Trauma-Informed Care

Trauma-Informed Care

Handout

Imagine
INSTITUTE FOR
LEARNING

What is Trauma?

"….an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being." (SAMHSA, 2019)

Trauma experience can be impacted by

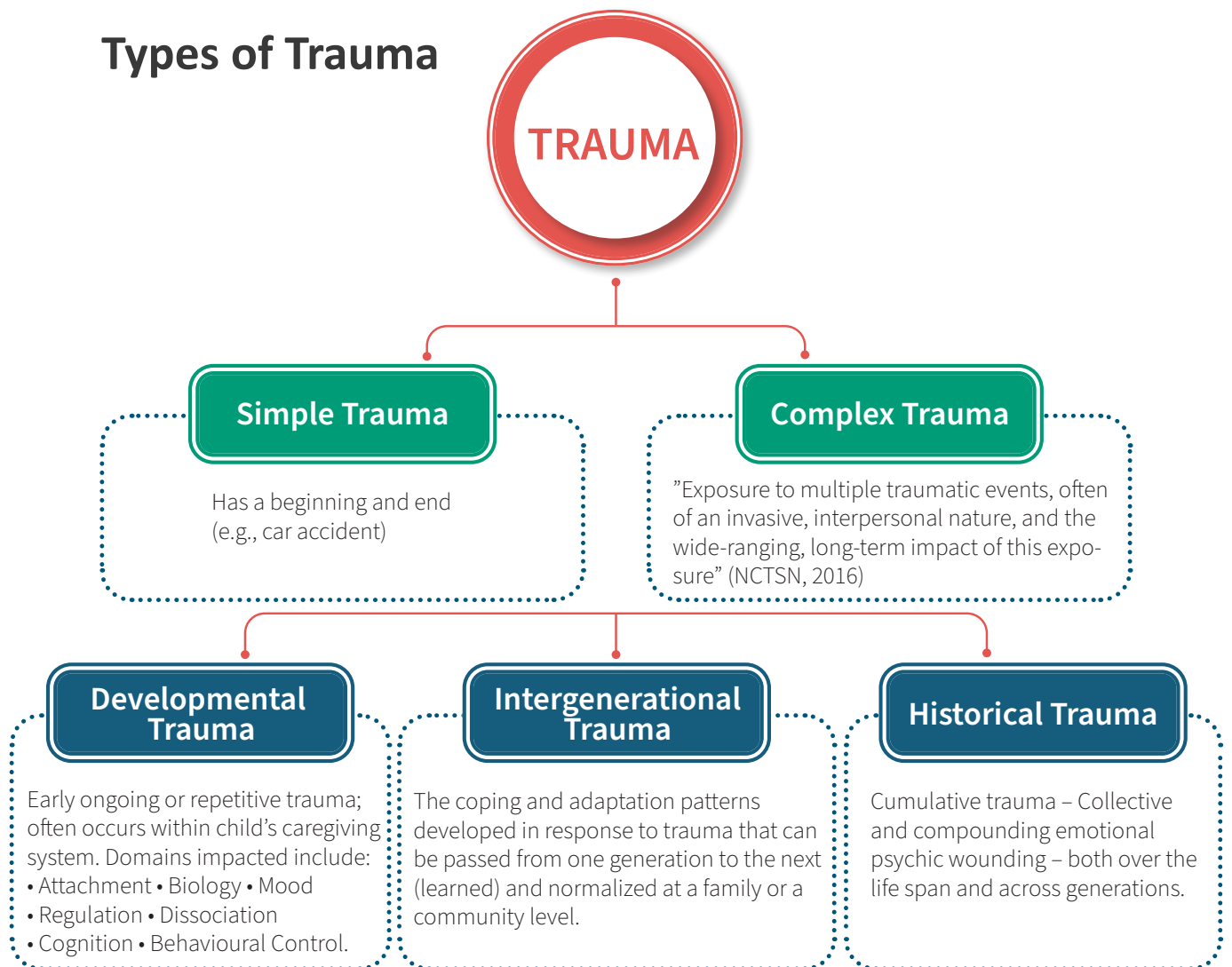► Coping Skills
► Supports
► History
► Meaning Attributed

