

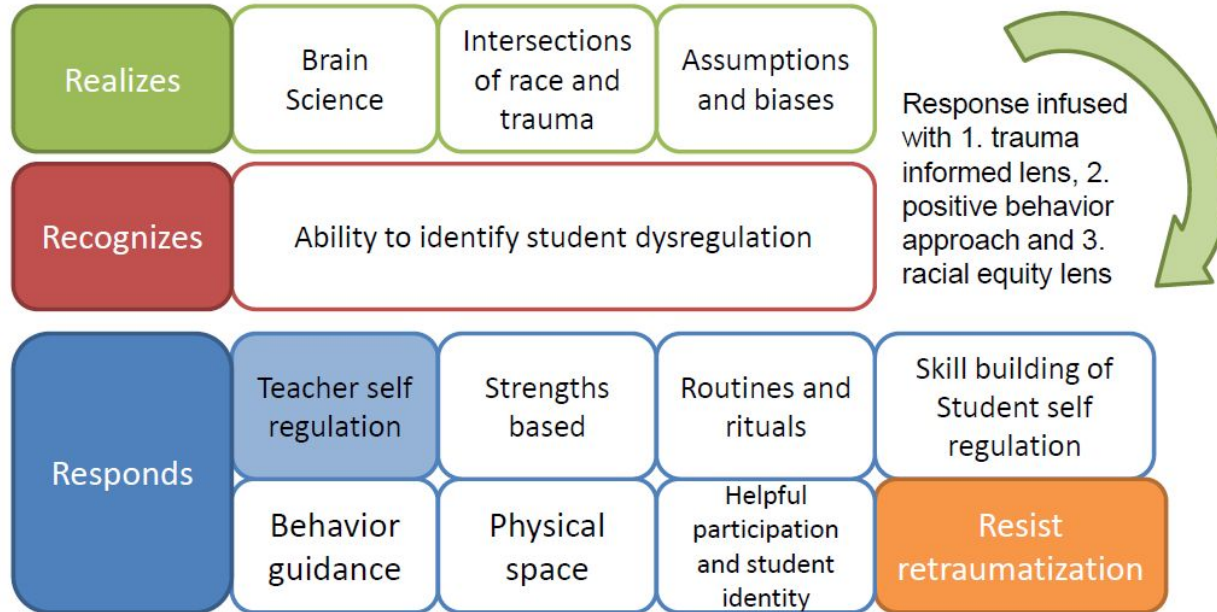


# **Overview of Trauma Informed Practices**

# Learning Objectives

- Introduce “Trauma Informed” framework
- Why Trauma? Why Now?
  - Adverse Childhood Experiences (ACES)
  - Impacts of trauma on brain development
- Describing/defining Trauma

What are the competencies of a trauma informed educator? A trauma-informed educator **realizes** both the widespread impact of trauma and the role s/he can play in promoting resiliency; **recognizes** the signs and symptoms of trauma in students, families and staff; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization** of students and staff. \*Adapted from SAMHSA's Concept of Trauma and Guidance for Trauma Informed Approach, 2014



# Why Trauma; Why Now?

- 1 in 5 Americans sexually molested as a child
- 1 in 4 beaten by a parent
- 1 in 3 couples engage in physical violence
- 25% of us grew up with alcoholic relatives
- 1 out of 8 witnessed their mother being beaten/hit

-Center for Disease Control & Prevention

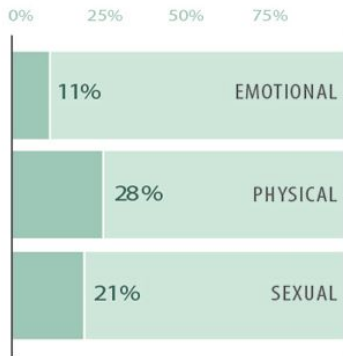
**FACT:** One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior (*National Child Traumatic Stress Network*)

# Adverse Childhood Experiences

## TYPES of ACES

The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges**, which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.

