

Introduction to Resilience Focused Service Delivery

INTRODUCTIONS

Name

Local Organization

Role

One **person** you associate with Resilience

OBJECTIVES

Understand of the cognitive impact of trauma

Learn to identify trauma and its impact on behavior

Create a trauma-responsive culture

Teaching emotional regulation

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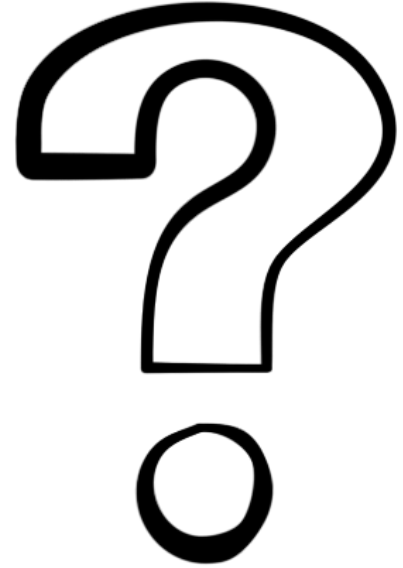
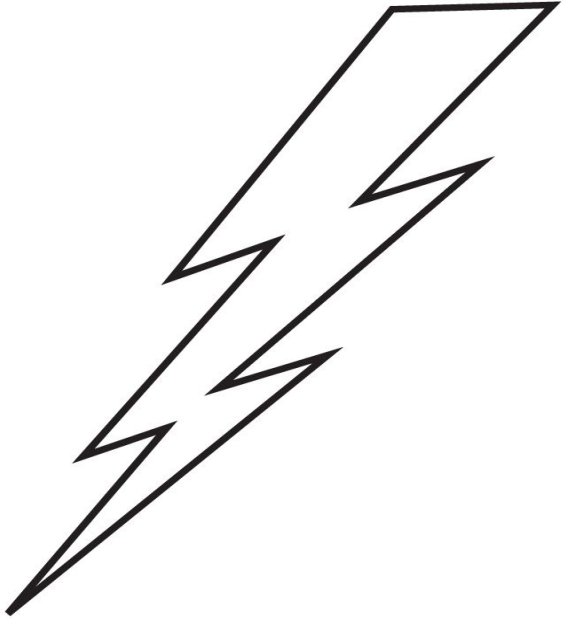
Create a trauma-responsive culture

Teaching emotional regulation

Brain Architecture Development



2 Types of Trauma



Trauma is in the eye of the beholder

What you should know about ACEs

[ACEs Video](#)

