

Professional Development Series on
Childhood Trauma:
Starting With the Basics!

Taking Care of Yourself & Others
June 28, 2019

Sponsored by
Leaders In Transformational Education (LITE)



Welcome
and
Introductions

WHO IS "IN THE ROOM" TODAY?
ANNE STUDZINSKI
MICHELLE ARNOLD
LITE! Our hosts...




Activity:
Diaphragmatic Breathing




Many Thanks

Illinois Childhood Trauma Coalition, Illinois Collaboration on Youth, National Child Traumatic Stress Network, University of Kentucky's Center for Trauma and Children, UIC & NU researchers, & the many youth & family organizations that have become trauma informed!



AGENDA

- Welcome & Introductions
- Overview of the Series
- Re-Cap
- The Good, Bad and the Ugly
- Group Activities
- Building Resilience in the Wider Community
- Evaluations



Overview of the Series

- June 19, 2019**
Baby Brains to Adolescent Brains
- June 27, 2019**
Trauma's Impact & A Universal Response
- Today!**
Taking Care Of Yourself & Others




Take Good Care ...

When you talk about trauma and traumatic events, you never know who is in the room.

The information in this presentation may be disturbing to some people.


Please take care of yourself, feel free to move around, stand up or leave the room.



So what would you have done if you didn't need to go back to work yesterday?



RECAP: TRAUMA'S IMPACT & UNIVERSAL RESPONSE



What is Childhood Trauma?

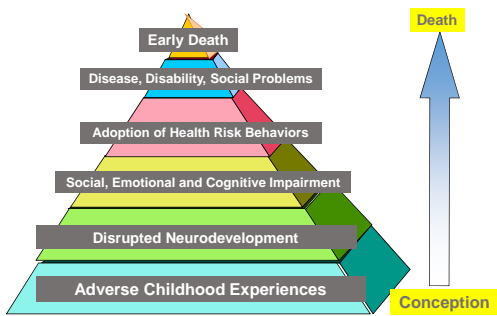
The **experience** of an **event** by a child that is emotionally painful or distressful which often results in lasting mental and physical **effects**.

National Institute of Mental Health

- **Event** – One time or chronic
- **Experience** – whether the event is experienced as scary or threatening
- **Effect** - long-lasting and life altering



ACE Study Continued: Influence on Health and Well-being over the Lifespan




Universal: Do No Harm The 5 Ss

1. Create a **Safe** environment
2. Provide **Supportive adult** relationships
3. Model/teach effective **Self Soothing & Self-regulation** and coping strategies
4. Develop **Strengths** and Resilience
5. Encourage and Practice **Self-Care** for providers and caregivers



And the Final “S” is Self Care

- ✓ Children, youth and their families have endless needs; pace yourself!
- ✓ Learn techniques & skills to support positive and effective engagement with children and families.
- ✓ You will have some successes and some challenges, sometimes you won't know...
- ✓ Caring adults are at risk of “compassion fatigue”.
- ✓ Know the A, B, C of self-care: awareness, balance, and connections!



**Taking Care of Yourself
& Others**



And from Bruce Perry, MD

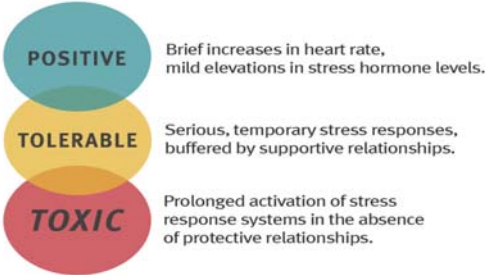
- **Resilience**- Not everyone exposed to adverse experiences is traumatized
- **Recovery**- Brains respond to repeated stimuli; use-dependent development

Even as adults, brains are capable of learning and changing!

The Good, the Bad and the Ugly



Kinds of Stress



POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.


TOXIC Prolonged activation of stress response systems in the absence of protective relationships.

<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

THE GOOD – EUSTRESS!

Hans Selye, a Hungarian endocrinologist, initially coined the term "**eustress**", defining it as *"stress that is healthy, or gives one a feeling of fulfillment or other **positive** feelings."*

<https://www.stress.org/about/hans-selye-birth-of-stress>



Your "Compassion Satisfaction"!

- Positive Feelings from Competent Performance
- Your Work Matters and Is Valued by Others
- Positive Relationships at Work
- Making Meaningful Contributions to those you work with and your community



Activity:
FINDING THE INSPIRATION!

THE BAD Secondary Traumatic Stress

- STS is the emotional distress that results from hearing firsthand about traumatic experience of others.
- STS is the stress from helping or wanting to help a traumatized person.
- STS happens not only to youth and family members experiencing traumatic stress, but to the workforce who help them heal.

Compassion Fatigue

“Compassion fatigue refers to the emotional and physical exhaustion that can affect helping professional and caregivers over time. Then most insidious aspect of CF is that it attacks the very core of what brings helpers in to this work: their empathy and compassion for others.”

