



Foundations of Trauma-informed Practices: A Healing Journey
Facilitator Manual
v.2 1/2023

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Foundations of Trauma-informed Care Practices: A Healing Journey

Objective: introduction to TIC concepts, wellness and ethics principles, & resilience resources for every person.

The flow of topics include:

Section 1: Being Human: (90 minutes)

- The impact of a trauma-informed mindset
- Attachment
- Authenticity

Section 2: Becoming Trauma Aware (125 minutes)

- Trauma-aware practices
- How to define trauma
- Effect of comparisons and personal bias
- Types of Trauma
- Trauma Memories
- Impacts of Adverse Childhood Experiences (ACEs)
- SAMHSA's Concepts of Trauma-informed Care

Section 3: Trauma and the Body System (75 minutes)

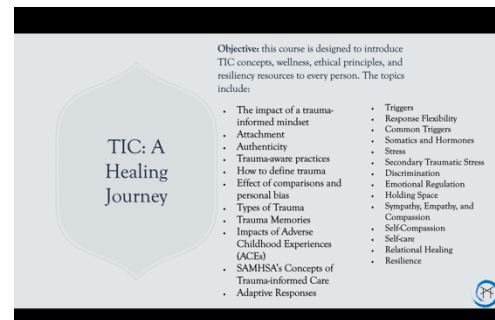
- Adaptive Responses
- Triggers
- Response Flexibility
- Common Triggers
- Somatics and Hormones
- Stress

Section 4: Vulnerabilities & Protective Factors (45 minutes)

- Secondary Traumatic Stress
- Discrimination

Section 5: Trauma-informed Care Practices (115 minutes)

- Emotional Regulation
- Holding Space
- Sympathy, Empathy, and Compassion
- Self-Compassion
- Self-care
- Relational Healing
- Resilience

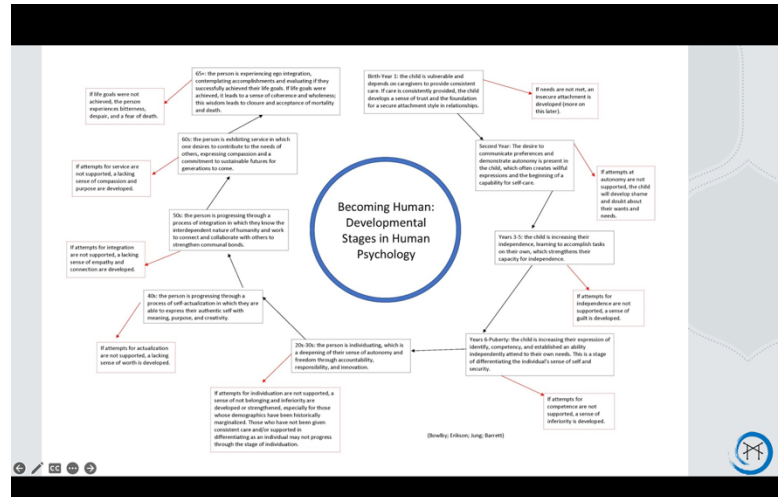


Facilitator's Note: Take **five minutes** to overview the topics, introduce yourself and your relevant background. Encourage everyone to connect to their sense of safety: emotional, psychological, and physical, during this training. Encourage people to connect with therapeutic practices to assist in processing and releasing any feelings that come up as they engage in this training. **(The total training should be covered in 450 minutes or 7.5 hours. Section 1 covers 90 minutes and slides 1-12.)**

Developmental Stages in Human Psychology.

Facilitator Note: Take **10 minutes** to discuss the stages of human development.

Birth-Year 1: the child is vulnerable and depends on caregivers to provide consistent care. If care is consistently provided, the child develops a sense of trust and the foundation for a secure attachment style in relationships. If needs are not met, an insecure attachment is developed.



Second Year: The desire to communicate preferences and demonstrate autonomy is present in the child, which often creates willful expressions and the beginning of a capability for self-care. If attempts at autonomy are not supported, the child will develop shame and doubt about their wants and needs.

Years 3-5: the child is increasing their independence, learning to accomplish tasks on their own, which strengthens their capacity for independence. If attempts for independence are not supported, a sense of guilt is developed.

Years 6-Puberty: the child is increasing their expression of identity, competency, and establishing an ability to independently attend to their own needs. This is a stage of differentiating the individual's sense of self and security. If attempts for competence are not supported, a sense of inferiority is developed.

20s-30s: the person is individuating, which is a deepening of their sense of autonomy and freedom through accountability, responsibility, and innovation. If attempts for individuation are not supported, a sense of not belonging and inferiority are developed or strengthened, especially for those whose demographics have been historically marginalized. Those who have not been given consistent care and/or supported in differentiating as an individual may not progress through the stage of individuation.

40s: the person is progressing through a process of self-actualization in which they can express their authentic self with meaning, purpose, and creativity. If attempts for actualization are not supported, a lacking sense of worth is developed.

50s: the person is progressing through a process of integration in which they know the interdependent nature of humanity and work to connect and collaborate with others to strengthen communal bonds. If attempts for integration are not supported, a lacking sense of empathy and connection are developed.

60s: the person is exhibiting service in which one desires to contribute to the needs of others, expressing compassion and a commitment to sustainable futures for generations to come. If attempts for service are not supported, a lacking sense of compassion and purpose are developed.

