


**Welcome!**



Session I 2:15 – 3:15 p.m. I1,  
Building Resilience CE  
Beverly Downey-Eads

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*Goal for this session:*

1. Review ACEs (Adverse Childhood Events)
2. Explore strategies to create trauma sensitive environments
3. Develop ways to foster resilient learners.



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## Paper Heart

*If you've ever been hurt, crumple your paper heart.  
If you have ever been angry, frustrated, crumple your heart.  
Hold onto your heart...we will come back to it later.*

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Video of ACES

<https://vimeo.com/139998006>

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Take the quiz

<https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

NPR.org

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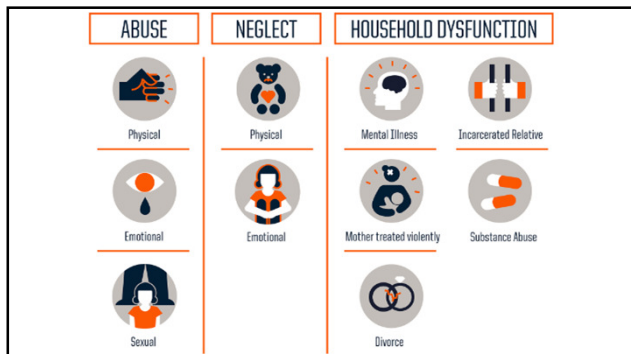
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## What's Missing?

*The ACES questions don't cover everything...  
There are:*

- Stressors outside the house (violence, poverty, lack of services...)
- Protective-Supportive Relationships
- Individual Differences:
  1. Not all children who experience **multiple ACES** will have poor outcomes
  2. Not all children who experience **no ACES** will avoid poor outcomes.
  3. A high ACES score is simply and **indicator** of greater risk




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## Aces are Common

About 64% of adults surveyed reported they had experienced at least one type of ACE before age 18.

Nearly 1 in 6 reported they had experienced four or more types of ACEs.




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### Prevent ACEs

Preventing ACEs could potentially reduce many health conditions. For example, by preventing ACEs, up to 1.9 million heart disease cases and 21 million depression cases could have been potentially avoided.

[CDC.gov/violenceprevention/aces](https://www.cdc.gov/violenceprevention/aces)

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### ACEs are costly

The economic and social costs to families, communities, and society totals hundreds of billions of dollars each year. A 10% reduction in ACEs in North America could equate to an annual savings of \$56 billion.

[CDC.gov/violenceprevention/aces](https://www.cdc.gov/violenceprevention/aces)

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### How Can We Build Resilience?

*Remember:*

- Aces scores don't tally the positive experiences early in life that can help build resilience and protect a child from the effects of trauma.
- Having a grandparent who loves you, a teacher who understands and believes in you, or a trusted friend you can confide in may mitigate long-term effects of early trauma.
- Can you name one person in your life that has been supportive of you?

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**How can we create trauma sensitive environments?**



- Recognize signs of trauma
- Use teaching models to describe the brain and body
- Throw negative incidents into the sea of forgetfulness

Page 52, Fostering Resilient Learners, ASCD, 2016

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Signs of Trauma or dysregulation

Fight	Flight	Freeze
		

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Which Horse is Fearful?

	
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Temple Grandin: "Animals learn new skills more easily with positive reinforcement. Learning new behaviors should always be a good experience for the animal. Use positive emotions and motivations such as praise, stroking or food rewards, not negative."

Page 309 Animals in Translation by Temple Grandin

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### Understanding the Brain

#### *"Upstairs of your brain"*

Cortex

Reflection, thinking, regulation, learning, planning, decision making

#### **"Downstairs Brain"**

*Limbic System:* Emotions, big feelings, Alarms, fight/flight/freeze

*Brain Stem:* Breathing, heart, safety (ie reflexes)

Dan Siegel Hand model <https://drdansiegel.com/hand-model-of-the-brain/>

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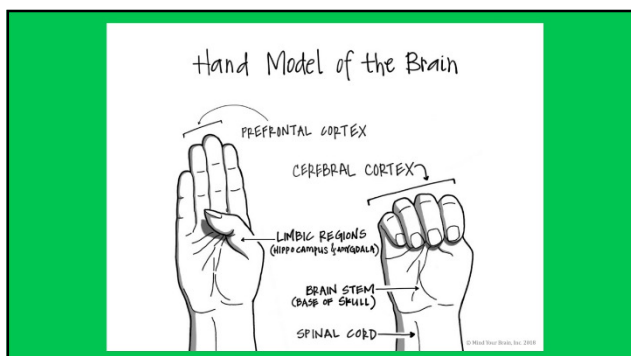
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### Hand model of the Brain 3 minute Video

[Dr. Becky Bailey Shows How To Demonstrate The Brain Hand](#)

Prefrontal lobe regulates



Limbic system regulates



Brain stem

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Let's Practice the "Handy" Brain Model

I Do it (video demonstrated it)

We Do It (We do it together)

You Do it (Independent Practice)

Model developed by Dan Siegel, <https://drdansiegel.com/>

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Learn to "Name it to Tame It"

*Everyone flips their lids.*

*Understanding what happens and develop ways to help the upstairs brain to get back in control*

*Individuals who have experienced trauma may have an alarm system that is stuck in the "on" position and they can flip their lid more quickly.*

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Scenario: Cabin in the woods



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### Fostering Resilient Learners

1. **Locked door**- "situation where someone frustrated you."