Traumatic Event vs. Traumatic Response

► Traumatic Event – The actual experience of trauma
► Traumatic Response – Our response to the trauma experience including:
● The way you feel ● Your ability to have satisfying relationships
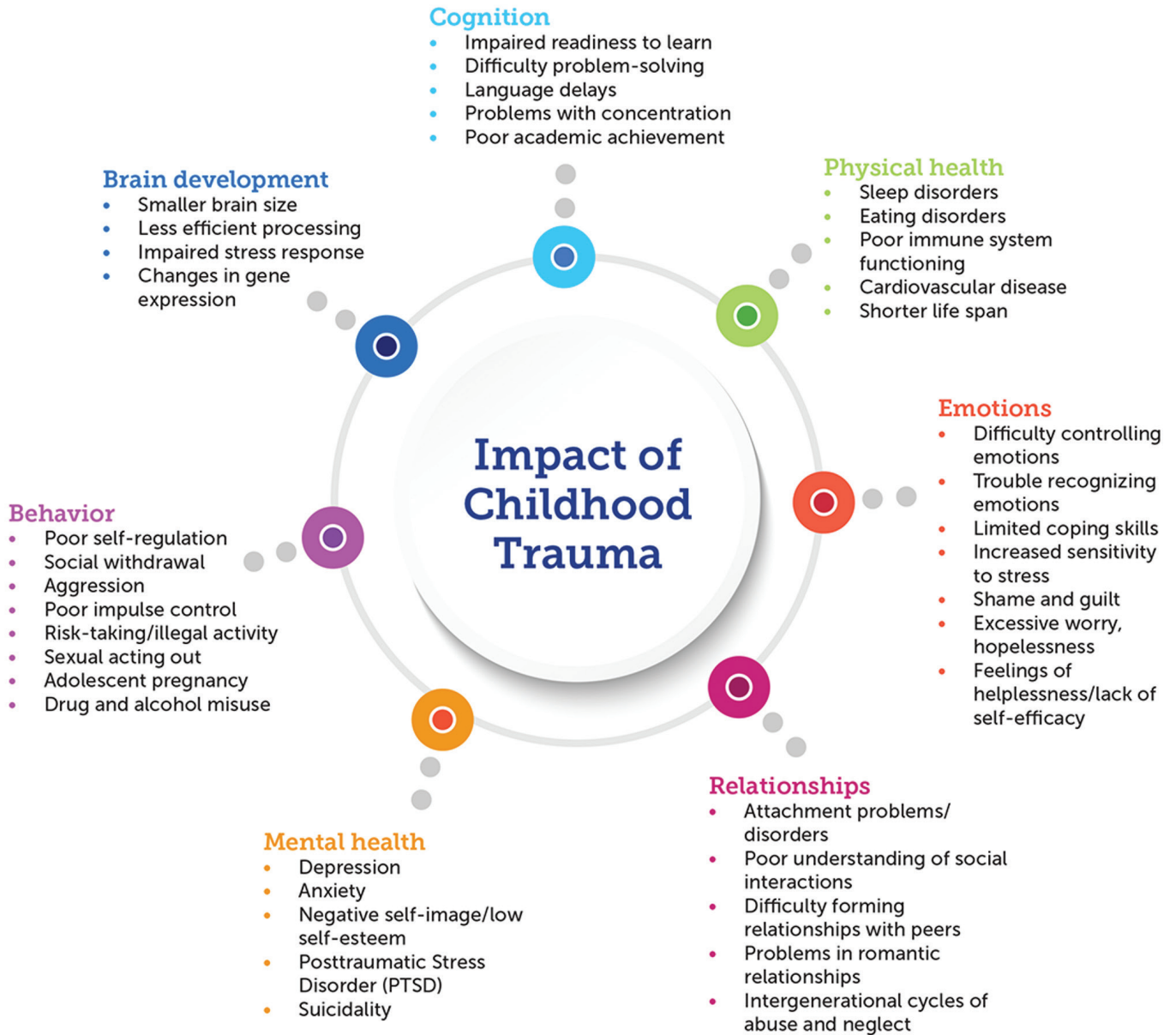● Your body ● The way you think ● The way you behave

What is Trauma-Informed Care?

