

TRAUMA, ADVERSITY &
CULTURALLY INFORMED,
INFUSED, & RESPONSIVE
PHYSICAL ENVIRONMENTS
& SPACES

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TRAINER, AND AUTHOR

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Working with Relational and
Developmental Trauma in
Children and Adolescents



DR KAREN TREISMAN R

A Therapeutic
Treasure box

for Working with CHILDREN and ADOLESCENTS with
Developmental Trauma



*Practical Guidelines
and Activities*

A Treasure Box for
**CREATING
TRAUMA-
INFORMED
ORGANIZATIONS**

A Ready-to-Use Resource for Trauma,
Adversity, and Culturally Informed,
Infused and Responsive Systems

VOLUME 1

Dr. Karen Treisman

A Treasure Box for
**CREATING
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VOLUME 2

Dr. Karen Treisman





SOME THINGS TO BE MINDFUL OF

- Winston Churchill fellowship/ 90 organisations and continuing...
- No-one-size-fits-all e.g. green/ music.
- Adapt and evolve- Ongoing journey.
- Health, safety, and risk (including covid).
- Inner and outer feel. E.g. the people, the contents, the feel, the entrance, the outside look etc. One part of the puzzle.
- Hotel/ restaurant/ waiting room/ residential- home vs office etc.
- Quick win/ make changes/ people can see the change- know the WHY....
- The power & influence of the environment (Stress, mood, arousal, safety, trust etc.).
- Ask and review from multiple angles and lens.
- Focus groups, interviews, specialist groups, hopes/wishes/ expectations/worries I.e. money.
- Ownership and input.
- Function and the accessibility.
- Sensory input and regulation. Brick parent.



FEELINGS AND THE MESSAGES

- *1st impression/ Primacy and recency effect*
- *If the building or walls could talk what would it/they say? If we could describe the feelings of the building or its personality what would we say? What messages, values, and feelings do people receive from the building?*
- *Collage/ word cloud/ vision board/ I am...*
- *Toilet, puzzles, toiletries, clean and maintained etc.*
- *Time hole/ chain of past- previous building memories e.g. Church, hotel, social services etc.*

welcoming
soothing homely
supportive real
open calm caring
intimidating safe hopeful
containing
warm not secure connected
friendly
healing sensible fun
grounding
helpful nurturing
inspiring community

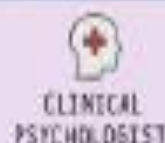
ASSUMPTIONS, PRINCIPLES, & VALUES



TRAUMA-INFORMED ORGANISATIONAL CULTURE

A PARADIGM TRANSFORMATION
A DIFFERENT LENS

DR. KAREN
TREISMAN



Sketch
by
@nterred

THE FOUR R'S

A program, organisation, or system that is trauma-informed **realises** the widespread impact of trauma, stress, & adversity, & understands potential paths for healing & recovery. **Recognises** the signs & symptoms of trauma in staff, clients, & all others involved in the system. Actively **resists** re-traumatisation (Committed to being trauma-reducing instead of trauma-inducing). **Responds** by fully & meaningfully integrating, embedding, & infusing knowledge about trauma into policies, procedures, language, culture, practices, & settings (SAMHSA, 2014 - Adapted by Dr Karen Treisman).

There also needs to be respect, an expectation, & an acknowledgment that the journey to become & sustain being trauma-informed & trauma-responsive is complex, slow, dynamic, evolving, messy, & multi-layered.

Therefore, it requires work, skill, time, shared vision, investment, sensitivity, adaptability, commitment, hope, & so much more (Treisman, 2018).



The principles & values are relevant to all people in all roles; & should also be reflected in all aspects of the organisation from the mission statement, to team meetings, to recruitment. (See Weaving & Infusing Worksheet).