Our belief system is that we've done everything we can and nothing will work.

We are exhausted, emotionally drained and done. Our body says slow down.

1. Take a break.



1. Get renewed energy to find the open window.

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### The Goal:



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### The 5 Pillars of Resilience



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### Building Resilience in the Workplace

- **Relationships** - Positive relationships in the workplace foster support, teamwork, motivation, compassion and trust.
- **Internal Beliefs** - Staff with positive internal beliefs feel a sense of ownership, share their strengths, think creatively, feel valued, commit to the vision and mission of the organization, and are generally positive and optimistic.
- **Initiative** - Positive initiative in the workplace results in good communication, problem-solving, professional development, growth, new ideas, positive feelings and a sense of support.
- **Self-Control** - When positive self-control is fostered in the workplace it results in staff feeling understood, having clear boundaries, being flexible and using healthy coping skills.

<https://centerforresilientchildren.org/wp-content/uploads/DERLS-Full-Version.pdf>

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*No significant learning occurs  
without a significant relationship.*

*-James Comer 1995*

*Have you ever had a true relationship with someone who  
didn't trust you?*

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### Steps to Foster Resilience

1. Recognize that people who experience chronic stress and trauma typically live in their downstairs brain.

Trigger (the factor that causes a  cause:

- exhaustion
- previous experiences
- challenges to our belief system




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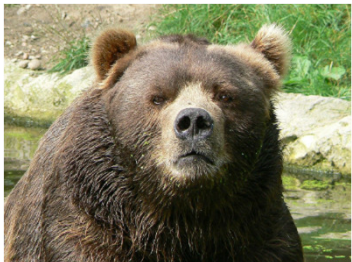
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**Don't Poke the Bear!!!**



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**Foster Resilience**

Step 2: We need to stay in our upstairs brain

Be Proactive:

Have a plan to prevent issues

Avoid power struggles; share expectations, be considerate and allow students to make their own choices

Build relationships

Hit the pause button



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**Helping someone deal with trauma**

**Be patient and understanding.**

Healing from trauma takes time. Be patient with the pace of recovery and remember that everyone's response to trauma is different.

**Offer practical support.**

That may mean helping with collecting groceries or doing housework, for example, or simply being available to talk or listen.

**Don't pressure them into talking but be available.**

Some trauma survivors find it difficult to talk about what happened. Don't force your loved one to open up but let them know you are there to listen if they want to talk, or to sit with them.

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**Helping others with Trauma, continued**

**Help Them to socialize and relax.** Encourage them to participate in physical exercise, seek out friends, and pursue hobbies and other activities that bring them pleasure. Take a fitness class together or set a regular lunch date with friends.

**Don't take the trauma symptoms personally.**

They may become angry, irritable, withdrawn, or emotionally distant. Remember that this is a result of the trauma and may not have anything to do with you or your relationship.

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**Let's try some situations**

Situation #1:

*You are giving a lesson in an indoor arena. The wind slams a large door and startles the horses and the riders. How do you calm this fight/flight/freeze response in both horses and people?*

*Goal: calm the (downstairs brain) amygdala and brain stem responses to get the upstairs brain (cortex) thinking again?*

Think to yourself

Pair up with someone and Share

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**Take out your Red Heart**



*If you have ever helped someone with a trauma event, smooth out your heart.*

*If you have ever helped yourself through trauma, smooth out your heart.*

*Is your heart as smooth as it was before you crumpled it?*

*Trauma changes people.*

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### FLIP it strategy

Example:

Child is refusing to listen...

- Feelings- "I see you are pretending you can't hear me. I wonder if you are feeling silly."
- Limits- "We use listening ears."
- Inquiries- "What can we do to help you listen?"
- Prompts- "Could I call you on my special phone to tell you my message...ring ring."

Practice Worksheet for Download: [Child Refusing to Listen](#)

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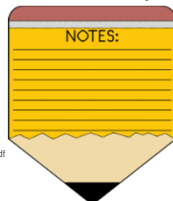
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### Another strategy:

Jot down 3 Good Things every night for two weeks

1. Set aside three to five minutes right before you go to sleep.
2. Grab some paper and jot down three things that went well that day,
3. Note why they went well.



<https://www.feelinggoodmn.org/documents/bounce-back/Random-Acts-of-Kindness-Cards.pdf>

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### Its "ok" to be "not ok"

- Trauma may leave a lasting imprint on our spirit, it doesn't need to render us incapable of moving forward.
- No one should feel pressured to "get over it."
- It takes time to work through grief , hurts and traumatic experiences.
- Not one size fits all when it comes to healing.

