



College of Public Health & Human Sciences

USING TRAUMA INFORMED CARE TO BUILD COMMUNITY RESILIENCY

Robin Maille, OSU Extension Service- Union & Baker counties

Naomi Tuinstra, Eastern Oregon University

Scott Carpenter, La Grande School District

OPHA Conference, Corvallis, OR, October 15, 2019



Oregon State
University

Learning Objectives

- Describe several community partnerships that help support and promote trauma informed care and resiliency.
- Explain what trauma informed care might look like in a classroom or office.
- Describe practices that help reduce trauma and aim not to re-traumatize individuals.



“Connection and positive relationships can be a powerful tool for reducing and preventing trauma. It helps the brain wire itself to maintain a sense of calm and wellbeing, coping with stressful situations and make better decisions.” (Siegel, 2012)



Photo by [Fresh Grade.com](https://www.freshgrade.com)

Foundations for this work in Union Co.

- ACES training (UCSSC and LGSD), 2016 & 2018
- Trauma Informed Oregon, Trauma Informed Care Training & Implementation Workshop, & Train the Trainer, 2016-2019
- Trauma Stewardship Institute, Baker City, May 2017
- Fostering Resilient Learners: Trauma Informed Practice Summit, La Grande, March & Sept. 2018, (LGSD, COSA, IMESD)
- UC Trauma Informed Coalition forms, May 2018
- Resilience Month: calendar of events, movie screening, discussion, October 2018
- Mental Health First Aid USA, Dec. 2018
- Eastern Oregon Conference on Pain, Trauma, Addiction, Opioids & Other Drugs, March 2019



What is the goal of TIC?

People feel safe

People feel empowered with voice and choice

People feel valued and cared for

People believe the organization has their best interest in mind

People trust the organization, staff and leadership

--TIO, 2018



LGSD Culture of Care

- Tiered levels of intervention including green, yellow and red
- Wellness focus for staff and students
- Professional development for staff to address mental/behavioral issues: conscious discipline, collaborative problem solving, growth mindset

About Growth Mindset: “One of the sayings, the kids know is ‘my brain is like a muscle,’ so when you do something hard, your brain, like a muscle, has to create new neurons and neural pathways.”



Partnerships for mental health

- School-based Health Center w/mental health counselors through CHD
- OHSU Nursing students work with Day Treatment program for K-5 Rising Stars & 6-8 Explore (kids with behavioral health issues)
- New mentoring program for youth at Greenwood Elem.-community volunteers
- “Thursday Thrive” newsletter prepared by EOU Physical Activity & Health Dept.
- Yoga & Mindfulness in Schools
- Conscious Discipline parent training by EO Head Start & LGSD staff
- Trauma Informed Care for parents by NEON



Center for Human Development

Trauma Informed Coalition

- La Grande School District
- Eastern Oregon University (EOU)
- Oregon State University Extension Service-Union County
- Center for Human Development Inc. (public health)
- Union County Local Community Advisory Council-supported by the Eastern Oregon Coordinated Care Organization
- Northeast Oregon Network (NEON)
- Dept. of Human Services (DHS)
- Oregon Health Sciences University, School of Nursing School @ EOU
- Grande Ronde Hospital
- Union County Safe Communities Coalition
- Eastern Oregon Head Start
- Union County Juvenile Dept.
- Yoga & mindfulness in Schools



Union County

**Trauma-
Informed
Coalition**

A coalition of local agencies, schools and individuals working together to cultivate resilience in our community.

