

## What Can We Do?

Trauma is part of the human experience and working from a trauma informed lens acknowledges the prevalence of trauma within the population. As such, front line workers in the human services sector can anticipate that they will often serve individuals who have experienced or been affected by trauma. This two day training acknowledges the prevalence and significant impact of trauma in an individual's life and aims to inform service providers how to apply a trauma-informed lens to their current practice. Trauma-informed care aims to provide services in ways that recognize the client's need for emotional and physical safety, as well as provide the opportunity for client choice, control and collaboration in one's own support and services provided (Arthur et al., 2013).



*Trauma occurs as the result of an intense event that threatens the safety or security of an infant, child or youth. Trauma may also result from prenatal stress, for example, fetal alcohol exposure, or a brain injury. Prolonged exposure to traumatic events can lead to toxic stress for a child, which changes the child's brain development; sensitizes the child to further stress; leads to heightened activity levels; and affects future learning and concentration. Most importantly, trauma impairs the child's ability to trust and relate to others.*

*- Foundations of Caregiver Support  
2015 Alberta Human Services*

## Trauma Informed Care: Translating Trauma Informed Principles into Practice

January 28 & 29, 2016

By the end of this workshop, participants will be able to

- Define trauma and discuss the different types of trauma
- Identify the signs and symptoms of trauma
- Define trauma-informed practice
- Identify the main principles of trauma-informed practice
- Explore how to implement trauma-informed principles into their own practice
- Recognize the impact working with trauma can have on a practitioner and understand the importance of self-care and reflective practice
- Employ strategies to evaluate the impact of the implementation of trauma-informed practice into their work

### In This Issue

- Trauma Informed Care
- Mental Health First Aid
- ASQ & ASQ:SE
- RAP
- ECDSS Conference

# Are You Prepared?

## How many people experience mental illness?

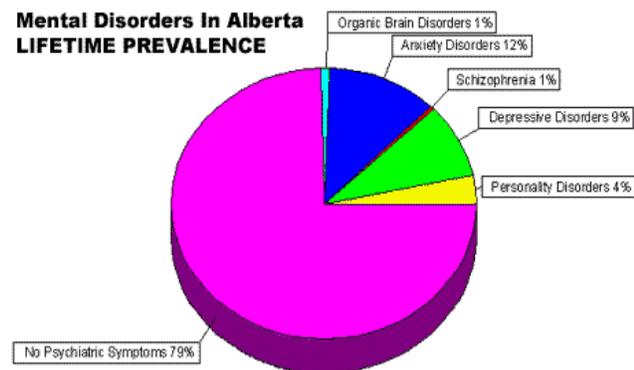
One in five adult Canadians (21.3 percent) will suffer a mental disorder in their lives. This figure translates into 4.5 million people. Anxiety disorders and depression are the most common. Approximately 2.5 million Canadian adults, or over 10% of the population, 18 and older will have a depressive disorder. (Source: Bland et al, University of Alberta).

## Mental Health First Aid Basic Adult Training January 20 & 21, 2016

This training is a comprehensive introduction to common mental health disorders that impact many of the families supported by community programs. While practitioners are often well versed in physical first aid, there is often a lack of understanding related to mental health first aid. Content covers areas including common mental health problems, addictions, anxiety disorders, depression and psychotic disorders.

### This training prepares participants to:

- Recognize the signs of mental health problems
- Explore how to reduce stigma surrounding mental health problems
- Discuss strategies for reducing the anxiety practitioners feel when providing assistance



[https://alberta.cmha.ca/mental\\_health/statistics/](https://alberta.cmha.ca/mental_health/statistics/)

## Why Screening Matters

Screening young children is an effective, efficient way for professionals to gauge developmental progress and determine meaningful next steps—at a time when action can have its greatest impact: during a child's first years of life. Because social-emotional and developmental delays in children can be subtle and can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. In fact—this happens 70% of the time when busy pediatricians and specialists rely on clinical judgment alone. (Source: Glascoe, F.P. (2000). Early detection of developmental and behavioral problems. *Pediatrics in Review*, 21(8), 272–280).

