

# Understanding Trauma



Wayne Centrone and Ken Kraybill

A blurred photograph of a city street at night. The scene is dominated by a cool blue color palette. In the foreground, the dark silhouettes of two people are visible, one standing and one walking. The background is filled with out-of-focus lights, creating a bokeh effect with several bright, glowing circles. The overall atmosphere is serene and abstract.

centering

A scenic view of a river flowing through a lush green forest. The river is rocky and has a small waterfall in the background. The text "river of resilience" is overlaid on the image.

river of resilience



What is trauma and its  
impact?

What does it mean to be  
trauma-informed?

The background of the slide is a blurred photograph of a crowd of people, likely at a public event or protest. The image is out of focus, showing silhouettes and bright light sources that create a bokeh effect. The overall color palette is a mix of cool blues and greys.

How might survivors you know co

*The world is...*

*They always think I...*

*I will never be...*

*Because of me...*

*I am...*

*If they really cared...*



**Kintsukuroi** (keen-tsoo-koo-roy)



The Japanese art of mending pottery using gold or silver lacquer. The broken and mended pot becomes even more beautiful than the original. A compelling metaphor for how pain, grief, and trauma in our lives can transform us in positive, even beautiful ways.

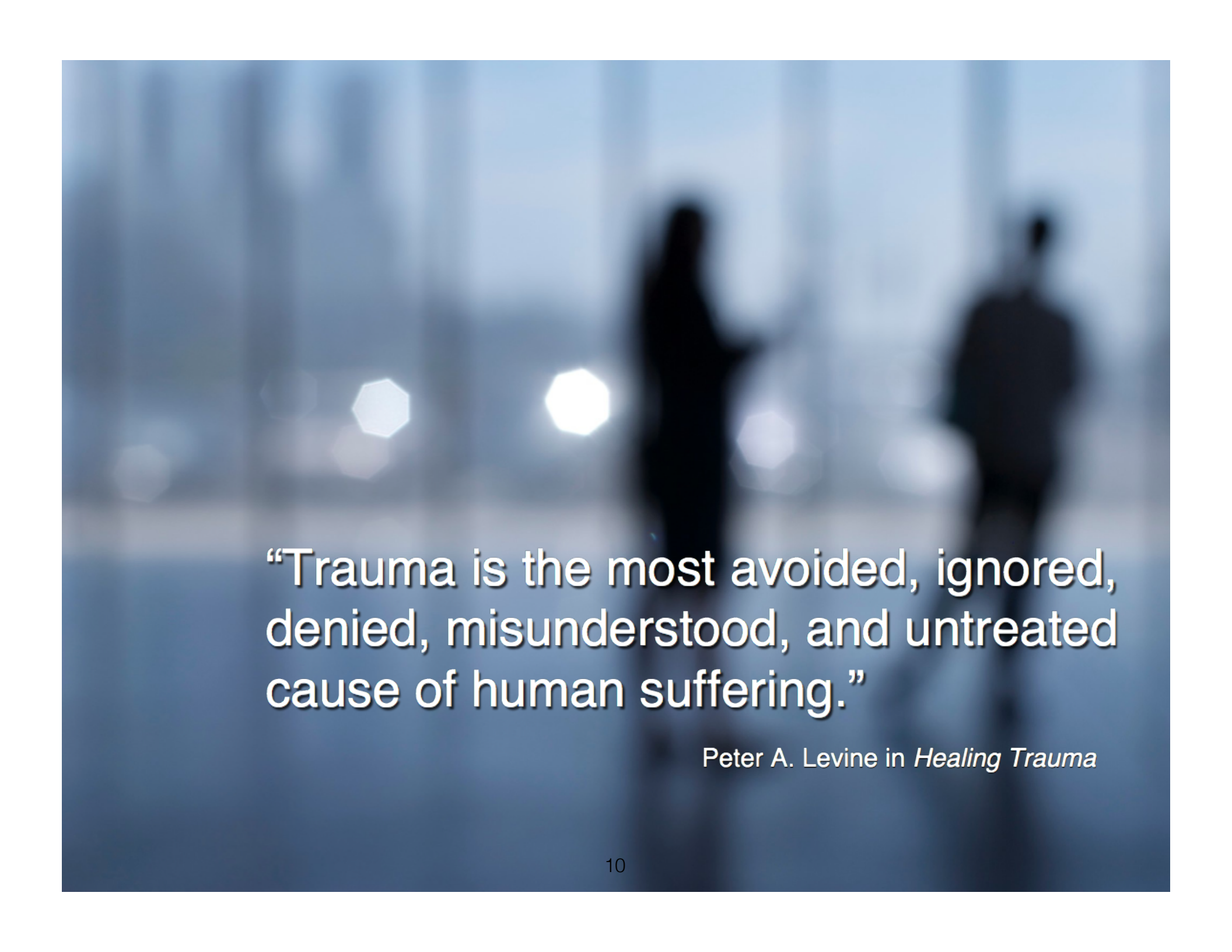
A blurred photograph of a city street at night. The scene is dominated by a cool blue color palette. In the foreground, the dark silhouettes of two people are visible, walking away from the camera. The background is filled with out-of-focus lights, creating a bokeh effect with several bright, circular spots. The overall atmosphere is mysterious and evocative.

# Entering the Shadows



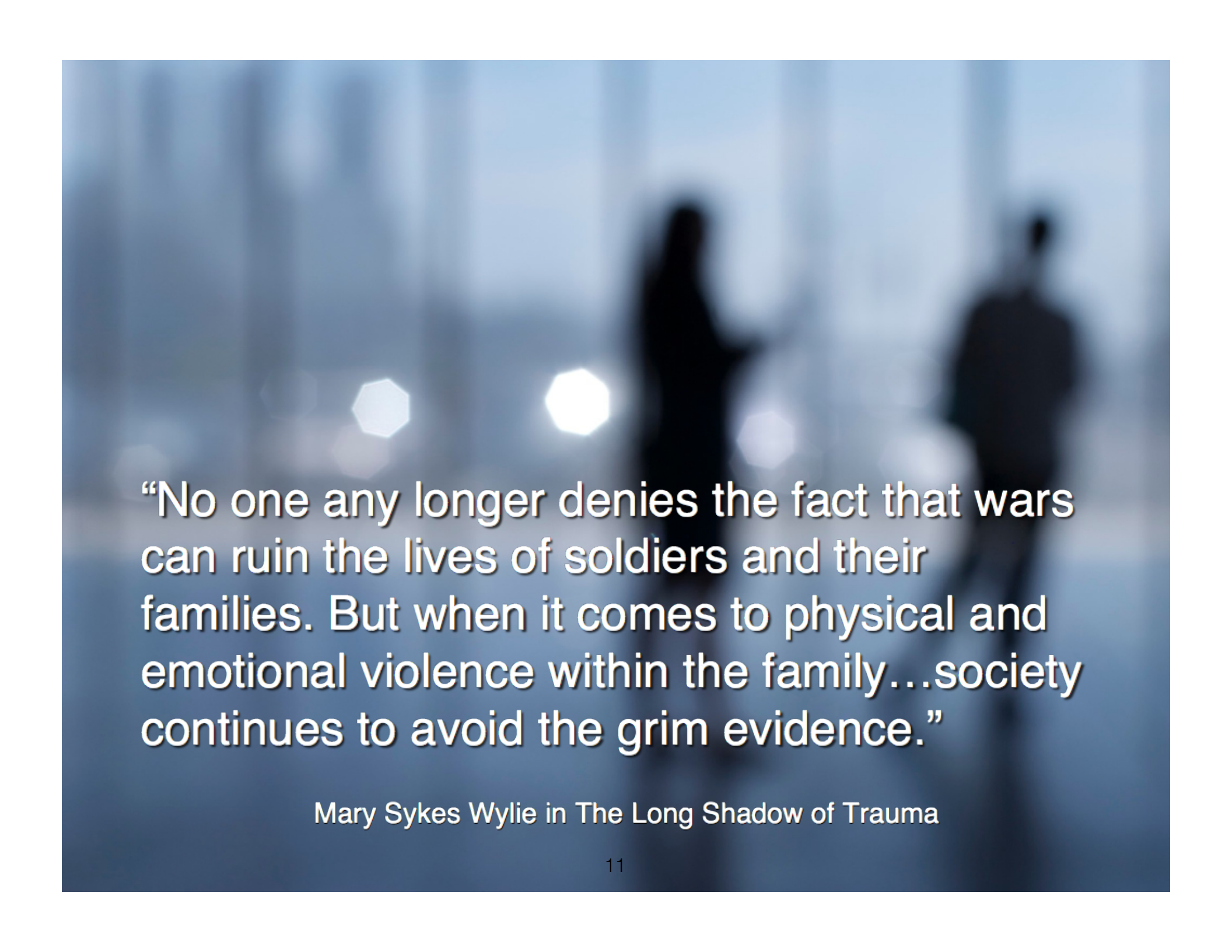
A blurred photograph of a city street at night. In the foreground, the silhouettes of two people are visible, walking away from the camera. The background is filled with out-of-focus lights, creating a bokeh effect. The overall color palette is dominated by cool blues and greys, with bright white and yellow light spots.

**“The unspeakable”**

A blurred background image featuring silhouettes of two people standing in the center. The scene is dimly lit, with several bright, out-of-focus light sources (bokeh) scattered across the frame, creating a soft, ethereal atmosphere. The overall color palette is cool, dominated by blues and greys.

“Trauma is the most avoided, ignored, denied, misunderstood, and untreated cause of human suffering.”

Peter A. Levine in *Healing Trauma*

The background of the slide is a blurred, blue-toned image. It features the dark silhouettes of several people, possibly in a public space or a crowd. There are several bright, out-of-focus light spots scattered across the scene, creating a bokeh effect. The overall mood is somber and reflective.

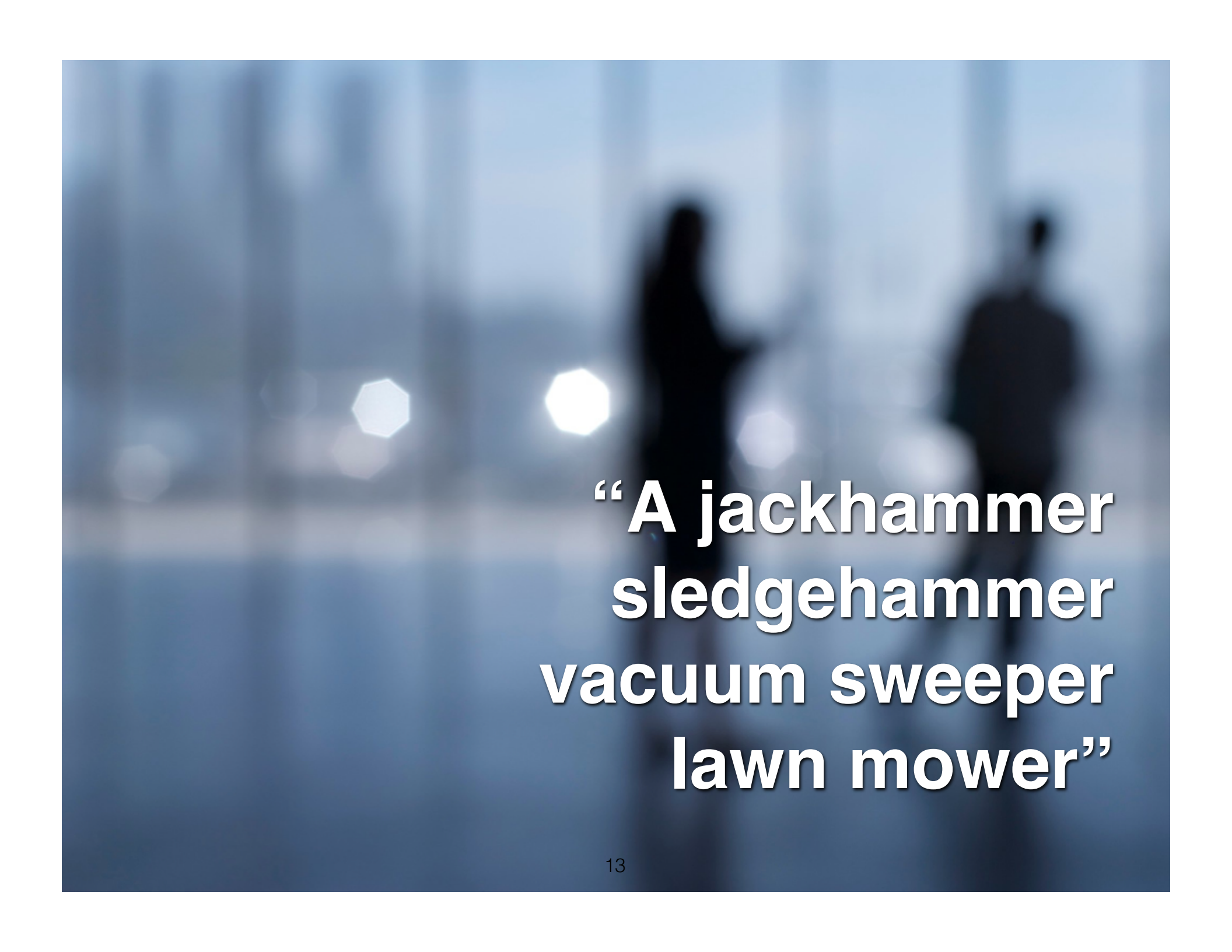
“No one any longer denies the fact that wars can ruin the lives of soldiers and their families. But when it comes to physical and emotional violence within the family...society continues to avoid the grim evidence.”

