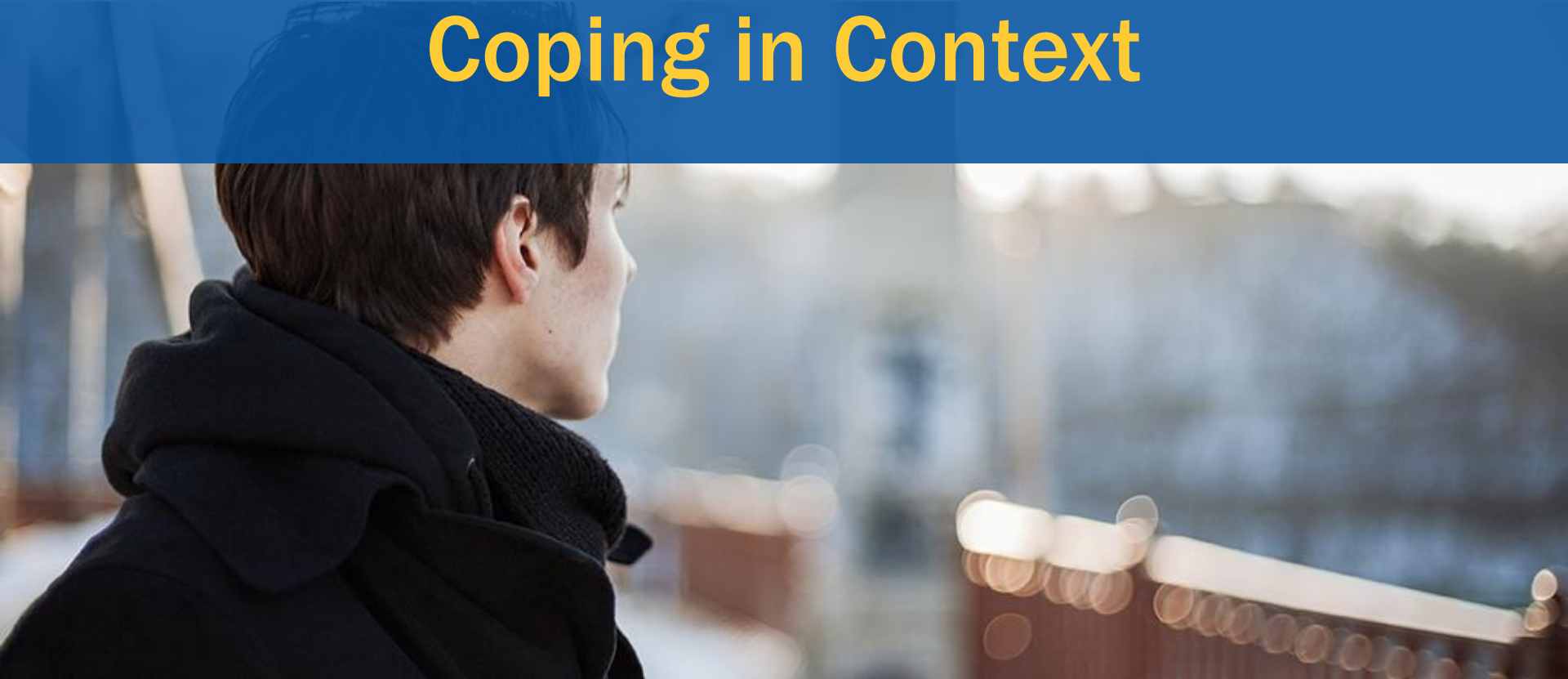
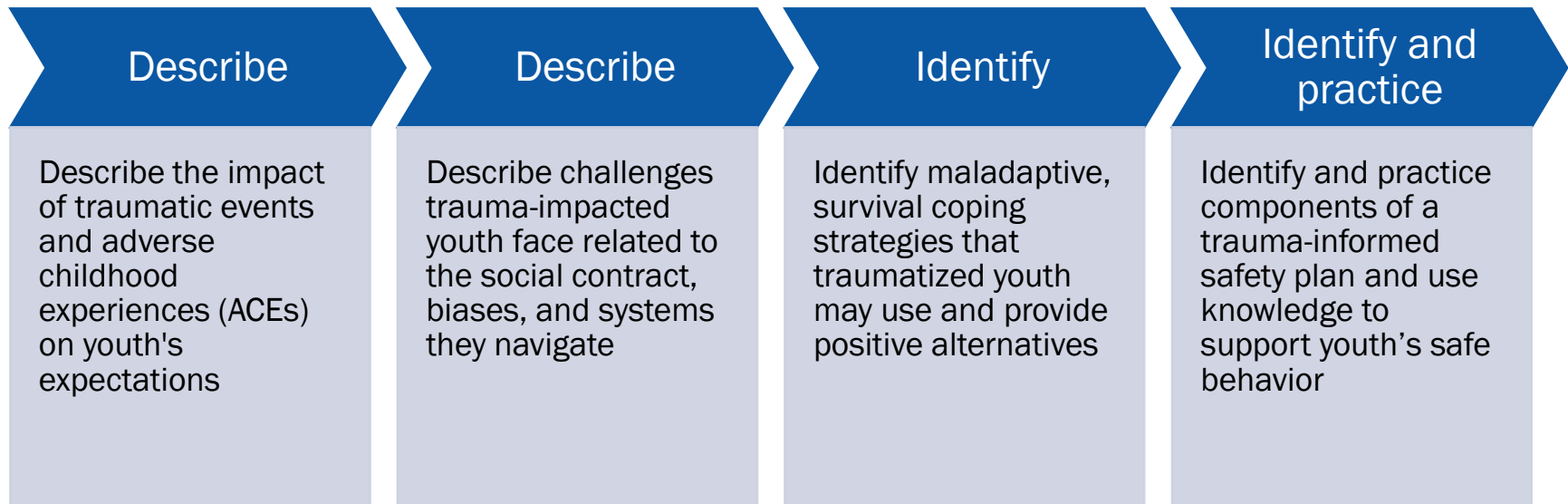


# Think Trauma Module 3: Coping in Context



# Learning Objectives



# REMEMBERING TRAUMA

## PART 1

NCTSN

The National Child  
Traumatic Stress Network

NATIONAL  
NATIVE  
CHILDREN'S  
TRAUMA  
CENTER



# Reflecting on *Remember Trauma* & Identifying Reminders

What potential trauma reminders did you notice for Manny?



# Invisible Suitcase Unpacked: Linking Trauma to Expectations

- Previous life experiences create expectations that guide behavior.
- Expectations based on traumatic life events are shaped by:
  - Experiences of danger before and following traumatic event
  - Messages from others and society
  - Perceptions of best strategies to remain safe





# Context of Danger, Safety, & Protection



- Traumatic experiences shift expectations about threats to personal and family safety.
- **Intergenerational trauma** reflects the impact of trauma across generations.
- When parents experience trauma it can impact their parenting and their decisions to keep their children safe.

# Breaking the Social Contract

Personal and family experiences of danger beyond trauma further undermine belief in **social contract**.

How did institutions or providers make it easier or more difficult for Manny to deal with these trauma reminders?

How did Manny's girlfriend make it easier or more difficult for him to deal with his trauma reminders?



# Adverse Childhood Experiences (ACEs)

ACEs are experiences that may be traumatic to children and youth during the first 18 years of life such as experiencing violence or other types of emotionally disturbing exposures in their homes and communities.

