WE WILL START AT 10:00 AM PST.
TALK SOON!

Supporting Youth Experiencing Trauma in the Classroom & Beyond
SUPPORTING YOUTH EXPERIENCING TRAUMA IN THE CLASSROOM & BEYOND
GUEST SPEAKERS: LAURA GUAY, DR. ALICIA MOUSSEAU, VERONICA WILLETO-DECRANE
March 11, 2020 from 10-11am PST
Today’s Agenda

- Welcome & Welcome Back! (3 minutes)
- What is Trauma? (10 minutes)
- Prevention Strategies (15 minutes)
- Respond to Problem Behaviors (30 minutes)
- Closing (2 minutes)
Welcome & Welcome Back!

Use the Chat Box to tell us:
• Your Name & Role
• Email Address
• Have you received any Trauma-Informed training?
What is Trauma?

…with Laura Guay, MSW
National Native Children’s Trauma Center
Email: laura.guay@mso.umt.edu
Phone: (406)-243-5195
Building a Trauma Lens

The **experience** of a real or perceived threat to life or safety

or to the life or safety of a loved one

Causes an **overwhelming** sense of terror, horror, helplessness, and fear.
Overview of the Developing Brain

- Builds from the bottom up
  - Basic functions to complex
- Experiences create pathways
- Repeated experiences establish patterns
Stress Response System

Alarm System

Ongoing stress – high alert

Release of oxygen, hormones, energy

Threat leaves, back to baseline

Shut down of non-essential to survival systems
Trauma Responses

Hyperarousal

Re-experiencing

Avoidance/Numbing

Image Source: Google Images
Adaptive Responses to Trauma

<table>
<thead>
<tr>
<th>Hyper-arousal Continuum</th>
<th>Rest</th>
<th>Vigilance</th>
<th>Resistance</th>
<th>Defiance</th>
<th>Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissociative Continuum</td>
<td>Rest</td>
<td>Avoidance</td>
<td>Compliance</td>
<td>Dissociation</td>
<td>Fainting</td>
</tr>
<tr>
<td>Mental State</td>
<td>Calm</td>
<td>Alert</td>
<td>Alarm</td>
<td>Fear</td>
<td>Terror</td>
</tr>
</tbody>
</table>

FELT SAFETY

Image Source: Dr. Bruce Perry, Director of the Child Trauma Academy
Prevention Strategies

…with Dr. Alicia Mousseau, (Oglala Sioux Tribe)
National Native Children’s Trauma Center
Email: alicia.mousseau@umontana.edu
Phone: (605)484-3625
What does prevention look like?

Setting the Tone

- The Adult
- The Environment

Tier 1 Practices

- Tribal Adaptations
  - Expectations
    - Setting Expectations
    - Teaching Expectations
    - Positively Acknowledging
    - Consequences
Managing Our Own Affect

This can be Your Greatest Gift

Be an Emotional Container

- Respond Calmly & Appropriately
- Demonstrate Control
- Be Willing to Tolerate Strong Emotions

Image Source: Google Images
Use the Chat Box to...

SHARE: When you’re afraid... what actions/words from another person do you find comforting?

Image Source: We R Native, NPAIHB
Managing Our Own Affect cont.

- Psychoeducation
  - Understanding trauma and its impacts
  - Depersonalizing behaviors (e.g. behaviors may be with us, but not about us)
- Validate Your Own Feelings

Image Source: Google Images
# Tuning Into Ourselves

<table>
<thead>
<tr>
<th>Notice Reactions</th>
<th>Coping Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Body Cues</td>
<td>• Deep Breathing</td>
</tr>
<tr>
<td>• Automatic Thoughts</td>
<td>• Muscle Relaxation</td>
</tr>
<tr>
<td>• in difficult situations</td>
<td>• Distraction</td>
</tr>
<tr>
<td>• Emotions</td>
<td>• Self-soothing</td>
</tr>
<tr>
<td>• what do we feel with these thoughts in mind?</td>
<td>• Time-outs</td>
</tr>
<tr>
<td>• Behavior</td>
<td>• Positive Self-talk</td>
</tr>
<tr>
<td>• What do we do with these thoughts in mind?</td>
<td>• Reframing</td>
</tr>
<tr>
<td>• Easy to not Notice</td>
<td>• What works for you to ”Keep the Calm”?</td>
</tr>
</tbody>
</table>
**Calming Thoughts**

“This child is testing to see where the limits are. My job is to stay calm and help him learn better ways to behave.”