Mary Sykes Wylie in *The Long Shadow of Trauma*

A blurred background image featuring silhouettes of two people standing in the center. The scene is dimly lit, with several bright, out-of-focus light sources (bokeh) scattered across the frame, creating a soft, ethereal atmosphere. The overall color palette is a mix of dark blues and greys, with the light sources providing a contrast of white and pale blue.

“The ordinary response to atrocities is to banish them from consciousness.”

Judith Lewis Herman in *Trauma and Recovery*

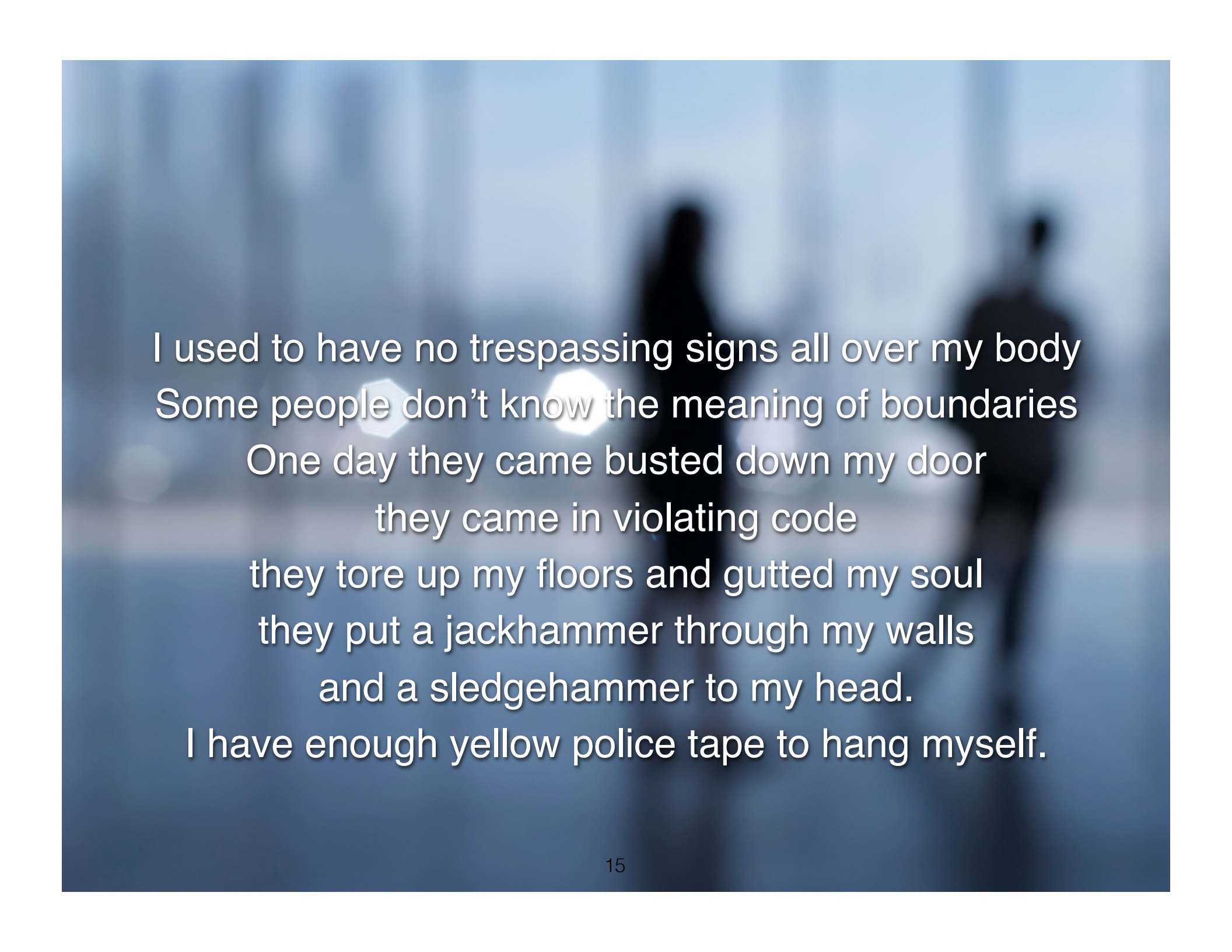
The background is a dark blue gradient with several bright, out-of-focus light sources (bokeh) and faint silhouettes of people, suggesting an indoor setting like a conference or office.

**“A jackhammer  
sledgehammer  
vacuum sweeper  
lawn mower”**

The background is a blurred, blue-toned image. It features the dark silhouettes of two people standing in the center-right. To the left, there are several bright, out-of-focus light sources that create a bokeh effect with hexagonal shapes. The overall atmosphere is soft and abstract.

# Under Construction

*Heidi H.*



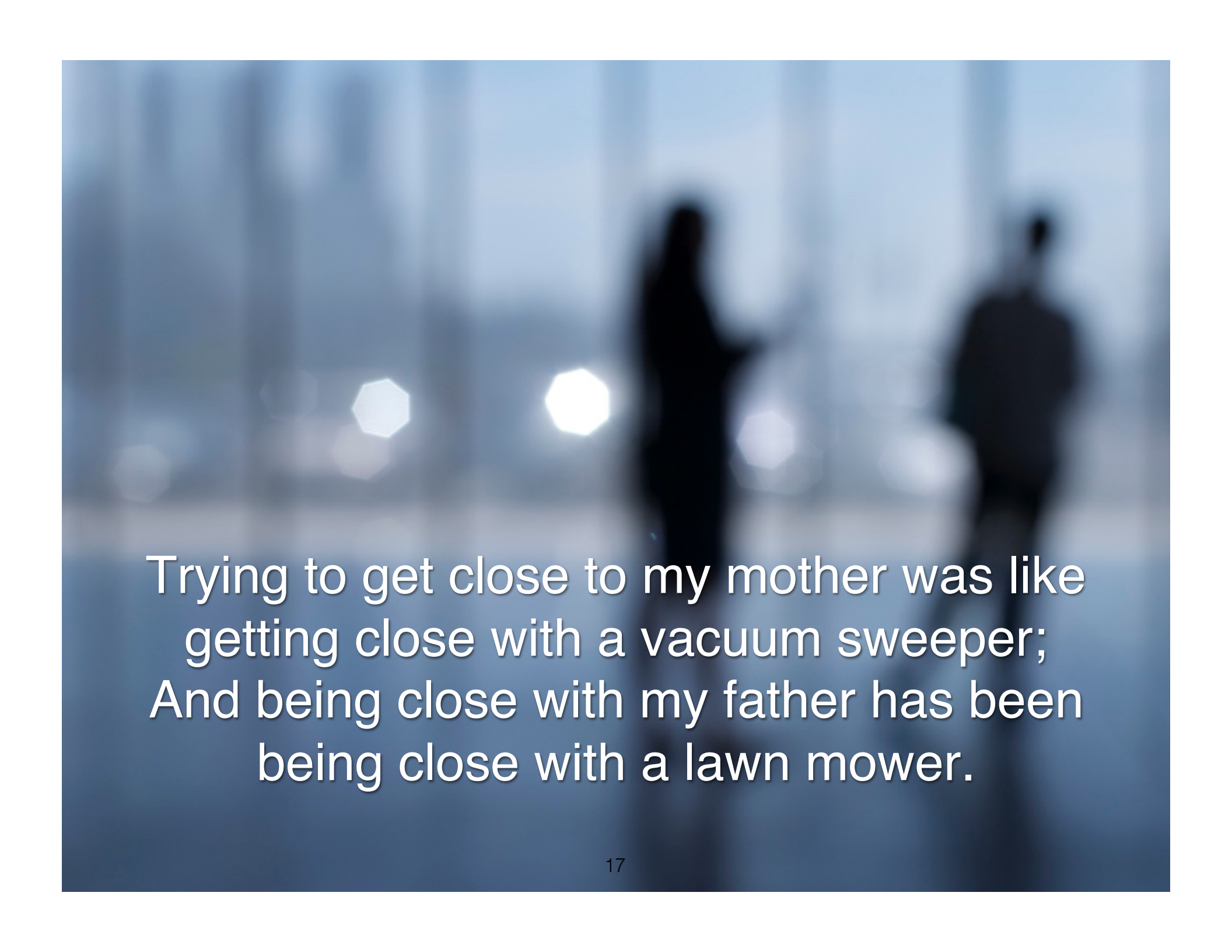
I used to have no trespassing signs all over my body  
Some people don't know the meaning of boundaries  
One day they came busted down my door  
they came in violating code  
they tore up my floors and gutted my soul  
they put a jackhammer through my walls  
and a sledgehammer to my head.  
I have enough yellow police tape to hang myself.

The background is a blurred photograph of an indoor space, possibly a hallway or a public area. It features the dark silhouettes of two people walking away from the camera. The scene is punctuated by several bright, out-of-focus light sources that create a bokeh effect, with some lights appearing as distinct octagonal shapes. The overall color palette is a range of blues, from light to dark, with the white text providing a sharp contrast.

