

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



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# *Linking Systems of Care Montana*

Trauma-Informed Approaches

# Participant Workbook

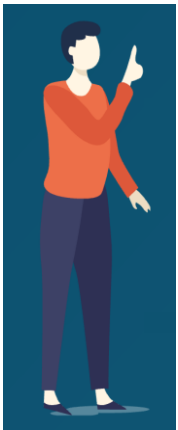
## Module 8



# Module 8

## Leadership, Administrative Support, and Policies

### Learning Objectives



- Identify strategies to garner leadership support for trauma informed care;
- Understand why human resource policies and reflective supervision serve as crucial scaffolding of trauma-informed care and help to reduce secondary trauma;
- Recognize policies that support the use of only evidence-based, properly validated, methods to screen, assess, and identify trauma and victimization; and
- Create a plan to implement a trauma-informed approach.

### Trauma-Informed Champions

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# A Persuasive Argument for Change

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## Helpful Resources

- This link below leads to a great resource from the Trauma-Informed Care Implementation Resource Center, called “Making the Case for Trauma-Informed Care: Tips for Talking with Leadership” – [https://www.traumainformedcare.chcs.org/wp-content/uploads/Make-Your-Pitch-for-TIC-TA-Tool\\_111819-1.pdf](https://www.traumainformedcare.chcs.org/wp-content/uploads/Make-Your-Pitch-for-TIC-TA-Tool_111819-1.pdf)

## Strategic Teamwork

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## Organizational Communication

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## Use of Language

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The Montana Policy Workgroup endorsed the following statement adopted from the Michigan Department of Public Health and Human Services:

*PURPOSE STATEMENT - The purpose of this policy is to address the trauma in the lives of the children and families served by \_\_\_\_\_. The policy is promulgated to promote the understanding of trauma and its impact, ensure the development of a trauma-informed system and the availability of trauma specific services for \_\_\_\_\_.*

## Helpful Resources

- Michigan Department of Public Health and Human Services  
[https://www.michigan.gov/documents/mdhhs/Trauma\\_Policy\\_Framework\\_Guide\\_576279\\_7.pdf](https://www.michigan.gov/documents/mdhhs/Trauma_Policy_Framework_Guide_576279_7.pdf)
- Montana Code Annotated “Scope of mental health care advance directive:”  
[https://leg.mt.gov/bills/MCA/title\\_0530/chapter\\_0210/part\\_0130/section\\_0040/0530-0210-0130-0040.html](https://leg.mt.gov/bills/MCA/title_0530/chapter_0210/part_0130/section_0040/0530-0210-0130-0040.html)
- SAMHSA on advance directives:  
[https://www.samhsa.gov/sites/default/files/a\\_practical\\_guide\\_to\\_psychiatric\\_advance\\_directives.pdf](https://www.samhsa.gov/sites/default/files/a_practical_guide_to_psychiatric_advance_directives.pdf)

## Human Resource Policies

- Ensuring job descriptions include a requirement to be aware of trauma in clients, co-workers, and themselves and expectations for employing a trauma-informed approach
- Ensuring potential job candidates are asked about their trauma training and knowledge during employment interviews
- Requiring Individual performance plans to identify strengths and areas for improvement related to trauma-informed care
- Employee orientations should educate new hires on the trauma-informed fundamentals
- Performance reviews and plans should reinforce the importance of self-care.
- A policy that requires trauma training be provided on at least an annual basis should be drafted, better ensuring sustainability
- Address secondary traumatic stress and protective strategies
- Utilize reflective supervision

## Helpful Resources

- A helpful trauma-informed hiring guide from the Center for Health Care Strategies <http://www.traumainformedcare.chcs.org/wp-content/uploads/2018/11/Fact-Sheet-Hiring-a-TIC-Workforce.pdf>
- Trauma-informed care interview questions from the National Council for Behavioral Health <https://www.thenationalcouncil.org/wp-content/uploads/2019/11/Interview-Questions-for-Trauma-Informed-Care.pdf?daf=375ateTbd56>
- The federal Office for Victims of Crime offers a vicarious trauma toolkit that can help organizations craft strategies for mitigating secondary traumatic stress: <https://vtt.ovc.ojp.gov/sites/preview/Pages/PageNotFoundErrorMessage.aspx?requestUrl=http://vtt.ovc.ojp.gov/what-is-the-VT%E2%80%93ORG>

## Reflective Supervision

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## Helpful Resources

- National Traumatic Stress Network “Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision”  
[https://www.nctsn.org/sites/default/files/resources/fact-sheet/using\\_the\\_secondary\\_traumatic\\_stress\\_core\\_competencies\\_in\\_trauma-informed\\_supervision.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/using_the_secondary_traumatic_stress_core_competencies_in_trauma-informed_supervision.pdf)

## Reflective Supervision

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## Key Definitions – Screening and Assessment

Oftentimes the terms screening and assessment are used interchangeably. But they are actually two different things.

**Screening** is a tool or process that is a brief, focused inquiry to determine whether an individual has experienced one or more traumatic events, has reactions to such events, has specific mental or behavioral health needs, and/or needs a referral for a comprehensive trauma-informed mental health assessment.

Screening is a “wide-net” process.

**Assessments** are a more comprehensive process that may be used to understand a child’s trauma history and symptom profile; to determine whether a child is developmentally on target in the social, emotional, and behavioral domains; to inform case conceptualization and drive treatment planning; and to monitor progress over time. Assessments used by mental health providers tend to focus on determining the presence of a specific disorder, as well as its nature and severity.

