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Supporting Wellness as an Integral Part of Trauma Informed Care

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Participants will be able to identify at least 2 core DSP skills to support wellness and examples of using each skill

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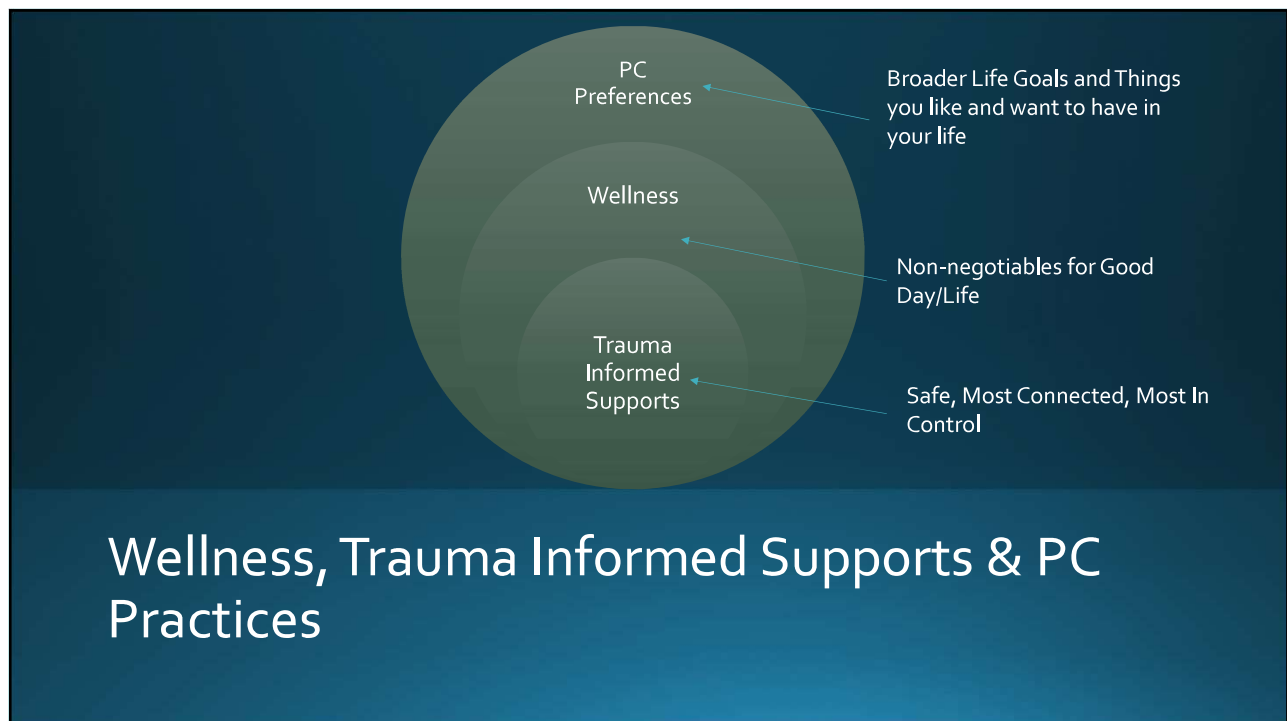
Participants will be able to identify at least 2 key ways wellness and trauma informed care work together

3

Participants will be able to describe at least 2 key outcomes of DSP training to support wellness

Objectives

2



What Happens When Wellness is Present?



Physically more agile
and "look" younger



Live longer



Slow down any
physical/mental
decline



Less pain



Less
depression/anxiety



Less "stress"/fewer
emotional
symptoms

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Positive Psychology Research

20% of people with depression who do
not relapse use these strategies

Positives must outweigh negatives

Can be taught

Practice is essential

Do NOT require clinical treatment to use
in daily life

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Move to focus on strengths



Proactive teaching, guiding and supporting



Building skills for the job



Teaching staff and recipients emotionally healthy habits



Using tools to avoid problems

Changing the DSP Focus

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Positive Impacts on Workforce

Recipients

- Builds skills
- Greater independence
- Fewer behavioral and emotional symptoms
- Built in trauma informed practices

Workforce Impacts

- More effective interactions
- Less reliance on staff supports
- Less need for professional services
- Skills work for staff as well

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Emotional Wellness Guide

The purpose of this plan is so that there is shared understanding about what support I need to make choices toward a healthy and fulfilling life. This is my plan, & just as my needs can change over time this plan may also need to be updated from time to time to reflect my changing needs.

