

# Trauma, Community Violence and Community Healing in a Socio-Ecological Model

Co-Presentation

Dana Brown, Gabby and Arturo Soriano

Youth Leaders Perla and Sergio

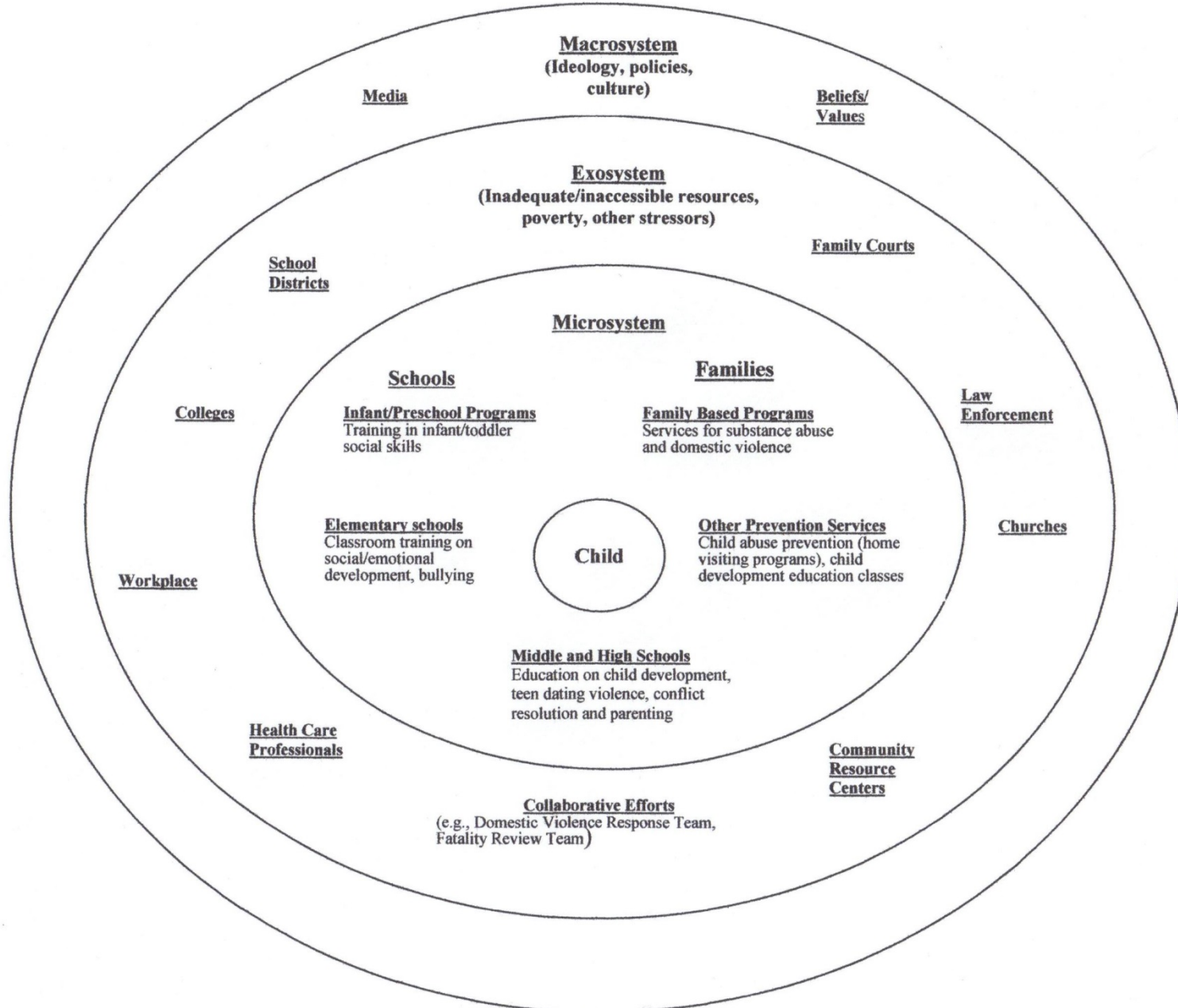
March 12 2015

SDSU Department of Counseling & School of Psychology

Dr. Jov Nunez Estrada



## Ecological Model for Addressing Positive Conflict Resolution



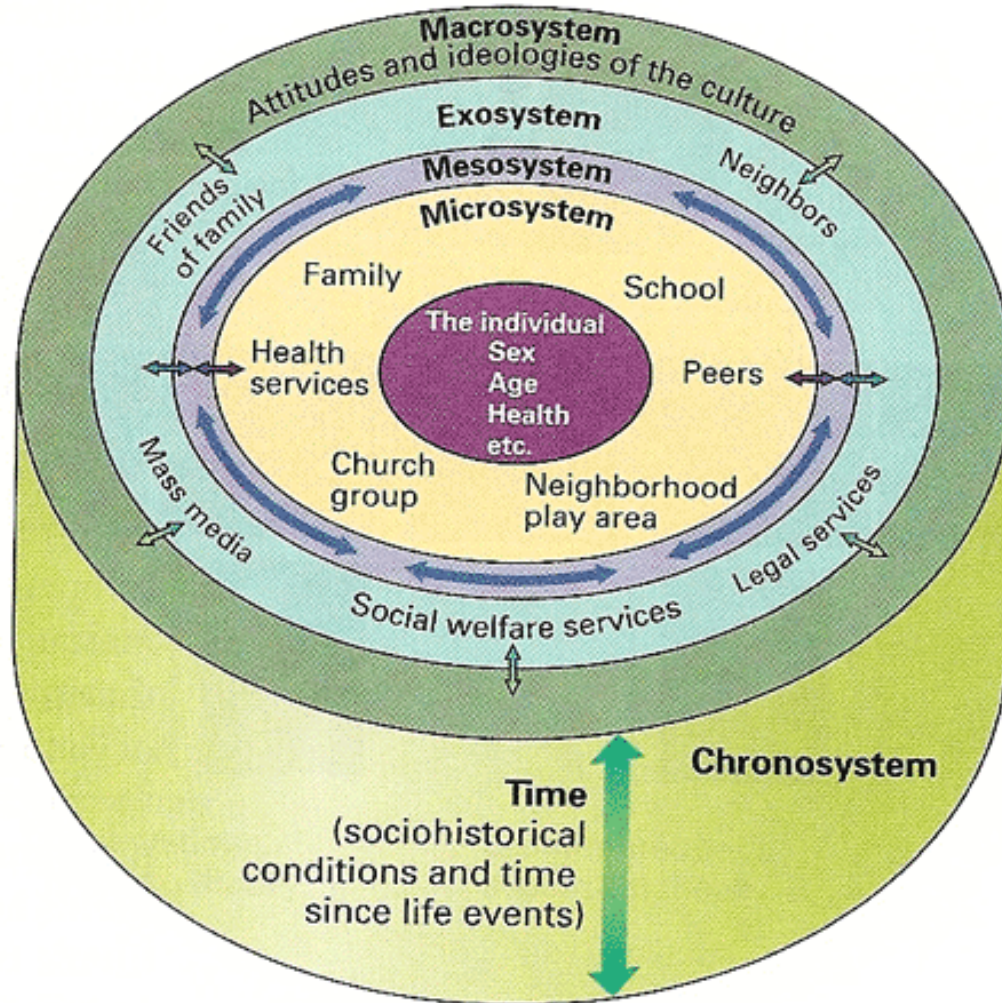
***Trauma-Sensitive Schools***  
***Trauma-Informed Services***  
***Compassionate Systems***  
***Safe and Supportive Communities***

All different names to describe a movement that's taking shape and gaining momentum across our Nation. Develop programs and services that help youth and adults learn skills to [build resilience](#), specifically to:

- **create social connectedness**
- **provide concrete support in times of need**
- **teach social and emotional competence**

