Creating Trauma-Informed Child-Serving Systems

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The Problem: Trauma Exposure

- More than two thirds of American youth have experienced a significant traumatic event by age 16
- More than one third have been exposed to multiple types of trauma
- Traumatic experiences can result in significant disruptions in development & health
The Problem: Access

- Many youth in child-serving systems (e.g., child welfare, juvenile justice) have experienced a traumatic event
- Access to services through specialty mental health clinics is rare
- Schools & health care settings are the primary portal of entry for mental health services
Each child-serving system approaches trauma differently:

- Different levels of awareness, knowledge & skill about the impact of trauma
- Different perceptions of the utility of gathering information about trauma
- Different responsibilities for meeting children’s needs
The Solution: Trauma-Informed Child-Serving Systems

<table>
<thead>
<tr>
<th>Goal of all systems</th>
<th>Mission of the NCTSN</th>
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</thead>
<tbody>
<tr>
<td>Improve outcomes for children and maintain excellent standards of care</td>
<td>Increase access &amp; improve the standard of care for traumatized children and families</td>
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</table>

- Increase awareness about the impact of child traumatic stress.
- Increase awareness about how the system can help mitigate/intensify the impact of trauma.
- Train clinicians and service-system practitioners on evidence-based trauma-focused interventions and practices.
- Recognize the resilience and courage of children and families who have experienced trauma.
- Emphasize the importance of self-care and the potential for secondary traumatic stress.
Elements of a Trauma-Informed Child Welfare System

A trauma-informed system understands:

1) The potential impact of traumatic stress on the children they serve;

2) How the system can either mitigate the impact of trauma or inadvertently add new traumatic experiences;

3) The potential impact of the current and past trauma on families;

4) How to promote factors related to child and family resiliency after trauma;

5) How adult trauma may interfere with caregivers’ ability to support their child;

6) The impact of vicarious trauma on the child-serving workforce;

7) That exposure to trauma is part of the job of protecting kids;

8) That a traumatized system cannot identify clients’ past trauma or mitigate/prevent future trauma; and

9) How to translate trauma-related knowledge into meaningful action, policy and practice changes.
# A Trauma-Informed Child-Welfare System

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Helping Children in the Child Welfare System Heal from Trauma: A Systems Integration Approach</strong></td>
<td>Survey conducted among child-serving agencies to understand how various service systems communicate with each other about trauma</td>
</tr>
<tr>
<td><strong>Child Welfare Trauma Training Toolkit</strong></td>
<td>Developed to help teach child welfare workers the basic knowledge, skills, and values they should apply when working with traumatized children in the child welfare system. Components: (a) Trainer’s Guide, (b) slide kit, (c) supplemental handouts, (d) LISA 9-1-1 call, (3) Comprehensive Guide.</td>
</tr>
<tr>
<td><strong>Children’s Advocacy Centers Director’s Guide to Mental Health Services for Abused Children</strong></td>
<td>Seeks to give CAC leaders increased awareness and understanding of best practice mental health interventions for traumatized children</td>
</tr>
<tr>
<td><strong>Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents</strong></td>
<td>Designed to provide foster parents, adoptive parents, and kinship caregivers with the knowledge and skills needed to effectively care for children and teens in foster care who have experienced traumatic stress. Components: (a) Facilitator’s Guide, (b) Participant handbook, (c) slide kit</td>
</tr>
</tbody>
</table>
NCTSN
The National Child
Traumatic Stress Network

Child Welfare Trauma Training Toolkit

In partnership with:
CPPIC
Child and Family Policy Institute of California

CALM
California Institute for Mental Health

GalSWEC
California Social Work Education Center

Body Children's Hospital
Chidwick Center for Children and Families

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.
Goals of the Child Welfare Trauma Training Toolkit

• Educate child welfare professionals about the impact of trauma on the development and behavior of children

• Educate child welfare professionals about when and how to intervene directly in a trauma-sensitive manner and through strategic referrals

• Assure that all children in the child welfare system will have access to timely, quality, and effective trauma-focused interventions and a case planning process that supports resilience in long-term healing and recovery
Caring for Children Who Have Experienced Trauma
A Workshop for Resource Parents

Facilitator’s Guide

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS).
Goal: develop and promote trauma-informed policies and practices related to foster care placement, thereby increasing placement stability and promoting a sense of permanency among children in care.

