CCNETWORK
Comprehensive Center Network

REGION 17
Idaho
Montana

Trauma-Informed Practice & Activities

Celeste Janssen
Education Northwest

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Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Building State Capacity to Improve Student Outcomes

As education leaders in Idaho and Montana work to improve student outcomes, close achievement gaps, and increase the quality of instruction, the Region 17 Comprehensive Center (CC) is at their side.

Montana

Idaho

Participation in Today's Training

Participate in whatever way you can today, but please:

» Notice your sound (please mute yourself)

» Use the chat to give feedback, shout-outs, appreciation

» Acknowledge our shared humanity and also different circumstances

Your Presenter Today

Celeste Janssen

Areas of Focus

» Brain Development

» Social and Emotional Learning

» Trauma-Informed Practice

» Out-of-School Time/Youth Development

» Continuous Improvement

» Networked Learning Communities

» Culturally Responsive Practice

Agenda

1. Welcome
2. Stress and Trauma
3. Trauma-Informed Practice
4. Personal Practice
5. Reframing Your Narrative
6. Tools for Working with Students
7. Reflection

Introductions

In the chat
Your name
Your affiliation (school, organization, etc.)

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How comfortable do you feel with Trauma-Informed Practice

» This is all new to me
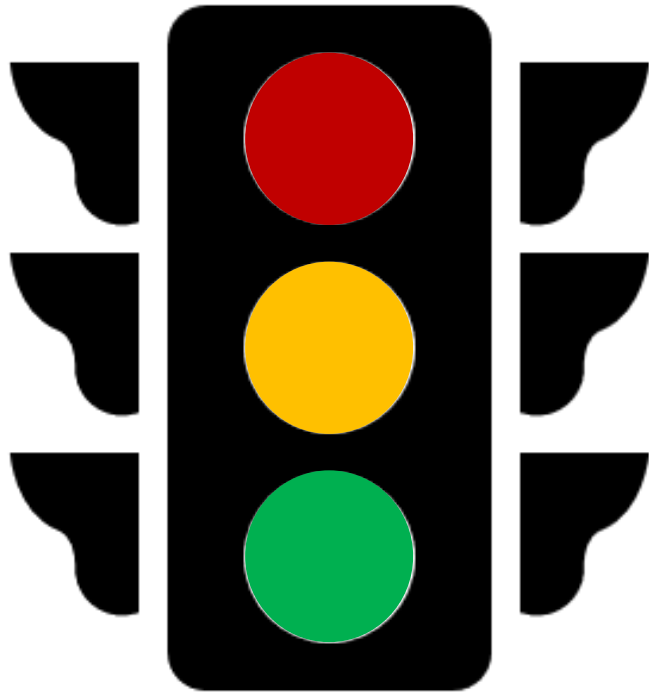
» Learning and growing

» I can support others

How are you going to center yourself as a learner?

Components of Professional Development Model	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice/Feedback	60%	60%	5%
Peer Coaching/ Collegial Support	95%	95%	95%

Joyce & Showers (2002). Student achievement through staff development, 3rd ed. Alexandria, VA. ASCD, p. 78.

Stoplight Reflection

Practices you will:

STOP DOING

CONTINUE DOING

START DOING

Important Understandings

There is always more to know. Today's information is an invitation to learn more.

The way the brain learns is cultural and social.

Often frameworks/research are built from perspectives of academic researchers and don't accurately represent the perspectives of all youth and families.

