

JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE  
**Trauma-Informed Care | A Focused Approach**



**PARTICIPANT GUIDE**

**Juvenile Justice Training Academy**

Texas Juvenile Justice Department

11209 Metric Blvd | Building H

Austin, Texas 78758

512.490.7913

[www.tjjd.texas.gov](http://www.tjjd.texas.gov)

[juvenilejusticetrainingacademy@tjjd.texas.gov](mailto:juvenilejusticetrainingacademy@tjjd.texas.gov)



**JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE**

**TRAUMA-INFORMED CARE | A FOCUSED APPROACH**

January 1, 2018

Developed by Juvenile Justice Training Academy

Texas Juvenile Justice Department

11209 Metric Blvd | Building H

Austin, Texas 78758

Phone ♦ 512.490.7600 | Fax ♦ 512.490.7601

**TABLE OF CONTENTS**

---

SECTION I: WHAT IS TRAUMA? ..... 5

SECTION II: TRAUMA AND DEVELOPMENT ..... 10

SECTION III: DELIVERING TRAUMA-INFORMED CARE..... 13

SECTION IV: TRAUMA AND ADULTS ..... 16

FINAL THOUGHTS ..... 19

APPENDIX..... 21

This page intentionally left blank.

## INTRODUCTION

---

This course will explore trauma, its effects, and the impact on individual lifespans. Strategies on how to deliver trauma-informed care to juveniles and juvenile justice professionals who have experienced trauma will be examined.

### Video | Freedom Writers

---

---

---

## OBJECTIVES

---

1. Describe the different types of trauma and its prevalence within the juvenile justice population.
2. Examine the impact of traumatic events on juveniles and juvenile justice professionals.
3. Given a scenario, outline appropriate strategies to implement upon identifying a traumatized juvenile.

## NOTES

---

---

---

## SECTION I: WHAT IS TRAUMA?

---

- |   |                              |
|---|------------------------------|
| ▪ Trauma  | ▪ Stress                     |
| • Deeply distressing                                  | • Causes imbalance           |
| • Real or perceived threat to a person or a loved one | • Okay in some cases         |
| • Sense of terror, fear                               | • Aids in better performance |
| • Impacts overall health                              | • Brief, situational         |







**ACTIVITY: ACE QUESTIONNAIRE**

---

Instructions: Answer each question and determine the score for each. After all questions are answered, add up all of the scores to determine your ACE score.

**WHILE YOU WERE GROWING UP, DURING YOUR FIRST 18 YEARS OF LIFE:**

1. Did a parent or other adult in the household **often or very often**-  
Swear at you, insult you, put you down, or humiliate you?  
**OR**  
Act in a way that made you afraid you might be physically hurt?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
2. Did a parent or other adult in the household **often or very often**-  
Push, grab, slap, or throw something at you?  
**OR**  
**Ever** hit you so hard you had marks or were injured?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
3. Did an adult or person at least 5 years older than you **ever**-  
Touch or fondle you or have you touch their body in a sexual way?  
**OR**  
Attempt or actually have oral, anal, or vaginal intercourse with you?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
4. Did you **often or very often** feel that-  
No one in your family loved you or thought you were important or special?  
**OR**  
Your family didn't look out for each other, feel close to each other, or support each other?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
5. Did you **often or very often** feel that  
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?  
**OR**  
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
6. Were your parents **ever** separated or divorced?  
YES    NO            If yes, enter 1 \_\_\_\_\_
  
7. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?  
YES    NO            If yes, enter 1 \_\_\_\_\_

8. Was your mother or stepmother  
**Often or very often** pushed, grabbed, slapped, or had something thrown at her?  
**OR**  
**Sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard?  
**OR**  
**Ever** repeatedly hit at least a few minutes or threatened with a gun or knife?  
YES NO If yes, enter 1 \_\_\_\_\_

9. Was a household member depressed or mentally ill, or did a household member attempt suicide?  
YES NO If yes, enter 1 \_\_\_\_\_

