

Trauma-Informed Care/Practices in Light of COVID-19: Applying Lessons Learned from Child-Serving Systems



Wednesday, April 29, 2020
10:00 AM - 11:30 AM

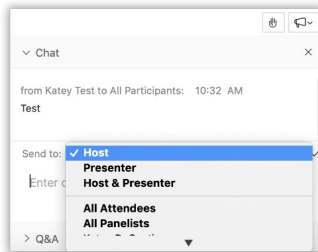
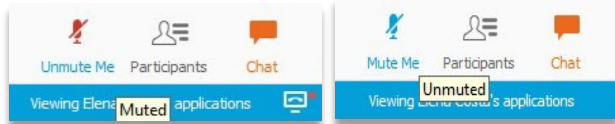


Webinar Housekeeping

Minimize Distractions



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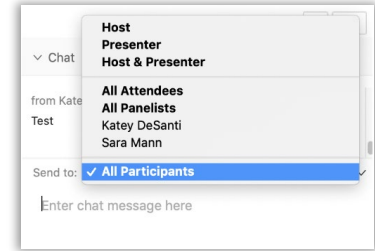


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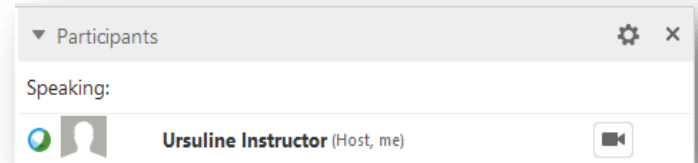
Engage and Participate!



Ask questions in the chat box or via the line.



Consider utilizing your webcam.





Today's Presenter and Facilitators



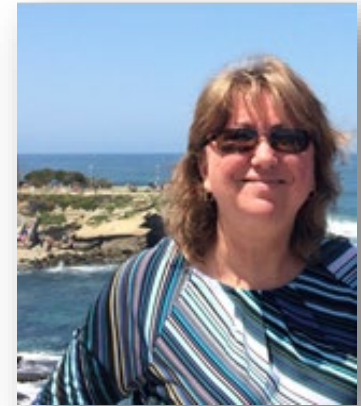
Elena Costa
Program
Coordinator
Essentials for
Childhood Initiative



**Dr. Melissa
Bernstein**
Co-Director
Advancing California's
Trauma Informed
Systems (ACTS)



Colin Gutierrez
Program Associate
Public Health
Institute & Trauma-
Informed Practices
Subcommittee Chair



Karen Clemmer
Northern California
Regional Facilitator
for ACEs Connection
& Trauma-Informed
Practices
Subcommittee Chair



Today's Agenda

1	Trauma-Informed Care/Practices in Light of COVID-19: Applying Lessons Learned from Child-Serving Systems
2	Q&A with Dr. Bernstein and Facilitated Discussion
3	Trauma-Informed Practices Subcommittee Priorities Discussion
4	Next Steps



Purpose

- Gain an understanding of the **practical applications of key trauma-informed elements** put into practice through the ACTS project that could be applicable to organizations and programs working to improve child wellbeing, especially given the current public health crisis
- **Participate in a discussion** facilitated by Trauma-Informed Practices Subcommittee Chairs, Colin Gutierrez and Karen Clemmer, about ways in which **organizations and programs can equip** the information shared by Dr. Bernstein
- ***Suggest priorities in light of COVID-19, for the Essentials for Childhood Initiative, Trauma-Informed Practices Subcommittee***



Melissa Bernstein, PhD

Co-Director of the Advancing
California's Trauma Informed
Systems (ACTS) project



Trauma-Informed Care/Practices in Light of COVID-19: Applying Lessons Learned from Child-Serving Systems

Melissa Bernstein, PhD

“We’re feeling a number of different griefs. We feel the world has changed, and it has. We know this is temporary, but it doesn’t feel that way, and we realize things will be different. The loss of normalcy; the fear of economic toll; the loss of connection. This is hitting us and we’re grieving. Collectively. We are not used to this kind of collective grief in the air.”







