



Trauma Informed Care and Adult Literacy



Rochelle Galeski

I am...

An Adult Educator and Coordinator ABLE
MHC Brooks Campus

Trauma Informed in Care and Practice

Psychological First Aid Instructor
Canadian Red Cross

Trauma Affected

In order to stay healthy, I...

Spend time in nature hiking, fishing,
canoeing, xc skiing and soon snowshoeing

Spend time with my children

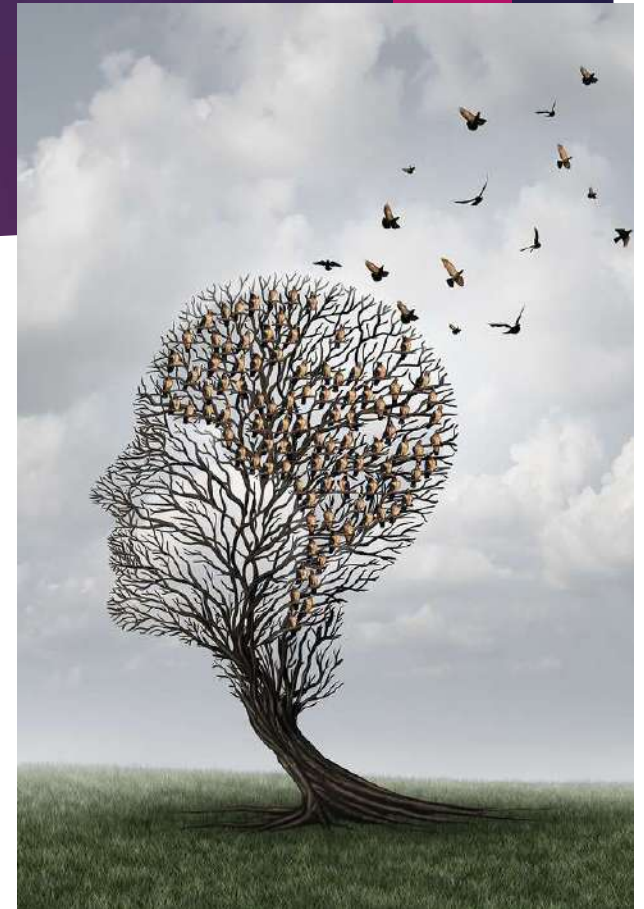
Take time each morning in quiet

Make pottery

Spend time with my friends and family.

Agenda

- *The Brain Story*
- Trauma and the Nervous System
- Types of Trauma
Acute, Complex, Chronic,
Historical, Racial Trauma
- Impact of Trauma
- SELF CARE - THROUGHOUT



Why?

Why do I need Self Care?

Why do I need to understand my nervous system?

Why am I sick when I'm stressed and how can I prevent that?

How do I use everything I've learned with my learners.





Some of this may be difficult.


Take a break
Breathe
Take a walk
Stretch
Fidget

Everyone responds to this learning differently. Some may laugh, some cry, some angry, some may be unmoved.

ALL REACTIONS ARE OK!



Breathe



THE BRAIN STORY ~ Who has heard of it?



But I don't work with children...



The Brain Story

The Brain Story is a story about how experiences shape our brains. The development of a child's brain is a story about human relationships, because we depend on those around us for the experiences that build our brain architecture.



The first 5 years.

Critical window:

The first 5 years offer a critical window for social and emotional attachment, with rapid brain development that does not occur at any other time.



Trauma

- ❑ Nervous System
- ❑ Embedded Trauma
- ❑ How it “shows up” in our bodies and behaviors.

