

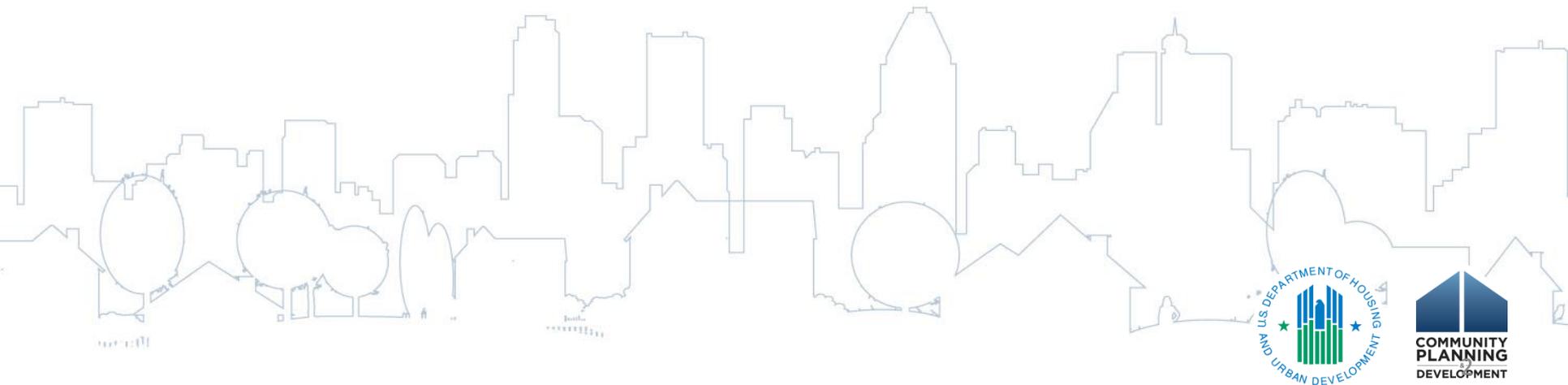


Providing Trauma Informed Care to Youth and Young Adults

**Wednesday, August 29th 2018
2-3:30pm (CT)**



Overview of YHDP Learning Collaborative and Trauma Informed Care Webinar



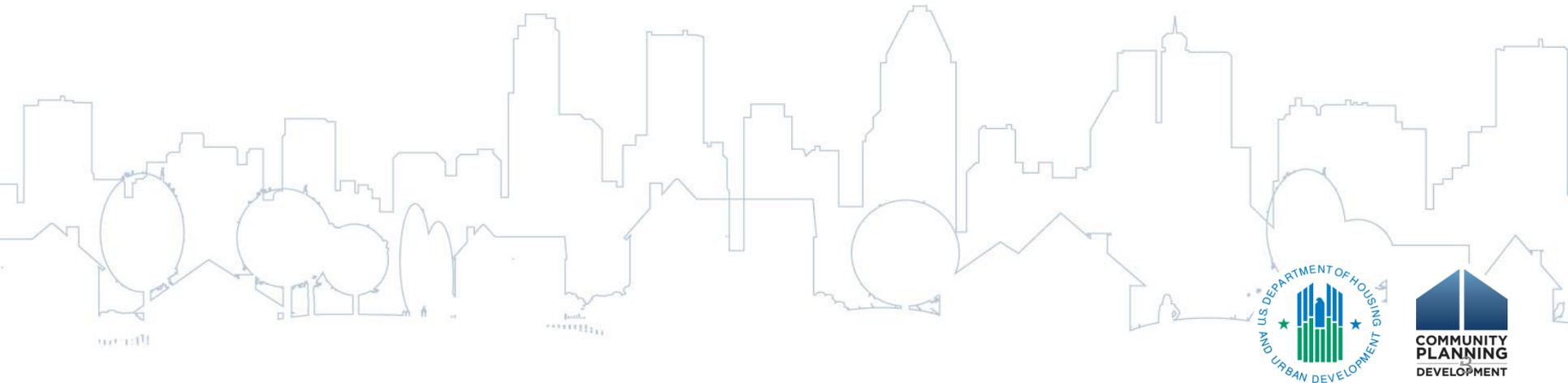
Trainer Introductions



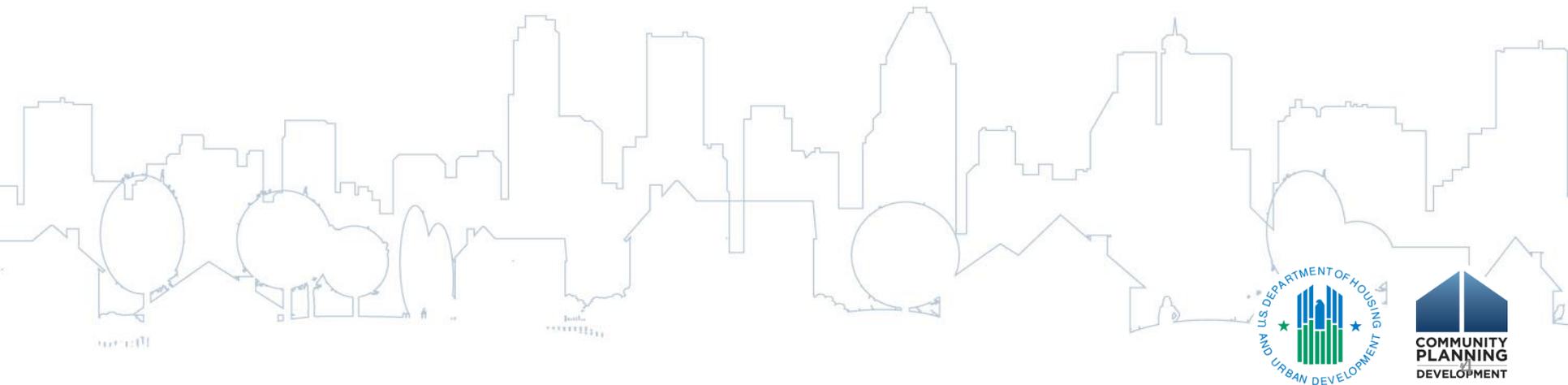
Arlene Schneir, MPH | Associate Director,
Division of Adolescent and Young Adult Medicine
([she, her, hers](#))

