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Trauma Informed Care & the Intersection of Diversity, Equity, and Inclusion
by Snohomish County Human Services Behavioral Health

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S.E.L Supports
OBJECTIVES

• Describe a Conceptual Floor of Diversity, Equity, Trauma, and Toxic Stress

• Real World Impacts of Trauma

• Define and Discuss Integration of TIC & DEI
  It is vital in many realms - education, health, workplace, etc..

• Discuss case studies that integrate the use of TIC & DEI

• Facilitate breakouts and think time to formulate next steps!
Toxic Stress

Optimal Zone

Cortisol

Zones of Anxiety Scale, Lewis D. 2019
What can we do to decrease our own stress, and those that we work with anxiety levels?

*Baseline Anxiety Levels*

*Optimal Zone for Development & Performance*

- Toxic Stress

- Less Stress

*Increases or Decreases?*
Cognitive Overload
Icebreaker
What might explain the challenges that we are seeing here with this individual?

- Impulsive
- Difficulty with focusing
- Inability to recognize and regulate emotions
- Restlessness
- Frequent mood swings.
- Difficulty coping with stress
- Challenges with advocating for oneself
DIVERSITY
All the ways in which people differ.

EQUITY
Fair treatment, access, opportunity, and advancement for all people. One’s identity cannot predict the outcome.

INCLUSION
A variety of people have power, a voice, and decision-making authority.
SOME INJURIES ARE NOT VISIBLE TO THE NAKED EYE

PTSD
An Event or Experience(s) that Cause Stress or Harm

SOME INJURIES ARE NOT VISIBLE TO THE NAKED EYE

PTSD

FEAR
HELPLESSNESS
REJECTION
SHAME
GUILT
SELF-BLAME
ABANDONMENT
TRAVAIL
GRIEF
WEIGHT BURDEN
TROUBLE
SLEEPING NIGHTS
COULDN’T SLEEP
MY MIND’S TOO BUSY
THINKING ABOUT
THE MEMORIES
THAT I KEEP

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Causes of Toxic Stress / Complex Trauma

- Student Mobility (SPS 3000+ MKV & 208 Foster)
- Emotional Abuse
- Loss or absence of parents
- Homelessness
- Unemployment in the home
- Poor Nutrition/Hunger
- Lack of healthcare
- Chronic medical conditions
- Witness to a death
- Anti Social Peer Groups (stress)
- Learning Difficulties
- Perfectionism
- Poverty
- History of suicide in family
- Mental Health of family member
- Ongoing Anxiety
- Teen Pregnancy
- Multiple changes in caregivers
- Loss of parent due to death, divorce, abandonment
- Birth defects (FAS)
- Physical &/or Emotional Neglect
- Experience of Discrimination & Racism
Racing ACEs
if it’s not racially just, it’s not trauma informed

Adverse Childhood Experiences*  Historical Trauma/Embodiment of Oppression

Early Death
Disease, Disability, and Social Problems
Adoption of Health-risk Behaviours
Social, Emotional, & Cognitive Impairment
Adverse Childhood Experiences

Early Death/Quality of Life Loss for POC
Burden of Dis/ease for POC
Coping (risk - embodiment and exposure to structural racism and white supremacy)
Allostatic Load, Disrupted Neurological Development, White Fragility, Grief & Rage of POC
Social Identity Threat, Micro and Macro Aggressions, Complex Trauma, ACEs
Structural Racism, White Supremacy
Social Devaluation of People of Color
Intergenerational Transmission of Trauma
Historical Trauma

Trauma and Social Location

Implicit bias, epigenetics

*ACEs: Adverse Childhood Experiences

[Image source: RYSE Center]
Some injuries are not visible to the naked eye.

PTSD

Nightmares, flashbacks, burden, trouble, sleeping, lights, shame, guilt, self-blame, abandoned, too busy thinking about the memories that I keep.

Equity

Fair treatment, access, opportunity, and advancement for all people. One's identity cannot predict the outcome.
Some Environments don’t work for everybody!

1) Feelings of Exclusion
2) Impacts of Implicit Biases
3) Microaggressions
Targeted Universalism

1) Fair and Equitable Treatment
2) Fair and Equitable Expectations
3) High Expectations & High Support
4) Strength Based Approaches
5) Person/Client Centered Approaches
1) Safety
2) Attachment
3) Nourishment
4) Esteem (Successes)
What led to maintained successes beyond the stressors, during what could have been a significant social emotional setback?

