

TRAUMA-INFORMED CARE: RESEARCH TO PRACTICE 2020 VIRTUAL REGIONAL TRAINING



TRAUMA-INFORMED CARE: AN ESSENTIAL TOOL FOR ENGAGING YOUTH

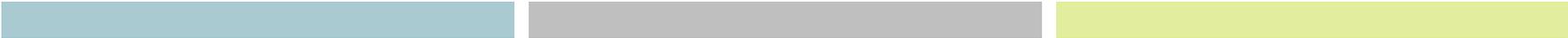
Presenter

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Youth MOVE National



This training is offered through the Community Prevention Initiative (CPI), which is funded by the California Department of Health Care Services and administered by the Center for Applied Research Solutions.

OBJECTIVES



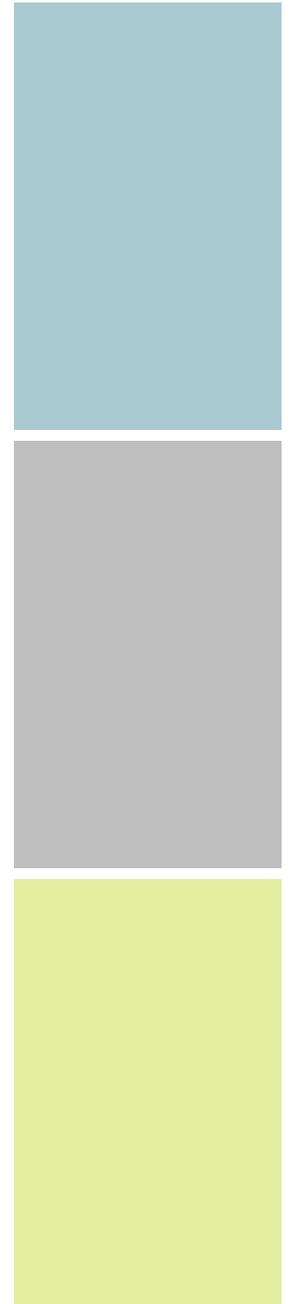
- Understand youth-guided practices
- Increase understanding of trauma-informed approaches to youth services
- Learn strategies for engaging youth to support post-traumatic growth and resiliency
- Gain knowledge on how to integrate trauma-informed principles and practices into the workplace

AGENDA



- Introductions
- Youth-guided practice as a foundation for trauma-informed care
- Building resilience in youth
- Trauma-informed approaches for youth services
- Questions

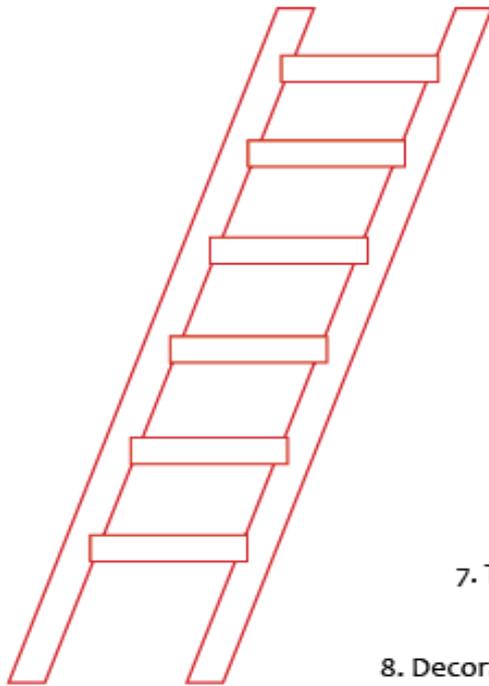
YOUTH-GUIDED PRACTICE



YOUTH-GUIDED: A CORE VALUE FOR SYSTEMS OF CARE

Young people have the right to be empowered, educated, and given a decision-making role in the care of their own lives as well as the policies and procedures for all youth in the community, state, and nation.