Name:
Address:
Phone #:
DOB:
Date of Plan:

Wellness Tools: *Listed below are the activities/things that I need on a daily basis to keep myself healthy and to make myself feel better.*

(Note: These questions are good opportunities to identify specific activities related to wellness that are important to the person. Get creative!! Use this as an opportunity to really explore what's currently important to the person but also activities/things that the person thinks might be enjoyable & wants to try. These activities should be regularly available, as engagement in these activities supports a healthy lifestyle and are important toward preventing negative life events.)

Wellness Areas	Outline answers below & then & then place 'X' box if person requires support for this:
Enjoyable activities that I do alone:	
Enjoyable activities that I do with others (please note individual if activity is linked to specific person):	
Exercise/Fitness:	
Movement (when I get up & move around this is what I like to do):	
Creative Expression:	
Journaling/Drawing/Singing/Music/Dance/Etc.	
Relaxation:	
Activities that make me feel good about myself:	
Outdoor activities or activities related to nature:	
Social media, pets, plants, & other important connections:	
These are some goals that I want to accomplish & will make me proud & happy (goals can be short-term & long-term):	
This is the amount of sleep I need each night to feel good the next day:	
Positivity!!! This is what I love most about me:	
Treating myself – these are the things that I like to do to give myself a boost of positivity when I need it &/or when I want to celebrate an accomplishment:	
Other important wellness tools (this might include any non-negotiables not already noted above):	

Wellness Needs: *Here is my description of myself when I am feeling good and healthy (Note: there is a link between feeling well and using the wellness tools shared above.):*

Core Skill 1: Building an Individualized Wellness Plan

Essential Foundational Step to identify and share information that impacts other core skills and outcomes for the participant

- Allows for identification, sharing and reference as needed of important wellness activities
- Is important for ALL of us
- Notes if support is needed or not
- If someone has BH needs, should be shared with professional to enhance treatment effectiveness

Exercise & Discussion: Let's Build our Wellness Plans!

Enjoyable things I do alone	Read, Swim in the Pool, Watch favorite TV shows
Enjoyable activities with others	BBQ w/ family; LSU/Saints game w/ family; Book Club; Barre class w/ Yana
Exercise/Fitness	Barre (T, F, S); 30 min walks every day; Laps in pool weather permitting
Movement	Walks; swimming; getting up from desk once an hour
Creative expression	Music while driving and in afternoon (on iphone); journal each day; dancing
Relaxation	Time in backyard on swing each day
Activities that Make me feel good about myself	Making healthy eating choices (feel better physically); planning special things for my family
Outdoor/nature	Pool; time on swing in backyard; walks on lakefront
Other important connections	Larger family events with extended family for holidays
Goals important to me	More involvement in national organizations; Planning for retirement
Amount of sleep I need each night	7-8 hours
What I love most about me	Deep connections with others are important to me; I am very creative in how I see things and solve problems; I am committed even when things are challenging; I want to see the world in a positive way and be involved in things that create good in the world for everyone
How I treat myself	Time at the beach; Spa day; Really nice meal out at the lakefront

