



National Resource Center
on Domestic Violence

Building Resilience in Kids: Creating Trauma-Informed Spaces



© National Sexual Violence Resource Center 2015. All rights reserved.



Training &
Technical
Assistance

NSVRC
Library

Resources

Sexual Assault Across the Lifespan Technical Assistance Project



How can we help?

The Lifespan Project team is ready to serve you through:

- Training/technical assistance.
- Resource creation
- Trauma-informed resource creation/ promotion
- Networking, collaboration, and referrals.
- Feel Good Tumblr



Working Together

Professionals who collaborate with the other systems see better case outcomes. It can lead to a healing experience for the survivor. Talking with other members of your community's response team will help you find the cracks in the system that many people slip through.



Our Resources



Sexual Assault Across the Lifespan

Sexual assault and other forms of sexual violence can impact a person at any point across the lifespan. The NSVRC's Lifespan Project is a technical assistance initiative to provide advocates, medical providers, law enforcement, prosecutors, and others with resources and strategies to effectively respond to and support survivors of sexual violence. The Lifespan Project focuses on trauma-informed service delivery with a particular concern for populations who may fall through the cracks of our systems.

The Lifespan Project Team can help with:

- Trauma-informed advocacy and counseling approaches
- How police officers and advocates can work together
- Best practices for medical providers and prosecutors when working with survivors of different ages
- How can I change our practices to be trauma-informed
- How to collaborate across systems when working with survivors
- The unique needs of survivors of different ages

The Lifespan Project team is ready to serve you through:

- Customized training/technical assistance
- Creation of resources and tools around a trauma-informed response to sexual violence across the lifespan that both meet the needs of the field and highlight underserved populations
- Hosting and fostering an online community for conversation, resources sharing, etc.
- Collection and promotion of relevant resources around a trauma-informed response to sexual violence across the lifespan
- Offering opportunities for networking, collaboration, and referrals
- Hosting the NSVRC Tumblr "Feel Good" to promote wellness and self-care: www.nsvrc.tumblr.com

We are here to provide training and technical assistance to support you in your work. Contact us by emailing resources@nsvrc.org or submit a request at <http://www.nsvrc.org/contact/request-assistance>

www.nsvrc.org/projects/lifespan

Feel good.

nsvrc.tumblr.com



National Sexual Violence Resource Center (NSVRC)
123 N. Enoia Drive, Enoia, PA 17025
(877) 739-3895 • www.nsvrc.org • resources@nsvrc.org



National Resource Center on Domestic Violence



Key Initiatives & Special Projects

VAWnet.org

National Online Resource Center on
Violence Against Women

**DOMESTIC VIOLENCE
EVIDENCE PROJECT**

Building
Comprehensive
Solutions

preventIPV
tools for social change



DOMESTIC
VIOLENCE
AWARENESS
PROJECT

Supporting Public and
Prevention Education Efforts

www.nrcdv.org/dvam



**RHY & DV
TOOLKIT**



Amplifying the voices of
adult children exposed
to domestic violence

Remember when...



What does trauma look like?



Stress

- Life is inherently stressful!
- Stress (Merriam-Webster)
- Traumatic stress
(Proffitt, 2010; Substance Abuse and Mental Health Services Association [SAMHSA], 2014)



