

Washington State 2011 Traumatic Brain Injury Conference

“Making Connections”

April 28 – 29, 2011

Seattle Airport Marriott Hotel

“SOCIAL REINTEGRATION FOR YOUTH RECOVERING FROM TRAUMATIC BRAIN INJURY”

Friday, April 29th, 2011

10:30 to 11:45 am

Presented by:

Desiree Douglass, HeadStrong Founder

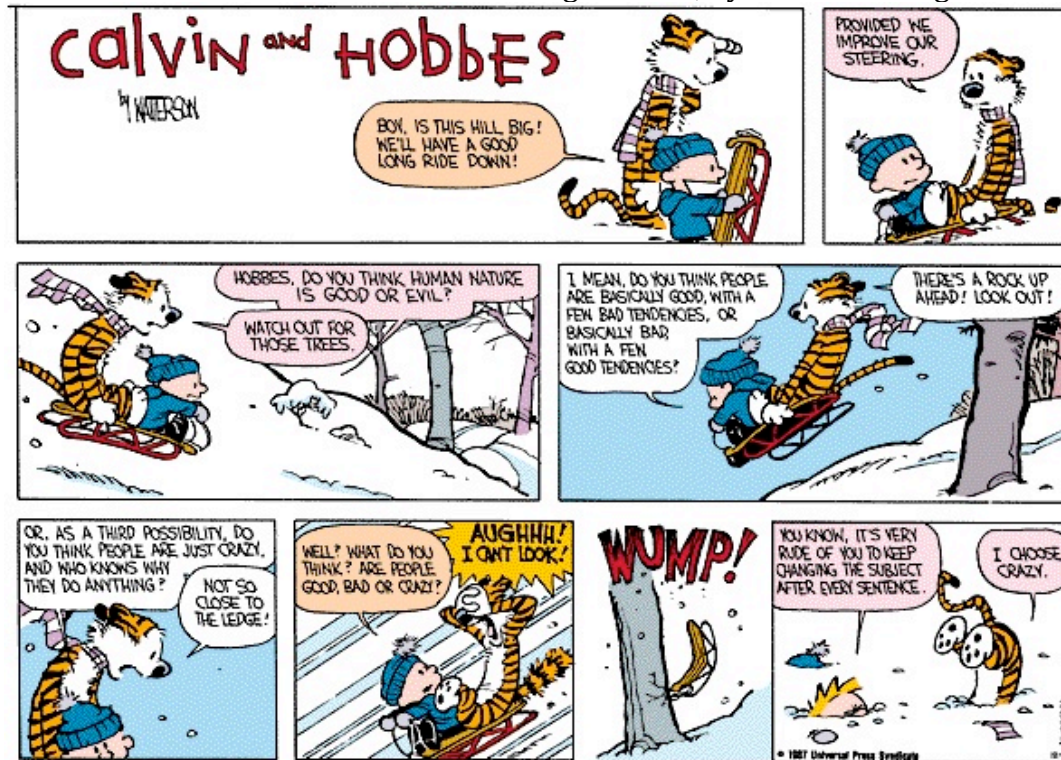
Aaron Parker, HeadStrong Lead Mentor

Alice Hooper, HeadStrong Mentor


Alex Hinojosa, HeadStrong Mentor


“Now we understand that due to neural plasticity, the brain can change and compensate for damage, if it has the right stimulus.”