► Considers an understanding of trauma in all aspects of service delivery.
► Place priority on the individual's safety, choice and control.
► Creates a service culture of nonviolence, learning and collaboration.
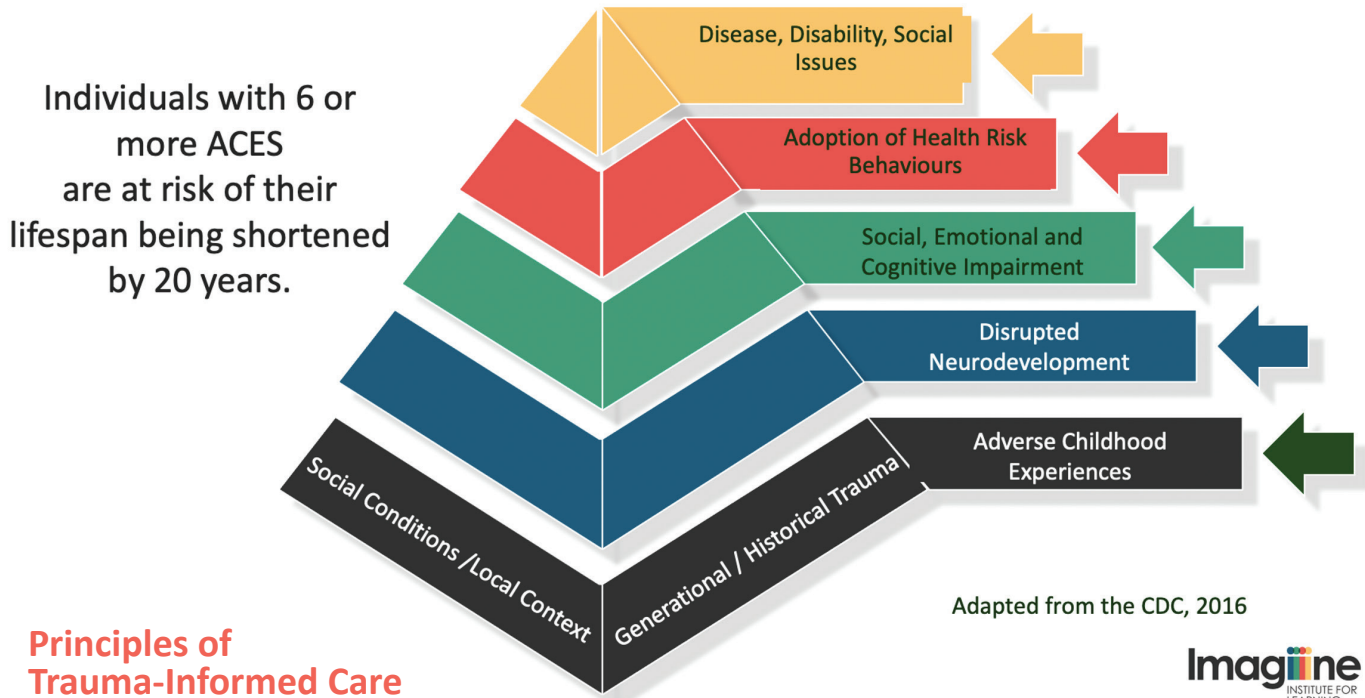
Types of Trauma

TRAUMA

Simple Trauma

Has a beginning and end (e.g., car accident)

Complex Trauma

"Exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure" (NCTSN, 2016)

Developmental Trauma

Early ongoing or repetitive trauma; often occurs within child's caregiving system. Domains impacted include:
• Attachment • Biology • Mood
• Regulation • Dissociation
• Cognition • Behavioural Control.

Intergenerational Trauma

The coping and adaptation patterns developed in response to trauma that can be passed from one generation to the next (learned) and normalized at a family or a community level.

Historical Trauma

Cumulative trauma – Collective and compounding emotional psychic wounding – both over the life span and across generations.

