

Welcome to
Trauma-Informed Care 101: Understanding Your Role in Creating a Trauma-Informed Environment
 Cuidado informado sobre el trauma 101: Comprender su función en la creación de un entorno informado sobre el trauma

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question
 (answer in the chat)
 What is your favorite morning beverage?

Survey & Certificate of Completion
 Available following the training.
 CEUs available for LCSWs, LMFTs, LPCCs, & LEPs

Connect With Us!
 VISIT CALTRIN.ORG & SCAN TO LEARN MORE
 FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!

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SPANISH INTERPRETATION AVAILABLE!
INTERPRETACIÓN AL ESPAÑOL DISPONIBLE!

Today's training will be in both English and Spanish.
La capacitación de hoy será en español y inglés.

Click the "Interpretation" icon in your toolbar;
 select "Spanish."

Selecione el icono "Interpretation" de las opciones al debajo de su pantalla. Elige la opción "Spanish."

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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CABC, CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops

- September 10** | Introduction to Motivational Interviewing
- September 12** | Trauma-Informed Leadership: The Balance of Compassion & Accountability
- September 17** | Knowledge of Parenting & Child Development
- September 20** | Art & Science of Father Engagement Programming
- September 24** | Centering Equity in the Work: Three Strategies That Will Change Your Professional Practice
- September 26** | Best Practices to Address the Needs of Caregivers with Disabilities

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Before We Begin...

DURING

- The notetaking slides and participant guide are in the chat now!
- Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.
- This presentation is being recorded.
- External AI assistants are not allowed in CalTrin trainings due to California privacy laws.

AFTER

- Complete the survey to receive your Certificate of Attendance. CEUs are available for LCSWs, LMFTs, LPCCs, and LEPs.
- A follow-up email will be sent to all participants within two days.

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TRAINING RESOURCES

Workbook Page # x

**Trauma-Informed Care 101:
Understanding Your Role in Creating a Trauma-Informed Environment**

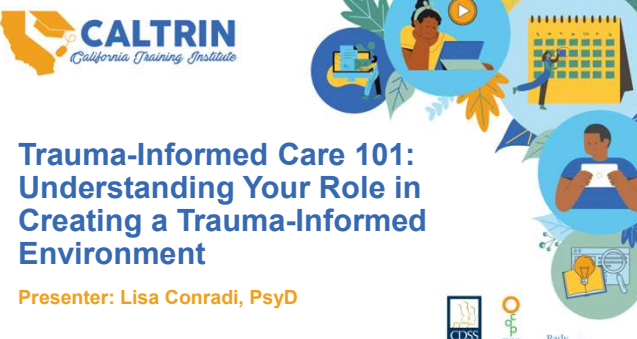
Presenter: Lisa Gonzalez, PhD

Available: CALTRIN.org
Hours: 8:00am-12:00pm
Date: 8/28/24
Presented by: Lisa Gonzalez
Location: California, Eastern Standard

Fillable PDF Participant Guide

Notetaking PPT Slides

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CALTRIN
California Training Institute

Trauma-Informed Care 101: Understanding Your Role in Creating a Trauma-Informed Environment

Presenter: Lisa Conradi, PsyD

CHDS is not responsible for the creation of content and any views expressed in its materials and programming.



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Lisa Conradi, PsyD

President & Founder,
Trauma-Informed Innovations, LLC

- Provides consultation and support to organizations striving to become more trauma-informed at all levels.
- Former Executive Director of the Chadwick Center, a children's advocacy center which houses one of the largest trauma treatment centers in the nation
- Licensed clinical psychologist trained on evidence-based trauma-focused treatment practices, including Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) and Child-Parent Psychotherapy (CPP)
- Co-author of Trauma-Informed Assessment with Children and Adolescents: Strategies to Support Clinicians

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Trauma-Informed Care 101:
Understanding Your Role in Creating
a Trauma-Informed Environment

Lisa Conradi, PsyD
Trauma-Informed Innovations, LLC

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Learning Objectives: What Will I Learn Today?