HART'S LADDER OF PARTICIPATION

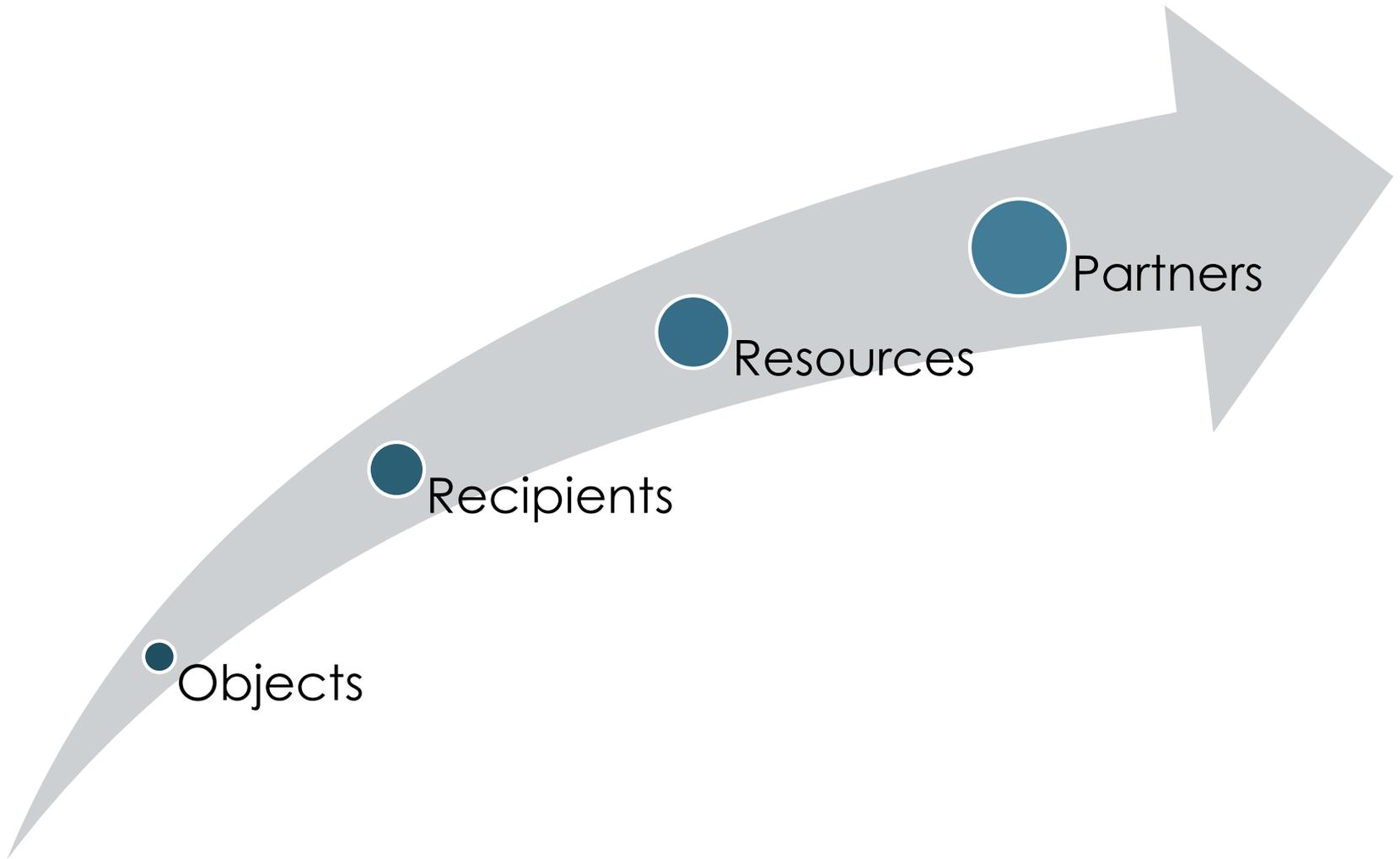


1. Youth Initiated and Directed
 - Designed and run by youth and decisions made by youth
2. Youth Initiated, Shared Decisions with Adults
 - Designed and run by youth who share decisions with adults
3. Youth and Adult Initiated and Directed
 - Designed and run by youth and adults in full partnership
4. Adult Initiated, Shared Decisions with Youth
 - Minimum Youth Participation, designed and run by adults who share decisions with youth
5. Consulted and Informed
 - Designed and run by adults who consult with youth, Youth make recommendations that are considered by adults
6. Assigned and Informed
 - Youth do not initiate, but understand and have some sense of ownership
7. Tokenism
 - Symbolic representation by few, may not have genuine voice, may be asked to speak for the group they represent
8. Decoration
 - Adults use youth to promote or support a cause without informing youth
