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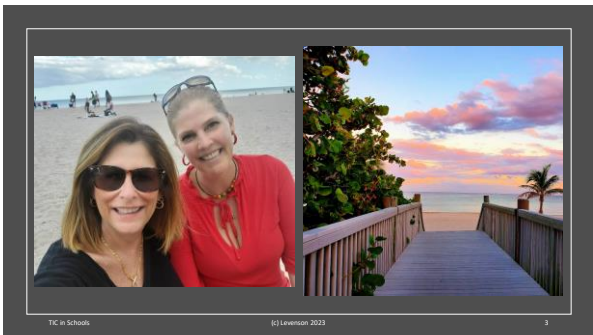
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**Understanding trauma is not just about acquiring knowledge.**

*It's about changing the way you view the world.*

Sandra Bloom (2007)

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**What is Trauma?**

- An event that is experienced, witnessed, or vicarious exposure
- Usually unexpected, and out of a person's control
- Presents a threat to the physical or psychological safety of oneself or others
- A person's response involved intense fear, helplessness, or horror
- Overwhelms normal coping skills

Bloom, S. L. (2013). *Creating sanctuary: Toward the evolution of sane societies*. Routledge.  
 SAMHSA. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. Substance Abuse and Mental Health Services Administration.  
 American Psychiatric Association. (2013). *Diagnostic and Statistical manual of Mental Disorders (5th Edition)*. - DSM5




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**Variety of Traumatic Experiences throughout Life**

**What is Trauma?**  
 Loss  
 Threat  
 Fear  
 Uncertainty



- Adverse Childhood Experiences (ACEs)
- Adult Trauma
- The Trauma of Poverty
- Historical, Cultural, Intergenerational Trauma
- Discrimination, Stigma, & Marginalization
- Social Service Interventions are traumatic

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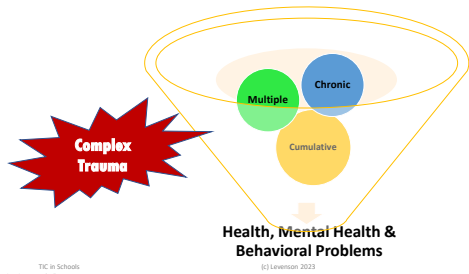
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**Chronicity, Accumulation & Multiplicity**



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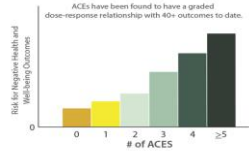
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**PROFOUND IMPACTS ON MEDICAL, BEHAVIORAL HEALTH, AND PSYCHOSOCIAL ADULT OUTCOMES**

**ACES can have lasting effects on . . .**

- Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
- Behaviors (smoking, alcoholism, drug use)
- Life Potential (graduation rates, academic achievement, lost time from work)



Felitti, et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventive Medicine*, 14(6), 345-358.

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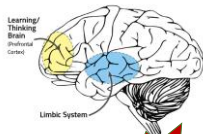
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**Chronic Toxic Stress Impacts: The World Feels Unsafe. Brain Architecture, Beliefs about Self & Others, and Self-Regulation**

**Survival Mode: Flight/Fight/Freeze**

Frontal lobe (Prefrontal cortex) goes offline  
Limbic system / mind and lower brain functions take over



- BRAIN IS ALWAYS READY FOR THE NEXT THREAT, scanning the environment for danger.
- This inhibits the growth and connection of neurons in executive functioning areas of the brain
- Cognitive and emotional processing systems become under-developed.
- Emotional & Behavioral Dysregulation
- Kids repeat what they learn, experience, and observe.

