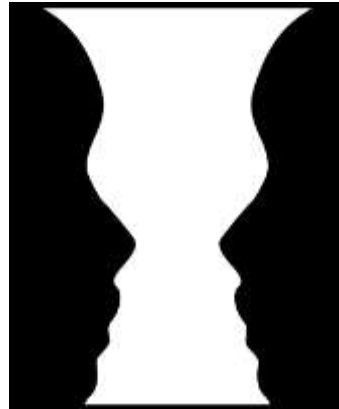


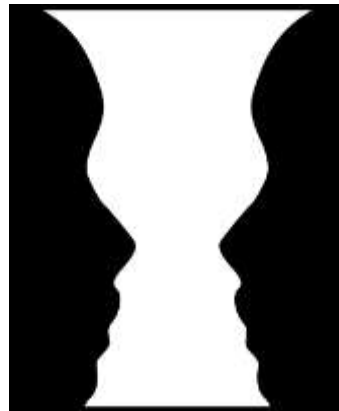
Communicating With Children In A Trauma Informed Way



*11th Annual Cross Sites Meeting
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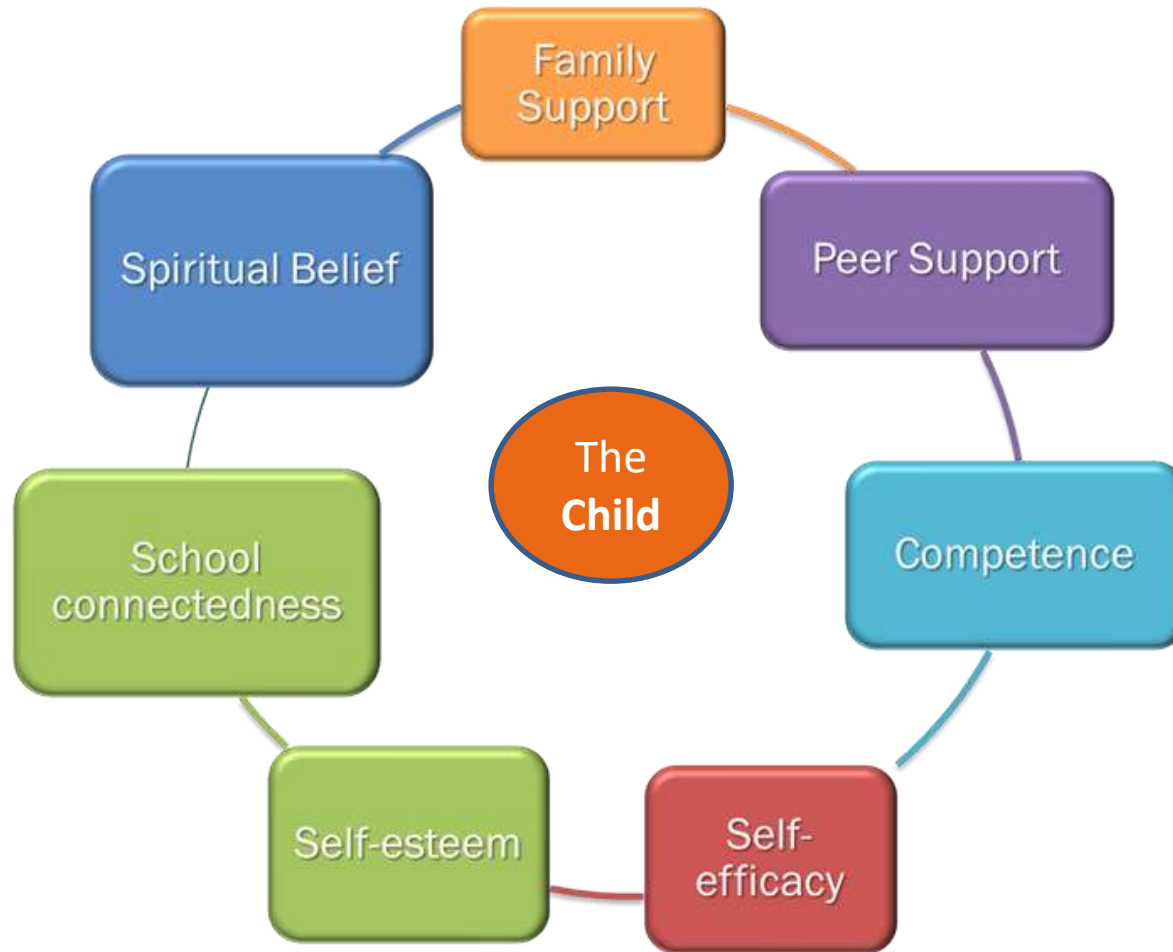
Trauma Informed Communication: Building Resilience



*Any fool can know.
The point is to understand.*

Albert Einstein

Factors that Enhance Resilience



Sources: Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227-238.

National Child Traumatic Stress Network, Juvenile Justice Treatment Subcommittee. (in preparation). *Think trauma: A training for staff in juvenile justice residential settings*.

