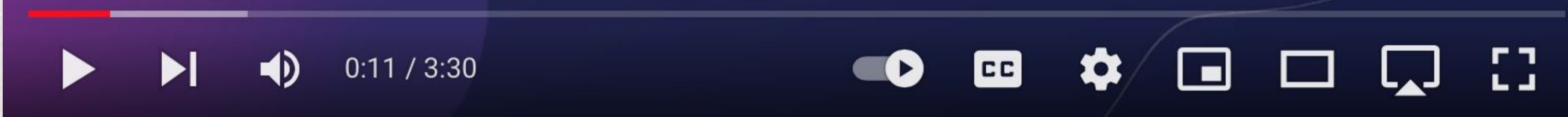




Trauma-Informed Care

What is trauma?



[What is Trauma?](#)

What is Trauma-Informed Care?

“Trauma-informed care seeks to: Realize the widespread impact of trauma and understand paths for recovery; Recognize the signs and symptoms of trauma in (campers), families, and staff; Integrate knowledge about trauma into policies, procedures, and practices; and. Actively avoid re-traumatization.”

Center for Health Care Strategies



[Support Children Impacted by Adversity:
A Trauma-Informed Approach](#)

The Principles of Trauma-Informed Care

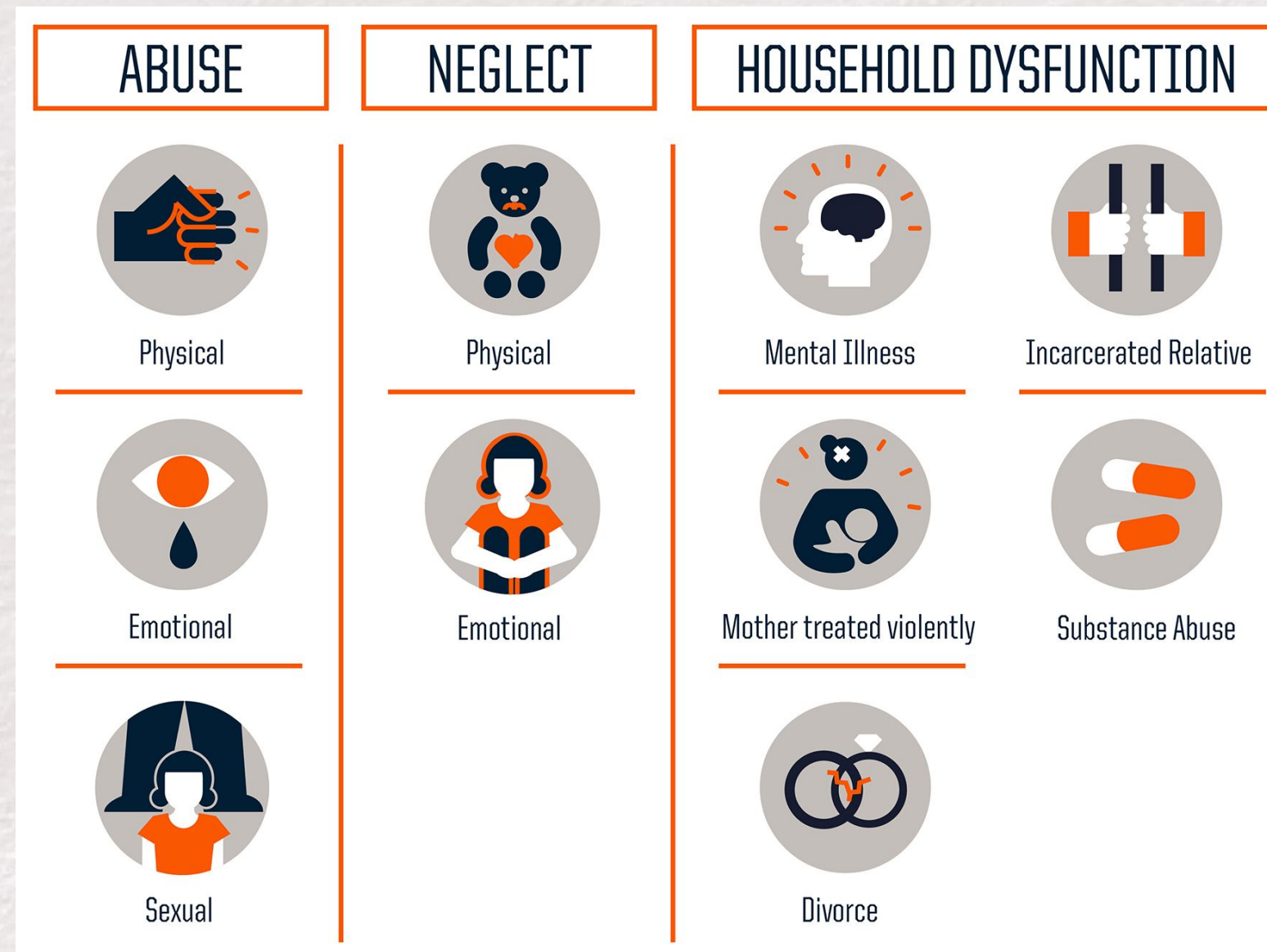


Why Do We Need to Be Trauma-Informed?

