Join the Fight.

Trauma Informed Practice

United Way of Central Maryland
Lisa’s 911 Call

911 Call
Meditation
Traumatic Event

- Frightening, dangerous, violent event that poses a threat to life or bodily integrity
- Witnessing a traumatic event happen to a loved one can also be traumatic
- Traumatic experiences can initiate strong emotions & physical reactions that last over time
- Ability to integrate emotional experience is overwhelmed

*National Child Traumatic Stress Network*
Examples of traumatic events

- Child maltreatment
- Loss of a loved one
- Community violence
- Interpersonal violence
- Racism/discrimination
- Health procedures
- Serious accidents
- Natural disasters
- War/terrorism
- Refugee immigration
Child Traumatic Stress

- Experience 1 or more traumatic events & it affects daily functioning
  - Manifests differently from child to child (dependent on age, developmental level, support system)
Complex Trauma

Children’s exposure to multiple traumatic events and the wide range and long term effects of exposure
Possible Symptoms

- Major changes in eating or sleeping
- Nightmares
- Anger or rage
- Unreasonable fear
- Unusually strong startle reactions
- Regression in development
- Somatic complaints
- Bedwetting
- Suicidal thoughts
- Withdrawal/Avoidance
- Dissociation
- Flashbacks/Panic attacks
- Hoarding
## What Does Trauma Look Like?

### Symptoms
- Fits, Frets, Fear
- Regulation Disorders
- Attachment Disorders
- Yelling and Yawning
- Educational and development delays
- Defeated

### Adolescents
- Anger outbursts, anxious
- Hyperactive, inattentive, impulsive, substance use
- Insecure relationship w/caregiver, challenges authority, seeks out peer groups or isolated
- Aggressive, irritable, insomnia
- Failing school, unemployment, stuck in concrete thinking
- Depressed, sad, detached/numb, appears disinterested, truancy, lack of future orientation
Importance of Treatment

• Most complex trauma will not resolve without therapeutic support

• Repeated exposure affects brain and nervous system development, has psychosocial effects & increases high-risk behaviors
  ➢ Impairs memory, emotional regulation, behavior regulation, difficulties with attachment and self-efficacy
  ➢ Substance use, unprotected sex, delinquency, unhealthy eating habits, etc.

• Child trauma survivors more likely to have long term health problems and/or social problems
  ➢ Cancer, heart disease, depression, anxiety, PTSD, substance use disorders and/or experience premature death (ACES study).
  ➢ Delinquency, truancy, homelessness, unemployment
How should we respond?
Precious Video Clip
“Are You Pregnant Again”
Precious Principal Clip
What stood out for you?
How did the principal address Precious?
How did Precious respond?
What were her expectations for Precious?
Precious Video Clip
“Nothing to Write Today”
Precious Teacher Clip
Teacher didn’t respond to the “fire alarm” or feel the need to “fix it” but rather listened and created a safe space (urgency could have further dysregulated Precious)
Tonier Cain Video
Tonier Cain Lifespan Video
Possible Triggers

- Dark rooms
- Unexpected touches
- Anniversary dates
- Women/men
- Closed doors
- Small spaces
- Back to window or entrances
- Loud noises

- Distinct smells
- Taste
- Colors
- Rules/authoritative styles
- News reports/Television
- Particular situations (crowds)
- Particular people
Things to remember

• Students fall asleep in class at times because night is the worst time (bed is a vulnerable space)
• Watch for patterns
• You never tell a student to stop self-injurious behaviors – allow a clinician to work with the student (discharge tension somatically)
Trauma Informed Practices

- Change framework from “What is wrong with you?” to “What happened to you?” and “What is right with you” (Healing)
- Routinely screen for trauma
- Use evidenced based, culturally responsive assessments and treatments
- Work to strengthen protective factors
  - positive attachments with primary caregiver
  - strong social network
  - caring adult relationships
  - supportive school and community environments
  - supportive work environments
How do I help?

• Talk with student about their wishes
• Supportive school environment (structure/routine)
• Listen and refer (it’s okay to say I don’t know)
• Don’t be punitive but provide a safe space for anger and aggression within reason; help set limits in a caring manner and address any out of bounds behavior firmly
• Coordinate and collaborate with other staff and colleagues while respecting confidentiality
• Understand and minimize triggers
• Provide accommodations/modifications within the classroom
• Support families/establish trust
Trauma Informed Principles (SAMSHA)

- Safety
- Trust/Transparency
- Peer Support and mutual self-help
- Empowerment, voice and choice
- Collaboration and mutuality
- Cultural, historical and gender issues
• **Realizes** the impact of trauma and understands people are resilient and can recover

• **Recognizes** the signs and symptoms of trauma in clients, families, staff and others involved with the system

• **Responds** by integrating knowledge about trauma into policies, procedures and practices

• Seeks to actively resist **re-traumatization**

Adapted from SAMHSA's National Center for Trauma-Informed Care
Vicarious Trauma/Secondary Trauma

Indirect exposure to a traumatic event through a first hand account or narrative of the event.

- May experience some of the same feelings, but to a lesser extent as a trauma survivor
- Can result in a shift in worldview
- Can result in compassion fatigue (emotional and physical fatigue) if helper has inadequate time away from caring for others to refuel themselves (can be in absence of trauma symptoms and altered worldview).
Symptoms of Vicarious Trauma

- Emotional exhaustion
- Negative self-image
- Resentment of work demands
- Anger & cynicism at work
- Depression
- Increased anxiety
- Difficulty sleeping
- Feelings of hopelessness

- Guilt
- Overly sensitive
- Insensitive
- Frequently gossips/vents at work
- Increased anger/irritability
- Headaches
- Fatigue
Things to Consider in Self-Care

- Managers consider work content of staff – flexibility may be needed at times
- Schedule self care
- Recognize your fatigue cycles
- Schedule time off!
- Professional development is important
- Utilize available apps!
- EAP is available
- Mind, body and spirit are all important
- Utilize self care assessments and plans
- Choose and stay in contact with an accountability partner
- Affirmations are helpful
- You can’t control or solve everything
THANK YOU!