“I can handle this. I am in control. They have just learned some powerful ways to get control. I will teach them more appropriate ways to behave.”

**Upsetting Thoughts**

“That child is a monster. This is getting ridiculous. He’ll never change.”

“I’m sick of putting out fires!”
Environmental Prevention Strategies

- Provide Structure
  - Consistent & Predictable Routines
  - Forewarning when there’s changes in schedules, people and activities

- Active Supervision

- Clear Behavioral Expectations
  - Pre-corrects

- Expectations & Social Skills
  - Teach & Re-teach

- Choice

- Positive Feedback
  - Be Specific
  - High-rates 4:1

Image Source: THRIVE, NPAIHB
Relationship is the Evidence-Based Practice

- Engage in Positive, Trusting Relationships
- Provide New Experiences, with adults that are:
  - Consistent
  - Validates Feelings
  - Protective
  - Unconditional

When you were young, who was that person for you?
# Relationships

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Youth Respect</td>
<td>• Give reasons to believe you care</td>
</tr>
<tr>
<td>• especially if they don’t</td>
<td>• Build rapport</td>
</tr>
<tr>
<td>believe you care</td>
<td>• Set the tone (adult to adult)</td>
</tr>
<tr>
<td>• Trust</td>
<td></td>
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<tr>
<td>• the worst can be assumed</td>
<td></td>
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<tr>
<td>about you</td>
<td></td>
</tr>
</tbody>
</table>

Image Source: We R Native, NPAIHB
Use the Chat Box to...

**SHARE:** What behaviors push your buttons & how do this make you feel?

How do you think this impacts your relationship with youth & their family?
Response to Problem Behaviors

…with Veronica Willeto-DeCrane, (Navajo Nation)
National Native Children’s Trauma Center
Email: veronica.willeto@mso.umt.edu
Phone: (406) 998-8953
## Responding to Problem Behaviors

<table>
<thead>
<tr>
<th>Seek to Understand</th>
<th>Deliver Appropriate Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Determine Function of Behavior</td>
<td>□ Calming/ Refocus Corner</td>
</tr>
<tr>
<td>□ Identify Triggers</td>
<td>□ Punishment vs. Discipline</td>
</tr>
<tr>
<td>□ De-escalation</td>
<td></td>
</tr>
<tr>
<td>□ Reflective Listening</td>
<td></td>
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</tbody>
</table>
Behavior communicates needs and feelings
Youth impacted by trauma often have difficulty identifying and communicating needs and feelings
Try to identify the function of the behavior
Become keen observers
Understanding Youth’s Behaviors

What does youth look before explosion or shutting down?
What clues are there?
How does youth respond when their buttons are pushed?
What might they have been feeling?
Have you noticed the timing of events?
What happened right before event?

Reflect on...
Identifying Triggers

**Fight**
- Hyperactive, verbally aggressive, oppositional, physically aggressive, testing limits

**Flight**
- Withdrawn, escaping, running away, self-isolating, avoiding

**Freeze**
- Dazed, still, shut down, daydreaming
Perceived Triggers of Danger

Sudden Fear

Fight, Flight, Freeze

Paper Tiger

Adults can Unintentionally Trigger Youth

Image Source: Google Images
## Triggers

### Triggered by Praise
- Positive attention may be a reminder of traumas experienced previously
- They may not trust you now, but don’t give up trying
- Believe in them
- Keep at it and be consistent

### Triggered by Limits
- Limits can trigger emotions (e.g. shame) and be associated with harsh punishment
- Even so, limits are important
- Comfort in knowing concisely what is appropriate and what is not in a consistent and non-threatening manner
- Consistent limit setting increases felt safety
- Hesitating to set limits may prevent outbursts but can send negative message
Let’s Each Think of….

…of a youth we have worked with, that we:
- may have struggled with
- was defiant or aggressive
- was checked out or disconnected

Image Source: THRIVE, NPAIHB
Behavior
Don’t, won’t follow instructions. Aggressive, throws items.

Why
Triggered by direct instruction. Feels out of control.

Typical Response
Prompt
Reach
Remove

Alternative Response
Provide choices with instruction. Provide wait time.
Respond to Escalated Youth

- Remember: you can’t reason with a brain in fear (Sporleder)
- Keep yourself centered
- Reflect what you are seeing (briefly)
- Cue student in use of modulation skills (pre-teach)
  - Incorporate choice
  - May be moving to a safe space or taking a break to calm down
- Engage student in self-monitoring
- Reinforce the use of modulation skills
- Invite expression when calm
Use the Chat Box to...