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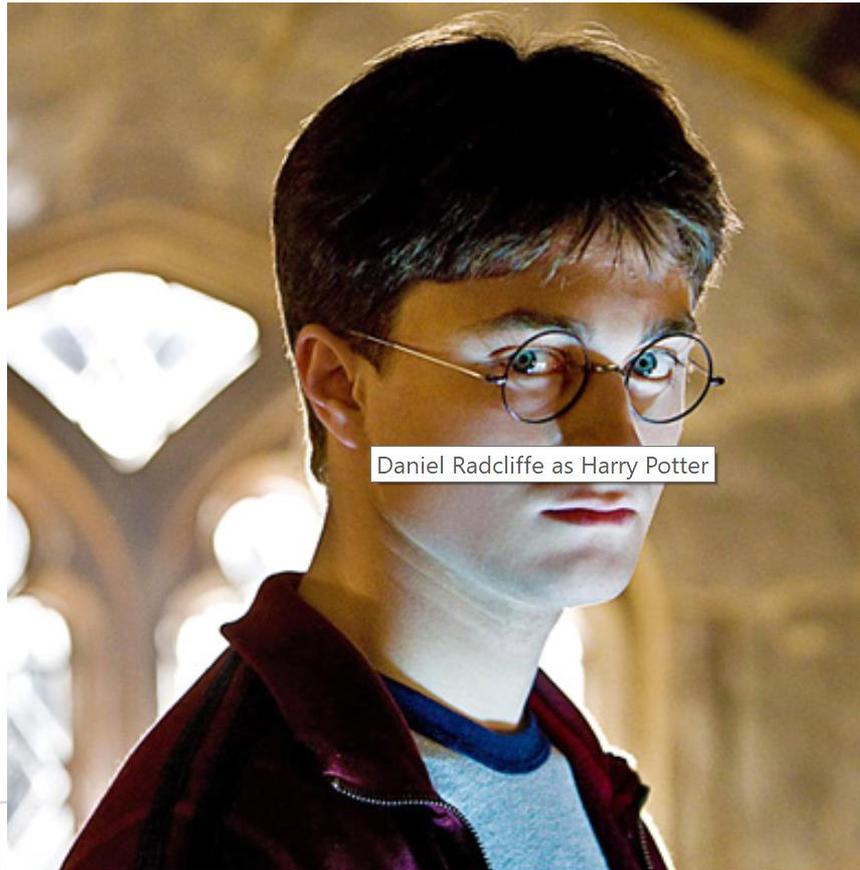
Understanding Trauma and What it Means to be Trauma Informed



What was Bambi's Trauma?



What was Harry's Trauma?



Daniel Radcliffe as Harry Potter

Image of Daniel Radcliffe as Harry Potter. Retrieved from <http://www.oprah.com/entertainment/harry-potter-character-guide/all>



What was Dorothy's trauma?



Judy Garland as Dorothy in the Wizard of Oz. Retrieved from <https://www.pinterest.ca/pin/396176098449407830/>

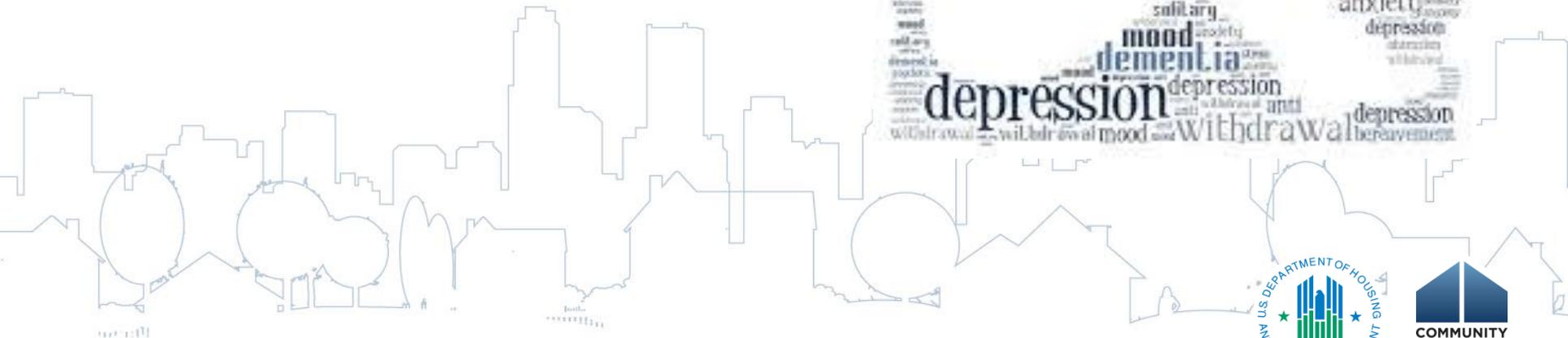


What was Precious' Trauma?



Trauma Definition:

An extremely distressing experience that causes severe emotional shock and may have long lasting psychological effects.



Types of Traumatic Events

Acute

- Short lived

Chronic

- Repeated over long periods of time

Complex

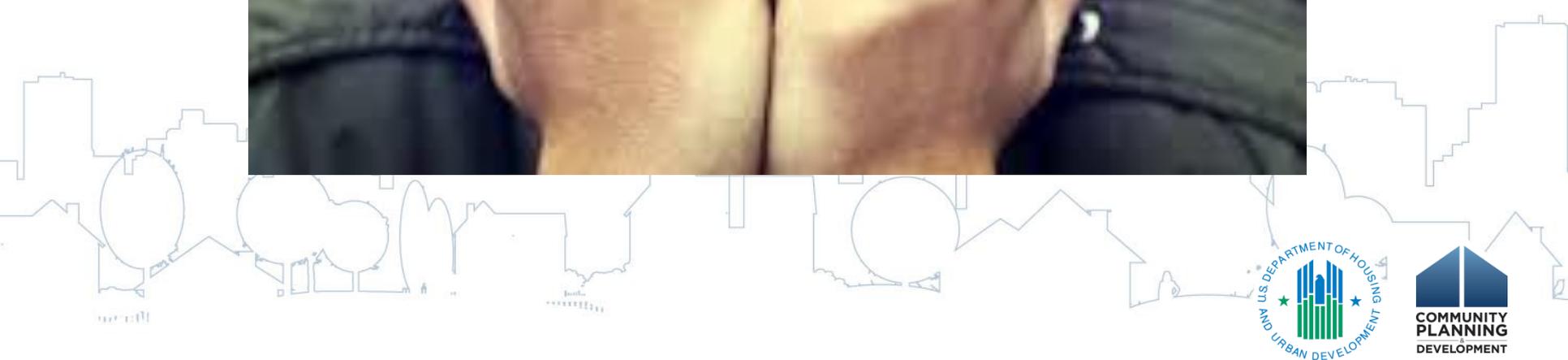
- Disrupts security with primary caregivers

Secondary

- Experienced by provider



How Common is Trauma in Youth?



What Youth are at Greatest Risk?

Youth of color

Youth living in poverty

LGBT youth

Refugees

Youth with physical or cognitive disabilities

Young women

Youth experiencing homelessness



Why is understanding trauma and its impact so important?

- Immediate pain and suffering
- Impact on all domains of development
- Increases risk for other traumas
- Strong relationship with adult mental health
- Associated with major causes of mortality in adults (Adverse Childhood Experiences (ACEs))



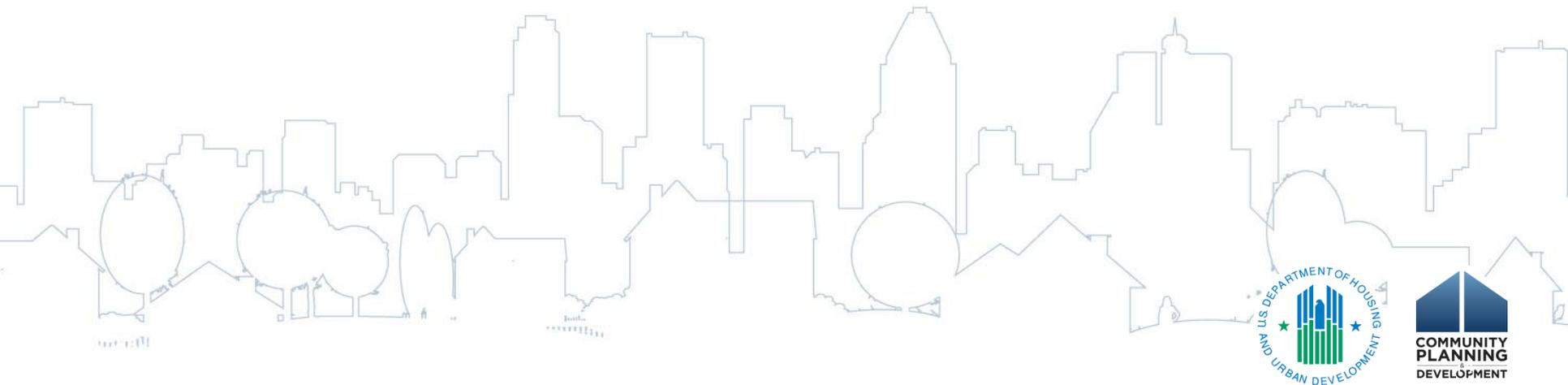
Why do People Respond Differently to Traumatic Events?