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Neurobiology of Toxic Stress: Harvard Center on the Developing Child  
<https://www.youtube.com/watch?v=rVfKcGZhw>



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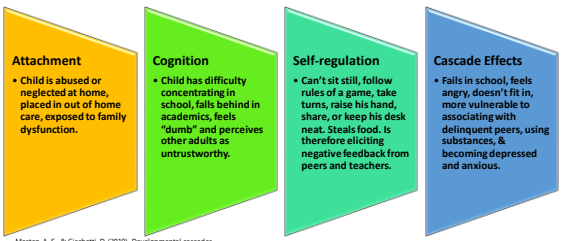
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### Neurobiological effects of childhood adversity: Developmental Cascades



Master, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22(3), 497-495.  
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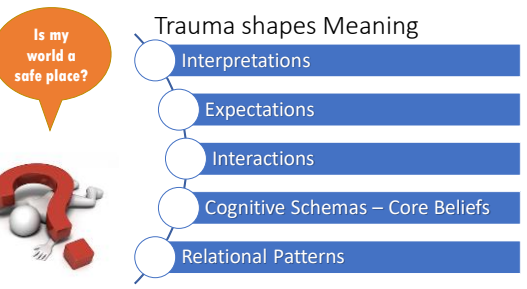
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**Response: FIX the BEHAVIOR**  
**(What's wrong with you?)**

Kids	Parents
Hyperactivity	Anger & Aggression
Inattention	Drugs & Alcohol
Aggression	Neglectful care or supervision
Defiance	Frustration intolerance
Oppositional behavior	Non-compliant or Non-cooperative
Anxiety	Adversarial
Sexualized behavior	Combative
Delayed development	Depressed
Learning problems	

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**Trauma-informed care** shifts the focus from:



Learn more at [chcs.org/traumainformed](http://chcs.org/traumainformed) CHCS Center for Health Care Strategies

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Understanding the path from victim to victimizer...  
Hurt people hurt people.



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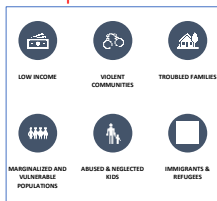
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### At-Risk Populations



Ellis, W., Roth, N. (2017). A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academy Pediatrics*, 17 (2017) pp. 386-395. DOI information: 10.1093/acap/12.12.215

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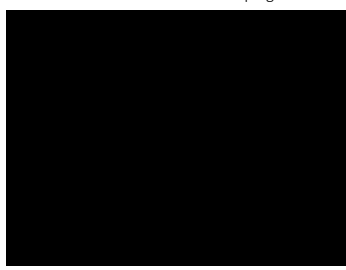
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### Impact of Adversity on the developing Brain: Harvard Center on the Developing Child



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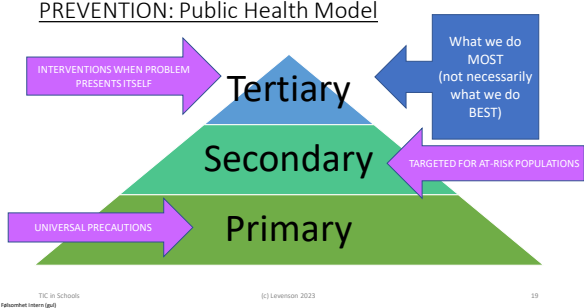
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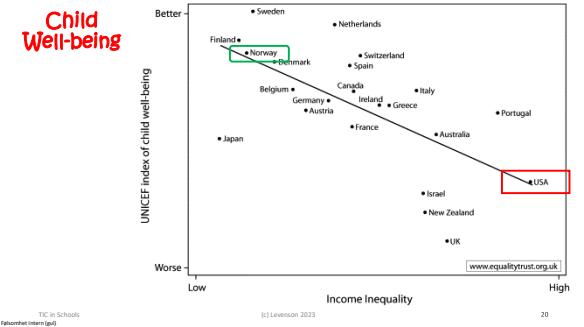
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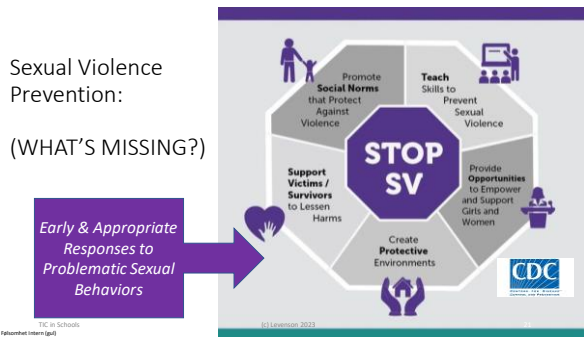
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**Kjersti Draugedalen (2023)**  
**Teachers As Human Rights Defenders - Transforming Teachers' Safeguarding Role Against Harmful Sexual Behaviour (HSB)**