Graphic Credit: Florida's Children First

NCTSN

The National Child  
Traumatic Stress Network

NATIONAL  
NATIVE  
CHILDREN'S  
TRAUMA  
CENTER

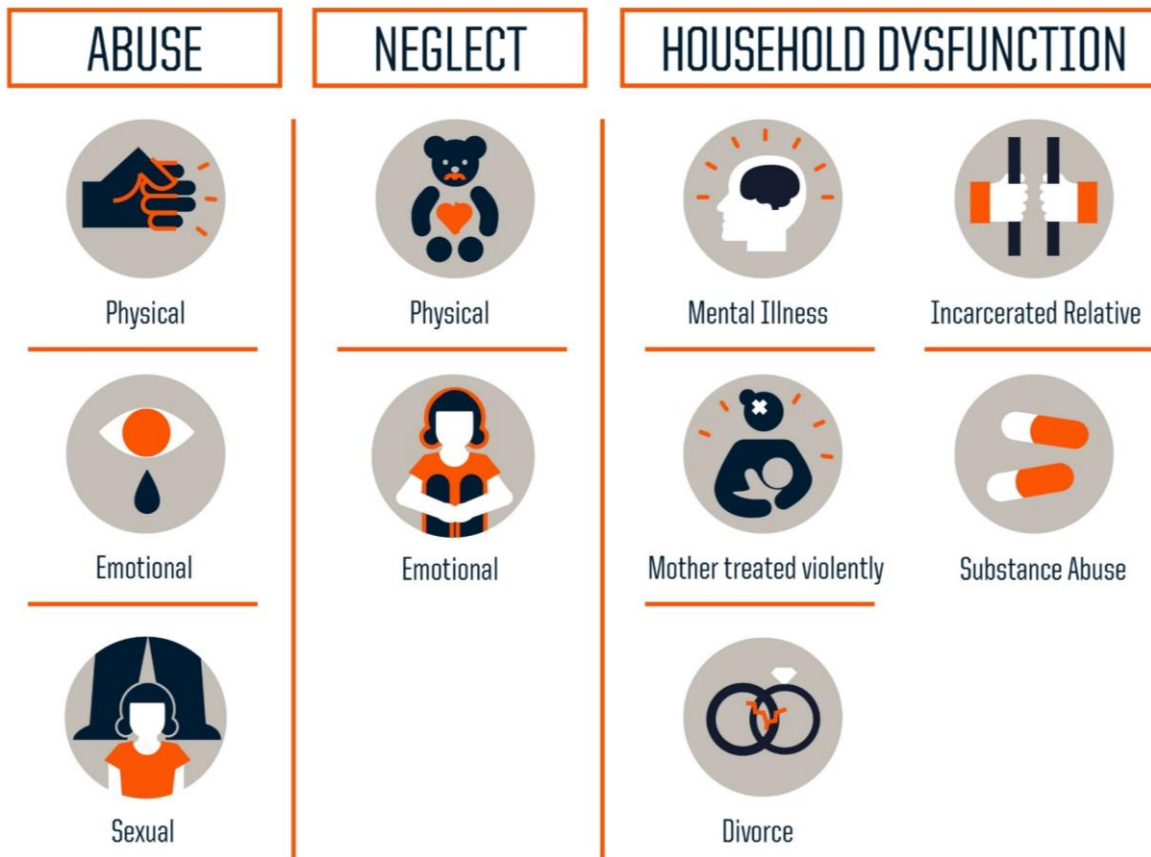


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# Adverse Childhood Experiences (ACEs)



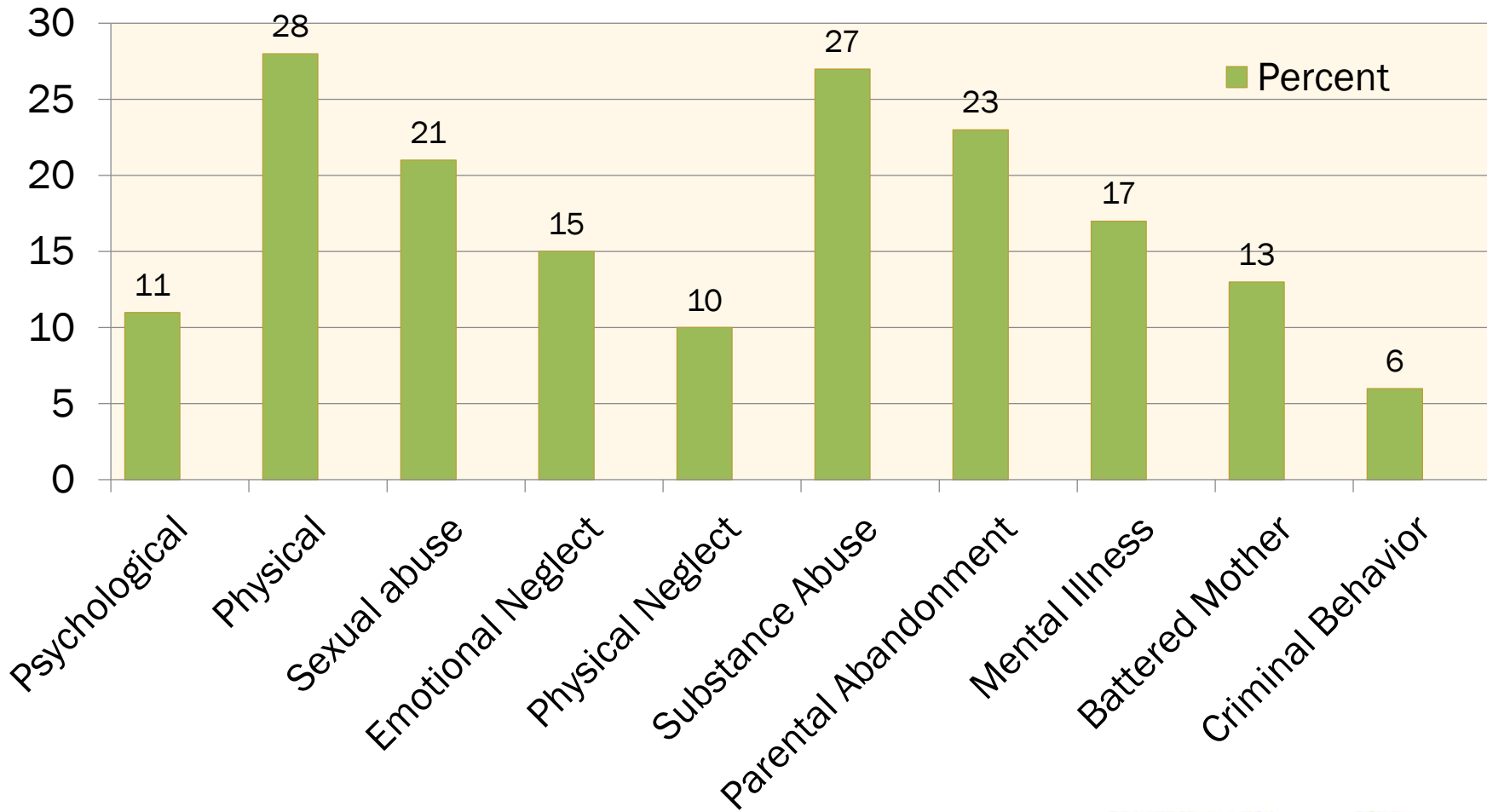
ACEs not included in the traditional measure:

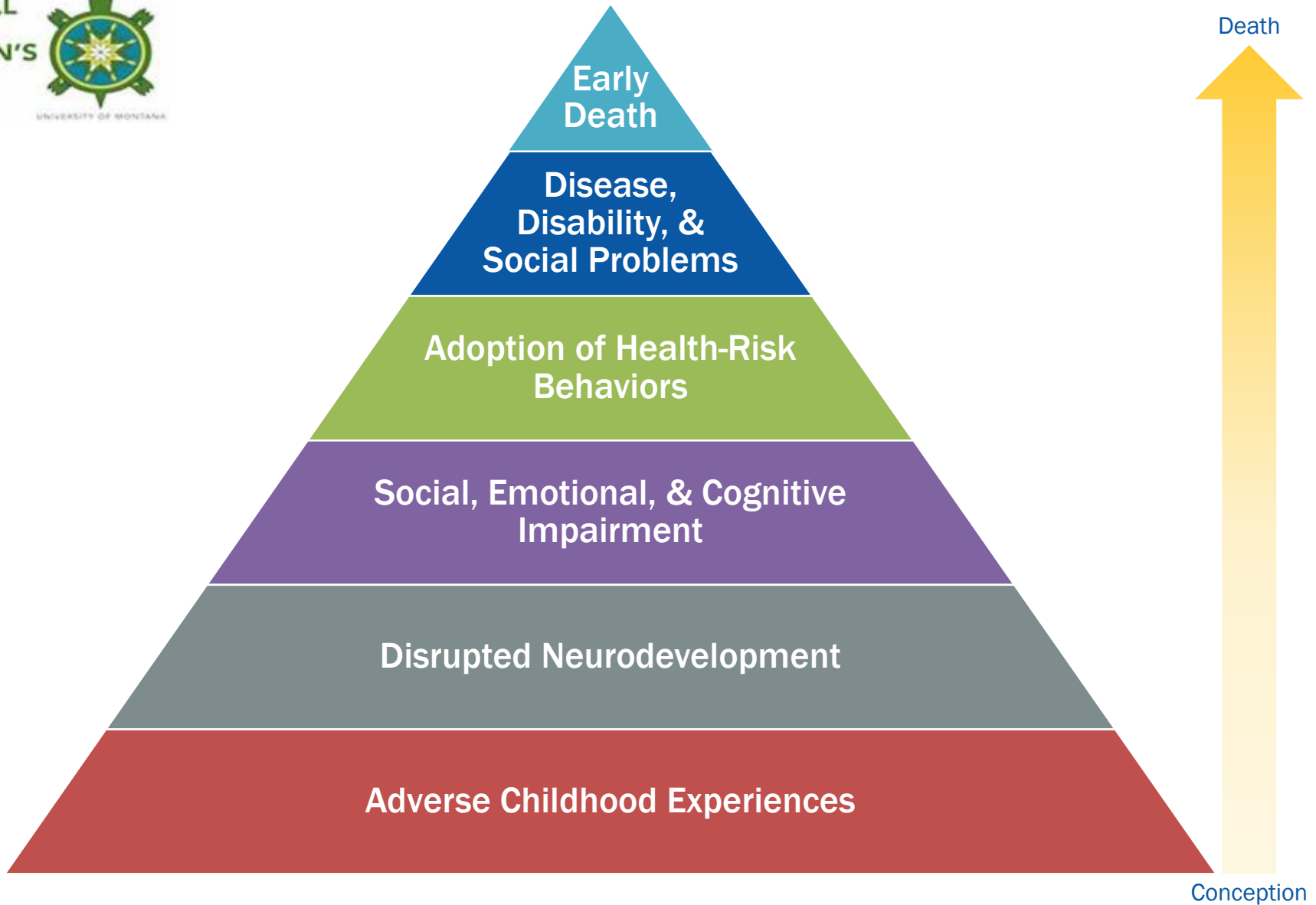
- Bullying
- Teen dating violence
- Peer to peer violence
- Witnessed violence in community or school
- Homelessness
- Death of a parent

Graphic Credit: Florida's Children First



# Adverse Childhood Experiences





Mechanisms by which Adverse Childhood Experiences Influence Health and Well-Being Throughout the Lifespan

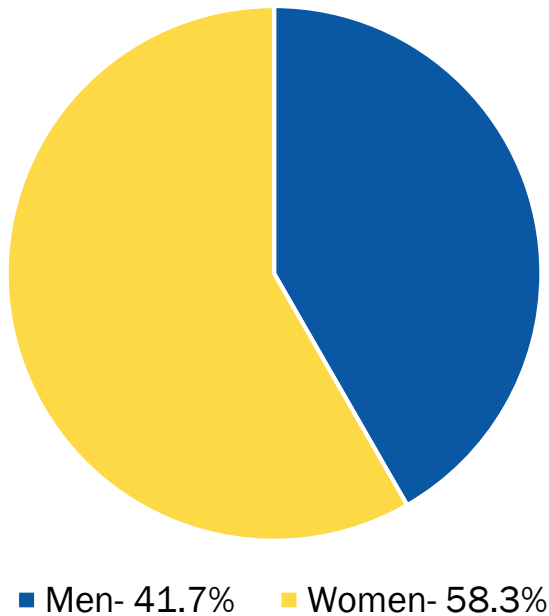
**“A collective complex trauma inflicted on a group of people who share a specific group identity or affiliation. . .It is the legacy of numerous traumatic events a community experiences over generations and encompasses the psychological and social responses to such events”**

(Evans-Campbell, T., 2008)