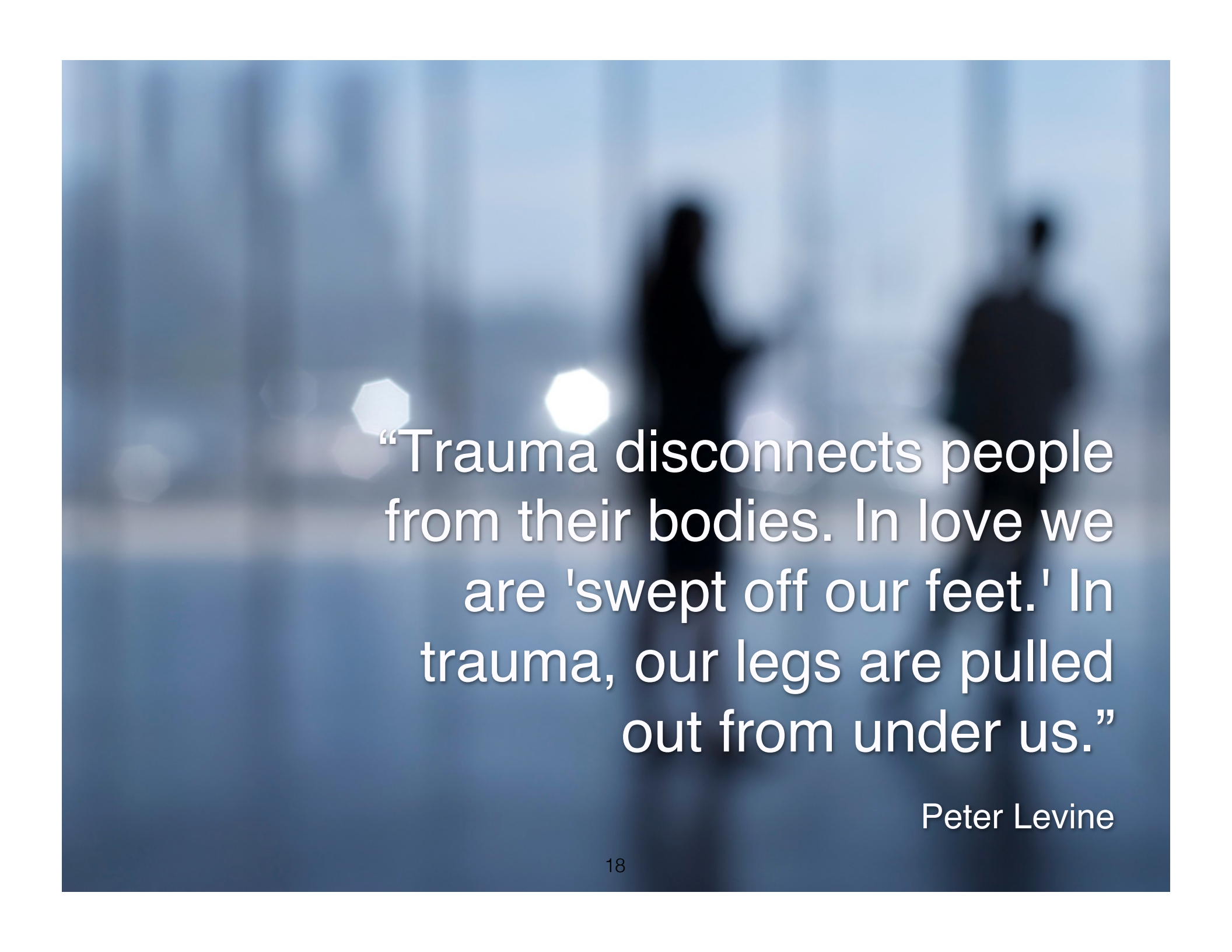
# Untitled

*Catherine H.*



The background of the slide is a blurred photograph. It features two dark silhouettes of people standing in the center. The background is filled with soft, out-of-focus light spots, known as bokeh, in various shades of blue and white. The overall mood is somber and reflective.

Trying to get close to my mother was like  
getting close with a vacuum sweeper;  
And being close with my father has been  
being close with a lawn mower.

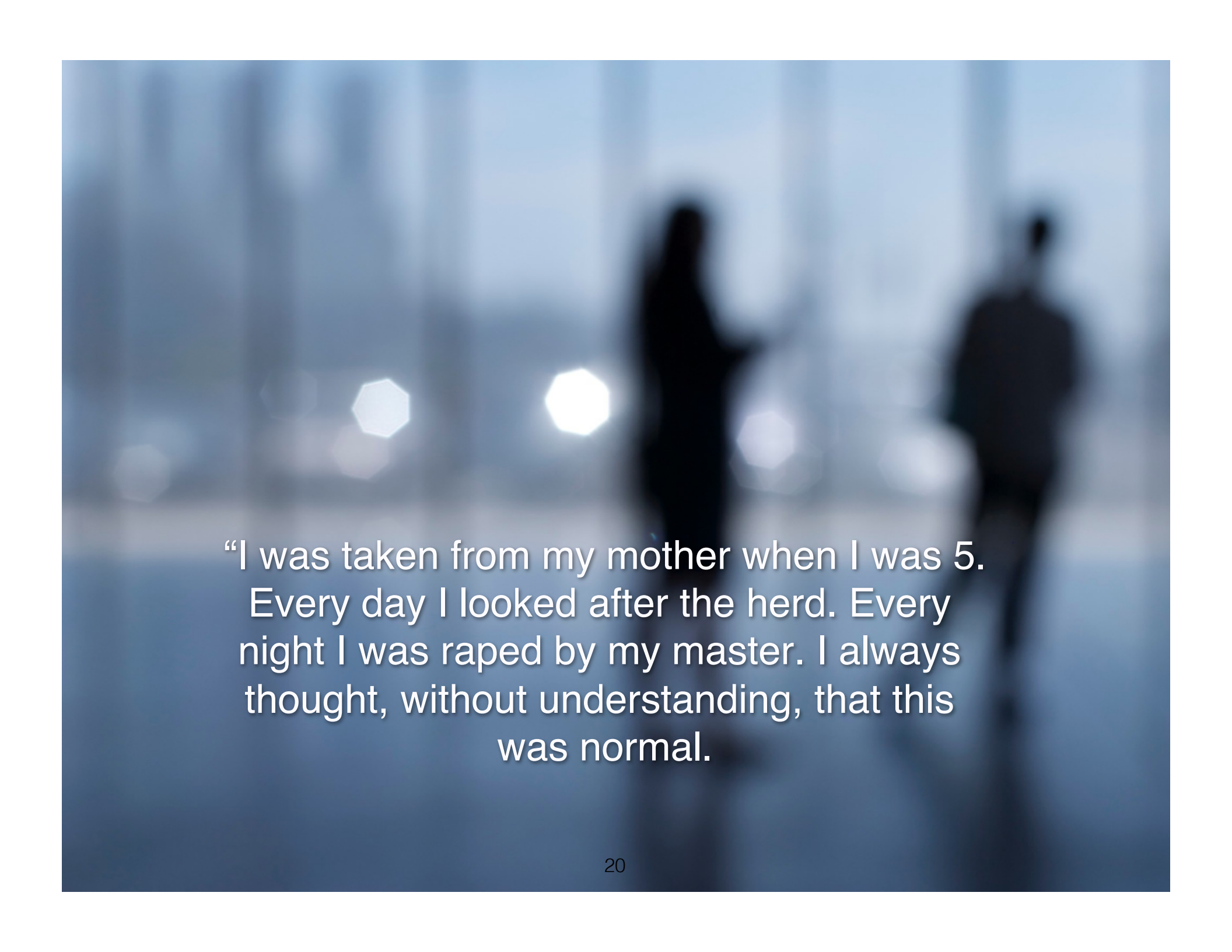
The background of the slide is a blurred, blue-toned image. It features the dark silhouettes of several people standing in a line, possibly in a hallway or a public space. There are several bright, out-of-focus light sources (bokeh) scattered across the scene, creating a soft, ethereal atmosphere. The overall composition is centered and minimalist.

“Trauma disconnects people from their bodies. In love we are 'swept off our feet.' In trauma, our legs are pulled out from under us.”

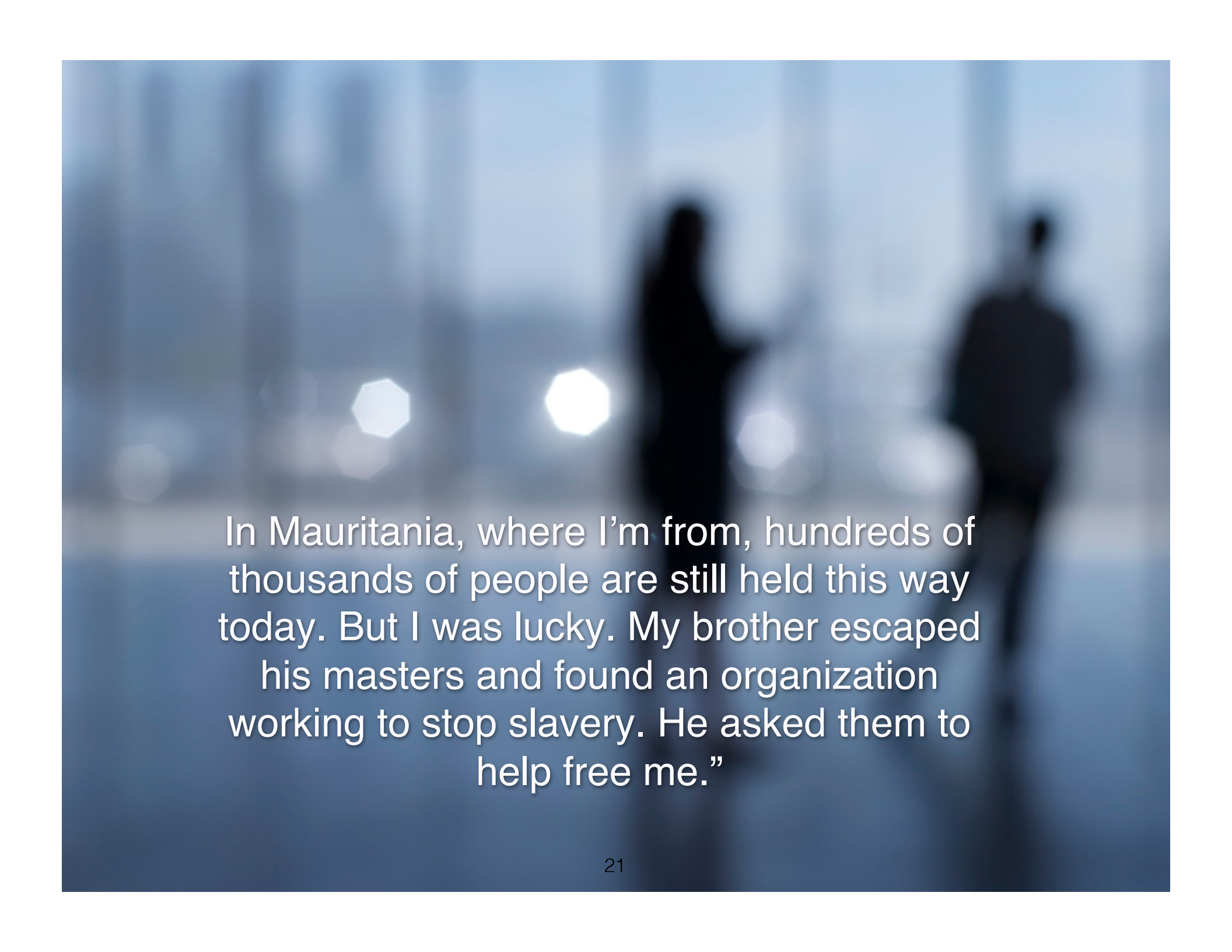
Peter Levine

A blurred photograph of a city street at night. The scene is dominated by a cool blue color palette. In the foreground, the dark silhouettes of two people are visible, walking away from the camera. The background is filled with out-of-focus lights, creating a bokeh effect with several bright, circular spots. The overall atmosphere is quiet and somewhat somber.

