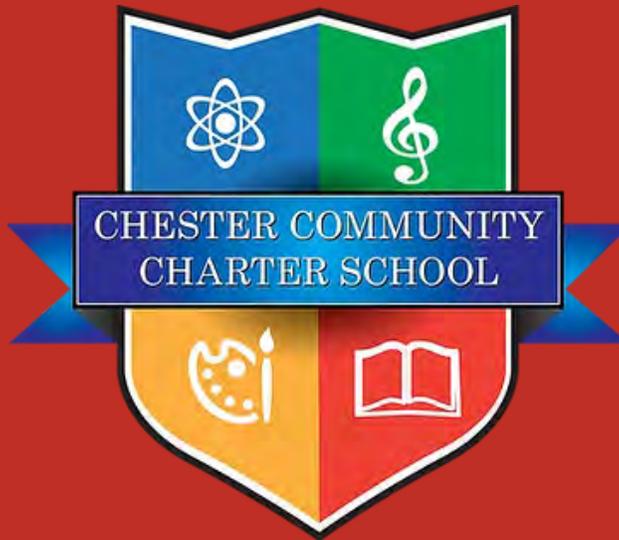


TRAUMA-INFORMED SERIES

Responding to Community Tragedies



InterACTT
— INTERNATIONAL ALLIANCE —
FOR CARE AND THREAT TEAMS

D·PREP
SAFETY DIVISION

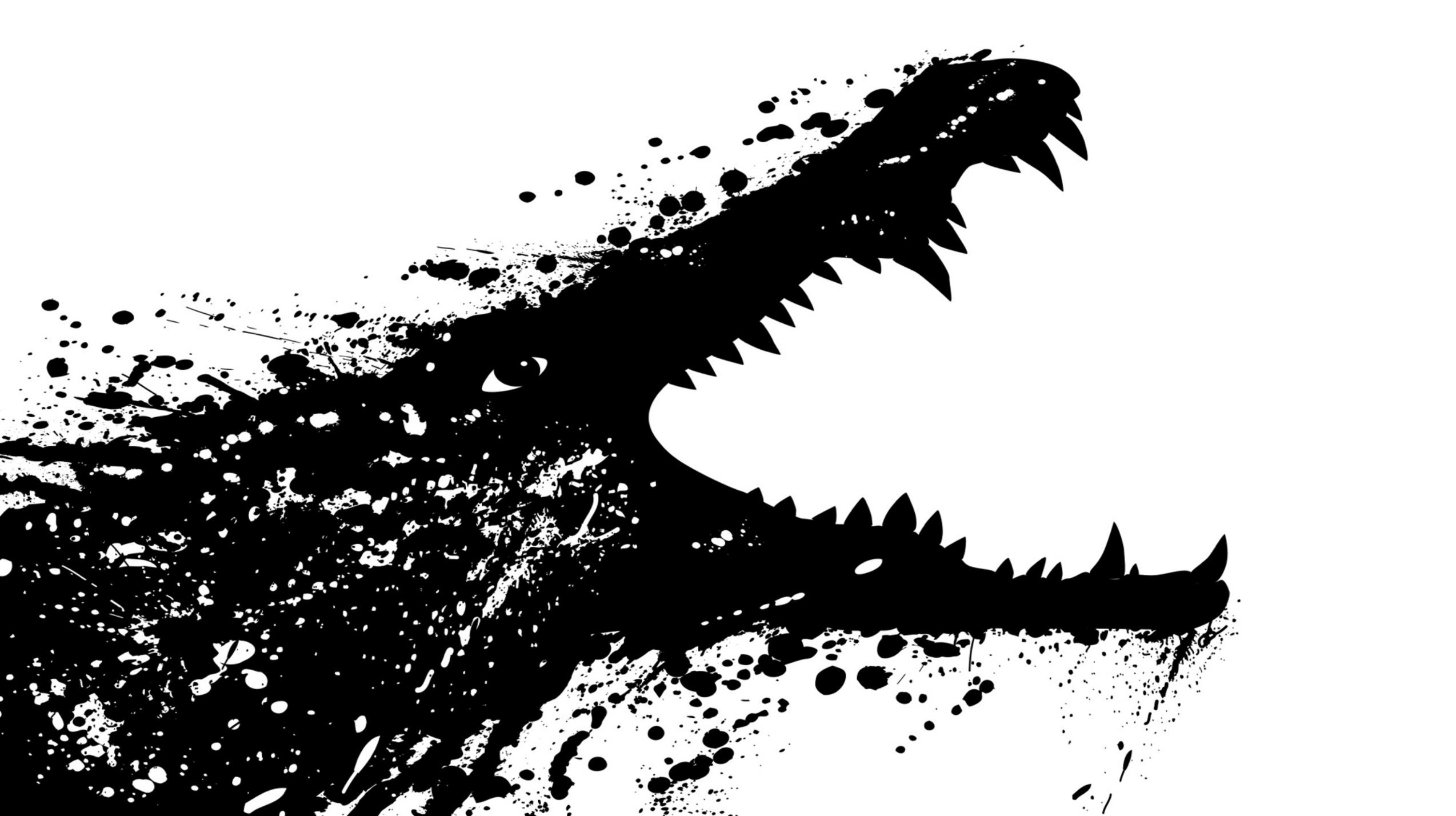
Agenda

- ✓ What are community tragedies?
- ✓ How do we react
- ✓ Growth mindset
- ✓ Understanding SEL
- ✓ The importance of listening
- ✓ Emotional intelligence
- ✓ Managing stress



New Orleans, Louisiana









How do you
feel about it?