From “The Brain That Changes Itself”, by Norman Doidge




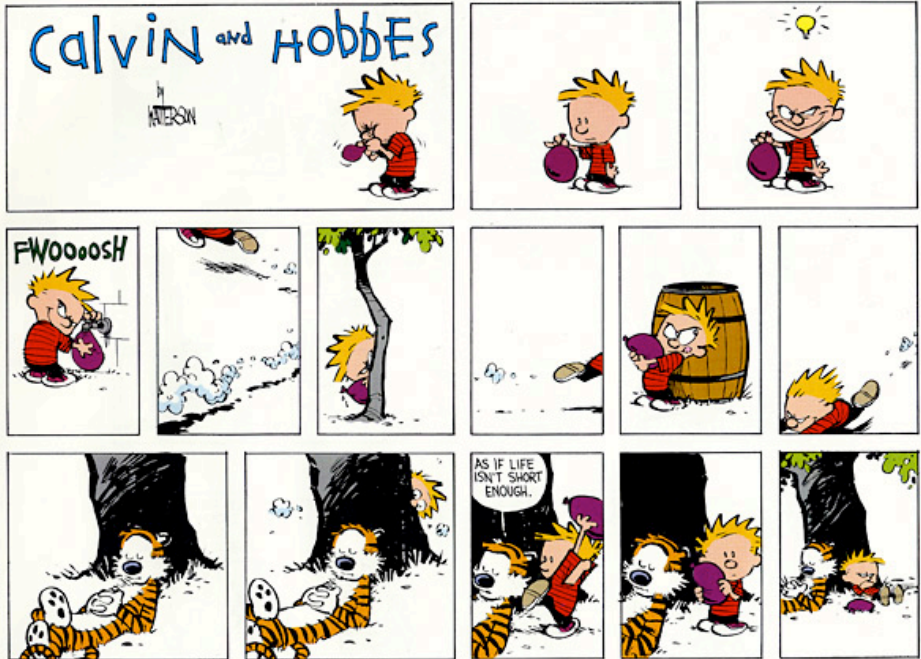
SOCIAL REINTEGRATION FOR YOUTH RECOVERING FROM TRAUMATIC BRAIN INJURY	
TOPIC	DESCRIPTION
Introduction	Desiree, Aaron, Alice, Alex
Basics	<p>TBI 101</p> <ul style="list-style-type: none"> ▪ Traumatic Brain Injury (TBI) is the leading cause of injury and death for Americans under the age of 40, with 1.7 million new TBIs every year in the US. ▪ Nearly 50% of the TBIs in the US are caused by cars. 50% of these are to children. ▪ Recent studies show 70- 90% of people in prison in the US had a TBI BEFORE their incarceration. ▪ Officials estimate at least 300,000 of our soldiers are returning with TBIs, this number is likely much higher. ▪ TBI is known as the “Silent Epidemic” in the US. ▪ TBI is known as the “Signature Wound” of the Iraq/Afganistan conflicts.

<p>Impact of TBI on Youth</p>	<p>When the brain is injured, it affects us physically, mentally, and emotionally. When a young person suffers a TBI, there are unique factors to consider:</p> <ul style="list-style-type: none"> ▪ Young people are still forming their identity in the world. ▪ Survivors almost always remember their former identity. ▪ TBI robs them of abilities that were the basis for their identity and (ie: sports, school, art, dance, music, etc.). ▪ TBI shifts them suddenly from a “typical” identity to a “disabled” identity. ▪ The perseverance, disinhibition, and anger outbursts that commonly follow TBI are especially unacceptable in school systems and teen peer groups. 	 <p>“Is there any chance of getting my testicles back?”</p>
--------------------------------------	---	---

<p>Stigma</p>	<p>The stigma that TBI survivors suffer is great:</p> <ul style="list-style-type: none"> ▪ People are often uncomfortable with behaviors that are caused by TBI. ▪ They often avoid the survivor, even if they were close friends. ▪ The survivor experiences isolation and rejection. ▪ Isolated, the survivor is at great risk for depression, self-medication, incarceration, and suicide. ▪ The experience of rejection and failure are doubly painful because TBI survivors almost always remember clearly when they were welcomed, accepted and successful. ▪ School systems and young peer groups, are especially difficult systems to reintegrate into. They have a low tolerance for “different behavior”, especially perceived “difficult” or “weird” behavior. 	 <p>CHANGE</p> <p>WHEN THE WINDS OF CHANGE BLOW HARD ENOUGH, THE MOST TRIVIAL OF THINGS CAN TURN INTO DEADLY PROJECTILES.</p> <p>www.despair.com</p>
----------------------	---	--

<p>Hope</p>	<p>Cutting Edge of Brain Science 101</p> <ul style="list-style-type: none"> ▪ Last 5-10 years there have been numerous developments in understanding brain function and the capacity of the brain to recover from injury and trauma ▪ Key is neuroplasticity ▪ Neuroplasticity is the brains ability to grow new neural connections to replace function ▪ Scientists are working on how to apply this knowledge to improve recovery. ▪ Military and civilian survivors are taking a lead role in trying new approaches to recovery. ▪ Just a few therapies being used to help the brain rewire after TBI: hyperbaric oxygen, mentor support, service dogs, horse therapy, cranial sacral therapy, music therapy, art therapy, vitamin therapy, and others.
--------------------	---