TRUST &



ACKNOWLEDGING, HOLDING, & CELEBRATING



COMMUNICATION, COLLABORATION, & TRANSPARENCY



RELATIONSHIP-FOCUSED

RELATIONAL
TRAUMA
REQUIRES
RELATIONAL
REPAIR
(TREISMAN, 2018)



BEHAVIOUR IS COMMUNICATION



AGENCY CHOICE



MASTERY VOICE
(AT MULTIPLE LEVELS)

CURIOSITY,
REFLECTIVENESS,
EMPATHY,
COMPASSION, &
UNDERSTANDING



CULTURAL HUMILITY & RESPONSIVENESS



INTEGRATION



VALUES AND PRINCIPLES- IN LINE

- *How are the values of adversity, culturally, and trauma informed practice embodied and paid attention to in the environment? (e.g. multi-layered safety and trust, relational and humanising, collaborative, connecting and integrating, considering cultural humility, responding and understanding behavior as communication, hope and strengths based, increasing agency and mastery, transparent and communicative).*

RESPONDS

RESPONDS BY FULLY & MEANINGFULLY INTEGRATING, EMBEDDING & INFUSING KNOWLEDGE ABOUT TRAUMA INTO POLICIES, PROCEDURES, LANGUAGE, CULTURE, PRACTICES & SETTINGS

REALISES

THE WIDE-SPREAD IMPACT OF TRAUMA, STRESS & ADVERSITY & UNDERSTANDS POTENTIAL PATHS FOR HEALING & RECOVERY

REALISES

TRAUMA-INFORMED, INFUSED & RESPONSIVE SYSTEMS

A PROGRAMME, ORGANISATION, OR SYSTEM THAT IS TRAUMA-INFORMED ...

THE FOUR R'S

ACTIVELY RESISTS RE-TRAUMATISATION (COMMITTED TO BEING TRAUMA-REDUCING, INSTEAD OF TRAUMA-INDUCING)

RECOGNISES THE SIGNS & SYMPTOMS OF TRAUMA IN STAFF, CLIENTS & ALL OTHERS INVOLVED IN THE SYSTEM

RECOGNISES

RESISTS

SARAH JEFF, ADAPTED BY DR. KAREN TREZMAN
SAFE HAVEN THINKING (2019)

REFLECT

INSTEAD
of REACT

A CULTURE of CURIOSITY.
THINKING, THINKING
& of BEING
MINDFUL

RECONNECT

to the
VALUES, to the
COMMUNITY, to
HUMANITY & BEING
CARING to our ROOTS,
to HOPE etc

RELATIONAL

keeping the
RELATIONSHIPS,
CONNECTIONS &
HUMANITY at the HEART
of EVERYTHING
that is DONE &
FELT

REWARDING

is also
about bringing
the JOY,
SATISFACTION
STRENGTHS-BASED
ELEMENTS & PLAYFULNESS
back into the work
& into the
organisation

REAL

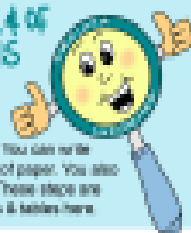
is about
being HUMAN
& AUTHENTIC,
but also about making
decisions / changes which are
real-world, in touch with
the REALITIES of the work,
are relevant, are sensitive
to the CONTEXT
& do-able.

REFLECT. RECONNECT. RELATIONAL. REWARDING & REAL

STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK & OF THE ORGANISATION FROM A TRAUMA INFORMED LENS

An exercise to support reflection, assessment, & to inform the development of action plans & ways forward

Take your time & go through the following questions (ideally with a few other people). You can write down, doodle, or record your responses. You may want more space or a bigger piece of paper. You also may want to change the order of the steps or you may have additional areas to add. These steps are not exhaustive or prescriptive. It can be helpful to use the other supplied infographics & tables here.



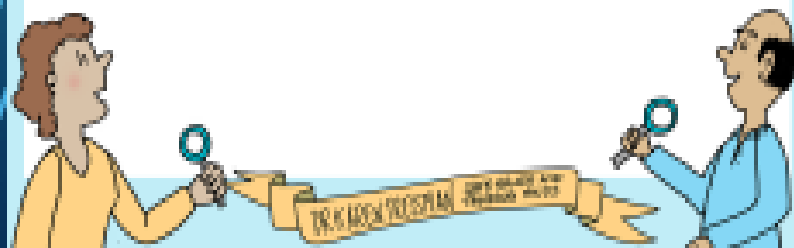
Choose an area which you would like to focus & reflect on & write it below (Start as small, specific, & as focused if possible)

FOCUS

REFLECT



Be a backwards thought shower/braintorm. This means reflecting on the worst-case example or scenario. For example, if you were doing this for team meetings, it could be reflecting on what the worst, most stressful & fractious team meeting would look like, feel like, be like?