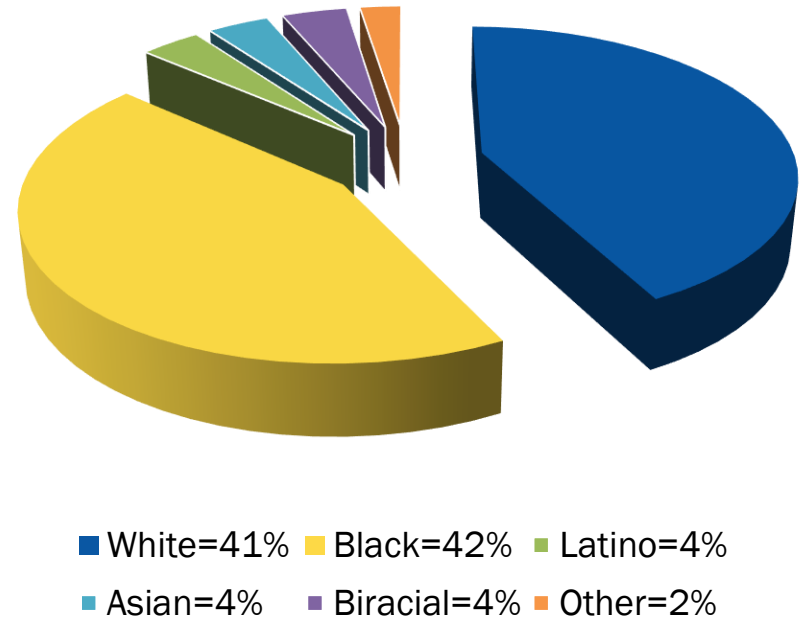


# Urban ACES Study

Gender

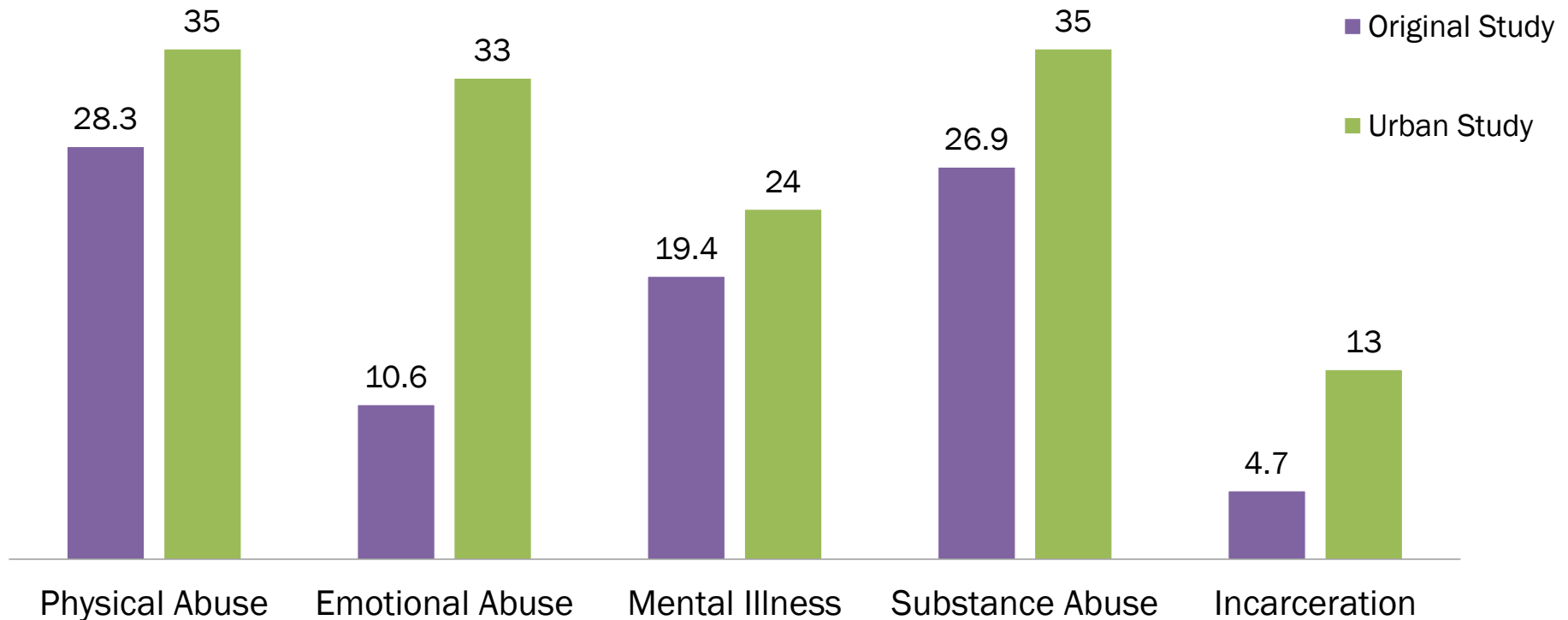


Race/Ethnicity



1,784 Adult Philadelphia Residents

# Original ACES Study vs. Urban ACES Study







# ACE's in Indian Country

	ACE Study Sample	AI Study Sample
Reported at least 1 ACE	63.9%	86%
Reported 4 or more ACE's	12.5%	33%

- A study focusing on ACE exposure exclusively among AI/AN populations surveyed 1,660 enrolled tribal members in seven tribes.
  - Koss, M.P., Yuan, N.P., Dightman, D., Prince, R.J., Polacca, M., Sanderson, B., & Goldman, D. (2003).

# ACE's in Indian Country

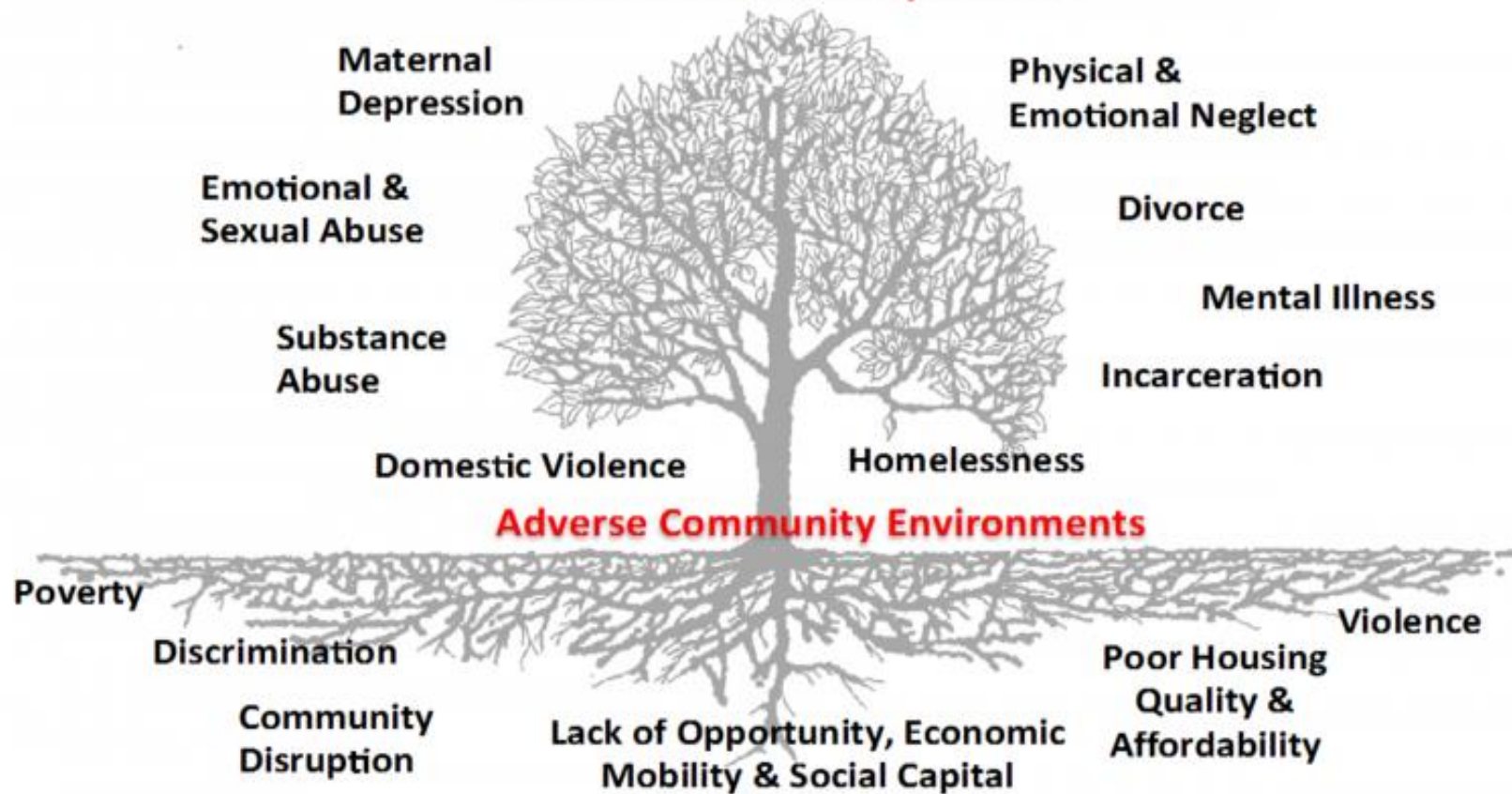
Population Sample	Trauma Category	Trauma Exposures	
		1+	Multiple/Severe
36 incarcerated AI/AN in NM (De Ravello et al., 2008)	Childhood ACEs	97.2% (35 of 36)	81% 53% reported childhood SA
288 youth ages 14-24 from one NP reservation (Brockie et al., 2015)	Childhood ACEs	78%	40% 37% reported 3-6 exposures
233 adults aged 50 and older living in rural off-reservation locations in MN and SD (Roh et al., 2015)	Childhood ACEs	75.6%	Mean ACE score = 2.6 31.8% reported 4+ exposures
516 adults from 7 tribes in SD (Warne et al., 2017)	Childhood ACEs	83.15%	61.57% 50.04% reported household substance abuse



# Trauma & ACEs: Public Safety & Health Challenges

The Pair of ACEs

## Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



# System-Induced Trauma

When systems responsible for protecting children and the public do not understand the impact of trauma...

they may unintentionally cause further harm.

