A Trauma-Informed Approach

This is a resource slide deck adapted from the YAI Digital Convening hosted on May 20, 2020. In it you will find:

1. Contact info for your facilitators.
2. An overview of the trauma-informed approach.
3. Strategies to take into an arts setting.
4. Links to resources for more from SuRa FoMa, VOX and BGCA
5. A rundown of the session itself with activities and slides you can adapt for your own trauma-informed work.

The link to the full breakout is also hosted on the SuRa FoMa website.

And of course, we are passionate about this work so please don’t hesitate to reach out with questions or concerns!
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**What is trauma?**

Trauma is an event, or series of events, that is experienced as physically or emotionally harmful or life threatening and leads to lasting negative effects on the individual’s mental, physical, social, emotional, or spiritual well-being.

**What is a trauma-informed approach?**

A trauma informed approach is defined as an organizational perspective and practice that involves understanding, recognizing, and responding to the effects of all types of trauma by integrating trauma awareness, knowledge, and skills into organizational cultures, practices and policies.

### 6 Guiding Principles to a Trauma-Informed Approach

The CDC’s Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA’s National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA’s six principles that guide a trauma-informed approach, including:

1. **Safety**
2. **Trustworthiness & Transparency**
3. **Peer Support**
4. **Collaboration & Mutuality**
5. **Empowerment, Voice & Choice**
6. **Cultural, Historical, & Gender Issues**

Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.
## What does a trauma-informed approach look like for Clubs?

Trauma-informed care is a journey, not a destination.

<table>
<thead>
<tr>
<th>Safety</th>
<th>Organizational leadership, and Youth Development Professionals prioritize physical and emotional safety to ensure all staff, youth, and families feel safe at the Club or Youth Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustworthiness &amp; Transparency</td>
<td>Organizational decisions are made with transparency with the goal of building and maintaining trust with staff, youth, and families.</td>
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<tr>
<td>Peer Support</td>
<td>Youth Development Professional colleague relationships, youth to youth peer relationships, and caregiver involvement lead to further enhancing safety, hope, trust, and collaboration.</td>
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<tr>
<td>Collaboration &amp; Mutuality</td>
<td>Organizational leadership works collaboratively with Youth Development Professionals in the decision-making process, and Club or Youth Center staff partner with youth and families to shape organizational practice. The organization recognizes that everyone has a role to play and brings value.</td>
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<tr>
<td>Empowerment, Voice &amp; Choice</td>
<td>Organizational leadership, Youth Development Professionals, and youth and families are recognized and valued for their strengths and contributions to the Club or Youth Center. Each is provided opportunity to participate in shared decision-making, choice, and goal setting.</td>
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<tr>
<td>Cultural, Historical, &amp; Gender Issues</td>
<td>Organizational leadership, and Youth Development Professionals actively work to eliminate stereotypes, bias, and discrimination based on race, ethnicity, sexual orientation, age, religion, gender identity, and socioeconomic status through Club or Youth Center policies and practices.</td>
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</tbody>
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a Trauma-informed Approach in Your Arts Programming

● Trauma-informed care is youth development best practice!
  ○ Shifting your mindset from “What is wrong with you?” to “What has happened to you?”
  ○ Taking a holistic approach - not only meeting youth where they are, but accepting them for who they are right now

● Strategies for Youth Impacted by Trauma
  ○ Assume everyone is dealing with or has dealt with trauma
  ○ Control is seriously affected by trauma and is central to development
  ○ Learning to not undermine competence is crucial
  ○ Everyone thinks concretely in times of crisis
  ○ Balance love, warmth, and monitoring
a Trauma-informed Approach in Your Arts Programming

