

HEALING TRAUMA+: A BRIEF INTERVENTION FOR WOMEN AND GENDER-DIVERSE PEOPLE

By Stephanie S. Covington, PhD and Eileen M. Russo, MA

Presented by
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2023

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THIS MORNING'S WORKSHOP

- Provides a brief overview of the 6 sessions contained in HT+.

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SAFETY PLAN

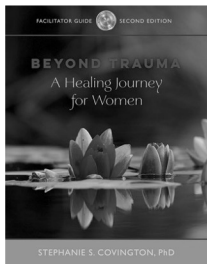
Six things you can do

- Breathing
- Safe place in your imagination
- Connecting with someone you trust
- Counting backwards
- Massaging one's hands
- Prayer, meditation

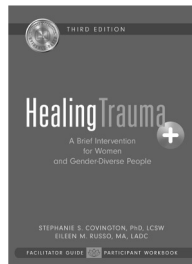
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Beyond Trauma:
A Healing Journey for Women
12 sessions



Healing Trauma+:
*A Brief Intervention for Women
and Gender-Diverse People*
6 sessions on Flash Drive



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**Beyond Trauma & Healing Trauma +
Themes**

- Safety
- Empowerment
- Connection (Aloneness)
- Normal reactions (Shame)
- Mind-body connection
- Substance use disorders
- Gender identity-centered

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Beyond Trauma & Healing Trauma +:

- Trauma Theory
 - Sandra Bloom, M.D.
 - Judith Herman, M.D.
 - Peter Levine, Ph.D.
 - Daniel Siegel, MD
- Integrates cognitive-behavioral, expressive arts, guided imagery, and relational therapy.
- Yoga poses added to the new editions.
- Healing Trauma+ focuses on relationships.

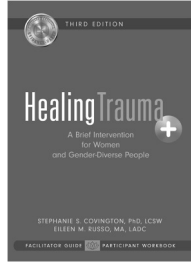
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HEALING TRAUMA+
 A BRIEF INTERVENTION FOR WOMEN
 AND GENDER-DIVERSE PEOPLE (3RD EDITION)

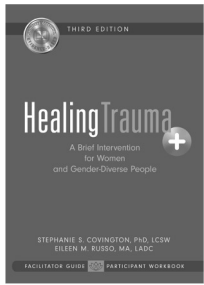
- 6 Sessions on flash drive for easy duplication
- Facilitator Guide
- Participant Journal in English and Spanish



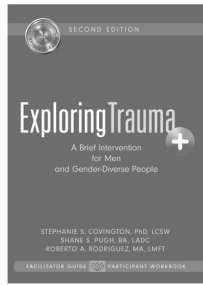
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Healing Trauma+:
 A Brief Intervention for Women
 and Gender-Diverse People
 6 sessions



Exploring Trauma+:
 A Brief Intervention for Men
 and Gender-Diverse People
 6 sessions



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Results of Brief Intervention for Women
 Significant Positive Post-Intervention Changes

- Anxiety
- Depression
- PTSD
- Serious Mental Illness
- Aggression
- Social Connectedness
- Emotion Regulation



3,500 participants and 1,000+ in research

Nessiro and Zwart, 2020

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Results of Healing Trauma for Women

Research in the Women's Estate in UK

- Anxiety
- Depression
- PTSD
- Psychological Distress
- Dissociation
- Sleep Disturbance



What the Women Said



"I felt like a monster when I come in... because I didn't think I was capable of what I did."
The Impact of Healing Trauma on reoffending.

"Healing Trauma, it's about you, yourself."
Comparing Healing Trauma with other interventions.

A unique attribute of the Healing Trauma intervention is that it is a programme designed to respond to the factors that contribute to women's offending. Where accredited offending behaviour programmes are offered in women's prisons, the programmes are often generic or 'gender-neutral'. This justifies their delivery to people of any gender, but it is widely accepted that these programmes are based on normative understandings of male offending behaviour

- Madeline Pettilo. (June 2019). Healing Trauma Evaluation Executive Summary. Hampshire, United Kingdom: One Small Thing.
- Madeline Pettilo. (February 2021). "We've All Got a Big Story: Experiences of a Trauma-Informed Intervention in Prison." *Howard Journal of Crime and Justice*.