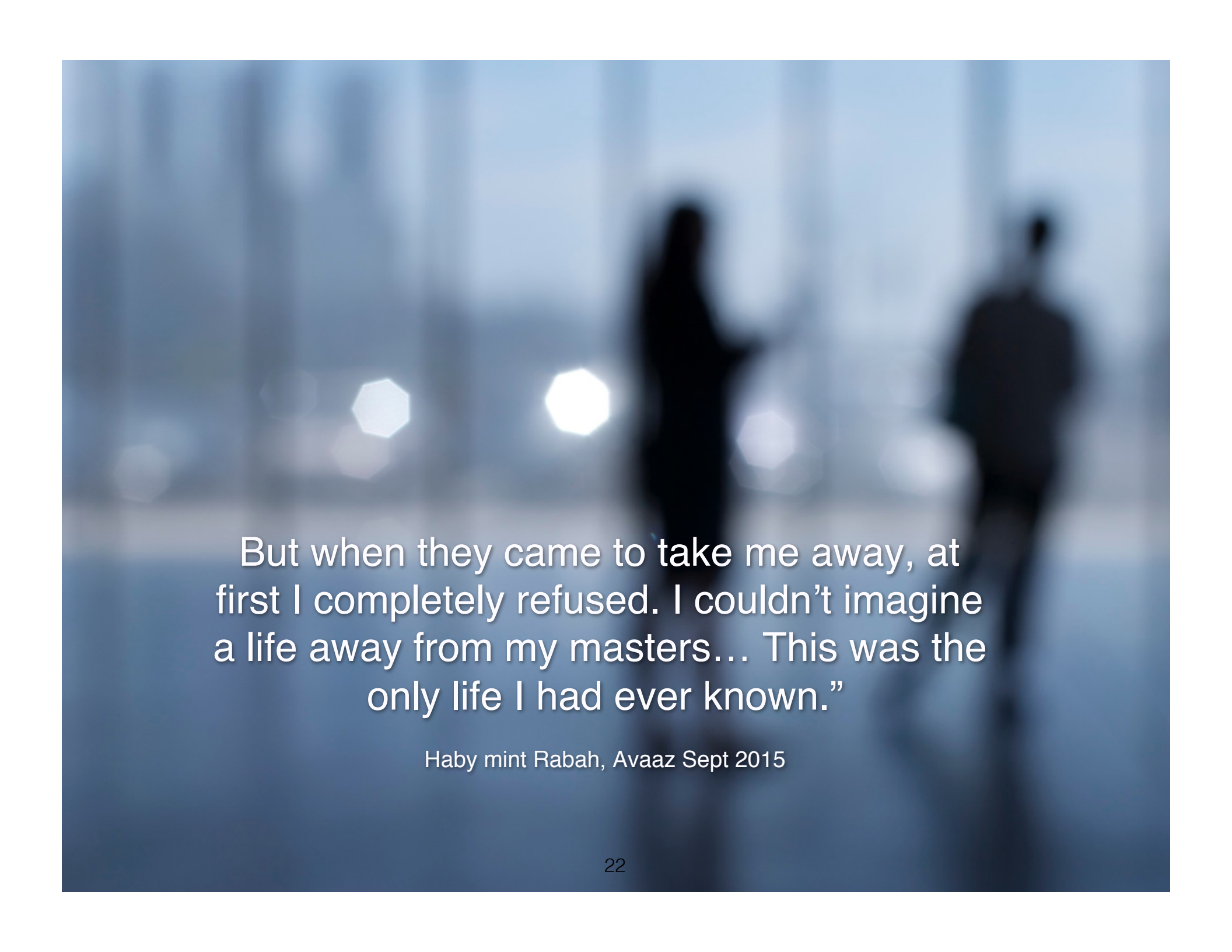
**“Normal”**

The background of the slide is a blurred image with a blue color palette. It features the dark silhouettes of two people standing in the center, and several bright, out-of-focus light sources that create a bokeh effect. The overall mood is somber and evocative.

“I was taken from my mother when I was 5.  
Every day I looked after the herd. Every  
night I was raped by my master. I always  
thought, without understanding, that this  
was normal.

The background of the slide is a blurred image with a blue color palette. It features the dark silhouettes of several people, possibly in a crowd or a public space. Interspersed among the silhouettes are several bright, out-of-focus light sources that create a bokeh effect, appearing as soft, glowing circles and hexagons. The overall atmosphere is somber and evocative.

In Mauritania, where I'm from, hundreds of thousands of people are still held this way today. But I was lucky. My brother escaped his masters and found an organization working to stop slavery. He asked them to help free me.”

The background of the slide is a blurred photograph. It features the dark silhouettes of two people standing in the center, facing each other. The background is filled with soft, out-of-focus light spots, known as bokeh, in various shades of blue and white. The overall mood is somber and reflective.

But when they came to take me away, at first I completely refused. I couldn't imagine a life away from my masters... This was the only life I had ever known.”


Haby mint Rabah, Avaaz Sept 2015

**“A thief”**

The background is a blurred, blue-toned image. It features the dark silhouettes of two people walking away from the camera. There are several bright, out-of-focus light sources, likely streetlights, creating a bokeh effect with soft, glowing halos. The overall mood is mysterious and somewhat somber.

What get's stolen?



The background of the slide is a blurred image with a blue and white color palette. It features the dark silhouettes of two people standing in the center, with several bright, out-of-focus light sources (bokeh) scattered around them, creating a soft, atmospheric effect.

sense of safety; trust; belief in goodness of self, other people and world; self-regulation, inner calm, feeling of centeredness; ability to problem-solve; ability to respond vs. react; control, autonomy, empowerment; confidence; health/protective factors; self-esteem, connection to own body...

The background is a dark, textured surface with various shades of grey, blue, green, and purple. There are faint, overlapping geometric shapes, including a large triangle on the left and a large circle on the right, drawn in a light purple or pinkish hue. The overall appearance is that of a chalkboard or a piece of paper with faint drawings and a mottled, aged texture.

# What is trauma?

# Trauma

Involves some sort of overwhelming experience that goes beyond usual day-to-day stressors

A traumatic experience might happen once, or over and over again

Overwhelming demands placed upon the physiological system that result in a profound felt sense of vulnerability and/or loss of control.

– *Robert D. Macy*

# Trauma

“Traumatic events overwhelm the ordinary systems of care that give people a sense of *control, connection, and meaning.*”

– *Judith Herman*

# Trauma

“Natural” disasters

Human events

Insidious trauma

Historic trauma

# Trauma

## “Natural” disasters

*floods, drought, earthquakes, wildfires, hurricanes, mudslides*

## Human events

*war, interpersonal violence, political turmoil, famine*

## Insidious trauma

*everyday slights, snubs, insults that communicate hostile, derogatory messages solely based who someone is*

## Historical/cross-generational

*forceable removal, genocide, racism, sexism, loss of culture*

# Trauma

## ***Acute***

trauma from a one time event such as earthquake, fire, bombing, assault, car accident

## ***Chronic***

trauma experiences that happen over and over again

## ***Complex***

trauma that starts in childhood and impacts learning, developing, coping, and relationships into adulthood

# Trauma

Stacy is a 35 year old woman who was living in New Orleans when Hurricane Katrina hit in 2005. She had to relocate to another state where she not know anyone, and since that time she has struggled to secure employment and permanent housing. She also recently left an abusive relationship.

Acute?  
Chronic?  
Complex?



# Trauma

Jackson lost his mother early in life and grew up with a father who struggled with substance misuse and was sometimes violent. While serving in the military, he witnessed the deaths of friends and civilians. Jackson continues to have nightmares and struggles with angry outbursts, employment challenges and addiction to substances.

Acute?  
Chronic?  
Complex?

# Trauma

Jackie just received news about the sudden and unexpected loss of her mother. She needs to move back home to support her family.

Acute?  
Chronic?  
Complex?

# Trauma

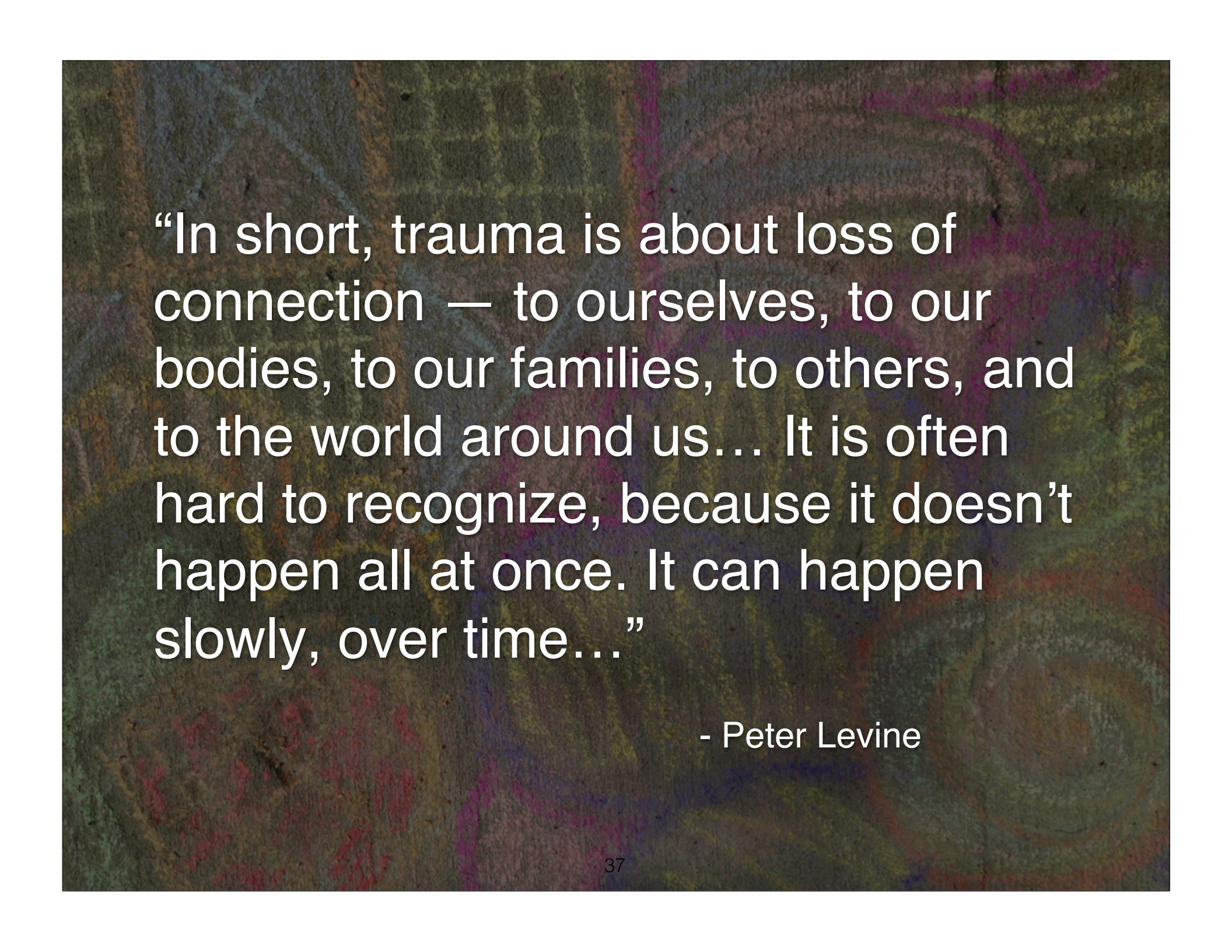
Jane grew up in a violent household. She was sexually abused and witnessed domestic violence at a young age. While in the military, she was sexually assaulted. Since her discharge, she has struggled with depression and substance misuse.

Acute?  
Chronic?  
Complex?

# Trauma

Jonathan is a 42 year old man who lost his home in a fire 3 years ago and moved in with friends. While living with friends, he lost his job and his brother died in a car accident. For the past 3 years, Jonathan has not been able to secure stable employment or housing.

Acute?  
Chronic?  
Complex?



“In short, trauma is about loss of connection — to ourselves, to our bodies, to our families, to others, and to the world around us... It is often hard to recognize, because it doesn’t happen all at once. It can happen slowly, over time...”