A TIC Organization...

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





ACTS

Advancing California's Trauma-Informed Systems



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



Tehama County Social Services
Trauma Training & Awareness

Solano Department of Health and Social Services
To Be Decided

Santa Barbara County Dept. of Social Services
Secondary Traumatic Stress

Los Angeles Dept. of Children & Family Services
Organizational Policies & Procedures

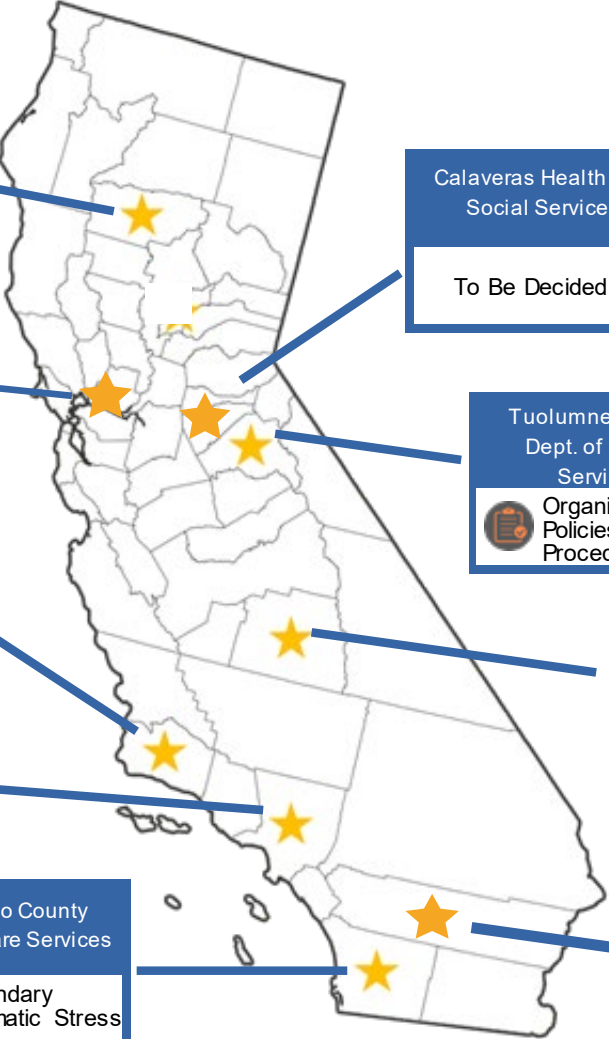
San Diego County Child Welfare Services
Secondary Traumatic Stress

Calaveras Health and Social Services
To Be Decided

Tuolumne County Dept. of Social Services
Organizational Policies & Procedures

Tulare County Health & Human Services
Partnering with Children, Youth, & Families

Riverside Department of Public Social Services
To Be Decided



Lessons Learned



- Organizations have been hesitant to address in the past
- Top TIC area chosen by child welfare leaders
- Ignoring has significant repercussions



Practical Applications

- Training on STS and well-being
- Reflective Supervision

“includes an opportunity for containment of a practitioner’s anxieties resulting from the raw experience of the work. This is accomplished through close listening, reflecting back an understanding, and emotional resonance (Harvey & Henderson, 2014).



Santa Barbara County

Santa Barbara County Child Welfare



Goal

Utilize Reflective Supervision to decrease staff Secondary Traumatic Stress (STS)



Practice Changes

- All current and new staff trained on TIC and STS by internal trainers
- Supervisors regularly attend Peer Reflective Supervision groups and utilize with staff
- Integrating current STS initiatives



Tools

- Abbreviated version of STSI-OA*
- Survey of Supervision Practices
- Training slides on TIC and STS





Practical Applications

Debriefing

- Time limited
- Externally facilitated
- Opportunity to share and connect





Resources

NCTSN- Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision

<https://www.nctsn.org/resources/using-secondary-traumatic-stress-core-competencies-trauma-informed-supervision>

