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With Ann at Keuka Lake, NY 2019

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With NAMI DE One Year in April!!!

Trauma-Informed Approach

Key elements:

- (1) ***realize*** the prevalence of trauma;
- (2) ***recognize*** how trauma affects all individuals involved with the program, organization, or system, including its own workforce; and
- (3) ***respond*** by putting this knowledge into practice



KNOW THYSELF



A large orange circle is positioned on the left side of the slide, partially cut off by the edge. It contains the text 'When & How to Intervene' in white.

When &
How to
Intervene

Setting

Safety

Role

Capacity



Maslow's hierarchy of needs

Serious Mental Illness (SMI)

Mental illnesses exist on a spectrum, with symptoms ranging from mild to severe. With SPMI, we are looking at illnesses that are:

- Long-term
- Significantly impairing an individual's daily functioning
- Frequent acute episodes

Schizophrenia
**Schizo-affective
Disorder**

**Major
Depressive
Disorder**

**Bipolar
Disorder**

**Post
Traumatic
Stress
Disorder
(PTSD)**

Psychosis

Hallucinations

Sensations that are not physically there

Can occur with any sense, though auditory and visual are most common

Examples:

- Hearing voices
- Seeing figures
- Feeling bugs on skin

Delusions

Fixed beliefs that defy logic

Most common type - paranoia

Examples:

- Medicine is poison
- Government agents are following me
- I am God / God speaks to me

Cognitive Symptoms

Disorganized thoughts, speech, and action

Difficulty understanding or following a conversation

May have unpredictable actions or responses

Examples:

- Word salad
- Sudden shouting

It is also common for people with SMI to experience extreme moods, rapid mood shifting, and difficulty managing their emotions.

This often leads to:

- Loss of job
- Loss of family support
- Self-medicating with available substances



Myths & Facts

Trauma is a Mental Illness.

Not Quite

Trauma is an emotional response, and mental illness is a diagnosis.

Trauma affects people differently, but some MH conditions are associated with trauma, like PTSD.

Myths & Facts

People with mental illness are more likely to become violent.

FALSE

People with mental illness have the same likelihood of violence as the general population.

CALM

ASSESS

FACILITATE

01

Attempt to Calm
the Person

02

Assess to see if you
can assist

03

Facilitate the best
possible solution if
appropriate

Calm

Recognize	Recognize your body language
Tone	Lower tone of voice
Maintain	Maintain eye contact or attention
Create	Create distance
Minimize	Minimize distractions



The Approach



Mental Status Assessment

- **Appearance**
- **Eye Contact**
- **Speech**
- **Interaction**
- **Motor Activity**

- **Affect/Mood**
- **Thought Process**
- **Thought Content**
- **Orientation**

National Alliance on Mental Illness Tips

person with mental illness may...

- Have trouble with reality
- Be fearful
- Be insecure
- Be irrational
- Have trouble concentrating
- Be over stimulated
- Become easily agitated
- Have poor judgment
- Be preoccupied
- Become withdrawn

you SHOULD...

- Be truthful, not sarcastic
- Stay calm
- Be accepting, not critical
- Be brief but repeat
- Limit input
- First get their attention
- Initiate conversation
- Have patience
- Not argue or raise your voice
- Stay Safe



Eight Elements of Active Listening

- **M - Minimal Encouragers**
- **O - Open Ended Questions**
- **R - Reflecting / Mirroring**
- **E - Emotional Labeling**
- **P - Paraphrasing**
- **I - “/” Messages**
- **E - Effective Pauses**
- **S - Summary**

Minimal Encouragers

Uh-hu, Tell me more, Really...



BRIEF VERBAL RESPONSES
/ SOUNDS TO SHOW YOU
ARE PRESENT & LISTENING



ACKNOWLEDGES THAT
YOU ARE **HEARING** THE
PERSON



USE YOUR BODY
LANGUAGE...MAINTAIN EYE
CONTACT

Open Ended Questions

Questions that require more than “**Yes**” or “**No**” answer / response

“What? ... How? ... When?”

“What brought you here today?”

“Can you help me understand?”

“What else can you tell me about that?”

“What would you like to see happen today?”

“Can you talk me through this?”

- Conveys a sincere interest in gaining an understanding
- Forces the individual to elaborate in their answers / tell their story
- **AVOID “WHY”** Questions...can make person defensive



Reflecting & Mirroring

Emotional Labeling

Identify the Feeling & Acknowledge them

“You sound angry...overwhelmed”

“You seem hurt”

“I hear your sadness”

Example :

Person: *“I was staying over at the ... and they just kicked me out for no reason.”*

You: *“It sounds like you are angry that they kicked you out”*

Easy to back off / change your response to unexpected reaction

Person: *“I didn’t say I was angry; I’m upset that I wasn’t able to get my things.”*

Paraphrasing

Summarize their words / put meaning in *Your* own words

Person: *“I lost my job, my partner left me, I’m out of money and I don’t feel like living anymore”*

You: *“What I hear you saying is that you lost your job, your partner, money and you don’t feel like life is worth living. Is that right?”*

Restatement = giving the meaning in another form

Clarifies & Validates their thoughts & feelings

Ensures your complete understanding



“/” Messages

Excellent way to establish boundaries...non-accusatory

Allows focus on your thoughts while confronting their behavior

“I can talk to you when you stop yelling”

“I want to see if I can help but I am not sure what that might be.”

Effective Pauses

Use immediately before or after saying something meaningful

Allow for silence...allows for you & the person to gather thoughts

Help focus thought & interaction

Help show the individual that conversation is a turn taking process

Summarize

Periodically cover the main points

Their story + Their feelings in YOUR words

“Let me understand what you are saying...”

“So what I hear you say is...”

“Ok, what you have told me so far is...and as a result you feel/think/believe ...do I understand you correctly?”

“How can we move forward?”



Facilitate

Work to resolve
concern

Seek assistance
from others

Engage crisis
response