

ILLINOIS CHAPTER, AAP TRAUMA-INFORMED TRAINING SERIES

Session 1: IT'S NOT ROCKET SCIENCE; IT'S BRAIN SCIENCE

Participants will explore lessons learned from the field of neurobiology research, specifically the Adverse Childhood Experiences (ACEs) Study, intergenerational trauma, toxic stress, and the implications this has for child cognitive development, including behavior and learning ability, and overall health and well-being across the lifespan. This session includes both lecture and interactive participation.

Participants will:

- Understand the impact of Adverse Childhood Experiences (ACEs)
- Discern the difference between positive, tolerable, and toxic stress
- Discuss what ACEs and toxic stress look like in the children and families that you serve
- Share interpretations of child and family behavior based on what we discuss today

Session 2: THE COST OF CARING

Compassion fatigue is an occupational hazard that comes from working with children, families and even colleagues who have been affected by ACEs, trauma, and toxic stress. The Session will also discuss the need for self-reflection and self-care of the provider, before the provider can approach therapeutic interventions for children and families. This session includes both lecture and interactive participation including the use of a self-care inventory.

Participants will:

- Distinguish the difference between burnout and compassion fatigue and why this difference is important
- Examine the science behind and process of stress and compassion fatigue for all “helping professions”
- Recognize the specific impact of compassion fatigue on our work and other parts of our life
- Use the self-care inventory and debrief results
- Strategize techniques and ways to develop skills for self-care

Session 3- YOU DON'T HAVE TO BE A THERAPIST TO BE THERAPEUTIC

Facilitators will provide insights into what communities and individuals can do to build supportive, healing, and nurturing environments for children and families, understanding that risk factors for ACEs and trauma, and toxic stress are not predictive factors, because of protective (resilience-building) factors. This session includes both lecture and interactive participation to strategize possible techniques incorporated into building resilience.

Participants will

- Learn about the science of resilience
- Understand the three E's of traumas
- Discuss the 7 C's of resilience
- Strategize your role in building resiliency

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Session 4-BECOMING A TRAUMA-INFORMED COMMUNITY

The effects of traumatic events place a heavy burden on individuals, families and communities and create challenges for public institutions and service systems. In order to maximize the impact of these efforts, they need to be provided in an organizational or community context that is trauma-informed.

A trauma-informed approach is distinct from trauma-specific services or trauma systems. A trauma-informed approach is inclusive of trauma-specific interventions, whether assessment, treatment or recovery supports, yet it also incorporates key trauma principles into the organizational culture. This session includes both lecture and interactive participation. Tools will be provided to stimulate discussion within the group and also within the community to determine readiness of the community to become trauma-informed.

Participants will:

- Developing a Framework for Trauma and a Trauma-Informed Approach
- Learn SAMHSA's Trauma-Informed Approach: Key Assumptions and Principles
- Strategize about guidance for implementing a trauma-informed approach
- Learn to implement a trauma-informed approach in the context of the community

Session 5-CHAAT (Coaching Human Agency-Awareness Techniquessm)

Working with children, their families, and in the community in which they live, involves understanding and considering many perspectives. Thinking about and honoring each experience and feeling is at once vital and daunting, but also necessary to intervene in a sensitive and comprehensive manner. Coaching Human agency awareness Techniques is a strategy that can immediately provide benefits to those we coach (and ourselves), whether operating from an administrative/systems level or working directly with children and their families. This session includes both lecture and interactive participation. Tools will be made available to enable participants to measure their readiness to incorporate this skill set into work they do.

Participants will:

- Learn about human agency awareness coaching as a way to engage those we serve
- Discuss the role and features of awareness coaching
- Connect the dots between human agency awareness and becoming trauma-informed
- Practice awareness coaching techniques with partners

All tools offered as part of the training series are made available in an electronic tool kit which will be accessible by Spring 2018 for all participants.

ICAAP will conduct a survey of need to provide organizations the opportunity to determine where they need to start in this training process, which is not necessarily linear.

Because this work is not always grant-funded, there may be a cost to participating organizations. For more information please contact Juanona Brewster, MDiv, MTS, MJ, Senior Director, Child Development Initiatives (jbrewster@illinoisAAP.com or 312/733-1026 x 203) for ICAAP.