



Community-Based Training A Trauma-Informed Approach



Accessible classroom learning for all women of all ages and stages with or without children.



Provide trauma-informed teachers, outreach workers, and childcare staff, following a trauma-informed curriculum.



What is trauma?

- Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection and meaning. Traumatic events are extraordinary, not because they occur rarely, but because they overwhelm the ordinary human adaptations to life. They confront human beings with the extremities of helplessness and terror and evoke the responses of catastrophe. (Judith Herman, 1992)



What is trauma?

- It's common
- It overwhelms an individual's system of self care and as a consequence can affect a person's ability to have a sense of control, connection, and meaning.
- Trauma is extraordinary and overwhelming
- Traumatic events confront people with a sense of helplessness, and terror.
- Trauma can evoke the responses of catastrophe.
- Trauma can have a permanent imprint on a person's brain that can profoundly change a person's view of the world and their place in it.
- Trauma is....
- Transgenerational
- Collective
- Individual

What does trauma look like in the classroom?

- Difficulty focusing due to high levels of anxiety
- Rage, anger, frustration
- Depression
- Easily startled by significant sounds such as construction, loud bangs, loud voices
- Staring into space or out the window
- Big gaps in memory
- Quick to tear
- Needing a lot of your undivided attention
- Difficulty focusing due to lack of sleep and nightmares
- Substance abuse
- Hoarding food, classroom supplies such as pens and pencils.
- Shame / Guilt

What we have seen in ECE setting – signs of trauma

- Overwhelmed in busy and noisy environments
- Hyperactivity, impulsivity, aggression
- Violent and war-related play, repetitive play
- Difficulty playing cooperatively
- Lack of focus
- Quick to tear. Cries may escalate quickly
- More difficult to soothe or calm when upset
- Difficulty trusting others and seeking or accepting comfort and assistance
- Needs a lot of attention
- Flat affect, stares into space, withdrawal
- Easily distressed and frightened by loud noises, unfamiliar sensory experiences, triggers (smells, sounds, situations)
- Hoarding for toys and/or food
- Have lower birth weight or delayed developmental milestones
- Regression and or changes in eating habits, toileting
- Disturbed sleep

Findings

- The importance of personal connection
- Listening
- Having knowledge and understanding about where people come from
- Understanding that people face multiple barriers and marginalization
- Practitioners need support to enable a positive work place and building strong communities of practice.
- Practitioners need self-care strategies and support from management to combat burnout, compassion fatigue, and maintain ethical practices.

