## STRENGTHENING TRAUMA AWARENESS & RESILIENCE

# STAR Practice Session 3 Regulation: Helping People Manage Their Thoughts, Feelings and Behavior

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# Agenda

- Mindful Minute
- Our Learning
- Module Review
- Regulation
- Remembering Jaime
- Practice
- Debrief/Feedback
- Questions/Concerns
- Evaluation
- Next Steps



## **Continuing Education**



## Our Mindful Minute: Let's Use Our 5 Senses





# Our Learning

Chat in or Raise a Hand if you have any thoughts about Providing Information / Psychoeducation.



## Module Review - Regulation

Share: What was one takeaway from the Regulation module?

Q & A: What questions do you have about Regulation?

**STAR Training Week 3** 

Understanding Self-Regulation: Helping People Manage Their Thoughts, Feelings and Behavior



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# Why is Regulation Important?



## Two Parallel Systems

### Sympathetic

- Fight/Flight
- Breathing rapid/shallow
- Increased
  - heart rate
  - blood pressure
  - blood sugar
- Digestion off-line
- Alert level is high



Gas or acceleration

### **Parasympathetic**

- Rest/Digest
- Breathing calm/even
- Resting heart rate
- · Normal:
  - blood pressure
  - blood sugar and
- · Digestion on-line
- Alert level is low

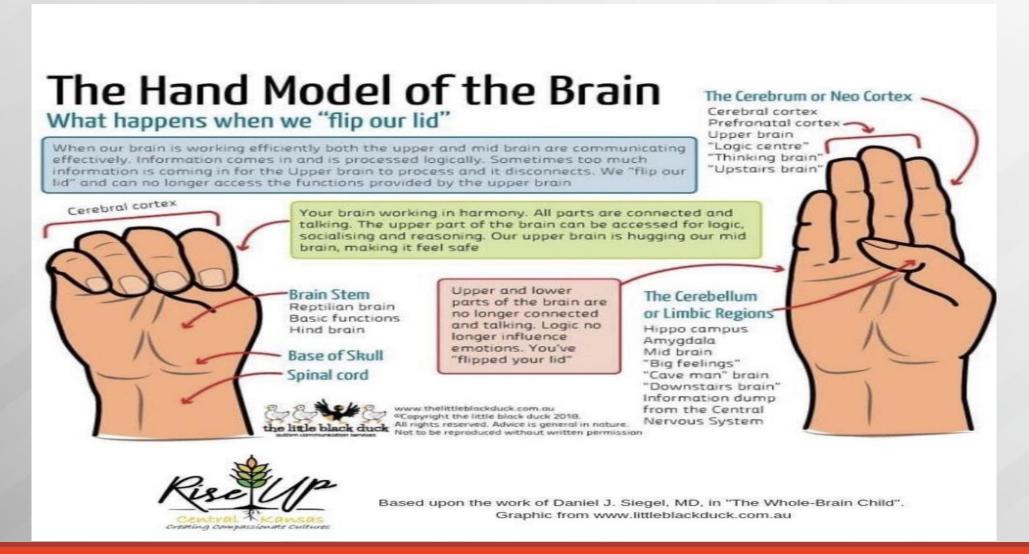
Brake or deceleration





## The Hand Model of the Brain: An Easy Way to Explain the Impact of

## **Trauma and Adversity**





# Coping

- People cope with trauma in a variety of ways
- For some people quiet meditation does not work
- People can develop/learn different strategies.
- Some regulation strategies might not be healthy or helpful



30 Grounding Techniques to Quiet Distressing Thoughts

# When Regulation Strategies Can Help

- 1. As common practice during contacts (i.e. opening and closing contacts with relaxation)
- 2. When the person is becoming upset/dysregulated (i.e. comes into meeting with a problem)
- 3. When the person is in crisis (i.e. comes to you as a result of crisis)
- 4. To help the person prepare for difficult situations.



## Let's Break Out

Please share:

Think of a time when you experienced dysregulation. What did you do? What helped?



## Let's Chat

## Please chat-in:

What are situations when the people you serve are becoming dysregulated?

What have you found that works to help them manage those situations?



# Questions to Explore Coping/ Regulation

## When Not Under Stress

- "How do you know when you are feeling stressed, or upset? How do you feel? What thoughts go through your mind? Where do you feel it in your body?" OR
- "Can you think of the last time you were in a stressful situation? What do you typically feel in these types of situations?" OR
- "What do you do to make yourself feel less stressed or to feel better?"