- Participants will be able to identify the four key assumptions of a trauma-informed approach.
- Participants will be able to describe the four steps in creating a trauma-informed agency.
- Participants will be able to describe three ways they can promote psychological safety at their agency in their role.
- Participants will be able to identify at least three things that they can do in their role to help their agency become more trauma-informed.

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Quick Polls


What type of organization and/or system do you represent?

What is your role?

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What is Trauma?

- Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.




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In the chat, please list experiences that might be considered traumatic



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What is Trauma-Informed Care?




- Trauma-Informed Care understands and considers the pervasive nature of trauma and promotes environments of healing and recovery rather than practices and services that may inadvertently re-traumatize.

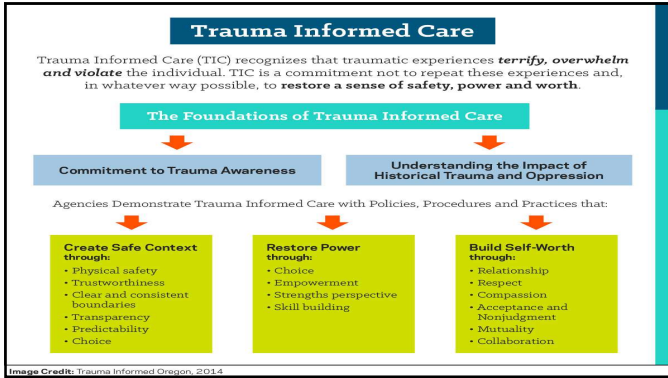
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SAMHSA's Trauma-Informed Approach: Key Assumptions

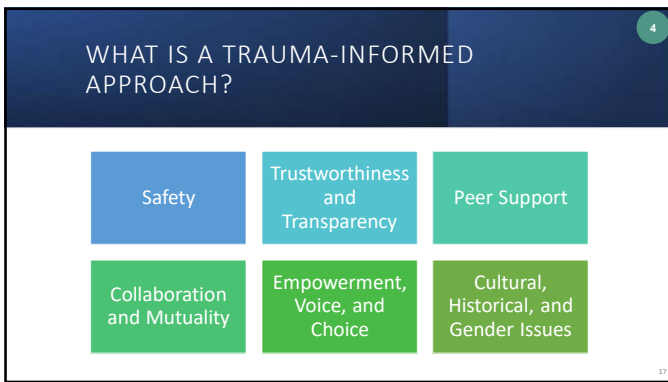
- All people at all levels of the organization or system have a basic **realization** about trauma and understand how trauma can affect families, groups, organizations, and communities as well as individuals.
- People in the organization or system can **recognize** the signs of trauma.
- The program, organization, or system **responds** by applying the principles of a trauma-informed approach to all areas of functioning.
- A trauma-informed approach seeks to **resist re-traumatization** of clients as well as staff.



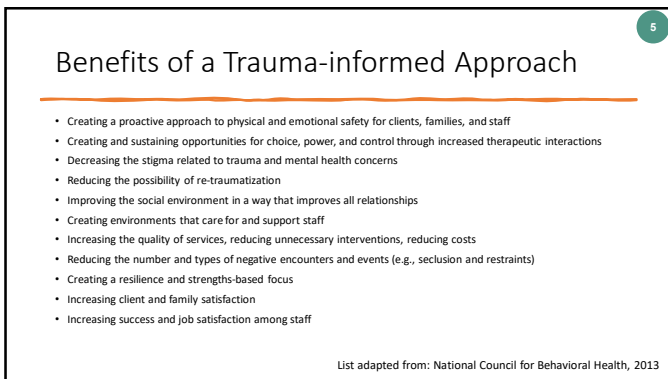
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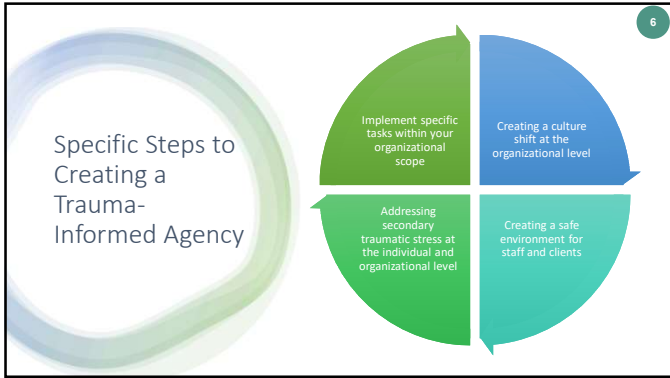
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Organizational Culture

