

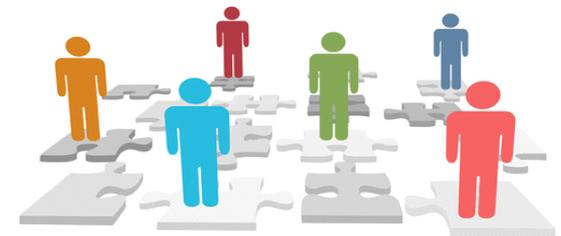
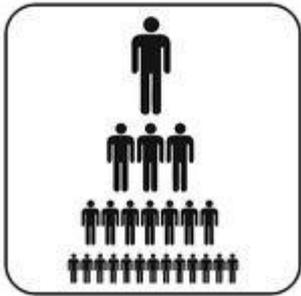
Becoming a Trauma Informed System

Division of Juvenile Justice

Trauma Informed Care

- Is a PROCESS, not a program
- Anyone can be trauma informed
- Promotes safety for everyone
- Provides understanding how trauma can lead to problematic behavior/emotional control
- Recognizes system practices can be re-traumatizing
- Relationship based

First and Foremost: Support From Administration



Becoming a Trauma Informed System...

“Two steps forward
And one step back
is still one
step forward”



Why Learn About Trauma?

- Traumatic experiences impact a person's development, relationships, behavior, and responses to the world around them.
- Learning about trauma helps you live and work more effectively with people who have experienced trauma.

Long-Term Impact of Trauma

- Long-term impact of trauma can increase an individual's risk for:
 - Mental health or behavior problem
 - Post-Traumatic Stress Disorder
 - Depression
 - Isolation/Withdrawal
 - Sleep problems
 - Substance abuse
 - » Alcohol, drugs and tobacco can harm the teenage brain
 - » Teenagers with trauma are higher risk to become addicts than adults
 - Physical health problems (bedwetting, stomach aches, headaches)
 - Problems in school (learning difficulties)



SAFETY



Safety is the most important aspect of any service system that works with violence and trauma

TAKING CURRENT PRACTICE TO TIC

Relationships

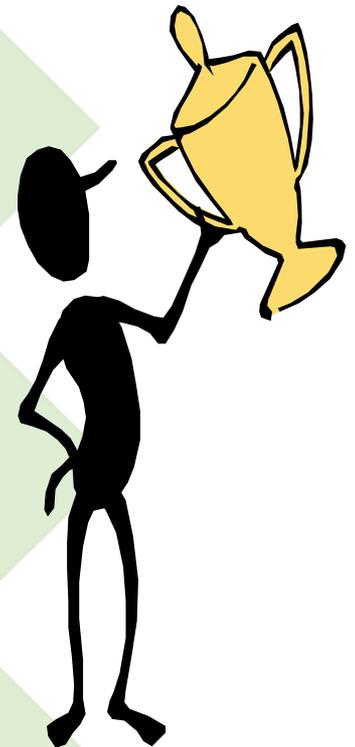
- Staff are mentors and teach skill building while being aware how trauma impacts residents. Staff manage own affect, read resident cues and consistently respond to residents to provide safety and to support healthy development.

Safety

- Goal to maintain safety, de-escalate, and learn from restraint
- TIC view safety first while at the same time minimizes retraumatizing residents

Accountability

- Being TIC does NOT mean abandoning accountability, TIC assumes that accountability is maintained



