

Moving from Trauma Informed to Trauma Responsive

Presented by:

Eileen M. Russo, MA, LADC

Covington Certified Training Associate

for

University of Wisconsin

Adapted from curriculum written by:

Stephanie S. Covington, Ph.D., L.C.S.W.

Sandra Bloom, MD

Center for Gender and Justice

La Jolla, California

In the chat...



- Please introduce yourself- name, agency/location, job role, something you do for fun

Kick-Off

Day 1:

- History/definitions
- Brief overview of trauma
- Brief overview of VT and CF
- Overview of GT development
- Overview of 5 values



Poll

Definitions

- Trauma uninformed: "What is wrong with you?"
- Trauma informed : "What happened to you?"(knowing)
- Trauma responsive: Changing policies and practices (doing)
- Trauma specific: Directly addresses the impact of and recovery from trauma (providing/referral)
- Cultural humility: "What happened to you and your people and what is still happening right now?"
- Cultural responsiveness: Treating others in the way they wish to be treated (doing)
- Gender responsive- Creating an environment that reflects the realities of how gender affects our lives (Covington)

Definitions and Language Used

- *Cisgender*- gender identity matches the sex assigned at birth
- *Transgender(trans)*- gender identity does not match the sex assigned at birth. For example, someone assigned male at birth but identifies as female is a trans woman.
- Gender identities may include bi-gender, gender fluid or gender queer
- *Nonbinary*- refers to people who do not identify as cisgender or trans
- It is best to know and use the language those receiving services would like used

DSM 5-Definition of Trauma (APA, 2013)

- A. Exposure to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways:
 - Directly experiencing the traumatic event(s).
 - Witnessing, in person, the event(s) as it occurred to others.
 - Learning that the traumatic event(s) occurred to a close family member or close friend. In cases of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental.
 - Experiencing repeated or extreme exposure to aversive details of the traumatic event(s) (e.g., first responders collecting human remains; police officers repeatedly exposed to details of child abuse).

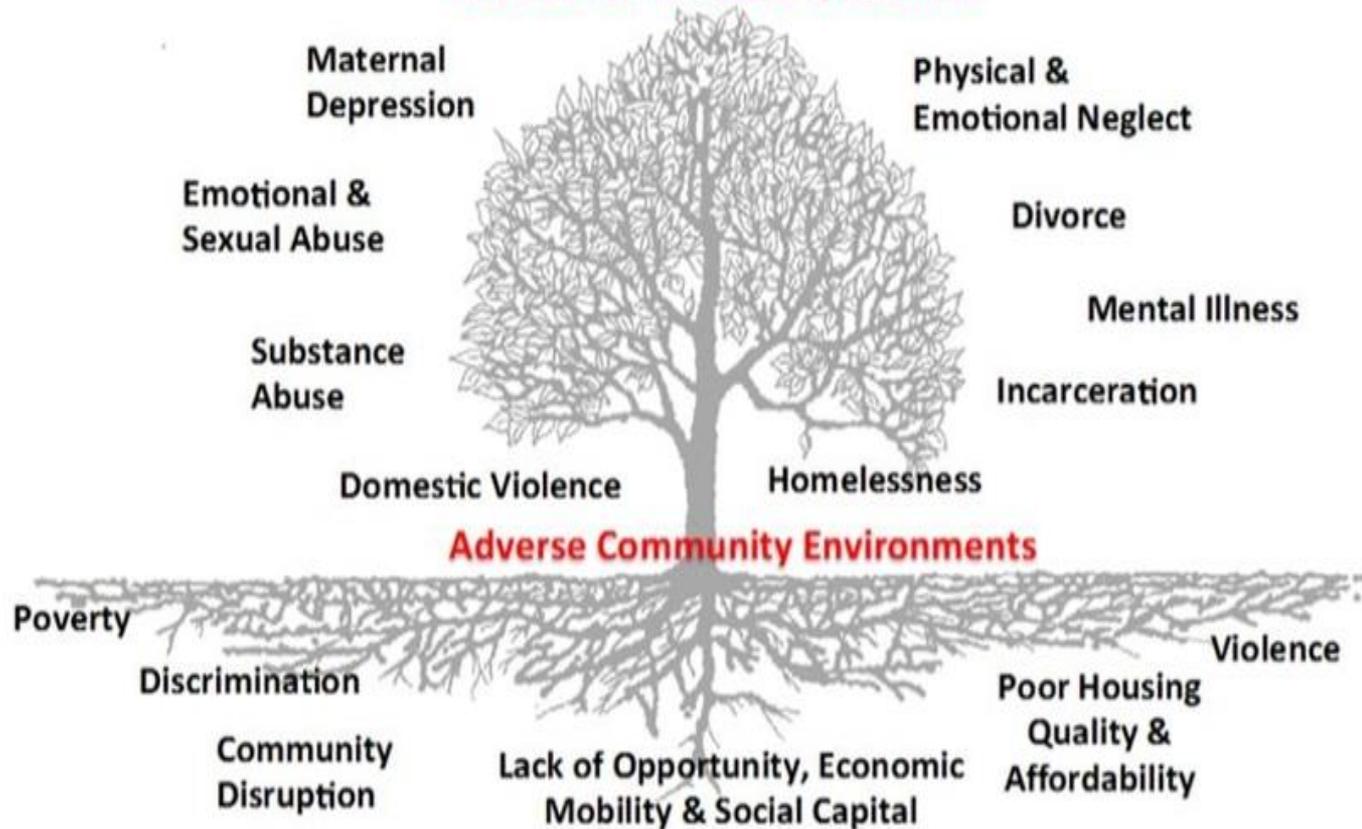
Being trauma-informed invites a broader definition:



- “Devastates ones being while simultaneously overwhelming, destroying or neutralizing coping.” (Hardy, K., 2003)
- The nature of trauma is such that given enough trauma, anyone would experience difficulties as a result. Herman, J., (1992, 1997)

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



Historical (PJ)

Process of Trauma

Traumatic Event

Overwhelms the physical and psychological coping skills

Response to Trauma

Fight, Flight or Freeze

Altered state of consciousness, Body sensations, Numbing,
Hyper-vigilance, Hyper-arousal, Collapse

Sensitized Nervous System

Changes in the Brain

Brain–Body Connection

Psychological and Physical Distress

Current stressors, Reminders of trauma (triggers)
Sensations, Images, Behavior, Emotions, Memory

Emotional and/or Physical Responses

Retreat

Isolation
Dissociation
Depression
Anxiety

Harmful Behavior to Self

Substance use disorders
Eating disorders
Deliberate self-harm
Suicidal actions

Harmful Behavior to Others

Aggression
Violence
Rages
Threats

Physical Health Issues

Lung disease
Heart disease
Autoimmune disorders
Obesity



Poll

Understanding the Impact of Caring

“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.”

~ Rachel Naomi Remen, MD - Kitchen Table Wisdom



The Impact: Burnout

Result of:

- Frustration
- Powerlessness
- Unable to achieve work goals
- Constraints
- Lack of understanding

(Figley, C. 2002)

“problem of the social environment in which they work”

(Skovolt, T., 2001)



