

**Linking  
Systems of Care**  
for Children and Youth Project



**NCJFCJ**  
est. 1957  
NATIONAL COUNCIL OF  
JUVENILE AND FAMILY COURT JUDGES  
WWW.NCJFCJ.ORG



# *Linking Systems of Care Montana*

Trauma-Informed Approaches

# Participant Workbook

## Module 2



# Module 2

## Physical and Emotional Safety

### Learning Objectives



- Define safety as a core principle within a trauma-informed approach.
- Describe the differences between physical and emotional safety for both staff and the families they serve.
- Devise concrete strategies they can implement within their scope of work to increase physical and psychological safety for both staff members and clients they serve.

### Case Study: Betty and Laura

Betty is a 30-year-old woman who has two children, 6-year-old Laura and 10-year-old Josh. Betty is in the process of putting herself through school and is very active in her church. Her children were removed from her care when Laura disclosed that Betty's boyfriend was sexually abusing her. During the first unsupervised visit with Betty in her home, Laura became very upset and didn't want to be in the home. She cried and clung to her mom the entire time. Betty had made Laura's favorite meatloaf, but this made Laura cry more and she begged her mom to go to the local McDonalds. Betty did not know what to do, the more she tried to comfort Laura the more upset Laura got. Betty got very frustrated and told Laura that she needed to stop crying and that she needed to eat the meatloaf. The next day Betty talked to the caseworker about the visit. She said she couldn't understand why Laura was so upset. The caseworker reminded her that the abuse had taken place in the house and that maybe being back there was reminding Laura about what happened to her.

*Adapted from National Child Traumatic Stress Network Birth Parent Curriculum*

---

---

---

---

---

---

---

## Key Definitions

- **Physical safety** is the freedom from threats of violence, whether from self or others. Physical safety includes being aware of risks in the environment and taking steps to ensure basic physical safety when there is a threat.
- **Emotional safety** is the ability to be safe within one's own identity and the sense of feeling safe with other people and in one's community. Your ability to create emotional safety in an interaction may increase the comfort that the person feels during the process.

## Activity: Defining Features Matrix on Physical and Emotional Safety

1. Read the key factors below and take a moment to consider whether the key factor can influence an individual's sense of physical and/or emotional safety?
2. Use the matrix below the list of key factors to categorize each of the factors into either the "physical safety" or "emotional safety" columns.
3. Are there key factors that fit into both?

## Key Factors

- Creates stability
- Occurs when one has control in a given situation
- Occurs when one knows what to expect
- Can disappear when triggered by a trauma reminder
- One can occur without the other
- Free from physical harm or threat
- When reached, allows individuals to be more present in a given moment
- Increases when someone has more knowledge and training in a given situation
- Related to the environment or physical space
- Can be impacted by an individual's tone of voice, posture, and other mannerisms
- May be increased or decreased by an individual's characteristics such as gender, race, and cultural background
- May be impacted by discussing traumatic or adverse events
- May increase or decrease depending on an individual's levels of familiarity with someone
- May be impacted by the presence of an authority figure (security guard, law enforcement, supervisor)
- May be impacted by an individual's own personal history

Physical Safety	Emotional Safety

# Policies and Practices for Staff and For Those Who Are Receiving Services

## List Types of Physical Safety Practices Here

For Those Receiving Services	For Staff

## List Types of Emotional Safety Practices Here

For Those Receiving Services	For Staff

## Emergencies & Crisis Situations

---

---

---

---

---

---

---

## Monitoring Triggers

---

---

---

---

---

---

---

## Secondary Trauma and Employee Interactions

- Recognize that exposure is part of the job in this work and that secondary traumatic stress will likely have an impact on the workforce.
- Create a supportive workplace with opportunities for staff to engage in self-care and address organizational health more broadly through workgroups and/or other types of initiatives.

- Link employees as needed to employee assistance programs (EAP) or referrals for counseling as needed
- Provide opportunities for Reflective Supervision (<https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/reflective-supervision>)
- Supervisors work with staff members who display STS symptoms and develop a plan for reducing symptoms.
- Staff is educated on strategies that may be employed to share their own personal stories of trauma
- Create external partnerships with secondary traumatic stress prevention providers
- Provide ongoing assessment of staff risk and resiliency. Some free resources include:
- Professional Quality of Life Measure (ProQOL; [https://www.proqol.org/uploads/ProQOL\\_5\\_English\\_Self-Score\\_3-2012.pdf](https://www.proqol.org/uploads/ProQOL_5_English_Self-Score_3-2012.pdf)).
- The Secondary Traumatic Stress Informed Organization Assessment (STSI-OA; <https://www.uky.edu/CTAC/node/234>)
- Office for Victims of Crime Vicarious Trauma Toolkit (VTT; <https://vtt.ovc.ojp.gov/>)



# LSOC Montana Organizational Trauma-Readiness Self-Assessment

If your organization does a good job in this category, please provide an example of the mechanism used to accomplish this principle.