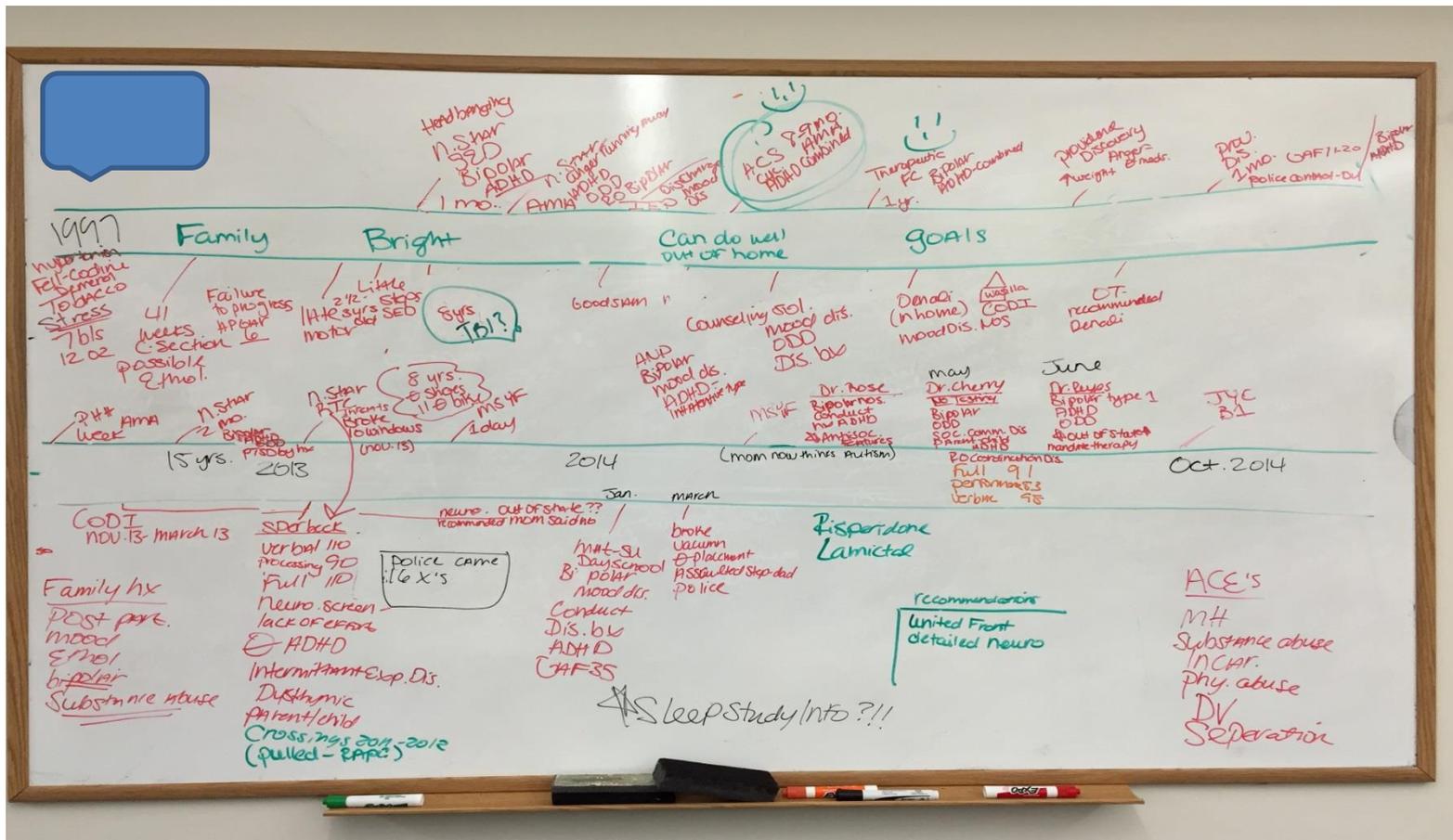
Trauma Informed Care

What we can do:

- Must create safety (from a trauma perspective, individuals act out when they feel unsafe)
- Providing structure and consistency can help create a sense of safety
- Setting limits can increase a sense of safety but set limits appropriately
 - No violence
 - No yelling
- Provide support/develop a therapeutic relationship
 - Ask the person what they are most worried about
 - Listen
 - Be available

