

# Becoming a Trauma-Informed, Resilience-Building Volunteer

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***Welcome!***



# ***GROUNDING***

**Your name**

**One JOY in the past week**

**What you hope to get out of the training**

# Learning Objectives

- Appreciate the concepts of trauma and resilience
- Understand ACEs, complex trauma and the biology of stress
- Promote trauma-informed care, resilience, and healing in all environments you encounter



# Guidelines for Multicultural Interactions

- Be present
- Confidentiality
- Commitment to learning
- Practice “both/and” thinking
- Speak discomfort and truth
- Listen for understanding
- Intent is different from impact
- Share own experience
- Monitor your airtime

# What is Trauma?

- Substance Abuse and Mental Health Services Administration (SAMHSA) describes individual trauma as resulting from "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** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

# What are ACEs and Complex Trauma?



# ACEs Primer (video)

<https://www.youtube.com/watch?v=ccKFkcfXx-c&t=11s>



# What Did We Learn?

- ✓ ACE's are common: two-thirds of the population has at least one. Over one quarter has 3 or more; over 5% has 6 or more.
- ✓ There is a dose response: the higher number of ACE's experienced, the higher the risk for mental, physical, and behavioral problems.
- ✓ ACE's scores are a good proxy measure of toxic stress experienced during development.
- ✓ Knowing the prevalence of ACE's in a population predicts the prevalence of many kinds of health and social problems.

# PAIR AND SHARE

**What does this ACEs  
information mean for you  
and the work you do as a  
volunteer?**

# Where Do We Go From Here?



# Moving from ACES To Complex Trauma

- The process of exposure to trauma and the process of adjustment – protective factors matter!
- The ‘complex’ in complex trauma risk:
  - Early exposure at times of critical development
  - Multiple risks
  - Unpredictable and persistent.
  - Who you love is who you may not be able to count on.
- Natural responses to extraordinary circumstances

# THE STRESS RESPONSE CONTINUUM



# The Biology of Stress

Healthy development can be derailed by excessive or prolonged activation of stress response systems in the body, with damaging effects on learning, behavior, and health across the lifespan.

- **Positive Stress Response:** Normal part of healthy development, characterized by brief increases in heart rate, mild elevations in stress hormone levels.