Your Turn

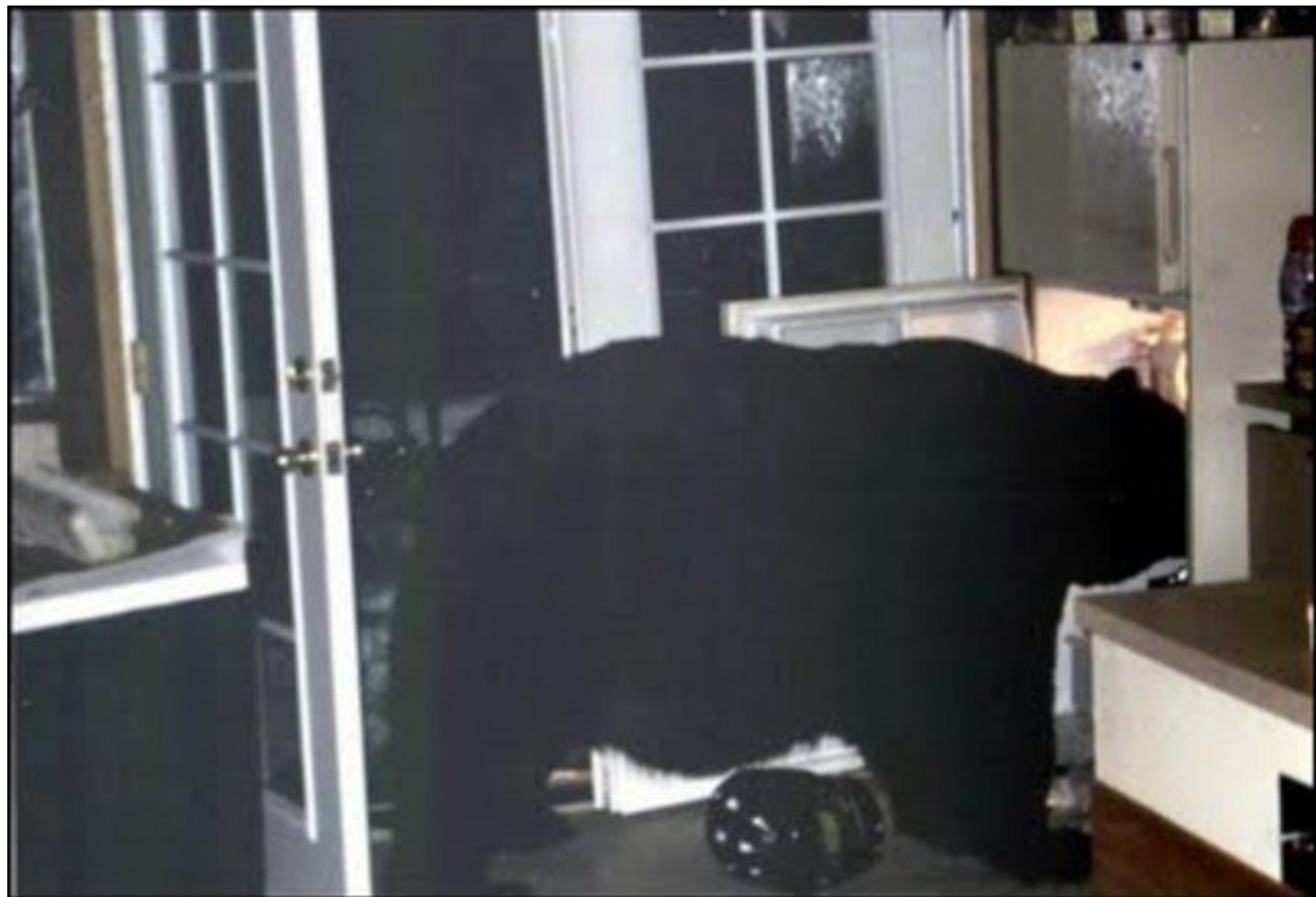
Before the age of 18, did you...

1. Experience emotional abuse?
2. Experience physical abuse?
3. Experience sexual abuse?
4. Experience emotional neglect?
5. Experience physical neglect?
6. Witness your mother being treated violently?
7. Lose a parent due to separation or divorce?
8. Live with someone who abused drugs or alcohol?
9. Live with someone who was mentally ill?
10. Have a member of your household who was in prison?

