A PRIMARY APPROACH TO PEDIATRIC TRAUMA – SCREENING, DIAGNOSTIC AND TREATMENT CONSIDERATIONS

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I receive funding from SAMHSA, Utah Department of Health and Uppsala University. I receive royalties from UpToDate. I have no other potential conflicts.
COURSE
EXPOSURE AND SYMPTOMS
TREATMENTS

Goals for today
COURSE

EXPOSURE AND SYMPTOMS

TREATMENTS
Time Course of Trauma
Post Trauma Experience

- Additional Experiences and Adversities
- Suicidality
- Traumatic Stress Symptoms
  - Intrusive Symptoms
  - Avoidance
  - Negative Thoughts and Mood
  - Hyperarousal
  - +/- Dissociation
Level of adaptation

Good

Poor

Pre-trauma  Peri-trauma  Post-trauma

Adapted from Layne et al., 2009
Good

Poor

Level of adaptation

Pre-trauma  Peri-trauma  Post-trauma

Resistance

Adapted from Layne et al., 2009
Resilience

Adapted from Layne et al., 2009
Good

Level of adaptation

Poor

Pre-trauma  Peri-trauma  Post-trauma

Decline

Adapted from Layne et al., 2009
Good

Poor

Pre-trauma
Peri-trauma
Post-trauma

Protracted recovery

Adapted from Layne et al., 2009
Good

Poor

Level of adaptation

Pre-trauma  Peri-trauma  Post-trauma

Severe persisting distress

Adapted from Layne et al., 2009
Good

Poor

Pre-trauma

Peri-trauma

Post-trauma

Level of adaptation

Posttraumatic growth

Adapted from Layne et al., 2009
Good

Level of adaptation

Poor

Pre-trauma    Peri-trauma    Post-trauma

Stable maladaptive functioning

Adapted from Layne et al., 2009
Adapted from Layne et al., 2009
Level of adaptation

Pre-trauma  Peri-trauma  Post-trauma

Adapted from Layne et al., 2009
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COURSE

EXPOSURE AND SYMPTOMS

TREATMENTS
Trauma Exposure

Counting Traumas – Simple

Defining Traumas – Hard
Definition of Child Abuse

- CDC – “Words or overt actions that cause harm, potential harm, or threat of harm to a child”
- WHO – “…all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

Harm - not objectively reported - requires interpretation
Sexual Abuse

- Sexual abuse occurs when a child is engaged in sexual activities that
  - the child cannot comprehend
  - the child/adolescent is developmentally unprepared and cannot consent
  - and/or that violate the law or social taboos of society.
<table>
<thead>
<tr>
<th>Statute Terminology</th>
<th>States</th>
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<tr>
<td>“unlawful corporal punishment or injury”</td>
<td>California</td>
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<tr>
<td>“inappropriate or excessively harsh discipline”</td>
<td>Florida</td>
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<tr>
<td>“excessive corporal punishment”</td>
<td>Illinois, Nevada, New Jersey, New York, North Dakota, Ohio, Rhode Island, South Carolina, Wyoming</td>
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<tr>
<td>“cruel” or “grossly inappropriate” physical punishment</td>
<td>Connecticut, Nebraska, New Mexico, North Carolina</td>
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<td>“unreasonable” and/or “excessive” physical punishment</td>
<td>New Jersey, New York, Ohio, Wyoming</td>
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<td>“Excessive corporal punishment may result in physical or mental injury constituting abuse or neglect of a child.”</td>
<td>Nevada</td>
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</table>

And we haven’t even started to talk about trauma reactions...
Project Background
Pediatric Integrated Posttrauma Services (PIPS)

- University of Utah
- Intermountain Healthcare
- Utah Office of the Attorney General
  - Children’s Justice Centers
- Utah Office for Victims of Crime
  - VOCA
- Select Health Insurance
  - Behavioral Health Care Management

- NCTSN I-CARE
- PATTeR
- ASAP
- Behavioral Health Innovations
- NCA
- SEEK
What Is a Care Process Model (CPM)?

