were “average”. Even though they were the same!



This Photo by Unknown Author is licensed under [CC BY-SA](#)

# ACCESS TO TREATMENT- A HUMAN RIGHT

---

# HEALING CENTER



- TRAUMA WORK
- POSITIVE IDENTITY DEVELOPMENT
- FINDING MISSION AND PURPOSE

# IMPORTANCE OF TREATMENT GRIEF WORK

---



# EFFECTS OF EMDR - STUDY 2013

---

## BEFORE

Case 1 - Severe Depression-  
Abandoned as child - PTSD Daily  
crying - hit by a car when running  
out the door 3 separate times

Case 2 - Trauma of extreme abuse  
- false accusations

## 9 MONTHS OF EMDR

No crying at work - promotion -  
has had much needed operations  
Recently went on trip!

Case 2 - No accusations, different  
affect and appearance -  
ability to advocate for self

# MORE EMDR!

---

Case 3 - Severe abuse and poverty as child - very aggressive -

18 incidents in 1 year

Case 4 - Paralyzed by the death of his mother - also PTSD from years of being bullied

Case 3- Able to keep crew job he was about to be fired on for fighting -

0 aggression for 5 years

Case 4 - Now does wood carvings - has a girlfriend - Complete change in view of self.

# FROM RECOVERY TO HAPPINESS SELIGMAN – “FLOURISH!”

---

## *Five levels of Happiness:*

1. **Pleasure**
2. **Engagement**
3. **Positive Relationships**
4. **Achievement**
5. **Meaning**

**\*Happiness Assessment**

A green rectangular sign with rounded corners and a white border, mounted on two wooden posts. The sign features the text "Here & Now" in a large, white, sans-serif font. The background is a bright blue sky with scattered white clouds.

Here & Now



The image features a motivational quote centered on a blurred background of warm, golden-yellow and light green tones. The text is in a bold, black, sans-serif font. Below the quote, a wooden floor with vertical planks is visible, suggesting an indoor setting. The entire scene is framed by a black border.

HOPE  
CHANGES  
EVERYTHING.

# REFERENCES

- Bennett, DS, Bendersky, M, and Lewis, M. (2008). *Children's cognitive ability from 4 to 9 years old as a function of prenatal cocaine exposure, environmental risk and maternal verbal intelligence.* Developmental Psychology, 44,(4) 919-28.
- Chasnoff, IS, Griffith, DR, Freier, C, and Murray, J. ~~Pediatrics 89. Cocaine/Polydrug Use Pregnancy: Two Year Follow-up. (2) 284-9. 1992~~
- Frank, DA, Augustyn, M, Knight, WG, Pell, T and Zukerman, B.( 2001). *Growth, development, and behavior in early childhood following prenatal cocaine exposure: a systematic review.* Journal of American Medical Association, 285, (12) 1613
- Chiriboga, CA. ( 1998) *Neurobiological Correlates of Fetal Cocaine Exposure* Annals of NewYork Academy of Sciences ,846, 109-125.
- Eisenberger, N, Lieberman, M., Williams, K. *Does Rejection Hurt? An fMRI Study of Social Exclusion in* Science Vol 302, no 5643. Pp290-292. October 2003.
- Harvey, K. *Trauma – Informed Behavioral Interventions* ( 2012) AAIDD Press, Washington.
- Harvey, K. *Positive Identity Development* ( 2009) NADD Press, Kingston.
- Herman, J. (1997). *Trauma and Recovery*. New York: Basic Books.
- LeDoux, J. (1996). *The Emotional Brain*. New York: Simon And Schuster. Chapter 8.
- **Mercier E', Kwon YC, Douet V Hippocampus/amygdala alterations, loss of heparan sulfates, fractones and ventricle wall reduction in adult BTBR T+ tf/J mice, animal model for autism. 2012 Neuroscience 2 p 208-13.**
- Seigel, D. (2009). *The Mindful Therapist*. New York: W.W. Norton and Company. Chapter 10.
- Seligman, M. *Authentic Happiness*. New York: Vintage Books. 2006.
-