

Trauma-Informed Care



Introduction

Jami and Cari

Removed

<https://www.youtube.com/watch?v=IOeQUwdAjE0>

Core Implementation Team (CIT)

Early last fall a team was assembled to...

Cari Grenier - Assessment and Program Specialist (Team Lead)

Lori Murdock - Director of Special Education

Leah Bloemendaal - Instructor at ALC

Dale Williams - School Social Worker

Jena Osberg - Level IV Facilitator

Jana Timm - ALC Specialist

Kevin Johnson - School Psychologist

Sheri Johnson - B-3 Assessment Team, ECSE Instructor

Jami Cole - ECSE Instructor

History – Why did NCBH get started on this process

The National Council for Behavioral Health

The National Council is committed to helping health and human services organizations, state, and local governments, and schools create and sustain trauma-informed systems of care and trauma-informed best practices.

In Minnesota - Region 5 is a target area of implementation of Trauma Informed Care

Includes: Freshwater, Brainerd, Little Falls, and Crosby/Ironton schools ... along with teams from Cass, Crow Wing, Morrison, Todd and Wadena County Social Services

Team activities so far

- January 2018 - 2 day kickoff training
- Monthly meetings
- Webinars
- Organizational Self-Assessments (OSA) - Email survey to all FW staff
- Performance Monitoring Tool (PMT)
- Coaching Calls
- Cohort Calls

What is
this all
about;
what does
it mean?





Credit: Peter Gerber



(slide taken from Pamela Black, National Council)

What is trauma?

“The person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or other.”

Robert C. Scaer, MD

(slide taken from Pamela Black, National Council)

What is this all about;
what does it mean?

Why is this important to educators?

What is the impact of trauma on learning?

How might this affect parents and families?

What are the implications in the work-force?



Treating Childhood Trauma

CBS 60 Minutes

March 11, 2018

Oprah Winfrey reports on how trauma plays a role in childhood development and what new methods are being used to help kids who have experienced it.

<https://www.cbsnews.com/news/oprah-winfrey-treating-childhood-trauma/>

The “life-
changing” story
Oprah reports

CBS 60 Minutes Overtime

March 11, 2018

Oprah Winfrey is a strong advocate for trauma-informed care. In the following clip she highlights important talking points based on her interview.



Oprah explores
“life-changing
question” in
treating childhood
trauma

CBS 60 Minutes

March 11, 2018

Oprah is a strong advocate for trauma-informed care. Oprah traveled to Milwaukee, where she grew up, to learn about the revolutionary approach in the city to childhood trauma.

<https://www.cbsnews.com/search/?q=Oprah+explore+s+life+changing+question+in+treating+childhood+trauma>

What is this all about; what does it mean?

Direct Service Providers

- ❖ Identify individual student needs
- ❖ Identify family needs
- ❖ Provide strategies for teachers
- ❖ Assist with student behavior
- ❖ Promote learning and achievement
- ❖ Long term improvement

What is this all about; what does it mean?

Support Staff

- ❖ Empathy
- ❖ Awareness
- ❖ Accountability
- ❖ Flexible thinking
- ❖ Open mindedness
- ❖ Growth

A New Pair of Glasses

https://www.youtube.com/watch?v=-7l4QluT_Tl



For Freshwater to progress with Trauma-Informed Care, one of the most important steps for our CIT was to develop a shared vision.

Guidelines to Consider

- 1) Is short, simple, specific, ambitious, and align to the values that we want people to exhibit as you perform your work.
- 2) Is a memorable and inspirational summary that describes our reason for doing this work.
- 3) Helps to motivate our workforce.
- 4) Helps us to “see” the direction where all the organization plans and strategies will take us.
- 5) Requires the creativity to see possible futures.
- 6) Key values and principles are embedded.

Our Vision Statement

A compassionate community that
builds relationships and empowers
individuals.

To help clarify our Vision– we reflected on the following questions.....

Why are we doing this?

- *because of the population that we serve and work with*

Why now?

- *because we know research and strategies are in the forefront, therefore we need to address them and help train staff*

How will it affect my daily work?

- *learning about how to work with children and families experiencing the effects of trauma will be more work up front, but the end result payoff will be great!*

What's in it for me?

- *we now know that we need to differentiate how we design strategies for children with trauma vs children with other root issues. Trauma-informed care is about establishing new practices; we now can reframe how we get to the reason of 'why' the behavior.*

Vision: What does this mean to you?

What is the core of this to 'you'?

What's really important to you as an individual person?

What does it mean to you individually within your work arena?

Domains and Goals

Domain 3: Emphasis on the Workforce being Trauma-Sensitive Educated and Responsive

Domain 4: Emphasis on the Provision of Trauma-Informed, Evidence-Based, and Emerging Best Practices

CIT Goals: *provide training, communication, strategies to implement, and policy/handbook changes*

Review of ACE's information

Dale and Kevin

Group Activity

Lori and Sheri

Strategies for students and staff self care

Jana, Leah, and Jena

What is Self-Care?

Webster's dictionary defines it as care for oneself

Why is Self-Care Important?

Your emotional/ physical well being affects every part of your day

Super Fun Activity!