Imagine INSTITUTE FOR LEARNING

Impact of Childhood Trauma

Cognition
- Impaired readiness to learn
- Difficulty problem-solving
- Language delays
- Problems with concentration
- Poor academic achievement

Brain development
- Smaller brain size
- Less efficient processing
- Impaired stress response
- Changes in gene expression

Physical health
- Sleep disorders
- Eating disorders
- Poor immune system functioning
- Cardiovascular disease
- Shorter life span

Impact of Childhood Trauma

Emotions
- Difficulty controlling emotions
- Trouble recognizing emotions
- Limited coping skills
- Increased sensitivity to stress
- Shame and guilt
- Excessive worry, hopelessness
- Feelings of helplessness/lack of self-efficacy

Behavior
- Poor self-regulation
- Social withdrawal
- Aggression
- Poor impulse control
- Risk-taking/illegal activity
- Sexual acting out
- Adolescent pregnancy
- Drug and alcohol misuse

Mental health
- Depression
- Anxiety
- Negative self-image/low self-esteem
- Posttraumatic Stress Disorder (PTSD)
- Suicidality

Relationships
- Attachment problems/ disorders
- Poor understanding of social interactions
- Difficulty forming relationships with peers
- Problems in romantic relationships
- Intergenerational cycles of abuse and neglect

Mechanism by Which Adverse Childhood Experiences Influence Health and Wellbeing Throughout the Lifespan

Individuals with 6 or more ACES are at risk of their lifespan being shortened by 20 years.

Disease, Disability, Social Issues

Adoption of Health Risk Behaviours

Social, Emotional and Cognitive Impairment

Disrupted Neurodevelopment

Adverse Childhood Experiences

Social Conditions / Local Context

Generational / Historical Trauma

Adapted from the CDC, 2016

Imagine INSTITUTE FOR LEARNING

Principles of Trauma-Informed Care

Trauma-Informed Services

▶ A perspective to be used by anyone
▶ Does not require disclosure
▶ Recognizes client's need for choice and control
▶ Focus on client safety and empowerment

Key messages when making links to trauma

• Awareness – It's not what's wrong with them but what's happened to them
• De-stigmatizing and normalizing responses • What happened is not their fault
• They are not alone • Emphasizing resilience and hope

Trauma Awareness

Basic Understanding of Trauma
• Know your own role in supporting trauma recovery
• Recognize the signs and symptoms of trauma

Common Reactions to Trauma
• Feeling hopeless
• Feeling detached
• Trouble concentrating or making decisions
• Constantly on guard and alert
• Having disturbing dreams and memories or flashbacks
• Having work or school problems

Physical Reactions
• Stomach upset and trouble eating • Trouble sleeping and feeling very tired
• Pounding heart, rapid breathing • Sweating
• Severe headache • Failure to engage in exercise, diet, safe sex, regular health care
• Excess smoking, alcohol, drugs, food • Ongoing medical problems worsen

Emotional Reactions
• Feeling nervous, helpless, fearful, sad
• Feeling shocked, numb, and not able to feel love or joy
• Avoiding people, places and things related to the event
• Being irritable or having outbursts of anger
• Becoming easily upset or agitated
• Blaming yourself or having negative views of oneself or the world

Imagine INSTITUTE FOR LEARNING

Principles of Trauma-Informed Care

Physical Reactions Safety – Cornerstone of trauma-informed practice
- ► Physical – Clear signage, welcoming environment, asking where they would like to sit.
- ► Emotional – Openness, non-judgmental, respectful, outlining intake process, clearly explaining program, informed consent.
- ► Cultural – Be aware of and accommodate cultural differences (gender-neutral washrooms, appropriate greeting and communication, staff diversity reflecting client population).

Trustworthiness – Developing trust is a process requiring patience and respect.
- ► Boundaries – What are you able to provide within the scope of your role?
- ► Communication – Be clear, honest and supportive
- ► Consistency – Do what you said you would do, dependability
- ► Confidentiality – Ensure client understands confidentiality agreement and work within its parameters.

Choice and Control – Allows services to be delivered at a pace that matches the client's need.
- ► Client is involved in decisions regarding his/her treatment plan.
- ► Build sense of empowerment and confidence by allowing clients to have input and make decisions.