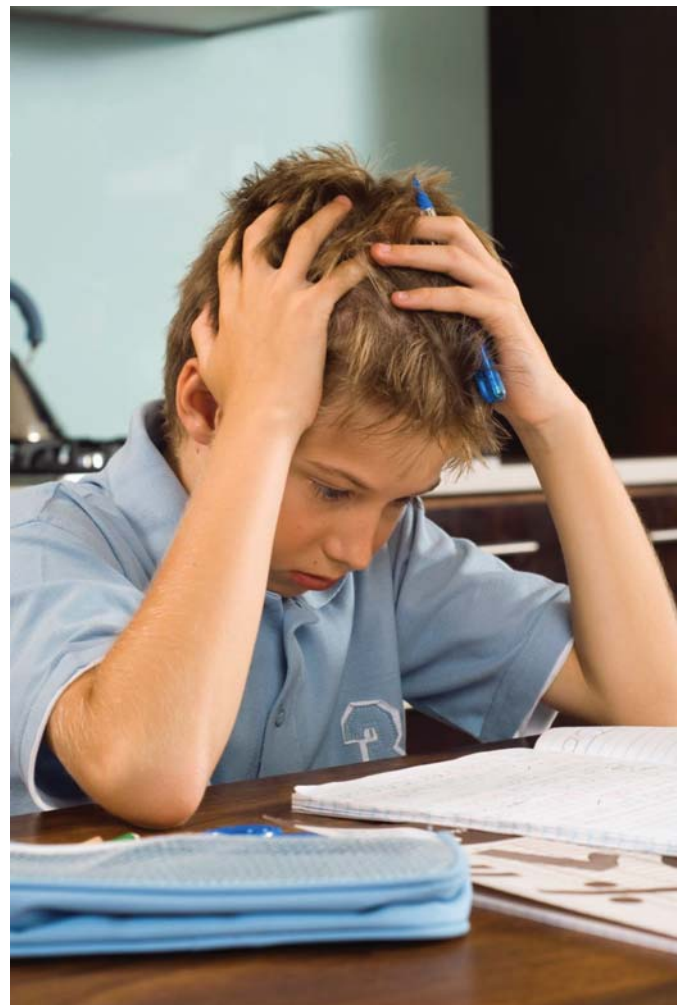
Sources of traumatic stress



Stress vs. Trauma

- Trauma is a deeply distressing or disturbing experience that has a lasting effect on a person's life.
- Violence at home is often experienced as an ongoing traumatic event.

(SAMHSA, 2014)



Prevalence

- Most of our society's children are exposed to violence in their daily lives, either directly or indirectly.
- More than 60% were exposed to violence in the past year.

(Finkelhor, Turner, Ormrod, Hamby, & Krache, 2009)

