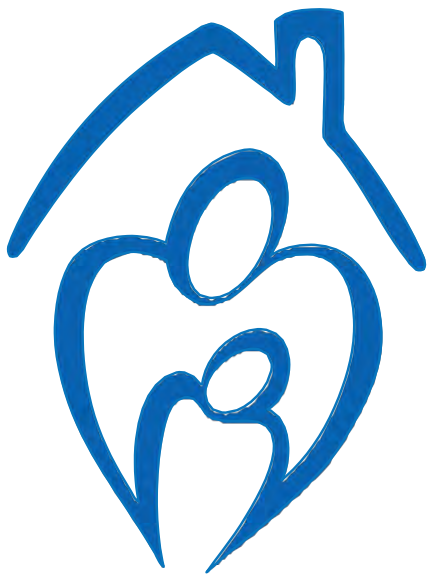


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*Supplemental Materials
& Case Stories*

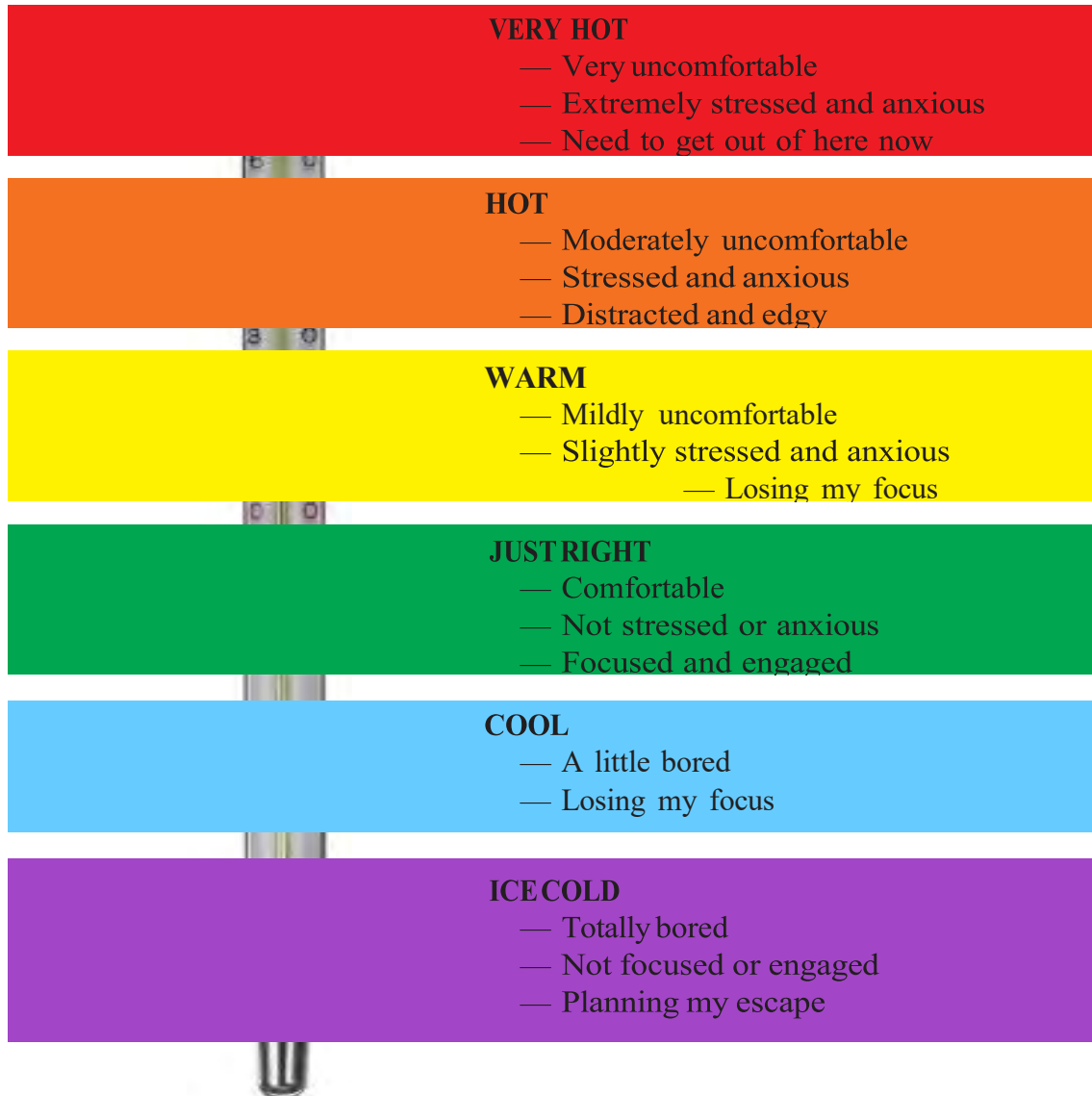
Chapter 1: Welcome and Workshop Overview



