

Familyhood

Statewide Training

Trauma-Informed Begins with Us

Gwendolyn “Gwen” Downing (she/her), LPC



A

Be
Aware

D

Do
Mindset
Self-checks

E

Explore
Sources &
Approaches

Agenda

- Trauma-informed and safety
- Individuals in ecological systems
- The ADE for self-care
- Some approaches for ourselves and others
- The ADE for working with/for others

Poll: By raise of hand, click, nod, tap, etc.



- OKDHS Workforce
- OKDHS Contractor
- Community Organization
- Other State Agency (not DHS)

TRAUMA-INFORMED APPROACH & SAFETY

Recognize and respond to the impact of trauma and do our best to eliminate/mitigate sources of trauma, including ourselves.

Six Principles of a TIA



- Physical and psychological safety
- For ourselves and others

Acknowledgment and Focus

- Best is an organizational/system approach, with individuals doing their part.
- Some of what we can do as individuals within or without that.

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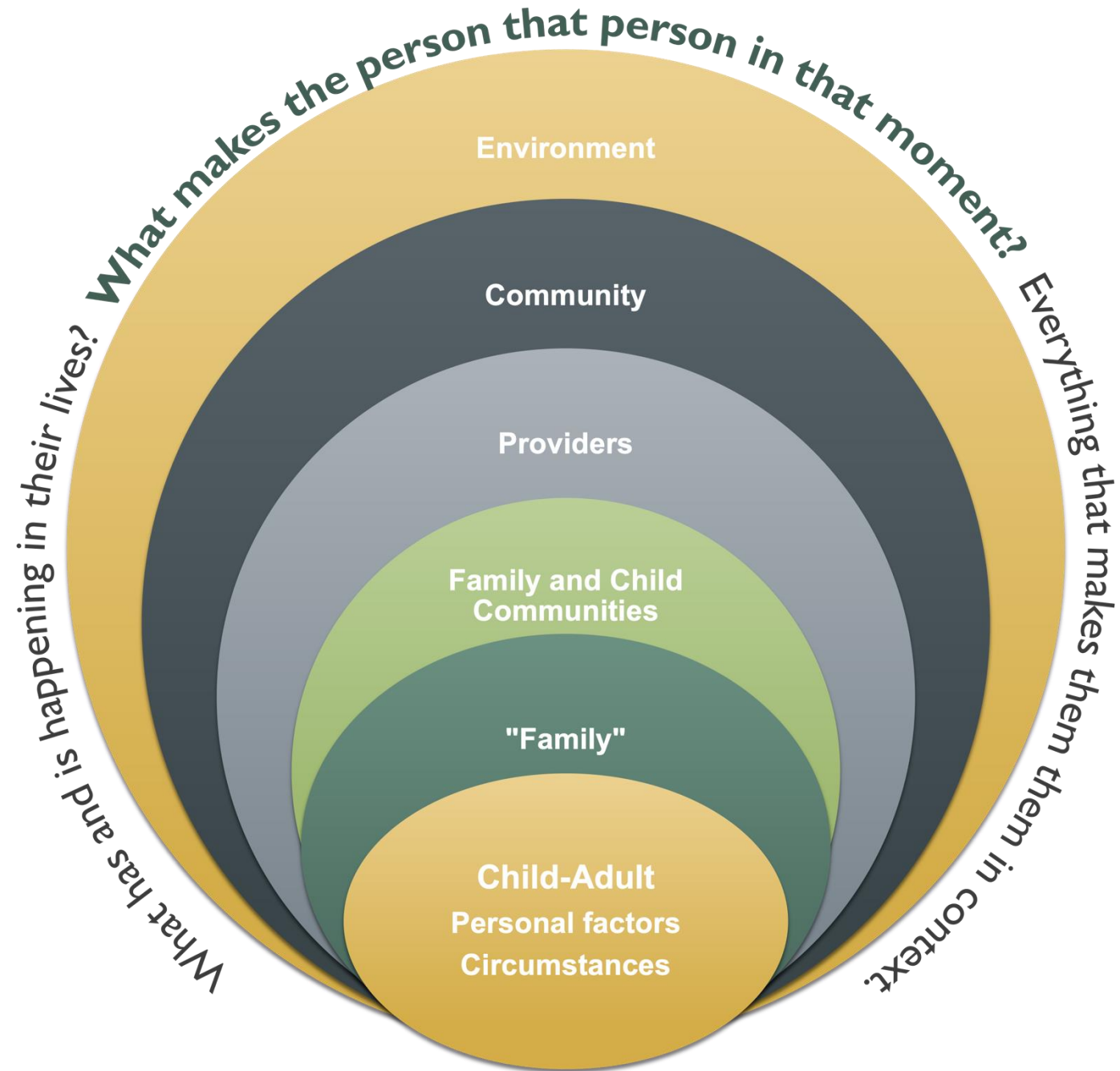
Explore
Sources & Approaches