Process: 9 teams, partnerships of trauma and child welfare practitioners were selected to participate in 4 Learning Sessions.

The teams have been making small changes that, in aggregate, result in broad systemic changes that can be replicated, spread, and formalized into policy and practice.
# A Trauma-Informed Justice System

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<tr>
<td><strong>Juvenile Justice Toolkit</strong></td>
<td>A four-module trauma-training curriculum for staff within juvenile justice settings.</td>
</tr>
<tr>
<td><strong>TGCT-A Learning Collaborative</strong></td>
<td>Nine teams have been chosen to come together for three learning sessions to implement Trauma Grief Component Therapy for Adolescents, an evidence-based group treatment adapted for juvenile justice settings, and to make the organizational and systemic changes needed to support and sustain its use.</td>
</tr>
<tr>
<td><strong>Helping Traumatized Children: Tips for Judges</strong></td>
<td>Describes the effects of trauma on children and youth from a developmental perspective, where to find evidence-based assessments, and identifies resources for evidence-based practices.</td>
</tr>
</tbody>
</table>
| **Fact Sheets on Juvenile Justice and Trauma**       | 1. Trauma Among Girls in the Juvenile Justice System  
2. Victimization and Juvenile Offending  
3. Assessing Exposure to Psychological Trauma and Posttraumatic Stress in the Juvenile Justice Population  
4. Trauma-Focused Interventions for Youth in the Juvenile Justice System |
| **Fact Sheets on Youth, Trauma, and Gang Involvement** | 1. Trauma in the Lives of Gang-Involved Youth: Tips for Volunteers and Community Organizations  
2. Your Child and Gangs: What You Need to Know about Trauma - Tips for Parents |
Educational Toolkit about Gang-Involved & At-Risk Youth

Trauma in the Lives of Gang-Involved Youth: Tips for Volunteers and Community Organizations

Gang-involved youth in your community have often

Consider Enrique.

By the time Enrique turned 12, he had witnessed his mother attacked numerous times by the men who came in and out of his home. Unable to protect her from this abuse and often fearing for his own safety, Enrique began having a variety of problems at home and at school. He found it difficult to pay attention in class and often missed what his teachers said. He became increasingly defiant of rules and his frequent outbursts of anger got him into trouble with teachers and peers. He avoided spending time at home and was increasingly absent from school. When he

Your Child and Gangs: What You Need to Know about Trauma - Tips for Parents

Has your son or daughter ever experienced a life-threatening event? Feared for his/her safety? Witnessed a violent crime? Tragically lost a loved one? Traumatic stress reactions to events like these can seriously affect your child’s life.

Yolanda's Story

Late one evening as 15-year-old Yolanda was walking home from a friend’s house, she was attacked at knife point and raped by two men she did not know. They threatened to kill her if she told anyone what had happened. Stumbling home in a daze, Yolanda cleaned herself up and went to bed. Ashamed of getting herself into the situation and terrified that the men might come back, she never told her parents about the attack.

Stock Photo
## A Trauma-Informed First Responder System

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<tbody>
<tr>
<td><strong>Cops, Kids and DV: Protecting Our Future</strong></td>
<td>Components: (a) 20-minute video of police response to a domestic violence call, (b) perforated tip cards stating actions police officers can take on scene, (c) information on traumatic stress and resources</td>
</tr>
<tr>
<td><strong>Psychological First Aid: Field Operations Guide, 2nd ed.</strong></td>
<td>An acute intervention used by disaster responders to assist survivors of mass trauma in the immediate aftermath of an event</td>
</tr>
<tr>
<td><strong>Psychological First Aid Online and PFA Mobile</strong></td>
<td>PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. It features innovative activities, video demonstrations, and mentor tips from the nation’s trauma experts and survivors. A new PFA app for mobile phones will be coming out soon.</td>
</tr>
</tbody>
</table>
Using your mouse, identify individual survivors or groups of survivors who appear to need your help to make them feel safe.