The 4 R's:

**R**ealize

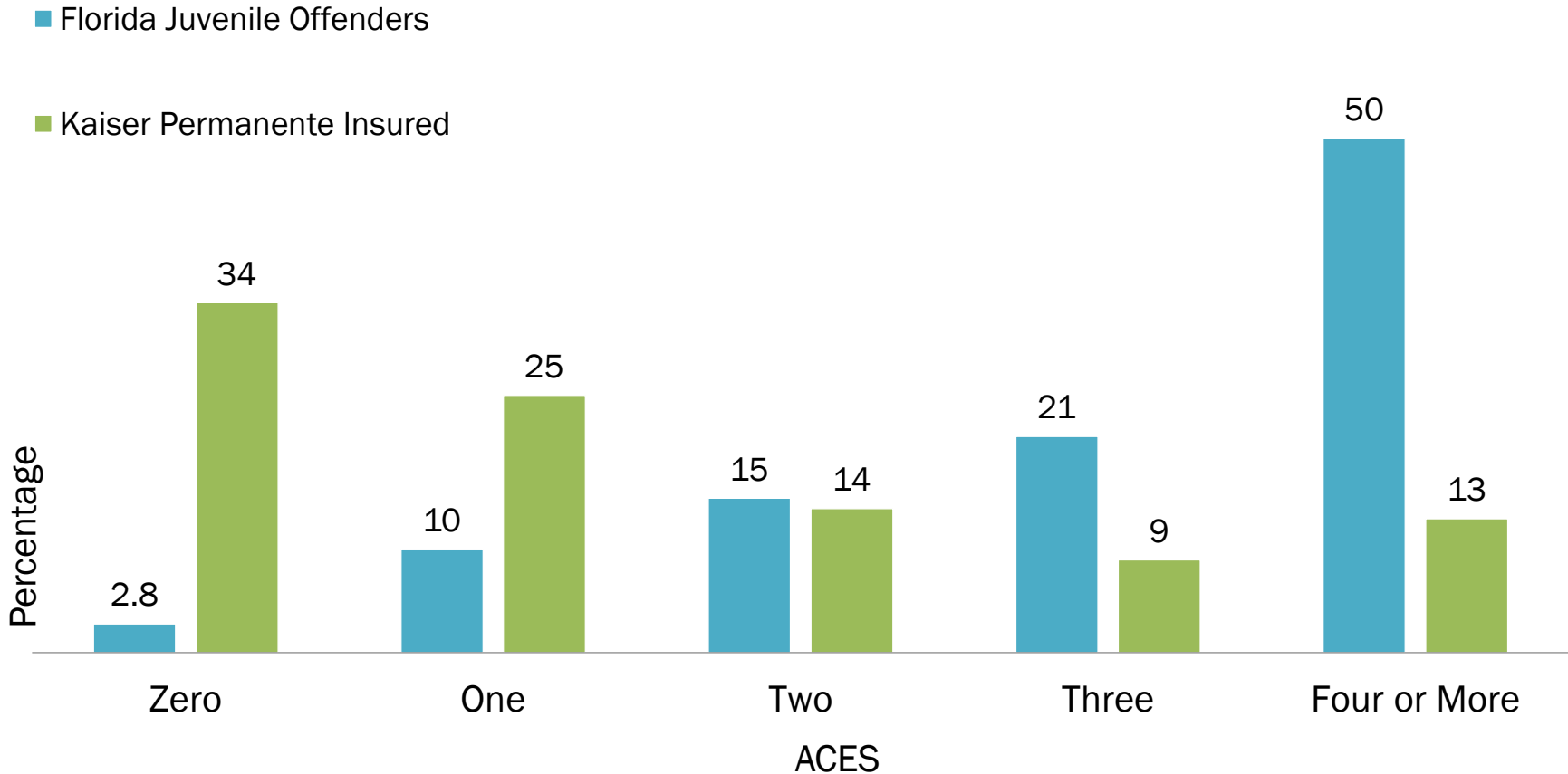
**R**ecognize

**R**espond

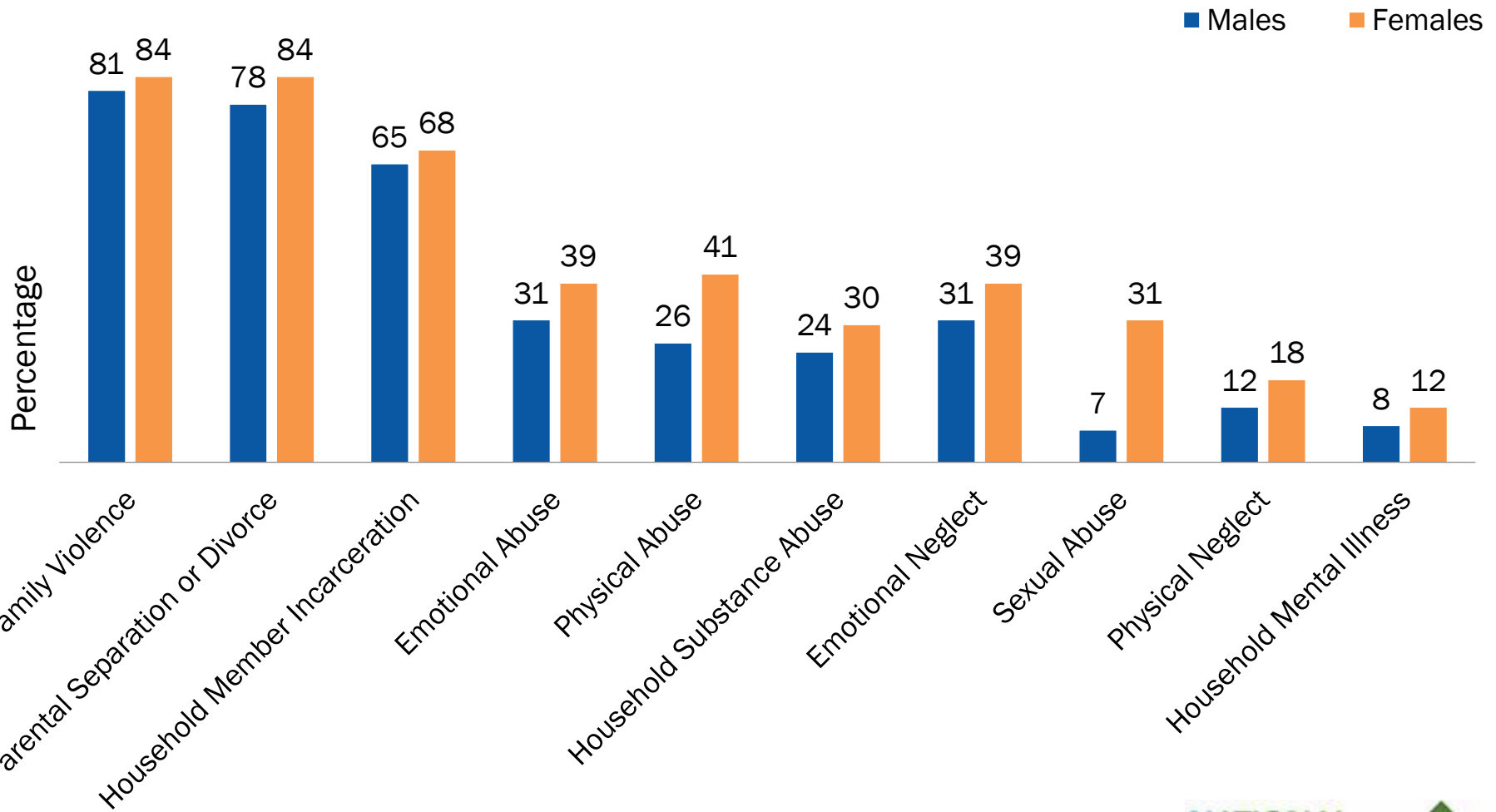
**R**esist Re-traumatization



# ACES in Juvenile Justice

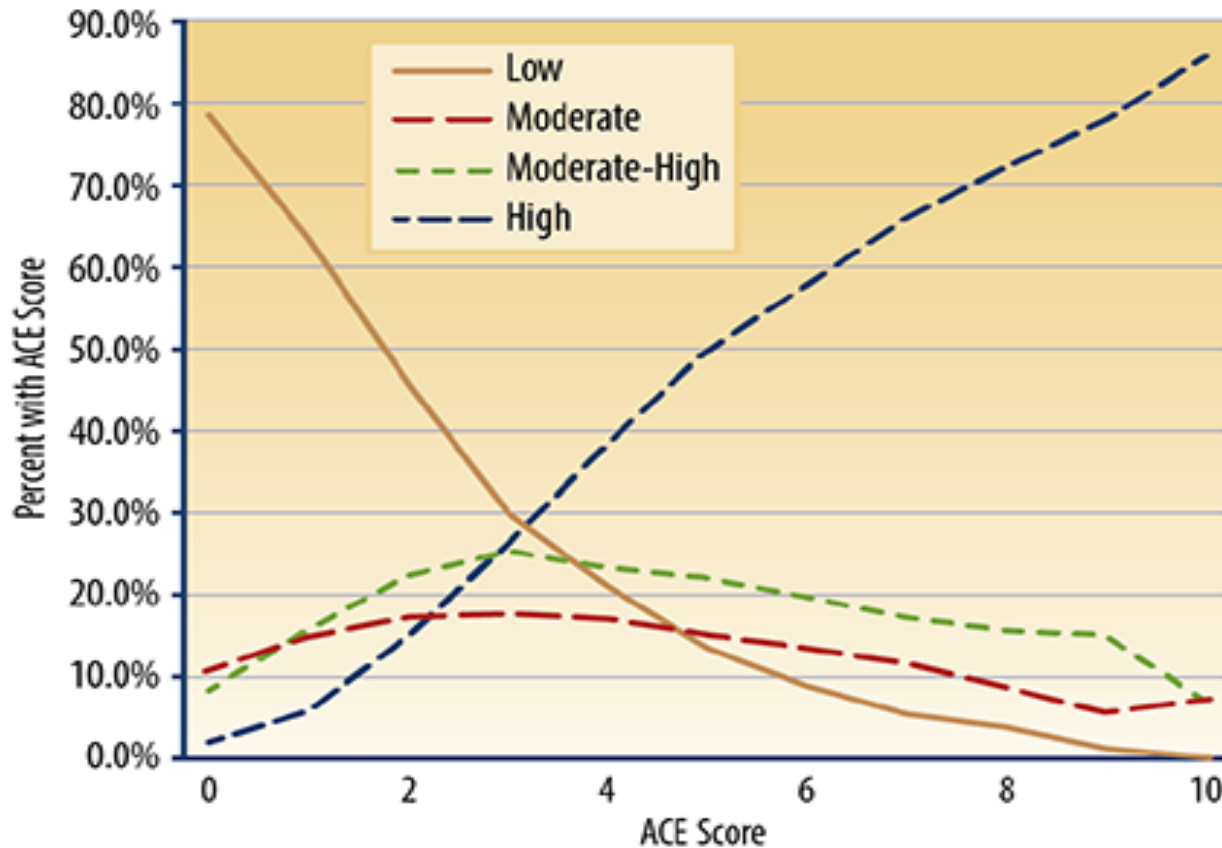


# ACES & Gender





# ACES & Recidivism



# Multi-System Involved Youth: Child Welfare & Juvenile Justice

Youth involvement with the child welfare system generally indicates youth are facing challenges at home or in the community that place them at risk for behaviors leading to justice involvement.



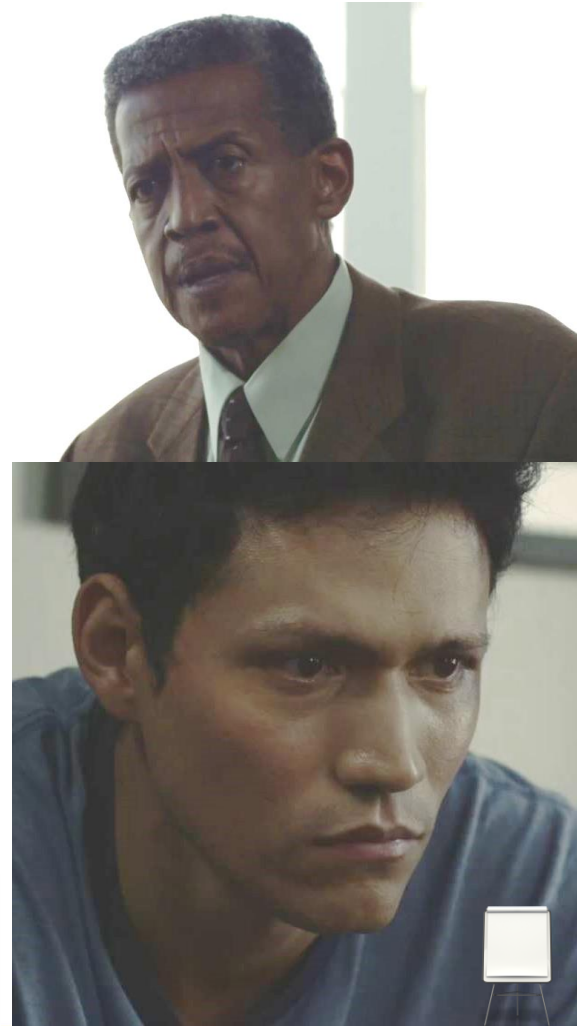
# Multi-System Involved Youth: Child Welfare & Juvenile Justice

- Maltreatment is a risk factor for delinquent behavior.
- Educational, mental health, and substance abuse problems are prevalent.
- Many youth are in foster care for long periods of time.
- Lack of cross-system communication leads to many youth falling through the cracks.



# Barriers to Trauma-Informed Interactions with Multi-System Youth

What are examples of actions from school, child welfare, and juvenile justice settings intended to help youth, but are actually harmful?



# Principles for a Trauma-Informed Juvenile Justice System

Safety

Trust

Empowerment

Collaboration

Peer Support and  
Trauma Competence

Cultural, Historical,  
Linguistic, and  
Gender  
Responsiveness



# System Responses to Specific Populations



Homeless youth are at greater risk for experiencing trauma than other adolescents.  
**Especially females**



Special Needs youth are 10 times more likely to be abused than their typically developing counterparts.



