

# COMPREHENSIVE TRAUMA-INFORMED COACHING COMPETENCY FRAMEWORK

## Ignite Global 360

Author: Fernando Hettiyadura

### Reference Framework for Trauma-Informed Coaching Competencies

#### Preface

Professional coaching is a development methodology that creates a transformative framework through observation, increasing awareness, setting a plan in motion, and further accountability. Such is the process that allows people to move with meaning toward deliberate ends. Traditional coaching techniques typically emphasize the client's present and future. Although this can be a productive approach in the short term, it can also work against a deeper understanding of the ways in which the past, present, and future interact to shape a person into who they eventually become.

Human behavior can be influenced by two primary forces: nature and nurture, which involve genetics, environment, experiences in life, and relationships with others. However, given that past emotional experiences are integral in creating behavior, most coaching frameworks are actually quite limited as they do not fully delve into these dimensions, and therefore fail to holistically address clients' emotional and behavioral patterns.

Coaching that considers all mental, emotional, physical, social and spiritual components of a client's journey is required to achieve holistic personal transformation — including past, present and future experiences. But old school coaching has discouraged looking into background and feelings, saying those are things for licensed mental health professionals to handle. This line is crucial because healing from trauma in the past is a complex process that is only tangentially related to understanding frameworks of human development, constructs of psychology, and narratives of how adverse experiences — such as ACEs and trauma — shape human behavior and functioning.

#### The Global Context of Trauma and Adverse Childhood Experiences

Studies highlight the ubiquity of trauma and its lasting effect on human beings. According to the World Mental Health Survey Consortium, up to 70% of people across the world have gone through at least one potentially traumatic event in their lifetime (Benjet et al., Psychological Medicine, 2016). Data from the Centers for Disease Control and Prevention (CDC) and the American Journal of Preventive Medicine have also shown that individuals with six or more ACEs will live, on average, 19 years less than someone without ACEs.

Because traditional coaching frameworks do not address issues within the client, coaches and clients alike can become discouraged when intended outcomes are not reached. And by not recognizing past trauma in coaching sessions, to some extent, clients can be re-traumatized, defeating the purpose of the process altogether.

### **Shifting the Mindset Away From Boston-Bound Solutions**

Clinical diagnoses of mental disorders in mental health care also rest on standardized tools like the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the International Classification of Diseases (ICD-11). Clinical criteria for mental disorders are beyond the scope of this online platform; those who meet them should seek treatment from licensed professionals. However, not every adult with a trauma or ACE history crosses these diagnostic thresholds.

Furthermore, there are many people who carry the burdens of past trauma that could not be diagnosed, such that they could meet the criteria for PTSD. They may not require clinical treatment, but can still benefit from the expertise of a well-trained Trauma-Informed Coach Practitioner. Such practitioners can guide clients to explore the dynamics of their past with an ability to resolve these conflicts within themselves and to grow at cognitive and somatic levels.

### **Using the Example: Building a Leadership Change**

By analyzing hundreds of coaching recordings and sessions, the Trauma-Informed Coach Founders identified critical leverage points for integrating trauma-sensitive practices to optimise coaching outcomes, leading to the development of the Comprehensive Trauma-Informed Coaching Competency Framework.

One such example would be a senior leader who had just risen into a management role after successfully running a few teams, but struggled to share initiatives and lead well despite being great at developing ideas and plans. After months of working with a traditional executive coach, the pace of change was slow. The client had a vague sense that their discomfort had roots in their childhood, but there was no signal, and no traumatic events surfaced, nor was there an awareness of the need for treatment.

These reflections gave way, through trauma-informed coaching, to deeper insights. The client shared that they were raised by a single mother who was neglectful during their childhood. At school, they gravitated to a group of bullies in search of acceptance and power. These unhealed experiences instilled an adult fear of being seen as a bully and a chronic concern that peers would mock or ignore their ideas.

Thanks to trauma-informed coaching, the client realized the fear was not coming from the external environment, but from their inner child still carrying that unresolved sense of helplessness. As a

result of this reframing, the client felt a renewed sense of confidence and ultimately succeeded in launching several major leadership initiatives in a short period of time.

This example shows how trauma-informed coaching can speak to the deep emotional patterns that regular approaches may not address, as part of the path to transformative change and sustainable progress.