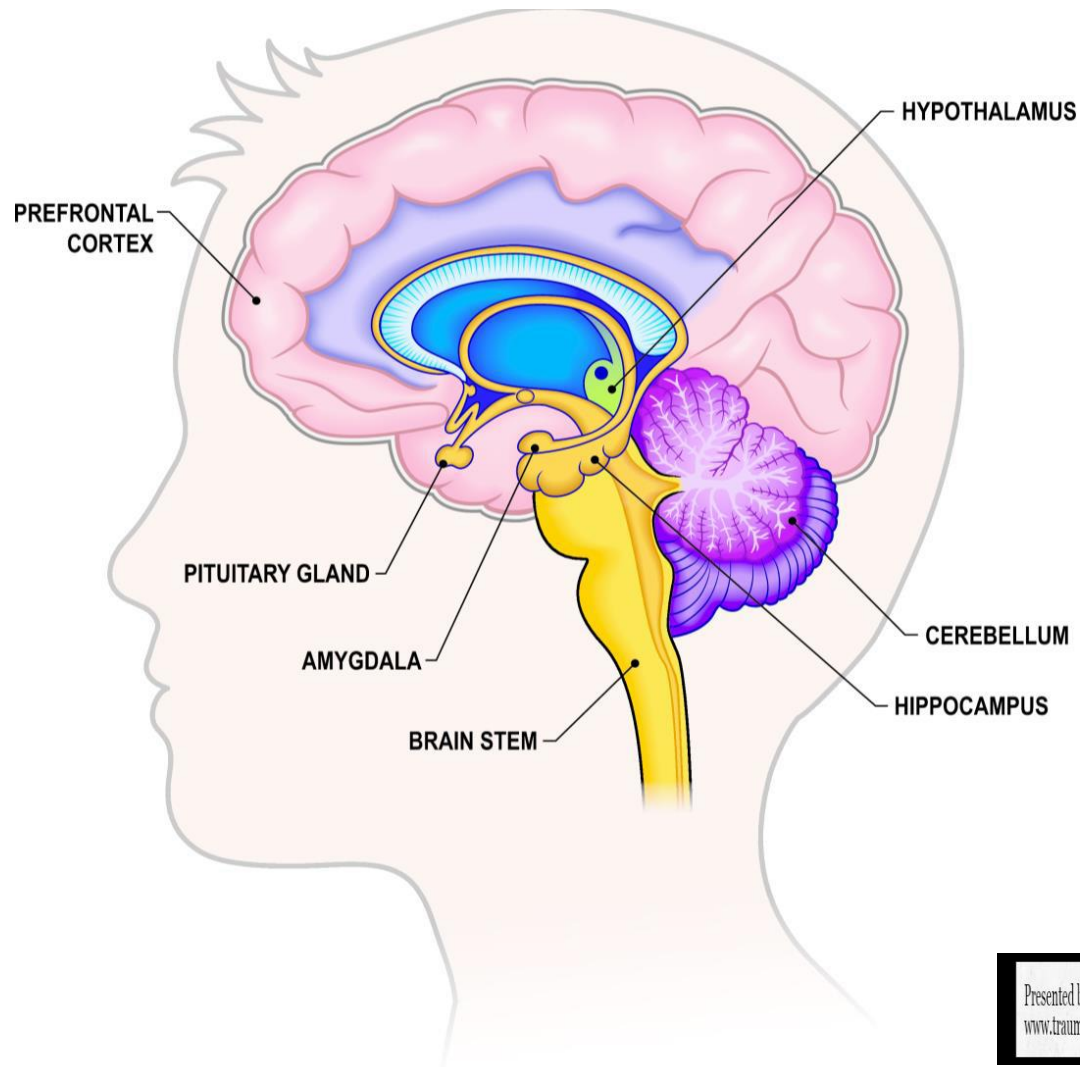


# Biology of Stress (con't)

- **Tolerable Stress Response:** Activates the body's alert systems to a greater degree as a result of more severe, longer lasting difficulties, such as the loss of a loved one, natural disaster or frightening injury.
- **Toxic Stress Response:** Strong, frequent, prolonged adversity. Disrupts brain architecture and other organ systems. Increases the risk for stress-related disease and cognitive impairment across the life span.

➤ Source: The Center on the Developing Child, Harvard University. "Key Concepts: Toxic Stress"  
[http://developingchild.harvard.edu/key\\_concepts/toxic\\_stress\\_response/](http://developingchild.harvard.edu/key_concepts/toxic_stress_response/)

# The Brain's Response





**Research shows that supportive, responsive relationships with caring adults at any age can prevent or even reverse the damaging effects of the toxic stress response.**



# Discussion

- What might be some of the protective factors and risk factors (including experiences of trauma) among the people you will work with?
- How might you as a Community Volunteer build on their strengths and protective factors?

# Reason for Hope: Building Resilience is Possible at Any Age

- Social support and resources build resiliency at any age
- Resiliency buffers the effects of trauma.
- Understanding trauma creates opportunities for new behaviors for caregivers.
- YOU can create powerful relationships.



# Resiliency

Resilience is a dynamic, healthy, and adaptive response **to adversity** throughout one's lifespan. Resilience allows children, youth, and adults **to achieve and sustain** mental and physical **wellness** despite life challenges. An individual's capacity for resilience is enhanced and strengthened by internal factors and external processes. Resilience allows one to find positive meaning in life despite difficult or traumatic events.

PHSKC Adapted from:

- Best Start: Ontario's Maternal, Newborn, and Early Childhood Development Resource Center
- Luther, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation of guidelines for future work.
- Monn, A., Casey, E., Wenzel, A, et al. (2013). Risk and resilience in homeless children.

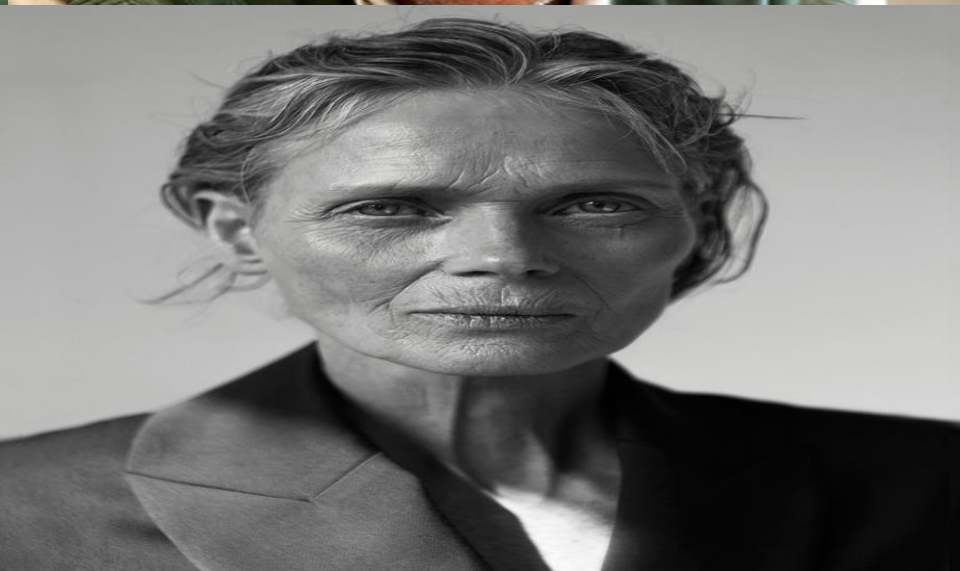
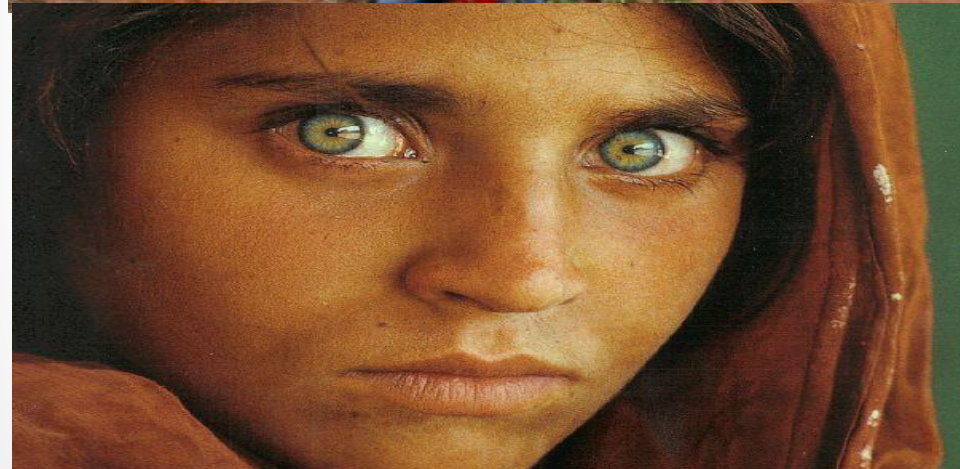


