

Anchoring Resiliency: trauma sensitive practices for educational settings

Facilitator guide

May 15, 2017

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Overview of the materials

- This facilitator guide is compiled from training materials created by Multnomah County (OR) Defending Childhood Initiative staff (Kate Gigler, MSW and Erin Fairchild, MSW). The title of session 4 - *Cost of Caring* – and much of the content for Session 3 – *Race, Gender and Intersecting Systems of Oppression* - pulls heavily from *Changing Minds: a Leadership Institute for Educators and Community Partners* (Futures without Violence, 2016).
- Sessions 1-4 can be facilitated in any sequence, although a **recommended scope and sequence** overview is located the appendix. Session five - *Trauma Sensitive Behavior Response* – should be preceded by at least one of the other sessions.
- This facilitator guide is not intended to be a script, but rather an outline with recommended strategies, activities and discussion guides. Facilitators will be most successful if the content is offered in their own voice and from their own perspective. **Facilitators should use their best judgment to adapt the sessions to be responsive to specific audiences.** There are defined key terms and learning targets articulated at the beginning of each session but facilitators will need to determine if the recommended activities are a good method to achieve those given the participants. Facilitators should feel free to use alternative activities if needed.
- There are accompanying PowerPoint slides, handouts, and a lengthy ‘Toolkit’ resource list for learning more, which was pulled from the *Changing Minds* Institute materials.
- There are several prompts and opportunities for **sustaining and regulating activities** designed to promote mindfulness. Each session starts and ends with a ‘mindful moment’ that prompts participants to write down the first word that comes to mind within four domains: body, thought, emotion and spirit. In addition to that activity facilitators are encouraged to build in additional non verbal regulation strategies that might include breathing, movement, rhythm, tactile, visual or auditory activities. These activities are designed to regulate emotions and serve as ‘brain breaks’. There are some prompts to do this in the curriculum, but ultimately facilitators will need to use their own judgment about when a group would benefit most from a regulation activity.
- As facilitators pull slides, handouts or materials from this facilitator guide for their own use **please cite accordingly**. The recommended citation is: (*Anchoring Resiliency: trauma sensitive practices for educational settings*, Multnomah County Defending Childhood Initiative, 2017).
- This project was supported by Grant Number 2011-JW-FX-K059 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice.

Basic facilitation tips

Housekeeping

Each section has a lengthy introduction that prompts the facilitator to cover housekeeping basics such as how to find restrooms, emergency exits, water, snacks. Facilitators should provide information on when breaks will occur, schedule overview, requesting accountability around not using acronyms and giving permission for movement and individual breaks as needed. Facilitators should be courageous in asking participants to keep their technology distractions (cell phones, laptops, etc.) to a minimum.

How to begin a session? How to end it?

Each of the sessions should have a 'book end' activity, so that they consistently and predictably begin and end in the same way. Trauma sensitive perspectives honor that participants will enter into the training space bringing with them a lot of thoughts and prior experiences that will influence how they digest and make meaning of the content. Activities designed to bring mindfulness to these thoughts and experiences will be helpful and grounding. Likewise, attending to this transition in the same way at the end is recommended. Facilitators may also consider having participants do a 'ticket out' activity that provides opportunity for brief written reflection. Questions could include *What questions are you left with?* Or *What is one way you will ask about resiliency with your students or colleague?*

How do you engage with your audience?

Gathering information about your audience ahead of time is critical. It will help facilitators adapt content, but also determine whether an audience is 'ready' for the material. Some questions to get answered ahead of time might include: *Tell me about other professional development initiatives the staff has attended? What was their – positive or negative - reaction? What type of racial equity awareness or work has your school taken on? Tell me a little about your school or organization's behavior supports for students? Have there been any recent acute traumatic incidents involving students, staff or community members? What type of community-level resiliency and healing do you observe in this building/organization?*

What is your responsibility as a facilitator? Who is the expert?

Trauma sensitive practices are truly interdisciplinary. Facilitators might have deep content expertise or experience – personal or professional - in one area but not another. An effective facilitator will combine that content expertise on and experience with trauma and resiliency with the creation of a safe and connected environment through activities, discussion groups and individual tasks that allow participants to also learn from each other. Facilitators should be transparent about the limits of their expertise and experience, and clearly call out where they will be relying on participants' expertise and perspective.

Social justice perspectives on facilitation

This trauma sensitive practices curriculum is *strongly rooted in a social justice, public health approach to violence prevention and childhood adversity*. The intersections with race and equity work are numerous, and therefore quickly surface inherent power dynamics present in a training space that must be recognized and navigated effectively. This is no small task, and can be further complicated if the facilitator is a member of that school community or organization, as opposed to a guest facilitator.

The following information on facilitation techniques is by no means a thorough primer on navigating equity dialogue, but rather designed to be ‘food for thought’ as facilitators engage with the materials, particularly Session #3 *Race, Gender and Intersecting Systems of Oppression*.

The below material is pulled directly from: Sensoy, Ö. , DiAngelo, R. (2014). Respect Differences? Challenging the Common Guidelines in Social Justice Education. *Democracy and Education*, 22 (2), Article 1. Available at: <http://democracyeducationjournal.org/home/vol22/iss2/1>

The authors define 'social justice' as a recognition that:

- ✓ all people are individuals, but we are also members of socially constructed groups;
- ✓ society is stratified, and social groups are valued unequally;
- ✓ social groups that are valued more highly have greater access to resources and this access is structured into the institutions and cultural norms;
- ✓ social injustice is real and exists today;
- ✓ relations of unequal power are constantly being enacted at both the micro (individual) and macro (structural) levels;
- ✓ we are all socialized to be complicit in these relations;
- ✓ those who claim to be for social justice must strategically act from that claim in ways that challenge social injustice; and
- ✓ this action requires a commitment to an ongoing and lifelong process.

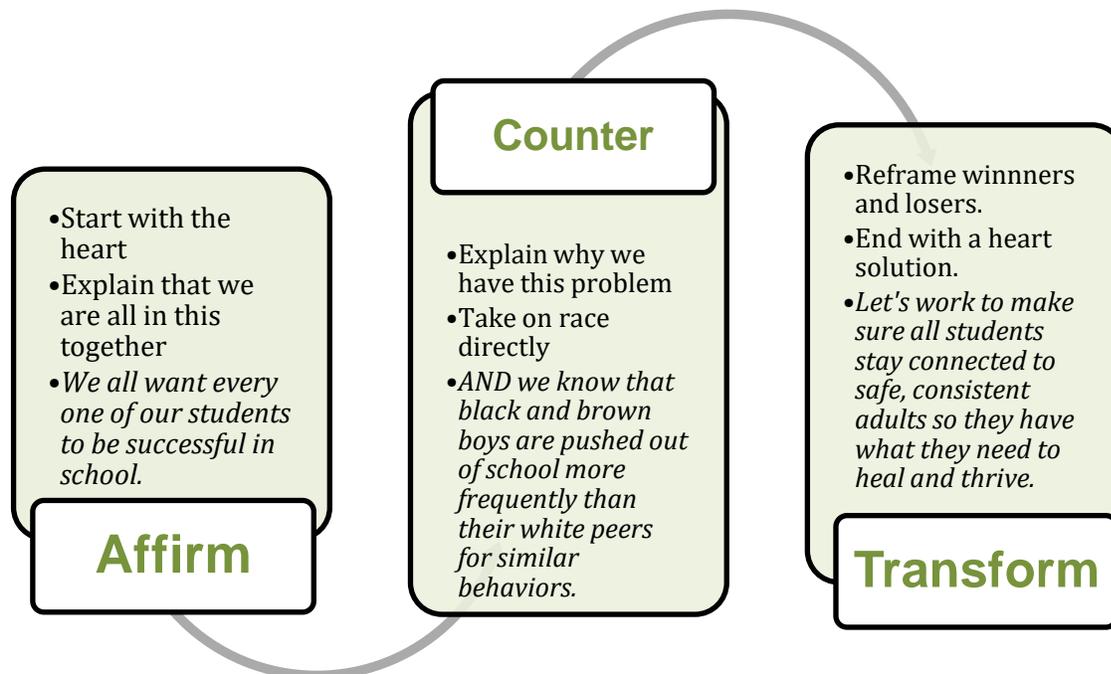
The article also argues that common group agreements (be respectful, listen to others) often work to perpetuate dominant narrative in a training space, and further silence already marginalized voices. The authors instead advocate for these alternative agreements. These agreements must first be made personally relevant to the facilitator and then intentionally incorporated into facilitation style. They should then introduce them to participants, through modeling during dialogue or as explicit agreements that participants engage with before training content starts.

