


ACE'S INFORMED COURTS

J. CORPENING
CHIEF DISTRICT COURT JUDGE, 5TH DISTRICT
OCTOBER 20, 2021


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START WITH WHY-
WHY YOU AND ME?
SAMHSA: LEADERSHIP #1



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BARRIERS TO BUY IN
CHANGE
TRAUMA USED AS EXCUSE FOR BAD BEHAVIOR
TRAUMA FOCUS IS TIME CONSUMING
NOT MY JOB



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IN NORTH CAROLINA OVER 60% OF YOUTH
ARE EXPOSED TO ABUSE, NEGLECT OR OTHER
TRAUMATIC EVENTS BEFORE AGE 17


-DUKE CENTER FOR CHILD AND FAMILY HEALTH



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“TRAUMA IS NOT JUST AN EVENT THAT TOOK PLACE
SOMETIME IN THE PAST; IT IS ALSO THE IMPRINT LEFT
BY THAT EXPERIENCE ON THE MIND, BRAIN, AND
BODY”


-BESSELL VAN DER KOLK, M.D.
THE BODY KEEPS SCORE



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“ADVERSE CHILDHOOD EXPERIENCES ARE THE SINGLE
GREATEST UNADDRESSED PUBLIC HEALTH THREAT
FACING OUR NATION TODAY”

-DR. ROBERT BLOCK, FORMER PRESIDENT
AMERICAN ACADEMY OF PEDIATRICS




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WHAT'S AT STAKE?

CHILDHOOD DECIDES
-JOHN PAUL SATRE


TRAUMA WALKS IN THE DOORS OF ALL OUR
COURTROOMS



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WHAT CAN IT LOOK LIKE?


<u>THINKING</u>	<u>PHYSICAL</u>
PARANOID	NUMB/FATIGUE
NIGHTMARES	PHYSICAL PAIN
DISSOCIATION	RAPID HEART RATE
FORGETFULNESS	BREATHING PROBLEMS
POOR DECISIONS	TIGHT MUSCLES
DISTORTED THOUGHTS	SLEEP PROBLEMS
SUICIDAL/HOMICIDAL	STOMACH UPSET
	HYPERVIGILANCE



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WHAT CAN IT LOOK LIKE?


EMOTION	BEHAVIOR
RAGE	ISOLATION
FEAR	TANTRUMS
GRIEF	SELF-INJURY
GUILT	ADDICTIONS
SHAME	EATING DISORDERS
APATHY	ABUSIVE BEHAVIORS
ANXIETY	
AVOIDANCE	
DEPRESSION	



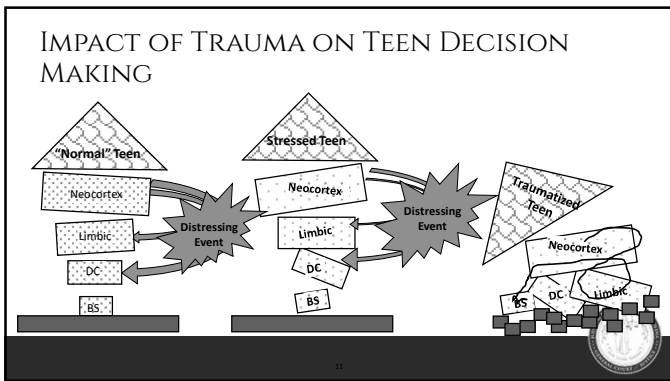
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WHAT CAN IT LOOK LIKE?

RELATIONSHIPS	SPIRITUAL
ANGRY AT OTHERS	HOPELESSNESS
ISOLATION	LOSS/INCREASE OF BELIEF
MISSING WORK OR SCHOOL	DECONSTRUCTION OF SELF



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TRAUMA-INFORMED PRACTICE

A trauma-informed program, organization, or system:

Realizes	• Realizes widespread impact of trauma and understands potential paths for recovery.
Recognizes	• Recognizes signs and symptoms of trauma in clients, families, staff, and others involved with the system.
Responds	• Responds by fully integrating knowledge about trauma into policies, procedures, and practices.
Resists	• Seeks to actively resist re-traumatization.

(SAMHSA, 2017)




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MY TRAUMA JOURNEY

ALMOST EVERY PERSON I SEE HAS EXPERIENCED ONE OR MORE ADVERSE CHILDHOOD EXPERIENCES


LANGUAGE
TONE
CONNECTION
EMPATHY
VALUE AND RESPECT
BUILDING DESIGN
PROMISE KEEPERS
SELF-CARE
RESILIENCY



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WHAT CAN YOU DO?


- START WITH HOW YOU SPEAK AND WHAT YOU SAY
 - LANGUAGE MATTERS, WORDS HAVE POWER: SHAPE THOUGHT
 - THINK CAREFULLY BEFORE YOU SPEAK AND SPEAK WITH INTENTION
 - BE AWARE OF THE WORDS YOU CHOOSE
 - BE AWARE OF THE TONE YOU USE
 - USE CARE IN PHRASING QUESTIONS
 - “WHAT HELPS, WHAT HURTS” IN MATERIALS



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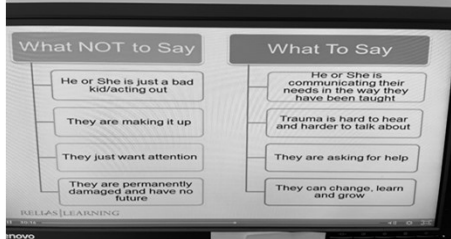

WHAT CAN YOU DO?