Collaboration and Connection – Developing a strong working relationship is key. Created through:
- ► Sharing of power – Client is the expert in their life; ensure their voice is included.
- ► Collaboration in practice & community – Build relationships with community services.
- ► Open and respectful communication

Strength-based Approach
- ► Identify client's strengths – Help them identify what has worked for them previously
- ► Build on and further develop, already existing skills

Ladder of Inference

7. Actions based on beliefs.

6. Beliefs made on conclusions

5. Conclusions drawn based on assumptions

4. Assumptions made from interpreted reality

3. Interpreted reality or meaning based on selected information

2. Selected information as a subset of objective facts

1. Objective facts or reality

Vicarious Trauma

Vicarious traumatization is a transformation in the self of a support professional or helper resulting from **empathic engagement** with traumatized clients and their reports of traumatic experiences.

Repeated exposure results in a profound shift in world view.
The world feels altered.

Perlman & Saakvitne (1995)

Vicarious Resilience

Involves the process of learning about overcoming adversity from the trauma survivor and the resulting positive transformation and empowerment through their empathy and interaction.

(Hernandez, Gangsei, and Engstrom, 2007)

Resources

For more resources on mental health, go to the Mental Health Action Plan website.
www.mentalhealthactionplan.ca

For more training opportunities, go to Imagine Institute for Learning.
www.imagineinstitute.ca

References

Trauma-Informed Care

Alberta Health Services. (2015). *What is trauma informed care?*
Retrieved from https://dl.dropboxusercontent.com/u/466896042/Trauma%20Informed%20Care%20eLearning%20Module/TIC%20E-Learning%20Module%20A1%20-%20What%20is%20Trauma%20Informed%20Care/story.html

Arthur, E., Seymour, A., Dartnall, M., Beltgens, P., Poole, N., Smylie, D., … Schmidt, R. (2013). *Trauma-informed practice guide.* Vancouver, B.C: BC Provincial Mental Health and Substance Use Planning Council.

Baranowsky, A. B., & Gentry, J. E. (2015). *Early intervention field traumatology*: TI-1001 Student Manual (10th Ed.). Toronto, ON: Traumatology Institute.

Bloom, S. L., & Yanozy Sreedhar, S. (2008). The Sanctuary model of trauma-informed organizational change. *Reclaiming Children and Youth,* 17(3), 48-53.

Brave Heart, M. Y. H. (1998). The return to the sacred path: Healing the historical trauma and historical unresolved grief response among the Lakota through a psychoeducational group intervention. *Smith College Studies in Social Work, 68*(3), 287-305.

Centre for Addiction and Mental Health (CAMH). (2000). *Common questions about the effects of trauma* [Brochure]. Toronto, ON: CAMH.

Harris, M., & Fallot, R. D. (2001). Envisioning a trauma-informed service-system: A vital paradigm shift. In M. Harris & R. D. Fallot (Eds.), *Using trauma theory to design service systems* (pp. 3-22). San Francisco, CA: Jossey-Bass.

Herman, J. L. (1992). *Trauma and recovery.* London: Pandora.

Jean Tweed Centre. (2013) Trauma matters: *Guidelines for trauma-informed practices in women's substance use services.* Toronto, ON: Author.

Manitoba Trauma Information and Education Centre (MTIEC). (2013).
T*rauma-informed: The trauma toolkit* (2nd ed.). Winnipeg, MB: Author.

Poole, N., & Greaves, L. (Eds.). (2012). *Becoming trauma informed.* Toronto, ON: CAMH.

Shalev, A. Y. (2007) PTSD: A disorder of recovery? In L. J. Kirmayer, R. Lemelson, M. Barad (Eds.), *Understanding trauma: Integrating biological, clinical and cultural perspectives* (pp. 224-241). Cambridge, NY: Cambridge University Press.

U.S. Department of Veteran Affairs. (2015). *PTSD: National Center for PTSD.* Retrieved from https://www.ptsd.va.gov/index.asp

Weidman, A. B. [Nancy Geoghegan]. (2014, Mar 8).
Complex trauma and its effects on child development Dr. Arthur Becker Weidman [Video File]. Retrieved from https://www.youtube.com/watch?v=nKj3cgGht4c

Imagine
INSTITUTE FOR LEARNING