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INDIVIDUALS IN AN ECOLOGICAL SYSTEM

- Strengths
- Protective factors
- Historical trauma
- Inter-generational trauma
- Daily life stress
- Burnout
- Adversity
- Past or/and current trauma:
 - Direct; Indirect; Acute; Chronic; Complex; Insidious; Collective/organizational/community; Vicarious; Secondary traumatic stress





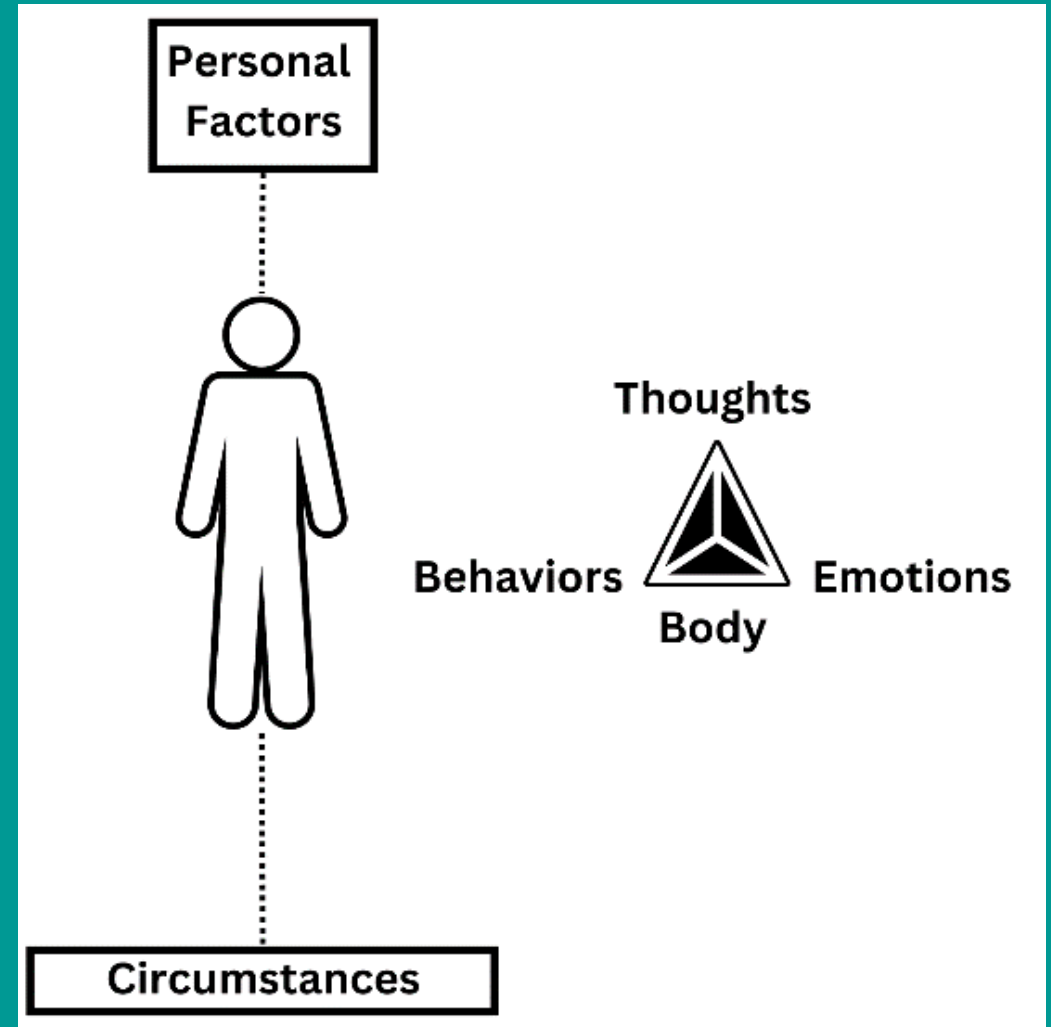
ADE FOR SELF-CARE



**How might self-care create
safety for yourself and others?**

Foundation

- Internal and external factors from our personal factors and circumstances creating responses
- The interconnection of our body, behaviors, thoughts, and emotions
- Want to know our normal in the areas of our pyramid
 - Any strengths, needs, or challenges



Self-Care ADE



Be Aware of my body, behaviors, thoughts, and emotions



Do mindset self-checks



Explore possible sources and approaches

Be Aware: My Body, Behaviors, Thoughts, Emotions



Body: What's happening in my body, from the top of my head to my toes? Am I relaxed, tense; warm, cold; numb, stiff, achy; tired, wired; thirsty, hungry; have a headache; and so on?

Behaviors: What are my behaviors? What are my behaviors communicating to myself or/and others about how I'm doing?

Thoughts: What are my thoughts? Am I present? Am I thinking about something I'm excited about, something that is bothering me? Any change from my normal? Are they accurate? Do they line up with my values? So on.

Emotions: What am I feeling? Calm? Happy? Stressed? Furious? Anxious? Need to escape? "Spaced out"? Disconnected? Withdrawn? Bored? Numb? Confident? Proud? Surprised? Embarrassed? Nervous? Indifferent? Envious? Compassionate? So on.



Do Mindset Self-Checks

- Am I being unbiased, strength-based, empowering, trauma-informed, so on?

Explore possible sources



Personal Factors

- Personality
- Intelligence
- Physical abilities
- Preferences
- My choices
- Medical
- Mental health
- A need, e.g., tired
- Disability

**What do I
not know?**

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Secondary Traumatic Stress (STS)

- From being indirectly exposed to another person's direct traumatic experience(s) – experience symptoms similar to, and at its most severe, meet the criteria for, PTSD
- Can impact children/youth and adults