Strive for intellectual humility. Be willing to grapple with challenging ideas.	Differentiate between opinion—which everyone has—and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.	Let go of personal anecdotal evidence and look at broader group-level patterns.
Differentiate between safety and comfort. Accept discomfort as necessary for social justice growth.	Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to your instructor and those whose work you study in the course.	Identify where your learning edge is and push it. For example, whenever you think, <i>I already know this</i> , ask yourself, <i>How can I take this deeper?</i> Or, <i>How am I applying in practice what I already know?</i>
Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.		

The following are sample discussion starters that can support adhering to the above agreements. They also operationalize a training setting that is fully aligned with the social justice definitions offered here. As may be noted, many of these questions are intertwined:

- ✓ I'm really nervous/scared/uncomfortable to say [X], but . . .
- ✓ From my experience/perspective as [identity], . . .
- ✓ I'm afraid I may offend someone, and please let me know if I do, but . . .
- ✓ It feels risky to say [X], but . . .
- ✓ I'm not sure if this will make any sense, but . . .
- ✓ I just felt something shift in the room. I'm wondering if anyone else did . . .
- ✓ It seems like some people may have had a reaction to that. Can you help me understand why?
- ✓ Can you help me understand whether what I'm thinking right now might be problematic?
- ✓ I've been wondering about how we are using [term] in this discussion . . .
- ✓ I have always heard that [X]. What are your thoughts on that?
- ✓ How would you respond to [X] from a social justice framework?
- ✓ I am having a "yeah, but" moment. Can you help me work through it?
- ✓ Given the reality of inequitable power, would it be better if . . . ?
- ✓ How does [X] effect relationships between [Y] and [Z]?
- ✓ What is another example of [X]?
- ✓ This perspective is new to me, but I'm wondering if it is accurate to say that . . . ?
- ✓ This is what I understand you to be saying: . . . Is that accurate?

The authors of this facilitator guide have also found great value in the Center for Social Inclusion's Talking about Race Toolkit, and their Affirm, Counter, Transform (ACT) model. This model has shown success in effectively responding to a question or comment that is in opposition to a social justice frame or a trauma sensitive approach.



The complete toolkit can be retrieved online at : <http://www.centerforsocialinclusion.org/wp-content/uploads/2015/08/CSI-Talking-About-Race-Toolkit.pdf>

Session 1: Trauma and Resiliency Frameworks

90 minutes

Key terms:		
<p>Trauma (acute, ambient and chronic), Complex trauma, Historical trauma, Resiliency</p>		
Learning targets:		
<ul style="list-style-type: none"> • Define trauma and resiliency • Apply a race and equity lens to broaden conventional definitions of trauma and resiliency 		
Slide Image	Min	Description of activity
	5	<p>Opening notes:</p> <ul style="list-style-type: none"> • Brief introduction of the facilitators and participants (name, role, other background). • As we enter into this learning space together, we hope to better mind and pay attention to transition in small and large ways. Bruce Perry, the famous child trauma psychologist, says that ‘transitions are the times of greatest dysregulation’. We experience this daily in our schools; think about what our classrooms look like when we come back from lunch [or insert your own example here]. We are usually not ‘ready to learn’ or similarly ‘ready to teach’ at the exact moment we sit down in our seats in a new room. We will wrap a little mind and body awareness into the beginning of our session today to better support our transition into this learning space together.
	5	<p>Individual, then optional group share out:</p> <ul style="list-style-type: none"> • Each of you should have a note card that has been divided into four columns, labeled ‘body, thoughts, emotions, spirit’. Please take a moment to check into those four domains for yourself and write down the first word that comes to mind in each column [model your own example, if comfortable]. ‘Spirit’ is used as a catch all category for those elements that are relationally grounded. For most, one domain will be dominant in our experience in this moment. I will ask a few folks to share out, but otherwise the information you write down will be kept for your eyes only. If you want to draw a picture instead of a word, that is fine. • Ask 4-5 volunteers to share out a word, or identify which domain is dominant.
	5	<p>Large group discussion:</p> <ul style="list-style-type: none"> • Trauma informed meetings: [Use slide #5 as a general launching point for establishing shared understanding about how the session will be run.]

	5	<ul style="list-style-type: none"> • Please point out the bathrooms, exits and place to access water. • Mention that breaks can be taken as participants individually need. • If you find yourself pulling out your cell phone, please notice that. We're asking for as much presence with this content as you can make space for right now. • This dialogue will often cross the personal/professional divide. We are talking today about response to student behavior and how you view this response will depend very much on your own personal identities (visible and invisible to others) and resulting experiences within the public education system. To facilitate this conversation, we're hoping folks might be willing to share out a little but also ask that the information stays confidential if shared. <p>Learning targets:</p> <p>[Read the learning targets slide.]</p>
   	10	<p>Mini lecture:</p> <p>Overlapping risk and protective factors: We know there are protective elements or resiliency factors that, if present in a child's life, can both prevent violence exposure from happening and, if it occurs, prevents it from happening again. Resiliency factors can stack up to produce a positive outcome in a child's life despite ongoing violence exposure. On the flip side, there are risk factors that, if present, can be predictive of violence exposure. For the purposes of today, every time we talk about trauma or stress, we will also do our best to stay grounded in the resiliency present in all of our lives because it is so powerful.</p> <p><u>Prompt: Who can offer a working definition of resiliency?</u> Resiliency, at its most basic, is to 'bounce back'. In relation to trauma it is the ability to respond to an event in a way that strengthens bonds, resources, and an individual's capacity to cope. Inside a school community this is typically facilitated by safe adults, processes and forums that facilitate empowerment, equity, voice and choice.</p> <p>We will now take a moment to ground ourselves in our own childhood experiences of resiliency. Please pull out the <i>Promising Futures: Promoting Resiliency</i> handout; it lays out evidence-based protective factors for domestic violence in three domains: individual, family and community. Circle sources of resiliency that you experienced as a child and youth. How we individually perceive resiliency in our students will be formed by how we experienced it – or not – as children ourselves.</p> <p>This documentary trailer provides a nice overview to get us started.</p> <p>Show the <i>Resilience: The biology of stress and the science of hope</i>: https://vimeo.com/137282528</p> <p>The video mentions childhood adversity. This slide compares national level data around common experiences of childhood adversity and data from the Oregon Healthy Teens survey so that you can take in some local data. <u>Prompt: What observations do you make about the data here?</u></p> <p>Small group activity:</p>



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In small groups, define the words trauma, acute trauma, ambient trauma, chronic trauma and complex trauma. Prompt: 1. Define trauma, 2. Describe the different types laid here. [Let participants know individuals will be asked to report out after they discuss. Alternately, small groups can each be assigned one term to describe and then report out]

Large group report out:

[Use the below definitions to supplement and add on to definitions offered during the large group report out and discussion].