❖ Campers bring it all with them

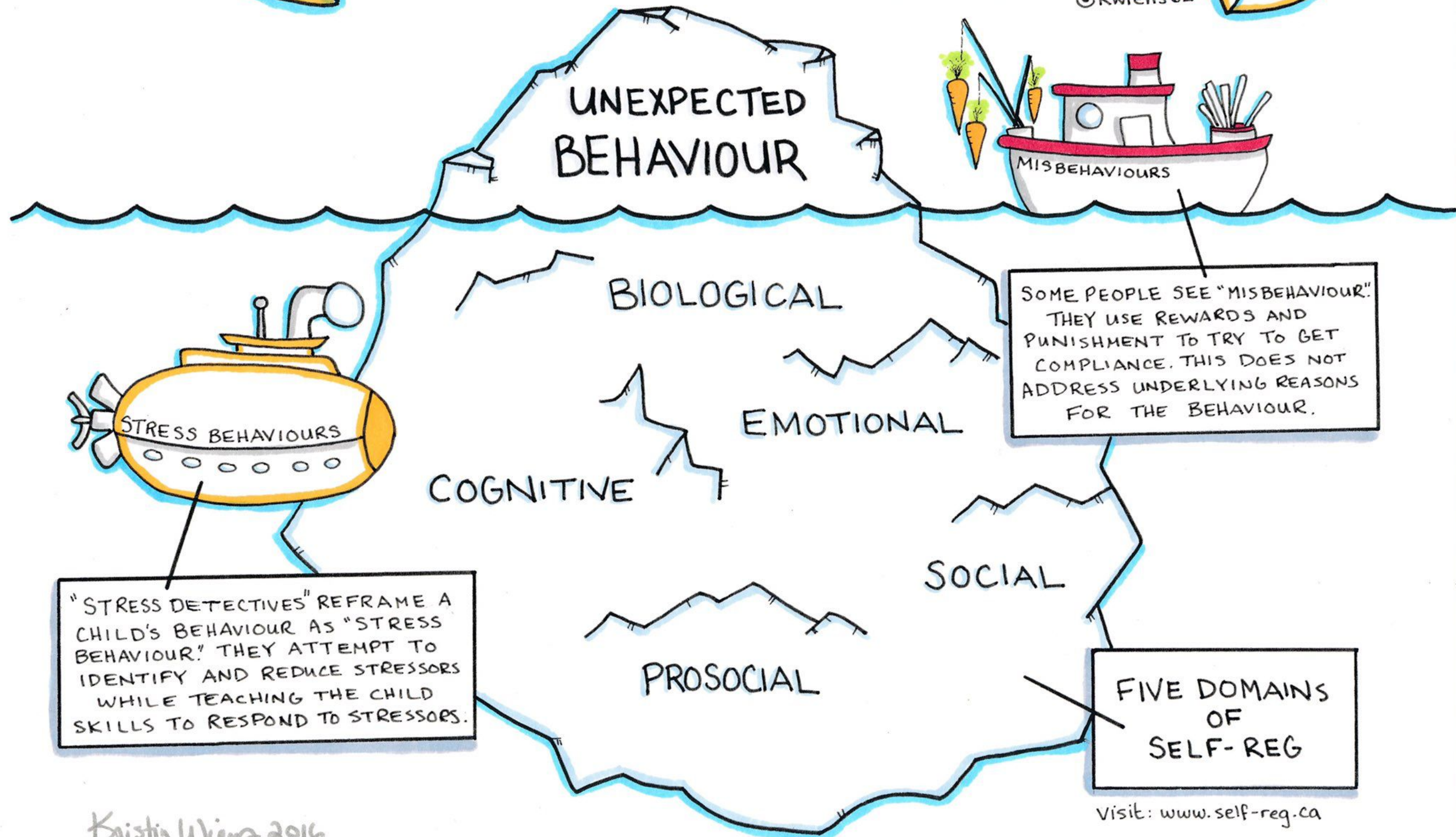
❖ ACE's

❖ Culture



BEHAVIOUR IS COMMUNICATION

@kwiens62



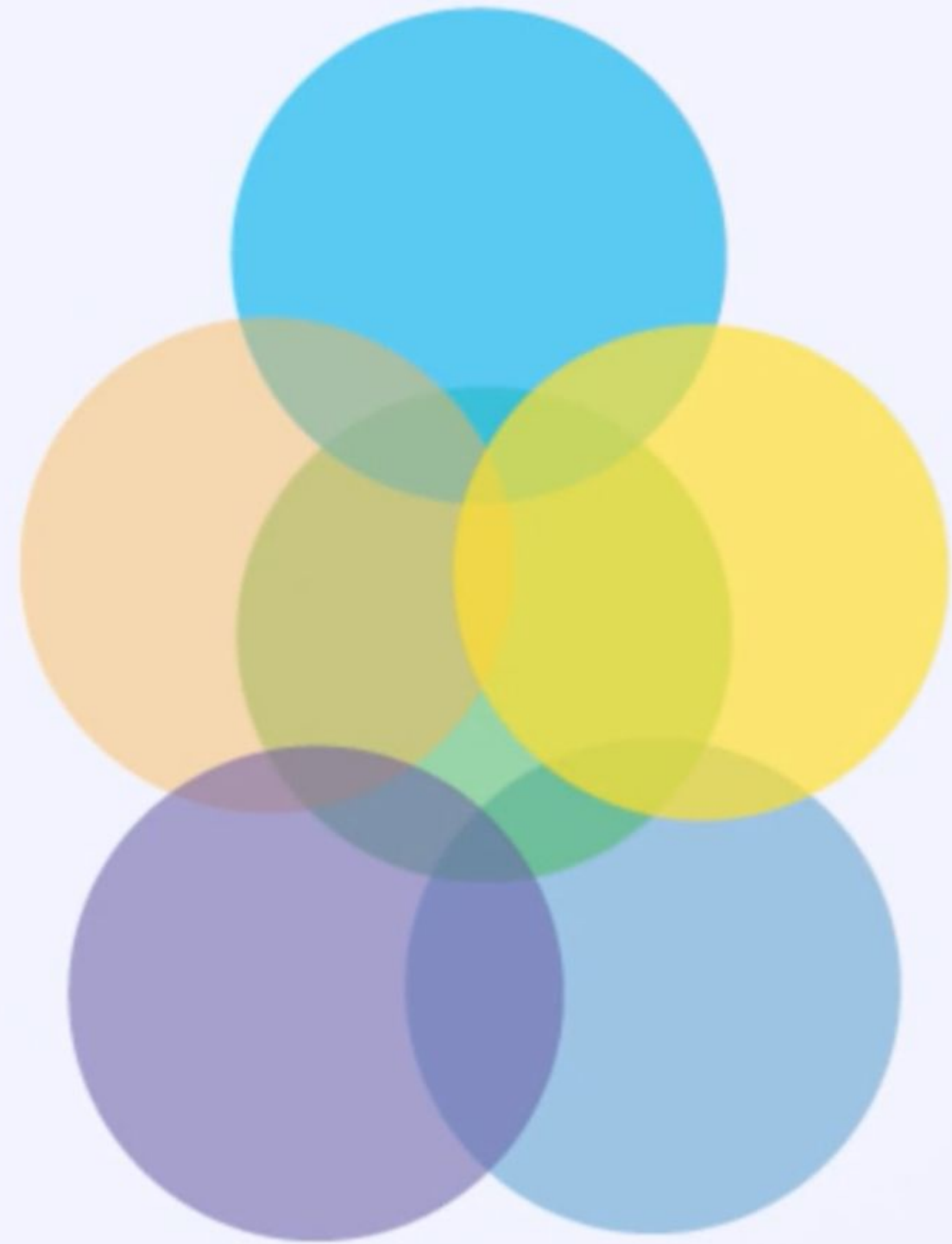
Kristin Wiener 2016

Death of a Close Family Member

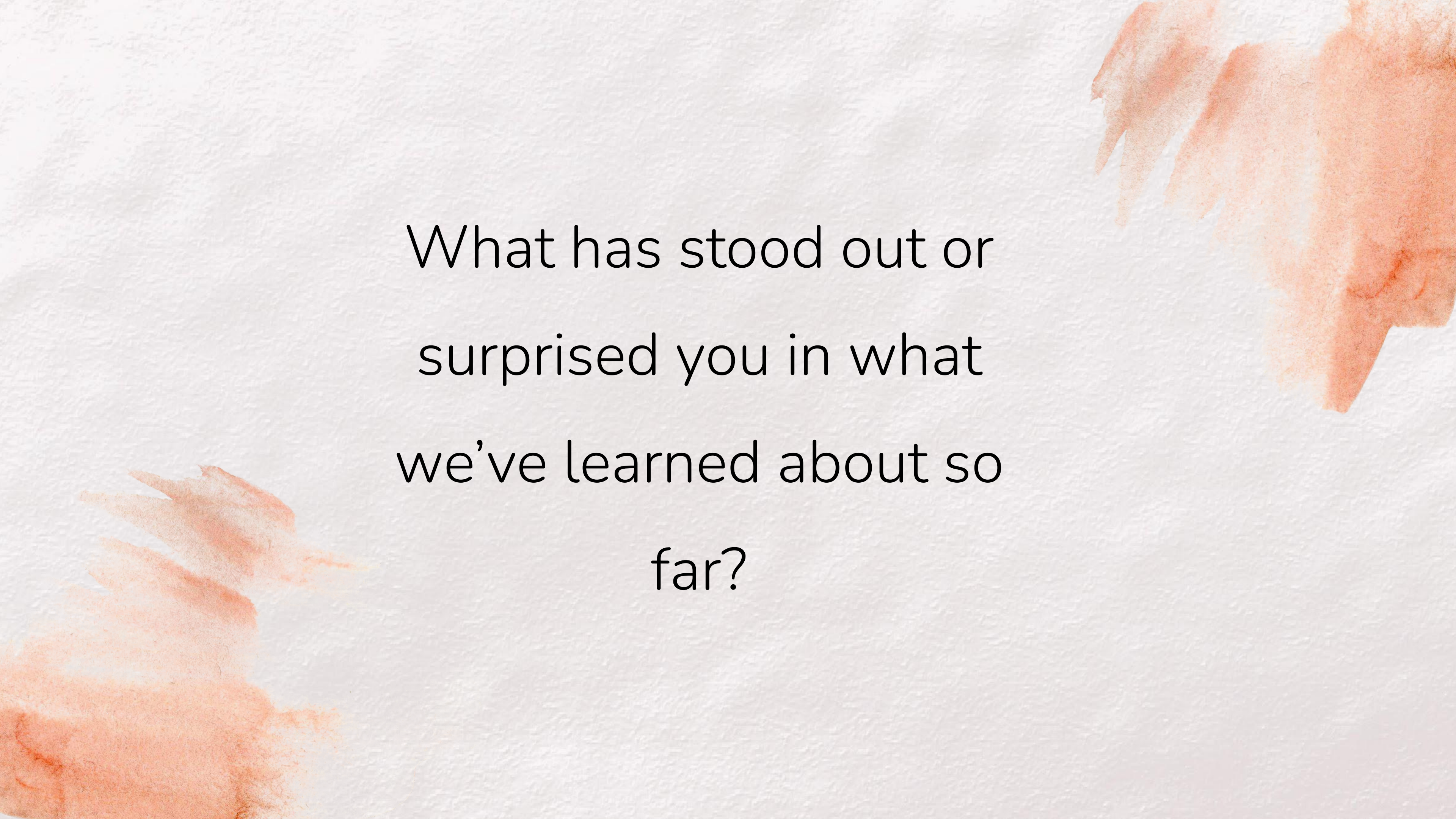
- Being preoccupied with the deceased
- Having upsetting memories
- Feeling that life is empty
- Longing for the person
- Hearing the voice of the person who died or “seeing” the person
- Experiencing disbelief or anger about the death
- Thinking it is unfair to live when this person died
- Feeling stunned or dazed
- Being envious of others
- Feeling lonely most of the time
- Having difficulty caring about or trusting others

Incarcerated Parent

- PTSD symptoms
 - a. Depression
 - b. Anger
 - c. Aggression
 - d. Isolating
 - e. Self harm behaviors
- Academic difficulties
- Regressive behaviors
- Disruptive behavior (conduct or substance use)
- Fear that something bad will happen to their parent during the separation
- Bedwetting and nightmares
- Fear of being left alone
- Distrust of authority



Trauma Informed Care



What has stood out or surprised you in what we've learned about so far?

