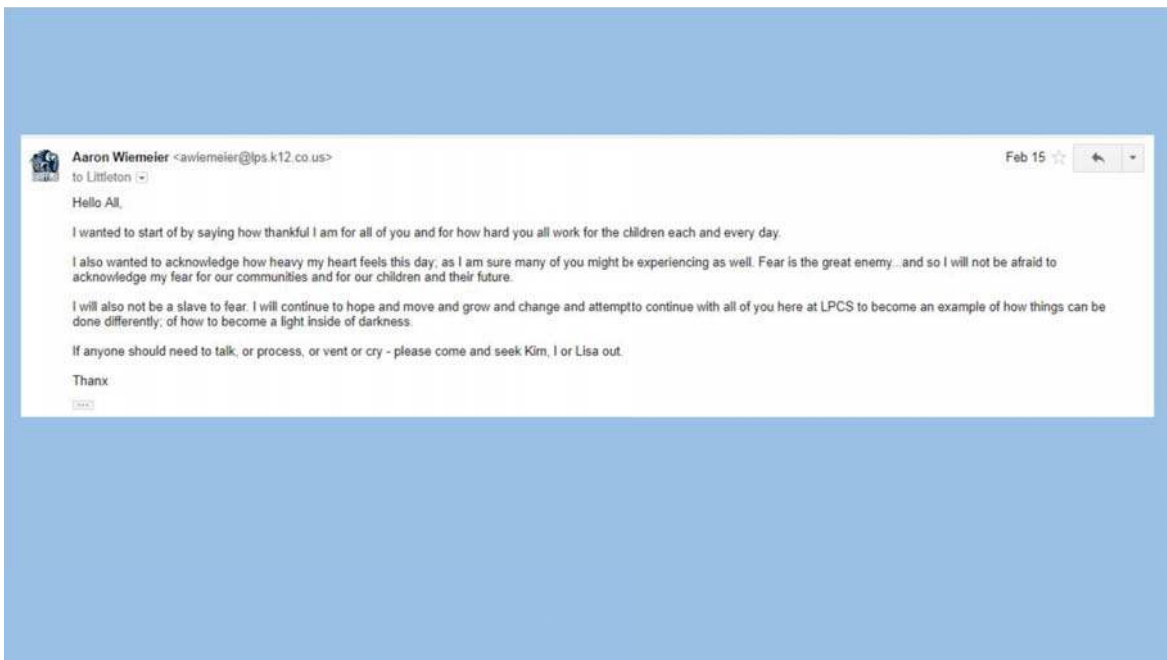


1.



2.

Aaron Wiemeier <awwiemeier@lps.k12.co.us> Feb 15
to Littleton

Hello All,

I wanted to start off by saying how thankful I am for all of you and for how hard you all work for the children each and every day.

I also wanted to acknowledge how heavy my heart feels this day, as I am sure many of you might be experiencing as well. Fear is the great enemy...and so I will not be afraid to acknowledge my fear for our communities and for our children and their future.

I will also not be a slave to fear. I will continue to hope and move and grow and change and attempt to continue with all of you here at LPCS to become an example of how things can be done differently; of how to become a light inside of darkness.

If anyone should need to talk, or process, or vent or cry - please come and seek Kim, I or Lisa out.

Thanx

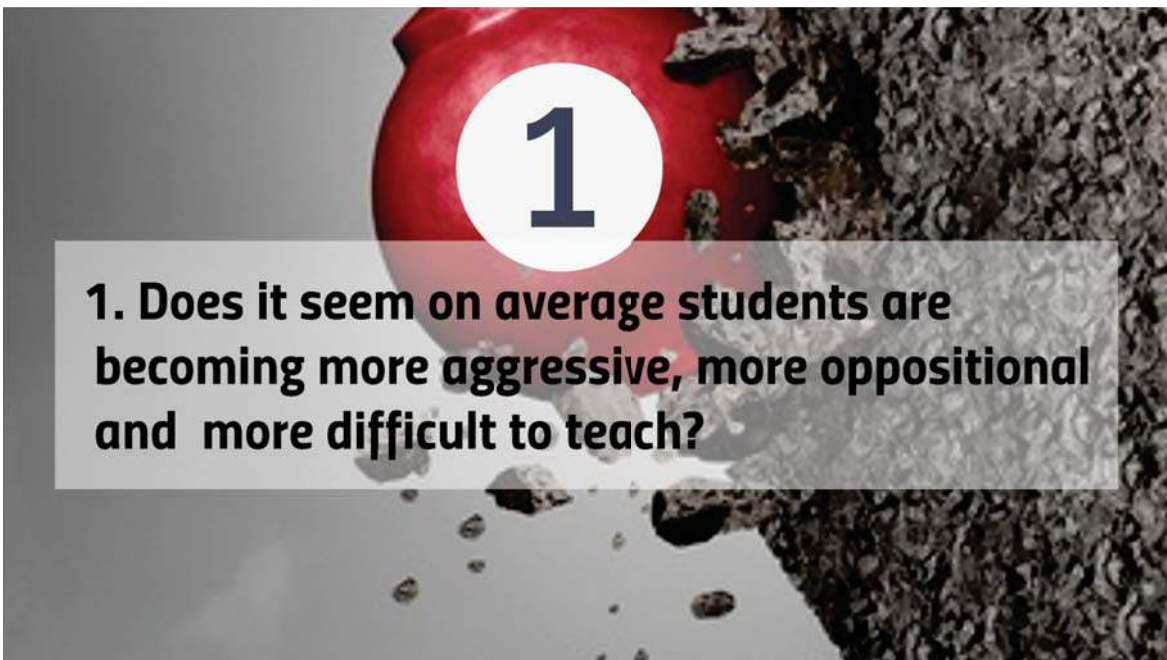
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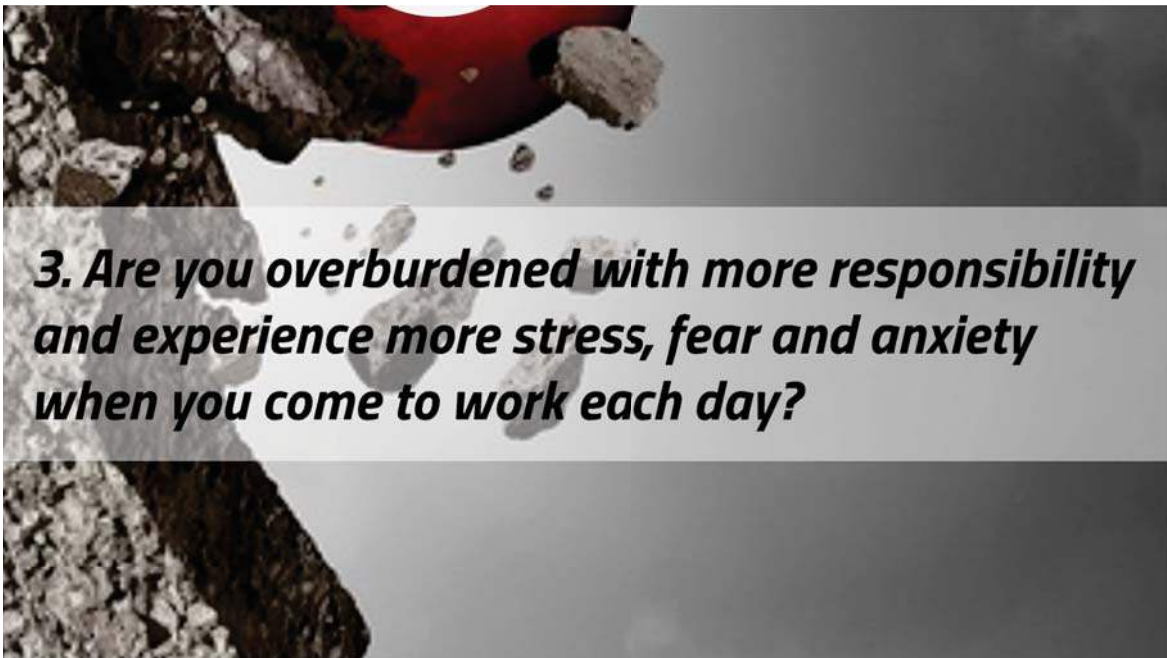
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8.



9.



10.

What is Developmental Trauma?

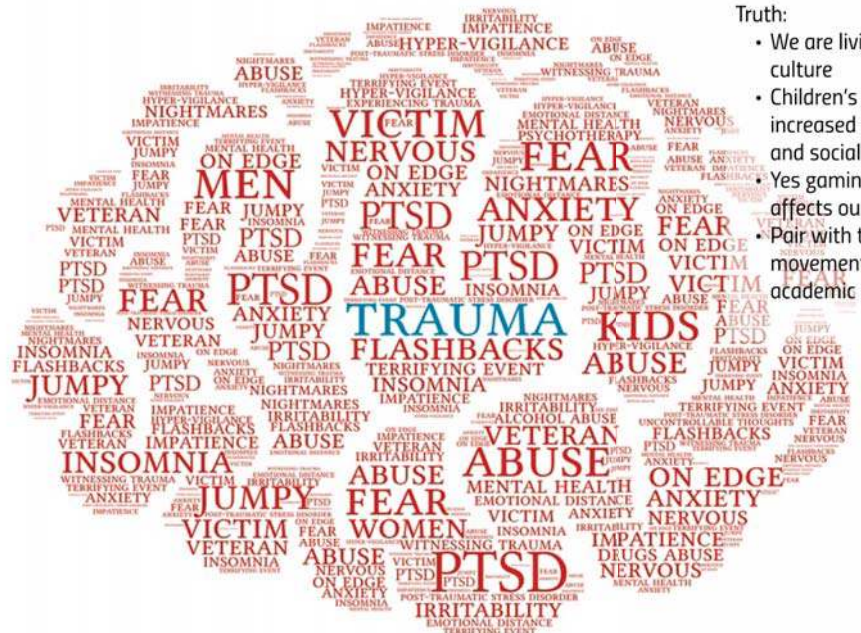
4. Have you ever considered the idea that you are experiencing the symptoms of trauma in your workplace?



- PHYSICAL REACTIONS:**
- ___ aches and pains like headaches, backaches, stomachaches
 - ___ sudden sweating and/or heart palpitations (fluttering)
 - ___ changes in sleep patterns, appetite, interest in sex
 - ___ constipation or diarrhea
 - ___ easily startled by noises or unexpected touch
 - ___ more susceptible to colds and illnesses
- EMOTIONAL REACTIONS:**
- ___ shock and disbelief
 - ___ fear and/or anxiety
 - ___ PTSD
 - ___ disorientation
 - ___ denial, hyper-alertness or hypervigilance
 - ___ irritability and/or restlessness
 - ___ outbursts of anger or rage
 - ___ emotional swings... like crying and then laughing
 - ___ worrying or ruminating - intrusive thoughts of the trauma
 - ___ nightmares
 - ___ flashbacks... feeling like the trauma is happening now
 - ___ feelings of helplessness
 - ___ feelings of panic or feeling out of control
 - ___ increased need to control everyday experience
 - ___ minimizing the experience
 - ___ attempts to avoid anything associated with trauma
 - ___ tendency to isolate oneself
 - ___ feelings of detachment
 - ___ concern over burdening others with problems
 - ___ emotional numbing
 - ___ restricted range of feelings
 - ___ difficulty trusting and/or feelings of betrayal
 - ___ difficulty concentrating or remembering
 - ___ increased use of alcohol or drugs and/or overeating
 - ___ feelings of self-blame
 - ___ survivor's guilt
 - ___ shame
 - ___ diminished interest in everyday activities
 - ___ depression
 - ___ unpleasant past memories resurfacing
 - ___ loss of a sense of order or fairness in the world
 - ___ expectation of doom and fear of the future
- Adapted from The Trauma Response Copyright 1989 Pam Levin, Psy.D.



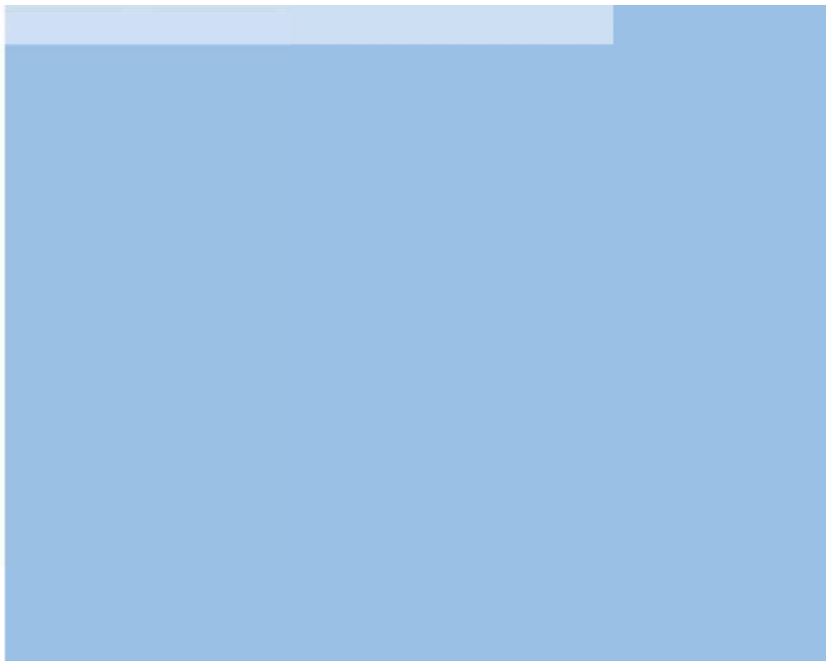
- Put a check next to the applicable symptoms
- PHYSICAL REACTIONS:**
- ___ aches and pains like headaches, backaches, stomachaches
 - ___ sudden sweating and/or heart palpitations (fluttering)
 - ___ changes in sleep patterns, appetite, interest in sex
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 - ___ depression
 - ___ unpleasant past memories resurfacing
 - ___ loss of a sense of order or fairness in the world
 - ___ expectation of doom and fear of the future
- Adapted from The Trauma Response Copyright 1989 Pam Levin, Psy.D.



Truth:

- We are living in a more violent, sexualized culture
- Children's access to this content has increased exponentially with the internet and social media
- Yes gaming/screens absolutely negatively affects our children
- Pair with that a reduction in physical movement in schools and increased academic demands?



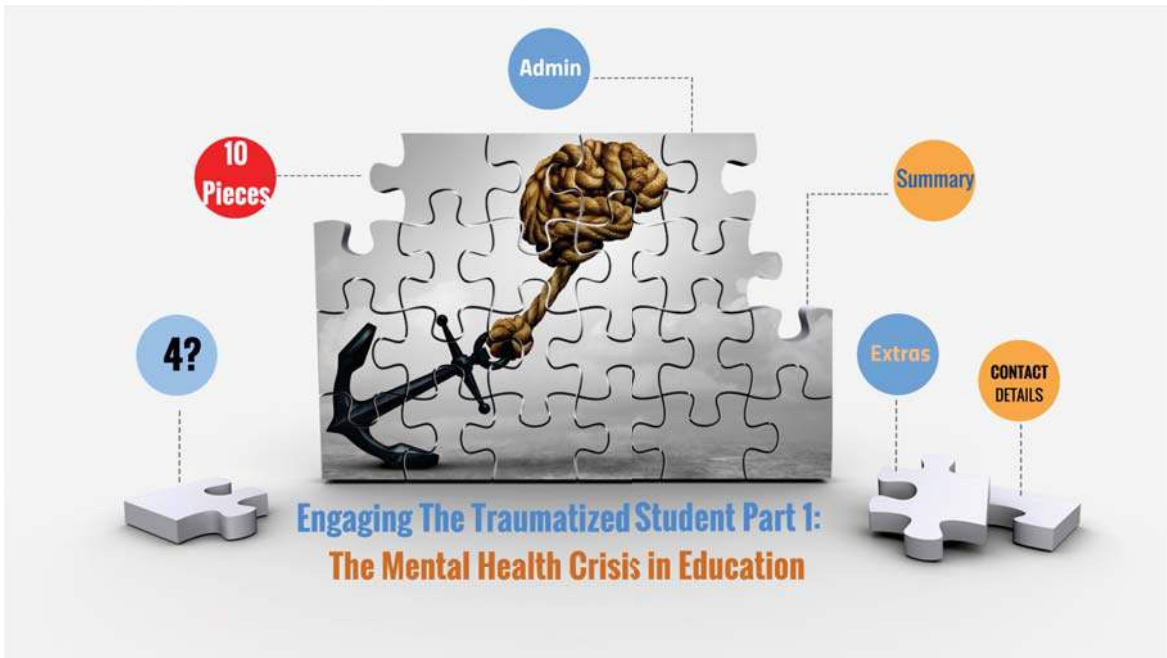


17.