Miller, B., & Sprang, G. (2017). A components-based practice and supervision model for reducing compassion fatigue by affecting clinician experience. *Traumatology*, 23(2), 153–164. <https://doi.org/10.1037/trm0000058>

<https://www.childwelfare.gov/topics/management/workforce/workforcewellbeing/burnout/secondary/>

APSAC Webinars - apsac@apsac.org

<https://www.tendacademy.ca/marathon-not-sprint-covid19/>

Lessons Learned



- Increasingly understood as ideal model of service delivery but not consistently conceptualized in the literature
- Leadership buy-in is a crucial point of leverage for change
- Often requires concerted efforts from multiple stakeholders



Practical Applications

- Mobilizing knowledge across the system
 - Training on family engagement
 - Training on topics associated with caregiver stress
 - Dealing with challenging child behaviors
 - Problematic sexual behavior
 - Working with the school
- Building relationships with families
 - Mary McKay, PhD - Focused Telephone Procedures

Tulare County

Tulare County Child Welfare



Goal

Train staff and resource parents in recognizing and addressing child trauma responses



Practice Changes

- Track placement changes related to child trauma responses to support data-informed decisions
- Updated resource parent curriculum training
- Staff trained on addressing child trauma responses by internal trainers



Tools

- Training slides on child trauma responses and parenting
- Quick guide for supervisors on supporting resource parents in addressing child trauma responses
- Tracking system for placement changes



Resources

https://pcit.ucdavis.edu/wp-content/uploads/2012/08/8_McKayengagementtrainingdavis.pdf

The screenshot shows the ACTS (Assessing California's Trauma-Informed Systems) website. The header includes the ACTS logo and navigation links: Home, About Us, Trauma-Informed Care, ACTS Resources (underlined), and ACTS Partners. The breadcrumb trail reads: Resources / Organizational Environment / Partnering with Children, Youth, & Families. The main heading is 'Partnering with Children, Youth, & Families'. Below the heading is a text box stating: 'Child welfare practitioners actively engage and involve children, youth, and families, including resource parents and kinship caregivers, during case planning. Similarly, child welfare systems and agencies intentionally and equitably integrate people with lived expertise at every level of decision-making, design, and delivery.' A horizontal menu contains five categories: READINGS (highlighted in blue), RESEARCH, TOOLS & GUIDE, TRAINING, and MEASUREMENTS. Below the menu are three featured articles: 1. 'Family Engagement: Partnering With Families to Improve Child Welfare Outcomes' with a 'WHAT'S NEW?' tag. 2. 'NCTSN's Collaborative Family Engagement and Involvement in Trauma Manual Health' with a 'WHAT IS FAMILY ENGAGEMENT?' tag. 3. 'What's SHARING POWER Got to Do with Trauma-Informed Practice?' with a 'PRACTICE' tag.

Lessons Learned



- Essential for sustaining TI change
- Often not a core principle in agency policies , mission statement, or strategic plan



Practical Applications

- TI Hiring and Onboarding Practices
- TI Supervision policies
- Policies on trauma training and awareness
- Review of current policies with a TI lens

San Diego County

San Diego County Child Welfare



Goal

- Update supervision policy and procedures to enhance the quality and consistency of supervision as a foundation for addressing STS



Practice Changes

- New supervision policy to include standards for frequency and structure of supervision.
- Pilot supervision policy for followed by agency-wide implementation
- Supervision templates that include reflective supervision prompts used by supervisors and staff
- Adoption of an intervention to strength to supervision policy changes