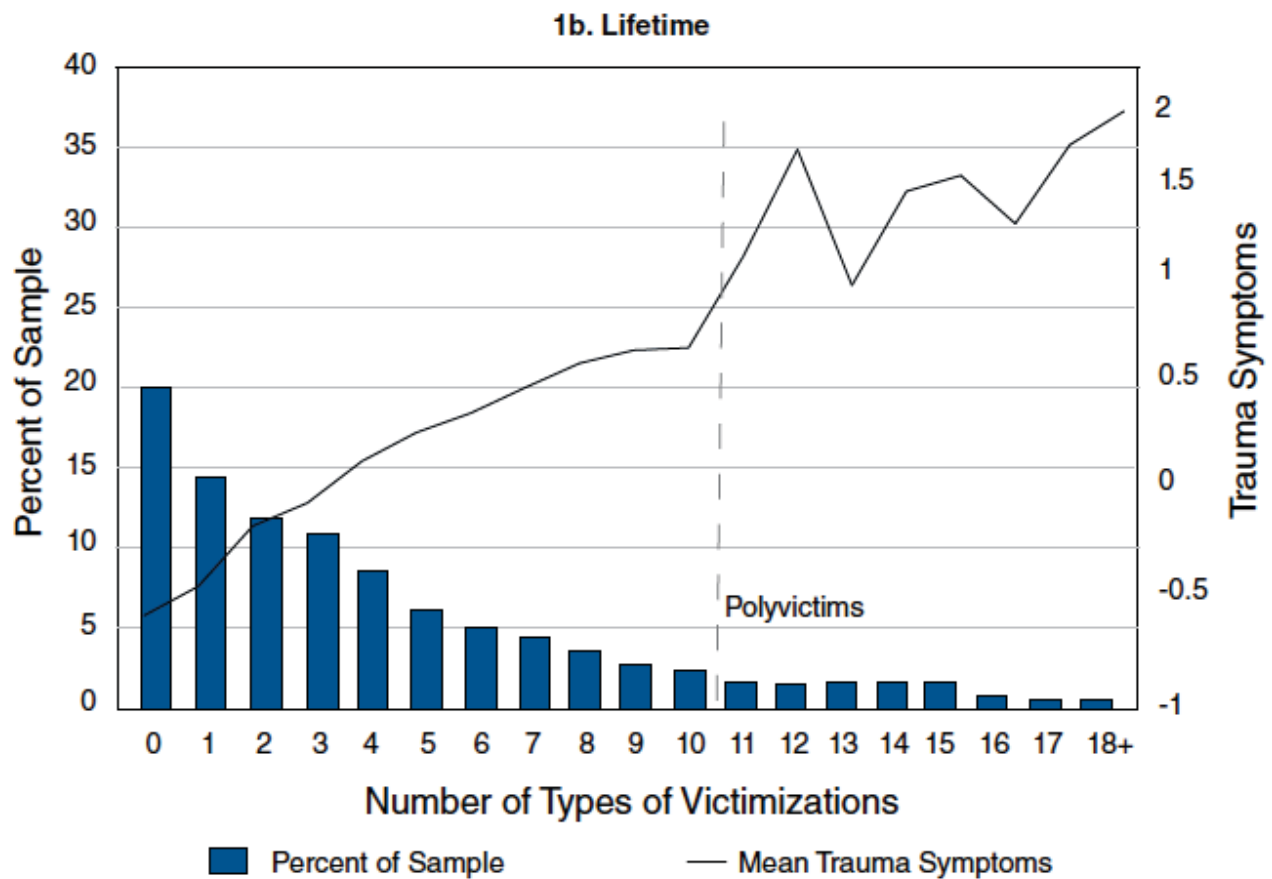


Polyvictimization

“Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence.”

(Finkelhor, Turner, Hamby, & Ormond, 2011, p.1).





(Finkelhor et al., 2011, p.5)

Common human experience

“Trauma is a *common human experience*
 that is largely overlooked in existing
 explanations of and responses to human
 behavior.”

(Schladale, 2013b)

Trauma informed

How do your experiences shape the way you see the world?



Principles of trauma-informed care

- Understanding trauma and its impact
- Promoting safety
- Ensuring cultural competence
- Healing happens in relationships
- Recovery is possible

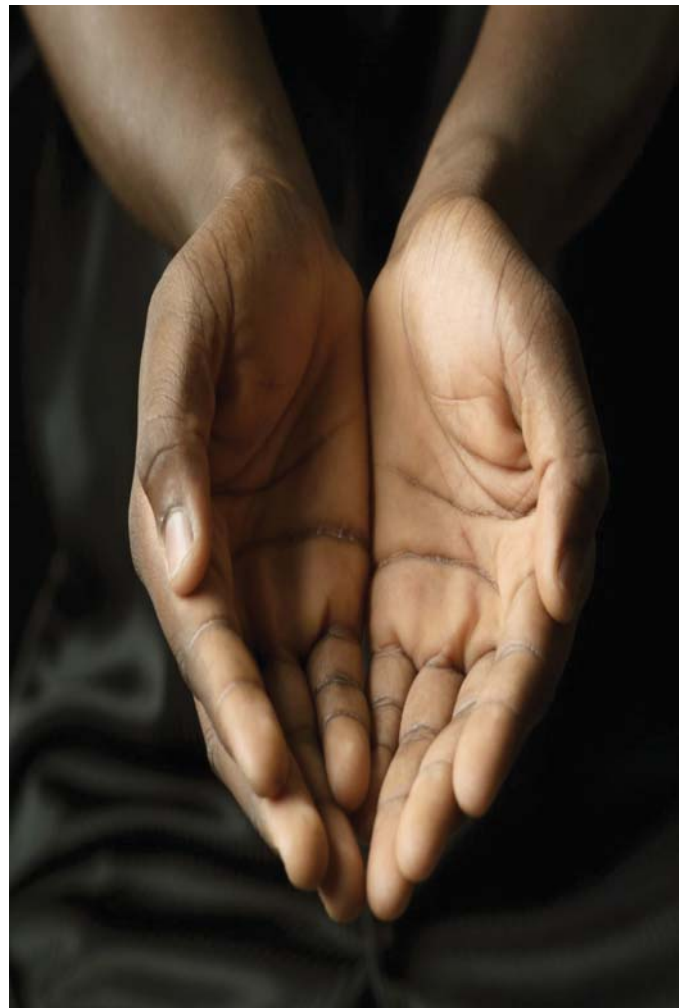
(Guarino, Soares, Konnath, Clervil, & Bassuk, 2009)



Trauma-informed practices

- Understand how trauma impacts behaviors and reactions
- Include the survivor
- Collaborative relationships

(National Sexual Violence Resource Center [NSVRC], 2013)



Explore the ways trauma has shaped a child's:

- Feelings and reactions
- Core beliefs
- Sense of stability
- Choices
- Understanding of how to navigate the world

(The National Child Traumatic Stress Network [NCTSN], n.d.)



