



Trauma-Informed Care Basics Facilitator Guide Module 2: Understanding Trauma

Module Two: Understanding Trauma – Collective Learning Session

Objectives:

- Make the distinction between trauma and ACEs.
- Continue to grow our understanding of various forms of trauma.
- Connect the role of resilience in response to trauma and adversity.

Facilitators Guide

Review the content from the Understanding Trauma web-based module. Collective learning sessions supplement the independent learning and create a space where you can contextualize the learning to the setting you work in. Not all content will be covered, rather the time together is used to integrate learning using discussion, problem-based learning (practice), and dynamic learning generated by the participants and the experiences, identities, and roles that they bring.

Use an inclusivity first mindset. Use nametags or virtual naming tools for participants. Provide information regarding access to bathrooms, when breaks will take place, dietary needs, accessibility, and information that helps participants make decisions and increase their own feelings of comfort, trust and safety in the learning space. Prior to coming together for the first time, you can send out a group norms survey to build consensus and inclusivity.

All participants should have completed Module Two: Understanding Trauma independently.

The timing and content map provides flexible guidance for carrying out the live session. 90 minutes has been allocated for this collective learning session, however the time parameters suggested can change based on a variety of factors.

The live sessions take the shape of a three-part process in which the participant is asked to:

- 1) Reflect. Either through internal investigation or in pairs through discussion.
- 2) Explore. By examining a problem space through group discussion using their own observations, lived experience, and knowledge gained.
- 3) Build community. Cultivate a space to integrate, embody and/or question these findings.

TIME	GOALS	ACTIVITY
10 mins	<ul style="list-style-type: none"> • Sets the tone, slowing everyone down mindfully. • Provide connection to body/breath. 	<p>Setting: Taking time to settle in, if it feels best, what does it feel like when you give yourself permission to not multitask? To find comfort in yourself? Find a place where you can sit comfortably with a straight spine. Where do you feel the most power? If you could assign that power a color, what would it be, and where would it reside in your body?</p> <p>Breathing with Power Script:</p> <ul style="list-style-type: none"> • Take a steady breath in through both nostrils. Inhale until you reach your lung capacity; maintain a tall spine. • Sit in a comfortable seat and close the eyes for a few slow deep breaths. Take a few moments to deepen the breath and find an even length inhalation and exhalation. • Bring your awareness to where the breath goes as it enters the body. This breath is a diaphragmatic breath, filling the belly and then lungs on the inhale. Practice filling the belly, then lungs, taking a brief pause at the top of the inhale, and emptying the lungs and then slightly contracting the belly to release air from the belly. Notice the slight pause again at the bottom of the exhale. • Maintaining this diaphragmatic breathing, begin deep breaths in through the nose and exhale out the mouth, as you imagine you were fogging up a mirror with your breath. Your exhale should make the sound “haaaaaah.” Practice this a few times. • Continue this breath, but this time, seal the lips and create the same “haaaaaah” sound with the mouth closed. You should notice the slight constriction in the back of the throat, which narrows the passage of air for longer and slower breath cycles. Keep the mouth sealed as you breathe in and out cultivating an oceanic sounding breath, in and out through the nose. As if you were about to whisper a secret, and exhale slowly through both nostrils. This exhalation will sound like an ocean wave or gentle rush of air. <p>Resilience is power, built in part through grounded hope. The “grounded” part refers to a realistic understanding of our lives and ourselves. Bravely and compassionately looking at what is and matching that reality with hope based in recovery. We cultivate the “hope” part by building confidence in our ability to shape what happens next. How can I build something better? Grounding yourself in hope, resilience and healing – is powerful. What are the strengths and sources of power you bring into your work?</p>
REFLECT		
10 mins	<ul style="list-style-type: none"> • Recap of the web-based module through open discussion. 	<p>Review & Recap: The Understanding Trauma module talks specifically about trauma, differentiating it from adversity. The module integrates an understanding of three E’s of trauma to make this point. The module asserts that trauma can affect the person in a variety of ways. Continuing to grow our understanding of various forms of trauma and how we can respond to support a person and support their resilience is helpful. In addition, this module talks about the impact of trauma, going through the 3F’s, the emotional, behavioral, social impact and the brain. This collective learning session will engage in exercises to expand your integration of the understanding of trauma.</p> <p>Examples of open-ended questions that can be used:</p> <ul style="list-style-type: none"> • What is your understanding of _____? • What do you want to know about _____? • What is the first thing you think about in relation to _____? • What are some questions you have about _____? • State one image/scene/event/moment from your experience that relates to _____?