### **Training Emphasis**

Ethical practice and rigorous training are necessary for coaching with trauma-informed practices. Trauma-informed coaching requires knowledge about psychological theories, how trauma impacts development, and practical skills for establishing emotionally safe spaces. Coaches also have to be aware of their scope of practice and when to refer clients to a mental health practitioner. Training helps trauma-informed practitioners meet clients' challenges with sensitivity, professionalism, and effectiveness.

### **Future Implications**

As more people become aware of how trauma affects their ability to grow and thrive both personally and professionally, the need for trauma-informed coaching will only continue to grow. This framework incorporates coaching with trauma-sensitive approaches, providing a transformative methodology for healing, resilience, and long-term success. Trauma-informed coaching has the capacity to revolutionise industry standards, creating opportunities for sustainable growth for people across diverse backgrounds and experiences, by addressing the underlying causes of challenges.

# COMPREHENSIVE TRAUMA-INFORMED COACHING COMPETENCY FRAMEWORK

## Ignite Global 360

### Introduction:

The **Comprehensive Trauma-Informed Coaching Competency Framework** by Ignite Global 360 Coaching is designed to empower coaches with the insights, skills, and sensitivity needed to work effectively with clients affected by trauma without crossing clinical boundaries. The competency framework is built upon the International Coaching Federation's (ICF) core competencies, with an additional competency focus on essential education on Trauma. This pioneering framework expands traditional coaching boundaries, integrating trauma-sensitive awareness and practices that foster safety, empathy, and client-centered resilience.

This framework provides trauma-informed competencies to guide coaches in understanding the role of past experiences, particularly adverse ones, in shaping present behaviors and challenges of clients. By focusing on safety, cultural responsiveness, and collaborative care, equips coaches to recognize and adapt to the impact of trauma and Adverse Childhood Experiences (ACEs), thus avoiding traumatization and enhancing the potential for post-traumatic growth and empowerment of the clients.

This model provides a framework to deepen the knowledge of trauma-related disorders, cultivate reflective practice, and develop a coaching approach that aligns with each client's unique experiences. This comprehensive framework ensures that trauma-informed principles are thoughtfully and professionally embedded in coaching practice, supporting clients in their journey toward holistic healing, resilience, and purposeful development.

### Integrating the *Trauma-Informed Coaching Competency Framework* with ICF Core Competencies:

The ICF Core Competency Framework provides a universal standard for delivering professional coaching. When delivering Trauma-Informed Coaching, a coach must use the ICF Core Competency framework as the foundational reflective communication medium and incorporate the added level of competency from the Trauma-Informed Coaching Framework in effective integration.

Competency #	Integration of Competencies	
	ICF Core Competencies	Trauma-Informed Competencies
	A. Foundation	
01	Demonstrates Ethical Practice	Demonstrates Ethical Practice as a Trauma-Informed Reflective Practitioner
02	Embodies a Coaching Mindset	Embodied Trauma-Informed Coaching Mindset
	B. Co-Creating the Relationship	

03	Establishes and Maintains Agreements	Establishes and Maintains Trauma-Informed Agreements
04	Cultivates Trust and Safety	Cultivates Trauma-Sensitive Trust and Safety
05	Maintains Presence	Maintains Trauma-Sensitive Presence
C. Communicating Effectively		
06	Listens Actively	Observes Trauma Responses and Listens Actively
07	Evokes Awareness	Trauma-Informed Inquiry and Evokes Awareness
D. Cultivating Learning and Growth		
08	Facilitates Client Growth	Integrates Insights for Post-Traumatic Growth and Facilitates Client Healing
E. Essential Psychoeducation		
09		Foundational Knowledge of Trauma and Trauma-Related Disorders

### Guidelines for Using the Trauma-Informed Competency Framework:

This framework alone is not adequate to address client growth. Any reflective practitioner who wishes to integrate this trauma-informed framework into their practice requires the integration of foundational reflective methodologies, such as a coaching framework, a relevant psychotherapy modality, or a combination of reflective practices, and combining them seamlessly with this competency framework.

The primary essence of this framework invites the client-centered and solution-focused approach, which complements the professional coaching framework and client-centered & solution-focused therapy modalities. This framework will provide a qualified mental health professional the ability to combine both client-centered as well as therapist-driven therapeutic modalities and execute client growth effectively in providing trauma-informed care.