Developmental Stages

Infancy (0-1):

Trust vs. Mistrust → Hope

Early Childhood (1-3):

Autonomy vs. Shame → Will

Play Age (3-6):

Initiative vs. Guilt → Purpose

School Age (6-12):

Industry vs Inferiority → Competence

Adolescence (12-19):

Identity vs. Confusion → Fidelity

(McLeod, 2013)



Impacts of Trauma

- Biology
- Mental Health
- Emotions
- Relationships
- Behavior
- Learning
- Coping
- Self Concept

(NCTSN, 2003)



Impacts on the brain

- Average first trauma exposure in children who experience trauma occurs by five years old
- Brain structures responsible for regulating emotion, memory, and behavior

(Justice Policy Institute, 2010)



Impacts on learning

- Affect memory, attention, & cognition
- Reduce ability to focus, organize, & process information
- Interfere with problem solving and planning
- Frustration & anxiety

(NCTSN, 2008)



Signs of Trauma

- Emotional reactions
- Psychological reactions
- Physical Reactions

(Child Witness to Violence Project, n.d.; NCTSN, 2010; NSVRC, 2010; NSVRC 2011)



Building resiliency



By creating safe and supportive spaces, we can help to ensure that **all** children have opportunities to learn, grow, and thrive.

What *all* kids need



Resilience factors

- Caring supportive relationships
- Sense of control and future
- Positive view of oneself
- Communication and problem solving skills
- Capacity to manage feelings and behaviors

(American Psychological Association [APA], n.d.)



Resilience is a *process*



APA, n.d.; Egeland, Carlson, & Stroufe, 1993)

What does a trauma-informed space look like?



(NSVRC, 2013)

Where are children?



Program models & tools



MODEL: HEAD START TRAUMA SMART

For young children (preschool age)



The HSTS Framework: ARC

- **Attachment:** Promote secure relationships
- **Self-Regulation:** Support identification, adjustment, and expression of emotions
- **Competency:** Help meet age-appropriate developmental norms

(Holmes, Levy, Smith, Pinne, & Neese, 2014; Smith, 2013)



Fostering Adult's Skills



“Before HSTS, I felt all alone in the classroom. I really thought these kids’ issues were too big for me to handle. Now I have ARC tools that really help.” – Teacher, Operation Breakthrough

(Smith, 2013, p. 9)

TOOL: ONE CARING ADULT: CREATING SAFE AND SUPPORTIVE CLASSROOMS FOR CHILDREN WHO HAVE BEEN SEXUALLY ABUSED

(For educators: forthcoming)



Podcast

world around us. We, as humans, both live in and form part of this environment. We are affected by our environment, but we also affect it by our actions on it and changing it.



