

# SUPPORTING HOME VISITORS IN USING A TRAUMA-INFORMED PRACTICES

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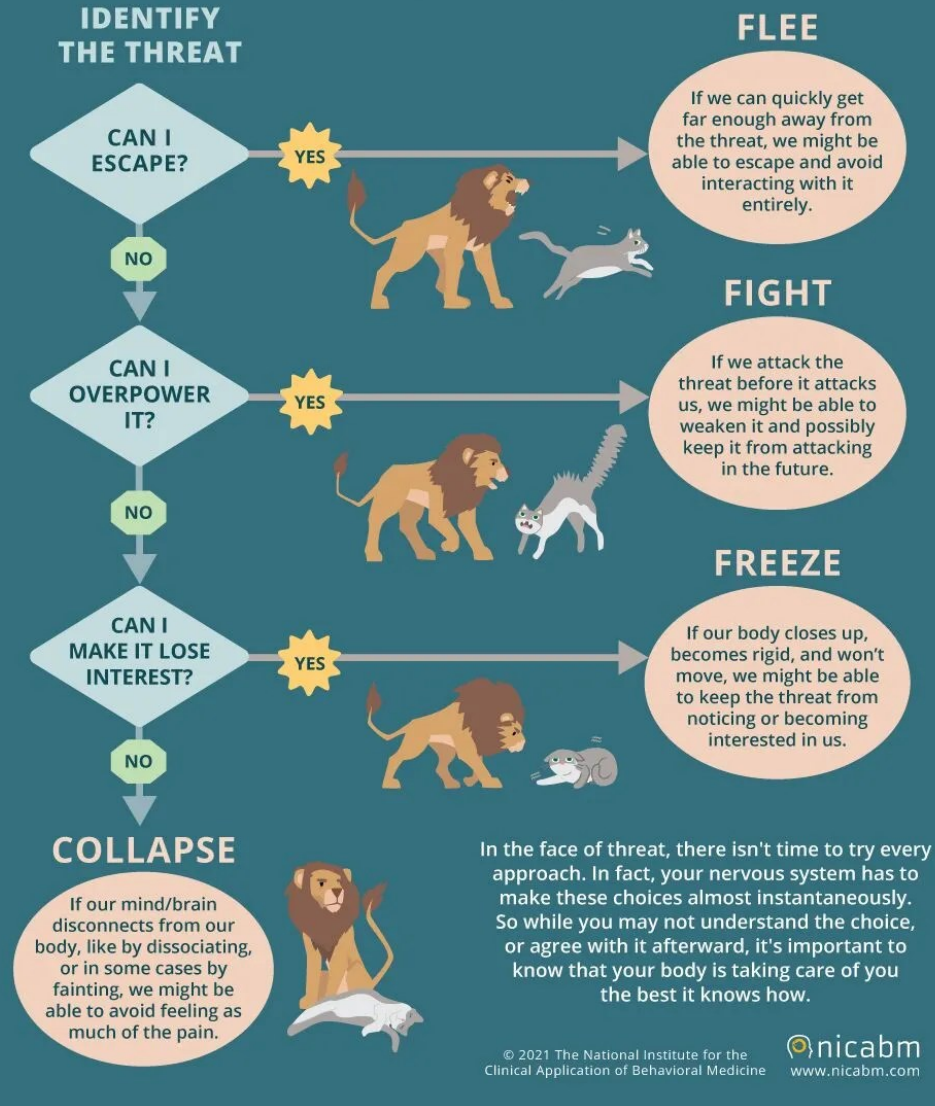
# OUR TIME TOGETHER

- Being Trauma Awareness
  - Understand Trauma and Trauma Symptoms
- Developing a Trauma-Informed Presence using a relational and reflective lens
  - Your Way of Being
  - Your Way of Being With

# HOW THE NERVOUS SYSTEM RESPONDS TO TRAUMA

Adapted from Ruth Lanius, MD, PhD

How does your nervous system figure out how to respond in a crisis?  
It's a split-second, unconscious process designed to choose the best option for keeping you safe.  
Here's how it works:



## TRAUMA RESPONSES

- Fight
  - Aggression, anger, hyperactivity
- Flight
  - Dissociation, avoidance, social isolation, or running away
- Freezing
  - Stilling behavior, numbing, and shutting down
- Fawn/appeasing
  - People-pleasing

# FOUNDATIONAL BELIEFS

- *About emotions*
  - *What emotions are safe/unsafe?*
  - *What happens when I am sad, mad, scared,...?*
  - *What emotions is my person comfortable/uncomfortable with?*
- *About relationships*
  - *Will he/she/they be there for me when I need them?*
  - *What do I expect in relationships?*
  - *Are relationships safe/unsafe?*

