

# Trauma Informed Care

## Part I

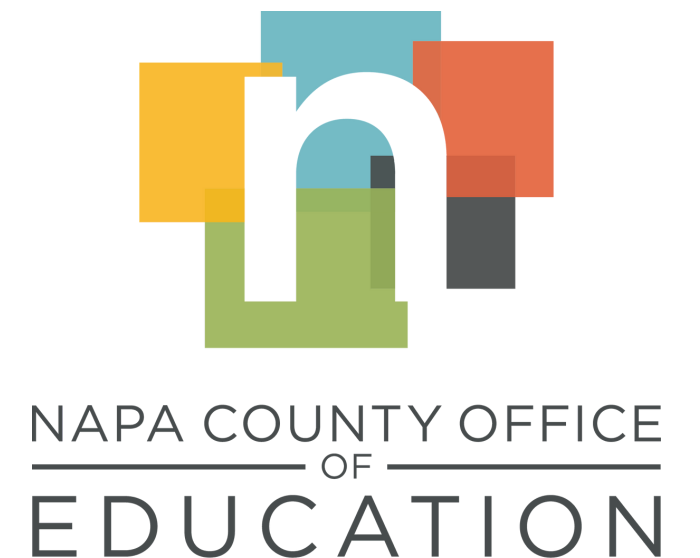
**Presented by:**

**Julie Burns, LCSW, PPSC - Chief Program Officer**

**Guadalupe Aguayo - Program Assistant**

**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.**



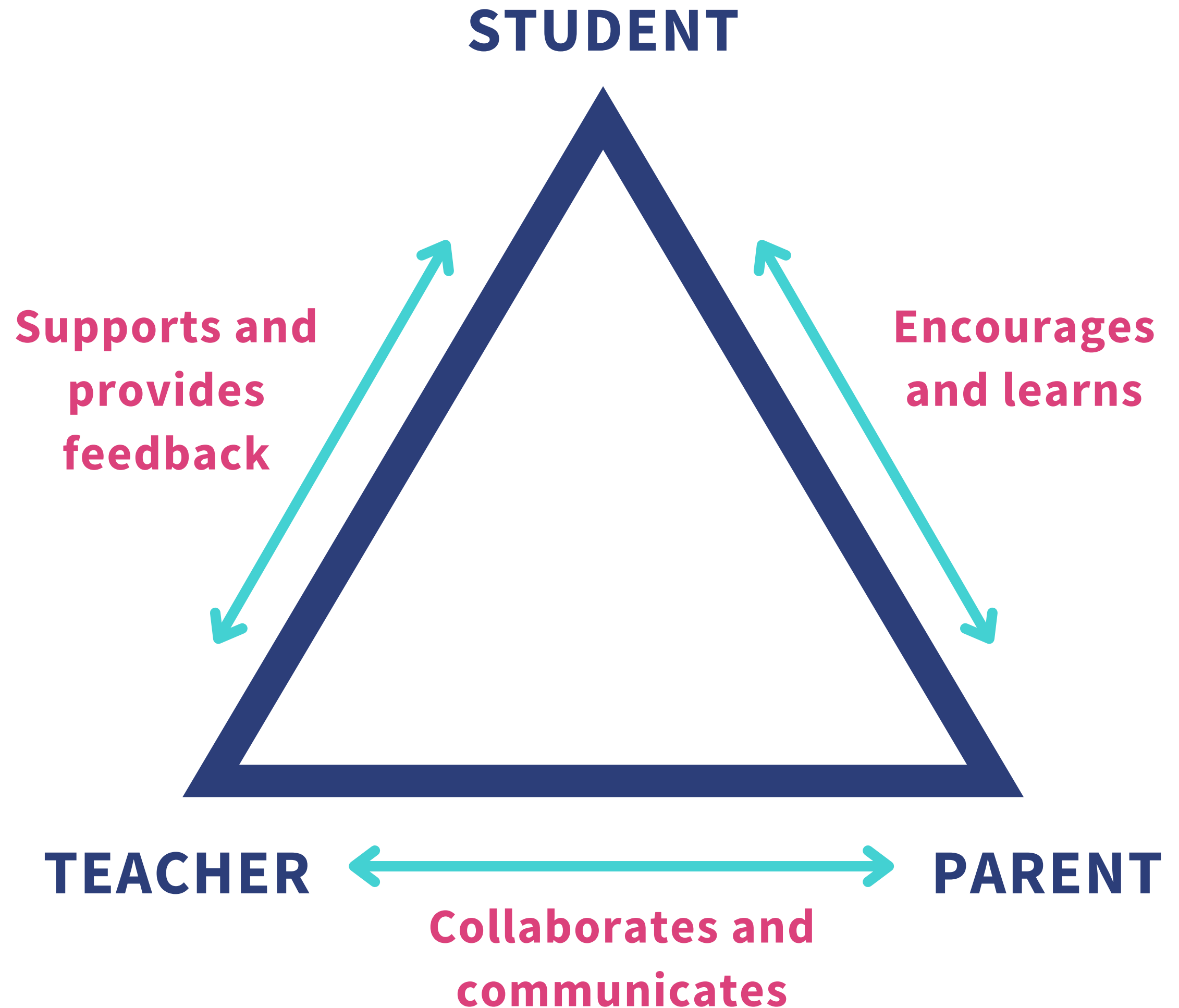