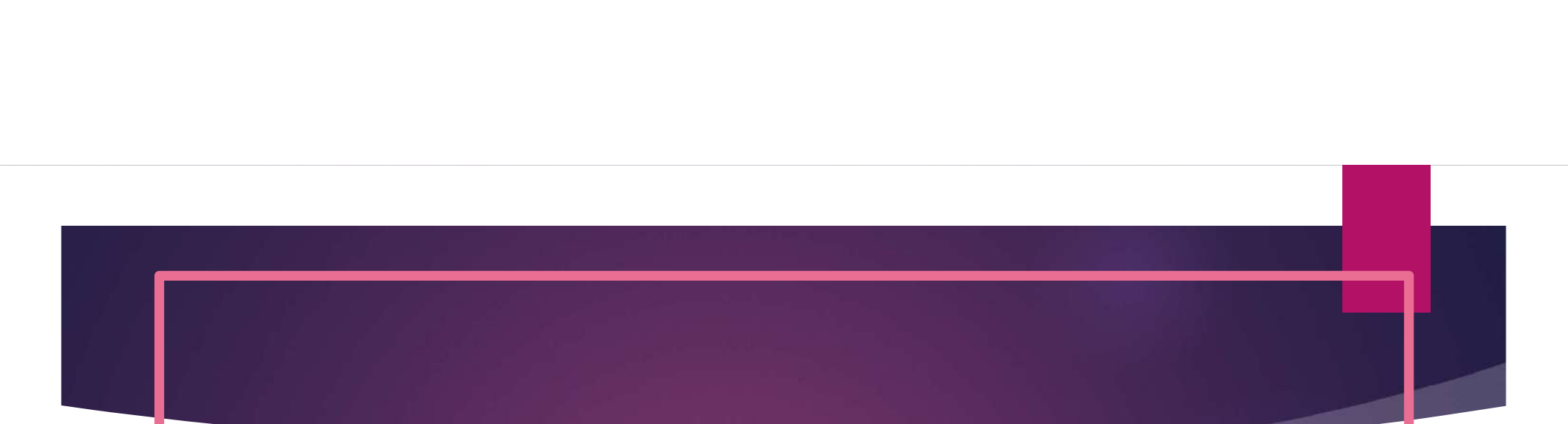


**By Meggan Joy Trobaugh,
Seattle**

Definition of Trauma

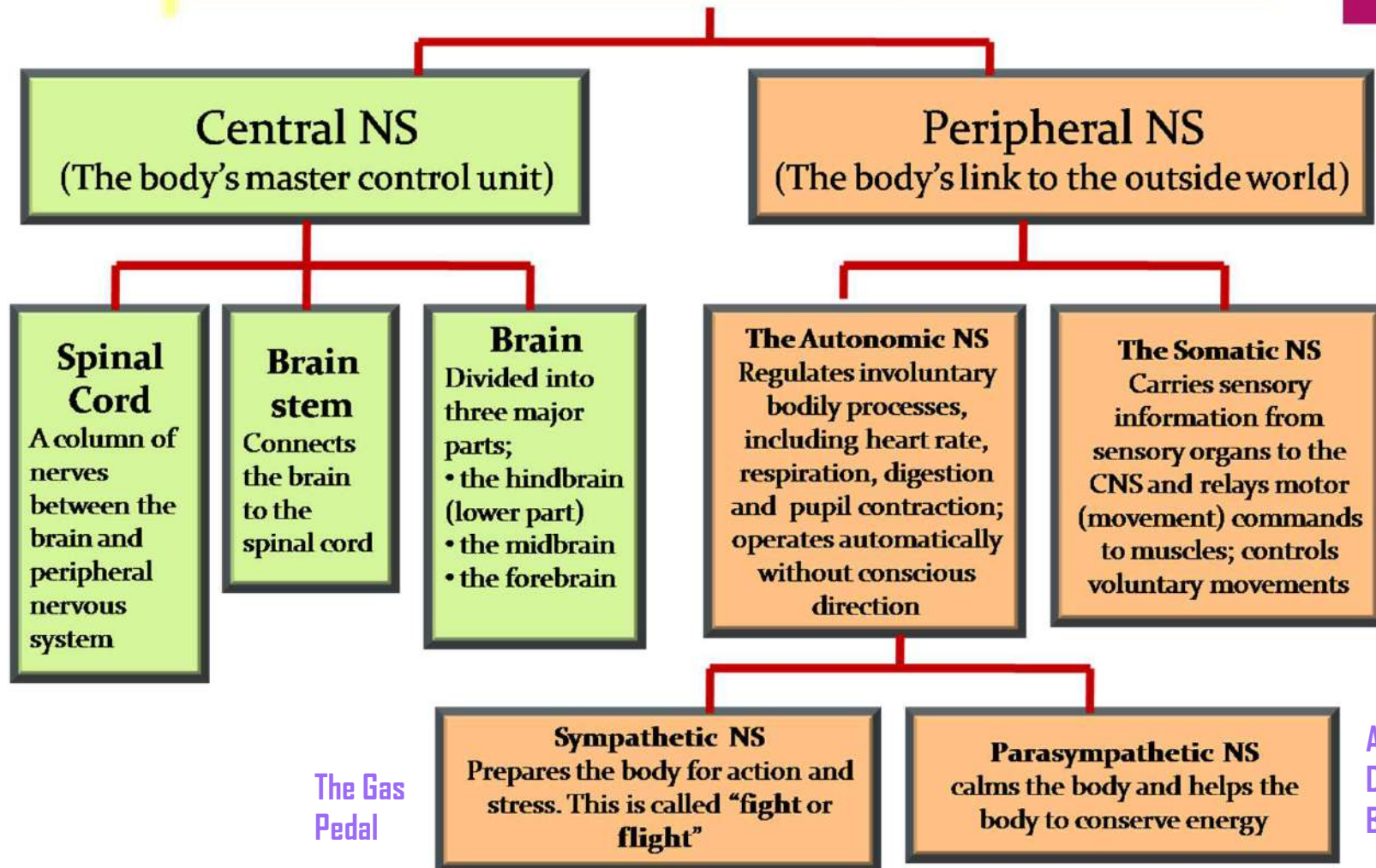
The three "E's" of trauma

Trauma refers to an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects**.



When an individual experiences a series of stressful events or even a single traumatic event without **connectedness**, they will move from potential trauma to embedded trauma. Insufficient interpersonal (CONNECTEDNESS) support is directly related to embedded, unconscious and lifelong trauma.

The Nervous System



The Gas
Pedal

AKA. Rest and
Digest, the
Break.

Your nervous system is the same concept as the gas pedal and brake pedal like you have in your car

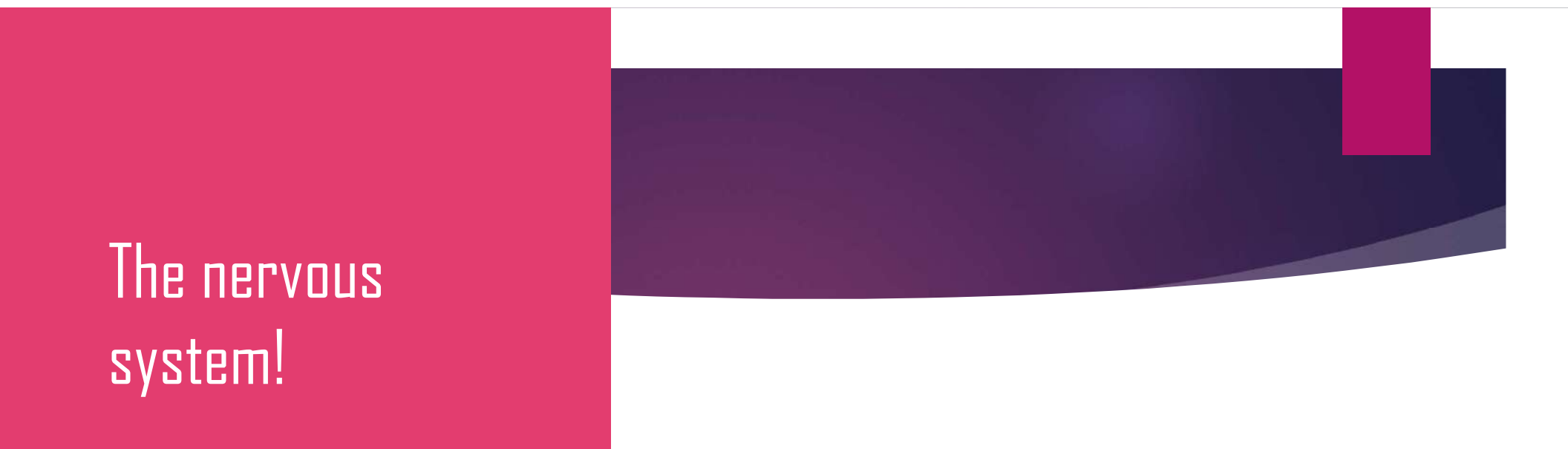
GAS PEDAL: Sympathetic AKA "Fight or Flight"

BRAKE PEDAL: Parasympathetic AKA "Rest & Digest"

When they are balanced and doing their job properly
EVERYTHING WORKS GREAT!