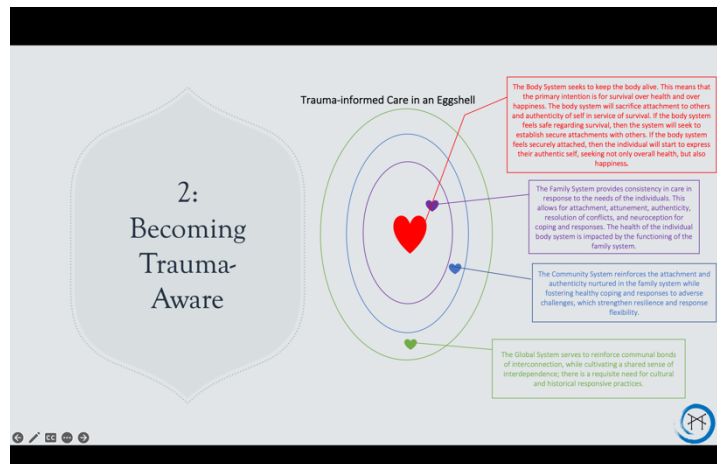
65+: the person is experiencing ego integration, contemplating accomplishments and evaluating if they successfully achieved their life goals. If life goals were achieved, it leads to a sense of coherence and wholeness; this wisdom leads to closure and acceptance of mortality and death. If life goals were not achieved, the person experiences bitterness, despair, and a fear of death.

Take time to respond to any questions or clarifications regarding these stages of human development. Also, remind participants to take notes of any questions they have as the content is presented to ensure discussions are engaging and relevant to the needs of participants.

The slide visual is on the next page for your reference.

Trauma-informed Care in an Eggshell.

The Body System seeks to keep the body alive. This means that the primary intention is for survival over health and over happiness. The body system will sacrifice attachment to others and authenticity of self in service of survival. If the body system feels safe in regard to survival, then the system will seek to establish secure attachments with others. If the body system feels securely attached, then the individual will start to express their authentic self, seeking not only overall health, but also happiness.



The Family System provides consistency in care in response to the needs of the individuals. This allows for attachment, attunement, authenticity, resolution of conflicts, and neuroception for coping and responses. The health of the individual body system is impacted by the functioning of the family system.

The Community System reinforces the attachment and authenticity nurtured in the family system while fostering healthy coping and responses to adverse challenges, which strengthen resilience and response flexibility.

The Global System serves to reinforce communal bonds of interconnection, while cultivating a shared sense of interdependence; there is a requisite need for cultural and historical responsive practices.

Facilitator Note: (Two-three minutes) Understanding that our bodies work as a complex network of interdependent systems leads participants to see that even if they themselves have not encountered trauma in their lifetime, they are interacting with others on a systemic level who have experience trauma. This means that even those of us who have no personal history of trauma experience the impacts of the unresolved trauma histories of others.

The Eggshell Visual is included on the next page for your reference.

Discussion.



**2:
Becoming
Trauma-
Aware**

Discussion

What other possibilities could explain the student's decision to cheat on the exam?

How could the administrator's implicit bias impact how he responded to the student's claims of rationale for her decision to cheat on the exam?

How could implicit bias impact how people are treated in varied situations: at home, at work, in public?

How has your implicit bias impacted how you've responded to a person experiencing a traumatic event?

Is there one correct/appropriate behavioral response to triggering stimuli?

Invite participants to discuss the following:

- What other possibilities could explain the student's decision to cheat on the exam?
- How could the administrator's implicit bias impact how he responded to the student's claims of rationale for her decision to cheat on the exam?
- How could implicit bias impact how people are treated in varied situations: at home, at work, in public?
- How has your implicit bias impacted how you've responded to a person experiencing a traumatic event?
- Is there one correct/appropriate behavioral response to triggering stimuli?

Facilitator Note: (10-15 minutes for discussion) Encourage participants to understand that regulation allows for flexibility in thinking and in responses. When a person is experiencing a dysregulated emotional state, that person's prefrontal cortex is inaccessible, which makes critical thinking impossible. When a person is in a regulated state, they can see various possibilities for why a person might be expressing a particular reaction to an event. However, if a person's implicit bias is activated by a situation, it is often very difficult for that person to think flexibly.

Mindful Awareness.

By being mindfully aware of our behavioral patterns in response to specific emotional stimuli, we can learn to adapt our patterns and respond with more flexibility and purpose.

Once we learn to adapt our responses to stressful stimuli, our body system will work to heal the harm done by long-term exposure to stress hormones! In fact, mindful habits, like meditation and gratitude, have research-based reparative consequences to the telomeres of our DNA.



Facilitator Note: Spend **five minutes** discussing the benefits of mindful practices and engaging in mindful awareness.

Telomeres are distinctive structures found at the ends of our chromosomes. They consist of the same short DNA sequence repeated over and over again. These are little protective caps at the ends of the DNA molecules that make up our chromosomes. Their job is to stop the ends of chromosomes from fraying or sticking to each other, much like the aglets (plastic tips) on the ends of shoelaces.

After the newborn phase, the number of base pairs tends to decline by approximately 20 to 40 per year. For example, by time a person reaches the age of 40, their telomeres could have lost up to 1,600 base pairs. As our telomeres shorten, so does our ability to ward off aging, disease, and early death of cells; the higher the rate of cell death, the higher the chance of overall death. Telomeres can regenerate and grow back naturally through mindful practices like meditation.

If there is interest and time permits, Dr. Dan Siegel explains telomeres in this clip: <https://www.youtube.com/watch?v=kB8jbqot3to>