

Adopting a Trauma Informed Lens for LTSS Providers

April 29, 2022

WELCOME

Please consider taking this pretest while we wait for
the presentation to start:

<https://www.surveymonkey.com/r/TIClenspre-test>



Adopting a Trauma Informed Lens

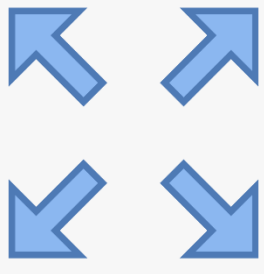
Kelly Betsworth, LISW
KellyB Consulting, PLLC

Take Care of Yourself

- ▶ Camera
- ▶ Participation
- ▶ Breaks
- ▶ Deep breathing
- ▶ Connection
- ▶ Non-judgmental learning
- ▶ Recording

Objectives

- ▶ Expand perceptions around the definition of trauma
- ▶ Identify the importance of monitoring bias
- ▶ Recognize benefits of adopting a TIC perspective
- ▶ Realize behaviors which may indicate stress reactions
- ▶ Discuss options for supporting individuals who have experienced trauma



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Without Trauma Informed Care



- ▶ Authoritarian framework
- ▶ Disempowering
- ▶ Lacking hope
- ▶ Resulted in feeling unrecognized, under-appreciated and unsupported

Have you ever said...

“She has the same experiences/the same condition/the same diagnosis and she doesn’t act this way.”

“Everything that he has been through doesn't mean he
can act like that.”

“He is so oppositional/defiant/manipulative.”

“I have been through worse and I turned out okay.”

“He has the skills, he’s just choosing not to use them.”

Unconscious Bias

- ▶ Resiliency is not equally distributed and there are many factors
- ▶ Operating as if we all start out the same leads to higher degrees of frustration for everyone
- ▶ A foundation of unconditional positive regard and compassionate curiosity can help to reverse and keep in check any unconscious or unhelpful biases

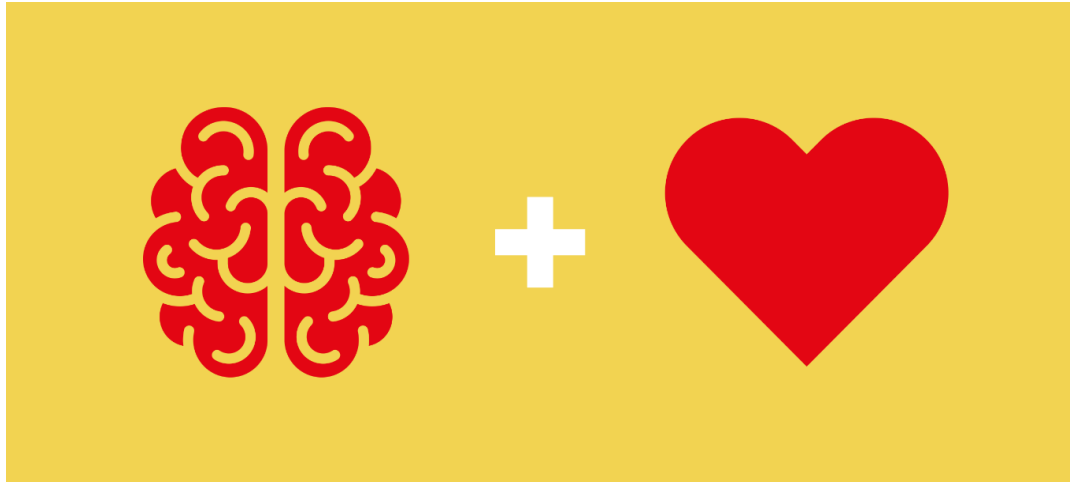
“Knowing yourself is the beginning of all wisdom.” - Aristotle

- ▶ What adversities have you had in your life?
- ▶ How does this impact you now in your personal/family life?
- ▶ How does this impact you now in your work life?



Knowing Yourself

- ▶ In order to be genuine with others you must truly know and accept yourself
- ▶ Genuineness is required by caregivers in order for others who have experienced trauma to feel safe to engage with them
- ▶ Knowing yourself clearly allows you to judge yourself less and be more consistent and predictable in your interactions



- ▶ How do you view the role/identity of those that you work with?
- ▶ How do you understand our clients/families perception of themselves?

