



**National Technical Assistance Center  
for Children's Mental Health**  
GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT



## Safety Without Seclusion and Restraint

*November 10, 2015*  
*Presenters: Karyn Harvey and Kim Sanders*

FACILITATORS: SHERRY PETERS AND EILEEN ELIAS




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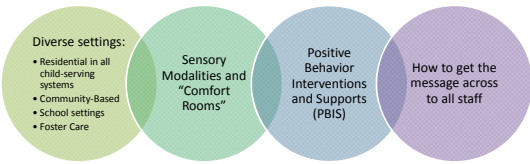
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### Requests for specifics to cover in today's webinar



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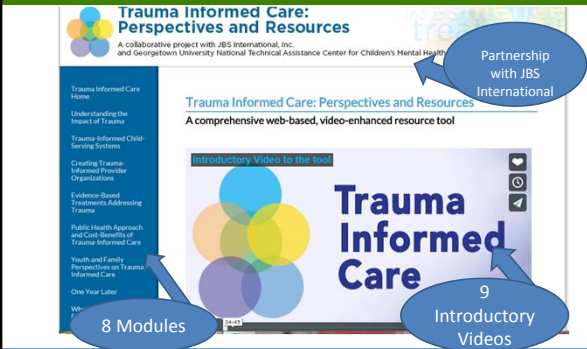
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**LINKS TO THE TOOL:**  
<http://gucchdtcenter.georgetown.edu/TraumaInformedCare/>  
or <http://trauma.jbsinternational.com/traumatool>



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Trauma Informed Care: Perspectives and Resources

A collaborative project with JBS International, Inc. and the National Technical Assistance Center for Children's Mental Health

**Issue Brief**

One Year Later - Trauma-Informed Efforts in Eight States

Youth and Family Stories

Other Summary Documents

5 Issue Briefs

7 Sets of Annotated Resources

Resources

27 Content Videos (over 11 hours total)

Intellectual / Developmental Disabilities and Trauma

Children and youth with intellectual and developmental disabilities, including those with co-occurring emotional disorders, are more likely than their nondisabled peers to be victims of acute and chronic trauma. Systems and organizations touched the lives of this population need to provide training to ensure signs and symptoms of trauma are recognized rather than attributed to the person's disability and to implement practices to help the children heal and develop positive identities. In this video, teachers, family members, and a young adult with experience insights into how systems and persons can support this vulnerable

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Trauma Informed Care: Perspectives and Resources

A collaborative project with JBS International, Inc. and Georgetown University National Technical Assistance Center for Children's Mental Health

Over 188,000 views

103 Countries

Most views in US, Canada, and Australia

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Video Clip from New Video

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**Today's Presenters Appear in the Clip**



Screen Shots from *"Trauma Informed Care: Perspectives and Resources", Module 2: Trauma Informed Child-Serving Systems*

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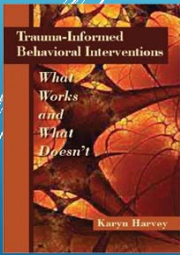
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**TRAUMA,  
BEHAVIOR, AND  
WHAT HELPS**

Karyn Harvey, PhD.  
Assistant Executive Director  
ARC Baltimore



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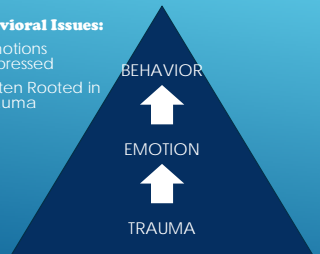
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**THE BEHAVIORAL PYRAMID**

**Behavioral Issues:**

- ▶ Emotions Expressed
- ▶ Often Rooted in Trauma



When we only address the behavior,  
we miss the true cause and root of difficulties

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**“Big T Trauma” and “Little t trauma”**

Trauma is pervasive

At the heart of many or most behavioral crises that result in seclusion and restraint

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**Feelings over a lifetime:**

Failure after failure

Devalued

Experience negated

Grief over losses

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**Repeated over a lifetime**

Feelings of powerlessness

Feeling unsafe

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### What does NOT help

Focus on symptoms as the problem- may be ignoring person's inner experience and history