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Enjoyable activities that I do alone:	Not Applicable due to significant support needs (i.e., I physically cannot do the activities alone)		Social media, pets, plants, & other important connections:	With support I love using FaceTime to stay in touch with and see my family	X
Enjoyable activities that I do with others (please note individual if activity is linked to specific person):	Watching movies – I am a big Disney fan because there is a lot of music in the movies; Stories/reading – I cannot read myself but I do like when someone reads to me; I love different textures so having access to things I can hold/touch and feel different consistencies of material/items	X	These are some goals that I want to accomplish & will make me proud & happy (goals can be short-term & long-term):	Because I have been sick and in the hospital a lot in my life, my main focus right now is staying health and out of the hospital so I can do the other things I enjoy I want to have more time with my family and I am excited that FaceTime and my new iPad will help me connect with them more but I will need help with this	X
Exercise/Fitness:	Passive Range of Motion within limits from my doctor and with associated touch massage of arms and legs	X			
Movement	I cannot get up and move around due to my physical limits but to avoid pain I need to change my position with support; I cannot sit in my chair for long without relief	X	This is the amount of sleep I need each night to feel good the next day: Positivity!!! This is what I love most about me:	8 hours; but I need someone to help me shift my position at night	X
Creative Expression: Journaling/Drawing/Singing/Music/Dance/Etc.	Music (especially if Dad is around and will sing with me) → favorites are movie musical soundtracks, my Dad's CDs; I don't like it when music is too loud though I cannot dance completely with my feet but love for someone to move my chair around and/or hold my hands and "dance" with me	X		I inspire people; I may not use words to talk and may need a lot of help but my sisters would tell you that I have influenced them to do the work they do each day and others have said the same I am resilient and will keep you on your toes; I have defied expectations a lot of times and have handled a lot of physical and medical adversity but I laugh and smile most days	
Relaxation:	Foot & Hand Massages; Vestibular movement ("strolling" when possible); Eucalyptus oil (rubbed on my chest); Weighted Blanket/snake	X	Treating myself	Any visit or call with my family is the most positive thing for me and I always feel celebratory when I am with them	X
Activities that make me feel good about myself:	I laugh and have a great time anytime my family is able to visit	X	Other important wellness tools (this might include any non-negotiables not already noted above):	I have a lot of health related non-negotiables but its best to see my plan and schedule for these; Because of my medical needs, these are more important than they might be for a lot of people because I get sick very easily.	X
Outdoor activities or activities related to nature:	Due to my medical needs, I cannot spend time outdoors, but I love sitting near windows and seeing and feeling the sunlight	X			

Enjoyable activities that I do alone:	Social media & gaming system (Xbox – favorite games are sports games; cooking (LOVE to try new things); tv – sports (esp Saints); reading (really enjoy Harry Potter and similar type stories)	Outdoor activities or activities related to nature:	I ride my bike but that's more to get me places. I don't like spending a lot of time outside. When it's breezy and if I can be near water, then I enjoy outdoor time.
Enjoyable activities that I do with others (please note individual if activity is linked to specific person):	Social media – all of my friends are on social media (with my hearing limits, this is a MAIN way I connect with others; bingo at the Y each week; eating out (Chinese is favorite); shopping (window shopping if fun, LOVE books and new clothes)	Social media, pets, plants, & other important connections:	Social media!!!!!! (BIG CONNECTING option for me)
Exercise/Fitness:	Walking around apartment complex but not at night; riding bike	These are some goals that I want to accomplish & will make me proud & happy (goals can be short-term & long-term):	I want to get a job & make money so that I can buy the things I want. I also want to have less staff time & eventually be independent so that I can make decisions for me & live my life the way I want.
Movement (when I get up & move around this is what I like to do):		This is the amount of sleep I need each night to feel good the next day:	6-8 hours; I like to stay up late talking to my friends, but staff tell me to go to sleep much earlier – we argue about this [this is choice that I can make and is important to me; I am still able to get up in morning]
Creative Expression: Journaling/Drawing/Singing/Music/Dance/Etc.	Writing is main way I talk to others – journaling is big part of each day for me (in mornings and right before bed)	Positivity!!! This is what I love most about me:	
Relaxation:	Watching my soaps (Young and Restless; Bold and Beautiful) Spending time on computer talking to my friends	Treating myself:	Being able to communicate effectively, friendly, I take care of the people I care about
Activities that make me feel good about myself:	I'd like to go out more & spend time with people other than staff (really want to work on meeting new people and making new friends with shared interests). I think it would make me feel good to have friends that I could hang out with.	Other important wellness tools (this might include any non-negotiables not already noted above):	

