

### An Introduction to a Trauma-Informed Approach: Providing a Framework for Camp Orientation

<b>AUTHOR(S):</b>	Jason S. Frydman, PhD, RDT, LCAT
<b>SUMMARY:</b>	This session provides an overview of SAHMSA's key principles to a trauma-informed approach within a camp orientation setting
<b>TOPIC(S):</b>	Trauma exposure in youth, camp mental health supports
<b>LEARNING OBJECTIVE:</b>	Attendees will be knowledgeable about the potential exposure of youth to adverse experience and an overall framework for a trauma-sensitive environment
<b>AUDIENCE:</b>	Target audience includes camp administration and leadership
<b>TIMING:</b>	45 minutes
<b>APPENDICES:</b>	Brief overview of important concepts and accompanying discussion questions
<b>MATERIALS NEEDED:</b>	Due to the sensitive nature of this material, running this workshop without a mental health professional in a presenter role is not recommended
<b>SET-UP DETAILS:</b>	Chairs in a semi-circle; space to move about the room

#### **Session Outline\*** *Provide trigger warning*

- 1. Provide overview on the prevalence and exposure rates for traumatic experiences within a nation-wide sample of children and adolescents (see: Finkelhor 2013; 2015) (15 minutes):**
  - a. Discuss and define "trauma"
    - i. Place poster sheets around the room: *5 minutes to fill in*
      1. Poster 1: What is trauma? (Poster states: "Trauma is...")
      2. Poster 2: Who may be impacted by it? (Poster states: "Who may be impacted by trauma...?")
      3. Discuss and Debrief
    - ii. Camp supports
      1. Embodied activity: *10 minutes to explore*
        - a. Specto-gram:



- i. Experience and comfort level with trauma among campers/counselors/staff members
- ii. How does your camp support campers with high behavioral needs?

**2. Brief review of signs/symptoms of trauma exposure among youth (5 minutes):**

- a. Signs and Symptoms:
  - i. Opposition/Defiance/Isolation or trauma reaction?
- b. Distinguish clinical responsibility and the action of *noticing*
  - i. Recognize your limitations
  - ii. Identify/consult with your supports at camp
    1. Link to camp social worker/counselor/lead person rather than take on clinical responsibility
  - iii. The importance of self-regulation
    1. Think before you react – practice the follow co-regulation strategies:
      - a. Breathing
      - b. Counting
      - c. Positive visualization

**3. Brief Review of A Trauma-Informed Approach (5 minutes):**

<https://store.samhsa.gov/system/files/sma14-4884.pdf>

- a. *Realize* the widespread impact of trauma
- b. *Recognize* the signs and symptoms (to the best of your ability)
- c. *Respond* by bringing a trauma-informed approach to your camp ecology
- d. *Avoid Re-traumatization*
  - i. Stop and think role play: *5 minutes to role play*
    1. Counselor (harsh tone)
    2. Camper (reactive/angry outburst)

**4. Incorporating SAMHSA's Six Key principles for Camp Climate (10 minutes):**

- a. The following principles are supportive for campers who have been exposed to trauma and for campers in general, offering a comprehensive social-emotional system across individuals:
  - i. Safety
  - ii. Trustworthiness and Transparency
  - iii. Peer Support
  - iv. Collaboration and Mutuality
  - v. Empowerment, Voice, and Choice
  - vi. Cultural, Historical, and Gender Issues

**5. Writing/Reflection activity: What systems are already in place that can support this type of broad conceptualization within your camp setting (10 minutes)?**

- a. Discussion of adaptation
- b. Limitations to implementation
- c. Review of what is manageable within setting