



Supporting Thriving Communities:

How substance misuse prevention can adapt to be trauma-informed

RPP Training
November 19, 2018
Fireside Inn
Presented by: Gisela Rots



Ground Rules

- Safety is important to our success today. Please support a safe space environment
- Practice self-care as you need to
- Convey the message, but not the messenger (Anonymity)
- What other Ground Rules do you need today?



What brings us here today

- A desire to support members of our communities whose Fight-Flight-Freeze responses can overwhelm their senses
- A consideration that being trauma-informed is being cultural responsive
- We must be nimble (and still evidence-based!)
- Thinking and acting in the best interest of all, and how is that different when trauma is a key issue in our communities.
- Acknowledging that trauma can be part of a person's identity
- We are not talking about treating trauma, but finding ways to mediate it within our communities
- Addressing this is a process, not an add-on or a complete overhaul of our prevention efforts.

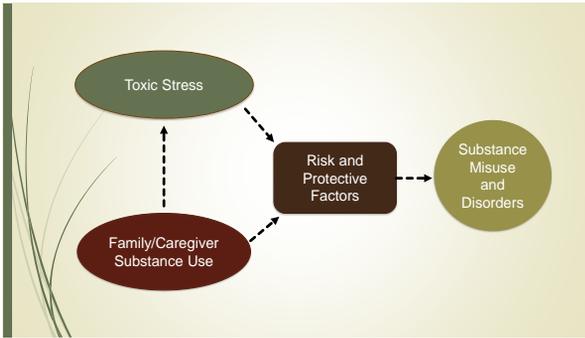
Road Map

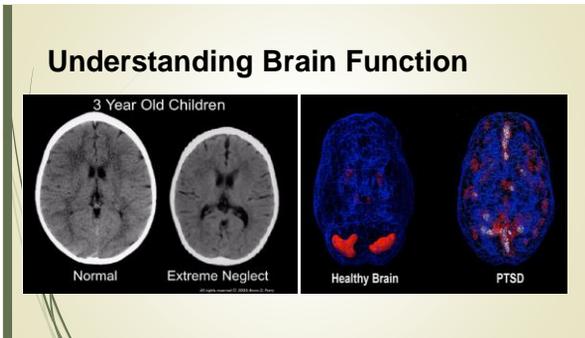
- How are substance misuse prevention, risk and protective factors, and ACEs, trauma, and toxic stress related
- How can we use the SPF to support addressing ACEs and trauma in our prevention efforts?
- Use research and data that demonstrates the strong relationship between ACEs, substance use disorders, and behavioral problems to:
 - Adapting prevention efforts to address ACEs without starting the SPF process over
 - Using a cultural responsiveness lens to ensure prevention is accessible for those with a trauma or ACE history.
- How can we talk about prevention and ACEs/trauma/toxic stress in a way that might resonate with our communities, funder, and policy-makers?

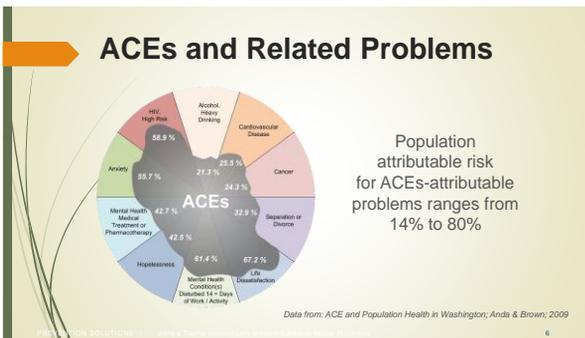
A hope for today...

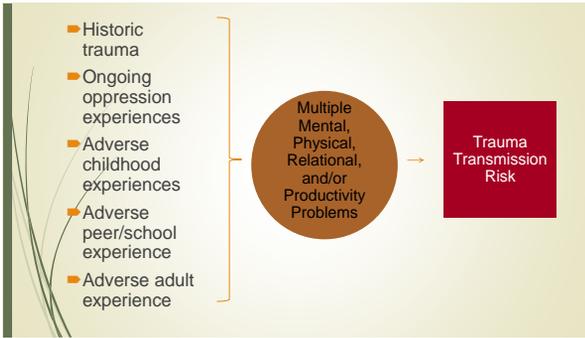
That we leave here thinking not just about WHAT we do, also HOW we do it....