Wellness Domain	Routine Supports that Prevent "Problems" [Trauma Informed considerations are noted in RED]	Core Skill 2: Providing Trauma Informed Universal Wellness & Behavioral Supports
Relationships/ Social Wellness	- Build constructive, supportive relationship (rich schedule of proactive individualized attention/interactions) - Provide routine social activities tailored to X's preferences and tolerance; Respect Choices in relationships and social/community activities & assure connections with the people who matter most and make the person feel safe - Promote Preferred Level of Stimulation with regard to amount/type of interactions and involvement	Do NOT require permission from a professional - Rooted in PC principles and practices - Apply for everyone - Uses Individual information in routine guidelines - Assures Trauma Informed interactions - Will address MOST challenges - Proactive approach
Work & Leisure/ Occupational Wellness	- Provide daily set of work/leisure/learning activities tailored to X's preferences and tolerance - Respect Choices in amount/type of activities [how the person wants to spend the day] - Limit Demands to essentials [remember if we must require or demand participation in these activities it is unlikely that it is something the person wants to do & "escape" behaviors could signal trauma trigger] - Promote Preferred Level of Stimulation in amount and type of activities/work/leisure	
Spiritual Wellness	- Provide routine set of activities tailored to X's preferences/tolerance - Respect Choices in spiritual practice & access to nature or other soothing activities - Avoid Demands [it is exceedingly rare that any activity in this area should be required & "escape" behaviors could signal trauma trigger] - Promote Preferred Level of Stimulation/involvement	
Physical Wellness	- Ensure unimpeded access to anything necessary for health and safety - Respect Choices in physical activity/exercise and best approach to healthy eating/lifestyle - Limit Demands to essentials [i.e., bad stuff will happen if these don't occur - & "escape" behaviors could signal trauma trigger] - Promote Preferred Level of Stimulation/involvement in physical activity/exercise - Ensure Any level of discomfort or pain is detected and relieved	
School, Lifelong learning & Creativity /Intellectual Wellness	- Provide daily set of learning/creative activities tailored to X's preferences and tolerance - Respect Choices in amount/type of activities [how the person wants to spend the day] - Limit Demands to essentials tasks [remember if we must require or demand participation in these activities it is unlikely that it is something the person wants to do & "escape" behaviors could signal trauma trigger] - Promote Preferred Level of Stimulation in amount and type of activities/learning/leisure	
Emotional Wellness	- Provide daily set of wellness/relaxation/creative activities tailored to X's preferences/tolerance - Respect Choices in wellness/relaxation/creative activities - Avoid Demands [it is exceedingly rare that any activity in this area should be required & "escape" behaviors could signal trauma trigger] - Promote Preferred Level of Stimulation/involvement in these activities & learn and respond to how the	

Circle of Trust



Core Skill 2: Providing Trauma Informed Universal Emotional & Behavioral Support

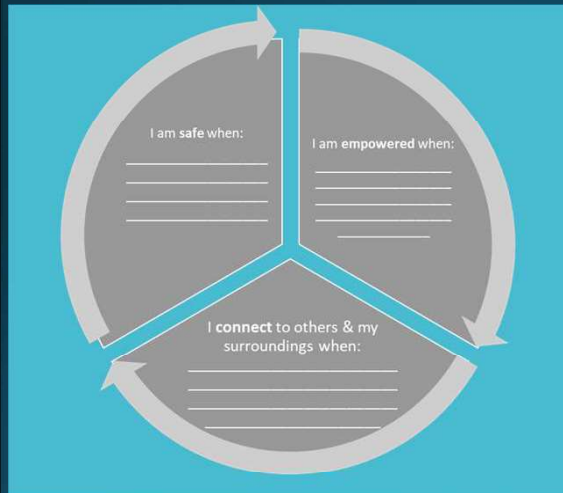
Works in Conjunction with the Wellness Guide & Universal Guidelines

- Identifies the most important information staff should know about the 3 components of Trauma Informed Responding
- When someone begins to show signs of emotional/behavioral escalation, identifies what to check and provide quickly
- Can work with other guidance/treatment
- Helps staff to remember that a time of high emotions is NOT when we try to engage in learning

Think about the Universal Emotional & Behavioral Supports and the Trauma Circle – what overlap do you see? Which guidelines help us think about how someone we support may be safe, connected, & empowered

Exercise & Discussion

Trauma Circle of Trust Example



Susie has had significant trauma. The person she feels **closest to is her sister**. She calls her sister when anything great happens and when she is not happy. When she is upset (sad/angry/afraid) **swinging or rocking helps or just sitting next to her and giving her a bit of time. Asking her how you can help** is the best approach. Her most important choices in her day are with her **routine in the morning and afternoon**.