### Important Recommendations:

The competencies outlined within this framework facilitate the higher-level standard required by a Trauma-Informed Reflective Practitioner. It is crucial that a practitioner gains necessary education through best practices, skills, knowledge, experience, feedback, and assessment in depth in elaborating this standard framework in practical application before integrating the competency into delivery.

For coach practitioners who intend to integrate this framework into their coaching practice, it is recommended that you acquire sufficient client-driven coach-specific education and experience (at least at ICF Associate Certified Coach (ACC) credential level or equivalent) and then complete the necessary education and assessments based on the competencies outlined below before incorporating this Trauma Informed Coaching Framework for coherent integration and effectiveness of Trauma Informed Coaching.

For mental health care providers who wish to incorporate this framework, you are required to demonstrate the ability to robustly deliver therapeutic modalities backed by the relevant accredited qualifications and possess the necessary licenses to practice within the country or the region you operate.

## **Ethics and Standards for Trauma-Informed Coaching:**

This competency framework is created with Ethical Standards at the forefront. Trauma-informed care is an intricately sensitive approach that requires complete adherence to ethical standards with empathy.

For professional coaches who intend to specialize as Trauma-Informed Practitioner, in addition to adhering to the ICF's Ethical Guidelines, you are required to adhere to relevant aspects of the Ethical Principles and Code of Conduct by the American Psychological Association (APA), as these provide deeper insights into trauma-sensitive ethical considerations. This includes key areas such as maintaining appropriate boundaries, safeguarding client confidentiality, ensuring informed consent, and following ethical referral practices.

Integrating these guidelines intends to further support trauma-informed coaches in upholding the highest standards of care and professionalism, especially when working with vulnerable or trauma-affected clients.

## **Coaches Who Work with Children and Adolescents:**

For coaches who intend to work with children and adolescents exposed to trauma, apart from a minimum of an ICF ACC Credential, specific adaptations are included to address their unique developmental and emotional needs. Hence, coaches intending to work with younger clients who are legally identified as minors (children and young adolescents) must demonstrate either:

- Completion of a master's-level accredited degree in a mental health field focusing on child and adolescent development,
- or
- Completion of the *Ignite ICF Level Two Child-Adolescent Development and Parenting Program*, or an equivalent qualification in child and adolescent development, is mandatory.

# Comprehensive Trauma-Informed Coaching Competencies

This Comprehensive *Trauma-Informed Coaching Competency Framework* is curated to guide coaches and mental health professionals in applying trauma-sensitive principles to their practice, emphasizing empathy, safety, and client empowerment. Coaches are encouraged to regularly engage in reflective practice, supervision, and continued education in trauma-informed care to maintain an up-to-date understanding of best practices, research, and industry trends. This comprehensive framework includes nine core trauma-informed competencies, each of which contributes to a comprehensive trauma-informed coaching practice.

## 1. Demonstrates Ethical Practice as a Trauma-Informed Reflective Practitioner

**Definition:** Understands and consistently applies ethics and standards of coaching and trauma-informed care, upholding integrity, respect, and professionalism through trauma-sensitive client-centered principles.

### Competency Outline:

- 1.1 Personal Integrity and Honesty: Maintains transparency, integrity, and honesty in interactions with clients, sponsors, and other stakeholders, building trust within trauma-sensitive contexts.
- 1.2 Sensitivity to Client Identity and Experience: Demonstrates cultural and situational awareness, honoring each client's identity, environment, trauma history, values, and beliefs.
- 1.3 Appropriate and Respectful Language: Uses trauma-sensitive, inclusive, and respectful language that aligns with the client's comfort and preferences, creating a safe and non-judgmental space.
- 1.4 Commitment to Internationally Recognized Ethical Guidelines: Adheres to both the Ethical Guidelines of the International Coaching Federation (ICF) and relevant guidelines of Ethical Principles and Code of Conduct by the American Psychological Association (APA), particularly those addressing confidentiality, client autonomy, conflicts of interest, and appropriate boundaries. Coach ensures that trauma-informed care aligns with the highest ethical standards in both coaching and psychological practices.
- 1.5 Confidentiality and Legal Compliance: Protects client confidentiality according to stakeholder agreements and pertinent laws, with heightened sensitivity to trauma disclosures. This includes understanding mandatory reporting requirements for child or elder abuse, which may vary by region.
- 1.6 Awareness and Protocols for Suicidal Ideation: Recognizes signs of suicidal ideation or self-harm and understands the ethical obligation to respond appropriately. Coach is able to:
  - Use non-judgmental language if a client discloses suicidal thoughts.
  - Know when to refer the client immediately to a licensed mental health professional.