The DSM & Trauma

- ▶ 1952 DSM I – Gross Stress Reaction
 - ▶ within Transient Situational Personality Disorders section
 - A transient response to severe physical demands or extreme emotional distress
- ▶ 1968 DSM II – Adjustment Reaction of Adult Life
 - ▶ within Transient Emotional Disturbances section
 - An acute reaction to overwhelming environmental stress

The DSM & Trauma

- ▶ 1980 DSM III – Post Traumatic Stress Disorder (PTSD)
 - ▶ within Anxiety Disorders section
 - A recognizable stressor that would evoke significant symptoms of distress in almost anyone
- ▶ 1987 DSM III-R – PTSD
 - An event that is outside the range of usual human experience and that would be markedly distressing to almost anyone, involving serious threat to life or physical integrity

The DSM & Trauma

- ▶ 1994 DSM IV & 2000 DSM IV-TR – PTSD
 - ▶ within Anxiety Disorders section
 - A traumatic event involving actual or threatened death or serious injury or a treat to physical integrity causing intense fear, distress or horror (in children may be expressed by disorganized or agitated behavior)

The DSM & Trauma

- ▶ 2013 DSM 5 - PTSD
 - ▶ Within new Trauma & Stressor Related Disorders section
 - A traumatic event involving actual or threatened death, serious injury or sexual violence

King, R.V. PhD, North, C.S. MD, MPE, Smith, R.P. MD, & Suris, A.M. PhD, ABPP. (2016). Evolution of PTSD Diagnosis. *Annals of Clinical Psychiatry, Vol. 28 No. 3*, 197-208.

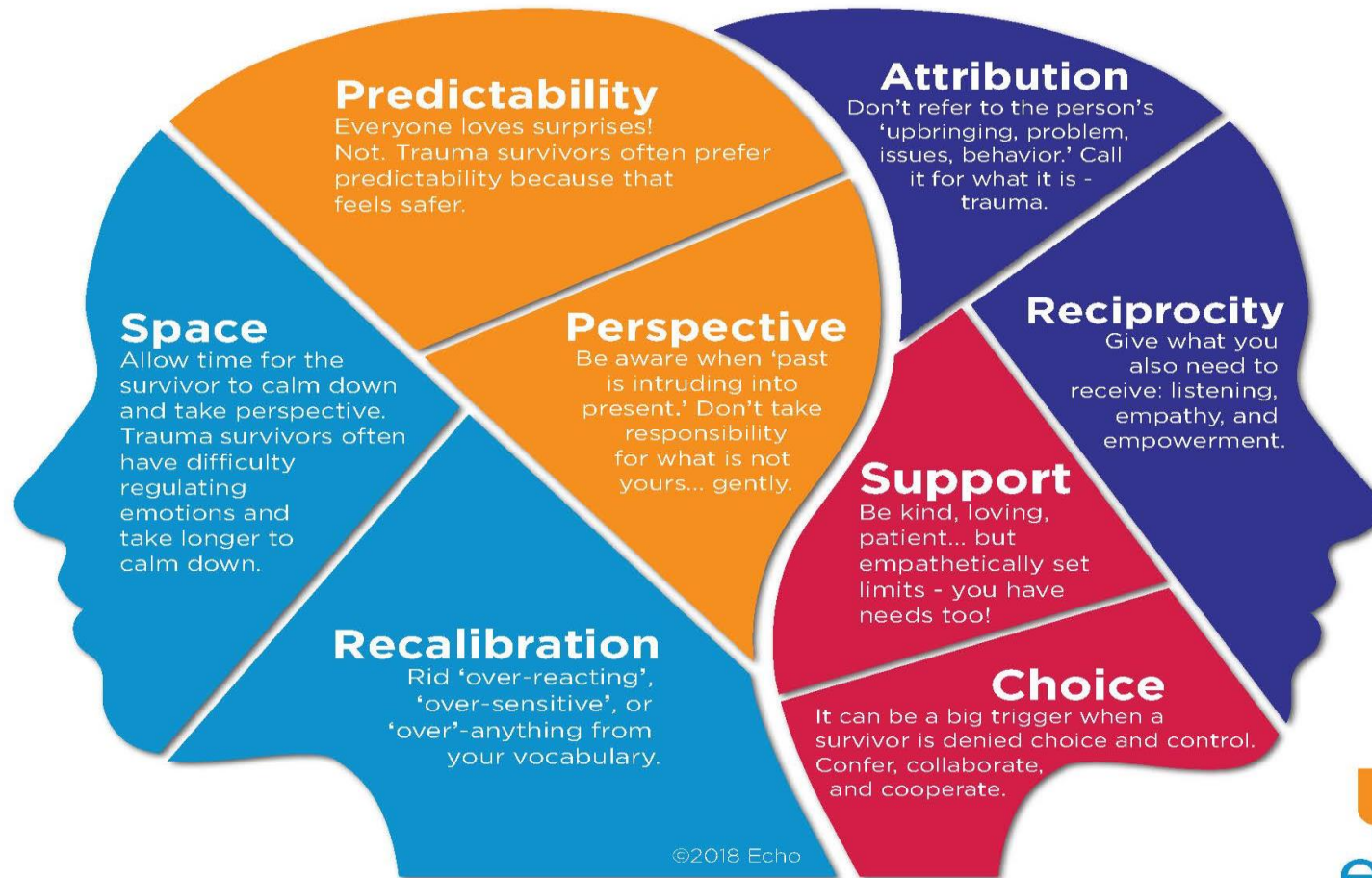
Adopting a TI Lens Changes the Conversation