Trauma: An event, or a series of events, that overwhelms an individual’s ability to cope, has negative physical and social emotional impacts and can change their worldview. Trauma is a highly individualized response; two people who experience the same event will understand and make sense of it differently. Trauma must be viewed relationally. An event is more likely to have a negative impact if it was perpetrated by someone with power or who an individual previously viewed as safe.

Acute trauma: A single traumatic event, with a defined beginning, middle and end. These are unexpected, unlikely to occur in repetition and not part of the daily fabric of an individual’s life. They are also likely to be widely socially validated and legitimized as a traumatic event. [Have participants offer examples.]

Ambient trauma: A set of seemingly insignificant events that, as they accumulate, can have a traumatic impact. This slide shows a household that is significantly impacted by mental health, extreme poverty, a maxed-out schedule and/or substance abuse. Individuals experiencing ambient trauma might not notice it as significant day to day; it might even be normalized. Prompt: This slide refers to experiences inside the home. What are community or societal level experiences that might constitute ambient trauma?

Chronic trauma: Events that are episodic, likely to repeat over long periods of time and are unpredictable in their intensity (they could be moderate or very very severe). This is the frontier in the study of child trauma. While the impact of acute trauma is better described, researchers are just now fully understanding the full scope of the negative impacts of this longer-term exposure. Examples could include domestic violence and school bullying.

Complex trauma: Describes a child’s exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure. Complex trauma often occurs within the context of a caregiver and thus negatively impact neural and social emotional development, including a child’s ability to securely attach to other safe adults.

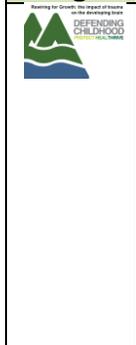
Toxic stress: Long term stress that has significant, negative physical health outcomes. With its origins in medicine and public health this term describes the impact to brain architecture and the body’s physiological stress response.

 	<p>10 Mini lecture, then large group discussion:</p> <p>All of these types of trauma have a present day context, but events that <i>occurred in the past</i> do influence whether a student may understand an event in the present day as traumatic or not. This circle is used to describe events that occur out in the broader, socio political spheres of an individual's experience.</p> <p>Historical trauma: A defined event, or series of events, that impacts a defined and often marginalized or oppressed group or community. Examples include genocide, loss of culture or the forcible removal from a homeland or family. Although these events occurred in the past, they have negative physical and social emotional impacts for present day descendants of those who experienced it. These events often occur out in the societal sphere and are perpetrated by formal institutions. <u>Prompt: What are examples of historical traumas that have been perpetrated within public education systems in the United States? [Examples may include Native American boarding schools, disproportionate and exclusionary discipline practices impacting students of color, or isolating or punitive practices directed at students with learning disabilities.]</u></p> <p>Self Regulation activity:</p> <p><u>[At this point, the energy may be low, so consider doing a movement, or rhythm, activity that is regulating.]</u></p>
 <p>A trauma-sensitive school... Realizes both the widespread impact of trauma and the role the school can play in promoting resiliency; recognizes the signs and impacts of trauma in students, families and staff; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization of students and staff. * Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach (2014) by the DCI trauma informed schools advisory group.</p>  <p>Unique's Story</p> 	<p>20 Large Group activity:</p> <p>Resiliency is often culturally-based or culturally sustaining. While 'trauma informed practices' has gained speed in offering strategies for formal institutions to consider, the ability to heal and facilitate resiliency is inherent to the human experience. Many of our traditions arise from experiences of oppression and marginalization. <u>Prompt: Let's consider a school context. What are some examples of culturally responsive or specific social justice activities, activism or other organizations that can be healing for students?</u></p> <p>A trauma-sensitive school then: Realizes both the widespread impact of trauma and the role the school can play in promoting resiliency; recognizes the signs and impacts of trauma in students, families and staff; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization of students and staff. * Adapted from SAMHSA's Concept of Trauma and Guidance for a Trauma Informed Approach (2014) by the DCI trauma informed schools advisory group.</p> <p>Re introduce the <i>Promising Futures: Promoting Resiliency</i> handout.</p> <p>We will now watch a video found on the Changing Minds Now website. Please circle resiliency factors that you observe in this short video.</p> <p>Show <i>Unique's Story</i>: https://www.youtube.com/watch?v=NRIECTLFhkM <u>[This video will likely elicit strong emotional reactions. Please view ahead of time and prepare participants. Consider incorporating a regulation activity afterward.]</u></p>

	5	<p><u>Prompts: What examples of resiliency did you see in Unique’s story? How do you uncover and promote resiliency factors with your students?</u></p> <p>As a ‘ticket out’ of the session ask participants to each pull out one sticky note and write down a ‘resiliency strategy’ using this prompt: <u>What is one way you can engage with or ask students and families about resiliency factors in your setting?</u></p> <p>Closing notes:</p> <p>Traumatic events are nearly universal in the human experience. The focus for educators needs to be firmly grounded in resiliency and in how schools and adults can be enhanced sources of protection for vulnerable students.</p> <p>Make space for affirmations and appreciations. Or prompt participants for a one word check out from their ‘mindful moment’ cards.</p>
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Session 2: Rewiring for Growth

90 minutes

<p>Key terms:</p> <p>Emotional regulation, brain architecture (cortex, limbic, midbrain, and brainstem), brain states, toxic stress, neural connections</p>		
<p>Learning targets:</p> <ul style="list-style-type: none"> • Describe the impacts of trauma on brain development • Use the ‘brain in the hand’ model to identify brain architecture and basic function • Describe one example of how to regulate the emotional and physiological states of students • Describe how neural connections can be built (or ‘rewired’) through repeated calming experiences within relationships with adults perceived as safe. 		
Slide Image	Mins	Description of activity
	5	<p>Opening notes:</p> <ul style="list-style-type: none"> • Brief introduction of the facilitators and participants (name, role, other background). • As we enter into this learning space together, we hope to better mind and pay attention to transition in small and large ways. Bruce Perry, the famous child trauma psychologist, says that ‘transitions are the times of greatest dysregulation’. We experience this daily in our schools; think about what our classrooms look like when we come back from lunch [or insert your own example here]. We are usually not ‘ready to learn’ or similarly ‘ready to teach’