- Most teachers reported that they **had not received information, knowledge, or training about HSB** in their education or their professional career.
- Discussed Mertens' (2010) **transformative paradigm = schools as a safe space for change** (Kemmis et al., 2014) and teachers as the agents of that change (Freire, 1968, 2001; Giroux, 2010).
- Focus groups revealed that **many teachers had not observed HSB among students in school.** However, several said that it was **difficult to differentiate between healthy, problematic, and harmful sexual behaviour**; Some teachers also admitted that they **did not think of children as having sexual behaviours**, indicating that the topic is **taboo and unfamiliar** to them.
- Advocated the promotion of **HSB competence, a sustainable role for teachers, and coordinated practice** and multiagency cooperation.
- Children need **trusted adults who can recognize abuse and can transcend the power differential** through a **safe relationship = SAFEGUARDING.**
- Schools must **avoid replication of systemic disempowerment that prevents help-seeking, especially for poor, minority, or marginalized children.**
- System of Care:
  - **Physical presence of services in schools; with attention to the relational aspects of participation, choice, and empowerment; with shared training and resources about healthy, problematic & harmful sexual behavior.**

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**Kjersti Draugedalen (2023)**  
**Teachers As Human Rights Defenders - Transforming Teachers' Safeguarding Role Against Harmful Sexual Behaviour**

**'Transformative safeguarding'** as applied in this study, is a normative term and focuses therefore on improving teachers' current safeguarding practices... teacher are human rights defenders, where their professional duty is to keep children in their care safe from harm. In this context, 'transformative practice' is described as:

A synergistic relationship between the personal and political; a need for decolonized and democratic organizations and healing spaces; attention to means and process; **an understanding that oppression has a negative impact on mind, body, spirit, and interpersonal relations; and attention to individual and collective practices for care and inquiry that are needed to heal oppression and trauma.** (Pyles, 2018, p. 181)

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**What Does it Mean To be Trauma-Informed?**

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# Trauma-Informed Care 101

## Trauma-Informed and Trauma-Responsive



- 1. Consider Trauma as an explanation for behavior
- 2. Make school a child's SAFE SPACE
- 3. Respond in ways that Incorporate knowledge of trauma
- 4. Use your relationship for healing through connection, trust, and safety.

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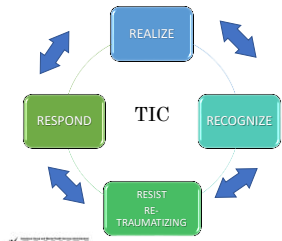
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What can we do?



**SAMHA's 4 Rs**

- REALIZE Trauma is common & impactful.
- RECOGNIZE Signs & symptoms of Trauma.
- RESPOND by incorporating Trauma knowledge.
- RESIST RETRAUMATIZATION.

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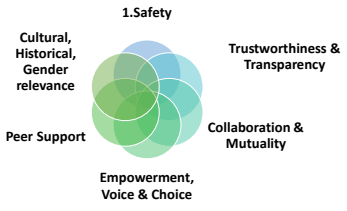
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### SAMHSA's 6 Key Principles of Trauma-Informed Care




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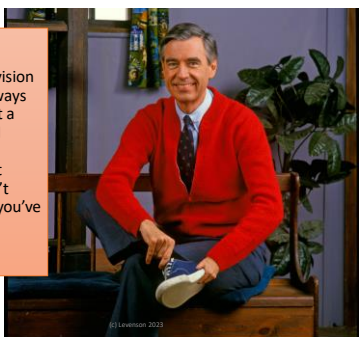
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The children's television host Mr. Rogers always carried in his wallet a quote from a social worker that said, "Frankly, there isn't anyone you couldn't learn to love once you've heard their story."



