Erica Martinez, M.S.
Founding College Success Coach
Trauma-Informed Coaching
Today’s Goals

✗ Understand trauma & the brain
✗ Learn practical applications & strategies in coaching
✗ Address compassion fatigue
Trauma & the Brain
**Trauma**: a deeply distressing or disturbing experience.

**PTSD (posttraumatic stress disorder)**: is a mental health problem that some people develop after experiencing or witnessing a life-threatening event. (DSM-V)
RISK FACTORS

- Prenatal stress & birth trauma
- Abuse (physical, sexual, or emotional)
- Neglect *can be the most damaging
- Traumatic event (natural disasters, community violence, loss of loved one)
Here are some facts
(based on the U.S. population):

7-8% of the population will have PTSD at some point in their lives.

About 8 million adults have PTSD during a given year.

About 10% women develop PTSD sometime in their lives compared with about 4% of men

National Center for PTSD, U.S. Department of Veteran Affairs
### Traumatic Events Among Undergraduates

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Most Common Event</th>
<th>Most Distressing Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% reported experiencing a traumatic event in their</td>
<td>unexpected loss of a loved</td>
<td>❌ Lifetime exposure to violence</td>
</tr>
<tr>
<td>lifetime</td>
<td>one</td>
<td>❌ Unwanted sexual attention</td>
</tr>
<tr>
<td>21% reported experiencing an event over a 2 month</td>
<td>Sexual assault was</td>
<td>❌ Sexual Assault</td>
</tr>
<tr>
<td>period in college</td>
<td>associated with most PTSD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>symptoms</td>
<td></td>
</tr>
</tbody>
</table>

Children of New Orleans

Prevalence of PTSD is 4 x national average

> 50% lost a loved one to murder
18% had been a witness to murder
16% either worried about not having enough food to eat or worried about having a place to live

Institute for Women and Ethnic Studies
Survey of 1,200 youth, age 10-16 (2016)
So what does that look like?

<table>
<thead>
<tr>
<th>SYMPTOMS</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ reliving the event (nightmares, flashbacks, or triggers)</td>
<td>✗ misunderstood as “Willful Disobedience”</td>
</tr>
<tr>
<td>✗ avoiding situations that remind you of the event</td>
<td>✗ looks like extreme distrust</td>
</tr>
<tr>
<td>✗ negative changes in beliefs &amp; feelings</td>
<td>✗ difficulty navigating healthy friendships</td>
</tr>
<tr>
<td>✗ feeling keyed up (hyperarousal)</td>
<td>✗ extreme or unmatched emotions</td>
</tr>
</tbody>
</table>
The Brain
Trauma on the Brain

Scary event happens & survival kicks in
- brain floods with stress hormones (Adrenaline & Cortisol)
- flight, fight, or freeze

Repeated exposure:
- alters development, chemistry, & activity
- changes to biological structures & alters DNA
Applications & Strategies
WARNING: Know your role!

- Coach's Goals
- Student's Goals
- Org, Uni, or School's Goals
Coaching Strategies

✗ Nurture Relationships & Create Safe Environments
✗ Address Physiological Needs & Teach Self-Regulation Skills
✗ Be Proactive & Have FUN!
Nurture relationships
(with students & between students).

Give Voice: allowing choices
Eye contact (soft eyes)
Healthy positive touch
Take an interest in students’ lives
Create safe spaces.

- Organized & tidy meeting spaces
- Consistent & predictability
- Judgement-free zones
- Undivided attention
- Compromises & offer choices
- Practice behavioral re-dos
Address physiological needs.

Hydration & snacks

Encourage physical movement

Sleep

Sensory needs
Teach self-regulation skills.

Help student identify healthy calming techniques

Practicing deep breathing

Visualization

Mindfulness/Grounding Techniques (5-senses)
Be proactive & have fun!

Don’t wait... teach skills before student needs them

Have a code word

Brains are primed for learning when students are having FUN!
Compassion
Fatigue
“... is a state experienced by those helping people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create SECONDARY TRAUMATIC STRESS for the helper.”

Dr. Charles Figley
Professor, Paul Henry Kurzweg Distinguished Chair
Director, Tulane Traumatology Institute
Tulane University, New Orleans, LA
<table>
<thead>
<tr>
<th>Individual Symptoms:</th>
<th>Organizational Symptoms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Bottled emotions</td>
<td>✗ Chronic absenteeism</td>
</tr>
<tr>
<td>✗ Isolation</td>
<td>✗ High turnover</td>
</tr>
<tr>
<td>✗ Irritation</td>
<td>✗ Friction between staff</td>
</tr>
<tr>
<td>✗ Poor coping</td>
<td>&amp; leaders</td>
</tr>
<tr>
<td>✗ Exhaustion</td>
<td>✗ ...creating more stress</td>
</tr>
<tr>
<td>✗ Lack of self-care</td>
<td>on staff &amp; leaders.</td>
</tr>
<tr>
<td>✗ Trouble with sleep</td>
<td></td>
</tr>
</tbody>
</table>
Essential Tools of ABC’s

AWARENESS: Knowing your needs, limits, emotions, & resources

BALANCE: work, play & rest.

CONNECTION: to oneself, loved ones, colleagues, & community
Assessing Self-Care

- Physical Self-Care
- Psychological Self-Care
- Emotional Self-Care
- Spiritual Self-Care
- Workplace Self-Care
- Balance
When you say “Yes” to something, what are you saying “No” to?
More Resources & Information

- “Children of Central City”
  projects.nola.com/the-children-of-central-city/

- Karyn Purvis Institute of Child Development,
  TBRI at TCU https://child.tcu.edu

- Trauma Informed Cognitive Behavior Therapy
  tfcbt.org

- Compassionfatigue.org
Thanks!

Any questions?

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