We are living in a traumatized culture and experiencing the symptoms on a chronic daily basis

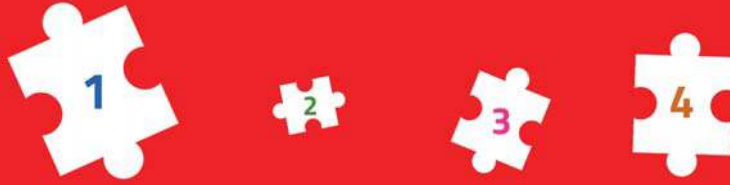
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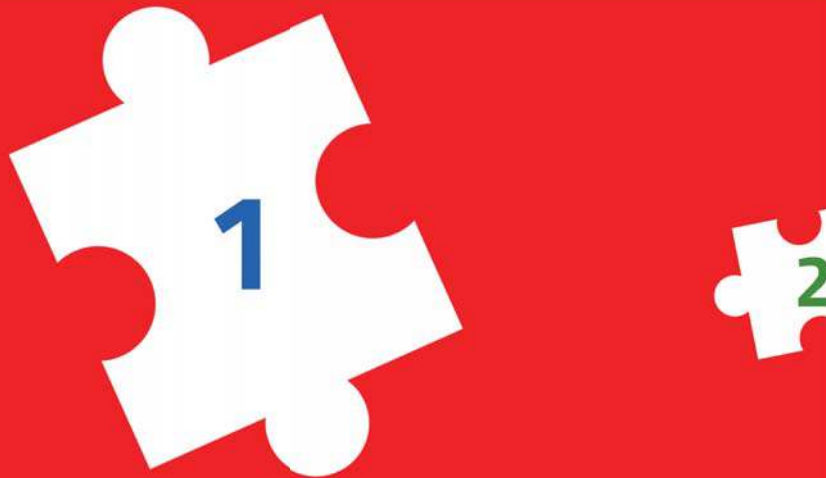
Pieces That Create Change



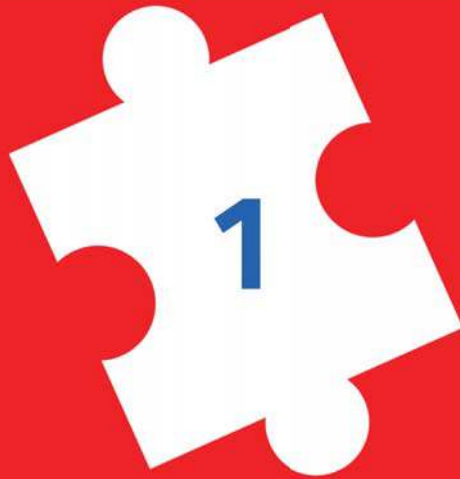
Pieces That Create Change



21.



22.



Awareness

23.



- **Learn for Yourself & Educate Others About the Truth About Brain Development & Trauma & Its Impact on Your Staff & Students**

Why is this #1?

You cannot change what you are not aware of!!

- **Create a student/staff culture that is aware of such things as: Wizard/Lizard, Karpman Drama Triangle, neurobiology of negative thoughts, thought distortions etc.**

24.

Pieces That Create Change



Awareness





Hope

27.

HOPE: What YOU Believe is What Becomes



"I think I just didn't have confidence in myself when I was younger...now I'm starting to believe...now I actually know I am talented" – TR

28.

HOPE: What YOU Believe is What Becomes



Speak Your Vision....It Becomes Their Truth

" I think I just didn't have confidence in myself when I was younger...now I'm starting to believe...now I actually know I am talented" – TR

29.

HOPE: What YOU Believe is What Becomes



Speak Your Vision....It Becomes Their Truth

Every Child Has A Gift

" I think I just didn't have confidence in myself when I was younger...now I'm starting to believe...now I actually know I am talented" – TR

30.

HOPE: What YOU Believe is What Becomes



Speak Your Vision....It Becomes Their Truth

Every Child Has A Gift

We Are A Link In A Chain

" I think I just didn't have confidence in myself when I was younger...now I'm starting to believe...now I actually know I am talented" – TR

31.

" I think I just didn't have confidence in myself when I was younger...now I'm starting to believe...now I actually know I am talented" – TR

32.

Pieces That Create Change



Awareness



Hope





Triage

35.



Triage Staff & Yourself

- Create Safety By Providing A Safe Place for Staff to get Support, Guidance and Resourcing for BOTH Work Related & Non Work Related Stresses

36.



Triage Staff & Yourself

- Create Safety By Providing A Safe Place for Staff to get Support, Guidance and Resourcing for BOTH Work Related & Non Work Related Stresses

- Safety Begins in The Relationship
- Safe People Listen, Validate First - **Reflect**- Then Give Guidance

37.

Pieces That Create Change



Awareness



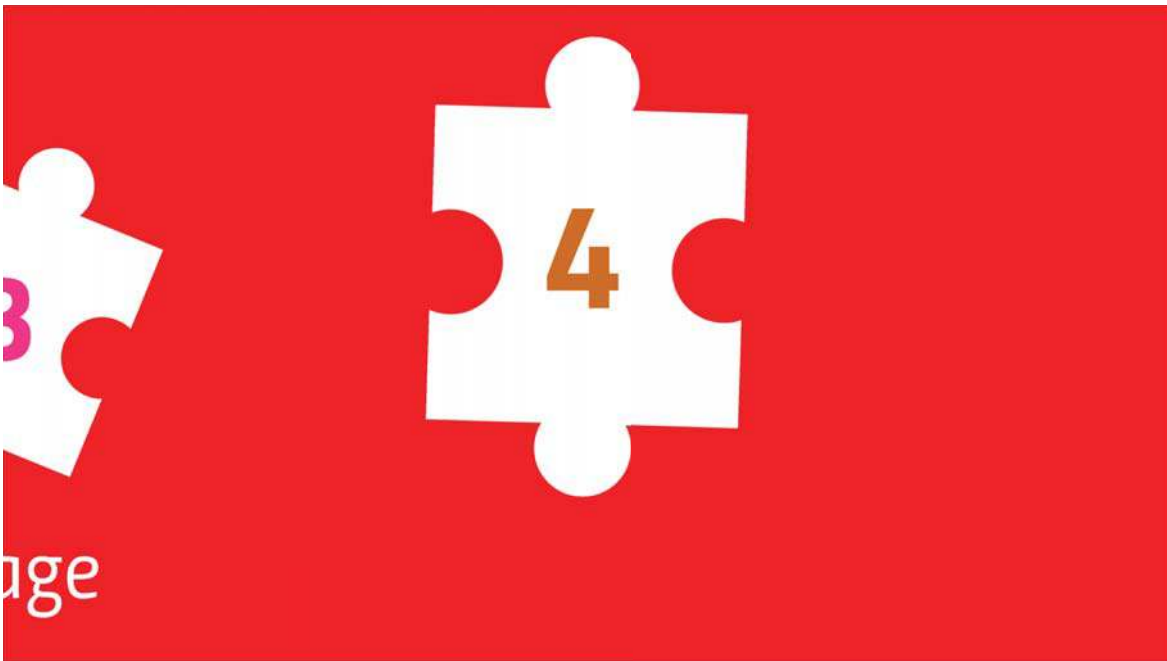
Hope



Triage



38.



39.



40.



We share 50%
of our DNA
with a banana!

Accountability

41.



We share 50%
of our DNA
with a banana!



Accountability

42.



We share 50%
of our DNA
with a banana!



Accountability



43.

More Pieces of the Puzzle



44.



45.



46.

Fear: Speak Your Fears Out Loud



"We think labeling turns on the system that regulates brain learning in a long term way that doesn't have to activate the amygdala."

IN OTHER WORDS

"Articulating their fears out loud activated a different part of the brain, the ventrolateral prefrontal cortex, that detours the fear from the brain stem."

IN OTHER WORDS

Repeatedly talking about your fears out loud helps reduce your natural fight or flight response to those stressors

OutsideOnline.com: The Science of Conquering Your Greatest Fears, Oct.2 2014, F. Williams:

47.

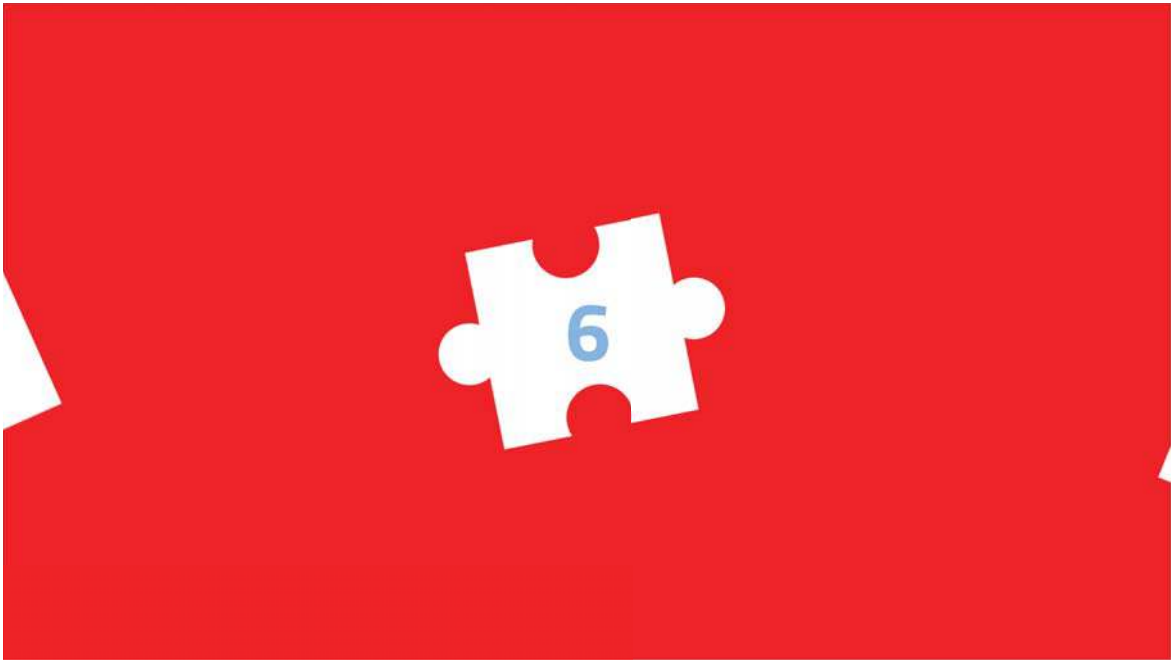
More Pieces of the Puzzle



Fear



48.



49.



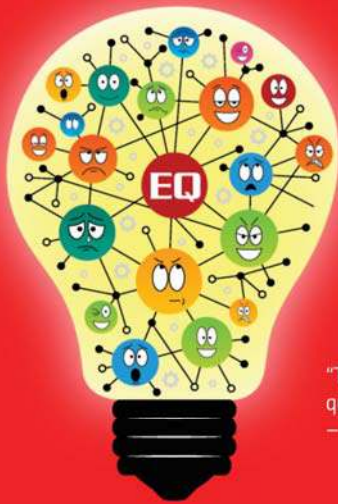
50.

Build Resilience by Developing EQ

"The emotional brain responds to an event more quickly than the thinking brain."
– Daniel Goleman

51.

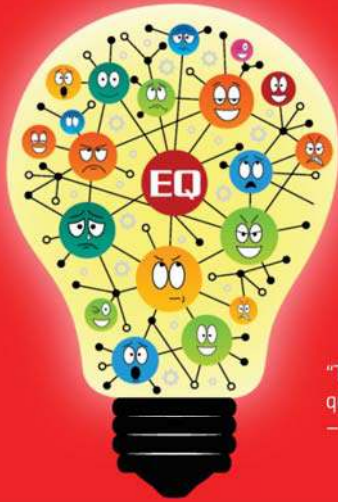
Build Resilience by Developing EQ



"The emotional brain responds to an event more quickly than the thinking brain."
– Daniel Goleman

52.

Build Resilience by Developing EQ



- Where Do You Feel?
- Wizard Brain Lizard Brain EDU
- Organized Coping Skills (Healing Hands)
- All Feelings Are Normal
- What's The difference between angry, frustrated and mad?
- How Much Do You Really Know About Anger???
- OK – What is it? (you cant use the feeling to define the feeling)

"The emotional brain responds to an event more quickly than the thinking brain."
– Daniel Goleman

53.

More Pieces of the Puzzle



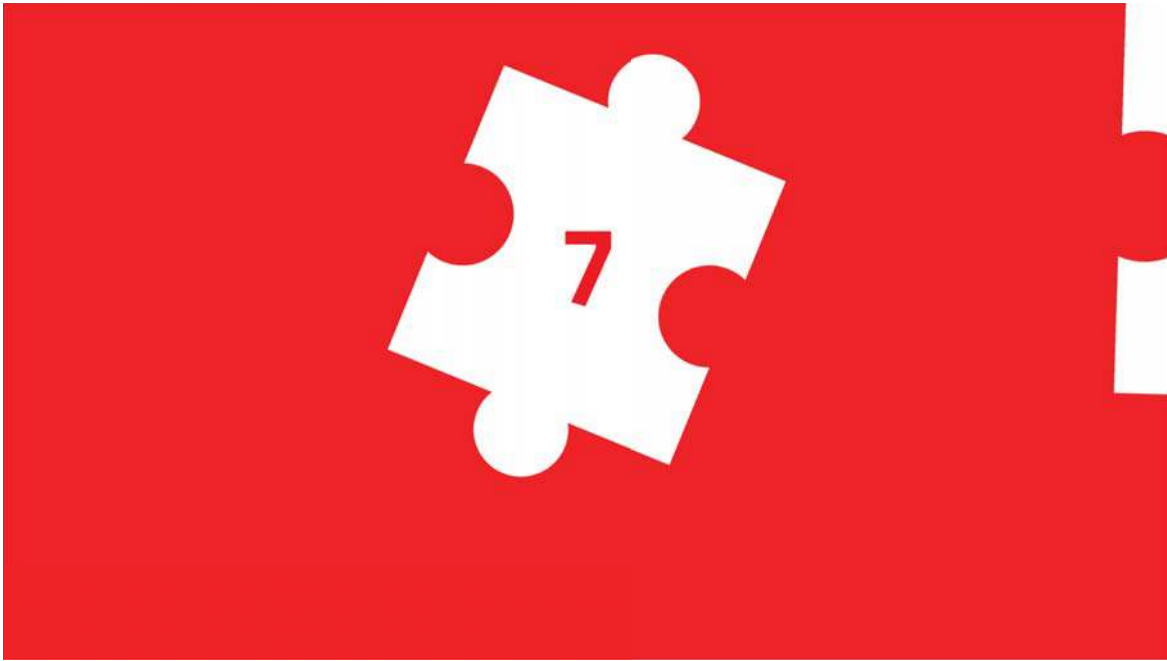
Fear



Resilience



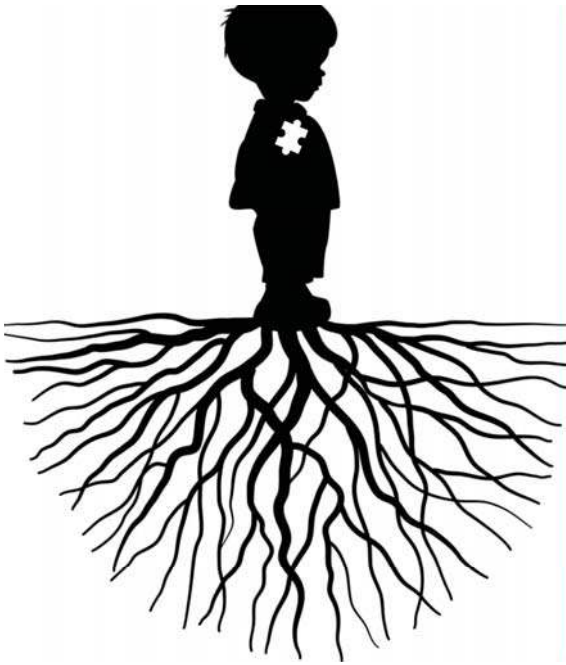
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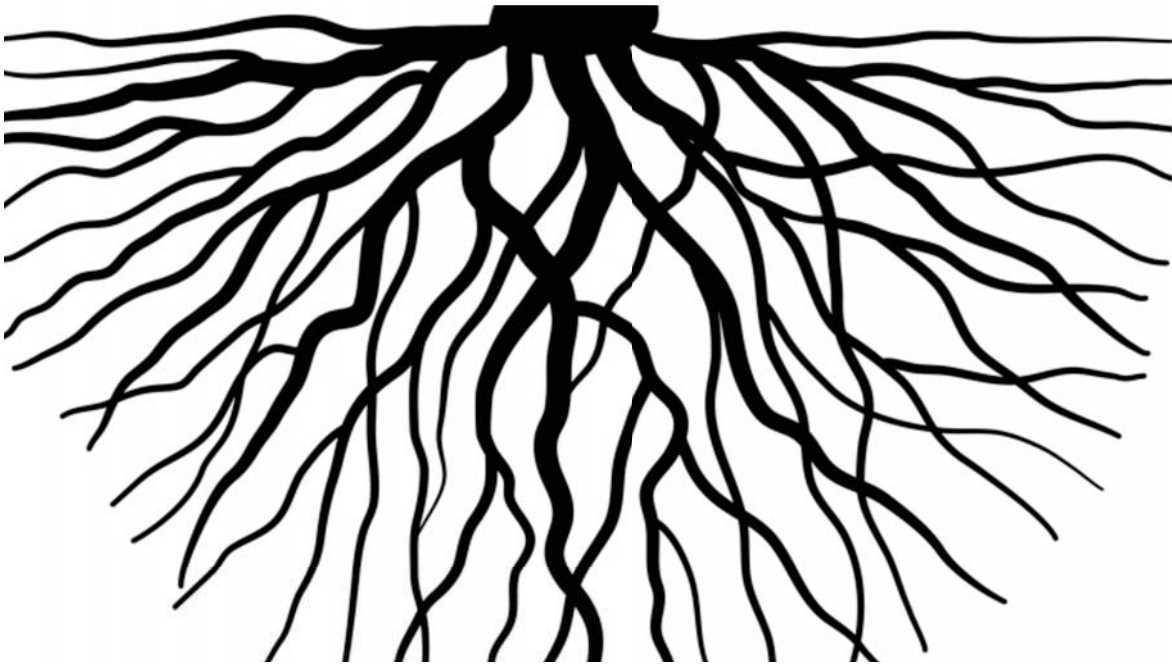