SOME NEUROBIOLOGICAL EFFECTS OF TRAUMA

Increase	Decrease
<ul style="list-style-type: none">✓ Size of amygdala (increased interpretation of stimuli as fearful)✓ Sympathetic NS (fight/flight/freeze)✓ Startle response✓ Cortisol levels (stress hormones)✓ Inflammation✓ Blood pressure, resting heart rate, respiration✓ Weight gain✓ Trembling/shaking✓ Kindling of HPA axis (takes less stress to trigger a stress response)	<ul style="list-style-type: none">✓ Hippocampal volume (learning and memory)✓ Corpus callosum volume (smaller, fewer connections, less integration)✓ Cortex/ Brain volume (smaller brain)✓ Short-term memory✓ Verbal recall✓ Parasympathetic NS (calming system)✓ Ability to form social attachments✓ Ability to regulate mood and affect

SENSORY OVER-RESPONSIVITY

Children who are over-responsive tend to respond too much, too soon or for too long to sensory stimuli that other children tolerate easily

Tactile

- Sensitive to textures
- Limited diet
- Fights while standing in line
- Trouble dressing – have a limited wardrobe

Vestibular

- Avoid swings or climbing
- Scared on steps or elevators
- Over-stimulated by different postures
- Often car or bus sick

Auditory

- Upset in loud places
- Trouble with fire drills and announcements
- Startle easily to sounds
- Cover ears frequently

Vision

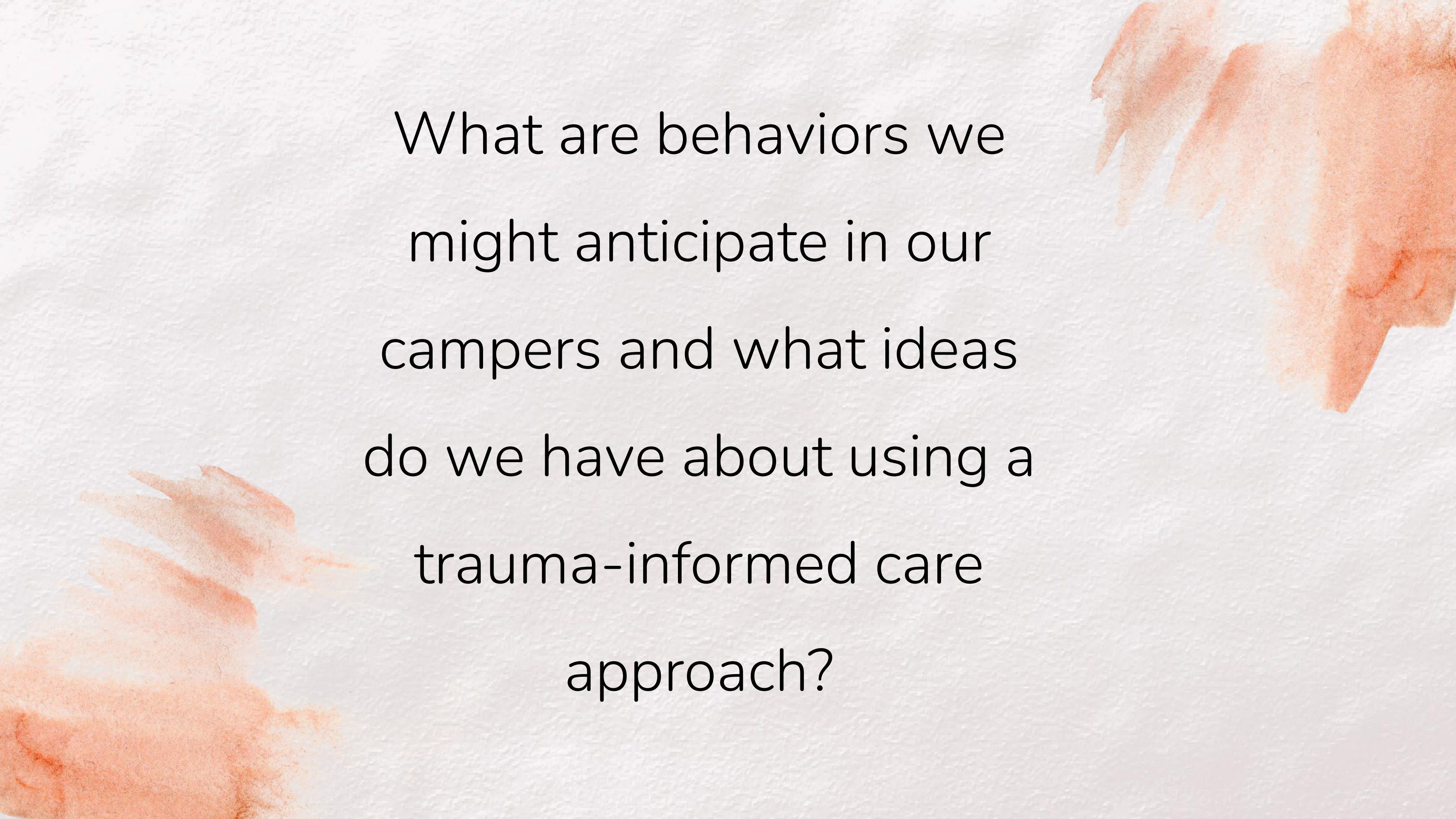
- Complain of sensitivity to the sun
- Difficulty with florescent lighting