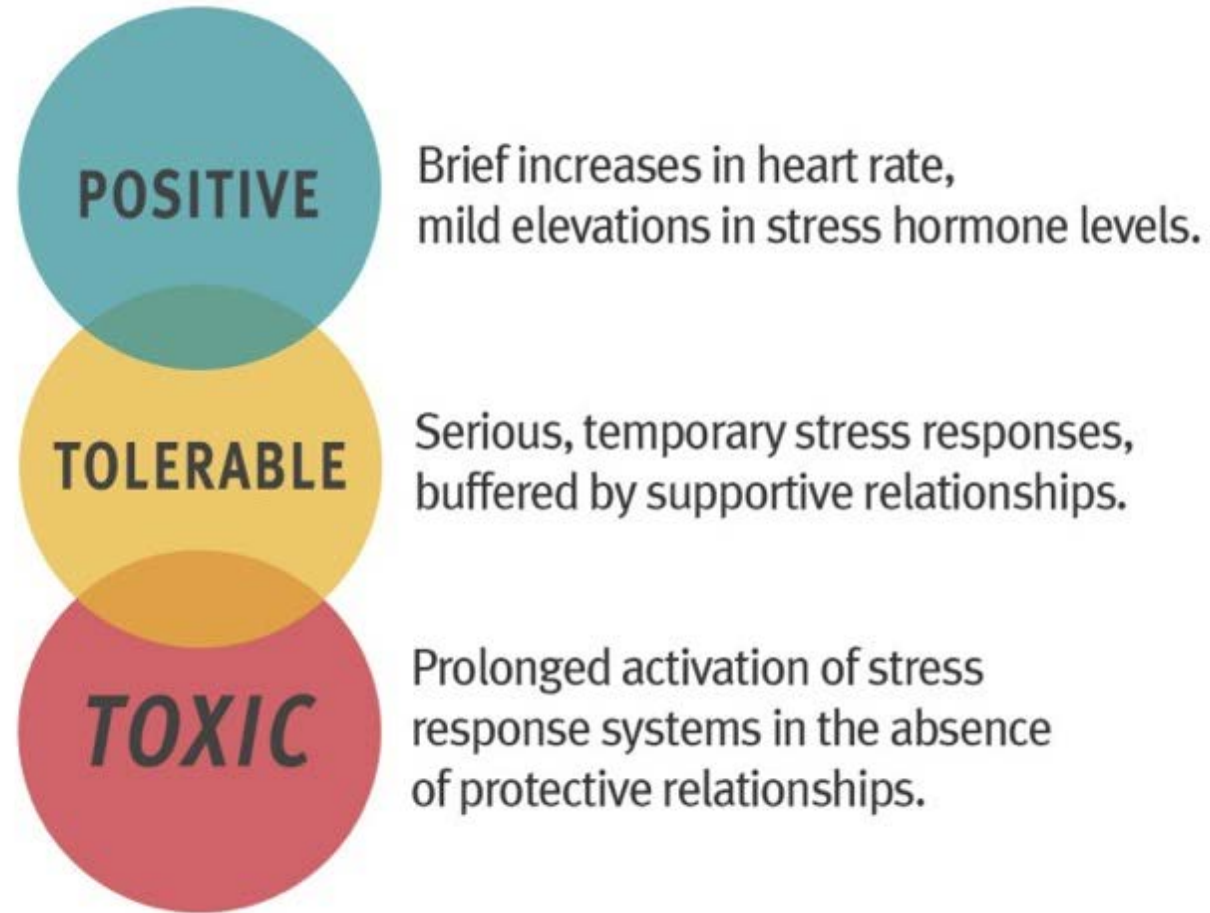The science is changing (and is interdisciplinary). High-quality practice is evolving.

Bring your expertise to improve and co-construct.

Stress and Trauma

An Overview

Stress Response Versus Trauma Response

POSITIVE — Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE — Serious, temporary stress responses, buffered by supportive relationships.

TOXIC — Prolonged activation of stress response systems in the absence of protective relationships.

SAMSHA's Concept of Trauma—the 3 E's

An emotionally painful or distressing **event** (or series of events).

That event is **experienced** by a person as physically or emotionally harmful (there is an *intense* and *prolonged* stress response).

The event and the experience of the event result in lasting physical and mental **effects**.

Traumatic Stress

Individual Trauma

Acute Event: An accident, an assault, a natural disaster

Chronic Stress: Abuse, violence, poverty, historical and systemic

Community Trauma

≫ Intergenerational poverty, long-term unemployment, chronic disinvestment

≫ Deteriorated environments and dangerous public spaces

≫ Disconnected/damaged social relations and social networks

Pinderhughes H, Davis R, Williams M. (2015). Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma. Prevention Institute, Oakland CA.

Examples of What Constitutes Trauma

» Experiencing racism

» Experiencing severe bullying

» Watching a loved one suffer abuse

» Losing a special person, especially a caregiver

» Surviving a serious accident

» Homelessness

» Verbal abuse

» Medical trauma (chronic health condition)

» Natural disaster

» Physical abuse

» Verbal abuse

» Sexual abuse

» Physical neglect

» Emotional neglect

» A parent who is alcoholic

» A mother who is victim of domestic violence

» A family member in jail

» A family member diagnosed with a mental illness

» Disappearance of a parent through divorce, death, or abandonment

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Post Trauma Growth and Resilience

From trauma-recovery.ca

"The research suggests that between 30-70% of individuals who experienced trauma also report positive change and growth coming out of the traumatic experience (Joseph and Butler, 2010). Post traumatic growth is defined as the 'experience of individuals whose development, at least in some areas has surpassed what was present before the struggle with crises occurred. The individual has not only survived, but has experienced changes that are viewed as important, and that go beyond the status quo' (Tedeschi and Calhoun, 2004). Individuals have described profound changes in their view of 'relationships, how they view themselves and their philosophy of life' (Joseph and Linley, 2006)."

