

Trauma-Informed Practices Work Group

October 5, 2017

Bathrooms are down the hall to the left.

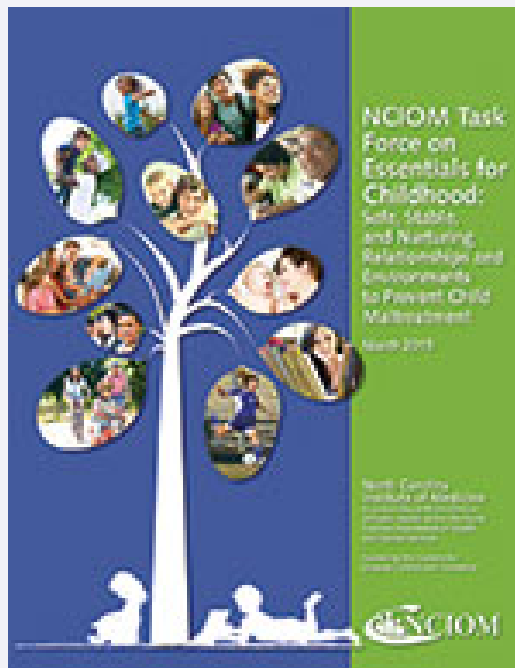
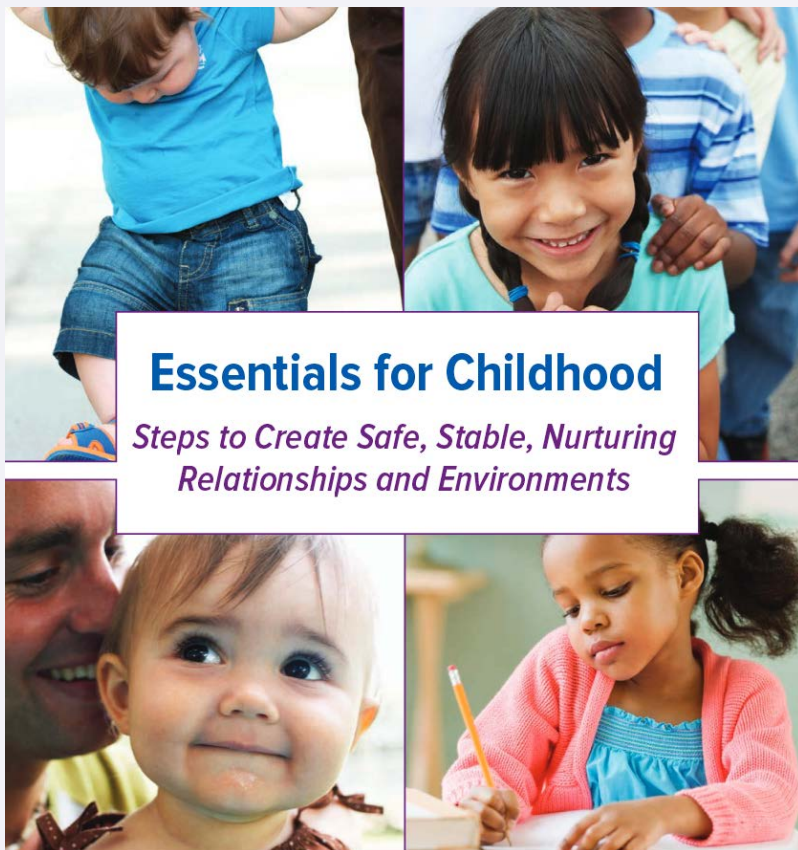
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Trauma-Informed Practices Work Group

What is Essentials for Childhood?



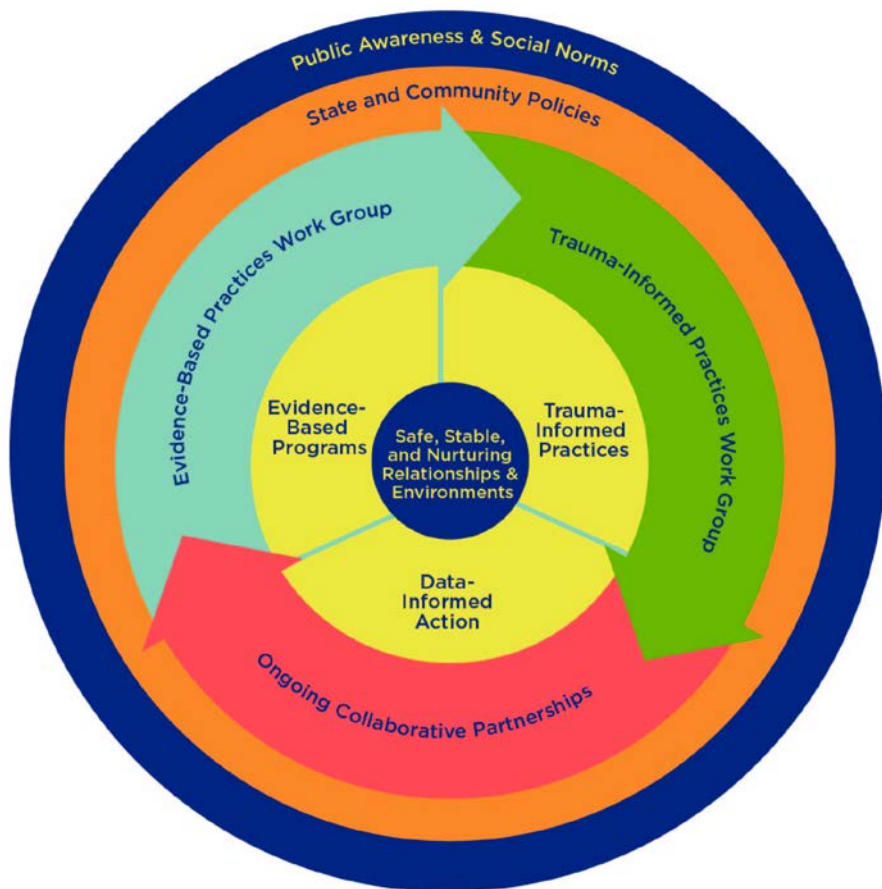
NCIOM Essentials for Childhood Task Force and Backbone Organization Work