<http://www.nctsnet.org/resources/topics/juvenile-justice-system>

Protective Factors

Individual characteristics:

Cognitive ability
Self-efficacy
Internal locus of control (a sense of having control over one's life and destiny)
Temperament
Social skills

Family characteristics:¹

Family cohesion
Supportive parent-child interaction
Social support (e.g., extended family support)

Community characteristics:²

Positive school experiences
Community resources
Supportive peers and/or
me

Cultural protective factors:

Strong sense of cultural identity
Spirituality
Connection to cultural community
Protective beliefs and values
Cultural talents and skills

¹ Benzies, K., & Mychasiuk, R. (2009). Fostering family resilience: A review of the key protective factors. *Child & Family Social Work, 14*, 103-114.

² Koball, H., Dion, R., Gothro, A., Bardos, M., Dworsky, A., Lansing, J., ... Manning, A. E. (2011). *Synthesis of research and resources to support at-risk youth*. Retrieved from Administration for Children and Families Office of Planning, Research, and Evaluation website: http://www.acf.hhs.gov/programs/opre/fys/youth_development/reports/synthesis_youth.pdf

Building Resilience

- Work with the Parent and Child
- Obstacles in us
 - Identify them
 - Honor them
- A Regulated Approach
 - Regulate
 - Relate
 - Reason

- *Stuart Ablon, Ph.D., Think:Kids*
- *Bruce Perry, Ph.D., M.D., ChildTrauma Academy*

Regulate - Self

- Ourselves ~ first
 - Airline wisdom
- Others ~ next
 - “Only a regulated person can bring a dysregulated ANS system back into balance” (*Sunderland*)
- Self-Regulation ~ Self Care
 - Short Term
 - Long Term

Regulate the Child: Developmentally Sensitive Strategies

- Soothe, calm, establish safety
- Increase interest/exploration and control
- Connect and cooperate with others
- Promote decision making/agency/effort

Relate - Attune

- Working with the Child
- Child in the lead
- What is the child asking?
- How am I coming across?
- Remember grief
- Soothe
- Avoid isolation

Reason - Intervene

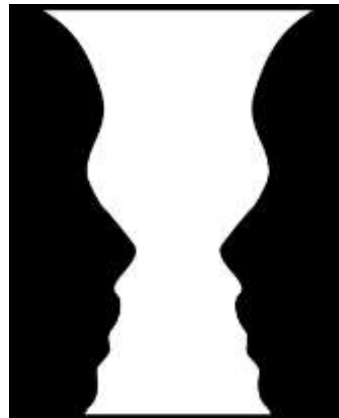
- Empathy!
- Language
- What do I want to convey?
- Pause . . . again . . . again . . .
- Set the context
- Tell everyone together
- Briefly summarize . . . again . . . again
- Accompanied Play and Movement

Summary

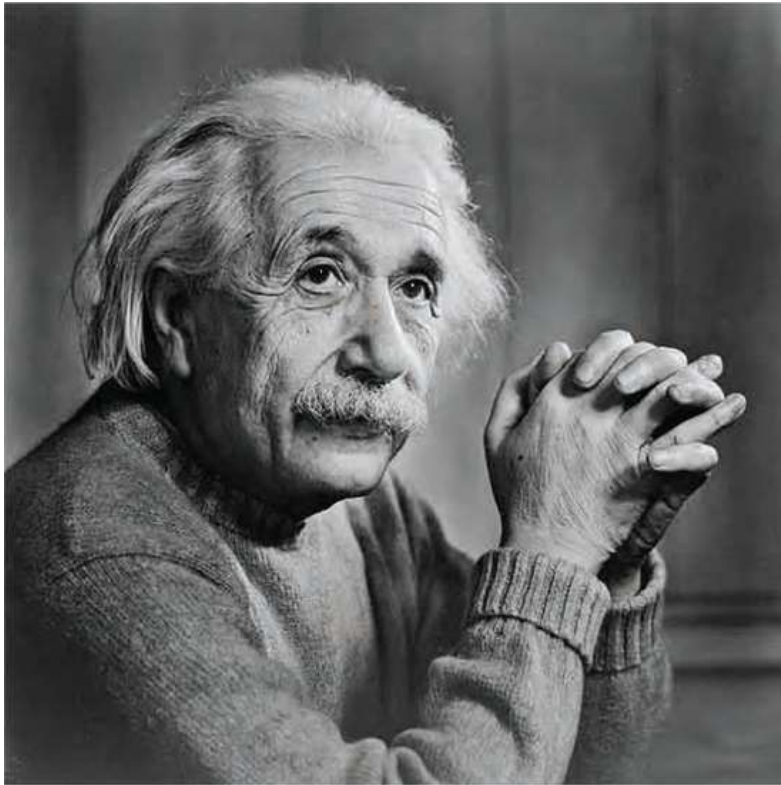
- Model empathy – “experience”
- Be consistent and predictable – hallmarks of safety
- Create a sanctuary
- Reduce focus on behavior
- Developmental problems and neglect affect the lower regions of the brain – go there to regulate
- “Repetitious, patterned, rhythmic” activities *(Perry)*
- Correctly, concretely identify strengths
- Identify and use support in network
- READ and encourage reading
- Share presence and knowledge with others

A Universal Approach

- Every new interaction becomes another source of meaning and potential influence for change.
- Trauma Informed approach is for everyone



“Trauma Informed”



“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”

Attributed to Albert Einstein