Pre-Event Factors

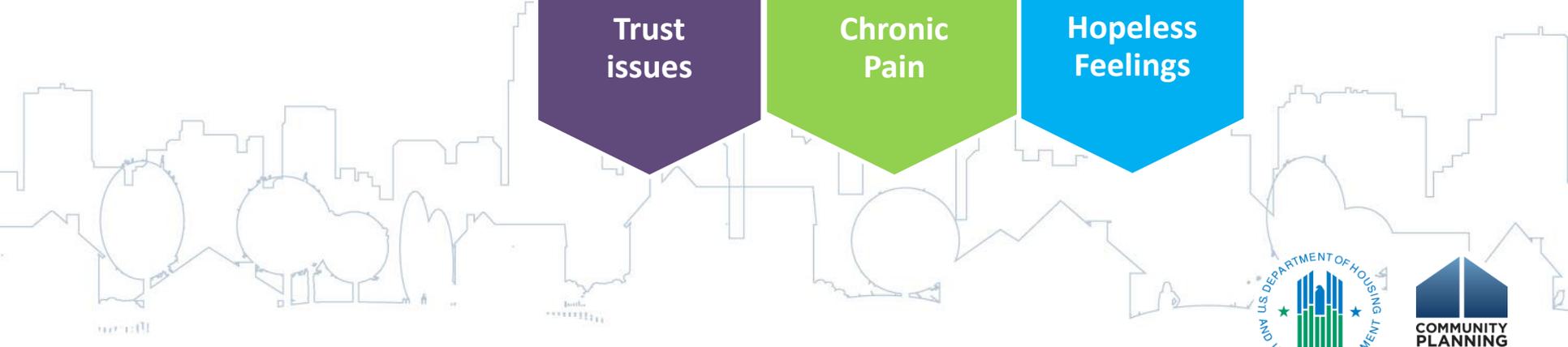
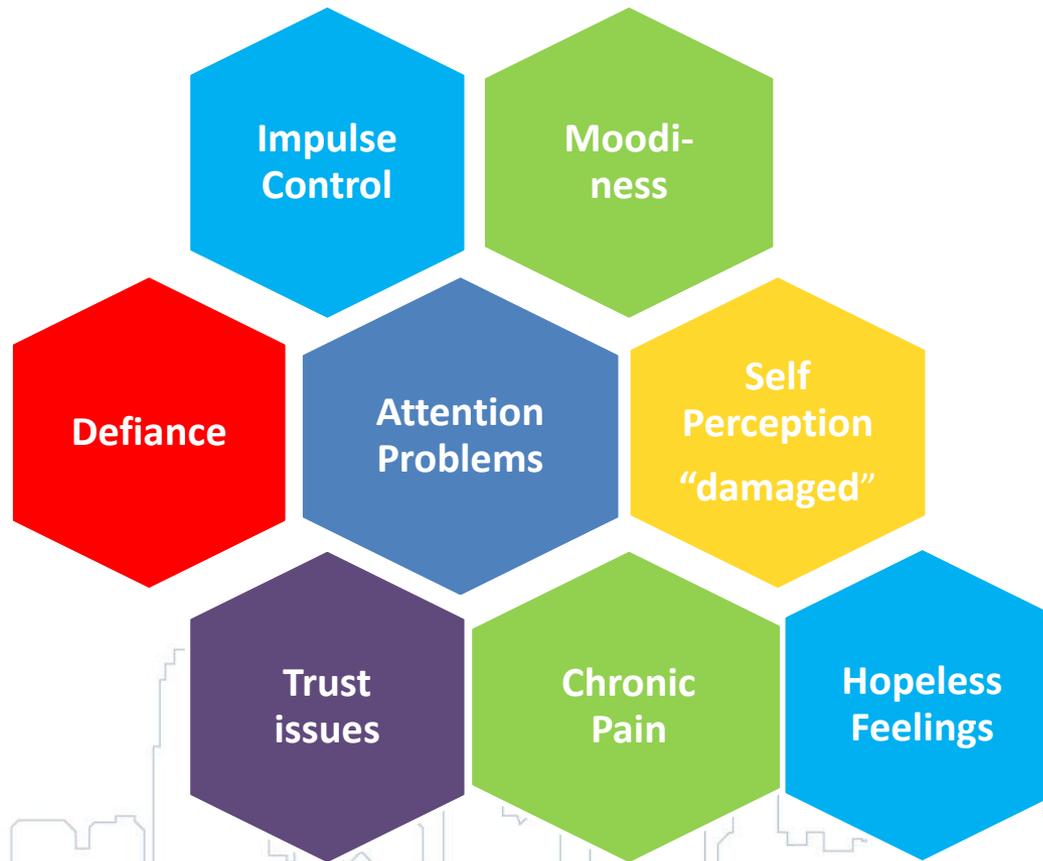
Event factors