<p>Tools #1</p>	<p>Families, Teachers, Therapists, and Friends Can Support Neural Rewiring for Social Reintegration</p> <p>A. Rebuild Identity:</p> <ol style="list-style-type: none"> 1. Understand that they young person has lost their identity in society and has to rebuild a new identity. 2. Find out what the young person desires for their own identity and experiment with creative ways to help them rebuild their desired identity. Examples: if they want to be involved in music, collect albums, take them to concerts, help them create in GarageBand. If they love competitive sports, take them to play sports that are safe for them but are still competitive. If they are artistic, buy supplies, create an artist “space”, find an art teacher who can help them, help them enter their work in art showings. 3. What are the barriers to rebuilding identity? 4. Access to activities due to physical, cognitive, emotional impacts of TBI, leading to behavioral impacts. 5. TBI frequently results in disinhibition, anxiety, anger outbursts, and other behaviors that are difficult. 6. How do you deal with these challenges and still support the recovering persons desired identity? 	
<p>Tools #2</p>	<p>B. Behavioral Support:</p> <ol style="list-style-type: none"> 1. “Contingencies”: A Euphanism for Reward and Punishment 2. Behavioral Plans – Stop trying to Change Them, Change US! 3. Learn the art of conflict resolution, use it, and teach it by example. 4. Anger Scale: BEFORE TBI: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. AFTER TBI:1, 2, 3,10 YOU must take 70-90% of the responsibility for the emotional success of the conversation. 5. Acknowledge and Validate. Acknowledge any errors you made in the situation, and Validate their feelings and their positive actions. 6. Pay attention to your language. Consider that clinical terms such as “inappropriate” and “non-compliant” can be just as hurtful as direct insults such as “stupid”, especially coming from a teacher or therapist. 7. Be consistent in your behavior. 8. Paradoxically, also be flexible. 9. In other words, if something is not working, try something else. 10. Young people are growing and changing as well as recovering from TBI, so what works one week may not work the next. 	<p><i>“YOU CAN MAKE PEOPLE DO THINGS THAT THEY JUST DON’T WANT TO DO BUT THE PRICE FOR DOING SO WILL BE HIGH.”</i></p>

<p>Calvin Demonstrates Why Punishment Doesn't Make Sense</p>		
<p>Tools #3</p>	<p>C. Aaron and Alex share a story about successful Mentoring to rebuild identity and solving behavioral dyscontrol problem with behavioral support.</p>	
<p>Tools #4</p>	<p>D. Errorless Learning:</p> <ol style="list-style-type: none"> 1. Errorless Learning – learn how to create situations that the recovering youth will be successful. 2. This applies to learning life skills, social skills, as well as academic learning 3. Look ahead, see the potential outcomes, and have a plan that allows quick escape if necessary. 	
<p>Final Words</p>	<ol style="list-style-type: none"> 1. Help the young person rebuild their desired identity in society 2. Look at language. Ask yourself: <i>“Would I want someone to use this word to describe me?”</i> 3. Be flexible: If something doesn't work, try something else. 4. Be proud of yourself. You are helping a young person rebuild their Life. 	
<p>Q & A</p>	<p>Questions and Comments</p>	

SOME REFERENCES AND RESOURCES:

Traumatic Brain Injury

- Bolte Taylor, Jill Ph.D. 2006. *My Stroke of Insight – A Brain Scientists Personal Journey*. Viking, Penguin Group. New York, NY.
- Doidge MD, Norman. 2007. *The Brain that Changes Itself*. Viking Adult. New York, NY.
- Feeney, Tim and Ylvisaker, Mark. Revised June 2008. *The Apprenticeship Program Manual*. School & Community Support, Inc. Latham, NY.
- Harch, Paul G. and McCulloch, Virginia. 2010. *The Oxygen Revolution: Hyperbaric Oxygen Therapy: The Groundbreaking New Treatment for Stroke, Alzheimer's, Parkinson's, Arthritis, Autism, Learning Disabilities and More*. [Hardcover]
- Karol, Robert. 2010. *The Challenge of Behavioral Dyscontrol Following TBI – A Guide to Successful Interventions*. Find at this website: www.health-ed.com/pdf/7.pdf
- Levitin, Daniel J. 2007. *This Is Your Brain On Music*. Penguin Group. New York, NY.
- Medina, John. 2008. *Brain Rules*. Pear Press. Seattle, WA.
- Silver MD, J, McAllister MD, T, Yudofsky MD, S. 2011. *2nd Edition Textbook of Traumatic Brain Injury*. American Psychiatric Publishing Inc. Arlington, VA.
- LEARNet:** <http://www.projectlearn.net.org/>
- BrainLine:** <http://www.brainline.org/>
- The Traumatic Brain Injury Survival Guide:** <http://www.tbiguide.com/>
- Self-Advocacy and Traumatic Brain Injury:** <http://www.aasa.dshs.wa.gov/Library/tbitoolkitpro.pdf>.
- Brain Injury Association of Washington:** <http://www.braininjurywa.org/>
- University of Washington TBI Model System Fact Sheets on TBI and Issues During Recovery:** <http://msktc.washington.edu/tbi>
- Harch Hyperbarics – TBI/PTSD Pilot Study and NEW HBOT Statistics : <http://www.hbot.com/>
- Music Facilitates Brain Recovery Processes:** <http://www.nrrl.caahs.colostate.edu/nrrlteam.aspx>

Post Traumatic Stress Disorder

- Shapiro PhD, Francine & Forrest, Margot. 2004. *EMDR Eye Movement Desensitization & Reprocessing – Updated Edition*. Basic Books, Member of Perseus Books Group. New York, NY.
- EMDR Institute, Inc.:** <http://www.emdr.com/index.htm>
- Dr. Perry's Child Trauma Organization:** <http://www.childtrauma.org/>