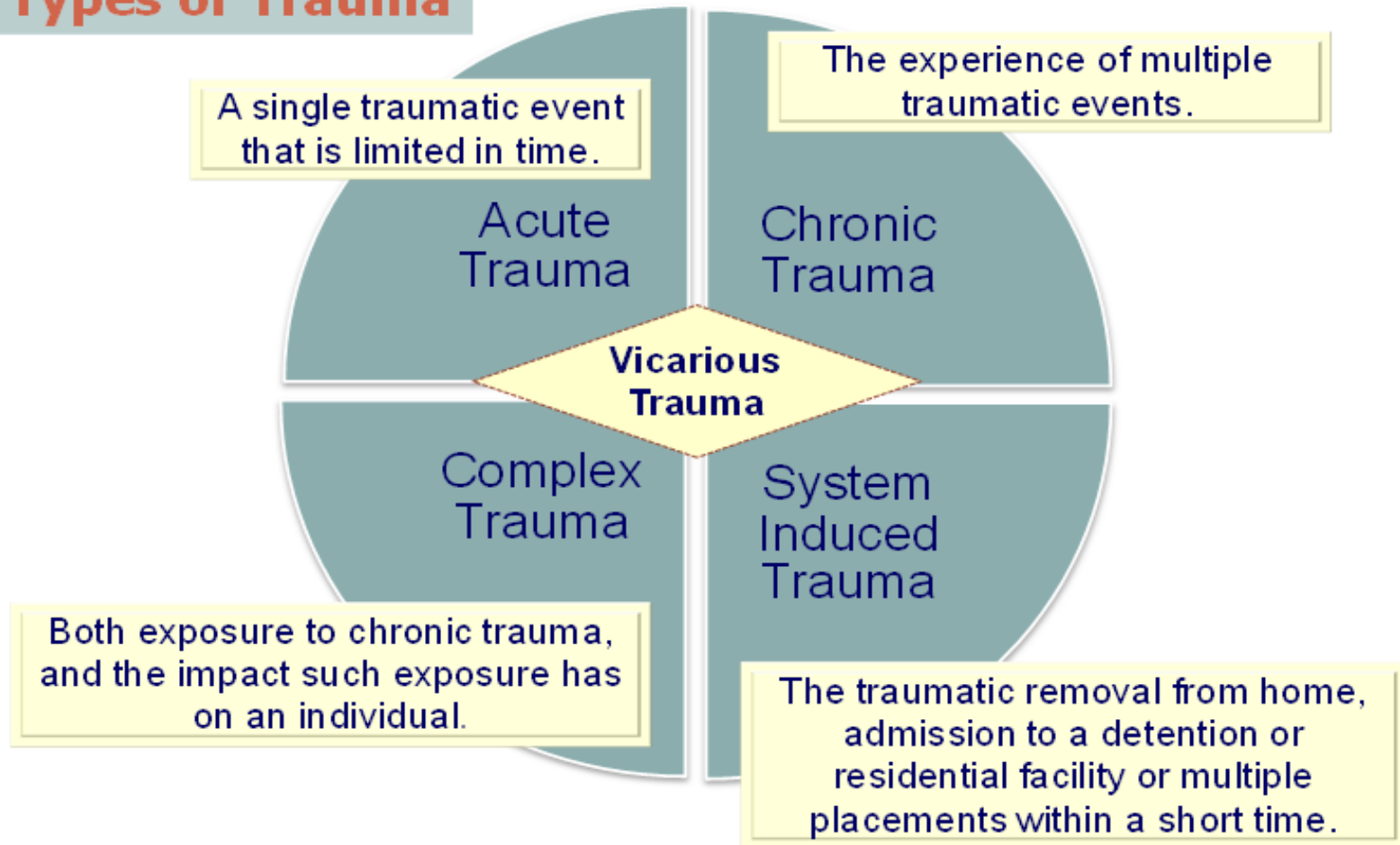
# SYSTEMS IMPACT

## Community Violence and Cumulative Trauma



- Poverty
- Child Abuse
- Domestic Violence
- Gang and Gun Violence
- Refugees
- Lack of Access to Physical and Behavioral Healthcare
- Traumas Involving Community Agencies and Systems (e.g., Schools, Child Welfare Services, Law Enforcement, Courts, Immigration)

## Types of Trauma



Training provided by San Diego Trauma-Informed Guide Team

**Many individuals and families have experienced Acute, Chronic, Complex, and/or System-Induced Trauma which create Toxic-Stress and Impact their well-being and capacity to thrive.**

## Small Group Activity

Share one example of the Trauma Graphic of individuals (or families) you have supported who have been impacted by one or several aspects of the graphic.  
**NO NAMES PLEASE.**

**Com-pas-sion** [kuhm-pash-uhn]

*noun* : a feeling of deep sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.



Children with toxic stress live much of their lives in fight, flight or fright (freeze) mode. They respond to the world as a place of constant danger. With their brains overloaded with stress hormones and unable to function appropriately, they can't focus on learning. They fall behind in school or fail to develop healthy relationships with peers or create problems with teachers and principals because they are unable to trust adults. Some kids do all three. With despair, guilt and frustration pecking away at their psyches, they often find solace in food, alcohol, tobacco, methamphetamines, inappropriate sex, high-risk sports, and/or work and over-achievement. They don't regard these coping methods as problems. Consciously or unconsciously, they use them as solutions to escape from depression, anxiety, anger, fear and shame.

***“The Adverse Childhood Experiences Study — the largest, most important public health study you never heard of — began in an obesity clinic.”***

**By Jane Ellen Stevens.... [ACEsTooHigh News](#)**

**October 3, 2012**



## Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

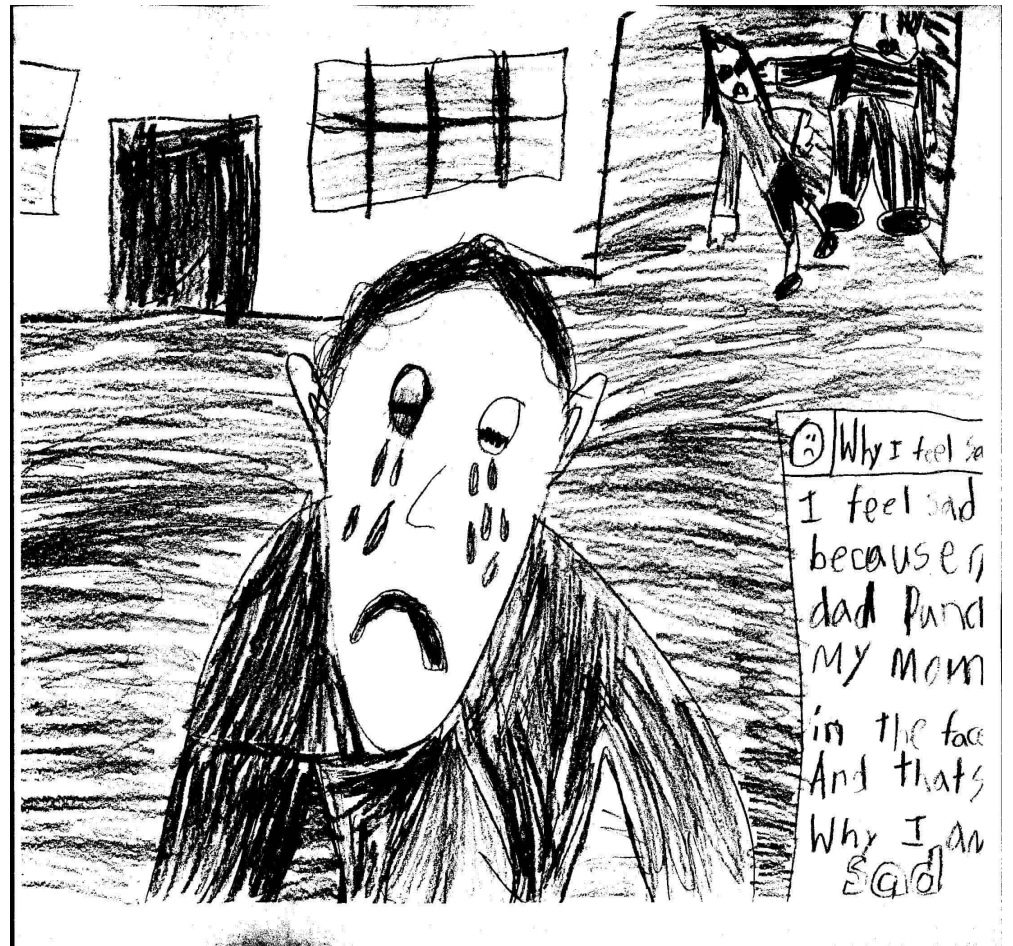
1. Did a parent or other adult in the household often...  
Swear at you, insult you, put you down, or humiliate you?  
or  
Act in a way that made you afraid that you might be physically hurt?  
Yes No if yes enter 1 \_\_\_\_\_
2. Did a parent or other adult in the household often...  
Push, grab, slap, or throw something at you?  
or  
Ever hit you so hard that you had marks or were injured?  
Yes No if yes enter 1 \_\_\_\_\_
3. Did an adult or person at least 5 years older than you ever...  
Touch or fondle you or have you touch their body in a sexual way?  
or  
Try to or actually have oral, anal, or vaginal sex with you?  
Yes No if yes enter 1 \_\_\_\_\_
4. Did you often feel that ...  
No one in your family loved you or thought you were important or special?  
or  
Your family didn't look out for each other, feel close to each other, or support each other?  
Yes No if yes enter 1 \_\_\_\_\_
5. Did you often feel that ...  
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?  
or  
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?  
Yes No if yes enter 1 \_\_\_\_\_
6. Were your parents ever separated or divorced?  
Yes No if yes enter 1 \_\_\_\_\_
7. Was your mother or stepmother:  
Often pushed, grabbed, slapped, or had something thrown at her?  
or  
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?  
or  
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?  
Yes No if yes enter 1 \_\_\_\_\_
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?  
Yes No if yes enter 1 \_\_\_\_\_
9. Was a household member depressed or mentally ill or did a household member attempt suicide?  
Yes No if yes enter 1 \_\_\_\_\_
10. Did a household member go to prison?  
Yes No if yes enter 1 \_\_\_\_\_

Now add up your "Yes" answers: \_\_\_\_\_ This is your ACE Score



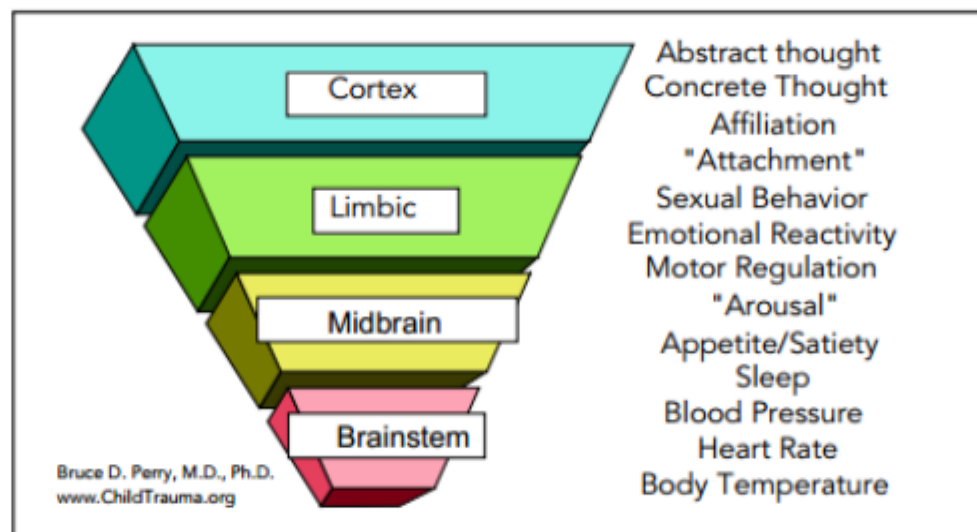
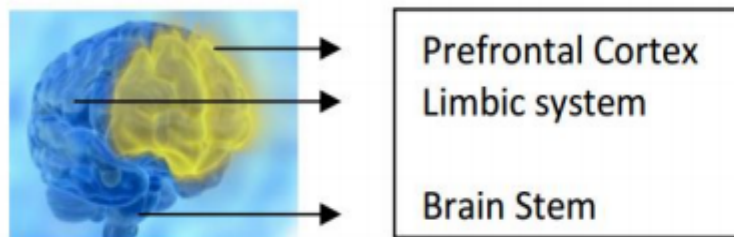
[https://www.youtube.com/watch?v=G\\_ht2vAYPoc](https://www.youtube.com/watch?v=G_ht2vAYPoc)