# Social and Emotional Learning

**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

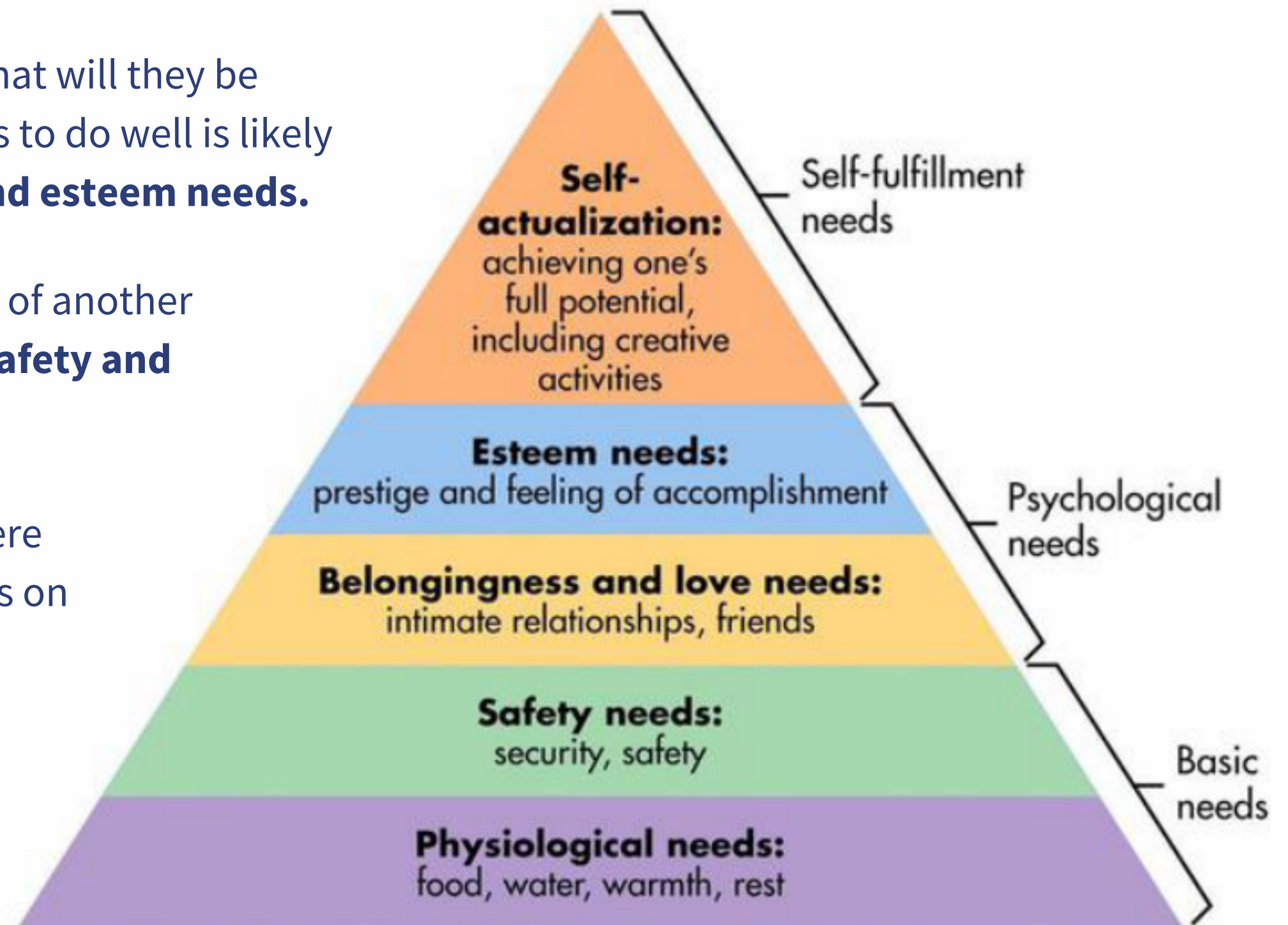




# Maslow's Hierarchy of Needs

? 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**.