A decision support tool or algorithm that helps providers follow standard/best practice

- Improve efficiency
- Increase accuracy
- Decrease variation
- Increase Quality
**ROD MAP OF CARE: PEDIATRIC TRAUMA**

**Child experiences a potentially traumatic event**

**ASSESS for safety, symptoms, protective and risk factors**

1. **Report if required**
   - Call Division of Child and Family Services (DCFS) if child maltreatment suspected (1-855-323-2237)

2. **Determine suicide risk**
   - Assess suicide risk, and take any necessary emergency action per Intermountain’s Zero Suicide CPM

3. **Assess for trauma treatment**
   - **Trauma symptoms include:**
     - Intrusive memories
     - Avoidance of trauma reminders
     - Negative mood and cognition
     - Hypervigilance
   - **Use the UCLA-PTSD Reaction Index to score severity**
   - **Evaluate safety, protective, and risk factors by assessing:**
     - Medical history
     - Home environment
     - Recent family events
     - School environment

**In-office interventions:**
- Provide psychosocial education
- Address safety concerns
- Recommend skills 1-2, return to routine, increase communication and bonding, use play therapy techniques, and practice sleep hygiene
- Make a shared decision about therapy
- Agree on a follow-up plan

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**STRATIFY treatment approach based on trauma risk**

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<th>MILD</th>
<th>MODERATE</th>
<th>SEVERE</th>
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<tr>
<td>Trauma Symptoms: Low (&lt;10**)</td>
<td>High symptoms (&gt;30**)</td>
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<tr>
<td>Caregiver: Supportive</td>
<td>Instinctive, unprotective</td>
<td></td>
</tr>
<tr>
<td>Functional Impairment: None</td>
<td>Significant/multiple domains</td>
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<td>Suicide Risk, Risky behaviors: None</td>
<td>Severe</td>
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<td>Prior Trauma: None</td>
<td>Numerous/significant</td>
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<td>Comorbidity: None</td>
<td>Severe/complex</td>
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**TREAT with protective approach**
- (Trauma-focused CPM or brief CPM; or intensive_ACP; Group CPM)

**FOLLOW up at regular intervals**

- **EVALUATE** for good or partial response using the Brief UCLA-RI (see page 3)
- **CONSIDER** if poor or no response:
  - Referral or change skills
  - Coordinate with current mental health provider if applicable
  - Review treatment escalation (see page 18)

**Possible medication role:**
- Trauma-related sleep problems (see page 14)
- Pre-existing anxiety, depression (SSRIs CPM or venlafaxine ACP)
- Antipsychotic CPM
Why focus on traumatic stress?
Traumatic Stress

- Directly related to stress related DSM diagnoses
- Strongly associated with other DSM diagnoses associated with trauma exposure
  - Depression
  - Anxiety
  - ADHD
- Framework identifies pediatric treatment course
  - What to do now
  - What to do next
  - What to follow
AAP and AACAP prior guidance

- AACAP report on PTSD
- AAP/AACAP information on evidence based treatment
- AAP information and guidance on toxic stress
- CDC/AAP encouragement for ACEs screening

- Lack of practical guidance as to how pediatricians can effectively screen and assess trauma in the primary care setting
- Clinical Report coming in 2019!!
Practical issues to consider for a standardized trauma response
Rate of exposure - compare/contrast screening in different settings

**Low Prevalence**
- Question utility of screening
  - 100 screens to find one kid
- Questionnaire burden
  - So many forms
- Offending families
  - Not what they came here for

**High Prevalence**
- Support screening
  - Aren't they all traumatized?
- Questionnaire burden
  - Trauma brain
- Doesn't impact what we do
  - I don’t have any trauma providers
## Screening vs. Case Finding

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<th>Screening</th>
<th>Case Finding</th>
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<td>□ All children (or all of a subset)</td>
<td>□ Only children where a concern exists</td>
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<td>□ Symptoms may not be detected clinically</td>
<td>□ Identify chief complaints</td>
</tr>
<tr>
<td>□ Positive screen leads to clinical intervention</td>
<td>□ Psychiatric</td>
</tr>
<tr>
<td>□ Positive screen may lead to clinical referral</td>
<td>□ Physical</td>
</tr>
<tr>
<td></td>
<td>□ Positive result may impact care</td>
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</table>
## Medications (and other treatments)

### Ordering a specific intervention/therapy
- Can we identify appropriate therapy recommendations?
- Can we have a two part treatment plan?
  - Start with therapy and reassess
- Can we get more input?