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Daily Guide to Positive Practices and Strengths Based Supports	
Practicing and Cultivating Hope (Starting each day/shift with reflection and gratitude)	
Talk with the participant about at least two things they are grateful for/happy about/good things that happened yesterday	Start each day/shift this way. Share things you are grateful for to model and provide examples. Help the participant write/express the things identified.
Plan for how you can celebrate and remember these things throughout the day	Write down so you can remember/reflect on if needed Share with others
Today's Game Plan (what will we do today)	
Ask the participant what things they want or need to do that day to move toward my goals	Each day is different and the participant will want to prioritize different things that matter to them and its ok if some days they just don't feel like working on certain things, but if they frequently don't have interest in ANY of the personal goals it means you probably should talk with the team about changes Help the participant identify what actions/activities will move this forward that day. If the person is not able to tell you with words, consider what they are showing you and/or ask other supporters what the person has been focusing on, interested in.
Identify the things the participant wants to do that day to stay "well"	Help the participant look at their Emotional Wellness Guide and pick the things they want to do that day. Remember, there are many things/activities/people/etc. that help the participant live a "well" life, but each day which ones they want to do will be different so check with them to see what matters most to them that day. Identify what support is needed for the participant to do those things that day. If the person is not able to tell you with words, consider what they are showing you and/or ask other supporters what the person has been focusing on, interested in.
Identify the people the participant wants to connect with that day	Identify who they want to call. Identify who they want to visit?
Identify any new things the participant wants to try that day	Help the participant think about if there are any new things they want to do, food/drink they want to try, places they want to go. Remember this is their choice and it is ok if they don't want to try new things that day, just ask me so that if they do and they need your help you can work together to make it happen.
Strength Spotting (Seeing strengths each day and using them)	
Know the person's top strengths so if they struggle that day you can help them think about how they might use them	Think about strengths the participant (and those who know them best) have identified and help them think about their strengths as you start the day. Identify some words/reminders you could give the participant if they struggle that day and need to use one of their strengths.
Throughout your time together help the participant "spot" their strengths	Look for and comment on the participant's strengths throughout the day
Celebrating Today (ending the day/shift focused on the positive)	
As you end the day/shift, talk about what went really well that day	Help the participant write/express what they identify Share with others.
Help the participant to celebrate these things	Write down so you can remember/reflect and share with other. Talk about other ways to celebrate and do these.
Help the participant think about what you both learned that day	What new things did they learn that they like? What new things did they learn that they do not like and don't want to repeat? Is there anything they want to change in their goals or supports?

Core Skills 3 & 4: Practicing Gratitude and Strength Spotting & Providing Opportunities to Build Relationships and Connections

Can be used as guide for a good day/shift (reference doc) OR version can be downloaded that can be part of daily progress notes

- Starts each day/shift with positive focus for both participant and staff
- Focuses on looking for strengths and positive in the day rather than looking for and identifying problems
- Uses the known strengths of the participant and helps staff look for and identify new or unknown ones
- Helps maintain and support relationships and connections
- Sets the schedule for the day
- Can build independence for participant in supporting own wellness

Looking Back on Yesterday Using our Strengths Exercise & Discussion

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Practicing and Cultivating Hope (Starting each day with reflection and gratitude)	
Talk with me about and help me express at least two things I am grateful for today	Lunch with mom at the coffee house we love; The sun is out and we have nice weather; Art class is today
Plan for how we will celebrate and remember these things throughout the day	Coffee and dessert after lunch; call with mom before to plan/check in; visual calendar in planner
Today's Game Plan	
These are the things I want or need to do today to move toward my goals	I want to begin to sell my artwork; today we will: Talk to my art teacher about events 2. Check on the number of projects I have 3. Identify the number I need to display at an event
These are the things I want to do today to stay "well"	Short walk (with mom after lunch); Art class (this is how I express myself); favorite TV show this evening; Gratitude journal this evening; Planning Day for tomorrow [I only need help with transportation to lunch with mom and Art class; I need some help with working the TV controls]
These are the people I want to connect with today	I want to call mom before lunch and see her today; I also want to reach out to my sister at some point today; This evening I would like to sit on the porch and visit with Ann my neighbor
These are new things I want to try today	New dish on the menu that I want to try at lunch today – mom knows what it is
Strength Spotting (Help me to see my strengths each day and use them)	
These are my top strengths so if I struggle today help me think about how I might use them	I am very creative which is why I love Art; remind me that I will get to create some new art and explore selling it later today in class; Humor is another strength I have; if things feel hard or stressful today help me laugh and ask me what might be funny about the situation
Throughout our time together today, help me "spot" my strengths	It rained on us during our walk – mom and I "danced in the rain" and laughed at how wet we got; I talked about ideas for my art when I had trouble waiting until lunch with mom
Celebrating Today	
As we end our day, let's talk about what went really well today	Had a longer lunch and a nice but wet walk with mom; My Art teacher told us about an art market next month and I already have 8 pieces I can show there
Help me to celebrate these things	I used my gratitude journal to remember these things; I also called mom and dad to let them know about the art market
Help me think about what we learned today	I am nervous about the art market but I know I want to do this; I tried the new fish dinner at lunch and I really like it – this is a new favorite; when I can walk with someone I love and also share a visit, I enjoy walking more and for a longer time