## **When Under Stress**

- "On a scale of 1 10 how upset are you right now?"
- "What can we do right now to lower your stress level or to make yourself feel better?"



# Strategies to Promote Regulation

## **Short-term Regulation**

- **STOP**
- Breathing
- Safe Place
- Grounding
- Self-Soothing Kits



# **Short-term Regulation: Breathing**

## 1. Simple breathing

Breathe in pause (1 second), Breathe out (1 second) Repeat

## 2. Paced breathing

- Breathe in deeply for 8 seconds (or as long as you can)
- Hold for 2 seconds
- Breathe out slowly (3 seconds or puffs)
- Repeat

### 3. Focus on breathing

- Close your eyes/Focus on an object
- Focus on your breathing
- Feel the air going in and out of your nostrils. Feel your belly expanding and contracting. Feel your lungs filling with air.

#### Mindfulness Practices



#### What is mindfulness?

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while acknowledging and accepting, without judgement, one's feelings, thoughts, and bodily sensations.

#### How to talk about mindfulness with participants

Share with the participants that...

- 1. Mindfulness is a life skill that can benefit the present, as well is what is happening a improve many areas of our lives.
- 2. Practicing mindfulness can improve (1) for improve problem solving, (4) decrease stre patience, compassion, and kindness.

#### Four simple and engaging mindfulness exercise

Every moment of your life presents an opportunit anytime, anywhere, no matter what you are doing



#### 1. Focused Breathing

hest fit a group work setting

- a. For this exercise, you will guide ever b. This exercise can be done standing at any time.
- c. Set a timer if you would like.
- d. Start guiding everyone through the

  - Close your eyes and breath · At first, one breath cycle she
  - in and 3 seconds out. . Breathe in through your no
  - breath flow effortlessly in a
  - · Repeat this and instruct eve for 4 seconds and 4 second

- . Let go of your thoughts. Let go of things you have to do later today. Simply let thoughts arise and pass by and focus all of your attention on your breath
- · Purposefully watch your breath, focusing your sense of awareness on its pathway as it enters your body and fills you with life.
- . Practice thanking your breath, your body, and your entire self
- . After three minutes has passed, invite participants to open their eyes and come back together as a group.
- Thank participants for participating in the exercise



- a. For this exercise, you will guide everyone to become in tune with their body through a body scan.
  - · Instruct participants to begin by sitting in a comfortable position
- . Invite them to close their eyes and bring their attention to their body. b. Begin guiding everyone through the body scan. Encourage participants to:
- Sit in a comfortable position.
- . Notice your body wherever you're seated, feeling the weight of your body
- . Take a few deep breaths.
- · Notice your feet on the floor, notice the sensations of your feet touching the floor. Notice the weight, pressure, vibration, and heat. Squeeze your toes and then let them release everything, fully softening them
- Notice your legs against the chair. Notice the pressure, pulsing, heavines:
- lightness. Squeeze your butt and then release everything, fully softening it Bring your attention into your stomach area. Is it tense or tight? Flex you stomach and then release everything. Let it soften.
- Take a few deep breaths
- fists and then release everything, fully relaxing them.
- Notice your arms. Feel any sensation in your arms. Squeeze your shoulders up to your ears then fully release the tension, letting your shoulders completely fall.
- Notice your neck and throat. Take a deep breath that you feel through your

Regulation Techniques are available in the STAR Guide - Appendix C

# **Short-term Regulation: S.T.O.P. for Crisis Intervention**

## Stop - Don't react

- "Let's take a pause."
- Reflect "It looks like you're feeling

Take a step back, Take a [deep] breath (3 Xs)

Observe: What's happening inside? What are you thinking? What are you feeling? Where are you feeling it in your body?

Proceed: What can we do to help you feel safe now? What do we need to continue?



# Short-term Regulation: Grounding Activity

- 1. Feel your feet on the ground.
- 2. Feel your feet making contact with the floor.
- 3. Feel your back connected and touching to the sofa or chair.
- 4. Breathe.
- 5. Notice three objects in the room
- 6. Remind the person that they are in the room present with you: I won't let anything bad happen to you.



# Build a Self-Soothing Kit



# SELF-SOOTHING

Self-soothing is a quick and effective way to reduce the intensity of negative emotions.