## Lisa (6 years old) 9-1-1 phone call



- **Trauma-Informed Means Understanding the Neuro-Biological Impact of Trauma**

- Trauma induces Fight or Flight response
- Fear and trauma responses activate limbic system of brain that governs arousal and emotional reactivity
- Ability to access pre-frontal cortex which governs abstract thought and problem-solving is compromised in children experiencing trauma
- Toxic stress inhibits learning
- There are long-term consequences on brain development



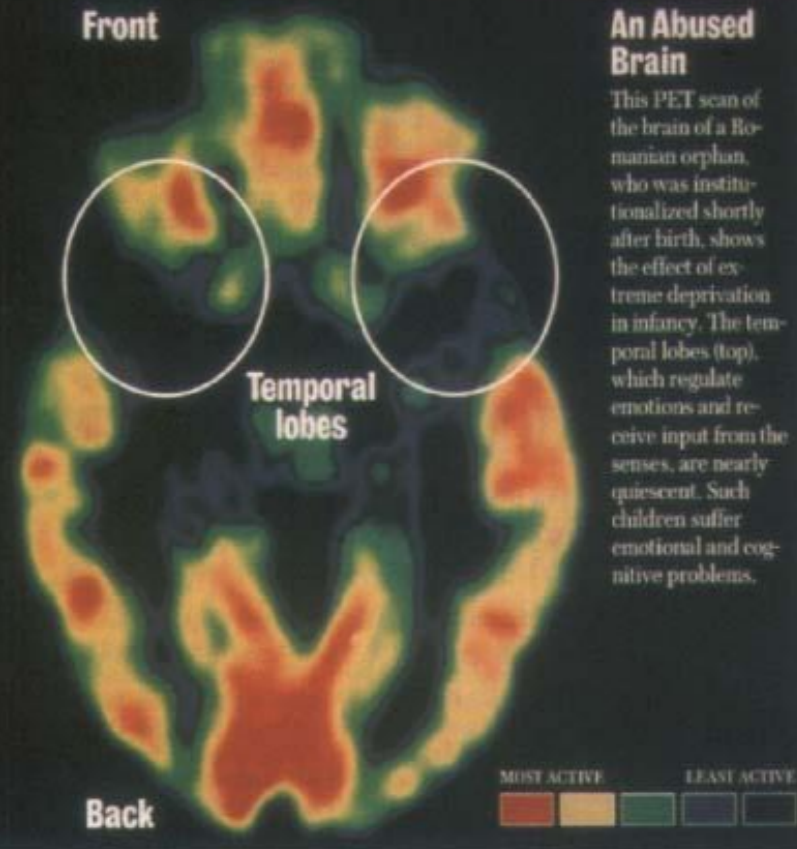
### Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



### An Abused Brain

This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



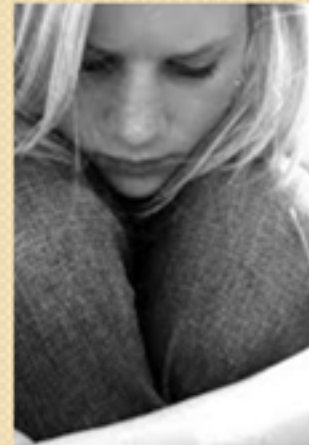
**CDC**  
CENTERS FOR DISEASE CONTROL  
AND PREVENTION



## Understanding trauma effects on learning and behaviors

Trauma effects on children interfere with their development of social-emotional and behavioral skills needed to learn and thrive in the classroom

- **Attention and Information Processing**
- **Executive Functions: Planning and Problem-solving**
- **Attentiveness to Classroom Tasks**
- **Emotional Regulation**
- **Aggression, Impulsivity, and Reactivity**



Teachers may describe them as:

- **Spacey or zoned out**
- **Disrespectful or rude**
- **Lacking intelligence**
- **“Out of control”**
- **Anxious**
- **Annoying**
- **Aggressive**



# TRAUMA INFORMED AND COMPASSIONATE PRACTICES WITHIN A SCHOOL & COMMUNITY CULTURE

- **Identification of behaviors associated with trauma:**

## Trauma Symptoms - Heightened Arousal

- fears and anxieties
- startles and hypervigilance
- sleeping problems (nightmares)
- overreactivity, anger outbursts, and irritability
- overcontrolling, “grown up”, excessively responsible behaviors

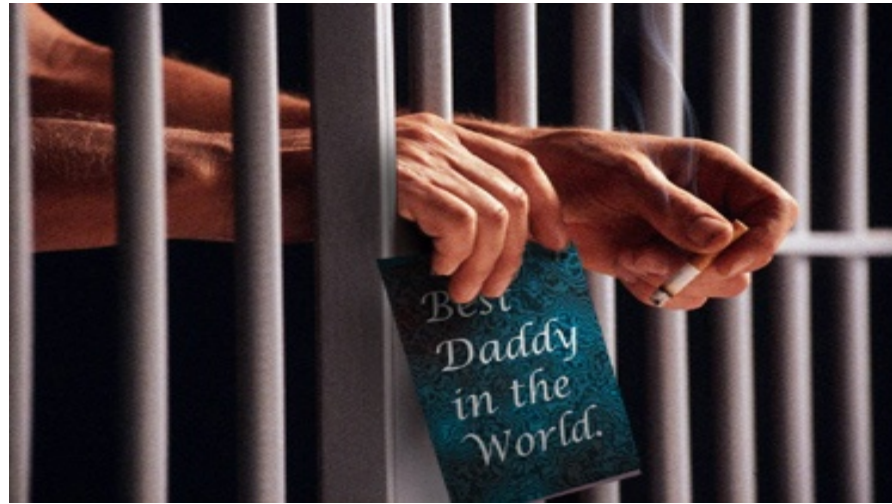


## Avoidance (Dissociative and Depressive Symptoms)

- withdrawal, passivity, and non-responsiveness
- emotional numbing
- memory and concentration problems
- denial and somatic complaints
- other depressive symptoms



<http://www.upworthy.com/sesame-street-made-a-video-but-its-not-cute-and-its-not-funny-its-just-heart-wrenching?c=reccon>



"I'm putting [my dad's] letter under my pillow! I ain't gonna worry. He's coming home soon."

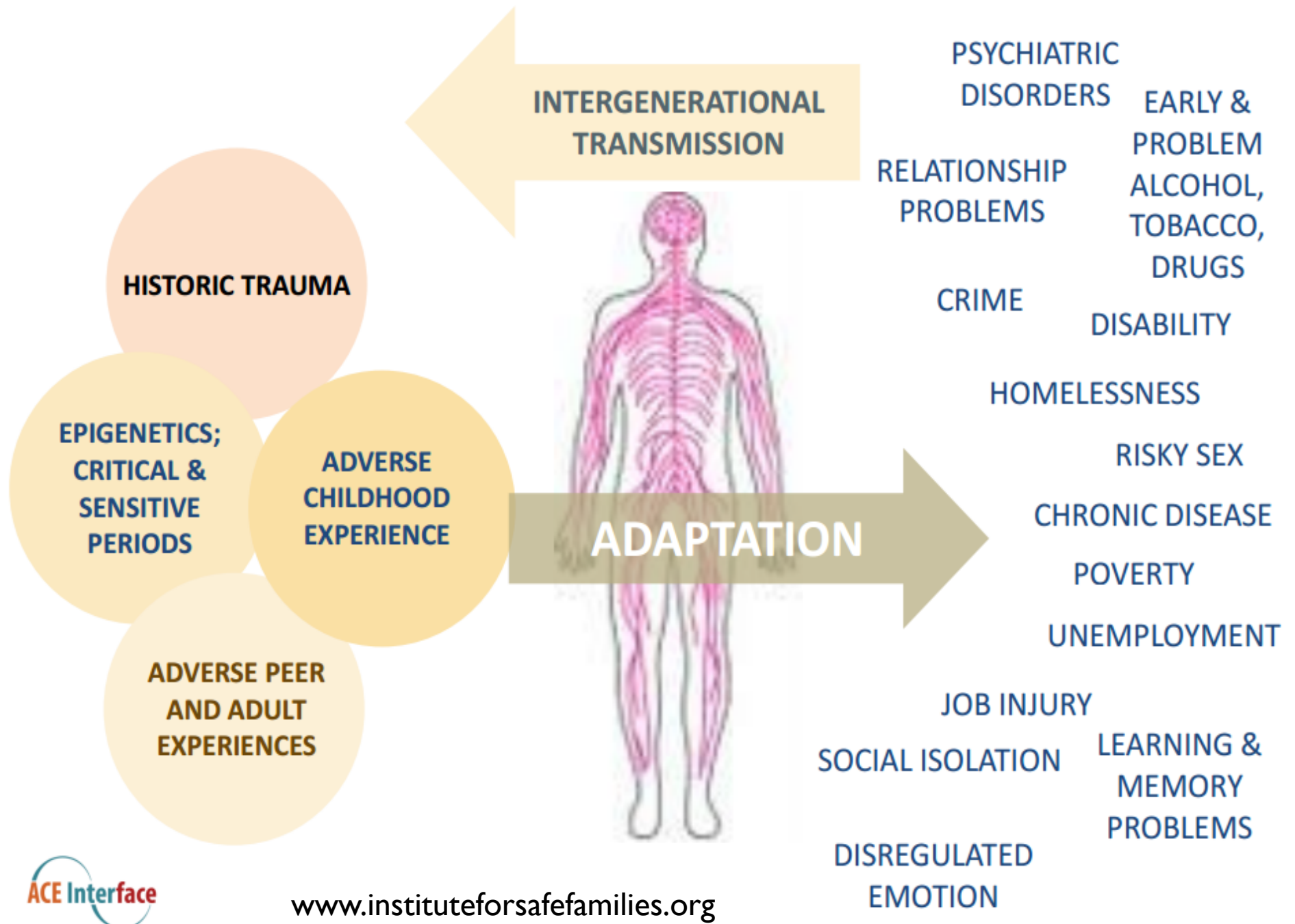


# Long-Term Consequences: Adverse Childhood Experiences-ACE Study



<p><b><u>Chronic Disease</u></b></p> <ul style="list-style-type: none"> <li>• Autoimmune Disease</li> <li>• Chronic Obstructive Pulmonary Disease</li> <li>• Frequent Headaches</li> <li>• Health-Related Quality of Life</li> <li>• Ischemic Heart Disease</li> <li>• Liver Disease</li> <li>• Lung Cancer</li> </ul>	<p><b><u>Reproductive Health/Sexual Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Fetal Death</li> <li>• Promiscuity</li> <li>• Sexual Risk Behaviors in Women</li> <li>• Sexually Transmitted Diseases</li> <li>• Teen Pregnancy</li> <li>• Unintended Pregnancy</li> </ul>
<p><b><u>Health Risk Behaviors</u></b></p> <ul style="list-style-type: none"> <li>• Alcohol Abuse</li> <li>• Drug Abuse</li> <li>• Obesity</li> <li>• Smoking</li> </ul>	<p><b><u>Special Populations</u></b></p> <ul style="list-style-type: none"> <li>• Children of Alcoholics</li> <li>• Child Sexual Abuse Victims</li> </ul>
<p><b><u>Mental Health</u></b></p> <ul style="list-style-type: none"> <li>• Autobiographical Memory Disturbances</li> <li>• Depression/Depressed Affect</li> <li>• Hallucinations</li> <li>• Neurobiology</li> <li>• Suicidality</li> <li>• Work Absenteeism</li> </ul>	<p><b><u>Victimization and Perpetration</u></b></p> <ul style="list-style-type: none"> <li>• Intimate Partner Violence</li> </ul>