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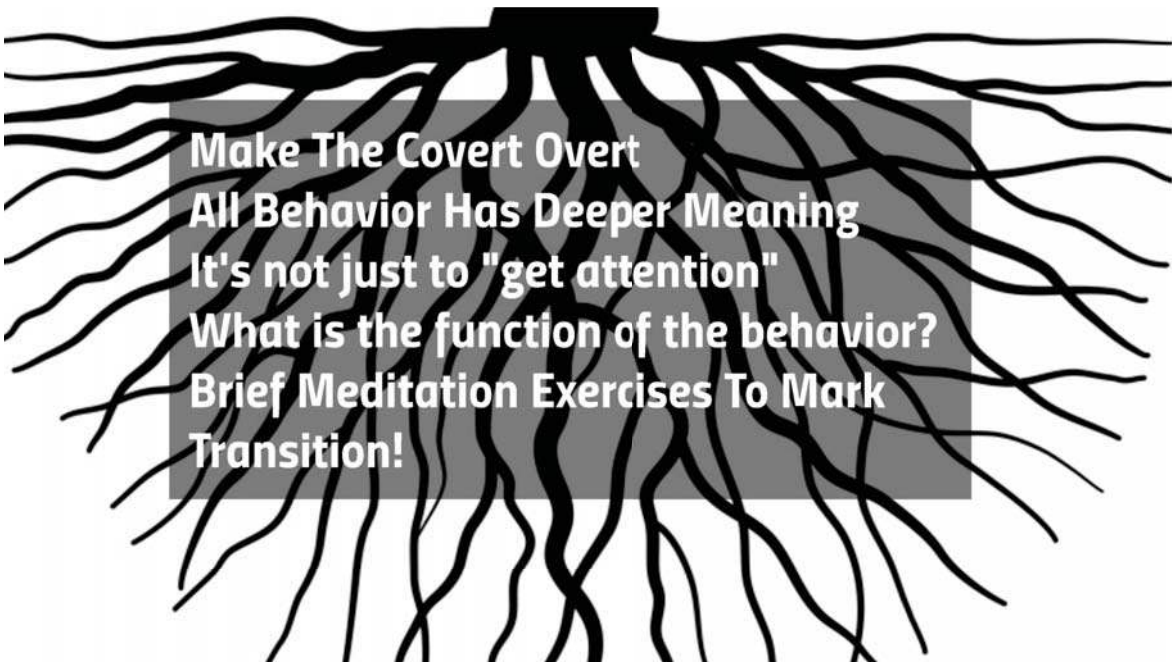
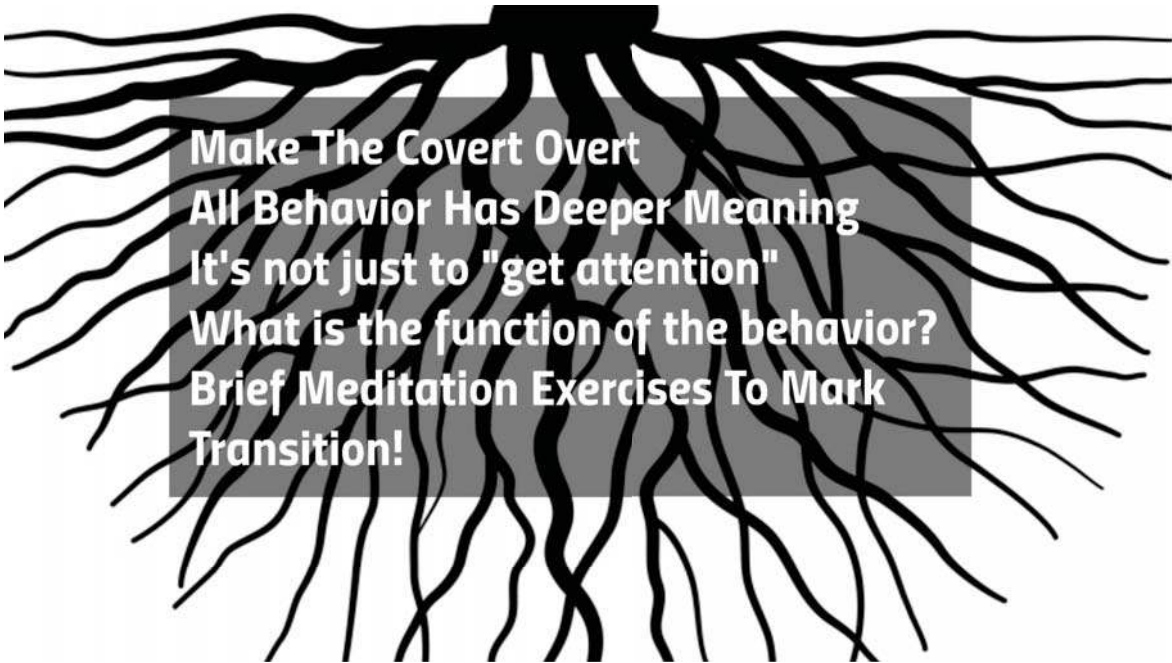


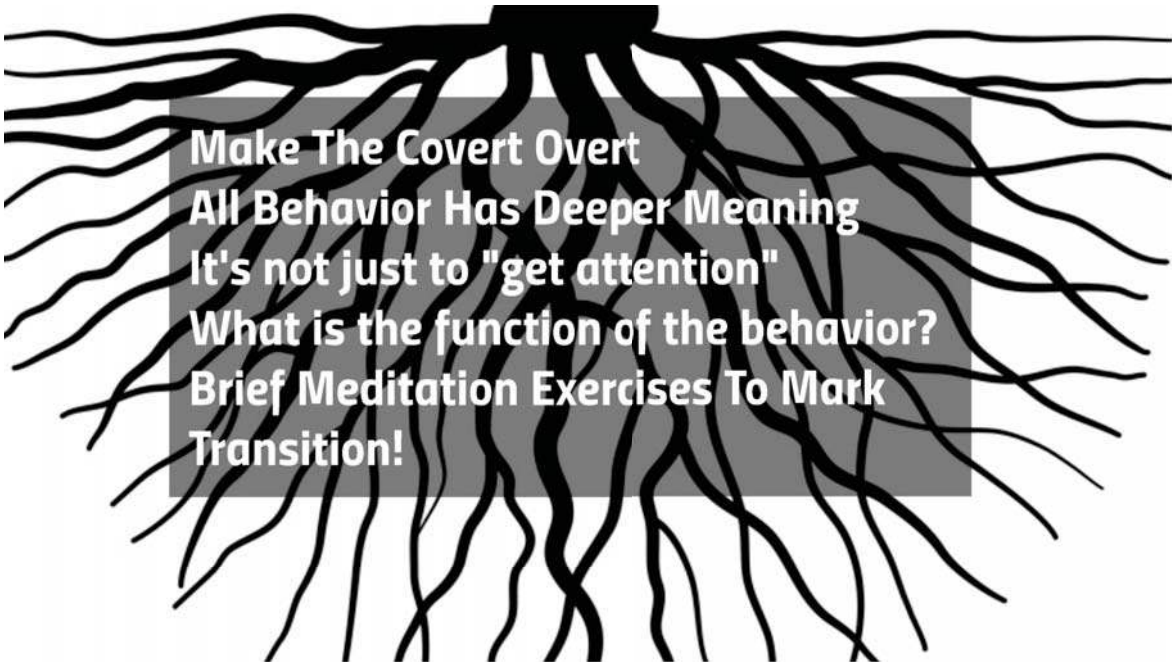
Mindfulness & Movement

57.



58.





Make The Covert Overt
All Behavior Has Deeper Meaning
It's not just to "get attention"
What is the function of the behavior?
Brief Meditation Exercises To Mark
Transition!

More Pieces of the Puzzle



Fear

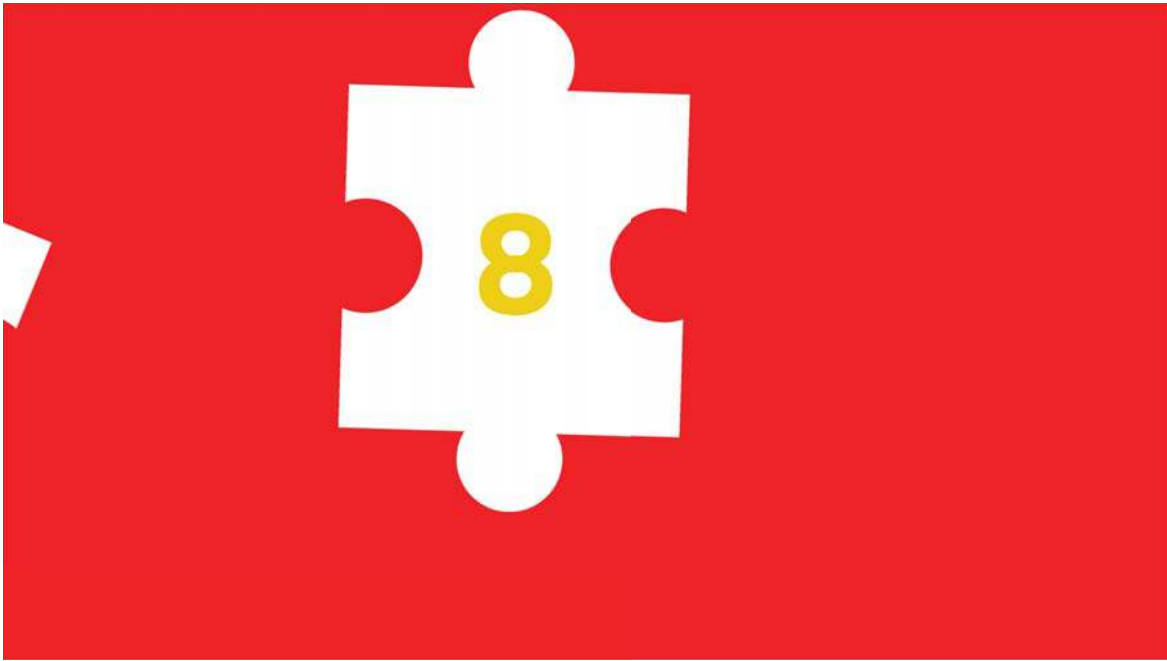


Resilience



M&M





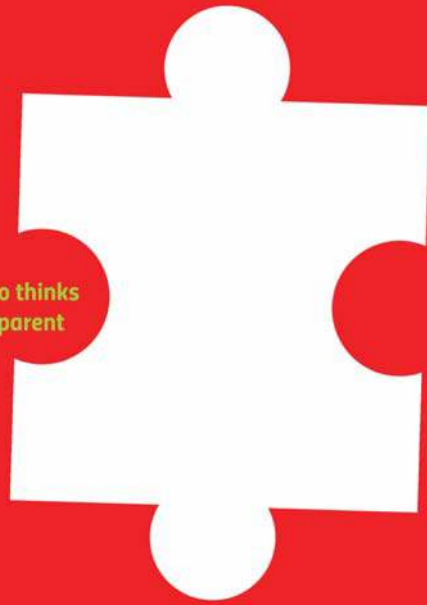
63.



64.

The Art of Discipline

Kids need healthy accountability in connection with nurturing and encouragement... the extremes whether it be the enabling parent who thinks their perfect kids can do no wrong or the very rigid parent who is harsh and unforgiving leads to dysfunction



"To Teach"

67.



68.

Get to the root
Accountability-->Hopeful Message
Reframe Struggle as Asset
Engage in Consequence with them

69.

Last 2 Pieces + 1



70.



71.



Language

72.

Change Your Language



- I Action language 
- There are no "bad" days or behaviors - just right and wrong choices
- No one makes you mad...its a choice
- you do not determine whether or not I like you...I do
- we give you what you need not always what you want
- use your words to ask for what you need not your behavior
- this is not about me...this is about your choices

73.



- I A
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74.

Last 2 Pieces + 1



75.



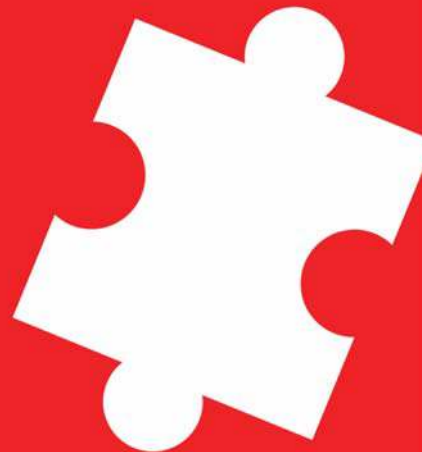
76.



Stress

77.

Reduce Stress - Be Proactive & Preventative



78.

Reduce Stress - Be Proactive & Preventative

Step 1: Manage your own and provide a context for staff to = Safety

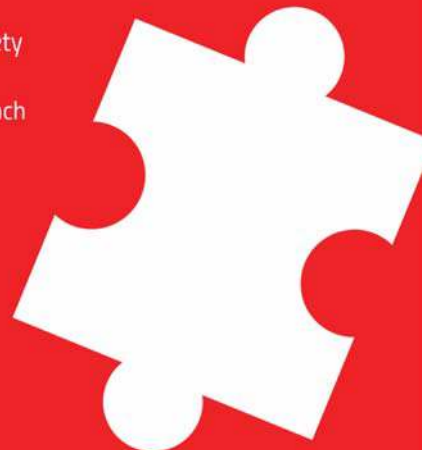


79.

Reduce Stress - Be Proactive & Preventative

Step 1: Manage your own and provide a context for staff to = Safety

Step 2: Reduce stress in hot spot areas like transitions/recess and lunch



80.

Reduce Stress - Be Proactive & Preventative

Step 1: Manage your own and provide a context for staff to = Safety

Step 2: Reduce stress in hot spot areas like transitions/recess and lunch

Step 3: Promote preventative measures like EQ development/verbalizing fears outloud etc.



Playground patrolling versus supervision

Watch DOGS

Quick solution focused engagement - Correct-Redirect

NonVerbal behavior assessment

Cameras

Parent trainings same as staff development trainings

83.

Last 2 Pieces + 1



Language



Stress



84.