Tools

- Supervision Policy
- CWS Supervision Template



Resources

<https://traumainformedoregon.org/standards-practice-trauma-informed-care/>

The screenshot shows the ACTS (Advancing Children's Trauma-Informed Systems) website. The header includes the ACTS logo and navigation links: Home, About Us, Trauma-Informed Care, ACTS Resources (underlined), ACTS Partners, and Contact Us. The breadcrumb trail reads: Home / Resources / Organizational Environment / Organizational Policies & Procedures. The main heading is "Organizational Policies & Procedures" in green. Below it is a descriptive paragraph: "Collaboration, service coordination, and information sharing among professionals within and outside an organization is associated with more effective and efficient services for children, youth, and families impacted by traumatic stress." A horizontal menu contains tabs for READINGS, RESEARCH, TOOLS & GUIDE, TRAINING, and MEASUREMENTS. The content area features three preview cards: 1) CEBC CLEARINGHOUSE: "Trauma Treatment - System Level Programs (CMI & Adolescent)", 2) "Strengthening Policies to Support Children, Youth, and Families Who Experience Trauma", and 3) "Measuring the Impact of Trauma-Informed Care".



Lessons Learned





Practical Applications

- Trauma-Focused Cognitive Behavioral Therapy (TFCBT)

WWW.TFCBT.ORG

- Parent-Child Interaction Therapy (PCIT)

WWW.PCIT.ORG

<https://www.cebc4cw.org/>

Trauma & Covid-19- Telehealth

Available online at www.sciencedirect.com

 **ScienceDirect**



Telehealth and eHealth interventions for posttraumatic stress disorder

Leslie A Morland^{1,2}, Carolyn J Greene³, Craig S Rosen^{3,4}, Eric Kuhn^{3,4}, Julia Hoffman³ and Denise M Sloan⁵

RESEARCH/Review article

Telepsychology for Posttraumatic Stress Disorder: A systematic review

Journal of Telemedicine and Telecare
2015, Vol. 21 (5) 254-267
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sagepub.co.uk/journalsPermissions.nav
DOI: 10.1177/1357633X15571996
jtt.sagepub.com



AJ Bolton and DS Dorstyn

Cognitive Behaviour Therapy Vol 40, No 2, pp. 111-125, 2011

Efficacy of Telehealth Treatments for Posttraumatic Stress-Related Symptoms: A Meta-Analysis

Denise M. Sloan^{1,2}, Matthew W. Gallagher^{1,2,3}, Brian A. Feinstein⁴, Daniel J. Lee¹ and Genevieve M. Pruneau¹

¹National Center for PTSD at VA Boston Healthcare System, Boston, MA; ²Boston University School of Medicine, Boston, MA; ³Harvard Medical School, Cambridge, MA; ⁴Stony Brook University, Stony Brook, NY, USA

www.actsproject.com

[Home](#)[About Us ▾](#)[Trauma-Informed Care ▾](#)[ACTS Resources](#)[ACTS Partners](#)[Contact Us](#)

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.

**The most beautiful
people we have known
are those who have known defeat,
known suffering,
known struggle, known loss,
and have found their way
out of the depths.**

**These persons have
an appreciation, a sensitivity,
and an understanding of life
that fills them with
compassion, gentleness,
and a deep loving concern.**

**Beautiful people
do not just happen.**



For more information please contact:

Mbernstein1@rchsd.org

Melissa Bernstein, PhD
Chadwick Center for Children and Families
Rady Children's Hospital San Diego

Q&A with Dr. Bernstein



Questions?



Facilitated Discussion





Guiding Discussion Questions

Given Dr. Bernstein's presentation and our current public health crisis:

- ☉ Where do you see opportunities for trauma-informed practices/approaches to be **enhanced through policy and systems change**?
- ☉ Where do you see opportunities to **enhance or expand** upon trauma-informed practices/approaches in the **work you do or with those you serve**?
- ☉ What **supports might you need** to expand or enhance trauma-informed practices/approaches in the work you do or with those you serve?