# Cascade of Often Co-Occurring Effects; Societal Response Matters





# PTSD at Different Ages

<u>Preschool</u>	<u>School-Aged</u>	<u>Adolescence</u>
<p><b>Regress in functioning</b></p> <ul style="list-style-type: none"> <li>- losing bladder and bowel control</li> <li>-irritable and crying</li> <li>-sucking thumbs</li> <li>-fears, separation anxiety</li> <li>-eating and sleeping problems</li> </ul> <p><b>Reenact the trauma through play</b></p>	<p><b>Fears and anxieties</b></p> <p><b>Somatic complaints</b></p> <ul style="list-style-type: none"> <li>- headaches, stomachaches</li> </ul> <p><b>School problems</b></p> <ul style="list-style-type: none"> <li>- inattention, decrease in performance</li> </ul> <p><b>Social problems</b></p> <ul style="list-style-type: none"> <li>- fighting or withdrawing from peers</li> </ul> <p><b>Sleep disturbances</b></p> <ul style="list-style-type: none"> <li>- nightmares, bedwetting</li> </ul> <p><b>Elaborate play reenactment</b></p>	<p><b>Somatic complaints</b></p> <p><b>Social problems</b></p> <ul style="list-style-type: none"> <li>- withdrawal or aggression</li> </ul> <p><b>Antisocial behaviors</b></p> <ul style="list-style-type: none"> <li>-substance abuse</li> <li>-delinquency</li> </ul> <p><b>Loss of appetite and sleep</b></p> <p><b>School problems</b></p> <ul style="list-style-type: none"> <li>-failure, drop-out</li> </ul> <p><b>Suicidal thoughts</b></p>



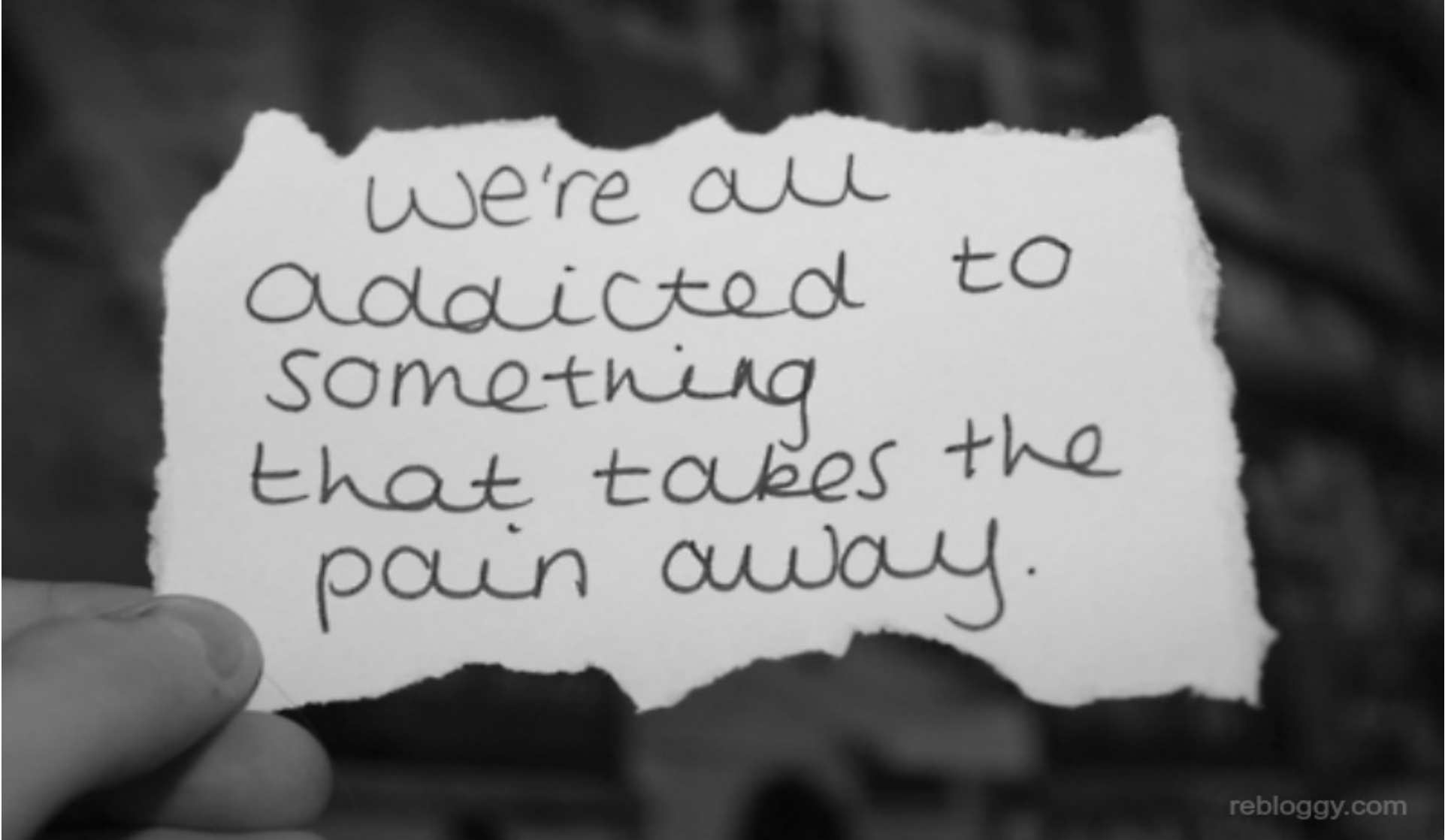


# What Does This Look Like?

Teen that is:

- Edgy, hot tempered
- Impulsive
- Hyper-vigilant

**Students & Trauma (DVD)**  
**From Los Angeles Unified School District's Trauma Adaptation Center  
for Schools and Communities**

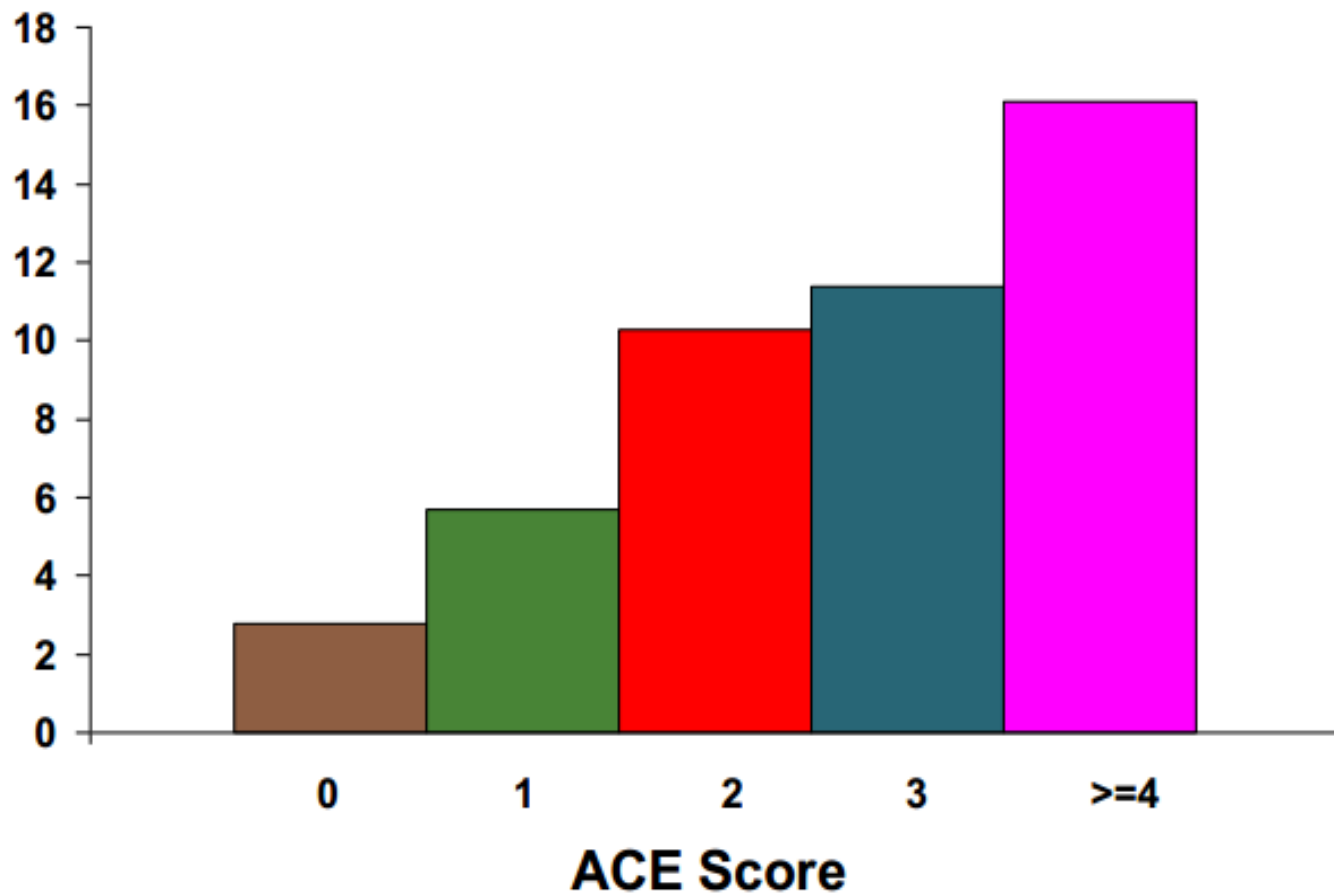
A black and white photograph showing a hand holding a piece of torn white paper. The paper has jagged edges and contains handwritten text in a cursive script. The background is dark and out of focus.