“Implicit norms, values, and shared behavioral expectations and assumptions” of an organization (Cooke & Rousseau, 1998)


Simply put, it is “the way things are done around here”

Culture is shaped by a host of forces

Culture is changed by leaders (formal and informal)

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Getting Stuck in Our Existing Culture



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Organizational Readiness

A resilient organization is able to adapt and thrive in times of uncertainty, pressure, and ambiguity. Succeeding as an organization is much more likely when we build resilience into our strategy, culture, and day-to-day practices. A resilient organization enables individual resilience."


- From The Resilience Institute

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Creating a Culture Shift



Involves all aspects of program activities, setting, relationships, and atmosphere (more than implementing new services)



Involves all groups: administrators, supervisors, direct service staff, and consumers/families (more than service providers)



Involves making trauma-informed change into a new routine, a new way of thinking and acting (more than new information)

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Shift Your Perspective

- From: What is wrong with our system (agency, organization, colleagues)?
- To: What is happening/has happened for our system (clinic, organization, colleagues)? "What gets us through?"

Provides context and creates an environment ready for change

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- Adapted from Trauma-Transformed

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Barricades and Bridges: Compliance vs. Culture Change

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What it can look and sound like:

- Train and pray
- Checkbox approach
- Practice change without people change

How it can be metabolized:

- Demonstrate leadership commitment (4x)
- Prioritize people before products
- Educate on culture change
- Transparent communication

- Adapted from Trauma-Transformed

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Strategies to Create Organizational Culture Change

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- Incorporate the use of implementation science principles, such as EPIS (Aarons, 2011)
- Training for all staff
 - Specialty training for leadership to embed sustainability
- Integrate the use of champions during the rollout process
- Use organizational culture assessments
- Integrate a "train-the-trainer" approach
- Don't pretend it will all be easy - Identify barriers up front and throughout the process, as well as strategies to overcome them
- Type other strategies you have used in the "Chat"

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Step 2: Creating a Safe Environment for Staff and Clients




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Types of Safety

Physical – Freedom from threats of violence, whether from self or others. Physical safety includes being aware of risks in the environment and taking steps to ensure basic physical safety when there is a threat.

Psychological/Emotional – The ability to be safe within one's own identity and the sense of feeling safe with other people and in one's community. Your ability to create psychological safety in an interaction may increase the comfort that the person feels during the process

Definitions adapted from Bloom & Farragher, 2013



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Video: What is Psychological Safety and Why is it Important?



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The Role of Safety in Trauma and Adversity

- Individuals who have experienced trauma and adversity may:
 - Have valid fears about their own safety or the safety of loved ones
 - Have difficulty trusting others to protect them
 - Be hyperaware of potential threats
 - Have problems controlling their reactions to perceived threats

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Trauma Reminders

When faced with people, situations, places, or things that remind them of these events, individuals may re-experience the intense and disturbing feelings tied to the original trauma

These "trauma reminders" can lead to behaviors that seem out of place in the current situation, but were appropriate – and perhaps even helpful – at the time of the original traumatic event

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Empathy Vs. Sympathy



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Tips on Promoting Safety

- 1 Share as much information about what will happen as possible, without making any promises if something is uncertain
- 2 Provide as many opportunities as possible for clients to have control over the situation
- 3 Be transparent regarding all decisions and concerns
- 4 Actively integrate the client into discussions about what could happen that would help them feel safe
- 5 Be very clear with the next steps, sharing information in multiple ways to make sure that all parties involved understand the next steps
- 6 Assess your environment for physical and emotional safety using an agency self-assessment

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What are other strategies you have used to promote safety?