- Frustrated

- Annoyed

- Rushed

- Angry

- Low energy

- Distracted

- Anxious

- Threatened

- Melancholy

- Confused

- Disoriented

- Unsure

- Full of rage

- Tired

- Exhausted

- Disconnected

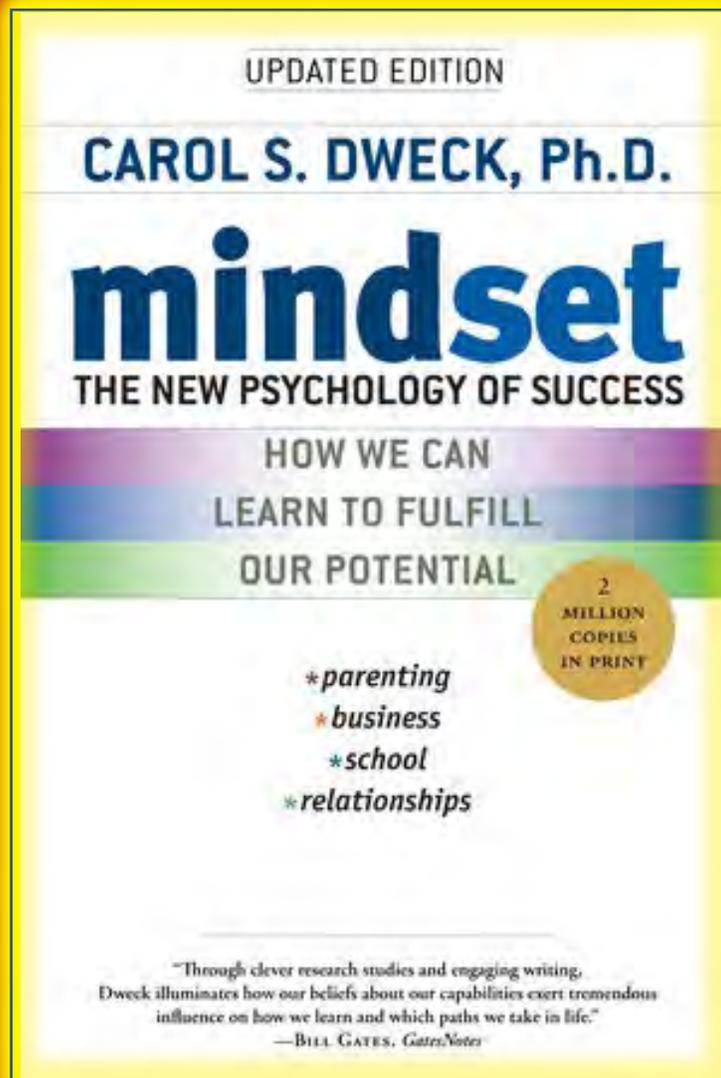
- Sad

- Triggered

- Apathetic

- Afraid

- Worried



Growth

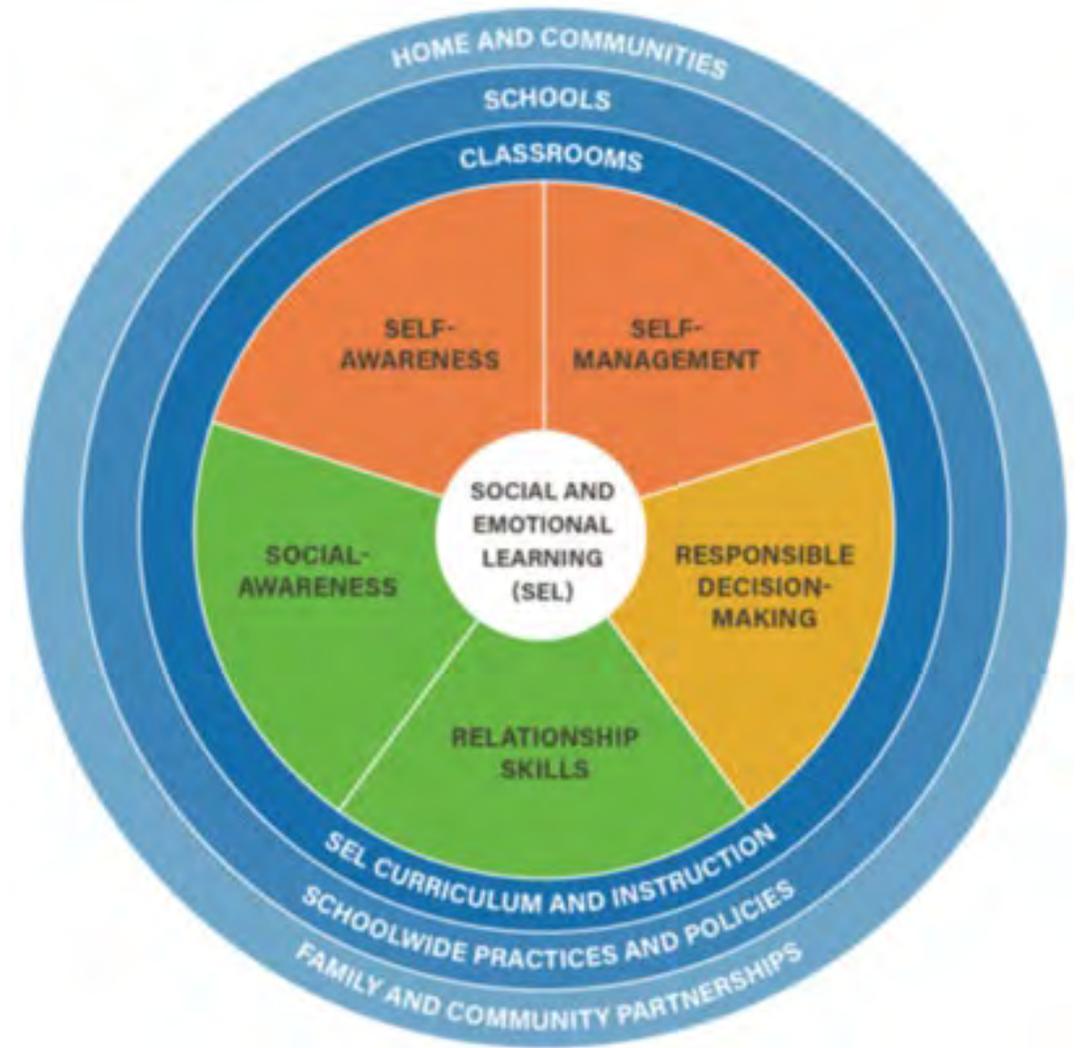
- Failure is intrinsic to learning
- Failure becomes a tool for success
- Growth encourages calculated risks

Fixed

- Failure reveals your inadequacies
- Failure should be avoided because it makes you look foolish or incapable

Social Emotional Learning (SEL)

- SEL is defined as the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- SEL focuses on knowledge, attitudes, and skills in five competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



Self-awareness:

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism



Self-management:

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social awareness:

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



Relationship skills:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



Responsible decision-making:

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

<https://casel.org/what-is-sel/>

Talking to Children about Violence



REAFFIRM SAFETY

- Emphasize that schools are very safe.
- Let children speak about their feelings and validate reactions to the event.
- Support the appropriate expression of their feelings and help to put them in perspective.



REVIEW SAFETY PROCEDURES

- Help children identify an adult at school and in the community that they can go to if they feel threatened or at risk.
- Review procedures and safeguards in school and home settings.



MAKE TIME TO TALK

- Let children's questions guide the information provided. Be patient and look for clues that a child wants to talk.
- Young children may need concrete activities (e.g., imaginative play) while some older children may prefer writing or playing music.



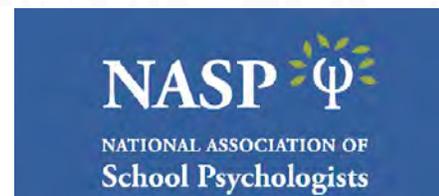
MONITOR EMOTIONAL STATE

- Some children will not express themselves verbally but changes in behavior, appetite, or sleep patterns can indicate anxiety or stress.
- Seek help from a mental health professional for those with more intense reactions that last more than 2 weeks.



MAINTAIN A NORMAL ROUTINE

- Keep a regular schedule and healthy nutrition, sleep and exercise to promote physical and mental health.
- Encourage maintenance of school work and extracurricular activities but do not push children who seem overwhelmed.
- Limit exposure to images or graphic reference to the event (e.g., TV and social media)..



Talking to Children about Violence

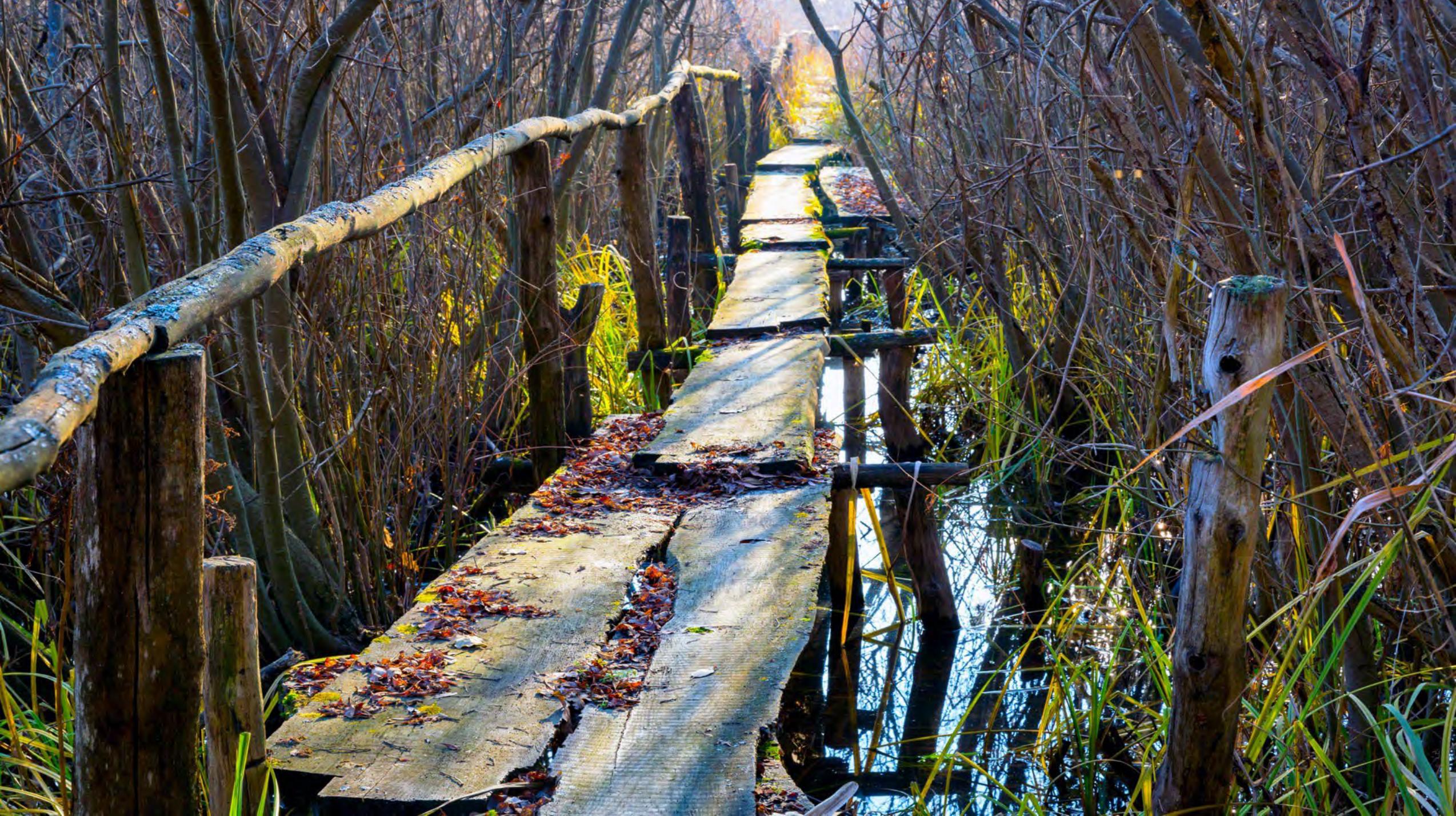


Cause I ain't got a pencil

by Joshua T. Dickerson



I woke myself up,
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause mama wasn't home
Got us both to school on time,
To eat us a good breakfast
Then when I got to class the teacher fussed at me,
Cause I ain't got a pencil





Building Rapport

Understand what motivates

Establish trust

Convey genuineness

Look for commonalities



What is Emotional Intelligence?



Emotional Intelligence

Why it can matter
more than IQ

Daniel Goleman

Author of VITAL LIES, SIMPLE TRUTHS

The science of how we are with
ourselves and how we are with
others...

Self-Awareness

People Skills

Motivation



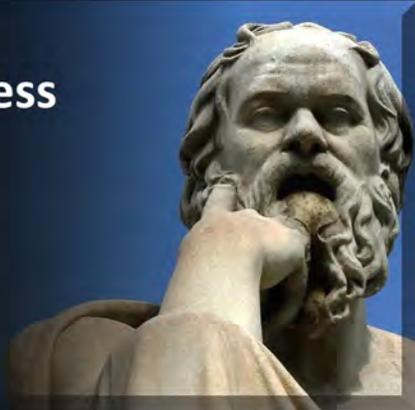
Self-Management

Empathy

Self-Awareness

"Know thyself."

-Socrates



Empathy

"Each of us is more alike than we are unlike."

-Maya Angelou



People Skills

"Alone, we can do so little; together we can do so much."

-Helen Keller



Motivation

"You must be the change you wish to see in the world."

-Mahatma Gandhi



Self-Management

"The first and best victory is to conquer self."