We're all  
addicted to  
something  
that takes the  
pain away.

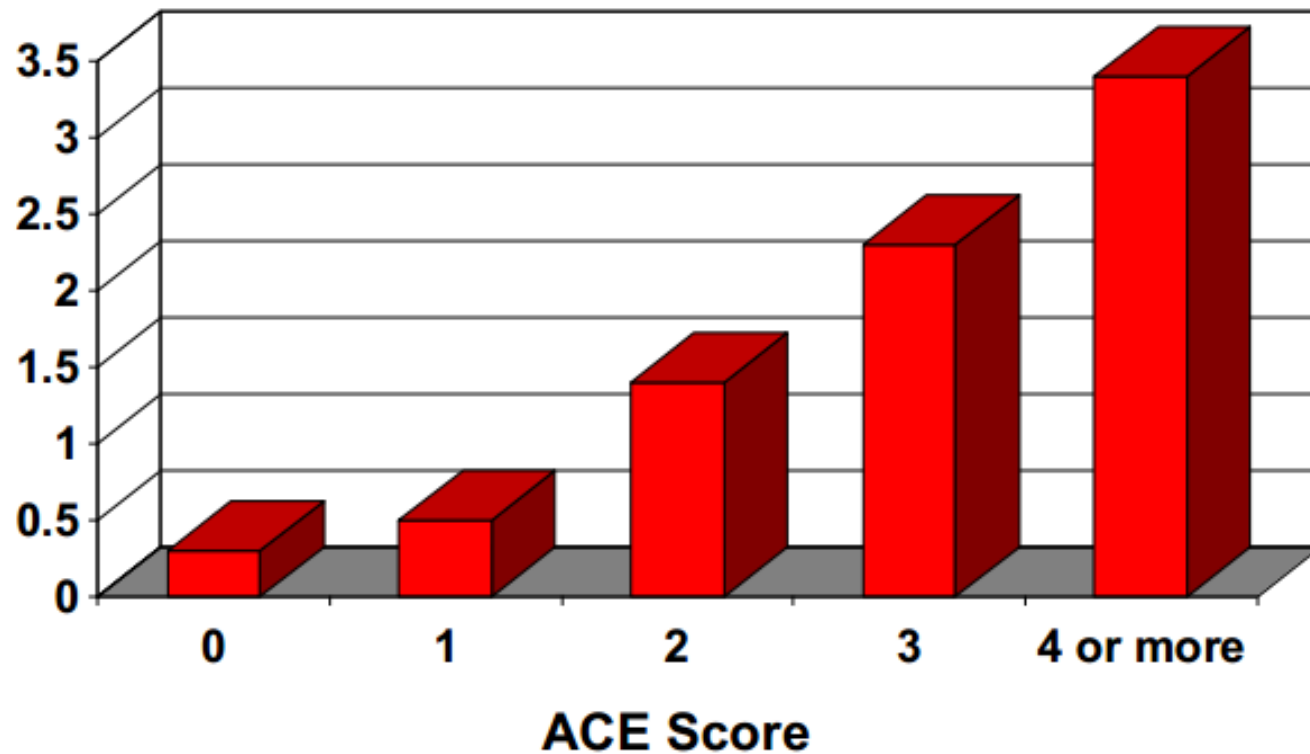
# By adolescence, children seek relief through:

- Drinking alcohol
- Smoking tobacco
- Sexual promiscuity
- Using drugs
- Overeating/eating disorders
- Delinquent behavior

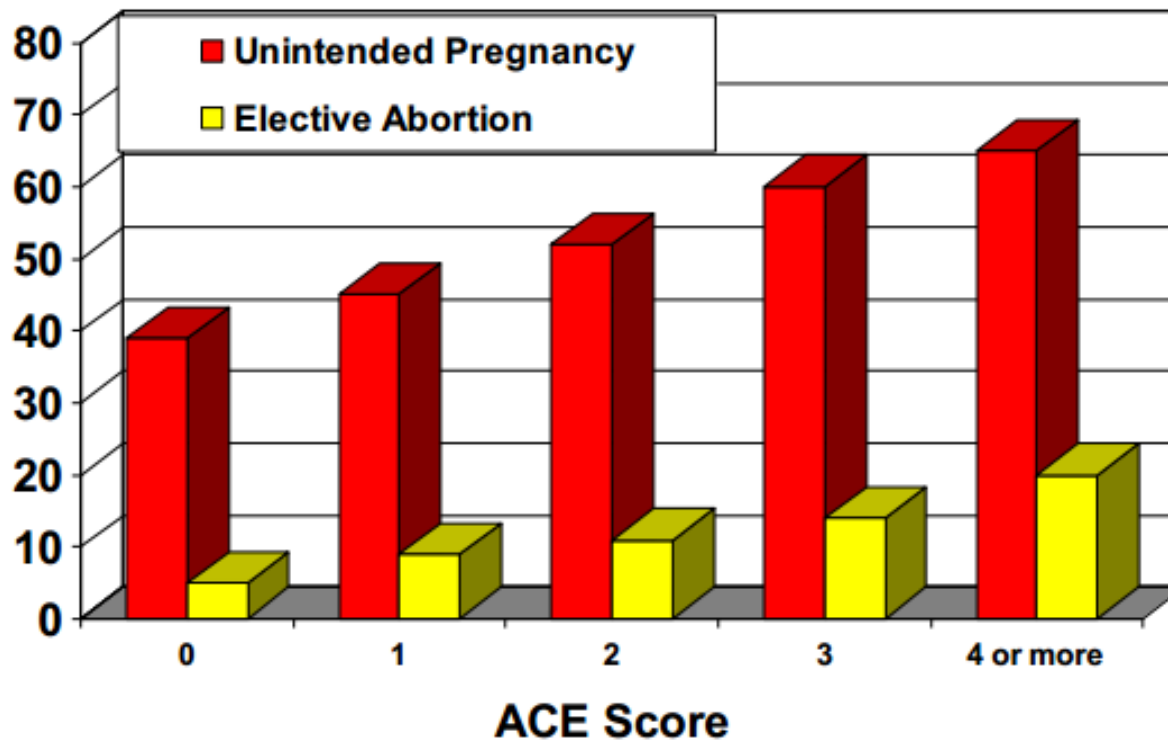
# Adverse Childhood Experiences vs. Adult Alcoholism



