

WELCOME TO TODAY'S TRAINING!

TRAUMA!
A MAJOR BARRIER
TO SUCCESS!

PRESENTED BY
LARRY ROBBIN
EXECUTIVE DIRECTOR
ROBBIN AND ASSOCIATES

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ROBBIN AND ASSOCIATES
484 LAKE PARK AVENUE #461 OAKLAND CALIFORNIA 94610
510-834-8524 FAX 510-834-2706 larry@larryrobbin.com

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7. **THE RULES OF ENGAGEMENT!** Find out how to keep students in your program at the highest levels of engagement. This means that they will learn more in less time. Find out about the eight levels of engagement and what you can do to get to the eighth level!
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WHAT WE WILL COVER TODAY

- 1. We will get an understanding the causes of trauma and its impact on our students.**
- 2. We will learn about the behaviors that may indicate the presence of trauma.**
- 3. We will learn how to become trauma informed programs to avoid retraumatizing people and to help them heal from trauma.**
- 4. We will learn how people heal from trauma.**
- 5. We will work collectively to develop new strategies for helping people dealing with trauma achieve success in our programs.**

INTRODUCTORY COMMENTS

- 1. Many people experience different forms of trauma. Estimates of trauma in the general population in the United States range from 40% to 60%. Percentages in some populations are much higher. What populations do you think have higher levels of trauma?**

Some of the people participating in this workshop may be survivors of trauma or have close friends and relatives that are trauma survivors.

This training may be challenging for you. It is understood that you may not want to stay for the whole training.

- 2. Trauma can be experienced on an individual basis and on a collective basis. Some groups of people who have been persecuted, faced genocide or are members of groups that have experienced intense discrimination and prejudice can experience collective trauma.**

- 4. The more you work with trauma survivors, the more you risk the impact of second hand or vicarious trauma yourself. It is important to take good care of your mental and physical health. Article – When Students are Traumatized, Teachers are Too www.edutopia.org/article/when-students-are-traumatized-teachers-are-too**
- 5. There is a danger that the more you learn about trauma, the more you may feel apprehensive about working with trauma survivors. You have already encountered many trauma survivors in your life and you may have not known about it. So be very careful not to be hesitant about working with people who are trauma survivors.**
- 6. People can be incredibly resilient. While trauma is serious and damaging, many people are able to recover from trauma so it does not continue to disrupt their lives. You and your program can play a very positive role in the healing of trauma survivors!**

HOW WOULD YOU DEFINE TRAUMA?

Trauma is

WHAT KINDS OF LIFE EXPERIENCES CAN CAUSE TRAUMA?

- 1. Homelessness**
- 2. Adverse childhood experiences (ACE) including neglect, psychological or physical abuse.**
- 3. War – for soldiers, citizens, refugees and their families**
- 4. Constantly being made to feel inadequate or stupid**
- 5. Domestic violence**
- 6. Human caused or natural disasters**
- 7. Chronic bullying**

- 8.**

- 9.**

- 10.**

- 11.**

- 12.**

SOME OBSERVATIONS ABOUT TRAUMA

- 1. While all trauma is intense, there are varying degrees of trauma. Trauma can be mild, moderate, severe and chronic. It consists of event(s), experience(s) and effect(s). People can react very differently due to the degree of trauma and other factors.**
- 2. Trauma may cause changes in how the brain functions. When people who are not trauma survivors experience an intense emotion like fear, their brain sorts out the degree and type of threat and they respond accordingly.**
- 3. The intensity of the trauma experience can change the brain pathway for dealing with this information. The stimulus can bypass the thinking stage and go into a heightened emotional response and the analysis of the fear goes unchecked by the other part of the brain.**
- 4. The result is a wired sense of hyper vigilance that can cause trauma survivors to immediately react to a stimulus. This can cause them to overreact in some situations.**

WHAT KIND OF THINGS CAN INDICATE THE PRESENCE OF TRAUMA?

You need to see frequent and multiple behaviors from this list to indicate the presence of trauma.

- 1. Rejecting attempts to become engaged – being cold and distant**
- 2. A pattern of intense engagement rapidly followed by intense disengagement**
- 3. Suspicion and paranoia – doubting of motives**
- 4. Fear of disclosure by you or the trauma survivor**
- 5. Constantly in fight or flight mode**
- 6. Shutting down completely in communication and emotion**
- 7. Dissociation between actions and feelings**
- 8. Anxiety and fear**
- 9. Anger, irritability and mood swings**
- 10. Inability to concentrate**

HOW DO PEOPLE HEAL FROM TRAUMA?

People may use multiple approaches.

- 1. Some people use mental health therapy.**
- 2. Getting into positive high level engaging relationships can be very helpful.**
- 3. Some people volunteer to help other people heal from trauma. This can help the person offering the help. It should be noted that for some people, this could retraumatize them.**
- 4. Some people learn practices that help them calm down, get in touch with their feelings and learn how to reduce the stress and anxiety associated with trauma. These practices can include using the arts, yoga, meditation, mindfulness, involvement with spirituality etc.**
- 5. When people get into an environment that is free of trauma and healthy and caring, it can give them the space and distance from trauma to heal. Healthy environments and connections with others help to heal trauma.**

ASPECTS OF TRAUMA INFORMED PROGRAMS

Safety: throughout the organization, staff and the students they serve feel physically and psychologically safe.

