“Active Ingredients” for Trauma Informed Care

2015 Child Protection Summit
Orlando, Florida
Frank Kuhn and Thomas Endres
Crest Pro Health Fluoride Anticavity Toothpaste, Mint • 6 oz
**Drug Facts**

**Active ingredient**
Stannous fluoride 0.454% (0.16% w/v fluoride ion)

**Purposes**
Anticavity, antisingivitis, antinasensitivity toothpaste

**Inactive ingredients**
glycerin, hydrated silica, sodium hexametaphosphate, propylene glycol, PEG-6, water, zinc lactate, trisodium phosphate, flavor, sodium lauryl sulfate, sodium gluconate, carrageenan, sodium saccharin, polyethylene, xanthan gum, titanium dioxide, blue 1
What’s in our “toothpaste”?
Essential Element:

Organizational congruence around a set of evidence-based principles
Evidence Informed Program Model

• Based on existing research and best practices
• Set of principles that guide policy, procedures, and practices
• Well articulated, evidence-based theories of change

–Lee & Barth (2011)
Basic Principles - CARE Model

- Developmentally focused
- Family involved
- Relationship based
- Competence centered
- Trauma informed
- Ecologically oriented
Essential Element:

Organizational culture and climate congruent with evidence-based principles
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Essential Element:

Ability to identify pain-based behavior, respond to provide support and avoid re-traumatization
Trauma Informed Care

We need to shift our thinking from “What is wrong with you?”

To

“What happened to you?”

Sandra Bloom
Recognizing Pain-Based Behavior

- Impulsive outbursts
- Aggressive acts
- Inability to tolerate uncertainty or ambiguity
- Withdrawing or running away
- Self-injury
- Traumatic re-enactment
- Flashbacks
Responding to Pain-Based Behavior

1. Listen to the children talk about their feelings
2. Watch for triggers or signs of “reenactments” or flashbacks
3. Give the child choices and a sense of control
4. Teach children to express their emotions and resolve conflicts through discussion and negotiation
Creating a Culture of Nonviolence

1. Establish a consistent, predictable structure (routine) to the day
2. Provide a secure base
3. Discuss expectations, rules, and limits in advance so that children understand what is expected
4. Avoid activities or events that may trigger the child’s stress response
5. Provide activities that promote future orientation such as caring for animals, plants, and people
Understanding Oneself and Emotional Competence

- Self-awareness: being aware of personal goals, values, beliefs, and rules
- Self-motivation: taking the initiative to develop new skills and abilities
- Empathy: understanding others and seeing their perspective (worldview)
- Social skills: developing relationships
- Self-regulation: the ability to manage emotions
Creating a “Holding” Organization

People do well if they can…

Trauma & Stress

Support & Holding

Increasing complexity

- Socialized Mindset
- Self-authoring Mindset
- Self-transforming Mindset
Essential Element:

Developmental relationships
Criteria of Developmental Relationships

- Attachment
- Reciprocity
- Progressive complexity/gradual shift in power
- Participation/inclusion

–Li & Julian (2012)
“Learning and development are facilitated by the participation of the developing person in progressively more complex patterns of reciprocal activity with someone with whom that person has developed a strong and enduring emotional achievement and when the balance of power gradually shifts in favor of the developing person.”

The Ecology of Human Development
Bronfenbrenner, 1979
Active Ingredient: #Developmental Interactions#

- High
- Med
- Low

- Enduring Attachment
- Progression
- Reciprocal Interaction
- Balance of Power Shift

Developmental Process
Essential Elements:

- Organizational congruence around a set of evidence-based principles
- Organizational culture and climate congruent with principles
- Ability to identify pain-based behavior and respond therapeutically
- Developmental relationships