  	<p>5</p> <p>5</p> <p>5</p>	<p>at the exact moment we sit down in our seats in a new room. We will wrap a little mind and body awareness into the beginning of our session today to better support our transition into this learning space together.</p> <p>Individual, then optional group share out:</p> <ul style="list-style-type: none"> Each of you should have a note card that has been divided into four columns, labeled 'body, thoughts, emotions, spirit'. Please take a moment to check into those four domains for yourself and write down the first word that comes to mind in each column [model your own example, if comfortable]. 'Spirit' is used as a catch all category for those elements that are relationally grounded. For most, one domain will be dominant in our experience in this moment. I will ask a few folks to share out, but otherwise the information you write down will be kept for your eyes only. If you want to draw a picture instead of a word, that is fine. Ask 4-5 volunteers to share out a word, or identify which domain is dominant. <p>Large group discussion:</p> <ul style="list-style-type: none"> Trauma informed meetings: [Use slide #23 as a general launching point for establishing shared understanding about how the session will be run.] Please point out the bathrooms, exits and place to access water. Mention that breaks can be taken as participants individually need. If you find yourself pulling out your cell phone, please notice that. We're asking for as much presence with this content as you can make space for right now. This dialogue will often cross the personal/professional divide. We are talking today about response to student behavior and how you view this response will depend very much on your own personal identities (visible and invisible to others) and resulting experiences within the public education system. To facilitate this conversation, we're hoping folks might be willing to share out a little but also ask that the information stays confidential if shared. <p>Learning targets:</p> <p>[Read the learning targets slide.]</p>
 	<p>10</p>	<p>Mini lecture on brain architecture:</p> <ul style="list-style-type: none"> Today we will use the metaphor that brain development is like constructing house. We can always add on or tear out a floor but that is only possible if the foundation is strong. The foundation is early childhood brain development. Our brains develop upward and outward, starting in utero with the brain stem. Today we will be focusing mostly on the development of emotional regulation which, in typical development, is intensively 'under construction' between 2-5 years but continues well into adulthood. Prompt: Can anyone offer a working definition of 'emotional regulation? Emotional regulation is a process of controlling, modulating, inhibiting or initiating one's emotions and behaviors in a given situation. Basic emotional regulation occurs in the midbrain, while more complex skills



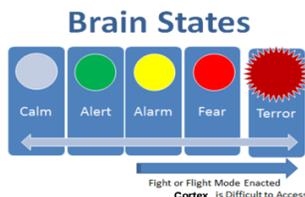
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related to emotional identification and literacy requires integration with the limbic system and cortex. Thinking and function becomes more sophisticated and complex as it moves up, with automatic reactions occurring 'downstairs' in the brain stem and conscious thought happening 'upstairs' in the cortex.

- In this slide we can see the basic functions associated with the brain's structures that we are talking about today. [Read off the primary functions].
- Prompt: When we say 'abstract' and 'concrete' thought, what are examples from your classrooms that can you think of? Examples include sequencing, planning for the future, cause and effect, verbal reasoning, hypothetical situations, memory encoding, memory recall, the ability to focus attention.
- When a lower part of the brain is dysregulated the functions above it can go 'offline'. One example to illustrate this might be when we are doing a really hard physical work out and we are breathing so hard that we do not have a lot of conscious thoughts in our head. Or if we experience feelings of extreme fear ('noise in the night') we might freeze completely in order to assess our surroundings and be temporarily completely out of touch with our physical state (hunger, fatigue, need to pee). [Or give a couple examples here that might be more relevant/personal.]

Mini lecture on brain states:

- Here is a 'brain states' image that has many classroom applications. For learning to happen we need students to be in an alert state, but in fact learning involves some level of risk taking, so our physiological stress response might actually be a little elevated moving towards alarm. A 'calm' state brain state is when our brain is least inhibited and most creative, and examples include when we have our 'ah ha!' moment while out for a walk or doing the dishes or otherwise not cognitively focused. As we perceive safety threats (could be physical or emotional danger; sources can be from school environments) we move up towards alarm, fear and terror.



- Prompt: What does 'terror' look like in your classrooms? [Look for examples that include states of both high and low arousal]. When students experience strong, frequent and/or prolonged periods of alarm/fear/terror it results in a condition called '**toxic stress**' which is when negative physical impacts result from too many stress hormones.
- Bruce Perry, who put together this brain states image, says that transition is the time of greatest dysregulation. These transitions can be small (between activity stations in class) or large (like ending and starting the school year). Prompt: Can you think of some examples from your classrooms and buildings of transitions that are more likely to bring students into states of

		<p>time in this exercise focusing on early childhood because it is such a critical time in brain development.</p> <ul style="list-style-type: none"> • When I ask you to stand up, we will divide the room in half and stand in two circles. I will give a ball of yarn to one person and then read off a set of scenarios. After each scenario, the person holding the ball will toss it to another person and the group will decide if that neural connection was ‘strengthened’ or ‘missed’ based on the scenario. • As you get into your circle please do a quick body check in, if you are able. Stretch your hands up to the ceiling, and then bringing your hands down and exhale [or insert a stretching exercise that you like and are comfortable leading]. • [Use the attached ‘Note to Facilitator’ and scenario script provided to set up activity more.] <p>Group discussion using reflection questions:</p> <ul style="list-style-type: none"> • <u>What caught your attention about this activity? What stood out?</u> • <u>What connections did you draw to your own classrooms? Does a particular student(s) come to mind?</u> • <u>Did this activity cause you to have any insight or reflection about the classroom environment you create? (I already do this! Or I could do this better!)</u>
	5	<p>Closing notes:</p> <p>Positive experiences with safe adults are key to healthy brain development, and healing from trauma. Schools and school staff may be one of the only places where students feel safe. Adults who are emotionally regulated can, over time and with repeated, consistent interaction build new neural connections for students to help them come down into the calm and alert brain states that they need to be ready to learn.</p> <p>Make space for affirmations and appreciations. Or prompt participants for a one word check out from their ‘mindful moment’ cards.</p>

Session 3: Race, Gender and Intersecting Systems of Oppression

90 minutes

<p>Key terms:</p> <p>Cultural identity, Intersectionality, Implicit bias</p>
<p>Learning targets:</p> <ul style="list-style-type: none"> • Define intersectionality and examine how the intersections of racism, sexism, and other

oppressions create vulnerabilities and invisibility for students in the community, school systems, and the class environment.

- Discuss the relationship between social identity and power can exacerbate the experience of violence for students.
- Think about school community’s role in promoting inclusivity, visibility and equity.

Slide Image	Min	Description of activity
	5	<p>Opening notes:</p> <ul style="list-style-type: none"> • Brief introduction of the facilitators and participants (name, role, other background). • As we enter into this learning space together, we hope to better mind and pay attention to transition in small and large ways. Bruce Perry, the famous child trauma psychologist, says that ‘transitions are the times of greatest dysregulation’. We experience this daily in our schools; think about what our classrooms look like when we come back from lunch [or insert your own example here]. We are usually not ‘ready to learn’ or similarly ‘ready to teach’ at the exact moment we sit down in our seats in a new room. We will wrap a little mind and body awareness into the beginning of our session today to better support our transition into this learning space together.
	5	<p>Individual, then optional group share out:</p> <ul style="list-style-type: none"> • Each of you should have a note card that has been divided into four columns, labeled ‘body, thoughts, emotions, spirit’. Please take a moment to check into those four domains for yourself and write down the first word that comes to mind in each column [model your own example, if comfortable]. ‘Spirit’ is used as a catch all category for those elements that are relationally grounded. For most, one domain will be dominant in our experience in this moment. I will ask a few folks to share out, but otherwise the information you write down will be kept for your eyes only. If you want to draw a picture instead of a word, that is fine. • Ask 4-5 volunteers to share out a word, or identify which domain is dominant.
	5	<p>Large group discussion:</p> <ul style="list-style-type: none"> • Trauma informed meetings: [Use slide #37 as a general launching point for establishing shared understanding about how the session will be run] • Please point out the bathrooms, exits and place to access water. • Mention that breaks can be taken, as participants individually need. • If you find yourself pulling out your cell phone, please notice that. We’re asking for as much presence with this content as you can make space for right now. • This dialogue will often cross the personal/professional divide. We are talking today about response to student behavior and how you view this response will depend very much on your own personal identities (visible and

Intersectionality

- Intersectionality is a concept often used in critical theories to describe the ways in which different identities (race, gender, class, sexual orientation, transphobia, ableism, etc.) are interconnected and cannot be examined separately from one another.

