

TRAUMA INFORMED PRINCIPLES		
<i>Adapted from the American Psychological Association (2008); National Child Traumatic Stress Network (2012); National Center on Family Homelessness (2012); Hollywood Homeless Youth Partnership (2009) and the Substance Abuse and Mental Health Services Administration (N.D.)</i>		
PRINCIPLE	WHY?	WHAT COULD IT LOOK LIKE?
Positive Relationships	<ul style="list-style-type: none"> • Children who have experienced trauma may have difficulty with forming healthy relationships • Consistent, supportive adults can support healing and growth 	<ul style="list-style-type: none"> • Staff are consistent, reliable, empathetic • Opportunities to recognize children’s strengths • Building trusting relationships with family
Understanding Trauma & Its Impact	<ul style="list-style-type: none"> • Trauma is widespread and can influence our thoughts, feelings, and behaviors • Understanding trauma and how it affects individuals and communities is the first step to putting knowledge into action 	<ul style="list-style-type: none"> • Staff and management attend on-line or in-person trainings • Trained staff and management share information on trauma with other staff, management and parents • Considering role of trauma in individual interactions
Culture of Self Care	<ul style="list-style-type: none"> • Working with traumatized children can cause secondary or vicarious trauma in providers • Working with traumatized children can remind us of our own trauma • Vicarious trauma harms staff and can limit effectiveness of programming • Culture of self care in the work place helps to minimize secondary trauma 	<ul style="list-style-type: none"> • Seeking out supervision when possible • Practice mindfulness (checking in with own feelings, deep breathing, taking a break) • Staff have self-care plans
Promoting Safety	<ul style="list-style-type: none"> • Traumatized children often have experienced chaos and unpredictability. • They may expect bad things will happen to them and that others cannot be trusted • Trauma causes the brain to be overly sensitive to signals of danger. Reminders of trauma trigger automatic “survival brain” reactions. • Creating safety—routines, rituals, consistency, predictability, minimizing trauma reminders--allows children to relax and shift their energy from survival to healthy learning/development 	<ul style="list-style-type: none"> • Having predictable, structured activities • Having secure entries, exits and restrooms • Staff interactions are consistent, have clear expectations and boundaries



Trauma Awareness & Resilience Training Institute for Youth Workers

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Voice & Choice	<ul style="list-style-type: none"> • Trauma often involves a loss of control and feelings of helplessness. • Children may believe they are powerless or may constantly challenge limits and authority • Creating a space for children to be heard and have a choice helps them regain a sense of control and feel empowered. 	<ul style="list-style-type: none"> • Create opportunities for feedback and leadership • For young children or with safety issues, giving limited choice may be more appropriate (choice between 2 set options)
Access to Resources	<ul style="list-style-type: none"> • Children and families may have multiple, interrelated needs (physical, emotional, spiritual) that are beyond the resources of one organization • Staff can work together with families and service providers to suggest options and support ongoing, “wrap-around” services 	<ul style="list-style-type: none"> • Offering caregivers a “menu” of options so they can determine what works best for them • Building relationships with service providers and making “warm referrals”
Cultural Competence & Promotion of Equity	<ul style="list-style-type: none"> • Healing and healthy development is rooted in cultural identity, it is important to recognize resilience and foster cultural pride and community connectedness • Programs are more effective when providers are knowledgeable of participants cultural background (beliefs, history, language, social customs) and their own assumptions/biases 	<ul style="list-style-type: none"> • Activities that affirm positive cultural identity • Staff education on participant cultural background and culturally-appropriate resources • Materials in multiple languages
Social-Emotional Learning & Positive Youth Development	<ul style="list-style-type: none"> • Traumatized children may have a hard time identifying how they feel and coping with their feelings in a positive way • They may have difficulty forming healthy relationships (not trusting or too trusting) Adults can help children learn to identify their feelings and find healthier ways to manage them • They can also help them understand social cues, set healthy boundaries, and communicate more effectively • Recognizes young people’s strengths and assets with the understanding that trauma can prevent young people from recognizing their own strengths 	<ul style="list-style-type: none"> • Help children learn to name how they’re feeling • Help children use healthy coping skills for managing strong emotions • Help children learn healthy ways to resolve conflict • Model appropriate boundaries • Providing opportunities for leadership • Celebrating strengths and accomplishments