General Behavior: May be challenged with transitions, appear controlling and/or defiant

SENSORY UNDER-RESPONSIVITY

Children who are sensory under-responsive may:

- Be unaware of sensory input others notice
- Have a delay before responding to sensory input
- Have a high pain threshold, not cry when hurt
- Seem to not notice when his name is called
- Seem tired or lethargic
- Seem unaware of things around him
- Not notice noxious smells
- Need to watch his hands when using them
- Prefer sedentary vs active, physical play
- Appear passive, unmotivated or apathetic



What are behaviors we
might anticipate in our
campers and what ideas
do we have about using a
trauma-informed care
approach?

Share

Five Things You Need to Know About Trauma

five things we need to know about trauma.

MORE VIDEOS

[Trauma Informed Care \(TIC\) | Department of Developmental
Disabilities](#)

NON TRAUMA INFORMED

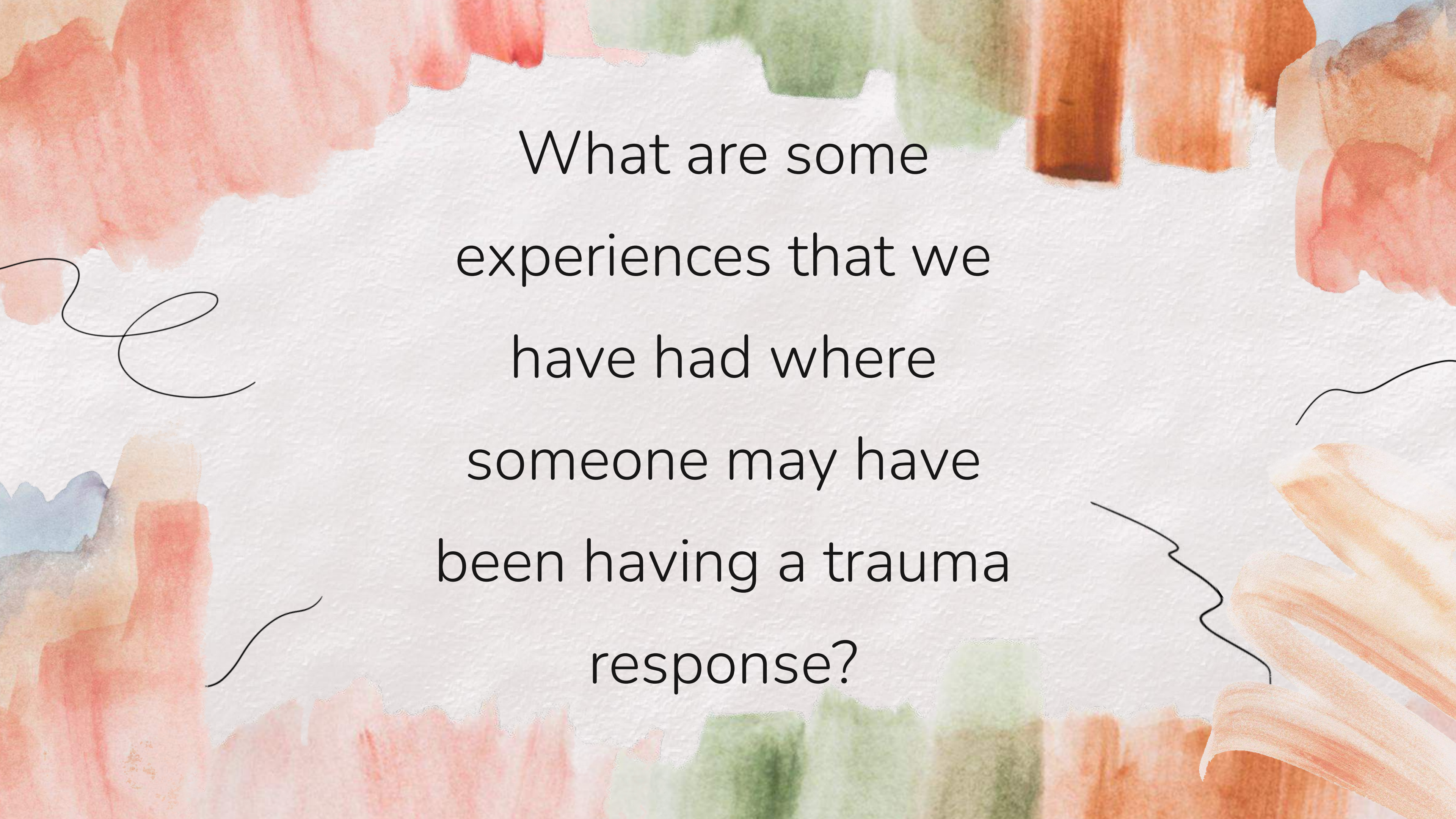
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- POWER OVER
- YOU CAN'T CHANGE
- JUDGING
- PEOPLE NEED FIXING FIRST
- OPERATE FROM THE DOMINANT CULTURE
- PEOPLE ARE OUT TO GET YOU
- RIGHT/WRONG
- HELPING
- "YOU'RE CRAZY!"
- COMPLIANCE/OBEDIENCE
- NEED-TO-KNOW BASIS FOR INFO
- PRESENTING ISSUE
- "US AND THEM"
- LABELS, PATHOLOGY
- FEAR-BASED
- I'M HERE TO FIX YOU
- DIDACTIC
- PEOPLE MAKE BAD CHOICES
- BEHAVIOR VIEWED AS PROBLEM
- WHAT'S WRONG WITH YOU?
- BLAME/SHAME
- GOAL IS TO DO THINGS THE 'RIGHT' WAY
- PRESCRIPTIVE
- PEOPLE ARE BAD
- CONSIDER ONLY RESERCH AND EVIDENCE