**Reflect**

**When you hear the term "trauma" what do you think of?**

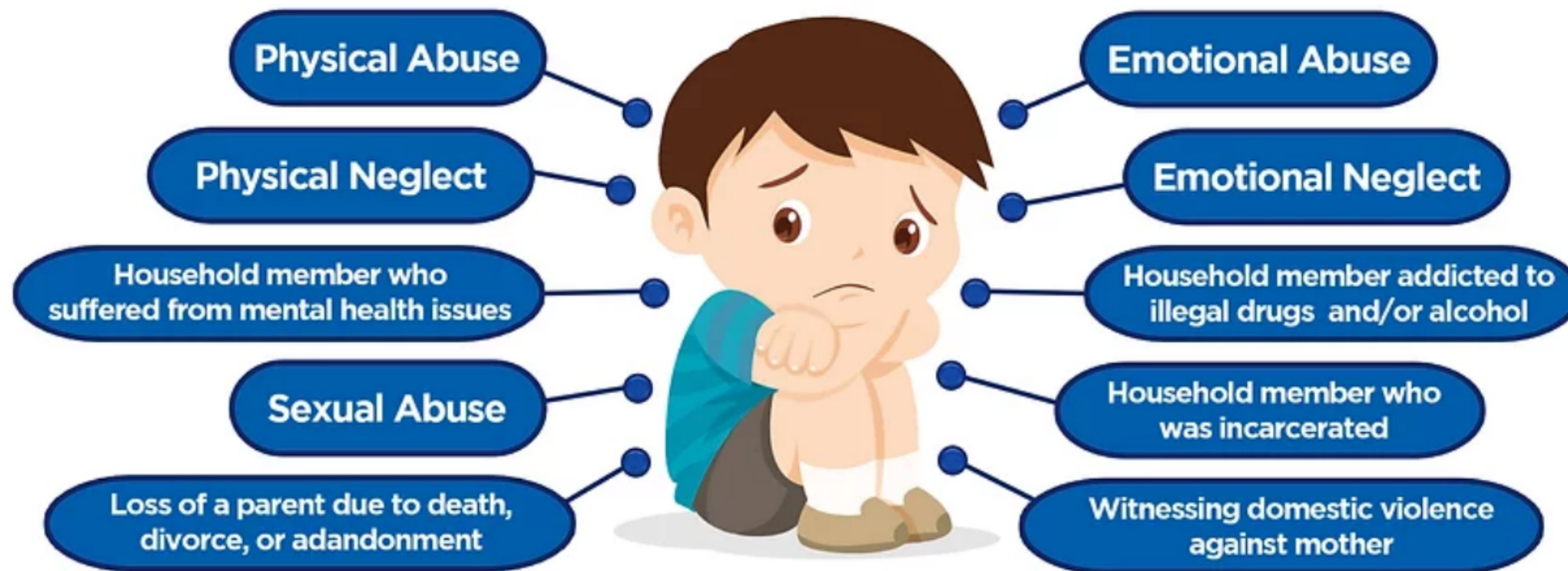
**What does "trauma" mean to you?**

## What is Trauma?

**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:

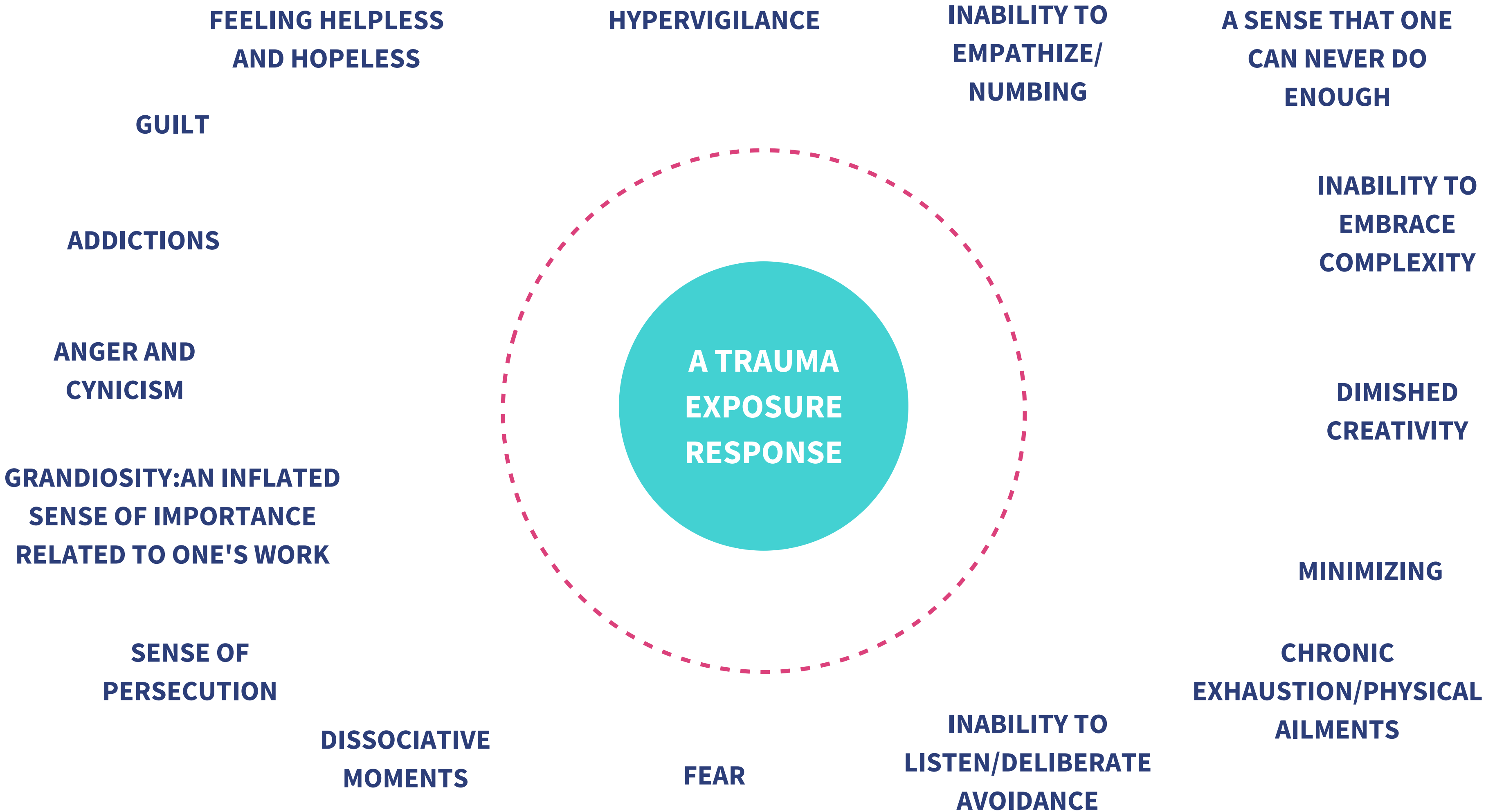


## ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO:

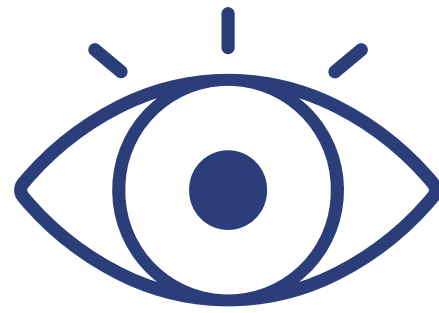


# What Counts as Trauma?

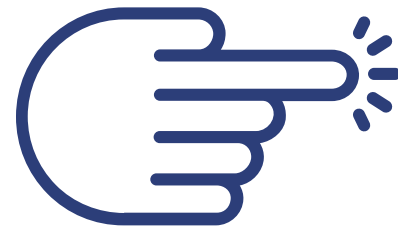
- **Acute trauma**
- **Chronic trauma**
- **Complex trauma**
- **Historical trauma**
- **Racial/Ethnic trauma**
- **Minority stress**



**Down**  
**Regulate**  
**5-4-3-2-1**



Acknowledge **5** things you can see around you



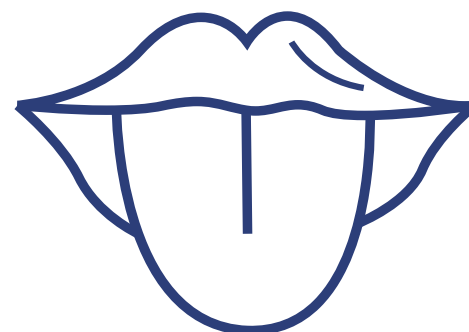
Acknowledge **4** things you can touch around you



