

Guiding Principles of a Trauma - Informed Approach

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Housekeeping

Experiencing Delays?

Try closing out the programs running on your computer.



Audio

You can control the volume.

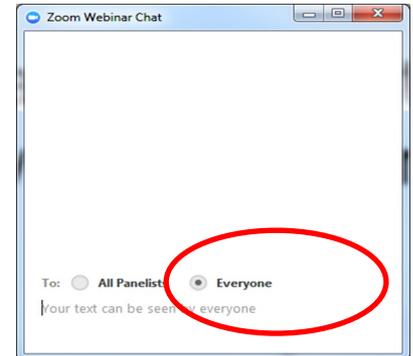
Your audio/video will be muted upon entry .



Questions?

Use the chat function.

Pull drop down menu down. Respond to all panelists & attendees.



AGENDA

- ▶ Welcome/Check-in
- ▶ Overview of guiding principles of a trauma-informed approach
- ▶ Trauma related to current events
- ▶ Incorporating TIA in work with youth

NOTE: Do what you need to do to take care of yourself and be fully present during this session.



A dark blue armchair with a silver laptop on it, set in a room with wooden walls and a tiled floor. The laptop has an Apple logo and a small black square sticker on the lid. The room has a wooden door and red curtains in the background.

QOTD

In the chat box, what
is one thing that
brings you comfort or
makes you feel safe

What is Trauma?

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being.

Types of Trauma

- ▶ Acute – A singular event (e.g. natural disaster, a violent attack, an accident)
- ▶ Chronic – An on-going issue or series of events (e.g. long-standing abuse, hunger, poverty, alcohol or substance abuse in the home)

The Three E's

An **Event** is objective and measurable. Traumatic events include abuse (physical, emotional, sexual); domestic or community violence; an accident or natural disaster; and war or terrorism

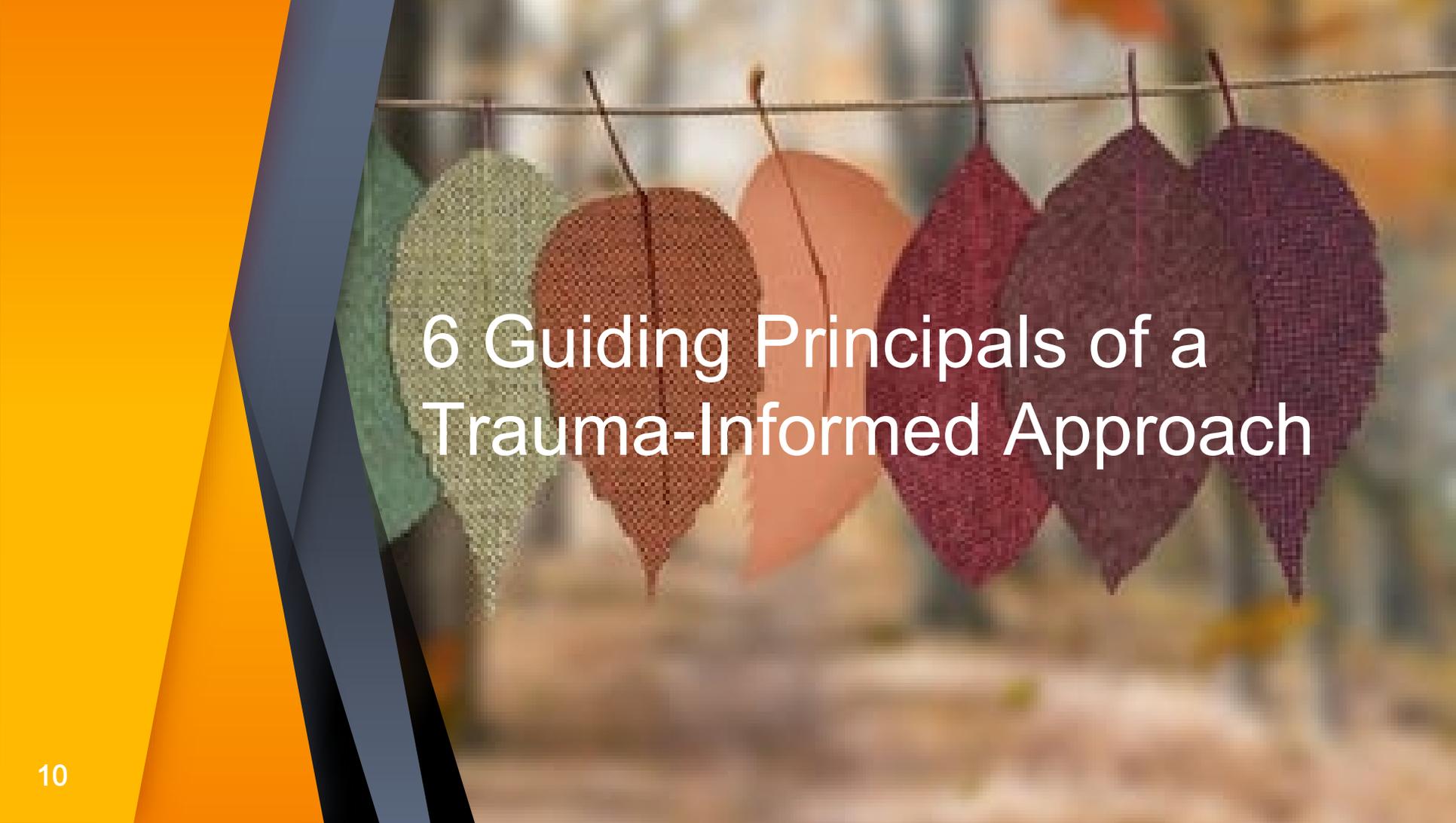
An **Experience** is subjective and difficult to measure because it relates to how someone reacts to an event. It is often thought to be life threatening or physically or emotionally overwhelming, and intensity can vary among people and over time