Support Team Active Problem Solving Guide	
☐ Are the challenges occurring at certain times of day? a. What is happening during these times that is not happening at other times? b. What is not happening during these times that is happening at other times? c. What type of day/schedule does the individual typically like? d. What times of day are best for the individual? What is different about these times than others, particularly those that are most problematic?	Core skill 5: Active Problem Solving Can be used just to help guide thinking (as reference doc) OR can be filled out as a team discussion or to bring to professional • Use in day to day work when small problems come up • Use with team when small problems come up • If problems increase or are concerning enough to need help, can help bring good information to professional early in process
☐ Are the challenges occurring on certain days of the week? a. What is happening on these days that is not happening on other days? b. What is not happening on these days that is happening on other days? c. What days are usually best for the individual? What is different about these days than others? d. How was the bad day different from a typical day?	
☐ Are the challenges occurring with certain people? a. What are these people doing that other people are not doing? b. What are these people not doing that other people are doing? c. Does the individual have a history of problems with this staff member? d. Who does the individual really like/have good days with? What is different about what this individual is doing?	
☐ Are the challenges occurring during certain activities? a. What is happening during these activities that is not happening during other activities? b. What is not happening during these activities that is happening during other activities? c. Has the individual typically not liked these activities? d. What kinds of activities does the individual like?	
☐ Are there other environmental/structural concerns that impact this individual? a. Crowds b. noise level c. structure/routine (or lack of) d. changes in light level, temperature, activity level e. obstacles or hazards in home/yard/work area f. Other	
☐ Are there other important changes in daily activities/habits? a. Eating more or less b. Changes in bathroom habits c. Changes in sleep d. More irritable or upset more easily e. Does not want to do things usually enjoys	
☐ Are there any trauma triggers identified/present? a. Sounds that remind the individual of a traumatic event (sirens, bells, screaming, certain music/TV show, etc.) b. Sights that remind the individual of a traumatic event (doctors' lab coats, belts, buses, fire, dogs, bodies of water, etc.) c. Smells that remind the individual of a traumatic event (certain foods, perfume or cologne, burning wood or rubber, rubbing alcohol or disinfectant, etc.) d. Specific locations or types of places in which the traumatic event occurred (hospital, school, daycare, workplace, places near water, etc.) e. Specific qualities or types of people that remind the individual of the traumatic event and/or the abuser (police, firefighters, clergy, doctors, particular gender, tone of voice, wears certain types of clothing, etc.)	