Each "Yes" is worth 1 point

Calculate a score



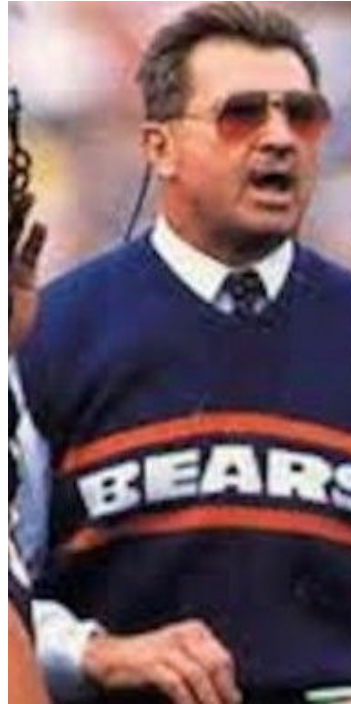


3 Key Parts of the Brain

Amygdala



Hippocampus



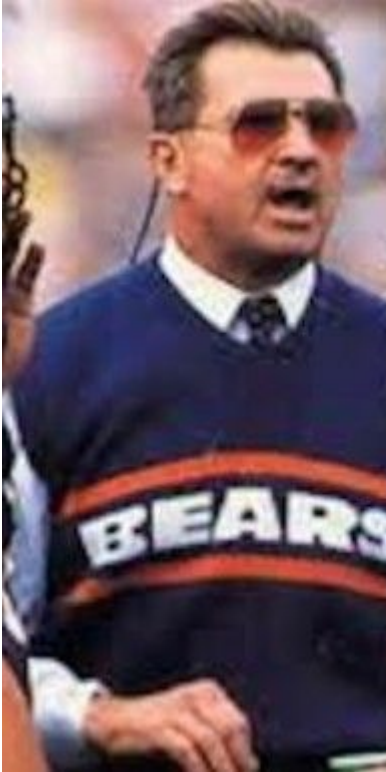
Prefrontal Cortex



Amygdala



Hippocampus

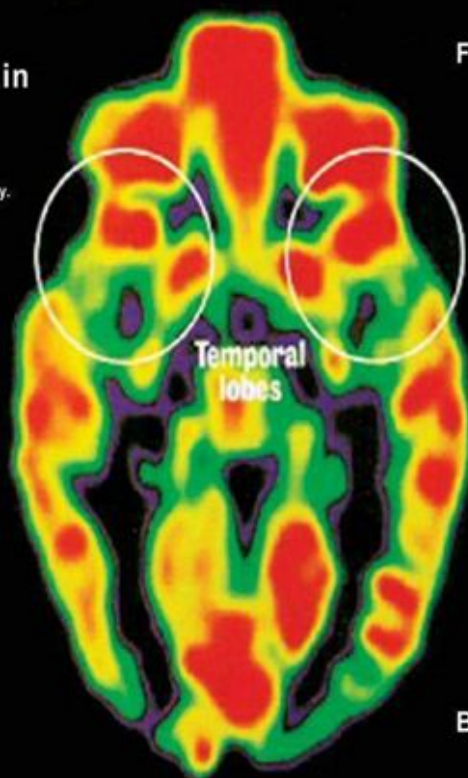


Prefrontal Cortex



Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

