

# Moving from Trauma-Informed to Trauma Responsive: A Workshop for Leaders



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## What's the difference?

"Trauma-informed" versus "trauma-responsive"

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## What needs to change?

Developing a trauma-responsive system takes vision, leadership, and a plan for action.

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**Overarching vision example**

To create a community where all children and families are nurtured, honored and afforded the opportunity to heal from trauma while achieving their own unique potential by building and sustaining a trauma-informed system of services for all children, youth, their families and those who work with them.

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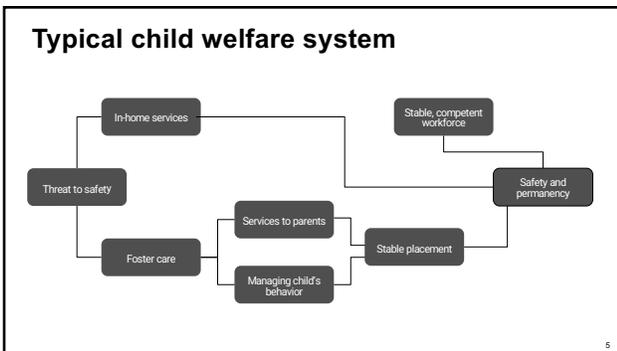
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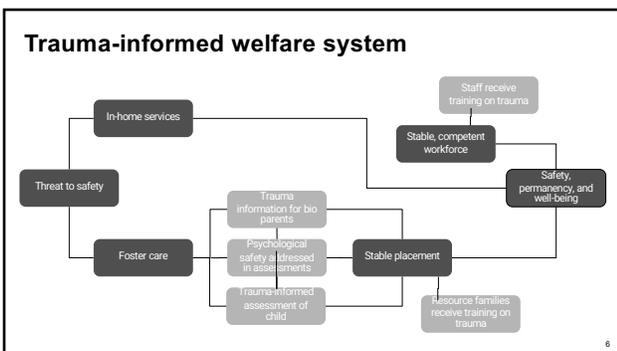
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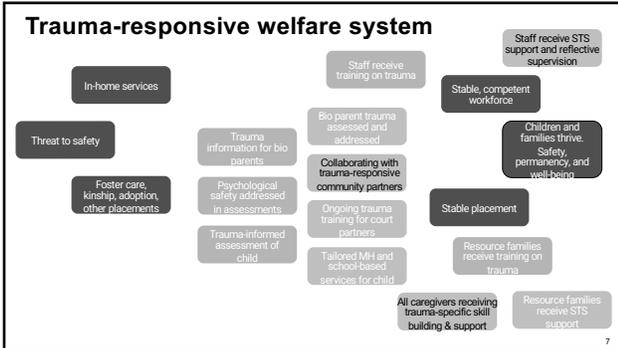
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## Leadership

Leaders do not need to know all the answers. They do need to ask the right questions.

Heifetz & Laurie

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### What do leaders do?

- Ignite
- Develop
- Sustain

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### Leadership

- Get on the balcony
- Identify strengths and challenges
- Manage distress
- Maintain focus
- Nurture, reward, and protect voices and actions at all levels

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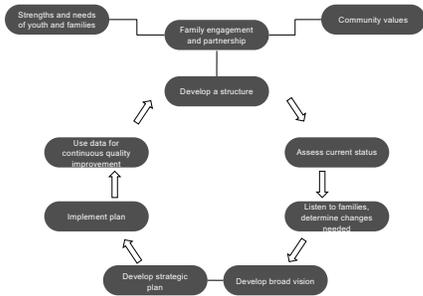
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### When communities work together to become trauma-responsive

- Use and understand data
- Common language and respectful communication
- Awareness and exploration of multiple approaches
- Trauma-responsive services available and accessible to everyone in the family and all staff
- Children and caregivers have a voice
- Lifelong, multigenerational understanding of trauma, healing, and resilience and their relationship to safety, permanency, and well-being

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### Universal precautions

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Take steps to make your entire system welcoming and safe for everyone it touches.