9. Manipulation
 - Youth are not involved in design or decisions; Youth involvement



YOUTH MOVE NATIONAL

LEVELS OF YOUTH ENGAGEMENT



FOUNDATION OF YOUTH DEVELOPMENT

Object “To”

Recipient “For”

Resource “With”

The adult is in control with no intention of youth involvement.

The Objective

Personal growth of young people.

The By-product

Conformity of young people and acceptance of the program as is.

The adult is in control and allows youth involvement.

The Objective

Personal growth of young people.

The By-product

Increased organizational effectiveness.

There is a youth/adult partnership (shared control).

The Objective

Increased organizational effectiveness.

The By-product

Personal growth of young people and adults.

BENEFITS OF YOUTH ENGAGEMENT

Involving youth and young adults can:



Identify potential areas of improvement

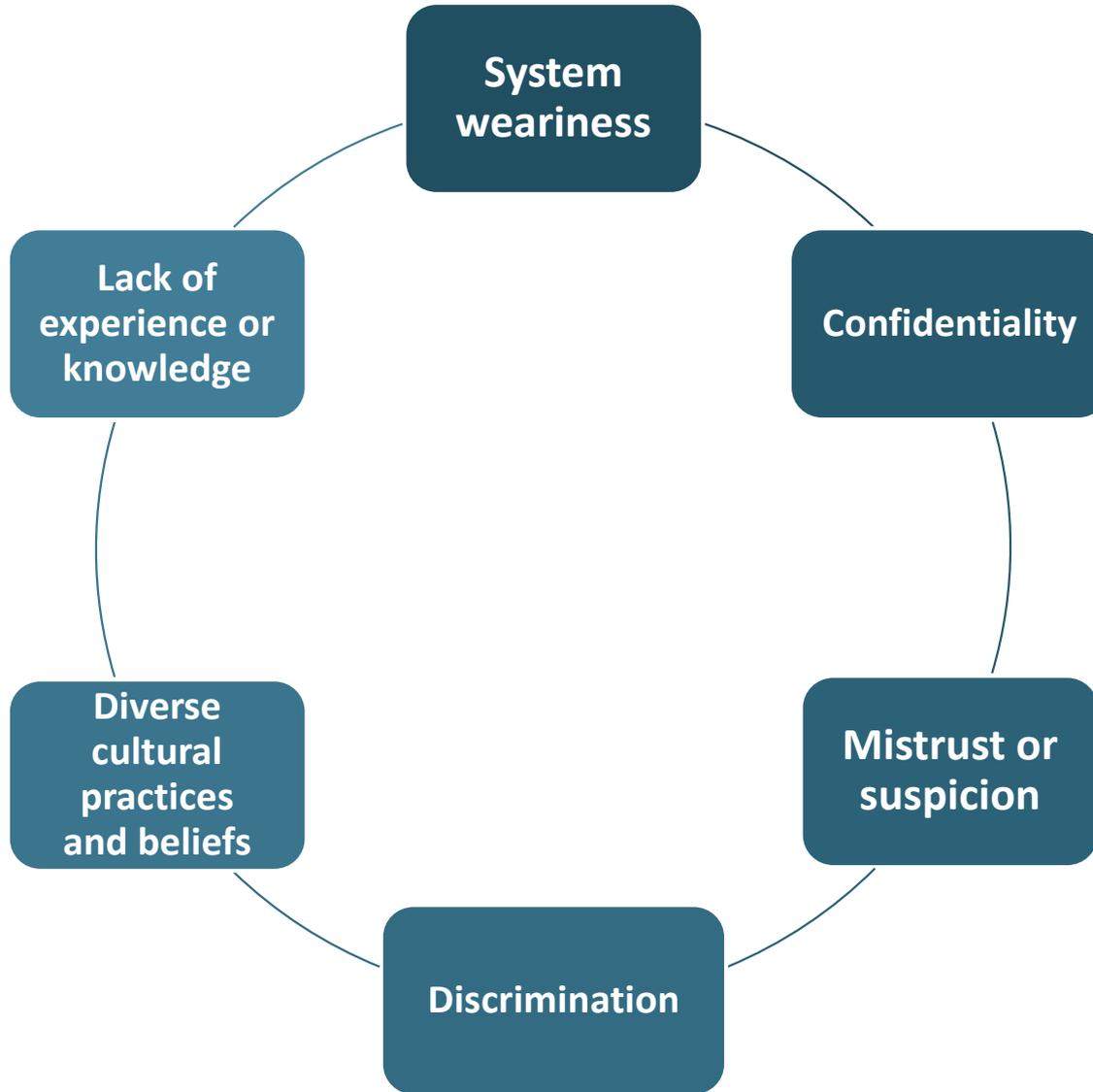
Increase quality of services and policy decisions impacting young people