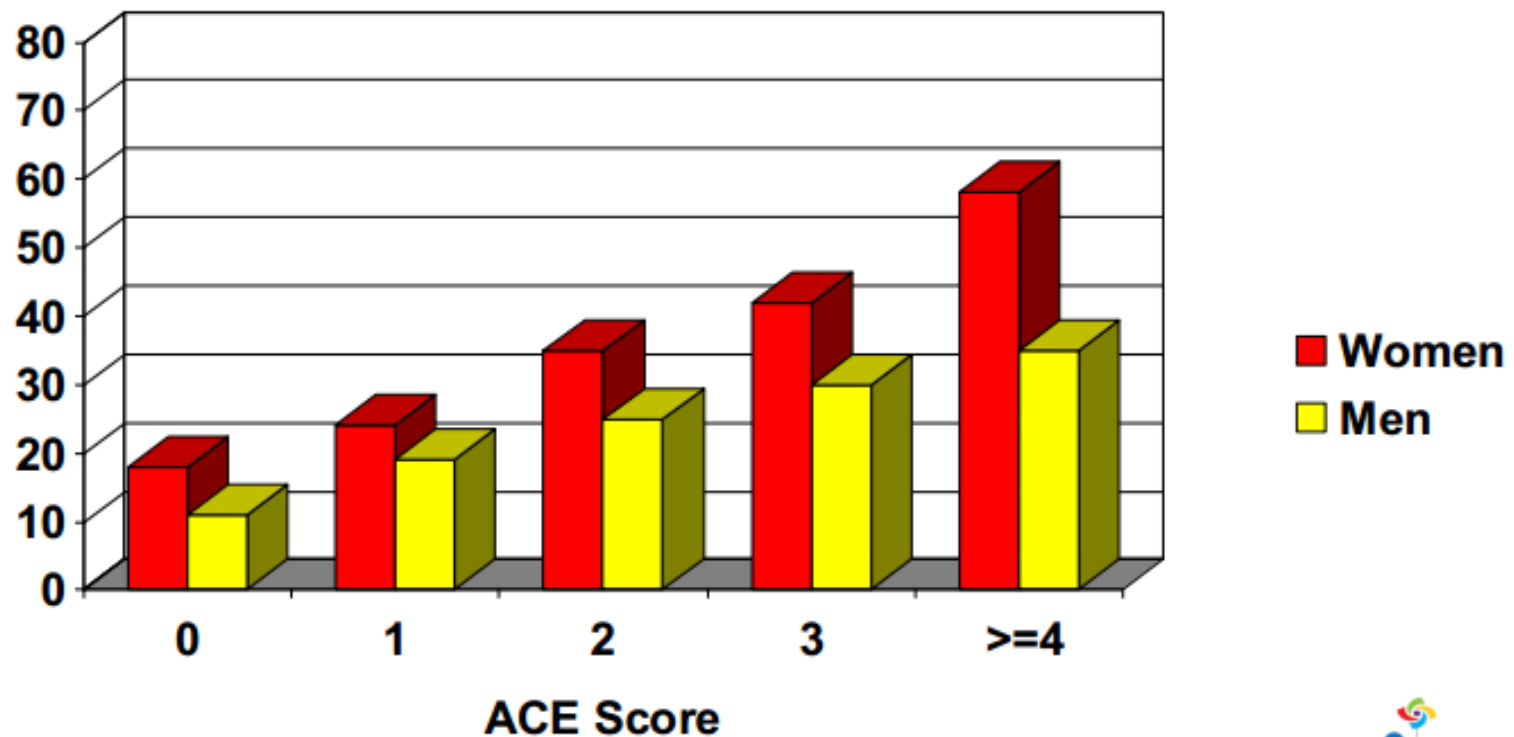
# ACE Score vs. Intravenous Drug Use



# ACE Score vs. Unintended Pregnancy or Elective Abortion

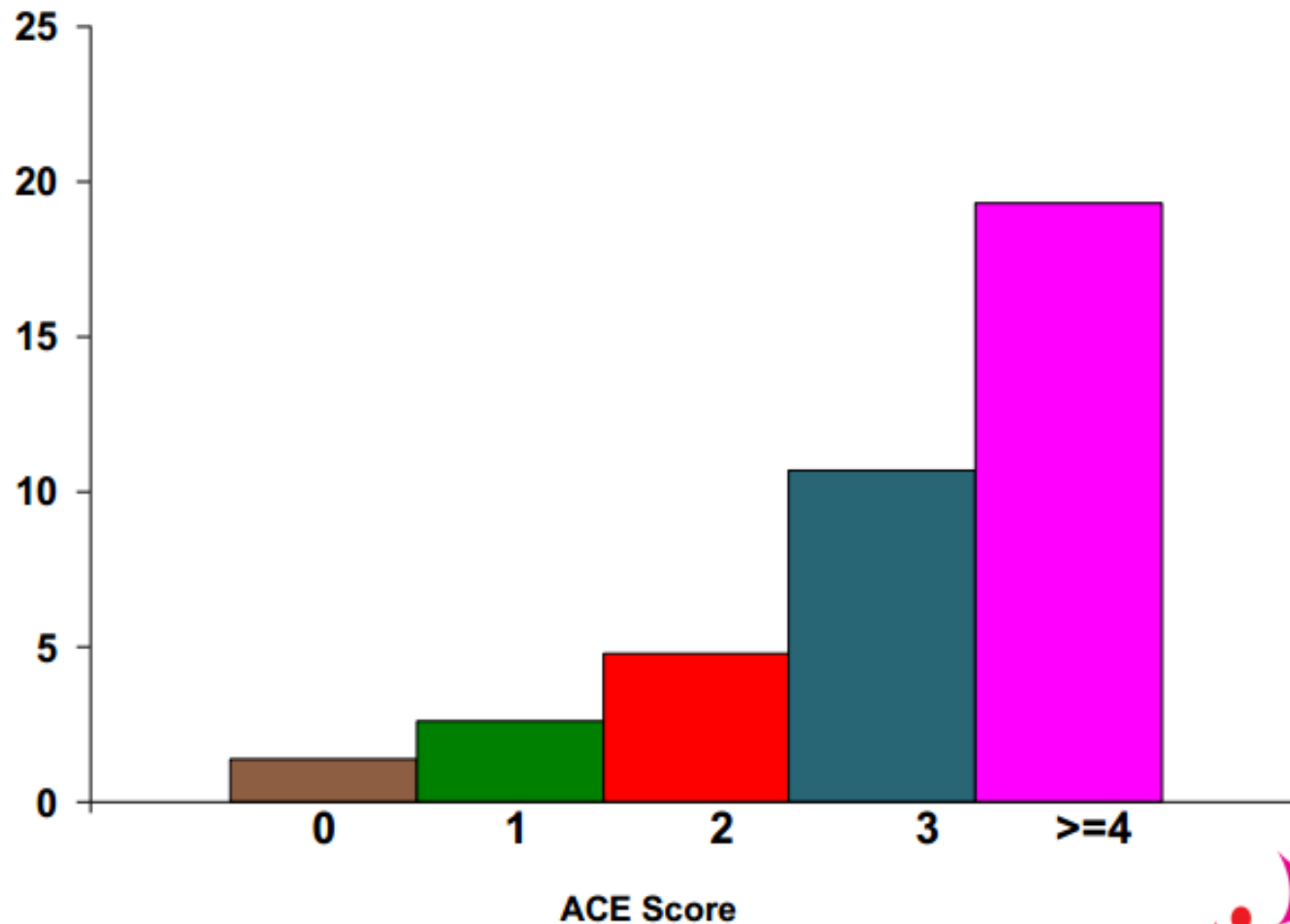


# Childhood Experiences Underlie Chronic Depression





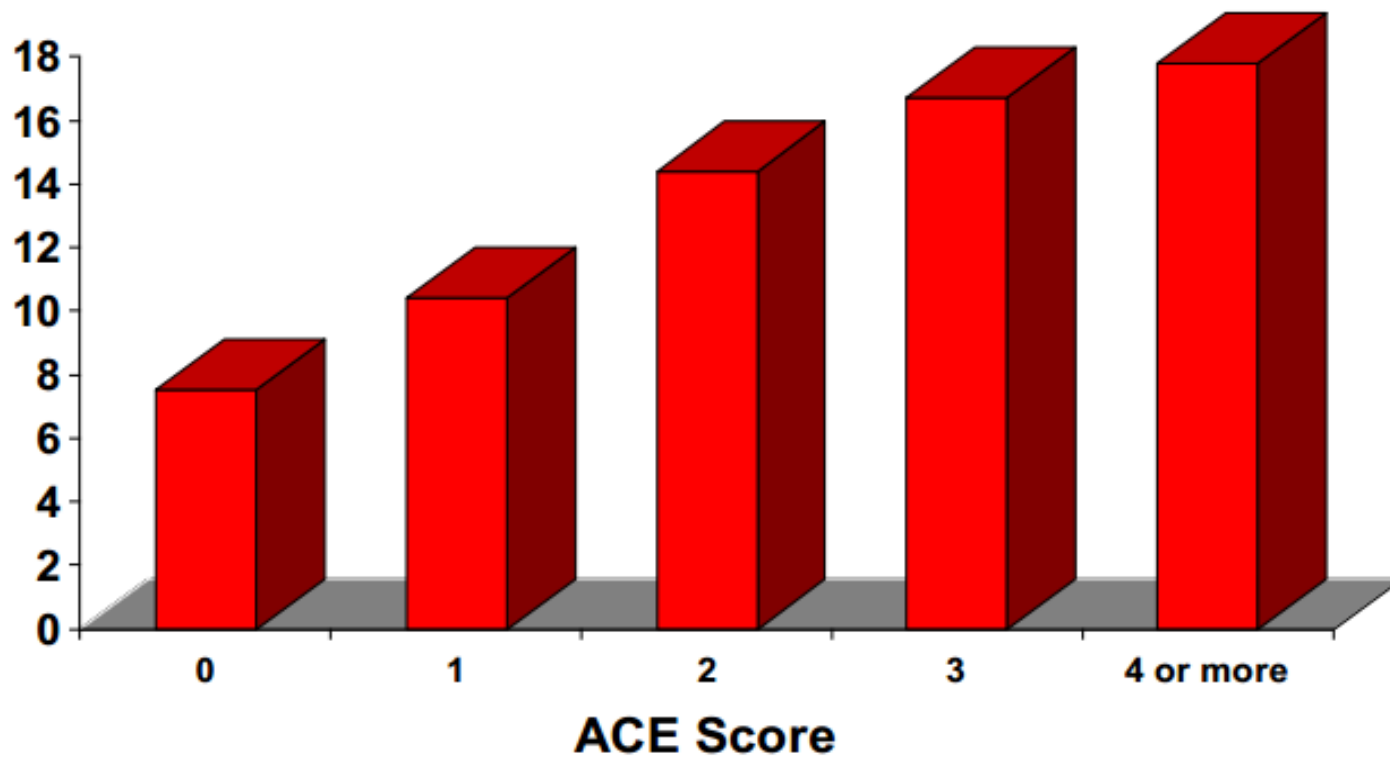
# Childhood Experiences Underlie Later Suicide