A conversation about growing up Black
Some girls never get a first chance

Small or large group prompts:

- How do you connect with the experiences of the girls in the video? (Think both personally as well as about the experiences of students in your school)
- What are the intersections of race and gender you saw in these videos?
- What will you do differently tomorrow?
- Write it down!

35

- In our last activity we defined our cultural identities and now will explore how these various cultural identities interact with the large systems within which we work, and our students learn and grow. Some of these identities give us power within school systems, and others mean we experience
- **Intersectionality** is a concept often used in critical theories to describe the ways in which oppressive institutions (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another.
- The concept first came from legal scholar Kimberlé Crenshaw in 1989 and is largely used in critical theories, especially Feminist theory, when discussing systematic oppression.
- Intersectionality is made up of three basic dimensions: social identity, systems of oppression, and the ways in which they intersect.
- Individuals are shaped by the ways in which their social identities intersect with each other and with systems of oppression. [At this point, facilitator is encouraged to model an example from their own experience of an identity that has meant they experience oppression].

Videos and large or small group discussion of videos:

We will now watch two videos that explore the experiences of boys and girls of color within their school systems. There will be lots of opportunity to share out and dialogue after we watch.

[Facilitator’s note: It is highly recommended that one video is shown, discussed separately with guided questions, then watch the second and discussed. This seems to better focus the conversation on the distinct issues raised by the youth. These videos can be triggering and upsetting for participants. Make sure you watch the videos in advance and warn participants about the content. Be sure to leave plenty of time for processing and discussion.]

Boys video: *A Conversation About Growing Up Black:*
<http://www.nytimes.com/video/opinion/10000003670178/a-conversation-about-growing-up-black.html>

Girls video: *Some Girls Never Get a First Chance:*
https://www.youtube.com/watch?v=RIRc_zpyfis

Group discussion prompts:

[Facilitator’s note: If the group is large you may choose to break out into small groups for discussion and then reconvene for a group report out.]

- How do you connect with the experiences of the girls in the video? (Think both personally as well as about the experiences of students in your school)
- What are the intersections of race and gender you saw in these videos?
- What will you do differently tomorrow?
- Write it down!

 	<p>Mini-lecture on Implicit Bias</p> <ul style="list-style-type: none"> • Implicit bias refers to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Everyone is susceptible to unconscious biases. They are pervasive and robust. Implicit biases have real-world effects on behavior. • Implicit biases are malleable; therefore, the implicit associations that we have formed can be gradually unlearned and replaced with new mental associations. <p>Pair/share on Implicit bias:</p> <p>Have participants return to their pairs from earlier in the session. <u>Prompt: Can you think of any settings or contexts (personal or professional) when you are more prone to making automatic assumptions (implicit biases)?</u></p> <p>Closing notes:</p> <p>Show the <i>I am From</i> video: https://www.youtube.com/watch?v=5FVFb94gZFw</p> <p>Students need opportunities to authentically express all aspects of their identities and celebrate their cultural connections. These opportunities can help students and staff gain a more holistic understanding of each other in order to positively influence an educator’s perception of a student’s ability to experience resiliency and thrive despite adversity.</p> <p>Make space for affirmations and appreciations. Or prompt participants for a one word check out from their ‘mindful moment’ cards.</p>
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Session 4: Cost of Caring

90 minutes

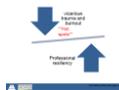
Key terms:

Vicarious trauma, professional resiliency, hot spots

Learning targets:

- Define vicarious trauma and professional resiliency
- Define a ‘hot spot’ and identify one personal example.
- Identify sources of internal and external supports that reduce stress during professional transitions, e.g. coming back from summer break.

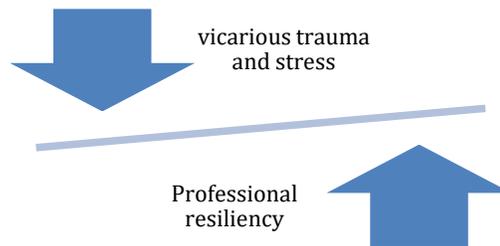
Slide Image	Min	Description of activity
   	<p>5</p> <p>5</p> <p>5</p> <p>5</p>	<p>Opening notes:</p> <ul style="list-style-type: none"> Brief introduction of the facilitators and participants (name, role, other background). As we enter into this learning space together, we hope to better mind and pay attention to transition in small and large ways. Bruce Perry, the famous child trauma psychologist, says that 'transitions are the times of greatest dysregulation'. We experience this daily in our schools; think about what our classrooms look like when we come back from lunch [or insert your own example here]. We are usually not 'ready to learn' or similarly 'ready to teach' at the exact moment we sit down in our seats in a new room. We will wrap a little mind and body awareness into the beginning of our session today to better support our transition into this learning space together. <p>Individual, then optional group share out:</p> <ul style="list-style-type: none"> Each of you should have a note card that has been divided into four columns, labeled 'body, thoughts, emotions, spirit'. Please take a moment to check into those four domains for yourself and write down the first word that comes to mind in each column [model your own example, if comfortable]. 'Spirit' is used as a catch all category for those elements that are relationally grounded. For most, one domain will be dominant in our experience in this moment. I will ask a few folks to share out, but otherwise the information you write down will be kept for your eyes only throughout this morning. If you want to draw a picture instead of a word, that is fine. Ask 4-5 volunteers to share out a word, or identify which domain is dominant. <p>Large group discussion:</p> <ul style="list-style-type: none"> Trauma informed meetings: [Use slide #48 as a general launching point for establishing shared understanding about how the session will be run] Please point out the bathrooms, exits and place to access water. Mention that breaks can be taken, as participants individually need. If you find yourself pulling out your cell phone, please notice that. We're asking for as much presence with this content as you can make space for right now. This dialogue will often cross the personal/professional divide. We are talking today about response to student behavior and how you view this response will depend very much on your own identities (visible and invisible to others) and resulting experiences within the public education system. To facilitate this conversation, we're hoping participants will be willing to share out a little but also ask that the information stays confidential if shared. <p>Learning targets:</p> <p>[Read the learning targets slide]</p>



10

Mini lecture on professional resiliency:

- Spending time with students who have experienced stress and possibly trauma can take both a negative personal and professional toll for school staff but it can also be highly rewarding. Staff are more protected from negative impacts of working with highly stressed student populations if they are working in schools where student success and growth is celebrated often and there is strong engagement with a shared mission and vision.
- Today we will have an opportunity to identify conditions that are in place within our schools or organizations that contribute to either stress and trauma *or* professional resiliency. Each of us has a constellation of unique conditions that either sustain or deplete us in our work, and at any one time that balance is usually tipped either toward resiliency or stress and, unfortunately, trauma.