**SHARE:** What do you do in the moment? What works for you? What doesn’t?

Image Source: We R Native, NPAIHB
Attunement: Reflective Listening

- Accept and respect all of a child’s feelings
- Show child that you are listening
  - Active listening skills – be present, hear what’s being said, allow for silence
- Tell child what you hear him/her saying
  - Reflect Back
- Name the feelings
  - You seem angry, is that right?
  - Name the cues
  - Allow the child to correct you
- Only offer solutions/problem solve after helping child to express how he/she feels
Listening Exercise

Let me tell you about my plans for this weekend...

I’m going to try and listen and not think about other things or what I’m going to say next.
Calming/Processing/Refocusing

Check-in → Offer Choices → Listen & Validate

→ Process Emotions & Physical Reactions → Problem Solve → Practice Skills

→ Back to Class
# Balancing Empathy With Accountability

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scolding, berating, threats, taking away</td>
<td>Setting limits, modeling, direct instruction,</td>
</tr>
<tr>
<td>privileges, suspension, expulsion</td>
<td>feedback, follow through with consequences</td>
</tr>
<tr>
<td><strong>Goal</strong> is to stop a behavior</td>
<td><strong>Goal</strong> is to teach what to do instead</td>
</tr>
<tr>
<td><strong>Impacts of punishment:</strong> Higher rates of</td>
<td><strong>Impacts of discipline:</strong> Increases in appropriate behaviors,</td>
</tr>
<tr>
<td>vandalism, truancy, physical aggression,</td>
<td>reductions in ODRs, ISS, OSS</td>
</tr>
<tr>
<td>increased feelings of resentment, fear, shame,</td>
<td></td>
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<tr>
<td>isolation, lowered self esteem</td>
<td></td>
</tr>
<tr>
<td><strong>Motivated by:</strong></td>
<td><strong>Motivated by:</strong></td>
</tr>
<tr>
<td>• Adult’s anger</td>
<td>• Youth’s best interests</td>
</tr>
<tr>
<td>• Me against you</td>
<td>• Me with you</td>
</tr>
</tbody>
</table>
Mindset Shift

- If a child does not know how to read…
  - we TEACH

- If a child does not know how to swim…
  - we TEACH

- If a child does not know how to multiply…
  - we TEACH

- If a child does not know how to drive…
  - we TEACH

- If a child does not know how to behave…
  - we... TEACH or PUNISH?
“Not realizing that children exposed to inescapable, overwhelming stress may act out their pain, that they may misbehave, not listen to us, or seek our attention in all the wrong ways, can lead us to punish these children for their misbehavior… If only we knew what happened last night, or this morning before she got to school, we would be shielding the same child we’re now reprimanding.”

On Playing A Poor Hand Well by Mark Katz
Resources

HEALTHY NATIVE YOUTH
Best Practices Inventory

- Can be used as a
  - Self-Assessment
  - Peer Observation
My Self-Care Plan

Activity Overview: Self-care Plan (~30 minutes)

Age Groups: Middle School, High School, Young Adults

Activity Purpose:
The primary purpose of this activity is for youth to create a self-care plan that includes selecting positive self-talk statements.

Folks will:
• select “self-care” activities and “positive self-talk statements, to
• create a “self-care plan”

Activity Outline

Core Content Components | Instructional Method | Timing
--- | --- | ---
Welcome and Icebreaker | Welcome youth, Icebreaker | Minilecture, 5 minutes
Self-Care Strategies | Creating My Self-care Plan, Use Handouts: My Self-care Plan | Minilecture, Individual & Small Group Work, Large Group Activity, 15 minutes
Closing | Reflection on learning, Cultural Teaching (if time allows) | Large Group Reflection, 5 minutes

Materials:
• My Self-Care Plan Handout -- enough for each person
• Avery 5162 Easy Peel Address Labels -- enough for each youth to have one sheet (can do activity without address labels, if needed)
• Avery 5195 Easy Peel Return Address Labels -- enough for each youth to have one sheet (can do activity without address labels, if needed)

Preparation:
• Print enough handouts for each youth of:
  o My Self-Care Plan, p. 4
  o Self-Care Activity Examples (on Avery 5195 Easy Peel Return Address Labels – if you don’t have labels, just print on regular paper), p. 5
  o Positive Self-Talk Statements Examples (on Avery 5162 Easy Peel Address Labels – if you don’t have labels, just print on regular paper), p. 6
• Consider inviting local mental health professionals to introduce themselves to folks and let them know of their services, fees (if applicable), hours, and location.