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Healing Trauma CDCR SHU Evaluation Findings

15 of 19 outcome measures (79%)
showed significant positive post-intervention changes

Anxiety	↓	Social Connectedness	↑
Depression	↓	Emotional Regulation	↑
PTSD	↓		
Serious Mental Illness	↓	Empathy for Others	↔
Aggression	↓	Resiliency against Stress	↔

Nena P. Mesina & Stacy Colhoun. (June 30, 2019). Healing Trauma: A Brief Intervention for Women. SHU Evaluation Findings. Report to California Department of Corrections and Rehabilitation (CDCR). Contract C5607040.

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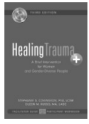
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Research

For research updates:
www.stephaniecovington.com
Select "Research" navigation button

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Changes to the 3rd Edition

- Language used through the curriculum.
- Expanded discussion regarding gender messages.
- Updated and inclusive statistics.
- Optional worksheet identifying types of trauma experienced by those who identify as LGBTQIA+

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Language Used In the Curriculum

- The language used in the 3rd edition intends to be more inclusive of trans and nonbinary people.
- *Cisgender*- gender identity matches the sex assigned at birth
- *Transgender(trans)*- gender identity does not match the sex assigned at birth. For example, someone assigned male at birth but identifies as female is a trans woman.

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Language Used In the Curriculum (cont.)

- Gender identities may include bi-gender, gender fluid or gender queer
- *Nonbinary*- in this curriculum refers to people who do not identify as cisgender or trans
- It is best to know and use the language the group participants would like used
- Appendix 1 offers the commonly used definitions (at the time of publication)

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Facilitation

- Become familiar with basic terminology and have a current understanding of the constructs of gender identity and gender expression
- Acknowledge the gender, sexuality, and experiences of all individuals in the group using their language
- As a facilitator, you may need to grow in your understanding of issues related to gender and identity, including your own

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What about you?

- Doing trauma work can be very rewarding as you watch group members grow and heal
- It also means you need to understand your risk for vicarious trauma and compassion fatigue
- Self-care is important (and an ethical expectation)
- Clinical supervision is crucial (and an ethical expectation)

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Session Overview

- Session 1: Welcome and Introduction
- Session 2: Power and Abuse
- Session 3: The Process of Trauma and Self-Care
- Session 4: The ACE Survey and Anger
- Session 5: Healthy Relationships
- Session 6: Love, Endings, and Certificates

(workbook in English and Spanish)

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Format All Sessions

- Quiet time—"settling"
- Check-in
- Review of between-sessions activity
- Discussions
- Lectures
- Interactive exercises
- Closing, grounding exercise

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Set-Up

- Table- round if possible
- Name tents or tags (not I.D.s)
- Involve group members as much as possible
- Optional pre/post information sheets (first and last sessions)

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Session 1 - Overview

- Welcome, Facilitator Introductions, and Goals for the Group
- Why We Are Here: Information about Trauma
- Group Agreements
- Personal Goal theyet (and Optional Information Survey)
- Art Activity: Decorate Your Cover/Folder
- Participant Introductions
- Sharing Goals
- Grounding Activity: Five Senses
- Reflection, Between-Sessions Activity, and Close

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Session 1

Welcome and Introduction to the Subject of Trauma

Goals:

- To begin to establish a group environment that is based on trust, safety, and respect
- To provide an introduction to the subject of trauma

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This Program will Help You

- Learn more about trauma and how widespread it is in the lives of women and gender-diverse people
- Become aware of the strengths you already have that can help you recover
- Increase the skills you need for healing
- Learn exercises and techniques that can help you feel more grounded and safe

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Common Questions

- Why did this happen to me?
- What did I do wrong?
- Why do I feel so ashamed?
- Why did someone hurt me?
- Why is life such a struggle?
- What can I do now?

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Session 1

ACTIVITIES

- Develop Group Agreements
- Decorate Your Cover/Folder
- Five Senses

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- Goal sheet
- Optional pre/post information sheet

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Developing Group Agreements

- Collaborative process with the group members
- Add limits of confidentiality and other agreements such as no violence (FG p. 66)
- Bring to group each week
- Large group discussion- developing our agreements for this training time together

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HEALING TRAUMA+
ART ACTIVITY:
DECORATE YOUR COVER!