Effects are the reactions a person has to an event and the ways an experience changes or alters that person's ongoing and future behavior.

A Trauma -Informed Approach...

- ▶ ***Realizes*** the widespread impact of trauma and understands potential paths for recovery.
- ▶ ***Recognizes*** the signs and symptoms of trauma in clients, youth, families, staff, and others involved with the system.
- ▶ ***Responds*** by fully integrating knowledge about trauma into policies, procedures, practices, and settings.
- ▶ ***Resists re-traumatization*** of youth/clients as well as staff.

Q. Why is this important?

The background features a blurred image of autumn leaves hanging from a string. On the left side, there are overlapping geometric shapes in shades of orange, yellow, and grey. The text is centered over the leaf image.

6 Guiding Principals of a Trauma-Informed Approach

There are six guiding principles to consider when looking through a trauma -informed lens:

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment
- Cultural, Historical & Gender Considerations

SAFETY

Throughout an organization & program, the staff and the people they serve feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety.

TRUSTWORTHINESS

Organizational & program operations and decisions are conducted with transparency and with the goal of building and maintaining trust among youth, family members, staff, and others involved with the organization/program.

CHOICE

The program aims to strengthen the experience of choice for youth and recognizes that every person's experience is unique and requires an individualized approach.

COLLABORATION

- ▶ There is true leveling of power differences between youth and staff inc. programmatic & administrative staff.
- ▶ Collaboration recognizes that growth & healing happens in the meaningful sharing of power and decision making

EMPOWERMENT

Throughout the program/organization, the strengths of youth are recognized, built on, and validated, and new skills are developed as needed.

CULTURAL, HISTORICAL & GENDER CONSIDERATIONS

The program/organization incorporates policies, protocols, and processes that are responsive to the racial, ethnic and cultural needs of individuals served; are gender-responsive; and incorporate a focus on historical trauma.

TRAUMA & CURRENT EVENTS



CORONA VIRUS/COVID -19

Illness

Isolation

Loss of life

Loss of jobs/Working remotely (e.g. from home)

Closing of businesses

Financial uncertainty & distress

Social distancing

Altering &/or cancellation of major events (concerts, weddings, conferences, graduations, funerals)



HISTORICAL TRAUMA

- ▶ The cumulative emotional and psychological wound-ing, as a result of group traumatic experiences, transmitted across generations within a community.
- ▶ Often associated with racial & ethnic population groups in the US who have suffered major intergenerational losses/trauma and assaults on their culture and well-being.

-SAMHSA, 2016; Yehuda et al., 2016



RACIAL TRAUMA

- ▶ Traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events.
- ▶ Racial trauma (also known as race-based traumatic stress) refers to the stressful impact or emotional pain of one's experience with racism and discrimination (Carter, 2007).