Post-event factors

Personal characteristics



Common Responses to Complex Trauma



Personal Characteristics that Promote Resilience

Internal Locus
of Control

Self Efficacy

Sense of
Coherence

Strength

Motivation

Optimism



Trauma Response Not Always Adaptive To Other Settings

Hypervigilance

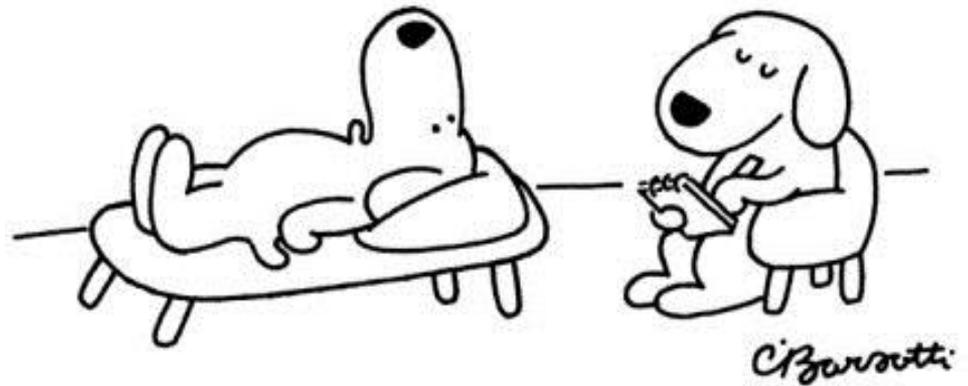
Aggression

Provocative

Staring, shutting down

Not responding,

Withdrawal



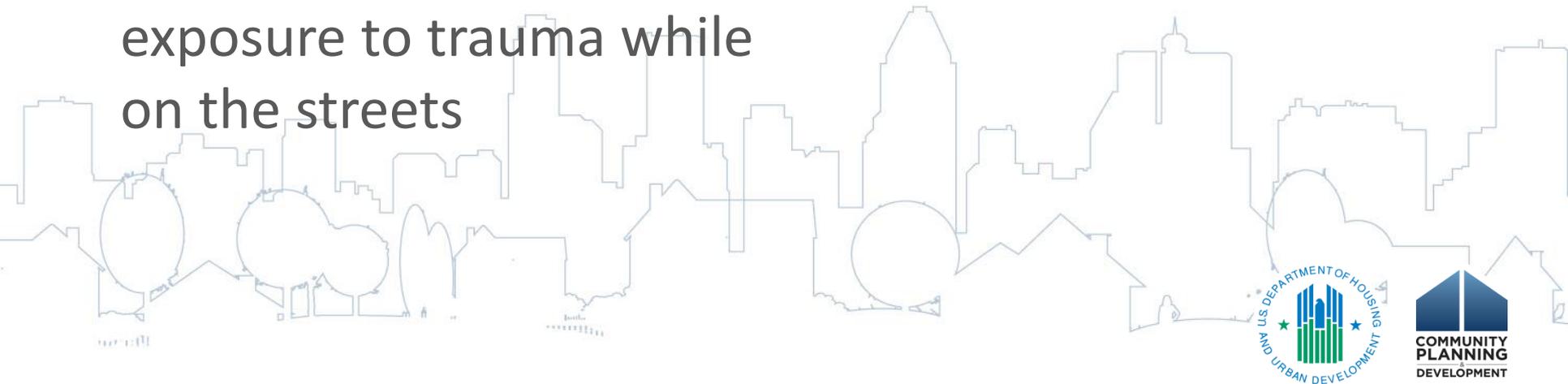
"I bark at everything. Can't go wrong that way."

CN
COLLECTION



What is unique about trauma and youth experiencing homelessness?

- Trauma in early caregiving environment
- Trauma in child welfare/juvenile justice environments
- High levels of daily exposure to trauma while on the streets
- Exposure to community violence (poverty)
- Overrepresentation of people of color
- Overrepresentation of LGBTQ youth

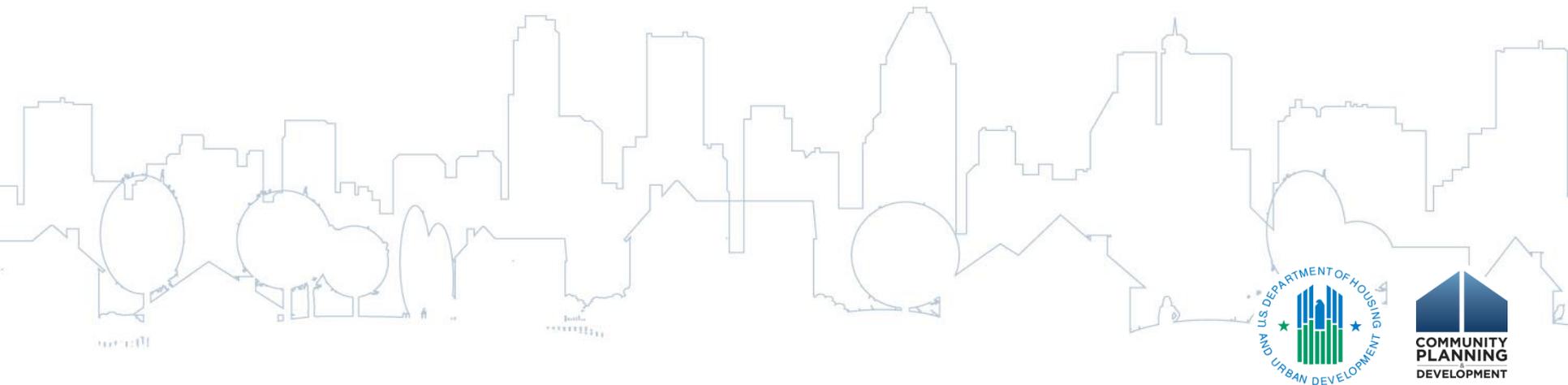


How Does This All Come Together?

- They have to manage trauma response in a harsh street environment
- They don't have access to the pro-social tools that their peers use to manage stress
- After a lifetime of being labeled and judged, they may not be interested in mental health treatment for their trauma
- Their coping mechanisms often lead to involuntary exits from services
- They often don't feel safe.

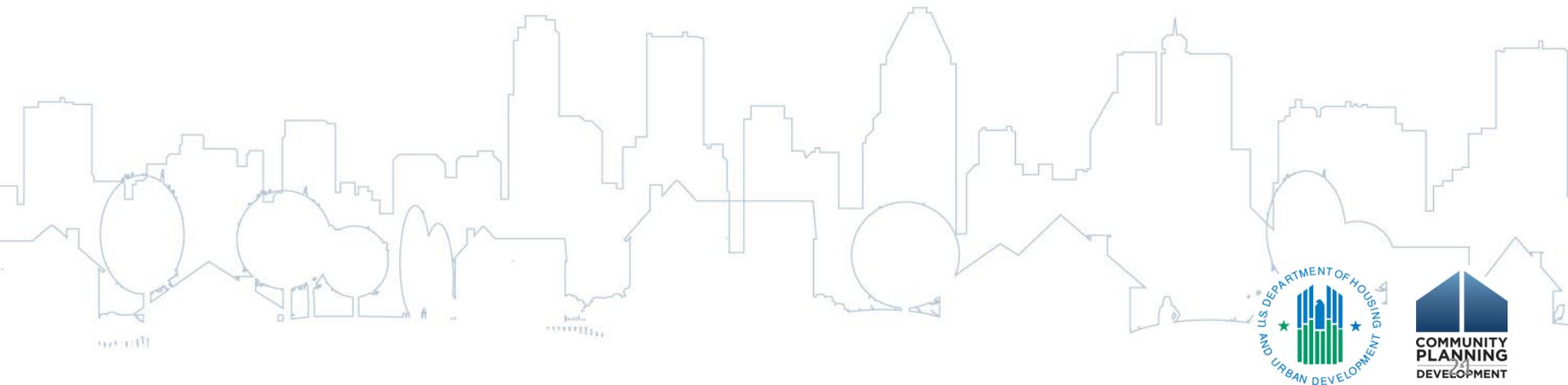


Naming the Challenges and Struggles to Practicing Trauma Informed Care



YHDP Peer to Peer Exchange

Share one or two challenges to consistently practicing trauma informed responses to youth and young adults.



Individual Provider Challenges

YOUTH OFTEN ARE:

Distrustful

Impulsive

Hyper-reactive

Hyper-Vigilant

Negative Attitude

Negative about the future

WE WANT YOUTH TO:

Disclose information

Stay calm

Follow rules

Feel safe

Be appreciative

Work towards Long Term Goals



Agency Challenges

- Evergreen Trauma Training
- Prioritizing client/staff relationships and attachment
- Designing and pacing programs to match the needs of the young people
- Environments that aren't conducive to healing
- Policies that often exclude those most in need
- Little attention paid to reducing secondary trauma



System Challenges

Trauma Informed System*

- Every part of its organization is modified to include a basic understanding of how trauma impacts the life of an individual seeking services.
- Programs are based on an understanding of the vulnerabilities or triggers of trauma survivors and designed to avoid re-traumatization.
- Staff receive on-going training on trauma.

