Trauma Informed Care
Part I

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Sponsored by:
Napa County Office of Education
Agenda

- Goals of the workshop
- What is trauma and trauma informed care?
- Why are we talking about trauma?
- How can you apply this information?
5 Mini Relaxation Techniques

- Neck and Shoulder Release
- Breathing to a Count
- Cleansing Breath
- Body Scan
- Tense, Hold, Release
Goals and Format of the Workshop

Format

Part 1: Introduction and Foundation

Part 2: Putting Knowledge Into Practice

Goals

- To increase your awareness of the importance, prevalence and effects of trauma.

- To introduce some ways you can incorporate trauma-informed care into your personal and workplace practices.

- To reflect on ways to reduce secondary trauma, vicarious trauma and compassion fatigue.
Suggestions to Make the Most of Today

- Practice being present
- Engage in discussion
- Take care of yourself
- Logistics
Purpose:
The reason for which something is done or created or for which something exists.
Social-emotional learning (SEL) is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”.

Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL)
Triangle of Student Success

- Supports and provides feedback
- Encourages and learns
- Collaborates and communicates

STUDENT

TEACHER

PARENT
How can we apply Maslow's hierarchy in the classroom?

- What if a child never gets the right answer? What will they be most concerned with? The child who struggles to do well is likely to stay stuck within the levels of **belonging and esteem needs**.

- Where will a child be focused if they are afraid of another person? The child in fear is likely to focus on **safety and belonging needs**.

- What if a child is sick, or has a toothache? Where will their attention be? The sick child will focus on **safety and physiological needs**.

- What if a child is hungry? A hungry child will be thinking of the **physiological need**.
When you hear the term "trauma" what do you think of?

What does "trauma" mean to you?
Trauma is defined as an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and has lasting adverse effects.
Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences Include:

- Physical Abuse
- Emotional Abuse
- Physical Neglect
- Emotional Neglect
- Sexual Abuse
- Household member who suffered from mental health issues
- Household member addicted to illegal drugs and/or alcohol
- Household member who was incarcerated
- Loss of a parent due to death, divorce, or abandonment
- Witnessing domestic violence against mother

Adverse Childhood Experiences Have Been Linked To:
What Counts as Trauma?

- Acute trauma
- Chronic trauma
- Complex trauma
- Historical trauma
- Racial/Ethnic trauma
- Minority stress
A TRAUMA EXPOSURE RESPONSE

- Feeling helpless and hopeless
- Hypervigilance
- Inability to empathize/numbing
- A sense that one can never do enough
- Minimizing
- Chronic exhaustion/physical ailments
- Inability to embrace complexity
- Diminished creativity
- Avoidance
- Dissociative moments
- Fear
- Inability to listen/deliberate avoidance
- Guilt
- Anger and cynicism
- Grandiosity: an inflated sense of importance related to one's work
- Sense of persecution
- Addictions
- Inability to listen/numbing
- A sense that one can never do enough
Down
Regulate
5-4-3-2-1

- Acknowledge 5 things you can see around you
- Acknowledge 4 things you can touch around you
- Acknowledge 3 things you can hear around you
- Acknowledge 2 things you can smell around you
- Acknowledge 1 thing you can taste around you
What is Trauma Informed Care?

A framework of thinking and interventions that are directed by an understanding of the profound neurological, biological, psychological, and social effects trauma has on an individual—recognizing that person’s constant interdependent needs for safety, connections, and ways to manage emotions/impulses.

Adapted from the Crisis Prevention Institute
Trauma Informed Care Includes:

- Safe, calm and secure environment with supportive care
- System wide understanding of trauma prevalence, impact and trauma informed care
- Cultural competence and humility
- Consumer voice, choice and self-advocacy
- Recovery, consumer-driven and trauma-specific services and/or supports
- Healing, hopeful, honest and trusting relationships
Trauma Sensitive Language (and Thoughts)

- Trauma sensitive language and thoughts reduce stigma and negative bias and perception
- Person-first language, diagnosis/condition noted after the individual.
  - A person living with schizophrenia; **not** "a schizophrenic"
  - A person experiencing poverty; **not** "a poor person"
- Identify preferred words (avoid words that trigger)
- Use preferred pronouns
- Avoid labeling
- Non-compliant (vs. doing the best they can)

*Sosa, R. (2018)*
Rates of childhood trauma are high, and the impact on learning and behavior can be significant.