The Impact: Compassion Fatigue

Errors in judgment

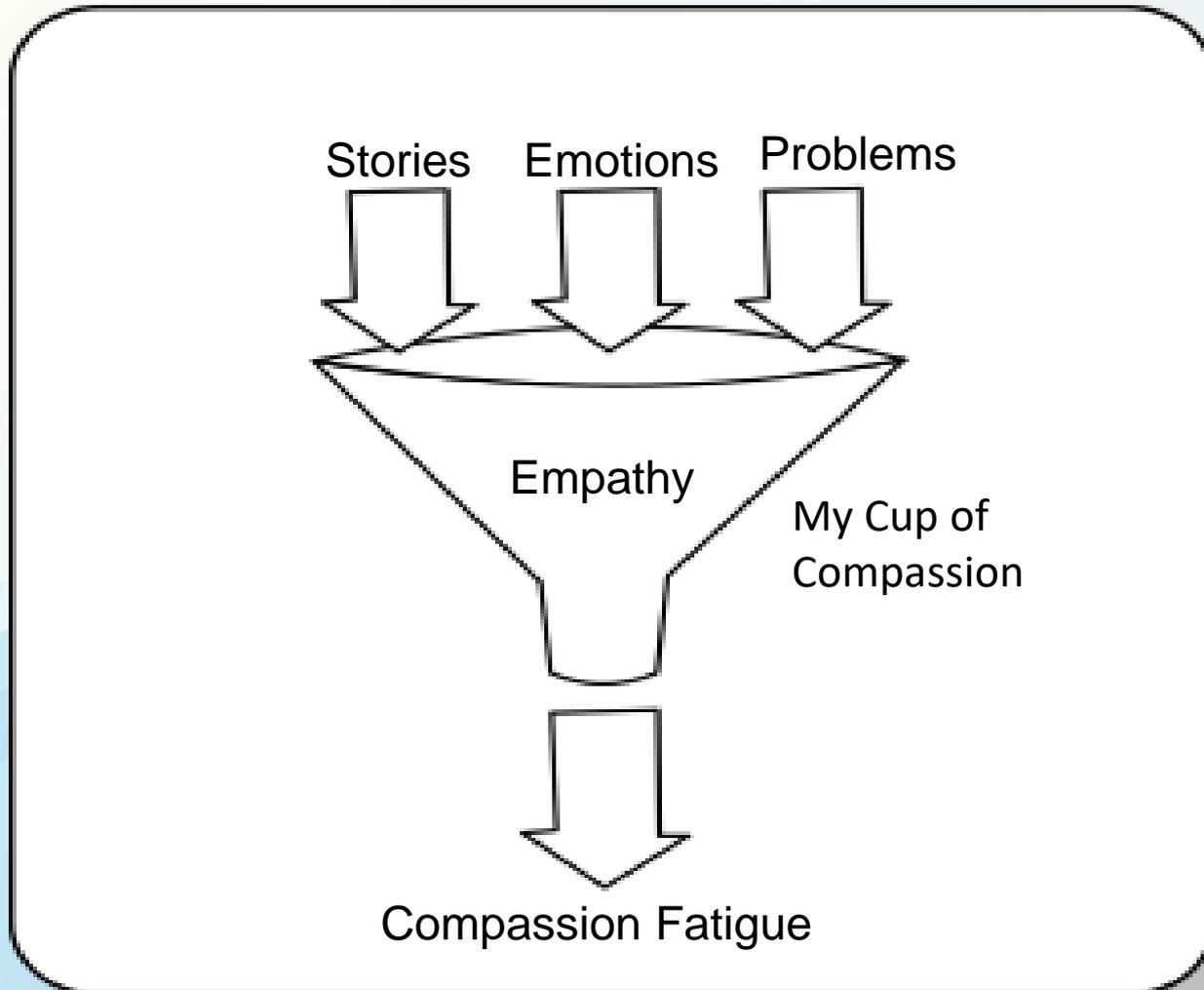
- Detachment
- Restricted range of affect

PTSD triad of symptoms:

- Intrusion
- Avoidance
- Hypervigilance (*Figley, 2002*)