Sigh+

Low lighting
Soothing colors
Sleeping masks
Coloring books
Pinterest Collages

## Sound

Calming noise

ASMR videos

Nature sounds

Guided meditations

Binaural beats

### Touch

Soft things
Cuddle things
Massage
Hot/cold shower
Heated/weighted blanket

### Smell

Aromatherapy
Fresh air
Candles/insense
Comforting smells



Strong flavors Warm drinks

Eat slowly Nostalgic flavors

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# **Self-Soothing Tool Kits**







## Jaime Had Another Bad Day

Last week Jaime had a bad day at school. They're not interested in academics and was teased for being in special education. They were pretty mad but kept it together.

On Tuesday this week Jaime had another bad day. Jaime had another bad day at school, then Jaime went home. Jaime's mother, Edna, was asking about Jaime's plans after high school and Jaime could not answer. Jaime angrily responded, "I don't know." Edna snapped back, "Well you need to figure something out, because I can tell you you're not going to be sitting around here playing video games and doing nothing."

Jaime's coming in on Wednesday.

In Jamie's own words, "I'm freaking out!!! My mom told me she's going to throw me out after graduation. I don't know what to do. I didn't sleep last night. I just keep seeing myself out in the streets. I can't do anything so what am I supposed to do. [Shaking, breathing shallow and starting to cry]. I don't know what to do."



# What would you do?

How would you help Jaime regulate?



## Jaime's Goal

You've now been working with Jaime for a little while and Jaime is open to going for an intake at a vocational education program. You were able to identify that Jaime loves to work with animals and is interested in finding a job working with animals. There's a chance they could get training as a veterinary assistant. However, Jaime is extremely anxious about the intake.

**In Jaime's own words:** "I'm really nervous about getting this job. It sounds great that I might be able to get a job working with a veterinarian, but what if I can't get the job? What if I can't do the job or it's too much for me. I don't think I'm going to go."

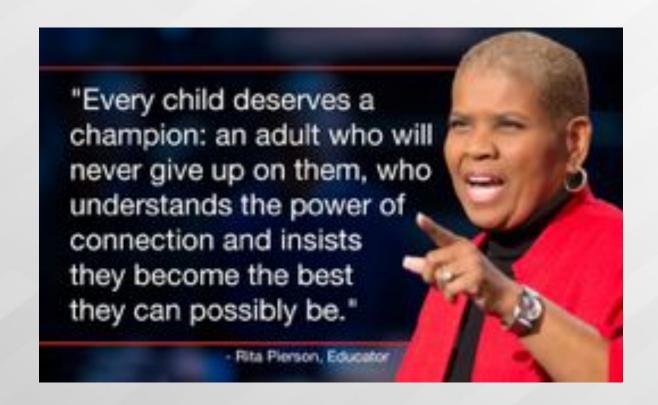
# What would you do?

How would you help Jaime regulate?



## **Long-term Regulation**

- Social Supports
- Prosocial activities (e.g. service, support groups)
- Self-care
- Therapy



# Re-cap

To assess	You can ask:	Possible Jaime Responses
Thoughts	What are you thinking right now?	That I'm going to fail.
Feelings	What are you feeling?	Worry. Anxiety. Fear.
Energy or Body clues	Where's your energy and/or what is your body telling you?	Body is tense. Fists are curling. Teeth clench.
Behavior	What do you want to do right now?	Scream.
Need for self-regulation	What can you do right now?	Breathe, Ground, STOP/Pause, Problem-solve

## Debrief / Feedback



## **Questions / Comments**

## Please type into the chat box:

- Do you have any questions, concerns or comments?
- Share what you took away from today's meeting.



## Build Your Self-Soothing Kit



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Aromatherapy
Fresh air
Candles/insense
Comforting smells

Taste

Strong flavors Warm drinks

Eat slowly Nostalgic flavors

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## **Evaluation**

Session Feedback/Satisfaction (Less than 5 minutes)

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



# **Next Steps**



Between Nov 10 and	Complete on-line learning module. Trauma	Understand the process of screening,
Nov 22, 2021	Specific Treatment	assessment and treatment for people
	Complete reflection and prepare questions	seeking mental health services.
	for practice session.	
November 23, 2021	Attend practice session. Referrals:	Develop skills to help people connect
2:30pm-4:30pm	Connecting People to the Help They Need	to the resources they need to heal and
Tuesday		recover from trauma adversity.

Visit the **STAR Webpage** 



## **CTAC STAR Contacts**

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  - Evaluation and general information
- Conner McCallum Admin. Coordinator: mcm641@nyu.edu
  - Practice session Zoom information

Please use subject line: STAR



## **Thank You!**

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

See you in 2 weeks!