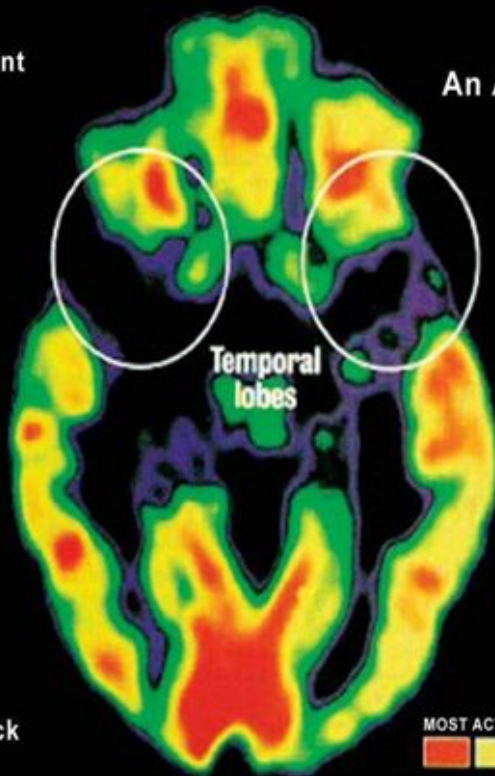


Front

Back

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



MOST ACTIVE LEAST ACTIVE

Red	Yellow	Green	Blue	Black
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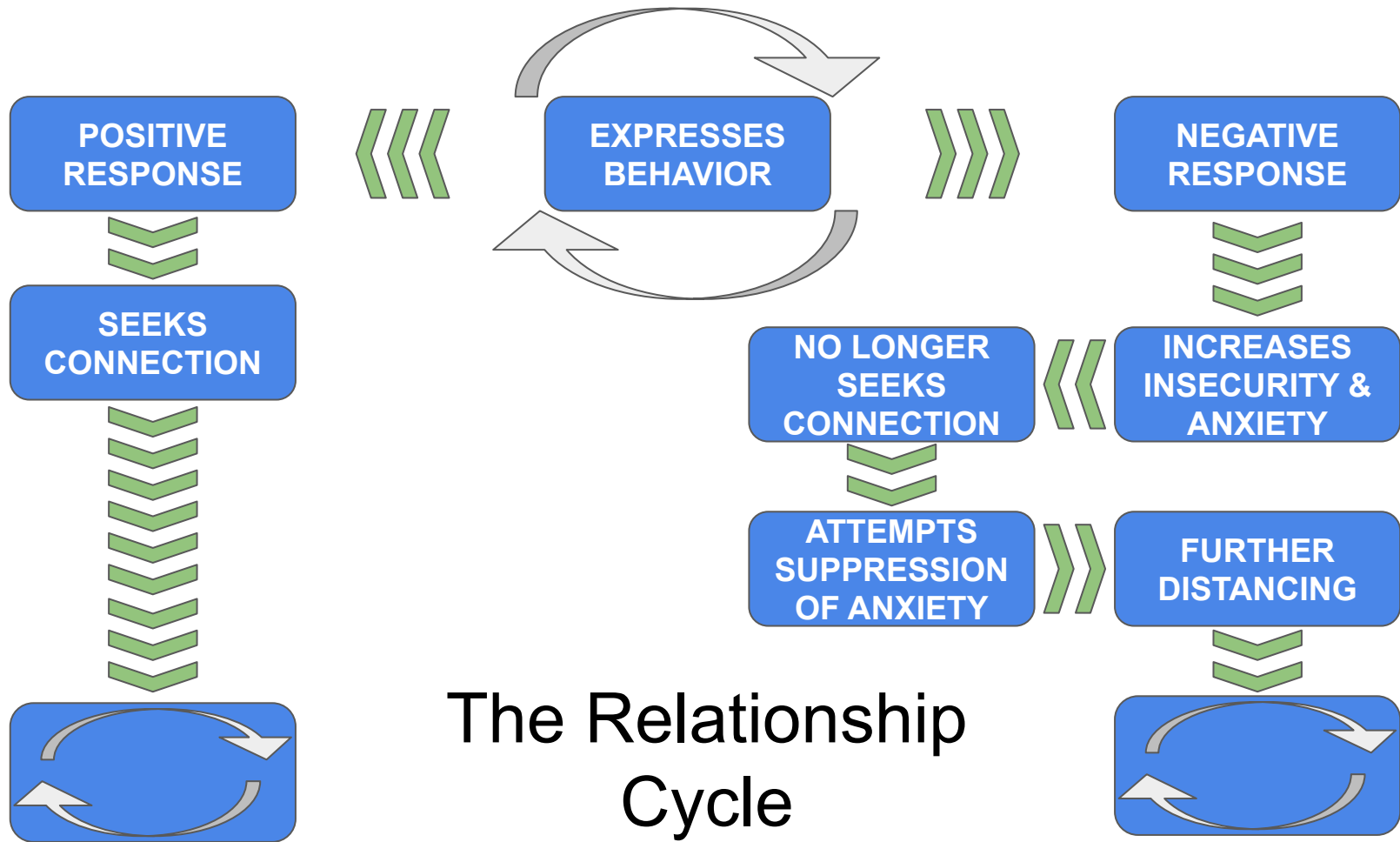
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Every behavior meets a need...