MODEL: THE TRAUMA OUTCOME PROCESS

for adolescents and young adults



MODEL: HONOR OUR VOICES

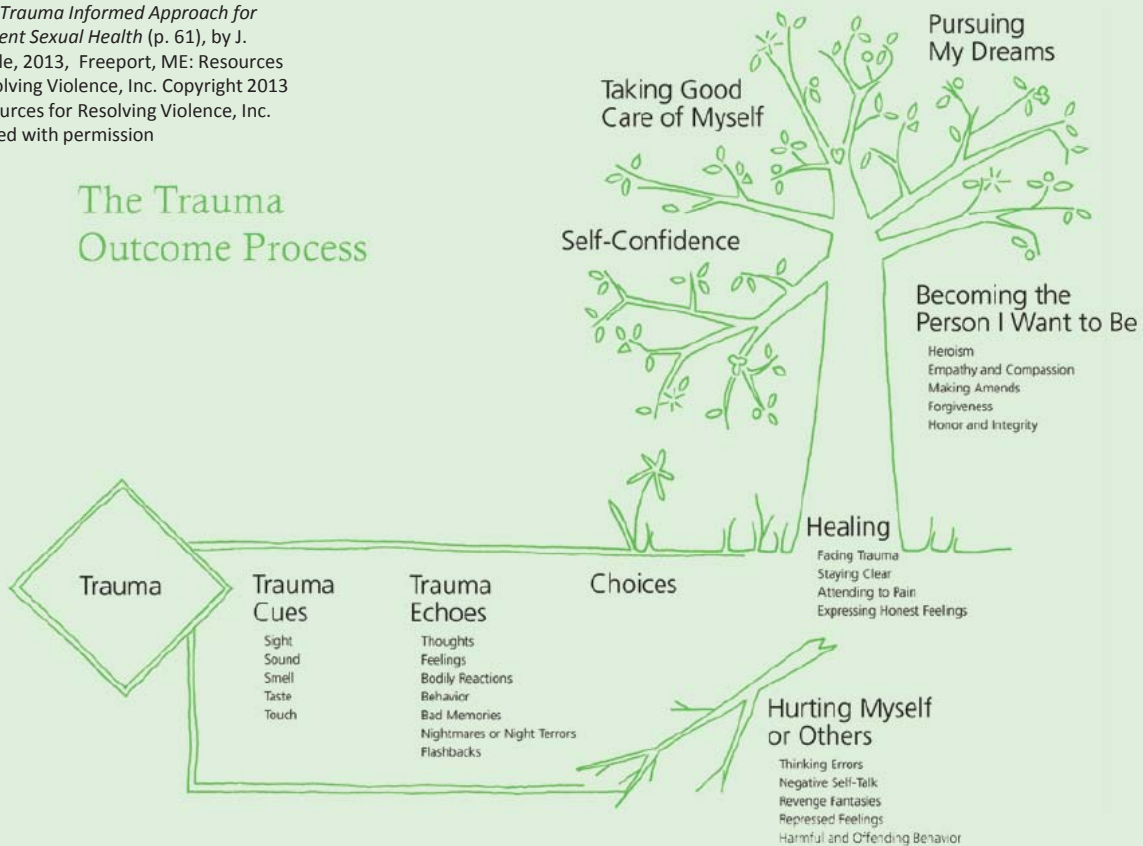
for children of all ages



The Trauma Outcome Process

From *A Trauma Informed Approach for Adolescent Sexual Health* (p. 61), by J. Schladale, 2013, Freeport, ME: Resources for Resolving Violence, Inc. Copyright 2013 by Resources for Resolving Violence, Inc. Reprinted with permission

The Trauma Outcome Process



Implementation



Questions?



Additional resources

Adams, J. (2010). *Healing invisible wounds: Why investing in trauma-informed care for children makes sense*. Retrieved from the Justice Policy Institute: <http://tinyurl.com/26wv92o>

Child Welfare Information Gateway. (2011). *Supporting brain development in traumatized children and youth*. Retrieved from <https://www.childwelfare.gov/pubPDFs/braindevtrauma.pdf>

Edleson, J., & Nissley, B. (2011). *Emerging responses to children exposed to domestic violence*. Retrieved from National Online Resource Center on Violence Against Women: <http://tinyurl.com/q9kctcyt>

Futures Without Violence. (2012). *Promising futures: Best practices for serving children, youth, and parents experiencing domestic violence*. Retrieved from <http://promising.futureswithoutviolence.org>

Additional resources

The National Child Traumatic Stress Network. (2012). *ARC: self-regulation, and competency: A comprehensive framework for intervention with complexly traumatized youth*. Retrieved from http://nctsn.org/sites/default/files/assets/pdfs/arc_general.pdf

National Resource Center on Domestic Violence. (2012). *Enhanced services to children and youth exposed to domestic violence: Promising practices and lessons learned*. Retrieve from: <http://tinyurl.com/opaaugy>

Middlebrooks, J., & Audage, N. C. (2008). *The effects of childhood stress across the lifespan*. Retrieved from Centers for Disease Control and Prevention: http://www.cdc.gov/ncipc/pub-res/pdf/Childhood_Stress.pdf

Washington Coalition of Sexual Assault Programs. (2012). *Creating trauma-informed services: A guide for sexual assault programs and their system partners*. Retrieved from <http://tinyurl.com/p8confj>

References

American Psychological Association. (n.d.). *The road to resilience*. Retrieved from <http://www.apa.org/helpcenter/road-resilience.aspx>

Child Witness to Violence Project. (n.d.) *Symptoms of witnessing violence*. Retrieved from <http://www.childwitnessstoviolence.org/symptoms-of-witnessing-violence.html>

Egeland, B., Carlson, E., & Sroufe, L. A. (1993). Resilience as a process. *Development and Psychopathology*, 5, 517-528.
doi:10.1017/S0954579400006131