Active Problem-Solving Examples

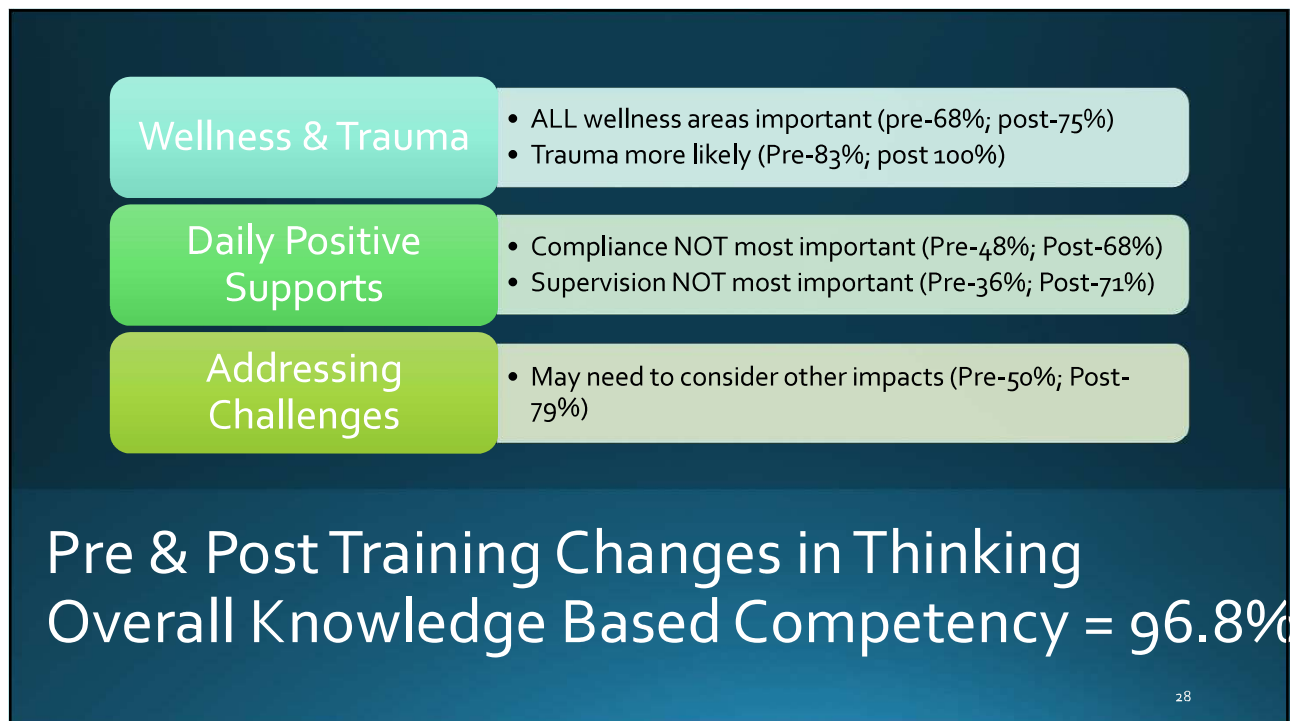
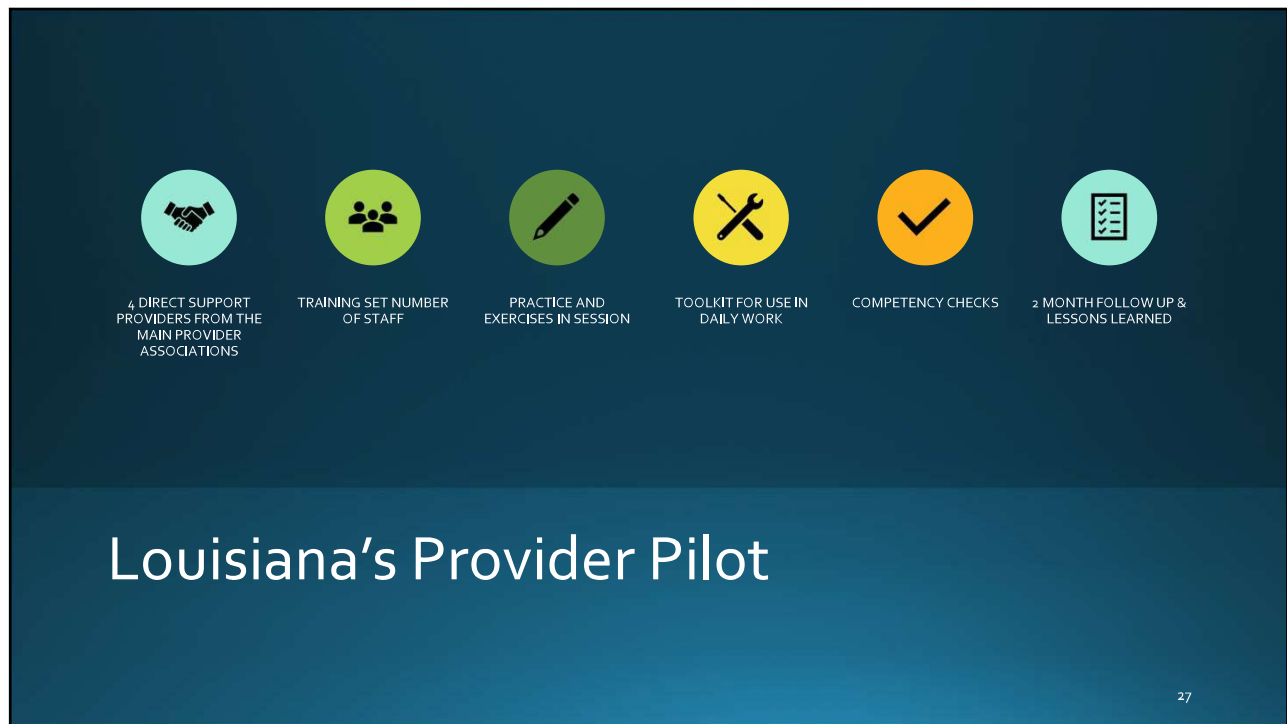
- Joe gets angry and yells at times; Using the active problem-solving form, we learn this only happens when he is home and does not occur at work. At home, Joe really doesn't leave his apartment and does not have a lot to do.
 - What might you do next?
- Mary seems to enjoy socializing with others because she is always excited when people visit or she meets neighbors at the apartment complex. However, when she leaves her apartment to go to activities in her town, she often gets upset. She may cry and often wants to leave.
 - What part(s) of the Active Problem Solving Guide might be helpful
 - What might you try?

