



STRENGTHENING TRAUMA AWARENESS & RESILIENCE

STAR Practice Session 2 Providing Information: Knowledge Empowers

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Zoom

NAMING



ENABLE VIDEO



AUDIO (MUTING)



LIMIT DISTRACTIONS



BREAKOUT ROOMS



USE CHAT



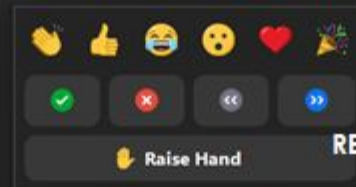
PRESENTATION (SPEAKER VIEW)



DISCUSSION (GRID VIEW)



TAKE SPACE *if you need to*











REACTIONS



Working Agreements: Group Norms



Agenda

-  Mindful Minute
-  Our Learning
-  New Module Review
-  Practice Providing Information/EVES
-  Debrief
-  Questions/Concerns
-  Evaluation
-  Next Steps



Mindful Minute

Coherent Breathing is a form of breathing that involves taking long slow breaths. Coherent breathing, or deep breathing, helps to calm the body through its effect on the autonomic nervous system. It can be an effective relaxation strategy, coherent breathing is a simple and easy way to reduce stress and calm down when feeling anxious.

Let's try the following:

1. Get comfortable and place one hand on your stomach.
2. Keep your hand on your stomach to make sure that you are breathing deeply from your diaphragm and not shallowly from your chest.

You might feel as though you need to take a deep breath or that you can't stop your thoughts from wandering. That's okay! Just bring yourself back to focusing on your breathing and watch the clock.

3. Let's watch this video for two minutes and follow the cues:

<https://www.youtube.com/watch?v=mE2RP-l3Zsw>

Remember: You can practice this anywhere! In bed at night, while waiting at the doctor's office, or even when driving.



Our Learning

Chat in or Raise a Hand if you have any thoughts about having conversations about trauma.

Module Review - Providing Information

Share: What was one takeaway from the Providing Information module?

Q & A: What questions do you have about providing information (psychoeducation)?



Let's review the [STAR Webpage](#)

Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **EMPATHY:** demonstrating that you have heard the content, feeling and meaning of the adverse experience to the person
- ▶ **VALIDATION:** validate the experience as an understandable response to adversity and the vulnerability of childhood
- ▶ **EDUCATION:** provide information about the impact of adversity on a person's risks for numerous problems including current difficulties such as incarceration risk.
- ▶ **SUPPORT:** explore the role that adversity plays in their lives and identify strategies to address them OR offer support to identify resources best suited to assist the person via internal and external referrals.

Jaime

My name is Jaime. I'm 17 years old and live alone with my mother. I'm going to be 18 soon and I don't know what I'm going to do with my life. All the other kids are getting ready to graduate and go to college but I know I'm not going to do that. I hate school. I've always had a hard time learning and I've been in special ed since forever and I always got bullied by other kids. Teachers were always yelling at me and I was always getting sent home. On top of that I get depressed a lot. You **don't** want to be around me when I get depressed. I get really cranky and I don't want to be around anyone. But that's the way things go with me. Life has always been hard and I've always felt alone. My mom had a lot of problems. She would get high all the time and be with other guys and some of them were real assholes. They would hit her. Sometimes I hated her. Why did she keep going with these guys? She got better and I do love her but she still gets depressed. When I get depressed, I think I'm going to be just like her. Thank God for my grandmother. She really raised me. Whenever my mom was not around, I would stay with her and she would always tell me how much she loved me and how smart I am. I think she said that because I'm slow like people say, but I'm not slow. I am smart. I can read. I read the whole Harry Potter series. And I can write. I write in a journal and sometimes I write poems.

A brief, empathic, validating response to someone who discloses a trauma history. (EVES)

- ▶ **E**MPATHY: *“Jaime, you’ve been through so much and I’m so sorry you had to go through that. I can’t imagine what it’s like to grow up like with so many struggles at home (your mom, her boyfriends).”*
- ▶ **V**ALIDATION: *“I realize how hard it must be to talk about your experiences and I appreciate the courage it takes to share this with me. You’ve helped me understand you a little better and I appreciated you sharing it with me.”*

Jaime's Hard Day

I had a bad day at school yesterday. My teacher got mad at me because I didn't do some stupid essay in language arts. What do I care? Then my homeroom teacher was handing out information about graduation to everyone and one of the kids said, "You're graduating?" like they didn't think I was going to. I said, "yes I am" and he laughed. I know what he meant. He thinks I'm stupid because I'm in special ed. I hate that kid. I just want to punch him. Actually, I would've when I was younger but I just decided it's not worth it.