But there may not be words to express the need

Behaviors Related to Trauma

- Fear
- Anger
- Withdrawal
- Trouble concentrating
- Absenteeism
- Acting-out
- Avoidance
- A sense of “being on alert”
- Irritability
- Change in academic performance
- Increased activity level
- Substance abuse
- Over- or under-reacting to situations
- Heightened difficulty with authority
- Emotional numbness

“Fight” Example

Behavior

Anger

Misconception

Disrespectful

Need

Stability

Impact of Trauma on View of Self & World

No one is safe



No place is safe



I am not worthy
of being safe



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Trauma Responsive Culture



- Creating a culture optimal for individuals who have experienced trauma
- Being proactive can help reduce or mitigate behaviors related to trauma

Self-Regulation & Self-Awareness



Develop Relationships



Ask “Why”



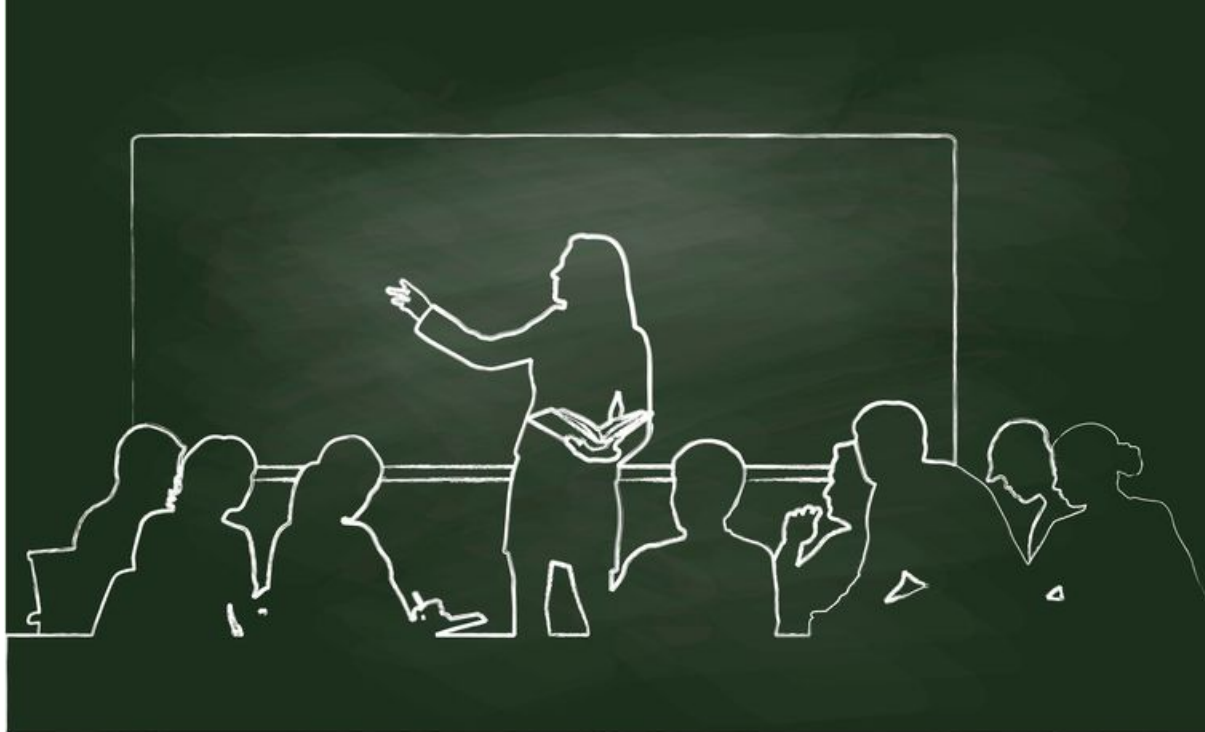
Provide Opportunities for Input, Choice, & Self-Control