Improve communication between youth and providers

Empower and ensure youth are fully participating with services at a “doing with” capacity

Provide a way in which young people feel valued by their community—builds trust and transparency

CONSIDERATIONS WHILE ENGAGING YOUTH



Poll

What does research estimate the prevalence of trauma is for children and youth in the United States by the age of 16?

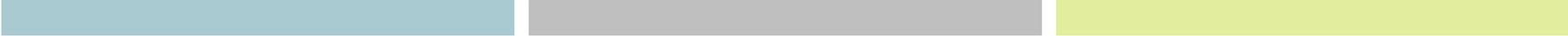
- A. One quarter
- B. Two thirds
- C. Half

Poll

B

More than two thirds of children and youth report at least one traumatic event by age 16

TRAUMA & RELATIONSHIPS



What is the impact of trauma on individuals and relationships?

- Shatters trust
- Destroys feelings of safety
- Violates a person's boundaries
- Induces feelings of hopelessness and helplessness
- Takes away a person's power and choice
- Produces feelings of shame, guilt, rage, and self-hatred
- Results in isolation and disconnection from self/others/the world

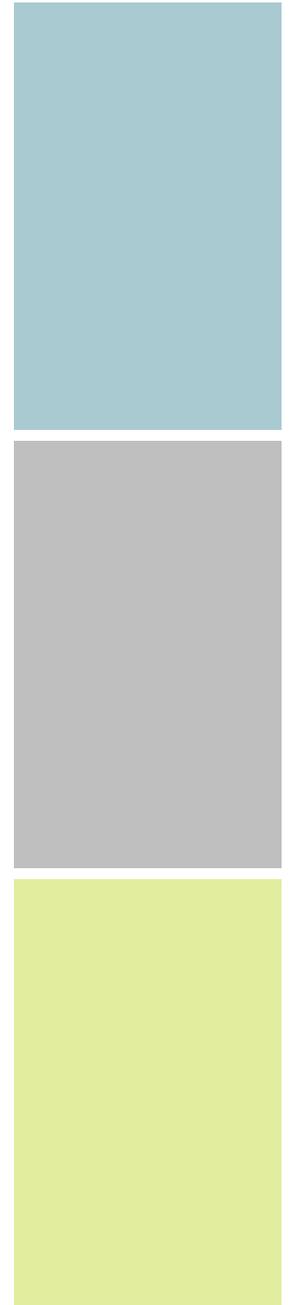
What would you add to this list?