How are substance misuse prevention, risk and protective factors, and ACEs, trauma, and toxic stress related....

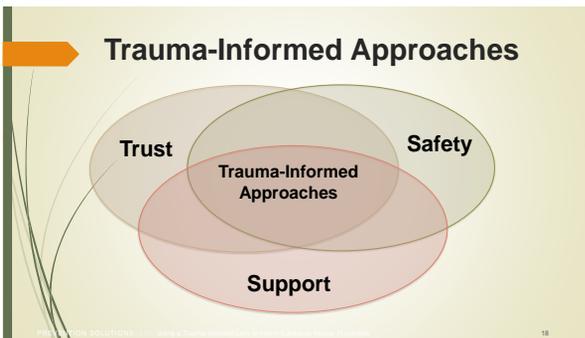








What does being trauma-informed mean?



How Language Creates Change

What's wrong with me, that my life feels so hard?

It's not what's wrong with you; it's what happened to you....

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What can we focus on in our substance misuse prevention contexts

Building up Protective Factors

- Protective factor data provide "positive action" to address complex risky behaviors
- Protective Factors can differ by developmental stage
- Protective Factors can have additive, moderation, or mediation effects
- Protective Factors can impact risk factors at different socio-ecological levels

Protective Factors can increase trust, safety, security... and help people thrive...

Protective Factors that can reduce the impact of trauma and support thriving populations

Consider factors that:

- Focus on the individual level through support for effective coping skills
- Focus on the relationship level by building and supporting attachment
- Focus on community/organizational level by building capacity to increase prosocial social engagement
- Focus on societal level by supporting policies that reduce stigma and increase safety.



Handout: Protective Factors Adolescence through Young Adulthood (SAMHSA's CAPT)

Building Resilience



Let's Recap

- Children exposed to opioid misuse in the home may experience trauma, which can have cyclical and intergenerational impacts when not addressed.
- Trauma-informed approaches, rooted in safety and trust, can further support prevention strategies in the community.
- Prevention practitioners have an important role to play in mitigating the impact and intergenerational transmission of ACEs, and trauma more generally, by promoting use of a trauma/ACE-informed lens for prevention efforts.

How Lamoille Valley has incorporated ACEs into substance misuse prevention efforts

How can we use the SPF to support addressing ACEs and trauma in our prevention efforts?



Collecting Data

- Existing questions available for YRBS, BRFSS
- Search for the presence of protective factors
- At the local-level – qualitative data might be a good opportunity to build this out.

CAUTION: be careful about screening for the presence of trauma, ACEs, or toxic stress, especially in young children!

Sample Data Sources

- **Poverty/income**
 - Census
- **Local law enforcement**
 - County Sheriff and municipal police reports
- **Education and school readiness**
 - <http://education.vermont.gov/data-and-reporting>
 - <http://vermontinsights.org>
- **Interpersonal violence and crime/incarceration trends**
 - Dept. of Corrections
 - Clarina Howard Nichols Center
- **Children's Integrated Services**
 - Dept. for Children and Families
- **Homelessness and Housing Insecurity**
 - <http://www.vsha.org/wp/wp-content/uploads/2017/07/2017-VT-Statewide-Point-in-Time-count.pdf>
- **Food Shelf Utilization**
 - local data
- **Child abuse/neglect and out of home placements for children**
 - <http://dcl.vermont.gov/sites/dcl/files/Protection/docs/2016-CRReport.pdf>
- **Other public health data**
 - http://www.health.vermont.gov/sites/default/files/documents/2016/12/brfss_doreport_momville.pdf

Source: Healthy Lamoille Valley

Additional Data Sources

- County Health Rankings (RWJF):
 - ▶ <http://www.countyhealthrankings.org/app/vermont/2018/overview>
- Kids Count:
 - ▶ <https://datacenter.kidscount.org/data#VT>
- Data Resource Center on Child + Adolescent Health:
 - ▶ <http://childhealthdata.org/browse/survey>
- National Crime Victimization Survey:
 - ▶ <https://www.bjs.gov/index.cfm?ty=dcdetail&iid=245>

Other Assessment Considerations

- Identifying community readiness through additional qualitative data collection through:
 - Key Stakeholder Interviews
 - Focus Groups
 - Presence of Building Flourishing Communities network
 - Presence of Trauma-informed efforts in other parts of the community

Resilience-Infused Community Substance Misuse Prevention Efforts Worksheet

- In small groups, read through the Resilience-Infused community Substance Misuse Prevention Efforts Worksheet, and focus on Part 1.
- Read through the questions in part 1 individually or in pairs, and select at least one of the questions to respond to.
- Then, at your tables, share one or two reflections on what additional data or information you want to access.
- We'll debrief this as a large group.