- Take immediate, ethically sound actions, such as contacting emergency resources, if the client is at imminent risk.
  - Understand the local laws regarding the duty to report or intervene in cases of expressed suicidal intent.
- 1.7 Clear Professional Boundaries and Role Awareness:** Maintains distinctions between coaching, consulting, psychotherapy, and other support professions, ensuring that trauma-informed care remains within coaching boundaries. Establishes and models clear emotional and professional boundaries within coaching relationships and addresses boundaries with empathy and compassion.
- 1.8 Awareness of Transference and Countertransference:** Coach is aware, understands, and recognizes transference and countertransference. Recognizes and reflects on relational dynamics, seeking supervision as needed to maintain a clear and supportive stance.
- 1.9 Informed Consent and Disclosure:** Ensures that clients fully understand the coaching process, limitations of trauma-informed coaching, and the role of the coach. Coach secures explicit, informed consent, especially when working in sensitive trauma contexts, as per APA and ICF guidelines.
- 1.10 Referral to Other Support Professionals:** Recognizes signs of emotional crises and identifies when clients may benefit from additional, alternative, or clinical support and refers them to licensed mental health or credentialed trauma-specializing professionals when needed, ensuring a collaborative approach to client care. Coach establishes and maintains a network of mental health professionals for effective referrals.
- 1.11 Ethical Responsibility for Personal Bias Management:** Actively identifies and manages personal biases that may influence the coaching relationship, particularly when working with trauma-affected clients from diverse and intersecting backgrounds (e.g., race, culture, socioeconomic status). Demonstrates awareness and accountability to prevent unintended harm, ensuring a fair and client-centered approach.

## 2. Embodied Trauma-Informed Coaching Mindset

**Overview:** Maintains a grounded, trauma-sensitive mindset that embodies empathy, ongoing learning, reflective practice, and the highest standard of professionalism. This competency highlights the importance of coaches to continuously develop self-awareness and cultural reflexivity to ensure an ethical, responsive, and supportive approach for trauma-affected clients with professional credibility.

### Competency Outline:

- 2.1 Awareness and Embodiment:** Demonstrates an empathetic professional demeanor and compassionate presence that respects client circumstances and acknowledges vulnerabilities while enabling resilience within the client and their ecosystems.



- 2.2 Cultural Reflexivity:** Learn, understand, reflect on, and adapt practices to align with each client's unique cultural and social context, addressing potential biases. Take necessary measurements, such as implicit tests when necessary.
- 2.3 Commitment to Education:** Engages in continuous learning specific to trauma-informed care, staying updated on new practices and research while continuing relevant professional development.
- 2.4 Personal Trauma Awareness:** Actively practices awareness of the practitioner's personal trauma history, seeking necessary professional support where necessary, and managing responses or effects of trauma adequately to prevent projection or over-identification.
- 2.5 Reflective Practice and Supervision:** Regularly engages in reflective practices and supervision to deepen self-awareness, seek feedback, and ensure alignment with trauma-informed ethical standards.
- 2.6 Directive Approach:** Coach is able to engage a directive approach in providing necessary care and awareness without influencing the client's direction.
- 2.7 Awareness of Cultural and Systemic Trauma:** Understands the impact of collective, cultural, and systemic trauma (e.g., racial, community-based trauma) on clients, and integrates this awareness into the coaching process to support empathy and inclusivity.

### **3. Establishes and Maintains Trauma-Informed Agreements**

**Overview:** Establishes clear, trauma-sensitive agreements that consider the unique needs, expectations, and boundaries of the client, focusing on the holistic development of the client as a person, facilitating behavior change, and incorporating the client's wider worldview. Include the family members, caregivers, and other individuals of the ecosystem of the client appropriately when necessary. Creates a collaborative environment that encourages open communication around session structure, goals, accountability, and confidentiality.

