

# Think Trauma Participant Worksheets

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## 1.1 Why Think Trauma?

Think about one of the most difficult youth that you work with. Write his or her name on the line below. Think about this youth as we discuss the concepts and topics throughout this training and consider how it can apply to this youth.

Youth's Name: \_\_\_\_\_

## 1.2 Juvenile Justice Youth Exposure to Trauma

Write down as many of SAMHSA's 3 E's that you can think of for the youth you wrote down on worksheet 1.1.

**Events:** Exposure to actual or threatened death, serious injury or sexual violation.

**Experiences:** Exposure to event is experienced as harmful.

**Effects:** Short- and/or long-term adverse effects on a person.

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## 1.3 Six Guiding Principles to a Trauma-Informed Approach

The following outlines the six principles for engaging a trauma-informed approach in any system. These guidelines are pivotal to effectively using trauma-informed practices to reduce recidivism and improve youth outcomes.

**Safety:** Throughout the organization, staff and the people they serve feel physically and psychologically safe. The physical setting is safe and interpersonal interactions promote a sense of safety. Understanding safety as defined by all individuals within the system is a high priority.

**Trustworthiness & transparency:** Organizational operations and decisions are conducted transparently with the goal of building and maintaining trust among all individuals involved with the system (i.e., staff, youth, families etc.).

**Empowerment & choice:** Throughout the organization and with youth connected to the system, individuals' strengths and experiences are recognized and built upon. Choices are given to individuals in order to foster recovery from trauma.

**Peer support:** Peer support and mutual self-help are key vehicles for establishing safety and hope, building trust, and enhancing collaboration. It focuses on utilizing the stories of those impacted by trauma and their lived experience to promote recovery and healing. The term "peers" refers to individuals with lived experiences of trauma, or family members of children who have experienced traumatic events and are key caregivers in their recovery.

**Collaboration & mutuality:** Importance is placed on partnering and collaboration between staff and youth in order to prevent power differentials that prevent recovery from trauma. Leveling of power differentials at multiple levels of the organization is critical. This includes sharing power among organizational staff at different levels and opportunities for accountability for youth through meaningful collaboration for decision making.

**Cultural, historical & gender issues:** The organization actively moves past cultural stereotypes and biases, offers access to gender responsive services, leverages the healing value of traditional cultural connections, incorporates policies, protocols, and processes that are responsive to the racial, ethnic, and cultural needs of individuals served, and recognizes and addresses historical trauma.

# Trauma-Informed Individualized Safety Plan

Facility:

Name of youth:

Date:

Name of staff:

*We would like to make you as safe as possible while you are here with us. Please complete the following safety plan with your social worker, psychologist, or trusted staff member. Read the following questions and answer all that apply to you.*

Have you ever been in a detention facility before?  Yes  No

Have you ever experienced or witnessed? (Please check all that apply)

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Physical abuse                            | <input type="checkbox"/> Neglect                              | <input type="checkbox"/> Prostitution                                 | <input type="checkbox"/> Natural disaster     |
| <input type="checkbox"/> Sexual abuse                              | <input type="checkbox"/> Domestic violence                    | <input type="checkbox"/> Forced labor                                 | <input type="checkbox"/> Serious injury       |
| <input type="checkbox"/> Emotional abuse                           | <input type="checkbox"/> Death of a loved one due to violence | <input type="checkbox"/> Death of a loved one due to accident/illness | <input type="checkbox"/> Been stabbed         |
| <input type="checkbox"/> Death of a friend due to violence         | <input type="checkbox"/> Parent                               | <input type="checkbox"/> Parent                                       | <input type="checkbox"/> Been shot or shot at |
| <input type="checkbox"/> Death of a friend due to accident/illness | <input type="checkbox"/> Sibling                              | <input type="checkbox"/> Sibling                                      | <input type="checkbox"/> Serious Illness      |
| <input type="checkbox"/> Abandonment                               | <input type="checkbox"/> Family member                        | <input type="checkbox"/> Family member                                | <input type="checkbox"/> Serious accident     |
| <input type="checkbox"/> Seclusion                                 | <input type="checkbox"/> Observed a fight                     | <input type="checkbox"/> Been in a fight                              | <input type="checkbox"/> Bullying             |
| <input type="checkbox"/> Restraint                                 | <input type="checkbox"/> Room confinement                     | <input type="checkbox"/> Strip searched                               | <input type="checkbox"/> Suicidal thoughts    |
| <input type="checkbox"/> Injuring your self                        | <input type="checkbox"/> Homelessness                         | <input type="checkbox"/> Fear of being attacked                       | <input type="checkbox"/> Suicide attempts     |

Historical Trauma (i.e., ancestors enslaved, involved in the Holocaust, genocide of community, etc.):

\_\_\_\_\_

Racial Trauma (i.e., experience with traumatic events related to race or suspected racism such as a gun being aimed at a youth due to their race, refused life saving support because of race, repeated stories of life-threatening acts of racism etc.):

\_\_\_\_\_

Other: (Please describe) \_\_\_\_\_

If you feel unsafe, are you able to communicate about your safety level? For example, could you tell staff when you are struggling or upset?  Yes  No  Sometimes

In what situations would this be difficult for you? \_\_\_\_\_

What are your trauma reminders or triggers? (Please check all that apply)

