

# Trauma Informed Recovery Oriented Community of Care Newsletter

November 2016



A Legacy of Hope and Success!

## Prevention is Key to Increasing Effectiveness of Trauma Informed Services

Tracee Anderson, MBA, OCPS II, CTTS, is the Director of Community Action for Capable Youth (CACY), a drug, alcohol, tobacco, problem gambling and violence prevention agency located in Richland County. Tracee has more than 27 years of child and adult protective service, guardian ad litem and home-based social service experience.

CACY was developed in 1978 by a small group of Richland County parents who were concerned about the amount and impact of alcohol and drugs in their community. Arming themselves with information, those parents took to the streets to bring quality education and preventive services to parents, students and professionals through in-school and community-based strategies. CACY soon became a state and nationally recognized prevention service provider and expanded services to include early intervention services. Today, CACY is an accredited prevention agency through the Ohio Mental Health and Addiction Services which employs Ohio Certified Prevention Specialists and serves over 14,000 unduplicated individuals each year.



Through the Trauma Informed Oriented Community of Care (TIROCC) Project, CACY has had the opportunity to not only work collaboratively with system-wide treatment providers to increase efficiencies, but to implement internal agency policy and human resource process changes to increase professional effectiveness of working with youth, families and the community. Those changes took place almost immediately after the first trauma informed care training coordinated by the Richland County Mental Health and Recovery Services Board.

Implemented changes included both employee assessment and support and official policy revisions. Since staff support and debriefing are important aspects of quality trauma informed care, CACY implemented group and individual TIC ongoing training procedures. TIC training is now part of ongoing staff meetings where reflection and debriefing of different TIC topic situations and resolutions are discussed. Beginning with the employee hiring process, TIC training is a deliberate part of the agency interview and orientation processes. Suggested pro-TIC language and other culturally competent interactive strategies have been implemented to allow for agency-wide understanding of TIC. Lastly, personnel policies, such as annual performance tools have been adapted to include measuring performance on each core trauma informed practice domain. Data is used to track, measure and analyze individual performance and ongoing training needs. As a prevention agency, these deliberate changes which promote safety, trustworthiness, collaboration and empowerment of both client and employees, has enhanced the efficiency and effectiveness at the onset of overall service delivery.



### *~About the Author~*

Tamara C. Funk received a bachelors degree in Social Work from Mt. Vernon Nazarene University and holds an OCPSI. She has worked for CACY as a Prevention Specialist for 14 years. Tamara has been married for eighteen years and enjoys traveling, running and spending time with family and friends.

# PARENTING SMART

by Cheryl Purviance, MSW, LISW-S  
Director of Trinity Home/Community Based Services  
Family Life Counseling & Psychiatric Services

While it would certainly make life easier if every baby came into the world with a handbook that would address every parenting dilemma that they would present across the course of their life, we all know that's a dream. The good news, however, is that you can develop effective parenting skills; you just need information on the basics. Here are a few of those:

## 1. **PARENTING MYTH: Rules work**

Rules do NOTHING. They are words written on paper. And to top it off, you have NO CONTROL over whether your child does what the rule says. That part is about free will- YOU CANNOT FORCE BEHAVIOR. Give up the illusion that just by saying something, you create a magic that compels your child to do what you say. Parenting is about teaching your child to make GOOD decisions, and learning to accept what happens when they do (and when they don't).

Your response is EVERYTHING. You must have 100% control over the RESPONSE to the rule: the rewards and consequences. And you MUST be 100% consistent in following through. For example, if the consequence is that the child is sent to their room for an hour, and the child will not stay in the room, then don't use that as a consequence because you are not fully in control of it (and please don't consider putting a lock on the outside of the door; that's a no-no). If the consequence is that the teen loses their cell phone but they won't give it to you (don't ever get into a physical struggle to get the phone away; that just escalates behavior), call the phone company and have it shut off—"either you hand me the phone for the next 24 hours or I have it shut off for a week."

## 2. **CHOOSE YOUR BATTLES**

If you tried to come up with a rule for every behavior, you'll go crazy. Try to keep it to no more than 5-6 specific rules, to keep life as un-crazy as possible. The most common rules would be things like: verbal aggression, physical aggression, school (attendance, grades and behavior), chores and what we refer to as the 'general rule' which says "you will do what you are asked to do when you are asked to do it" which covers a myriad of issues.

Understand that not all behaviors are consequence-able. Learn what to ignore! Eye-rolling, huffing and puffing and some push-back (stomping, etc.) is age appropriate and as long as it's not extreme or damaging property, ask yourself if you can let it go. It's the age-old question: is this the hill you want to die on?

