

## Organizational Assessment & Planning

A strong foundation supports the successful implementation of trauma-responsive and equity-based practices. The following tools and experiences represent a sample of CCSI's approach to support organizations and schools in laying this foundation.

### **TRUST | TRUST-S (Trauma Responsive Understanding Self-Assessment Tool)**

The TRUST (Trauma Responsive Understanding Self-Assessment Tool) and TRUST-S (for Schools) are strengths-based organizational self-assessment tools. They provide organizations and schools with an easy method for assessing current trauma-informed care practices that can be used to establish a baseline and to progress monitor implementation over time.

Key features include:

- Online. The survey takes 12-15 minutes to complete and is anonymous to allow for authentic staff assessment of their organization or school
- Utilizes SAMHSA's Ten Implementation Domains to guide participants through a sequence of questions related to trauma-informed practices within their organization
- Provides a summary report with strategies and resources to help organizations and schools evaluate their current practices, policies, procedures, hiring practices, service environments, and organizational culture

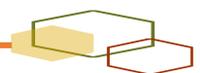
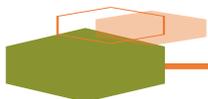
The TRUST can be administered for no cost for organizations across New York State. Additional strategic planning and implementation support can be provided by the CCSI Consulting Team.

### **Leadership Sessions**

This format is intended for organizational leadership to orient them towards building a system of care that supports trauma-responsive care practices and policies. Participants explore the core values of TIC: Safety, Trustworthiness, Choice, Collaboration, and Restoring Power and how these values can be infused into daily practice from frontline staff, to supervisors and leadership. A model of a flexible framework that includes both universal approaches for all and is sensitive to the unique needs of service recipients is introduced.

### **Organizational and Team Culture**

This session recognizes the need to reconcile cultural responsiveness with trauma-informed care and health equity. Participants explore the critical need to unpack and reveal the culture of the individuals that comprise the organization to effect true, sustainable practice transformation. Tools are introduced to deepen the integration of cultural aspects within organizational strategies and protocols. Practices to conduct on-going evaluation and analysis of policy and protocol to identify disparate impacts and effectively address them are also introduced.



## Knowledge Based Services

Shared understanding of the need for and value of trauma-responsive, equity-based approaches increases an organization's or school's implementation efforts. These experiences highlight ways in which CCSI can increase appetite and interest in practice transformation with internal and external stakeholders.

### **From Trauma to Healing—Building Trauma Sensitive Services to Support Resiliency**

This foundational training orients individuals towards a trauma-informed care approach. Content includes an overview of the ACEs study and explores how trauma is often at the center of an individual's school or work problems, mental health challenges, substance use, physical health issues and/or criminal justice involvement.

This training provides participants with an overview of the essential elements of trauma-informed care, and examines the impact of stress, "Traumatic Exposure Responses", and burnout. and allows participants to explore several options for working with these occupational challenges. This training aims to guide all staff towards infusing trauma-responsive practices into their daily work when interfacing with the people whom they serve, and to learn ways to increase self-care within their own lives.

### **Overview Training for Managers**

This orientation training will introduce participants to the essential elements of a trauma-informed organization and help prepare the management team in setting the vision for implementation of trauma-informed practices and training.

### **Trauma Responsive Workshop: From ACEs to Assets: Fostering Resilience to Improve Outcomes**

The impact of childhood adversity/trauma on health and wellness outcomes throughout the lifespan is undeniable. Research has also established that "Resilience trumps ACEs" yet most practitioners have little exposure to integrating resilience development as an overt component of their practice. This session explores the foundation of resilience and asset development and offer strategies for applying these strategies in day to day practice.

### **Staying in the Game: Understanding How Trauma Impacts Those Who Serve**

Secondary traumatic stress, the effect of exposure to others' trauma on oneself, is one of the costs someone may pay when working in education, health, and human service professions. This workshop will engage participants in an exploration of how trauma impacts their lives and offer evidence-based tools to help positively cope with these challenges. A brief review of trauma and brain development, along with trauma-informed care will be provided to offer participants a single framework from which to approach these topics. Participants are invited to consider that we are only able to provide TIC services to the extent to which they are trauma-informed towards themselves.