Type them in the "Chat"

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Step 3: Addressing Secondary Traumatic Stress at the Individual and Organizational Level



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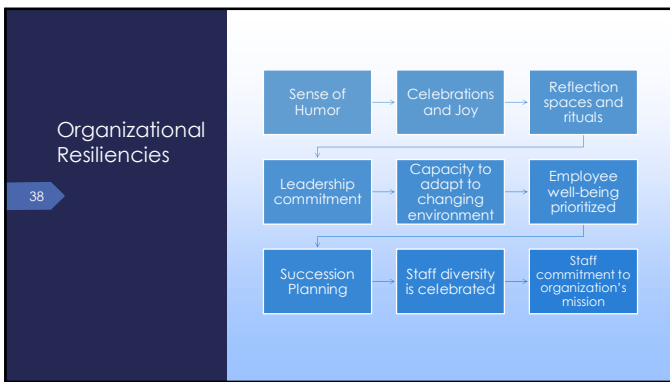
Strategies to Address Secondary Traumatic Stress

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Individual Strategies – Includes focusing on the impact that the work has on providers and the need for this work. This also includes the provider managing the work itself and identifying areas that bring energy, etc. – Includes resources to help providers identify areas in their work itself that create burnout and tools to address it in the moment.

Organizational Strategies – Emphasizes that organizations have a responsibility in creating a culture and climate that supports health and wellness, and that burnout occurs due to both the impact of the work and from organizational challenges

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Video – Secondary Traumatic Stress and STSI-OA


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A video thumbnail showing a healthcare setting. A patient is lying in a bed, and a nurse is standing by the side of the bed. A doctor is standing at the head of the bed, looking at the patient. The scene is set in a hospital room with a window in the background.

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What are other strategies you have used to address secondary traumatic stress at the individual or organizational level?

Type them in the chat 40



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Step 4: Implement Specific Tasks within your Organizational Scope

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Trauma-Informed Core Principles

https://www.nj.gov/dcf/home/trauma_informed.html



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Trauma-Informed Principles in Action




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Understanding Trauma and Stress: Core Competencies

- **Trauma** – We understand that trauma is common, but experienced uniquely due to its many variations in form and impact
- **Stress** – We understand that optimal levels of positive stress can be healthy, but that chronic or extreme stress has damaging effects
- **Reactions** – We understand that many trauma reactions are adaptive, but that some resulting behaviors and beliefs may impede recovery and wellness
- **Recovery** – We understand that trauma can be overcome effectively through accessible treatments, skills, relationships, and personal practices



(San Francisco Department of Public Health, 2018)

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Understanding Trauma and Stress: Principles in Action

- **Individual**
 - Increase your understanding of trauma through attending trainings, reading, and research, and share your knowledge with others.
 - Understand your own experiences of trauma and adverse childhood experiences and reflect how those may impact your work.
- **Organizational**
 - Provide trainings on trauma, resilience, and recovery.
 - Make informational material (brochures, posters, readings, etc.) on the impacts of trauma and stress readily available within the organization.

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46 **Compassion and Dependability: Core Competencies** 11

Compassion – We strive to act compassionately across our interactions with others through the genuine expression of concern and support.

Relationships – We value and seek to develop secure and dependable relationships characterized by mutual respect and attunement.

Communication – We promote dependability and create trust by communicating in ways that are clear, inclusive, and useful to others.

[San Francisco Department of Public Health, 2018]

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47 **Compassion and Dependability: Principles in Action** 11

Individual

- Treat yourself with kindness, gentleness, support and understanding. Use mindfulness to recognize when you are struggling and ground yourself in the here and now.
- Increase your capacity to be dependable by being optimistic about what's achievable while being realistic about challenges.

Organizational

- Cross train staff and have succession plans for when there are staffing shortages or changes.
- Maintain consistency in practice and policy, when changes are needed make sure staff and clients have been provided adequate notice.

[San Francisco Department of Public Health, 2018]

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48 **Safety and Stability Core Competencies** 12

Stability – We minimize unnecessary changes and, when changes are necessary, provide sufficient notice and preparation.

Physical – We create environments that are physically safe, accessible, clean, and comfortable.

Social-Environmental – We maintain healthy interpersonal boundaries and manage conflict appropriately in our relationships with others.