Schools can protect children from the negative effects of trauma and prevent future challenges.

Addressing trauma has a positive impact on students, schools, and the community.
The Four R's of Trauma-Informed Care

- Realize
- Recognize
- Respond
- Reduce
The Resilient Zone

Adapted from Trauma Resiliency Institute.
Range of Resilience

Hyper-Arousal
- Tense/rapid breathing
- Panic
- Feeling overwhelmed
- Emotional reactivity
- Intrusive imagery (flashbacks)
- Increased heart rate
- Increased startle response
- Increased sensation
- Can't think clearly

Optimal Arousal Zone
- Learning/change/growth happens here

Hypo-Arousal
- Numb emotions
- Relative absence of awareness
- Reduced physical movement
- Disengagement
- Poor contact
- Can't take in/process clearly
- Difficulty tracking conversation
- Decreased heart rate

FIGHT/FLIGHT RESPONSE
FREEZE RESPONSE
mindfulness
Identify something that you enjoy and that brings you joy, comfort and peace.

As you think of this "resource" that brings you joy and comfort, notice how you feel when you think about it. What do you sense in your body? What do you notice?
What are you doing?

Taking Care of Myself

Here I'll take care of you too!

@aloebud
What if your purpose is to take *impeccable care of yourself* so that you have the energy and joy to serve others?

-Kris Carr
RELAX YOUR SHOULDERS...

EXHALE...

SHORT BREAK
Tune In

**Body:** Is my body tense? Achy? Low energy? In need of stillness?

**Emotions:** Am I frustrated? Sad? Angry? Happy? Optimistic

**Thoughts:** Is my mind racing? Am I detached?

**Behaviors:** Am I short-tempered? Moving too quickly? Withdrawn?
5 Mini Relaxation Techniques

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What if your purpose is to take *impeccable care of yourself* so that you have the energy and joy to serve others?

-Kris Carr
Risk Factors to Teachers and Staff

- Personal vulnerability factors
- Direct exposure
- Secondary/vicarious trauma
- Compassion fatigue
- Systems fatigue
- Burnout
Secondary Traumatic Stress (STS)

- Common symptoms of STS include the following:
  - Increased anxiety and concern about safety
  - Intrusive, negative thoughts and images related to others’ traumatic stories
  - Fatigue and physical complaints
  - Feeling numb or detached from others
  - Feeling powerless or hopeless about others and the work to be done
  - Diminished concentration and difficulty with decision making
  - Desire to physically or emotionally withdraw from people or situations that trigger difficult thoughts and emotions
School leaders should consider ways to appreciate staff both publicly and privately — not just by recognizing great work, but also by acknowledging that the work is difficult.
The power of stepping away.
The Stress Response in Action

1. You are interacting with a student who didn’t get rest due to parents arguing last night. The student becomes agitated and complains that nobody is helping them and their voice begins to rise louder.
2. Your emotional brain senses a potential threat to your physical or emotional wellbeing and sets off the alarm.
3. Your thinking brain checks things out and confirms that the threat is real.
4. Your thinking brain goes “off-line” and the emotional brain takes over.
5. Your emotional brain initiates the fight, flight, or freeze response.
6. You react in the situation by raising your voice and telling them they need to calm down.
7. Your thinking brain comes back on to help your body calm down.
OTHER WAYS TO RESPOND TO FRUSTRATION

- KINDNESS
- SOFTNESS
- COMPASSION
- LOVE
- PATIENCE
- HUMOR
To widen the “Resilient Zone” so one is better able to handle life stressors
To reset the nervous system to bring it back into balance after stressful/traumatic events
To intercept the hijacking of the nervous system by learning skills for self-care
To integrate skills into the activities of daily living
The Kübler-Ross Change Curve

The Kübler-Ross Change Curve is copyrighted & trademarked by Elisabeth Kubler-Ross Family Limited Partnership.
• Support the individual to feel physically and emotionally regulated

• Establish relational control

• Move towards reasoning
What People Think Support Sounds like:

- You’ll be fine!
- Don’t worry, it’s not a big deal...