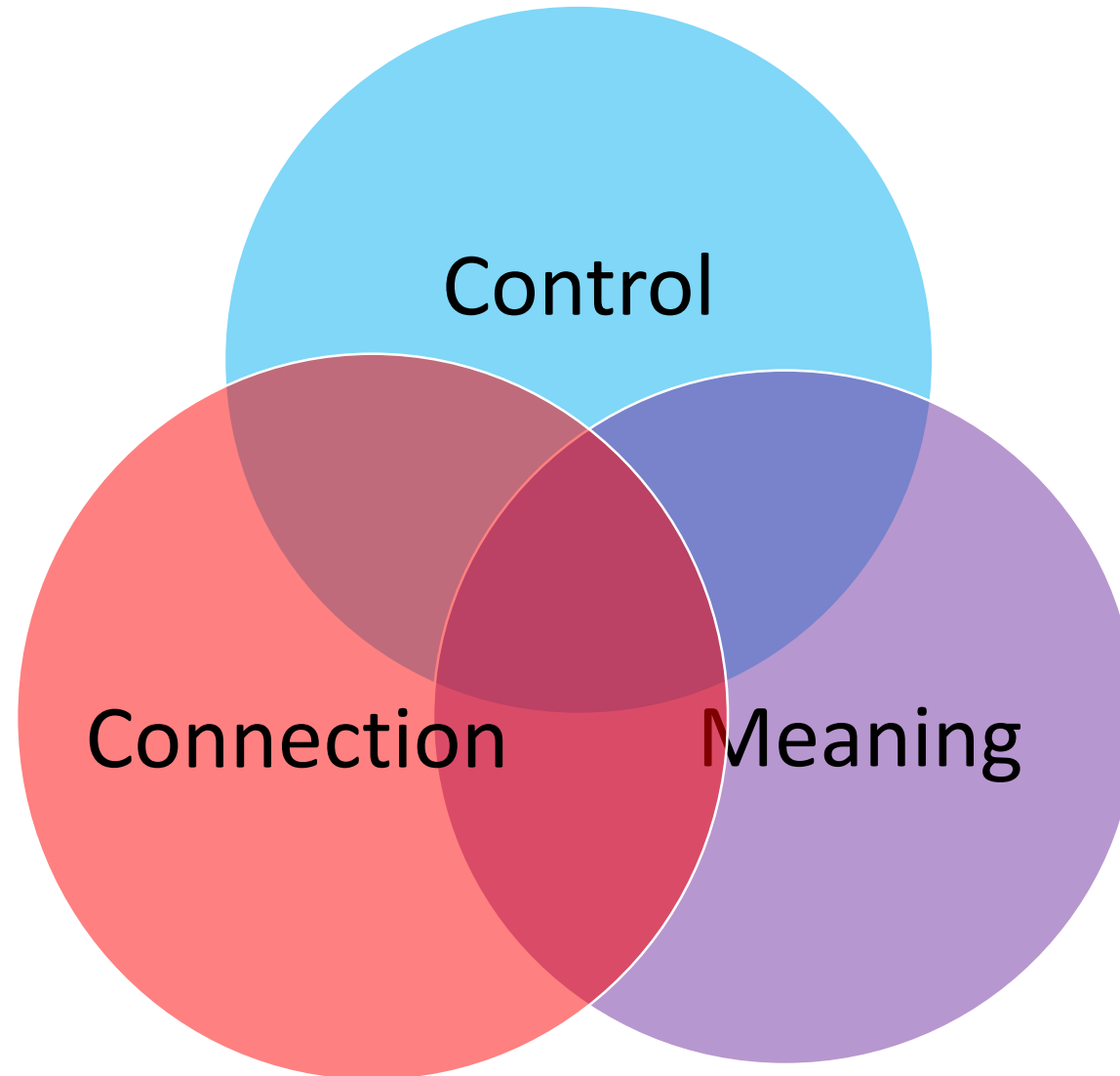
Inclusive principles

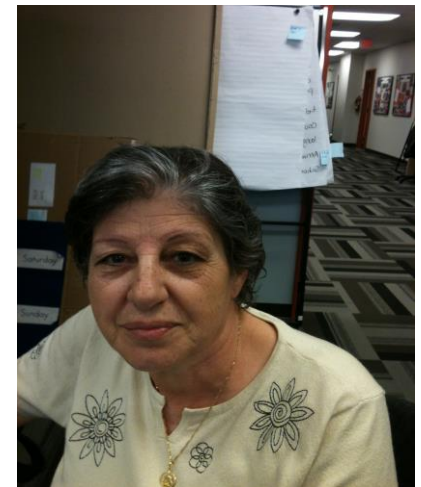
- Be curious – learn about your students and where they come from.
- Show compassion and empathy.
- Respect your students and know they have knowledge, skills and abilities of their own.
- Demonstrate acceptance and flexibility.
- Be responsive to emerging needs
- Understand the systemic barriers newcomers face.
- Suspend judgement - perceive the possibility of trauma.
- **Listen**
- Practice cultural humility.

Cultural Humility

- Cultural humility can be seen as a life-long process that involves self-reflection and self-critique, learning from and actively listening to diverse points of view, building partnerships with communities, and showing a willingness to negotiate mutually acceptable alternatives to communication, engagement, and education. (Chang, Simon, & Dong).