- Families and youth
- All staff
- Professional partners

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### Shared knowledge and collective action

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### Benchmarks, measurement, and evaluation

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How will you know when your system is more trauma-responsive?

- Child outcomes
- Family outcomes
- Workforce outcomes

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**3 core concepts provide a foundation for trauma responsive practice.**

1. Define basic trauma-related terms.
2. Recognize how trauma impacts behavior.
3. Believe and communicate that healing and resilience are possible.

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**Core Concept 1:  
Define basic trauma-related terms.**

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**Trauma exposure:  
Who experiences trauma?**



Adults



Families and communities



Children



Across generations

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**Trauma exposure:  
Kinds of trauma**

	Acute		Race-based trauma
	Chronic		Historic or generational trauma
	Complex		Secondary or vicarious trauma

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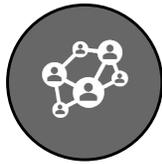
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**It's complicated!**

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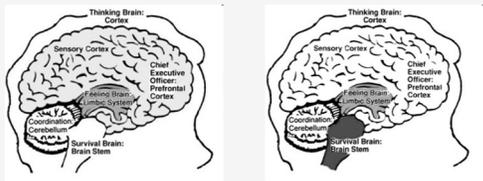
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**Trauma changes the brain**

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**Six types of survival brain**

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- Fight
- Flight
- Freeze
- Flock
- Flap/Frenzy
- Fawn

Sources for Flock & Flap: Dr. Brian Miller  
Source for Fawn: Pete Walker

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**Trauma triggers**



**Situational**

- Places
- Time of day, week, year
- Transitional times
- Specific tasks, activities, events
- Disorder or disruption to routine
- Presence or absence of specific people
- Being confronted or challenged



**Sensory**

- Certain sounds, unusual quiet or noise
- Specific visual stimuli
- Scents, cooking smells, foods
- Hunger, thirst, exhaustion
- Being touched
- Sensory overload
- Sensory deprivation

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**Core Concept 2:  
Recognize how trauma  
impacts behavior.**

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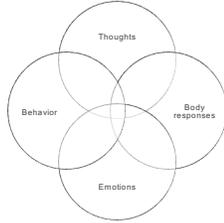
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### Trauma influences



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### Behaviors linked to trauma triggers

Trauma response	Behaviors
Fight	Hitting, fighting, refusing to do a task, arguing
Flight	Stealing, running away, lying
Freeze	Crying, isolating, shutting down
Flock	Congregating, gathering at the scene of a trauma, urgent need to "get home"
Flap/Frenzy	Unfocused energy, incessant talking, repetitive tasks
Fawn	Pleasing, can't say no, codependent behavior
Fatigue	Emotional and social withdrawal, apathy

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**Core Concept 3:**  
**Believe and communicate that**  
**healing and resilience are**  
**possible.**

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### Healing is possible

- It is never too late for healing.
- All healing takes place in the context of relationships.
- Strengthening and promoting healing within existing relationships is nearly always less traumatizing than requiring new relationships.
- Families and frontline staff are the most important elements of a trauma-responsive system and community.

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### What do we need to do to develop and sustain a trauma-responsive workforce?

*Based on 5 essential elements of trauma-responsive care*

- Tips for leaders and managers
- Tips for supervisors
- Tips for caseworkers

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### Elements of a trauma-responsive child welfare system

1. Maximize safety
2. Identify trauma-related needs of children and families
3. Enhance well-being and resilience of children, families, and staff
4. Partner with youth and families
5. Lead and engage in community partnership and collaboration



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**Do you provide concrete, practical, permanency-oriented, trauma-responsive tools?**

- To workers
- To children and youth
- To parents and caregivers

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**Trauma-responsive practice for workers: 3 core strategies**

- 1) Design plan of care to prioritize lasting connections.
- 2) Provide concrete tools to build family resilience.
- 3) Ensure access to trauma-responsive services and interventions.

