

# Creating a Path for Resilience

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ACSSW – January 2019

# Introductions:

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- Who we are
- What we do
- Why it matters



# What events are traumatic?

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# Group Discussion

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- What are some innovative things already being implemented in your districts/schools to support social-emotional learning? (5 minutes)

# Children of Trauma

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- 1 out of 4 students have experienced a traumatic event
- 11% of all girls ages 14-17 have experienced sexual assault
- 33% of students have been bullied
- 60% of students 17 years or younger have been exposed to crime, violence, and abuse
- 30% of students in inner city school have witnessed a stabbing or shooting
- 16 million children in the United States live at or below the poverty level (6 million are under the age of 6)



# The ACE Study

- Conventional ACEs

- *Household Dysfunction*

- Mental Illness
    - Incarcerated Relative
    - Domestic Violence
    - Substance Abuse
    - Divorce

- *Abuse*

- Physical, Emotional, and Sexual

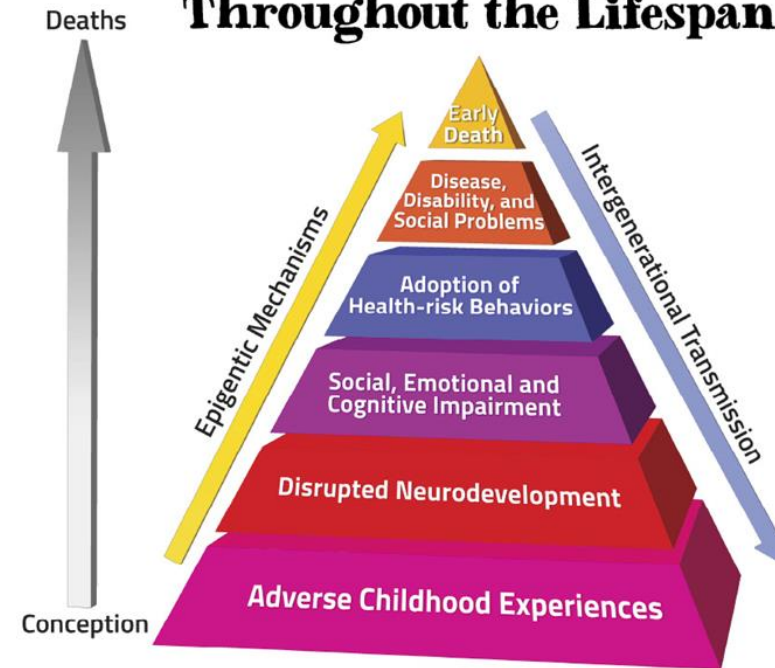
- *Neglect*

- Physical and Emotional

- Expanded ACEs and Urban ACEs

- Living in Foster Care
  - Racism
  - Neighborhood Safety
  - Community Violence
  - Bullying