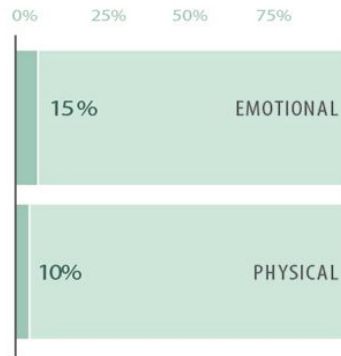
### ABUSE



### HOUSEHOLD CHALLENGES



### NEGLECT



# Trauma and the developing brain...

Abstract thought  
Concrete thought  
Affiliation

Attachment  
Sexual behavior  
Emotional reactivity  
Motor regulation

Arousal  
Appetite  
Sleep

Blood pressure  
Heart rate  
Body temperature

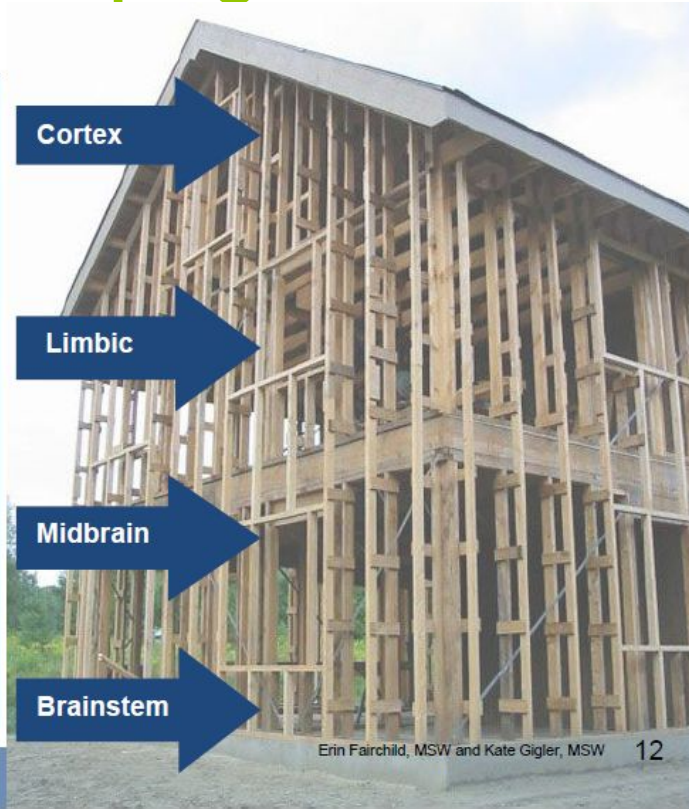
-Dr. Bruce Perry

Cortex

Limbic

Midbrain

Brainstem



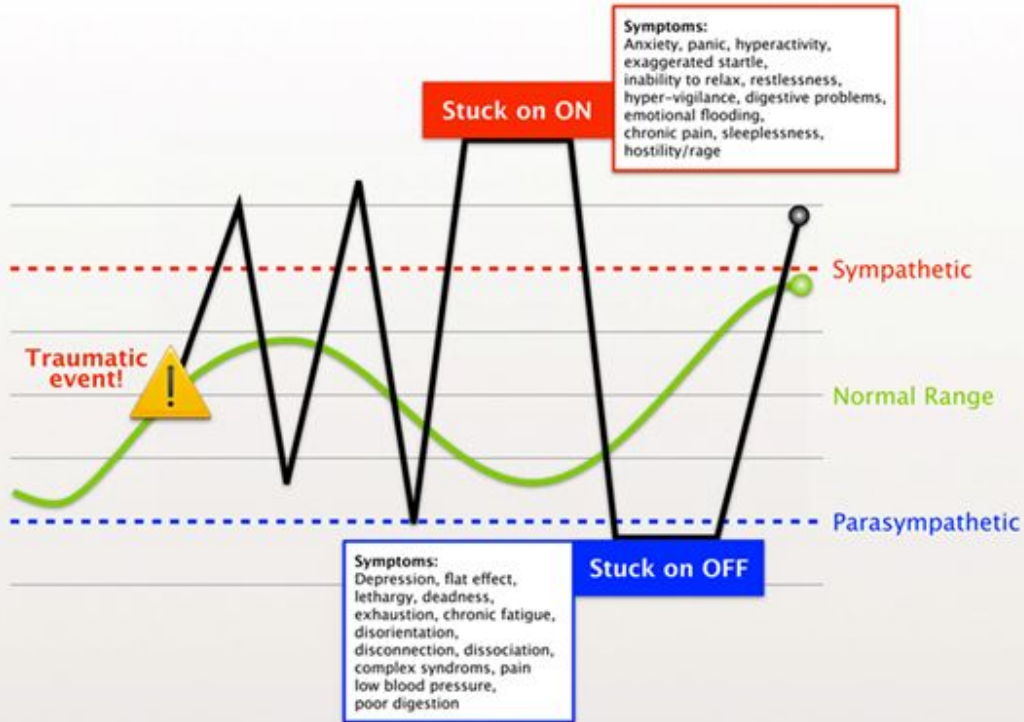
Erin Fairchild, MSW and Kate Gigler, MSW

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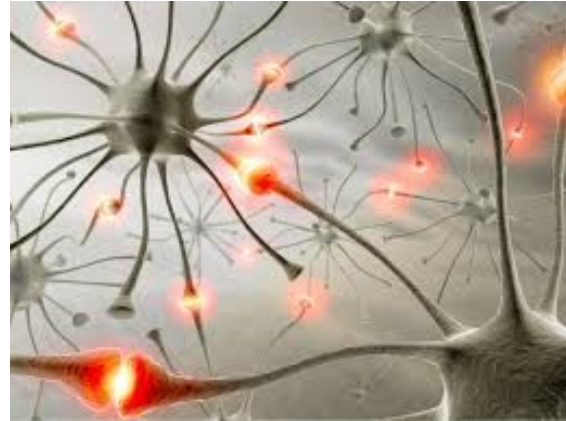
DEFENDING  
CHILDHOOD  
PROTECT HEAL THRIVE