Then again, maybe he's right. I get really confused and it's hard for me to remember things. Sometimes I think I really am a dumbass. When I was little, my mom had this boyfriend who would always call me a dumbass and a loser. I hated that guy too. My mom would always tell him to stop but he wouldn't. Eventually, she dropped him, but I wish she would've sooner.

I don't know what to do after I finish high school. I love animals and I want to work with them, but I don't know where to go. Sometimes I wish I was never born. On days like today, I just want to go home and stay away from everyone; just play my video games and stay alone.



Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **EMPATHY:** demonstrating that you have heard the content, feeling and meaning of the adverse experience to the person
 - How would you demonstrate empathy?



Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **V**ALIDATION: validate the experience as an understandable response to adversity and the vulnerability of childhood
 - How or what you would validate?



Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **E** **EDUCATION:** provide information about the impact of adversity on a person's risks for numerous problems including current difficulties such as incarceration risk.

Common Reactions to Trauma

Cognitive (Thought)	Emotional (Feelings)
<ul style="list-style-type: none"> • Flashbacks/Memories/Nightmares • Concentration/Making decisions • Hypervigilance (Being on guard/Easily startled) • See the world and adults as unsafe • Self-blame • Low Self-esteem • Low Self-worth • Dissociation 	<ul style="list-style-type: none"> • Anger/Rage • Fear/anxiety • Disgust • Difficulties regulating emotions • Loss of control • Irritability • Guilt/Shame • Confusion • Emotional Numbness
Physical (Health)	Behavioral
<ul style="list-style-type: none"> • Headaches • Stomachaches • Sleep problems • Cardiovascular problems • Joint pains/Inflammation 	<ul style="list-style-type: none"> • Substance use/abuse • Hypersexuality • Self-injury/suicide • Engaging in abusive relationships • Engaging in risky behaviors
Spiritual/Existential	Interpersonal
<ul style="list-style-type: none"> • Questioning religious beliefs • Hopelessness about the future • Questioning humanity 	<ul style="list-style-type: none"> • Withdrawal/Isolation/Avoidance of Others • Problems with attachments • Problems with intimacy • Difficulties with social relationships



Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **EDUCATION:** provide information about the impact of adversity on a person's risks for numerous problems including current difficulties such as incarceration risk.
 - What might you do to connect the dots and normalize things for Jaime?



Reframe and Normalize

Reactions are common and understandable reactions to exposure to trauma and severe adversity. Examples:

- *“It’s understandable that you might be confused about your future and not feel very confident about yourself after what you’ve been through in your life. All the bullying and put downs from other people.”*
- *“Did you know having not believing in yourself or having a hard time figuring out the future is very common for people who have experienced things like being bullied or being put down by others so many times? Many people who have experienced trauma can feel hopeless about the future.”*

Instilling Hope

Let's ALL Talk about Resilience, Healing and Recovery.

How do we instill hope for Jaime?





Instilling Hope

- ▶ People can learn grow, overcome and cope.
- ▶ You are resilient. We all have a natural ability to heal, grow and recover from trauma.
- ▶ Focusing/Highlighting Strengths
- ▶ How have you grown/overcome/coped?
- ▶ What can help you grow/overcome/cope in the future?
- ▶ Focusing on the future without dismissing the past.
- ▶ The Three Pillars of Resilience
 - Safety
 - Regulation
 - Connections



Provide Hope: Explaining Resilience

- *People who have been exposed to trauma and toxic stress **are** strong; we have the ability to cope with, heal or recover from trauma and adversity.*
- *Being able to heal, cope or recover from trauma or extreme stress involves:*
 - *the individual strengths you have;*
 - *connections to supportive people in your life, and;*
 - *getting help from your community (places of worship, community centers, service providers).*
- *Our ability to cope can change over time and we can get overwhelmed, but we can learn to cope better with support*



Providing Hope: Exploring Strengths

- Explore some ways the person has been able to build resilience throughout their life. You can ask:
 - *“What are some strengths that you have that have helped you in your life? [e.g. smarts, social skills, talents, sense of humor, optimism]”*
 - *“Who are the people you have turned to that have helped you in your life?”*
 - Summarize what you’ve heard.
 - >> *So I’ve heard you say, [repeat or summarize what the person shares].*

A brief, empathic, validating response to someone who discloses a trauma history. (EVES)

- ▶ **EMPATHY:** *“Jaime, you’ve been through so much and I’m so sorry you had to go through that. I can’t imagine what it’s like to grow up like with so many struggles at home (your mom, her boyfriends).”*
- ▶ **VALIDATION:** *“I realize how hard it must be to talk about your experiences and I appreciate the courage it takes to share this with me. You’ve helped me understand you a little better and I appreciated you sharing it with me.”*
- ▶ **EDUCATION:** *“We have learned through years of research that many people who’ve experienced trauma and adversity in childhood can also end up in the criminal justice system. The good news is that people can begin to heal with counseling and the support of others.”*

Remember EVES: A brief response to someone who discloses a trauma history

- ▶ **SUPPORT:** explore the role that adversity plays in their lives and identify strategies to address them OR offer support to identify resources best suited to assist the person via internal and external referrals.