Feelings Thermometer

The mind, emotions, and body are all involved in our experience of—and responses to—stress. This thermometer is a visual reminder of the ways in which stress can cause us to feel uncomfortable and react out of the “heat of the moment” rather than out of rational thinking.

Use this worksheet to track your emotions and identify topics or activities that trigger uncomfortable feelings. Being aware of the specific topics or situations that cause discomfort can be a powerful and useful tool not only for this workshop but in other settings. With this awareness, you can plan ahead for times that might “raise your temperature” and develop a plan for coping with those situations.



Chapter or Activity	My Temperature



Square Breathing



Square breathing is our second tool. It works in conjunction with the thermometer. Let's learn a simple relaxation technique that can help you—and your child—to calm down when feeling a little overwhelmed.

Let participants know what to expect by first talking through square breathing. Then practice it together.

First I will describe what we are going to do and then we will

practice it together:

Take a long, deep breath through your nose, is possible, to a count of four.

Hold this breath for four seconds.

Exhale completely through your mouth to a count of four.

Wait four seconds, then inhale again slowly.

Repeat the cycle until you feel yourself relaxing.

Slowing the breath calms your emotions. If emotions are the gas pedal, breathing is the brake. Square breathing is easiest to use when your thermometer is at yellow rather than red. Like anything else it's easiest to learn something new when you are not feeling stressed. The more you practice square breathing when you are calm, the easier it will be to use it when you are angry or upset. Also, let your kids see you using it. They can use it too and will be much more likely to use it if they see you using it.

Let's try it now.

Find a comfortable position in your chair, with feet flat on the ground and sitting up straight, if you can.

Exhale completely

Breathe in, 2-3-4.

Hold, 2-3-4.

Breathe out, 2-3-4.

Hold, 2-3-4.

After repeating this cycle a couple of times, ask the group how they feel. (Hopefully, they will be feeling a bit more relaxed!).

For some holding your breath may be uncomfortable. Feel free to adjust your breathing by not holding your breath as long or at all. You can also inhale deeply and exhale immediately out your mouth slowly.