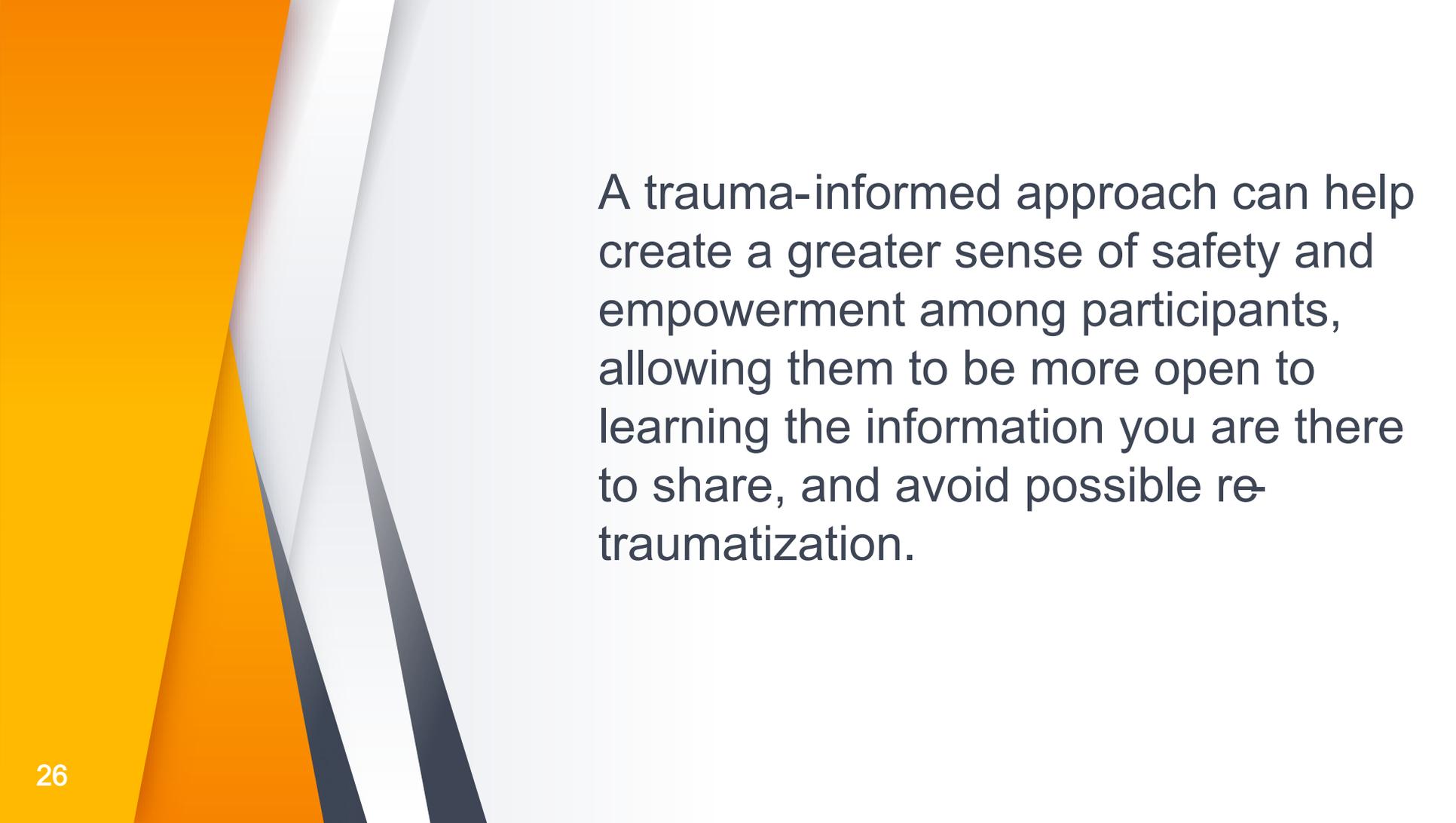


Breathe



INCORPORATING A TRAUMA - INFORMED APPROACH (TIA) INTO YOUR WORK WITH YOUTH

As we know now, many young people have experienced or live with trauma. In particular, LGBTQ youth, youth in the foster care or juvenile justice system, young people of color and young people living in poverty are more likely to experience trauma.



A trauma-informed approach can help create a greater sense of safety and empowerment among participants, allowing them to be more open to learning the information you are there to share, and avoid possible re-traumatization.

**Chat Box: How can/have
you incorporated a TIA
in your work with youth
--- either in the EBPs or
in your virtual
programs??**

Incorporating TIA in EBPs

- ▶ Make sure you discuss with the teacher or site coordinator what the process is for students who need to excuse themselves.
- ▶ Prior to starting the program, know what support services are available to students.
- ▶ If going into a school, let the guidance/counseling office know you're starting programming soon, in case they see an increase in visits to their offices.



Incorporating TIA in EBPs

- ▶ Is the space itself welcoming? What is the “emotional temperature” in the room? Does it feel open or confined?
- ▶ Does the language being used feel **safe & empowering** for *all* participants? Is it inclusive?

Incorporating TIA in EBPs

- ▶ Mention at the start of the program that this can be sensitive information, or even stressful for some people.
- ▶ Give participants the option to participate or opt-out.
- ▶ If school policy allows, explain that if someone gets uncomfortable, they can leave the room to take care of their needs.