- *“Have you had the interest or opportunity to talk to someone about what you’ve been through and to better understand how these experiences have affected your life.”*
OR
- *“How can I best support you given everything what’s happened to you?”*
OR
- *“In my role and training I’m able to discuss this with you further if you like.”*
OR
- *“In my role and training, I’m not in the best position to help you explore or discuss these issues in more detail. However, we have helpers in this program who do [or I can help you find someone outside of this program.] Please let me know what works for you. Perhaps you need some time to think about it or you may have some questions that I might be able to answer”*



Debrief EVES

- ▶ Please chat in any final thoughts you may have about EVES
- ▶ Please chat in comments or questions.



Let's Chat



4 Types of Information

1) The ACEs study

- a) Can help to explain how common childhood adversity and its impact
- b) [Review the handouts]

2) The Hand Model of the Brain

- a) Easy way to talk about the brain
- b) Helps to understand why people may react the way they do

3) Common Reactions to Trauma and Adversity

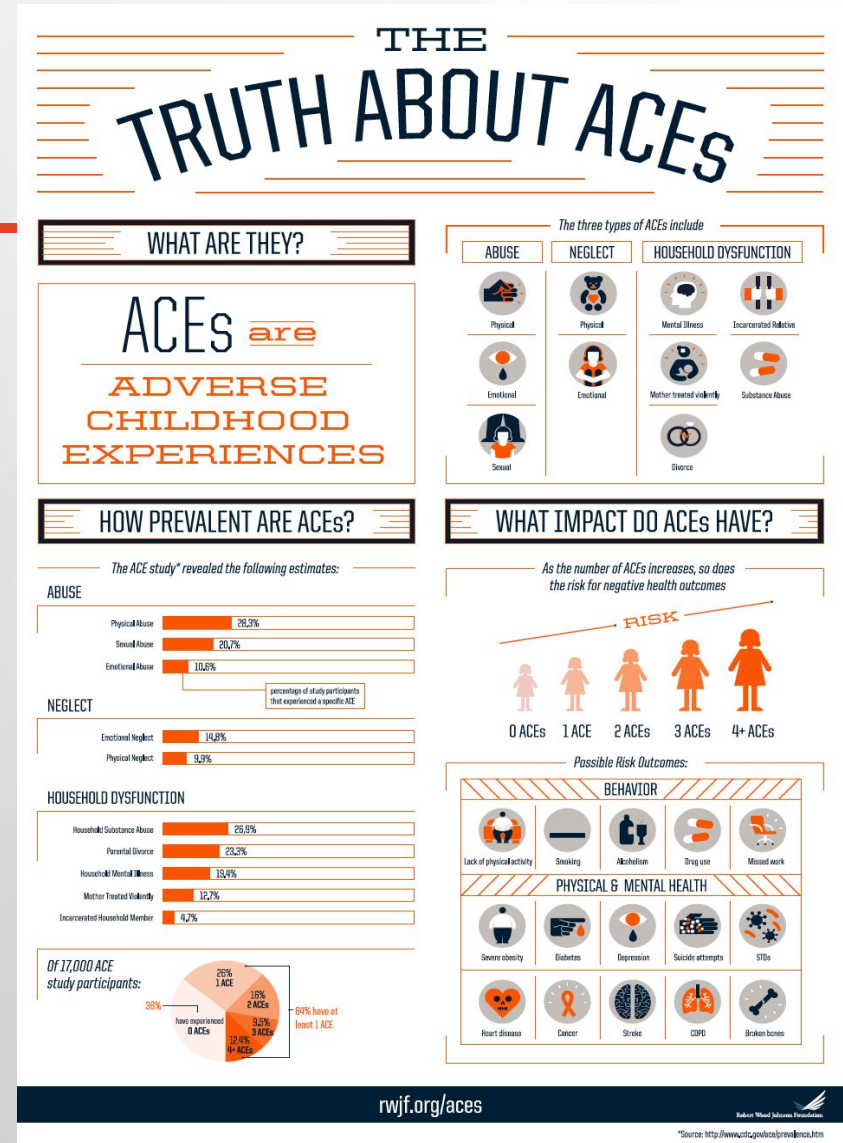
- a) Lists the many ways people can be affected
- b) Can be used to “connect the dots” and normalize reactions

4) “Resilience” - aka Healing, Support

- a) Can help to understand how people can **heal and recover**
- b) Provides hope that things can get better

ACEs Study

One of the largest studies examining the relationship between early childhood exposure to adversity and later in life health and well-being.