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:

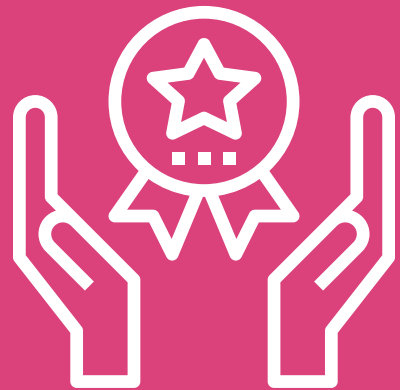
- **Safe, calm and secure environment with supportive care**
- **System wide understanding of trauma prevalence, impact and trauma informed care**
- **Cultural competence and humility**
- **Consumer voice, choice and self-advocacy**
- **Recovery, consumer-driven and trauma-specific services and/or supports**
- **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)*

# Benefits of Adopting a Trauma- Informed Approach



- **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

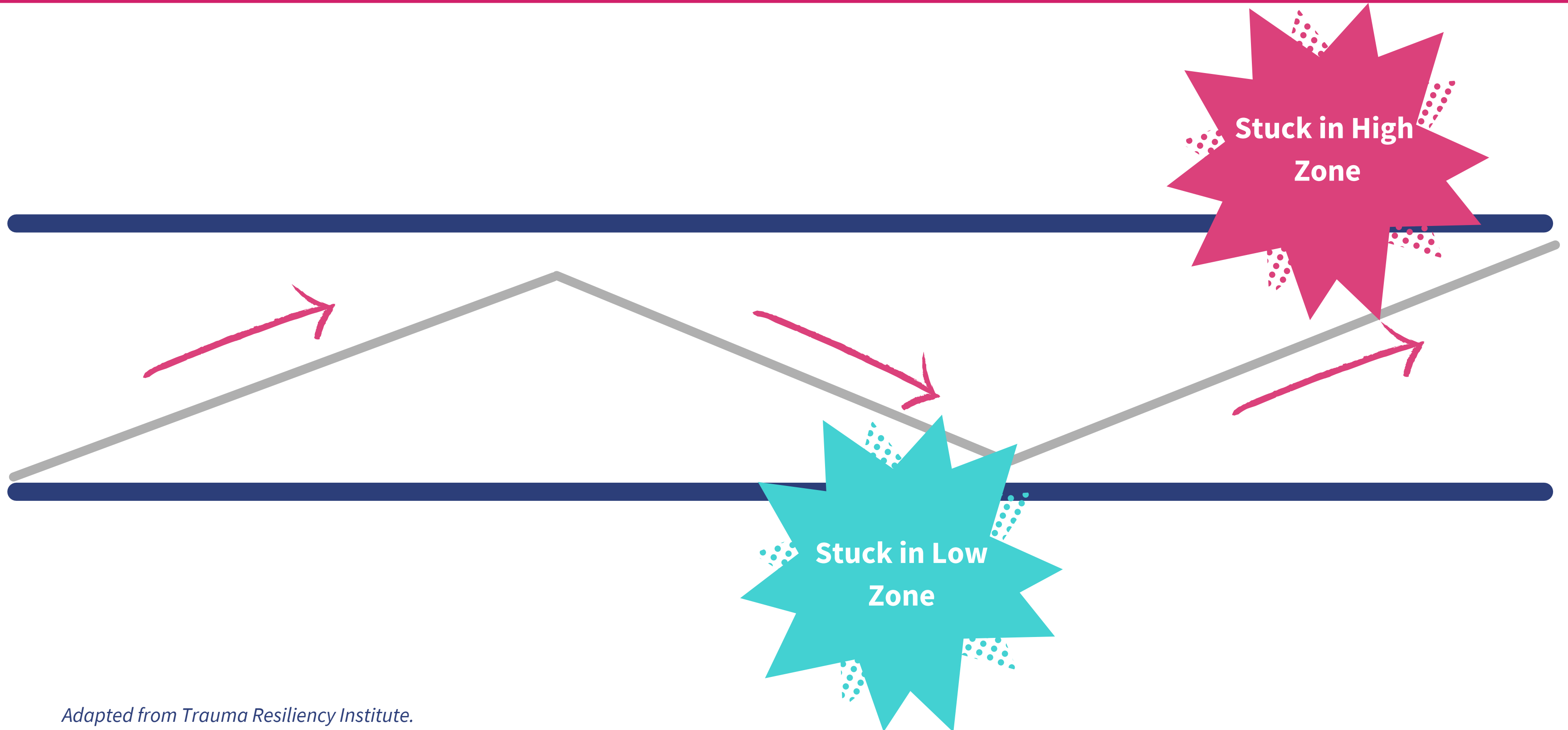
**Realize**

**Recognize**

**Respond**

**Reduce**

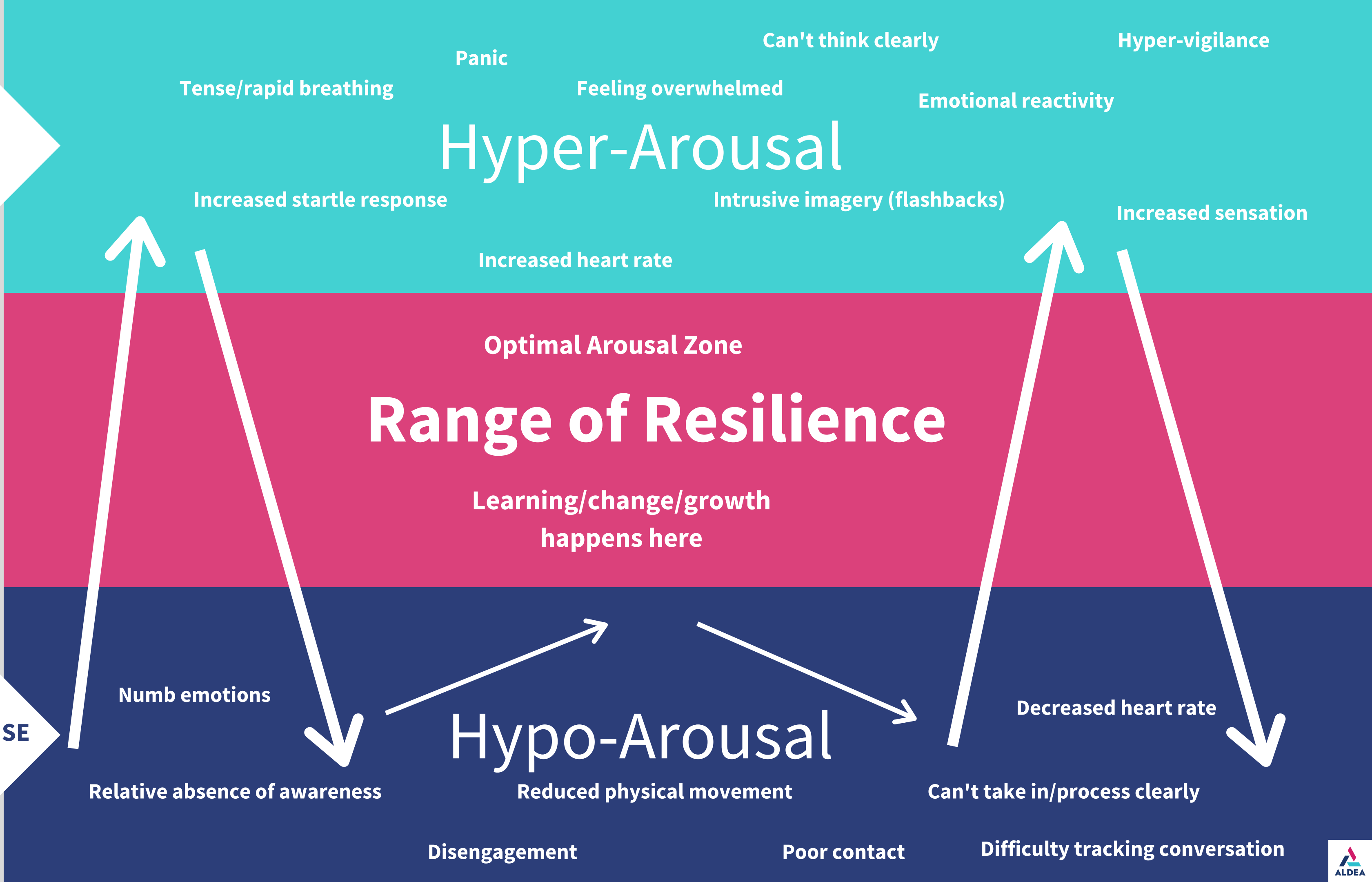
# The Resilient Zone



*Adapted from Trauma Resiliency Institute.*

**FIGHT/FLIGHT  
RESPONSE**

**FREEZE RESPONSE**



# Hyper-Arousal

# Range of Resilience

# Hypo-Arousal

Tense/rapid breathing

Panic

Can't think clearly

Hyper-vigilance

Feeling overwhelmed

Emotional reactivity

Increased startle response

Intrusive imagery (flashbacks)