Racing Aces
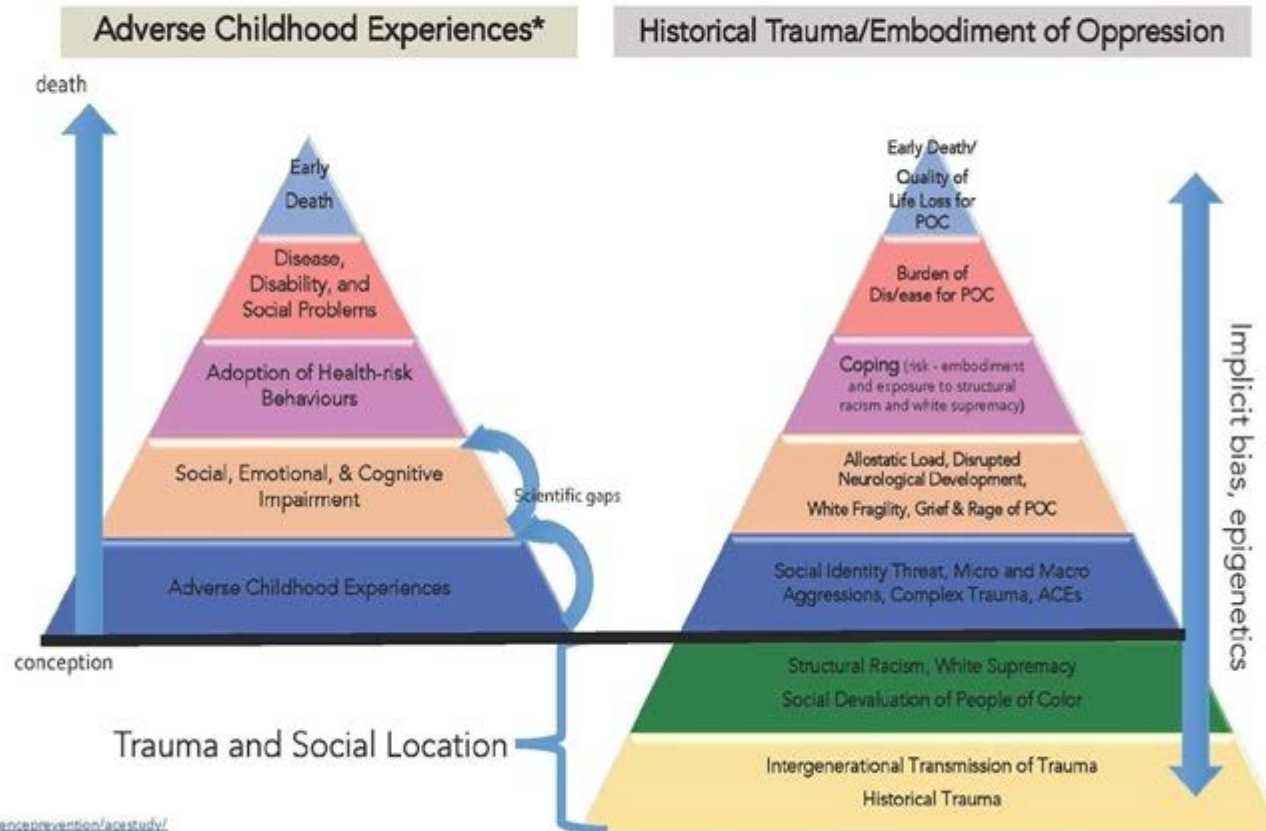
What Might you See?

>> Difficulty focusing, attending, retaining, and recalling

>> Tendency to miss a lot of classes

>> Challenges with emotional regulation

>> Fear of taking risks

>> Anxiety about deadlines, exams, group work or public speaking

>> Anger, helplessness, or dissociation with stressed

>> Withdrawal and isolation

>> Involvement in unhealthy relationships

Hoch et al, 2015

How do you know what someone has experienced?

How do you know what someone has experienced?

You don't.
And seeking to understand can be re-traumatizing.

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Create a Safe, Inclusive Culture

"Rather than attempting to 'save' a particular student, it's more effective to concentrate on being safe enough for all the students to enter our domain."

–Fostering Resilient Learners

Let's Pause

How does this information connect with your school/work?

What is an idea you want to learn more deeply about?

Trauma-Informed Practice

An Overview

So What is Trauma-Informed?

"A trauma-informed approach invites individuals and organizations to *realize* the impact of trauma and its paths to recovery, *recognize* the signs and symptoms of trauma, *respond* by utilizing this knowledge in policies, procedures and practices, and **resist re-traumatization**."