Where did both TIC and DEI play a role in this scenario?
Case Study

- The Family felt heard, valued, and not judged (as a result).
- The family felt safe enough to Advocate (both the student and family) – “Advocacy” is a concrete SEL skill.
- Family, School, & Community Partnership (a valued relationship, and contribution to the plan).
- Clear understanding and agreement of the plan by all partners.
- The plan was achievable by both the student, family, and the school. (*students or clients will need to feel successful 60% of the time within the first couple of weeks)
- Implemented plan to fidelity and with high support by all parties (Consistency and follow through).
- The student experienced success within the plan, and then recognized the benefits (leading to independence).
Questions
Integrated Practices
Non Integrated and/or Aligned Practices

Doing Stuff

E.B.P

Doing Stuff

Energy

E.B.P – Evidence Based Practice

David Lewis 2019
Evidence Based Practices
Now Integrated and/or Aligned Practices

Energy
Multi-Systemic Alignment

- School
- Community
- Home
- Recreation

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• **Commitment** to racial and social justice, with purpose and energy to motivate others;

• **Knowledge** of equity and race issues, with analytical skills for systems thinking;

• **Collaborative** in working across differences and organizing for collective results

• **Leadership** experiences and ability to be a visible and vocal champion for equity

• **Communication** skills to be a liaison and ambassador with a variety of audiences

• **Creativity** to think outside the box to craft forward-thinking, innovative strategies

* **Facilitation** and training skills to engage in conversations about TIC & DEI;

• **Flexibility** to work across departmental and organizational barriers and roles to to seize opportunities

• **Humility** and curiosity to continually learn and engage in self-reflection

• **Relationships**, internally and externally, that can be leveraged to expand engagement

• **Resilience** to engage in deep, challenging, and long-term work.
Recent Impacts!!!
36,000 SHA tenants across 18,000 households

$13,100 Median Household Income

- 31% Disabled Adult
- 16% Elderly
- 20% Minor Under 18
- 33% Working-Age, Non-Disabled

Three in Four are People of Color

Over 25% of heads of household have a primary language other than English

53% female
Who are SHA Residents?

- College Students
- Military Veterans
- Immigrants and Refugees
- Entrepreneurs and Business Owners
- Caregivers
- Survivors of Abuse and Homelessness
- Artists
- Seattle’s Workforce
- Seniors
- People with disabilities
- Community Leaders
- Parents
- Future Leaders
- Seniors
- People with disabilities
- Community Leaders
- Future Leaders
Resident's may shut down, become agitated, or escalate if triggered

We as SHA staff may also become that way if we are not self-aware.

This can create acute conflicts in the short-term, and a lack of trust and cooperation over the long term; that can breed issues with a resident’s regulatory and lease compliance, and ultimately their housing stability.
SHA  Common Customer Service Practices

- Warm welcomes
- Friendly, calm tone of voice
- Warm facial expressions and body language
- Good eye contact
- Respect of physical space (awareness of proximity)
- Reflective listening
- Self-recognition and awareness
Evidence of Success

“Our property manager is great. She notices us and knows we are here. You can talk to her and she will listen to you and not judge you.”

“SHA staff supported me through the whole process of maintaining my housing after my mom died. I didn’t have to worry about anything.”

“My favorite part of the program was my case manager’s ability to support me. They are very good at following up. Having a person to work with on my goals and empower me is helpful. My progress is visible. My coach is also my cheerleader.”

“I needed grab bars in my bathroom. The guy came right out, measured, and installed two of them in no time. And he was so nice and polite during the visit.”

“We have been kept informed of policy and procedure changes in a timely manner. I have been able to reach out easily for help.”

“Every concern I’ve had has been addressed in a timely manner. SHA staff are very friendly and helpful.”
IMPLICIT BIASES for Example

Drivers
Good Stress vs. Toxic Stress

Feeling Well

Optimal Zone for Development

Not feeling so great!

Toxic Stress

Cortisol

Cortisol
Emotional Brain to Thinking Brain

Prefrontal Cortex

Hippocampus

Amygdala

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Stimulation of the Thinking Brain

Prefrontal Cortex

Amygdala

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Beliefs Over Time

- I am capable
- I am cared about
- The future is bright
- People believe in me
- I have successes

5,840,345 Messages

- I'm a failure
- I'm not smart enough
- I'm not good enough
- No one cares about me

458,00 Total Messages

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Strength Based Perceptions

- I am capable
- I am cared about
- The future is bright
- People believe in me
- I have successes

I'm a failure
I'm not smart enough
I'm not good enough
No one cares about me

458,00 Total Messages
5,840,345 Messages

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Break Outs (20 minutes)

1) Are there elements of the presentation that are most applicable to the work you are doing in your specific role and/or organization overall?

2) What might be done in your role and organization in the short term related to the integration of TIC and DEI?

3) What would be goals that you hope to accomplish in your role and organization in the long term related to TIC and DEI?

In response to questions 2 and 3, please be as concrete as possible!
Thank You!!

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