Talk in groups of 5 or 6 and write a list of your self-care activities.

- (2-3 minutes)

Choose someone to come up and write SOME of them on the paper in the front of the room.

5 Areas of Self-Care:

Five Areas of Therapeutic Self-Care



Types of stress

Stress we CANNOT control:

examples

- Others people's reactions/attitudes/feelings
- Physical sickness
- Car problems
- Natural disasters

Stress we CAN control:

Examples

- Finances
- Organization
- Health
- Relationship concerns

A different look at Self-Care:

*This is What “Self-Care” REALLY Means,
Because It’s Not All Salt Baths and
Chocolate Cake*

****Find the root of your stress in order to figure out why you are feeling
this way****

Not a time out, but a lifestyle change

Your self care is a chain reactions

Finance worries → lose sleep → tired/crabby → stressor → ???

Or

Finance worries → lose sleep → tired/crabby → address the problem → better sleep/ regulation → stressor → ????

Remember the video about the glasses



Goldfish

Many of the families we work with have experienced trauma

- *My mom is OK now, but she was depressed when I was a baby and I had to be in foster care for a while because she couldn't take care of me.*
- *My step dad is molesting me.*
- *My brother is in and out of the hospital for depression. I worry he might hurt himself.*
- *Both of my parents drink and use drugs. I'm never sure if they'll be coming home, or whether they'll hurt me and my little brother when they do.*
- *My uncle lives with us and he's always telling me I'm just like my mom—stupid and won't amount to anything.*
- *Since my dad went to prison, my mom's been very stressed out. We've got a lot of money problems now.*

The Benefits of Being a Trauma Informed School...

Improved

- academic achievement and test scores
- school climate
- teacher sense of satisfaction and safety
- retention of new teachers

Reduction of

- student behavioral outburst and referrals
- stress for staff and students
- absences, detentions, and suspensions
- student bullying and harassment
- the need for special educational services
- dropouts

The question changes :

From: What is wrong with You?

To: What happened to you?

Or

What do you need?

A new question emerges:

How can we shift the school environment and classroom practices to respond more effectively to your needs?



Becoming trauma informed requires a shift in the educational paradigm of classroom management.



Connect



Protect



Respect



Redirect

Focus on Relationships

"Change for children will come more easily if the focus is on the relationship, rather than on behaviour management strategies"

Show genuine respect for students as persons.

Provide kindness and empathize with the challenges students experience at home and school

Recognize the healing power of an adult who cares

Promote Safety and Trustworthiness

Provide children with routine, structure, and repeated positive experiences.

***Physical
Safety***

***Emotional
Safety***

Engage in Choice and Collaboration

Misbehaving is a way for children to have control.

Give back control by giving choices.

“Do you want to wear your coat or carry it to the playground?”

You can finish that work standing up or sitting down”

Acknowledge Good Choices

- Provide praise that is concrete, specific and delivered with a neutral tone.
- Comment on actions so child can feel good about what they have done
- Avoid praise for about internal characteristics
- Children with trauma may often feel like a failure before even starting a task, make sure to acknowledge the everyday and small successes

Teach and Reinforce

- **R**ecognition of triggers and safety
- **I**mproving Self Regulation
- **T**each Social Skills
- **E**xecutive functions

Curriculum



<http://k12.wa.us/CompassionateSchools/pubdocs/TheHeartofLearningandTeaching-TextOnly.pdf>



Scenario: Ryan's Story

Ryan is an 8th grade boy. This morning, when he arrived at school, his teacher asked him for his homework and Ryan did not have it. She expressed frustration and took away his recess as a consequence. A short time later, his desk-mate accidentally bumped Ryan. Ryan punched him in the stomach. His teacher, upset by this outburst, began to yell at Ryan to stop. Ryan began to scream, kick chairs and hide under his desk.

How do you react to this student?



Ryan's Story

Ryan is an 8th grade boy from a highly under-resourced neighborhood. He has been witnessing severe domestic violence between his parents since he was a baby. One night, in front of Ryan, his father beat up and injured his mother so badly that a neighbor called the police; his father was handcuffed and taken away by the police, and his mother was taken in an ambulance to the hospital. Ryan slept little that night, terrified and anxious what would happen to his mother and father. In the morning, Ryan's neighbor took him to school. This morning, when he arrived at school, his teacher (who did not know about Ryan's traumatic experience) asked him for his homework. When he did not have it, she expressed frustration and took away his recess as a consequence. Ryan was upset and triggered by being in trouble with his teacher.

Ryan's Story

A short time later, his desk-mate accidentally bumped Ryan. Already triggered to some degree into a heightened state of vigilance (i.e. “survival” brain), this physical contact fully triggered Ryan into a fight/flight reaction. Ryan punched his desk-mate in the stomach. His teacher, upset by this outburst, began to yell at Ryan to stop, which further escalated Ryan. He began to scream, kick chairs and hide under his desk.

Now how do you react to this student?



Trauma Informed Consequences...



Impact



Now What??.....

Next steps:

*PLC's/Individual
Goals

*Together
Improving Care

Trauma has a profound effect on people. There are things we all can do. We are here to help.