[San Francisco Department of Public Health, 2018]

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Safety and Stability: Principles in Action

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Individual

- Identify a professional boundary that you can improve and clarify, such as not doing, checking or sending e-mails after work hours.
- Schedule meetings and events on your calendar with a 30-minute cushion before and after to allow time to commute and connect with others.

Organizational

- Have transparent decision-making rules for meetings, projects, and products.
- Do environmental scans on a regular basis to identify needed repairs and cleanliness. Have consumers help with walk throughs and be on a safety committee. Post results to website. (see attached handout for guidance)

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Collaboration and Empowerment: Core Competencies

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Empowerment – We recognize the value of personal agency and understand how it supports recovery and overall wellness.

Preparation – We proactively provide information and support the development of skills that are necessary for the effective empowerment of others.

Opportunities – We regularly offer others opportunities to make decisions and choices that have a meaningful impact on their lives.

(San Francisco Department of Public Health, 2018)

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Collaboration and Empowerment: Principles in Action

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Individual

- Build connection: learn about the work of other colleagues, teams, departments, and agencies in your community serving your families.
- Learn about and understand the stress responses of those on your team and let them know what you need when you look "distressed" (creating accountability healing partners).

Organizational

- Create opportunities for participatory decision-making where staff from different levels of organization can contribute in strategic and operational decisions (voice and choice).
- Have a common policy and procedure folder available for everyone.

(San Francisco Department of Public Health, 2018)

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Cultural Humility and Responsiveness: Core Competencies 52



- **Differences** – We demonstrate knowledge of how specific social and cultural groups may experience, react to, and recover from trauma differently.
- **Humility** – We are proactive in respectfully seeking information and learning about differences between social and cultural groups.
- **Responsiveness** – We have and can easily access support and resources for sensitively meeting the unique social and cultural needs of others.

(San Francisco Department of Public Health, 2018)

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53 Cultural Humility and Responsiveness: Principles in Action

Individual

- Regularly reflect on the ways your cultural, social, and racial identity informs your thinking and acting.
- Increase your knowledge of implicit and structural bias, oppression, racial equality, and racial justice through attending relevant trainings, reading and research, take an implicit bias test: <https://implicit.harvard.edu>.

Organizational

- Value diversity and practice inclusive behaviors.
- Include a variety of people from different backgrounds to participate in organizational evaluations, planning, decision-making, and hiring. Make it the norm to ask "Who is missing from the table?"

(San Francisco Department of Public Health, 2018)

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54 Resilience and Recovery: Core Competencies

 **Path** – We recognize the value of instilling hope by seeking to develop a clear path towards wellness that addresses stress and trauma.

 **Strengths** – We proactively identify and apply strengths to promote wellness and growth, rather than focusing singularly on symptom reduction.

 **Practices** – We are aware of and have access to effective treatments, skills, and personal practices that support recovery and resiliency.

(San Francisco Department of Public Health, 2018)

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Resilience and Recovery: Principles in Action

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Individual

- Find wellness practices that you can integrate into your life that fit your style such as using breathing practices in your day at regular intervals, or stand up and stretch for 5 minutes every hour (set an alarm to remind yourself).
- Acknowledge and highlight practices that have sustained you and others (what gets you through?).

Organizational

- Promote a culture of learning, appreciation, and celebration.
- Acknowledge that the effects of secondary traumatic stress is part of the job in the healing professions.
- Create mini-retreats to offer wellness resources and activities to celebrate people, progress and learning in the organization.


(San Francisco Department of Public Health, 2018)

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What are your next steps?

- Explore how these principles apply to your agency:
 - What are the areas that your agency does well?
 - What are some areas that are challenging for your agency?
- Create an elevator speech (2-3 bullets) as to why your agency should become more trauma-informed. Share these with your team and leadership



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Resources

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- National Child Traumatic Stress Network – www.nctsn.org
- Trauma-Informed Systems, Trauma Transformed – www.traumatransformed.org
- SAMHSA's Definition of a Trauma-Informed Approach - <https://www.samhsa.gov/nctic/trauma-interventions>
- Adverse Childhood Experiences Study resources – http://aceresponse.org/who_we_are/ACE-Study_43_pg.htm
- The Institute of Trauma and Trauma-Informed Care: <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/what-is-trauma-informed-care.html>

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