10. Did a household member go to prison?  
YES NO If yes, enter 1 \_\_\_\_\_

Add up the "YES" answers. \_\_\_\_\_ **This is your ACE score.**

**NOTES**

---

---

---

---

---

---

---

---

---

---

**SECTION II: TRAUMA AND DEVELOPMENT**

- Causes changes in the brain
- Alters perceptions
- Hypervigilance
- Increased cortisol levels

**TRAUMA**  
Leaves a lasting imprint  
on the mind and body.

| Childhood

▪ Infancy to 5 Years of Age

**Key Benchmarks**

Developing secure attachment to caregiver  
Understanding behavior's impact on the world  
Recognizing emotional cues  
Strengthening language and motor skills

**Impact of Trauma**

Physical complaints | head or stomach aches  
Distress | depression, anxiety, anger  
Dysregulation | over, under response to stimuli  
Developmental delays

---

---

---

▪ 6-11 Years of Age

**Key Benchmarks**

Skills to manage fears, anxieties, aggression  
Capacity to maintain attention  
Ability to control impulses  
Manage physical response to danger

**Impact of Trauma**

Emotional swings  
Learning difficulties  
Specific anxieties or fears  
Attention seeking behavior

---

---

---

| Adolescence

▪ Physical Development

**Key Benchmarks**

Adjustment with body maturation  
Adapt to increased hormone levels

**Impact of Trauma**

Distress caused by body development  
Alterations with immune system | asthma, acne  
Maladaptive behavior used to cope

---

---

---

---

---

▪ **Social Development**

**Key Benchmarks**

Process of finding oneself  
Formation of relationships  
Self-identity

**Impact of Trauma**

Isolation  
Distrust of others  
Poor boundaries

---

---

---

▪ **Behavioral | Emotional Development**

**Key Benchmarks**

Impulse control  
Defer gratification  
Long term goals

**Impact of Trauma**

Reckless or risky behavior  
Difficulty describing feelings  
Avoidance of trying new things

---

---

---

▪ **Cognitive Development**

**Key Benchmarks**

Abstract thinking  
Take in information and retain it  
Apply information, particularly in academics

**Impact of Trauma**

Memory impairment  
Trouble concentrating  
Lack of focus

---

---

---

▪ **Independent Development**

**Key Benchmarks**

Solid self-identity  
Career goals  
Positive relationships with mentors

**Impact of Trauma**

Fail to envision a future  
Lack of self-sufficiency  
Ill-equipped to make decisions

---

**Trauma has a direct correlation between juveniles and the risk of delinquency**

- Disregard for rules; impulsivity
- Display defiant or challenging behavior
- Punitive consequences

**NOTES**

---

---

---

---

---

---

---

**SECTION III: DELIVERING TRAUMA-INFORMED CARE**

**A system, agency, organization, or department must:**

- Realize the ramifications of trauma
- Recognize the signs and symptoms of trauma
- Implement a trauma-informed approach
- Avoid re-traumatizing juveniles, families, and each other

---

---

---

---

---

---

---

---

---

---

---

**| Essential Elements of Trauma-Informed Care**

- Trauma-informed policies and procedures
    - Safety for juveniles and families
    - Mindful of re-traumatizing
  - Identification and screening
    - Valid and reliable screening tools
    - Relationships based on trust
  - Clinical assessments and interventions
    - Address symptoms of trauma
    - Interventions by mental health professionals
  - Trauma-informed programs | Educated Staff
    - Resilience emphasized
    - Training on trauma
  - Resources to manage vicarious trauma
    - Wellness programs for everyone
    - Support for employees
  - Family engagement
    - Families treated as partners
    - Collaborate on decisions
  - Collaboration with other systems
    - Partner with other entities working with juveniles
    - Easy information sharing
  - Address disparities
    - Review what contributes to disparity
    - Decisions based on individual needs
- 
- 
- 
- 

**| What must YOU do?**

- **Provide skills to regulate emotions**
  - Model appropriate communication
  - Encourage physical activities
  - Recommend enjoyable activities
- **Provide strategies for reasoning**
  - Discuss consequences calmly
  - Alternative ways to react
- **Create positive relationships | Develop resilience**
  - Highlight strengths
  - Suggest appropriate coping skills
  - Family relationships

**| Resilience Trumps ACEs**

---

---

**ACTIVITY: TIC CASE STUDY**

---

Instructions: After viewing a short video clip, list the traumatic events revealed and symptoms of trauma you hear. Identify the trauma-informed strategies you would implement if this juvenile was in your care. Be prepared to share your responses with the large group.