Increased sensation

Increased heart rate

Optimal Arousal Zone

Learning/change/growth happens here

Numb emotions

Relative absence of awareness

Reduced physical movement

Decreased heart rate

Can't take in/process clearly

Disengagement

Poor contact

Difficulty tracking conversation

**mindfulness**









## Identify a Resource

**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

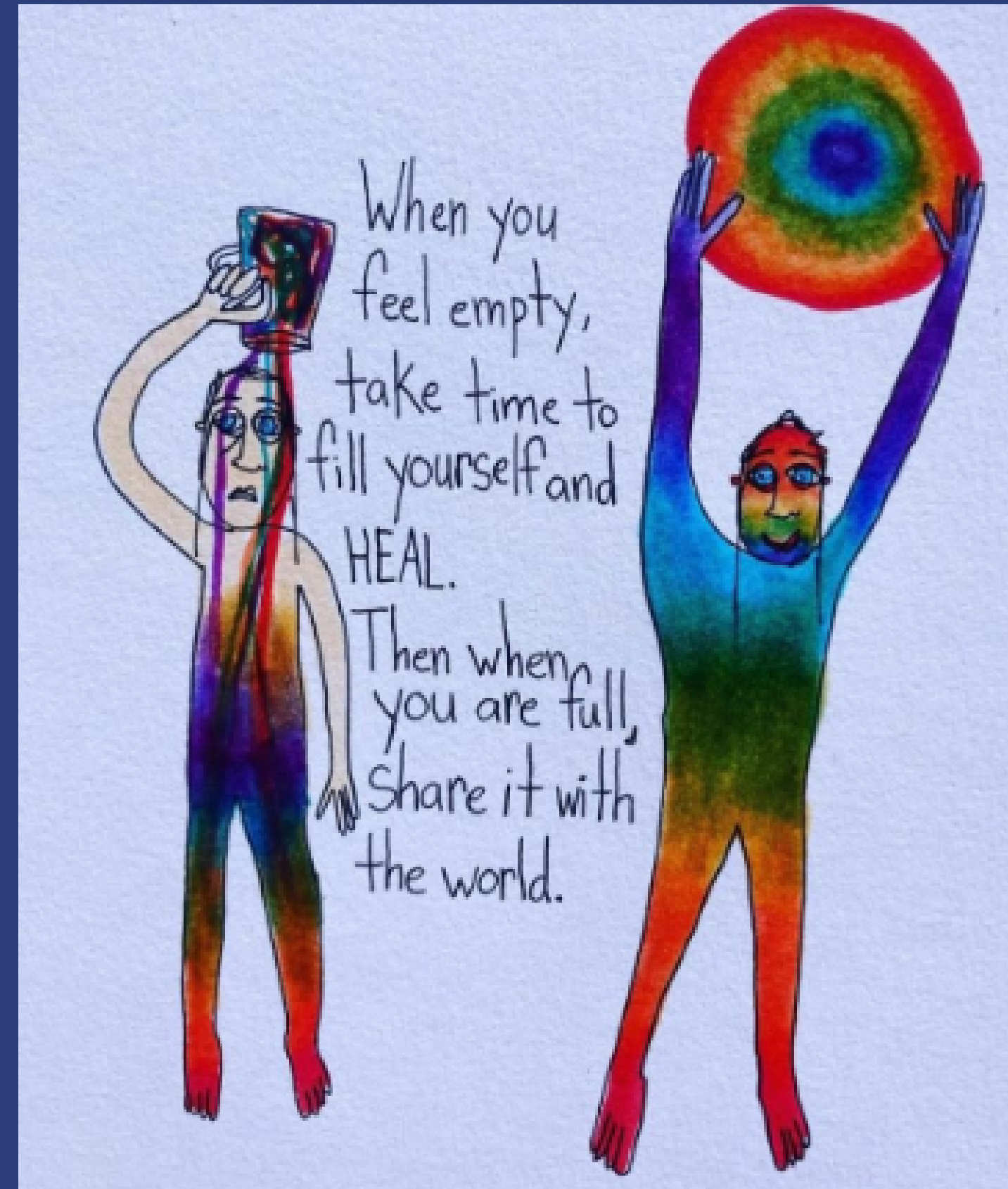


Here I'll take care of you too!