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### What does NOT help

- False assumption- behavior always to gain an outcome or manipulate –person may be freaked out by memories of trauma
- Assumption the person has control over behavior in a crisis situation
- Oversimplified focus on contingencies
- Restriction or control (fuels feelings of powerlessness, power struggles)

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### Actions as Communication

When people cannot express feelings efficiently in words



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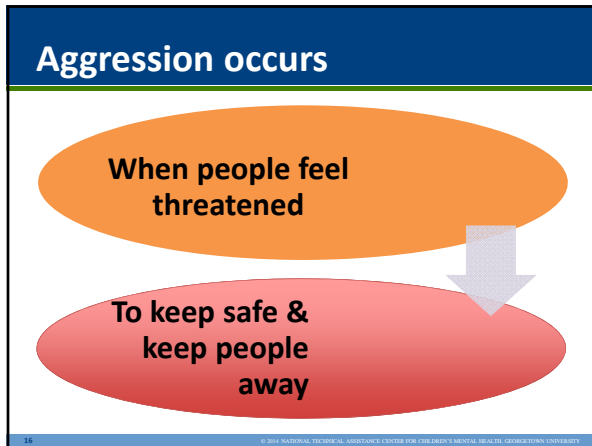
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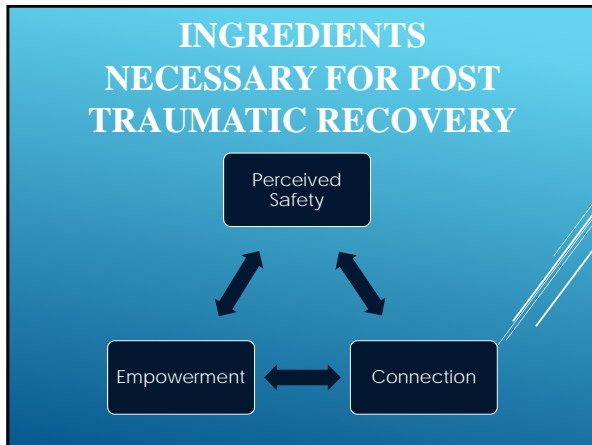
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### Increase safety, comfort, feeling of control

- Learn trauma triggers
- Detailed planning for trauma triggers
- Planning for safety
- Real choices to reduce sense of powerlessness
- **FUNCTIONAL COMMUNICATION**

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### Positive Identity



- Achievement
- Sense of purpose
- Feeling valued- staff member wants to talk with me
- Finding things the person can do well
- Meaningful work

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### Increase happiness

- Pleasure
- Engagement
- Positive Relationships
- Achievement
- Meaning
- Happiness plan



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### Assess and plan for happiness

**HAPPINESS ASSESSMENT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Pleasure:

These are my favorite foods:

\_\_\_\_\_

\_\_\_\_\_

These are the things I like to do when I want to totally relax:

\_\_\_\_\_

\_\_\_\_\_

If I want to go somewhere where I can just enjoy myself without thinking about anything, this is where I like to go:

\_\_\_\_\_

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**In residential or day treatment setting – shift in staff role**



- Daily conversation time
- Strong listening skills
- Foster friendships with peers
- Shift from shaping and modifying behavior to safety and comfort
- Instead of house parent role- shift to social coach and ally

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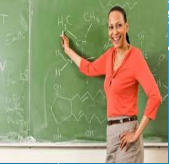
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**THE POWER OF POSITIVE REGARD**  
"How you see someone determines how they are able to see themselves!"

Teachers who thought they had gifted children got a significantly better performance from classes they were told were "average". Even though they were the same!



CAROL DWEK, PH.D.