(Definition from Trauma Informed Oregon)
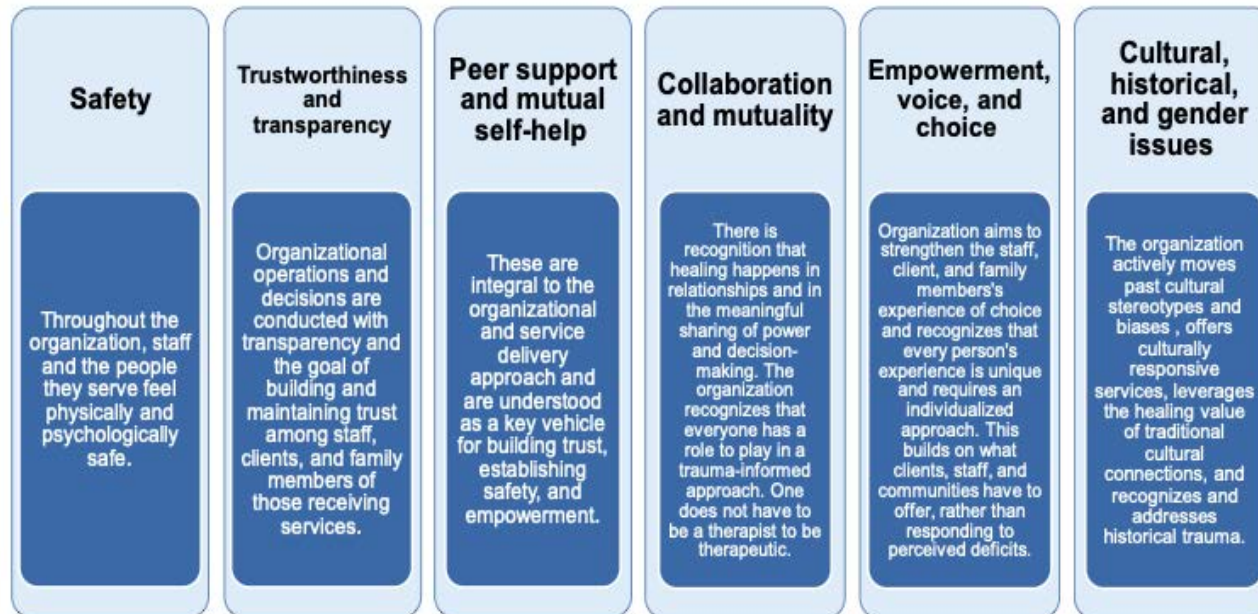
A Shift in Perspective

A Trauma-Informed Perspective (AIR, 2016)

Traditional Perspective	Trauma-Informed Perspective
Challenging behavior comes from individual deficits	Challenging behavior comes from coping from trauma
Challenging behavior is intentional and personal	Challenging behavior is automatic and related to stress
Focus on fixing the individual	Focus on changing the environment
Adults need to focus on authority and control	Adults need to offer flexibility and choice
Adults primarily utilize punitive discipline	Adults primarily utilize positive reinforcement
Counseling professionals provide support for students experiencing trauma	All staff share responsibility for supporting students experiencing trauma

Principles of Trauma-Informed Practice

Guiding Principles of Trauma Informed Care

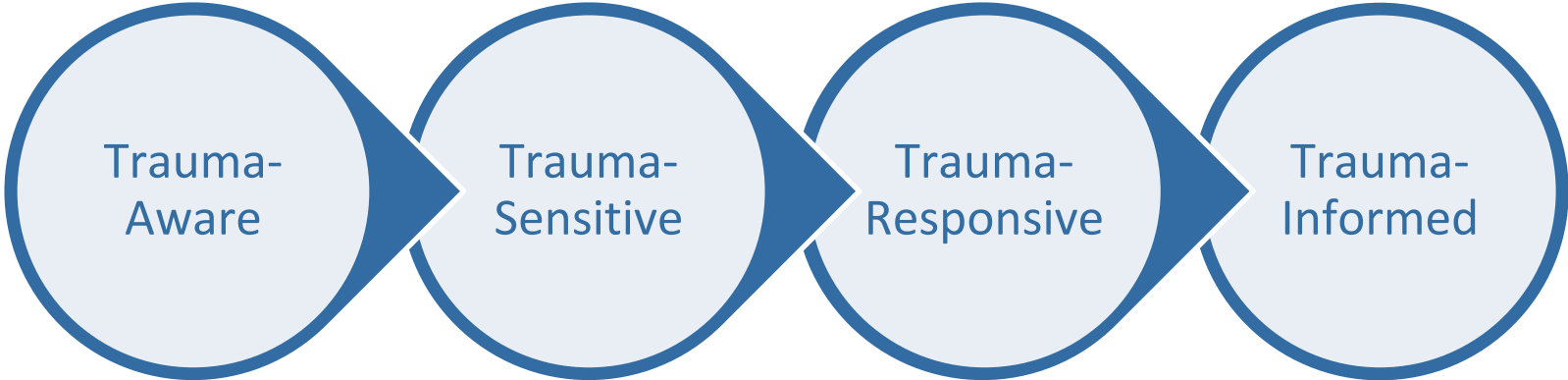SAMHSA's Concept of Trauma and guidance for a Trauma-Informed Approach, 2014 http://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf

Safety	Trustworthiness and transparency	Peer support and mutual self-help	Collaboration and mutuality	Empowerment, voice, and choice	Cultural, historical, and gender issues
Throughout the organization, staff and the people they serve feel physically and psychologically safe.	Organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, clients, and family members of those receiving services.	These are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.	There is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play in a trauma-informed approach. One does not have to be a therapist to be therapeutic.	Organization aims to strengthen the staff, client, and family members's experience of choice and recognizes that every person's experience is unique and requires an individualized approach. This builds on what clients, staff, and communities have to offer, rather than responding to perceived deficits.	The organization actively moves past cultural stereotypes and biases, offers culturally responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

Practice Implications (For your System)

>> Explain the why behind a decision

>> Help others know what to expect

>> Support regulation (of yourself and those around you)

>> Prioritize relationships over systems

Resources for a System

The Missouri Model

https://dmh.mo.gov/media/pdf/missouri-model-developmental-framework-trauma-informed-approaches

Trauma-Aware → Trauma-Sensitive → Trauma-Responsive → Trauma-Informed

Personal Practice

An Overview

How Are You?

Only a well-regulated adult can help a young person regulate.

Reflection

How are you? Truly?

Do you find work stressful always or often?

How is your mental health?

What are the therapeutic relationships in your life?

How you are Internally Matters to Others

Mirror Neurons
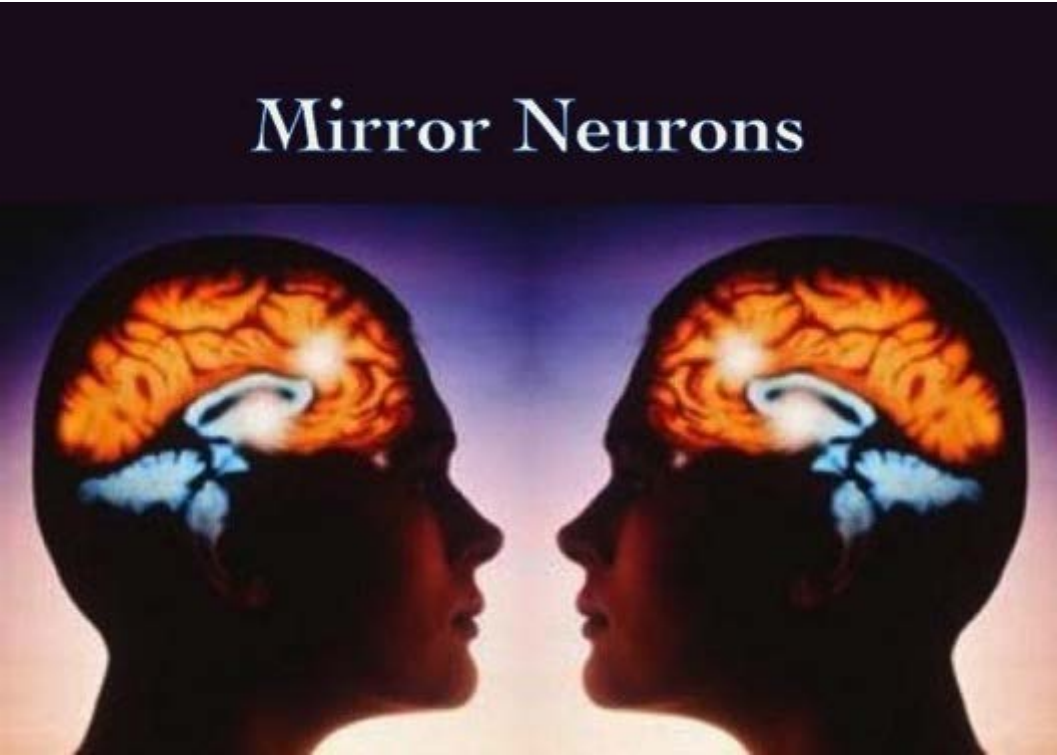
Zones of Professional Resilience

Risk Factors for Vicarious Trauma

Adapted from The Sanctuary Model

Too many perceived negative outcomes

Past history of trauma

High student-to-staff ratios

Overwork

Constantly filling roles that are outside one's job description

Minimal experience recognizing and responding to trauma

Isolation

High % of traumatized children

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My Triggers, and my Mechanisms to Cope

What triggers me?	What regulates me?	How can I make that happen?

Regulation Strategies

What regulates one person may not work for someone else. Regulation is *never* a punishment.

Reflection

Color or scribble

Music

Eat. Or drink water…

Stretch rubber bands

Routine

Talk to a friend

Seek change

Be in nature

Breathing exercises

Observe surround-ings

Walk (or run!)

Focus on your body

Protective Factors that Promote Resilience

Adapted from the Sanctuary Model

Reflective supervision and consultation	Celebration of success
Belief of competence in practice strategies	Knowledge of theory
Post-traumatic growth / Strong ethical principles of practice	Opportunities for physical and emotional regulation
Social support / Awareness of vicarious trauma	Ongoing training

Community Share-Out

What ideas, resources, or tips do you have to contribute on personal mental health and well-being?

Implementation: Reframing Your Narrative

An Overview

What Might You See?

