



TRAUMATIC STRESS INSTITUTE

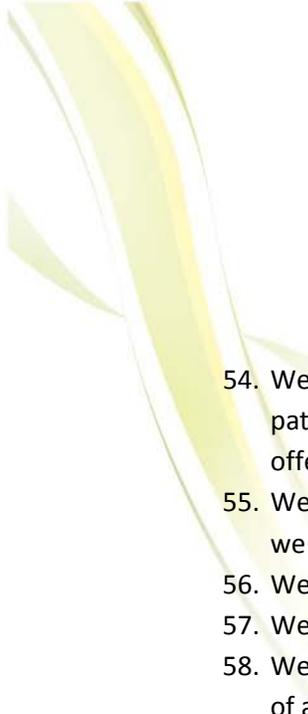
Reasons to Provide Risking Connection Training

We have repeatedly had the privilege of returning to agencies for which we had provided Risking Connection® training in order to provide Train-the-Trainer Training. We start the TTT by asking the participants about changes they have noticed in their work or their agency since having the original Risking Connection®. Here is what they said (and these are verbatim!):

1. The everyday milieu is different-we avoid shaming the kids and remember that symptoms are adaptations.
2. We are more hopeful and positive- we live in solutions.
3. We teach about how to maintain and repair relationships, that it is okay to make a mistake and you can fix it.
4. There is more awareness of vicarious traumatization (VT), and we use the worksheets to discuss it.
5. We have a new awareness of what the clients have been through.
6. We process our VT and it helps us not to take things personally.
7. The staff is talking more with the clients, finding out where their behavior is coming from.
8. We understand the relationship between the clients' background and their behaviors.
9. We engage the person more.
10. We understand the difference between shame and guilt.
11. Focus on relationships and repair helps staff relationships.
12. We look at the client's self capacities and how we can build them.
13. The direct care workers and youth counselors are more involved in the treatment.
14. There has been a decrease in AWOL and self harm among our clients.
15. We see the power of listening and validating.
16. We tried a pilot program in one classroom, we shifted the way we look at behavior and there has been a decrease in acting out.
17. I'm using Risking Connection® concepts in animal assisted therapy!
18. There is more openness to look at clients differently.
19. There is more time spent processing, which leads to better behaviors.
20. The clients are involved in their own treatment plans.
21. We are teaching the parents new ways to understand their kids' behaviors.
22. We have incorporated it into staff language.
23. We use Risking Connection® concepts in supervision with staff.

24. I can see differences between staff who have and have not been trained.
25. We help the clients make the connection between their behaviors and their pasts.
26. We remember that a person is doing the best he can.
27. We are using this language and concepts in training foster parents.
28. It has changed how we talk about the clients.
29. We take better care of each other.
30. We use RICH with each other and the clients.
31. We have more self awareness.
32. We took the consequence list off the wall to avoid shame.
33. We talk about the function of behavior.
34. This place feels more like a real home.
35. We stress relationships with new employees.
36. We are nicer to each other.
37. We are more understanding of the parents.
38. We understand that VT is normal and we validate each other's feelings.
39. We are saying "yes" more to the clients.
40. We are actively listening.
41. We are more hopeful.
42. We have given the clients more self determination in running their own living units.
43. We let the students talk.
44. We have more emphasis on strengths.
45. We pay more attention to staff who get hurt.
46. We are teaching these concepts to our bus drivers!
47. We have changed our hiring practices.
48. We pay more attention to providing good transitions for clients.
49. We are more flexible.
50. I am a kinder, gentler person.
51. There was a boy in the school who consistently went AWOL. When we stopped punishing this behavior and began to investigate it, the boy disclosed that he could not read. When he received targeted help from a staff member he trusted, the AWOL stopped.
52. A resident was being mean to another. Instead of punishing we explored what was going on. He was finally able to share a humiliating experience he had at school.
53. We started a Student Advisory Board to give the students more voice.



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54. We had been annoyed by a client who always hid under the tables at meals. We noticed a pattern that he especially did this when others were loud and began fighting. We were able to offer him more reassurance at these times.
 55. We have begun to involve the parents in investigating the meaning of their child's behavior, and we are getting a good response.
 56. We noticed improved student-to-student relationships.
 57. We are individualizing our approaches to the clients.
 58. We greeted clients returning from a runaway with "we are glad you are back and safe" instead of a lecture or description of their consequences.
 59. In meetings more attention is being paid to the person's history and trying to understand their behavior.
 60. Staff are treating each other with more respect.

It is amazing and moving how profoundly our worlds can change once we begin to understand trauma and also become more self aware. Pretty powerful!