5 of 33  Click the NEXT button to Continue
## A Trauma-Informed Education System

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<tr>
<td><strong>Child Trauma Toolkit for Educators</strong></td>
<td>Components: (a) Trauma Facts for Educators, (b) Understanding Child Traumatic Stress: A Guide for Parents, (c-f) Psychological and Behavioral Impact of Trauma (for Preschool, Elementary, MS, HS), (g) Self Care for Educators, (h) Suggestions for Educators, (i) Brief Information on Traumatic Grief for School Personnel, (j) Students &amp; Trauma DVD</td>
</tr>
<tr>
<td><strong>Web Resources on Crisis Response &amp; Recovery</strong></td>
<td>General Introduction to School Safety; Effects of Trauma on Schools and Learning; The 3 R’s of School Crises &amp; Disasters; Service Intervention Programs; Resources for Schools</td>
</tr>
<tr>
<td><strong>Schools and Trauma Speaker Series</strong></td>
<td>A series of five webinars are archived on the NCTSN Learning Center on topics such as developing school/mental health partnerships, a trauma-informed understanding of bullying, sudden death on a school campus, integrating evidence-based interventions in schools, and creating trauma-informed IEPs.</td>
</tr>
</tbody>
</table>
Target Audience

- Educators, school administrators, parents and caregivers

Description

- Provides basic information about working with traumatized children in the school system

Format

- Binder with removable sections
- English & Spanish versions
Schools and Trauma Speaker Series

Sponsored by the NCTSN School Committee

**Engaging Schools: Developing School/Mental Health Partnerships**
Mindy Kranecberg, PhD — NCTSN School Committee
Lou Ann Todd Mark, PhD — DePelchin Children’s Center
Tym Corr, MED — Mental Health Center of Denver

Wednesday, August 25, 2010
12pm PST/3pm EST

**Sticks and Stones Will Break My Bones, (and) Words CAN Hurt Me: A Trauma-Informed Understanding of Bullying**
Judy Chaisson, PhD — Los Angeles Unified School District
Office of Human Relations, Diversity & Equity
Amy Foster Wallerstein, MED
National Native Children’s Trauma Center
Sharon A. Bona, MED, LPC, NCC — Mary’s Family Center
Mary Ditter, MED — National Native Children’s Trauma Center

Wednesday, September 22, 2010
12pm PST/3pm EST

**Sudden Death On a School Campus: Impact and Response**
Joshua Kunzmann, LCSW
Los Angeles Unified School District School Mental Health Services
Robin Goodman, PhD, AIR-DC
A Caring Hand, The Billy Espino Bereavement Center
Patra Galindo, LCSW
Los Angeles Unified School District School Mental Health Services
Judith Cohen, MD — Allegheny General Hospital

Wednesday, October 27, 2010
9am PST/12pm EST

**Integrating Evidence-Based Practice in School Interventions**
Judith Thompson, MED/CAGS — Worcester Public Schools
Reggie McClintuck, PhD — Chicago Public Schools
Eugene Thompson — UMass Medical School, Communities of Care
Andre Lengley, PhD — UCLA

Wednesday, January 26, 2011
12pm PST/3pm EST

**Trauma-Informed IEPs: Differential Diagnosis and Trauma-Informed Assessment in Schools**
M. Elizabeth Raskin, PhD
The Dorothea Norton Lowcountry Children’s Center
Ike Nicole Herring, EdD
Student Support Services, Charleston County School District
Don Ackerly, PhD, OTR/L, FAOTA — Western Michigan University
Andre Lengley, PhD — UCLA