---

---

---

---

---

---

---

What could be different in your organization for a ranking one number higher?

---

---

---

---

---

---

---

What is the next step to increase rankings in this category?

---

---

---

---

---

---

---

Document the next steps your organization will take.

---

---

---

---

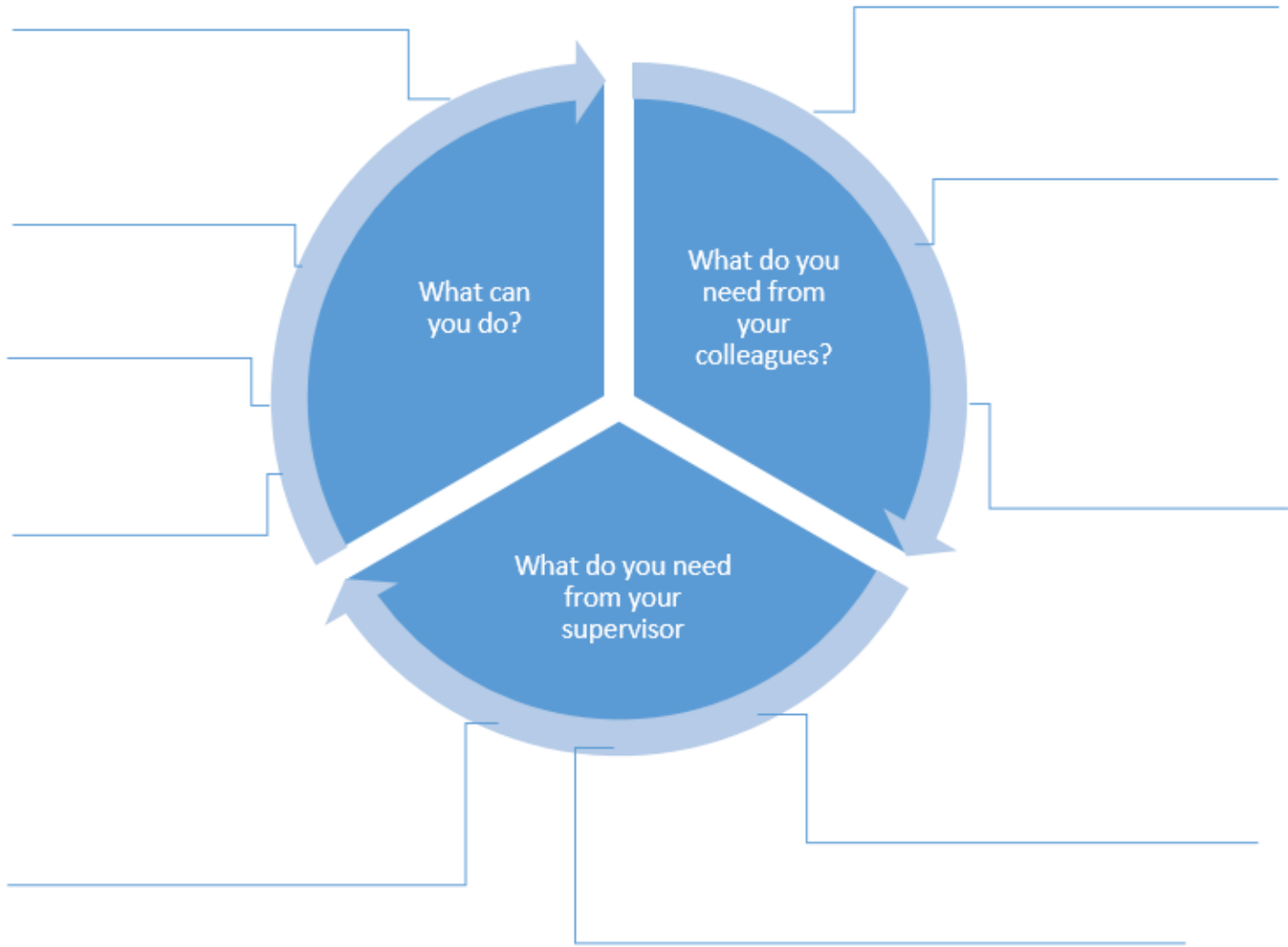
---

---

---

# Individual Action Planning

## Zone of Control



## Test your knowledge



### Question 1

*The following are characteristics of physical safety:*

- A. Freedom from threats
- B. Being aware of risks
- C. Sense of feeling safe
- D. Both A & B

### Question 2

*Safety policies should really focus on those receiving services to help ensure that the system doesn't re-traumatize clients.*

True

False

### Question 3

*Understanding individual triggers can help providers:*

- A. Address needs in a compassionate way
- B. Supervise compliance in treatment/court services
- C. Eliminate secondary trauma
- D. All of the above