- Peter Levine



# Begin Wayne



# Trauma and the brain

[https://www.youtube.com/watch?v=T\\_Bg-wOSA1w&feature=youtu](https://www.youtube.com/watch?v=T_Bg-wOSA1w&feature=youtu)

# The human stress response

- Thinking brain checks things out; confirms you're in a threatening situation
- Brain and body work to help you calm down
- A client yells in your face, accusing you of being controlling and not wanting to help them
- Doing brain sends message to body to start "fight" or "flight" response
- Doing brain senses potential threat to your physical or emotional well-being
- React to the situation by fighting, fleeing, or freezing in order to protect yourself
- Thinking brain goes "off-line" so doing brain can take over



## *List in order of occurrence*

- Thinking brain checks things out; confirms you're in a threatening situation
- Brain and body work to help you calm down
- A client yells in your face, accusing you of being controlling and not wanting to help them
- Doing brain sends message to body to start "fight" or "flight" response
- Doing brain senses potential threat to your physical or emotional well-being
- React to the situation by fighting, fleeing, or freezing in order to protect yourself
- Thinking brain goes "off-line" so doing brain can take over

## *Order of occurrence*

1. A client yells in your face, accusing you of being controlling and not wanting to help them
2. Doing brain senses potential threat to your physical or emotional well-being
3. Thinking brain checks things out; confirms you're in a threatening situation
4. Thinking brain goes "off-line" so doing brain can take over
5. Doing brain sends message to body to start "fight" or "flight" response
6. React to the situation by fighting, fleeing, or freezing in order to protect yourself
7. Brain and body work to help you calm down

The background is a dark, textured surface with a mix of colors including shades of blue, purple, green, and brown. There are faint, overlapping geometric shapes, possibly triangles and circles, drawn in a lighter color, possibly white or light blue, which are partially obscured by the texture and other colors.

# Prevalence of trauma

# Prevalence of Trauma: Mothers Experiencing Homelessness in U.S.

- 92% have experienced severe physical and/or sexual abuse during their lifetime
- 2/3 have histories of domestic violence
- Compared to low-income housed women, mothers experiencing homelessness have:
  - 3 x the rate of PTSD (36%)
  - 2 x the rate of drug/alcohol dependence (41%)
- About 50% have experienced a major episode of depression since becoming homeless.

Source: SAMHSA

### Finding Your ACE Score

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

1. Did a parent or other adult in the household **often or very 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 or very 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**  
Attempt or actually have oral, anal, or vaginal intercourse with you?  
Yes No If yes enter 1 \_\_\_\_\_
4. Did you **often or very 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 or very 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 or very often** pushed, grabbed, slapped, or had something thrown at her?  
**or**  
**Sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard?  
**or**  
**Ever** repeatedly hit 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.**

092406RA4CR

# ACE Study

## Adverse Childhood Experiences

# ACE study participants

17,337 Kaiser Permanente members

Recruited between 1995-97

Nearly half female, half male

74.8% white

Average age = 57

75.2 had attended college

All had jobs and good health care (Kaiser HMO)

# Questions asked

## Types of childhood trauma

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Mother treated violently
- Household substance abuse
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

# ACE study findings

Adverse childhood experiences (ACEs) are much more common than anticipated or recognized

Center for Nonviolence and Social Justice



# ACE study findings

About two-thirds reported at least one ACE  
87% with one ACE reported at least one additional ACE

Prevalence of

- emotional abuse 10.6%
- physical abuse 28.3%
- sexual abuse 20.7%
- emotional neglect 14.8%
- physical neglect 9.9%,

# ACE study findings

Mother treated violently 12.7%

Household substance abuse 26.9%

Household mental illness 19.4%

Parental separation or divorce 23.3%

Incarcerated household member 4.7%.

# ACE study findings

ACEs have a powerful correlation to health outcomes later in life

Center for Nonviolence and Social Justice

# ACE study findings

As the ACE score increases, so does the risk of an array of social and health problems such as: social, emotional and cognitive impairment; adoption of health-risk behaviors; disease, disability and social problems; and early death. ACEs have a strong influence on adolescent health, teen pregnancy, smoking, substance abuse, sexual behavior, the risk of re-victimization, performance in the work force, and the stability of relationships, among other health determinants. The higher the ACE score, the greater the risk of heart disease, lung disease, liver disease, suicide, HIV and STDs, and other risks for the leading causes of death.

# ACE study findings

Number of ACEs strongly associated with adulthood high-risk health behaviors such as smoking, alcohol and drug abuse, promiscuity, and severe obesity, and correlated with ill-health including depression, heart disease, cancer, chronic lung disease and shortened lifespan.

Compared to an ACE score of zero, having four adverse childhood experiences was associated with a seven-fold increase in alcoholism, a doubling of risk of being diagnosed with cancer, and a four-fold increase in emphysema; an ACE score above six was associated with a 30-fold increase in attempted suicide.

The background is a dark, textured surface with a mix of colors including shades of blue, purple, green, and brown. There are faint, overlapping geometric shapes, possibly triangles and circles, drawn in a lighter color, possibly white or light blue, which are partially obscured by the darker, more vibrant colors. The overall effect is abstract and somewhat somber.

# Impact of trauma

**Impact of Trauma:**

# **Ability to Function**

High levels of distress, anxiety, and sometimes panic

Confusion, disorientation, loss of control

Dissociation

Intrusive thoughts, hyper-arousal, and avoidance

Re-experiencing the traumatic event (triggers)

**Impact of Trauma:**

# **Shattered Belief Systems**

The world is unsafe.

Other people are unsafe and cannot be trusted.

God has abandoned me.

My own thoughts and feelings are unsafe.

I'm unworthy.

I'm not capable.





# Impact of Trauma: Physical Health

Chronic pain

Gynecological difficulties

Gastrointestinal (GI) problems

Asthma

Heart palpitations

Headaches

Musculoskeletal difficulties



# Impact of Trauma: Mental Health

Post-traumatic stress disorder  
Depression  
Anxiety/Panic disorder  
Attachment disorders  
Substance use issues  
Dissociative disorders  
Somatization  
Eating disorders  
Bipolar disorder  
Borderline personality disorder  
Schizoaffective



# Characteristics of PTSD

## **Intrusion**

Flashbacks  
Nightmares  
Recurrent images  
Intense response to triggers

## **Avoidance**

Constricted activities  
Avoiding reminders of  
the trauma

## **Hyper-arousal**

Irritability  
Poor concentration  
Hyper-vigilance

## **Dissociation**

Not remembering  
Feeling detached,  
disconnected, numb



“The compassion we seek is that which stands in awe at what (people) have to carry, rather than stand in judgment about how they carry it.”

Fr. Gregory Boyle, *Tattoos on the Heart*

END WAYNE

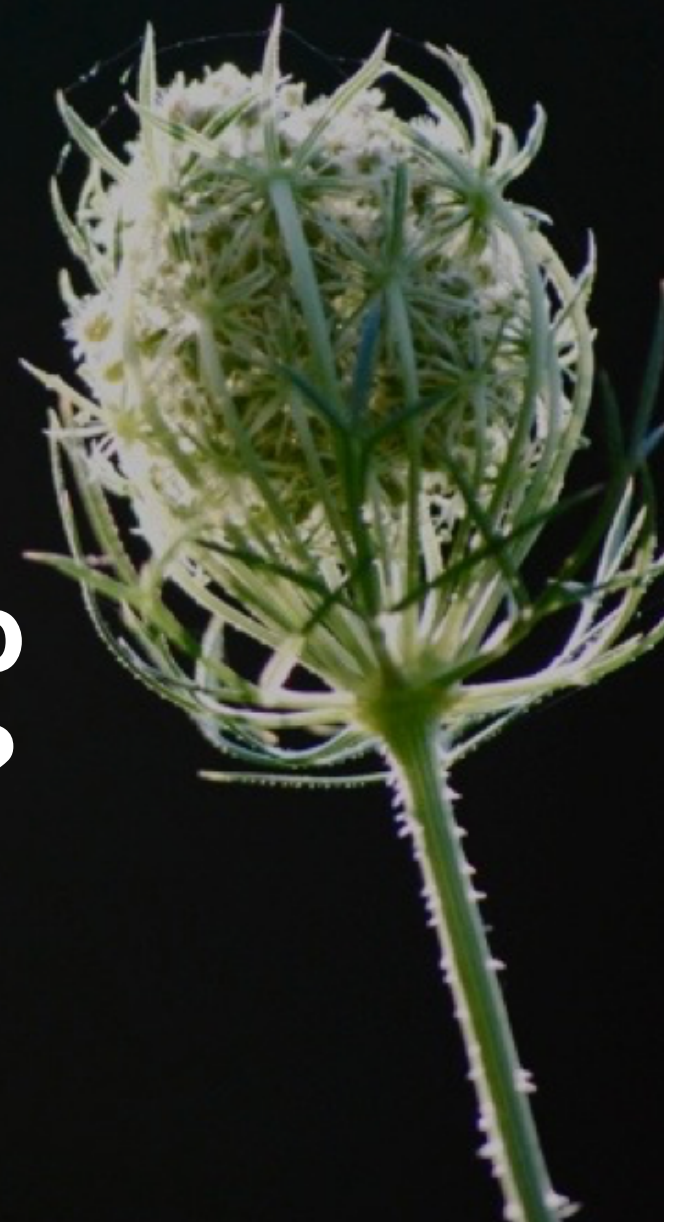
The background is a dark, textured surface with a mix of colors including shades of grey, blue, green, and purple. There are faint, overlapping geometric shapes, possibly a large 'X' or a star-like pattern, drawn in a light blue or purple hue. The overall appearance is that of a chalkboard or a similar textured surface.

# Case Study

The background is a dark, textured surface, possibly a piece of paper or fabric, with various colors like blue, purple, green, and red streaked across it. The colors are somewhat muted and blend into each other, creating a complex, abstract pattern. The overall tone is dark and moody.

# WAYNE BEGIN

**What does it mean to  
be trauma-informed?**





“A strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma.

It emphasizes physical, psychological, and emotional safety for providers and survivors, and creates opportunities for survivors to rebuild a sense of control and empowerment”

Hopper, Bassuk, & Olivet, 2010

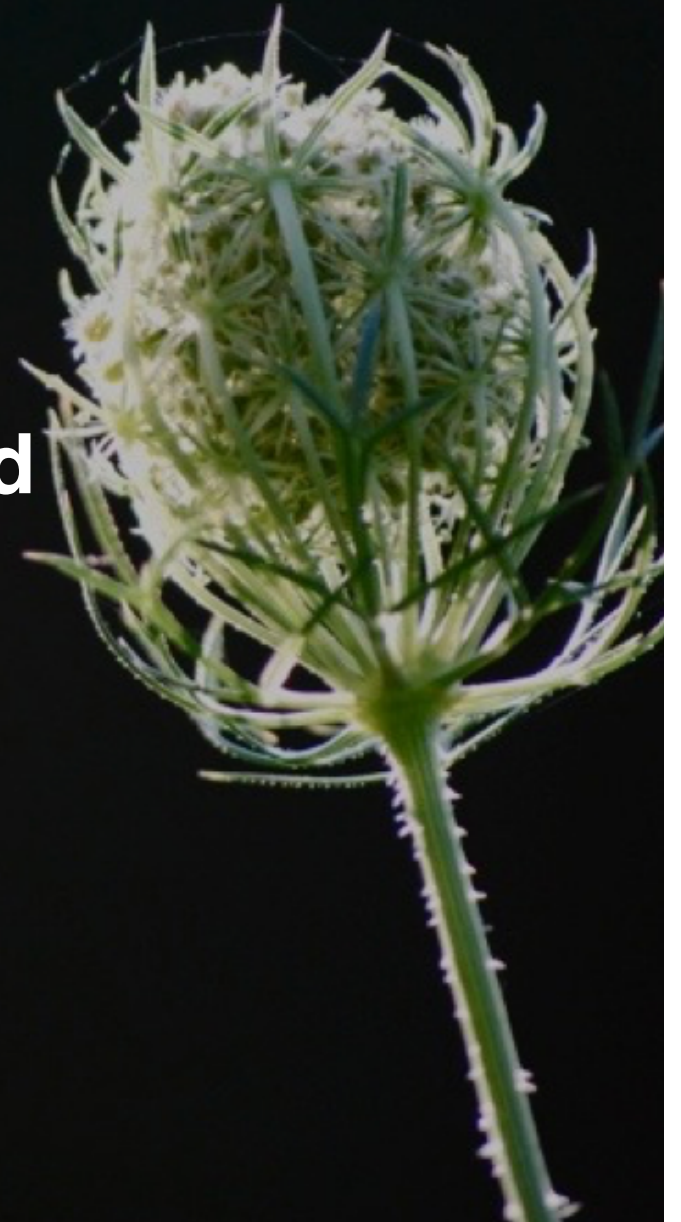




## Post-traumatic growth

New opportunities emerge  
Change in relationships  
Increased sense of inner strength  
Greater appreciation of life  
Deepened sense of spirituality/meaning

Trauma-informed care is based on an understanding that **recovery is possible and achievable for everyone**, regardless of how vulnerable they may appear.