#### **Competency Outline:**

- 3.1 Clarity and Transparency:** Clearly communicates the coaching agreement (for both overarching global agreement as well as the session agreements), process, and ethical boundaries, particularly as they relate to trauma-informed care.
- 3.2 Collaborative Agreement Setting:** Invites clients to co-create agreements, including awareness and open communication on comfort and safety within the coaching process.
- 3.3 Consent and Flexibility:** Establishes flexible agreements, accommodating the pace of the client and adjusting the focus as needed. Coach efficiently adjusts to the pace of the client.

- 3.4 Family/Caregiver Collaboration (Child and Adolescent Specific):** Ensures clear agreements with caregivers when coaching minors, balancing child autonomy with the involvement of the caregiver and the ecosystem of the child.
- 3.5 Collaborative Re-Establishment of Agreements:** Revisits and adjusts coaching agreements when a client needs to evolve or new trauma-related insights arise, ensuring the coaching structure adapts to support the client's changing needs.
- 3.6 Post-Traumatic Growth:** Coach acts as a catalyst in incorporating post-traumatic growth

#### **4. Cultivates Trauma-Sensitive Trust and Safety**

**Overview:** Builds a safe and supportive environment that fosters trust, empowering clients to explore and heal in a non-judgmental, trauma-sensitive space. Coach demonstrates efficiency in building coaching relationships, incorporating the necessary elements of therapeutic alliance.

##### **Competency Outline:**

- 4.1 Trust and Collaboration:** Builds a respectful partnership, empowering clients to lead their own healing journey, engaging meaningful reflection to surface innate awareness and healing potential.
- 4.2 Safety Awareness and Attunement:** Adapts session structures to meet client needs, incorporating trauma-sensitive practices that promote safety.
- 4.3 Intentional Use of Silence and Space:** Uses pauses and silence thoughtfully, allowing clients to process at their own pace with trauma sensitivity, with an understanding of the neurological and psychological functions of a trauma-affected client.
- 4.4 Consent and Choice Empowerment:** Regularly checks in with clients to confirm comfort and alignment with session direction, supporting autonomy.
- 4.5 Trauma-Informed Psychoeducation:** Offers information on trauma responses, triggers, and the aftermath of trauma to help clients understand and normalize their experiences.
- 4.6 Intersectional Trauma Sensitivity:** Recognizes the influence of intersecting identities on trauma experiences, adjusting approaches as needed.
- 4.7 Recognition of Power Imbalances:** Identifies and mitigates power dynamics within the coaching relationship to foster a sense of equality and empowerment, especially when working with clients who have experienced disempowerment due to trauma.
- 4.8 Developmentally Appropriate Engagement (Child and Adolescent Specific):** Uses age-appropriate methods, such as storytelling or art, to build trust and comfort with younger clients.

## 5. Maintains Trauma-Sensitive Presence

**Overview:** Demonstrates a calm, grounded, and client-centered presence, maintaining focus on the client while remaining aware of trauma-related cues and emotional dynamics, coaching process, and the coach's internal process. Ensures that the coaching environment is conducive to trauma-informed care and safety of the client.

### Competency Outline:

- 5.1 Mindful Presence: Brings a calm and non-reactive presence to sessions, focusing fully on the client's needs and responses.
- 5.2 Emotional Regulation: Manages personal emotions to avoid projecting onto the client, maintaining a supportive and stable environment.
- 5.3 Attunement to Emotional Shifts: Notices and adjusts to changes in the client's emotional state, offering support as needed.
- 5.4 Somatic Awareness and Grounding: Stay vigilant to somatic changes and energy shifts in the client. Uses grounding techniques when clients experience strong emotional reactions, maintaining a secure space.
- 5.5 Adaptive Session Pace: Maintains a pace that aligns with the client's needs, allowing flexibility in processing complex emotions and deriving learning from emotions, with permission to engage the intuition of the coach.
- 5.6 Attuned with Energy Perception: Coach is able to engage energy perception, such as intuition, to act as a catalyst or to recognize spontaneous healing within the client and solidify healing and post-traumatic growth of the client.
- 5.7 Environmental Sensitivity for Safety: Ensures the physical or virtual coaching environment is structured to reduce potential triggers and enhance client comfort, including control over lighting, seating, and other sensory aspects.

## 6. Observes Trauma Responses and Listens Actively

**Overview:** Coach possesses a vast knowledge of the interplay of triggers and trauma responses. Develops an acute awareness of identifying trauma responses, using active listening and non-verbal cues to understand the client's full experience and enhance emotional safety and post-traumatic growth.

