

Is the CPS Model Trauma- Responsive?

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WHAT IS TRAUMA?

- Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:
 - experiencing violence, abuse, or neglect
 - witnessing violence in the home or community
 - having a family member attempt or die by suicide
- Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:
 - substance use problems
 - mental health problems
 - instability due to parental separation or household members being in jail or prison
- Students, teachers, school staff and families can all experience trauma related to a long history of racial injustice in the United States and our education system.
- ACEs are linked to chronic health problems, mental illness, and substance use problems in adulthood.

US CDC

WHAT IS TRAUMA INFORMED CARE?

(What do kids with trauma need?)



US CDC

TRAUMA INFORMED CARE

Key Trauma-informed SEL Practices



Create
predictable
routines.



Build strong
& supportive
relationships.



Empower
students'
agency.

















Support the
development of
self-regulation
skills.



Provide
opportunities
to explore
individual and
community
identities.

TransformEd

RETRAUMATIZATION

 Retraumatization 	
WHAT HURTS?	
SYSTEM (POLICIES, PROCEDURES, "THE WAY THINGS ARE DONE")	RELATIONSHIP (POWER, CONTROL, SUBVERSIVENESS)
 HAVING TO CONTINUALLY RETELL THEIR STORY	 NOT BEING SEEN / HEARD
 BEING TREATED AS A NUMBER	 VIOLATING TRUST
 PROCEDURES THAT REQUIRED DISROBING	 FAILURE TO ENSURE EMOTIONAL SAFETY
 BEING SEEN AS THEIR LABEL (I.E. ADDICT, SCHIZOPHRENIC)	 NONCOLLABORATIVE
 NO CHOICE IN SERVICE OR TREATMENT	 DOES THINGS FOR RATHER THAN WITH
 NO OPPORTUNITY TO GIVE FEEDBACK ABOUT THEIR EXPERIENCE WITH THE SERVICE DELIVERY	 USE OF PUNITIVE TREATMENT, COERCIVE PRACTICES AND OPPRESSIVE LANGUAGE

Institute on Trauma and Trauma informed Care

WHAT IS CPS?

- Focused on **problems** and **solving them**, not behaviors and modifying them.
- The problem-solving is **collaborative**
- The problem-solving is **proactive**
- Key Theme: **Kids Do Well If They Can**
- Key Theme: **Doing Well Is Preferable**

THE PROBLEM-SOLVING PROCESS

- The Empathy step
- The Define Adult Concerns step
- The Invitation step

WHAT ISN'T CPS?

- Not focused on causal factors
- Not trauma-centric (multiple factors can contribute to concerning behaviors)
- Concerning behaviors versus stress behaviors

SKILLS INVOLVED IN REGULATING EMOTIONS

- ✓ Executive skills
- ✓ Language processing/communication skills
- ✓ Emotion regulation skills
- ✓ Cognitive flexibility skills
- ✓ Social skills

DOES CPS ENHANCE SAFETY?

- The collaborative nature of the process does enhance safety.
- It has been said that CPS is adult-driven and therefore involves a power dynamic



DOES CPS ENHANCE TRUSTWORTHINESS AND TRANSPARENCY?

- The process is very transparent and does build trust between kids and caregivers



DOES CPS INVOLVE PEER SUPPORT?

- Yes, in full-class implementation...but especially in its mentality about individual differences



DOES CPS INVOLVE COLLABORATION AND MUTUALITY?

- The problem-solving process is collaborative and solutions must be mutually satisfactory



DOES CPS PROVIDE KDS WITH EMPOWERMENT AND CHOICE?

- The kids' voice is heard in the Empathy step, and solutions are not unilateral or imposed



DOES CPS FOCUS ON CULTURAL, HISTORICAL, AND GENDER ISSUES?

- It can...but while it is open to everything, it assumes nothing.



MORE...

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CONCLUSION

- While it is not trauma-centric, CPS is a good answer to the question, “Now what?”
- “What’s good for everyone is especially good for kids with trauma”

ADDITIONAL INFORMATION/RESOURCES



livesinthebalance.org

cpsconnection.com

thekidswelose.com

truecrisisprevention.org