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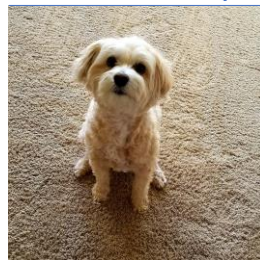
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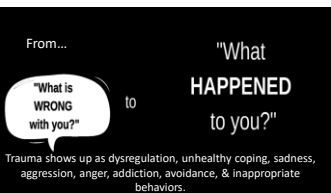
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Through the Trauma Lens:  
Adaptation, not Pathology



Understanding Trauma  
Shifts the Focus:



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Healing begins with SAFE relationships,  
shared humanity, and connections.



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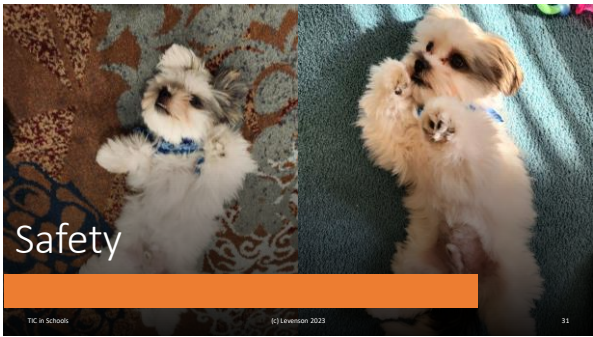
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TRUST

I can't help you if you can't trust me.




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Avoiding Re-traumatization



Disempowering dynamics that are sometimes re-enacted in schools

- **Blame & Shame**
- **Feeling Unseen or Unheard**
- **Judged**
- **Punished**
- **Dismissed**
- **Powerless**
- **Trapped**
- **Threatened**
- **Betrayed**

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<https://www.nytimes.com/2016/08/31/well/family/what-kids-wish-their-teachers-knew.html>

### What I wish my teacher knew...



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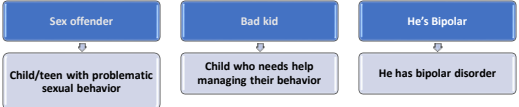
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**Use Person-first Language:**  
Address the problem,  
Don't label the person



**Dr. Gwen Willis:**  
Why do we label people by the very thing we don't want them to be?



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Behavior is normalized

Angry    Shame    Self blame    Hopeless

Don't have the right words to let someone know their pain

I'm a failure, why try?

No one ever asks "Why?"

They don't know how to deal with frustration

### Why do kids act out?

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**Ask, Don't Tell.**

Listen with Curiosity, Respect, & Compassion, not Judgment or Advice

Are you listening?



Ask, Don't tell    Paraphrase Content    Validate Feelings    Ask open-ended questions

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"IN ORDER TO EMPATHIZE WITH SOMEONE'S EXPERIENCE YOU MUST BE WILLING TO BELIEVE THEM AS THEY SEE IT, AND NOT HOW YOU IMAGINE THEIR EXPERIENCE TO BE" - BRENE BROWN

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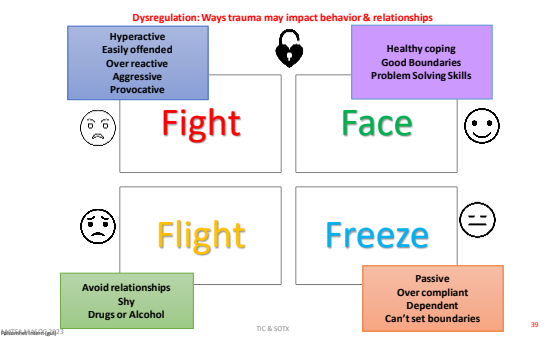
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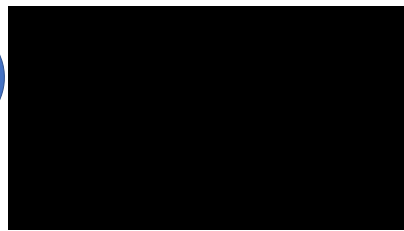
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The importance of self-regulation skills:  
Opportunities to Learn how to Self-Correct

How are you feeling?  
What are you thinking?  
What would you like to say / do / think differently?