CLINICIAN VISIT & COMMUNICATION FORM	
Staff/family should complete the information in each section to communicate/share the most important information with the clinician.	
Name of Individual:	Date of Visit:
Medicare/Medicaid/Insurance No:	DOB:
Pertinent History / known diagnoses:	
Allergies – Medication/Food:	
Current Psychotropic (Behavioral health related) Medications:	
Other Medications:	
REASON FOR THIS VISIT: Reason for today's visit? ☐ Initial visit ☐ Routine follow-up ☐ requested appointment before routine follow-up Has anything changed recently? ☐ Yes ☐ No If yes, provide information about what new concerns have been noticed and/or changes in actions/emotions/symptoms:	
Did the clinician ask for any specific information/report/follow up at last visit? ☐ Yes ☐ No If yes, provide here or be sure to bring needed information.	
Any of the following changes happen recently:	
☐ Eating habits ☐ Sleep patterns ☐ Mobility ☐ Bathroom habits ☐ Activity level ☐ Alertness ☐ Vision ☐ Hearing ☐ Touch/sensation ☐ Emotional reactions ☐ Relationships ☐ Work/School ☐ Routines ☐ Living situation	

Core Skill 6: Supporting & Communicating in Professional Interactions

- Most important information to Professional
- Outlines reasons for THAT visit
- Provides information on any other changes
- 2nd page to write down recommendations (or have professional complete)

Pertinent History / known diagnoses: Depression: cries, does not want to do things she enjoys, will want to stay in bed most of the day
Allergies – Medication/Food: None
Current Psychotropic (Behavioral health related) Medications: Zoloft Other Medications: None
REASON FOR THIS VISIT: Reason for today's visit? ☐ Initial visit ☐ Routine follow-up ☒ requested appointment before routine follow-up Has anything changed recently? ☒ Yes ☐ No If yes, provide information about what new concerns have been noticed and/or changes in actions/emotions/symptoms: Jane has been crying most days; she is refusing activities that she enjoys and has not wanted to go to work; she is sleeping more each day during the day. Her mother has been sick a lot and in the hospital. Usually her mom visits several times a week but she has not seen her in three weeks
Did the clinician ask for any specific information/report/follow up at last visit? ☐ Yes ☒ No If yes, provide here or be sure to bring needed information
Any of the following changes happen recently: ☐ Eating habits ☒ Sleep patterns ☐ Mobility ☐ Bathroom habits ☒ Activity level ☐ Alertness ☐ Vision ☐ Hearing ☐ Touch/sensation ☒ Emotional reactions ☐ Relationships ☐ Work/School ☐ Routines ☒ Living situation



Outcomes

Staff Skills

- Build Wellness Guide, Use Positive Practices & Identify Trauma Informed Information
- Engage in Active Problem Solving

Recipient Outcomes

- Enhanced control & partnership with staff
- Decreased emotional/behavioral symptoms

Agency Level Changes

- Recognition of applicability to staff as well as recipient
- Process/training changes

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Tools Used to Improve Outcomes

- Wellness Guide
 - Proactively for recipients & staff [Can be customized]
- My Daily Game Plan
 - Customize for Provider Agency
 - Build into daily staff expectations to expand Positive Practices
- Universal Emotional & Behavioral Support Guidelines
 - General guidance to improve safety, connections choice/control (empowerment)
- Trauma Circle of Trust
 - Can be supported by staff
 - As core piece of agency level trauma informed practices
- Active Problem Solving Guide
 - Empower staff to solve solvable problems

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Next Steps



CORE CURRICULA
OFFERED TO DSPS



PLANNING WITH
COMMUNITY COLLEGES



PROVIDER WELLNESS
TOOLKIT

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