Finkelhor, D., Turner, H., Hamby, S., & Ormrod, R. (2011). *Polyvictimization: Children's exposure to multiple types of violence, crime, and abuse*. Retrieved from the National Criminal Justice Reference Service: <https://www.ncjrs.gov/pdffiles1/ojdp/235504.pdf>

References

Finkelhor, D., Turner, H., Ormrod, R., Hamby, S., & Krache, K. (2009). *Children's exposure to violence: A comprehensive national survey*. Retrieved from the National Criminal Justice Reference Service: <https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf>

Guarino, K., Soares, P., Konnath, K., Clervil, R., & Bassuk, E. (2009). *Trauma-informed organizational toolkit*. Retrieved from the National Center on Family Homelessness: <http://www.familyhomelessness.org/media/90.pdf>

Holmes, C., Levy, M., Smith, A., Pinne, S., & Neese, P. (2014). A model for creating a supportive trauma-informed culture for children in preschool settings. *Journal of Child Family Studies*, 24, 1650-1659.
doi:10.1007/s10826-014-9968-6

Justice Policy Institute. (2010). *Healing invisible wounds: Why investing in trauma-informed care for children makes sense*. Retrieved from http://www.justicepolicy.org/images/upload/1007_REP_HealingInvisibleWounds_JJ-PS.pdf

References

McLeod, S. (2013). *Erik Erikson*. Retrieved from <http://www.simplypsychology.org/Erik-Erikson.html>

The National Child Traumatic Stress Network. (n.d.) *Impact of complex trauma*. Retrieved from <http://tinyurl.com/oxjmup6>

The National Child Traumatic Stress Network. (2003). *Complex trauma in children and adolescents*. Retrieved from <http://tinyurl.com/p2k3gry>

The National Child Traumatic Stress Network. (2008). *Child trauma toolkit for educators*. Retrieved from http://rems.ed.gov/docs/nctsn_childtraumatoolkitforeducators.pdf

The National Child Traumatic Stress Network. (2010). *Domestic violence and children: Questions and answers for domestic violence project advocates*. Retrieved from <http://tinyurl.com/oxphx3l>

References

National Sexual Violence Resource Center (2010). *Impact of sexual violence: Fact sheet*. Retrieved from <http://tinyurl.com/ntsmh43>

National Sexual Violence Resource Center (2011). *Child sexual abuse prevention: Overview*. Retrieved from <http://tinyurl.com/pnijbos4>

National Sexual Violence Resource Center. (2013). *Building cultures of care: A guide for sexual assault services programs*. Retrieved from <http://tinyurl.com/qgbdrst>

Proffitt, B. (2010, December). Delivering trauma-informed services. *Healing Hands*, 14(6), 1-8. Retrieved from the National Health Care for the Homeless Council: <http://tinyurl.com/khk6w3k>

Schladale, J. (2013a). *A trauma informed approach for adolescent sexual health*. Retrieved from Resources Resolving Violence, Inc.: <http://tinyurl.com/om3nx5h>

References

Schlada, J. (2013b, September). *A trauma-informed approach for adolescent sexual health*. Training presented at Temple University, Harrisburg, PA.

Smith, A. (2013, Summer). Head Start Trauma Smart: Creating trauma-informed head start communities. *Head Start Sand Box*, 1(1), 6-9. Retrieved from Saint Luke's Health System: <http://tinyurl.com/ol8nfle>

Stress. (2015). In *Merriam-Webster Dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/stress>

Substance Abuse and Mental Health Services Administration. (2014). Trauma-informed care in behavioral health services [No. (SMA) 14-4816]. *Treatment Improvement Protocol*, TIP 57. Retrieved from <http://store.samhsa.gov/shin/content/SMA14-4816/SMA14-4816.pdf>

How to contact the presenters

Casey Keene:

National Resource Center on Domestic Violence
ckeene@nrcdv.org

Jennifer Benner:

National Sexual Violence Resource Center
jbenner@nsvrc.org

Thank you for joining us!

©National Sexual Violence Resource Center 2015. All Rights Reserved. Parts of this document may be reproduced, copied, modified, or adapted for individual educational purposes only. Commercial use and distribution of the contents of the document are not allowed without express and prior written consent of the copyright holder.

This project was supported by Grant No. 2011-TA-AX-K023 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.