>> Difficulty focusing, attending, retaining, and recalling

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Reframe

Things to never say

"These kids are lacking self-regulation"

"Families just don't _____"

"How do we fix these disadvantaged students"

"If only they would just listen to me"

Your Own Scenario

In a small group, choose an example and discuss: your traditional scenario and a trauma-informed scenario

In your conversation also discuss

» Your perspective

» The perspective of the student

» The context (setting)

» What might be happening in the student's mind/body

» Cultural experiences and interpretations that differ from your own

Implementation: Tools for Working with Students

An Overview

Regulate/Relate/Reason

Am I online?

(REGULATE)

How can I incorporate this into my plan for myself and this student next time?

(REASON)

Is this student online?

(REGULATE)

What does this student need most right now? What is this student's emotional experience?

(RELATE / REFRAME)
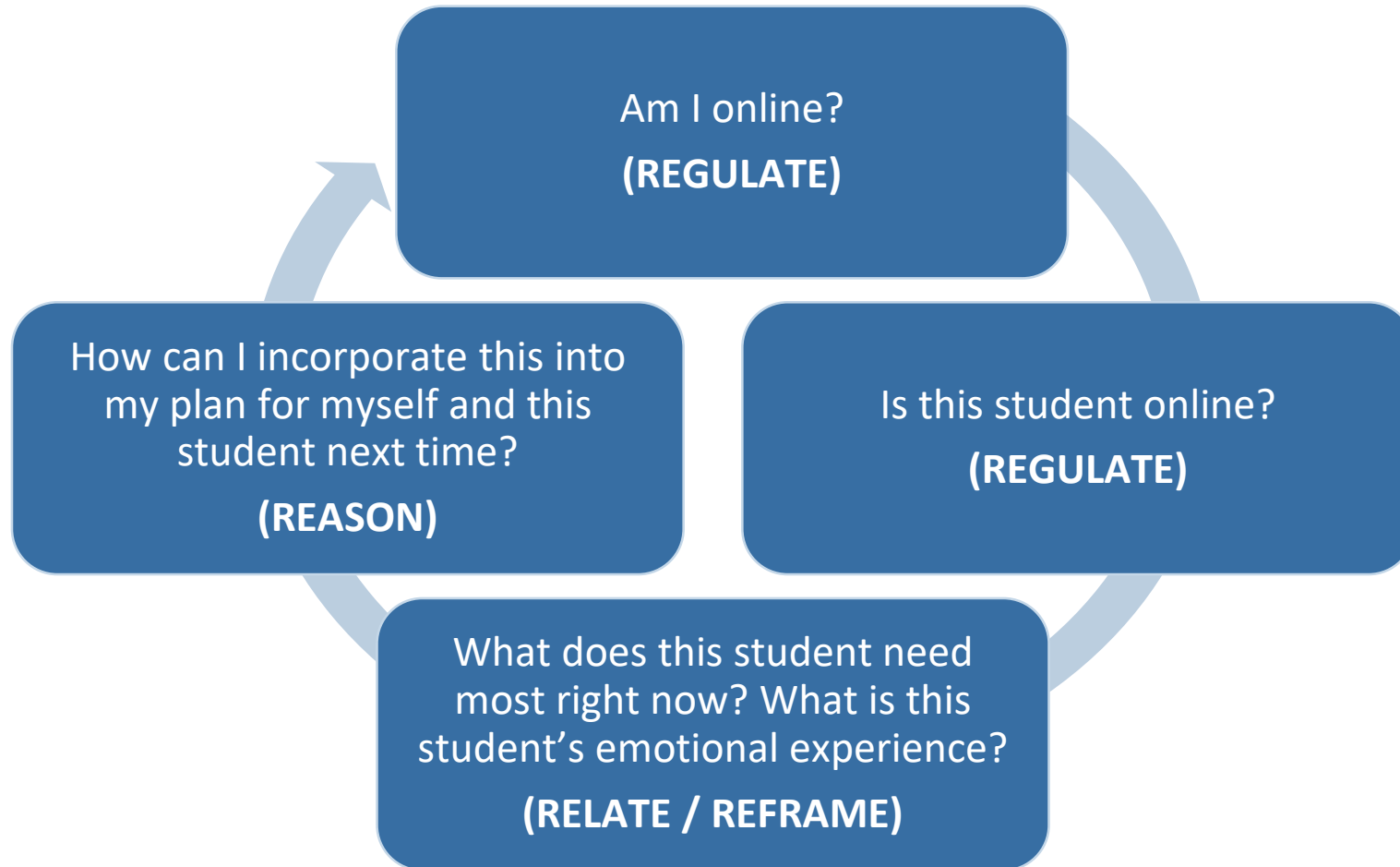
Strategies to Use

» Build relationships

» Provide a predictable and emotionally safe environment

» Teach regulation and brain development to students

» Use body awareness and breathing techniques

» Use restorative approaches to discipline

Tools for Building Relationships

5 things in common

» Community circles

» Intentional grouping strategies

» Unique in common

» All my friends who….