Opportunities for Collaboration

- Identify shared risk and protective factors
- Build community knowledge related to the intersection of substance misuse and trauma
- Establish opportunities for co-locating services
- Develop cross-organization trauma-informed service standards
- Identify high-need subgroups for targeted interventions

Considerations for Collaboration

- Who has the necessary expertise?
- Who has the authority to speak on this issue?
- Who can influence policy and practice norms?
- Who can shape social and cultural norms?
- Who can teach or model effective approaches?
- Who has or can build the right relationships?
- How does partnership look different when addressing trauma?*

Resilience-Infused Community Substance Misuse Prevention Efforts Worksheet

- In small groups, read through the Resilience-Infused community Substance Misuse Prevention Efforts Worksheet, and focus on Part 2.
- Read through the questions in part 2 individually or in pairs, and select at least one of the questions to respond to.
- Then, at your tables, share one or two reflections on what additional data or information you want to access.
- We'll debrief this as a large group.



Adapting prevention efforts to address ACEs without starting the SPF process over

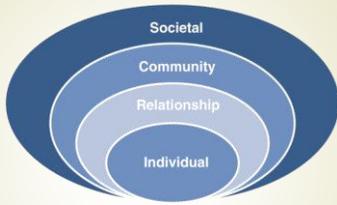
Trauma-Informed Adaptations for Prevention Practice

- Consider strategies that:
 1. Focus on the individual level through support for effective coping skills
 2. Focus on the relationship level by building and supporting attachment
 3. Focus on the community level by building capacity to increase protective factors
 4. Focus on the societal level by supporting policies that reduce stigma and increase safety.

What RPPs are already doing...
Example from Franklin/Grand Isles

Using a cultural responsiveness lens to ensure prevention is accessible for those with a trauma or ACE history.





Incorporating a trauma-informed lens across the socio-ecological framework

Individual Level

- Provide ways for individuals to self-soothe;
- Create space for transitions between activities;
- Assess your own comfort with working with individuals who have experienced trauma.

Relationship-level

- Explore ACE scores of existing staff members and how that might influence how each staff member approaches their work;
- Identify a way to do outreach to families who have not been engaged in existing systems.

Organizational-level

- Revise job descriptions and hiring processes so that the experiences of people who have been exposed to trauma;
- Adapt "zero-tolerance" policies to be "zero indifference" policies;
- Opportunities for inter-generational interactions to promote understanding among colleagues.

Policy/Systems-level

- Support partners in designing soothing spaces (e.g. reduce bright lights, loud noises, include greenery, etc);
- Develop messaging and communications that do not use blaming language;
- Formalize the expectation that supervisors/managers show compassion to supervisees;
- Encourage team bonding activities and do not use a punitive lens during times of conflict, etc;

How can we incorporate this into existing strategies?

Example: RPP strategy adaptation

- **Youth Mentoring:** Our community is currently hosting youth mentoring program. It meets afterschool in the basement of the local community center. The group is open to all youth who have achieved a 2.0GPA and are at least 16 years of age. All group members must have their parents approve their participation and must have been recommended by an adult in school.

Example: RPP Strategy adaptation

- At each of your tables, think through how you implement a program like **Strengthening Families**.
- How can we make it more accessible to our community?

Be prepared to share one adaptation with us!

Resilience-Infused Community Substance Misuse Prevention Efforts Worksheet

- In small groups, read through the worksheet, (insert worksheet title), and focus on Part 3.
- Complete part 3 and make a commitment to make a change in how you/your organization/your community approaches its substance misuse prevention efforts.
- We'll debrief this as a large group.



How can we talk about prevention and ACEs/trauma/toxic stress in a way that might resonate with our communities, funder, and policy-makers?