- ▶ “What is *wrong* with you?”
- ▶ Won’t
- ▶ Blaming & shaming
- ▶ Assumes laziness and lack of motivation
- ▶ “What happened to you?”
- ▶ Can’t
- ▶ Hopeful & helpful
- ▶ Assumes doing the best they can with what they have

Accountability

- ▶ TIC = Positive Accountability
 - ▶ Lack of limits and accountability would mean a lack of predictability and increased feelings of insecurity
- ▶ Someone who is struggling with ongoing disruptive behaviors is most likely not feeling secure

How to Support Someone Who Has Experienced Trauma



Echo. (2018, October 23). How to Support Someone who has Experienced Trauma [Blog post]. Retrieved from <https://www.echotraining.org/support-trauma-survivor-infographic/>

When you Think of “Trauma”



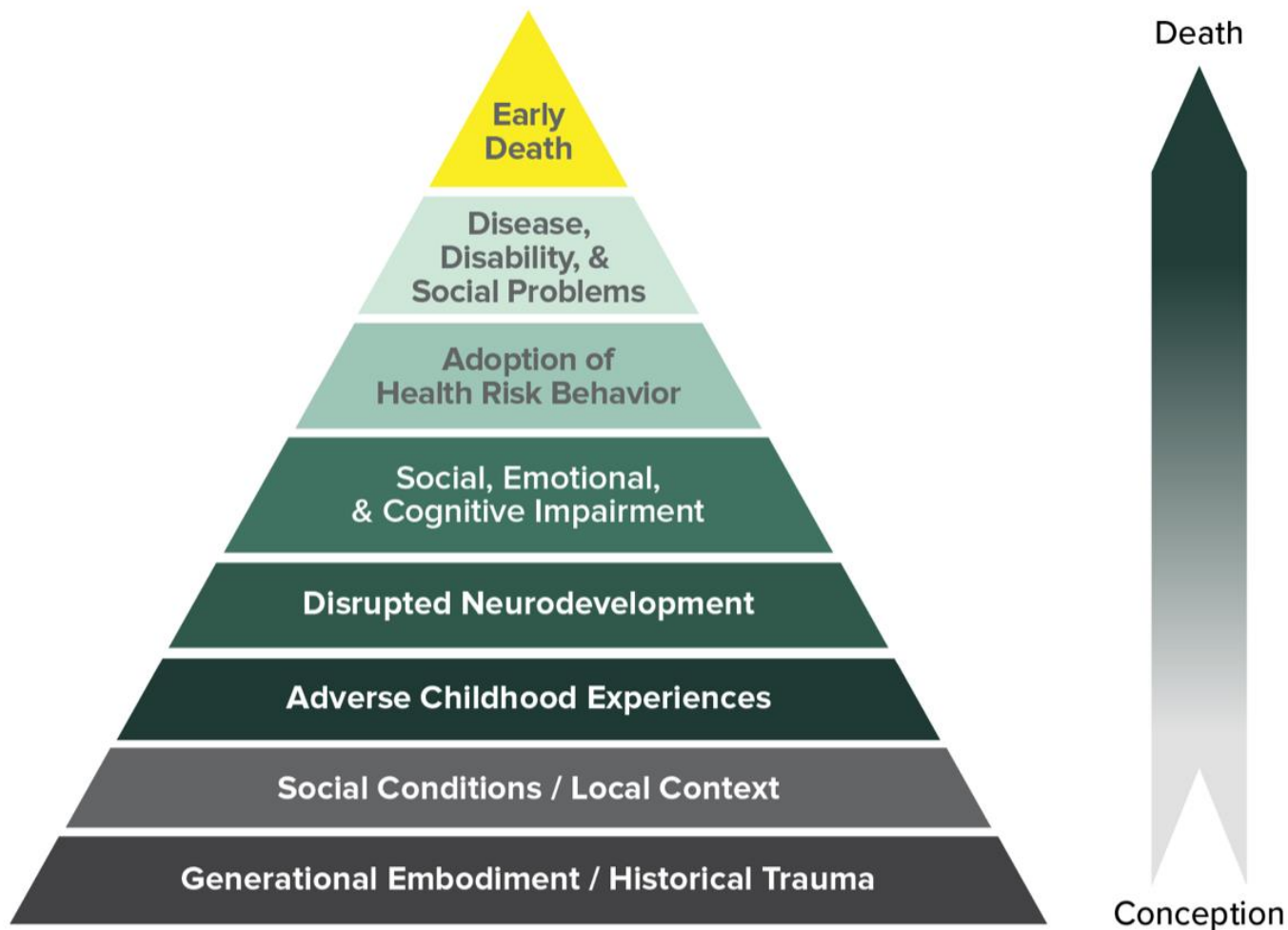
Psychological Trauma