Wednesday, February 23, 2011
12pm PST/3pm EST

**Step 1:** First create an account (free):

**Step 2:** Check your email and confirm your account (click on link)

**Step 3:** Return to [http://learn.nctsn.org](http://learn.nctsn.org), and enroll in this Speaker Series

**Step 4:** On the day of presentation, login and return to the Speaker Series homepage

For Learning Center technical assistance email help@nctsn.org
## A Trauma-Informed Health Care System

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<tr>
<td><strong>Pediatric Medical Traumatic Stress Toolkit</strong></td>
<td>Components: (a) practical tools for health care providers and information for parents, (b) a “D-E-F” framework to guide the practice of trauma-informed health care, and (c) template for training and adoption of trauma-informed practice</td>
</tr>
<tr>
<td><strong>On-Line Community for Healthcare Providers</strong></td>
<td>In development</td>
</tr>
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</table>
Pediatric Medical Traumatic Stress Toolkit for Health Care Providers

Tools for Helping Children and Families in Distress

NCTSN The National Child Traumatic Stress Network
www.NCTSN.org
<table>
<thead>
<tr>
<th>Trauma-Informed Interventions: Clinical and Research Evidence and Culture-Specific Information Project</th>
<th>Collection of information on interventions that are currently being used for a broad array of diverse cultural groups of youth affected by trauma, and a description of existing research evidence for each intervention</th>
</tr>
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<tbody>
<tr>
<td>Learning Collaboratives</td>
<td>A model for integrating evidence-based trauma treatments into mental health organizations. NCTSN LCs have included Trauma-Focused Cognitive Behavioral Therapy, Child Parent Psychotherapy, Alternative for Families Cognitive Behavioral Therapy</td>
</tr>
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</table>
Learning Collaborative Approach
(9 – 18 Months)

**LC Topic and Team Selection**
- Select LC Topic
- Identify Teaching Faculty
- Develop Change Package
- Establish Participating Network Teams
- Schedule Learning Sessions
- Complete required Pre-work Assignments

**Supervisors**
- Initial training of intervention
- Focus on role of supe in leading practice change

**Learning Session 1**
- Face-to-Face Training/Meeting
- Multiple teams
- Primary focus the intervention
- Exposure to metrics

**Learning Session 2**
- All teams convene
- In depth Model for improvement
- Consultation & Ongoing Learning
- Intranet/Email (listserv)
- Visits

**Learning Session 3**
- Action Period/Follow-up 2
  - PDSA Cycle
  - + PDSA Cycle + Monthly metrics
- + Monthly metrics

**Goals**
- Adoption/Implementation of Organizational Changes That Support New Practices
- Documented learning process

**Participating Network Teams**
- Remain actively involved for the duration of the Learning Collaborative
- Continue Learning Sessions and Action Periods/Follow-up Activities as needed to document success

**PDSA Cycle**
- Plan * Do * Study * Act

**PRE-WORK PHASE**

**LEARNING SESSIONS/ACTION PERIODS**

**OUTCOMES**
NCTSN Learning Center for Child and Adolescent Trauma

Target Audiences
- Educators, mental health professionals, researchers, medical professionals, parents, caregivers

Description
- Online resource for professionals and families who want to learn more about child traumatic stress. Offers continuing education and connects professionals, students, researchers, and others to NCTSN resources and discussion boards

Format
- Online portal

http://learn.nctsn.org
Current Initiatives

- AF-CBT Learning Collaborative
- Core Curriculum Breakthrough Series Collaborative
- Screening and Assessment in the Child Welfare Setting speaker series
- On-Line Community for Juvenile Justice Professionals
- Judges Toolkit
- Web-based Training Module for Healthcare Providers
For more information about the NCTSN Service System program, contact Jane Halladay Goldman, PhD

jhalladay@mednet.ucla.edu

and visit our website

www.nctsn.org