Recommendations from Frameworks Institute

- GO: Pair the value of Responsibility with explanations of the effects of adolescent substance use.
- GO: Use the Boiling Over metaphor to correct misperceptions and boost understanding.
- GO: Explain primary care providers' role in preventing adolescent substance use.
- GO: Feature pediatricians and adolescents as messengers.
- GO: Use alternatives to the word "screening" whenever possible.
- CAUTION: The order of your message matters, so curb the impulse to open with an appeal to the value of prosperity.
- CAUTION: Think twice before hitting the gas on analogies to other health problems, which is a largely ineffective strategy.
- STOP: Don't appeal to the value of health and happiness.
- STOP: Don't let the term "screening" drive solo.

Source: Frameworks Institute Communications Playbook



Other Potential Values + Metaphors from Frameworks

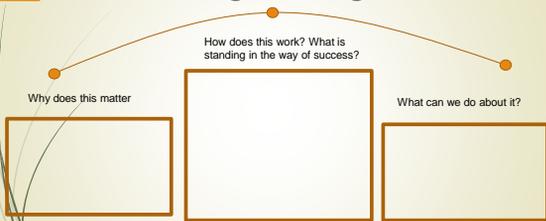
- Value: Human Potential**
 - When we support wellbeing, we make sure that everyone can reach their potential and fully contribute to our communities
- Metaphor: Brain Architecture**
 - The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood.
 - This is an orderly process that needs a strong foundation
- Metaphor: Toxic Stress**
 - Chronic, severe stressors can cause a response that is toxic to the developing brain and has long-term effects on health and wellness. Supportive relationships can serve as a buffer against a toxic stress response.
 - Toxic stress disrupts the architecture of the developing brain.
- Metaphor: Resilience Scale**
 - A positive child outcome is like a scale that is tipped toward one side. It can be influenced by counterbalancing weights and by adjusting the balance point.
 - Weights can be added to or taken from either side at any time.

Source: Frameworks Institute

Frameworks Institute: Discussion Questions

- Think about the spaces and places where you talk about your work.
- How do you tend to talk about why your work matters?
- What strategies do you tend to use to explain how addiction/prevention works?
- How might you have inadvertently reinforced problematic ways of thinking?
- How do you talk about solutions?
- How might you change the conversation?

Putting it all together



Source: Frameworks Institute



Wrap-up and Evaluation

References

- Frameworks Institute, *Reframing Adolescent Substance Use and Its Prevention, Communications Playbook*, 2018
- Guarino, K., Soares, P., Konnath, K., Clervil, R., and Bassuk, E. (2009). Trauma-Informed Organizational Toolkit. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the W.K. Kellogg Foundation, page 17.
- National Research Council and Institute of Medicine. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities* (O'Connell, M. E., Boat, T., & Warner, K. E., Eds.) (pp 75-80, Appendix E). Washington, DC: National Academies Press.
- Shonkoff, J.P., Phillips, D.A. Editors; Committee on Integrating the Science of Early Childhood Development; National Research Council and Institute of Medicine. Retrieved from: <http://nap.edu/9824>
- Thomas J. Schofield, M. B. Donnellan, M. T. Merrick, K. A. Ports, J. Klevens, R. Leeb, *Intergenerational Continuity in Adverse Childhood Experiences and Rural Community Environments*, American Journal for Public Health, September 2016
- Three Principles to Improve Outcomes for Children and Families, Center on the Developing Child, Harvard University: <https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-to-improve-child-family-outcomes/>

Resources

- Alberta Family Wellness Initiative: <https://www.albertafamilywellness.org/>
- ECHO: <https://www.echoparenting.org/resources/>
- Frameworks Institute, *Reframing Adolescent Substance Use and Its Prevention*: http://frameworksinstitute.org/assets/files/adolescence_youth/reframing_adolescent_substance_use_playbook_2018.pdf
- Missouri Policy Guidance for Trauma Informed Human Resources Practices: https://dmh.mo.gov/traumas/docs/HRC_Policy_Guidance%2017.pdf
- Prevention Institute + Kaiser Permanente, *Adverse Community Experiences and Resilience*, <https://www.preventioninstitute.org/sites/default/files/publications/Adverse%20Community%20Experiences%20and%20Resilience.pdf>
- SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach: <https://store.samhsa.gov/system/files/sma14-4884.pdf>