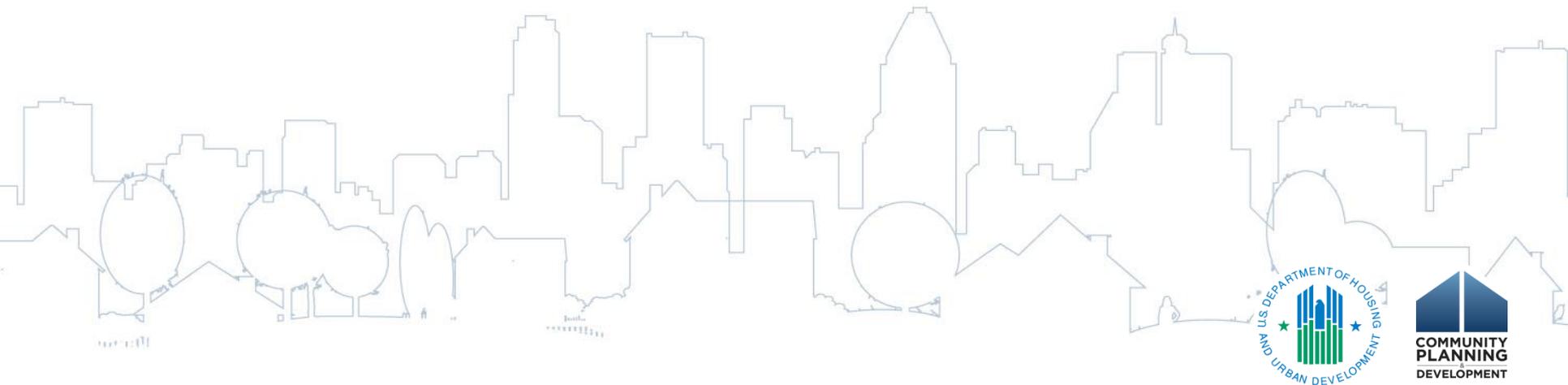
In Real Life

- No shared understanding of trauma and its impact.
- Youth are required to retell their traumatic narrative to multiple providers.
- Inconsistent policies across network.
- No mechanism for on-going training on trauma
- Individual providers/agencies believe that they are the only ones that “really care”.

*SAMHSA: <http://mentalhealth.samhsa.gov/nctic/trauma.asp>

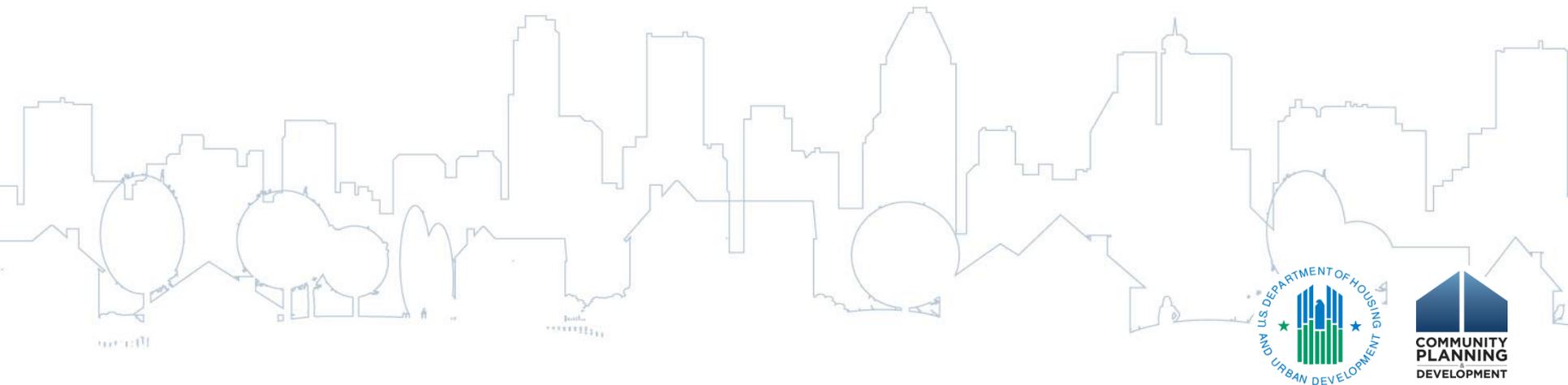


Implementing a Trauma Informed Framework



YHDP Peer to Peer Exchange

Share a strategy currently implemented to ensure a Trauma Informed response to youth being served in your project/organization/community?



Public Health Approach

- Define the problem
- Focus on structural change and community level interventions (as opposed to relying on individual action)
- Implement a variety of effective and promising interventions in a wide range of settings
- Recognize that there are many ways to promote healing



The ARC Framework

Flexible model for understanding impact of trauma and core principals for intervention. Also useful around secondary traumatic stress

Focuses on the impact of trauma in these domains:

Attachment

Self Regulation

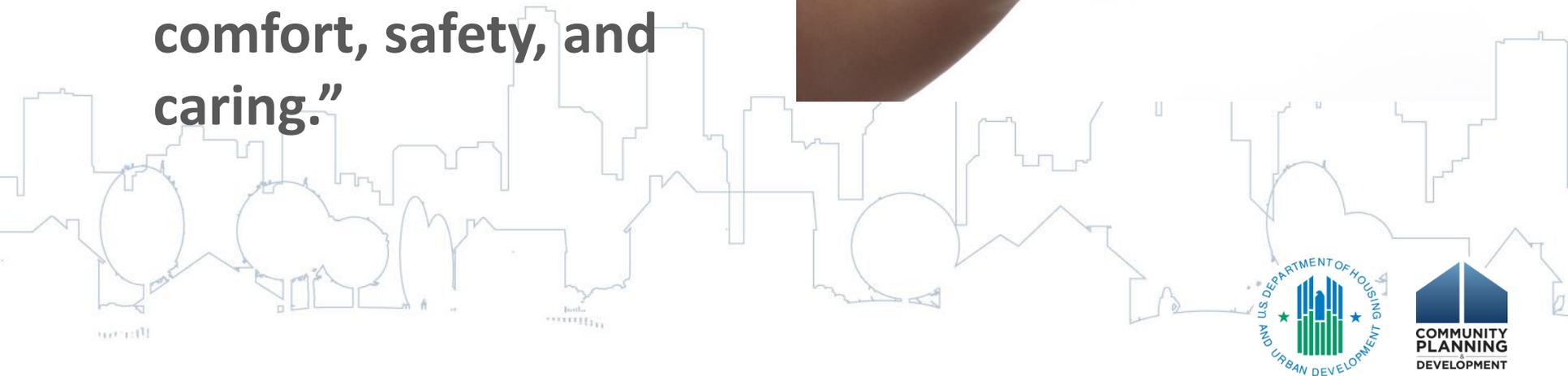
Competency

Kinniburgh, K. & Blaustein, M. (2005).



Attachment

“Positive attachment is the capacity to form and maintain a healthy emotional bond with another person or persons which is a source of mutual comfort, safety, and caring.”