- Task Force on Essentials for Childhood Report released in March 2015
- NCIOM became the backbone organization for Essentials for Children in September 2016
 - As backbone NCIOM works to support collective work to advance the recommendations of the Task Force



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NC ESSENTIALS FOR CHILDHOOD Conceptual Model



Vision: Children, youth, and families thrive in safe, stable, nurturing, and healthy relationships and environments and are able to reach their full potential within their community.

Mission: Promote child and family well-being in North Carolina by implementing the collective statewide strategic plan for preventing child maltreatment and securing child and family well-being developed by the 2014 Essentials for Childhood Task Force.

Key Goals:

- Raise awareness and commitment to promote safe, stable, nurturing relationships and environments and prevent child maltreatment.
- Create the context for healthy children and families through evidence-based, trauma-informed programs and policies.
- Use data to inform action.
- Support improved agency coordination and across-state alignment.



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- *Recommendation 3.1: Establish Coordinated State Leadership Efforts to Address Essentials for Childhood through a Collective Impact Framework*
- Establish membership and convene a Leadership Action Team, which will plan for and oversee investment in childhood and family programs to promote safe, stable, and nurturing relationships and environments and prevent child maltreatment.
- Provide oversight, guidance, technical assistance, and expert consultation for activities to promote child and family well-being

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- *Recommendation 3.2: Support the Establishment and Continuation of Trauma-Informed Practices and Communities*

The Leadership Action Team should establish a working group to examine research on brain development; the impact of trauma on development and behavior over the lifespan; and ways in which other states and communities have established trauma-informed practices in communities, schools, and among health care providers.

NCIOM Essentials for Childhood Goals for Trauma-Informed Practices Work Group



Focus on trauma-informed schools and initiatives to support learning about trauma and its impact on children and development within school and early care and education settings.

Work group goals:

- 1) sharing innovative practices;
- 2) reaching consensus on language about trauma;
- 3) producing a comprehensive literature review to inform the conversation;
- 4) determining next steps for dissemination and development of evaluation process for trauma-informed practices in school and early care and education settings.



NCIOM Essentials for Childhood Trauma-Informed Practices Work Group

Pre-Meeting Survey – What did respondents say?

Re: Challenges of common language:

- *I have been asked what the differences in messages and terms are, how we define various terms.*
- *Outside of me managing content, I see challenges daily with common language.*
- *Not having common language means we spend time explaining instead of collaborating.*
- *(everyone uses) different words for trauma... we don't realize we're talking about the same things.*
- *ACEs not equivalent to trauma as there are serious limitations regarding what they can capture.*
- *Administrators lack understanding and language.*
- *Especially with definitions and impact. These are difficult things to communicate to staff and parents.*
- *We need consistent terminology with clear definitions. Need to brand carefully and consistently.*
- *Initial trauma conversations were seen as “excuses” to behavior.*



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Pre-Meeting Survey – What did respondents say?

Re: ways that you have tried to address challenges of language and communication on trauma? What has been successful? What remains challenging?

- *Basing a lot of our model off of the Trauma and Learning Policy Initiative in Boston and have used them as a resource in this area to give us clarity... still challenges knowing that each group uses terms differently and what this means for stakeholders, schools wanting to learn and buy-in to these programs, and especially with funders.*
- *Using a common definition at least with the group that I am training is essential.*
- *Monthly meetings to share findings from our research and build a common understanding of problems we all face and how we talk about them. We've developed a couple of analogies and frameworks that talk about trauma that we've found to be very "sticky" with the group.*
- *To find out what knowledge/language people currently have/use and then build from there.*
- *Use of learning collaboratives.*
- *Once the change in behavior happens, we have people who embrace the resiliency means and messages.*



NCIOM Essentials for Childhood Trauma-Informed Practices Work Group

Pre-Meeting Survey – What did respondents say?

Re: Do you have suggestions for ways that stakeholders can improve communication and develop shared language about childhood trauma?

- *Using this group to clearly define terms and language - at least for the state of North Carolina - would be beneficial. Additionally, pulling in certain funders to get their understanding of terms related to this topic would be helpful - to know how they view certain language in applications and requests. Using a common definition at least with the group that I am training is essential.*
- *Have more specific explanations and frameworks. We use vague language to talk about trauma - this makes it seem fluffy, made up, and complicated to comprehend. Coupling the discussion with the brain science behind why trauma is difficult to cope with, and how it manifests in certain outward behaviors, also helps.*
- *shared definition and perhaps a framework for working with children who experience trauma, referral resources, literature etc.*
- *To come to consensus and then be consistent amongst ourselves and in communicating with others.*