- This graphic is another way to look at it and is a parallel concept to Bruce Perry's brain state image from Session #2. There is a comfort zone, challenge zone, stress zone and vicarious or primary trauma zone. All of us experience these states at work. We can generalize that most staff will experience professional resiliency if they spend most of their time in the green (comfort) and yellow (challenge) zones. As staff experience more time in the red (stress) and purple (trauma) zones they are more at risk for stress and traumatization. Today we are going to review the conditions that, if they are in place, mean that staff there are more likely to be in the green and yellow zones.



- One term that may be more unfamiliar to you is vicarious trauma, which is different from 'primary trauma', a firsthand experience. **Vicarious trauma is often defined as a change in a person's inner experience or the cumulative effect of bearing witness to the suffering of others on a person.** At times, this

	10	<p>can result in experiencing similar distressing thoughts, feelings or somatic experiences related to traumatic exposure as those of the people we are serving. "(Joyful Hearts, 2016). Vicarious trauma would be experienced out in the purple zone.</p>
	10	<p>Pair/share activity:</p> <p>[To set up this activity the facilitator models examples from a professional experience at work. Participants may want to 'pass' on sharing out examples of trauma at work.]</p> <p><u>What types of activities are in your comfort zone, challenge zone, stress zone and your trauma zone?</u></p>
	10	<p>Pair/share activity:</p> <p>Show the 'risk factors' for vicarious trauma slide and give participants a moment to look it over. This slide was adapted for a school setting from the Sanctuary Institute..</p> <ul style="list-style-type: none"> • <u>Which of these risk factors are more likely to pull you into the red (stress) and purple (trauma) zones?</u> • <u>Are there any other conditions that deplete you professionally that are not listed here?</u>
	10	<p>Pair/share activity:</p> <p>Show the 'protective factors' slide. These are conditions that research shows are very protective against stress and trauma in the work place, or enhance professional resiliency.</p> <ul style="list-style-type: none"> • <u>Define professional resiliency for yourself.</u> • <u>Which of these conditions are more likely to pull you into the green (comfort) and yellow (challenge) zones?</u> • <u>Are there any other conditions that sustain you that are not listed here?</u>
	5	<p>Group share out and discussion:</p> <ul style="list-style-type: none"> • Let's pool our knowledge to come up with a working definition of professional resiliency: the ability to 'bounce back', experience positive outcomes such as improved skills to reframe and cope with negative events, and renew hope. • To close out this section, remind participants that it's just not just about personal practice in self care (i.e. 'just go home and take a bubble bath to relax') but about organizational support.
	5	<p>Mini lecture on 'hot spots':</p> <ul style="list-style-type: none"> • Being able to support highly stressed students, means first understanding your own stress response system. A 'hot spot' is a physical location, an interaction, language, or individual/group of people who are more likely to elevate your physiological state (heart rate, respiration rate, blood pressure) and emotional state. This happens because we have had negative experiences with similar

	10	<p>people, locations, etc in the past. For TOSA staff in Portland Public Schools, here were some examples from what they said were hot spots for them. [Again, facilitators are highly encouraged to model sharing out their hot spots in this section]</p> <p>Pair/share:</p> <ul style="list-style-type: none"> • <u>What are your own personal signs that your stress response system is activated?</u> • <u>What specific situations – or ‘hot spots’ - are more likely to bring up your stress response system at school?</u> <p>Group exercise:</p> <p>On a sticky note please write down 1-2 strategies that you can use ‘in the moment’ to bring down your stress response and mitigate the ‘hot spot’. Have participants stand up, and rotate around the room and pair/share for 2 minutes about that strategy. At the end of approximately 4 pair/shares, everyone puts their sticky notes on a piece of chart pack paper to be compiled and distributed back out to the group.</p>
	5	<p>Closing notes:</p> <p>There is room for both personal practice in self care <i>and</i> advocacy for organizational conditions that protect us from vicarious trauma. It is not just on us, as staff, alone, it is also on organizations to mitigate hot spots and provide organizational capacity to enhance support.</p> <p>Only if we are really taken care of and mindful of the impacts of the work we do can we serve students well by calming and regulating ourselves and then them when they need us most, but are also most likely to be pushing us away.</p> <p>Make space for affirmations and appreciations. Or prompt participants for a one word check out from their ‘mindful moment’ cards.</p>

Session 5: Trauma Sensitive Behavior Response

90 minutes

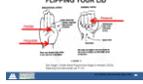
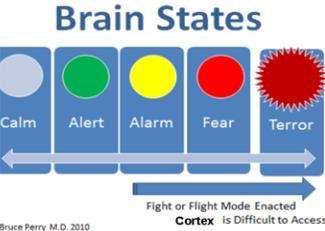
Key terms:

**Parallel Process,
Regulate, Relate, and Reason**

Learning targets:

- Describe behavior response within a neuroscience frame.
- Describe strategies that are used in my school or setting to promote physical and emotional safety.
- Define and identify existing strategies in the domains of regulate, relate reason.

Slide Image	Min	Description of activity
	5	<p>Opening notes:</p> <ul style="list-style-type: none"> Brief introduction of the facilitators and participants (name, role, other background). As we enter into this learning space together, we hope to better mind and pay attention to transition in small and large ways. Bruce Perry, the famous child trauma psychologist, says that ‘transitions are the times of greatest dysregulation’. We experience this daily in our schools; think about what our classrooms look like when we come back from lunch [or insert your own example here]. We are usually not ‘ready to learn’ or similarly ‘ready to teach’ at the exact moment we sit down in our seats in a new room. We will wrap a little mind and body awareness into the beginning of our session today to better support our transition into this learning space together.
	5	<p>Individual, then optional group share out:</p> <ul style="list-style-type: none"> Each of you should have a note card that has been divided into four columns, labeled ‘body, thoughts, emotions, spirit’. Please take a moment to check into those four domains for yourself and write down the first word that comes to mind in each column [model your own example, if comfortable]. ‘Spirit’ is used as a catch all category for those elements that are relationally grounded. For most, one domain will be dominant in our experience in this moment. I will ask a few folks to share out, but otherwise the information you write down will be kept for your eyes only throughout this morning. If you want to draw a picture instead of a word, that is fine. Ask 4-5 volunteers to share out a word, or identify which domain is dominant.
	5	<p>Large group discussion:</p> <ul style="list-style-type: none"> Trauma informed meetings: [Use slide #65 as a general launching point for establishing shared understanding about how the session will be run] Please point out the bathrooms, exits and place to access water. Mention that breaks can be taken, as participants individually need. If you find yourself pulling out your cell phone, please notice that. We’re asking for as much presence with this content as you can make space for right now. This dialogue will often cross the personal/professional divide. We are talking today about response to student behavior and how you view this response will depend very much on your own personal identities (visible and invisible to others) and resulting experiences within the public education system. To facilitate this conversation, we are hoping folks might be willing to share out a little but also ask that the information stays