PIRS Trauma Informed Curriculum Framework

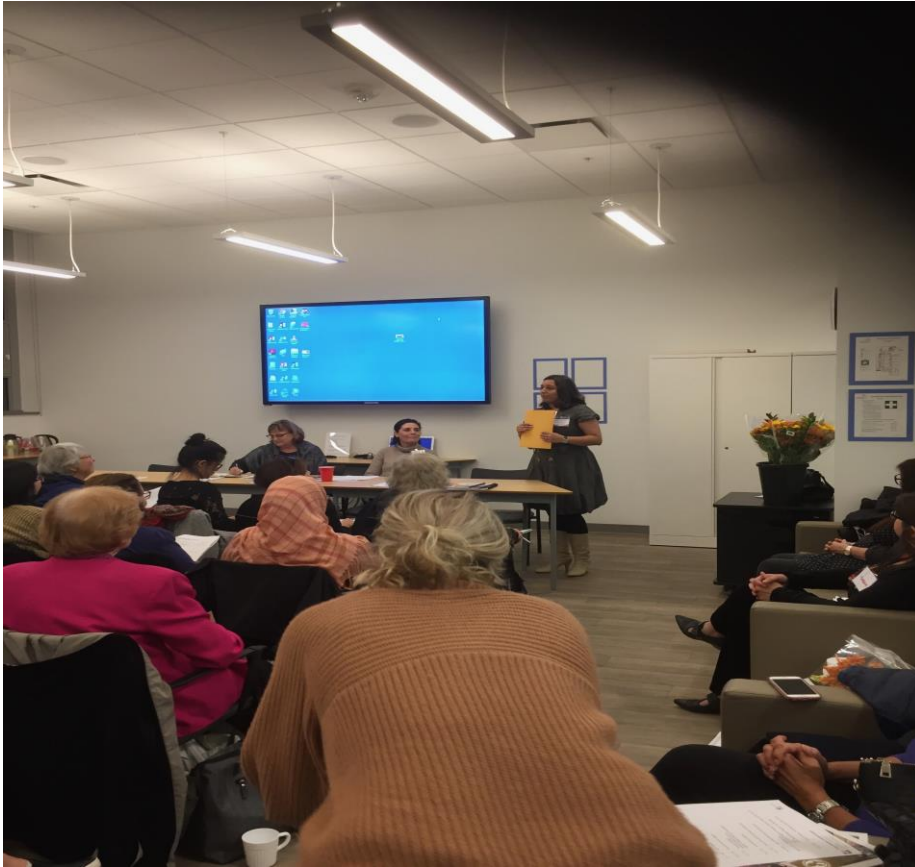


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Connections: Being in the community spaces together beyond the classroom. Building meaningful friendships within our programs. Sharing, supporting, and belonging