Regional Child Abuse Prevention Councils 2011



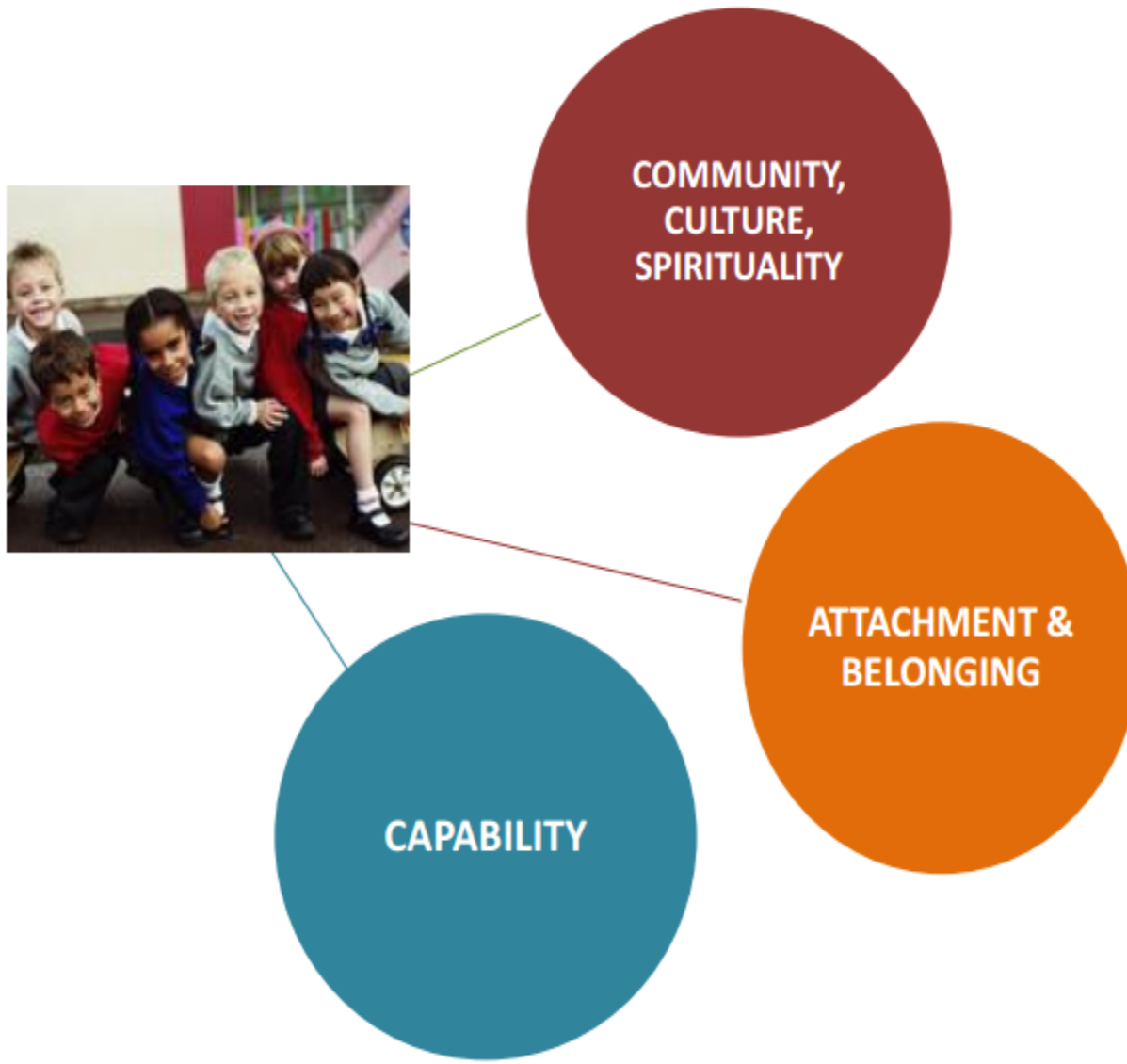
# ACE Score vs. Serious Job Problems



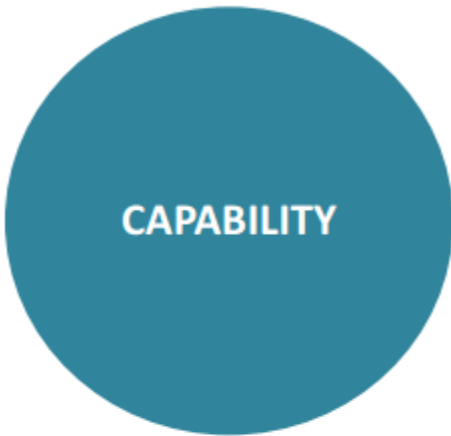
Regional Child Abuse Prevention Councils 2011



# Key Systems Promote Resilience



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



CAPABILITY

- Intellectual & employable skills
- Self-regulation – self-control, executive function, flexible thinking
- Ability to direct and control attention, emotion, behavior, positive self-view
- Efficacy



ATTACHMENT & BELONGING

- Bonds with parents and/or caregivers
- Positive relationships with competent and nurturing adults
- Friends or romantic partners who provide sense of security/help with emotion coaching
- Social/emotional support



COMMUNITY,  
CULTURE,  
SPIRITUALITY

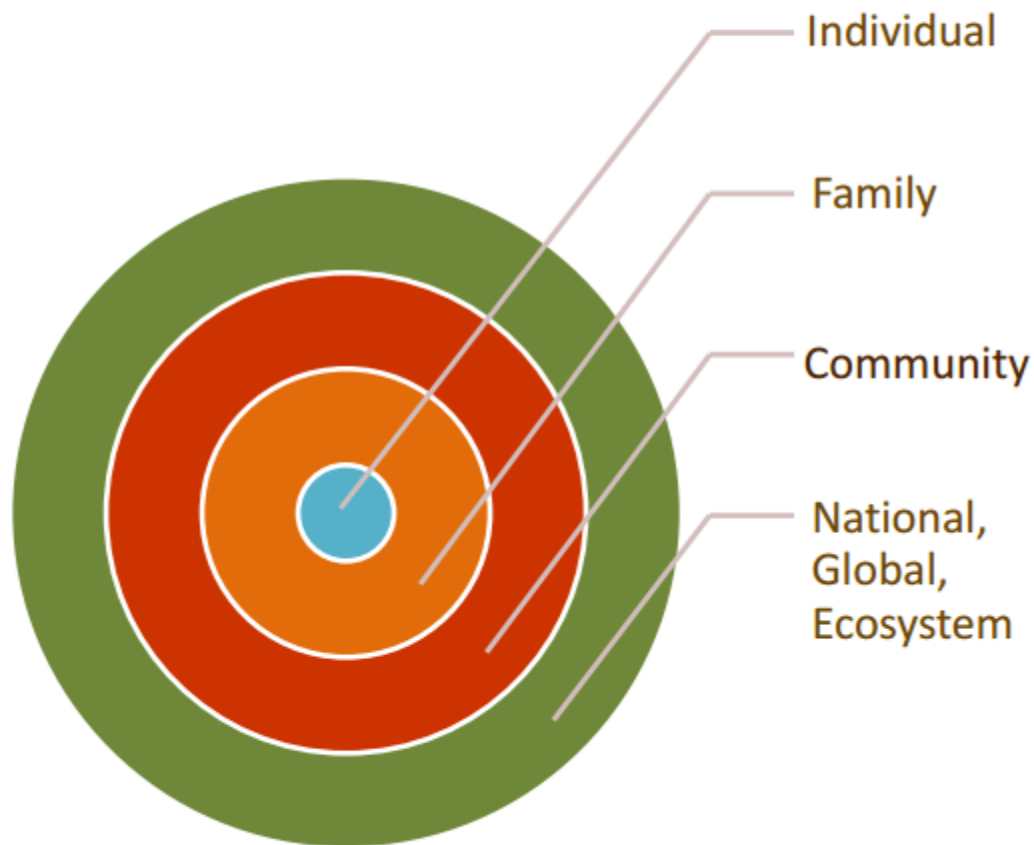
- Faith, hope, meaning
- Engagement with effective organizations – schools, work, pro-social groups
- Network of supports/ services & opportunity to help others
- Cultures providing positive standards, expectations, rituals, relationships & supports

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# Resilience

The natural human capacity to navigate life well.

(HeavyRunner & Marshall, 2003)



**RESILIENCE  
OCCURS AT  
ALL LEVELS**



## Keys to Greater Community Capacity & Efficacy

1. Opportunities for everyone to help – to co-lead
2. Coming together; shared understanding
3. Learning together – reciprocity
4. Results-based decisions

Measures are highly correlated with population-level positive outcomes.

Washington State Family Policy Council; See for example: Community Capacity Development - Implementation Guide; Porter, L. et. al.; 2011;  
<http://www.fpc.wa.gov/publications/How-To.Community.Capacity.2011.pdf>



# Cherokee Point Neighborhood: A Model for Trauma-Informed Community Schools

## changing the Narrative

### Changing Policy

#### Changing Power

##### Resident Leadership

Increased capacity of residents of the Cherokee Point neighborhood to shape culturally relevant health initiatives



##### Systems Change Through Resident Engagement Targeting:

- School, Family, and Community Safety
- School Achievement and Attendance
- Early Childhood and Prevention
- Access to Healthcare and Wraparound Services

##### Systems Change Through Cherokee Point and San Diego Unified School District

- Support systemic implementation of Trauma-Informed Community School (TICS) model and restorative practices (RP) at CPE
- Engage and mentor faculty, staff, parents, and students in implementing trauma-informed care and restorative practices
- Collaborate with SDUSD regarding school discipline policy and introducing RP and TICS model in schools to reduce suspensions, improve school climate, and school and community safety

##### Systems Change in Community Partners Supporting Resident Leadership

###### San Diego State University

- Interdisciplinary collaboration across departments to address real school and community issues
- Building infrastructure to support coordination of service-learning activities across departments, Colleges, and educational level (undergraduate to doctoral) of students
- Nested mentoring system set up to provide services, support, and evaluation of helping youth and families
- Culturally and linguistically diverse role modeling and intergenerational mentoring

#### Changing Power

##### Youth Leadership

Increased capacity and opportunity for youth leadership



# Increased Capacity of Residents of the Cherokee Point Neighborhood to Shape Culturally Relevant Health Initiatives



Parent Leaders shared their views on equitable school funding

Local Control and Accountability Plan (LCAP) Meeting



District Attorney  
Bonnie Dumanis



Commission on Gang  
Prevention and  
Intervention



Parent Leaders with  
Councilmember Marti Emerald



Parent Leaders with Cindy Marten,  
Superintendent, SDUSD



Youth Leaders interview  
Mayor Filner about  
homelessness



Youth Leaders request San Diego  
City Council Members for trauma  
informed shelters for homeless  
people in City Heights



Youth Leaders with SD  
County Board of  
Supervisor Dave Roberts  
at the Family Violence  
Prevention Summit



Youth Leaders reach out  
to children victimized by  
terrorists in Kenya



<http://youtu.be/cvED6ePQG20>

5 minute video from Youth Leaders shown at Family Violence Summit on 5/5/14  
County Board of Supervisor Dave Roberts



# TRAIL & PARK



# YOUTH EMPOWERMENT

- COMMUNITY HEALING
- FAMILY ORIENTATION
- GANG PREVENTION
- GANG INTERVENTION
- CREDIBLE MESSENGERS
- CONSISTENT INTERACTION



**San Diego County  
A Community Approach  
to ACEs-, Trauma-Informed  
and Resilience-Building**  
Dana Brown, Community Manager



SD County ACEs Connection Lunch & Learn – January 29, 2015

## San Diego County ACEs Connection

[Remove Yourself From This Group](#)

This is the online platform for our ACEs, trauma-informed, and resilience-building movement. It is a call to action- a place to work collaboratively across sectors and communities, to transform our county to one of hope, healing, and resilience for all. It is based on the socio-ecological model, collective impact strategies, and resident-driven approaches to prevention, intervention, and advocacy.