» Rock, Paper, Scissors tournament

» Appreciation circle with yarn

» Post-it pass

» Gallery walk with inspiring quotes

» Four corners belief statements

The Search Institute

FIVE Elements	20 Specific Actions to build DEVELOPMENTAL RELATIONSHIPS
Express Care	Be dependable, Listen, Believe in me, Be warm, Encourage
Provide Support	Navigate, Empower, Advocate, Set boundaries
Challenge Growth	Expect my best, Stretch, Hold me accountable, Reflect on failures
Expand Possibilities	Inspire, Broaden horizons, Connect
Share Power	Respect me, Include me, Collaborate, Let me lead

Hofstede's Six Dimensions of Culture

Collectivism	Individualism

Masculinity	Femininity

Long-term time orientation	Short-term time orientation

Restraint	Indulgence

Equal power distribution	Unequal power distribution

Low tolerance for uncertainty	High tolerance for uncertainty
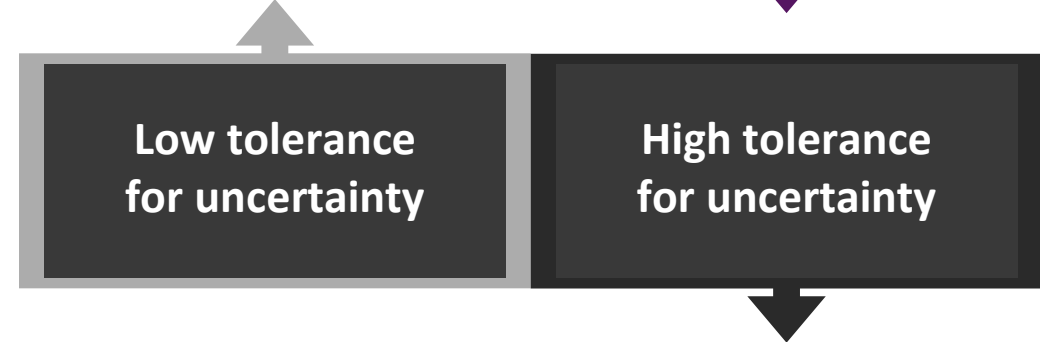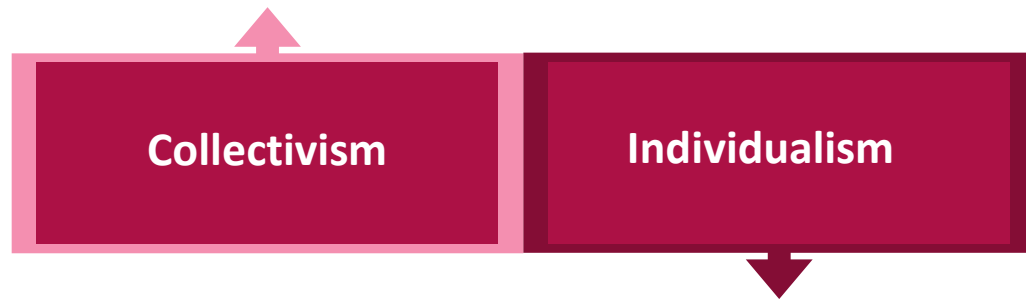
Teach Regulation (Before you Need it)

» Brain states (flipping your lid)
» Brain development
» Mindsight
» See and label emotions