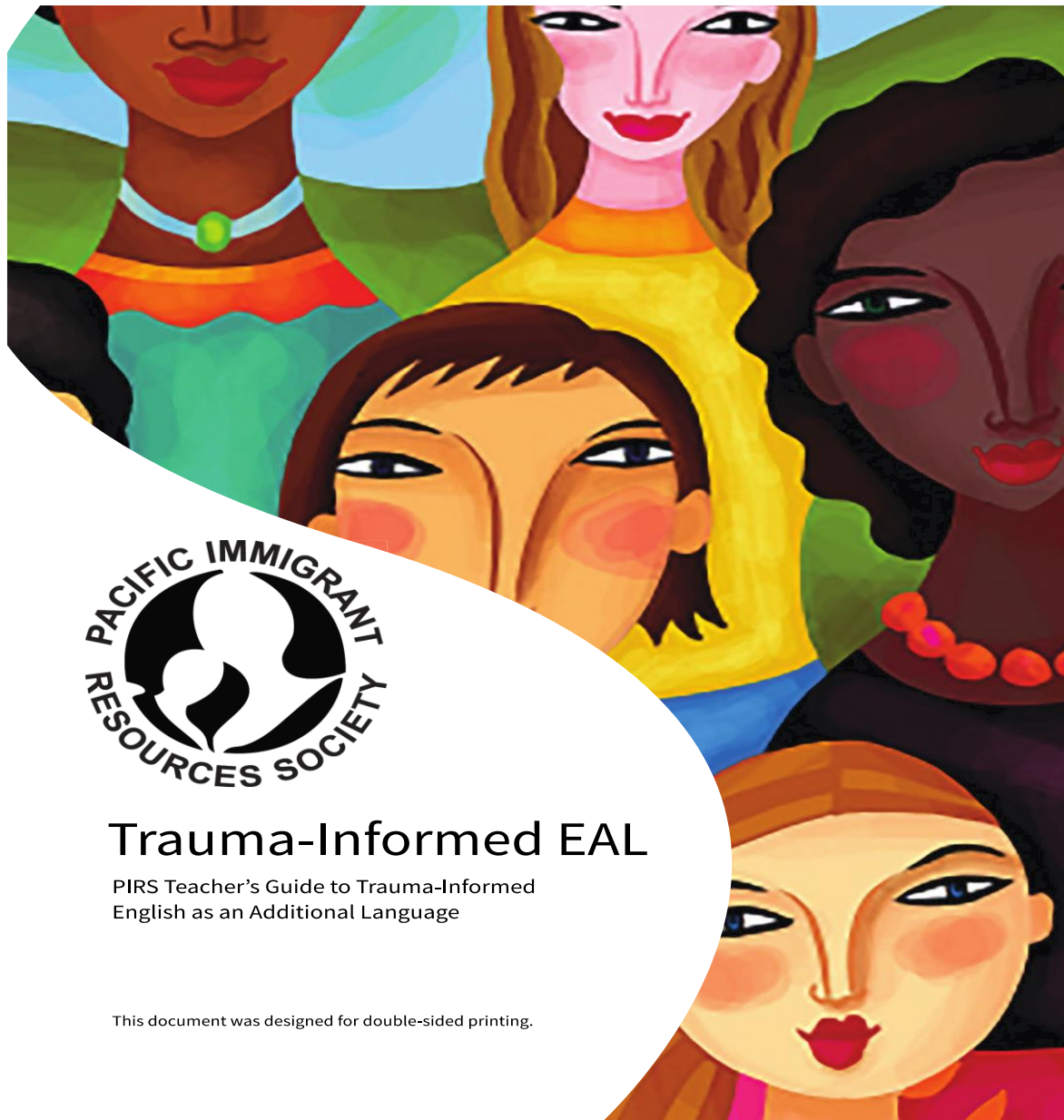


Meaning: Create opportunity for community engagement, volunteerism, and employment. Creating pathways to greater involvement within PIRS