Ensure Safety



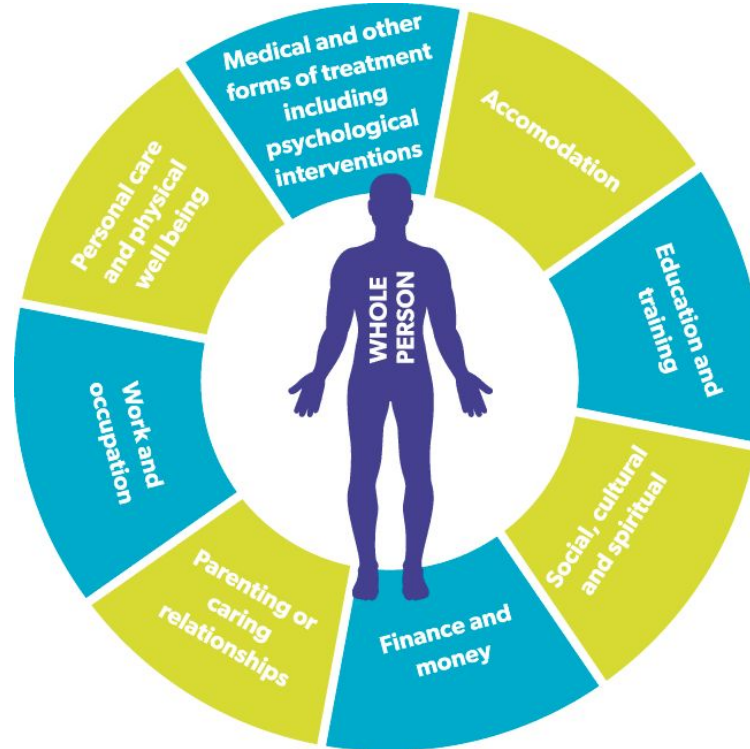
Educate on the Impact of Trauma



Maintain Structure



Look at the individual holistically



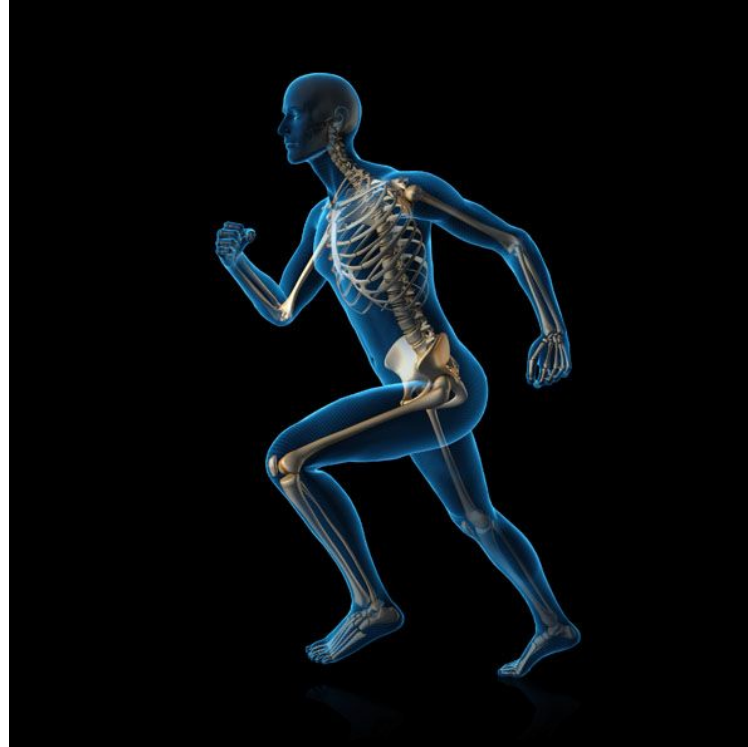
Help Remove Barriers



Teach Emotional Regulation Skills



Encourage Physical Movement



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Responding to Dysregulation



- Despite best efforts, you will still likely see individuals display signs of dysregulation

Triggers

We may never know all of the triggers for an individual as trauma can impact everyone differently.