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Being touched                 | <input type="checkbox"/> Not having input       | <input type="checkbox"/> People in uniform    | <input type="checkbox"/> Loud noise           |
| <input type="checkbox"/> Time of year (When)           | <input type="checkbox"/> Bedroom door open      | <input type="checkbox"/> Yelling              | <input type="checkbox"/> Being forced to talk |
| <input type="checkbox"/> Particular time of day (When) | <input type="checkbox"/> Being isolated         | <input type="checkbox"/> Fighting             | <input type="checkbox"/> Being around men     |
| <input type="checkbox"/> Seeing others out of control  | <input type="checkbox"/> Specific person (Who)  | <input type="checkbox"/> Anniversaries (What) | <input type="checkbox"/> Being around women   |
| <input type="checkbox"/> Room checks                   | <input type="checkbox"/> People being too close | <input type="checkbox"/> Other:               | _____   |

Are there specific reminders or triggers directly related to historical or racial traumatic events (i.e., intense reactions to authority figures of a particular race, feeling ignored or devalued by service providers etc.):

\_\_\_\_\_

# Trauma-Informed Individualized Safety Plan

Please describe your warning signs. For example, what your body feels when you are losing control and what other people people can see changing? (Please check all that apply)

- Sweating
- Breathing hard
- Racing heart
- Clenching teeth
- Clenching fists
- Red faced
- Wringing hands
- Loud voice
- Sleeping a lot
- Bouncing legs
- Rocking
- Pacing
- Squatting
- Can't sit still
- Swearing
- Crying
- Isolating
- Hyper
- Nauseous
- Shortness of breath
- Sleeping Less
- Eating less
- Eating more
- Being rude or agitated
- Singing inappropriate songs
- Other: \_\_\_\_\_

What helps you feel or stay safe? (Please check all that apply)

- Yelling
- Having male staff support
- Reading
- Getting exercise/sports
- Writing
- Having female staff support
- Ice
- Drawing/coloring
- Watching TV/Movie
- Having support from peers
- Playing video games
- Taking a shower
- Listening to music
- Walking
- Talking
- Weighted blankets/vests
- Other: \_\_\_\_\_

What are cultural experiences related to your family or personal community that we should consider when identifying reminders, early warning signs, and coping strategies? (i.e., reminders and early warning signs related to your experiences with your family, race, gender, sexual orientation, economic status, etc.; difficult experiences that your loved ones have faced; and/or community strengths that will help you to feel safe and stay in control.) \_\_\_\_\_

What helps you stay in control? \_\_\_\_\_

What has helped you stay in control in the past? \_\_\_\_\_

What kind of space is most comfortable when you need it?

- Quiet Area
- Your room
- Safety room
- In bed
- Other: \_\_\_\_\_

Is there a safe place here you can use?  Yes  No  Describe: \_\_\_\_\_

What positive alternative behaviors can you use when you begin feel unsafe? \_\_\_\_\_

What incentives work for you? \_\_\_\_\_

Is there anything else you can tell us that you think would be helpful? \_\_\_\_\_

Thank you for completing this form. We will update it with you in three months. Please sign below

Youth: \_\_\_\_\_

Staff: \_\_\_\_\_

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## 1.4 Calming the Survival Brain & Activating the Learning Brain

1. List the actions that an adult might do to make youth feel unsafe and activate their survival brain?

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2. What are some ways you or your co-workers can avoid doing these things and begin doing other behaviors to calm a youth's survival brain and activate learning brain?

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## 1.5 Understanding Resilience

How can you help build on the resiliency factors listed below? What other Inner Assets or External Resources do you think support youth who have experienced trauma?

Inner Assets	External Resources
<p><b>Self-Efficacy</b> <i>(Strategies for building your belief in your ability to succeed):</i></p>	<p><b>Family Support</b> <i>(Strategies for using family support to deal with challenges):</i></p>
<p><b>Self-Esteem</b> <i>(Strategies for increasing feelings of self-worth):</i></p>	<p><b>Peer Support</b> <i>(Strategies for using friends to deal with challenges in a healthy way):</i></p>
<p><b>Competence</b> <i>(Strategies for becoming more skilled at different tasks):</i></p>	<p><b>Community Connectedness</b> <i>(Strategies for using connections in the community to deal with challenges):</i></p>
<p><b>Spiritual Belief</b> <i>(Strategies for finding purpose, meaning and a greater purpose than self):</i></p>	<p><b>School Connectedness</b> <i>(Strategies for using school and school personnel to deal with challenges):</i></p>
<p><b>Others:</b></p>	<p><b>Others:</b></p>

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## 1.6 What You Can Do to Promote Safety

Below are the strategies described in Module 1 to help promote physical and psychological safety for youth.

### **Acknowledge Trauma**

- ✓ Ask yourself has the youth experienced a traumatic event.
- ✓ Consider how experiencing a traumatic event impacts how youth feel in detention.

### **Establish Safety**

- ✓ Help youth feel safer by being present and engaged.
- ✓ Create predictability.
- ✓ Balance firmness with caring.

### **Build Safe Relationships**

- ✓ Not take their behavior personally.
- ✓ Let them know it is okay to feel upsetting feelings.
- ✓ Help translate their behavior into feelings and words they can express in a healthy way.
- ✓ Work with them to reduce or avoid unnecessary reminders.
- ✓ Invite youth to share what is most frustrating about stressful situations and brainstorm healthy ways to deal with it that addresses it directly.
- ✓ Point out to youth admirable qualities, talents, good choices they make, or simply express belief in them to overcome the obstacles they face to support building self-esteem.