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These two photos show the covers the women created for their Healing Trauma workbooks. They create a cover that depicts them and what is important to them in their lives. In the first session they do this art project and then share about their cover as a way to introduce themselves to the group.

Source: Michele Zusmer, CCTRP Site visit January 2015
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Session 2 - Overview

- Quiet Time
- Check-In
- Review of Last Session and the Between-Sessions Activity
- Traumatic Events
- Gender Expectations
- The Connection between Power and Abuse
- The Power and Control Wheel
- Characteristics of People Who Abuse Others
- Soothing Visualization
- Reflection, Between-Sessions Activity, and Close [Optional: Yoga Pose]

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Session 2

Power and Abuse

Goals:

- To explore the effects of gender roles on individuals
- To emphasize the connection between power and abuse
- To identify behavioral characteristics of people who abuse others

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Session 2

ACTIVITIES

- Gender Expectations
- Power and Control Wheel
- Soothing Visualization

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Gender Expectations

- How are boys and girls treated differently as children?
- Social messages come from family members, communities, teachers, movies, music, and video games.
- What are the social messages that boys and girls get based on assigned sex?
- What happens if someone does not conform to or identify with these messages?

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The Connection Between Power and Abuse

There are some ways in which power and abuse are connected:

- The abuser uses power over the victim.
- The abuser takes power away from the victim.
- The victim feels powerless against the abuser and in many aspects of their life.
- The victim feels trapped or locked in a role.
- The victim feels isolated, so there is no strength or power from others who could help.

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POWER AND CONTROL WHEEL



(From the manual In Our Best Interest: A Process for Personal and Social Change. Available through Domestic Abuse Intervention Project, 206 W. 4th St., Duluth, MN 55806) © S. Covington, 2023 35

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Characteristics of Batterers

Behavior as Clues:

- Jealousy
- Controlling behavior
- Quick involvement
- Unrealistic expectations
- Isolation
- Blaming others for problems
- Blaming others for feelings
- Hypersensitivity

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Characteristics of Batterers (cont.)

- Cruelty to animals and/or children
- "Playful" use of force in sex
- Verbal abuse
- Rigid sex roles
- Dr. Jekyll and Mr. Hyde
- Past battering
- Threats of violence
- Hitting or breaking objects
- Use of force during an argument

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Yoga Pose Breath of Joy



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Session 3

The Process of Trauma and Self-Care

Goals:

- To present the Process of Trauma
- To introduce a variety of grounding and self-soothing activities
- To explore the concept of personal boundaries

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Session 3 - Overview

- Quiet Time
- Check-In
- Review of Last Session and the Between-Sessions Activity
- The Process of Trauma
- What Does It Mean to Feel "Grounded"?
- Grounding Activities
- Self-Soothing Chart
- Relaxation Activity
- Developing Personal Boundaries
- Reflection, Between-Sessions Activity, and Close [Optional: Yoga Pose]

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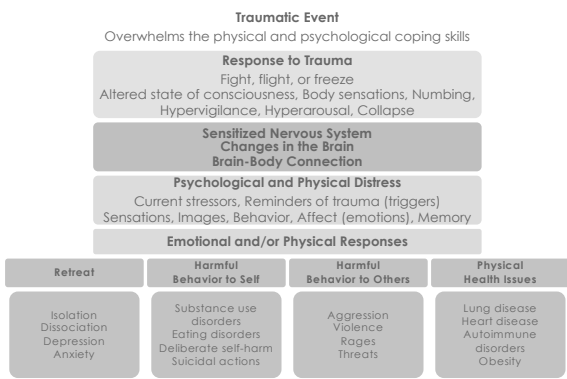
Session 3, ACTIVITIES

- Grounding Activities
- Self-Soothing Chart
- Relaxing Activity
- Developing Boundaries

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Process of Trauma



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Grounding

Grounding techniques are strategies to help a person who is dissociating ("losing time," emotionally absent) "come back" into current reality and feelings.

Grounding techniques can help people realize that they are in the here and now and that what they are experiencing is in the past and it is not happening now.