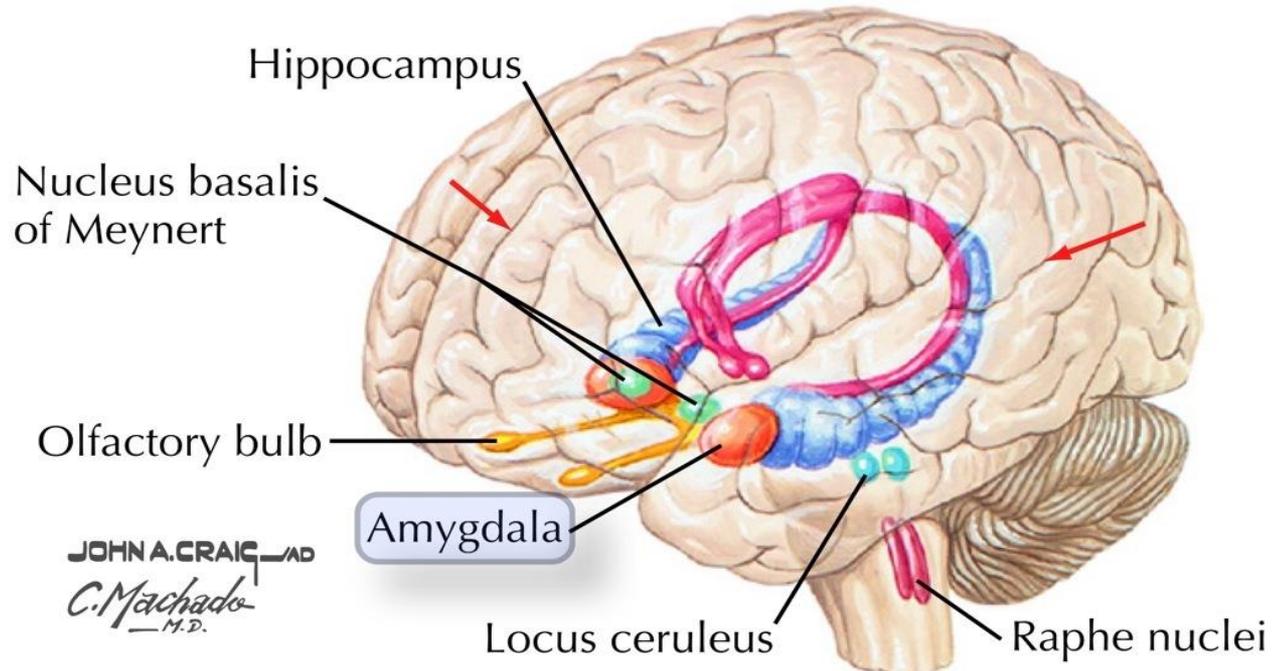
Training and Professional Development

- Integrated Life Story Assessment

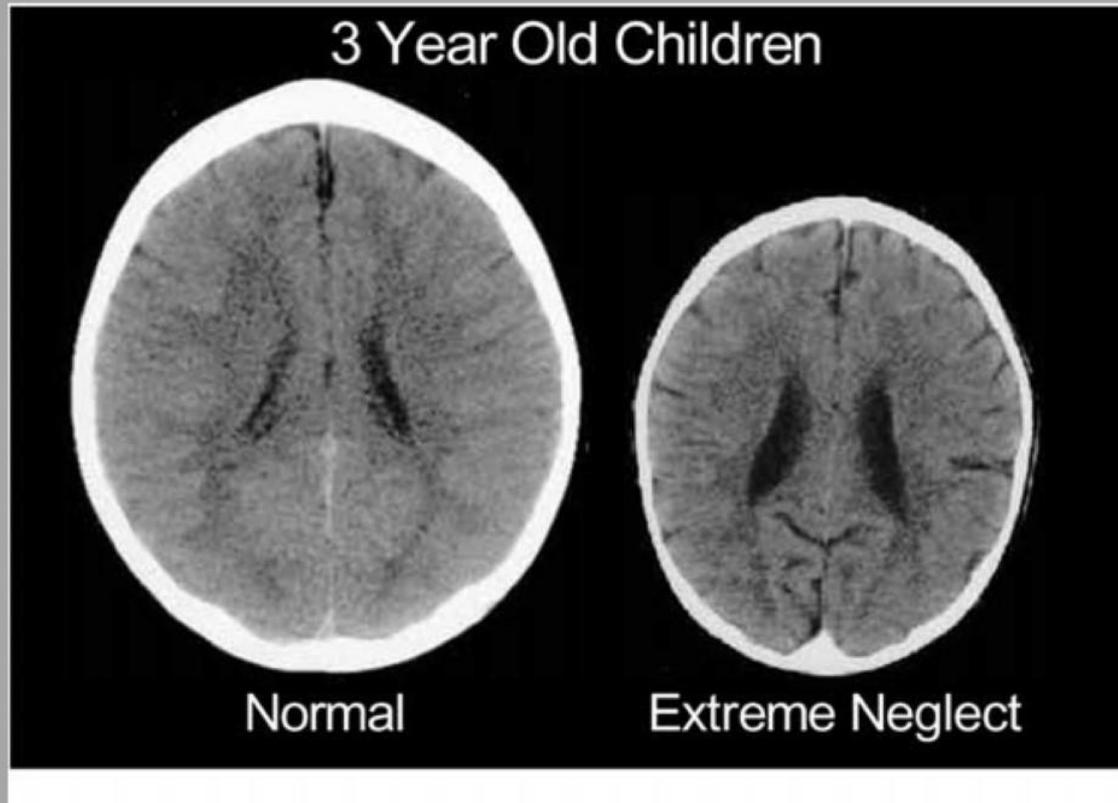


Trauma and the Brain

- Trauma particularly impacts a person's brain, often in ways that inhibit normal development and functioning. This has lifelong implications in several domains of a person's life. (ACE's)



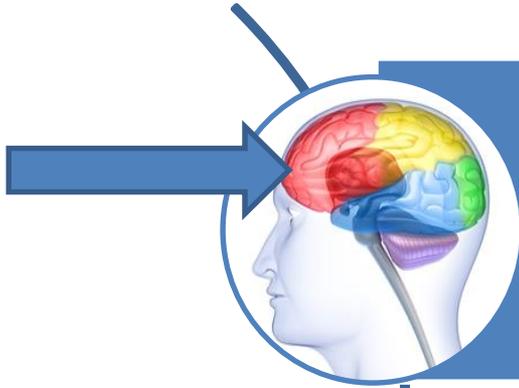
Disrupted Brain Development from Childhood Neglect



www.childtrauma.org

Bruce D. Perry, M.D., Ph.D. ©2002

Frontal Lobe



Healthy Brain: Emotional control; Self awareness; Motivation; Judgment; Problem Solving; Attention/Concentration; Elaboration of Thought; Inhibition; Personality; Body Movement; Speech



Affected Brain: May have repetitive single thoughts; Unable to focus on a task; Mood Swings; Irritability; Impulsiveness; Changes in social behaviors and personality; Difficulty problem solving; difficulty with language/cannot get the words out

ACEs and suicide attempts



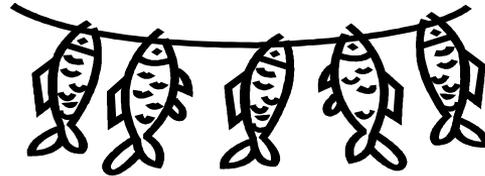
S.H. Dube et al. (2001) JAMA v 286:3089-96

Recovering from Trauma

What adults can do:

– Teach calming skills, coping skills, problem-solving skills

- Learn to recognize physical signs of distress
- Teach relaxation/meditation (drumming, deep breathing, fishing, berry picking)



- Help them find ways to express their feelings (verbally, writing, art, story telling, singing, dance)
- Encourage physical activity/sports



Recovering from Trauma

What adults can do:

- Build on strengths which can include developing spiritual beliefs and cultural identity
- Break the cycle
- Remember there is always hope