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**Strategy 1: Develop a plan of care as road map to trauma-responsive care.**

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**Prioritize connections with the “family plus” approach.**



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**Tools for nurturing meaningful connections**



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**Strategy 2:  
Provide concrete tools to build family resilience.**

- In daily life
- In times of crisis

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**Building family resilience: Daily life**

4 characteristics of a resilient family:

- Hope, optimism, shared beliefs or values
- Communicate about a wide range of feelings
- Balance of consistency and flexibility
- Capacity for problem solving

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**Building family resilience: Times of crisis**

<b>Be present</b>	Be available, have a crisis line or crisis plan
<b>Identify</b>	Help families identify strengths
<b>Support</b>	Continue to support family resilience
<b>Offer options</b>	Offer options and resources without judgment

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**Strategy 3:  
Ensure access to trauma-responsive services and interventions.**

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How do we define help?

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**What helps alleviate the effects of trauma?**

- Strong lasting relationships
- Education on normal responses to trauma
- Parent support, conjoint therapy, or parent training
- Emotional expression and regulation skills
- Anxiety management skills
- Cognitive processing or reframing
- Multi-sensory approaches
- Tools for both day-to-day and crisis situations
- Personal safety training
- Resilience and self-determination

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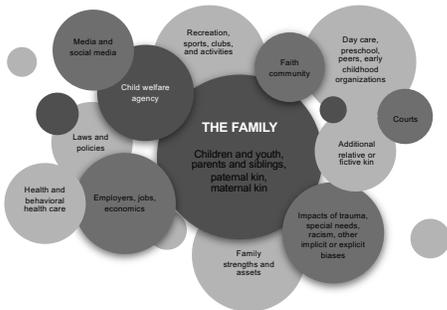
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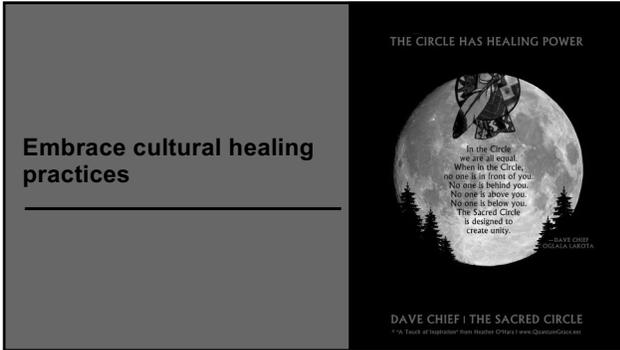
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### The Neurodevelopment lens

- Change from a Neurodevelopment perspective
- State Dependent functioning
- The sequencing of interventions
- Thinking in parallels

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### The impacts of race and racism

- Accounting for the experiences of racism and oppression of youth and families of color

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### Restoring a Coherent Identity

- Incomplete stories
- Accounting for Ambiguous Loss
- Interrupting a problem saturated identity
- Sense of agency as a precursor for change

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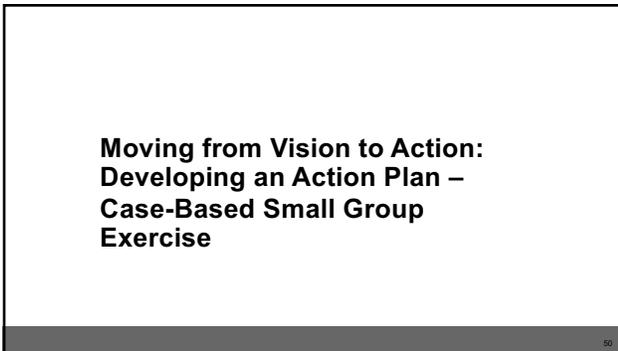
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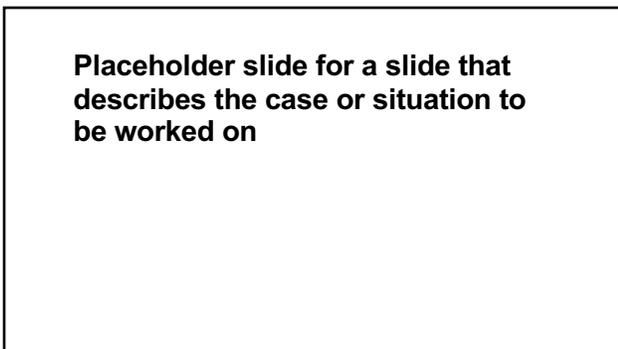
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**Creating a Vision for Family Engagement  
Small Group Discussion**

