



# **THE INTERSECTIONS OF TRAUMA INFORMED CARE & SOCIAL EMOTIONAL LEARNING**

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# LETS GET CENTERED

- <https://www.youtube.com/watch?v=aXItOY0sLRY>
- <https://soundcloud.com/mindfulnesswithoutborders/sets/mwb-mindfulness-practices>



# THINK / PAIR / SHARE

- **Think** of a time you had trouble controlling your own emotions and it had a negative result.
  - What happened?
  - How did it make you feel?
  - How did you react?
  - What will you do differently next time?
- **Pair** up with the person next to you. Introduce yourself, your roll and where you work.
- **Share** your story.



# WHAT IS SOCIAL EMOTIONAL LEARNING?

- Social Emotional Learning (SEL) refers to the development of non-cognitive skills such as:



- Social Emotional skills increase member's ability to engage, concentrate and participate.



# BENEFITS OF SOCIAL EMOTIONAL LEARNING

## Short Term Benefits

- Positive attitude towards oneself and others.
- Enhanced confidence, empathy and a sense of purpose.
- More positive social behaviors and relationships.
- Reduced behavior problems.
- Decreased emotional distress.
- Improved grades and attendance.

## Long Term Benefits

- Increase the likelihood of high school graduation.
- Increased readiness for post-secondary education.
- Career success.
- Positive family and work relationships.
- Better mental health.
- Reduced criminal behavior.
- A more engaged citizen.



# BUILDING SEL SKILLS INTO YOUR PROGRAMS

- Teach and practice mindfulness.
  - Integrate into your daily routine. For no cost, you can instruct youth to take a moment at the beginning of sessions to collect their thoughts and bring down the stress and drama that came before their arrival.
- Use “emotional sandwiching”.
  - Start and end each day with a personal connection.
- Have regular group meetings where members get to know each other.
  - Engage youth in leading or choosing discussion topics.
- Practice “deep put ups”.
- Help youth recognize the physical symptoms associated with their feelings.

<https://www.youtube.com/watch?v=06FUN9vH21k>



# BUILDING SEL SKILLS CONT.

- Modeling.
  - Don't be afraid to share your own emotions and triggers.
  - Don't be afraid to admit when you've been wrong or say you're sorry.
- Practice and encourage youth to ask for a “do over” when a mistake needs to be corrected.
- Use conflict resolution to teach problem solving.
  - Instead of solving problems for the kids, paraphrase what they tell you so they can come to conclusions themselves.
  - Make a place to work through conflict.
    - Ex. Alone Zone, Peace corner



# BUILDING SEL SKILLS – “I” STATEMENTS

- Teach and practice “I” statements.
- Purpose of “I” statements:
  - Avoiding putting someone else down or blaming them.
  - Expressing your feelings honestly.
  - Taking ownership of your feelings and opinions.
- Blaming Statement – “You never call me. I guess we just won’t talk anymore.”
- “I” Statement – I feel hurt when you go so long without calling. I’m afraid you don’t care.





## LET'S PRACTICE! – “I” STATEMENTS

- Scenario #1 – A friend always cancels plans at the last minute. Recently you were waiting for them at a restaurant, when they called to say they couldn't make it.
- Scenario #2 – You are working on a group project and one member is not completing their portion. You've repeatedly had to finish their work.
- Scenario #3 - Your boss keeps dumping new work on you with little instruction. You've working overtime, but are still behind.



# “I” STATEMENTS

Blaming / “You” Statement	“I” Statement
<i>Example: You don't care about me at all.</i>	<i>I feel like you don't care about me.</i>
You're never on time!	
Stop yelling at me!	
That is a really stupid idea.	
You never listen to what I have to say!	
You like her better than me.	
Don't do that!	
You always give me a hard time!	
You're always late.	



## DISCUSSION QUESTIONS

- As a receiver, which kind of statements would you prefer to hear? Can you give an example?
- How do you feel when someone uses the word “you” when voicing their opinion or a feeling?
- How do you feel when someone uses the word “I” when voicing their opinion or feeling?
- How will “I” statements help you communicate better?



