

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



Trauma Awareness & Resilience Training Institute for Youth Workers

PRINCIPLE	WHY?	WHAT COULD IT LOOK LIKE?
<b>Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>• Trauma often involves a loss of control and feelings of helplessness.</li> <li>• Children may believe they are powerless or may constantly challenge limits and authority</li> <li>• Creating a space for children to be heard and have a choice helps them regain a sense of control and feel empowered.</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for feedback and leadership</li> <li>• For young children or with safety issues, giving limited choice may be more appropriate (choice between 2 set options)</li> </ul>
<b>Access to Resources</b>	<ul style="list-style-type: none"> <li>• Children and families may have multiple, interrelated needs (physical, emotional, spiritual) that are beyond the resources of one organization</li> <li>• Staff can work together with families and service providers to suggest options and support ongoing, “wrap-around” services</li> </ul>	<ul style="list-style-type: none"> <li>• Offering caregivers a “menu” of options so they can determine what works best for them</li> <li>• Building relationships with service providers and making “warm referrals”</li> </ul>
<b>Cultural Competence &amp; Promotion of Equity</b>	<ul style="list-style-type: none"> <li>• Healing and healthy development is rooted in cultural identity, it is important to recognize resilience and foster cultural pride and community connectedness</li> <li>• Programs are more effective when providers are knowledgeable of participants cultural background (beliefs, history, language, social customs) and their own assumptions/biases</li> </ul>	<ul style="list-style-type: none"> <li>• Activities that affirm positive cultural identity</li> <li>• Staff education on participant cultural background and culturally-appropriate resources</li> <li>• Materials in multiple languages</li> </ul>
<b>Social-Emotional Learning &amp; Positive Youth Development</b>	<ul style="list-style-type: none"> <li>• Traumatized children may have a hard time identifying how they feel and coping with their feelings in a positive way</li> <li>• 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</li> <li>• They can also help them understand social cues, set healthy boundaries, and communicate more effectively</li> <li>• Recognizes young people’s strengths and assets with the understanding that trauma can prevent young people from recognizing their own strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Help children learn to name how they’re feeling</li> <li>• Help children use healthy coping skills for managing strong emotions</li> <li>• Help children learn healthy ways to resolve conflict</li> <li>• Model appropriate boundaries</li> <li>• Providing opportunities for leadership</li> <li>• Celebrating strengths and accomplishments</li> </ul>