Overwhelming demands placed upon the physiological system that result in a profound felt sense of loss of control, vulnerability, immobilization, and betrayal

Adverse childhood experiences

ACES

- ▶ Physical abuse
- ▶ Sexual abuse
- ▶ Verbal abuse
- ▶ Physical neglect
- ▶ Emotional neglect
- ▶ Family member mental illness
- ▶ Family member substance abuse
- ▶ Family member in prison
- ▶ Witness of abuse of mother
- ▶ Loss of parent to separation, divorce or death

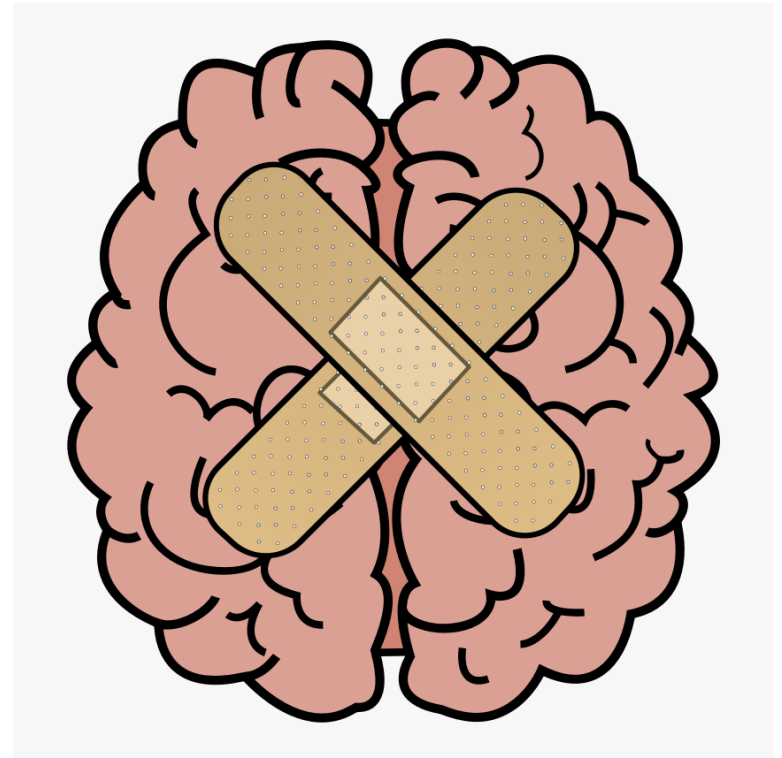


Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

National Center for Injury Prevention and Control, Division of Violence Prevention. (n.d.) Adverse Childhood Experiences (ACEs). Retrieved from <https://www.cdc.gov/violenceprevention/aces/>

Trauma can look like...