## 3. **RULES FOR RULES**

Put rules in writing. It eliminates the need for you to argue or make decisions about consequences in the moment. When you start a new job, the first thing you get is the "Rule Book"- you need to know what your employer expects, and what will happen in response when you do well, AND when you mess up. If every time you broke rule #1 you got a different consequence, you wouldn't think that was fair. And it would make you anxious, never knowing what to expect. If you were hired at \$25 an hour and your employer changed that to \$10 then to \$15, you wouldn't feel secure, or that you were being treated fairly.

### **YOU NEED CONSISTENCY AND STRUCTURE. So does your child!**

Rules should be written in terms of what you expect (the positive behavior) and not the negative. For example, "John **will be** verbally appropriate in our house, at school and in the community" instead of "John will stop being mouthy." Also, it is crucial to explain what that means. "John will be verbally appropriate.....which means that he will not use profanity, not call other people names, and not make threats." This focuses on the positive and tells your child that this is the level to which you expect them to rise, and doesn't focus on what they are doing wrong. Your rules should be SO clear that any stranger walking into your house would understand exactly when the rule has been broken. Having a rule against being "mouthy," for example, doesn't work. You may define 'mouthy' differently than anyone else.

Rules should not have loopholes. Your rule may be "John will go to school every day." John will say to himself, 'okay, so I go to the school every day' thus he has kept the rule. Then he leaves the school and goes to his friends' house. Once you have established rules (which should be IN WRITING to avoid any confusion and eliminate the need to argue about what you meant), try to find the loopholes that your kid might use, and eliminate them.

## 4. **RULES FOR REWARDS and CONSEQUENCES**

One rule should have a specific reward and consequence. DON'T use the same reward or consequence for more than one rule- if you do, the child may earn the reward by following one rule, then lose it by not following another. This isn't fair. If you work two days and are out sick two days, you still get paid for the two days that you work; one doesn't cancel out the other.

Consequences should be TIME LIMITED. Specify the time on the written rules.

Rewards and consequences should be: **IMMEDIATE.** There will be times when you don't find out about the behavior until after it happens; it's okay to give a consequence 'late' in that situation.

They should be: **MEANINGFUL** to your child. We are all motivated by things we want. If the reward isn't significant enough, your child won't want to work for it. And don't think that a reward requires money. Use the things your child already has—their phone, time with friends, even time with YOU doing something they want to do (baking cookies; playing a game).

Consequences should be **SHORT TERM.** The younger the child, the shorter the duration. Taking away something teaches that there is a consequence for negative behavior. Giving it back is equally important: it teaches a child to have hope; that they have the opportunity to do better.

# COMMON PARENTING DILEMMAS

by Cheryl Purviance, MSW, LISW-S  
Director of Trinity Home/Community Based Services  
Family Life Counseling & Psychiatric Services

**DILEMMA:** When a child's behavior is difficult to understand and manage, parents can fall into a dangerous trap: they begin to see the child as "bad".

**INFORMATION:** There are two essential parts of parenting: Control, and Warmth. Control is about providing healthy structure, including rules, with appropriate rewards and consequences. Warmth is providing unconditional love, family inclusion and building up the self-esteem of your child.

**SOLUTION:** Your child is NOT their behavior. As a parent it is essential that you are able to separate the child, whom you love, from their behavior, which you can hate. If you don't separate them, you will tend to move toward more control and you will likely feel less warmth, which will only make the behaviors worse.

**DILEMMA:** "I shouldn't have to reward my child for doing what they should be doing anyway." Parents sometimes struggle with giving rewards for doing what we naturally expect kids to do- going to school, for example.

**INFORMATION:** You are not raising a child, you are raising an adult, and in raising an adult it is CRUCIAL that you teach them now how the adult world works. Okay, maybe you shouldn't "have to" give a reward for something the child should be doing. The question is, are they doing it? If the answer is no, then offering a reward can provide motivation for doing something they "should" be doing. Would you go to work every day if you never got a paycheck?

**SOLUTION:** Create a clear expectation for the behavior that you want, and attach it to a reward AND a consequence. The most important part of this is that YOU ARE 100% CONSISTENT about giving BOTH.

**DILEMMA:** "My kid refuses to follow the rules! The rules are useless!"

**INFORMATION:** There are two parts of having rules. Part 1 is the rule itself ("You will go to school every day, attend every class and behave appropriately in school"). Part 2 is the "contingency" (the reward and consequence attached to the rule). Even kids have free will and can make the wrong choice.

**SOLUTION:** Reinforce the rule with a reward and a consequence that you have 100% control over. You have no control over whether the child follows the rule; you only have control over your response to it.

**DILEMMA:** My kid is behaving so badly that I don't think he/she deserves the nice birthday party I was planning for them (or to go to the prom, etc.).

