



# Trauma-Informed Organizations

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# Agenda

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- I. What is Trauma-Informed Care ?
- II. Key Elements of a Trauma-Informed Care System
- III. Creating Trauma-Informed Change





What discipline do you represent?

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Trauma often comes up  
in my work with children  
& families.

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I feel very confident that  
my organization is  
trauma-informed.

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What experiences do you want traumatized families to have when working with you?

# WHAT IS TRAUMA- INFORMED CARE?

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# Trauma-Informed Systems

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The idea of trauma-informed systems sprang from research on the efficacy of trauma-focused interventions for children and families





# A Trauma-Informed Organization...

- 1. Realizes** the widespread impact of trauma and understands potential paths for recovery
- 2. Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system
- 3. Responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.

# WHY ADDRESS Trauma-informed care?

- Improves client experience
- Improves quality of service to families
- Increases satisfaction at work
- Creates a community of hope, healing and recovery
- Promotes organizational wellness

# **Key elements of a trauma- informed system**

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# ADVANCING CALIFORNIA'S TRAUMA-INFORMED SYSTEMS

## TRAUMA-INFORMED CARE MENU

### ORGANIZATIONAL ENVIRONMENT



System  
Collaboration



Physical &  
Psychological Safety



Partnering with Children,  
Youth, & Families



Organizational  
Policies & Procedures



Culture, Diversity,  
& Trauma

### WORKFORCE DEVELOPMENT



Trauma Training  
& Awareness



Secondary  
Traumatic Stress

### TRAUMA-INFORMED SERVICES



Screening  
Practices



Assessment  
Practices



Referral  
Practices



Services to Promote  
Growth, Well-Being,  
& Resilience

# ORGANIZATIONAL ENVIRONMENT



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# System Collaboration



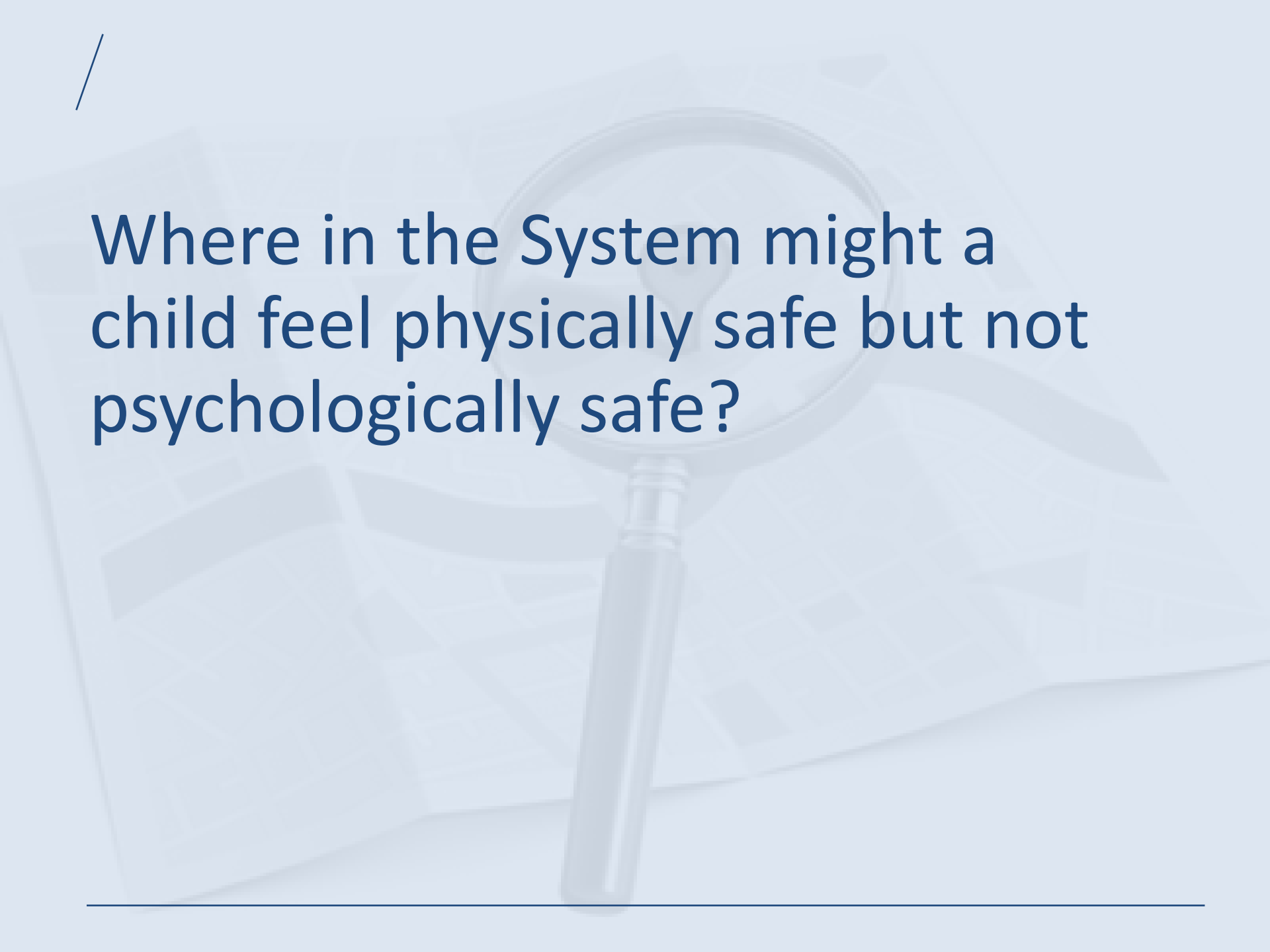
Where are the gaps?