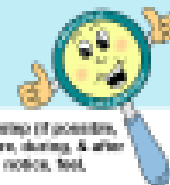


STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK & OF THE ORGANISATION FROM A TRAUMA INFORMED LENS



How can you choose to do an imaginary walk-through or take a narrative journey- Step-by-step (if possible, you might want to do an actual walk-through). It can be helpful to think about the before, during, & after of the process, or from the first contact through to the end. Think about what you see, notice, feel, observe, think etc.

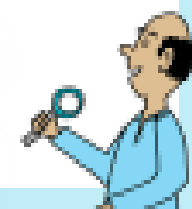
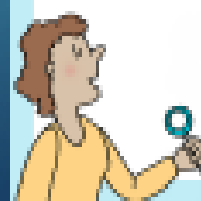
E.g. for example, for a team meeting, what does it look & feel like from before the team meeting, including the email about it, during the meeting, & after the meeting. Or another example, for a waiting room, what does it look like & feel like from entry to exit?



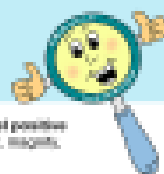
Now can you do an imaginary walk-through or take a narrative journey- Step-by-step (at this time from several other perspectives)

E.g. for example, from a new starter's perspective, or from a person who has experienced trauma e.g. by looking through a trauma lens; or from a traditional/oldest person perspective; or from a parent in distress perspective, or from someone who is disabled, or for someone who does not speak English. It is worth Try & incorporate aspects such as the multi-sensory experience, what might people see, hear, smell, feel, notice, taste.

E.g. if looking at an aspect of your physical environment, such as a waiting room, what might this feel like, smell like, look like etc; think about everything from what you can hear, see on the walls, the type of chairs, the greeting of the staff, the signage etc & how might this be different from different people's perspective including from trauma & cultural lens.



STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK & OF THE ORGANISATION FROM A TRAUMA INFORMED LENS



What are some of the things that are going well already, that do feel helpful, & that do feel positive with the specific area of focus? (Even if it is something tiny. What can be done to support, magnify, continue, & celebrate those things?)



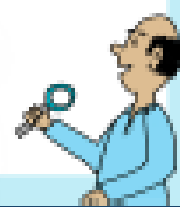
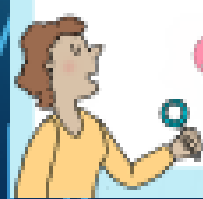
If you were going to describe this... in 3 words what would it be? How might this differ from other perspectives?
For example, how would you describe your team meeting in 3 words, & then how might different members describe your team meeting, how might a child or parent describe the meeting? Or for a waiting room, how do you & your colleagues describe it, & how might a child, another someone who is in a distressed place describe it?



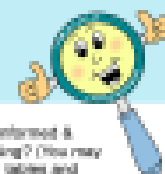
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2

3



STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK & OF THE ORGANISATION FROM A TRAUMA INFORMED LENS

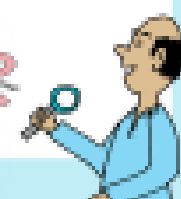
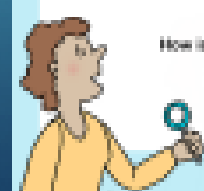


Where relevant & appropriate, how are the values of adversity, culturally, & trauma-informed & responsive practice modelled, evident, & infused in the area which you are discussing? (How may want to do this for the core organisational values as well. You can also use the values tables and sections to support you with this). An example of some aspects within the values would be, how emotionally safe do team meetings feel? What happens if someone is dysregulated or upset? How much choice do people have over the time, length agenda, set-up of the meeting? Whose voices are silenced, missing, privileged? How do people communicate within team meetings with each other, and how are things communicated with people who were not present in the meeting? How much space is there to share and discuss progress, proud moments, best practice? What is in the team meeting to support messages of hope and positivity? What is done to support people to feel connected to each other and the meeting? And so forth...

1. Multi-layered safety & trust,
2. Choice, voice, agency, & mastery,
3. Collaboration, communication, & transparency,
4. Relational, relationship-focused, & humanised,
5. Curious, empathetic, understanding, kind, reflective, & compassionate,
6. Magnifying, noticing, & celebrating hope, strengths, & resilience,
7. Seeing behavior as communication & being curious around this,
8. Considering cultural humility & responsiveness
9. Integrating & connecting people, ideas, systems, the brain etc.

