



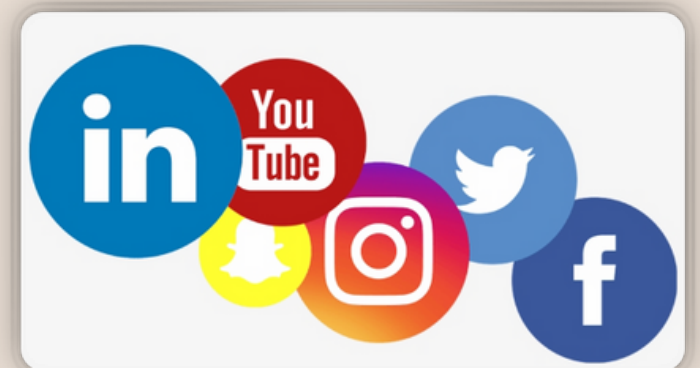
TRAUMA RESPONSIVE CARE

PART 2

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PART 1 RECAP

In part 1, we learned how the stress response system works and how we can influence that in either positive or negative ways.

Remember: The Still Face Experiment, The 3 stages of Stress, ACEs, Maslow, and The Stanford Prison Experiment
Identify stress response behaviors



SECTION 2

IDENTIFY REACTIVE BEHAVIOR(S) & STRESS
RESPONSES

IDENTIFY HOW TO CULTIVATE RESILIENCE

RESPONDING V. REACTING

THE EFFECTS OF HIGH STRESS WORK ON YOUR
STS

WHAT IS TRAUMA INFORMED CARE?



- Trauma Informed Care (TIC) is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma.





"A program, organization, or system that is trauma-informed:
Realizes the widespread impact of trauma and understands potential paths for recovery;
Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
Seeks to actively resist re-traumatization."



“EVERY CHILD NEEDS AT LEAST ONE
ADULT WHO IS IRRATIONALLY CRAZY
ABOUT HIM OR HER.”

— URIE BRONFENBRENNER,
DEVELOPMENTAL PSYCHOLOGIST



IDENTIFYING REACTIVE BEHAVIORS

Situation:

Student threw a chair at and cursed out a teacher.

Report:

Teacher states that student exploded for no reason, they weren't doing their work; teacher tried to correct, they reacted.

WHAT IS HAPPENING HERE? HOW DO WE FIND OUT?

What questions must we ask and how?



PROTECTIVE FACTORS

Parental resilience

Social connections

Knowledge of child development

Concrete support in times of need

Social and emotional competence of the child

Nurturing and attachment

(US HHS – Admin. for Children and Families)



RESILIENCE OVERVIEW

- Find a Sense of Purpose in Your Life
- Build Positive Beliefs in Your Abilities
 - Develop a Strong Social Network
 - Embrace Change
 - Be Optimistic
 - Nurture Yourself
- Develop Your Problem-Solving Skills
 - Establish Goals
 - Take steps to problem solve
 - Keep working on your skills

TRAUMA INFORMED CARE



- Essentials of TIC
 - Connect – Focus on Relationships
 - Protect – Promote Safety and Trustworthiness
 - Respect – Engage in Choice and Collaboration
- Redirect (Teach and Reinforce) – Encourage Skill building and competence

SAMHSA'S 6 KEY PRINCIPLES



- Safety
- Trustworthiness and Transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice and choice
- Cultural, Historical, and Gender Issues



The 5 C's of Positive Youth Development

Dr. Richard M. Lerner
Director of the Institute for Applied Research in Youth
Development
Tufts University



RESTORATIVE PRACTICES

- Finding the root cause – TAKE THE TIME
 - Responsive NOT reactionary
 - Identifying supports
 - Eliminating barriers
- Accountability with understanding





SETTING THE BAR



**THE GREATER DANGER FOR
MOST OF US LIES NOT IN
SETTING OUR AIM TOO HIGH
AND FALLING SHORT; BUT IN
SETTING OUR AIM TOO LOW,
AND ACHIEVING OUR MARK.**

MICHELANGELO BUONARROTI

QuoteS2love.com



BUT
ALSO



Search ID: wda0702

Walter.

THEY'VE SET THE BAR TOO HIGH!



CONSIDERATIONS

- You.
- Them.
- Experiences.
- Attitudes.
- Behaviors.
- Physical
- Verbal
- Non-verbal



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"It's not that your son is bad, he just exceeds standards for mischief."





SELF-REGULATING BEHAVIORS

- Movement/rocking
 - Biting/chewing
- Tapping, bouncing of the leg/body
 - Not being able to sit/pacing
 - Draw to music
- "Hiding" in clothes or with their body or someone else's
 - Not talking or talking excessively
 - Crying

WHAT NOT TO DO



TEACHING SELF-REGULATION



- Wet noodle
- Breathing exercises
 - Communicating emotions
- Insulin V Cortisol

Lemon Squeezies

Squeeze your hands, arms and legs tight


Pretend you are squeezing juice out of a lemon

Now shake your whole body and shake off all the juice

Try it again!