What traumatic events did Terrance reveal?

---

---

---

---

What behaviors or symptoms did Terrance describe?

---

---

---

---

---

Using the interventions we just talked about, how would you apply the interventions we just talked about to deliver trauma-informed care to Terrance?

---

---

---

---

---

---

**NOTES**

---

---

---

---

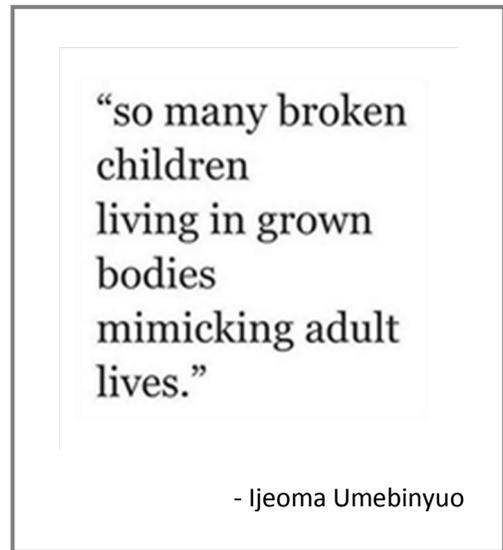
---

**SECTION IV: TRAUMA AND ADULTS**

---

**| Possible mindsets caused by trauma**

- The False Self
  - Become the child a parent would prefer
  - Begin presenting this person to the world
  - Causes buried emotions and fear of rejection of true self
  
- Victimhood
  - Think of oneself as a victim
  - Negative self-talk
  - Remain in negative situations
  
- Passive-Aggressiveness
  - Believe expressing anger is wrong
  - Suppression of anger
  - Anger expressed in hostile manner
  
- Passivity
  - Never express any feelings
  - Low self-esteem
  - Loss of opportunities



---

---

---

---

**| Vicarious Trauma**

- Also called compassion fatigue
- Can be caused by very nature of the job
- Can cause burnout

**Symptoms of burnout:**

- Depression
- Anxiety
- Health problems
- Hopeless feelings

**Manifested by:**

- Sharing same negative feelings as families
- Labeling families unfairly
- Defensiveness
- Dreading work

---

---

---

---

**ACTIVITY: REFLECTIONS**

Instructions: Write down a situation which caused you to experience vicarious trauma while in your role as a juvenile justice professional or in your own life. After you are finished, partner with someone you don't know, share your reflections and what skills you used to cope with your feelings.

**Reflection |**

---

---

---

---

**Skills used to cope |**

---

---

---

---

| Self-Care Strategies

- We must remember to take care of ourselves
- Only way to supervise appropriately and effectively

**ACTIVITY: TAKING CARE OF YOU**

Instructions: Read through each category and check the items you currently have implemented in your life. When you are done, identify some things you can do to increase care in each area.