### **Culture, People and Me: Working with Diverse People**

Personal (implicit/unconscious) bias and culture can impact the way we engage with each other and those with whom we work. This session allows the participants to explore the interconnectedness of cultural competence, person-centeredness, and trauma-responsive practices. Through this combined lens, participants deepen their understanding of the interplay between an individual or family's cultural nuances and their engagement in services. Strategies to improve cross-cultural communication are introduced.

## Skills-Based Services

When shared understanding is achieved, organizations and schools can introduce opportunities for direct skill development and building capacity. These actions bring trauma-responsiveness and equity focus into a way of being within organizational culture. A sampling of CCSI's opportunities to build skills and grow internal abilities to change practice are included here.

### Advanced Trauma Responsive Care Training

Advanced Trauma-Responsive Care Training complements the foundational training by helping participants move beyond basic trauma-informed care knowledge towards a focus on developing substantive and concrete trauma-responsive techniques and strategies. Available as a series or a single-day training session, participants work on implementing trauma-responsive strategies and best practices, and address challenges within their work environments that may hinder practice change. Organizational practice transformation is accelerated through the provision of targeted feedback, role playing, discussions and focused Q & As.

### Trauma-Informed Care Train-the-Trainer Training - Model & Approach

This professional development model is ideal for organizations and communities that want to build internal capacity and create a workforce trained in trauma-informed practices. It supports sustainability as local trainers can continue to train new employees during staff turnover and provide refresher training to existing workforce to ensure that new practices are implemented and integrated.

Through this experience, new trainers are provided with reference materials, notes, and resources to assist with their own training implementation. Additionally, a Train-the-Trainer model can be followed by ongoing consultation and coaching to support continued learning and development as learners deliver the training over time.

### Developing Trauma Champions

While orientation training will provide a solid overview of trauma and trauma-informed care, additional coaching and continuous quality improvement is necessary to result in sustained practice change. To support implementation, the CCSI consultants can be engaged to work with a core group of individuals, self-identified as having high interest in practice change. These **Trauma Champions** will work to identify specific trauma-informed goals and objectives. An assessment to inform and guide goal development can include review of policies and procedures, a walk-through of buildings and staff and service recipient perception surveys.

### Transformative Trauma-Responsive Care Supervision Training

The principles of trauma-informed care (TIC) underscore the importance for human service organizations to be trauma-informed—not just for service recipients, but for the providers as well. Participants explore what it means to offer supervision that aligns with a Trauma Responsive approach and methods to enhance their supervisory practices from a trauma-responsive lens.

### **The Consortium on Trauma, Illness and Grief in Schools (TIG)**

TIG represents regional networks of public school districts, private and charter schools who experience shared training, apply this training to transform individual practice, policy and procedure and commit to providing best practice, evidence-based back up support to one another in times of biggest crisis. A 5-Day core curriculum creates the foundation of trauma-responsive approaches to inform individual and systemic changes. These school district teams are also equipped with evidence-based skills in crisis intervention. The shared philosophy and skills create the ability to effectively respond internally and externally to the needs of students, staff and families.

### **Trauma-Informed Through a Cultural Competence Lens**

Conditions in the environments in which individuals are born, live, learn, work, play, and worship affect a variety of social, health and well-being outcomes across the lifespan. This session extends the definition of culture beyond an individual's race and ethnicity. Participants are engaged in understanding the impacts of the Social Determinants of Health and the impact of disparities. Their delivery of trauma-responsive approaches and services are enhanced with their increased capacity to acknowledge, respect and integrate and individual's or family's cultural values, beliefs and practices.