Charles Figley, Figley Institute 2013

And/or Burn-Out

Burn-Out is work-related stress, is not specific to trauma exposure:

- Overwhelming exhaustion,
- Feeling of cynicism and detachment,
- A sense of Ineffectiveness and
- Reduced feeling of accomplishment



Please Seek Professional Assistance

- If you are re-experiencing personal trauma;
- Have an increase in arousal or avoidance reactions;
- Experience memory and perception changes;
- Have low levels of energy;
- Feel an increase in anger, fear, overwhelming guilt and/or hopelessness.




THE UGLY
Vicarious Traumatization

- Research began in the 1970s with emergency workers repeatedly exposed to trauma
- VT will happen if you are a constant witness to pain, fear & terror of survivors
- The trauma narratives become yours

Seek Professional Assistance



Let's take a break!



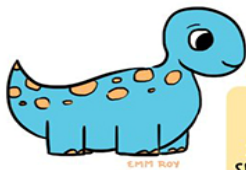
Practice Self-Care to
Strengthen Resilience



Activity:
Mindfulness Practice



Self Care Definition?



SELF-CARE IS NOT
LAZY OR SELFISH.
SELF-CARE IS HEALTHY.
SELF-CARE IS IMPORTANT.
SELF-CARE IS NECESSARY.

The Importance of SELF CARE

- Self Care is **unique**.
- **Intentional actions** to care for your physical, mental, & emotional health.
- Taking better care of ourselves & those we supervise will support effective practice; settings will be safer – **everyone benefits**.
- But **no one is immune** to stressful or traumatic experiences.

Strategies for Self Care

Physical

- Sleep Well, Eat Well, Dance, Exercise

Emotional

- See Friends, Cry, Laugh, Praise Yourself, Use Humor

Personal

- Spend time with children not experiencing stress or trauma, find joy everyday, be quiet, pray

Workplace

- Take Breaks, Set Limits, Peer Support, Get Supervision, Use Vacation time

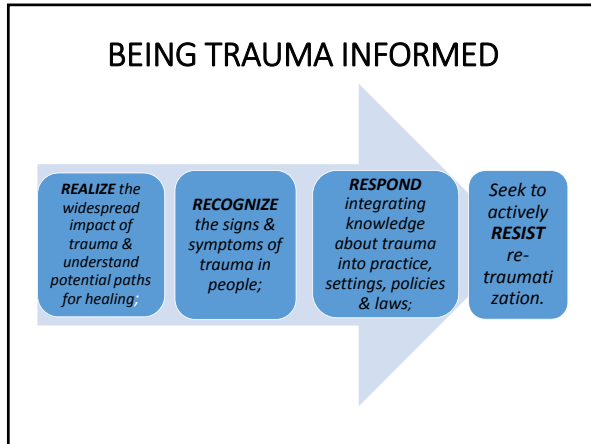
And Remember H.A.L.T. – Don't get Hungry, Angry, Lonely, and/or Tired!

Activity:
My Stress Buster Plan

Activity:
The 4 Levels of Care

Building Resilience in
the Wider Community





A Trauma Informed Organization


Realize	<ul style="list-style-type: none"> ▪ Raising Awareness ▪ Train Staff & Volunteers ▪ Revise Practice, Policies & Procedures
Recognize	Screen & Assess for Exposure or Experience with Trauma
Respond	<ul style="list-style-type: none"> ▪ Do No Harm, Meet Them Where They Are ▪ Stabilize & Support Immediate Needs ▪ Offer Opportunities to Re-build, Recover and Heal
Resist	Seek to resist re-traumatization by using a trauma informed approach.

Trauma Focused Interventions

RESPONSE	PURPOSE	EXAMPLES
Universal Interventions (Primary)	Building strengths & resilience; do no harm	Strengthening Families, Developmental Assets, Protective Factors
Selective Interventions (Secondary)	Crisis response & Stabilization	Psychological First Aid Mental Health First Aid
Indicated Interventions (Trauma Focused Treatment)	Recovery & Healing	Parent Child Interactive Therapy (PCIT), TF-CBT, Seeking Safety, SPARCS


RESIST RE-TRAUMATIZING	
Punishment Lens	Trauma Informed Lens <small>(Griffin, Germaine, & Wilkerson)</small>
Premise: Youth is acting rationally	Premise: Youth feels threatened & overreacts
Premise: Youth is reacting to external events	Premise: Youth has an inherent mental illness or substantial distress
Focus on eliminating problem behaviors	Focus on strengths, teach skills to self regulate (distress tolerance, vocational training); increase resiliency to future negative events
You refer youth for services and monitor compliance	You are integral to the goal of building supportive adult relationships

Share Power as a “Trauma Informed Leader”



Partnering with Parents & Caregivers

- Authentic Engagement & Honest Communication
- Their Voices included in care planning, problem solving;
- Lived “expertise” + professionals
- Practice = Empowerment
- Healing Happens



Evaluations!
And **THANK YOU!**
