From Trauma Informed to Trauma Capable: Initiating the Healing Process

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Understand the initial steps to supporting healing with our most vulnerable and reactive individuals.
Learning Objectives

• Review the types of trauma that can occur in children and adolescent’s lives
• Understand the Social Discipline Window and recognize biases and judgements that impact decision making
• Identify specific ways for adults to approach a child or adolescent in need to increase safety and security
• Identify alternatives to processing and reasoning when a child is dysregulated
• Identify alternative ways to implement structure and expectations while maintaining a collaborative and supportive relationship
• Review concepts surrounding the importance of self-care when working with individuals with higher needs
• Increase awareness of how secondary trauma, stress, and fatigue impact decision making and interactions within case management practices
Information shared today may be hard to hear or hard to listen to. If you find yourself feeling increased stress or negatively impacted by what you hear please feel free to get up and move around, step out if you need to.
"YOU ONLY UNDERSTAND PEOPLE IF YOU FEEL THEM IN YOURSELF"
- JOHN STEINBECK

"Under the surface "

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What I can’t give you...

A concrete answer for everyone.
A step by step instruction guide.

Trauma capable interventions are created by a consistent attitude, an approach, and a professional expectation.
Defining Trauma

An Overview
Definition of Trauma

TRAUMA = Event + Experience + Effects

* National Child Traumatic Stress Network

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Everyone’s experience is different. Every individual has their own level of coping and their own level of resiliency.

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Sources of Stress

Poverty
Discrimination
Loss of Family
Frequent Moves/Losses
Education Concerns
Historical Experiences
Refugee/Immigrant Experiences
Impacts

- Attachment
- Mood
- Behavior
- Brain/Biological
- Self-Concept
- Development/Cognition
- Long term (ACES)
Key Areas of Impact

Impulsivity
Moods
Regulation success
Problem Solving
Short Term Memory

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Never an excuse...

Trauma isn’t an excuse for behavior

It’s an understanding

Hold all individuals accountable with respect and dignity
Adverse Childhood Experiences

Today's youth
ACEs

Adverse Childhood Experience (ACE) Questionnaire
Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often …
   Swear at you, insult you, put you down, or humiliate you?
   or
   Act in a way that made you afraid that you might be physically hurt?
   Yes  No  If yes enter 1 ________

2. Did a parent or other adult in the household often …
   Push, grab, slap, or throw something at you?
   or
   Ever hit you so hard that you had marks or were injured?
   Yes  No  If yes enter 1 ________

3. Did an adult or person at least 5 years older than you ever…
Adverse Childhood Experiences
- Abuse and Neglect (e.g., psychological, physical, sexual)
- Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)

Impact on Child Development
- Neurobiological Effects (e.g., brain abnormalities, stress hormone dysregulation)
- Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
- Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)

Long-Term Consequences

Disease and Disability
- Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational transmission of abuse

Social Problems
- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting problems
- Family violence
- High utilization of health and social services

* Putnam, F. & Harris, W. (2008). Opportunities to change the outcomes of traumatized children

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Resiliency Trumps ACEs
Resiliency

An overview
A human ability to recover quickly from disruptive change, or misfortune without being overwhelmed or acting in dysfunctional or harmful ways.
RESILIENCE is a child’s ability to bounce back following difficult times. There are conditions or attributes of an individual, family, or community that can buffer the impact of trauma, helping to lower risk and promote resilience. These are called protective factors. Some protective factors include:

**Individual**
- Healthy and strong peer relationships
- High self-esteem
- Emotional self-regulation
- Positive coping skills

**Family**
- Reliable support from caregivers and extended family
- Clear values and expectations for behavior

**Community**
- Presence of mentors
- School engagement with families
- Positive norms
- Opportunities for community involvement
"I see what is right with you no matter what you have done in the past, no matter what problems you currently face. Your strengths are more powerful than your 'risks.' And whatever risks, problems, and adversity you are facing are steps on the road to bouncing back--they are not the end of the road!"
An Effective Approach

Restorative Practices
What do kids need

Fear Shifts Focus to Basic Needs

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

Safety

Physiological

Energy, Water, Food, Health, Shelter, Security

Maslow’s Hierarchy of Needs
Restorative Practices

Control

Support

TO
Punitive

WITH
Restorative

NOT
Neglectful

FOR
Permissive

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Restorative

Establishes and Builds a relationship
Supports and defines safety
Creates trust
Builds skills including empathy
Increases self regulation
Shares control
Provides structure
Increases communication skills

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Creating Safety and Acceptance

Creating a culture
People are unpredictable, but the environment and supports shouldn’t be

Relationships
Basic Needs Met
Routines
Limits
Acceptance

It’s ok to be wrong, it’s not ok to harm

Model what you need
Allow vulnerability
Don’t ever give up
An Effective Approach

It can be simple even in survival
“Life is 10% what happens to us and 90% how we react to it.”

-Charles Swindoll
We Learn by Experience

Trauma histories can lead to survival coping.
Lizard Brain

Executive Functioning to Survival

“Is it flipped?”
When you enter a situation are you hearing shark music or calm music?

Scared Youth ➔ Mindful/Calm Adult ➔ Calmer Youth

➢ A youth can rarely think rationally in a crisis situation, you may hear:
   ➢ “No one loves me!”
   ➢ “You don’t care!”
   ➢ “You’re hurting me!”
   ➢ “Leave me alone!”
   ➢ “I’m going to get you!”