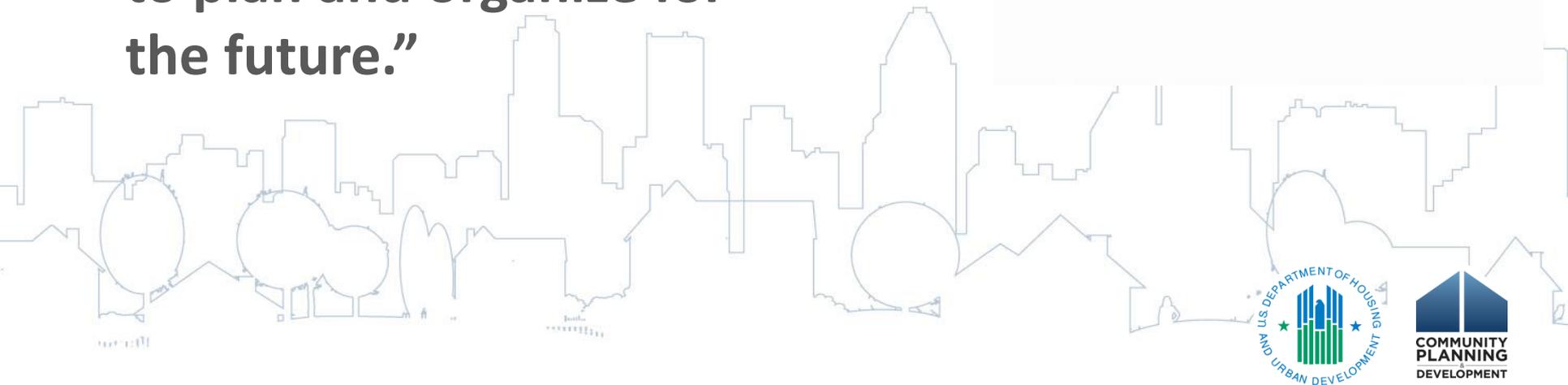
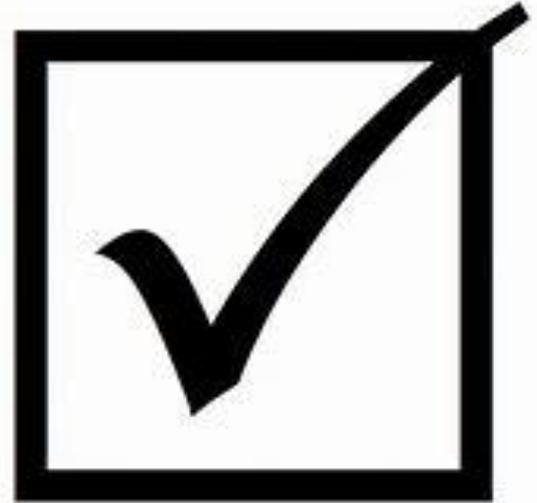
Self-Regulation

“Self-Regulation refers to developing and maintaining the ability to notice and control feelings such as frustration, anger and fear.”



Competencies

“Developmental skill competency refers to mastering the developmental tasks of adolescence and developing the ability to plan and organize for the future.”



Trauma's Impact on Childhood Skills and Competencies



ATTACHMENT

Suspicious; preoccupied with perceived threats
Defiant and/or aggressive
Non-discerning in making friends or sharing information
Unaware of emotions
Avoids asking for help or communicating needs
Needy and demanding behavior



SELF REGULATION

Hypersensitivity to physical contact
Overreacts to perceived threats
Feeling tense, on edge, easily startled, difficulty sleeping or having angry outbursts
Experiencing emotional stress in one's body
Inability to be in the moment or to be "mindful"



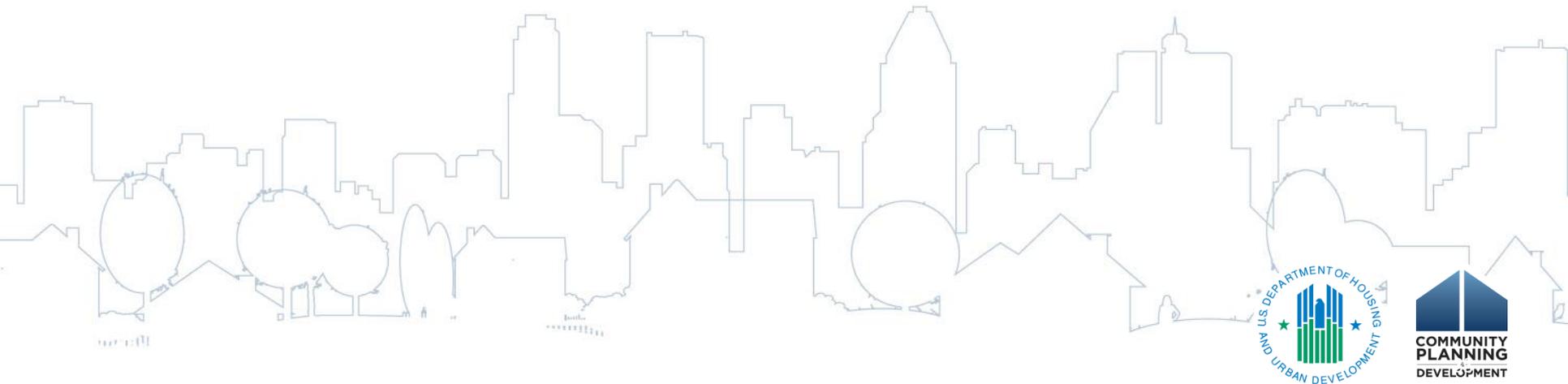
COMPETENCY

Pessimistic outlook
Lacking a sense of meaning
Low sense of self-efficacy
Low self-worth
Difficulties focusing on the tasks
Difficulties planning for the future
Not realizing consequences of actions



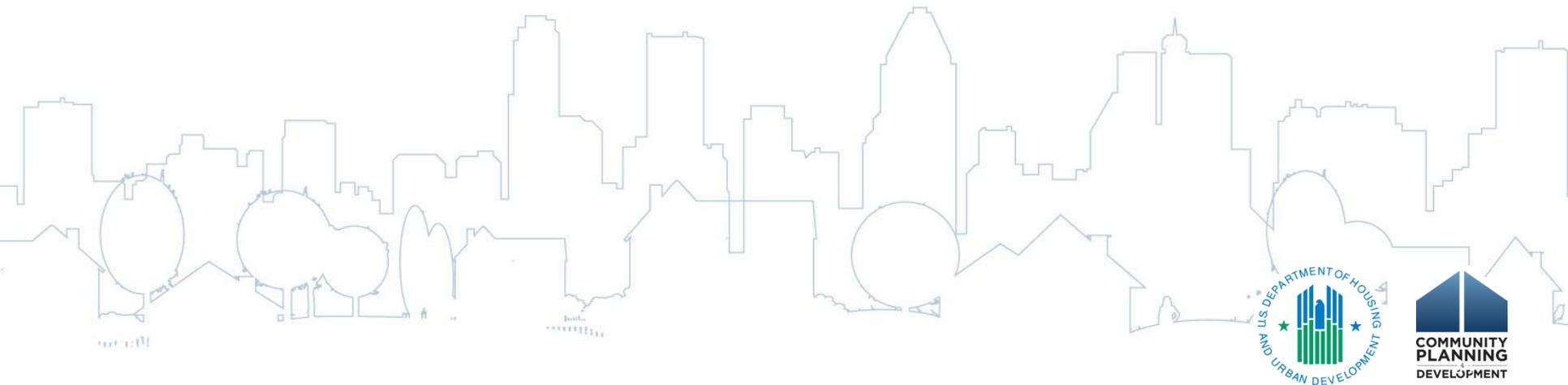
Promoting Positive Attachment

- Allowing choice regarding gender of provider, when possible
- Programming that supports peer connections
- Programming that supports community connections
- Intentional practice around staffing changes
- Retaining connections after exit