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**RESILIENCY STUDIES**



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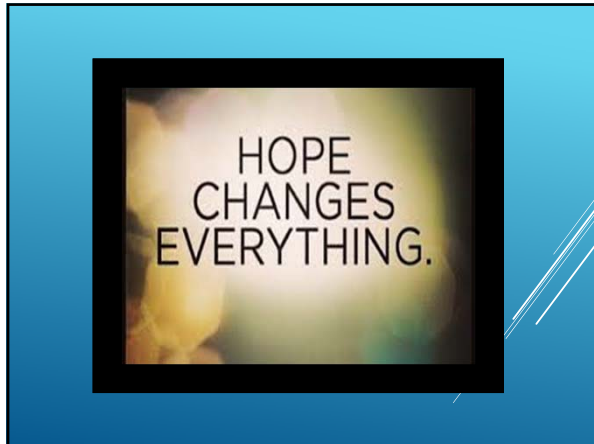
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### Grafton Integrated Health Network

Our Journey to Minimize the Use of Restrictive Practices

Kim Sanders, President, Ukeru Systems



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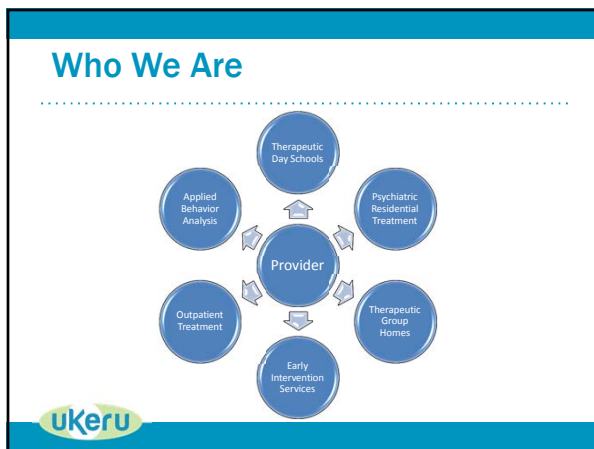
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### Where We Were

- Clients**
  - As many as 250 physical restraints a month in just one service region
  - Client injuries and a death
- Employees**
  - High rate of employee injuries
  - Controlling atmosphere breeding negativity
  - Self perceived as “helpless” and “victims”
- Organization**
  - Teams resembling silos
  - Negative outcomes affecting financial sustainability
  - Stuck



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### It's Time for a Change



- Issues a Mandate**
  - Minimize the use of physical restraint and seclusion without increasing employee or client injuries
- Asks a Question**
  - What is our goal mastery/achievement rate?



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### Grafton's Philosophy



- Comfort vs. Control
- Trauma informed care
- Responsibility to teach
- Sense of urgency



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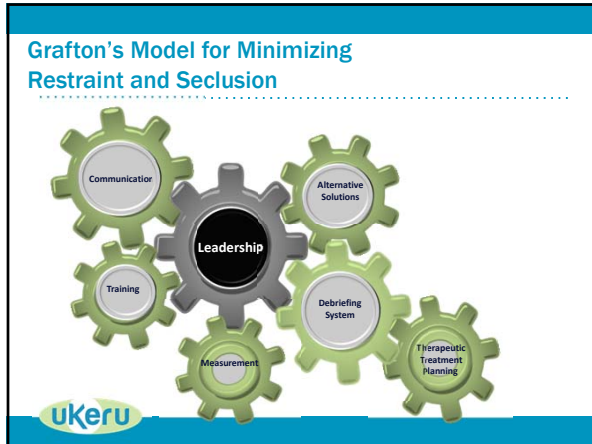
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### What is Ukeru?

- The conversion (or diversion) of an aggressive act and channeling it elsewhere
- Ukeru is about receiving, engaging, sensing, feeling and responding to what someone is trying to communicate to us through their actions, while maintaining the safety of all involved
- The use of soft, cushiony materials to protect oneself from hits, kicks, punches, bites, hair pulls, etc
  - i.e. Couch cushions/pillows, blocking pads, bean bags, etc
- The use of protective equipment such as gloves, shin guards to protect oneself

The slide contains a list of four bullet points defining Ukeru. The third bullet point includes a sub-bullet point. To the right of the text is a photograph of two pieces of Ukeru equipment: a blue shin guard and a blue elbow pad, both with the 'uKeru' logo. The 'uKeru' logo is also present in the bottom left corner of the slide.

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### Ukeru vs Physical Restraint Systems

Ukeru	Physical Restraint
Ukeru may take longer time per incident.	Restraints usually take less time per incident.
Provides the opportunity to begin to use new skills he/she has learned.	Keeps control in the staff's hands.
Provides the opportunity to express or work through negative emotions or energy.	Attempts to repress negative energy which often resurfaces later. May damage or prolong treatment (and possibly traumatize or re-traumatize a person).
Requires teamwork, individualization and creativity.	Requires the use of specific techniques.
Injuries are generally less severe (bruises).	Injuries can be more severe (joint or bone damage, strained or pulled muscles are often joints).