<p><b><u>Physical Self-Care</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eat regularly (e.g. breakfast, lunch, and dinner)</li> <li><input type="checkbox"/> Eat healthy</li> <li><input type="checkbox"/> Exercise</li> <li><input type="checkbox"/> Get regular medical care for prevention</li> <li><input type="checkbox"/> Get medical care when needed</li> <li><input type="checkbox"/> Take time off when needed</li> <li><input type="checkbox"/> Get massages</li> <li><input type="checkbox"/> Dance, swim, walk, run, play sports, sing, or do some other fun physical activity</li> <li><input type="checkbox"/> Take time to be intimate</li> <li><input type="checkbox"/> Get enough sleep</li> <li><input type="checkbox"/> Wear clothes you like</li> <li><input type="checkbox"/> Take vacations</li> <li><input type="checkbox"/> Take day trips or mini-vacations</li> <li><input type="checkbox"/> Make time away from telephones</li> </ul>	<p><b><u>Emotional Self-Care</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spend time with others whose company you enjoy</li> <li><input type="checkbox"/> Stay in contact with important people in your life</li> <li><input type="checkbox"/> Give yourself affirmations, praise yourself</li> <li><input type="checkbox"/> Love yourself</li> <li><input type="checkbox"/> Re-read favorite books, re-view favorite movies</li> <li><input type="checkbox"/> Identify comforting activities, objects, people, relationships, places and seek them out</li> <li><input type="checkbox"/> Allow yourself to cry</li> <li><input type="checkbox"/> Find things that make you laugh</li> <li><input type="checkbox"/> Express your outrage in social action, letter and donations, marches, protests</li> <li><input type="checkbox"/> Play with children</li> </ul>
<p><b><u>Psychological Self-Care</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make time for self-reflection</li> <li><input type="checkbox"/> Have your own personal psychotherapy</li> <li><input type="checkbox"/> Write in a journal</li> <li><input type="checkbox"/> Read literature unrelated to work</li> <li><input type="checkbox"/> Do something at which you are not the expert or in charge</li> <li><input type="checkbox"/> Decrease stress in your life</li> <li><input type="checkbox"/> Let others know different aspect of you</li> <li><input type="checkbox"/> Notice your inner experience   Listen to your thoughts, judgements, beliefs, attitudes, and feelings</li> <li><input type="checkbox"/> Say “no’ to extra responsibilities sometimes</li> <li><input type="checkbox"/> Practice receiving from others</li> <li><input type="checkbox"/> Be curious</li> </ul>	<p><b><u>Workplace   Professional Self-Care</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take a break during the workday (e.g. lunch)</li> <li><input type="checkbox"/> Take time to chat with colleagues</li> <li><input type="checkbox"/> Make quiet time to complete tasks</li> <li><input type="checkbox"/> Identify projects or tasks which are exciting and rewarding</li> <li><input type="checkbox"/> Set limits with your clients and colleagues</li> <li><input type="checkbox"/> Balance your caseload so no one day or part of a day is “too much”</li> <li><input type="checkbox"/> Arrange your work space so it is comfortable and comforting</li> <li><input type="checkbox"/> Get regular supervision or consultation</li> <li><input type="checkbox"/> Negotiate for your needs (benefits, pay raise)</li> <li><input type="checkbox"/> Have a peer support group</li> <li><input type="checkbox"/> Develop a non-trauma area of professional interest</li> </ul>

<p><b><u>Relationship Self-Care</u></b></p> <p>___ Schedule regular dates with my partner or spouse</p> <p>___ Schedule regular activities with my children</p> <p>___ Make time to see friends</p> <p>___ Call, check on, or see my relatives</p> <p>___ Spend time with companion animals</p> <p>___ Stay in contact with faraway friends</p> <p>___ Make time to reply to personal emails and letters; send holiday cards</p> <p>___ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity</p> <p>___ Allow others to do things for me</p> <p>___ Enlarge my social circle</p> <p>___ Ask for help when needed</p> <p>___ Share a fear, hope, or secret with someone you trust</p>	<p><b><u>Balance Self-Care</u></b></p> <p>___ Strive for balance within your work-life and workday</p> <p>___ Strive for balance among work, family, relationships, play, and rest</p> <hr/> <p><b><u>Areas Needing Improvement</u></b></p> <hr/> <hr/> <hr/> <hr/>
---	---

**Other coping strategies**

- Seek support
- Reduce trauma reminders
- Build your own resilience
- Find a personal way to process

**NOTES**

---



---



---



---

**FINAL THOUGHTS**

- Trauma and its effects are highly prevalent in juveniles involved in the juvenile justice system.
- High ACEs contribute to delays in development and increased health risks in adulthood.
- Productive lives can be lead despite traumatic experiences.

This page intentionally left blank.

# APPENDIX

For more information on ACEs, visit the following:

ACES Too High News <https://acestoohigh.com/got-your-ace-score/>

For more information about *Dr. Nadine Burke Harris and the Center for Youth Wellness*, visit:

<http://www.drnadineburkeharris.com/>

*Discover 40 Developmental Assets and Action Plans for Adolescents* at:

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

For more information on *Paper Tigers*, visit:

<http://kpfjfilms.co/paper-tigers/>