

Integrating Trauma Informed Solution Focused Strategies in Family Court

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Setting the Stage

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 - Context of Language
 - Trauma Informed Approach
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- 
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 - Solution Focused Skills
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 - ✓ Relational Skill
 - ✓ Exception Questions
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 - definition

Activity: Once Were Warriors

1. Write down what you are noticing about your own reaction to this film.
 2. In your current job you might come in contact with (directly or indirectly) one of the Heke family members and/or the entire family;
 - A. In your role, who would you interact with?
 - B. Based on your role, write down 5 questions you would normally ask when interacting with this client/family.
- **If you are an administrator, trainer, director, etc... write down 5 questions you would ask of the direct providers (supervisees, contract agencies, etc...) that would be helpful to them in their work with this family.

When we....

... believe that a person who has the capacity to describe something as a problem also has the capacity to describe what "better" means and...

When we....

... focus on what clients want to achieve through the work rather than on the problem(s) that made them seek help or the problem(s) that brought them to us



**...we are being
Solution Focused**

Consider....

*language creates a
psychophysiological
response in us whether we are
actually having the experience or
whether we are just pretending to
have it.*

Context of Language

Problem Talk

- Pathologizing or labeling
- Time spent in talking about what is **NOT** working
- Keeps all of us stuck in the past
- Creates atmosphere of negative feelings

Solution Talk

- Talking outside of the problem
- Reinforces times when the problem is **NOT** a problem
- Amplifies possibilities
- Creates atmosphere of positive feelings

Probability in Language

studies indicate that people are willing to make the leap from possibility to probability and that once an event is judged as likely they make the further leap from probability to actuality

Problem Talk

- Overprotective
- Anger problems
- Depressed
- Oppositional
- Rebellious
- Co-dependent
- Disruptive
- Family issues
- Shy
- Negative peer pressure
- Pain in the ass
- Isolated

Solution Talk

- Concerned/worried
- Sometimes gets upset
- Sometimes sad
- Argues a point often
- Developing his/her own way
- People are important to them
- Often forgets the class rules
- Worries about home life
- Takes time to know people
- People try to influence them
- Gets on your nerves
- Likes being by themselves

Using Language to Create Solutions

- ∞ Wh questions
- ∞ Tentative language
- ∞ Introduce possibilities (**When** you have your children back...)
- ∞ Reframing (giving a positive connotation)
- ∞ Compliments
- ∞ Personal meaning



Techniques to Stay on Track

- Validate and reframe
- Refocus with:
 - Blocking
 - Tentative language
 - Permission to change subject
 - Coping questions
 - Clarifications
- Relating back to goals
- Next small steps



Break



Individuals in our care

Who do we work with?

Systems that we work in

What do we experience?
What may our colleagues experience?

Trauma and it's impact

We each enter into this work with what is
sometimes called:

" Our World View "

Trauma and it's impact

As a result of doing this work we all experience:

“ Our Personal Impact “

“Trauma” may influence...

- the *how*
- the *what*
- the *considerations*

...in our work

Trauma

Psychological trauma is an occurrence which is outside the scope of everyday human experience and which would be notably distressing to almost anyone.

(American Psychiatric Association, 1987)

Trauma

According to the Adverse Childhood Experience Study (ACE) The experience of childhood trauma leads to chronic diseases in adulthood

Psychological trauma is sudden, unexpected, or non-normative

Exceeds the individual's perceived ability to meet its demands

Trauma

Terr(1990) stated:

“ The traumatic experience is overwhelming and can occur either as a single catastrophic event or as a series of ordeals”.

Trauma

It is not the *event* that determines whether something is traumatic to someone, but the individual's *experience* of the event.

Type I or Type II Trauma Reaction

Younger age of onset,	Older age of onset,
Prolonged trauma exposure	Shorter duration trauma exposure
Insecure attachments	Secure attachments

Type II
Complex Trauma

Type I
"Simple" PTSD

Common to Type I and Type II



Implications of Trauma

Increased:

- fight, flight, *freeze* response
- Hypervigilance, arousal, paranoia
- Perceptual and information processing distortions
- Pain tolerance
- Emotional blunting
- Aggression and irritability

Implications of Trauma

Decreased:

- Memory processing and retrieval
- Reality testing
- Body and emotional awareness
- Immune response

Impact on Cognitions

People will hurt me
I'm helpless to prevent bad things from happening
I'm defective
I don't matter
I'm helpless
I'm worthless
I can't trust anyone
You will hurt me

Systems of Care

Interventions that inadvertently trigger a person's trauma network:

- Restraints
- Night bed checks
- Viewing another person being restrained
- "Trust me/us, we know what's best"
- Angry interactions

Boundary violations:

- Walking into rooms without knocking
- Touching (without permission)

Systems of Care

Messages/Actions confirming traumogenic perceptions of self & others:

No progress expected

"you're defective and hopeless"

Disregarding valid needs/requests

"you don't matter"

Over-emphasis on Compliance vs. Collaboration

"you are powerless"

Activity: Once Were Warriors

1. What would you do with the Heke family
2. Based on your role....questions....what would you do to be helpful?



What to do???