[https://www.youtube.com/watch?v=m4UGDaCgo\\_s](https://www.youtube.com/watch?v=m4UGDaCgo_s)

Learn more at <http://www.cfchildren.org/second-step>



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**Avoid Harsh Criticism, Punitiveness, & Confrontation**  
  
\*Exacerbates Shame and Fear  
\*Takes Power away from Child  
\*Activates Hyper-arousal

**Power Disparities activate trauma responses & can replicate cultural oppression or family dysfunction.**  
=====

**Authority figures are threatening.**

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Neurobiological changes in the brain in response to chronic stress will activate automatic fight-flight-freeze responses.

		
FIGHT	FLIGHT	FREEZE

How can we help kids slow down, notice dysregulation, and self-regulate??

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**Set boundaries without shaming or being unnecessarily punitive.**

**Not...**

You are in trouble!

You are being inappropriate!

I'm wondering what you were doing and where you learned that from?

I'm listening. What are you feeling? How can I help?

I want you to know that you can ask me questions or tell me about something that confuses you.

We want to respect someone else's privacy.

I respond well to positive reinforcement

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Client storms out: Fight Mode.

**SLAM!**

I bet I'm not the first one to tell you that you're kind of scary when you're mad.

What's in that for you?

Gets people to give in to what he wants.

Gets people to "come after him" and shows him that someone cares.

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**Coaching De-Escalation**

Active Listening

Personal Space

Calming Tone

Give a sense of Control

Promote Choice

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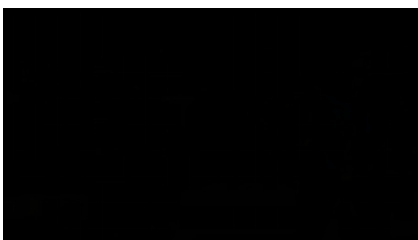
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Innovative Approaches to Self-Regulation

<https://www.youtube.com/watch?v=SpWB9teKSY>

CBS This Morning News Show  
October 26, 2016



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Fallon@tictschools.org

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**Shared Power: Neutralize Power Struggles.**  
How Did You Learn About Shared Decision-making Skills?  
(You don't know what you don't know!)



- Dialogue/ Collaboration
- Negotiation
- Compromise
- Cooperation
- Sharing
- Taking Turns

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**We learn by observing those around us,  
and we lead by example.**

**Model the behavior you want to see in kids.**

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**Resilience:**  
Be the relationship that helps change a life!




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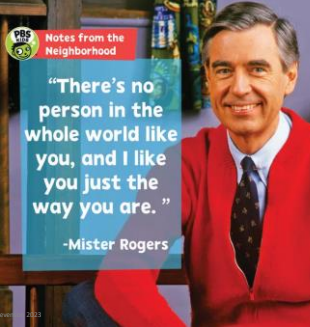
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Mr. Rogers:

**"The greatest thing that we can do is to help somebody know that they're loved and capable of loving."**




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Questions?

Write down three things you learned that help you understand what it means to be Trauma-Informed.



- Jill S. Levenson, PhD, LCSW
- Professor of Social Work
- [levenson.jill@gmail.com](mailto:levenson.jill@gmail.com)

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Jill S. Levenson, PhD, LCSW  
[jlevenson@barry.edu](mailto:jlevenson@barry.edu)



Trauma-Informed Care



Sexual violence prevention requires many voices and roles.  
**PREVENTION**  
is possible



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Feltmaker Interiors (2021)

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