Try standing straight and stiff, and now flopping like a sock monkey

"Squeeze, squeeze lemon squeeze shake it off nice and easy!"



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Sigh Breathing

Breathe in like smelling flowers

Breathe out with a sigh

Try it again five times

You can also...






Make the biggest sigh in the world

Make the smallest and quietest sigh

Try it with other lovely smells like chocolate cake!



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Emotional Level	I feel this way when...
 feeling good	
 a little upset	Should be here: I can't wear my favorite shirt.
 upset	I can't figure out an answer on my homework.
 very upset	I can't wear my favorite shirt. 

Take 5 Breathing

Hold out your hand like a star

Pretend your pointer finger (other hand) is a special pencil

Trace up and down your fingers

Breathe in as you go up

Breathe out as you go down

Go slowly and notice how it feels



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Volcano Breathing

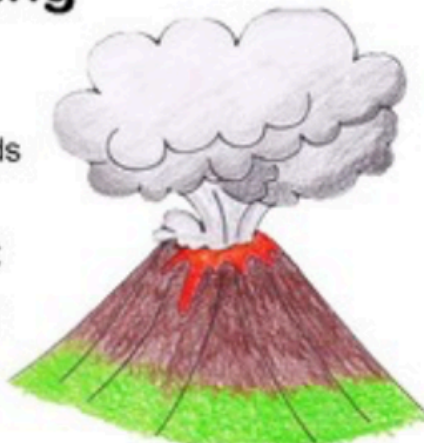
Put your hands together

Breathe in and push your hands up above your head

Hold your breath for a moment

Breathe out as you bring arms down your sides like an exploding volcano

Try it three times



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REMINDERS!

- Perception IS reality for them
- Their "tigers" are right next to them and GROWLING
- They are still CHILDREN
- They are constantly ON while in detention
- NO ONE can use their thinking brain when their stress response system is ON
- The SEVERITY of the PERCEIVED threat will determine how quick and how strong the response; the higher and the longer the escalation, the longer it will take to HEAL from this and re-regulate. This may take some folks, sometimes hours, days, or even weeks to fully recover
- They will need safety/space; food, water, shelter, SLEEP