@ 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

**Neck and  
Shoulder Release**

**Breathing to a  
Count**

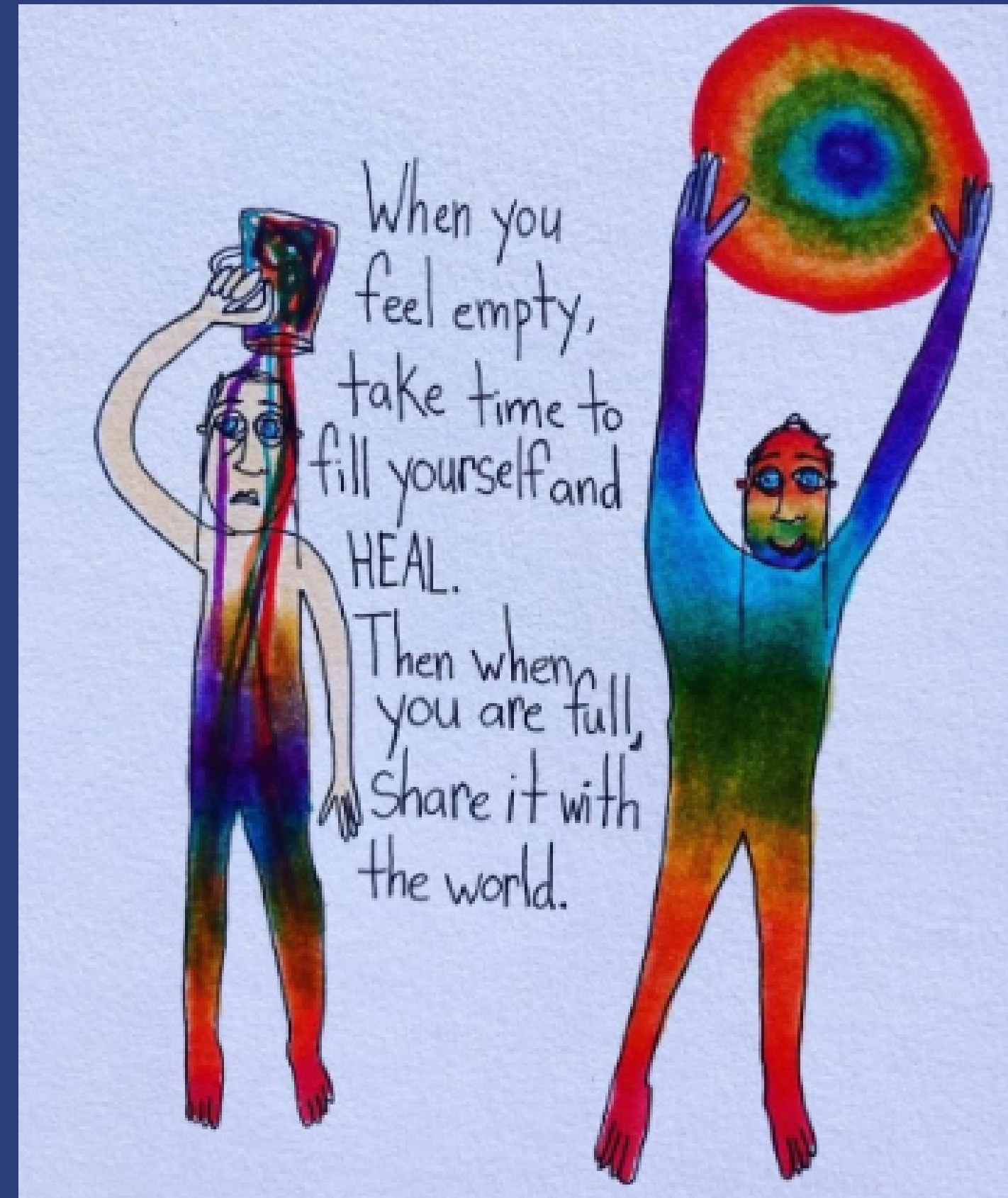
**Cleansing Breath**

**Body Scan**

**Tense, Hold,  
Release**

**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

# How Can Schools Acknowledge Secondary Trauma?

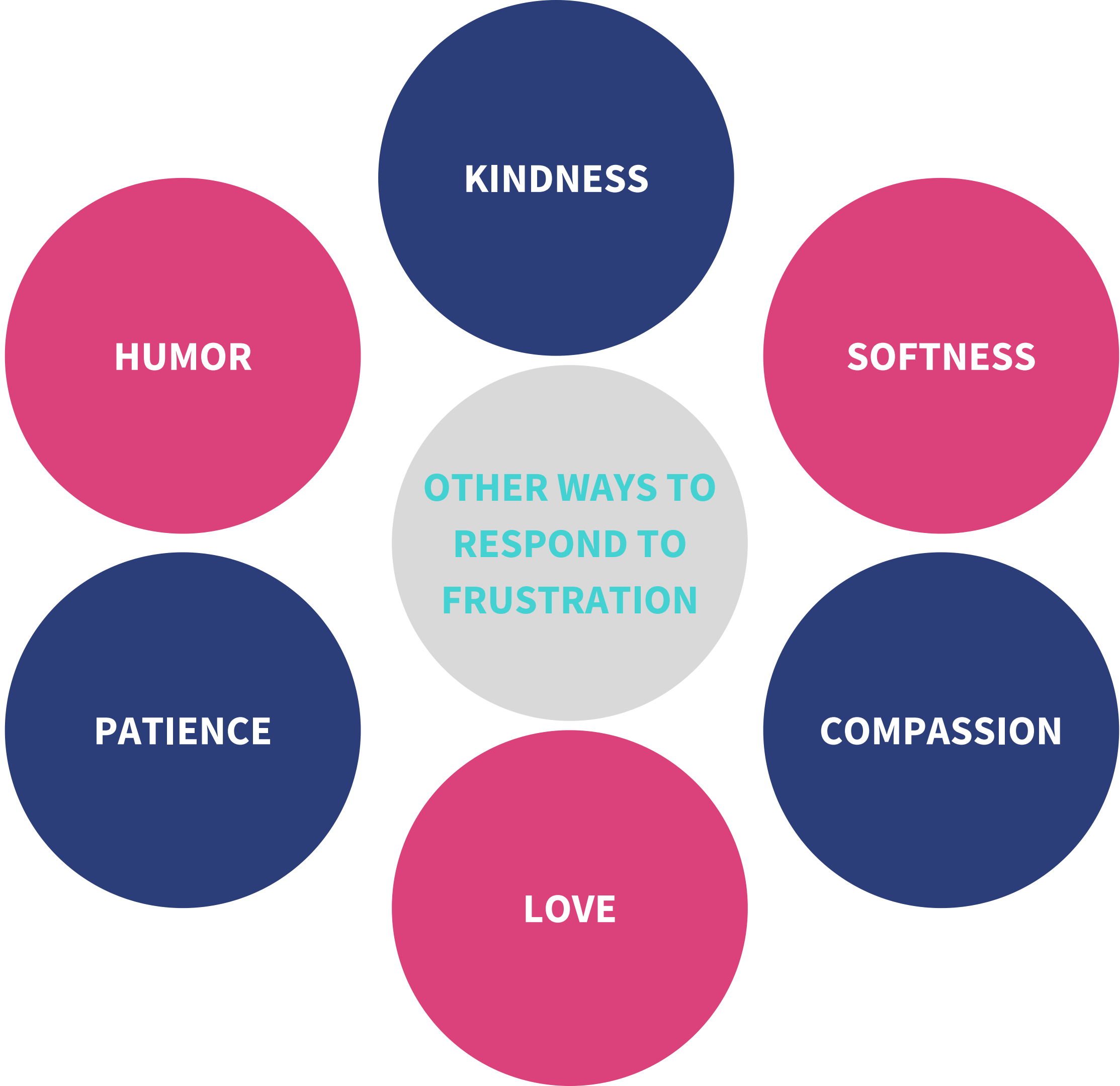
**School leaders should consider ways to appreciate staff both publicly and privately — not just by recognizing great work, but also by acknowledging that the work is difficult.**



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.