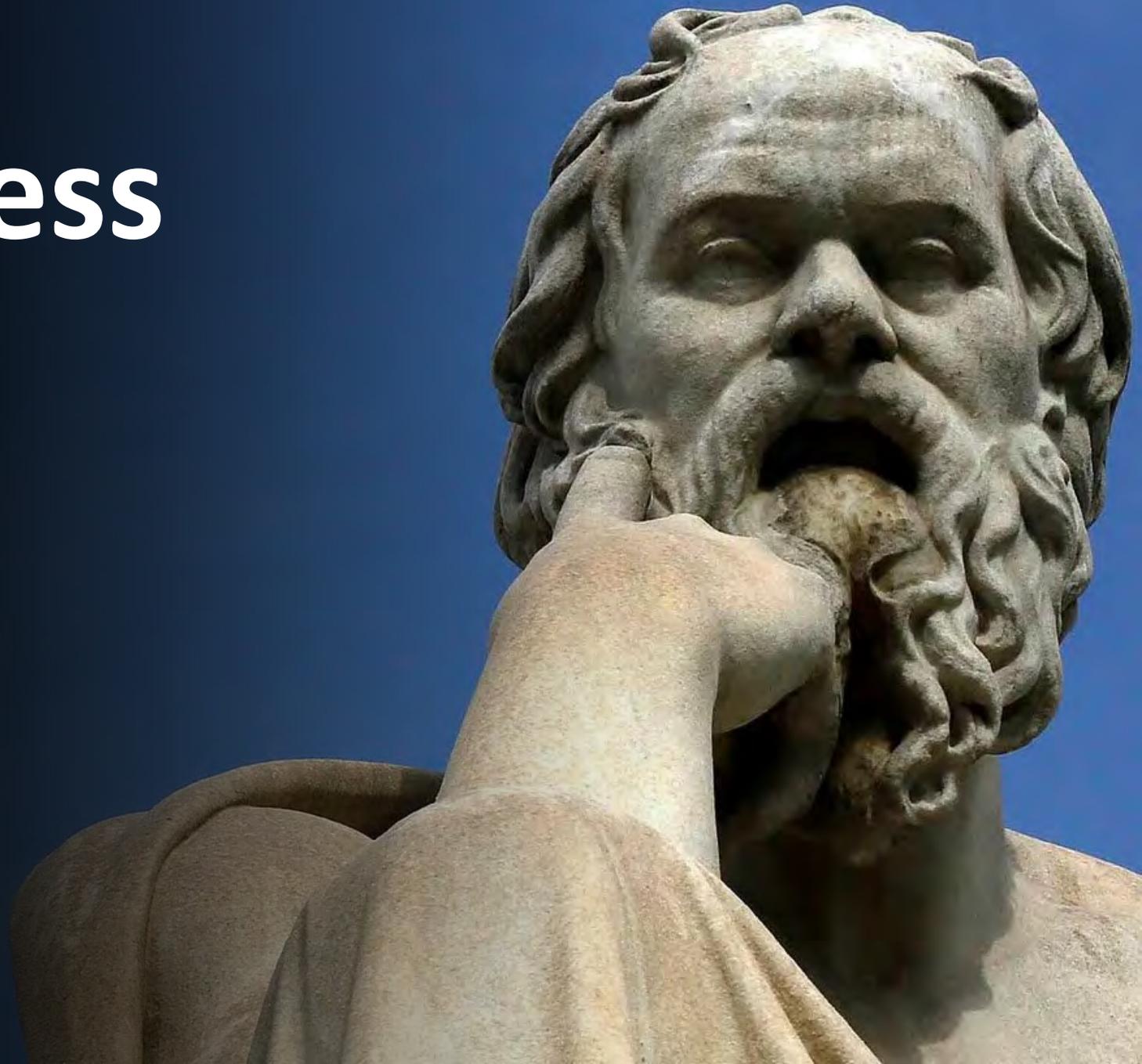
-Plato



Self-Awareness

“Know thyself.”

-Socrates





EMOTIONS

SHOW UP

Tone of Voice

Facial Expressions

Body Language







Self-Management

“The first and
best victory is to
conquer self.”

-Plato







This is fine.



Beyond React and Regret





Empathy

“Each of us is more alike than we are unlike.”

-Maya Angelou











Motivation

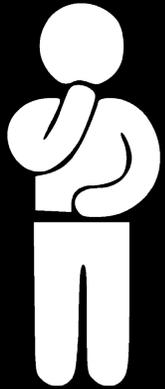
“You must be the
change you wish to
see in the world.”

-Mahatma Gandhi





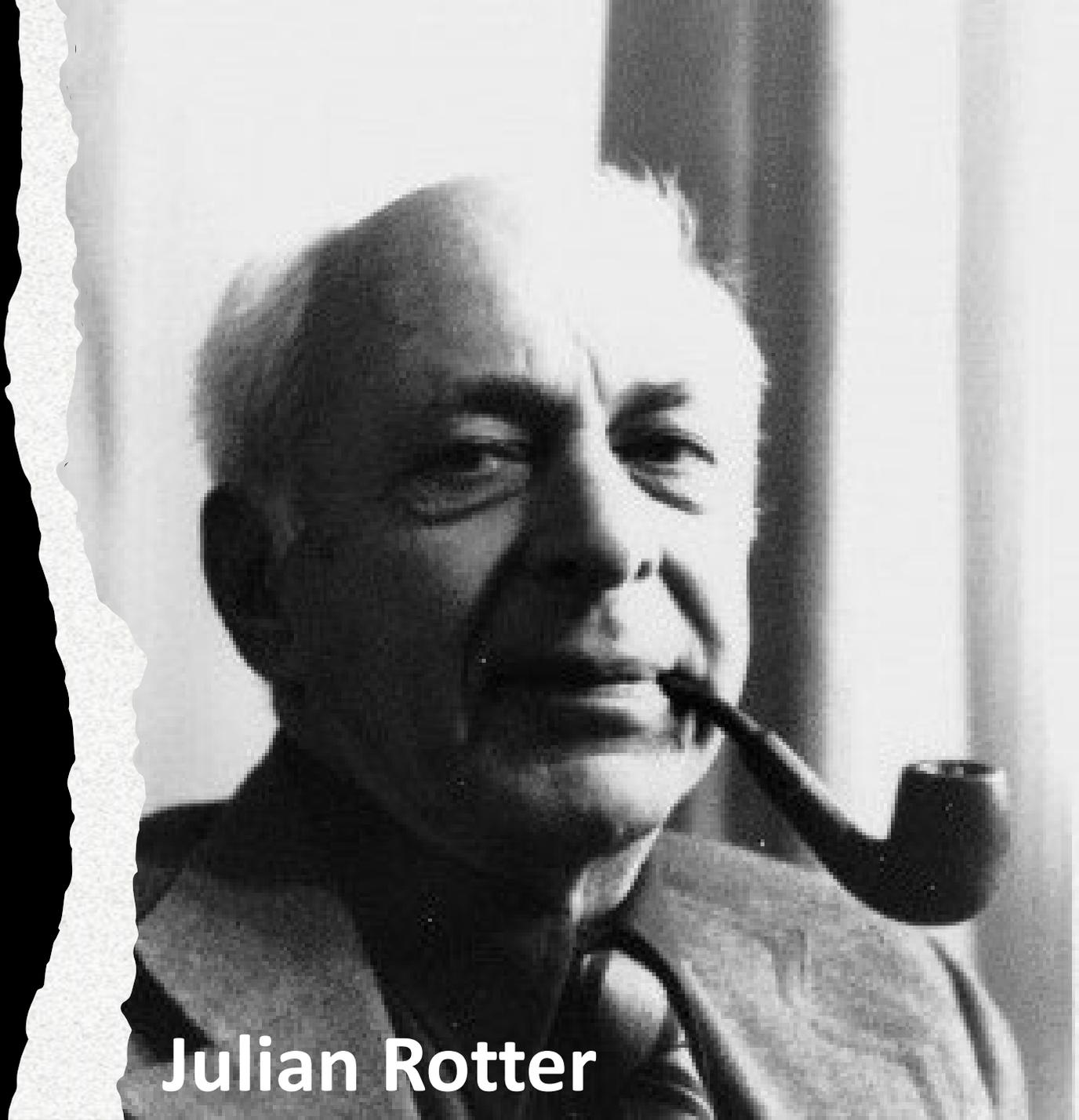
Locus of Control



Internal



External



Julian Rotter





People Skills

“Alone, we can
do so little;
together we can
do so much.”

-Helen Keller



People Skills

“I have people skills.”