# FOUNDATIONAL BELIEFS

- *About self*
  - *If not responsive, why?  
It must be me..*
  - *Who am I to others?*
  - *Am I worthy of care?*
- *About the world*
  - *Safe or unsafe?*
  - *What can I expect in the world?*
  - *What is my role?*



## HISTORICAL TRAUMA

- The legacy of traumatic events experienced by historically-oppressed communities over succeeding generations.
- Includes systemic oppression, discrimination, structural violence, and forced assimilation

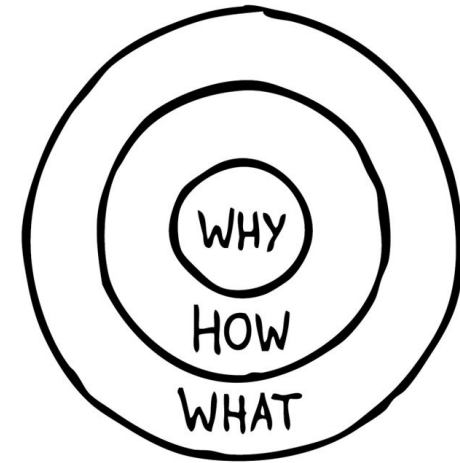
(Flanagan et al., 2020; O'Neil, Fraser, Kitchenham, & McDonald, 2018; Yellow Horse Brave Heart, 2000)

# SAMHSA 4 RS OF TRAUMA-INFORMED CARE (TIC)

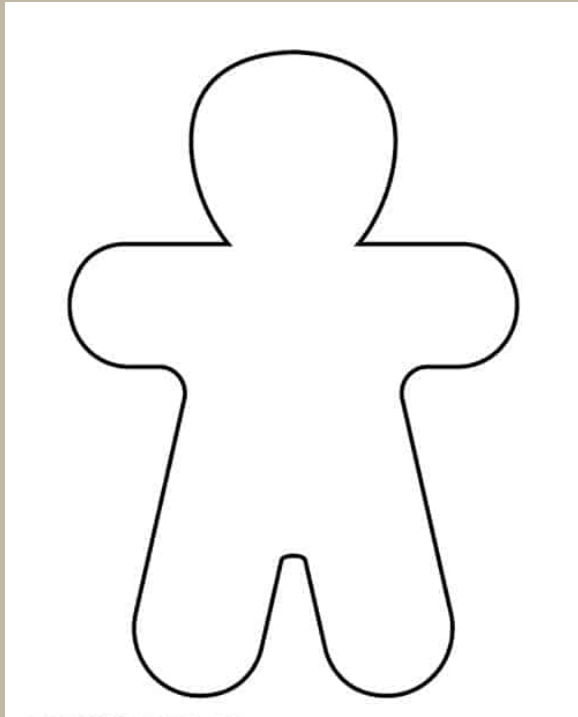
- **Realize** its prevalence and impact on others and self
- **Recognize** signs in others and self
- **Respond** sensitively
- **Avoid Re-traumatization**