Last 2 Pieces + 1



Language

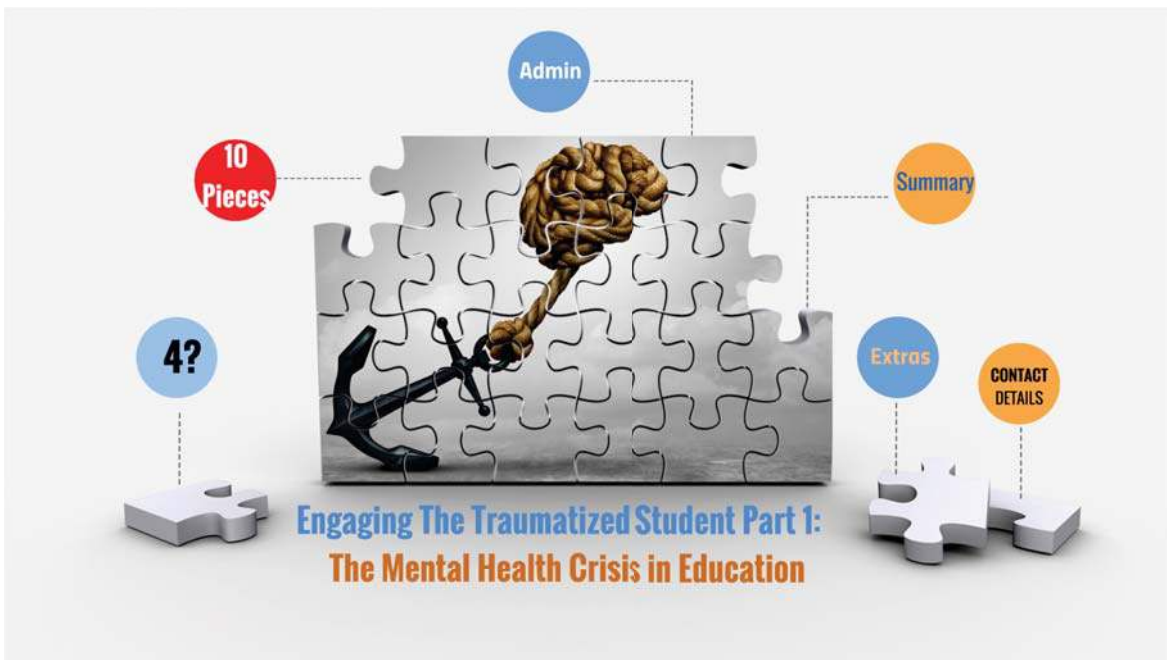


Stress



Why do we get irritated with certain students and not with others?

85.



86.

The Future of Education



The Future of Education



Meducation

Integrated Solution Focused Mental
Health Awareness & Strategies for
Self then Other



Innovative Education Centered Around Brain Science

89.

-
- Karpman Drama Triangle EDU
 - Self Regulation Training
 - Root Reflective Forms
 - Thinking Errors EDU
 - Neurobiology of transference and countertransference
 - Effective discipline grounded in neuroscience
 - Verbalizing fears
 - Transparency of discipline
 - Healthy confrontation and communication skills
 - EQ integration
 - Trauma Empowered Schools!

- Experiential Learning
- Movement Integration
- Neuroscience of gender differences in learning
- Cultural shifts away learning base information and more to skill development and problem solving and creativity

90.

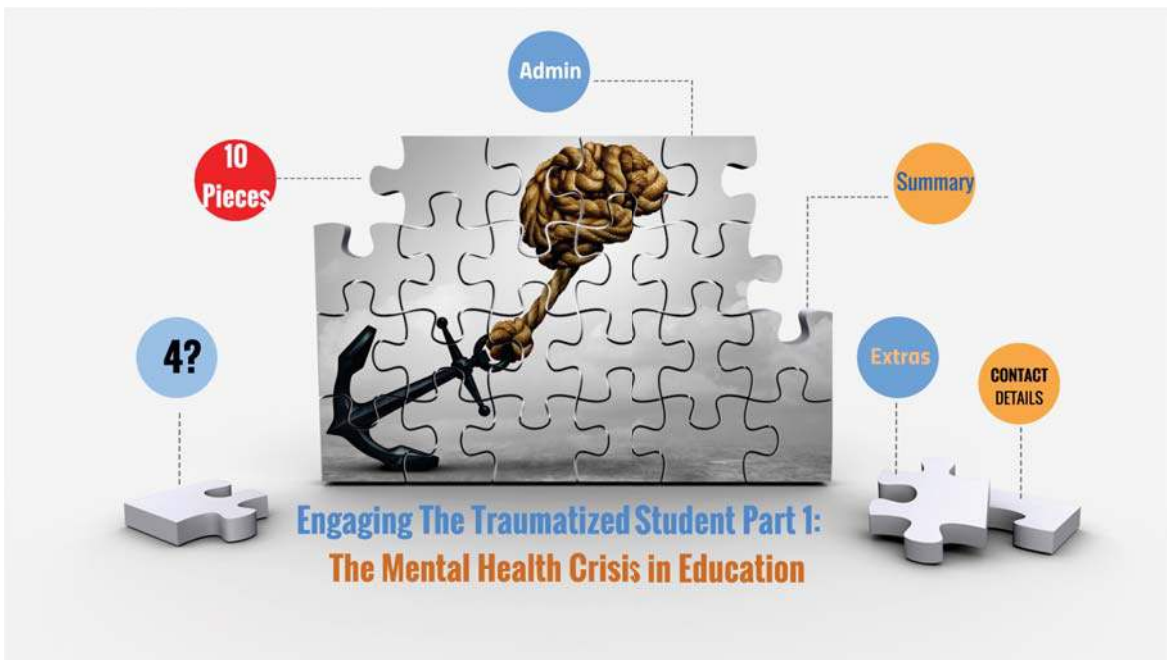
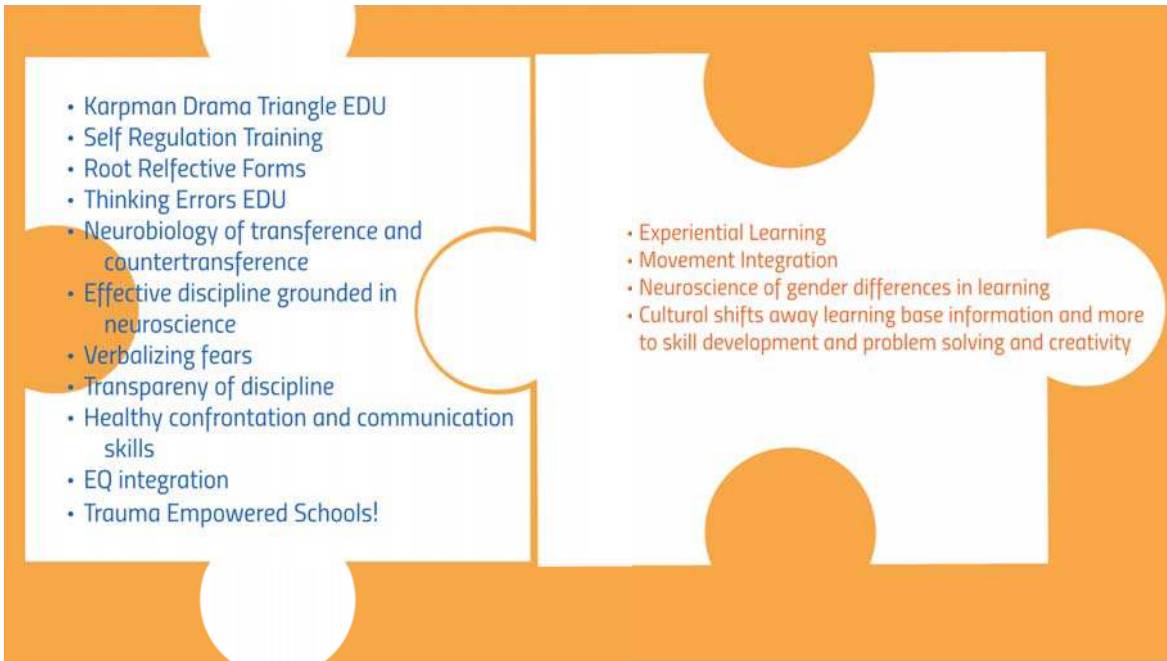
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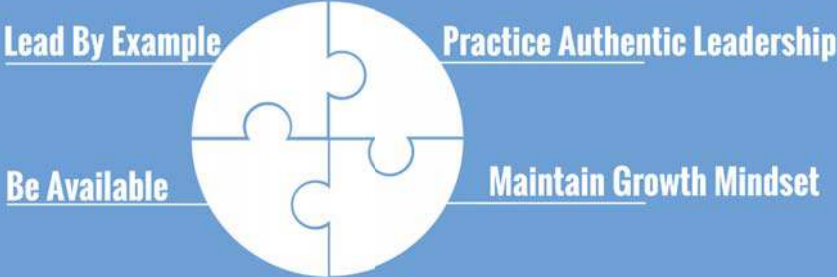
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92.



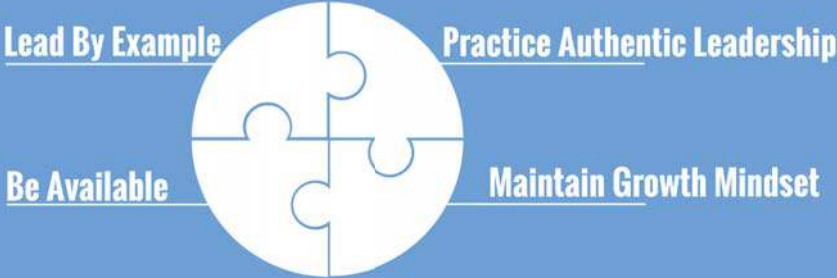
5 Pieces For Administrators

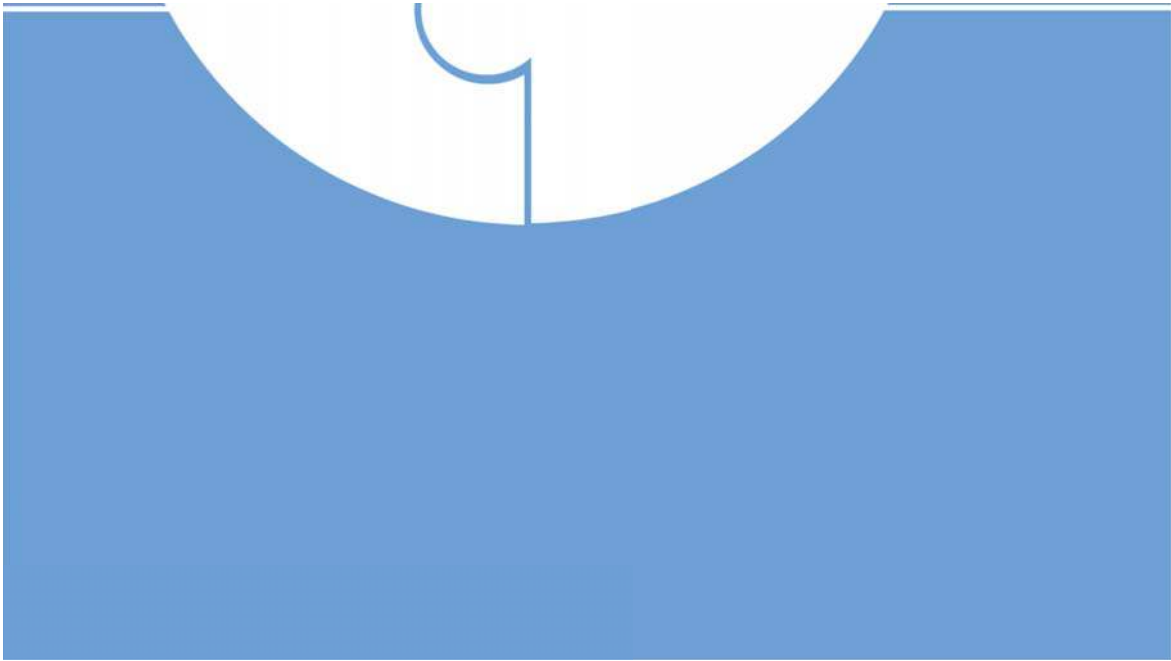
How Are You Leading?



5 Pieces For Administrators

How Are You Leading?





97.

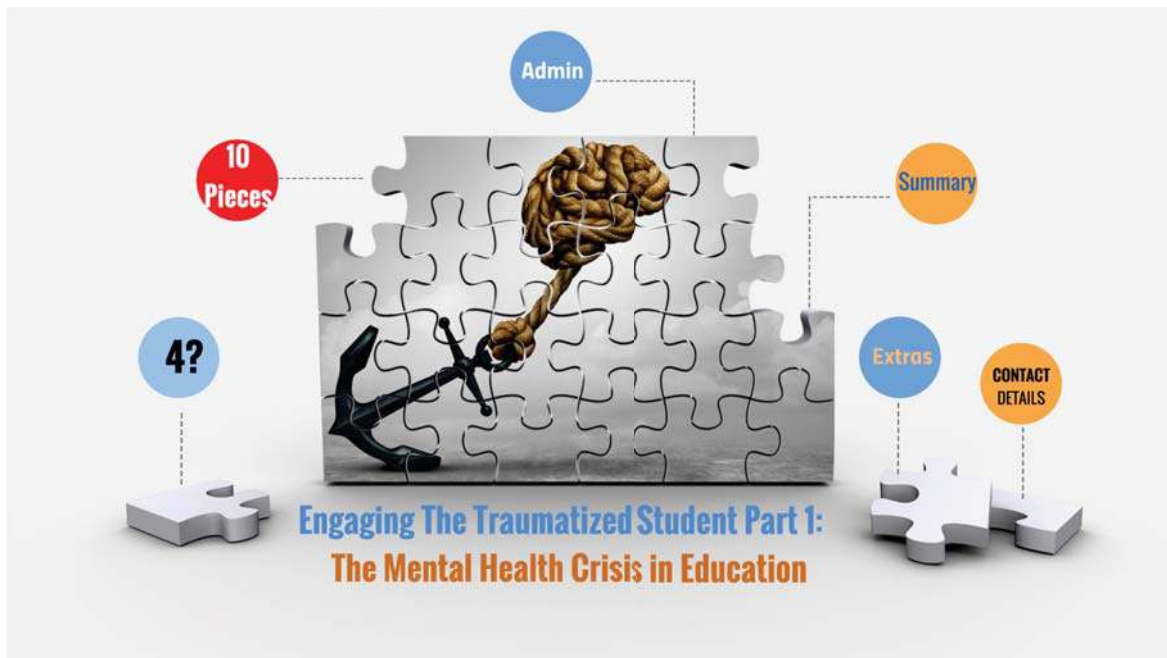


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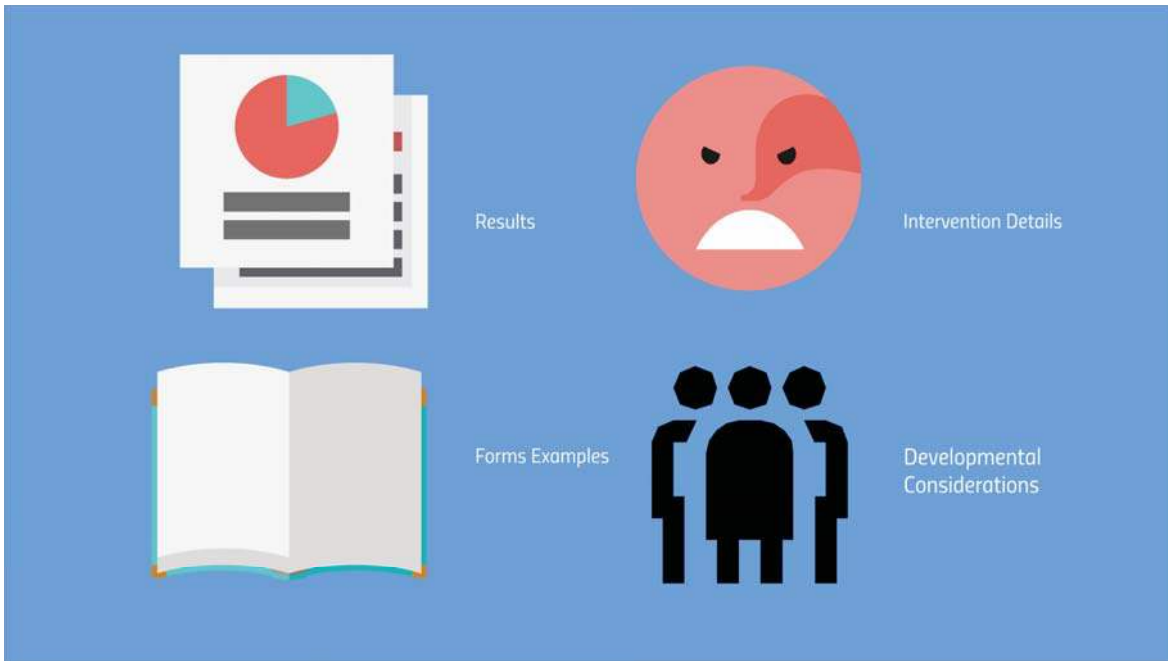
Top 5 Things A Principal Can Do To Create A Positive School Culture

- **Lead By Example:** All eyes are on you, you set the tone. Practice professionalism, respect, perseverance and a positive attitude throughout your day. This is especially important during times of adversity.
- **Practice Authentic Leadership:** Be a leader who shows their real self to others in your community. Ensure awareness of your strengths, limitations and emotions. This sets the tone for others to do the same and in turn helps to create a culture of authenticity and honesty.
- **Be Available:** Have an open door policy. Establish with your school community that you are available to them. Ensuring that teachers are heard and cared for and they know they are your top priority. Listen and provide feedback, offer advice and solutions when needed. The teachers need to know they have your support, as they drive the energy and culture within their classrooms.
- **Maintain A Growth Mindset:** Leaders need to challenge themselves to be problem solvers. Be open to accepting others suggestions and ideas. Be resourceful, creative and innovative. Create solutions by cooperatively and creatively working together.
- **Embrace Fierce Conversations:** Always engage in needed conversations. Don't shy away when confrontation is needed. Be fierce in those conversations by bringing passionate, robust, powerful communication forward. Make every conversation count.