Trauma-Informed Care

Will avoid inadvertent retraumatization and will facilitate consumer participation in treatment

(Harris & Fallot, 2001)

How to think about this....

Trauma-Informed Care (TIC)

We stop asking:
“What is **wrong** with this person?”
and begin asking....
“What has **happened** to this person?”

Trauma-Informed Care

May not be specifically designed to treat the actual trauma, but:

- Are informed about
- Sensitive to trauma related issues present in survivors and communities
- May treat with trauma specific treatments

(Jennings, 2004)

Trauma-Informed Care

Provides services which allow clients to

- feel *safe*
- be *accepted*
- be *understood*

by everyone who may come in contact with the client

Trauma-Informed Care

Will avoid inadvertent retraumatization and will facilitate consumer participation in treatment

(Harris & Fallot, 2001)

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(Harris & Fallot, 2001)

Trauma-Informed Care

- See handout of 5 principles

- Self and organization-trauma impact

Lunch



Trauma Informed

- Focus on client's strengths
- Provide the client with power and control
- Create goals with client
- Use positive "everyday" language (ie. normalize, do not speak to clients with clinical jargon)
- Foster a collaborative relationship
- Create a safe environment

Solution Focused

- Utilize a strengths based approach
- Provide the client with the freedom to choose what to make of their circumstances
- Make achievable goals in collaboration with the client
- Utilize "solution" language (ie. normalizing, use language employed by clients)
- Cooperative approach
- Creating a trusting environment

Trauma Informed

- Provide the client with hope regarding their own recovery
- Empowerment
- Client's are the experts of their own situation
- Client feels responsibility and authority
- Focus on what has happened rather than what is wrong with the person

Solution Focused

- Worker is hopeful and optimistic
- Empowerment
- Client's have the solutions within to solve their problems (they know what is best for them)
- The client feels responsible for the solution
- Non pathological approach to therapy, focusing on client's health rather than problems

Solution Focused Work

Is grounded in the client's story-listening to what is different in this client's story

The worker uses respectful curiosity to invite the client to consider possibilities (a future that is different)

The worker and client pay attention to when the differences have occurred and try to build on those times

Solution Focused Work is also

Grounded in the system's story-listening to what is different in the experience of the providers?

The judge uses respectful curiosity to invite the providers to consider possibilities (a future that is different)

The attorney and client pay attention to when the differences have occurred and try to build on those times

Audio Demonstration: It's Her Fault

Case of Ken

1. What is your "gut" reaction to Ken?
2. How do the principles of a trauma informed perspective fit with clients who are labeled as perpetrators?
3. How does the worker use solution focused skills to work toward the client's goal while also focusing on safety?

Coping Questions

How are you managing with all this going on?

How have you managed to prevent it from getting worse?

This sounds hard ---How are you managing to cope with this to the degree that you are?"

How did you manage to get out of bed this morning?

With all you've been through, how are you managing to get by?

What has been helpful that got you through so far?

Coping Questions

Have you been in this situation before?

What did you do to get through it then?

What was the most helpful to you?

Who helped you the most then?

Relationship Questions

- What would your best friend (boss, mother, case worker) say you are like when you are calmer?
- What would _____ notice different about you that will tell her that things are better?
- What will the judge see different in you the next time you appear before her?
- What would your girlfriend say she likes best about your being sober? (Not What your girlfriend would say she hates about your being drunk?)

Break



Exception Questions

- ✓ When is the problem not a problem?
 - *what is different at those times?*
- ✓ When was the problem just a little bit better?
 - *Tell me about a time when you were less depressed.*
- ✓ Amplify the problem-free times
 - *What did you notice about yourself then? What were you doing different then? What did your children notice about you then?*
- ✓ Be curious about the problem free times
 - *How did you manage to do that?*

Scaling Questions

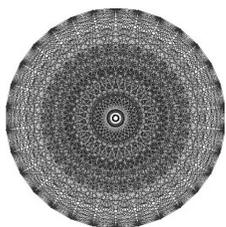
- ~ On a scale of 1 to 10, with 10 being the best things could be, and 1 being the worst they could be, where are things right now?
- ~ Where do you want them to be next week? What will you be doing different when you are at a 6 instead of a 5?
- ~ *[Always have the higher scale number (10) be the desired change]*

Audio Demonstration: It's Her Fault

Case of Ken

1. How does the worker use solution focused skills to work toward the client's goal while also focusing on safety?
2. What about this work resonates for you?

Activity: Kara



Large
Group
Activity

Debriefing

- What fits for you?
- What is the first thing you will do differently as a result of this training?
- What might someone else in this training notice about you as you use the solution focused tools?

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