How is this in line with the four R's? How does...
realise, recognise, resist, & respond?

RRRR



STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK 4 OF THE ORGANISATION FROM A TRAUMA INFORMED LENS



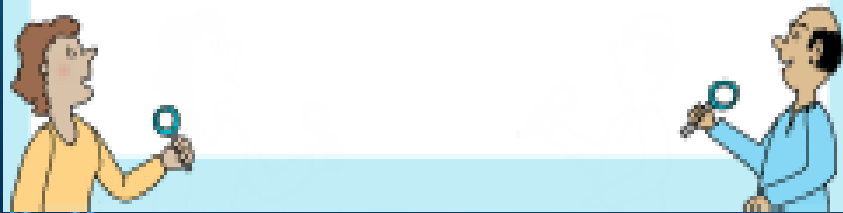
8

What have you noticed, learned, & reflected on from doing this exercise and going through these steps? What might be your action plan, suggestions, or recommendations from this? It might be helpful to think about it as before, during, & after.

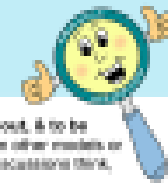
BEFORE

DURING

AFTER



STEPS TO REFLECT ON DIFFERENT ASPECTS OF THE WORK 4 OF THE ORGANISATION FROM A TRAUMA INFORMED LENS



9

Now you have some ideas, it is important to widen your learning, to try & test it out, & to be collaborative. For example, what does the literature say? What can you learn from other models or their best practice? What do wider networks & other people not present in these discussions think, feel, want to contribute etc.



10

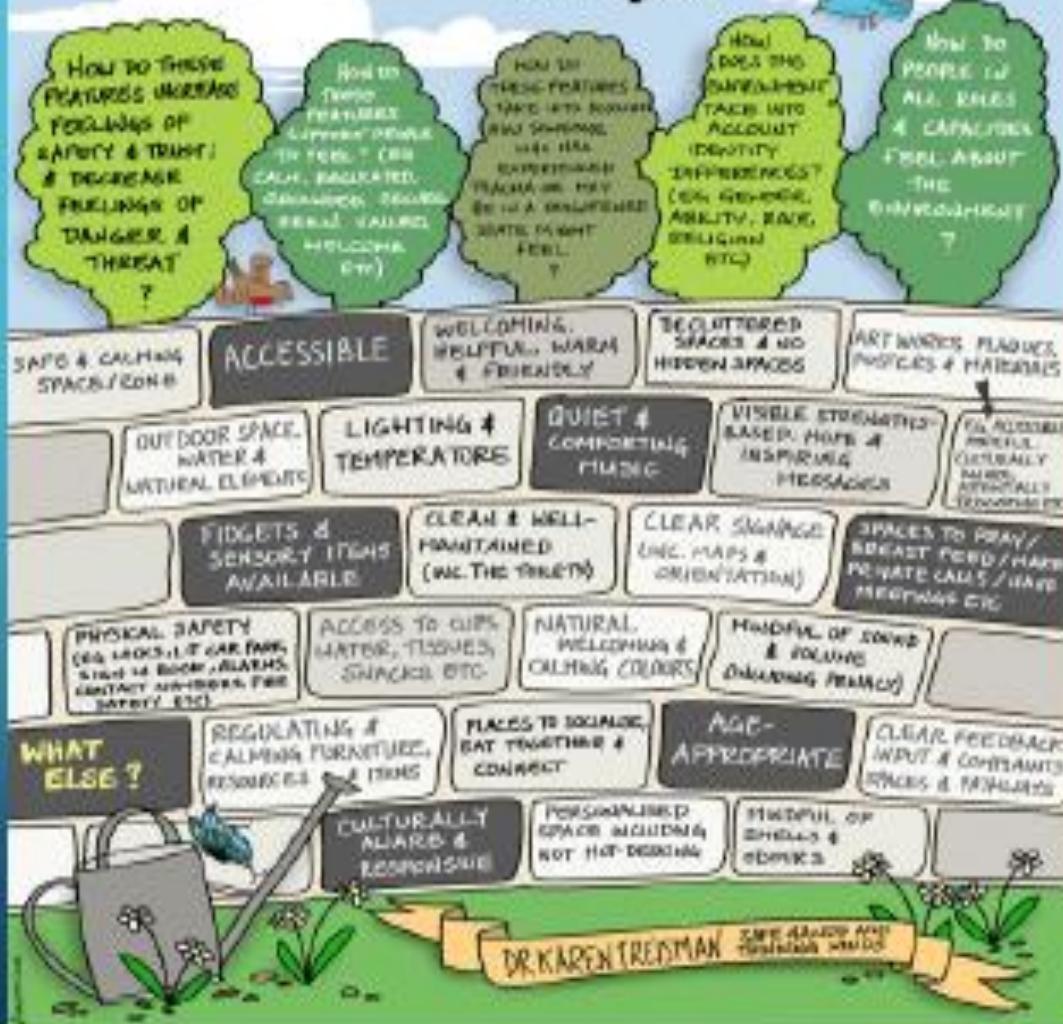
Reflect, review, & revisit.