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Grounding

- Physical- examples are breathing, tapping
- Mental- example is containment

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Developing Boundaries

Trauma is a violation of boundaries

Developing boundaries are another way to feel grounded, balanced, and in control

There are different types of boundaries- physical, emotional, intellectual

Boundaries are mutual--your boundaries are respected, you respect the boundaries of others

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Developing Boundaries:

- 1) Personal Space
- 2) Zipper Analogy

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Yoga Pose

Seated Pigeon



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Session 4

The ACE Questionnaire and Anger

Goals:

- To connect the participant's childhood traumatic experiences to their present behaviors
- To better understand the feeling of anger and how to manage it in healthy ways
- To revisit the Power and Control Wheel

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Session 4 - Overview

- Quiet Time
- Check-In
- Review of Last Session and the Between-Sessions Activity
- The Adverse Childhood Experiences Questionnaire
- The ACE Study
- Anger
- Words for Anger
- Meeting a Feeling
- The Anger Funnel

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Session 4 – Overview (cont.)

- Activity: The Anger Funnel
- Activity: Anger Triggers
- Activity: Palms Down, Palms Up
- Reflection, Between-Sessions Activity, and Close

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Session 4

ACTIVITIES

- Adverse Childhood Experiences Questionnaire
- Meeting a Feeling
- Anger Funnel
- Anger Triggers
- Palms Down, Palms Up

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SEEDS

- S** – Social Connectivity
Being in connection and relationship with others
- E** – Exercise
Thirty minutes a day can make a big difference
- E** – Education
Learn something new each day
- D** – Diet
The food we eat either nourishes or starves our brain
- S** – Sleep
Our brains and our bodies need to rest and regenerate each day

[Arden 2014]

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Anger

- A common feeling in trauma survivors
- Women and gender diverse people are often socialized to believe anger is bad and should not be expressed
- There are often feelings underneath the anger, such as fear and humiliation

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Anger (cont.)

Anger has some common causes:

- External threat to our safety, plans, ego, pride, beliefs
- Unmet expectations
- Triggered by something that happened in the past and it is transferred into the present
- Any of these can begin the anger cycle

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Anger Funnel

Hurt
Sadness
Fear
Insecurity



Anger
Rage
Violence

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Palms Down, Palms Up

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Yoga Pose Modified Triangle



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Session 5

Healthy Relationships

Goals:

- To describe the elements of a healthy relationship
- To introduce the Wheel of Love

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Session 5 – Overview

- Quiet Time
- Check-In
- Review of Last Session and the Between-Sessions Activity
- The Brain and Relationships
- Defining a Healthy Relationship and the Relationship Wheel
- Aspects of a Healthy Relationship
- The Relationship Wheel and the Power and Control Wheel

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Session 5 – Overview (cont.)

- Activity: The Relationship Wheel
- What Is Love?
- Grounding Activity [Optional: Yoga Pose]
- Reflection, Between-Sessions Activity, and Close

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Session 5

ACTIVITY

- Relationship Wheel

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Relationship Wheel



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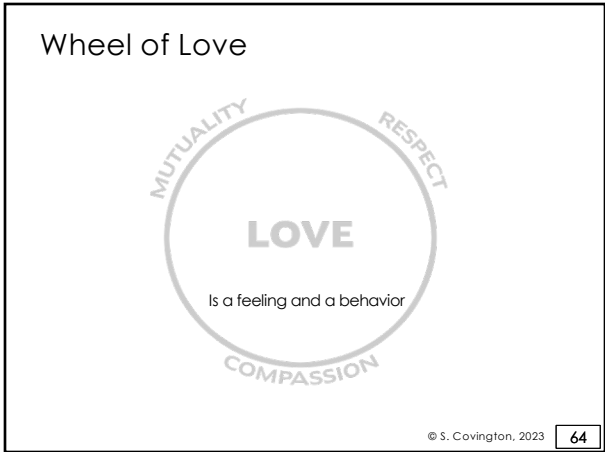
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Aspects of a Healthy Relationship

- Similarities
- Ability to Deal with Change
- Compatible Values
- Effective, Open Communication
- Effective Conflict/Anger Resolution
- Effective Negotiation
- Firm Personal Boundaries
- Healthy Sexual Expression
- Shared Quality Time
- Friendship

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Relationship Scale

1. Similarities
1 2 3 4 5 6 7 8 9 10
2. Compatible Values
1 2 3 4 5 6 7 8 9 10
3. Ability to Deal with Change
1 2 3 4 5 6 7 8 9 10
4. Clear Communication
1 2 3 4 5 6 7 8 9 10
5. Effective Conflict Resolution
1 2 3 4 5 6 7 8 9 10

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Relationship Scale (cont.)