➢ As the adult you are the rational one:
   ✓ Calm voice
   ✓ Low voice tone
   ✓ Eye level
   ✓ Supportive/nurture
   ✓ Tell them what’s next

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Individualized Redirection

I struggle if I am:

VULNERABLE

LACK SOME SENSE OF CONTROL

FEARFUL
Individualized Responses

• Allow me the chance to regulate and calm
• Allow me to gather my own thoughts
• LISTEN to me and let me be heard
• Don’t call me out in front of my peers/other adults if you don’t have to
• Talk with me individually, at my level
• Let me know that we can be ok
• If you have to send me away make sure I know I can come back
• Model what you want from me
Don’t just hear them...

What happened or is happening to you?

Identify the need and address it
Don’t just hear them...

Healing is found in the moments a voice is heard

Allowing individuals to express their feelings is the beginning to changing a belief

The platform in which trust and relationship can begin

A trauma-informed model builds positive caring adult relationships through holding people... ACCOUNTABLE

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When problem solving

When working with the anyone, ask some different questions:

- Ross Greene’s Collaborative Problem Solving
  - I noticed… What’s Up?
  - I hear you saying…
  - I hear you… and my concern is…
  - How can we solve this together and still be safe and respectful?

http://www.livesinthebalance.org/
Behavior

Behavior is the flame, but isn’t the ignitor

We spend a lot of time putting out flames, can professionals, in any role, begin to address the source?
Should youth really be in control?
Give control back

Choices
Decision Making
Collaborative Planning

“Don’t plan for me, plan with me. Believe it or not, I know myself better than you think”
Don’t change things

School is often my safe place
Consistency and structure keeps me safe

If something will change, let me be a part of it

Don’t forget I exist, I am not a behavior, I am a child who is scared. Would you talk to your own child that way?

12 year old, 2012
What is Happening?

Warn individuals if you will be doing something out of the ordinary

- Turning out lights
- Shutting a door
- Making a loud noise
- Change in staff or authority figure
- Changing schedule
- New rule / Change rule

- Touch/Hands on
- Leaving
- Handcuffs
- Arrests
- Tickets

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Apologies

Apologizing with actions builds empathy

Fix
Repay
Repair

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Create calming/coping skills

Even the most disruptive behaviors can be driven by trauma-related anxiety
Find coping strategies that WORK

• Read a book
• Write in a journal
• Exercise
• Deep breathing
• Think about something calm
• Listen to music
• Sing
• Lift weights
• Play an instrument
• Dance

• Weighted blanket
• Talk to a friend
• Watch TV
• Sleep
• Play a game or video game
• Meditate
• Do yoga or Tai Chi
• Play sports
• Paint or draw
• Do a craft

• Eat ice
• Wash your face or hands
• Play with toys or puzzles
• Color
• Take a walk
• Count
• Use a stress ball

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Your Own Biases

What fuels your decisions?
Decision making and Compassion Fatigue

What impacts your decisions?

- Fatigue?
- Frustration?
- Relationship?
- A need for control?
- Are you feeling vulnerable?
- Your own life experiences?
- Your ACEs?

Self Awareness is key to making fair, consistent, and trauma focused decisions.
Do you have permission to use your unbiased judgement?

ABSOLUTELY

Just remember that your own fatigue, frustration, irritation, personal bias, or your personal beliefs can impact the ability to make an unbiased decision.
Self-Care

Why it’s vital
Provider Resilience gives health care providers tools to guard against burnout and compassion fatigue as they help service members, veterans, and their families.

Your responses to a short self-assessment create ratings of your risk for compassion fatigue, burnout, and secondary traumatic stress. These ratings can also be viewed as graphs so you can monitor them over time.

A clock showing time since your last day off, inspirational cards, stretches, and Dilbert comics all encourage you to take restful breaks critical to avoiding burnout. Finally, videos by service members describing the positive impact health care providers had in their lives are there when you need a reminder of the value of what you do.

http://t2health.dcoe.mil/apps/provider-resilience
Compassion Fatigue

Caring too much can hurt. When caregivers focus on others without practicing self-care, Fatigue can result in increased stress that can become toxic over time.

What are you doing to care for yourself?
Working with Traumatized Individuals

The foundation for all individuals with trauma

The right questions to ask

1. What is driving the behavior
   - What else is really going on here?
   - What does this person need?
   - How can I change my perspective?
   - What keeps me only looking at the behavior?
   - What is the behavior communicating?
   - What in the environment could be triggering the behavior?

2. What can I do at the very moment to improve my relationship with this person?
   - How can I make this relationship safe?
   - Does _______ need me to validate him/her?
   - What does _______ need from me?
   - How can I respond so the person isn’t threatened?
   - How can I physically position myself to create safety in the relationship?
   - Can the individual respond to exploratory questions, not solutions I give?
   - How can I convey the person that I truly want to understand their struggle?
   - How can I be more authentic?
   - Can I stop talking and start listening?
   - Am I being sympathetic or empathetic?

Don’t forget, that events or certain times of the year individuals can have less stress tolerance, they are no different than you.

We know that most people respond to positive and negative motivations. When trauma is a primary factor in the inability to regulate and calm, traditional motivations increase stress, vulnerability, and decrease control. As a result, we end up with the opposite desired reaction or response.

When working with youth, involve parental support, our parental fear of individuals living with trauma are already living in fear of the unknown and fear of those that can harm them. We want to empower parents and youth to work together towards increasing regulatory, decreasing stress by threat.
Online Resources

Resources

1. Collaborative Problem Solving

   Livesinthebalance.org

2. National Child Traumatic Stress Network
Questions?

Thank you!

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References


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References (continued...)


References (continued…)


