

TRAUMA & RESILIENCY INFORMED SERVICES

2018 Juvenile Defense Training Academy

Seattle University

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IMPORTANCE OF BEING TRAUMA INFORMED

Cost of Trauma

Child Abuse and Neglect	\$124 Billion
Mental Illness	\$317 Billion
Domestic Violence	\$ 10 Billion

CYS Best Practices for Trauma Informed Care

Evidence Based and Research Supported Practices

Strength Based Interventions

Positive Youth Development

Solution Focused Strategies

Wrap Around Approaches

Motivational Interviewing



TRAUMA & ADVERSE CHILDHOOD EXPERIENCES

SIMPLE TRAUMA

Car Accident

House Fire

Earthquake

Onetime Victim of a Crime

Physical Injury

COMPLEX TRAUMA at CYS

Physical Abuse

Emotional Neglect

Family Substance Abuse

Domestic Violence

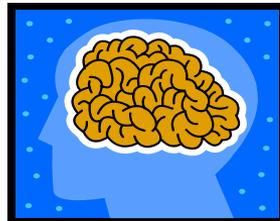
Untreated Mental Illness

Sexual Abuse

Placement Disruptions

REACTIONS TO TRAUMA & ACES

- FEAR OF PHYSICAL HARM
- EXCESSIVE WORRY & ANXIETY
- LYING & "CRAZY" LYING
- HOMELESSNESS
- FEAR OF ABANDONMENT
- ANIMAL ABUSE
- CRIMINAL BEHAVIOR
- CRUELTY TO OTHERS & ANIMALS
- DESTRUCTIVE
- DRUG/ALCOHOL ABUSE
- UNSURE OF THE FUTURE
- UNSURE OF WHAT IS TRUE
- LOW FRUSTRATION TOLERANCE
- SUPERFICIALLY ENGAGING
- DEMANDING & QUESTIONING
- UNEMPLOYMENT
- VICTIMS BECOME ABUSERS
- SCHOOL PROBLEMS
 - ACADEMIC & BEHAVIORAL
- EXCESSIVELY GUILTY
- QUITTING SCHOOL
- INABILITY TO ACCEPT
 - NURTURING
- SELF HURTFUL
- POOR JUDGMENT
- IMPULSIVE
- LIMITED SOCIAL RELATIONSHIPS
- SLEEP DISRUPTION
- DEPRESSION
- NEUROLOGICAL DISSIMILITUDE



DEPRESSION

DEPRESSIVE THOUGHTS

“I am worthless”

“No one has ever cared about me”

“I can’t do anything well”

“Nothing is ever going to change for the better”

“There is no point in even trying”

“It wouldn’t matter if I wasn’t around”

“No matter how much I try . . . it doesn’t work out”



ANXIETY



Anxious Thoughts



“Something bad is going to happen”

“I’m worried and in danger”

“People cannot be trusted”

“The world and the people in it are dangerous”

“People are judging me”

“I’m overwhelmed and stressed out”

EXTERNALIZING BEHAVIOR

AGGRESSIVE/ANTIOSICAL THOUGHTS

“It’s not my fault”

“They deserved it”

“You deserve it”

“They’re disrespecting me”

“He/she is lying and trying to provoke me”

“You have no idea what I’m dealing with”

“No one is doing anything for me”

“They are out to get me”



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RESILIENCY

“The Ability to Thrive, Mature and Increase Competence in the Face of Adverse Obstacles” Kimberly

A. Gordon Rouse Ph.D.

- **Resiliency is a Learned Trait.**
 - Resiliency is Learned First by Example.
 - Resiliency is Learned by Someone Believing in You.

- **Factors of “Resilience”.**
 - Sociability:
 - The Ability to Elicit Positive Attention From Others
 - Reasoning & Judgment:
 - The Ability to Anticipate the Consequences of Decisions and Behavior
 - Autonomy:
 - The Ability to Accomplish Tasks on Their Own.
 - Hope
 - A Belief That One Can Impact Their Own Destiny.
 - Attention:
 - Resilient Children Receive Positive Attention From Adults.
 - Community –
 - A child who has at Least One Positive Mentor or Role Model.
 - Peers –
 - Children who know the difference between peers who make their lives better
those who make their lives worse.

SKILL: NEUROLOGY

Prefrontal Cortex



Lymbic System

SKILL: ENGAGEMENT

**Research: Engagement:
Difference Between High Success and Less Success**

Acceptance
Accountability
Fun Together
Relationship Building
Empathy
Warmth
Pro-Social Activities
Listening
Flexibility
Unflappable Attitude

SKILL: STAFF/CAREGIVER COMPETENCIES

Youth Will Engage Only With Adults Who:

Can manage their own behavior and emotions.