TRAUMA-INFORMED PRINCIPLES



- ✓ **Safety:** Physical and Emotional
- ✓ **Trustworthiness and Transparency**
- ✓ **Empowerment, Voice, & Choice**
- ✓ **Collaboration and Mutuality**
- ✓ **Cultural, Historical, and Gender Issues**
- ✓ **Peer Support**

BUILDING RESILIENCE IN YOUTH



RESILIENCE

Fortunately, brains and lives are somewhat plastic. The appropriate integration of resilience factors born out of ACE concepts — such as asking for help, developing trusting relationships, forming a positive attitude, listening to feelings — can help people improve their lives.



WHAT IS RESILIENCY?

Capacity

Capacity for one to cope, adjust to, recover from stress and negative life events; includes personality traits, social skills, and responses that enable thriving

Internal Factors

Characteristics such as individual talents, energies, strengths, and constructive interests

External Factors

Influences like family support, positive adult role models outside of family, high expectations within community, and the availability and access to creative activities

ACE's & RESILIENCE

ACEs

- Not a life sentence
- ACE's are not set in stone
- There are ways to lessen the effects of ACEs

Resilience

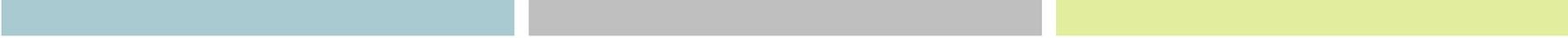
- Responsive caregiving provided from trusting adults and moderate effects
- Building resilience can counter the effects and help lead youth to more effective, productive, and healthy adulthoods

Building Blocks

- Include simple actions, responses, and attitudes
- Each action can look small, yet many small steps together build a strong foundation that allows one to thrive even when life poses inevitable hardships, challenges, and disappointments

BUILDING BLOCKS OF RESILIENCE

How Adults Can Support Youth



- Model appropriate behavior
- Model problem solving skills
- Set clear expectations and rules
- Establish appropriate consequences
- Have regular check- ins with youth
- Respect youth's ability to make decisions
- Allow youth's experience of success and failure
- Help youth appreciate culture and ethnic heritage

BUILDING BLOCKS OF RESILIENCE

For Youth

- Feeling hope, trust, and a sense of belonging
- Having healthy attachments and connection to caring adults
- Ability to express feelings and calm oneself
- Learning responsibility, problem solving skills, and decision making
- Learning to ask for and accept help
- Learning to show appreciation and empathy
- Learning to self-advocate and develop self-esteem
- Developing a sense of control, master skills, and give back
- Developing friendships and sharing important things

POST-TRAUMATIC OPPORTUNITIES

Does not mean that the pain of fear from trauma goes away. It means that individuals are able to find meaning in the trauma, learn more about themselves in the process, and find opportunity to apply increased self-knowledge to making healthy choices.

We all have multiple stories; the ones told to us, the ones we tell ourselves, and the ones that have the greatest impact for healing.



WHAT IS NEEDED FOR GROWTH?



Safe environment



Listening without solving



Highlighting the change perspective

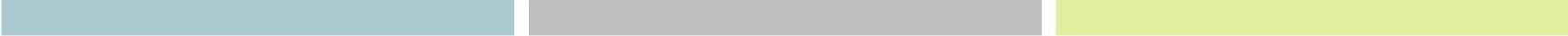


Reframing growth & opportunity



Access to services when appropriate

EMOTIONAL REGULATION



- Self-regulation (i.e. self-control) is learned calmness
- Trauma disrupts the acquisition of appropriate emotional regulation skills
- Youth with trauma histories are not focused on learning emotional regulation
 - Physical response overwhelms ability to cope
 - They learn what we model, teach, and reinforce
- Experiences either buffers, impacts, or escalates survival system response
- Neuroplasticity allows our brains to rewire- it's never too late
 - Coping and stress management skills and habits can offset experience

HOW TO SUPPORT EMOTIONAL REGULATION

Teach self-regulation skills

Model behavior, provide opportunities to practice skills, and coach them on how, why, and when to use their skills in increasingly complex situations.

Teach breathing, coping, and stress management

Ask, “Do you know what to do to calm yourself?”