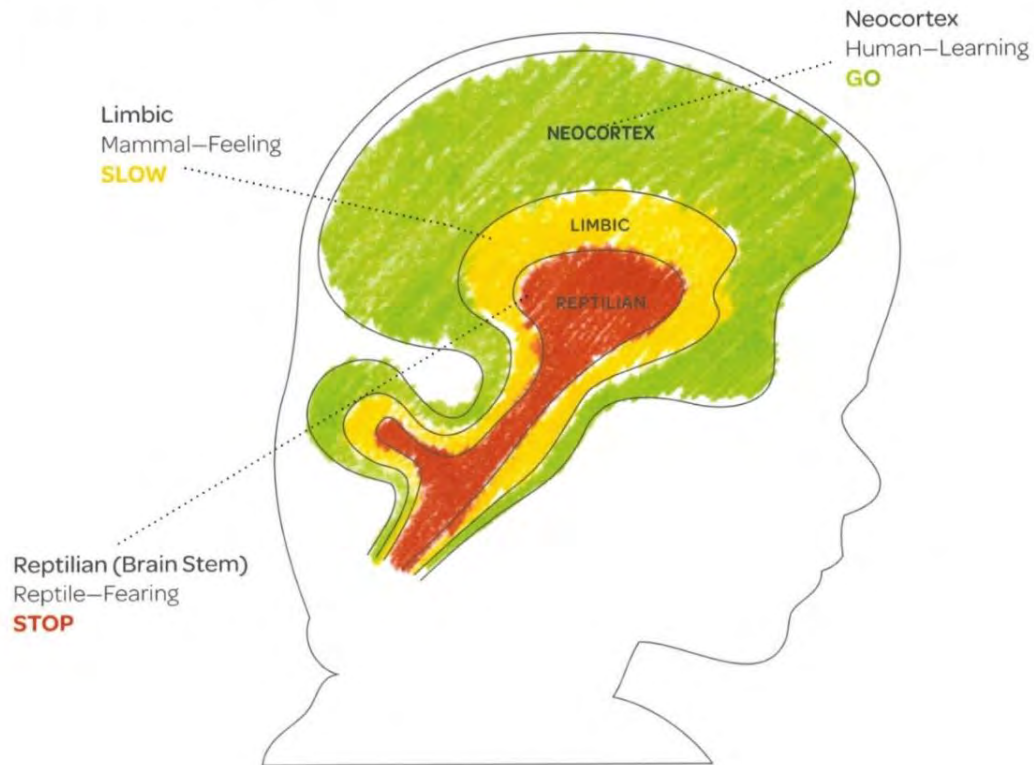
Chapter 2

Recognizing Trauma

Draw a line to connect the word describing a behavior on the left with the alternative description of a behavior on the right.

Manipulative	Feeling threatened, unsafe, out of control
Lazy	Mistrustful of others due to history of being hurt by others. Scared to make progress and then lose everything
Resistant	Getting needs met in ways that have worked in the past. Doing whatever necessary to survive
Disrespectful	Overwhelmed. Lacking the skills to make decisions about what to do first or to organize
Attention-Seeking	Feeling disconnected, alone, or unheard by others. Looking for connection

Chapter 3



BEHAVIOR IN EACH BRAIN WHAT YOUR CHILD NEEDS IN EACH BRAIN

<p>Human-Learning Talking, Listening, Cooperating, Creating, Thinking, Playing, Reasoning, Loving</p> <p>Mammal-Feeling Whining, Clinging, Not listening, Resisting, Cuddly, Ordering, Speeding up, Nervous laughing, Crying, Playing baby</p> <p>Reptile-Fearing Fight: Kicking, Biting, Screaming, Hitting, Spitting and Flight: Running awa, Avoiding eye contact, Shutting down</p>	<p>Human-Guide and Give the Yes's Inform, Play the lessons, Guide, Appreciate</p> <p>Mammal-Reflect and Regulate Connect, Reflect, Zip, Play</p> <p>Reptile-Stop and Soothe Calm, Connect, Comfort</p>
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STOP FORMULA Stress Up = Sense of Safety Down = Brain Down
GO FORMULA Stress Down = Sense of Safety Up = Brain Up

Chapter 4: Taking Care of Yourself

Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often** ...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you **often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

Chapter 6: Understanding Feelings and Managing Emotions

NAME	EMOTION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Make Your Own” Feelings Chart

Instructions: Look through magazines, or color copies of photos of family and friends, and cut out pictures of faces that show you each of the feelings named below. You will notice there are blank spots for you to add other feelings you would like to include.

Happy	Calm	Tired	Sad
Worried	Scared	Peaceful	Confused
Angry	Excited	Lonely	Proud
Hurt	Shy	Stressed-Out	Other _____

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Case Stories

The Story of Maya (8 months old)

Summary: Maya’s case illustrates how very young babies react to the trauma of physical abuse, neglect, and medical trauma. It also depicts how with thoughtful, consistent care, babies can resume their normal developmental course and learn to trust others to take care of them.

Maya wakes up crying in the middle of the night.

When her Aunt Jenna tries to soothe her, Maya arches her back, pushes her hands against Jenna’s shoulders, and screams even harder.

When Jenna tries to make eye contact with Maya, the baby turns her head away.

“This little baby makes me feel completely rejected,” Jenna says. “Sometimes I feel so helpless, I just have to put her down and let her cry.”

Background

Maya was taken into care after her 17-year-old mother Angela brought her to the ER unconscious, with two broken arms and bruises.

Maya and her mother Angela had been living with her mother’s abusive boyfriend, Remy. The police had received frequent reports of loud arguments and a baby crying in Angela and Remy’s apartment, but Child Protective Services was never called in.

For a brief time recently, Angela and Maya had lived in a shelter for victims of domestic violence, but Angela had returned to Remy. Angela claimed Maya was hurt while in the shelter.

Before being placed with Jenna, Maya spent some time hospitalized, and in casts that made it impossible for her to move her arms.

Since coming to live with her aunt, Maya has trouble sleeping, startles easily, and cries when she hears loud voices. She also avoids physical contact, and screams when taken on medical visits.

