Taking Trauma-Informed Care to the Next Level:
One Trauma-Informed “Supercommunity’s” Integration of the Florida Safety Decision Making Methodology

Lorena Avitea, LCSW
Chadwick Center for Children and Families – Rady Children’s Hospital San Diego

Susan Bell, MSW
Florida Department of Children and Families

Chrissy Curtis, MS
Community Partnership for Children

Linda Mandizha, Operations Manager
Florida Department of Children and Families
Definition of Trauma-Informed Child and Family Service System

A trauma-informed child- and family-service system is one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to facilitate and support the recovery and resiliency of the child and family.
Essential Elements of a Trauma-Informed System

Maximize Physical and Psychological safety for Children and Families

Identify Trauma-Related Needs of Children and Families

Enhance Child Well-Being and Resilience

Enhance Family Well-Being and Resilience

Enhance the Well-Being and Resilience of Those Working in the System

Partner With Youth and Families

Partner with Agencies and Systems that Interact with Children and Families
Brief Information of Our Grant

- Chadwick Trauma-Informed Systems Project - Dissemination and Implementation (CTISP-DI)
  - Goal: move TI systems from a concept into day to day practice
  - Supported with a grant from SAMHSA, as a Category II center within the NCTSN
  - 5 “Supercommunites”, including Volusia County, FL
Resources Utilized

• Trauma-Informed Child Welfare Practice Toolkit
  ➢ 15-chapter guide targeted to administrators

• Child Welfare Trauma Training Toolkit (CWTIT)
  ➢ Curriculum teaches strategies for using trauma-informed child welfare practice to enhance the safety, permanency, and well-being

• Child Welfare Guidelines on Screening for Trauma Symptomatology in Children
  ➢ Designed to assist Child Welfare workers in using a trauma screening approach

• Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents (RPC)
  ➢ Curriculum help caregivers provide trauma-informed care to children in their homes
Volusia County Timeline

May 2013
Community Engagement Process

Dec. 2013 – August 2014
Supercommunity Trauma-Informed Implementation Plan (STIIP)

January 2015
Both DCF and CPC have created workgroups to address Vicarious Trauma

March 2015
Chadwick facilitated a Train-the-Trainers on the Child Welfare Trauma Training Toolkit (CWTIT)

April 2015
Volusia County DCF begins piloting a trauma screener for children SCARED-Short

Projected:
* Early Childhood Court*
* Mapping of EBP’s and TI practices*
* Screening all children within DCF*
* Changes to Policy and Procedures*

August 2013
Community Kick-off Event

December 2014
Chadwick facilitated a Train-the-Trainers on Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents (RPC)

February-March 2015
Volusia County pilots the RPC, renaming it “Passport to Trauma Informed Parenting” for foster parents

March 2015
Volusia County implements the “Passport to Trauma Informed Parenting”

June 2015
Volusia County implements the CWTIT, beginning with support staff
Volusia County’s Introduction to Becoming a Trauma-Informed Supercommunity
Our Supercommunity’s Trauma-Informed Implementation Plan

- Community Engagement Process
- Comprehensive Plan and Recommendations
- Cross System Collaboration to Prioritize Recommendations
- Flexibility
- Importance of Support of Leadership
Implementation

• Engaging Child Welfare Staff and Community Partners
• Implementation of Child Welfare Trauma Training Toolkit (CWTTT) and Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents (RPC)
• Trauma Screening and Introduction of Specialized Trauma Therapists
• Organizational Efforts to Address Secondary Traumatic Stress
Next Steps in Implementation

- Engaging Biological Parents in Trauma-Informed Early Childhood Court
- Identify and map all Evidence Based Practices and Trauma-Informed Practices
- Continue to engage with Cross System Partners to encourage participation in steering committee
- Ensuring Trauma-Informed Practices are inherent in all supervision
Sustainability and Outcomes

• Continued Support and Engagement of Leadership
• Trauma-Informed Policies and Procedures
• Soliciting Feedback from Employees
• Engagement of Community Partners
• Ongoing Steering Committee Meetings
• Identification and Training of Trauma Champions
• Trauma-Informed Supervisory Practices
Trauma and Safety Methodology

How does a family’s trauma impact decision making in investigation?
Our clients don’t come to us as blank slates.

They come with history.