Trauma-informed organizations must provide services through the lens of trauma. This may involve modifying their values, principles, culture, and practices.

Various policies and procedures must be put in place—with input, feedback, and involvement of program participants.



**WAYNE END**



# Principles

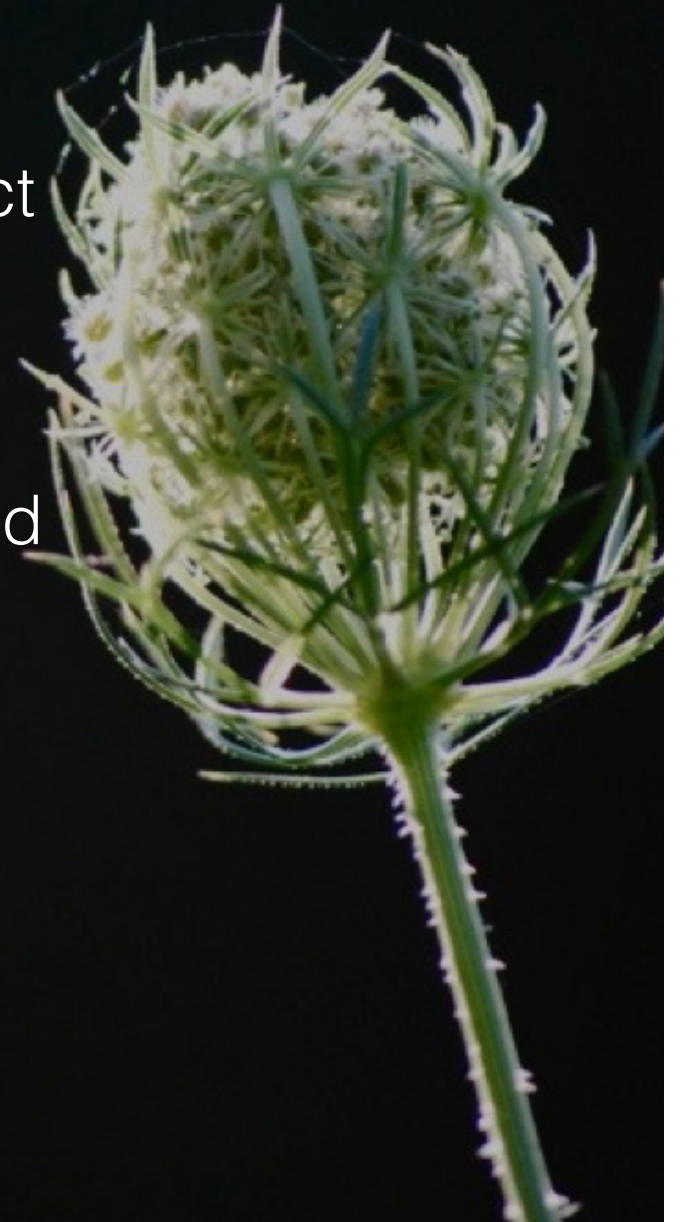
Understanding trauma and its impact

Promoting safety

Supporting client control, choice, and autonomy

Sharing power and governance

Promoting healing through relationships



# Principles

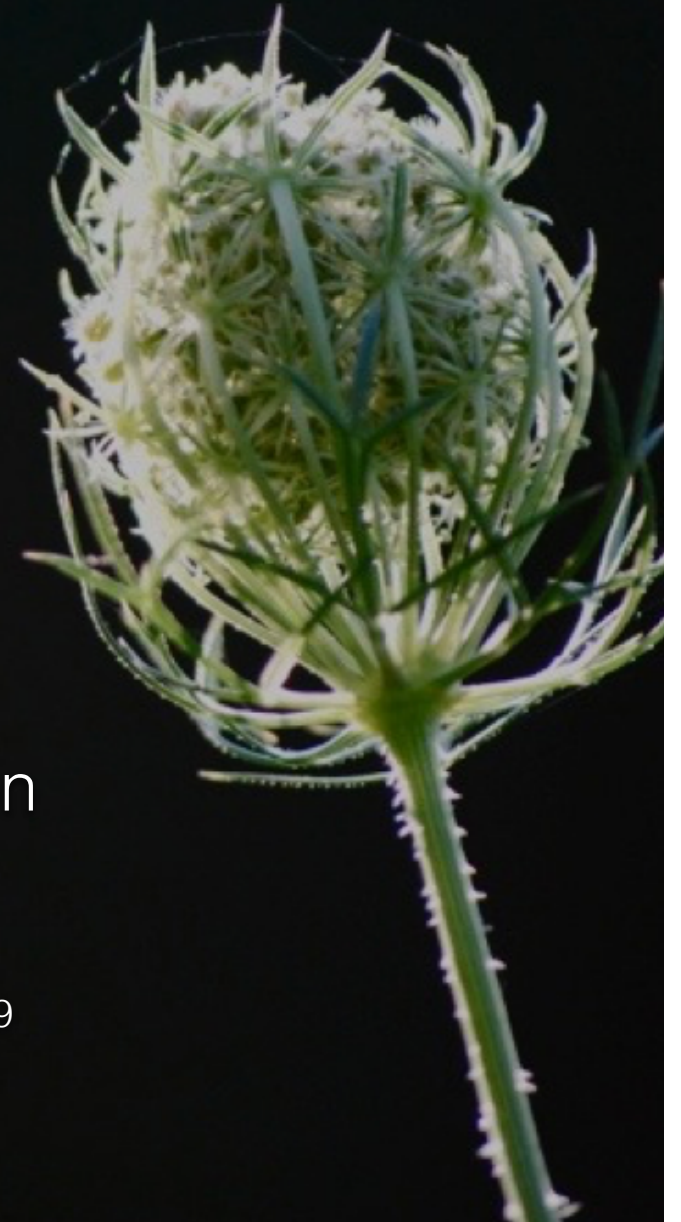
Practicing cultural humility

Integrating care

Recognizing that recovery can and does happen

Addressing secondary traumatization and promoting self-care

Adapted from Guarino, Soares, Konnath, Clervil, & Bassuk, 2009



A trauma-informed perspective differs from traditional views of service provision.





# Traditional: Hierarchical

*“In our program, we need to set certain rules, and clients have to follow them. It may not always seem fair, but my boss tells me what I have to do, and I need to make sure clients do what they have to do.”*



Trauma-Informed:  
Decrease hierarchy. Find ways  
to share power.

*“In our agency we try to listen to what people perceive to be their strengths and encourage them to make their own life choices while also asking people to follow certain rules for the good of the group.”*



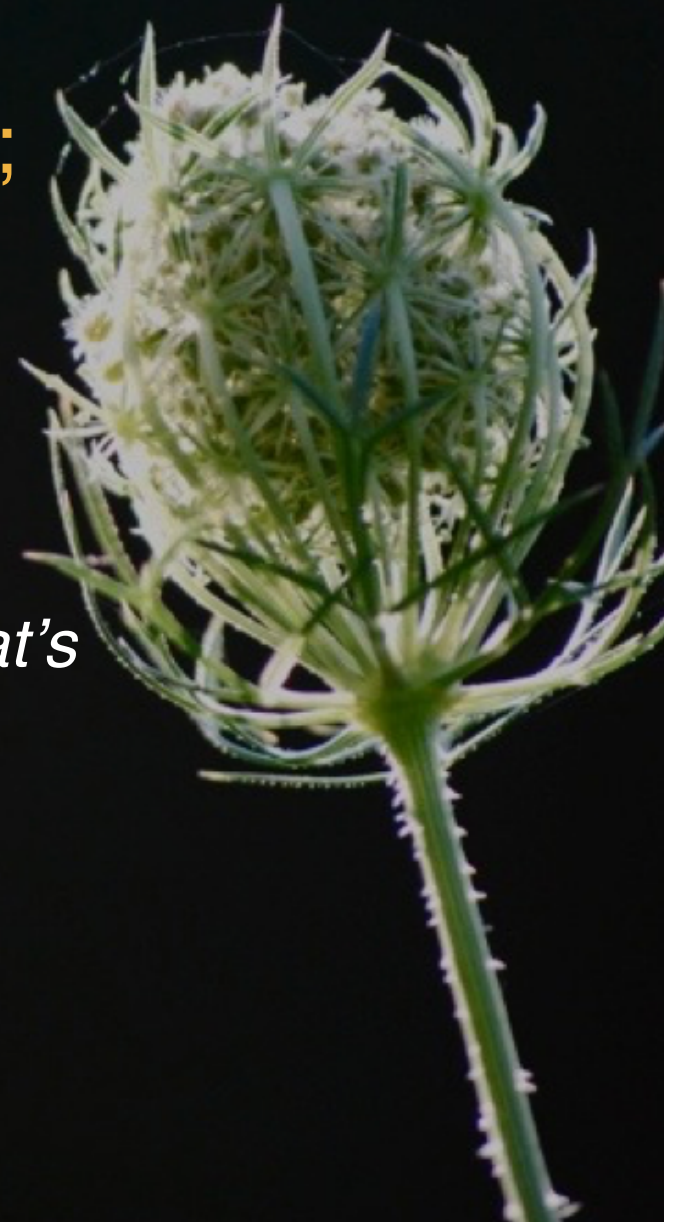
## Traditional: Behaviors viewed negatively

*“I have a client who is manipulative and is always splitting staff. She goes to one person and asks for something and then goes to someone else and asks for the same thing when she has already heard “no.” She keeps a lot of secrets about her past and lies about where she has been or what she has been doing when she misses appointments.”*



Trauma-Informed:  
Behaviors viewed as adaptive;  
ways to get needs met.

*“Amy has experienced very hurtful relationships in the past. She has difficulty trusting people and is understandably reluctant to reveal what’s really going on with her. Hopefully, as our relationship develops, she will become more trusting over time.”*



# A word about words...

*Manipulative*

*Non-compliant*

*Putting self at risk*

*Unmotivated*

*Attention-seeking*

*Entitled*



## Traditional: Service providers are the experts

*“This mother has a lot of problems that she just can’t seem to see. She clearly needs to prioritize her time and efforts to succeed. We are going to have to get her to understand what she is needs to do and how she needs to change.”*



Trauma-Informed:  
The helping relationship is a  
partnership; expertise is shared

*“We elicit people’s own hopes and needs and acknowledge their autonomy to make their own choices. We offer specific services such as counseling, parenting groups, and household management classes, and invite people to participate in the ones they choose.”*



Traditional: Goals defined by the provider; focused on reducing negative behaviors

*“My client needs to stop blaming others for his problems, deal with his anger, and take his meds the way he’s supposed to. I need to help him see the importance of these goals.”*





Trauma-Informed:  
Goals defined by the person;  
focus is on recovery, gaining  
confidence, and healing.