### Competency Outline:

- 6.1 Elevated Observation Skills: Recognizes shifts in body language, tone, and breathing and etc. that may indicate trauma responses.
- 6.2 Respect for Client Interpretation: Encourages clients to interpret their responses without imposing meaning.

- 6.3 Ethical Documentation:** Transparently and sensitively documents observations with informed consent, inviting client participation.
- 6.4 Grounding and Regulation Techniques:** Utilizes grounding exercises to help clients manage intense emotions, creating safety.
- 6.5 Acknowledgment of the Body's Role in Trauma:** Recognizes how trauma can manifest through somatic experiences, encouraging clients to notice physical responses as part of their emotional and mental awareness in sessions.
- 6.6 Body-Based Awareness:** Predetermine and apply somatic practices, such as breath focus, humming, chanting, rhythmic movement, etc., appropriately to help the client manage physical responses, then derive meaning and post-traumatic growth.

## 7. Trauma-Informed Inquiry and Evokes Awareness

**Overview:** Engages in non-directive, trauma-sensitive inquiry that supports client-led exploration and awareness, respecting the client's pace and personal insights while adjusting the language and pace for the preference of the client.

### Competency Outline:

- 7.1 Reflective Inquiry:** Uses open-ended, non-directive inquiry that facilitates client-led exploration.
- 7.2 Encouragement of Abstract Expression:** Supports and enables comfort for the client in expressing complex emotions through metaphors or abstract language, inviting creativity. And coach continues to use metaphorical language as appropriate to deepen awareness and derive meaning.
- 7.3 Trauma-Sensitive Language:** Communicates in an empowering, non-hierarchical manner at all times and places the client in the center of the coaching process, enabling the client to own the dialogue.'
- 7.4 Client Feedback Integration:** Actively seeks client feedback on the approach, ensuring alignment with their comfort and needs.
- 7.5 Developmentally Appropriate Inquiry (Child and Adolescent Specific):** Adapts language and inquiry techniques suitable for younger clients' developmental levels, such as using creativity and play-based inquiry.

## 8. Integrates Insights for Post-Traumatic Growth and Facilitates Client Healing

**Overview:** Helps clients integrate insights into their lives, focusing on resilience, healing, post-traumatic growth, and a higher level of meaningful development as an individual.

### Competency Outline:

- 8.1 Insight Integration with Goals: Guides clients in applying insights to broader goals related to healing and growth.
- 8.2 Recognition of Resilience: Encourages clients to acknowledge their strengths and progress, emphasizing resilience. Normalizes relapses as part of the healing journey and invites clients to identify strategies to minimize relapses in advance.
- 8.3 Values-Driven Growth: Supports clients in exploring values and goals that are connected to personal meaning and healing.
- 8.4 Celebrates Progress in a Culturally Resonant Way: Honors achievements in a way that respects the client's cultural values and identity.
- 8.5 Accountability with Compassion: Co-creates realistic, supportive, and multidimensional accountability steps aligned with client readiness, focusing on reintegration into their environment.
- 8.6 Facilitate Post-Traumatic Growth: Facilitates a dialogue and provides additional measures to foster post-traumatic growth. Helps clients identify practices and mindsets to support long-term resilience and recovery, beyond the immediate coaching goals, allowing for sustainable growth post-coaching.

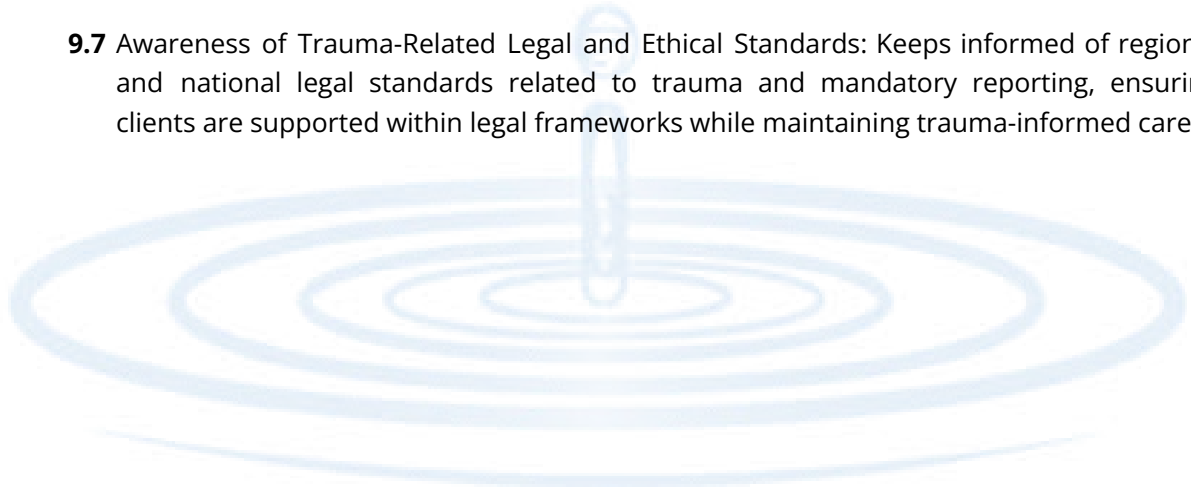
## 9. Foundational Knowledge of Trauma and Trauma-Related Disorders