Trustworthiness and transparency: Building trust is a high value in the organization. Confidentiality about the students being served is maintained. Decision making is conducted with as much transparency as possible.

Collaboration and mutuality: There is true partnering and leveling of power differences between staff and students. There is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making.

Empowerment: Throughout the organization and among the students served, individuals' strengths are recognized, built on, and validated and new skills developed as necessary. The organization fosters a belief in resilience and in the ability to heal and promote recovery from trauma.

Voice and choice: The organization aims to strengthen the students' voice in making choices and recognize that every person's experience is unique and requires an individualized approach.

**HOW DO YOU MAKE THIS CONCEPT A PART
OF YOUR ORGANIZATION SO YOU CAN
BE A TRAUMA INFORMED PROGRAM?**

Safety: throughout the organization, staff and the students they serve feel physically and psychologically safe.

1. The program has a very clear anti-bullying, intimidation and discrimination code of conduct for the staff and participants that is public and restated at various points.

2.

3.

4.

Trustworthiness and transparency: Building trust is a high value in the organization. Confidentiality about the students being served is maintained. Decision making is conducted with as much transparency as possible.

1. Staff are very careful not to talk about personal things about students in places where they can be overheard. Staff do not leave information about students such as papers or assessments out on their desks where they can be seen by other people.

2.

3.

4.

Collaboration and mutuality: There is true partnering and leveling of power differences between staff and students. There is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making.

1. Program staff look for every opportunity to show respect for the students and to put themselves in the position of student and participants in the position of being their teacher.

2.

3.

4.

Empowerment: Throughout the organization and among the students served, individuals' strengths are recognized, built on, and validated and new skills developed as necessary. The organization fosters a belief in resilience and in the ability to heal and promote recovery from trauma.

1. The program operates from a strength first perspective and not a barriers first approach. Every effort is made to uncover the strengths and assets of the students.

2.

3.

4.

Voice and choice: The organization aims to strengthen the students' voice in making choices and recognize that every person's experience is unique and requires an individualized approach.

1. Wherever possible in the program, students are given choices about how to proceed. Staff sees their role as helping people get better at option sorting and not telling people which option to pursue.

2.

3.

4.

TALKING WITH PEOPLE ABOUT TRAUMA

If you see behaviors that may indicate the presence of trauma, you may want to initiate a conversation naming the behavior and using the word trauma. This is a bad idea! You can retraumatize someone with this approach.

What you can do is express your concern for the individual and talk about the behavior you see in a compassionate not angry or accusatory way. It is up to the individual to decide how much to confide in you.

If students start talking with you about their traumatic experiences, it is very important that you recognize the boundaries of your role in this situation.

When students share their traumatic experiences with you, you should:

You should:

- A. Be helpful, but be careful not to fall into the role of a therapist!**
- B. Show empathy and compassion**
- C. Let them know that they are not alone. Many people experience trauma (you may give some examples of groups of people that are trauma survivors), but each trauma experience is unique. Let them know people can heal from trauma.**
- D. Let them know about their options – but do not try to talk them into a specific option.**

HEALING OPTIONS FOR TRAUMA SURVIVORS

1. Trying to work on this themselves

Practices to Help Promote Self-Care For Trauma Survivors

www.pesi.com/blog/details/1165/trauma-survivors-and-self-care

<http://www.thehotline.org/2016/03/31/5-self-care-tips-for-abuse-and-trauma-survivors/>

<https://blogs.psychcentral.com/savvy-shrink/2017/09/self-care-when-you-are-healing-from-trauma/>

2. Getting into a support group

Trauma Survivors Network

www.traumasurvivorsnetwork.org

3. Seeing a therapist or counselor

Share information about free mental health resources in your community. Contact the United Way and/or the local Department of Mental Health to find resources.

It is very important to remember the limits of your expertise and ability to help. Going beyond those limits can easily retraumatize or harm the individual you are trying to help.

POINTERS

NAME	THEIR POINTER
YOUR NAME	ONE THING I WANT TO CHANGE ABOUT THE WAY OUR ORGANIZATION WORKS, OR THE WAY THAT I WORK TO BECOME MORE EFFECTIVE IN HELPING PEOPLE WITH TRAUMA SUCCEED IN OUR PROGRAM IS

NAME	THEIR POINTER

RESOURCES

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach

<https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>

Trauma Informed Schools

<https://traumaawareschools.org/traumainschools>

How Trauma Impacts the Brain of the Adult Learner

<http://www.tracyschiffmann.com/blog/2016/11/4/how-trauma-impacts-the-brain-of-adult-learners>

Job Accommodation Network

PTSD and disability accommodations

<https://askjan.org/media/ptsd.html>

Trauma Informed Classrooms and Transformational Schools

www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf

THINGS I WANT TO REMEMBER
FROM THIS WORKSHOP