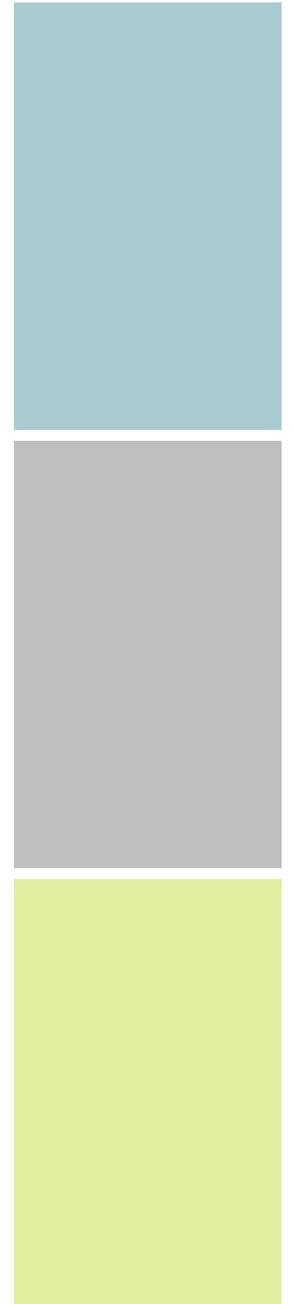
Teach how to identify sensations and emotions

When they have calmed down, ask: “What were you feeling?”

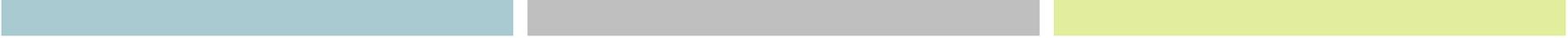
Teach cause and effect

When a young person has identified what they were feeling, ask: “What do you think happened to you to make you respond this way?”

TRAUMA-INFORMED APPROACHES TO YOUTH SERVICES



THE IMPLEMENTATION DOMAINS



- Governance and leadership
- Policy
- Physical environment of the organization
- Engagement of individuals of lived experience
- Cross-sector collaboration
- Prevention, screening, assessment, and treatment services
- Training and workforce development
- Progress monitoring and quality assurance
- Financing
- Evaluation

TRAUMA-INFORMED SERVICES

Awareness & Education

- Screening
- Initial education on screening
- Awareness about trauma
- Education about trauma and its impact

Safety & Stabilization

- Symptoms
- Impacts of symptoms on daily living
- Management of symptoms

Services

- Referrals
- Trauma-specific interventions
- Behavioral Health Services
- Physical Health Services

CREATING AWARENESS THROUGH EDUCATION



Awareness & Education



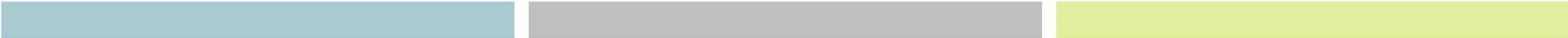
TASKS

- Conduct an organizational assessment
- Train both clinical and non-clinical staff
- Universal screening

TOOLS

- Screening tools
- Education
- Engage individuals in organizational assessment, evaluation, and quality improvement

ACHIEVING SAFETY AND STABILIZATION



Safety & Stabilization

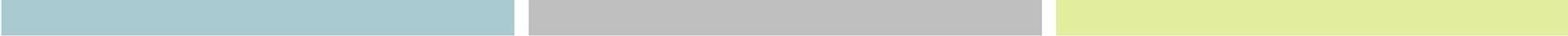
TASKS

- Protect from harm
- Reduce risk
- Increase health behaviors

TOOLS

- Education
- Self-regulation skill building
- Safety planning and harm reduction

PROVIDING TRAUMA-INFORMED SERVICES



Services

TASKS

- Reduce symptoms
- Promote healing
- Teach skills

TOOLS

- Train staff in trauma-specific treatment approaches
- Engage referral sources and partnering organizations
- Use shared-decision making models