Can manage & tolerate their children's behavior and emotions

Who have doable jobs and satisfactory case load sizes

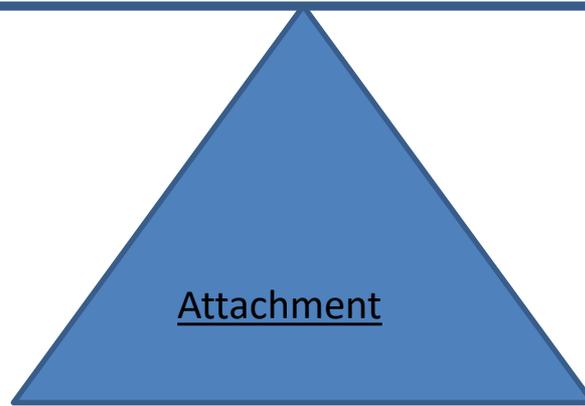
Who have an adequate support system

Who have a clear sense of their own adult identity

SKILL: AUTHORITATIVE ADULTS

Love
Nurturing
Acceptance
Enrichment
Pro-Social

Discipline
Structure
Predictability
Limits
Accountability



SKILL: UNDERSTAND THE "TEST"

"Test" for adults

- Am I safe with you?
- Are you stable?
- Will you leave me?
- Can I make you reject me?
- Can I make you angry & frustrated?
- What will you do when you get angry and frustrated?
- How will my life change with you?

Passing the "test"

- I can stay calm.
- I'm in control of my emotions & I can help you control yours.
- I will not de-stabilize your life again.
- I will give you time to trust me.
- I will try to understand your feelings.
- I will say what I mean & mean what I say.



SKILL: SUPPORTIVE ENVIRONMENTS

Home is a Safe Haven from Stress

Predictability

Consistency

Routines

Accountability

Organized Environment

Calm Environment

Monitoring & Supervision



SKILL: FIND THE “SPARK”

SKILLS/TALENTS

What “Drives” Your Youth?

CREATIVE LIFE

Arts, Music, Writing, Acting

SOCIAL JUSTICE

Human & Animal Rights, Ecology, Discrimination

HELPING OTHERS

Food, Housing, Health, Older or Young People

LEADERSHIP

Personality, Charisma, Emphatic

ATHELTICS



SKILL: REWARD POSITIVE BEHAVIOR

Negative Behavior

Lying

Running Away

Swearing

Positive Behavior

Telling the Truth

Staying Home

Using Positive Language

SKILL: LISTENING

ACTIVE LISTENING

Listen for Feelings

Focus is on the Present & Future

Believing People are Their Own Experts

Questions = Solutions

Listening for “Strengths”

People Listen to Themselves More Than
What They are Told

PROBLEM SOLVING

Focus is on Past and “Problems”

“Fixing” the Problem

Listening for “Problems”

Lecturing

Moralizing

Advising

SKILL: LISTEN

“Use Your Words”

Door Openers for Listening

“Tell Me More”

“Uh Huh”

“I See”

“Really”

“You Don’t Say”

“Let’s Discuss It”

“Go Ahead, I’m Listening”

“Would You Like to Talk About It?”

“Tell Me The Whole Story”

SKILL: PRO-SOCIAL ACTIVITIES



Sports

Arts



After School and Summer Activities

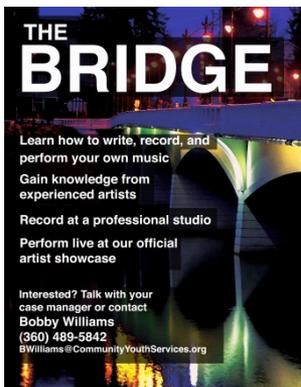
Volunteer and Community Service Opportunities

Music

Faith Based

Clubs

Service Learning



SKILL: PRO-SOCIAL PEERS & ADULTS

PEERS

Youth Behavior is Most Influenced by Their “Friends”
Do Their “Friends” Make Their Lives Better or Worse?



ADULTS

Coaches, Teachers, Faith Based, Mentors



SKILL: MANAGING POWER STRUGGLES

Hint: Never Wrestle in the Mud with Pig **(the pigs like it)**



Part of Human Development 0 -----18?

Offer Independence, Choices and Autonomy

Avoid Rigid Rules

SKILL: BEING DIRECT

Expectation

Reward

Consequence

SKILL: ACCOUNTABILITY

Restorative Justice = “Make it Right”

Utilize Consequences

Children learn by frequency not intensity of consequences.

Utilize “active” vs. “passive” consequences

Consequences should have a beginning, middle and end
then the consequence is over!

Skill: Implementing Rules

State Why Rules!!

State the Consequence

Be Clear & Specific

100% Enforcement

Stated Unemotionally

Utilize Praise for Positive

Stated Positively

All Adults Must Enforce

State the Reward

SKILL: TARGET SEQUENCES OF BEHAVIOR

Intervene Early in Escalated Behavior

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Look for Predictors and Antecedents of Escalated Behavior

MEASURING PROGRESS

Mutual Enjoyment	0 ----- 10
Shares Successes with Parents	0 ----- 10
Looks to Parents for Consoling	0 ----- 10
Happiness	0 ----- 10
Problem Solving Ability	0 ----- 10
Frequency of Positive Behavior	0 ----- 10
Friendships	0 ----- 10
Frequency of Calmness	0 ----- 10
Can/Will Console Others	0 ----- 10

Circle of courage



HEROES