The Impact: Compassion Fatigue



The Impact: Vicarious Trauma



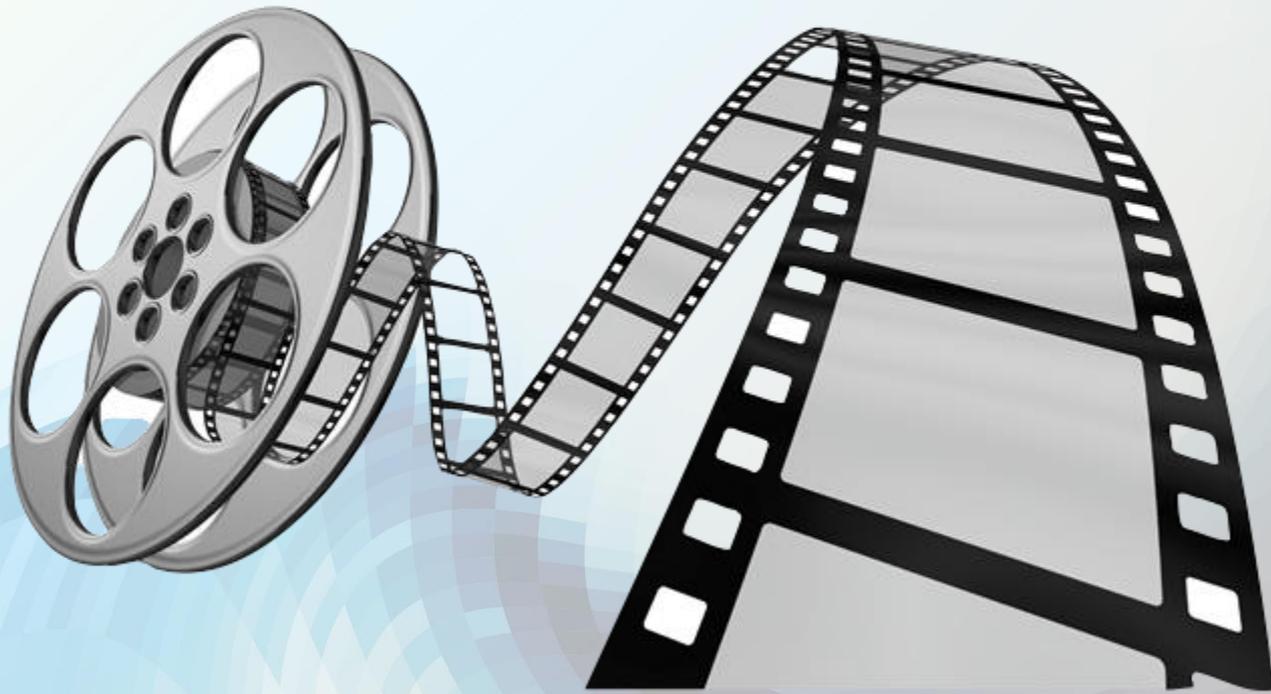
“...when we open our hearts to hear someone’s story of devastation or betrayal, our cherished beliefs are challenged and we are changed.”

- Transforms our inner experience, including our world view.

(Saakvitne & Pearlman, 1996)

Video

The Cliff: Laura van Dernoot Lipsky



Trauma-Informed Leadership

- Has a vision
- Democratic
- Includes others
- Consensus
- High expectations with rewards
- Builds and makes deposits to the emotional bank account (Covey, S. 1989)
- Takes responsibility and gives others credit
- Shares power and can make decisions
- Understands the effects of organizational stress and trauma

Organizational Stress and Trauma (Bloom, S. 2018)

Stress	Trauma
Paperwork	Suicide, homicide
Conflicting policies/demands	Overdose
High workload	Injuries/assaults



Poll

Creating a Guide Team

- Choose Team Leader (or co-leaders)
- Team Leader needs to have authority to make decisions and is respected by others
- Have representation from different departments or areas, including trauma and gender champions
- Have representation from those who are receiving services (or have)
- 8-10 people
- Visibility, internal/external “advertising”
- Endorsement from the top
- Mindful of the stage of change

Core Values of Trauma-informed Services

- Safety:** Physical and emotional; space; consistency; explanations; maximizing control
- Trustworthiness:** Following through; model trust; maintaining appropriate boundaries; and making tasks clear
- Choice:** Emphasizing individual choice and control; informed consent

(Fallot & Harris, 2006; Fallot & Harris, 2008).

Core Values of Trauma-informed Services

(cont.)

Collaboration: Solicit input; acknowledge insights about themselves; explain options

Empowerment: Teaching skills; provide tasks where they can succeed

(Fallot & Harris, 2006; Fallot & Harris, 2008).

Kick-Off

Day 2:

- Review of 5 values
- Implementation plan (brainstorming session)
- Handout needed: Implementation Plan