## Mechanisms by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



Slide Courtesy of Rob Anda, MD, MS

Pop Quiz(zes)! 😊

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ACTIVITY

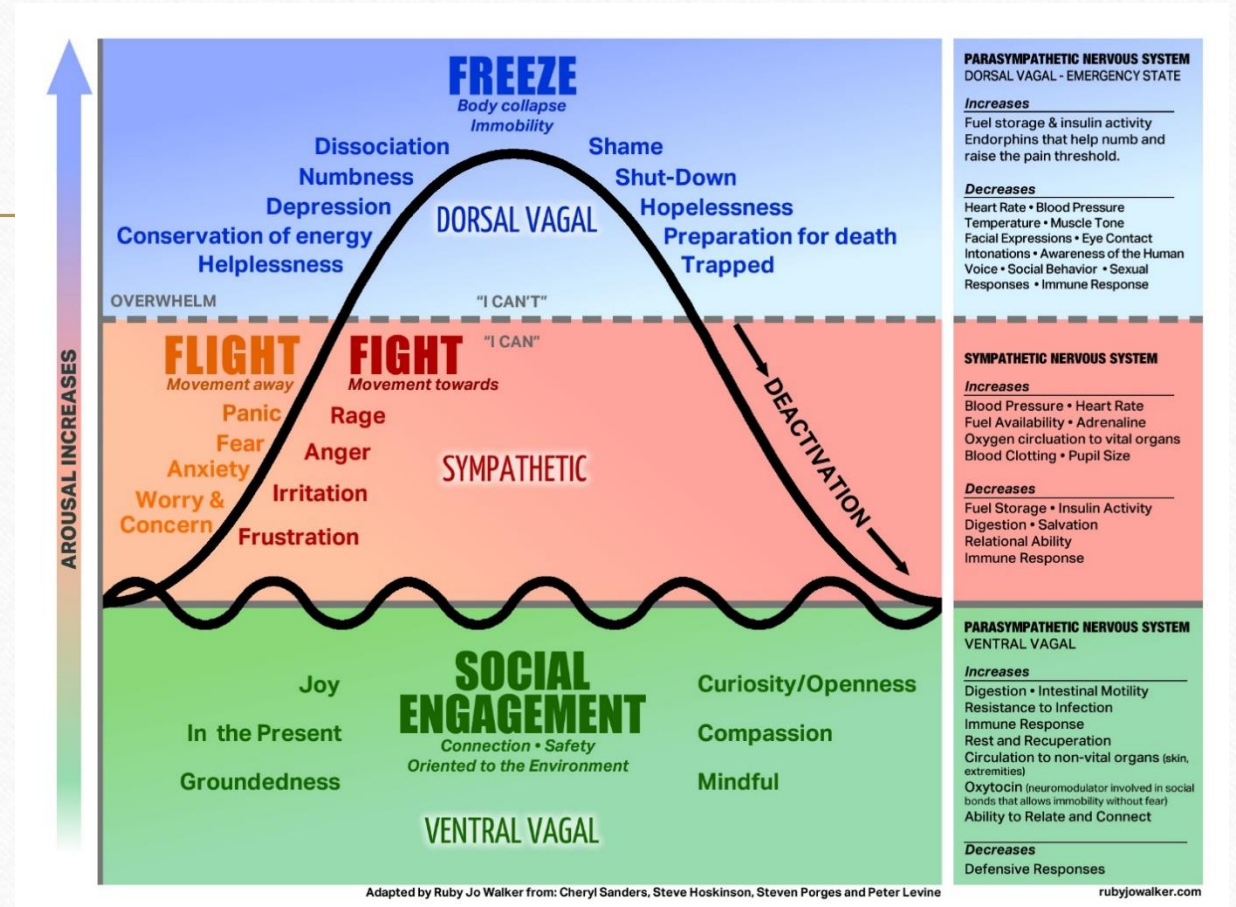
# External Behaviors

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- **Hypervigilance**
  - **Avoidance**
- **Negative cognition**
- **Emotional distress**
- **Health problems and somatic complaints**
  - **Difficulty with relationships**



# Polyvagal theory



# ARREST → FLIGHT/FIGHT

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Trauma triggers EMERGENCY  
*activation* of the **Core Regulation  
Network (CRN)**

When prolonged and exaggerated →  
CRN becomes dysregulated (PTSD,  
Depression, Anxiety)

- **Limbic System** = Terror
- **Motor System** = Muscle Tension
- **ANS (Autonomic Nervous System)** = can calm or activate viscera, blood circulation, hormonal activity
- **RAS (Reticular Activating System)** = Sensory arousal



# Clues & Symbols

- Behavior is the beginning, not the end
- Behavior is a CLUE as it is a traumatized child's way of communicating
- It is highly unlikely that they will talk, reason, or use logic
- Behavior can also be a SYMBOL for what the child has experienced or is experiencing (i.e. terror, lack of safety, worry, insecurity, anger, fear, guilt, shame, low self-worth, etc.)





# What can you do?

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## Recognize Triggers

- Conflict
- Being provoked
- Pressure
- Frustration
- Yelling/Noise
- Power struggle

## Prevention

- Remove from trigger
- Redirect
- Anticipate and intervene before behavior escalates
- Notice signs of distress
- Connect with student
- Pre-arranged signal between staff/student

# Most Important...

- ✓ Foster Connections
- ✓ Engage in Meaningful Interactions
- ✓ Provide New Experiences





# Healing Trauma

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- When we access body memories via sensations we can begin to notice and then transform them.
- We need to gently discharge the instinctive survival energy that we didn't have time to use at the time of the event or multiple events.
- Part of how we discharge the energy is to notice the sensations.
- Part of creating NEW positive pathways is to notice the good sensations too!