<https://www.rwjf.org/en/library/infographics/the-truth-about-aces.html#/download>



Main Points

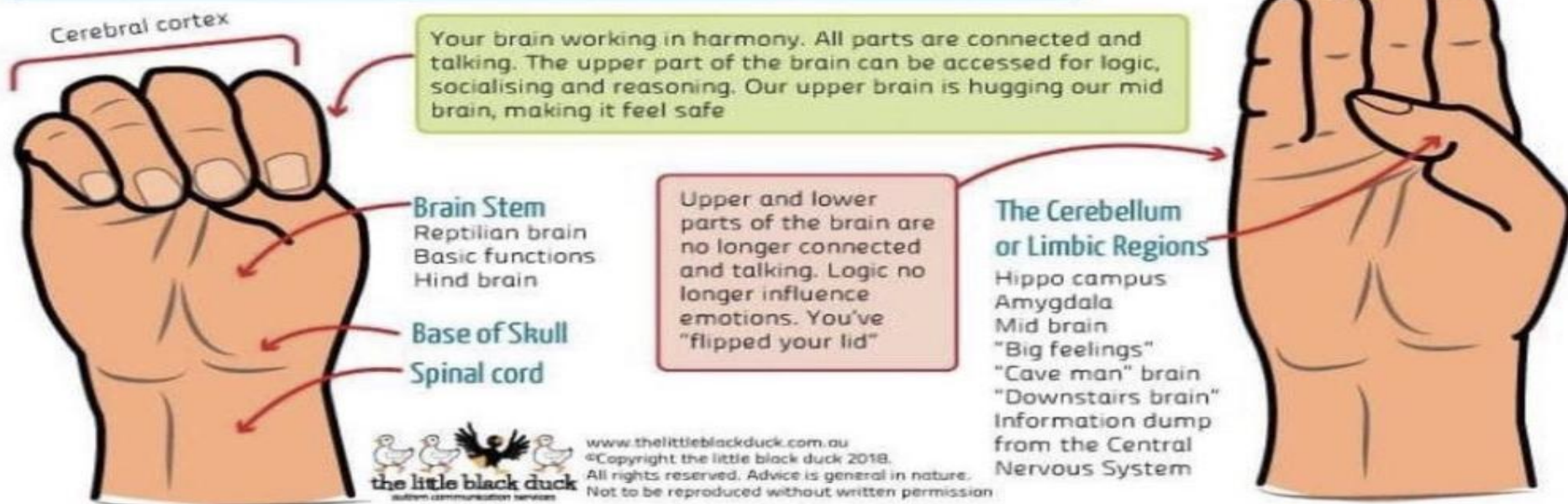
- ▶ ACEs are very common
- ▶ ACEs are highly interrelated
- ▶ Trauma can impact childhood development and carryover into later adulthood
- ▶ The more adverse (bad) events a child experiences, the more likely they are to experience problems later in life (e.g., health, social well-being)
- ▶ Seemingly unrelated coping strategies can be related to trauma

An Easy Way to Explain the Impact of Trauma and Adversity:

The Hand Model of the Brain

What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



Based upon the work of Daniel J. Siegel, MD, in "The Whole-Brain Child".
Graphic from www.littleblackduck.com.au

The Hand Model of the Brain





Debrief / Feedback



Questions / Comments

Please type into the chat box or unmute yourself:

Do you have any questions, concerns or comments?

What was a main takeaway from today's training?

What will you use from this training?



Evaluation

Session Feedback/Satisfaction (Less than 5 minutes)

- To help us improve this training, please complete this form
- Available in the chat box



Mindful Minute



Next Steps



<i>Between Oct 27 and Nov 8, 2021</i>	Complete on-line learning module. N.E.A.R. Science Complete reflection and prepare questions for practice session.	Gain a deeper understanding of the science of trauma, stress and resilience and how it relates to regulation.
November 9, 2021 2:30pm-4:30pm Tuesday	Attend practice session. Regulation: Helping People Manage Their Thoughts, Feelings and Behavior	Model simple techniques aimed to support regulation and resilience

Let's review the [STAR Webpage](#)



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 - Evaluation and general information
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 - Practice session Zoom information

Please use ***subject line: STAR***



Thank You!

Visit www.ctacny.org to view past trainings, sign-up for updates and event announcements, and to access resources.

See you in 2 weeks!