LGBTQ youth contend with violence directed at them in response to suspicion about or declaration of their sexual orientation and gender identity.



Children of color and females are disproportionately represented in the crossover youth population.





# Historical Trauma



- **Historical trauma** refers to cumulative emotional and psychological wounding as a result of group traumatic experiences.
- A history of violence/prejudice toward a community can lead to distrust of institutions intending to help youth.
- Impact of trauma across generations can influence parents and children expectations about safety and determine important behaviors for protection such as distrusting institutions.



# Creating a Fair Justice System & Restoring the Social Contract

- Acknowledge presence of explicit and implicit bias
- Recognize and respond to individual and system bias
- Understand the role of privilege as an obstacle to justice
- Advocate for equity in the justice system by means of culturally-responsive practices



# Keys to Becoming a Credible Messenger for Justice



- Practice cultural humility
- Express willingness to learn about others' experiences of trauma and racial injustice
- Recruit members of the community to partner in sharing the message
- Reflect and discuss how personal life and racial experiences impact justice conversations in safe and brave ways

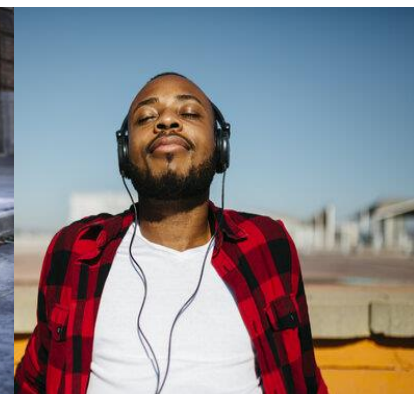
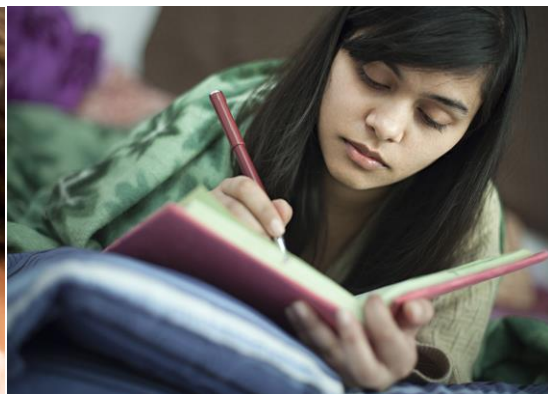


# Understanding Coping

Coping strategies are responses people use to master, tolerate, reduce, or minimize experiences viewed as stressful.

How coping works:

- **Appraisal:** how a person reads situations and whether the situation seems threatening.
- **Review options:** thinking about which coping strategies to use and evaluating whether they will work.
- **Response:** behaviors or thoughts to deal with threats, challenges, and harmful situations.







# Building Healthy Coping & Promoting Resilience

- Make information and directions digestible.
- Warn youth when transitions are coming up.
- Give simple choices.
- Validate experience and avoid shaming.
- Find prosocial outlets for frustrating feeling or responses to trauma.

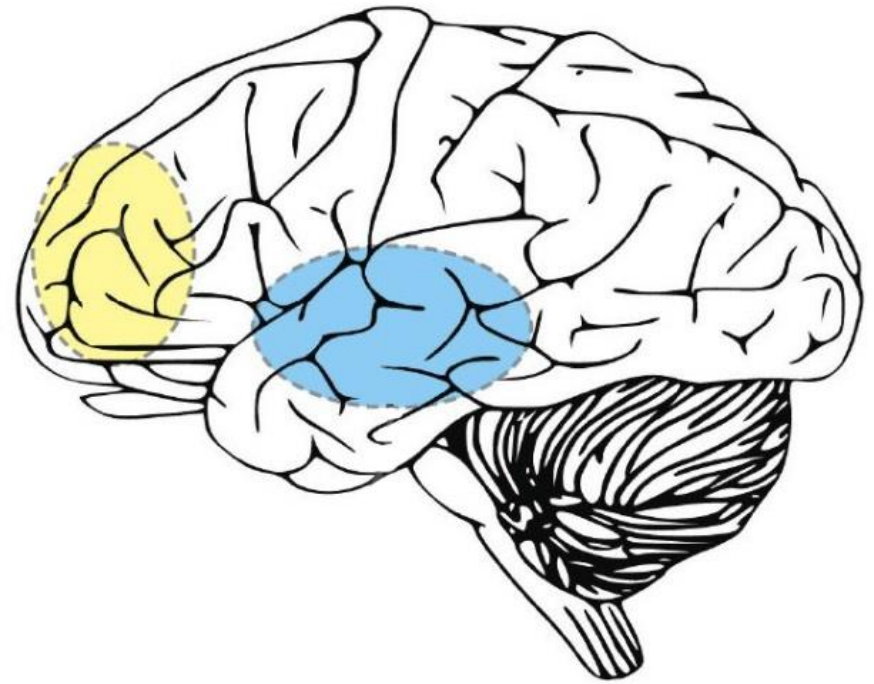


Photo Credit: <http://communityresiliencerecipebook.org/your-body-brain/>





# Lens for Coping in Action

How might these different social identities impact coping strategies?

- Race
- Gender
- Immigration/Nationality
- Sexual orientation
- Socio-economic status
- Religion



# Connection to Others



- Relationships are an integral component of responding to traumatic and stressful life events.
- Protection from further victimization can occur from groups others view as dangerous.
- Healthy supports can build resilience portfolio.

# Coping in Action: Connections to Others

Understanding how youth define relationships, family, and support can guide staff to promote healthy coping strategies.





# Trauma-Informed Safety Plan Integrating Historical, Intergenerational, & System-Induced Trauma



Safety plans should include:

- Brief trauma history
- Trauma reminders
- Early warning signs of losing control
- Calming behaviors

# First: Identify Trauma History



**Before Detention**



**While in Detention**



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# Identify Trauma History Related to Intergenerational, System-Induced, Racial, and Historical Trauma

## Trauma-Informed Individualized Safety Plan



Facility:	<input type="text"/>	Name of youth:	<input type="text"/>
Date:	<input type="text"/>	Name of staff:	<input type="text"/>

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     |
| <input type="checkbox"/> Historical Trauma                         | <input type="checkbox"/> Racial Trauma                        |   | <input type="checkbox"/> Running away         |
| <input type="checkbox"/> Other: (Please describe) _____            |   |   |   |





# Second: Discover Trauma Reminders

- Bedtime
- Room checks
- Violent shows
- Yelling or fighting
- People too close
- Loneliness



©Katie Rentzke Photography

# Discover Trauma Reminders Related to Intergenerational, System-Induced, Racial, and Historical Trauma

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 ( <i>When</i> )           | <input type="checkbox"/> Bedroom door open              | <input type="checkbox"/> Yelling                       | <input type="checkbox"/> Being forced to talk |
| <input type="checkbox"/> Particular time of day ( <i>When</i> ) | <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 ( <i>Who</i> ) | <input type="checkbox"/> Anniversaries ( <i>What</i> ) | <input type="checkbox"/> Being around women   |
| <input type="checkbox"/> Room checks                            | <input type="checkbox"/> People being to close          |  |   |
| <input type="checkbox"/> Other:                                 |   |  |   |

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# Third: Determine Early Warning Signs