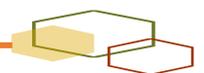
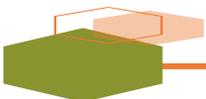
### **Adaptive Leadership: Thinking Beyond "Out of the Box"**

Organizational leaders at all levels benefit from continued opportunity to grow and develop in leading from a trauma-responsive, equitable foundation. As a solution-focused, culturally responsive decision-making method, Adaptive Leadership is a model that is well-aligned with these frameworks. Leaders are provided the opportunity to differentiate between technical challenges and adaptive approaches, the principles of Adaptive Leadership and how to approach decision-making when there is no "box."

### **Putting Your Oxygen Mask on First: The Necessity of Self-Care**

An essential aspect of trauma-informed care is assuring that staff maintain positive practices of self-care to decrease risk of burn out, compassion fatigue, and secondary traumatic stress. Drawing on the familiar analogy of air travel instructions, this session reminds participants that we can't help other people if we're gasping for air yourself. While this metaphor makes sense anecdotally, it is a pervasive problem in the field that those working with high stressed individuals or families find themselves doing just that—attempting to help others while struggling themselves. Working with people affected by toxic stress and trauma is difficult work, both physically and mentally; it is a professional necessity to tend to what's happening to us as professionals in education, health, and human services.

This highly interactive workshop will examine the causes and impact of stress, traumatic exposure responses, and burnout. Participants explore several options for working with these occupational hazards so that they can continue to thrive in all aspects of their lives. In addition, strategies to build organizational capacity to support staff through supervision, policies and procedures are explored.



## Implementation & Sustainability

Supervision approaches, progress monitoring and collegial support create opportunities for increased skill development and deeper application of acquired knowledge. CCSI is experienced in working with a variety of modalities to support organizations and schools in growing their internal capability and shaping a sustainable organizational culture.

### Coaching Sessions

To support staff in their ongoing learning, coaching sessions will be provided once training has begun to support continued learning and practice for a core team of trauma-informed champions. These coaching sessions will give staff and supervisors, who have a high interest in trauma-informed care work, opportunities to ask questions and get ongoing support from the consultant/trainer as they work towards implementing trauma-informed practices.

### Collegial Learning Circle (CLC)

Collegial Learning Circle (CLC) builds upon foundational trauma-informed care knowledge with an emphasis on developing concrete and practical strategies to support service recipients. Participants in CLC are identified as “trauma champions” who have strong interests in developing their trauma-responsive skills and are motivated to share and infuse these practices within their work environments.

College Learning Circles are conducted in small and intimate learning groups. Through clear and readable explanations of current research and enlightening vignettes, participants will understand how trauma and adversity affect the key elements of a person’s social and emotional development and how resiliency can be fostered for positive growth.

By the end of the CLC session(s), learners will be able to:

- Contrast their current practices with those suggested in the readings
- Identify trauma-responsive practices that are appropriate for implementation in individual settings
- Construct a plan for implementing identified, trauma-responsive practices

### Learning Collaborative

This service aims to provide information, training and technical assistance to organizations regarding facilitating learning collaboratives. CCSI proposes a one-day, intensive training meeting followed by a series of formal and informal technical assistance opportunities. The intent is to provide organizations with an overview of the learning collaborative approach, sample tools and materials that they may wish to adapt and use with organizations participating in their learning collaboratives, and practical guidance related to some of the more nuanced aspects of facilitating a learning collaborative, such as using Plan-Do-Check-Act continuous quality improvement principles.

### Review of Policies and Procedures

The CCSI Consultant works with leadership or an identified individual to review existing policies and procedures to better understand current trauma-informed care practices at the organizational level. The consultant will provide a report that includes recommendations for supporting a trauma-responsive service delivery environment within the framework of SAMHSA’s 10 domains and the core values of trauma-informed care: Safety, Trustworthiness, Choice, Collaboration and Restoring Power. The recommendations focus on strategies for practice change and how the policies and procedures of an organization can have a deep impact on staff and the people they serve.