- ▶ Lack of permanency
- ▶ Community
- ▶ Intergenerational
- ▶ Single Event
- ▶ Complex
- ▶ Medical



Lack of Permanency Trauma

- ▶ *Permanency: The quality of state of being permanent; continuance in the same state of place; duration; fixedness.*
- ▶ Permanency means family. It means having positive, healthy, nurturing relationships with adults who provide emotional, financial, moral, educational, and other kinds of support

Community Trauma



- ▶ Natural disaster
 - ▶ Tornado
 - ▶ COVID
- ▶ Community violence
 - ▶ Crime
 - ▶ School shooting
 - ▶ Fire
- ▶ Loss
 - ▶ Death of community member

Intergenerational Trauma

- ▶ Immigration
- ▶ Refugee
- ▶ Racial disparity
- ▶ Historical
- ▶ Military & Combat
- ▶ Addiction
- ▶ Interfamilial violence
- ▶ Social determinants of health



Single Event Trauma

- ▶ Violent Crime
- ▶ Car accident
- ▶ Traumatic loss
- ▶ Pregnancy/birth trauma
- ▶ Accidental injury
- ▶ Sudden loss of loved one
- ▶ Hospitalization or surgery



Pediatric Medical Events

- ▶ 1 in 5 parents of a child admitted to the PICU develop PTSD
- ▶ 20-30% of parents and 15-25% of children and siblings experience reactions significant enough to impair daily functioning, affect treatment adherence & recovery



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National Child Traumatic Stress Network. (n.d.) Retrieved from <https://www.nctsn.org/>

Complex Trauma

- ▶ Multiple or ongoing
- ▶ Over a prolonged period of time
- ▶ Perceived or actual inability to escape
 - ▶ Ongoing abuse & neglect
 - ▶ Chronic medical conditions
 - ▶ Community violence/unrest



Safety is Learned

- ▶ Brain development & learning are both sequential
- ▶ Infants in a “good enough” environment learn to cry to get their needs met
 - ▶ Infant feels hungry > cries > caregiver responds
 - ▶ Infant feels wet > cries > caregiver responds
 - Learns safety has a sight, sound and smell
 - Primary caregiver = safety

More than Fight or Flight



Fight – stand your ground and fight

Flight – run away as fast as you can

Freeze – do nothing or hide

Flood – become overwhelmed/
shut down / dissociate

Flock – find others who are similarly
threatened or stressed (safety in the herd)

Fawn – cooperate, submit or try to fix (overfunction)

Fatigue – go to sleep, hypersomnia (underfunction)

More than Fight or Flight

Adrenaline and other hormones are released into the body whether the danger is real or only *perceived*

- ▶ When this happens repeatedly the ongoing presence of these stress hormones takes a toll on all body systems
- ▶ The body and brain are changed over time and become more susceptible to further difficulties
- ▶ Learning to close the loop and find a way to use up these chemicals can improve emotional and physical well being