Challenges

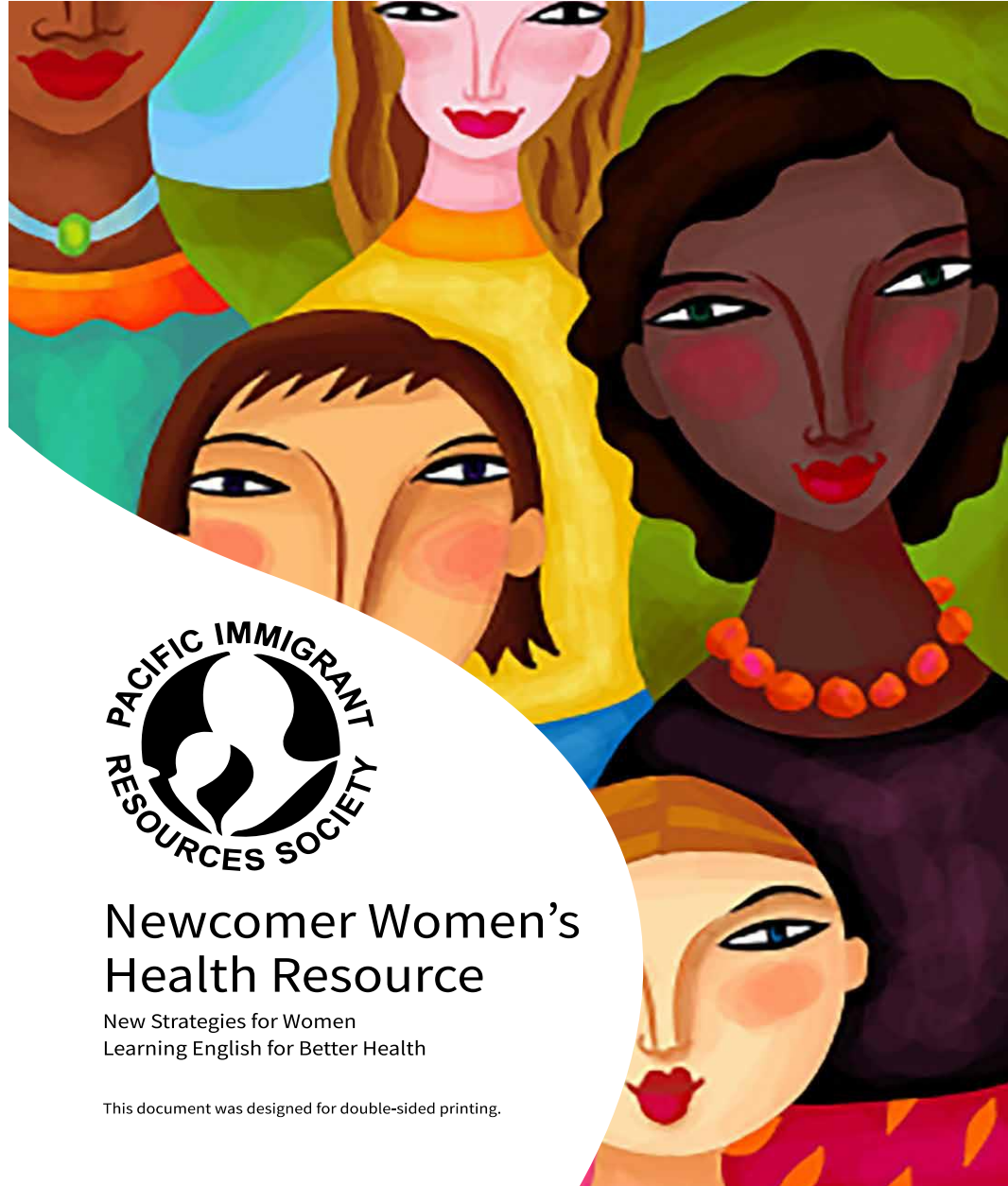
- Waitlists
- Partnerships
- Identifying student English language progression
- Creating full time employment for our staff in the field