*“I am talking with Jen about what goals she would like to set for herself in addition to finding housing, which is an expectation of our program. I’m interested in what’s most important to her and how to assist her in achieving her goals.”*



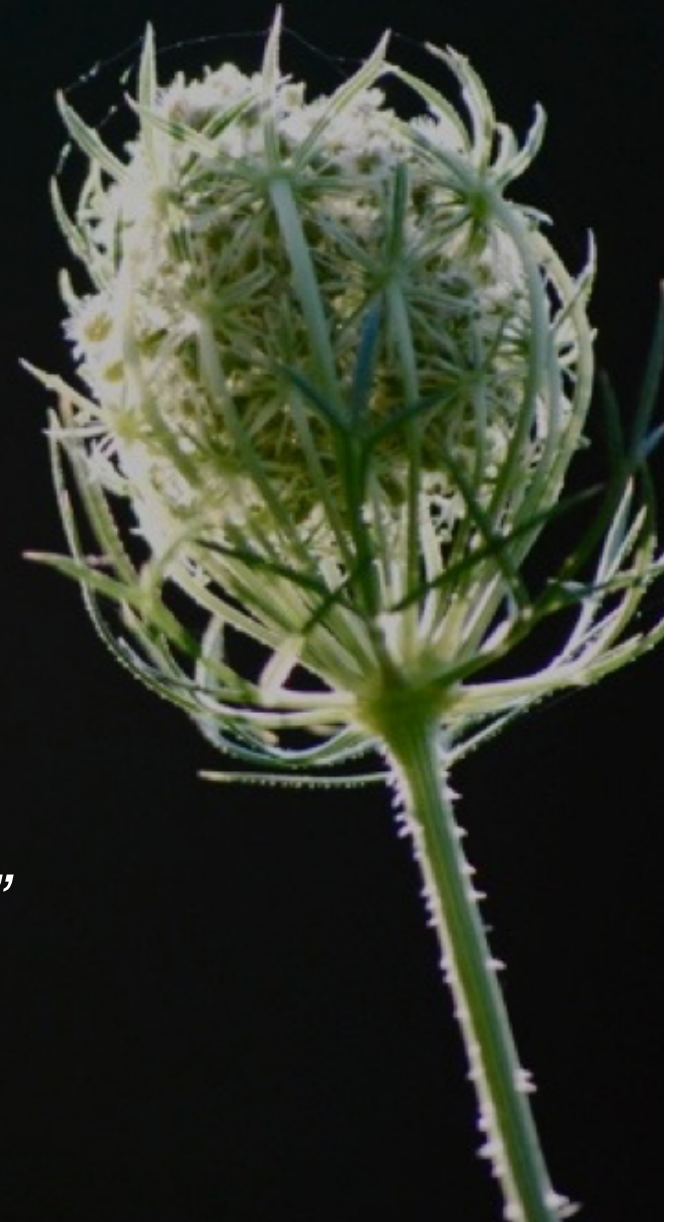
## Traditional: Reactive, crisis-driven

*“There are frequently clients who are in crisis in our office. It feels like we are always putting out fires with the families. We are never sure when something is going to set someone off or why things escalate to such an intense situation.”*



Trauma-Informed:  
Proactive, attempt to avoid  
future crises.

*“Guests know that this is a safe space to come when they are struggling. We have plans in place with each of them about what to do in the case of a crisis, and we’re always working with them to anticipate and plan for situations that may be tough for them.”*



Traditional: Views people as vulnerable, broken, needing protection from themselves

*“I can’t leave decisions up to the mothers themselves, because nothing will ever happen. They don’t know where to begin and if given the choice, they would probably make unhealthy decisions for their families.”*



Trauma-Informed:  
Focus on strengths, control,  
choice essential for success

*“I marvel at the resourcefulness of our families and try to call it out whenever I can. Often, the mothers aren’t used to people recognizing their strengths. It makes them uncomfortable at first, but over time, it really builds a deep confidence in themselves.”*



WAYNE BEGIN



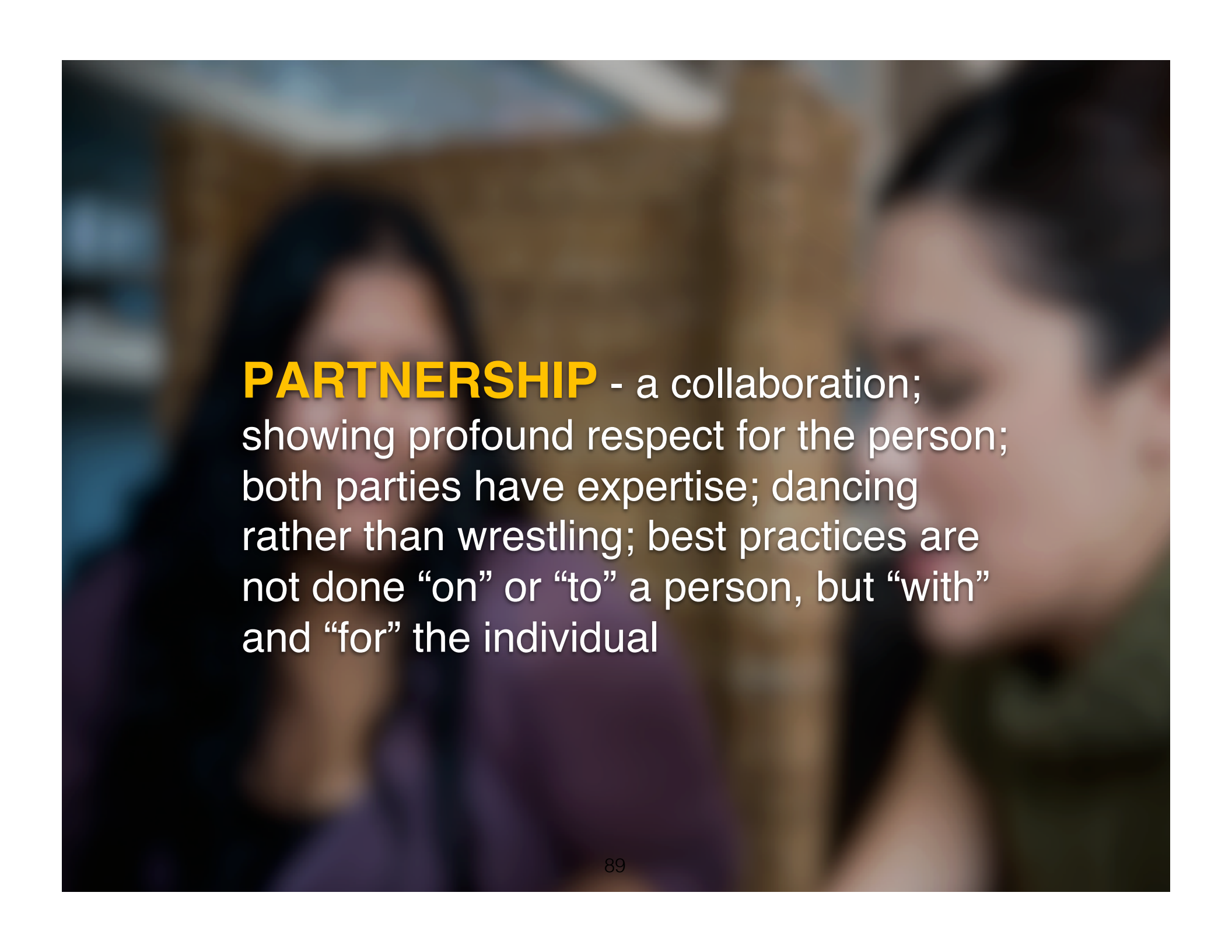
A blurred background image showing two women. The woman on the left is wearing a purple top and has dark hair. The woman on the right is wearing a dark top and has dark hair. The image is out of focus, with the text overlaid in the center.

# Integrating a trauma-infor

A blurred background image showing a group of people, possibly in a meeting or classroom setting. The focus is on the text overlay.

# **Mindset and heart-set of trauma-informed approach**



A blurred background image showing several people, possibly in a social setting, with their faces and bodies out of focus. The colors are muted, with some blues and purples visible.

**PARTNERSHIP** - a collaboration;  
showing profound respect for the person;  
both parties have expertise; dancing  
rather than wrestling; best practices are  
not done “on” or “to” a person, but “with”  
and “for” the individual