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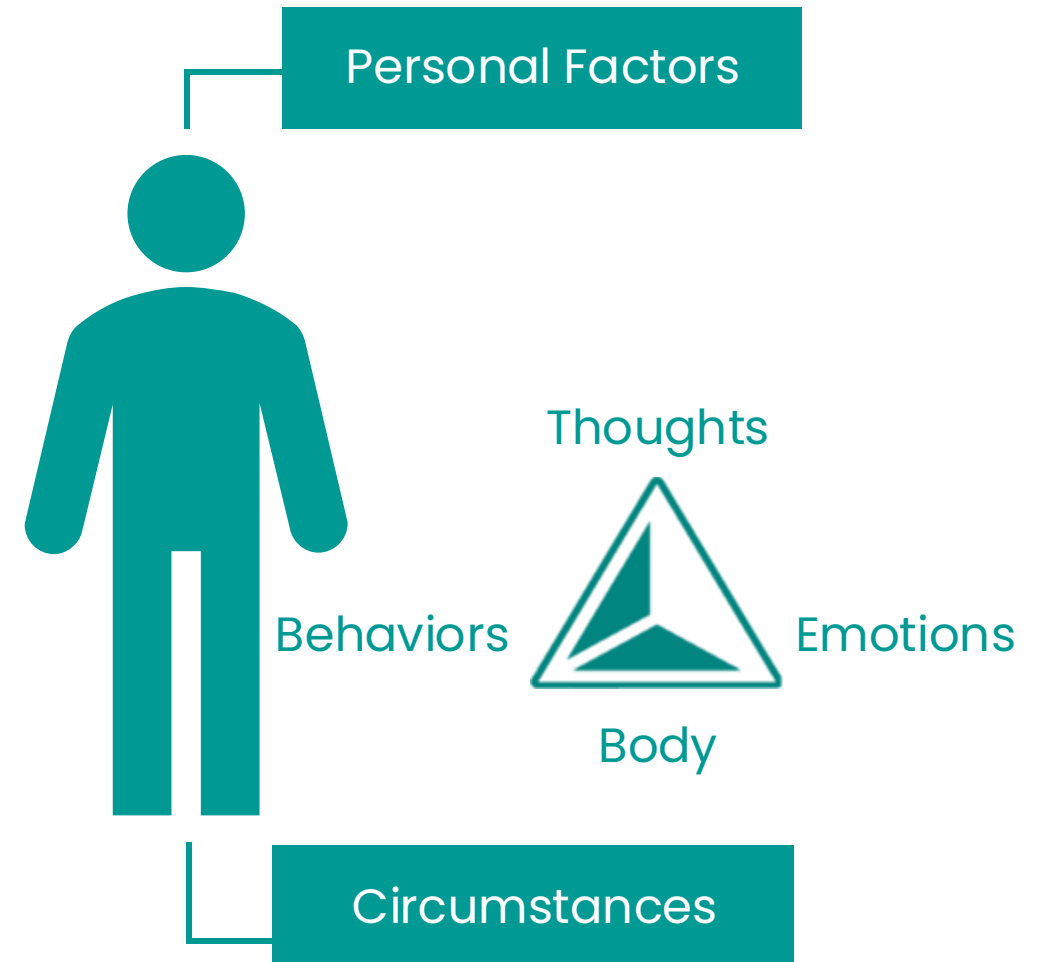
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Explore possible approaches

Body, behaviors, thoughts, emotions:

- Is there something I can do/try about the source?
- Is there something I can do/try about the response?
- Is there anything else I can do/try?

In situations the source(s) aren't known, while we are trying to determine that, the three questions are still valid.



Questions



- While going through the ADE for self-care, what was something significant to you?
- How might doing these steps on a routine basis be helpful to you?
- How does this help us with trauma-informed approach efforts?