### Medicating something else?
- Confidence in choosing medication?
- Avoid using a medication to “calm things down”?
- Support not choosing meds first with medication seeking parents?
- Think sleep?
# Pediatric Traumatic Stress and Depression

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<tr>
<th>PTSD symptom cluster</th>
<th>Overlapping trauma and depressive symptoms</th>
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<td>Negative cognition/mood</td>
<td>Negative belief towards self, self-blame, negative emotional state, loss of interest, detachment</td>
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<tr>
<td>Hyperarousal &amp; Increased reactivity</td>
<td>Irritable and angry, reckless and self-destructive behavior, poor concentration, sleep disturbances</td>
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Keeshin et al, AAP Clinical Report, 2018, under review
## Traumatic Stress and Anxiety

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<th>Panic Attacks</th>
<th>Separation challenges</th>
<th>Generalized and social anxiety</th>
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<td>may not indicate panic disorder if attacks are triggered by trauma reminders, better explained as intrusive and hyperarousal symptoms of PTSD</td>
<td>may be similar to separation anxiety, but could be trauma specific depending on context of traumatic experience(s) and association with trauma reminders</td>
<td>are often independent of trauma-specific context and reminders, however, still important to consider symptoms in context of traumatic experiences</td>
</tr>
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Keeshin et al, AAP Clinical Report, 2018, under review
## Traumatic Stress and ADHD

Many **overlapping symptoms** make differentiating trauma and ADHD symptoms challenging, especially in younger children.

**Collateral information** from multiple settings may help clarify if symptoms are specific/exacerbated by certain relationships/settings, or are more universal.

**Re-evaluation after trauma treatment** and reduction of trauma symptoms for possible ADHD may be needed to make diagnosis.

Keeshin et al, AAP Clinical Report, 2018, under review
If it is trauma, what now?
“Trauma-focused psychotherapies should be considered first-line treatments for children and adolescents with PTSD.”

Efficacy for Youth with PTSD Symptoms

- Trauma Focused CBT
- Child Parent Psychotherapy
- Prolonged Exposure (A)
- TARGET
- EMDR
- CBT for PTSD
- KIDNET
- Cue-Centered Treatment
- CFTSI (prevention)

Keeshin and Strawn. *Child and Adolescence Psych Clinics of NA* 2014
Trauma-Focused Cognitive Behavioral Therapy

Prepare and Cope
- Psychoeducation and parenting skills
- Relaxation
- Affective expression & modulation
- Cognitive coping

Exposure and Process
- Trauma narrative processing
- In vivo mastery of trauma

Safety and Stability
- Conjoint parent-child sessions
- Enhancing safety and future development

Cohen et al., 2006
## Relative Effectiveness - Psychotherapy vs SSRI

<table>
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<tr>
<th>Condition</th>
<th>TF-CBT effect size</th>
<th>CAMS effect size</th>
<th>TADS effect size</th>
</tr>
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<tbody>
<tr>
<td>PTSD</td>
<td>Combo -0.53</td>
<td>Combo 0.86</td>
<td>Combo 0.98</td>
</tr>
<tr>
<td></td>
<td>Sertraline -1.42</td>
<td>Sertraline 0.45</td>
<td>Fluoxetine 0.68</td>
</tr>
<tr>
<td></td>
<td>CBT 1.44/0.56</td>
<td>CBT 0.31</td>
<td>CBT -0.03</td>
</tr>
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</table>

Cohen 2007; Robb 2010; Morina 2016
Before Comprehensive Trauma Treatment
Child and Family Traumatic Stress Intervention

- 4-8 Session Family Based model
- Assessment of both child and caregiver(s)
  - Current distress
  - Risk factors for distress
- Targeted case management

Focus of treatment
- Symptom identification
- Improved communication within the family
- Enhancement of coping strategies

No Trauma Narrative!
Non-Trauma Focused Psychotherapies

- Dialectical Behavior Therapy (DBT)
- Parent Child Interaction Therapy (PCIT)

- Effective treatment for specific conditions often found among those who experience trauma
- Do not necessarily treat PTSD/trauma symptoms
Children with known trauma exposure and current trauma symptoms

- Recent trauma
  - Behaviors > Trauma specific symptoms
    - Ongoing PTSD or increased PTSD risk
      - Brief Intervention and follow
        - Address behaviors first
          - Younger children - PCIT
          - Adolescents – DBT
        - Exposure based trauma treatment
Care Process Model for Pediatric Traumatic Stress
1. Determine if reportable event
2. Assess suicide risk
3. Assess for trauma treatment
Sometimes violent or very scary or upsetting things happen. This could be something that happened to your child or something your child saw. It can include being badly hurt, someone doing something harmful to your child or someone else, or a serious accident or serious illness.