STRATEGIES FOR SUPPORTING YOUTH YOU ARE WORKING WITH

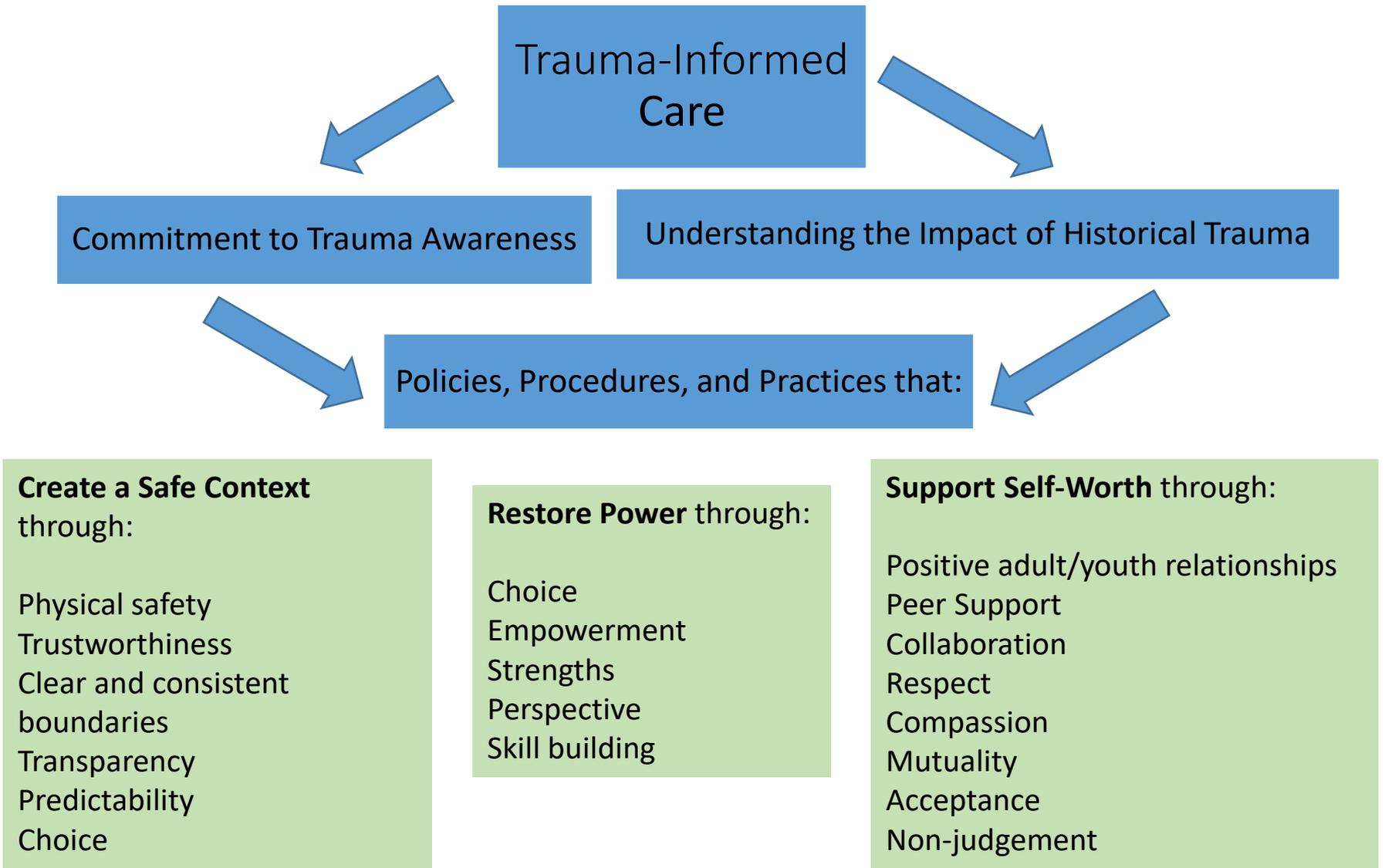


- Frame reexperiencing the event(s), hyperarousal, sleep disturbances, and other physical symptoms as physiological reactions to extreme stress.
- Communicate that prevention and other wellness activities can improve both psychological and physiological symptoms (e.g., therapy, meditation, exercise, yoga).
- Discuss traumatic stress symptoms and their physiological components.
- Explain links between traumatic stress symptoms and substance use disorders, if appropriate.
- Normalize trauma symptoms. For example, explain to youth that their symptoms are not a sign of weakness, a character flaw, being damaged, or going crazy.
- Support youth and provide a message of hope—that they are not alone, they are not at fault, and recovery is possible and anticipated.