# Instead of “What’s wrong with you?”

- “What happened to you?”
- Or even, “What’s *right* with people who have experienced adversity?”
  - What adaptive behaviors and strategies have developed? When are those useful and not so useful?
  - How can the systems they interact with be more adaptive and better support those strengths?







# Historical and Community Trauma

The impact of powerful societal events, circumstances or oppression (such as slavery, genocide, racism, poverty, sexism) that includes lasting effects on world view, emotions (such as anger or depression), and thinking (fear of authority, mistrust of policy) and carries from one generation to another.

# What is Cultural Healing?

- <https://www.youtube.com/watch?v=l1o7ls7JnxA>

# What is Cultural Healing?

- To start with the goodness and beauty of a culture, a people, a person
- Listening, caring and giving voice to what is carried forward across generations
- Examining the effects of historical trauma not only within a single individual or family, but across entire communities
- Examining historical trauma, community response and survival strategies
- Reconnect and reestablish relationships with self, body, mind, spirit, community, culture, history

Source: University of Minnesota  
Extension





## **TRAUMA UNDERSTANDING**

Trauma and toxic stress negatively impact the health of individuals, communities, and systems. This includes intergenerational trauma, racism and oppression, and direct and vicarious trauma. When we build our collective knowledge about trauma and its impact, we can promote healing and resilience in ourselves and our communities.



## **SAFETY**

Feeling safe decreases a person's sense of threat and allows them to thrive. We promote safety by establishing physically and emotionally safe environments where basic needs are met and interactions are consistent.



## **CULTURAL HUMILITY & RESPONSIVENESS**

We come from diverse social and cultural groups that may experience and react to trauma differently. We approach one another with curiosity, and we strive to ensure that all people can share their full humanity by supporting their control, choices, and autonomy.



## **ANTI-RACISM & OPPRESSION**

We acknowledge that individual and systemic racism and oppression inflict trauma on individuals, generations, communities, and systems. We recognize our relationships to privilege and power and how they interact with trauma. We take action to confront individual and systemic racism, and we promote anti-racism by valuing the unique strengths and resilience in people who experience historical and current trauma.



## **COMPASSIONATE RELATIONSHIPS**

Safe, authentic and positive relationships are restorative to people and systems who have experienced trauma. We foster compassionate and dependable relationships by establishing trusting connections with others that foster mutual wellness.



## **COLLABORATION & EMPOWERMENT**

Trauma involves a loss of power and control that can make us feel helpless. We strive towards transparent decision-making and shared power across all levels of the organization to promote healing through empowerment and trust.



## **RESILIENCE & HEALING**

All people have strengths and capacity for resilience to counteract the impact of direct and vicarious trauma. We support ourselves and others in building on their strengths and resilience by teaching and supporting reflective practices and self-care.







# ***GROUNDING***

**One word about how you feel now**

**cảm ơn bạn • ਧੰਨਵਾ**

**Spas dikim • Laengz zingh • merci**

**спасибо • ལྟོ་ལྟོ་ལྟོ་ • Gracias • سوپاس**

**ຄຸນໂພນຄຸນ • THANK YOU • 謝謝**

**ຂໍຂອບໃຈທ່ານ • di ou mési**

**mahadsanid • Galatoomi • ກຳລັງດຳລົງ**

**धन्यवाद • Ua tsaug • អរគុណ**