- Activities to Incorporate for One Time Meetings
  - Agreements/Intention setting: Engaging the participants or audience at a culminating event in naming group agreements for how people can bring their most supportive self into the space.
  - Affirmations and setting the tone in your space (positive energy, affirming, welcoming): Affirmations are given through snaps, claps, and sayings like “go in poet”, sending energy to one another when they’re sharing something difficult or are visibly emotional
  - Allowing time for reflection and debriefs: Making space for individuals to check in on their emotions and walk away if they need to, debrief with an adult or peer, or just acknowledge what they’re feeling in the moment
A Trauma-informed Approach in Your Arts Programming

- Activities to Incorporate for Recurring Groups
  - Taking Care of the Body (Food, Movement, Mindfulness): making sure there’s always snacks and water on hand, getting the body moving with an active game/energizer like zip zap zop, maybe doing a yoga pose, or a breathing activity to bring awareness to the body.
  - Stress management (Check ins, allowing youth to lead/have a say): could include temperature checks to see individuals general energy level or how they’re feeling about a particular activity, having youth make process choices around how a particular activity will go or lead an activity they have experience with.
  - Guided prompts (Using art to talk about difficult topics): collaging, writing prompts, etc. The narrative approach is just one way to use the creative process to talk about trauma.
Check out resources on SuRaFoMa.com for resources, updated consistently in response to your needs and requests!

Here is more about the Narrative Approach, referenced in a previous slide.

Check out VOXATL.org for examples of our work in action including our virtual summer program, VOX Media Cafe and more about how Atlanta Word Works is adapting in the virtual space.
## Resources from BGCA

### Youth Development
- Positive Club Climate: Group Agreements (Coming July 2020)
- Positive Club Climate: Emotional Check-Ins (Coming July 2020)
- Positive Club Climate: Meta Moment (Coming July 2020)
- Positive Club Climate: Restorative Roadmap (Coming July 2020)
- **Be There**
- **Screeners for Emotional Well-being**
- **Responding to COVID-19: Providing Support for Grief & Loss**
- Managing Change: Activity & Discussion Guides
- (6-9, 10-12, 13-15, 16-18)
- Parent & Caregiver Emotional Well-being Resource List
- SMART Moves (Coming Soon!)
- Emotional Wellness (Coming Soon!)
- KIT: Serving Youth with Autism Toolkit
- KIT: Top Tips for Inclusive Clubs
- KIT: 5 Questions to Ask Families
- KIT: Case by Case Checklist
- KIT: Easing Transitions
- KIT: Gathering Information from Families
- KIT: Creating a Simple Behavior Plan
- Serving LGBTQ Guide
- BLUEprint
- Program Basics for COVID-19
- CQI Toolkit

### Training & Staff Development
- 6 Steps of De-escalating Concerning Behavior
- Adverse Childhood Experiences – The Impact of Trauma and How Clubs Are an Ideal Setting to Buffer the Effects
- Building Resiliency in Youth Building Supportive Relationships for Youth with High Social-Emotional Needs
- Creating a Sense of Belonging for Youth with Autism Spectrum Disorder
- Designing Club Environments to Support Sensory Needs
- Developing a Positive Self-Image
- Emotional Intelligence at Boys & Girls Clubs
- How to Help Children Grieving a Major Life Altering Loss
- Supporting Youth with ADHD through Meaningful Interactions
- The Impact of Bereavement on Children and Teens and How to Help Them
- Viewing Behavior As Social-Emotional Development
- When the Unexpected Happens: Grieving a Death at a Boys & Girls Club
- Youth Voice
- Whil Staff Development Trainings
Next Steps for Integrating Trauma-Informed Approaches:

1. Learn more about trauma by reviewing the following resources:
   - CDC’s Adverse Childhood Experiences:
   - CDC’s Trauma Informed Care Infographic:
     https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

2. Learn about how to integrate trauma informed approaches into your Club or Youth Center:
   - SAMHSA Concept of Trauma and Guidance for a Trauma Informed Approach:
   - National Child Traumatic Stress Network’s Trauma Informed Care resources:
     https://www.nctsn.org/trauma-informed-care