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[Post Content](#)

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- [ACEs Connection Group Steering Committee](#)
- [Health and Human Services Agency \(HHSA\) Documents](#)
- [Index For All Content in Collections](#)
- [Opportunities for Growth Chart](#)
- [Roadmap to Resilience](#)
- [Success Stories](#)
- [Trauma-Informed Assets Map](#)
- [Trauma-Informed Guide Team \(SD-TIGT\) Documents](#)
- [Trauma-Informed Timeline](#)
- [Welcome! Start Here!](#)

[Collections List](#)

### Recent Blog Posts

#### ACEs Connection's Lunch & Learn



by Dana Brown

February 1, 2015 8:56 AM



Thank you to each of you who engaged in our ACEs

### About This Group

This is the online platform for our ACEs, trauma-informed, and resilience-building movement. It is a call to action- a place to work collaboratively across sectors and communities, to transform our county to one of hope, healing, and resilience for all. It is based on the socio-ecological model, collective impact strategies, and resident-driven approaches to prevention, intervention, and advocacy.

[Invite others to this group.](#)

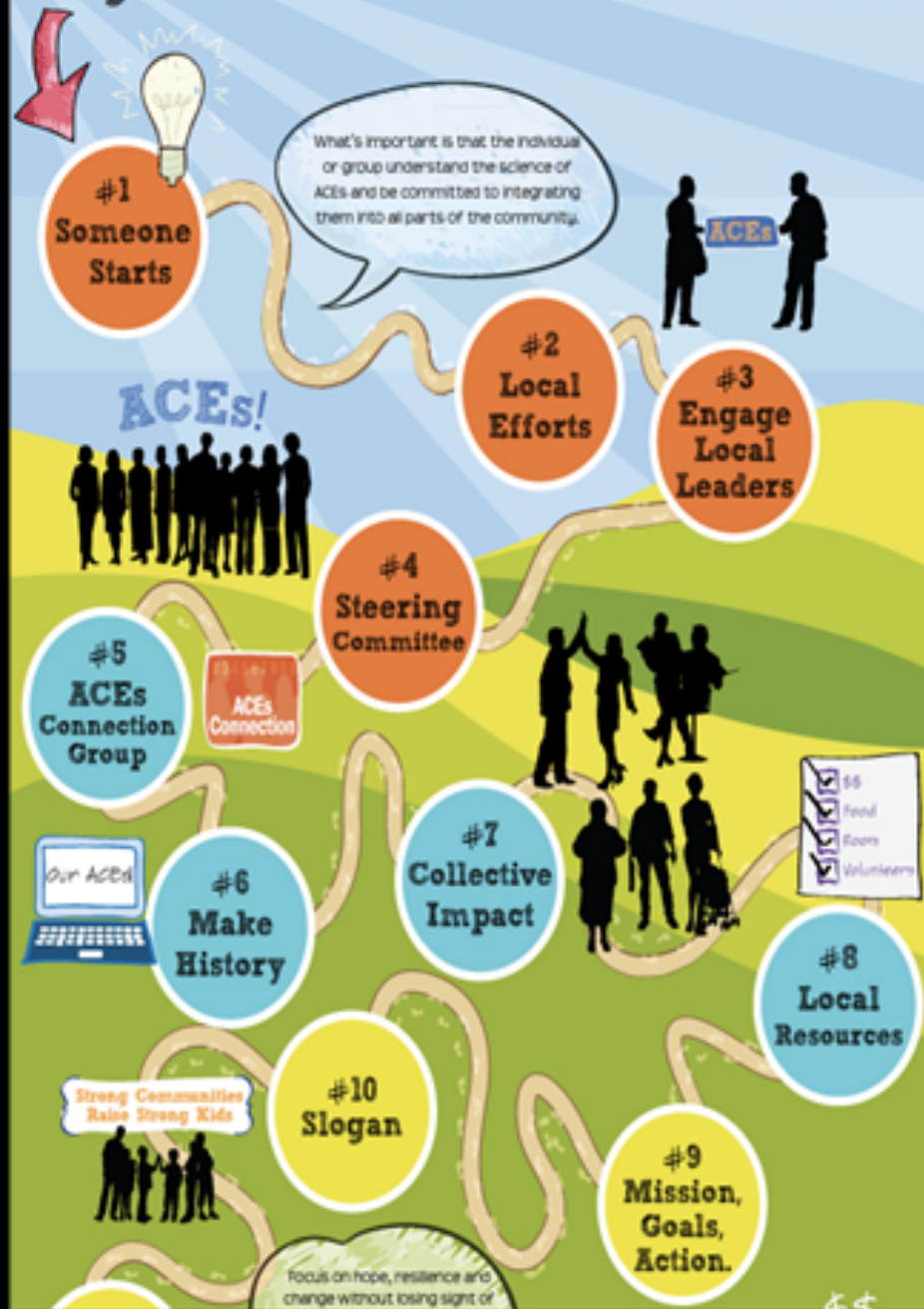
### Activity Stream

Cinthya Baez joined the group.

♥ Jennifer Hossler liked a comment to this blog entry:

ACEs Connection's Lunch & Learn

# Ingredients on the Path to ACEs Success!



# SELF CARE

- **Defining self care**
- **Levels of exposure**
  - **Primary**
  - **Secondary**
  - **Vicarious**
  - **Compassion fatigue**
- **Importance of self care**
- **Modeling self care**

## Primary Traumatic Stress

Direct exposure to, or witnessing of, extreme events and one is overwhelmed by the traumatic experience.

## Secondary Traumatic Stress

Direct exposure to extreme events directly experienced by another person, and one is overwhelmed.

## Vicarious Traumatization (VT)

The transmission of traumatic stress by bearing witness (hearing about) survivor's stories of traumatic events (McCann & Pearlman, 1990).

## Compassion Fatigue

...the cumulative effect of: primary, secondary, and vicarious trauma. Compassion fatigue symptoms are normal displays of chronic stress resulting from care giving work. Day in and day out, workers struggle to function in caregiving environments that constantly present heart wrenching, emotional challenges.

Retrieved from: <http://sandiego.camhsa.org/files/Impact-Trauma-Toolkit-4.12.pdf>  
 Building Solutions Toolkit: Tools and Resources to Respond to the Impact of Violence and Trauma in our Communities Using a Trauma-Informed Approach (2012).



*Live well, San Diego!*

**3-4 Self-Care Assessment**

## Self-Assessment Tool: Self Care

(Adapted from Saakvitne & Pearlman & TSI Staff,  
 Transforming the Pain: A Workbook on Vicarious Traumatization, 1996).

How often do you do the following?

Frequently	Occasionally	Sometimes	Never	It never occurred to me	
					<b>Physical Self Care</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eat regularly (e.g. breakfast & lunch)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eat healthfully
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exercise, or go to the gym
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lift weights
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Practice martial arts
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get regular medical care for prevention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get medical care when needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take time off when you're sick
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get massages or other body work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Do physical activity that is fun for you
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Take time to be sexual - with yourself, with a partner
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Get enough sleep

Retrieved from: <http://sandiego.camhsa.org/files/Impact-Trauma-Toolkit-4.12.pdf>  
Building Solutions Toolkit: Tools and Resources to Respond to the Impact of Violence and Trauma in our Communities Using a Trauma-Informed Approach (2012).



*Live well, San Diego!*

- |                          |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wear clothes you like  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take vacations   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take day trips, or mini-vacations  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Get away from stressful technology such as pagers, faxes, telephones, e-mail |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other: _____   |

- |                          |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Psychological Self Care</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make time for self-reflection   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Go to see a psychotherapist or counselor for yourself   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Write in a journal  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Read literature unrelated to work   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do something at which you are a beginner  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take a step to decrease stress in your life   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Notice your inner experience - your dreams, thoughts, imagery, feelings   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Let others know different aspects of you  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Engage your intelligence in a new area - go to an art museum, performance, sports event, exhibit, or other cultural event |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Practice receiving from others  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Be curious  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Say no to extra responsibilities sometimes  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time outdoors   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other: _____  |

- |                          |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Emotional Self Care</b>                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time with others whose company you enjoy     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Stay in contact with important people in your life |



**Building Solutions Toolkit: Tools and Resources to Respond to the Impact of Violence and Trauma in our Communities Using a Trauma-Informed Approach (2012).**



*Live well, San Diego!*

- Treat yourself kindly (supportive inner dialogue or self-talk)
- Feel proud of yourself
- Reread favorite books, review favorite movies
- Identify comforting activities, objects, people, relationships, places - and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in a constructive way
- Play with children
- Other: \_\_\_\_\_

**Spiritual Self Care**

- Make time for prayer, meditation, reflection
- Spend time in nature
- Participate in a spiritual gathering, community or group
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nontangible (nonmaterial) aspects of life
- Be open to mystery, not knowing
- Identify what is meaningful to you and notice its place in your life
- Sing
- Express gratitude
- Celebrate milestones with rituals that are meaningful to you
- Remember and memorialize loved ones who are dead
- Nurture others
- Have awful experiences

**Building Solutions Toolkit: Tools and Resources to Respond to the Impact of Violence and Trauma in our Communities Using a Trauma-Informed Approach (2012).**



*Live well, San Diego!*

- |                       |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Contribute to or participate in causes you believe in |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Read inspirational literature                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Listen to inspiring music                             |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Other: _____  |

- |                          |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Workplace/Professional Self-Care</b>   |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Take time to eat lunch  |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Take time to chat with co-workers   |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Make time to complete tasks   |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Identify projects or tasks that are exciting, growth-promoting, and rewarding for you |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Set limits with clients and colleagues  |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Balance your caseload so no one day is "too much!"                                    |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Arrange your workspace so it is comfortable and comforting                            |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Get regular supervision or consultation   |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Negotiate for your needs (benefits, pay raise)  |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Have a peer support group   |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Develop a non-trauma area of professional competence                                  |
| <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | <input type="radio"/>    | Other: _____  |

# Feeling Empathy for our Youth and their Families

## If We Could See Inside Others' Heart

[http://www.youtube.com/watch?v=Wl2\\_knlv\\_xw](http://www.youtube.com/watch?v=Wl2_knlv_xw)

Cleveland Clinic (4.45 minute video)

By **Everyone Matters**

**Everyone Matters** is a big-tent awareness and call-to-action campaign involving leading organizations and celebrities - and all of us! - with a collective message to judge others less, see the humanity in everyone, and emphasize that everyone has the right to be exactly who they are.

Join us at [\*\*www.facebook.com/everyonematters\*\*](http://www.facebook.com/everyonematters)