Recognizing Resilience

Jenna has discovered that Maya is most comfortable taking her bottle if it is propped up so she can hold it herself.

After Jenna played a particularly soothing piece of classical music every time she fed Maya, the baby began to calm down when she heard the music.

One evening, Jenna began to hum the tune as she gave Maya her bottle, and Maya made eye contact with her.

The Story of Tommy (4 years old)

Summary: Tommy's case provides an excellent example of traumatic play and of how a preschool-aged child reacts to a trauma reminder. It also demonstrates how a day care provider can give an effective safety message, and speak honestly about trauma and trauma reminders with preschool-aged children.

Tommy is four years old and has been in day care for three weeks. He started day care when his mother returned to the workforce. She had separated from his father because of domestic violence and numerous police call. The last domestic violence call resulted in his mother having to be transported by an ambulance to the hospital because of the injuries sustained from the father.

Tommy plays repeatedly with a toy police car and ambulance, crashing them into each other while making the sound of sirens wailing.

When his day care provider tries to change Tommy's play by having the ambulance take someone to the hospital, Tommy screams and throws the police car and ambulance.

Background

Tommy witnessed his parents' frequent, violent fights for all of his young life. Whenever things got really bad, Tommy would retreat to a corner under his bed and cover his ears. Sometimes Tommy would feel guilty because a fight would start over something he had done, and his parents would argue over how he should be punished. Often neighbors heard shouting, screaming and crying in his home and would call the police. During the last call, the police arrived and found that Tommy's father had severely beaten his mother. He went to jail for the assault, and Tommy's mom was taken to the hospital.

Tommy watched as his father was taken away in handcuffs and his mother was taken away in an ambulance. Tommy stayed with his grandparents while his mom was in the hospital. His mom was discharged from the hospital a month ago and has moved with Tommy to a new apartment. She has started a new job and found day care for Tommy. Tommy's mom shared information with the day care center about what had happened with his dad because his dad posted bond and was released from jail. He is awaiting court. She wanted to make sure that the day care never allowed his dad to visit him or pick him up.

Tommy Hears an Argument

Recently, Tommy's day care providers had a minor disagreement.

Tommy came into the room just as one of the providers was starting to raise his voice. Tommy became hysterical, clapped his hands over his ears, and ran and hid under a table, where he curled into the corner and chanted "Stop, stop, stop" over and over.

Tommy's Day Care Providers Respond

After realizing what had happened, Tommy's day care providers stopped arguing and went into over to the table. Together, they coaxed Tommy out from under the table. When he came out, they cuddled him and told him that they were sorry they had scared him and understood why he had been so

frightened. “When we raised our voices at each other, it scared you,” they said. “We’re sorry that what we did made you feel so afraid.”

“You’ve heard people fight before,” they said, “and sometimes bad things happened, so maybe you’re afraid that something bad is going to happen now too.”

Tommy looked sad and nodded his head slowly.

His day care providers reassured him that even though they might raise their voices and get upset with each other, they would never hit each other. “Everyone gets scared sometimes, but you don’t have to hide under the table to be safe,” they said. “We’ll keep you safe.” They also asked that whenever they, or anyone else, did something to scare him, Tommy should let them know how he was feeling so that they could help him feel safe.

Tommy Gets a Safety Message

After Tommy reacted so strongly to hearing the argument, his day care providers discussed what had happened with their supervisor. They also described how he continued to repeat the events of the night his parents were taken from his home in his play. The supervisor met with Tommy’s mom and shared the events of the day with her. A team was created, which included Tommy’s mom, day care providers and their supervisor. The team developed a safety message for Tommy.

They all sat down with Tommy and explained, “You are safe here at day care. Sometimes people raise their voices to each other and that doesn’t mean that anyone will get hurt. The argument was not your fault. We are sorry we scared you.”

He may also have been blaming himself for the argument between his day care providers since his parents sometimes argued over his behavior and appropriate punishment. Tommy’ mom realized he would need more help to make sense out of what he had seen, and what had happened afterward.

After this meeting, although he still played with the police car and ambulance, Tommy began to be more open to playing out different stories with his day care providers.

The Story of James (12 years old)

Summary: James' case is a good example of (1) withdrawal and avoidance in a preteen who suffered early childhood trauma followed by a traumatic loss; (2) a reaction to a trauma reminder that could be misinterpreted as anger and rebelliousness; and (3) traumatic grief.