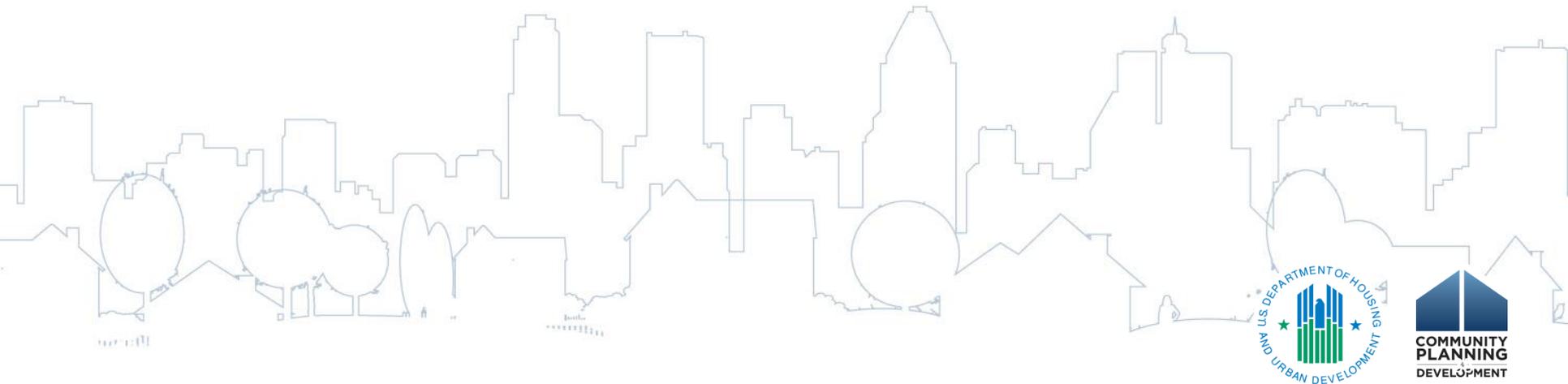
Interventions Focused on Self-Regulation

- Expecting Self-Regulation challenges
- Teaching youth to recognize emotions and be curious about them
- Teaching mindfulness
- Teaching distract/self soothe skills



Practices to Build Competency

- Recognizing that some provocative behavior is an attempt to mask feelings of incompetence
- Providing choices whenever possible
- Strengths-based practice
- Helping youth find or recognize their talents
- Find opportunities for youth to make a contribution



Transformation Required:



**Analyze
Programs for
Youth**



**Review/Modify
Agency Policies,
Train Staff**



**Analyze and
Address System
Level Issues**

Trauma Informed System of Care



What can Agencies do for Staff?

- ✓ Provide training on trauma and its impact
- ✓ Provide individual and group supervision
- ✓ Adopt and train staff in evidence based interventions
- ✓ Promote internal and external collaboration
- ✓ Promote self care practices at home and at work



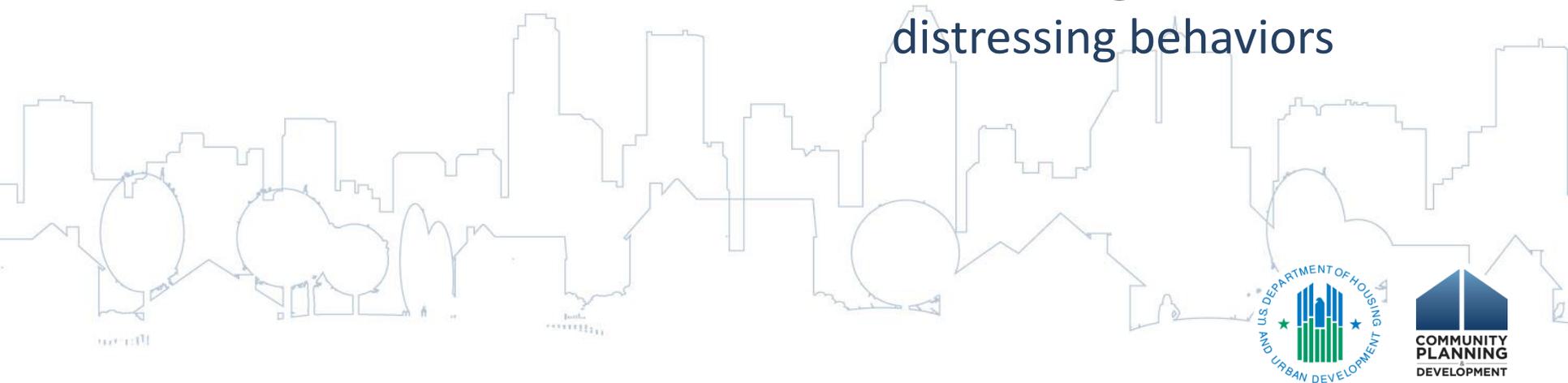
What Might this Look Like?

Regular Care

- Youth expected to complete a full history at the first visit
- Staff see youth misbehavior only in the context of defiance and disrespect

Trauma Informed Care

- Youth are allowed to share only the information that they feel comfortable sharing
- Staff are trained to read the messages beneath the distressing behaviors



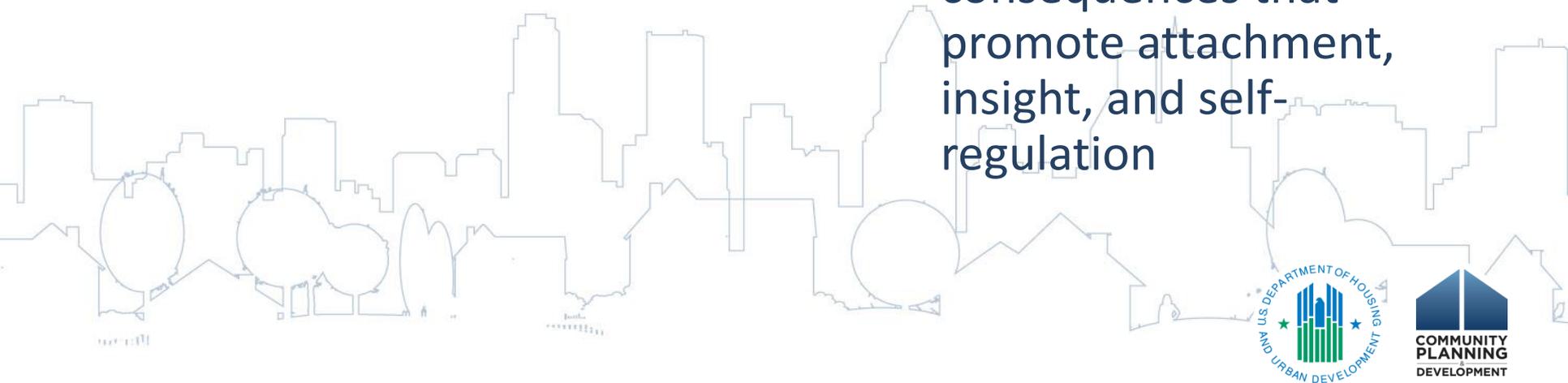
More Examples

Regular Care

- Youth who act out have services denied or restricted

Trauma Informed Care

- Providers can tolerate and manage intense affect
- Youth experience consistent, safe, and predictable consequences that promote attachment, insight, and self-regulation