-Bob Porter









TRUST

TRUST

TRUST

TRUST

TRUST

TRUST





+



=





EFFECTIVE



ATTENTIVE



CLEAR



PRECISE

Long-lasting

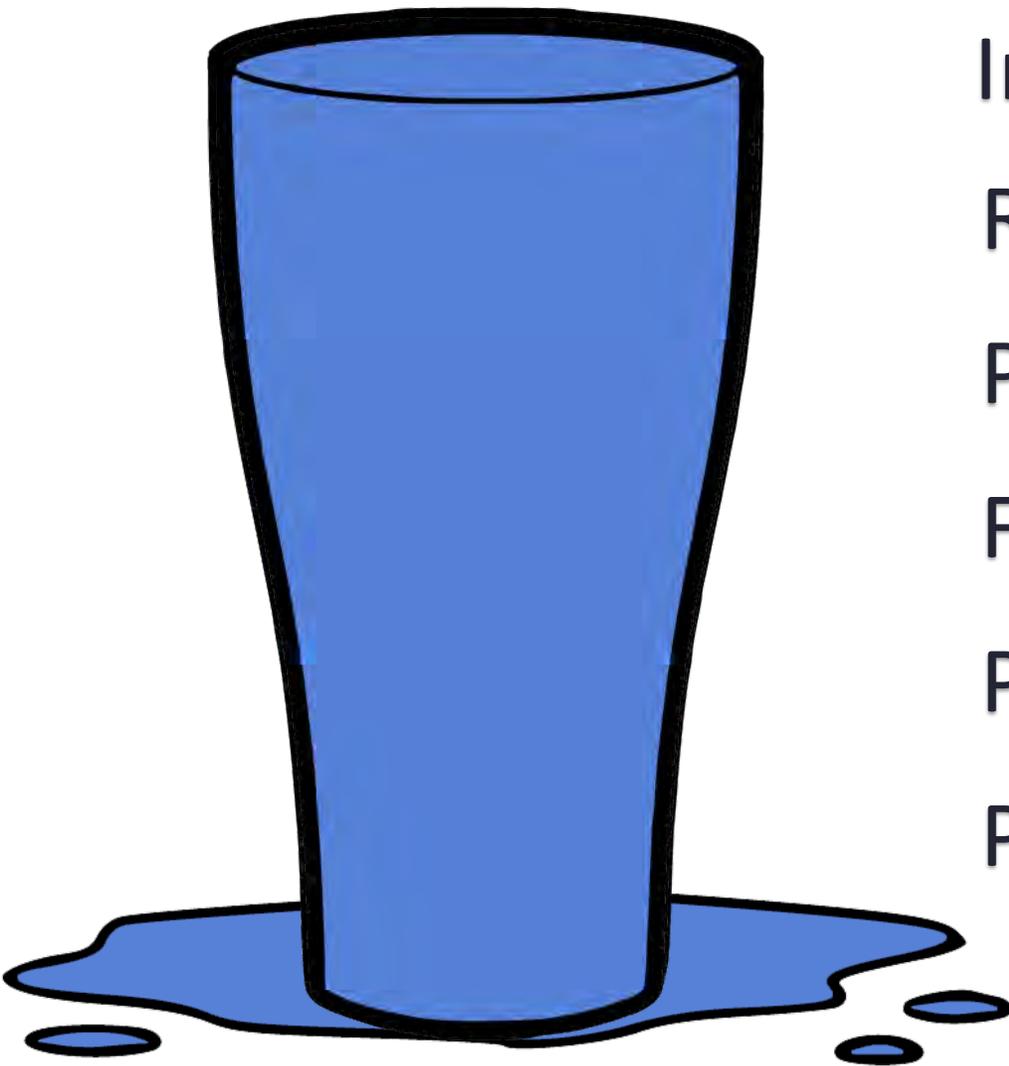
mutually beneficial

relationships

strengthen over time



-  Stressors are those collective feelings that impact our emotions.
-  Stress impacts both our mind and body in a variety of ways. This is unique to each person.
-  Stress can come in terms of crisis events, daily hassles and the build up of cumulative stress.



Increased workload without end in sight

Rising work expectations

Poor or inadequate supervision

Family and social support failing

Political arguments, COVID-19

Particularly impactful case/experience



EUSTRESS



Eustress is good stress that helps motivate us towards change.



Burnout is the build up of stress that escalates to a loss of hopes, dreams and a more positive future.



All of us have experienced an increase in our stress during the COVID pandemic.



Addressing stress helps avoid burnout from occurring.

Stress affects the mind and body

Physical Stress Signs	Cognitive Stress Signs
Headaches	Exhaustion
Teeth grinding	Negative rumination
Insomnia	Inability to focus on a task
Irritability, anger	Reduced libido
Muscle tension	Reduction in joy
Gastric disturbance	Mental fatigue
High blood pressure	Feelings of futility
Rapid heartbeat	Devaluing of co-workers

- Job performance decreases in terms of productivity
- Mistakes increase
- Office morale drops
- Work relationships suffering
- Personal life suffers, increased risk for substance abuse
- Can lead to problems with health
- Isolation from support networks
- Decreased sense of self esteem and confidence
- High staff turn over (\$)
- Increase use of sick leave (\$)
- Lack of collaboration with other offices



It's not stress that kills us; it is our reaction to it.

– Hans Selye

BODY

Stomach aches

Headaches

Sleeping more/less

Lack of energy

Pain and soreness

Easily startled



MIND

Irritability

Racing thoughts

Poor concentration

Obsessive thoughts

Anger and rage

Hopelessness







What can you do?

D·PREP

See obstacles as part of the process



What can you do?

D·PREP



Take perspective

What can you do?

D·PREP

See failure as a
chance to move
forward



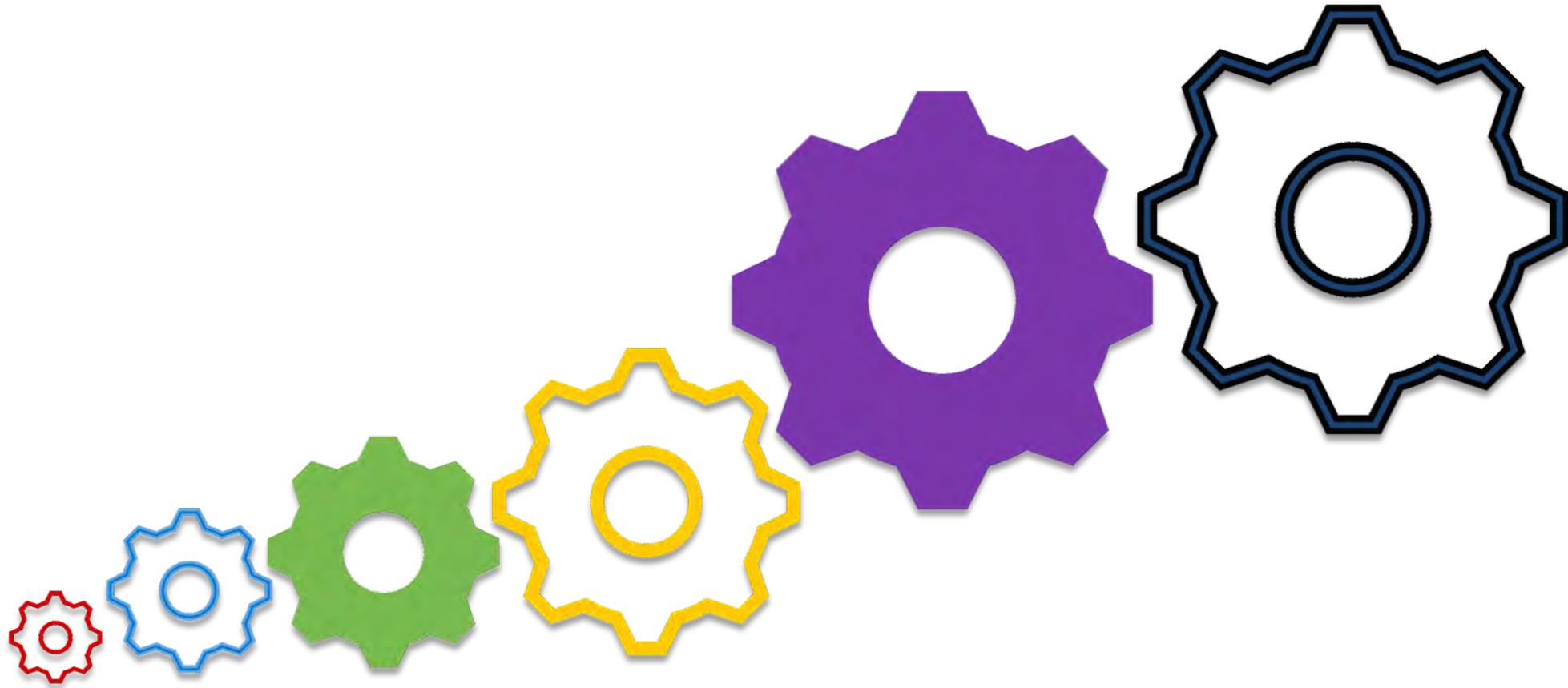
What can you do?

D·PREP

Use the support of those around you



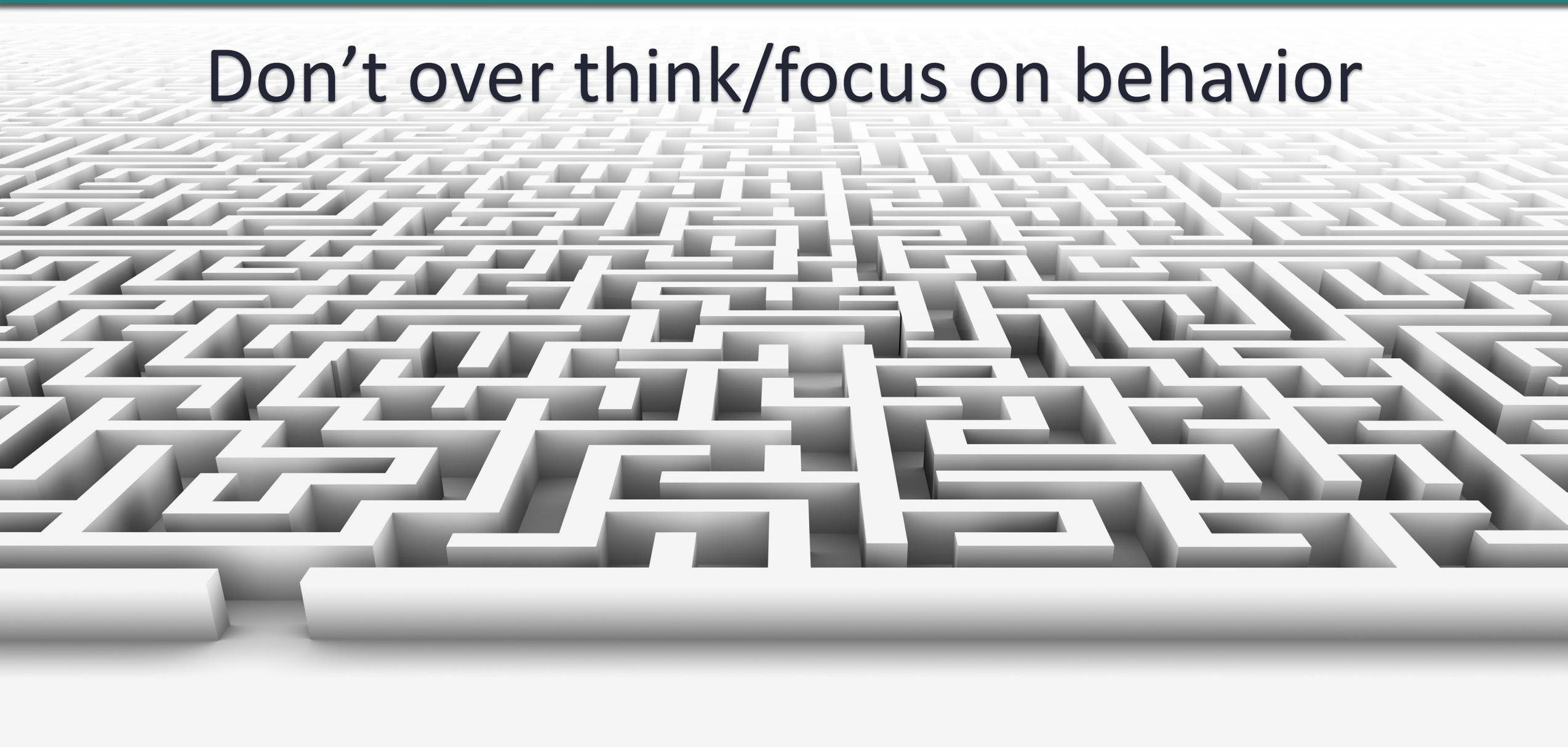
See change as a process, not a destination