James is 12 years old and in kinship care with his aunt and uncle for the last six months since his grandpa died and his grandma's health declined.

He is withdrawn. When asked what he wants, he says "Whatever" and shrugs his shoulders.

When James first moved in, his Aunt and Uncle asked if he wanted to put up some pictures of his grandparents. In a rare show of emotion, James snapped, "No, I don't. Leave me alone!" and retreated to his room.

Background

James was removed from his parents' home for neglect when he was two years old.

From the ages of two to 12, James lived with his maternal grandparents and developed a close relationship. He enjoyed playing ball and going fishing with his grandpa.

About a year ago, James' grandpa had a massive heart attack and died while sitting at the dinner table. The paramedics came and tried to revive him while James and his grandma watched helplessly.

Afterwards, James' grandma could not recover from her grief. She stopped eating, became confused, and went downhill physically.

James Refuses to Come to Dinner

Over the last six months, James has rejected any attempts by his aunt and uncle to talk to him about his grandpa, and has also stopped doing many of the sports and other activities he used to do with him. James spends most of his time in his room.

James' aunt and uncle have a tradition of sharing a meal together on Sunday evenings. One Sunday night James' aunt prepared a roast beef for dinner. When James came to the table and saw the roast beef and he grew pale. James said "I'm not hungry," and left the table.

James' uncle followed him to his room and said, "You know we have a rule that Sunday night we all sit down to dinner together."

"I'm not hungry," James said.

"That's the rule," his uncle said.

James threw down some schoolbooks that had been sitting on his desk. "You can't make me!" he yelled.

James' uncle tried to put his arm on James' shoulder, but James shook him off and said, "Don't touch me!"

James' uncle decided not to press James and went back down to dinner alone.

James' Uncle Responds

After dinner, he came back to James' room. "I need to understand what's going on with you, and I want to help you. What got you so upset?"

"I don't know," James mumbled.

“Let’s just go over what happened,” his uncle said.

“I came to the table and I felt sick,” James said.

“What about the table?” his uncle asked.

“I don’t know!” James snapped.

“Let’s think about it calmly,” his uncle said. “What was different about tonight?”

After a while James remembered that his grandma had made a roast beef the night his grandpa had his fatal heart attack at the dinner table.

“The way you reacted was understandable. Seeing that roast beef must have made you remember what happened,” his uncle said. “It’s lousy that you had to see your grandpa die that way. I lost my father when I was a teenager and it was really rough.”

“My grandpa didn’t have to die that night,” James said. “It was my fault. That afternoon, we had a fight. I wanted him to take me to the batting cage and he said he was too tired. I kept arguing with him. It’s my fault he died.”

“It’s not your fault,” his uncle said. “Your grandpa was old and had a heart condition. It could have happened any day. Your grandpa loved you very much.”

The Story of Javier (15 years old)

Summary: Javier’s case illustrates how trauma-informed educators can modify impulsive and aggressive behavior in adolescents who have experienced trauma, help them to make better choices, and assist them in channeling their energy and talents in constructive ways.

Javier is 15 years old, and is a sophomore in high school. He has gotten into trouble for not paying attention and joking around in class. Now he’s skipping classes to drink or smoke pot in a nearby park.

At lunch, Javier saw a friend verbally abusing a girl. When his friend pushed the girl, Javier beat up his friend.

When his teacher asked what had happened, Javier said, “I don’t know. I just went into kill mode.”

Background

Javier grew up watching his parents battle. One night when Javier was six he awoke to his mother’s screams and the sound of his father throwing furniture. Every time his mother screamed, he imagined her lying on the floor but was too afraid to get up from his bed. He lay trembling, feeling too weak and small to do anything.

During one fight, the neighbors called the police, but the officers “didn’t do anything to help her, they just left.”

Unable to convince his mother to leave his father, Javier tries to divert his mother by making jokes, and takes great joy when he can make her laugh.

A year ago, Javier witnessed a drive-by shooting. He was standing right next to a friend who was shot. He still has nightmares about the shooting and wakes up with his heart pounding. Shortly after the shooting, Javier tried to intervene in one of his parents’ arguments and was severely beaten by his father. His father was arrested.

Javier’s father will not be allowed to return home until he completes anger management and parenting classes, but his father refuses. “It’s my right to put my boy in his place,” he said.