Inspiration/Aspiration
Values
Description

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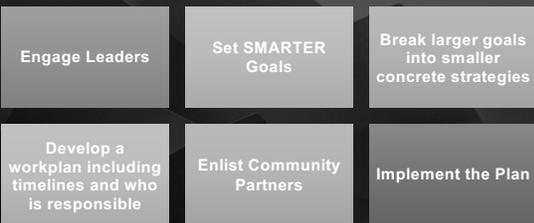
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**Moving from Vision to Action**



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**Domains to Consider**

- What Policies and Practices will need to change?
- Enlisting and Supporting Supervisors?
- Is everything directed at increased family connection?
- What are the training and professional development needs of our staff?
- How will we communicate changes internally & manage enthusiasm vs resistance?
- How will we communicate externally (to caregivers, youth, community partners, broader community)?
- Physical layout of offices and other spaces

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<b>Goal Statement:</b>		
S	<i>Specific</i>	
M	<i>Measurable</i>	
A	<i>Action-Oriented</i>	
R	<i>Relevant</i>	
T	<i>Time-Frames</i>	
E	<i>Ethical</i>	
R	<i>Results-Focused</i>	

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<b>Strategy #1:</b>		<i>(write Strategy #1 above)</i>			
Action Items (List specific tasks)	Specific Roles (for each Action Item)	Anticipated Barriers to Implementation	Plan to Overcome Identified Barriers	Target Completion (date)	Person Responsible
a)					
c)					
d)					
a)					

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### Professional Training & Coaching Plan



- Who **NEEDS** training?
- Who **DESIGNS** or **SELECTS** training?
- Who **CONDUCTS** training?
- Are families and youth **CENTRAL** to training plan?
- Is specific attention paid to **SUPERVISORS**?
- What is the **TRANSFER-OF-LEARNING** strategy?

Created by Yazmin Perez Aviles from Noun Project

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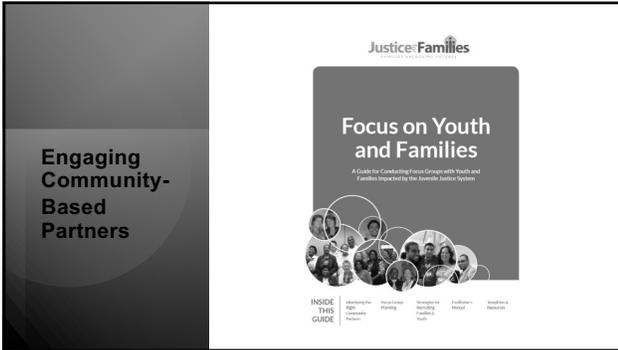
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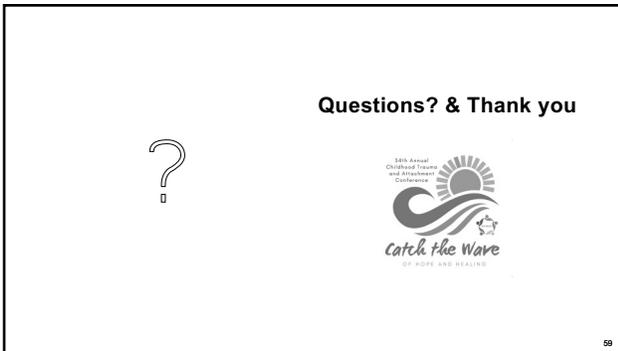
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