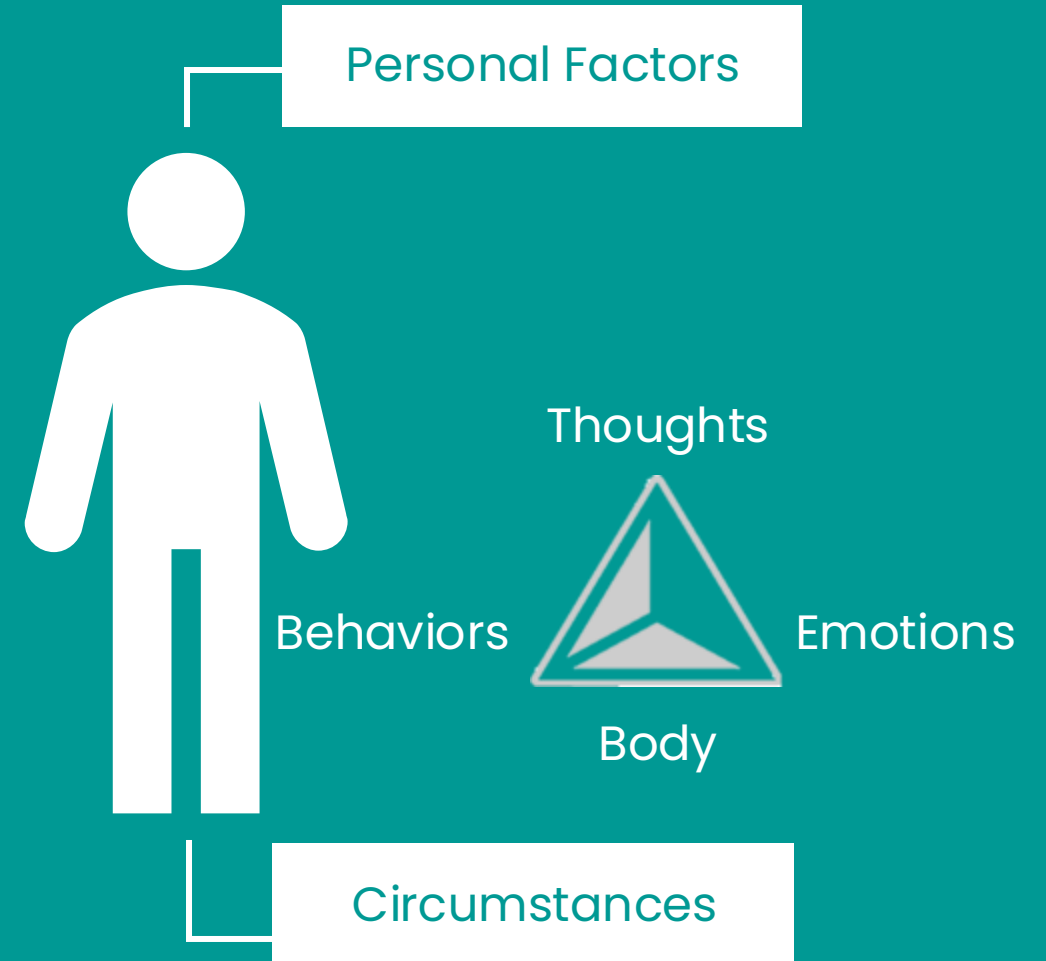
The background features a light beige color with several thick, parallel diagonal lines in a slightly darker shade of beige. These lines are arranged in a way that creates a sense of depth and movement. Additionally, there are four large, light beige geometric shapes, resembling stylized chevrons or brackets, positioned in the corners of the frame. The text "FEW APPROACHES" is centered in the middle of the image.

FEW APPROACHES

Your Handout

Activity options

- Practice one/some for yourself
- Practice offering the handout to someone and offering to go through options with them; then choose one to try with them and practice how you'd do it with them.





THE ADE FOR OTHERS

Objective & how the ADE can help

Objective: Be attuned and responsive to a person.

The ADE can help us:

- Learn a person's typical state – including normal needs, strengths, challenges, and tells.
- Recognize when there is a change in the person – again, with above areas.
- Think through and explore possible sources for what they are experiencing/exhibiting.
- Think through and explore possible approaches for needs, strengths, challenges.
- And even if it is our first-time meeting someone, or someone else is telling us about them; this can help us.



**How might using the ADE help
our TIA efforts to create safety
for ourself and others?**

Be aware – others

We need to know them well enough to know what is typical for them, including their needs, strengths, challenges, and “tells.” And then, recognize when there is any change.

Awareness includes:

- Information from them
- What I garner from my interactions with them
- What I garner from observing them
- Information from others
- Depending on situation, whatever historical information possible from the person or/and other sources
- When
- Where
- With whom
- Circumstance(s)
- How often
- When does it not happen

Do mindset self-checks - others

- Am I being unbiased, relational/collaborative, strength-based, empowering, trauma-informed, so on?

Why is this doing this important when working with/for others?



“All experience/exhibit has a source”

“All behavior is communication,” doesn’t mean every behavior is us consciously communicating something; it means that every behavior has a source for it, that is being communicated. And we want to go beyond this: changing behavior to exhibiting (e.g., rash, facial twitch), and include experiences (e.g., pain, sleep difficulties).