**Overview:** Coach is equipped with foundational trauma knowledge, trauma-related theories, referral skills, and effective communication with clinicians to ensure informed client support and collaboration with mental health professionals.

### Competency Outline:

- 9.1 Understanding Trauma and Stressor-Related Disorders: Knowledgeable about trauma-related disorders like PTSD, recognizing their potential impact within coaching.
- 9.2 Knowledge of Screening Tools: Understands (strictly not diagnoses) DSM-5 and other relevant screening tools to accurately gauge when a referral is appropriate.
- 9.3 Trauma Neurobiology: Understands trauma's impact on the nervous system to better validate and support client experiences in safety.
- 9.4 Awareness of Trauma-Focused Therapies and Referral Pathways: Knowledgeable about common trauma therapies, supporting informed referrals.

- 9.5 Seamless Referral and Clinician Collaboration:** Communicates effectively with clinicians to support holistic client care.
- 9.6 Childhood Trauma and Developmental Impact (Child and Adolescent Specific):** Knowledgeable about how trauma affects children’s developmental stages and manifests differently in younger clients.
- 9.7 Awareness of Trauma-Related Legal and Ethical Standards:** Keeps informed of regional and national legal standards related to trauma and mandatory reporting, ensuring clients are supported within legal frameworks while maintaining trauma-informed care.



IGNITE

GLOBAL360

## References

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, D.C.: American Psychiatric Publishing.

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Available at: <https://www.apa.org/ethics/code/> (Accessed: 1 November 2024).

Benjet, C., Bromet, E., Karam, E., Kessler, R. C., McLaughlin, K. A., Ruscio, A. M., Shahly, V., Stein, D. J., Petukhova, M., Hill, E. and Alonso, J. (2016). 'The epidemiology of traumatic event exposure worldwide: Results from the World Mental Health Survey Consortium', *Psychological Medicine*, 46(2), pp. 327-343. doi: 10.1017/S0033291715001981.

Centers for Disease Control and Prevention. (2019). *Preventing adverse childhood experiences (ACEs): Leveraging the best available evidence*. Available at: <https://www.cdc.gov/violenceprevention/aces/index.html> (Accessed: 1 November 2024).

Centers for Disease Control and Prevention. (2022). *Vital Signs: Adverse Childhood Experiences (ACEs)*. Available at: <https://www.cdc.gov/vitalsigns/aces/index.html> (Accessed: 1 November 2024).

International Coaching Federation. (2019). *ICF core competencies*. Available at: <https://coachingfederation.org/core-competencies> (Accessed: 1 November 2024).

International Coaching Federation. (2021). *ICF Code of Ethics*. Available at: <https://coachingfederation.org/ethics/code-of-ethics> (Accessed: 1 November 2024).

International Coaching Federation. (2022). *ICF team coaching competencies*. Available at: <https://coachingfederation.org/team-coaching-competencies> (Accessed: 1 November 2024).

National Child Traumatic Stress Network. (2023). *Trauma in children: Overview and impact*. Available at: <https://www.nctsn.org/what-is-child-trauma/about-child-trauma> (Accessed: 1 November 2024).

Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Van Der Kolk, B. A. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking.

World Health Organization. (2018). *International Classification of Diseases (ICD-11)*. Available at: <https://icd.who.int/en> (Accessed: 1 November 2024).