# Theme Based Activities

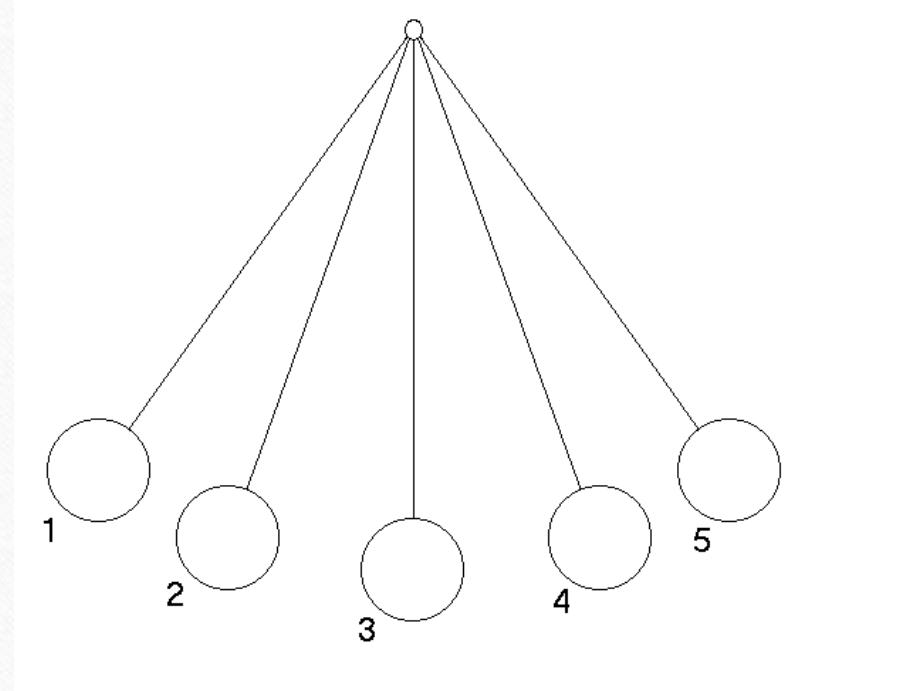
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Trauma	Resilience
Tension/stress	Calm
Worry	Hope
Fear	Safety
Loneliness	Connection
Hurt	Joy
Anger	Generosity
Guilt/Shame	Gratitude
Perfection	Pride (Healthy Striving)

# Titration and Pendulation

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Exposure to trauma themes and  
then to resilience  
building themes



# Heal Trauma & Foster Resilience

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- You don't have to consciously remember an event to heal from it. You can instead VISIT it instead of RELIVING it by tapping into the body sensations (messages).

**Memories are stored in our bodies more than our minds.**

- We must make that connection – find sensation in our body to make sense of it in our minds.
- We must also make connection to how joyful experiences impact the body.



# How does stress impact me?

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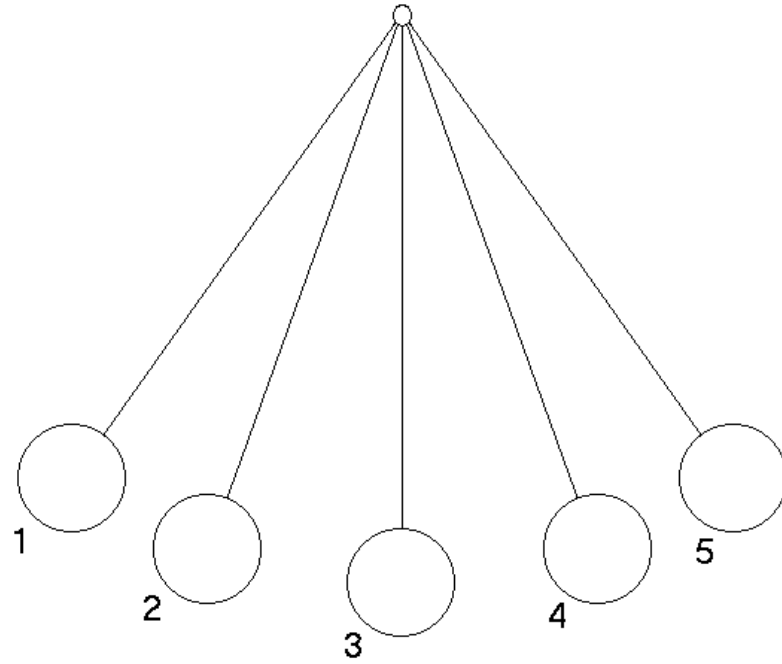