SELF CARE,
PERSONAL
AND
PROTECTIVE
FACTORS

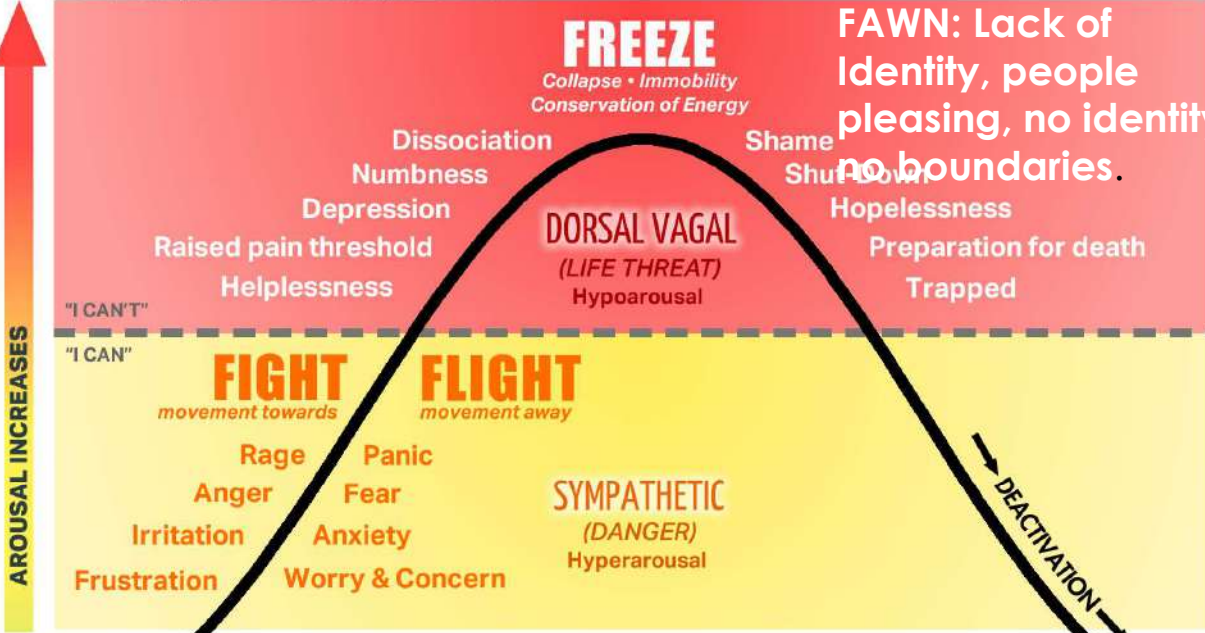
A decorative graphic at the top of the slide. It features a large pink rectangle on the left side. To its right, there is a dark purple shape that tapers to the right, with a smaller, solid pink rectangle positioned above its right edge.

The nervous system!

Trauma pushes the activation of the nervous system beyond its ability to self-regulate. When a stressful experience pushes the system beyond its limits, it can become stuck on "on." When a system is overstimulated like this, we can experience anxiety, panic, anger, hyperactivity, illness and restlessness. A mountain of health issues, social challenges and poor quality of life.

POLYVAGAL CHART

The nervous system with a neuroception of threat:



PARASYMPATHETIC NERVOUS SYSTEM
DORSAL VAGAL COMPLEX

Increases

- Fuel storage & insulin activity • Immobilization behavior (with fear)
- Endorphins that help numb and raise the pain threshold
- Conservation of metabolic resources

Decreases

- Heart Rate • Blood Pressure • Temperature • Muscle Tone
- Facial Expressions & Eye Contact • Depth of Breath • Social Behavior
- Attunement to Human Voice • Sexual Responses • Immune Response

SYMPATHETIC NERVOUS SYSTEM

Increases

- Blood Pressure • Heart Rate • Fuel Availability • Adrenaline
- Oxygen Circulation to Vital Organs • Blood Clotting • Pupil Size
- Dilation of Bronchi • Defensive Responses

Decreases

- Fuel Storage • Insulin Activity • Digestion • Salivation
- Relational Ability • Immune Response