- POWER WITH
- YOUR BRAIN IS 'PLASTIC'
- OBSERVING
- PEOPLE NEED SAFETY FIRST
- CULTURAL HUMILITY
- PEOPLE CAN LIVE UP TO THE TRUST YOU GIVE THEM
- MULTIPLE VIEWPOINTS
- LEARNING
- "IT MAKES SENSE"
- EMPOWERMENT/COLLABORATION
- TRANSPARENCY AND PREDICTABILITY
- WHOLE PERSON AND HISTORY
- WE'RE ALL IN THIS TOGETHER
- BEHAVIOR AS COMMUNICATION
- EMPATHY-BASED
- SUPPORT HEALING
- PARTICIPATORY
- PEOPLE WHO FEEL UNSAFE DO UNSAFE THINGS
- BEHAVIOR VIEWED AS SOLUTION
- WHAT HAPPENED TO YOU?
- RESPECT
- GOAL IS TO CONNECT
- CHOICE
- PEOPLE ARE DOING THE BEST THEY CAN
- CONSIDER ALSO LIVED EXPERIENCE

TRAUMA INFORMED CARE





What are some experiences that we have had where someone may have been having a trauma response?

TIC at Summer Camp

“Trauma informed behavior management **only works from a place of trust.**”



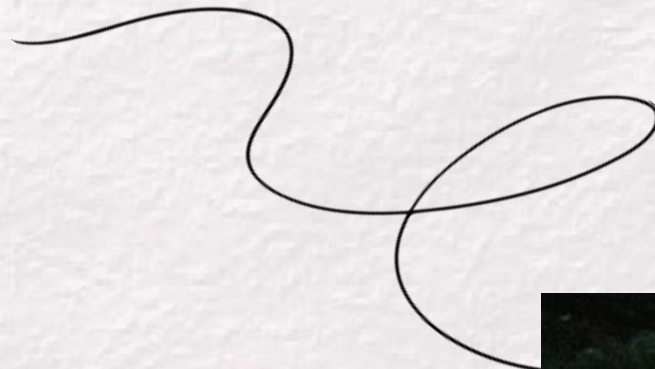
When campers exhibit a behavior that seems unusual or unsafe, staff members **first get down to the camper’s level** and **help the camper calm down** or de-escalate.



Once the camper is calm, staff help **get campers talking**, and **find out what is upsetting them**—listening without judgment.



Next, staff and the camper **talk about the behavior**. Staff and campers **work together** to figure out **why a behavior is not safe** and how they can have **safe behaviors in the future**.



How can we build connections and trust with campers?



1. Attunement

- a. mindfulness practices, being in tune of your own needs, needs of campers (i.e. food, water, rest, etc.)

2. Deep Listening

- a. empathy, avoiding passing judgement, focus on understanding rather than responding

3. Authenticity

- a. consistency, self-awareness, showing up

4. Skillful Self-Disclosure

- a. with appropriate boundaries, building a bridge through sharing

Self-Regulation Strategies for Kids and Teens!