Some of that history may include trauma:
- Childhood abuse (ACE scores)
- Rape/assault
- Divorce
- Domestic Violence
- Loss

Instead of a blank slate, imagine a spectrum of colors.
## Safety Methodology

<table>
<thead>
<tr>
<th>Trauma</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood abuse</td>
<td>Adult functioning &amp; Parenting</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>?</td>
</tr>
<tr>
<td>Rape/assault</td>
<td>?</td>
</tr>
<tr>
<td>Tragedy (ie: living in NY during 9/11 or the murder of a family member)</td>
<td>?</td>
</tr>
<tr>
<td>Loss</td>
<td>?</td>
</tr>
</tbody>
</table>
Decision Making Through a Trauma Lens

<table>
<thead>
<tr>
<th>Five Essential Skills</th>
<th>Family Centered Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engaging</td>
<td>Demonstrate:</td>
</tr>
<tr>
<td>• Teaming</td>
<td>• Respect and Courtesy</td>
</tr>
<tr>
<td>• Assessing/Understanding</td>
<td>• Genuineness and Equity</td>
</tr>
<tr>
<td>• Planning/Identification</td>
<td>• Responding Promptly</td>
</tr>
<tr>
<td>• Tracking/Adapting</td>
<td>• Support and Encouragement</td>
</tr>
<tr>
<td></td>
<td>• Promote Participation</td>
</tr>
</tbody>
</table>
As a System...

• How do WE...
  o Recognize a person’s trauma?
  o Determine how it impacts their life?
  o Intervene without causing new trauma?
  o Identify needs appropriately?
  o ENGAGE?
SCARED Brief Assessment of Anxiety and PTS Symptoms (ages 7-17)

I'm going to read you a list of statements that describe how people feel. Think about each statement carefully and decide if it is “Not True or Hardly Ever True,” “Somewhat True or Sometimes True,” or “Very True or Often True” for you. Then for each statement, tell me the answer that seems to describe you now. Please answer all statements as well as you can, even if some do not seem to concern you.

<table>
<thead>
<tr>
<th></th>
<th>0 Not True or Hardly Ever True</th>
<th>1 Somewhat True or Sometimes True</th>
<th>2 Very True or Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get really frightened for no reason at all.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am afraid to be alone in the house.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>People tell me that I worry too much.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am scared to go to school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am shy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Score _________

Now I’m going to read you another list of statements. Think about the statement carefully and decide if it is “Not True or Hardly Ever True,” “Somewhat True or Sometimes True,” or “Very True or Often True” for you. Then tell me the answer that seems to describe you now. Please answer all statements as well as you can, even if some do not seem to concern you.

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</thead>
<tbody>
<tr>
<td>I have scary dreams about a very bad thing that once happened to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I try not to think about a very bad thing that once happened to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I get scared when I think back on a very bad thing that once happened to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I keep thinking about a very bad thing that once happened to me, even when I don’t want to think about it.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
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Score _________

Trauma Stewardship Video
Compassion Fatigue

- OK to take care of yourself!
- Remember your first experience
- First responders
- Helping Vulnerable
- Working for DCF and the media... beleaguered, troubled, struggling, inadequate, etc.
Compassion Fatigue/Vicarious Trauma/Secondary Traumatic Stress/Burnout

- **Compassion Fatigue**: “cost of caring”, emotional response due to our empathy and care for the work that we do. A deep erosion of our compassion, of our ability to tolerate strong emotions/difficult stories in others.

- **Secondary Traumatic Stress**: repeated exposure to the details of someone else’s trauma, impacting personal emotions.

- **Vicarious Trauma**: repeated exposure to someone else’s trauma that results in a shift of how some view the world.

- **Burnout**: exhaustion related to low job satisfaction and feeling powerless. All careers not just helping profession.

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

Rachel Naomi Remen
Kitchen Table Wisdom, 1996
Making a Commitment

Bringing it back-

• What is my agency doing?

• What am I going to do for myself next week?

• What am I going to do for staff/co-workers next month?

Mathieu, Francoise (2012) www.compassionfatigue.ca
Resources

- The National Child Traumatic Stress Network (NCTSN) [www.nctsn.org](http://www.nctsn.org)
  - Child Welfare Trauma Training Toolkit (CWTTT)
  - Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents

- Chadwick Trauma-Informed Systems Project – Dissemination and Implementation (CTISP-DI) [www.chadwickcenter.org/CTISP/ctisp.htm](http://www.chadwickcenter.org/CTISP/ctisp.htm)


- Compassion Fatigue Workshop: Walking the Walk with Francoise Mathieu
CREATE.
CHANGE.