



## Author's Note

Throughout my years of advocacy work, I found that many organizations often taught others how to identify and report abuse through the traditional indicators and through training on the principles of systematic oppression (better known as the Power and Control concept), but seldom has there been organizations to address trauma-informed practices.

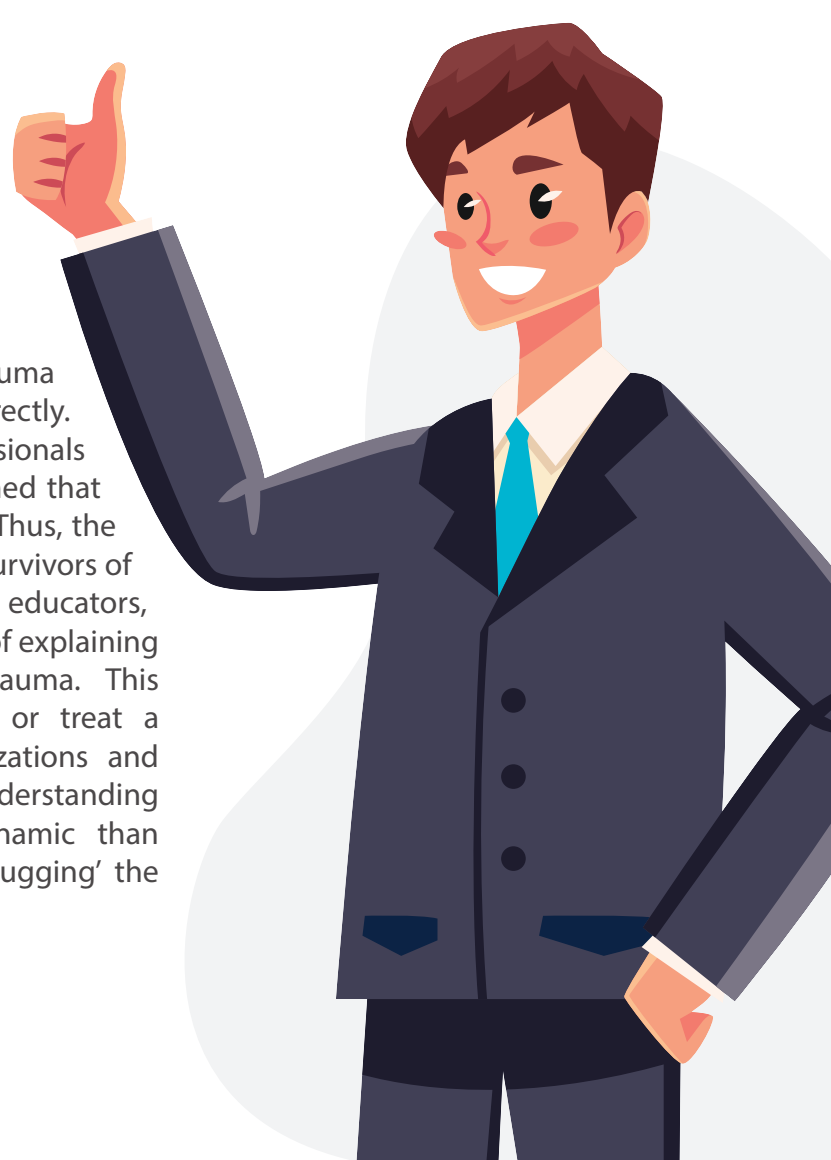


### ● **Trauma-informed**

practices and protocols are equally important as identifying and reporting abuse. Adverse Childhood Experiences (or ACEs) indicates there is a correlation between adverse childhood experiences, development and increased risks for certain health problems later in adulthood (if not in childhood). So, it is not merely enough to be sensitive to trauma and abuse victims and survivors. Organizations and professionals must use trauma-informed protocols to better assist. This is especially true since many times an organization's first contact with the victim and survivor is often after the abuse has occurred. Further, sometimes, an organization's or professional's response could be triggering or even more abusive and traumatic for the victim and survivor of abuse.

### ● **The truth**

is that every one of us has experienced trauma in some form, i.e., directly or indirectly. Therefore, organizations and professionals should act in a manner where it is assumed that everyone has been impacted by trauma. Thus, the curriculum is designed with victims and survivors of abuse and trauma in mind as well as educators, therapists, counselors or anyone in need of explaining tough topics such as abuse and trauma. This curriculum is not meant to diagnose or treat a condition. It is merely to help organizations and professionals in providing tools and in understanding that there is more to the abuse dynamic than identifying and reporting abuse and 'plugging' the individual into services.



### ● **This curriculum is designed**

with approximately 2 to 4 lessons per volume. What makes this curriculum different from the numerous other commercialized curricula addressing abuse prevention, it is meant to be brief yet comprehensive to get organizations and professionals to start thinking about creating trauma-informed centered best practices in their environments as well as addressing abuse prevention. There are numerous ways in which one could do this, as this curriculum is merely a start.

## One final note to those using this curriculum to help others



If you have not already, please take a free ACE quiz to see your level of resilience

Please take some time to do self-care (you cannot help others if you are not well yourself)



Do no harm (this means emotionally, psychologically, physically, sexually or otherwise); when in doubt, ask someone if your behavior or actions are in accordance with healthy community standards; even the most well-intentioned professional could do harm, no matter if it is intended or not

Language (or words) and actions do matter (be creative in your approach in explaining tough topics like abuse and trauma); remember that abusers are often keen and up to date on the latest practices on abuse prevention, technology and system vulnerabilities; therefore, words such as safe, secret or similar words can be manipulated by the abuser and vulnerabilities are exploited including when a victim or survivor is not believed or supported; therefore, your words, actions and leadership matter!