REFLECT



ADVERSITY, CULTURALLY & TRAUMA-INFORMED & RESPONSIVE PHYSICAL ENVIRONMENT

Some elements to reflect on & do a walk through around



SIGNAGE, ORIENTATION, AND VISUALS

- Direction and parking? Maps/ videos/ timing.
- Orientation and signage?
- Welcome, including buzzer, accessibility, security, business support, greeted and taken?
- Key info e.g. The people, the values, opening and closing times, contact numbers etc.
- Signs, posters, and plaques on the wall?
- Paintings and artwork?
- Names of the rooms and spaces?





Find us
HERE







Only English to be spoken at all
times,
This includes all break times, and
when on the ward.

This is hospital policy.

LAC team

Páirc Mhí Ní Ríain
Mhí Ryan Park

Bord Cumarsáide
Communications Board

Logo of the Communications Board, featuring a stylized 'W' and the text 'Bord Cumarsáide' and 'Communications Board'.

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MULTI-SENSORY REMINDERS OR TRIGGERS



- Smells and aromas (E.g. disinfectant, cleaning product, blood, drink, smoke etc.).
- Sounds and noises (e.g. Clock ticking, buzzing, Christmas songs, alarms etc.).
- Textures and touch (e.g. cream, pressure, held, seating etc.).
- Visual, patterns, images, and sights.
- Lighting and temperature.
- Body positioning.



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SOME ELEMENTS TO THINK ABOUT



- No one size fits all...
- Nature & neutrals.
- Blues and greens.
- Natural lighting or nature elements.
- Circular and curved. Less sharp edges.
- Not too busy and not too stark.
- Distractions e.g. Holes/ locks/ flicking/ buzzing etc.
- Privacy/ doors/ curtains/ sound proofing/ sign in/ glass etc.









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Freedom from Torture, North London





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Yarborough Academy - Kate Margaron and Hannah Albery



ELEMENTS TO THINK ABOUT



- Not overcrowded. Thinking about space and seating.
- Seats- rocking, spinning, arm chair, bean bags, hammocks etc.
- Regulating items e.g. An aquarium, sensory items, balance boards, coloring-in, textured walls, maze, music, tents, building etc.
- Blind spots/ corridors- lighting.



Three Steps, Ireland.

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Three steps, Ireland and Rivington Outpatient Ward





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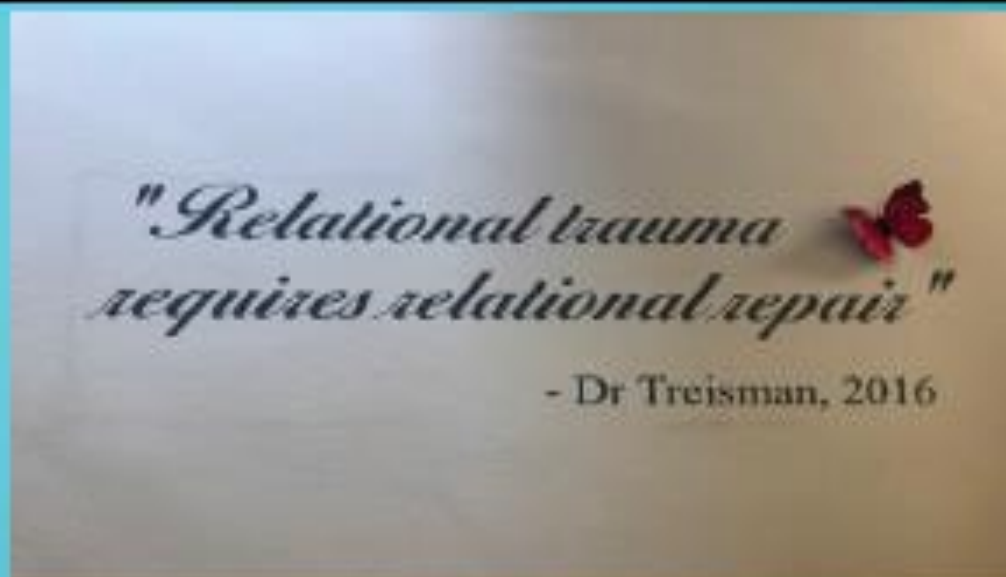
Chadwick center, San Francisco Child welfare, Trilium, Andrus, Health rights 360