Javier and the iPod®

Ever since seeing his friend get shot, Javier gets nervous in crowds. He doesn’t like loud noises and startles easily.

One day in math class, the door opened suddenly and another boy came into class late. As he passed Javier’s desk, he abruptly reached into his pocket. Javier instinctively ducked under his desk, knocking his books to the floor. The other boy looked at him in confusion, holding the iPod® he had just pulled from his pocket, and everyone laughed at Javier, including a girl who sits in front of him whom he really likes.

Furious, Javier jumped back up, grabbed the kid’s iPod®, and threw it across the room.

Javier’s School Responds

Javier’s mother was called in to meet with the vice principal and teacher. During the meeting, Javier’s mother discussed Javier’s traumatic past and persuaded the vice principal to give

Javier a week's detention rather than expulsion, as long as he apologized and paid for the other boy's iPod®.

At school, Javier's teacher asked him to explain what happened in the classroom. Javier admitted that when he saw the boy's sudden move, he thought "Gun!" and ducked under the desk. For the first time, he told someone about seeing his friend get shot. He said his classmates' laughter made him feel like "some sort of weak fool."

Javier's teacher heard him out, and acknowledged that his reaction made sense given what he'd experienced. But they also pointed out that once he realized there was no threat, he had a choice of how to respond. He had chosen to throw the iPod® because he felt angry and humiliated.

The teacher reviewed with him the risks and benefits of other actions he could have taken instead: he could have informed his classmates that he was reacting to something that reminded him of a very bad event he'd witnessed; he could have said nothing and simply told his teacher later. Javier realized that he could have just made a joke of the situation, since his classmates were used to him goofing around. His teacher then helped him to plan what he would say in apologizing to the boy for breaking his iPod®.

Concerned about Javier's violent outbursts, Javier's mother arranged therapy so that Javier could get help in dealing with his grief, anger, and impulse control. She also consulted with the school counselor about finding ways to channel Javier's energy, particularly his "class clown" tendencies, in a more positive direction. She noted that the school drama club was going to be doing a comedy that year and suggested that Javier audition.

Javier Finds New Strengths

Javier continued to see a therapist. He also got a part in the school play and between rehearsals he has no time to hang out at the park.

The Story of Josh, Jr. (JJ) (9 years old)

Josh, Jr., also known as JJ, is 9 years old and is in the 4th grade. JJ has been an average student with good behaviors. Mrs. Harris, JJ's teacher, has known him since kindergarten. Mrs. Harris noticed a change in JJ when he returned to school after summer vacation. JJ refused to listen and participate in class; he chose to play with his fidget spinner instead.

Mrs. Harris asked him to put the spinner away several times, but he did not. She took the fidget spinner from JJ and told him that he would not be allowed to play with the fidget spinner in class. JJ immediately exploded "Keep your f**king hands off my stuff! You are such a bitch! Give me my fidget spinner back, or I'll kill you!" Then JJ cleared Mrs. Harris' desk with one sweep of his hands and ran out of the room.

JJ was found in the bathroom and escorted to the principal's office. The principal asked JJ what happened, and he said, "I don't know, I just got really mad." JJ's mom was contacted, asked to pick him up at school and take him home for the remainder of the day. Sadie, JJ's mom, said, "You caused the problem here at school by taking his fidget spinner, you deal with him! I'm sick of having to clean up everyone else's mess. He's just being a boy – what's the big deal?" After a while, Sadie agreed to take JJ home.

JJ returned to school the next day and finished the week without any further incidents. Another week passed, and JJ began to argue with a classmate. The classmate told JJ to "shut up," and JJ punched the student in the mouth. JJ was told to go to the office and again he exploded. Mrs. Harris called the office, and JJ started throwing objects at other students. The students were quickly moved out of the classroom. The principal arrived and attempted to calm the situation. JJ became more enraged yelling "You stupid bitch, I hate you! It's all your fault!" and when the principal approached JJ to console him, JJ punched the principal. Officers were called to the school, and when JJ saw the officers, he immediately began throwing chairs and objects at them. JJ was told to calm down and he charged at one of the officers. The officer handcuffed him. The officer was surprised at the strength JJ for only being 9 years old.

Sadie arrived at school and was told that JJ was being detained by the police for physical assault and damage to school property. JJ was crying and screaming "I just want to die. I hate my life; I hate everyone!" Hearing her son, Sadie collapsed into a chair and began sobbing and said, "This is all my fault!"