**INFORMATION:** There are three primary types of things that you give your child:

1. Basics: food, clothing and shelter. NEVER used as contingencies.
2. Growth Privileges: These are things like birthday parties, holidays, family vacations/trips, prom, church, scouts, a job, and organized sports. Should NEVER be used as contingencies. These are things that involve the warmth part of parenting (loving a child means that some things don't have to be earned), that teach your child very positive things, and/or that cannot be returned once they have been taken.
3. Extras: These are your contingencies. Cell phones, television, toys, computers, makeup, hair accessories, junk food, soda, etc. These are things that your child does NOT need, so they can be used as rewards and consequences.

## ~About the Author~



Cheryl completed her bachelor's from Asbury College in Wilmore KY and an MSW from The Ohio State Uni-

versity.

Cheryl has been with Family Life counseling for 8 years and currently is Director of Home-Based Services and Mental Health Liaison for Children's Services.

Cheryl has 4 daughters, 7 granddaughters and 1 grandson, and a 90-lb boxer named, Baxter.

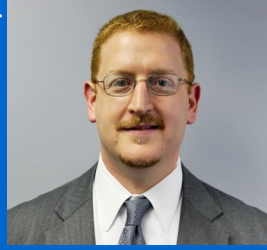
## Remember to do your Community Meetings and ask:

- 1) How are you feeling today?
- 2) What are your goals for today?
- 3) Who are you going to ask for help?



## Walking the Walk

On October 18<sup>th</sup>, the Richland County Mental Health and Recovery Services Board of Directors participated in their annual training. This training was provided by Landa Harrison and focused on Being a Trauma Informed and Recovery Oriented Board of Directors. The Board Members learned that the purpose of the Board is not only to set a vision and ensure the mission of the Board through the oversight of strategic planning and fiscal management, but to also lead by example and role modeling the type of system they hope to achieve.



The Board of Director's in March of 2015 supported the initiation of the Trauma Informed Recovery Oriented Project. They have frequent updates and have been supportive of the process over the past 19 months. Now they can count themselves as versed and practiced in the implementation of some new strategies that will assist in the process moving forward.

The members participated in a demonstration of "Community Meeting." They found that answering three simple questions: 1) How are you feeling? 2) What are your goals for the meeting? and 3) Who are you going to ask for help? creates an environment of interaction right from the start and encourages participation. Starting at the November Board meeting, "Community Meeting" will be integrated as a standing part on the Board of Directors meeting.

Board members also received an introduction to S.E.L.F. and its applicability for Boards. They received a number of handouts that supported the idea of establishing TIROCC principals in Board meetings. This is an opportunity for the Board to demonstrate their support through action of the TIROCC Process and will also give them some additional tools as the Board begins the process of establishing a TIROCC focused 5-year Strategic Plan.

Joe Trolian, MA, LPCC-S, LICDC-CS  
Executive Director, RCMHRSB

## TIROCC Events:

### November 16th

8:00 Landa C. Harrison, LPC presented TIROCC Clinical Tools: Concrete Use of Trauma Informed Tools in the Clinical Setting Training which was held at Richland County Children Services Futtly Training Room.

### November 16th

UMADAOP held the first of a series of bi-weekly HOPE (Heroin Overdoes Passing Epidemic) and greif support group meetings. For information on these meetings call 419-525-3525.

### November 17th

From 10:00 till 11:30 the TIROCC Steering Committee will be meeting to continue planning for the project.

### November 17th

NAMI will host Family to Family graduation. This is the 34th class that will graduate from this program.

### November 19th

The Ohio Peace Officer Training Academy will be trained by NAMI on services and a family's/ individuals perspective of those individuals living with mental illness.

### November 21st

NAMI will host the next Family Support Group meeting which will be open to the public and free of charge. For more information call NAMI at 419522-6264.

### November 24th

Happy Thanksgiving– The Mental Health Board office will be closed for the Thanksgiving Holiday.

### December 1st

NAMI will host NAMI Connection for individuals with mental illness at the OASIS Peer Center at 87 East First Street, Mansfield. For more information call NAMI at 419522-6264.

## The Community of Care Network:

The network includes the following organizations that are working collaboratively to provide assistance, support and advocacy for the Richland County community.

### Three C Counseling

Richland County Job & Family Services- Adult Protective Services

Richland County Juvenile Court

Richland County Mental Health & Recovery Services Board

CACY (Community Action for Capable Youth)

Catalyst Life Services

Family Life Counseling & Psychiatric Services

NAMI Richland County (National Alliance on Mental Illness)

UMADAOP

**For more information, please contact:**

**Richland County Mental Health & Recovery Services Board**

**Phone: 419-774-5811**

**www.richlandmentalhealth.com**