<p>In this session we will:</p> <ul style="list-style-type: none"> Describe strategies that are used in this school or setting to promote physical and emotional safety. Define parallel process. Define and identify existing strategies in the domains of regulate, relate reason. 	5	<p>confidential if shared.</p> <p>Learning targets:</p> <p>[Read the learning targets slide]</p>
<p>Bringing it back to neuroscience:</p> <p>"FLIPPING YOUR LID"</p>   	15	<p>Mini lecture and review from Rewiring for Growth:</p> <p>Review with the group the two key 'take away' slides from the <i>Rewiring for Growth</i> session on neuroscience. Model the 'Brain the Hand' and provide a brief overview of the Brain States image. For additional explanation please see the <i>Rewiring for Growth</i> facilitator guide.</p> <div style="text-align: center;">   </div> <p><small>FIGURE 5 Dan Siegel's Brain Hand Puppet from Siegel & Hartzell (2003). Parenting from the inside out. P.173</small></p> <p><u>Prompt: How have you used or applied either of these tools in your instruction or teaching practice?</u></p> <p>Today we will be overlaying the Regulate, Relate and Reason approach to this neuroscience content. We will be provide a structure and opportunity to talk to your colleagues about how they individually regulate, relate and reason with students as part of a trauma informed behavior response.</p> <p>To frame our conversation on behavior response we will ground ourselves in two key concepts: universal supports, which is pulled from positive behavior interventions and supports (PBIS) and emotional and physical safety.</p> <p>First PBIS: Because we know from data sources that most students in your classroom settings are exposed to violence or toxic stress in the past year we use these behavior supports as a 'universal precaution'. We know they benefit <i>all</i> students, but <i>particularly</i> support those who are impacted most by violence and stress. The strategies described today sit at the foundation – the green zone – of the PBIS triangle. As such, they are universally applied, and are optimized when they are sprinkled into our daily interactions with students and used consistently across the school community by all school staff. Please note that we realize most of you are teachers, not mental health counselors or therapists. We are not expecting you use 'trauma specific interventions' which are dependent on a known trauma history. These specific interventions would be in the red zone of the PBIS triangle.</p>



that we ask you to consider.

Regulate: Prompt: What is regulation? What are examples? **Regulate** is to bring a student or staff back down to the alert or calm brain state - or with our lids down - through the use of non punitive, non verbal strategies that are practiced by students *and* staff simultaneously. These strategies typically contain elements of physical movement, rhythm, music, tactile or visual experiences that can help regulate breathing, heart rate and blood pressure. Because of the way we are hard wired together a student is unlikely to be regulated by an activity unless the safe adult across from them is also physiologically calmed by that same activity [Insert your own example here of an activity that you find particularly regulating, or not].

Relate: At its most basic level relating means establishing a connection. In order to do that reflective curiosity is required: 'What happened to this child?' as opposed to 'What is wrong with this child?' **Relate, therefore, is the ability to have reflective curiosity about and then accurately perceive the emotional experience another person.** To have reflective curiosity teachers must be online and regulated themselves. [You may want to reference back the brain in the hand model; critical thinking requires our lids to be down]. It is about identifying the unmet need that is being flagged by that behavior. This is a process of empathy building for students.

Reason: **To Reason is to use verbal exchanges to gain an understanding of each person's emotional state, process a discipline response or procedure and make a plan for next time.** Futures Without Violence offers a nice launching pad to how we build skill with students [refer to slide #81], but it typically includes working to clarify the student's concern, sharing the staff concern about a behavior and then brainstorming for next time, assessing and choosing a plan of action (pulled from Collaborative Problem Solving).

20 **Small group activity and report out:**

[Divide the participants into small groups and each group is assigned one of three questions aimed to compile strategies and responses in use in that building that fall into regulate, relate and reason. They will write one strategy per sticky note and they will be placed on chart pack paper with the labels Regulate, Relate and Reason written on them]

Prompts:

1. Regulate: What are regulation strategies you have used in this building?
2. Relate: When you have reflective curiosity about a student, what types of things do you wonder? What are your back pocket scripts to help you relate?
3. Reason: How do you collaborate with a student to plan for the next time you will need to regulate?

[Have staff get up and do a gallery walk around the room so they can view the compiled chart pack responses.]

5 **Closing notes:**



Trauma informed behavior response is ultimately an individual set of responses that are developed in collaboration with the students you serve. Although the regulate, relate, reason framework can be a helpful, standardized approach it will look different for each staff and student.

The type of approaches, responses and gestures described here can, if used consistently over time by an entire school community, heal the impacts of trauma and allow all students to thrive.

Make space for affirmations and appreciations. Or prompt participants for a one word check out from their 'mindful moment' cards.

Reframing and collaborating for healthy adolescent development

Supplemental material

Contact information:

Kate Gigler, Program Specialist, kate.gigler@multco.us or 503-988-2402

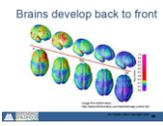
Liz Thorne, VP Policy and Programs, liz@cairnguidance.com or 503-593-2840

Facilitator notes:

- This facilitator guide has been compiled from training materials created by Multnomah County (OR) Defending Childhood Initiative staff (Kate Gigler, MSW and Erin Fairchild, MSW). It also pulls heavily from material compiled by Liz Thorne, MPH with Cairn Guidance.
- This supplemental material is designed to be incorporated into Rewiring for Growth, Session #1 for adaptation training audiences who are working with youth aged 12-14 years.
- There is an accompanying 'matrix' that will be referred to in this guide. It is attached, and can be used as a springboard for several follow up activities.

Reframing and Collaborating for Healthy Adolescent Development

60 minutes

Key terms: Synaptic pruning Sensation seeking		
Learning targets: <ul style="list-style-type: none"> Identify two key aspects of brain development that occur during adolescence Identify one new strategy that can be used to support adolescence with healthy development 		
Slide Image	Min	Description of activity
	10	Individual, then group share out: As an adaptation to the mindful moment activity, we will reflect back on our own adolescence. This activity will help us personally relate to the content we will be covering in this session. Please refer to your mindful moment cards and write down a few words in each of the four domains (physical, thought, emotion, spirit) that describe what was happening for you between 12-25 years old. These words will be kept private, unless you do share out. This activity may bring up a lot of emotions for some, so take care. [Using chart pack paper in front of the room, collect responses from participants.]
 	20	Supplemental material for mini lecture on brain development <ul style="list-style-type: none"> From an adolescent brain development perspective, emotional regulation is one aspect of a larger process. Adolescent brains continue to develop from back to front, with the prefrontal cortex the last to “fully develop”. One critical piece is the role of our endocrine system or hormones. Serotonin: This hormone builds electrical transmissions across neurons, building connections. It is produced naturally when we feel loved, cared for, and happy. Cortisol: Another hormone that is produced under stressful conditions, this chemical can inhibit the production of serotonin. High levels of stress for extended periods of time inhibit connections between neurons which are necessary for learning. [Use this brain scan slide that shows the course of adolescent brain development]. Recent advances in brain imaging have demonstrated that the prefrontal cortex is not fully “on line” until mid-late 20s. It is important to note that this does NOT mean that adolescents’ brains are “not done”. There are evolutionary reasons for back to front development. It offers more flexibility and opportunities to make neural connections and seek the novel. Second only to infancy, adolescence is one of the largest periods of brain development . <ul style="list-style-type: none"> Think about how we respond to a toddler. Prompt: What are some actions

you take (as a parent, teacher, adult caregiver) to support safety and development of young children? (examples: modify environment to keep them safe as they learn to walk/baby proofing; encourage trying new things; celebrate successes like first steps; continually provide support as they explore their surroundings; modify expectations). Why do we lose a “developmental” perspective when it comes to adolescents?

- Another key aspect of adolescent brain development is **synaptic pruning (use it or lose it)**. Repeated behaviors, emotions, experiences ‘hardwire’ neural connections while other unused connections are shed. This may have been covered in the earlier content, but adolescence is a time of rapid synaptic pruning. This is therefore also an opportunistic time to build – and hardwire - neural pathways within safe, consistent relationships with adults who can assist with regulating emotions and behavior.