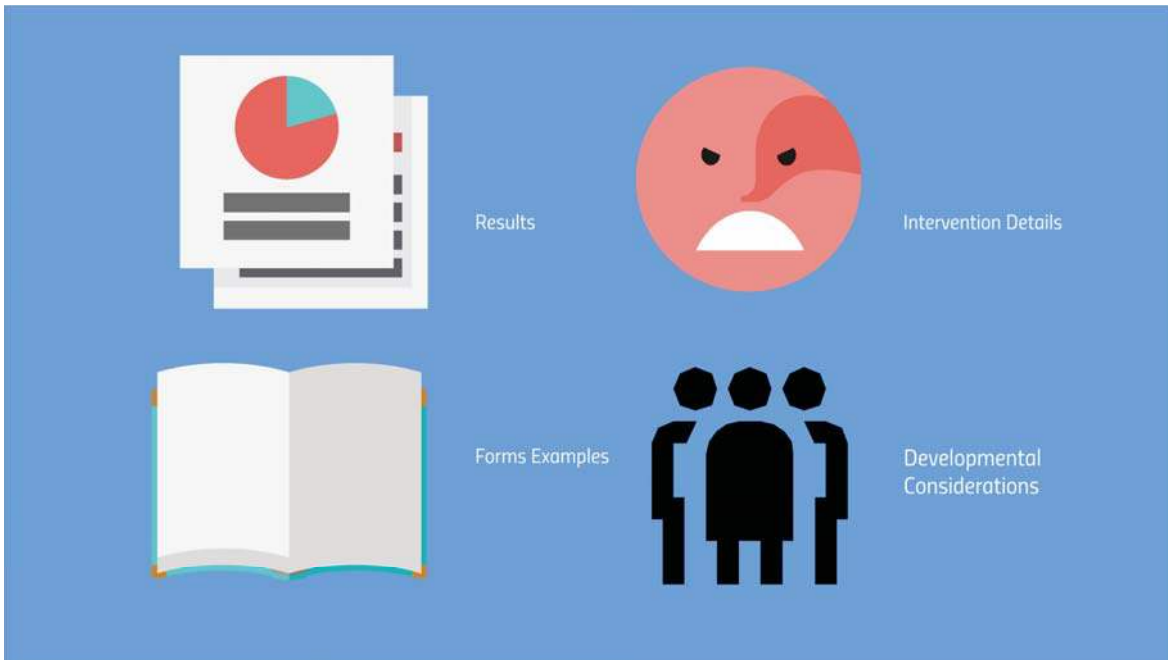
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101.



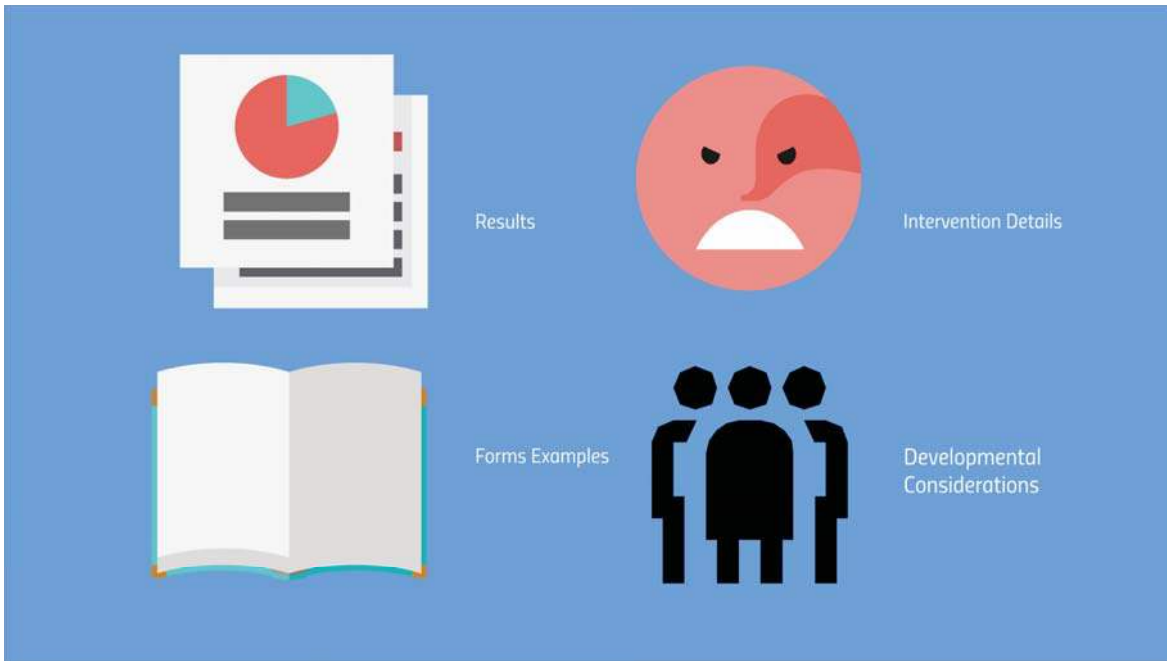
102.



103.



104.



105.



106.

<p>Saturday School Reflection - Anger V3 Name: _____</p> <p>Answer the following question. Write a detailed response where applicable. Please use the internet as a resource as needed.</p> <p>1) What is Anger?</p> <p>2) Where does it come from...what produces it?</p> <p>3) What is the emotion underneath anger...every time...without exception?</p> <p>4) With the answer to number 3 in mind, explain your angry response that has resulted in the consequence of <u>Saturday School</u>.</p> <p>5) Explain the connection between angry behavior and stress.</p> <p>6) What is the difference between anger, frustration and irritation?</p>	<p>7) What is wrong with the following statement: "Johnny made me mad because he took the football away from me."</p> <p>8) Why do we have feelings? Are there such things as bad feelings or wrong feelings? If so, why do you think that?</p> <p>9) Do you think angry behavior is ever OK? If so why/when/under what circumstances?</p> <p>10) Describe a time when you felt angry or mad in your life and you dealt with that anger in a healthy way. How did you do it and how did you feel afterward?</p> <p>11) Do some research and write a brief summary of what you learn regarding conflict approaching versus conflict avoidant personality styles. Which do you tend to be? What is one</p>	<p>Parent Name: _____ Student Name: _____</p> <p>This is an interview for your child to learn from you. Please have them read the questions to you, or answer, and they will draw your response and bring it back to me.</p> <p>Question 1: What is the most helpful coping skill you can use to deal with stress?</p> <p>Question 2: How do you know when you are overwhelmed?</p> <p>Question 3: Have you ever made it wrong when you were stressed out? What was it? Should you have done it?</p> <p>Question 4: What are the things that stress you out the most?</p>	<p>Question 5: What are some coping skills you have tried that did or do not work to help you deal with stress?</p>
<p>Olweus Bully Prevention</p> <p>Olweus Goal</p> <p>Healthy & Unhealthy Power</p> <p>Personal: Sometimes it is things happen that are beyond our control. When the events we have a choice in, we deal with that feeling of powerlessness in a healthy or unhealthy way.</p> <p>1) List 3 examples of unhealthy power? For example, they want to beat an that you were going to move to another state at the end of the month and that you had no say in the matter?</p> <p>2) How would you feel? How would you feel that feeling? How much would you feel that feeling? (Circle 1 to 10) (where 10 is the most you have ever felt of that feeling before)</p> <p>3) What are 3 ways you might cope with that feeling that are unhealthy?</p> <p>4) What are 10 examples of healthy power. 5 of which could be seen you might use to help you power? (in a certain situation in your life?)</p>	<p>3) What do you think a feeling error is (different from an angry feeling)?</p> <p>Use the attached sheet</p> <p>Give 3 examples of recent angry thinking you have used in the classroom or with your teachers and PARRS</p> <p>After each example, give an example of a "best thought" (see attached sheet 4) you can use to replace the "bad thought"</p> <p>5)</p>	<p>Olweus Bully Prevention - Olweus 5.0</p> <p>Step 1: Ask the student what the picture means to them?</p> <p>Step 2: Read or say some version of the following. When we make a wrong choice that hurts or hurts another person or group of people, we are "being angry" something from them. For example, if another student came to school and you they are being mean to you, you might say "I wish they were never here" or "I wish they were never born." So when we make a choice that makes another person feel bad, we are making a Wrong Choice something wrong to what we think.</p> <p>Step 3: What wrong choice did you make?</p> <p>Did it affect another student or teacher in a not so good way?</p> <p>How might they have felt?</p> <p>How would you feel about this?</p> <p>How might it have impacted the school in a not so good way?</p> <p>Step 4: Olweus Value Conversation (help them circle the one value most connected to their story)</p>	 <p>Step 5: Choose a Olweus Bully Act that is in the group you circled in #4, and then go do that ACT!</p> <p>1. Repeat</p> <ol style="list-style-type: none"> Find a teacher or staff you don't know well and ask them what respect means to them. Repeat back what you heard them say. Then ask what they consider respectful behavior. Hold the door for your entire grade as they walk to lunch and go out to recess. Go with a staff or support one morning afternoon and help good people demonstrate good morning. Write a thank you note to a classroom. <p>2. Complain</p>

<p>Saturday School Reflection - Anger V3 Name: _____</p> <p>Answer the following question. Write a detailed response where applicable. Please use the internet as a resource as needed.</p> <p>1) What is Anger?</p> <p>2) Where does it come from...what produces it?</p> <p>3) What is the emotion underneath anger...every time...without exception?</p> <p>4) With the answer to number 3 in mind, explain your angry response that has resulted in the consequence of <u>Saturday School</u>.</p> <p>5) Explain the connection between angry behavior and stress.</p> <p>6) What is the difference between anger, frustration and irritation?</p>	<p>7) What is wrong with the following statement: " Johnny made me mad because he took the football away from me."</p> <p>8) Why do we have feelings? Are there such things as bad feelings or wrong feelings? If so, why do you think that?</p> <p>9) Do you think angry behavior is ever OK? If so why/when/under what circumstances?</p> <p>10) Describe a time when you felt angry or mad in your life and you dealt with that anger in a healthy way. How did you do it and how did you feel afterward?</p> <p>11) Do some research and write a brief summary of what you learn regarding conflict approaching versus conflict avoidant personality styles. Which do you tend to be? What is one</p>
---	---

Parent Name _____ Student Name _____

This is an interview for your child to learn from you. Please have them read the questions to you, you answer, and they write down your response and bring it back to me.

Question 1: What is the most helpful coping skill you use to deal with stress?

Question 2: How do you know when you are overstressed?

Question 3: Have you ever made a wrong choice when you were stressed out? What was it? What did you learn from it?

Question 4: What are the things that stress you out the most?

Question 5: What are some coping skills you have tried that did or do not work to help you deal with stress?

109.

After School Detention

Due Date:

Healthy & Unhealthy Power

Rationale: Sometimes in life things happen that are beyond our control. When this occurs we have a choice...to deal with that feeling of powerlessness in a healthy or unhealthy way.

1) List 3 examples of **unhealthy** power? For example: Say you were to find out that you were going to move to another state at the end of the month and that you had no say in the matter.

A. How would you feel? Where would you feel that feeling? How much would you feel that feeling? (scale 1 to 10) where 10 is the most you have ever felt of that feeling before)

B. What are 3 ways you might cope with that feeling that are **unhealthy**?

2) What are 10 examples of **healthy** power, 5 of which could be ways you might use to feel more powerful in certain situations in your life?

3) What do you think a thinking error is (otherwise known as wrong thinking)?

Use the Attached Sheet.

Give 3 examples of recent wrong thinking you have used in the classroom or with your teachers and PARA's.

After each example...give an example of a "cool thought" (see attached sheet #2) you can use to replace the "hot thought"

)

110.

Give Back Act - Grades K-2



- Step 1:** Ask the student what the picture means to them?
- Step 2:** Read or say some version of the following: *When we make a wrong choice that hurts or affects another person or group of people, we are "taking away" something from them. For example, if another student were to yell at you, they are taking away some of your feeling of safety (make sure they understand at this point). So when we make a choice that takes away from others, we can make it right by Giving Back something similar to what we took.*
- Step 3:** What wrong choice did you make? _____
 Did it affect another student or teacher in a not so good way? _____
 How might they have felt? _____
 Have you ever felt this way? _____
 How might it have impacted the school in a not so good way? _____
- Step 4:** CORE Value Connection (Help them circle the core value most connected to their choice)



Integrity



Safety



Excellence

Step 5: Choose a Give Back Act that is in the group you circled in #4 - and then go do that ACT!

1. Respect

- Find a teacher or staff you don't know well and ask them what respect means to them. Repeat back what you heard them say. Then ask what they consider respectful behavior
- Hold the door for your entire grade as they exit lunch and go out to recess
- Be with a staff at carpool one morning/afternoon and help greet people (wave/smile/say good morning)
- Write a thank you note to a classmate

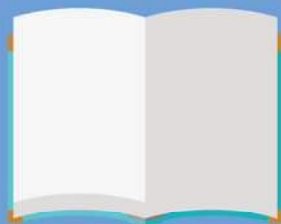
2 Compassion



Results



Intervention Details



Forms Examples



Developmental Considerations



"Action" language
Example: "No, I don't know."

Purpose: To give children the perception of choice while demonstrating the appropriate amount of structure for a particular situation. Or, How do you still give a child the perception of choice while increasing the structure that surrounds them which actually creates containment and safety.

Important Note: The child's body language and behavior at any one point in time may differ which level you use.

Important Note 2: Child's developmental level must be considered as well for example younger elementary school children might struggle with open ended choice more due to normal lack of neurodevelopment (i.e. Kindergarten or 1st grade).

Level 1: Open Ended Choice

- The child has come into class in a relatively good space nonverbally, is not necessarily challenging in any way, seems generally regulated and in a good place emotionally.
- The child's verbal and nonverbal presentation (usually nonverbal) is indicating immediately they can handle this type of choice.
- EXAMPLE: Johnny, "What would you like to start with today?"**

Level 2: Quantified Choice

- The child has come into class in a more difficult space nonverbally, is mildly challenging at times particularly at the outset of a morning or 1st interaction, seems generally dysregulated and in a negative place emotionally.

- The child's verbal and nonverbal presentation (usually nonverbal) is indicating immediately they need more structure while still having the perception of choice.
- EXAMPLE: Johnny, "Would you like to start with your math or spelling this morning?"**

Level 3: "I" Action Language

- The child has come into class in a significantly more difficult space nonverbally, is challenging conversationally particularly at the outset of a morning or 1st interaction, seems dysregulated to getting control ready to take off things considered and in a very negative place emotionally.
- The child's verbal and nonverbal presentation (usually nonverbal) is indicating immediately they need more structure while still having the perception of choice.
- This child comes with a more serious face, nonverbal facial expression shift and direct eye contact.
- If they decide to not choose their simple of some point shortly thereafter indicate to them that you will choose for them (this typically makes the choice less to them than power and control in the situation).
- EXAMPLE: Johnny, "I am going to give you a choice, start with your math or start with spelling this morning, what will it be?"**

- Engage: Make Aware: Redirect. Move On - basically engage the person or group that is engaging in the behavior, get their attention (grab the ball if playing a game) - make them aware of the concern - redirect them to the appropriate behavior which may be to disband?? - then keep moving
- If a student is monopolizing your time with a smaller issues - make them walk with you while you discuss the issue
- For more significant issues (but not necessarily warranting an ANR) - make a student sit out for a short time against the wall - patrol a little more then come over to address the issue with them privately, quickly and move on
- Keep your head on a swivel - look for hot spots from a distance by watching for body language - approach the area in a general way may redirect it even if you don't engage
- For Drama Issues - make them rate it on a scale 1-10 and note they are expected to deal with issues 6 and below on their own - 7 and 8 with a few tips from you - 9 and 10 you will assist more formally - this will require some explanation and contracting ahead of time
- Mix up the groups episodically - prompt the groups every so often to change things up - play different games with different people, start up or invent those games if you are inclined

Stop the Drama!