# TRAUMA-INFORMED PRACTICE: *A RELATIONAL* APPROACH

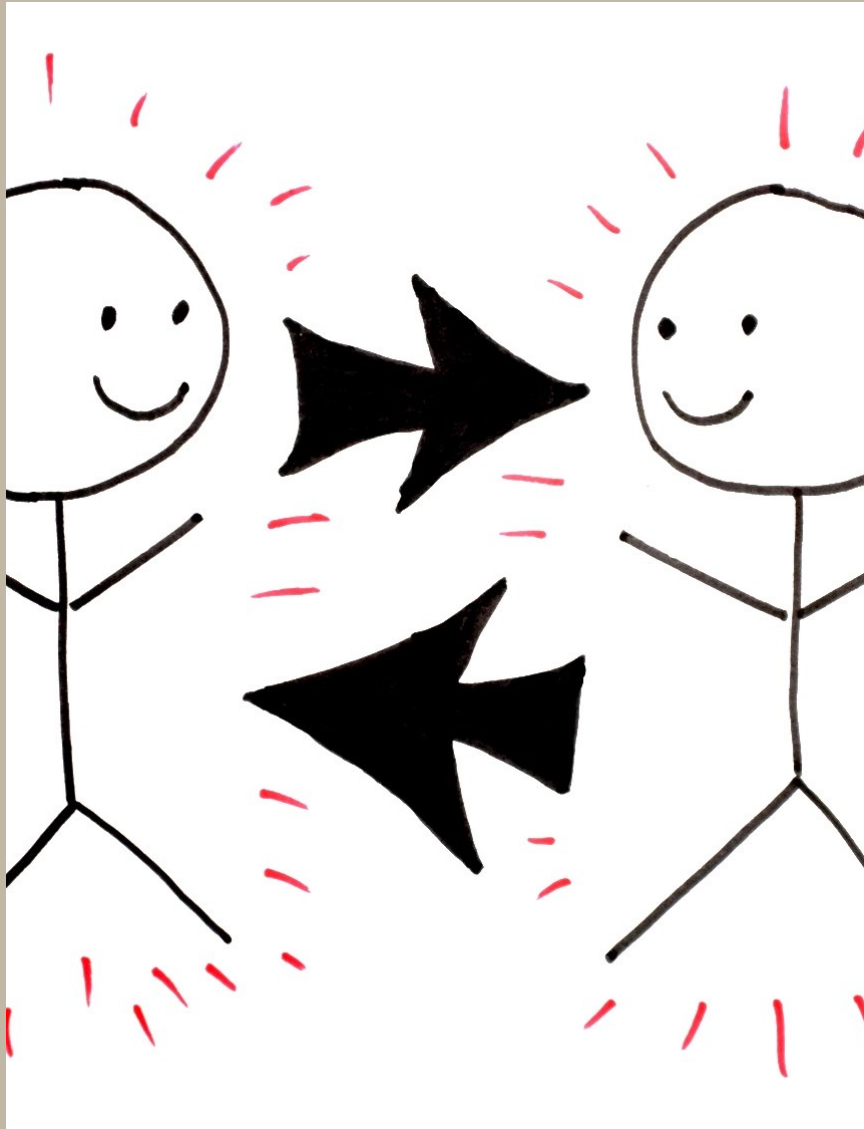
- Emphasizing the *HOW*
- How you are is as important as what you do







- Your way of BEING
- Your level of regulation
  - Noticing your own internal reactions
  - Learning your dysregulation cues



<https://paulcrouse.com/blog/2013/10/30/are-you-giving-taking-or-losing-energy>

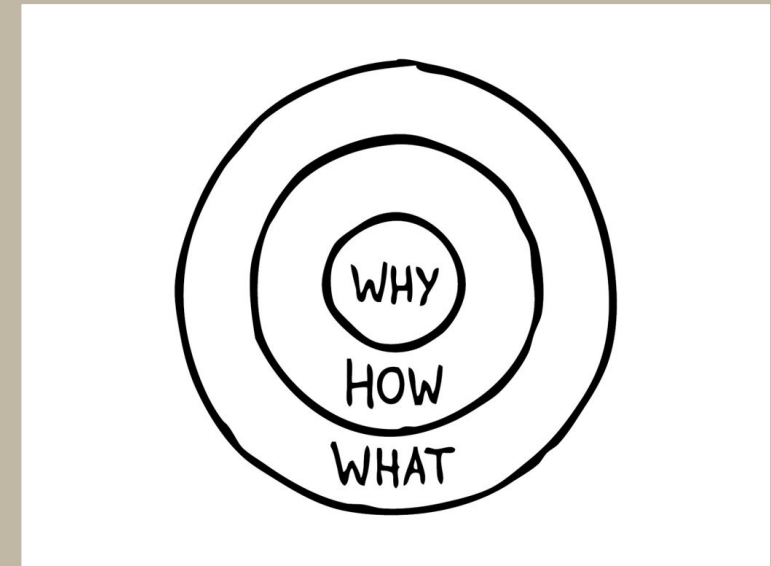
- Your way of **BEING WITH** others
- Attunement in interactions
- Noticing Trauma Cues
- Knowing when to shift
  - Shifting to regulation
  - Shifting to the child
  - Linking resources

## MODELING SAFETY

- Trauma impacts expectations of relationships
- Modeling safety and security:
  - Being clear and consistency
  - Transparent and honest
  - Collaborate and empower

# TRAUMA-INFORMED PRACTICE: *A REFLECTIVE APPROACH*

- Awareness of  
YOUR experience in  
the work
- Preparing and noticing  
the impact





## AMBIGUITY, UNCERTAINTY, AND STRONG FEELINGS

- Urge to act or fix instead of feel
- Evoke strong protective urges
- May pull you to avoid/dissociate
- Tolerating not knowing what to do in challenging situations
- Preventing acting on impulse



## SUMMARY

- Learning what is trauma, its impact, and how does it present itself in the work
- Helping them understand the HOW
  - Your Way of Being
    - How regulated are you?
  - Your Way of Being With
    - How are you modelling safety?
    - How are you recognizing trauma cues?
    - How to respond?
- Helping them recognize the impact of the work
  - Noticing reactions
  - Noticing pulls to relate in a certain way