Trauma-Informed Practices Subcommittee Priorities Discussion



Activities



Develop general and/or sector-specific trauma-informed practice **definitions** and/or recommendations



Develop or compile a **toolkit of materials that support local efforts** to adopt trauma-informed policies, procedures, and practices into specific systems or domains [e.g., integrating trauma-informed practices into education system through Local Control Accountability Plans (LCAP)]



Upon request, provide assistance and support in **identifying and documenting existing** ACEs science, trauma-informed practices, and resilience building best practices/activities at state and local levels

Updates

1. Trauma-Informed Practices/ Approaches Policy Platform
 2. Environmental Scan: State Departments
-

1. Local Control Accountability Plans (LCAP) Toolkit, Trauma-Informed Strategies
 2. Trauma-Informed Nutrition Factsheet
 3. Tobacco Factsheet (TBD)
-

1. Drivers for Community and Policy Change (organizational policies)



Guiding Discussion Questions

Given Dr. Bernstein's presentation, our current public health crisis, AND the efforts of the Trauma-Informed Practices Subcommittee:

- ☉ Do you have any **suggestions on efforts** that you would like to see the **Trauma-Informed Practices Subcommittee undertake**?
- ☉ Do you have suggestions for anything that you would like to see **added to any of the current activities**?

Announcements





**April is National Child
Abuse Prevention Month**

During the month of April and throughout the year, we encourage you to support families and communities working together to prevent child abuse and neglect, and to promote the social and emotional well-being of children and families

<https://www.cdss.ca.gov/inforesources/ocap/cap-month>



**STAY HOME. SAVE
LIVES. CHECK IN.**



More Information at [covid19.ca.gov](https://www.covid19.ca.gov)

Stay Home, Save Lives, Check-in Campaign

<https://www.gov.ca.gov/2020/03/31/governor-newsom-launches-campaign-to-protect-health-and-well-being-of-older-californians-during-covid-19-pandemic/>





For COVID-19 Resources for Women and Families, please visit the California Department of Maternal Child Adolescent Health at:
<https://www.cdph.ca.gov/Programs/CFH/DMCAH/Pages/COVID-19/Guidance-for-Women-and-Families.aspx>.





COVID-19 Resources

As we navigate these uncertain times together, sharing resources and information can help keep us united. Below is information for leaders, staff, parents, and children to address concerns related to COVID-19. These resources have been collected from a variety of agencies and organizations around the country serving children, youth and families.

[RESOURCES](#)

For COVID-19 resources for Leaders, Staff, Parents, and Kids, please visit the ACTS Project COVID-19 Resource Page at <https://www.actsproject.com/covid>



Participate in the Census

Let's ensure all Californians are counted so we can put those resources to good use here at home!



BUILD BETTER ROADS AND SCHOOLS



FUND COMMUNITY PROGRAMS FOR SENIORS, CHILDREN AND FAMILIES



CREATE JOBS



IMPROVE HOUSING

How To Complete

Online: For the first time, the Census form will be available to complete online in 13 languages.

By Phone: The Census can be completed by phone in 13 languages including Telecommunication Device for the Deaf.

By Mail: The paper Census form will be available in English and Spanish languages and can be mailed back to the U.S. Census Bureau.

To learn more, visit [CaliforniaCensus.org](https://www.californiacensus.org)

3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACESConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.



Next Steps





Next Steps

- For more information about the ACTS project, please visit: <https://www.actsproject.com/>
- To reach out to Dr. Bernstein directly, please email MBernstein1@rchsd.org
- Please consider joining us for a presentation from Dr. Flojaune Cofer from the All Children Thrive (ACT), California project:
 - What:** Health Equity and COVID 19: Opportunities to Improve Child Wellbeing through Policy
 - When:** Wednesday, May 13, 2020 from 1:00 PM – 2:30 PM
 - Registration:** <https://tinyurl.com/efcequityandcovid19>



Contact Information

For more information or to connect with the facilitators, please see the below contact details:

- Elena Costa at elena.costa@cdph.ca.gov
California Essentials for Childhood (EfC) Initiative Program Coordinator
- Colin Gutierrez at Colin.Gutierrez@SGC.ca.gov
Trauma-Informed Practices Subcommittee Chair; Health in All Policies
- Karen Clemmer at klemmer@acesconnection.com
Trauma-Informed Practices Subcommittee Chair; ACEs Connection



Thank You!