3. Begin to define what a trauma informed approach looks like in you at your Club or Youth Center and make a plan for improvement.
Putting it Into Action

- These next slides walk you through the activities we did as modeling the trauma-informed approach.
- All activities can be done virtually or in-person.
- All are based on youth-development best practices and a trauma-informed approach.
- Have fun trying them out and let us know how it goes!
In a trauma-informed approach, creating a **safe and welcoming environment** is key! We can do this virtually or in person. Here are some tips:

- Have music playing in your space or online.
- Set-up a way for people to make a name tag if you’re in person or in the virtual space, greet people in the chat box.
- We used a **mindful moment** to get started. This is a great way to center people before getting an activity going. This can be as simple as asking participants to take three deep breaths. Have them get comfortable in their seats, root themselves by getting their feet on the floor, invite people to close their eyes and take three deep breaths. And then have people open their eyes and join you in the space.
Posting and reviewing your agenda virtually or in-person is both a trauma-informed and youth-development best practice. It gives participants an idea of what’s happening and when, providing scaffolding and structure.
Here's an example of a community-builder or at VOX, we call them Go-Arounds. This is another tool for you to use when bringing groups together. It’s an important ritual for sharing, connecting and introducing new people into a group dynamic.

In the virtual space, we use the chat if time is of the essence. If you have the time, ask people to answer out loud and then pass to the person they see next to them. In person, we set up in a circle and have one person start and then pass.

1 thing that’s brought you joy in this time ...

Please share it in the chat!
Quick Tech Check

- We are recording this session ...
- Set your view (privacy/lighting)
- Tools we use:
  - Mute when not speaking
  - “Gallery View” to see each other
  - Chat
  - React
  - Annotate

Here’s an example of some things we always run through at VOX to ensure everyone is on the same page about this virtual world we’re in. Feel free to adapt to your environment or platform.
Group Agreements

What do you need in order to feel comfortable connecting today?

Group agreements, ground rules or common ground are all names for the important practice of naming the behaviors people need in a shared space to feel most comfortable opening up and relaxing into an experience.

There are many ways to do them in the virtual space. Examples include using the chat, annotating on the whiteboard, breaking people into smaller groups to bring one back to the bigger group using breakout rooms.

Two important tips when developing and facilitating group agreements:
- Come prepared with a few example group agreements to get people’s creativity flowing.
- Remind people that this is a living, breathing document that can and will be revisited.
Let's “Annotate”

On a computer:
- Next to “You’re viewing NAME of HOST screen”
- Click “View options”
- Click “annotate”
- On the toolbar at the top of your screen click the “Stamp” tool

On a PHONE:
Tap your screen to get this tool.

We used this tool on Zoom to prepare us for a quick check-in...
How Are You?

Click your “stamp” on the screen by the Emoji that represents how you’re feeling today...

Then SHARE in the CHAT why you chose that emoji.
A Moment of Reflection

Why do we take all of this time to set the stage and connect?

There is a mighty intersection of youth-development best practices and the trauma-informed approach.

We can never underestimate the power of providing a slower pace for young people to connect.

We are setting up a safe space for young artists to connect with one another before entering the creative process.

Now more than ever, taking time to create community and connection feels so important as we consider the external world we’re all carrying pieces of.
Closings are a vital part of a trauma-informed approach to provide both reflection and structure to any event. Here are a couple of examples of different ways to close a convening.

Closing Curtain

Put a 1 - 6 word reflection in the chat in response to one of the following prompts:

- What’s one thing you learned today?

- What’s one thing you’re feeling right now?

- What’s one thing you’ll do differently as a result of our time together?
(But wait, there’s more…)

**SELF-CARE ACCOUNTABILITY**

As you head out, stop in a breakout with a partner and answer the following prompt:

**What’s one thing I’ll do to take care of myself this week?**

Breakout rooms will close right at 10:15am/1:00pm.