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Additional Resources:

Websites:

<https://openup.edu/>

<https://www.illustrativemathematics.org/HS-Conceptual-Change-SEPs-6-Full-Version.pdf>

Books:

Boyer, Kristen. *Fostering Resilient Learners* 2016

Costova, Esther Pia. *Growth Mindset Activities for Kids* 2020

Oakley, Barbara. *Mindshift* 2017

Free resources:

FLIP 6 Poster

<https://www.illustrativemathematics.org/HS-Conceptual-Change-SEPs-6-Full-Version.pdf>

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What questions do you have?

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Bounce Back song and activity

<https://www.youtube.com/watch?v=5NpFaYvA8>

*Thank you!*

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# Extra information

Only for reference after the program

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## Develop your Mission statement

1. What do you love?
2. Why do you continue to go to work everyday?
3. What do you believe about students?
4. What three words would you like others to use to describe you at your retirement dinner?

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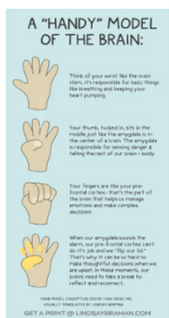
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**Uptairs / Downstairs Brain**  
 Think of your brain in two parts: the upstairs brain and the downstairs brain. The upstairs brain (Cortex) is the "reasoner" - thinking, planning, learning, decision-making, regulation and reflection.  
 The downstairs brain (limbic system) is the "emotional part" - feelings and our alarm system which is meant to keep us safe from danger (like when we're alerted by getting on a nearby flight or car away).  
 Most of the time the upstairs and downstairs parts work well together with our thoughts and feelings in a coordinated effort. Sometimes when we experience strong emotions or the alarm system goes off, we can flip our lid. The downstairs brain takes over and thinking stops or we're "stuck, stuck, stuck!"  
 Sometimes the downstairs brain sets off a **false alarm**. We feel danger (like a STA) but that makes us feel under attack, feeling possibly by your own actions in public or being read off by a teacher!  
**Name it if you know it!**  
 Everyone flips their lid. We can learn to "name it to tame it", understand what happens and develop ways to help the "system" from going too emotional.  
 Some people have had a tough time growing up or have had really stressful experiences in their lives (sometimes called trauma). This means that their alarm system gets stuck in the on position and can't turn the lid off and quickly it's not their "lid" - their experiences have been more than enough to start and looking for danger. For these people it can be really helpful to try practice **thinking it and naming it** with another person. We'll discuss about this is called **co-regulation**.  
**Why it's not up your hand!** Each hand is representing the upstairs brain. When you hold up your hand, you're representing the upstairs brain (your own mind). This is the model of a hand showing in harmony. The upstairs and downstairs are connected and communicating.  
**Why it's not up your hand!** Each hand is representing the downstairs brain. When you hold up your hand, you're representing the downstairs brain (your emotions). This is the model of a hand showing in harmony. The upstairs and downstairs are connected and communicating.  
**Why it's not up your hand!** Each hand is representing the downstairs brain. When you hold up your hand, you're representing the downstairs brain (your emotions). This is the model of a hand showing in harmony. The upstairs and downstairs are connected and communicating.

**Hand Model of the Brain - Why we "flip our lid"**

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### Six Communication Steps

1. Listen
2. Reassure
3. Validate
4. Respond
5. Repair
6. Resolve

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### Kid version of the the Hand, Brain Model

**Attachment and Trauma Treatment Center for Healing (ATTC)**  
 Healing for kids through connection, at all ages

**WHAT IS "FLIPPING MY LID"?**  
 It's when your downstairs brain (limbic system) "flips your lid" it means that your feelings get so big that you lose control of your ability to think and act clearly. You may notice:  
 • feeling overwhelmed, pushing, throwing things  
 • fighting, hitting, yelling, trying to run away from situations  
 • feeling numb, unable to move, feel it hard to speak  
 • feeling unable to control your emotions.

**SO HOW DOES THIS HAPPEN?**

**"HAND BRAIN MODEL"**  
 Hold your hand up to show your upstairs brain (Cortex) and your downstairs brain (limbic system). The hand is the "lid" that keeps your feelings and emotions in check.

**1** Hold your hand up to show your upstairs brain (Cortex) and your downstairs brain (limbic system). The hand is the "lid" that keeps your feelings and emotions in check.

**2** When you flip your lid, the "lid" (your hand) goes down. This means your feelings and emotions are out of control. The "lid" is the "lid" that keeps your feelings and emotions in check.

**3** To flip your hand (regain control of your brain), think of your "Big Brain" and it helps your "Little Brain" - the "Big Brain" helps you to think, reason, problem solve, and have a good time. It's the "Big Brain" that helps you flip your lid.

**INFORMATION AND STRATEGIES**

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