## ASQ & ASQ:SE Training January 19, 2016

Using observations and daily interactions the ASQ and ASQ:SE provide a more complete picture of a child's development as compared to a more traditional "single snapshot" assessment.

### This training prepares participants to:

- Discuss the importance of developmental screening for infants and young children
- Explore the resources and services available for families if referrals are necessary
- Practice introducing ASQ/ASQ:SE to families, scoring the tool, interpreting scores, and sharing results with families in a safe environment
- Identify activities which support child development in relationship with the ASQ/ASQ:SE results

## RAP Works

In order to support CFS and Community organization staff with the implementation of RAP concepts, we followed up with our past participants to see how they were doing.

### We asked:

Do you use the Circle of Courage philosophy and the RAP strategies of Connect, Clarify, and Restore with your:

Colleagues?  
**89% say yes**

Clientele?  
**89% say yes**

Those in your personal life?  
**88% say yes**

### We also learned that:

100% agreed that: RAP training provides practical ways to connect with challenging young people

And

100% agreed that: RAP training helps participants to better understand people exhibiting pain based behaviors

# “Human beings are neurobiologically meant to be connected to others”

Dr. Bruce Perry, MD Address to National Council for Behavioral Health, Washington, DC, May 4, 2014

## **BELONGING, MASTERY, INDEPENDENCE AND GENEROSITY**

These are the four growth needs taught through the Circle of Courage®. Along with the RAP strategies of Connect, Clarify and Restore we build relationships which are respectful and sustainable for all.

## Response Ability Pathways (RAP Training January 20 & 21, 2016)

Response Ability Pathways (RAP) is a tool that teaches professionals to respond to needs rather than react to problems, connect positively with those in need, clarify problems, and restore broken bonds. It assists us in tapping into and developing the innate strength and resilience not only of those we serve, but anyone we interact with in our daily lives. Providing support in moments of crisis strengthens connections and coping skills. This is when we see the greatest progress towards resilience and self-control.

### The course will prepare participants to:

- Respond to pain based behaviors
- Recognize the four growth needs of the Circle of Courage inherent in all people
- Learn ways to repair broken bonds to maximize resilience, capacity, respect, and independence
- Recognize the pain behind outward behaviors and the effective use of strategies to build positive connections



ECSS Participants' Circle of Courage

# 2016 Annual Conference

REGISTRATION NOW OPEN, EARLY BIRD RATES UNTIL JANUARY 31, 2016, LIMITED SEATING!

## Staying Ahead of The Curve: An Introduction to Trauma Informed Care

### February 25, 2016

This event will be the venue in which the latest research of the effects of trauma on children, families and practitioners will be explored, in alignment with Alberta's commitment to supporting children, youth and families.

#### Foundations of Caregiver Support June 2015 Alberta Human Services

Our vision for infants, children and youth involved with CFS is that they are nurtured by empathic, responsive caregivers who accept them as they are, respond to them in a developmentally appropriate manner, interpret their behavior through a trauma informed lens and have an appreciation for the impact of grief and loss.

Throughout the conference, social workers, child and youth workers, home visitors, nurses, teachers, parents and child care providers will hear from **Canadian leaders in the field of Trauma Informed Practice Judge John Reilly, Faye Hamilton, and Dr. Nancy Poole**. They will participate in individual reflection and facilitated reflection with colleagues, as well as have the opportunity to pose questions to the presenters through our Twitter feed (**#ecdssTIP**) and a speaker panel at the end of the day. Because of this, conference participants will not only leave with new knowledge, but will have already had multiple opportunities to begin embedding this information into their daily practice, meaning it will transfer much more quickly into their interactions with Alberta's children and families.



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## Contact Us

Give us a call for more information about our trainings and support services

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