

REMEMBERING TRAUMA: ROLE-SPECIFIC DISCUSSION QUESTIONS

For Therapists or Other Mental Health Clinicians

1. Does this film feel relevant to you in your professional role? If yes, how?
2. Have you had clients like Manny?
 - a. How do these clients like Manny differ from those without a known trauma history?
 - b. What are some considerations made for assessing clients with potential trauma histories and reactions?
3. What strategies do you use when working with an individual with a trauma history?
4. What mental health diagnoses do you feel are mostly commonly used for individuals with trauma histories? Are there particular diagnoses that can mimic or mask trauma reactions and symptoms?
5. How equipped do you feel to address the needs of clients with histories of trauma?
6. Did your professional education or training include strategies for working with clients with trauma histories?
7. How can individuals in your role effectively communicate or share information with other systems or individuals (e.g. justice system, school system, parents/families) in a way that would support trauma-impacted youth and families?

***A note on self-care:** Working with clients with trauma histories and hearing their stories can negatively affect the well-being of the helping individual. Therefore, it is critical that clinicians recognize trauma's impact not only on the client, but on themselves. It is important to find avenues of support and, if needed, develop a plan to address these issues and promote well-being.*

For Teachers

1. Does this film feel relevant to you in your professional role? If yes, how?
2. Have you had any students like Manny?
 - a. How do their behaviors affect your teaching and classroom environment?
 - b. Do you think that trauma could have played a role in his/her classroom behaviors?
 - c. Would you have done anything differently to manage and address these behaviors if you knew that a history of trauma was present?
3. Is there a particular style of classroom management or strategies that you use to address “negative” behaviors?
 - a. Do you believe these strategies/management techniques are also effective for youth with trauma histories?
 - b. Are there ways you might adjust these when working with traumatized youth?
4. How equipped do you feel to address the needs of students with histories of trauma?
5. Is your administration generally supportive of, or do they offer training on, the use of trauma-sensitive approaches or interventions?
6. How do you balance your students’ emotional needs with the academic/curriculum expectations of your school? Are there ways of doing this more effectively?
7. Who can you go to in your school for assistance with students with trauma histories and trauma reactions?
8. Sometimes adults that work with kids that have experienced trauma find that the emotional drain takes a toll on them. Have you regularly found yourself worrying about your students and things that they have shared with you? If/when that happens, do you have supervisors or other staff that you can go to for support or guidance?

***A note self-care:** Working with students with trauma histories and hearing their stories can negatively affect the well-being of the helping individual. Therefore, it is critical that teachers recognize trauma’s impact not only on the student, but on themselves. It is important to find avenues of support and, if needed, develop a plan to address these issues and promote well-being.*

For Juvenile Probation Officers

1. Does this film feel relevant to you in your professional role? If yes, how?
2. Have you had any clients like Manny? If yes, in what ways do you see similarities between your clients and Manny?
 - a. How have you handled issues with these clients (e.g. missing court dates, continuing aggression, lack of impulse control)?
 - b. Is a client's trauma history something typically considered in your work?
 - c. What would you have done differently if you had known about his/her trauma history?
3. Are there certain clients that are more difficult to work with than others? If yes, what specifically makes working with these clients so challenging?
 - a. Could trauma potentially play a role in these behaviors?
 - b. If you reflect back, could you link trauma to particular behaviors or events that happened with these clients?
4. How much training have you had around trauma and strategies for working with clients with trauma histories?
5. How equipped do you feel to address the needs of youth (and adults) with histories of trauma?
6. Do you feel that juvenile justice staff generally consider the role of trauma in their work?
 - a. If so, how?
 - b. If not, explain.
 - c. How would the justice system look if it were more trauma-informed?

***A note on self-care:** Working with clients with trauma histories and hearing their stories can negatively affect the well-being of the helping individual. Therefore, it is critical that probation officers recognize trauma's impact not only on the client, but on themselves. It is important to find avenues of support and, if needed, develop a plan to address these issues and promote well-being.*

REMEMBERING TRAUMA: ROLE-SPECIFIC DISCUSSION QUESTIONS

For Child Welfare Staff

1. Does this film feel relevant to you in your professional role? If yes, how?
2. Have you had a client like Manny?
 - a. Could trauma have played a role in his/her behaviors?
3. In your opinion or experience, what percentage of your caseload have a trauma history that impacts their behavioral or emotional responses?
4. How equipped do you feel to address the needs of children on your caseload with histories of trauma?
5. Do any of the youth on your caseload carry diagnoses or other labels that might not take their trauma history into account? What do you think the consequences of this might be?
6. What strategies or interventions have you used or observed that have been successful in supporting trauma impacted youth/families?
7. What do you see as the consequences of NOT screening/assessing for or recognizing a history of trauma exposure or trauma-related symptoms?

***A note on self-care:** Working with clients with trauma histories and hearing their stories can negatively affect the well-being of the helping individual. Therefore, it is critical that caseworkers recognize trauma's impact not only on the client, but on themselves. It is important to find avenues of support and, if needed, develop a plan to address these issues and promote well-being.*

REMEMBERING TRAUMA: ROLE-SPECIFIC DISCUSSION QUESTIONS

For Higher Level Administrators (Across Systems)

1. Does this film feel relevant to you in your professional role? If yes, how?
2. Does your agency/system see youth like Manny?
3. What challenges do youth like Manny present in your system?
4. How does your agency/system recognize trauma histories and trauma-related symptoms of youth and families?
 - a. Is there a reason or opportunity to improve upon this? What are the existing barriers and challenges?
5. What small steps could be taken by people in your professional role to make sure that trauma-impacted youth at your agency/system are recognized and treated in a trauma-informed way?
6. What are the consequences of NOT screening for/recognizing a history of trauma exposure or trauma-related symptoms?
7. What additional information, training or support might someone in your role or others at your agency/system benefit from?

***A note on self-care:** Managing staff who work with children affected by trauma can be overwhelming. Therefore, it is critical that administrators recognize trauma's impact not only on the client, but on their staff and themselves. It is important to encourage staff to find avenues of support and, if needed, develop a plan to address these issues and promote well-being.*