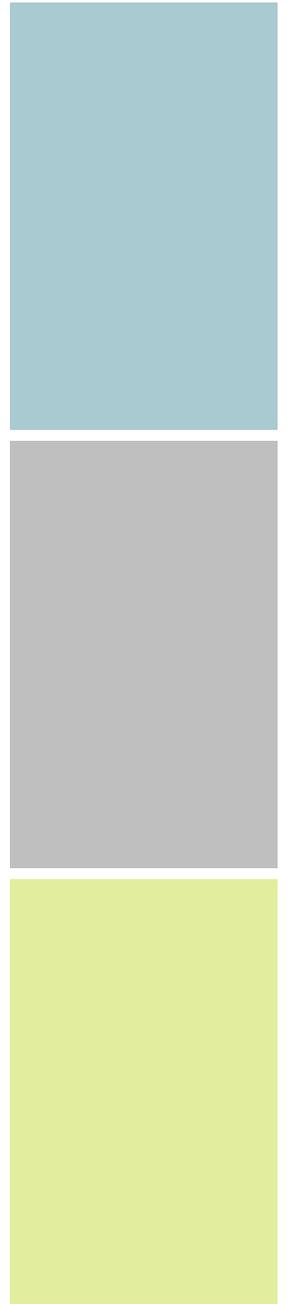
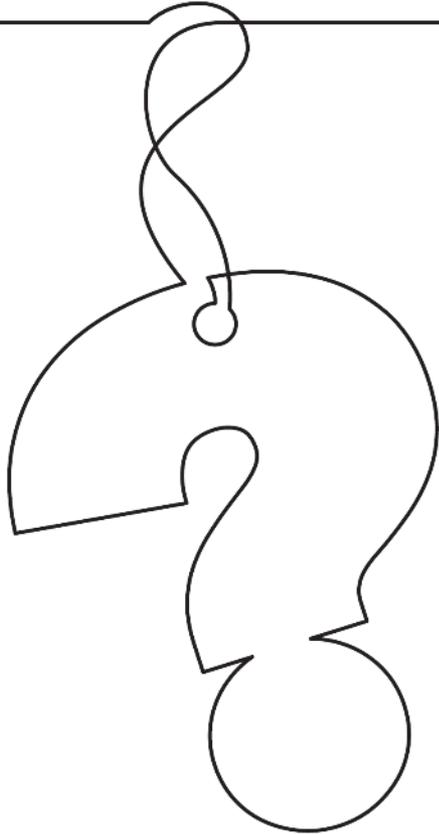
Poll

What strategies have you successfully used to support youth with trauma histories?

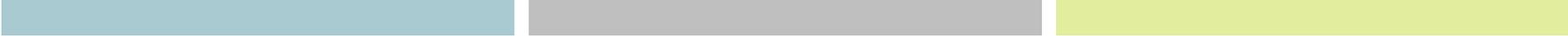
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QUESTIONS/COMMENTS



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- Davis, M.(2019). Trauma-informed care in youth/young adult serving organizations. Oregon Health Authority.
- Substance Abuse and Mental Health Services Administration. (2014). Trauma-informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 14-4816. Rockville, MD, Substance Abuse and Mental Health Services Administration.

RESOURCES



- [National Childhood Traumatic Stress Network](#)
- [Post-traumatic Growth Research Group](#)
- Youth MOVE National's [A Guide for Youth: Understanding Trauma.](#)
- [Understanding How Trauma Affects the Black Community Webinar](#)

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