Screening	Mental health assessment
<ul style="list-style-type: none"> <li>• Brief</li> <li>• A “wide-net” process</li> <li>• Determine whether an individual has experienced one or more traumatic events, has had reactions to such events, and whether a referral for a comprehensive trauma-informed mental health assessment is warranted.</li> </ul>	<ul style="list-style-type: none"> <li>• More comprehensive</li> <li>• A targeted approach</li> <li>• Designed to gather an in-depth understanding of the nature, timing, and severity of traumatic events, the effects of those events, current trauma-related symptoms, and functional impairment.</li> <li>• Inform case conceptualization and drive treatment planning</li> <li>• Monitor progress over time.</li> </ul>



## Helpful Resources

- The National Child Traumatic Stress Network - Screening and Assessment Resources – <https://www.nctsn.org/treatments-and-practices/screening-and-assessment/nctsn-resources>

## 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.

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

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

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Document the next steps your organization will take.

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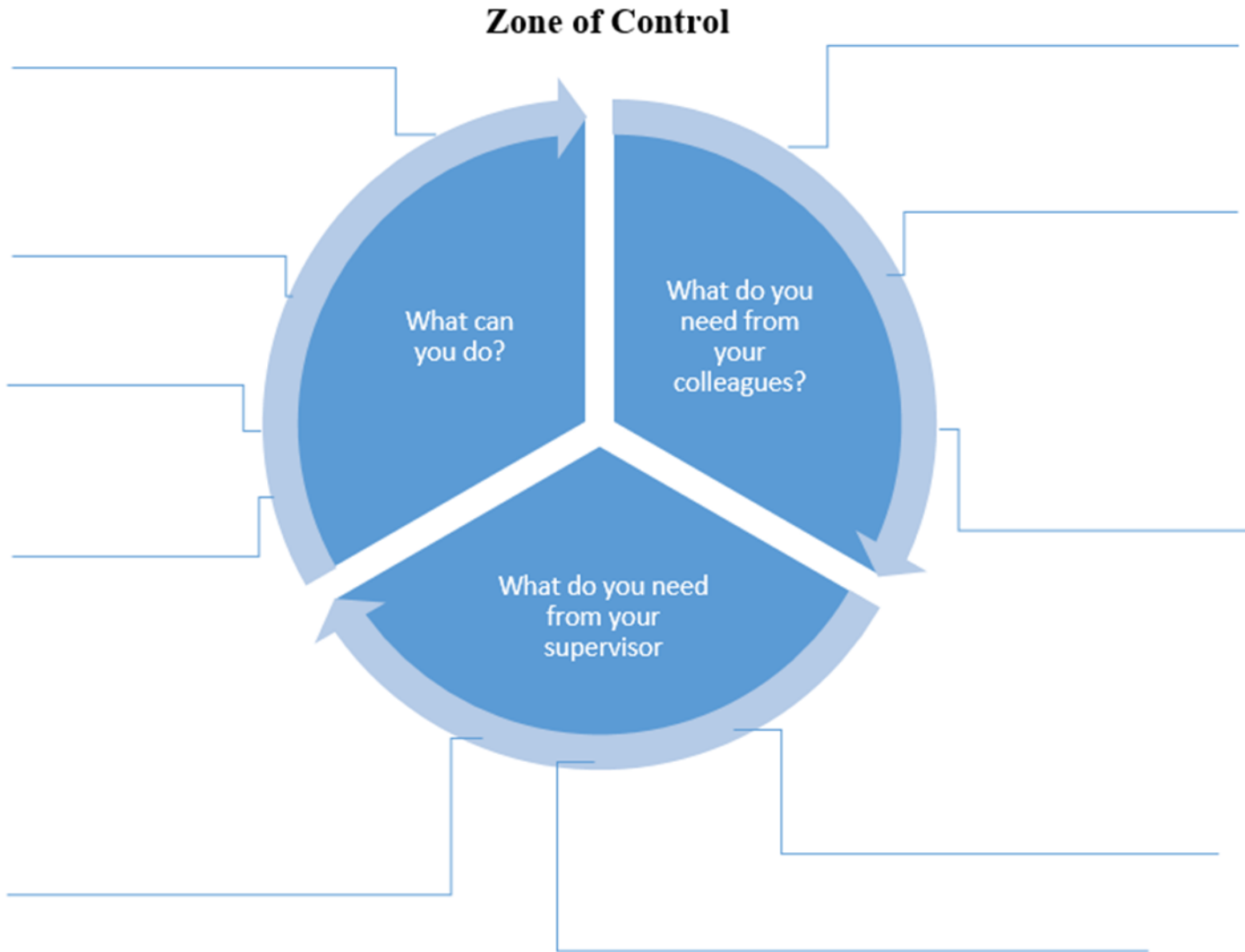
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# Individual Action Planning



## Test your knowledge



### Question 1

*Major policy shifts don't include persuasive arguments.*

- True
- False

### Question 2

*Human resource supervisors can impact a trauma-informed approaches by:*

- A. Drafting job descriptions with expectations on trauma-informed approaches
- B. Asking interview questions related to trauma-informed approaches
- C. By addressing secondary trauma
- D. All of the above

### Question 3

*Reflective supervision involves fostering professional growth through:*

- A. Reflection, collaboration, and regularity
- B. The use of motivational interviewing only
- C. Training for supervisors on leadership