Yarborough academy- Kate Margaron and Hannah Albery and Adoptionplus, MK





Coleshill school, Three Steps Residential Services in Navon, Ireland, Oak Ward part of Greater Manchester Mental Health Trust.



ELEMENTS TO THINK ABOUT



- Specific spaces e.g. Prayer room, Zen zone, staff room, breastfeeding spaces, calls to make private calls, regulating classroom/ playground zones etc.

CULTURAL LENS- INTERSECTIONALITY

AN ELEMENT OF CULTURAL HUMILITY & CULTURAL RESPONSIVENESS

THE INTERSECTION OF IDENTITIES

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Sketch
by
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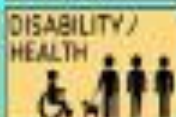
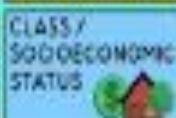
We are unique individuals within unique contexts with our own sense & meaning-making around these complex & multi-layered areas. However, we need to take a position of curiosity, & be reflective & reflexive about our own & others culture, & intersection of multiple identities, including experiences of community, collective, social, cultural, structural, institutional, & historical trauma.

This includes an acknowledgement & sensitivity that culture shapes, informs, & filters our own & others lens, biases, assumptions, attitudes, experiences, interpretations, expectations, beliefs, attitudes, life events, perceptions, values, & our relationship to "difficulties", services / "help" / people in positions of power, & much more.



This also includes reflecting on, acknowledging, & considering how these influence & impact one's relationship with & position of power, oppression, access, & privilege.

This also includes holding in mind that the categories described are themselves social constructs & complex.



- Those who don't speak English.
- Different religions or ethnicities.
- Wheelchair, blind, deaf etc.
- LGBTQ community.
- Gender.
- Age.

COLLABORATION AND CO-DESIGN



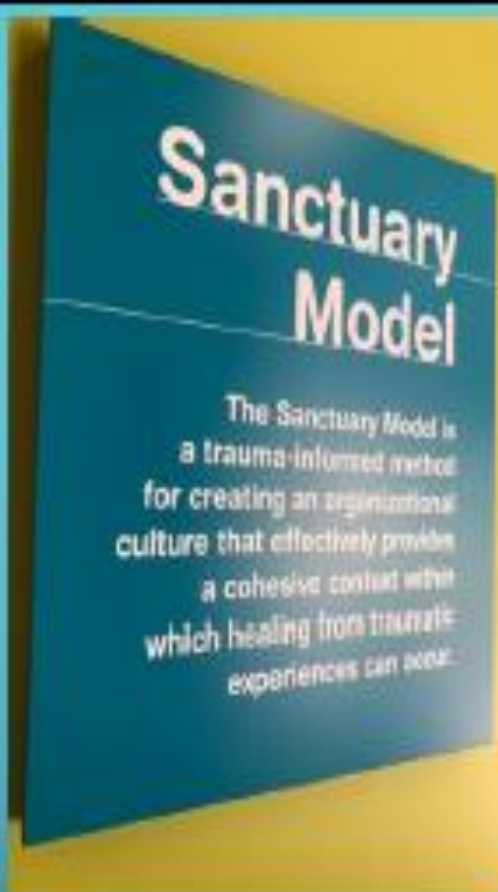
- Collaboration and co-design?
- Personalizing spaces?
- Feedback?
- Shared art work, walk-throughs, photo experience, hot desking, messages to other people, communal spaces etc.
- A messages of hope board at Rivington Outpatient, Bolton

A wellbeing and feelings wall from Howford Primary School. Key values displayed on the wall at entrance at the Newmarket Academy School. Staff shout out board unknown.