Trauma-Informed EAL

PIRS Teacher's Guide to Trauma-Informed
English as an Additional Language

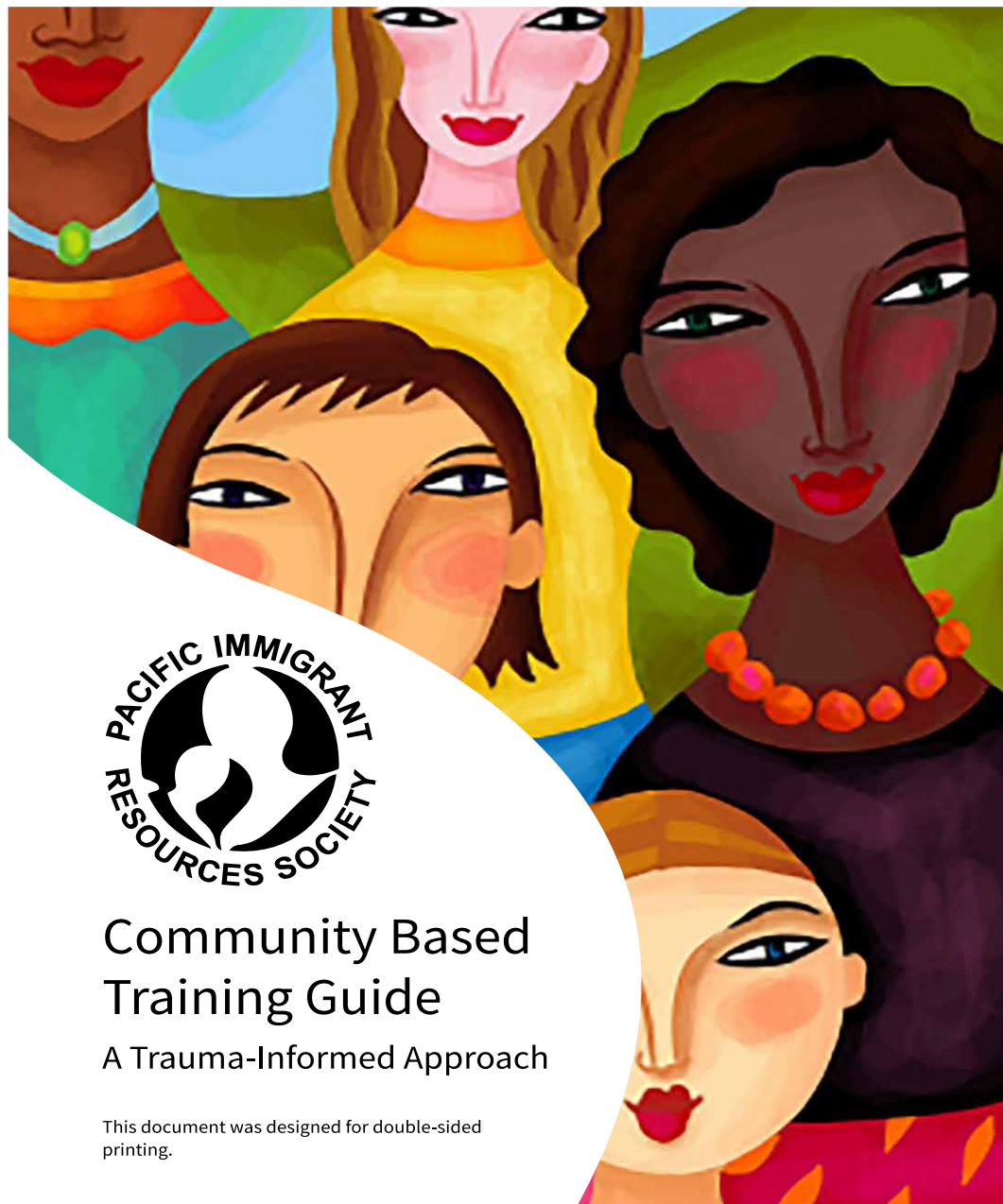
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Newcomer Women's Health Resource

New Strategies for Women
Learning English for Better Health

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Community Based Training Guide

A Trauma-Informed Approach

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printing.

Other resources in the works....

- Women's Leadership, Education, and Development
- Women's Digital Literacy
- Parenting
- EAL for ECE training certificate program
- The Shoe Project

Pacific Immigrant Resources Society

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Trauma Informed Training and Research

Workshops presented in 2017-2018

- PIRS
- Immigrant Community Association (ICA) – Victoria
- Victoria Immigrant and Refugee Community Society VIRCS- Victoria
- Saskatchewan Polytechnic College (Saskatoon)
- Burnaby English Language Centers
- Capilano University
- Metropolis Conferences
- Options (Surrey)
- Surrey Public Libraries
- Canadian Association for Mental Health (Webinar)
- BCTeal Interior Conference – Kelowna
- BCTeal Provincial Conference - UBC
- Chilliwack Settlement Services
- AMSSA Webinars
- Umbrella Health Cooperative
- South Vancouver Neighborhood House

Research Connections and partnerships

Simon Fraser University

University of British Columbia

Center for Health and Gender Equity

BC Women's Newcomer Health Clinic

BC Women's Hospital

BCIT Nursing

Questions?