Create a Self-care Plan...
How you take care of yourself affects how you think, feel, your sense of who you are, and your place in this world.

Select three activities from the example box below (or create your own), that will help to nourish your mental, spiritual, physical, and social self. Then select a positive self-talk statement that you can say to yourself when you need a little encouragement.

1: Select three Self-Care Activities

My 1st Self-care Activity is...

My 2nd Self-care Activity is...

My 3rd Self-care Activity is...

Examples of Self-care Activities:
The things you do and the way you talk to yourself matters! Be your best self by selecting activities that nurture your soul.

Examples of Positive Self-talk Statements:
I am strong, I am loving, I am special. I am a good person. All is well – right here, right now, I am loved, supported, and cared for. I am moving towards my goals, one step at a time. I have a purpose. I have all the tools. Today I will be kind to myself. I am healing. I am unwrapping. Create your own...

3: Live it!

Make these activities and positive self-talk statements part of your daily life. This can help you to be the best version of yourself. Go for it!
Practice in Action
RAISING HEALTHY NATIVE YOUTH THROUGH CULTURALLY RELEVANT HEALTH EDUCATION
How are we doing?

Fill out our Training & TA Feedback form and...

Receive some HNY swag!
Coming Soon…

Talking is Power Postcard

Talking is Power One pager

Ya’at eeh! My name’s Michelle! My pronouns are she and her. Give yourself a high five from me. I’m glad you’re here!

What’s a rule you have for your relationships? How can you respect other people’s rules and boundaries?

What makes a healthy relationship?

Talking is Power
A Text Messaging Service for Parents and Caring Adults

Talking with youth about sensitive topics is never easy, but it’s important. You are your teen’s biggest influencer when it comes to making decisions about sex and healthy relationships.

Text EMPOWER to 97779

You’ll receive up to 3 text messages per week with conversation starters, tips, video demonstrations, and words of encouragement.

We’ll cover sexual health, pregnancy, STDs, and consent. You don’t need to have all the answers, you just need to start talking – be open and honest – and keep at it. Talking with your teen will help them make healthy decisions.

#TalkingIsPower
#WeRNative
#HealthyNativeYouth

Healthy Native Youth

Healthy Native Youth

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Promotional Materials

HEALTHY NATIVE YOUTH

www.healthynativeyouth.org
@healthyN8Vyouth
Listserve: Text “YouthNews” to 22828
Text Message: Text “Healthy” to 97779
fb.com/HealthyNativeYouth
native@npaihb.org

ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org is a one-stop-shop to expand learning opportunities for Native youth. The site includes curricula, trainings, and tools to help you deliver age-appropriate health programs.
Thinking Ahead...

- **Who Can I invite to the next call?**
  
  **Title:** Social Media Protective Factors Against Human Trafficking & MMIR

  **Guest Speakers:** Trish Martinez, Jeri Moomaw, Betsy Tulee

  **Date:** April 8th (Wed.), 10am - 11pm PST (2 hour special)

- **Ahead of the Game:**
  
  - What’s the difference between smuggling and trafficking?
  - Do I know the ‘red flags’ and indicators?
COMMUNITY OF PRACTICE

2020 Schedule

- **1/8/20**  Who's the Best Health Educator Around? Brush up on your Programming & Youth Skills
- **2/12/20**  2SLGBTQ Inclusion in the Community & Classroom
- **3/11/20**  Supporting Youth Experiencing Trauma in the Classroom & Beyond
- **4/8/20**  Social Media Protective Factors Against Human Trafficking & MMIR (2 hour session)
- **5/13/20**  Youth Identity & Healthy Relationships
- **6/10/20**  Prevention: Emerging Topics & Challenges Youth Face
- **7/8/20**  Raising Healthy Native Youth: Creating Positive Pathways

Second Wednesday of Every Month

10:00-11:00 AM PST
Thank you! Other questions?

Contact:
Amanda Gaston
agaston@npaihb.org
This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary’s Minority AIDS Initiative Fund.
SUPPORTING YOUTH EXPERIENCING TRAUMA IN THE CLASSROOM & BEYOND

GUEST SPEAKERS: LAURA GUAY, DR. ALICIA MOUSSEAU, VERONICA WILLETO-DECRANE

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