**Has something like this happened to your child RECENTLY?**  □ Yes  □ No

**If "Yes," what happened?**

**Has something like this happened to your child IN THE PAST?**  □ Yes  □ No

**If "Yes," what happened?**

Select how often your child had the problem below in the past month. Use the calendar on the right to help you decide how often.

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<tr>
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<td>7 My child gets upset easily or gets into arguments or physical fights.</td>
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- **Yes**
- **No**

**If ‘Yes,’ what happened?**

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- **Yes**
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**Address Ongoing Risk & Suicide**
Has something like this happened to your child RECENTLY? □ Yes □ No

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If ‘Yes,’ what happened?

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*Over the last 2 weeks, how often has your child been bothered by thoughts that he/she would be better off dead or hurting him or herself in some way? | Not at all | Several days | More than half the days | Nearly every day |
### Frequency Rating Calendar

Select how often your child had the problem below in the past month. Use the calendar on the right to help you decide how often.

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- **Not at all**
- **Several days**
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---

**Low Risk – Follow up or MHI**
Has something like this happened to your child RECENTLY?  □ Yes  □ No
If ‘Yes,’ what happened? 

Has something like this happened to your child IN THE PAST? □ Yes  □ No
If ‘Yes,’ what happened? 

Select how often your child had the problem below in the past month. Use the calendar on the right to help you decide how often.

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**Mod Risk – MHI or Trauma Tx**
Has something like this happened to your child **RECENTLY?**

- Yes
- No

If ‘Yes,’ what happened?

Has something like this happened to your child **IN THE PAST?**

- Yes
- No

If ‘Yes,’ what happened?

---

**Select how often your child had the problem below in the past month. Use the calendar on the right to help you decide how often.**

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<table>
<thead>
<tr>
<th>Problem Description</th>
<th>None</th>
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---

**Frequency Rating Calendar**

- **Not at all**
- **Several days**
- **More than half the days**
- **Nearly every day**

---

**High Risk – Trauma Informed Eval**
**PEDIATRIC TRAUMATIC STRESS SCREENING TOOL (Parent-Report English for Child 5-10 Years)**

Based on the UCLA Brief Trauma Survey Screening Tool, develop a plan to assess and support your child.

**Frequency Rating Calendar**

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**Focus on Sleep**
Focus on Coping with Distress

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Focus on Activation
What is Child Traumatic Stress?
Child traumatic stress is when children and adolescents are exposed to traumatic events or traumatic situations, and when this exposure threatens their ability to cope.

When children have been exposed to situations where they feared for their lives, believed they could have been injured, witnessed violence, or tragically lost a loved one, they may show signs of traumatic stress. The impact on very young child depends partly on the explosive danger, partly on the age or the subjective reactions to the events, and partly on the age or the unfolding level.

If your child is experiencing traumatic stress you might notice the following signs:
- Difficulty sleeping and nightmares
- Refusing to go to school
- Lack of appetite
- Bed-wetting or other regression in behavior
- Inferences with developmental milestones
- Age
- Getting into fights at school or fighting with siblings
- Difficulty paying attention to teachers at school and to parents at home
- Avoidance of scary situations
- Withdrew friends and activities
- Noemiasms or nightmares
- Intrusive memories of what happened
- Play that includes recreate the event

What is the best way to treat child traumatic stress?
There are effective ways to treat child traumatic stress.

Any treatments include cognitive behavioral therapies:
- Education about the impact of trauma
- Helping children and their parents understand or reestablish a sense of safety
- Techniques for dealing with overwhelming emotional reactions
- An opportunity to talk about the traumatic experience in a safe, supportive environment
- Treatment plans provided by primary caregivers include healing processes

What can I do for my child at home?
Parents need want their child to go through trauma and suffer its after effects.

Helping someone can talk about your own feelings will help you to better help your child.

More information on the NCTSN website: www.nctsn.org

Resources
**Has something like this happened to your child RECENTLY?**  
- [ ] Yes  
- [ ] No

*If 'Yes,' what happened?*

---

**Has something like this happened to your child IN THE PAST?**  
- [ ] Yes  
- [ ] No

*If 'Yes,' what happened?*

---

Select how often your child had the problem below in the past month. Use the calendar on the right to help you decide how often.