# Symptoms of Un-Discharged Traumatic Stress



## Neurons that fire together, wire together...

- Corrective experiences or experiencing “repair” can help us rewire how we make meaning of perceived threats and decrease maladaptive responses while increasing our adaptive skills



*“People, not programs, change people”*

-Bruce Perry author of *The Boy Who was Raised as a Dog and Born for Love*



# Describing Trauma

“When I speak of trauma, I speak of experiences that impact how we relate to ourselves and to others around us. These experiences, mostly related to our emotional capacities and also called woundedness, hurting, aching, or pain, refer to both the subtle and gross experiences that make it very difficult to feel confident, safe, or to experience happiness, well-being, and balance.”

*Rod Owens: Black social activist, teacher, author*



# Trauma and Oppressed Populations

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# What is Historical Trauma?

- – Historical trauma is most easily described as multigenerational trauma experienced by a specific cultural group.
- Historical trauma can be experienced by “anyone living in families at one time marked by severe levels of trauma, poverty, dislocation, war, etc., and who are still suffering as a result” (Cutler, n.d.)
- Black people, indigenous people, women, Jewish people, people living in poverty

Taken from “Impacts of Historical Trauma on African Americans and Its Effect on Help Seeking Behaviors” by Keisha Ross PhD

# This means that....

- Folks who have never experienced trauma can exhibit signs of trauma. (Epigenetics)
- If they fire together, they wire together....The trauma response gets passed down because it helped a group to survive in times of severe poverty, slavery, war, dislocation, etc.
- Sometimes folks absorb (internalize) the thinking of their oppressor and become self hating and angry.
- They could be triggered by institutions which are systemically oppressive (schools, courts, police, church) based on a wariness family members have modeled because of negative experiences.

# A Trauma Informed School...

**Realizes** both the widespread impact of trauma and the role the school can play in promoting resiliency; **recognizes** the signs and impacts of trauma in students, families and staff; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization of students and staff.

\* Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach (2014) by the DCI trauma informed schools advisory group.

[Paper Tigers - Trailer](#)

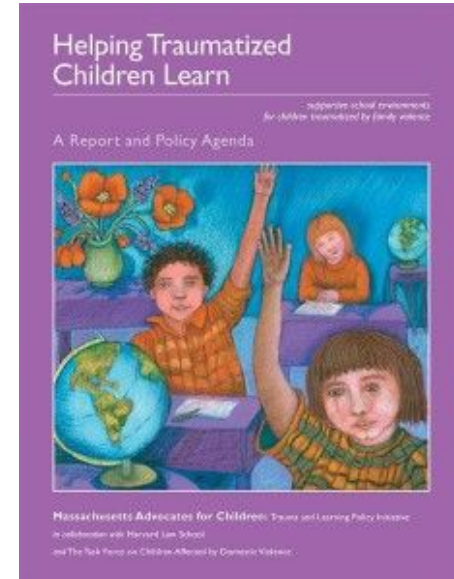


# Trauma Informed Care

Trauma Informed Care (TIC) recognizes that traumatic experiences terrify, overwhelm, and violate the individual.

Trauma Informed Care is a commitment not to repeat these experiences and, in whatever way possible, to restore a sense of safety, power, and self-worth.

(<http://traumainformedoregon.org/>)



# I don't see (color, gender, religion, etc)....

This is a problematic statement..... potentially traumatizing.

Folks of various backgrounds and affiliations can't be included if you don't "see" them. The concepts of tolerance, acceptance, empathy can't be applied when you don't see (or acknowledge) a person's unique characteristics and situation, or their experience and history. We (as individuals and as a system) need to be intentional around providing a culture of visibility and inclusion for everyone.

# Resources

## Links and Websites:

- ❑ [Child Trauma Toolkit for Educators](#)
- ❑ [Helping Traumatized Children Learn](#)
- ❑ [National Child Traumatic Stress Network](#)
- ❑ [ACES 101](#)

## Books:

- ❑ Dan Siegel, M.D. [\*The Whole Brain Child\*](#)
- ❑ Norman Doidge, M.D. [\*The Brain That Changes Itself\*](#)
- ❑ Bessel Van Der Kolk, M.D. - [\*The Body Keeps The Score\*](#)



# Sources

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Excerpts from: Project Implicit, Harvard University

<https://implicit.harvard.edu/implicit/>

Research shared from the Defending Childhood Initiative of Multnomah County, co-facilitated by Erin Fairchild, MSW & Kate Gigler, MSW

<http://traumainformedoregon.org/>

“Impacts of Historical Trauma on African Americans and Its Effect on Help Seeking Behaviors” by Keisha Ross PhD

<http://www.umsl.edu/services/cps/files/ross-presentation.pdf>