## **ACCEPTANCE**

Prizing person's inherent worth and potential

Providing accurate empathy

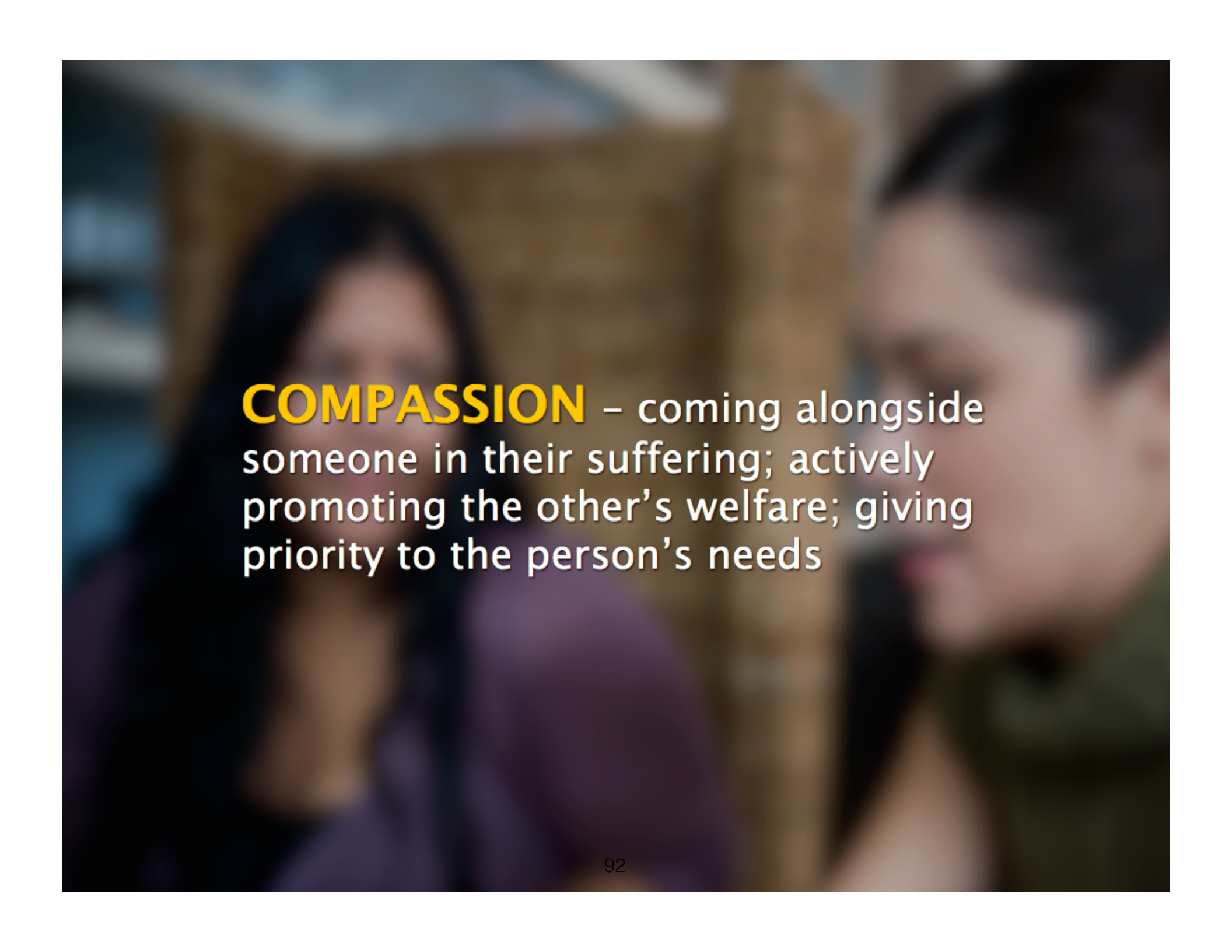
Supporting autonomy

Affirming strengths

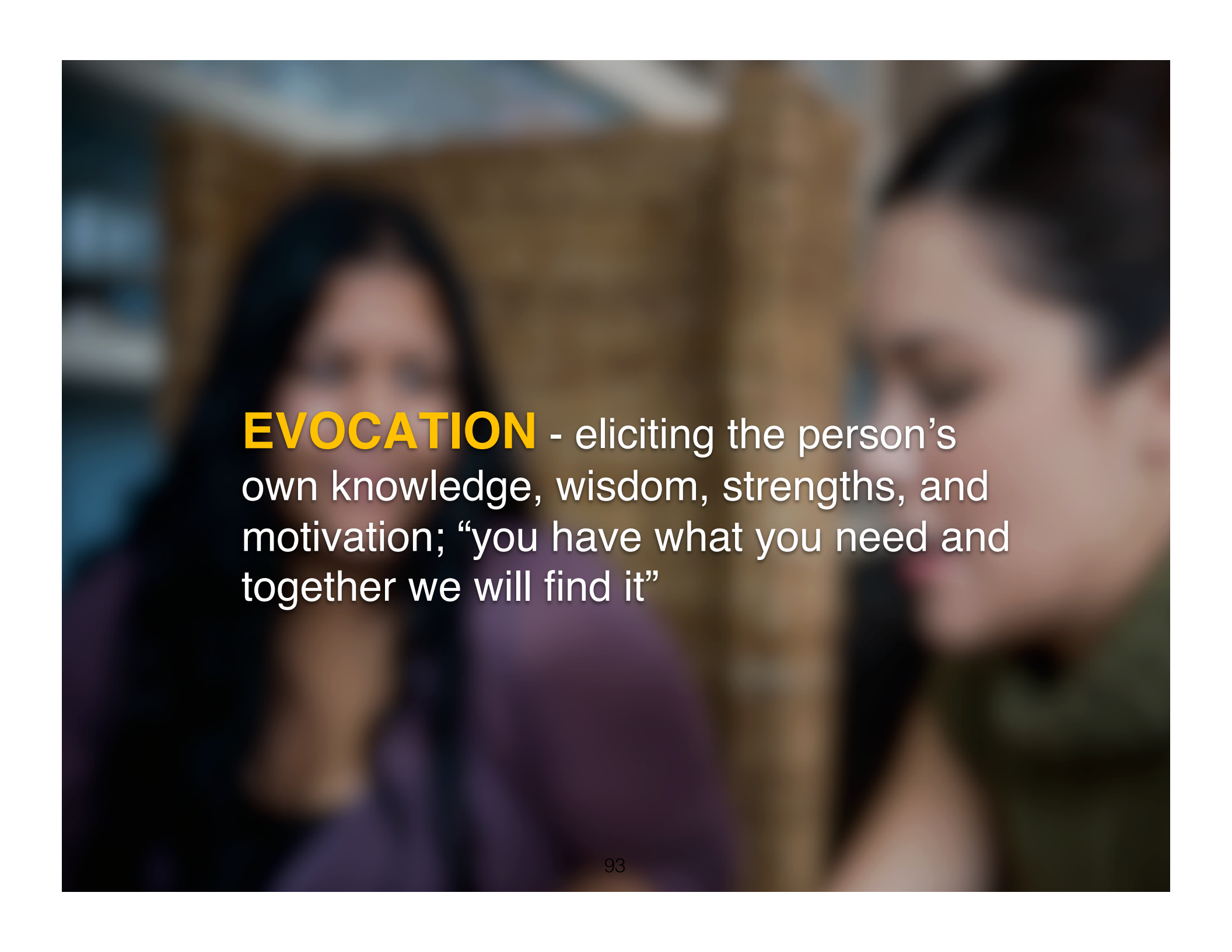


## Empathy: The Human Connection to Patient Care

[https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)



**COMPASSION** – coming alongside someone in their suffering; actively promoting the other’s welfare; giving priority to the person’s needs

A blurred background image showing two people, likely a woman and a man, looking at a screen. The image is out of focus, emphasizing the text overlay.

**EVOCAATION** - eliciting the person's own knowledge, wisdom, strengths, and motivation; “you have what you need and together we will find it”

A blurred background image showing two people, likely a woman and a man, engaged in a conversation. The woman is on the left, and the man is on the right. The image is out of focus, emphasizing the text overlay.

# Activity:

Assessing current adherence  
to being trauma-informed

# TICOMETER

---

## FIVE DOMAINS

Build trauma-informed knowledge and skills

Establish trusting relationships

Respect service users

Foster trauma-informed service-delivery

Promote trauma-informed procedures and policies

# TICOMETER

---

35 items

Scores at domain level and overall

15-minute administration

Psychometrically validated



A blurred background image showing two people in conversation. The person on the left is wearing a purple top, and the person on the right is wearing a dark top. The image is out of focus, emphasizing the text overlay.

# Conversation

Strengths

Areas for growth

# TICOMETER

---

All staff, all levels can complete the TICOMETER

Greater diversity of staff who complete it, the more accurate the results

# TICOMETER

Welcome to the TICOMETER™, a brief, user-friendly online tool to measure trauma-informed care in human service organizations. The following screens will guide you through 35 questions that assess trauma-informed policies and practices in your organization. Please answer each question to the best of your ability, answering on behalf of your organization rather than your own individual performance.

[Begin Assessment](#)

## DOMAIN 01

## Build Trauma-Informed Knowledge and Skills

- You MUST choose one response for each item. If unsure of the item, you should answer to the best of your ability based on your current knowledge.
- Complete this assessment on your own, rather than conferring with a peer or colleague.



PREVIOUS



NEXT

## DOMAIN 01: Build Trauma-Informed Knowledge and Skills

Question 1 of 35

The organization has a written policy that supports staff knowledge-building aimed at understanding trauma.



PREVIOUS



NEXT

 Strongly Disagree Disagree Agree Strongly Agree



DOMAIN 02

## Establish Trusting Relationships

---

- You **MUST** choose one response for each item. If unsure of the item, you should answer to the best of your ability based on your current knowledge.
- Complete this assessment on your own, rather than conferring with a peer or colleague.



PREVIOUS



NEXT

Staff use person-first language, such as “a person experiencing homelessness” instead of a “homeless person.”



PREVIOUS



NEXT

Strongly Disagree

Disagree

Agree

Strongly Agree

## DOMAIN 03

## Respect Service Users

- You MUST choose one response for each item. If unsure of the item, you should answer to the best of your ability based on your current knowledge.
- Complete this assessment on your own, rather than conferring with a peer or colleague.



PREVIOUS



NEXT



Policies have been developed about the use of common spaces.



PREVIOUS



NEXT

Strongly Disagree

Disagree

Agree

Strongly Agree

DOMAIN 1

DOMAIN 2

DOMAIN 3

DOMAIN 4

DOMAIN 5

SUBMIT

#### DOMAIN 04

## Foster Trauma-Informed Service Delivery

- You MUST choose one response for each item. If unsure of the item, you should answer to the best of your ability based on your current knowledge.
- Complete this assessment on your own, rather than conferring with a peer or colleague.



PREVIOUS



NEXT

Self-care to prevent compassion fatigue is encouraged in specific ways by the organization.



PREVIOUS



NEXT

Strongly Disagree

Disagree

Agree

Strongly Agree



DOMAIN 05

## Promote Trauma-Informed Procedures and Policies

---

- You MUST choose one response for each item. If unsure of the item, you should answer to the best of your ability based on your current knowledge.
- Complete this assessment on your own, rather than conferring with a peer or colleague.



PREVIOUS



NEXT

A written process exists for monitoring and evaluating the effectiveness of trauma-informed care.



PREVIOUS



NEXT

Strongly Disagree

Disagree

Agree

Strongly Agree

## Submit Your Assessment

---

Once you submit your assessment, you will be able to view your results. You cannot go back and change your answers, but you will be able to take the assessment again.



PREVIOUS

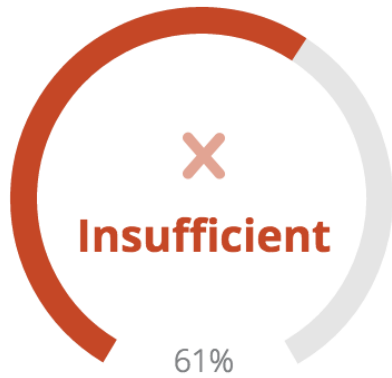
Complete Assessment

✓ Thank you for completing and submitting your assessment.

## RESULTS SUMMARY

### Result 001

09/17/15  
User ID:



**OVERALL SCORE**

#### Domain 1: Build Trauma-Informed Knowledge and Skills



**Good**

80%

[Learn More](#)

#### Domain 2: Establish Trusting Relationships



**Insufficient**

47%

[Learn More](#)

#### Domain 3: Respect Service Users



**Insufficient**

54%

[Learn More](#)

#### Domain 4: Foster Trauma-Informed Service Delivery



### Domain Feedback

Trauma-informed care (TIC) is grounded in an understanding of the nature and impact of trauma; it emphasizes physical and emotional safety for both providers and service users, and creates opportunities for service users to rebuild a sense of control and empowerment.

Commitment to TIC is best ensured when organizations develop a written policy that supports knowledge and skill building among all administrators, staff and service users. This can be accomplished by providing ongoing training and technical assistance about trauma and strategies for translating knowledge into skills. Whenever possible, training should be based on adult learning principles, and should be ongoing, experiential, and interactive.

Training about trauma should be comprehensive, culturally sensitive, and include input from service users. Information about the prevalence, nature, and impact of trauma on both brain and body as well as its mental health consequences. Emphasis should be placed on post trauma responses, dissociation, and factors related to the development of post traumatic stress disorder (PTSD). Research about the impact of adverse childhood experiences, complex trauma, and toxic stress on children are also important. In addition to creating a common knowledge base, issues such as relationship-building with providers, engaging service users, strategies for identifying and managing triggers, and the relationship between traumatic experiences and current difficult behaviors can be illustrated by including case vignettes. Principles of recovery, such as shared decision making, self-determination, and empowerment should be integrated in the training.

When training is completed—perhaps some months later—strategies for evaluating whether knowledge about trauma is acquired and retained can be assessed using a pre- and post-evaluation method, and later through a quiz. Determining whether this information is

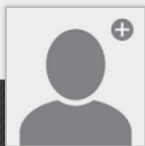
**Good**  
DOMAIN SCORE

80%

### Questions Topics

- *The organization has a written policy that supports staff knowledge-building aimed at understanding trauma.*
- *Ongoing training on trauma is required for all staff and administrators (including clinical and non-clinical staff, peer support staff, and volunteers).*
- *The organization offers training that describes the impact of trauma on brain and body.*
- *Knowledge gained about trauma is assessed through pre/post evaluation of training sessions.*
- *Individual supervision that addresses secondary traumatic stress is provided to all staff on a regular basis.*





**T3 TICOM Manager**  
Example Organization, LLC

**TICOMETER**

Begin Assessment

- Dashboard
- Organization Results
- Organization Account
- Subscription

**ORGANIZATION RESULTS**

Active Users

Inactive Users

DATE	USER ID	RESULT NUMBER	SCORE	VIEW
09/17/15		Result 001	Insufficient	+
09/10/15	C4SI-41	Result 011	Fair/Needs Improvement	+
06/15/15	EXAM-36	Result 004	Excellent	+
05/08/15	EXAM-1	Result 002	Fair/Needs Improvement	+
05/08/15	EXAM-57	Result 039	Insufficient	+



# CONTACT

Information on the TICOMETER

Rachel Ehly  
info@thinkt3.com  
617-467-6014



Thank you.