PERSECUTOR (Bully) to Challenger

"This is your desk."
"You're not OK but I am so do what I tell you."

- Critical
- Fake offer down
- Blame and finger points
- Keep victim down
- Dismiss to anger or resentment
- Rigid or flexing
- Blame
- Domineering

RESCUER (Bystander) to Coach

"You need my help."
"You're not OK but I am here and will be here."

- Provides support when they don't want it.
- Feels guilty and anxious.
- Doesn't believe.
- Feels uncomfortable when victim is dysregulated.
- Reducing creates sense of being culpable.
- Often expects to fall in rescue mission.

VICTIM (Helpless) to Survivor/Thriver

"You're not OK, I give up."
"I'm not OK and everybody else is."

- Feels oppressed, hopeless, ashamed, powerless, incapable and misunderstood.
- Needs to hook up with a rescuer to validate the above feelings.
- Wishes to make decisions, solve problems, get professional help, do self work on change.

How to Challenge with Clear Structure

State boundaries: "I am willing to listen to your problem without making it mine to solve."

Active Listen: "I am willing to listen to your problem without making it mine to solve."

Make expectations clear: "I need you to keep your agreement. From here I done agreement. From here I done agreement."

Provide choices: "You can either keep your agreement or I will no longer be involved. You choose."

How to Rescuer/Thriver with Problem Solving

State what you want: and take action.

Keep Agreements: If someone helps, do your part by following through.

Ask Yourself: "How can I get what I need in a healthy way?"

Count Your Blessings: Acknowledge your strengths and what is going well.

Remember: You make your own choices. You are the one who is in charge of your choices!

Patricia Morgan 403-242-7796
 patricia@SolutionsofResilience.com

"I Action" language

Copyright 2012 Aaron Wiemeier MS LPC

Purpose: To give children the perception of choice while disseminating the appropriate amount of structure for a particular situation. Or, How do you still give a child the perception of choice while increasing the structure that surrounds them which actually creates containment and safety

Important Note: The Child's body language and behavior at any one point in time may dictate which level you use

Important Note 2: Child's developmental level must be considered as well for example younger elementary school children might struggle with open ended choice more due normal lack of neurodevelopment (i.e. Kindergarten or 1st grade)

Level 1: Open Ended Choice

- The child has come into class in a relatively good space nonverbally, is not necessarily challenging in any way, seems generally regulated and in a good place emotionally
- The child's verbal and nonverbal presentation (mostly nonverbal) is indicating emotionally they can handle this type of choice
- **EXAMPLE: Johnny, what would you like to start with today?**

Level 2: Quantified Choice

- The child has come into class in a more difficult space nonverbally, is mildly challenging at times particularly at the outset of a morning or 1st interaction, seems generally dysregulated and in a negative place emotionally

- The child's verbal and nonverbal presentation (mostly nonverbal) is indicating emotionally they need more structure while still having the perception of choice
- **EXAMPLE: Johnny, would you like to start with you math or spelling this morning?**

Level 3: "I" Action Language

- The child has come into class in a significantly more difficult space nonverbally, is challenging consistently particularly at the outset of a morning or 1st interaction, seems dysregulated (is getting upset easily by lots of things consistently) and in a very negative place emotionally
- The child's verbal and nonverbal presentation (mostly nonverbal) is indicating emotionally they need more structure while still having the perception of choice
- This level comes with a more serious tone, nonverbal facial expression shift and direct eye contact
- If they decide to not choose then simply at some point shortly thereafter indicate to them that you will choose for them (they typically make the choice here to obtain their power and control in the situation)
- **EXAMPLE: Johnny, "I" am going to give you a choice, start with your math or start with spelling this morning. What will it be?**

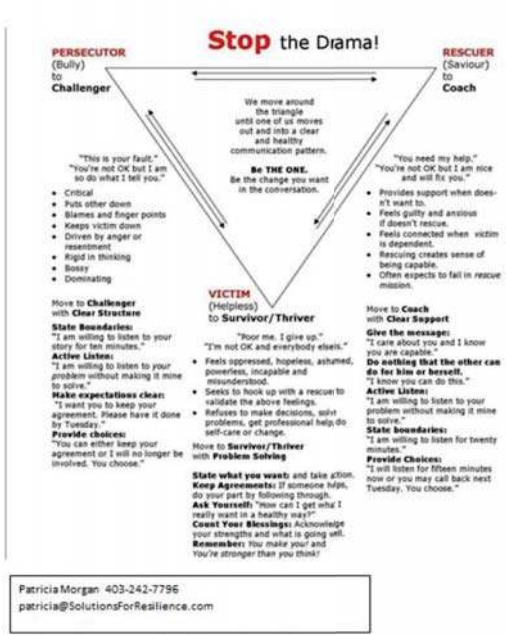
115.

- 1) Engage: Make Aware: Redirect: Move On - basically engage the person or group that is engaging in the behavior, get their attention (grab the ball if playing a game) - make them aware of the concern - redirect them to the appropriate behavior which may be to disband?? - then keep moving
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116.

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Engaging The Traumatized Student Part 2: Working with Trauma

Impact Interventions Part 3

What is Trauma?

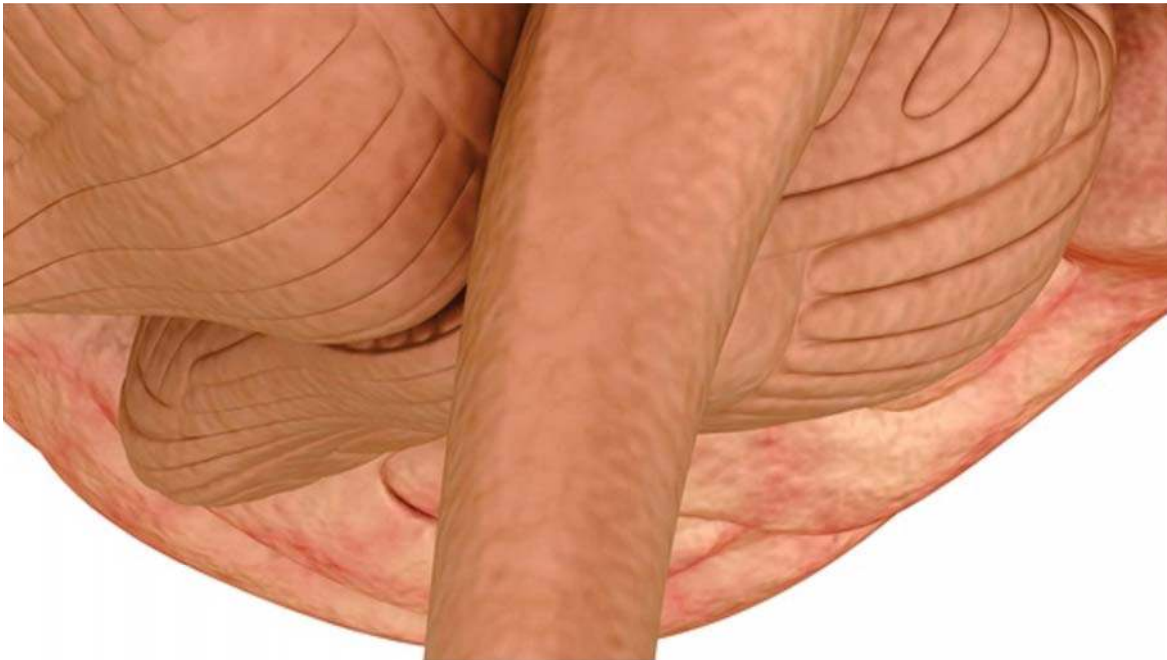
Brain Development Brain Short Course

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August 2-3, 2021



2.



3.



4.



5.

lower Aka...Hind Brain

Responsible for basic life function:

- Breathing
- Heart Rate
- Respiration
- Balance & Coordination
- Relay of Sensory Data

6.

Most Simple To Most Complex....Outside in...up...and out

Lower Brain 1

Mid Brain 2

Fore Brain 3

7.

Midbrain...think furnace filter!

Reception and filtering of sensory data BEFORE it reaches the conscious brain.

Other Functions:

- Controlling Responses to Sight
- Eye Movement
- Pupil Dilation
- Regulate Muscle Movement
- Hearing

8.

Most Simple To Most
Complex....Outside
in...up...and out



Lower
Brain

1

Mid Brain

2

Fore Brain

3

9.

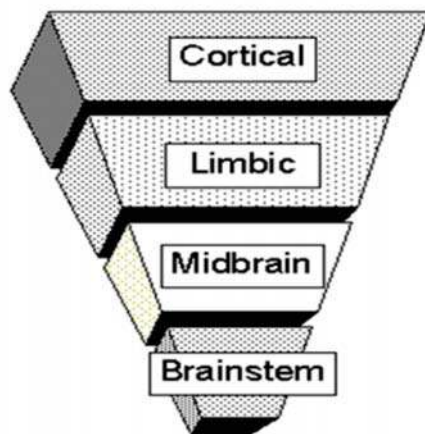
aka....Neo-Cortex & Limbic System

Wizard & Lizard Brain

Functions:

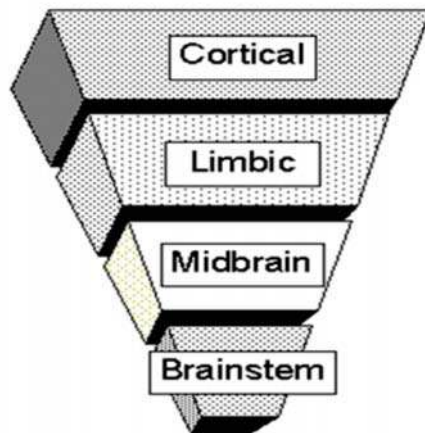
- Relaying more sensory info,
- primitive emotions drives
- basic behavioral responses
- higher conscious thought and executive functioning

10.



Abstract Thought
Concrete Thought
Affiliation
Attachment
Sexual Behavior
Emotional Reactivity
Motor Regulation
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

11.



Abstract Thought
 Concrete Thought
 Affiliation
 Attachment
 Sexual Behavior
 Emotional Reactivity
 Motor Regulation
 "Arousal"
 Appetite/Satiety
 Sleep
 Blood Pressure
 Heart Rate
 Body Temperature

12.

aka....Neo-Cortex & Limbic System

Wizard & Lizard Brain

Functions:

- Relaying more sensory info,
- primitive emotions, drives
- basic behavioral responses
- higher conscious thought and executive functioning

13.

Limbic System -
Primary "Trauma"
Center of the Brain



14.



15.

aka....Neo-Cortex & Limbic System

Wizard & Lizard Brain

Functions:

- Relaying more sensory info,
- primitive emotions drives
- basic behavioral responses
- higher conscious thought and executive functioning

16.

Most Simple To Most
Complex....Outside
in...up...and out



Lower
Brain

1

Mid Brain

2

Fore Brain

3

17.

Engaging The Traumatized Student Part 2: Working with Trauma

Impact

Interventions

Part 3

What is Trauma?

Brain Development

Brain Short Course

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18.

It's when our kids are most upset that they need us the most.

Daniel J. Siegel, MD & Tina Payne Bryson, PhD.

Stats 1

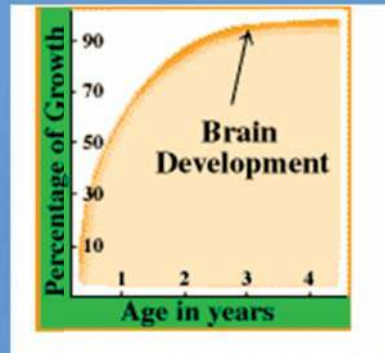
Concepts 2

Attachment 3

19.

Major Milestones

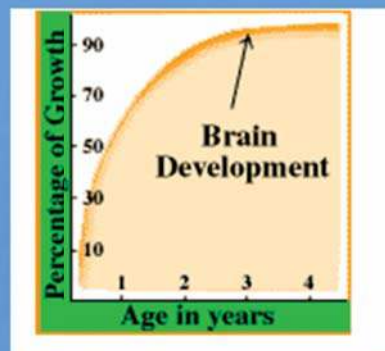
- 1st 3 Years 90% of how brain will function is set
- In-Utero to 3 years outcomes dependent on combination of genetics and environment
- 10-18 months infants emotions (love/fear) developed
- 14-15 years critical age for permanency of personality/language
- Times of rapid brain growth 1-3, 6-8, 10-12, 14-16



20.

Major Milestones

- 1st 3 Years 90% of how brain will function is set
- In-Utero to 3 years outcomes dependent on combination of genetics and environment
- 10-18 months infants emotions (love/fear) developed
- 14-15 years critical age for permanency of personality/language
- Times of rapid brain growth 1-3, 6-8, 10-12, 14-16



21.

It's when our kids are most upset that they need us the most.

Daniel J. Siegel, MD & Tina Payne Bryson, PhD.

Stats 1

Concepts 2

Attachment 3

22.

Brain Development Concepts

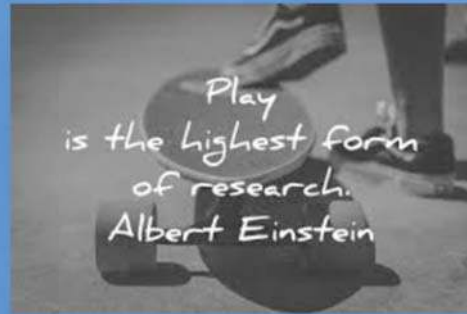
- **Organizes & Develops** from most basic to most complex
- **Needs based** on Development (2 weeks infant with touch vs. 12 year old)
- **Sequential** "must learn to walk before you can run"
- **Traumatized Children** Brain development can be delayed 3-5 years

Play is the highest form of research.
Albert Einstein

23.

Brain Development Concepts

- **Organizes & Develops** from most basic to most complex
- **Needs based** on Development (2 weeks infant with touch vs. 12 year old)
- **Sequential** "must learn to walk before you can run"
- **Traumatized Children** Brain development can be delayed 3-5 years



24.

A photograph of an infant holding hands with an adult, overlaid with a large blue circle containing text and three numbered blue circles labeled Stats, Concepts, and Attachment.

It's when our kids are most upset that they need us the most.

Daniel J. Siegel, MD & Tina Payne Bryson, PhD.

Stats 1

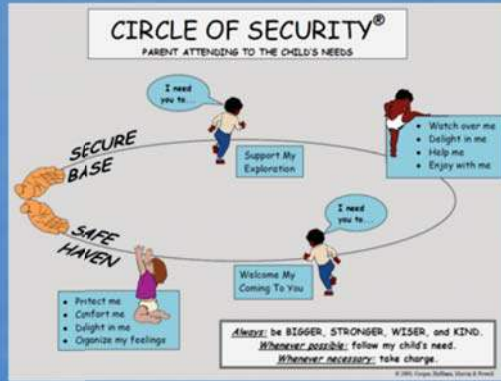
Concepts 2

Attachment 3

25.

Attachment & The Brain

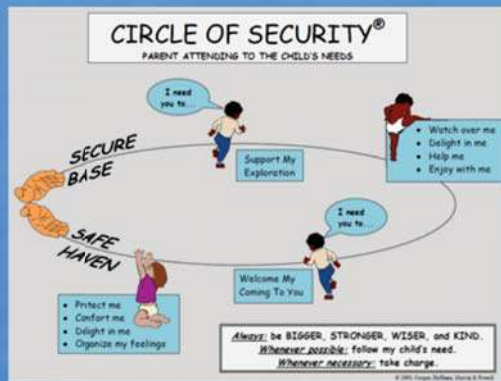
- Children are born with functional eyesight at a distance of about 12-18 inches
- Humans are neuro-biologically designed to be in relationships with others
- Our own attachment experiences guide how we may attach/connect to our children



26.