- NO LABELS, **NO JUDGMENT**, NO JARGON (TECHNICAL LANGUAGE, ACRONYMS)
- CHOOSE WORDS OF RESPECT, VALUE, EMPATHY, AND EMPOWERMENT
- ENGAGE BY NAME, NOT “DEFENDANT, PLAINTIFF, JUVENILE, ETC.”
- WHAT HAPPENED TO YOU, NOT WHAT DID YOU DO?
- CELEBRATE STRENGTHS BY USING “PUT-UPS,” NOT “PUT-DOWNS”



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WHAT CAN YOU DO?

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WHAT CAN YOU DO?

- WHAT ARE SOME NEGATIVE WORDS WE USE?
 - NON-COMPLIANT
 - NO SHOW
 - RESISTANT
 - MANIPULATIVE
 - TRIGGER
 - ADDICT
 - DIRTY SCREEN
 - DELINQUENT
 - THERE ARE OTHERS: WHAT CAN YOU DO?



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WHAT CAN YOU DO?

- HOW YOU ACT IS IMPORTANT TOO:
 - USE REFLECTIVE LISTENING
 - ACTIVE LISTENING
 - EYE CONTACT
 - NON-JUDGMENTAL
 - REFLECT WORDS AND MOOD
 - DON'T MULTI-TASK
 - YOU CAN PROMOTE SAFETY, HEALING, SELF-DETERMINATION, AND PRO-SOCIAL CONNECTIONS



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WHAT CAN YOU DO?

- HOW YOU ACT IS IMPORTANT TOO:
 - SEEK FIRST TO UNDERSTAND, THEN BE UNDERSTOOD
 - REMAIN CALM AND PATIENT: ENCOURAGE STABILITY AND PHYSIOLOGICAL REGULATION BY YOUR CONDUCT
 - TAKE YOUR TIME
 - BE TRANSPARENT



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WHAT CAN YOU DO?

- COURTROOM/SPACE SCHEDULING
 - AVOID CROWDING
 - TIME SPECIFIC SCHEDULING
 - BE SENSITIVE TO WAIT TIME
 - WHO IS WAITING TOGETHER?
 - JUST WALKING IN MIGHT ACTIVATE



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WHAT CAN YOU DO?

- USE VIRTUAL PARTICIPATION
 - USE THE SKILLS WE'VE LEARNED DURING COVID
 - VICTIMS AND FAMILIES
 - CHILD TESTIMONY
 - INDIVIDUALS WHO MIGHT BE ACTIVATED BY ATTENDING IN PERSON
 - TECHNOLOGY IS COMING YOUR WAY



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WHAT CAN YOU DO?

- CONNECT TO APPROPRIATE SERVICES
 - PUT ON YOUR TRAUMA LENS
 - MAKE SURE TRAUMA IS A PART OF SCREENING
 - COMING SOON TO JUVENILE JUSTICE: ACE'S IN YASI
 - PARTICULARLY IMPORTANT IN JUVENILE COURTS WHERE YOU CAN ORDER ASSESSMENTS
 - MATCH THE SERVICE TO THE IDENTIFIED NEED
 - EVERY CHILD DOESN'T NEED TFCBT



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WHAT CAN YOU DO?

- WHAT YOUR SPACE LOOKS LIKE CAN SHAPE WHAT IT FEELS LIKE
 - IF YOU HAVE THE OPPORTUNITY:
 - EXTERIOR LIGHT
 - SOOTHING/CALMING COLORS
 - CHILD FRIENDLY ART IN JUVENILE SPACES (EVEN ART BY CHILDREN), BOOKS, STUFFED ANIMALS (ANYONE CAN DO)
 - FAMILY CENTERED WAITING SPACES
 - AVOID HARSH LIGHTING
 - NO DOORS THAT SLAM
 - YES, THERE ARE BARRIERS



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WHAT CAN YOU DO?

- HOMEWORK:
 - READ THE MATERIALS ON SOG WEBSITE
 - READ THE BODY KEEPS SCORE BY BESSEL VAN DER KOLK
 - PARTICPATE IN MOTIVATIONAL INTERVIEWING TRAINING IF YOU HAVE A CHANCE
 - COMPLETE THE TRAUMA-INFORMED JUVENILE COURT SELF ASSESSMENT (NCTSN)
 - PUT THE NCTSN TRAUMA INFORMED COURT BENCH CARD ON YOUR BENCH AND USE IT



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WHAT CAN YOU DO?

- HOMEWORK
 - PUT SAMHSA'S PSYCHOLOGICALLY SAFE COURTROOMS RESOURCE ON YOUR BENCH AND USE IT
 - WATCH A ONE HOUR WEBINAR SPONSORED BY RELIAS LEARNING: "BE ATTENTIVE: ALL LANGUAGE MATTERS"
 - GET THE WISCONSIN CHILDREN'S MENTAL HEALTH COLLECTIVE IMPACT PARTNERS LANGUAGE GUIDE

www.wifamilyties.org/resources/Wisconsin-childrens-mental-health-collective-impact-partners-cipss-language-guide



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WHAT CAN YOU DO?

- HOMEWORK
 - DOWNLOAD THE ichill APP AND USE IT: SELF CARE
 - GET "STRENGTHENING YOUR RESILIENCE--SELF CARE FOR JUVENILE JUSTICE PROFESSIONALS" FROM NCTSN (GOOD FOR JUDGES TOO)
 - READ SAMHSA'S CONCEPT OF TRAUMA AND GUIDANCE FOR A TRAUMA-INFORMED APPROACH
 - PARTICIPATE IN TRAUMA TRAINING
 - FIND OUT IF TRAUMA-INFORMED WORK IS BEING DONE IN YOUR COMMUNITY AND GET INVOLVED: EX. RESILIENCE TASK FORCE, TRAUMA INFORMED COMMUNITIES PROJECT



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WE MUST BE ACE'S INFORMED
WE MUST DEVELOP A TRAUMA FOCUSED LENS
WE OWE IT TO THOSE WE SERVE



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