<p>15 mins</p>	<ul style="list-style-type: none"> Provide an exploration question for the dyad (groups of two). Hold space for how this topic shows up in the person. Practice modeling what it feels/looks like to hold a gentle open space for how stress, adversity or trauma shows up. 	<p>Dyads: Distinction between ACEs and Trauma</p> <p>Invite participants to engage in discussion with a partner. Randomly assign so that people can get diverse learning experience from this activity. The goal of this activity is to support participant's understanding of trauma and ACEs as well as the difference between the two. Ask participants to engage in a brief discussion with their partner, each taking 5 minutes each to examine how their language and experience with these concepts have shaped their understanding. Use these questions as guidance for the discussion:</p> <ul style="list-style-type: none"> What did you find were the biggest differences between trauma and ACEs? What are the challenges that people in your agency or organization face?
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EXPLORE

<p>20 mins</p>	<ul style="list-style-type: none"> Use problem-based learning to integrate a case study specific to the system or organization the learners are familiar with Provide participants with a case study to examine in groups 	<p>Case Study: Different Types of Stress</p> <p>Remind participants of Marisol and Kevin's case study. Choose one or use both as you like. Provide each group of three to four participants a copy of the case study or display for all participants to see. Process the questions that arise.</p> <div data-bbox="443 955 800 1245"> <p>Module Two Slide 2.12</p> <p>Case Studies</p> <p>Read through the two case studies for Marisol and Kevin. Provide your insights in the observations tab.</p> <table border="1"> <thead> <tr> <th>MARISOL</th> <th>KEVIN</th> <th>OBSERVATIONS</th> </tr> </thead> <tbody> <tr> <td colspan="3"> <p>Marisol is 17 years old, attending a local neighborhood high school located in close to the subsidized housing where she and her single mother and four siblings live. She walks to school because she is too close to get busing. Since her mom is already out of the house and off to work one of her two jobs before she wakes up in the morning, Marisol is the one who feeds her siblings and gets them ready for school until one of her uncles can pick them up. If her uncle is late, Marisol is late to school. Marisol's relationship with her father is strained since they have not seen each other after their mom separated from him due to his abusive behavior and use of alcohol and drugs. Marisol works from the moment she wakes up to the moment she goes to bed and is unable to participate in any of the activities that her friends do in school because she is often caring for her siblings. She is extremely artistic and looks forward to going to art school.</p> </td> </tr> <tr> <td colspan="3"> <p>Kevin is a 10 year old male who lives with his grandmother and grandfather. His family is very close knit and he has a little brother. Kevin's mom was incarcerated when Kevin was 10 years old. Prior to that, his mom took care of him and his little brother. Kevin never met his father. Kevin's mom struggled with substance use and mental health issues while taking care of them and always emphasized how much she loved them. Kevin's grandparents stepped in to care for Kevin and his little brother. They are loving, believe in hard work and going to school. They support Kevin and encourage him to play sports and paint (something Kevin is good at). At school, Kevin gets pressure to use drugs but he worries about letting his grandmother and little brother down, so he does not use them. Kevin's art teacher encourages him to participate in the end of year art show to showcase some of the work he has done to highlight the lives of incarcerated women. Kevin looks forward to talking his mom at their biweekly visitation.</p> </td> </tr> </tbody> </table> </div> <div data-bbox="443 1312 800 1602"> <p>Module Two Slide 5.8</p> <p>Case Studies</p> <p>We are going to revisit Kevin and Marisol. Click on each folder tab to learn more about their responses...</p> <table border="1"> <thead> <tr> <th>MARISOL</th> <th>KEVIN</th> <th>OBSERVATIONS</th> </tr> </thead> <tbody> <tr> <td colspan="3"> <p>Marisol is feeling more and more isolated in her role as parent to her siblings. She is trying to maintain her family obligations but feels herself getting short tempered with her siblings. When she does react to them, she feels intense shame which is made worse when she thinks "She knows that how I'm reacting to her father after being out in anger at her little brother one day. She reached out to a friend who is in a way similar situation at home. Her friend tells her how she is not alone. While it was hard to reach out, she is glad she found someone to talk to.