What can you do?

D·PREP

Don't over think/focus on behavior



Any discussion of death or loss begins with the Kübler-Ross model, based on her 1969 book, "On Death and Dying."

The stages outlined as Denial, Anger, Bargaining, Depression, and Acceptance were originally presented as stages those grieving must pass through to achieve peace.



Denial: Conscious or unconscious refusal to accept the facts and information about the current situation. A normal first defense mechanism.

Anger: Is expressed differently by each of us. Some express anger towards ourselves, others to those around them.

Bargaining: Often involves arguments with God or a higher power for a chance to start over, for the reality to be changed.

Depression: They begin to feel to full impact of the loss and the sadness that accompanies the death. Can be a “dress rehearsal” or “practice run” for living with the change.

Acceptance: An emotional detachment and objectivity.

Kubler-Ross Grief Cycle



Denial

- avoidance
- confusion
- excitement
- shock/fear



Anger

- frustration
- irritability,
- anxiety



Bargaining

- struggle to find meaning
- to help others
- to tell your own story



Depression

- helplessness
- hostility
- avoidance



Acceptance

- Exploring opportunities
- introducing new plans
- moving forward



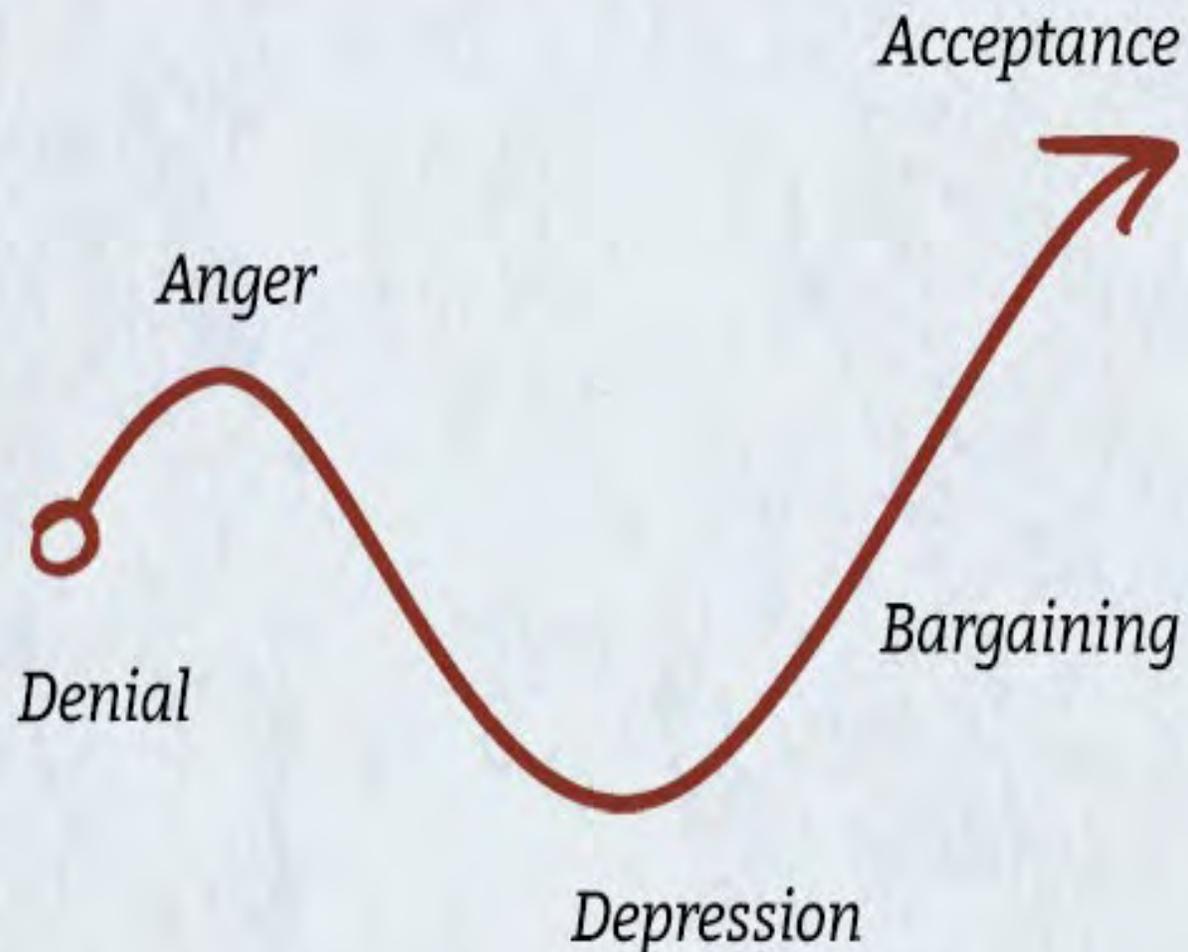
Emotional Support

Information & Communication

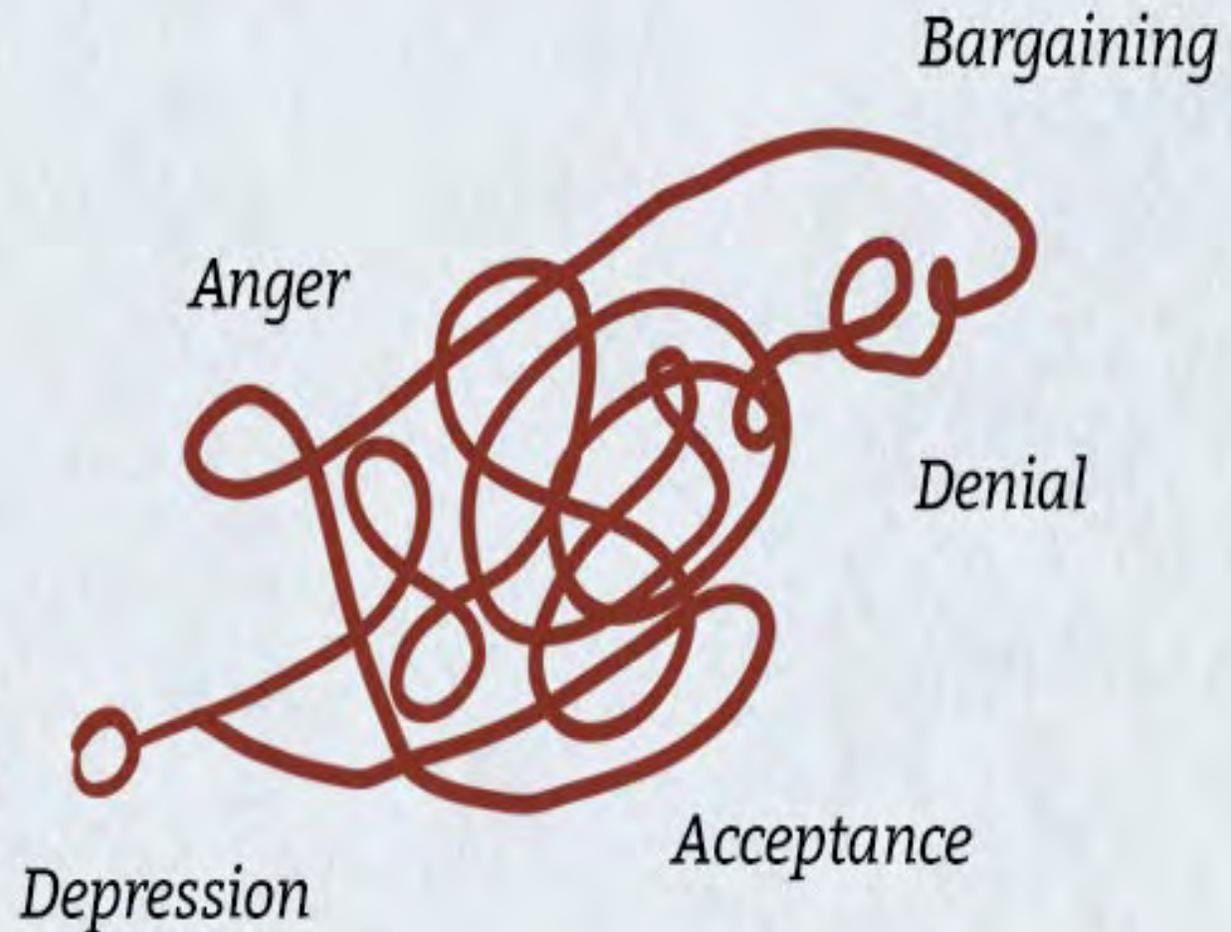
Guidance & Guidance

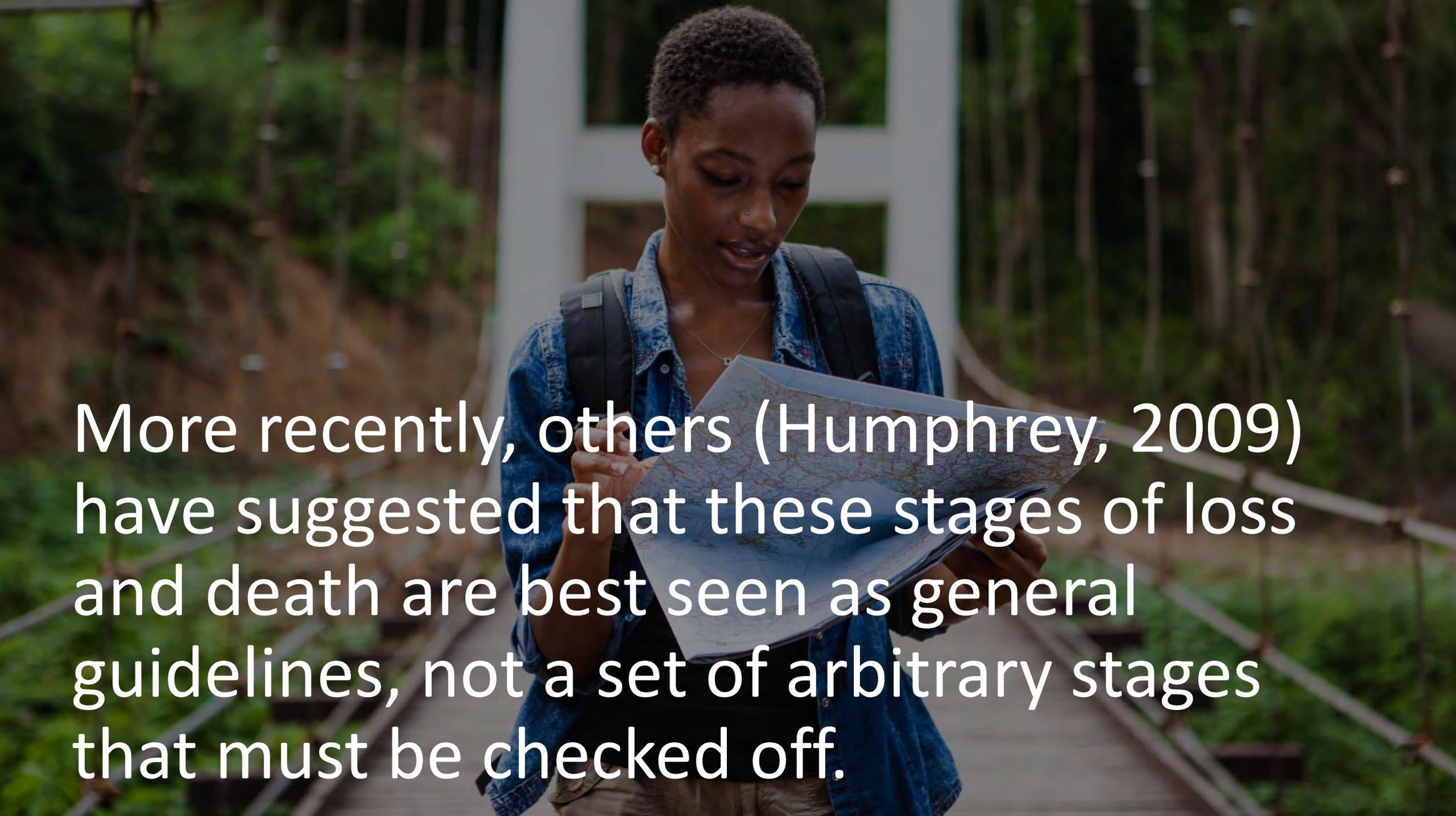
Stages of Grief

The experience you expected:



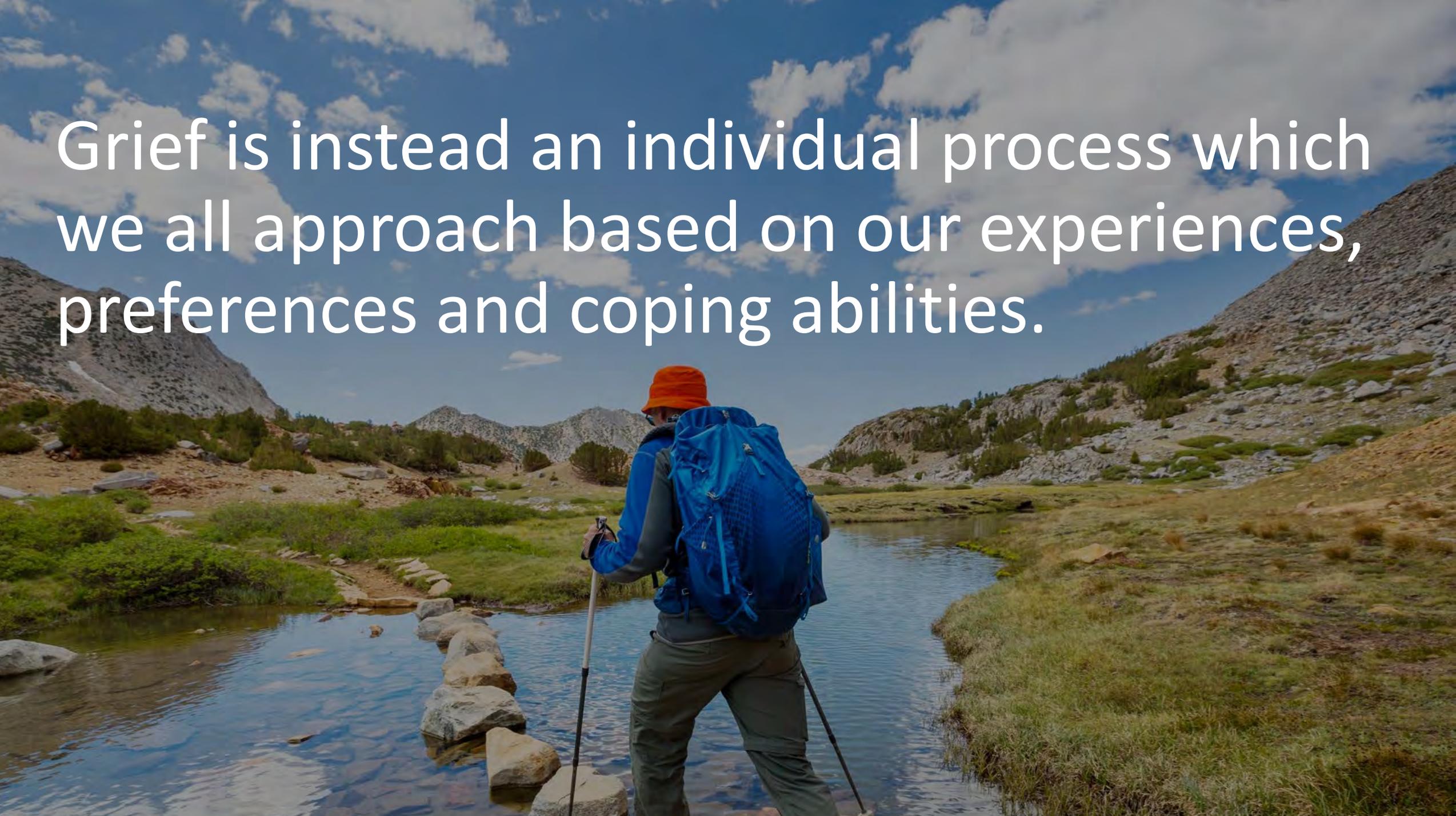
The experience you got:



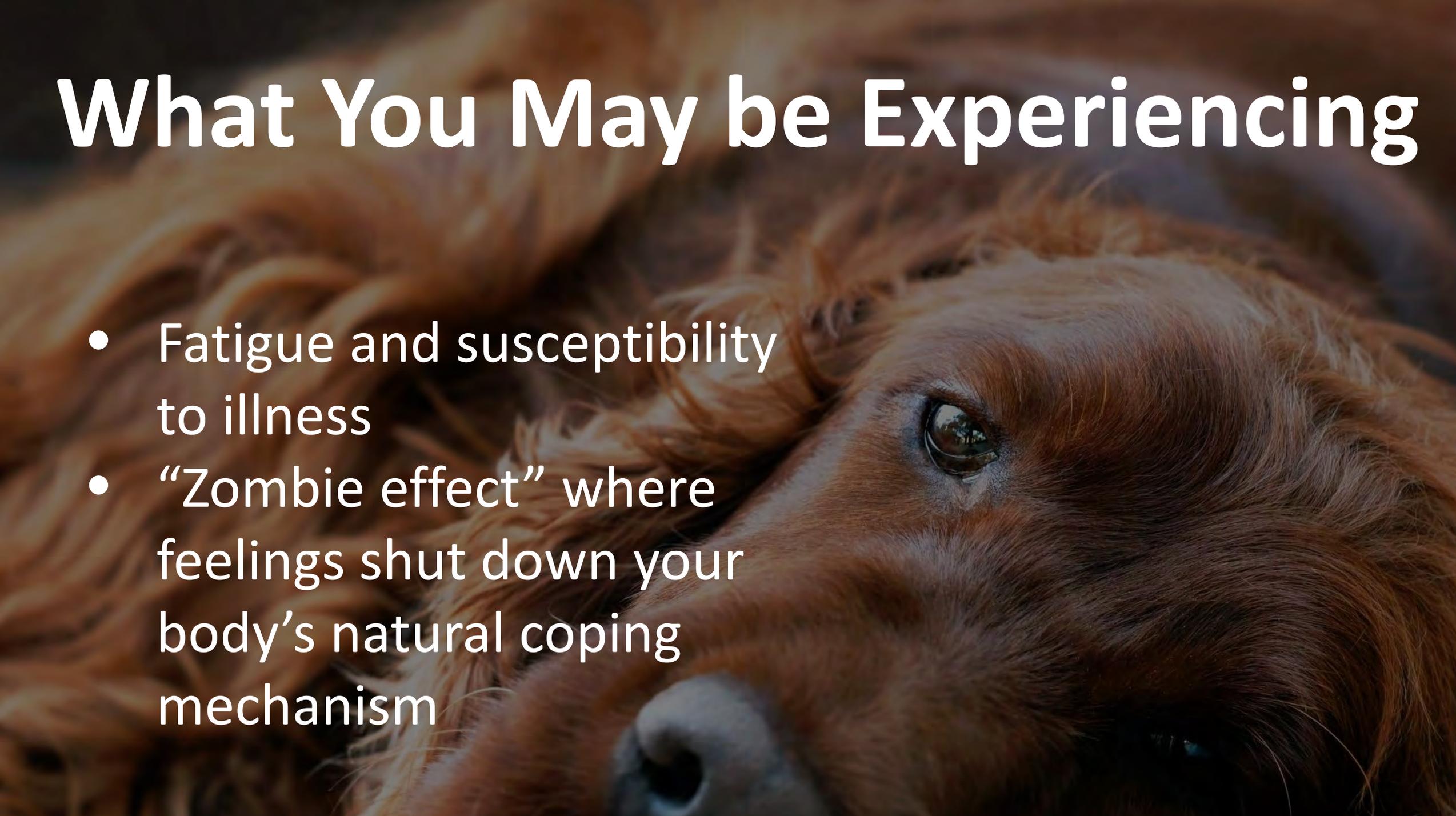
A young woman with short dark hair, wearing a blue denim shirt and a backpack, is looking down at a large map she is holding. She is standing outdoors on a paved path with greenery and a white door in the background. The text is overlaid on the image in white font.

More recently, others (Humphrey, 2009) have suggested that these stages of loss and death are best seen as general guidelines, not a set of arbitrary stages that must be checked off.

Grief is instead an individual process which we all approach based on our experiences, preferences and coping abilities.



What You May be Experiencing

A close-up photograph of a brown horse's face, showing its eye and nose. The image is slightly blurred and has a dark, moody tone, serving as a background for the text.

- Fatigue and susceptibility to illness
- “Zombie effect” where feelings shut down your body’s natural coping mechanism

What You May be Experiencing

- Difficulty thinking clearly or remembering things; as if your brain is “scrambled”
- Continuous crying or overflow of emotions
- Holding onto emotions
- Unable to cry, bottling things up

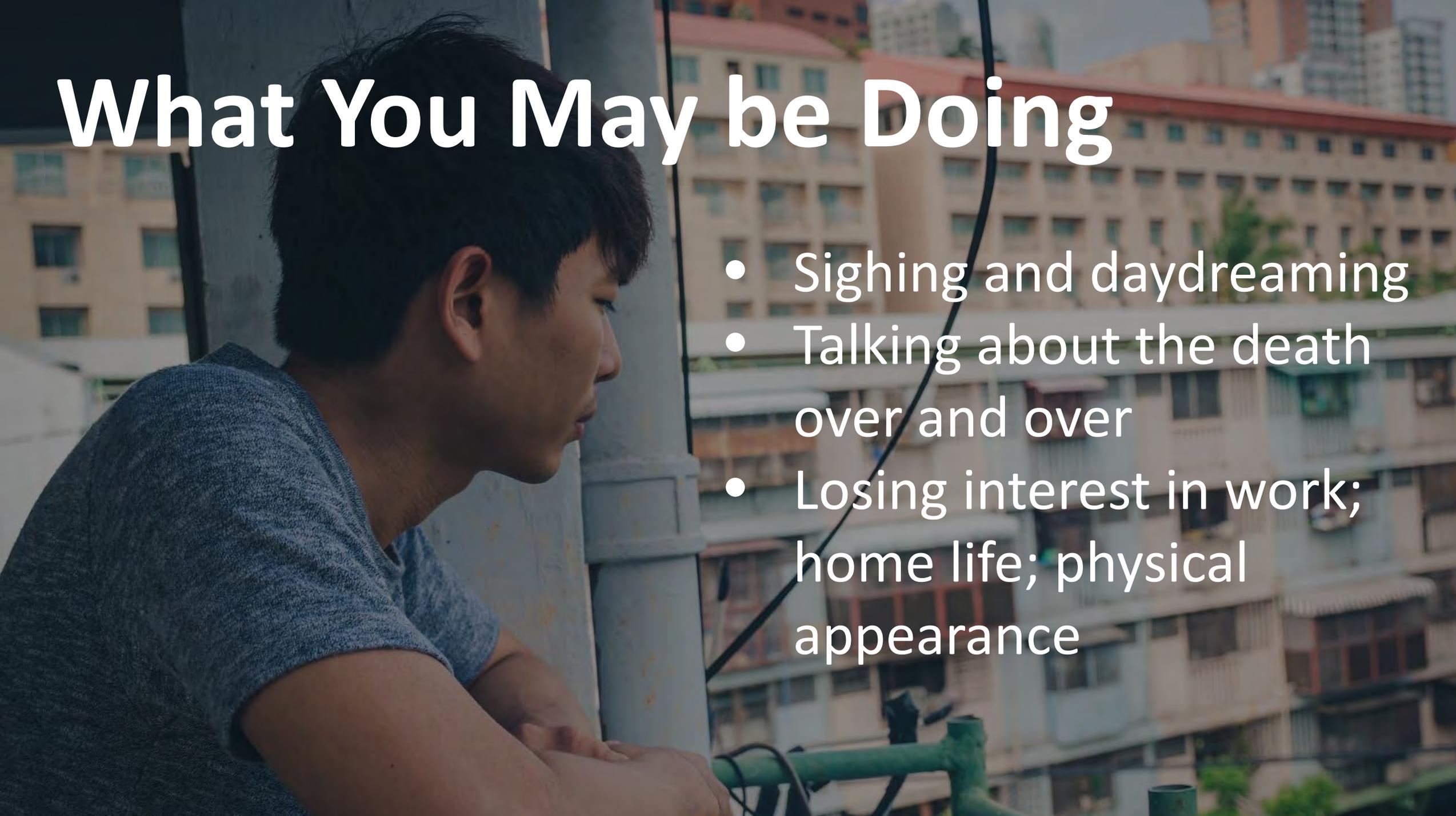


What You May be Doing

- Staying extremely busy to avoid time to think
- Drinking too much alcohol or taking drugs
- Difficulty falling or staying asleep



What You May be Doing

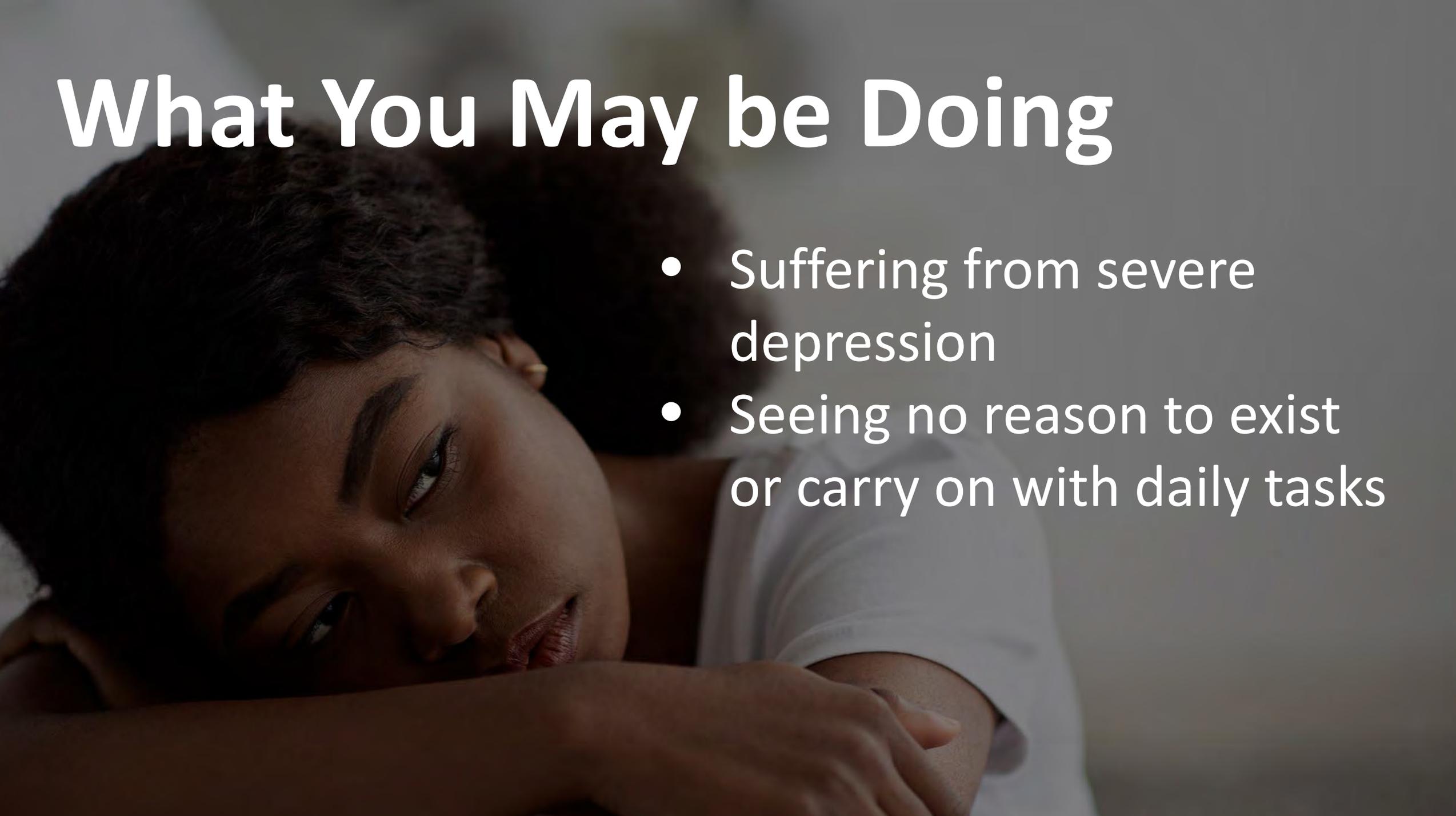
A young man with dark hair, wearing a grey t-shirt, is shown in profile from the chest up. He is looking out over a cityscape from a balcony. The background consists of several multi-story apartment buildings with many windows. The lighting is soft, suggesting an overcast day or late afternoon. The overall mood is contemplative and somewhat somber.