# Remember the pendulum?

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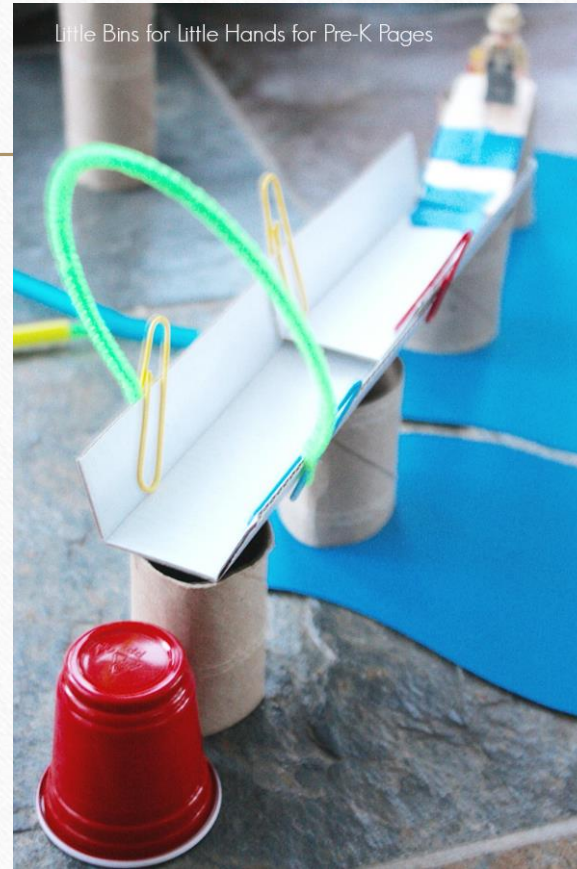
## Group Activities:

- Hope
- Helping Others





# Helping Others





# 10 Steps to Creating a Trauma-Informed School

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1. School-wide understanding of trauma's impact on students
2. View trauma as an experience
3. Believe in the link between private logic & behavior
4. Prioritize social-emotional skill development
5. Establish safety
6. Foster connections
7. Promote play
8. Collaborate with families & community
9. Support & invest in staff
10. Collect & utilize outcome data

# Trauma Informed Schools

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- Improved academic achievement and test scores
- Improved school climate
- Improved teacher sense of satisfaction and retention
- Reduced frequency of behavioral outbursts and referrals
- Reduced stress experienced by staff and students
- Reduced absences, use of detention, and suspensions
- Reduced bullying, harassment, and fights
- Reduced burden on special education services
- Improved graduation rates

# References:

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- <https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>
- <https://www.weareteachers.com/15-positive-behavior-posters-youre-going-to-want-for-your-classroom-and-school/>
- [http://boystowntraining.org/assets/sodatechniques.pdf?utm\\_source=WeAreTeachers&utm\\_campaign=BoysTown\\_1612\\_ArtSer2&utm\\_medium=Article](http://boystowntraining.org/assets/sodatechniques.pdf?utm_source=WeAreTeachers&utm_campaign=BoysTown_1612_ArtSer2&utm_medium=Article)
- <https://www.iirp.edu/defining-restorative/social-discipline-window>



# Additional Resources:

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- Resilience Movie
- Resilience Book
- Handle With Care - Michigan
  - [www.handlewithcaremi.org](http://www.handlewithcaremi.org)
- [The Deepest Well Book](#)
- [The Community Resilience Cookbook](#)
- [Fostering Resilient learners: Strategies for Creating a Trauma-Sensitive Classroom](#)
- [www.nctsn.org](http://www.nctsn.org)
- [www.kidsmentalhealthinfo.com](http://www.kidsmentalhealthinfo.com)
- [www.aboutourkids.com](http://www.aboutourkids.com)

# Any Questions?

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# Thank you!

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