# Advancing System Collaboration

- Being knowledgeable of the major voices for children and youth exposed to trauma within your community
- Working relationships with the systems that serve the children and families your organization works with
- Procedures in place for sharing pertinent information and data with those outside and within your organization
- Cross systems/multidisciplinary training to familiarize providers with other systems



Physical & Psychological Safety

A faint background image showing a magnifying glass with a silver handle and frame, positioned over an open map. The map displays various geographical features like roads and boundaries. The entire scene is rendered in a light, monochromatic blue-grey tone.

Where in the System might a child feel physically safe but not psychologically safe?

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# Advancing Physical and Psychological Safety

- An environment that promotes a sense of safety, calming, and de-escalation
- Physical safety and crisis protocols in place that are regularly practiced
- A healthy respect for the ways in which behavior that appears to be maladaptive in the present once served as a useful response in past environments
- Encouraging self-empowerment, self-control, self-regulation and education around the impacts of trauma on safety



# Partnering with Children, Youth, & Families

# Barriers to Engagement

Concrete obstacles: time, competing priorities, transportation, childcare

Perceptual obstacles: attitudes about mental health, stigma, negative experiences, parents' own stress and needs

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Which barriers do you  
think are most  
important?

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# **Advancing Partnerships with Children, Youth, and Families**

- Strengthening the experience of choice for children, youth, and family members
- Valuing relationships through shared goals and transparency
- Policies and decisions that are conducted with transparency and collaboration





# Organizational Policies & Practices

# Advancing Organizational Policies

- Identified point of responsibility within the organization for trauma-informed administrative practices
- Policies/protocols for workforce orientation, training, support related to trauma
- Organizational self-assessment
- Senior leaders that have capacity and skills to facilitate implementation of trauma-informed change

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**Who can you identify as a champion to support your own organizational change?**

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# Culture, Diversity, & Trauma

# Advancing Culture, Diversity and Trauma

- Workforce knowledge and awareness on how culture influences the interpretation and meaning of traumatic events, the acceptability of support, and help seeking behaviors
- Incorporating attention to culture and trauma in organizational operations and quality improvement processes
- Institutionalizing cultural knowledge within the organization



# WORKFORCE DEVELOPMENT



Trauma Training  
& Awareness



Secondary  
Traumatic Stress



# Trauma Training and Awareness

# Advancing Trauma Training and Awareness

- Showing support and commitment to trauma training and awareness (e.g., allowing time out of staff's schedule to attend such trainings)
- Having systems in place to monitor the impact of training on the workforce
- Coaching to support training goals
- Internal capacity to ensure that ongoing training and education for the workforce on trauma-informed care is available



Secondary Traumatic Stress

# STS Signs and Symptoms

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- Avoidance (including of certain clients)
- Preoccupation with clients/client stories
- Intrusive thoughts/nightmares/flashbacks
- Arousal symptoms
- Thoughts of violence/revenge
- Feeling estranged/isolated/having no one to talk to
- Feeling trapped, “infected” by trauma, hopeless, inadequate, depressed
- Having difficulty separating work from personal life

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**What are some ways your  
organization addresses  
Secondary Traumatic Stress?**

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# Advancing Secondary Traumatic Stress

- Trainings and/or workshops
- Reflective supervision
- Resources for self-care (e.g., supervision, consultation, peer support)
- Procedures that are sensitive to the impact of trauma on the workforce