Some common triggers include:

- Loud noises
- Touch
- Body language
- Frustration or Failure
- Challenges or Obstacles
- Anniversaries of tragic events
- Accidental bump in the hallway



Physical Movement

ADRENALINE



HEARTRATE



CORTISOL



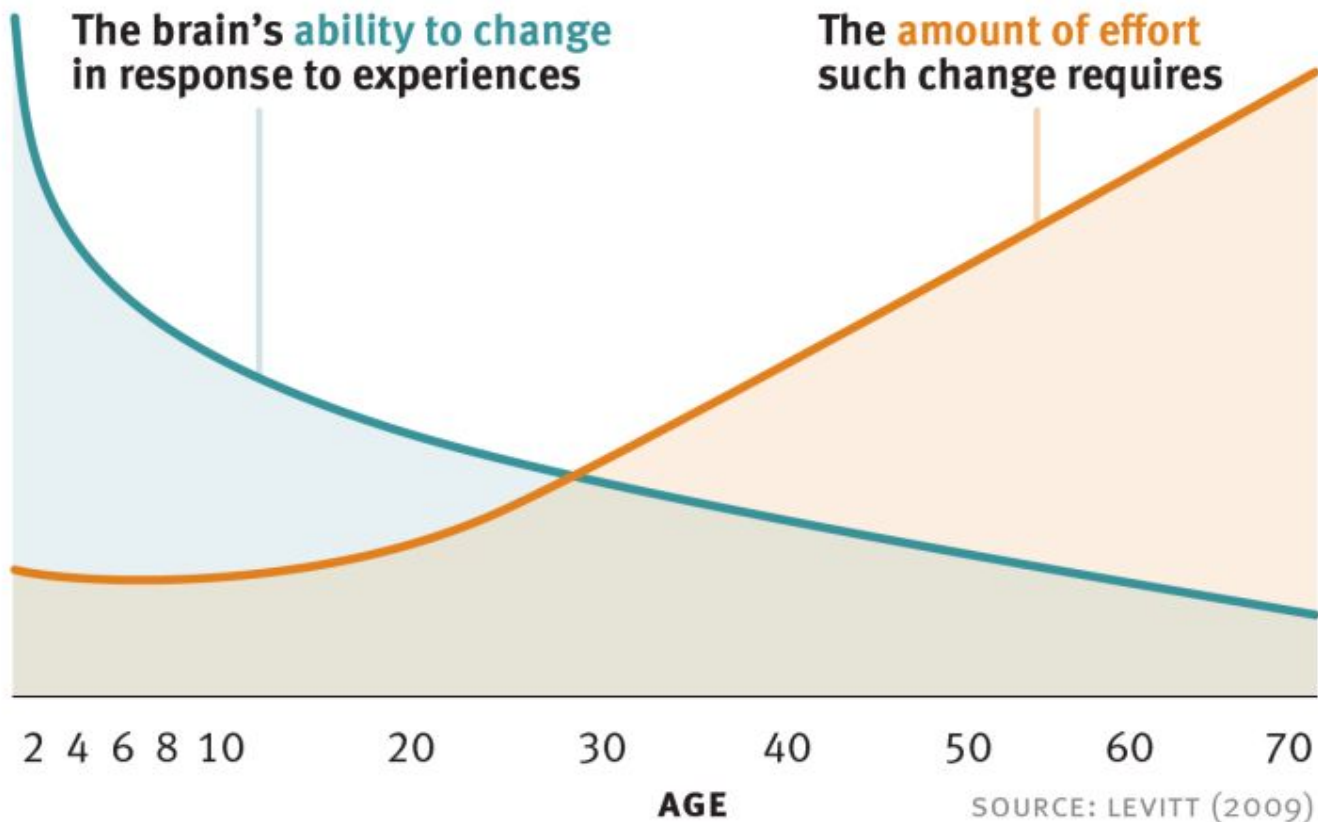
Breathwork

4
2
5



Grounding





Concluding Activity

What did you learn

What is an “aha” moment

What is an outstanding question

What are you going to do as a result of this training?



CONCLUSION