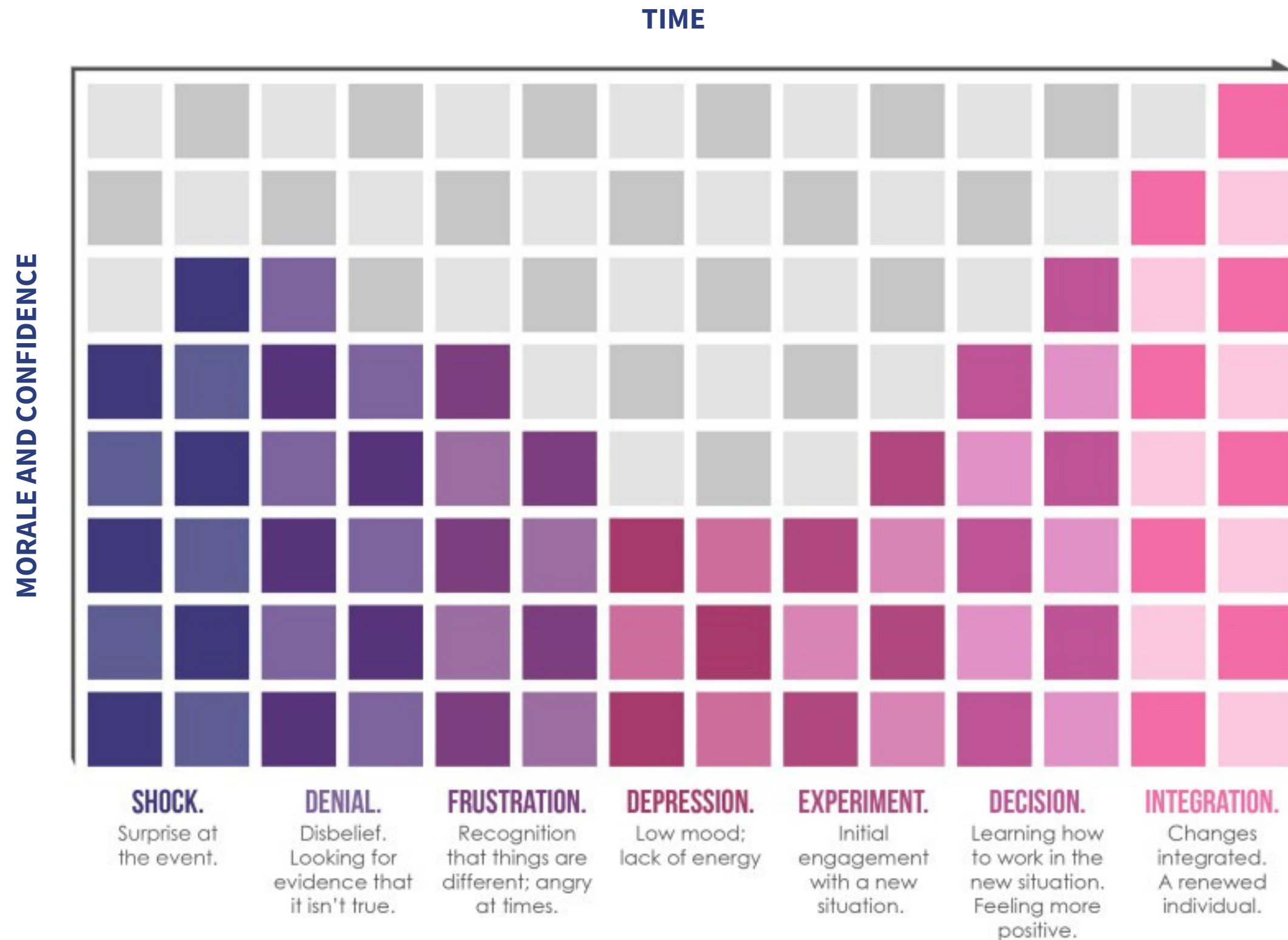




# Goals of Brief Trauma Interventions

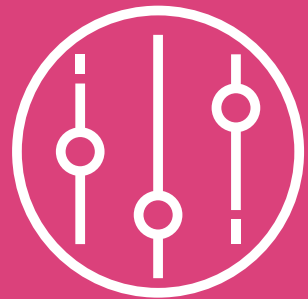
- **To widen the “Resilient Zone” so one is better able to handle life stressors**
- **To reset the nervous system to bring it back into balance after stressful/traumatic events**
- **To intercept the hijacking of the nervous system by learning skills for self-care**
- **To integrate skills into the activities of daily living**

# The Kübler-Ross Change Curve



The Kubler-Ross Change Curve is copyrighted & trademarked by Elisabeth Kubler-Ross Family Limited Partnership

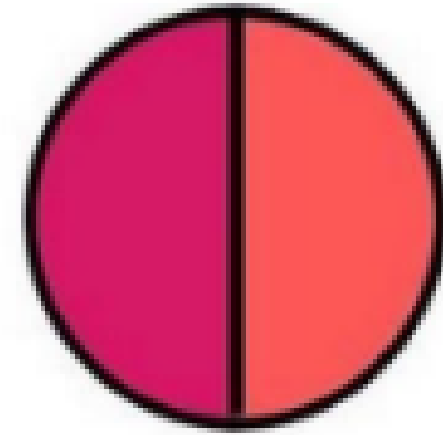
**Regulate -  
Relate -  
Reason**




- **Support the individual to feel physically and emotionally regulated**
- **Establish relational control**
- **Move towards reasoning**



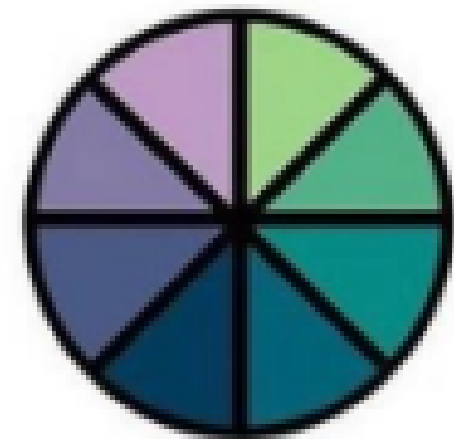
## What People Think Support Sounds like:





 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 u for telling me

 Give them a hug

 Your feelings are valid

 You are not alone

# 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."



## Practice Gratitude

### **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?**



## BURNOUT

Cumulative, usually over **long period of time**

Predictable

**Work** dissatisfaction

Evident in **work environment**

Related to **work environment conditions**

Can lead to health problems

Feel under **pressure**

Lack of motivation and/or energy

**No evidence** of triggers

Remedy is **time away from work** to recharge or positive change in work environment

## VICARIOUS TRAUMA, COMPASSION FATIGUE

Cumulative with symptoms that are **unique to each service provider**

Less predictable

**Life** dissatisfaction

Permeates **home and work**

Related to empathic relationship with **multiple client's/patient's** trauma experiences

Can lead to health problems

Feel out of **control**

Symptoms of post-traumatic stress disorder

May have triggers **unique to practitioner**

Remedy is **treatment of self**, similar to trauma treatment

## SECONDARY TRAUMA, INDIRECT TRAUMA

Immediate and **mirrors client/patient trauma**

Less predictable

**Life** dissatisfaction

Permeates **home and work**

Related to empathic relationship with **one client's/patient's** trauma experience

Can lead to health problems

Feel out of **control**

Symptoms of post-traumatic stress disorder similar to client/patient

Often have triggers that are **similar to client's/patient's triggers**

Remedy is **treatment of self**, similar to trauma treatment

# Practical Strategies



Be present and emotionally available



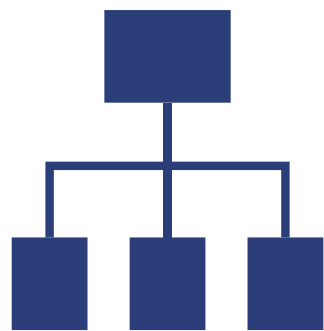
Ask people directly how you can help them



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

Regularly check-in with self

Attend to your emotional self

Reclaim your purpose

Make a commitment to yourself and create a plan

Continuously re-orient self to the plan

# Purpose



The reason for which something is done or created or for which something exists.



# Reflect

**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!**