# BUILDING EMOTIONAL CAPITAL – IN MEMBERS

- Can build for youth through our interactions.
- Supportive messages (noting positive behaviors / making encouraging suggestions) communicate they're on the right track and build confidence.
  - Builds trust.
  - Strengthens relationships



- Interactions should be like a bank.
  - Ensure you're making more deposits than withdrawals.



# BUILDING EMOTIONAL CAPITAL – IN OURSELVES.

- Most important thing staff can do to promote healthy SEL development is to prepare themselves.
- Caring for our own needs.

○ What are you doing to care for your own needs?

○ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Take a break.  
**You deserve it!**



# SEL & TRAUMA

Pick the reaction that you've observed in one of your youth. Go to the flipchart associate with it and discuss the following:

1. What emotions they may have been feeling?
2. What factors may have contributed to them getting to that point?

Have one person scribe and be prepared to report out.

- Crying.
- Hitting themselves.
- Hitting another member.
- Yelling at staff.
- Doesn't participate in activities.
- Makes fun of / bullies others.
- Runs away / hides.
- Clings to staff / doesn't spend time with peers.



# WHAT IS TRAUMA?

- Traumatic events overwhelm and break down ones sense of safety, connection and dignity.
- Happens holistically – in mind and body.
- May cause a survival reaction that lingers long after the event.





# SURVIVAL REACTIONS

- Become the “new normal”.
  - Shame
  - Flight
  - Fight
  - Dissociation



# WHAT EXPERIENCES ARE CONSIDERED TRAUMA?

## Simple Trauma

- One time victim of a crime.
- Car accident.
- House fire.
- Earthquake.
- Physical Injury.

## Complex Trauma

- Ongoing physical abuse.
- Emotional neglect.
- Sexual abuse.
- Domestic violence.
- Familial substance abuse.
- Placement disruptions.
- Intergenerational Trauma
- Poverty
- Racism

<https://www.youtube.com/watch?v=1PftosmseYE>



# TRAUMA'S IMPACT ON BEHAVIOR

Known Effect of Trauma	Behavior Manifestation	Relation to SEL	Consequence or Outcome
Social, emotional and cognitive impairment.	Over-reacting, becoming easily agitated, lashes out.	Inability to self-manage or regulate.	Sent out of program space. (further isolation)
Disrupted developmental stages.	Carrying a security blanket or sucking thumb.	Lack of social-awareness.	Teased by peers.
Behavior, social and physical health problems	Stress related illness. (chronic fatigue / depression)	Lack of self-awareness or care.	Failing grades in school.
Decreased ability to trust others.	Acting withdrawn or aggressive. Lacking boundaries.	Poor relationship skills.	Social isolation from peers. Suspension.
Adoption of risky behaviors as coping mechanisms.	Substance abuse and other self-harming practices.	Irresponsible decision making skills.	Hospital stays, unwanted pregnancy, crime.



# WHAT IS TRAUMA INFORMED CARE?

- Trauma Informed Care (TIC) refers to services that are trauma sensitive. These include:
  - Providing a safe and comforting environment.
  - Being empathetic.
  - Avoiding blame or shame.
  - Focusing on partnership, rather than control or authority.
  - Focusing on youth's strengths.



# POSITIVE EFFECTS OF A TIC APPROACH

Youth are approached with empathy and understanding.

+

Youth are given validation that their feelings and behavior is a normal response to their life experiences.

+

Youth are empowered and viewed as a strong and valued community member with strengths to share.

=

- Less aggression.
- Increases self-confidence
- Becoming more independent.
- Ability to self-manage.
- Improved relationships.
- Making better decisions.



# REFLECTION – TRAFFIC LIGHTS



## Action Plan

- **RED** light: what you should stop doing.

- \_\_\_\_\_  
\_\_\_\_\_

- **YELLOW** light: what you should do less of.

- \_\_\_\_\_  
\_\_\_\_\_

- **GREEN** light: what you should start/ continue.

- \_\_\_\_\_  
\_\_\_\_\_