- Sighing and daydreaming
- Talking about the death over and over
- Losing interest in work; home life; physical appearance

What You May be Doing

- Engaging in self-criticism
- Feeling as if there is a huge hole in your soul
- Thinking you will never recover from your loss

What You May be Doing

A woman with dark curly hair is lying down, looking thoughtful or sad. Her hand is near her face, and she appears to be resting her head on her arm. The background is a soft, out-of-focus grey.

- Suffering from severe depression
- Seeing no reason to exist or carry on with daily tasks

Grief is

...anything and everything you feel, think, and do following a loss in your life.

...a normal and healthy process that your body, gut, or heart knows how to do but your mind may try to fight.

...individual and situational; it is not the same for everyone, only you can define why you grieve and how you grieve.

Grief is

...a process that will scare you, anger you, sadden you, numb you, excite you, and heal you.

...something none of us knows how to do on our own.

...will not hurt you, it will not make things worse, and it will not make you crazy.

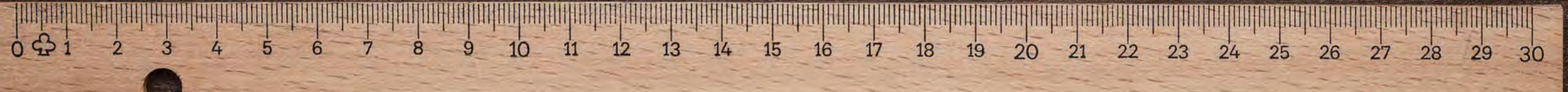
...takes as long as it takes.

Rules for Grief

Make a point to eat and sleep even if you are not hungry or tired.

Keep up your daily routine as much as possible.

Take time to be by yourself if you need it, but don't isolate yourself.

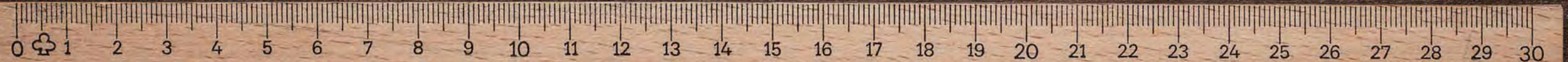


Rules for Grief

Don't think alcohol, drugs, food, sex, or spending money will help.

Decide how you will remember the person you have lost; begin to write the story you will tell about them to others.

Don't compare yourself to others; this is your grief.



Coping with Grief

- Talk to family and friends
- Read poetry or books
- Seek spiritual support
- Join a support group
- Be patient with yourself
- Engage in social activities
- Exercise
- Eat good foods
- Seek counseling
- Listen to music
- Let yourself feel the grief
- Take time to relax

Supporting Others

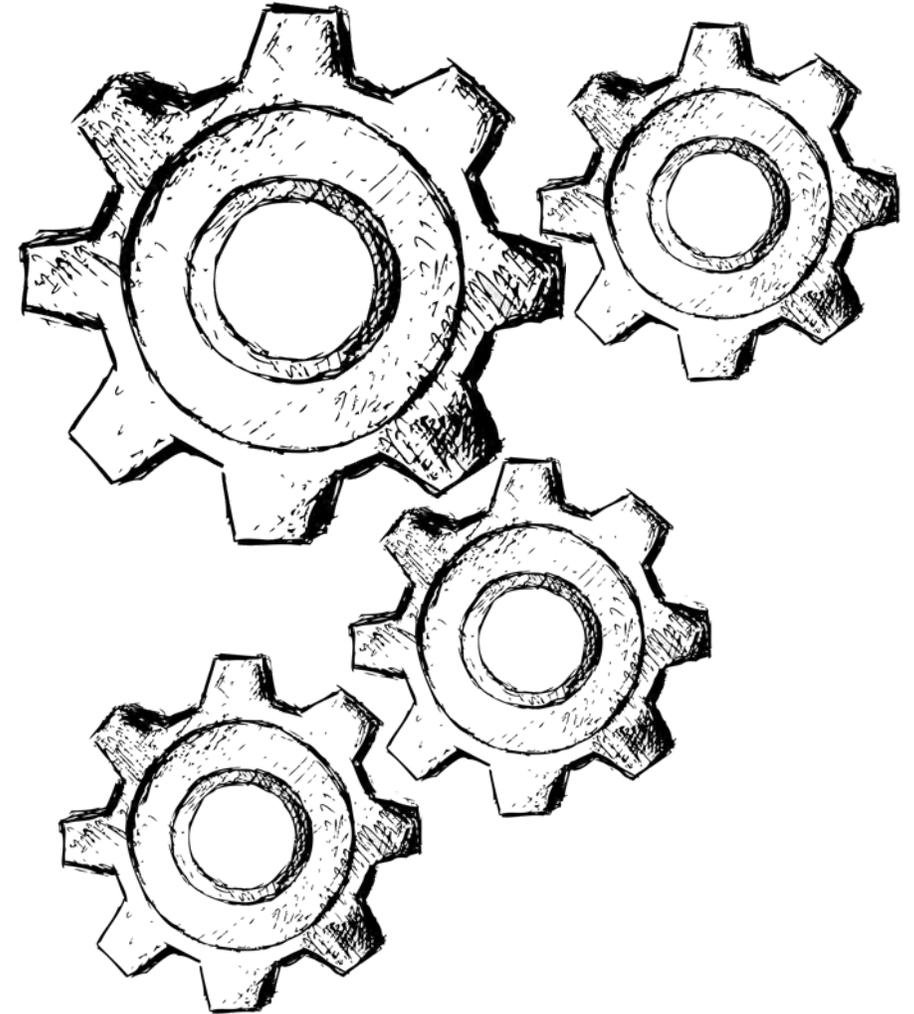
- Ask about their feelings
- Sit with their sadness
- Ask about their loss
- Make telephone calls
- Do not minimize grief
- Be a good listener
- Share your feelings
- Remember the loss
- Acknowledge the pain
- Be available when you can

S U P P O R T





IDEA TO ACTION



Signs of Potential Suicidal Behavior



- Threatening to hurt or kill oneself or talking about wanting to hurt or kill oneself
- Looking for ways to kill oneself by seeking access to firearms, pills, or other means
- Talking or writing about death, dying, or suicide when these actions are out of the ordinary for the person
- Feeling hopeless
- Feeling rage or uncontrolled anger or seeking revenge

- Acting recklessly or engaging in risk activities – seemingly without thinking
- Feeling trapped – like there's no way out
- Increasing alcohol or drug use
- Withdrawing from friends, family, and society
- Feeling anxious, agitated or unable to sleep/sleeping all the time
- Experiencing dramatic mood swings
- Seeing no reason for living or having no purpose in life

Signs of Potential Suicidal Behavior



- Suicide threats
- Making final arrangements
- Sudden changes in habits and appearance
- Preoccupation with death and suicide
- Increased inability to concentrate
- Loss of interest in previous activities
- Hopelessness
- Rage, anger, seeking revenge
- Reckless behavior or activities

- Feeling trapped
- Sleep difficulties, especially insomnia
- Dramatic changes in mood
- Sudden/recent purchase of a weapon
- No sense of purpose in life
- Sense of being a burden
- Profound sense of loneliness, alienation and isolation
- Sense of fearlessness

Signs of Potential Suicidal Behavior



The collage consists of 18 hexagonal elements arranged in a grid-like pattern:

- LGBTQ+**: A person sitting on a bed, looking distressed.
- 65+/male**: An open doorway in a room.
- Military**: A red location pin on a map.
- We're through**: A piece of paper pinned to a corkboard.
- 16-24**: A hand holding a glass of water.
- SELF-HARM**: An illustration of a person with a knife and other symbols.
- First Responder**: A hand holding a stopwatch.
- Physical Disability**: A hospital bed in a room.
- Other images**: A spilled pill bottle, a sad face among happy faces, a person writing on a clipboard, a cemetery, a person at a desk, a person with a gun, an ambulance at an ER, and a skull and crossbones on a bottle.

Protective Factors for Suicide





Consider Your Approach

- Let them know you are concerned and are willing to help.
- Talk about what you are seeing: sadness, upset, etc.
- Without alarm: ask the question.
- NO judgment zone: “you shouldn’t feel that way.”
- Listen, show interest, offer support, and take it seriously.
- Don’t be sworn to secrecy. Always consult with others and seek support.





Ask the Question

- “Are you having thoughts of suicide?”
- “Are you thinking about killing yourself?”
- “Do you wish you were dead?”



Follow-up

- “Have you decided how you are going to kill yourself?”
- “Did you decide when you would do it?”
- “Have you collected the things you need to carry out your plan?” (Pills, weapons, ropes, etc.)