6. Effective Negotiation
1 2 3 4 5 6 7 8 9 10
7. Firm Personal Boundaries
1 2 3 4 5 6 7 8 9 10
8. Healthy Sexual Expression
1 2 3 4 5 6 7 8 9 10
9. Shared Quality Time
1 2 3 4 5 6 7 8 9 10
10. Friendship
1 2 3 4 5 6 7 8 9 10

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Yoga Pose

Twisted Branches to Open Wings



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Session 6

Love, Endings, and Certificates

Goals:

- To help group members understand what they bring to relationships
- To use creative arts to enable each person to depict their history of love and how they would like to experience love in the future
- To explore how to end relationships respectfully
- To show appreciation for the group members and the group experience

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Session 6 - Overview

- Quiet Time
- Check-In
- Review of Last Session and the Between-Sessions Activity
- Bringing Ourselves to Relationships
- Love Collage and Sharing Activity
- How to End a Relationship
- Appreciation Activity
- The Spiral of Trauma and Healing
- Goal sheets and Evaluations [Optional: *Information Survey 2*]
- Certificates of Completion

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Session 6

ACTIVITIES

- Love Collage
- Appreciation

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How To End a Relationship

- Find a safe place where you are not alone if someone has abused you.
- Be direct and honest.
- Speak using "I" statements rather than "you" statements.
- Express the feelings you are experiencing in the present.
- Assume personal responsibility for change.
- Decide on the level of intimacy or contact you want with the person in the future.

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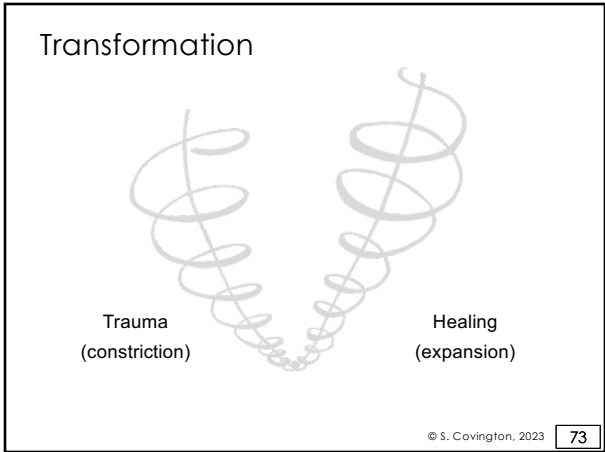
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How To End a Relationship (cont.)

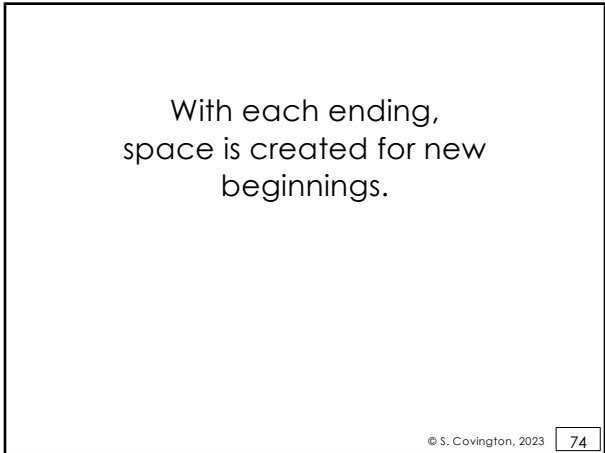
- Act in a timely fashion. Establish and stick to agreed-on timelines by which changes should occur.
- Let the other person know what you appreciate about them.
- Let the other person know what you appreciate about the relationship.
- Tell the other person what you wish you'd been able to do differently.

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