</p> </td> </tr> <tr> <td colspan="3"> <p>Kevin is doing well in school and is close to his family, however, he is not very close to people in his age group. Kevin feels alone in social settings sometimes intentionally avoiding them away so that he cannot be disappointed. He does not trust anyone outside of his family and is very guarded. His art and sports allow him a place to express himself. Nobody at school knows that Kevin's mom is incarcerated except his art teacher. She tries to introduce him to other artists, but Kevin is very guarded in those situations. Kevin tells his art teacher he is just fine and doesn't depend on anyone. Further, Kevin uses whatever time he does have outside of school to go to the gym. He is very physically fit and is proud of the way he is able to control his body.</p> </td> </tr> </tbody> </table> </div>	MARISOL	KEVIN	OBSERVATIONS	<p>Marisol is 17 years old, attending a local neighborhood high school located in close to the subsidized housing where she and her single mother and four siblings live. She walks to school because she is too close to get busing. Since her mom is already out of the house and off to work one of her two jobs before she wakes up in the morning, Marisol is the one who feeds her siblings and gets them ready for school until one of her uncles can pick them up. If her uncle is late, Marisol is late to school. Marisol's relationship with her father is strained since they have not seen each other after their mom separated from him due to his abusive behavior and use of alcohol and drugs. 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<p>5 mins</p>		<p>Brain Break: Breathing Awareness</p> <p>One way to refocus our brain is to focus on one aspect of our body. This draws the brain away from distracting thoughts. Try breathing in deeply while counting to 4, holding for another 4-count, exhaling, holding, and so on. Deep breathing is a very useful habit to develop, as it increases productivity and self-awareness. During break use this video to support this breathing technique - https://www.youtube.com/watch?v=AOL3isokmY4</p>
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BUILD COMMUNITY		
15 mins	<ul style="list-style-type: none"> • Integrate learning through a group exercise • Use liberating structures exercise 	<p>Group Learning Activity: The Role of Resilience</p> <p>Materials for In-Person Learning:</p> <ul style="list-style-type: none"> • Flip Chart Paper • Markers <p>Materials for Virtual Learning:</p> <ul style="list-style-type: none"> • Google Jamboard <p>Instructions:</p> <p>Break participants into groups of 3-4. Using the case studies provided in the Understanding Trauma web-based module about Kevin and Marisol, participants will discuss the ways that ACEs can potentially impact the person across their lifespan and how resilience protective factors can support them. Provide participants with the following questions:</p> <ul style="list-style-type: none"> • What adverse experiences did Kevin and Marisol experience? • What systems do you think they might interact with? • What can systems do to be responsive to their needs at the various points in their lives? <p>Collective Learning Experience:</p> <p>Bring participants together to discuss what came up in their groups. What are some insights that occurred across all groups? What are some considerations for how systems can be more responsive to the person's lived experience? This will plant the seeds for further insight on implementing trauma-informed practices in later modules.</p> <p>Group Process Questions:</p> <ul style="list-style-type: none"> • What are the protective factors that you identified? • How does the response of the system that a person interacts with impact their outcomes? <p>Highlight some of the commonalities, while also connecting participants to their own experience of protective factors in their own lives. The processing of the prompt should take approximately 7 – minutes.</p>
10 mins	<ul style="list-style-type: none"> • Brings the learning together. 	<p>Group Process: Tying It Together</p> <p>Liberating Structure – Maximum Specs</p> <p>Generate the list of all must-do activities to support survivors of trauma. Invite participants to use the information they gathered from the Understanding Trauma module (reminder that there are lower brain activities they may draw on). Make the list as complete as possible in a short time.</p> <p>Take a moment to answer any questions or comments about the content that was covered in the collective learning session.</p>
5 mins	<ul style="list-style-type: none"> • Close the loop effectively and with calm. 	<p>Check-Out Closing</p> <p>Closing a collective learning session allows participants to process their learning and the facilitator to check-in on the participants. This particular check-out practice is called So What. Practicing humble inquiry, ask participants to draw on what they have learned and explored using the following questions:</p> <ul style="list-style-type: none"> • What have you learned that will matter to you in one year? • In three years?