25

Small group activity for adolescent brain development

[The attached matrix can be used as a guide for facilitators for this activity. Facilitators may choose to pass it out to participants or simply use it for themselves to understand how 1. common ‘complaints’ and ‘frustrations’ about young people can be reframed within a developmental lens, 2. to fold in a trauma sensitive lens, 3. then think about how adults can serve in support role.]

Arrange blank chart paper at five (or so) stations and have them respond to a series of prompts:

Prompt 1: What are the most “frustrating behaviors” you experience with adolescents, or biggest “complaints” staff have about adolescents? Ask groups to share out.

Prompt 2: How could you positively frame that frustration or complaint from a co-worker given your knowledge of brain development and/or the impact of trauma on the brain? In other words, what ‘script’ would you have in your back pocket when someone negatively frames adolescent behavior? Ask groups to share out.

[You may choose to pass out the matrix here].

Prompt 3: What are things you already do to support positive youth development?

Prompt 4: [There are two tools that could be passed out here. One is the *Healing Gestures* handout from Futures Without Violence (includes Celebrate, Listen, Comfort, Collaborate, Inspire). The second is *The Developmental Relationships Framework* by the Search Institute (Express Care, Challenge Growth, Provide Care, Share Power, and Expand Possibilities)]. Pass out either of the handouts mentioned above. What elements could be strengthened in your daily interactions with adolescents? What are barriers? What are specific strategies?

Small Group Prompts
Prompt 1: What are the most “frustrating behaviors” you experience with adolescents, or biggest “complaints” staff have about adolescents?
Prompt 2: How could you positively frame that frustration or complaint from a co-worker given your knowledge of brain development and/or the impact of trauma on the brain?



Small Group Prompts
Prompt 3: What are things you already do to support positive youth development?
Prompt 4: Refer to the Search Institute handout. What elements could be strengthened in your daily interactions with adolescents? What are barriers? What are specific strategies?



	5	<p>Closing notes:</p> <p>Adolescent brain development is a time of transformative developmental milestones that establish a framework for how young people will view and interact with their worlds into adulthood. This dynamic development happens best within safe relationships with adults who view youth from a strength based perspective and firm belief in their continued ability to grow and improve.</p> <p>This case study video is a nice closeout to this session:</p> <p>http://www.wcnc.com/news/education/teacher-has-individual-handshakes-with-every-student/394516216</p>
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Positive framing for adolescent development

Myth busting, developmental tasks and opportunities to collaborate with youth

This matrix is designed to be a sample of common negatively framed stereotypes about young people, but is by no means an exhaustive list of all milestones that occur during adolescence. The intention of this matrix is to offer bits of positive framing and language that can be used with colleagues, care givers and even students about behavior.

The negative frame	The general developmental 'task'	A little bit more about this developmental 'task', & a note about the impact of trauma	Role of staff in collaborating with adolescents
<i>She is totally run by her out of control emotions!</i>	Understand and express more complex emotional experiences	During adolescents, the brain is being remodeled and so young people are more likely to respond with instinct or 'gut reaction'. They also often miscategorize expressions (i.e. fear as anger). This is exacerbated when students are exposed to stress and adversity.	Assist with the development of emotional literacy including identifying and modulating emotions.
<i>He clearly wants to get suspended. He knew that if he fought him again he was out.</i>	Develop and apply new coping skills (e.g. decision making, problem solving, conflict resolution)	Adolescents need practice anticipating difficult situations and how to handle them. In addition, for those students impacted by trauma the 'consequence and reward' part of the brain is often 'off line' when under stress.	Adult allies can help adolescents with 'future thinking' and hypothetical situations. Role-play difficult or highly emotional situations and leverage peer support.
<i>She needs to stop playing the 'victim' and start taking responsibility for getting herself to school on time.</i>	Renegotiate relationships with adults in parenting roles	During adolescence young people are gaining independence from caregivers. They need patience and scaffolded opportunities to increase that independence. The regular rhythms of the stress hormones of young people who	Ask open ended questions to fully understand how they arrived at the thought or emotion. Provide consistent, predictable, routines and rituals and

		experience trauma can be disrupted and cause sleep disruption.	gradually increase independence.
<i>I can't connect with him. He just keeps saying the 'system is out to get me' and then shuts down.</i>	Establish key aspects of identity	What we know about schools and other big systems is that they can be a source of institutionalized trauma. Racism and other forms of bias can be repeated over time by many staff members. Young people are often becoming aware of, and internalizing, these patterns.	Adult allies can listen to lived experiences of young people and offer opportunities for culturally sustaining social justice dialogue, action and relationship building.
<i>Why would she drive that fast? She has no respect for the rules!</i>	Develop and apply abstract thinking skills.	Sensation seeking and risk taking peak during adolescence. Their developing brain overemphasizes reward over risk.	Adolescents need a caring adult to help them think through perspective taking and cause and effect. Identify safe opportunities for sensation seeking.

*Adapted from Trauma Informed Oregon's activity.

** Content heavily adapted from Thorne, Liz, "Adolescent Brain Development', PowerPoint presentation from 3/24/2014.

***Developmental tasks pulled from '10 Tasks of Adolescence' from Glynis Shea

Appendix: Scope and sequence of training materials

Session	Title	Learning Targets	Key Terms
1 (90 min)	Trauma and Resiliency Frameworks	<ul style="list-style-type: none"> Define trauma and resiliency Apply a race and equity lens to broaden conventional definitions of trauma and resiliency 	<ul style="list-style-type: none"> Trauma (acute, ambient, and chronic) Complex trauma Historical trauma Resiliency
2 (90 min)	Rewiring for Growth	<ul style="list-style-type: none"> Describe the impact of trauma on brain development Use the “brain in the hand” model to identify brain architecture and basic function Describe one example of how to regulate the emotional and physiological state of students Describe how neural connections can be built (or rewired) through repeated calming experiences within relationships with adults perceived as safe. 	<ul style="list-style-type: none"> Emotional regulation Brain architecture (cortex, limbic, midbrain, and brainstem) Brain states Toxic stress Neural connections
3 (90 mins)	Race, Gender and Intersecting Systems of Oppression	<ul style="list-style-type: none"> Define intersectionality and examine how the intersections of racism, sexism, and other oppressions create vulnerabilities and invisibility for students in the community, school systems, and the class environment. Discuss the relationship between social identity and power can exacerbate the experience of violence for students. Think about community’s role in promoting inclusivity, visibility and equity 	<ul style="list-style-type: none"> Cultural identity Intersectionality Implicit Bias
4 (90 min)	Cost of Caring	<ul style="list-style-type: none"> Define vicarious trauma and professional resiliency Define a ‘hot spot’ and identify one personal example Identify sources of internal and external supports that reduce stress during professional transitions, e.g. coming back from summer break 	<ul style="list-style-type: none"> Vicarious Trauma Professional resiliency Hot spot
5 (90 min)	Trauma Informed Behavior Response	<ul style="list-style-type: none"> Describe behavior response within a neuroscience frame. Describe strategies that are used in my school or setting to promote physical and emotional safety Define and identify existing strategies in the domains of regulate, relate, reason 	<ul style="list-style-type: none"> Parallel Practice Regulate, relate, reason
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