**HOW MUCH OF THE TIME DURING THE PAST MONTH...**

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child has bad dreams about what happened or other bad dreams.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>My child has trouble going to sleep, waking up often, or has trouble getting back to sleep.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>My child has upsetting thoughts, pictures, or sounds of what happened come to mind when he/she doesn’t want them to.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>When something reminds my child of what happened, he/she has strong feelings in his/her body, like his/her heart beats fast, head aches, or stomach aches.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>When something reminds my child of what happened, he/she gets very upset, afraid, or sad.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>My child has trouble concentrating or paying attention.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>My child gets upset easily or gets into arguments or physical fights.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>My child tries to stay away from people, places, or things that remind him/her about what happened.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>My child has trouble feeling happiness or love.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>My child tries not to think about or have feelings about what happened.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>My child has thoughts like &quot;I will never be able to trust other people.&quot;</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>My child feels alone even when he/she is around other people.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Follow Up – Repeat PRN**
Pilot Sites Across Utah

★ = CJC
★ = Primary Care
Primary Care

- 18-25% of youth with report of trauma
- 10% of adolescents with positive screen for SI
- 8% (child) 14% (adolescent) with moderate (11-20) or significant (>20) trauma symptoms
  - Evenly distributed between moderate and high symptoms

CAC/CJC

- All youth with concern for trauma
- 38% of adolescents with positive SI
  - 3% urgent ED referrals
- 46% of youth with high trauma symptoms (>20)
  - 80% of high symptom youth and 42% of all youth identified with sleep problems
Comparing settings

Primary Care

CJCs
Example Screener

Primary Care setting

Recent Trauma

Low Risk PTSD

Suicide Not Endorsed
Example Screener

Primary Care setting

Recent & Past Trauma

Moderate Risk PTSD

Suicide Endorsed

Trauma-EBT Referral

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**PEDIATRIC TRAUMATIC STRESS SCREENING TOOL (Parent-Report English for Child 5-10 Years)**

Based on the UCLA-10 Trauma Screener (EBT) developed and distributed by the University of California, Los Angeles Center for the Study of Child Stress and Trauma.

**Example:** Sometimes violent or very scary or upsetting things happen. This could be something that happened to your child or something your child saw. It can include being badly hurt, someone doing something harmful to your child or someone else, or a serious accident or serious illness.

**Q1** Has something like this happened to your child **RECENTLY**?  
**Yes** ☐ | **No** ☐

**Q2** If **Yes** what happened?  
**New onset, recently diagnosed** ☐ | **Secondary** ☐

**Q3** Has something like this happened to your child **IN THE PAST**?  
**Yes** ☐ | **No** ☐

**Q4** If **Yes** what happened?  
**New onset, never for 4 years** ☐

---

**YES** to either question above, please continue.

**How much of the time during the past month, please rate how often your child had the problem in the past month. Use the slider on the right to help you decide how often.**

**Frequency Rating Calendar**

---

1. **My child has bad dreams about what happened or other bad dreams.**
   - None ☐ | Little ☐ | Some ☐ | Much ☐ | Most ☐
   - (Frequency: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐)

2. **My child has trouble sleeping or trouble sleeping.**
   - None ☐ | Little ☐ | Some ☐ | Much ☐ | Most ☐
   - (Frequency: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐)

3. **My child has upsetting thoughts, pictures, or sounds of what happened come to mind when he/she doesn’t want them to.**
   - None ☐ | Little ☐ | Some ☐ | Much ☐ | Most ☐
   - (Frequency: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐)

---

*Adapted from Patient Health Questionnaire*

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**Office Use Only**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Previous report:</td>
<td>Yes ☐</td>
</tr>
<tr>
<td>2. Describe what happened:</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Recommended treatment:**

1. **Mindfulness Training**
2. **Community Program**
3. **Trauma EBT**
4. **Guided Imagery**
5. **Behavioral Activation**
6. **PTSD Coach**

**Patient Name:** ☐

**DOB:** ☐
Example Screener

Primary Care setting
Depression sx
Suicide Endorsed
Fluoxetine and MH referral
Recent & Past Sexual Abuse
High Risk PTSD
Trauma-EBT Referral & MHI
Discussion & Feedback

- Brooks.Keeshin@hsc.utah.edu