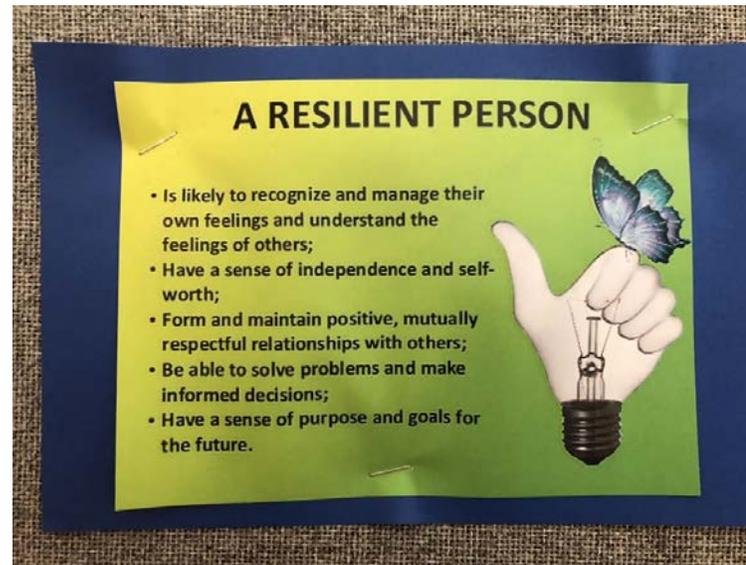
Meeting Norms

- Name tags with preferred gender pronouns
- Agenda
- Community agreements
- Right brain activity
- Learning & sharing topics
- Snacks available (food & drink)
- Fidget toys
- Good of the order-announcements, sharing,...



Examples of Community Agreements

Resiliency



@unioncountyrresilience
@resiliencetrumpsaces

Food as a component of resiliency

- Food resource guide for food insecure families
- Cooking Matters classes-teaching families how to cook healthier on a limited budget
- SNAP Ed programming
- School breakfast and lunch programs
- Farm to School resources
- School Gardens
- Summer Food Programs



Practices that reduce trauma & increase resiliency

- Mindfulness/Calming techniques
- Acknowledge gender identity
- Laughter*
- Routines-predictability
- Provide options/choices
- Manage the lighting & temperature
- Welcoming routines
- Positive feedback to build self-esteem



TIC in the classroom/office

Control the environment

- Lighting
- Seating
- Temperature
- Sounds/Distractions
- Smells/Aromas
- Access to water or bathrooms
- Hunger

Control the agenda and flow

- Follow the plan or agenda
- Establish routines
- Allow for breaks
- Provide materials in a variety of formats
- Begin and end on time
- Acknowledge any changes

Outcomes of trauma-informed care

- Safe and welcoming work/school environment
- Recognizing toxic stress
- Making choices to promote wellness
- Better team work & collaboration because of relationships & connectedness
- Move past cultural stereotypes & biases
- Better emotional self-regulation



Lessons Learned

- Sustainability is more than just funding
- A lot of this work is people dependent—it needs to be part of someone's job description.
- You need to be ever vigilant and on the lookout for new partners and energy and ideas
- Shared responsibility and accountability help



**What can/do you do in your
community?**

My Secret Double – An International Exhibition

Giustina Gallery, LaSells Stewart Center



From Coast to Forest: Building on Community Strengths to Promote Mental Health and Reduce Opioid Abuse in Rural Oregon

New partnership effort with FCH Extension
and OSU Center for Health Innovation in
Tillamook, Lincoln, Union, and Baker
counties.



Oregon State
University

Contact Information

Robin Maille

Assistant Professor of Practice

Oregon State University Extension Service

10507 N. McAlister Rd., La Grande, OR 97850

robin.maille@oregonstate.edu

Tel: 541-963-1064

Resources p.1

- Ginwright, Shaun (2019) The Future of Healing: Shifting from trauma informed care to healing centered engagement, <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- Siegel, Daniel (2012) Mindfulness and neural integration: relationships and reflection on the cultivation of well-being. TEDx StudioCityED, <https://www.youtube.com/watch?v=LiyaSr5aeho>
- Social and emotional learning: Trish Shaffer TedxTalks, Feb. 2, 2014
- <https://www.youtube.com/watch?v=LbfpyJfI1ho&feature=youtu.be>
- SMART goals: <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Resources p.2

- Gender identity: <https://www.hrc.org/resources/glossary-of-terms>
- Fidget toys: <https://www.youtube.com/watch?v=aHH8nIGUSE>
- Brain states: <https://consciousdiscipline.com/free-resources/book-portal/>
- Laughter: <https://chopra.com/articles/laughter-meditation-5-healing-benefits-and-a-10-minute-practice>
- Trauma toolbox for primary care: <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/Pages/Trauma-Guide.aspx>
- Meeting Norms: <http://www.ascd.org/publications/educational-leadership/jul19/vol76/num09/The-Power-of-Team-Norms.aspx>

Photo & Image credits

<https://www.freshgrade.com/blog/making-connections-getting-things-wrong-and-learning-to-amplify-student-voice/>

<http://www.laresilience.org/>

Meeting Norms: <http://www.ascd.org/publications/educational-leadership/jul19/vol76/num09/The-Power-of-Team-Norms.aspx>