More Examples

Regular Care

- Staff rely on their own instincts to manage complex and volatile situations
- Staff don't feel safe sharing situations where they may have made mistakes

Trauma Informed Care

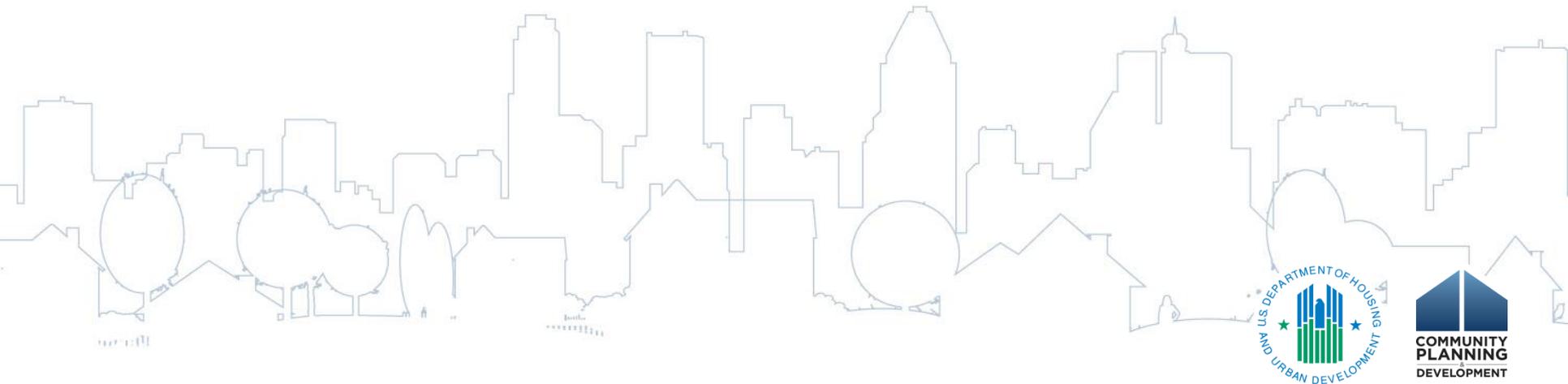
- Staff receive regular individual and/or group support and supervision
- Staff receive regular training on related topics
- Staff feel comfortable sharing possible mistakes and learning alternative ways to manage stressful situations



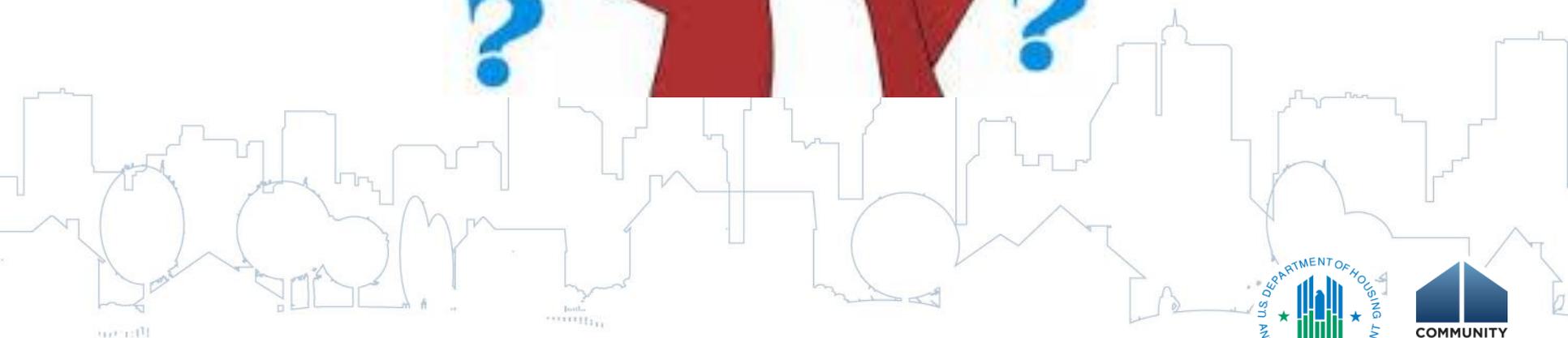
Trauma at Work

Exposure to trauma is part of the job of working with youth experiencing Homelessness.

What kind of protective gear are we provided in the workplace?



Questions?



Up Next

Trauma Informed Care Coaching Sessions:

Option 1: Thursday, September 6th, 12-1:30pm (CT)

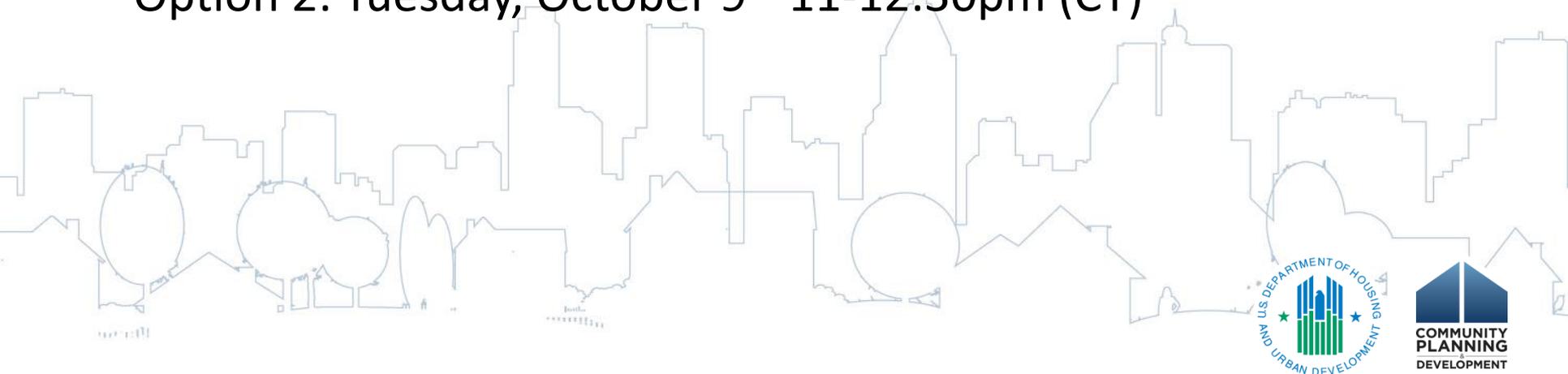
Option 2: Thursday, September 13th 11-12:30-pm (CT)

Housing First Webinar: Monday, September 14th 1-2:30pm (CT)

Housing First Coaching Sessions:

Option 1: Tuesday, October 2nd 12-1:30pm (CT)

Option 2: Tuesday, October 9th 11-12:30pm (CT)



Resources and Additional Reading

- [ARC Model](#)
- [ACEs](#)
- [Shifting from Trauma Informed Care to Healing Centered Engagement](#)
- [Hollywood Homeless Youth Partnership Resources Integrating Trauma-Responsive Services Into Programs for Youth](#)