Self-Regulation Coping Strategies
STUDENTS CAN USE AT SCHOOL
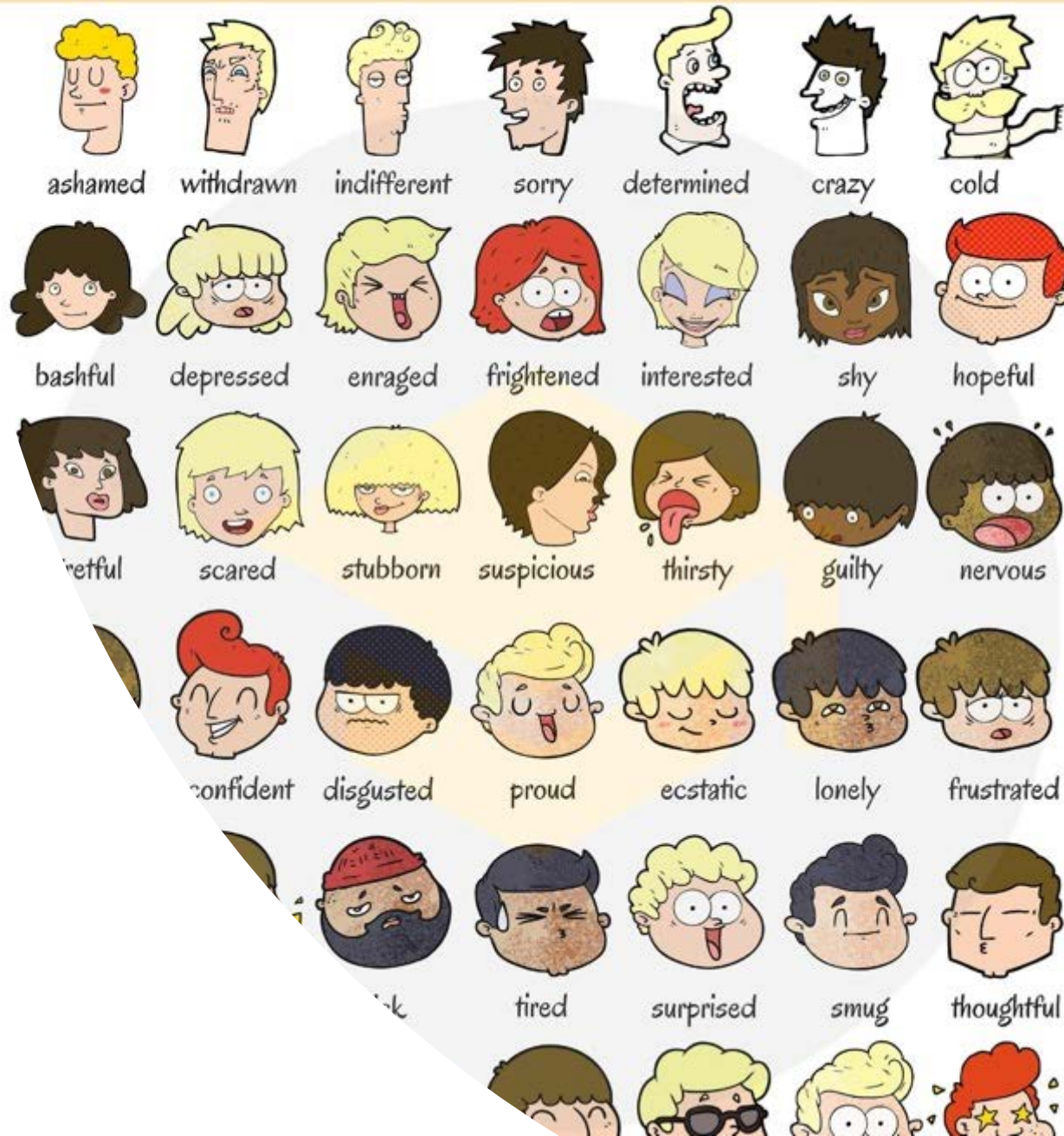
Use Movement!

» Run/walk
» Peacock feather
» Rubber band stretching
» Cross the midline/bilateral integration

Use Breathing Techniques

» Square breathing

» "Colorful breathing"

» Breathe in the color that makes you feel happy

» Breathe out the color that makes you feel unhappy

» Progressive muscle relaxation
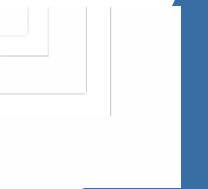
Use Restorative Language

The 4 questions

» What happened?

» What were you thinking at the time?

» Who or what do you think was impacted by this action?

» What do you need to do to make things right?

Community Share-Out

What ideas, resources, or tips do you have to contribute on personal mental health and well-being?

Stoplight Reflection
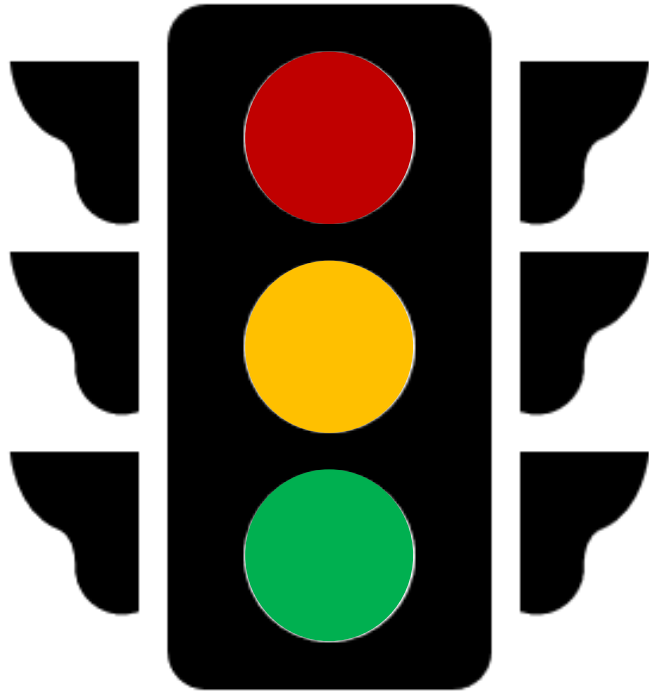
Practices you will:

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Contact Us

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