Incorporating TIA in Virtual Programs

- ▶ Re-establishing/re-creating group agreements developed by the youth (**safety, empowerment**)
- ▶ Start sessions with a light check-in e.g. 1-10 check-in (**safety, empowerment**)
- ▶ Routines – Provide consistent programs that youth can participate in to create a sense of normalcy. (**Trustworthiness**)
- ▶ Give youth the option to participate or opt-out of an activity or a full session (**choice**)

Incorporating TIA in Virtual Programs

- ▶ Ask youth what topics they would like to discuss & how they'd like to cover it (**choice, empowerment**)
- ▶ Provide opportunities for youth to work together e.g. sharing their feelings about a topic or developing online content (**collaboration, empowerment**)
- ▶ Discuss current events and how it's impacting them, their peers and their families e.g. racial injustice, COVID-19, etc. (**cultural, historical, gender considerations, empowerment**)
- ▶ Allow participants to self-identify e.g. pronouns, name used during the session (**choice, cultural/gender considerations, empowerment**)

Anything Else?

- ▶ Based on your work, any additional strategies/suggestions for incorporating a TIA in EBPs in general as well as for **specific activities in one of the EBPs (e.g. The Transmission Game)?**

RESOURCES & REFERENCES

- ▶ NYS/OMH Mental Health Support Hotline 1-844-863-9314
- ▶ NYC Well (Talk.Text.Chat 24/7): 1-888-NYC-WELL / <https://nycwell.cityofnewyork.us/en/>
- ▶ Are you experiencing anxiety due to the coronavirus emergency? <https://omh.ny.gov/omhweb/covid-19-resources.html>
- ▶ Coping with Traumatic Events (National Institute of Mental Health): <https://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>
- ▶ NYS COVID-19 Coping Circles- <https://rc-1.nyspi.org/surveys/?s=44YWTJMF3T>

RESOURCES & REFERENCES

- ✓ **Addressing Race and Trauma in the Classroom -** https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf
- ✓ **Trauma-Informed School Strategies During COVID-19 -** https://www.nctsn.org/resources/trauma-informed-school-strategies-during-covid-19?utm_source=ebulletin&utm_medium=email&utm_campaign=nctsn-ebulletin
- ✓ **Keeping Yourself & Your Kids Safe and Healthy in the Pandemic: Tips for Judges, Legal Professionals & Court Personnel -** https://www.nctsn.org/resources/keeping-yourself-and-your-kids-safe-and-healthy-in-the-pandemic-tips-for-judges-legal-professionals-and-court-personnel?utm_source=ebulletin&utm_medium=email&utm_campaign=nctsn-ebulletin
- ✓ **The Impact of COVID-19 on Child Sex and Labor Trafficking -** https://www.nctsn.org/resources/the-impact-of-covid-19-on-child-sex-and-labor-trafficking?utm_source=ebulletin&utm_medium=email&utm_campaign=nctsn-ebulletin

RESOURCES & REFERENCES

- ▶ **Implementing a Trauma -Informed Approach for Youth Across Service Sectors -** https://youth.gov/docs/Trauma_Informed_Approach_508.pdf
- ▶ **Culturally -Responsive Approaches to Serve Latin American Children Who Experience Traumatic Separation -** https://www.nctsn.org/resources/culturally-responsive-approaches-to-serve-latin-american-children-who-experience-traumatic-separation?utm_source=ebulletin&utm_medium=email&utm_campaign=nctsn-ebulletin
- ▶ **Children and Domestic Violence for Parents Fact Sheet Series in Spanish -** <https://www.nctsn.org/resources/children-and-domestic-violence-how-does-domestic-violence-affect-children-sp>
- ▶ **World Refugee Day 2020 Webinar: How is COVID19 Impacting Refugee and Immigrant Communities -** <https://drive.google.com/file/d/1ei7CzwIBgoRjW2tCk-KN2UuJu4TBrMCx/view>
- ▶ **Investigating the Association Between Posttraumatic Risky Behavior and Offending in Adolescents Involved in the Juvenile Justice System -** <https://link.springer.com/article/10.1007/s10964-019-01120-0>

After the Harvest: A Story about saying goodbye (e - book for children)

[http:// fsustress.org/AfterTheHarvest/AfterTheHarvest.html](http://fsustress.org/AfterTheHarvest/AfterTheHarvest.html)

The Germ That Wears a Crown:

A Story about the Coronavirus (e-book for children in English, Creole & Spanish)

[http:// fsustress.org/GermCrown/GermCrown.html](http://fsustress.org/GermCrown/GermCrown.html)



ACT for Youth Site:
www.actforyouth.net

A top-down view of a white ceramic coffee cup filled with a frothy beverage, sitting on a dark brown wooden table. A black card with the word "Thanks!" written in white cursive script is placed to the left of the cup.

Thanks!

Any questions?

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