The nervous system with a neuroception of safety:



PARASYMPATHETIC NERVOUS SYSTEM
VENTRAL VAGAL COMPLEX



Increases

- Digestion • Intestinal Motility • Resistance to Infection
- Immune Response • Rest and Recuperation • Health & Vitality
- Circulation to non-vital organs (skin, extremities)
- Oxytocin (neuromodulator involved in social bonds that allows immobility without fear) • Ability to Relate and Connect
- Movement in eyes and head turning • Prosody in voice • Breath

Decreases

- Defensive Responses

POST-TRAUMA PATHWAYS

- ▶ Resilience
 - ▶ Recovery
 - ▶ Post-traumatic growth
- 
- ▶ Severe persisting distress
 - ▶ Decline
 - ▶ Stable maladaptive functioning
- 

TYPES OF STRESS

Day to Day

Argument with a friend or partner.

Driving bad weather.

Job Interview

Deadline to complete a project.

Cumulative/Distress

Struggling to pay rent on a low income.

Working long hours over a period of time.

Hurtful Relationships.

Extreme or Traumatic Stress

Car accident (experienced or witnessed)

Natural disaster

Death of a pet

Losing a job

Vicarious or Secondary Stress

Hearing stories of serious loss.

Supporting people who are experiencing traumatic stress.

Over-exposure to violent or upsetting stories in the media.

Types of Trauma

ACUTE

A single isolated Incident.

- Accident
- Natural Disaster
- Sudden unexpected Loss

Chronic

Traumatic experiences that are repeated and prolonged.

- Prolonged family or community Violence
- Long term illness

Complex

Exposure to multiple traumatic events from an early age.

- Ongoing neglect
- Witnessing domestic violence.

Historical & Racial

Collective and cumulative trauma experienced by a group across generations that are still suffering the effects.

- Racism
- Discrimination



Questions and comments.

BREAK



Breathe



Symptoms of Trauma



Personal Factors





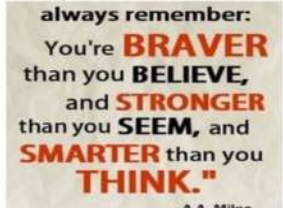
Safety

Choice

Collaboration

Trustworthiness

Empowerment



Definitions

Ensuring physical and emotional Safety

Learner has choice and control in the learning

Making Decisions with the learner and sharing power

Task clarity, consistency, and interpersonal boundaries

Priority given to empowerment and skill building

Principles in Practice

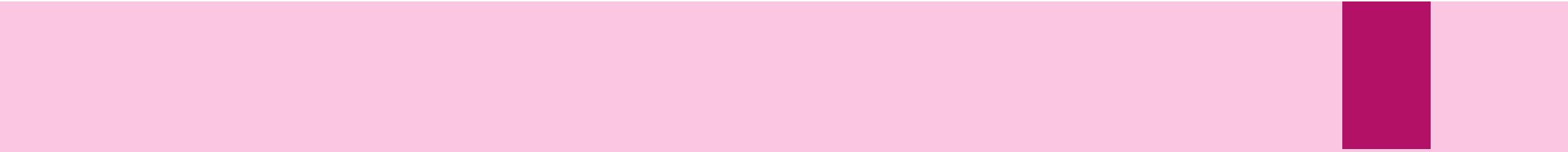
Common areas are welcoming and privacy is respected

Learners are provided a clear message about their rights and responsibilities.


Learners are provided a significant role in planning and evaluation learning

Respectful and professional boundaries are maintained.


Providing an atmosphere that allows learners to feel validated and affirmed with each and every contact in their learning.



Adopting a trauma informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity and possibly an organizational culture change.



No matter what the past traumatic experiences are, trauma occurs when something or someone has been a thief of a victim's power.



By allowing a learner to have choice in their environment, in their topic and in the frequency, you're instilling power back into their learning experience.

Trauma glasses ON!

Trauma Informed Care

Realizing the prevalence of trauma.
Recognizing how trauma affects all individuals involved in learning.

Responding

- ▶ Putting into practice the 6 principles of trauma informed care from the moment you interact with a learner and every stage throughout.

First look within!

We cannot care for others if we
are not caring for ourselves.
Time to decompress!



Questions