		<ul style="list-style-type: none"> • Five years?
		<p>Optional Understanding Trauma Homework</p> <p>When we speak of trauma, we need to make space for the healing from trauma. Savoring is an important part of healing. Savoring is the awareness of pleasure and the ability to acknowledge, appreciate, and enhance positive experiences. When we can sit with positive experiences and savor small pleasures in life through deliberate focus, we can begin to recognize, magnify and retain the good feelings.</p> <p>For homework, participants are invited to take time to think about an event from their past that evokes positive emotions, visualize the event in as much detail as possible, and focus on the pleasant feelings that were experienced at the time. What were the colors, the smells, the sensations?</p> <p>Take a moment to journal about it and sit with the positive storytelling that came with that memory.</p>

Module Two Slide 2.12



MARISOL	KEVIN	OBSERVATIONS
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MARISOL	KEVIN	OBSERVATIONS
<p>Kevin is a 16 year old male who lives with his grandmother and grandfather. His family is very close knit and he has a little brother. Kevin's mom was incarcerated when Kevin was 12 years old. Prior to that, his mom took care of him and his little brother. Kevin never met his father. Kevin's mom struggled with substance use and mental health issues while taking care of them and always emphasized how much she loved them. Kevin's grandparents stepped in to care for Kevin and his little brother. They are loving, believe in hard work and going to school. They support Kevin and encourage him to play sports and paint (something Kevin is good at). At school, Kevin gets pressure to use drugs but he worries about letting his grandfather and little brother down so he does not use them. Kevin's art teacher encourages him to participate in the end of year art show to showcase some of the work he has done to highlight the lives of incarcerated women. Kevin looks forward to telling his mom at their biweekly visitation.</p>		

Module Two Slide 5.8



MARISOL

KEVIN

OBSERVATIONS

Marisol is feeling more and more isolated in her role as parent to her siblings. She is trying to maintain her family obligations but feels herself getting short tempered with her siblings. When she does react to them, she feels intense shame which is made worse when she drinks. She fears that she is turning into her father after lashing out in anger at her little brother one day. She reaches out to a friend who is in a very similar situation at home. Her friend lets her know she is not alone. While it was hard to reach out, she is glad she found someone to talk to.



MARISOL

KEVIN

OBSERVATIONS

Kevin is doing well in school and is close to his family; however, he is not very close to people in his age group. Kevin feels alone in social settings sometimes intentionally pushing others away so that he cannot be disappointed. He does not trust anyone outside of his family and is very guarded. His art and sports allow him a place to express himself. Nobody at school knows that Kevin's mom is incarcerated except his art teacher. She tries to introduce him to other artists, but Kevin is very unsettled in those situations. Kevin tells his art teacher he is just fine and would rather not depend on anyone. Further, Kevin uses whatever time he does have outside of school to go to the gym. He is very physically fit and is proud of the way he is able to control his body.