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- ### Physical Skills Taught
- Blocking Upper Body Attacks
  - Blocking Lower Body Attacks
  - Team support during an occurrence
  - What to do if you get backed against a wall
  - Protecting against self-injurious behavior
  - Release Techniques and Protective Strategies
    - Hair pulls, bites, chokes, clothing grabs, wrist grabs, physical redirection

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### BENEFITS AND RESULTS

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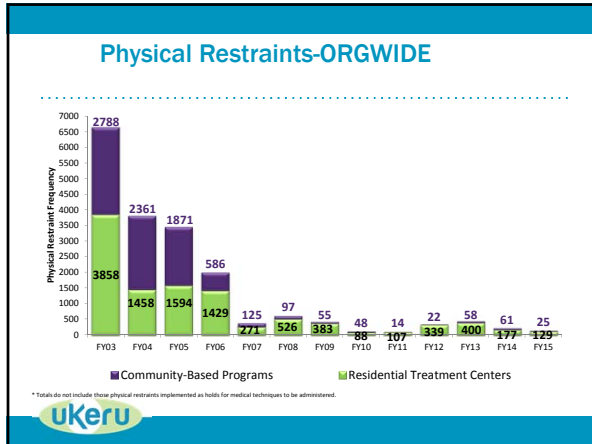
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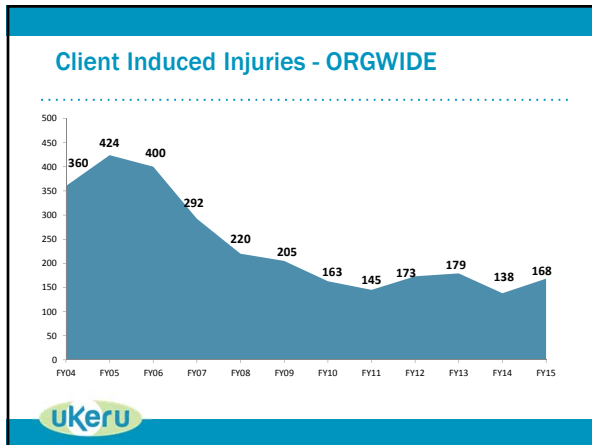
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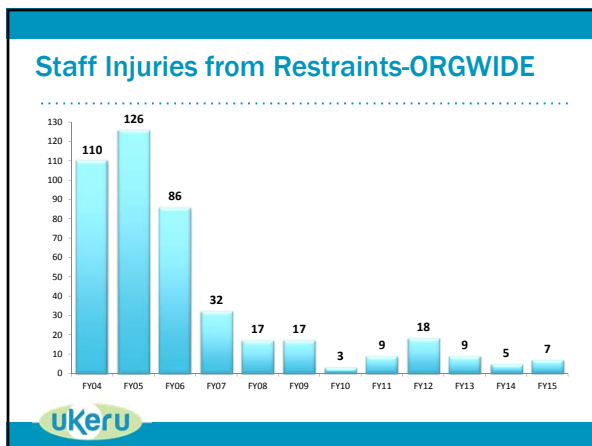
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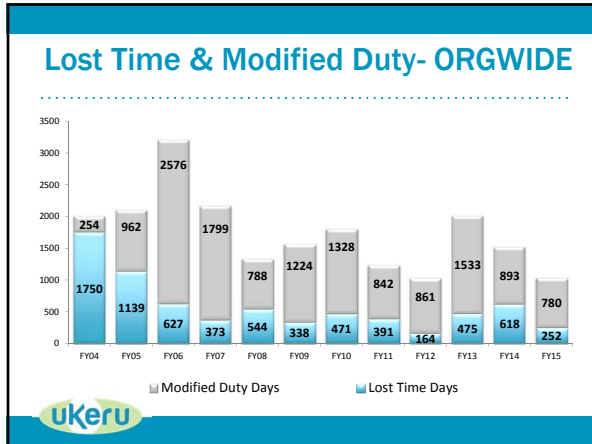
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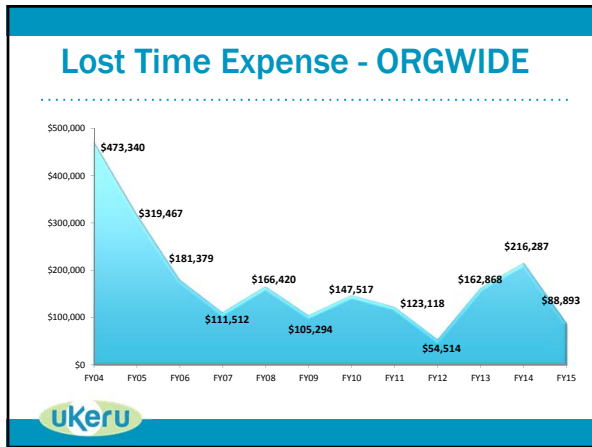
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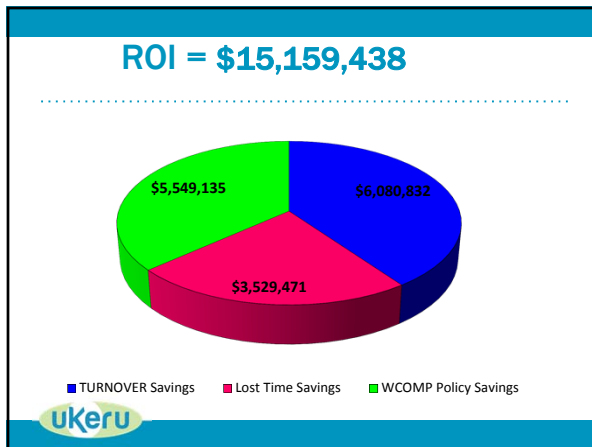
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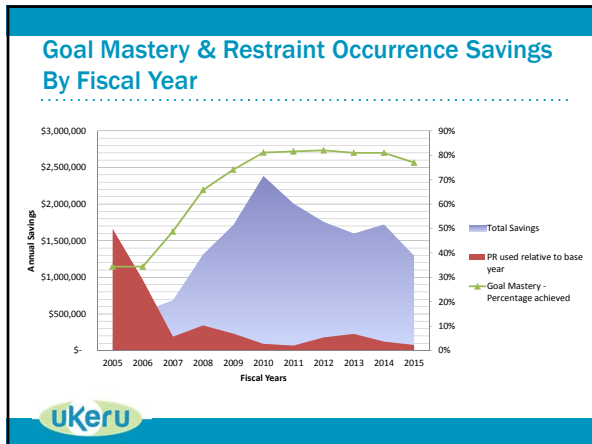
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*“At first people refuse to believe that a strange new thing can be done, then they begin to hope it can be done, then they see it can be done—then it is done and all the world wonders why it was not done centuries ago.”*

- Frances Hodgson Burnett

uKeru

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Questions?

uKeru

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**Additional Webinars to Explore**

- **December 18, 2014 Georgetown Webinar**  
**Healing from Trauma-Young Adult and Family Perspectives and Recommendations**
- **WEBINAR PLAYBACK**  
[Powerpoint Presentation \(PDF\)](#)  
[Adverse Childhood Trauma Impact Resilience Questionnaire](#)  
[Additional Resources](#)

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**Additional Webinars (continued)**

- **January 22, 2015 Georgetown Webinar**  
**Supporting Champions for Cross-System Collaboration in Trauma Informed Care, Presenters: Teams from Virginia and Indiana**
- **WEBINAR PLAYBACK**  
[Powerpoint Presentation \(PDF\)](#)  
[Additional Resources](#)

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**Additional Webinars (continued)**

- **February 19, 2015 Georgetown Webinar**  
**Building Capacity for Trauma Informed Provider Organizations: Community-Based and Residential, Presenters: Teams from South Carolina and Mississippi**
- **WEBINAR PLAYBACK**  
[Powerpoint Presentation \(PDF\)](#)  
[MS Summit Report](#)  
[Additional Resources](#)

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