

## Questions from Trauma Informed Care Webinar – Part 1

May 23, 2015

Webinar Questions unanswered in time frame	Answers
How in the future will schools and teachers be incorporated in assessing ACES?	<p>Individual schools are starting to address ACES. Much of whether schools address ACEs is determined by the knowledge and support trauma-informed care receives from educational leaders and the community. The video Paper Tigers is a great resource for understanding where schools are in terms of addressing trauma in the schools. I recommend the website <a href="http://cestoohigh.org">Acestoohigh.org</a> as a place to find school-based trauma-informed efforts. Programs to exist to access and/or intervene around trauma in the schools. Check out UCSF's Hearts Program: <a href="http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html">http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html</a></p> <p>Also check out Neurosequential Model of Education: <a href="http://childtrauma.org/nme/">http://childtrauma.org/nme/</a></p>
Where is the information on the childhood academy? Child trauma academy I think it was called?	<p>The Child Trauma Academy is in Houston, TX. Information and resources can be accessed here: <a href="http://childtrauma.org/nme/">http://childtrauma.org/nme/</a></p>
I work in a STRTP. Recommendations for setting boundaries for CSEC survivors who are highly disregulated but also act out to get what they want would be greatly appreciated.	<p>I do not think I can do justice to addressing all the dimensions of a clinical case here, but I can give some VERY basic guidance. CSEC, like most kids, need safety and opportunities to build safe and non-exploitative relationships. They will need ways to focus and self-soothe when distressed (join us for the 6/15 webinar), and they need to practice alternative ways to identify and negotiate their needs so they can be more effective in getting what they need. I recommend reviewing resources found on reliable websites such as the National Child Traumatic Stress Network: <a href="http://www.nctsnet.org/">http://www.nctsnet.org/</a></p>

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<p>Will you please elaborate on the effects of the parents dealing with Mental Health issues?</p>	<p>We want to make sure that parent with mental health challenges are obtaining the support resources (access to care, wrap around, etc.) that they need and deserve. All parents can benefit from skills associated with safe and effective parenting. We want to make sure not to miss the needs of our parents (who themselves have often been traumatized) when working with their children.</p>
<p>Do we know if these trainers are being offered to school districts, since they too encounter this population and seems they would benefit from such trainings?</p>	<p>Schools are the next great frontier for expanding concepts of trauma-informed care, especially when it comes to developmental support and engagement for youth. As stated above, some schools have taken leadership in providing teachers, staff and parents with information on TIC. As with any change effort, there is the leading edge and the implementation of new practices will take time. Schools are often managing complex education and social issues and many schools might benefit from community support and advocacy in taking on TIC. I would recommend we start to make connection between TIC and the outcomes schools seek. For instance, addressing TIC can reduce discipline issues, sick days and improve performance. Please check out the links I attached above for reference material to back up these concepts. BTW, here is a link to a description of Paper Tigers: <a href="http://www.socialjusticesolutions.org/2015/06/03/paper-tigers-documentary-adverse-childhood-experiences/">http://www.socialjusticesolutions.org/2015/06/03/paper-tigers-documentary-adverse-childhood-experiences/</a></p>
<p>Would you recommend we tell our kids about ACE</p>	<p>I think discussing ACEs with younger children might not be effective or appropriate. By late high school, students might be able to meaningfully engage in a discussion of ACEs. For most school children, I would recommend that we (as adults) become very familiar with the ACEs (and other causes) of trauma and seriously attend to how to address ACEs in the lives of the youth we work with and their families. We can also</p>

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	create safe environments for children to express themselves and support the sharing of experiences that enable us to address their ACES.
Did we hear correctly that the questions asked in ACES are addressing issues of maltreatment? I am unclear how e.g. A divorce would be maltreatment. May have misheard the statement as I see the correlation of a divorce/separation as an adverse effect, but not as an issue of maltreatment.	Right. All the ACES have an adverse experience on children, but they are not all broadly classified as maltreatment. Divorce, even “good” divorce is often hard on kids. Also, remember that we all experience stressors differently and not every ACE will have as large an impact on every individual.
What types of interventions will you be focusing on for next Webinar?	Thank you for asking. We have many interventions from which to choose! I will focus on common interventions that child welfare workers should find useful: self-regulation (including self-soothing), relationship-building, and some cognitive skills to reframe experiences and problem solve.