Building Resilience in Kids: Creating Trauma-Informed Spaces

Training & Technical Assistance

NSVRC Library Resources
How can we help?

The Lifespan Project team is ready to serve you through:

- Training/technical assistance.
- Resource creation
- Trauma-informed resource creation/promotion
- Networking, collaboration, and referrals.
- Feel Good Tumblr
Working Together

Professionals who collaborate with the other systems see better case outcomes. It can lead to a healing experience for the survivor. Talking with other members of your community’s response team will help you find the cracks in the system that many people slip through.

Our Resources

www.nsvrc.org/projects/lifespan

Feel good.

nsvrc.tumblr.com
ACE-DV Leadership Forum

The ACE-DV Leadership Forum

Amplifying the voices of adult children exposed to domestic violence

Remember when...
What does trauma look like?

Stress

• Life is inherently stressful!

• Stress (Merriam-Webster)

• Traumatic stress
  (Proffitt, 2010; Substance Abuse and Mental Health Services Association [SAMHSA], 2014)
Sources of traumatic stress

Stress vs. Trauma

• Trauma is a deeply distressing or disturbing experience that has a lasting effect on a person’s life.
• Violence at home is often experienced as an ongoing traumatic event.

(SAMHSA, 2014)
Prevalence

• Most of our society’s children are exposed to violence in their daily lives, either directly or indirectly.

• More than 60% were exposed to violence in the past year.

(Finkelhor, Turner, Ormrod, Hamby, & Krache, 2009)

Polyvictimization

“Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence.”

(Finkelhor, Turner, Hamby, & Ormond, 2011, p.1).
Common human experience

“Trauma is a common human experience that is largely overlooked in existing explanations of and responses to human behavior.”

(Schladale, 2013b)
Trauma informed

How do your experiences shape the way you see the world?

Principles of trauma-informed care

- Understanding trauma and its impact
- Promoting safety
- Ensuring cultural competence
- Healing happens in relationships
- Recovery is possible

(Guarino, Soares, Konnath, Clervil, & Bassuk, 2009)
Trauma-informed practices

• Understand how trauma impacts behaviors and reactions
• Include the survivor
• Collaborative relationships
  (National Sexual Violence Resource Center [NSVRC], 2013)

Explore the ways trauma has shaped a child’s:

• Feelings and reactions
• Core beliefs
• Sense of stability
• Choices
• Understanding of how to navigate the world

(The National Child Traumatic Stress Network [NCTSN], n.d.)
Developmental Stages

Infancy (0-1):
Trust vs. Mistrust → Hope

Early Childhood (1-3):
Autonomy vs. Shame → Will

Play Age (3-6):
Initiative vs. Guilt → Purpose

School Age (6-12):
Industry vs Inferiority → Competence

Adolescence (12-19):
Identity vs. Confusion → Fidelity

(McLeod, 2013)

Impacts of Trauma

• Biology
• Mental Health
• Emotions
• Relationships
• Behavior
• Learning
• Coping
• Self Concept

(NCTSN, 2003)
Impacts on the brain

- Average first trauma exposure in children who experience trauma occurs by five years old
- Brain structures responsible for regulating emotion, memory, and behavior

(Justice Policy Institute, 2010)

Impacts on learning

- Affect memory, attention, & cognition
- Reduce ability to focus, organize, & process information
- Interfere with problem solving and planning
- Frustration & anxiety

(NCTSN, 2008)
Signs of Trauma

• Emotional reactions
• Psychological reactions
• Physical Reactions

(Child Witness to Violence Project, n.d.; NCTSN, 2010; NSVRC, 2010; NSVRC 2011)

By creating safe and supportive spaces, we can help to ensure that all children have opportunities to learn, grow, and thrive.
What *all* kids need

**Resilience factors**

- Caring supportive relationships
- Sense of control and future
- Positive view of oneself
- Communication and problem solving skills
- Capacity to manage feelings and behaviors

(American Psychological Association [APA], n.d.)
Resilience is a process

APA, n.d.; Egeland, Carlson, & Stroufe, 1993)

What does a trauma-informed space look like?

(NSVRC, 2013)
Where are children?

Program models & tools
The HSTS Framework: ARC

- **Attachment**: Promote secure relationships
- **Self-Regulation**: Support identification, adjustment, and expression of emotions
- **Competency**: Help meet age-appropriate developmental norms

(Holmes, Levy, Smith, Pinne, & Neese, 2014; Smith, 2013)
Fostering Adult’s Skills

“Before HSTS, I felt all alone in the classroom. I really thought these kids’ issues were too big for me to handle. Now I have ARC tools that really help.” – Teacher, Operation Breakthrough

(Smith, 2013, p. 9)

TOOL: ONE CARING ADULT: CREATING SAFE AND SUPPORTIVE CLASSROOMS FOR CHILDREN WHO HAVE BEEN SEXUALLY ABUSED

(For educators: forthcoming)
Podcast

MODEL: THE TRAUMA OUTCOME PROCESS
for adolescents and young adults
The Trauma Outcome Process

Implementation

Questions?


References


References


How to contact the presenters

Casey Keene:
National Resource Center on Domestic Violence
ckeene@nrcdv.org

Jennifer Benner:
National Sexual Violence Resource Center
jbenner@nsvrc.org
Thank you for joining us!

©National Sexual Violence Resource Center 2015. All Rights Reserved. Parts of this document may be reproduced, copied, modified, or adapted for individual educational purposes only. Commercial use and distribution of the contents of the document are not allowed without express and prior written consent of the copyright holder.

This project was supported by Grant No. 2011-TA-AX-K023 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.