What Support Actually Sounds Like:

- I’m sure that is really difficult
- I am here for you
- How can I help?
- I can’t imagine how that feels
- Thank you for telling me
- Give them a hug
- Your feelings are valid
- You are not alone

@letstalk.mentalhealth
Be Okay with the "Least Bad Decision"

- Keep it simple.
- Feedback is more important than ever.
- What is the “why”? 
5 Universal Truths

1. All people want to be treated with dignity and respect
2. All people want to be asked rather than told to do something
3. All people want to be told why they are being asked to do something
4. All people want to be offered options rather than threats
5. All people want to be given a second chance
self-compassion

“If I wouldn't say it to a friend, I shouldn't say it to myself.”
Grateful people:

- Are happier
- Feel more connected
- Are more resilient
- Feel more accomplished
- Give more generously
The Incredible HULK!
Active Listening

A way of listening and responding to another person that improves mutual understanding.
Being Intentional About Self-Care

- Are you getting up and moving around every day?
- Are you eating foods that nourish you and provide you with energy?
- What kinds of things help relax you and recharge your batteries?
- Do you need to make some changes in order to get better sleep?
- Are you connecting with others?
- Are you disconnecting from work and other stressors?
<table>
<thead>
<tr>
<th>BURNOUT</th>
<th>VICARIOUS TRAUMA, COMPASSION FATIGUE</th>
<th>SECONDARY TRAUMA, INDIRECT TRAUMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative, usually over long period of time</td>
<td>Cumulative with symptoms that are unique to each service provider</td>
<td>Immediate and mirrors client/patient trauma</td>
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<tr>
<td>Predictable</td>
<td>Less predictable</td>
<td>Less predictable</td>
</tr>
<tr>
<td>Work dissatisfaction</td>
<td>Life dissatisfaction</td>
<td>Life dissatisfaction</td>
</tr>
<tr>
<td>Evident in work environment</td>
<td>Permeates home and work</td>
<td>Permeates home and work</td>
</tr>
<tr>
<td>Related to work environment conditions</td>
<td>Related to empathic relationship with multiple client's/patient's trauma experiences</td>
<td>Related to empathic relationship with one client's/patient's trauma experience</td>
</tr>
<tr>
<td>Can lead to health problems</td>
<td>Can lead to health problems</td>
<td>Can lead to health problems</td>
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<tr>
<td>Feel under pressure</td>
<td>Feel out of control</td>
<td>Feel out of control</td>
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<tr>
<td>Lack of motivation and/or energy</td>
<td>Symptoms of post-traumatic stress disorder</td>
<td>Symptoms of post-traumatic stress disorder similar to client/patient</td>
</tr>
<tr>
<td>No evidence of triggers</td>
<td>May have triggers unique to practitioner</td>
<td>Often have triggers that are similar to client's/patient's triggers</td>
</tr>
<tr>
<td>Remedy is time away from work to recharge or positive change in work environment</td>
<td>Remedy is treatment of self, similar to trauma treatment</td>
<td>Remedy is treatment of self, similar to trauma treatment</td>
</tr>
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Practical Strategies

- Be present and emotionally available
- Ask people directly how you can help them
- Watch for triggers, even small ones, and respond proactively
- Shift from judgment to curiosity
- Provide structure and predictability
- Promote restorative practices
- Be aware of vicarious trauma
- Be a helper, not a savior
Taking Steps

1. Regularly check-in with self
2. Attend to your emotional self
3. Reclaim your purpose
4. Make a commitment to yourself and create a plan
5. Continuously re-orient self to the plan
Purpose

The reason for which something is done or created or for which something exists.
Identify one (or more!) things that you can do immediately to more fully support resilience and healing: either in the community, in your agency, in your home, or within yourself.
I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

-Maya Angelou

The quality of strength lined with tenderness is an unbeatable combination.

-Maya Angelou
RELAX YOUR SHOULDERS...

EXHALE...

THANK YOU!