# TRAUMA-INFORMED SERVICES



Screening  
Practices



Assessment  
Practices



Referral  
Practices

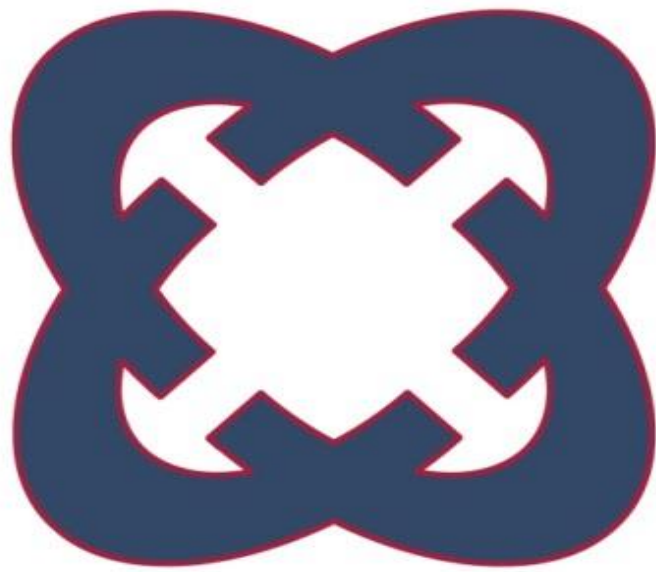


Services to Promote  
Growth, Well-Being,  
& Resilience

# Trauma Informed Services

- Normalize and validate a child and family's experience
- Reduce overwhelming emotion related to the trauma
- Help children cope with trauma triggers and make new meaning of their trauma history and its impact on current and future life events.





# CEBC

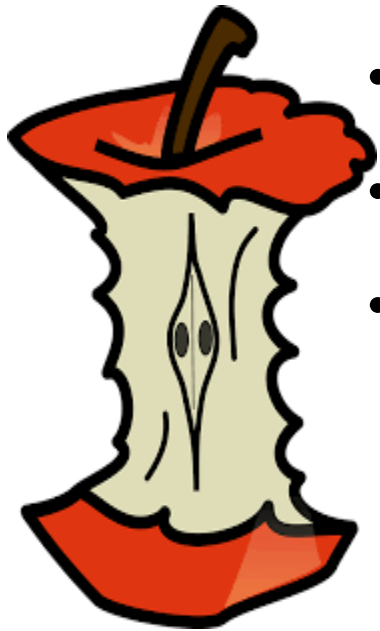
THE CALIFORNIA EVIDENCE-BASED  
**CLEARINGHOUSE**  
FOR CHILD WELFARE

- User-friendly Information on Evidence-Based Practices
- Scientific Ratings and Relevance to Child Welfare Ratings

[www.cebc4cw.org](http://www.cebc4cw.org)

# Core Components of Trauma-Focused, Evidence-Based Treatment

- Building a strong therapeutic relationship
- Psych education about normal responses to trauma
- Parent support, conjoint therapy, or parent training
- Emotional expression and regulation skills
- Anxiety management and relaxation skills
- Trauma processing and integration



# Creating trauma-informed change

















# IMPLEMENTATION PLANNING

## AREA OF TRAUMA-INFORMED SYSTEM CHANGE:

[Write area here]

### Overarching Goal #1:

[Write goal here]

### Objectives:

- 1.
- 2.

### How We Get There:

Objective	Action Steps and Tasks	Who is Responsible?	Expected Resources	Targeted Timeframe for Completion	ACTS Phase	Measurement of Success
[Objective #1]	1.					
	2.					
[Objective #2]	1.					
	2.					





Compassion satisfaction

# Acknowledging Success

- Tell me about your successes this month?
- In which ways can you give yourself credit for the successes?
- What did you do or say that helped lead to changes?
- What makes you feel proud or successful in your role?

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## Trauma-Informed Care

We conceptualize TIC as a process rather than a destination. From that point of view, every organization working with traumatized children, youth, and families has the capacity to improve the quality of their trauma-informed services.



## What is Trauma-Informed Care?

Since the end of the 20th Century, researchers and practitioners have helped uncover and clarify how childhood trauma can leave a short- and long-term impact on individuals, families, and communities. This work has driven child, youth, and family-serving systems to better understand the attitudes, services, policies, and practices specifically tailored to enhance safety, resilience, hope, and posttraumatic growth. This process has sparked a movement to transform child-serving systems into systems that can effectively and efficiently respond to, and serve, those exposed to trauma.



A wooden-framed letterboard with a black felt surface is centered on a rustic, weathered wooden plank background. The words "Thank" and "You" are written in white, serif, all-caps letters on two separate lines. In the top right corner, a portion of a large green leaf is visible. In the bottom left corner, the tip of an orange object is partially seen.

Thank  
You