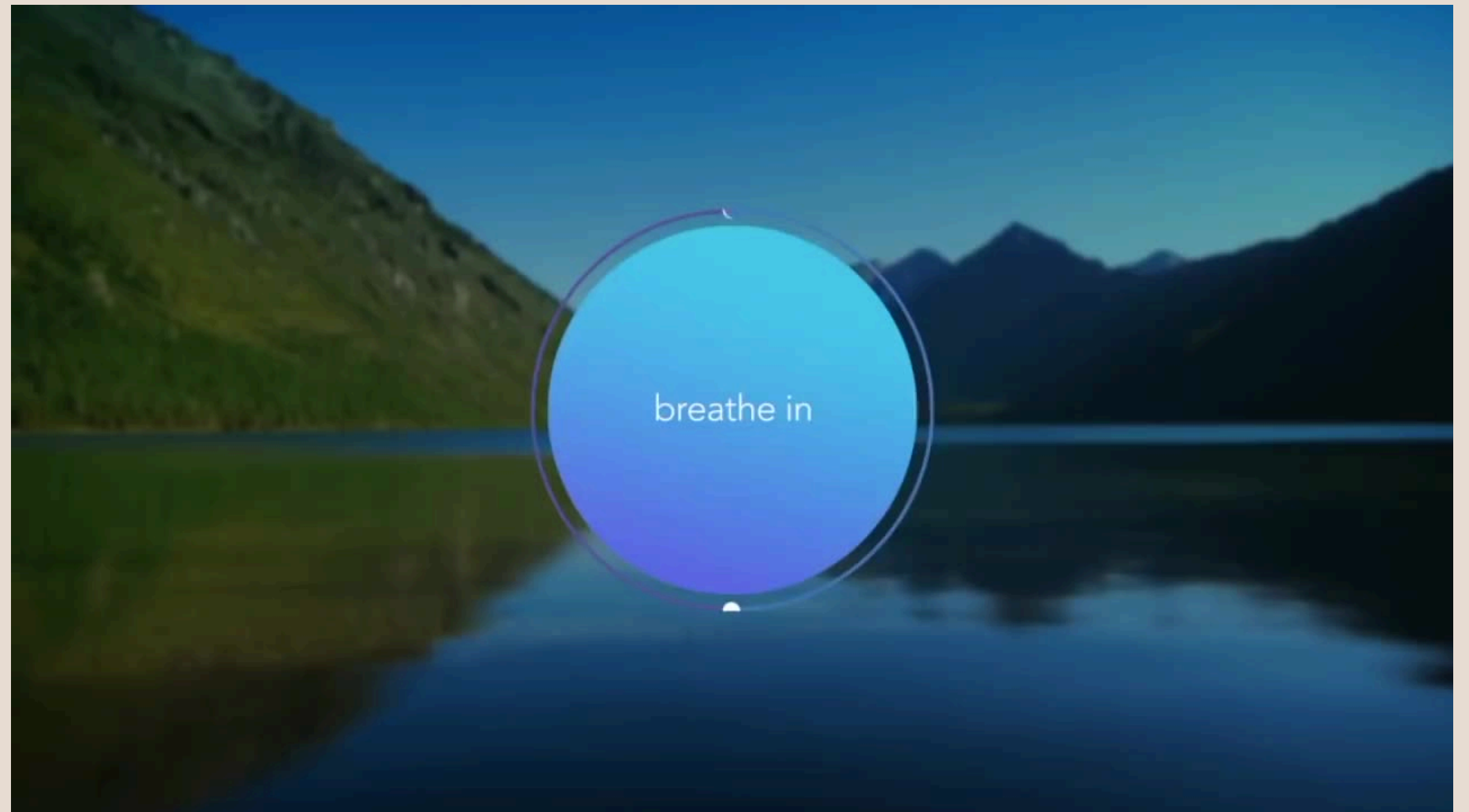
BEST PRACTICES

- Practice prevention: self-care and coping plans; breathing exercises; de-escalation of self and others – PLEASE, take care of YOU
 - Know early intervention: de-escalation; how to avoid re-traumatizing/escalating youth; de-escalation of self and others
 - Intervention: mirroring; calming/de-escalation; procedure;
- Recovery: relationship repair; counseling/connection; prevention and education WITH youth

LET'S LEAVE THE STRESS AT THE DOOR....



1. Sit comfortably, OPEN hands, open front body
2. Scan your body for tension
3. As you follow the breath cues, INTENTIONALLY release that muscle tension, anywhere you find it





WARNING

FIRST,
DO NO HARM.

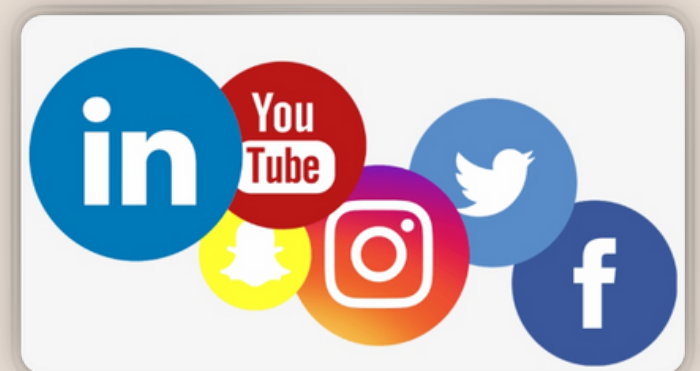


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WHAT TO DO

Remember!

ASSERTIVE not
aggressive

FIRM not attacking

CALM not hyped/aroused

LOW TONES/not yelling

GIVE SPACE as much as possible

REGULATING PRACTICES..





YOU must be
CONSISTENT
PREDICTABLE
CALM, ALERT
DE-ESCALATED
FOLLOWING THE ROUTINE –
MODELING

WARNINGS: lights coming on/off; doors
opening or closing; approach; when
ANYTHING is going to change

Children of trauma need AS MUCH
INFORMATION as possible!

Remember your Trauma Responsive Care:

1. Take the TIME needed with them

1. They have to feel SAFE, first

2. They CANNOT think or communicate well within a stress response/escalated

2. ACTIVELY seek to RESIST re-traumatization

3. Beware loud sounds, bright lights

1. Common "triggers"

2. Closed off rooms/cold, dark rooms

4. NEVER touch without permission, even to console

5. BEND DOWN to speak to children

1. Are there any toys or stuffed animals you could give to them?

2. Can you allow them to draw while you talk to them?

3. Work with your partners: therapists, social workers, etc...

6. SMILE

7. Be as warm and nurturing as possible

8. Remember to be PATIENT even when trying to ask questions

9. Remember that these CHILDREN are probably conditioned to lie to you and distrust you, this is NOT their fault

10. Remember that compliance does NOT mean they are okay/feeling safe

11. RESPOND do not react to their behavior

12. Avoiding using language like "good girl" or "good boy"

13. ASK, "how can I help you feel safer right now?" "is this or that okay with you?"





SUGGESTED MEDIA & RESOURCES

- Ted Talks/Books/Videos
 - Brene' Brown – Vulnerability Researcher & Author
 - Nadine Burke Harris – Pediatrician, ACES & Resilience Researcher
 - Dr. Bruce D. Perry – Trauma & Child Development Specialist & Author
 - The Child Trauma Academy: www.Childtrauma.org
 - ECHO: www.echotraining.org
 - <http://traumainformedcareproject.org/>
 - <https://www.samhsa.gov/nctic>
 - <http://vetoviolence.cdc.gov/apps/aces/1.html#>
 - <http://traumainformedcareproject.org/resources.php>
 - http://traumainformedcareproject.org/resources/aces_execsummary2016_snglpgs.pdf
 - http://traumainformedcareproject.org/resources/RESILIENCE_Questionnaire.pdf