Changing the system to trauma informed and resiliency based is a slow process, but we are moving forward!
Hannah’s Screen and Trauma Assessment

- Hannah wrote in the psychosocial: “I dragged them all into this mess,” that she feels guilty that Mike, my stepdad is in prison, and that she ruined her Mom’s marriage. Hannah endorsed that there were lots of times she wanted to tell her Mom what was happening, but she was worried it was going to ruin Mom’s life. Wide-eyed and nodding fervently, Hannah endorsed that people tell me it’s not my fault, but I still sometimes think it is. Further, she shared if she were different maybe this wouldn’t have all happened.

Screening Comments: The Yin and Yang

- Being trauma informed reminds me of why I came to do this work. I feel less judgmental and more understanding towards families. I don’t take their reactions as personally. I am also more comfortable going to team members when I am stressed and need to ask for help.
- Screening helps us understand not only the family history better, but also what the family’s strengths and needs are so we can provide appropriate services and make better recommendations.

Screening Comments: The Yin and Yang

- The screener is used to discuss the impact of trauma as well a treatment plan for overcoming trauma with the caregivers as a way to make sure everyone involved is trauma informed and prepared to deal with the effects of trauma.
- I use the trauma screen to speak with families about trauma and help them understand the impact it has on children and families. It helps parents and workers understand the trauma children are facing. Parents may not have understood the trauma their children were exposed to.

State Trauma Assessment Contract

- 2000 – CTAC begins transdisciplinary neurodevelopmental trauma assessment process
- 2012-2017 – CTAC trains CTAC trauma assessment protocol to 10 sites in Michigan
- June 2017 – State allots $7.5 million for trauma assessments
- To Date:
Trauma-Informed Assessment

Professional belief and experiences that MH assessments were *not capturing* what was actually occurring for our children.

Trauma-Informed Assessment

Trauma has the ability to *alter children’s perceptions* of self, others, and their development.

• Child-Centered: Need to create a *safe place* where children can communicate how they have *made meaning* of their experiences which then help explain the subsequent direct effects to their *behaviors*

• Assessment Integration: Importance of a writing a report that *integrates* standardized testing with what has *previously happened* to the child and their current perceptions and caregiving system
Transdisciplinary Neurodevelopmental Trauma Assessment Model:
Drilling down to capture what is happening in the brain

Lucy Screening and Assessment

Lucy
• demonstrates violent behaviors in response to not getting her way such as self-harm, threatening and hurting others, and becoming destructive.
• doing well in school, but has problems in attention and often does not want to do her schoolwork. Both teachers and foster mom state that she is “so intelligent and could do so much better if she just applied herself.”
• takes melatonin to sleep as she typically has nightmares and doesn’t sleep peacefully throughout the night.
• has also displayed inappropriate behaviors that typically present in pictures and an unusual attachment to her half-sister’s boyfriend. In regard to her half sister’s boyfriend she will often sit in his lap, hang on him, and ask for kisses goodnight.

• State Contract to build more positive culture, climate, and address STS.
  – Training for Directors and Managers
  – Training for Supervisors
  – Training for Staff
  – Meeting with Supervisors – Director – Manager in local offices
  – Monthly phone calls with supervisors, bimonthly directors
  – Crisis Response Team Training
  – Each county develop strategic plan to improve culture climate

4 key areas in local meetings:
  – Psychological safety
  – Transparent communication
  – Teaming
  – Addressing STS
• Always experience of feeling helpless in this work.
• How do we live in this helplessness together? Because the reality from central office isn’t going to change. How do we manage the helplessness together without turning on each other?
• The message is always about what we aren’t doing.

Attempt to address turnover

• Why do people leave?
  a) STS
  b) Unrealistic Expectations (Long hours, deadlines)
  c) Organizational stress (Policies, caseload size, paperwork)
  d) Culture and Climate (Devalued and disempowered)

The turnover equation

a) Unrealistic Expectations 30%
  b) Organizational stress 40%
  c) Culture and Climate (Devalued and disempowered) 25%
  d) STS 5%

Quantitative Data indicates that a statewide training/coaching initiative in isolation does not significantly impact the Culture and Climate of an agency’s office.

Focus Groups – Key Issues Impacting OCC

• We are at least talking about Culture/Climate now
• Limits on what can be accomplished at the office level
• Disconnect between central office and local offices and the “real world”
• Everything is task oriented – not time for relational support
• Lack of creativity due to paperwork, checklists and forms
• Sups and managers aren’t trained to be leaders

Qualitative Data (focus groups) indicates the reasons why...policy and procedures are the state-level do not support the sustainability of the prioritization of OCC and STS.
### Supervisor Call Comments

- One of my new staff had a child die on her caseload. She was very connected to the child and did not realize the imminent danger the child was in. Her performance declined. As her supervisor, I reached out to her and after we talked about the incident and the emotional impact on her, it made a world of difference. She felt supported by the director, too. We assured her it is ok not to be ok.

### Supervisor Call Comments

- We reach out to a worker if there is a child death or severe physical injury. We have had some not want to meet here in the office. Workers feel buried in cases. When a referral is made, we match them to appropriate crisis response team members.

### Comments from Supervisors

- Managers don’t understand what is expected of them regarding STS... It will take some time to shift the culture.
- There are still some of the same stress and tensions and feelings that there were before. Some people believe the STS and changes in culture are fake.

### Comments from Supervisors

- Time is a huge barrier. Having a discussion is a wonderful idea, but when you are doing one-on-ones with a ton of cases and there are issues with each case, you are just trying to get through and stay afloat.
- It is a matter of time... trying to get the information you need and not getting the time. Case count, case info, struggles with case, etc...there just isn’t enough time.

### Comments from Supervisors

- How we are measured by management is not consistent with relatedness or understanding of secondary traumatic stress. How we are evaluated is not consistent with trauma-informed care.
- It all comes back to relationship. If you don’t have relationships going up the chain of command, it will not be sincere, it will seem forced, like a checklist.

### Comments from Supervisors

- Key learnings in CC/STS Contract
  - Leader versus manager?
  - How do we train people to be leaders?
  - How the job is viewed?
  - The necessity of putting culture/climate/sts into administrators evaluation
  - How to build resiliency?
  - The challenges of centralized system
How do you view your job?

- Job: "I am doing this for a means to an end. I am getting paid so I can do what I want to do outside of work."
- Career: "I am interested in this work. My goal is to advance and become a leader in this organization."
- Calling: "My work is who I am. I gain inherent meaning and purpose because of my work." (Hidden Brain, 2019)

"People who see their work as a calling are significantly more satisfied with their jobs. They're significantly more satisfied with their lives. They're more engaged in what it is that they're doing and tend to be better performers, regardless of what the work is." (Hidden Brain, 2019)