Attachment & The Brain

- Children are born with functional eyesight at a distance of about 12-18 inches
- Humans are neuro-biologically designed to be in relationships with others
- Our own attachment experiences guide how we may attach/connect to our children



27.

It's when our kids are most upset that they need us the most.

Daniel J. Siegel, MD & Tina Payne Bryson, PhD.

Stats 1

Concepts 2

Attachment 3

28.

Engaging The Traumatized Student Part 2:
Working with Trauma

Impact

Interventions

Part 3

What is Trauma?

Brain Development

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29.



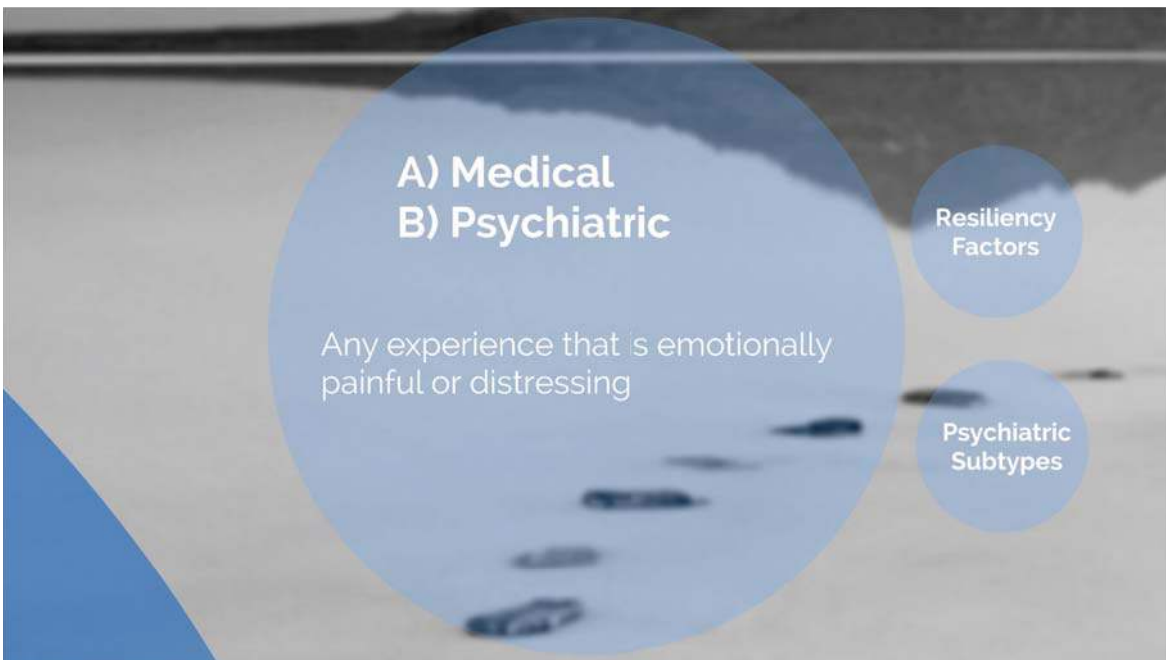
30.



31.



32.



33.

A) Medical
B) Psychiatric

Any experience that is emotionally painful or distressing

Why do some experiences become traumatic and others do not?

Resiliency Factors

Psychiatric Subtypes

34.

- Ego/Attachment
- Perception
- Responses of Others (nonverbal – Structure/ support & teaching vs. Shame & Blame)
- Genetic Resiliency
- Capacity to See Healing Process Through To Completion
- Safe Environment

35.

**A) Medical
B) Psychiatric**

Any experience that is emotionally painful or distressing

Why do some experiences become traumatic and others do not?

Resiliency Factors

Psychiatric Subtypes

36.

Psychiatric Subtypes

- **Environmental**
- **Secondary**
- **Developmental**

37.



- **Developmental**

38.



- **Developmental**

Chronic Stress over the
developing life span of a
human being

39.

• Developmental

Chronic Stress over the
developing life span of a
human being

Same Impact as Acute Trauma

40.

A) Medical B) Psychiatric

Any experience that is emotionally
painful or distressing

Why do some experiences become
traumatic and others do not?

Resiliency
Factors

Psychiatric
Subtypes

41.

What is Trauma?

Types 1

Concepts 2

Healing 3

Extras 4

42.

- 1) Trauma is relative
- 2) Body/Brain organized to heal trauma naturally
- 3) Developmental trauma as harmful as single acute episode
- 4) Be aware Perception of Trauma What one feels is traumatic another may not
- 5) Everyone has experienced trauma....its normal!

PTSD

43.

Posttraumatic Stress Disorder

Criteria: A)

Both 1) experience/witness/confronted death/serious injury/threat of
2) Response fear/helplessness/horror

Criteria:

B) Recurrent thoughts/dreams/feelings

C) Avoidance of things associated with event

D) Persistent symptoms of increased arousal

E) Duration

F) Causes clinically significant impairment in social, occupational or other areas of functioning

44.

Posttraumatic Stress Disorder

Criteria: A)

Both 1) experience/witness/confronted death/serious injury/threat of
2) Response fear/helplessness/horror

Criteria:

B) Recurrent thoughts/dreams/feelings

C) Avoidance of things associated with event

D) Persistent symptoms of increased arousal

E) Duration

F) Causes clinically significant impairment in social, occupational or other areas of functioning

45.

1) Trauma is relative

2) Body/Brain organized to heal trauma naturally

3) Developmental trauma as harmful as single acute episode

4) Be aware Perception of Trauma What one feels is traumatic another may not

5) Everyone has experienced trauma....its normal!

PTSD

46.

What is Trauma?

Types 1

Concepts 2

Healing 3

Extras 4

47.

Why does healing from trauma seem to be so difficult?

Trauma Memory

48.

Non-Declarative



How it's different?

49.


- Stored as early as 6 months In-Utero
- Stored in Limbic System (Amygdala & Hippocampus)
- Much more permanent
- Unconscious
- Similar to procedural memory

50.

- Stored as early as 6 months In-Utero
- Stored in Limbic System (Amygdala & Hippocampus)
- Much more permanent
- Unconscious
- Similar to procedural memory

51.

Non-Declarative



How it's different?

The diagram shows a central brain icon with five lines connecting it to five circular icons: a mouth, an ear, a hand, a nose, and a tongue. This represents the five senses associated with non-declarative memory.

52.

Why does healing from trauma seem to be so difficult?

Trauma Memory

53.

What is Trauma?



- Types 1
- Concepts 2
- Healing 3
- Extras 4

"Unlearning" your trauma - How long would it take?





56.

A presentation slide with a background image of a lake. In the center, a blue circle contains the text "What is Trauma?" above a photograph of a firefighter in yellow gear standing next to a severely damaged blue car. To the right of the blue circle is a vertical navigation menu with four items: "Types" (1), "Concepts" (2), "Healing" (3), and "Extras" (4). Each item is in a light blue circle with a smaller white circle containing a number next to it.

What is Trauma?

- Types 1
- Concepts 2
- Healing 3
- Extras 4

57.

Engaging The Traumatized Student Part 2: Working with Trauma

Impact

Interventions

Part 3

What is Trauma?

Brain Development

Brain Short Course

HIGH MOUNTAIN
COUNSELING & TRAUMA TREATMENT INSTITUTE
August 2-3, 2021

Trauma's Impact

3 Year Old Children

Normal

Extreme Neglect

Negative Effects

Trauma Roadblock

The Aversive State

Slide 60 features a background image of a landscape with mountains and a sky. A large blue circle is centered on the slide, containing a list of symptoms. To the right of this circle are two smaller blue circles, one labeled 'SPDR' and the other 'What is Anger?'. A red semi-circle is visible on the left side of the slide.

- Smaller Hippocampus (long term memory)
- Short term memory deficits
- Dysfunctional Stress-Response System (Cortisol)
- Attention/Impulsivity Issues - Hyperarousal
- Emotional Withdrawal/Numbing
- Enuresis/Encopresis primal soothing mechanism
- Distraction: creating conflict/cutting etc.
- Delayed/Impaired Ability to recognize feelings: categorical "fight or Flight"/all or nothing response

SPDR

What is Anger?

60.

Slide 61 features a background image of a landscape with mountains and a sky. A large blue circle with a white border is centered on the slide, containing text about a self-protective defense response.

- **Self Protective Defense Response To Perceived Threat**
- **No Exceptions**
- **Basically....whenever you feel irritated, annoyed, sarcastic, mad angry etc. it is because you are afraid**

61.

- Smaller Hippocampus (long term memory)
- Short term memory deficits
- Dysfunctional Stress-Response System (Cortisol)
- Attention/Impulsivity Issues - Hyperarousal
- Emotional Withdrawal/Numbing
- Enuresis/Encopresis primal soothing mechanism
- Distraction: creating conflict/cutting etc.
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SPDR

What is Anger?

62.



63.

• Smaller Hippocampus (long term memory)
 • Short term memory deficits
 • Dysfunctional Stress-Response System (Cortisol)
 • Attention/Impulsivity Issues - Hyperarousal
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SPDR

What is Anger?

Trauma's Impact

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The Trauma Roadblock



Moving
Through The
Pride



The Trauma Roadblock



Moving
Through The
Pride



The Trauma Roadblock



Moving
Through The
Pride



The Trauma Roadblock



Moving
Through The
Pride



The Trauma Roadblock




I deserve to be hurt
I do not deserve love
I am a bad person
I am not in control

Moving Through The Pride

●●
●●
●●
●●

The Trauma Roadblock



I deserve to be hurt
I do not deserve love
I am a bad person
I am not in control

Moving Through The Pride

●●
●●
●●
●●

What negative thoughts have you secretly been living in your whole life?

The Trauma Roadblock



I deserve to be hurt
 I do not deserve love
 I am a bad person
 I am not in control

Moving
 Through The
 Pride



Trauma & Resilience Worksheet List

Negative	Positive
I don't deserve love	I deserve love: I can have love
I am a bad person	I am a good (loving) person
I am terrible	I am fine as I am
I am worthless (inadequate)	I am worthy: I am worthwhile
I am shameful	I am honorable
I am not loveable	I am loveable
I am not good enough	I am deserving: I am a good person
I deserve only bad things	I deserve good things
I cannot be trusted	I can (learn to) trust myself
I cannot trust my judgment	I can trust my judgment
I cannot succeed	I can succeed
I am not in control	I am now in control
I am powerless	I now have choices
I am weak	I am strong
I cannot protect myself	I can (learn) to take care of myself
I am stupid	I have intelligence
I am insignificant (unimportant)	I am significant (important)
I am a disappointment	I am okay the way I am
I deserve to die	I deserve to love
I deserve to be miserable	I deserve to be happy
I cannot get what I want	I can get what I want
I am a failure	I can succeed
I have to be perfect	I can be myself
I am permanently damaged	I am (can be) healthy
I am ugly	I am attractive/loveable
I should have done something	I did the best I could
I did something wrong	I learned (can learn) from it
I am in danger	It is over, I am safe now
I cannot stand it	I can handle it
I cannot trust anyone	I can choose who to trust
I cannot let it out	I can choose to let it out
I do not deserve	I can have (deserve)

What negative thoughts have you
 secretly been living in your whole life?

Positive & Negative Cognitions List

Negative	Positive
I don't deserve love	I deserve love: I can have love
I am a bad person	I am a good (loving) person
I am terrible	I am fine as I am
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Unblocking The Road Block

Steps:

- 1: What is your dominant negative thought(s)?
- 2: Realize it is a lie....really!
- 3: Learn to recognize WHERE you feel the fear!
- 4: Regulate: 4-7-8
- 5: Know your previous pattern.
- 6: Create the new pattern and REPEAT!

74.

Unblocking The Road Block

Steps:

- 1: What is your dominant negative thought(s)?
- 2: Realize it is a lie....really!
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75.

The Trauma Roadblock



Moving Through The Pride

-
-
-
-
-

Positive	Negative
<ul style="list-style-type: none"> ● I am a good person ● I am a good parent ● I am a good friend ● I am a good worker ● I am a good citizen ● I am a good student ● I am a good leader ● I am a good team player ● I am a good listener ● I am a good communicator ● I am a good problem solver ● I am a good decision maker ● I am a good negotiator ● I am a good mediator ● I am a good conflict resolver ● I am a good negotiator ● I am a good mediator ● I am a good conflict resolver ● I am a good negotiator ● I am a good mediator ● I am a good conflict resolver 	<ul style="list-style-type: none"> ● I am a bad person ● I am a bad parent ● I am a bad friend ● I am a bad worker ● I am a bad citizen ● I am a bad student ● I am a bad leader ● I am a bad team player ● I am a bad listener ● I am a bad communicator ● I am a bad problem solver ● I am a bad decision maker ● I am a bad negotiator ● I am a bad mediator ● I am a bad conflict resolver ● I am a bad negotiator ● I am a bad mediator ● I am a bad conflict resolver ● I am a bad negotiator ● I am a bad mediator ● I am a bad conflict resolver

What negative thoughts have you secretly been living in your whole life?

Trauma's Impact



Negative Effects

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78.



79.