## The Body's Alarm System

Narrow focus on threat

Black and white thinking

Breathing speeds up and becomes shallow

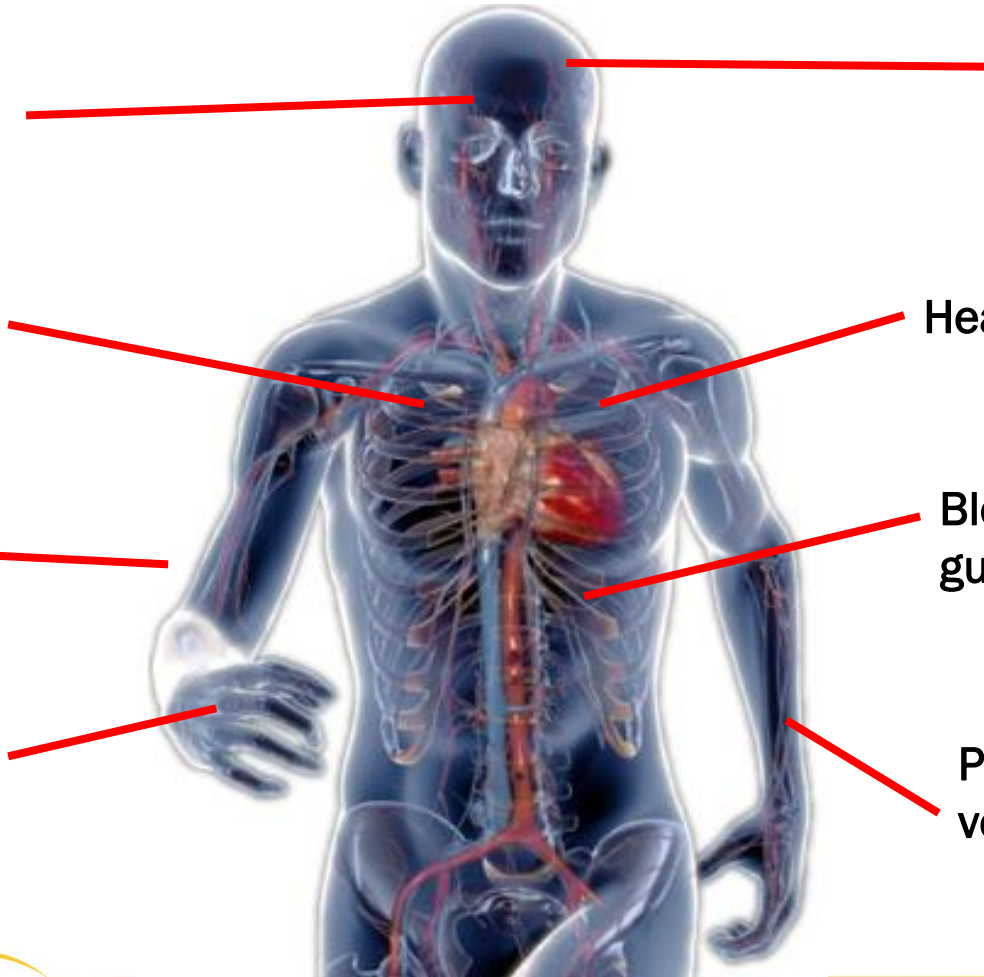
Heart rate increases

Shaking

Blood flows away from gut to muscles

Sweaty palms and feet

Peripheral blood vessels constrict



# Determine Early Warning Signs In the Context of Intergenerational, System-Induced, Racial, and Historical Trauma

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

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



# Fourth: Create Calming & Regulating Behaviors



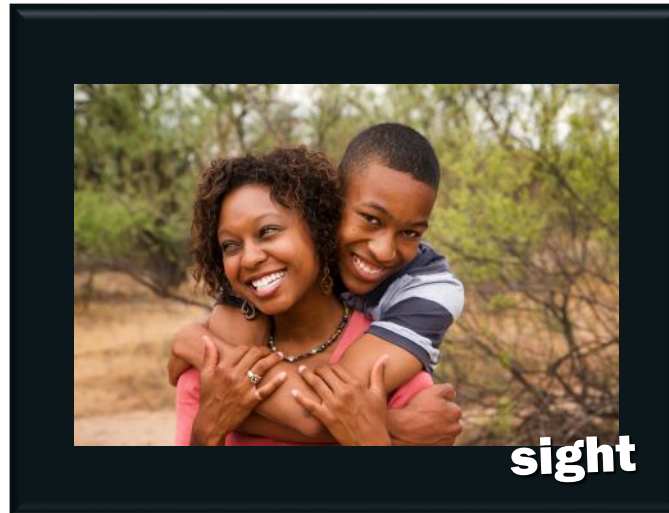
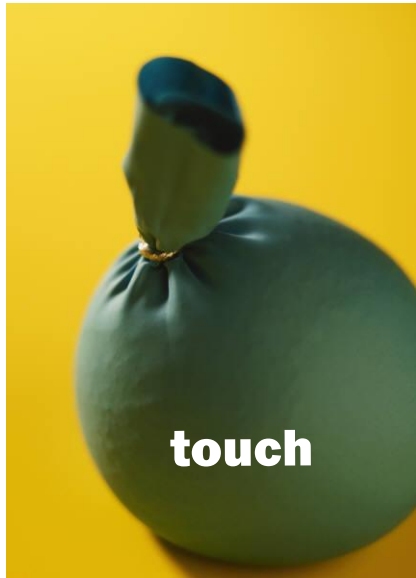
- Taking time away from a stressful situation
- Writing in journal
- Talking to someone who will listen
- Working out
- Lying down
- Listening to music
- Asking to go to the calm room.





# Calming Behaviors: Use the Senses

Since trauma reminders are experienced through the senses, you can also use the senses to calm.





# Additional Calming Behaviors

## Proprioception

- Pressure to the body's muscles or joints or activities that require us to use our muscles.
- Therapeutic use of weight such as a heavy quilt or weighted blanket.
- Pressure and weight can be grounding, calming, and organizing.



## Vestibular Input:

- The sensation of movement in space.



# Important Note

Not all calming behaviors are applicable to every youth.

- Proprioception can be a trauma reminder for a youth who has been physically abused.
- Vestibular input may be disturbing for a youth who has been in a serious car accident.
- Asking youth to visualize a calming scene could lead to dissociation in some individuals.

# Fourth: Create Calming & Regulating Behaviors

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

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Yelling            | <input type="checkbox"/> Having male staff support   | <input type="checkbox"/> Reading             | <input type="checkbox"/> Getting exercise/sports |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Having female staff support | <input type="checkbox"/> Ice                 | <input type="checkbox"/> Drawing/coloring        |
| <input type="checkbox"/> Watching TV/Movie  | <input type="checkbox"/> Having support from peers   | <input type="checkbox"/> Playing Video Games | <input type="checkbox"/> Taking a shower         |
| <input type="checkbox"/> Listening to music | <input type="checkbox"/> Walking                     | <input type="checkbox"/> Talking             | <input type="checkbox"/> Weighted blankets/vests |
| <input type="checkbox"/> Other: _____       |  |  |  |

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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: \_\_\_\_\_





The process of trauma-informed collaboration with youth through cultural humility can lead to safer facilities.



## Take Home Messages

1. Historical, intergenerational, or system-induced trauma can have significant impacts on youth.
2. Trauma leads to survival coping strategies that may be maladaptive.
3. Maladaptive coping strategies can lead to illness and premature death.
4. You can help youth develop more positive coping strategies.

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