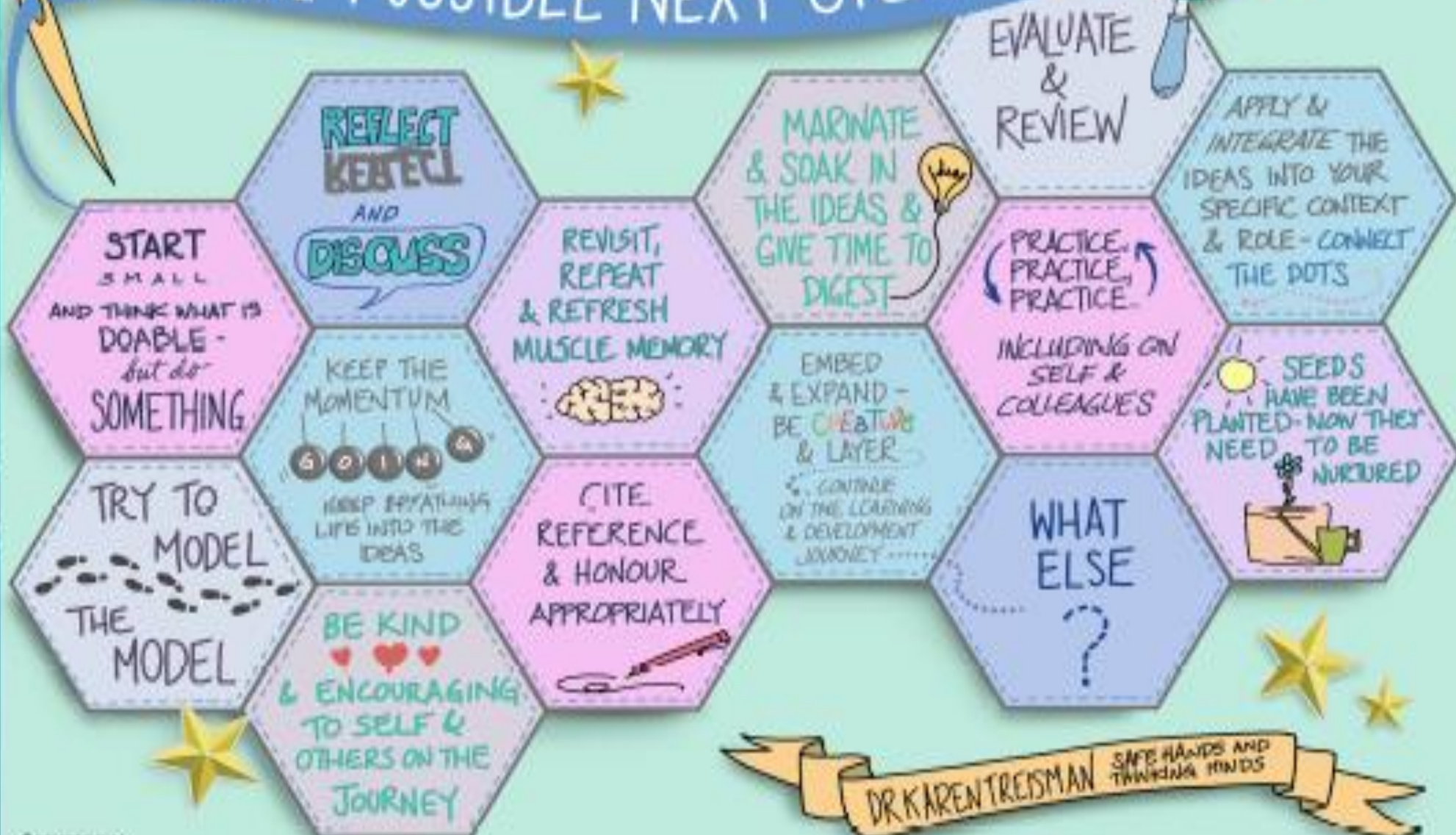




Children's crisis treatment center and Anawim Women's Centre, Birmingham

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SOME POSSIBLE NEXT STEPS



DR KAREN TREISMAN
SAFE HANDS AND
THINKING MINDS