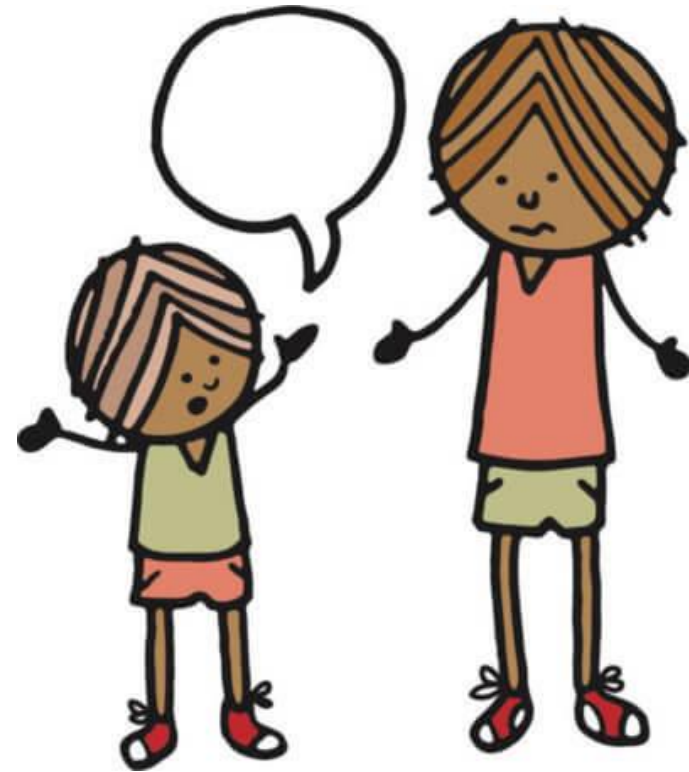
Ways to close the loop



- ▶ Move your body
 - Go to the gym
 - Walk/run
 - Swim
 - Dance
 - Clean
- ▶ Make something
 - Paint/draw
 - Pottery
 - Woodworking
- ▶ Release your voice
 - Cry
 - Sing
 - Yell
- ▶ Write it down
 - Journal
 - Draft a letter
 - Create a story

“I don’t know”

- ▶ They really might not know:
 - ▶ They were not able to engage the left side of their brain during the event
 - ▶ It was not a decision it was a reaction
 - Flipped Lid – reactions come from the brain stem and the cortex is offline
 - ▶ Learned response
 - Purpose is avoid/escape, blend in
 - ▶ You can respond differently than other adults



Teaching New Skills

- ▶ An organized list of skills steps
 - ▶ Stored in the left brain
 - ▶ When they become triggered they no longer have access to this information



Teaching New Skills

► Instead:

- ▶ Make a plan. Describe the behavior. Model the behavior.
- ▶ Engage the client in doing the behavior, with movement, while talking about the purpose
 - The engages both sides of the brain
 - Incorporate play, music or other activities in teaching
- ▶ REPEAT under gradually more stressful circumstances
- ▶ Give lots of encouragement and positive regard

Put Your Trauma Glasses On



Rethinking and Responding

▶ Scenario 1

- ▶ A young child is hiding under a chair and refusing to come out, not responding when you speak to him.

▶ Scenario 2

- ▶ A family arrived for an appointment at the right time but on the wrong day and the parent is yelling at you.

Rethinking and Responding

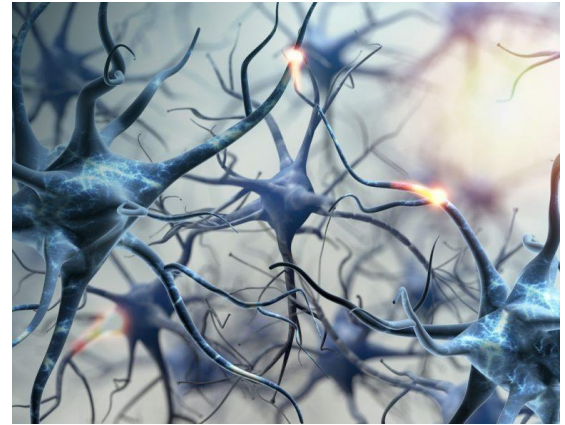
▶ Scenario 3

- ▶ A coworker repeatedly tries to engage you in gossip about a manager that he recently had a difficult interaction with.

▶ Scenario 4

- ▶ One of your clients consistently begin yawning, rubbing her eyes and complaining of being “too tired” whenever you are working on new or challenging skills

New Neuropathways



- ▶ New skills can replace no longer helpful trauma responses
 - ▶ Practice repeatedly
 - ▶ 1st when things are going well, then under stress
 - ▶ Create a new neuropathway
- ▶ Teach with rhythm and movement
 - ▶ It's how preschoolers learn
 - ▶ Engages both sides of the brain
 - ▶ Information is integrated into memory



Stay compassionately curious

First Things First - Safety

- ▶ Children learn first to co-regulate with an adult
- ▶ Once someone is triggered, everything else is interrupted
- ▶ Focus must shift to regaining the physical safety of a clam Central Nervous System
 - ▶ Regulated breathing and a steady heart rate
- ▶ Once this is achieved connection can be re-established and you can move forward

Questions/Comments?



KellyB Consulting, PLLC

Kelly Betsworth, LISW

consultwithkellyb@gmail.com

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In Closing

Competency Quiz

To receive your certificate of completion, use the following QR code or link to complete the competency quiz. A certificate of completion will be sent to you within a week of completing the quiz.



<https://www.surveymonkey.com/r/TIClens>

Email HCBSTTA@dhs.state.ia.us with any questions or technical issues

In Closing

Thank you for attending.

Post-attendee Survey

Please complete this survey to let us know your feedback.



Email HCBSTTA@dhs.state.ia.us with any questions or technical issues