Trauma's Impact

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Normal Extreme Neglect

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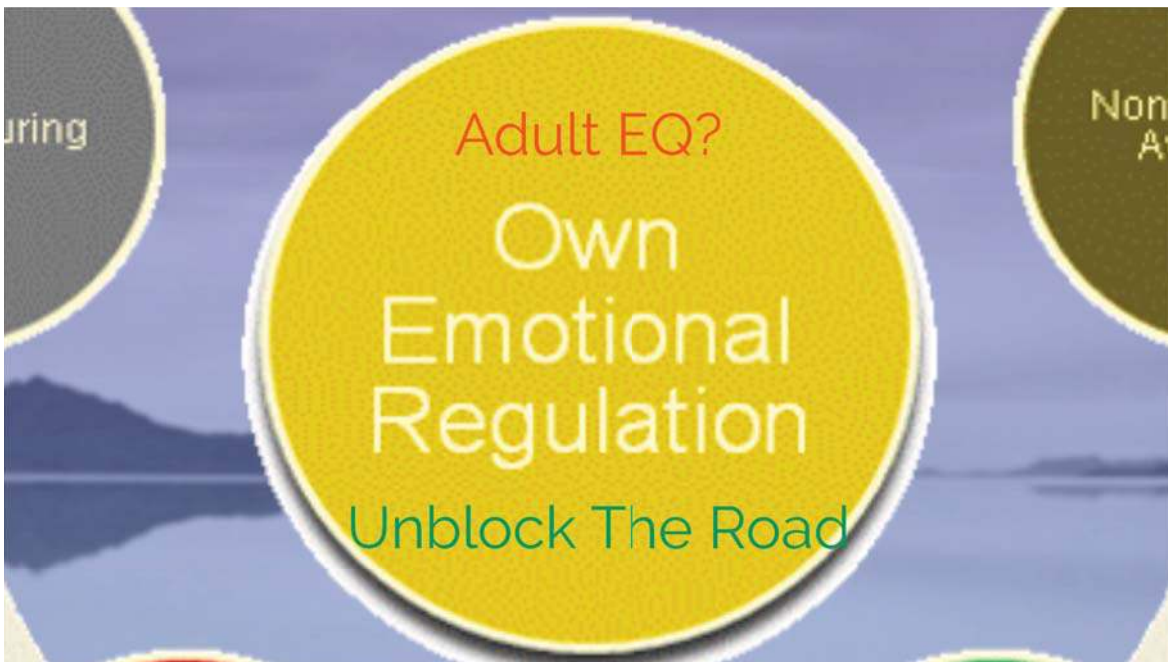
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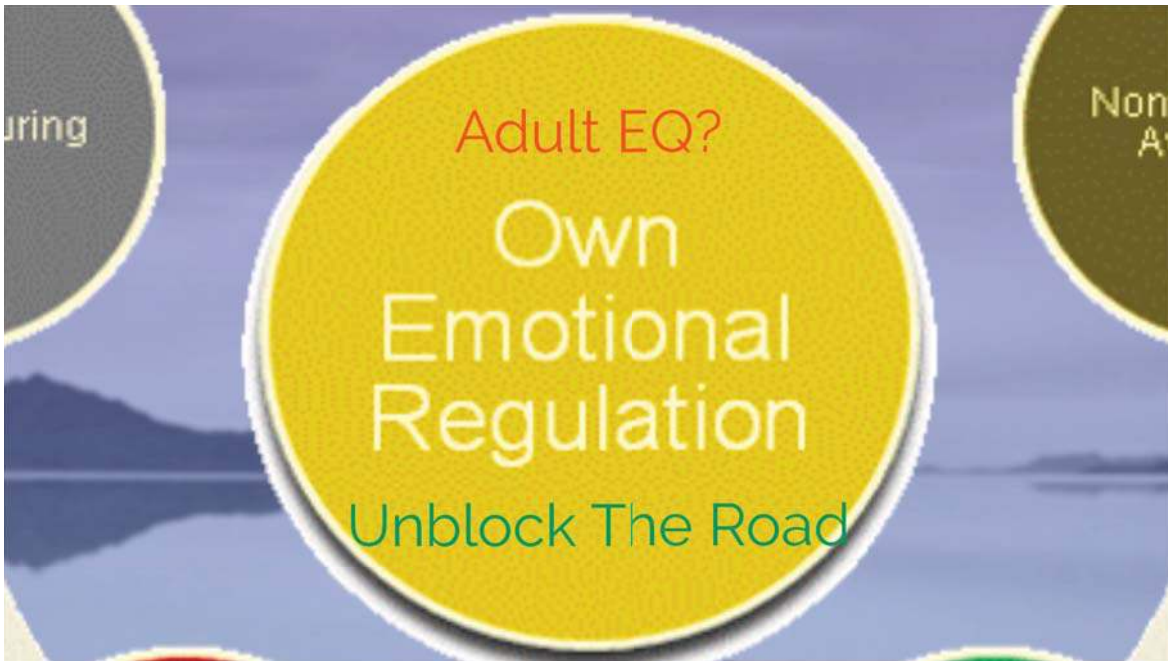
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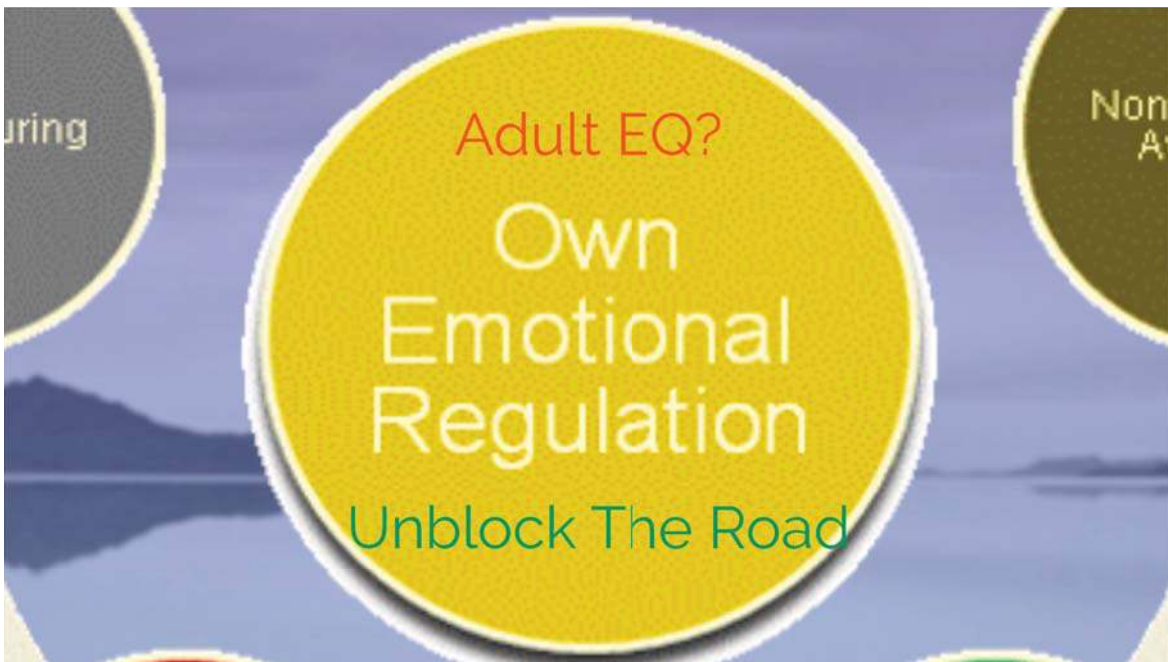
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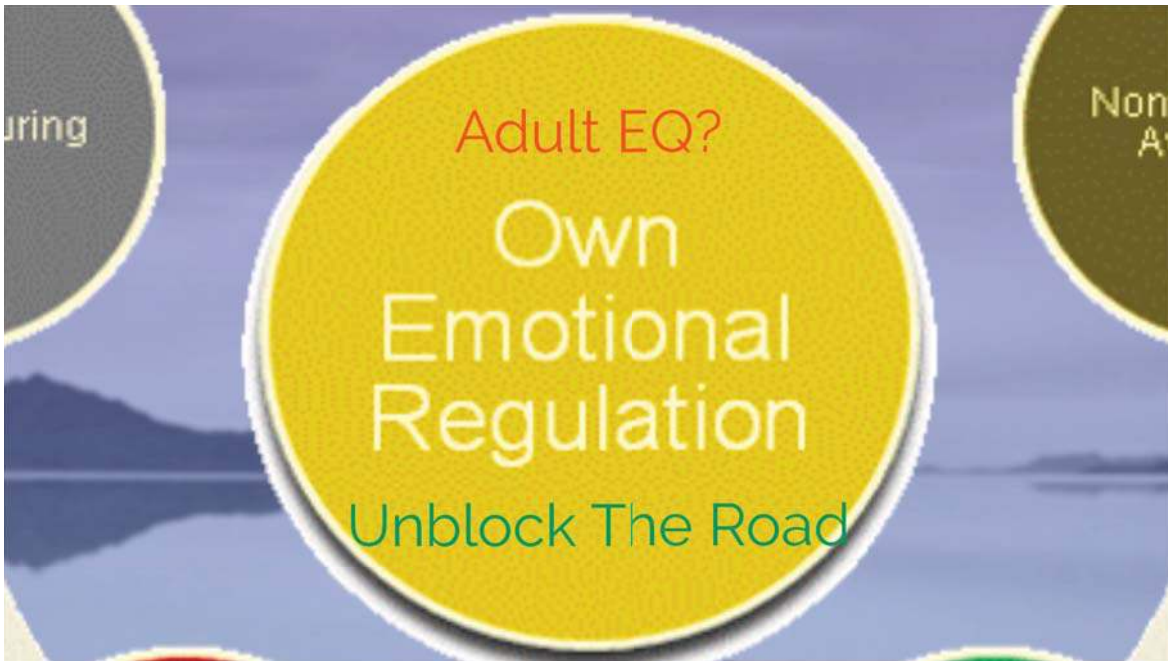
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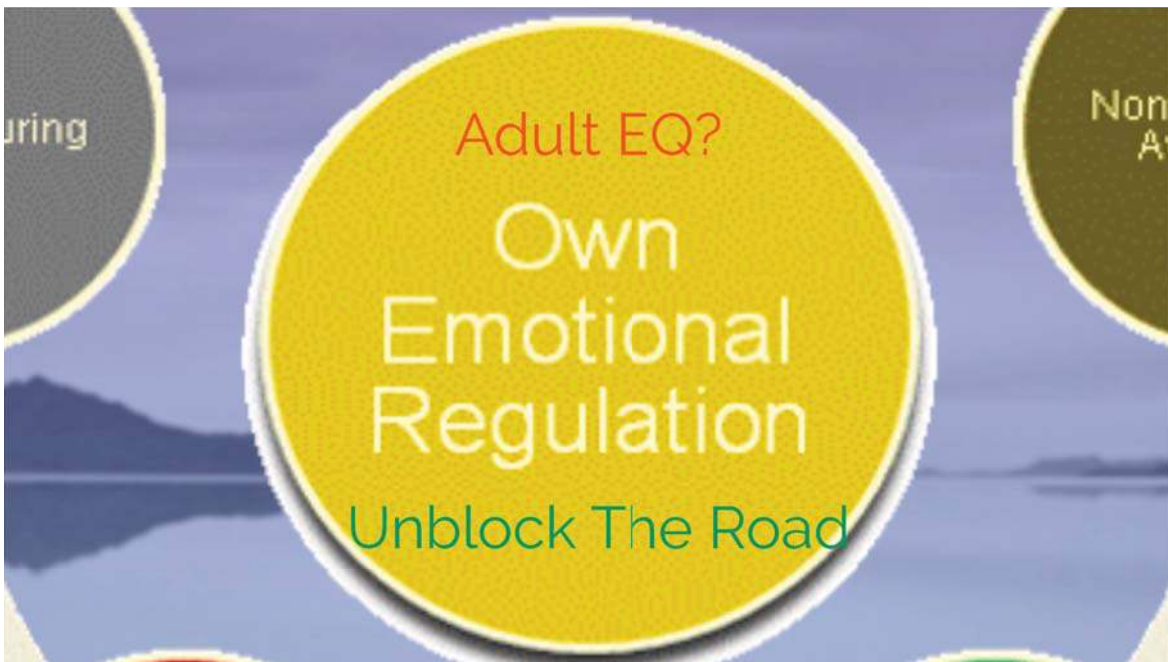
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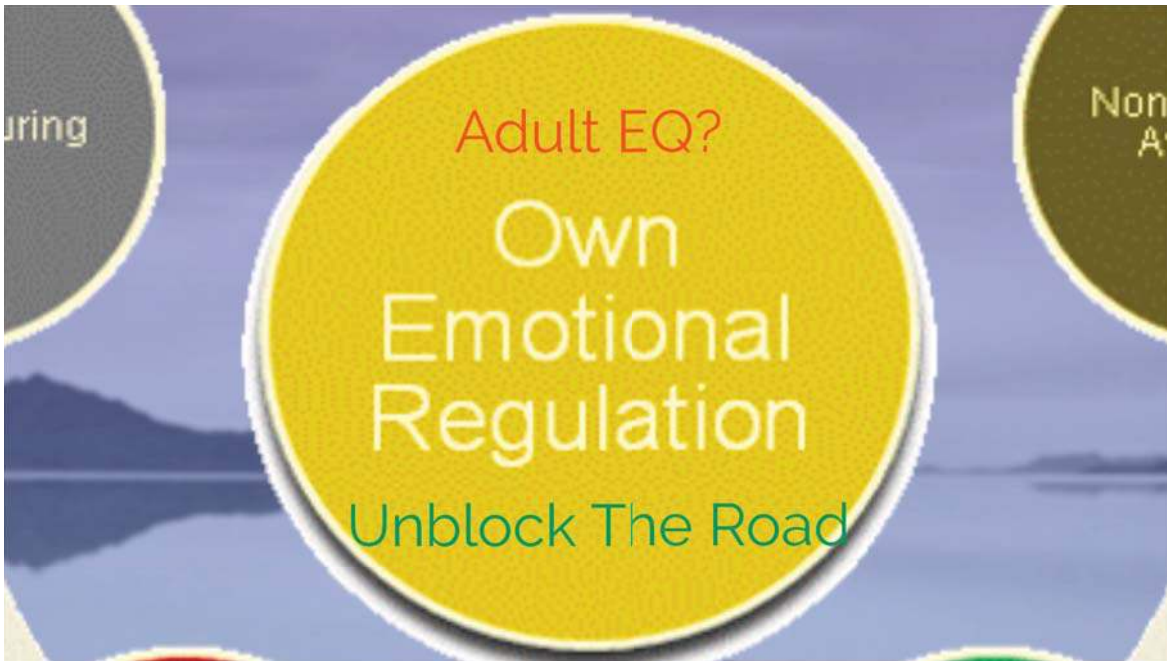
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88.



89.



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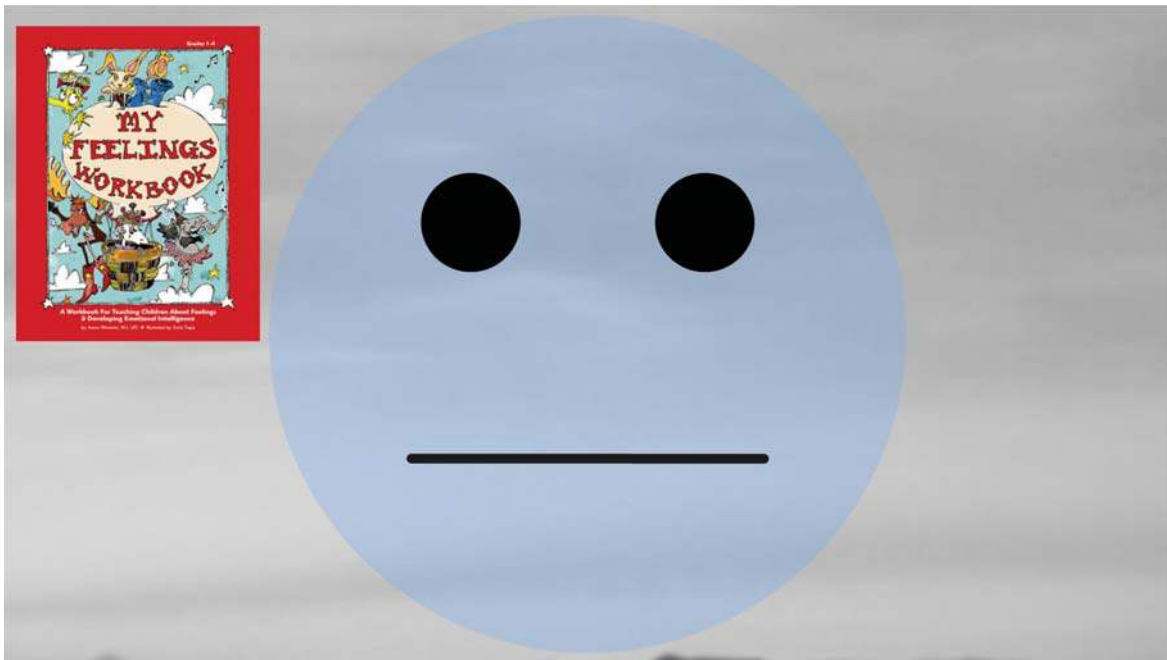
Build EQ TOGETHER!

- 4-7-8
- Healing Hand
- Whats the difference between mad, angry and frustrated?
- Feelings Traffic Lizard
- Wizard Lizard Maze

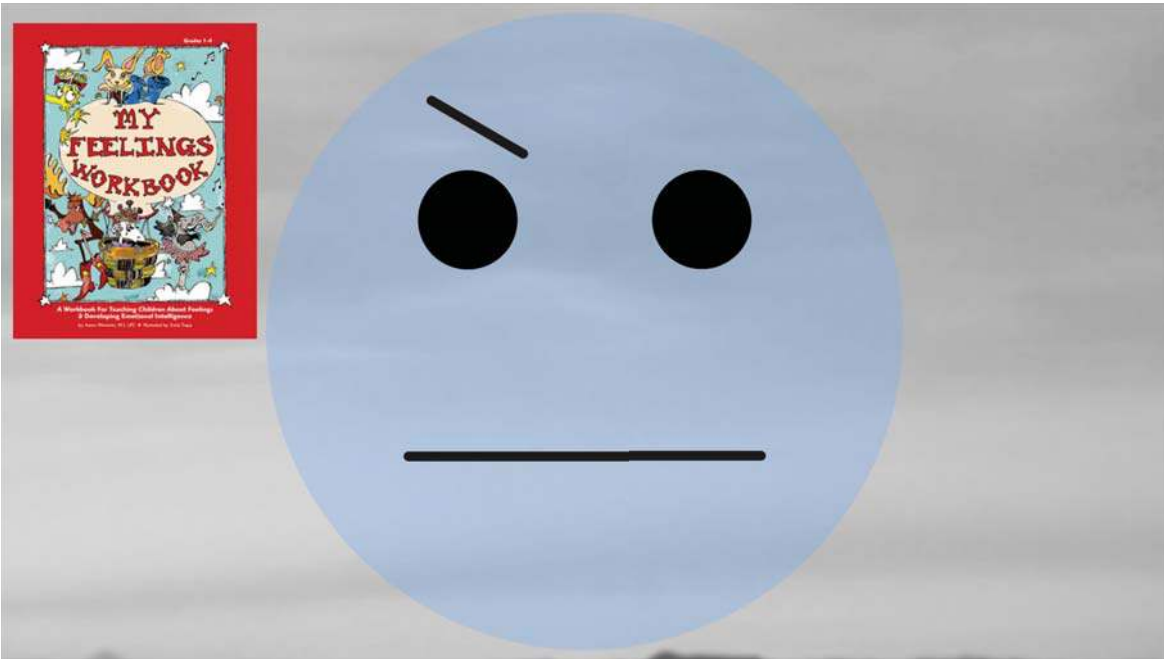
91.



92.



93.



94.



95.