Also, we don’t want to assume the source for one exhibit/experience is the same as for a repeat/similar exhibit/experience.

Explore possible sources – others

Why: Sources can help us get to needs, strengths, challenges, and approaches.

Think: What is the possible source(s) for what they are experiencing/exhibiting?

Ask: As appropriate to, and depending on, the situation. Be respectful – use your mindset. Example: “You seem _____, is that accurate?” Depending on their response, you can let it go, ask more, or go to approaches...

Use the question list: might offer it to them; do it with them; use some yourself.

Explore possible approaches – others

Three general questions to consider:

- Is there something they/I/we can do/try about the source?
- Is there something they/I/we can do/try about the response?
- Is there anything else they/I/we can do/try?

In situations the source(s) aren't known, while they/I/we are trying to determine that, the three questions are still valid.

New connection

ASK: “What would help you right now, or you think might help you?”

- Tell you what they need from you
- Tell you they need to do something
- Tell you they don't know what to do or what they need
 - “What's helped you with something else in the past?”
 - “What are some of your strengths or things you enjoy doing?”
 - May check on things like last time they ate, do they need meds
 - May offer them the mindful-other/similar handout and offer to go through options with them

GIVE: Positive feedback, regardless of outcome. Offer any resources

ADE with others – activity

First session of 8-week course. Taylor is a participant who was running a little late, and the only seating left was furthest from the door side and toward the front. Taylor is repeatedly rubbing their neck, checking the door, and looking over their other shoulder toward the back. They are interactive, but appear to be struggling to focus at times, and apologize when it takes them a second to focus and interact. There hasn't been a break for you to check in with them, but you're planning to do so.

Suddenly the door to the room opens and another staff member steps in. Someone hadn't signed in, and the staff member needs to make sure it's taken care of before they leave. You were focused on the door and who was coming in, so you didn't see Taylor's initial reaction; however, Taylor has quietly stood up and gone to stand at the back of the room, on the door side, and is doing a little stretching. When you resume class, Taylor stays standing where they are, and seems comparatively withdrawn from before.

People in our “norm” and caregivers

“Norm” Considerations:

- Routine check-in
- Outside of routine, what are scenarios or/and signs, that you would like them to check in with you
- *And if applicable*, anything about how they should do that, e.g., the approach, communication style
- Healthy interactions

Caregivers: ADE for self-care and caregiving works, see handout for other tips

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Questions - 2



- While going through the ADE for others section, what was something significant to you ?
- How might using the ADE on a routine basis be helpful?
- How does the ADE help us with trauma-informed approach efforts?

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Comments

Take Aways

Next Steps

Contact:

Gwen@ConnectAll.online

Thank You



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Thoughts

- Check for value alignment
- Check for accuracy
- Replace them
- Let go
- Think about or do something else
- Express them/do something creative
- Make a plan
- Talk to someone

Grounding

Mental: List as many things in a category as you can. Alphabetically list a category. Do math/number exercises. Go through anchoring facts.

Physical: Touch something. Breathing exercise. Physical activity. Use your 5 senses (e.g., 5, 4, 3, 2, 1 practice).

Soothing: Think of a face/voice/thing/place that soothes you. Talk yourself kindly through it. List positive things.

Healthline: [30 Grounding Techniques to Quiet Distressing Thoughts](#)

Reset/Relax

Do a blend of mindfulness and physical. While stretching, walking, so on: What's the closest/farthest sound I hear? What's the closest/farthest thing I see? What's the loudest/quietest sound? How relaxed/tense? So on.

Physical and empty mind. Maybe focus on the movement or your breath as needed.

Physical and sing, talk nonsense, recite a poem, so on.

Relax physically and mentally. Slump, stretch out, curl up, let your mind empty, let your mind wander...

Mindfulness

S.B.N.R.R. Mindfulness Practice – p11 and Adapted version pp13-14

- Stop
- Breathe – may not be for everyone
- Notice – awareness
- Reflect – sources
- Respond – approaches