1 Physical activity! Getting up and moving our bodies is a healthy way to stay calm and get out any extra energy!



2 Mindfulness helps us pay attention to how our bodies feel when we are stressed, and helps us pause before we react.



3 Breathing exercises help us to stay calm when we feel strong emotions (angry, worried, etc.)

Tips for Parents and Families

Co-Regulation

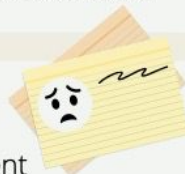
Engaging in self-regulation strategies with your child can help them complete each step of the strategy during an overwhelming situation; patiently walking them through strategies without judgement can help them complete the strategy.

Doing the exercise with them can also validate their efforts to self-regulate and model appropriate responses; they can draw from your calm example to help themselves become calm.

Education

Parents can **learn the same strategies** introduced by a healthcare professional and teacher, and support the transfer of these strategies at home! **Consistent practice in multiple settings** can help to build confidence and independence of self-regulation in the child and the family. Learning about tools to support their child through routine, consistency and relaxation strategies can be helpful for the whole family.

Build a Coping Toolkit



Help your child build a "coping toolkit" of different strategies they can implement when they are at different levels of dysregulation. For example...

level 1 - "I am uncomfortable and a little upset so I will do some deep breathing"

level 2 - "I'm upset and need my noise-cancelling headphones"

level 3 - "I'm quite upset and full of energy, so I'll try some yoga or go for a walk"

Create your own toolkit:

Level 1: What it looks/feels like: _____

What I can do: _____

Level 2: What it's like: _____

What I can do: _____

Level 3: What it's like: _____

What I can do: _____

Level 4: What it's like: _____

What I can do: _____

Additional Resources

- Self-regulation resources as well as courses, groups, and online communities to connect with other parents: <https://self-reg.ca/tools/>
- Strategies for parents and educators on how to best support children to improve self-regulation skills: <https://childmind.org/article/can-help-kids-self-regulation/>
- How are you Peeling: By Saxton Freymann and Joost Elffers. <http://www.scholastic.ca/books/view/how-are-you-peeling>
- Me and My Feelings: By Vanessa Green Allen. <https://www.chapters.indigo.ca/en-ca/books/me-and-my-feelings-a/9781641524964-item.html>

Re-direction, Diffusion, Regulation

- Our role at camp is *not* to be disciplinarians or inflict punishments
- The importance of self regulation
- Don't hesitate to ask for support

7 EASY & FUN mindfulness ACTIVITIES FOR KIDS

BY THIS TIME OF MINE



- 1 CALMING GLITTER JAR**
- Grab a jar or plastic bottle and let your child decorate it.
 - Fill the bottle $\frac{3}{4}$ of the way with water followed by clear glue, food coloring, and glitter.
 - Seal the lid with hot glue, shake, and have fun watching the glitter settle.

2

- LISTEN TO THE BELL**
- Have your child sit somewhere comfortable and close their eyes.
 - Ring a bell and instruct them to focus on the sound as it fades away.
 - When they think the sound is gone, they can open their eyes.



- 3 FEEL THE BEAT**
- Have your child jump up and down or do jumping jacks for 1 minute.
 - Then have them sit down and place their hand on their heart.
 - Encourage them to pay attention to their breathing and how their heartbeat feels.

4

- HOW IS THE WEATHER?**
- Help your child relate their feelings to different weather patterns (Sunny=happy, cloudy=lonely, etc.)
 - Just as the weather, emotions come and go. Feeling emotions is perfectly normal, and naming them helps us have power over them.



- 5 5 SENSES GRATITUDE CHALLENGE**
- Have your child close their eyes and use their senses to concentrate on things they are thankful for.
 - Walk them through this exercise by asking, "What is your favorite thing to listen to?", etc.

6

- HOT COCOA BREATHING**
- Have your child close their eyes & imagine holding a big mug of hot chocolate.
 - Tell them to slowly bring the mug close to their face.
 - Then a deep breath in, smelling the delicious chocolate scent.
 - And slowly blow the steam away from the hot chocolate.



- 7 SENSORY SCAVENGER HUNT**
- Go outside on an adventurous scavenger hunt.
 - As your child finds each item, have them notice how it feels, looks, and smells.

Mindfulness

- Mindfulness can look many different ways
- Staying in your body
- Anyone can do mindfulness exercises!

Self-Care



- ❖ Attunement is cultivated from active self-care routines
- ❖ Self-care is a unique and individual practice that can vary between people and day to day
- ❖ What are some of your favorite/most effective self-care practices?



Roundtable Wrap-Up:

- How are you feeling about all the information you just learned?
- What questions do you have?